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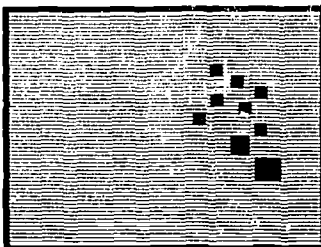
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ABSTRACT

The Test Collection Bulletin is a quarterly digest of information on tests and test related services and activities. Each issue lists acquisitions to the E-T-S-Test Collection, an extensive library of tests, questionnaires, record and report forms and other assessment devices. In this issue are 147 measures of achievement, aptitude, personality and attitudes, sensory-motor skills, and miscellaneous skills. Also included are announcements of tests, test reviews, new references on measurement and evaluation, and a listing of tests no longer available. Some of the tests described are part of the special Head Start Test Collection, which has been established to provide information about instruments for those engaged in research involving young children. Such tests are specifically indicated.

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A QUARTERLY JOURNAL OF INFORMATION ON TESTS

## test collection bulletin

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Pamela Rosen, Editor  
Vol. 7, No. 2

April 1973

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol  or .

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the Test Collection or the Head Start Test Collection. Publishers' restrictions regarding access to test materials are carefully observed.

For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 00-00. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the ASIS National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering

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## ACQUISITIONS

*Unless otherwise indicated, the tests have been published in the United States.*

### Achievement:

*American College of Obstetricians and Gynecologists Self-Assessment Examination in Clinical Gynecology*; 1972; Obstetricians and Gynecologists; American College of Obstetricians and Gynecologists.

A program designed to demonstrate clinical judgment, competence, and knowledge as well as knowledge of basic science applicable to a clinical situation. The test assesses knowledge of a subject area, with some emphasis on the evaluation of one's ability to solve a patient management problem.

*American College of Radiology Self Evaluation and Continuing Education Program: III Genitourinary Tract Disorders*; c1972; Practicing Radiologists; American College of Radiology.

This self-evaluation program for radiologists consists of 110 questions. Groups of two to seven questions are associated with one or more roentgenograms in illustrating an individual case.

*American Society of Anesthesiologists Self Evaluation Program No. 2, 1972*; c1972; Anesthesiologists; American Society of Anesthesiologists.

A collection of multiple-choice items designed to assist the examinee in assessing his knowledge of anesthesiology. Patient management problems are included. Official credit may be obtained by taking the examination.

*Basic Skills Inventory*; c1972; Preadolescents-Adults; Elwyn Institute. Distributed by Mafex Associates, Inc.

An evaluation and remediation instrument designed for use with students in special education classes for the mentally retarded. The test covers basic skills essential for community living: knowledge of personal information, counting, the calendar, the alphabet, measurement, time, the use of money, and social sight vocabulary. The inventory is designed to be administered to large groups of students at one time. Although the test was originally designed for use with an institutionalized population, it has been revised to meet the needs of adolescent public school students with learning disabilities, social deficits, and limited reading skills.

*Bzoch-League Receptive-Expressive Emergent Language Scale for the Measurement of Language Skills in Infancy* by Kenneth R. Bzoch and Richard League; c1970-71; Birth-3 years; Tree of Life Press.

Evaluative instrument designed to reflect accurately the level of decoding (receptive language) and encoding (expressive language) in the first three years of life. The scale may be useful in the differential diagnosis of major disorders affecting language development.

*Comprehensive Mathematics Inventory* by Robert E. Rea and Robert E. Reys; Not Dated; Kindergarten; Robert E. Rea.

An individually-administered, two-part measure of basic mathematical knowledge. Skills assessed are in the areas of: Number, Money, Measurement, Geometry, Vocabulary, Recall, and Pattern Identification. Props are required to administer the Inventory.

*Cooperative Literature Tests*; c1972; Grades 9-12; Cooperative Tests and Services. Educational Testing Service.

A collection of 19 examinations covering great works of literature. The tests were designed to be administered as "open book" tests. Each is available in two parallel forms. The test titles are: *The Scarlet Letter*, *Moby Dick*, *Huckleberry Finn*, *The Red Badge of Courage*, *The Bridge of San Luis Rey*, *The Old Man and the Sea*, *Pride and Prejudice*, *A Tale of Two Cities*, *Great Expectations*, *Silas Marner*, *The Return of the Native*, *Julius Caesar*, *The Merchant of Venice*, *Hamlet*, *Macbeth*, *The Odyssey*, *Oedipus the King*, *Pygmalion*, and *Our Town*.

*Diagnostic Reading Scales: Revised Edition* by George D. Spache; c1963-72; Grades 1-6; CTB/McGraw-Hill.

An individually-administered series of graduated scales consisting of three word recognition lists, 22 reading passages, and eight supplementary phonics tests. The graded word recognition lists are used to determine the student's entry level to the reading passages which then provide an indication of the student's Instructional Level (oral reading), Independent Level (silent reading), and Potential Level (auditory comprehension). The phonics tests cover consonant sounds, vowel sounds, consonant blends, common syllables, blends, and letter sounds; initial consonant substitution; and auditory discrimination. The scales can also be used with students in grades 7 through 12 who are reading below grade level. They are designed to be appropriate for use in Right-to-Read programs.

*End of First Grade Progress Scale* by Harold F. Burks; c1968; End of Grade One; Arden Press.

Designed to aid in the evaluation of children upon completion of grade 1. The scale is useful in identifying slow-maturing children and those with potential learning handicaps.

*Fairview Language Evaluation Scale-Birth to Six Years* by Alan Boroskin; c1971; Birth to 6 Years Language Age; Fairview State Hospital.


Designed to assess the language skills of the institutionalized severely and profoundly retarded. Consists of various levels of verbal and nonverbal language which measure language age from 0 to 72 months. The scale is accompanied by a checklist of speech related handicaps.

*Instructional Objectives Exchange: Objective Collections, 1971-72: Instructional Objectives Exchange.*

A series of 45 separate collections of instructional objectives. Each of the *Collections* consists of a number of objectives, a pool of measurement items for each objective, and a means for assessing the adequacy of the student's responses to the items. The *Collections* concerned with cognitive outcomes are described below. Four others are concerned with affective outcomes. (They are listed in the section "Personality, Interests, Attitudes, and Opinions.")


*American Government, Grades 9-12.* Major categories are: Introduction to Government, Our Colonial Heritage, The American Constitution, Government and the Citizen, American Politics, Organization and Function of the Congress, The Presidency and the Executive, The Federal Judiciary, State and Local Government.


*Anthropology, Grades 4-6.* A collection of objectives on anthropological concepts using societies and cultures commonly studied in the elementary curriculum. The areas covered are: Man as a Unique Animal; Fossil Man and Prehistory; The Record of Culture; The Nature of Culture; Genetics, Evolution, and Race. Three additional enrichment objectives are available in the appendix.


 *Early Childhood Education, Ages 3-6 years.* A collection of instructional objectives and accompanying sample items designed for use with children in nursery schools, pre-schools, Head Start programs, and kindergartens. Objectives cover: Achieving in the Arts (Art, Music); Language Arts (Linguistics, Listening, Literature); Math and Arithmetic Skills (Making Numbers Meaningful, Geometry, Measurement); Promoting Physical Growth; Science (Discovering, Physical Environment, Living Things); Satisfying Social and Personal Needs (Attitudes and Emotions, Relating to Others and Following Directions, Health and Safety).


*Geometry, Grades 10-12.* Set of behaviorally stated objectives for secondary school geometry. Areas covered are: Sets; Points, Lines and Planes; Angles, Parallelism, and Perpendicularity; Triangles, Congruences, and Inequalities; Polygons; Circles, Area, and Angles; Ratio and Proportions; Similarity; Constructions and Loci; Coordinate Geometry; Trigonometry; Logic and Proofs; Solids; Areas and Volumes.


*Judgment: Deductive Logic and Assumption Recognition, Grades 7-12.* A collection of objectives related to the student's ability to make judgments based upon logical analysis in both emotional and nonemotional situations. The logical skills assessed are in the areas of conditional reasoning, class reasoning, assumption recognition, and recognition of reliable observations. An inventory is provided to measure attainment of each objective.


 *Language Arts: Composition Skills, Kindergarten-Grade 12.* A series of objectives dealing with composition skills. Objectives in Section I, Basic Composition, are organized into the major categories of Story Writing (Fanciful and Realistic), Letters (Business and Social), Figurative and Descriptive Language, Poetry Skills, and Poetry Writing. Section II, Paragraph Form and Development, contains objectives in the areas of Expository Paragraph Form, General Expository Methods of Paragraph Development, Narrative Development, Prescriptive Development, Discursive Development, and Generative Development.


 *Language Arts: Comprehension Skills, Kindergarten-Grade 12, Revised Edition.* Includes objectives which cover literal and interpretive comprehension of pictorial and written materials dealing with unfamiliar vocabulary and word meaning in written materials, and comprehension of non-written materials (visual and/or aural).


 *Language Arts: Decoding Skills, Kindergarten-Grade 12, Revised Edition.* A collection of instructional objectives in language arts covering basic decoding (phonics) skills. These include visual/auditory discrimination, sight vocabulary, recognition of letters by name, recognition of sounds and their association with letters, and pronunciation of letter combinations and words.


 *Language Arts: Listening, Oral Expression, and Journalism, Kindergarten-Grade 12.* Objectives in listening cover affective listening, comprehension and interpretation, and analytical listening. Speech (speech types, preparing and delivering a speech) and oral presentation (debate, dramatic presentation, oral interpretation, small group discussion, and panel discussion) are major topics under oral expression. The objectives under journalism are concerned with journalistic techniques and forms.


 *Language Arts: Mechanics and Usage, Kindergarten-Grade 12.* A two-part collection of instructional objectives for language arts. Section I, Mechanics, covers capitalization, punctuation, abbreviations, colon/semi-colon, and other internal or end marks. Section II, Usage, covers sentence sense, diction, pronoun reference, subject-verb agreement, exactness, wordiness, and general sentence effectiveness.


 *Language Arts: Structural Analysis, Kindergarten-Grade 12, Revised Edition.* A collection of objectives in language arts covering individual Word Forms (present and past inflections, plurals, possessive suffix, derivational affixes); Multiple Word Forms (contractions, abbreviations and acronyms, compound words); Division of the Form (syllabication, stress); Etymology.


 *Language Arts: Study and Reference Skills, Kindergarten-Grade 12, Revised Edition.* A series of objectives designed to prepare the pupil to do better work in all subjects. Objectives for study skills include: following directions, note-taking, organizing information, study, and research paper. Reference skills cover the use of data sources including: alphabetized material, locating information in a book, using a dictionary, using the telephone directory, library reference books, library skills, mass media references, and checking discrepancies in data.


 *Language Arts: Traditional Grammar, Kindergarten-Grade 12, Revised Edition.* Objectives in this collection on language skills are organized into two sections. Grammatical Form deals with the form and meaning of parts of speech; Sentence Analysis covers the function of parts of speech within sentences, parts of the sentence and sentence patterns, sentence types, and kinds of sentence structure.


 *Language Arts: Transformational Grammar, Kindergarten-Grade 12, Revised Edition.* Includes objectives which cover sentence components (phrase structure rules) and transformations (rules for the expansion of lead sentences). All terms and rules are defined in the language of traditional grammar, for easy understanding.

 *Life Sciences, Kindergarten-Grade 6.* This collection deals with plants and animals both as individual organisms and as organisms which interact with each other and with their environment. The objectives are grouped in the areas of Individual Organism, Population, Environment, Community, and Ecosystem.

 *Math: Data Relationships, Kindergarten-Grade 9, Revised Edition.* This collection is one in the series replacing four earlier collections grouped according to grade levels. The objectives cover Graphs (number line graphs, Cartesian graphs and ordered pairs, relations, functions and function rules, graphing linear relations and inequalities, quadratic equations, pictographs, bar graphs, broken line graphs, circle graphs, interpolating bar graphs and broken line graphs); Ratios and Proportions (ratios, identifying and solving proportions for a missing term, solving proportions involving percentage, rate and base); and Statistics and Probability.


 *Math: Figure and Object Characteristics, Kindergarten-Grade 9, Revised Edition.* Contains objectives on measurement including the metric system and measurement without standard devices. A geometry section includes objectives on properties of points, plane curves, planes, plane closed figures, specific plane geometric figures, performing geometric constructions, and properties of geometric solids. Separate criterion tests are available.

 *Math: Numbers and Their Operations, Kindergarten-Grade 9, Revised Edition.* Objectives in this collection cover the areas of integers, rational numbers, and operations and properties. Criterion tests are available.

 *Math: Symbolism and Notation, Kindergarten-Grade 9, Revised Edition.* A collection of objectives covering the following topics: Sets (Set Identification, Notation; Set Cardinality; Equal, Equivalent, Disjoint; Subsets, Inclusion Notation; Set Operations; Venn Diagrams; Set Builder Notation, Truth Sets), Numeration (Roman, Hindu-Arabic Numerals; Notation; Expanded; Modulus Numbers; Base Conversions), Statements, Sentences, Logic (Truth Values, Open; Relational Symbols; Translating Expression; Venn Diagrams; Structural Concepts and Laws; Logic in Word Problems; Word Problems; Data Required). Sample items are provided and separate criterion tests are available.


*Physics, Grades 10-12.* Covers concepts and skills basic to secondary school physics courses including: Kinematics and Dynamics, Momentum and Energy, Heat and Thermodynamics, Waves and Light, Electricity and Magnetism, Atomic Physics.

*Sociology, Grades 4-9.* This collection of objectives is concerned with basic sociological concepts and terminology. Categories of objectives include: the methods of sociology, social organization, and social processes and change. A glossary of important terms is provided. If the vocabulary used in the instructions or the items is too difficult, the teacher may refer to the glossary in order to substitute a more comprehensible word.

 *Inventory of Language Processes* by Joan L. Monaco and Lexa D. Dillon; c1972; Kindergarten-Grade 3 (Estim.); Joan L. Monaco.\*

A comprehensive guide for evaluating children's language abilities, including specific problems and strengths. The inventory assesses a number of skills related to language development. Areas covered are: Semantic Level (Receptive, Expressive), Syntactic Level, Auditory Skills (Memory, Discrimination, Blending), Visual Skills (Matching, Visual Memory, Visual Attention), Motor (Use of Crayons and Scissors, Copying, Revisualization, Gross Motor), Number Concepts (Match Sets, Rate Counting, Name Number Symbols, Match Symbols to Sets).

\*Included in: Monaco, Joan L. and Zaslow, Elinor L. *Hey, I Got Sump'n to Tell You, An' It Cool!—A Class for Children with Severe Language Disabilities*. Rockville, Maryland: Montgomery County Public Schools, 1972.


 *The Ott Test of Oral Language: English and Spanish* by Elizabeth Ott; c1970; Pre-Literate Children; Southwest Educational Development Corporation.

Designed to assess the level of proficiency in oral language production of young children from non-English-speaking backgrounds. Part I, Phonemic Analysis, covers common phonemic differentiations recognized as problems for Spanish speakers learning English. Part II, Fluency, assesses fluency including elaboration and intonation. Part II has been translated into Spanish. The test may be administered to small groups of no more than four children. Electronic equipment is needed to give the test.


*Spanish Testing Program: Level 1* by Mario Iglesias; c1971; Grade 6 and Above, Approximately; Charles E. Merrill Publishing Company.

An all-inclusive program designed to assist the teacher in evaluating student progress during the early semesters of Spanish study. The program is divided into four categories: Reading Comprehension (Comprehension, Vocabulary); Writing Proficiency (Morphological items, Syntactical items, Sentence Structure, Vocabulary); Speaking Proficiency (Mimicry, Phonetic and Intonation Patterns, Comprehension, Grammar); Listening Comprehension (Understanding, Sound Discrimination). The test can be used with any first-level Spanish text to assess either individual or group progress.


#### Aptitude:

 *Child's Ability Profile: Kindergarten and Special Education, Form B*; c1971; Ages 5-6 Years; Instructional Fair, Inc.

A step-by-step, two-page test that indicates the young child's placement in physical, reading readiness, arithmetic, and social areas. Provides a profile of general readiness. Test is also appropriate for use with educable and trainable mentally retarded children.

 *Child's Ability Profile: Preschool and Special Education, Form A*; c1971; Ages 4-5 Years; Instructional Fair, Inc.


A one-page test designed to indicate the preschool child's placement in motor skill development and selected discrimination and social areas. Provides a general readiness profile. The test is also appropriate for use with educable and trainable mentally retarded children.

 *Nueva Escala Metrica de la Inteligencia* by Rene Zazzo, M. Gilly, and M. Verba-Rad; c1970; Ages 3-14 Years; Editorial Kapelusz, Buenos Aires.

An individually-administered measure of intelligence based on the *Binet-Simon Intelligence Scale*. Test materials and manuals are in Spanish.

*Test de Comprension Mecanica Bennett* by George K. Bennett; 1940-70; Grades 11-12 and Adults; The Psychological Corporation.

This authorized Spanish translation of the *Bennett Mechanical Comprehension Test* is a measure of the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations.

 *Tests ABC* by Lourenco Filho; c1937-71; Preschool; Editorial Kapelusz, Buenos Aires.

Designed to provide an estimate of maturity and to predict readiness for learning to read and write. Skills assessed by the eight subtests include: visual motor coordination, immediate memory, motor memory, auditory memory, logical memory, pronunciation, motor coordination, and attention. The test, directions for administering, and the manual are in Spanish.

*Wide Range Intelligence and Personality Test* by Joseph F. Jastak; c1959-71; Ages 9.5-54 Years; Guidance Associates of Delaware, Inc.

An objective, multiphasic measure of intelligence and behavioral dimensions independent of intelligence. Assesses verbal, pictorial, numerical, muscular, spatial, and perceptual abilities within the context of five broad areas of behavior: intelligence, language behavior, reality behavior, motivational behavior, and psychomotor behavior. Subtests are: Coding, Picture Reasoning, Arithmetic, Vocabulary, Space Series, Social Concept, Verbal Reasoning, Number Series, Space Completion, and Spelling. The test is a downward and upward extension of the *Jastak Test of Potential Ability and Behavior Stability*.

#### Personality, Interests, Attitudes, and Opinions:

*Anger Self-Report* by Martin L. Zelin, Gerald Adler, and Paul G. Myerson; Not Dated; Adults; Martin L. Zelin.

A self-report questionnaire designed objectively to measure aggression. The subscales are: Awareness of Anger, General Expression of Aggression, Physical Aggression, Verbal Aggression, Guilt, Condemnation of Anger, Mistrust or Suspicion.

*Affect Scale, Form B* by Richard Girona; 1971; Adults; Richard Girona.

A personality assessment device based on self-concept theory. It employs semantic differential scales to provide an indirect measure of the subject's perceptions of himself and others. Form B is a shorter version of the original *Affect Scale* which is no longer available.

*Attitude Behavior Scale: Drug Users* by John E. Jordan; Not Dated; Adolescents and Adults; John E. Jordan.

Covers attitudes and behaviors toward illegal drug users. A separate section of items provides information on the respondent's own experience with drug users and his knowledge of drugs.

*Attitude Behavior Scale: Educational Change* by John E. Jordan; Not Dated; College Students and Adults; John E. Jordan.

Designed to elicit a person's beliefs concerning his own and others' attitudes toward educational change.

*Attitude Behavior Scale: Mental Retardation* by John E. Jordan; Not Dated; College Students and Adults; John E. Jordan.

A comprehensive questionnaire which probes the subject's beliefs concerning his own and other persons' attitudes and behaviors toward mentally retarded individuals. A separate section provides data on the subject's general background, his experiences with handicapped persons, his reactions to certain life situations, and his knowledge of mental retardation.

*Attitude Behavior Scale: Racial-Ethnic Interaction* by John E. Jordan; Not Dated; Black College Students and Adults; John E. Jordan.


The respondent is asked to indicate his beliefs concerning his and other Blacks' attitudes and behaviors toward whites. Questionnaire items are designed to be appropriate for use with Blacks only.

*Attitude Behavior Scale: Role of Women* by John E. Jordan; Not Dated; Adults; John E. Jordan.


Comprehensive questionnaire concerned with attitudes toward the role of women in society. A separate section of items is provided to obtain background information on the respondent including his experiences with women in nontraditional occupations.

*Attitude Behavior Scale: Technical Education* by John E. Jordan; Not Dated; High School Students and Above; John E. Jordan.


Designed to provide information on attitudes toward technical and vocational education and its role in society.

 *Behavior Problem Checklist* by Donald R. Peterson and Herbert C. Quay; c1967; Kindergarten-Grade 8 and Delinquent Adolescents; Herbert C. Quay.

A three-point rating scale of problem behavior traits frequently occurring in young children and adolescents. The problem behavior dimensions measured are: conduct disorder (psychopathy, unsocialized aggression), personality disorder (neuroticism, anxious-withdrawn), inadequacy-immaturity, and subcultural delinquency. Ratings may be obtained from parents, teachers, correctional personnel, psychiatric aides and nurses, and clinical professionals.

 *Burks' Behavior Rating Scales* by Harold F. Burks; c1968-71; Grades 1-8; Arden Press.

Preliminary devices designed to identify patterns of pathological behavior or to show changes in behavior patterns over time. Scales provide ratings of problem children by parents or teachers in 20 categories of behavior: Self-Blame, Anxiety, Withdrawal, Dependency, Ego Strength, Physical Strength, Coordination, Intellectuality, Academics, Attention, Impulse Control, Reality Contact, Sense of Identity, Suffering, Anger Control, Sense of Persecution, Sexuality, Aggressiveness, Resistance, Social Conformity.

 *Burks' Behavior Rating Scales, Preschool and Kindergarten* by Harold F. Burks; c1969-71; Preschool-Kindergarten; Arden Press.

An experimental device for use by teachers or parents to rate the behavior patterns of problem children. The Scale employs the same categories of behavior as those used in the upper-level *Burks' Behavior Rating Scales* with the exception of Academics and Sexuality. Since a separate manual is not available, the one developed for the upper-level scales is needed for the scoring directions.

*California Occupational Preference Survey: Spanish Edition* by Robert R. Knapp, Bruce Grant, and George Demos; Adapted and Translated by Blanca M. de Alvarez and Guido A. Barrientos; c1966-71; Grades 9-16 and Adults; Educational and Industrial Testing Service.

Like the original English edition, this Spanish adaptation is designed to assist individuals in defining broad areas of occupational interest. Fourteen occupational cluster scores are obtained: Science: Professional; Science: Skilled; Technical: Professional; Technical: Skilled, Outdoor; Business: Professional; Business: Skilled, Clerical; Linguistic: Professional; Linguistic: Skilled; Aesthetic: Professional; Aesthetic: Skilled; Service: Professional; Service: Skilled. Only the test and answer sheets are available in Spanish.

*Comparison Level Scale* by Charles Richard Snyder; 1971; Grades 13-16; Charles R. Snyder.

A situationally specific measure of achievement motivation in the college test-taking situation. The Scale is designed to predict the level against which students wish to compare their test-taking performance.

*Curriculum Attitude Inventory* by Michael Langenbach; Not Dated; Teachers; Michael Langenbach.


Designed to discriminate between teachers with positive and negative attitudes toward curriculum use and planning.

*Defense Mechanism Inventory* by David Ihilevich and Goldine C. Gleser; c1968; Adults; Goldine C. Gleser.


Paper-and-pencil test designed objectively to measure defense mechanisms. Inventory consists of 12 stories, two for each of six conflict areas: authority, independence, masculinity (male form only), femininity (female form only), competition, and situational. Each story is followed by four questions corresponding to four types of behavior evoked by the story situation: proposed actual behavior, impulsive behavior (in fantasy), thoughts, and feelings. Five responses are provided for each question, each response representing one of five defense mechanisms: turning against object, projection, principalization, turning against self, and reversal.

*Encuesta de Habitos y Actitudes hacia el Estudio* by William F. Brown and Wayne H. Holtzman; Translated and Adapted by Luis M. Laosa; c1964-71; Grades 9-16; The Psychological Corporation.

Authorized Spanish translations and adaptation of the *Survey of Study Habits and Attitudes* which was designed to measure study methods, motivation for studying, and certain attitudes toward scholastic activities which are important in the classroom. The Survey yields subscores for Study Habits; Delay Avoidance; Work Methods; Study Attitudes; Teacher Approval and Education Acceptance and a total score for Study Orientation.

 *FIRO-BC* by William C. Schutz and Marilyn Wood; c1966-72; Grades 3-9; Consulting Psychologists Press.


A downward extension of the FIRO Scales for the evaluation of interpersonal behavior and relationships in terms of a three-dimensional theory of interpersonal behavior. The test focuses on the characteristic behavior of children in terms of their interpersonal needs for inclusion, control, and affection.

 *Fairview Problem Behavior Record* by Robert T. Ross; c1971; Institutionalized Retardates; Fairview State Hospital.


Designed to provide a baseline against which to measure change and to identify behaviors which might interfere with the subject's independent functioning. The Record consists of two parts. The first is a collection of problem behaviors providing estimates of their frequency, their severity, and whether they constitute a major problem. The behaviors are categorized into aggressive, hyperactive, sexual, covert, and inappropriate. The second part is an adjective checklist which yields an index of the subject's prevailing mood.

*Hall Occupational Orientation Inventory: Second Edition* by L.G. Hall; c1971; Grades 7-16 and Adults; Follett Educational Corporation.


A self-administered inventory designed to facilitate occupational counseling by enabling the examinee to investigate occupational choices relevant to his needs, values, and attitudes. Thirteen of the 23 scales measure the person's orientation towards or away from the areas which the scales describe: creativity-independence, risk, information-understanding, belongingness, security, aspiration, esteem, self-actualization, personal satisfaction, data orientation, routine-dependence, object orientation, people orientation. Eight scales indicate the degree to which each factor named is important to the person: location concern, aptitude concern, monetary concern, physical abilities concern, environment concern, co-worker concern, qualifications concern, time concern. Two of the scales reflect bias in the responses of the examinee: extremism, defensiveness. The number of items in this revised edition has been reduced while the interpretive manual has been expanded.

 *Inferred Self-Concept Scale: Experimental Form* by Elizabeth L. McDaniel; c1969; Juveniles and Adults; San Felipe Press.

Scale is based upon the assumption that self-concept can be inferred from manifest behavior. It purports to be appropriate for assessing and comparing self-concepts of culturally different groups. Normative data is provided in the manual for grades one through six. Record blanks appropriate for use with adults and German juveniles are presented in the appendix.

 *Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten-Grade 12: Revised Edition; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.*

A collection of affective objectives dealing with four dimensions of the learner's self-concept. These include: Family (self-esteem yielded from family interactions), Peer (self-esteem associated with peer relations), Scholastic (self-esteem derived from success or failure in scholastic endeavors), and General (comprehensive estimate of self-esteem). Self-report inventories, both direct and indirect, or observational indicators are provided to assess the attainment of each objective. All four dimensions of self-esteem are represented in the direct self-report measures. Each inferential measure centers around one of the dimensions. The objectives and related assessment devices are arranged into three grade levels: primary, intermediate, and secondary.

 *Instructional Objectives Exchange: Objective Collection in Attitudes Toward School, Kindergarten-Grade 12: Revised Edition; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.*

A collection of affective objectives dealing with the learner's self-concept. Dimensions employed are Teachers (subjective feelings about teacher behavior), School Subjects (differential attitudes toward commonly taught school subjects), Learning (attitude toward the learning experience independent of attitude toward school, teachers, and subjects), Social Structure and Climate (attitude toward the school as a social center and a rule-making and enforcing agency), Peer (feelings about the structure and climate of relationships within the peer group), General (orientation toward schooling independent of a particular school). An observational indicator and both direct and inferential self-report measures are provided to assess the attainment of the objectives. The longer, direct self-report measures include items in each of the six dimensions, yielding subscale scores as well as a global score. Each inferential measure generally emphasizes one dimension.

*Instructional Objectives Exchange: Objective Collection in Attitudes Related to Tolerance, Grades 7-12; 1971; Grades 7-12; Instructional Objectives Exchange.*

A collection of affective objectives dealing with tolerance for the values and opinions of others. Direct and inferential self-report measures, sociometric devices, and observational techniques are provided to assess attainment of the objectives. Attitudes toward diversity of experiences and ethnic groups are the bases for the measures. A parallel collection of objectives related to the cognitive skills of exercising critical judgment is also available.

*Instructional Objectives Exchange: Objective Collection in Knowledge and Attitudes of Drug Usage, Grades 4-12; 1973; Grades 4-12; Instructional Objectives Exchange.*

This collection covering drug knowledge and abuse includes both cognitive and affective measures. The categories of measures are: direct report, knowledge, indirect, observational, archival, and planning information. Measures were prepared for two distinct grade ranges: upper elementary grades and secondary grades. The secondary grades measures are appropriate for use with community college students.



*Jesness Behavior Checklist* by Carl F. Jesness; c1970; Adolescents; Consulting Psychologists Press.

An 80-item checklist measuring 14 behavioral tendencies among adolescents. These are: Unobtrusiveness vs. Obtrusiveness; Friendliness vs. Hostility; Responsibility vs. Irresponsibility; Considerateness vs. Inconsiderateness; Independence vs. Dependence; Rapport vs. Alienation; Enthusiasm vs. Depression; Sociability vs. Poor Peer Relations; Conformity vs. Nonconformity; Calmness vs. Anxiousness; Effective Communication vs. Inarticulateness; Insight vs. Unawareness and Indecisiveness; Social Control vs. Attention-Seeking; Anger Control vs. Hypersensitivity. Two parallel forms are available: an *Observer Form*, for ratings by teachers, probation or correctional officers, counselors, therapists, etc.; and a *Self-Appraisal Form*, for self-evaluations.

*M-Scale* by James H. Morrison; c1969; Adults; James H. Morrison.

Designed to measure attitudes toward black-white relations in the U.S.

*Pair Attraction Inventory: Preliminary Edition* by Everett L. Shostrom; c1970-71; Adults; Educational and Industrial Testing Service.

A measure of the conscious and unconscious factors involved in mate or friend selection. There are seven definitive scales in the inventory, each consisting of 32 non-overlapping paired items. The dimensions measured are: Complementary Pairings (Mother-Son, Daddy-Doll, Bitch-Nice Guy, Master-Servant); Symmetrical Pairings (Hawks, Doves); Rhythmic (Rhythmic Score).

*Personal Values Abstract* by Harrison G. Gough; c1956-72; Grades 9-16 and Adults; Consulting Psychologists Press.

A derivative of the *California Psychological Inventory*, consisting of three scales: Modernity, Femininity, and Socialization. The Abstract is recommended for use in studies on birth control practices and family planning.

*Preschool Racial Attitude Measure II* by John E. Williams; Not Dated; Preschool Children; John E. Williams.

A procedure designed to assess racial attitudes in young children. PRAM yields Racial Attitude and Sex-Role Scores. Stimulus materials consist of 36 color photographs, 24 racial attitude pictures, and 12 sex-role pictures which may also be used to obtain a measure of racial identification.

*Psychological Audit for Interpersonal Relations: Revised Edition* by Richard R. Stephenson; c1964-66; Adults; Richard R. Stephenson.

A measure of psychological compatibility designed for use in pre- and post-marital counseling and in personnel selection and assignment. Subscores are: Social Status, Intellectual Rigidity, Family Cohesiveness, Social Extraversion, Political Conservatism, Self-Rejection, Aggressive Hostility, Physical Affection, Monetary Concern, Change and Variety, Dominant Leadership, Nurturant Helpfulness, Order and Routine, Esthetic Pleasures, Submissive Passivity, Psychological Support, Emotional Control, Dependent Suggestibility, Health Concern or Outdoor Interest, Self Acceptance.

*Purdue Student-Teacher Opinionnaire, Form A* by Ralph R. Bentley and Jo-Ann Price; c1969-72; Student Teachers; University Book Store.

Designed to measure student-teacher morale. Factors assessed include: Rapport with the Supervising Teacher, Rapport with the Principal, Teaching as a Profession, Rapport with the University Supervisor, Community Support of Education, Student-Teacher Load, Rapport with Students, Rapport with Other Teachers, Satisfaction with Housing, Professional Preparation, School Facilities, Curriculum Issues. The Opinionnaire is for group measurement only.

*Purdue Teacher Evaluation Scale, Form A* by Ralph R. Bentley and Allan R. Starry; c1970; Grades 7-12; University Book Store.

Students rate their teachers on six scales: Ability to Motivate Students, Ability to Control Students, Subject Matter Orientation of Teacher, Student-Teacher Communication, Teaching Methods and Procedures, Fairness of Teacher.

*School Attitude Survey* by Harold F. Burks; c1970; Elementary School Children; Arden Press.

Designed to probe the attitudes of children in academic settings. The Survey is arranged into four sections: feelings about classroom learning; feelings about the teacher; feelings about peers; and feelings about the classroom environment.

*School Motivation Analysis Test: Research Edition* by Arthur B. Sweney, Raymond B. Cattell, and Samuel E. Krug; c1961-70; Ages 12-17 Years; Institute for Personality and Ability Testing.

Designed to assess motivation, drive strengths, and interests in adolescents. The test provides four motivation scores (unintegrated, integrated, total, difference) for each of six drives (assertiveness, mating, fear, narcissism, pugnacity-sadism, protectiveness) and each of four sentiments (self-sentiment, super-ego, school, home). It may be either individually or group-administered. The test is a downward extension of the *Motivation Analysis Test*.

*School Survey of Interpersonal Relationships* by Joe Wittmer; c1971; Teachers; Remediation Associates, Inc.

Perceptual inventory designed to measure the interpersonal climate in a particular school, as perceived by teachers. In addition to Total, Cognitive, and Affective Scores, seven subscores can be tallied: Teacher/Principal, Teacher/Teacher, Teacher/Counselor, Teacher/Other, Non-Teaching Staff, Teacher/Self, Teacher/Students-in-General, and Teacher/Different-Type-Students. The survey enables the classroom teacher to report problems and strengths regarding communication and interpersonal relationships within his school.

*Sensation Seeking Scale* by M. Zuckerman, E.A. Kolin, L. Price, and I. Zoob; 1964-72; Adolescents and Adults; Marvin Zuckerman.

Designed to measure the propensity to seek varied and changing sensations for the purpose of maintaining an optimal level of arousal. Subscores are: Thrill and Adventure Seeking, Experience Seeking, Disinhibition, Boredom Susceptibility, and General.

*Sentence Completion Test* by Floyd S. Irvin; c1972; Grades 9-16; Psychologists and Educators, Inc.

A semi-projective device for assessing the personality of adolescents and young adults. The sentence stems are classified into five categories: Self-Concept, Parental Attitude, Peer Attitude, Need for Achievement, Learning Attitude, and Body Image.

*Social Opinions Inventory* by Cecile Bolton Finley; c1946; Grades 6-16 and Adults; Cecile Bolton Finley.

Devised to assess an individual's social maturity. The opinionnaire elicits respondents' attitudes toward a variety of individuals, organizations, ethnic groups, and social institutions.

*Sound Apperception Test* by Kenneth L. Bean; 1965; Ages 16 Years and Over; Sound Apperception Test Distributor.


An auditory projective technique in two parts. Part one consists of unstructured sounds much like auditory equivalents of inkblots. The second part includes semi-structured sound effects that reveal fantasy and dynamics of interpersonal situations. Yields 10 scores: reality orientation, like-indifferent-dislike, loss of life, physical aggression, nonphysical aggression, internalized emotional stress, positive reassurance, total, failure, success.

*Student Activism Scale* by Joel A. Gold, Richard M. Ryckman, and William C. Rodda; 1972; College Students; Joel A. Gold.

An 18-item Likert-type scale designed to assess individual differences in attitude toward student activism.


*Symptom Rating Scale: 1962 Revision* by Lee Gurel and Theodore W. Lorei; 1962; Adults; Lee Gurel.

Developed to provide a means for translating the symptoms observed in the course of a psychiatric interview into quantitative data. Twenty scales assess five symptom factors: Uncooperative, Depression-Anxiety, Paranoid Hostility, Deteriorated Thinking, Unmotivated.


 *Wide Range Interest and Opinion Test (WRIOT)* by Joseph F. Jastak and Sarah R. Jastak; c1972; Kindergarten-Grade 16 and Adults; Guidance Associates of Delaware, Inc.

A picture interest test designed to identify a person's vocational and educational interest patterns and activity motivations. WRIOT yields scores for the following activity clusters: Services: Personal, Social, Protective; Esthetics: Artistic, Dramatic, Literary, Musical; Sciences: Physical, Biological, Social, Numerical; Mechanics: Operative, Structural; Outdoor: Farming, Recreational; Promotional: Selling, Clerical, Managing; Attitude: Risk-Taking, Sedentary, Aspiring, Self-Perceiving. The test may be individually or group-administered.


#### Miscellaneous, Sensory-Motor, Unidentified:

 *Academic Readiness Scale* by Harold F. Burks; c1968; Kindergarten-Grade 1; Arden Press.


Designed to evaluate a child's capacities in the following skill areas: motor, perceptual-motor, cognitive or intellectual, motivational and interest, and social adjustment. The scale may be used to identify students with potential learning handicaps.

 *Barclay Classroom Climate Inventory (BCCI)* by James R. Barclay, Lisa K. Barclay, Calvin D. Catteral, David A. Santoro, William F. Stilwell III, and George Tapp; c1967-71; Grades 3-6; Educational Skills Development, Inc.

A multiple-needs assessment device designed to provide school personnel with data on how a child interacts in the classroom learning environment. Consists of 32 short independent scales which provide information on the child's own estimates of his skills, basic sociometric choices about peer group skills, the child's interests in and knowledge about the environment and vocations, teacher ratings and expectations, and the child's interests, reinforcers, and satisfaction with school. Results are scored and integrated by a computer which prints out an individual report on each child, a group report for the total class, and summary tables relating to overall characteristics of the children and suspected problem areas. The device is useful in identifying both individual and group characteristics and needs to facilitate decision-making concerning appropriate teaching strategies. Various possible strategies of intervention are discussed in the manual.

 *Behavior Category Observation System* by Nathan W. Gottfried and Bill Seay; Not Dated; Preschool; Nathan W. Gottfried and Bill Seay.

An observational technique devised to study peer-social behavior in young children. The system includes six categories of object-directed behavior (transport, sit on, manipulate, oral contact, project, embrace) and nine categories of social behavior (touch, hit with object, hit, vocalize, verbalize, withdraw, approach, smile, frown). The child is placed in a semi-naturalistic setting and is observed for a 15-minute period. The observations are recorded at 15-second intervals.


 *Behavioral Examination of Neonates: Rosenblith Modification* by Judith F. Rosenblith and Rebecca A. Huntington; Not Dated; Newborn Infants; Judith F. Rosenblith.

Designed to provide a comprehensive evaluation of the newborn child. The examination provides ratings for general maturation (motor-strength and tactile-adaptive), maturation of sensory functioning, including auditory and visual performance, irritability, and muscle tension.


*Boston Diagnostic Aphasia Test* by Harold Goodglass and Edith Kaplan; c1972; Adults; Lea & Febiger.\*

Designed to provide insight into the aphasic patient's functioning and to facilitate the relation of test scores to common aphasic syndromes. Subtests are Conversational and Expository Speech, Auditory Comprehension, Oral Expression, Understanding Written Language, and Writing. The test is individually administered. The manual includes a number of supplementary language and non-language tests of aphasia.


\*Included in: Goodglass, Harold and Kaplan, Edith, *The Assessment of Aphasia and Related Disorders*, Philadelphia, Pennsylvania: Lea and Febiger, 1972.

 *Botel Predicting Readability Levels: A Simple Technique for Determining a Book's Reading Level* by Morton Botel; c1962; Pre-Primers-High School; Follett Educational Corporation.

A technique for establishing the reading level of reading materials from the pre-primer through the high school level. It may be used as an aid in assigning reading materials to children whose achievement in basal readers is known or whose reading level has been determined by the *Botel Reading Inventory*. A graded vocabulary is provided in the manual.

 *Burks Behavior Rating Scale for Organic Brain Dysfunction* by Harold F. Burks; c1968; Kindergarten-Grade 6; Arden Press.


Teacher ratings provide an estimate of behavior arising from organic pathology of the central nervous system. Items are grouped into three classifications: Vegetative-Autonomic symptoms, Perceptual-Discriminative manifestations, and Social-Emotional indications.

 *Checklist for the Recognition of Problems in Children* by Jacob Schleichkorn; Not Dated; Kindergarten-Grade 3; Estimated; Jacob Schleichkorn.


A simple checklist designed to assist the teacher in identifying children with problems which may require further study. Areas covered include: Coordination and Motor Activities, Behavior, Responses (Aural), Communication (Verbal), Conceptual Ability, and Perception.

*Cumulative Illness Rating Scale* by Bernard S. Linn, Margaret W. Linn, and Lee Gurel; Not Dated; Adults; Lee Gurel.

Designed to quickly assess physical impairment. Each of 13 relatively independent organ areas is rated on a 5-point degree-of-severity scale.

 *Fairview Development Scale for the Infirm Mentally Retarded* by Robert T. Ross and Alan Boroskin; c1971-72; Mentally Retarded Children and Adults; Fairview State Hospital.


A behavior rating scale which provides measures of Perceptual and Motor Skills, Self-Help Skills, Language, Social Interaction, and Self-Direction. The Scale is designed to detect small changes in behavior and is recommended for use where sensitive measurements below the two-year level are required.

 *Fairview Self-Help Scale* by Robert T. Ross; c1969-70; 2 to 9 Years Behaviorally; Fairview State Hospital.


Ratings of 34 specific kinds of behavior provide measures of Motor Dexterity, Self-Help Skills, Communication, Social Interaction, and Self-Direction. Rating scales for physical handicaps and disruptive behaviors are included but not scored. The scale is recommended for use when the behaviors are in the 2-to-9-year range.

*Fairview Social Skills Scale for Mildly and Moderately Retarded* by Robert T. Ross and James S. Giampiccolo, Jr.; c1972; 10 Years and Above Behaviorally; Fairview State Hospital.


A behavior rating scale for use primarily with the mildly and moderately retarded. The 36 items provide measures of Self-Help Skills, Communication, Social Interaction, Occupation, and Self-Direction. The scale is designed so that, in addition to providing an overview of the patient's behavior, skill in a particular area may be determined. It is recommended for use where behaviors seem to be at, or above, the 10-year level.

 *Frostig Movement Skills Test Battery: Experimental Edition* by R.E. Orpet; c1972; Ages 6-12; Consulting Psychologists Press.

An individually-administered age-scaled device for assessing strengths and weaknesses in sensory motor development. The 12 subtests evaluate five factors: Hand-Eye Coordination, Balance, Strength, Flexibility, and Visually Guided Movement.

 *Goals for Trainable Pupils-A Record Keeping Instrument*; Not Dated; Mentally Retarded Children and Adults; Division of Special Education, Iowa State Department of Public Instruction.


A behavior rating scale designed to aid teachers of the educable mentally retarded in identifying pupil strengths and weaknesses. The Record consists of 316 tasks arranged in order of difficulty within four curricular areas. The areas are Social-Emotional (Self-Realization Skills, Social Competencies); Academic (Language and Speech Skills, Memory and Reasoning, Reading, Writing, Money and Measures, Number Concepts); Enrichment (Physical Development, Rhythm and Music Arts and Crafts); Vocational (Personal Management, General Vocational Competencies). The Record may be used to identify behavioral changes and to assist the teacher in establishing an educational program.

 *Meeting Street School Screening Test* by Peter K. Hainsworth and Marian L. Siqueland; c1969; Kindergarten-Grade 1; Crippled Children and Adults of Rhode Island, Inc.


An individually administered measure of gross-motor, visual-perceptual-motor, and language skills which aids in identifying children with learning disabilities. The test is based on an information processing model. Emphasis is placed on the child's orientation, integration, and feedback during information processing. Subtests are Motor Patterning, Visual-Perceptual-Motor, and Language. A behavior rating scale is provided for recording observations of the child's behavior during testing.

*Physical and Mental Impairment-of-Function Evaluation Scale* by Lee Gurel, Margaret W. Linn, and Bernard S. Linn; Not Dated; Adults; Lee Gurel.


A rating device designed for the quantitative description of a wide range of behaviors in the chronically ill aged. Factors assessed are: Self-Care Dependent, Belligerent/Irritable, Mentally Disorganized/Confused, Anxious/Depressed, Bedfast/Moribund, Behaviorally Deteriorated, Paranoid/Suspicious, Sensorimotor Impaired, Withdrawn/Apathetic, Ambulatory.

 *Pre-Kindergarten Scale* by Tim Flynn; 1971; Preschool; Tim Flynn.

Designed for use by teachers and teacher aides to rate the behavior of migrant children in preschool programs. Factors assessed include: cognitive skills, self-control, relationships with achievement model, dependency.

 *Pupil Record of Educational Behavior* by Ruth Cheves; c1971; Preschool-Upper Primary Grades; Teaching Resources Corporation.

A diagnostic aid for evaluating a pupil's stages and styles of learning. PREB profiles a child's performance along various developmental dimensions. Each of the four sections of the inventory forms a progression of increasingly difficult tasks related to particular areas of pre-academic or academic skills at various levels. The section on Visual-Motor Perception assesses competencies in the recognition of form and color, construction of puzzles and designs, motor coordination, and writing. Listening skills ranging from imitation and identification of sounds to complex tasks of rhyming are covered in the section on Auditory Perception. The Language Development section deals with readiness for or competency in communication skills and verbal expression, and the comprehension of written and spoken materials. The items in the Mathematical Concepts section evaluate abilities ranging from understanding basic number and quantity relationships to simple geometry and computation of two-place numbers. No scores are computed, but rather each area of performance is evaluated in terms of the child's specific style of learning. Suggested remediation procedures for individual variations in performance are provided to assist the teacher in planning individualized educational programs.

 *Shape-O-Ball Test* by Jerry R. Thomas and Brad S. Chissom; 1972; Preschool-Grade 1; Jerry R. Thomas.

A task designed to assess perceptual-motor abilities which are closely related to academic readiness. These skills include: shape recognition, perceptual match, and hand-eye coordination. The test requires the use of the Shape-O-Ball, a hollow plastic sphere 6 inches in diameter with various geometrically shaped holes in its surface. Plastic geometric pieces corresponding to the holes are to be inserted into the sphere by the subject.

*Teacher Self-Rating Inventory* by Harold F. Burks; c1971; Adults; Arden Press.

Designed to enable a teacher to evaluate himself, or to be evaluated, on the following educational characteristics: promoting good pupil-pupil relations; promoting good pupil-teacher relationships; maintaining pupil enthusiasm; establishing good teaching techniques; maintaining good personal characteristics; creating a good classroom environment; promoting good teacher-parent relations; establishing good pupil evaluation; promoting good staff relations.

*Wide Range Employment Sample Test* by Joseph F. Jastak and Dorothy E. King; c1972; Ages 16-35 Years; Guidance Associates of Delaware, Inc.

A series of performance tasks representative of the manual and clerical job situations found in commerce and industry. The activities include folding, stapling, packaging, measuring, assembling, tag stringing, pasting, collating, color and shade matching, and pattern matching. WREST is an evaluation adjunct in the work rehabilitation of physically, mentally, and socially handicapped persons and has been used to estimate the readiness of an individual to enter regular employment.

## ANNOUNCEMENTS RECEIVED

*Appraisal of Language Disturbance: Adult Aphasia*; Northern Michigan University Bookstore.

A test kit designed to provide a systematic approach for the evaluation of linguistic impairment in adult aphasic patients. The test can be used to determine the extent of damage and is also useful for creating a rehabilitation program and for counseling family members and the patient about his abilities.


*CSE Elementary School Evaluation Kit: Needs Assessment*; Allyn & Bacon, Inc.

Designed to aid curriculum planners in determining the goals of their school or district in terms of their own views and those of parents, teachers, and community members.


*College Guidance Program* by Esther E. Diamond and George W. Heigho; Grades 10-12; Science Research Associates, Inc.

A systematic program designed to aid students in planning for college. The Program consists of testing and guidance materials and an optional interest survey. The *College Planning Test*

measures academic abilities critical to success in college, simulates the experience of taking the SAT and ACT, and predicts senior-year scores on each of these tests.

 *Diagnosis: An Instructional Aid-Mathematics*; c1971; Grades 1-6; Science Research Associates, Inc.

A diagnostic program consisting of Probes-criterion-referenced tests. The Probes are used to identify deficiencies in concepts and skills. Each Probe lists learning objectives for the questions answered incorrectly and which require further study. A survey test is provided to direct the students to the appropriate Probes. A Prescription Guide, which enables the teacher to locate each learning objective in major math texts and SRA Supplements, is also available.


 *Diagnosis: An Instructional Aid-Reading*; c1973; Grades 1-6; Science Research Associates, Inc.

Diagnostic exercises (Probes) designed to identify a student's specific deficiencies in reading and to enable the comparison of student's progress towards his learning objectives and those of the class. The Probes list the learning objectives tested and a reference


to the Prescription Guide which provides citations for related instructional material and exercises in major reading textbooks and workbooks.

*Discharge Readiness Inventory* by Gerard E. Hogarty and Richard F. Ulrich; Adults; National Educational Press.

Designed to provide an objective basis for evaluating the condition of schizophrenic inpatients and their readiness for release from the hospital. The Inventory consists of 62 major factors. The manual explains its development, interpretation of scores, and the clinical and research applications.


 *Instructional Objectives Exchange: Objectives-Based Test Collections*; Instructional Objectives Exchange.

Specifically designed in response to the need for criterion-referenced measures for use in program evaluation and individual diagnosis. Each collection of measures is keyed to explicitly formulated instructional objectives. Approximately 40 tests comprise each collection. Most tests are one-page instruments, typically consisting of five or ten items. The collections are distributed as boxes of preprinted spirit masters, and two parallel forms of each are available. The teacher or school staff can select those tests which correspond to the school's curricular emphases. Accompanying each test collection box is a description of how the tests are developed and alternative ways they can be used for evaluation, diagnosis, and instructional improvement. The following test collections are currently available: Reading: Work Attack Skills, Kindergarten-Grade 6; Reading: Comprehension Skills, Kindergarten-Grade 6; Mathematics: Sets and Numbers, Kindergarten-Grade 6; Mathematics: Operations and Properties, Kindergarten-Grade 6. Additional collections in Mathematics, including Measurement Kindergarten-Grade 6; Geometry Kindergarten-Grade 6; Numeration and Relations Kindergarten-Grade 6; Elements, Symbolism, Measurement 7-9; Geometry, Operations and Relations 7-9 will be available in spring 1973. In summer 1973, Social Studies: American Government 10-12 will be available. Mathematics: Algebra 1 10-12 and Science: Life Science Kindergarten-Grade 6 are set for fall 1973 distribution. In addition, a series of several Kindergarten-Grade 6 Social Studies test collections and Kindergarten-Grade 9 Language Arts test collections are scheduled for fall 1973 release.


 *Iowa Tests of Preschool Development* by Ralph Scott; Ages 2.0-5.5; Psychologists and Educators, Inc.

A comprehensive test kit developed to assess various motor and cognitive skills. Level I is appropriate for use with children ages


2.0 to 3.5. Level II may be used with children from 3.6 to 5.5 years of age.

 *Kindergarten Behavioral Index* by Enid M. Banks; Pre-Literate Children; Australian Council of Educational Research, Australia.

A screening technique for assessing reading readiness. The Index is designed to assist in the identification of children who are likely to experience difficulty in learning to read and to indicate the specific areas of development in which assistance is needed. Items are concerned with self-identity, handedness, directionality, visual-motor coordination, rhythm, speech, language structure, language sequencing, sequential memory, language association, behavior, and attentional difficulties.

 *Prereading Expectancy Screening Scales* by David Lucas; Ages 5-7; Psychologists and Educators, Inc.


A screening test for young children which can be group- or individually-administered by teacher and counselors. The test consists of four subtests: Sequencing, Spatial, Memory, and Letter Identification.

 *SRA Assessment Survey: Primary Edition of the Achievement Series* by Robert A. Naslund, Louis P. Thorpe, and D. Welty Lefever; Grades 1-4; Science Research Associates, Inc.

The tests emphasize broad knowledge, general skills, and application in reading, language arts, and mathematics. The *Survey* is presented in two separate but overlapping levels for grades 1-4, Primary I and Primary II.

*School Attitude Inventory: Spanish Edition* by Harold F. Burks; Elementary School Children; Arden Press.

A translation of the original English version of the survey which was designed to probe the attitudes of children in academic settings.


 *Test of Motor Impairment* by D.H. Stott, F.A. Moyes, and Sheila E. Henderson; Ages 5-14; Brook Educational Publishing Limited, Canada (U.S. Distributor: Wardell Associates, Inc.).

An independent measure of neural dysfunction as indicated by motor performance.


## TESTS NO LONGER AVAILABLE

*Instructional Objectives Exchange: Objectives Collections*; Instructional Objectives Exchange.

A number of the original Collections have been replaced by revised editions and are no longer available.

 *Measures of Self-Concept, Kindergarten-Grade 12*; Instructional Objectives Exchange

Replaced by *Measures of Self-Concept, Kindergarten-Grade 12: Revised Edition*.

 *Attitude Toward School, Kindergarten-Grade 12*; Instructional Objectives Exchange.

Replaced by *Attitude Toward School, Kindergarten-Grade 12: Revised Edition*.

*English Grammar, Grades 7-12*; Instructional Objectives Exchange.

Replaced by *Language Arts: Traditional Grammar, Kindergarten-Grade 12* and *Language Arts: Transformational Grammar, Kindergarten-Grade 12*.

*English Skills, Grades 7-9*; Instructional Objectives Exchange.

Replaced by several *Objective Collections in Language Arts*, including *Composition Skills, Kindergarten-Grade 12; Study and Reference Skills, Kindergarten-Grade 12; Listening, Oral Expression, and Journalism, Kindergarten-Grade 12*; and *Mechanics and Usage, Kindergarten-Grade 12*.

*English Skills, Grade 10-12*; Instructional Objectives Exchange.

Replaced by several revised *Collections* including those listed above.


*General Mathematics, Grades 10-12*; Instructional Objectives Exchange.

*Language Arts, Grades 4-6*; Instructional Objectives Exchange.

Replaced by several revised *Objective Collections in Language Arts*.

*Language Arts, Grades 7-9*; Instructional Objectives Exchange.

Replaced by several revised *Language Arts Collections*.

 *Language Arts, Kindergarten-Grade 3*; Instructional Objectives Exchange.


Several revised collections in *Language Arts* replace this Collection.


*Mathematics, Grades 4-6*; Instructional Objectives Exchange.

Replaced by four revised *Objective Collections in Math* including *Symbolism and Notation, Kindergarten-Grade 9; Numbers and Their Operations, Kindergarten-Grade 9; Figure and Object Characteristics, Kindergarten-Grade 9*; and *Data Relationships, Kindergarten-Grade 9*.

*Mathematics, Grades 7-9*; Instructional Objectives Exchange.

Replaced by the revised *Collections* listed above.

 *Mathematics, Kindergarten-Grade 3*; Instructional Objectives Exchange.


 *Reading, Kindergarten-Grade 3*; Instructional Objectives Exchange.

*Reading, Grades 7-12*; Instructional Objectives Exchange.

*Reading, Grades 4-6*; Instructional Objectives Exchange.

*Modern Math Understanding Test*; Science Research Associates, Inc.

The *MMUT* will not be available as a separate test after July 1, 1973. Its use as a substitute for the Arithmetic test of the *Achievement Series, Forms C and D*, for grades 4-9 will be continued.


 *SRA Achievement Series*; Science Research Associates, Inc.

Forms C and D for grades 1-4 will not be available after July 1, 1973. They will be replaced by the *SRA Assessment Survey: Primary Edition of the Achievement Series*.


*Tests of Educational Ability*; Science Research Associates, Inc.

No longer available after July 1, 1973.

## TEST REVIEWS

 *Missouri Children's Picture Series*; Jacob O. Sines.

Reviewed by George Gilmore, University of Texas, in *Journal of School Psychology*, September 1972, Vol. 10, No. 3, pp. 322-333.

 *Tests of Basic Experiences*; CTB/McGraw-Hill.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, Summer 1972, Vol. 6, No. 2, pp. 179-184.

*State-Trait Anxiety Inventory*; Consulting Psychologists Press.

Reviewed by Allan G. Hedberg, Baylor University, in *Professional Psychology*, Fall 1972, Vol. 3, No. 4, pp. 389-390.

*Profile of Mood States*; Educational and Industrial Testing Service.

Reviewed by Charles D. Spielberger, in *Professional Psychology*, Fall 1972, Vol. 3, No. 4, pp. 387-388.

## NEW REFERENCES

Bormuth, John R. *On the Theory of Achievement Test Items*. Chicago: University of Chicago Press, 1970. Pp. 163.

The author criticizes traditional techniques of writing achievement test items as being subjective and lacking in scientific rigor. An operational approach to the construction of achievement test items, based upon the premise that an item cannot produce meaningful results unless it can be related to and derived from the instruction by a system of definitions and rules, is presented and discussed. The linguistic theory underlying the item definitions presented in the book is considered by Peter Menzel in the appendix.

Goldman, Leo. *Using Tests in Counseling, Second Edition*. New York: Appleton-Century-Crofts, 1971. Pp. 483. \$9.95.

Concentrates on skills counselors are expected to demonstrate in the use of standardized tests including: selecting, administering, and scoring tests and interpreting, communicating, and recording the information they provide.

Goodglass, Harold, and Kaplan, Edith. *The Assessment of Aphasia and Related Disorders*. Philadelphia: Lea & Febiger, 1972. Pp. VII + 80. \$11.50.

Designed to introduce the *Boston Diagnostic Aphasia Test*, this book now serves as a manual for the administration and interpretation of the test. In addition, the concept of aphasia as a neuro-psychological, psycholinguistic phenomenon is discussed.

Holmen, Milton G., and Docter, Richard F. *Educational and Psychological Testing: A Study of the Industry and Its Practices*. New York: Russell Sage Foundation, 1972. Pp. 218. \$7.95.

A study of the organizations that comprise the testing industry, the structure and organization of the industry, the personnel involved, and the manner in which the professional associations are involved in the problems of technical standards and ethical practices.

Levit, Eugene E., and Truamaa, Aare. *The Rorschach Technique with Adolescents and Children*. New York: Grune and Stratton, Inc., 1972. Pp. 160. \$7.95.

In an effort to supply norms for the Rorschach as used with children, the authors evaluated the literature, accepted studies adequate to their criteria, and analyzed the data, thus yielding simultaneous comparisons of performances of different age groups at various intellectual levels.

Monaco, Joan L., and Zaslow, Elinor L. *Hey, I Got Stump'n to Tell You, An' It Cool!—A Class for Children with Severe Language Disabilities*. Rockville, Maryland: Montgomery County Public Schools, 1972. Pp. 280.

Describes the Title VI-A Project, "The Joint Special Language Class," which was a cooperative undertaking of the Montgomery

County Public Schools and the Easter Seal Treatment Center of Rockville, Maryland. The project was designed to investigate the effects on language-disabled children of being taught by a "teacher-therapist" who understood the dynamics of their language problems. Various diagnostic devices are discussed, including the *Inventory of Language Processes* which is presented in its entirety.

Robb, George P., Bernardoni, L.C., and Johnson, Ray W. *Assessment of Individual Mental Ability*. Scranton, Pennsylvania: INTEXT Educational Publishers, 1972. Pp. 354. \$8.00.

A textbook designed for use in courses on mental ability testing. Discusses the evolution and theoretical foundations of mental testing and presents suggestions and aids for the administration, scoring and interpretation of mental tests. Basic statistical concepts utilized in mental testing are discussed.

Saville, Peter. *The British Standardisation of the 16PF: Supplement of Norms Forms A and B*. Windsor, Berks: N.F.E.R. Publishing Company, 1972. Pp. 27.

An account of the standardization of the 1969 edition of the 16PF on a general population of adults resident in England, Scotland, and Wales.

Schofield, Harry. *Assessment and Testing: An Introduction*. London: George Allen and Unwin Ltd., 1972. Pp. 209. \$15.00.

An introductory tests and measurement text for students in colleges of education. The book deals with basic terms and principles used in assessment and testing and discusses various methods of assessing intelligence, personality, and demographic and sociological factors.

Sund, Robert B., and Picard, Anthony J. *Behavioral Objectives and Evaluational Measures: Science and Mathematics*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972. Pp. 214.

In the course of discussing the relevance and value of behavioral objectives, the authors present an outline of the main categories of objectives; criteria for their selection; simple and practical suggestions for writing them; examples of science and mathematics objectives from elementary to college levels; and examples of how to evaluate pupil achievement relative to the objectives, including numerous tests and instruments for analyzing an examination, a course, and teacher behaviors.

Zimmerman, Irla Lee, and Woo-Sam, James M. *Clinical Interpretation of the Wechsler Adult Intelligence Scale*. New York: Grune and Stratton, Inc., 1973. Pp. 224. \$7.95.

A demonstration and exploration of the clinical importance to psychologists of the WAIS. Each subtest is examined both individually and as a part of an overall assessment.

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