

REPORT OF STANDARDIZED GROUP TESTING
CONDUCTED FALL OF 1966

Recent changes in the State Testing Program, along with mandatory testing in the first three grades in reading under the Miller-Unruh Basic Reading Act of 1965, have made it necessary to revise this district's basic standardized testing program. The first three grades will be tested for reading achievement during the month of May. The State Testing Program requires a reading test (the Stanford Reading Test), and an ability test (the Verbal Battery, Lorge-Thorndike Intelligence Test) to be administered to all sixth grades in California. In addition to the requisite testing, an ability test (the Lorge-Thorndike Intelligence Test) was administered in the third grade, and the Stanford Achievement Test battery was administered in the fourth and seventh grades during October, 1966.

In order to have more uniform means for comparing the ability level of the pupils in this district, the third grade pupils were administered the Lorge-Thorndike Test of Intelligence during October, 1966, rather than the California Test of Mental Maturity used in previous years. The average IQ for the third graders was 93.6, with a range from 60 to 142. This is lower than last year's average and places the average intellectual level at the fourth stanine (see Appendix I for definition of stanine).

As shown by Table I, there has been a continuous trend toward a lower ability level at the third grade level for the pupils in this district.

TABLE I
A COMPARISON OF AVERAGE IQ FOR THIRD GRADERS OF RAVENSWOOD SCHOOL DISTRICT
FOR THE YEARS BETWEEN 1963 - 1966

Year	1963*	1964*	1965*	1966
Average IQ	98.5	98.3	96.5	93.6
Stanine	5	5	5	4

*Results from the California Test of Mental Maturity

The fourth grade pupils were administered the Stanford Achievement Test battery. The average results for these pupils are shown in Table II.

The results show that the average ability level for the sixth grade students falls at the lower end of the normal range of intelligence and at the fourth stanine. This level is similar to that obtained for the third grade. The reading achievement for these pupils falls, on the average, at the third stanine.

In October, 1966, a research program was conducted in California to determine the relationship between the Stanford Achievement Test and the Lorge-Thorndike Intelligence Test. Data for the program was collected in twelve California School Districts, judged to be roughly representative of the State (see Appendix II).

According to the data collected, the average reading grade placement for pupils with an IQ between 90 - 99 was 4.9. This grade placement, although slightly higher, is similar to the 4.7 average reading grade placement received by the sixth graders in this district.

The seventh grade students were administered the Stanford Achievement Test in October, 1966, and their results are given in Table IV.

TABLE IV

Subject Area	Subtest	Average Achievement	Range Of Scores	Stanine For Average Grade Scores
Reading	Paragraph Meaning	5.4	1.8 - 12.1	3
Arithmetic	Computation	5.4	2.2 - 10.4	3
	Concepts	6.2	2.2 - 12.4	4
	Application	6.0	2.5 - 10.4	4
Language	Spelling	6.2	2.0 - 12.2	4
	Language	5.1	2.0 - 11.4	3

If it is assumed that the seventh grade students have the same ability level as the third and sixth grade pupils, then their ability level would fall at the fourth stanine. As Table IV shows, the seventh grade students are achieving, on the average, at a level commensurate with their ability in half of the subtests measured.

As the population of this district is not typical of that found throughout the nation, it is not meaningful to compare the average achievement results to the national average.

As the revised policy statement of the use of standardized tests in California schools states:

The primary purposes of testing in public schools are to improve instruction and to improve individual guidance of pupils it is scientifically inappropriate to use results of a standardized test as a device to compare schools or school districts. Variations in socio-economic backgrounds, valid curriculum differences, and the educational opportunities historically present in a community or a portion of a community, make comparative attempts purposeless and undesirable.

APPENDIXES I & II

APPENDIX I

STANINES¹

A stanine is a value in a simple nine-point scale of normalized standard scores (whence the name sta for standard, nine for nine-point scale). Scores are expressed along a scale ranging from 1 (low) to 9 (high) with the value 5 always representing average performance for pupils in the reference or norm group.

A particularly useful feature of stanines is that they are equally spaced steps, or equal units in terms of the standard deviations in a scale--that is, a stanine 8 is as much better than stanine 6 as stanine 5 is better than 3. Therefore, pupils' achievement in various areas, as expressed in stanine terms, is an accurate portrayal of relative strengths and weaknesses.

Stanines almost automatically indicate a pupil's standing in a subject in comparison with other pupils of similar grade placement. A pupil of stanine 7, 8, or 9, is well above the typical pupil in his grade in the subject in question, while a pupil in stanine 1, 2, or 3 is definitely below.

¹Taken from the "Directions for Administering Intermediate Battery" Stanford Achievement Test pp. 17 and 18.

APPENDIX III

TEST RESULTS FOR PRIMARY READING
 SPRING 1967

Grade	First	Second	Third
Average Grade Placement	1.7	2.4	3.0
Stanine for Grade Placement	4	4	3
Average Grade Placement 1966	1.6	2.2	None given
Stanine for Grade Placement 1966	3	3	None

**A COMPARISON OF AVERAGE GRADE PLACEMENT SCORES IN READING FOR FIRST GRADE
PUPILS OF THE RAVENSWOOD CITY SCHOOL DISTRICT BETWEEN 1966-1967**

<u>SCHOOL</u>	<u>AVERAGE GRADE PLACEMENT 1966</u>	<u>AVERAGE GRADE PLACEMENT 1967</u>	<u>NATIONAL AVERAGE</u>
Belle Haven	1.4	1.6	1.9
Brentwood	1.6	1.6	1.9
Costano	1.7	1.6	1.9
Flood	1.9	2.0	1.9
Kavanaugh	1.7	1.8	1.9
O'Connor	1.8	1.9	1.9
Runnymede	---	1.6	1.9
Ravenswood	1.4	1.7	1.9
Willow	1.7	1.7	1.9
<u>District</u>	<u>1.6</u>	<u>1.7</u>	<u>1.9</u>

**A COMPARISON OF AVERAGE GRADE PLACEMENT SCORES IN READING FOR SECOND GRADE
PUPILS OF THE RAVENSWOOD CITY SCHOOL DISTRICT BETWEEN 1966-1967**

<u>SCHOOL</u>	<u>AVERAGE GRADE PLACEMENT 1966</u>	<u>AVERAGE GRADE PLACEMENT 1967</u>	<u>NATIONAL AVERAGE</u>
Belle Haven	1.9	2.3	2.9
Brentwood	2.2	2.4	2.9
Costano	2.0	2.2	2.9
Flood	2.6	2.8	2.9
Kavanaugh	2.2	2.4	2.9
O'Connor	2.4	2.6	2.9
Ravenswood	2.0	2.4	2.9
Runnymede	---	2.3	2.9
Willow	2.5	2.7	2.9
<u>District</u>	<u>2.2</u>	<u>2.4</u>	<u>2.9</u>

THIRD GRADE READING TEST RESULTS--STANFORD READING
SPRING, 1967

<u>SCHOOL</u>	<u>AVERAGE GRADE PLACEMENT</u>	<u>NATIONAL AVERAGE</u>
Belle Haven	2.8	3.9
Brentwood	2.9	3.9
Costano	2.8	3.9
Flood	3.8	3.9
Kavanaugh	2.9	3.9
O'Connor	3.1	3.9
Ravenswood	2.7	3.9
Runnymede	3.1	3.9
Willow	3.2	3.9
<u>District</u>	<u>3.0</u>	<u>3.9</u>

SIXTH GRADE READING TEST RESULTS--STANFORD READING
FALL, 1966

<u>SCHOOL</u>	<u>AVERAGE GRADE PLACEMENT</u>	<u>NATIONAL AVERAGE</u>
Belle Haven	4.1	6.1
Brentwood	4.1	6.1
Costano	4.2	6.1
Flood	6.8	6.1
Kavanaugh	4.6	6.1
O'Connor	4.5	6.1
Ravenswood	4.5	6.1
Runnymede	4.7	6.1
Willow	6.0	6.1
<u>District</u>	<u>4.7</u>	<u>6.1</u>

SEVENTH GRADE ACHIEVEMENT TEST RESULTS--STANFORD ACHIEVEMENTFALL, 1966AVERAGE GRADE PLACEMENT

SCHOOL	READING	ARITHMETIC COMPUTATION	ARITHMETIC CONCEPTS	ARITHMETIC APPLICATION	SPELLING	LANGUAGE
Garden Oaks	5.2	5.1	5.7	5.7	5.7	4.4
Green Oaks	5.0	5.1	6.0	5.7	5.7	4.8
Menlo Oaks	6.4	6.0	6.9	6.7	6.7	6.2
<u>District</u>	<u>5.4</u>	<u>5.4</u>	<u>6.2</u>	<u>6.0</u>	<u>6.2</u>	<u>5.1</u>
National Average	7.1	7.1	7.1	7.1	7.1	7.1