

Dear M.Ed IV sem students

Our topic of Today's discussion are :

- Appraisal of an individual testing devices(tool and techniques of guidance)
- Intelligence test, Aptitude test,Achievement test

Let us discuss the first one—

Introduction:

Guidance is the scientific procedure for assisting an individual. Various types of tools and techniques are used for measuring the potentialities of the individual the guidance purpose.

the main tools and techniques which are employed in guidance services-1. **standardized techniques** ,2. **Non-standardized techniques**

Guidance is the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in independence and ability to be responsible for one's own self. It is a service that is universal – not confined to the school or the family. It is found in all sectors of life – in the home, in business and industry, in government, in social life, in hospitals and in prisons; indeed it is present wherever there are people who need help and who provide help. The techniques which are generally employed by guidance workers for collecting basic data about a person are either standardized or non-standardized ones. The **non-standardized techniques** are case study, interview, ratingscales, questionnaire, observation, sociometry, biography, cumulative record, and anecdotal records.

The **standardized techniques** are tools of measuring interests, intelligence, aptitudes and personality traits. Both the categories of techniques are used in getting primary data. All the

techniques are useful. The only consideration which the guidance worker should keep in mind is that the techniques employed should give reliable and objective information. Standardized tests of intelligence, interests and aptitudes provide reliable and valid information. They are reusable, less time consuming and can be scored easily. Non-standardized techniques used in the study of human beings are also helpful, and sometimes give more useful information than that given by standardized tests. For example, autobiography which is a non-standardized technique does provide clues and insights into the emotional problems of a person as well as hopes and aspirations. Similarly, case study helps the counsellor in understanding the whole individual. The use of a technique, however, depends upon what the guidance worker wants to get out of it.

standardized techniques

Intelligence test :

Intelligence is a general capacity or potential for learning. 'intelligence is the entire repertoire of acquired skills, knowledge, learning sets and generalization tendencies considered intellectual in nature that are available at any one period in time'. Thus it can be said that intelligence includes problem –solving ability, verbal ability, and social competence.

Jensen (1985) suggested that the standard tests of intelligence reflect individual differences in the speed and efficiency to basic cognitive processes more than they reflect differences in the information content to which test takers have been exposed.

Eg. Cognitive ability test, differential aptitude test (DAT). The differential aptitude test has eight subjects verbal reasoning (VR), numerical ability (NA), abstract reasoning (AR), clerical speed and accuracy (CSA), mechanical reasoning (MR) space relations (SR), spelling (SP) and Language usage (LU), Here, VR + NA interpreted as a measure of general scholastic aptitude. The sub scores on DAT predict the different abilities of an individual.

Uses

- It helps teacher to decide on instructional material to be used in the class or for an individual.
- It can be used in forecasting of future area of study or career.
- It can be used in vocational. Educational, personal guidance.
- It can be also used for selecting an individual for a job.

Limitations

- Intelligence measures are not very stable in childhood.

- Specialized training required for administering the test.

Types of Intelligence Tests:

Intelligence tests may be classified under three categories:

1. Individual Tests:

These tests are administered to one individual at a time. These cover age group from 2 years to 18 years.

These are:

- (a) The Binet- Simon Tests,
- (b) Revised Tests by Terman,
- (c) Mental Scholastic Tests of Burt, and
- (d) Wechsler Test.

2. Group Tests:

Group tests are administered to a group of people Group tests had their birth in America – when the intelligence of the recruits who joined the army in the First World War was to be calculated.

These are:

- (a) The Army Alpha and Beta Test,
- (b) Terman's Group Tests, and
- (c) Otis Self- Administrative Tests.

Among the group tests there are two types:

- (i) Verbal, and
- (ii) Non-Verbal.

Verbal tests are those which require the use of language to answer the test items.

3. Performance:

These tests are administered to the illiterate persons. These tests generally involve the construction of certain patterns or solving problems in terms of concrete material.

Some of the famous tests are:

- (a) Koh's Block Design Test,
- (b) The Cube Construction Tests, and
- (c) The Pass along Tests.

Intelligence Test		
	Verbal Non-Verbal	Performance or
Individual	Individual Verbal	Individual Non-verbal
Group	Group Verbal	Group Non-verbal

Illustration. Types of Intelligence Tests.

Comparison of Individual and Group Test

<i>Individual Tests</i>	<i>Group Tests</i>
<ol style="list-style-type: none"> 1. It is administered to an individual at a time. 2. It is costly in terms of administration and time. 3. A trained tester is required to administer it. 4. There is face to face interaction between the individual and the tester. 5. Individual test is more reliable. Guidance can be provided to the individual on the basis of its results. 6. It is useful for small children. 7. The tester can motivate the individual by means of praise and encouragement as he can adapt to the needs of the individual child. 8. There is very little scope for cheating. 9. There is no competition in individual testing. 10. No special formalities are observed in individual testing. 11. Instructions can be made clear before testing. 	<ol style="list-style-type: none"> 1. It is administered to a group at the same time. 2. It is less costly in terms of administration and time. 3. No trained person is required to administer it. 4. There is no such face to face interaction. 5. Group test may be influenced by several factors. 6. It is suitable for older children and adults. 7. It is not possible to do so. 8. Cheating on a large-scale is possible. 9. Speed and reading ability may influence the test score. 10. Several formalities are observed in administering. 11. A few members of the group may not clearly understand the instructions.

Uses of Intelligence Test:

1. Classification or Grouping pupils for school work
2. For diagnosing disabilities in school subjects
3. For Determining the optimum level of work
4. Identification of intellectual deviations
5. Educational and Vocational guidance
6. Estimating the range of abilities in a class
7. Determining the level of ability
8. Measuring special abilities
9. Predicting success in particular Academic Subjects
10. Diagnosing Subject-Matter Difficulties
11. Combination of all informates for Educational Guidance

Aptitude tests

Aptitude may be defined as a trait that characterizes an individual's ability to perform in a specific area or to acquire the learning necessary for performance in a given area. It presumes an inherent or natural ability that can be developed to its maximum through learning or other experiences. However, it cannot be expanded beyond a certain point, even

by learning. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

Aptitude tests may potentially be used by counsellors and others because (1)they may identify potential abilities of which the individual is not aware; (2)they may encourage the development of special or potential abilities of a given individual; (3) they may provide information to assist an individual in making educational and career decisions or other choices between competing alternatives; (4) they may serve as an aid in predicting the level of academic or vocational success an individual might anticipate; and (5) they may be useful in grouping individuals with similar aptitudes for developmental and other educational purposes.

Special Aptitude Tests – You might have seen or heard about clerical aptitude test, numerical ability test, etc. Special aptitude tests usually refer to those that seek to measure an individual's potential ability to perform or to acquire proficiency in a specific occupation or other type of activity. Tests that measure special aptitude are sometimes referred to as single aptitude tests because they only secure a measure for one specific aptitude. Counsellors, most frequently use standardized tests to measure a single aptitude in areas of mechanical, clerical, or artistic abilities. Single aptitude tests have also been developed for use in various graduate and professional schools. Aptitude tests are also available for particular school subjects.

Vocational Aptitude Batteries – Multiple aptitude tests typically consists of a series of subtests that relate in varying combinations to a series of occupations or occupationally related activities. Commonly used multiple aptitude batteries are the General Aptitude Test Battery (GATB); the Differential Aptitude Battery (DAT); the Flanagan Aptitude Classification Test (FACT); and the Academic Promise Test (APT).

Scholastic Aptitude Test – Scholastic or academic aptitude tests measure one's potential for performing in academic situations. Such tests are those that comprise the SAT and PSAT batteries have much merit in so far as predicting academic performance at higher educational levels. However, a more appropriate label would be academic achievement, because they tend to predict future academic achievement on the basis of past learning, rather than on the basis of natural ability.

Achievement Tests

You have been using these tests to assess student's performance in school subjects. All unit, semester and terminal examination tests are nothing but achievement tests. These tests focus

on skills or abilities that are traditionally taught in the schools. Therefore, achievement tests may be defined as tools designed to measure the degree of student learning in specific curriculum areas common to most schools, such as Mathematics, English usages, etc.

Achievement tests are used as learning measures of (1) the amount of learning,(2) the rate of learning, (3) comparisons with others or with achievement of self in other areas, (4) level of learning in sub-areas, and (5) strengths and weakness in a subject matter area because of their extensive use and relatively easy task of identifying appropriate context measures.

Achievement test can be defined as the test which is designed to measure the degree of student’s learning in specific subject area. The achievement tests can be teacher made or standardized. The difference in the standardized & teacher made achievement test is given below.

Characteristics	Teacher made achievement tests	Standardized Achievement tests
Direction for administration & scoring Content Construction of a test Reliability Purpose & use	Direction of administration is not specified Content is decided by teacher May not be very systematic Generally not known Best suited for measuring particular objectives set by teacher.	Specific instructions for administration & scoring are in given. Content is determined after extensive investigation of curriculum and decided by the subject experts. Developers use meticulous construction procedure. Usually have very high reliability. Best suited for measuring broader curriculum objectives.

Classification of standardized achievement test

The standardized achievement tests are classified into i) standardized performance tests ii) Standardised diagnostic tests. ii) Criterion-reference standardized achievement test.

Performance tests measure the student's achievement in a single subject. Diagnostic tests are constructed to identify the student's learning difficulties.

Criterion-referenced tests have been deliberately constructed tests have been deliberately constructed to yield measurement that are directly interpretable in terms of specific performance standards.

Uses:

- It helps to provide information about the extent of learning and the rate of learning.
- It gives the relative performance of an individual in a class.
- It helps to identify strengths and weakness of student in various subjects.

Limitation

- Teacher made achievement tests are unable to provide correct information.
- There are other factors like motivation, fatigue, mood which can influence the achievement.
- They are not very reliable in predicting job success, job satisfaction.
- They give picture of only cognitive development. It does not give any idea about emotional quotient and other personality traits.

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