

ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967 1159

Scoring Primary Change Measures

- a. Story completion test. Each of the two stories was scored for whether the student mentioned college in the story. Inter-rater agreement was 94 per cent.
- b. Importance and possibility of college graduation. The importance and possibility scores were obtained directly from the students' response: "If graduation from college is:

Extremely important, give 5 points
Very important, give 4 points
Fairly important, give 3 points
Slightly important, give 2 points
Of no importance, give 1 point "

The possibility scale was as follows:

"If graduation from college is:

Extremely possible, give 5 points
Very possible, give 4 points
Fairly possible, give 3 points
Slightly possible, give 2 points
Not possible, give 1 point "

Thus, each student obtained both an importance and a possibility score.

- c. Semantic differential. On the basis of intercorrelations, four dimensions (pleasant, nice, polite, and good) were combined into an evaluative index for each of the six concepts (See Appendix 7 for intercorrelations). The evaluative index was computed by assigning a value from 1 (bad) to 7 (good) to each of the student's four responses so that the range was from 4 to 28. Kuder-Richardson coefficients of the evaluative index for the six concepts