

Write a summary of the testing for competence rather than intelligence.

### Testing for competence rather than intelligence

The distinguishing movement in the United States has been success. If one judges success by the usual American criteria of size, influence, and profitability, intelligent and aptitude tests are used nearly everywhere by schools, colleges, and employers. It is the sign of backwardness not to have a test score in the school record of children. The educational distinguishing service alone employs about 2000 people annually administering scholastic aptitude tests to two thousand of aspirants to college and makes enough money to support large basic research operations. Its test has a tremendous power over the lives of young people by sampling some of them. Qualified and other less qualified for college work, why should intelligent and aptitude tests have all this power. What justifies the use of such tests in selecting applicants for college entrance or jobs.

### 2. Test predicts grades in school.

The games people are required to play on aptitude tests or similar to the game teacher required in the classroom. The whole scholastic aptitude testing movement rests its case largely on this single undesirable fact. Defender of intelligent like Minner 1964 often seems to be suggesting that this is the only kind of validity necessary. Remarks that the manual of differential aptitude tests of the Psychological Corporation contain a staggering total of four thousand ninety six. Yes I connected validity coefficients so what about grade how valid are they as prediction. Researcher have in fact a grade difficulty demonstrating that grades in school are related to any other behaviors of importance such outcomes have been documented carefully by many researchers both in Britain in the United States. In book suggestively titled Education in Jobs. The Great Training Robbery has summarized studies showing that neither amount of education nor grade in school or related to vocational success is a factory worker, bank teller or traffic controller. There are no studies which show that general aptitude scores predict competence with all of these other factors controlled. e.g. perceptual speed score or related to clerical proficiency so are tests of vocabulary, immediate memory, substitution, and arithmetic motor ability test scores are related to proficiency as a vehicle operator.

Where do we go from?

Criticism of the testing movement are not new. the social science research council committee on early identification of talent made some of these same point nearly 15 year ago McClelland , Baldwin, Bronfenbrenner and Strodbeck 1958.

But the belief on which the movement is based or held so firmly that such theoretical or empirical objection have had little impact up to know the testing movement continuous to grow and extend to every corner of society. for the test are clearly discriminatory against those who has not been exposed to the culture. And entrance to which is guarded by the test. But now I am on the spot having criticize what the testing movement has been doing feel some obligation to suggest after native.

1. The best testing is criteria sampling.

Academic skill test are successfully precisely because they involve critical sampling for the most parts as a clearly point out the scholastic aptitude test. tips skill that the teacher is looking for and will give high grades for.

Critical sampling means that test have got to get out of their offices where they plays endless words paper and pencil games and to the field where the actual analysed performance in to its component. if policemen generally discriminate against black that is not clearly not part of criteria. because the laws says that they must not so include a test which shows the applicant does not discriminate.

2. The role of power in controlling life outcomes criteria.

Psychologist have been until recently .incredibly about the role of powerfull interest in controlling the criteria against which psychologist have validated their test .one of the most convincing demonstration that iq is related to the real life indicator of ability was provided in a class study. By Therman and has associated its standard universities .i do not want to repudiate civilization as we know that or even to dismissed intelligence test. as irrelevant or unimportant but I do want to state impitically as possible

3. Test should be designed to reflect changes in what the individual has learns.

It is difficult,if not possible ,to find a human characteristic that cannot be modified by training or experience,whether it an eye blink or copying kochs,block designn.to thr

traditional intelligence test has been searching for some unmodifiable, unfakeable index of innate mental capacity. He has reacted by trying to keep secret the way his tests are scored so that people will not learn how to do them better, and by selecting tests, scores on which are stable from one administration to the next. Stability is supposed to mean that the score reflects an innate aptitude that is unmodified by experience, but it could also mean that the test is simply insensitive to important changes in what the person knows or can do. That is, the skill involved may be so specialized, so unrelated to general experience, that even though the person has learned a lot, he performs the same in this specialized area. For example, being able to play a word game like analogies is apparently little affected by a higher education, which is not so surprising since few teachers ask their students to do analogies. Therefore, being able to do analogies is often considered a sign of some innate ability factor. Rather, it might be called an achievement so specialized that increased general wisdom does not transfer to it and cause change in it. And why should we be interested in such a specialized skill? As we have seen, they predictably do not seem to correlate with any life-outcome criteria except those that involve similar tests or that require the credentials that a high score on the test signifies.

4. How to improve on the characteristic tested should be made public and explicit. Such a principle contrasts sharply with present practice in which psychologists have tried hard-backed up by the APA ethics committee to keep answers to many of their tests a secret. Let people practice and learn how to do better on them or fake high scores. Faking high scores are impossible if you are performing the criterion behavior, for example in checking out hundreds of items for predicting flight training success, it may turn out that something like playing the piano as a boy has diagnostic validity. But no one knows exactly why perhaps it has something to do with mechanical ability, perhaps with a social class variable, or with conscientiousness in practicing. The old-fashioned tester could not care less what the reason was as long as the item worked. But he had to be very careful about security because men who wanted to become pilots easily could report they had played the piano. If they knew such an answer would help them be selected. If playing the piano actually helped people become better pilots - which no psychologist bothered to check out in World War II - then it might make some sense to make this known and encourage applicants to learn to play. That would be very like the

criterion-sampling approach to testing proposed here, in which the person tested is told how to improve on the characteristic for which he will be tested.

5. Test should involve operant as well as respondent behavior. One of the greatest weaknesses of nearly all existing tests is that they structure the situation in advance—demand—a response of a certain kind from the test taker. They are aimed at assessing the capacity of a person to make a certain kind of response or choice. But life outside of tests seldom presents the individual with such clearly defined alternatives as which dog is most likely to bite? or complete the following number series 1 3 6 10 15—or check the words which is most similar in meaning to lexi-con.....if we refer to these latter behaviors as respondent in the sense that stimulus situation clearly designed to evoke a particular kind of response, then life is much more apt to be characterized by operant responses in the sense that the individual spontaneously makes a response in the sense that the individual spontaneously makes a response in the absence of a very clearly defined stimulus. This fact probably explains why most existing tests do not predict life outcome behaviour. Respondents generally do not predict operant. To use a crude example, a psychologist might assess individual differences in the capacity to drink beer, but if he used this measure to predict actual beer consumption over time, the chances are that the relationship would be very low. How much beer a person can drink is not related closely to how much he does drink.

Once the innate intelligence philosophy is discarded, it's become apparent that the role of such attesting services is to report to schools a profile of scholastic and nonscholastic achievement in a number of different areas. Then, in case of selection, it's for the college to decide whether it has the educational programme that will promote growth in given areas of low performance. If performance is already high, say in mathematics, then the college probably can produce little improvement in that area and should ask itself in what other areas it can educate such a student, as shown by his lower level of accomplishment at the outset. The profile particularly should include measures of such general characteristics as ego development (Kohlberg and Turiel 1971) based on a thought sample, because the general competencies are to be improved by higher educational systems anyway.