

DOCUMENT RESUME

ED 117 135

TM 004 987

AUTHOR Rosen, Pamela, Ed.
 TITLE Test collection Bulletin, Vol. 9, Nos. 1, 2, 3, and 4.
 INSTITUTION Educational Testing Service, Princeton, N.J. Test Collection.
 PUB DATE 75
 NOTE 86p.
 AVAILABLE FROM Test Collection Bulletin, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00 per year, \$2.50 foreign)

EDRS PRICE MF-\$0.76 HC-\$4.43 Plus Postage
 DESCRIPTORS Achievement Tests; *Annotated Bibliographies; Aptitude Tests; Attitude Tests; *Bulletins; Interest Tests; Personality Tests; *Preschool Tests; Reference Materials; *Tests
 IDENTIFIERS Head Start Test Collection

ABSTRACT
 These quarterly bulletins provide brief annotations for tests of the following types recently acquired by the Educational Testing Service (ETS) Test Collection: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. To provide information about instruments for those engaged in research or project direction involving young children, appropriate entries are indicated. Other information includes announcements received, test reviews, new references (annotated), new publishers, and addresses of publishers and organizations whose materials and services are mentioned in these Bulletins. A complete index to these four issues of Volume 9 is included. (BJG)

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test collection bulletin

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Pamela Rosen, Editor
Vol. 9, No. 1

January 1975

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.

are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

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 •.

For additional information about the Test Collection or *Test Collection Bulletin* write to:

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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 15-18. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents

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ACQUISITIONS

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

Achievement

ACS Cooperative Examination—Analytical Chemistry, Graduate Level by Harry G. Day; c1969-73; Graduate Students; Examinations Committee, American Chemical Society.

Intended to aid in graduate-level placement in analytical chemistry. Two forms of the test are available.

- *Austin Spanish Articulation Test*; c1974; Ages 4-7; Learning Concepts, Inc.

Developed for use by speech clinicians and therapists to identify speech articulation problems of Spanish-speaking children. The 78-item test is organized to allow measurement of single consonant and vowel sounds, the major diphthongs, and the major consonant clusters. It should be individually administered.

- *CIRCUS: Preliminary Edition*; c1974; Preschool-Kindergarten; Educational Testing Service.

Assesses children's competencies in various cognitive and social areas: receptive vocabulary, quantitative concepts, visual discrimination, perceptual-motor coordination, letter and numeral recognition and discrimination, discrimination of real-world sounds, auditory discrimination, aspects of functional language, comprehension, interpretation and recall of oral language, productive language, general information, visual and associative memory, problem solving, and divergent pictorial production. An Activities Inventory, Behavior Inventory, and Educational Environment Questionnaire are also included. The program is flexible and can be tailored to meet the needs of states, regional school districts, or individual schools or classes.

- *Classification Tasks: Experimental Edition* by Mary Nixon; c1971; Ages 5-7; Australian Council for Educational Research, Australia.

These two tasks were devised to investigate children's competencies in some aspects of concrete operations. The Cross-Classification Task deals with class inclusion, which is defined as the ability to build up mutually exclusive classes. The Equivalence Task incorporates recognition of similarities, discrimination of common properties, and the relationships between such properties. The tasks are intended for research use only and should be used under the supervision of a qualified psychologist.

- *James Language Dominance Test* by Peter James; c1974; Kindergarten-Grade 1; Learning Concepts, Inc.

Designed to assess the language dominance of Mexican-American children. Forty visual stimuli are employed to yield a measure of a child's bilingualism in both production and comprehension. Test results can be used to classify a child as Spanish dominant; bilingual with Spanish as the home language, bilingual with both English and Spanish at home, English dominant but bilingual in

comprehension, and English dominant in both comprehension and production. The test should be individually administered, first in Spanish and then in English.

L & L Office Tests; c1964-70; Adults; L & L Associates.

This series of six tests is designed to aid the employer in the selection and evaluation of applicants for office positions. Tests in the series include: Office Ability Review (T201), Check List Review (T202), Spelling Review (T203), Arithmetic Review (T204), Typing Review (T205), and Executive Employment Review (T206).

- *McHugh-McParland Reading Readiness Test* by Walter J. McHugh and Myrtle McParland; c1968; Kindergarten-Grade 1; Cal-State Bookstore.

This measure of reading readiness consists of four subtests: Rhyming Words, Beginning Sounds, Visual Discrimination, and Identifying Letters. The abilities to listen and follow directions are measured as the examiner observes each child during administration of the test.

- *The Macmillan Reading Readiness Test, Revised Edition* by Albert J. Harris and Edward R. Sipay; c1965-70; Grade 1; The Macmillan Company.

This measure of readiness for beginning reading instruction is comprised of six subtests: The Rating Scale, Visual Discrimination, Auditory Discrimination, Vocabulary and Concepts, Letter Names, and Visual-Motor. An optional subtest, Word Recognition, is presented in the manual.

- *Minimal Reading Proficiency Assessment* by Thomas F. McDonald and Gary B. Moorman; 1972; Grade 12; Thomas F. McDonald.

A criterion-referenced reading test designed for the Phoenix Union High School District, to establish minimal reading proficiency for graduating seniors.

- *The Nottingham Number Test* by W.E.C. Gillham and K.A. Hesse; c1973; Ages 9-11; University of London Press Ltd., Great Britain.

Designed to measure children's understanding of basic number concepts and calculation skills. The test consists of two subtests: number concepts and number skills. It can be used to indicate areas of weakness in individual children, to provide a basis for placement, or as part of a comprehensive attainment assessment program.

- *Piagetian Attainment Kit (PAK)* by Donald Burk; c1973; Ages 3.5-13*; Paul S. Amidon & Associates.

A series of 36 tests based on the Piagetian developmental sequence and intended for individual diagnosis. Tests 1 through

16 are designed for children in the preoperational stage of development. The remaining tests are for the assessment of children in the concrete-operations (or intuitive) stage of development. *The tests are also appropriate for use with mentally retarded and experientially deprived children. The Kit includes a number of props necessary to administer the tests.

RBH Scientific Reading Test; c1950; Adults; Richardson, Bellows, Henry and Company, Inc.

Designed to determine the ability of applicants to read and comprehend material which might appear in technical journals, project proposals, or research outlines.

• **Sipay Word Analysis Tests (SWAT)** by Edward R. Sipay; c1974; Grade 1 and Above; Educators Publishing Service, Inc.

This series of 17 individually administered criterion-referenced tests is designed to measure mastery of three word-analysis skills related to the ability to decode words: visual analysis, phonic analysis, and visual blending. Each test has four components: a Mini-Manual, a set of test cards, an answer sheet, and an Individual Report Form. The examinee responds orally to the test items presented on stimulus cards.

• **Tests of Proficiency in English**; c1973; Ages 9-12; NFER Publishing Company, Ltd., England.

This battery of criterion-referenced tests is designed to assess the English proficiency of those children whose native language or dialect is different from the English required in school. The tests can be used to assist in student placement, provide diagnostic information, and monitor student progress.

Listening (Test 269)

The following skills are covered: discriminating the sounds of English; recognizing and understanding spoken English words; understanding (lexically and syntactically) well-formed spoken English statements, questions, and instructions; following and understanding an extended piece of spoken English; and responding appropriately to significant variations in the spoken language.

Reading (Test 270)

The reading skills which are assessed include: recognizing the letters of the English alphabet, recognizing and understanding English words, interpreting the various relations implied in the structure of well-formed English sentences, following and understanding a properly constructed English paragraph, and responding to significant variations in language.

Speaking (Test 271)

This test assesses the following skills: the production of the sounds of English, finding and correctly applying the English words appropriate to particular communication tasks, constructing well-formed statements in English, responding to the speech of others, and matching speech to the demands of different situations.

Writing (Test 272)

Assesses the ability to form the letters of the English alphabet, correctly apply English words appropriate to particular communication tasks, construct a variety of well-formed English sentences, construct a coherent paragraph in English, and vary language in accordance with the demands of different situations.

Aptitude

Formula Analysis Test by Morgan Worthy; c1967; College Students; Morgan Worthy.

This research device is designed to measure flexible and analytical thinking. The test includes 27 items consisting of abbreviated number and word equations which the respondent must decipher.

Naylor-Harwood Adult Intelligence Scale (NHAIS) by G.F.K. Naylor and Elsie Harwood; c1972; Adults; Australian Council for Educational Research, Australia.

The NHAIS was developed to provide an equivalent to the *Wechsler Adult Intelligence Scale*. Subtests include: Information, Comprehension, Arithmetic, Similarities, Digit Span, Vocabulary, Digit (Letter) Symbol, Picture Completion, Block Design, Picture Arrangement, and Object Assembly.

• **Oral Verbal Intelligence Test** by D. Young; c1973; Ages 7.6-14.11*; University of London Press Ltd., Great Britain.

This test is an orally administered measure of verbal intelligence. *It is intended for use with children of average ability (7.6 to 10.11 years) and children of less than average ability (10.11 to 14.11 years).

Schematic Concept Formation Task by Selby H. Evans; Not Dated; Grade 12 and Above; Selby H. Evans.

Designed to measure aptitude for spontaneous classification of stimuli on the basis of similarity. This nonverbal cognitive aptitude measure may be useful in predicting a person's learning ability or academic potential independently of his cultural background or educational level.

Personality, Interests, Attitudes, and Opinions

Attitudes toward the Use of Lie Detectors in Business and Government Questionnaire by Paul E. Spector and Frank Sistrunk; 1974; College Students and Adults; Frank Sistrunk.

This 25-item Likert-type questionnaire is concerned with the use of lie detectors.

Awareness of Consequences Scale by Shalom H. Schwartz; circa 1968; Adults; Shalom H. Schwartz.

This projective story-completion questionnaire is designed to investigate the awareness of the potential consequences of one's acts on the welfare of others during the decision-making process. The subject is presented with six incidents in which the central character is faced with a decision. Responses are coded on a five-point scale for the extent to which the actor is aware of the potential consequences of his behavior on the welfare of others regardless of actual decisions reached and consequences mentioned for himself.

Body Discomforts Questionnaire by Robert Plutchik, Hope Conte, and Marcella Bakur-Weiner; circa 1971; Adults; Robert Plutchik.

One of nine tests designed to tap various aspects of an individual's body image. The respondent indicates how frequently in certain areas he feels discomfort or pain.

Body Feelings Questionnaire by Robert Plutchik, Hope Conte, Marcella Bakur-Weiner; circa 1973; Adults; Robert Plutchik.

One of nine tests designed to assess various aspects of a person's body image. This semantic differential provides an indication of the significance of specific parts of the body to the person's body image.

Body Worries Questionnaire by Robert Plutchik, Hope Conte, and Marcella Bakur-Weiner; circa 1971; Adults; Robert Plutchik.

One of nine tests designed to tap various aspects of an individual's body image. The respondent is asked to indicate the frequency with which he worries about various functions or dysfunctions of his body.

• *Child Behavior and Attitude Questionnaire* by John E. Bates, Peter M. Bentler, and Spencer K. Thomas; circa 1973; Ages 5-10; Peter M. Bentler.

A parent-report inventory designed to measure extreme ranges of childhood gender development. The questionnaire is comprised of four factors: Feminine Behavior, Extraversion, Behavior Disturbance, and Mother's Boy.

• *Child Game Participation Questionnaire* by John E. Bates and Peter M. Bentler; circa 1973; Ages 5-10; Peter M. Bentler.

This 64-item parent-report device was constructed to measure play patterns among normal and gender-deviant boys. It is comprised of three scales: Feminine, Preschool Games; Masculine, Nonathletic Games, and Athletic Games.

• *Children's Pictorial Attitude Scale* by John W. Lewis; 1972; Grades 1-6; John W. Lewis.

Developed to measure the general reaction of children towards school. The scale consists of a series of pictures depicting children in a variety of school-related situations. The children respond to these pictures in accordance with whether being in this situation would make them feel happy, neutral, or unhappy by circling one of the three corresponding faces.

Columbia M-D Scale by Robert Plutchik, S.R. Platman, and R.R. Fieve; Not Dated; Adults; Robert Plutchik.

Intended to discriminate the normal from the manic state as well as from the depressed state.

Composite Fear Inventory (CFI) by Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Designed as part of a study on sexual anxiety, sexual attitudes, and attitude change. The purpose of the CFI is to provide information that would facilitate the construction of hierarchies of general fear-arousing stimuli for individual patients in an effort to formulate treatment procedures for specific patients and their problems. The 175-item inventory was compiled from previously published fear surveys. The items describe various objects or events and the respondents rate each on the basis of the degree to which it makes them fearful.

• *Cultural Attitude Inventories* by Stephan L. Jackson; c1974; Grade 4-Adults; Learning Concepts, Inc..

Intended for use in the evaluation of programs designed to enhance cultural identity or to increase cross-cultural understanding and appreciation. The instrument consists of two 25-item attitude inventories, each representing the people, food, games, sports, language, art, music, and occupations of the Mexican-American and Anglo-American cultures. Responses are made on both a good/bad dimension (emotional response) and a familiar/unfamiliar dimension (cognitive response). The inventories are intended for program evaluation and not for individual diagnosis.

Daydreaming Inventory for Married Women by E. Barbara Hariton; c1972; Adults; E. Barbara Hariton.

Designed to explore the thoughts that women have during sexual relations with their husbands. The questionnaire consists of seven parts covering general daydreaming tendencies, fantasies and other ideation during coitus, sexual patterns, marital adjustment, intelligence, personality, and personal adjustment.

Depression Inventory by Aaron T. Beck; 1973; Adults; Aaron T. Beck.

A self-administered scale designed to provide an objective measure of depression. The inventory is based on 21 categories of symptoms and attitudes. Each category describes a particular manifestation of depression and consists of a series of four self-evaluative statements that are assigned values of 0 to 3 to indicate the degree of severity.

Educational Work Components Study by Cecil Miskel and Leonard Heller; circa 1973; Adults; Cecil Miskel.

Based on Borgatta's *Work Components Study*, this questionnaire is designed to measure work motivation in the educational organization. The instrument consists of six factors: potential for personal challenge and development, competitiveness desirability and reward of success, tolerance for work pressure, conservative security, willingness to seek reward in spite of uncertainty vs. avoidance of uncertainty, and surround concern.

Environmental Response Inventory (ERI) by George E. McKechnie; c1971-74; Adolescents and Adults; Consulting Psychologists Press, Inc.

Designed to measure environmental dispositions, which are defined as individual differences in the ways people think about and relate to the everyday physical environment. The instrument yields eight environmental disposition scores and one validity score: Pastorality, Urbanism, Environmental Adaptation, Stimulus Seeking, Environmental Trust, Antiquarianism, Need

Privacy, Mechanical Orientation, and Communality. ERI is intended for research use only.

Excitation-Inhibition Inventory by Ralph E. Van Atta; 1970-73; Adults; Ralph E. Van Atta.

Designed to assess the interplay of Pavlov's constructs of excitation and inhibition. The inventory consists of four scales which attempt to define personality types: Inhibitory Personality, Excitatory Personality, Pathology of Excitation, and Pathology of Inhibition. A fifth scale is provided to define patterns of overt behavior.

Experience Inventory by Richard W. Coan; 1972; College Students and Adults; Richard W. Coan.

Designed to assess the openness of an individual to various kinds of experience. The component scales are: aesthetic sensitivity vs. insensitivity, unusual perceptions and associations, openness to theoretical or hypothetical ideas, constructive utilization of fantasy and dreams, openness to unconventional views of reality vs. adherence to material reality, indulgence in fantasy vs. avoidance of fantasy, and deliberate and systematic thought.

General Beliefs by Richard W. Coan, Richard W. Hanson, and Zipporah P. Dobyns; 1972; College Students and Adults; Richard W. Coan.

This inventory deals with an individual's general beliefs and attitudes. It yields scores for the following factors: conventional theistic religion vs. nontheistic viewpoint, future-productive vs. present-spontaneous orientation, detachment vs. involvement, relativism vs. absolutism, scientism-determinism, and optimism vs. pessimism.

Helping Relationship Inventory by John E. Jones; c1973; Adults; University Associates.

Designed to survey an individual's feelings concerning the relationship between two persons when one is attempting to help the other. For a variety of described situations, the respondent ranks alternative modes of behavior according to his degree of preference. The response modes for each situation are: Understanding, Probing, Interpretive, Supportive, and Evaluative. The Inventory was adapted from Porter's *Counseling Procedures Pre-Test*.

The Hopelessness Scale by Aaron T. Beck; 1972; Adults; Aaron T. Beck.

Designed to assess an individual's negative expectancies or hopelessness. The scale comprises three factors: Feelings about the Future, Loss of Motivation, and Future Expectations.

Imber Children's Trust Scale by Steve C. Imber; c1971; Grades 4-5; Steve C. Imber.

This research instrument was devised to provide a measure of a child's trust of important individuals around him. The 40-item test presents several situations relating to father, mother, peer, and teacher trust, the outcomes of which are selected from either a "trusting" or "nontrusting" answer.

Inventory of Temporal Experiences by George D. Yonge; circa 1973; College Students; George D. Yonge.

This measure of temporal experiences and perceptions is based on a theory developed by Hugenholz in which he describes four coexisting modes or forms of time, which can vary in their pre-dominance for individuals. The inventory yields four scores: Human Time, Animal Time, Vital Time, and Physical Time.

Involvement Inventory by Richard Heslin and Brian Blake; c1973; Adults; University Associates.

Provides a measure of levels of involvement with people, objects, and ideas, respectively. The instrument yields scores for Affective, Behavioral, Cognitive, and Total Involvement. It can be used at either the individual or organizational level.

Lead Questionnaire by Russell Dore; c1973; Adults; University Associates.

Designed to elicit attitudes toward different leadership techniques. The questionnaire yields scores for two aspects of management style: Employee-Oriented and Differentiation.

Measure of Values by Robert A. Pierce and Allan J. Schwartz; 1972; College Students; Robert A. Pierce.

This 134-item Likert-type inventory of personal values has separate forms for men and women. It yields 11 scales for men: warmth and fun, status and power, wealth and achievement, aesthetic and intellectual wonder, politics, independence, athletic competence, altruistic service, religion, thoughtful solitude, and affection for parents. There are 12 scales for women: independence, wealth, achievement, righteousness, athletic competence, love and marriage, altruistic service, politics, family, good times, thoughtful solitude, and religious involvement.

Modified Radke-Yarrow Teacher Rating Scale by Julius Seeman; Not Dated; Est. Grades 1-12; Julius Seeman.

Provides a measure of a child's psycho-social adjustment. The 20-item instrument enables a teacher to evaluate a child's behavior in terms of three categories of adjustment: positive adjustment, aggression, and withdrawal.

Parental Attitude Research Instrument: Short Form by Herbert J. Cross and George F. Kawash; circa 1968; Adults; Herbert J. Cross.

This measure of authoritarian parental attitudes toward child-rearing and parental warmth is a revision of the original *Parental Attitude Research Instrument* developed by Bell and Schafer. The 45-item device consists of nine scales: Encouraging Verbalization, Equalitarianism, Reversed Deification of Parents, Excluding Outside Influences, Warmth (Irritability), Deception, Reversed Excluding Outside Influences, Deification of Parents, and Reversed Irritability (Warmth).

Personal Growth Inventory by Michael G. Blansfield and Gordon L. Lippit; c1966; Adults; Leadership Resources, Inc.

Designed to provide an individual with a self-estimation of his personal growth in conjunction with the estimation of another person. Ratings are made on 21 traits. The Inventory is intended as a stimulus for self-examination of personal growth.*

Personal Opinion Survey by Richard W. Coan and Marcia T. Fairchild; circa 1971; College Students and Adults; Richard W. Coan.

Designed to assess several major aspects of the experience of control. The survey provides scores for seven factors: achievement through conscientious effort, personal confidence in ability to achieve mastery, capacity of mankind to control its destiny vs. supernatural power of fate, successful planning and organization, self-control over internal processes, control over large-scale social and political events, and control in immediate social interaction.

Philadelphia Geriatric Center Morale Scale by M. Powell Lawton; circa 1966; Adults; M. Powell Lawton.

This instrument is designed to measure morale in the elderly. Six factors comprise the scale: Surgeney, Attitude toward Own Aging, Acceptance of Status Quo, Agitation, Easygoing Optimism, and Lonely Dissatisfaction. It is intended primarily for research.

Police Opinion Poll by Nelson A. Watson and James W. Sterling; c1969; Adults; James W. Sterling.*

Designed to assess certain attitudinal dispositions believed to be related to the performance of police work. The questionnaire elicits opinions on such things as current social issues, education and training of police personnel, and police administration. It is intended for use with both police recruits and experienced officers as well as for use with persons holding related positions such as detectives, juvenile officers, administrators, and training officers. *Included in: Watson, Nelson A. and Sterling, James W. *Police and Their Opinions*. Gaithersburg, Maryland: International Association of Chiefs of Police, Inc., 1969.

Scale of Feelings and Behavior of Love by Clifford H. Swensen and Frank Gilner; c1968-73; Ages 18 and Above; University Associates (test booklet) and Clifford H. Swensen (manual).

The *Love Scale* is a measure of the patterns of behavior and feelings people exhibit and experience in their love relationships. Various aspects of love relationships are represented by six subscales: Verbal Expression, Self-Disclosure, Tolerance, Support (Non-Material Evidence), Support (Material Evidence), and Feelings (Not Expressed Verbally).

Scales to Measure Attitudes Toward Industrial Psychology and Psychological Testing by Rodney F. Rhoads and Frank J. Landry; circa 1973; Adults; Rodney F. Rhoads.

This 98-item questionnaire is designed to assess the magnitude

and direction of attitudes toward industrial psychology and psychological testing among a broad range of industrial groups.

Sexual Attitude Change Scale by E.H. Robinson and Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Designed as part of a study on sexual anxiety, sexual attitudes, and attitude change. The scale elicits the subject's attitudes about sexually related activities and his feelings about his own and his partner's body. Separate forms are provided for males and females.

Sexual Fear Inventory by Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Developed as part of a study on sexual anxiety, sexual attitudes, and attitude change. The Inventory was designed for clinical use with individuals whose major problems are in the area of sexual adjustment and who do not display other physical or mental pathologies. It consists of 30 items of a general nature, 30 items that involve the subject personally, 20 items concerned with social relationships, and 50 items pertaining to mutual physical contact of a progressively more intimate nature. Separate forms are available for males and females.

Social Adjustment Scale by Myrna M. Weissman, Eugene S. Paykel, and Rise Siegel; 1972; Adults; Myrna M. Weissman.

Provides a measure of the level of social functioning in depressed patients in terms of six role areas: work, social and leisure, extended family, marital, parental, and nuclear or marital family unit. Within each of these role areas, level of functioning is assessed using three separate indicators: general performance, interpersonal behavior, and feelings and satisfactions. The Scale is administered in a semistructured interview. It is a revision of *The Structured and Scaled Interview to Assess Maladjustment (SSIAM)*.

Suicidal Intent Scale by Aaron T. Beck, Dean Schuyler, and Ira Herman; 1972; Adults; Aaron T. Beck.

Designed to record data regarding the intensity of the attempter's wish to die at the time of the attempt. The 20-item scale is divided into three sections. The first section deals with factual aspects of the attempt and the events surrounding it. The second section is used to record retrospectively the patient's thoughts and feelings at the time of the attempt. The third section is unscored and elicits information on other aspects of suicide such as risk factors, the patient's current feeling about the attempt, conceptions of death, and the relation of alcohol to the attempt.

Teacher Trust Rating Scale by Steve C. Imber; c1971; Grades 4-5; Steve C. Imber.

A five-point rating scale developed to provide a measure of children's trust in addition to and in conjunction with the *Imber Children's Trust Scale*. There are four components of the teacher's rating of the child's trust: trustworthiness, trust, security, and dependability.

Vocational Opinion Index (VOI) by Abraham Wolf; c1973; Adults*; Associates for Research in Behavior, Inc.

Designed to measure an individual's Job Readiness Posture (JRP), which is used to define his attitudes, perceptions, and motivations as they affect his ability to obtain and maintain a job. The JRP is determined through the assessment of three dimensions: attractions to work, losses associated with obtaining and maintaining a job, and barriers to employment. The VOI was designed specifically for use with participants in training programs for the disadvantaged. *The test may be administered to anyone who can read at the fifth-grade level, and a Spanish form is available.

Women as Managers Scale (WAMS) by Lawrence H. Peters, James R. Terborg, and Janet Taynor; 1974; Adults; Lawrence H. Peters.*

Developed to assess stereotypic attitudes toward women in a business organization. The scale is comprised of three factors: the acceptance of women into managerial positions; female-specific barriers that traditionally have been viewed as prohibitive of permanent, full-time employment; and traits deemed necessary for success in a managerial position. *Included in: Peters, Lawrence H., Terborg, James R., and Taynor, Janet. *Women as Managers Scale (WAMS): A Measure of Attitudes toward Women in Management Positions*. JSAS, Catalog of Selected Documents in Psychology, MS. No. 585, 1974.

Youth Research Survey by Merton P. Strommen and Ram K. Gupta; c1969-71; Grades 9-13; Youth Research Center.

This 420-item self-report instrument is presented in two parts. Book 1, "Myself and My View of the World," deals with the concerns and attitudes of youths, including biographical and sociological information. Book 2, "My Values and Beliefs," elicits information concerning youths' values and beliefs. The 25 scales comprising the survey are classified into three major categories: Concerns, Beliefs-Values, and Perception. An Individual Profile Report and two types of Group Reports may be obtained.

Miscellaneous, Sensory-Motor, Unidentified

Assessment of Career Development (ACD); c1972-74; Grades 8-11; Houghton Mifflin Company.

This instrument was designed to provide information that would facilitate the development and assessment of career education programs. The test covers: Occupational Awareness (occupational knowledge, exploratory occupational experiences), Self-Awareness (preferred job characteristics, career-plans, perceived needs for help), Career Planning and Decision Making (career planning knowledge, career planning involvement), and Reactions to Career Guidance Experiences. ACD was developed by the American College Testing Program.

• *Auditory Pointing Test* by Janet B. Fudala, LuVern H. Kunze, and John D. Ross; c1974; Kindergarten-Grade 5; Academic Therapy Publications.

This cross-modal test in which an auditory stimulus is paired with a visual-motor response is designed to assess short-term

memory. The test is scored so that memory span can be examined separately from sequential memory. Suggestions for remediation are provided in the manual.

Behavior Assessment Form by Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Designed for use in a study aimed at investigating sources of sexual anxiety and changes in sexual attitudes as a result of treatment. The form provides information on the nature of patients' behavior in five areas: Problem Analysis (behavioral excesses, behavioral deficits, behavioral assets), Motivational Analysis (behaviors indicative of patients' goals, needs, or interests), Developmental Analysis (biological, sociological, and behavioral changes over time), Analysis of Self-Control, and Analysis of Social Relationships (nature of interaction with significant others).

• *Behavioral Developmental Profile* by Mike Donahue, John D. Montgomery, Arlene F. Keiser, Vicky L. Roecker, Linda I. Smith, Milford F. Walden; Copyright Pending; Birth-6 Years; Marshall-Poweshiek Joint County School System.

An assessment instrument to monitor growth and development and to provide an organized approach to skill acquisition. The profile was designed for use with handicapped and culturally deprived preschool children to facilitate individualized prescriptive instruction within the home setting. The skills assessed are arranged into three categories: Communication, Motor, and Social. Behavioral items are further grouped into age categories. The Profile is used in conjunction with the *Behavioral Prescription Guide* in which each profile item is cross-referenced to incremental behavioral objectives and strategies.

Children's Report of Parental Behavior: Short Form by Herbert J. Cross and Robert D. Aron; circa 1970; Adults; Herbert J. Cross.

This revision of Schaefer's original inventory was developed to assess individuals' memories of such aspects of parental behavior as understanding, warmth, and control. Eight scales represent three major factors: Acceptance Factor (acceptance, child-centeredness, positive involvement); Psychological Control Factor (control through guilt, hostile control, instilling persistent anxiety); and Lax-Firm Factor (nonenforcement, lax discipline).

Community-Oriented Programs Environment Scale (COPEs) by Rudolf H. Moos; c1974; Adults; Consulting Psychologists Press, Inc.

Assesses the social environments of community-based psychiatric treatment programs, such as halfway houses, day programs, sheltered workshops, rehabilitation centers, and community care homes. COPEs consists of ten subscales: Involvement, Support, Spontaneity, Autonomy, Practical Orientation, Personal Problem Orientation, Anger and Aggression, Order and Organization, Program Clarity, and Staff Control.

• *Comprehensive Career Assessment Scale: Grades 3-7* by Stephan L. Jackson and Peggy M. Goulding; c1974; Grades 3-7; Learning Concepts, Inc.

Measures the student's interest in and familiarity with 75 occupations within the 15 career clusters identified by the U.S. Office of Education. The scale can be used as a pre/posttesting instrument in evaluating career education programs and as a needs assessment and curriculum planning tool at the program, classroom, small group, and individual level.

Comprehensive Career Assessment Scale: Grades 8-12 by Stephan L. Jackson and Peggy M. Goulding; c1974; Grades 8-12; Learning Concepts, Inc.

Developed primarily to meet the needs of educators in planning and implementing career education programs, the Scale provides a comprehensive profile of a student's interest in and familiarity with each of the 15 career clusters.

Comprehensive Career Assessment Scale: Teacher's Version by Stephan L. Jackson and Peggy M. Goulding; c1974; Adults; Learning Concepts, Inc.

Part I of the Scale assesses teachers' interest in and familiarity with various careers. Part II elicits their attitude toward and familiarity with various concepts related to career education and the implementation of new education programs in general. Part III provides for open-ended responses to aspects of career education. The Scale is an aid in ascertaining in-service training needs, promoting career awareness, and evaluating teacher training programs.

Engineer Performance Description Form by John C. South; Not Dated; Adults; John C. South.

A forced-choice performance appraisal form which is completed by an individual's immediate supervisor on the basis of his observations of the individual. The device is intended for use with college graduates working in the professional areas of engineering at the nonsupervisory level. Part 1 of the Form yields an overall performance score. Part 2 provides a performance profile based on six areas of performance: communication, relating to others, administrative ability, motivation, technical knowledge and ability, and self-sufficiency.

Geriatric Interpersonal Evaluation Scale by Robert Plutchik, Hope Conte, and Morris Lieberman; circa 1971; Adults; Robert Plutchik.

Developed to evaluate the cognitive and perceptual functioning of geriatric patients.

Geriatric Rating Scale by Robert Plutchik, H. Conte, M. Lieberman, M. Bakur, J. Grossman, and N. Lehrman; circa 1970; Adults; Robert Plutchik.

Intended to measure the degree to which geriatric patients are able to function, both physically and socially, in an intact, integrated manner. The 31-item scale is based on the *Stockton Geriatric Rating Scale*.

Group Leadership Questionnaire by Daniel B. Wile; c1972; Adults; University Associates.

The Questionnaire describes 21 situations that may occur in human interaction groups and provides 19 alternative ways in

which the group leader might respond to each situation. The respondent is first asked to list any of the 19 responses he might make and then to indicate the one he is most likely to make.

Indicators of Quality by William S. Vincent and Martin N. Olson; c1969-72; Open-Range; Vincent and Olson School Evaluation Services.

Provides quantitative measures of school quality by means of observation of critical behavior within the classroom. The instrument is based on four characteristics of internal school behavior that are judged to be basic to quality: individualization, interpersonal regard, creativity, and group activity. It consists of 51 polarized items, 17 of which are observable in teacher behavior, 17 in pupil behavior, and 17 in the interaction between teacher and pupils. Extensive training in the use of the instrument is necessary.

Life History Questionnaire by Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Developed as part of a study on sexual anxiety, sexual attitudes, and attitude change. The inventory provides an overview of the subject's background by eliciting information in six areas: General Background, Family Background, Education, Occupation, Marital Background, and Clinical Background.

The Long Form Family Interview Schedule by Richard H. Blum; 1972; Family Unit; Richard H. Blum.

An instrument designed to investigate and identify those familial variables related to the development of drug problems and illicit drug use among children. The questionnaire consists of ten sections: Family Description, Mother Interview, Father Interview, Child Description, Family Organization, Whole Family Observation, Family Study, College Student Interview, Interview for Children Under 13, and Appendix (drug and medicine inventory). Each section is designed to elicit information in a separate family area and thus comprises a separate interview.

• **MKM Binocular Preschool Test** by Leland D. Michael and James W. King; c1965; Preschool; MKM, Inc.

This individually administered test evaluates the near point performance of preschool and other nonreading children. A stereoscope is needed to administer the test.

• **MKM Monocular and Binocular Reading Test** by Leland D. Michael and James W. King; c1964; Grades 1-2; 3 and Over; MKM, Inc.

Designed to detect children who are likely to have reading problems associated with poor binocular coordination and macular suppression. A stereoscope is needed to administer the test. It is available at two levels, both of which must be individually administered.

• **MKM Picture Arrangement Test** by Leland D. Michael and James W. King; c1965; Kindergarten-Grade 6; MKM, Inc.

This test assesses a child's directionality by investigating how he structures his visual space world. The child is asked to arrange a

series of pictures in response to an auditory stimulus. The examiner notes both the direction in which the child arranges the pictures and the hand he uses to arrange them.

Management Inventory on Leadership and Motivation by Donald L. Kirkpatrick; c1974; Adults; COMCOR, Inc.

Assesses understanding of the research, philosophy, theories, and recommendations of five leading behavioral scientists: Maslow, Herzberg, McGregor, McClelland, and Likert. The Inventory is useful in planning, implementing, and evaluating management training programs.

Management Inventory on Management by Objectives by Dale B. McConkey; c1974; Adults; COMCOR, Inc.

This Inventory deals with both the principles and everyday issues of managing within the Management by Objectives System.

Management Inventory on Time and Delegation by Donald L. Kirkpatrick and Dale B. McConkey; c1974; Adults; COMCOR, Inc.

Assesses managers' abilities at effective time utilization and delegation.

Philadelphia Geriatric Center Mental Status Questionnaire by M. Powell Lawton; 1973; Adults; M. Powell Lawton.

Designed to evaluate the mental capacities of institutionalized elderly patients. The questions concern a patient's personal background or facts about his environment. Incorrect responses may reflect impairment of orientation, memory, or perception commonly exhibited in old age.

Psychology-Intern Rating Scale by Robert Plutchik, Morris M. Klein, Hope Conte; circa 1970; Adults; Robert Plutchik.

Developed to provide an objective measure of the success potential of candidates for psychology internships.

Quick Neurological Screening Test (QNST) by Margaret Mutti, Norma V. Spalding, Harold M. Sterling, and C. Slade Crawford; c1974; Kindergarten-Grade 12; Academic Therapy Publications.

This screening device taps neurological integration as it relates to learning. The test consists of a series of 14 observed tasks: hand skill, figure recognition and production, rapid hand movements, palm-form recognition, finger to nose, thumb and finger circle, double simultaneous stimulation of hand and cheek, eye tracking, sound patterns, arm and leg extension, tandem walk, stand and skip, left-right discrimination, and behavioral irregularities.

Resident Applicant Scale by Robert Plutchik, Hope Conte, and Henry Kandler; circa 1971; Adults; Robert Plutchik.

This 32-item rating scale was designed to evaluate the success potential of candidates for psychiatric residencies.

Revised Scale of Employability by Brian Bolton; circa 1970; Adults; Brian Bolton.

Based on the original *CJVS Scale of Employability*, this revised instrument is designed to assess the potential employability of mentally, physically, and emotionally handicapped persons who are clients of rehabilitation workshops. The device is in two parts. The Counseling Scale assesses six dimensions of vocational competence: adequacy of work history, appropriateness of job demands, interpersonal competence--vocational, interpersonal competence--social, language facility, and prominence of handicap. The Workshop Scale assesses five dimensions of job competence: attitudinal conformity to work role, maintenance of quality, acceptance of work demands, interpersonal security, and speed of production.

Role Perception Battery by James W. Sterling; c1972; Adults; James W. Sterling.*

Designed to assess six factors of the police role: role conflict, audience conceptions, aggregate role conceptions, attitudinal orientations to the police role, role attributes, and perception of danger associated with the police role. *Included in: Sterling, James W. *Changes in Role Concept of Police Officers*. Gaithersburg, Maryland: International Association of Chiefs of Police, Inc., 1972.

Selection Tests for Office Personnel (STOP) by Walter A. Eggert and Albert H. Malo; c1962-64; Adults; Kemper Insurance.

A series of 10 tests designed to measure the most commonly used abilities and traits in an insurance office. The employer administers only those tests that measure the skills needed for a specific job. STOP consists of the following tests:

Language Skills 1A

A test of the ability to recognize errors in grammar, punctuation, capitalization, and spelling.

Data Perception 2A

A test of the speed and accuracy with which a person is able to perceive similarities and differences in name and number data.

Arithmetic 3A

A test of the ability to do computations.

Coding 4A

A test of the ability to code business information.

Rating 5A

A test of the ability to use tabulated data.

Personality 6A

An inventory of how a person feels about himself, about other people, and about some of his experiences.

Filing 7A

A test of the ability to arrange names and letters in alphabetical order and numbers according to amount.

Stenography 8A

A test of the ability to take a letter in shorthand and to type a well-balanced and accurate letter from shorthand notes.

Spelling 9A

A test of the ability to spell.

Typing 10A

A test of the ability to type.

The Self-Directed Search: A Guide to Educational and Vocational Planning, Form E by John L. Holland; c1970-73; Grades 4 and Above*; Consulting Psychologists Press, Inc.

A self-administered vocational counseling aid based on Holland's theory of vocational choice. *Form E is a shortened form of the original version and is appropriate for use with students as young as the fourth grade as well as adults with limited reading skills. Separate sections on Occupational Daydreams, Activities, Competencies, Occupations, and Self-Estimates determine a person's resemblance to each of six occupational or personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

Sexual Behavior Inventory by C.H. Robinson and Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Designed as part of a study on sexual anxiety, sexual attitudes, and attitude change. The respondent indicates the frequency with which he engages in various sexual behaviors or activities. Separate forms are provided for males and females.

Sexual History Form by Jack S. Annon; circa 1971; Adults; Jack S. Annon.

Developed as part of a study investigating sexual anxiety, sexual attitudes and attitude change. The Form provides a guide for obtaining information in eight areas: physical and physiological data, sex education, nocturnal sex dreams, masturbation, heterosexual history, animal contacts, homosexual history, and erotic responsiveness. It was patterned after the form used by Kinsey.

Standard Student Interview Form by Richard H. Blum; 1969; College Students; Richard H. Blum.

An extensive interview designed as part of the National Institute of Mental Health Cooperative Collegiate Study. The questionnaire elicits information in the following areas: student background (educational, religious, and political attitudes); parental and family background (parents, socio-economic characteristics, political and religious attitudes); students' preferred activities; participation in student political activism; areas of parent-student conflict; use of, reasons for use of, and effects arising out of the use of a variety of drugs; frequency of use of legal medicinal drugs; parental child-rearing practices related to the encouragement of drug use; satisfaction with academic goals and attainments; degree of affiliation with various social groups. The instrument might be used to record drug use and to investigate family background variables possibly related to subsequent use of drugs.

Supervisory Inventory on Communication (SIC) by Donald L. Kirkpatrick; c1965-72; Adults; Donald L. Kirkpatrick.

Developed in cooperation with the National Society for the Study of Communication, this instrument covers communication definitions, barriers, principles, approaches, and techniques. The Inventory may be used to determine the need for communication training as a tool for conference discussions, to evaluate the effectiveness of a course in communication, to provide information for on-the-job coaching, and to assist in the selection of supervisors.

Supervisory Inventory on Discipline by Earl J. Wyman; c1973; Adults; Earl J. Wyman.

Designed for use by personnel, industrial and employee relations managers, training and labor relations managers, and management development specialists to measure supervisory knowledge of and insights into the disciplinary process. Areas covered by the Inventory include: Causes of Discipline Problems, Communications, Disciplinary Principles and Concepts, Penalty Setting Process, Rule Enforcement Process, Rule Making Process, and Taking Disciplinary Action.

Supervisory Inventory on Grievances by Earl J. Wyman and Donald L. Kirkpatrick; c1970; Adults; Earl J. Wyman.

This device covers philosophy, principles, procedures, and techniques for preventing and handling complaints and grievances in union and nonunion organizations. The Inventory stresses those major areas of the grievance process most applicable to firstline supervisors and foremen, including: preventing, investigating, and settling grievances; grievance causes; the supervisor's skills and functions; grievance procedure and contract administration; unions and union stewards; and communications.

Supervisory Inventory on Human Relations by Donald L. Kirkpatrick; c1965-72; Adults; Donald L. Kirkpatrick.

Designed to assess supervisors' and foremen's knowledge of principles, facts, and techniques in the following areas: the supervisor's role in management, understanding and motivating employees, developing positive employee attitudes, problem-solving techniques, and principles of learning and training.

Supervisory Inventory on Labor Relations by Earl J. Wyman, c1972; Adults; Earl J. Wyman.

Deals with various aspects of basic labor relations, including ground rules, principles, and techniques that are common to both supervisors and industrial relations people. The subject areas covered by the Inventory include: Communications, Contract Negotiations, Discipline, Employee Relations, Grievances, Labor Law, The Supervisor's Job, The Union Contract, and Union and Steward Relations.

Supervisory Inventory on Safety (SIS) by Donald L. Kirkpatrick; c1967-69; Adults; Donald L. Kirkpatrick.

SIS was developed in cooperation with the American Society for Safety Engineers. It deals with all aspects of safety with an emphasis on communication and human relations. The Inventory may be used in the same ways as the *Supervisory Inventory on Communication* (see above).

Teacher Image Questionnaire; Not Dated; Grades 7-12; Educator Feedback Center.

This brief questionnaire is designed to elicit student perceptions of teacher effectiveness. The Center offers a feedback to a teacher interpretive discussions of factors that might be causing problems indicated by the Teacher Image Profile and suggestions for possible behavioral changes designed to improve teacher effectiveness.

Verdon Geriatric Rating Scale by Heinz E. Lehmann and Thomas A. Ban; Not Dated; Adults; Thomas A. Ban, Canada.

This 20-item device is designed to measure arousal, effectivity, mood, mental integration, and organicity in hospitalized geriatric patients. Scoring of the Scale is based on an interview.

Ward Atmosphere Scale (WAS) by Rudolf H. Moos; c1974; Adults; Consulting Psychologists Press, Inc.

Assesses the social environments of hospital-based psychiatric treatment programs. The instrument is comprised of 10 sub-

scales: Involvement, Support, Spontaneity, Autonomy, Practical Orientation, Personal Problem Orientation, Anger and Aggression, Order and Organization, Program Clarity, and Staff Control. Special forms of WAS are also available: The Short Form (Forms), The Ideal Ward Form (Form I), and the Expectations Form (Form E).

Yarn Dexterity Test by Robert L. Brown; c1965; Adults; Brown & Associates:

A measure of manipulative dexterity specifically designed to aid in the selection and placement of employees in textile manufacturing jobs requiring the handling of yarn.

ANNOUNCEMENTS RECEIVED

APU Arithmetic Test by S.J. Closs and Michael Hutchings; Ages 11-16; University of London Press Ltd., Great Britain.

A general purpose test designed to provide an overall indication of skill in arithmetic for use in vocational guidance, industrial selection, and similar situations.

APU Vocabulary Test by S.J. Closs; Ages 11-16; University of London Press Ltd., Great Britain.

Designed as a companion to the *APU Arithmetic Test*, this vocabulary test is also appropriate for use in vocational guidance and industrial selection. The items have been taken from newspapers and magazines.

• *Cognitive Skills Assessment Battery* by Ann E. Boehm and Barbara R. Slater; Preschool-Kindergarten; Teachers College Press.

A criterion-referenced device designed to provide a profile of a child's strengths and weaknesses in the cognitive skills area. The Battery covers the following competency areas: Orientation toward and Familiarity with One's Environment; Large Muscle and Visual-Motor Coordination; Discrimination of Similarities and Differences; Auditory, Visual, Picture, and Story Memory; and Comprehension and Concept Formation.

Driver Attitude Survey (DAS) by Donald H. Schuster and J.P. Guilford; Grades 9-16 and Adults; Sheridan Psychological Services, Inc.

A short inventory designed to discriminate between safe, law-abiding drivers and two classes of problem drivers: those who tend to violate motor-vehicle codes and those who tend to have accidents for which they are responsible.

• *Johnson Basic Sight Vocabulary Test* by Dale D. Johnson; 1975; Grades 1-3; Personnel Press.

A diagnostic test of basic words commonly in the vocabularies of first and second graders.

Physiognomic Cue Test by Morris I. Stein; c1975; Adults; Behavioral Publications, Inc.

This instrument is designed for the study of cognitive control and measures physiognomic perception—the attribution of human or human-like behavior to inanimate forms. Scores on the test reflect stylistic differences among people and can be used in the selection of psychotherapists, teachers, and other professionals whose effectiveness depends on empathic attitudes.

Social Climate Scales by Rudolf H. Moos; Adults; Consulting Psychologists Press, Inc.

These nine scales are designed to assess the environment of a variety of social milieus. The Ward Atmosphere and the Community-Oriented Programs Environment Scale are currently available. The Correctional Institutions Environment Scale, Military Company Environment Scale, University Residence Environment Scale, Classroom Environment Scale, Group Environment Scale, Work Environment Scale, and Family Environment Scale are still in preparation.

• *The TPSC Scale* by George D. Demos and Merrill J. Weijola; Grades 3-9; Sheridan Psychological Services, Inc.

An attitude scale designed to provide measures of the understanding and acceptance of Teachers, Police, School, and Community (TPSC) in order to identify potential or actual drug abuse and delinquent behavior.

Thackray Reading Readiness Profiles by D.V. Thackray and Lucy Thackray; University of London Press Ltd., Great Britain.

These tests are intended to provide a teacher with a quick and reliable measure of the most important reading readiness indicators. The Profiles are designed for use with reception class children but may be used diagnostically with older nonreaders.

TEST REVIEWS

- *Basic Arithmetic Skill Evaluation* (BASE); Media Research Associates.

Reviewed by Alex Bannatyne, Editor, in *Journal of Learning Disabilities*, March 1974, Vol. 7, No. 3, pp. 9-10.

- *Education Apperception Test*; Western Psychological Services.

Reviewed by Alan Krichev, Editor, in *Psychology in the Schools*, October 1974, Vol. 11, No. 4, pp. 485-486.

- *The Life-Space Survey*; Academic Therapy Publications.

Reviewed by Alan Krichev, Editor, in *Psychology in the Schools*, October 1974, Vol. 11, No. 4, p. 486.

- *McCarthy Scales of Children's Abilities*; The Psychological Corporation.

Reviewed by Alan Krichev, Lake Head Board of Education, in *Psychology in the Schools*, April 1974, Vol. 11, No. 2, pp. 252-254.

- *Metropolitan Achievement Tests: 1970 Edition*; Harcourt Brace Jovanovich, Inc.

Reviewed by Joseph A. Wingard and Peter M. Bentler, Department of Psychology, University of California-Los Angeles, in *Measurement and Evaluation in Guidance*, October 1974, Vol. 7, No. 3, pp. 204-208.

- *Ohio Vocational Interest Survey (OVIS)*; Harcourt Brace Jovanovich, Inc.

Reviewed by Garth Sorenson, Graduate School of Education, UCLA, in *Measurement and Evaluation in Guidance*, July 1974, Vol. 7, No. 2, pp. 140-144.

- *Peabody Individual Achievement Test*; American Guidance Service, Inc.

Reviewed by Alex Bannatyne, Editor, in *Journal of Learning Disabilities*, October 1974, Vol. 7, No. 8, pp. 7-9.

- *The Self-Directed Search for Educational and Vocational Planning (Form E)*; Consulting Psychologists Press, Inc.

Reviewed by Richard Seligman, Center for the Study of Evaluation, in *Measurement and Evaluation in Guidance*, July 1974, Vol. 7, No. 2, pp. 138-140.

- *Tasks of Emotional Development Test (T.E.D.)*; Lexington Books.

Reviewed by Edward Earl Gotts, Indiana University, in the *Journal of School Psychology*, Spring 1974, Vol. 12, No. 1, pp. 84-85.

- *Woodcock Reading Mastery Tests*; American Guidance Service, Inc.

Reviewed by Alex Bannatyne, Editor, in *Journal of Learning Disabilities*, September 1974, Vol. 7, No. 7, pp. 7-8.

NEW PUBLISHERS

Anhinga Press
420 Boulevard
P.O. Box 13501
Gainesville, Florida 32604

Associates for Research in Behavior, Inc.
The Science Center
34th and Market Streets
Philadelphia, Pennsylvania 19104

Center for Social Organization of Schools
Johns Hopkins University
Baltimore, Maryland 21218

NEW ADDRESSES

Ann Arbor Publishers
P.O. Box 388
Worthington, Ohio 43085

The Psychological Corporation
757 Third Avenue
New York, New York 10017

NEW REFERENCES

Adkins, Dorothy C. *Test Construction: Development and Interpretation of Achievement Tests, Second Edition*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974. Pp. xi + 164, \$3.50.

This introductory text on test development, theory, and use is directed to both experienced and prospective teachers at all educational levels. The introduction briefly discusses the nature and purpose of educational achievement tests. This is followed by chapters on the interpretation of test scores, characteristics of a good test, the essay test, types and characteristics of objective tests, planning an objective test, constructing objective test items, applications of statistics to test items, assigning marks, and criticisms of tests.

• Ames, Louise Bates, Metraux, Ruth W., Rodell, Janet Learned, and Walker, Richard N. *Child Rorschach Responses: Developmental Trends from Two to Ten Years, Revised Edition*. New York: Brunner/Mazel Publishers, 1974. Pp. xiv + 321, \$12.50.

Intended to serve as a guide to the changes which occur in a child's Rorschach responses at each age level. This revision provides norms for groups of children from various socio-economic levels, detailed longitudinal statistical data, an updated list of "danger signals," and new and detailed treatment of whole responses.

Benedict, Larry. *A Practical Guide for Evaluation*. Windsor, Connecticut: Capitol Region Education Council, 1973. Pp. 119.

The purpose of this booklet is to present introductory material on educational evaluation to educational decision makers, particularly administrators at the elementary and secondary levels.

Buros, Oscar Krisen, Editor. *Tests in Print II (TIP II): An Index to Tests, Test Reviews, and the Literature on Specific Tests*. Highland Park, New Jersey: Gryphon Press, 1974. Pp. xxxix + 1107, \$70.00.

This reference book presents 2,467 test entries, 16,594 references on specific tests, a cumulative name index for each test covering all references in TIP II and the seven *Mental Measurements Yearbooks*, a directory of 493 test publishers with all tests of each publisher listed, a title index covering all tests in print and all out-of-print tests once listed in an MMY, a name index to authors of over 70,000 documents (tests, reviews, excerpts, and references) in the seven MMYs and TIP II, and a scanning index for quickly locating tests designed for a particular population.

Echternacht, Gary J., Reilly, Richard R., and McCaffrey, Patty J. *Development and Validity of a Vocational and Occupational Interest Inventory*. Washington, D.C.: Journal Supplement Abstract Service, 1974. Pp. 87, \$3.00, MS. No. 650.

Describes the development and validation of the *Vocational and*

Occupational Interest Choice Examination (VOICE), an inventory designed to measure the vocational interests of enlisted men entering the Air Force.

Ehrlich, Alan and Ehrlich, Roselin. *Tests in Spanish and Other Languages, English as a Second Language, and Non-verbal Tests for Bilingual Programs: An Annotated B.E.A.R.U. Bibliography*. New York: Bilingual Education Applied Research Unit, May 1974. Pp. ii + 35.

This annotated bibliography of instruments currently available for use in the assessment of bilingual programs is a complete updating and revision of the original listing first published in January 1973.

Goldman, Bert A. and Saunders, John L. *Directory of Unpublished Experimental Mental Measures, Volume I*. New York: Behavioral Publications, Inc., 1974. Pp. xiv + 223, \$11.95.

First in a series of indexes to experimental test instruments that are not available commercially, this Directory is based on the 1970 issues of 29 professional journals. Each test entry includes the following information: test name, purpose, description, statistics, source, and related research. The tests are grouped into one of 22 categories according to the purpose of the test and/or its apparent content.

• Greenberger, Ellen, Knerr, Claramae, Knerr, Bruce, and Brown, Joan B. *The Measurement and Structure of Psychosocial Maturity*. Baltimore, Maryland: Center for Social Organization of Schools, March 1974. Report No. 170.

This paper reports progress in the development of a new Psychosocial Maturity Inventory.

Kirby, Jonell H., Culp, William H., and Kirby, Joe. *MUST: Manual for Users of Standardized Tests*. Bensenville, Illinois: Scholastic Testing Service, Inc., 1973. Pp. x + 180, \$5.95.

Intended to aid teachers and other school personnel in understanding and using test data for administrative, instructional, and guidance purposes. This Manual is divided into three sections: Statistical Concepts in Standardized Testing, Using Test Results, and Ethical Standards and Issues. Study questions, assignments, case reports, and an annotated bibliography are included.

McGee, Rosemary and Drews, Fred. *Proficiency Testing for Physical Education*. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1974. Pp. v + 73.

This manual presents the supporting concepts and developmental procedures for implementing proficiency testing programs. It includes discussion of the organization of the faculty, administrative procedures, the role of the student, the selection of measures, and the evaluation of performance. The appendices

provide a listing of colleges and universities using proficiency testing programs, sample forms and notices, sample test packages, and sample knowledge tests.

Nigel, Lemon. *Attitudes and Their Measurement*. New York: John Wiley and Sons, Inc., 1973. Pp. viii + 294, \$11.50.

The author advocates a multi-indicator approach to attitude measurement. He presents a review of established methods of data collection and scaling, sections on indirect methods of attitude measurement, the work on structural measures of attitude as well as intensity, salience, and ego-involvement. In addition, sections on the conceptualization of attitude, the logic of measurement, and the relationship between attitude and behavior are provided.

• Oakland, Thomas, and Phillips, Beeman N., Editors. *Assessing Minority Group Children: A Special Issue of Journal of School Psychology*. New York: Behavioral Publications, Inc., 1973. \$12.95.

This special issue of the *Journal of School Psychology* is devoted to articles concerning the assessment of minority group children.

Peters, Lawrence H., Terborg, James R., and Taynor, Janet. *Women as Managers Scale (WAMS): A Measure of Attitudes Toward Women in Management Positions*. Washington, D.C.: Journal Supplement Abstract Service, 1974. Pp. 44, \$2.00, MS. No. 585.

This report describes the development of the *Women as Managers Scale*, presents normative data for the development sample, and discusses its possible uses in applied research.

Saif, Philip S. *On Evaluation: For Administrators*. Windsor, Connecticut: Capitol Region Education Council, 1974. Pp. 30.

This booklet presents an outline for the total scheme of evaluation in a school district, including the evaluation of programs, teachers, students, and materials used in the classroom. It begins with a summary and a chart intended to aid the administrator in identifying the present status of evaluation in his school district. This is followed by an explanation of each step in each of the four areas of evaluation.

Saif, Philip S. *On Evaluation: For Members of Boards of Education*. Windsor, Connecticut: Capitol Region Education Council, 1974. Pp. 17.

This booklet was prepared to provide boards of education with some basic information about educational evaluation. It includes brief discussions of the purpose of evaluation, basic elements of evaluation, superintendent evaluation, personnel evaluation, and the generation of data.

Saville, Peter, Hare, Janice, Finlayson, Laura, and Blinkhorn, Stephen. *British Edition of the General Clerical Test Manual*. Windsor, Berks: NFER Publishing Company, Ltd., 1974. Pp. 30.

This Manual is intended for use with the British edition of the *General Clerical Test*, which has been anglicized and decimalized for British and Irish use. The amendments to the nine subtests in the British edition are outlined, and normative data from industrial and educational sources in the United Kingdom and Ireland are presented. The American manual is still required for administration and scoring instructions.

Saville, Peter, Hare, Janice, Finlayson, Laura, and Blinkhorn, Stephen. *British Manual to the Revised Minnesota Paper Form Board Test: Series AA and BB*. Windsor, Berks: NFER Publishing Company, Ltd., 1974. Pp. 22.

This Manual presents normative data on applicant and established engineering apprentices, printing and publishing industry apprentices, factory operatives, and a number of school and college groups. It is intended as a supplement to the American manual which is still necessary to British users for test administration and scoring instructions.

Tognetti, Ann. *ERS Annotated Bibliography: The Evaluation of Instructional Programs*. Arlington, Virginia: Educational Research Service, 1974. \$5.00.

This Annotated Bibliography is intended to assist school administrators, curriculum leaders, and others in identifying documents that might aid them in deciding whether a program should be continued, improved upon, or discontinued. The cited documents contain descriptions and analyses of strategies, techniques, problems, and issues of program evaluation as well as substantive findings or recommendations.

Tractenberg, Paul L. *Testing the Teacher: How Urban School Districts Select Their Teachers and Supervisors*. New York: Athlone Press, Inc., 1973. Pp. xiii + 333, \$8.95.

This book focuses on the urban teacher and is concerned with the various aspects of teacher selection. It moves from the training of urban teachers, through their recruitment, selection, and assignment to their accountability and promotion. The author uses the New York City experience as the basis for his examination of personnel practices and their educational and social implications.

Tyler, Ralph W. and Wolf, Richard M., Editors. *Crucial Issues in Testing*. Berkeley, California: McCutchan Publishing Company, 1974. Pp. x + 170, \$9.25.

Part I of this book examines issues surrounding the use of tests with minority groups. Parts II and III discuss various uses of tests including the selection and grouping of students. In Part IV the debate over norm-referenced tests versus criterion-referenced tests is examined. Part V deals with efforts at national, state, and local levels to obtain information on what students are learning in schools. Part VI focuses on the use of tests to measure the effectiveness of educational programs and instructional methods and materials. Finally, Part VII is concerned with the invasion of privacy in testing.

Valett, Robert E. *Learning Disabilities: Diagnostic-Prescriptive Instruments*. Belmont, California: Lear Siegler, Inc./Fearon Publishers, 1973.

This book is presented in three parts. Part one covers the nine step diagnostic-prescriptive process, a model for psychoeducational evaluation, and the components of the psychoeducational report. Part two discusses the instruments for psychoeducational evaluation, while part three presents case studies and their applications, behavior records, and a Learning Resource Center model.

Wells, Virginia. *On Evaluation: For Parents*. Windsor, Connecticut: Capitol Region Education Council, 1974. Pp. 16.

This booklet is intended to explain to parents the meaning of educational evaluation and the steps necessary to implement it.

Wick, John W. *Educational Measurement: Where Are We Going and How Will We Know When We Get There?*

Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. Pp. ix + 320, \$8.95.

This basic text in educational measurement is directed toward preservice teachers, counselors, and administrators.

Item Bank: Mathematics, Level 2. Wellington, New Zealand: Curriculum Development Unit, Department of Education, New Zealand, 1974.

One of a series of behavioral objectives and related test items in mathematics. The items are multiple-choice and are grouped into units according to the topic covered and the ability assessed (recall, computation, understanding, application). Each is accompanied by an objective and has been assessed for difficulty.

NOTES

- The *Bzoch-League Receptive-Expressive Emergent Language Scale* (REEL Scale), formerly distributed by the Tree of Life Press, Inc., is now available from Anhinga Press.
- The Westinghouse Learning Corporation will distribute the *Ohio Survey Tests* on a national basis for the Ohio State Board of Education. National norms will be provided and the tests will be expanded to include grades 3-12.

The Educational Resources Information Center (ERIC) has announced that the title of *Research in Education* (RIE) will be changed with the January 1975 issue to *Resources in Education*.

The *Task Inventory Exchange* (TIE) has been established by The Center for Vocational Education, The Ohio State University as a central clearinghouse for the collection and dissemination of task inventories.

ERRATUM

The *Silent Reading Test* was listed as being out-of-print in the *Test Collection Bulletin*, October 1974, Vol. 8, No. 4, p. 11. This test is still available.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Agathon Press, Inc.
150 Fifth Avenue
New York, New York 10011

American Association for Health, Physical
Education and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Anhinga Press
420 Boulevard
P.O. Box 13501
Gainesville, Florida 32604

Ann Arbor Publishers
P.O. Box 388
Worthington, Ohio 43085

Jack S. Annon
1481 South King Street
Suite 343
Honolulu, Hawaii 96814

Associates for Research in Behavior, Inc.
The Science Center
34th and Market Streets
Philadelphia, Pennsylvania 19104

Australian Council for Educational
Research
Frederick Street
Hawthorn E. 2
Victoria, Australia

Thomas A. Ban, M.D.
Division of Psychopharmacology
Department of Psychiatry
McGill University
1033 Pine Avenue West
Montreal, Quebec, Canada

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Bilingual Education Applied
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Stanford University
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Arkansas Rehabilitation Research and
Training Center
University of Arkansas
346 N. West Avenue
Fayetteville, Arkansas 72701

Brown & Associates
252 Pleasantburg Building
P.O. Box, 5092
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Greenville, South Carolina 29606

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64 University Place
New York, New York 10003

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Washington State University
Pullman, Washington 99163

Curriculum Development Unit
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Private Bag
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Kalamazoo, Michigan 49001

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Box 29880A
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Fort Worth, Texas 76129

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Tampa, Florida 33620

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757 Third Avenue
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New Hyde Park, New York 11040

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Hopewell, New Jersey 08525

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Special Education
Rhode Island College
Providence, Rhode Island 02908

International Association of Chiefs of
Police, Inc.
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Gaithersburg, Maryland 20760

JSAS Catalog of Selected Documents in
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American Psychological Association
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Washington, D.C. 20036

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Journal Supplement Abstract Service
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Long Grove, Illinois 60049

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Brookfield, Wisconsin 53005

L & L Associates
P.O. Box 25722
Charlotte, North Carolina 28212.

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Philadelphia Geriatric Center
5301 Old York Road
Philadelphia, Pennsylvania 19141

Leadership Resources, Inc.
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Lear Siegler, Inc./Fearon Publishers
6 Davis Drive
Belmont, California 94002

Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

John W. Lewis
Winona State College
Winona, Minnesota 55987

Lexington Books
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125 Spring Street
Lexington, Massachusetts 02173

MKM, Inc.
809 Kansas City Street
Rapid City, South Dakota 57701

McCutchan Publishing Company
2526 Grove Street
Berkeley, California 94704

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Phoenix Union High School Program
2526 West Osborn Road
Phoenix, Arizona 85017

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Front and Brown Streets
Riverside, New Jersey 08075

Marshall-Poweshiek Joint County School
System
Department of Special Education
9 Westwood Drive
Marshalltown, Iowa 50158

Media Research Associates
1735-23rd Street
Salem, Oregon 97302

Cecil Miskel
School of Education
University of Kansas
Bailey Hall
Lawrence, Kansas 66045

National Auxiliary Publications Service (NAPS)
Microfiche Publications
Division of Microfiche Systems Corporation
305 East 46th Street
New York, New York 10017

NFER Publishing Company, Ltd.
2 Jennings Buildings
Thames Avenue
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11 Firstfield Road
Gaithersburg, Maryland 20760

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Lafayette, Indiana 47907

Task Inventory Exchange
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Teachers College Press
Teachers College
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New York, New York 10027

The Tree of Life Press
1309 N.E. 2nd Street
P.O. Box 447
Gainesville, Florida 32601

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Publishers and Consultants
P.O. Box 80637
San Diego, California 92138

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New Haven, Connecticut 06511

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100 Park Avenue
New York, New York 10017

Morgan Worthy
Counseling Center
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33 Gilmer Street, S.E.,
Atlanta, Georgia 30303

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Davis, California 95616

Youth Research Center
122 W. Franklin Avenue
Minneapolis, Minnesota 55404

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test collection bulletin

Pamela Rosen, Editor
Vol. 9, No. 2

April 1975

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 •.

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ACQUISITIONS

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

Achievement

Behavioral Objectives Writing Skills Test by Diane Lapp; c1970; Adults; Diane Lapp.

Designed to provide an estimate of the elementary teacher's ability to write behavioral objectives, this test requires the teacher to write three behavioral objectives for each of four hypothetical classroom settings, one in each of four curriculum areas: reading, arithmetic, science, social studies. Successful completion of a behavioral objective is dependent upon inclusion of three criteria: terminal behavior, which describes the type of behavior that is to occur as a result of planned instruction; external conditions, which tell the setting under which the specified behavior will occur; and acceptable performance, which tells the level of performance that will be accepted.

• ***Cognitive Skills Assessment Battery*** by Anne E. Boehm and Barbara R. Slater; c1974; Preschool-Kindergarten; Teachers College Press.

A criterion-referenced instrument designed to provide through systematic assessment a profile of children's strengths and weaknesses. The following competencies are assessed: orientation toward and familiarity with the environment (basic information, body parts, response during assessment); coordination (large motor coordination, visual-motor coordination, copying); discrimination (color identification, shape identification, symbol and letter discrimination, visual-auditory discrimination, auditory discrimination); memory (auditory memory-meaningful words, auditory memory-sentence recall, visual memory); and comprehension and concept formation (number knowledge, letter naming, vocabulary, information from pictures, picture comprehension, story comprehension, multiple directions). The test is individually administered and the items are pictorial.

English as a Second Language Tests by Robert Poczik; 1970; Adults; Bureau of Basic Continuing Education, New York State Education Department.

Designed to measure growth in oral communication skills, the tests are of two types. A placement test is used to place students at various class levels on the basis of oral language abilities. The achievement tests measure Auditory Comprehension, Oral Production, Asking Questions, and Free Conversation at three levels. The tests are based on the *Orientation in American English* textbook series.

Instructional Objectives Exchange: Objective Collection in Art Grades 4-6 by Betty Edwards and Diane Narikawa; 1974; Grades 4-6; Instructional Objectives Exchange.

This collection of objectives and companion sample test items covers the following: the Elements of Art (color, texture, line, shape and space, value); Using the Elements (representing an object, idea, event); Principles of Art (composition); Perceptual Skills (translating three-dimensionality into two-dimensionality);

Art History (artists, famous works, styles and media). Most of the items are drawn from the areas of sculpture, print-making, painting, drawing, and construction.

• ***Instructional Objectives Exchange: Objective Collection in Language Arts-Comprehension Skills, Revised Edition*** by Nola Paxton; 1972; Kindergarten-Grade 12; Instructional Objectives Exchange.

This revised collection contains 91 objectives, with at least one evaluation item to assess attainment of each objective. The material is organized into the following sections: Literal Comprehension, Interpretation, Vocabulary and Word Meaning, and Comprehension of Non-Written Materials.

Knowledge of Occupations Test by Leroy G. Baruth; c1974; Grades 9-12; Psychologists and Educators, Inc.

Designed to assess the extent of students' knowledge of occupations, the items in this test cover information regarding job descriptions, training, certification and licensing, trends, tools, terminology, earnings, and the ability to interpret occupational material. Test results can be used in curriculum and program planning, instruction, and counseling.

• ***Language Arts Diagnostic Probes*** by Stella B. Warner and William R. Myers; c1970; Grades 3-9; American Testing Company.

These two tests are designed to identify a student's level of proficiency in the basic skills of language arts. Probe I deals with 26 skills in the use of capital letters; Probe II measures 25 skills in the use of punctuation marks. The probes are also referred to as SALI (Systems Approach to Language Instruction).

• ***Metropolitan Readiness Tests: 1976 Edition*** (standardization edition) by Joanne R. Nurss and Mary E. McGauvran; c1974; Kindergarten-Grade 1; Harcourt Brace Jovanovich, Inc.

Designed to assess the skills necessary for success in beginning reading and mathematics. Level I is intended for use in kindergarten and includes the following subtests: Auditory Memory, Rhyming, Letter Recognition, Visual Matching, School Language, Listening, and Quantitative Concepts; Level II is appropriate for use at the end of kindergarten or the beginning of grade 1. It includes seven subtests: Beginning Consonants, Letter Correspondence, Visual Matching, Finding Patterns, School Language, Listening, and Quantitative Concepts.

• ***Performance Objectives and Criterion-Referenced Test Items for Classroom Use: Developmental Edition*** by William P. Gorth, Edward Brennan, and Peter Schriber; c1974; Kindergarten-Grade 6; National Evaluation Systems, Inc.

This series covers mathematics and reading, providing separate books for grades K-1, 2-3, 4-5, and 6. Each book in the series includes 60-80 performance objectives and two test items to assess attainment of each objective. The series provides a foundation for the development of a competency-based instructional program; however, it is appropriate for use with any curriculum.

- *Pre-Academic Skills Ladders* by G. Harold Smith; Not Dated; Preschool; Ochlocknee Multi-Handicap Project, The Children's Center.

This checklist is designed to evaluate the child upon entrance into a program and to determine where the child is in regard to sequential readiness skills required in mathematics and reading. The reading readiness skills are in the areas of gross motor development and fine motor development. The mathematics readiness skills are in the following areas: one-to-one relationship, counting, matching, measurement, money, relationships, time, and patterning.

- *Preschool Preposition Test* by May Aaronson and Earl S. Schaeffer; 1968; Ages 3-5; May Aaronson.

This test measures verbal comprehension as indicated by the child's knowledge of prepositions. The test items direct the child to place a ball on a board in relation to the figures on the board. The key word in each command is either a preposition or a prepositional phrase. The child's responses may be scored directly on the Individual Test Record, or they may be recorded on Picture Score Sheets and scored later.

- *Reading Diagnostic Probes* by Stella B. Warner and William R. Myers; c1970; Grades 2-5, 3-9; American Testing Company.

These two tests are designed to identify a person's level of proficiency in basic skills of reading. Probe I deals with auditory discrimination and phonetic analysis and is appropriate for grades 2 through 5. It includes nine subtests: initial consonants, final consonants, rhyming elements, initial consonant blends, initial consonant digraphs, final consonant blends, long and short vowels, effects of R, final E, L, U, and W on vowels, and vowel digraphs. Probe II is concerned with structural analysis and yields scores for inflectional endings, compound words, contractions, inflectional changes, alphabetical order, prefixes, suffixes, syllabication, and accent. It may be administered to children in grades three through nine. The probes are also referred to as SARA (Systems Approach to Reading Analysis).

- *Reading Inventory Probe I* by the Diagnostic Reading Committee; Stella B. Warner and William R. Myers (revision and manual); c1970; Grades 1-2; American Testing Company;

Designed to measure a child's readiness to read. The test yields scores for auditory discrimination, visual discrimination, vocabulary, and comprehension skills. The device is also called READI (Reading Evaluation and Diagnostic Inventory).

- *School Curriculum Objective-Referenced Evaluation: SCORE*; c1973-present; Kindergarten-Grade 9; Westinghouse Learning Corporation.

A criterion-referenced testing system that combines behaviorally stated objectives with a computer-retrievable bank of related items, this system enables school districts to obtain tests individually tailored to their curricular needs. The objectives and items cover four subject areas at three levels: primary (K-3), intermediate (grades 4-6), and junior high school (grades 7-9).

Language Arts/Reading

This collection is presented in two parts. The Reading section is concerned with ability to understand the relationship between sound and symbol, read and comprehend words and passages, employ a variety of study skills, and classify and analyze forms of literature. The Language section deals with ability to comprehend speech, understand and use the parts of speech, and write both logically and creatively.

Mathematics

Objectives constituting this collection deal with ability to understand the use of sets, numbers, mathematical operations, fractions, units of measurement, metric and nonmetric geometry, functions and functional relationships, tables and graphs, probability, statistics, and logic.

Science

This collection of objectives covers the following: biological science; physical science; earth science and astronomy; laboratory skills, career education, and the nature of science; and processes of science.

Social Science

The objectives in this collection deal with such subjects as man's basic needs, the family unit, social groups, social problems, American and world history, economics, geography, government, political systems, sociology, and anthropology.

- *Spelling Diagnostic Probe* by William R. Myers; c1970; Grades 2-8; American Testing Company.

This list of the 2,074 most common words for spelling is presented in a continuum of grade levels. The student continues spelling words until he reaches the frustration level, which is defined as missing 10 consecutive words. The probe is also referred to as SASI (Systems Approach to Spelling Investigation).

- *Student Problem Individual Reading Evaluation Tests (SPIRE)* by Harvey Alpert and Alvin Kravitz; c1970-73; Grades 1-6, 4-10; New Dimensions in Education, Inc.

A criterion-referenced testing program designed to facilitate individual instruction and remediation and pupil placement, SPIRE is presented in two parts. The Quick Placement Test determines comprehension as well as word recognition and provides a means for identifying the level of materials to be used for instructional purposes. The Diagnostic Individual Reading Evaluation determines the status of a student's skills in the areas of word recognition, word analysis, comprehension, and

retention and yields a detailed diagnosis of his strengths and weaknesses. The program is available at two levels, covering grades 1-6 and 4-10.

Aptitude

Children's Associative Responding Test (CART) by Thomas M. Achenbach; c1975; Grades 5-8; Thomas M. Achenbach.

This 68-item multiple-choice analogy test is designed to identify children who rely on free association rather than use the reasoning processes that may be available to them. CART was developed as part of a program of research on intellectual independence in children and as such its objective was to identify not an absolute level of ability, but dependency upon a type of problem solving that may interfere with full utilization of reasoning ability.

Denny-Ives Creativity Test by David A. Denny and Sammie Ives; circa 1964; Grade 6; David A. Denny.

This test, a research device designed to assess creativity in the dramatic arts, is in two parts. Scores for fluency and redefinition are derived from Part I, while Part II yields scores for originality and sensitivity. Audio tapes and slides are required to administer the test.

Grasha-Riechmann Student Learning Style Scales by Sheryl Wetter Riechmann and Anthony F. Grasha; Not Dated (instrument is copyrighted); College Students; Anthony F. Grasha.

This instrument was developed to assess six student-learning styles: Independent, Dependent, Avoidant, Participant, Collaborative, and Competitive. Each response style is defined around three classroom dimensions: student attitudes toward learning, view of teachers and/or peers, and reactions to classroom procedures. Both specific and general class versions of the 90-item questionnaire are available.

The Lester Point-Score Method for the Shaw Blocks Test by David Lester; 1965; Ages 8 and Over; David Lester.

A method for scoring the *Shaw Blocks Test*, a nonverbal measure of intelligence requiring the manipulation of blocks. The respondent is told to arrange the blocks in some order and to give a reason for placing them in that order. He is to complete as many arrangements as he can in 12 minutes. In the Lester point-scoring system the responses are divided into five classes: unique and objective, based on examination; unique and objective, based on guesswork; subjective, series; groupings, nonsense sequences, analogies; and incoherent groupings.

Paragraph Completion Test by Harold M. Schroder; Not Dated; Adults; Harold M. Schroder.

This test is designed to provide a measure of the integrative component of conceptual complexity. The items sample cognitive processes in the areas of interpersonal uncertainty, conflict, and authority. The respondent is required first to complete a sentence item and then to write at least three addi-

tional sentences in response to the item. The responses are scored on the basis of their structural components.

Stanford Multi-Modality Imagery Test by William L. Dauterman; c1969; Ages 16 and Over; American Foundation for the Blind, Inc.

Designed to measure the functional imagery ability of blind persons, this test is in three phases, the first two of which are learning phases. Phase I, Comprehension and Following Instructions, is designed to give the examinee an opportunity to familiarize himself with the tasks involved in the test. Phase II, Conceptualizing Spatial Relations, is intended to introduce the concept of the construction and comprehension the task designs. In Phase III, Verbal Descriptions, the examinee is required to construct images of geometric patterns from verbal instructions without the use of physical paraphernalia.

Personality, Interests, Attitudes, and Opinions

Arlin-Hills Attitude Survey by Marshall N. Arlin and David Hills; c1974; Kindergarten-Grade 12; Marshall N. Arlin.

These four cartoon instruments are designed to elicit students' attitudes toward teachers, learning processes, mathematics, and language arts. The questionnaires are provided for three levels: primary (K-3), elementary (grades 4-6), and high school (grades 7-12). The survey is intended for group administration and interpretation.

Assessment Instrument for Arizona Vocational Education Programs by W. P. Shafstall and Eugene L. Dorr; 1973; Adults; Division of Vocational Education, Arizona Department of Education.

This diagnostic system is intended to aid in assessing the effectiveness of vocational education programs in the state of Arizona. The assessment form is divided into five parts: Program Planning, Program Support, Student Services, Instruction, and Evaluation.

Asymmetrical Preference Test by Henry Clay Lindgren; circa 1965; Adults; Henry Clay Lindgren.

This research instrument is designed to determine if there is a relationship between social attitudes and creativity. The items comprising this forced-choice questionnaire were derived from the self-descriptive adjectives employed by Barron in his studies on creativity.

Blass Objectivity-Subjectivity Scale by Thomas Blass; circa 1969; College Students and Adults; Thomas Blass.

This instrument is designed to measure the personality construct of objectivity-subjectivity, which is defined as the relative tendency to invoke personal, irrelevant, or extrinsic factors as opposed to more intrinsic criteria in the evaluation of persons and objects. Each of the items in the 30-item Likert-type scale is a hypothetical situation. The respondent is asked to put himself into the situation and indicate how he feels about it.

Canadian Peace Research Institute Questionnaire, 1971 by William Eckhardt; 1971; Adults; Canadian Peace Research Institute.

This 96-item instrument is designed to measure ideological and personality traits related to militarism. The six ideological variables include nationalism, religiosity, bureaucratic attitudes, militarism, conventional morality, and conservatism. The personality traits include conformity, responsibility, impulsivity, neuroticism, misanthropy, and faulty childhood disciplines. The questionnaire yields a general measure of compulsion, which is defined as the value placed on the use or threat of force or punishment to control human behavior.

Canadian Peace Research Institute Questionnaire, 1974 by William Eckhardt and Virginia Young; 1974; Adults; Canadian Peace Research Institute, Canada.

Adapted from the *Canadian Peace Research Institute Questionnaire, 1971*, this 72-item device is designed to measure compassion, defined as a tendency toward the use or promise of persuasion and reason in the guidance of human behavior and the resolution of social conflicts. The questionnaire consists of the 12 scales from the original questionnaire (see above) and an additional 24 value scales that are grouped into seven general categories: Positivism vs. Humanism, Egoism vs. Altruism, Inequality vs. Equality, Love, Law and Order, Religion, and Right.

Canadian Peace Research Institute Questionnaire, V-Q (CPRI-VQ) by Virginia Young; 1973; Adults; Canadian Peace Research Institute, Canada.

This 42-item questionnaire is designed to investigate what relations might exist between ways of loving, women's liberation, and war/peace attitudes.

Career Guidance Inventory in Trades, Services and Technologies by James E. Oliver; c1972; Grades 9-16 and Adults; Educational Guidance, Inc.

This instrument provides an indication of comparative interest in 25 trade, service, and technical occupations for those individuals who wish to continue their training in junior colleges, trade schools, or apprentice programs.

The Collett-Lester Fear of Death Scale by Lora-Jean Collett and David Lester; 1974; Adults; David Lester.

This 36-item scale is designed to measure four dimensions of the general fear of death: death of self, death of others, dying of self, and dying of others.

Color Meaning Test II (CMT II) by John E. Williams; Not Dated; Preschool; John E. Williams.

This test assesses the evaluative responses of preliterate children to the colors black and white and provides an index of white-black color bias. The test provides 24 opportunities for the child to choose a black or a white animal in response to stories containing one of 12 positive evaluative adjectives or one of 12 negative evaluative adjectives.

Fear of Death Scale by David Lester; Not Dated; Adults; David Lester.

This 21-item scale is designed to measure an individual's fear of death.

Figure Preference Test by Robert J. Smith; circa 1967; College Students; Robert J. Smith.

This research device is designed to measure a person's predisposition to conform with the majority or normative opinion. Each of the 16 test items consists of paired geometric figures taken from the *Revised Minnesota Paper Form Board, Series AA*, and the *Berg-Hunt Perceptual Reaction Test*. The respondent is asked to indicate the degree of his preference for each symbol. The pressure to conform is introduced by telling the respondent that a pretest (hypothetical) has been conducted and that the resulting percent of persons' preference for a particular figure is recorded above the figure.

Foreign Policy Questionnaire by William Eckhardt; 1962; Adults; Canadian Peace Research Institute, Canada.

This instrument is a 14-item scale designed to measure militarism, which is defined as the belief in military deterrence.

Gottschalk-Gleser Content Analysis Scales by Louis A. Gottschalk and Goldine C. Gleser; c1969; Ages 14 Years and Over; University of California Press.

These scales provide a method for measuring transient emotional, motivational, and cognitive states. The technique involves content analysis of a tape-recorded, five-minute verbal sample that is obtained by requesting the respondent to tell about an interesting or dramatic life experience. It yields scores for: anxiety (death, mutilation, separation, guilt, shame, diffuse), hostility directed outward (overt, covert), hostility directed inward, ambivalent hostility, social alienation, and personal disorganization (schizophrenia). The technique is delineated in Gottschalk, L. A., and Gleser, G. C., *The Measurement of Psychological States Through the Content Analysis of Verbal Behavior* (Berkeley and Los Angeles: University of California Press, 1969), and Gottschalk, L. A., Winget, C. N., and Gleser, G. C., *A Manual for Using the Gottschalk-Gleser Content Analysis Scales* (Berkeley and Los Angeles: University of California Press, 1969).

How Well Do You Know Your Interests by Thomas N. Jenkins; c1974; Grades 9-16 and Adults; Psychologists and Educators, Inc.

This instrument is designed to provide an indication of an individual's attitudes toward primary groups of work activities. Responses to the 120 items yield scores on 53 scales within 10 interest domains: Business, Mechanical, Outdoor, Service, Research, Visual Art, Amusement, Literary, Music, and General. Secondary school, college, and personnel editions of the inventory are available.

Interpersonal Behavior Inventory, by Maurice Lorr and Douglas M. McNair; c1967; Adults; Maurice Lorr.

This inventory is designed to enable therapists to assess psychiatric outpatients' behavior in terms of 15 characteristic modes of interpersonal interaction. The dimensions measured are: dominance, competition, aggression, mistrust, detachment, inhibition, submissiveness, succorance, abasement, deference, agreeableness, nurturance, affection, sociability, and exhibition. The therapist rates the degree to which the individual manifests each of 140 behaviors.

Lipsitt Self-Concept Scales by Lewis P. Lipsitt; circa 1958; Grades 4-6; Lewis P. Lipsitt.

These two scales consist of the same 22 trait-descriptive adjectives. For the *Ideal Self-Rating Scale for Children* the child is asked to indicate what he would like to be like. The *Self-Concept Rating Scale for Children* provides an indication of the child's actual self-concept.

Maferr Inventory of Feminine Values by Anne Steinmann and David J. Fox (original inventory by Alexandra Botwin); c1955-68; Adolescents and Adults; Maferr Foundation, Inc.

This research instrument is designed to assess male and female perceptions of the female sex role. Each of the 34 items expresses a particular value judgment relating to women's activities, goals, and satisfactions. Half the items describe the family-oriented female and half describe the self-oriented female. Five forms of the inventory, consisting of basically the same 34 items in scrambled order, are provided. Women complete three forms: woman's self-perception, woman's perception of woman's ideal woman, and woman's perception of man's ideal woman. Men complete two forms: man's perceptions of man's ideal woman and man's perceptions of woman's ideal woman.

Maferr Inventory of Masculine Values by Anne Steinmann and David J. Fox; c1968-73; Adolescents and Adults; Maferr Foundation, Inc.

This instrument parallels the *Maferr Inventory of Feminine Values* and is designed to measure male and female perceptions of the male sex role. It consists of 34 items describing various masculine behaviors and attitudes. Half of the items describe the family-oriented masculine role, while the other half describe the self-achieving male role. Five forms are provided (see above).

NW Inventory; c1957-70; Adults; Nordli, Wilson Associates.

This inventory is designed to aid in the selection of sales personnel by eliciting information about a number of personality characteristics, including emotional stability, insight, motivation, verbal ability, honesty, and sales aptitude. The inventory is usually administered in card form, with each of 472 cards presenting one item. It was developed as part of the NW Selection Program and may also be used in the selection of persons for and evaluation of them in such positions as teller, clerk, middle and upper management, and teacher.

NW Organizational Survey; c1971-72; Adults; Nordli, Wilson Associates.

This survey is designed to elicit an individual's perceptions of and attitudes about his organization and its management. The instrument is in two parts. Part I consists of rating scales and open-ended questions. Part II is a 120-item adjective checklist with which the individual can assess the organization on five criteria (commonness of purpose, willingness to serve, adequacy of organizational structure, adequacy of communication, and individual competence). Part II yields six index scores derived from the orientations from which the individual views the organization: Subjective Image vs. Psychological Standard; Personal Ideal vs. Psychological Standard; Subjective Image vs. Personal Ideal; Projected Image vs. Psychological Standard; Projected Image vs. Subjective Image, and Personal Ideal vs. Projected Image.

Nonconformity Scale by Robert J. Smith; circa 1967; College Students; Robert J. Smith.

This scale is designed to distinguish among persons who may be differentially labeled conformists, nonconformists, or independents. The 28 items in the scale describe attitudes pertaining to a variety of personal, social, and ethical issues and were taken from existing attitude scales measuring conformity.

Opinionnaire on Attitudes Toward Education by Henry Clay Lindgren and Ida B. Kelley; circa 1961; Adults; Henry Clay Lindgren.

Designed to measure the degree of acceptance of child-centered educational policies, this questionnaire covers three areas of educational policy: understanding students' behavior in terms of its psychological causation, using authoritarian methods to control students' behavior, and emphasizing subject matter vs. emphasizing the learner. A long and a short form of the opinionnaire are available.

Organizational Frustration Scale by Paul E. Spector; 1975; Adults; Paul E. Spector.

This 29-item questionnaire is designed to measure the frustration experienced by an individual in a job. The items concern aspects of a job, a supervisor, or a job environment that fit a broad definition of frustration: the interference with an ongoing overt or covert response sequence.

Parent Practices Inventory by Rue L. Cromwell; 1969; Adults; Rue L. Cromwell.

This inventory is designed to measure child-rearing practices, attitudes, and values. The first set of items pertains to reinforcement learning theory principles, including kinds, extent, consistency, and timing of positive and negative reinforcement. The second set assesses the relative importance of values held by the parents concerning the rearing of their children, including values related to education, public behavior, self-care, affection, aggression, sex, and curiosity. The inventory is intended for use with the parents of emotionally disturbed children.

Perceived Self Questionnaire by Douglas H. Heath; 1968; Adults; Douglas H. Heath.

This 50-item questionnaire is designed to measure intellectual skill, values, self-concept, relations with males, and relations with females. The respondent rates on an eight-point scale the extent of his agreement with each item. The questionnaire yields scores for Stability, Integration, Allocentricism, Autonomy, Symbolization, and General Maturity.

Personal Opinions Inventory by Frank Sistrunk and John W. McDavid; 1971; Adults; Frank Sistrunk.

This research device is designed to measure conformity independently from sex-related bias. The respondent is presented with 65 statements of fact and asked to indicate his agreement or disagreement with each. Social influence is provided by informing the respondent of the judgment on each statement of the majority of persons having been questioned previously. Standardized critical items on which the majority had indicated incorrect judgments are interspersed with filler items on which the majority had expressed accurate judgments. A conforming response is scored when the respondent agrees with the majority on a critical item instead of giving a factually correct answer.

Phrase Association Test by Douglas H. Heath; 1958; Adults; Douglas H. Heath.

This test provides an objective method for assessing individual anxiety threshold patterns and for indicating defensive patterns. The test consists of a series of five-word phrases to which the respondent is instructed to respond as quickly as he can with the first phrase or sentence that occurs to him. Half the phrases are threatening and tap six types of interpersonal relationships: rejection by mother, rejection by father, heterosexual relations, homosexual relations, mother-son aggression, and father-son aggression. The remaining phrases are nonthreatening and represent three themes: receiving-giving, work activities, and construction activities. The test is administered orally.

Self-Image Questionnaire by Douglas H. Heath; 1965; Adults; Douglas H. Heath.

This self-concept measure consists of 30 personality traits, each presented on a bipolar scale. The respondent rates on an eight-point scale the degree to which he possesses one of each pair of traits. The questionnaire yields the following self-concept scores: Stability, Integration, Allocentricism, Autonomy, Accuracy, Maturity, and Judged Ratings of Maturity.

Sex-Attitudes Scale by Anthony T. Soares and Louise M. Soares; Not Dated; Adolescents and Adults; Louise M. Soares.

Provides a measure of an individual's own sexual attitudes and his perceptions of the sexual attitudes of lower-, middle-, and upper-class adolescents.

• *Stanford Preschool Internal-External Scale (SPIES)* by Walter Mischel, Robert Zeiss, and Antonette Zeiss; circa 1974; Ages 3-5.5; Walter Mischel.

This scale measures children's expectancies about whether events occur as a consequence of their own actions (internal control) or

as a consequence of external forces (external control). SPIES consists of 14 item stems, each of which describes a positive or a negative event that could plausibly occur in a child's life. The stem is followed by two alternative answers: one states that the event occurred because of external persons or circumstances, the other that the event occurred because of the child's own activity or desires. The scale is administered orally.

• *Temperament Questionnaire* by William B. Carey; circa 1970; Ages 4-8 Months; William B. Carey.*

Developed for assessing temperamental characteristics of infants in the four- to eight-month range, this 70-item questionnaire comprises nine temperament categories: Activity, Rhythmicity, Adaptability, Approach, Threshold, Intensity, Mood, Distractibility, and Persistence. It is completed by the mother and is helpful in identifying the difficult baby syndrome.

*Available as NAPS Document No. 01044.

Thurston Sentence Completion Form by John R. Thurston; circa 1959; Adults; John R. Thurston.

A 45-item sentence completion device designed to elicit the attitudes and emotional reactions of the parents of handicapped children in seven significant areas. These include personal reactions and concerns; attitudes regarding the child's satisfactions-discomforts; reactions of brothers and sisters; reactions of community, friends, neighbors; attitudes toward the institution-hospital-treatment center and staff; attitudes relating to the hopes and expectations of the parent for the handicapped; and attitudes of a general nature.

Unwanted Pregnancy Anxiety Rating Scale by William B. Carey, Willa L. Lipton, and Ruth A. Myers; circa 1974; Ages 14-33; William B. Carey.

This scale is designed to assess the concerns of a mother with an unwanted baby. The scale rates in five specific areas for the amount of anxiety mothers were expressing in the third trimester of pregnancy: disturbed reaction to the physical state of pregnancy and concern about outcome; disrupting effect of the pregnancy on the mother's economic, psychological, educational, occupational, and recreational life; tension in relationship with the baby's father; problems in relationships with significant members of her own family; and conflict about surrendering the baby.

Wacks Psychiatric Rating by J. Wacks; Not Dated; Adults; J. Wacks.

This rating scale of psychiatric symptoms is designed to facilitate the diagnosis and treatment of mental illness. It consists of 10 symptoms, each of which is rated in terms of 7 response options, ranging from "not present" to "extremely severe." The scale is adapted from Overall's *Brief Psychiatric Rating Scale*.

Willingness to Risk Questionnaire, Form A by George R. Wesley; circa 1965; Adults; George R. Wesley.

A direct measure of the willingness to risk, this questionnaire was designed for use in determining if willingness to risk is related to vocational choice, academic achievement, intelligence, and achievement motivation. The 55 items comprising the scale

are concerned with a person's willingness to take chances with legal matters, his life, money, social embarrassment, and his health.

Willingness to Risk Questionnaire, Form B by George R. Wesley; circa 1965; Adults; George R. Wesley.

An indirect measure of willingness to risk, this questionnaire was designed for use in an investigation of whether willingness to risk is related to vocational choice, academic achievement, intelligence, and achievement motivation. The questionnaire consists of 100 multiple-choice questions relating to physical geography. Only 20 of the questions have correct answers. The respondent is asked to indicate the degree to which he is sure of his answer to each question. The surer he is, the higher the risk score.

Miscellaneous, Sensory-motor, Unidentified

• *Achenbach-Lewis Symptom Checklist* by Thomas M. Achenbach and Melvin Lewis; c1974; Ages 4-61; Thomas M. Achenbach.

This list of symptoms covers the kinds of behavior that typically are of enough psychiatric concern to make a child a candidate for treatment. The checklist is designed to be filled out by any adult familiar with the child's behavior.

• *Behavior Rating Scale* by Thomas J. Kenny, Badie Davood, and Ruth W. Baldwin; 1968; Children; Thomas J. Kenny.

This instrument is a rating scale of the symptoms usually associated with the behavior problems of exceptional children, such as minimal cerebral dysfunction or hyperkinetic behavior syndrome. It can be administered by a physician, teacher, parent, or other person who is familiar with the child's behavior.

Behavior Rating Schedule by L. Thomas Keith, Louis G. Tornatzky, and L. Eudora Pettigrew; circa 1974; Adults; L. Thomas Keith.

Designed to measure verbal and nonverbal teacher-learner classroom behaviors, this instrument rates 57 behavioral categories in the following areas: Teacher Behaviors (gesticulation, body acts, body orientation, facial expression, head orientation, physical orientation, visual orientation, physical contact, punishment procedures, verbal behavior, use of instructional aids, teacher-pupil interaction, facial attraction) and Pupil Behaviors (verbal behavior, visual orientation, motor activity, noisemaking activity, mouthing, object disturbance, physical contact). These behavioral categories fall into three dimensions: Positive Task-Relevant Teacher-Pupil Interaction, Observation and Group Interaction, and Teacher Disapproval and Pupil Misbehavior.

• *Caregiver Language Observation Instrument* by Mary Knox Weir; Not Dated; Infants and Adults; Mary Knox Weir.

This instrument provides a scheme for observing and recording the language behavior of caregivers in infant day-care settings. The scheme provides for language observations within 11

categories and for the collection of data on the state of the child and the situation in which the child is functioning when the language is observed.

College Behavior Questionnaire by Malcolm Kahn and Alan Rockway; 1971; College Students; Malcolm Kahn.

This questionnaire consists of a structured interview designed to elicit detailed information concerning a student's experiences with commonly used mind-altering drugs.

Demographic Data Form: Teacher Corps Interns by L. Thomas Keith; Not Dated; Adults; L. Thomas Keith.

A brief record form, this instrument is designed to obtain general background information from teacher corps interns.

• *Denver Articulation Screening Exam (DASE)* by William K. Frankenburg and Amelia F. Drumwright; c1971-73; Ages 2.5-6; LADOCA Project and Publishing Foundation, Inc.

A screening test designed to quickly assess the articulation development of young children, DASE tests the child's ability to pronounce 30 sound elements and rates his intelligibility in conversation. Norms are provided for Anglo, black, and Mexican-American children. Training is necessary to administer the test, and training materials are provided.

• *Denver Audiometric Screening Test (DAST): 1972 Edition* by Amelia F. Drumwright and William K. Frankenburg; c1972-73; Ages 3-6; LADOCA Project and Publishing Foundation, Inc.

This test provides a brief screening procedure using a puretone audiometer to identify children likely to have serious hearing loss. Training is necessary to administer the test; a training package is included with the test materials.

• *Denver Eye Screening Test (DEST): 1972 Edition* by John Barker, Arnold Goldstein, and William K. Frankenburg; c1972-73; Ages 6 Months and Older; LADOCA Project and Publishing Foundation, Inc.

DEST is a brief test used to detect problems in visual acuity and nonstraight eyes. It consists of a series of well-established measures: E Test, Picture Card Test, Fixation Test, Cover Test, and Pupillary Light Reflex Test. A test administration training package is included with the test materials.

• *Developmental Bender Gestalt Scoring Form for Young Children* by Kenneth L. Hobby; c1974; Ages 5-11; Psychologists and Educators, Inc.

This adaptation of the Koppitz Scoring System was developed as an aid in scoring the Bender-Gestalt drawings of young children. The form presents a summary of scoring criteria for each of the Bender-Gestalt drawings, a space for scoring each criterion, and an adjacent indication of the significance of the criterion for brain injury.

• *Developmental Checklist* by Susan Bornstein and Ruth Zimmerman; c1974; Ages 1-8; Boston Center for Blind Children.

This instrument is designed to assess the visually handicapped child in the basic areas of child development: Self-Help, Receptive Language, Expressive Language, Social Skills, Gross Motor, Fine Motor, and Pre-Orientation and Mobility. The checklist is intended to be used to assess the child's present skills, to generate individual educational goals, and to evaluate the child's progress.

• *Discrimination by Identification of Pictures (DIP)* by Bruce M. Siegenthaler and George S. Haspiel; c1966-70; Ages 3-8; Speech and Hearing Clinic.

Designed to be used in conjunction with *Threshold by Identification of Pictures (TIP)* to assess certain speech-hearing skills, DIP is composed of 48 paired monosyllabic items whose initial consonants are different in voicing, influence, pressure pattern, or combinations of these acoustic factors. The 48 pairs of words are pictured one pair to a card.

Dormitory Atmosphere Questionnaire by Jack Sidman; Not Dated; College Students; Jack Sidman.

This brief questionnaire is designed to elicit college students' perceptions of their dormitory environment.

• *Family Interaction Schedule* by Murray A. Straus; 1965; Open Range*; Murray A. Straus.

This self-report inventory is designed to provide an indication of the family's social structure. The respondent is asked to indicate the frequency of occurrence of each of the items, all of which refer to actual role performance within the family. The schedule is comprised of six scales: Communication, Support, Task Roles, Decision Roles, Immediate Power, and Ultimate Power. The test is designed for children to describe their family orientation.

*If the respondent is an adult, he should answer all items in reference to his family during the year he was a senior in high school.

Family Patterns Profile by Murray A. Straus; c1962; Adults; Murray A. Straus.

This instrument is designed to measure the criteria employed by husband and wife to structure intrafamilial interaction, as inferred from statements of their own specific modes of interaction and their expectations for role performance by the spouse. The profile measures four variables derived from Parsons: Achievement, Neutrality, Self-Orientation, and Role Differentiation. The instrument consists of 84 pairs of items, half of which refer to the husband's role and half to the wife's. The respondent is asked to choose from each pair the item which is most like himself (or his spouse.)

• *Flynn Elementary School Adjustment Scale* by Tim Flynn; Not Dated; Grades 1-6; Tim Flynn.

This scale is designed to enable teachers to rate children's behavior in five areas of personal-social adjustment: personal skills, relationships with teacher, peer relations, personal behavior, and cognitive skills. The scale was developed for use in

a study of whether the personal and social adjustment of educable mentally retarded students in the regular elementary class was improved by placement in a part-time special education program.

Ideal Teacher Questionnaire by Henry Clay Lindgren; circa 1971; Adults; Henry Clay Lindgren.

Developed as a method for describing good and poor female elementary school teachers, this test consists of 30 pairs of adjectives, each pair including one adjective describing the ideal teacher and another describing the opposite. The pairs are constructed so that words with negative connotations are paired together.

• *Initial Referral Form* by G. Harold Smith, Project Director; 1974; Birth-18; Ochlocknee Multi-Handicap Project, The Children's Center.

This form is distributed to parents, schools, early childhood programs, and clinics and is used to refer handicapped persons to The Children's Center. It elicits cursory demographic data, information on primary handicaps, and descriptions of specific behavior or learning problems.

Interpersonal Adjustment Rating Form by Edwin I. Megargee; c1970; Adults; Edwin I. Megargee.

Designed to measure the behavioral adjustment of inmates in correctional settings, this form consists of eight five-point ordinal scales intended to elicit information on interpersonal behavior, emotional adjustment, and ego strength.

Inventory of Self-Hypnosis by Ronald E. Shor; 1970; Adults; Ronald E. Shor.

This adaptation of the *Harvard Group Scale of Hypnotic Susceptibility* was designed as a research tool for studying the process of self-hypnosis. The instructions present the information needed for a person to induce hypnosis in himself and to give himself a series of simple suggestions. Upon completion of the 12 specific suggestions, respondents are asked to score their outwardly observable responses by estimating whether an onlooker would have observed that they did or did not make certain definite responses by specific predefined criteria. Two versions of the inventory are available. In the breaths version, the subject keeps track of the time spent on each item by counting a fixed number of breaths while concentrating on the hypnotic instructions. In the timer version, the subject fixes the time to be spent on each item by presetting an interval timer.

• *Language Evaluation Sheet* by G. Harold Smith, Project Director; Not Dated; Children; Ochlocknee Multi-Handicap Project, The Children's Center.

This chart is designed to enable the teacher of hearing-impaired children to record the individual child's mastery of various facets of word acquisition. The checklist indicates whether the child has a word through all the sensory channels: lip reading, auditory training, imitative, and spontaneous.

Life Change Inventory by Martin A. Jacobs; 1966; College Students; Martin A. Jacobs.

Designed to collect information about the types of experiences that have occurred in an individual's life during the past year, this inventory consists of 47 one-sentence items covering a variety of possible experiences for the college-age student.

Marriage, Relationship Inventory by Andrew V. Morrison and John C. Schoenherr; c1973; Adults; Andrew V. Morrison.

This experimental instrument is designed to elicit information on a number of problem areas contributing to marital discord. The 171 items cover 13 areas of possible disagreement: recreation; friendship, neighborhood, community relations; religion, morals, philosophy; the children; work; use of time; in-laws, parents, other relatives; money; communication; showing affection, respect, consideration; physical health; sex; and relations with previous mates. Space is provided to describe additional problem areas.

Media Evaluation Report by Ira B. Perelle; c1974; Adults; Psychologists and Educators, Inc.

This form can be used by teachers, media specialists, or business personnel to evaluate the overall quality of various educational media, including slides, films, audio and video tapes, and transparencies. The form provides a standard format for comparing media by way of a numerical score.

• *Minnesota Child Development Inventory: 1974 Edition* by Harold Ireton and Edward Thwing; c1968-74; Ages 1-6*; Interpretive Scoring Systems.

This inventory is a standardized instrument using the mother's observations for the preliminary identification of the child whose development is below expectations for his age and sex. It provides a profile of the child's current level of development on eight developmental scales: General Development, Gross Motor, Fine Motor, Expressive Language, Comprehension-Conceptual, Situation Comprehension, Self-Help, and Personal-Social.

*It may also be administered to older children who are functioning under a six-year level.

• *Modified KD Proneness Scale (KDJRTJFF)* by John F. Feldhusen and John R. Thurston; Not Dated; End of Grade 3; John R. Thurston.

This 71-item adaptation of the original *KD Proneness Scale* is intended for use with children just completing third grade. It is designed to discriminate those children exhibiting socially approved behavior from those exhibiting socially disapproved behavior. The scale is based on the assumption that children who exhibit disruptive behavior in the classroom are more prone to delinquency in later life.

Mutually Responsible Facilitation Inventory by Thomas D. Gnagey; c1973; Psychologists and Educators, Inc.

This inventory provides a concise guide for analyzing the helping relationship, including how and to what extent one person is assisting another to grow in each of five essential areas of

personal and social adjustment. The inventory may be helpful in the analysis of teacher-pupil problems, marital discord, worker-supervisor relations, parent-child friction, and other relationships.

• *Neuro-Developmental Observation (NDO)* by H. Burt Richardson, Lillian M. Beard, and Mark N. Ozer; c1973; Ages 5-8; Mark N. Ozer.

An evaluation protocol, the NDO is designed to serve four objectives: provide data concerning the conditions under which the child can be successful; demonstrate these strategies in the presence of the parent or teacher; involve the child in problem solving and learning to seek help from his environment; and begin a practical problem-solving ongoing collaboration between the child development consultant and the people who must carry out any recommendations. The tasks comprising NDO are arranged into three sections. The first section exemplifies breaking a task into component parts across time and providing differential feedback depending on results. The second section is designed primarily to illustrate the value of varying the modality of input as well as continuing to emphasize the provision of differential feedback. The third section is intended to illustrate the value of limiting the number of competing stimuli from which the child may need to choose at any one time.

• *Ochlocknee Five-Year-Old Screening Test* by G. Harold Smith, Project Director; Not Dated; Preschool; Ochlocknee Multi-Handicap Project, The Children's Center.

This teacher-administered developmental test is designed to determine whether a child needs any remediation to reach the five-year level and in what areas the remediation is necessary. The test covers motor, cognitive, social/self-help, and language skills. Some props are necessary to administer the test.

• *Parent Interview Form* by G. Harold Smith, Project Director; Not Dated; Parents of Handicapped Children; Ochlocknee Multi-Handicap Project, The Children's Center.

This interview form is designed to obtain from the parents of an orthopedically handicapped child an estimate of the child's motor, self-care, socialization and communication, and cognitive skills. It also elicits information on the parents' level of involvement, the child's eating habits, and medical problems.

• *Parent Management Skills* by Arthur J. Moreau, Project Director; Not Dated; Adults; United Cerebral Palsy of Northwestern Illinois.

A set of guidelines designed to aid a child development worker in observing family interaction, this checklist pertains to family management skills in the areas of social, motor, language, dressing, toileting, and eating. The information obtained helps staff develop child management materials to be used with parents in improving their child management skills in deficient areas.

• *Parental Questionnaire* by G. Harold Smith, Project Director; Not Dated; Parents of Hearing-Impaired Children; Ochlocknee Multi-Handicap Project, The Children's Center.

This questionnaire is designed to obtain from the parents of a hearing-impaired child family background and medical information concerning the child.

- *Procedures in Dealing with Children* by Joan M. Held and Rue L. Cromwell; 1966-69; Adults; Rue L. Cromwell.

Intended for use with teachers, therapists, and other workers who deal with emotionally disturbed children, the purpose of this scale is to assess the responses children arouse in adults. The instrument is divided into three sections. Section I deals with general aspects of the treatment center, family, and community, as they are experienced by the child. Section II is concerned with situations that require some response to the child. Section III deals with sequences and patterns of adult response.

- *Rorschach Profile Sheet* by John A. Blazer; c1974; Ages 3 and Over; Psychologists and Educators, Inc.

This profile sheet provides a graphic summary of all commonly scored Rorschach signs.

- *Sentence Completion Form* by John F. Feldhusen, John R. Thurston, and James J. Benning; circa 1966; Grades 3-9; John R. Thurston.

This form provides a technique for differentiating children whose behavior in school is socially approved from those whose behavior is socially disapproved. The form consists of 20 sentence stems that are completed by the child in whatever manner he wishes. The child's responses might also yield insights concerning his personal problems.

Simulated Family Activity Measurement Technique (SIMFAM) by Murray A. Straus and Irving Tallman; 1966; Adolescents and Adults; Murray A. Straus.

SIMFAM provides a system for deriving measures of five aspects of family behavior and interactional structure through direct observation of interaction while the family performs tasks or plays games under standardized conditions. The five variables are: power exercised by each family member; support extended by each family member; communication frequency, channels, and ability; creativity, or ideational fluency and flexibility; and problem-solving ability of the family group.

Staff and Patient Helping Questionnaire by Jack Sidman and Rudolf H. Moos; c1969; Adults; Jack Sidman.

Developed for use in an investigation of the interaction between patients' perceptions of ward environment and their perceptions of helping behavior, this questionnaire was designed to assess the frequency with which various patient-to-patient and staff-to-patient helping behaviors occur. It consists of 70 items describing ways in which patients can help other patients and 70

parallel items describing ways in which staff can help patients. The patient-helping items yield three factors: friendship, directive teaching, and enhancement of self-esteem. The staff-helping items yield 3 factors: friendship, directive teaching, and practical support.

Task Structure Scale by Gary Dessler, Robert J. House, and Kenneth V. E. Liddon; Not Dated; Adults; Robert J. House.

This self-administered scale is designed to measure the task structure of the respondent's role. The 10 items comprising the scale are concerned with the simplicity, repetitiveness, and ambiguity of task demands.

- *Threshold by Identification of Pictures (TIP)* by Bruce M. Siegenthaler and George S. Haspiel; 1966-70; Ages 3-8; Speech and Hearing Clinic.

Designed to be used in conjunction with *Discrimination by Identification of Pictures (DIP)* to assess certain speech-hearing skills, TIP is used to obtain speech reception threshold. It consists of 30 items presented on 6 cards. The items are monosyllabic familiar word-pictures that are called to the child in a predetermined order following the usual speech reception test procedures. The child responds by pointing to the picture of the word he thought he heard.

- *WISC-R Profile Form* by Kenneth L. Hobby; c1974; Ages 6-16; Psychologists and Educators, Inc.

This form contains all the information needed to interpret and understand the results of the *Wechsler Intelligence Scale for Children-Revised (WISC-R)*.

Work Adjustment Rating Form by Edwin I. Megargee; c1970; Adults; Edwin I. Megargee.

Designed to assess the adjustment and behavior of inmates in their work in a correctional setting, this form consists of nine five-point ordinal scales pertaining to quality and quantity of work, job motivation, and interpersonal behavior.

- *Zeitlin Early Identification Screening: Research Edition (ZEIS)* by Shirley Zeitlin; 1974; Preschool-Kindergarten; Shirley Zeitlin.

This individually administered instrument is designed to identify children who may have special learning needs. The screening consists of items relating to language, cognitive development, visual motor, auditory and visual memory, gross motor, body image, directionality, and laterality. The questions are divided into three parts, including verbal tasks, paper and pencil tasks, and nonverbal performance. Checklists for recording relevant observable behaviors and emotional indicators are included.

ANNOUNCEMENTS RECEIVED

- *BKR Development and Trainability Assessment (DATA)* by Louise M. Bradtke, William J. Kirkpatrick, Jr., and Katherine P. Rosenblatt; Preschool*; BKR Educational Projects, Inc.

DATA yields a detailed assessment of a wide range of tasks and skills common to the first few years of life: recognition of purpose, spatial relations, form-shape sorting, color sorting, diameter-size sorting, texture sorting, number counting, rhythm, visual, auditory (nonlanguage), basic language, fine motor, gross motor, social self, and personal skills.

*DATA may be used to assess very young normal children or mentally retarded people who are functioning on a low developmental age level.

- *Bilingual Syntax Measure (BSM)* by Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez; c1975; Ages 4.5-9; Harcourt Brace Jovanovich, Inc.

This individually administered test is designed to measure the oral syntactic proficiency of children in English and Spanish by using natural speech as a basis for making judgments.

- *Carrow Elicited Language Inventory* by Elizabeth Carrow; Ages 3-8; Learning Concepts.

This inventory provides a diagnostic procedure for obtaining performance data on the child's grammatical system. In addition to providing a means of identifying children with language problems, the inventory allows the speech pathologist to determine specific linguistic structures contributing to inadequate language performance. The test must be individually administered, requiring a tape recording of the child's imitations of the items.

- *Computer Operator Aptitude Battery (COAB)* by A. Joanne Holloway; Adults; Science Research Associates, Inc.

A measure of aptitudes important to success in performing the tasks of a computer operator, this battery is comprised of three subtests: Sequence Recognition, Format Checking, and Logical Thinking.

- *Cornell Career Awareness Inventory* by La Verna Fadale; Grades 4-9; Scholastic Testing Service, Inc.

This inventory assesses seven aspects of occupational information as input for developmental career education programs.

- *DIAL* by Carol Mardell and Dorothea Goldenberg; Ages 2.5-5.5; DIAL, Inc.

A prekindergarten screening test for identifying children with potential learning problems, this device covers four dimensions: gross motor, fine motor, concepts, and communications.

- *Goldman-Fristoe-Woodcock Auditory Skills Test Battery* by Ronald Goldman, Macalynne Fristoe, and Richard W. Woodcock; c1975; Ages 3 and Over; American Guidance Service, Inc.

This comprehensive battery designed for diagnostic assessment of auditory skills consists of 12 tests presented in 5 Easel Kits: Auditory Selective Attention Test; Diagnostic Auditory Discrimination Test—Part I; Diagnostic Auditory Discrimination Test—Parts II and III; Auditory Memory Tests (Recognition Memory, Memory for Content, Memory for Sequence); and Sound-Symbol Tests (Sound Mimicry, Sound Recognition, Sound Analysis, Sound Blending, Sound-Symbol Association, Reading of Symbols, Spelling of Sounds).

- *Marital Pre-Counseling Inventory* by Richard B. Stuart; Adults; Research Press.

This inventory facilitates marital or family counseling by providing data on specific areas of desired behavioral change: communication effectiveness, assessment of power in decision making, child management, interests, goals, sexual satisfaction, self-assessment, and assessment of the spouse's behavior.

- *Metropolitan Readiness Test: 1976 Edition* by Joanne R. Nurss and Mary E. McGavran; Kindergarten-Grade 1; Harcourt Brace Jovanovich, Inc.

This test provides a measure of prereading and premathematical skills important for beginning formal school learning. Level I includes the following subtests: Auditory Memory, Rhyming, Letter Recognition, School Language, Quantitative Concepts, Visual Matching, and Listening. Level II subtests are: Correspondence, Visual Matching, Finding Patterns, School Language, Listening, Quantitative Concepts, and Quantitative Operations. The test will be available in January 1976.

- *Pre-School Personality Questionnaire (PSPQ)*; Ages 4-6; Institute for Personality and Ability Testing.

PSPQ is designed to provide a measure of primary personality traits.

- *PMA Readiness Level* by L. L. Thurstone and Thelma Gwinn Thurstone; Kindergarten-Grade 1; Science Research Associates, Inc.

Designed to provide concise assessment of mental factors associated with learning readiness, this instrument consists of four subtests presented in separate test booklets: Verbal Facility, Perceptual Speed, Number Facility, and Spatial Relations.

Rauding Scale Qualification Test by Ronald P. Carver; Adults; Revrac Publications.

A screening test designed to determine if an individual is qualified to use the Rauding Scale of Prose Difficulty, this test is used to estimate the readability of written material. It requires an individual to use the scale to rate the grade difficulties of five passages.

Select ABLE; c1974; Adults; Harcourt Brace Jovanovich, Inc.

A preliminary screening device to be used in conjunction with the *Adult Basic Learning Examination (ABLE)*, this test consists of items involving both verbal and numerical concepts and is an aid in determining which level of ABLE is most suitable for use with a particular individual.

• **Skills Monitoring System (SMS)—Reading** by Lenore Ringer; c1974-75; Grades 3-5; Harcourt Brace Jovanovich, Inc.

This SMS is designed to assist the teacher in identifying specific reading skill strengths and weaknesses, to provide guidelines for instructional programs to meet identified student needs, to indicate appropriate resource material, and to monitor individual

and class progress through the specific skill areas. All components of the system are interrelated through a set of behavioral objectives, and the assessment components are criterion-referenced.

• **Survey of School Attitudes (SSA)** by Thomas P. Hogan; c1974; Grades 1-8; Harcourt Brace Jovanovich, Inc.

SSA measures students' affective reactions to the following basic areas of school curriculum: Reading/Language, Mathematics, Science, and Social Studies. Each area is represented by 15 activities characteristic of the curricula for the appropriate grade levels. SSA is available in two levels.

What I Like to Do by Charles E. Meyers; c1974; Grades 4-7; Science Research Associates, Inc.

This self-scoring and self-profiling interest inventory yields interest patterns for children's preferences in play, academics, arts, occupations, and reading.

Youth Anxiety Scale (YAS); Ages 12-17; Institute for Personality and Ability Testing.

YAS is designed to measure anxiety components in adolescents.

TESTS NO LONGER AVAILABLE

Diagnostic Reading Test—Survey Section; Science Research Associates, Inc.

This test will no longer be available after July 1, 1975.

Iowa Tests of Educational Development, Forms X-4 and Y-4; Science Research Associates, Inc.

These tests will no longer be available after July 1, 1975. They will be replaced by the *ITED, Forms X-5 and Y-5*.

Modern Math Understanding Test; Science Research Associates, Inc.

This test will no longer be available after July 1, 1975.

Police Memory Test; McCann Associates.

Pritchard-Fox Phoneme Auditory Discrimination Tests—Test Four; Alpha Educational Associates.

• **SRA Achievement Series, Forms C and D**; Science Research Associates, Inc.

These tests will no longer be available after July 1, 1975. They will be replaced by the *SRA Assessment Survey: Achievement Series, Forms E and F*.

TEST REVIEWS

• **California Preschool Social Competency Scale**; Consulting Psychologists Press, Inc.

Reviewed by Barton B. Proger, Montgomery County Intermediate Unit No. 23, in *The Journal of Special Education*, Winter 1974, Vol. 8, No. 4, pp. 391-95.

• **Jordan Left-Right Reversal Test**; Academic Therapy Publications.

Reviewed by Alex Bannatyne, Bannatyne Children's Learning Center, in *Journal of Learning Disabilities*, January 1975, Vol. 8, No. 1, pp. 10-12.

• **Wechsler Intelligence Scale for Children—Revised, 1974**; The Psychological Corporation.

Reviewed by Joseph Petrosko, Center for the Study of Evaluation, in *Measurement and Evaluation in Guidance*, January 1975, Vol. 7, No. 4, pp. 265-67.

NEW REFERENCES

Lindvall, C. M. and Nitko, Anthony J. *Measuring Pupil Achievement and Aptitude, Second Edition*. New York: Harcourt Brace Jovanovich, Inc., 1975.

This revision of the original text provides an introduction to the tests in the instructional process. It includes both guidelines for the development and use of classroom tests and guidance in the interpretation and application of the results of published tests. Emphasis is placed on the development and use of behavioral objectives and the concepts of criterion-referenced testing.

McReynolds, Paul, Ed. *Advances in Psychological Assessment, Volume 3*. San Francisco: Jossey-Bass, Inc., 1975. Pp. xiv + 555, \$17.50.

This book is third in a series intended to provide periodic examination of significant developments, procedures, and issues in the field of psychological assessment. Included are discussions of new methods for assessing social climates, mental retardation, and infants; discussions of particular test techniques, including the assessment of brain injuries, the Holtzman Inkblot Technique, and adjective checklists; reviews of such topics as the use of group tests in clinical practice, the role of assessment in psychological intervention, the behavioral correlates of evoked potentials, and the historical antecedents of personality assessment.

Nygaard, Debra D. *Evaluating Administrative Performance*. Arlington, Virginia: Educational Research Service, Inc., 1974. Pp. iii + 125, \$7.50.

This report examines the evaluation of administrative personnel from three perspectives: purpose and process of staff evaluation in both education and industry; actions of state legislatures and education agencies; and use of administrative evaluation systems and instruments in selected local school systems. Sample forms and materials from 10 school districts are reproduced as representative examples of the variety of evaluation programs currently in use.

Porter, Nancy, and Taylor, Nancy. *How to Assess the Moral Reasoning of Students: A Teacher's Guide to the Use of Lawrence Kohlberg's Stage-Developmental Method*. Toronto, Ontario: Ontario Institute for Studies in Education, 1972. Pp. v + 57, \$1.95.

This guide provides a practical description of a method educators may use to assess students' moral viewpoints. It is comprised of a series of outlines of the ways in which Kohlberg's moral dilemma questionnaire would be answered by people at the six different stages of moral development.

Tuckman, Bruce W. *Measuring Educational Outcomes: Fundamentals of Testing*. New York: Harcourt Brace Jovanovich, Inc., 1975.

This text covers a variety of topics, including interpretation of the results of published tests, construction of attitude scales, and measurement of personality orientation. The importance of behavioral objectives is emphasized, with chapters on their development and their use as a basis for test items; they are related to the material on such subjects as test construction, standardized tests, and school testing programs. Extensive discussions of both criterion-referenced and norm-referenced testing are provided.

Walberg, Herbert J., Ed., *Evaluating Educational Performance: A Sourcebook of Methods, Instruments, and Examples*. Berkeley, California: McCutchan Publishing Corporation, 1974. Pp. xxii + 395, \$12.00.

This book presents discussions on practical, technical issues of research methodology in the schools, including teacher evaluation, needs assessment, observation and rating instruments designed to assess processes of teaching and learning, evaluation of instructional media, large-scale statistical studies of educational performance and equality of opportunity, spatial analyses of educational data in a geographic area, and standardized test correlates of heredity, home environment, and schooling.

NEW PUBLISHERS

DIAL, Inc.
Box 911
Highland Park, Illinois 60035

New Dimensions in Education, Inc.
160 Dupont Street
Plainview, New York 11803

NEW ADDRESSES

Louis T. DiLorenzo
Department of Educational Research
State University of New York
State University College at Brockport
Brockport, New York 14420

Aptitude Test Service, Inc.
P.O. Box 16
Golf, Illinois 60029

Essay Press
P.O. Box 22206
San Diego, California 92122

Montana Reading Publications
Level 4, Stapleton Building
Billings, Montana 59101

Revrac Publications
10 West Bridlespur Drive
Kansas City, Missouri 64114

NOTES

The *Job Analysis and Interest Measure (JAIM)* is available from JAIM Research, Inc., 1808 Collingwood Road, Alexandria, Virginia 22308.

Lyons and Carnahan is now part of the Education Division of Rand McNally and Company.

The Self Esteem Inventories by Dr. Stanley Coopersmith are now available from Self Esteem Institute.

Training, Development, and Research Associates, Inc. of Newton, Massachusetts, is in the process of developing a handbook that will provide guidelines on evaluation procedures and instruments to facilitate faculty and administrator evaluation. The handbook will be available in May 1975.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

May Aaronson
National Institute of Mental Health
Department of Health, Education,
and Welfare
Room 12C24, Parklawn Building
5600 Fisher's Lane
Rockville, Maryland 20352

Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901

Thomas M. Achenbach
Department of Psychology
Yale University
New Haven, Connecticut 06520

Alpha Educational Associates
122 Deerpark Boulevard
Buffalo, New York 14217

American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Testing Company
6301 S.W. 5th Street
Fort Lauderdale, Florida

Aptitude Test Service, Inc.
P.O. Box 16
Golf, Illinois 60029

Marshall N. Arlin
Faculty of Education
University of British Columbia
Vancouver, BC, Canada

BKR Educational Projects, Inc.
1790 S.W. 43rd Way
Fort Lauderdale, Florida 33314

Thomas Blass
Department of Psychology
University of Maryland,
Baltimore County
5401 Wilkens Avenue
Baltimore, Maryland 21228

Boston Center for Blind Children
147 South Huntington Avenue
Boston, Massachusetts 02130

Bureau of Basic Continuing Education
New York State Education Department
Albany, New York 12224

Canadian Peace Research Institute
119 Thomas Street
Oakville, Ontario, Canada

William B. Carey
319 W. Front Street
Media, Pennsylvania 19063

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Rue L. Cromwell
The University of Rochester
Medical Center
260 Crittenden Boulevard
Rochester, New York 14642

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State University College
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Box 911
Highland Park, Illinois 60035

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State University College at Brockport
Brockport, New York 14420

Division of Vocational Education
Arizona Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

Educational Guidance, Inc.
P.O. Box 511
Main Station
Dearborn Michigan 48021

Educational Research Service, Inc.
1815 North Fort Myer Drive
Arlington, Virginia 22209

Essay Press
P.O. Box 22206
San Diego, California 92122

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Southern Illinois University
Carbondale, Illinois 62901

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Institute for Research and Training in
Higher Education
Department of Psychology
University of Cincinnati
Cincinnati, Ohio 45221

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Douglas H. Heath
Department of Psychology
Haverford College
Haverford, Pennsylvania 19041

Robert J. House
Faculty of Management Studies
University of Toronto
246 Bloor Street West
Toronto 181, Ontario, Canada

Institute for Personality and
Ability Testing
1602 Coronado Drive
Champaign, Illinois 61820

The Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

Interpretive Scoring Systems
A Division of National Computer
Systems, Inc.
P.O. Box 1416
Minneapolis, Minnesota 55401

JAIM Research, Inc.
1808 Collingwood Road
Alexandria, Virginia 22308

Martin A. Jacobs
Chief Psychologist
Waltham Hospital
Waltham, Massachusetts 02154

Jossey-Bass, Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

Malcolm Kahn
University of Miami Guidance Center
P.O. Box 8186
Coral Gables, Florida 33124

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Olds Hall
Michigan State University
East Lansing, Michigan 48823

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22 South Green Street
Baltimore, Maryland 21201

LADOCA Project and Publishing
Foundation, Inc.
East 51st Avenue and Lincoln
Denver, Colorado 80216

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765 Commonwealth Avenue
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Learning Concepts, Inc.
2501 N. Lamar
Austin, Texas 78705

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San Francisco, California 94132

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Brown University
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Catholic University of America
Washington, D.C. 20017

Lyons & Carnahan
Education Division of Rand McNally
and Company
P.O. Box 7600
Chicago, Illinois 60680

McCann Associates
2755 Philmont Avenue
Huntingdon Valley, Pennsylvania 19006

McCutchan Publishing Company
2526 Grove Street
Berkeley, California 94704

Maferr Foundation, Inc.
124 East 28th Street
New York, New York 10016

Edwin I. Megargee
Psychology Department
Florida State University
Tallahassee, Florida 32306

Walter Mischel
Department of Psychology
Stanford University
Stanford, California 94303

Montana Reading Publications
Level 4, Stapleton Building
Billings, Montana 59101

Andrew V. Morrison
2895F Loma Vista Road
Ventura, California 93003

National Auxiliary Publications Service
(NAPS)

Microfiche Publications
Division of Microfiche Systems Corporation
305 East 46th Street
New York, New York 10017

National Evaluation Systems, Inc.
P.O. Box 226
Amherst, Massachusetts 01002

New Dimensions in Education, Inc.
160 Dupont Street
Plainview, New York 11803

Nordli, Wilson Associates
27 Elm Street
Worcester, Massachusetts 01608

Ochlocknee Multi-Handicap Project
The Children's Center
P.O. Box 110-2
Ochlocknee, Georgia 31773

The Ontario Institute for Studies in
Education
Department of Measurement and Evaluation
252 Bloor Street West
Toronto 5, Ontario, Canada

Mark N. Ozer
Children's Hospital of D.C.
2125 13th Street, N.W.
Washington, D.C. 20009

The Psychological Corporation
757 Third Avenue
New York, New York 10017

Psychologists and Educators, Inc.
Suite 212
211 West State
Jacksonville, Illinois 62650

Research Press Company
Box 3177
2612 North Mattis Avenue
Champaign, Illinois 61820

Revrac Publications
10 West Bridlespur Drive
Kansas City, Missouri 64114

Scholastic Testing Service, Inc.
480 Meyer Road
Bensenville, Illinois 60106

Harold M. Schroder
Management Department
College of Business Administration
University of South Florida
Tampa, Florida 33620

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Self Esteem Institute
1736 Stockton Street
San Francisco, California 94133

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110 Psychology Building
University Park, Pennsylvania 16802

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Social Science Center
University of New Hampshire
Durham, New Hampshire 03824

Teachers College Press
Teachers College
Columbia University
New York, New York 10027

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Eau Claire, Wisconsin 54701

Training, Development, and Research
Associates, Inc.
375 Elliot Street
Newton, Massachusetts 02164

United Cerebral Palsy of Northwestern
Illinois
320 E. Armstrong Avenue
Peoria, Illinois 61603

University of California Press
Berkeley, California 94720

J. Wacks
Laboratory of Community Psychiatry
Harvard Medical School
25 Shattuck
Boston, Massachusetts 02115

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University of Illinois
1105 W. Nevada
Urbana, Illinois 61801

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Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240

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Winston-Salem, North Carolina 27109

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Child Study Center
Campus Learning Center
State University College
New Paltz, New York 12561



test collection bulletin

Pamela Rosen, Editor
Vol. 9, No. 3

July 1975

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 •.

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 21-23. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an

alternate source. Instructions for ordering ERIC documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule.

For additional information about the Test Collection or *Test Collection Bulletin*, write to:

Test Collection
Educational Testing Service
Princeton, New Jersey 08540

Questions about the Head Start Test Collection should be addressed to:

Head Start Test Collection
Educational Testing Service
Princeton, New Jersey 08540

NOTICE TO SUBSCRIBERS OF THE TEST COLLECTION BULLETIN

The *Test Collection Bulletin* is now available on a subscription basis. The \$2.00 subscription fee (\$2.50 for foreign readers) helps cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided inside the back cover.

Acquisitions

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

ACHIEVEMENT

ACER Primary Reading Special Skills Tests by G.P. Withers and M.L. Clark (manual); c1972-74; Grade 6; Australian Council for Educational Research, Australia.

These three tests are supplementary to the *ACER Primary Reading Survey Word Knowledge and Comprehension Tests* for Level D. The *Word Discrimination* test requires discrimination of the meaning of near synonyms. For the *Word Formation* test, pupils respond to questions relating to the formation of parts of speech by changing root words. In the *Dictionary Skills* test, pupils read a miniature dictionary of 32 words and speech elements and then respond to questions relating to the skills associated with: abbreviations, word formation and recognition, meanings, pronunciation and accent, and spelling.

• **ACER Primary Reading Survey Tests: Levels AA and BB** by G.P. Withers and M.L. Clark; c1972-73; Grades 1-2; Australian Council for Educational Research, Australia.

These tests are designed to assess the language skills of primary school pupils. Level AA tests word recognition and is used with first graders. Level BB covers the word knowledge and comprehension skills of second-grade pupils.

ACS Cooperative Examination—Inorganic-Organic-Biological Chemistry (for Allied Health Science Programs), Form 1974 by T.A. Ashford, Committee Chairman; c1974; Grades 13-16; Examinations Committee, American Chemical Society.

Designed for use with courses covering basic material from inorganic, organic, and biological chemistry, these tests provide flexibility for use with courses ranging from one quarter to a full year in length.

ACS Cooperative Examination—Organic Chemistry, Form 1974 by T.A. Ashford, Committee Chairman; c1974; Grades 13-16; Examinations Committee, American Chemical Society.

Designed to measure achievement in a full-year course in organic chemistry, this test covers: theoretical concepts, synthetic sequences, reaction mechanisms, stereochemistry, important types of organic reactions, spectroscopic methods of identification of structure, and acidity and basicity of organic compounds.

ACS Cooperative Examination—Quantitative Analysis, Form 1974 by T.A. Ashford, Committee Chairman; c1974; Grades 13-16; Examinations Committee, American Chemical Society.

This test provides a comprehensive evaluation of introductory topics in analytical chemistry. The items cover: gravimetric, volumetric, spectrophotometric, and electrometric analysis; compleximetry; PH and buffers; solubility; analytical separations; data evaluation; oxidation-reduction; and indicators.

ACS Cooperative Examination—Toledo Chemistry Placement Examination, Form 1974 by Albertine Krohn; c1974; Grade 13; Examinations Committee, American Chemical Society.

This test is designed to evaluate the background of incoming college freshmen to determine the appropriate level of chemistry course for them. Areas covered include: background in arithmetic and algebra, general knowledge, formulas and nomenclature, equations, algebraic formulations, and chemical problems.

• **Carrow Elicited Language Inventory** by Elizabeth Carrow; c1974; Ages 3-7; Learning Concepts.

This diagnostic device is designed to provide a means for measuring a child's productive control of grammar. The inventory is based on the technique of eliciting imitations of a sequence of sentences that have been systematically developed to include basic sentence construction types and specific grammatical morphemes. The test is administered by recording on an audio-tape the child's imitations of the 52 stimulus sentences produced by the examiner. There are five categories of error types: substitutions, omissions, additions, transpositions, and reversals. Some training is required to administer and score the test.

Cognitive Vocational Maturity Test by Bert W. Westbrook; 1970; Grades 6-9; Bert W. Westbrook.*

This test measures knowledge and ability within six areas of the cognitive domain of vocational maturity: Fields of Work, Job Selection, Work Conditions, Education Required, Attributes Required, and Duties. The 120 items are representative of a wide variety of occupational categories and interests. *Included in: Westbrook, Bert W. and Parry-Hill, Joseph W. *The Construction and Validation of a Measure of Vocational Maturity*. Raleigh, N.C.: Center for Occupational Education, North Carolina State University, 1973. Center Technical Paper No. 16.

- **Mastery: An Evaluation Tool**; c1974; Grades 3-8; Science Research Associates, Inc.

This system for developing custom-built criterion-referenced tests in reading and mathematics is tailored to test objectives chosen by a school, district or state. The SOBAR Reading Objectives include the following categories: Word Attack; Vocabulary; Comprehension; and Study Skills. The Mathematics Objectives cover: Whole Numbers; Fractional Numbers; Integers; Rational and Real Numbers; Geometry; Measurement; Sets, Functions, and Graphing; Statistics and Probability; Flowcharts and Logic.

- **Mathematics Topic Tests** by Frances Crook Morrison (manual); c1974; Grades 4-9; Guidance Centre, Canada.

This set of tests, each on a specific topic, is designed to provide diagnostic information for both individuals and groups. The tests include: Numbers and Numeration; Addition and Subtraction with Whole Numbers; Multiplication and Division with Whole Numbers; Operations with Fractions; and Multiplication and Division with Fractions.

- **PMA Readiness Level** by Thelma Gwinn Thurstone; c1974; Kindergarten-Grade 1; Science Research Associates, Inc.

Designed to measure a child's readiness for academic instruction, this test can be used to determine the degree of a child's maturity in five basic areas of ability: auditory discrimination, verbal meaning, perceptual speed, number facility, and spatial relations.

- **Reading Scale Qualification Test** by Ronald P. Carver; c1974; Adults; Revrac Publications.

This is a screening test for using the *Reading Scale of Prose Difficulty*, a method for estimating the difficulty level of written material. The test requires the individual to rate the grade difficulties of five passages using the Reading Scale. In order to pass the test, the individual must rate each of the five passages within one grade of its correct grade difficulty.

- **STS Analysis of Skills (ASK)—Mathematics** by O.F. Anderhalter; c1974; Grades 1-8; Scholastic Testing Service, Inc.

This criterion-referenced testing program provides mathematics tests at seven levels. Each test covers 40 to 60 objectives and includes three items to assess attainment of each objective. Objectives are provided in the following areas: Computational Skills (positive whole numbers, positive fractions, positive decimals, negative integers, other computational processes); Concepts and Problem Solving (numbers and numeration systems, properties, number theory, set notation and operation, measurement—common measures, measurement—metric geometry, non-metric geometry, percents, statistics and probability, trigonometry, functions and graphs, ratios and proportions, math sentences and algebra); and Applications (everyday problems, use of specific concepts). The program yields both criterion-referenced and norm-referenced interpretation of the test results.

- **STS Analysis of Skills—Reading** by O.F. Anderhalter and Frances Shands; c1974; Grades 1-8; Scholastic Testing Service, Inc.

This criterion-referenced testing program provides reading tests at four levels. Each test covers 40 to 60 objectives and includes three items to assess attainment of each objective. Objectives are provided in the following areas: Word Analysis Skills (discrimination, phonetic analysis—vowels, structural analysis, word recognition); Comprehension (vocabulary in context, literal comprehension, inferential comprehension, critical comprehension), and Study Skills (library and reference skills, organization skills, pictorial and graphic material, following directions). The program yields both criterion-referenced and norm-referenced interpretation of the test results.

- **School Readiness Test** by O.F. Anderhalter; c1974; End of Kindergarten-Beginning of Grade 1; Scholastic Testing Service, Inc.

This group test is designed to analyze a child's total readiness for classroom instruction. The test consists of seven parts: Word Recognition, Identifying Letters, Visual Discrimination, Auditory Discrimination, Comprehension and Interpretation, Handwriting, Readiness, and Number Readiness. Using the total readiness score, entering first graders can be classified into six levels of school readiness: Gifted Ready, Superior Ready, Average Ready, Marginal, Short-Delay, and Long-Delay.

- **Wisconsin Inventory of Science Processes (WISP)** by Milton Pella, c1967; Grade 12 and Above; The Scientific Literacy Research Center.

This inventory of knowledge of the scientific enterprise is concerned with the assumptions, activities, objectives, and products of science.

APTITUDE

- **Academic Curiosity Scale** by Derek C. Vidler; circa 1974; Grades 9-16; Derek C. Vidler.

This 45-item true-false questionnaire is designed to assess curiosity related to academic or educational situations.

- **Computer Operator Aptitude Battery (COAB)** by A. Jeanne Holloway; c1973-74; Adults; Science Research Associates, Inc.

COAB is designed to predict job performance of computer programmers. The battery consists of three separately timed tests measuring the following aptitudes: Sequence Recognition, Format Checking, and Logical Thinking.

- **Non Verbal Test of Curiosity** by C. Corlis; 1972; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study on openness of elementary school programs, this

test was developed to ascertain both the extent of an individual's preference for novelty and his willingness to explore novel situations. It consists of six pairs of tasks; one task in each pair is novel and the other is familiar. After receiving a brief description of both tasks in a pair, the student is given the option of completing the familiar task and receiving a small reward or completing the novel task.

PERSONALITY, INTERESTS, ATTITUDES AND OPINIONS

Alienation Index Inventory by Castellano Turner; 1968; Adolescents and Adults; Castellano Turner.

This 45-item scale is designed to provide a measure of the feeling of disengagement and distance a person may experience in relation to various aspects of his life. The scale includes nine subtests: general alienation, self alienation, alienation from family, alienation from peers, alienation from community, alienation from legal structures, alienation from school and education, alienation from work, and alienation from the white world.

• *Attitude Toward Classroom Atmosphere*; 1974; Grades 1-3 and 4-6; Educational Improvement Center.

This self-report instrument is designed to measure children's attitudes toward their classroom environment and toward their teachers. Two formats of the answer sheet are available: Primary Edition (grades 1-3) and Elementary Edition (grades 4-6). The instrument is intended for research purposes only.

Attitude Toward Self and Others Scale by W. Darrell Myrick and Joan Z. Weiss; 1972; Grades 6-12; W. Darrell Myrick.

This scale was developed for use in the evaluation of career education exemplary projects to assess the positiveness of student attitudes toward themselves and others. It is an adaptation of Berger's *Acceptance of Self and Others* scale and Phillips' *The Self-Others Questionnaire*.

Behavior Checklist; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this checklist is designed to assess student attitudes toward school, teacher, and self as well as student independence. The teacher rates students individually on a three-point scale according to the degree to which the study manifests the behavior described in each of the 76 items. The checklist is intended for research purposes only.

Bem Sex-Role Inventory by Sandra L. Bem; circa 1974; Adults; Sandra L. Bem.

This inventory measures sex-role identification that characterizes a person as masculine, feminine, or androgynous as a function of the difference between his endorsement of mascu-

line and feminine personality characteristics. The respondent is asked to indicate on a seven-point scale the degree to which each of the 60 masculine, feminine, and neutral personality characteristics describe him. Results yield scores for masculinity, femininity, and androgyny. An optional social desirability score can also be computed.

Boston University Personality Inventory by Martin A. Jacobs; circa 1965; Adults; Martin A. Jacobs.

This questionnaire consists of 62 statements that describe feelings, attitudes, and opinions; responses on a 0-5 continuum range from "entirely false" to "entirely true" as applied to the respondent. It yields scores for four factors: (1) passive, compliant, delay, cautious, introversion; (2) assertive, defiant, impetuous, danger, extroversion; (3) depression, anxiety, hostility, neuroticism; and (4) orality.

Cognitive Orientation Questionnaire of Achievement by Hans Kreitler and Shulamith Kreitler; Not Dated; Ages 15-18; Hans Kreitler, Israel.

This questionnaire is designed to assess four types of beliefs that may orient an adolescent toward achieving behavior. The belief types include Norms, General Beliefs, Beliefs about Self, and Goals. The questionnaire is translated from Hebrew.

• *Cognitive Orientation Questionnaire of Curiosity* by Hans Kreitler and Shulamith Kreitler; Not Dated; Ages 4-8; Hans Kreitler, Israel.

This ten-part questionnaire is designed to assess beliefs that may orient a child toward behavior identified as curiosity. The 73 items refer to four belief types: Norms, General Beliefs, Beliefs about Self, and Goals. Responses are scored in terms of three categories: procuriosity orientation, anticuriosity orientation, and indeterminate position.

Cognitive Orientation Questionnaire of Defensive Behavior by Hans Kreitler and Shulamith Kreitler; Not Dated; Adults; Hans Kreitler, Israel.

This four-part questionnaire is designed to measure four types of beliefs (beliefs about norms and goals, general beliefs, and beliefs about self) that may orient an adult toward behavior corresponding to the defense mechanisms of rationalization, denial, and projection. The questionnaire is translated from Hebrew.

The College Self Expression Scale by John P. Galassi, James S. DeLo, Merna D. Galassi, and Sheila Bastien; 1974; College Students; John P. Galassi.

This 50-item self-report inventory is designed to measure assertiveness in college students. The scale taps three dimensions of assertiveness (positive assertiveness, negative assertiveness, and self denial) in a variety of interpersonal contexts: family, strangers, business relations, authority figures, and like and opposite sex peers.

Crawford Psychological Adjustment Scale by Paul L. Crawford; c1968; Adults; Paul L. Crawford.

This 25-item scale is designed to measure behavioral indices of personality adjustment. It yields scores for six factors: social-economic-environmental competence, derangement of thought processes/peculiar behavior, physical behavior, communication skills, social acceptability, and management of hostility. The ratings should be made by persons with knowledge of the patient.

Giannell Index of Criminosynthesis by A. Steven Giannell; c1966-73; Adolescents and Adults; A. Steven Giannell.

This is an instrument designed to assess criminal potential, mental pathology potential, and rehabilitation potential of juvenile and adult offenders. The index is based on Giannell's criminosynthesis theory, which postulates that criminal predisposition is determined by a particular combination and intensity of six contributing factors: high need frustration, low internal inhibition, low external inhibition, low contact with reality, high situational crime potential, and high potential satisfaction.

• **Gruen, Korte, Stephens Internal-External Scale** by Gerald E. Gruen, John R. Korte, and M.I. Stephens; Not Dated; Grades 2-6; Gerald E. Gruen.

This scale is a group measure of locus of control designed for use with children of differing socioeconomic and ethnic status.

Kubany Counseling Inventory by Albert J. Kubany; 1966; Adults; Albert J. Kubany.

This test is designed to help the individual relate his life experiences to the many ordinary feelings and attitudes comprising positive mental health functioning. The 133 items are representative of a variety of theoretical viewpoints.

Lester Attitude Toward Death Scale by David Lester; 1974; Adults; David Lester.

This 21-item scale is designed to elicit an individual's general attitude toward death.

Moral Judgment Scale by Karen A. Maitland and Jacquelin R. Goldman; circa 1974; Adolescents; Karen A. Maitland.

This objective method for the assessment of moral maturity is based on Kohlberg's theory of moral development. It consists of 15 vignettes, each of which concerns one major issue of moral judgment. Each of the vignettes is followed by a question calling for moral judgment on one particular issue; the subject is given six alternatives representing characteristic modes of thought at each of the six stages of moral development.

Political and Cultural Elicitation Routine (PACER) by Dan Candee; circa 1974; College Students; Dan Candee.

PACER is a semi-structured questionnaire designed to measure political ideology. Responses are coded according to eight types of political thinking: affect, projection, traits, pragmatic, cognitive stimulation, personal growth, higher values, and analysis.

• **Preschool and Primary Nowicki-Strickland Internal-External Control Scale (PPNS-IE)** by Stephen Nowicki, Jr. and Marshall P. Duke; c1973; Ages 4-8; Stephen Nowicki, Jr.

This measure of locus of control was designed for use with young children. Cartoon drawings are used to present the 26 items. Both male and female forms of the scale are available.

• **Preschool Behavior Questionnaire** by Lenore Behar and Samuel Stringfield; c1974; Preschool; Learning Institute of North Carolina.

This modification of Rutter's *Children's Behavior Questionnaire* is intended for use by teachers and child care workers to identify children who show symptoms that may suggest emotional disturbance. The 30-item scale yields scores for three factors: Hostile-Aggressive; Anxious-Fearful, and Hyperactive-Distractable.

Reactions to Group Situations Test by Herbert A. Thelen; c1967-74; Adults; University Associates Publishers, Inc.

This 50-item objective test yields five scores which indicate preferences for certain kinds of behavior in group settings: Inquiry Mode, Fight Mode, Pairing Mode, Dependency Mode, and Flight Mode. The test is useful in sensitizing persons to important dimensions of group relations.

Satisfaction of Values Inventory (SAVI) by Karen Todd; 1974; Ages 11-13 and 14 and Over; Educational Improvement Center.

This self-report instrument is designed to assess the degree to which the individual feels that his needs are being met. SAVI measures value satisfaction in eight value categories: affection, enlightenment, skill, wealth, power, respect, well-being, and rectitude. It also assesses the contributions to value satisfaction made by four categories of significant others: home, school, peer group, and community. Two forms are available. The instrument is intended for research purposes only.

Self-Disclosure Questionnaire by Sidney M. Jourard; c1971-74; Adults; University Associates Publishers, Inc.

This questionnaire is designed to provide a measure of self-disclosure—the extent to which a person talks freely about himself. The questionnaire is concerned with six aspects of self-disclosure (attitudes and opinions, tastes and interests, work, money, personality, and body) and five target persons (mother, father, female friend, male friend, spouse). The respondent indicates the degree to which he reveals himself on each aspect to each target person.

• *Self Observation Scales: Primary Level* by A. Jackson Stenner and William G. Katzenmeyer; c1974; Kindergarten-Grade 3; National Testing Service, Inc.

A group-administered measure of the way children perceive themselves and their relationships to peers, teacher, and school, these scales assess five dimensions of children's self-concept; Self Acceptance, Social Maturity, School Affiliation, Self Security, and Achievement Motivation. A Spanish form of the scales is available.

Self Observation Scales: Intermediate Level by William G. Katzenmeyer and A. Jackson Stenner; c1974; Grades 4-6; National Testing Service, Inc.

This 60-item group-administered device is designed to assess the way children perceive themselves and their relationships to peers, teacher, and school. The scales measure eight dimensions of children's self-concept; Self Acceptance, Self Security, Social Maturity, Social Confidence, School Affiliation, Teacher Affiliation, Peer Affiliation, and Achievement Motivation.

Student Orientations Survey (SOS) by Barry R. Morstain and Richard M. Gray; c1971-73; College Students; Barry R. Morstain.

This 80-item research instrument assesses students' attitudes toward various philosophies, processes, and purposes of post-secondary education. The survey yields five scale scores related to a preparatory orientation (achievement, assignment learning, assessment, affiliation, affirmation) and five scale scores related to an exploratory orientation (inquiry, independent study, interaction, informal association, involvement).

Student Questionnaire; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this 126-item self-report inventory is designed to measure eight non-cognitive variables. The Attitude Toward School scale assesses the degree to which students are interested in schoolwork, enjoy school, and have aggressive feelings toward school. The Attitude Toward Teachers scale focuses on such issues as how students are treated by teachers, whether they like teachers, and whether they think teachers like and understand students. The purpose of the Attitude Toward Self scale is to assess how well a student feels he is liked by others, how much confidence he has in himself, whether he feels inadequate in various situations, and whether he thinks he is doing well on the various tasks he attempts. The Independence scale assesses the extent to which students make decisions on their own, stand up for their rights, and act independently of others. The purpose of the Initiative scale is to find out if students generate ideas for activities in school and whether they take action on their ideas. The Program Autonomy scale assesses the degree of freedom students have in determining the learning activities in which they will engage and the people with whom they will interact while they are in school. The Miscellaneous Autonomy scale ascertains whether students have the freedom to take part in various activities without the

teacher's permission. The Responsibility to Self scale determines whether the student is more likely to behave in the way he feels he should or the way others feel he should.

University Alienation Scale by Harold J. Burbach; circa 1972; College Students; Harold J. Burbach.

This scale is designed to assess feelings of alienation within the context of the university. Each of the 24 items pertains to meaninglessness, powerlessness, or social estrangement as components of alienation. The respondent indicates the degree of his agreement or disagreement on a five-point Likert-type scale.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Background Questionnaire for Students; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this questionnaire was developed to collect information from students on student characteristics, perceptions of physical characteristics of the school, and school resource utilization. In addition to the 32 multiple-choice items, three free-response items provide an opportunity for the students to list positive and negative aspects of the school. The questionnaire is intended for research purposes only.

Background Questionnaire for Teachers; 1973; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a study of openness of elementary school programs, this questionnaire is intended to elicit information from teachers on background characteristics, teaching experience, preparation for present assignment, professional development, perceptions of the physical characteristics of the school, program planning, privacy and noise levels, and resource utilization. The questionnaire is intended only for research purposes.

Career Awareness Inventory by LaVerna M. Fadale; c1974; Grades 4-12; Scholastic Testing Service.

This measure of career awareness is based on Taylor's Comprehensive Career Education School-Based Model and the Occupational Clustering System. The 130-item test is divided into seven subtests: identification of occupations from illustrations of the workers, occupations requiring college, personal knowledge of workers, identification of "product-jobs," occupational status, occupational clusters, and worker attributes.

Career Development Inventory: Form I by Donald E. Super, David J. Forrest, Martin J. Bohn, Jr., Jean Pierre Jordaan, Richard H. Lindeman, Albert S. Thompson; c1971-72; Grades 9-12*; Donald E. Super.

This measure of vocational maturity assesses three of the desired outcomes of career development and vocational guidance programs: the development of a planning orientation toward a career, familiarity with and use of the resources which can be useful in vocational exploration, and knowledge of occupations and of career decision-making principles. The inventory yields three scale scores, two of them attitudinal (Planning Orientation and Resources for Exploration) and one of them cognitive (Information and Decision Making), plus a total score. *The reading difficulty of the test makes its use appropriate at sixth grade and above.

• **Childhood Identification of Learning Disabilities (CHILD);** c1974; Open Range; Westinghouse Learning Corporation.

CHILD is a program designed to provide for early identification, diagnosis, and treatment of children with learning disabilities. Although designed primarily for use with beginning students, the program can be used on a remedial basis with all age groups. CHILD consists of four phases. Phase 1, Initial Screening Component, consists of the *Early Identification Screening Inventory* which is designed to evaluate six areas of student behavior: visual motor, visual, speech and hearing, physical and behavior, psychomotor, and psychological. Three instruments comprise Phase 2, Individual Diagnostic Components. The *Motor Perceptual Diagnostic Inventory* evaluates gross motor control, balance and coordination, neural maturity, ocular motility, and eye-hand dominance. The *Fine Visual Motor Screening Inventory* evaluates fine motor control, left-to-right orientation, perceptual and spatial organization, attention to visual detail, closure ability, size discrimination, and head and eye orientation. The *Perceptual Organization Screening Inventory* evaluates a student's visual perception, directionality, perceptual organization, form Gestalt, and ability to follow verbal instructions. Phase 3, Prescriptive Programming Component, is designed to assist teachers in relating the inventory data to the curricular materials. Phase 4, Curriculum Series, is designed to assist the student in overcoming the learning handicaps as indicated in the screening and diagnostic processes.

Classroom Environment Scale (CES) by Rudolf H. Moos and Edison J. Trickett; c1974; Grades 7-12; Consulting Psychologists Press, Inc.

CES, which assesses the social climates of junior high and high school classrooms, focuses on the measurement and description of teacher-student and student-student relationships and on the type of organizational structure of a classroom. The 90-item scale includes nine subscales: Involvement, Affiliation, Teacher Support, Task Orientation, Competition, Order and Organization, Rule Clarity, Teacher Control, and Innovation.

Client Assessment Instrument; 1975; Open Range; Florida Division of Retardation, Department of Health and Rehabilitation Services.

This instrument is designed to provide current and accurate information on clients of the Florida Division of Retardation. Data is obtained both from pertinent records and through an interview with a caregiver, who may be a parent, foster parent, or agency staff member. The information is presented as a

client profile and covers the following areas: Identification Information, General Background Information, Health and Development Background Information, Health and Development Profile, Daily Living and Social Skills, and Vocational Skills.

Correctional Institutions Environment Scale by Rudolf H. Moos; c1974; Adolescents and Adults; Consulting Psychologists Press, Inc.

This 90-item scale, designed to measure the social environments of both juvenile and adult correctional programs, consists of nine subscales pertaining to three dimensions: Relationship Dimensions (Involvement, Support, Expressiveness), Treatment Program Dimensions (Autonomy, Practical Orientation, Personal Problem Orientation), and System Maintenance Dimensions (Order and Organization, Clarity, Staff Control).

Decision-Style Inventory by Rick Roskin; c1975; Adults; University Associates Publishers, Inc.

This test is intended to encourage individuals to adopt a flexible decision style that depends on the nature of the problem with which they are confronted. The inventory consists of ten management incidents, each of which involve making a decision. For each situation, the respondent must indicate the degree to which the factors of Quality and Acceptance are instrumental in decision-making.

• **Developmental Indicators for the Assessment of Learning (DIAL)** by Carol D. Mardell and Dorothea S. Goldenberg; c1972-75; Ages 2.5-5.5; DIAL, Inc.

This comprehensive screening device is designed to identify children with potential learning problems in the following areas: Gross Motor, Fine Motor, Concepts, and Communications. DIAL is individually administered by a team. Props are required.

Diagnosing Organization Ideology by Roger Harrison; c1975; Adults; University Associates Publishers, Inc.

This test was developed to help individuals compare their organization's values and their personal values with four ideologies or orientations: Power, Role, Task, and Self. The instrument consists of 15 items; some items pertain to aspects of organization structure and functioning and others concern some attitudes and beliefs about human nature. The respondent goes through the items twice, first indicating for each item which orientation best represents the dominant view of his organization, and then indicating the one which best represents his own attitudes and beliefs.

Dimensions of Schooling Questionnaire (DISC) by Ross E. Traub, Joel Weiss, C.W. Fisher, and Don Musella; c1972; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

DISC is one of 16 research instruments designed for use in a descriptive study of openness of elementary school programs.

The questionnaire is a teacher self-report instrument developed to elicit information about the aspects of school life considered to be important in the implementation of open programs. All the items are similar in format; the dimension of school life that forms the focus of the item is defined briefly and is followed by a set of alternatives constructed along a continuum from most open to least open. DISC is intended only for research purposes.

Drug Use Scale by Michael E. Althoff; c1973; College Students*; Michael E. Althoff.

This 76-item questionnaire is designed to assess an individual's attitudes, experience, and knowledge in relation to five classes of drugs: marijuana, hallucinogens, stimulants, depressants, and opiates. *The scale may be used for high school students.

Environmental Support Questionnaire by Keith E. Lyon and Robert A. Zucker; Not Dated; Adults; Keith E. Lyon.

This questionnaire was developed to measure the amount of social support present in the ex-patient's environment and to provide information on the specific environmental support variables at work in producing improved post-hospital behavior. The semi-structured interview encompasses 13 environmental support variables: residential living involvement, residential living pressure, employment involvement, employment pressure, employment perception, responsibility involvement, responsibility pressure, responsibility perception, visitor involvement, visitor pressure, visitor perception, professional involvement, medication involvement.

Family Environment Scale (FES) by Rudolf H. Moos; c1974; Adolescents and Adults; Consulting Psychologists Press, Inc.

FES assesses the social climate of all types of families by focusing on interpersonal relationships among family members, the directions of personal growth that are emphasized in the family, and the organizational structure of the family. It includes ten subscales: Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-Religious Orientation, Organization, and Control.

Family Interaction Questionnaire by Irwin M. Greenberg; Not Dated; Adults; Irwin M. Greenberg.

Designed primarily to distinguish between pathological families and relatively well-functioning families, this instrument is intended for use with pathological families by their assigned social workers. The questionnaire measures the amount and kind of interaction within the family covering such variables as medical and psychiatric illness, social isolation, physical or emotional disruption of the home, adequacy of income, work performance of breadwinner, degree of aggression in the father and mother, and degree of acceptance by father and mother.

Group Environment Scale (GES) by Rudolf H. Moos and Barrie Humphrey; c1974; Adults; Consulting Psychologists Press, Inc.

This 90-item scale assesses the social climate of psychotherapeutic, social, and task-oriented groups. GES includes ten subscales within three dimensions: Relationship Dimensions (Cohesion, Leader Support, Expressiveness), Personal Growth Dimensions (Independence, Task Orientation, Self-Discovery, Anger and Aggression), and System Maintenance and Change Dimensions (Order and Organization, Leader Control, Innovation).

Individual Career Exploration: Experimental Edition by Anna Miller-Tiedeman; c1974; Grade 8-Junior College; Scholastic Testing Service, Inc.

This self-scoring inventory based on the Roe Theory of Occupations enables students to focus on future occupations in relation to their current interests, experiences, abilities, and ambitions. Completion of the inventory helps students to delimit their occupational choices to two occupational groups and two responsibility levels. Students can then further investigate specific occupations within these categories.

Interpersonal Communication Inventory by Millard J. Bienvenu, Sr.; c1969; Adults; University Associates.

A measure of the process of communication as an element of social interaction, this inventory is intended to identify patterns, characteristics, and styles of interpersonal communication. The 40 items pertain to persons other than members of the respondent's family and are designed to sample the dimensions of self-concept, listening ability, clarity of expression, difficulties in coping with angry feelings, and self-disclosure. The instrument is appropriate for use with persons of high school age or older.

Learning Focus Inventory by Robert E. Clason and William E. Bowman; circa 1974; Teachers; Robert E. Clason.

This 16-item screening instrument is designed to assess the relative student-centeredness of junior high and middle school teachers.

Life Experience Scale by J. Mark Wagener; Not Dated; Adults; J. Mark Wagener.

This 21-item multiple-choice questionnaire regarding social history was developed to measure the social competency of adult males. Topics covered in the scale include: educational level, job history, heterosexuality, marriage history, child relations, parental relations, previous psychiatric hospitalizations, voting, financial responsibility, and social memberships.

• **MEMPHIS Model of Individual Program Planning and Evaluation** by Alton D. Quick, Thomas L. Little, and A. Ann Campbell; c1974; Birth-5 Years*; Lear Siegler Inc./Fearon Publishers.

This system is comprised of three instruments for individual program planning and evaluation in early childhood education programs for exceptional children. *The system is applicable to children who are developmentally between birth and five years of age. It was developed by Project MEMPHIS.

Comprehensive Development Scale

This scale is designed to assist teachers in finding a child's present level of functioning in five developmental areas: personal-social, gross motor, fine motor, language, and perceptuo-cognitive. The scale also outlines skills that are important to later school learning, the ages at which these skills usually appear, and the sequence in which they usually occur.

Developmental Skill Assignment Record

This record is designed to facilitate individual program planning by aiding the teacher in the selection of skills which should be encompassed in the child's educational program.

Continuous Record for Educational-Developmental Gain

This evaluation component is intended to record the child's progress in mastering the skills that were assigned as part of his educational program. The evaluation occurs both during and after the specified program time period.

Marital Pre-Counseling Inventory by Richard B. Stuart; c1972-73; Adults; Research Press.

This inventory is designed to facilitate marital and/or family counseling. The questions comprising the inventory pertain to the following categories: goals for behavior change, resources for change, degree of mutual understanding, power distribution, congruence of priorities, communication effectiveness, sexual satisfaction, congruence in child management, and general satisfaction.

My Language Arts Class Questionnaire (MLAC) by C.W. Fisher; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this 85-item questionnaire was developed to assess nine dimensions of social climate in language arts instruction groups: diversity, formality, pace, physical environment, friction, satisfaction, democracy, competitiveness, and difficulty. MLAC was adapted from Anderson's *Learning Environment Inventory*. It is intended only for research purposes.

Observation Record; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this record is an observation technique for collecting information on the day-to-day operation in elementary schools. It may be used in both open- and closed-architecture schools. The items are divided into four sections relating to the general setting, teacher behaviors, behaviors of students in instructional

groups, and behaviors of students working individually. The instrument is intended for research use only, and extensive training of the observer is required.

Parental Questionnaire (PARQUE); 1973; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, PARQUE was developed to collect information from parents on student home background and various parent-school relations. The 71-item questionnaire covers: background characteristics, involvement, knowledge of the school, sources of information, satisfaction, and attitude toward openness. It is intended only for research purposes.

• **Preschool Rating Scale (PRS)**; Not Dated; Ages 3-7; Center for Preschool Services in Special Education.

The PRS was developed for use in conjunction with the *Psychiatric Behavior Scale* to enable caregivers/teachers to screen preschool children for social and emotional problems and to show gains in development over time. The PRS is intended to assess social development and provides for ratings in coordination, verbal expression, auditory understanding, orientation, and social relations. It is based on work by Myldebus and Marlowe.

• **Preschool Screening Instrument** by Virginia Kurko, Laura Lee Crane, and Helen Willemin; c1973; Kindergarten-Grade 1; Fort Worth Independent School District.

Designed to identify those children in kindergarten or entering first grade who may need special help in public school, this test is in three parts and covers the following skills: Memory (Auditory-Long Term, Auditory-Immediate, Following Directions, Visual-Long Term, Visual-Immediate); Understanding Language (Auditory, Visual); Closure (Auditory, Visual); Communication (Manual, Verbal); Relationships (Visual, Auditory); and Motor (Fine, Gross). Props are needed to administer the instrument.

Problem-Analysis Questionnaire by Barry Oshry and Roger Harrison; c1975; Adults; University Associates Publishers, Inc.

This questionnaire is intended to aid an individual in determining the reasons for an organizational problem situation. The respondent is first asked to select the most critical human-relations problem with which he is confronted in his work. He is then asked to indicate the degree to which each of the 48 items has contributed to the problem.

• **Psychiatric Behavior Scale (PBS)**; Not Dated; Ages 3-7; Center for Preschool Services in Special Education.

Developed for use in conjunction with the *Preschool Rating Scale* to enable caregivers/teachers to screen preschool children for social and emotional problems and to show gains in

development over time, the PBS assesses emotional development and provides ratings in the following areas: expression of aggression—general pattern of behavior; interpersonal relations; independence-dependence; impulse control; reaction to stress; and communication.

***Pupil Peer Preference Test*; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.**

One of 16 research instruments designed for use in a descriptive study on openness of elementary school programs, this test is designed to assess the number of friendships that develop among students and among students and teachers. It measures the quantity rather than the quality of relationships and covers three types of activities: working on a school project, going on a field trip, and playing during recess or after school. The instrument is intended only for research purposes.

***Readiness for Vocational Planning (RVP) Scales* by Warren D. Gribbons and Paul R. Lohnes; c1968; Grades 8-10; Teachers College Press*.**

The RVP provides a technique for scaling the following eight traits in the vocational maturity syndrome: Factors in Curriculum Choice, Factors in Occupational Choice, Verbalized Strengths and Weaknesses, Accuracy of Self-Appraisal, Evidence for Self-Rating, Interests, Values, and Independence of Choice. The student completes an interview schedule to evaluate his ability to make accurate self-appraisal in terms of his abilities, values, and interests, his ability to relate his self-appraisal to the educational and occupational worlds with realism and consistency, and his independence of choice. His responses are scored on a scale from 0 to 4 on the basis of quality and accuracy of information. *Included in: Gribbons, Warren D., and Lohnes, Paul R. *Emerging Careers*. New York: Teachers College Press, 1968.

***Research Procedures Questionnaire*; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.**

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this questionnaire presents the student with the hypothetical task of writing a report on the effects of smoking on human health. The student is asked to indicate the resources he would use to collect the information and the manner in which he would organize and present the information. The instrument is intended only for research purposes.

***S-C Teaching Inventory* by Morris S. Spier; c1974; Adults; University Associates Publishers, Inc.**

This 40-item inventory is designed to help teachers focus on, organize, and understand their own experiences in teacher-student interaction. It is concerned with two dimensions: Student Orientation (emphasis on sharing vs. emphasis on personally retaining classroom authority) and Content Orientation (emphasis on job activities vs. emphasis on role attributes). Five teaching strategies result from the interaction of the student and content orientations and the differing degrees of emphasis that teachers place on each orientation.

***Scale of Marriage Problems* by Clifford H. Swensen and Anthony Fiore; c1975; Adults; University Associates Publishing, Inc.**

This scale is designed to measure the dimensions underlying marital interaction. The respondent indicates the degree to which each of the 43 items represents a problem in his marriage. The instrument consists of six subscales: problem-solving and decision-making, child-rearing, relatives and in-laws, personal care and appearance, money management, and friendships and affection.

***Spouse Observation Checklist* by Thomas A. Wills, Robert L. Weiss, and Gerald R. Patterson; circa 1974; Adults; Thomas A. Wills.**

Developed to enable subjects to make accurate daily records of pleasurable and displeasurable instrumental behaviors of a spouse, this checklist covers seven areas of instrumental performance in marriage: meals and shopping, child care, finances, personal appearance, transportation, housekeeping, and family recreation. Approximately 15 specific behaviors are listed for each area. Each item is followed by a space for recording the number of times the behavior occurred, along with a seven-point scale for rating pleasure or displeasure in relation to each behavior.

***Student Demography Record*; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.**

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this record was designed to facilitate the collection of student background information from school files. The content of the items can be changed to suit local purposes. The instrument is intended for research purposes only.

***Student Drug Survey* by J. Ray Hays; 1971; Grades 7-12; J. Ray Hays.**

This 88-item, multiple-choice questionnaire was designed to provide information on patterns of drug abuse among secondary school students. The first 27 questions were developed to show the frequency of use of nine categories of substances during three time periods. The remaining questions pertain to demographic, attitudinal, and factual variables that are correlates of drug use.

***Student Observation Form* by C.W. Fisher; 1973; Elementary Grades; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.**

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this form provides an observation technique for collecting data on six students and an associated teacher. Positions and activities are coded for both the students and the teacher in a variety of categories. The instrument is intended for research purposes only.

Teacher Orientation Questionnaire; 1973; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this 88-item self-report questionnaire is intended to assess interpersonal relationships in the following areas: teacher interaction, work evaluation, teacher influence, and teacher perceptions of student influence. It is intended for research purposes only.

Teacher Questionnaire; 1973; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a study of openness of elementary school programs, this 108-item questionnaire is intended to measure teacher attitudes toward the following: education (physical arrangements in the teaching area, methods of student assessment and promotion, freedom of students to choose activities, emphasis on discipline, teaching methods); teaching (work load, the teaching process, the value of teaching as a career); pupils (acceptance of pupil behavior, dress, maturity in presenting ideas and making decisions); and innovation (change in approaches to teaching and learning, the value of experimentation, willingness to try out new ideas). The questionnaire is intended for research purposes only.

Tuckman Teacher Feedback Form by Bruce W. Tuckman; c1971; Adults; Bruce W. Tuckman.

This instrument was designed to enable any classroom observer to describe a teacher's behavior over approximately a 45 minute time span. The form consists of 28 paired adjectives, each of which represents a personal construct that can be used to construe the teacher's behavior. It yields four scale scores: Creativity; Dynamism (dominance and energy), Organized Demeanor (organization and control), and Warmth and Acceptance.

University Residence Environment Scale (URES); by Rudolf H. Moos and Marvin S. Gerst; c1974; College Students; Consulting Psychologists Press, Inc.

URES is designed to assess the social climate of university residences such as dormitories and fraternity and sorority housing. The instrument focuses on the measurement and description of student-student and student-staff relationships and on the organizational structure of the living group. The

scale consists of ten subscales within three dimensions: Relationship Dimensions (Involvement, Emotional Support); Personal Growth or Development Dimensions (Independence, Traditional Social Orientation, Competition, Academic Achievement, Intellectuality); System Maintenance and System Change Dimensions (Order and Organization, Student Influence, Innovation).

Use of Resources Questionnaire; 1973; Adults; Educational Evaluation Center, Ontario Institute for Studies in Education, Canada.

One of 16 research instruments designed for use in a descriptive study of openness of elementary school programs, this questionnaire was developed to collect information about resource utilization from elementary school librarians. The items cover such topics as the extent of centralization of resources, the extent of use of equipment and materials, role of the resource director, student choice in the selection of materials, and the quantity and quality of resources. The instrument is intended for research purposes only.

Work Environment Scale (WES); by Rudolf H. Moos and Paul M. Insel; c1974; Adults; Consulting Psychologists Press, Inc.

WES is designed to assess the social climate of all types of work units. It focuses on the following: measurement and description of interpersonal relationships among employees and between managers and employees; the directions of personal growth and development that are emphasized in the work unit; and the basic organizational structure of the unit. It includes ten subscales: Involvement, Peer Cohesion, Staff Support, Autonomy, Task Orientation, Work Pressure, Clarity, Control, Innovation, and Physical Comfort.

The Yellow Brick Road by Christine Kallstrom; c1975; Ages 3-6; Learning Concepts.

A screening instrument designed to identify preschool children's strengths and weaknesses in basic functioning, this device consists of 24 game-like tests that follow the *Wizard of Oz* theme. Four test batteries assess the following kinds of functioning: Motor (imitation of body positions, developmental movement patterns, identification of body parts, spatial relationships, right-left identification, body image); Visual (visual tracking, accommodation [fusion], visual discrimination, visual-memory, visual-motor, figure-ground); Auditory (auditory discrimination, how many?, copy cat, sequence, association, guess what I am? [synthesis]); and Language (motor encoding, visual encoding, categories, go-togethers, articulation, conversation).

Announcements Received

- *Bannatyne System: Early Screening and Diagnostic Tests* by Alexander Bannatyne; Ages 4-6; Learning Systems Press.

This battery of screening tests is designed to aid in the early identification of learning-handicapped children.

- *Diagnostic Skills Battery*; c1975; Grades 1-8; Scholastic Testing Service, Inc.

This battery is a shorter form of the *Analysis of Skills (ASK)* program. Attainment of each objective is assessed by only one item. Both criterion-referenced and norm-referenced interpretation of the test results is provided.

- *Individualized Criterion-Referenced Testing—Mathematics*; Grades 1-8; Educational Progress Corporation.

This diagnostic device facilitates the development of an individualized instructional program in mathematics.

- *Individualized - Criterion-Referenced Testing—Reading*; Grades 1-8; Educational Progress Corporation.

This diagnostic device facilitates the development of an individualized instructional program in reading.

- *Inventario de Habilidades para Aprender de Leer* by Jack Shelquist, Barbara Breeze, and Bette Jacquot; c1975; Preschool; Educational Programmers, Inc.

This Spanish edition of the *Inventory of Readiness Skills* provides for diagnosis and evaluation of the Spanish-speaking child's basic skills.

- *Planning Career Goals (PCG)*; by John C. Flanagan; CTB/McGraw-Hill.

This testing system is based on longitudinal data from Project TALENT and is based on the premise that a person can make appropriate educational and career plans if the plans are based on knowledge of one's individual traits and preferences, and if those traits and preferences can be compared with those of people already employed in the fields of interest.

Testing Programs, 1975-1976

*For Further Information
Write to:*

ACT Assessment Program
P.O. Box 168
Iowa City, Iowa 52240

Academy of Certified Social
Workers
Southern Building, 6th Floor
15th and H Streets, N.W.
Washington, D.C. 20005

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Educational Testing Service
Box 966
Princeton, New Jersey 08540

The Psychological Corporation
304 East 45th Street
New York, New York 10017

American Board of Obstetrics
and Gynecology
100 Meadow Road
Buffalo, New York 14216

Testing Program

ACT Assessment Program

Administration Dates

Oct. 18, Dec. 13, Feb. 14,
Apr. 10, June 12

Academy of Certified Social
Workers Program

Tentatively Nov. 3, 1975

Accreditation Examination for
Medical Record Technicians

Schedule must be obtained
from the publisher

Admission Test for Graduate
Study in Business

Nov. 1, Jan. 31, Mar. 27,
July 10

Allied Health Professions
Admission Test

Nov. 15, Jan. 24, Mar. 13,
May 15

American Board of Obstetrics
and Gynecology

June 21, 1976

American Board of Ophthalmology Examination	Not available at this time	American Board of Ophthalmology 8870 Towanda Street Philadelphia, Pennsylvania 19118
American College of Life Underwriters Examinations	Jan. 29, 30, 1976 June 9, 10, 11, 1976	American College of Life Underwriters 266 Bryn Mawr Avenue Bryn Mawr, Pennsylvania 19010
American College Testing Program	See ACT Assessment Program	
American Institute of Certified Public Accountants College Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Institute of Certified Public Accountants Professional Accounting Testing Program	Schedule must be obtained from the publisher	AICPA Testing Project Office The Psychological Corporation 304 East 45th Street New York, New York 10017
American Occupational Therapy Registration Examination	Jan. 31, June 26, 1976	American Occupational Therapy Association, Inc. 6000 Executive Boulevard Rockville, Maryland 20852
Annual High School Mathematics Examination	March 9, 1976	Dr. Henry M. Cox Executive Director, Annual High School Mathematics Examination University of Nebraska 1026 Oldfather Hall Lincoln, Nebraska 68508
Automotive Mechanic Certification Tests	Nov. 8, 15, 1975	Educational Testing Service Princeton, New Jersey 08540
Betty Crocker Search for the American Homemaker of Tomorrow	Dec. 2, 1975	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611
Certificate in Data Processing Examination	Feb. 21, 1976	CDP Section, Education Department Data Processing Management Association International Headquarters 505 Busse Highway Park Ridge, Illinois 60668
Certification Examination for Operating Room Technicians	June 19, 1976 Dec. 11, 1976	Association for Operating Room Technicians, Inc. 1100 W. Littleton Boulevard Littleton, Colorado 80120
Certification Examination for Respiratory Therapy Technicians	Dec. 6, 1975	The Psychological Corporation 304 East 45th Street New York, New York 10017

Certification Examinations in Radiologic Technology	Nov. 13, May 20	American Registry of Radiologic Technologists 2600 Wayzata Boulevard Minneapolis, Minnesota 55405
College Entrance Examination Board Achievement Tests	Nov. 1, Dec. 6, Jan. 24, Apr. 3, June 5	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Entrance Examination Board Advanced Placement Examinations	May 17-21, 1976	Educational Testing Service Box 977 Princeton, New Jersey 08540
College Entrance Examination Board Preliminary Scholastic Aptitude Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
College Entrance Examination Board Scholastic Aptitude Test	Oct. 11 (SAT) only Nov. 1, Dec. 6, Jan. 24, Apr. 3, June 5	Educational Testing Service Box 592 Princeton, New Jersey 08540
College Guidance Program	Oct. 18 to Nov. 15, 1976 Feb. 14 to March 13, 1976	College Guidance Program Science Research Associates, Inc. P.O. Box 4505 Chicago, Illinois 60680
College Level Examination Program	Third week of each month. Schedule is available from publisher.	College Level Examination Program Box 592 Princeton, New Jersey 08540
Colleges of Podiatry Admission Test	Sept. 27, Dec. 6, Feb. 7, July 17	Educational Testing Service 960 Grove Street Evanston, Illinois 60201
Dental Admissions Testing Program	Oct. 4, Jan. 10, April 24, Oct. 9	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago, Illinois 60611
Dental Hygiene Aptitude Testing Program	Nov. 7-8, 1975 Feb. 6-7, Apr. 30 to May 1, 1976	American Dental Hygienists' Association 211 East Chicago Avenue Chicago, Illinois 60611
Entrance Examination for Schools of Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Entrance Examination for Schools of Practical Nursing	Given throughout the year. Dates vary by testing center. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017

Entrance Examination for Schools of Radiologic Technology	Dec. 6, Feb. 7, Apr. 3, Aug. 7	The Psychological Corporation 304 East 45th Street New York, New York 10017
Examination for the Certificate in Management Accounting Program	June 9, 10, 11, 1976	Institute of Management Accounting City Center Building Ann Arbor, Michigan 48108
Foreign Service Examination	Dec. 6, 1975	Board of Examiners for the Foreign Service U.S. Department of State Washington, D.C. 20520
Graduate Record Examinations	Oct. 18, Dec. 13, Jan. 10, Feb. 28, Apr. 24, June 12	Educational Testing Service P.O. Box 955 Princeton, New Jersey 08540
Graduate School Foreign Language Tests	Oct. 11, Feb. 7, Apr. 10, June 26	Educational Testing Service Princeton, New Jersey 08540
Heavy Duty Truck Mechanic Certification Tests	See Automotive Mechanic Certification Tests	
Law School Admission Test	Oct. 11, Dec. 6, Feb. 7, Apr. 10, July 24	Educational Testing Service Box 944 Princeton, New Jersey 08540
Medical College Admission Test	Sept. 27, 1976	Medical College Admission Test The American College Testing Program P.O. Box 451 Iowa City, Iowa 52240
Multistate Bar Examination Program	Feb. 25, July 28, 1976	National Conference of Bar Examiners Tate Hall University of Missouri Columbia, Missouri 65201
National Board of Podiatry Examinations	Sept. 4-5, Apr. 8-9	National Board of Podiatry Examiners Race at 8th Street Philadelphia, Pennsylvania 19107
National Council of Architec- tural Registration Boards Examination	Dec. 8 and 9, 1975	National Council of Architec- tural Registration Boards 1735 New York Avenue, N.W. Washington, D.C. 20006
National Council of Engineering Examiners Fundamentals of Engineering Examination	Nov. 6, 7, 8, 9, 1975 Apr. 8-11, Nov. 4-7, 1976	National Council of Engineering Examiners Box 5000 Seneca, South Carolina 29678
National Educational Development Tests	Oct. 14-25, 1975 Feb. 7-21, 1976	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611

National Merit Scholarship Qualifying Test	See Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	
National Occupational Competency Testing Program	Oct. 18 to Nov. 1, 1975 Apr. 17 to May 1, 1976	National Occupational Competency Testing Program Educational Testing Service Princeton, New Jersey 08540
National Teacher Examinations	Nov. 8, 1975, Feb. 21, July 17, 1976	Educational Testing Service Box 911 Princeton, New Jersey 08540
Optometry College Admissions Test	Nov. 1, Jan. 17, March 20	The Psychological Corporation 304 East 45th Street New York, New York 10017
Pharmacy College Admission Test	Nov. 19, Feb. 15, May 24	The Psychological Corporation 304 East 45th Street New York, New York 10017
Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test	Oct. 21, 25, 1975	Educational Testing Service Box 589 Princeton, New Jersey 08540
Registration Examination for American Dietetic Association	Jan. 10, Oct. 9, 1976	The Psychological Corporation 304 East 45th Street New York, New York 10017
Registration Examination for Medical Record Administrators	Schedule must be obtained from the publisher	The Psychological Corporation 304 East 45th Street New York, New York 10017
Scholastic Aptitude Test	See College Entrance Examination Board Scholastic Aptitude Test	
Secondary School Admission Test	Dec. 13, Jan. 17, Mar. 6, Apr. 10, May 15	Educational Testing Service Box 922 Princeton, New Jersey 08540
Test of English as a Foreign Language	Sept. 22, Nov. 24, Feb. 23, May 17	Educational Testing Service Box 899 Princeton, New Jersey 08540
Veterinary Aptitude Test	Given throughout the year. A complete schedule can be obtained upon request.	The Psychological Corporation 304 East 45th Street New York, New York 10017
Written Examination for Respiratory Therapists	March 6, 1976	National Board for Respiratory Therapy, Inc. Executive Office, Suite 124 1900 West 42nd Street Westwood, Kansas 66205

Test Reviews

Differential Aptitude Tests: Career Planning Program; The Psychological Corporation.

Reviewed by Alexander Bannatyne, Editor, in *Journal of Learning Disabilities*, February 1975, Vol. 8, No. 2, 13-15.

• *Dos Amigos Verbal Language Scales*; Academic Therapy Publications.

Reviewed by Alexander Bannatyne, Editor, in *Journal of Learning Disabilities*, February 1975, Vol. 8, No. 2, 15.

Iowa Silent Reading Tests; Harcourt Brace Jovanovich, Inc.

Reviewed by Frederick B. Davis, University of Pennsylvania, in *Journal of Educational Measurement*, Spring 1975, Vol. 12, No. 1, 57-60.

Social Climate Scales; Consulting Psychologists Press.

Reviewed by Carmen J. Finley, American Institutes for Research, in *Measurement and Evaluation in Guidance*, April 1975, Vol. 8, No. 1, 62-64.

Tennessee Self-Concept Scale; Counselor Recordings and Tests.

Reviewed by Alexander Bannatyne, Editor, in *Journal of Learning Disabilities*, March 1975, Vol. 8, No. 3, 11.

• *Test of Auditory Discrimination*; American Guidance Service, Inc.

Reviewed by Alexander Bannatyne, Editor, in *Journal of Learning Disabilities*, March 1975, Vol. 8, No. 3, 8-10.

New References

• Bradley, Robert H. and Caldwell, Bettye M. *Issues and Procedures in Testing Young Children*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 37.

The following topics are discussed in the context of testing young children: testing for decision-making; the characteristics of good tests; selecting appropriate tests in the cognitive, affective, and psychomotor domains; eliminating sources of invalidity; and general considerations, including human rights in relation to testing practices.

Burt, Forrest D. and King, Sylvia, Editors. *Equivalency Testing: A Major Issue for College English*. Urbana, Illinois: The National Council of Teachers of English, 1974. Pp. xii + 52, \$1.25.

This collection of papers focuses on the progress, history, implications, and implementations of college-level equivalency examinations in English.

Chun, Ki-Taek, Cobb, Sidney, and French, John, R.P., Jr. *Measures for Psychological Assessment: A Guide to 3,000 Original Sources and Their Applications*. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1975. Pp. xxiv + 664, \$15.00.

This volume is a compilation of annotated references to measures of mental health and related variables and the uses of these measures. The book consists of two major sections. The section on Primary References lists approximately 3,000 references to journal articles or other publications in which measures were first described. The Applications Section provides information on approximately 6,600 instances in which

the measures cited in the first section have been used. An author index and a descriptor index are also provided.

Cooper, John O. *Measurement and Analysis of Behavioral Techniques*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974. Pp. xii + 175, \$4.95.

This text is intended to present to school personnel tactics for behavioral analysis. The topic is covered in three parts. Part One outlines two types of measurement techniques for the directive teacher: direct measurement of permanent products, and observational recordings. Part Two is concerned with graphic presentations for the teacher's use and the preparation of graphs for publication. In Part Three, some basic procedures for analyzing teacher effectiveness are presented.

DeBlasie, Richard R. *Measuring and Evaluating Pupil Progress*. New York: MSS Information Corporation, 1974. Pp. 210, \$6.25.

This text describes for preservice and inservice elementary and secondary-level teachers the essentials of the measurement and evaluation process. Topics covered include: basic principles, educational statistics, validity and reliability, constructing and scoring teacher-made tests, analyzing the items of teacher-made tests, standardized tests, observational tests, and grading, marking, and interpreting.

Eash, Maurice J., Talmage, Harriet, and Walberg, Herbert J. *Evaluation Designs for Practitioners*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 35.

Four evaluation designs used in natural school settings are described: true experimental design in a field setting, non-

equivalent control-group design, time-series design, and no comparison group design. Each design involves an evaluation study that takes into account a variety of constraints, but nevertheless provides a basis for subsequent programs and/or organizational decisions.

Ebel, Robert L. *State Testing Programs: Status, Problems, and Prospects*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 40.

This paper discusses the current status of state testing programs, the history of such programs, proposals for new directions, the role of criterion-referenced testing, testing noncognitive educational outcomes, the types of tests that may be administered, and other problems of state testing programs.

Fagan, William T., Cooper, Charles R., and Jensen, Julie M. *Measures for Research and Evaluation in the English Language Arts*. Urbana, Illinois: National Council of Teachers of English and ERIC Clearinghouse on Reading and Communication Skills, 1975. Pp. xix + 235, \$5.95.

This monograph provides descriptions and summaries of over 100 unpublished instruments for research and evaluation of student learning in the language arts. The measures are organized into eight categories: language development, listening, literature, reading, standard English as a second language or dialect, teacher competency, writing, and miscellaneous. Information for obtaining these instruments is provided.

Feldmesser, Robert A. and McCready, Esther Ann. *Information for Parents on School Evaluation*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 42.

This report is the result of a search for school evaluation resources for parents. It is designed to help them decide what types of information they need, obtain the information, and interpret it in order to evaluate school quality. An effort is made to summarize the characteristics of the resources, identify their similarities and differences and strengths and weaknesses, and suggest further steps that might be taken.

Flaugher, Ronald L. *Bias in Testing: A Review and Discussion*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 36.

This paper discusses recent research findings related to sex and racial bias in testing in terms of three possible sources of test bias: the content of the test itself, the atmosphere in which the test is administered, and the uses to which the test results are put.

Gordon, Leonard V. *The Measurement of Interpersonal Values*. Chicago: Science Research Associates, Inc., 1975. Pp. 122.

This book is concerned with research employing the *Survey of Interpersonal Values* with emphasis on model building and typological analysis.

Gyrfas, Ed, Editor. *Reading Tests: Grades 4-6*. Princeton, New Jersey: Educational Testing Service, January 1975. Pp. 13.

This annotated bibliography cites currently available reading tests appropriate for elementary school pupils. The annotations provide information concerning purposes and special features of the test.

Gyrfas, Ed, Editor. *Reading Tests: Grades 7-16 and Adults*. Princeton, New Jersey: Educational Testing Service, January 1975. Pp. 17.

This annotated bibliography of currently available reading measures was compiled from the holdings and references of the ETS Test Collection.

Knapp, Joan. *A Collection of Criterion-Referenced Tests*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 31.

This report provides definitions for criterion-referenced and norm-referenced tests and briefly discusses their uses, advantages, and limitations. The paper also consists of abstracts of 21 criterion-referenced tests, including the following information: description, format and administration, response mode and scoring, technical information, and references.

Lambert, Nadine, Wilcox, Margaret, R., and Gleason, W. Preston. *The Educationally Retarded Child: Comprehensive Assessment and Planning for Slow Learners and the Educable Mentally Retarded*. New York: Grune and Stratton, 1975. Pp. xiii + 197, \$9.75.

This book summarizes the major investigations of the assessment of retardation with culturally different children, emphasizing the limitations as well as the usefulness of some of the standard assessment tools. In addition, suggestions and examples are provided to help the psychologist and educator employ some of the more recent assessment methods.

McGee, Rosemary and Drews, Fred. *Proficiency Testing for Physical Education*. Washington, D.C.: AAHPER Publications, 1974. Pp. v + 73, \$3.25.

This manual is intended to serve as a guide to assist the teacher and physical education administrator in designing proficiency tests appropriate to the goals, objectives, and curricular content of their instructional programs. The organization of the faculty, administrative procedures, the role of the student, the selection of measures, and the evaluation of performance are discussed. The appendix includes: a list of institutions with proficiency testing programs, sample test packages, and sample knowledge tests.

Neuringer, Charles, Editor. *Psychological Assessment of Suicidal Risk*. Springfield, Illinois: Charles C. Thomas Publisher, 1974. Pp. xvi + 240, \$11.75.

This book represents an attempt to evaluate methods of assessing suicidal risk. Three general approaches are described and discussed: assessment via lethality scales that are behavioral and demographic in origin; traditional risk assessment evaluations through the use of psychological tests; and assessment based on intensive survey researches of the characteristics of suicidal individuals.

Severy, Lawrence J. *Procedures and Issues in the Measurement of Attitudes*. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1974. TM Report 30.

This paper discusses issues relevant to the nature of attitudes and delineates the way in which one constructs, administers, scores, interprets, and presents the findings of an original attitude-measuring device.

Spence, Janet T., Helmreich, Robert, and Stapp, Joy. *The Personal Attributes Questionnaire: A Measure of Sex-Role Stereotypes and Masculinity-Femininity*. Washington, D.C.: Journal Supplement Abstract Service, 1974. Pp. 42, \$2.00. (MS. No. 617)

This paper discusses the development of the *Personal Attributes Questionnaire*, a revision of the *Sex-Role Stereotype Questionnaire*.

• Wisland, Milton V. Editor. *Psychoeducational Diagnosis of Exceptional Children*. Springfield, Illinois: Charles C. Thomas Publisher, 1974. Pp. ix + 398.

This book provides comprehensive coverage of the problems of the diagnostic processes associated with exceptional children. Three introductory chapters present background for evaluating and interpreting psychoeducational instruments. The last seven chapters deal with specific assessment procedures associated with various exceptional children, including the mentally handicapped, blind and partially sighted, deaf and hard of hearing, speech handicapped, physically and neurologically impaired, socially and emotionally handicapped, as well as gifted.

Directory of Task Inventories, Volume I. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1974. Pp. 49, \$4.00.

This volume is a directory to task inventories now being collected by the Task Inventory Exchange. It was compiled from a review of documents from state educational and employment service agencies, occupational curriculum laboratories and research coordinating units, branches of the armed forces, and other similar organizations. The following information is provided for each document cited: accession number, title, authors, publication, number of pages, sponsoring agency, occupational area or job title of listed tasks, number of tasks, U.S.O.E. subject matter, code number, and information on availability.

The Evaluation of Distributive Education Programs. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, February 1975.

Each reference in this annotated bibliography is concerned with the methods for evaluating distributive education programs or the results of evaluation of such programs. The bibliography is based on a search of documents announced in *Resources in Education* (RIE) and journal articles indexed in *Current Index to Journals in Education* (CIJE).

• *Responding to Individual Needs in Head Start: A Head Start Series on Needs Assessment. Part I—Working with the Individual Child*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, DHEW Publication No. (OHD) 75-1075. Pp. 93.

This manual represents the first step in the development of a needs assessment kit to provide Head Start staff and parents with techniques for identifying children's unique needs and capabilities and for responding in ways that enhance the children's development. The manual focuses on the handicapped child defined as the child who may require special education. Topics of discussion include general concerns, management of physical problems, management of emotional problems, management of problems in cognitive development, and medical information about childhood handicaps and health impairments. The concluding section discusses additional sources of information including organizations and reference materials.

New Publishers

Educational Progress Corporation
4900 South Lewis Avenue
Tulsa, Oklahoma 74145

Learning Systems Press
P.O. Box 2999
Lafayette, Louisiana 70501

New Addresses

Psychological Business Research
Test Service Division
11000 Cedar Avenue
Cleveland, Ohio 44116

Psychological Services, Inc.
4311 Wilshire Boulevard
Suite 600
Los Angeles, California 90057

University Associates
7506 Eads Avenue
La Jolla, California 92037

Notes

Nine new examinations are being offered as part of the *College-Level Examination Program* (CLEP). These include: Fundamentals of Nursing; Medical-Surgical Nursing; Anatomy, Physiology, and Microbiology Behavioral Sciences for Nurses; Introductory Microeconomics; Introductory Macroeconomics; Introductory Micro- and Macroeconomics; Introductory Sociology; and Calculus with Analytical Geometry.

The *Differential Value Profile* may now be obtained from the W. Clement and Jessie V. Stone Foundation.

The *Hall Occupational Orientation Inventory: Second Edition* is now available from Scholastic Testing Service, Inc.

Mastery: An Evaluation Tool is an evaluation program for grades 3-8 designed to determine mastery of specific learning objectives in reading and mathematics. Each criterion-referenced test is custom built to test specific objectives chosen by a school, district, or state. SOBAR (System for Objective-Based Assessment—Reading) makes up the reading portion of mastery. It was developed by the Center for the Study of Evaluation and includes the following categories: Word Attack; Vocabulary; Comprehension; and Study Skills. The mathematics portion was developed by Science Research Associates, Inc., and covers the following: Whole Numbers; Fractional Numbers; Integers; Rational and Real Numbers; Geometry; Measurement; Sets, Functions and Graphing; Statistics and Probability; and Flow Charts and Logic.

Scoring and Reporting Services

• Both standard and custom scoring and reporting services for the *Self Observation Scales* (SOS),

Primary and Intermediate Levels are provided by National Testing Service, Inc.

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

- AAHPER Publications-Sales
1201 16th Street
Washington, D.C. 20036
- ACT Assessment Program
P.O. Box 168
Iowa City, Iowa 52240
- AICPA Testing Project Office
The Psychological Corporation
304 East 45th Street
New York, New York 10017
- Academic Therapy Publications
1539 Fourth Street
San Rafael, California 94901
- Academy of Certified Social
Workers
National Association of Social
Workers, Inc.
Southern Building, 6th Floor
15th and H Streets, N.W.
Washington, D.C. 20005
- Michael E. Althoff
Drug Treatment Unit (116c)
Veterans Administration Hospital
921 N.E. 13th Street
Oklahoma City, Oklahoma 73104
- American Board of Obstetrics
and Gynecology, Inc.
100 Meadow Road
Buffalo, New York 14216
- American Board of Ophthalmology
8870 Towanda Street
Philadelphia, Pennsylvania 19118
- American College of Life
Underwriters
266 Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010
- American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611
- American Dental Hygienists'
Association
211 East Chicago Avenue
Chicago, Illinois 60611
- American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014
- American Occupational Therapy
Association
6000 Executive Boulevard
Rockville, Maryland 20852
- American Registry of Radiologic
Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405
- Association for Operating Room
Technicians, Inc.
1100 W. Littleton Boulevard
Littleton, Colorado 80120
- Australian Council for
Educational Research
Frederick Street
Hawthorn E. 2
Victoria, Australia
- Sandra L. Bem
Department of Psychology
Stanford University
Stanford, California 94305
- Board of Examiners for the
Foreign Service
U.S. Department of State
Washington, D.C. 20520
- Harold J. Burbach
Foundations of Education
School of Education
University of Virginia
Charlottesville, Virginia 22903
- CDP Section, Education
Department
Data Processing Management
Association
International Headquarters
505 Busse Highway
Park Ridge, Illinois 60068
- CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940
- Dan Candee
Laboratory of Human
Development
Larsen Hall
Harvard University
Cambridge, Massachusetts 02138
- Center for Preschool Services
in Special Education
The Franklin Institute Research
Laboratories
20th and Parkway
Philadelphia, Pennsylvania 19103
- The Center for Vocational
Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
- Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62717
- Charles E. Merrill Publishing
Company
1300 Alum Creek Drive
Columbus, Ohio 43216
- Robert E. Clasen
Department of Education
University of Wisconsin
Extension
Madison, Wisconsin 53706
- College Guidance Program
Science Research Associates, Inc.
P.O. Box 4505
Chicago, Illinois 60680
- College Level Examination
Program
Box 592
Princeton, New Jersey 08540
- Consulting Psychologists Press,
Inc.
577 College Avenue
Palo Alto, California 94306
- Counselor Recordings and Tests
Vanderbilt University
Box 6184 Acklen Station
Nashville, Tennessee 37212

Henry M. Cox
Executive Director, Annual High
School Mathematics
Examination
1026 Oldfather Hall
University of Nebraska
Lincoln, Nebraska 68508

Paul L. Crawford
Psychology Department
West Virginia State College
Institute, West Virginia 25112

DIAL, Inc.
Box 911
Highland Park, Illinois 60035

ERIC Clearinghouse on Tests,
Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

ERIC Document Reproduction
Service (EDRS)
Computer Microfilm International
Corporation
P.O. Box 190
Arlington, Virginia 22210

Educational Evaluation Center
Ontario Institute for Studies
in Education
252 Bloor Street West
Toronto 5, Ontario, Canada

Educational Improvement Center
Halko Drive
Cedar Knolls, New Jersey 07927

Educational Programmers, Inc.
P.O. Box 332
Roseburg, Oregon 97470

Educational Progress Corporation
4900 South Lewis Avenue
Tulsa, Oklahoma 74145

Educational Testing Service
960 Grove Street
Evanston, Illinois 60201

Educational Testing Service
Princeton, New Jersey 08540

Examinations Committee
American Chemical Society
University of South Florida
Tampa, Florida 33620

Florida Division of Retardation
Department of Health and
Rehabilitative Services
1311 Winewood Boulevard
Building 5
Tallahassee, Florida 32301

Fort Worth Independent School
District
3210 W. Lancaster
Fort Worth, Texas 76107

John P. Galassi
School of Education
University of North Carolina
Chapel Hill, North Carolina 27514

Steven A. Giannell
Psychology Department
The State University College
at Potsdam
Potsdam, New York 13676

Irwin M. Greenberg, M.D.
Director of Psychiatric Services
Waterbury Hospital
64 Robbins Street
Waterbury, Connecticut 06720

Gerald E. Gruen
Department of Psychological
Sciences
Purdue University
West Lafayette, Indiana 47907

Grune and Stratton, Inc.
111 Fifth Avenue
New York, New York 10003

Harcourt Brace Jovanovich, Inc.
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test collection bulletin

Pamela Rosen, Editor
Vol. 9, No. 4

October 1975

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 •.

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 15-18. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC

documents are published in *Resources in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to National Auxiliary Publications Service for instructions and a current price schedule. The Index to Volume 9, Numbers 1-4 is included in this issue.

For additional information about the Test Collection or *Test Collection Bulletin*, write to:

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The *Test Collection Bulletin* is now available on a subscription basis. The \$2.00 subscription fee (\$2.50 for foreign readers) helps cover the cost of preparation, printing, handling, and mailing. Specific instructions and an order form are provided inside the back cover.

Acquisitions

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

ACHIEVEMENT

AAHPER Youth Fitness Test Manual: Revised 1975 Edition; c1975; Grades 5-12; American Alliance for Health, Physical Education, and Recreation.

This battery of six test items is designed to measure physical fitness for both boys and girls. The tests include: pull-up, flexed-leg sit-up, shuttle run, standing broad jump, 50-yard dash, and 600-yard run-walk. The manual is intended to serve as a guide in administering the test battery and using the results for planning improved physical education programs.

Adston Diagnostic Instruments—Elementary School Mathematics: Readiness for Operations by Sam Adams and Charles Sauls; c1973; Grades 4-8; Adston Educational Enterprises, Inc.

This instrument is designed to help the teacher determine if an individual student is ready to work with the operations of addition, subtraction, multiplication, and division.

Adston Diagnostic Instruments—Elementary School Mathematics: Whole Numbers by Sam Adams and Leslie Ellis; c1971; Grades 4-8; Adston Educational Enterprises, Inc.

This series of tests is designed to help the teacher locate students' specific difficulties in the four fundamental operations with whole numbers. The series includes: a survey instrument, four diagnostic tests in the basic facts of addition, subtraction, multiplication, and division, and a diagnostic instrument for each of the four mathematical operations.

• **Basic School Skills Inventory (BSSI)** by Libby Goodman and Donald D. Hammill; c1975; Ages 4-7; Follett Publishing Company.

This inventory assesses seven areas of school performance identified by teachers as being important to a child's academic success: Basic Information, Self-Help, Handwriting, Oral Communication, Reading Readiness, Number Readiness, and Classroom Behavior. BSSI is both norm- and criterion-referenced and is designed to aid teachers in moving from the identification of learning difficulties to training for specific skills.

• **Bilingual Syntax Measure** by Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez Ch.; c1975; Ages 4-9; Harcourt Brace Jovanovich, Inc.

This individually administered test is designed to measure children's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. To elicit natural speech, simple questions are used with cartoon-type pictures to provide the framework

for a conversation with the child. An analysis of the child's speech in response to these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency. The test is available in both English and Spanish. It may be used in investigations of language dominance with respect to basic syntactic structures, structural proficiency in English as a second language, structural proficiency in Spanish as a second language, degree of maintenance or loss of basic Spanish structures, and language acquisition.

• **Cutrona Reading Inventory** by Michael P. Cutrona; c1975; Kindergarten-Grade 6; Cutronics Educational Institute.

This informal sight-reading profile is administered individually and aims at determining an approximate reading grade level for instructional purposes. The inventory consists of seven word lists. The child begins reading from the word list that is one level below his present grade level. Testing is discontinued when the child misses more than four words on any list. The level at which the child misses 3-4 words suggests his instructional level and the level at which he misses 0-1 word suggests his independent reading level.

• **Freshman Social Studies Exam;** Not Dated; Grade 9; Project Esperanza.

This social studies achievement test is administered in Spanish at the end of a semester of study.

• **Individualized Criterion-Referenced Testing—Mathematics;** c1973; Grades 1-8; Educational Development Corporation.

This diagnostic and prescriptive device enables the teacher to plan a program of individualized instruction appropriate to the needs of the learner. The tests assess each learner's performance against specific learning objectives that are common to most mathematics curricula. The test items are arranged on a continuum covering grades one through eight.

• **Individualized Criterion-Referenced Testing—Reading;** c1973; Grades 1-8; Educational Development Corporation.

These criterion-referenced tests provide the means for planning a program of individualized reading instruction appropriate to the needs of the learner. Each learner's reading skills are assessed against specific performance objectives that are common to most curricula and are arranged on a testing continuum.

• **Inventory of Teacher Knowledge of Reading: Revised Edition** by A. Sterl Artley and Veralee B. Hardin; c1975; Adults; Lucas Brothers Publishers.

This 97-item multiple-choice test is designed to assess a teacher's understanding of the reading act and the methods of teaching reading. It is intended for use with elementary school teachers and college students in methods courses.

Junior High School Test of Economics; c1974; Grades 7-9; Joint Council on Economic Education.

This test is designed to evaluate student understanding of basic economic concepts and principles and their use in dealing analytically with economic problems. The 40 items pertain to 11 concept areas: basic concepts (scarcity, opportunity costs, supply and demand); gross national product and its determinants; money, prices and inflation; government taxation and spending; economic growth; government policies to achieve full employment and price stability; operation of a market economy (markets, consumer demand and competition); organization and role of the firm; factors of production and distribution of income; international trade; and comparison of economic systems.

• **Language Communication Skills Task** by Margaret C. Wang and Suzanna Rose; 1971-73; Kindergarten-Grade 2; Suzanna Rose.

This instrument is designed to assess the child's ability to get meanings and ideas from his socio-linguistic situations, transmit these meanings and ideas to others, respond to the language behavior of others, and adapt his communicative input to achieve effective language communication. It includes two parallel sets of tasks which were developed to measure the child's communication skills as both the speaker and the listener. The tasks are administered to one pair of children at a time, with one playing the "message presenter" role and the other playing the "message receiver" role.

Mexican-American History Test; Not Dated; Grades 10-12; Project Esperanza.

This 30-item, multiple-choice test assessing knowledge of Mexican-American history is available in both English and Spanish.

Minorities Test by Paul Aschenbrenner; Not Dated; Grades 10-12; Paul Aschenbrenner.

This 100-item multiple-choice test assesses knowledge of minority groups. It was originally developed as a pre-post test for a course on minority groups provided by Project Esperanza, the Salinas Title VII project. The test is available in both English and Spanish.

• **Spanish and English Vocabulary and Concept Comprehension Test** by Toni Micotti; Not Dated; Preschool-Grade 1; Spanish Dame Bilingual Education Project.

This individually administered test is designed to measure a child's comprehension in both English and Spanish. The test has six parts: Recognition of Colors, Recognition of Shapes, Recognition of Numbers, Identification of Pictures, Interrogative Words, and Story Recall.

Test of Elementary Economics: Revised Experimental Edition; c1971; Grades 4-6; Joint Council on Economic Education.

This 40-item test in economics encompasses seven concept areas: household, business, government, exchange, technology, market, and national economy.

• **Test of English Grammar and Vocabulary** by Lily Wong Flood; Not Dated; Preschool-Grade 1; Spanish Dame Bilingual Education Project.

This individually administered test is designed to assess a child's proficiency in English. The test is in four parts: English Vocabulary-Comprehension, English Vocabulary-Production, English Grammar-Comprehension, and English Grammar-Production.

Test of Knowledge of SAPA by Dale G. Merkle; Not Dated; Adults; Dale G. Merkle.

Intended for use with college teachers of elementary science and curriculum coordinators of science, this 57-item multiple-choice test is designed to assess knowledge of the program characteristics of AAAS Science - A Process Approach and Science Curriculum Improvement Study.

A Test of Sentence Meaning: Revised Edition by Albert D. Marcus; c1968; Grades 5-8; Albert D. Marcus.

This diagnostic instrument is used to determine a student's understanding of literal meaning through the use of syntactic clues within written standard English sentences. The test measures the ability to understand the syntactic structures of modification, prediction, complementation, and coordination.

A Test of Understanding in Personal Economics; c1971; Grades 9-12; Joint Council on Economic Education.

This 50-item multiple-choice test is designed to assess the ability to apply economic analysis to personal decisions and to comprehend the interrelatedness of economic matters, both personal and social.

Test on Understanding Science: Form Ev by L.E. Klopfer, P.B. Shoresman, E.O. Carrier, and F. Geis, Jr.; c1970; Grades 5-7; Leopold E. Klopfer.

This 36-item test assesses comprehension of various aspects of science including scientific enterprise, scientists, and the methods and aims of science.

Test on Understanding Science: Form Jw by L.E. Klopfer and E.O. Carrier; c1970; Grades 7-9; Leopold E. Klopfer.

This form of TOUS employs 45 items to assess understanding of such aspects of science as scientific enterprise, scientists, and the methods and aims of science.

Understanding in Science Test: Experimental Edition by R.P. Tisher and L.G. Dale; c1975; Grades 7-9; Australian Council for Educational Research, Australia.

This test provides a measure of understanding of four science concepts used by Inhelder and Piaget in their description of the development of logical thinking in children: reflection from a plane surface, the principle of the balance, balancing columns of liquids, and the projection of shadows. The test score indicates whether the child has performed at the early concrete, late concrete, early formal, or late formal stage of development. Some props are required to administer the test.

APTITUDE

Eliot-Price Test by John Eliot and Lewis Price; c1975; Grades 4 and Above*; John Eliot.

This research instrument is designed to measure the ability to perceive and to imagine object arrangements from different viewpoints. It is a pictorial adaptation of Piaget's three-mountain task. Each test page consists of a photograph of five blocks arranged on a large black baseboard and six side-view photographs of these same blocks taken from various positions around the arrangement. The respondent is asked to indicate where he would have to stand in order to see each of the side-view photographs. *If administered individually, the test may be used with children in grades 2 and 3.

• **Leveling-Sharpening House Test** by Sebastiano Santostefano; c1971; Ages 4-Adults; Sebastiano Santostefano.

This procedure is intended to assess the unique and habitual way an individual perceives incoming information as changes occur over time. The examinee looks at a series of pictures being displayed in succession and is asked to report when he notices something change in the picture. The score is viewed in terms of a continuum of cognitive organizations from leveling to sharpening. Levelers tend to construct relatively vague memories of information and to blend present information with past information while sharpeners tend to construct and maintain articulate memories of information and to distinguish sharply between present information and memories of past information.

Physiognomic Cue Test by Morris I. Stein; c1974-75; Grades 13-16 and Adults; Behavioral Publications, Inc.

This instrument measures physiognomic perception; that is, the attribution of human or human-like behavior to inanimate forms. It consists of 32 line drawings, each of which is accompanied by two descriptive alternatives. One description refers to the drawing's form, shape, or structural characteristics, while the other description attributes feeling, action, or some representation characteristic to it. The examinee is asked to indicate his perception of the drawing along a six-point scale. The test has been used in investigations of cognitive style, creativity, and various personality characteristics, including empathy.

• **Visual Memory Scale** by James L. Carroll; c1971-75; Ages 5-6; Carroll Publications.

This individually administered test utilizes geometric designs to assess short-term visual memory. The scale consists of 25 stimulus designs each of which the child looks at for five seconds. He is immediately shown a card with four geometric designs on it and is asked to indicate by word or gesture the correct design.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

Anxiety Self Report by Jane S. Parsons; 1973; Pre-service and Inservice Teachers; Jane S. Parsons.*

Designed to measure anxiety about teaching, this instrument consists of four items, two of which inquire about teaching-specific anxiety and two of which inquire about general anxiety. *Included in: Parsons, Jane S. *Assessment of Anxiety About Teaching Using the Teaching Anxiety Scale: Manual and Research Report* (ED 079 330).

• **Children's Personality Questionnaire: 1975 Edition** by Rutherford B. Porter, Raymond B. Cattell, and K. Warner Schaie; c1959-75; Ages 8-12; Institute for Personality and Ability Testing.

This revised edition of the CPQ measures 14 primary personality traits useful in predicting and evaluating the course of personal, social, and academic development. The factors are: Reserved-Warmhearted, Dull-Bright, Affected by Feelings-Emotionally Stable, Phlegmatic-Excitable, Obedient-Dominant, Sober-Enthusiastic, Expedient-Conscientious, Shy-Venturesome, Toughminded-Tenderminded, Zestful-Circumspect Individualism, Forthright-Shrewd, Self-Assured-Guilt-Prone, Undisciplined Self-Conflict-Controlled, and Relaxed-Tense.

Community College Motivation Inventory by Harry J. Caughren Jr.; Not Dated; Ages 15 and Above; Harry J. Caughren Jr.

This 200-item measure of motivation and goal-attaining behavior was designed specifically for use with community college students. The inventory consists of four subscales: Intrinsic Motivation (verbal-cultural, avocational-recreational, intellectual disposition, creative performance, independence of judgment, areas of work and job attitudes, originality, miscellaneous); Self-Enhancement (self-enhancement and achievement, school and education, persistence and progress toward goals, protestant ethic, sense of responsibility, ideals and moral standards, miscellaneous); Person Orientation (sociability, interest in people, lack of interpersonal problems, social activities, preference for group interaction, preference for work involving people contact, joie de vivre, miscellaneous); and Goal Deficiency (passivity vs. aggressiveness, self-directed hostility, accident-proneness, sensitiveness, lack of confidence, neuroticism, motivation and goal-deficiency, family background, miscellaneous).

Curriculum Accommodation Questionnaire by John A. Jones; Not Dated; Teachers; John A. Jones*.

The 56 items constituting this self-report instrument were selected and written with reference to 10 propositions designed to detect attitudes and values that influence teacher innovativeness. These propositions pertain to: curriculum and society, dynamic job situation, sense of responsibility to groups, philosophy, importance of subject matter, control of student behavior, impunity from criticism, moral relativism, student activity orientation, and basis for judging children. *Included in: Jones, John A. "Validation of the Curriculum Accommodation Questionnaire." ED 091 436.

Ego Strength Rating Scale by Martin A. Jacobs; c1967; Adults; Martin A. Jacobs.

This two-part scale is designed to measure personality change as a result of psychotherapy. The 10 dimensions of the first section reflect ego weakness: Obsessiveness, Impulsiveness, Social Intrusiveness, Social Isolation, Defiance, Helplessness, Guardedness, Vulnerability, Grandiosity, and Worthlessness. The physician rates the patient on these dimensions using a 17-point scale. Five items constituting a health or ego-strength inventory make up the second section. These are rated on a nine-point scale.

Ego Strength Scale by Martin A. Jacobs; c1968; Adults; Martin A. Jacobs.

This scale is a self-report device designed to assess personality change as a result of psychotherapy. The 50 items reflect 10 dimensions of ego weakness: Obsessiveness, Impulsiveness, Intrusiveness, Isolation, Defiance, Submissiveness, Guardedness, Vulnerability, Grandiosity, and Worthlessness. The respondent is asked to indicate the degree to which each of the statements pertains to him or his behavior.

Encounter Attitude Scale by Anna Stout; 1970; College Students; John J. Woodmansee.

Developed to assess attitudes toward encounter and sensitivity training groups, this instrument consists of 44 statements that present both pro and con positions toward encounter and sensitivity groups. Respondents are instructed to imagine themselves as judges of a debate on encounter groups and to rate each argument in terms of its effectiveness. The scale encompasses four factors: Group Irresponsibility, Group Facilitation, Dogmatic Rejection, and Effects of Openness.

Farley Drive Scale by Frank H. Farley; Not Dated; Adults; Frank H. Farley.

This brief measure of academic achievement motivation consists of eight direct questions pertaining to the need to achieve.

Frost Self Description Questionnaire by Barry P. Frost; c1973; Ages 8-14; RESCON, Canada.

This 107-item screening device is designed to indicate to the psychologist the degree of a child's general emotionality, the area in which he is anxious, the level of his externalized, pro-

jective, and internalized aggression, and the degree to which he uses the defense mechanism of denial and to which he is affiliative or submissive. The questionnaire yields 14 scores: Test Anxiety, Social Anxiety, Worry and Tension, Concentration Anxiety, Separation from Family Anxiety, Spatial Separation Anxiety, Body Damage Anxiety, Free Floating Anxiety, Externalized Aggression, Internalized Aggression, Projection, Denial, Affiliation, and Submissiveness. A Spanish form of the questionnaire is available.

How Do You Think? by Gary Davis; Not Dated; College Students; Gary Davis.

This 102-item inventory assesses attitudes, motivations, interests, values, and other personality and biographical information in an effort to measure a predisposition to behave creatively. The items pertain to six factors: Energetic Originality; Creative Interests and Activities; Creative Writing, Attraction to Complex, Self-Confidence and Sense of Humor; Freedom and Flexibility; Belief in Psychological Phenomena; and Arousal Seeking, Risk-Taking, and Playfulness.

How I Feel by Leopold E. Klopfer; 1970; Grades 2-3; Leopold E. Klopfer.

This 30-item questionnaire is designed to elicit students' attitudes toward their science classes, their study of science, and certain science learning activities. It includes two scales: Attitude toward Science Class and Science and Anxiety about Science Class.

Hypnotic Characteristics Inventory by Evelyn Lee Teng; 1963; Adults; Evelyn Lee Teng.

This 60-item questionnaire was designed to measure characteristics of hypnotic susceptibility. It consists of five subscales: Conformity vs. Autonomy, Trance-Like Experiences, Role-Playing, Impulsivity vs. Rationality, and Concentration and Absorption.

Interpersonal Relationship Rating Scale by John L. Hipple; c1972; Adults; University Associates.

This 24-item self-administered inventory measures self-perception, attitudes, and behavior in an individual's relationships with others. It was designed specifically for assessing personal growth experiences resulting from human relations training.

Mandel Social Adjustment Scale by Nathan G. Mandel; 1959; Adults; Nathan G. Mandel.

This rating scale is designed to measure the social adjustment of psychiatric patients and other institutionalized persons. The instrument yields eight scores: Occupational Adjustment, Family Life Adjustment, Economic Adjustment, Health Adjustment, Religious Adjustment, Residence Adjustment, Community and Social Adjustment, and Pattern of Offense.

Marine Corps Opinion Questionnaire by Richard F. Booth and Anne Hoiberg; circa 1974; Adults; Richard F. Booth.

This 96-item questionnaire was designed to assess attitudes toward the Marine Corps and several aspects of Marine Corps life. It comprises five attitudinal scales: Toughness, Spirit, Affiliation, Authority, and Consideration.

The Nature and Function of Social Work Questionnaire by Merlin Taber and Anthony J. Vattano; 1970; Adults; Merlin Taber.

This 62-item questionnaire is designed to assess the attitudes of social workers (and others who are well-oriented to social work) towards the profession. The instrument encompasses five professional orientations: psychodynamic-mindedness, social action, social-environment-mindedness, title-protection and training, and private practice. It is recommended for group rather than individual analysis.

Pictorial Interest Inventory by Barron B. Scarborough; c1975; Adult Males; Barron B. Scarborough.

This research instrument employs photographs of jobs being performed to assess the vocational interests of adult males. The inventory yields 11 scores: clerical and sales, personal service, protective and custodial, farming, mechanical, building and maintenance, skilled-sedentary, vehicle operators, electrical workers, natural processors, and assembly line workers. It is intended particularly for poor readers and non-readers.

• **Picture Motivation Scale** by H. Carl Haywood; Not Dated; Grades 2-3; H. Carl Haywood.

This individually administered measure of motivational orientation is a picture version of the *Choice-Motivator Scale*. For each of 20 pairs of pictures illustrating an intrinsically or extrinsically motivated activity, the respondent is asked to indicate which he would like to do. On the basis of his responses, the child is classified as having intrinsic motives (e.g., opportunity to learn, challenge, intense psychological satisfaction, responsibility) or extrinsic motives (e.g., salary, safety, ease, comfort, security).

Prison Fantasy Questionnaire by Benjamin Beit-Hallahmi; Not Dated; Adults; Benjamin Beit-Hallahmi.

This 82-item questionnaire was developed to measure self-reported conscious fantasies in male prisoners. The 70 fantasy-content items are divided into 14 content scales: sex, satisfaction, self-destruction, aggression, food, security, religion, unreal, bizarre, nurturance, sadism, escape, release, and achievement. The 12 other items cover frequency of day-dreaming, nightdream recall, and adjustment to prison.

Religious Belief Questionnaire by Max Apfeldorf and Walter J. Smith; circa 1969; Adolescents and Adults; Max Apfeldorf.

This 64-item multi-denominational religious belief questionnaire covers the following: God, Prayer, Bible, Good and Evil and their Consequences, organized religion, Religious Practices, and Duties of Daily Living.

Scale of Socio-Egocentrism by James S. Peters II; c1964; Grades 7-16; Peters and Associates.

This instrument evaluates the degree of adjustment a person is making to self and to society as he perceives both. The 60-item scale elicits the person's self- and socially oriented positive and negative attitudes in terms of seven relationships: self, primary, peer group, boy-girl, secondary authority, impersonal, and generalized.

The School Counselor Attitude Inventory by Stanley B. Baker; c1971; Adults; Stanley B. Baker.

This 20-item instrument is designed to measure counselors' preferred behaviors on the continuum from status quo through counselor model to change agent. The respondent is presented with a client problem and is asked to choose which one of six responses best suits his style as a counselor. Each of the six responses represents one of the following categories: Strong Status Quo Advocate, Status Quo Advocate with Secondary Interest in the Client, Status Quo-Oriented Counselor, Change-Oriented Counselor, Semi-Active Change Agent, and Strong Change Agent.

Self-Monitoring Scale by Mark Snyder; Not Dated; Adults; Mark Snyder.

This instrument is designed to measure individual differences in self-monitoring, which is defined as self-observation and self-control, guided by situational cues to social appropriateness, of expressive behavior, and self-presentation. The 25 true-false items pertain to five factors of self-monitoring: concern with the social appropriateness of one's self-presentation; attention to social comparison information as cues to appropriate self-expression; the ability to control and modify one's self-presentation and expressive behavior; the use of this ability in particular situations; and the extent to which the respondent's expressive behavior and self-presentation are cross-situationally consistent or variable.

The Sentence Completion Test by Robert J. Teare; Not Dated; Adults; Robert J. Teare.

The major theme of this test is the analysis of the way in which individuals who are visually disabled verbalize their reactions and approaches to a standardized set of conflict situations. The test consists of a series of dilemmas contained in sentence stems. The respondent completes each sentence in the manner which seems most appropriate to him. The 43 sentence stems cover six categories: Peer Relationships, Environmental Interactions, Authority Figures, Family Relationships, Heterosexual Interactions, and Relationships with Friends. This instrument has been designed to serve as an aid in predicting vocational achievement within the framework of the rehabilitation process.

Situational Preference Inventory by Carl N. Edwards; 1968-73; Grades 9-16 and Adults; Carl N. Edwards.

This self-administering questionnaire is designed to assess an individual's characteristic modes of adapting his resources to interaction with the world around him. The individual's responses to the 22 sets of three statements are scored according to three individual styles of social interaction: cooperational, instrumental, and analytic.

Student Evaluation of Teacher II by Ruth Adlof Haak, Douglas A. Kleiber, and Robert F. Peck; 1972; Grades 1-6; The Dissemination Department, Research and Development Center for Teacher Education*.

Designed to elicit student evaluations of teachers' effectiveness, this instrument encompasses three factors: Stimulating, Interactive Style (rapport, interactional competence); Unreasonable Negativity; and Fostering of Self-Esteem. *Included in: Haak, Ruth Adlof, et. al. *Student Evaluation of Teacher Instrument, II. Manual*. ED 080 574.

Teaching Anxiety Scale by Jane S. Parsons; 1973; Preservice and Inservice Teachers; Jane S. Parsons.*

This scale is designed to measure anxiety specific to the task of teaching. It contains a variety of self-report statements about teacher reactions to teaching. These reactions are of two general kinds: emotional responses to a variety of different situations related to teaching and attitudes toward teaching as a profession. This instrument is intended only for research use. *Included in: Parsons, Jane S. *Assessment of Anxiety About Teaching Using the Teaching Anxiety Scale: Manual and Research Report* (ED 079 330).

Thomas-Kilmann Conflict Mode Instrument by Kenneth W. Thomas and Ralph H. Kilmann; c1974; Adults; XICOM, Inc.

This 30-item device is designed to assess an individual's behavior in conflict situations. The responses are scored in terms of five specific methods of dealing with conflict: competing, accommodating, avoiding, collaborating, and compromising.

• **Word Meaning Test** by Edward Clifford; Not Dated; Children; Edward Clifford.

This instrument is designed to assess the physically handicapped child's cognitive structure and how he construes the world. The test consists of 26 concepts to which the child responds on nine dimensions. Examples of the concepts include: summer, legs, nose, illness, lips, and allergy.

Writing Apprehension Measure by John A. Daly and Michael D. Miller; circa 1975; Adults; John A. Daly.

This self-report questionnaire is designed to measure general anxiety about encoding written communication. The respondent indicates the degree of his agreement or disagree-

ment with each of the 26 items which deal with tendencies to avoid writing, attitudes toward written communication, and feelings experienced during writing.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Ambiguous Verbal Stimulus Test to Measure Language Dominance in Spanish-English Bilinguals by Gary D. Keller; c1974; Ages 10 and Above; Gary D. Keller.

Designed to identify an individual's dominant language, this test consists of a word list containing 100 entries of which 24 are the critical stimuli. The subject reads the words aloud and his pronunciation is evaluated by three judges.

• **Assessing the Behavior of Caregivers (ABC)** by Alice S. Honig and J. Ronald Lally; Not Dated; Adults; Alice S. Honig.

This rating checklist was developed to measure specific caregiver behaviors with infants, each other, and the environment. Three versions are available:

ABC-I

This 40-item checklist focuses on seven behavioral areas reflecting the following goals for teachers of infants under 18 months: Language Facilitation, Social-Emotional: Positive, Social-Emotional: Negative, Piagetian Tasks, Caregiving: Child, Caregiving: Environment, Physical Development, and Does Nothing.

ABC-II

This 44-item checklist reflects the following teacher behaviors with infants older than 18 months: Facilitates Language Development, Facilitates Development of Skills, Facilitates Concept Development, Social-Emotional: Positive, Social-Emotional: Negative, Caregiving: Baby, Caregiving: Environment, Qualitative Categories, and Does Nothing.

ABC-III

This 58-item version of the checklist is intended to rate the behaviors of the parents as caregivers. It covers: Facilitates Language Development, Facilitates Development of Skills, Facilitates Concept Development, Social-Emotional: Positive, Social-Emotional: Negative, Caregiving: Child, Caregiving: Environment, Qualitative Categories, and Miscellaneous.

• **Bannatyne System: Early Screening and Diagnostic Tests** by Alexander D. Bannatyne; c1975; Preschool; Learning Systems Press.

This set of screening and diagnostic tests comprises a two-stage testing system whereby school systems may identify children with potential handicaps prior to or at school entry. Phase One Screening Assessment is designed to provide an indication of the overall risk of handicap and academic failure. This stage consists of five tests designed to yield three separate evaluations of each child: Symbol to Sound Phoneme and Words, Tactile Finger Sensing, Pictorial Mistakes Test, Sound Blending Test, and Coding Speed Test. Phase Two Diagnostic Assessment provides a profile of the high-risk

child in terms of his strengths and weaknesses. The tests include: Recall Vocabulary, Balance, Design Matching, Auditory Closure, Form Memory/Mirroring, Auditory Vocal-Sequencing Memory, Dexterity/Parallels, Spatial Form Recognition, and Echo Words.

Behavioral Expectations Scale by Stephen L. Golding, Ellen Becker, Scott Sherman, and Julian Rappaport; Not Dated; Adults; Stephen L. Golding.

This behaviorally specific expectation scale was developed to facilitate investigations of behavior-expectation effects in social interactions with the mentally ill.

• **Composite Developmental Inventory for Infants and Young Children** by Bettye M. Caldwell; Not Dated; Birth-3 Years; Bettye M. Caldwell.

These scales are designed primarily to permit the physician to develop an impression of how a child compares with a sample of his age mates on certain limited developmental measures. The inventory is not intended to provide a precise developmental age determination, and the results must be interpreted in the light of all other findings relative to the child.

Counseling Outcome Inventory by Clara E. Hill; circa 1975; Adults; Clara E. Hill.

This device enables the counselor and the client to determine goals of the counseling process and provides a process-oriented approach to evaluating the achievement of these goals. The procedure consists of three parts: 1) a list of descriptors, characteristics, or qualities which the client considers important; 2) a ranking of the relative importance of these descriptors; and 3) a rating by the client of how characteristic these descriptors are of him. The inventory is based on Carkhuff's problem-solving grid.

• **Cutrona Child Study Profile of Psycho-Educational Abilities** by Michael P. Cutrona; c1970-74; Kindergarten-Grade 3; Cutronics Educational Institute.

This screening device provides ratings in 10 areas: general behavior, gross-motor development, fine-motor development, body image and awareness, tactile-kinesthetic development, visual-motor perception, auditory perception, time orientation, non-verbal conceptualization, and numerical conceptualization. The profile is helpful in screening for complete child study diagnostic evaluation and in planning preschool, primary-elementary, and special education programs.

• **D-K Scale of Lateral Dominance** by Russell A. Dusewicz and Keith M. Kershner; 1969; Grades 2-6; Developmental Learning Corporation.

A series of tasks assesses hand dominance, foot dominance, visual dominance, and auditory dominance. In addition to a separate dominance index for each of the assessment modes, an overall intermodal index and an overall intramodal index can be computed.

• **Deaf-Blind Program and Ability Screening Test** by J. Lyall, V. Henry, T. Graham, and S. Lassiter; c1972; Children and Adults; Mississippi Deaf-Blind Evaluation Center.

This individual screening instrument is designed to determine the individual functioning and program needs of both children and adults with multiple handicaps of visual and auditory impairment. Based on Gesell's Developmental Theory, the test assesses the child's level of functioning in seven developmental areas: Vision, Hearing, Gross Motor Skills, Fine Motor Skills, Self-Help Skills, Communication, and Socialization. On the basis of his performance, the child's functional ability is defined in terms of three program levels: Profoundly Disabled, Developmental Skills, and Pre-Academic and Daily Living.

• **Early Childhood Prekindergarten Assessment Instrument: Revised** by Dwayne J. Schmaltz, Robert Schramm, and Robert Wendt; 1973; Preschool; Cooperative Educational Service Agency No. 13.*

This instrument was designed to help locate a child along a developmental curriculum sequence. It assesses four basic learning modalities (auditory, visual, motoric, vocal) at four structural levels (sensory, reflexive, representational, integrative). The evaluation begins with an assessment of all children at Level III. Assessment then proceeds upwards or downwards from Level III depending upon the child's success or lack of it. The tests themselves reflect and assess according to the behavioral objectives listed in the Prescription Guide. *Included in: *Early Childhood Assessment Test Manual, Revised 1973*. ED 086 735.

Extended Family Interaction Scale by William H. Key; Not Dated; Open Range; William H. Key.

This brief scale is designed to provide a longitudinal index of the respondent's contact with parents, siblings, and other relatives.

Flexibility Test to Measure Language Dominance in Spanish-English Bilinguals by Gary D. Keller; c1974; Ages 10 and Above; Gary D. Keller.

This test is designed to identify an individual's dominant language. The examinee is presented with a series of nonsense words. For each item he is asked to form actual words from the nonsense unit, first in Spanish and then in English. He is permitted 60 seconds per language to form words from each test item.

• **Harris Articulation Test** by Gail S. Harris; 1973; Preschool; Gail S. Harris.

Designed for use with American Indian children, the test identifies what sounds the child has difficulty pronouncing and in what position those sounds are found in words. The instrument consists of pictures of objects that are stimuli for testing sounds in one of three positions: initial, medial, and ending. The sounds are tested in single word responses.

The Immediate Family Participation Scale by William H. Key; Not Dated; Open Range; William H. Key.

This brief scale is designed to provide a longitudinal index of the respondent's contact with members of his immediate family.

Individual Learning Disabilities Classroom Screening Instrument: Adolescent Level by Marian T. Giles; c1973; Grades 4-12; Learning Pathways, Inc.

An upward extension of the elementary level instrument, this device provides for early identification of students with possible learning problems. It presents behavioral indices for eight major categories of behavior related to learning: Visual Disabilities, Auditory Disabilities, Verbal Disabilities, Motor Disabilities, Vocational Attributes, Social Maladjustments, Emotional Disturbances, and Integrational Disorders.

• **Individual Learning Disabilities Classroom Screening Instrument: Elementary Level** by John H. Meier, Verl O. Cazier, and Marian T. Giles; c1970-72; Grades 1-3; Learning Pathways, Inc.

This screening instrument is designed to facilitate preliminary identification of children with possible learning and/or emotional problems. It consists of 80 behavioral items in eight specific categories: Auditory Perception, Disabilities, Visual Acuity Disabilities, Visual Perception Disabilities, Involvement in Processing (integration), Spatial Orientation, Sequential Memory (visual and auditory), Social-Emotional Involvement, and Multiple Learning Disabilities.

• **Individual Learning Disabilities Classroom Screening Instrument: Preschool and Kindergarten Level** by Marian T. Giles; c1973; Preschool-Kindergarten; Learning Pathways, Inc.

The purpose of this screening device is to provide a means of preliminary identification of children with possible learning and/or emotional problems. It presents information for six major behavioral categories: Motor Disabilities (fine, gross), Visual Disabilities (receptive, association, memory, closure), Auditory Disabilities (reception, association, memory, sound blending), Verbal Disabilities, Social-Emotional Problems, and Integration Disorders. Remedial suggestions are provided.

Instructional Improvement Questionnaire (IIQ) by Thomas A. Tyler and Patricia B. Elmore; 1972; College Students; Southern Illinois University.

This questionnaire is designed to collect from students evaluative feedback on their instructors and courses. There are four sections: class characteristics, instructor evaluation, course evaluation, and optional items.

• **Inventario de Habilidades para Aprender a Leer** by Jack Shelquist, Barbara Breeze, and Bette Jacquot; c1975; Preschool; Educational Programmers, Inc.

This Spanish edition of the *Inventory of Readiness Skills* provides for evaluation and diagnosis of the Spanish-speaking

child's basic skills. The test is in two parts consisting of eight subtests: Auditory Perception Skills (sequence of auditory memory, word discrimination) and Visual and Motor Skills (body knowledge, concepts of direction and position, color discrimination, visual motor coordination, visual perception and memorization of letters, names of letters). All of the test materials are in Spanish.

Inventory of Educational Experience and Opinion by Dean H. Nafziger, John L. Holland, and Gary D. Gottsfredson; Not Dated; College Students; Center for Social Organization of Schools.

This satisfaction inventory consists of three parts. The first deals with the student's satisfaction with his college major. The second concerns the student's perceived similarity to other students in his major field. The third part measures the student's satisfaction with his college or university.

• **Inventory of Home Stimulation (Birth to Three)** by Bettye M. Caldwell; c1970; Birth-Three Years; Bettye M. Caldwell.

This instrument combines interviews and observations and is designed to sample certain aspects of the quantity and quality of social, emotional, and cognitive support available to a young child within his home environment. The 45 items are arranged in six categories: Emotional and Verbal Responsiveness of Mother, Avoidance of Restriction and Punishment, Organization of Physical and Temporal Environment, Provision of Appropriate Play Materials, Maternal Involvement with Child, and Opportunities for Variety in Daily Stimulation.

• **Japanese-American Research Project Interview Questionnaire** by Gene L. Levine and Darrel M. Montero; 1967; Adults; Darrel M. Montero.

This questionnaire was developed for use in a three-generational national survey of Japanese Americans, with the aim of investigating correlates of socioeconomic mobility. The interview form elicits information in such areas as socioeconomic history, preservation of the Japanese tradition, assimilation into American culture, and incorporation of American educational and socioeconomic goals.

Job Diagnostic Survey by J. Richard Hackman and Greg R. Oldham; 1974; Adults; Roy W. Walters and Associates, Inc.

This instrument is intended to diagnose existing jobs to determine if they might be redesigned to improve employee motivation and productivity, and to evaluate the effects of job changes on employees. The survey yields the following scores: Job Dimensions: skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, and dealing with others; Psychological States: experienced meaningfulness of the work, experienced responsibility for the work, and knowledge of results; Affective Responses to the Job: general-satisfaction, internal work motivation, and specific satisfactions (job security, pay, social, supervisory, growth); Growth Need Strength: "would like" format, job choice format.

Kilmann Insight Test (KIT) by Ralph H. Kilmann; c1972; Adults; Ralph H. Kilmann.

This projective device was developed to assess an individual's interpersonal value constructs. A series of six ambiguous pictures of interpersonal behavior is employed to stimulate the use of interpersonal value constructs in actual situations. For each picture, the respondent is asked to indicate the relevance of each of 18 Interpersonal Value Constructs. The test consists of two comprehensive factors: Good Fellowship vs. Functional Task Activity and Interpersonal Restraint vs. Boldness.

• **Language-Structured Auditory Retention Span Test** by Luis Carlson; c1973; Ages 3 Years, 7 Months-Adults; Academic Therapy Publications.

This test helps to determine the approximate length of language-structured communication that an examinee is able to retain long enough to digest it intellectually. Consisting of 58 "sentences," it is designed for those who have a need to define and remediate or circumvent disabilities in language functioning.

Learning Climate Questionnaire by Donald D. Bowen and Ralph H. Kilmann; c1973; Adults; Ralph H. Kilmann.

This 51-item questionnaire was developed to assess the learning climate of professional schools. It encompasses five factors: Grading Process, Physical Environment, Task Relationships with Faculty, Social Relationships with Faculty, and Course Material Presentation.

Level of Adoption Scale for Science Teaching Innovations by Kenneth R. Mechling; 1969; Adults; Kenneth R. Mechling.

This instrument is designed to identify the level of adoption attained by teachers for each of 10 innovative elementary science investigations. The investigations are described, and the teacher then indicates which one of seven statements best reflects his level of awareness or utilization of each investigation. The five levels of adoption are: awareness, interest, evaluation, trial, and adoption.

The Neighboring Scale by William H. Key; Not Dated; Adults; William H. Key.

This brief scale is designed to measure the extent to which respondents interact with their neighbors.

Observer Rating Scales by Ernest McDaniel, Joan Lohmann, and Camille Little; 1974; Adults; Purdue Educational Research Center.

Designed as tools for research on instructional processes, these scales provide a method for recording observed teaching behavior on nine dimensions: warmth, enthusiasm, clarity, variety, individualization, feedback, cognitive demand, freedom, and on-task activity. The observer should receive some training prior to the initial administration of the instrument.

Personal Data Questionnaire by Celia M. Halas; Not Dated; Adult Women; Celia M. Halas.

This 60-item questionnaire is designed to elicit information for use in an investigation concerning the association of perceived early socialization experiences with sex-role stereotypes in the attitudes and behavior of mature women, and the impact of the Women's Liberation Movement upon these women.

Recidivism Outcome Index by David O. Moberg and Richard C. Ericson; Not Dated; Adults; Richard C. Ericson.

Designed to provide an objective index of criminality and recidivism, this instrument evaluates the relative degrees of an individual's success or failure on parole. Although it is based on Minnesota laws, it can be adapted to fit other jurisdictions.

• **Referral Form Checklist (RFCL)** by Mary M. Wood; 1972; Ages 2-14; * Rutland Center.

This two-part checklist is a composite of behavior problems within four major developmental areas: Behavior, Communication, Socialization, and Academic or Pre-Academic Skills. Part I consists of 57 problems on which the child is rated by the parent, classroom teacher, or professional staff member. Part II is composed of various sections for professional staff to complete. *RFCL was developed for emotionally disturbed children but is applicable to all handicapping conditions.

Religious Behavior Checklist by Max Apfeldorf; Not Dated; Adolescents and Adults; Max Apfeldorf.

Designed to provide an estimate of religious behavior as reported by an observer, the 15 items on this checklist pertain only to observable religious behavior.

Religious Behavior Questionnaire by Max Apfeldorf; Not Dated; Adolescents and Adults; Max Apfeldorf.

This self-report instrument is designed to assess a person's religious practices as he perceives them. The 36 items pertain to activities related to membership in and interaction with a religious congregation, prayers, Bible reading, other religious reading, and relationships with one's fellow man.

• **Rhode Island Pupil Identification Scale (RIPIS)** by Harry S. Novack, Elisa Bonaventura, and Peter F. Merenda; c1972; Kindergarten-Grade 2; RIPIS.

This behavior scale is designed for use by the classroom teacher for early detection of children with learning difficulties, delineation of learning problems, and communication of pertinent information. Each of the 40 items describes pupils' classroom behavior which the teacher rates on the basis of his observation of the pupils. Part One is comprised of items dealing with behavior which is readily observable through regular classroom activity. The items in Part Two deal with behavior which may be evaluated primarily through a review of the pupils' written work.

- **Screening Speech Articulation Test** by Merlin J. Mecham, J. Lorin Jex, and J. Dean Jones; c1970; Preschool-Grade 3; Communication Research Associates, Inc.

A picture test for assessing articulation in non-reading children, this instrument evaluates sounds in order of maturation using developmental norms.

- **Self-Report Interview: Asthma** by Edward Clifford; Not Dated; Children; Edward Clifford.

Designed primarily to obtain data that could be used to help the child better adapt to his environment, this self-rating measure examines the effects of symptoms on an asthmatic child's cognitive structure and how he construes the world. The 81 items are presented in five sections: How I feel about having asthma, If I didn't have asthma, When I was born, How I would describe myself, and How I feel about myself.

- **Self-Report Interview: Cleft Lip or Cleft Palate** by Edward Clifford; Not Dated; Children; Edward Clifford.

This self-rating measure examines the effects of the defect of a cleft lip or palate on a child's cognitive structure and how he construes the world. The interview is in five parts: How I feel about having a cleft lip, If I didn't have a cleft lip, When I was born, How I feel about myself, and How I describe myself.

- **Sentence Repetition Task** by Nicholas J. Anastasiow and Michael L. Hanes; Not Dated; Kindergarten-Grade 3; Nicholas J. Anastasiow.

This diagnostic tool is designed to assist teachers in distinguishing children who speak a different dialect and are normal in language development from those children who speak a different dialect and are developmentally delayed. The task consists of 28 protocol sentences that are constructed to include a wide range of syntactical structures with at least one function word per sentence and at least one word in standard English form. The sentences are presented on tape, and the child is requested to repeat each one. Function words are scored as errors, omissions, verbatim repetitions, and substitutions. Reconstruction words are scored as verbatim repetitions, reconstructions, omissions, or errors.

- **Slingerland Screening Tests for Identifying Children with Specific Language Disability: Form D** by Beth H. Slingerland; c1974; Grades 5-6; Educators Publishing Service, Inc.

These tests are designed to reveal the relative strengths and weaknesses in visual, auditory, and kinesthetic functioning. Specific language disability is defined as referring to children of average or high intelligence whose difficulties in reading, spelling, handwriting, written, and sometimes oral, expression interfere with academic achievement.

- **Spanish Dame School Project Parent Interview: Revised**; 1971; Adults; Spanish Dame Bilingual Education Project.

This interview form is designed to elicit from the parents of preschool and kindergarten children information concerning their background, home environment, and the language spoken in the home. The interview may be conducted in English or Spanish. The information is intended to facilitate the planning and development of bilingual educational programs.

- **Structured Interview Questionnaire** by Celia M. Halas; Not Dated; Adult Women; Celia M. Halas.

This questionnaire contains 68 open-ended questions designed to gather in-depth information for use in an investigation of the association of perceived early socialization experiences with sex-role stereotypes in the attitudes and behavior of mature women, and the impact of the Women's Liberation Movement upon these women.

- **Student Orientation Survey** by I.E. Farber and Leonard D. Goodstein; 1963; College Students; Leonard D. Goodstein.

This 40-item questionnaire is based on Trow's description of four kinds of campus subcultures: Vocational, Academic, Nonconformist, and Collegiate. Half of the items reflect attitudinal manifestations of each subculture and half reflect behavioral components.

- **TARC Assessment Inventory for Severely Handicapped Children** by Wayne Sailor and Bonnie Jean Mix; c1975; Ages 3-16; H & H Enterprises, Inc.

This system provides a short-form behavioral assessment of the capabilities of retarded or otherwise severely handicapped children on a number of skills related to education. The inventory stresses observable characteristics which are indicative of the child's current level of functioning. It yields scores for Self-Help, Motor, Communication, and Social Skills and a Total Skill-Level Score.

- **TENVAD: Test of Nonverbal Auditory Discrimination** by Norman A. Buktenica; c1975; Ages 6-8; Follett Publishing Company.

This group-administered test employs a nonverbal format to identify children with auditory discrimination problems that will affect future school success. The subtests include: Pitch, Loudness, Rhythm, Duration, and Timbre. The directions and test items are presented on a record.

- **Test of Listening Accuracy in Children: 1973 Revision** by Merlin J. Mecham, J. Lorin Jex, and J. Dean Jones; c1968-74; Ages 5-7, Grades 2-6; Communication Research Associates, Inc.

This multiple-choice intelligibility-type test is designed for use by speech pathologists, audiologists, psychologists, and special educators to measure children's verbal listening skills. The individually administered version is intended for children ages 5 through 7 while the group-administered version can be used with children in grades 2 through 6. A film strip and cassette tapes are provided to facilitate administration.

Announcements Received

Comprehensive Ability Battery by A. Ralph Hakstian and Raymond B. Cattell; Ages 15 and Older; Institute for Personality and Ability Testing.

This integrated collection of tests measures 20 primary mental abilities: verbal, numerical, spatial, perceptual speed, speed of closure, inductive reasoning, flexibility of closure, rote memory, short-term memory, meaningful memory, mechanical, spelling, auditory, finger dexterity, esthetic judgment, ideational flexibility, ideational fluency, word fluency, originality, and drawing skill.

Eight State Questionnaire: Research Edition; Ages 17 and Older; Institute for Personality and Ability Testing.

This instrument may be used in a variety of research or applied settings to measure changes in state or mood levels as a function of experimental manipulation, therapeutic intervention, and so on. It is designed to measure day-to-day fluctuations on eight state factors: anxiety, stress, fatigue, regression, depression, arousal, guilt, and extraversion.

Test Reviews

• **CIRCUS: Comprehensive Program of Assessment Services for Pre-Primary Children;** Educational Testing Service.

Reviewed by James Raths and Lilian G. Katz, University of Illinois in the *Journal of Educational Measurement*, Summer 1975, Vol. 12, No. 2, 144-147.

Life-Space Survey; Academic Therapy Publications.

Reviewed by Alex Bannatyne, Editor, in *Journal of Learning Disabilities*, May 1975, Vol. 8, No. 5, 268-269.

• **Northwestern Syntax Screening Test;** Northwestern University Press.

Reviewed by Maryl Bannatyne in *Journal of Learning Disabilities*, April 1975, Vol. 8, No. 4, 196-197.

• **Tasks of Emotional Development; A Projective Test for Children and Adults;** D.C. Heath.

Reviewed by Eugene E. Levitt and A. John Wise in *Professional Psychology*, February 1975, Vol. 6, No. 1, 101-105.

• **Wechsler Intelligence Scale for Children—Revised (WISC-R);** The Psychological Corporation.

Reviewed by Alan Krichev, Lakehead Board of Education, in *Psychology in the Schools*, January 1975, Vol. 12, No. 1, 126-128.

• **Wechsler Intelligence Scale for Children—Revised;** The Psychological Corporation.

Reviewed by Carol Kehr Tittle, CUNY-Queens College, in *Journal of Educational Measurement*, Summer 1975, Vol. 12, No. 2, 140-143.

New References

Berdie, Douglas R. and Anderson, John F. **Questionnaires: Design and Use.** Metuchen, New Jersey: The Scarecrow Press, 1974. Pp. viii + 225, \$7.50.

The purpose of this book is to aid individuals in the design and use of questionnaires.

Bills, Robert E. **A System for Assessing Affectivity.** University, Alabama: The University of Alabama Press, 1975. Pp. viii + 232, \$10.00.

This monograph describes a system designed to assess students' affective development. The system has five parts, each of which is an assessment: Feelings About School, Locus of Responsibility Scale, Relationship Inventory, Parent Inventory, and Index of Adjustment and Values. In the first part of the book, the assessment of affectivity and the use and availability of the system are discussed. The development and use

of each of the five instruments is then described in detail. The appendix includes copies of each of the instruments along with answer sheets and item responses.

Blalock, H.M.Jr., Editor. **Measurement in the Social Sciences: Theories and Strategies.** Chicago: Aldine Publishing Company, 1974. Pp. vi + 464, \$16.00.

This book deals with selected problems of measurement in the fields of sociology, political science, and anthropology. It is divided into three major parts. Part I is concerned with applying scaling approaches developed in psychometrics to problems that arise in other social sciences. Part II focuses on multiple-indicator theory and strategies as applied to relatively complex models and to change data. Part III deals with the statistical analysis of ordinal data, including the interpretation and empirical behaviors of various ordinal measures of association.

Dupuy, Harold J. *The Rationale, Development, and Standardization of a Basic Word Vocabulary Test*. Washington, D.C.: DHEW Publication No. (HRA) 74-1334. Pp. vii + 71.

This document describes the procedures involved in the development of a structured basic word vocabulary test intended to provide a measure of the approximate size of an individual's basic word vocabulary and to provide a standard of comparison of his level of verbal development with others of similar characteristics. A copy of the test is included in the appendix along with instructions for administering and scoring.

• Frankenburg, William K. and Camp, Bonnie W., Editors. *Pediatric Screening Tests*. Springfield, Illinois: Charles C. Thomas Publisher, 1975. Pp. xiii + 549, \$12.95.

This volume concerning procedures for screening children for diseases and physical handicaps is in four parts. The first part consists of a discussion of the principles and criteria to be considered in selecting diseases for which to screen, and appropriate screening devices. The last three parts present specific information about diseases and screening procedures in the areas of pathophysiology, special sensory defects, and psychopathology. Chapters in these latter parts begin with a general introduction followed by reviews of specific screening tests and procedures.

Hildebrand, Milton, Wilson, Robert C., and Dienst, Evelyn. *Evaluating University Teaching*. Berkeley: Center for Research and Development in Higher Education, University of California, 1971, Pp. 52, \$2.00.

This booklet describes a three-year study that was undertaken to define and describe effective teaching and to identify valid, reliable, and effective means of incorporating the evaluation of teaching into advancement procedures.

Hoepfner, Ralph, et al. *CSE Secondary School Test Evaluations*. Los Angeles, California: Center for the Study of Evaluation, 1974. \$22.00.

This compendium of test evaluations is divided into three volumes covering grades 7 and 8, grades 9 and 10, and grades 11 and 12. The tests cover 16 major discipline areas and are evaluated in terms of four qualities: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence.

Jacobs, T.O. *Developing Questionnaire Items: How to Do it Well*. Alexandria, Virginia: Human Resources Research Organization, 1974. Pp. v + 31.

This guide is intended to assist non-specialists in the preparation of efficient and useful questionnaires designed to facilitate management decisions. The booklet contains four sections. Section I covers the procedure involved in deciding what one wants to know. Section II provides a discussion of types of questions and their relative advantages and disadvantages.

The actual steps involved in building a questionnaire are discussed in Section III. A checklist designed to aid in avoiding many of the problems involved in developing a questionnaire is presented in Section IV.

Lerner, Paul M., Editor. *Handbook of Rorschach Scales*. New York: International Universities Press, Inc., 1975. Pp. xii + 523, \$18.50.

This handbook is a compendium of Rorschach scales which reflect creative and innovative ways in which the instrument has been utilized for the purpose of research. Scales are presented in the following areas: Cognitive and Perceptual Functioning, Pathological Thinking, Structuring of Experience, Affective and Motivational States, Interpersonal Relations, Intra-familial Interaction, Suicide, and Homosexuality. In addition to the scales, each section contains a review of the theory underlying their construction, a critical appraisal of the scales' reliability and validity, a description of their development and application, as well as a survey of other scores, ratios, or scales that have been used to assess the psychological phenomenon under consideration.

Lewis, James Jr. *Appraising Teacher Performance*. West Nyack, New York: Parker Publishing Company, Inc., 1973. Pp. 227, \$8.95.

This guide is intended to enable the educator to implement School Management by Objectives (SMBO), a new approach to evaluating and improving the performance of teachers and administrators of every level. The book outlines techniques for setting and writing performance objectives, improving performance, implementing SMBO budget systems, and expanding communication between teachers and administrators. Charts, tables, forms, and illustrations necessary to every phase of the program are provided.

MacGinitie, Walter H., Editor. *Assessment Problems in Reading*. Newark, Delaware: International Reading Association, 1973. Pp. vi + 101, \$3.00.

The papers in this volume deal with a wide range of assessment problems in reading.

Martinson, Ruth A. *The Identification of the Gifted and Talented*. Ventura, California: Ventura County Superintendent of Schools, 1974. Pp. iv + 145. \$5.30.

This instructional syllabus presents a rationale for the identification of gifted students, suggests appropriate identification procedures, and gives examples of materials used by various school districts. Special attention is given to identification of economically disadvantaged children and those from different cultural backgrounds.

Patchen, Martin, Pelz, Donald C., and Allen, Craig W. *Some Questionnaire Measures of Employee Motivation and Morale: A Report on Their Reliability and Validity*. Ann Arbor, Michigan: Institute for Social Research, 1966. Pp. 82, \$5.00.

This monograph evaluates the reliability and validity of questionnaire items associated with the following five characteristics: job motivation, interest in work innovation, willingness to express disagreement with supervisors, attitude toward changes introduced into the job situation, and identification with the work organization.

Payne, David A. *The Assessment of Learning: Cognitive and Affective*. Lexington, Massachusetts: D.C. Heath and Company, 1974. Pp. 524, \$9.95.

This book provides classroom teachers and professional evaluators with a practical set of techniques to aid in evaluating learning outcomes. The chapters are divided into six sections: Overview, Planning for Instrument Development, Instrument Development, Summarizing and Interpreting Test Performances, Instrument Refinement, and Other Sources and Uses of Assessment Data.

Payne, David A. and McMorris, Robert F., Editors. *Educational and Psychological Measurement: Contributions to Theory and Practice, Second Edition*. Morristown, New Jersey: General Learning Corporation, 1975. Pp. xx + 397. \$6.50.

This anthology contains 46 selections covering various topics of concern in the field of educational and psychological measurement.

Popham, W. James, Editor. *Evaluation in Education: Current Applications*. Berkeley, California: McCutchan Publishing Corporation, 1974.

The nine chapters constituting this book pertain to developments in the field of educational evaluation: Evaluation Perspectives and Procedures; Alternative Approaches to Educa-

tional Evaluation: A Self-Study Guide for Educators; Designing Summative Evaluation Studies at the Local Level; Data Analysis and Reporting Considerations in Evaluation; The Use of Standardized Tests in Evaluation; Criterion-Referenced Measurement; Cost Analysis for Educational Program Evaluation; Introduction to Matrix Sampling for the Practitioner; and Formative Evaluation of Instruction.

Rousey, Clyde L., Editor. *Psychiatric Assessment by Speech and Hearing Behavior*. Springfield, Illinois: Charles C. Thomas, Publisher, 1974. Pp. xv + 376, \$18.75.

The primary focus of this book is the presentation of a theory of speech which has clinical relevance to the assessment of emotional health. A number of clinical studies using the theory as a basis are provided. They cover such areas as: diagnostic assessment of psychiatric patients, measurement of psychological change as a result of psychotherapy, selection of trainees for residency programs in psychiatry, hearing problems in psychiatric patients, early detection of educational problems resulting from emotional problems, factors affecting psychiatric diagnosis and treatment planning, and neurological indications in speech and hearing behavior.

References Related to Applied Performance Testing. Portland, Oregon: Clearinghouse for Applied Performance Testing, July 1975. Pp. 64.

This bibliography of references related to applied performance testing is divided into three sections, according to the availability of the materials: materials collected by and available from the Clearinghouse, documents and journals available through computer-access information bases, and sources of information which may be requested directly from the primary sources or are located in academic libraries.

New Publishers

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Note

The Admission Test for Graduate Study in Business
is now entitled Graduate Management Admission
Test.

Errata

In the July issue of the *Test Collection Bulletin*, it
was announced that the *Attitude Toward Self and
Others Scale* is available from W. Darrell Myrick.
Requests for copies of this instrument should be
addressed to Dr. John K. Coster, Director, Center
for Occupational Education, North Carolina State
University, Raleigh, North Carolina. Technical
information concerning the scale is still available
from Dr. Myrick.

Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in
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Issues of the 1975 *Bulletin* are still available. Copies can be obtained for fifty cents (\$.50) each as long as the supply lasts. Address requests for copies to the *Test Collection Bulletin*, Educational Testing Service, Princeton, New Jersey 08540.

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