

**MANUAL OF DIRECTIONS
FOR GIVING AND SCORING
THE DEARBORN GROUP TESTS
OF INTELLIGENCE. SERIES I**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649227457

Manual of Directions for Giving and Scoring the Dearborn Group Tests of intelligence. series I
by Walter Fenno Dearborn

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Cover @ 2017

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WALTER FENNO DEARBORN

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THE DEARBORN GROUP
TESTS OF INTELLIGENCE

SERIES I
GENERAL EXAMINATIONS A AND B
FOR GRADES I TO III

REVISED EDITION



PHILADELPHIA AND LONDON
J. B. LIPPINCOTT COMPANY

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J. B. LIPPINCOTT COMPANY

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NO. 1131
AS/NOV/11/21

*Electrotyped and Printed by J. B. Lippincott Company
The Washington Square Press, Philadelphia, U. S. A.*

THE DEARBORN GROUP TESTS OF INTELLIGENCE

SERIES I*

The Dearborn group tests of intelligence are arranged in two series: Series I and II. Series I is composed of General Examinations A and B and is designed for use in grades I to III inclusive. Series II is composed of General Examinations C and D and is designed for use in grades IV to XII inclusive. In testing with Series I, General Examination A should be given first, followed, after a convenient interval of at least a class period, by General Examination B. When the class attendance is regular the two examinations may well be given on successive days. A similar procedure is to be followed with General Examinations C and D of Series II. For testing in the first grade it is often desirable to subdivide the tests still further and give them in four short periods. A convenient division of the tests for this purpose is as follows: first period, tests 1-15; second period, tests 16 and 17; third period, tests 18, 19 and 20; fourth period, tests 21 and 22.

The individual's score in either series is the *sum* of the credits on the two examinations. This combined score of the two examinations has been found, in general, to be more reliable than the score of either examination alone. The standard scores for the different chronological ages, with directions for calculating mental ages and intelligence quotients, are printed at the end of this manual, following the directions for scoring.

When it is desirable or necessary to devote less time to testing, General Examination A may be used as an abbreviated scale for Series I

* The directions for giving and scoring the tests of Series II are published in a separate manual.

and General Examination C for Series II. Standards for these examinations may be secured from the publishers on request.

DIRECTIONS FOR THE EXAMINER

THE directions for giving the following tests or "games" should be closely adhered to in order to make possible a fair comparison with the standards. In many cases a change in phraseology may change the character of the test. To assure reliable results examiners should have preliminary training in the giving of group tests. The regular teachers may give the tests, but when there are several grades or a whole school to be tested, it is usually better to select one or two persons, either the principal or teachers who are especially skillful in group work, to do the testing. The room teachers may then assist by entering the names and birthdays on the record sheets, but should not give any other assistance during the progress of the tests.

A good plan to follow, after a careful study of the directions, is to jot down on a copy of the tests the chief facts to be kept in mind. This record may be quickly referred to as needed during the progress of the testing. When the directions are read from the manual there is apt to be a loss of spontaneity in the giving of the tests, and confusion and delay in looking from the manual to the test sheets.

When the tests are given for the first time by an examiner, it is well to try them out on a small group of children from some other grade than the one to be tested (*e.g.*, a sixth grade) and then to begin the testing with a third grade, since any lack of familiarity with the directions will not cause as much difficulty as in the lower grades.

As is indicated by the title page of the tests, it is best that pupils regard these exercises as in the nature of games and puzzles rather than as some new form of examination. They should be encouraged to play the "games" as well as they can.

While the tests are being given the room teacher should be asked to copy from the register upon the accompanying record sheet the alphabetical list of her pupils with the *birthday of each one* (*e.g.*, 1912-11-29), and keep this list with the test sheets for the room.

After the papers have been collected, she should examine them to see that all names are legibly written.

In giving the directions the examiner should hold a copy of the test sheet before the class, and in pointing to the place where the pupils are to write or draw (see, for example, the first test sheet), make sure that the pupils on his extreme right and left, as well as those in the rear rows, see where he is pointing.

Timing the Tests. On a few of the tests a time limit is set. On the remaining tests there are no definite time limits, the intention being to give every child time to do what he is able to do. Experience has shown, however, that when about three-quarters of a class have finished a test, the other quarter will not add appreciably to their scores by a further extension of the time. Hence, in order not to prolong unduly the time for testing, the following rule should be followed: *except where a definite time limit is set, proceed to the next test or "game" when approximately three-quarters of the class have finished.*

PRELIMINARY DIRECTIONS TO PUPILS

(N. B.—HAVE DESKS CLEARED, AND PENCILS SHARPENED. TEACHER SHOULD HAVE EXTRA PENCILS AT HAND IN CASE ANY PENCIL POINTS ARE BROKEN, AND INSTRUCT PUPILS TO RAISE HANDS PROMPTLY IF OTHER PENCILS ARE NEEDED DURING THE PLAYING OF THE "GAMES." DISTRIBUTE TEST SHEETS.)

How many of you would like to play some games? Before we begin we must learn the rules of the games.

First, when I say "*Pencils up*," hold your pencil up like this, with the elbow on the desk. (Teacher shows how to lift the forearm only, leaving the elbow on the desk to avoid fatigue.)

Now let us practice a moment with our pencils. When I say "GO," put your pencil down on the paper, and when I say "*Pencils up!*" see how quickly you can raise them and look straight at me. Carefully now. "GO." "*Pencils up.*" (Practice two or three times, until the response is prompt.)