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TO : Director of Training
Assistant Director of Training (Overt)

FROM : William J. Morgan

DATE: 17 September 1951

SUBJECT: Norms For Some Of The Tests Used In OTR

1. The attached Summary Sheet represents our latest compilation of norms for some of the more commonly used aptitude tests in the Office of Training. The present number of persons tested (up to the time that these statistics were compiled) was 213, but not all of them took all of the tests. Consequently, the number of cases for each test varies. For example, as few as 72 cases were used in deriving the statistics for English usage (E.U.) and mental speed (H-N), and as many as 176 cases were used in getting the norms for verbal intelligence (W.M.). Only those persons were used in the statistics who had had at least a Bachelor's Degree. Both males and females were included; the age range was from 21 to 57.

2. The column on the left side is the verbal description of test scores. The test titles are abbreviated across the top of the Summary Sheet; they are as follows:

- Miller - The Miller Analogies Test, a test of academic aptitude widely used in selecting graduate students in the leading universities.
- Iowa - The Iowa Language Aptitude Test.
- E.U. - Morgan's Test of English usage.
- W.M. - Morgan's Test of Word Meaning, i.e., verbal intelligence.
- L.R.T. - Morgan's Test of logical reasoning.
- R.S. - A six-minute test of reading speed published by the University of Minnesota.
- R.C. - A reading comprehension examination adapted by Morgan from materials provided by the Department of the Army.
- Oral - A test of oral directions, which is Subtest No. I of the Army Alpha Examination of World War I.
- H.N. - The Henmon-Nelson Test of Intelligence - which measures mental speed.

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- 2 -

3. The numbers under the test titles are the raw scores for the test. For example, in order to obtain a Superior rating on the Miller, a student must obtain a score between 96 and 100 inclusive. A score between 36 and 50 inclusive on the Miller would yield a rating of Poor. The statistical equivalents for the verbal ratings are in terms of sigma (σ) units of the normal probability curve.

4. These norms make it possible for us to be more specific in the interpretation of test scores, since we can refer to our own CIA population. When we have accumulated at least 100 more cases for each one of the different tests, the norms will be recalculated and a finer breakdown will be made to differentiate persons in terms of sex, age, and amount of education.



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WILLIAM J. MORGAN

Attachment 1

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