A Critical Analysis of Reading Test Scores

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Recommended Citation
Available at: https://scholarworks.uni.edu/pias/vol40/iss1/122
The infants were examined in an experimental cabinet which allowed control of factors other than the one being studied. Activity was measured by means of the stabilimeter-polygraph technique.

The experiment has revealed a significant difference in the amount of activity of the infants in the three situations: activity was greatest in the minimal situation, and least in the moderate situation. The effect of the stimuli was not maximal until the third to fourth minute following presentation of the stimuli. Differences in amount of activity between situations seemed to be related to differences in strength of stimuli between the situations. The differential reactions were greatest when the infants were awake and moderately full, and greater after the third day of age than before. Amount of crying revealed the same trends as noted above, being significantly less under moderate than under minimal light.

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A CRITICAL ANALYSIS OF READING TEST SCORES

Francis P. Robinson and Frieda H. McCollom

Since most reading tests have time limits, their scores are due both to comprehensive ability and to speed of reading. In this experiment a time limit test and a no time limit test are analyzed to determine the relative importance of each of these variables. Although the usual clinician or teacher uses a reading test score primarily as a measure of comprehensive ability, a critical analysis indicates that speed of reading determines these scores more than comprehensive ability. The length of the test as a fatigue factor was also found to determine the type of reading a person does.

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EYE-MOVEMENTS OF GOOD READERS

Robert Y. Walker

Simultaneous binocular records of the vertical and horizontal eye-movements were obtained by photographic technique for fifty students ranking in the top decile in the Iowa Silent Reading Test and the University of Iowa Qualifying Examination. Norms of