

DOCUMENT RESUME

ED 069 791

TM 002 277

AUTHOR McLoughlin, William P.
TITLE Education Opinion Inventory.
NOTE 37p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Administrator Attitudes; *Catalogs; Curriculum;
*Educational Theories; Individual Differences;
Instruction; Instructional Programs; Literary
Criticism; *Nongraded System; Organization; Student
Evaluation; *Teacher Attitudes

ABSTRACT

The Education Opinion Inventory was constructed to measure teachers' and principals' (1) knowledge and (2) acceptance of the theoretical foundations of the nongraded school. The items for the Inventory came from a critical analysis of the literature fundamental to the nongraded school movement: (1) individual differences, (2) pupil evaluation and progress, (3) curriculum, (4) instruction, and (5) organization for learning. These areas formed the subdivisions of the Inventory. In all, 104 items were developed for the five areas: individual differences, pupil evaluation and progress, curriculum, instruction, and organization for learning. Since two types of information are required: (1) knowledge and (2) acceptance of theoretical foundations of the nongraded school movement, each item called for two answers. The rationale for the Inventory is: If the Inventory is to assist educators actively engaged in nongrading the school's instructional program, it should isolate for them areas where the staff's knowledge and/or acceptance of the principles involved is such that it is unlikely for this aspect of nongrading to be operative in the instructional program. The efficient identification of such areas may enable educators to institute procedures to rectify the situation and possibly heighten the chances of having a truly nongraded program in their school.
(Author/CK)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

ED 069791

EDUCATION OPINION INVENTORY

William P. McLoughlin

ST. JOHN'S UNIVERSITY
JAMAICA, N. Y.

TM 002 277

The Educational Opinion Inventory was constructed to measure teachers' and principals' (1) knowledge and (2) acceptance of the theoretical foundations of the nongraded school. The items for the Inventory came from a critical analysis of the literature fundamental to the nongraded school movement: (a) individual differences; (b) pupil evaluation and progress; (c) curriculum, (d) instruction; and (e) organization for learning. Furthermore, these areas formed the subdivisions of the Inventory. In all, 104 items were developed for the five areas:

Individual Differences	21
Pupil Evaluation and Progress	23
Curriculum	17
Instruction	16
Organization for Learning	<u>27</u>
TOTAL ...	104

Since two types of information is required, (1) knowledge and (2) acceptance of theoretical foundations of the nongraded school movement, each item called for two answers. Here a clear statement of the supporting rationale for the Inventory is necessary. Assumidly, one can not accept what he does not know. This assumption has more than theoretical value, too. If the Inventory is to assist educators actively engaged in nongrading the school's instructional program it should isolate for them areas where the staff's knowledge and/or acceptance of the principles involved is such that it is unlikely for this aspect of nongrading to be operative in the instructional program. The efficient identification of such areas may enable educators to institute procedures to rectify the situation and possibly heighten the chances of having a truly nongraded program in their school.

Content of the Education Opinion Inventory

For administrative purposes, the Inventory was not separated into five distinct sub-tests deliberately because this could produce a respondent mind-set in answering each section. Rather, the items of each sub-test were randomly distributed throughout the instrument. So, while there are five distinct sub-tests to the Inventory, it appears to be one continuous test. The items are distributed by category thusly:

<u>Category</u>	<u>Items</u>					<u>Total Number Of Items</u>
Individual Differences	9, 19, 24, 42, 86	11, 20, 27, 63,	15, 21, 29, 70,	17, 22, 32, 79,	18, 23, 36, 83,	21
Pupil Evaluation and Progress	1, 37, 69, 91, 101,	3, 40, 72, 92, 103,	4, 48, 78, 95, 104	6, 52, 82, 98,	34, 67, 84, 99,	23
Curriculum	2, 45, 59, 89,	8, 51, 68, 96	33, 53, 74,	41, 55, 77,	44, 56, 35,	17
Instruction	26, 46, 73, 100	28, 47, 75,	30, 58, 81,	38, 61, 88,	43, 71, 90,	16
Organization for Learning	5, 14, 39, 60, 76, 97,	7, 16, 49, 62, 80, 102	10, 25, 50, 64, 87,	12, 31, 54, 65, 93,	13, 35, 57, 66, 94,	27

Individual difference contains items relating to the identification, accommodation and acceptance of individual differences as they relate to nongrading the school's instructional program. The sub-test contains a wide variety of statements

on learning rates for slow and bright children, differences in learning progress, suitability of materials and instructional techniques for different types of learners and community factors which may relate to individual differences.

Pupil evaluation and progress deals with the position held by the advocates of the nongraded school regarding pupil evaluation and the policies that should govern pupil progress through the school's curriculum. Reporting progress, maintenance of academic standards, pupil ability, achievement and pupil attitude are specific areas covered here.

Curriculum has a broad section of issues relating to the school's obligations to the learner and cover such items as textbook utilization, planning instruction, curriculum models, content areas, scheduling and the goals and organization of curriculum.

Organization for instruction contains many topics frequently discussed by persons interested in nongrading. Grouping procedures, class size, instructional methods and organizational practices are some of the concerns discussed here.

Instructional methods is devoted to media, special techniques for influencing learning as well as generalized and specific instructional practices and techniques.

So the Inventory-user may obtain a clear understanding of the categories and their contents, the following synopsis is presented:

<u>Category</u>	<u>Item Content</u>
Individual Differences	learning rates differences in progress suitability of instructional materials instructional techniques community factors
Pupil Evaluation and Progress	evaluation of pupil progress reporting progress maintaining academic standards ability and achievement pupil attitude

Curriculum	textbooks planning curriculum types subject matter time for learning allocations goals of instruction organization of programs
Instruction	grouping procedures class size instructional methods organizational practices
Organization of Learning	media special problems influencing learning instructional practices and techniques

Directions for Administering

1. Materials needed for the administration of the Inventory are pencils and enough copies of the Inventory for each respondent.
2. Directions for taking the Inventory appear on page one of the instrument and are self-explanatory:

The purpose of the instrument is to obtain information rather than to evaluate you personally. The statements below relate to the teaching/learning process. Please respond to each statement on the basis of feelings, observations, or experiences.

Kindly indicate your agreement or disagreement with each statement by marking in the appropriate box in Column I. Then indicate the basis for your opinion by checking the box or boxes in Column II. (Note: you may check more than one box in Column II.)

Even though you may be uncertain about agreeing or disagreeing with some statements, you should select the answer which generally is supported by your experience, observations or personal feelings. Be sure you mark one box in Column I and one (or more) box in Column II.

3. Be sure examinees understand that more than one box may be marked in Column II.
4. No specific time limits are set for the Inventory, but twenty to thirty minutes should be set aside for administering it.
5. Quiet and freedom from interruptions should be provided and an atmosphere

conducive to soliciting opinions is desired. It is important that examinees do not feel they are being evaluated personally.

6. Provision should be made for an efficient method of returning the Inventories to the examiner.

Scoring

When scoring the Inventory, record the results for each item (1-104) as follows:

Left side of Inventory. -- A correct answer is a response corresponding to the one on the answer key.

"+" --"Agree" is the correct answer
"--" --"Disagree" is the correct answer

Put a check next to each incorrect answer on the Inventory sheet.

An answer is marked wrong when both the agree and disagree boxes are marked or when no mark appears in either box for an item.

Record the results on the scoring sheets provided (see Appendix).

These sheets contain divided boxes for each item:

Item	Teachers	
	K	L
1		

Scores for responses on the left-hand side of the Inventory are recorded in the upper left portion of the box in the following manner:

"1" for a correct answer
"0" for an incorrect answer
A dash (-) for a blank item

Example: Teacher K responded correctly to item 1 on the left-hand side of the Inventory. Teacher L responded incorrectly.

Item	Teachers	
	K	L
1	1	0

Right side of the Inventory. -- Since more than one option could be used to answer the right-hand side of the Inventory a scoring code was developed. The code used the letter designations atop of each column (C, B, A) to assign weighted values to each of the possible combinations of these options. The system is presented below.

Professional Reading	Experience or Observation	Intuition or "Hunch"
C	B	A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Boxes Checked</u>	<u>Value</u>
None (left-side answered)	0
C and B	1
C, B and A	2
C	3
C and A	4
B	5
B and A	6
A	7
None (left-side unanswered)	

Example: Teacher M marks box C only. The weighted value for C alone is 3. Teacher N marks C and A. The value here is 4. Since both teachers responded to the left side of the Inventory for item 1, their scores are recorded as follows:

		Teacher			
		M	N	O	P
Item	1	1 3	0 4	- -	+ 0

Teacher O omitted item 1 on both sides of the Inventory. Teacher P answered the left-hand side of the Inventory but not on the right. The differences in the responses of teacher O and teacher P to item 1 are recorded (see illustration).

Acceptance scores are obtained by adding the numbers in the upper box for each item. Knowledge scores are calculated by adding the numbers recorded in the lower part of each box. Part scores for each of the five sub-sections of the Inventory are obtained by adding the scores for the items in each category. Individual item scores are the row total, the addition of each teachers' scores for the acceptance and the knowledge portions of the Inventory.

The Author of the Test

William P. McLoughlin, Ed. D. degree from Columbia University, Teachers College, Professor of Education at St. John's University and Principal Investigator for New York State Education Department evaluation of the nongraded primary. Formerly Assistant Dean of the Graduate Division of the School of Education and Chairman of the Department of Administration and Supervision at St. John's University, elementary school principal, elementary school teacher, and associate director of the Research Training Program of the New York State Department of Education. Publications include books, articles, research reports, and measuring instruments to use in evaluation of the nongraded school.

Reliability

Teachers from two elementary schools in two Long Island school districts were pre and post-tested with the Education Opinion Inventory. Since the teachers

represented two populations they were considered as two independent groups (A & B) for testing reliability.

The Kuder-Richardson Formula No. 20 was employed for estimating the reliability of each of the five parts of the Inventory.

TABLE I
RELIABILITY OF PARTS OF THE EDUCATION OPINION INVENTORY
FOR TWO SCHOOLS

Groups	Parts				
	I	II	III	IV	V
A	.92	.94	.87	.84	.81
B	.89	.96	.90	.87	.79

High coefficients resulted for both groups on two administrations indicating the reliability of the instrument to measure the teachers' opinions regarding the principles of nongrading.

Additionally, correlations were run for all subjects taking part in the nongraded project. The Education Opinion Inventory was administered three times and each administration was considered separately.

TABLE II
RELIABILITY OF PARTS OF THE EDUCATION OPINION INVENTORY
FOR THREE ADMINISTRATIONS

Administrations	Parts				
	I	II	III	IV	V
First	.89	.78	.76	.76	.88
Second	.84	.81	.84	.77	.83
Third	.86	.87	.82	.82	.81

Again, these repeatedly high coefficients increase the confidence in the Inventory's reliability for measuring teachers' opinions regarding the principles of nongrading. Since the three administrations of the Inventory were spaced at yearly intervals, the ability of the instrument to measure consistently over long periods of time is demonstrated.

Item Analysis

The item analysis included only responses of teachers for whom complete data for all three administrations of the Inventory were available. Coefficients of correlation were calculated for each test item (104) and for each of the test's five sub-sections over all eight possible response categories with the responses for the total test.

All correlations were positive and ranged from .42 to .99. The coefficients for all items appear in Table III below:

TABLE III
ITEM ANALYSIS FOR THE EDUCATION OPINION INVENTORY

SUB-TEST I Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
9	.84	.83	.82	.84	.78	.81
11	.81	.78	.81	.80	.91	.89
15	.65	.71	.76	.72	.92	.87
17	.69	.77	.61	.74	.88	.84
18	.66	.78	.95	.97	.81	.85
19	.82	.88	.89	.92	.82	.80
20	.89	.84	.91	.90	.81	.82
21	.94	.96	.87	.89	.83	.80
22	.92	.88	.84	.92	.81	.78

SUB-TEST I - continued

Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
23	.76	.64	.77	.79	.76	.74
24	.62	.62	.82	.81	.82	.81
27	.72	.78	.94	.92	.89	.92
29	.69	.67	.90	.89	.99	.99
32	.71	.75	.94	.88	.96	.92
36	.68	.82	.82	.83	.87	.84
42	.88	.84	.89	.91	.91	.94
63	.81	.80	.84	.87	.92	.87
70	.78	.84	.92	.93	.90	.93
79	.75	.69	.81	.79	.86	.83
83	.68	.71	.84	.84	.78	.79
86	.91	.92	.96	.95	.97	.96
Total	-	.87	-	.99	-	.99

SUB-TEST II

1	.94	.94	.89	.88	.88	.91
3	.92	.89	.90	.89	.93	.94
4	.89	.89	.91	.90	.98	.98
6	.78	.76	.88	.89	.83	.80
34	.81	.82	.78	.81	.88	.87
37	.65	.62	.81	.80	.97	.97
40	.83	.79	.80	.76	.81	.80
48	.81	.84	.87	.83	.78	.77

SUB-TEST II - continued

Item	Administration					
	First		Second		Third	
	<u>Sub-Test</u>	<u>Total</u>	<u>Sub-test</u>	<u>Total</u>	<u>Sub-test</u>	<u>Total</u>
52	.94	.95	.71	.74	.69	.71
67	.92	.92	.67	.65	.73	.74
69	.91	.90	.92	.99	.72	.71
72	.89	.88	.96	.94	.86	.84
78	.96	.98	.81	.85	.80	.78
82	.92	.91	.82	.83	.84	.80
84	.90	.88	.76	.84	.80	.85
91	.74	.78	.62	.75	.75	.77
92	.73	.77	.85	.83	.76	.74
95	.91	.92	.80	.79	.72	.79
98	.90	.88	.91	.88	.73	.72
99	.93	.92	.90	.94	.77	.74
101	.91	.91	.90	.92	.83	.83
103	.94	.87	.89	.87	.86	.82
104	.90	.88	.81	.80	.86	.91
Total	-	.83	-	.84	-	.88

SUB-TEST III

2	.90	.90	.85	.84	.93	.93
8	.94	.92	.81	.83	.92	.90
33	.93	.91	.82	.80	.90	.89
41	.90	.90	.80	.79	.80	.79
44	.75	.75	.83	.82	.89	.89
45	.89	.88	.85	.87	.93	.92
51	.91	.90	.91	.94	.86	.88

SUB-TEST III - continued

Item	Administration					
	First		Second		Third	
	<u>Sub-test</u>	<u>Total</u>	<u>Sub-test</u>	<u>Total</u>	<u>Sub-test</u>	<u>Total</u>
53	.82	.81	.90	.89	.84	.87
55	.47	.42	.65	.60	.59	.57
56	.62	.71	.92	.91	.73	.72
59	.89	.87	.93	.92	.64	.78
68	.83	.86	.94	.92	.81	.80
74	.80	.82	.98	.99	.67	.73
77	.97	.98	.90	.87	.74	.75
85	.89	.88	.87	.86	.87	.87
89	.94	.90	.93	.90	.84	.86
96	.90	.88	.94	.90	.80	.83
Total	-	.87	-	.92	-	.88

SUB-TEST IV

26	.91	.90	.90	.96	.83	.82
28	.93	.92	.87	.82	.81	.84
30	.89	.88	.74	.70	.82	.83
38	.86	.84	.73	.80	.92	.90
43	.83	.82	.76	.81	.91	.87
46	.80	.79	.83	.79	.97	.97
47	.67	.68	.75	.76	.83	.84
58	.68	.79	.68	.73	.83	.84
61	.89	.86	.74	.75	.99	.99
71	.88	.84	.62	.69	.89	.82

SUB-TEST IV - continued

Item	Administration					
	First		Second		Third	
73	.83	.87	.77	.75	.97	.97
75	.79	.82	.73	.76	.95	.96
81	.84	.86	.91	.92	.88	.89
88	.90	.89	.90	.90	.94	.93
90	.88	.83	.92	.91	.96	.94
100	.91	.85	.89	.88	.90	.91
Total	-	.78	-	.84	-	.87

SUB-TEST V

5	.61	.64	.69	.70	.72	.73
7	.83	.82	.81	.89	.83	.80
10	.86	.87	.80	.78	.94	.93
12	.93	.94	.92	.92	.90	.87
13	.90	.87	.69	.74	.84	.80
14	.95	.96	.93	.94	.91	.92
16	.93	.94	.88	.84	.83	.89
25	.88	.87	.92	.88	.89	.88
31	.86	.82	.77	.75	.86	.85
35	.91	.89	.79	.84	.81	.82
39	.87	.88	.83	.81	.96	.96
49	.84	.86	.76	.75	.99	.98
50	.82	.81	.62	.66	.72	.73
54	.92	.92	.80	.77	.69	.72
57	.96	.95	.78	.69	.77	.78

SUB-TEST V - continued

Item	Administration					
	First		Second		Third	
	Sub-test	Total	Sub-test	Total	Sub-test	Total
60	.93	.89	.83	.88	.75	.75
62	.84	.87	.84	.84	.69	.72
64	.83	.82	.91	.91	.84	.80
65	.86	.84	.64	.63	.77	.73
66	.95	.94	.77	.74	.76	.70
76	.76	.74	.89	.88	.84	.80
80	.87	.86	.82	.81	.81	.85
87	.87	.87	.92	.92	.89	.93
93	.97	.93	.91	.87	.90	.87
94	.82	.84	.83	.78	.69	.64
97	.83	.76	.69	.71	.72	.65
102	.80	.81	.79	.79	.98	.97
Total		.84		.88		.87

Percentage distributions of the teachers' selections among the eight possible responses for each of the five sub-sections of the knowledge portion of the Inventory were constructed. These are presented in Table IV.

TABLE IV
DISTRIBUTION BY PERCENTAGE OF TEACHER RESPONSE AMONG THE EIGHT OPTIONS ON THE KNOWLEDGE SCALE OF THE EDUCATION OPINION INVENTORY

Inventory Sub-section	Response Options							No. Ans.
	CB	CBA	C	CA	B	BA	A	
1	25.30%	1.41%	5.68%	.38%	50.55%	4.91%	9.87%	1.90%
2	21.81	1.84	4.90	.59	53.43	5.04	9.81	2.57
3	22.31	1.32	6.82	.80	51.29	4.19	11.06	2.21
4	23.30	2.05	4.45	.80	52.65	4.80	10.25	1.70
5	21.99	1.16	5.60	.53	53.93	4.74	10.16	1.90
Total Test	22.87%	1.52%	5.48%	.60%	52.51%	4.76%	10.18%	2.07%

Clearly, the distributions are asymmetric. Nearly three quarters of the responses cluster in two categories, CB and B. This concentration of responses may contribute to the high correlation coefficients reported above. Clearly, experience is the method most consistently reported by teachers for acquiring information on the nongraded school.

Concurrent Validity

The classroom instructional practices of teachers (N=133) were observed and rated by five to eight independent observers. Nongraded Primaries in Action, a standardized guide for rating the extent to which teachers implement the principles of the nongraded school in providing for individual differences, was used for this purpose. It has twenty-three items subsumed under six large subdivisions complementing those in the Education Opinion Inventory:

<u>Subdivisions</u>	<u>No. of Items</u>
Identifying Individual Differences	4
Pacing Instruction	4
Materials of Instruction	4
Library Services	3
Adjusting Learning Time	4
Classroom Organization	$\frac{4}{23}$

The median ratings for the total number of combined observations were computed for all teachers on each sub-section of Nongraded Primaries in Action. Similarly, mean scores were obtained for the sub-sections of the Education Opinion Inventory. The resulting medians and means were compared with a point-biserial correlation. Coefficients were weak and ranged from -.11 to .32, suggesting there is

little or no relation between a teacher's knowledge of the principles of nongrading and her ability to implement these principles in her teaching.

TABLE V

RELATIONSHIPS BETWEEN SUB-SECTIONS OF THE EDUCATION OPINION INVENTORY AND
NONGRADED PRIMARIES IN ACTION (N=138)

Opinion Inventory	Nongraded Primaries in Action						Standard Deviation
	I	II	III	IV	V	VI	
I	-.05	-.03	-.02	.32**	.17	.13	20.14
II	-.05	.00	.00	.29**	.13	.13	22.45
III	-.01	.05	.07	.33**	.13	.11	16.73
IV	-.08	.03	.04	.32**	.13	.14	15.50
V	-.11	.01	-.03	.26*	.11	.09	25.43

** Significant at the .01 level of confidence

* Significant at the .05 level of confidence

Coefficients, for example, correlating practices in identifying individual Differences (I) compare weakly and negatively with the five sub-sections of the Education Opinion Inventory suggesting that teachers might very well know the teachings of the nongraded school movement on individual differences but find difficulty in doing much about these differences in their daily teaching. Conversely, the coefficients resulting from the correlation of the Library Services sub-section of Nongraded Primaries in Action with the Education Opinion Inventory produces significant coefficients suggesting the emphasis placed on diversified materials of instruction in achieving the goals of the nongraded school.

But, generally, one expects weak relations between teachers' knowledge of the principles of the nongraded school movement and their daily teaching practices for just as it takes time to learn these principles it requires time to develop instructional techniques to make them operational in the classroom. Therefore, the prospects of achieving nongraded instruction in any large measure are poor where teachers are relatively inexperienced since experience with nongrading has not caught up with their knowledge of its teaching.

APPENDIX

Education Opinion Inventory

Scoring Key

School Record Sheet

SCORING KEY

1.	-	22.	-	43.	-	64.	-	85.	-
2.	+	23.	+	44.	-	65.	-	86.	-
3.	-	24.	-	45.	-	66.	-	87.	+
4.	+	25.	-	46.	-	67.	+	88.	+
5.	-	26.	-	47.	+	68.	+	89.	-
6.	-	27.	-	48.	-	69.	-	90.	+
7.	-	28.	-	49.	-	70.	-	91.	-
8.	+	29.	+	50.	-	71.	-	92.	+
9.	-	30.	+	51.	+	72.	-	93.	-
10.	+	31.	-	52.	-	73.	-	94.	-
11.	-	32.	-	53.	-	74.	+	95.	-
12.	-	33.	-	54.	-	75.	-	96.	-
13.	+	34.	-	55.	+	76.	-	97.	+
14.	-	35.	-	56.	-	77.	-	98.	+
15.	-	36.	-	57.	-	78.	-	99.	-
16.	-	37.	-	58.	-	79.	-	100.	-
17.	+	38.	-	59.	+	80.	-	101.	+
18.	-	39.	-	60.	-	81.	+	102.	-
19.	-	40.	-	61.	-	82.	-	103.	-
20.	-	41.	-	62.	-	83.	-	104.	+
21.	-	42.	+	63.	-	84.	-		

TEACHERS

Item							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							

TEACHERS

Item							
27							
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							
45							
46							
47							
48							
49							
50							
51							
52							

TEACHERS

Item							
53							
54							
55							
56							
57							
58							
59							
60							
61							
62							
63							
64							
65							
66							
67							
68							
69							
70							
71							
72							
73							
74							
75							
76							
77							
78							

TEACHERS

Item							
79							
80							
81							
82							
83							
84							
85							
86							
87							
88							
89							
90							
91							
92							
93							
94							
95							
96							
97							
98							
99							
100							
101							
102							
103							
104							

EDUCATION OPINION INVENTORY

ED 069791

Name _____ Code Number _____

School District _____ School _____

Position _____ Level or grade _____ Year of Birth _____

Teachers and Principals

Teaching Experience

Level	Yrs. Graded †	Yrs. Non-Gr.	Total Years
Primary (K-3)	_____	_____	_____
Intermediate (4-6)	_____	_____	_____
Junior H.S. (7-9)	_____	_____	_____
High School (10-12)	_____	_____	_____

Student Teaching

grade _____
 If secondary School subject taught _____

Education: (check one)

- | | |
|--|---|
| <input type="checkbox"/> No Degree | <input type="checkbox"/> Masters |
| <input type="checkbox"/> Bachelors | <input type="checkbox"/> Masters † 30 or more hours |
| <input type="checkbox"/> Bachelors † 30 or more hrs. | <input type="checkbox"/> Doctorate |

Area of Major Preparation

	College	Post-college
Primary	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>
Junior H.S.	<input type="checkbox"/>	<input type="checkbox"/>
Senior H.S.	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____		

Building Principals Only

Administrative Preparation

Area	Approximate number of semester hrs.
Elementary <input type="checkbox"/>	_____
Junior H.S. <input type="checkbox"/>	_____
Senior H.S. <input type="checkbox"/>	_____
Central Office <input type="checkbox"/>	_____

Administrative Experience

Elementary	Total
_____ † (with non-graded primary) (without nongraded primary)	_____
Junior High School	_____
Senior High School	_____
Central Office	_____
Number of years in present position	_____

DIRECTIONS:

The purpose of the instrument is to obtain information rather than to evaluate you personally. The statements below relate to the teaching-learning process. Please respond to each statement on the bases of feelings, observations, or experiences.

Kindly indicate your agreement or disagreement with each statement by marking in the appropriate box in Column I. Then indicate the basis for your opinion by checking the box or boxes in Column II. (Note: you may check more than one box in Column II.)

Even though you may be uncertain about agreeing or disagreeing with some statements, you should select the answer which generally is supported by your experience, observations or personal feelings. Be sure you mark one box in Column I and one (or more) box in Column II.

Column I

Column II

Agree Disagree

My Response is Based Upon

			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. To evaluate pupils fairly, teachers need their I.Q.'s.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Curriculums organized around broad themes encourage the interrelatedness of learning throughout the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Skipping bright pupils contributes most to continuous learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Parents see parent-teacher conferences as the most fruitful means of reporting pupil progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	5. Media such as programmed instruction and automated learning devices have little practical application to the learning needs of most pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6. Pupil achievement is best assessed by using grade norms on standardized tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Column II

Agree Disagree

My Response is Based Upon

			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	7. Good teachers usually devote most of their time to children with special learning problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. The curriculum in most schools is more highly related to grade placement practices than it is to children's learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	9. When sound instructional techniques are used most elementary school children achieve at grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	10. Discipline problems tend to increase when teachers assume most of the responsibility for directing the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	11. Beginning with the first year of school, the teacher has an obligation to inform parents about their children's limitations and potentials for scholastic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	12. When making assignments, minimal common tasks should be set for all and enrichment exercises provided for the higher ability pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	13. Most teachers have little conception of how to provide for individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	14. Small group instruction is valuable as a motivational device but adds relatively little to achieving learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	15. The greatest spread of pupil achievement is found in science and mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

68

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Column II

Agree Disagree

My Response is Based Upon

		Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/> 16. Providing learning for children in which they are usually successful tends to develop in them unrealistic notions of their ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/> 17. Typically, first-graders have a spread of at least four years in readiness to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 18. A child achieving at the second-grade level on a reading achievement test will achieve at the third-grade level next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 19. Teachers have difficulty in keeping bright children from overextending their energies and capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 20. Procrastination, more than any other single factor, relates to lack of learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 21. Pupils disliking school usually come from homes where education is not valued.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 22. Curiosity and imagination tend to emerge as children proceed through the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/> 23. Community factors influence children's success in school nearly as much as their ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/> 24. Elementary school children can be expected to maintain a uniform rate of achievement from year to year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I

Agree Disagree

Column II

My Response is Based Upon

Column I			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	25. The greatest value of free time periods during the school day is that slow pupils can complete assignments while brighter pupils pursue special interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	26. Ability grouping eliminates the problems of individual differences in most classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	27. Bright children uninterested in school generally have relatively serious emotional problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	28. Group cohesiveness is lost when children in a classroom are not of approximately the same age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	29. Pupils not achieving at grade level are usually socially maladjusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	30. Grouping by a pupil's attainment is most appropriate in the skills subjects such as reading and arithmetic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	31. Bright pupils usually need less guidance in learning than slow pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	32. Pupil achievement is best viewed as consistent advancement in the various developmental areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	33. The greatest contribution of today's textbooks is that they define the content to be covered at each grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	34. Knowing whether a child is bright, average, or slow is necessary if a program of continuous learning is to be provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Agree Disagree

Column II

My Response is Based Upon

Column I			Column II		
Agree	Disagree		Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	35. Children should concentrate their study on their poorest subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	36. Individual differences in learning tend to decrease as pupils progress through the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	37. Children retained in the same grade more than one year generally develop more positive attitudes towards school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	38. Ability grouping is the most effective method of grouping to promote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	39. Slow pupils wishing to attack problems beyond their ability must be tactfully reminded of their limitations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	40. Retaining low achievers in grade usually increases achievement the following year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	41. Most standard textbooks are suitable to the needs of a given classroom group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	42. Variations in pupil ability and achievement within a given classroom conflict with grade-level designations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	43. Class size has little effect on learning regardless of the instructional methods used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	44. The major instructional goal of the elementary school is to prepare pupils for high school and college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Column II

Agree Disagree

My Response is Based Upon

Professional
Reading

Experience or
Observation

Intuition or
"Hunch"

- | | | | | | |
|-------------------------------------|-------------------------------------|---|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 45. Listing specific topics which are to be taught at each grade level is necessary if teachers are to plan meaningful activities for the pupils. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 46. Slow learners in a classroom inhibit the progress of the others in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 47. Team teaching contributes to greater flexibility in the learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 48. Children feel secure when they know the grade standards they are expected to meet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 49. Penalties should be imposed on pupils failing to complete their classwork on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 50. Remedial classes are the best means of helping pupils with special learning problems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 51. Curriculums organized by sequential steps discourage needless overlapping. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 52. Since slow pupils prefer associating with younger children, they generally profit when retained. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 53. One of the greatest contributions to learning and instruction has been the publication of materials designed for each grade. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 54. If a teacher believes a pupil's learning ambitions exceed his capabilities, she should encourage the pupil's parents to discourage his aspirations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Agree Disagree

Column II

My Response is Based Upon

Column I			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	55. Modern concepts of curriculum and instruction see teachers as resource persons rather than transmitters of knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	56. While different textbooks are valuable in teaching reading, pupils should be exposed to the same basic textbook in such content fields as science and social studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	57. Allowing pupils to determine their own learning rates increases interest but lowers achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	58. Ability grouping benefits the slow and gifted pupils most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	59. Organizing the curriculum around long-range goals is more fruitful than concentrating on specific learning to be achieved in each grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	60. Problem solving and discovery techniques have little application to pupils with below average ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	61. Moving pupils from group to group or classroom to classroom adversely effects their learning progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	62. While children's interests should be considered in planning learning experiences, grouping by interest has little value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	63. Pupils at the lower end of the achievement continuum are uniformly poor in their subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I
Agree Disagree

Column II
My Response Is Based Upon

Column I		Column II		
Agree	Disagree	Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	64. Individualized instruction is advantageous in some situations, but pupils generally profit more from group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	65. Learning goals are obscured when a variety of activities are being carried on simultaneously during a given class period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	66. Indicating to slow learners the advantage of working with other slow learners is more realistic than stressing with them their potential for success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	67. Mental age is the best criterion to use in assessing learning readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	68. Each of the subjects to which pupils are exposed should be considered of unique importance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	69. For maximum learning, standards at the various grade levels must be adhered to by each pupil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	70. Most parents overemphasize their children's needs in regard to school learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	71. Teachers should realize that some children profit little from organized learning programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	72. Informing parents of their child's rank in class probably provides them with the most helpful information about his learning status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Agree Disagree

Column II

My Response Is Based Upon

		Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I

AND ONE OR MORE BOXES IN COLUMN II

Column I

Agree Disagree

Column II

My Response Is Based Upon

Column I			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input type="checkbox"/>	<input checked="" type="checkbox"/>	82. By the end of the primary grades, children should have mastered the fundamental skills in reading and arithmetic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	83. If more consistent promotion and acceleration policies were followed in the elementary school, teachers in the secondary school would have fewer problems related to variations in student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	84. Using percentages or letter grades on report cards is the best reporting method since it maintains pupil motivation to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	85. Pupil learning is more consistent and more extensive in schools allotting each major school subject the same amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	86. Pupil achievement tends to remain constant from subject to subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	87. Inductive learning generally is more applicable to the content fields than to a skill subject such as arithmetic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	88. Flexibility in administrative and instructional practices and procedures encourage continuous learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	89. Classroom goals are best left to the province of the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	90. Grouping in reading is stressed more than grouping in other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	91. There are concepts and skills which must be mastered at each grade level if the pupil is to progress in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I
Agree Disagree

Column II
My Response Is Based Upon

			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	92. Low achievement, rather than low ability, is the most frequent reason for not promoting pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	93. Independent study has greater application to the needs of bright pupils than to the needs of average and slow pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	94. The pupil with problems in a skill subject such as arithmetic needs systematic drill to overcome his learning difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	95. It is unfair to children meeting grade level standards to promote those not achieving at grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	96. Curriculum programs sequentially organized tend to inhibit individual pupil progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	97. Usually, children are not given sufficient responsibility for establishing and pursuing their learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	98. Teachers prone to assigning failing marks to children in the primary grades have an erroneous idea of the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	99. Specific achievement standards must be maintained if a school is to be considered a good school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	100. Grading practices are simplified in a homogeneously grouped classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BE SURE THAT YOU MARK ONE BOX IN COLUMN I
AND ONE OR MORE BOXES IN COLUMN II

Column I

Column II

Agree Disagree

My Response Is Based Upon

			Professional Reading	Experience or Observation	Intuition or "Hunch"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	101. The traditional report card is subject to misinterpretation by most parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	102. Displaying "perfect papers" is an excellent motivational device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	103. If ability grouping is used, care should be taken to make certain that the grades given to the high ability groups are higher than those given to the low ability groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	104. Pupils expressing opinions similar to those held by their teacher tend to be evaluated more positively than those who do not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>