DOCUMENT RESUME

ED 079 386 TM 002 986

AUTHOR	Ricks, James H., Jr.
TITLE	On Telling Parents About Test Results.
INSTITUTION	Psychological Corp., New York, N.Y.
REPORT NO	Bull-54
PUB DATE	Dec 59
NOTE	4p.
JOURNAL CIT	Test Service Bulletin; n54 p1-4 Dec 1959
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bulletins; Counselor Functions; Grade Equivalent Scores; Intelligence Quotient; *Parent Conferences; *Scores; *Test Interpretation; *Test Results

ABSTRACT

Two principles and one verbal technique provide a sound basis for communicating to students and their parents the information obtained from testing: (1) parents have the right to know whatever the school knows about the abilities, performance and problems of their children; (2) the school has the obligation to see that it communicated understandable and usable knowledge; and (3) preface the analysis of test results with the phrase "you(or your son/daughter) score like people who..." Communicating test results meaningfully involves attention to content, language and audience. IQs should rarely be reported to students or their parents. Grade placement scores or standard scores are less likely to cause trouble, but they require careful explanation. Percentiles probably are the safest and most informative numbers to use provided it is made clear that they refer not to the percent of questions answered correctly but to the percent of people whose performance the student has equalled or surpassed and provided it is made clear who the people are with whom the student is being compared. (KM)

Test Service Bulletin

No. 54 THE PSYCHOLOGICAL CORPORATION December, 1959
GEORGE K. BENNETT, *President*

Published from time to time in the interest of promoting greater understanding of the principles and techniques of mental measurement and its applications in guidance, personnel work, and clinical psychology, and for announcing new publications of interest. Address communications to 304 East 45th Street, New York 17, N. Y.

ON TELLING PARENTS ABOUT TEST RESULTS

LIKE any other organization dealing with people, a school has many confidences to keep. School administrators, teachers, and especially guidance workers inevitably come to know items of private information. A gossip who carelessly passes such information around abuses his position and his relationship with his students. It is both right and important that some kinds of information be kept in confidence.

What about test results? Do they belong in the category of secrets, to be seen only by professional eyes and mentioned only in whispers? Or is their proper function best served when they become common knowledge in the school and its community? (In some towns, names and scores have been listed in the local newspaper, much like the results of an athletic contest.)

We think neither extreme is a good rule. Sometimes there is reason to make group data—figures such as the average and the range from high to low—generally public. Seldom should individual results be published except for the happy announcement of a prize won, a scholarship awarded, and the like. But short of general publication, school guidance workers face a particularly important question: Should parents be told their children's test results?

Hard questions, often, are hard because they deal with genuinely complicated problems. Simple "solutions" to such questions are likely to be a trap rather than an aid if their effect is to divert our attention from the difficulties we truly face. Simple rules or principles, on the other hand, can be of real help as one tackles complex problems and situations. This article will present some rules that we have found useful in facing questions such as—

"What should I say when a mother wants to know her son's IQ?" "Should we send aptitude test profiles home with the children?" "We feel that parents in our school ought to know the results of the achievement tests we give, but then it's hard to explain the discrepancies between these and the teachers' grades."

No single procedure, obviously, can be appropriate for every kind of test. Nor for every kind of parent. To Mr. Jones, a well-adjusted and well-educated father, a report of his daughter's test scores may enhance his understanding of her capacities and of what the school has been giving her. To Mr. Green, a somewhat insecure and less knowledgeable man, the identical information may spark an explosion damaging to both child and school. And the counselor or teacher often has no sure way of knowing which kind of person he will be reporting to.

Two principles and one verbal technique seem to us to provide a sound basis for communicating the information obtained from testing. The two "commandments" are absolutely interdependent—without the second the first is empty, and without the first the second is pointless.

The first: PARENTS HAVE THE RIGHT TO KNOW WHATEVER THE SCHOOL KNOWS ABOUT THE ABILITIES, THE PERFORMANCE, AND THE PROBLEMS OF THEIR CHILDREN.

The second: THE SCHOOL HAS THE OBLIGATION TO SEE THAT IT COMMUNICATES UNDERSTANDABLE AND USABLE KNOWLEDGE. Whether by written report or by individual conference, the school must make sure it is giving *real* information—not just the illusion of information that bare numbers or canned interpretations often afford. And the information must be in terms that parents can absorb and use.

Few educators will dispute the first principle. It is in parents that the final responsibility for the upbringing and education of the children must lie. This responsibility requires access to all available information bearing on educational and vocational decisions to be made for and by the child. The school is the agent to which parents have delegated part of the educational process—but the responsibility has been delegated, not abdicated. Thoughtful parents do not take these responsibilities and rights lightly.

The parents' right to know, then, we regard as indisputable. But, to know what?

Suppose that, as a result of judicious testings, the school knows that Sally has mastered social studies and general science better than many in her ninth grade class, but that few do as poorly as she in math. In English usage she stands about in the middle, but her reading level is barely up to the lower border of the students who successfully complete college preparatory work in her high school. The best prediction that can be made of her probable scores on the College Boards three years hence is that they will fall in the range which makes her eligible for the two-year community college, but not for the university. She grasps mechanical concepts better than most boys, far better than most girls. Looking over the test results and her records, her experienced teacher recognizes that good habits and neatness of work have earned Sally grades somewhat better than would be expected from her test scores.

All of these are things Sally's parents should know. Will they know them if they are given the numbers—Sally's IQ score, percentiles for two reading scores, percentiles on another set of norms for several aptitude tests, and grade-placement figures on an achievement battery?[1]

Telling someone something he does not understand does not increase his knowledge (at least not his correct and usable knowledge—we are reminded of the guide's observation about the tenderfoot, "It ain't so much what he don't know, it's what he knows that ain't so that gits him in trouble"). Transmitting genuine knowledge requires attention to content, language, and audience. We have already referred to some of the characteristics of parents as an audience. Let's look at the other two elements.

Content means that to begin with *we* must ourselves know what we are trying to get across.

We need to know just what evidence there is to show that the test results deserve any consideration at all. We need equally to know the margins and probabilities of error in predictions based on tests. If we don't know *both* what the scores mean *and* how much confidence may properly be placed in them, we are in trouble at the start—neither our own use of the information nor our transmission of it to others will be very good.

Content—what we are going to say—and *language*—how we are going to put it—are inseparable when we undertake to tell somebody something. In giving information about test results, we need to think about the general content and language we shall use and also about the specific terms we shall use.

To illustrate the general content-and-language planning: a guidance director may decide that he wants first to get across a sense of both the values and the weaknesses of test scores. One excellent device for his purpose would be an expectancy table or chart. Such a chart can make it clear to persons without training in statistics that test results are useful predictors *and* that the predictions will not always be precise. Local studies in one's own school or community are of greatest interest. But the guidance director who lacks local data may still find illustrative tables from other places helpful in preparing parents and students to use test results in a sensible way. (An example is given in Figure 1, on page 4, with references to others that may be found elsewhere.)

Specific terms used in expressing test results vary considerably in the problems they pose. Consider, for example, the different kinds of numbers in which test results may be reported.

IQ's are regarded as numbers that should rarely if ever be reported as such to students or to their parents. The reason is that an IQ is likely to be seen as a fixed characteristic of the person tested, as somehow something more than the test score it really represents. The effect, too often, is that of a final conclusion about the individual rather than that of a piece of information useful in further thinking and planning. Few things interfere more effectively with real understanding than indiscriminate reporting of IQ scores to parents.

Grade placement scores or **standard scores** of various kinds are less likely to cause trouble than IQ scores are. Still, they may substitute an illusion of communication for real communication. Standard scores have no more meaning to most parents than raw scores unless there is opportunity for extensive explanations. Grade placements *seem* so simple and straightforward

[1]The implied "No" answer to this question does not, of course, refer to those few parents trained in psychometrics – perhaps even to a point beyond the training of the school staff. Parents include all kinds of people.

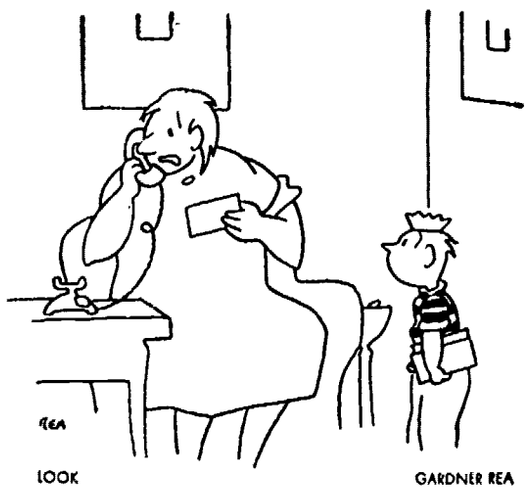
that serious misunderstandings may result from their use. As noted in a very helpful pamphlet,[2] a sixth-grade pupil with grade-placement scores of 10.0 for reading and 8.5 for arithmetic does not necessarily rank higher in reading than he does in arithmetic when compared to the other sixth-graders. (Both scores may be at the 95th percentile for his class—arithmetic progress much more than reading progress tends to be dependent on what has been taught, and thus to spread over a narrower range at any one grade.)

Percentiles probably are the safest and most informative numbers to use PROVIDED their two essential characteristics are made clear: (1) that they refer not to per cent of questions answered correctly but to per cent of people whose performance the student has equalled or surpassed, and (2) who, specifically, are the people with whom the student is being compared. The second point—a definite description of the comparison or "norm" group—is especially important in making the meaning of test results clear.

Much more can be said about the kinds of numbers used to convey test score information. Good discussions can be found in a number of textbooks.[3] But a more fundamental question remains—*are any numbers necessary?*

[2]Katz, M. R. *Selecting an Achievement Test.* E. & A. Series No. 3, 1958 (Page 26). Available free from Educational Testing Service, Princeton, New Jersey.

[3]See, for example, Chapters 17 and 18 in *Measurement and Evaluation in Psychology and Education*, by Thorndike and Hagen (New York: Wiley, 1955), or pages 556-563 and 584-588 in *Appraising Vocational Fitness*, by Super (New York: Harper, 1949).



"It's about Benny, doctor. He's just come from school with an IQ of 104! Should I put him right to bed?"

We intend nothing so foolish as suggesting a ban on the use of numbers in reporting test results. But we have been struck repeatedly by the fact that some of the very best counselors and many of the best written reports present numerical data only incidentally or not at all.

Along with the two "commandments" at the beginning of this article, we mentioned a verbal technique. Generally, we dislike formulas for writing or speaking. This one, however, seems to have advantages that outweigh the risks attending its suggestion. It's just a few words:

"YOU SCORE LIKE PEOPLE WHO . . ." Or, to a parent, "Your son (or daughter) scores like students who . . ."

The sentence, of course, requires completion. The completion depends on the test or other instrument, the reason for testing, and the person to whom the report is being given. Some sample completions:

". . . people who are pretty good at office work, fast and accurate enough to hold a job and do it well."

". . . people who don't find selling insurance a very satisfactory choice. Three out of four who score as you do and become insurance salesmen leave the job for something else in less than a year."

". . . students who find getting into liberal arts college and getting a B.A. degree something they can attain only with extra hard work. On the other hand, they find a year or two of technical school interesting and they probably do well in the jobs to which that leads."

". . . students who are disappointed later if they don't begin a language in the ninth grade and plan to take some more math and science. It's easier to head toward business later if you still want to than to go from the commercial course into a good college."

". . . students who don't often—only about one out of four—manage to earn a C average their freshman year at State."

". . . students who have more than average difficulty passing in arithmetic—you [*or, to a parent,* he] may need some extra help on this in the next few years."

Many more samples will come readily to mind. The most important thing to note is that a satisfactory report combines two kinds of information:

1) the test results of the individual person, and
2) something known about the test or battery and its relationship to the subsequent performance of others who have taken it.

Also, a satisfactory completion puts the school or the counselor out on a limb, at least a little. Some variant of "That's not so!" or, more politely, "How do you know?" will be the reaction in some cases, probably less frequently voiced than it is felt.

Well, let's face it. The decision to use a test at all is a step out on a limb. Some limbs are broad and solid and the climber need feel little or no anxiety. Some are so frail that they offer only hazard, with the bait of an

improbable reward. We climb out on some limbs of medium safety because there is evidence of a real chance that they will help us, and those whom we test, toward a worthwhile goal.

The words of the formula need not actually be used in each case. Sometimes percentiles, grade placement scores, or a profile may be what the parents should receive. But it is well to try first mentally stating the meaning of the results in the language suggested above. If this proves difficult or discomforting, a warning signal is on—reporting the numbers is likely not to be constructive in the case at hand!

The audience of parents to which our test-based information is to be transmitted includes an enormous range and variety of minds and emotions. Some are ready and able to absorb what we have to say. Reaching others may be as hopeless as reaching TV watchers with an AM radio broadcast. Still others may hear what we say, but clothe the message with their own special needs, ideas, and predilections.

The habit of using the formula, and of thinking a bit about what answer to give if the response is a challenging or doubting one, puts the interpreter of test scores in the strongest position he can occupy. In the case of achievement tests, it requires him to understand why and how the particular test or battery was chosen as appropriate for his school and his purpose. In the case of aptitude (including scholastic aptitude or intelligence) tests, it requires him to examine the evidence offered in the test manual and research studies to back up the test's claim to usefulness. And it reminds him always that it is in the end *his* thinking, *his* weighing of the evidence, *his* soundness and helpfulness as an educator or counselor that is exposed for judgment—not the sometimes wistful ideas of the test author or publisher.

The school—or the counselor—*is* exposed for judgment when telling parents about the abilities and performances of their children. The parents have the right to know. And knowledge in terms they can understand and absorb is what the school must give.—J.H.R.

FIGURE 1. The guidance director found, in the classes of 1953 and 1954, 101 boys and 85 girls who had taken the *Differential Aptitude Tests* (including Verbal Reasoning and Numerical Ability) in their Tenth Grade years and the *Scholastic Aptitude Test* of the College Entrance Examination Board as Seniors. Since the CEEB reports two scores—Verbal and Math—there were four sets of data: Boys—Verbal, Boys—Math, Girls—Verbal, and Girls—Math.* The chart for the boys' CEEB Verbal results looked like this:

Of each ten boys in the Tenth Grade whose VR + NA scores are in the	on the CEEB SAT-V when they are seniors, how many will score				and how many will score
	399 & lower	400-499	500-599	600 & over	500 or above
Top Quarter of the Class		2	4	4	4 out of 5
Second Quarter	1	4	5	1	3 out of 5
Third Quarter	2	5	3	1	2 out of 5
Lowest Quarter of the Class	5	4			Very few

The other three charts were similar in appearance. For additional illustrations of expectancy charts and tables, see TEST SERVICE BULLETINS 38 and 53; the *Differential Aptitude Tests* Manual, 3rd Edition, pages 62-64; and the *Modern Language Aptitude Test* Manual, 1959 Edition, pages 15 and 16.

*For more data from this school, see the *Journal of Counseling Psychology*, 1954, I, 106-115, and 1955, II, 229-230.