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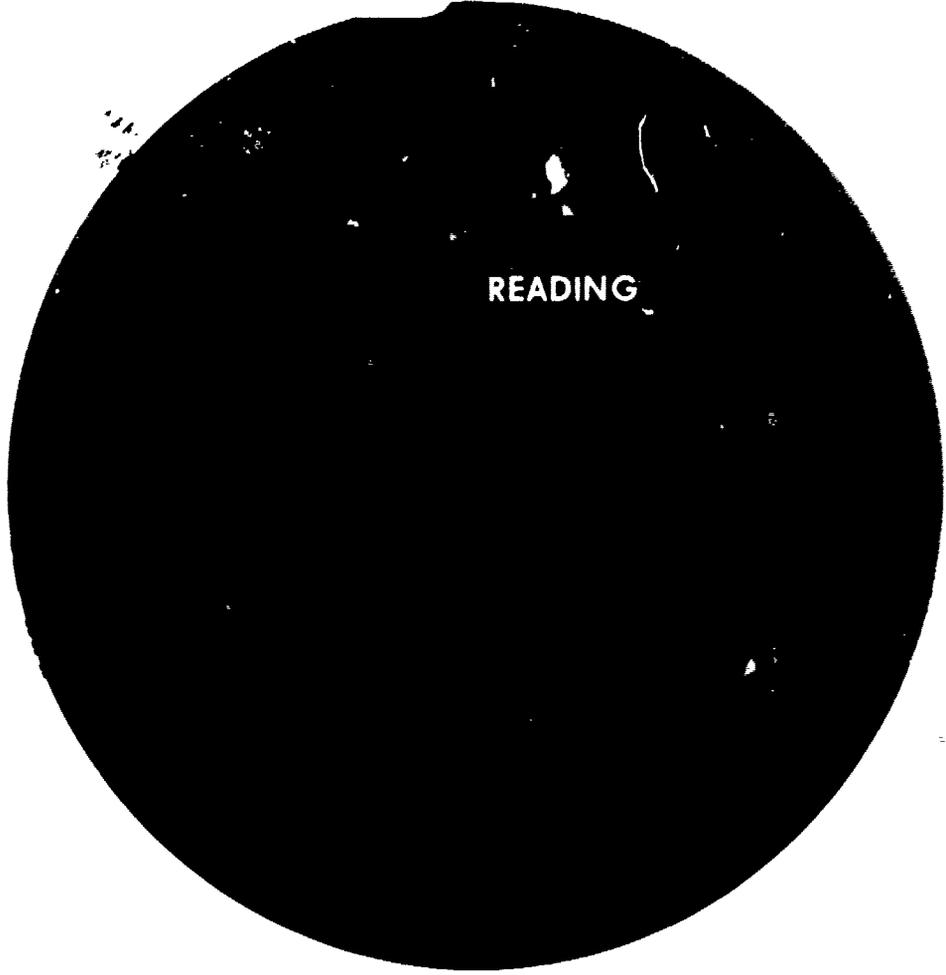
ABSTRACT

Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section of an eight-part series on reading skills. The purpose of "Theme 5" was to assess the ability of 9-, 13-, and 17-year-old and young adult (26-35) readers to glean those facts which support an author's main idea or the topic of a passage. Four types of exercises required the reader to: (1) recognize factual information, (2) relate one fact to another without reference to the main idea, (3) relate a single fact to the total message, and (4) retain factual information for a short period of time. The report contains exercises used and results obtained for each of the four age groups as well as a section comparing age groups; results for subjects are also broken down according to region, sex, color, parental education, and size and type of community. (Some sample exercises and charts will have poor reproducibility because of type size.) (MF)

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READING

REPORT 02-R-05

GLEANING SIGNIFICANT FACTS FROM PASSAGES

1970-71 Assessment

AS 000 55A

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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#02-R-05	Reading: Gleaning Significant Facts from Passages (Theme 5)	May, 1973

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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REPORT 02-R-05

GLEANNING SIGNIFICANT FACTS FROM PASSAGES

Theme 5, Reading

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INTRODUCTION TO THE THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows presenting all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

In its broadest sense, "reading" can mean such diverse things as a fortune teller's "reading" tea leaves, one person "reading" another's facial expression and so on. National Assessment is concerned with "reading" in a narrower sense--those "reading skills" usually taught in the schools--and the percentages of individuals who have attained those skills.

In everyday life, people encounter such diverse types of reading materials as books, newspapers, reference works, directions, sundry graphic materials and others. Many of these materials can be read "on the surface" or "in depth." A person may simply glean isolated facts from reading materials; or he may relate these facts to recognize the central idea the facts support, draw complex inferences from the facts, or criticize the content. In his essay, "Of Studies," Francis Bacon said,

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . . therefore, . . . if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Some types of reading materials, therefore, neither require nor merit a deep, penetrating study that involves high level behaviors. Extrapolating from the Bacon quotation, we might say that a "good" reader can, first of all, discriminate between those materials that are best read shallowly and those that require a reading in depth. Then when he finds a work that needs to be "chewed and digested," he is able to do so effectively. A "poor" reader, on the other hand, can at best cope with the

"shallower" types of reading materials and can only muddle on the surface of more profound works.

The Reading themes represent both a variety of reading materials and a variety of behaviors these materials require. They were developed by members of the National Assessment staff and reading specialists to cluster the Reading exercises into reporting categories that are meaningful to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.¹

The themes are numbered--the lower numbers designating skills that are usually identified with early reading and the higher numbers designating high order skills. Successful performance on exercises in the higher numbered themes requires some of the abilities measured in the lower numbered themes in addition to the higher order skill. This increasing complexity is apparent in the brief descriptions (below) of the Reading themes. A more detailed description of each theme appears in Chapter 1 of the respective theme report.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, any cognitive behavior toward them requires at a minimum that the reader be able to understand the meanings of words and how words relate to form a meaningful whole. Exercises in this theme are of three types. One type requires the individual to give the meaning of a word occurring in isolation; another type requires the individual to derive the meaning of a word from its contextual use; and a third type requires the individual to recognize when sets of words relate to form a meaningful whole.

A person must be able to do more than merely recognize words and word relationships. In order to function adequately in everyday life, he must also be able to glean important facts from many types of materials. Themes 2-5 are all concerned with a person's ability to identify and extract significant factual information, but they differ in the method used to present the factual information.

¹See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

- Subtheme A: Interpret drawings and pictures
- Subtheme B: Read signs and labels
- Subtheme C: Read charts, maps and graphs
- Subtheme D: Read forms

Theme 2 is characterized by materials using a variety of formats other than line-by-line narrative to convey their messages. Graphic materials can be used alone in lieu of line-by-line narrative or can be used in conjunction with line-by-line narrative to clarify or augment its meaning.

Theme 3: Written Directions

- Subtheme A: Understand written directions
- Subtheme B: Carry out written directions

Directions are information-imparting materials that tell how to do something. The subtheme understand written directions requires only that an individual indicate that he could perform what the directions state, given the opportunity. The subtheme carry out written directions requires the individual to actually perform what the directions state under circumstances that imply understanding as a prerequisite for adequate performance.

Theme 4: Reference Materials

- Subtheme A: Know appropriate reference sources
- Subtheme B: Use reference materials effectively

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the individual to recall certain facts when the passage is no longer available. Still other exercises require the individual to

discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

Only if a person can successfully glean important facts from the types of materials in Themes 2-5 is he able to function adequately in everyday life. A good reader, however, goes beyond just gleaning facts from materials. He is able to engage in higher levels of behavior toward the materials. These higher level behaviors are the topics of Themes 6-8. Most of the exercises involve line-by-line narrative, but some represent materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some exercises require the individual to identify the main idea being expressed in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts.

Theme 7: Drawing Inferences

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. For some exercises, the individual needs only the information in the passage to derive a conclusion; for others, however, he must also have some additional information based upon his prior experience.

Theme 8: Critical Reading

Critical reading requires from an individual the highest level of behavior--analysis and reasoning. In addition, it requires a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding that is greater than the contribution of either.

METHODS OF DESCRIBING THE DATA

In order that the reader of this and other National Assessment reports be able to obtain the fullest benefit and meaning of the data we describe, we recommend that the reader consult the General Information Yearbook (Report 02-GIY). This Yearbook discloses the origin, purposes and goals of the National Assessment project and the philosophy of assessment as contrasted to standardized testing. The Yearbook also presents the operational procedures and methods we use to obtain, score, analyze and describe our data. We believe that this information is essential for the reader to obtain a full understanding of National Assessment data.

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 26-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type-of-community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size-and-type-of-community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.¹

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer

¹See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of these age levels and groups.

or most desirable answer. We use the term--percentage of success--to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

We then determine the difference between the percentage of success for each group and the percentage of success for the nation as a whole, and the number we obtain is called an effect. An effect is expressed as the percentage of success for a group minus the percentage of success for the nation as a whole. For example:

$$\begin{array}{rclcl} \text{Northeast} & - & \text{National} & = & \text{Northeast} \\ \% \text{ of Success} & & \% \text{ of Success} & & \text{Effect} \end{array}$$

A positive (greater than zero) effect means that a larger percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast gave an acceptable answer, but only 68% of the 13-year-olds in the nation as a whole gave an acceptable answer, the Northeast effect for 13-year-olds would be

$$\begin{array}{rclcl} \text{Northeast} & - & \text{National} & = & \text{Northeast} \\ \% \text{ of Success} & & \% \text{ of Success} & & \text{Effect} \\ 74\% & - & 68\% & = & 6\% \end{array}$$

A negative (less than zero) effect means that a smaller percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 52% of 9-year-olds in the West gave an acceptable answer but 60% of 9-year-olds in the nation as a whole gave an acceptable answer, the West effect for 9-year-olds would be

$$\begin{array}{rclcl} \text{West} & - & \text{National} & = & \text{West} \\ \% \text{ of Success} & & \% \text{ of Success} & & \text{Effect} \\ 52\% & - & 60\% & = & -8\% \end{array}$$

Limitations of the Data

The National Assessment of Educational Progress was created to provide data regarding the educational achievements of various groups of young Americans in 10 subject areas.² Within the limits

²Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

of error due to measurement³ and sampling error,⁴ the data presented in National Assessment reports accurately describe the educational achievements of these groups as they exist in the real world. These data portray the problems facing education--improving the educational achievements of various groups of students.

Although we refer to the observed difference between an achievement for a group and that for the nation as a whole as a group effect, we do not imply a cause-effect relationship between membership in a group and a group's level of achievement. Our use of the term effect derives solely from a statistical usage. National Assessment is not intended to provide reasons for differences if they exist. Many factors can and frequently do affect the educational achievements of members of various groups. Consider, for example, a hypothetical group whose achievement is well above the national level. Most members of the group may attend schools that have excellent physical facilities and high quality faculties, belong to high social-economic families, have many reading materials available in the home, be encouraged by their parents and so on. All these factors--and others--could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing. We simply cannot assess some of these contributing factors directly. Some of these factors are points of sensitivity to various groups. The information necessary to assess certain factors is often not obtainable (for example, younger children may not know the information). Other factors may not yet have been identified. The factors we assess "stand in" for many other factors that can and do influence educational achievement and, therefore, reflect different levels of achievement among groups.

³Measurement error stems from three basic sources: (1) the measuring instrument; for example, instructions may be misleading or questions may be vaguely phrased or contain a tipoff to the correct answer; (2) the examinee; for example, may be emotionally upset, physically ill or handicapped or lack motivation; and (3) the measurement situation; for example, temperature and lighting conditions, noise level, pleasantness of surroundings and the test administrator.

⁴When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and standard error.

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

The aim of National Assessment is to describe the educational achievements of entire groups, that is, populations. While we do not obtain data from all members of any group, we obtain data from carefully selected representative samples. Even data obtained in this way, however, are subject to error. Because of this error, the group effects we observe in the sample data will not be exactly the same as they would be if we were to assess all members of the group. We use statistical procedures to determine the probable extent of this sampling error.

Our major concern is with the direction of population effects. When we look at each sample effect, therefore, we need to ask, "Is this sample effect large enough that we can be reasonably certain that the direction of the population effect is the same as that of the sample effect?" When the size of a sample effect is at least two times as large as its standard error, the probability is at most 5% that an effect this large or larger would be obtained from a sample if no real population effect in that direction existed. We call such effects reliable and indicate them on exhibits with asterisks (*) to show that the indicated direction is reasonably certain for the population effect.

Reasonable certainty of direction is often not the same as a sample effect's being large enough for the corresponding population effect to be of practical importance. This must be judged by the user. In making such judgments about sample effects, however, the user must pay attention to their reliability. If a sample effect is not reliable--if we cannot be reasonably certain that it has the same direction as the corresponding population effect, we cannot place much weight on its size even if we would judge its size and direction quite important knowing this value to be the population effect.

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect

and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior does not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.⁵

In summarizing the data for a theme, we would like to make a single statement that describes each group's overall behavior relative to the national level. One suitable number that describes such overall behavior is the group's median effect. It tells where the center of the distribution of a group's effects is located, that is, half the effects are above and half below the median value. However, it could be misleading to say that a group's overall behavior is above or below the national level simply because its median effect is above or below the national level. A group whose median effect is close to the national level (for example, 0.2) probably behaved more like than very different from the national level on the given set of exercises (theme).

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends

⁵A median is the point in an ordered set of values below which 50% of the values occur. For a more complete description of the median, see the General Information Yearbook, Appendix E (Report 02-GIY).

to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than 75% of its effects occur either above or below the national level. In other words, if a group's upper quartile⁶ effect is positive (greater than zero) and the lower quartile⁶ effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.
- 2a. A group's overall behavior on a theme tends to be above the national level if at least 75% of its effects are positive. In other words, if a group's lower quartile effect is positive, the group's overall behavior tends to be above the national level.
- 2b. A group's overall behavior on a theme tends to be below the national level if at least 75% of its effects are negative. In other words, if a group's upper quartile effect is negative, the group's overall behavior tends to be below the national level.
- 3a. A group's overall behavior on a theme is characteristically above the national level if at least 75% of its effects are positive and if more than 50% of its effects are reliably greater than zero.
- 3b. A group's overall behavior on a theme is characteristically below the national level if at least 75% of its effects are negative and if more than 50% of its effects are reliably less than zero.

Both directional tendencies and directional characteristics provide a means of comparing each group's overall behavior with the national level. They do not tell us, however, on which exercises a group behaves quite differently than we would expect on the basis of its overall behavior.

⁶The lower quartile is the point in an ordered set of values below which 25% of the values occur. The upper quartile is the point in an ordered set of values below which 75% of the values occur. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

Atypical Group Behaviors

In addition to describing each group's overall behavior relative to the national level, we describe each group's specific behaviors relative to its own overall level of behavior. As we stated earlier, a suitable number that describes a group's overall behavior is its median effect. Note on Exhibit M-1 how a group's effects distribute around the median point. An arrow (\rightarrow) indicates the location of the median point of each distribution. For many groups, some effects stand notably apart from most of those in the distribution. We can think of these outstanding effects as representing a group's atypical behaviors, that is, the group's specific effects that differ markedly from its overall behavior (or median level). We have adopted the following rule to identify those exercises on which a group exhibits atypical behavior.

If an effect for a given exercise departs from the median effect by an amount at least two and one half times as large as the pooled standard error⁷ of all the group's effects for a given set of exercises (theme), the group's behavior on that exercise is atypical. Again, look at the example exhibit (M-1). The zero line (\emptyset) represents the national level of behavior. An effect is represented by a box with an X (\boxtimes) unless it is atypical. An atypical effect is represented by an open box (\square).

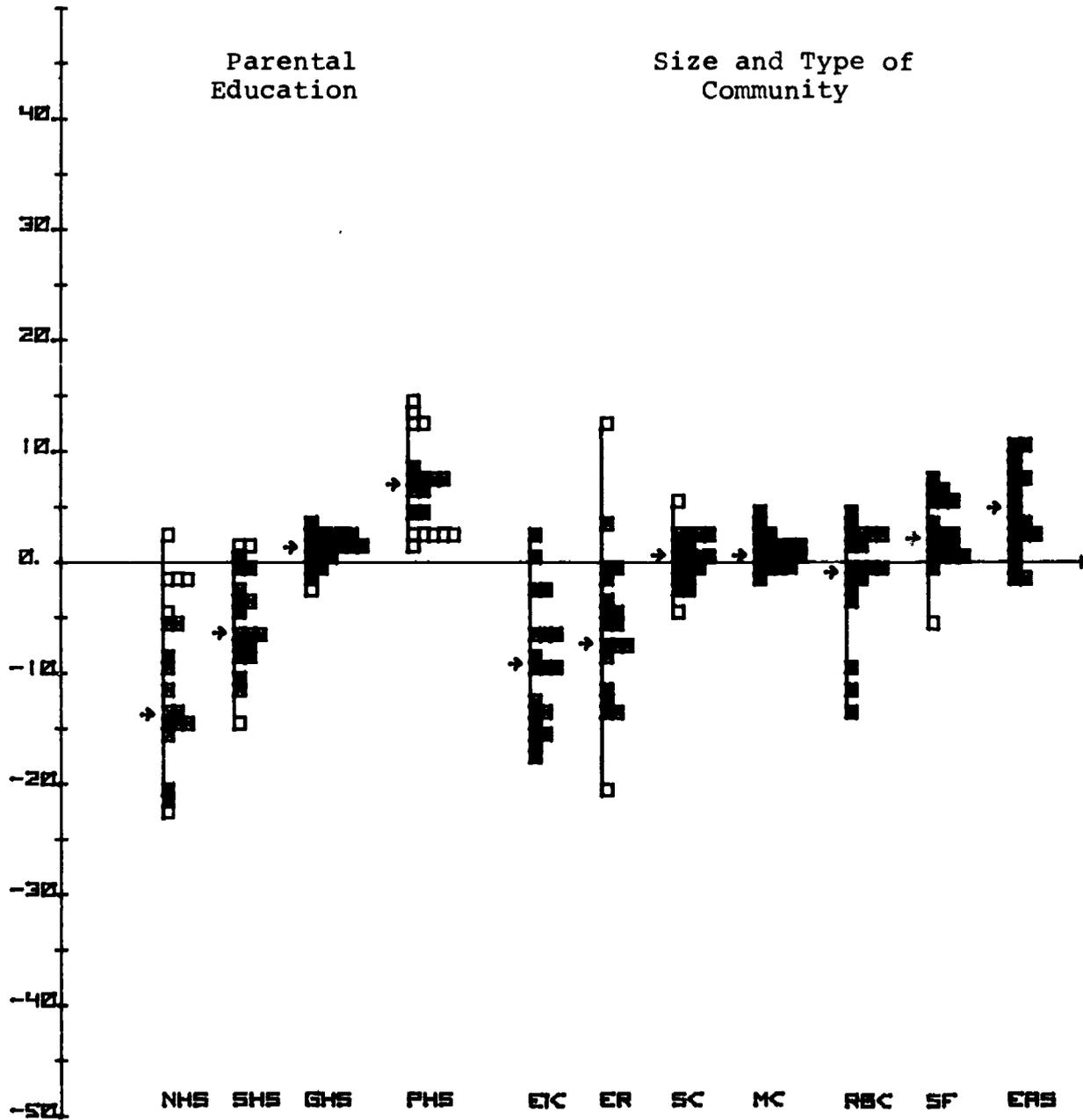
If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is high or low for that group. See, for example, the distribution of effects for the small-city group (SC) on Exhibit M-1.

On the other hand, if a group's overall behavior has either a directional tendency or a directional characteristic above the national level, or if a group's overall behavior has either a directional tendency or a directional characteristic below the national level, it is not sufficient to say that a group's atypical behavior is simply high or low. Consider, for example, the distributions for two groups from Exhibit M-1. The overall behavior for the no-high-school (NHS) parental-education group is characteristically below the national level, and the overall

⁷Chapter 10 and Appendix C of the General Information Yearbook (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

Exhibit M-1

Example Distributions of Effects



	NHS	SHS	GHS	PHS	ETC	ER	SC	MC	RBC	SF	EAS
Median Effect	-13.7	-6.3	1.3	7.0	-9.2	-7.3	0.6	0.6	-0.9	2.2	4.9

KEYS:

Region

SE Southeast
W West
C Central
NE Northeast

Sex

M Male
F Female

Color

B Black
W White

Parental Education

NHS No High School
SHS Some High School
GHS Graduated from High School
PHS Post High School

Size and Type of Community (STOC)

EIC Extreme Inner City
ER Extreme Rural
SC Small City
MC Medium City
RBC Rest of Big City
SF Suburban Fringe
EAS Extreme Affluent Suburb

Size of Community (SOC)

BC Big City
SP Smaller Places
MC Medium City
UF Urban Fringe

behavior for the post-high-school (PHS) group is characteristically above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even farther from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

It seems logical that we consider together (1) those atypical behaviors that are farther from the national level than a group's own median level, and (2) those atypical behaviors that are closer to⁸ the national level than a group's own median level.

In summary, in the age level chapters (3, 4, 5 and 6), we give particular attention to those exercises on which each group had atypical behaviors. If a group's overall behavior has no directional tendency, we describe the group's overall behaviors as being either high or low. If a group's overall behavior has a directional tendency or a directional characteristic, we describe the group's atypical behaviors as farther from or closer to the national level than the group's own median level.

⁸An atypical effect (or behavior) described as closer to the national level most often is less extreme in the same direction as a group's tendency or characteristic. It sometimes happens, however, that a "closer to" atypical behavior occurs in the opposite direction from the national level as the group's median level. We use the single term, closer to, to describe all atypical behaviors that depart from a group's median level in the direction of the national level.

CHAPTER 1

THEME 5: GLEANING SIGNIFICANT FACTS FROM PASSAGES

The reading materials of Theme 5: Gleaning Significant Facts From Passages are line-by-line narrative passages such as those found in stories, poems or newspaper and magazine articles. While the types of materials discussed in Themes 2-4 are common, and an ability to glean information from them is necessary, most persons spend more time reading line-by-line narrative than all other types of materials combined. It is necessary, therefore, that in addition to being able to understand words and word relationships, a reader be able to glean those facts from line-by-line narrative that support the author's main idea or the topic of a passage, that is, the significant facts. An individual who is unable to do so may form only a vague general impression of what the author is saying. A thorough comprehension of the author's message requires that his supporting facts be understood since they serve to illustrate his primary message, support a conclusion, show an application of an idea and so on.

One type of exercise in Theme 5 requires only the simple recognition of factual information. One exercise, for example, asks the reader which of several statements describes one of the characters in the story.

Another type of exercise requires the reader to relate one fact to another without reference to the main idea. For example, in an exercise describing the general differences between sports cars and ordinary passenger cars, the reader is required to relate the fact that sports cars corner well to the fact they are small and low.

Still another type of exercise requires the reader to relate a single fact to the total message. For example, in a poem that describes a cat spilling a button box, the reader must identify the words that tell when the buttons were spilled.

A fourth type of exercise requires the reader to retain factual information for a short period of time. The administration of these exercises involved having the reader exposed to the material only once. He was then asked to recall some specific facts without referring to the story. On one exercise, for example, after reading a brief narrative, the reader is asked to

recall (without referring to the story) the city in which the story took place, and in what month and day.

Readers who can successfully recognize, relate and retain facts will need these skills in order to recognize the main idea of a passage or the authors organizational mode (Theme 6), draw inferences from a passage (Theme 7) or read a passage critically (Theme 8).

CHAPTER 2
SUMMARY OF RESULTS

In summarizing the data for Theme 5: Gleaning Significant Facts From Passages, we compare the overall performances of the various groups to the national level on the set of exercises representing Theme 5. An overall performance represents the behavior we would expect on the basis of the data at hand, from a given group on gleaning significant facts from passages.

Exhibit 2-1 shows the median group effects at each age level. Exhibit 2-2 shows the directional tendencies and the directional characteristics¹ of the overall group behaviors represented by the median effects.

1. A zero (0) indicates that a group's overall behavior tends to be about the same as the national level.
- 2a. A plus sign (+) indicates that a group's overall behavior tends to be above the national level.
- 2b. A minus sign (-) indicates that a group's overall behavior tends to be below the national level.
- 3a. A double plus sign (++) indicates that a group's overall behavior is characteristically above the national level.
- 3b. A double minus sign (--) indicates that a group's overall behavior is characteristically below the national level.

¹These terms are defined in Methods of Describing the Data, in the section Summarizing the Data.

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level No. of Effects	9 (29)	13 (37)	17 (35)	Adult (20)
Region				
Southeast	-4.4	-4.8	-4.4	-6.7
West	-1.1	-1.0	-0.3	1.9
Central	2.7	2.3	1.6	1.5
Northeast	1.9	2.7	1.7	1.0
Sex				
Male	-3.1	-3.6	-1.8	0.0
Female	3.2	3.4	1.8	0.0
Color				
Black	-15.2	-15.5	-15.1	-15.7
White	2.5	2.9	2.3	2.0
Parental Education				
No High School	-8.5	-12.8	-12.0	-5.5
Some High School	-3.9	-4.3	-4.8	0.6
Graduated High School	0.7	0.9	-0.2	1.7
Post High School	6.9	7.1	5.1	5.7
Size and Type of Community*				
Extreme Inner City	-14.4	-8.0	-7.5	
Extreme Rural	-3.7	-3.8	-1.3	
Small City	0.0	-1.2	-1.5	
Medium City	0.1	0.2	1.7	
Rest of Big City	0.8	-1.4	1.9	
Suburban Fringe	1.0	3.0	0.6	
Extreme Affluent Suburb	8.7	7.9	5.8	
Size of Community				
Big City				-3.8
Small Place				1.1
Medium City				0.4
Urban Fringe				1.7

*Type-of-community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size-and-type-of-community median effects at age 17 apply only to those in school.

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

Age Level	9	13	17	Adult
Region				
Southeast	--	--	--	--
West	0	-	0	+
Central	+	+	+	+
Northeast	+	+	+	0
Sex				
Male	--	--	--	0
Female	++	++	++	0
Color				
Black	--	--	--	--
White	++	++	++	++
Parental Education				
No High School	-	--	--	--
Some High School	-	-	--	+
Graduated High School	0	+	0	+
Post High School	++	++	++	++
Size and Type of Community*				
Extreme Inner City	--	-	-	
Extreme Rural	-	-	0	
Small City	0	0	-	
Medium City	0	0	+	
Rest of Big City	0	0	0	
Suburban Fringe	0	+	0	
Extreme Affluent Suburb	++	++	++	
Size of Community				
Big City				-
Small Place				+
Medium City				0
Urban Fringe				+

*Type-of-community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size-and-type-of-community median effects at age 17 apply only to those in school.

CHAPTER 3

RESULTS FOR AGE 9

The 9-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1961. About three fourths of them were enrolled in the fourth grade at the time of the assessment and most of the remainder were enrolled in the third grade.

First, we describe each group's overall behavior on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty four specific effects (behaviors) on gleaning significant facts from passages are summarized at age 9. Thirteen of these represent released exercises and are described in detail. The other 11 behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 24 effects representing Theme 5 for each group relative to the national level indicated by the \emptyset line. Each group's median level is indicated by an arrow (+). Each specific behavior is represented by a box with an X () unless it differs atypically from the group's median level; then it is represented by an open box () .

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to¹ the national level.

¹An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 3-1A

Distributions of Effects for Age 9

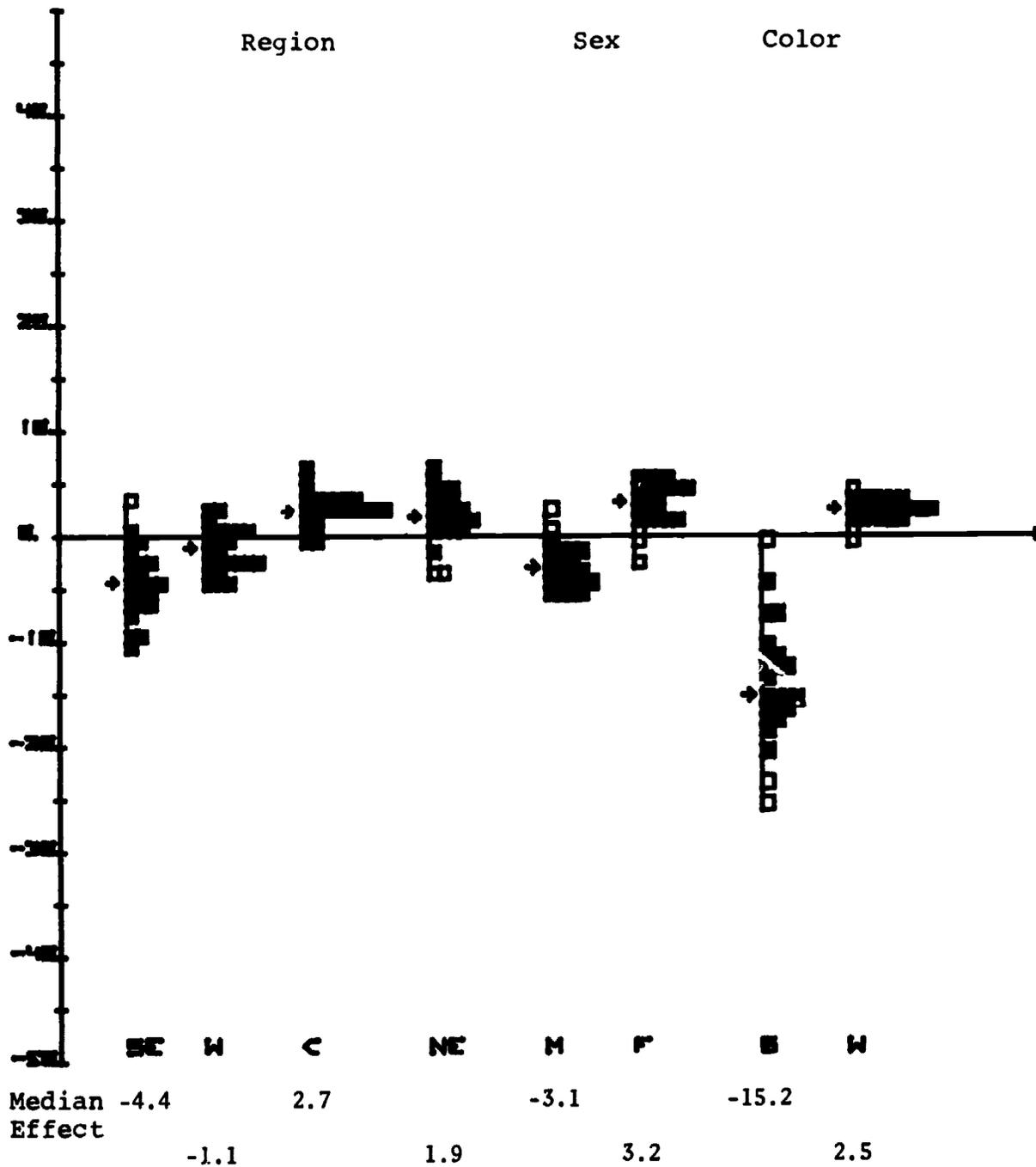
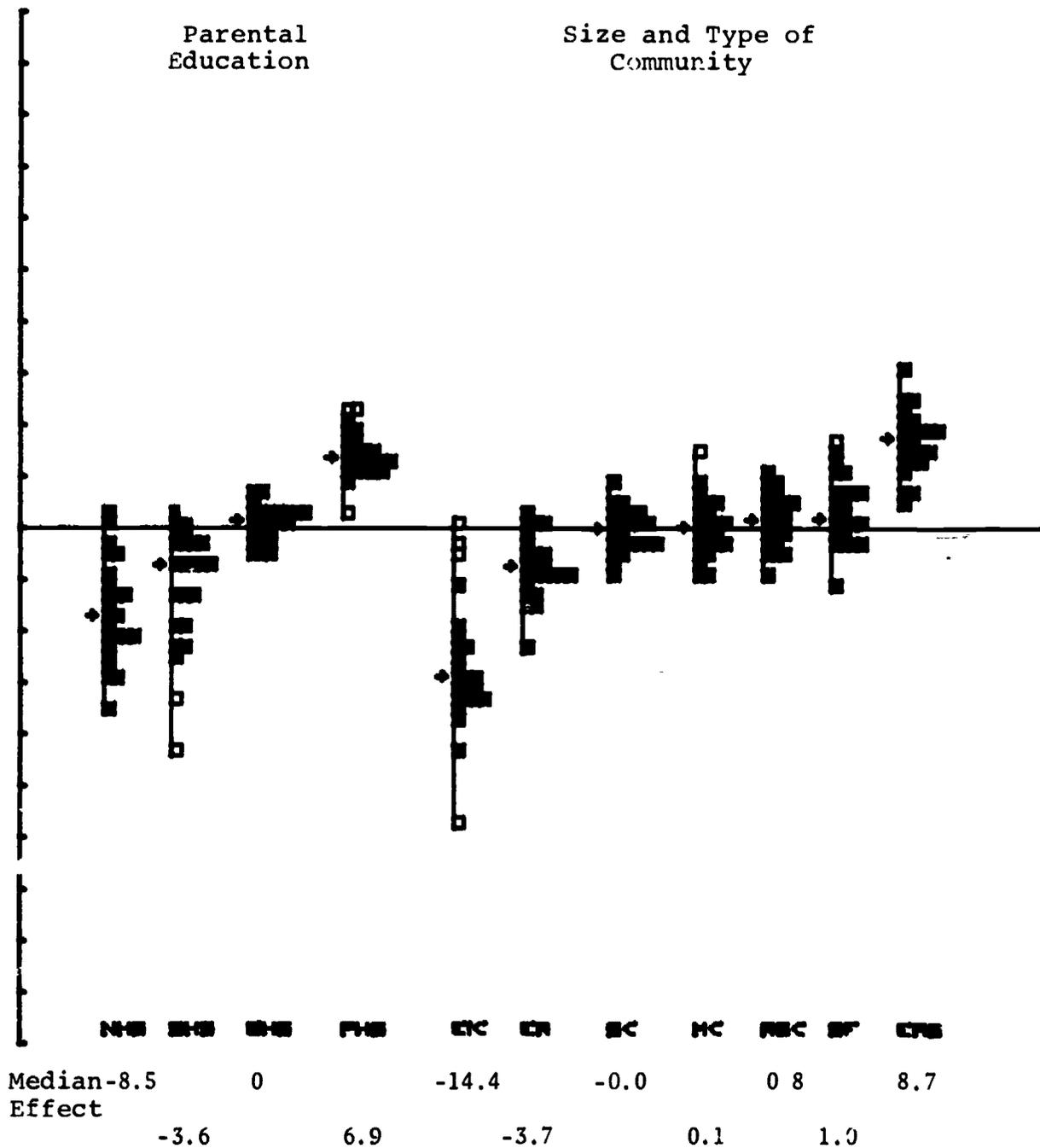


EXHIBIT 3-1B

Distributions of Effects for Age 9



When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

Southeastern 9-year-olds had a median effect of -4.4 and an overall behavior characteristically below the national level. In contrast, Northeastern 9-year-olds, with a median effect of 1.9, had an overall behavior tending to be above the national level. The performance of both groups, however, was atypically closer to the national level on one released exercise (R507) that required detecting what "moon" was compared to. In fact, the performance of the Southeastern group was above the national level (3%) while that of the Northeastern group was below the national level by the same amount. The behavior of the Northeastern group was atypically closer to the national level on another released exercise (R502) that required recognizing two reasons why a sports car corners more easily than a passenger car.

Central 9-year-olds had a median effect of 2.7 and an overall behavior tending to be above the national level. The Western group had a median effect of -1.1; their overall behavior showed no clear directional tendency. Neither group performed atypically on any exercise.

Sex

Boys had a median effect of -3.1 and an overall behavior characteristically below the national level, while the girls had a median effect of 3.2 with an overall behavior characteristically above the national level. The behavior of both boys and girls was atypically closer to the national level on Exercise R507 (compare "moon") and on an unreleased exercise (U519) regarding knowledge about atmospheric layers. Girls also behaved atypically closer to the national level on another released exercise (R509) regarding Helen Keller's method of "seeing" and "hearing."

Color

With a median effect of -15.2, Black 9-year-olds had an overall behavior characteristically below the national level while White 9-year-olds had a median effect of 2.5 and had an overall behavior characteristically above the national level. The behavior of both groups was atypically closer to the national level on an unreleased exercise (U505) regarding a description of

the Constitution and on one part (R50603) of a released exercise regarding the treatment of poison ivy on the eyelids. Blacks also performed atypically closer to the national level on another part of the same exercise (R50601) on how to avoid dermatitis once exposed to poison ivy and on Exercise R507 (compare "moon"). Both Blacks and Whites performed atypically farther from the national level on Exercise R509 (Helen Keller). Blacks also behaved atypically farther from the national level on unreleased Exercise U521 that required recalling what workmen were doing.

Parental Education²

The no-high-school and some-high-school groups had median effects of -8.5 and -3.9, respectively. The overall behavior of both groups tended to be below the national level. The no-high-school group had no atypical behaviors. The some-high-school group, however, performed atypically farther from the nation on Exercise R511 regarding Silky's feelings about bean soup and Exercise R520 regarding wet weather.

With a median effect of 0.7, the graduated-from-high-school group had an overall behavior tending to be about the same as the national level and had no atypical behaviors.

The post-high-school group had a median effect of 6.9 and had an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on a released exercise (R517) regarding changes in environmental balance and an unreleased exercise (U519) regarding knowledge about atmospheric layers. They performed atypically closer to the national level on unreleased Exercise U505 regarding a description of the Constitution.

Size and Type of Community³

The extreme-inner-city group had a median effect of -14.4 and an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise R509 (Helen Keller). Their behavior was atypically

²See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

³See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups.

closer to the national level on Exercises U505 (Constitution), R50603 regarding treatment of poison ivy on the eyelids and U510 recalling what men were doing.

With a median of -3.7, the extreme-rural group had an overall behavior tending to be below the national level. They did not perform atypically on any exercise.

The small-city, medium-city, rest-of-big-city and suburban-fringe groups had median effects of 0.0, 0.1, 0.8 and 1.0, respectively. The overall behavior of all four groups is best described as tending to be about the same as the national level. The behavior of the medium-city group was atypically high on Exercise R503 on how Helen Keller studied problems of the blind, and that of the suburban-fringe group was atypically high on Exercise U521 that required recalling what workmen were doing. The small-city and rest-of-big-city groups had no atypical behaviors.

With a median effect of 8.7, the extreme-affluent-suburb group's overall behavior was characteristically above the national level. They had no atypical behaviors.

* * *

* * *

* * *

The data for each released exercise representing gleaning significant facts from passages is presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except here the correct choice is marked. The percentage of 9-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentage of success, the effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group's percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 501 -- Age 9

Read the story and answer the question on the next page. You may look back to this page if you wish.

Mr. Popper was a house painter, but what he really wanted to

- Nat'l *
Choosing
Each Answer
- Which of the following is true of Admiral Drake?
- 6.9 He made refrigerators.
 - 10.9 He was at the North Pole.
 - 16.6 He wanted a penguin for a pet.
 - 4.1 He had a girl friend named Greta.
 - 56.8 He sent a penguin in answer to Mr. Popper's letter.
 - 3.2 I don't know.
 - 2.1 No response.

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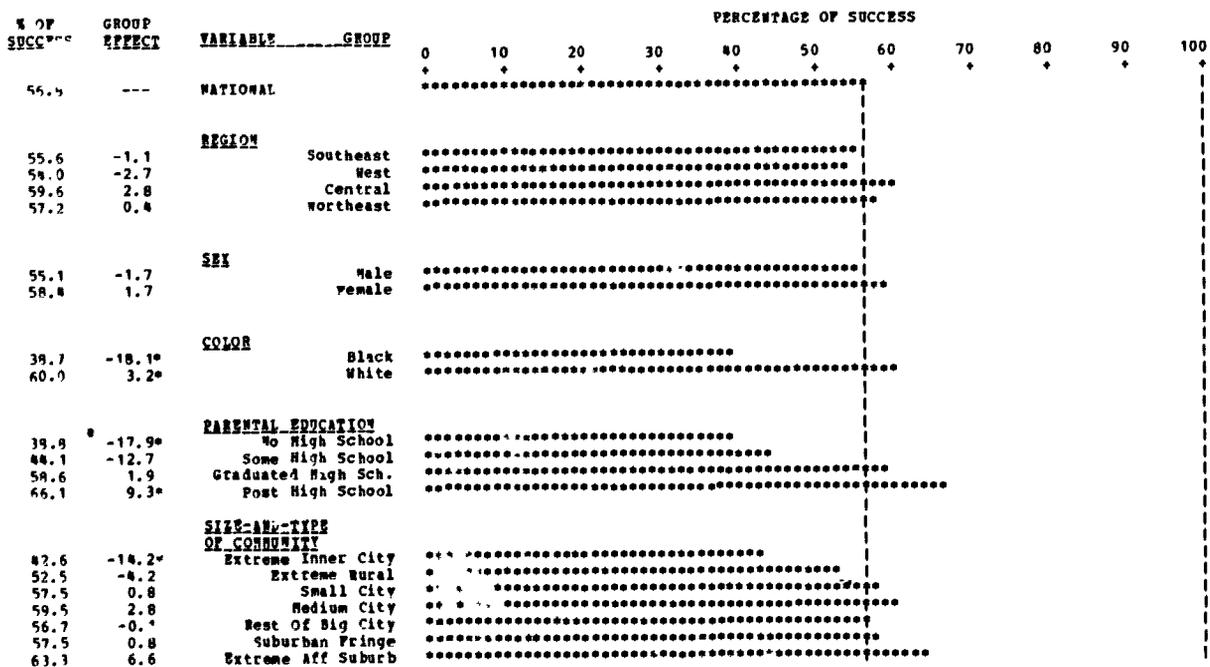
funny story.*

*Language for Daily Use, Dawson, Elwell, Zollinger, and Johnson, reprinted by permission of Harcourt, Brace and World

W01 07 3/1 05*X501011 R10000S0

9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 501 -- Age 9

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

One of the major supporting facts of the story is that Admiral Drake sent Mr. Popper a live penguin, and 57% of all 9-year-olds were able to recognize this fact. The 16% who chose "He wanted a penguin for a pet" may have confused Mr. Popper and Admiral Drake. The 11% who said "He was at the North Pole" may have confused North Pole and South Pole.

Exercise 502 -- Age 9

Overlap: Ages 13, 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The facts in this passage support the central thought of how sports cars differ from ordinary passenger cars. In order to succeed on this exercise, 9-year-olds had to relate two of these facts that explain why a sports car corners better than a passenger car. Nationally, 42% were successful.

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

Nat'l %
Choosing
Each Answer

When did Helen Keller study the problems of the blind?

- 6.7 As a major subject in college
- 7.4 Before deciding to go to college
- 54.8 After she graduated from Radcliffe
- 25.5 During the time she was taught by Miss Sullivan
- 5.2 I don't know.
- 0.4 No response

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to copyright
restrictions*

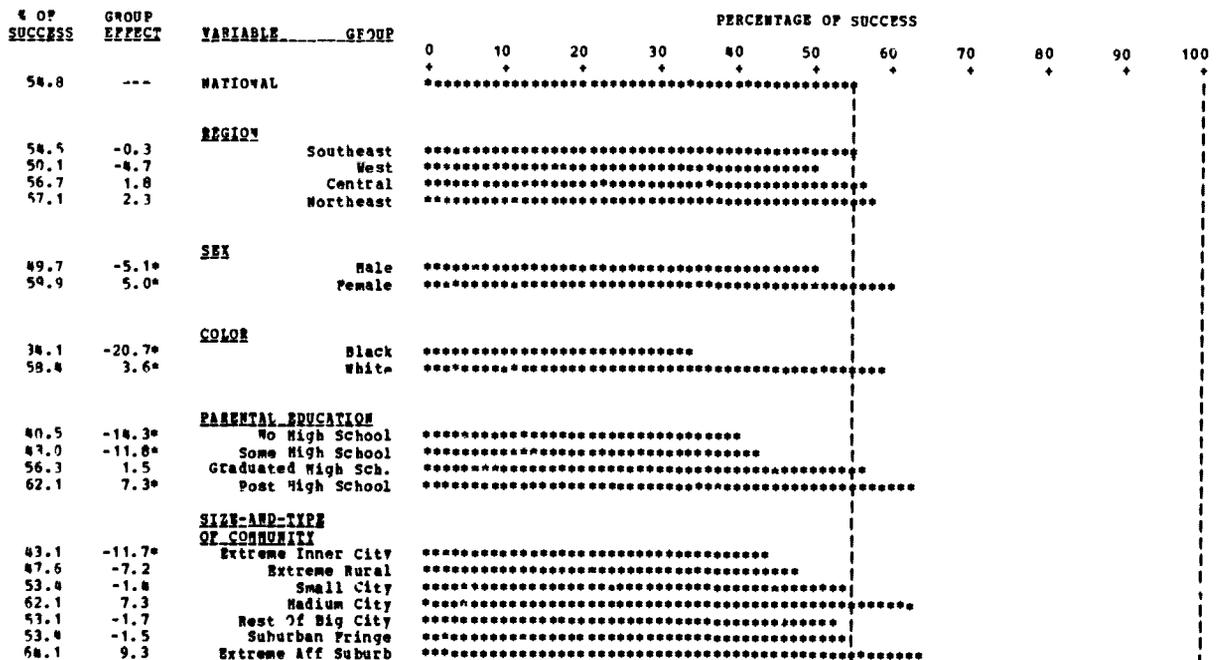
including an autobiography of her early years.*

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

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9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 503 -- Age 9

Overlap: Ages 13, 17

Objective II: Analyze what is read.

Subobjective B: Perceive the structure and organization of the work.

On this exercise, 9-year-olds had to relate the fact that Helen Keller studied the problems of the blind to the total message of how she overcame the handicaps of blindness and deafness and then went on to help others with similar problems. While 55% were successful, more than 25% said "During the time she was taught by Miss Sullivan," thus indicating they confused her overcoming her own handicaps with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Read the passage and answer the questions on the next three pages.
You may look back to this page if you wish.

POISON IVY*

The interval for burning, itching, and finally water-filled

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Nat'l %
Choosing
Each Answer

Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

- 8.8 Cut down the ivy plant.
- 19.5 Do not scratch the affected area.
- 8.4 Put calamine lotion on the affected area.
- 6.5 Put iron salt solution on the exposed areas
- 41.0 Wash all exposed areas within about five minutes of exposure.
- 10.9 I don't know.
- 5.0 No response

application is broken.

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

#02 12 3/1 05*x506011 R10000S0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DEFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
41.0	---	NATIONAL		.....									
		REGION		.....									
38.7	-2.8		Southeast	.....									
38.4	-2.7		West	.....									
43.5	2.5		Central	.....									
42.3	1.3		Northeast	.....									
		SEX		.....									
37.1	-3.9*		Male	.....									
45.2	8.2*		Female	.....									
		COLOR		.....									
33.5	-7.5*		Black	.....									
42.4	1.8*		White	.....									
		PARENTAL EDUCATION		.....									
42.2	1.1		No High School	.....									
37.3	-3.8		Some High School	.....									
41.5	0.6		Graduated High Sch.	.....									
45.1	4.3*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
26.6	-14.4*		Extreme Inner City	.....									
40.9	-0.2		Extreme Rural	.....									
39.9	-1.2		Small City	.....									
44.4	3.4		Medium City	.....									
41.1	0.0		Rest Of Big City	.....									
41.9	0.8		Suburban Fringe	.....									
48.0	7.0		Extreme Aff Suburb	.....									

(50603)

Nat'l %
Choosing
Each Answer

What should you do if the ivy poisoning affects
your eyelids?

- 12.2 Apply calamine lotion.
- 7.9 Apply iron salt solution.
- 12.8 Apply mild soap solution.
- 21.3 Apply wet packs of boric acid solution.
- 20.4 Apply a paste of baking soda and cornstarch.
- 15.9 I don't know.
- 9.5 No response

W02 12 5/1 04*X506031 R1000059

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
21.3	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+
18.8	-2.4	REGION	Southeast	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
22.6	1.3		West	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.2	-0.1		Central	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
22.3	1.0		Northeast	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
20.1	-1.2	SEX	Male	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
22.6	1.3		Female	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.2	-0.1	COLOR	Black	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.2	-0.0		White	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
12.7	-8.6*	PARENTAL EDUCATION	No High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
22.2	0.9		Some High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
19.4	-1.9		Graduated High Sch.	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
26.9	5.6*		Post High School	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.3	0.0	SIZE AND TYPE OF COMMUNITY	Extreme Inner City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.8	0.5		Extreme Rural	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
16.7	-4.6*		Small City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
22.9	1.6		Medium City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
21.9	0.5		Rest Of Big City	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
20.7	-0.5		Suburban Fringe	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
32.2	10.9*	Extreme Aff Suburb	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	

Exercise 506 -- Age 9

Overlap: Ages 13, 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage explains what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Forty-one percent of 9-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to avoid dermatitis (50601). The 20% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since "not scratching" only helps prevent its spread.

Only 33% recognized that one should apply calamine lotion if infection does occur in order to soothe the itching (50602), and only 21% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603). The 9-year-olds who chose various incorrect answers confused the various types of "remedies" for different locations of exposure or they confused the purpose (prevention or comfort) of the remedies.

Only 8% were able to answer all three questions correctly (50604), and 19% answered two parts correctly. Thirty-five percent failed to answer any of the questions correctly, and a like percentage answered only one part correctly. This indicates that 9-year-olds in general had a difficult time properly relating the specific facts of preventing or treating ivy poisoning to the total concept.

Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware...

- Nat'l %
Choosing
Each Answer
- What does the author compare the moon to?
- 8.0 Clouds
 - 32.5 A flashlight
 - 18.0 Ghosts
 - 23.8 Shadows
 - 13.2 The wind
 - 4.1 I don't know.
 - 0.4 No response

402 15 3/1 02*x507011 R10000S0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFERENTIAL	VARIABLE	GROUP	PERCENTAGE OF SUCCESS												
				0	10	20	30	40	50	60	70	80	90	100		
32.5	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+	+	+
		REGION														
35.6	3.1		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29.5	-3.0		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
35.2	2.7		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29.1	-3.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX														
38.9	7.4*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
39.0	-2.5*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR														
28.7	-7.8*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
38.2	1.7*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION														
39.1	-2.4		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
26.2	-6.3		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32.6	0.1		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
47.7	5.2*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY														
22.4	-10.1*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29.3	-3.2		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
36.9	4.4		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33.3	0.8		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29.8	-2.7		West Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
27.5	-5.0*		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
45.3	12.8*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise 507 -- Age 9

Overlap: Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Only 33% of all 9-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon...like a blinking flashlight." However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight. "Ghost," "Shadows" and "The wind" were chosen respectively by 18%, 24% and 13% of the 9-year-olds.

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When
*material deleted due to
 copyright restrictions*

alphabet and could read and write."

Nat'l % Choosing Each Answer	Miss Sullivan's method of teaching chiefly made use of what?
18.8	<input type="radio"/> Writing
6.6	<input type="radio"/> Gestures
4.4	<input type="radio"/> Pictures
11.1	<input type="radio"/> Sound waves
53.6	<input checked="" type="radio"/> Sense of touch
5.2	<input type="radio"/> I don't know.
0.4	No response

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of Golden Press, Inc.

403 13 3/1 05*X509014 R0004050

9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS																		
			0	10	20	30	40	50	60	70	80	90	100								
53.6	---	NATIONAL*																		
		REGION																			
43.5	-10.0*	Southeast	.....																	
51.0	-2.6	West	.....																	
59.6	6.0*	Central*																		
57.9	4.3	Northeast	.....																	
		SEX																			
52.9	-0.7	Male	.....																	
54.2	0.6	Female	.....																	
		COLOR																			
27.7	-25.9*	Black	.....																	
57.6	4.1*	White*																		
		PARENTAL EDUCATION																			
42.9	-10.7*	No High School	.....																	
52.1	-0.4	Some High School	.....																	
54.7	1.1	Graduated High Sch.*																		
43.9	10.2*	Post High School	.....																	
		SIZE AND TYPE OF COMMUNITY																			
24.7	-28.9*	Extreme Inner City	.....																	
49.9	-4.7	Extreme Rural	.....																	
52.0	-1.6	Small City	.....																	
49.6	-4.0	Medium City	.....																	
56.1	2.7	West Of Big City*																		
59.6	6.0	Suburban Fringe*																		
69.8	15.2*	Extreme Aff Suburb*																		

Exercise 509 -- Age 9

Overlap: Age 17

Objective IV: Reason logically from what is read.

Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 9-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicaps by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. Fifty-four percent of 9-year-olds selected "sense of touch," but 19% chose "writing" and 11% said "sound waves." Note that the Black and inner-city groups performed at about one half the national level.

Read the story and answer the question which follows it.

Of all the things to eat in the world, Silky the Spider liked bean soup the best. He could eat a whole riverful of bean soup. The trouble was that bean soup was hard to find, especially for a spider, so Silky used to knock on door after door asking whoever opened the door if he had any bean soup for sale. One day, a woman named Mrs. Bean opened her door. When Silky found out her name, he gulped her right down. Boy, did he have a pain in his stomach after that!

- Nat'l 4
 Choosing How did Silky feel about bean soup?
 Each Answer
- 7.9 Silky hated bean soup.
 - 7.6 Silky couldn't stand bean soup.
 - 7.8 Silky never thought about bean soup.
 - 72.2 Silky thought bean soup was delicious.
 - 4.0 I don't know.
 - 0.6 No response

W04 09 3/1 04*K511010 R0004050

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS												
				0	10	20	30	40	50	60	70	80	90	100		
72.2	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+	+	+
		REGION		.....											
65.8	-6.4*		Southeast	.....											
71.5	-0.7		West	.....											
72.6	0.4		Central	.....											
78.4	6.2*		Northeast	.....											
		SEX		.....											
66.4	-5.8*		Male	.....											
77.2	5.0*		Female	.....											
		COLOR		.....											
55.8	-16.8*		Black	.....											
75.6	3.4*		White	.....											
		PARENTAL EDUCATION		.....											
59.2	-13.0*		No High School	.....											
51.2	-21.0*		Some High School	.....											
73.5	1.3		Graduated High Sch.	.....											
79.7	7.5*		Post High School	.....											
		SIZE-AND-TYPE OF COMMUNITY		.....											
66.9	-5.3		Extreme Inner City	.....											
65.5	-6.7*		Extreme Rural	.....											
69.8	-2.4		Small City	.....											
68.2	-4.0*		Medium City	.....											
76.6	4.4		Rest Of Big City	.....											
79.1	5.9*		Suburban Fringe	.....											
81.4	9.2*		Extreme Aff Suburb	.....											

Exercise 511 -- Age 9

Objective IV: Reason logically from what is read.

Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

The answer to this exercise can be gleaned from the first sentence. While the rest of the passage supports the message that Silky thought bean soup was delicious, it is not really necessary. While the fact that Silky thought bean soup was delicious is not stated explicitly, the first sentence leaves little to infer. Seventy-two percent of 9-year-olds chose the correct answer. It would have been interesting to see what percentage of 9-year-olds could choose the correct answer if the first sentence were eliminated from the passage; this would make the correct answer truly an inference.

Exercise 513 -- Age 9

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Seventy-nine percent of all 9-year-olds correctly stated that "Silky didn't like the rain at all." The answer can be gleaned from the first sentence. The rest of the passage relates more to why Silky did not like the rain.

Read the poem and answer the question on the next page.

As the cat climbed over

*material
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due to
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scattered in all directions.*

Nat'l %
Choosing
Each Answer

2.8
10.2
6.2
76.7
3.6
0.3

Which words tell when the buttons scattered?

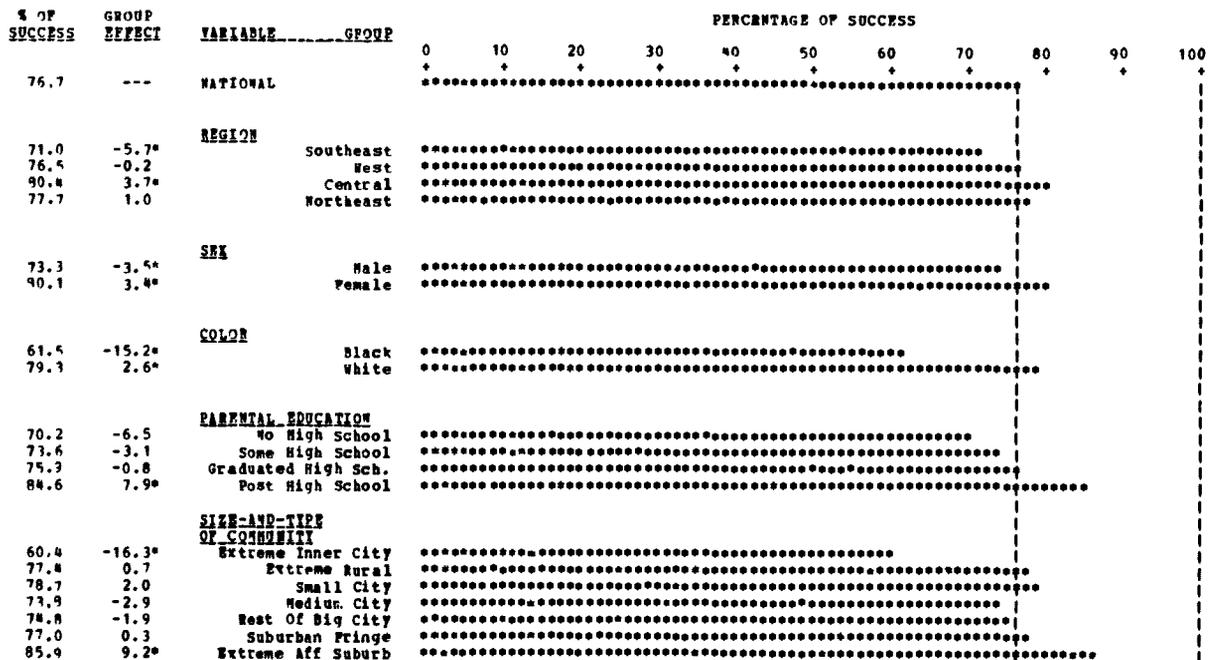
- When the cat's nose pushed the box
- When the cat's forepaw struck the box
- When the cat's tail knocked the box over
- When the cat's hind foot caught in the box
- I don't know.
- No response

*The Collected Earlier Poems of William Carlos Williams, William Carlos Williams, reprinted by permission of New Directions Books.

406 11 2/1 04*1515011 R1000050

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 515 -- Age 9

Overlap: Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, pages, and longer works.

This exercise simply requires recognizing a stated fact. Seventy-seven percent of all 9-year-olds correctly said "When the cat's hind foot caught in the box." The 10% who chose "When the cat's forepaw struck the box" may not have understood the meaning of the prefix, "fore." Note on the exhibit the unusually high performance of the extreme-rural and small-city groups.

Exercise 517 -- Age 9

Overlap: Age 13, 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 9-year-olds were asked to recognize. Only 25% of them were able to do so. Thirty-five percent either made no response or honestly admitted not knowing the answer. The remainder chose answers that suggest a total lack of comprehension of the passage.

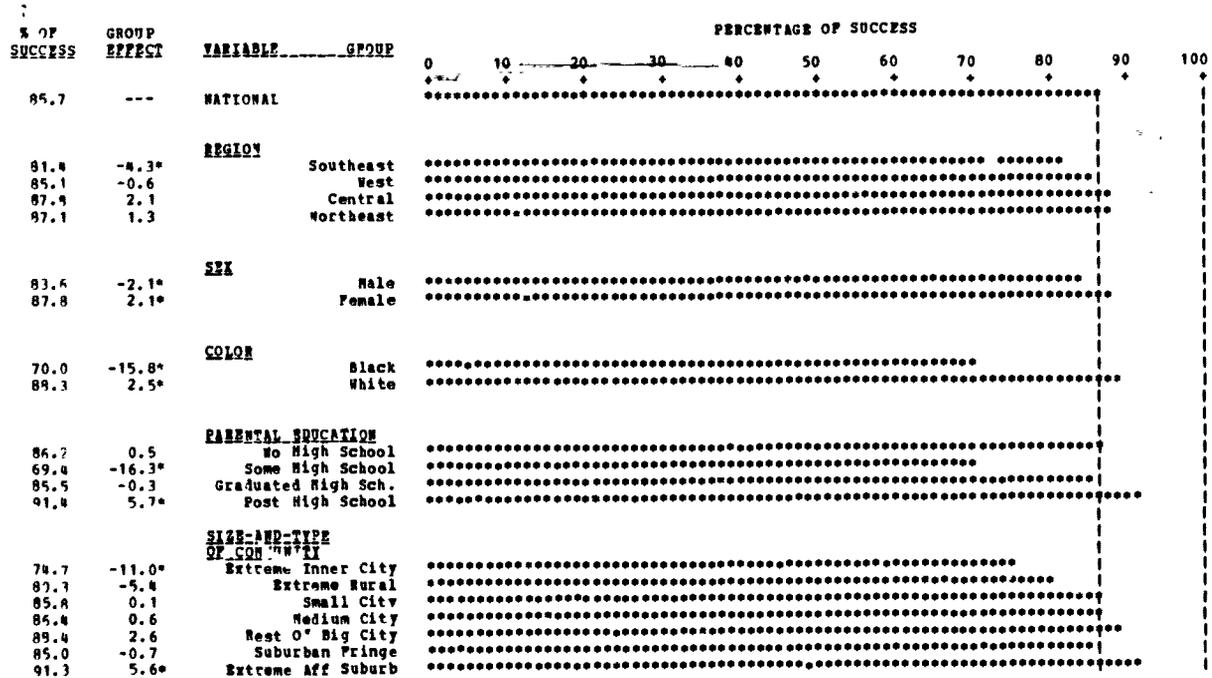
Read the story and complete the sentence which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost t sea.

- Nat'l %
Choosing
Each Answer
- 5.5 ○ calm.
 - 2.2 ○ dry.
 - 2.6 ○ sunny.
 - 85.7 ● wet.
 - 3.1 ○ I don't know.
 - 0.9 No response

W08 02 3/1 0N*1520011 R10000S0

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 520 -- Age 9

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Eighty-six percent of all 9-year-olds were able to glean the fact that the weather was wet from the sentence "It started to rain and the fog grew thick."

CHAPTER 4

RESULTS FOR AGE 13

The 13-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1957. About three fourths of them were enrolled in the eighth grade at the time of the assessment and most of the remainder were enrolled in the seventh grade.

First we describe each group's overall behavior on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Thirty-seven specific effects (behaviors) on gleaning significant facts from passages are summarized at age 13. Nineteen of these represent released exercises and are described in detail. The other 18 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 37 effects representing Theme 5 for each group relative to the national level indicated by the \emptyset line. Each group's median level is indicated by an arrow (\rightarrow). Each specific behavior is represented by a box with an X (\boxed{X}) unless it differs atypically from the group's median level; then it is represented by an open box (\square).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to¹ the national level.

¹An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 4-1A

Distributions of Effects for Age 13

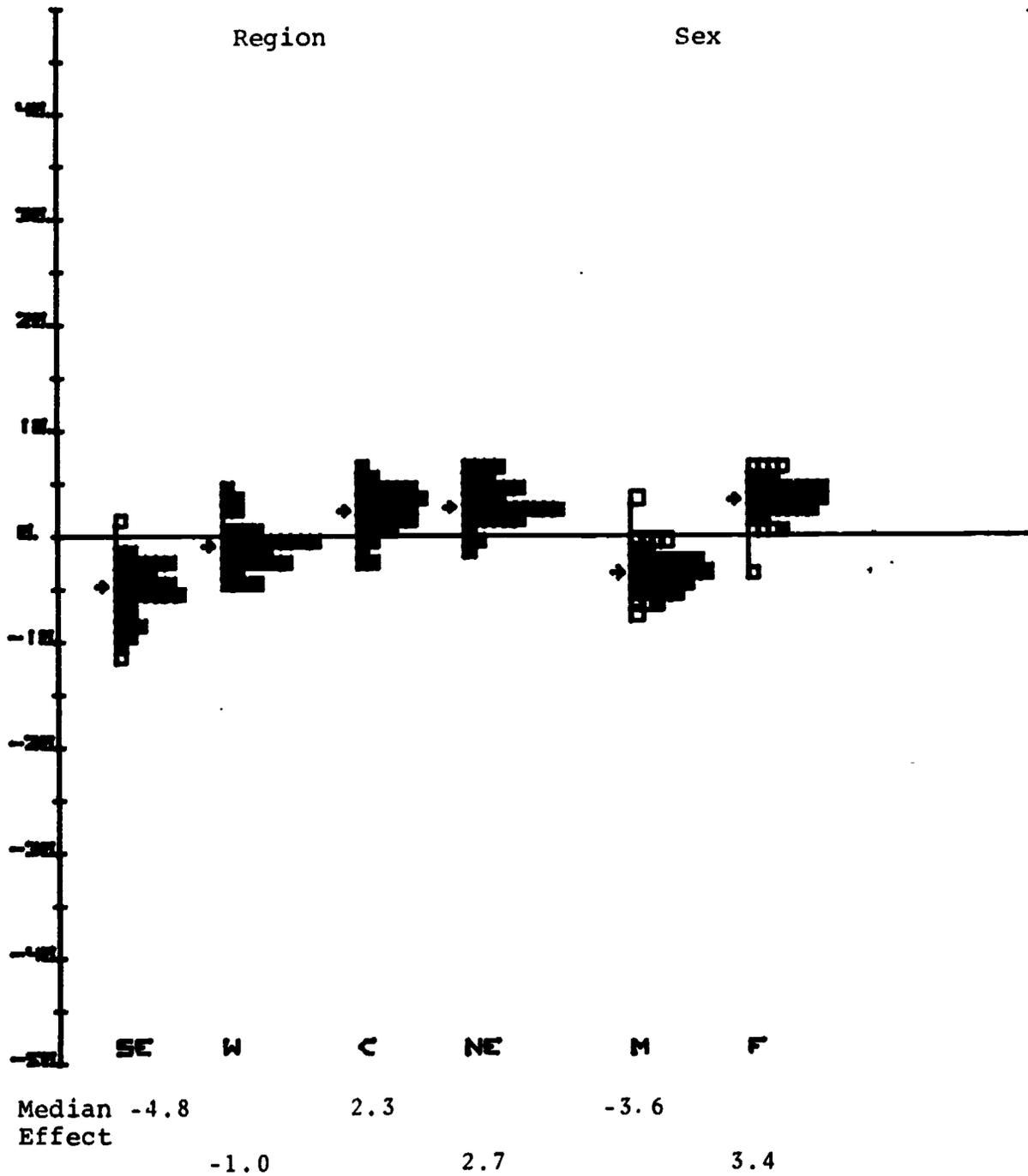
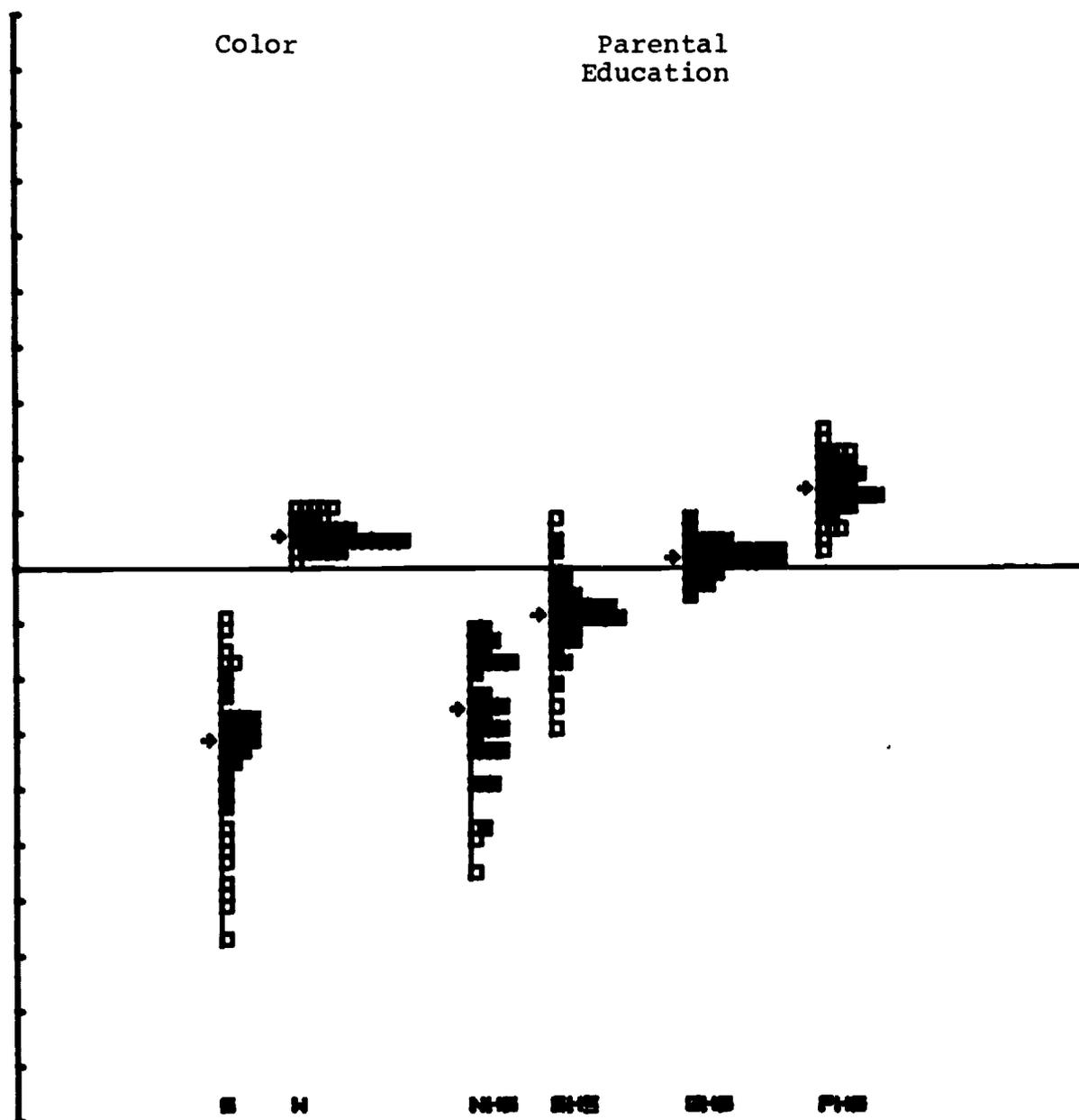


EXHIBIT 4-1B

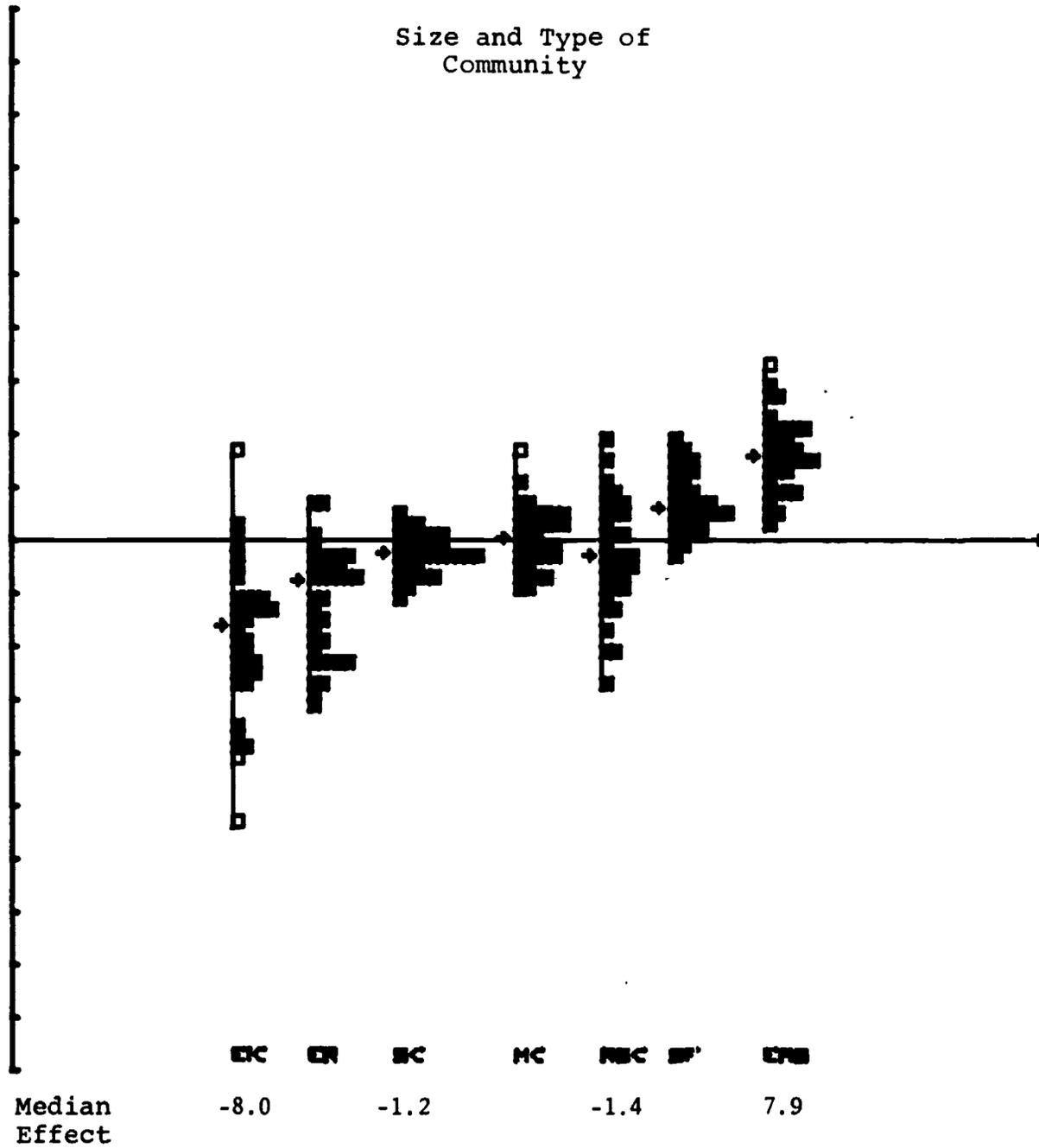
Distributions of Effects for Age 13



	■	◆	■	◆	■	◆
Median Effect	-15.5		-12.8		0.9	
		2.9		-4.3		7.1

EXHIBIT 4-1C

Distributions of Effects for Age 13



When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

With a median effect of -4.8, Southeastern 13-year-olds had an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on one part (U53602) of an unreleased exercise that asked what job was being offered in an ad. However, they performed atypically closer to the national level on an unreleased exercise (U522) regarding the distance traveled in an exploration story.

Western 13-year-olds had a median effect of -1.0 and an overall behavior that tended to be below the national level. They did not perform atypically on any exercise.

Central and Northeastern 13-year-olds had median effects of 2.3 and 2.7, respectively. Both groups had an overall behavior tending to be above the national level. Neither group had any atypical behaviors.

Sex

While the boys had a median effect of -3.6 and an overall behavior characteristically below the national level, the girls had a median of 3.4 and an overall behavior characteristically above the national level. The behavior of both boys and girls was atypically farther from the national level on released Exercise R524 that required identification of the origin of "beat" and on one part (R50603) of an exercise regarding the treatment of poison ivy on the eyelids, and on unreleased Exercise U53306 that required recalling a variety of things about a dog. The girls also performed atypically farther from the national level on unreleased Exercise U53406 that required recalling a variety of things about a man in a story.

Both boys and girls performed atypically closer to the national level on three released exercises and one unreleased exercise. Exercise R502 required recognizing two reasons why a sports car corners better than a passenger car. Exercise R515 required indicating when a cat climbing over a button box spilled the buttons. Exercise R53502 required identifying the distance over which a nuclear burst can cause a fire. Unreleased Exercise U52901 required obtaining information from fishing regulations. The boys also performed atypically closer to the national

level on Exercise R507 that required detecting what "moon" was compared to (simile).

Color

While Black 13-year-olds had a median effect of -15.5 and an overall behavior characteristically below the national level, White 13-year-olds had a median effect of 2.9 and an overall behavior characteristically above the national level. The behavior of both groups was atypically farther from the national level on three released and three unreleased exercises. One was R507 (compare "moon"). Exercise R517 pertained to changes in environmental balance and Exercise R53502 asks which type of nuclear burst produces the most fallout. Exercise U519 pertained to knowledge about atmospheric layers. Exercise U53602 and U53603 asked what job was being offered in an ad and some qualifications for the job. Blacks also performed atypically farther from the national level on another part (U53604) of the same unreleased exercise that asked for the top salary offered and on Exercise U52902 that asked for information from fishing rules.

The behavior of both groups was atypically closer to the national level on a released exercise (R53004) that required recalling the city, month and day in which a story took place and on an unreleased exercise (U522) regarding the distance traveled in an exploration story. Blacks also performed atypically closer to the national level on released Exercise R52501 that required recognizing the proportion of Americans in debt, on unreleased Exercise U53306 that required recalling a variety of things about a dog and on Exercise U505 regarding a description of the Constitution.

Parental Education²

With a median effect of -12.8, the no-high-school group had an overall behavior characteristically below the national level. However, their behavior was atypically farther from the national level on two parts (U53603 and U53604) of an unreleased exercise that asked for the qualifications and top salary of the job being offered in an ad and on U53309 that required recalling two things a dog does.

²See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

The some-high-school group had a median effect of -4.3 and an overall behavior tending to be below the national level. They performed atypically farther from the national level on both parts (U52901 and U52902) of an unreleased exercise that asked for information from fishing rules. Their performance was atypically closer to the national level on Exercise U522 regarding the distance traveled in an exploration story.

With a median effect of 0.9, the graduated-from-high-school group had an overall behavior that tended to be above the national level; they had no atypical behaviors.

The post-high-school group had a median effect of 7.1 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on three parts (U53602, U53603 and U53604) of an unreleased exercise that asked for the kind of job and for the qualifications and top salary of the job being offered in an ad and one part (R53502) of an exercise that required identifying the distance over which a nuclear burst can cause a fire.

They performed atypically closer to the national level on two parts (R52301 and R52302) of an exercise about preventing forest fires that asked for the name of the animal on the advertisement (Smokey) and what the ad said to do, and on Exercise R53004 that required recalling the city, day and month in which a story takes place. They also performed atypically closer to the national level on unreleased Exercise U522 regarding the distance traveled in an exploration story and on Exercise U537 regarding sounds made by hummingbirds.

Size and Type of Community³

With medians of -8.0 and -3.8, respectively, the extreme-inner-city and extreme-rural groups had overall behaviors tending to be below the national level. While the extreme-rural group had no atypical behaviors, the extreme-inner-city groups performed atypically farther from the national level on Exercise R507 that asked what "moon" was compared to (smile) and Exercise R517 regarding changes in environmental balance. Their behavior was atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story took place.

³See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups.

The small-city, medium-city and rest-of-big-city groups had median effects of -1.2, 0.2 and -1.4, respectively. The overall behavior of all three groups is best described as tending to be about the same as the national level. The small-city and rest-of-big-city groups had no atypical behaviors. The medium-city groups performed atypically high on Exercise U53406 that required recalling a variety of things about a man in a story.

With a median effect of 3.0, the suburban-fringe group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The extreme-affluent-suburb group had a median effect of 7.9 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on a part (U53606) of the job ad exercise that asked the meaning of "Equal Opportunity Employer."

* * *

* * *

* * *

The data for each released exercise representing gleaning significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of 13-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group's percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 502 -- Age 13

Overlap: Ages 9, 17, Adult.

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on 13-year-olds being able to relate two of these facts that explain why a sports car corners better than a passenger car. Sixty-nine percent of them were able to do so.

Nat'l %
Choosing
Each Answer

When did Helen Keller study the problems of the blind?

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

*material deleted due to
copyright restrictions*

- 2.5 As a major subject in college
- 2.1 Before deciding to go to college
- .6 After she graduated from Radcliffe
- .5 During the time she was taught by Miss Sullivan
- .3 I don't know.
- 1 No response

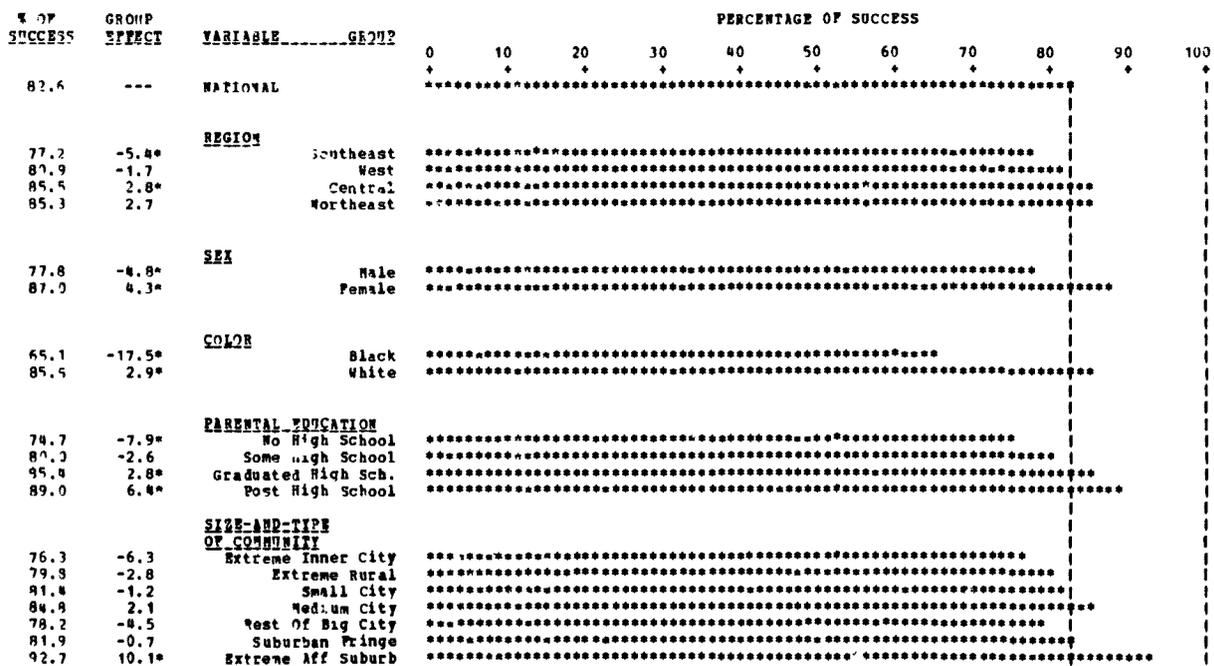
articles, including an autobiography of her early years."

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

*05 99 7/1 03*X503012 R0200050

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 503 -- Age 13

Overlap: Ages 9, 17

Objective II: Analyze what is read.

Subobjective B: Perceive the structure and organization of the work.

On this exercise, 83% of the 13-year-olds successfully related the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame her handicaps of blindness and deafness and then to help others with similar problems. Only 9% said, "During the time she was taught by Miss Sullivan," an indication that they confused her overcoming her own handicaps with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY*

The interval for burning, itching, and finally water-filled

*material deleted due to
copyright restrictions*

application is broken.

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

(50601)

Nat'l %
Choosing
Each Answer

Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

- 1 7 Cut down the ivy plant.
- 14 9 Do not scratch the affected areas.
- 3 0 Put calamine lotion on the affected areas.
- 2.0 Put iron salt solution on the exposed areas.
- 77.2 Wash all exposed areas within about five minutes of exposure.
- 0.9 I don't k.ow.
- 0.2 No response

*13 14 3/1 05*4506011 R1000050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
77.2	---	NATIONAL	*										
		REGION	*										
73.6	-3.5		Southeast*										
74.4	-2.8		West*										
81.8	4.6*		Central*										
78.2	1.1		Northeast*										
		SEX	*										
73.5	-3.6*		Male*										
80.4	3.2*		Female*										
		COLOR	*										
61.6	-15.5*		Black*										
79.6	2.5*		White*										
		PARENTAL EDUCATION	*										
62.2	-14.9*		No High School*										
75.3	-1.9		Some High School*										
78.6	1.5		Graduated High Sch.*										
83.2	6.0*		Post High School*										
		SIZE-AND-TYPE OF COMMUNITY	*										
69.4	-7.7		Extreme Inner City*										
67.7	-9.5*		Extreme Rural*										
76.0	-1.2		Small City*										
87.2	5.0*		Medium City*										
88.1	7.1		Rest Of Big City*										
77.5	0.5		Suburban Fringe*										
79.2	2.8		Extreme Aff Suburb*										

(50602)

Nat'l %
Choosing
Each Answer

Which of the following will soothe the itching from
ivy poisoning?

- 1.0 Cut down the ivy plant.
- 5.2 Do not scratch the affected areas.
- 78.8 Put calamine lotion on the affected areas.
- 6.0 Put iron salt solution on the exposed areas.
- 7.0 Wash all exposed areas within about five minutes of exposure.
- 1.2 I don't know.
- 0.9 No response

*13 14 A/1 03*K506021 R10CJ050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
79.9	---	NATIONAL	*										
		REGION	*										
72.6	-1.1*		Southeast*										
74.5	-4.3*		West*										
92.8	3.9*		Central*										
84.9	6.1*		Northeast*										
		SEX	*										
73.6	-5.2*		Male*										
83.4	4.6*		Female*										
		COLOR	*										
59.9	-18.9*		Black*										
82.1	3.3*		White*										
		PARENTAL EDUCATION	*										
65.2	-13.6*		No High School*										
75.0	-3.2		Some High School*										
90.0	1.2		Graduated High Sch.*										
87.1	8.3*		Post High School*										
		SIZE-AND-TYPE OF COMMUNITY	*										
65.9	-12.9*		Extreme Inner City*										
67.3	-11.5*		Extreme Rural*										
74.2	-4.6*		Small City*										
80.4	1.8		Medium City*										
42.7	3.9		Rest Of Big City*										
85.7	6.9*		Suburban Fringe*										
87.3	8.4*		Extreme Aff Sebrb*										

(50603)

Nat'l %
Choosing
Each Answer

What should you do if the ivy poisoning affects
your eyelids?

- 6.0 Apply calamine lotion.
- 3.0 Apply iron salt solution.
- 4.8 Apply mild soap solution.
- 65.0 Apply wet packs of boric acid solution.
- 12.9 Apply a paste of baking soda and cornstarch.
- 5.3 I don't know.
- 3.1 No response

713 14 / 04*1506031 41000050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
65.0	---	NATIONAL	%+										
		REGION		.....									
63.0	-2.0		Southeast	.....									
63.2	-4.8*		West	.....									
66.9	1.9		Central	.....									
59.9	4.8*		Northeast	.....									
		SEX		.....									
57.7	-7.3*		Male	.....									
71.4	6.4*		Female	.....									
		COLOR		.....									
48.9	-16.1*		Black	.....									
67.9	2.9*		White	.....									
		PARENTAL EDUCATION		.....									
50.9	-14.3*		No High School	.....									
59.3	-5.7		Some High School	.....									
64.6	-0.4		Graduated High Sch.	.....									
74.4	9.4*		Post High School	.....									
		SIZ*AND-TYPE OF COMMUNITY		.....									
47.6	-17.4*		Extreme Inner City	.....									
54.4	-10.6*		Extreme Rural	.....									
62.6	-2.4		Small City	.....									
67.6	2.5		Medium City	.....									
65.6	0.6		Rest Of Big City	.....									
58.2	3.2		Suburban Fringe	.....									
75.9	10.9*		Extreme Aff Suburb	.....									

Exercise 506 -- Age 13

Overlap: Ages 9, 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage explains what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Seventy-seven percent of the 13-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 15% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since "not scratching" only helps to prevent its spread.

Seventy-eight percent recognized that one should apply calamine lotion if infection does occur in order to soothe the itching (50602), and 65% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

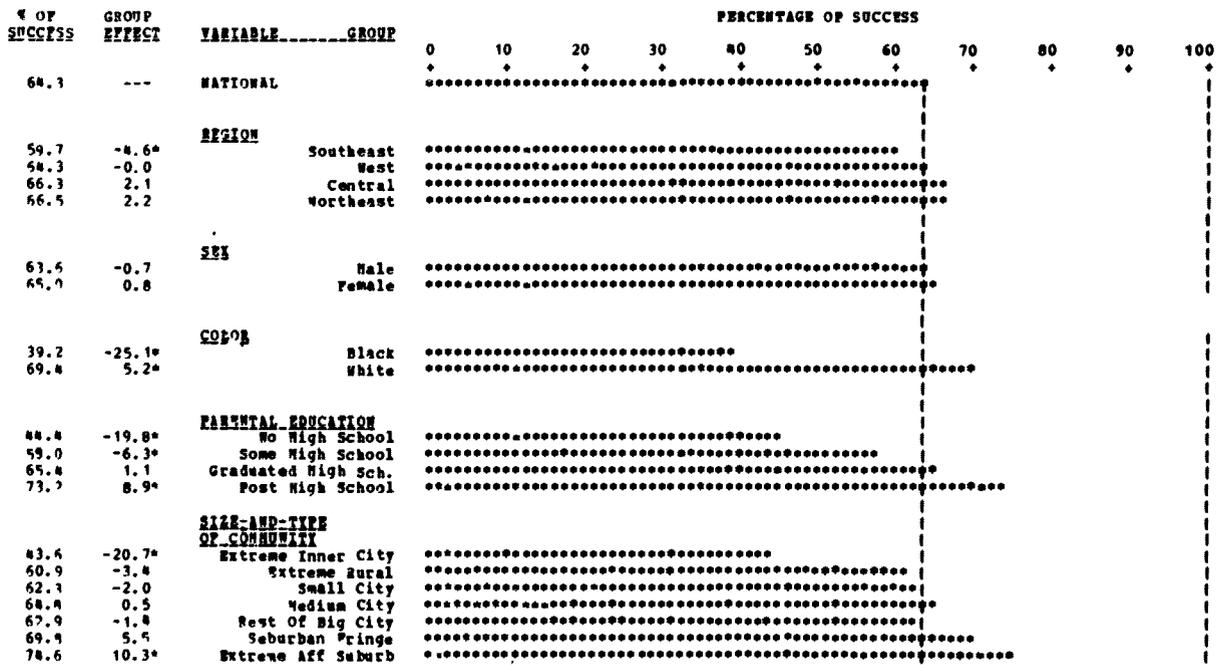
Fifty percent of the 13-year-olds answered all three parts correctly, and 27% answered two parts correctly. Only 7% failed all three parts, and 15% answered only one part correctly (50604).

Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware...

- Nat'l & Choosing Each Answer
- What does the author compare the moon to?
- 3.0 Clouds
 - 64.3 A flashlight
 - 11.7 Ghosts
 - 15.6 Shadows
 - 4.0 The wind
 - 1.2 I don't know.
 - 0.3 No response

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 507 -- Age 13

Overlap: Age 9

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Sixty-four percent of all 13-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon...like a blinking flashlight." However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight. "Ghost," "Shadows" and "The wind" were chosen respectively by 11%, 16% and 4% of the 13-year-olds.

Read the poem and answer the question on the next page.

As the cat climbed over

*material
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to
copyright
restrictions*

scattered in all directions.*

Nat'l %
Choosing
Each Answer

Which words tell when the buttons scattered?

- 1.0 When the cat's nose pushed the box
- 7.9 When the cat's forepaw struck the box
- 5.7 When the cat's tail knocked the box over
- 80.8 When the cat's hind foot caught in the box
- 2.2 I don't know.
- 2.5 No response

*The Collected Earlier Poems of William Carlos Williams, William Carlos Williams, reprinted by permission of New Directions Books.

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9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
80.9	---	NATIONAL*										
REGION													
78.8	-2.4	Southeast	.....									
76.5	-4.2	West	.....									
84.5	3.8*	Central	.....									
82.7	1.9	Northeast	.....									
SEX													
90.1	-0.6	Male	.....									
81.4	0.7	Female	.....									
COLOR													
65.0	-15.7*	Black	.....									
84.6	3.8*	White	.....									
PARENTAL EDUCATION													
61.1	-19.7	No High School	.....									
77.4	-3.4	Some High School	.....									
91.1	0.4	Graduated High Sch.	.....									
87.6	6.8*	Post High School	.....									
SIZE-AND-TYPE OF COMMUNITY													
79.6	-1.2	Extreme Inner City	.....									
79.5	-1.2	Extreme Rural	.....									
77.8	-3.0	Small City	.....									
81.0	0.2	Medium City	.....									
76.1	-4.6	Rest Of Big City	.....									
85.1	4.5*	Suburban Fringe	.....									
84.4	3.6	Extreme Aff Suburb	.....									

Exercise 515 -- Age 13

Overlap: Age 9

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise simply requires recognizing a stated fact. Eighty-one percent of all 13-year-olds correctly answered "When the cat's hind foot caught in the box." The 8% who chose "When the cat's forepaw struck the box" may not have understood the meaning of the prefix, "fore."

Exercise 517 -- Age 13

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

*material deleted due to
copyright restrictions*

Nat'l &
Choosing
Each Answer

The passage points out the importance of which fact?

- 7.6 A bird is simply an animal that eats up grain.
- 1.1 Wheat rust is similar to the rust on your own bicycle.
- 6.9 Only living factors determine how much corn can be raised.
- 6.2 How much wheat is grown depends only on how much is planted.
- 68.6 Any change in the environment is likely to cause other changes.
- 6.9 I don't know.
- 2.7 No response

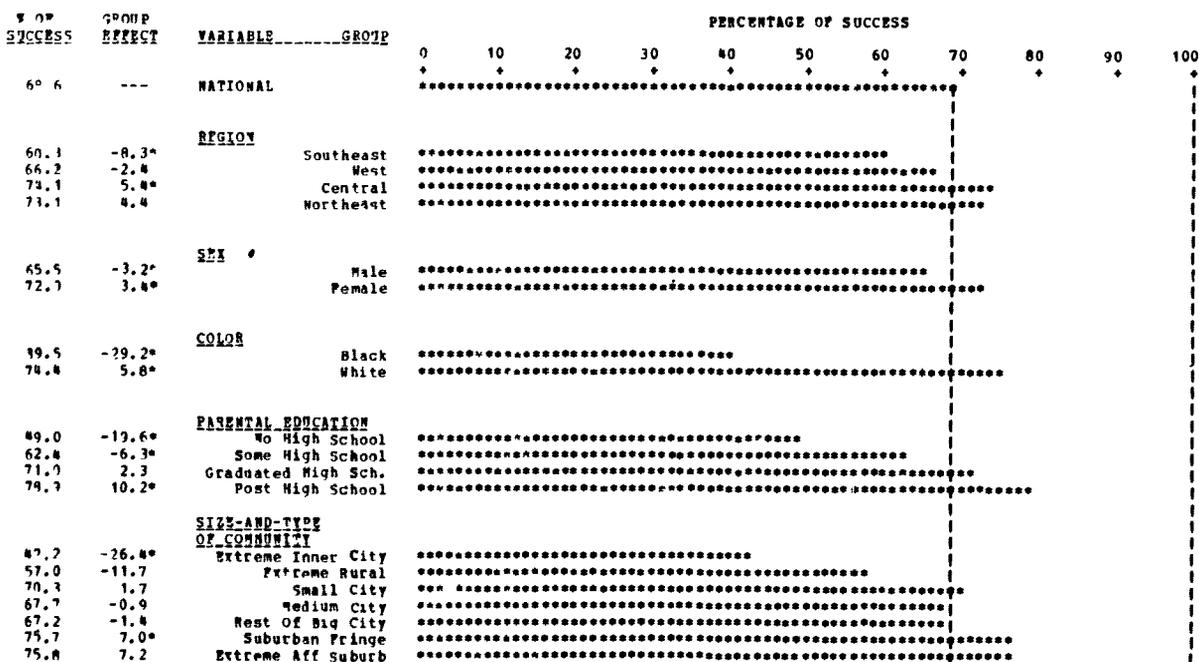
the environment is likely to bring about a whole series of changes.*

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

T02 14 4/1 05*X517011 R10000S0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 517 -- Age 13

Overlap: Ages 9, 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 13-year-olds were asked to recognize. Sixty-nine percent of them were able to do so. About 21% made responses that suggest a total lack of comprehension of the passage.

Exercise 523 -- Age 13

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.



(Reprinted by permission of The Advertising Council.)

(52301)

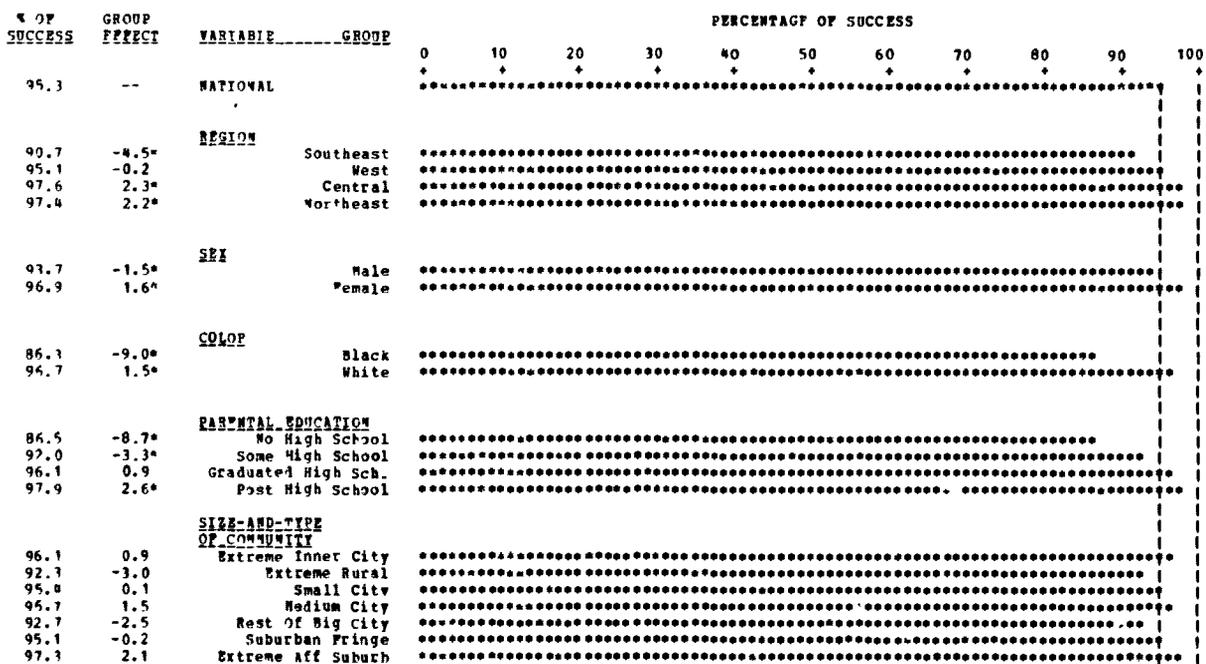
Put a checkmark in the space next to each answer. The name of the bear pictured in the advertisement is

- 0.2 Bruno
- 2.2 Forest
- 1.7 Public Service
- 95.3 Smokey
- 0.4 I don't know.
- 0.3 No response

701 04 3/1 04*523010 R1704050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(52302)

Nat'l %
Choosing
Each Answer

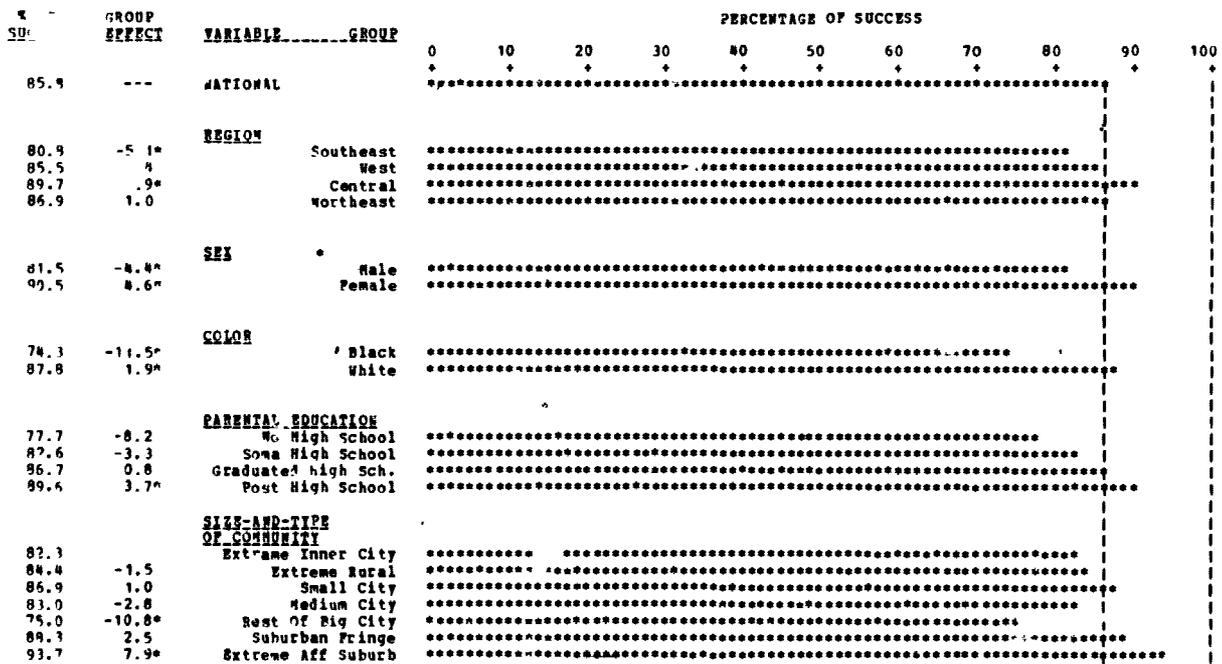
The advertisement tell you to

- 2.1 stop smoking.
- 7.8 enjoy the forest.
- 85.9 drown all camp fires.
- 0.8 plant trees and shrubs.
- 1 I don't know.
- 2.5 No response

T01 04 5/1 03*X523021 R100050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 523 -- Age 13

Overlap: Age 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-five percent of 13-year-olds recognized the name of "Smokey" the bear (52301), and 86% recognized that the ad tells us to "drown all camp fires" (52302).

Read the paragraph and answer the question which follows it

Any attempt to label an entire generation is unrewarding.

*material deleted due to
copyright restrictions*

generation has done that continually from early youth."

Nat'l & According to the paragraph, the origins of the word
Choosing "beat" are
Each Answer

- 51.0 obscure.
- 21.5 clear to Americans.
- 9.3 attributed to Kerouac
- 5.1 attributed to jazz musicians.
- 8.2 I don't know.
- 5.0 No response

"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of New York Times Company.

T01 09 6/1 01*1524011 R1000050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
51.0	---	NATIONAL		.....									
		REGION		.....									
49.5	-1.4		Southeast	.....									
45.2	-4.7		West	.....									
52.3	1.4		Central	.....									
55.7	4.7		Northeast	.....									
		SEX		.....									
44.6	-6.4*		Male	.....									
57.7	6.7*		Female	.....									
		COLOR		.....									
17.8	-13.2*		Black	.....									
53.1	2.2*		White	.....									
		PARENTAL EDUCATION		.....									
17.1	-13.9*		No High School	.....									
46.1	-4.8		Some High School	.....									
40.2	-1.8		Graduated High Sch.	.....									
59.9	8.9*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
50.1	-0.8		Extreme Inner City	.....									
51.7	0.8		Extreme Rural	.....									
47.3	-3.7		Small City	.....									
47.3	-3.7		Medium City	.....									
42.3	-8.6		Rest Of Big City	.....									
56.4	5.4*		Suburban Fringe	.....									
60.5	9.5*		Extreme Aff Suburb	.....									

Exercise 524 -- Age 13

Overlap: Age 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns the "beat" generation. One of four parts is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences. Fifty-one percent of 13-year-olds recognized the fact that the origins of the word "beat" are obscure. However, 22% said the origins are "clear to Americans." They might have confused "origins" with "meaning" from the sentence "The origins of the word 'beat' are obscure, but the meaning is only too clear to most Americans."

Read the passage and answer the question which follows it.

It should come as no surprise to learn that 9

*material deleted due
to copyright
restrictions*

to-borrow bank loans.*

(52501)

- Nat'l & Choosing Each Answer
- According to the article, how many Americans are in debt?
- 6.7 50%
 - 0.5 2 out of 3.
 - 1.2 4 out of 5.
 - 90.1 9 out of 10.
 - 1.4 I don't know.
 - 0.1 No response

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03 04 1/1 04*Y525011 R1000090

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

GROUP SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
90.0	---	NATIONAL		.....									
REGION														
87.2	-2.9	Southeast		.....									
89.2	-0.8	West		.....									
92.7	0.2	Central		.....									
93.4	3.4*	Northeast		.....									
SEX														
89.8	-1.3	Male		.....									
91.4	1.3	Female		.....									
COLOR														
91.6	-8.4*	Black		.....									
91.9	1.8*	White		.....									
PARENTAL EDUCATION														
86.5	-5.5*	No High School		.....									
89.5	-0.5	Some High School		.....									
90.3	0.3	Graduated High Sch.		.....									
98.1	4.2*	Post High School		.....									
SIZE-AND-TYPE OF COMMUNITY														
86.5	-5.5	Extreme Inner City		.....									
87.0	-3.0	Extreme Rural		.....									
89.6	-0.5	Small City		.....									
92.5	2.5*	Medium City		.....									
87.4	-6.7	Rest of Big City		.....									
91.5	1.4	Suburban Fringe		.....									
94.8	4.7*	Extreme Aff Suburb		.....									

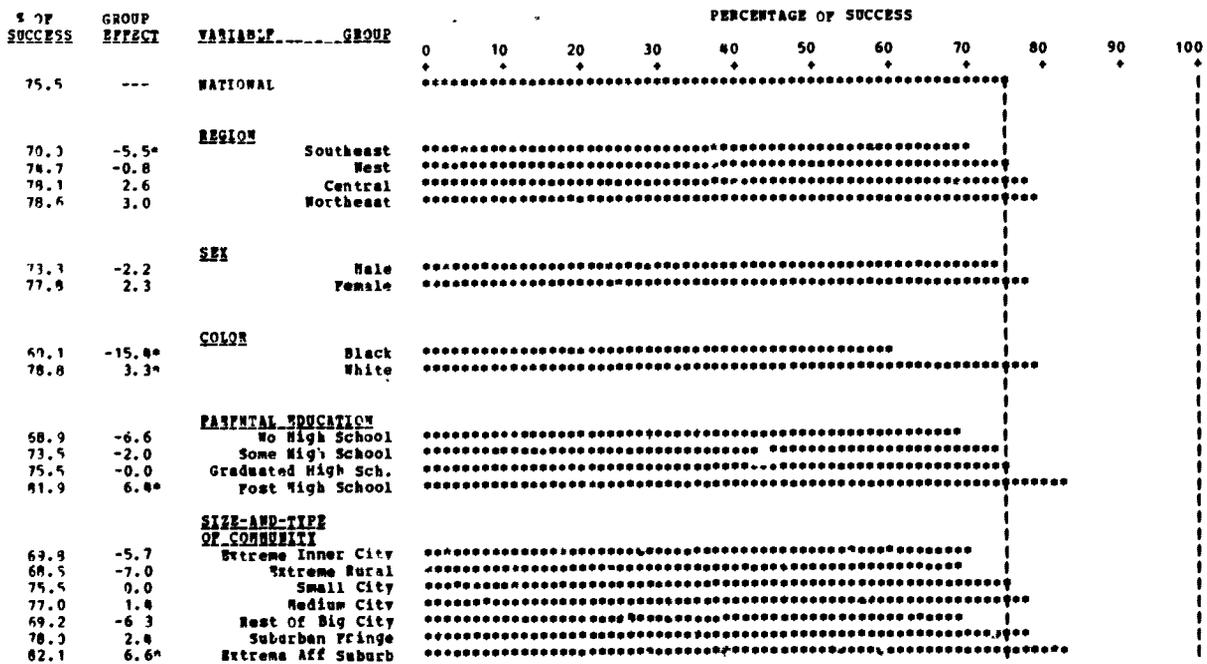
(52502)

Nat'l % Choosing Each Answer	According to government statistics, how much has income increased?
1.9	<input type="radio"/> 5%
1.2	<input type="radio"/> 10%
75.5	<input checked="" type="radio"/> 50%
0.9	<input type="radio"/> 75%
14.5	<input type="radio"/> 110%
1.9	<input type="radio"/> I don't know.
4.0	No response

703 04 4/1 03*X525021 R1900050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(52503)

Summary of the two parts of Exercise #25

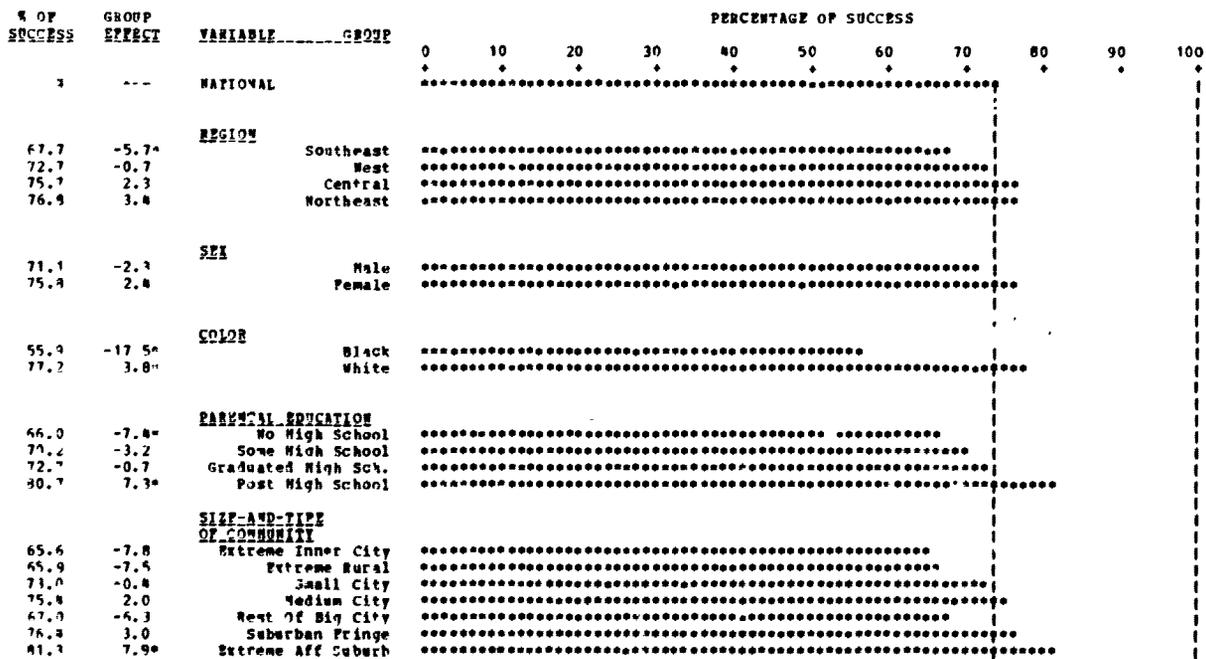
0.0% No response
 7.8% 0 parts correct
 18.8% 1 part correct
 73.4% 2 parts correct

The exhibit below shows the percentages of success and group effects for both parts correct.

003 043 1/2 12*x525030 x000000

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 52^F -- Age 13

Overlap: Age 17, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety percent of 13-year-olds recognized that "9 out of 10" Americans are in debt (52501), and 76% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Seventy-three percent responded correctly on both parts, 19% on one part and 8% failed on both parts (52503).

Read the passage and answer the question which follows it.

Sleeky and his mate found their way to Miller's pond one
material deleted due to copyright restrictions

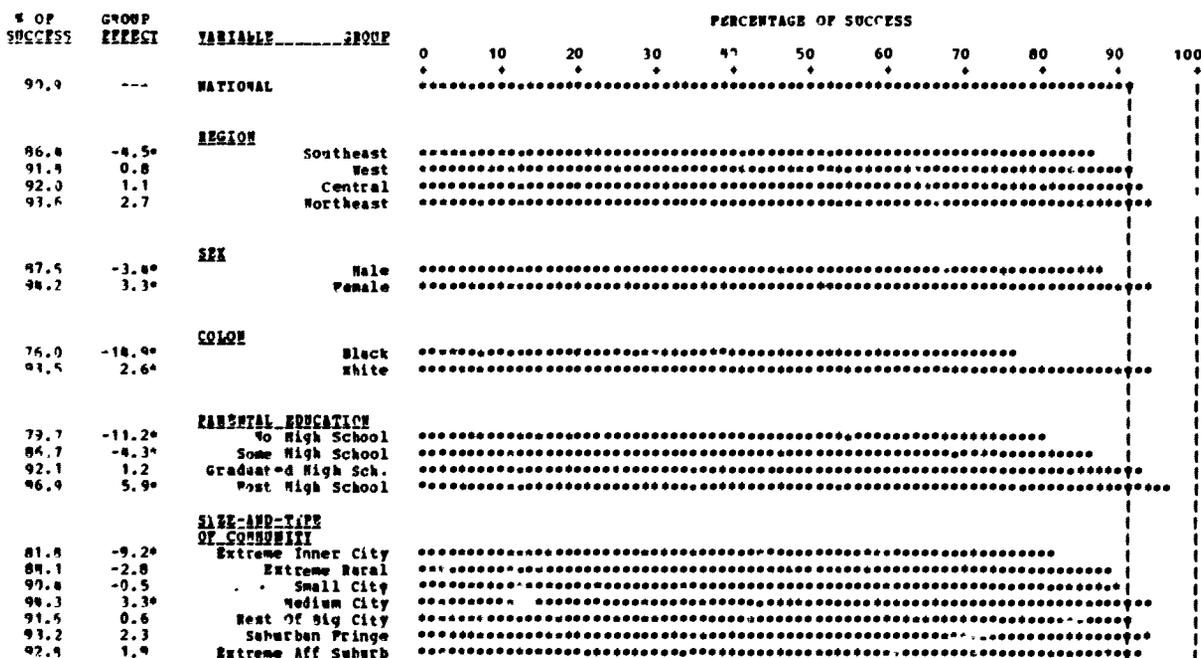
on the bank. Sleeky got there first.*

- What's the question? How many otters were there?
 Choose the correct answer.
- 90.9 Two
 - 2.0 Three
 - 1.4 Four
 - 0.8 Five
 - 0.6 Six
 - 3.9 I don't know.
 - 0.4 No response

*Sleeky the Otter, Rhoda Leonard and William S. Briscoe, reprinted by permission of Harr Wagner Publishing Company.

00 12 3/1 01*x526011 R1000050

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 526 -- Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage pertains to the activities of a pair of otters; the 13-year-olds were asked to recognize how many otters were in the story. Ninety-one percent chose the correct response.

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

*material deleted due to
copyright restrictions*

including an autobiography of her early years.

Nat'l & According to the passage, what was the extent of
Choosing Miss Keller's lecture tours?
Each Answer

- 6.8 Only in the United States
- 4.1 Only in two countries
- 15.3 Only on two continents
- 71.5 Only on three continents
- 2.1 I don't know.
- 0.2 No response

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

707 14 3/1 0**x528011 #1000050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
71.5	--	NATIONAL		.....									
REGION														
69.4	-2.2		Southeast	.....									
69.0	-2.5		West	.....									
75.3	3.8		Central	.....									
71.5	-0.2		Northeast	.....									
SEX														
67.9	-3.6*		Male	.....									
78.9	3.3*		Female	.....									
COLOR														
56.4	-14.7*		Black	.....									
78.3	2.7*		White	.....									
PARENTAL EDUCATION														
65.4	-6.2		No High School	.....									
70.5	-1.0		Some High School	.....									
72.7	0.5		Graduated High Sch.	.....									
75.7	4.2*		Post High School	.....									
SIZE-AND-TYPE OF COMMUNITY														
60.7	-11.5*		Extreme Inner City	.....									
71.5	-0.0		Extreme Rural	.....									
71.4	-0.1		Small City	.....									
78.0	2.4		Medium City	.....									
73.0	1.5		Rest Of Big City	.....									
70.1	-1.2		Suburban Fringe	.....									
75.4	3.9		Extreme Aff Suburb	.....									

Exercise 528 -- Age 13

Overlap: Age 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Seventy-two percent of 13-year-olds were able to recognize that Helen Keller toured three continents giving lectures. However, only two continents are mentioned by name, and the 15% who answered "two continents" did not take into account that the United States is in North America--a third continent.

Exercise 530 -- Age 13

Overlap: Age 17, Adult

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 13-year-olds recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-three percent were able to do so. However, 82% recalled Brooklyn (53001), 85% recalled November (53002) and 70% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

Exercise 531 -- Age 13

Read the following story only once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps
*material deleted due to
 copyright restrictions*

eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school.

(53103)

75.0% Both parts correct.

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

T09 15B 1/2 12*X531030 R0030050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
75.0	---	NATIONAL		.....									
		REGION		.....									
70.9	-4.0		Southeast	.....									
77.1	2.1		West	.....									
76.3	1.4		Central	.....									
75.0	0.3		Northeast	.....									
		SEX		.....									
70.2	-4.8*		Male	.....									
80.0	5.0*		Female	.....									
		COLOE		.....									
55.5	-19.5*		Black	.....									
78.0	3.0*		White	.....									
		PARENTAL EDUCATION		.....									
67.3	-7.7		No High School	.....									
70.3	-4.7		Some High School	.....									
76.0	1.0		Graduated High Sch.	.....									
97.7	5.7*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
64.3	-10.7*		Extreme Inner City	.....									
72.3	-2.3		Extreme Rural	.....									
75.4	0.5		Small City	.....									
76.4	1.4		Medium City	.....									
61.3	-13.7		West Of Big City	.....									
79.7	3.7		Suburban Fringe	.....									
80.3	5.3*		Extreme Aff Suburb	.....									

Exercise 531 -- Age 13

Overlap: Age 17

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 13-year-olds recall--without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Note that the story is the same as for Exercise R530. Success on this exercise was regarded as being able to recall both parts (53103). Seventy-five percent were able to do so. However, 88% recalled that three women were in the room (53101), and 81% recalled that James had been thinking about how to run away from school (53102). The exhibit refers to 53103--recalling both parts.

Exercise 535 -- Age 13

Overlap: Age 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, the 13-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 55% correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. However, 24% chose "an air burst" and 18% said a subsurface burst ("underwater burst" or "underground burst"). On the second part (53502), 72% correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

CHAPTER 5

RESULTS FOR AGE 17

The 17-year-olds participating in the 1970-71 Reading assessment fall into two classifications: (1) the "in-school" 17-year-olds and (2) the "out-of-school" 17-year-olds who were not enrolled in public or private schools either because they had dropped out or had completed high school early. Those in the latter category were included to provide in the assessment a more balanced representation of all 17-year-olds. The "in-school" 17-year-olds were born between October 1, 1953, and September 30, 1954. About three fourths of them were enrolled in the eleventh grade at the time of assessment; of the remainder, about half were enrolled in the tenth grade and about half in the twelfth grade. The "out-of-school" 17-year-olds were (1) not enrolled in public or private school during March, 1970, and were born between October 1, 1952, and September 30, 1953¹ or (2) not enrolled in public or private school during January, 1971 and were born between October 1, 1953, and September 30, 1954.

First, we describe each group's overall behavior on Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Thirty-five specific effects (behaviors) on gleaning significant facts from passages are summarized at age 17. Nineteen of these represent released exercises and are described in detail. The other 16 behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 35 effects representing Theme 5 for each group relative to the national level indicated by the \emptyset line. Each group's median level is indicated by an arrow (+). Each specific behavior is represented by a box with an X () unless it differs atypically from the group's median level; then it is represented by an open box () .

¹These respondents were actually 18-year-olds who were included in the sample to obtain a larger representation. It was deemed that one year's difference in age would make little difference in the way they responded, since they were out of school.

EXHIBIT 5-1A

Distributions of Effects for Age 17

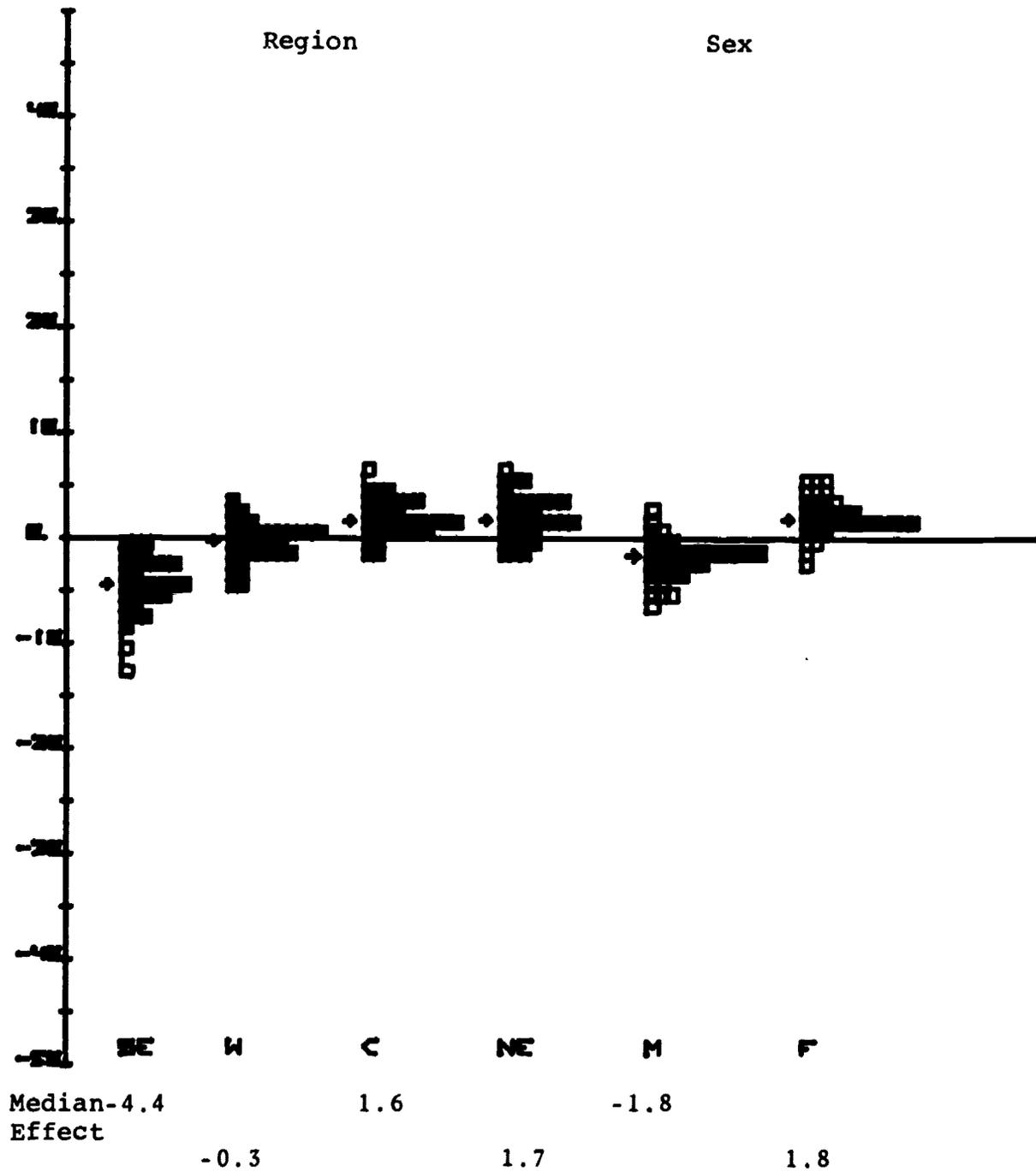


EXHIBIT 5-1B

Distributions of Effects for Age 17

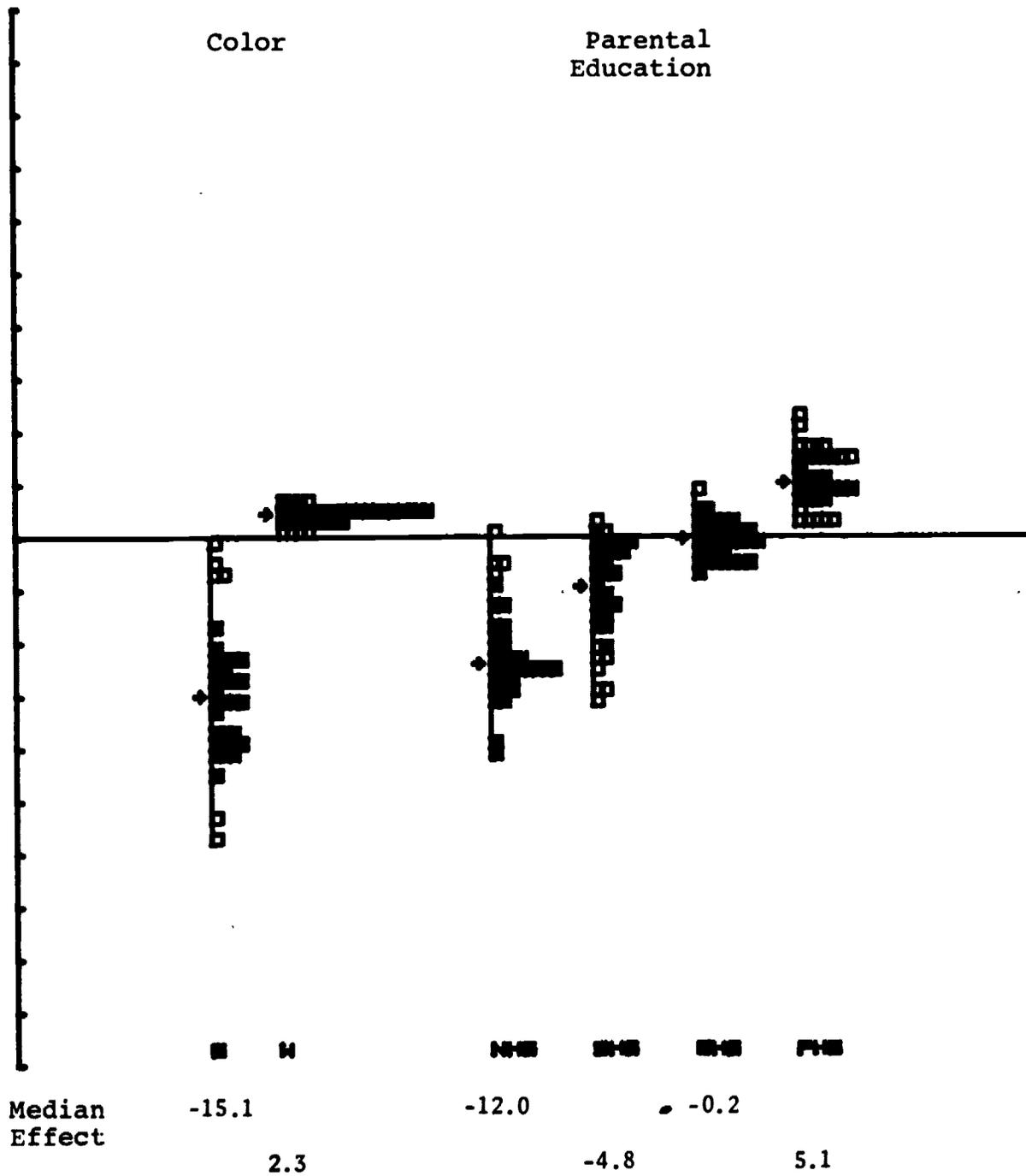
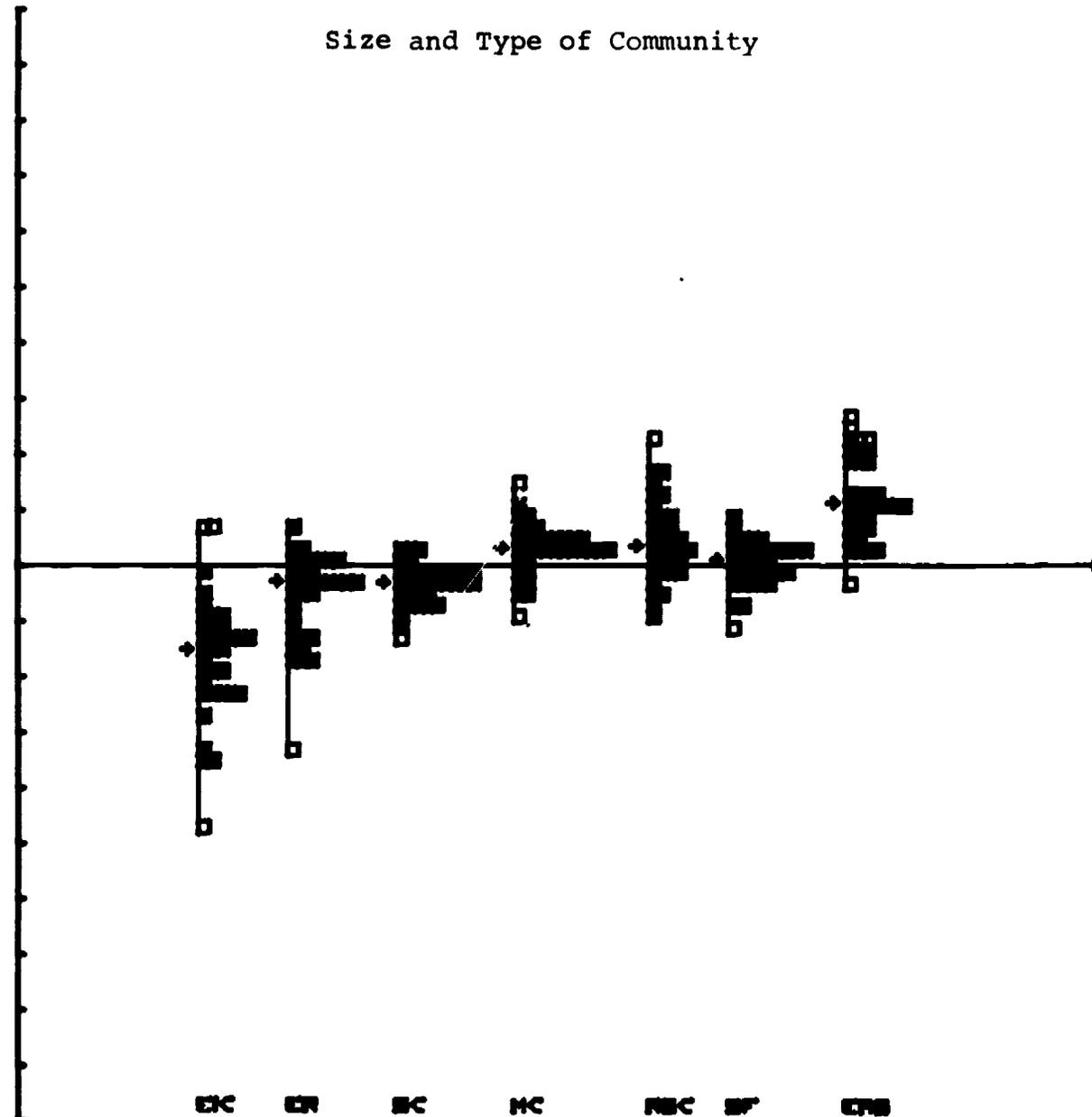


EXHIBIT 5-1C

Distributions of Effects for Age 17

Size and Type of Community



	EC	ER	BK	MC	RBC	SF	CFB
Median Effect	-7.5	-1.4	-1.5	1.7	1.9	0.6	5.8

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to² the national level.

When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

With a median effect of -4.4, Southeastern 17-year-olds had an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on unreleased Exercise U52902 that asked for information from fishing rules and on one part of a job ad exercise (U53606) that asked how one would apply for the job.

Western 17-year-olds had a median effect of -0.3 and an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

With median effects of 1.6 and 1.7, respectively, the Central and Northeastern 17-year-olds had overall behaviors that tended to be above the national level. The Central group performed atypically farther from the national level on one part (U52902) of an unreleased exercise that asked for information from fishing rules. The Northeastern group performed atypically farther from the national level on a released exercise (R53004) that required recalling the city, day and month in which the story took place.

Sex

While the boys had a median effect of -1.8 and an overall behavior characteristically below the national level, the girls had a median effect of 1.8 and an overall behavior characteristically above the national level. The behavior of both boys

²An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

and girls was atypically closer to the national level on two released exercises. Exercise R502 required recognition of two reasons why sports cars corner better than passenger cars, and R53501 is one part of an exercise regarding the kind of nuclear burst that causes the most dangerous fallout. They also performed atypically closer to the national level on one part of an unreleased exercise (U52901) that required information from fishing rules.

The behavior of both boys and girls was atypically farther from the national level on four released exercises and two unreleased exercises. Exercises R50602 and R50603 are actually two parts of an exercise regarding the treatment of poison ivy; these parts required recognizing that calamine lotion would soothe the itching and that wet packs of boric acid should be applied if the eyelids are affected. Exercise R503 required recognizing when Helen Keller studied the problems of the blind. Exercise R53103 required recalling two events from a story; Exercise U53406 required recalling a variety of things about a man in a story. Exercise U522 concerned the distance traveled in an exploration story. The girls also performed atypically farther from the national level on Exercise R53004 that required recalling the city, day and month in which a story took place.

Color

With a median effect of -15.1, Black 17-year-olds had an overall behavior characteristically below the national level; White 17-year-olds had a median effect of 2.3 and an overall behavior characteristically above the national level. The behavior of both groups behaved atypically closer to the national level on three released and one unreleased exercise. Exercises R52301 and R52302 required recognizing the name of the animal (Smokey) in a forest advertisement and that the advertisement says to drown camp fires. Exercise R53004 required recalling the city, day and month in which a story took place. Exercise U522 concerned the time required to travel between two points in an exploration story.

The behavior of both groups was atypically farther from the national level on released Exercise R53502 regarding the distance over which a nuclear burst can cause fires. Blacks performed atypically farther from the national level on another released exercise (R517) regarding changes in environmental balance.

Parental Education³

Although the no-high-school group had a median effect of -12.0 and the some-high-school group had a median effect of -4.8, the overall behavior of both groups was characteristically below the national level. The no-high-school group performed atypically closer to the national level on three released and one unreleased exercise. Exercise R52301 required recognizing Smokey's name in a forest advertisement. Exercise R53802 required recognizing that a film warranty does not guarantee the color since it can change over time. Exercise R53004 required recalling the city, day and month in which a story takes place. Exercise U522 concerned the time required to travel between two points in an exploration story.

The some-high-school group performed atypically closer to the national level on Exercise R53004 and on an unreleased exercise (U527) regarding the salary offered by a job ad. Their performance was atypically farther from the national level on four released and three unreleased exercises. Exercise R50603 required recognizing that wet packs of boric acid should be applied if the eyelid is affected by poison ivy. Exercise R524 required recognizing that the origins of "beat" are obscure. Exercise R53502 concerned the distance over which a nuclear burst can cause fire, and R53802 required recognizing that a film warranty does not guarantee the color since it can change over time. Exercise U505 regarded a description of the Constitution, U52901 regarded information from fishing rules and R539 required recognizing that Frangibles communicate by thought waves.

With a median effect of -0.2, the graduated-from-high-school group had an overall behavior tending to be about the same as the national level. Their behavior was atypically high on Exercise R53502.

The post-high-school group had a median effect of 5.1 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on three released and five unreleased exercises. Exercise R50603 required recognizing wet packs of boric acid should be applied if the eyelid is affected by poison ivy. Exercise R524 required recognizing that the origins of "beat" are obscure. Exercise 53501 required recognizing that the greatest danger of radio-

³See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

active fallout is from an air nuclear burst. Exercise U505 regarded a description of the Constitution, U52902 regarded information from fishing rules, U53406 required recalling a variety of things about a man in a story, U53606 required recognizing how to apply for a job in an ad and R539 required recognizing that Frangibles communicate by thought waves.

Size and Type of Community⁴

Although the extreme inner-city and small-city groups had median effects of -7.5 and -1.5, respectively, both groups had overall behaviors tending to be below the national level. The behavior of both groups was atypically farther from the national level on released Exercise R53004 that required recalling the city, day and month in which a story took place. The extreme-inner-city group also performed atypically farther from the national level on an unreleased exercise (U522) concerning the time required to travel between two points in an exploration story. They also performed atypically closer to the national level on Exercise R524 that required recognizing the origins of "beat" are obscure.

With median effects of -1.3, 1.9 and 0.6, respectively, the extreme-rural, rest-of-big-city and suburban-fringe groups had overall behaviors tending to be about the same as the national level. The extreme-rural group performed atypically low on Exercise R53406 that required recalling a variety of things about a man in a story. The rest-of-big-city group performed atypically high on Exercise R528 which required recognizing that Helen Keller had given lectures on three continents. The suburban-fringe group performed atypically low on Exercise U52901 regarding information from fishing rules.

The medium-city group had a median effect of 1.7 and an overall behavior tending to be above the national level. Their behavior was atypically farther from the national level on Exercise R53004 and atypically closer to the national level on Exercise U522.

With a median effect of 5.8, the extreme-affluent-suburb group had an overall behavior characteristically above the national level. They performed atypically farther from the

⁴See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups. Size-and-type-of-community data pertain to in-school 17-year-olds only.

national level on released Exercise R524 and on three unreleased exercises. Exercise U505 regarded a description of the Constitution, U52902 regarded information from fishing rules and U53606 regarded how one should apply for a job in an ad. They performed atypically closer to the national level on a released exercise (R52302) that required recognizing that a forest advertisement said to drown all camp fires.

* * *

* * *

* * *

The data for each released exercise representing gleaned significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of 17-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success. The size-and-type-of-community information applies to "in-school" 17-year-olds only (labeled "17IS").

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 502 -- Age 17

Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on 17-year-olds being able to relate two of these facts that explain why a sports car corners better than a passenger car. Eighty-nine percent of them were able to do so.

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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copyright restrictions*

- 2.3 As a major subject in college
- 1.8 Before deciding to go to college
- 82.0 After she graduated from Radcliffe
- 10.4 During the time she was taught by Miss Sullivan
- 2.8 I don't know.
- 0.7 No response

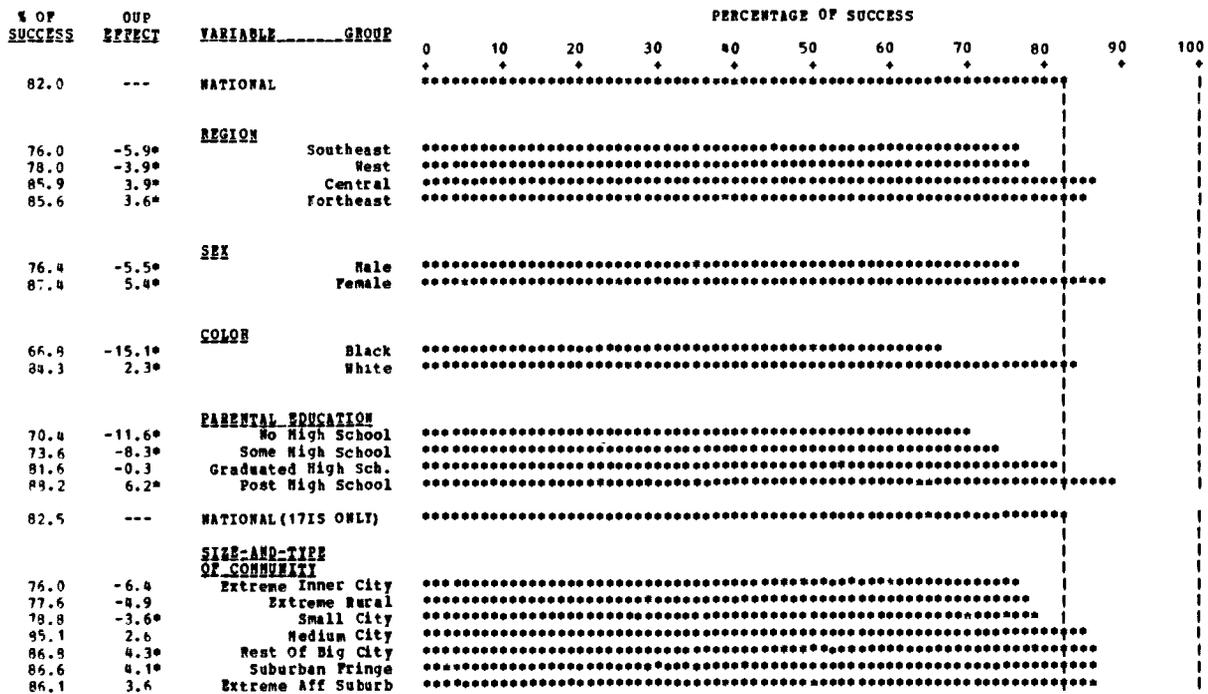
of her early years.*

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

S10 05 3/1 03*X503012 R02000S0

9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 503 -- Age 17

Overlap: Ages 9, 13

Objective II: Analyze what is read.

Subobjective B: Perceive the structure and organization of the work.

On this exercise, 82% of the 17-year-olds successfully related the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame her handicaps of blindness and deafness and then to help others with similar problems. The 10% who responded "During the time she was taught by Miss Sullivan," may have confused her overcoming her own handicap with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY

The interval for burning, itching, and finally water-filled

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to copyright
restrictions*

Nat'l &
Choosing
Each Answer

Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

- 0.7 Cut down the ivy plant
- 9.4 Do not scratch the affected areas.
- 2.1 Put calamine lotion on the affected areas.
- 1.4 Put iron salt solution on the exposed areas.
- 84.7 Wash all exposed areas within five minutes of exposure.
- 1.0 I don't know.
- 0.9 No response

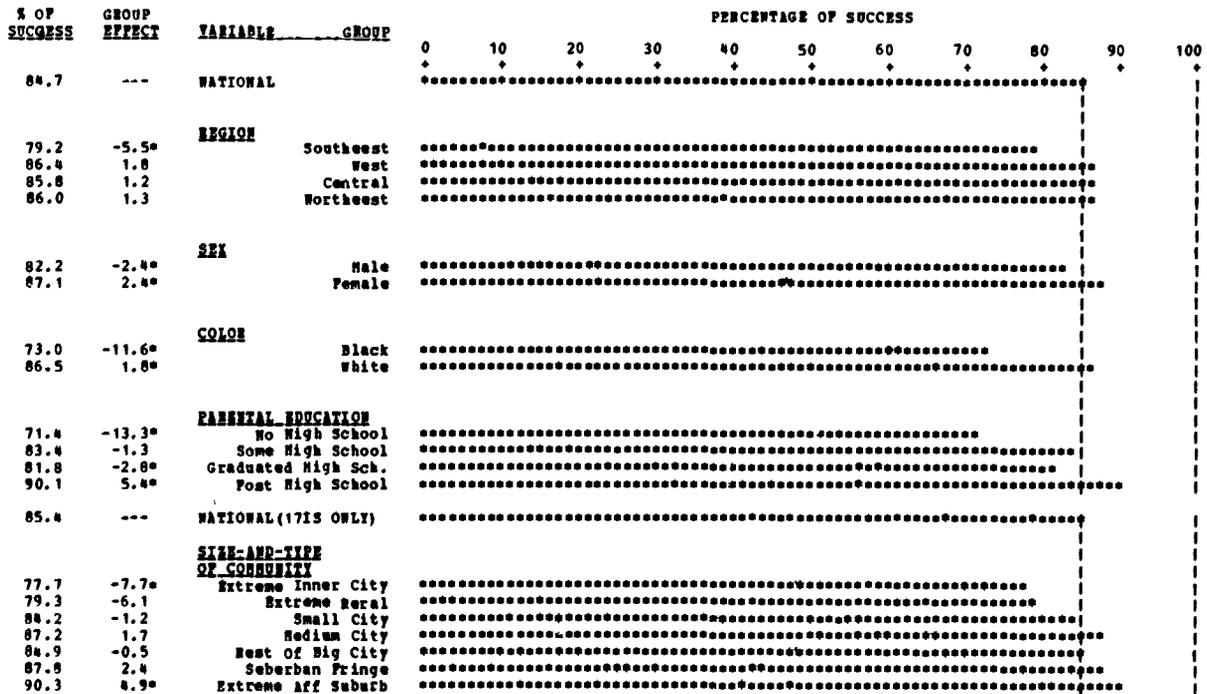
application is broken.*

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

S02 10 3/1 05*X506011 R1000050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(50602)

Nat'l %
Choosing
Each Answer

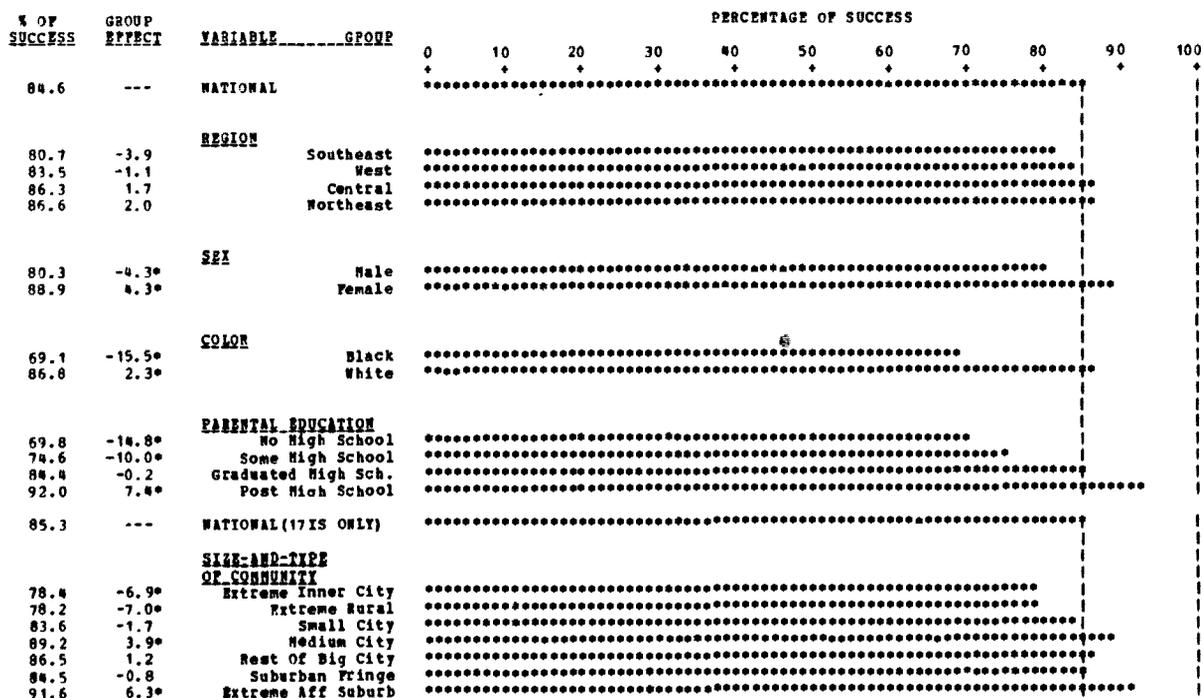
Which of the following will soothe the itching
from ivy poisoning?

- 0.5 Cut down the ivy plant.
- 2.3 Do not scratch the affected areas.
- 84.6 Put calamine lotion on the affected areas.
- 3.3 Put iron salt solution on the exposed areas.
- 4.2 Wash all exposed areas within about five minutes of exposure
- 2.2 I don't know.
- 3.0 No response

502 10 4/1 03*x506021 R1000050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



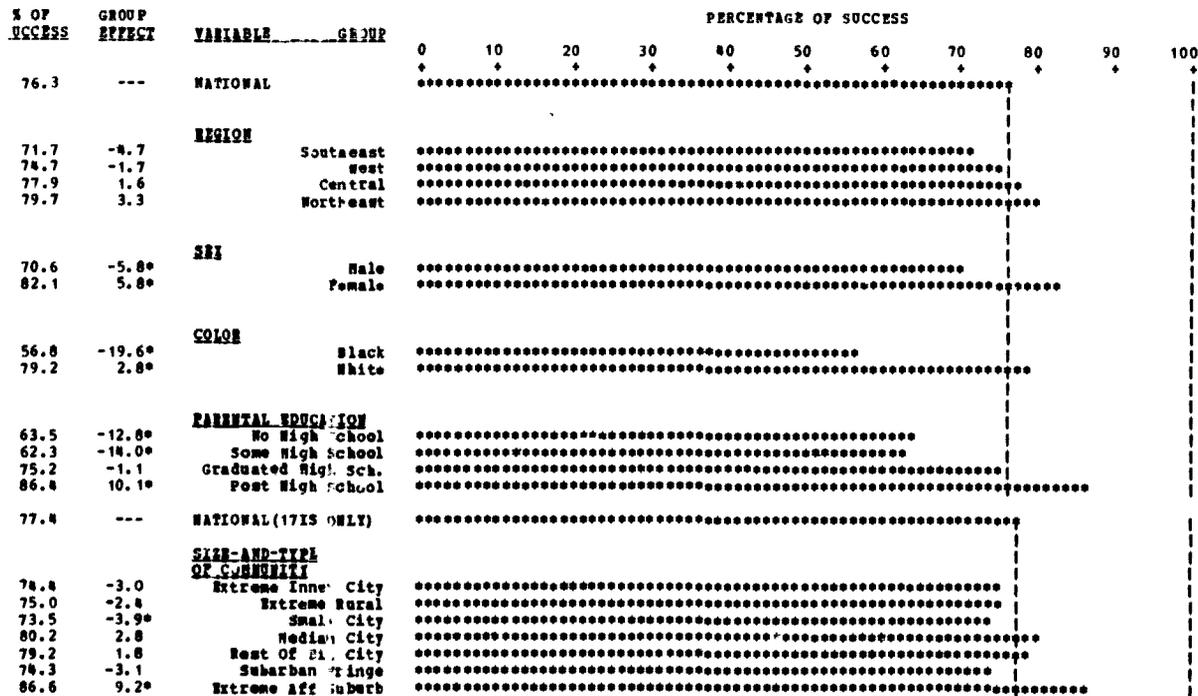
(50603)

- Nat'l % Choosing Each Answer
- What should you do if the ivy poisoning affects your eyelids?
- 3.7 Apply calamine lotion.
 - 1.3 Apply iron salt solution.
 - 2.9 Apply mild soap solution.
 - 76.3 Apply wet packs of boric acid solution.
 - 8.1 Apply a paste of baking soda and cornstarch.
 - 4.1 I don't know
 - 3.5 No response

502 10 5/1 04*1506031 R10000E0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(50604) Summary of all three parts.

0.5% No response
 4.5% 0 parts correct
 9.1% 1 part correct
 21.2% 2 parts correct
 64.7% 3 parts correct

The exhibit below shows the percentages of success and group effects for all three parts correct.

S02 108 1/2 13*1506040 R0000000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
64.7	---	NATIONAL	*										
		REGION	*										
60.5	-4.2		Southeast*										
64.5	-0.2		West*										
64.5	-0.2		Central*										
68.5	3.8		Northeast*										
		SEX	*										
59.0	-5.7*		Male*										
70.5	5.8*		Female*										
		COLOR	*										
41.9	-22.8*		Black*										
68.1	3.4*		White*										
		PARENTAL EDUCATION	*										
48.8	-15.9*		No High School*										
51.4	-13.3*		Some High School*										
60.7	-4.0*		Graduated High Sch.*										
77.0	12.3*		Post High School*										
65.7	---	NATIONAL (1715 ONLY)	*										
		SIZE-AND-TYPE OF COMMUNITY	*										
56.5	-9.2		Extreme Inner City*										
58.9	-6.8		Extreme Rural*										
61.9	-3.9*		Small City*										
69.6	3.9		Medium City*										
65.9	0.2		Rest Of Big City*										
58.3	-1.4		Suburban Fringe*										
78.0	12.3*		Extreme Aff Suburb*										

Exercise 506 -- Age 17

Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Eighty-five percent of the 17-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 9% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since not scratching only helps to prevent its spread.

Eighty-five percent recognized that one should apply calamine lotion in order to soothe the itching if infection does occur (50602), and 76% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

Sixty-five percent of the 17-year-olds answered all three parts correctly, and 21% answered two parts correctly. Only 5% failed all three parts, and 9% answered only one part correctly (50604).

Read the passage and answer the question which follows it.

Helen Keller was born in Tuscumbia, Alabama. When she was
material deleted due to copyright restrictions

alphabet and could read and write.*

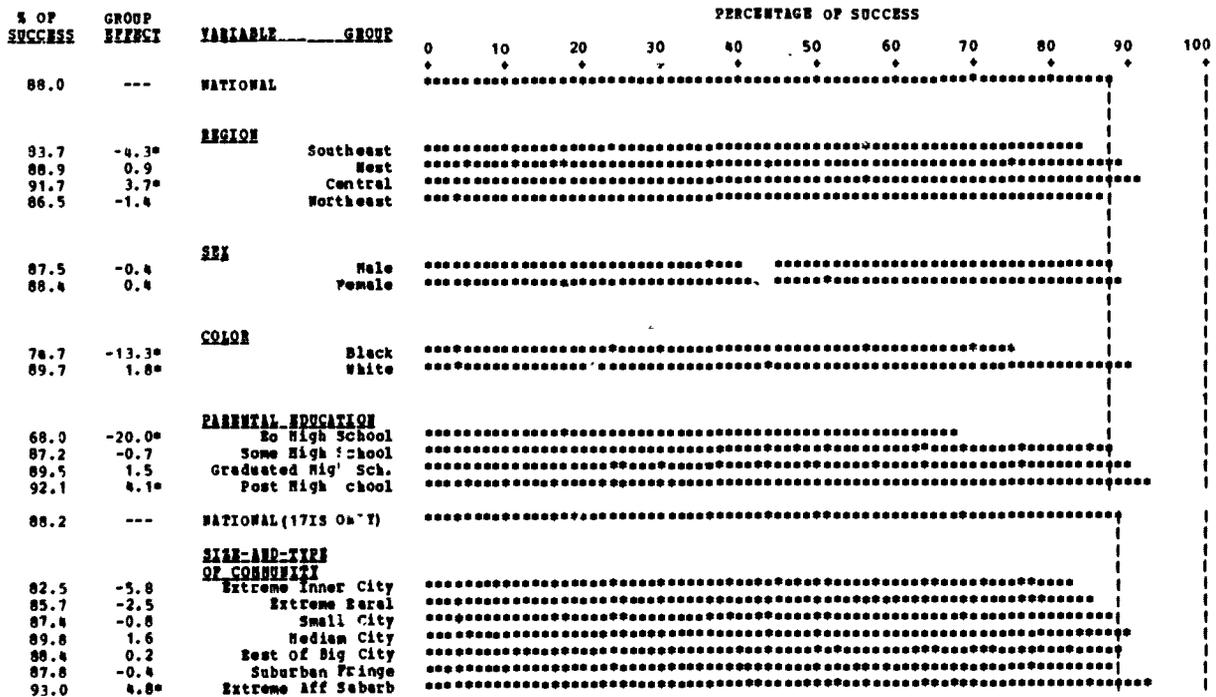
- Nat'l & Choosing Each Answer
- 3.0 Writing
 - 4.5 Gestures
 - 0.4 Pictures
 - 1.6 Sound waves
 - 88.0 Sense of touch
 - 0.8 I don't know.
 - 1.8 No response

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503 01 3/1 05*1509014 R0004050

9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 509 -- Age 17

Overlap: Age 9

Objective IV: Reason logically from what is read.

Subobjective 1: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 17-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicap by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. Eighty-eight percent of 17-year-olds selected "sense of touch."

Exercise 2-7-11
 1. The passage is about the effect of the environment on the growth of a child. The passage is from the book "The Child and the Environment" by B. F. Skinner. The passage is about the effect of the environment on the growth of a child.

*material deleted due
 to copyright
 restrictions*

- Multiple Choice Questions
- 2.3 A bird is simply an animal that eats and grows.
- 0.5 Wheat rust is similar to the rust on a bicycle.
- 3.6 Only living factors determine how much wheat can be raised.
- 2.4 How much wheat is grown depends on how much is planted.
- 62.3 Any change in the environment is likely to cause other changes.
- 5.4 I don't know.
- 3.6 No response.

changes.*

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

S06 11 4/1 04*x517011 R190 050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
82.3	---	NATIONAL		.....									
		REGION		.....									
73.6	-8.6*		Southeast	.....									
79.1	-4.0		West	.....									
86.4	4.1*		Central	.....									
87.2	5.0*		Northeast	.....									
		SEX		.....									
79.6	-2.7*		Male	.....									
88.9	2.7*		Female	.....									
		COLOR		.....									
55.8	-26.4*		Black	.....									
85.6	3.4*		White	.....									
		PARENTAL EDUCATION		.....									
67.3	-15.3*		No High School	.....									
74.3	-3.9*		Some High School	.....									
85.0	2.7*		Graduated High Sch.	.....									
87.2	4.9*		Post High School	.....									
82.9	---	NATIONAL (17 IS ONLY)		.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
76.4	-6.4		Extreme Inner City	.....									
75.3	-7.6		Extreme Rural	.....									
81.4	-1.5		Small City	.....									
81.2	-1.7		Medium City	.....									
86.9	4.0		Rest Of Big City	.....									
85.2	2.3		Suburban Fringe	.....									
92.3	9.4*		Extreme Aff Suburb	.....									



Exercise 517 -- Age 17

Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 17-year-olds were asked to recognize. Eighty-two percent of them were able to do so.

Exercise 523 -- Age 17

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.



(Reprinted by permission of The Advertising Council.)

(J2301)
Nat'l %
Choosing
Each Answer

The name of the bear pictured in the advertisement is

- 0.3 Bruno.
- 0.6 Forest.
- 0.7 Public Service.
- 97.5 Smokey.
- 0.3 I don't know.
- 0.7 No response

S07 09 3/1 04*I523010 R1004050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP PERCENT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
97.5	---	NATIONAL		.....									
		REGION		.....									
97.1	-0.4		Southeast	.....									
97.3	-0.2		West	.....									
97.6	0.1		Central	.....									
97.8	0.3		Northeast	.....									
		SEX		.....									
97.0	-0.4		Male	.....									
97.9	0.4		Female	.....									
		COLOR		.....									
94.5	-3.0*		Black	.....									
98.0	0.5*		White	.....									
		PARENTAL EDUCATION		.....									
95.0	-2.5		No High School	.....									
97.1	-0.4		Some High School	.....									
98.4	1.0*		Graduated High School	.....									
98.6	1.1*		Post High School	.....									
97.8	---	NATIONAL (17 IS ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
97.3	-0.6		Extreme Inner City	.....									
97.4	-0.4		Extreme Rural	.....									
97.8	-0.0		Small City	.....									
98.1	0.2		Medium City	.....									
94.2	-3.7		West Of Big City	.....									
99.4	1.5*		Suburban Fringe	.....									
99.0	1.1		Extreme Aff Suburb	.....									

(52302)

Nat'l %
Choosing
Each Answer

The advertisement tells you to

- 0.7 stop smoking.
- 5.7 enjoy the forest.
- 91.9 drown all camp fires.
- 0.3 plant trees and shrubs.
- 0.7 I don't know.
- 0.8 No response

S07 09 5/1 03*X523021 R1000050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
91.3	---	NATIONAL		.....									
		REGION		.....									
90.3	-1.6		Southeast	.....									
92.8	0.9		West	.....									
92.3	0.5		Central	.....									
91.7	-0.2		Northeast	.....									
		SEX		.....									
88.5	-3.4*		Male	.....									
95.2	3.4*		Female	.....									
		COLOE		.....									
88.9	-3.0		Black	.....									
92.2	0.4		White	.....									
		PARENTAL EDUCATION		.....									
87.3	-4.6*		No High School	.....									
91.5	-0.4		Some High School	.....									
92.7	0.8		Graduated High Sch.	.....									
93.7	1.9*		Post High School	.....									
92.3	---	NATIONAL (17 IS ONLY)		.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
88.1	-4.2		Extreme Inner City	.....									
93.4	1.2		Extreme Rural	.....									
91.6	-0.7		Small City	.....									
91.5	-0.7		Medium City	.....									
95.4	3.1*		Rest Of Big City	.....									
98.3	2.0		Suburban Fringe	.....									
91.1	-1.1		Extreme Aff Suburb	.....									

Exercise 523 -- Age 17

Overlap: Age 13, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-eight percent of 17-year-olds recognized the name of "Smokey" the bear (52301) and 92% recognized that the ad tells us to "drown all camp fires" (52302).

Exercise 524 -- Age 17

Overlap: Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns the "beat" generation. One of four parts is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences. Sixty-four percent of 17-year-olds recognized the fact that the origins of the word "beat" are obscure. However, 21% said the origins are "clear to Americans." They might have confused "origins" with meaning from the sentence, "The origins of the word 'beat' are obscure, but the meaning is only too clear to Americans."

Read the passage and answer the questions which follow it.

It should come as no surprise to learn that 9 out of 10 are in

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copyright restrictions*

borrow bank loans.*

Nat'l *
(Choosing
Each Answer)

According to the article, how many Americans are
in debt?

- 3 9 50*
- 1.5 2 out of 3
- 0.3 4 out of 5
- 94.4 9 out of 10
- 0.5 I don't know.
- 0.4 No response

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505 12 3/1 04*X525011 R1000050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
	---	NATIONAL		.....									
		REGION		.....									
92.7	-1.7		Southeast	.....									
92.9	-1.4		West	.....									
95.8	1.4*		Central	.....									
95.2	0.9		Northeast	.....									
		SEX		.....									
92.9	-1.5*		Male	.....									
95.7	1.3*		Female	.....									
		COLOR		.....									
85.5	-8.8*		Black	.....									
95.5	1.1*		White	.....									
		PARENTAL EDUCATION		.....									
87.8	-6.5*		No High School	.....									
98.7	0.4		Some High School	.....									
93.5	-0.8		Graduated High Sch.	.....									
96.8	2.5*		Post High School	.....									
95.0	---	NATIONAL (17 IS ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
90.1	-4.8		Extreme Inner City	.....									
93.6	-1.3		Extreme Rural	.....									
94.4	-0.6		Small City	.....									
96.1	1.1		Medium City	.....									
97.5	2.5*		Rest Of Big City	.....									
94.7	-0.3		Suburban Fringe	.....									
96.8	1.9		Extreme Aff Suburb	.....									

(52502)

Nat'l t
Choices:
Each Answer

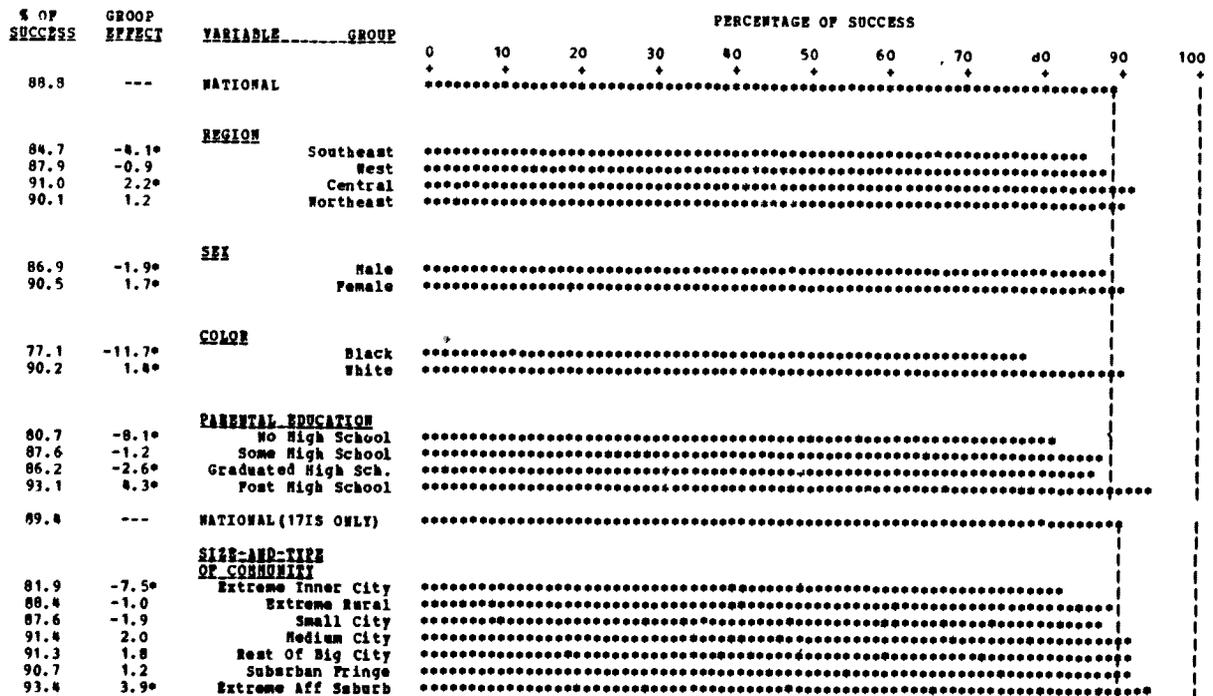
According to government statistics, how much has
income increased?

0.4 ○ 5%
0.5 ○ 10%
88.8 ● 50%
0.7 ○ 75%
7.6 ○ 110%
0.4 ○ I don't know
1.2 No response

S05 12 4/1 03*X525021 R10000S0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(52503) Summary of the two parts

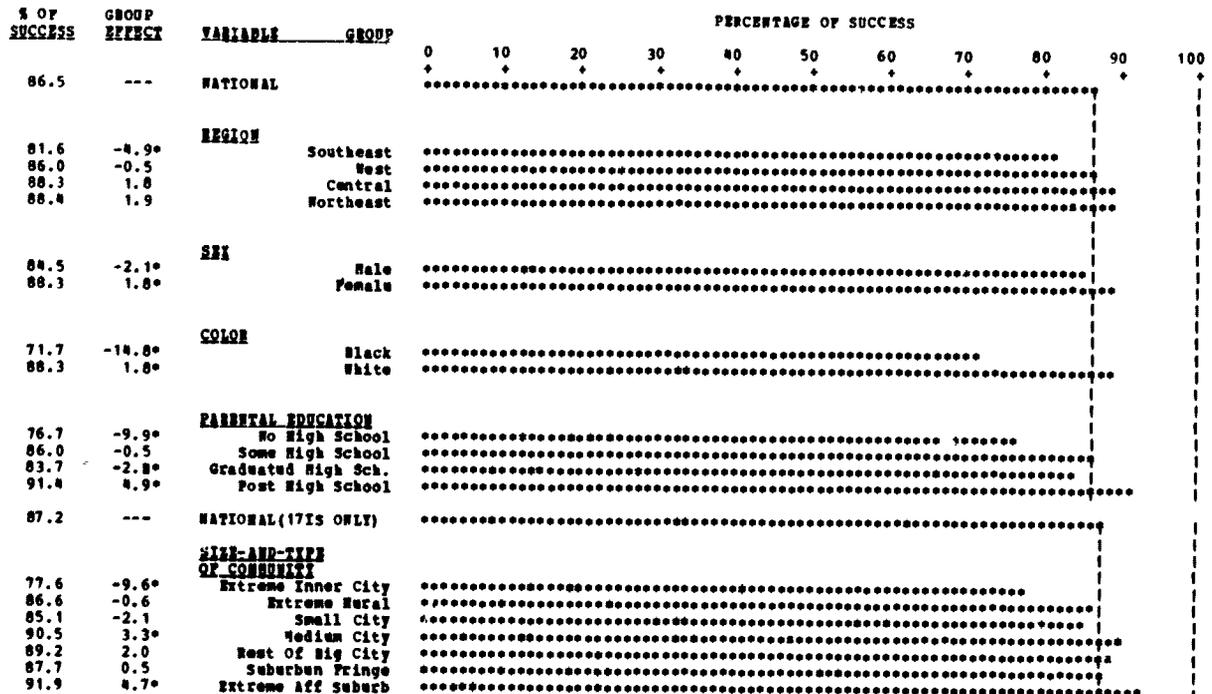
0.3% No response
 3.0% 0 parts correct
 10.1% 1 part correct
 86.5% 2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.

505 12B 1/2 12*XS25030 B0000000

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 525 -- Age 17

Overlap: Age 13, Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety-four percent of 17-year-olds recognized that "9 out of 10" Americans are in debt (52501), and 89% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Eighty-seven percent responded correctly on both parts, 10% on one part, and 3% failed on both parts (52503).

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

*material deleted due to
copyright restrictions*

articles, including an autobiography of her early years."

Nat'l &
Choosing
Each Answer

- 3.5 Only in the United States
- 2.7 Only in two countries.
- 14.0 Only on two continents
- 77.5 Only on three continents.
- 1.9 I don't know.
- 0.5 No response

According to the passage, what was the extent of Miss Keller's lecture tours?

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S02 11 3/1 04*1528011 R1000050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
77.5	---	NATIONAL	*										
		REGION		.....									
76.9	-0.6		Southeast	.....									
73.2	-8.3*		West	.....									
78.2	0.7		Central	.....									
81.2	3.7		Northeast	.....									
		SEX		.....									
77.8	0.3		Male	.....									
77.3	-0.3		Female	.....									
		COLOR		.....									
67.0	-10.5*		Black	.....									
79.0	1.8*		White	.....									
		PARENTAL EDUCATION		.....									
65.7	-11.9*		No High School	.....									
72.3	-5.2*		Some High School	.....									
78.1	0.6		Graduated High Sch.	.....									
82.3	4.8*		Post High School	.....									
77.6	---	NATIONAL (1715 ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
69.9	-7.8		Extreme Inner City	.....									
75.9	-1.7		Extreme Rural	.....									
73.9	-3.7		Small City	.....									
78.8	1.1		Medium City	.....									
89.4	11.7*		Rest Of Big City	.....									
75.9	-1.7		Suburban Fringe	.....									
84.4	6.8*		Extreme Aff Suburb	.....									

Exercise 528 -- Age 17

Overlap: Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Seventy-eight percent of 17-year-olds were able to recognize that Helen Keller toured three continents giving lectures. However, only two continents are mentioned by name, and the 14% who answered "two continents" did not take into account that the United States is in North America--a third continent.

Read the story carefully so that you can answer the questions

Do not look back without looking back at the story

It was morning and James had his work. He thought, "Perhaps

*material deleted due to
copyright restrictions*

James always preferred to be...

Read the story carefully so that you can answer the questions

(53001)

In what city does the story take place?

Chicago

(53002)

In what month does the story take place?

January

(53003)

In what day does the story take place?

Monday

(53004)

What is the title of the story?

"How Many Miles to Babylon?", reprinted by permission of The White Company

502 150 1/2 13*530040 R0310050

13 17 1

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
61.6	---	NATIONAL		.....									
		REGION		.....									
59.5	-2.1		Southeast	.....									
59.1	-3.5		West	.....									
60.4	-1.2		Central	.....									
63.0	6.4*		Northeast	.....									
		SEX		.....									
57.7	-3.9*		Male	.....									
65.5	3.9*		Female	.....									
		COLOR		.....									
61.2	-0.4		Black	.....									
61.0	0.3		White	.....									
		PARENTAL EDUCATION		.....									
58.1	-3.6		No High School	.....									
63.4	1.8		Some High School	.....									
59.5	-2.0		Graduated High Sch.	.....									
63.0	1.4		Post High School	.....									
61.6	---	NATIONAL (17TS ONLY)		.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
64.7	3.1		Extreme Inner City	.....									
60.0	-1.2		Extreme Rural	.....									
54.9	-6.7*		Small City	.....									
68.5	7.0*		Medium City	.....									
70.2	8.6*		Rest Of Big City	.....									
57.9	-3.8		Suburban Fringe	.....									
65.7	3.6		Extreme Aff Suburb	.....									

Exercise 530 -- Age 17

Overlap: Age 13, Adult

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 17-year-olds recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-two percent were able to do so. However, 81% recalled Brooklyn (53001), 84% recalled November (53002) and 73% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

Exercise 531 -- Age 17

Read the following story only once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps
*material deleted due to
 Copyright restrictions*

closed his eyes and pretended to sleep."

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school

(53103)

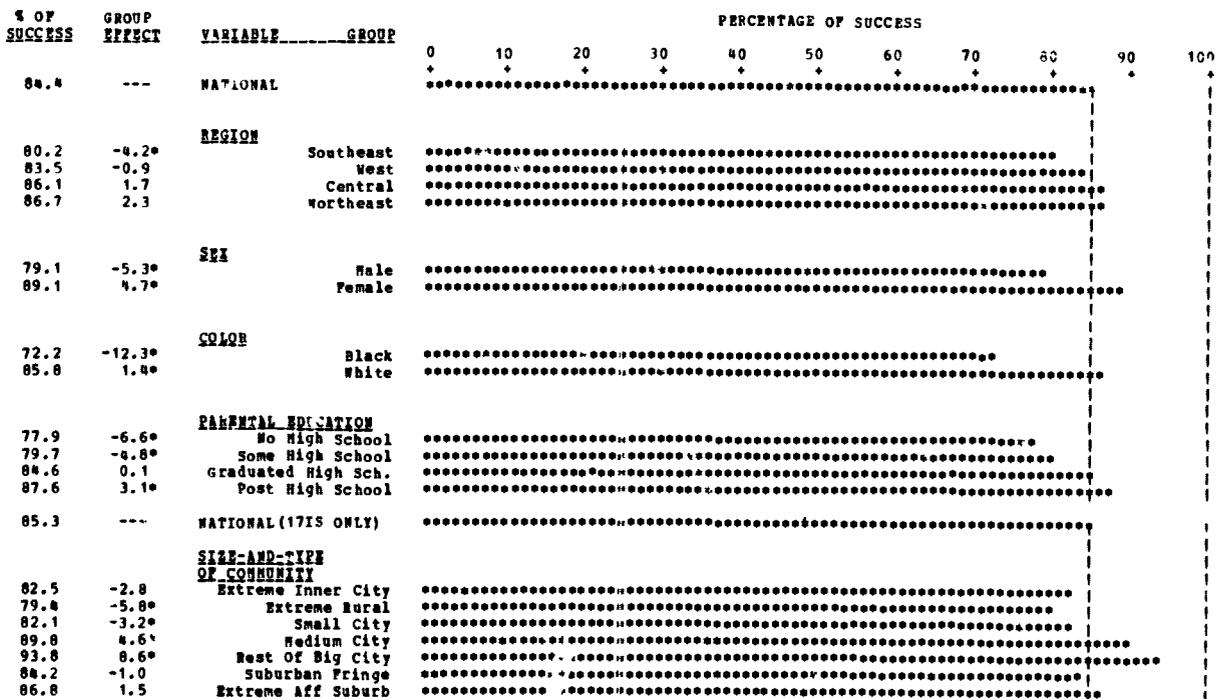
84.4% Both parts correct

"How Many Miles to Babylon?", reprinted by permission of David White Company.

S01 12B 1/2 12*X531030 R00300S0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 531 -- Age 17

Overlap: Age 13

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 17-year-olds recall--without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Note that the story is the same as for Exercise R530. Success on this exercise was regarded as being able to recall both parts (53103). Eighty-four percent were able to do so. However, 93% were able to recall that three women were in the room (53101), and 89% recalled that James had been thinking about how to run away from school (53102). The exhibit refers to 53103--recalling both parts.

Skim the information given below and then complete the sentences on the next page.

Nat'l & Choosing Each Answer

Immediate danger from radioactive fallout is most likely to occur after



Nuclear Bursts

An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.



In a surface burst, the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material, therefore, a surface burst causes much more early radioactive fallout than an air burst.



A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce an air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

- 13.1 an air burst.
- 68.3 a surface burst.
- 3.9 an underwater burst.
- 7.8 an underground burst.
- 3.9 I don't know.
- 2.9 No response

("Personal and Family Survival" reprinted by permission of the United States Government Printing Office.)

S03 03 4/1 02*1535013 R0030050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
68.3	---	NATIONAL		.....									
REGION				.....									
65.7	-2.6		South East	.....									
66.7	-1.6		Rest	.....									
72.1	3.8		Central	.....									
68.0	-0.3		Northeast	.....									
SEX				.....									
69.4	1.1		Male	.....									
67.2	-1.1		Female	.....									
COLOR				.....									
49.0	-19.3*		Black	.....									
70.8	2.5*		White	.....									
PARENTAL EDUCATION				.....									
55.9	-12.4*		No High School	.....									
61.9	-6.4*		Some High School	.....									
65.9	-2.4		Graduated High Sch.	.....									
76.2	7.8*		Post High School	.....									
69.0	---	NATIONAL (17 IS ONLY)		.....									
SIZE-AND-TYPE OF COMMUNITY				.....									
59.5	-9.5*		Extreme Inner City	.....									
66.7	-2.3		Extreme Rural	.....									
70.3	1.3		Small City	.....									
66.1	-2.9		Medium City	.....									
68.0	-1.0		Rest Of Big City	.....									
67.2	-1.8		Suburban Fringe	.....									
79.5	10.5*		Extreme Aff Suburb	.....									

(53502)

Nat'l %
Choosing
Each Answer

The intense heat of a nuclear air burst can cause skin burns and fires

- 77.7 ● several miles from the point of detonation.
- 6.7 ○ only within a mile's radius of the point of detonation.
- 2.4 ○ only when it is not raining within the area of explosion.
- 1.8 ○ in areas which are only north or west of the point of detonation.
- 5.9 ○ I don't know.
- 5.6 No response

503 03 5/1 01*x535023 R0030050

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
77.7	---	NATIONAL	*										
		REGION	*										
75.0	-2.7		Southeast*										
76.5	-1.1		West*										
82.1	4.4*		Central*										
76.3	-1.4		Northeast*										
		SEX	*										
77.6	-0.1		Male*										
77.8	0.1		Female*										
		COLOR	*										
49.7	-28.0*		Black*										
81.3	3.6*		White*										
		PARENTAL EDUCATION	*										
67.2	-10.5*		No High School*										
61.7	-15.9*		Some High School*										
82.0	4.3*		Graded High Sch.*										
82.8	5.1*		Post High School*										
77.8	---	NATIONAL (17 IS ONLY)	*										
		SIZE-AND-TYPE OF COMMUNITY	*										
61.7	-16.1*		Extreme Inner City*										
78.7	0.9		Extreme Rural*										
72.7	-5.1*		Small City*										
78.7	0.9		Medium City*										
85.0	7.2		Rest Of Big City*										
79.7	1.8		Suburban Fringe*										
87.3	9.5*		Extreme Aff Seberb*										

Exercise 535 -- Age 17

Overlap: Age 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, the 17-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 68% correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. On the second part (53502), 78% correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

Read the passage and complete the sentences which follow it.

NOTICE

This film will be replaced with an equivalent amount of unexposed Filmo film if found defective in manufacture, labeling or packaging, or if damaged or lost by us or any subsidiary company even though by negligence or other fault. Except for such replacement, this film is sold and will be accepted for processing or any other purpose without warranty or liability. Since color dyes may change in time, this film will not be replaced for, or otherwise warranted against, any change of color.

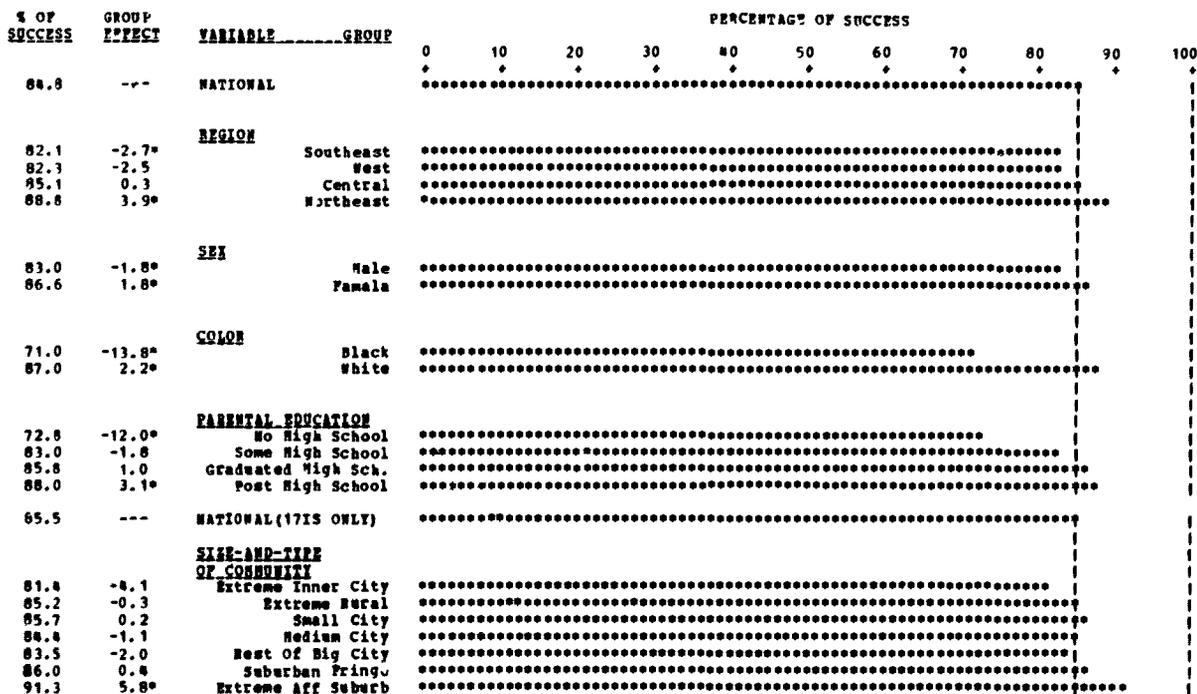
hat'1 %
Choosing
Each Answer

If the film is damaged by a subsidiary company by negligence,

- 84.8 the film will be replaced.
- 13.7 the film will not be replaced.
- 0.8 I don't know.
- 0.7 No response

S07 04 3/1 01*Y538011 R1000050

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(53802)

Nat'l %
Choosing
Each Answer

The film will not be replaced for any change in
color because

- 3.1 color dyes never change.
- 89.8 color dyes change in time.
- 1.4 the film is not color film
- 2.3 the company does not do the coloring itself
- 2.1 I don't know.
- 1.3 No response

S07 04 4/1 02*1538021 R1000030

17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
89.8	---	NATIONAL		.....									
		REGION		.....									
86.9	-2.9*		Southeast	.....									
89.4	-0.3		West	.....									
89.3	-0.4		Central	.....									
92.6	2.9*		Northeast	.....									
		SEX		.....									
87.0	-2.7*		Male	.....									
92.5	2.8*		Female	.....									
		COLOR		.....									
77.3	-12.5*		Black	.....									
91.4	1.6*		White	.....									
		PARENTAL EDUCATION		.....									
87.3	-2.4		No High School	.....									
77.6	-12.2*		Some High School	.....									
87.6	-2.2*		Graduated High Sch.	.....									
97.0	7.2*		Post High School	.....									
90.8	---	NATIONAL (1715 ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
85.3	-5.5*		Extreme Inner City	.....									
91.0	0.2		Extreme Rural	.....									
90.0	-0.8		Small City	.....									
92.2	1.4		Medium City	.....									
91.5	0.7		Best Of Big City	.....									
90.0	-0.8		Suburban Fringe	.....									
95.9	5.1*		Extreme Aff Suburb	.....									

(3-64) Summary of the two parts

- 0.4% No response
- 3.0% 1 part correct
- 16.5% 2 part correct
- 79.6% 2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.

S07 04B 1/2 12*X538030 R0000000

17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS											
				0	10	20	30	40	50	60	70	80	90	100	
78.0	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+	+
		REGION													
73.6	-4.4*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75.7	-2.4		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.5	-0.6		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
84.1	6.1*		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX													
74.8	-3.3*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.3	3.3*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR													
57.9	-20.1*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
81.0	3.0*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION													
63.9	-14.3*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63.4	-14.6*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.7	0.7		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85.9	7.9*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79.3	---	NATIONAL (17IS ONLY)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE AND TYPE OF COMMUNITY													
72.4	-6.8		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.2	-1.0		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.8	-0.4		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80.7	1.4		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77.5	-1.7		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.0	-1.3		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88.3	9.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Exercise 538 -- Age 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns a guarantee for film. Eighty-five percent of 17-year-olds recognized the fact that the film will be replaced if damaged by a subsidiary company by negligence (53801), and 90% recognized that the film will not be replaced for any change in color because color dyes change in time (53802). Seventy-eight percent responded correctly on both parts and 19% on one part. Only 3% failed on both parts.

Exercise 539 -- A & B

Read the story and answer the question which follows it.

After two weeks of unusually high-speed travel we reached

*material deleted due
to copyright
restrictions*

Martha
Choosing
Each Answer

How did the families communicate?

- 45 by letter
- 44 by phone call
- 60 by the radio
- 77 by charmin' mail
- 58 by talking "talkies"
- 47 I don't know
- 26 no response

... unless they were having a lover's quarrel, when they turned away.*

*Space Trip, Martha S. Clapp, reprinted by permission of Martha S. Clapp.

507 05 3/1 03*X539011 01000050

17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
80.5	---	NATIONAL	*										
75.3	-5.2*	REGION	Southeast*										
81.0	0.5		West*										
78.7	-1.8		Central*										
85.8	5.3*		Northeast*										
78.9	-1.6	SEX	Male*										
82.1	1.6*		Female*										
68.8	-11.7*	COLOR	Black*										
82.1	1.6*		White*										
68.3	-12.2*	PARENTAL EDUCATION	No High School*										
69.9	-10.5*		Some High School*										
79.5	-1.0		Graduated High Sch.*										
89.1	8.6*		Post High School*										
81.7	---	NATIONAL (17 IS ONLY)	*										
76.7	-5.0	SIZE AND TYPE OF COMMUNITY	Extreme Inner City*										
81.8	0.1		Extreme Rural*										
79.4	-2.3		Small City*										
83.6	1.9		Medium City*										
81.5	-0.1		Rest Of Big City*										
82.3	0.6		Suburban Fringe*										
87.8	6.1*		Extreme Aff Suburb*										

Exercise 539 -- Age 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses a space trip to the planet Xeno, land of the Frangibles--a people possessing a variety of unusual characteristics. Eighty-one percent of 17-year-olds recognized that Frangibles communicate by thought waves.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults (ages 26-35) participating in the 1970-71 Reading assessment were born between April 1, 1935, and March 31, 1945.

First, we describe each group's overall performance on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty specific effects (behaviors) on gleaned significant facts from passages are summarized at the young adult level. Ten of these represent released exercises and are described in detail. The other 10 represent unreleased exercises to be used in future assessments. Exhibit 6-1 shows the distribution of the 20 effects representing Theme 5 for each group relative to the national level indicated by the \emptyset line. Each group's median level is indicated by an arrow (\rightarrow). Each specific behavior is represented by a box with an X (\boxtimes) unless it differs atypically from the group's median level; then it is represented by an open box (\square).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or as characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level, or (2) atypically closer to¹ the national level.

When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

¹An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 6-1A

Distributions of Effects for Adults

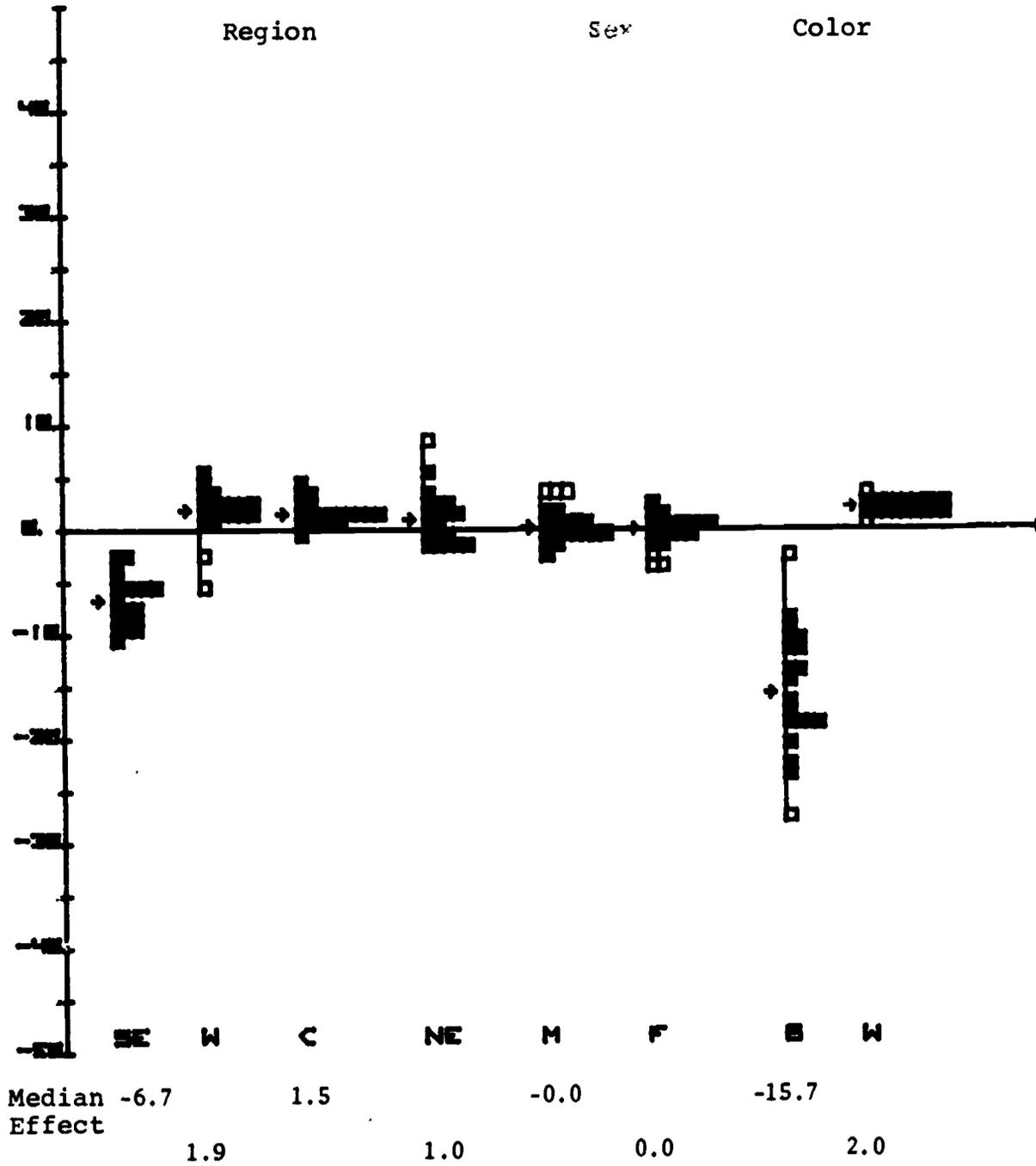
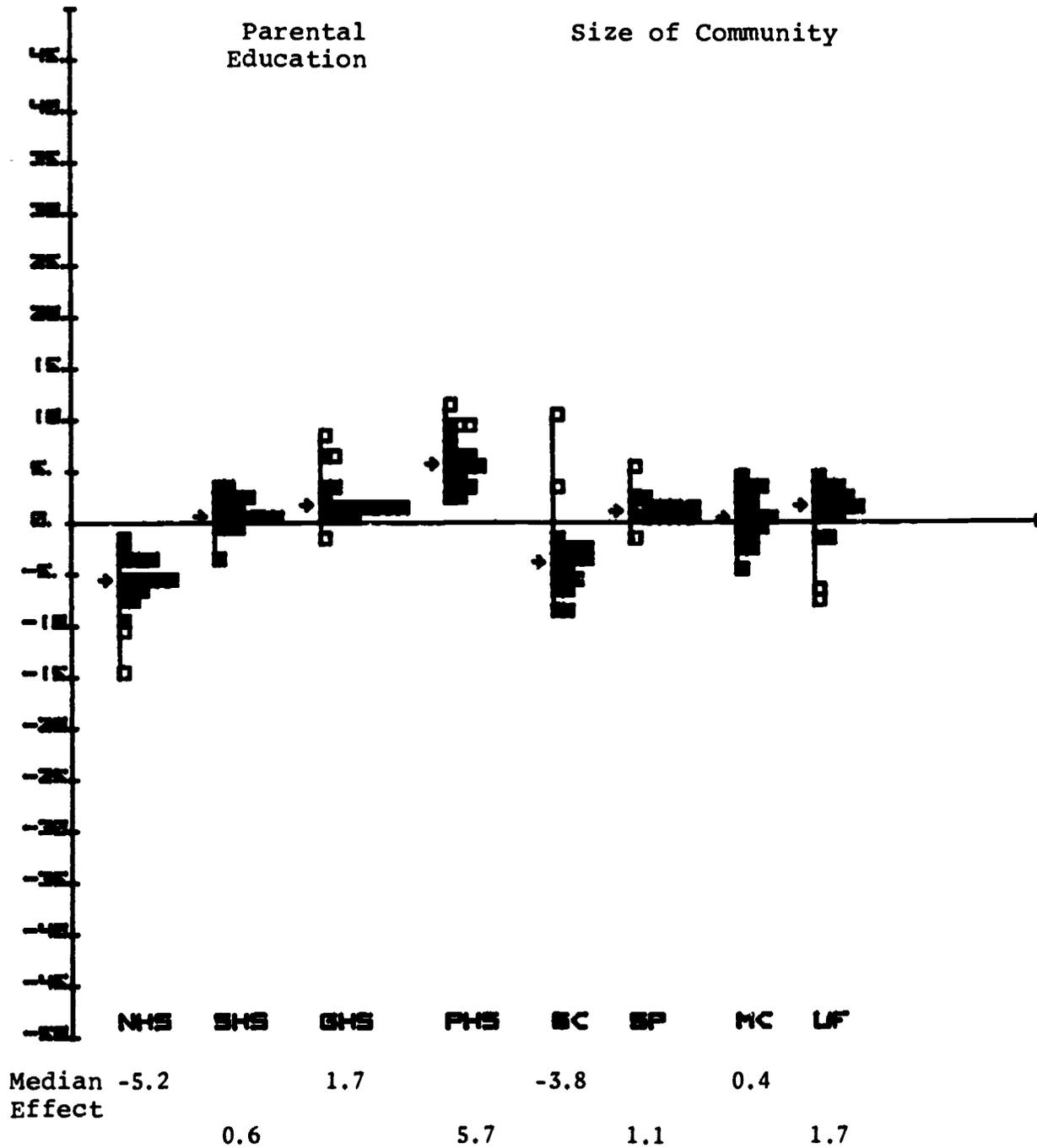


EXHIBIT 6-1B

Distributions of Effects for Adults



Region

With a median effect of -6.7, Southeastern young adults had an overall behavior characteristically below the national level. They had no atypical behaviors.

Northeastern young adults had a median effect of 1.0 and an overall behavior that tended to be about the same as the national level. Their behavior was atypically high on released Exercise R53004 that required recalling the city, day and month in which a story took place.

With median effects of 1.9 and 1.5, respectively, the Western and Central young adults had overall behaviors that tended to be above the national level. The Western group performed atypically closer to the national level on released Exercise R53004 and on unreleased Exercise U52902 regarding information from fishing rules. The Central group had no atypical behaviors.

Sex

Both the men and women had median effects of 0.0 and thus had overall behaviors that tended to be about the same as the national level. The men performed atypically high and the women atypically low on three unreleased exercises. Exercises U52901 and U52902 regarded information from fishing rules, and U53606 required recognizing how to apply for a job in an ad.

Color

Black young adults had a median effect of -15.7 and an overall behavior characteristically below the national level, while White adults had a median effect of 2.0 and an overall behavior characteristically above the national level. Both groups performed atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story took place. Both groups performed atypically farther from the national level on unreleased Exercise U52901.

Parental Education²

The no-high-school group had a median effect of -5.5 and an overall behavior characteristically below the national level.

²See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

Their behavior was atypically farther from the national level on Exercise U52901 regarding information from fishing rules and on Exercise U53406 that required recalling a variety of things about a man in a story.

With median effects of 0.6 and 1.7, respectively, the some-high-school and graduated-from-high-school groups had overall behaviors tending to be above the national level. The some-high-school group had no atypical behaviors. The graduated-from-high-school group performed atypically farther from the national level on Exercises U52902 regarding information from fishing rules and on Exercise U53406.

The post-high-school group had a median effect of 5.7 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercises U52901, U53406 and on R50603 that required recognizing that a wet pack of boric acid solution should be used when poison ivy affects the eyelids.

Size of Community³

The big-city group had a median effect of -3.8 and an overall behavior that tended to be below the national level. Their behavior was atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story takes place and on Exercise U53406 that required recalling a variety of things about a man in a story.

The medium-city group had a median effect of 0.4 and an overall behavior tending to be about the same as the national level. They had no atypical behaviors.

With median effects of 1.1 and 1.7, respectively, the small-place and urban-fringe groups had overall behaviors that tended to be above the national level. The small-place group performed atypically farther from the national level on Exercise U52902 regarding information from fishing rules, and they performed atypically closer to the national level on Exercise R53406. The urban-fringe group performed atypically closer to the national level on Exercise U52902 and Exercise R53004.

³See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-of-community groups.

* * *

* * *

* * *

The data for each released exercise representing gleaned significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of young adults choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 502 -- Adult

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that
material deleted due to copyright restrictions
 better gas mileage than an ordinary passenger car.

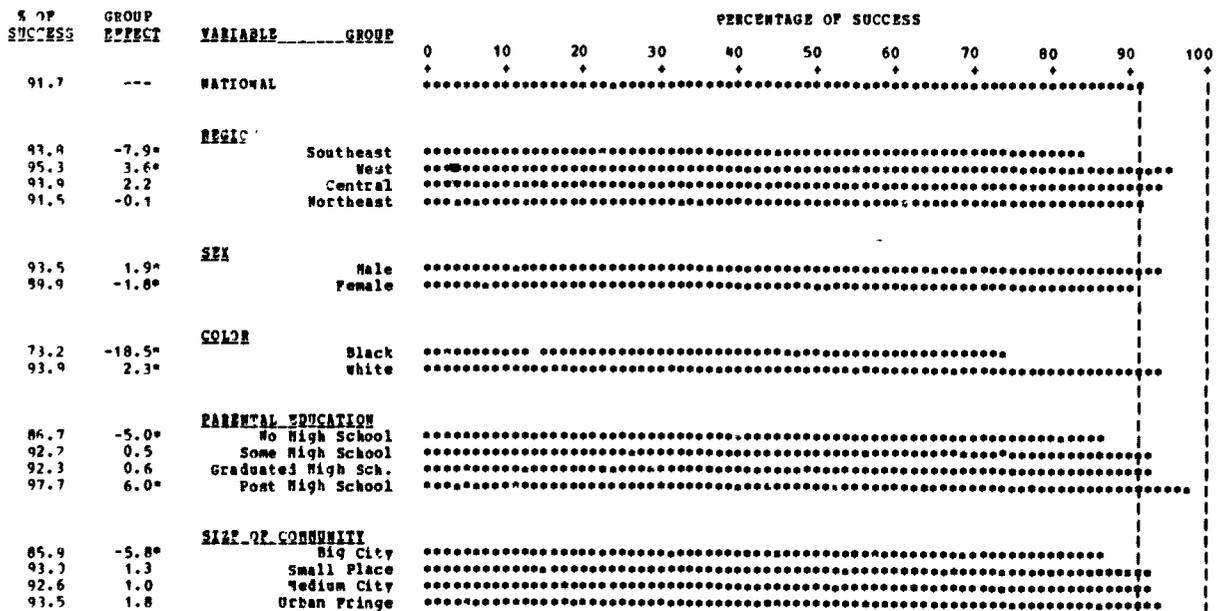
- Nat'l & Choosing Each Answer
- Which of these is the reason that a sports car can turn a corner more easily than passenger cars?
- 3.3 Compact size and disk brakes
 - 0.9 Coil suspension and power steering
 - 91.7 Small size and low center of gravity
 - 0.9 Great length and minimum of accessories
 - 1.3 Road-gripping tires and heavy shock absorbers
 - 1.0 I don't know.
 - 0.9 No response

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

A06 01 3/1 03*X502011 R1700053

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 502 -- Adult

Overlap: Ages 9, 13, 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on the young adults being able to relate two of these facts that explain why a sports car corners better than a passenger car. Ninety-two percent of them were able to do so.

Exercise 506 -- Adult

(50601)

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY

The interval for burning, itching, and finally water-filled

material deleted due to copyright restrictions

Nat'l % Choosing Each Answer

Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

- 0.8 Cut down the ivy plant.
- 6.1 Do not scratch the affected areas.
- 2.6 Put calamine lotion on the affected areas.
- 0.8 Put iron salt solution on the exposed areas.
- 87.7 Wash all exposed areas within about five minutes of exposure.
- 0.9 I don't know.
- 1.0 No response

application is broken.*

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

A05 06 3/1 05*X506011 R10000<0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
87.7	---	NATIONAL		.....									
		REGION		.....									
79.0	-9.6*		Southeast	.....									
89.5	1.8		West	.....									
98.9	1.2		Central	.....									
90.8	3.2*		Northeast	.....									
		SEX		.....									
85.0	-1.7		Male	.....									
89.3	1.6		Female	.....									
		COLOR		.....									
69.7	-18.5*		Black	.....									
90.3	2.6*		White	.....									
		PARENTAL EDUCATION		.....									
81.8	-5.9*		No High School	.....									
89.6	2.0		Some High School	.....									
98.6	1.0		Graduated High Sch.	.....									
98.1	6.6*		Post High School	.....									
		SIZE OF COMMUNITY		.....									
81.1	-6.6*		Big City	.....									
87.9	0.1		Small Place	.....									
91.2	3.5		Medium City	.....									
91.6	3.9*		Urban Fringe	.....									

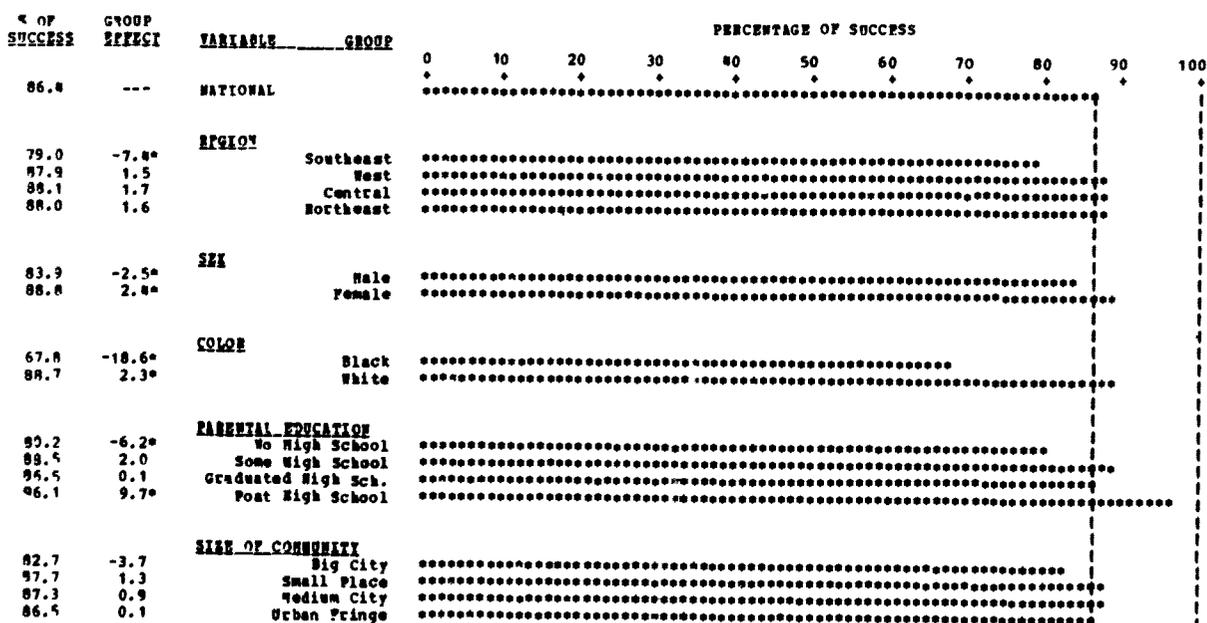
(50603)

- Nat l %
Choosing
Each Answer
- What should you do if the ivy poisoning affects your eyelids?
- 1.6 Apply calamine lotion.
 - 1.1 Apply iron salt solution.
 - 1.9 Apply mild soap solution.
 - 86.4 Apply wet packs of boric acid solution.
 - 5.8 Apply a paste of baking soda and cornstarch.
 - 2.1 I don't know.
 - 1.1 No response

A05 06 5/1 04*X506031 #1000050

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 506 -- Adult

Overlap: Ages 9, 13, 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Eighty-eight percent of the young adults recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 6% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since not scratching only helps to prevent its spread.

Ninety-two percent recognized that one should apply calamine lotion in order to soothe the itching if infection does occur (50602), and 86% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

Exercise 517 -- Adult

Overlap: Ages 9, 13, 17

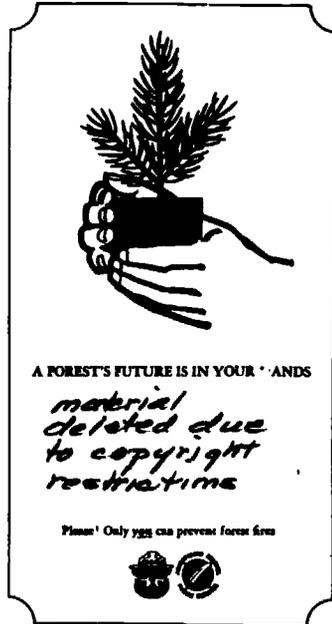
Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage describes the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the fact that the young adults were asked to recognize. Eighty-eight percent of them were able to do so.

Exercise 523 -- Adult

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.



(52301)

Nat'l %
Choosing
Each Answer

The name of the bear pictured in the advertisement is

- 0.2 Bruno.
- 1.4 Forest.
- 0.5 Public Service.
- 96.3 Smokey.
- 0.6 I don't know.
- 1.0 No response

(Reprinted by permission of The Advertising Council.)

A05 22 3/1 0a*Y523010 R100a0S0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
96.3	---	NATIONAL		.....									
		REGION		.....									
98.2	-2.1		Southeast	.....									
99.6	2.3*		West	.....									
96.8	0.1		Central	.....									
95.6	-0.8		Northeast	.....									
		SEX		.....									
96.7	0.4		Male	.....									
95.0	-0.4		Female	.....									
		COLOR		.....									
85.8	-10.5*		Black	.....									
97.6	1.2*		White	.....									
		PARENTAL EDUCATION		.....									
94.7	-1.6		No High School	.....									
97.7	1.4		Some High School	.....									
96.8	0.5		Graduated High Sch.	.....									
98.9	2.6*		Post High School	.....									
		SIZE OF COMMUNITY		.....									
90.4	-5.9		Big City	.....									
97.5	1.3		Small Place	.....									
99.0	2.7*		Medium City	.....									
97.5	1.1		Urban Fringe	.....									

(52302)

Nat'l x
Choosing
Each Answer

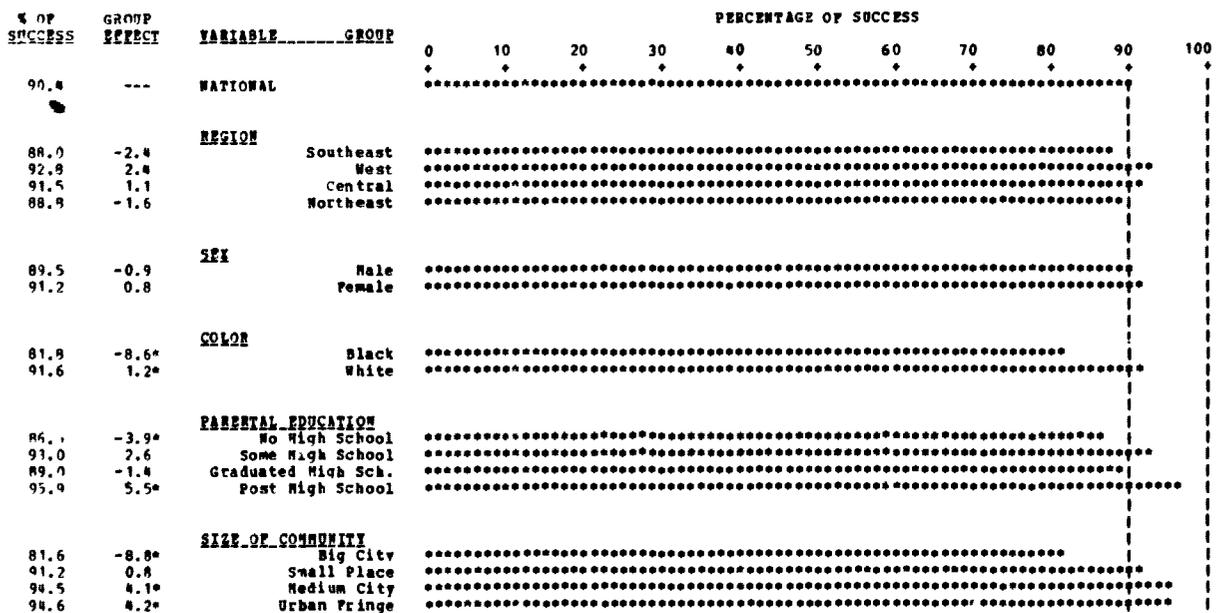
The advertisement tells us to

- 1.3 stop smoking.
- 6.1 enjoy the forest.
- 90.4 drown all campfires.
- 0.2 plant trees and shrubs.
- 0.9 I don't know.
- 1.0 no response

A05 02 5/1 03*X523021 R1000050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 523 -- Adult

Overlap: Ages 13, 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-six percent of the young adults recognized the name of "Smokey" the bear (52301); 90% recognized that the ad tells us to "drown all campfires" (52302).

Read the passage and answer the question which follows it.

It should come as no surprise to learn that 9

*material deleted
due to copyright
restrictions*

acquire charge cards, easy-to-borrow bank loans.*

(52501)

Nat'l % Choosing Each Answer According to the article, how many Americans are in debt?

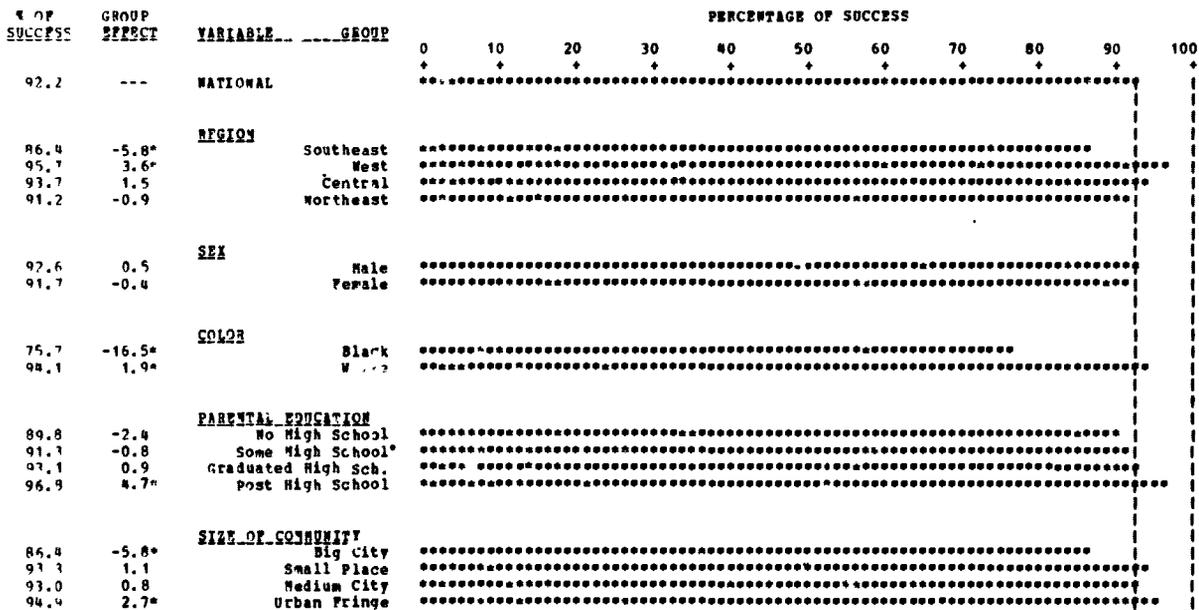
- 5.0 50%
- 0.6 2 out of 3
- 0.3 4 out of 5
- 92.2 9 out of 10
- 0.8 I don't know.
- 1.1 No response

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A05 08 3/1 04*X525011 R1000050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(52502)

Nat'l % Choosing Each Answer According to government statistics, how much has income increased?

0.1 ○ 5%

0.4 ○ 10%

88.6 ● 50%

0.4 ○ 75%

8.0 ○ 110%

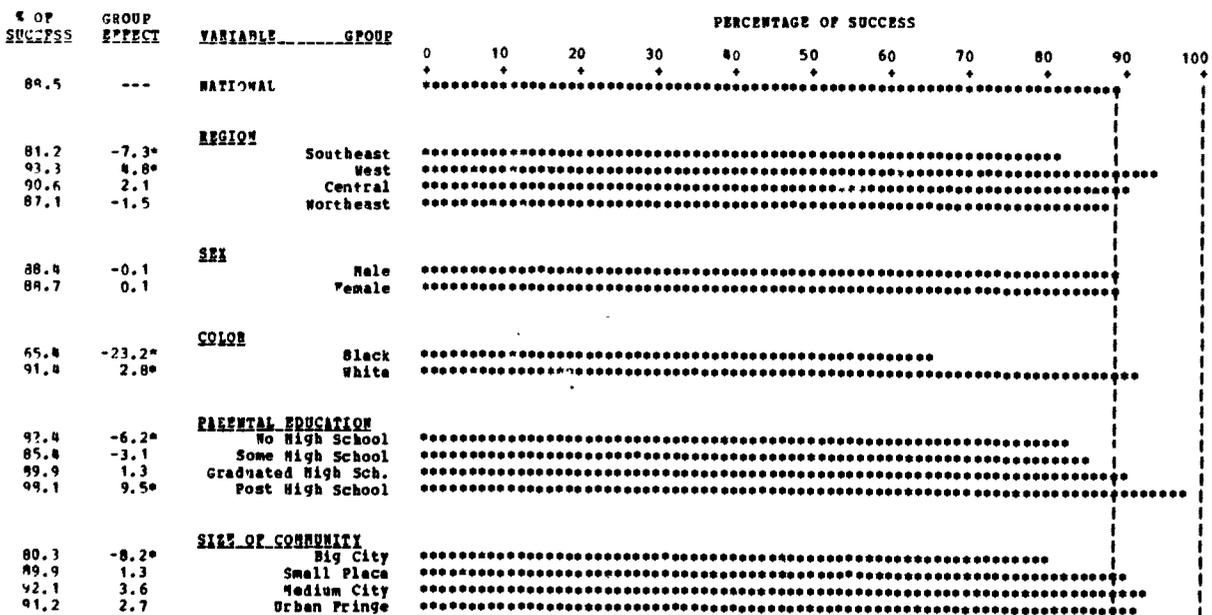
1.4 ○ I don't know.

1.0 No response

A05 08 4/1 03*Y525021 R1000050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(52503) Summary of the two parts

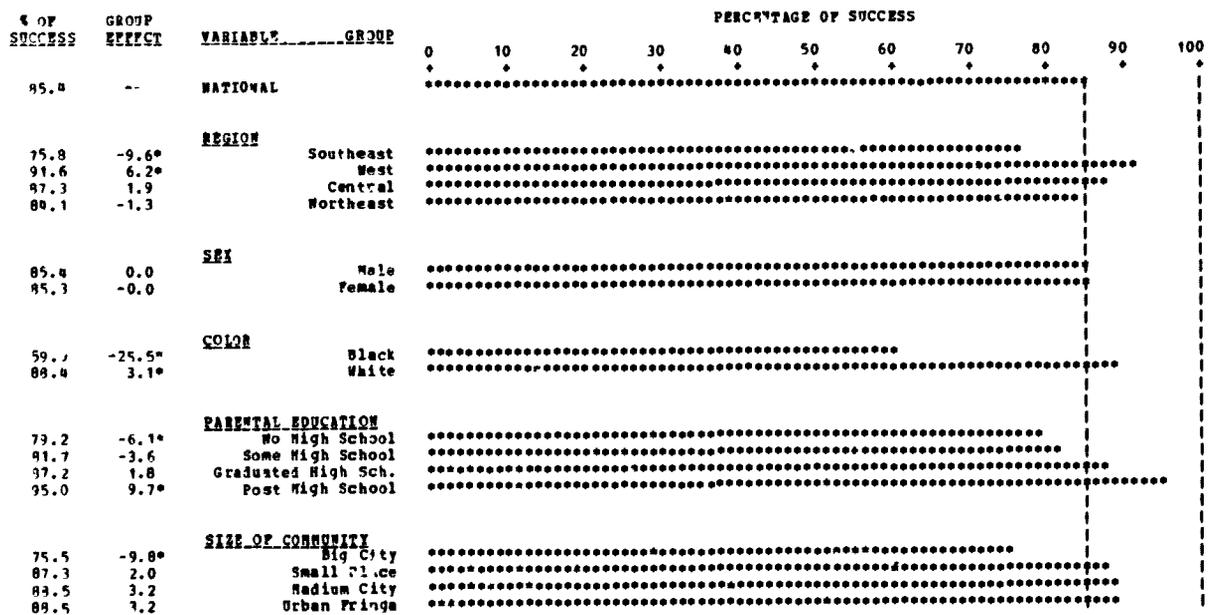
1.0% No response
 3.6% 0 parts correct
 10.0% 1 part correct
 85.4% 2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.

A05 0RB 1/2 12*K525030 R0000000

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 525 -- Adult

Overlap: Ages 13, 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety-two percent of the young adults recognized that "9 out of 10" Americans are in debt (52501), and 89% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Eighty-five percent responded correctly on both parts, 10% on one part and 5% failed on both parts.

Exercise 530 -- Adult

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps
 He closed his eyes and pretended to sleep.*

material deleted due to copyright restrictions

Answer the following questions without referring to the story

(53001)

In what city does the story take place?

Shadley

(53002)

In what month does the story take place?

November

(53003)

On what day does the story take place?

Monday

(53004)

62.0% All three parts correct.

**"How Many Miles to Babylon?", reprinted by permission of David White Company

A05 10" 1/2 13"X5"00"0 R00300S0

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS																		
			0	10	20	30	40	50	60	70	80	90	100								
62.0	---	NATIONAL	.....																	
		REGION																			
52.8	-9.3*	Southeast	.....																	
56.7	-5.3	West	.....																	
63.5	1.5	Central	.....																	
70.6	8.6*	Northeast	.....																	
		SEX																			
60.6	-1.4	Male	.....																	
63.4	1.4	Female	.....																	
		COLOR																			
59.6	-2.4	Black	.....																	
62.3	0.3	White	.....																	
		PARENTAL EDUCATION																			
55.8	-6.2*	No High School	.....																	
61.1	-0.7	Some High School	.....																	
63.7	1.7	Graduated High Sch.	.....																	
69.0	5.9*	Post High School	.....																	
		SIZE OF COMMUNITY																			
72.0	10.0*	Big City	.....																	
62.3	0.2	Small Place	.....																	
57.5	-4.5	Medium City	.....																	
54.6	-7.4*	Urban Fringe	.....																	

Exercise 530 -- Adult

Overlap: Ages 13, 17

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that young adults recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-two percent were able to do so. However, 82% recalled Brooklyn (53001), 81% recalled November (53002), and 72% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

CHAPTER 7

AGE COMPARISONS

In Chapters 3-6, our concern has been with comparing the percentage of success for each group with the national percentage of success within each age level. When an exercise has been administered at more than one age level, we can compare the percentage of success for a given group at one age level with that group's percentage(s) of success at the other age level(s) and determine the percentage increase or percentage decrease between one age level and the next higher age level. We can also determine the overall or net percentage increase or percentage decrease between the lowest age level and the highest age level when more than two age levels are involved.

We compare the percentage of success for 9-, 13-, and 17-year-olds and young adults (26-35) all obtained at the time of the 1970-71 assessment. Therefore, we are not justified in assuming that four years later the 9-year-olds (for example), when they are 13-year-olds, would necessarily attain the same percentage of success as the 13-year-olds in the 1970-71 assessment. Likewise, we are not justified in assuming that four years earlier, the 13-year-olds, when they were 9-year-olds, would have necessarily attained the same percentages of success as the 9-year-olds in the 1970-71 assessment. These statements generalize to the comparisons we make between any two age levels.

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels and the percentage difference between each adjacent pair of age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, look at the Western region at ages 9, 13, 17 and adult for Exercise 50601.

	<u>Age Level</u>	<u>Percentage of Success</u>		<u>Percentage Difference</u>
West	9	38.3		
	13	74.4	9--> 13	36.1
	17	86.4	13--> 17	12.1
	Ad.	89.5	17--> Ad.	3.0
			9--> Ad.	51.1

We see that the percentage of success for the 9-year-olds is 38.3 and for the 13-year-olds is 74.4 with a percentage difference going from age 9 to age 13 of 36.1. We see that the percentage of success for the 17-year-olds is 86.4 with a percentage difference going from age 13 to age 17 of 12.1. Likewise, we see that the percentage of success for the adults is 89.5 with a percentage increase going from age 17 to adult of 3.0. The overall percentage difference going from age 9 to adult is 51.1. When a percentage decrease occurs, it is indicated by a minus sign (-). The bars on the graph portion of each exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

Special note should be made of the white space between the end of each bar and the 100% vertical line. This white space represents the percentages of individuals who did not succeed on an exercise at each age level. This white space or percentage of failure must be taken into account when we consider the percentage increase from one age level to the next. Consider the following examples:

1. If the percentage of success for a group at age 9 is 20 and the percentage of success for that group at age 13 is 50, the percentage increase is 30. On the face of it, this seems to be a reasonably large increase, but 50% of the 13-year-olds still failed.
2. If the percentage of success for a group at age 9 is 95 and the percentage of success for that group at age 13 is 99.5, the percentage increase is 4.5. On the face of it, this seems to be a small increase. However, only 5% of the 9-year-olds failed, therefore there could not be a large increase going to age 13.
3. The exercise may be extremely difficult for both age levels under consideration, in which case we would expect a small or no percentage gain.

Of the released exercises that represent gleaning significant facts from passages, two were administered to both 9- and 13-year-olds; one was administered to 9-, 13- and 17-year-olds; one was administered to 9- and 17-year-olds; five were administered to 9-, 13- and 17-year-olds and young adults; five were administered to 13- and 17-year-olds and young adults. With very few exceptions, a given age level attained a higher percentage of success than the next lower age level.

RELEASED EXERCISES

Exercise 502 -- Ages 9, 13, 17 and Adult

Read the passage and answer the question which follows it.

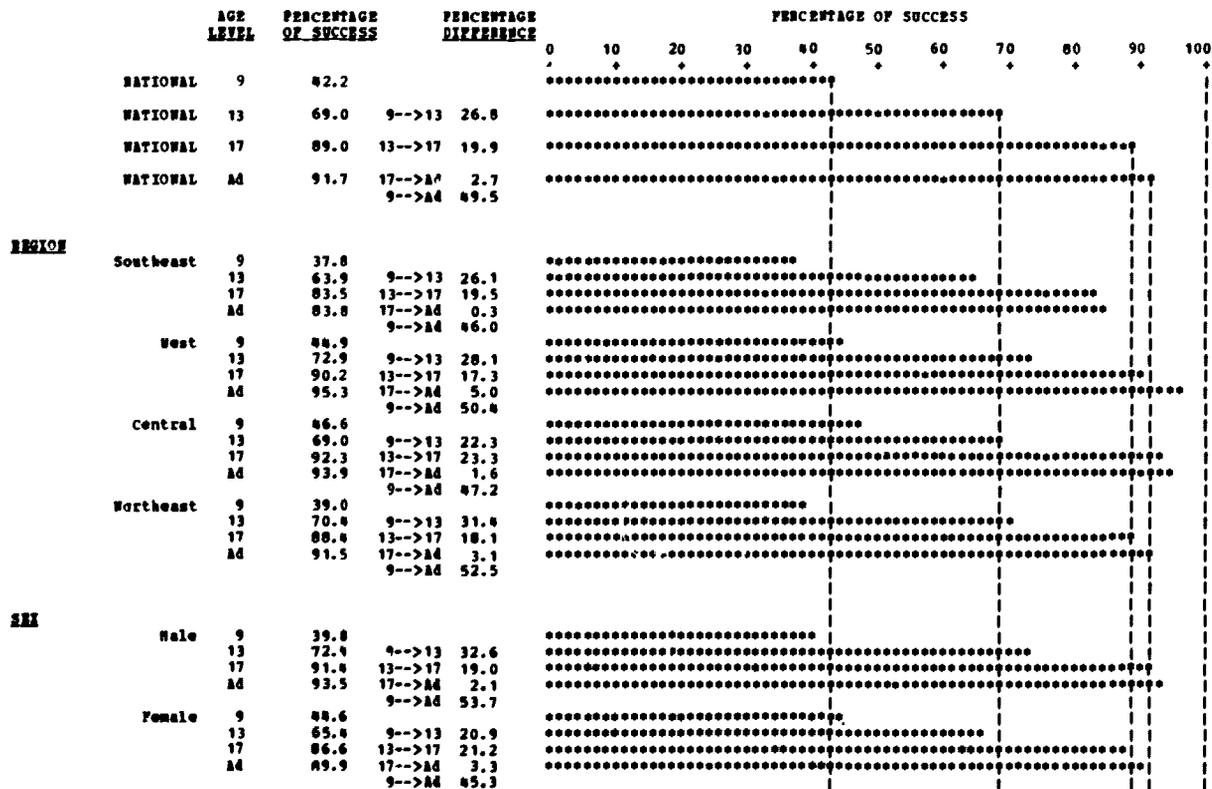
A sports car differs from an ordinary passenger car in that
material deleted due to copyright restrictions
 gets better gas mileage than an ordinary passenger car.

Nat'l A Choosing Each Answer				Which of these is the reason that a sports car can turn a corner more easily than passenger cars?	
Age 9	Age 13	Age 17	Adult		
11.3%	8.8%	4.0%	3.3%	<input type="radio"/>	Compact size and disk brakes
10.9%	5.2%	1.2%	0.9%	<input type="radio"/>	Coil suspension and power steering
42.2%	69.0%	89.0%	91.7%	<input checked="" type="radio"/>	Small size and low center of gravity
7.5%	3.8%	1.7%	0.9%	<input type="radio"/>	Great length and minimum of accessories
10.7%	6.7%	1.6%	1.3%	<input type="radio"/>	Road-gripping tires and heavy shock absorbers
15.7%	5.9%	2.2%	1.0%	<input type="radio"/>	I don't know.
1.7%	0.6%	0.3%	0.9%		No response

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N01 10	3/1	03*X502011	R10000S0	9 13 17 A
T08 10	3/1	03*X502011	R10000S0	9 13 17 A
S10 06	3/1	03*X502011	R10000S0	9 13 17 A
A06 01	3/1	03*X502011	R10000S0	9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



#01 10 3/1 03*Y502011 R1000050
 T08 10 3/1 03*Y502011 R1000050
 S10 06 3/1 03*Y502011 R1000050
 A06 01 3/1 03*Y502011 R1000050

9 13 17 A
 9 13 17 A
 9 13 17 A
 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	42.2	*										
NATIONAL	13	69.0	9-->13 26.8*										
NATIONAL	17	89.0	13-->17 19.9*										
NATIONAL	Ad	91.7	17-->Ad 2.7 9-->Ad 49.5*										
COLOR														
Black	9	30.4	*										
	13	52.7	9-->13 22.3*										
	17	68.1	13-->17 15.5*										
	Ad	73.2	17-->Ad 5.0 9-->Ad 42.8*										
White	9	44.0	*										
	13	71.3	9-->13 27.3*										
	17	92.0	13-->17 20.7*										
	Ad	93.9	17-->Ad 1.9 9-->Ad 50.0*										
PARENTAL EDUCATION														
No High School	9	38.0	*										
	13	56.9	9-->13 18.9*										
	17	77.4	13-->17 20.5*										
	Ad	86.7	17-->Ad 9.3 9-->Ad 48.7*										
Some High School	9	42.8	*										
	13	65.6	9-->13 22.8*										
	17	82.5	13-->17 16.9*										
	Ad	92.2	17-->Ad 9.7 9-->Ad 49.4*										
Graduated High Sch.	9	44.8	*										
	13	67.3	9-->13 22.5*										
	17	88.7	13-->17 21.4*										
	Ad	92.3	17-->Ad 3.5 9-->Ad 47.5*										
Post High School	9	49.0	*										
	13	78.7	9-->13 29.6*										
	17	94.2	13-->17 15.5*										
	Ad	97.7	17-->Ad 3.5 9-->Ad 48.6*										
NATIONAL	9	42.2	*										
NATIONAL	13	69.0	9-->13 26.8*										
NATIONAL	17IS	89.4	13-->17 20.4 9-->17 47.2*										
SI E-AND-TYPE OF COMMUNITY														
Extreme Inner City	9	26.7	*										
	13	50.9	9-->13 24.3*										
	17IS	81.2	13-->17 30.3 9-->17 54.5*										
Extreme Rural	9	38.8	*										
	13	72.2	9-->13 33.4*										
	17IS	87.5	13-->17 15.3 9-->17 48.7*										
Small City	9	43.0	*										
	13	69.5	9-->13 26.6*										
	17IS	87.7	13-->17 18.2 9-->17 44.8*										
Medium City	9	44.7	*										
	13	68.9	9-->13 24.2*										
	17IS	90.5	13-->17 21.6 9-->17 45.8*										
Rest Of Big City	9	42.7	*										
	13	63.4	9-->13 20.8*										
	17IS	92.5	13-->17 29.1 9-->17 49.8*										
Suburban Fringe	9	43.2	*										
	13	71.5	9-->13 28.3*										
	17IS	90.9	13-->17 19.4 9-->17 47.6*										
Extreme Aff Suburb	9	48.6	*										
	13	73.8	9-->13 25.2*										
	17IS	95.7	13-->17 22.0 9-->17 47.2*										

Exercise 502 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The facts in this passage support the central thought of how sports cars differ from ordinary passenger cars. In order to succeed on this exercise, 9-, 13-, and 17-year-olds and young adults had to relate two of these facts--sports cars are smaller and lower than ordinary passenger cars--to explain why a sports car corners better than a passenger car. Nationally, 42%, 69% and 92%, respectively, of individuals at the four age levels were successful. Note that the text of the passage reads "built smaller and lower" while the correct answer reads "small size and low center of gravity." In view of this, it is probably good that 42% of 9-year-olds succeeded. However, 8% of the young adults failed. That is, with regard to this exercise, 8% of the young adults could not do what 42% of the 9-year-olds could do.

Exercise 503 -- Ages 9, 13 and 17

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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articles, including an autobiography of her early years.*

Nat'l %
Choosing
Each Answer

Age 9	Age 13	Age 17
6.7%	2.5%	2.3%
7.4%	2.1%	1.8%
54.8%	82.6%	82.0%
25.5%	8.5%	10.4%
5.2%	4.3%	2.8%
0.4%	0.1%	0.7%

When did Helen Keller study the problems of the blind?

- As a major subject in college
- Before deciding to go to college
- After she graduated from Radcliffe
- During the time she was taught by Miss Sullivan
- I don't know.
- No response

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N01 14 3/1 03*Y503012 R02000S0 9 13 17
T05 09 3/1 03*Y503012 R02000S0 9 13 17
S10 05 3/1 03*Y503012 R02000S0 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS											
				0	10	20	30	40	50	60	70	80	90	100	
NATIONAL	9	54.8		.....										
	13	82.6	9-->13 27.8	.....										
	17	82.0	13-->17 -0.7 9-->17 27.1	.....										
REGION	Southeast	9	54.5		.....									
		13	77.2	9-->13 22.7	.....									
		17	76.0	13-->17 -1.2 9-->17 21.5	.....									
	West	9	50.1		.....									
		13	80.9	9-->13 30.8	.....									
		17	78.0	13-->17 -2.8 9-->17 27.9	.....									
	Central	9	56.7		.....									
		13	85.5	9-->13 28.8	.....									
		17	85.9	13-->17 0.4 9-->17 29.2	.....									
Northeast	9	57.1		.....										
	13	85.3	9-->13 28.2	.....										
	17	85.6	13-->17 0.3 9-->17 28.5	.....										
SEX	Male	9	49.7		.....									
		13	77.8	9-->13 28.1	.....									
		17	76.4	13-->17 -1.4 9-->17 26.7	.....									
	Female	9	59.9		.....									
		13	87.0	9-->13 27.1	.....									
		17	87.4	13-->17 0.4 9-->17 27.5	.....									

N01 14 3/1 03*X503012 R02000S0
 T05 09 3/1 03*X503012 R02000S0
 S10 05 3/1 03*X503012 R02000S0

9 13 17
 9 13 17
 9 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
NATIONAL	9	54.8		.....
NATIONAL	13	82.6	9-->13 27.8	.....
NATIONAL	17	82.0	13-->17 -0.7 9-->17 27.1	.....
COLOR				
Black	9	34.1		.....
	13	65.1	9-->13 31.0	.....
	17	65.8	13-->17 0.7 9-->17 32.7	.....
White	9	58.4		.....
	13	85.5	9-->13 27.1	.....
	17	84.3	13-->17 -1.2 9-->17 25.9	.....
PARENTAL EDUCATION				
No High School	9	40.5		.....
	13	74.7	9-->13 34.2	.....
	17	70.4	13-->17 -4.3 9-->17 29.8	.....
Some High School	9	43.0		.....
	13	80.0	9-->13 37.0	.....
	17	73.6	13-->17 -6.4 9-->17 30.6	.....
Graduated High Sch.	9	56.3		.....
	13	85.4	9-->13 29.1	.....
	17	81.6	13-->17 -3.8 9-->17 25.3	.....
Post High School	9	62.1		.....
	13	89.0	9-->13 27.0	.....
	17	88.2	13-->17 -0.8 9-->17 26.1	.....
NATIONAL	9	54.8		.....
NATIONAL	13	82.6	9-->13 27.8	.....
NATIONAL	17IS	82.5	13-->17 -0.1 9-->17 27.7	.....
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	43.1		.....
	13	76.3	9-->13 33.1	.....
	17IS	76.0	13-->17 -0.2 9-->17 32.9	.....
Ext rural	9	47.6		.....
	13	79.8	9-->13 32.2	.....
	17IS	77.6	13-->17 -2.2 9-->17 30.0	.....
Small City	9	53.4		.....
	13	81.4	9-->13 28.0	.....
	17IS	78.8	13-->17 -2.6 9-->17 25.5	.....
Medium City	9	62.1		.....
	13	84.8	9-->13 22.7	.....
	17IS	85.1	13-->17 0.3 9-->17 23.0	.....
Rest Of Big City	9	53.1		.....
	13	78.2	9-->13 25.1	.....
	17IS	86.8	13-->17 8.6 9-->17 33.7	.....
Suburban Fringe	9	53.4		.....
	13	81.9	9-->13 28.5	.....
	17IS	86.6	13-->17 4.7 9-->17 33.2	.....
Extreme Aft Suburb	9	64.1		.....
	13	92.7	9-->13 28.6	.....
	17IS	86.1	13-->17 -6.6 9-->17 22.0	.....

Exercise 503 -- Ages 9, 13 and 17

Objective II: Analyze what is read.

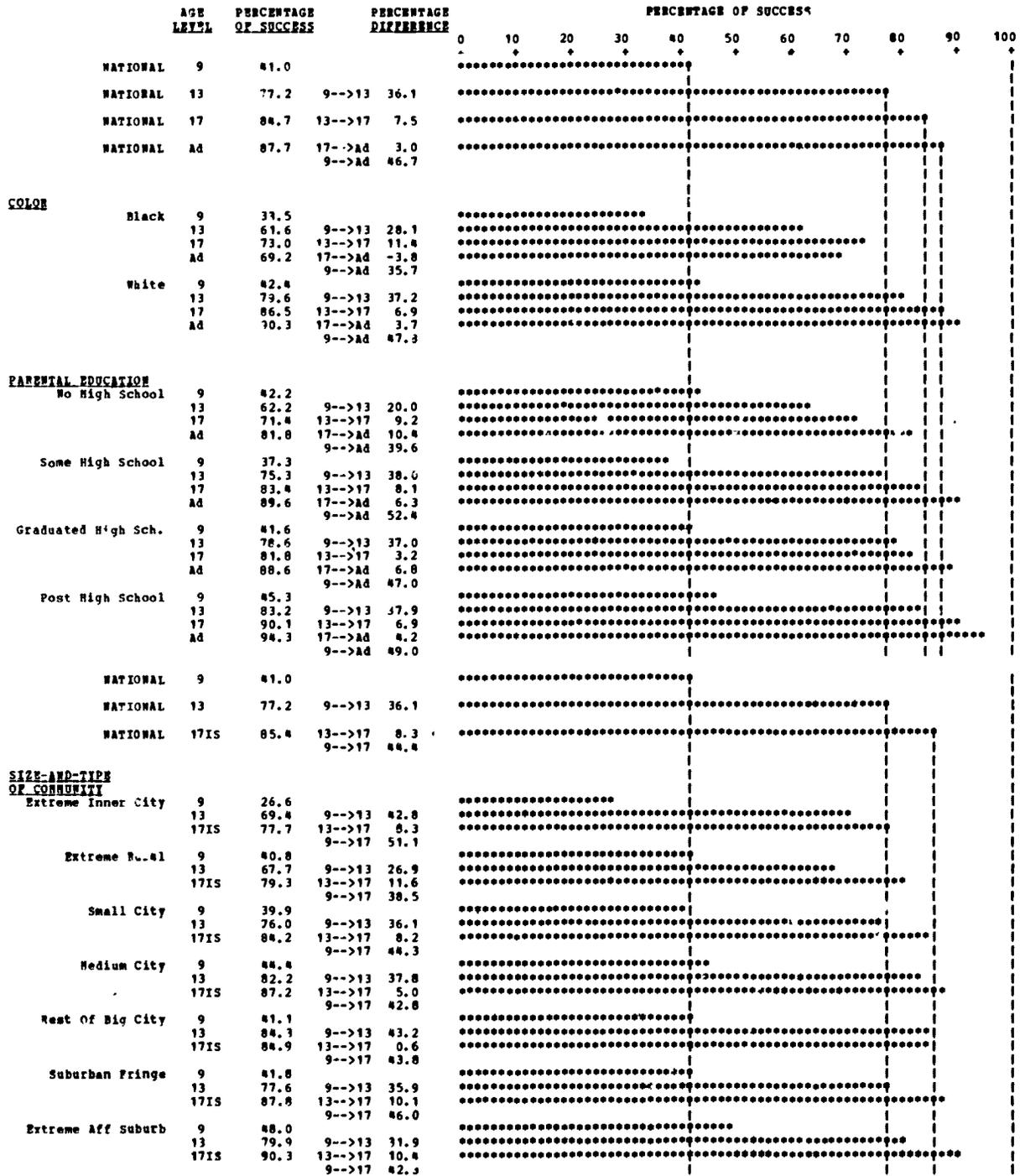
Subobjective B: Perceive the structure and organization of the work.

In order to succeed on this exercise, 9-, 13- and 17-year-olds had to relate the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame the handicap of blindness and deafness and then how she helped others with similar problems. While 55% of 9-year-olds were able to perceive this relationship, 83% of 13-year-olds were able to do so--a percentage increase of 28. However, only 82% of 17-year-olds were successful--a percentage decrease of 1 from the 13-year-old level. More than 25% of 9-year-olds chose "During the time she was taught by Miss Sullivan," indicating they confused overcoming handicaps with studying the problems of the blind. Although only slightly more than 8% of 13-year-olds chose this answer, more than 10% of the 17-year-olds did so. The lack of increase between ages 13 and 17 left 18% of 17-year-olds still failing on this exercise.

W02 12 3/1 05*K506011 R10000S0
 T13 14 3/1 05*K506011 R10000S0
 S02 10 3/1 05*K506011 R10000S0
 105 CC 3/1 05*K506011 R10000S0

9 13 17 A
 9 13 17 A
 9 13 17 A
 9 13 17 A

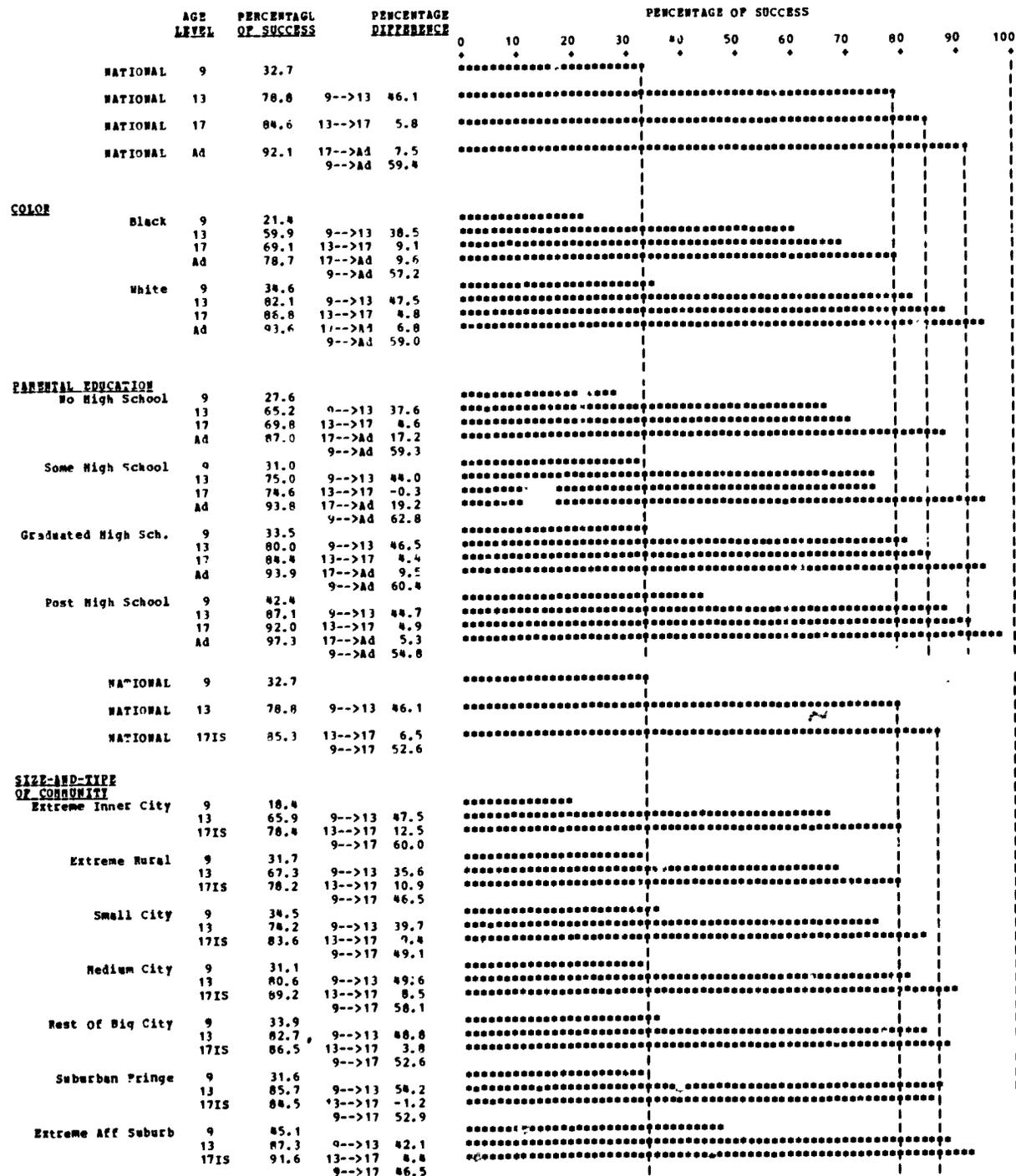
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



W02 12 8/1 03*1506021 R1000050
 T13 14 8/1 03*1506021 R1000050
 S02 10 8/1 03*1506021 R1000050
 A05 06 8/1 03*1506021 R1000050

9 13 17 A
 9 13 17 A
 9 13 17 A
 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



50603

Nat'l %
Choosing
Each Answer

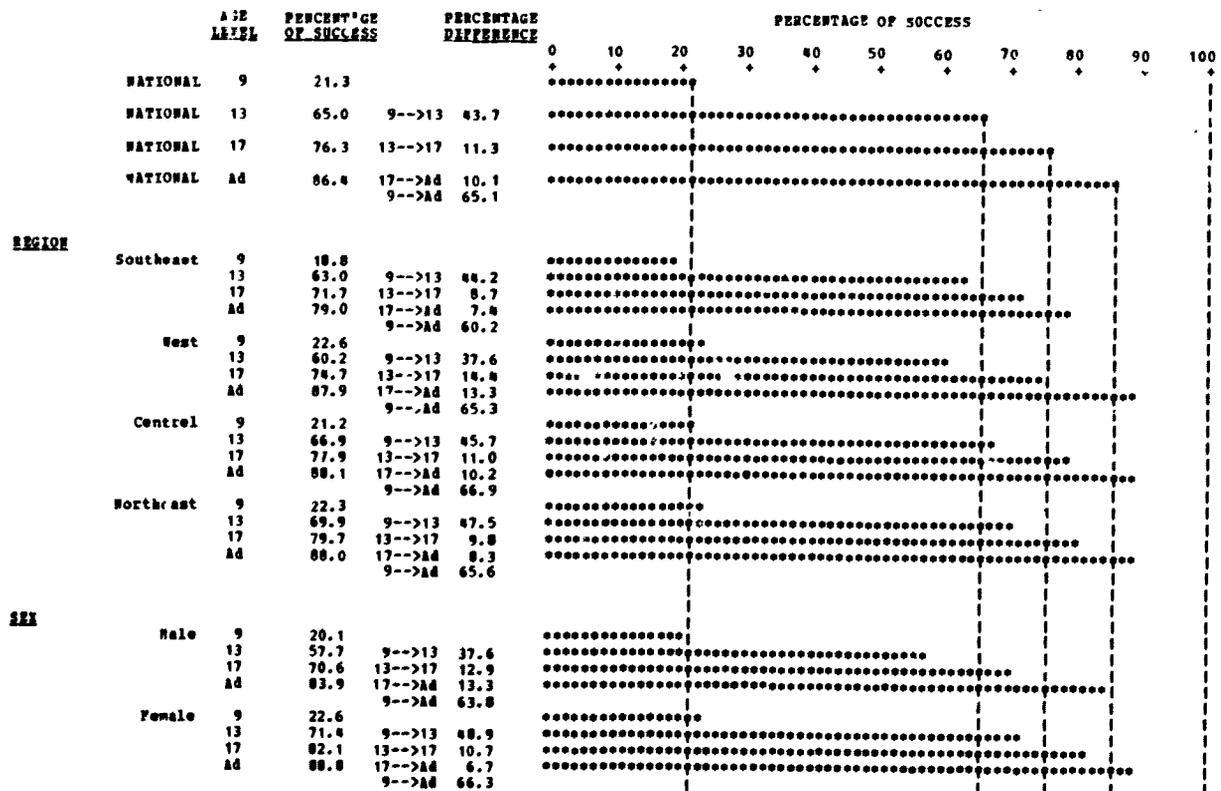
What should you do if the ivy poison-
ing affects your eyelids?

Age 9	Age 13	Age 17	Adult	
12.2%	6.0%	3.7%	1.6%	<input type="radio"/> Apply calamine lotion.
7.9%	3.0%	1.3%	1.1%	<input type="radio"/> Apply iron salt solution.
12.8%	4.8%	2.9%	1.9%	<input type="radio"/> Apply mild soap solution.
21.3%	65.0%	76.3%	86.4%	<input checked="" type="radio"/> Apply wet packs of boric acid solution.
20.4%	12.9%	8.1%	5.8%	<input type="radio"/> Apply a paste of baking soda and cornstarch.
15.9%	5.3%	4.1%	2.1%	<input type="radio"/> I don't know.
9.5%	3.1%	3.5%	1.1%	No response

N02 12 5/1 04*I506031 R1000050
T13 14 5/1 04*I506031 R1000050
S02 10 5/1 04*I506031 R1000050
A05 06 5/1 04*I506031 R1000050

9 13 17 A
9 13 17 A
9 13 17 A
9 13 17 A

NAT. AL AND GROUP PERCENTAGES OF SUCCESS



Exercise 506 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to certain steps that should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for.

The first part (50601) asked for the correct procedure to avoid dermatitis once a person is exposed. Of the individuals at the four age levels, 41%, 77%, 85% and 88%, respectively, stated "Wash all exposed areas within about five minutes of exposure." The most attractive incorrect choice at all age levels was "Do not scratch the affected areas." Those making this choice failed to grasp the message, avoid dermatitis, since "not scratching" only helps to prevent its spread. The question also requires knowledge of the word dermatitis. While 41% of 9-year-olds succeeded on this question, 12% of young adults failed. That is, with regard to this question, 12% of young adults could not do what 41% of 9-year-olds could do.

The second part (50602) asked what would soothe the itching from ivy poisoning. Of the individuals at the four age levels, 33%, 79%, 85% and 92%, respectively, stated "Put calamine lotion on the affected areas." The choices "Do not scratch the affected areas" and "Wash all exposed areas within about five minutes of exposure" were the most attractive incorrect choices across the four age levels (with an exception of the former at the adult level). The former only prevents spreading of the infection, and the latter helps prevent infection if carried out in time. While 33% of 9-year-olds succeeded on this question, 8% of young adults failed. That is, with regard to this question, 8% of young adults could not do what 33% of 9-year-olds could do.

The third part (50603) asked what should be done if ivy poisoning affects the eyelids. Of the individuals at the four age levels, 21%, 65%, 76% and 86%, respectively, stated "Apply wet packs of boric acid solution." This question appears to have been more difficult at all age levels but especially so at the younger age levels (ages 9 and 13). Although 25% of the 9-year-olds either made no response or admitted not knowing the answer, the percentages choosing incorrect foils with no apparent selectivity, indicates a high degree of guessing. Fourteen percent of young adults failed on this question.

Exercise 507 -- Ages 9 and 13

Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware ...

Nat'l & Choosing Each Answer

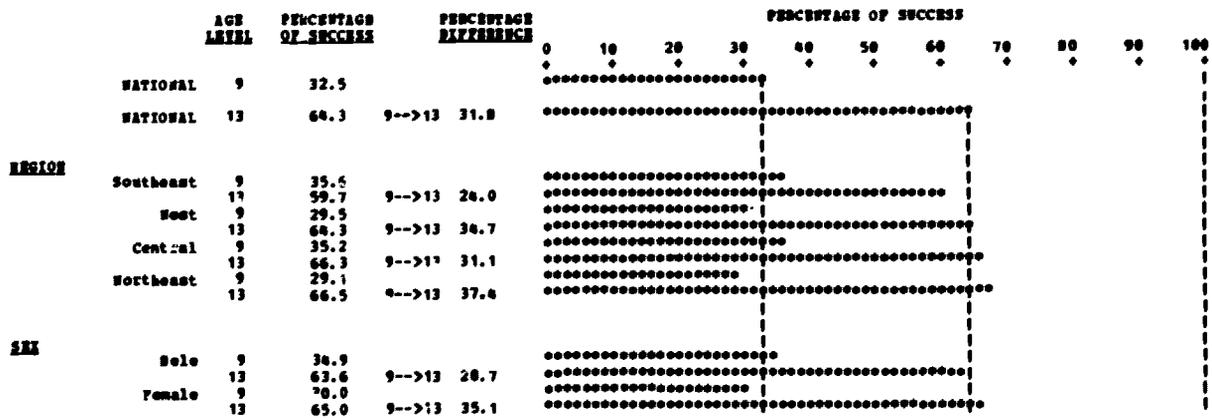
What does the author compare the moon to?

Age 9	Age 13	
8.0%	3.0%	<input type="radio"/> Clouds
32.5%	64.3%	<input checked="" type="radio"/> A flashlight
18.0%	11.7%	<input type="radio"/> Ghosts
23.8%	15.6%	<input type="radio"/> Shadows
13.2%	4.0%	<input type="radio"/> The wind
4.1%	1.2%	<input type="radio"/> I don't know.
0.4%	0.3%	No response

802 15 3/1 02*Y507011 81000050
 702 13 3/1 02*Y507011 81000050

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	32.5		.....									
NATIONAL	13	64.3	9-->13 31.8	.....									
COLOR														
Black	9	24.7		.....									
	13	39.2	9-->13 14.5	.....									
White	9	34.2		.....									
	13	69.4	9-->13 35.2	.....									
PARENTAL EDUCATION														
No High School	9	30.1		.....									
	13	44.4	9-->13 14.3	.....									
Some High School	9	26.2		.....									
	13	58.0	9-->13 31.8	.....									
Graduated High Sch.	9	32.6		.....									
	13	65.4	9-->13 32.8	.....									
Post High School	9	37.7		.....									
	13	73.2	9-->13 35.5	.....									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	9	22.4		.....									
	13	43.6	9-->13 21.1	.....									
Extreme Rural	9	29.3		.....									
	13	60.9	9-->13 31.6	.....									
Small City	9	36.9		.....									
	13	62.3	9-->13 25.4	.....									
Medium City	9	33.3		.....									
	13	64.8	9-->13 31.5	.....									
Best Of Big City	9	29.8		.....									
	13	62.9	9-->13 33.0	.....									
Suburban Fringe	9	27.5		.....									
	13	69.8	9-->13 42.3	.....									
Extreme Aff Suburb	9	45.3		.....									
	13	74.6	9-->13 29.2	.....									

Exercise 507 -- Ages 9 and 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

Only 33% of all 9-year-olds and 64% of all 13-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon... like a blinking flashlight." Although this represents a percentage increase of 31, 36% of the 13-year-olds still failed to recognize the clearly stated fact asked for. However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight.

Exercise 509 -- Ages 9 and 17

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When
*material deleted due to
 copyright restrictions*

and could read and write.*

Nat'l &
 Choosing
 Each Answer

Miss Sullivan's method of teaching
 chiefly made use of what?

Age 9	Age 17	
18.8%	3.0%	<input type="radio"/> Writing
6.6%	4.5%	<input type="radio"/> Gestures
4.4%	0.4%	<input type="radio"/> Pictures
11.1%	1.6%	<input type="radio"/> Sound waves
53.6%	88.0%	<input checked="" type="radio"/> Sense of touch
5.2%	0.8%	<input type="radio"/> I don't know.
0.4%	1.8%	No response

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

N03 13 3/1 05-X5090 3 W0004030 9 17
 503 01 3/1 05-X509014 W0004030 9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
NATIONAL	9	53.6		0 10 20 30 40 50 60 70 80 90 100
NATIONAL	17	88.0	9-->17 34.4	
REGION				
Southeast	9	83.5		
	17	83.7	9-->17 0.1	
West	9	51.0		
	17	88.9	9-->17 37.9	
Central	9	59.6		
	17	91.7	9-->17 32.1	
Northeast	9	57.9		
	17	86.5	9-->17 28.6	
SEX				
Male	9	52.9		
	17	87.5	9-->17 34.6	
Female	9	56.2		
	17	88.4	9-->17 32.2	

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	51.6		.....									
NATIONAL	17	88.0	9-->17 36.4	.....									
COLOR														
Black	9	27.7		.....									
	17	74.7	9-->17 47.0	.....									
White	9	57.6		.....									
	17	89.7	9-->17 32.1	.....									
PARENTAL EDUCATION														
No High School	9	42.9		.....									
	17	68.0	9-->17 25.2	.....									
Some High School	9	53.1		.....									
	17	87.2	9-->17 34.1	.....									
Graduated High Sch.	9	54.7		.....									
	17	89.5	9-->17 34.8	.....									
Post High School	9	61.9		.....									
	17	92.1	9-->17 28.3	.....									
NATIONAL	9	51.6		.....									
NATIONAL	17IS	88.2	9-->17 36.7	.....									
SIZE AND TYPE OF COMMUNITY														
Extreme Inner City	9	24.7		.....									
	17IS	82.5	9-->17 57.8	.....									
Extreme Rural	9	48.8		.....									
	17IS	85.7	9-->17 36.9	.....									
Small City	9	52.0		.....									
	17IS	87.4	9-->17 35.4	.....									
Medium City	9	49.6		.....									
	17IS	89.8	9-->17 40.3	.....									
West Of Big City	9	56.3		.....									
	17IS	84.4	9-->17 32.1	.....									
Suburban Fringe	9	59.6		.....									
	17IS	87.8	9-->17 28.2	.....									
Extreme Aff Suburb	9	68.8		.....									
	17IS	93.0	9-->17 24.2	.....									

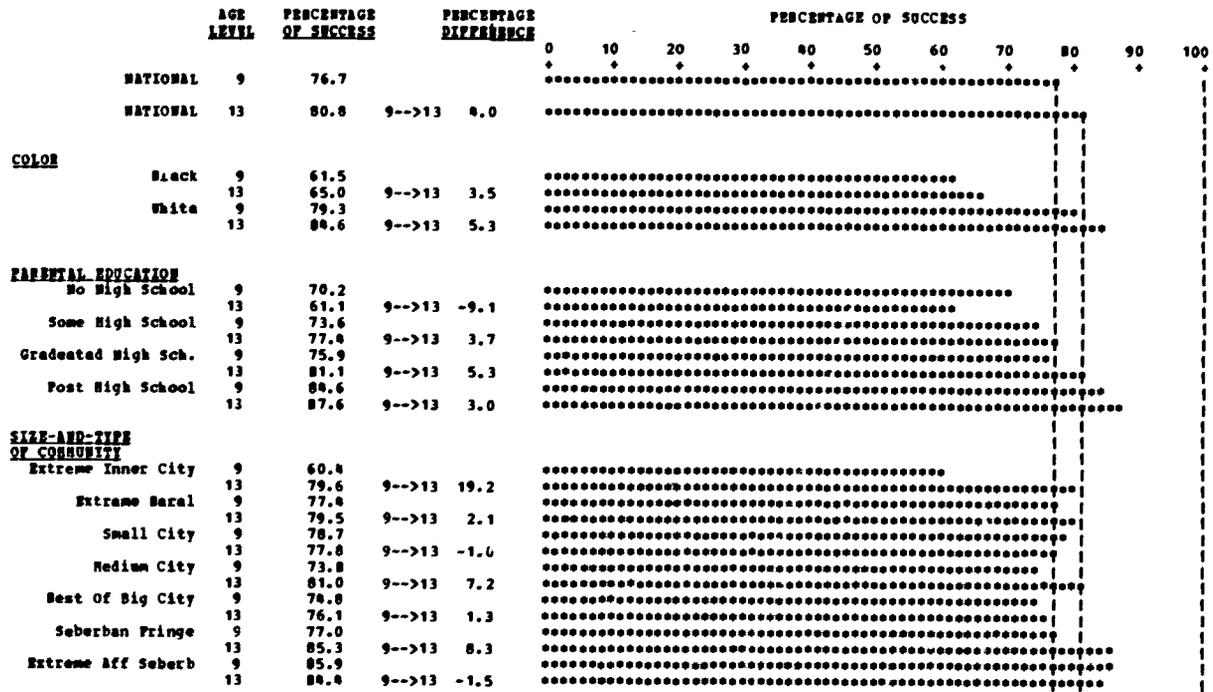
Exercise 509 -- Ages 9 and 17

Objective IV: Reason logically from what is read.

Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 9- and 17-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicap by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. While 54% of 9-year-olds were able to complete the inference, 88% of the 17-year-olds did so--a percentage increase of 34. The 9-year-olds were strongly attracted to incorrect answers "writing" (19%) and "sound waves" (11%). None of the incorrect answers attracted an extraordinary percent of 17-year-olds.

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 515 -- Ages 9 and 13

Objective I: Comprehend what is read.

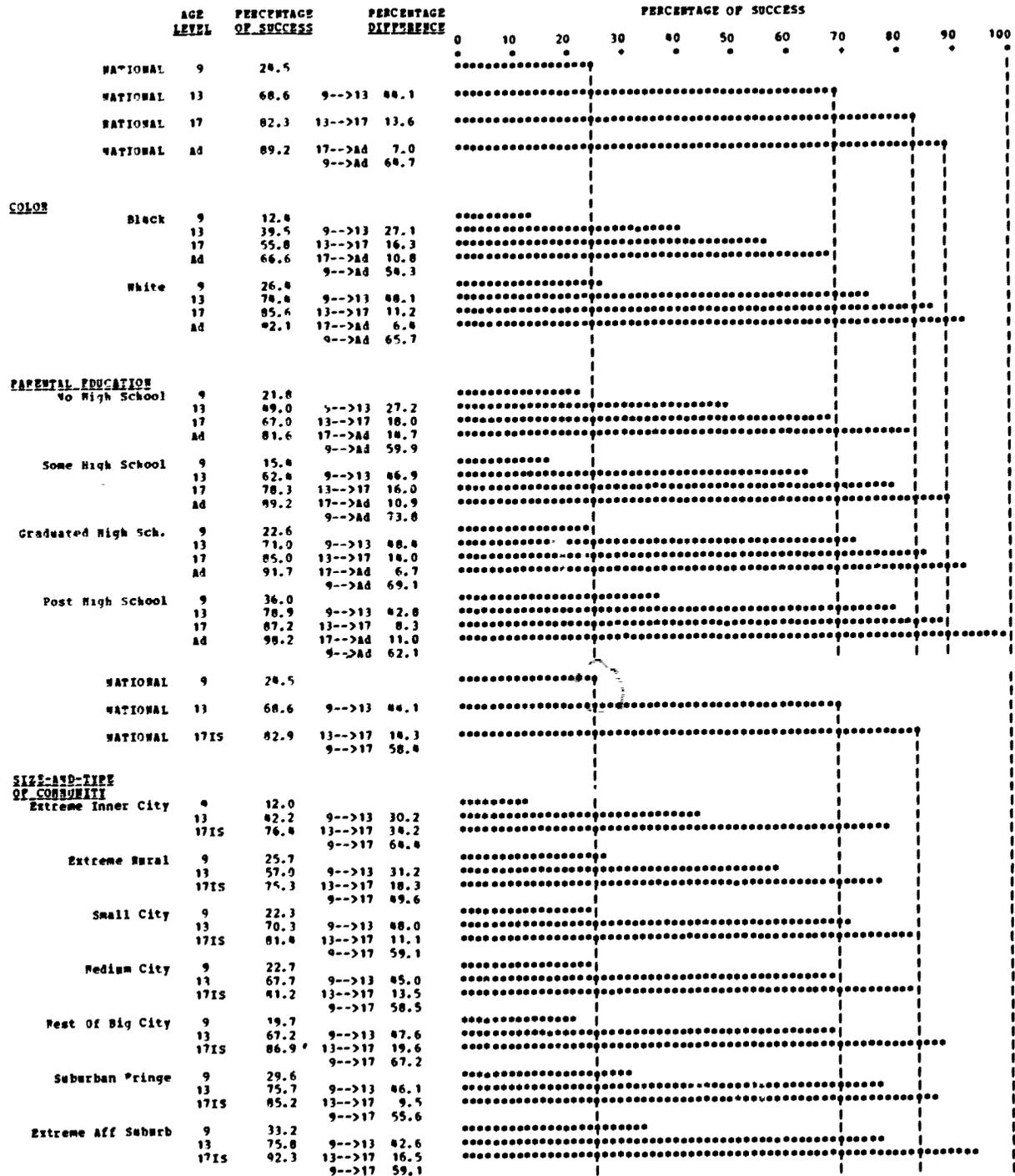
Subobjective C: Read paragraphs, passages, and longer works.

While 77% of the 9-year-olds were able to recognize that the buttons were scattered when the cat's hind foot was caught in the box, only 81% of the 13-year-olds were able to--a percentage increase of 5, but 19% of the 13-year-olds still failed. Since the sought-after fact is clearly stated, the percentage of failure--especially at age 13--may be largely due to confusion or distraction caused by the form of the poem. There is some indication that some of both 9- and 13-year-olds did not understand the meaning of the prefix "fore."

N07 06 4/1 05*1517011 R1000050
 T02 14 4/1 05*1517011 R1000050
 S06 11 4/1 04*7517011 R1300050
 A06 07 4/1 05*x517011 R1000050

9 13 17 A
 9 13 17 A
 9 13 17 A
 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 517 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact asked for. Of the individuals at the four age levels, 25%, 69%, 82% and 89%, respectively, stated "Any change in the environment is likely to cause other changes." While 25% of 9-year-olds succeeded on this exercise, 11% of young adults still failed. That is, with regard to this question, 11% of young adults could not do what 25% of 9-year-olds could do.

101 04 3/1 04*1523010 *1004050
 S07 09 3/1 04*1523010 R1994050
 A05 02 3/1 04*1523010 R1004050

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
NATIONAL	13	95.3		.....
NATIONAL	17	97.5	13-->17 2.2	.....
NATIONAL	Ad	96.3	17-->Ad -1.1 13-->Ad 1.1	.....
COLOR				
Black	13	86.3		.....
	17	94.5	13-->17 8.3	.....
	Ad	85.8	17-->Ad -8.7 13-->Ad -0.4	.....
White	13	96.7		.....
	17	98.0	13-->17 1.3	.....
	Ad	97.6	17-->Ad -0.4 13-->Ad 0.8	.....
PARENTAL EDUCATION				
No High School	13	86.5		.....
	17	95.0	13-->17 8.4	.....
	Ad	94.7	17-->Ad -0.2 13-->Ad 8.2	.....
Some High School	13	92.0		.....
	17	97.1	13-->17 5.1	.....
	Ad	97.7	17-->Ad 0.6 13-->Ad 5.7	.....
Graduated High Sch.	13	96.1		.....
	17	98.4	13-->17 2.3	.....
	Ad	96.8	17-->Ad -1.6 13-->Ad 0.7	.....
Post High School	13	97.9		.....
	17	98.6	13-->17 0.7	.....
	Ad	98.9	17-->Ad 0.3 13-->Ad 1.0	.....
NATIONAL	13	95.3		.....
NATIONAL	17IS	97.8	13-->17 2.6	.....
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	96.1		.....
	17IS	97.3	13-->17 1.1	.....
Extreme Rural	13	92.3		.....
	17IS	97.4	13-->17 5.2	.....
Small City	13	95.4		.....
	17IS	97.8	13-->17 2.5	.....
Medium City	13	96.7		.....
	17IS	98.1	13-->17 1.3	.....
Rest Of Big City	13	92.7		.....
	17IS	94.2	13-->17 1.5	.....
Suburban Fringe	13	95.1		.....
	17IS	99.4	13-->17 4.3	.....
Extreme Aff Suburb	13	97.3		.....
	17IS	99.0	13-->17 1.6	.....

T01 04 5/1 03*K523021 W1000050
 S07 09 5/1 03*I523021 W1000050
 A05 02 5/1 03*K523021 W1000050

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
NATIONAL	13	85.8		.....
NATIONAL	17	91.9	13-->17 6.0	.....
NATIONAL	Ad	90.4	17-->Ad -1.5 13-->Ad 4.6	.....
COLOE				
Black	13	74.3		.....
	17	88.9	13-->17 14.5	.....
	Ad	81.8	17-->Ad -7.1 13-->Ad 7.5	.....
White	13	87.8		.....
	17	92.2	13-->17 4.5	.....
	Ad	91.6	17-->Ad -0.6 13-->Ad 3.9	.....
PARENTAL EDUCATION				
No High School	13	77.7		.....
	17	87.3	13-->17 9.6	.....
	Ad	86.5	17-->Ad -0.8 13-->Ad 9.8	.....
Some High School	13	82.6		.....
	17	91.5	13-->17 8.9	.....
	Ad	93.0	17-->Ad 1.5 13-->Ad 10.5	.....
Graduated High Sch.	13	86.7		.....
	17	92.7	13-->17 6.0	.....
	Ad	89.0	17-->Ad -3.7 13-->Ad 2.4	.....
Post High School	13	89.6		.....
	17	93.7	13-->17 4.1	.....
	Ad	95.9	17-->Ad 2.2 13-->Ad 6.3	.....
NATIONAL	13	85.8		.....
NATIONAL	17IS	92.3	13-->17 6.4	.....
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	82.3		.....
	17IS	88.1	13-->17 5.8	.....
Extreme Rural	13	84.4		.....
	17IS	93.4	13-->17 9.1	.....
Small City	13	86.9		.....
	17IS	91.6	13-->17 4.7	.....
Medium City	13	83.0		.....
	17IS	91.5	13-->17 8.5	.....
Rest Of Big City	13	75.0		.....
	17IS	95.4	13-->17 20.3	.....
Suburban Fringe	13	88.3		.....
	17IS	94.3	13-->17 6.0	.....
Extreme Aff Suburb	13	93.7		.....
	17IS	91.1	13-->17 -2.6	.....

Exercise 523 -- Ages 13, 17 and Adult ,

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of the three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Of the individuals at the three age levels, 95%, 98% and 96%, respectively, recognized the name of "Smokey" the bear (52301), and 86%, 92% and 90%, respectively, recognized that the ad tells us to "drown all campfires" (52302).

Exercise 524 -- Ages 13 and 17

Read the paragraph and answer the question which follows it.

An attempt to label an entire generation is unrewarding,

*material deleted
due to copyright
restriction*

young generation has done that continually from early youth.*

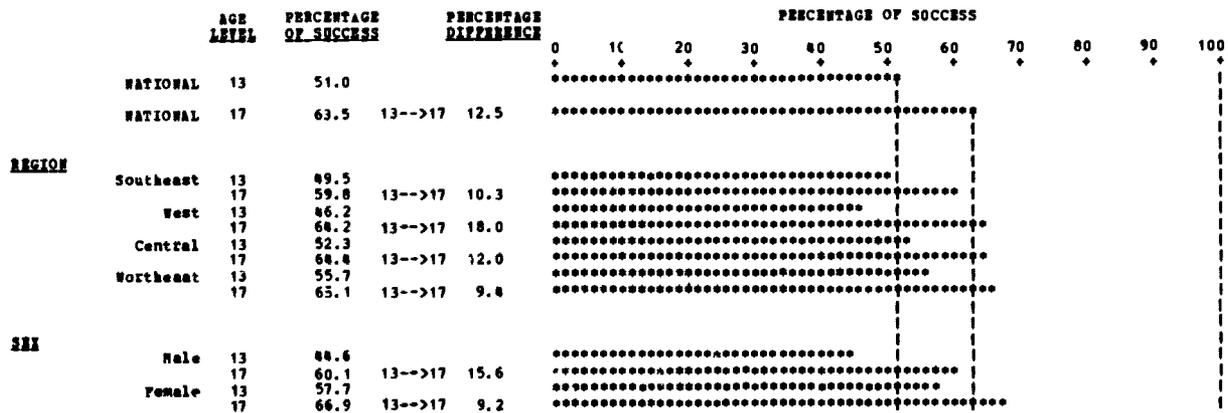
Natl %		According to the paragraph, the	
Choosing		origins of the word "beat" are	
Each Answer			
<u>Age 13</u>	<u>Age 17</u>		
51.0%	63.5%	●	obscure.
21.5%	21.0%	○	clear to Americans.
9.3%	6.5%	○	attributed to Kerouac.
5.1%	2.3%	○	attributed to jazz musicians.
8.2%	4.3%	○	I don't know.
5.0%	2.4%		No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of New York Times Company.

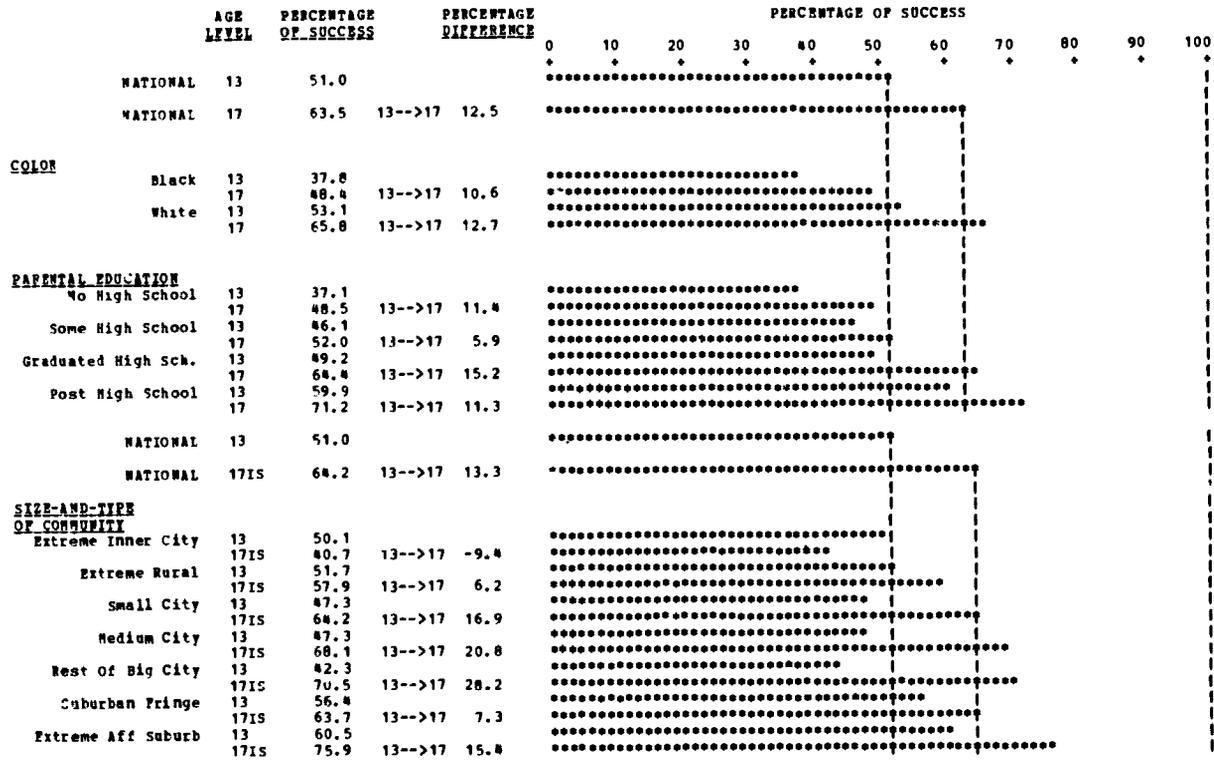
T01 09 6/1 01•K524011 I1000050
S08 11 6/1 01•K524011 R1000050

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 524 -- Ages 13 and 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This passage concerns the "beat" generation. One of four parts of the exercise is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences.

This question asked individuals to identify the origins of the word "beat." Fifty-one percent of 13-year-olds and 64% of 17-year-olds recognized the fact that the origins of the word "beat" are obscure. However, about 21% of both 13-year-olds and 17-year-olds said the origins are "clear to Americans." They confused "origins" and "meaning" from the sentence, "The origins of the word 'beat' are obscure, but the meaning is only too clear to most Americans."

Exercise 525 -- Ages 13, 17 and Adult

Read the passage and answer the questions which follow it.

It should come as no surprise to learn that 9 out of 10

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borrow bank loans.*

(52501)

Nat'l %
Choosing
Each Answer

According to the article, how
many Americans are in debt?

Age 13	Age 17	Adult	
6.7%	3.9%	5.0%	<input type="radio"/> 50%
0.5%	0.5%	0.6%	<input type="radio"/> 2 out of 3
1.2%	0.3%	0.3%	<input type="radio"/> 4 out of 5
90.1%	94.4%	92.2%	<input checked="" type="radio"/> 9 out of 10
1.4%	0.5%	0.8%	<input type="radio"/> I don't know.
0.1%	0.4%	1.1%	No response

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T03 04 3/1 04*X525011 R1000050
S05 12 3/1 04*X525011 R1000050
A05 08 3/1 04*X525011 R1000050

13 17 A
13 17 A
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	90.0		.....									
NATIONAL	17	94.4	13-->17 4.3	.....									
NATIONAL	Ad	92.2	17-->Ad -2.2 13-->Ad 2.1	.....									
REGION														
Southeast	13	87.2		.....									
	17	92.7	13-->17 5.5	.....									
	Ad	86.4	17-->Ad -6.3 13-->Ad -0.8	.....									
West	13	89.2		.....									
	17	92.9	13-->17 3.7	.....									
	Ad	95.7	17-->Ad 2.8 13-->Ad 6.5	.....									
Central	13	90.2		.....									
	17	95.8	13-->17 5.6	.....									
	Ad	93.7	17-->Ad -2.1 13-->Ad 3.5	.....									
Northeast	13	93.4		.....									
	17	95.2	13-->17 1.8	.....									
	Ad	91.2	17-->Ad -4.0 13-->Ad -2.2	.....									
SEX														
Male	13	88.8		.....									
	17	92.9	13-->17 4.1	.....									
	Ad	92.6	17-->Ad -0.2 13-->Ad 3.9	.....									
Female	13	91.4		.....									
	17	95.7	13-->17 4.3	.....									
	Ad	91.7	17-->Ad -3.9 13-->Ad 0.4	.....									

T03 04 3/1 0401525011 R1000050
 S05 12 3/1 0401525011 R1000050
 A05 08 3/1 0401525011 R1000050

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	90.0		.....									
NATIONAL	17	94.4	13-->17 4.3	.....									
NATIONAL	Ad	92.2	17-->Ad -2.2 13-->Ad 2.1	.....									
COLOR														
Black	13	81.6		.....									
	17	85.5	13-->17 3.9	.....									
	Ad	75.7	17-->Ad -9.8 13-->Ad -6.0	.....									
White	13	91.9		.....									
	17	95.5	13-->17 3.6	.....									
	Ad	94.1	17-->Ad -1.4 13-->Ad 2.2	.....									
PARENTAL EDUCATION														
No High School	13	84.5		.....									
	17	87.8	13-->17 3.3	.....									
	Ad	89.8	17-->Ad 2.0 13-->Ad 5.3	.....									
Some High School	13	89.5		.....									
	17	94.7	13-->17 5.2	.....									
	Ad	91.3	17-->Ad -3.4 13-->Ad 1.8	.....									
Graduated High Sch.	13	90.3		.....									
	17	93.5	13-->17 3.2	.....									
	Ad	93.1	17-->Ad -0.4 13-->Ad 2.8	.....									
Post High School	13	94.3		.....									
	17	96.8	13-->17 2.6	.....									
	Ad	96.8	17-->Ad -0.0 13-->Ad 2.6	.....									
NATIONAL	13	90.0		.....									
NATIONAL	17IS	95.0	13-->17 4.9	.....									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	13	84.5		.....									
	17IS	90.1	13-->17 5.6	.....									
Extreme Rural	13	87.0		.....									
	17IS	93.6	13-->17 6.6	.....									
Small City	13	89.6		.....									
	17IS	94.4	13-->17 4.8	.....									
Medium City	13	92.5		.....									
	17IS	96.1	13-->17 3.6	.....									
Nest Of Big City	13	83.4		.....									
	17IS	97.5	13-->17 14.1	.....									
Suburban Fringe	13	91.5		.....									
	17IS	94.7	13-->17 3.3	.....									
Extreme Aff Suburb	13	94.8		.....									
	17IS	96.8	13-->17 2.1	.....									

52502

Nat'l %
Choosing
Each Answer

According to government statistics,
how much has income increased?

Age 13	Age 17	Adult	
1.9%	0.4%	0.1%	○ 5%
1.2%	0.5%	0.4%	○ 10%
75.5%	88.8%	88.6%	● 50%
0.9%	0.7%	0.4%	○ 75%
14.5%	7.6%	8.0%	○ 110%
1.9%	0.8%	1.4%	○ I don't know.
4.0%	1.2%	1.0%	No response

T03 04 4/1 03*1525021 81000050
S05 12 4/1 03*1525021 81000050
A05 08 4/1 03*1525021 81000050

13 17 A
13 17 A
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS														
				0	10	20	30	40	50	60	70	80	90	100				
NATIONAL	13	75.5		.....													
NATIONAL	17	88.8	13-->17 13.3	.....													
NATIONAL	Ad	88.5	17-->Ad -0.3 13-->Ad 13.0	.....													
REGION																		
Southeast	13	70.0		.....													
	17	84.7	13-->17 14.7	.....													
	Ad	81.2	17-->Ad -3.5 13-->Ad 11.2	.....													
West	13	74.7		.....													
	17	87.9	13-->17 13.2	.....													
	Ad	93.3	17-->Ad 5.4 13-->Ad 18.6	.....													
Central	13	78.4		.....													
	17	91.0	13-->17 12.9	.....													
	Ad	90.6	17-->Ad -0.4 13-->Ad 12.5	.....													
Southeast	13	78.6		.....													
	17	90.1	13-->17 11.5	.....													
	Ad	87.1	17-->Ad -3.0 13-->Ad 8.5	.....													
SEX																		
Male	13	73.3		.....													
	17	86.9	13-->17 13.6	.....													
	Ad	88.4	17-->Ad 1.5 13-->Ad 15.1	.....													
Female	13	77.8		.....													
	17	90.5	13-->17 12.7	.....													
	Ad	88.7	17-->Ad -1.9 13-->Ad 10.9	.....													

T03 04 4/1 03*Y525021 R10000S0
 S05 12 4/1 03*Y525021 R10000S0
 A05 08 4/1 03*Y525021 R10000S0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	75.5	*										
NATIONAL	17	88.8	13-->17 13.3*										
NATIONAL	Ad	88.5	17-->Ad -0.3 13-->Ad 13.0*										
COLOR														
Black	13	60.1	*										
	17	77.1	13-->17 17.0*										
	Ad	65.4	17-->Ad -11.7 13-->Ad 5.3*										
White	13	78.8	*										
	17	90.2	13-->17 11.4*										
	Ad	91.4	17-->Ad 1.2 13-->Ad 12.6*										
PARENTAL EDUCATION														
No High School	13	68.9	*										
	17	80.7	13-->17 11.9*										
	Ad	82.4	17-->Ad 1.6 13-->Ad 13.5*										
Some High School	13	73.5	*										
	17	87.6	13-->17 14.1*										
	Ad	85.4	17-->Ad -2.2 13-->Ad 11.9*										
Graduated High Sch.	13	75.5	*										
	17	86.2	13-->17 10.7*										
	Ad	89.9	17-->Ad 3.6 13-->Ad 14.4*										
Post High School	13	81.9	*										
	17	93.1	13-->17 11.3*										
	Ad	98.1	17-->Ad 5.0 13-->Ad 16.2*										
NATIONAL	13	75.5	*										
NATIONAL	17IS	89.4	13-->17 13.9*										
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	13	69.8	*										
	17IS	81.9	13-->17 12.1*										
Extreme Rural	13	68.5	*										
	17IS	88.4	13-->17 19.9*										
Small City	13	75.5	*										
	17IS	87.6	13-->17 12.0*										
Medium City	13	77.0	*										
	17IS	91.4	13-->17 14.5*										
Rest Of Big City	13	69.2	*										
	17IS	71.3	13-->17 22.1*										
Suburban Fringe	13	78.0	*										
	17IS	90.7	13-->17 12.7*										
Extreme Aff Suburb	13	82.1	*										
	17IS	93.4	13-->17 11.2*										

Exercise 525 -- Ages 13, 17 and Adult

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Of the individuals at the three age levels, 90%, 94% and 92%, respectively, recognized that "9 out of 10" Americans are in debt (52501); and 76%, 89% and 89% (52502), respectively, recognized how much income had increased. At all three age levels, the most attractive incorrect choice for 52502 was 110% --with 15% of 13-year-olds and 8% of both 17-year-olds and young adults making this choice--the rate of increase for debt.

Exercise 528 -- Ages 13 and 17

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbis, Alabama. When

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autobiography of her early years.*

Nat'l % Choosing Each Answer		According to the passage, what was the extent of Miss Keller's lecture tours?
Age 13	Age 17	
6.8%	3.5%	<input type="radio"/> Only in the United States
4.1%	2.7%	<input type="radio"/> Only in two countries
15.3%	14.0%	<input type="radio"/> Only on two continents
71.5%	77.5%	<input checked="" type="radio"/> Only on three continents
2.1%	1.9%	<input type="radio"/> I don't know.
0.2%	0.5%	No response

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

T07 04 3/1 04*1528011 N1000050
S02 11 3/1 04*1528011 N1000050

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	71.5		.....									
NATIONAL	17	77.5	13-->17 6.0	.....									
REGION														
Southeast	13	69.4		.....									
	17	76.9	13-->17 7.5	.....									
West	13	69.0		.....									
	17	73.2	13-->17 4.2	.....									
Central	13	75.3		.....									
	17	78.2	13-->17 2.9	.....									
Northeast	13	71.3		.....									
	17	81.2	13-->17 9.9	.....									
SEX														
Male	13	67.9		.....									
	17	77.8	13-->17 9.8	.....									
Female	13	74.9		.....									
	17	77.3	13-->17 2.4	.....									

Exercise 528 -- Ages 13 and 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages, and longer works.

The question asks the extent of Helen Keller's lecture tours. The correct answer, "Only on three continents," is obtained from the sentence, "She toured the United States, Europe, and Asia giving lectures..." Seventy-two percent of 13-year-olds and 78% of 17-year-olds answered correctly. The most attractive incorrect foil, "Only on two continents," was chosen by 15% of 13-year-olds and 14% of 17-year-olds. These individuals apparently counted only the two continents mentioned by name (Europe and Asia).

Exercise 530 -- Ages 13, 17 and Adult

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

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eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53001)

In what city does the story take place?

Franklin

(52002)

In what month does the story take place?

November

(53003)

On what day does the story take place?

Monday

(53004)

Age 13 Age 17 Adult

62.8% 61.6% 62.0% All parts correct.

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

108 12B 1/2 13*E530040 R00300S0
502 15B 1/2 13*E530040 R00300S0
A05 10B 1/2 13*E530040 R00300S0

13 17 A
13 17 A
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	62.8	*										
NATIONAL	17	61.6	13-->17 -1.1*										
NATIONAL	Ad	62.0	17-->Ad 0.4 13-->Ad -0.7*										
REGION														
Southeast	13	61.1	*										
	17	59.6	13-->17 -1.6*										
	Ad	52.8	17-->Ad -6.8 13-->Ad -8.3*										
West	13	61.8	*										
	17	58.1	13-->17 -3.7*										
	Ad	56.7	17-->Ad -1.1 13-->Ad -5.1*										
Central	13	63.4	*										
	17	60.4	13-->17 -2.9*										
	Ad	63.5	17-->Ad 3.1 13-->Ad 0.1*										
Northeast	13	64.8	*										
	17	68.0	13-->17 3.3*										
	Ad	70.6	17-->Ad 2.6 13-->Ad 5.8*										
SEX														
Male	13	57.3	*										
	17	57.7	13-->17 0.4*										
	Ad	60.6	17-->Ad 2.9 13-->Ad 3.3*										
Female	13	68.6	*										
	17	65.5	13-->17 -3.1*										
	Ad	63.4	17-->Ad -2.1 13-->Ad -5.2*										

T08 12B 1/2 13*X530040 R00300S0
 S02 15B 1/2 13*X530040 R00300S0
 A05 10B 1/2 13*X530040 R00300S0

13 17 A
 13 17 A
 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	62.8		.....									
NATIONAL	17	61.6	13-->17 -1.1	.....									
NATIONAL	Ad	62.0	13-->Ad 0.4 13-->Ad -0.7	.....									
COLOR														
Black	13	57.0		.....									
	17	61.2	13-->17 4.2	.....									
	Ad	59.6	17-->Ad -1.6 13-->Ad 2.6	.....									
White	13	63.6		.....									
	17	61.9	13-->17 -1.7	.....									
	Ad	62.3	17-->Ad 0.4 13-->Ad -1.3	.....									
PARENTAL EDUCATION														
No High School	13	48.2		.....									
	17	58.1	13-->17 9.9	.....									
	Ad	55.8	17-->Ad -2.2 13-->Ad 7.6	.....									
Some High School	13	65.5		.....									
	17	63.4	13-->17 -2.1	.....									
	Ad	61.3	17-->Ad -2.1 13-->Ad -4.2	.....									
Graduated High Sch.	13	67.0		.....									
	17	59.6	13-->17 -7.4	.....									
	Ad	63.7	17-->Ad 4.1 13-->Ad -3.3	.....									
Post High School	13	68.3		.....									
	17	63.0	13-->17 -5.3	.....									
	Ad	68.0	17-->Ad 9.7 13-->Ad 3.6	.....									
NATIONAL	13	62.8		.....									
NATIONAL	17IS	61.6	13-->17 -1.2	.....									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	13	71.4		.....									
	17IS	64.7	13-->17 -6.7	.....									
Extreme Rural	13	54.3		.....									
	17IS	60.4	13-->17 6.1	.....									
Small City	13	59.2		.....									
	17IS	54.9	13-->17 -4.3	.....									
Medium City	13	59.0		.....									
	17IS	68.6	13-->17 9.6	.....									
Rest Of Big City	13	72.2		.....									
	17IS	70.2	13-->17 -2.0	.....									
Suburban Fringe	13	64.3		.....									
	17IS	57.8	13-->17 -6.5	.....									
Extreme Aff Suburb	13	69.4		.....									
	17IS	65.2	13-->17 -4.2	.....									

Exercise 530 -- Ages 13, 17 and Adult

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 13- and 17-year-olds and young adults recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Of the individuals at the three age levels, 63%, 62% and 62%, respectively, were able to do so.

Exercise 531 -- Ages 13 and 17

Read the following story only, once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Parhane
material deleted due to copyright restrictions
 pretended to sleep.*

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school.

(53103)

Age 13 Age 17

75.0% 84.4% All parts correct.

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

T09 15B 1/2 12*X531030 R0030050
 S01 12B 1/2 12*X531030 R0030050

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	75.0		.....									
NATIONAL	17	84.4	13-->17 9.4	.....									
REGION														
Southeast	13	70.9		.....									
	17	80.2	13-->17 9.3	.....									
West	13	77.1		.....									
	17	83.5	13-->17 6.4	.....									
Central	13	76.3		.....									
	17	86.1	13-->17 9.8	.....									
Northeast	13	75.0		.....									
	17	86.7	13-->17 11.7	.....									
SEX														
Male	13	70.2		.....									
	17	79.1	13-->17 8.9	.....									
Female	13	80.0		.....									
	17	89.1	13-->17 9.1	.....									

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
NATIONAL	13	75.0		0 10 20 30 40 50 60 70 80 90 100
NATIONAL	17	84.4	13-->17 9.4	
COLOE				
Black	13	55.5		
	17	72.2	13-->17 16.7	
White	13	78.0		
	17	85.8	13-->17 7.8	
PARENTAL EDUCATION				
No High School	13	67.3		
	17	77.9	13-->17 10.6	
Some High School	13	70.3		
	17	79.7	13-->17 9.4	
Graduated High Sch.	13	76.0		
	17	84.6	13-->17 8.6	
Post High School	13	80.7		
	17	87.6	13-->17 6.9	
NATIONAL	13	75.0		
NATIONAL	17IS	85.3	13-->17 10.3	
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	64.3		
	17IS	82.5	13-->17 18.2	
Extreme Rural	13	72.7		
	17IS	79.4	13-->17 6.7	
Small City	13	75.5		
	17IS	82.1	13-->17 6.6	
Medium City	13	76.4		
	17IS	89.8	13-->17 13.5	
Rest Of Big City	13	61.3		
	17IS	93.8	13-->17 32.5	
Suburban Fringe	13	78.7		
	17IS	84.2	13-->17 5.5	
Extreme Aff Suburb	13	80.3		
	17IS	86.8	13-->17 6.5	

Exercise 531 -- Ages 13 and 17

Objective III: Use what is read.

Subobjective A: Remember significant parts of what is read.

This exercise required that 13- and 17-year-olds recall-- without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Success on this exercise was regarded as being able to recall both parts (53103). Seventy-five percent of 13-year-olds and 85% of 17-year-olds were able to do so.

Skim the information given below and then complete the sentences on the next page.

Nat'l %
Choosing
Each Answer

Immediate danger from radioactive fallout is most likely to occur after

Age 13	Age 17
24.2%	13.1%
54.6%	68.3%
6.3%	3.9%
11.2%	7.8%
2.3%	3.9%
1.4%	2.9%

- an air burst.
- a surface burst.
- an underwater burst.
- an underground burst.
- I don't know.
- No response



Nuclear Bursts

An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.



In a surface burst the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material. Therefore, a surface burst causes much more early radioactive fallout than an air burst.



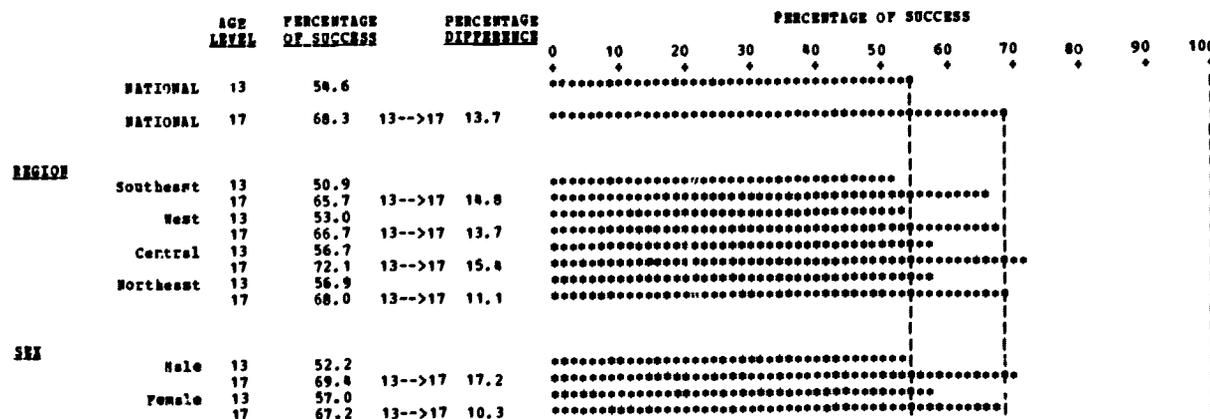
A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

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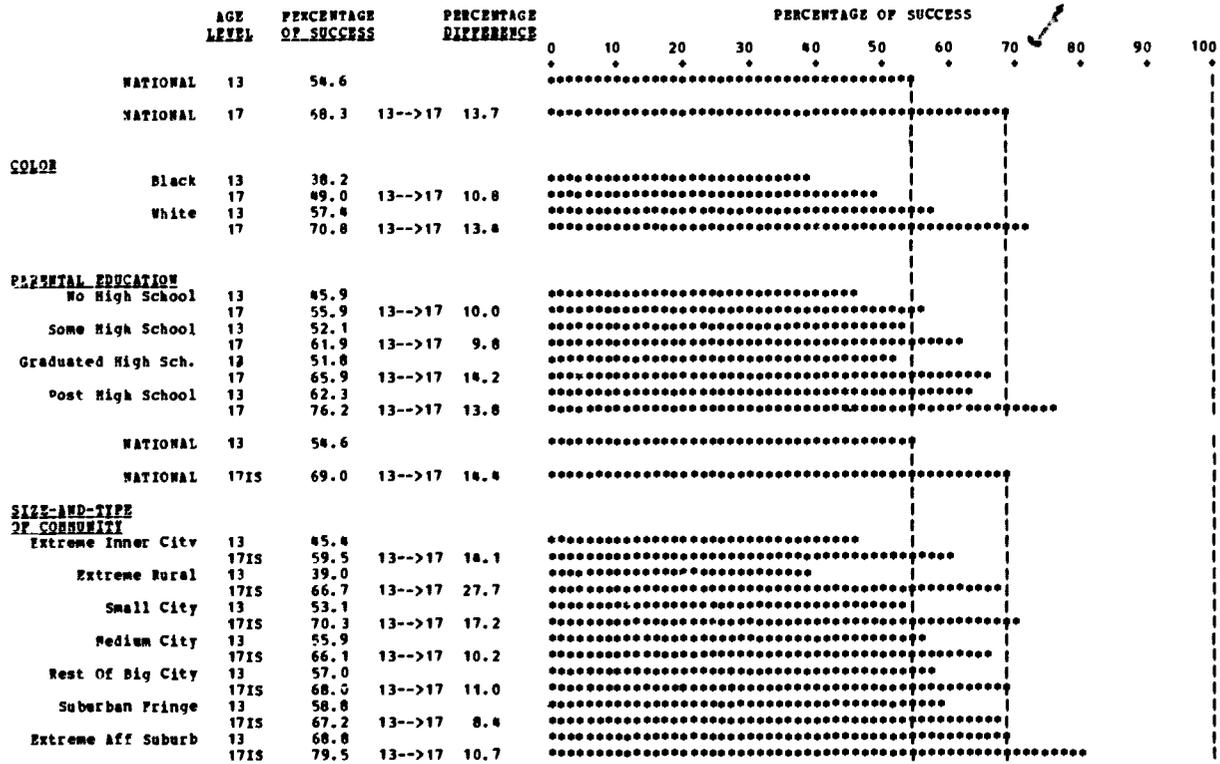
T12 11 4/1 02*1535013 R0030080
S03 03 4/1 02*1535013 R0030080

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



NATIONAL AND GROUP PERCENTAGES OF SUCCESS



(53502)

Nat'l &
Choosing
Each Answer

The intense heat of a nuclear air burst
can cause skin burns and fires

Age 13 Age 17

71.5% 77.7%

11.5% 6.7%

5.3% 2.4%

4.2% 1.8%

4.9% 5.9%

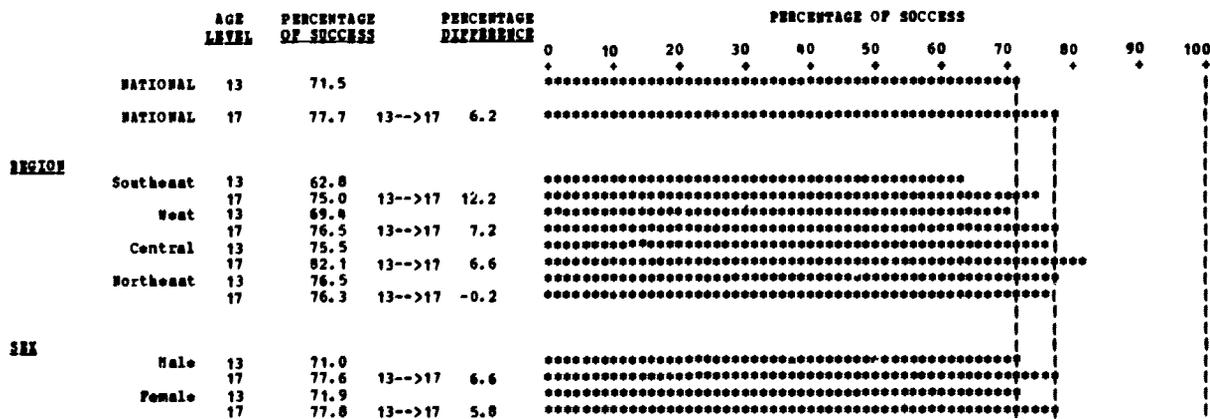
2.6% 5.6%

- several miles from the point of detonation.
- only within a mile's radius of the point of detonation.
- only when it is not raining within the area of explosion.
- in areas which are only north or west of the point of detonation.
- I don't know.
- No response

T12 11 5/1 01*X535023 R0030080
S03 03 5/1 01*X535023 R0030080

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
NATIONAL	13	71.5		0 10 20 30 40 50 60 70 80 90 100
NATIONAL	17	77.7	13-->17 6.2	
COLOE				
Black	13	40.6		
	17	49.7	13-->17 9.0	
White	13	76.7		
	17	81.3	13-->17 4.6	
PARENTAL EDUCATION				
No High School	13	56.0		
	17	67.2	13-->17 11.1	
Some High School	13	63.4		
	17	61.7	13-->17 -1.6	
Graduated High Sch.	13	71.7		
	17	82.0	13-->17 10.3	
Post High School	13	81.9		
	17	82.8	13-->17 0.9	
NATIONAL	13	71.5		
NATIONAL	17IS	77.8	13-->17 6.4	
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	57.9		
	17IS	61.7	13-->17 3.8	
Extreme Rural	13	60.0		
	17IS	78.7	13-->17 18.8	
Small City	13	72.5		
	17IS	72.7	13-->17 0.1	
Medium City	13	69.0		
	17IS	78.7	13-->17 9.7	
Rest Of Big City	13	75.1		
	17IS	85.0	13-->17 9.9	
Suburban Fringe	13	73.6		
	17IS	79.7	13-->17 6.1	
Extreme Aff Suburb	13	84.6		
	17IS	87.3	13-->17 2.7	

Exercise 535 -- Ages 13 and 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, 13- and 17-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 55% of 13-year-olds and 68% of 17-year-olds correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. On the second part (53502), 72% of 13-year-olds and 78% of 17-year-olds correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

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