



School readiness and achievement of Crow Indian children, first through fourth grades, at Pryor, Montana
by Joyce Martin Jensen

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Education
Montana State University
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Abstract:

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The three first graders received scores of "b" on the Readiness Test given in May. For grades two, three, and four, Arithmetic, especially Computation, had the highest scores. Spelling was also high. The lowest scores were in Word Discrimination, Problem Solving and Concepts, and Reading.

The scores on the Gesell Developmental Examination were up to three years behind chronological age. In no case were the scores equal to or higher than chronological age. Few children had notions of such things as birth date, address, date, occupations, and birthday parties. The children were up to three years behind as measured by this test.

The Lowenfeld Mosaic was enjoyed immensely. They worked quickly making a pattern. Only three named their pictures; none discussed what they had done.

On the Piaget tasks, most children understood the task of Counting and had no trouble with it. When classifying Floating Bodies, most children did not understand fully. They were right only a part of the time. Very few children understood Conservation of Water. They based answers on height of water or number of containers. Thus, the children's development was far behind their chronological ages, as measured by these tasks.

Every score rose during the year, although some did not increase very much. Of eighty-seven correlations, twelve were significant. Many of those included one item dealing with English, such as Word Knowledge or Word Discrimination.

This study is a broad, pilot study, serving more as a description than as a study dealing with final, definite conclusions.

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Date Aug. 9, 1969

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FIRST THROUGH FOURTH GRADES, AT PRYOR, MONTANA

By
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A thesis submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

of

MASTER OF SCIENCE

in

Education

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ABSTRACT

The study was based on a full year's work with Crow Indian children, grades 1-4, at Pryor, Montana. Five tests were given and evaluated: The Stanford-Binet Intelligence Scale, the Metropolitan Achievement Tests, The Gesell Developmental Examination, the Lowenfeld Mosaic, and three tasks selected from Piaget.

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CHAPTER I

INTRODUCTION

Education is important for success in the American world as it now exists. Therefore, every community in our country provides some type of formal education for its young. In some places this formal education is of the highest quality. In other places the quality is much poorer. Some parents support the schools; others ignore them; and still others work against school either consciously or unconsciously. The child is caught in the middle between home and school. Often, the younger the child, the more severely he is caught.

Starting school may or may not be a pleasant experience. If the child is mature enough and capable of doing the work, school will probably be enjoyable. However, if he cannot do the work, school will be very frustrating. Then the child will cause problems, in either aggressive or withdrawn ways.

Many criteria have been used for determining when a child should enter school. The most common criteria now is chronological age based upon birthdate. However, being six does not mean the child thinks or acts like a six-year-old. If he is not as mature as the average six-year-old, school will very likely demand more than he is capable of doing. Readiness is a word used as an expression of maturity. If the child is not ready when he begins school, he may not be ready for any following grade, since each succeeding grade demands increasing maturity.

Innate ability, initial readiness for school, increasing maturity,

and achievement in school will help or hinder a child's progress. For each of these factors, tests have been constructed, validated, and standardized to do the specific job of measuring. Among these tests are the ones used for this study: The Lowenfeld Mosaic Test, tasks from Piaget, the Gesell Developmental Examination, the Stanford-Binet Intelligence Scale, the Metropolitan Readiness Tests, and the Metropolitan Achievement Tests.

Tests show that the above factors may present problems in any group of children. However, in a group of a different culture, they may present grave problems.

Indians have two-thirds life expectancy, one-half to one-third the level of education, less than one-third the income, and seven to eight times as much unemployment as the national average for all Americans.¹

Also, Indians have retained much of their own culture:

. . .after 300 years of white contact, . . .Indians still maintain a different culture than that of the surrounding non-Indians. While much of the traditional culture has been lost there remains a residue largely expressed in a value system somewhat at variance with that of American culture.²

The Indian is thus trying and succeeding in great measure to remain a distinct and separate race. For example, in Montana and Wyoming 80% of the children in mixed schools choose friends of their own race.³

¹Stone, Veda, "The Indian Child in the Classroom," Journal of American Indian Education, May, 1964, Vol. 3, No. 3, p. 16. ✓

²Ibid., p. 17.

³Coombs, L. Madison, Ralph E. Kron, E. Gordon Collister, Kenneth E. Anderson, The Indian Child Goes to School, United States Department of the Interior Bureau of Indian Affairs, 1958, p. 8.

Indian children, therefore, are in two worlds. Sometimes they do not know exactly how to make these two worlds match. Education helps the child learn about the white man's world. For many children school is the only formal contact with white man and his world.

For instance, although the children from Pryor, Montana, made trips to Billings and although they watched television, they did not understand much of what they saw and heard. They often asked teachers for explanations. "Is Dean Martin and you sisters?" a child asked his teacher one day. "You have the same last names." Comments like these were often heard: "Why did the lady follow us over the store? We don't steal." "Why do bosteela (whites) make fun of us all the time?" Because of their lack of understanding or their sensitivity, the children often feared and hated the white man's world. Worse, because they were not quite sure of whom or what they were, they often even hated themselves and each other.

To a certain extent one's world view and understanding are controlled by one's language. Often even translation may not help. If the child does not have adequate command of the English language, he will not understand many of the concepts taught in school. The children at Pryor did not have command of English. Also, many of them seemed to have poor command of their own native tongue, Crow. Frequently a child would start to say something in English, then turn to a classmate to translate a Crow word or phrase into English. Occasionally a child would start to say something, then quit because he had no words in either English or Crow.

There is a break between third and fourth grades. Prior to fourth grade, the children's reading vocabulary consists of common, everyday words which comprise about 5% of the English language.⁴ In fourth grade the reading vocabulary expands and becomes more difficult. The child with the best command of English has the least difficulty with the transition. Perhaps this explains why Coombs⁵ and others found that fourth grade Indian children scored more like white children in the fall than do children at any higher grade level. At that time they are still using common words.

Researchers have also found that Indian pupils in public schools achieved higher than Indian pupils in federal or in mission schools, although they scored much lower than rural white children from the same area. Indians in Montana and Wyoming scored higher than Indians from many other areas. However, they scored considerably lower compared to their rural white neighbors. There was no significant difference between Indian pupils in mostly Indian schools and those in schools which were $\frac{1}{2}$ Indian and $\frac{1}{2}$ white. (See Appendix A.) On the average, Indian children were six months older than white children in the same grade. Those overaged tended to be boys; those at age, girls. Those overaged did not score as high as those at age. Several reasons have been given for Indian children's being older. In many cases, the first year of

⁴Crater Alice, Annis Flake, Ethel Mills, "Third Graders and Reading Dictionaries," Journal of American Indian Education, Vol. 2, No. 3, (May, 1963), p. 16. ✓

⁵Coombs, and others, op. cit.

school was used to teach the child enough English to succeed in school. Hopefully, Head Start is now fulfilling that role. Because of very irregular attendance, children often repeated grades. Also, many pupils started school late.⁶ Indian children compared most favorably with rural whites in spelling and arithmetic fundamentals. They scored least favorably in reading vocabulary and arithmetical reasoning.⁷

Before 1935, studies "proved" that Indians were less intelligent as measured by tests. More recently the Indians were found to have I.Q.'s similar to whites; or any differences were easily explained by language and cultural differences.⁸ Intelligence tests have been standardized mainly for white children from urban areas who have facility in English. Many Indians made similar low I.Q. scores as rural children from the same geographic area using the same test.⁹ When the school began to fill in the background of the child, his I.Q. rose.¹⁰ These were some findings on Indian children:

- (1) Intelligence tests as they presently exist may not be a true indicator of a child's innate intelligence.

⁶Rossel, Robert A., Handbook for Indian Education, Los Angeles: Amerindian Publishing Company, n,d;p. 63.

⁷Ibid., p. 63.

⁸Ibid., p. 57

⁹Beatty, Willard W., ed., Education for Cultural Change, U. S. Department of the Interior Bureau of Indian Affairs, 1953, p. 502.

¹⁰Ibid., p. 500.

- (2) Intelligence tests may be culturally biased in favor of white, middle class children to the extent of over 20 I.Q. points.
- (3) Verbal items on an intelligence test are the most difficult for the low status children.
- (4) Intelligence tests can be used to predict educability within the narrow limited concept practiced by schools today.
- (5) Many children are penalized because their culture precludes their possessing the knowledge necessary to succeed at school.
- (6) Motivation is not everywhere the same and constant but varies.¹¹

It is believed that Indian children score lower on both achievement and I.Q. tests than white children for two main reasons, language and environment. For most Indian children, English is a second language, not the first. Also, most of these children are from rural communities isolated from the dominant white communities. No wonder children often have difficulty in the white man's school. It is not geared to them.

Because very little has been done with primary grades, this present study was made in grades one through four. Many facets of the child were tested. During the year, the teachers tried many things to broaden the child's environment and to aid in his growth and development. The children were tested again. Few studies of this kind have been done with Crow Indian children, especially at lower grade levels. Before teachers can effectively teach Crow Indian children, they need to know the level of the children and the capabilities. Hopefully, this study

¹¹Rossel, op. cit., pgs. 65-66.

will aid teachers in better understanding their pupils. Perhaps, too, it will have suggestions to better prepare them to consider how to teach these children from a different culture, which is based on a proud heritage of brave people.

This study originated from a full year's work with children of the Pryor Public School at Pryor, Montana. This school is on the Crow Indian Reservation in southeastern Montana.

During the school year 1967-1968, the school included fifty-one pupils in grades one through eight and in the Special Education Class. Nearby were the Head Start classes. The school was divided into classes in blocks of two grades per room. There were four teachers for the eighth grades. A fifth teacher taught the Special Education Class. Except for Special Education, there were between ten and thirteen pupils in each room. The Public School contained slightly under one-half of the children of this age range. Most of the rest went to the Catholic mission school, St. Charles. Only the first four grades were used for the testing done for this study. There was a total of twenty-one pupils, as shown in Table 1.

TABLE 1

First grade	-----	3 boys
Second grade	6 girls	2 boys
Third grade	6 girls	2 boys
Fourth grade	2 girls	-----

The children in grades 1-4 at Pryor Public School.

Personal observations of the investigator revealed the following: Two of the children in this sample spoke only English--a first grade boy and his cousin, a second grade girl. The rest of the children spoke

both Crow and English, although none of them had a very extensive knowledge of English. All of the children had access in their homes to radio and television. There were five radio stations and two television stations which could be received from Billings, Montana. Many of them made occasional trips to Billings, where they sometimes saw motion pictures. Because there were no telephones in Pryor, most of the children had little experience using one. A large number of children came from broken or other wise disarranged homes. Most of the children were from large families living in small, crowded houses. Very few of them received much attention at home. Few of them liked or enjoyed school for many reasons, including the type of curriculum and parental attitudes. However, even in school these children were usually bright, eager, alert, independent, and feisty.

There were five types of data used in this study: The Lowenfeld Mosaic test; three selected tasks from Piaget, the Gesell Developmental Examination, the Stanford-Binet Intelligence Scale, and the Metropolitan Readiness and Achievement tests. Also included are some personal comments and empirical observations of the writer. Each of these sources of information hopefully shows something about the children. Three of these tests are developmental in nature--the Lowenfeld Mosaic, Piaget's tasks, and the Gesell Developmental Examination. The Stanford-Binet measures innate abilities. Lastly, the Readiness and the Achievement tests relate directly to the pupil's progress in formal school.

Three of these tests were given twice--the Gesell, the Metropolitan, and the Stanford-Binet--once in September, 1967, and once in May, 1968.

In both September and in May the Readiness and Achievement tests were given by the regular classroom teachers in their own rooms. In September the three first grade boys were not tested because of lack of a suitable test to specifically fit these children. One of the second grade boys was given a third grade achievement test because the teachers did not realize he had been retained. In September, the Gesell Developmental Exam and the Stanford-Binet were given by two trained persons, Dr. Elnora Wright and Mr. Warren Stone from Montana State University in Bozeman, Montana. They also graded those tests at both the beginning and the end of the year. Two small rooms in the school were used. In May, the four tests, Gesell, Stanford-Binet, Mosaic, and Piaget were given simultaneously in the multipurpose room of the school. For the most part, the tests were conducted by trained students from Montana State University. The children sat at the lunch tables for three of the tests. For the Mosaic, a small desk was set up apart from the tables. Two people were giving the Gesell; two others, the Stanford-Binet. The tests took varying amounts of time. Once in a while a child wandered around the room. In order to complete the testing in two days, the examiners gave tests all day. The children were shy, yet curious. The examiners occasionally had difficulty in understanding the children. A few times the examiners talked with the teachers after the test had been given for an explanation or interpretation of statements made by the children.

The Readiness test and the Achievement tests were given by the teachers in their own classrooms. Two days were allowed for the tests.

The first graders were given the Metropolitan Readiness Tests individually. The second graders were given the Metropolitan Achievement Tests, Primary Battery II. Third and fourth graders were given the Metropolitan Achievement Tests, Elementary Battery. Form A was given in September; Form B in March. Only Form A of the Readiness Test was given in March. The teachers encouraged the children to guess if they could not figure out the answer.

In most parts of these five types of tests, the examiners felt lack of understanding of and lack of ability to communicate in English on the part of the Indian children were definite barriers. Also, most of the examiners felt the children's lack of enunciation, improper pronunciations, unusual grammatical forms, and a low tone of voice caused difficulty. In some cases they felt the children's shyness and extremely short attention span made testing difficult. All examiners agreed that conducting four tests simultaneously in the same room was hazardous. However, despite disadvantages and limitations, the tests gave an idea of these children's abilities and development.

CHAPTER II

STANFORD-BINET INTELLIGENCE SCALE

Description of the test.

The Stanford-Binet Intelligence Scale first came into being in 1916 when Terman revised the original scale of Binet and Simon.¹² A second revision was completed in 1937; and the third revision in 1960. Thousands of subjects were used for standardization of each revision.

The Stanford-Binet Intelligence Scale attempts to measure intelligence as general mental adaptability.¹³ Because the Scale attempts to measure general things, individuals often do better on one part than on another.

Whatever the nature of intelligence may be, its manifestations in the individual are uneven. One individual will do better with one kind of material than he does with another.¹⁴

Included in the Scale are ninety-six tests. There are many different types of items including the following: Analogies, either similarities or differences, either pictorial or verbal; memory for sentences, which is repetition after the examiner; vocabulary; definitions; repetition of digits, either forward or in reverse; verbal absurdities such as "Bill Jones's feet are so big he has to pull his trousers on over his

¹²Terman, Lewis M. and Maud A. Merrill, Stanford-Binet Intelligence Scale. Manual for the Third Revision Form L-M. Boston: Houghton Mifflin Company, 1960, p. 5.

¹³Ibid., p. 39.

¹⁴Ibid., p. 60.

head"; memory of design; duplicating design; and arithmetical problems. Terman and Merrill believed that tests such as abstract words, analogies, vocabulary, verbal absurdities, and others are more likely to show general intelligence than are manipulative tests.¹⁵ Thus, verbal tests are somewhat more indicative of general intelligence.

In order to use the information gleaned from this whole test, the Stanford-Binet Intelligence Scale has been based on age as standards of performance. Two types of ages are important, chronological and mental. The chronological age is figured in months dating from the subject's birth. Mental age, however, is determined by the test. "Mental age (MA) on the scales is found by crediting the subject with his basal age plus all additional credits earned beyond his basal."¹⁶ The basal age is the level at which all the items are passed just prior to the level at which the first item is missed. The ceiling or maximum is that level at which all items are missed. For the age scale of the test to be valid, there must be an increase in the number of subjects able to pass a given item at each successive age. Through much research and after many tests, a kind of progression was developed.

Giving and scoring the test requires about fifty hours of training. Besides knowledge of the test, there are three conditions necessary for

¹⁵Ibid., p. 12.

¹⁶Ibid., p. 62.

valid test results:

- (1) following standard procedures,
- (2) eliciting the subject's best efforts,
- (3) scoring all responses correctly.¹⁷

The length of time for this test varies from about one-half hour with a young child to one and one-half hours for older children and adults. On the L-M form of the Stanford-Binet (the form now used), certain items at each level are starred. By using only these starred items, the examiner can give the test in three-fourths of the usual time. The results obtained this way are somewhat less reliable than those obtained from the full test. However,

Watson's survey of studies reporting the results of the use of the abbreviated scales indicates that the difference between means for full scale I.Q.'s as compared with abbreviated I.Q.'s is in no case statistically significant.¹⁸

The subjects at Pryor, Montana, were given the abbreviated form of this test.

Terman and Merrill have found that approximately 46% of the cases have I.Q.'s ranging from 90-110. This corresponds to the concept of average or normal.

Results of the Test.

In Pryor the abbreviated form of the test was given to the twenty-one children in October, 1967, and again in May, 1968. The following section reports the important results of the two tests.

¹⁷Ibid., p. 46.

¹⁸Ibid., p. 62.

The basal age ranged from III to X with the largest numbers at V, VI, and VII. In October, the basal age range was from III to VII. By May it was higher, ranging from V to X. The ceiling also varied. In October it was from V to XI; by May it was from VII to XIII. Six children had a basal age below V in October. By May only one child was below V. Table 2 shows the number of children at each level.

Level	Basal age		Ceiling	
	Oct.	May	Oct.	May
III	1			
III-6	1			
IV	3			
IV-6	1	1		
V	4	9	1	
VI	7	3	3	
VII	4	6	5	4
VIII		1	1	3
IX		0	4	10
X		1	2	1
XI			5	2
XIII				1

Basal Age and Ceiling in Oct. and May

Vocabulary seemed to be the most difficult item on the test. Of the first nineteen vocabulary words only straw, envelope, orange, puddle, eyelash, and roar were more often identified correctly than incorrectly. Only two children correctly identified juggler. Only one child correctly defined each of these words: Scorch, muzzle, haste, and regard. All incorrectly defined lecture, skill, brunette, peculiarity, and priceless. Most children missed lap, Mars, and gown. Table 3 shows the number who correctly defined the first nine vocabulary words.

TABLE 3

Word	Oct.	May
1. orange	20	16
2. envelope	19	18
3. straw	20	20
4. puddle	13	14
5. tap	11	8
6. gown	4	6
7. roar	11	12
8. eyelash	14	13
9. Mars	6	7

Vocabulary: Number Correct

At level V, the children all completed "the man." At level VI the differences confused many of them, especially the differences between wood and glass. Opposite analogies were often difficult also. However, the children answered the number concepts correctly in almost every case (seven of one hundred fifty incorrect). At level VII, the similarities between two things were often answered incorrectly. The similarity between iron and silver was missed most often. The section on comprehension was difficult too. Repeating five in order was also difficult. In similarities, comprehension, and repeating digits, over half of the answers given were incorrect. However, every child copied the diamond correctly. At level VIII the children began to answer more of the questions correctly than incorrectly. Still, over half the answers were incorrect for verbal absurdities; but only a third were incorrect for similarities and differences. Only finding the similarity and the difference between ocean and river proved difficult. At level IX only "repeat four digits in reverse order" had more incorrect answers than correct. Of the questions about making change only "25 - 4 = _____" had more incorrect responses than correct. The rhymes seemed

relatively easy. Only one had half the responses incorrect. That one was "name an animal that rhymes with fair." Both making change and rhymes had more correct than incorrect responses. Memory for design had the most correct responses. In some cases this was the only correct item at level XI where it again appears. Of the abstract words at level X, "surprise" was the only one correctly identified by more than half the children. At level XI the memory for design was correct. Also, similarities between three things were correctly observed in six of eight responses. The children then were most successful when dealing with number concepts, copying the diamond, similarities and differences, rhymes, and memory for design. They were least successful with vocabulary, differences, opposite analogies, comprehension, repeating digits, and verbal absurdities.

In October, I.Q. ranged from 68 to 108, with the median at 79. The average was 82. In May the range was from 71 to 116, with the median at 84 and the average at 86. The median was five points higher, and the average four points higher in May. Of the twenty-one children, seven decreased in I.Q. score; one child had the same score; and thirteen increased. The increases and decreases are shown by Table 4:

TABLE 4

points difference	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
number of children	1	1	4	1	1	2	1	1		2	1		2			1		2	1

Change in I.Q. scores

Of the seven who decreased, two were second graders, four were third graders, and one was a fourth grader. Only one boy showed a

decrease. A third grade girl had the score which remained the same. The gain of fourteen points was made by a second grade boy. All three first graders gained points; six second graders gained while two decreased; four third graders increased while four decreased; and one fourth grader increased while one decreased.

CHAPTER III

THE METROPOLITAN READINESS AND ACHIEVEMENT TESTS

Description of the tests.¹⁹

The Metropolitan Achievement Tests are a series of comprehensive achievement tests. They contribute to the teacher's understanding of and analysis of pupils' achievement and provide data for evaluation of pupil growth from year to year. The researchers suggest grades for use of each battery. However, if pupil achievement is much above or below the national average, a higher or lower grade battery should be used. In Pryor this was done by giving the first graders the Readiness Test in March.

Scoring can be done either by machine or by hand. A raw score is obtained and converted to a standard score by the use of a table. From the standard score the other measures are derived, also by the use of tables. The stanine is a "simple 9-point scale of normalized standard scores. . . ." ²⁰ The units are equally spaced in the scale. Achievement is accurately portrayed. Use of the stanine makes comparison with others of the same grade level simple. It is also easy to use for a composite score or averages. Table 5 shows divisions of stanines and

¹⁹The description is based on information from the teacher's manuals accompanying the tests.

²⁰Metropolitan Achievement Tests Elementary Battery, N.Y.: Harcourt, Brace & World, Inc., 1959, p. 10.

the percentage of pupils at each level.

TABLE 5

9	4%	Superior	4%
8	7%	Above	
7	12%	average	19%
6	17%		
5	20%	Average	54%
4	17%		
3	12%	Below	
2	7%	average	19%
1	4%	Poor	4%

Stanines and Percentiles²¹

The percentile rank is another scale. It tells the per cent of pupils at a given grade who obtained a score equal to or less than the score in question. Percentile rank permits finer discrimination than do stanines. However, the units are not equal. Stanines and percentiles can be matched as shown in Table 6.

TABLE 6

Percentiles	Stanines	Ratings
96+	9	Superior
89-95	8	Above
77-88	7	average
60-76	6	
40-59	5	Average
23-39	4	
11-22	3	Below
4-10	2	average
Below 4	1	Poor

Matching Percentiles and Stanines²²

The third scale is that of Grade Equivalent, "grade placement of

²¹Ibid., p. 10.

²²Ibid., p. 12.

pupils for whom the given score is the average of norm."²³ Thus, a grade equivalent of 3.2 means the average score of pupils in the second month of the third grade. This is the most common method of analysis. It is not satisfactory, however, when the pupils' achievement varies markedly from the average or normal. The units within Grade Equivalents are not equal. Also, they are not equal from subject to subject. However, they can indicate more directly than either the stanine or the percentile rank the pupil's growth from grade to grade in various subjects.

Some suggested uses by the classroom teacher are:²⁴

- (1) finding the achievement level to help with planning instruction,
- (2) comparing achievement (past and present) to see progress,
- (3) determining the average achievement level of the class in each subject.
- (4) finding the range of abilities of pupils in each subject,
- (5) using as a basis for grouping,
- (6) starting to diagnose an individual pupil's learning difficulties.

The Metropolitan Achievement Test Primary Battery II for grade two consists of six tests. Test 1, Word Knowledge, has 37 items to test recognition and understanding. The first 17 of these are picture vocabulary. The last 20 are a stimulus word and 4 responses for each such as: Sugar is ___ sweet ___ sour ___ salty ___ bitter. Test 2, Word Discrimination, has 35 items which test discrimination between four similar

²³Ibid., p. 14.

²⁴Ibid., p. 16.

words. The examiner gives the word to be chosen. For example, "Come. Will the airplane come down? Come." The child then chooses among 4 words: some come came could. Test 3, Reading, has two parts. The first 13 items are for the child to choose among three sentences the one which best describes the picture. The second 38 items are reading selections followed by questions. Test 4, Spelling, is a dictation test of 30 items. Test 5, Arithmetic, also has two parts. Concepts and Problem Solving has 42 items such as 10, 20, , 40, 50, and verbal problems. Computation has 30 items of addition and subtraction.

The Metropolitan Achievement Tests Elementary Battery for grades 3 and 4 consists of seven tests. Test 1, Word Knowledge, is a 50-item vocabulary test of completing sentences such as: A doll is a . . . fairy toy pupil face. Test 2, Word Discrimination, is a 36-item test of completing sentences such as: The train was a late. middle minute minuet mitten. Test 3, Reading, is several reading selections followed by questions to measure various types of reading comprehension. The questions include:

- (1) the main thought,
- (2) the literal meaning or information contained,
- (3) correct inferences,
- (4) the meaning of a word from context.

Test 4, Spelling, is a 40-item dictation test. Test 5, Language, has two parts. Part A, Usage, has 24 grammatical usages. The child must decide if the usage is correct or incorrect. If he decides it is incorrect, he must supply the correct usage in its place. Part B, Punctuation and Capitalization, has 36 items. The child must decide what punctuation

