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Iowa Placement Examinations

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measured for regularity. In contrast to numerous very low correlations between most of the tests of the battery are the consistent correlations of from .25 to .60 between perception of rhythm, time pitch, and tonal memory and rhythmic action and motor tests. It is concluded that rhythmic action is a complex but unitary capacity having as its principal common factor with these other tests the ability to take and retain a motor set, as a basis for comparison or regulation of perception and action. Ability in motor rhythm is distributed over a considerable range and may be rated in per centile ranking.

STATE UNIVERSITY OF IOWA.

IOWA PLACEMENT EXAMINATIONS

GEORGE D. STODDARD

(*ABSTRACT*)

The Iowa Placement Examinations in English, French, chemistry, and mathematics are designed primarily for entering college students. Each examination appears in two series: an Aptitude Examination which measures specific capacity in the various branches, and a Training Examination which measures objectively previous performances in the subject. Each examination was prepared through coöperation of the Psychology Department and the Department represented by the specific subject. Their primary purpose is to provide an adequate criterion for the sectioning of classes on the basis of ability. Available data on several thousand cases lead to the following tentative statements:

(1) The Iowa Placement Examinations show sufficient reliability and validity to permit of immediate sectioning of classes on the basis of ability.

(2) They are essentially positive: good performance strongly indicates good semester work; poor performance (to a less degree) poor semester work. Exceptions to prediction among the very good or the very poor are rare.

(3) This predictive value as to success in a particular subject is greater than that of a reliable group intelligence test, or of a broad survey test of high school achievement.

(4) Iowa Placement Examinations can be used in *fruitful* researches into university administration problems (selection, instruction, guidance, etc.); the value of high school training in a subject; comparative mental-educational surveys; etc.

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