ABSTRACT
                This study sought to determine the convergent and
discriminant validity of the PIAT when administered to separate
samples of Anglo and Mexican-American children. Thirty-one
Mexican-American and 31 Anglo-American children were matched on the
basis of sex, age, SES, educational placement, and reason referred
for psychological assessment. All children were administered the
PIAT, Wide Range Achievement Test (WRAT), and Wechsler Intelliegnce
Scale for Children-Revised (WISC-R). Partial intercorrelations (CA
held constant) among the PIAT subtest raw scores and subtests of the
WRAT and WISC-R purporting to measure the same construct were
performed. Adequate convergent validity was found for the PIAT
Mathematics, General Information, Spelling, and Reading Recognition
subtests for both Anglo and Mexican-American children. Poor
discriminant validity was obtained for all PIAT subtests evaluated.
It was concluded that the PIAT may be of value when used in
conjunction with the WISC-R to differentiate between specific
learning difficulties and an English language deficiency with
Mexican-American populations. (Author)

Comparison of PIAT Validity
With Anglo and Mexican-American Children

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The interpretations of tests administered to members of
minority populations pose a special problem for the clinical
diagnostician. When a test is standardized on children in the
educational mainstream, its usefulness is debatable with children
who are culturally different (Deutsch, Fishman, Kogan, North, &
Whiteman, 1964). For example, the Peabody Individual Achieve-
ment Test (PIAT) (Dunn & Markwardt, 1970) is an achievement
screening instrument which includes only 4.3 percent minority
children in its standardization sample. Obviously, interpreta-
tion of Mexican-American children's performance on the PIAT
requires knowledge of the instrument's validity with this cul-
turally different population. Unfortunately, due to the recent
publication of the PIAT, little evidence is available regarding
this issue. The present study sought to determine the convergent
and discriminate validity of the PIAT when administered to separate
samples of Anglo and Mexican-American children. The Cambell &
Fiske (1959) model was used to compare the PIAT subtests with
corresponding subtests of the Wide Range Achievement Test (WRAT)
(Jastak, Bijou, & Jastak, 1965) and the Wechsler Intelligence
Scale for Children-Revised (WISC-R).

In the present study, 31 Mexican-American and 31 Anglo-
American children were matched on the basis of sex, age, SES,
educational placement, and reason referred for psychological
assessment. All children were administered the PIAT, WRAT, and
WISC-R. Partial intercorrelations among the PIAT subtest raw
scores and subtests of the WRAT and WISC-R purporting to measure
the same construct were performed.

Adequate convergent validity of the PIAT Mathematics, General
Information, Spelling, and Reading Recognition subtests was found
for both Anglo and Mexican-American children. The differences
between the two groups' validity coefficients were not found to be
significant ($\alpha = .05$). Poor discriminate validity was found for
all the PIAT subtests evaluated. The Anglo-American group scored
significantly better on the mathematics subtest of both the PIAT
and WRAT. The mean verbal scale IQ score (WISC-R) for the Anglo
children was significantly ($p < .05$) above that found for Mexican-
American children.

The implications of these data are: (A) the ability of the PIAT to differentiate constructs that individual subtests purport to measure over the method in which they were measured was inadequate for both Mexican and Anglo-American groups; (B) the PIAT taken in its entirety may be of value to the clinical diagnostician in ascertaining gross discrepancies between intelligence and achievement; (C) although the reason for psychological assessment was the same for both groups, the data suggests more of an English language deficiency than a specific learning difficulty for the Mexican-American children.

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Table 1

Partial Intercorrelations Among the Various Subtests

Anglo-American

Subtest	1	2	3	4	5	6	7	8	9	10	Subtest
1. PIAT MA		.40	-.13	.17	.66	.24	.41	.19	-.06	(.69)	1. WISC-R AR
2. PIAT RR	.58		-.06	-.28	.11	(.76)	.25	.18	-.14	.45	2. WISC-R I
3. PIAT RC	.60	.88		.51	.35	-.06	(.77)	.58	.39	.31	3. WRAT SP
4. PIAT SP	.62	.72	.74		.42	.31	.70	.73	(.84)	.39	4. WRAT RE
5. PIAT GI	.61	.62	.75	.60		-.28	.40	-.07	.15	(.64)	5. WRAT AR
6. WRAT AR	(.71)	.50	-.10	-.25	.08		.38	.26	.19	.56	6. PIAT GI
7. WRAT RE	.50	(.88)		.72	.32	.64		.59	.75	.72	7. PIAT SP
8. WRAT SP	.21	.69	.50	(.78)	.18	.55	.72		.69	.62	8. PIAT RD
9. WISC-R I	.68	.48	.63	.61	(.89)	.07	-.32	-.15		.46	9. PIAT RR
10. WISC-R AR	(.89)	.59	.60	.68	.58	.73	-.03	-.24	.73		10. PIAT MA

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Mexican-American