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1960

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

AN EVALUATIVE STUDY OF THE USES OF STANDARDIZED
TEST RESULTS IN SELECTED PUBLIC SCHOOLS OF
THE STATE OF OKLAHOMA

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WILLIAM REX BROWN
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AN EVALUATIVE STUDY OF THE USES OF STANDARDIZED
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APPROVED BY

Claude Kelley
P. T. Teska
Gail Shannon
Thurman White
J. F. Gaidner

DISSERTATION COMMITTEE

To my wife, Jeanne,
who has suffered the pangs of
this labor.

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CHAPTER I

INTRODUCTION

Background and Need for the Study

One of the significant developments in American education has been the use of measurements and standardized tests.¹ Since 1902, and during the leadership of Edward L. Thorndike, who is referred to as "the father of the movement," rapid advances in the measurement and testing field have occurred. However, the testing movement has not always been without criticism and frequently has not met the approval of the educators of the time. In 1912, Joseph M. Rice, who is recognized as having developed the first comparative test in America, caused some consternation in the Department of Superintendence of the National Education Association with the findings of his spelling test.² However, two years later a committee on tests and standards made a favorable report to this same organization, and consequently approval was extended to the measure-

¹Edgar W. Knight, Education in the United States (Boston: Ginn and Company, 1929), pp. 549-551.

²Ibid.

ment and testing movement. As a result school administration has undergone a change of attitude, although the testing movement is still only a little more than fifty years old.

Since the depression there have developed certain testing trends which may be considered noteworthy. Walter N. Durost, Director, Test Service and Advisement Center, Dunbarton, New Hampshire, mentions (1) the trend toward differentiated measures of intelligence, (2) the profiling of test results, (3) the influence of the test-scoring machine, and (4) the growth in technology. Summarizing his discussion, Durost explains the growth of technology:

There has been a steadily increasing body of statistical theory in the measurement field, much of it too technical for the average user to know or care about.

Just recently, a committee of the American Psychological Association has been attempting to codify good practice in the field of testing, with notable results.

To summarize this trend, technical developments in test construction have outrun practice, and there is a widening gulf between the test-maker and the test user.¹

The increased use of tests by the military has focused attention on the effective utilization of tests.² In one year approximately 20,000,000 Americans took a total of 60,000,000 tests.³ The impact of

¹Walter N. Durost, "Modern Trends in Testing and Guidance," Modern Educational Problems, Report of the Seventeenth Educational Conference, New York City, October 30-31, 1952, Prepared by the Educational Records Bureau and the American Council on Education, (Washington, D. C., 1953), pp. 111-119.

²Thomas E. Christensen, "Challenges to Counselors in Secondary Schools," Vital Issues in Education, Report of the Twenty-first Educational Conference, New York City, November 1-2, 1956, Prepared by the Educational Records Bureau and the American Council on Education, (Washington, D. C., 1957), p. 55.

³Donald E. Super, Appraising Vocational Fitness (New York: Harper and Brothers, 1949), p. xiii.

electronic test-processing machines¹ has also helped to increase the number of tests used, and there is no major reason to believe that any lesser number of tests will be employed in the near future. Another reason for the belief that tests will be administered in record numbers is the emphasis on the identification of the gifted pupil. The researchers of the Commission on Human Resources and Advanced Training² have disclosed that only forty-two per cent of the boys and girls at age eighteen who made scores of 130 or higher on the Army General Classification Test entered college. Concerning a national inventory of talent, the President's Commission on Higher Education has pointed out that:

1. At least 49 per cent of our population has the mental ability to complete 14 years of schooling with a curriculum of general and vocational studies that should lead either to gainful employment or to further study at a more advanced level.

2. At least 32 per cent of our population has the mental ability to complete an advanced liberal or specialized professional education.³

Christensen, when speaking about the gifted pupil and the increasing number of tests being used, has this to say: "Obviously, if we are to have more and more tests, we need more and more people capable of interpreting them"⁴

¹E. F. Lindquist, "The Iowa Electronic Test Processing Equipment," Proceedings of the 1953 Invitational Conference on Testing Problems (Princeton, N. J., 1954), p. 160.

²Dael Wolfle, America's Resources of Specialized Talent (New York: Harper and Brothers, 1954), p. 280.

³The President's Commission on Higher Education, Higher Education for American Democracy, Vol. I: Establishing the Goals (New York: Harper and Brothers, 1946), p. 41.

⁴Christensen, op. cit., p. 56.

If testing is to be accomplished in record numbers, then what about the preparation of the individuals who will use the results?

First, let us look at the preparation of the person using the tests. In only a minority of schools are there persons technically trained to use psychological or educational tests and only our larger school systems have a person who may have the equivalent of a Master's degree in psychometrics. In most schools, tests are used primarily by teachers and, in general, teachers are not particularly well prepared to use tests.

For instance, the United States Office of Education "Manual on Certification Requirements for School Personnel in the United States," reports that only twenty-seven states even clearly mention tests and measurements in relation to teacher certification requirements. For elementary teachers, in only two states are courses in tests and measurements required and in six states such courses are optional. For secondary teachers, in three states such courses are required and in eight states they are optional. Woellner and Wood, in their "Requirements for Certification of Teachers, Counselors, Librarians, Administrators," report that in only six states are such courses required for administrators and in seven states such courses are optional. For counselors, only eight states specify a testing course as a requirement. These figures cannot give an accurate picture of the situation, but certainly they do suggest that training in testing is not perceived as a major requirement for teachers in most states. We must recognize that in our schools there are relatively few persons well trained in the use of tests.¹

This statement presents a bleak if not discouraging picture, but assuming that qualified personnel are available, do public school personnel realize the value and need of standardized testing?

There are several arguments to support the thesis that tests are vital in the total evaluation process. One study, conducted during a low ebb of testing in the midst of the depression, which supports this thesis, asked 555 superintendents the following question concerning means for reducing pupil failure through changes in policy or administrative reorganization.

¹Ralph F. Berdie, "Bringing National and Regional Testing Programs Into Local Schools," Proceedings of the 1953 Invitational Conference on Testing Problems (Princeton, N. J., 1954), pp. 80-81.

To reduce pupil failure, what (from your experience) are the six best means which involve a change in educational policy and administrative reorganization--for example, homogeneous grouping and differentiation of courses of study?¹

In the original report forty-nine changes were mentioned. Listed sixth in order of the twenty-five changes mentioned most frequently by the 555 superintendents was: "using standardized tests, a definite testing program, including different type tests."²

The same group of superintendents was also asked to answer a question dealing with means that could be used by teachers to reduce pupil failure.

To reduce pupil failure, what (from your experience) are the six best means which ordinarily lie within the reach of the classroom teacher--for example, diagnosing reading difficulties of individual pupils?

The report mentioned fifty different means. Ranked number one by 374 of the 555 superintendents was: "using achievement and diagnostic tests followed by special help."³

This should be sufficient evidence to support the theory that school personnel realize the need and value of tests; however, there are reasons for public school personnel not making more effective use of test results.

Are the educational measurement needs of today's schools being served adequately by the standardized testing techniques and programs currently available? Most competent, progressive teachers and school administrators would probably answer "No."

¹A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (2nd ed; New York: D. Appleton-Century Co., Inc., 1947), pp. 518-519.

²Ibid., p. 526.

³Ibid.

But are the schools making effective use of the standardized testing techniques and programs currently available to them? Most competent test specialists would probably answer "No" to this question also. They might charge that many school staff members are poorly trained in the fundamentals of measurement, unfamiliar with basic terms and concepts, prone to misuse good standardized tests and to misinterpret the scores from them. They might charge that many educators fail to appreciate the valuable functions of a good testing program, or to recognize the limitations of a testing program alone, as a solution to educational problems. They might deplore the frequency of almost purposeless, and hence almost functionless, testing.

.....
 Others who go through the motions of administering tests never make any serious effort to use the results. Test scores are not even reported to and discussed by the school staff, to say nothing of reporting and interpreting them to pupils and parents.¹

The status of the present situation has been described by
 Diederich.

I believe that the testing program of our schools and colleges ought to be more systematic, more cooperative, more comprehensive, and more continuous. I believe that up to the present it has been too haphazard; we have relied too heavily on the initiative and almost upon the whims of individual teachers, we have tested in some fields but not in others, tested some aspects of development but not others, almost at random, without any over-all plan. Testing also has been too individualistic. Teachers use tests for their purposes and keep the results in their own files. The results are seldom studied by a central committee to see what they reveal about the success of the school in achieving its objectives. Very few schools see to it that all data collected about a given pupil pass through the hands and through the mind of his homeroom teacher or counselor, so that he can put them all together into a coherent, meaningful picture of that pupil's all-round development. Testing has been too fragmentary. It has concentrated on subject-matter knowledge and a few skills, ignoring many aspects of development that are equally important.²

¹Robert L. Ebel, "How Schools and Test Specialists May Cooperate," Vital Issues in Education, Report of the Twenty-first Educational Conference, New York City, November 1-2, 1956, Prepared by the Educational Records Bureau and the American Council on Education, (Washington, D. C., 1957), pp. 78, 81-82.

²Paul B. Diederich, "Planning a Comprehensive Evaluation Program," Measurement and Evaluation in the Improvement of Education, Report of the Fifteenth Educational Conference, New York City, October 26-27, 1950, Prepared by the Educational Records Bureau and the American Council on Education, (Washington, D. C., 1951), p. 59.

In February, 1956, the Iowa Tests of Educational Development were administered on a state-wide basis to approximately 60,000 high school pupils in the State of Oklahoma. The primary purpose of this state-wide testing program was to identify Oklahoma's most able youth.¹ Although this objective was realized, there are other objectives of a testing program to be considered.

The major functions of a testing program, I believe you will all agree, are to enable teachers and counselors to become more accurately acquainted with individual high school pupils, in order that both instruction and guidance may be better adapted to their peculiar individual needs, or that the efforts of the teacher and counselor may be more effectively directed. The other primary purpose of a testing program is to provide teachers and school administrators with a more adequate basis for evaluating the entire program of secondary education, or for discovering the relative success with which fundamental educational objectives have actually been realized in their own school.²

The concern then is: Are test results being effectively used when compared with criteria of proper use? This poses a major problem because as far as can be determined, a list of criteria for the effective use of test results has not been published.

. . . . I can not now recall having seen in print any formal list of criteria that one would use in evaluating the uses made of tests in public schools. It is difficult to believe, considering the wealth of rating scales available for other purposes, that none have been perfected and widely used for this purpose.³

¹The Frontiers of Science Foundation of Oklahoma, College Attendance of Oklahoma's Most Able Youth, A Report Prepared by the Staff (Oklahoma City: November, 1956), p. 1.

²E. F. Lindquist, "Some Criteria of An Effective High School Testing Program," Measurement and Evaluation in the Improvement of Education, Report of the Fifteenth Educational Conference, New York City, October 26-27, 1950, Prepared by the Educational Records Bureau and the American Council on Education, (Washington, D. C., 1951), p. 17.

³Letter from Dr. E. F. Lindquist, President, Measurement Research Center, State University of Iowa, Iowa City, Iowa, March 15, 1957.

General criteria for testing programs have been developed by Lindquist,¹ Traxler,² and Dunsmoor and Miller,³ but a survey of the literature has not revealed a criterion for the use of test results. The California Association of Secondary School Administrators in cooperation with the California State Department of Education conducted a study of testing programs and practices in California public secondary schools.

The purpose of the study was to secure information on current testing programs, the use made of test results in the schools, and the practices followed by secondary schools and colleges and universities in relation to the transfer of test data from high schools to institutions of higher learning.⁴

The study revealed the kinds of tests utilized and the uses made of the results, but no attempt was made to relate the uses with a criterion of proper use.

No study has been made in Oklahoma, as far as can be determined, to develop a criterion for the proper use of test results, nor how administrators, guidance personnel, and classroom teachers are utilizing test results. Also it seems important to know the extent to which test results are utilized in comparison with criteria of proper use, and to know the kinds of tests employed at different grade levels. If improvement in the use of test results is to be accomplished, then it is first necessary to establish a bench-mark from which to begin.

¹Lindquist, op. cit., pp. 17-33.

²Arthur E. Traxler, "Fifteen Criteria of a Testing Program," Education Digest, XVI (November, 1950), p. 15.

³Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company, 1949), p. 128.

⁴Carl A. Larson and William H. McCreary, "Testing Programs and Practices in California Public Secondary Schools," California Journal of Secondary Education, XXXI (November, 1956), p. 389.

The Problem

The Nature of the Problem

One aspect of this problem deals with the proper uses of standardized test results. As mentioned earlier, since no criterion or norm is available which sets forth the proper use of standardized test results, it is necessary that a standard be developed so that a means for measurement of the uses of test results may be derived. Thus, the first integral part of this problem is to establish criteria for administrative, guidance, and classroom uses of test results.

The second aspect of this problem is concerned with the current practices of administrators, guidance personnel, and classroom teachers in the use of test results. This study seeks to reveal how administrators, guidance personnel, and classroom teachers state they are using test results and to compare and evaluate this use with criteria of proper use.

Statement of the Problem

The specific problem is to determine what uses are made of standardized test results in selected public schools of Oklahoma, and how these uses compare with criteria of proper use.

In order to develop the study the problem is divided into the following sub-problems:

1. Establishment of criteria for the proper use of test results.
2. Determination of uses for which administrators, guidance personnel, and classroom teachers make of test results.
3. Comparison of usage with the criteria.

4. Determination of the tests used.

Delimitation of the Problem

Schools, Population, and Tests

Schools included in this study were confined to and were selected on the basis of the following requirements:

- (1) Be a public, independent school system.
- (2) Employ a total of twenty or more teachers.
- (3) Have a systematic minimum testing and/or guidance program in operation.
- (4) Be willing to participate in this study.

Only tests for which validity of content had been established, for which norms had been established by a test publisher, and which may be scored objectively were included in this study. Only those tests which could be included under one of the following classifications were considered: (1) intelligence, (2) achievement, (3) aptitude, (4) interest, (5) personality, (6) subject-matter, and (7) miscellaneous.

Definitions and Use of Terms

For purposes of this study, the following definitions are used:

"Standardized test" is a test for which content has been selected and checked empirically, for which norms have been established, and which may be scored objectively.

"Superintendent" is the chief executive for and advisory officer to the board, charged with the direction of schools in a local administrative unit.

"Principal" is the administrative head and professional leader

of a school or attendance unit, such as a high school, junior high school, or elementary school, usually subordinate to a superintendent of schools.

"Director" is a person who administers an organized program of tests and guidance in a school or school system, supervises the staff and provides leadership in the development of a program of testing and guidance under the direction of the principal or superintendent.

"Counselor" is an individual who helps pupils in a school or school system in life planning and/or in the solution of problems, as they relate to social, educational, and vocational situations. Assistance may be rendered through individual or group conferences.

"Classroom teacher" is one whose principal duty is to instruct and counsel the pupils in the classroom.

"Minimum testing program" is a systematic plan for administering, scoring, and interpreting measures of mental maturity, achievement, and vocational interest. It does not include measures of personality or vocational aptitude.

"Test use" is the utilization of test results for purposes of classification, measurement, or evaluation of pupil ability, achievement, interest, aptitude, and personality, in addition to the application of such test results to classroom, guidance, and administrative functions.

The Data

Kinds of Data

There are two types of data involved in this study: general principles derived from the literature in the field for establishing the criteria on the proper use of test results, and data concerning written

and verbal responses about the practices of administrators, guidance personnel, and classroom teachers. Included as data is information as to the tests used; the grade level at which each kind of test was used; and the uses made of test scores for classroom, guidance, and administrative purposes.

Sources of Data

To establish criteria, the literature in the field was studied to discover and determine the various and possible procedures for the application of test results. Through further examination of the literature and by discovering agreement among authorities, it was possible to develop a selected bibliography and thereby delimit as well as establish criteria for the proper use of test results.

Through the use of written questionnaires and recorded interviews, the practices of public school personnel concerning the use of test results were obtained from classroom teachers, guidance personnel, and administrative personnel in Oklahoma.

Treatment

Statistical Treatment

Questionnaires were used first to gather data. Follow-up interviews were conducted from four to six weeks later to substantiate the data originally collected. To show the relationship between the results obtained by questionnaires and those obtained by interviews, Spearman's (rho) Rank-Difference Correlation method was used. This particular statistical procedure was selected because it is comparatively easy to

compute, convenient for small sampling, and the final results are equivalent to Pearson's method.

Pearson's product-moment coefficient is the standard index of the amount of correlation between two things, and we employ it whenever it is possible and convenient to do so. . .

When samples are small, a common procedure applied to regular data in place of the product-moment method is the rank-difference method of Spearman. It is conveniently applied as a quick substitute when the number of pairs, or N , is less than 30. . .

The rank-difference coefficient is practically equivalent to the Pearson r , numerically. . .

Although there is no good estimate of the standard error of a rho coefficient, there is reason to believe that rho is almost as reliable as a Pearson r of the same size. Consequently, rho is almost as good an estimation of correlation as the Pearson r .¹

In conjunction with Spearman's rho, the "t" test of significance was used to define reliability in terms of level of significance.

Follow-up interviews were conducted at thirteen different schools. The follow-up interviews were conducted with thirteen different superintendents, thirteen different guidance personnel, and thirteen different classroom teachers making a total of thirty-nine interviews.

Computation of data using Spearman's rho formula may be found in Appendix A.

Methodology

Type of Research

Library and normative-survey methods of research were used in

¹J. P. Guilford, Fundamental Statistics in Psychology and Education, (3rd ed.; New York: McGraw-Hill Book Co., Inc., 1956), pp. 285-288.

this study. The normative-survey¹ method is concerned with ascertaining the conditions which prevail in a group of cases. Under this method a number of tools and procedures such as tests, check-lists, and interviews may be employed. This method is useful for determining facts in regard to existing conditions and is especially useful for making comparisons. Because this problem is concerned with present existing conditions as well as making comparisons, these research methods are appropriate to answer the question: What uses are made of test results and how do these uses by administrators, guidance personnel, and classroom teachers compare with criteria of proper use?

Method of Establishing Criteria of Proper Use

Research Design

The first step in establishing criteria was a selected bibliography. The following aids were used:

1. Education Index
2. Reader's Guide
3. Cumulative Book Index
4. Psychological Abstracts

Through a search of the literature a selected bibliography was developed.

The following factors were used as a basis of selection:

1. A recognized expert in testing and guidance whose writings have been widely used as basic texts or references.

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research, (New York: Appleton-Century-Crofts, Inc., 1941), pp. 225, 286, 377.

2. The expert includes in his discussion an explanation of the uses of test results for administrative, guidance, or classroom purposes.

3. The expert recommends that test results be used for given purposes.

By referring to the selected bibliography a list of the general uses of test results was formulated under the following classifications: (1) administrative, (2) guidance, and (3) classroom uses of test results. Eleven authors were identified as authorities for each of the three classifications. The uses, as explained by different experts, were then compared to determine the extent of agreement. Only those uses of test results upon which a majority of the eleven experts agreed were considered as an acceptable part of the criteria. The final data were then compiled, and three different sets of criteria were formulated--one for administrators, one for guidance personnel, and one for classroom teachers.

Collecting Data on Uses of Test Results in Oklahoma Public Schools

Once the general plan of the study was formulated it was decided that the questionnaire and interview techniques were probably the appropriate instruments for collecting the necessary data. Items derived from the criteria were used to formulate three different questionnaires and three different interview guides: one for administrators, one for guidance personnel, and one for classroom teachers. The questionnaires and interview guides followed the uses stated in the criteria. The interview technique was used to corroborate the data obtained by questionnaires.

A rough form of each questionnaire and each interview guide was produced. Questionnaires were mailed on a trial basis and follow-up interviews were conducted. Modifications were made on the basis of suggestions of interviewees, literature pertaining to questionnaires and interviews, and upon the suggestions of authorities in school administration and guidance.

Additional trial interviews were recorded. The recorded interviews were criticized and evaluated by two interested professors of education actively engaged in the study and practice of school administration. The suggestions made by these individuals were used to refine the questionnaires and the interview guides as well as the interview techniques.

Personnel Consulted

There are 183 school systems in the state which employ twenty or more teachers.¹ In June, 1958, letters with a return addressed post card attached were mailed to the superintendents of these schools asking if the school met the requirements set forth as limitations in this study; if they would grant interviews; and if they would be willing to participate in this study. Copies of the letters of inquiry are shown in Appendix B. Replies were received from 127 superintendents. Of these, 75 school systems satisfied the requirements set forth as limitations in this study.

Three different questionnaires²--one for administrators, one for

¹Oklahoma Educational Directory for the School Years 1958-1959, Oklahoma City: State Department of Education.

²See Appendix B.

guidance personnel, and one for classroom teachers--were mailed directly to the superintendent of schools. Of the 75 schools selected to participate in this study, 63 constituting 84 per cent of the group, responded with questionnaires. After the questionnaires were returned it was necessary to follow-up the questionnaires with interviews.

In order to select school systems for follow-up interviews, each school was assigned a code number. A number was selected at random, and thereafter every fifth school was selected for interview purposes. Letters requesting appointments for follow-up interviews were then mailed to superintendents of the selected schools. There were no refusals from the schools from which interviews were requested.

Recorded interviews were conducted with the same individual who had completed the questionnaire. While the interview guide corresponding with the appropriate questionnaire was used during the interview, there was no writing or written recording of responses. The mechanical recordings were analyzed after the interview was completed. Then, the recorded verbal responses of the interviewee were noted on the original written questionnaire.

Investigation concerning the uses of test results was conducted by grade levels, that is: elementary, junior high, and senior high school grades. The uses of results were made according to the following classifications: (1) classroom uses, (2) guidance uses, and (3) administrative uses. No attempt has been made to verify the extent to which these uses or practices are employed.

The findings of this study are based upon data compiled from

written questionnaires and recorded interviews with administrators, guidance personnel, and classroom teachers concerning their practices and uses of test results during the school year 1958-1959.

The findings concerning stated uses of test results are arranged in order of the major headings on the questionnaires and interview guides and are summarized and presented in table form in Chapters III, IV, and V. The findings, conclusions, and recommendations of this investigation apply only to independent school systems included in this study and are presented in the final chapter.

In the attempt to select the population to be included in this study, some interesting facts resulted from the preliminary survey.

Of the 183 schools surveyed to determine their availability for participation in this study, 127, or 69 per cent, responded.

Eighty of the 127, or 63 per cent, have a faculty member designated as either part-time or full-time counselor or guidance director. Forty-seven, or 37 per cent, do not have such a person.

One hundred thirteen of the 127, or 89 per cent, responding have a testing and/or guidance program, including intelligence and achievement tests. Fourteen or 11 per cent do not. Ten, or 8 per cent, do not have any type of program.

Of the 113 that have a testing and/or guidance program, including intelligence and achievement tests administered at least once, 37, or 33 per cent, do not have a faculty member designated as either part-time or full-time counselor or guidance director.

Analyzing the Data

Tables

One basic table, using the same general format, was designed to be used with each criterion for each of the three groups. These tables show the number and per cent of responses of each group for each criterion. A second group of tables shows the tests that were used at each grade level and also reveals the tests employed most frequently in Oklahoma public schools.

Mathematical Treatment

It is sometimes necessary to convert verbal or written responses into numerical terms so that the obtained data may be manipulated mathematically. In order to compute central tendencies each response was assigned an arbitrary score.

Likert has shown sigma (σ) scaling yields results which, for the test as a whole, are little if any more reliable or more discriminatory than the results obtained when the five answers are scored simply 1, 2, 3, 4, and 5. This virtual equality of scaling and rule-of-thumb method is rather familiar finding in mental measurement.¹

The responses used in the questionnaires, interview guides, and tables are shown below along with the assigned score.

Always	= 6	Sometimes	= 2
Very Often	= 5	Seldom	= 1
Often	= 4	Never	= 0
Frequently	= 3		

By assigning each response a numerical score, an average weighted score could be computed for each of the subordinate criteria. In order to do

¹Henry E. Garrett, Statistics in Psychology and Education, 4th ed; (New York: Longmans, Green and Co., 1948), p. 321.

this the following formula was derived.

$$\text{Average Weighted Score} = \frac{R_6 + R_5 + R_4 + R_3 + R_2 + R_1}{N}$$

Where: R is equal to the number of responses; and

N is equal to the total number of responses involved.

After the average weighted score was computed for each of the criteria it was plotted on the appropriate profile devised to aid in the interpretation of the final results. As an added convenience for interpretation, each average weighted score is synonymous with a rating. Thus, to determine the rating, it has been assumed that the application of test results to the solution of all problems to which they apply is superior usage. The best usage one could expect of test results when applicable to a lesser percentage of problems, may well be rated as varying from excellent to inferior. For purposes of this study, ratings have been assigned in terms of the percentage of instances in which test results are used to solve the problems to which they apply.

Profiles

Three different profiles--one for administrators, one for guidance personnel, and one for classroom teachers--were constructed to portray graphically strengths and weaknesses of each group in the use of test results. The profiles were devised in the following manner. Each score was divided into equal units based on 100. This was done so that any possible score, corresponding to each response made by a group, could be plotted on the appropriate profile. The average weighted scores of each group were computed and then plotted so that the average weighted scores and their ratings are apparent on each profile. An interpretation

can then be seen easily in terms of the percentage of time test results are used and a corresponding rating. The definitions of these ratings are as follows:

RESPONSE	DEFINITION	RATING
Always	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 100 per cent of the time.	Superior
Very Often	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 80 to 99 per cent of the time.	Excellent
Often	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.	Above Average
Frequently	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.	Average
Sometimes	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 20 to 39 per cent of the time.	Low Average
Seldom	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 1 to 19 per cent of the time.	Below Average
Never	At no time are test results used to aid in the solution of educational problems.	Inferior

The school personnel involved in this study were professional individuals possessing similar and basic educational preparation. Also these individuals were teaching in schools having an active testing and/or guidance program in operation. Thus, these individuals may be considered as enterprising and up-to-date teachers. Therefore, the assumption here is that each of these intelligent individuals possesses the required judgment and ability to use test results, "when the need occurs," to solve educational problems.

The information, in tabular form, given in Chapters III, IV, and V, reveals the practices for which test results are used. This information also shows the extent to which administrators, guidance personnel, and classroom teachers use test results in comparison with appropriate criteria of proper use, and the areas in which improvements in the use of test results may be made.

The results are given in terms of (1) percentage of time test results are used, (2) a corresponding rating, and (3) an interpretation of the rating.

CHAPTER II

CRITERIA FOR THE USE OF TEST RESULTS

The information presented herein sets forth how test results should be utilized. The criteria presented are organized under three headings: administrative, guidance, and classroom uses of test results. For each section a rationale and the general criterion with related subordinate criteria are presented and documented.

Administrative Uses of Test Results

Table 1 shows the extent of agreement among eleven authorities reporting on the administrative uses of test results. The authorities listed were selected on the basis of factors explained in Chapter I.

Planning and Developing the School's Educational Program

Rationale

A competent administrator of a school will provide for adequate planning in the development of a basic and sound testing program to meet the needs of the pupils and faculty.¹ An indispensable step in the

¹Lester W. Nelson, "Use of Tests in School Administration," A Report of the 15th Educational Conference on Measurement and Evaluation in the Improvement of Education, New York, October 26-27, 1950, Prepared by the American Council on Education (Washington, D. C.: American Council on Education, Vol. XV, No. 46. April, 1951), pp. 115-116.

TABLE 1

AGREEMENT OF ELEVEN AUTHORITIES REPORTING ON ADMINISTRATIVE USES OF TEST
RESULTS FROM WHICH CRITERIA OF THE PROPER USE OF STANDARDIZED
TEST RESULTS WERE DEVELOPED

Authorities	Criteria									
	A1 Page	A2 Page	A3 Page	B1 Page	C1 Page	D1 Page	E1 Page	F1 Page	F2 Page	F3 Page
Dunsmoor and Miller	106	106	106	106	106				106	106
Flood	326		326		326	326	326	325-26		326
Froehlich and Benson	78	78	78	78	78				78	78
Greene <u>et al.</u>		106	109,120	121	120	121	119-21		120	105-10
Lindquist	36	63,8	8		60	110	36	60		
Nelson	114-16	115	113	115	114	115-16	115		115-16	
Ross and Stanley			235-37	402-5 245	59,60 62,64		303-04	19,373 378		
Thorndike and Hagen	426-29	426-29	426	428-29		429		426 292	291 428	426 429
Traxler <u>et al.</u>		93	92	94		93,95	93	93	93	93
Wiley and Andrews	166	166	166	165-66				166	166	
Wrightstone <u>et al.</u>	38		29,39 40	38		29	39,40	39,40	39,40	38

planning and development of a testing program is deciding how to use the test results.¹ In planning the uses of test results the administrator should give careful attention to their use in the planning and development of curriculum and instructional programs as well as the determination of pupil status.² Test results can by this means contribute directly to the administrator's knowledge and understanding of the status of the school program and provide direction necessary for the development of curriculum, instructional programs, courses and materials, and the determination of pupil status.³

Curriculum

The curriculum is a general, over-all plan of courses of study or sequence of subjects that the school should offer to provide the pupil with the best possible experience and training to qualify him for a place in society.⁴ The ultimate criterion of the curriculum is the improvement of the learning experiences of the pupils.⁵ The curriculum should be designed to help meet both common and unique developmental needs of pupils

¹Emery P. Bliesmer, "Using and Interpreting Achievement Test Results," Education, Vol. XXVII (March, 1957), pp. 391-394.

²Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley and Sons, 1955), pp. 426-429.

³Clifford P. Froehlich and Arthur L. Benson, Guidance Testing (Chicago: Science Research Associates, 1948), p. 78.

⁴H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation (New York: Harper and Bros., 1955), p. 27.

⁵A. S. Barr, William H. Burton, and J. J. Brueckner, Supervision (New York: D. Appleton-Century Co., 1947), p. 395.

and to promote desirable changes in behavior.¹ In order to discover the unique and common needs of pupils, and thus be able to adapt curriculum to these needs, objective, scientific testing should be employed.² Comprehensive test results provide reliable information concerning the adequacies and inadequacies in the scope, content, and organization of curricula.³ Test results also suggest direction for adapting the curriculum to meet the needs of pupils⁴ and provide a basis for studying the characteristics of the pupil population.

Instruction

The purpose of instruction is to insure the pupil's acquisition of desirable knowledge and attitudes, skills in the proper use of knowledge, and habits of desirable behavior.⁵ This is done by various appropriate means including lecture, recitation, or other purposeful activity involving the use of content of courses, methods, materials, and facilities. Generally, instructional programs are designed to contribute to the common and unique educational needs of the pupils involved.⁶ However, the programs must be flexible so that individual and group needs may be met. Test results can play a vital role in the planning and development

¹Evaluative Criteria (Washington, D. C.: George Banta Publishing Co., 1950), Cooperative Study of Secondary-School Standards, p. 49.

²Nelson, op. cit., pp. 115-116.

³Thorndike and Hagen, op. cit., p. 428.

⁴J. W. Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Co., 1956), p. 38.

⁵Evaluative Criteria, op. cit., p. 49.

⁶Nelson, op. cit., p. 115.

of instructional programs. The basic purpose of test results in the instructional program is to provide a sound scientific foundation for careful study and due consideration to form a basis for the administration to understand the instructional problems of a teacher or faculty.¹

Pupil Status

It is the task of the school to provide the pupil with experience in recognizing and solving problems appropriate to his age and maturity so that some assurance of success can be attained in problem-solving and self-interest.² Thus, the importance of possessing a sound general knowledge and understanding of pupil status cannot be over-emphasized. In order to plan for a pupil or group, it is necessary to have general knowledge concerning pupil or group status so that some form of classification or assignment may be accomplished.³ Without objective test results, classification or assignment judgments must be based on less relevant factors and inadequate evidence. Therefore, to gain prior knowledge of the subject, it is necessary to study test results of the subject concerned and use them as a guide for proper placement and other adjustments to pupil needs.

General Criterion I

In planning the school's educational program, it is advisable for the administration of a school to make appropriate use of all the suitable resources available. In this planning process objective test results are

¹Ibid.

²Froehlich and Benson, op. cit., p. 78.

³Nelson, op. cit., p. 116.

considered acceptable and suitable, and therefore should be considered in the planning and development of the curriculum, the instructional program, and the determination of pupil status.

Subordinate Criteria A

1. Curriculum

In the planning of the curriculum, test results are needed by the administration:

- a. to concentrate emphasis on selected parts of the curriculum;¹
- b. to revise the curriculum;²
- c. to assist in curricular experiments when appropriate.³

2. Instruction

When planning the instructional program test results need to be used by the administrator:

- a. in the selection of remedial programs;⁴
- b. for the selection of proper instructional methods, materials, and physical facilities;⁵

¹Mary L. Flood, "How Can the Results of A Testing Program be Used Most Effectively?" Bulletin of the National Association of Secondary-School Principals, Vol. XL, No. 219 (Washington, D. C.: National Education Association, April, 1956), p. 326; E. F. Lindquist, Educational Measurements (Washington, D. C.: American Council on Education, 1951), p. 36.

²C. C. Dunsmoor and L. M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pennsylvania: International Textbook Co., 1949), p. 106; May Lazar and Miriam Aronow, "Research Uses of Testing Programs," Education, Vol. LXXVII (March, 1957), p. 395.

³Thorndike and Hagen, op. cit., p. 428; Lindquist, op. cit., p. 52.

⁴Dunsmoor and Miller, op. cit., p. 106.

⁵Lindquist, op. cit., p. 63.

c. for formulating promotional policies and procedures.¹

3. Pupil status

Test results need to be utilized by the administrative head of a school:

- a. to gain advance or prior knowledge of an individual or the pupil population, and to assign individuals to the proper class or group;²
- b. to determine the eligibility of pupils for special classes and to provide adjustments and facilities to meet pupil needs.³

Public Relations

Rationale

Public relations is a phase of school administration which helps to improve the relations of a school with the general public. A program of public relations is necessary at all times if the public is to be informed about the schools.⁴ Generally school patrons receive the least information concerning the schools which interest them most.⁵ Since pupil

¹Lazar and Aronow, op. cit., p. 106.

²Thorndike and Hagen, op. cit., p. 426; Warren G. Findley, "Studying the Individual Through the School's Testing Program," A Report of the 17th Educational Conference (Washington, D. C.: American Council on Education, 1953), p. 39; Clifford P. Froehlich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Co., Inc., 1950), p. 197.

³Thorndike and Hagen, op. cit., p. 427.

⁴Ward G. Reeder, An Introduction to Public School Relations (New York: The Macmillan Co., 1948), pp. 1-2.

⁵C. C. Ross and J. C. Stanley, Measurement in Today's Schools (3d ed. rev.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1954), p. 402.

progress and achievement rank high on the list of interests of school patrons, scientific test results should be employed to acquaint the patrons with the effectiveness of the educational program of the schools. Information concerning the tests used, the purposes for which tests are employed, and a summary of the results should be compiled to show academic progress of individuals and groups.¹ Accurate, reliable measurement of the effectiveness of the educational program is of great importance.² Comprehensive test results provide information which not only aids patrons in understanding the effectiveness of the educational program, but also helps to inform parents about the achievements of their children.³ In this way the administrator increases parental understanding of the school program and educational objectives as well as helping the parent to better understand his child's needs and how to plan for him. Test results used in this manner eliminate error and guesswork and form a basis of information which will accurately inform the public about the schools.⁴

General Criterion II

It is essential that the public be kept well informed concerning the attainments of a school. When reporting or interpreting the achievements of a school's educational program, it is advisable for the administrative head to use test results as one tool for maintaining desirable public relations.

¹Ibid., 404.

²Ibid., 403.

³Ibid., 401.

⁴Ibid., 405.

Subordinate Criteria B

1. Public relations

In a public relations program, it is necessary for the administrator to use test results:

- a. as a foundation for reporting the child's progress to his parents;¹
- b. to report to the board of education;²
- c. to report to the community and interested agencies what the children are being taught, how they are being taught, and the academic results being achieved.³

In-Service Training of the Staff

Rationale

Important contributions may be made to the teaching staff when test results are utilized to determine patterns of ability, interests, aptitudes, achievement, and the needs of pupil population. Because the classroom teacher is the individual nearest the pupil and the one who does or does not employ test results, it is necessary to provide an in-service program to develop competence in the application of test

¹R. D. Willey and D. C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 165; Wrightstone, Justman, and Robbins, op. cit., p. 38.

²Dunsmoor and Miller, op. cit., p. 106.

³Thorndike and Hagen, op. cit., pp. 428-429; H. A. Greene, A. M. Jorgensen, and J. R. Gerberich, Measurement and Evaluation in the Secondary School (New York: Longmans, Green and Co., 1954), p. 121; Nelson, op. cit., p. 115; Ross and Stanley, op. cit., p. 245.

results.¹ It is also necessary that the teaching staff be educated to use test results for the purpose of self-improvement and to diagnose strengths and weaknesses of the pupil population.² Such use of test results in an in-service program helps the individual teacher to understand his own role in relation to others as well as his relation to the objectives of the total educational program.³ In general, teachers at the outset are not expert in the technical aspects of testing.⁴ Therefore, in-service programs are necessary. A plan of action must be developed once the test results are analyzed.⁵ Each teacher developing his own program may accomplish a desired purpose, but efficiency is developed through a concerted effort of the total faculty.

General Criterion III

In order to assist the teaching staff to gain proficiency in the use of test results, it is necessary for the administration of a school to provide for the extensive use of test results in local in-service training programs.

Subordinate Criteria C

1. In-service training of the staff

Test results need to be included in local in-service training programs in order to:

¹Clifford P. Froehlich and Arthur L. Benson, Guidance Testing (Chicago, Illinois: Science Research Associates, 1948), p. 78.

²Lindquist, op. cit., pp. 59-60.

³Ibid., 62.

⁴Ibid., 59.

⁵Dunsmoor and Miller, op. cit., p. 109.

- a. help teachers recognize individual differences, interpret test results, and understand the relationship between tests and marking practices.¹

Research on the Educational Problems
of the School System

Rationale

Research may be said to be diligent investigation for the purpose of adding specifically to knowledge.² No other agency has the same unique opportunity as the school itself for research about children in school.³ To provide for the educational needs of the pupil population and the community, considerable foresight and planning are necessary. Research through the use of tests seeks to answer questions concerning the types of pupils in a community, their preferences and interests, their achievements, and their abilities.⁴ Through such research the school discovers the characteristics and needs of its pupil population and therein has a basis upon which the educational program may be appropriately adapted.⁵ One form of research especially adaptable to use in schools is action research. One purpose of action research is to discover and provide in-

¹Froehlich and Benson, op. cit., p. 109; Arthur E. Traxler, "Fifteen Criteria of a Testing Program," Education Digest, Vol. 16, No. 3, (November, 1950), p. 15; Nelson, op. cit., p. 114; Lindquist, op. cit., p. 60.

²William T. Melchior, Instructional Supervision (Boston: D. C. Heath and Co., 1950), p. 22.

³Barr, Burton, and Brueckner, op. cit., p. 843.

⁴Lazar and Aronow, op. cit., p. 395.

⁵Ibid., 396-397.

formation useful for solving educational problems in the particular situation.¹ It is not intended to test theoretical hypotheses or provide the basis for generalizations. The use of test results with the group tested and the evolution of the effects is a form of action research.

General Criterion IV

To insure proper coordination between the teaching staff and the educational program, action research is essential. In order to make them operate effectively for the development of pupils, test results should be included in action research as needed.

Subordinate Criteria D

1. Action research

It is necessary for the administrative head of a school to make appropriate use of test results:

- a. whenever they are pertinent in planning and carrying on research and, appropriately, in programs of action research.²

Motivation of the Academic Staff for Better Teaching

Rationale

Motivation and measurement under certain conditions are closely related.³ The purpose of motivation is to cause some type of desirable

¹Barr, Burton, and Brueckner, op. cit., p. 737.

²A. E. Traxler, et al., Introduction to Testing and the Use of Test Results in Public Schools (New York: Harper and Brothers, 1953), pp. 93-95; Greene, Jorgensen, and Gerberich, op. cit., p. 121; Lindquist, op. cit., p. 110; Lazar and Aronow, op. cit., pp. 395-396.

³Ross and Stanley, op. cit., p. 304.

movement or change.¹ Measurement is used to determine the amount of movement or change. Test results, a product of measurement, may also provide a basis for motivation. Results of tests provide motivation for teachers when employed to discover academic weaknesses of pupils and to enable teachers to discover areas in which they as teachers need supervisory aid.² In relation to this, motivation is generally more purposeful when teachers are given the opportunity to work on problems that they themselves recognize and consider of real significance to themselves.³

General Criterion V

To bring about desirable educational changes the administration of a school not only must provide adequate educational leadership, but also must be the motivating force behind the total teaching faculty. To reduce the emotional elements usually involved in human nature, test results are vital to the development of suitable stimuli for providing the motivation needed.

Subordinate Criteria E

1. Motivation

It is desirable for the administrator to utilize test results as an aid to determine:

- a. the effect of special supervisory effort and to stimulate

¹Ibid., 303.

²Remmers and Gage, op. cit., p. 14; Ross and Stanley, op. cit., p. 304.

³Lee J. Cronbach, Educational Psychology (New York: Harcourt, Brace and Co., 1954), p. 64; Nelson, op. cit., p. 115.

the improvement of classroom teaching, supervision of instruction, and administration.¹

Evaluation of the Educational Program

Rationale

Educational evaluation has been defined as the process of judging the effectiveness and values of educational experience.² It is based on definitions of the goals to be attained.³ Various kinds of data are needed in judging the extent to which goals have or have not been reached, and judgments are based on data derived through the use of such devices as objective tests, essay tests, cumulative records, interviews, and case studies.⁴ Evaluation involves selecting suitable measurement instruments, using these instruments properly, and analyzing the data obtained. Test results indicate levels of academic deficiencies and proficiencies, and therefore should be used in appraising (1) instruction, (2) curriculum, and (3) achievement.⁵

Evaluation of the instructional program

Test results should not be used as the only means of evaluating classroom teaching, but they should be utilized in helping the teacher

¹Greene, Jorgensen, and Gerberich, op. cit., p. 120; Nelson, op. cit., p. 115; Lindquist, op. cit., p. 36.

²Ross and Stanley, op. cit., p. 19.

³Ibid., 373.

⁴R. Murray Thomas, Judging Student Progress (New York: Longmans, Green and Co., 1954), p. 12.

⁵Barr, Burton, and Brueckner, op. cit., pp. 206-207.

develop high standards of instruction.¹ To develop better or higher standards of instruction it must be recognized that teaching methods and materials should not exceed extensively the learner's ability and capacity.² Also, it is necessary that subject matter strengths and weaknesses of both individuals and groups be known to the teacher. Objective test results help to ascertain such factors as well as to evaluate instructional procedures and remedial or experimental instructional changes.³ Thus, test results are vital and necessary not only to one group or teacher, but also to the total instructional program.⁴

Evaluation of the curriculum

An evaluation of the effectiveness of the curriculum is an extremely difficult thing to accomplish, especially since curriculum is not a static thing, but a dynamic and ever-changing process.⁵ More often than not curriculum will be judged as good or bad in accordance with the degree to which it contributes to learning effectiveness, achievement, and desired growth of the pupil population.⁶ Generally it is recognized that a satisfactory basis for evaluating the curriculum is to study it

¹Ross and Stanley, op. cit., p. 378.

²Thomas, op. cit., p. 9.

³Lindquist, op. cit., p. 60; Greene, Jorgensen, and Gerberich, op. cit., p. 110; Lazar and Aronow, op. cit., pp. 396-397.

⁴Wrightstone, Justman, and Robbins, op. cit., pp. 39-40; Lindquist, op. cit., p. 60; A. M. Jordan, Measurement in Education (New York: McGraw-Hill Company, 1953), p. 90; Greene, Jorgensen, and Gerberich, op. cit., pp. 109-121.

⁵Barr, Burton, and Brueckner, op. cit., p. 396.

⁶Ibid.

in terms of philosophy, purposes, and objectives. Also, it is generally recognized that the effectiveness of a curriculum depends upon the extent to which it meets the immediate objectives that lead to the achievement of ultimate educational goals. This is the point where test results take on more significant proportions. Test results are often an initiating factor in evaluating a curriculum, but caution should be observed since the misuse of test results could restrict teaching procedures and curriculum.¹ The inference here, then, is that test results should not be used as the sole basis for evaluating the curriculum. However, test results when properly used, supplemented, and interpreted, are a legitimate means of evaluating the curriculum.²

Appraisal of academic achievement

A school administrator in cooperation with his faculty formulates goals toward which the faculty moves to bring about desirable behavior and changes in the pupil population. Desirable behavior has many facets, but one, achievement, seems to concern the administrator more than others. The administrator needs to know how well the school population is progressing academically in comparison with others.³ Therefore, scientific objective test results are collected so that proper comparisons may be made.

General Criterion VI

It is important for the administration of a school to make a

¹Ibid., 399.

²Ibid., 396.

³Greene, Jorgensen, and Gerberich, op. cit., p. 110.

discriminating evaluation of the total educational program. For this purpose it is necessary that objective test results be given proper consideration as a basis in evaluating the instructional program, as a partial basis for evaluating the total curriculum program, and as an aid in the appraisal of the academic achievement of the total school system.

Subordinate Criteria F

1. Evaluation of the instructional program

When evaluating the instructional program, test results are essential data for the administrator to use:

- a. to ascertain the needs of the total group so that each teacher as well as the total faculty can understand the total instructional program and thereby adapt the program to satisfy the needs of the individual and the total pupil population.¹

2. Evaluation of the curriculum

In order to evaluate the curriculum, it is necessary for the school administrator to utilize test results:

- a. as a basis for evaluating the results of emphasis placed on various parts of the curriculum;²
- b. as one method for evaluating curricular experiments;³

¹Flood, op. cit., pp. 325-326.

²Thorndike and Hagen, op. cit., p. 428.

³Ibid.

- c. as a partial basis for evaluating the total curriculum program.¹

3. Appraisal of academic achievement

The administrative head of a school needs to compile, study, and make appropriate use of test results:

- a. so that classes, grades, and the school system may be compared with the norms established for the subject or grade, and thereby, academic achievement may be scientifically measured, compared, and the amount of progress determined.²

Guidance Uses of Test Results

Table 2 lists the authorities from which criteria for the guidance uses of test results were derived. The authorities listed were selected on the basis of factors explained in Chapter I. Table 2 also shows the extent of agreement among eleven authorities reporting on the guidance uses of test results.

Appraisal of Pupils

Rationale

All available means of obtaining valid and reliable data bearing on the changes of pupil behavior should be included in the appraisal process.³ The appraisal of pupils must be both comprehensive and continuous

¹Ibid.; Jordan, op. cit., p. 90; Willey and Andrew, op. cit., p. 166; Wrightstone, Justman, and Robbins, op. cit., pp. 39-40.

²Wrightstone, Justman, and Robbins, op. cit., p. 38; Gertrude H. Hildreth, A Manual for Interpreting the Achievement Tests (New York: World Book Co., 1948), pp. 2-3.

³Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Co., 1945), p. 212.

TABLE 2

AGREEMENT OF ELEVEN AUTHORITIES REPORTING ON THE GUIDANCE USES OF TEST
RESULTS FROM WHICH CRITERIA OF THE PROPER USE OF STANDARDIZED
TEST RESULTS WERE DEVELOPED

Authorities	Criteria						
	G 1	G 2	G 3	H 1,2	I 1	J 1	K 1
	Page	Page	Page	Page	Page	Page	Page
Chisnoim	166,212 215-217	328		172	8	199,303	227
Cottingham	31,111 269	94,96	75,96	31	111	111,241	
Dunsmoor and Miller	14-26		109	106,130 141,133 136-7	5	109	106
Findley	41	40-1	39	97	40	39	39
Ohlsen	137-8	174	169	164	136-164	164	399
Ross and Stanley	367-71 296			369-70 456-7 245	237,369 462	237-8	236
Rothney <u>et al.</u>	58	131,257	62	61	62,131		
Traxler <u>et al.</u>	92	92	92	92	92	92	94-5
Traxler	195	194,197	195	195-6	195-6	3	198
Thorndike and Hagen	239	236,239 424	425-6	425	426	426	429
Willey and Andrews	164	164	164	164	164	164	165,198

if it is to serve its major purpose--the guiding of pupils.¹ Guidance requires that appraisal be conducted to determine specific capabilities and weaknesses to insure the best fit between education and educands.² The "fitting process" necessitates the use of test results to reveal differences in academic ability, personality, and other relevant attributes.³ Test results used for these purposes enable guidance personnel to help pupils make appropriate personal adjustment to problems encountered in everyday life.⁴

The appraisal of academic ability

The appraisal of academic ability is an important part of any testing program.⁵ A measurement of ability, when supplemented by other information and properly interpreted, is of value in helping the educand meet and solve problems. The purpose of appraising academic ability is to measure the individual's ability to perform intellectual tasks successfully,⁶ to obtain a measure of general intellectual competence,⁷ to determine whether the pupil's intellectual capacity will enable him to profit from more advanced schooling,⁸ and to predict possible success on various

¹Dunsmoor and Miller, op. cit., pp. 14-26.

²Chisholm, op. cit., p. 166.

³Ross and Stanley, op. cit., pp. 367-371.

⁴Chisholm, op. cit., p. 216.

⁵Ross and Stanley, op. cit., p. 296.

⁶Chisholm, op. cit., p. 215.

⁷Findley, op. cit., p. 41.

⁸Remmers and Gage, op. cit., p. 219.

criteria.¹ Guidance is also interested in information which indicates the degree of probable success of the individual in various fields of academic work.²

The appraisal of achievement as related to ability

An important function of guidance personnel is to appraise the pupil's achievement with respect to his ability.³ An appraisal of this nature is necessary to determine whether there is a significant difference between the pupil's ability and achievement. Through the use of test results guidance personnel develop a thorough knowledge of the pupil's range of abilities and achievements.⁴ Test results used in this manner reveal differences between ability and achievement which are necessary for advising the pupil concerning his improvement of academic achievement and future plans.⁵

The appraisal of personality

The development of a desirable personality appropriate to the maturity and needs of each pupil is a constant challenge to guidance personnel.⁶ The development of satisfactory pupil personal-social adjustment

¹Traxler, et al., op. cit., p. 92.

²Chisholm, op. cit., p. 217.

³Barr, Burton, and Brueckner, op. cit., p. 237.

⁴Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper and Brothers, 1949), pp. 299-300.

⁵Chisholm, op. cit., p. 328.

⁶Jack Kough and R. F. Dehaan "Identifying Children Who Need Help," Teacher's Guidance Handbook (Chicago, Illinois: Science Research Associates, 1955), p. 17.

and good citizenship should be a goal of every guidance worker.¹ To attain this goal guidance personnel should be acquainted with the status of each pupil concerning the basic elements of personality adjustment.² Adjustment test results furnish an indication of the status of each pupil regarding his personal and social adjustment in the school, home, and community environment.³

General Criterion VII

Guidance should be considered as a continuous, organized service in which its objectives are realized through increased understanding of the pupil. Understanding of the pupil is, in part, achieved by the effective use of objective test results which furnish specific data about the pupil. This information not only helps guidance personnel to understand the pupil better, but also aids them in rendering systematic counseling to the pupil. Therefore, it is essential that guidance personnel utilize test results to appraise the pupil's academic ability, the pupil's achievement as related to ability, and the pupil's personality.

Subordinate Criteria G

1. Appraisal of academic ability

In order to assess academic ability adequately, guidance personnel need to use test results as an aid:

¹Louis P. Thorpe, Appraising Personality and Social Adjustment (Educational Bulletin of the California Test Bureau, No. 11; Los Angeles, California: California Test Bureau, 1951), pp. 1-7.

²Louis P. Thorpe, Guiding Child and Adolescent Development in the Modern School (Educational Bulletin of the California Test Bureau, No. 16; Los Angeles, California: California Test Bureau, 1951), pp. 1-15.

³Cronbach, op. cit., pp. 329-353.

- a. to determine areas of special aptitude;¹
- b. to identify special abilities of pupils;²
- c. to discover special abilities that should be developed.³

2. Appraisal of achievement as related to ability

Guidance personnel need to make practical use of test results to measure whether or not the pupil's achievement is progressing satisfactorily with respect to the pupil's maturity. For this purpose test results are required:

- a. to determine whether or not the pupil is working up to capacity;⁴
- b. to discover learning skills and what has been learned in school subjects;⁵
- c. to identify weaknesses of individual pupils;⁶
- d. to aid in determining when pupils are ready to take terminal or final examinations;⁷
- e. to determine the minimum levels of achievement necessary for success in subsequent courses.⁸

¹Willey and Andrew, op. cit., p. 164.

²Greene, Jorgensen, and Gerberich, op. cit., p. 109.

³Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 195.

⁴Willey and Andrew, op. cit., p. 164; Flood, op. cit., p. 326.

⁵Willey and Andrew, op. cit., p. 164.

⁶Traxler, op. cit., p. 194.

⁷Ibid., 197.

⁸Hildreth, op. cit., p. 3.

3. Appraisal of the pupil's personality

To gain an understanding of the pupil, guidance personnel find it necessary to study the subject closely so that effective personal adjustment may be promoted. Thus, test results are an essential tool for guidance workers to use:

- a. to determine whether or not there is evidence of gross variations of personality;¹
- b. to obtain an objective appraisal of personality in order to help the pupil obtain better self-understanding and self-direction.²

Counseling the Pupil and Parent

Rationale

One purpose of counseling is to assist the pupil to help himself.³ To accomplish this purpose, good counseling demands that adequate preparations be made to obtain a complete background and knowledge of the pupil prior to the time of counseling.⁴ Also, there are certain minimum essentials of information which should be considered in the counseling process.⁵ Test data, such as intelligence, achievement, and reading test results are included among the essentials required for counseling.⁶

¹Willey and Andrew, op. cit., p. 164.

²Lindquist, op. cit., p. 71.

³Dunsmoor and Miller, op. cit., p. 133; Chisholm, op. cit., p. 172.

⁴Ross and Stanley, op. cit., pp. 456-457.

⁵Dunsmoor and Miller, op. cit., p. 136.

⁶Ibid., 137.

The ultimate aim of counseling is to help the individual become able to direct himself.¹ Each pupil's need for individual assistance is a fundamental thing, and each is entitled to the assistance derived through counseling.² Real counseling will encourage decisions or judgments only on the basis of an inventory of pertinent facts as complete as possible.³ Test results constitute a portion of the pertinent facts that are essential for counseling.⁴ The chief purpose of the use of test results by guidance personnel in counseling is to understand thoroughly the individual and to help the individual understand himself.⁵

Test results are also valuable in conferences with parents who are considering the educational program of their children.⁶ Unless parents, as well as teachers, administrators, and pupils, participate in the interpretation of test results and the planning of action based at least partly upon them, counseling will not be optimally effective.⁷ This is probably one of the most legitimate uses of test results and consequently should be used in counseling.

General Criterion VIII

Personal needs and abilities of the individual are the basis of

¹Dunsmoor and Miller, op. cit., p. 141.

²Ibid., 130.

³Ross and Stanley, op. cit., p. 369.

⁴Ibid., 370.

⁵Thomas, op. cit., pp. 344-345.

⁶Ross and Stanley, op. cit., p. 245.

⁷Ibid.

guidance. It is on this basis that guidance personnel counsel with pupils and parents. In relation to the child's needs, the skilled guidance worker uses all the pertinent data available when counseling with pupils or parents about individual growth and development. Because test results contribute part of the data needed, they are essential when counseling with pupils or parents.

Subordinate Criteria H

1. Counseling with the pupil

Results of tests administered to the counselee need to be analyzed by guidance personnel and used in counseling:

- a. to assist the pupil to obtain a realistic self-concept;¹
 - (1) by helping the pupil with immediate choices;²
 - (2) by helping the pupil understand his own interests and ability;³
 - (3) by conferring with the pupil about adjustment;⁴
 - (4) by helping the pupil identify areas of interest.⁵
- b. to motivate the pupil;⁶

¹Thorndike and Hagen, op. cit., p. 425.

²Ibid.

³Wrightstone, Justman, and Robbins, op. cit., pp. 40-41.

⁴Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 195.

⁵Arthur E. Traxler, et al., Introduction to Testing and the Use of Test Results in Public Schools (New York: Harper and Brothers, 1953), p. 92.

⁶Wrightstone, Justman and Robbins, op. cit., pp. 40-41.

- (1) by discovering a previously unknown area of work, and thereby provide motivation to complete school.¹
- c. to aid in the selection of courses of study;²
- (1) by assisting the pupil in the selection of courses after considering the pupil's past achievement;³
- (2) by directing the pupil into or away from certain courses;⁴
- (3) by assisting new pupils to enroll.⁵
- d. to aid in making decisions concerning terminal education or college plans;⁶
- (1) by helping the pupil formulate terminal education or college plans through a diagnosis of his strengths and weaknesses and to assist in the choice of vocational training⁷ or the selection of a college.⁸

¹Willey and Andrew, op. cit., p. 164.

²Clifford P. Froehlich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Co., Inc., 1950), p. 197.

³Mildred S. Percy, "Use of Tests in the Guidance Program of Public Schools," A Report of the 15th Educational Conference on Measurement and Evaluation in the Improvement of Education, New York, October 26-27, 1950, Prepared by the American Council on Education (Washington, D. C.: American Council on Education, Vol. XV, No. 46. April, 1951), p. 121.

⁴Traxler, op. cit., p. 196.

⁵Dunsmoor and Miller, op. cit., p. 106.

⁶Dunsmoor and Miller, op. cit., p. 106.

⁷Ibid.

⁸Wrightstone, Justman, and Robbins, op. cit., pp. 40-41.

2. Counseling with parents

When counseling with parents, test results need to be studied and used by guidance personnel as a basis:

- a. for reporting the pupil's progress concerning ability, achievement, and school adjustment;¹
- b. for helping the parent make plans for the pupil's future career.²

Guiding Pupils in Making Educational and Vocational Plans

Rationale

The ultimate aim of all guidance is self-guidance.³ Through the use of test results guidance personnel assist pupils in the discovery and understanding of their academic abilities and limitations, their educational and vocational interests, and their vocational aptitudes.⁴ Guidance further aids pupils in making choices of educational goals in keeping with their personal potentialities revealed by test results.⁵ While testing is never everything in guidance, it is almost always something.⁶ Properly used, tests are valuable aids to self-analysis.⁷ For

¹Findley, op. cit., p. 94.

²Traxler, op. cit., pp. 195-196.

³Chisholm, op. cit., p. 8.

⁴Dunsmoor and Miller, op. cit., p. 5.

⁵Ibid.

⁶Ross and Stanley, op. cit., p. 369.

⁷Ibid.

these reasons test results fulfill a vital role in the guidance process and are necessary to help guide the pupil in the selection of educational and vocational goals.

General Criterion IX

An important phase of guidance is aiding the individual to select educational and vocational goals.¹ Guidance attempts to help the individual make the best choice possible considering existing circumstances. This implies that guidance personnel can render a valuable service to the pupil by using test results to evaluate his progress toward educational and vocational goals and by advising him when changes may be desirable.²

Subordinate Criteria I

1. Formulating educational and vocational plans

Test results need to be carefully studied and used by guidance personnel to help the pupil make educational and vocational plans:

- a. by pointing out results of interest measures that may refine a decision leading to a vocational or professional choice;³
- b. by explaining aptitude and achievement test scores in order to advise the pupil concerning educational or vocational decisions;⁴
- c. by determining how an individual's interests compare with

¹Thorndike and Hagen, op. cit., p. 425.

²C. C. Ross, Measurement in Today's Schools (2d ed. rev.: New York: Prentice-Hall, Inc., 1947), p. 462.

³Findley, op. cit., p. 40.

⁴Traxler, op. cit., p. 92.

patterns of interests of successful workers in given vocational areas.¹

Improving Counselor, Teacher, and Parent
Understanding of Individual Pupils

Rationale

One purpose of testing is to provide school personnel and parents with the necessary information to secure an adequate understanding of the pupil.² However, the best test is merely a tool the value of which depends upon the skill with which it is used.³ Here the emphasis is not so much on the use of test results for comparative purposes but rather as a basis for guidance and remedial instruction.⁴ Not only is it important for guidance personnel to understand the pupil, but also it is vital and necessary that test results be used so that other faculty members and the parents understand the pupil. Test scores are necessary for use in conferences between teachers, guidance personnel and parents, and in staff discussions.⁵ Test results form the basis for discovering individuals with special abilities or disabilities as well as providing direction in planning for individual differences.⁶

¹Willey and Andrew, op. cit., p. 164.

²Ross and Stanley, op. cit., p. 237.

³Lindquist, op. cit., p. 9.

⁴Chisholm, op. cit., p. 199.

⁵Thorndike and Hagen, op. cit., p. 426; Ross and Stanley, op. cit.,
p. 238

⁶Cronbach, op. cit., p. 509.

General Criterion X

Test results assure a professional approach toward helping guidance personnel, teachers, and parents become acquainted with individual pupils. They also offer a basis for confidential reports to specialists, clinics, and parents.¹ It is on the basis of adequate and practical use of test results that guidance personnel should encourage and promote the understanding of each pupil by faculty and parents.

Subordinate Criteria J

1. School-parent understanding of the child

To increase faculty and parent understanding of each pupil, guidance personnel need to make advantageous use of test results:

- a. to screen pupils for special instruction or guidance;²
- b. to discover pupils who are not sufficiently motivated to do their best;³
- c. to confer with teachers about individual pupils;⁴
- d. to formulate case studies of certain pupils;⁵
- e. to study the all-round development of individual pupils.⁶

¹Chisholm, op. cit., p. 303.

²Findley, op. cit., p. 39.

³Traxler, et al., op. cit., p. 92.

⁴Traxler, op. cit., p. 197.

⁵Ibid.

⁶Traxler, et al., op. cit., p. 92.

Reports to Colleges and
Prospective Employers

Rationale

After studying individual needs and test results guidance personnel are in a strategic position to observe and report on an individual pupil's aptitudes, interests, academic achievement, and ability.¹ A carefully planned reporting system will enable an agency or educational institution to gain a better estimate of the pupil's abilities and will help to promote articulation with institutions of higher learning.² Test results should not constitute the sole basis of reporting, but are an invaluable aid in helping to understand the individual.³

General Criterion XI

Test results can serve a useful guidance function by promoting articulation between agencies such as institutions of higher learning and employers. Colleges as well as employers use test results to determine whether or not an individual is a good risk or possesses the needed aptitude. Thus, guidance personnel need to give due consideration to the use of test results for reporting purposes.

Subordinate Criteria K

1. Reporting of test results

As long as professional ethics are followed, and test results are

¹Chisholm, op. cit., p. 227.

²Percy, op. cit., p. 122.

³Ross and Stanley, op. cit., p. 236.

kept confidential, guidance personnel should use them for reporting purposes:

- a. to educational institutions;¹
- b. to prospective employers when requested.²

Classroom Uses of Test Results

Table 3 lists the authorities from whom criteria for the classroom uses of test results were derived. The authorities listed were selected on the basis of factors explained in Chapter I. Table 3 also shows the extent of agreement among eleven authorities reporting on the classroom uses of test results.

Appraisal of Pupils and Class

Rationale

For each new class it is necessary that the classroom teacher plan an instructional program and adapt that program as best he can to satisfy the academic needs of each pupil in the class.³ Plans should be made to provide for appropriate remedial or enrichment experiences, instructional materials, and independent work based on the needs of the pupils.⁴ To accomplish these things, the classroom teacher should know each pupil's academic background as thoroughly and accurately as possible.⁵ Objective test results provide necessary information for the

¹Willey and Andrew, op. cit., p. 190.

²Traxler, op. cit., p. 190.

³Greene, Jorgensen, and Gerberich, op. cit., p. 106.

⁴Thorndike and Hagen, op. cit., p. 292.

⁵Ibid.

TABLE 3

AGREEMENT OF ELEVEN AUTHORITIES REPORTING ON THE CLASSROOM USES OF TEST
RESULTS FROM WHICH CRITERIA OF THE PROPER USE OF STANDARDIZED
TEST RESULTS WERE DEVELOPED

Authorities	Criteria											
	L 1 Page	L 2 Page	L 3 Page	M 1 Page	M 2 Page	N 1 Page	N 2 Page	N 3 Page	N 4 Page	O 1 Page	O 2 Page	P 1 Page
Baron and Bernard	81,84 98	82,98	112	82, 101, 109	84, 101	82, 105, 113, 114	103, 113	105	198	177, 178	177, 178	197
Cottingham	94,97 269	94	96	94, 241	96, 111, 241		31, 241	269		241, 269		
Crook		160, 164	164	165	165	161	165		164	160, 167	165	165
Dunsmoor and Miller	106	106	106			106	106	106		106	106	45, 60
Findley	41,42		39			42	42	39		39	39	
Greene <u>et al.</u>	106	120	120	105, 107	105, 107	106	107				105, 107	
Johnson <u>et al.</u>	93	93	243	93	243	94,98	243	242	97	244	242, 243	244
Thorndike and Hagen	292	293	238, 424	238, 293	236	292, 423, 424	236, 240, 278	238, 240, 292	27, 293, 294			425

TABLE 3--Continued

Authorities	Criteria											
	L 1 Page	L 2 Page	L 3 Page	M 1 Page	M 2 Page	N 1 Page	N 2 Page	N 3 Page	N 4 Page	O 1 Page	O 2 Page	P 1 Page
Traxler		187	187	187, 190	187, 194		187	194	197			197
Traxler <u>et al.</u>	92	92		93	93	92,93	93	93	92		93	94
Willey and Andrew	166	166	166	166		166			166	164, 166	166	

teacher to use to gain an accurate understanding of pupil ability and academic needs; they form a basis for the appraisal of the progress of a pupil or class.¹ Test results provide an objective framework within which to understand the pupil and to appraise the needs of the group.²

Appraisal of abilities of individual pupils and the class

The teacher who has a fundamental knowledge of his pupils is in a position to understand better the learning problems and difficulties of the individual pupil and the class.³ It is necessary for the teacher to appraise pupil ability so that instruction which is consistent with natural and developed talents and abilities may be given. The teacher needs test results to understand the rate at which pupils can be expected to learn and the level at which class instruction should commence.⁴ Adequate test results provide this information concerning pupil and class ability.

Appraisal of pupil and class achievement

The purpose of appraising achievement is to show the degree of proficiency in academic learning and to reveal strengths and weaknesses.⁵

¹Ernest W. Tiegs, Educational Diagnosis (Educational Bulletin of the California Test Bureau, No. 18; Los Angeles, California: California Test Bureau, 1952), p. 3.

²Thorndike and Hagen, op. cit., p. 238.

³Walter N. Durost, Why Do We Test Your Children (World Book Co.: Test Service Notebook No. 17; Yonkers-on-Hudson, New York: World Book Co., 1956), p. 3.

⁴Walter N. Durost, What Constitutes A Minimal Testing Program for Elementary and Junior High School (World Book Co., Test Service Notebook No. 17; Yonkers-on-Hudson, New York: World Book Co., 1956), p. 3.

⁵Cutts, op. cit., p. 117.

Appraisal then provides a basis from which the teacher can determine academic areas in which remedial measures are needed and can make plans for guiding the growth of individual pupils and the class.¹ The problem of the classroom teacher is to perceive pupil and class needs, capabilities, and resources. The use of test results by the classroom teacher is needed for general purposes as well as for specific purposes.²

Identifying normal, gifted, and slow-learning pupils

The classroom teacher should know what a pupil can do under favorable conditions when he is trying to do his best. With this knowledge, the teacher has a basis of appraisal for making a variety of inferences concerning a pupil's ability. The teacher should not depend on test results alone to understand a pupil since understanding of pupils can be enriched by working with them as individuals. Test results, however, provide an objective reference for the teacher to identify or classify individual pupils or the class as a whole.³

General Criterion XII

It is essential that the classroom teacher know each pupil's academic background, strengths, and weaknesses. Through a knowledge of this information the teacher can direct class work so that each pupil's needs are satisfied and thereby best teaching results can be obtained. The systematic use of test results to identify individual and class needs is

¹Frances E. Crook, "The Classroom Teacher and Standardized Tests," Teachers College Record, Vol. LVIII, No. 3 (December, 1956), p. 160.

²Ibid., 161.

³Thorndike and Hagen, op. cit., p. 293.

a real source of professional aid to the teacher.¹ Therefore, it is necessary that the classroom teacher make proper use of test results to appraise the pupil's ability and achievement;² to appraise class ability and achievement;³ and to identify the normal, gifted, and slow-learning pupil.⁴

Subordinate Criteria L

1. Appraisal of pupil and class ability

Test results are necessary data for the classroom teacher to use:

- a. to appraise pupil ability in order to determine the scholastic potential of each pupil;⁵
- b. to discover the scholastic aptitude of the pupil and adapt instruction to the level of aptitude;⁶
- c. to indicate discrepancies between capacity and achievement;⁷
- d. to determine whether pupil interests are in line with ability;⁸

¹Greene, Jorgensen, Gerberich, p. 106.

²Mary Louise Flood, "How Can the Results of a Testing Program Be Used Most Effectively?" National Association of Secondary School Principals, Vol. XL, No. 219, (Washington, D. C.: National Association of Secondary School Principals, April, 1956), pp. 325-326.

³Clifford P. Froehlich, Guidance Services in Smaller Schools, New York: McGraw-Hill Book Co., Inc., 1950), p. 107.

⁴Dunsmoor and Miller, op. cit., p. 106.

⁵Flood, op. cit., pp. 325-326.

⁶Willey and Andrew, op. cit., p. 166.

⁷Froehlich, op. cit., p. 197.

⁸Norma E. Cutts, "Use of Tests by the Classroom Teacher," A Report of the 15th Educational Conference on Measurement and Evaluation in the

- e. to determine the range and central tendency of capacity within the group.¹

2. Appraisal of pupil and class achievement

In order to appraise pupil or class achievement, classroom teachers need to use test results:

- a. to determine the status of each pupil in various subjects by ascertaining the achievement record and level of each pupil in the fundamental areas;²
- b. to estimate the pupil's probable levels of achievement in the teachers' respective subject fields;³
- c. to compare achievement with potentiality;⁴
- d. to determine the average achievement levels of the class in tool subjects by noting the standing of the class as a group on each subtest of the existing test results available.⁵

3. Identification of the normal, gifted, and slow-learning pupil

It is necessary for the classroom teacher to study carefully and use test results:

Improvement of Education, New York, October 26-27, 1950, Prepared by the American Council on Education (Washington, D. C.: American Council on Education, Vol. XV, No. 46, April, 1951), p. 117.

¹Flood, op. cit., pp. 325-326; Emery P. Bliesmer, "Using and Interpreting Achievement Test Results," Education, Vol. LVIII, No. 3 (December, 1956), p. 160.

²Wrightstone, Justman, and Robbins, op. cit., p. 39; Traxler, op. cit., p. 187.

³Dunsmoor and Miller, op. cit., p. 106.

⁴Flood, op. cit., pp. 325-327.

⁵Ibid.; Jordan, op. cit., p. 90.

- a. to identify the normal, exceptionally bright, and slow-learning pupils;¹
- b. to identify those who deviate widely from the group and those that need special attention for purposes of diagnosis or priority.²

Educational Diagnosis

Rationale

An educational diagnosis is one phase of intelligent and functional teaching and is made by the classroom teacher to expedite the optimum development of each pupil.³ The teacher is the key person to determine the problems and needs of a particular pupil or group of pupils.⁴ To make an effective, accurate diagnosis the classroom teacher should use test results from each pupil and from the class as a group.⁵ Without objective measures, vague, inconclusive or erroneous estimates concerning pupil strengths and weaknesses may be developed.⁶

Pupil and class diagnosis

A function of educational diagnosis is to prevent the passing of pupils from grade to grade without having had their academic problems

¹Willey and Andrew, op. cit., p. 166.

²Dunsmoor and Miller, op. cit., p. 106.

³Tiegs, op. cit., p. 4.

⁴Ibid., 3.

⁵Ross and Stanley, op. cit., p. 345.

⁶Tiegs, op. cit., p. 1.

identified and their learning needs fulfilled.¹ When the classroom teacher makes a diagnosis two major functions are performed. Evidence is furnished to discover academic difficulties and specific strengths and weaknesses of the individual pupil or of the class, and an objective basis is used in analyzing academic difficulties. This is more reliable than teacher judgment alone. Even so, while teacher judgment should not be discounted, test results should be used to supplement teacher judgment.

Diagnosis for individual differences of pupil and class

Learning is an individual matter, and every learner is entitled to the best teaching available which is suitable to his rate of learning. As the teacher attempts an instruction plan, generally it is found that some of the pupils do not respond in the same manner as do the majority.² The teacher's responsibility, then, is to differentiate instruction, and in this process the results of tests are important.³ Whatever the technique used to provide for individual differences, generally test results must be considered either for purposes of determining action to be taken and/or to evaluate what success has been achieved. Hence, the adjustment to individual differences becomes a teaching problem wherein test results provide valuable information.

General Criterion XIII

The classroom teacher makes an educational diagnosis to determine

¹Ibid., 5.

²Cronbach, op. cit., pp. 324-325.

³Chisholm, op. cit., pp. 324-325.

problems and causes of unsatisfactory work of the pupil and/or class. The objective is to correct or prevent learning difficulties rather than to describe the reasons for deficiencies. The scope of an educational diagnosis exceeds the mere use of test results. However, test results are an integral part of educational diagnosis and are required to make a complete diagnosis. Therefore, it is necessary for the classroom teacher to use test results when making an educational diagnosis of the pupil or class and when determining the individual differences of the pupil or class.

Subordinate Criteria M

1. Educational diagnosis of the pupil or class

When making an educational diagnosis the classroom teacher needs to use test results:

- a. to discover pupils who need special attention;¹
- b. to analyze or diagnose pupil or class needs so as to indicate remedial treatment based on the diagnosis;²
- c. to reveal pupil or class needs;³
- d. to assess readiness of children for new learning;⁴
- e. to obtain advance information concerning proficiency of

¹Greene, Jorgenson, and Gerberich, op. cit., pp. 105-107.

²Willey and Andrew, op. cit., p. 166.

³Iowa Tests of Educational Development, A Manual for Teachers and Counselors, "How to Use the Test Results," (Chicago, Illinois: Science Research Associates, 1953), p. 49.

⁴Theodore L. Torgerson and Georgia S. Adams, Measurement and Evaluation (New York: Dryden Press, 1954), p. 38.

- classes in certain subjects and their general preparation;¹
- f. to discover difficulties in single areas by an item analysis.²

2. Diagnosis of individual differences

Test results are an indispensable part of diagnosing individual differences and need to be utilized by the teacher:

- a. to discover weaknesses and strengths so that work can be directed in such a way that the best academic results will be obtained, and to reveal the nature and range of individual differences.³

Planning Instructional Programs

Rationale

The specific academic needs of a pupil or class should not be left to chance discovery.⁴ Rather, educational diagnosis should reveal pupil and class needs, but the discovered needs should be satisfied through careful and intelligent planning on the part of the classroom teacher. Careful planning of instruction programs and learning activities is one of the first steps toward removing academic deficiencies.⁵

To perform systematic planning of instruction there are important factors

¹Greene, Jorgenson, and Gerberich, op. cit., p. 106.

²Jordan, op. cit., p. 90.

³Traxler, op. cit., pp. 187-194; Flood, op. cit., pp. 325-326.

⁴J. C. Umstattd, Secondary School Teaching (New York: Ginn and Company, 1955), p. 230.

⁵Ibid.

that should be considered.¹ The teacher should know the pupil's ability, interests, and purposes. This implies that the teacher should know the characteristics of each pupil in detail and that instructional plans should have a logical and scientific basis for development.

Planning instructional programs for the pupil and class

The direction of a complete instructional program for a pupil or class is a function of the classroom teacher and one that requires the teacher to know the past achievements of the pupil and class.² This information enables the teacher to design a broad instructional plan or a smaller unit of work for the pupil or class and helps reduce aimless instruction to a minimum.³ By revealing areas of academic deficiencies which need to be corrected, test results contribute to intelligent planning.

Planning remedial instruction

Remedial instruction should be planned for the individual pupil, and in this planning test results cannot be overemphasized.⁴ Test results serve meaningful purposes in planning remedial instruction procedures.⁵ Test results reveal the need for remedial instruction and the

¹Ibid., 236.

²Ibid., 241.

³Barr, Burton, and Brueckner, op. cit., p. 238.

⁴Ross and Stanley, op. cit., pp. 341-345.

⁵C. C. Ross, Measurement in Today's Schools (2d ed.; New York: Prentice-Hall, Inc., 1947), p. 352.

effectiveness of such instruction when given.¹ An analysis of test results may reveal causes of academic deficiencies and can be helpful in removing such causes.² When the causes of an individual pupil's academic deficiencies can be ascertained, a suitable remedial plan can be developed.³

Selection of instructional materials

A factor which the classroom teacher should consider in creating a favorable learning situation is proper instructional materials.⁴ The selection of proper instructional materials affords the pupil learning materials of a difficulty commensurate with his level of ability. In this way the teacher promotes a degree of success, rather than failure, on the part of the pupil. A careful analysis of test results can focus attention on the type and difficulty of learning materials required to help the pupil develop as his ability permits. Thus, the results of achievement tests provide helpful evidence that can be used in the selection of effective instructional materials.⁵

Motivation of pupils

Motivation is an essential element in all learning.⁶ One approach

¹Ibid.

²Thorndike and Hagen, op. cit., p. 270.

³Ross and Stanley, op. cit., p. 341.

⁴Barr, Burton, and Brueckner, op. cit., p. 445.

⁵Lindquist, op. cit., p. 63.

⁶Cronbach, op. cit., p. 489.

to effective motivation may be made by providing an instruction program wherein the learner is adequately informed concerning successes and failures.¹ Of equal importance is the task of assisting the pupil to become acquainted with learning areas and factors in which more success could be attained, or a deficiency improved or corrected, provided the learner exert more intensive effort.² Test results provide a scientific measure of comparison to ascertain success, mediocre effort, or failure, and provide an objective basis from which the classroom teacher can draw conclusions and inform the learner about his academic performance.³ On the basis of test results a teacher can provide motivation by diagnosing performance in terms of essential components of an academic skill and thereby encourage more effort on the part of the learner.⁴

General Criterion XIV

As a general rule teaching should be directed toward specific difficulties experienced by pupils. This implies that the teacher must keep in mind the known needs and characteristics of his pupils when planning the instructional program. Since the needs of pupils will vary, and in order to satisfy the needs of all pupils involved, the teacher must, in part, depend upon test results to provide information which will be helpful in planning instructional programs. Therefore, test results are essential to the classroom teacher for planning instructional

¹Chisholm, op. cit., p. 54.

²Ibid.

³Thorndike and Hagen, op. cit., p. 27.

⁴Cronbach, op. cit., p. 489.

programs for the pupil and class, for planning remedial instruction, for the selection of instructional materials, and for the motivation of pupils.

Subordinate Criteria N

1. Planning instructional programs

When planning instructional programs for the pupil or class, the classroom teacher needs to utilize test results:

- a. to determine a reasonable achievement level for each pupil and to evaluate discrepancies between potentiality and achievement;¹
- b. to individualize instruction within the group and to provide an objective basis for starting differentiated instruction;²
- c. to adapt instruction to individual pupil needs;³
- d. to group pupils for instruction within a class and to classify pupils within a room for instructional purposes.⁴

2. Planning remedial programs

Test results need to be included in the planning of remedial instruction programs by the classroom teacher in order:

- a. to discover deficiencies and then to plan and apply appropriate remedial measures.⁵

¹Nelson, op. cit., p. 115.

²Traxler, et al., op. cit., pp. 92-93.

³Science Research Associates, op. cit., pp. 46-51.

⁴Thorndike and Hagen, op. cit., pp. 238-240, 424.

⁵Lindquist, op. cit., pp. 51-52.

3. Selecting instructional materials

It is desirable for the classroom teacher to consider and use test results:

- a. in the selection and adaptation of instructional materials and procedures.¹

4. Pupil motivation

As a basis for motivation, the classroom teacher should make appropriate use of test results:

- a. to discover the academic progress being attained by the learner and to stimulate the learner's interest in his own progress.²

Evaluation

Rationale

A purpose of measurement is to furnish data which will help fulfill the purposes of evaluation.³ Effective measurement should assist in the solution of learning problems and provide data from which the classroom teacher may formulate instructional plans for the learner.⁴ Objective test results help refine decisions involved in evaluation.⁵

¹Barr, Burton, and Brueckner, op. cit., p. 446.

²Willey and Andrew, op. cit., p. 166; Norma E. Cutts, "Use of Tests by the Classroom Teacher," A Report of the 15th Educational Conference on Measurement and Evaluation in the Improvement of Education, New York, October 26-27, 1950, Prepared by the American Council on Education (Washington, D. C.: American Council on Education, Vol. XV, No. 46, April, 1951), p. 117.

³Torgerson and Adams, op. cit., p. 383.

⁴Lindquist, op. cit., p. 61.

⁵Barr, Burton, and Brueckner, op. cit., pp. 288-289.

Evaluation of the pupil and class

An important task of the teacher is to discover how well planned objectives are being attained.¹ Evaluation serves to reveal the present status of the pupil or class so that progress may be made more directly toward planned objectives.² Also, evaluation techniques provide a means of judging the results of a planned remedial or instructional program. Test results are a part of the evaluative process, and in some instances it is only through test results that some evaluative data may be obtained.³

Evaluation of methods and techniques of teaching

The modern classroom teacher is expected to understand the process of evaluation and apply them to his own methods and techniques of teaching.⁴ The fundamental question to keep in mind is what instructional methods or techniques are most applicable and effective to produce the most efficiency in learning and thus attain previously formulated goals or objectives.⁵ This implies that not only must test results be used in the selection of proper instructional materials, but that test results assist in the measurement and evaluation of the methods and techniques of teaching in which the instructional materials are used.

¹Remmers and Gage, op. cit., p. 15.

²Thomas, op. cit., pp. 16-22.

³Ibid., 21-25.

⁴Umstatted, op. cit., p. 427.

⁵Lindquist, op. cit., p. 63.

General Criterion XV

Evaluation is probably one of the teacher's most difficult tasks. Because evaluation implies a broader concept than measurement, it is more complex for the classroom teacher. However, since measurement is a part of evaluation and affords the teacher scientific information, test results are valuable in the evaluative process to assist in the evaluation of the pupil,¹ class,² and methods and techniques of teaching.³

Subordinate Criteria 0

1. Evaluation of the pupil and class

Test results should be used by the classroom teacher in the evaluative process:

- a. to evaluate the pupil by determining the achievement status of class members in certain fundamentals at the beginning or end of a term;⁴
- b. to compare present achievement with past achievement;⁵
- c. to determine the achievement level of each pupil in each subject with relation to age and ability;⁶
- d. to determine the achievement level of the class at the beginning or end of the year.⁷

¹Dunsmoor and Miller, op. cit., p. 106.

²Hildreth, op. cit., p. 49.

³Willey and Andrew, op. cit., pp. 164-166.

⁴Crook, op. cit., pp. 160-167.

⁵Flood, op. cit., pp. 325-326.

⁶Hildreth, op. cit., p. 51.

⁷Thomas, op. cit., p. 9.

2. Evaluation of methods and techniques of teaching

While test results do not constitute the total evaluative process, they should be employed by the classroom teacher as a part of evaluation:

- a. to help measure the effectiveness of methods and techniques of teaching by focusing attention on instructional effort which should be coordinated;¹
- b. to call attention to subject areas in which more measure is required to check on the effectiveness of teaching.²

Reporting and Counseling

Rationale

It is generally agreed that the classroom teacher's use of test results overlaps that of special guidance workers.³ In some respects the teacher has an opportunity to observe pupils more closely than the special guidance worker and thus has a more reasonable opportunity to provide guidance that could not be furnished by another person. Also, important relationships are developed from time to time between the teacher and pupil or parent. Because of the close and frequent contacts with pupil and parent, it is essential for the teacher to possess scientific data that will be of mutual benefit to the pupil and parent. As a result of this close contact the teacher is in a prominent position to

¹Lindquist, op. cit., p. 61.

²Hildreth, op. cit., p. 2.

³Dunsmoor and Miller, op. cit., p. 43.

explain and use test information when reporting and counseling with the pupil and parent.¹

Reporting and counseling with pupil and parent

There are several reporting and counseling situations which necessitate a conference between the classroom teacher and the pupil or parent.² One of the several situations requiring a conference is reporting the pupil's progress. In a conference of this nature the teacher must provide some information. However, to have the parent or pupil accept the information given, a valid judgment, other than teacher judgment of the pupil's progress, should be available.³ This implies that test results should not only be used to substantiate teacher judgment but should be used as a basis for reporting pupil progress and counseling with the pupil and parent.

General Criterion XVI

It is reasonable to expect classroom teachers to perform some guidance functions that overlap that of the guidance worker. One of these functions is reporting and counseling with pupils and parents. The teacher therefore works in a dual capacity: (1) He must be subjective in order to have rapport with pupils, and (2) he must be objective when counseling with pupils or parents. Test results, then, are necessary

¹Ibid., 60

²Thomas, op. cit., p. 338.

³Thorndike and Hagen, op. cit., p. 425.

for the classroom teacher to use to report the academic progress of pupils,¹ and to counsel with pupils and parents.²

Subordinate Criteria P

1. Reporting to pupil and parents

When conferring with the pupil or parents it is essential for the teacher to use test results:

- a. as a guide for reporting to parents, and as evidence in reporting the child's progress to his parents;³
- b. as a basis to help pupils make educational and vocational plans;⁴
- c. as evidence to determine reasons for pupil failure.⁵

Summary

Criteria and subordinate criteria have been developed and presented in this chapter. It was found that standardized test results should be used for various purposes by administrators, guidance personnel, and classroom teachers.

Administrators should use test results for (1) planning and developing the school's educational program; (2) public relations; (3) in-service training of the staff; (4) research on the educational problems

¹Cutts, op. cit., p. 117.

²Flood, op. cit., p. 325.

³Thomas, op. cit., pp. 339-340.

⁴Crook, op. cit., p. 165.

⁵Science Research Associates, op. cit., pp. 46-51.

of the school system; (5) motivation of the academic staff for better teaching; and (6) evaluation of the educational program.

Guidance personnel should use test results for (1) the appraisal of pupils; (2) counseling the pupil and parent; (3) guiding pupils in making educational and vocational plans; (4) improving counselor, teacher and parent understanding of individual pupils; and (5) reporting to colleges and prospective employers.

Classroom teachers should use test results for (1) the appraisal of pupils and class; (2) educational diagnosis; (3) planning instructional programs; (4) evaluation of the pupil and class and methods of teaching; and (5) reporting and counseling purposes.

CHAPTER III

ADMINISTRATIVE USES OF TEST RESULTS

The information given in this chapter shows the responses of superintendents obtained by interviews and questionnaires. The derived information seeks to answer the question: "Are standardized test results being used adequately by selected Oklahoma public school superintendents?"

Reported Administrative Uses of Test Results as Compared with Criteria of Proper Use

The value of test results to an administrator is to be found in the use he can make of the results in determining the achievement status of the school unit as a whole, in each subject in comparison with appropriate norms. Weaknesses and strengths in various subject-matter areas can be spotted and a basis for working with individual classroom teachers on methods of teaching, etc. can be determined.

The administrator through a study of the continuing record of achievement is able to observe the changing characteristics of the student population and bring about a change in curriculum emphasis. He is able to determine the nature and range of the scholastic potential of the school unit as a whole.¹

Rationale of the Tables

The questions shown in Tables 4 - 13 were derived from and

¹Mary L. Flood, "How Can the Results of a Testing Program be Used Most Effectively," National Association of Secondary School Principals, XL (April, 1956), p. 326.

correspond with the criteria explained in Chapter II. These uses of test results, as explained by authorities writing in current literature, were compared to determine the extent of agreement among authorities concerning the uses of test results for administrative purposes. Only those uses of test results upon which a majority of the authorities agreed were considered as an acceptable part of the criteria.

Standardized tests are a means of securing objective data relative to particular situations. It would seem appropriate to propose that the more frequently test results are utilized in the solution of educational problems, the more valid the solutions are likely to be.

The explanation of the tables in this Chapter and Chapters IV and V are concerned with two groups of responses. The sum of the per cents of each response, "Always" through "Frequently," constitute one group. The sum of the per cents of each response, "Sometimes" through "Never," constitute a second group.

The first part of the explanation is always concerned with the total per cent (Totals line) of each of these groups for each criteria. The per cents quoted in the explanations are found by summing horizontally the per cent of superintendents responding "Always" through "Frequently," or "Sometimes" through "Never," The explanation of the subordinate criteria is developed in the same manner.

For example in Table 4, total line, to find the total per cent of responses given to "Always" through "Frequently," read horizontally and add the per cent given to "Always," "Very Often," "Often," and "Frequently." Thus, 10 per cent plus 39 per cent plus 26 per cent plus 12 per cent equals 87 per cent. Similarly, to find the per cent

of responses given to "Sometimes" through "Never," add 9 per cent plus 3 per cent plus 1 per cent equals 13 per cent.

The percentage of use of test results in terms of time is found by referring to the definitions of the responses in Chapter I, or in each table in the box headings immediately below the responses. For example: "Always" is equal to 100 per cent; "Very Often" is equal to 80 - 99 per cent; "Often" is equal to 60 - 79 per cent; "Frequently" is equal to 40 - 59 per cent; "Sometimes" is equal to 20 - 39 per cent; "Seldom" is equal to 1 - 19 per cent; and "Never" is equal to no use.

The responses of the superintendents reveal the extent to which test results were used for administrative purposes. The responses also reflect the practices for which test results were used by public school superintendents in comparison with criteria of proper use.

The degree of relationship of the responses made by superintendents on questionnaires and those made during interviews as computed through use of Spearman's rho formula was found to be .897 which is significant at the 0.01 level. By applying the "t" test of significance it was found that a Spearman rho must be .602 to be significant at the .05 level and .735 to be significant at the .01 level. Computation of Spearman's formula may be found in Appendix A.

Planning and Developing the Curriculum (A 1.)

The value of the educational test is directly proportional to the extent to which the results from its use are translated into improved instructional, guidance, and administrative practices in the school. If these practices bring about improvement in the conditions under which teachers teach and children learn, the primary

function of school administration and supervision will have been realized.¹

Table 4 shows that 87 per cent of the superintendents used test results for planning and developing the curriculum from 40 to 100 per cent of the time. By contrast 13 per cent used test results for this purpose only 39 per cent of the time or less. It seems, therefore, that improvements could be made in the use of test results for planning and developing the school's curriculum. At least, it appears that 13 per cent of the superintendents sampled could be shown how test results can be used for planning and developing the school's curriculum.

Test results were used least for developing curricular experiments. According to the results of follow-up interviews, one reason for this is that few superintendents conduct curricular experiments. Pressures of day to day administrative details and a lack of personnel account for a drouth of experimental curricular studies at the local level. More use of test results was made for curriculum emphases than for any of the other subordinate criteria.

In order to determine the average weighted score of the group, a scoring formula was developed. An explanation of the formula may be found on page

By applying the scoring formula, it was found that the average weighted score was 4.2 which corresponds to a rating of "Above Average." By referring to the definition of the rating, it appears the superintendents who participated in this investigation averaged

¹H. A. Greene, A. M. Jorgensen, and J. R. Gerberich, Measurement and Evaluation in the Secondary School (New York: Longmans, Green and Co., 1954), p. 105.

TABLE 4

NUMBER AND PER CENT OF THE RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING ON THE USE OF TEST RESULTS FOR PLANNING AND DEVELOPING THE SCHOOL'S CURRICULUM FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. When the problem occurs, to what degree do you use test results in planning and selecting those parts of the curriculum that should receive more emphasis than others?	4	6	33	53	17	27	4	6	4	6	1	2	0	0
2. When the problem occurs, to what extent do you use test results when planning to revise the curriculum?	7	11	23	37	17	27	7	11	8	12	1	2	0	0
3. When the problem occurs, how extensively are test results ever used for the planning and development of curricular experiments?	8	12	13	29	15	24	11	17	6	10	4	6	1	2
Totals	19	10	74	39	49	26	22	12	18	9	6	3	1	1

studying and using test results, when applicable, roughly 60 to 79 per cent of the time in planning and developing the school's curriculum.

Planning and Developing the Instructional Program (A 2.)

It is shown in Table 5 that 77 per cent of the superintendents sampled used test results for planning and developing the school's instructional program from 40 to 100 per cent of the time. Ten per cent of the reporting superintendents responded that test results were used 100 per cent of the time for this purpose.

On the other hand 23 per cent of the superintendents used test results 39 per cent of the time or less for this same purpose. It seems then that improvement in the use of test results for the stated purpose may be made. This latter group could be made aware of how test results can be used to assist in the planning and development of the instructional program.

More use was made of test results for the planning and development of remedial programs than for any of the other subordinate criteria. Least use of test results was made for the planning and development of procedures for the promotion or retention of pupils. Some reasons for this lack of use of test results, according to some interviewees, stem from the practice of pupils being passed from grade to grade in hopes that the pupil will mature later and consequently be able to "catch up" with his grade group. Others subscribe to the theory that if the pupil is doing "his best" there are no pupil failures, and therefore there is no reason to use test results for this purpose.

TABLE 5

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING ON THE USE OF TEST RESULTS FOR PLANNING AND DEVELOPING THE SCHOOL'S INSTRUCTIONAL PROGRAM FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. When the problem occurs, to what degree do you use test results as a partial basis for the planning and development of remedial programs?	12	19	24	38	16	25	6	10	5	8	0	--	0	--
5. When the problem occurs, to what extent do you use test results when planning or developing instructional methods, materials, and physical facilities?	3	5	15	24	22	35	14	22	9	14	0	--	0	--
6. When the problem occurs, how frequently do you use test results in the planning or development of procedures for the promotion or retention of pupils?	5	8	18	29	7	11	7	11	16	25	7	11	3	5
Totals	20	10	57	30	45	23	27	14	30	15	7	3	3	5

When the scoring formula was applied, the average weighted score of the group was found to be 3.9 which corresponds to a rating of "Average." Thus by definition, superintendents who participated in this investigation averaged studying and using test results, when the need occurs, to plan and develop the school's instructional program, roughly 40 to 59 per cent of the time.

Determining Pupil Status (A 3.)

It is disclosed in Table 6 that 92 per cent of the superintendents indicate that test results were used to determine pupil status from 40 to 100 per cent of the time. It is important to note that only 8 per cent of the superintendents used test results for this purpose 39 per cent or less of the time. This latter group could be taught the advantages of using test results to determine pupil status, and knowing the status of pupils, be shown how this information may be used to accommodate the needs of the individual pupil, group, or class.

More use was made of test results to obtain advance knowledge of individual pupils, a group, or class than was made for either of the other subordinate criteria. The least use made of test results was for the placement of pupils in the proper classes. According to some of the interviewees, one reason for this is that some curriculums are so limited that there is little need of test results for the proper placement of pupils.

When the scoring formula was applied the average weighted score for this criteria was found to be 4.5 which corresponds to a rating of "Above Average." Therefore, by definition of the rating, the average of this group of Oklahoma superintendents appeared to study and use

TABLE 6

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING ON
THE USE OF TEST RESULTS FOR DETERMINING PUPIL STATUS FOR THE SCHOOL YEAR
1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. When the need arises, to what extent do you use test results to obtain advance knowledge of individual pupils or a class or group?	14	22	31	49	12	19	5	8	1	2	0	--	0	--
8. When the need arises, how extensively do you use test results as a partial basis to determine the eligibility of pupils for special classes?	19	30	23	37	8	13	6	9	5	8	0	--	2	3
9. When the need arises, to what degree do you use test results as a guide for the placement of pupils in the proper classes?	7	11	23	37	18	28	7	11	6	10	2	3	0	--
Totals	40	21	77	41	38	20	18	10	12	6	2	1	2	1

test results, when the need occurs, to help determine the status of pupils roughly 60 to 79 per cent of the time.

Using Test Results for Public Relations Purposes (B 1.)

Table 7 reveals that 85 per cent of the reporting superintendents responded that they used test results for public relation purposes from 40 to 100 per cent of the time. Only 8 per cent responded "Always" and thereby claimed to use test results for this purpose 100 per cent of the time when the need occurs.

Conversely, only 15 per cent of the superintendents questioned used test results for this purpose 39 per cent of the time or less. It is this latter group that should be shown how test results may be used to good advantage for public relations purposes. Certainly improvements could be made in the use of test results for this purpose. During this current period of criticism of education this information is important.

An examination of the responses to each question reveals that there is a descending order for the use of test results for public relations purposes. More use was made of test results to inform parents about the academic achievements of their children than for helping the Board of Education or the community to understand how well educational objectives were being achieved. The least use of test results was made for helping the community and interested agencies understand how well academic aims were being achieved. Some interviewees explained that they did not know how to compile test results for this purpose. This was reported as a basic reason for test results not being better utilized for public relations purposes.

TABLE 7

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING ON
THE USE OF TEST RESULTS FOR PUBLIC RELATIONS PURPOSES FOR THE
SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
10. When the problem occurs, to what extent do you use test results as a partial basis for informing parents of the academic achievement of their children?	8	13	26	41	18	29	7	11	4	6	0	--	0	--
11. When the need arises, how frequently do you use test results as a partial basis for helping the Board of Education to better understand how well educational objectives are being achieved?	6	9	21	33	18	29	9	14	7	11	1	2	1	2
12. When the need occurs, to what degree do you use test results as a partial basis for helping the community and interested agencies to understand how well academic results are being achieved?	3	4	20	32	16	25	12	19	10	16	1	2	1	2
Totals	17	8	67	35	52	28	28	14	21	11	2	2	2	2

Application of the scoring formula revealed that the average weighted score of the group for this criteria was 4.1 which corresponds to a rating of "Above Average." Therefore, by reference to the definition of the rating, the superintendents sampled averaged studying and using test results, when the need occurs, as an aid to help solve public relations problems, roughly 60 to 79 per cent of the time.

Planning In-Service Training of the Staff (C 1.)

Table 8 shows the extent to which the superintendents participating in this study used test results to plan in-service training programs for the staff. Seventy-one per cent of the superintendents used test results for this purpose at least 40 to 100 per cent of the time. It is important to note that 2 per cent of the superintendents reported they used test results for this purpose, when the need occurs, 100 per cent of the time.

Twenty-nine per cent of the superintendents used test results for this purpose 39 per cent of the time or less. It appears then that this group could be shown that test results can contribute to the improvement of the staff as well as improve proficiency in the interpretation and use of test results. When one considers that modern day testing is only a little more than fifty years¹ old, this use of test results by superintendents is particularly important.

The average weighted score of the group, obtained by applying the scoring formula, was found to be 3.6 which is equal to a rating of "Average." Therefore by definition, the superintendents sampled

¹Edgar W. Knight, Education in the United States (Boston: Ginn and Company, 1929), pp. 549-551.

TABLE 8

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR PLANNING IN-SERVICE TRAINING
OF THE STAFF FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
13. When the need occurs, to what extent do you use test results as one basis for planning in-service training programs for classroom teachers?	1	2	21	33	16	25	7	11	11	17	6	10	1	2

averaged studying and using test results, when the need occurs, as an aid in planning in-service training programs for the staff, roughly 40 to 59 per cent of the time.

Research on the Educational Problems
of the School System (D 1.)

Table 9 shows that 81 per cent of the responding superintendents used test results for research purposes to help solve educational problems of the school system from 40 to 100 per cent of the time. On the other hand 19 per cent of the superintendents used test results for this same purpose only 39 per cent of the time or less. During follow-up interviews some of the administrators revealed that little or no research was carried on at the local level. Some superintendents mentioned that they "do not have the time" or "do not have the personnel" to carry on any research. Several reported that the research accomplished could scarcely be called "research." This information reveals that the reporting superintendents could probably use some help in being shown how test results can be used in action research.

When the scoring formula was applied, the average weighted score of the group was found to be 3.8 which corresponds to a rating of "Average." Thus by definition, superintendents included in this investigation averaged studying and using test results, when the need occurs, for research on the educational problems in the school system, roughly 40 to 59 per cent of the time.

TABLE 9

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR RESEARCH ON THE EDUCATIONAL PROBLEMS
OF THE SCHOOL SYSTEM FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14. When the need occurs, to what degree do you use test results to discover or provide information for solving educational problems peculiar to the school?	4	6	21	33	16	26	14	22	7	11	1	2	--	--
15. When the need occurs, how frequently do you use test results in programs of action research?	4	6	20	32	14	22	9	14	8	13	5	8	3	5
Totals	8	6	41	33	30	24	23	18	15	12	6	5	3	2

Motivation of the Academic Staff
for Better Teaching (E 1.)

Table 10 reveals that 78 per cent of the superintendents sampled reported that test results were used from 40 to 100 per cent of the time to provide motivation and thereby stimulate better teaching efforts on the part of the faculty. Twenty-two per cent of the superintendents used test results for this purpose only 39 per cent of the time or less. It appears that this latter group does not use test results as extensively as they could for this purpose and therefore could use some help toward being shown how test results may be utilized for motivation purposes.

More use of test results was indicated for stimulating classroom teaching, supervision of instruction, and administration than for use as a partial measure of the effect of special supervisory effort.

The scoring formula reveals that the average weighted score of the group for this criteria was 3.7 which equals a rating of "Average." Thus by reference to the definition of the rating, it was found that the superintendents questioned averaged studying and using test results, when the need occurs, in providing motivation for the academic staff to accomplish better teaching, roughly 40 to 59 per cent of the time.

Evaluation of the Instructional Program (F 1.)

Table 11 reveals that 10 per cent of the superintendents reported that test results were not used more than 39 per cent of the time as one basis for evaluating the instructional program of the school. It appears that this group could profit by being taught how test results may be used for this purpose. In contrast, 90 per cent

TABLE 10

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR MOTIVATION OF THE ACADEMIC STAFF
FOR BETTER TEACHING FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. When the problem occurs, to what degree do you use test results as a partial measure of the effect of special supervisory effort?	4	6	19	30	10	16	7	11	12	19	6	13	3	5
17. When the need arises, to what extent do you use test results to help stimulate the improvement of classroom teaching, supervision of instruction, and administration?	4	6	23	37	17	27	13	20	5	8	1	2	--	--
Totals	8	6	42	33	27	23	20	16	17	13	9	7	3	2

TABLE 10

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR MOTIVATION OF THE ACADEMIC STAFF
FOR BETTER TEACHING FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
16. When the problem occurs, to what degree do you use test results as a partial measure of the effect of special supervisory effort?	4	6	19	30	10	16	7	11	12	19	6	13	3	5	93
17. When the need arises, to what extent do you use test results to help stimulate the improvement of classroom teaching, supervision of instruction, and administration?	4	6	23	37	17	27	13	20	5	8	1	2	--	--	
Totals	8	6	42	33	27	23	20	16	17	13	9	7	3	2	

TABLE 11

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR EVALUATION OF THE INSTRUCTIONAL
PROGRAM FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
18. When the need arises, to what degree do you use test results as a partial basis for ascertaining the common academic needs of the total pupil population?	5	8	26	41	16	25	13	21	3	5	--	--	--	--
19. When the problem occurs how extensively do you use test results as one basis for helping to satisfy the academic needs of both the individual pupil and total pupil population?	5	8	24	38	17	27	11	17	6	10	--	--	--	--
20. When the need occurs, how frequently do you use test results as one basis to help the total faculty understand the total instructional program?	4	6	23	37	17	27	11	17	7	11	--	--	1	2
Totals	14	7	73	39	50	26	35	18	16	8	--	--	1	2

of the superintendents questioned reported the use of test results for this purpose at least 40 to 100 per cent of the time. More use was made of test results for ascertaining the common academic needs of the total pupil population than to help satisfy the needs of the individual pupil, or to help the faculty understand the total instructional program.

When the average weighted score was computed for the group it was found to be 4.2 which corresponds to a rating of "Above Average." Hence by reference to the definition of the rating, the superintendents questioned averaged studying and using test results, when the need occurs, in evaluating the instructional program, roughly 60 to 79 per cent of the time.

Evaluation of the Curriculum (F 2.)

From the data reported in Table 12 it appears that at least 14 per cent of the superintendents questioned did not utilize test results sufficiently in helping to evaluate the curriculum. This group used test results for this purpose only 39 per cent of the time or less. These individuals then could probably use some aid in being shown how test results can be used as one basis for evaluating the curriculum. By contrast, the remaining 86 per cent used test results for this purpose from 40 to 100 per cent of the time. Despite this extensive use of test results, improvements could be made in the use of test results for evaluating the curriculum. For example, 25 per cent of the superintendents said they used test results to evaluate curricular experiments 39 per cent of the time or less. On the other hand, 75 per cent used test results for this same purpose 40 to 100 per cent of the

TABLE 12

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR THE EVALUATION OF THE CURRICULUM
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21. When the problem arises, how extensively do you use test results as one basis for evaluating the results of emphasis given to various parts of the curriculum?	7	11	24	38	12	19	15	24	4	6	--	--	1	2
22. When the problem occurs, how frequently do you use test results as one basis to help evaluate curricular experiments?	7	11	16	29	10	16	12	19	9	14	4	6	3	5
23. When the need arises, to what degree do you use test results as a partial basis for evaluating the total curriculum program?	7	11	24	38	12	19	13	21	4	6	2	3	1	2
Totals	21	11	66	35	34	18	40	22	17	9	6	3	5	2

time. A little more use was made of test results to evaluate emphasis given to various parts of the curriculum than to evaluate the total curriculum.

When the scoring formula was computed the average weighted score of the group was 4.0 which is equivalent to a rating of "Average." Thus by referring to the definition of the rating, it was found that the superintendents questioned averaged studying and using test results, when the need occurs, to help evaluate the curriculum, roughly 40 to 59 per cent of the time.

Appraisal of Academic Achievement (F 3.)

Table 13 shows that 86 per cent of the superintendents sampled in this study used test results to appraise academic achievement from 40 to 100 per cent of the time. By contrast, it appears that 14 per cent did not use test results sufficiently for this purpose. This latter group could probably use some help in being shown how test results can be compiled and interpreted so that academic achievement can be appraised. As a group, the superintendents made a little more use of test results for the appraisal of teaching units or classes than for the appraisal of the entire grade. This indicates that superintendents are giving more attention to and are more concerned with smaller units than the total school picture. The group then could probably use some further instruction toward this objective.

By applying the scoring formula the average weighted score of the group was found to be 4.2 which corresponds to a rating of "Above Average." Therefore by reference to the definition of the rating, the superintendents participating in this investigation averaged studying

TABLE 13

NUMBER AND PER CENT OF RESPONSES OF 63 SUPERINTENDENTS OF SCHOOLS REPORTING
ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF ACADEMIC ACHIEVEMENT
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
24. When the need occurs, to what extent do you use test results compiled in a manner so that the achievement of classes may be compared with the properly established norms and thus determine the amount of academic progress being attained?	12	19	22	35	12	19	9	14	5	8	2	3	1	2
25. When the need occurs, how extensively do you use test results compiled in a manner so that the achievement of grades may be compared with the properly established norms and thus determine the amount of academic progress being attained?	9	14	26	41	9	14	9	14	6	10	3	5	1	2
Totals	21	17	48	38	21	17	18	14	11	9	5	3	2	2

and using test results, when the need occurs, to appraise academic achievement, roughly 60 to 79 per cent of the time.

Summary

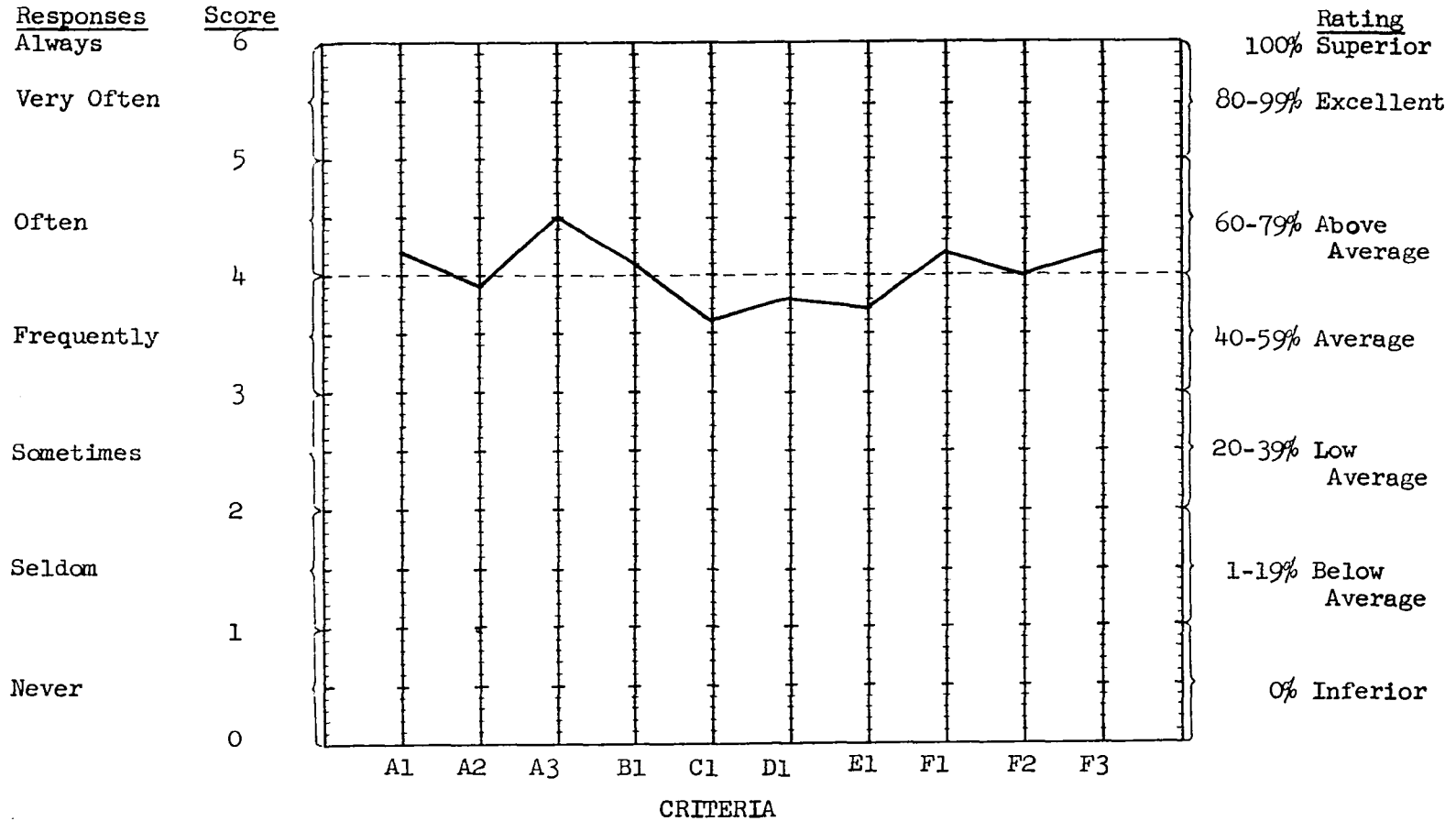
An examination of Table 14, profile for superintendents, shows that the total average weighted score (broken line) of the group of superintendents was 4.0 which reveals an overall rating of "Average." Thus by definition of the rating, this group of superintendents averaged studying and using test results to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.

The highest rating attained was for the criteria Determining Pupil Status. A larger number of superintendents made more use of test results for this purpose than for any of the other criteria. On the other hand, the lowest ratings attained by the superintendents participating in this study were for the following criteria: In-Service Training of the Staff; Research on the Educational Problems of the School System; and Motivation of the Academic Staff for Better Teaching. Generally speaking, the superintendents seemed to make more use of test results for the benefit of individual pupils, than for research, or for the benefit of groups, or the academic staff. Thus it appears that superintendents, participating in this study, were overlooking this use of test results which would benefit groups--a factor which would benefit the superintendents as well as the pupils and classroom teachers.

In general, it seems that administrators could improve their use of test results across the board. However, the areas in which improvement in the use of test results could be made immediately are:

TABLE 14

PROFILE SHOWING THE AVERAGE WEIGHTED RATING OF 63 PUBLIC SCHOOL SUPERINTENDENTS
 IN OKLAHOMA REPORTING ON THE ADMINISTRATIVE USES OF TEST RESULTS
 AS COMPARED WITH CRITERIA OF THE PROPER USE OF TEST RESULTS
 FOR THE SCHOOL YEAR 1958-1959



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Planning In-Service Training of the Staff; Research on the Educational Problems of the School System; and Motivation of the Academic Staff for Better Teaching.

CHAPTER IV

GUIDANCE USES OF TEST RESULTS

This chapter is concerned with the uses made of test results by guidance personnel. The data presented herein helps to determine whether these uses compare favorably or unfavorably with the criteria of proper use. The derived information seeks to answer the question: "Are standardized test results being used adequately by guidance personnel in selected Oklahoma public schools?"

Reported Guidance Uses of Test Results as Compared with Criteria of Proper Use

There is a variety of reasons for the administration of tests in schools and colleges, and there are several important uses of test results. Of these, the guidance use would seem to be the most important. Historically, measurement and guidance have grown up together in the United States. Measurement without guidance loses much of its purpose; guidance without measurement loses its scientific character and becomes highly intuitive. The relation of measurement to guidance grows out of the simple thesis that in order to provide guidance services for an individual a counselor must first understand him and that objective appraisal is an essential element in that understanding.¹

Guidance Personnel Reporting

An interesting aspect of this chapter is a survey of the

¹A. E. Traxler, et al., Introduction to Testing and the Use of Test Results in Public Schools (New York: Harper and Brothers, 1953), p. 92.

positions of personnel who are acting or are designated as the guidance personnel in the reporting schools. These are the individuals who completed the questionnaires from which data for this Chapter were collected. Of the 63 reporting schools:

Fourteen schools had a full-time or part-time director of guidance.

Twenty-one schools had a part-time counselor.

In nineteen schools the principal was the director of guidance or counselor.

In three schools the superintendent acted as the director of guidance.

In one school the curriculum coordinator was designated as the director of guidance.

In five schools a classroom teacher was designated as the counselor. Of these five, two were English teachers; one a business education teacher; one a mathematics teacher; and one a coach of athletics.

This study was initiated only a short time before the enactment of the National Defense Education Act. Because the above information could be considered as partial data in the assessment of the status of guidance personnel, and since the act could be expected to result in improvement of the quality as well as the quantity of certified personnel, it would be interesting at a future date to determine whether the number or status of guidance personnel in the reporting schools has improved as a result of this act.

The questions shown in Tables 15 through 21 were derived from

and correspond with the criteria explained in Chapter II. The rationale on which these tables were based and interpreted is the same as in Chapter III.

The responses of guidance personnel show the extent to which test results were used for guidance purposes. The responses also reflect the practices for which test results were used by guidance personnel in comparison with criteria of proper use.

The degree of relationship of the responses made by guidance personnel on questionnaires and those made during interviews as computed through the use of Spearman's rho formula was found to be .876 which is significant at the 0.01 level. By applying the "t" test of significance it was found that a Spearman rho must be .602 to be significant at the .05 level and .735 to be significant at the .01 level. Computation of Spearman's coefficient of correlation rho may be found in Appendix A.

The Appraisal of Academic Ability (G 1.)

Schools are under constant criticism for their apparent failure to identify the special abilities of their pupils and to challenge these children to greater efforts. This is one aspect of educational guidance. Furthermore, it is charged that little or no attempt is made to direct children away from fields in which they apparently have little aptitude. With the modern objective devices now available for the measurement of general as well as specific abilities of children, neither of these situations need to exist.¹

Table 15 reveals that 93 per cent of the reporting guidance personnel used test results to appraise the academic abilities of pupils at least 40 to 100 per cent of the time. By contrast, 7 per cent of the reporting guidance personnel used test results for this purpose

¹Greene, Jorgensen, and Gerberich, op. cit., p. 109.

TABLE 15

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING
ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF THE ACADEMIC
ABILITY OF PUPILS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. When the need arises, how frequently do you use test results to discover the outstanding academic aptitudes of individual pupils?	26	41	27	43	4	6	2	3	3	5	1	2	0	0
2. When the problem occurs, to what extent do you use test results to identify the exceptional abilities and skills of individual pupils?	23	36	27	43	8	12	1	2	3	5	1	2	0	0
3. When the problem arises, to what degree do you use test results to determine the academic abilities of pupils that should be developed further?	18	29	31	49	8	12	1	2	4	6	1	2	0	0
Totals	67	36	85	45	20	11	4	1	10	5	3	2	0	0

only 39 per cent of the time or less. Therefore, it seems that this latter group of guidance personnel could use some additional training in the use of test results to appraise the academic abilities of pupils.

Guidance personnel participating in this study made more use of test results to discover outstanding academic aptitudes of pupils than for any of the other subordinate criteria. The least use of test results was made in the process of appraising academic abilities to determine the academic abilities of pupils that should be developed further. This is a phase of academic ability appraisal that could be used by more guidance personnel. While the use of test results in this phase of appraisal is not a deficiency, improvements could be made in the use of test results for this purpose.

When the scoring formula was applied, the average weighted score of the group was found to be 5.0 which corresponds to a rating of "Excellent." Therefore by definition of the rating, guidance personnel who participated in this investigation averaged studying and using test results, when applicable, to appraise the academic ability of pupils, roughly 80 to 99 per cent of the time.

The Appraisal of Achievement as
Related to Ability (G 2.)

Table 16 shows that 80 per cent of the guidance personnel who participated in this study used test results from 40 to 100 per cent of the time to determine whether a pupil was achieving what he should with respect to his ability. On the other hand 20 per cent used test results for this purpose only 39 per cent of the time or less. This is one area in which improvement in the use of test results should be made

TABLE 16

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING
ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF ACHIEVEMENT AS
RELATED TO ABILITY FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. When the need arises, to what degree do you use test results to determine if the pupil is working up to his capacity?	18	29	33	52	7	11	2	3	3	5	0	0	0	0
5. When the problem occurs, how frequently do you use test results as a partial basis to determine what the pupil has achieved previously in learning skills and school subjects?	17	27	28	45	11	17	4	6	3	5	0	0	0	0
6. When the need arises, to what extent do you use test results as a partial basis to make decisions when pupils are ready to take end-of-course or final examinations?	1	1	9	14	7	11	3	5	10	16	15	24	18	29

TABLE 16--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. When the problem occurs, to what degree do you use test results to identify academic weaknesses of individual pupils?	20	31	30	47	6	10	5	8	1	2	1	2	0	0
8. When the need occurs, how extensively do you use test results as a partial basis to determine if the pupil has attained the minimum levels of achievement necessary for success in subsequent courses?	7	11	26	41	12	19	5	8	5	8	6	10	2	3
Totals	63	20	126	40	43	14	19	6	22	7	22	7	20	6

because this is probably one of the most legitimate uses of test results.

More use was made of test results to determine if the pupil was working up to his capacity and to identify academic weaknesses than for any of the other subordinate criteria. A major use was made of test results to learn what the pupil had achieved previously in learning skills and school subjects. Guidance personnel, who participated in this study, utilized test results least to make decisions when pupils were ready to take end-of-course or final examinations, and to determine if the pupil had attained the minimum levels of achievement necessary for success in subsequent courses.

It is important to notice the responses given to Question 6. A majority of the guidance personnel reporting made little use of test results for this purpose. One reason for this, according to interviewees, is that few schools have special or ungraded classes wherein it is necessary to determine when pupils are ready to take end-of-course or final examinations. Also there seems to be a certain amount of reluctance on the part of some of the reporting guidance personnel to use test results for this purpose. Perhaps some re-education should be accomplished for this purpose, because in many cases a short examination is valuable for determining whether or not the pupil is sufficiently prepared to take a long comprehensive examination to which a good deal of significance is attached. For example, the difficult, comprehensive, and time-consuming National Merit Scholarship Examination is of this nature. A short examination would help to reveal those pupils ready to take an examination of this type.

It appears that some re-education could be accomplished in the use of test results for the purpose of determining if a pupil has attained the minimum levels of achievement necessary for success in subsequent courses. Again according to interviewees, little use was made of test results for this purpose because the minimum levels of achievement to insure success in subsequent courses have not been thoroughly defined for various academic courses, and therefore, test results were not of sufficient value.

When the scoring formula was computed, the average weighted score of the group was 4.1 which is equal to a rating of "Above Average." Thus by referring to the definition of the rating, guidance personnel who participated in this inquiry averaged studying and using test results, when the need occurs, to appraise achievement as related to ability, roughly 60 to 79 per cent of the time.

The Appraisal of Personality (G 3.)

Table 17 reveals that test results were used by 50 per cent of the reporting guidance personnel for the appraisal of personality 40 to 100 per cent of the time. By contrast, 50 per cent of the group used test results for this same purpose only 39 per cent of the time or less. Worthy of notice is the range of responses. Only 6 per cent reported using test results for the stated purpose 100 per cent of the time, while 19 per cent reported that test results were "Never" used for this purpose.

It is well known that personality tests possess some serious limitations. However, with caution and intelligence on the part of a well-qualified guidance person, personality tests will furnish a kind

TABLE 17

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING
ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF PERSONALITY
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9. When the need arises, how extensively do you use test results to determine if a pupil possesses personality characteristics that differ greatly from those of the average pupil?	2	3	12	19	8	13	6	10	12	19	11	17	12	19
10. When the problem arises, to what degree do you use test results to help the individual to appraise objectively his own personality?	5	8	14	22	9	14	6	10	11	17	6	10	12	19
Totals	7	6	26	21	17	13	12	10	23	18	17	13	24	19

of information to supplement other test results.¹ Table 17 shows that guidance personnel possess a reluctance to use personality test results and this theory is supported by the interviewees. They think that they do not have sufficient professional training to recognize certain personality traits and defects and therefore do not use test results for this purpose.

When the scoring formula was applied, the average weighted score was 2.7 which is equivalent to a rating of "Low Average." Hence by reference to the definition of the rating, guidance personnel who participated in this investigation averaged studying and using test results, when the need occurs, to appraise personality, roughly 20 to 39 per cent of the time.

Counseling the Pupil and Parent (H 1., 2.)

Table 18 reveals that a good deal of use was made of test results for counseling purposes. Eighty-eight per cent of the guidance personnel reported that they used test results in counseling with pupils and parents from 40 to 100 per cent of the time. On the other hand, 12 per cent of the same group used test results for this same purpose only 39 per cent of the time or less. It is this latter group which appears to be in need of some re-education in the use of test results for counseling purposes. There should be a prime need for the use of test results when counseling pupils and/or parents!

More use was made of test results to help the pupil understand his own interests and abilities, and to assist the pupil in making a

¹Traxler et al., op. cit., p. 10.

TABLE 18

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING
ON THE USE OF TEST RESULTS FOR COUNSELING THE PUPIL AND PARENT
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11. When the problem occurs, to what extent do you use test results to assist the pupil to understand his own personal strengths and weaknesses in order to make decisions about immediate problems?	15	24	30	48	10	15	2	3	3	5	3	5	0	0
12. When the need arises, how frequently do you use test results to help the pupil understand his own interests and abilities?	19	30	28	44	6	13	4	6	1	2	2	3	1	2
13. When the problem arises to what degree do you use test results to assist the individual to identify areas of interests which should be investigated further?	15	24	31	49	9	14	2	3	3	5	1	2	2	3

TABLE 18--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14. When the need arises, how extensively do you use test results as an aid when conferring with the pupil about his personal adjustment?	7	11	25	40	15	23	5	8	6	10	4	6	1	2
15. When the problem arises to what degree do you use test results as a stimulus to encourage the pupil to complete school?	17	27	24	38	12	19	5	8	2	3	3	5	0	0
16. When the need arises, how extensively do you use test results to aid the pupil in the selection of courses after considering the pupil's past achievement?	13	20	23	36	19	30	5	8	1	2	1	2	1	2

TABLE 18--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17. When the problem occurs, how frequently do you use test results to direct the pupil into or away from certain courses?	13	21	23	36	15	23	5	8	3	5	3	5	1	2
18. When the need arises, to what degree do you use test results as an aid when enrolling new pupils?	8	13	25	40	7	11	5	8	9	14	5	8	4	6
19. When the problem occurs, to what extent do you use test results as an aid when assisting the pupil to make a choice of vocational training or the selection of a college?	19	30	28	44	7	11	6	10	2	3	0	0	1	2

TABLE 18--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
20. When the need arises, how frequently do you use test results as a basis for reporting the individual's ability, achievement, and school adjustment to parents?	12	19	20	32	15	24	7	11	7	11	2	3	0	0
21. When the problem occurs, how extensively do you use test results as an aid to help the parent make plans for the pupil's future career?	14	22	26	41	6	10	7	11	7	11	2	3	1	2
Totals	152	22	283	41	123	18	53	8	44	6	26	4	12	1

choice between a vocational preparation or the selection of a college, than for any of the other subordinate criteria. A major use was made of test results to assist the pupil to understand his own strengths and weaknesses, and to assist the individual to identify areas of interests which should be investigated further. The least use made of test results was when enrolling a new pupil and when conferring with the pupil about his personal adjustment. According to interviewees, either there were no test results available or test results were not forwarded by the transferring school to the school receiving the new pupil. Also, there was not sufficient time to administer a battery of tests to each new pupil for enrollment purposes. According to one interviewee located near an air base: "We would be doing nothing but testing new pupils." The explanation given in the previous section explains why test results were not used when conferring with the pupil about his own adjustment.

When the scoring formula was computed, the average weighted score of the group was 4.5 which is equal to a rating of "Above Average." Thus by reference to the definition of the rating, guidance personnel who participated in this inquiry averaged studying and using test results for counseling with pupils and/or parents, when the need occurs, roughly 60 to 79 per cent of the time.

Making Educational and Vocational Plans (I 1.)

Table 19 shows that guidance personnel made extensive use of test results to help pupils formulate educational and vocational plans. Eighty-eight per cent of the reporting guidance personnel used test results from 40 to 100 per cent of the time for this purpose. Conversely, 12 per cent used test results for this same purpose only 39

TABLE 19

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING ON
THE USE OF TEST RESULTS FOR GUIDING PUPILS IN MAKING EDUCATIONAL
AND VOCATIONAL PLANS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
22. When the problem occurs, to what extent do you use test results to help the pupil refine his decisions leading to a vocational or professional choice?	13	20	29	46	9	14	7	11	3	5	1	2	1	2
23. When the need arises, to what degree do you use test results as an aid to explain aptitude and achievement when advising the pupil concerning educational or vocational decisions?	19	30	25	39	13	20	3	5	1	2	1	2	1	2
24. When the need arises, how frequently do you use test results to compare the individual's interests with the pattern of interests of successful workers in given vocational areas?	10	16	15	24	12	19	13	20	7	11	1	2	5	8
Totals	42	22	69	36	34	18	23	12	11	6	3	2	7	4

per cent of the time or less. It appears then that this latter group could be shown how test results may be used for helping pupils make educational and vocational plans.

Under this criteria, more use was made of test results to explain the aptitude and achievement of the pupil when advising the pupil concerning educational or vocational decisions than for any of the other subordinate criteria. The least use of test results was made for comparing the individual's interests with the pattern of interests of successful workers in given vocational areas. Some of the interviewees stated: "There are too many vocations for us to know a great deal about thousands of vocations and quite frequently the pattern of interests of successful workers is not available to compare with that of the pupil." A frequent complaint was that norms similar to the General Aptitude Test Battery should be made available to guidance personnel. While not a deficiency, this possibly accounts for the reason that test results are not used for this purpose more extensively.

When the average weighted score of the group was computed, it was found to be 4.4 which is equivalent to a rating of "Above Average." Therefore by definition, guidance personnel who participated in this investigation averaged studying and using test results, when applicable, to guide pupils when making educational and vocational plans, roughly 60 to 79 per cent of the time.

Improving Counselor, Teacher, and Parent
Understanding of Individual Pupils (J 1.)

Table 20 reveals that test results were used extensively to aid in the understanding of the pupil. Eighty-seven per cent of the

TABLE 20--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
28. When the need occurs, how frequently do you use test results when formulating case studies of certain pupils?	19	30	22	35	8	13	3	5	7	11	0	0	4	6
29. When the problem arises, to what degree do you use test results when studying the all-around development of individual pupils?	16	25	28	44	7	11	5	8	3	5	3	5	1	2
Totals	73	23	125	40	51	16	26	8	25	8	9	3	6	2

guidance personnel reporting used test results for this purpose 40 to 100 per cent of the time. On the other hand 13 per cent used test results for improving counselor, teacher, and parent understanding of individual pupils only 39 per cent of the time or less. It appears then that improvements in the use of test results by guidance personnel for this purpose can be made. To better understand their pupils this latter group should be helped to improve their interpretation of test results.

More use was made of test results to study the all-around development of individual pupils than for any of the other subordinate criteria. Note the per cent responding "Always" and "Very Often" to Question 29. A major use was made of test results to screen pupils for special instruction or guidance and to confer with teachers about individual pupils. When formulating case studies of certain pupils, test results were used least to identify pupils who were not sufficiently motivated to do their best or those who were pushing themselves beyond their capacity. A lack of time was cited by certain interviewees as the major cause for not making case studies. Some interviewees explained that a lack of proper information and a lack of proper cumulative records were the major obstacles causing some guidance personnel to think that case studies are too time-consuming and not necessarily beneficial to the pupil or counselor.

The computation of the scoring formula revealed an average weighted score of 4.5 which corresponds to a rating of "Above Average." Hence by definition of the rating, guidance personnel who participated in this inquiry averaged studying and using test results to improve

counselor, teacher, and parent understanding of individual pupils, when the need occurs, roughly 60 to 79 per cent of the time.

Reports to Colleges and
Prospective Employers (K 1.)

Table 21 reveals that guidance personnel used test results extensively for reporting purposes to colleges and prospective employers. Eighty-eight per cent of the reporting guidance personnel forwarded test results to educational institutions and prospective employers 40 to 100 per cent of the time. Conversely, 12 per cent of this same group used test results for this same purpose only 39 per cent of the time or less. No reason was advanced by this latter group as to why test results were not used more extensively except to say that "test results are not usually requested."

It is interesting to note that test results were used more for reporting to prospective employers than for reporting to educational institutions. A possible reason for this is that fewer pupils enter college than enter the employment field. However, it would be alarming to learn that prospective employers request test results more frequently than do educational institutions.

When the scoring formula was computed the average weighted score of the group was 4.8 which is equal to a rating of "Above Average." Thus by referring to the definition of the rating, guidance personnel who participated in this investigation averaged using test results to report to colleges and prospective employers, when applicable, roughly 60 to 79 per cent of the time.

TABLE 21

NUMBER AND PER CENT OF RESPONSES OF 63 GUIDANCE PERSONNEL REPORTING ON
THE USE OF TEST RESULTS FOR REPORTS TO COLLEGES AND PROSPECTIVE
EMPLOYERS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
30. When the need occurs, how frequently do you forward the individual's test results to an educational institution?	29	46	10	16	8	13	7	11	5	8	4	6	0	0
31. When the problem occurs, how often do you, when requested, forward the individual's test results to prospective employers?	36	57	9	14	7	11	2	3	6	10	2	3	1	2
Totals	65	51	19	15	15	12	9	7	11	9	6	5	1	1

Summary

An examination of Table 22, profile for guidance personnel, shows that the total average weighted score (broken line) of the group was 4.4 which is equivalent to an overall rating of "Above Average." Hence by reference to the definition of the rating, this group of guidance personnel averaged studying and using test results to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.

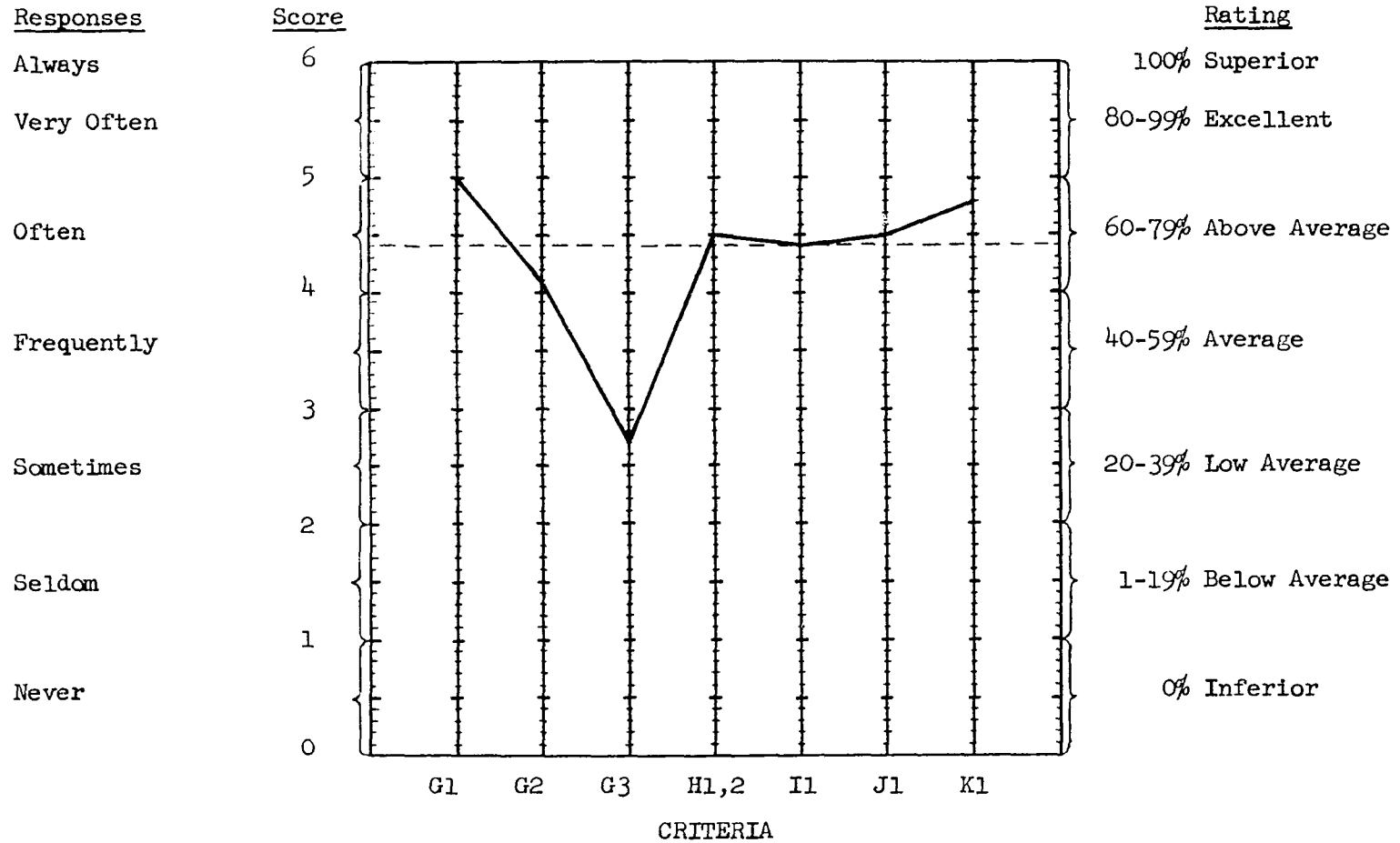
The highest rating attained by guidance personnel in the use of test results was for the criteria, Appraisal of Academic Ability. The lowest rating was attained for the criteria, Appraisal of Personality. With this exception the guidance personnel who participated in this study consistently attained ratings of "Above Average." The absence of dips and valleys in the profile line denotes consistent average use of test results by the total group.

It is apparent that improvements in the use of test results by guidance personnel may be made. During this period of educational crisis, with special emphasis being placed on the identification of the talented, guidance personnel should be particularly aware that more use should be made of test results and more effort expended to identify the academic abilities of pupils which need to be developed further.

Table 16, which deals with the criteria, Appraisal of Achievement as Related to Ability, shows that 20 per cent of the reporting group did not use test results extensively for this purpose. Guidance personnel making responses which fall within this category should receive some help and re-education in the use of test results for this purpose. For

TABLE 22

PROFILE SHOWING THE AVERAGE WEIGHTED RATING OF 63 GUIDANCE PERSONNEL IN OKLAHOMA REPORTING ON THE GUIDANCE USES OF TEST RESULTS AS COMPARED WITH CRITERIA OF THE PROPER USE OF TEST RESULTS FOR THE SCHOOL YEAR 1958-1959



example, it would be a simple matter to point out how and where to obtain the proper information from which to construct scattergrams.

One of the basic reasons for the low ranking of the participating group for the criteria, Appraisal of Personality, is probably due to the limitations of personality instruments. The low ranking may not be due to a lack of knowledge or to a lack of professional education, but rather to the cognizance of the limitations of such instruments. However, some of the guidance personnel interviewed felt that additional professional training is desirable so that guidance personnel can recognize, at least, gross personality defects and weaknesses and thereby be able to make recommendations for specialized aid when the occasion warrants.

With the exception of criteria dealing with the Appraisal of Academic Ability and the Appraisal of Achievement as Related to Ability, about 12 per cent of the reporting guidance personnel consistently made responses toward the lower end of the scale. It is this group that is in need of immediate in-service training and re-education in the use of test results.

Guidance personnel who participated in this study consistently attained higher ratings when compared with the criteria of test usage for guidance personnel, than did either administrators or classroom teachers when compared with criteria for administrators or classroom teachers respectively. This is to be expected since guidance personnel usually possess more professional training and interest in the guidance field.

CHAPTER V

CLASSROOM USES OF TEST RESULTS

This chapter is concerned with the uses made of test results by classroom teachers. The data presented show the extent to which classroom teachers reported they used test results and help to determine whether the extent of these uses compare favorably or unfavorably with criteria of proper use. The derived information seeks to answer the question "Are standardized test results being used adequately by classroom teachers in selected Oklahoma public schools?"

Reported Classroom Uses of Test Results as Compared with Criteria of Proper Use

If the teacher is to do anything beyond administering and scoring the tests, his part in the testing program becomes an even more important one. The first step the teacher must take in making use of available standardized test results is to examine them and extract some useful information. The ease and accuracy with which teachers can interpret test results are of considerable importance . . .

Having obtained information from available test results the teacher must next make some use of this information. It may be that the information will be of most value in increasing the teacher's understanding of individual pupils and of the class as a whole. It seems likely, however, that if the test results actually do increase such understanding, some kind of action will be taken on the basis of the information obtained. Classes may be divided into groups for instructional purposes; some remedial teaching or re-teaching may be carried on in specific areas; special assistance may be given to individual pupils; and test results may be given to individual pupils;

and test results may be used in the discussion of problems with individual pupils or with parents.¹

The questions shown in Tables 23 through 34 were derived from and correspond with the criteria explained in Chapter II. The rationale on which these tables were based and interpreted is the same as in Chapter III.

The responses of the classroom teachers indicate the extent to which test results were used for classroom purposes. The responses also reflect the practices for which test results were used by classroom teachers in comparison with criteria of proper use.

The degree of relationship of the responses made by classroom teachers on questionnaires and those made during interviews as computed through the use of Spearman's rho was .946 which is significant at the 0.01 level. By applying the "t" test of significance it was found that a Spearman rho must be .576 to be significant at the .05 level and .708 to be significant at the .01 level. Computation of Spearman's coefficient of correlation (rho) may be found in Appendix A.

The Appraisal of Abilities of Pupils and Class (L 1.)

Table 23 shows that 84 per cent of the classroom teachers used test results to appraise the abilities of individual pupils and the class 40 to 100 per cent of the time. Conversely 16 per cent used test results for this same purpose only 39 per cent of the time or less. This group of classroom teachers disclosed that more use was made of test results to appraise the scholastic ability of pupils than of any

¹Frances E. Crook, "The Classroom Teacher and Standardized Tests," Teachers College Record, LVIII (December 1956), p. 160.

TABLE 23

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF ABILITIES OF INDIVIDUAL PUPILS AND THE CLASS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. When the need arises, how frequently do you use test results to appraise the scholastic ability of each pupil?	12	19	29	46	13	21	7	11	2	3	0	0	0	0
2. When the problem arises, how extensively do you use test results to adapt instruction to the scholastic level of the pupil?	4	6	28	44	16	25	6	10	5	8	3	5	1	2
3. When the need arises, to what extent do you use test results to determine if there are discrepancies between the pupil's capacity and his achievement?	8	13	24	38	18	28	8	13	4	6	1	2	0	0

TABLE 23--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. When the need arises, how often do you use test results to determine whether the pupil's interests are in line with his ability?	4	6	20	32	14	22	4	6	10	16	5	8	6	10
5. When the need arises, to what degree do you use test results to determine the range and average of the mental ability of the class?	7	11	23	36	9	14	8	13	8	13	5	8	3	5
Totals	35	11	124	40	70	22	33	11	29	9	14	4	10	3

of the other subordinate criteria. A major use was made of test results to determine if there were discrepancies between the pupil's capacity and achievement, and to adapt instruction to the scholastic level of the pupil. The least use of test results was made for determining whether the pupil's interests were in line with his ability and to determine the range and average of the mental ability of the class. Some of the interviewees advanced opinions as to why test results were not used more for these latter two purposes. Some typical comments of the interviewees were to the effect that: "We must be more concerned with teaching than worrying about the ever changing day-to-day interests of immature pupils. This is a problem for the counselor. However, we do our best to help when we have the opportunity to learn about the serious pupil's interests. As to the mental ability of the class--we can do a fairly good job of estimating ability and don't always need test results except for extreme cases."

When the scoring formula was computed, the average weighted score of the group was found to be 4.1 which corresponds to a rating of "Above Average." Thus by reference to the definition of the rating, the classroom teachers who participated in this investigation averaged studying and using test results to appraise the abilities of pupils or a class, when applicable, roughly 60 to 79 per cent of the time.

The Appraisal of Pupil and Class Achievement (L 2.)

Table 24 reveals that 80 per cent of the reporting classroom teachers used test results to appraise pupil and class achievement from 40 to 100 per cent of the time. On the other hand 20 per cent of the same group used test results for this purpose only 39 per cent of the

TABLE 24

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR THE APPRAISAL OF PUPIL AND CLASS
ACHIEVEMENT FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
6. When the problem occurs, how extensively do you use test results to determine the achievement level of each pupil in the fundamental subjects?	6	10	23	36	16	25	9	14	6	10	2	3	1	2
7. When the need occurs, how frequently do you use test results to estimate the individual pupil's probable level of achievement in your subject field?	11	17	23	36	8	13	14	22	6	10	0	0	1	2
8. When the need occurs, to what extent do you use test results to determine the average achievement level of the class in the fundamental subjects?	5	8	24	38	9	14	5	8	14	22	3	5	3	5
Totals	22	11	70	37	33	17	28	15	26	14	5	3	5	3

time or less. It appears then that this latter group of teachers could be shown the necessity of using test results to appraise achievement. Three per cent of the group reported they "Never" used test results to appraise pupil or class achievement.

Under this criteria, classroom teachers used standardized test results most frequently to estimate the individual pupil's probable level of achievement in their own subject field. A major use was made of test results to determine the achievement level of each pupil in the fundamental subjects. However, test results were used least to determine the average achievement level of the class in the fundamental subjects. Here as in the previous section (Appraisal of Abilities of Pupil and Class) test results were used least when the class was involved. The use of test results to gain a better understanding of the class, to discover common problems, academic deficiencies, and academic strengths and weaknesses of the class, might help to improve teaching efficiency. These uses of test results are worth further investigation.

When the scoring formula was applied the average weighted score was 4.1 which is equal to a rating of "Above Average." Therefore by reference to the definition of the rating, the typical classroom teacher of the group questioned tended to study and use test results, when the need occurs, to appraise pupil and class achievement, roughly 60 to 79 per cent of the time.

Identifying Normal, Gifted, and
Slow-Learning Pupils (L 3.)

Table 25 reveals that 82 per cent of the reporting classroom

TABLE 25

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR IDENTIFYING NORMAL, GIFTED, AND
SLOW-LEARNING PUPILS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9. When the need arises how extensively do you use test results as a partial basis for identifying the normal, exceptionally bright, and slow-learning pupil?	22	35	23	37	9	14	5	8	2	3	0	0	2	3
10. When the problem occurs, how frequently do you use test results to identify the pupils who need special or psychological help?	12	19	17	27	8	13	7	11	7	11	11	17	1	2
Totals	34	27	40	32	17	13	12	10	9	7	11	9	3	2

teachers used test results, as a partial basis, to identify pupils of varying mental ability from 40 to 100 per cent of the time. Conversely, 18 per cent used test results for this same purpose only 39 per cent of the time or less. It has been explained previously (Chapter II) why it is essential to identify and classify "talent." It is alarming to note that as many as 18 per cent of the classroom teachers did not use test results more frequently to identify the ability of pupils. Two per cent revealed they "Never" used test results to identify normal, gifted, or slow-learning pupils.

The classroom teachers reported that test results were used more frequently to locate normal, exceptionally bright, and slow-learning pupils, than to identify pupils who need special or psychological help. When questioned as to why classroom teachers do not use test results more frequently for this purpose, some of the typical comments of the interviewees were to the effect: "What is the critical score to determine when special or psychological aid is needed? Shouldn't this be the counselor's responsibility? Should classroom teachers rely on paper and pencil tests for this purpose?" These statements merely serve to emphasize that in-service training is needed to solve problems of this nature. Again, as pointed out in the two previous sections, teachers use test results more consistently when the pupil is involved than when a group or class is involved.

When the scoring formula was calculated, the average weighted score of the group was 4.3 which corresponds to a rating of "Above Average." Hence by definition, this group of classroom teachers averaged studying and using test results, when applicable, to identify

the normal, gifted, and slow-learning pupils, roughly 60 to 79 per cent of the time.

Pupil and Class Diagnosis (M 1.)

An examination of Table 26 shows that 72 per cent of the classroom teachers used test results 40 to 100 per cent of the time to diagnose the academic needs of the pupil and class. On the other hand 28 per cent reported using test results for this same purpose only 39 per cent of the time or less. It seems likely that this latter group of teachers could benefit from some in-service training in the use of test results for diagnostic purposes.

More use was made of test results to identify pupils who need special instruction, and to discover academic difficulties in specific areas, than for any of the other subordinate criteria. A major use made of test results was to reveal the academic needs of the pupil or class. Of the subordinate criteria listed, the least use made of test results was to obtain advance information concerning the proficiency of a class in certain subjects or general preparation and to assess the readiness of children for new learning. A particular weakness is evident in regard to assessing readiness. Ten per cent of the group responded "Never" to Question 13. This weakness in the use of test results by the reporting classroom teachers should be remedied as quickly as possible. In relation to the least use, here again as in the three previous sections, test results were used more consistently by teachers when the individual pupil was involved than when a group or class was concerned. The reader should compare the responses of Question 12 with those of Question 14 to understand better this concept. One of the

TABLE 26

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR PUPIL AND CLASS DIAGNOSIS
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
11. When the need arises, to what degree do you use test results to identify the pupils within the class that need special instruction in the basic skills?	5	8	19	30	10	20	10	16	8	13	2	3	1	2
12. When the need arises, to what extent do you use test results in order to reveal the academic needs of the pupil or class?	5	8	20	32	11	17	13	21	12	19	2	3	0	0
13. When the problem occurs, to what degree do you use test results as a partial basis for assessing readiness of children for new learning?	3	5	9	14	15	24	12	19	9	14	9	14	6	10

TABLE 26--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
14. When the problem occurs, how extensively do you use test results to obtain advance information concerning the proficiency of a class in certain subjects or general preparation?	2	3	26	41	8	13	5	8	15	24	5	8	2	3
15. When the need occurs, how frequently do you use test results to discover academic difficulties in specific areas?	4	6	24	38	11	17	8	13	15	24	1	2	0	0
Totals	19	6	98	31	63	20	48	15	59	19	19	6	9	3

reasons advanced by an interviewee of the cause for this is: "We can't be expected to compile test results so that the proper interpretation and conclusions concerning a group or class can be made. I doubt that I know how to do this anyway. The pupil's test results and profiles are readily available and therefore I can put this information to good use immediately."

When the scoring formula was applied, the average weighted score of the group was 3.6 which is equal to a rating of "Average." Thus by definition, the classroom teachers who participated in this investigation averaged studying and using test results to make a pupil or class diagnosis, when the need occurs, roughly 40 to 59 per cent of the time.

Diagnosis of Individual Differences of Pupils and Class (M 2.)

Table 27 shows that 76 per cent of the reporting classroom teachers used test results to diagnose individual differences of the pupils or class from 40 to 100 per cent of the time. Conversely, 24 per cent utilized test results for this same purpose only 39 per cent of the time or less.

A little more use was made of test results to determine specific strengths and weaknesses of individual pupils, and to discover individual differences, than to reveal the nature and range of individual differences in the class. This was to be expected because in previous sections it has been emphasized that classroom teachers tended to make more use of test results when the individual pupil is involved than when the class is involved.

TABLE 27

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING ON
THE USE OF TEST RESULTS FOR DIAGNOSIS OF INDIVIDUAL DIFFERENCES OF
PUPILS AND CLASS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16. When the problem arises to what degree do you use test results to determine specific strengths and weaknesses of individual pupils in order to discover existing individual differences?	2	3	25	40	12	19	10	16	10	16	4	6	0	0
17. When the problem arises how frequently do you use test results to reveal the nature and range of individual differences in the class?	2	3	22	35	14	22	10	16	12	19	2	3	1	2
Totals	4	3	47	37	26	20	20	16	22	18	6	5	1	1

When questioned about individual differences, a typical comment of one of the interviewees was: "What individual differences should we look for? I've heard about individual differences in my university courses but nothing sufficiently specific to help me discover individual differences."

After the scoring formula was calculated, the average weighted score of the group was 3.8 which corresponds to a rating of "Average." Therefore by definition, the average of the classroom teachers in this group tended to study and use test results to diagnose individual differences of the pupils or class, when the need occurs, roughly 40 to 59 per cent of the time.

Planning Instructional Programs for the Pupil and Class (N 1.)

An examination of Table 28 reveals that 64 per cent of the classroom teachers participating in this study used test results to plan instructional programs for the pupil and class from 40 to 100 per cent of the time. On the other hand, 36 per cent of the same group used test results for this same purpose only 39 per cent of the time or less. Five per cent of the classroom teachers "Never" used test results for this purpose.

More use was made of test results to adapt instruction to individual needs than for any of the other subordinate criteria. Only average use was made of test results to help individualize instruction and to determine a reasonable achievement level for each pupil. The least use made of test results was for classifying pupils within a room for instructional purposes and for grouping pupils within a class.

TABLE 28

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING ON
THE USE OF TEST RESULTS FOR PLANNING INSTRUCTIONAL PROGRAMS FOR THE
PUPIL AND CLASS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
18. When planning instructional programs for the pupil or class, to what extent do you use test results to determine a reasonable achievement level for each pupil?	5	8	19	30	12	19	7	11	12	19	5	8	3	5
19. When the need arises, how frequently do you use test results as a partial basis to help individualize instruction or to begin differentiated instruction?	2	3	20	32	15	24	7	11	12	19	7	11	0	0
20. When the problem occurs, to what degree do you use test results as a partial basis for adapting instruction to individual needs?	2	3	19	30	18	28	6	10	15	24	3	5	0	0

TABLE 28--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21. When the need arises, how often do you use test results to group pupils within a class?	8	13	13	21	12	19	2	3	11	17	11	17	6	10
22. When the problem occurs, how extensively do you use test results to classify pupils within a room for instructional purposes?	5	8	11	17	13	21	7	11	12	19	9	14	6	10
Totals	22	7	82	26	70	22	29	9	62	20	35	11	15	5

Note the percentage of the group which responded "Sometimes," "Seldom," and "Never" to Questions 21 and 22.

The practice of classroom teachers using test results more frequently when the individual could benefit rather than when a group or class was concerned, follows the pattern explained in previous sections. However, it should be pointed out that 5 per cent responded "Never" to Question 18.

Responses to Questions 21 and 22 seem to indicate that "grouping" is a controversial educational practice whether it is in a grade or class. The fact that there are sharp divisions here may reveal not a lack of the use of test results but rather the differences in educational philosophy. Whatever the reason, several of the interviewees agreed, separately, in their basic thinking, that they "did not exactly know what factors to use as a basis for grouping." Others expressed the opinion that if grouping were accomplished "it would not do any good because there are not enough teachers or classrooms to go around."

Generally speaking, the use of test results as measured by these criteria were below the standards of use of all the other criteria for classroom teachers.

When the scoring formula was applied, the average weighted score of the group was 3.4 which is equal to a rating of "Average." Hence by definition, the typical classroom teacher in this sample seemed to study and use test results to plan instructional programs for the pupil and class, when applicable, roughly 40 to 59 per cent of the time.

Planning Remedial Instruction (N 2.)

Table 29 reveals that 79 per cent of the reporting classroom teachers used test results to plan remedial instruction 40 to 100 per cent of the time. Conversely, 21 per cent of the same group reported using test results for this same purpose only 39 per cent of the time or less. While not a major deficiency or weakness, it appears that a higher degree of proficiency in the use of test results for this purpose could be accomplished by this group of classroom teachers.

More use was made of test results to identify the academic deficiencies of individual pupils than to apply appropriate remedial measures. If the former subordinate criteria can be accomplished and the latter subordinate criteria not carried out, the planned remedial measures or programs are only half accomplished. Therefore, if any deficiency or weakness is present under this criteria it is in the use of test results to apply appropriate remedial measures. Here then is an important segment of this study to help determine the in-service needs of some of the classroom teachers.

After the scoring formula was computed, the average weighted score of the group was 3.9 which is equivalent to a rating of "Average." Therefore by referring to the definition of the rating, this group of classroom teachers averaged studying and using test results to plan remedial instruction, when the need occurs, roughly 40 to 59 per cent of the time.

The Selection of Instructional Materials (N 3.)

An examination of Table 30 shows that 63 per cent of the classroom teachers participating in this study used test results as a partial

TABLE 29

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR PLANNING REMEDIAL INSTRUCTION
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
23. When the need occurs, to what extent do you use test results to identify the academic deficiencies of individual pupils?	6	10	20	31	18	28	10	16	8	13	1	2	0	0
24. When the problem arises, how often do you use test results as a partial guide to apply appropriate remedial measures?	3	5	22	35	12	19	9	14	13	21	4	6	0	0
Totals	9	7	42	33	30	24	19	15	21	17	5	4	0	0

TABLE 30

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR THE SELECTION OF INSTRUCTIONAL
MATERIALS FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25. When the need occurs, to what degree do you use test results as a partial guide for the selection and adaptation of instructional materials and procedures?	4	6	17	27	14	22	5	8	13	21	6	10	4	6

basis for the selection of instructional materials 40 to 100 per cent of the time. Inversely, 37 per cent of this same group reported using test results for this identical purpose only 39 per cent of the time or less.

Table 30 reveals that test results are seldom used for the selection of instructional materials. The use of test results for this purpose ranks below the standards of all other criteria for classroom teachers--except for planning instructional programs. Therefore, this group of reporting teachers could probably use some professional instruction in learning how test results can be employed advantageously in the selection of instructional materials.

In this use of test results it is essential that the classroom teacher know the common group needs of his pupils, as well as individual needs, in order to select instructional materials. The lower overall ranking of the group for this criteria is evidence to show that their use of test results follows, as explained previously, the pattern of using test results more for the benefit of the individual than for a group or class.

When the scoring formula was calculated, the average weighted score of the group was 3.4 which is equal to a rating of "Average." Thus by referring to the definition of the rating, the average classroom teacher of the group questioned in this investigation tended to study and use test results, when applicable, for the selection of instructional materials, roughly 40 to 59 per cent of the time.

Motivation of Pupils (N 4.)

Table 31 shows that 73 per cent of the reporting classroom

TABLE 31

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR THE MOTIVATION OF PUPILS
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
26. When the problem arises, to what degree do you use test results to discover the academic progress being made by the pupil?	5	8	19	30	15	24	10	16	11	17	1	2	2	3
27. When the need occurs, how extensively do you use this information to stimulate the learner's interest in his own progress?	4	6	17	27	13	21	9	14	13	21	4	6	3	5
Totals	9	7	36	29	28	22	19	15	24	19	5	4	5	4

teachers used test results for motivation purposes 40 to 100 per cent of the time. On the other hand, 27 per cent of the same group used test results for this same purpose 39 per cent of the time or less. Four per cent of the group reported they "Never" used test results for this purpose. Here is a problem area wherein some professional assistance could be provided to strengthen the classroom teacher's use of test results.

More use was made of test results to discover the academic progress being attained by the pupil than to stimulate the learner's interest in his own progress. This implies that while classroom teachers recognize the necessity of discovering academic attainment, they are not using this information to stimulate the pupil's interests.

It has been pointed out earlier (Chapter II) that classroom teachers "can sometimes provide guidance services that cannot be easily performed by other personnel." Here then is one valuable service that teachers may readily perform. However, typical comments of some interviewees expressed the opinion that "motivation is a function of the counselor." This is an attitude that appears to be in need of a change!

When the scoring formula was applied, the average weighted score of the group was 3.6 which is equivalent to a rating of "Average." Hence by definition, this group of classroom teachers averaged studying and using test results, when applicable, for the motivation of pupils, roughly 40 to 59 per cent of the time.

Evaluation of the Pupil and Class (0 1.)

An examination of Table 32 reveals that 72 per cent of the

TABLE 32

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING
ON THE USE OF TEST RESULTS FOR EVALUATION OF THE PUPIL AND CLASS
FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
28. When the problem occurs, how extensively do you use test results to evaluate the pupil in comparison with his class in the fundamental or tool subjects at the beginning or end of a term?	6	9	22	35	12	19	8	13	8	13	5	8	2	3
29. When the need occurs, to what degree do you use test results to compare the pupil's present achievement with past achievement?	10	16	23	36	7	11	8	13	10	16	4	6	1	2
30. When the need arises, how frequently do you use test results to compare the present achievement of the class with past achievement?	7	11	22	35	9	14	6	10	9	14	5	8	5	8

TABLE 32--Continued

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
31. When the problem occurs, how extensively do you use test results to evaluate the achievement level of each pupil in each subject with respect to his ability?	6	9	13	21	15	14	9	14	10	16	8	13	2	3
32. When the need occurs, to what extent do you use test results to determine the achievement level of the class at the beginning or end of the term?	6	9	17	27	13	21	8	13	10	16	7	11	2	3
Totals	35	11	97	31	56	18	39	12	47	15	29	9	12	4

reporting classroom teachers used test results to evaluate the achievements of both the pupil and class from 40 to 100 per cent of the time. Conversely, 28 per cent reported using test results for this same purpose only 39 per cent of the time or less.

More use was made of test results to compare the pupil's present achievement with past achievement than for any of the other subordinate criteria. A major use was made of test results to evaluate the pupil in comparison with his class in the fundamental or tool subjects at the beginning or end of a term. A less frequent use was made of test results to determine the level of achievement of the class at the beginning or the end of a term. This corresponds with the pattern of the use of test results--for the benefit of the individual as opposed to a group or class--which was explained previously. The least use of test results was made for evaluating the achievement level of each pupil in each subject with respect to his ability.

According to some of the interviewees: "There is no doubt that I could make better use of test results. However, studying 140 pupils' (an average of 35 to a class) scores--from one to ten scores per test--is not only time-consuming but a difficult task. Not only this, but the scores I need are not easily available. It isn't worth it!" Comments such as these emphasize the need for understandable, properly compiled, and published test results for the classroom teacher's use.

After the scoring formula was calculated, the average weighted score of the group was 3.7 which corresponds to a rating of "Average." Therefore by reference to the definition of the rating, this group of classroom teachers averaged studying and using test results, when the

need occurs, to aid in the evaluation of the pupil and class, roughly 40 to 59 per cent of the time.

Evaluation of Methods and Techniques
of Teaching (O 2.)

Table 33 reveals that 67 per cent of the reporting classroom teachers used test results as one aid to evaluate their own methods and techniques of teaching from 40 to 100 per cent of the time. Inversely 33 per cent of the same group reported using test results for this same purpose only 39 per cent of the time or less.

More use was made of test results for checking on the effectiveness of the classroom teacher's own teaching than to understand how his own instructional efforts should be coordinated within the total instructional program. As explained in Chapter II, here is a possible method which might be used to increase teaching efficiency on the part of the individual teacher, as well as the total faculty.

Some of the interviewees believe they often have the proper information to check on their own teaching. A typical comment expressed by one interviewee is: "I can check the scores of my individual pupils and can pick out certain weaknesses in a majority of my class. Consequently I can anticipate certain teaching problems and thereby do a more effective job of teaching. I can also determine if my teaching methods are getting over to the pupil. However, I don't have the information available to determine how my own instructional efforts should be coordinated in the total instructional program." Within the last sentence of this statement lies the crux of the problem. Here is a plea to have the total academic picture portrayed to the entire

TABLE 33

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING ON
THE USE OF TEST RESULTS FOR THE EVALUATION OF METHODS AND TECHNIQUES
OF TEACHING FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
33. When the problem occurs to what extent do you use test results for increased understanding of the instructional program and to determine how your own instructional efforts should be coordinated within the total instructional program?	3	5	17	27	11	17	8	13	15	24	7	11	2	3
34. When the need arises, to what degree do you use test results as a partial basis for checking on the effectiveness of your own teaching?	5	8	25	40	9	14	7	11	10	16	6	10	1	1
Totals	8	6	42	33	20	16	15	12	25	20	13	11	3	2

faculty in terms of test results. Also this infers that administrative and supervisory personnel are not providing classroom teachers with sufficient test information.

When the scoring formula was applied, the average weighted score of the group was 3.5 which is equal to a rating of "Average." Thus by definition, the average of this group of classroom teachers tended to study and use test results, when applicable, for self-evaluation of their own methods of teaching, roughly 40 to 59 per cent of the time.

Counseling with Pupil and Parent (P 1.)

An examination of Table 3⁴ shows that 81 per cent of the classroom teachers used test results for reporting and counseling with the pupil and parent from 40 to 100 per cent of the time. On the other hand, 19 per cent of the same group used test results for this same purpose only 39 per cent of the time or less. This information reveals that the latter group of teachers could probably benefit by being shown how test results may be used for counseling purposes.

The teachers disclosed that more use was made of test results to determine the reasons for academic failure than for any of the other subordinate criteria listed. A major use made of test results was to report the child's progress and to use the results as a partial guide for reporting to parents. It is in this use of test results that classroom teachers think they need some professional aid.

Some interviewees felt that they did not have the proficiency or finesse to use test results for reporting purposes. A typical comment of one interviewee was: "I don't know what or how I should report test scores to pupils--much less parents!" Another reported: "Our

TABLE 34

NUMBER AND PER CENT OF THE RESPONSES OF 63 CLASSROOM TEACHERS REPORTING ON
THE USE OF TEST RESULTS FOR REPORTING AND COUNSELING WITH PUPIL AND
PARENT FOR THE SCHOOL YEAR 1958-1959

Interview Question No.	Always (100%)		Very Often (80-99%)		Often (60-79%)		Fre- quently (40-59%)		Some- times (20-39%)		Seldom (1-19%)		Never (no use)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
35. When the problem occurs to what degree do you use test results as a partial guide for reporting to parents?	6	10	22	35	11	17	7	11	10	16	7	11	0	0
36. When the need arises, how extensively do you use test results as evidence to report the child's progress?	7	11	15	24	22	35	5	8	6	10	6	10	2	2
37. When the problem occurs to what extent do you use test results as a partial basis to help the pupil make educational and vocational plans?	16	25	18	29	14	22	5	8	5	8	2	3	3	5
38. When the need arises, how often do you use test results as one basis to help determine the reasons for academic failure?	11	17	26	41	13	21	5	8	6	10	2	3	0	0
Totals	40	16	81	32	60	24	22	9	27	11	17	7	5	1

superintendent believes that only a teacher who he feels is proficient should use test results to counsel with pupils or parents. Frankly, he will not permit all teachers to let out test information." Here is a problem not only for teachers but for administrators as well.

After the scoring formula was calculated, the average weighted score of the group was 4.1 which is equivalent to a rating of "Above Average." Hence by definition, this group of classroom teachers averaged studying and using test results, when applicable, for reporting and counseling with the pupil and parent, roughly 60 to 79 per cent of the time.

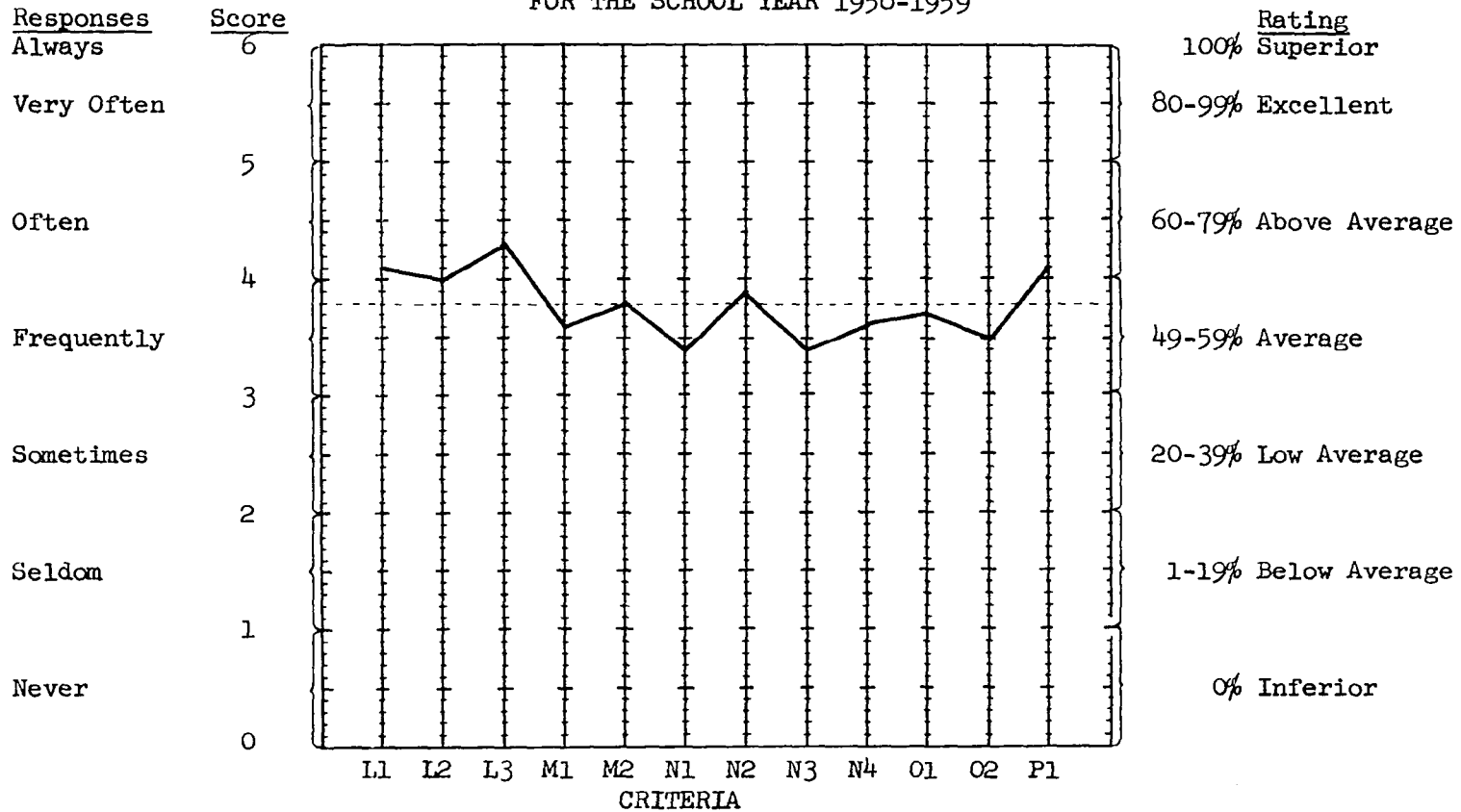
Summary

An examination of Table 35, profile for classroom teachers, shows that the total average weighted score (broken line) of the group of classroom teachers was 3.8, which reveals an overall rating of "Average." Therefore by referring to the definition of the rating, this group of classroom teachers averaged studying and using test results to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.

The highest rating in the use of test results was attained for the criteria Identifying Normal, Gifted, and Slow-Learning Pupils. A larger number of teachers made more use of test results for this purpose than for any of the other criteria. Conversely, the classroom teachers participating in this study attained lower ratings for the following criteria: Planning Instructional Programs for the Pupil and Class, Selection of Instructional Materials, and Evaluation of Methods and Techniques of Teaching.

TABLE 35

PROFILE SHOWING THE AVERAGE WEIGHTED RATING OF 63 CLASSROOM TEACHERS
 IN OKLAHOMA REPORTING ON THE CLASSROOM USES OF TEST RESULTS AS
 COMPARED WITH CRITERIA OF THE PROPER USE OF TEST RESULTS
 FOR THE SCHOOL YEAR 1958-1959



It has been explained throughout this chapter that classroom teachers tended to make more extensive use of test results when the pupil is involved than when groups or a class of pupils could benefit. This was also evident in the case of superintendents as noted in the "Summary" of Chapter III. It is clearly revealed that classroom teachers did not use test results sufficiently for the benefit of the group or class. Also, as in the case of superintendents, it was found that classroom teachers are not proficient in compiling test results in a form to make the proper interpretations for the benefit of a class or group. It appears then that superintendents or other responsible personnel are not compiling test results in a manner easily understood and are not making this information available to classroom teachers so that interpretations beneficial to a class or group may be made. The classroom teachers also admit that they are not proficient in using test results for the benefit of the majority of pupils.

It is well known that experts give lip service to the claim that the "key" to a successful guidance program is the classroom teacher. The profile shows that this group attained, generally, lower rankings for the appropriate criteria than either superintendents or guidance personnel. Thus, it appears that if successful guidance programs are to be attained, a great deal of in-service training for classroom teachers in the use of test results must be accomplished.

The dips and valleys in the profile show inconsistencies in the use of test results. In general, teachers could improve their use of test results in all areas. The areas in which improvements in the uses of test results may be made immediately are: Planning Instructional

Programs, Selection of Instructional Materials, and Evaluation of Methods and Techniques of Teaching. When improvements are affected in these areas, it is likely that more successful guidance programs will be in existence, and that more pupils will receive improved guidance services as well as more efficient instruction.

CHAPTER VI

WHAT TESTS ARE USED?

This chapter reveals the types and names of standardized tests used most frequently by public schools in this state. The information presented herein helps to determine the grade level at which different types of tests are administered most frequently as well as the number of schools using each test named.

Standardized Tests Used by Oklahoma Public Schools

Types of Tests Used in Grades 1 - 12

Table 36 shows the types of tests used in grades 1 through 6. Table 37 shows the types of tests administered in grades 7 through 12. These two tables present an over-view of the emphasis given to various types of tests at each grade level.

Intelligence Tests

All of the 63 school systems participating in this study administered intelligence tests. These schools disclosed that intelligence tests were administered at definite times during a pupil's twelve year school career. A larger percentage of these schools reported administering intelligence tests in grade 1 at the primary level; grade 6 at

TABLE 36

TYPES OF STANDARDIZED TESTS ADMINISTERED AND THE NUMBER AND PER CENT
OF SCHOOLS ADMINISTERING EACH TYPE IN GRADES 1 - 6, AS REPORTED
BY 63 PUBLIC SCHOOL SYSTEMS IN THE STATE OF OKLAHOMA
FOR THE SCHOOL YEAR 1958-1959

Type Test	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Intelligence	20	32	10	16	15	24	17	27	16	25	19	30
Scholastic Aptitude	..	..	..	..	..	..	..	..	..	..	..	..
Aptitude other than Scholastic	..	..	..	..	..	..	..	..	1	2	1	2
Achievement	7	11	17	27	22	35	23	36	23	36	25	40
Subject-matter achievement	11	17	6	9	7	11	5	8	7	11	10	12
Interest Inventories	..	..	..	..	..	..	..	..	..	..	..	..
Personality	..	..	..	..	..	..	..	..	..	..	..	..
Miscellaneous	10	12	2	3	1	2	..	..	1	2	..	..

TABLE 37

TYPES OF STANDARDIZED TESTS ADMINISTERED AND THE NUMBER AND PER CENT OF
SCHOOLS ADMINISTERING EACH TYPE IN GRADES 7 - 12, AS REPORTED
BY 63 PUBLIC SCHOOL SYSTEMS IN THE STATE OF OKLAHOMA
FOR THE SCHOOL YEAR 1958-1959

Type Test	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Intelligence	23	36	21	33	23	44	23	36	22	35	22	35
Scholastic Aptitude	..	..	3	5	14	22	7	11	30	48	37	59
Aptitude other than scholastic	1	2	8	13	6	9	2	3	5	8	23	36
Achievement	35	55	28	44	41	65	34	54	41	65	33	52
Subject-matter achievement	9	14	7	11	13	21	31	49	25	40	23	44
Interest Inventories	..	..	..	..	20	32	19	30	18	28	26	41
Personality	2	3	3	5	14	22	14	22	14	22	14	22
Miscellaneous	..	..	..	..	2	3	2	3	4	6	4	6

the intermediate level; grade 9 at the junior high level; and about equally during grades 10, 11, and 12 at the senior high level. The peak of intelligence testing occurs during grade 9. Table 38 lists the names of the intelligence tests used and their frequency of adoption.

TABLE 38

INTELLIGENCE TESTS ADMINISTERED MOST FREQUENTLY AND THE
NUMBER AND PER CENT OF SCHOOL SYSTEMS ADMINISTERING
EACH AS REPORTED BY 63 PUBLIC SCHOOL SYSTEMS IN
THE STATE OF OKLAHOMA FOR THE SCHOOL YEAR
1958-1959

Name of Test	Number	Per Cent
Army General Classification Test	1	2
California (S-F) Test of Mental Maturity	27	42
Detroit Intelligence Inventory	1	2
Kuhlmann Anderson Intelligence Test	2	3
Otis Quick-Scoring Mental Ability Test	25	39
Pinter-Cunningham Mental Ability Test	3	5
SRA Primary Mental Ability Test	21	33
Terman McNemar Test of Mental Ability	1	2

It appears that the California (Short-Form) Test of Mental Maturity was used more frequently than any of the other intelligence tests mentioned. The Otis Quick-Scoring Mental Ability Test and the SRA Primary Mental Abilities Test ranked second and third in use respectively. One possible reason for the popularity of these three instruments is that each of them, in addition to certain other advantages, possesses different levels which permits testing in grades 1

through 12. This convenience will allow for continuity of testing as well as comparability of the results.

Scholastic Aptitude Tests

Fifty-seven per cent of the school systems reporting administered scholastic aptitude tests. None of the 63 schools reported administering aptitude tests in the elementary grades. One reason for this may be the shortage of scholastic aptitude tests, differing from the general intelligence test, designed specifically for the elementary grades. A higher percentage of the schools administered scholastic aptitude tests in grades 11 and 12 more frequently than in any of the other grades. Table 39 lists the names of the scholastic aptitude tests used most frequently.

The Differential Aptitude Tests and the National Merit Scholarship Examination were used by more of the reporting schools than any of the other scholastic aptitude tests mentioned. The Differential Aptitude Tests have been used in Oklahoma public schools for some time. The National Merit Scholarship Examination, a relatively new instrument, is available only through the National Merit Scholarship Corporation, a private agency, and then only to those students who are willing to pay a fee or upon the recommendation of school officials. Thus there are existing differences for the use of these two tests. The Differential Aptitude Tests can be used with children of varying levels of ability while the National Merit Scholarship Examination is employed primarily to help identify pupils possessing a background of high academic achievement and to award scholarships.

TABLE 39

SCHOLASTIC APTITUDE TESTS ADMINISTERED MOST FREQUENTLY AND
THE NUMBER OF SCHOOL SYSTEMS ADMINISTERING EACH AS
REPORTED BY 37 PUBLIC SCHOOL SYSTEMS IN THE
STATE OF OKLAHOMA FOR THE SCHOOL YEAR
1958-1959

Name of Test	Number Using
A. C. E. Psychological Test	1
Differential Aptitude Tests	17
National Merit Scholarship Examination	18
School College Ability Test	4
Scholarship Qualifying Test	7
SRA Test of Educational Ability	6

The School College Ability Tests, which will eventually replace the American Council on Education Psychological Test, the Scholarship Qualifying Test, and the SRA Tests of Educational Ability are so recent that it is likely that these have not yet come to the attention of schools. This, coupled with the uses made of intelligence tests in a large number of schools, probably accounts for scholastic aptitude tests not being administered by more schools.

Aptitude Tests Other than Scholastic

Forty-six per cent of the 63 school systems reported using aptitude tests differing from scholastic aptitude. As explained in the previous section, general aptitude testing follows the trend of scholastic aptitude tests administered in grade 12. A majority of this type of testing took place in grades 7 through 12. More general

aptitude testing was done in grade 12 than in any of the other grades. This is to be expected, but this type of test needs to be administered earlier than in grade 12. Table 40 lists the names of the general aptitude tests administered most frequently.

TABLE 40

APTITUDE TESTS, OTHER THAN SCHOLASTIC APTITUDE,
ADMINISTERED MOST FREQUENTLY AND THE NUMBER
OF SCHOOL SYSTEMS ADMINISTERING EACH AS
REPORTED BY 29 PUBLIC SCHOOL SYSTEMS
IN THE STATE OF OKLAHOMA FOR THE
SCHOOL YEAR 1958-1959

Name of Test	Number Using
Aptitude Tests for Occupations	1
California Algebra Aptitude Test	2
Detroit Retail Selling Inventory	1
Emporia Algebra Test	1
ERC Stenographic Aptitude Test	1
General Aptitude Test Battery*	19
Iowa Algebra Aptitude Test	4
Iowa Plane Geometry Aptitude Test	1
Orleans Algebra Prognosis Test	4
Orleans Geometry Prognosis Test	1
Seashore Measure of Music Talents	2

*Available only through a governmental agency.

The test used by a majority of the schools was the General Aptitude Test Battery. This battery is available only through the U. S. Employment Service and then, because of limited personnel, can be made

available only to a limited number of pupils.

Table 40 also reflects that a very small number of other tests were used, and that of the 63 schools reporting only 29 administered tests of this nature. This seems to be only a small effort. Therefore it appears that if it is necessary to identify talent other than scholastic, few schools are attempting to do so. This implies that if any weakness exists in any area of testing in the reporting schools, this area is one in which improvement could probably be made.

Achievement Tests

All of the 63 school systems participating in this study reported administering achievement tests. At the primary level, grades 1 - 3, more achievement testing was done in grades 2 and 3 with the peak of testing occurring in grade 3. At the elementary level, grades 4 - 6, achievement testing was fairly evenly divided but most of the testing was done in grade 6. About 40 per cent of the schools accomplished achievement testing in grade 6.

At the junior high level, grades 7 - 9, achievement tests were administered predominantly in grade 9. At the senior high level, grades 10 - 12, the bulk of achievement testing was done in grade 11. Approximately 65 per cent of the schools administered achievement tests in grade 11.

One possible explanation for the peak of achievement testing activity in grades 3, 6, 9, and 11 is that in each of these grades the pupil is nearing the end of an integrated level of the educational ladder.

Achievement testing was one of the strongest areas of testing

in the reporting schools. Table 41 details the names of achievement tests administered most frequently.

TABLE 41

ACHIEVEMENT TESTS ADMINISTERED MOST FREQUENTLY AND THE
NUMBER AND PER CENT OF SCHOOL SYSTEMS ADMINISTERING
EACH AS REPORTED BY 63 PUBLIC SCHOOL SYSTEMS IN
THE STATE OF OKLAHOMA FOR THE SCHOOL YEAR
1958-1959

Name of Test	Number	Per Cent
California Achievement Tests	21	33
Essential High School Content Battery	7	11
Iowa High School Content Battery	4	6
Metropolitan Achievement Tests	3	5
SRA Achievement Series	11	17
Stanford Achievement Tests	16	25
Sequential Tests of Educational Progress	3	5

The California Achievement Tests were administered by more of the reporting schools than any other achievement test mentioned. The Stanford Achievement Tests were the second most frequently used tests. About 50 per cent of the schools reported using these two instruments.

Of the tests mentioned, the California Achievement Tests are the only tests which provide for continuity of testing and comparability of results throughout grades 1 through 12. This may be considered as a plausible explanation for its widespread use.

Subject-matter Achievement Tests

Only 31 of the 63 school systems participating in this study

reported using one or more subject-matter or supplementary tests that differ from the achievement test regularly administered. Only a small percentage of the schools used subject-matter or supplementary tests at the elementary level. Generally speaking, survey type achievement test batteries are preferred at the elementary level except where diagnostic type tests are needed.

It was reported that subject-matter tests were administered more often in grades 1 and 6 at the elementary level, and at the secondary level, subject-matter tests were administered most frequently in grades 10, 11, and 12. About 49 per cent of the reporting school systems administered subject-matter or supplementary tests in grade 10. Table 42 shows the subject matter tests administered, the grade in which each was administered, and the number of schools using each test.

TABLE 42

SUBJECT-MATTER OR SUPPLEMENTARY TESTS ADMINISTERED BY
GRADES AND THE NUMBER OF SCHOOL SYSTEMS USING
EACH AS REPORTED BY 31 SCHOOL SYSTEMS IN
THE STATE OF OKLAHOMA FOR THE SCHOOL
YEAR 1958-1959

Name of Test	No. Using	Grade											
		1	2	3	4	5	6	7	8	9	10	11	12
A. C. S. Chemistry Test	1										x	x	x
Anderson Chemistry Test	3											x	x
Barron's Regent Exam for 2nd Year French, Spanish	1											x	
Blythe 2nd Year Algebra Test	3											x	x
Brown-Carlson Literary Test	1										x	x	x
CAT, Arithmetic Test	3					x	x						x

TABLE 42--Continued

Name of Test	No. Using	Grade											
		1	2	3	4	5	6	7	8	9	10	11	12
CAT, Language Test	2									x	x	x	x
CAT, Reading Test	3		x	x			x	x					
California Social and Related Science Test	3					x	x			x	x	x	
Chicago Reading Test	1		x	x									
Cooperative Algebra Test	1									x	x	x	
Cooperative American History Test	1										x		
Cooperative Ancient History Test	1									x			
Cooperative Biology Test	2									x		x	
Cooperative Chemistry Test	1												x
Cooperative English Test (Usage, Spelling, Vocabulary)	1									x			
Cooperative English Test Mechanics of Expression	1									x	x	x	
Cooperative French Test	1										x	x	
Cooperative General Achievement Test	1												x
Cooperative Latin Test	3										x	x	
Cooperative Plane Geometry Test	2									x			
Cooperative Solid Geometry Test	3									x	x	x	
Cooperative Spanish Test	3									x	x	x	
Cooperative Trigonometry Test	4									x	x	x	
Cooperative World History Test	2									x	x	x	
Crary American History Test	2										x	x	
Davis Mathematics Test of Functional Competence	1									x			

A larger number of different test titles were mentioned in this area than in any other area of testing. However it should be pointed out that a larger variety of achievement tests is available than in any other area.

Of the different supplementary tests mentioned, mathematics and/or arithmetic and reading tests were reported used most frequently. Science tests were reported as the next most frequently administered.

Of all the tests mentioned, the Iowa Silent Reading Test was reported used by more schools than any of the tests listed.

Vocational Interest Inventories

Seventy-three per cent of the 63 school systems participating in this study reported utilizing vocational interest or interest inventory type instruments. Of the 46 schools reporting, this type of instrument was administered in grades 9, 10, 11, and 12. As may be expected, the use of vocational interest inventories appears to reach its peak during grade 12. Forty-one per cent of the reporting schools administered interest inventories during grade 12, while 32 per cent administered an interest inventory in grade 9.

Table 43 lists the vocational interest inventory administered most frequently.

Forty-six schools reported using a vocational interest inventory. Of these 46 schools, without exception, each administered the same inventory.

TABLE 43

VOCATIONAL INTEREST INVENTORIES ADMINISTERED MOST
FREQUENTLY AND THE NUMBER AND PER CENT OF SCHOOL
SYSTEMS ADMINISTERING EACH AS REPORTED BY 46
PUBLIC SCHOOL SYSTEMS IN THE STATE OF
OKLAHOMA FOR THE SCHOOL YEAR
1958-1959

Name of Test	Number	Per Cent
Kuder Preference Record--Vocational	46	100

Personality Tests

Thirty-five per cent of the school systems participating in this study reported administering personality tests or inventories. No school reported using personality instruments in a grade lower than grade 7. A very small percentage of the schools reported using this type of test in grades 7 and 8. Table 44 shows the personality instruments administered most frequently.

Eleven different personality instruments were used by 22 different schools. Of these eleven, the Bell Adjustment Inventory and the SRA Youth Inventory were used more frequently than any of the others mentioned.

A majority of the schools reported that personality instruments were not utilized because of a lack of qualified personnel and the limitations of personality instruments.

TABLE 44

PERSONALITY TESTS ADMINISTERED MOST FREQUENTLY AND THE
NUMBER OF SCHOOL SYSTEMS ADMINISTERING EACH AS
REPORTED BY 22 PUBLIC SCHOOL SYSTEMS IN THE
STATE OF OKLAHOMA FOR THE SCHOOL YEAR
1958-1959

Name of Test	Number Using
Allport-Vernon Study of Values	1
Bell Adjustment Inventory	9
Bernreuter Personality Inventory	1
California Mental Health Analysis	1
California Test of Personality	2
Gordon Personal Inventory	1
Guilford-Zimmerman Personality Inventory	2
Jastak Personality Inventory	1
Minnesota Multiphasic Personality Inventory	1
SRA Youth Inventory	7
Thurston Temperament Schedule	1

Miscellaneous Tests

Very few schools reported using a type of test not previously classified. In the schools reporting, most of this type of testing occurred in grade 1. About 12 per cent of the reporting schools used various tests not mentioned previously in grade 1. Table 45 reveals the miscellaneous type tests administered.

Eight different miscellaneous tests were mentioned by the reporting schools. Three of the eight were reading readiness or reading

survey type tests. The test reported used most frequently was the Metropolitan Readiness Test.

TABLE 45

MISCELLANEOUS TESTS NOT PREVIOUSLY CLASSIFIED ADMINISTERED
MOST FREQUENTLY AND THE NUMBER OF SCHOOL SYSTEMS
ADMINISTERING EACH AS REPORTED BY 19 PUBLIC
SCHOOL SYSTEMS IN THE STATE OF OKLAHOMA
FOR THE SCHOOL YEAR 1958-1959

Name of Test	Number Using
Brown-Holtzman Survey of Study Habits	1
Gates Reading Survey	1
Lee Clark Reading Readiness	2
Luria-Orleans Modern Language Test	1
Metropolitan Readiness Test	8
Orleans-Solomon Latin Test	1
Test in Fundamental Abilities of Visual Art	1
Turse Shorthand Achievement Test	1

Summary

The peak of testing activity in the reporting schools was accomplished in grades 9, 10, 11, and 12. Despite the urging of authorities that tests be administered and used sufficiently early to be of at least some practical value, the reporting schools accomplished most of their testing in grade 12 when it is nearly too late to make efficient use of the results.

One hundred per cent of the schools participating in this study administered intelligence and achievement tests.

About half of the schools administered subject-matter or supplementary tests. Forty-nine different tests were reported in this category.

About half of the schools administered vocational interest inventories. One hundred per cent of the reporting 46 schools used the Kuder Preference Record, Vocational inventory.

A small percentage of the schools administered personality and miscellaneous type tests.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Summary

The Problem

The specific problem was to determine what uses are made of standardized test results in selected public schools of Oklahoma, and how these uses compare with criteria of proper use.

Library and normative-survey methods of research were used to develop criteria for the proper use of test results. The practices of public school personnel concerning the use of test results were obtained from classroom teachers, guidance personnel, and administrative personnel in Oklahoma. The data were secured through the use of written questionnaires and mechanically recorded interviews. Questionnaires were first mailed to classroom teachers, guidance personnel, and administrative personnel. Follow-up interviews were conducted from four to six weeks later to substantiate the data originally collected. To show the relationship between the results obtained by questionnaires and those obtained by interviews, Spearman's (ρ) Rank-Difference Correlation method was used. Of the 75 schools sampled, 63 or 84 per cent responded.

Findings

Administrative Uses of Test Results

1. The administrators who participated in this study rated highest in the use of test results for the criteria Determining Pupil Status. Lowest ratings were attained for the following criteria: In-Service Training of the Staff; Research on the Educational Problems of the School System; and Motivation of the Academic Staff for Better Teaching.

2. Of the three groups, the administrators, in comparison with guidance personnel, classroom teachers, and appropriate criteria, rated second highest in the use of test results. The administrators did not receive a rating lower than "Average" nor a rating higher than "Above Average" for any criteria.

3. The total average weighted score of this group of administrators was 4.0 which is equivalent to a rating of "Average." By referring to the definition of the rating, this group of superintendents tended to average studying and using test results to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.

Guidance Uses of Test Results

1. Guidance personnel who participated in this study achieved their highest rating for the criteria Appraisal of Academic Ability. The lowest rating attained was for the criteria Appraisal of Personality. A possible reason for the low rating in the use of test results to appraise personality is that guidance personnel recognize the limitations of personality instruments.

2. This study revealed that of the 63 participating schools, 22 had administrative personnel acting as counselors or as directors of guidance. Thirty-five of the 63 schools had a part-time director of guidance or counselor other than the superintendent or principal.

3. As a group, the guidance personnel, in comparison with administrators, classroom teachers, and appropriate criteria, rated highest in the use of test results. With the exception of one area, the guidance personnel did not receive a rating lower than "Above Average" nor a rating higher than "Excellent" for any criteria.

4. It was found that guidance personnel used test results to assess academic ability but not in conjunction with achievement test scores to appraise academic ability as related to achievement. In simpler words, guidance personnel were not using test results extensively to determine if a pupil is learning what he can with respect to his ability.

5. Also, it was found that guidance personnel were reluctant to use personality test results to appraise personality. Probably this is due to a recognition of the limitations of personality inventories.

6. Guidance personnel complained that transferring schools failed to forward test results with the permanent records of the pupil. A common complaint of guidance personnel is that "institutions of higher learning do not request the pupil's test results."

7. The total average weighted score of the group for the criteria for guidance personnel was 4.4 which is equivalent to a rating of "Above Average." By reference to the definition of the rating, this group of guidance personnel appeared to average studying and using test

results to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.

Classroom Uses of Test Results

1. The highest rating attained by classroom teachers was in the use of test results for the criteria Identifying Normal, Gifted, and Slow-learning Pupils. Lower ratings were attained for the following criteria: Planning Instructional Programs for the Pupil and Class; Selection of Instructional Materials; and Evaluation of Methods and Techniques of Teaching.

2. In comparison with administrative personnel, guidance personnel, and appropriate criteria, classroom teachers ranked lower than either of the other groups in the use of test results. The classroom teachers did not receive a rating lower than "Average" or a rating higher than "Above Average."

3. This study reveals that classroom teachers made consistent use of test results to appraise individual pupil achievement and ability more extensively than did guidance personnel. Also, in contrast with administrators, classroom teachers tended to make more use of test results when the individual could benefit than they did when a group or a class of pupils could profit. This group of classroom teachers would welcome some professional help in using test results to discover common academic needs of a group in order to improve teaching efficiency. One explanation cited for the failure of classroom teachers to utilize test results for group purposes is the lack of properly compiled test results.

4. Also revealed by this study was the little reference made to

test results by classroom teachers to plan instructional programs. Here again teachers used test results more for individual pupil instruction than for a group or class. Some of the teachers admitted that if the proper test information were available, it could improve their teaching efficiency--that is--care for the academic needs of a majority of the pupils in a class. Here, again, the lack of properly compiled test results was cited as a major reason for this situation.

5. Clearly revealed by this study is that classroom teachers used test results as a partial basis for the selection of instructional materials for individual pupils. Due to the lack of properly compiled test results, the teachers did not have sufficient information available to discover quickly the common group needs and then select or adapt proper instructional materials to satisfy the needs of the group.

6. A majority of the classroom teachers said they used test results to evaluate their own methods and techniques of teaching. However, almost one-third of the teachers said they did not understand how their own instructional efforts fitted into the total instructional program. Thus the inference made here is a plea for in-service training programs and properly compiled, published test results.

7. The total average weighted score of the group for the criteria for classroom uses of test results was 3.8 which corresponds to a rating of "Average." By referring to the definition of the rating, this group of classroom teachers seemed to average studying and using test results to aid in the solution of educational problems, when applicable, roughly 40 to 59 per cent of the time.

Standardized Tests Used

1. All of the schools administered intelligence and achievement tests. The California (Short-Form) Test of Mental Maturity and the Otis Quick-Scoring Mental Ability Test were administered more frequently than any of the other intelligence tests mentioned. About 50 per cent of the schools administered the California Achievement Tests and the Stanford Achievement Tests.

2. The Differential Aptitude Tests and the National Merit Scholarship Examination were used more frequently than any other scholastic aptitude test. The General Aptitude Test Battery was mentioned as the most frequently used general aptitude test.

3. A larger number of different supplementary tests were mentioned than in any other test classification. However, mathematics and/or arithmetic, reading, and science tests comprised a majority of the tests administered. The Iowa Silent Reading Test was reported used by more schools than any other test mentioned in this category.

4. The Kuder Preference Record--Vocational was administered by 100 per cent of the schools using an interest inventory.

5. A small percentage of the reporting schools used personality instruments. The Bell Adjustment Inventory was administered by more schools than any other instrument mentioned.

Conclusions

Administrative Uses of Test Results

1. Administrators seem to make proficient use of test results for the benefit of the individual; however, they do not appear to make

efficient use of test results for the benefit of groups. In other words, the administrators do not make proficient use of test results to help the total faculty understand that test results can contribute to the improvement of the teaching staff, or to help classroom teachers understand the common academic needs of the pupils. Also test results are not used advantageously in action research, in in-service training programs, or for the motivation of the teaching staff.

2. Administrators could improve generally in the use of test results, but the use of test results in which improvements could be made first are:

Planning In-Service Training of the Staff

Research on the Educational Problems of the School System

Motivation of the Academic Staff for Better Teaching

Guidance Uses of Test Results

1. It appears that guidance personnel could make more use of test results which are included in the criteria Appraisal of Achievement as Related to Ability. About 20 per cent of the group reported little use of test results for this purpose.

2. Guidance personnel believe that they need more intensive professional preparation before they are prepared to recognize gross defects of personality which may necessitate specialized professional aid.

3. It appears that guidance personnel may forward test results to prospective employers more often than they do to colleges or universities. One explanation advanced for this situation is that more

pupils enter the employment field than go to college.

4. While guidance personnel could improve their proficiency in the use of test results generally, the use of test results in which improvements should be made is:

Appraisal of Achievement as Related to Ability

Classroom Uses of Test Results

1. It appeared that classroom teachers tended to make more use of test results for the benefit of the individual pupil than when a group or class could profit. One reason suggested for this situation is that teachers do not know how to compile test results to make proper interpretations for the benefit of a group or class. Also it was mentioned that administrators do not provide classroom teachers with compiled test results in a form so that group interpretations can be made.

2. Classroom teachers feel that they do not know how to compile test results and that school administrators are not providing them with sufficient information to use test results for the benefit of groups or classes. This then is a problem that needs the cooperative efforts of both classroom teachers and administrative personnel.

3. Classroom teachers should not be expected to be test specialists, and it appears that the group of teachers who participated in this study subscribe to this concept. However, the classroom teachers infer that in-service training programs and properly compiled and published test results would help to strengthen any glaring weaknesses in their use of test results.

4. Individually and as a group, classroom teachers could improve generally their proficiency in the use of test results. The use

of test results in which improvements could be made immediately are:

Pupil and Class Diagnosis

Planning Instructional Programs for Pupil and Class

Selection of Instructional Materials

Evaluation of Methods and Techniques of Teaching

Recommendations

General Recommendations

1. A paramount need revealed by this study is the necessity for faculty in-service training programs designed to promote a more effective use of test results. Effective in-service programs not only increase understanding of the use of test results but improve the cooperative use of test results among administrators, guidance personnel, and classroom teachers. Through in-service training programs opportunities for active participation of teachers are provided. Thus, the keystone to a better use of test results is an adequate in-service training program.

2. In-service training programs call for the help of consultants from agencies other than the local school. Therefore, to assist the local schools to provide effective in-service training programs, it is recommended that state colleges and universities make qualified personnel available to assist in programs of this type.

3. Since this study was begun just prior to the National Defense Education Act of 1958, Public Law 85-864, and concluded shortly after the law went into effect, it is suggested that a similar study might now determine if the act has given impetus to an increased use of

test results

4. It is recommended that a status study of the qualifications of guidance personnel be conducted as soon as possible so that in future years needed improvements in the qualifications of guidance personnel can be anticipated. The study should include the types of problems encountered by administrators, guidance personnel, and classroom teachers.

5. Demands are being placed on the schools for the improvement of testing and guidance programs. Accrediting agencies are urging higher professional standards. Improved standards require additional funds. Therefore, an analysis of the cost of providing an adequate testing and/or guidance program should be made. A study of such nature might help the legislature and accrediting agencies understand that unless additional funds are appropriated, less stringent standards must be tolerated until adequate funds and/or properly qualified personnel are available. Such a study might well be the necessary impetus to balance professional standards and finances.

APPENDIX A
COMPUTATION OF
SPEARMAN'S RANK-DIFFERENCE CORRELATION
FORMULA

Interpretation of Spearman's Rho (ρ)

Spearman's coefficient of correlation (rho) corresponds to the description given by Garrett.¹

\underline{r} from $\underline{.00}$ to $\underline{+ .20}$ denotes indifferent or negligible relationship;
 \underline{r} from $\underline{+ .20}$ to $\underline{+ .40}$ denotes low correlation; present but slight;
 \underline{r} from $\underline{+ .40}$ to $\underline{+ .70}$ denotes substantial or marked relationship;
 \underline{r} from $\underline{+ .70}$ to $\underline{+ 1.00}$ denotes high to very high relationship.

"t" Test of Significance²

When $N = 12$, $(N - 2) = 10$, a Spearman ρ must be .576 to be significant at the .05 level and .708 to be significant at the .01 level.

When $N = 11$, $(N - 2) = 9$, a Spearman ρ must be .602 to be significant at the .05 level and .735 to be significant at the .01 level.

.05 confidence level means: that the odds are 95:5 or 19:1 that rho is significant.

.01 confidence level means: that the odds are 99:1 that rho is significant.

¹Henry E. Garrett, Statistics in Psychology and Education, 4th ed.; New York: Longmans, Green and Co., 1955), p. 173.

²Ibid., 200-201.

TABLE 46

COMPUTATION OF RHO (ρ) TO DETERMINE RELATIONSHIP OF
ADMINISTRATORS' SCORES ON THE QUESTIONNAIRE AS
COMPARED WITH SCORES RESULTING FROM
INTERVIEWS

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d^2
#51	1	108	120	4	1.4	2.5	6.25
#47	2	74	76	10	10	0	0
#17	3	95	104	7	5	2	4
#21	4	63	56	12	12	0	0
#34	5	103	99	5	7	2	4
#37	6	120	109	3	4	1	1
#15	7	122	111	2	3	1	1
#16	8	99	94	6	8	2	4
#11	9	130	120	1	1.5	.5	.25
#43	10*	83*	118*				
#53	11	82	81	9	9	0	0

TABLE 46--Continued

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d ²
#55	12	68	71	11	11	0	0
#56	13	91	101	8	6	2	4

*The data for this school was not included in the computation because of the large amount of deviation between the scores on the questionnaire and the scores on the interview. Additional investigation revealed that the person who answered the questionnaire was not the same one later interviewed even though only one person's name was involved.

$$\rho = \frac{1-6 d^2}{n(M^2-1)}$$

$$\rho = \frac{1-6(24.50)}{12(143)} = 1 - \frac{177}{1716}$$

$$\rho = 1 - \underline{.103}$$

$$\rho = .897$$

TABLE 47

COMPUTATION OF RHO (ρ) TO DETERMINE THE RELATIONSHIP
OF SCORES OF GUIDANCE PERSONNEL ON THE QUESTION-
NAIRE AS COMPARED WITH SCORES RESULTING
FROM INTERVIEWS

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d ²
#51	1	143	139	6	9	3	9
#47	2	150	147	4	6	2	4
#17	3	157	158	3	2	1	1
#21	4	112	104	11	12	1	1
#34	5	139	154	8	4	4	16
#37	6	140	140	7	7.2	.5	.25
#15	7	168	156	2	3	1	1
#16	8	128	140	9	7.5	1.5	2.25
#11	9	146	153	5	5	0	0
#43	10*	142*	123*				
#53	11	170	162	1	1	0	0

TABLE 47--Continued

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d ²
#55	12	106	109	12	11	1	1
#56	13	120	118	10	10	0	0

*The data for this school was not included in the computation because of the large amount of deviation between the scores on the questionnaire and the scores on the interview. Additional investigation revealed that the person who answered the questionnaire was not the same one later interviewed even though only one person's name was involved.

$$\rho = 1 - \frac{6 d^2}{n(M^2 - 1)}$$

$$\rho = 1 - \frac{6(35.50)}{12(143)} = 1 - \frac{213}{1716}$$

$$\rho = 1 - .124$$

$$\rho = .876$$

TABLE 48

COMPUTATION OF RHO (ρ) TO DETERMINE RELATIONSHIP OF
CLASSROOM TEACHERS' SCORES ON THE QUESTIONNAIRE
AS COMPARED WITH SCORES RESULTING
FROM INTERVIEWS

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d ²
#51	1	157	171	4	2	2	4
#47	2*	190*	58*				
#17	3	179	163	2	3	1	1
#21	4	82	97	10	10	0	0
#34	5	116	121	8	7	1	1
#37	6	124	105	7	9	2	4
#15	7	190	190	1	1	0	0
#16	8	136	141	5	5	0	0
#11	9	101	108	9	8	1	1
#43	10*	177*	136*				
#53	11	172	159	3	4	1	1

TABLE 48--Continued

Code No. of School	No.	Questionnaire Score	Interview Score	"Q" Rank	"I" Rank	Difference in Rank d	d ²
#55	12	74	71	11	11	0	0
#45	13	133	129	6	6	0	0

*The data for these schools were not included in the computation because of the large amount of deviation between the scores on the questionnaire and the scores on the interview. Additional investigation revealed that the person who answered the questionnaire was not the same one later interviewed even though only one person's name was involved.

$$\rho = 1 - \frac{6 d^2}{n(M^2 - 1)}$$

$$\rho = 1 - \frac{6(12)}{11(120)} = 1 - \frac{72}{1320}$$

$$\rho = 1 - .054$$

$$\rho = .946$$

APPENDIX B

SCHOOLS TO WHICH QUESTIONNAIRES WERE MAILED

SCHOOL SYSTEMS TO WHICH QUESTIONNAIRES
WERE MAILED

Alva	Fairfax	Perry
Ardmore	Grove	Ponca City
Barnsdall	Harrah	Purcell
Bartlesville	Healdton	Putnam City
Bethany	Hinton	Ringling
Blackwell	Holdenville	Sapulpa
Blanchard	Hugo	Sand Springs
Bristow	Jay	Sayre
Carnegie	Kingfisher	Seminole
Chandler	Lawton	Shattuck
Chelsea	Laverne	Shawnee
Chickasha	Mangum	Stigler
Clinton	Marietta	Stillwater
Commerce	McAlester	Sulphur
Cushing	Meeker	Tahlequah
Cyril	Midwest City	Tulsa
Duncan	Minco	Velma-Alma
Durant	Nowata	Vinita
Edmond	Oklahoma City	Weleetka
El Reno	Owasso	Wewoka
Enid	Pauls Valley	Woodward

APPENDIX C

LETTERS TO SUPERINTENDENTS

W. R. Brown
Evaluation and Testing
The University of Oklahoma
Norman, Oklahoma

July 23, 1958

In 1949 one authority reported that 20,000,000 Americans took 60,000,000 tests. Because of recent developments there is little reason to believe that a lesser number of tests will be administered. However, numbers are relatively unimportant. What is important is the degree of proficiency with which test results are used to improve instruction, guidance, and administration.

We are planning a study of the uses of standardized tests in the public schools of the state. A study of this nature could be helpful in determining the extent to which tests are used in our schools and provide some guide lines by which their uses may be improved. It is widely recognized in the present disturbance about the schools that testing and guidance services are important elements in helping our students find themselves.

In order to do such a study it is necessary to identify the schools that have testing programs and the persons in these schools that are directly involved. The enclosed card indicates the conditions that have been deemed desirable as a basis for including a school in this study. Would you please give us the information called for on this card and return it at your earliest convenience.

Thank you for your cooperation.

Cordially,

W. R. Brown
Evaluation and Testing
The University of Oklahoma
Norman, Oklahoma

WRB:bg

W. R. Brown
Evaluation and Testing
The University of Oklahoma
Norman, Oklahoma

October 10, 1958

Last summer you were asked if your school would be willing to participate in a study, being conducted by this office, which deals with the uses of standardized test results in the public schools of this state. You will remember that you returned a postal card indicating your willingness to cooperate and that recorded interviews would be permitted. Since your school meets the conditions that have been deemed desirable for this study, we are requesting that the three enclosed preliminary questionnaires be completed by the appropriate personnel of your faculty.

The Questionnaire for the Administrator should be completed by the Superintendent of Schools or his delegated authority.

The Questionnaire for the Guidance Director or Counselor should be completed by the Head Counselor or Guidance Director.

The Superintendent should select a classroom teacher who can be considered as representative of the total faculty; who has a good working knowledge of testing and guidance; and who has an understanding of how extensively test results are being used on the elementary, junior high, and high school levels, to complete the Questionnaire for the Classroom Teacher.

Please distribute the questionnaires to the proper individuals and request them to complete their questionnaire as soon as possible. In order to facilitate the completion of the study would you try to return all three questionnaires by November 25, 1958?

The self-addressed, stamped envelope is provided for your convenience. Thank you very much for your cooperation.

Cordially,

W. R. Brown,
Evaluation and Testing
The University of Oklahoma
Norman, Oklahoma

WRB:rw

APPENDIX D

THE QUESTIONNAIRE SENT TO ADMINISTRATORS,
GUIDANCE PERSONNEL AND
CLASSROOM TEACHERS

QUESTIONNAIRE FOR THE ADMINISTRATOR

D I R E C T I O N S

1. Please complete the following blanks. Date _____
Name _____
Position _____
Name of School _____
Street address _____
City _____ Phone _____
2. Study the responses and definitions carefully before answering the questions. Please keep in mind that the response you select for a given question means exactly what the definition of the response implies.
3. Please scan each section and question in order to become familiar with the nature of the questions to be answered. This is very important because we may wish to interview you at a later date.
4. Answer each question. Place an "X" in the blank provided for the response of your choice.
5. After you have completed the questionnaire, please return it to your Superintendent. He has been requested to return all questionnaires by November 25, 1958.

DEFINITIONS OF RESPONSES

RESPONSE	DEFINITION
<u>Always</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 100 per cent of the time.
<u>Very Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 80 to 99 per cent of the time.
<u>Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.
<u>Frequently</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.
<u>Sometimes</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 20 to 39 per cent of the time.
<u>Seldom</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 1 to 19 per cent of the time.
<u>Never</u>	At no time are test results used to aid in the solution of educational problems.

QUESTIONNAIRE FOR THE ADMINISTRATOR

Administrative Uses of Test Results*

I

Planning and Developing the School's Educational Program

Curriculum

1. When the problem occurs, to what degree do you use test results in planning and selecting those parts of the curriculum that should receive more emphasis than others?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

2. When the problem occurs, to what extent do you use test results when planning to revise the curriculum?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

3. When the problem occurs, how extensively are test results ever used for the planning and development of curricular experiments?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Instruction

4. When the problem occurs, to what degree do you use test results as a partial basis for the planning and development of remedial programs?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

*Test results as defined here include only test results obtained from standardized, group paper-and-pencil tests. It does not include teacher constructed tests, projective type tests, or paper-and-pencil tests that must be administered individually.

5. When the problem occurs, to what extent do you use test results when planning or developing instructional methods, materials, and physical facilities?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

6. When the problem occurs, how frequently do you use test results in the planning or development of procedures for the promotion or retention of pupils?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Pupil Status

7. When the need arises, to what extent do you use test results to obtain advance knowledge of individual pupils or a class or group?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

8. When the need arises, how extensively do you use test results as a partial basis to determine the eligibility of pupils for special classes?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

9. When the need arises, to what degree do you use test results as a guide for the placement of pupils in the proper classes?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

II

Public Relations

10. When the problem occurs, to what extent do you use test results as partial basis for informing parents of the academic achievement of their children?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

11. When the need arises, how frequently do you use test results as a partial basis for helping the Board of Education to better understand how well educational objectives are being achieved?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

12. When the need occurs, to what degree do you use test results as a partial basis for helping the community and interested agencies to understand how well academic results are being achieved?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

III

In-Service Training of the Staff

13. When the need occurs, to what extent do you use test results as one basis for planning in-service training programs for classroom teachers?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

IV

Research on the Educational Problems of the School System

14. When the need occurs, to what degree do you use test results to discover or provide information for solving educational problems peculiar to the school?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

15. When the need occurs, how frequently do you use test results in programs of action research?*

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

*Action research as defined here is research of a practical nature conducted cooperatively by administrative and teacher personnel to obtain information which can be used to solve an educational problem of immediate concern.

V

Motivation of the Academic Staff for Better Teaching

16. When the problem occurs, to what degree do you use test results as a partial measure of the effect of special supervisory effort?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
17. When the need arises, to what extent do you use test results to help stimulate the improvement of classroom teaching, supervision of instruction, and administration?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

VI

Evaluation of the Educational Program

Evaluation of the Instructional Program

18. When the need arises, to what degree do you use test results as a partial basis for ascertaining the common academic needs of the total pupil population?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
19. When the problem occurs, how extensively do you use test results as one basis for helping to satisfy the academic needs of both the individual pupil and total pupil population?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
20. When the need occurs, how frequently do you use test results as one basis to help the total faculty understand the total instructional program?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Evaluation of the Curriculum

21. When the problem arises, how extensively do you use test results as one basis for evaluating the results of emphasis given to various parts of the curriculum?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
22. When the problem occurs, how frequently do you use test results as one basis to help evaluate curricular experiments?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
23. When the need arises, to what degree do you use test results as a partial basis for evaluating the total curriculum program?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Appraisal of Academic Achievement

24. When the need occurs, to what extent do you use test results compiled in a manner so that the achievement of classes may be compared with the properly established norms and thus determine the amount of academic progress being attained?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
25. When the need occurs, how extensively do you use test results compiled in a manner so that the achievement of grades may be compared with the properly established norms and thus determine the amount of academic progress being attained?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

QUESTIONNAIRE FOR THE COUNSELOR

OR

GUIDANCE DIRECTOR

D I R E C T I O N S

1. Please complete the following blanks. Date _____
Name _____
Position _____
Name of School _____
Street address _____
City _____ Phone _____
2. Study the responses and definitions carefully before answering the questions. Please keep in mind that the response you select for a given question means exactly what the definition of the response implies.
3. Please scan each section and question in order to become familiar with the nature of the questions to be answered. This is very important because we may wish to interview you at a later date.
4. Answer each question. Place an "X" in the blank provided for the response of your choice.
5. After you have completed the questionnaire, please return it to your Superintendent. He has been requested to return all questionnaires by November 25, 1958.

DEFINITIONS OF RESPONSES

RESPONSE	DEFINITION
<u>Always</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 100 per cent of the time.
<u>Very Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 80 to 99 per cent of the time.
<u>Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.
<u>Frequently</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.
<u>Sometimes</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 20 to 39 per cent of the time.
<u>Seldom</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 1 to 19 per cent of the time.
<u>Never</u>	At no time are test results used to aid in the solution of educational problems.

QUESTIONNAIRE FOR THE COUNSELOR OR GUIDANCE DIRECTOR

Guidance Uses of Test Results*

I

Appraisal of Pupils

The Appraisal of Academic Ability

1. When the need arises, how frequently do you use test results to discover the outstanding academic aptitudes of individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
2. When the problem occurs, to what extent do you use test results to identify the exceptional abilities and skills of individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
3. When the problem arises, to what degree do you use test results to determine the academic abilities of pupils that should be developed further?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

The Appraisal of Achievement as Related to Ability

4. When the need arises, to what degree do you use test results to determine if the pupil is working up to his capacity?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

*Test results as defined here include only test results obtained from standardized, group paper-and-pencil tests. It does not include teacher constructed tests, projective type tests, or paper-and-pencil tests that must be administered individually.

5. When the problem occurs, how frequently do you use test results as a partial basis to determine what the pupil has achieved previously in learning skills and school subjects?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
6. When the need arises, to what extent do you use test results as a partial basis to make decisions when pupils are ready to take end or final examinations?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
7. When the problem occurs, to what degree do you use test results to identify academic weaknesses of individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
8. When the need occurs, how extensively do you use test results as a partial basis to determine if the pupil has attained the minimum levels of achievement necessary for success in subsequent courses?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

The Appraisal of Personality

9. When the need arises, how extensively do you use test results to determine if a pupil possesses personality characteristics that differ greatly from that of the average pupil?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
10. When the problem arises, to what degree do you use test results to help the individual to objectively appraise his own personality?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

II

Counseling the Pupil and Parent

11. When the problem occurs, to what extent do you use test results to assist the pupil to understand his own personal strengths and weaknesses in order to make decisions about immediate problems?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
12. When the need arises, how frequently do you use test results to help the pupil understand his own interests and abilities?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
13. When the problem arises, to what degree do you use test results to assist the individual to identify areas of interests which should be investigated further?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
14. When the need arises, how extensively do you use test results as an aid when conferring with the pupil about his personal adjustment?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
15. When the problem arises, to what degree do you use test results as a stimulus to encourage the pupil to complete school?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
16. When the need arises, how extensively do you use test results to aid the pupil in the selection of courses after considering the pupil's past achievement?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

17. When the problem occurs, how frequently do you use test results to direct the pupil into or away from certain courses?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
18. When the need arises, to what degree do you use test results as an aid when enrolling new pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
19. When the problem occurs, to what extent do you use test results as an aid when assisting the pupil to make a choice of vocational training or the selection of a college?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
20. When the need arises, how frequently do you use test results as a basis for reporting the individual's ability, achievement, and school adjustment to parents?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
21. When the problem occurs, how extensively do you use test results as an aid to help the parent make plans for the pupil's future career?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

III

Guiding Pupil in Making Educational and Vocational Plans

22. When the problem occurs, to what extent do you use test results to help the pupil refine his decisions leading to a vocational or professional choice?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

23. When the need arises, to what degree do you use test results as an aid to explain aptitude and achievement when advising the pupil concerning educational or vocational decisions?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
24. When the need arises, how frequently do you use test results to compare the individual's interests with pattern of interests of successful workers in given vocational areas?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

IV

Improving Counselor, Teacher, and Parent Understanding
of Individual Pupils

25. When the problem occurs, to what extent do you use test results as one basis for screening pupils for special instruction or guidance?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
26. When the problem arises, how frequently do you use test results to identify pupils who are not sufficiently motivated to do their best or who are pushing themselves beyond their capacity?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
27. When the need occurs, how extensively do you use test results to confer with teachers about individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
28. When the need occurs, how frequently do you use test results when formulating case studies of certain pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

29. When the problem arises, to what degree do you use test results when studying the all around development of individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

V

Reports to Colleges and Prospective Employers

30. When the need occurs, how frequently do you forward the individual's test results to an educational institution?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
31. When the problem occurs, how often do you, when requested, forward the individual's test results to prospective employers?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

1. What intelligence tests are administered in your school?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the group standardized intelligence tests regularly administered in your school as a part of the general or minimum school-wide testing program. When the same test is administered to more than one grade level, record it separately for each grade. Do not include scholastic aptitude tests in this section.

Grade	Complete NAME of test administered	Month in which test is administered
8	<p style="text-align: center;"><u>EXAMPLE</u></p> Terman McNeman Test of Mental Ability	October

Comments:

(Please use back of page if additional space is needed)

2. What scholastic aptitude tests are administered in your school?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the group standardized scholastic aptitude tests regularly administered in your school as a part of the general or minimum school-wide testing program. When the same test is administered to more than one grade level, record it separately for each grade. BEFORE COMPLETING THIS SECTION PLEASE READ DIRECTIONS FOR ITEM 3 PAGE 3.

Grade	Complete NAME of test administered	Month in which test is administered
10	<p style="text-align: center;"><u>EXAMPLE</u></p> School Ability Test, Form 2A	January

Comments:

(Please use back of page if additional space is needed)

4. What achievement tests are administered in your school?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the group standardized achievement tests regularly administered in your school as a part of the general or minimum school-wide testing program. When the same test is administered to more than one grade level, record it separately for each grade. PLEASE READ DIRECTIONS FOR ITEM 5, PAGE 5, BEFORE COMPLETING THIS SECTION.

Grade	Complete NAME of test administered	Month in which test is administered
3	<u>EXAMPLE</u> SRA Achievement Series, 6-9	May

Comments:

(Please use back of page if additional space is needed)

5. What supplementary or subject-matter achievement tests are administered in your school?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the group standardized achievement tests administered in your school which are in addition to those administered as a regular part of your general or minimum testing program. Extra tests requested by individual teachers, supervisory personnel, etc., which go beyond the minimum testing program should be included in this section.

NOTE: All achievement tests administered will fall into either one or the other category, minimum program or supplementary program, depending upon the frame of reference used in each school. For example, in some schools a battery of tests might be considered as a part of the minimum program and separate subject-matter tests as a part of the supplementary program.

Grade	Complete NAME of test administered	Month in which test is administered
-------	------------------------------------	-------------------------------------

10	<p style="text-align: center;"><u>EXAMPLE</u></p> Cooperative Latin Test, Elementary	April or as needed
----	--	--------------------

Comments:

(Please use back of page if additional space is needed)

7. What personality tests or inventories are administered in your school?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the names of the group standardized personality tests or inventories regularly administered in your school as a part of the general or minimum school-wide testing program. When the same test is administered to more than one grade level record it separately for each grade.

Grade	Complete NAME of test administered	Month in which test is administered
11	<div style="text-align: center;"><u>EXAMPLE</u></div> Bell Adjustment Inventory	April or as needed

Comments:

(Please use back of page if additional space is needed)

8. What miscellaneous tests, not previously classified, are used?

INSTRUCTIONS: Please record below by grade level, completely and accurately, the names of the group standardized tests administered in your school which do not come under the classifications given previously. Extra tests requested by any personnel and administered in addition to your general or minimum testing program should be included in this section.

Grade	Complete NAME of test administered	Month in which test is administered
11	SRA Typing <u>EXAMPLE</u> Skills	As needed

Comments:

(Please use back of page if additional space is needed)

QUESTIONNAIRE FOR THE CLASSROOM TEACHER

D I R E C T I O N S

1. Please complete the following blanks. Date _____
Name _____
Position _____
Name of School _____
Street address _____
City _____ Phone _____
2. Study the responses and definitions carefully before answering the questions. Please keep in mind that the response you select for a given question means exactly what the definition of the response implies.
3. Please scan each section and question in order to become familiar with the nature of the questions to be answered. This is very important because we may wish to interview you at a later date.
4. Answer each question. Place an "X" in the blank provided for the response of your choice.
5. After you have completed the questionnaire, please return it to your Superintendent. He has been requested to return all questionnaires by November 25, 1958.

DEFINITIONS OF RESPONSES

RESPONSE	DEFINITION
<u>Always</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 100 per cent of the time.
<u>Very Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 80 to 99 per cent of the time.
<u>Often</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 60 to 79 per cent of the time.
<u>Frequently</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 40 to 59 per cent of the time.
<u>Sometimes</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 20 to 39 per cent of the time.
<u>Seldom</u>	Test results are studied and used to aid in the solution of educational problems, when the need occurs, roughly 1 to 19 per cent of the time.
<u>Never</u>	At no time are test results used to aid in the solution of educational problems.

QUESTIONNAIRE FOR THE CLASSROOM TEACHER

Classroom Uses of Test Results*

I

Appraisal of Pupils and Class

Appraisal of Abilities of Individual Pupils and the Class

1. When the need arises, how frequently do you use test results to appraise the scholastic ability of each pupil?

a. Always 100% _____	e. Sometimes 20-39% _____
b. Very often 80-99% _____	f. Seldom 1-19% _____
c. Often 60-79% _____	g. Never 0% _____
d. Frequently 40-59% _____	

2. When the problem occurs, how extensively do you use test results to adapt instruction to the scholastic level of the pupil?

a. Always 100% _____	e. Sometimes 20-39% _____
b. Very often 80-99% _____	f. Seldom 1-19% _____
c. Often 60-79% _____	g. Never 0% _____
d. Frequently 40-59% _____	

3. When the need arises, to what extent do you use test results to determine if there are discrepancies between the pupil's capacity and his achievement?

a. Always 100% _____	e. Sometimes 20-39% _____
b. Very often 80-99% _____	f. Seldom 1-19% _____
c. Often 60-79% _____	g. Never 0% _____
d. Frequently 40-59% _____	

4. When the need arises, how often do you use test results to determine whether the pupil's interests are in line with his ability?

a. Always 100% _____	e. Sometimes 20-39% _____
b. Very often 80-99% _____	f. Seldom 1-19% _____
c. Often 60-79% _____	g. Never 0% _____
d. Frequently 40-59% _____	

5. When the need arises, to what degree do you use test results to determine the range and average of the mental ability of the class?

a. Always 100% _____	e. Sometimes 20-39% _____
b. Very often 80-99% _____	f. Seldom 1-19% _____
c. Often 60-79% _____	g. Never 0% _____
d. Frequently 40-59% _____	

*Test results as defined here include only test results obtained from standardized, group paper-and-pencil tests. It does not include teacher constructed tests, projective type tests, or paper-and-pencil tests that must be administered individually.

Appraisal of Pupil and Class Achievement

6. When the problem occurs, how extensively do you use test results to determine the achievement level of each pupil in the fundamental subjects?

a. Always	100%	_____	e. Sometimes	20-39%	_____
b. Very often	80-99%	_____	f. Seldom	1-19%	_____
c. Often	60-79%	_____	g. Never	0%	_____
d. Frequently	40-59%	_____			

7. When the need occurs, how frequently do you use test results to estimate the individual pupil's probable level of achievement in your subject field?

a. Always	100%	_____	e. Sometimes	20-39%	_____
b. Very often	80-99%	_____	f. Seldom	1-19%	_____
c. Often	60-79%	_____	g. Never	0%	_____
d. Frequently	40-59%	_____			

8. When the need occurs, to what extent do you use test results to determine the average achievement level of the class in the fundamental subjects?

a. Always	100%	_____	e. Sometimes	20-39%	_____
b. Very often	80-99%	_____	f. Seldom	1-19%	_____
c. Often	60-79%	_____	g. Never	0%	_____
d. Frequently	40-59%	_____			

Identifying Normal, Gifted, and Slow-learning Pupils

9. When the need arises, how extensively do you use test results as a partial basis for identifying the normal, exceptionally bright, and slow-learning pupil?

a. Always	100%	_____	e. Sometimes	20-39%	_____
b. Very often	80-99%	_____	f. Seldom	1-19%	_____
c. Often	60-79%	_____	g. Never	0%	_____
d. Frequently	40-59%	_____			

10. When the problem occurs, how frequently do you use test results to identify the pupils who need special or psychological help?

a. Always	100%	_____	e. Sometimes	20-39%	_____
b. Very often	80-99%	_____	f. Seldom	1-19%	_____
c. Often	60-79%	_____	g. Never	0%	_____
d. Frequently	40-59%	_____			

II

Educational Diagnosis

Pupil and Class Diagnosis

11. When the need arises, to what degree do you use test results to identify the pupils within the class that need special instruction in the basic skills?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
12. When the need arises, to what extent do you use test results in order to reveal the academic needs of the pupil or class?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | | | |
| d. Frequently | 40-59% | _____ | | | |
13. When the problem occurs, to what degree do you use test results as a partial basis for assessing readiness of children for new learning?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
14. When the problem occurs, how extensively do you use test results to obtain advance information concerning the proficiency of a class in certain subjects or their general preparation?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
15. When the need occurs, how frequently do you use test results to discover academic difficulties in specific areas?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Diagnosis for Individual Differences of Pupil and Class

16. When the problem arises, to what degree do you use test results to determine specific strengths and weaknesses of individual pupils in order to discover existing individual differences?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
17. When the problem arises, how frequently do you use test results to reveal the nature and range of individual differences in the class?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

III

Planning Instructional Programs

Planning Instructional Programs for the Pupil and Class

18. When planning instructional programs for the pupil or class, to what extent do you use test results to determine a reasonable achievement level for each pupil?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
19. When the need arises, how frequently do you use test results as a partial basis to help individualize instruction or to begin differentiated instruction?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
20. When the problem occurs, to what degree do you use test results as a partial basis for adapting instruction to individual needs?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

21. When the need arises, how often do you use test results to group pupils within a class?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
22. When the problem occurs, how extensively do you use test results to classify pupils within a room for instructional purposes?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Planning Remedial Instruction

23. When the need occurs, to what extent do you use test results to identify the academic deficiencies of individual pupils?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
24. When the problem arises, how often do you use test results as a partial guide to apply appropriate remedial measures?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Selection of Instructional Materials

25. When the need occurs, to what degree do you use test results as a partial guide for the selection and adaption of instructional materials and procedures?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Motivation of Pupils

26. When the problem arises, to what degree do you use test results to discover the academic progress being made by the pupil?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

27. When the need occurs, how extensively do you use this information to stimulate the learner's interest in his own progress?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

IV

Evaluation

Evaluation of the Pupil and Class

28. When the problem occurs, how extensively do you use test results to evaluate the pupil in comparison with his class in the fundamental or tool subjects at the beginning or end of a term?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

29. When the need occurs, to what degree do you use test results to compare the pupil's present achievement with past achievement?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

30. When the need arises, how frequently do you use test results to compare the present achievement of the class with past achievement?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

31. When the problem occurs, how extensively do you use test results to evaluate the achievement level of each pupil in each subject with respect to his ability?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

32. When the need occurs, to what extent do you use test results to determine the achievement level of the class at the beginning or end of the term?

- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

Evaluation of Methods and Techniques of Teaching

33. When the problem occurs, to what extent do you use test results for increased understanding of the instructional program and to determine how your own instructional efforts should be coordinated within the total instructional program?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
34. When the need arises, to what degree do you use test results as a partial basis for checking on the effectiveness of your own teaching?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

V

Reporting and Counseling with Pupil and Parent

35. When the problem occurs, to what degree do you use test results as a partial guide for reporting to parents ?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
36. When the need arises, how extensively do you use test results as evidence to report the child's progress?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
37. When the problem occurs, to what extent do you use test results as a partial basis to help the pupil make educational and vocational plans?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |
38. When the need arises, how often do you use test results as one basis to help determine the reasons for academic failure?
- | | | | | | |
|---------------|--------|-------|--------------|--------|-------|
| a. Always | 100% | _____ | e. Sometimes | 20-39% | _____ |
| b. Very often | 80-99% | _____ | f. Seldom | 1-19% | _____ |
| c. Often | 60-79% | _____ | g. Never | 0% | _____ |
| d. Frequently | 40-59% | _____ | | | |

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