

COMPARISON OF ORIGINAL GOODENOUGH TEST
SCORES WITH SCORES FROM TWO GROUPS OF
STUDENTS AND WHETHER THE SCORES PREDICT
FUTURE GRADE PROGRESSION

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ABSTRACT

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The purpose of this study was to determine if the scores on the Goodenough Draw-A-Man Test made by two classes of fourth grade children in a low socio-economic level school in 1981 correlate with the fourth grade scores of children who took the same test in 1926 and to determine if the scores attained by the aforementioned children correlated with grade progression. The Goodenough Draw-A-Man Test, published in 1926, measured intelligence through details in a child's drawing of a man. One of the reasons for widespread use of this test is its brevity and convenience. The general outline of developmental aspects of drawing has been unaltered to this day. New techniques of sampling and control have helped serve to fill our picture. The problem which was investigated pertains to the question of whether the Goodenough Draw-A-Man Test is sufficiently and consistently reliable as a developmental tool. The question of measuring intellectual maturity and its varying aspects was explored.

This study used a null hypothesis: There is no significant correlation between the results obtained on the Goodenough Draw-A-Man Test administered in 1926 and the results obtained on the same test in 1981 when administered to a group of fourth grade underprivileged children.

The number of subjects tested in this study was forty-seven. The forty-seven subjects had been divided into two groups which was determined by placement in separate classes. Class Number One consisted of twenty-six students, seven females and nineteen males. Class Number Two consisted of twenty-one students, eight females and thirteen males. All the students tested were nine years of age at the time of the testing. Each student's age was within a ten month range in both groups. The subjects had all been rated "Normal" for the nine-year-old groups they were in through a school evaluation process. All subjects were from a socio-economically deprived background and resided in the local area. The groups tested were all Negro. Each subject tested spoke English at home and no other language. All computations were checked carefully. The age of the child was taken as to within ten months, by the year.

There were several limitations to this study which by their nature helped to define and shape exactly what this study would entail. The comparisons were limited to scores obtained by two different, independent scorers, and to the test scores as compared with similar scores of the same age group. The study sought to keep the variables restricted to the elements of the Goodenough Test.

Predictability of the test results was found to be accurate since it was universally found that those students who scored eleven points on the test were all grade repeaters within four years after the study was undertaken. Those students scoring above the eleven point mark uniformly were not detained within the next four years.

Concerning findings, it was further apparent that the differences with the original Goodenough test scores for students at the same grade level appeared in very distinct patterns. The study scores show a large number of points in "non-essential" details. It was discovered that the total point remained similar even though the points had been scored in other categories. Within the two test groups, the scoring uniformly rested in the same areas.

The null hypothesis stated in this paper proved true in that there is no significant correlation between the test results of this study and the original Goodenough test results. There did not appear to be any significant change in total grade scores from the population tested. There was no overall significant difference in any of the test scores even though the children tested were from a universally low sociological financial environment. The Goodenough Test group scored the same overall test marks although they were from basically middle-class backgrounds. Percentile and standard score conversions were chosen to demonstrate what this study showed. Since children continue to draw according to their knowledge of the subject and not its visual appearance, drawing clearly points out the developmental process in children at various stages. Enthusiasm by the children tested for undertaking the task of drawing a man indicated that drawing is an important means for the child to communicate with the rest of the world.