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A standardized English literature test for the first semester of the tenth grade

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A STANDARDIZED ENGLISH LITERATURE TEST
FOR THE FIRST SEMESTER OF THE
TENTH GRADE

By
Eva Belle Porter

Contributions of the Graduate School
Indiana State Teachers College
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Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1934

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TABLE OF CONTENTS

	Page
LIST OF TABLES.....1.....	iv
LIST OF FIGURES.....	v
I. INTRODUCTION.....	1
A. Statement and Definition of the Problem.....	1
B. Purpose.....	4
C. Previous Studies.....	4
II. PROCEDURE.....	10
A. The Process of Construction.....	10
1. Building a Valid Preliminary Test.....	10
2. Providing for Validity.....	17
3. Giving the Preliminary Test.....	19
III. RESULTS.....	20
A. Analysis of Results of the Preliminary Test.....	20
B. Improvement of the Test.....	20
C. Giving the Improved Test.....	22
D. Analysis of Results of Improved Test.....	23
E. Breaking the Test Up Into Forms A and B.....	24
F. Reliability.....	28
IV. SUMMARY AND CONCLUSIONS.....	32
V. APPENDIX.....	33
A. Bibliography.....	33
B. List of Forms.....	38

LIST OF TABLES

Table	Page
I. Specifications Showing the Proposed and Actual Distribution of Questions by Forms of Literature....	12

LIST OF FIGURES

Figure		Page
1.	A Histogram Showing the Frequency Distribution of the Preliminary Test Scores.....	21
2.	A Histogram Showing the Frequency Distribution of the Improved Test Scores.....	25

I. INTRODUCTION

A. Statement and Definition of the Problem

This thesis consists of the construction of a standardized test for secondary schools in English literature for the first semester of the tenth grade. The test may be given to junior high school students completing the second semester of the ninth grade. Since there is no adequate test of the English literature work of students completing the junior high schools of Terre Haute, this test was made to measure the performance of students about to begin the work of the first semester of the tenth grade.

It was the author's desire to prepare a test that fulfilled the following requirements:

1. The test must be adapted to the achievement of the average student completing the work of the second semester of the ninth grade.¹
2. The test must be objective.²
3. The test must have diagnostic value.³

¹G. M. Ruch, The Objective or New Type Examination (New York: Scott, Foresman & Co., 1929), p. 30.

²Ibid., pp. 112-113.

³Norman Fenton and Dean A. Worcester, An Introduction to Educational Measurements (New York: Ginn & Co., 1928), p. 62.

Saying that a test must be adapted to the achievement of the average student of the class, refers to the selection of the test items in such manner that neither the bright pupil nor the slow one will be favored. The test must cover the work that the class has done. "This situation illustrates what is called validity, showing whether the test is a true measure of the instruction which the teacher has been giving."⁴

An objective test is one that is so "made that it can be scored accurately by somebody who himself might not know the correct answers. The use of a carefully prepared answer key makes possible complete impartiality in scoring. Objectivity frees the test from personal opinion in scoring."⁵ Leaders in the field of the new-type test have emphasized the fact that "the examination should be a measure of the pupil, unadulterated by factors which represent the psychological reactions of the teacher."⁶

The teacher is able to discover the difficulties of the pupil through the use of the diagnostic test.⁷

It has been found that some of the advantages of achievement tests are that they:

⁴Norman Fenton and Dean A. Worcester, op. cit., p. 65.

⁵Ibid., p. 66.

⁶G. M. Ruch, op. cit., p. 13.

⁷Norman Fenton and Dean A. Worcester, op. cit., p. 62.

1. Cover the important points of the subject.⁸
2. Show the relative difficulty of the questions.
3. Establish definite procedure in the method of giving the test.
4. Carefully control the factors which affect the pupil's work during the test.
5. Pave the way for a remedy of habitual difficulties.
6. Can be scored definitely and objectively.
7. Save time and labor, and give information about a school, a class, or a pupil with minimum expenditure of energy.

The new-type examination is comprehensive in that it makes possible the testing of the pupil's knowledge by several hundred questions in a subject. This is possible because questions can be quickly answered by underlining a word, writing in one word, instead of by long essay type answers.⁹

G. M. Ruch conducted a study which showed that in a period of one minute, from three to five completion type questions can be answered by elementary school pupils.¹⁰ High School or college students can ordinarily answer from four to eight of the same type in one minute. Of the choice type the elementary school pupils can answer from four to six, while high school and college students answer from six to ten in the same time. Of

⁸Albert R. Lang, Modern Methods in Written Examinations. (New York: Houghton Mifflin Co., 1930), pp. 47-60.

⁹Norman Fenton and Dean A. Worcester, An Introduction to Educational Measurements (New York: Ginn & Co., 1928).

¹⁰Ibid., p. 82.

the true-false type the elementary pupils can answer from five to eight in one minute, while college and high-school students answer from ten to fifteen in one minute. In this case it was estimated that eighty minutes would be required for giving the test. The time was gauged so that all but the very slowest would have plenty of time to finish.¹¹

Since definite directions for its giving accompany the test, the factors which affect the student's work during the test are controlled.

The ease and objectivity of scoring relieve the teacher of the task of correcting papers. In general, students prefer the new-type examination because it is more interesting and stimulating than the essay type examination.¹²

B. Purpose

The purpose of the thesis was to prepare a final standardized test in English literature for students completing the second semester of the ninth grade or for students beginning the first semester of the tenth grade.

C. Previous Studies

Examination of standardized tests from leading publishers of standardized tests showed that they were inadequate for measuring the students to be tested. The writer desired to

¹¹Norman Fenton and Dean A. Worcester, op. cit., p. 90.

¹²Ibid., p. 84.

measure the student's appreciation and understanding of English literature as well as his literary information. The few standardized tests were too short to measure the work of students using the type of textbook commonly used in Indiana in English Literature. One standard literature information test contains only forty-eight items.¹³

In addition to their brevity, the tests examined were too limited to scope for the measurement of the student's appreciation and understanding of the large number of selection concerning present-day activities.

A recent study was made through a survey of professional literature, periodicals, textbooks, treatises, and reports of committees published during the past fifty years to ascertain by statement or inference the conception of the purposes of literature teaching by educational leaders and writers. It was found that during the decade 1910 to 1920 the aims of literature were becoming more largely social and civic and less technical and aesthetic. The present trend tends to formulate specific and definite objectives such as development of reading skill and the instilling of social and dramatic ideals.¹⁴

The English literature information test examined covered a few classical selections commonly included in junior high

¹³English Survey Test-Literature Information (Bloomington, Illinois: 1931).

¹⁴Rose Levinson, The Development of the Objectives of Literature Teaching in the Secondary Schools (Master's Thesis, 1931. Brown, 75 pp. ms., 1931).

school literature texts but contained no items on modern readings.

Another recent study was made to determine the policies of editors in producing their texts for junior high school literature.¹⁵ In order to reach her conclusions, the investigator studied nine ninth grade literature books to determine the amount of prose and poetry used. The conclusion was that editors choose a wide variety of literary material with a balance of standard classics and fresh modern readings.

The data collected during a third study "indicate that extensive-reading methods are more effective in achieving the aims of instruction in literature than are intensive-study methods."¹⁶ Conclusions of the study were reached through testing more than two hundred pupils in six ninth grade classes in the Hyde Park High School, Chicago, Illinois. The students were tested as to their "comprehension of the selections read by all the classes; as to their memory of the selections read; improvement in reading comprehension; improvement in word knowledge. Stenographic reports of recitations in extensive-reading and intensive reading classes were made.

¹⁵Gladys E. Nosburg, An Analysis of Ninth Grade Literature Tests (Master's Thesis, Peabody, 123 p. ms., 1931).

¹⁶Ralph R. Williams, "Extensive Reading Versus Intensive Study of Literature," School Review, XXXVII (Nov. 1929), 666-678.

A standardization limited to the field of American poetry included two types of tests.¹⁷ One type of test measured the student's grasp of factual content of the poem and the other determined his ability to discern its real meaning. Since understanding improves from grade to grade, the author of the test had constructed a simple scale for determining grade placement.

While the field in standardized English literature tests for the junior high school is somewhat limited, extensive studies of both prose and poetry for the junior high school have been made. From 1926 to the present time, large numbers of graduate students in American colleges and universities have made exhaustive studies of various phases of junior high school literature. These studies have approached the subject from the standpoint of children's interests.

A number of these studies were confined to the field of poetry.^{18, 19, 20, 21} One of the earlier studies sought to

¹⁷Lorimer Victor Cavins, Standardization of American Poetry for School Purposes (Chicago: University of Chicago Press, 1928), p. 134.

¹⁸Bess Hughes Anderson, Materials to Aid in Teaching Junior High School Poetry (Master's Thesis, George Peabody College for Teachers, 162 p. ms. 1930).

¹⁹Mabel Blanche Fuller, The Value of the Study of Recent Poetry in the Junior High School (Boston: Boston University, 1931).

²⁰Howard F. Seely, Enjoying Poetry in School (New York: Johnson Publishing Co., 1931).

²¹May M. Levy, Teaching Appreciation of Poetry (Syracuse, New York: Syracuse University, 1927).

determine children's interests in poetry.²²

In 1928 an extensive study was made to determine the place of the ballad in junior high school literature. In addition to finding that the ballad epitomizes many types of literature that junior high school children like, the investigator found that junior high school children enjoy literature that has a strange or unusual story, an interesting plot, much action, and emotional appeal.²³

The influence of motives in learning poetry²⁴ as well as the development of appreciation of poetry in children have been given careful study.²⁵

²²Miriam B. Huber, Children's Interests in Poetry (New York: Rand, McNally & Co., 1927).

²³Goldie Wickham, The Ballad as a Literary Type for the Junior High School (Master's Thesis, Colorado State Teachers College, Greeley, Colorado, 86 p. ms., August, 1928).

²⁴Mary E. Cunningham, Influence of Motives in Learning Poetry (Master's Thesis, Stanford University, 143 p. ms., 1928).

²⁵Elsie E. Green, Developing Appreciation of Poetry in Children (Washington, D. C.: George Washington University, 1928).

Numerous studies have been made to discover the best methods of teaching prose as well as poetry in the junior high school.^{26,27,28,29}

Using the above studies as guides it was thought best to attempt the construction of an objective test that included test items testing the student's understanding and appreciation of classical selections and of modern readings as well as his information concerning them.

²⁶ Mary Crowell Burch, Determination of a Content of the Course in Literature of a Suitable Difficulty for Junior and Senior High School Students (Stanford, California: Department of Education of Stanford University, 1928).

²⁷ Mary Louise Boynton, A Study of the Vitalization of the Teaching of Literature (Master's Thesis, New York University, 83 p. ms., 1931).

²⁸ Edythe Banta, Literature for the Junior High School (Master's Thesis, Public Schools, Oakland, California, 50 p. ms., 1930).

²⁹ Marie Angela Broenig, "Developing Appreciation Through Teaching Literature," Johns Hopkins University Studies in Education, No. 13 (Baltimore: Johns Hopkins Press, 1929), p. 118.

II. PROCEDURE

A. The Process of Construction

1. Building a Valid Preliminary Test. In constructing the test, the order of procedure was as follows:¹

- a. Drawing up a Table of Specifications.
- b. Drafting the items in preliminary form.
- c. Deciding upon the length of the test.
- d. Preparing instructions for the test.
- e. Making answer keys.
- f. Deciding upon rules for scoring.

The Table of Specifications is a guide for the construction of a test. Such a table "guards against the omission of essential items, the over emphasis of minor topics, and improper balance of the sampling." The table is really a working plan to be followed before the specific test items are written. This guide or working plan aids in establishing the validity of the completed test.

It was decided to apportion the items of the test according to the forms of literature contained in the junior high school literature texts used. The following texts were used

¹G. M. Ruch, op. cit., pp. 149-150.

in constructing the preliminary test:

Thomas H. Briggs, Charles M. Curry, and Leonidas W. Payne, Jr. Literature for the Junior High School. Books One and Two. Chicago: Rand, McNally & Co., 1930.

J. M. Ross and H. C. Schweikert. Adventures in Literature. Books Seven, Eight, and Nine. New York: Harcourt, Brace & Co., 1928.

William H. Elson, Christine M. Keck, and Mary H. Burris. Junior High School Literature. Books One and Two. New York: Scott, Foresman & Co., 1928.

Rollo L. Lyman and Howard C. Hill. Literature and Living. Books One, Two, and Three. New York: Charles Scribners Sons, 1925.

Each form of literature, then, was a major topic of the Table of Specifications² which is shown on the following page as Table I.

²G. M. Ruch, op. cit., p. 150.

TABLE I
SPECIFICATIONS SHOWING THE PROPOSED AND
ACTUAL DISTRIBUTION OF QUESTIONS
BY FORMS OF LITERATURE

Forms of Literature	First Semester - Tenth Grade			
	Pages Allotted in Standard Texts	Percentage of Pages	Proposed Number of Questions	Actual Number of Questions
Short Story	3165	.582	102	118
Poetry	1240	.227	53	49
Article	497	.091	31	18
Essay	214	.039	6	12
Drama	193	.031	7	11
Declamation	123	.021	5	11

In drafting the items in preliminary form an attempt was made to cover the more important points in each form of literature.³

It was necessary to decide which objective technique or type (true-false, completion, multiple-choice, matching) was best suited to handling the particular question in mind. It was found that much of the subject matter seemed to lend itself more readily to the multiple-choice type of test item. The true-false technique seemed more interesting for other kinds of subject matter. The completion type of test item seemed best

³G. M. Ruch, op. cit., pp. 151-154.

for still other subject matter. The matching type of item was decided upon for testing the student's knowledge of characters and selections.

The rules for the construction of test items were closely followed.⁴ In constructing multiple-choice items the writer decided to use four responses in order to "minimize chance successes." Care was taken to choose the responses so that most of them had some degree of plausibility. In preparing answers for the multiple-choice division of the preliminary test the writer was careful to avoid regularity in the position of correct answers. A chance arrangement for the position of the correct answer was used. Sometimes the correct answer was made first, sometimes second, sometimes third, and so on. This procedure was followed in order to guard against the student's following a sequence in answering test items.

The true-false items of the test were worded in such manner as to avoid partly true and partly false items. The words "always" and "never," called "specific determiners" were not used in the true-false items. Simple, everyday words were used in framing the true-false items. Again, in order to guard against the student's following a sequence in answering, a chance arrangement of true and false statements was used.

In framing the completion test items each blank was made to call for a single idea. All blanks were made the same

⁴G. M. Ruch, op. cit., pp. 265-275.

length in order to avoid giving clues to the length of the answer expected.

Double negatives were avoided since they increase the difficulty of reading the item and thus tend to throw success or failure upon a basis of reading comprehension rather than on knowledge of subject-matter.

In framing the matching items the writer kept in mind the rule that the optimum number of pairs to be used is probably between ten and twenty; fewer than ten pairs introduces the chance element considerably, and more than twenty is decidedly wasteful of time. In writing out these items an excess of statements was made in one column. It was found that only a small amount of subject-matter could be used in this test exercise.

The four test forms were used not only because much subject-matter seemed to lend itself to the first three forms, but also for the added interest the variety of types might have for the student.

Each test item was written on a 3 inches by 5 inches library card. Each card contained data as shown in Form I.⁵

The above manner of arranging the tentative test items on cards in preliminary form is more economical of time and labor than to write them on ordinary paper. "When arranged in this way, cards may be shuffled, discarded, inserted, without

⁵See Appendix, Form A, p.38.

necessitating the rewriting of other items."⁶ Since the matching test was to be considered a unit in itself, and since its parts were to be interdependent, this small test (thirteen items) of the preliminary test was written on a separate sheet of paper. When the writing of the tentative test items had been finished, the writer rephrased many of them in order to make their meaning clearer.

In writing the preliminary test items, it was necessary to preserve a balance of the various forms of literature. When the writing of the tentative items had been finished, the multiple-choice items were assembled as one part or division of the preliminary test, the same was done for each of the other kinds of items employed.⁷

In the completed preliminary test, the types of test items were apportioned as follows: multiple-choice, 81; true-false, 74; completion, 50; matching, 13.

In deciding upon the length of the preliminary test it was thought best to include a large number of items. G. M. Ruch gives this rule for deciding upon the length of the test: "In framing preliminary test items, try to make up from twenty-five to fifty per cent more items than your estimate indicates will be kept in the final test."⁸ Such a procedure makes possible a "culling out" of unsatisfactory items from the preliminary test. It has been found that "an excess of items gives greater

⁶G. M. Ruch, op. cit., p. 155.

⁷Ibid., p. 155.

⁸Ibid., p. 154.

latitude in balancing the emphasis on the major topics and in making equivalent duplicate forms." In this case it was decided to make duplicate forms.

Accordingly, it was decided to include over two hundred items in the preliminary test. For this reason the actual number of questions, two hundred eighteen, was larger than the proposed number.⁹

In preparing instructions for the preliminary test care was taken to state them clearly and briefly, yet accurately. First, general instructions for the pupil were prepared.¹⁰ These directions were placed before the test on a separate page. This was done so that the pupil might be ready to begin the test without useless questions and waste of time.

In preparing specific directions for the divisions of the test an attempt was made to state exactly what was desired.¹¹ All unnecessary words were eliminated in the effort to make clear, short statements. It was desired to include generous, familiar samples to show exactly what was required.

Since the scoring of the test was to be done by the writer, who was familiar with the answers for all test items,¹² no stencil was prepared for scoring the test. A list of answers for reference was prepared.

⁹See Table I, p. 12.

¹⁰See Appendix, p. 41.

¹¹See Appendix, pp. 42, 46, 48, 50.

¹²G. M. Ruch, op. cit., pp. 182-184.

In scoring the test, it was decided to mark an answer either right or wrong. Each answer was given one point of credit.

2. Providing for Validity. G. M. Ruch says that the most important single fact which can be known about a test or examination is the degree of validity which it possesses.¹³ Validity is said to be the degree to which a test measures what it is supposed to measure. The degree to which a test measures the curriculum requirement and good teaching practice is referred to as validity. It is the general worthwhileness of an examination.

Validity of this preliminary test was obtained by the following procedure:

- a. The test items were prepared after a thorough analysis of the four sets of textbooks had been made.¹⁴
- b. The writer's judgment was used on "points of inclusion and exclusion."¹⁵ An attempt was made to find out what literary forms had received most emphasis from busy teachers attempting to meet the requirements of a full curriculum. The information was gained through personal interviews with several teachers.

¹³G. M. Ruch, op. cit., pp. 27-33.

¹⁴Ibid., p. 29.

¹⁵Ibid., p. 30.

- c. The guiding principle of validation that the tests must parallel the actual teaching, was closely followed.¹⁶ G. M. Ruch emphasizes this point still further by saying that any test must represent an extensive sampling of the materials of instruction.¹⁷
- d. In order to provide further for the validity of the test, items of a "proper degree of difficulty" were used.¹⁸ The items were then arranged so that those judged by inspection to be easiest were placed first and the hardest last.
- e. For the sake of encouragement, a few very easy items were placed at the beginning of the test. In order to prevent perfect scores (non-measurement), a few very difficult items were placed at the end of the test.
- f. The preliminary test was submitted to the judgment of several teachers of literature.
- g. Several students not to be included among those taking the test but of the grade level of those to be tested were asked to make suggestions concerning the wording of test items.

¹⁶G. M. Ruch, op. cit., p. 30.

¹⁷Ibid., p. 31.

¹⁸Ibid., p. 31.

h. The test was made to include a large number of items, since long tests (extensive sampling) may be expected to be more valid than short tests.¹⁹

3. Giving the Preliminary Test. Permission to give the test to the 10 B students in the senior high schools of Terre Haute was granted by Superintendent of Schools, Mr. George C. Carroll.

It was decided that two hundred cases would be sufficient for standardizing the test. The mimeographed copies of the test were personally delivered to the two schools selected. The test was given to two hundred twelve students. One hundred fifty students of Garfield High School took the test. At Gerstmeyer Technical High School, sixty-two students were tested. Two forty minute periods were required for giving the test. At Gerstmeyer High School the test was given during the last week in September, 1933. At Garfield High School, the students were tested during the first week of November, 1933.

¹⁹G. M. Ruch, op. cit., p. 40.

III. RESULTS

A. Analysis of Results of the Preliminary Test

No student made a perfect score, 218, on the preliminary test. The range of scores was from 197 to 46.

Using 20 as a class interval, a frequency distribution of the scores of the students for the preliminary test was made.

A histogram of the frequency distribution showed a near approach to the normal curve.¹ For so small a number of cases as two hundred twelve, this distribution was considered satisfactory.

The median of the test scores was found to be 133.

The Q_1 point, below which are 25 per cent of the cases, was found to be 114.

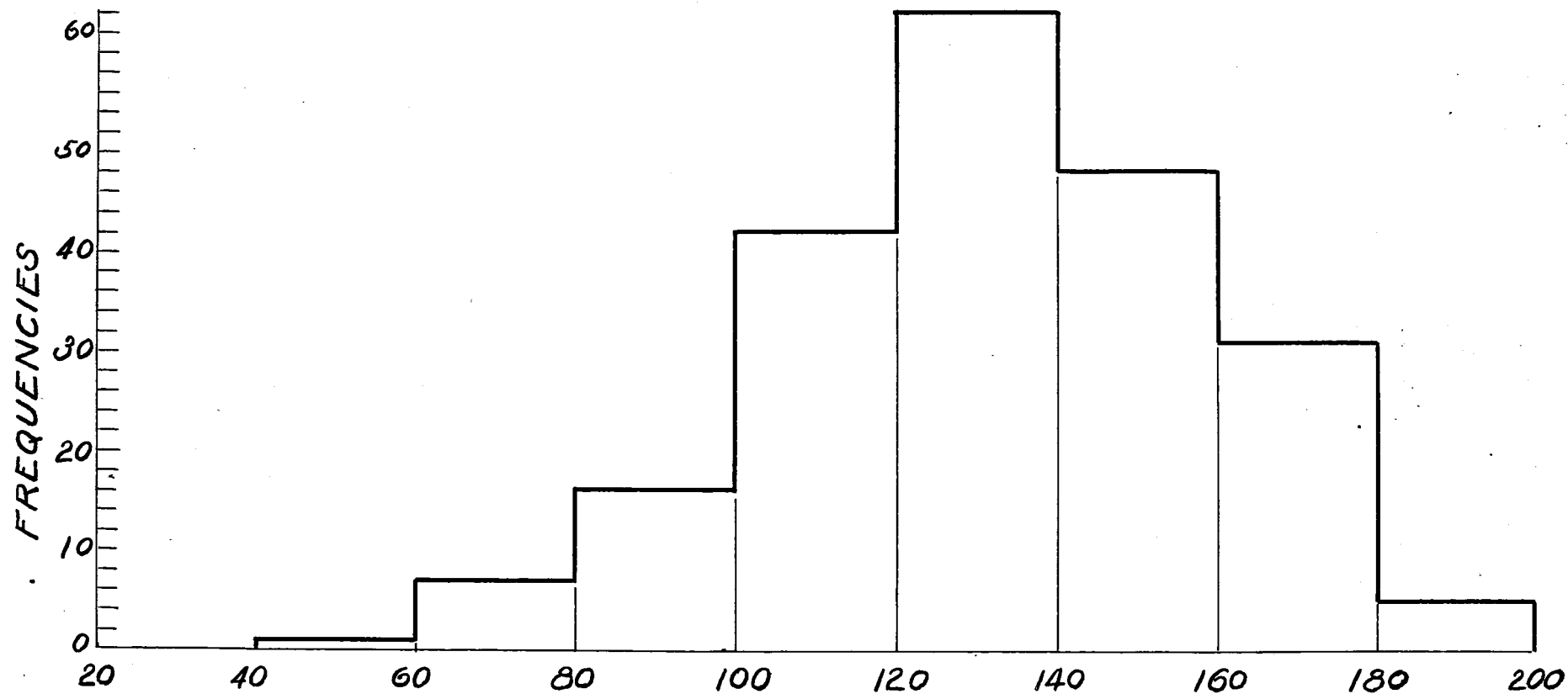
The Q_3 point, below which are 75 per cent of the cases, was 153. The quartile deviation was 19.5.

The standard deviation was 27.4.

B. Improvement of the Test

When the results of the preliminary test had been analyzed, the work of its improvement was begun.

¹See Figure 1, p. 21.



A HISTOGRAM SHOWING THE FREQUENCY DISTRIBUTION
OF THE PRELIMINARY TEST SCORES

FIGURE 1

In order to eliminate unsatisfactory preliminary test items from the improved test, a study of the work of two-thirds of the students was made. The names of the seventy-one students having the highest scores were recorded on a sheet of paper 36 inches by 42 inches. The names of the seventy-one students having the lowest scores were recorded directly under these names. A record of each student's performance on each one of the test items was made to the right of the student's name. The number of students in each group correctly answering each item of the preliminary test was found.

In each case where the difference between the number of the upper group correctly answering an item and the number in the lower group correctly answering an item was found to be nine or less, the item was eliminated from the improved test. Thirty-nine of the preliminary test items were eliminated in this way. Thus the improved test contains only those items which differentiate between good and poor students. The validity of the whole test was thus raised by eliminating individual items that were not valid.

C. Giving the Improved Test

Frequently, in order to give an improved test, the test is rewritten and given to a new group of students. The improved test may be given to the same group of students. If this is the case, care must be taken to be sure that the test is given under exactly the same conditions under which

the preliminary test was given. Such a condition is hard to secure and unreliability may result.²

It was considered that a better method of administering the improved test would be to score the improved test directly from the preliminary test. By following this procedure the preliminary and improved tests were given to the same group under exactly the same conditions. This method also had the advantage of being economical of both time and expense.

In scoring the improved test the new score for each student was the total number of correct items answered by the student, exclusive of the thirty-nine eliminated items.

D. Analysis of Results of Improved Test

The range of scores on the improved test was from 162 to 27.

A comparison of the scores made on the preliminary test and on the improved test, shows the individual differences of the students taking the test. It is justifiable to conclude that the scores on the improved test are better measures of pupil performance.

Using 20 as a class interval a frequency distribution of the scores of the students for the improved test was made.

²William A. McCall, How to Measure in Education (New York: The Macmillan Co., 1923), p. 308.

A histogram of the frequency distribution of the improved test³ showed a nearer approach to the normal curve of learning than was shown by the histogram of the preliminary test scores.

The median of the improved test scores was 101.4. This median was smaller than the median 133 of the preliminary test.

The Q_1 point of the improved test was 83.6. This point was smaller than the Q_1 point 114 of the preliminary test.

The Q_3 point 120 below which are 75 per cent of the cases, was smaller than the Q_3 point 153 of the preliminary test.

The quartile deviation 18.2 of the improved test was smaller than the quartile deviation 19.5 of the preliminary test.

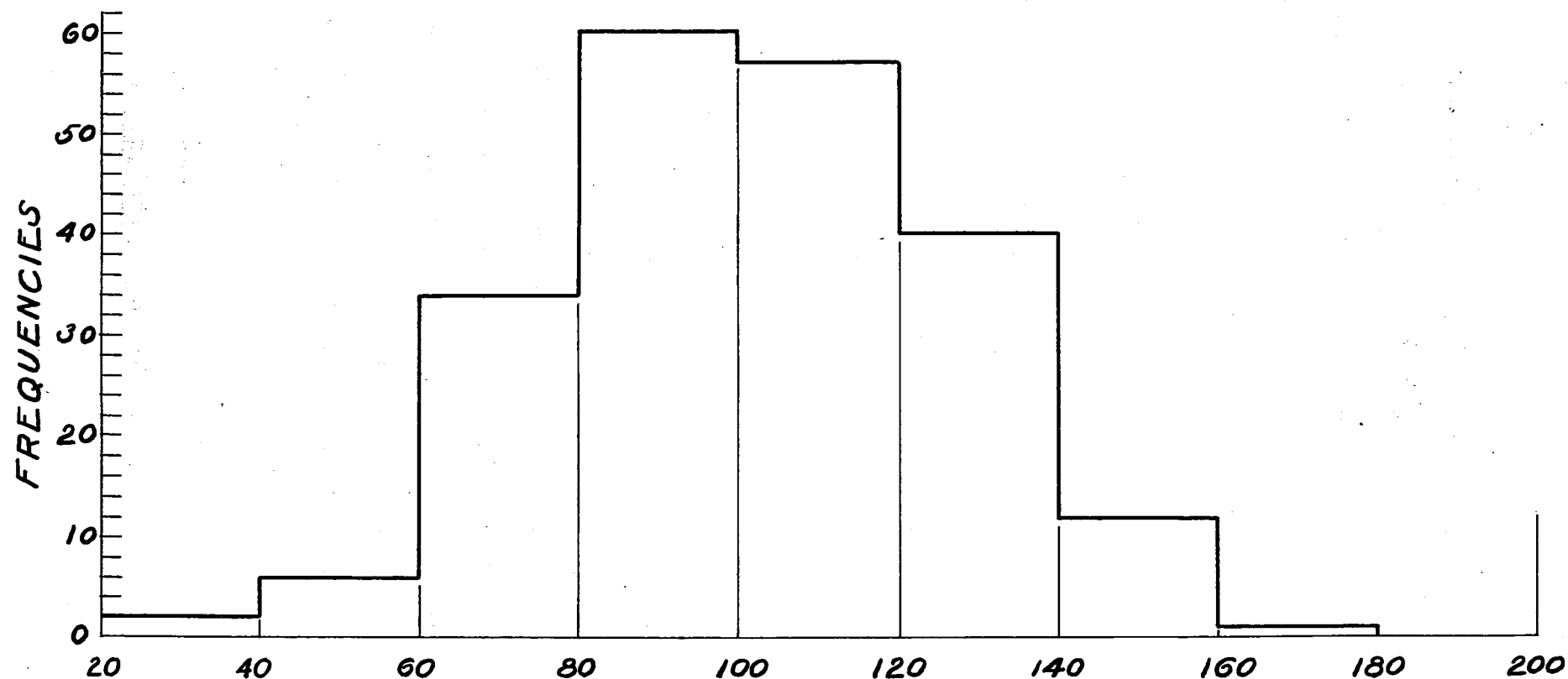
The standard deviation was 25.4 for the improved test. This standard deviation was smaller than the standard deviation 27.4 of the preliminary test.

Since each of these measures was smaller for the improved test, the conclusion is that the elimination of the thirty-nine poor items from the preliminary test made a more compact distribution. It also shows that the easy items were eliminated.

E. Breaking the Test Up Into Forms A and B

For the reason that a test requiring two recitation periods of forty minutes each is generally considered too long,

³See Figure 2, p. 25.



A HISTOGRAM SHOWING THE FREQUENCY DISTRIBUTION
OF THE IMPROVED TEST SCORES

FIGURE 2

the writer decided to break the improved test into duplicate forms.⁴

Since there was a satisfactory difference in performance between the good group and the poor group on the matching exercise of the preliminary test, no matching items were eliminated. It was necessary to consider the matching exercise as a unit in itself since its items were to be considered in pairs. No items could have been eliminated without destroying this exercise of thirteen items. It was decided to include the matching test in each equivalent test form, since it was thought that so small a number of items would not destroy the worthwhileness of the tests by being included in each of them.

In order to select items for the equivalent forms, the sum of the number of students of both groups correctly answering each test item was found. Each sum together with its corresponding item number was placed on a card. The 166 cards were then arranged so that the largest sum came first regardless of its corresponding item number. Such an arrangement ranked the items in an increasing order of difficulty from the item correctly answered by the largest number of students to the item correctly answered by the smallest number of students. The cards were then numbered consecutively from 1 to 166.

⁴G. M. Ruch, op. cit., pp. 164-166.

The odd-numbered cards (Nos. 1, 3, 5, 7, etc.) were thrown into one test form and the even numbered cards (Nos. 2, 4, 6, 8, etc.) into the second form.⁵ The first form with the thirteen matching items added is "Form A."⁶ The second form, with the thirteen matching items added is "Form B."

Duplicate forms in objective tests have several uses.⁷ Some of these uses are considered in the following statements:

1. An equivalent form of an objective test is valuable for testing students who were absent when the first test was given.
2. Doubtful cases can be re-tested.
3. Duplicate forms may be distributed in rotation to the pupils thereby preventing cheating since no two adjacent pupils receive the same questions.
4. Duplicate forms may be used to re-test pupils who must return to a "unit" or "contract" of work for further study.
5. Duplicate forms give aid in grading school work.

⁵See Appendix, p.

⁶Ibid., p.

⁷G. M. Ruch, op. cit., pp. 67-69.

F. Reliability

Reliability is said to be second only to validity as a criterion of the worth of a test or examination; the second most important fact which we can know about a test is the degree of reliability which it possesses.⁸ The following statements by G. M. Ruch serve to define reliability:

- "1. Reliability refers to the degree to which
a test measures whatever it does measure,
not necessarily what it is claimed to
measure."
- "2. Reliability refers to the degree of accuracy
of measurement.
- "3. Reliability refers to the amount of confidence that may be placed in the mark or score on a test as a measure of some ability of a pupil.
- "4. Reliability is one aspect of validity. A valid test is necessarily reliable, but a reliable test need not have high validity.
- "5. Reliability refers to the stability of an estimate of a pupil's ability from one sampling to another.

⁸G. M. Ruch, op. cit., pp. 40-42.

"6. Reliability is a more restricted term than validity. It is one aspect of validity. Validity implies reliability, but the converse is not necessarily true."⁹

The principal means of guaranteeing reliability are:

1. Objectivity of scoring or evaluating.
2. Character of sampling included in the test items.

In constructing the preliminary test the writer attempted to make provision for reliability by making the test very long, because a long examination is a more adequate sampling than a short one, all other factors being equal.¹⁰

As has been stated elsewhere in this thesis, provision was made for the test to be scored objectively.

G. M. Ruch says that correlation is co-relation or the degree of correspondence between two series of numerical values; that the quantitative expression of the degree of reliability is usually made in terms of coefficient of correlation.¹¹

To explain the term "reliability coefficient," he makes the statement: "When two sets of measures of the same ability or function are correlated, we term the resulting coefficient

⁹G. M. Ruch, op. cit., pp. 40-42.

¹⁰Ibid., p. 88.

¹¹Ibid., p. 69.

of correlation a reliability coefficient." The expression, "two sets of measures of the same ability" refers to equivalent or comparable forms of the same test.¹²

In this case, a correlation between test scores on test "Form A" and test "Form B" was made. In order to make the correlation the following procedure was followed:

1. The scores of fifty students were **considered**.

2. The fifty scores were selected at random from the scores made on the improved test. A few scores were selected from each division of the scores. A few, counting every other one, were taken from the upper seventy-one, a few from the middle seventy, and a few from the lower seventy-one. The coefficient of correlation with its probable error was found to be $.96 \pm .007$. According to Ruch, this correlation is considered high.¹³ Odell would place such a test in the upper 20 per cent of tests for high school use.¹⁴

¹²G. M. Ruch, op. cit., p. 90.

¹³Ibid., p. 90.

¹⁴C. W. Odell, Educational Measurements in High School (New York: The Century Company, 1930), p. 65.

Since validity of the tests was provided for before the tests were given, and since the reliability of the tests was high, it is thought that they will be of value in measuring the results of English literature as taught in the junior high school.

IV. SUMMARY AND CONCLUSIONS

It is said that if "tests are to serve their full purpose, the teacher must teach, test, diagnose to discover the difficulties of her pupils, and then re-teach in the light of the situation revealed by the test. "The test scores are merely valuable evidence; they are not final judgment."¹

The writer has found the construction of these tests a valuable aid in the selection and wording of test items to cover a given amount of subject matter. It was found that the best results were obtained by carefully preparing test items and then re-reading them after a few days. The second or third reading of the items often showed defects of wording. Writing all the possible answers for a test item helped to decide whether it should be included in the tests. Another valuable aid to the writer was the training in writing explicit directions to the pupil for the various parts of the tests.

These tests not only measured pupil performance but also measured the effectiveness of teaching as well. It was found that effective teaching resulted in satisfactory pupil performance.

¹L. W. Webb and Anna Markt Shotwell, Standard Test in Elementary Schools (New York: Ray Long & Richard Smith, Inc., 1932), p. 45.

V. APPENDIX

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Form A

Short Story 1

Multiple-Choice 1

Jacob Marley was a business partner of
(1) Ebenezer Scrooge (2) Oliver Twist (3)
Mr. Pickwick (4) Charles Dickens

Poetry 2

True-False 10

To make the meaning of a poem clear,
the reader should use facial expression
and gestures.

True

False

Declamation 4

Completion 5

The first eight words of the American's
Creed are, "I believe in the United States of
America."

Form B

Directions for Giving the English Literature Tests
Tenth Year -- First Semester

The time limit for this test is 40 minutes. The suggested time for each part is: I-15 minutes; II-15 minutes; III-5 minutes; IV-5 minutes.

Tell the students that each item counts one point; and that too much time should not be spent on any item or any part.

Follow the key in scoring. In Part II, True-False Test, subtract the number wrong from the number right. In Parts I, III, and IV, the number right is the correct score. The final score is the sum of the scores on the several parts.

Form C

Key to English Literature Test, "Form A"

<u>Multiple-Choice Test</u>		<u>True-False Test</u>	
1. (1)	16. (2)	1. False	17. True
2. (2)	17. (2)	2. False	18. True
3. (3)	18. (4)	3. False	19. True
4. (4)	19. (4)	4. False	20. True
5. (1)	20. (3)	5. False	21. True
6. (1)	21. (4)	6. True	22. False
7. (2)	22. (1)	7. False	23. True
8. (2)	23. (1)	8. True	24. True

9. (1)	24. (1)	9. True	25. True
10. (2)	25. (2)	10. True	26. True
11. (3)	26. (1)	11. False	27. True
12. (2)	27. (2)	12. False	28. True
13. (1)	28. (1)	13. True	29. True
14. (1)	29. (1)	14. False	30. False
15. (3)	30.	15. False	31. False
		16. False	

Completion Test

- | | |
|--|-------------------------|
| 1. inventor | 15. Rudyard Kipling |
| 2. pirate | 16. Paris |
| 3. Mark Twain | 17. Charles Dickens |
| 4. Yellowstone | 18. Jim Hawkins |
| 5. The Lady of the Lake | 19. Katrina Van Tassel |
| 6. Plymouth | 20. Nathaniel Hawthorne |
| 7. Mark Twain | 21. Snow Bound |
| 8. Ernest | 22. Thomas Payne |
| 9. Holy Grail | |
| 10. twenty | |
| 11. Washington Irving | |
| 12. Henry Wadsworth Longfellow | |
| 13. "I believe in the United States
of America" | |
| 14. Eskimos | |

Matching Test

- | | |
|---------|----------|
| 1. (9) | 8. (11) |
| 2. (6) | 9. (2) |
| 3. (8) | 10. (1) |
| 4. (14) | 11. (3) |
| 5. (7) | 12. (13) |
| 6. (4) | 13. (12) |
| 7. (5) | 14. (10) |

Form D

English Literature Test "Form A"

Tenth Year - First Semester

by

Eva Belle Porter

Name _____	Age _____ At last birthday
School _____	Grade _____
Teacher _____	Date _____

To the Pupil

Read very carefully the directions given for the different parts of this test.

Do not ask questions after the test begins. Raise your hand if you break your pencil.

Work rapidly, but carefully.

Do not begin until your teacher says, "Go." Keep on working until you have finished the test, or until your teachers says, "Stop." If you come to an item which you can not answer, leave it unanswered and go on with the next ones; answer it later if you can. Do not guess.

TYPE	SCORES
Part I Multiple-Choice	_____
Part II True-False	_____
Part III Completion	_____
Part IV Matching	_____

Part I. Multiple Choice Test

There are four possible words or groups of words given for completing each incomplete statement below. Only one of these words or groups of words makes the statement true.

Read each statement carefully. Decide which word or group of words makes the truest completion; then draw a line under that word or group of words and place the Number in the space to the right: (Samples below are taken from English literature.)

Sample A

Edgar Allan Poe was a (1) farmer (2) writer (3) chemist.
(4) doctor.

Sample B

The words,

"Halt!"--the dust-brown ranks stood fast.
"Fire!"--out blazed the rifle blast."

are from the poem, (1) Barbara Frietchie (2) The Name of Old Glory (3) The Pobble Who Has No Toes (4) Opportunity. (You will be given forty minutes to do as much as you can.)

1. The best neighbor is one who is (1) kind (2) pleasure-loving (3) famous (4) radical.

2. The pyramids are (1) temples (2) tombs (3) prisons
(4) churches. ()

3. A legend is (1) an article about science (2) a nonsense
poem (3) an old story (4) a weather report. ()

4. "Lone Scout of the Sky" is a name given to (1) an eagle
(2) a cloud (3) a balloon (4) Col. Lindbergh. ()

5. The lines,

"Build thee more stately mansions, O my soul,
As the swift seasons roll!"

- urge us to (1) make our lives better (2) follow Greek
architecture in building (3) build better houses
(4) study architecture. ()

6. The stanza,

"The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches toss'd,"

- in part of the poem (1) "The Landing of the Pilgrim
Fathers in New England" (2) John Gilpin (3) "A Day
in June (4) The Blind Men and the Elephant. ()

7. A president who showed much interest in politics, big
game hunting, ranching, horse-back riding, birds,
and world literature was (1) John Quincy Adams (2)
Theodore Roosevelt (3) Chester A. Arthur (4) Calvin
Coolidge. ()

8. The Magi were (1) actors (2) wise men (3) laborers
(4) senators. ()

9. Shakespeare wrote (1) "A Midsummer Night's Dream" (2) "Evangeline" (3) "A Christmas Carol" (4) "Snow-Bound." ()
10. Long John Silver is a character of (1) "The Lady of the Lake" (2) "Treasure Island" (3) "Rip Van Winkle" (4) "The Raven." ()
11. The American Red Cross was organized by (1) Emily Dickinson (2) Alice Longworth (3) Clara Barton (4) Betsy Ross. ()
12. The engineers of the animal kingdom are (1) hedgehogs (2) beavers (3) squirrels (4) elephants. ()
13. Florence Nightingale was (1) a nurse (2) a poet (3) a singer (4) a lecturer. ()
14. Jacob Marley was a business partner of (1) Ebenezer Scrooge (2) Oliver Twist (3) Mr. Pickwick (4) Charles Dickens. ()
15. Robert Burns is the great poet of (1) Holland (2) Wales (3) Scotland (4) Ireland. ()
16. "A Christmas Carol" is (1) a poem (2) a short story (3) an essay (4) a Christmas song. ()
17. One of the greatest of American naturalists was (1) Lucy Larcom (2) John Burroughs (3) Amy Lowell (4) Mark Twain. ()
18. King Priam was the ruler of (1) Constantinople (2) Jerusalem (3) Budapest (4) Troy. ()
19. Jean Valjean was (1) a German poet (2) a Cuban soldier (3) a Spanish grandee (4) A French convict. ()

20. All the world is seeking (1) money (2) health (3) happiness
(4) adventure. ()

21. The square deal was a part of the creed of (1) Chester A.
Arthur (2) Andrew Jackson (3) Ulysses S. Grant (4)
Theodore Roosevelt. ()

22. The Leaning Tower of Pisa is in (1) Italy (2) France
(3) Spain (4) Switzerland. ()

23. The writer, Henry Van Dyke, was (1) American (2) Spanish
(3) French (4) Russian. ()

24. The following words,

"I am the daughter of earth and water
And the nursling of the sky,"

describe (1) a cloud (2) a fairy (3) the sun (4) a
comet. ()

25. The words,

"All I ask is a tall ship and a star
to steer her by,"

were spoken by (1) Keats (2) Masfield (3) Tennyson
(4) Kipling. ()

26. Andrew Carnegie was (1) Scotch (2) Spanish (3) German
(4) French. ()

27. An ice-pan is (1) a receptacle for holding ice water (2)
a block of polar ice (3) a depression in a glacier
(4) a water hole in the ice. ()

28. The words,

"Alas for him who never sees
The stars shine through his cypress trees,"

were spoken by (1) John Greenleaf Whittier (2) Henry
Van Dyke (3) the poet, Homer (4) Ralph Waldo Emerson. ()

29. Interesting accounts of life in the early world are found in the writings of (1) Thornton W. Burgess (2) O. Henry (3) William Beebe (4) David Star Jordan. ()
- The score equals the number right.

Score _____

Part II. True-False Test

In the following are statements some of which are true and some of which are false. Place a circle around the (T) to the left of the statement if it is true. If the statement is false, draw a circle around the (F). Note the correctly answered sample:

(T) F The poet, Longfellow, compared our country to a great ship.

T F 1. "Buffaloe Bill" gained fame as a farmer in New England.

T F 2. Ely Whitney helped to lay the Atlantic cable.

T F 3. Abraham Lincoln was born in Pennsylvania.

T F 4. Robin Hood robbed the poor.

T F 5. Darius Green flew across the Atlantic Ocean in his flying machine.

T F 6. The wild turkey is disappearing from North America.

T F 7. British India is in Australia.

T F 8. The King of the Golden River was a dwarf.

T F 9. The pioneers had difficult contests with Nature.

T F 10. Tournaments were held during the Middle Ages.

T F 11. The Vikings came from India.

T F 12. Fifty feet is a great depth for a submarine.

T F 13. Ali Baba discovered a secret that made him rich.

- T F 14. The caribou is a whale.
- T F 15. Primitive man's first weapon was a javelin.
- T F 16. Prairie chickens are abundant in Indiana.
- T F 17. The guinea-pig has been domesticated.
- T F 18. "Johnny Appleseed" lived a useful life.
- T F 19. The "Story of Ab" shows how primitive people lived.
- T F 20. Horatius prayed to the Tiber River.
- T F 21. Thor reached the land of giants.
- T F 22. A colonial "bee" was a religious meeting.
- T F 23. "Sinbad, the Sailor" is one of the stories of "The
Arabian Nights."
- T F 24. A specter is a ghost.
- T F 25. Primitive women were the first farmers.
- T F 26. Beowulf was an Anglo-Saxon hero.
- T F 27. A coal mine is like a city under the ground.
- T F 28. We plant a ship when we plant a tree.
- T F 29. Don Quixote fought windmills.
- T F 30. An aeon is fifteen years.
- T F 31. Master Peter Cratchitt said, "God bless us everyone!"

The number right _____ minus

The number wrong _____ equals

The pupil's score _____.

Part III. Completion Test

Certain words have been left out in the following statements given below. Lines show where the words have been left out. You are to complete each sentence by writing on the lines the exact word or words which have been left out. Study the samples:

Sample A. "Kidnapped" was written by Robert Louis
Stevenson.

Sample B. Francis Scott Key said,

"Blest with vict'ry and peace, may the
Heav'n rescued Land
Praise the Pow'r that hath made and
preserved us a Nation."

Sample C. The words,

"My grandmamma has said--
Poor old lady, she is dead
Long ago--
That he had a Roman nose
And his cheek was like a rose
In the snow,"

are from the poem, "The Last Leaf."

1. Thomas Edison was a great _____.
2. We think of Captain Kidd as a famous _____.
3. The adventures of Tom Sawyer are told by _____.
4. There is a buffalo herd in _____ Park.
5. The lines,

"The stag at eve had drunk his fill,
Where danced the moon on Manan's rill,"

are from the poem, "_____."

6. Miles Standish was captain of the _____ colony.
7. Samuel L. Clemens became famous under his pen name of
"_____."

8. The boy who desired a vision of "The Great Stone Face" was _____.
9. Sir Galahad desired a vision of the _____.
10. Rip Van Winkle slept for _____ years.
11. The "Legend of Sleepy Hollow" was written by _____.
12. The "Courtship of Miles Standish" was written by _____.
13. The first eight words of the American's Creed are " _____
_____."
14. The Norwegian explorer, Stefansson, wrote stories of life among the _____.
15. An English poet who lived in India for many years is _____.
16. The prince who stole Helen of Troy was _____.
17. The character, Oliver Twist, was created by _____.
18. The boy hero of "Treasure Island" is _____.
19. Ichabod Crane wanted to marry _____.
20. "The Great Stone Face" was written by _____.
21. The poem that tells the story of Whittier's boyhood is " _____."
22. "These are the times that try men's souls," said the Revolutionary leader, _____.
23. The poet, Wordsworth said,

"For oft, when on my couch I lie
 In vasant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude;
 And then my heart with pleasure fills,
 _____."

The score equals the number right.

Score _____

Part IV. Matching Test For Character and Selections

In the following are two columns. In the first is a list of names of literary characters. In the second is a list of literary selections. Look at each name of a character in the column to the left, then find the name of the selection in which the character is found. There are some names of selections for which no character is listed. Those names of selections should not be used. Place the number (not the name of the character) in front of the selection in which the character appears. The first one is already correctly done as a sample.

Character	Answer	Selection
1. Long John Silver	(9)	How They Brought the Good News From Ghent to Aix
2. Brutus	()	A Christmas Carol
3. Puck	()	The Legend of Sleepy Hollow
4. Philip Nolan	()	The Courtship of Miles Standish
5. Ellen Douglas	()	The Great Stone Face
6. Tiny Tim	()	The Man Without a Country
7. Ernest	()	The Lady of the Lake
8. Ichabod Crane	()	Rip Van Winkle
9. Joris	()	Julius Caesar
10. Miranda	()	Treasure Island
11. The dog, Wolf	()	A Midsummer Night's Dream
12. Bess, the landlord's daughter	()	Evangeline
13. Gabriel	()	The Highwayman
14. John Alden	()	The Tempest The Purloined Letter Sohrab and Rustum Annabel Lee

The score equals the number right.

Score _____.

Form E

Key to English Literature Test, "Form B"

Multiple Choice Test

1.	2	16.	1
2.	2	17.	1
3.	3	18.	1
4.	3	19.	3
5.	2	20.	4
6.	2	21.	3
7.	4	22.	2
8.	3	23.	1
9.	33	24.	1
10.	4	25.	1
11.	3	26.	1
12.	1	27.	4
13.	2	28.	2
14.	4	29.	3
15.	3	30.	4
16.		31.	2

True-False Test

1. True	17. False
2. True	18. False
3. False	19. False
4. False	20. False
5. True	21. False
6. True	22. False
7. False	23. True
8. True	24. False
9. False	25. False
10. True	26. True
11. False	27. True
12. False	
13. False	
14. False	
15. True	
16. False	

Completion TestMatching Test

- | | |
|---|----------|
| 1. western | 1. (9) |
| 2. Helen Keller | 2. (6) |
| 3. France | 3. (8) |
| 4. dog | 4. (14) |
| 5. Round Table | 5. (7) |
| 6. France | 6. (4) |
| 7. Priscilla | 7. (5) |
| 8. Edgar Allan Poe | 8. (11) |
| 9. America | 9. (2) |
| 10. Yankee Doodle | 10. (1) |
| 11. collie | 11. (3) |
| 12. Robert Louis Stevenson | 12. (13) |
| 13. Sir Walter Scott | 13. (12) |
| 14. elephants | 14. (10) |
| 15. How They Brought The Good
News From Ghent to Aix | |
| 16. Washington Irving | |
| 17. devil-fish | |
| 18. Kentucky | |
| 19. Samaritan | |
| 20. Rudyard Kipling | |
| 21. Jonathan | |
| 22. The Great Stone Face | |
| 23. Cosette | |
| 24. Julius Caesar | |
| 25. The Tempest | |

Form F

English Literature Test - "Form B"

Tenth Year - First Semester

by

Eva Belle Porter

Name _____ Age _____
School _____ Grade _____
Teacher _____ Date _____

To the Pupil

Read very carefully the directions given for the different parts of this test.

Do not ask questions after the test begins. Raise your hand if you break your pencil.

Work rapidly, but carefully.

Do not begin until your teacher says, "Go." Keep on working until you have finished the test, or until your teacher says, "Stop." If you come to an item which you cannot answer, leave it unanswered and go on with the next ones; answer it later if you can. Do not guess.

TYPE	SCORES
Part I Multiple Choice	_____
Part II True-False	_____
Part III Completion	_____
Part IV Matching	_____

Part I. Multiple Choice Test

There are four possible words or groups of words given for completing each incomplete statement below. Only one of these words or groups of words makes the statement true.

Read each statement carefully. Decide which word or group of words makes the truest completion, and then draw a line under that word or group of words and place the Number in the space to the right. (Samples below are taken from English literature.)

Sample A.

Edgar Allen Poe was a (1) farmer (2) writer

(3) chemist (4) doctor.

(2)

Sample B.

The words,

"'Halt!'--the dust-brown ranks stood fast.
'Fire!'--out blazed the rifle blast."

are from the poem, (1) Barbara Frietchie (2) The
Name of Old Glory (3) The Pobble Who Has No Toes
(4) Opportunity.

(1)

(You will be given forty minutes to do as much as
you can.)

1. The Lady Pokahontas is (1) a cousin of Queen Elizabeth (2)
an Indiana princess (3) a sister of Sir Walter Raleigh
(4) heir to the throne of England. ()
2. Titania, the fairy queen, is a character of (1) Macbeth
(2) A Midsummer Night's Dream (3) The Tempest (4) The
Merchant of Venice. ()

3. Theodore Roosevelt said that the American boy must not be
(1) a sailor (2) a farmer (3) a bully (4) a laborer. ()
4. One of Shakespeare's mischievous characters is (1) Othello
(2) Lady Macbeth (3) Puck (4) King Lear. ()
5. A tale that "tells itself in song" is called (1) a novel
(2) a ballad (3) a drama (4) an oration. ()
6. In an essay, the author expresses (1) the opinion of a
literary critic (2) his opinion (3) the opinion of
the ruler of his country (4) the poet laureate of
England. ()
7. Edgar Allan Poe's "The Gold Bug" is (1) a poem (2) an
essay (3) an oration (4) a short story. ()
8. Gravity is a force that draws everything toward (1) the
sun (2) the planet, Mars (3) the center of the earth
(4) the moon.
9. The words,
 "I love that rocks and rills,
 Thy woods and templed hills,"
 are from the song (1) My Kentucky Home (2) Home Sweet
 Home (3) America (4) The Star Spangled Banner. ()
10. Sir Walter Scott was (1) a French nobleman (2) a Spanish
 grandee (3) a Flemish painter (4) a Scotch poet. ()
11. John Bull is a name given to (1) Italy (2) France (3)
 England (4) Switzerland. ()
12. The character, Scrooge, is found in (1) "A Christmas
 Carol," (2) "The Story of a Bad Boy" (3) The Tempest
 (4) A Midsummer Night's Dream. ()

13. Lord Byron was a poet of (1) France (2) England (3) Germany
(4) Switzerland. ()

14. The following lines,

"A fly and a flea in a flue were imprisoned,
So what could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea,
So they flew through a flaw in the flue."

make (1) a sonnet (2) a canto (3) a Scandinavian ballad
(4) a limerick. ()

15. The Holy Grail was (1) a shield (2) a cathedral (3) a cup
(4) a vow. ()

16. "The Man Without a Country" is the story of an officer in
the army of (1) the United States (2) Germany (3) France
(4) England. ()

17. A description of Napoleon is given in (1) "An Incident of
the French Camp" (2) "Evangeline" (3) "Sir Galahad"
(4) "The Lady of the Lake." ()

18. A typhoon is (1) a terrific storm at sea (2) an ocean liner
(3) a shallow lake near the sea (4) a fishing net. ()

19. Antonia Stradivarius was (1) a Roman general (2) a Russian
poet (3) an Italian violin-maker (4) a French author. ()

20. The "unshadowed main" is (1) a prairie (2) an oasis (3) a
forest (4) the sea. ()

21. "The Chambered Nautilus" is a poem about (1) a captive
(2) the first mate of a ship (3) a sea shell. ()

22. "The Spy" was written by (1) Walt Whitman (2) James
Fennimore Cooper (3) Henry David Thoreau (4) Edward
Everett Hale. ()

23. John Masefield has written many poems about (1) the sea
(2) the mountains (3) animals (4) the desert. ()
24. A person who does the right thing without being told is
said to have (1) initiative (2) judgment (3) bravery
(4) humor. ()
25. "America, The Beautiful" was written by (1) Katherine Lee
Bates (2) William Cullen Bryant (3) Walt "hitman" (4)
Ralph Waldo Emerson. ()
26. Merlin was (1) a magician of King Arthur's court (2) a
king (3) one of the "Forty Thieves" (4) a poet of
early England. ()
27. An American who wrote stories of Indian life was (1)
Edgar Allan Poe (2) Washington Irving (3) Nathaniel
Hawthorne (4) James Fennimore Cooper. ()
28. As a boy, Tennyson read the writings of (1) David Starr
Jordan (2) Sir Thomas Mallory (3) Dr. Wilfred T.
Grenfell (4) Sir Arthur Conan Doyle. ()
29. The words,
 "My strength is as the strength of ten,
 Because my heart is pure,"
 were uttered by (1) Lord Byron (2) Thomas Carlyle (3)
 Alfred Lord Tennyson (4) Charles Dickens. ()
30. Clear word pictures of the colors and sounds in nature
are found in the writings of (1) Edgar Allan Poe (2)
 O. Henry (3) Edward Bok (4) William Beebe. ()
31. The words,

"There is a Power whose care
Teaches thy way along that pathless coast--
The desert and illimitable air--
Lone wandering but not lost,"

were spoken to (1) a man (2) a bird (3) a ship (4) a
camel. ()

The score equals the number right.

Score _____

Part II. True-False Test

In the following are statements some of which are true and some of which are false. Place a circle around the (T) to the left of the statement if it is true. If the statement is false, draw a circle around the (F). Note the correctly answered sample:

(T) F The poet, Longfellow, compared our country to a
great ship.

T F 1. Louis Pasteur was called the "Conquerer of Disease."

T F 2. Julius Caesar was ambitious.

T F 3. Poetry should be read silently.

T F 4. The words, "Four score and seven years ago our fathers
brought forth on this continent a new nation," are
a part of Washington's Farewell Address.

T F 5. Travelers in tropical lands feel the enchantment of
the moonlit nights.

T F 6. The robin is useful to the farmer.

T F 7. During the winter months, the grizzly bear roams the
forests.

T F 8. Edward Bok said that poverty is the richest experi-
ence that can come to a boy.

- T F 9. We are born with the habit of thrift.
- T F 10. The village blacksmith, of Longfellow's poem,
paid his debts.
- T F 11. A poem must express thoughts that are new to the
world.
- T F 12. Bottom is a character of the drama, "Julius Caesar."
- T F 13. During the Civil War, the South built factories.
- T F 14. Henry Ford was born in Indiana.
- T F 15. Abou Ben Adhem loved his fellow men.
- T F 16. Leif, the Lucky, was a Roman.
- T F 17. When Whittier says, "All day the hoary meteor fell,"
he is speaking of a hailstorm.
- T F 18. Edgar Allan Poe wrote stories of life on the
western plains.
- T F 19. Baron Munchausen was noted for telling the truth.
- T F 20. The Unknown Soldier is buried in Massachusetts.
- T F 21. George Barr McCutcheon wrote the Sherlock Holmes
stories.
- T F 22. The Lilliputians were giants.
- T F 23. The story of "The Celebrated Jumping Frog" was
written by Mark Twain.
- T F 24. To make the meaning of a poem clear, the reader
should use facial expression and gestures.
- T F 25. Young Lockinvar came out of the East.
- T F 26. Rip Van Winkle carried liquor to the men playing
at nine-pins.
- T F 27. The inhabitants of Labrador are poverty-stricken.

Part III. Completion Test

Certain words have been left out in the following statements given below. Lines show where the words have been left out. You are to complete each sentence by writing on the lines the exact word or words which have been left out. Study the samples:

Sample A. "Kidnapped" was written by Robert Louis
Stevenson.

Sample B. Francis Scott Key said,

"Blest with vict'ry and peace, may the
Heav'n rescued land
Praise the Pow'r that hath made and
preserved us a Nation."

Sample C. The words,

"My grandmamma has said--
Poor old lady, she is dead
Long ago--
That his cheek was like a rose
In the snow,"

are from the poem, "The Last Leaf."

1. The coyote is found in the _____ part of the country.
2. The first blind-deaf person to earn a standard college degree was _____.
3. The body of the Unknown Soldier was brought to this country from _____.
4. It is said that a man's most faithful friend is his _____.
5. King Arthur's knights were called knights of the _____.
6. Joan of Arc led the soldiers of the country of _____.

7. "Why don't you speak for yourself, John?" were the words of the Puritan maiden, _____.
8. The author of "The Gold Bug," who wrote other weird and melancholy stories, was _____.
9. The land that is often called, "The Melting Pot" is _____.

10. The words,

"Fath'r and I went down to camp,
Along with Captain Goodin'
And there we saw the men and boys
as thick as hasty puddin'".

are from the song "_____."

11. The dog that ranchers trust to guard the cattle is the _____.
12. The novel, "Treasure Island" was written by _____.
13. "The Lady of the Lake" was written by _____.
14. In India, the beasts of burden are _____.
15. The words,

"I sprang to the stirrup and Joris and he;
I galloped, Dirck galloped,
We galloped all three,"

are from the poem, "_____."

16. Ichabod Crane is a character created by _____.
17. The octopus is called the "_____."
18. "The dark and bloody ground" was the name given to _____.
19. In the Bible the man who was a neighbor to those "who fell among the thieves" was the _____.
20. "The Just Stories" were written by _____.

21. The friend of David, the shepherd boy, was _____.
22. "Old Blood-and-Thunder" is one of the characters of _____.
23. Victor Marie Hugo told the story of a little French girl
named _____.
24. The words,

"If you have tears prepare to shed them now,"

are from Shakespeare's drama, "_____."

25. The character, Prospero, appears in the drama, "_____."

Part IV. Matching Test for Characters and Selections

In the following are two columns. In the first is a list of names of literary characters. In the second is a list of literary selections. Look at each name of a character in the column to the left, then find the name of the selection in which the character is found. There are some names of selections for which no character is listed. Those names of selections should not be used. Place the Number (not the name of the character) in front of the selection in which the character appears. The first one is already correctly done as a sample.

Character	Answer	Selection
1. Long John Silver	(9)	How they Brought the Good News From Ghent to Aix
2. Brutus	()	A Christmas Carol
3. Puck	()	The Legend of Sleepy Hollow
4. Phillip Nolan	()	The Courtship of Miles Standish
5. Ellen Douglas	()	The Great Stone Face
6. Tiny Tim	()	The Man Without a Country
7. Ernest	()	The Lady of the Lake
8. Ichabod Crane	()	Rip Van Winkle

- | | | |
|--------------------------------------|-----|---|
| 9. Joris | () | Julius Caesar |
| 10. Miranda | () | Treasure Island |
| 11. The dog, Wold | () | A Midsummer Night's Dream |
| 12. Bess, the landlord's
daughter | () | Evangeline |
| 13. Gabriel | () | The Highwayman |
| 14. John Alden | () | The Tempest
The Purloined Letter
Sohrab and Rustum
Annabel Lee |

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