

1969

Reporting Standardized Test Results to Children and Parents

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REPORTING STANDARDIZED TEST RESULTS

TO CHILDREN AND PARENTS

(TITLE)

BY

SHARON R. JENNINGS

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF SCIENCE IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1969

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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ACKNOWLEDGEMENTS

In these few words, I want to acknowledge the help which many people have given to me with this paper. I cannot personally thank the one hundred thirty-six teachers who were interested enough in this problem to return the questionnaire. Without the information which these teachers provided, this thesis could not have been written, so thank you, fellow teachers!

A sincere thank you goes to my colleagues, my friends, and my parents, without whose help and encouragement I could not have completed this thesis.

A very special thank you goes to Dr. Zabka, my adviser, for his guidance and counsel in the preparation of this paper.

Sharon R. Jennings

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CHAPTER I

Introduction

"About one million tests per school day are being used in American schools alone!"¹

"A recent survey estimates that in 1961 more than one hundred million commercially produced tests were administered."²

These startling statements point out the vast amount of testing done today. No other development of modern times has contributed so much to our understanding of the nature and extent of individual differences. These tests vary from teacher-made exercises given to one class, to industrially manufactured tests given to thousands of children.³ Tests may be written, oral, or a combination of both. They may be checked by children, teachers, counselors, psychologists, or machines. The kinds of tests are practically without number, being limited only by the areas where information is desired.⁴

The purposes for which tests are given are almost as varied as the kinds of tests. Tests may be used to gather facts, information, tendencies, capacities, maturities, past

¹Howard B. Lyman, Test Scores and What They Mean (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), pp. 3.

²The Search for Ability (New York: Russell Sage Foundation, 1963) quoted in Victor H. Noll, Introduction to Educational Measurement (Boston: Houghton Mifflin Co., 1965), pp. 5.

³Noll, Ibid., pp. 4-7.

⁴Lyman, Op. cit., pp. 11-24.

learnings, emotional reactions, abilities, hidden talents, personality traits, intelligence quotients, and achievement levels.¹ There has been a test developed for almost every purpose imaginable, but the last two listed above, finding intelligence and achievement, are the two most common tests school children are exposed to today.²

Statement of the Problem

After standardized achievement tests and intelligence tests have been administered, checked, and the information found by the tests gathered and recorded, a great controversy arises in the schools and homes about revealing test results. Parents, teachers, and administrators raise questions regarding how much information is to be revealed, who is entitled to know the results, and by what means should the outcomes be presented.³ This controversy will continue until a solution satisfactory to all concerned is agreed upon and established in the schools.

¹Lyman, Op. cit., pp. 11-24. Noll, Op. cit., pp. 5-7.

²Gene R. Hawes, A Briefing For Parents: Your Child and Testing reprinted from the January, 1967, issue of NEA Journal (Washington, D.C.: National Education Association), pp. 2-3.

³Merle M. Ohlsen, Guidance Services in the Modern School (New York: Harcourt, Brace & World, Inc., 1964), pp. 217.

James H. Ricks, Jr., "On Telling Parents About Test Scores," Test Service Bulletin, No. 54 (December, 1959), pp. 1-2.

Ruth Strang and Glyn Morris, Guidance in the Classroom (New York: The MacMillan Company, 1964), pp. 86-99.

L. W. Sontage, "Does IQ Change?" A Briefing For Parents: Your Child's Intelligence (Washington, D.C.: National Education Association, 1960), pp. 13-14.

Purpose

The purpose of this study was to find out, by using an anonymous questionnaire, the reactions of elementary teachers to the release of standardized intelligence test and achievement test information to children and/or parents.

There always has been a great difference of opinion among educators concerning the use of standardized test scores.¹ Because of the tremendous numbers of standardized tests being used in such a wide variety of settings, it was inevitable that many people with little or no training in testing were responsible for using test results.² Teacher's beliefs varied depending on training, experience, and sources read. Much confusion resulted in the schools.³

This survey was made to get responses of teachers to questions regarding the use of these test scores.

Limitations of the Study

This study was subject to the following limitations:

- (1) Elementary teachers, grades one through six, of Springfield Public Schools, District 186, were surveyed.
- (2) A selected sample of two hundred teachers from this group was chosen.
- (3) Questions concerning the use of standardized achievement test and intelligence test scores only were included.

¹Murray J. Lee and Doris May Lee, The Child and His Curriculum, 2nd. edition (New York: Appleton-Century-Crofts, 1950), pp. 675.

²Lyman, Op. cit., Preface pp. viii.

³Ricks, Op. cit., pp. 1.

- (4) Responses were limited to yes and no, with no opinions to be written out for consideration.

The answers were intended to be a compilation of teacher's opinions on the subject, not a recommendation to the administration of Springfield District 186 for the establishment of a general policy for the system.

Definition of Terms

The following is a list of terms and their meanings used in this study:

- (1) Achievement test - a test that measures the extent to which a person has "achieved" something - acquired certain information or mastered certain skills, usually as a result of specific instruction.¹
- (2) Grade equivalent - the grade level for which a given score is the real or estimated average.¹
- (3) Intelligence - the ability to learn or understand from experience; ability to acquire and retain knowledge; mental ability.²
- (4) Intelligence quotient (IQ) - the ratio of a person's mental age to his chronological age, MA/CA .¹
- (5) Intelligence test - a standardized series of problems progressively graded in difficulty, intended to test the intelligence of an individual.²
- (6) Percentile/rank - the percent of scores in a distribution equal to or lower than the score corresponding to a given rank.¹
- (7) Profile - a graphic representation of the results on several tests, for either an individual or a group, when the results have been expressed in some uniform or comparable terms. This method

¹Roger T. Lennon, "A Glossary of 100 Measurement Terms." Test Service Notebook, No. 13 (1952), pp. 1-5.

²Joseph H. Friend and David B. Guralnik (ed.), Webster's New World Dictionary of the American Language (New York: The World Publishing Company, 1956).

of presentation permits easy identification of areas of strength or weakness.¹

- (8) Questionnaire - a written or printed form used to gather information on some subject or subjects, consisting of a list of questions to be submitted to one or more persons.²
- (9) Random sample - a sample of the members of a population drawn in such a way that every member of the population has an equal chance of being included - that is, drawn in a way that precludes the operation of a bias or selection.¹
- (10) Standardized test - a systematic sample of performance obtained under prescribed conditions, scored according to definite rules, and capable of evaluation by reference to normative information.¹
- (11) Stanine - one of the steps in a nine-point scale of normalized standard scores. The stanine (short for standard-nine) scale has values from one to nine, with a mean of five, and a standard deviation of two.¹

¹Lennon, Op. cit., pp. 1-5.

²Friend and Guralnik, Op. cit.

CHAPTER II

Survey of the Literature

Today measurement touches upon and influences every phase of education. Standardized testing has become so widespread that few, if any, families in the United States are unaffected by it.¹ After a standardized test has been taken, there must be an intelligent interpretation and use of the results. Authors vary extensively in their opinions of what intelligent interpretation and use mean. Especially do these authors differ on the subject of giving test score information to parents and/or children.

Most writers agree that parents and children are entitled to some information about standardized test results. Ricks,² Topp,³ and Durost⁴ agree that all parents should have information relating to their child's progress and abilities. Parents have the final responsibility for the upbringing and education of their child. If they are to plan intelligently with and for the child concerning future educational and

¹Hawes, Op. cit., pp. 1.

²Ricks, Op. cit., pp. 1-2.

³Robert Topp, "Let's Tell Parents Their Children's I.Q.'s." Phi Delta Kappan, XL (June, 1949), pp. 342-346.

⁴Walter N. Durost, "How to Tell Parents About Standardized Test Results," Test Service Notebook, No. 26 (1961), pp. 1.

vocational needs, they must have information regarding his probable performance or potential. Stendler makes this strong statement:

Parents of children who are achieving well above grade level, as measured by standardized tests, ought to know that their children are superior so that they can begin to set goals with this knowledge in mind. This is especially important when the children are from a lower class background, for their parents may not have had a higher education in mind for them. Lower class parents tend to undervalue their children's ability; middle class parents overrate it.¹

Writers, including Ricks,² Durost,³ and Ohlsen,⁴ usually agree that the information given to parents about the child's achievement and intelligence test scores should be explained and interpreted, not just given as bare numbers. Although objective evidence of a child's ability and progress is often useful to avoid accusations of teacher bias, some parents become dismayed or overanxious about standardized test scores. They think that the test score is the last word, the authoritative appraisal of their child's abilities and achievement.⁵ A great deal of misunderstanding and misinterpretation occurs when parents are told these scores without qualification and explanation.⁶ Much harm can be done to the child, his parents, and the school-home relationship. Parents often fail to realize that test results do not take into account errors

¹Celia B. Stendler, Teaching in the Elementary School (New York: Harcourt, Brace & World, Inc., 1958), pp. 509.

²Ricks, Op. cit., pp. 1-2. ³Durost, Op. cit., pp. 1.

⁴Ohlsen, Op. cit., pp. 200-201.

⁵Strang and Morris, Op. cit., pp. 42.

⁶Topp, Op. cit., pp. 345.

in measurement. Therefore the information must be studied in context with other data and observations to be the most accurate and useful.¹ Whether by written report or by individual conference, the school has the obligation to give parents information about standardized test results in terms which they can understand and use.²

Many writers, Cholden³ and Lorge and Thorndike,⁴ for example, agree that the child and his parents should not be told the exact IQ score. Wilson states his beliefs this way:

I believe there are both practical and psychological reasons why the school should not tell the child's IQ. In the first place, limited test results may not be reliable. Also, intelligence testing and the interpretation of the tests is a complex process. To explain the process and the results requires technical language that is hard for the layman to understand. Moreover, much of the meaning of the test results for the individual child can be best understood in relation to the scores of many other children.

.
Great as are the practical difficulties of giving IQ results to parents, the psychological hazards are even greater....

Given the dangers involved in making intelligence test results standard "home equipment," the child will have a greater chance to become his best self if the parents generally don't know the score.⁵

Durost holds that parents should be told the potential of their child in general terms which have meaning for them.

¹Chlsen, Op. cit., pp. 200-201.

²Ricks, Op. Cit., pp. 2.

³Harriett B. Cholden, "Making the Most of a Parent Conference." The Instructor, LXXVII (March, 1968), pp. 87-88.

⁴Irving Lorge and Robert L. Thorndike, Examiner's Manual - The Lorge-Thorndike Intelligence Tests (Boston: Houghton Mifflin Company, 1957), pp. 15.

⁵John A. R. Wilson, "Should You Be Told Your Child's IQ? No.," A Briefing For Parents: Your Child's Intelligence (1960), pp. 9.

These general terms must be accompanied by interpretation and illustration for a more complete picture of the child to be formed.¹

A few authors, including Topp² and Bonder³, definitely disagree with the above opinion and believe that parents should know the exact IQ score. It is usually stated, though, that the child should not be told his score until he is old enough to understand its true significance. Bonder says this:

Not telling parents the IQ score is about as sensible as checking the child's eyes, then not letting the parents know whether or not he needs glasses. Knowing the score will help parents make more intelligent decisions with regard to the child's future....

Parents should be told the exact IQ score, but they must be given an explanation of the meaning of the score, so they can use it constructively.⁴

Topp explains, "...information must be presented in a way that it will be used to benefit and not to harm."⁵ The confidential nature of the test scores should be stressed.

Howard Lyman makes this statement in his book, "Information (about test scores) given to the child and his parents should be as definite as warranted by the test and as detailed as they are likely to understand."⁶ Most educators, Stendler⁷ and Ohlsen⁸, for example, agree that parents ought to know the level at which their child is working, as shown

¹Durost, Op. cit., pp. 1.

²Topp, Op. cit., pp. 342-346.

³James B. Bonder, "Should You Be Told Your Child's IQ? Yes," A Briefing For Parents: Your Child's Intelligence (1960), pp. 9.

⁴Bonder, Ibid., pp. 9.

⁵Topp, Op. cit., pp. 345. ⁶Lyman, Op. cit., pp. 166.

⁷Stendler, Op. cit., pp. 509. ⁸Ohlsen, Op. cit., pp. 200.

by standardized achievement test scores, so they can set goals for the child. The great disagreement among writers on this point concerns the best way to give the child and/or his parents this information. Many authors, like Ricks¹, agree that a private conference is best for discussion of any test scores, but some writers feel differently. Strang and Morris² believe in group meetings of parents to discuss the children's profile charts, with private conferences only in special cases. Thorpe, Lefever, and Naslund³ and Lindquist and Hieronymous⁴ believe in sending the child's profile chart, which contains test scores, home with the child. The following directions are illustrative of those given for the use of test scores, and are contained in the folder "How Are Your Skills?":

It is strongly recommended that performance on the Iowa Tests of Basic Skills be reported to pupils and parents in terms of percentile rank within the grade....

.....
If it can be arranged, the parent-teacher conference is the most effective method of presenting a child's report folder to the parents.... However, if it will be impossible for the teacher to hold conferences with the parents within a reasonable time after the results become available, the reports should be mailed or sent home with the pupils.⁵

¹Ricks, Op. cit., pp. 1-2.

²Strang and Morris, Op. cit., pp. 43.

³Louis C. Thorpe, D. Welty Lefever and Robert A. Naslund, S.R.A. Achievement Series Teacher's Handbook (Chicago: Science Research Associates, 1955), pp. 6.

⁴E. F. Lindquist and A. N. Hieronymous, Teacher's Manual - Iowa Tests of Basic Skills (Boston: Houghton Mifflin Company, 1956), pp. 20.

⁵Lindquist and Hieronymous, Ibid., pp. 20.

This description of the use of the leaflet "Your Achievement Scores and What They Mean" is given:

This leaflet is designed for guidance purposes. The Progress Chart helps the pupil see his own standing in school achievement. Summaries of the meanings of the test scores are included. This leaflet can serve another important function, namely the maintenance of communication between school and home. It is written so parents can understand the meaning of their child's scores.¹

Cholden² and Lyman³ advocate using class standings to explain the level of a child's achievement during a conference with the parents. Strang and Morris⁴ and Thorp, Lefever, and Naslund⁵ favor a profile chart. Ricks⁶, Lindquist and Hieronymous⁷, Lyman⁹, and Ohlsen¹⁰, hold that percentiles are the most understandable way of discussing achievement. Lyman sums up the advantages of percentiles in this way:

Considering all factors, I should like to see the day when we would use only percentile ranks or percentile bands in test interpretation. This score has limitations, to be sure—all scores do. But the score has some inherent meaning and is easy for the layman to grasp.¹¹

Durost¹² believes stanines are the most dependable way to present test results. Some writers, like Ricks¹³, mention

¹Thorp, Lefever and Naslund, Op. cit., pp. 20.

²Cholden, Op. cit., pp. 87-88. ³Lyman, Op. cit., pp. 174.

⁴Strang and Morris, Op. cit., pp. 43.

⁵Thorp, Lefever and Naslund, Op. cit., pp. 20.

⁶Ricks, Op. cit., pp. 1-4.

⁷Lindquist and Hieronymous, Op. cit., pp. 20.

⁸Lyman, Op. cit., pp. 135. ⁹Ohlsen, Op. cit., pp. 201.

¹⁰Cholden, Op. cit., pp. 88. ¹¹Lyman, Op. cit., pp. 135.

¹²Durost, Op. cit., pp. 1. ¹³Ricks, Op. cit., pp. 4.

grade equivalent scores as possible, though not the best, way to give test information. All these authors give very good reasons for choosing a certain method, and list undesirable features of all other ways of giving achievement test results. Most educators are careful to state that all test information should be accompanied by careful explanation and interpretation.

In summary, writers vary to a considerable degree in what they think parents and children should be told about test scores, and by what method the data should be presented. But they all agree on two basic premises: (1) that children and parents are entitled to receive some information about the standardized achievement test and intelligence test results; and (2) that this information should be in some other form besides definite test scores, and should be preceded by an interpretation of the material, presented by some school personnel.

CHAPTER III

Research Method

In February, 1967, a trial questionnaire was submitted to the twelve teachers, two from each grade one to six, in the writer's home school. The plan was to revise it, where necessary, enlarge the sample, and use the results as the basis for this Master's Thesis. Therefore a sheet was included on the back of the original questionnaire asking the writer's colleagues to comment on any confusing or misleading questions, and to make note of anything they thought should be added or deleted. This trial questionnaire is item A in the Appendix.

After careful consideration of the comments made on the original survey, the questionnaire was revised and enlarged. The questionnaire became longer, more detailed, and more clearly worded. The findings in this paper were based on the second questionnaire. The second questionnaire is item B in the Appendix.

Permission was received from Dr. A. Hugh Livingston, then the Superintendent of Schools in Springfield District 186, to send the questionnaire to two hundred teachers of grades one through six of Springfield Public Schools. This permission was received in a letter dated March 11, 1968. On April 1, 1968, the survey was sent to a selected sample

of teachers chosen from the Teacher's Directory of the district. The survey was anonymous, but teachers were asked to state the grade level at which they taught. A self-addressed, stamped envelope was enclosed to facilitate the sending of replies. Since the survey was anonymous, no follow up could be done, except to ask friends to make a general announcement in their buildings reminding teachers to complete the survey.

There are thirty-two elementary schools in this district. One teacher was chosen from each of the six grade levels from each school. The names of these teachers were taken from the Teacher's Directory of Springfield Public Schools without reference to age, sex, or length of employment. The names were chosen from an alphabetical list of the personnel in each school. The first name for each grade in school one was used, the second name for that grade in the second school, and so on. Since some of the schools did not have the full six teachers for the six elementary grades, other teachers were chosen at random to complete the number of teachers from a specific grade level. The other eight teachers, to make the full two hundred, were chosen at random. Teachers in split, combined, or team teaching situations were also included. In the tally of responses, these combined grade surveys were assigned to one single grade taught, on the basis of an even number of split grade questionnaires to each grade level. This was done with the greatest accuracy possible, considering the large number of combinations possible for one teacher to teach.

From the two hundred mailed, one hundred thirty-six, or 68%, of the questionnaires were returned. The results were tallied to show the reactions of teachers in grades one through six of Springfield Public Schools to questions concerning using standardized achievement test scores and intelligence test information with children and/or parents. The results were then figured on a percentage basis and recorded. The data was noted in appropriate tables.

Treatment of Data

The opinions received on the questionnaire were tallied in these two ways:

- (1) The complete range of replies were tallied together with no regard to grade level taught. This was to discover any large, overall tendencies in the opinions of teachers who responded. The percentages of yes and no responses for each phrase were recorded in Table 1. These percentages were figured on the basis of one hundred thirty-six replies received, not on the two hundred questionnaires sent. Since all teachers did not answer all questions, even though each was asked to respond to every phrase, there must be a column on the table for those who did not answer each question.
- (2) The replies were sorted according to grade level taught and tallied. In this way, comparisons could be made among opinions held at each grade level. Also the trend in each grade level could be compared to the overall trends. This method showed if the age of the child taught had anything to do with the teacher's opinion of what test information should be given to the child and/or his parents. This information was recorded, in percentages, in Tables 2, 3, 4, 5, 6, and 7. Again there had to be a column of percentages of phrases left blank on each question.

Table 8 indicated the comparison of percentiles for each question from all of the six grades.

CHAPTER IV

Findings

In their responses to the questionnaire, teachers indicated some very definite trends in opinions concerning the use of standardized achievement test and intelligence test scores with elementary school children and/or their parents. Never was an opinion unanimously held, but there was enough difference between the percentages of yes and no answers in almost all sections to indicate a general trend of opinion.

Data indicative of general feelings regarding test information was as follows:

Question A - What information should be given to parents in regard to test results?

- (1) 95% of the teachers answering felt information should be given only where it would be beneficial to understanding the child.
- (2) 84% indicated that they believed all information should not be given to all parents alike.
- (3) Only 2% felt that no information should be given at all.
- (4) The grade level taught made very little difference in the opinions expressed.

Question B -- When information is given to parents, how should it be presented?

- (1) 71% held that parents should be told the child's general rank in his own class, while 68% believed the child's rank should be compared to the class average.
- (2) 77% felt that the parents should be told the approximate grade level score.

- (3) 71% believed that the parents should be given the child's approximate IQ score.
- (4) On the four questions regarding telling specific number scores, an average of only 8% marked the yes column.
- (5) 32% of the sixth grade teachers believed in telling parents their child's exact grade level as shown by achievement tests. This was the only large variation according to grade level taught.

Question C - What information should be given to students in regard to test results?

- (1) 88% believed that all information should not be given to all children.
- (2) 82% felt that information should be given only where it would be beneficial to the performance of the child.
- (3) 12% indicated that no information at all should be given to children.
- (4) Grade level taught made no significant difference in the opinions expressed.

Question D - When information is given to children, how should it be presented?

- (1) Opinions were more divided than on the other three questions.
- (2) 68% felt that the child should have a chance to look over the test in a private conference with the teacher.
- (3) Opinions were close on the discussion of mistakes with the teacher - 46% yes, compared to 37% no.
- (4) 51% felt that mistakes should not be corrected.
- (5) 75% felt that a child should know his general overall level of achievement.
- (6) 59% indicated a belief that the child should know his general rank in his own class.
- (7) On the four sections concerning giving specific number scores to children, the average number of yes answers was only 8%.
- (8) There was some differences of opinion according to grade level taught. 52% of teachers, grades

one to three, thought the child should be allowed to discuss the test with the teacher, while only 39% of the upper grade teachers felt this way.

- (9) 35% of teachers, grades one to three, thought children should be allowed to correct their mistakes, while only 18% of upper grade teachers held this opinion.
- (10) 70% of teachers, grades four to six, felt the child should be told his approximate rank in his own class, while only 50% of the lower grade teachers indicated this opinion.

The results indicated that teachers did have definite opinions about giving out information concerning standardized achievement test and intelligence test scores. Further, they were willing to state these opinions, in writing, on a questionnaire.

Summary and Conclusions

Two basic, general conclusions can be drawn from this survey:

- (1) Teachers believed parents were entitled to receive information about the results of standardized achievement tests and intelligence tests which their children have taken. The parent was entitled to have the information presented in a form which he could understand, which meant the presentation could not be the same for all parents. The results of these tests should be presented in a general, summary form, in explanatory words, rather than in a straight numerical form.
- (2) Children were entitled to some information concerning how they scored on standardized achievement tests and intelligence tests. This information should be presented in words, rather than scores or other numbers. The best way to explain achievement tests and intelligence tests to the child was in a private conference with the teacher.

TABLE 1
COMBINED DATA FROM GRADES ONE THROUGH SIX*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	7%	84%	9%
2. Information given only where it would be beneficial to understanding the child.....	95%	5%	0%
3. Information given only if requested by parents.....	30%	57%	13%
4. No information given at all..	2%	82%	16%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	71%	21%	8%
b. Specific number rank (third, ninth, etc.).....	5%	72%	23%
c. Compared to class average.....	68%	15%	17%
2. Approximate grade level scores (about one year above, two years below, etc.).....	77%	17%	6%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	12%	80%	8%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	10%	84%	6%
5. Approximate IQ scores (low, above average, etc.).....	71%	21%	8%
6. Definite IQ scores as shown by tests for each child.....	5%	87%	8%

*Tabulation notes:

Number sent - 200

Number received - 136

Percentage of replies - 68%

TABLE 1 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	2%	88%	10%
2. Information given only where it would be beneficial to the performance of the child.....	82%	16%	2%
3. No information given at all	12%	68%	20%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	68%	25%	7%
b. In the class as a whole..	22%	63%	15%
c. Discuss mistakes with teacher.....	46%	37%	17%
d. Correction of mistakes...	26%	51%	23%
2. General overall level of achievement (did well, poorly).	75%	14%	11%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	59%	31%	10%
b. Specific number (tenth, fifteenth, etc.).....	5%	76%	19%
c. Individual's score compared to class average...	32%	56%	12%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	4%	85%	11%
5. Definite grade level scores as shown by tests.....	18%	74%	8%
6. Definite IQ score as shown by test.....	3%	89%	8%

TABLE 2
DATA FROM GRADE ONE*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	0%	88%	12%
2. Information given only where it would be beneficial to understanding the child.....	97%	3%	0%
3. Information given only if requested by parents.....	46%	46%	8%
4. No information given at all...	3%	85%	12%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	73%	21%	6%
b. Specific number rank (third, ninth, etc.).....	3%	79%	18%
c. Compared to the class average.....	70%	12%	18%
2. Approximate grade level scores (about one year above, two years below, etc.).....	73%	18%	9%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	6%	85%	9%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	9%	79%	12%
5. Approximate IQ scores (low, above average, etc.).....	82%	12%	6%
6. Definite IQ scores as shown by tests for each child.....	0%	91%	9%

*Tabulation notes:

Number sent - 34

Number received - 33

Percentage of replies - 97%

TABLE 2 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	3%	91%	6%
2. Information given only where it would be beneficial to the performance of the child.....	79%	18%	3%
3. No information at all given...	21%	64%	15%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	70%	21%	9%
b. In the class as a whole..	21%	70%	9%
c. Discuss mistakes with teacher.....	55%	30%	15%
d. Correction of answers.....	33%	48%	19%
2. General overall level of achievement (did well, poorly).	70%	12%	18%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	51%	33%	16%
b. Specific number (tenth, fifteenth, etc.).....	6%	76%	18%
c. Individual's score compared to class average...	30%	55%	15%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	6%	79%	15%
5. Definite grade level scores as shown by tests.....	6%	79%	15%
6. Definite IQ score as shown by test.....	0%	88%	12%

TABLE 3
DATA FROM GRADE TWO*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	10%	86%	4%
2. Information given only where it would be beneficial to understanding the child.....	100%	0%	0%
3. Information given only if requested by parents.....	19%	65%	16%
4. No information given at all...	5%	76%	19%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	65%	23%	12%
b. Specific number rank (third, ninth, etc.).....	10%	62%	28%
c. Compared to the class average.....	57%	13%	30%
2. Approximate grade level scores (about one year above, two years below, etc.).....	77%	23%	0%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	10%	86%	4%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	10%	86%	4%
5. Approximate IQ scores (low, above average, etc.).....	65%	29%	6%
6. Definite IQ scores as shown by tests for each child.....	10%	86%	4%

*Tabulation notes:

Number sent - 33

Number received - 21

Percentage of replies - 64%

TABLE 3 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	0%	86%	14%
2. Information given only where it would be beneficial to the performance of the child.....	71%	19%	10%
3. No information at all given...	10%	65%	25%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	62%	38%	0%
b. In the class as a whole..	19%	71%	10%
c. Discuss mistakes with teacher.....	39%	43%	18%
d. Correction of answers....	34%	52%	14%
2. General overall level of achievement (did well, poorly)	62%	23%	15%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	48%	43%	9%
b. Specific number (tenth, fifteenth, etc.).....	10%	71%	19%
c. Individual's score compared to class average...	23%	62%	15%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	13%	81%	6%
5. Definite grade level scores as shown by tests.....	19%	76%	5%
6. Definite IQ score as shown by test.....	5%	90%	5%

TABLE 4
DATA FROM GRADE THREE*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	0%	100%	0%
2. Information given only where it would be beneficial to understanding the child.....	100%	0%	0%
3. Information given only if requested by parents.....	25%	75%	0%
4. No information given at all...	0%	100%	0%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	75%	25%	0%
b. Specific number rank (third, ninth, etc.).....	6%	88%	6%
c. Compared to the class average.....	69%	25%	6%
2. Approximate grade level scores (about one year above, two years below, etc.).....	81%	19%	0%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	12%	88%	0%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	12%	88%	0%
5. Approximate IQ scores (low, above average, etc.).....	63%	37%	0%
6. Definite IQ scores as shown by tests for each child.....	0%	100%	0%

*Tabulation notes:

Number sent - 33

Number received - 16

Percentage of replies - 49%

TABLE 4 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	0%	100%	0%
2. Information given only where it would be beneficial to the performance of the child.....	69%	31%	0%
3. No information at all given...	25%	75%	0%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	69%	31%	0%
b. In the class as a whole..	25%	69%	6%
c. Discuss mistakes with teacher.....	63%	37%	0%
d. Correction of answers....	37%	57%	6%
2. General overall level of achievement (did well, poorly)	69%	25%	6%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	50%	50%	0%
b. Specific number (tenth, fifteenth, etc.).....	6%	94%	0%
c. Individual's score compared to class average...	37%	63%	0%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	0%	94%	6%
5. Definite grade level scores as shown by tests.....	19%	81%	0%
6. Definite IQ score as shown by test.....	0%	100%	0%

TABLE 5
DATA FROM GRADE FOUR*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	0%	85%	15%
2. Information given only where it would be beneficial to understanding the child.....	95%	5%	0%
3. Information given only if requested by parents.....	35%	50%	15%
4. No information given at all...	0%	70%	30%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	85%	5%	10%
b. Specific number rank (third, ninth, etc.).....	0%	70%	30%
c. Compared to the class average.....	65%	5%	30%
2. Approximate grade level scores (about one year above, two years below, etc.).....	85%	10%	5%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	5%	80%	15%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	10%	75%	15%
5. Approximate IQ scores (low, above average, etc.).....	80%	5%	15%
6. Definite IQ scores as shown by tests for each child.....	0%	85%	15%

*Tabulation notes:

Number sent - 33

Number received - 20

Percentage of replies - 60%

TABLE 5 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	0%	80%	20%
2. Information given only where it would be beneficial to the performance of the child.....	90%	10%	0%
3. No information at all given...	10%	55%	35%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	55%	25%	20%
b. In the class as a whole..	30%	35%	35%
c. Discuss mistakes with teacher.....	40%	25%	35%
d. Correction of answers....	5%	50%	45%
2. General overall level of achievement (did well, poorly).	90%	0%	10%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	70%	20%	10%
b. Specific number (tenth, fifteenth, etc.).....	0%	70%	30%
c. Individual's score compared to class average...	20%	60%	20%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	5%	80%	15%
5. Definite grade level scores as shown by tests.....	15%	70%	15%
6. Definite IQ score as shown by test.....	0%	85%	15%

TABLE 6
DATA FROM GRADE FIVE*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents alike.....	12%	84%	4%
2. Information given only where it would be beneficial to understanding the child.....	92%	8%	0%
3. Information given only if requested by parents.....	33%	46%	21%
4. No information given at all...	4%	79%	17%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	71%	25%	4%
b. Specific number rank (third, ninth, etc.).....	4%	79%	17%
c. Compared to the class average.....	75%	21%	4%
2. Approximate grade level scores (about one year above, two years below, etc.).....	79%	17%	4%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	8%	88%	4%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	4%	92%	4%
5. Approximate IQ scores (low, above average, etc.).....	75%	17%	8%
6. Definite IQ scores as shown by tests for each child.....	8%	88%	4%

*Tabulation notes:

Number sent - 34

Number received - 24

Percentage of replies - 70%

TABLE 6 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	4%	92%	4%
2. Information given only where it would be beneficial to the performance of the child.....	88%	12%	0%
3. No information at all given....	4%	75%	21%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	75%	21%	4%
b. In the class as a whole...	21%	71%	8%
c. Discuss mistakes with teacher.....	42%	46%	12%
d. Correction of answers.....	25%	54%	21%
2. General overall level of achievement (did well, poorly)..	88%	8%	4%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	79%	17%	4%
b. Specific number (tenth, fifteenth, etc.).....	4%	84%	12%
c. Individual's score compared to class average....	46%	46%	8%
4. Class tabulation sheet with scores in order and names or identification numbers of all members.....	0%	100%	0%
5. Definite grade level scores as shown by tests.....	21%	79%	0%
6. Definite IQ score as shown by test.....	4%	96%	0%

TABLE 7
DATA FROM GRADE SIX*

Survey questions	Yes	No	No Reply
A. What information should be given to parents in regard to test results?			
1. All information given to all parents.....	18%	64%	18%
2. Information given only where it would be beneficial to understanding the child.....	86%	14%	0%
3. Information given only if requested by parents.....	14%	68%	18%
4. No information given at all....	0%	82%	18%
B. When information is given to parents, how should it be presented?			
1. Individual's rank in his own class			
a. General rank (top third, lower half, etc.).....	55%	27%	18%
b. Specific number rank (third, ninth, etc.).....	9%	55%	36%
c. Compared to class average.....	73%	14%	13%
2. Approximate grade level scores (about one year above, two years below, etc.).....	73%	14%	13%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	32%	55%	13%
4. Class tabulation results (sheet with all scores in order with names or identification numbers).....	14%	73%	13%
5. Approximate IQ scores (low, above average, etc.).....	55%	32%	13%
6. Definite IQ scores as shown by tests for each child.....	14%	73%	13%

*Tabulation notes:

Number sent - 33

Number received - 22

Percentage of replies - 67%

TABLE 7 - CONTINUED

Survey questions	Yes	No	No Reply
C. What information should be given to students in regard to test results?			
1. All information given to all children.....	5%	82%	13%
2. Information given only where it would be beneficial to the performance of the child.....	91%	9%	0%
3. No information at all given....	0%	77%	23%
D. When information is given to children, how should it be presented?			
1. A chance to look over test to see mistakes			
a. Private conferences.....	73%	18%	9%
b. In the class as a whole...	18%	59%	23%
c. Discuss mistakes with teacher.....	36%	41%	23%
d. Correction of answers.....	23%	45%	32%
2. General overall level of achievement (did well, poorly...	73%	18%	9%
3. Rank in his own class			
a. General statement (top half, middle, etc.).....	60%	27%	13%
b. Specific number (tenth, fifteenth, etc.).....	5%	59%	36%
c. Individual's score compared to class average.....	36%	36%	28%
4. Class tabulation sheet with scores in order and names or identification numbers for all members.....	0%	77%	23%
5. Definite grade level scores as shown by tests.....	32%	55%	13%
6. Definite IQ score as shown by test.....	9%	77%	14%

TABLE 8

COMPARISON OF DATA FROM GRADES ONE THROUGH SIX

A. What information should be given to parents in regard to test results?		1	2	3	4	5	6
1. All information given to all parents alike.....	Yes	0%	10%	0%	0%	12%	18%
	No	88%	86%	100%	85%	84%	64%
	No Reply	12%	4%	0%	15%	4%	18%
2. Information given only where it would be beneficial to understanding the child.....	Yes	97%	100%	100%	95%	92%	86%
	No	3%	0%	0%	5%	8%	14%
	No Reply	0%	0%	0%	0%	0%	0%
3. Information given only if requested by parents.....	Yes	46%	19%	25%	35%	33%	14%
	No	46%	65%	75%	50%	46%	68%
	No Reply	8%	16%	0%	15%	21%	18%
4. No information given at all.....	Yes	3%	5%	0%	0%	4%	0%
	No	85%	76%	100%	70%	79%	82%
	No Reply	12%	19%	0%	30%	17%	18%

TABLE 8 - CONTINUED

B. When information is given to parents, how should it be presented?		1	2	3	4	5	6
1. Individual's rank in his own class							
a. General rank (top third, lower half, etc.).....	Yes	73%	65%	75%	85%	71%	55%
	No	21%	23%	25%	5%	25%	27%
	No Reply	6%	12%	0%	10%	4%	18%
b. Specific number rank (third, ninth, etc.)	Yes	3%	10%	6%	0%	4%	9%
	No	79%	62%	88%	70%	79%	55%
	No Reply	18%	28%	6%	30%	17%	36%
c. Compared to class average	Yes	70%	57%	69%	65%	75%	73%
	No	12%	13%	25%	5%	21%	14%
	No Reply	18%	30%	6%	30%	4%	13%
2. Approximate grade level scores (about one year above, two years below, etc.)	Yes	73%	77%	81%	85%	79%	73%
	No	18%	23%	19%	10%	17%	14%
	No Reply	9%	0%	0%	5%	4%	13%
3. Definite grade level scores as shown by tests sent home on a card for each child.....	Yes	6%	10%	12%	5%	8%	32%
	No	85%	86%	88%	80%	88%	55%
	No Reply	9%	4%	0%	15%	4%	13%
4. Class tabulation results (sheet with all scores in order with names or identification numbers..	Yes	9%	10%	12%	10%	4%	14%
	No	79%	86%	88%	75%	92%	73%
	No Reply	12%	4%	0%	15%	4%	13%
5. Approximate IQ scores (low, above average, etc.).....	Yes	82%	65%	63%	80%	75%	55%
	No	12%	29%	37%	5%	17%	32%
	No Reply	6%	6%	0%	15%	8%	13%

TABLE 8 - CONTINUED

		1	2	3	4	5	6
6. Definite IQ scores as shown by tests for each child	Yes	0%	10%	0%	0%	8%	14%
	No	91%	86%	100%	85%	88%	73%
	No Reply	9%	4%	0%	15%	4%	13%
C. What information should be given to students in regard to test results?		1	2	3	4	5	6
1. All information given to all children	Yes	3%	0%	0%	0%	4%	5%
	No	91%	86%	100%	80%	92%	82%
	No Reply	6%	14%	0%	20%	4%	13%
2. Information given only where it would be beneficial to the performance of the child	Yes	79%	71%	69%	90%	88%	91%
	No	18%	19%	31%	10%	12%	9%
	No Reply	3%	10%	0%	0%	0%	0%
3. No information at all given	Yes	21%	10%	25%	10%	4%	0%
	No	64%	65%	75%	55%	75%	77%
	No Reply	15%	25%	0%	35%	21%	23%

TABLE 8 - CONTINUED

D. When information is given to children, how should it be presented?		1	2	3	4	5	6
1. A chance to look over test to see mistakes							
a. Private conferences	Yes	70%	62%	69%	55%	75%	73%
	No	21%	38%	31%	25%	21%	18%
	No Reply	9%	0%	0%	20%	4%	9%
b. In the class as a whole	Yes	21%	19%	25%	30%	21%	18%
	No	70%	71%	69%	35%	71%	59%
	No Reply	9%	10%	6%	35%	8%	23%
c. Discuss mistakes with teacher	Yes	55%	39%	63%	40%	42%	36%
	No	30%	43%	37%	25%	46%	41%
	No Reply	15%	18%	0%	35%	12%	23%
d. Correction of answers	Yes	33%	34%	37%	5%	25%	23%
	No	48%	52%	57%	50%	54%	45%
	No Reply	19%	14%	6%	45%	21%	32%
2. General overall level of achievement (did well, poorly) ...	Yes	70%	62%	69%	90%	88%	73%
	No	12%	23%	25%	0%	8%	18%
	No Reply	18%	15%	6%	10%	4%	9%
3. Rank in his own class							
a. General statement (top half, middle, etc.)	Yes	51%	48%	50%	70%	79%	60%
	No	33%	43%	50%	20%	17%	27%
	No Reply	16%	9%	0%	10%	4%	13%

TABLE 8 - CONTINUED

		1	2	3	4	5	6
b. Specific number (tenth, fifteenth)	Yes	6%	10%	6%	0%	4%	5%
	No	76%	71%	94%	70%	84%	59%
	No Reply	18%	19%	0%	30%	12%	36%
c. Individual's score compared to class average	Yes	30%	23%	37%	20%	46%	36%
	No	55%	62%	63%	60%	46%	36%
	No Reply	15%	15%	0%	20%	8%	28%
4. Class tabulation sheet with scores in order and names or identification numbers of all members	Yes	6%	13%	0%	5%	0%	0%
	No	79%	81%	94%	80%	100%	77%
	No Reply	15%	6%	6%	15%	0%	23%
5. Definite grade level scores as shown by tests	Yes	6%	19%	19%	15%	21%	32%
	No	79%	76%	81%	70%	79%	55%
	No Reply	15%	5%	0%	15%	0%	13%
6. Definite IQ scores as shown by test	Yes	0%	5%	0%	0%	4%	9%
	No	88%	90%	100%	85%	96%	77%
	No Reply	12%	5%	0%	15%	0%	14%

APPENDIX

Part A - Original Questionnaire

USE OF STANDARDIZED TEST SCORES

Please check one column.

A. What information should be given to parents in regard to test results?

- | | Yes | No |
|---|-----|----|
| 1. Individual's rank in his own class _____ | | |
| a. General rank (top third, lower half) _____ | | |
| b. Specific number rank (third, ninth) _____ | | |
| 2. Individual's score compared to class average _____ | | |
| 3. Class tabulation results (sheet with all scores in order with names or identification numbers) _____ | | |
| 4. Definite grade level scores as shown by test _____ | | |
| 5. Approximate grade level scores (about a year above, two years below, etc.) _____ | | |
| 6. Definite IQ scores as shown by test _____ | | |
| 7. Approximate IQ scores (low, above average) _____ | | |
| 8. No information at all _____ | | |

B. What information should be given to students in regard to test results?

- | | | |
|---|--|--|
| 1. A chance to look over test to see mistakes _____ | | |
| a. Discuss mistakes with teacher _____ | | |
| b. Correct answers _____ | | |
| 2. Class tabulation sheet with scores in order and names or identification numbers of class members _____ | | |
| 3. Rank in his own class _____ | | |
| a. General statement (top half, middle) _____ | | |
| 4. General overall level of achievement (did well, poorly, etc.) _____ | | |
| 5. Definite grade level scores as shown by test _____ | | |
| 6. Definite IQ score as shown by test _____ | | |
| 7. No information at all _____ | | |

Letter Accompanying Original Questionnaire

Please make any comments you think would be helpful in this study.

- A. What other suggestions can you make about giving test results to parents?

- B. What other suggestions do you have about giving test results to children?

Thank you.

Sharon R. Jennings

Part B - Survey Questionnaire

USE OF STANDARDIZED TEST SCORES IN ELEMENTARY SCHOOLS

(Specifically Achievement and Intelligence Tests)

(Opinions of Teachers - Grades 1 to 6)

Grade level which you teach _____

Please check one column for each phrase.

	Yes	No
A. What information should be given to parents in regard to test results?		
1. All information given to all parents alike _____		
2. Information given only where it would be beneficial to understanding the child _____		
3. Information given only if requested by Parents _____		
4. No information given at all _____		
B. When information is given to parents, how should it be presented?		
1. Individual's rank in his own class		
a. General rank (top third, lower half, etc.) _____		
b. Specific number rank (third, ninth, etc.) _____		
c. Compared to class average _____		
2. Approximate grade level scores (about a year above, two years below, etc.) _____		
3. Definite grade level scores as shown by tests sent home on a card for each child _____		
4. Class tabulation results (sheet with all scores in order with names or identification numbers) _____		
5. Approximate IQ scores (low, above average, etc.) _____		
6. Definite IQ scores as shown by tests for each child _____		

C. What information should be given to students in regard to test results?	Yes	No
1. All information given to all children_____		
2. Information given only where it would be beneficial to the performance of the child_____		
3. No information at all given_____		
D. When information is given to children, how should it be presented?		
1. A chance to look over test to see mistakes		
a. Private conferences_____		
b. In the class as a whole_____		
c. Discuss mistakes with teacher_____		
d. Correction of mistakes_____		
2. General overall level of achievement (did well, poorly, etc.)_____		
3. Rank in his own class		
a. General statement (top half, middle)_____		
b. Specific number (tenth, fifteenth)_____		
c. Individual's score compared to class average_____		
4. Class tabulation sheet with scores in order and names or identification numbers of all members_____		
5. Definite grade level scores as shown by tests_____		
6. Definite IQ score as shown by test_____		

Letter Accompanying Final Questionnaire

328 South Douglas
Springfield, Illinois 62704
April 1, 1968

Dear Fellow Teacher,

I am a fourth grade teacher at Laketown School. At this time I am working toward the completion of my Master's Degree in Education from Eastern Illinois University. To finish my degree, I must write a thesis on a subject in my field.

For some time, I have felt that there is a need for information concerning the use of standardized test results with parents and children. Opinions about how much to tell a child and his parents about test scores are greatly divided. The enclosed questionnaire will sample the opinions on this subject of two hundred elementary teachers in Springfield. I plan to use the information in connection with my thesis. not for recommendations to any of our administration. Dr. Livingston has approved the sending of this questionnaire.

Will you please take five minutes to check the questionnaire and return it to me in the enclosed envelope? Please mail it by April 15, so I can finish my thesis by this summer.

Thank you very much for your help with this study.

Sincerely yours,

Sharon R. Jennings

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