To compile a list of evaluation instruments, the fiscal 1968 end-of-year reports of Elementary and Secondary Education Act Title VI-A activities from 50 states and six territories and a random selection of end-of-year reports of Public Law (PL) 89-313 activities were analyzed and compared for the instruments which had been used. Title VI-A activities involved 105 measuring devices; 20 were unpublished or local; 87 were unique to Title VI-A while 17% of the tests were in common with PL 89-313. PL 89-313 projects used 56 instruments; 13 were unpublished or local; 38 tests were peculiar to PL 89-313 while 33% of the tests were also used in Title VI-A projects. Conclusions were that in future evaluations, effort should be made to obtain copies of unpublished instruments that have been shown to have merit: a comprehensive list of tests and devices for the handicapped could be developed. An appendix includes the instruments used in the projects. (Author/RJ)
A Comparison List of Instruments Used in Evaluating Project Effectiveness of Title VI-A (ESEA) and PL 89-313 Activities*

R. H. Swassing

March, 1969

*This project was conducted under Project Number 26-2176, P.L. 81-152, Title III, Sec. 302 (c) (4).
PROJECT NO: 26-2176 (FINAL REPORT)

TITLE: A Comparison List of Instruments Used in Evaluating Project Effectiveness of Title VI-A (ESEA) and PL 89-313 Activities

INVESTIGATOR: R. H. Swassing

INSTITUTION: The University of Kansas
   Lawrence, Kansas

OE COORDINATOR: Max W. Mueller

RECOMMENDATION: Approval and submission to ERIC

SUMMARY OF REVIEWS

This report was reviewed by the Division of Research Staff and appropriate field readers, and approval and submission to ERIC has been recommended.

The report is very consistent with the original proposal. The investigator intended to examine the overlap of evaluation instruments used by public schools and state supported schools, and he did same.

Technically speaking, the project was soundly conceived and carried out. Sound professional practice was used throughout the execution of the project.

The final report is communicative, descriptive and easily comprehended by the lay reader. The report is clear in its presentation of background, program, description, results and discussion.

Its educational significance has many merits to the state, people inclusive of all its personnel, teachers, administrators, etc. The information afforded by the report is vital to the functioning of educational programs at the state level.

The reproduction, consistency of information and accuracy of the report are all of fine quality and render the technical quality to be satisfactory.
The evaluation forms used for end-of-year reports for Title VI-A and PL 89-313 have as one section, a request to list evaluation instruments used to assess behavior change as a result of the activity. The reporting agency is requested to list or attach such instruments as were used in these projects.

Purpose

The purpose of this report is to bring together a list of instruments used in these two types of projects. From the compiled list any instruments common to both Title VI-A and PL 89-313 were noted and a percentage of overlap indicated. As a result of this information recommendations were developed as a guide to further action in studying this phase of project evaluations in the future.

Procedure

The fiscal 1968 end-of-year reports of Title VI-A activities from the 50 states and six outlying territories were analyzed and a list of instruments was developed. A random selection of end-of-year reports of PL 89-313 activities (projects from 15 states) were analyzed for the same kinds of instruments, and a second list was compiled. These two lists were then compared and any overlap noted.

Results

The results of the analysis of Title VI-A activities indicate a total of 105 instruments or measuring devices. Of the 105 instruments, 20 (19%) were unpublished or local evaluative devices. One of the 20 could definitely be stated as devised for the projects. Analysis of
PL 89-313 projects revealed 56 instruments. 13 (23%) were unpublished or local instruments. No instrument could be clearly identified as developed for the project.

A comparison of the instruments used in both funding activities revealed 18 tests as common devices. 38 tests were peculiar to PL 89-313 and 87 were unique to Title VI-A. For PL 89-313, 33% of the tests were also used in Title VI-A projects. Title VI-A had 17% of the tests in common with PL 89-313.

Overlap occurred in the following measurement areas:

- Psycho-Linguistic Tests: 2
- Psychological Tests: 3
- Intelligence Scales: 4
- Achievement Tests: 3
- Visual-Perception Tests: 2
- Articulation Tests: 2
- Motor Performance Tests: 1
- Physical Education Tests: 1

Conclusions and Recommendations

In terms of future evaluations of this nature, effort should be made to obtain copies of unpublished evaluation instruments that have shown to have merit. Appendix A is a list of tests uncovered by the analysis.

An evaluation of unpublished instruments could enhance the field of measurement in special education. The list of measuring devices for handicapped children is currently very short, and frequently, available tests are not strongly validated. The list of tests attached could enhance this area.

The man-hours to complete the procurement of copies of unpublished tests would consume not more than two hours per week. Further evaluation
of these devices would take no more than another two hours per week. The building of a comprehensive list of evaluative devices for handicapped children can only make the measurement of behavior more meaningful and productive.

The assistance of Mrs. Lynne Glassman in data collection is gratefully acknowledged.
Appendix A

Measurement Devices Utilized in Title VI-A (ESEA) Projects. Instruments marked with an asterisk (*) are also found in PL 89–313 projects.

Intelligence Scales

*Wechsler Preschool and Primary Scale of Intelligence
*Wechsler Intelligence Scale for Children
Peabody Picture Vocabulary Test
Otis Quick Scoring Test
*Stanford-Binet
Lorge-Thorndike
*Goodenough-Harris Draw-A-Man
*Hiskey-Nebraska Test of Learning Aptitude
Slosson Intelligence Test
Leiter International Performance Scale

Developmental Scales

Cattell Infant Intelligence Scale
*Vineland Social Maturity Scale
Gessell Developmental Scale

Psychological Tests

*California Test of Mental Maturity
Children Apperception Test
*Thematic Apperception Test
Self-Concept as a Learner Scale
*Rorschach

Psycho-Linguistic Tests

*Illinois Test of Psycho-Linguistic Abilities
*Wepman Test of Auditory Discrimination

Visual-Tactual Perception

Winter Haven Test of Perception
*Frostig Test of Visual Perception
*Bender-Gestalt
Southern California Figure-Ground Perception Test
Southern California Kinesthesia and Tactual Perception Test
Ayres Space Test
Benton Visual Retention Test

Motor Performance Measurement

Kraus-Weber Minimum Fitness Test
Iowa Brace Test of Motor Educability
*Purdue Perceptual Motor Survey
Beery-Buktenica Developmental Test of Visual-Motor Integration
Attitude and Behavior Inventories

ILRP Social Competency Ratings
Rosen Social Achievement Test
Lincoln Behavior Rating Test
Pinecrest Behavior Scale
SREB Attendant Opinion Scale

Local or Unpublished Evaluations

Skill Check List
W. Penn. School for the Blind
Evaluation Check List
N. Ind. Children's Hosp.
Evaluation of Sequenced Program Areas
N. Ind. Children's Hosp.
Vocational Inventory Check List
Basic Coordination Movement Sheet
Diagnostic Speech Evaluation Sheet
Attitude Behavior Scale
Michigan
Reading Program Data Sheet
UCLA
Group Reading Program Data Sheet
UCLA
Developmental Skills for the Visually Handicapped
Pacific State
Three Purpose Measurement Instrument
Napa State
Developmental Articulation Test
W. Seneca State, N.Y.
Development Check List
W. Seneca State, N.Y.

Other Tests

TMR Performance Profile
Residential Evaluation Check List
Audiometry
Purdue Pegboard
Minnesota Rate of Manipulation
Oregon Motor Fitness Tests
Scott Test of Motor Impairment

Tests for Physical Education and Recreation

Oseretsky
*AAHPER Special Fitness Test for the Mentally Retarded
President's Council on Physical Fitness
Neurophysiological Maturation Test

Speech Inventories

Bryngleson-Glaspery Test of Articulation
*Templin-Darley
Eisenson's Test for Aphasia
*Arizona Articulation Test
Mecham Verbal Language Development Scale

Educational Inventories

Spache Diagnostic Reading Scales
Iowa Basic Skills Test
Harrison-Stroud Reading Readiness Test
Gilmore Oral Reading Test
Gates-McKillop Diagnostic Reading Test
Dolch Vocabulary Check List
*Gates Reading Test
Arithmetic Readiness Test
Gates-MacGinities Reading Test
Wide Range Achievement Test
Metropolitan Reading Readiness
SRA Short Test of Educational Achievement
Gray-Votaw Readiness Test
Allyn-Bacon Informal Reading Inventory
Gray Oral Reading Paragraphs
Botel Reading Test
Ayres Spelling Scale
*Lee-Clark Reading Readiness
Stanford Achievement Tests
Skill Builders Comprehension Test
Mills Learning Methods Tests
Silvaroli Reading Inventory

Vocational Inventories

Classroom Vocational Interest Inventory

Attitude Inventories

Attitudes Towards Disabled Persons
Adjective Check List
Behavior Rating

Ottawa Behavior Check List
Bowers and Lambert Scale
Vintar, Sarri, and Vorwallus Pupil Behavior Inventory
Quay-Paterson Behavior Problems Check List
Behavior Observation Rating Scale

Program Evaluations

California State Department of Special Education Project Evaluation

Vision Testing

Snellen Chart
Keystone Visual Survey
Dvorine Color Blindness Chart

Hearing

Audiometry

Local or Unpublished Tests from Title VI-A

Articulation Rating Scale
St. Louis Co., Mo.
Evaluation of Progress for the Handicapped
Evaluation of Programs to Improve the Education of Handicapped Children
Evaluating the Progress of Exceptional Children, THR, EMR
North Carolina
Informal Reading Test
Alabama
Facts and Fancies on Mental Retardation
Los Angeles Co.
Progress and Pupil Performance Objectives
San Diego Co.
Student Assessment According to a Developmental Sequence of Educational Goals
San Diego City
Nine Factor Appraisal Summary
California
Voice Rating Scale
St. Louis Co.
Alphabet Recognition
Missouri
Summer Recreation Rating Scale
Eastern New Mexico Univ.
Semantic Differential Scale
Ferndale, Mich. (for project)
Interpersonal Check List
Muskegon, Mich.