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Richard M. Phillips
Gallaudet College

Thomas O. Berg
Gallaudet College

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USE OF THE SRA VERBAL AND NON-VERBAL FORMS AT GALLAUDET COLLEGE

RICHARD M. PHILLIPS and THOMAS O. BERG

Deaf students at Gallaudet College, Washington, D.C., have been given the SRA Verbal and Non-Verbal Forms for approximately ten years. These tests were adopted to meet the need for a short-time-limit, generalized, group test of both verbal and non-verbal ability. Admittedly, these tests have not been exceptionally useful as academic predictors, but have served as a means of enhancing student self-concepts as derived from some understanding of their ability in these two fields of intellectual activity. The data obtained from the ten groups covered by this discussion of the tests and the scores achieved would seem to have some relevance to the general counselor working with the deaf client in a rehabilitation setting where there is need for some concept of ability but where time or resources for a more complete psychometric testing are not available.

The SRA Verbal Form is an instrument consisting of 84 multiple-choice items designed to evaluate both verbal and quantitative skills and combining them into a total ability score. The vocabulary items consist of same or opposite selections, and the quantitative score is derived from both arithmetic reasoning problems and number series. In actual effect, the whole test is a verbal one with the quantitative score based almost entirely upon verbal concepts and reading skill. For this reason, the present study does not attempt to discuss part scores, but uses only the quotient resulting from the total score.

The Non-Verbal Form provides a single score derived from 60 test items. The task is that of selecting from a series of five pictures or

RICHARD M. PHILLIPS and THOMAS O. BERG are the Dean and Assistant Dean of Students, respectively, at Gallaudet College. Wayne Frick at the Gallaudet Computer Center supplied statistical computation.

drawings the one that differs from the others in some significant way. Twenty items involve geometric designs, and the rest are dependent upon familiarity with everyday items within a person's living experience. Very few of these items should be foreign to the average deaf person, so there is little danger from the standpoint of cultural bias.

Time is an extreme factor in these tests, the Verbal Form being limited to ten minutes and the Non-Verbal to fifteen minutes. For some clients, the time limitations will be a problem. On the other hand, this evidence of ability to work under pressure is information of value to the counselor in evaluating ability to cope with training and job situations. Experience shows that the vast majority of the study group was able to complete all of the non-verbal items, but very few could complete the 84 problems of the Verbal Form. Scoring and evaluating is a relatively fast and easy process. Answers of Edition AH of the SRA Forms, marked by the testee, are transformed to a self-scoring grid by means of carbon paper. Correct answers are counted and converted to quotients and then to stanines or percentiles by means of graphs.

At the time of this brief study of the SRA tests, data was available from ten different groups, ranging in size from $N = 38$ to $N = 189$. These groups consisted of entering students at Gallaudet College, and were basically administered in the fall of the year. In a few instances, a group was tested in the spring as a part of another testing program. However, little additional growth in the skills surveyed could have been obtained during the time between admission and testing.

An additional feature in the use of these instruments is the attempt by the authors to show the types of occupations commensurate with the various percentile ranks. Although this type of comparison is not validated with deaf persons, and no attempt to do this is possible with the groups tested, there may be certain values in having such a tool for counseling. This information is provided by a job chart which attempts to rank the intelligence required by 150 types of jobs, ranging from lumberjack to executive. The average lumberjack is shown to have a percentile rank of 22, and the range of intelligence for persons doing this type of work extends from approximately the 8th percentile to the 43rd percentile. A teacher is estimated to stand at the 86th percentile and persons in that profession range from the 74th to the 92nd percentile.

The counselor working with deaf persons would need to use extreme caution in evaluating the results of either of the SRA tests. The general population norms will not apply, as is shown by the percentile rank comparisons in Table I. These percentiles have been obtained by com-

binning scores from ten different classes to provide groups in excess of 900 students each. Such groupings are by no means representative of the deaf population, but do give ability levels of entering students at Gallaudet and represent a sampling from all parts of the country as

TABLE I. COMPARATIVE PERCENTILE CHART

Percentile Rank National Norms	Quotient Rank	Percentile Rank Gallaudet Norms	Non-Verbal Percentile Rank Gallaudet Norms
99	140	99	99
	...		
98	...	99	95
	...		
	...		
97	130	99	93
	...		
93	...	98	82
	...		
	...		
89	120	97	74
	...		
82	...	96	65
	...		
	...		
73	110	95	45
	...		
62	...	92	22
	...		
	...		
50	100	87	17
	...		
38	...	79	13
	...		
	...		
27	90	67	10
	...		
19	...	52	6
	...		
	...		
12	80	36	3
	...		
7	...	23	1
	...		
	...		
4	70	11	
	...		
2	...	5	
	...		
	...		
1	60	1	

TABLE II.

Gallaudet Percentile Chart for the SRA Non-Verbal Form		Gallaudet Percentile Chart for the SRA Verbal Form	
Quotient Rank	Percentile Rank	Quotient Rank	Percentile Rank
141	99	126	99
134	95	110	95
128	90	103	90
124	85	98	85
123	80	96	80
121	75	94	75
118	70	91	70
116	65	89	65
114	60	88	60
113	55	86	55
112	50	84	50
110	45	83	45
109	40	81	40
107	35	79	35
106	30	78	30
105	25	76	25
104	20	74	20
98	15	72	15
91	10	70	10
84	5	66	5
79	1	61	1

well as an age range from approximately sixteen through twenty-five. Although these subjects may be considered the upper range group in any sampling of the adult deaf population, counselors with non-college clients will be able to compare test results of their clients with a more comparable sample of the general population than is provided by the general norms, and thus have a more accurate picture of the potentials of their clients for further training or for job placement. Table II presents more detailed percentile ranks for both of the tests.

The Non-Verbal Form data is derived from the scores of 985 subjects. The mean verbal quotient of the entire group is 112.4 with a standard error of $\pm .44$ and a standard deviation of 13.94. The mean score is equivalent to the 76th percentile of the normal population. One sigma above and below the mean score would represent the 94th and 49th percentiles. The Verbal Form presents a somewhat different picture; in this instance the average verbal quotient for the Gallaudet group is 86.0, with a standard error of $\pm .45$ and a standard deviation of 13.88. The mean verbal score is equivalent to the 20th percentile of the standardization group and one sigma above and below would cover the range from the 4th percentile to the 50th percentile.