

ED 032 665

40

EC 004 199

By Swassing, R.H.

A Comparison List of Instruments Used in Evaluating Project Effectiveness of Title VI-A (ESEA) and PL 89-313 Activities. Final Report.

Kansas Univ., Lawrence.

Spons Agency - Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Mar 69

Note - 9p.

EDRS Price MF - \$0.25 HC - \$0.55

Descriptors - Achievement Tests, Attitude Tests, Auditory Tests, Behavior Rating Scales, \*Exceptional Child Research, \*Handicapped Children, Intelligence Tests, Interest Tests, Maturity Tests, Perception Tests, Psycholinguistics, Psychological Tests, Psychomotor Skills, Speech Tests, \*Tests, Vision Tests

Identifiers - Elementary and Secondary Education Act, Title VI-A, ESEA, Title VI-A, Public Law 89-313

To compile a list of evaluation instruments, the fiscal 1968 end-of-year reports of Elementary and Secondary Education Act Title VI-A activities from 50 states and six territories and a random selection of end-of-year reports of Public Law (PL) 89-313 activities were analyzed and compared for the instruments which had been used. Title VI-A activities involved 105 measuring devices: 20 were unpublished or local; 87 were unique to Title VI-A while 17% of the tests were in common with PL 89-313. PL 89-313 projects used 56 instruments; 13 were unpublished or local; 38 tests were peculiar to PL 89-313 while 33% of the tests were also used in Title VI-A projects. Conclusions were that in future evaluations, effort should be made to obtain copies of unpublished instruments that have been shown to have merit; a comprehensive list of tests and devices for the handicapped could be developed. An appendix includes the instruments used in the projects. (Author/RJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

26-2176

PA-40

OE-BEH

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

A Comparison List of Instruments Used in Evaluating  
Project Effectiveness of  
Title VI-A (ESEA) and PL 89-313 Activities\*

R. H. Swassing

March, 1969

\*This project was conducted under Project Number 26-2176, P.L. 81-152,  
Title III, Sec. 302 (c) (4).

EDO 32665

EC 004 1998

BUREAU OF EDUCATION FOR THE HANDICAPPED  
DIVISION OF RESEARCH

PROJECT NO: 26-2176 (FINAL REPORT)

TITLE: A Comparison List of Instruments Used in Evaluating  
Project Effectiveness of Title VI-A (ESEA) and PL 89-313  
Activities

INVESTIGATOR: R. H. Swassing

INSTITUTION: The University of Kansas  
Lawrence, Kansas

OE COORDINATOR: Max W. Mueller

RECOMMENDATION: Approval and submission to ERIC

---

SUMMARY OF REVIEWS

This report was reviewed by the Division of Research Staff and appropriate field readers, and approval and submission to ERIC has been recommended.

The report is very consistent with the original proposal. The investigator intended to examine the overlap of evaluation instruments used by public schools and state supported schools, and he did same.

Technically speaking, the project was soundly conceived and carried out. Sound professional practice was used throughout the execution of the project.

The final report is communicative, descriptive and easily comprehended by the lay reader. The report is clear in its presentation of background, program, description, results and discussion.

Its educational significance has many merits to the state, people inclusive of all its personnel, teachers, administrators, etc. The information afforded by the report is vital to the functioning of educational programs at the state level.

The reproduction, consistency of information and accuracy of the report are all of fine quality and render the technical quality to be satisfactory.

The evaluation forms used for end-of-year reports for Title VI-A and PL 89-313 have as one section, a request to list evaluation instruments used to assess behavior change as a result of the activity. The reporting agency is requested to list or attach such instruments as were used in these projects.

### Purpose

The purpose of this report is to bring together a list of instruments used in these two types of projects. From the compiled list any instruments common to both Title VI-A and PL 89-313 were noted and a percentage of overlap indicated. As a result of this information recommendations were developed as a guide to further action in studying this phase of project evaluations in the future.

### Procedure

The fiscal 1968 end-of-year reports of Title VI-A activities from the 50 states and six outlying territories were analyzed and a list of instruments was developed. A random selection of end-of-year reports of PL 89-313 activities (projects from 15 states) were analyzed for the same kinds of instruments, and a second list was compiled. These two lists were then compared and any overlap noted.

### Results

The results of the analysis of Title VI-A activities indicate a total of 105 instruments or measuring devices. Of the 105 instruments, 20 (19%) were unpublished or local evaluative devices. One of the 20 could definitely be stated as devised for the projects. Analysis of

PL 89-313 projects revealed 56 instruments. 13 (23%) were unpublished or local instruments. No instrument could be clearly identified as developed for the project.

A comparison of the instruments used in both funding activities revealed 18 tests as common devices. 38 tests were peculiar to PL 89-313 and 87 were unique to Title VI-A. For PL 89-313, 33% of the tests were also used in Title VI-A projects. Title VI-A had 17% of the tests in common with PL 89-313.

Overlap occurred in the following measurement areas:

|                          |   |
|--------------------------|---|
| Psycho-Linguistic Tests  | 2 |
| Psychological Tests      | 3 |
| Intelligence Scales      | 4 |
| Achievement Tests        | 3 |
| Visual-Perception Tests  | 2 |
| Articulation Tests       | 2 |
| Motor Performance Tests  | 1 |
| Physical Education Tests | 1 |

### Conclusions and Recommendations

*Revisé ?* ( In terms of future evaluations of this nature, effort should be made to obtain copies of unpublished evaluation instruments that have shown to have merit. Appendix A is a list of tests uncovered by the analysis.

An evaluation of unpublished instruments could enhance the field of measurement in special education. The list of measuring devices for handicapped children is currently very short, and frequently, available tests are not strongly validated. The list of tests attached could enhance this area.

The man-hours to complete the procurement of copies of unpublished tests would consume not more than two hours per week. Further evaluation



of these devices would take no more than another two hours per week. The building of a comprehensive list of evaluative devices for handicapped children can only make the measurement of behavior more meaningful and productive.

---

The assistance of Mrs. Lynne Glassman in data collection is greatly acknowledged.

## Appendix A

Measurement Devices Utilized in Title VI-A(ESEA) Projects. Instruments marked with an asterisk(\*)are also found in PL 89-313 projects.

### Intelligence Scales

Wechsler Preschool and Primary Scale of Intelligence  
\*Wechsler Intelligence Scale for Children  
Peabody Picture Vocabulary Test  
Otis Quick Scoring Test  
\*Stanford-Binet  
Lorge-Thorndike  
\*Goodenough-Harris Draw-A-Man  
\*Hiskey-Nebraska Test of Learning Aptitude  
Slosson Intelligence Test  
Leiter International Performance Scale

### Developmental Scales

Cattell Infant Intelligence Scale  
\*Vineland Social Maturity Scale  
Gesell Developmental Scale

### Psychological Tests

\*California Test of Mental Maturity  
Children Apperception Test  
\*Thematic Apperception Test  
Self-Concept as a Learner Scale  
\*Rorschach

### Psycho-Linguistic Tests

\*Illinois Test of Psycho-Linguistic Abilities  
\*Wepman Test of Auditory Discrimination

### Visual-Tactual Perception

Winter Haven Test of Perception  
\*Frostig Test of Visual Perception  
\*Bender-Gestalt  
Southern California Figure-Ground Perception Test  
Southern California Kinesthesia and Tactual Perception Test  
Ayres Space Test  
Benton Visual Retention Test

### Motor Performance Measurement

Kraus-Weber Minimum Fitness Test  
Iowa Brace Test of Motor Educability  
\*Purdue Perceptual Motor Survey  
Beery-Buktenica Developmental Test of Visual-Motor Integration

## Attitude and Behavior Inventories

ILRP Social Competency Ratings  
Rosen Social Achievement Test  
Lincoln Behavior Rating Test  
Pinecrest Behavior Scale  
SREB Attendant Opinion Scale

## Local or Unpublished Evaluations

### Skill Check List

W. Penn. School for the Blind  
Evaluation Check List  
N. Ind. Children's Hosp.  
Evaluation of Sequenced Program Areas  
N. Ind. Children's Hosp.  
Vocational Inventory Check List  
Basic Coordination Movement Sheet  
Diagnostic Speech Evaluation Sheet  
Attitude Behavior Scale

Michigan

Reading Program Data Sheet

UCLA

Group Reading Program Data Sheet

UCLA

Developmental Skills for the Visually Handicapped  
Pacific State

Three Purpose Measurement Instrument

Napa State

Developmental Articulation Test

W. Seneca State, N.Y.

Development Check List

W. Seneca State, N.Y.

## Other Tests

TMR Performance Profile  
Residential Evaluation Check List  
Audiometry



Purdue Pegboard  
Minnesota Rate of Manipulation  
Oregon Motor Fitness Tests  
Stott Test of Motor Impairment

#### Tests for Physical Education and Recreation

Oseretsky  
\*AAHPER Special Fitness Test for the Mentally Retarded  
President's Council on Physical Fitness  
Neurophysiological Maturation Test

#### Speech Inventories

Bryngleson-Glaspery Test of Articulation  
\*Templin-Darley  
Eisenson's Test for Aphasia  
\*Arizona Articulation Test  
Mecham Verbal Language Development Scale

#### Educational Inventories

Spache Diagnostic Reading Scales  
Iowa Basic Skills Test  
Harrison-Stroud Reading Readiness Test  
Gilmore Oral Reading Test  
Gates-McKillop Diagnostic Reading Test  
Dolch Vocabulary Check List  
\*Gates Reading Test  
Arithmetic Readiness Test  
Gates-MacGinitie Reading Test  
Wide Range Achievement Test  
Metropolitan Reading Readiness  
SRA Short Test of Educational Achievement  
Gray-Votaw Readiness Test  
Allyn-Bacon Informal Reading Inventory  
Gray Oral Reading Paragraphs  
Botel Reading Test  
Ayres Spelling Scale  
\*Lee-Clark Reading Readiness  
Stanford Achievement Tests  
Skill Builders Comprehension Test  
Mills Learning Methods Tests  
Silvaroli Reading Inventory

#### Vocational Inventories

Classroom Vocational Interest Inventory

#### Attitude Inventories

Attitudes Towards Disabled Persons  
Adjective Check List

## Behavior Rating

Ottawa Behavior Check List  
Bowers and Lambert Scale  
Vintar, Sarri, and Vorwallus Pupil Behavior Inventory  
Quay-Paterson Behavior Problems Check List  
Behavior Observation Rating Scale

## Program Evaluations

California State Department of Special Education Project Evaluation

## Vision Testing

Snellen Chart  
Keystone Visual Survey  
Dvorine Color Blindness Chart

## Hearing

Audiometry

## Local or Unpublished Tests from Title VI-A

Articulation Rating Scale  
St. Louis Co., Mo.  
Evaluation of Progress for the Handicapped  
Evaluation of Programs to Improve the Education of Handicapped  
Children  
Evaluating the Progress of Exceptional Children, TMR, EMR  
North Carolina  
Informal Reading Test  
Alabama  
Facts and Fancies on Mental Retardation  
Los Angeles Co.  
Progress and Pupil Performance Objectives  
San Diego Co.  
Student Assessment According to a Developmental Sequence of  
Educational Goals  
San Diego City  
Nine Factor Appraisal Summary  
California  
Voice Rating Scale  
St. Louis Co.  
Alphabet Recognition  
Missouri  
Summer Recreation Rating Scale  
Eastern New Mexico Univ.  
Semantic Differential Scale  
Ferndale, Mich. (for project)  
Interpersonal Check List  
Muskegon, Mich.