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A SURVEY OF THE USE OF STANDARDIZED TESTS  
IN THE JUNIOR HIGH SCHOOLS OF WEBER COUNTY

by

Ashlaug J. Jackson

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Guidance

Approved:

\_\_\_\_\_  
Major Professor

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Logan, Utah

1959

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Ashlaug Jackson

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## INTRODUCTION TO THE STUDY AND REVIEW OF LITERATURE

It is evident from the literature reviewed that there is a need for better understanding and utilization of standardized test results. It seems that unless tests contribute to the learning process they are not justifiable. Merritt (12, p. 66) says the main objective of all endeavor is to promote learning. Ultimately, the worth of any activity carried on in the schools has to be judged by the contribution this activity makes toward the improvement of learning. Testing is no exception. In a broad sense, desirable learning has taken place when behavior has been changed in socially approved directions. Testing is justified only if it contributes to our efforts to bring about such changes.

Fricke and Willman (6, pp. 71-74) express the opinion that all too often test results are filed away in a cabinet or imbedded in a folder, and are not seen by students nor teachers. In this case, only the test publisher benefits. On the other hand, test results could be used for the benefit of the student in arriving at accurate inferences and conclusions:

When a student who, because of proper use of test results, is well adjusted and challenged in his school classes, happy with his curriculum, and aware of his abilities and interests with respect to his educational and vocational future, then, not only he himself benefits, but in the long run, teachers, counselors, school administrators, college personnel, employers, and others benefit.

Janet A. Kelley (9, pp. 279-296) suggests that in a testing program the following questions must be answered:

(a) What is the school's purpose for tests? (b) What do they want to know about students which they cannot find out without tests? (c) What are the critical points within a school program or a class program where that information will be of value? She also suggests that the use of tests must meet teacher needs in these areas: (a) to better understand their pupils; (b) to individualize their pupils' learning; and (c) to improve their teaching.

John A. Green (7, pp. 83-86) states that teaching objectives and measurement objectives are inseparably tied together. He agrees with other authorities that measurement exists for the purpose of enlightening the teacher and pupil concerning that pupil's attainment of classroom objectives.

Lefever, Naslund and Thorpe (10, p. 21) also indicate that a test which does not measure student behavior in terms of curriculum goals is not an appropriate test to use.

Dugald Arbuckle (1, pp. 97-102) seems to think that secondary teachers particularly know very little about the pupils whom they teach although they may be well versed in what they teach. A teacher is not able to do much of a job in helping the student to get an understanding of the

intricacies of mathematics without some understanding of his intellectual assets and liabilities. If the teacher is to function as a real teacher, rather than an instructor, he needs to know something about the personality make-up of his students, and if the teacher is to be really concerned with the total development of the child, with the social, the emotional, the religious and the avocational side of his personality as well as his intellect, he must have some understanding of the total student. One way to get this understanding is through the use of standardized tests.

Arbuckle (1, pp. 97-102) also warns that teachers should be aware that no test is completely valid and reliable. As an example, he makes the following statement:

There will always be very intelligent children who, according to an I.Q. test are subnormal; there will always be children who appear, according to test data, to have little but actually they have much. On the whole, achievement and intelligence measures are much more valid measures of what the child has, rather than what he does not have. Measures of attitudes and personality traits, on the other hand, are generally more questionable measures of what the student has or what he does not have since these items are not as clearly defined and are not as easily measurable . . . Certainly, in modern day education, the high school teacher who is to perform his duties in an efficient manner must have some understanding of tests and other instruments of measurement.

Mary Louise Flood (5, pp. 325-28) seems to think that evaluation or testing is important and that teachers should be encouraged and required to have a minimum of training in testing. She says that evaluation is important for the teacher to aid in his own judgment: (a) to determine the



average achievement level of a class in fundamentals or tool subjects at the beginning of the school year; (b) to determine average mental ability of the class as a group; (c) to determine scholastic potential of each pupil as an indication of expected progress; (d) to determine achievement level of each pupil in the fundamental areas; (e) to obtain a picture of the nature and range of individual differences in the group in both intelligence and achievement; (f) to compare present achievement with past achievement as an indication of progress or growth; (g) to group pupils for instructional purposes whether it is done physically or in the mind of the teacher; (h) to survey and analyze individual's difficulties, and to indicate "remedial" areas which need more testing for diagnostic purposes; (i) to compare achievement with potential; and (j) to provide a basis for counseling parents and pupils.

Dobbin (4, p. 327) in his summary presentation before the National Association of Secondary School Principals outlines the following conditions for effective use of tests:

1. All the teachers whose students are involved are fully aware of the purposes of the testing - accept the program and are prepared to use the results.

2. All the students must recognize tests as useful tools for guidance or self-analysis (not used as threats or hurdles).

3. Most of the parents should have at least a general idea of the purposes and uses of tests.

4. The school administration recognizes that the principal value of testing lies in: (a) improvement of instruction; (b) facilitation of guidance; and (c) administrative decision.

Crook (3, p. 160) appears to favor these three categories for the use of test results as also do many others. For the purpose of this evaluation, I will also use these three categories for the use of test results: (a) for the use of the administration; (b) for the improvement of instruction; and (c) for the facilitation of guidance.

Tests have been widely used throughout the United States for educational purposes. The Educational Records Bureau (14, p. 4) made a survey on the use of tests in which they placed the uses in five categories, that of administrative, supervisory, instructional, guidance and public relations. However, for most purposes, supervisory uses of tests and public relations uses of tests can be classified as administrative.

Many different types of tests have been devised to help the student and the teacher to understand the student more clearly. There are tests of mental ability, aptitude, achievement, interest, social, and personality. There are tests showing preference for vocations, tests indicating problem areas, tests showing readiness, diagnostic tests, all of which are designed to help the teacher and the student.

Segal (13, p. 17) says that the trend in the use of tests is up and that this emphasis of the use of tests is one that can be justified.

Weber County School District has a planned testing program. It is necessary to present the whole testing program from Kindergarten through 12th grade at this time in order that the reader may know what tests are available for use of the Junior High School staff as they attempt to help the Junior High School student to meet his educational needs.

## A TESTING PROGRAM FOR WEBER COUNTY SCHOOLS

In the Weber School District standardized tests are administered when there is a definite need for them and a clearly formulated plan for using the results. The results are made available to those who are trained in their interpretation and aware of their limitations.

The District testing program is used by the administrative staff, the teaching staff, and the guidance staff to identify the pupils' potentialities and to evaluate and improve the total educational program.

The District Standardized Testing Program should indicate the pupil's achievement, aptitudes, interests, capacities, and personality adjustments as he progresses through his educational program.

The District program of testing is accomplished by using standardized group tests and standardized individual tests.

A. The Group Testing Program for Guidance purposes is as follows:

1. The Lee Clark Reading Readiness Test, California Test Bureau, will be given to all kindergarten pupils during their summer kindergarten program. This test will be used as a screening

procedure to identify those pupils who need further testing and to assist in placing them within the extended educational program.

2. The California Achievement Test Battery will be given to all third, sixth, ninth, and eleventh grade pupils at the beginning of the school year. The results of this test will be used to identify pupils who need further testing, to evaluate the progress pattern of the pupil as he passes through the educational program and to assist in placing the pupil with the extended educational program.
3. The General Aptitude Test Battery, U. S. Department of Labor, Bureau of Employment Security, Washington, D. C. will be given to all eleventh grade pupils. The results of this test will be used to identify the pupil's aptitudes. It will also be used as a guide in structuring with the pupil his educational program so that he will register for the courses of study which will prepare him for his vocational choices.
4. The National Merit Scholarship Qualifying Test, Science Research Associates, is given to the eleventh grade pupils who elect to take it. (This involves about 50 percent of the pupils who are high achievers.) The purpose of this test is to screen applicants for National Merit

Scholarships. Semi-finalists will take the College Entrance Examination Board Scholastic Aptitude Test.

5. The Kuder Preference Record, Science Research Associates, is given to all ninth grade pupils. This is used in connection with a unit of vocational work in the civics class. It is used by counselors to help each individual pupil plan his course of study for the next three years.
6. The following group tests are used as the need arises but not on a district or scheduled basis:
  - a. Youth Inventory, Science Research Associates. This test is used on the high school level in connection with the Biology class for the purpose of identifying the pupil's personal problem areas. It is also used by counselors on an individual basis.
  - b. Mooney Problem Check List is used on the Junior and Senior high school levels to help identify the pupil's personal and school problem areas.
  - c. The Gates Reading Survey is used on the Junior high level for the purpose of screening out the pupils who need remedial or developmental help in reading.

d. Science Research Associates and California Mental Maturity Tests are used in some cases where the results are to be used on a group basis, rather than an individual basis.

B. The individual testing program for guidance purposes is as follows:

1. Stanford Binet Intelligence Test is given by the principals and guidance personnel for the purpose of evaluating the pupil's mental capacity, his approaches to problem solving, and other abilities which are involved in problem solving situations. This test is used on all grade levels as the need arises. On the kindergarten level, as many pupils as possible are tested.
2. The Wechsler Bellevue Intelligence Tests are used for the purposes of evaluating the pupil's mental capacity, his approach to problem solving and other abilities which are involved in problem solving situations. This test is used on all grade levels as the need arises.
3. Projective tests such as: The Thematic Apperception, Michigan Picture, Child's Apperception, Sentence Completion, and Draw a Picture tests are used by the guidance personnel to identify emotional frustrations, self-concepts,

and the anxieties and fears of pupils with abnormal emotional behavior.



### THE PROBLEM

The problem of this research is to study the uses which are made of standardized test results in the areas of administration, instructional improvement, and in guidance in the Junior High Schools of Weber County.

## HYPOTHESIS

Although the Weber County School District has a well-planned testing program, it is hypothesized that optimum use is not being made of the results of standardized tests in the Junior High Schools of Weber County.

## PROCEDURE

The procedure followed in gathering data to test the hypothesis is as follows:

1. A questionnaire for administrators on the use of test results was sent to each of the four Junior High School principals in the district. Each principal was then called on the telephone to obtain the answers to the questionnaire.

2. A questionnaire on the use of test results for instructional purposes was sent to each of the 83 Junior High School teachers of the district. Sixty-three of the questionnaires or 75.9 percent were returned. Telephone calls were made to remind the teachers to return the questionnaires. After a period of two weeks had elapsed, post cards were sent by mail urging those who had not returned their questionnaires to do so. Teachers were asked to return their questionnaires unsigned. No coding was used. No attempt was made to determine which teachers had answered the questionnaire.

3. A questionnaire on the use of test results for guidance purposes was sent to each of the six Junior High School counselors of the district. All six of these questionnaires were returned. As in the case of the teachers'

questionnaires, no signatures were required and no codes were used.

## RESULTS

In order to see how the administrators, the teachers, and the counselors answered the questions to test the hypothesis, a series of tables is presented here. Tables 1, 3, and 5 show how the questions were answered by the administrators, by the teachers, and by the counselors. After tables 1, 3, and 5 the results of the questionnaire are reviewed. Tables 2, 4, and 6 show the areas in which these questions are grouped and the number of yes, doubtful and no answers.

Table 1 shows the telephoned questionnaire of 15 items which was sent to the four administrators of the Junior High Schools of Weber County and their answers to it.

As is shown in Table 1, questions 1 and 14 deal with the use of test results to inform parents, or to further public relations. All the administrators use test results to help them in this area.

Questions 3, 4, 12, and 13 deal with the use of standardized test results in the area of curriculum changes. Test results are used to help determine when new classes are to be added to the curriculum but none use them to help to decide whether to drop a class.

Table 1. Questionnaire for the four administrators on the use of test results

Questions	Answers		
	Yes	?	No
1. Do you use standardized test results to inform parents of student progress during conferences? . . . . .	4	0	0
2. Do you use standardized test results to point out to the child his relative standing in his class? . . . . .	2	1	1
3. Do you use standardized test results to modify the educational program within your school? . . . . .	4	0	0
4. Do you use standardized test results to make needed revisions in school offerings? . . . . .	4	0	0
5. Do you use standardized test results to determine what educational objectives have been attained and which need to be attained? . . . . .	3	0	1
6. Do you use standardized test results to group students under the new expanded grouping program? . . . . .	3	0	1
7. Does your school have a definite and specific plan for the use of test results? . . . . .	4	0	0
8. Have plans been made for the preparation of records which will be necessary for the accomplishment of the testing program? . . . . .	4	0	0
9. Has consideration been given to space and time requirements of the program? .	4	0	0
10. Has ample time been allowed for the administration of the tests including time for distributing and collecting booklets, giving instructions, etc.? .	4	0	0

Table 1. Continued

Questions	Answers		
	Yes	?	No
11. Has the scheduling of the tests been conveniently arranged to minimize disruption of regular schedules, avoid conflict with lunch, and recreation periods? . . . . .	4	0	0
12. Do you use standardized test results to help to determine when new classes are to be added to the curriculum? .	4	0	0
13. Do you use the results of standardized tests to determine whether to drop a class from the curriculum? . . . .	4	0	0
14. Do you use the results of standardized test results to help parents to understand the program of the school and to promote better public relations? . .	4	0	0
15. Do you use standardized test results as part of a referral whenever a referral is made? . . . . .	4	0	0

Question 5 deals with evaluation of the educational program. Three of the four administrators use test results to determine whether objectives have been attained.

Questions 2, 6, and 15 deal with grouping of students. Three of four administrators use test results to help with the grouping of students for instructional purposes.

Questions 7 through 11 have to do with the organization of testing. All administrators of the Junior High Schools of Weber County have a well organized and specific plan for testing.

Table 2 shows the areas in which the principals (or administrators) use standardized test results.

From the results in Table 2 we must conclude that administrators use standardized test results widely in the areas of public relations, curriculum changes, in evaluating the educational program, and to some extent in the grouping of students.

Table 3 shows the questionnaire and the answers to it which were returned by 63 of the 83 teachers of the Junior High Schools of Weber County.

As is shown in Table 3, questions 1 through 8 and question number 10 have to do with diagnosing problem areas of the student. About two-thirds of the teachers use test results to help to discover problem difficulties of students.

Question 12 deals with studying the whole child. Fifty-five of the teachers compare test results with school marks, personal development, and other observed data. Eight do not.



Table 2. Results of the use of standardized tests by the administrators of the Junior High Schools of Weber County in the areas of public relations, curriculum changes, evaluation of program and in grouping

Questions	Answers		
	Yes	?	No
<b>Public relations</b>			
1. (inform parents) . . . . .	4	0	0
14. (public relations) . . . . .	4	0	0
<b>Curriculum changes</b>			
3. (modify program) . . . . .	4	0	0
4. (revise offerings) . . . . .	4	0	0
13. (drop classes) . . . . .	0	0	4
12. (add classes) . . . . .	4	0	0
<b>Evaluation of program</b>			
5. (objectives attained) . . . . .	3	0	1
<b>Grouping</b>			
2. (relative standing) . . . . .	2	1	1
6. (grouping in expanded program) . . . . .	3	0	1
15. (in making referrals) . . . . .	4	0	0
<b>Plans for testing</b>			
7. (use of results) . . . . .	4	0	0
8. (record keeping) . . . . .	4	0	0
9. (space and time) . . . . .	4	0	0
10. (administering tests) . . . . .	4	0	0
11. (avoiding conflict) . . . . .	4	0	0

Table 3. Questionnaire for the teachers on the use of standardized tests

Questions	Answers		
	Yes	?	No
Do you use information obtained through the use of standardized tests to:			
1. determine which students need help in reading comprehension? . . . .	47	0	16
2. determine which students need help in building a reading vocabulary? .	45	0	18
3. determine which students are low in arithmetic fundamentals? . . . .	38	0	25
4. determine which students are low in arithmetic reasoning? . . . .	36	0	27
5. determine which students need help in spelling? . . . . .	39	0	24
6. determine if specific students are low in both reading comprehension and in arithmetic reasoning? . . . .	42	0	21
7. determine which students are about average in all subjects? . . . .	47	0	16
8. determine students who are higher in more routine or mechanical skills, as spelling, capitalization and computation, but lower in reading comprehension and conceptual abilities? . .	32	0	31
9. determine which students are above grade in everything? . . . . .	47	0	16
10. determine students who are lower in more routine or mechanical skills than in reasoning, comprehension and conceptual abilities? . . . .	39	0	24
11. group together students with like difficulties for group teaching in small groups? . . . . .	27	0	36
12. make a more complete study of student characteristics, comparing test results with school marks, personal development, intelligence and other observed data?	55	0	8

Table 3. Continued

Questions	Answers		
	Yes	?	No
13. compare the growth of a student in one area as in reading over a period of time? . . . . .	30	0	33
14. determine which students are over-achievers, which are under-achievers, and which are working about to capacity?	51	0	12
15. determine needed instructional improvement? . . . . .	37	0	26
16. inform parents of student progress during parent-teacher conferences? .	40	0	23
17. make a scattergram of your class to determine if students are achieving according to ability? . . . . .	8	0	55
General questions about tests:			
18. Does the use of "none" answers tend to make a multiple choice test equivalent to a completion-type test, thus reducing the effect of random guessing? .	30	11	22
19. Have you had a special course in testing? . . . . .	25	0	38
20. Have you taken a course in testing as part of another course? . . . .	38	0	25
21. Does writing valid, reliable, and useful items for teacher-made tests involve different principles than those applied by experts in writing items for commercially prepared achievement tests?	36	6	34
22. If you had your choice would you give standardized tests every year? . . .	38	3	22
23. Do you think that standardized tests can help you to meet the educational needs of your students? . . . . .	56	1	6

Question 15 deals with needed instructional improvement. About one-half of the teachers use standardized test results to determine needed instructional improvement.

Question 16 concerns informing parents of students' progress during parent-teacher conferences. Almost two-thirds of the teachers use test results to inform parents.

Question 17 shows that eight of the 55 teachers make a scattergram of their classes, to determine if students are achieving according to their ability.

Question 11 has to do with the use of test results in grouping of students. About one-third of the teachers use test results in grouping of students with like difficulties.

Questions 9, 13, and 14 have to do with determining achievement level of students. About two-thirds of the teachers use test results to determine the achievement level of their students.

Questions 18 and 21 have to do with teacher knowledge of tests. About one-third of the teachers gave answers indicating a knowledge of testing principles. Two-thirds were uncertain or indicated a lack of knowledge of testing principles.

Questions 19 and 20 concern teacher preparation in the use of test results. Less than one-half of the teachers have had a special course in testing. A little more than one-half of the group have had some testing as part of another course.

Questions 22 and 23 have to do with teacher attitude toward testing. About five-sixths of the teachers seem to think that tests could help them meet the educational needs of their students. About one-half would give tests every year if they could make a choice.

Table 4 shows the areas in which teachers use standardized test results for instructional purposes.

As shown in Table 4, teachers use results of standardized tests most frequently to identify problem areas for students. To a smaller extent test results are used in determining achievement level of students. More than half of the teachers use test results for instructional improvement. The table shows that teachers are in doubt or show a lack of knowledge of test data. Only 25 out of 63 teachers have had a special course in testing. Thirty-eight out of 63 have had courses in testing as part of another course.

Table 5 is presented to show how the questions were answered by the six guidance counselors of the Junior High Schools of Weber County.

All six counselors use standardized test results in reporting to parents during parent-teacher conferences.

In the questionnaire for counselors, questions 3, 4, and 5 have to do with placement of students. All counselors in the Junior High Schools of Weber County use test results to help in the placement of pupils.

Table 4. Results of the use of standardized tests by 63 teachers of the Junior High Schools of Weber County

Questions	Answers		
	Yes	?	No
<b>Problem areas</b>			
1. (reading comprehension) . . . . .	47	0	16
2. (reading vocabulary) . . . . .	45	0	18
3. (arithmetic fundamentals) . . . . .	38	0	25
4. (arithmetic reasoning) . . . . .	36	0	27
5. (spelling) . . . . .	39	0	24
6. (both reading comprehension and arithmetic reasoning). . . . .	42	0	21
7. (average in all subjects) . . . . .	47	0	16
8. (higher in mechanical skills or in conceptual ability) . . . . .	32	0	31
10. (lower in mechanical skills or in conceptual ability) . . . . .	39	0	24
<b>Grouping</b>			
11. (like difficulties) . . . . .	27	0	36
<b>Instructional improvement</b>			
15. (instructional improvement) . . . . .	37	0	26
<b>Parent-teacher conferences</b>			
16. (inform parent of progress) . . . . .	40	0	23
<b>Study the whole child</b>			
12. (compare marks with development)	55	0	8
<b>Achievement level</b>			
9. (above grade) . . . . .	47	0	16
13. (area growth) . . . . .	30	0	33
14. (over-achievers or under-achievers)	51	0	12
17. (scattergram) . . . . .	8	0	55
<b>Knowledge of tests</b>			
18. (test construction) . . . . .	30	11	22
21. (test construction) . . . . .	23	6	34
<b>Teacher preparation</b>			
19. (special course in testing)	25	0	38
20. (testing as part of another course)	38	0	25
<b>Attitude</b>			
22. (tests every year) . . . . .	38	3	22
23. (do tests help) . . . . .	56	1	6

Table 5. Questions for the guidance counselors on the use of standardized test results

Questions	Answers		
	Yes	?	No
1. On the basis of standardized test results do you make a more complete study of student characteristics, comparing test results with school marks, personal development, intelligence, and other observed data? . . .	6	0	0
2. Do you use information from the use of standardized tests to inform parents of student progress during parent-teacher conferences? . . . . .	6	0	0
3. Have you used standardized test results to recommend pupils for further education or jobs? . . . . .	6	0	0
4. Do you use standardized test results to recommend students for grouping placement under the extended grouping program? . . . . .	6	0	0
5. Do you use standardized test results to make recommendations to the central office in case of a referral? . . . . .	6	0	0
6. Do you use standardized test results to help students plan their high school courses of study? . . . . .	6	0	0
7. Do you compare the student's performance with national norms? . . . . .	6	0	0
8. Do you compare the student's performance with local norms? . . . . .	0	0	6
9. Do you compare achievement test results and I. Q. scores? . . . . .	6	0	0
10. Do you compare the student's achievement score with scores made earlier? . . . . .	6	0	0
11. Do you analyze group errors made on the tests given? . . . . .	3	0	3
12. Do you discuss with the student what can be done to improve his academic weaknesses? . . . . .	6	0	0
13. Do you review with the student the item responses in order to find the most common errors? . . . . .	1	0	5

Questions numbered 1 and 12 deal with studying the whole child. All counselors use standardized test results to study the whole child.

Answers to question 6 show that all counselors use standardized test results to help students plan their high school course of study.

Questions 7, 8, 9, 10, 11, and 13 concern analyzing test scores. All the counselors analyze test scores to determine performance of students except in the case of analyzing group errors. Only one-half of the counselors use test results to analyze group errors.

Question number 12 has to do with suggestions for improvement of learning. All the counselors use standardized test results in this area.

Question number 2 has to do with public relations. All counselors use standardized test results to explain the school program during parent-teacher conferences.

Table 6 is presented to show the areas in which the six guidance counselors use standardized test results.

Table 6 shows that all the counselors of the Junior High Schools of Weber County use test results to further public relations, to study the whole child, to help students plan courses for high school, and to recommend placing students in various groups.

Less use is made of standardized test results in analyzing test scores for group errors and common errors of students.



Table 6. Areas in which six guidance counselors of the Junior High Schools of Weber County use standardized test results

Questions	Answers		
	Yes	?	No
<b>Placement</b>			
3. (education or jobs) . . . . .	6	0	0
4. (grouping) . . . . .	6	0	0
5. (referrals) . . . . .	6	0	0
<b>Study the whole child</b>			
1. (more complete study) . . . . .	6	0	0
12. (academic improvement) . . . . .	6	0	0
<b>Planning</b>			
6. (High School course) . . . . .	6	0	0
<b>Analyzing test scores</b>			
7. (compare with national norms) . . . . .	6	0	0
8. (compare with local norms) . . . . .	0	0	6
9. (ability and achievement) . . . . .	2	0	4
10. (growth in area) . . . . .	6	0	0
11. (group errors) . . . . .	3	0	3
13. (common errors) . . . . .	1	0	5
<b>Public relations</b>			
2. (parent-teacher conferences) . . . . .	6	0	0

## CONCLUSIONS

This study shows that although the Weber County School District has a well-organized plan for testing, optimum use is not being made of standardized test results.

1. All four of the Junior High School principals have provided ample time and space for the giving of tests and the keeping of records of the tests. They all use test results in making referrals to the central office concerning students who do not fit into the regular school program. All four principals use the results of standardized tests to inform parents about the school program, to further public relations, and to determine curriculum changes. Test results are not used to determine when to drop a class. Three of the four principals use test results to determine whether educational objectives have been met. In discussing with the child his relative position in the class, two principals use standardized test results, one does not use test results and one expressed doubt.

2. According to this study teachers use test results most frequently to study student characteristics, comparing test results with school marks, personal development, intelligence and other observed data. Fifty-five of the 63 teachers study the whole child in this manner. The next

highest number of affirmative answers was given in the area of achievement level where 51 teachers answered that they determine which students are over-achievers, which are under-achievers, and which are working about to capacity. However, when asked in question 17, table 4, whether a scattergram was made of the class to determine which students were achieving according to their capacity, only eight reported having made scattergrams.

Fifty-six of the 63 teachers who returned questionnaires gave answers indicating that they think standardized tests can help them to meet the educational needs of the child but only 38 would give standardized tests every year if they had a choice.

About three-fourths of the teachers use the results of standardized tests to determine difficulties of students in reading comprehension and in building a reading vocabulary. About 60 percent use standardized test results to determine if students are having difficulty with arithmetic fundamentals, with arithmetic reasoning, and with spelling. About 66 percent compare standardized test results to determine if a particular student is low in both reading comprehension and in arithmetic reasoning.

About three-fourths of the teachers use standardized test results to determine which students are about average in everything and which students are above grade in all their subjects.

About 60 percent of the teachers use standardized test results to determine which students are higher or lower in mechanical skills than in reasoning, comprehension and conceptual abilities.

Twenty-seven of the 63 teachers group together children with like difficulties in small groups, 30 compare the growth of a student over a period of time.

Thirty-seven or about 59 percent use test results to determine where their teaching methods should be changed.

About 63 percent of the teachers responding to the questionnaire use the results of standardized tests in reporting to parents during parent-teacher conferences.

In the area of knowledge of tests there are 17 doubtful answers. Less than half of the teachers gave answers indicating a knowledge of test data.

Only 25 or less than 40 percent of the teachers participating in the questionnaire have had a special course in testing. About 60 percent (38) have had testing as part of another course.

3. Counselors use the results of tests extensively in placement of students, in studying the whole child, in planning high school courses with the student, in parent-teacher conferences and in comparing the student's test scores with national norms. They do not compare a student's score with local norms. Only one-half of the counselors analyze test scores for common group errors. Only one-third analyze with the student the errors he made on the test.

One might question the validity of the conclusions drawn in this study because of the questionable validity of the answers themselves, however one might well conclude that although the Weber County School District has a well-organized plan for testing, greater use could be made of standardized test results to help the child.

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