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age." This girl possessed an I. Q. of 130 but owing to extreme timidity had not taken an active and responsive part in the classroom work. After overcoming these difficulties, the pupil made a much better showing in her school work and the teacher then agreed that she could have done more successful work in an advanced grade.¹

Another case which may be cited is that of an eleven-year old boy who was found to have a mental age of fourteen years and one month. The boy was described as being slow in his movements and in speech yet uncommonly correct in reasoning. His practical judgment was good and he appeared self possessed. His teacher, however, declared that his school work was not above the average.

When these gifted children in a school system have been discovered educators more and more should realize that this group does need direction so that their special abilities may be used to the greatest advantage. Interest must be stimulated and idleness prevented. "Each pupil, whatever may be the character and degree of his natural gifts must be given training of such a nature as will give the utmost possible return to the community for his particular intellectual endowment."²

¹Whipple, G. M. *Classes for Gifted Children*. Bloomington: Public School Publishing Company, 1919, p. 96.

²Trabue, M. R. "Some pitfalls in the administrative use of intelligence tests." *Journal of Educational Research*, 6:1-11, June, 1922.

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EDUCATIONAL RESEARCH CIRCULAR NO. 15

BUREAU OF EDUCATIONAL RESEARCH **EXCHANGE 22**
COLLEGE OF EDUCATION

EDUCATIONAL TESTS FOR USE IN
ELEMENTARY SCHOOLS

By

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URBANA

Educational Tests For Use in Elementary Schools

An intelligent attitude toward educational tests. For several years the use of educational tests has been urged with much enthusiasm and eloquence by a very large number of those who have contributed to our educational periodicals, as well as by many of those who have addressed educational gatherings. Recently a more critical attitude has developed toward these measuring instruments. Attention is being called to their defects and limitations. As a result some people may be in doubt concerning the attitude which they should maintain. There is no question that when properly used educational tests become valuable instruments in the hands of teachers and supervisors but it should always be remembered that they are imperfect instruments. The measures of ability which they yield involve errors which in some cases are sufficiently large to lead to erroneous conclusions. In order that the greatest good may result from the use of educational tests one should avoid the uncritical belief that the measures which they yield are highly accurate and reliable. On the other hand one should bear in mind that in general they yield more accurate information than can be secured through other sources.

A prerequisite for intelligent selection of a test for school use. A prerequisite for an intelligent selection of an educational test for use in a school is a definite plan for using the information which it yields. One reason for this is that tests differ in function. Some of the tests enumerated in the following list have a general survey function; others are diagnostic; some are power tests; but others are rate tests. Unless a test is selected whose function is in agreement with one's purpose, it is likely that the time and money invested in the testing will fail to yield adequate returns. Another reason is that the absence of a well defined plan frequently results in no use being made of the scores obtained on the test. The number of cases in which a test has been given and the results filed away without having been used is surprisingly large. One should not undertake the giving of any educational test merely because other people are doing it. Unless it appears likely that the test will function as an instrument to increase the effectiveness of instruction or the organization of the school, its administration should not be undertaken.

Purposes to be realized by the use of educational tests. The more important uses of educational tests may be grouped under the five following heads:

1. Promotion and classification of pupils.
2. Educational and vocational guidance.
3. Evaluation of school efficiency.
4. Diagnosing pupils for the purpose of providing remedial instruction.
5. Educational research.

From the standpoint of the teacher the diagnosing of pupils for the purpose of providing remedial instruction is the most important use that can be made of information yielded by educational tests. The principal or superintendent will find educational tests helpful in the promotion and classification of pupils and also in the evaluation of school efficiency. Educational and vocational guidance become important beyond the sixth grade.

Criteria to be observed in selecting a test. In addition to a well defined purpose there are certain other criteria which should guide one in selecting a test for use. The scope of this pamphlet does not permit complete enumeration of them. Whenever possible one should consult critical studies of the tests and utilize the scientific information which is available concerning their reliability and validity.¹ In only a few cases are satisfactory critical studies available but there are a few relatively simple criteria which should always be applied.

1. The test should be reasonably simple to give and should not require a large amount of time for scoring. The scoring should also be highly objective. This criterion is particularly important when educational tests are being introduced into a school system.

2. No test should be selected for use unless it is accompanied by detailed directions for its administration and the scoring of the test papers.

3. When a second application of the test is desired the use of a duplicate form is recommended. Frequently such forms have been

¹Monroe, Walter S. "A critical study of certain silent reading tests." University of Illinois Bulletin, Vol. 19, No. 22, Bureau of Educational Research Bulletin No. 8. Urbana: University of Illinois, 1922. 52 p. This study is typical of a large number which have been made. In it several silent reading tests have been studied in detail. They have been compared with each other and with certain criteria. The study leads to certain significant conclusions concerning the reliability and validity of the tests studied.

found to be lacking in equivalence and for this reason it is highly important that the degree of their equivalence be known.

4. Usually a test should not be chosen unless satisfactory norms are available. Occasionally the use of a test which is in process of standardization is justified. However, for the most part it is wise to limit the selection to those tests for which satisfactory norms have been calculated.

5. The cost of the test materials deserves consideration but in estimating the cost one should always take into account the amount and significance of the information yielded by the test. We now have available some batteries of educational tests which yield measures of achievement in two or three different fields. Although the expense per pupil for such a battery of tests may seem large, it may prove much less when considered with reference to the information yielded than that for other tests which have a smaller cost per pupil.

The most valuable tests for use in the elementary school. The value of a test depends upon the uses made of the information which it yields. We have enumerated above some of the more important purposes which may be realized by the use of educational tests. Any test which fulfills its purpose will be valuable. However, in general the two most helpful fields of tests are general intelligence and silent reading. In case one has time for only one test it is recommended that the selection be made in one of these fields. Measures of general intelligence are helpful in interpreting measures of achievement and are valuable for other purposes. Ability in silent reading is a prerequisite for tests in most of the other school subjects.

How often to give educational tests. Except in the study of special problems an intelligence test should be given not oftener than every other year. New entrants may be tested whenever considered desirable. Achievement tests may be given more frequently but it is doubtful if it is profitable to administer them more than twice a year, at the beginning and at the close. For most purposes it will be satisfactory to give a test only once during the school year. When this is done it is recommended that the test be given as soon after the beginning of the year as possible. Some have urged the giving of achievement tests at the end of each month in order to measure the monthly progress. In the judgment of the writer this is not a wise plan. The constant errors of measurement resulting from practice effect and other causes are so large that small gains can have little

significance. It is recommended that achievement tests be given not more than three times during the school year.

Scope of the following list. It has been the intention of the writer to include only those tests in the following list which are now available for general school use. Tests which are known to be distinctly unsatisfactory have been omitted even though they could be purchased in quantity. In some cases tests whose value remains to be demonstrated have been included because it was thought worth while to make announcement of promising tests in process of construction. Norms are available for all except a few of the tests listed and for these norms will doubtless be announced soon. No complete description or criticism of the tests has been attempted. Certain comment has been inserted which the writer thought would be helpful in making intelligent judgments in regard to the value of the different tests.

Prices. In the case of tests which require a copy for each child the prices are given for 100 copies including four complete sets of directions and necessary accessories. This is the reason why some of the prices do not agree with those announced by the publishers for the tests alone. After a school system is supplied with booklets of directions it will not be necessary to purchase them with orders of tests. For the tests which are designed to be used only by the teacher and consequently only one copy is needed for the class the price given is for a single copy. Attempt has been made to secure accurate prices but one should remember that most publishers reserve the right to change prices without notice. For this reason too much dependence should not be placed upon the prices given. They will, however, suffice to guide one in taking account of the cost of test materials in making an intelligent selection from the tests listed. Some of the publishers allow discount when the tests are purchased in quantity. In practically all cases the purchaser is required to pay transportation charges in addition to the prices quoted.

Planning a testing program. One's purpose should always be the guide in planning a testing program. As pointed out in the beginning, a test should never be given until there is a definite plan for making use of the information obtained. This applies to a single test but even more emphatically to a testing program which involves the giving of a group of tests. However, some purposes call for a group of tests and in such cases attention is called to the batteries of educational

tests listed on page 19. Certain tests have been grouped together in such a way that it is possible to realize certain educational values from them. The use of these batteries of educational tests is recommended when they are appropriate to one's purpose.

ACHIEVEMENT TESTS

ARITHMETIC

Buckingham Scale for Problems in Arithmetic

- Division 1, Grades III and IV
- Division 2, Grades V and VI
- Division 3, Grades VII and VIII
- Forms 1 and 2

This is a power test. The structure suggests that the scores yielded by the different divisions are comparable. Experience in using the scale has shown this not to be true.² Nothing is known of the equivalence of the duplicate forms.

Public School Publishing Company, Bloomington, Illinois. 80c.

Cleveland Survey Tests in Arithmetic

Grades III to VIII

This is a battery of fifteen tests. It is most useful for diagnostic purposes and is not intended to be used for making a general survey. It includes thirteen tests on integers and two on common fractions.

Public School Publishing Company, Bloomington Illinois. \$1.90

Courtis Standard Research Tests, Series B

Grades IV to VIII
Forms 1, 2, 3, and 4

This is the well known series of Courtis Arithmetic Tests. These tests are general in the sense that there is only one for each operation with integers. They are diagnostic in the sense that separate information is yielded for each operation.

S. A. Courtis, 1807 E. Grand Boulevard, Detroit, Michigan. \$1.72

²Monroe, W. S. "Report of division of educational tests for '19-20." University of Illinois Bulletin, Vol. 18, No. 21, Bureau of Educational Research Bulletin No. 5. Urbana: University of Illinois, 1921, p. 64.

Courtis Supervisory Tests in Arithmetic

Tests A and Test B, Grades IV to VIII

Forms 1, 2, 3, and 4

These tests are very short and general in character. They should be used only for the purpose of making a general survey.

S. A. Courtis, 1807 E. Grand Boulevard, Detroit, Michigan. \$2.08

Lippincott-Chapman Classroom Products Survey Tests

Grades V to VIII

This battery of tests includes the following: arithmetic fundamentals, arithmetic problems, reading continuous passage test, and reading selections test.

J. B. Lippincott Company, 227 S. Sixth Street, Philadelphia, Pennsylvania. \$3.50

Lunceford Diagnostic Test in Addition

Primary Grades

Forms 1 and 2

Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. 75c.

Monroe Diagnostic Tests in Arithmetic

Part I, Integers, Grades IV to VIII

Part II, Integers, Grades IV to VIII

Part III, Common Fractions, Grades V to VIII

Part IV, Decimal Fractions, Grades VI to VIII

There are twenty-one tests in this series, six in Part I and five in each of the others. Their function is diagnostic and they should not be used unless a detailed diagnosis is desired.

Public School Publishing Company, Bloomington, Illinois. 85c. for each part

Monroe General Survey Scales in Arithmetic

Scale 1, Grades III, IV, and V

Scale 2, Grades VI, VII, and VIII

Forms 1, 2, and 3

These scales were designed for survey purposes only, although each consists of several sub-tests. They are not, however, recommended for diagnostic purposes. The different forms have been shown to be approximately equivalent. A correction number has been estimated which makes the scores yielded by Scale 2 compar-

able with those yielded by Scale 1. These scales are included in the Illinois Examination.

Public School Publishing Company, Bloomington, Illinois. \$1

Monroe Standardized Reasoning Tests in Arithmetic

- Test 1, Grades IV and V
- Test 2, Grades VI and VII
- Test 3, Grade VIII
- Forms 1 and 2

These tests yield separate scores for correct answers and correct principle. No study has been made of the equivalence of the two forms. No attempt has been made to arrive at a basis for comparing the scores yielded by the different tests.

Public School Publishing Company, Bloomington, Illinois. 80c.

Peet-Dearborn Progress Tests in Arithmetic

- Intermediate series, Grades IV and V
- Upper-grade series, Grades VI, VII, and VIII

Each series consists of one problem test and one upon each of the operations of arithmetic. Each of the sub-tests is a power test.

Houghton Mifflin Company, Chicago, Illinois. \$4.80

Stone Reasoning Test

- Grades V to VIII

This is one of the first tests constructed and was originally designed to use only in the sixth grade. It is a power test.

Bureau of Publications, Teachers College, Columbia University, New York City. 40c., Manual of directions, 65c. extra

Woody Arithmetic Scales

- Grades III to VIII
- Series B is an abbreviated form of Series A

A second form of these scales has been prepared by W. W. Theisen and published by the Parker Company, Madison, Wisconsin. These scales are power tests. In this respect they are different from the other tests in the field of the operations of arithmetic.

Bureau of Publications, Teachers College, Columbia University, New York City. Series A 50c each scale, Series B \$1.50, Manual of directions 60c. extra

Woody-McCall Mixed Fundamentals

- Grades II to VIII
- Forms 1 and 2

This is a combination of the Woody Arithmetic Scales for the different operations into a single scale for general survey purposes.

Bureau of Publications, Teachers College, Columbia University, New York City. 60c.

ENGLISH

(Under the head of English we have included measuring instruments for a variety of sub-divisions of the general field. Composition scales, tests in language, grammar, punctuation and literature are to be found under this head. Spelling scales are listed separately.)

Briggs English Form Test

Grades VII and VIII and High School

Forms Alpha and Beta

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.40

Charters Diagnostic Language Tests

Pronouns; Verbs, Miscellaneous A and Miscellaneous B

Grades III to VIII

Forms 1 and 2

These tests are both general and diagnostic. They are based upon the language errors actually made by school children. No information is available concerning the equivalence of different forms.

Public School Publishing Company, Bloomington, Illinois. 80c.

Charters Diagnostic Language and Grammar Tests

Pronouns, Verbs, Miscellaneous.

Grades VII and VIII

These tests are both general and diagnostic. They are based upon the language errors which school children were found to make. No information is available concerning the equivalence of different forms.

Public School Publishing Company, Bloomington, Illinois. \$1.50

Hillegas Scale for Measurement of English Composition by Young People

Grades IV to XII

The Hudelson Scale and the Nassau County Supplement to the Hillegas Scale are essentially revisions of this scale. In general they will be found more satisfactory than the original scale. The Thorn-

dike Extension of the Hillegas Scale is another revision which has corrected some of the faults of the original scale.

Bureau of Publications, Teachers College, Columbia University, New York City. 3c.

Hudelson English Composition Scale

Grades IV to XII

This scale is published in pamphlet form which makes it inconvenient to use. It is essentially a revision of the original Hillegas Scale.

World Book Company, 2261 Prairie Avenue, Chicago, Ill. 56c.

Kirby Grammar Test

Grades VII to XII

Norms for this test have not been announced but it has several promising characteristics.

Extension Division, University of Iowa, Iowa City, Iowa, \$1.75

Lewis Scales for Measuring Special Types of English Composition

Grades V to XII

This is a group of five scales for measuring the following types of writing: 1. Order letters, 2. Letters of application, 3. Social letters of the first type (narrative), 4. Social letters of the second type (problematic), 5. Simple narration. The five scales are published as a single pamphlet. This makes their use inconvenient.

World Book Company, 2126 Prairie Avenue, Chicago, Ill. \$1.36

Minnesota English Composition Scales

Grades V to XII

This is a group of three separate scales, one for each of the following forms of description: narrative, descriptive, expository. The compositions for the scales were selected on the basis of both structure and thought content and were judged to represent approximately the same degrees of merit in these two traits.

University of Minnesota, Minneapolis, Minnesota.

Nassau County Supplement to the Hillegas Scale

Grades IV to VIII

As the name implies, this is a revision of the original Hillegas Scale, and is considered more satisfactory. It is published in convenient form and has been used very widely.

Bureau of Publications, Teachers College, Columbia University, New York City. 10c.

Pressey Diagnostic Tests in English Composition (Vocabulary, grammar, and punctuation)

Grades VII to XII

This is a battery of three separate tests. Norms have not been announced.

Department of Psychology, Indiana University, Bloomington, Indiana. \$1.05

Starch Punctuation Scale

Grades V to VIII and High School

Public School Publishing Company, Bloomington, Illinois. 80c.

Topeka Scale for Measurement of Composition, 1920 Scale

Grades IV to XII

This scale is different in a number of respects. It combines the objectives in composition and a system of marking with a scale. It is also interesting because it represents the results of the attempts of one group of teachers of English Composition to solve their problems.

Topeka Public Schools, Topeka, Kansas. 40c.

Van Wagenen Reading Scale for English Literature

Grade VIII and High School

Forms A, B, and C.

This is essentially a reading test in the field of English literature. The method of arriving at the pupil's score is complicated and will be confusing to many persons. No information is available concerning the equivalence of the three forms.

Public School Publishing Company, Bloomington, Illinois. \$3

Willing Scale for Measuring Written Composition

Grades IV to VIII

This scale is designed to measure separately form value and story value. For this reason it is one of the most useful composition scales.

Public School Publishing Company, Bloomington, Illinois. 9c. single copy

READING

Adams Silent Reading Tests

Grades I to VIII

Edward E. Babb and Company, 93 Federal Street, Boston, Mass. \$1.50

Burgess Picture Supplement Scale for Measuring Ability in Silent Reading

Grades II to VIII

Forms 1, 2, 3, and 4

This test seems to be most satisfactory for the lower grades.

The scoring has been found to be rather highly subjective. Some of the duplicate forms appear to be lacking in equivalence.

Division of Education, Russell Sage Foundation, New York. \$1.25

Courtis Silent Reading Test No. 2

Grades II to VI

Forms 1, 2, and 3

This test is not recommended for use above the fourth grade.

No information is at hand concerning the equivalence of different forms.

S. A. Courtis, 1807 E. Grand Boulevard, Detroit, Michigan. \$3

Gray Standardized Oral Reading Paragraphs

Grades I to VIII

This test is to be administered to pupils individually. For that reason the testing of a class will require considerable time. It is, however, the most satisfactory oral reading test.

Public School Publishing Company, Bloomington, Illinois. \$1

Haggerty Achievement Examination in Reading, Sigma 1

Grades I to III

This is a power test in the field of silent reading. It has been used for securing a measurement of the general intelligence of children as well as of their silent reading ability.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.40

Haggerty Achievement Examination in Reading, Sigma 3

Grades VI to XII

This test consists of three parts—vocabulary, sentence reading, and paragraph reading. Provision is made for combining the three scores secured into a total measure of reading ability. Each of the sub-tests is a power test.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.80

Lippincott-Chapman Classroom Products Survey Tests (Reading continuous passage and reading selections tests)

Grades VII and VIII

This battery of tests includes also one on arithmetic fundamentals and one on arithmetic problems.

J. B. Lippincott Company, 227 S. Sixth Street, Philadelphia, Pennsylvania. \$3.50

Monroe Standardized Silent Reading Tests

Test I, Grades III, IV, and V

Test II, Grades VI, VII, and VIII

Test III, High School

Forms 1, 2, and 3.

There is no Form 3 of Test III. Tests I and II have been revised (see below) and the use of the revised forms is recommended. These tests yield a measure of both rate and comprehension. They are among the simplest tests to use and to interpret.

Public School Publishing Company, Bloomington, Illinois. Tests I and II, 80c., Test III, \$1

Monroe Standardized Silent Reading Tests, Revised

Test I, Grades III, IV, and V.

Test II, Grades VI, VII, and VIII

Forms 1, 2, and 3

These tests are considered to be distinctly superior to the original tests. The scoring is more objective and a number of other improvements have been made. The duplicate forms have been shown to be approximately equivalent. This test is a part of the Illinois Examination.

Public School Publishing Company, Bloomington, Illinois. 80c.

Thorndike Scale Alpha 2. For Measuring the Understanding of Sentences

Part I, Grades III to V

Part II, Grades VI to XII

This is a power test. The scoring is rather highly subjective which makes it somewhat unsatisfactory. The Thorndike-McCall Reading Scale is superior in several respects.

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.70

Thorndike-McCall Reading Scale For the Understanding of Sentences

Grades II to VIII

Forms 1, 2, 3, 4, 5, and 6.

This is a power test. The scoring is not entirely objective. No measure of rate of reading is secured. Evidence concerning the equivalence of duplicate forms is lacking.

Bureau of Publications, Teachers College, Columbia University, New York City. \$2

Thorndike Visual Vocabulary Scales

Scale A-2, Series X and Series Y

Scale B, Series X and Series Y

Grades III to VIII

The different scales and different forms are to be used as duplicate forms. No study has been made of their equivalence.

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.50

SPELLING

Ayres Spelling Scale for Measuring Ability in Spelling

Grades III to VIII

This scale consists of the 1000 words most frequently used in writing. Strictly speaking it is not a measuring instrument but rather a classified list of words from which a spelling test can be made.

Division of Education, Russell Sage Foundation, New York. 10c. single copy

Buckingham Extension of Ayres Spelling Scales

Grades III to VIII and High School

The extension includes 505 new words. They were, however, not chosen in the same manner as Ayres chose his words and hence should not be considered as belonging in a fundamental vocabulary in the same sense as the words in the original scale.

Public School Publishing Company, Bloomington, Ill. 14c. single copy

Courtis Standard Dictation Tests

Grades II to VIII

These tests are in the form of timed sentences. There are two tests for each half grade, an initial test, Form A, and a final test, Form B.

S. A. Courtis, 1807 E. Grand Boulevard, Detroit, Michigan. 11c. single copy

Monroe Timed Sentence Spelling Tests

Test 1, Grades III and IV

Test 2, Grades V and VI
Test 3, Grades VII and VIII

Public School Publishing Company, Bloomington, Illinois. 12c. per set of three

HANDWRITING

Ayres Measuring Scale for Handwriting (three slant edition)
Grades III to VIII

This is the original Ayres scale for measuring handwriting of school children. The Gettysburg edition is a revision, and is recommended for use.

Russell Sage Foundation, Division of Education, N. Y. 18c. single copy

Ayres Scale, "Gettysburg Edition"
Grades II to VIII

This is a revision of the original three slant scale.

Russell Sage Foundation, Division of Education, 10c. single copy

Freeman Chart for Diagnostic Faults in Handwriting
Grades II to VIII

Houghton Mifflin Company, Chicago, Illinois. 30c.

Gray Standard Individual Score Card for Measuring Handwriting
Grades II to VIII

Form II for use of individual pupils

Form III for use as wall chart for class use

Public School Publishing Company, Bloomington, Illinois. Form II, 75c. per hundred; Form III, 10c. single copy

Starch Handwriting Scale, Revised
Grades I to VIII

University Cooperative Company, 504 State Street, Madison, Wisconsin. 50c. single copy

Thorndike Handwriting Scale
Grades V to VIII

Bureau of Publications, Teachers College, Columbia University, New York City. 12c. single copy

GEOGRAPHY

(Tests in the field of geography are less satisfactory than tests in arithmetic, silent reading, spelling and handwriting. For the most

part all of the tests mentioned below are intended to measure information. The lack of continuity between the different divisions of geography tends to lessen the usefulness of the tests.)

Courtis Standardized Supervisory Test in Geography

States and important cities in United States
The world—oceans, continents and countries
Grades III to VIII
Forms A and B

S. A. Courtis, 1807 E. Grand Boulevard, Detroit, Michigan. \$2.68

Gregory-Spencer Geography Tests

Grades VI, VII and VIII
Forms A, B, and C

This is a new test but appears promising.

Bureau of Educational Research, University of Oregon, Eugene, Oregon. \$4

Hahn-Lackey Geography Scale

Grades IV to VIII

This scale consists of a classified list of questions which have been very carefully selected. It is not a test to be placed in the hands of pupils but is rather a source from which a teacher can choose questions of known difficulty and for which standards are available.

H. H. Hahn, State Normal School, Wayne, Nebraska. 16c. single copy

Posey-Van Wagenen Geography Scales

Information R and Thought S
Division I, Grades V and VI
Division II, Grades VII and VIII

The method of obtaining a pupil's score is complicated but is facilitated somewhat by tables.

Public School Publishing Company, Bloomington, Illinois. \$1.50

Witham Standard Geography Tests

Test 1—the World
Test 2—United States
Test 3—South America
Test 4—Europe
Test 5—Asia
Test 6—Africa

Test 7—North America

Test 8—Commercial Geography

Used in grades in which these topics are taught.

J. L. Hammett Company, Cambridge, Massachusetts. \$3.50 for each test

HISTORY

(As in geography the tests in history are somewhat lacking in value because of the nature of the subject matter in this field.)

Barr Diagnostic Tests in American History

Primarily for use in high schools

Series A and Series B

This is an elaborate series of tests and should not be used in elementary schools except near the end of the last year. The author's attempt is to get away from a test which is purely informational. There is some evidence that the two forms are only slightly lacking in equivalence.

Public School Publishing Company, Bloomington, Illinois. \$4

Hahn Scale for Measuring Ability of Children in History

Grades VII and VIII

This scale consists of a list of questions classified on the basis of difficulty. One classification is given for the seventh grade and another for the eighth. The scale should not be placed in the hands of pupils, but is to be used by the teacher as a source from which sets of questions can be selected.

H. H. Hahn, State Normal School, Wayne, Nebraska. 16c. single copy

Harlan Test of Information in American History

Grades VII and VIII

This is a simple test that has been widely used.

Public School Publishing Company, Bloomington, Illinois. 80c.

Van Wagenen American History Scales

Information Scale A and Scale B

Thought Scale A and Scale B

Character Judgment Scale A and Scale B

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.25 each scale; Manual, 96c. extra

BATTERIES OF EDUCATIONAL TESTS

(Certain educational tests have been designed to be used together and have been published in a single booklet. Several of these are also available for use separately. When used in combinations, certain educational advantages may be realized.)

Illinois Examination (Illinois General Intelligence Scale, Monroe's Standardized Silent Reading Tests, Monroe's General Survey Scale in Arithmetic)

Examination I, Grades III, IV and V

Examination II, Grades VI, VII, and VIII

Public School Publishing Company, Bloomington, Illinois. \$4

Lippincott-Chapman Classroom Products Survey Tests (Arithmetic fundamentals, arithmetic problems, reading continuous passage, reading selections)

Grades V to VIII

J. B. Lippincott Company, 227 S. Sixth Street, Philadelphia. \$3.50

Pintner Educational Survey Tests (Arithmetic, reading, completion grammar, geography and history)

Grades II to VIII

Some of the sub-tests in this battery are abbreviated forms of well known tests. Pintner has also devised a battery of non-language mental tests which are designed to be used in connection with these educational survey tests.

College Book Store, Columbus, Ohio. \$8

Pressey Scale of Attainment No. 1 (Reading, arithmetic, spelling)

Grade II

Department of Psychology, Indiana University, Bloomington, Indiana. \$1.15

Pressey Scale of Attainment No. 3 (Spelling, arithmetic and silent reading)

Grade III

Department of Psychology, Indiana University, Bloomington, Indiana. 90c.

Pressey Scale of Attainment No. 2 (History, arithmetic and English)

Grade VIII

There appear to be two groups of tests bearing this title. One of them has the additional title "Schedule A." This is not the one referred to here.

Department of Psychology, Indiana University, Bloomington, Indiana. \$1.65

INTELLIGENCE TESTS

INDIVIDUAL INTELLIGENCE TESTS

For individual testing the Stanford Revision of the Binet-Simon Tests is the most widely used. It is published by Houghton Mifflin Company, Chicago, Illinois. Recently an extension of the Binet-Simon Scale by F. Kuhlmann has been published by Warwick and York, Baltimore, Maryland. The World Book Company, Chicago, Illinois, has recently published the Herring Revision of the Binet-Simon Tests. This revision has received some very favorable comment.

Individual testing requires considerable training and experience on the part of the examiner in order to secure reliable results. The group intelligence tests named below can be effectively administered by any teacher who is willing to devote a relatively short time to a study of the directions. When the results yielded by a group test are considered highly unsatisfactory in the case of certain pupils, it is recommended that an individual examination be given to these pupils.

GROUP INTELLIGENCE TESTS

Cole-Vincent Intelligence Tests for School Entrance

This is a non-verbal scale designed to be given children on entering school for the purpose of assigning them to A and B sections,

Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas. \$8.80

Dearborn Group Test of Intelligence, Series I, Revised Edition

Grades I to III

This battery of tests consists of general examinations A and B. Both examinations are intended to be given at the same time. This group of general intelligence tests has been found to yield very satisfactory results but they are rather difficult to administer and require considerable time.

J. B. Lippincott Company, 227 S. Sixth Street, Philadelphia. \$4.50

Dearborn Group Test of Intelligence, Series II, Revised Edition

Grades IV to IX

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Newson and Company, 73 Fifth Avenue, New York City. \$5

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Forms 1 and 2 of each scale

Grades III to VIII

Scale A and Scale B may be used separately, although it is recommended that both be used in order to insure more reliable measures.

World Book Company, 2126 Prairie Avenue, Chicago, Illinois. \$6.80

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Forms A and B

Grades I to IV

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College Book Store, Columbus, Ohio. \$8

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