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English Proficiency Testing at Benson High School

Charles C. Matthews
University of Omaha

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A THESIS

ENGLISH PROFICIENCY TESTING
AT BENSON HIGH SCHOOL

Submitted by
Charles C. Matthews

In partial fulfillment of the requirements
for the Degree of Master of Arts
In the Department of Education
of the
Graduate College of the University of Omaha
Omaha, Nebraska
August, 1945

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CHAPTER I

INTRODUCTION

The importance of English in the high school curriculum has long been recognized as evidenced by the fact that from six to eight credits in the subject is the usual minimum requirement for graduation. While there is no doubt much to be said about the variation in the subject matter taught in the many schools of the country, still the fundamental fact remains that English is important. This statement is made as a matter of fact, and may be questioned, but no attempt will be made to argue the case or prove its truth. The only reason for making the statement is to give some justification and importance to the problems to which solutions are here sought.

When the United States entered World War II, the army recognized the important role a basic knowledge of English was to play in winning the war. The reason the army placed emphasis on the language needs of soldiers is clearly set out in the following quotation from Education for Victory*.

*"Language Needs of Soldiers", Education for Victory. Official publication of the United States Office of Education Federal Security Agency, Dec. 1, 1943.

The success of Army training, which is designed

to make soldiers competent in hundreds of specialized skills, depends in large upon the ability of trainees to learn quickly and thoroughly and to retain what they learn. Since language is the chief means of instruction -- through orders, explanations, lectures, training outlines, and printed manuals -- the inductee's command of basic language skills is of utmost importance to the Army's training program and, ultimately, to the successful prosecution of the war. Moreover, in discussing qualifications for admission to Officer Candidate schools, Secretary of War Stimson listed "a capacity for clear and accurate expression" first among those "definite capacities which make a man more valuable as a leader, and which can be substantially increased by proper education."

The following is an analysis of the basic language skills needed by the soldiers:

Listening Skills

Ability to understand orders and commands given orally and to act on them without delay.

Ability to learn efficiently from oral instructions.

Ability to memorize orders, instructions, and directions when given orally, and to repeat them accurately.

Reading Skills

Ability to read notices, orders, and other simple reports with accuracy and care.

Ability to read training manuals and other instructional material which would aid the soldier in carrying on his job.

Ability to read with understanding the daily newspaper.

Speaking Skills

Ability to speak clearly and distinctly, with confidence, and to express ideas so as to avoid misunderstanding.

Ability to tell how to carry out simple tasks, by giving orders or instructions.

Ability to report with accuracy and clarity the results of observations, missions, and other duties.

Writing Skills

Ability to write legibly.

Ability to fill out forms and follow printed directions (as in a test).

Ability to spell correctly a basic vocabulary.

Ability to capitalize and punctuate correctly.

Ability to use specific patterns of written language: Letter forms, titles of officers and

civilians, and addresses.

Ability to take brief and accurate notes.

Ability to write personal letters.

In addition to these basic skills, certain others are added as being important to soldiers in specialized training, or in responsible positions as noncommissioned officers.

Ability to listen with critical judgment to arguments, speeches, and radio programs.

Ability to use the voice correctly in giving orders or speaking to large groups out-of-doors.

Ability to explain processes and procedures, and to talk while conducting a demonstration.

Ability to discuss current issues, problems, and ideas in a calm, reasonable, and intelligent manner.

The demand that inducted men be well equipped by possessing a basic understanding of English as brought out by the above quoted article led many schools to place even greater emphasis than formerly upon the subject. In the Omaha high schools, a system was inaugurated whereby seniors were required to pass an English proficiency test the semester before they expected to graduate. Those who failed to pass the test were required to make a passing grade in a special refresher course. This was a semester course designed to re-teach the fundamentals of English.

Omaha Benson High school began the new program in January 1943, when the June senior class of that year was required to take a proficiency test. Stimulated by the needs of the armed forces, the plan has been to include this testing procedure in the curriculum as a requirement of all graduating seniors. Consequently, at this writing the test has been given

to two other groups since the initial class was tested in 1943.

In order to avoid giving the test several times during the year, it has been the practice to include those students who planned to graduate at irregular times, i.e., after the summer school session or at the end of the first semester of the following school year, with the group of June seniors taking the examination. The tests were prepared by the head of the English department. They were administered to all students at one time and scored by a group of teachers. Those who made a score of less than sixty were required to obtain a credit in the refresher course as a requisite for graduation.

The writer became interested in the proficiency testing program when it was first introduced, for many problems seemed apparent. A change in the school program so broad in scope as to require all students to clear an added hurdle in order to graduate immediately suggests an investigation to determine if it serves a definite need and works toward the improvement of the curriculum. A detailed study, therefore, to discover information relative to the value of the program from the standpoint of how it affects the individuals concerned should be helpful in determining the justification for its continuation as a permanent program after

the war. Furthermore, such a study might point out weaknesses in the program or places where improvements could be made.

Such basic questions as the following immediately arise: Does the test actually pick out those who are poor in their mastery of English? What minimum score should be considered a passing grade? Are the children being tested on the parts of English which are likely to be the most important to them after leaving school? Would a pupil learn English any better in a refresher course than he would in a regular course? What stigma is attached to pupils who are required to take the review course?

While all questions that are brought up by the testing program cannot be solved within the scope of this study, a summary of the major questions constitutes the problem of this thesis, namely: Does the English proficiency test as administered to the graduating seniors of Benson High school adequately measure their mastery of correct English? Since this statement of the problem involves only an investigation of the test itself, no attempt will be made in this study to find complete solutions to related questions which do not have a direct bearing upon the problem as stated.

A search of the literature of testing procedures suggested methods for attacking the problem and

references will be made to specific articles as they apply. A complete bibliography is included at the end. Proficiency testing in many fields including English is not new, but the specific program introduced into Benson High school has not been investigated before.

The source of most of the data collected and presented as evidence in this study was the files of the English department and the school's file of the pupil's permanent record. The source of other data used will be indicated at the point of its inclusion.

Statistical relationships of the data will be shown by application of such techniques as histograms, empirical regression lines, the normal curve, and correlation coefficients. Predictions will be made by use of the fitted normal curve, calculated regression lines, and the standard errors of the correlation coefficients.

Some explanation of the statistical procedures followed will accompany the presentation of the data. For a more detailed description of the techniques, reference should be made to a text on statistical methods. A number of satisfactory references for this purpose are included in the bibliography of this study.

CHAPTER II

DESCRIPTION AND ADMINISTRATION OF THE TEST

The first English proficiency test was given to Benson High school seniors in January 1943. However, the test as given the following year, January 1944, will be used for the basis of this study.* This choice was

*The complete test as revised and used for the basis of this study is included in the appendix.

made for several reasons, the main one being that some major revisions were introduced in the test to eliminate some difficulties and objectionable features discovered after the administration of it to the 1943 group of seniors. Some of the revisions made in the 1944 examination are as follows:

1. The number of questions was changed from one hundred thirty-one to one hundred twenty-five.
2. All questions were given equal values except those in the vocabulary section which were weighted to be worth one-half a point each.
3. Weighting the fifty vocabulary questions to one-half a point each brought the total possible score for the test to one hundred points, thus making the scores read directly in percentages of correct answers.
4. The difficulty of the spelling section was increased by requiring the identification of a correctly

spelled word from a group of one right and three wrong spellings, instead of just one right and one wrong.

5. The lengths of some of the sections were altered.

6. Some ambiguous questions were replaced by questions more clearly stated.

7. The questions in each section were placed approximately in the order of increasing difficulty as based upon the experience gained in administering the test to the 1943 group.

The revised test was entirely objective. Most of the questions were of the multiple choice type, the number of choices being either three or four. In forty of the questions the students were confronted with problems of deciding whether or not a sentence contained some particular error, thus making these questions of the true-false type. The test was mimeographed on one side only of four sheets of 8 1/2 x 11 mimeograph paper. The four sheets were fastened with wire staples so they would be kept together.

The typing arrangement was a combination of single and double spacing.* The double spacing was

*The test as shown in the appendix is in the original typed form as used.

used where it seemed necessary to avoid confusion. Lines were provided for the student's name and the

date at the top of the first page. At the beginning of each question, i.e., near the left margin, spaces were also provided by means of a blank line for the student's responses.

The examination was divided into eight parts or sections. The questions in each of the parts were numbered consecutively beginning with one in each case. Separate instructions accompanied each section. An effort was made to make the instructions as short as possible without sacrificing clarity of meaning.

Part I was a test of spelling. This section made up 20% of the total possible score. Each of twenty words of the types commonly misspelled was mixed with three wrongly spelled words thus making a group of four. The words in the list were chosen from errors made by students in their English compositions. The choice of the three wrongly spelled words was a matter of getting spellings which resembled the correct one enough so that a person might think them correct. While one of the incorrect words comprising the group of four contained the common error made in spelling the word, the remaining two wrong spellings used might draw criticism as being "too far fetched" to be picked as correct. In the administration of the examination, however, it was found that every choice of every word had been picked as correct by some person. The words

were arranged in lines across the page and numbered from one to four. The instructions at the beginning of this unit read: "Write in the space to the left the number of the correctly spelled word in each group."

Part II was a test of diction. This section made up 15% of the total possible score. The questions in this section were arranged as sentences, and the part of the sentence intended to test the student's knowledge of diction was underlined. Some sentences used contained common diction errors while others contained no errors. The instructions to the pupil merely asked that he put a plus (+) sign in front of the sentence if the underlined part was a correct usage, and a minus (-) sign if the underlined part was incorrect. As mentioned previously, a space was provided at the left of each sentence for the response.

Part III was a test of punctuation. This section made up 10% of the total possible score. Here again the technique followed was that of placing the punctuation marks in sentences in places where errors commonly occur. The punctuation mark under consideration was pointed out by setting it off in parentheses. The instructions called for a right or wrong response by using the plus (+) or minus (-) sign to indicate the student's opinion.

Part IV was a test of sentence recognition.

This section made up 5% of the total possible score. Five samples were given, each written as if it were a sentence. The pupil was asked to determine whether or not the group of words was a sentence. Again the pupil was directed to use the plus (+) sign to indicate a positive response, and the minus (-) sign to mark a negative answer. In the instructions care was taken not to call the samples sentences, but only referred to them as a "group of words".

Part V was a test of sentence construction. This section made up 10% of the total possible score. Sentences were devised which either had, or might seem to have such errors as obscure reference, misplaced modifiers, incomplete comparisons, misused parts of speech etc. as part of their construction. There were some sentences mixed in with the wrong ones that were correct. The pupil was asked to indicate by the usual signs, plus (+) and minus (-), which of the sentences were correctly written and which were not.

Part VI was a test of types of sentences. This section made up 5% of the total possible score. Five sample sentences of the three types, simple, complex, and compound were arranged in mixed order, no two of the same type being placed in sequence. In the space provided at the beginning of each sentence the pupil was instructed to use the code (1) to indicate that

the sentence was of the simple type, (2) to designate it as complex, and (3) to show it was compound.

Part VII was a test of parts of speech and grammatical construction. This section made up 10% of the total possible score. It was placed directly below Part VI, and on the same sheet of paper. Words and phrases in the sentences of Part VI were used as the basis of the questions asked in Part VII. The method used was to indicate a word or group of words in one of the Part VI sentences by writing the word, underlined, and followed by a reference to the sentence from which it was taken; for example: Leaders in #1. The sequence of questions in this section repeated the sentence sequence in Part VI in an effort to avoid confusion on the part of the student. With reference to the underlined word, the pupil was requested to indicate by number its correct part of speech or grammatical construction from a list of four possible answers numbered consecutively at the end of the question. Only one of the four choices was a correct response.

Part VIII, the last section, was a fifty word vocabulary test. This section made up 25% of the total possible score as each question in this group was weighted to equal only one-half a point. The arrangement in this part of the test was to list the key words in a column to the left of the page and underline them.

The key words were followed horizontally across the page by three other words numbered one to three. One of each group of three words was a close synonym of the preceding underlined key word. The instructions stated that the number of the word in the group of three, which conveyed most nearly the same meaning as the underlined key word be placed in the space provided at the left. The list was grouped in sets of ten by double spacing after number ten, twenty, etc., which aided the eye in following the correct line of words across the page.

Table I shows a summary of the test construction.

In the administration of the test, the students were assembled in one large room, the school's cafeteria study room. The test was given during first period of the regular school day in an effort to eliminate the factor of fatigue. Each student was instructed beforehand to bring two well sharpened pencils to the testing room.

After a very brief explanation by the head of the English department relative to what each student was to do, five or six assisting teachers rapidly passed out the sets of examination questions, one set to each student. The teacher assistants remained on duty throughout the examination period to answer questions

TABLE I

SUMMARY OF THE CONSTRUCTION OF THE TEST

Part	Subject Matter Tested	Number of Questions	Percent of Test	Type of Test	Testing Technique Used
I	Spelling	20	20%	Mult. Choice	Pick correctly spelled word from a group of four including three wrong spellings
II	Diction	15	15%	Right-Wrong	Identify diction errors in sample sentences
III	Punctuation	10	10%	Right-Wrong	Identify punctuation errors in sample sentences
IV	Sentence recognition	5	5%	Right-Wrong	Determine whether or not a group of words is a sentence
V	Sentence construction	10	10%	Right-Wrong	Determine whether or not sample sentences are constructed properly
VI	Types of sentences	5	5%	Mult. Choice	Identify the type of sample sentences
VII	Parts of Speech and Grammatical constr.	10	10%	Mult. Choice	Identify part of speech or grammatical construction of words in sentences
VIII	Vocabulary	50	50%	Mult. Choice	Select synonym of key words from three possible choices
	Total	<u>125</u>	<u>100%</u>		

and to assure that the answers on the examination papers were the pupil's own work. No one was allowed to use any reference material, talk, or leave the room during the examination time.

Forty-five minutes were allowed for the completion of the test. For most students the allotted time was ample. Many finished before the end of the period, and only fifteen or twenty of the group turned in incomplete papers.

While no accurate check was made of the papers to determine how many failed to finish the test because of insufficient time, it was generally observed that:

1. Those who did not complete the test were the poorer students.

2. All of those who failed to finish were short only part of the vocabulary section.

Since the vocabulary test was arranged in the order of increasing difficulty, the probability of the scores of these slow pupils being greatly affected by their failure to complete the test is fairly remote.

A group of twenty or so teachers, mostly from the English department served as a committee to score the tests. These teachers gathered after school the same day the test was administered. They were furnished keys of the answers made out by the head of the English department. The teachers each graded only a

single sheet of the test then passed the test along to another teacher until the job was completed. Two mathematics teachers totaled the errors and determined the scores. The writer participated in both the administration and grading procedures. Later the tests were rechecked by the writer and the head of the English department to insure accuracy.

Some pupils who were supposed to take the examination failed to appear at the assigned hour due to absence from school or other reasons. These pupils were tested individually later. The number of pupils falling into this category was small, and their scores are not included in the data of this study.

CHAPTER III

GENERAL ANALYSIS OF THE TEST RESULTS

In this chapter the results of the test will be presented and a general analysis made of them. A total of 292 pupils took the examination at the regular arranged time. Ten took it later and as previously stated, their scores are not included in the data.

There were 267 pupils in the June 1944 graduating class, the group which this administration of the test endeavored to reach. The number of pupils tested was larger than the number graduated because some dropped out of school, and as previously mentioned, pupils who intended to graduate either during the summer or in the following January were included in the group tested.

Table II shows the raw data (the scores) as recorded. The scores represent the number (or percentage) of correct responses obtained on the examination.

Inasmuch as the names of the pupils are unimportant in this study except as a tool for collecting and handling the data, they have been omitted in all tables presented.

The range of the scores was 54.0 points, i.e., from 93.5 the highest score to 39.5 the lowest. The

TABLE II
 ENGLISH PROFICIENCY TEST SCORES OBTAINED BY
 BENSON HIGH SCHOOL SENIORS, JANUARY 1944*

93.5	80.0	76.0	72.5	69.0	66.0	62.0	58.0
89.0	80.0	76.0	72.0	69.0	65.5	62.0	58.0
88.0	80.0	75.5	72.0	69.0	65.5	62.0	58.0
87.5	80.0	75.5	72.0	69.0	65.5	62.0	58.0
87.5	80.0	75.5	72.0	69.0	65.5	61.5	57.5
87.5	80.0	75.5	71.5	69.0	65.5	61.5	57.5
87.5	79.5	75.5	71.5	69.0	65.5	61.5	57.5
87.5	79.5	75.5	71.5	68.5	65.0	61.5	57.0
86.5	79.5	75.0	71.5	68.5	65.0	61.0	57.0
86.5	79.5	75.0	71.5	68.5	65.0	61.0	57.0
86.5	79.5	75.0	71.5	68.5	65.0	61.0	56.5
86.0	79.5	75.0	71.5	68.5	65.0	61.0	56.0
85.0	79.0	74.5	71.5	68.5	65.0	60.5	56.0
85.0	79.0	74.5	71.5	68.0	65.0	60.5	55.5
85.0	79.0	74.5	71.5	68.0	65.0	60.5	55.5
84.5	79.0	74.5	71.0	68.0	65.0	60.5	55.0
84.5	78.5	74.5	71.0	68.0	64.5	60.5	55.0
84.5	78.5	74.5	71.0	68.0	64.5	60.0	55.0
84.0	78.5	74.5	71.0	68.0	64.0	60.0	54.0
84.0	78.0	74.5	70.5	68.0	64.0	60.0	53.0
84.0	77.5	74.5	70.5	67.5	64.0	60.0	53.0
84.0	77.0	74.0	70.5	67.5	63.5	60.0	53.0
84.0	77.0	74.0	70.5	67.5	63.5	60.0	52.5
83.0	77.0	74.0	70.5	67.5	63.0	60.0	52.5
83.0	77.0	74.0	70.5	67.0	63.0	60.0	52.0
82.5	77.0	74.0	70.0	67.0	63.0	60.0	51.5
82.0	77.0	74.0	70.0	67.0	63.0	59.5	50.0
82.0	77.0	73.5	70.0	67.0	63.0	59.5	49.5
81.5	77.0	73.5	70.0	66.5	62.5	59.5	48.5
81.5	77.0	73.5	70.0	66.5	62.5	59.5	46.5
81.5	76.5	73.5	69.5	66.5	62.5	59.5	46.0
81.0	76.5	73.5	69.5	66.5	62.5	59.5	44.0
81.0	76.5	73.5	69.5	66.0	62.5	59.5	39.5
80.5	76.5	73.0	69.5	66.0	62.5	59.0	
80.5	76.0	72.5	69.5	66.0	62.5	59.0	
80.5	76.0	72.5	69.5	66.0	62.0	59.0	
80.0	76.0	72.5	69.5	66.0	62.0	58.5	

*The data in this table appears as an array since the papers were sorted into numerical order before they were recorded.

median score was 69.5.

By using class widths of five points, a frequency distribution was prepared having twelve frequency classes. This distribution is shown in Table III.

TABLE III
FREQUENCY DISTRIBUTION OF 292 ENGLISH PROFICIENCY TEST SCORES OF BENSON HIGH SCHOOL SENIORS, JANUARY 1944

Scores	Frequency
90-94	1
85-89	14
80-84	28
75-79	43
70-74	55
65-69	60
60-64	47
55-59	29
50-54	9
45-49	4
40-44	1
35-39	1

The preparation of a frequency distribution is a common statistical procedure for "boiling down" a large amount of data, (in this case 292 scores) into a few classes of equal magnitude, each showing the number of cases that fall into it.

With the frequency distribution as the basis and using a coded scale with the origin near the arithmetic mean, (chosen by inspection), the calculated mean (the average or most representative) of the scores was found to be 69.68. Some statistics books refer to this method of calculating the mean as the short method. The form-

ula used was, $\bar{x} = a + b\bar{X}_2$; where \bar{x} equals the calculated mean, a equals the assumed mean, and b equals the class interval. \bar{X}_2 is the value obtained from the formula, $\bar{X}_2 = \frac{\sum fX_2}{N}$; where X_2 represents the values in the coded scale, $\sum fX_2$ is the sum of the frequencies multiplied by these coded scale values, and N is the total number of scores.

While the range of the data as already referred to gives some idea of the dispersion or spread of the scores, a better description is given by the employment of the standard deviation. The standard deviation which is now quite common in educational literature, may be defined as the square root of the average of the squares of the deviations of all values in the series from the mean of the series. As a measure of dispersion of a series, the greater the value of the standard deviation, the greater the spread of the series.

A short method for calculating the standard deviation has been devised by using the formulas;

$$S_x = bS_{X_2}$$

and

$$S_{X_2} = \sqrt{\frac{\sum fX_2^2}{N} - (\bar{X}_2)^2}$$

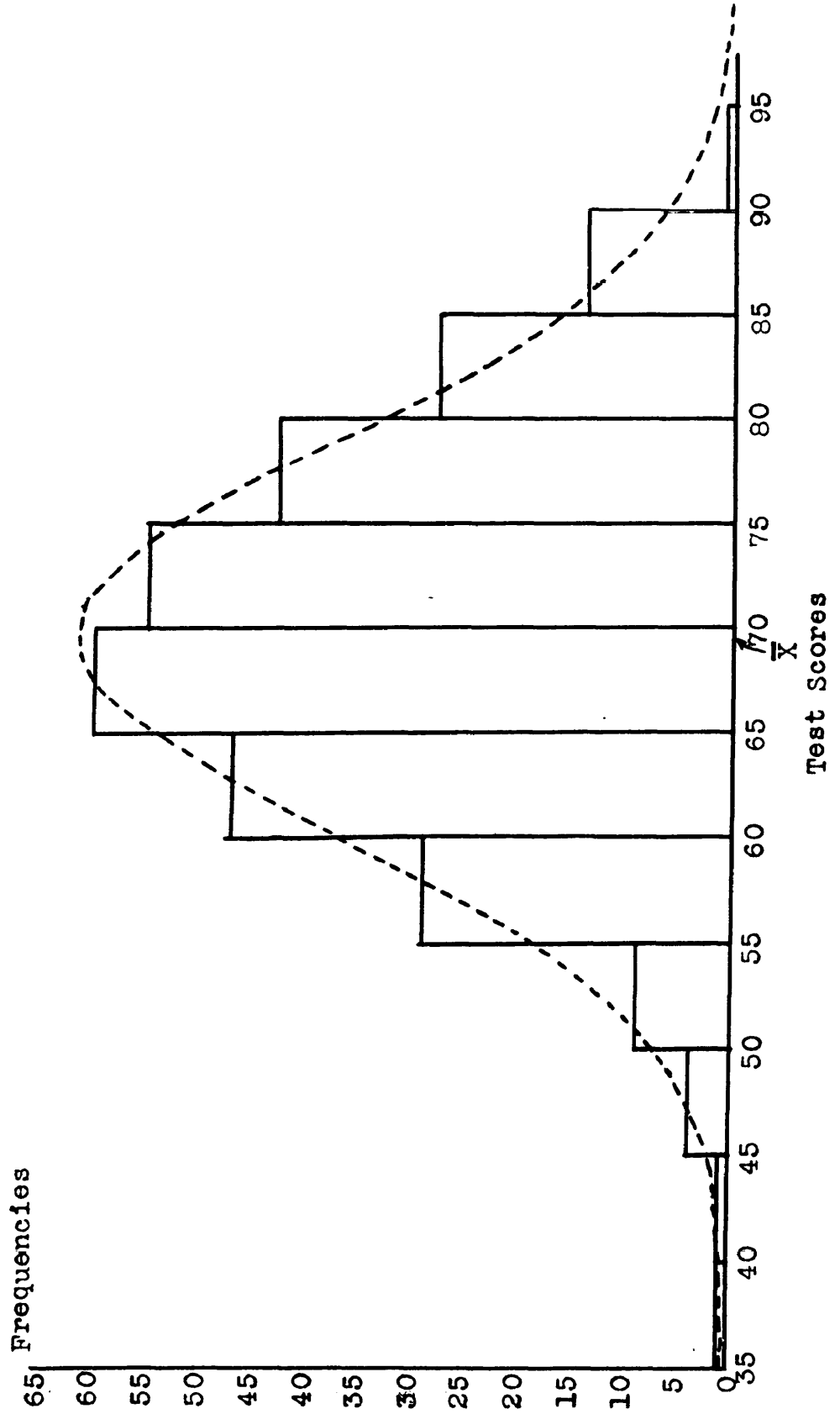
In these formulas, S_x is the standard deviation sought while S_{X_2} is the standard deviation of the coded scale and equals S_x when multiplied by b , the class interval. The other symbols in the formulas have the

same meanings attached to them as explained in the formulas for the calculation of the mean. The standard deviation of the data was found to be 9.445.

Figure I is a histogram (a bar graph) of the frequency distribution shown in Table III. Superimposed on the histogram is its fitted normal curve. The normal or Graussian curve (the bell shaped curve so familiar to educators) which best represents the data can be calculated by a complicated yet standard statistical formula. The resulting curve is called the fitted normal curve. The curve so derived is shown on the graph. In reality, the fitted curve rounds off the histogram or is the theoretical tops of an infinite number of bars.

The graph reveals that the histogram is skewed (extended) very slightly to the left or lower end. The goodness of fit of the superimposed curve can be determined by the statistical procedure known as the Chi-square test. Chi-square was found to be 8.875. Reference to a Chi-square probability table gives the probability figure of .469. This figure is interpreted as meaning that 469 times out of a thousand or nearly 50% of the time random samples from a normal distribution will differ more widely than this one from the normal curve. Therefore, this can be considered as a sample from a normal curve distribution.

FIGURE I
HISTOGRAM OF TEST SCORES AND FITTED NORMAL CURVE FROM THE
DATA SHOWN IN TABLE III



CHAPTER IV

VALIDITY

In order to determine the degree to which the Benson High school English proficiency test adequately measures the pupil's mastery of correct English, the validity and reliability of the test must be established. While Greene, Jorgensen, and Grerberich* list

*Greene, H. A., A. N. Jorgensen, and J. R. Grerberich. Measurement and Evaluation in the Elementary School. pp. 52-71, Longmans, Green and Company, New York, 1942.

nine criteria for a good examination, only the validity and reliability have much to do with determining how nearly the test score obtained represents the individual's actual knowledge of the subject matter tested.

Most authorities agree that a test is valid if it measures what it is intended to measure. Reliability on the other hand is the efficiency with which a test measures what it does measure. While a valid test is of necessity a reliable test, there is no assurance that a reliable test is also valid. Only validity will be discussed in this chapter, while Chapter V will be devoted to the discussion of reliability.

According to Greene and Jorgensen*, validity

*Greene, H. A., and A. N. Jorgensen. Measurement and Evaluation in the Secondary School. pp. 130-134, Longmans, Green and Company, New York, 1936.

may be determined by the following methods:

1. Analysis of the curriculum content.
2. Correlation with school marks.
3. Pooled judgments of experts.
4. Correlation with other known measures.
5. Returns from widely spaced groups (the results from pupils given training and those not should reveal a significant difference).
6. Rise in percentage of success (pupils should show increasing success as they grow older).
7. Social utility (study of skills needed in everyday life, or in a particular field).
8. Psychological and logical analysis.

Some of the above methods are not applicable to this particular study. Some authorities argue that others of the methods determine reliability rather than validity. The list was used however as a guide to the studies made to determine the validity of the Benson English proficiency test.

The first study made was based upon the "pooled judgments of experts". A questionnaire* was prepared

*The complete questionnaire is included in the appendix.

having seven questions directed toward determining the

validity of the test. After each question a space was provided for indicating an answer. A number system of zero to ten was used for answering, with zero indicating an absolute negative response and ten an absolute positive response. Any number between zero and ten indicated the relative degree of an absolute positive response, i.e., if the respondent felt the question was about half right he would indicate this with the numbered answer of "5". A space marked "undecided" was also provided with each question to allow a means for omitting an answer if for any reason the person supplying the information felt unqualified to pass judgment. Where questions were scored less than ten, reasons for the opinion and suggestions for improving the test were requested.

The following seven questions were asked in the questionnaire:

1. Do the eight sections of the test cover adequately the subject of constructive English?
2. Do the lengths of the various sections show adequate relationship to the importance of knowing that particular aspect of English?
3. Do the lengths of the various sections show adequate relationship to the time spent in teaching these in the total English course?
4. Are the instructions for each section clear?

5. In general, is the method of questioning used adequate and varied enough?

6. Do the individual questions test what they are supposed to test?

7. Does the whole proficiency testing program, including the refresher course for those who fail, insure all graduates of an adequate understanding of English fundamentals?

The questionnaires were distributed to the English teachers of the Benson faculty with complete instructions as to how they were to be filled out. A personal follow-up was made where necessary to clarify the meaning of responses. A complete return of the questionnaires was obtained from the ten English teachers on the faculty. Table 4 shows a tabulation of the results.

From this table it is readily seen there is a high positive agreement among the opinions of the ten English teachers. The average score on all answers was over 8.0 except question number seven. Even this question showed an average score of 7.8. The scores for two questions, numbers four and five, averaged 9.8 which was almost perfect.

The number of responses of 10 to the questions was by far in the majority. Thirty-three of the total fifty-six questions answered had this high score. The

TABLE IV
 SCORES REPORTED ON QUESTIONNAIRES DISTRIBUTED
 TO TEN BENSON ENGLISH TEACHERS

Teacher	Question Numbers						
	1	2	3	4	5	6	7
1	10	-	-	10	10	8	-
2	8	-	8	10	10	10	-
3	10	7	10	10	10	5	5
4	10	-	-	10	10	10	-
5	5	-	-	10	10	6	8
6	7	6	7	9	8	5	6
7	8	8	8	10	10	10	8
8	9	-	-	9	10	8	-
9	10	10	10	10	10	9	10
10	10	10	10	10	10	10	10
Total	87	41	53	98	98	81	47
Number of Responses	10	5	6	10	10	10	6
Average	8.7	8.2	8.5	9.8	9.8	8.1	7.8

lowest score reported for any question was 5. There were only a total of four questions scored this low.

It should perhaps be pointed out that all ten teachers answered four of the seven questions. The three questions on which a complete response was not received were numbers two, three, and seven. Added information relative to questions three and seven obtained through another approach will be presented later.

The following suggestions were included as part of the questionnaire answers. Only one teacher made

each of these suggestions unless otherwise stated.

Question No. 1.

There should be more questions on sentence recognition.

Two requested that the section on punctuation be lengthened.

A sample of theme writing should be included.

The choice of spelling words should be those more commonly used by high school students.

Question No. 2.

Two requested that the punctuation section be lengthened.

Two suggested that the sentence recognition section be lengthened.

The number of questions on types of sentences should be reduced.

Question No. 3.

Two felt the vocabulary section was too long.

The spelling section was too long.

Theme writing should be included.

Question No. 6.

Six teachers desired that the vocabulary section be simplified.

Three recommended that the spelling words be pronounced for the children to write.

The punctuation section should be improved.

There are too many false questions in section III.

Question No. 7.

No system of teaching ever insures that all will be educated.

The only suggestion for improvement which had much uniformity of opinion was the suggestion made by six teachers that the vocabulary test should be simplified. Three teachers wanted the spelling list pronounced to the students in place of the objective method used in the test.

From the results obtained with the questionnaire one is led to conclude that the test is valid on the basis that the opinion of experts is in agreement on this point.

Attacking the problem from the standpoint of how well the test parallels the curriculum, outlines of the complete four year English course and the senior review English course were secured.* The following are

* The outlines were furnished by the head of the English department and the teacher of the English review course.

the parts of the outline relative to constructive English as taught in the four year course at Benson High school. English VII and English VIII are omitted since they are entirely literature courses.

English I Composition stressing description --
14 weeks

1. Parts of speech
2. Sentence recognition, stressing complete thought
3. Agreement of subject and predicate
4. Agreement of pronoun and antecedent
5. Common rules of punctuation
6. Rules of capitalization
7. Spelling
8. Vocabulary
9. Use of dictionary
10. Clear enunciation
11. Correct pronunciation
12. Classify sentences according to form and meaning
13. Phrases -- prepositional, adjective, adverb
14. Clauses -- adjective, adverb, noun
15. Verbs -- principal parts, voice, tense
16. Pronouns -- kind, case, use
17. Adjectives -- comparison
18. Adverbs -- comparison
19. Standard theme form for Benson High school

English II Composition stressing letter writing -- 6 weeks

1. Review English I requirements
2. Sentence construction -- simple, complex, compound
3. Phrases and clauses
4. Recognition and correction of misplaced modifiers
5. Recognition and use of gerunds and participles
6. Avoidance of shifting construction

English III Composition stressing narration --
6 weeks

1. Grammatical structure -- review parts of speech, sentences, and clauses
2. Mechanics -- spelling, capitalization, and punctuation
3. Narration

English IV Public speaking -- 12 weeks

1. Thematic outline used for all speeches
2. Diction
3. Punctuation of quotations
4. Write six themes
5. Write three book reports

9 weeks English V Composition stressing argumentation --

1. Exposition and argumentation
2. Grammar review
3. Spelling

English VI Composition stressing accuracy and effectiveness -- 9 weeks

1. Grammar
2. Sentence structure
3. Diction
4. Spelling
5. Punctuation
6. Emphasis

It was impossible to obtain a further breakdown of the time allotted to the teaching of each topic. All topics listed are taught more or less interdependently throughout the courses even though the stress is placed upon one aspect of English during a certain series of lessons. The stress given any particular topic varies from teacher to teacher and from class to class.

By comparing the topics covered in the test with the above list of topics taught in the regular English courses, it is apparent that the test covers the great majority of the topics taught. The only argument which remains is whether or not the emphasis placed on topics in the test questions equals that followed in the course of study. Since the time spent on teaching each part or individual phase of English fundamentals cannot be determined accurately, this question will have to remain unanswered. It might be pointed out, however, that unless there is a great variation between what is

taught and what is tested, the validity of the test would not necessarily be seriously affected. It should also be pointed out that most parts omitted from the test are units such as speech, theme writing, etc. which do not lend themselves easily to objective testing. Beside this, such omissions are complicated aspects of English which are made up of many of the fundamentals that were tested.

The senior review course is divided into 12 weeks of grammar, 3 weeks of capitalization, punctuation, and spelling, and 3 weeks of vocabulary study. The relationship of this course time to the percentage make-up of the test is as follows:

66 $\frac{2}{3}$ % of the course time was spent on the study of grammar which in turn comprised 45% of the test.

16 $\frac{2}{3}$ % of the course time was spent on the study of capitalization, punctuation, and spelling, while 30% of the test included these subjects. Inasmuch as the spelling section made up 20% of the test, it seems to be too greatly emphasized compared to the time allotted to its study in this course.

16 $\frac{2}{3}$ % of the course time was spent on vocabulary, while 25% of the test was devoted to this item.

While some of these percentages do not check too closely, still in general the test and course

parallel each other fairly well. Arguments can be advanced that it takes more time to teach some phases of a subject and that the teaching of all parts of a subject go on to a certain extent at the same time. . . . Whether or not the number of questions asked in the test should correspond exactly to the time spent in teaching may not, therefore, be too important. The important issue is that all topics taught in the refresher course were included in the proficiency test. If the spelling section of the test were shortened ten points, and the vocabulary five points, and these fifteen points added to the grammar sections, then the percentage of questions asked in the test and the time spent on the study of these topics in the review course would parallel each other to a marked degree.

The general conclusion is drawn that the material covered in the test and in the refresher course is essentially the same. In relation to the refresher course, the test attaches too much importance to the items of spelling and vocabulary.

An attempt was next made to establish validity by a correlation technique, i.e., correlating the test with another test of known validity. It was found that the only standard test which had been given to a small group of the pupils was the Inglis vocabulary test.*

*Inglis, Alexander. Inglis Test of English Vocabulary. Ginn and Company, Chicago, 1936.

This is a standardized vocabulary test available in three forms. The three forms have a coefficient of correlation of over .90 and the medians range within one point of each other. Scores on the Inglis test (all the same form) were available for 28 of the students who had taken the English proficiency examination. Table V shows the comparative scores for the two tests.

TABLE V
COMPARISON OF SCORES ON THE INGLIS VOCABULARY TEST AND THE VOCABULARY SECTION OF THE ENGLISH PROFICIENCY TEST*

Inglis	Benson	Inglis	Benson
93.5	100	63.5	74
81.5	95	62.6	62
80.8	94	62.1	72
76.8	80	62.1	72
74.8	78	58.7	64
72.8	88	58.7	68
72.8	74	58.0	68
72.1	78	57.4	56
70.8	72	56.0	72
69.5	70	55.4	64
68.1	88	55.4	52
66.7	82	54.8	56
65.4	78	50.1	54
64.0	68	41.3	52

*All scores in this table are in percentages of correct answers.

The relationship of the two sets of test scores for the same group of individuals can easily be shown

through the well known correlation technique. In this statistical procedure, the paired scores for each individual are so treated and boiled down until a number that is known as the coefficient of correlation is obtained. The number so obtained must fall within the range of positive one to negative one. The interpretation of the coefficient is that positive one shows perfect positive relationship, negative one shows perfect negative relationship, and zero shows no relationship whatever.

Various methods have been developed for calculating the coefficient sought. The Pearsonian method*

*A complete description of the method and formulas used may be found in Reitz, H. L. Handbook of Mathematical Statistics. Houghton Mifflin Company, Chicago, 1924.

for calculating the correlation coefficient was that used in this study. The correlation coefficient of the Inglis test with the vocabulary section of the Benson English proficiency test proved to be .898.

No exact standards have been set for the interpretation of correlation coefficients. Rugg* suggests

*Rugg, H. O. Statistical Methods Applied to Education. p. 256, Houghton Mifflin Company, Chicago, 1917.

the following standards:

"The experience of the present writer in examining many correlation tables has led him to regard correlation as 'negligible' or 'indifferent'

when r is less than .15 to .20; as being 'present but low' when r ranges from .15 or .20 to .35 or .40; as being 'markedly present' or 'marked' when r ranges from .35 or .40 to .50 or .60; as being 'high' when it is above .60 or .70."

A correlation coefficient of .898 must therefore be interpreted as showing very high positive correlation.

Figure II shows the empirical and calculated regression lines of the data obtained in correlating the Inglis Vocabulary test and the vocabulary section of the Benson Proficiency test. It is a graphic presentation of the data.

The graph was obtained from the correlation data by taking various selected equally spaced scores of the Benson Vocabulary test and forming the x axis. The y axis was made to represent the Inglis test scores. For each successive value of x, (all Benson Vocabulary test scores at that point) the corresponding average y values were determined and the point plotted. By connecting the plotted points, a broken line known as the empirical regression line is obtained. The means for both tests are also indicated on the graph.

The calculated regression line is a straight line which is most representative of all paired scores. The essential characteristic of it is that the sum of the squares of all the deviations from it is a minimum.*

*An explanation of the calculation of this line together with the formulas involved may be found in Rietz, H. L. Handbook of Mathematical Statistics. pp. 126-127, Houghton Mifflin Company, Chicago, 1924.

FIGURE II

REGRESSION LINES FOR THE CORRELATION OF THE
VOCABULARY SECTION OF THE PROFICIENCY
TEST AND INGLIS VOCABULARY TEST

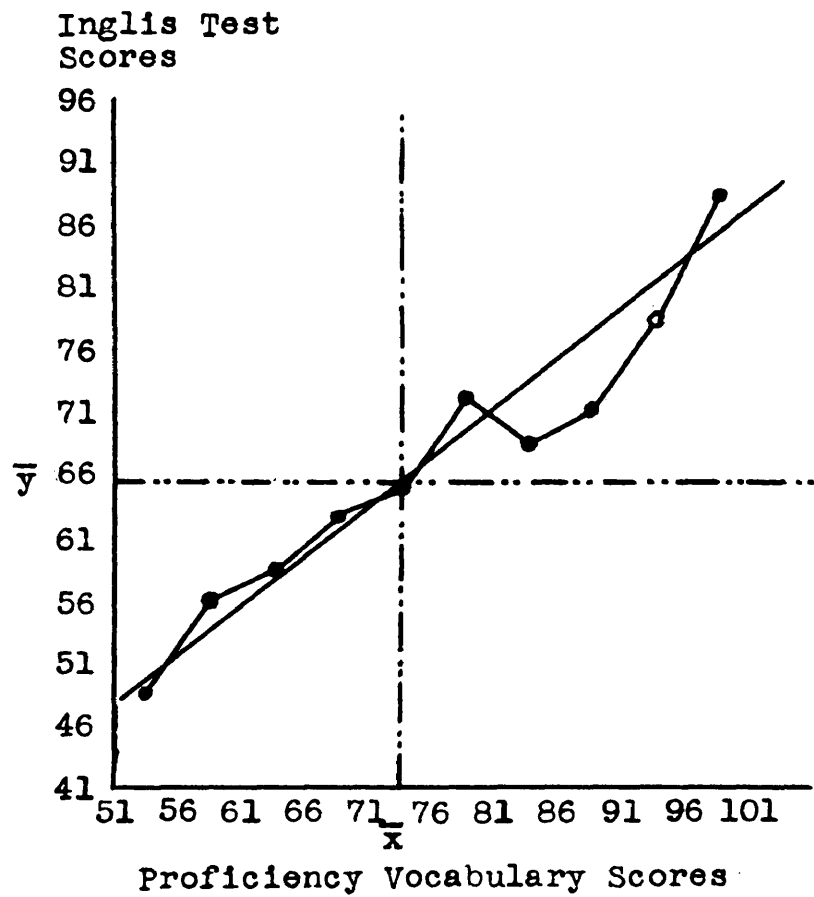


Figure II shows at a glance that there is a close relationship of the two lines.

The reliability of the correlation coefficient is determined mathematically by figuring the standard error* of the correlation coefficient and using it for

*All errors presented in this study are standard errors.

interpreting the probability of there being an assignable cause for the relationship shown by the correlation coefficient. The ratio of r to the standard error of r when Rho equals zero (Rho equals r in the supply) is calculated by use of the formula: $D/E = r \sqrt{N - 1}$; where r is the correlation coefficient, and N is the total number of cases in the sample. The value obtained for this particular ratio was, $D/E = 4.665$.

In a normal curve distribution, areas under the curve may be marked off by erecting perpendiculars at various standard deviations from the mean. The areas thus established bear a direct relationship to the standard deviations. Tables are therefore available which tell the area under the curve for the various standard deviations from the mean. 2.3 standard deviations from the mean marks what is known as the .01 confidence level, i.e., if two samples are taken from the same supply there is about one chance in one hundred that the means of the samples will be 2.3 standard deviations apart. Therefore, when a standard error ratio is

greater than 2.3 standard deviations, it is interpreted as being highly significant, for it is very improbable that the relationship being tested was obtained accidentally. Thus, a standard error^{ratio} of over 4 for this particular correlation coefficient shows beyond almost any doubt that the relationship it indicates was not obtained because of a sampling error. In other words, there can be little doubt but that the correlation coefficient was obtained because there was an actual association of the two sets of data.

The correlation technique presented and the test for association of the data is the same procedure that will be followed when correlations are presented in the following chapters.

The procedure followed in this vocabulary study might be criticised from the standpoint that it is a correlation procedure and not one of validation. It might also be pointed out that since the vocabulary section comprises only one-fourth of the test, the validating of this section does not validate the entire test.

These criticisms are accepted, and it is admitted that there is value in them. However, if the Inglis Vocabulary test is valid, and this point is assumed for a test with the widespread reputation it enjoys, then it must follow that since the vocabulary

section of the Benson test uses the same testing technique and since such a high validity coefficient* ex-

*Tiegs, Ernest W. Tests and Measurements for Teachers. p. 85, Houghton Mifflin Company, New York, 1931. "A coefficient of correlation between a test and a criterion is also known as a coefficient of validity."

ists between it and the Inglis test, the vocabulary section of the English test must also be valid. Again, while it is true that this section makes up only one-fourth of the test and the results found have no bearing on the other three-fourths, still any contribution to the fact that part of the test is valid of necessity increases the total validity.

In conclusion, an effort was made in this chapter to establish the validity of the English proficiency test from three separate approaches; teacher opinion, the paralleling of the test with the English curriculum, and the correlation of the vocabulary section with a standard vocabulary test. The results of each study contributed evidence that the test is valid.

CHAPTER V

RELIABILITY

Reliability as mentioned in the preceding chapter is the efficiency with which a test measures what it does measure. In other words, a perfectly reliable test is one which would always segregate a group of individuals the same way with exactly the same scores for each if the test were repeated or in case the group was tested with another form of the same test. According to Rinesland*, "A test is perfectly reliable when an

*Rinesland, H. D. Constructing Tests and Grading. pp. 277-278, Prentice-Hall Inc., New York, 1937.

infinite number of equivalent forms of the same test given to the same group of subjects will yield identical scores for all subjects."

The reliability of a test may be determined by various methods. The usual methods employed result in finding a reliability coefficient. From a general viewpoint, the reliability coefficient is a correlation coefficient, i.e., a number which when properly interpreted shows how nearly the test scores may be relied upon as being an accurate measure. Perfect correlation is expressed by positive one, and the nearer the coefficient approaches this figure, the more reliable the test.

A number of procedures have been used for determining reliability coefficients. A standard method when working with one test is the "Chance-Half Method"^{*}. By split-

^{*}A complete description of this method together with the formulas involved may be found in Ruch, G. M. The Objective or New-Type Examination, pp. 412-422, Scott, Foresman and Company, Chicago, 1929.

ting the test into two halves, the odd and even numbered questions, scores were obtained as shown in the table in the appendix. The correlation coefficient for the half test was .774. By application of the Spearman-Brown prophecy formula, the reliability coefficient of the whole test is estimated to be .872. This is interpreted as meaning that the test is highly reliable.

In order to determine the reliability to even a further degree, the Benson English proficiency test was correlated with other criteria. There is some argument as to whether the procedures followed determine validity or reliability. They are however included in this chapter as contributing evidence to reliability.

Three separate criteria were chosen to be correlated with the test scores: 1. The intelligence quotient, 2. the rank in the graduating class, and 3. the average grade obtained in the high school English courses which include constructive English as a major portion of the instruction. The reason these criteria were chosen as the measuring stick is that it seems logical that a pupil's success on the test should

parallel his grades earned in the constructive English courses together with his general success and ability as shown by his rank in the class and his I.Q.

The raw data used to make these calculations is presented in tabular form in Table VI. Only English I through English VI are included since only these courses deal with constructive English. The column at the extreme right of the table is the average English grade for courses taken. Grades obtained at institutions other than Benson High have been omitted. Grades obtained in subjects related to English such as Debate, Speech, etc., were omitted.

Blanks in the "class rank" column indicates that the pupil graduated at some irregular time or dropped out of school.

The I.Q. test scores are from the "Otis Self-Administering Test of Mental Ability".* Blanks occur

*Otis, Arthur S. Self Administering Tests of Mental Ability; Higher Examination Form A-D.

in this column where the information was not available. One anonymous score (No. 69) was included with the papers, and therefore no other information is shown for this individual.

Intelligence Quotients were available for 285 of the cases. Using this many paired scores, the correlation coefficient between the test and the I. Q.

TABLE VI

ENGLISH PROFICIENCY TEST SCORE, INTELLIGENCE QUOTIENT,
RANK IN GRADUATING CLASS, ENGLISH COURSE GRADES,
AND AVERAGE ENGLISH GRADE OF 292 BENSON
HIGH SCHOOL SENIORS, 1944

Case	Test Score	I.Q.	Class Rank	English Course Grades							Ave.
				I	II	III	IV	V	VI		
1	93.5	132	3	1	1	1	1	1	1	1.00	
2	89.0	123	12	-	-	-	-	-	1	-	
3	88.0	128	60	2	3	1	1	1	1	1.50	
4	87.5	120	2	1	1	1	1	1	-	1.00	
5	87.5	127	11	-	-	-	-	-	1	-	
6	87.5	113	177	-	-	-	-	-	-	-	
7	87.5	100	20	2	1	1	1	1	1	1.16	
8	87.5	116	8	1	1	1	1	-	-	1.00	
9	86.5	118	50	1	2	3	2	-	2	2.00	
10	86.5	96	127	3	3	3	3	4	2	3.00	
11	86.5	122	10	2	1	1	2	2	-	1.60	
12	86.0	107	92	2	2	1	2	-	1	1.60	
13	85.0	123	15	1	1	1	1	1	-	1.00	
14	85.0	123	7	1	1	1	1	-	1	1.00	
15	85.0	102	47	-	-	3	4	2	3	3.00	
16	84.5	116	142	-	-	2	1	1	-	1.33	
17	84.5	108	63	2	2	1	2	1	-	1.60	
18	84.5	124	5	-	-	-	-	-	1	-	
19	84.0	112	29	1	1	1	1	-	-	1.00	
20	84.0	130	38	2	-	2	2	-	-	2.00	
21	84.0	110	1	-	-	-	-	-	1	-	
22	84.0	111	31	3	3	1	2	-	1	2.00	
23	84.0	-	27	-	-	-	-	-	-	-	
24	83.0	93	6	1	1	1	1	1	-	1.00	
25	83.0	121	92	3	3	3	4	2	2	2.83	
26	82.5	123	62	1	1	1	2	2	2	1.50	
27	82.0	125	25	-	-	-	1	-	2	1.50	
28	82.0	116	37	2	3	2	1	1	1	1.66	
29	81.5	113	107	3	3	4	3	3	3	3.16	
30	81.5	120	78	2	2	3	2	2	2	2.16	
31	81.5	121	72	-	-	2	2	-	2	2.00	
32	81.0	116	71	2	2	1	2	-	-	1.75	
33	81.0	107	33	1	2	2	2	1	1	1.50	
34	80.5	122	49	2	2	3	1	1	2	1.83	
35	80.5	102	135	3	3	3	3	2	3	2.83	
36	80.5	118	4	1	1	1	1	-	-	1.00	

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						Ave.
				I	II	III	IV	V	VI	
37	80.0	110	48	2	2	1	1	2	2	1.66
38	80.0	89	83	2	2	3	1	2	-	2.00
39	80.0	100	16	1	1	1	1	1	1	1.00
40	80.0	97	111	2	2	3	2	2	-	2.20
41	80.0	-	-	-	-	-	-	-	-	-
42	80.0	108	119	-	-	-	-	-	-	-
43	80.0	123	75	2	1	1	2	-	2	1.60
44	79.5	112	23	-	-	-	-	2	2	2.00
45	79.5	115	147	-	-	3	3	3	3	3.00
46	79.5	106	56	-	-	-	-	-	-	-
47	79.5	109	24	-	-	-	-	1	2	1.50
48	79.5	128	89	-	-	-	2	-	1	1.50
49	79.5	83	-	3	3	554	54	-	54	4.22
50	79.0	114	22	1	1	1	1	1	1	1.00
51	79.0	107	-	2	1	2	2	3	2	2.00
52	79.0	105	42	2	3	3	3	2	1	2.33
53	79.0	104	202	2	2	3	3	4	3	2.83
54	79.0	109	162	-	-	-	-	2	-	-
55	78.5	120	67	-	-	2	2	-	-	2.00
56	78.5	103	45	2	2	3	1	2	1	1.83
57	78.0	95	-	2	2	2	2	2	2	2.00
58	77.5	104	102	2	3	3	3	1	2	2.33
59	77.0	110	132	1	1	1	1	-	-	1.00
60	77.0	109	39	1	1	1	2	2	-	1.40
61	77.0	109	52	2	2	2	3	2	2	2.16
62	77.0	105	9	1	2	2	1	1	1	1.33
63	77.0	91	144	3	2	3	3	2	2	2.50
64	77.0	92	18	1	2	2	2	1	2	1.66
65	77.0	116	76	2	1	3	3	3	-	2.40
66	77.0	105	66	3	3	3	3	-	2	2.80
67	77.0	105	189	-	-	-	3	3	3	3.00
68	76.5	107	190	4	3	4	4	3	3	3.50
69	76.5	-	-	-	-	-	-	-	-	-
70	76.5	103	234	3	3	3	3	4	4	3.33
71	76.5	110	19	2	2	2	1	-	1	1.60
72	76.0	109	64	2	2	3	1	2	2	2.00
73	76.0	105	40	1	3	1	2	1	-	1.60
74	76.0	100	69	-	1	2	1	2	2	1.60
75	76.0	89	246	4	4	4	3	4	4	3.83
76	76.0	109	151	2	3	3	3	3	2	2.66

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						
				I	II	III	IV	V	VI	Ave.
77	75.5	94	81	2	2	3	1	2	2	2.00
78	75.5	108	67	2	3	2	3	2	2	2.33
79	75.5	-	84	-	-	-	-	-	-	-
80	75.5	111	89	-	-	-	-	2	3	2.50
81	75.5	111	157	3	2	2	2	3	4	2.66
82	75.5	114	55	3	2	2	1	2	2	2.00
83	75.0	100	137	2	3	3	2	2	3	2.50
84	75.0	95	97	2	3	2	3	2	2	2.33
85	75.0	94	54	2	2	1	1	-	-	1.50
86	75.0	-	171	-	-	-	-	-	-	-
87	74.5	118	14	2	1	1	1	-	2	1.40
88	74.5	93	-	2	3	2	2	3	2	2.33
89	74.5	99	109	-	-	-	-	2	3	2.50
90	74.5	102	26	1	2	2	1	-	2	1.60
91	74.5	86	52	-	-	-	-	-	-	-
92	74.5	116	102	2	3	3	3	2	2	2.50
93	74.5	109	113	2	2	3	1	3	3	2.33
94	74.5	93	160	2	3	4	3	3	3	3.00
95	74.5	111	31	-	-	1	1	2	-	1.33
96	74.0	113	202	2	3	3	54	4	3	3.43
97	74.0	97	168	3	2	3	3	4	4	3.16
98	74.0	106	150	2	3	3	3	4	3	3.00
99	74.0	93	226	3	3	-	-	54	4	3.80
100	74.0	106	55	1	2	1	1	3	2	1.66
101	74.0	112	130	-	3	3	3	2	3	2.80
102	73.5	108	118	2	2	2	3	2	-	2.20
103	73.5	96	101	3	3	2	4	3	3	3.00
104	73.5	103	207	4	3	3	3	4	3	3.33
105	73.5	94	104	2	2	4	2	2	2	2.33
106	73.5	93	211	3	3	3	3	4	-	3.20
107	73.5	104	20	3	2	2	2	2	2	2.16
108	73.0	90	265	3	4	4	4	4	4	3.83
109	72.5	96	205	-	-	-	3	3	3	3.00
110	72.5	103	111	3	2	3	2	2	2	2.33
111	72.5	118	120	3	3	3	4	-	2	3.00
112	72.5	97	104	2	3	4	2	2	3	2.66
113	72.0	100	114	1	2	3	3	2	2	2.16
114	72.0	98	124	-	-	3	2	2	3	2.50
115	72.0	111	255	4	3	4	3	4	3	3.50
116	72.0	86	177	2	3	3	3	4	-	3.00

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						Ave.
				I	II	III	IV	V	VI	
117	71.5	111	128	1	2	2	3	-	2	2.00
118	71.5	100	-	2	1	1	2	-	2	1.60
119	71.5	94	169	3	3	3	4	3	3	3.16
120	71.5	121	-	3	4	3	4	4	4	3.66
121	71.5	91	124	-	-	-	-	-	2	-
122	71.5	88	185	2	3	4	3	3	3	3.00
123	71.5	94	40	2	2	3	3	2	2	2.53
124	71.5	106	46	2	2	1	2	2	2	1.83
125	71.5	84	266	4	4	3	4	54	54	4.12
126	71.5	95	74	1	2	3	1	2	2	1.83
127	71.0	98	136	-	-	2	2	-	3	2.33
128	71.0	94	132	3	3	2	3	3	2	2.66
129	71.0	112	169	1	1	3	2	4	3	2.33
130	71.0	96	251	3	3	4	3	2	3	3.00
131	70.5	99	232	4	4	4	3	3	3	3.50
132	70.5	107	124	3	3	4	2	3	-	3.00
133	70.5	112	94	-	3	2	3	2	-	2.50
134	70.5	110	208	3	2	3	4	3	3	3.00
135	70.5	107	104	3	3	3	2	3	2	2.66
136	70.5	119	30	-	-	-	-	-	1	-
137	70.0	104	70	2	2	2	2	-	2	2.00
138	70.0	102	89	2	3	3	1	-	2	2.20
139	70.0	97	238	3	3	3	4	4	4	3.50
140	70.0	108	97	-	-	-	-	-	-	-
141	70.0	111	73	3	3	2	2	1	3	2.33
142	69.5	116	184	-	-	3	2	-	3	2.66
143	69.5	103	246	4	3	3	3	3	4	3.33
144	69.5	112	154	3	3	3	3	2	3	2.83
145	69.5	105	-	2	2	2	1	-	2	1.80
146	69.5	106	-	2	3	2	3	2	-	2.40
147	69.5	106	79	3	3	3	2	3	3	2.83
148	69.5	95	85	2	3	3	2	-	2	2.40
149	69.0	99	120	2	2	2	2	1	-	1.80
150	69.0	98	117	3	3	3	3	2	2	2.66
151	69.0	106	262	3	3	3	553	4	4	3.75
152	69.0	101	77	2	3	2	2	-	2	2.20
153	69.0	114	35	2	1	3	3	1	2	2.00
154	69.0	103	134	-	-	-	-	4	3	3.50
155	69.0	97	260	4	4	3	4	3	4	3.66
156	68.5	102	33	2	2	2	2	1	2	1.83

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						Ave.
				I	II	III	IV	V	VI	
157	68.5	111	-	2	3	3	3	3	3	2.83
158	68.5	109	167	3	3	2	3	2	3	2.66
159	68.5	99	191	2	3	4	2	3	3	2.83
160	68.5	92	156	3	4	3	3	3	3	3.16
161	68.5	105	58	2	1	2	1	1	2	1.50
162	68.0	94	-	4	4	4	3	54	4	4.00
163	68.0	101	51	1	2	3	2	-	2	2.00
164	68.0	95	139	3	3	3	1	3	3	2.66
165	68.0	109	147	-	-	-	-	4	3	3.50
166	68.0	81	252	4	4	3	4	4	4	3.83
167	68.0	105	-	4	3	4	52	4	-	3.66
168	68.0	101	-	3	3	3	3	3	3	3.00
169	67.5	99	94	3	3	3	2	-	3	2.80
170	67.5	102	213	3	4	3	3	3	4	3.33
171	67.5	96	137	2	3	2	3	-	4	2.80
172	67.5	100	177	2	3	53	3	-	4	3.33
173	67.0	103	-	2	3	2	3	4	4	3.00
174	67.0	98	129	2	3	1	3	3	4	2.66
175	67.0	102	-	3	4	3	2	3	4	3.16
176	67.0	107	28	2	2	1	1	2	-	1.60
177	66.5	110	258	4	4	53	-	-	-	4.00
178	66.5	126	243	4	4	4	3	4	4	3.83
179	66.5	96	-	3	3	53	3	4	5	3.71
180	66.5	99	161	-	-	-	-	4	3	3.50
181	66.0	91	252	4	4	4	4	4	4	4.00
182	66.0	93	177	-	-	-	2	2	3	2.33
183	66.0	96	200	3	3	3	4	3	3	3.16
184	66.0	103	200	4	3	4	53	3	4	3.71
185	66.0	97	-	3	3	4	4	3	4	3.50
186	66.0	102	143	-	-	-	-	-	3	-
187	65.5	102	-	2	2	1	1	2	3	1.83
188	65.5	93	-	3	3	4	2	3	3	3.00
189	65.5	100	99	3	2	3	3	2	2	2.50
190	65.5	94	215	3	4	54	3	-	4	3.83
191	65.5	101	-	3	3	3	3	3	3	3.00
192	65.5	115	261	-	-	-	-	-	-	-
193	65.0	102	239	-	-	-	-	4	4	4.00
194	65.0	95	176	2	2	3	3	3	2	2.50
195	65.0	100	17	1	1	2	1	2	1	1.33
196	65.0	95	227	4	4	4	53	4	54	4.12

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						
				I	II	III	IV	V	VI	Ave.
197	65.0	78	141	-	-	-	-	4	3	3.50
198	65.0	98	157	4	3	2	4	4	4	3.50
199	65.0	114	257	4	3	3	4	5	54	4.00
200	65.0	118	-	2	3	3	3	3	2	2.66
201	65.0	87	-	2	3	2	2	2	2	2.16
202	64.5	93	120	2	3	4	3	3	3	3.00
203	64.5	102	-	3	4	-	3	3	4	2.83
204	64.0	118	198	2	2	3	4	4	3	3.00
205	64.0	91	-	3	4	4	4	4	-	3.80
206	64.0	104	-	3	3	2	2	2	2	2.33
207	63.5	97	219	3	4	3	4	4	3	3.50
208	63.5	100	194	4	3	3	4	3	3	3.33
209	63.0	97	-	54	4	3	-	-	5	4.20
210	63.0	97	184	3	3	3	2	3	3	2.83
211	63.0	99	249	-	4	53	4	54	3	4.00
212	63.0	102	210	3	3	3	-	3	-	3.00
213	63.0	103	172	-	-	-	-	4	4	4.00
214	62.5	83	153	3	3	3	3	3	3	3.00
215	62.5	101	-	4	3	3	3	4	4	3.50
216	62.5	115	218	3	4	3	4	4	2	3.33
217	62.5	105	-	3	3	3	2	3	-	2.90
218	62.5	94	240	3	3	3	3	4	4	3.33
219	62.5	93	252	54	4	4	4	4	4	4.14
220	62.5	101	227	4	3	3	3	4	3	3.33
221	62.0	100	100	3	3	2	4	3	3	3.00
222	62.0	105	204	-	-	-	54	4	4	4.25
223	62.0	114	-	-	-	4	54	4	53	4.16
224	62.0	-	-	-	-	-	-	-	-	-
225	62.0	100	213	2	3	53	3	3	3	3.14
226	62.0	80	248	3	54	4	4	4	3	3.86
227	61.5	101	151	2	3	3	1	3	-	2.40
228	61.5	91	-	-	-	-	-	-	-	-
229	61.5	103	197	3	3	3	3	3	3	3.00
230	61.5	96	177	3	4	3	4	4	3	3.50
231	61.0	100	140	1	2	3	2	2	3	2.16
232	61.0	96	146	3	3	2	3	3	3	3.85
233	61.0	102	163	4	3	3	3	3	3	3.16
234	61.0	102	192	3	4	3	3	3	2	3.00
235	60.5	85	-	4	4	5	3	5	5	4.33
236	60.5	88	225	3	3	4	3	3	3	3.16

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						Ave.
				I	II	III	IV	V	VI	
237	60.5	98	164	-	3	3	3	3	3	3.00
238	60.5	94	219	-	-	4	4	4	4	4.00
239	60.5	93	79	3	3	3	2	4	3	3.16
240	60.0	108	145	-	-	3	4	-	-	3.50
241	60.0	95	219	3	4	3	5	4	4	3.83
242	60.0	87	-	3	4	4	3	4	3	3.50
243	60.0	108	94	-	-	-	-	3	3	3.00
244	60.0	97	166	4	4	3	3	4	3	3.50
245	60.0	95	114	2	2	4	1	3	-	2.40
246	60.0	93	223	-	-	-	-	-	4	-
247	60.0	102	259	3	3	3	4	4	554	3.87
248	60.0	91	177	3	3	4	3	3	4	3.33
249	59.5	88	-	3	3	3	3	3	3	3.00
250	59.5	97	205	3	3	3	2	3	4	3.00
251	59.5	99	161	-	-	-	-	4	3	3.50
252	59.5	97	-	-	-	-	-	4	4	4.00
253	59.5	99	223	3	3	4	4	4	4	3.66
254	59.5	106	-	3	3	3	3	4	-	3.20
255	59.5	98	157	3	4	4	4	4	4	3.83
256	59.0	92	-	2	53	4	3	4	2	3.28
257	59.0	89	-	3	4	4	4	4	4	3.83
258	59.0	87	196	4	3	4	3	3	4	3.50
259	58.5	95	236	2	4	4	4	4	4	3.66
260	58.0	78	185	3	3	4	3	4	4	3.50
261	58.0	104	131	4	4	4	3	3	4	3.66
262	58.0	89	227	3	4	3	3	4	4	3.50
263	58.0	92	61	2	3	3	3	3	-	2.80
264	57.5	78	-	3	53	-	3	4	4	3.66
265	57.5	93	-	-	-	-	-	-	-	-
266	57.5	79	219	3	4	3	3	4	4	3.50
267	57.0	83	-	4	5	5	4	4	5	4.50
268	57.0	95	-	3	-	3	4	-	3	3.25
269	57.0	93	-	3	4	4	2	3	3	3.16
270	56.5	94	177	4	4	3	2	4	3	3.33
271	56.0	106	-	3	3	3	2	4	3	3.00
272	56.0	86	155	3	3	3	3	4	4	3.33
273	55.5	84	263	-	-	-	4	4	-	4.00
274	55.5	91	236	3	4	4	4	4	4	3.83
275	55.0	87	-	4	4	53	4	4	-	4.00
276	55.0	92	-	4	3	4	5	55	54	4.37

TABLE VI -- Continued

Case	Test Score	I.Q.	Class Rank	English Course Grades						
				I	II	III	IV	V	VI	Ave.
277	55.0	92	122	3	3	3	4	3	4	3.33
278	54.0	92	-	3	4	3	54	54	3	3.87
279	53.0	98	-	3	3	3	3	4	4	3.33
280	53.0	96	230	3	4	4	4	4	3	3.66
281	53.0	95	-	-	3	4	4	4	-	3.75
282	52.5	92	-	3	4	3	4	4	3	3.50
283	52.5	78	-	4	4	3	3	3	3	3.33
284	52.0	106	244	54	3	3	3	4	-	3.66
285	51.5	101	230	3	4	4	53	4	3	3.71
286	50.0	-	-	-	-	-	-	-	5	-
287	49.5	97	194	3	4	3	3	3	4	3.33
288	48.5	91	-	53	54	4	4	-	-	4.16
289	46.5	101	88	2	2	2	2	2	2	2.00
290	46.0	94	250	3	4	4	4	4	5	4.00
291	44.0	76	235	3	4	4	4	4	4	3.83
292	39.5	95	216	4	3	4	3	3	4	3.50

scores was found to be .586. The mean of the test scores changed to 69.59 with a standard deviation of 8.92.

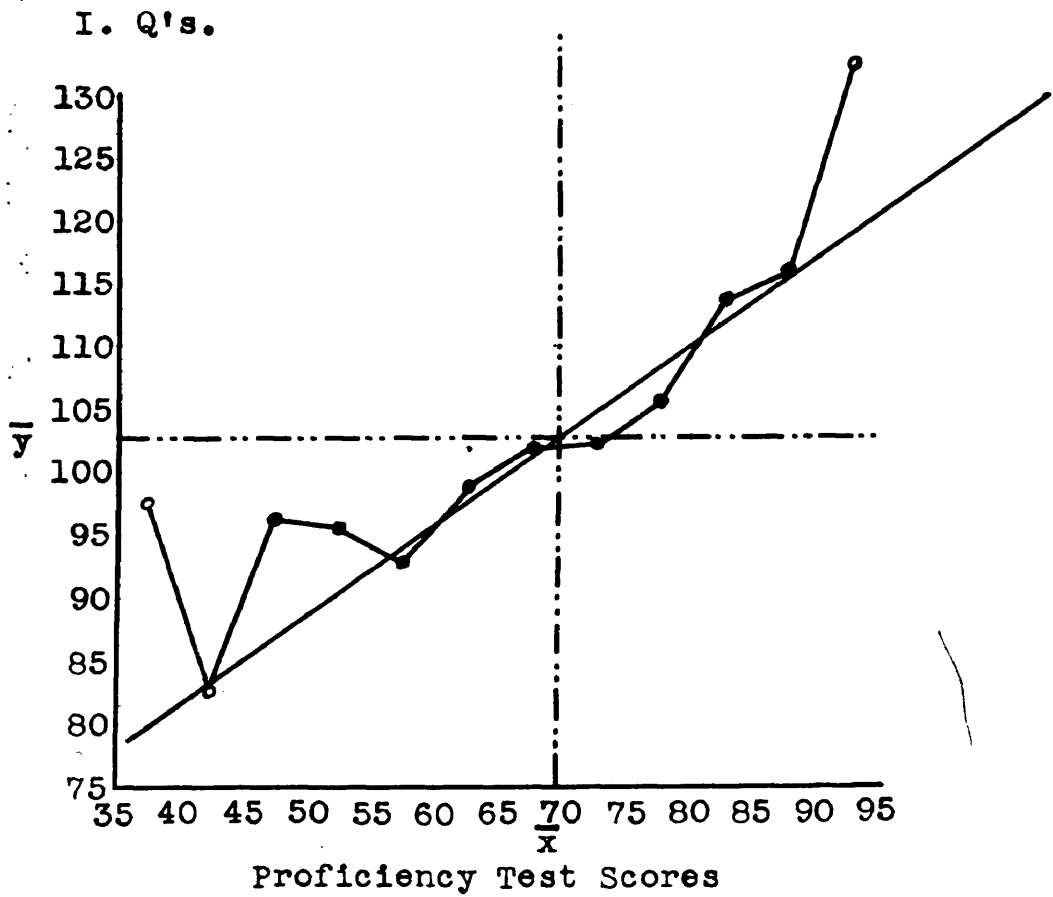
The mean I. Q. score was 102.55. The I. Q. standard deviation was found to be 10.87.

Figure III, the empirical and calculated regression lines for the correlation of the test and I. Q. gives a graphic picture of the data. The two lines fit together closely. The means for each set of scores is also shown on the graph.

The association of the two sets of data is determined by finding the standard error of the correla-

FIGURE III

REGRESSION LINES FOR THE CORRELATION OF THE
PROFICIENCY TEST AND I. Q'S.



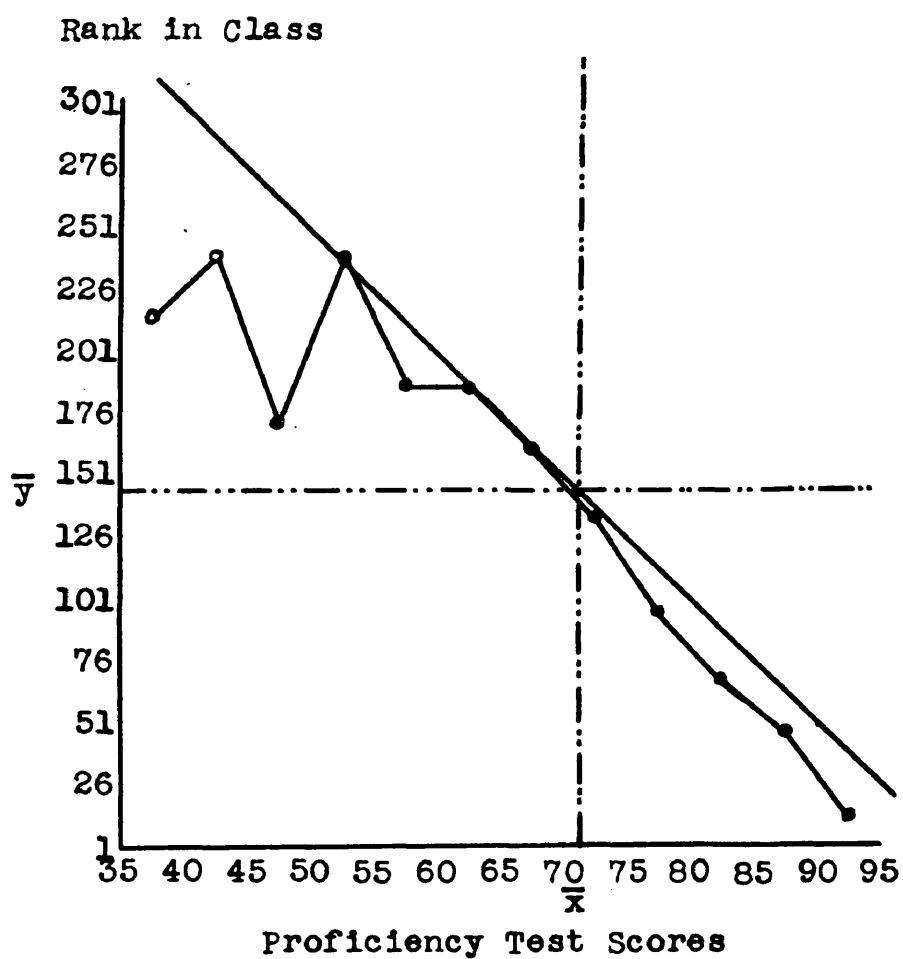
tion coefficient and testing it to see if association actually exists. In this case the ratio of r to the standard error of r when Rho equals zero was found to be 9.87. By reference to a normal curve table it is found that the chances for getting this correlation coefficient because of some sampling error is so remote that there is little question but that the correlation coefficient is significant.

In checking over the raw data to determine the relationship of the test scores to the ranks in the graduating class, it was found that the rank had been determined by the school office for 238 individuals for which test grades were available. Running a correlation coefficient for this number of paired scores resulted in the value of $-.597$. Even though negative, this correlation coefficient shows a direct relationship between the test scores and the rank in class, because the lower the number in rank, the higher the pupil stands in his class. Therefore, it might be reasonable to expect that a high grade in the test would be matched with a low rank number.

The mean test score for this group was 71.11, and the standard deviation was 9.24. The mean of the class rank was 143.8, and the standard deviation was 76.8. The regression lines for the test-rank data is shown in Figure IV. Again a close relationship of the two lines is readily seen. The ratio of r to the standard error

FIGURE IV

REGRESSION LINES FOR THE CORRELATION OF THE
PROFICIENCY TEST AND RANK IN CLASS



of r when Rho equals zero in this case was found to be 9.19. By reference to the normal curve table it is seen that association must exist between the two sets of data because there is perhaps less than one chance in a million that the correlation coefficient could be obtained just through random sampling.

An average English grade was available for 268 pupils for whom test grades are presented. As previously mentioned, only English grades for the first six semesters work were included in the calculation of the averages since only in these courses is concentrated effort placed upon the teaching of constructive English. Since the courses taken vary widely from student to student, it was decided to include in the averages only work taken at Benson High school, and then only provided there were at least two grades available.

The calculated correlation coefficient for the 268 test-English grade pairs proved to be $-.639$. Again, a negative correlation coefficient was obtained which shows positive relationship even though negative. The Benson grading system indicates a high grade by "1" and a failing grade by "5". A negative correlation coefficient would therefore be expected.

The correlation coefficient was higher in this study than in the other two, again a thing which might be expected since the two things being correlated were

more nearly tests of the same material.

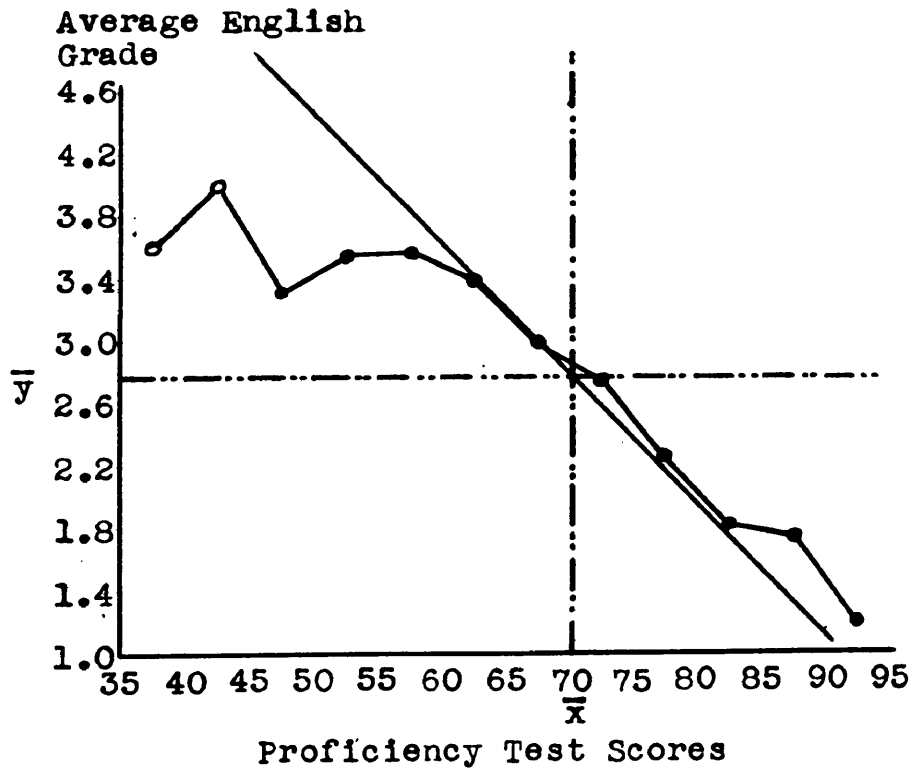
The mean of the test scores this time was 70.04; the standard deviation being 9.32. For the English grades, the arithmetic average was 2.76, while the standard deviation was .858. The regression lines are shown in Figure V. Again a definite relationship of the two lines is seen.

The ratio of r to the standard error of r when ρ equals zero in this case was 10.45. This establishes almost beyond any doubt that this correlation coefficient was obtained because there is an actual association of the two sets of data.

In this chapter three tests of the reliability of the English proficiency examination were made by correlating the test scores with intelligence quotients, rank in the graduating class, and the average English grades made in high school. In each case the correlation coefficient obtained was high and significant. With these studies substantiating the split-half correlation coefficient of .872, the conclusion is drawn that the test under consideration is reliable.

FIGURE V

REGRESSION LINES FOR THE CORRELATION OF THE PROFICIENCY TEST AND AVERAGE ENGLISH GRADES



CHAPTER VI

THE REFRESHER COURSE

As was stated in the opening chapter, the purpose of giving the English proficiency test to the graduating seniors of Benson High school was to sift out those who for some reason had failed to master the fundamentals of the subject and to put them into a special class where they could receive concentrated drill on these essentials. Such a philosophy immediately raises many questions, two of the most important being: Who should be required to take the refresher course, i.e., (relative to the test) what score constitutes a passing grade? and, Will the students learn more from taking the refresher course than they would from the regular senior English courses?

In answer to the first question, it has been proven that grading systems even at their best are always a matter of subjectivity and the dividing line between passing and failing can never be rigidly established since it is always a matter of judgment. The minimum score used for passing for this test was 60. The question therefore resolves itself into one of whether or not the established score of 60 for passing is putting the dividing point at a reasonable place.

In seeking an answer to this problem, a search

of the literature reveals many different grading systems are in current use. Many of the most recent systems are based upon the statistical interpretation of the normal curve which works as follows:

From a normal curve table, the number of standard deviations from the arithmetic mean are calculated which will divide the curve into parts in such a manner that the percentage of areas of these parts under the curve correspond to the percentages in the grade classifications desired. Then by applying these standard deviations to the fitted curve of a particular set of data (the fitted curve represents the total supply), scores are determined which divide this theoretical curve into the desired proportionate parts. Every score can then be converted directly into a grade by reference to the division of the fitted curve into which it falls.

Lang* lists many such percentage divisions for

*Lang, Albert R. Modern Methods in Written Examinations. Houghton Mifflin Co., New York, 1930.

grading systems and shows that the usual expected number of failures in a class lies between five and ten percent.

Upon investigating the results obtained in the English test, it is found that the grade of 60 is 1.024 standard deviations away from the mean of the fitted

normal curve of the data. By reference to a normal curve table, it is found that 1.024 standard deviations from the mean leaves 15.8% of the curve lying outside this value. This is interpreted as meaning that using 60 as the standard for passing of the English proficiency test, 15.8% of the students taking it would be normally expected to fail. Actually there were 44 out of 292 persons, or 15.1% of those taking the examination who were considered as failing.

Both the theoretical 15.8% and the actual 15.1% failures show that the score of 60 gives a greater number of failures than the five to ten percent standards used in most grading systems. Even though this seems to be a large percentage of failures, it may be justified on the grounds that the test is used as a sifting medium for choosing those students most likely to need the refresher course drill. The only point involved is whether or not the additional five percent included by this division will be better off in the review course or in the regular senior literature course.

The second problem, as to whether or not the students would get more out of a refresher course than out of the regular senior course is rather philosophical in nature. The philosophical answer is, of course, that if the individuals involved have not mastered the ordinary fundamental principles of English, then they would

not understand much of the advanced English literature taught during the senior year.

This problem was referred to in question number seven of the questionnaire to teachers. The question asked, "Does the whole proficiency testing program, including the refresher course for all those who fail, insure all graduates of an adequate understanding of English fundamentals?" Since the results of the questionnaire showed the lowest average answer score compared with the other questions, it would seem to indicate that there is not much uniformity of opinion upon this point. However, the fact that one teacher reported a low score for this question because, as she pointed out, "Nothing that is done will ever insure that all will get the fundamentals", perhaps goes to show that the question itself is ambiguous. Therefore, the results obtained from this question may not be too reliable as a measure of whether or not the review course is valuable to those who failed the proficiency test.

Another investigation was therefore carried out to determine whether or not students showed much improvement after having taken the refresher course. To determine this, the proficiency test was administered a second time to a class of twenty-nine students who had just completed the English review course. Table VII

TABLE VII
 SCORES OBTAINED ON THE ENGLISH PROFICIENCY TEST
 BY 29 STUDENTS BEFORE AND AFTER TAKING THE
 REFRESHER COURSE

Pupil Number	Original Score	Final Score
1	59.5	69
2	59.5	79
3	59.5	73
4	59.0	68
5	59.0	66
6	59.0	84
7	59.0	89
8	58.5	87
9	58.5	69
10	58.5	61
11	57.5	84
12	56.5	84
13	55.0	76
14	55.0	67
15	55.0	69
16	54.0	72
17	54.0	79
18	54.0	73
19	54.0	71
20	53.5	77
21	53.5	70
22	53.0	68
23	51.5	81
24	49.5	69
25	46.5	54
26	46.5	68
27	48.0	82
28	44.0	90
29	36.5	81

shows the results of the two tests, before and after taking the refresher course.

A study of this table reveals that every student received a higher score on the second test. Only one of the total group (number 25) failed to get the

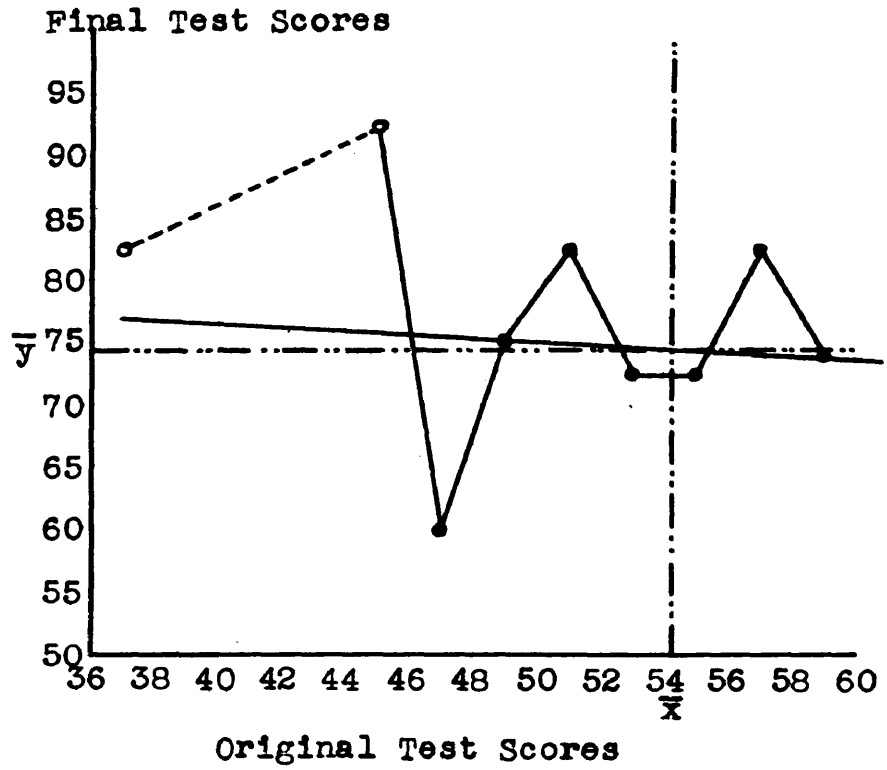
passing grade of 60 the second time. The average score for the initial and final tests were 54.1 and 74.5 respectively. By difference then, the average gain was 20.4 points.

Because of the length and the fact that the children were not allowed to see their papers after they were graded, it is doubtful that they could remember enough of the test from the original administration to show much improvement. The test of the significance of the gain is obtained through finding the standard error of the difference of the two means and then finding the value of the ratio of the actual difference to the standard error. The value of the ratio was found to be 1.944. A value of 1.944 standard deviations is between the .01 and .05 confidence levels and therefore it is doubtful whether the amount of gain shown by the second test is significant, i.e., one cannot be sure that the gain is the result of the refresher course coaching.

Figure VI shows the empirical and calculated regression lines obtained when the test scores, before and after taking the senior English review course, were correlated. The means of the two tests are shown on the graph as 54.2 and 74.4 respectively. They vary slightly from those shown in the straight average of the scores because they were calculated from frequency distributions. The correlation coefficient was found to be $-.082$. The

FIGURE VI

REGRESSION LINES FOR THE CORRELATION OF THE
PROFICIENCY TEST GRADES BEFORE AND AFTER
TAKING SENIOR ENGLISH REVIEW



The ratio of r to the standard error of r when Rho equals zero was .434, which indicates no particular association between the two sets of data.

The regression lines themselves do not reveal anything very significant. The empirical line being quite irregular shows little uniformity of gain based upon the original scores obtained. The slight downward slope of the calculated line can be interpreted as meaning that on the average slightly less gain was made by the persons who had high original scores than those who had low original scores. This might logically be expected.

Based upon general observations and remarks by students, the refresher course has not been branded by the student body with the stigma of being the dumping ground for failures. Instead, there seems to be a consensus of opinion that the course is in many ways more valuable than the regular senior English courses offered. The fact that some pupils take the course voluntarily helps bear out this conclusion.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions are drawn from the results of the studies made in connection with the problem of whether or not the English proficiency test administered to the seniors of Benson High school adequately measures their knowledge of constructive English:

1. The test results follow closely a normal curve distribution.

2. Using 60 as the minimum passing score for the test will give an expected 15.8% failures.

3. The test is valid from the standpoint of the combined opinions of the Benson High school English teachers.

4. The test is valid from the standpoint of following the total English curriculum.

5. The test is valid on the basis that it parallels the English refresher course.

6. The vocabulary section, which constitutes one-fourth of the entire test, is valid from the standpoint of showing a high correlation with a national standardized vocabulary test.

7. The test is reliable as shown by a Spearman-Brown chance-half correlation of .872.

8. The test is reliable compared with the in-

telligence quotients of the pupils tested.

9. The test is reliable compared with the pupil rank in the graduating class.

10. The test is reliable compared with the average grade in constructive English obtained by the pupils in their regular high school courses.

The following general observations should be mentioned:

1. No stigma of failure has been placed by the student body on the individuals who were forced to take the senior review course.

2. Definite improvement in the knowledge of English fundamentals has resulted from the concentrated study in the senior English review course.

3. The requirement of having to pass the examination has had a stimulating effect upon the students who are faced with meeting the requirement.

The following general conclusions are drawn from this study:

1. The English proficiency test administered to the Bonson High school seniors does adequately measure their knowledge of constructive English.

2. The whole English testing program is working successfully.

3. It seems advisable to continue the English proficiency testing program as a permanent requirement for graduation from Benson High school.

In closing, it should be stated that this study has uncovered many related problems which no attempt has been made to solve. The following recommendations are given, not on the basis of definite proof, but that their inclusion here may show where further study of the problem might be profitable.

1. The vocabulary and spelling sections of the test are too long. While the test itself should not be shortened, it might be wise to shorten each of these two sections and add the number of questions dropped to some of the shorter sections.

2. While many of the English teachers were in agreement that the vocabulary test words used were too difficult for high school students, the fact remains that this part of the test was highly valid and reliable and therefore perhaps no change is necessary or desirable.

3. The score of 60 places a larger percentage of pupils in the "failing" category than is the practice with most grading systems. This is immaterial, however, since the test is used only to select a group to take a course in English fundamentals in the place of an English literature course. It does not penalize the student with the loss of a credit as would be the case if

he failed a regular course.

4. The value of taking English review in the place of the regular English course should perhaps be more fully determined.

5. Further study should be made to determine whether or not the spelling section can be administered more efficiently by some other method than is now used.

6. A study of the individual questions might well be made to determine their value in respect to difficulty and differentiating ability. In such a study it might be found that the elimination or change of certain questions might improve the test as a whole.

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.....

APPENDIX

.....

STUDENT'S NAME _____

DATE _____

I. SPELLING - Value 20%

Write in the space to the left the number of the correctly spelled word in each group.

- | | | | | |
|-----------|----------------|-----------------|-----------------|----------------|
| 1. _____ | 1. seige | 2. siege | 3. sieje | 4. seege |
| 2. _____ | 1. fasinat | 2. fascinate | 3. facinate | 4. facinat |
| 3. _____ | 1. noticble | 2. noticeable | 3. noticeble | 4. noticable |
| 4. _____ | 1. dissappear | 2. dissappear | 3. disapeare | 4. disappear |
| 5. _____ | 1. reccommend | 2. recomend | 3. reccommend | 4. recomand |
| 6. _____ | 1. accidently | 2. accidentally | 3. accidentaly | 4. acidently |
| 7. _____ | 1. ussage | 2. useage | 3. usage | 4. usege |
| 8. _____ | 1. athaletics | 2. atheletics | 3. athletix | 4. athletics |
| 9. _____ | 1. preparation | 2. preparasion | 3. preperatison | 4. preparation |
| 10. _____ | 1. naybor | 2. neighbor | 3. nieghbor | 4. neighber |
| 11. _____ | 1. ocassion | 2. occassion | 3. ocasion | 4. occasion |
| 12. _____ | 1. appearence | 2. apperance | 3. appearance | 4. apearence |
| 13. _____ | 1. bennifit | 2. benifit | 3. benefit | 4. benefitt |
| 14. _____ | 1. existnce | 2. existance | 3. existence | 4. existance |
| 15. _____ | 1. aggrivation | 2. aggravation | 3. agrivation | 4. agrivasion |
| 16. _____ | 1. repitition | 2. repetition | 3. repitision | 4. repetision |
| 17. _____ | 1. ultamately | 2. ultimately | 3. ultimatly | 4. ultimitley |
| 18. _____ | 1. laboratory | 2. labaratory | 3. laberatory | 4. labarotory |
| 19. _____ | 1. proseedure | 2. prosedure | 3. procedure | 4. proceedure |
| 20. _____ | 1. seize | 2. seise | 3. sieze | 4. seeze |

II. DICTION Value 15%

Write in the space to the left a plus (+) sign if the expression underlined is correct; write a minus (-) sign if it is incorrect.

1. _____ They could of guessed the answer.
2. _____ He lay on the couch asleep.
3. _____ The principal of the school gave his opinion.
4. _____ Have you finished with this problem?
5. _____ Being that the train was late, he didn't meet his friend.
6. _____ There are fewer soldiers in the canteen today.
7. _____ He didn't enthuse over the plan.
8. _____ This book is different from that.
9. _____ The soldiers were endangered by unhealthy surroundings.
10. _____ He got a job so he could be independent of his parents.
11. _____ The new house corresponded almost exactly with old one.
12. _____ Hitler had no hesitation to use force.

(continued)

II. DICTION (Continued)

13. _____ The game was terribly unexciting.
14. _____ I always set it in its place.
15. _____ He would like to go only he hasn't time.

III. PUNCTUATION - Value 10%

Write in the space to the left a plus (+) sign if the punctuation in the parenthesis is correct; write a minus (-) sign if incorrect.

1. _____ I went to Jack's house (,) which is across the street.
2. _____ I shall never forget the appearance of the place (,) where the accident happened.
3. _____ John took a taxi at the station (,) he was in a hurry to get home.
4. _____ On Saturday we shall be at the Fontenelle Hotel (,) where we shall remain until Tuesday.
5. _____ Wilbur asked what we were planning to do. (?)
6. _____ This was his plan (;) that the crowd would meet at the drug store, take a bus to Florence, and walk to Hummel Park.
7. _____ The day being cloudy (;) we decided not to hike.
8. _____ Assemble the materials (,) while the glue is melting.
9. _____ We have a very strong team (,) therefore we think we shall win.
10. _____ Charles Dickens (,) the author of A Tale of Two Cities, was a newspaperman.

IV. SENTENCE RECOGNITION - Value 5%

Write a plus (+) sign in the space to the left if the group of words is a complete sentence; write a minus (-) sign if not.

1. _____ To be chosen for the place was an honor.
2. _____ Two of them acting as guides, the others carrying the boat.
3. _____ Not to know a sentence may have serious consequences.
4. _____ Prompt attention given to mail orders.
5. _____ See the manager at once.

V. SENTENCE CONSTRUCTION - Value 10%

Write a plus (+) sign in the space to the left if the sentence construction is correct; write a minus (-) sign if it is incorrect.

1. _____ Because of rubber shortage, the government has rationed gasoline.
2. _____ Upon going to bed, the front door of the furnace must be closed.
3. _____ I attended classes only in the morning.

(continued)

V. SENTENCE CONSTRUCTION (Continued)

4. _____ He never has and never will be elected to an office.
5. _____ It says in the paper that we must not be too optimistic.
6. _____ There is no honor to be on this committee.
7. _____ The company has prosecuted trespassers and it will.
8. _____ I stayed home on account of I was sick.
9. _____ She is interested in others and considerate of them.
10. _____ He pronounces his words like an Englishman does.

VI. TYPES OF SENTENCES - Value 5%

In the space to the left of each sentence, write (1) if it is simple, (2) if it is complex, and (3) if it is compound.

1. _____ Winston Churchill and Franklin Roosevelt are the leaders of their countries, but every individual in these countries has a responsibility.
2. _____ I found her in the study hall, laughing and talking with her friends.
3. _____ The grand spruce shook in the wind and tossed the snow about its branches as if it were playing a game.
4. _____ Mary and Jane went home, changed their dresses, and went to the 7 o'clock show.
5. _____ After we win the war, the greater job will be to win the peace.

VII. PARTS OF SPEECH AND GRAMMATICAL CONSTRUCTIONS - Value 10%

Write in the space to the left the number of the correct part of speech or grammatical construction of the underlined word or phrase. Numbers (#1, etc.) in these questions refer to sentences in Question VI.

1. _____ leaders in #1 is (1) predicate adjective (2) predicate nominative (3) appositive (4) subject.
2. _____ in these countries in #1 is (1) gerund (2) subordinate clause (3) prepositional phrase (4) infinitive phrase
3. _____ talking in #2 is (1) gerund (2) adverb (3) participle (4) infinitive
4. _____ The first her in #2 (1) subject (2) direct object (3) indirect object (4) predicate noun
5. _____ The subject of the dependent clause in #3 is (1) spruce (2) wind (3) it (4) game
6. _____ playing in #3 is a (1) noun (2) infinitive (3) verb (4) adverb
7. _____ about in #3 is (1) conjunction (2) preposition (3) adverb (4) introductory word of a dependent clause
8. _____ to win in #4 is (1) infinitive (2) prepositional phrase (3) subject of a dependent clause (4) adverbial phrase
9. _____ greater in #4 is (1) adverb (2) participle (3) adjective (4) subject of the clause
10. _____ dresses in #5 is (1) predicate nominative (2) direct object (3) indirect object (4) object of a preposition. (continued)

VIII. VOCABULARY - Value 25%

Write in the space to the left the number of the word that most nearly means the same as the underlined word.

- | | | | | |
|-----------|--------------------|--------------------|------------------------|-----------------------------------|
| 1. _____ | <u>fragile</u> | 1. fragrant | 2. delicate | 3. <u>deceitful</u> |
| 2. _____ | <u>legible</u> | 1. crooked | 2. healthy | 3. <u>plain</u> |
| 3. _____ | <u>facsimile</u> | 1. axiom | 2. duplicate | 3. <u>command</u> |
| 4. _____ | <u>infantile</u> | 1. healthy | 2. timorous | 3. <u>child-like</u> |
| 5. _____ | <u>tourniquet</u> | 1. tennis match | 2. vixen | 3. <u>device to stop bleeding</u> |
| 6. _____ | <u>anemic</u> | 1. insane | 2. forgetful | 3. <u>deficient in blood</u> |
| 7. _____ | <u>suffix</u> | 1. petition | 2. added syllable | 3. <u>choice</u> |
| 8. _____ | <u>laceration</u> | 1. cut | 2. sprain | 3. <u>oration</u> |
| 9. _____ | <u>taut</u> | 1. limpid | 2. tight | 3. <u>compulsory</u> |
| 10. _____ | <u>implicate</u> | 1. involve | 2. deny | 3. <u>exaggerate</u> |
| 11. _____ | <u>amend</u> | 1. obey | 2. alter | 3. <u>enforce</u> |
| 12. _____ | <u>auxiliary</u> | 1. powerful | 2. assisting | 3. <u>superior</u> |
| 13. _____ | <u>hybridize</u> | 1. drain | 2. bury | 3. <u>interbreed</u> |
| 14. _____ | <u>deplete</u> | 1. explode | 2. exhaust | 3. <u>risk</u> |
| 15. _____ | <u>arrogance</u> | 1. vivacity | 2. happiness | 3. <u>haughtiness</u> |
| 16. _____ | <u>incessant</u> | 1. hopeless | 2. continuous | 3. <u>silent</u> |
| 17. _____ | <u>fallible</u> | 1. fragile | 2. liable to error | 3. <u>unlawful</u> |
| 18. _____ | <u>incubate</u> | 1. brood | 2. burn | 3. <u>anticipate</u> |
| 19. _____ | <u>excerpt</u> | 1. acceptance | 2. extract | 3. <u>summary</u> |
| 20. _____ | <u>decadence</u> | 1. color | 2. decline | 3. <u>joy</u> |
| 21. _____ | <u>ostracize</u> | 1. welcome | 2. dramatize | 3. <u>exclude</u> |
| 22. _____ | <u>coalition</u> | 1. alliance | 2. mercy | 3. <u>retaliation</u> |
| 23. _____ | <u>invalidate</u> | 1. advise | 2. invest | 3. <u>nullify</u> |
| 24. _____ | <u>dexterous</u> | 1. clumsy | 2. skillful | 3. <u>brave</u> |
| 25. _____ | <u>philatelist</u> | 1. pianist | 2. tax collector | 3. <u>stamp collector</u> |
| 26. _____ | <u>incendiary</u> | 1. hospital | 2. incense burner | 3. <u>fire-bug</u> |
| 27. _____ | <u>correlation</u> | 1. combustion | 2. reciprocal relation | 3. <u>reaction</u> |
| 28. _____ | <u>intimidate</u> | 1. mention | 2. violate | 3. <u>overawe</u> |
| 29. _____ | <u>feline</u> | 1. guileless | 2. catlike | 3. <u>ugly</u> |
| 30. _____ | <u>autonomy</u> | 1. self-government | 2. prohibition | 3. <u>strength</u> |
| 31. _____ | <u>acumen</u> | 1. sentiment | 2. keenness | 3. <u>power</u> |
| 32. _____ | <u>plebiscite</u> | 1. flatterer | 2. clown | 3. <u>people's vote</u> |
| 33. _____ | <u>berate</u> | 1. beg | 2. scold | 3. <u>discount</u> |
| 34. _____ | <u>enigma</u> | 1. puzzle | 2. display | 3. <u>question</u> |
| 35. _____ | <u>deprecatory</u> | 1. deceiving | 2. disparaging | 3. <u>pretending</u> |
| 36. _____ | <u>mollify</u> | 1. annoy | 2. appease | 3. <u>recognize</u> |
| 37. _____ | <u>exorbitant</u> | 1. excessive | 2. gay | 3. <u>aggressive</u> |
| 38. _____ | <u>vacillating</u> | 1. deciding | 2. wavering | 3. <u>greasing</u> |
| 39. _____ | <u>requisite</u> | 1. ordered | 2. promised | 3. <u>necessary</u> |
| 40. _____ | <u>innovate</u> | 1. defend | 2. change | 3. <u>refuse</u> |
| 41. _____ | <u>erratic</u> | 1. timid | 2. irregular | 3. <u>irritating</u> |
| 42. _____ | <u>attenuated</u> | 1. lessened | 2. stretched | 3. <u>attacked</u> |
| 43. _____ | <u>clandestine</u> | 1. lighted | 2. secret | 3. <u>urgent</u> |
| 44. _____ | <u>urbane</u> | 1. refined | 2. countrified | 3. <u>ugly</u> |
| 45. _____ | <u>dogmatic</u> | 1. intelligent | 2. absurd | 3. <u>opinionated</u> |
| 46. _____ | <u>exculpate</u> | 1. punish | 2. exonerate | 3. <u>imprison</u> |
| 47. _____ | <u>insularity</u> | 1. arrogance | 2. difficulty | 3. <u>isolation</u> |
| 48. _____ | <u>cursorly</u> | 1. hasty | 2. gloomy | 3. <u>eruptive</u> |
| 49. _____ | <u>callow</u> | 1. hard | 2. honored | 3. <u>inexperienced</u> |
| 50. _____ | <u>histrionic</u> | 1. foreign | 2. historical | 3. <u>theatrical</u> |

1. Do the eight sections of the test cover adequately the subject of constructive English?

Score _____ Undecided _____

What other phase or phases should be tested? _____

2. Do the lengths of the various sections show adequate relationship to the importance of knowing that particular aspect of English?

Score _____ Undecided _____

What sections should be lengthened or shortened? _____

3. Do the lengths of the various sections show adequate relationship to the time spent in teaching these in the total English course?

Score _____ Undecided _____

Where do you feel the lack of adequate relationship is most marked? _____

4. Are the instructions for each section clear?

Score _____ Undecided _____

Suggestions? _____

5. In general, is the method of questioning used adequate and varied enough?

Score _____ Undecided _____

Suggestions? _____

6. Do the individual questions test what they are supposed to test?

Score _____ Undecided _____

Which questions should be changed or re-worded? (Give section and number) _____

7. Does the whole proficiency testing program, including the refresher course for those who fail, insure all graduates of an adequate understanding of English fundamentals?

Score _____ Undecided _____

Suggestions for an improved program _____

SPLIT-HALF TEST SCORES

Odd	Even	Odd	Even	Odd	Even	Odd	Even	Odd	Even
47.0	46.5	41.5	38.5	40.5	35.5	36.0	36.5	31.5	38.0
46.5	42.5	43.5	36.5	39.5	36.5	36.0	36.5	35.5	34.0
45.5	42.5	42.5	37.5	39.0	37.0	40.0	32.5	33.5	36.0
45.5	42.0	39.5	40.5	38.0	38.0	37.5	35.0	33.0	36.5
41.5	46.0	41.5	38.5	38.0	37.5	38.5	33.5	32.5	36.5
45.5	42.0	43.0	37.0	36.0	39.5	36.5	35.5	33.5	35.5
42.5	45.0	39.5	40.5	36.5	39.0	37.0	35.0	38.5	30.5
44.5	43.0	37.0	42.5	37.0	38.5	37.0	33.0	37.0	32.0
42.5	44.0	41.0	38.5	36.5	39.0	36.5	35.0	35.5	33.5
44.0	42.5	41.5	38.0	37.0	38.5	35.5	36.0	37.0	32.0
44.5	42.0	38.5	41.0	41.0	34.0	36.5	35.0	35.5	33.5
44.0	42.0	40.0	39.5	40.5	34.5	34.5	37.0	33.5	35.0
43.0	42.0	40.0	39.5	39.5	35.5	34.5	37.0	32.0	36.5
43.5	41.5	39.5	39.5	38.0	37.0	34.0	37.5	32.0	36.5
45.5	39.5	40.0	39.0	38.0	36.5	37.5	34.0	34.5	34.0
44.0	40.5	41.5	37.5	37.0	37.5	36.5	35.0	35.5	33.0
41.0	43.5	40.0	39.0	40.0	34.5	37.5	34.0	34.0	34.5
43.0	41.5	40.5	38.5	41.0	33.5	35.5	36.0	33.0	35.0
40.5	43.5	39.0	39.5	39.0	35.5	37.0	34.0	31.5	36.5
43.0	41.0	38.0	40.5	34.5	40.0	36.0	35.0	33.0	35.0
46.5	37.5	37.0	41.0	38.0	36.5	37.5	33.5	35.5	32.5
42.5	41.5	37.5	40.0	38.5	36.0	36.5	34.5	35.5	32.5
42.5	41.5	36.5	40.5	35.0	39.5	32.0	38.5	32.0	36.0
42.0	41.0	38.0	39.0	37.5	36.5	35.5	35.0	36.5	31.5
45.0	38.0	36.0	41.0	35.5	38.5	34.5	36.0	31.0	36.5
41.5	41.0	41.0	36.0	37.0	37.0	33.0	37.5	31.5	36.0
39.0	43.0	37.5	39.5	33.5	40.5	35.5	35.0	34.0	33.5
40.0	42.0	39.5	37.5	38.0	36.0	36.0	34.5	34.0	33.5
45.5	36.0	37.5	39.5	38.5	35.5	35.5	34.5	33.0	34.0
40.0	41.5	41.5	35.5	35.5	38.0	35.0	35.0	33.0	34.0
41.0	40.5	40.0	37.0	36.0	37.5	34.0	36.0	36.0	31.0
43.5	37.5	40.0	36.5	38.0	35.5	34.0	36.0	33.0	34.0
40.0	41.0	39.5	37.0	36.0	37.5	39.0	31.0	32.5	34.0
40.0	40.5	37.5	38.0	35.5	38.5	33.0	36.5	35.0	31.5
38.5	42.0	38.5	39.0	38.5	35.0	36.0	33.5	35.0	31.5
42.0	38.5	38.5	37.5	36.0	36.5	34.5	35.0	34.5	32.0

