During its first 14 years of existence, the National Assessment of Educational Progress (NAEP) was located at the Education Commission of the States (ECS). This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983. References are in a classified arrangement, by specific or special assessment. Documents not dealing with a specific assessment are grouped by: Methodological Publications; Special Analyses; and General and Miscellaneous. Materials by NAEP are separated from materials about NAEP done by external organizations. Subject, Personal Author, and Preparing Institution indexes are provided. The compilation is based on materials (documents and journal articles) archived in the database of the Educational Resources Information Center (ERIC), and therefore most documents cited can be obtained through the ERIC Document Reproduction Service (EDRS). (WTB)
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 1969-1983: 
A BIBLIOGRAPHY OF DOCUMENTS 
IN THE ERIC DATABASE

Theodore B. Pratt, Ph.D., Editor

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# TABLE OF CONTENTS

## I. INTRODUCTION

- A Pioneer in Measurement Techniques ................................................................. vi
- An Idea Becomes Reality .......................................................................................... vi
- NAEP Through the Years ......................................................................................... vi
- A Look at NAEP Findings ....................................................................................... vi
- Using the Bibliography ............................................................................................ vii

## II. CITATIONS

### A. Official ECS/NAEP-Generated Documents......................................................... 1

1. Specific Assessments .................................................................................. 1
   a. ART ........................................................................................................ 1
   b. CAREER AND OCCUPATIONAL DEVELOPMENT ................................... 5
   c. CITIZENSHIP (see Social Studies also) ...................................................... 9
   d. LITERATURE (see Reading also) ................................................................. 13
   e. MATHEMATICS ....................................................................................... 17
   f. MUSIC .................................................................................................. 23
   g. READING (see Literature also) ................................................................. 27
   h. SCIENCE ............................................................................................... 35
   i. SOCIAL STUDIES (see Citizenship also) ................................................... 43
   j. WRITING ............................................................................................... 47

2. Special Assessments and Probes ..................................................................... 55
   a. ADULT READING MINI ASSESSMENT ............................................... 55
   c. BASIC LIFE SKILLS MINI ASSESSMENT ........................................... 57
   d. CONSUMER SKILLS MINI ASSESSMENT ............................................ 59
   e. ENERGY KNOWLEDGE ATTITUDES MINI ASSESSMENT ................... 61
   f. FUNCTIONAL LITERACY MINI ASSESSMENT .................................... 63
   g. HEALTH AWARENESS MINI ASSESSMENT ....................................... 65
   h. MATH MINI ASSESSMENT .................................................................... 67
   i. CAREER AND OCCUPATIONAL DEVELOPMENT MINI ASSESSMENT ...... 69
# TABLE OF CONTENTS (continued)

3. NAEP Publications Not Related to Specific Single Assessment
   a. Methodological Publications .................................................. 71
   b. Special Analyses ................................................................. 81
   c. General and Miscellaneous ................................................... 87

B. Publications About NAEP from Non-ECS/NAEP Sources ........................................... 91
   1. Specific Assessments ............................................................ 91
      a. ART ................................................................................. 91
      b. CAREER AND OCCUPATIONAL DEVELOPMENT ....................... 93
      c. CITIZENSHIP ................................................................. 97
      d. LITERATURE .................................................................. 99
      e. MATHEMATICS ............................................................... 101
      f. MUSIC ............................................................................ 107
      g. READING ....................................................................... 109
      h. SCIENCE ........................................................................ 113
      i. SOCIAL STUDIES ........................................................... 117
      j. WRITING ....................................................................... 121
   2. Special Assessments and Probes ...................................................... 123
      b. ADULT SCIENCE MINI ASSESSMENT ................................... 123
      c. BASIC LIFE SKILLS MINI ASSESSMENT .............................. 125
      h. MATH MINI ASSESSMENT .................................................. 127
   3. NAEP Publications Not Related to Specific Single Assessment ......................... 129
      a. Methodological Publications ............................................... 129
      b. Special Analyses ............................................................... 137
      c. General and Miscellaneous ................................................ 159

III. INDEXES
    Subject .................................................................................. 165
    Author .................................................................................... 219
    Institution .............................................................................. 229

IV. SOURCES OF DOCUMENTS ................................................................. 237
I. INTRODUCTION

This volume is a comprehensive bibliography of documents and journal articles by and about the National Assessment of Educational Progress (NAEP) that have been entered into the Educational Resources Information Center (ERIC) database. It covers the period 1969 through mid-1983.

Since 1969, the National Assessment of Educational Progress has surveyed educational achievement across the country and reported its findings to the nation. It has tracked attainment levels of 9-, 13- and 17-year-olds and at times those of adults in various learning areas: art, citizenship/social studies, career and occupational development, mathematics, music, reading/literature, science and writing. The information NAEP has gathered offers all who are interested in education an unprecedented opportunity to examine achievement in different learning areas, to detect changes in achievement over the years and to consider the implications of those changes for educational policies.

During its first 14 years of data collection, National Assessment was administered by the Education Commission of the States (ECS), Denver, Colorado, a stewardship that ended in 1983 when a competitive procurement transferred administration of the program to the Educational Testing Service (ETS) of Princeton, New Jersey.

This bibliography provides a record of NAEP activities under ECS's leadership, listing all major publications by and about National Assessment published between 1969 and 1983. Designed to facilitate quick access to information on NAEP materials, findings, procedures and history, it is intended as a resource for researchers, education organizations and agencies, legislators, educators and others with an interest in education. Most of the materials listed are available in reproduced copy through the ERIC information system and thus can be easily obtained.

A Pioneer in Measurement Techniques

From its beginning as no more than an idea in 1963, NAEP has evolved steadily into one of the most sophisticated and comprehensive educational measurement programs in the world. Under ECS's leadership, it has:

- Pioneered large-scale assessment technology.
- Developed methods to measure and analyze changes in education performance.
- Significantly influenced the development of state and local assessment programs.
- Led the way in measuring complex skills in reading, writing, mathematics, art, citizenship, science and other areas.
- Contributed unique information about critical social issues such as the performance of disadvantaged youngsters, racial/ethnic groups and language minorities.
- Clarified education trends by differentiating patterns of change in lower-order or "basic" skills and higher-order abilities.
Before National Assessment, the quality of American education was measured largely in terms of student-teacher ratios and per pupil expenditures. However, these figures gave no real indication about the knowledge, skills and attitudes students took away as a result of those expenditures. National Assessment provides reliable information on students' performance with respect to generally agreed-upon goals for education—information that can be used to assist the states and others in making plans to meet their own specific goals.

An Idea Becomes Reality

The articles, reports, item sets, objectives, procedural studies and commentaries listed in this bibliography chronicle National Assessment's history during its tenure with the Education Commission of the States. It is a history filled with ups and downs, obstacles encountered and challenges faced and met.

The assessment was conceived in 1963 when Francis Keppe], then U.S. Commissioner of Education, saw the need for a nationwide survey of educational achievement, and joined forces with Ralph Tyler, long-time leader in large-scale testing, to determine the feasibility of such a plan.

Between 1964 and 1969, initial assessment planning and development activities were carried out with support from both the Carnegie Corporation and the Ford Foundation. During this time, objectives and items in 10 learning areas were developed, sampling and data collection strategies planned and data analyses formulated and outlined.

The assessment's designers opted to structure assessments through a consensus process. In this process, educators, scholars and lay persons from across the country designed objectives for each learning area, proposing general goals they felt Americans should be achieving in the course of their education. After careful reviews, the objectives were given to item writers, whose task it was to create measurement instruments appropriate to the objectives.

After the items passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they were administered to probability samples. The young people sampled were chosen in such a way that the results of their assessment could be generalized to the entire national population.

Even as the assessment methodologies were being planned, opposition to the idea of a “national” assessment began building among professional education organizations, fueled by fears of a national test and the ensuing potential for a single national curriculum.

Contributing to their fears was the fact that a continuing project of such magnitude required federal funding, raising the specter of federal intrusion and even federal control in education. Accordingly, in 1969 the Education Commission of the States, an organization founded in the mid-1960s to present the states' views to the federal government, was asked to administer the program. ECS' sponsorship in large part defused educators' objections to the assessment.

Since 1971, the project has been completely supported by federal funds. Funding agencies through the years have been the Office of Education, the National Center for Education Statistics (NCES), and, currently, the National Institute of Education (NIE).

NAEP Through the Years

National Assessment began data collection in 1969 with the assessment of three learning areas: citizenship, science and writing. Students aged 9, 13 and 17; out-of-school 17-year-olds; and young adults aged 26-35 were surveyed. As the seventies began, NAEP settled into continuous cycles of item development, data collection and reporting, with simultaneous development of items in some areas as data were being collected, analyzed and reported in others.

These were pioneering years. NAEP forged ahead with innovative large-scale measurement techniques. Students were assessed on their performance in a group discussion of citizenship issues; they wrote essays, drew pictures, performed science experiments, sang and played musical instruments. In mathematics, older respondents balanced a checkbook. Trained observers scored achievement levels on these tasks.

National Assessment did more than simply collect and report achievement data. Potential users were encouraged to avail themselves of NAEP data and items. Public-use data tapes were first produced in 1975, allowing outside researchers access to the NAEP database. Work on refining the data tapes has continued since then with a commitment to making them easily usable by those interested in analyzing NAEP data. Other agencies were invited to "piggyback" their data collection efforts with NAEP's and several did so. State and local agencies were also encouraged to make use of assessment items. Texas, Maine, Minnesota, Connecticut and North Dakota are among the states that have used NAEP items and compared their results with national levels.

In 1974, the project experienced the first in a series of funding cuts, and the young adult assessment was dropped. Funding considerations caused NAEP to switch to assessing one major learning area per year in 1976 and to every-other-year data collection in 1980.

A Look at NAEP Findings

With data now available over three points in time in many subject areas, trends in achievement can be plotted and their implications examined. NAEP's analyses have revealed both reasons for hope and for concern about directions in the nation's schools. In science, by the late seventies declines seen earlier in the decade had ended for 9- and 13-year-olds and had slowed for 17-year-olds. Writing skills remained stable during the seventies. Reading achievement of 9-year-olds increased substantially, while that of their older brothers and sisters did not change. In 1983, results of the third round mathematics assessment showed that declines of the mid-seventies had halted for 17-year-olds and 13-year-olds' skills...
had improved. Furthermore, sizeable improvements occurred in various learning areas for some groups of disadvantaged youngsters, particularly at the younger ages.

But overall findings are not the entire story. NAEP findings show improvements tend to be clustered in lower-order, or more "basic" skills and are most in evidence for younger students and a number of groups typically considered disadvantaged. Declines, on the other hand, have been recorded for higher-order, more complex tasks such as mathematics problem solving, writing to persuade, and for 17-year-olds, inferential reading comprehension. Older students and academic high achievers have also experienced performance drops.

Using the Bibliography

This bibliography has been made possible through the joint efforts of the National Assessment staff at the Education Commission of the States and the Educational Resources Information Center (ERIC) system. It provides comprehensive documentation of NAEP, serving as a permanent record of sources about NAEP data, procedures and history. It is organized so that the reader with a specific question or area of interest can locate that topic immediately while those with more general concerns can browse through a number of sources.

The Table of Contents shows the organization of this bibliography clearly. Studying it first will help in understanding this volume. In Chapter II, the major chapter, citations are displayed in two major divisions: A. Official ECS/NAEP-generated documents, and B. Publications About NAEP From Non-ECS/NAEP Sources. Each major division contains three sections: 1. Specific Assessments, 2. Special Assessments and Probes (shown as SPEC in the Indexes), and 3. Publications Not Related to Specific Assessments (shown as GEN in the Indexes). In sections 1 and 2, citations are classified by learning areas. Section 3 displays citations in three subcategories: a. Methodological Publications, b. Special Analyses, and c. General and Miscellaneous Publications.

Citations are listed by ED number in ascending order under the relevant assessment or section. They are further classified by their primary focus: (a) Program Description, (b) Assessment Instrument, (c) Procedures, and (d) Results. EJ numbers are listed after the ED entries. Page and columnar headings as well as running heads at the top of each page make it easy for the user to locate materials. There are a total of 575 citations listed.

Citations by and about NAEP are indexed here by three types of information: (1) by subject matter (Entries a., b. based on ERIC descriptors, as listed in the Thesaurus of ERIC Descriptors, and on ERIC identifiers.); (2) by personal author; and (3) by preparing institution. From the simple coding behind each entry in the indexes, the user can go directly to the full citation, a complete description of the document or journal article as it originally appeared in the ERIC abstract journals Resources in Education (RIE) or Current Index to Journals in Education (CIJE).

NAEP has carried out assessments in 15 learning areas. Abbreviations used here for each of the assessments are as follows:

| ART  | Art |
| COD  | Career & Occupational Development |
| CIT  | Citizenship |
| LIT  | Literature |
| MATH | Mathematics |
| MUS  | Music |
| READ | Reading |
| SCI  | Science |
| SOC  | Social Studies |
| WRIT | Writing |
| SPEC | Special assessments |
| GEN  | General (no specific assessment) |

Examples:

A user finds the title of a document in the Subject Index she wants to review. It's "Mathematical Applications: Selected Results from the Second Assessment of Mathematics." The title is followed by the document number and code: ED 176 965 (A.1.MATH.(2).d). The user turns to the Citations section, looks in Section A (Official ECS/NAEP-Generated Documents), then in subsection 1 (Specific Assessments), and finally to Results (d). The citation is ED 176 965, the EDs being listed in ascending order.

Another user knows Stanley Ahmann wrote an article on science achievement he'd like to review. He turns to the Author Index and finds under Ahmann "Science Achievement: The Trend is Down." It is EJ 128 205 followed by the code (B.1.SCI.(2).d). The user turns to the Citations section, looks up section B (Publications About NAEP from Non-ECS/NAEP Sources) and then to SCIENCE. He looks under Second Assessment (2) and Results (d). He finds EJ 128 205 after EJ 120 469 (following the EDs) in ascending order.
II. CITATIONS

A. Official ECS/NAEP Generated Documents

1. Specific Assessments

a. ART

(1) First Assessment

(b) Assessment Instrument

ED 051 255 TE 499 835 Norris, Eleanor L., Ed. Goodwin, Barbara. Ed. National Assessment of Educational Progress: Art Objectives. National Assessment of Educational Progress, Ann Arbor, Mich. Bureau No.—BR-8-0771 Pub Date—71 Note—33p. Available from—National Assessment of Educational Progress Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00; 10 or more—20% discount) EDRS Price - MF01/PC02 Plus Postage. Descriptors—Art Education, *Art Objectives, *National Surveys Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress The results of the national assessment of progress in educational art objectives are given. Topics covered are procedures for developing art objectives and art objectives, per se. Appendices and names of organizations affiliated with the evaluation effort are included. (CK) Primary type of information provided by report: Procedures (Objectives); Procedures (Objectives Development).

(c) Procedures

ED 127 240 SO 009 344 Knight, Sarah S. Systematic Judgment of Children's Drawings. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Pub Date—76 Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976) Pub Type—Reports - Research (143) EDRS Price - MF01/PC03 Plus Postage. Descriptors—Art Education, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Freehand Drawing, National Competency Tests, National Surveys, Performance, Response Style (Tests), *Scoring Formulas, Testing Problems, Test Reliability, Test Reviews, Tests, *Test Validity Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress This study discusses the National Assessment of Educational Progress's national survey of educational achievement in art and demonstrates that it is feasible to evaluate children's drawings obtained with free response assessment techniques. Four art production exercises, each calling for pencil drawing responses, were administered during 1974-1975 to a sampling of 9-, 13-, and 17-year-olds. Four scoring systems were developed. To be considered valid each dimension within a scoring system had to be made mutually exclusive and constant across age groups, cover the variety of responses generated by different ages, and be sufficiently replicable to be useful for assessing changes in performance. Persons of high academic ability who had previous experience in judging and codifying written test responses were selected as scorers. None of them had any art training. Two additional persons with advance training in art were selected to train the scorers. Results show that the four scoring systems met the conditions necessary for their adequacy. Careful attention to scoring system exercise development and scorer selection and training makes it possible to test art achievement. The study includes one sample exercise and a scoring guide. Appendices include scored sample responses. (Author/RM) Primary type of information provided by report: Procedures (Scoring); Results (Respondent Examples).

(d) Results

The first comprehensive attempt to measure student achievement in art on a national scale, using the first, seventh, and tenth grade population, was conducted during 1974-75 with groups of nine-, 13-, and 17-year-olds. This report examines four design and drawing exercises that measure art-production activities. Art production objectives include ability to (1) produce original works of art, (2) express visual ideas fluently, (3) produce works of art with a particular expressive content, and (4) demonstrate application of media and forming processes. This report contains comparative score tables of the three age groups accompanied by drawings which were judged to be acceptable, unacceptable, or above average. The exercises involved drawing people seated at a table as seen from one end, a bedroom wall which incorporates a door, and three children at a playground at various distances from the viewer. In another drawing exercise, students were asked to show motion by using parts of the human anatomy or expressive devices. Techniques included foreshortening, overlapping, tilted planes, and point perspective. Results showed similar scores in males and females, lower scores in blacks and low metropolitan students, and greatest increases in achievement between the ages of nine and 13. Original plans for comprehensive assessment of art education were curtailed in 1973 by budgetary changes. Additional exercises will be included in the 1978-79 art assessment program. (AV) Primary type of information provided by report: Results (Selective).

ED 155 125 SO 010 963

Note—19p.; Exhibits available from EDRS.

ED 156 998 SO 011 006

Note—19p.; Exhibits 1 and 2 may not reproduce clearly in hard copy due to small type size of original document.


The report presents a summary assessment of knowledge about traditional Western forms of art among 9-year-old, 13-year-old, and 17-year-old students. Part of national information gathering project related to educational achievement in various learning areas, the report is presented in three chapters.

Chapter I examines instruments used to measure recognition of the elements of art, knowledge of art history, and knowledge of criteria for making aesthetic judgments. Comparative results for students in the three age groups are presented. Chapter II offers a comprehensive picture of overall average national performance and reveals results for different subgroups within the national population. Chapter III summarizes assessment results and discusses implications of the results for art educators, parents, and interested members of the community. Findings indicated that students encountered more difficulty with factual questions than with judgmental questions; possessed high interest in and involvement with Western art, even when their knowledge level was not particularly high; and knew more about art when they participated in many types of art activities. Areas identified as worthy of further consideration by art educators centered on curriculum emphasis, student attitudes, and student performance. Appendices include background information posed to principals of all schools participating in the survey, tables of data, and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Results (Selective).


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students' appreciation of art. Findings indicated that substantial numbers of students to value art and pursue it in some form. Chapter II presents detailed information about student perceptions of art. Findings indicated that a majority of young people appreciate that but do not indicate a broad or sophisticated understanding of the nature or function of art in American culture. Chapters III and IV examine young people's general criteria for evaluating works of art. The final chapter offers conclusions, including that students have little experience with art museums and galleries, display varying attitudes toward art depending upon their socioeconomic background, and that schools should place more emphasis on aesthetic education programs. (DB) Primary type of information provided by report: Results (Selective).

ED 193 314
Knight, Sarah S.
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
Education Commission of the States, Denver, Colorado. National Assessment of Educational Progress.
Pub Date-79
Note-20p.
Pub Type-Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

The National Assessment of Educational Progress reports data about levels of educational achievement of 9-, 12-, and 17-year-olds in several learning areas, including art, music, literature, reading, mathematics and science. Within each age group, females' and males' levels of art achievement were compared, and sex differences were contrasted with results from the other assessment areas. In the 1974 art assessment items fell into four categories: (1) affective involvement with art; (2) affective involvement with art; (3) drawing and design skills; and (4) art participation background information. Conclusions show art as not having strong female or male dominance. Males' and females' drawing skills in particular show mixed percentages of success. Neither sex at any age level was very knowledgeable about art. Attitudes toward art differ with age. Sex-related patterns of achievement in art are unlike those from literature and music; females conform to popular expectations in literature and music while they do not always in art. Achievement patterns vary across ages and topics with respect to male-female dominance and the science results show consistent male dominance throughout. (GK) Primary type of information provided by report: Results (Sex).

ED 186 331
SO 012 573
Education Commission of the States, Denver, Colorado. National Assessment of Educational Progress.
Report No.-NAEP-10-A-25
Pub Date-Apr 80
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-123p.; Photographs may not reproduce clearly in paper copy.

Pub Type-Information Analyses (070) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Art Appreciation, Art Education, Attitudes, Creativity, Data Analysis, Educational Assessment, Educational Objectives, Elementary Secondary Education, Fine Arts, Knowledge Level, Multiple Choice Tests, National Surveys.
Identifiers-National Assessment of Educational Progress, Second Art Assessment (1979).

The document presents multiple-choice exercises designed by the National Assessment of Educational Progress (NAEP) to measure the ability of students (ages 9 through 17) to recognize and describe various works of art. The objective is to provide classroom teachers easy access to released and tested art assessment materials. For each exercise, information is presented on objectives, time required, administration, photographic and source information, and age groups for which the exercise is most appropriate. Exercises and documentation are in loose leaf format to facilitate sorting and copying. Most exercises involve photographs of art works. The document is presented in three major sections. Section I reviews assessment procedures upon which the exercises are based and explains documentation which accompanies the exercises. Section II presents objectives used to develop the exercises (including that students should know about art and perceive and respond to various aspects of art), describes the content range of the exercises, and offers a directory of exercises. The final section, which comprises the bulk of the document, presents approximately 100 multiple-choice exercises. Students are directed to view photographs of art works and answer questions concerning major themes, quality, color intensity, and the importance of art to the human experience. (DB) Primary type of information provided by report: Assessment Instrument (Released Exercises).

ED 184 822
SO 013 945
Education Commission of the States, Denver, Colorado. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (ED), Washington, D.C.; Na-
This handbook describes the procedures used to develop, administer, and analyze the results of the 1978-79 art assessment of 9-year-olds, and 17-year-olds by the National Assessment of Educational Progress (NAEP). The primary purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The seven chapters cover objectives, redevelopment, exercise creation, preparation of assessment booklets, sampling data collection, scoring, and data analysis. Each chapter explains the basic procedures used for the 1978-79 art assessment and contrasts the procedures to those used in earlier years (if there were changes). Appendices include definitions of reporting groups used by NAEP, forms used to gather background information about students and schools, response rates, computation of achievement measures, and procedures for smoothing respondent weights. A glossary of National Assessment terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

(d) Results


This report presents and compares the results of the first and second art assessments conducted by the National Assessment of Educational Progress (NAEP) in 1974-75 and 1978-79. The achievement and attitudes of approximately 7,500 9-year-olds, 11,000 13-year-olds, and 13,500 17-year-olds were surveyed. The report consists of an introduction to the studies and six chapters. Major findings are discussed and survey information about the amount and kind of art experiences young Americans are having in and out of school is presented. The extent to which and the ways in which students value art are examined along with knowledge about art history and styles. How young people perceive, describe, analyze, and judge art is also investigated in detail. Results of a series of exercises requiring design and drawing skills are presented in a final chapter. Encouraging findings include the following. Nine-year-olds' performance on the second assessment stayed much the same as it was in the first assessment. Museum visitation has increased for 9- and 13-year-olds. Nineteen percent of the 17-year-olds and 15% of the 13-year-olds succeeded in putting expressive content into their drawings of angry people. There were also findings which were troublesome. Some examples include the following. Thirteen-year-olds declined 2.2 percentage points between assessments. Seventeen-year-olds declined 1.9 points between assessments. In general, tolerance for nonconventional art decreased considerably between 1974 and 1979. Appendix material includes art objectives and scoring guides for the drawing exercises. Primary type of information provided by report: Results (Selective) (Change). (Author/RM)
b. CAREER AND OCCUPATIONAL DEVELOPMENT

(1) First Assessment

(b) Assessment Instrument

ED 059 119' SO 002 198
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
Education Commission of the States, Denver, Colo.
Sponsor-Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—71
Identifiers—First Career Occup Develop Assess (1974), National Assessment of Educational Progress
Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by National Assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are: 1) to prepare for making career decisions; 2) to improve career and occupational capabilities; 3) to possess skills that are generally useful in the world of work; 4) to practice effective work habits; and, 5) to have positive attitudes toward work. The major objectives are followed by subobjectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (age) and tenth grade. The exercises will serve as the basis of exercises that will be administered at four age levels in 1972-73. (JMB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 141 582 CE 011 544
Sponsor-Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-05-COD-20
Pub Date—May 77
Contract—OEC-07-74-0506
Note—1,475p.; Not available in hard copy due to small print of original
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

CE 013 024
Scoring Guides and National Percentages of Response.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Sponsor Agency—Office of Education (DHEW), Washington, D.C.
Note—158p.; For related documents see CE 013 023-026 and ED 059 119
Pub Type—Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.

CE 013 025
Career and Occupational Development Items.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Sponsor Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Note—78p.; For related documents see CE 013 023-026 and ED 059 119; Contains some small print
Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

CE 013 026
Career and Educational Development Items.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Sponsor Agency—Office of Education (DHEW), Washington, D.C.
Note—158p.; For related documents see CE 013 023-026 and ED 059 119
Pub Type—Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP— which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas— designed the kit to assist those faced with evaluating or assessing the need for career education programs.) The items presented are part of the total COD assessment. They include tasks measuring self-appraisal skills, work-related experiences, knowledge about jobs, and attitudes toward work. (For the scoring guides to these items, see CE 013 024.) (SH) Primary type of information provided by report: Assessment Instrument (Released Exercises).

(c) Procedures

ED 133 350 TM 005 955
Phillips, Donald L.
Category—Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.

ED 192 079 CE 026 631

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

EDRS Price—MF02/PC01 Plus Postage.

No. 18p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Note—50p.; Some pages will not reproduce well due to light and broken type. For other NAEP materials in ERIC see the first page of this document.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF02/PC20 Plus Postage.


Identifiers—First Career Occup Dev Assess (1974). *National Assessment of Educational Progress

The Career and Occupational Development (COD) assessment of the National Assessment of Educational Progress (NAEP) was made up of about 70 percent free response exercises requiring hand scoring. This paper describes the techniques used in developing the "scoring guides" for these exercises and summarizes the results of two empirical studies of the application of these scoring guides. The guides used in the hand scoring were sets of nominal (descriptive) category systems. No attempt was made to arrange the categories along any ordinal continuum according to either quality or content. However, categories were considered to be either acceptable or unacceptable. The readers were given a scoring guide in which each category is given a descriptive title and illustrated by a number of sample responses. (RC) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 130 079 CE 008 480
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHHS), Washington, D.C.

Report No.—NAEP-05-COD-01

Pub Date—Sept 76

Contract—OEC-074-0506

Note—77p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.


Identifiers—First Career OccupDev Assess (1974). *National Assessment of Educational Progress, United States

This manual is part of a kit consisting of four documents which bring together different types of items that measure a number of career and occupational development (COD) objectives developed by the National Assessment of Educational Progress (NAEP). (NAEP— which completed a national survey measuring the achievement of knowledge, skills, understandings, and attitudes of young Americans in relation to COD objectives in the major learning areas—designed the kit to assist those faced with evaluating or assessing the need for career education programs.) Following a summarized version of the COD objectives, this manual, in four chapters, provides information on how to use the materials in the kit, including how to administer the assessment items and how to interpret the results. Four appendixes comprise approximately half the document and include a guide to survey sampling (twenty pages); a table of items showing administration type, scoring type, and timing; definitions of National Assessment reporting groups; and National Assessment scoring rules for open-ended items. (Each of the remaining three documents in the kit focuses on one of the following areas: objectives for COD, assessment items, and scoring items and tallying results.) (SH) Primary type of information provided by report: Procedures (Evaluation) (Reproduction).

ED 145 199 CE 013 023

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—0-9-08771-2468(506)

Note—66p.; For related documents see CE 013 023-025 and ED 059 119

Pub Type—Guides—General (505)

EDRS Price—MF01/PC03 Plus Postage.


Identifiers—First Career Occup Dev Assess (1974). *National Assessment of Educational Progress, United States

In this assessment of career and occupational development by the National Assessment of Educational Progress (NAEP),...
work-related skills and knowledge of American adults (aged 26 through 35) are examined. The skills assessed are basic to many employment situations; knowledge about jobs involves both knowledge about common to many jobs and knowledge about specific jobs. Skill assessment covers the areas of computation and measurement, graphic and reference-materials, written-communication, and manual and perception. In addition to collecting data on national performance levels, the NAEP analyzes results from various groups within the national population. Chapters 1 and 2 present major findings, and definitions and methodology used in reporting the data. Chapers 3 through 6 provide exemplary exercises and a summary of results for the skills areas and job knowledge assessed. Chapter 9 describes results for variables which were conclusive or similar for the total population. Explanatory tables 24 and figures 32 are provided throughout the document. The appendix shows the mean differences from national performance and the standard error. (WL) Primary type of information provided by report: Results (Selective).
National performance for 17-year-olds in school, 17-year-olds not in school and young adults aged 26-35 in the area of career and occupational development (COD) was assessed to determine whether or not education status and career development skills are related. Within each of the groups, performance of various subgroups was examined, defined by sex, race, region of country, and parental education. The COD assessment measured performance in the major areas of knowledge and attitudes related to career planning, knowledge about jobs, and generally useful skills. Examination of the differences in average performance reveals that out-of-school 17-year-olds consistently perform less well than the in-school 17-year-olds. Differences in performance were greatest in the area of general knowledge about jobs and in three of the generally useful skill areas: written communication, computation and measurement, and graphic and refer-ence materials (the fourth area being manual/perceptual skills). Corresponding differences do not separate performances of 17-year-olds attending school and adults. Average percentages of these two groups were close to identical on the four generally useful skill areas. The only area in which adults displayed a marked superiority was in knowledge about specific jobs. (TA) Primary type of information provided by report: Results (Interpretation).

ED 176 019
CE 020 244
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Sponsors Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—May 78
Contract—OEC-0-74-0506
Note—147p.; For related documents see ED 135 087, ED 137 604, and CE 016 085; Not available in hard copy due to small print
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($24.30)
Pub Type—Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors— Academic Achievement, Adult Education, Age Differences, Age Grade Placement, Age Groups, Career Development, Community Characteristics, Evaluation, Evaluation Methods, Job Skills, National Surveys, Occupational Information, Parent Background, Racial Difference, Regional Characteristics, Research Reports, Sex Differences, Socio-economic Influences, Work Attitudes, Young Adults
Identifiers—First Career Occupational Development (COD) was assessed to determine whether or not education status and career development skills are related. Within each of the groups, performance of various subgroups was examined, defined by sex, race, region of country, and parental education. The COD assessment measured performance in the major areas of knowledge and attitudes related to career planning, knowledge about jobs, and generally useful skills. Examination of the differences in average performance reveals that out-of-school 17-year-olds consistently perform less well than the in-school 17-year-olds. Differences in performance were greatest in the area of general knowledge about jobs and in three of the generally useful skill areas: written communication, computation and measurement, and graphic and reference materials (the fourth area being manual/perceptual skills). Corresponding differences do not separate performances of 17-year-olds attending school and adults. Average percentages of these two groups were close to identical on the four generally useful skill areas. The only area in which adults displayed a marked superiority was in knowledge about specific jobs. (TA) Primary type of information provided by report: Results (Interpretation).

(2) Second Assessment

(b) Assessment Instrument

ED 143 829
CE 012 410
Objectives for Career and Occupational Development. Second Assessment: National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo.
Sponsors Agency—National Center for Educational Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Note—95p.
Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Affective Objectives, Age Groups, Behavioral Objectives, Career Awareness, Career Development, Career Education, Cognitive Objectives, Educational Assessment, Educational Objectives, Young Adults, Youth
Identifiers—National Assessment of Educational Progress, Second Career Occup Develop Assess
Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories: (1) Knowledge, abilities, and attitudes relevant to career decisions and (2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several sub-
CITATIONS

C. CITIZENSHIP

(1) First Assessment

(b) Assessment Instrument

ED 049 112 SE 000 899
National Assessment of Educational Progress, Citizenship: National Results. Report 2. Education Commission of the States, Denver, Colo. Published: Nov 70
Note—137p.
Document Not Available from EDRS.


Identifiers—First Citizenship Assessment (1970), *National Assessment of Educational Progress

Citizenship is one of 10 subject areas selected for assessment of specific performance outcomes under the National Assessment Program. The Citizenship objectives are: 1) concern for the well-being of others, 2) support for individual rights and freedoms, 3) recognition of the value of just law, 4) knowledge of the main structure and functions of government, 5) participation in civic action, 6) understanding of the problems of international relations, 7) rational civic decision-making, 8) acceptance of the responsibility of self-development, and, 9) help and respect for the family. Some 90,000 subjects in four age groups (9, 13, 17, and 26-35 year olds) were tested in 2,500 schools or in their homes. Adequate representation was sought of: four national sections, urban and rural communities, major ethnic groups, both sexes, and varied economic and occupational backgrounds.

The procedures followed this general pattern: 1) the development of objectives, 2) development, tryout, and revision of measurement instruments, 3) testing of the national sample, and 4) scoring, analysis, and reporting. One general result was evident: progress on most objectives from 9 to 17 years of age. The report includes the results (by age group) and the measurement instruments. Comparative results will appear in later reports. Related documents are ED 043 098 and SO 000 899. (DBJ) Primary type of information provided by report: Assessment Procedures (Revised Exercises); Results (Exercise Level).

ED 063 196 SO 002 917
Achievements were assessed for nine major citizenship goals. Results are presented as percentages of the respondents who gave the desired response on each item. Findings show that boys and girls achieved about equally at age 9, with a male advantage of about 1% beginning at age 17 and increasing at the adult level. The Northeastern, Central, and Western regions achieved at similar levels, while the Southeast performance usually fell below. Among community sizes, average differences for citizenship results as a whole were small and fairly consistent across age.

Appendices include group definitions, citizenship objectives, results for released and unreleased exercises, and procedures for estimating reliability of differences. Related documents are ED 049 112; ED 049 113; and ED 051 246. (Author/JSIM) Primary type of information provided by report: Results (Subgroup).

ED 068 407

References

Nordis, Eleanor L. And Others


Education Commission of the States, Denver, Colo.

ED 064 701

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NAEP-9

Pub Date—May 72

Note—267p.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Accountability, Achievement Rating, Adult, Behavioral Objectives, Citizenship, Community Characteristics, Educational Objectives, Elementary School Students, High School Students, Measurement Instruments, Measurement Objectives, National Surveys, Parent Background, Political Attitudes, Political Socialization, Racial Differences, Social Studies, Socioeconomic Influences

Identifiers—First Citizenship Assessment (1970), National Assessment of Educational Progress

The objective of this report, the third in a series, is to compare and assess the citizenship achievement of four age groups by educational level of the parent, color of the respondent, and type of community. Previous citizenship assessment reports are described in ED 049 111, ED 049 112, ED 049 113, and SO 002 917. Citizenship exercises incorporating forty objectives grouped into nine major citizenship goals were administered to respondents who indicated level of parent education. The color of each respondent was noted by the exercise administrator. Earlier National Assessment reports gave results for four sizes of community. A problem which occurs in interpreting results, the fact that characteristics such as color, type of community, and parental education are highly related in the population sampled, was offset in this study by the use of balancing methodology. Findings for all ages combined show that, in general, respondents from educationally advantaged homes and affluent communities achieve substantially more than those from less advantaged settings. More specifically, findings show that: respondents whose parents had education beyond high school succeeded about 12% more often; those from affluent suburban neighborhoods succeeded about 11% over inner city areas, and over rural areas about 9% more often; and Non-Blacks succeeded about 11% more often than Blacks on the Citizenship exercises. Five appendices are included. (Author/JSIM) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

(b) Assessment Instrument

ED 074 010

SO 005 628

National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0771

Pub Date—73

Grant—OEG-0-9-0807 771-2468

Note—54p.

EDRS Price - MF01/PC03 Plus Postage.


Identifiers—Assessment, National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)
postassessment tasks; scoring assessment booklets; and analyzing results and comparing them with NAEF data. Teachers are instructed to follow manual directions closely so that differences between individual students and the national sample will be the result of "real" causes rather than inconsistent assessment procedures. Five appendices include a discussion on survey sampling; scoring guides; listing of assessment questions, answers, themes, and objectives; citizenship objectives; and definitions of National Assessment reporting groups. (Author/DB) Primary type of information provided by report: Procedures (Replication).

(d) Results


Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-07-CS-01

Pub Date—Nov 76

Contract—OEC-074-0506

Note—44p.


Pub Type—Reports: Research (143)

EDRS Price - MF01/PC02 Plus Postage.


Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assessment (1976)

A survey of student attitudes and knowledge via a vis the American political system is presented. Student performance in the areas of social behavior, political attitudes, political knowledge, and political education is described for 13- and 17-year-olds for seven variable—geographical region, sex, race, parochial education, size and type of community, educational preparation, and political interest. The first chapter presents an overview of survey results. Findings indicate that 13- and 17-year-olds express similar social and political attitudes, have a high degree of respect for human rights, and favor political participation. The second chapter defines the variables and describes the conventions used to report the data. Social attitudinal trends, including opposition to discrimination, support for equal-housing opportunities and racial trust, are described in chapter three. An assessment of political attitudes is included in chapter four. Knowledge of criminal rights, court role, constitutional rights, presidential power, government functions, political parties, the United Nations, and methods of changing laws is measured in chapter five. The final chapter discusses political education in the schools. Findings indicate that course work in civics is an important factor in student performance and interest. (Author/DB) Primary type of information provided by report: Results (Selecive).

ED 153 906 SO 010 844 Mullic Ina Citizenship/Social Studies Achievements: Trends over Time.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78


Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assessment (1976)

The purpose of this paper is to use data from the National Assessment of Educational Progress to describe changes in performance within the subject area of social studies and citizenship education. The items from the citizenship and social studies national assessments illustrate that trends over time are not uniform within these subject areas. The first assessment of citizenship was conducted during 1965-66; the first assessment of social studies was conducted during 1971-72. Both subject areas were reassessed in 1975-76. The population sampled were 9-, 13-, and 17-year-olds. There are two main sections to the paper: the first describes and analyzes changes in political knowledge and attitudes while the second describes and analyzes changes in social studies skills, knowledge, and attitudes. Trends indicated declining performance in the area of political knowledge and attitudes. Achievement levels dropped in all the content areas assessed, particularly in knowledge of government and political process. Students' valuing of constitutional rights and respect for others did not decline substantially. Changes in overall social studies achievement appeared related to age level: 9-year-olds showed no significant change; 13-year-olds achievement declined slightly; and 17-year-olds performance dropped substantially. (Author/JK) Primary type of information provided by report: Results (Change).

ED 166 123 SO 011 516 Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-07-CS-21

Pub Date—Feb 79

Contract—OEC-074-0506

Note—27p.; Tables and indexes may not reproduce clearly in hardcopy due to small print type of original document

Available from—National Assessment of Educational Progress, Education Commission of the States, Suite 700, 1860 Lincoln Street, Denver, Colorado 80206 ($2.45 paper cover)

Pub Type—Reports: Research (143)

EDRS Price - MF01/PC04 Plus Postage.


Identifiers—*National Assessment of Educational Progress, Second Citizenship Social Studies Assessment (1976)

This report summarizes a study of citizenship and social studies attitudes and knowledge conducted by the National Assessment of Educational Progress. The survey of citizenship was conducted during the 1968-69 and 1969-70 school years; the survey of social studies was administered during the 1971-72 school year. During the school year 1975-76, items from both assessments were reassessed to determine changes in performance. Test items emphasized political knowledge and attitudes in five major content areas: constitutional rights, respect for others, structure and function of government, political process, and international affairs. In this report, the five chapters describe results for each of the five content areas. Chapter six gives results for different population subgroups, and chapter seven presents interpretive remarks about the data by experts in the fields of citizenship and social studies. Many tables and charts supplement the written text in each chapter. (AV) Primary type of information provided by report: Results (Change) (Selecive).
This report summarizes changes in student performance in the areas of citizenship and social studies, as measured by the National Assessment of Educational Progress. An initial assessment of citizenship was conducted in 1969-70, and an initial assessment of social studies was conducted in 1971-72. Both areas were reassessed in 1975-76. Because citizenship and social studies cover many similar topics, changes in performance in the two areas are reported here in terms of clusters of exercises covering areas such as political knowledge/attitudes and social studies knowledge/skills.

Chapter I reviews development of the citizenship and social studies exercises, and describes procedures used to sample, administer, score, and analyze the exercises. Chapter II summarizes changes in mean percentages of acceptable responses for each age group for each of the major reporting categories and subcategories (i.e., social studies knowledge in economics, history, or political science). Chapter III describes changes in performance for student subpopulations based on factors such as geographic region, socioeconomic status, and sex. It also contains tables summarizing average performance of each group on different clusters of exercises. Additional data on technical and administrative procedures and nonresponse in assessment samples are included.

Objective I outlines the intellectual processes necessary to use information effectively. Objective III deals with examining one's own and others' personal beliefs and values and those skills that promote effective personal interactions.

The third chapter explains how to read the NAEP survey results, the exact meanings of the column headings in the tables, and the possible percentage of error. The final chapter presents an approach for studying and analyzing assessment scores. The appendix consists of four question-by-question tables, showing the percent correct and standard errors for all 13-year-olds, all 17-year-olds, 13-year-olds in the eighth grade, and 17-year-olds in the eleventh grade. The students are further differentiated according to geographic region, sex, race (black or white), level of parental education, and size and type of community. This supplement contains no summary level results since they can be found in ED 135 705. (CK) Primary type of information provided by report: Results (Exercise Level).

(3) Third Assessment

(b) Assessment Instrument

ED 186 330 SO 012 572
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-13-CS-10
Pub Date—80
Grant—NIE-G-80-0003
Note—38p.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—*National Assessment of Educational Progress, Third Citizenship Social Studies Assess (1982)

This publication outlines goals that a consensus of educators and lay persons consider important for K-12 citizenship and social studies education. In the 1981-82 school year, the National Assessment of Educational Progress (NAEP) will conduct a third national survey of the citizenship and social studies achievements of 9-, 13-, and 17-year-olds.
CITATIONS

d. LITERATURE

(1) First Assessment

(b) Assessment Instrument

ED 041 009 TE 001 918
Grant—OEG 0-0-00771-2468(508)
Note—26p.
Available from National Assessment Office, Rm. 201 Huron Towers, 222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies $1.00; orders of 10 or more, 20% discount)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.


Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

Literature experts, educators, and a national cross-section of interested laymen were gathered by the National Assessment of Educational Progress to define major objectives in literature instruction, to suggest tasks to sample these objectives and exhibit the achievements, interests, and attitudes of those exposed to literature, and to describe behavior expected of 10, 50, and 90 percent of the age groups in the study. They arrived at objectives (differing for the age levels of 9, 13, and 17) for which they considered appropriate for a national assessment in literature: (1) Read literature of excellence (implying an acquaintance with a wide variety of literary works and an understanding of the basic metaphors and themes through which man has expressed his values and tensions in Western culture). (2) Become engaged in, find meanings in, and evaluate a work of literature. (3) Develop a continuing, independent intellectual and emotional interest, curiosity, and partipation in literature and the literary experience. (Some detailed examples of these goals for the various age groupings are provided, as well as lists of committee participants.) (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 077 019 CS 200 541
Note—330p.

(d) Results

ED 077 461 CS 200 356
Highlights of the First National Assessment of Literature. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Pub Date—Nov 72
Note—38p.

EDRS Price—MF01/PC09 Plus Postage.


Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study includes exercises which assessed five rudimentary skills involved in understanding and interpreting imaginative literature. The study is one of a series by the National Assessment of Educational Progress, which gathers information about the educational attainments of 9, 13, and 17 year olds and adults (ages 26-35) in ten subject areas. This report includes the testing devices and detailed discussions and graphs of the results for exercises in (1) the rhythm and logic of poetry; (2) ability to recognize puns; (3) recognition of the tenor and vehicle of metaphors in poems; (4) "form similarity exercises," requiring people to choose the genre best describing similar types of poems and (5) "inference exercises," requiring identification of the tone of a passage and a written defense of the answer. In addition to these topics, the study includes an abstract of the results, a discussion of how the results are presented, and a discussion of the limitations.

A. L. IT. (d) 13

what ways and how well do people understand imaginative literature? How familiar are they with major characters and works of Western literature? The ages of the subjects tested were nine, thirteen, seventeen, and adults. Results were analyzed according to sex and region of the country. The report includes samples of the testing devices used for each of the four major questions, some of the responses received, and some of the generalizations derived from this survey. The authors note that each question did not receive equal assessment time, and that no one question could be exhaustively pursued in any one assessment year. They also note that the results may be interpreted in various ways depending on the reader's point of view. It is hoped that while the survey will not answer all or even many of the questions about the status of literary understanding in America, it will generate discussion and further research. (Author/DI) Primary type of information provided by report: Results (Overview).


Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study presents the second of four reports of the results of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to the subjects' ability to become engaged in, find meanings in, and evaluate a work of literature. Respondents made verbal remarks about poems and stories; these remarks were tape-recorded and classified according to four categories developed by Alan Purves and Victoria Rippere: engagement-involvement, perception, interpretation, and evaluation. The respondents also wrote essays about stories or poems; these essays were classified as inadequate, barely adequate, adequate, or superior. The bulk of this report consists of sample responses to the exercises; judgments about the worth and implications of the responses are left to the reader. (Some charts have poor reproducibility due to type size; pages 179-231 containing statistical data of results are omitted because of nonreproducibility due to type size.) (DI) Primary type of information provided by report: Results (Topical).

ED 078 425
Recognizing Literary Works and Characters: Theme 3, Literature


Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This study presents the third of four reports of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to their ability to recognize literary works and characters. Five types of exercises were used: (1) an illustration of a well-known nursery rhyme, story, or poem; (2) parodies of famous poems; (3) allusions to some literary work or character; (4) a disguised myth or story pattern; and (5) straightforward questions about specific works and characters. Sample responses to the exercises and detailed results are included. The authors state that the ultimate goal of this study was to discover whether people could use their knowledge of literature to confront new situations, either in literature or in life. The judgment about what the presence or lack of this literary knowledge means is left to the reader. (Statistical data, pages 125-98, removed because small type size prohibits reproducibility.) (DI) Primary type of information provided by report: Results (Topical).

ED 079 685
Brown, Rexford G.
Literature: Summary Data


Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

This section of the 1970-1971 National Assessment of Educational Progress presents summary data for the responses to literature assessment. Data is presented in graph and tabular form and discussed in detail for the educational attainments of nine year olds, thirteen year olds, seventeen year olds, and adults (ages 26-35). The data is also categorized according to region of the country, sex, color (blacks and whites), level of parental education, size and type of community, and size of community groups. The report assessed attainments in four areas or themes: (1) understanding imaginative language, (2) responding to literature, (3) recognizing literary works and characters, and (4) reading habits. Discussions are provided of how various groups performed on each of these themes, the results according to various objectives of the assessment, and how the various age groups performed on these themes. (DI) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment
(b) Assessment Instrument

ED 113 737
Literature Objectives; Second Assessment

Available from—National Assessment of Educational Progress.

Note—18p.

Note—157p.

Note—115p.
The literature advisory group—comprised of English teachers at all levels, language arts supervisors, and professionals with a national perspective—convened in March 1972 to begin the revision of the literature objectives which had been created in 1965-66 by the National Assessment of Educational Progress. In this booklet, literature is defined as language used imaginatively to communicate ideas and feelings, express perceptions, provide interpretations, and present visions of human experience. Literature exists in all cultures at all times and appears in oral, written, and enacted forms. The advisory committee intended that the three major objectives be seen as a sequence of increasingly complex activities. The first objective emphasizes immediate experience with literature—the witness must be aware of imaginative language. The second objective emphasizes the ways in which the observer can participate in an experience with literature, and the third objective emphasizes literature as a cultural phenomenon. Two appendixes list the participants for the literature objectives conference and for the review conference. (LL) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 209 641
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.


Report No.—ISBN-0-89398-110-9; NAEP-11-L-01

Pub Date—Oct 81

Contract—OEC-74-0506

Grant—NIE-G-80-0003

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price—MP01/PC01 Plus Postage.


Identifiers—*National Assessment of Educa-

national Progress, Second Literature Third Reading Assessment (1980)

The results of the 1979-80 reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) are contained in this report. In addition to the national results, the report describes the performance of 9-, 13-, and 17-year-old students in various cohorts defined by geographic region, sex, race/ethnicity, parental education, and size and type of community. The primary focus of the report is upon the written responses of students to works of literature when they were asked to analyze them, defend their initial reactions to the works, evaluate works, or simply respond to them in any way they deemed appropriate. In addition, the report provides information about the students' reading habits and attitudes, as well as their knowledge of literary works, characters, and conventions. The findings presented in the report indicate (1) that most students lacked systematic strategies for examining what they read in order to understand it fully, and (2) that although students could make sound initial responses to works, they did not appear to know how to support or explain their responses in any but the most superficial ways. The report discusses the implications of the findings and suggests that school administrators and teachers take a variety of steps to address the problems raised by them. Primary type of information provided by report: Results (Selective) (Change). (FL)
e. MATHEMATICS

(1) First Assessment

(b) Assessment Instrument

ED 063 140 SE 013 711
Norris, Eleanor L., Bowes, John E.
National Assessment of Educational Progress, Mathematics Objectives.
Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.
Pub Date—70
Note—41p.
Available from—National Assessment Office, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 ($1.00).

EDRS Price - MF01/PC02 Plus Postage.

After a brief summary of their development, the mathematics objectives of the National Assessment of Educational Progress are classified under three dimensions: (1) The Use of Mathematics dimension has three levels: social, technical, and academic. Within each level, a hierarchy of subject matter and skills from easy (90 percent correct) to very hard (10 percent correct) is projected; (2) The Content domain includes all mathematics currently taught in the elementary and secondary schools of the nation, up to but not including the calculus. This content is listed under 17 main headings; and (3) The Objectives or Abilities dimension has six levels: recall, manipulation, understanding concepts, solving problems, open-ended applications, and appreciation of mathematics. The general nature of the tasks within each level is described, and the specific topics for each age level (9, 13, 17, and adult) are listed; but no illustrative test items are included. (MM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 138 468 SE 022 479
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—OEC-074-0506
Note—1412p.: For related document, see ED 129 636; Not available in hard copy due to marginal legibility of original document; Pages 329-344 missing from document prior to shipment to EDRS
Pub Type—Reports - Research (143)
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Included in Chapter I of this report are background information on the 1972-73 mathematics assessment; details of the computational formulas used in reporting results; and explanations of the technical documentation, exercise presentation, documentation pages, scoring guides, and data tables for released and unreleased exercises. The remainder of this volume consists of four appendices. In Appendix A, the mathematics objectives measured by the exercises are discussed. Appendix B contains an outline of the mathematics content areas covered by the assessment. Appendix C is devoted to the released mathematics exercises. Included for each of the released exercises are a copy of that exercise as presented to respondents, a documentation page, a scoring guide for free-response or open-ended exercises, and a complete data table. Appendix D covers the unreleased mathematics exercises and includes a documentation page and a limited data table for each of the exercises. Both appendices C and D are organized according to the mathematics content areas. (DT) Primary type of information provided by report: Assessment Instrument (Released Exercises), Results (Exercise Level).

(d) Results

ED 102 029 SE 018 770
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Report No.—NAEP-04-MA-02
Pub Date—Jun 75
Note—49p.; For a related document, see ED 102 029
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—Consumer Mathematics, First Mathematics Assessment (1973), *National Assessment of Educational Progress

This report focused upon mathematical skills needed by the American consumer to function effectively in the marketplace. The nationwide assessment was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). Respondents at four age levels were included: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35. The items on consumer mathematics skills were administered to individuals (probability samples) chosen in such a way that results could be generalized to an entire national population. The first chapter of the report describes results for problems involving money, using such skills as averaging and calculating percent and proportion. Chapter 2 discusses results of household problems involving estimating unit...
The purpose of this report is to summarize the results of the National Assessment of Educational Progress Project's 1972-73 assessment of mathematics. Chapter 1 gives details concerning the sample and the data analysis procedures that were used. Each of the next six chapters focuses on results in one of the following major content areas: numbers and numeration, measurement geometry, variables and relationships, probability and statistics, and consumer mathematics. The final chapter provides summaries across content areas of results grouped by sex, race, region of the country, parental education, and size and type of community. Appendixes contain significant charts by group for each major content area at each age level and data on the number of responses by group at each age. (DT) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment

(b) Assessment Instrument

ED 156 439 SE 024 326 Mathematics Objectives: Second Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Sponsors Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C. Pub Date—78 Contract—OEC-0-74-0506 Note—52p.; Contains occasional small print


The purpose of this released exercise set is to provide easy access to some exercises from the National Assessment of Educational Progress (NAEP) second mathematics assessment, conducted in 1977-78. Part 1 of the text explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1977-78 mathematics assessment. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1977-78 mathematics assessment. Part 4 presents the classification scheme used to develop the released items used to measure changes in performance. Included are the exercises that were developed and assessed in the 1972-73 mathematics assessment and reused in the 1977-78 assessment. Part 5 contains two types of cross-reference tables. The remainder of the publication consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises developed for the 1977-78 assessment, in Appendix B, and the exercises measuring changes from the 1972-73 assessment of mathematics in Appendix C. (Author/MS) Primary type of information provided by report: Assessment Instrument (Revised Exercises), Results (Exercise Level).
CITATIONS

(c) Procedures

ED 186 280
Word, Barbara
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Note: 74p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

(d) Results

ED 176 965
Word, Barbara
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-02
Pub Date—Aug 79
Contract—OEC-0-74-0506
Note—83p.; For related document, see SE 028 820
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

A.1.MATH.(2)(d)

Contract—OEC-0-74-0506
Note—66p.; For related document, see SE 028 819
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Identifiers—National Assessment of Educational Progress, Second Mathematics Assessment (1978).
This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Nine, 13- and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes (knowledge, skill, understanding and application). This report describes performance on application items. The report includes results for one-step word problems, problems about consumer situations, multi-step word problems, non-routine problems, and problems involving geometry, measurement, probability and statistics, graphs and tables, or reasoning making judgments. The report also includes group results, age level comparisons and observations on the results. The observations, consisting of interpretation, consideration of implications and recommendations, were made by a panel of persons active in the field. The panel felt that the results implied that problem solving is a major area of concern in mathematics education. Among the panel's seven recommendations were an expanded definition of what is "basic" modification of textbooks to include a greater variety of problem-solving tasks and more emphasis on the teaching of problem solving. (PK) Primary type of information provided by report: Results (Selective).

ED 177 011
Word, Barbara
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-09-MA-01
Pub Date—Aug 79
Contract—OEC-0-74-0506
Note—83p.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, Colorado 80295 ($1.75).
Pub Type—Reports - Evaluative (142)—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
This is one of a series of reports summarizing the results of the second mathematics assessment conducted by the National Assessment of Educational Progress (NAEP). Ninth-, 13-, and 17-year-olds were assessed during the 1977-78 school year. The assessment measured achievement in various content areas at four levels of cognitive processes: knowledge, skill, understanding, and application. This report describes performance on the understanding items included. Also are results for understanding of numbers and numeration, variables and relationships, geometry, measurement, and various other topics. The report also contains group results, age-level comparisons and observations on the results. Observations, consisting of a historical perspective, implications of the results, and recommendations, were made by a panel of people active in the field of mathematics education. Among the panel's five recommendations were: (1) An expanded definition of what is "basic" in mathematics is crucial to foster students' ability to cope with different types of mathematical tasks; (2) There is a need to promote understanding of concepts and to link skill development to problem-solving activities; and (3) There is a need for more consistent and comprehensive teacher education in the mathematics area. (MK) Primary type of information provided by report: Results (Change Selective).


CITATIONS

ctions to be answered within each of the proc-
ness categories are listed. The first of two
appendices lists advisory committee mem-
bers and consultants. The second provides
additional information on three assessment
topics: attitudes, the calculator, and estima-
tion skills. (MP) Primary type of information
provided by report: Assessment Instrument
(Objectives).
CITATIONS

1. MUSIC

(1) First Assessment

(b) Assessment Instrument

ED 063 197  SO 002 918
Norris, Eleanor L. Ed. Bowes, John E. Ed.
National Assessment of Educational Progress. Music Objectives.
Education Commission of the States, Denver, Colo.
Sponsored by Office of Education (DHEW), Washington, D.C.
Pub Date—July 70
Grant—OEG 0-9-0877 246S-508
Note—29p.
EDRS Price—MF01/PC02 Plus Postage.
Descriptions—Academic Achievement, Assessment Instrument,
Achievement, Art Education, Applied Music, Behavioral Objectives,
Educational Objectives, Elementary School Students,
*High School Students, *Measurement Objectives, Musical Composition,
Musical Instruments, Music Appreciation, Music Education, Reading,
Music Techniques, Music Theory, National Surveys.
Identifiers—First Music Assessment (1972), National Assessment of Educational Progress.

Specific music objectives for which exercises were developed to assess music achievement, and actual procedures for establishing these objectives, comprise this brochure. The Educational Testing Service (ETS) awarded the task of developing music objectives in 1965, met with a group of experts in music to define the scope of music assessment. The panel viewed tasks and objectives as synonymous, pointing out that since music is a personal, aesthetic experience it is not easy to assess. With the advice of specialists, a final set of objectives, including attitudes, for music assessment was completed. Six broad major objectives, measured by certain proficiencies at specific age levels—9, 13, 17, and young adults 26-35—are for students to: 1) perform a piece of music; 2) read standard musical notation; 3) listen to music with understanding, perceiving the elements and structure of music; 4) to be knowledgeable about some musical instruments, terminology, methods, literature, and history; 5) know about musical resources of the community and seek musical experiences by performing music; and 6) make judgments about music, and value the personal worth of music.

(Author/SJM) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 129 839  TM 005 455
Oldendraft, Susan J.
Scoring Instrumental and Vocal Musical Performances.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[Apr 76]
Note—12p; Paper presented at the Annual Convention of the National Council on Measurement in Education (San Francisco, California, April 1976)

A1.MUS.(1, d) 23

Pub Type—Reports—Research (143)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—First Music Assessment (1972), National Assessment of Educational Progress.

The first National Assessment of Music was conducted in 1971-72, measured the knowledge, skills, and attitudes of 9 year olds, 13 year olds, 17 year olds, and young adults, resulted in estimates of proportions of people in the population who have certain attitudes toward music, knowledge about music terminology, notation and history, and musical performance skills. For the assessment of performance skills, new types of exercises and administration procedures were designed, and scoring criteria for the variety of performance tasks were developed. Standard instructions were given at all levels, and responses were recorded so they could be evaluated and scored later by trained educators. The scorers counted errors in completeness, pitch, rhythm, and the summary of these was the score for overall quality. In each category, the error rate determined whether a performance was "markedly deficient" or not. This development of methodologies for constructing items and scoring criteria for measuring musical performance skills across a wide range of abilities in the population was a pioneer effort. (BW) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 097 278  SO 007 842
Rioux, Frank W.
The First Music Assessment: An Overview. National Assessment of Educational Progress; Report No. 03-MU-00.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Sponsored by Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-03-MU-00;
Pub Date—Aug 74
Note—41p; For related documents see SO 007 843.


Pub Type—Reports—Research (143).
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—National Assessment of Education.
tudes toward music were positive. This led to the implication that music education programs are not taking full advantage of the positive attitude that people have toward music. The panel limited themselves to the discussion of national results, foregoing results for sex, color, region, parental education, and community type. (Author/DE) Primary type of information provided by report: Results (Interpretation) (Selective).

ED 099 270
Rivas, Frank W.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Report No.—NAEP-03-MU-03
Pub Date—Sept. 74
Note—41 p.; ED 653 197; So 007 842. So 007 843 are related documents Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.85)
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—First Music Assessment (1972), National Assessment of Educational Progress.
The purpose of this report is to document the results of the 1971-72 national assessment of the music education of elementary-secondary students and young adults. Music exercises were given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds (including high school dropouts and early graduates), and young adults between the ages of 26 and 35. The music exercises administered treat the five themes of musical performance, musical notation and terminology, instrumental and vocal media, music history and literature, and attitudes toward music. Variables used for the data analysis of each of these themes include age, region of the country, sex, race, level of parental education, and size and type of community. This report shows the data analyses using graphs. No conclusions are drawn. Readers are expected to assimilate the data to draw their own conclusions. (Author/RM) Primary type of information provided by report: Results (Technical Summary).

ED 114 348
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Report No.—NAEP-03-MU-21
Pub Date—Nov. 75
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC06 Plus Postage.
Identifiers—First Music Assessment (1972), National Assessment of Educational Progress.

CITATIONS
The document describes the development of objectives and presents objectives formulated by music educators, lay individuals, and the National Assessment of Educational Progress (NAEP) staff in 1973. Objectives from the first music assessment were reappraised, reviewed, and revised to include a greater breadth of application, greater emphasis on the affective domain, greater variety of music styles, and the use of music training background to provide context.

Recommendations for improving assessment content and administration included that objectives be based on aurally presented materials and administered by persons who have had music training. Depth of coverage should also be increased with age level. The objectives are presented in five categories, which focus on the students' involvement in performing, creating, and responding to music. Category I measures how the student values music as an important realm of human experience, including responsiveness; acquaintance with music from various nations, cultures, periods, and ethnic groups; importance of music personally; and ability to make and support aesthetic judgments. Category II focuses on the ability to perform, while Category III measures the ability to create musical expression. Category IV measures the ability to identify and classify music historically and culturally. (CK) Primary type of information provided by report: Assessment Instrument (Revised Exercises).

(c) Procedures

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 81
Grant—NIE-G-83-0003
Note—83p.; For a related document, see SO 013 741.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($7.70).
Pub Type—Reports - Descriptive (141)
EDRS Price—MF01/PC04 Plus Postage.

This handbook describes the procedures used to administer and analyze the results of the 1978-79 national music assessment of the National Assessment of Educational Progress (NAEP). It also describes changes in procedures between the first NAEP music assessment conducted in 1971-72 and the 1978-79 assessment. Each assessment surveyed the music achievement and attitudes of American 9-, 13-, and 17-year-olds, using a deeply stratified, multistage probability sample design. The purpose of the handbook is to provide detailed procedural information for people interested in replicating the assessment or in need of more information than is provided in the reports containing assessment data. The eight chapters cover objectives.
redevelopment, exercise creation, preparation of assessment booklets, sampling, data collection, scoring, data analysis, and reporting. Each chapter explains the basic procedures used for the 1978-79 assessment and contrasts these procedures to those used in earlier years if there were changes. Appendices, which comprise over half of the handbook, contain materials covering definitions of reporting groups, forms used to gather background information about students and schools, response rates, computation of achievement measures and procedures for smoothing respondent weights. A glossary of NAEP terms is provided at the end of the book. Primary type of information provided by report: Procedures (Overview). (Author/RM)

(d) Results

ED 210 226 SO 013 741
Music 1971-79: Results From the Second National Music Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Report No.—ISBN-0-89398-189-3; NAEP-10-MU-01
Pub Date—Nov 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—85p.
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 ($7.00).
Pub Type—Reports—Research (143)
EDRS Price—MF01/PC04 Plus Postage.
Identifiers—*National Assessment of Educational Progress, Second Music Assessment (1979)

The report presents data from two national assessments—1971-72 and 1978-79—of the attitudes, knowledge, and understandings of American students about music. In each assessment, 9-, 13-, and 17-year-olds were administered exercises designed to measure some of their cognitive abilities and attitudes about music and some of their experiences with music. Some exercises from the first assessment were readministered in the second assessment so that changes in music achievement could be detected. Also, data were gathered on the music training background of students. Achievement results are presented for national populations of 9-, 13-, and 17-year-olds as well as for subpopulations defined by region of the country, sex, race/ethnicity, parental education, type of community, and grade level. Some major findings from the report include the following. About three-fourths of the students at each age appear to have positive feelings about music and appear able to make simple judgments about it. Many students have some knowledge of the elements and expressive controls of music—52% of the 9-year-olds, 61% of the 13-year-olds, and 57% of the 17-year-olds. Knowledge about music history and style is less widespread—58% for 9-year-olds, 36% for 13-year-olds, and 39% for 17-year-olds. Fewer 9- and 17-year-olds were successful in answering their respective exercises in the two assessments. The decline between assessments for the 9-year-olds was 3.3%; for the 17-year-olds it was 2.5%. The percentage of 13-year-olds able to respond correctly to the music exercises was about 41% in both assessments. Primary type of information provided by report: Results (Selective) (Change).
g. READING

(1) First Assessment

(b) Assessment Instrument

ED 041 010
Reading Objectives.

National Assessment of Educational Progress, Ann Arbor, Mich.

Note—40p.

Available from—National Assessment Office, Rm. 21A Huron Towers, 2222 Fuller Road, Ann Arbor, Michigan 48105 (Single copies $1.00; orders of 10 or more, 20% discount)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.


After a review of past research in reading education, Science Research Associates arrived at reading objectives which were then reviewed by the National Assessment of Educational Progress staff, educators, and laymen. The six major reading objectives, appropriate for age-groups 9, 13, 17, and young adults, are the abilities to comprehend, analyze, use, reason from, make judgments about, and have attitudes about reading materials. These categories of reading material were considered in formulating the objectives: literature, academic and expository writing, and utilitarian writing. The results for both themes and sub-objectives are provided, as well as lists of committee participants who assessed the objectives. (MF) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

ED 079 684
Reading: Released Exercises.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress

Spons Agency—National Center for Educational Statistics (DHEW/OS), Washington, D.C.

Note—424p.


Document Not Available from EDRS.


Prepared by the National Assessment of Educational Progress, this volume contains approximately 50 percent of the total number of reading exercises administered during the assessment. Exercises are ordered by release number, which indicates the major theme, exercise within the theme, and the exercise part for multiple-part exercises. In addition, age level, objective, mode of administration, time of administration, and copyright requirements provided are appended. Sections of the volume are divided according to (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) gleaning significant facts from passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. National and group results are appended. (HOD) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

ED 191 017

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—OEC-074-0506

Note—341p.

EDRS Price - Tests/Questionnaires (160)


Identifiers—First Reading Assessment (1971), *National Assessment of Educational Progress

This exercise set provides access to the 134 items released from the first National Assessment of Educational Progress (NAEP) reading assessment conducted in 1970-71 with students aged 9, 13, and 17. The exercises are intended for use by state and local education agencies who may want to build their own assessment instruments. An overview of the NAEP testing program and an explanation of the documentation provided for the test items is given. Each of the 134 items is displayed on a single page, and an accompanying page provides the following information: the theme of the exercise, the NAEP number, the objective, the administration mode, the age group and amount of time required to complete the exercise, and a breakdown by age, sex, and region of the students answering the item correctly. The test items are criterion-referenced and are based on the following eight themes or skills (1) understanding words and word relationships, (2) interpreting graphic materials, (3) understanding written directions, (4) using reference materials, (5) gleaning significant facts from passages, (6) finding main ideas, (7) drawing inferences, and (8) reading critically. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

(d) Results

ED 067 654

Education Commission of the States, Denver, Colo.; National Assessment of Educational Progress, Ann Arbor, Mich.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-02-R-00

Date—May 72

Note—170p.

EDRS Price - MF01/PC07 Plus Postage.


The National Assessment of Reading was not based on any one particular approach to the subject of reading. Its primary assumption was that information would help anyone who is interested in reading—regardless of his approach to the subject—determine for himself how well Americans read. The results of this assessment are reported according to a number of themes which unite groups of exercises assessing different aspects of the reading process or different skills involved in the development of reading ability. Nine basic themes were developed: (1) word meanings, (2) visual aids, (3) written directions, (4) reference materials, (5) significant facts in passages, (6) main ideas and organization of passages, (7) inferences from passages, (8) critical reading of passages, and (9) reading rate. Objectives were developed for each of the nine themes, and they became the framework for which the reading exercises were developed. The results for both themes and objectives demonstrated that some groups exhibited a higher achievement than others on specific reading skills and that a given group exhibits higher achievement on some types of reading skills than on others. (WR) Primary type of information provided by report: Results (Overview).

ED 068 810
Adult Reading Abilities: Definitions and Measurements. National Reading Center Foundation, Washington, D.C.

Pub Date—15 Jul 72

Note—6p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *Adult Read-
The progress of several projects defining and measuring adult literacy is reported in this publication of the National Reading Center. A summary description of the basic approach of the projects is given, rather than a digest of findings. Among the studies reported on are the National Assessment of Educational Progress (NAEP) in reading, the Adult Performance Level Study of life skills and requirements, the Louis Harris study of real-life related reading objectives, and the Educational Testing Service study of adult reading behavior. (RS) Aspect of National Assessment of Educational Progress.

CITATIONS

ED 076 934
Gallo, Donald R.
Reading Rate and Comprehension: 1970-71 Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-02-R-09
Pub Date-Dec 77
Note-214p.

EDRS Price - MF01/PC09 Plus Postage.
Identifiers-First Reading Assessment (1971), *National Assessment of Educational Progress
In this assessment of the reading rate and literal comprehension skills of 9, 13, and 17 year olds, and of young adults between the ages of 26 and 35, individuals were asked to read two passages, one more difficult than the other according to readability formulas. Then each subject was asked to answer five multiple choice comprehension questions which were designed to measure the reader's comprehension of details from the passage. Copies of the passages are reproduced in the text, and the comprehension exercises are given in the appendix. For each group evaluated, the results are given by region, sex, race, parental education, and size and type of community. Readers are cautioned to avoid comparing reading rates or comprehension scores across age groups because all groups did not read passages of the same type, nor is there an even progression of difficulty in the readability of the passages. (TO) Primary type of information provided by report: Results (Topical).

ED 077 021
Gaylord, Charles J.
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-02-R-01
Pub Date-Apr 73
Note-106p.

EDRS Price - MF01/PC05 Plus Postage.
This study presents the results of the 1970-71 National Assessment of Reading regarding "Understanding Words and Word Relationships." Subjects at four age levels-nine, thirteen, seventeen, and young adult (26-35) were tested on eight aspects, or themes, of reading: (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) reading for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. The report presents a summary of the results for all ages tested, presents detailed results for each of the four age levels, and concludes by presenting comparisons of the results for various age levels. (Some sample exercises and charts will have poor reproducibility because of type size.) (DI) Primary type of information provided by report: Results (Topical).

ED 078 360
Gaylord, Charles J.
Gleaning Significant Facts from Passages: Theme 5, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-02-R-05
Pub Date-May 73
Note-225p.

EDRS Price - MF01/PC09 Plus Postage.
Identifiers-First Reading Assessment (1971), *National Assessment of Educational Progress
Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section of the National Assessment of reading skills. The purpose of "Theme 5" was to assess the ability of nine-, thirteen-, and seven-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) Primary type of information provided by report: Results (Topical).

ED 088 384
Graphic Materials: Theme 2, Reading.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-NAEP-02-R-02
Pub Date-Jun 73
Note-215p.

EDRS Price - MF01/PC09 Plus Postage.
Identifiers-First Reading Assessment (1971), *National Assessment of Educational Progress
Graphic materials transmit information through drawings, diagrams, and symbols other than words. Theme 2 of the reading section of the National Assessment was divided into four subthemes, each representing a set of related exercises: (1) interpreting drawings and pictures; (2) reading signs and legends; (3) reading charts, maps, and graphs; and (4) reading forms. Most of the exercises in subtheme 1 were simple pictures or cartoons, and respondents were asked questions about the information the materials contained. Because of their low level of sophistication, these exercises were administered primarily to 9 and 13 year olds. Subthemes 2 through 4 covered a wide range of interaction between words and diagrams or drawings. The chapters included in the report are "Theme 2: Graphic Materials," "Summary of Results," "Results for 9 Year Olds," "Results for 13 Year Olds," "Results for 17 Year Olds," "Results for Young Adults," and "Performance on Exercises Overlapping Two or More Age Groups." (Sample exercises and some charts may not reproduce well due to type size.) (WR) Primary type of information provided by report: Results (Topical).
The reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

ED 079 688
Gadway, Charles J.
Main Ideas and Organization: Theme 6, Reading.

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

ED 079 687
Gadway, Charles J.
Reference Materials: Theme 4, Reading.

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).

ED 078 387
Gadway, Charles J., Ed.
Critical Reading: Theme 8, Reading.

As part of the National Assessment of Educational Progress in reading, this volume reports the results of the study concerned with critical reading that part of reading behavior which requires analysis and reasoning. Results of the reading exercises are reported for four age levels (9, 13, 17, and young adult, 26-35), four regions of the country (northeast, southeast, central, and west), four levels of parental education (no high school, some high school, graduated from high school, and post high school), seven sizes and types of community for ages 9 and 13 and in-school age 17, and four sizes of community for young adults. In addition, a chapter is given to a summary of the total results. (Sample exercises and charts do not reproduce well due to type size.) (HOD) Primary type of information provided by report: Results (Topical).
associated with early reading and the higher numbers designate high order skills. The themes are: (1) understand words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) read for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. Results are given for each theme for four age levels, 9, 13, 17, and 26-35. Within each age level across the nation results are also given for the four regions of the country, for the two sexes, for blacks and whites, for four levels of parent education, and for seven sizes and types of community. In addition to describing each group's overall behavior relative to the national level, the document describes each group's specific behaviors relative to its own overall level of behavior. (WR) Primary type of information provided by report: Results (Topical).

ED 092 869 CS 001 092
Gallo, Donald R.
Recipes, Wrappers, Reasoning and Rate: A Diagost of the First Reading Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-03
Pub Date—Apr 74
Note—77p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Conducted from October 1970 through August 1971, this assessment of reading was concerned with four age levels—9, 13, 17, and 26-35. A total of 98,016 people responded to a wide variety of reading exercises which were administered and scored by trained professionals. The results were then examined according to various group characteristics: sex, color, parental education, region of the country, and size and type of community (STOC). Reading objectives were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The first five objectives represented the individual's ability to comprehend, analyze, use, reason logically, and make judgments concerning what he had read. The sixth reading objective was concerned with attitudes toward and interests in reading. Some of the results indicated that there is a correlation between membership in certain groups and a low or high level of success on reading exercises, that school-age males read consistently below females, that blacks were consistently below the national population, that people from the Southeastern States were consistently below their counterparts in other States, and that students from inner-city areas read less well than those from any other STOC group. (WR) Primary type of information provided by report: Results (Overview).

ED 094 359 CS 001 261
Reading: Summary Data.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-R-00
Pub Date—Jul 74
Note—62p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
The National Assessment of Educational Progress assessment of reading was conducted from October 1970 through August 1971 at four age levels—9, 13, 17, and 26-35. The objectives assessed were formulated and reviewed by a cross section of scholars, educators, students, and lay citizens. The five major objectives represent the individual's ability to comprehend, analyze, use, reason logically from, and make judgments concerning what he has read. Once the reading objectives were formulated, they became the framework within which the reading exercises were developed. The majority of the exercises were in a multiple-choice format; some exercises required the respondent to supply his own response. In summarizing the data, a group's overall performance relative to the national level on sets of exercises is described. Tables summarizing the data by age, group, sex, objective, and exercise set conclude the report. (TO) Primary type of information provided by report: Results (Technical Summary).

(2) Second Assessment
(b) Assessment Instrument
ED 089 238 CS 001 010
Reading Objectives; Second Assessment.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—Oct 76
Note—21p.
Available from—National Assessment of Educational Progress, Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00)

CITATIONS

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, Behavior Change, Educational Objectives, National Surveys, *Reading, Reading Achievement, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Identifiers—National Assessment of Educational Progress, Second Reading Assessment (1975)
The objectives presented in this booklet are those that were prepared for the second assessment in the area of reading. The objectives are only one step in the total National Assessment project and provide the foundation upon which the exercises are based. The contents include "Development of Revised Reading Objectives," which presents a brief history of the development of reading assessment objectives, subject-matter review, lay and subject-matter review, weighing of objectives, and the second cycle reading objectives; and "Revised Reading Objectives," which outlines four basic objectives: "To demonstrate Behavior Conductive to Reading," which examines reader self-awareness and sensitivity to factors affecting reading (including motivations and knowledge of reading skills); "Demonstrate Work Identification Skills," which presents a variety of abilities to aid readers in decoding unfamiliar words; "Possess Skills for Reading Comprehension" and "Use a Variety of Approaches in Gathering Information," which examines study skills, efficient use of reference materials, and flexibility. Appendices are also included which list the members of the 1970 Reading Objectives: Review and Revision Conference, and the 1970 Lay and Subject-Matter Review. (WR) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results
ED 128 785 CS 002 953
Reading in America: A Perspective on Two Assessments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.
Report No.—NAEP-06-R-01
Pub Date—Oct 76
Contract—OEC-074-0506
Note—35p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Results from the first and second rounds of
the reading assessment conducted by the National Assessment of Educational Progress are discussed and compared, with conclusions based on comments by a panel of six reading specialists. Changes in reading ability between the 1970-1971 and 1974-1975 school years are dependent on the age of the pupil and the type of reading required. For nine-year-olds, improvement was recorded in all reading skills, but was most noteworthy in reference skills. Black nine-year-olds improved even more dramatically than did nine-year-olds as a whole, which the panel suggested might be attributed to successful intervention programs in the primary grades. Reading ability at ages 13 and 17 changed little. Both ages improved slightly in literal comprehension but declined in inferential comprehension. Students of all ages demonstrated little difficulty in comprehending literal, straight-forward written material, but comprehension dropped off quickly as soon as the tasks became more difficult. Girls read better than did boys, at all age levels. (Author/AA) Primary type of information provided by report: Results (Change) (Technical Summary).

(3) Third Assessment

(b) Assessment Instrument

ED 185 503 CS 005 365 Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date—1978-0506 Note—25p. Available from—National Assessment of Educational Progress, Second Reading Assessment (1979-80). The purpose of this released exercise set is to provide easy access to released exercises from the reading/literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80. Exercises were used to assess the attainments of samples of 9 year olds, 13 year olds and 17 year olds. Upon this basis, generalizations about the probable performance of all students in these age-groups were made. The set is divided into four brief sections and two extensive appendices. Part (1) explains assessment and scoring procedures, and describes the documentation accompanying each exercise. The rationale behind the development of questions for the 1979-80 assessment are provided in Part (2) and exercises appear in Appendix A. Part (3) discusses the developmental rationale for the 1970-71 assessment exercises. These were recently released and are now complete in Appendix B. Cross-reference tables, for the purpose of locating subsets of exercises, are given in Part (4). Both multiple choice exercises and the following five types of open-ended exercises requiring different skills and levels of ability are given: general response exercises; emotional response exercises; evaluative exercises; analytical exercises; and exercises requiring the use of inference. (Author/AEP) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).

Regarding the preparation and administration of test packages. On the other hand, the section intended for District Supervisors recommends strategies for making initial contacts and arranging introductory meetings with school officials, staff recruitment and training, student sample selection, planning, conducting and scheduling assessment. The document illustrated throughout with sample letters and telephone dialogues, report forms and charts. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 669

TM 810 564

Exercise Administrator Administrative Instructions for Ages Classes 1, 2 & 3. Year 11, October 1979-May 1980.


Pub Date—Jun 79

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—34p.

EDRS Price—MF01/PC03 Postage.

Descriptors—Biographical; Educational Assessment, Elementary School Students; *Examiners, Racial Identification, Reading Tests, Secondary School Students; *Supervisory Methods; *Testing, Writing (Composition) Identifiers—National Assessment of Educational Progress. Second Literature Third Reading Assessment (1980)

This manual for Exercise Administrators of the National Assessment of Educational Progress; Second Literature Third Reading Assessment, consists of administrative instructions for use immediately preceding, during and after assessment sessions in schools. Definitions of racial/ethnic categories, associated codes and guidelines for soliciting racial/ethnic/identity from the student or school, are used to facilitate the process of student classification. Three types of Reading Literature Assessment exercises are described: reading, responding (writing); skim/scan. Procedures for administering exercise packages follow. Also included are samples of the background questions given to 9, 13 and 17 year olds, explanations to be used when administering and checking these, and coding procedures for the cover page of the package. Other Exercise Administrator tasks, such as the storage and disposition of exercise packages are briefly reviewed. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 210 280

TM 810 945


Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.


Pub Date—Apr 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—91p.


EDRS Price—MF01/PC04 Plus Postage.


Pub Date—Sep 81

Contract—OEC-0-74-0506

Grant—NIE-G-80-0003

Note—103p.

Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80202 ($7.00)

Pub Type—Guides - Non-Classroom (055)

—Reports - Research (143) —Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.


The National Assessment of Educational Progress (NAEP) methods and procedures used in the 1979-80 assessment of reading and literature are described. The objectives of the assessment are categorized into four main areas. These include values reading and literature, comprehension of written work, response to written work, and application of study skills in reading. The re-development of objectives, development of exercises which measure performance against those objectives, the preparation of assessment materials, sampling, data collection, scoring, data analysis, and reporting are outlined. The primary type of information provided in this report is a description of procedures used in the assessment program. Appended are results for population subgroups, sample forms used to obtain background information, computation of achievement measures, and a glossary of national assessment terms. (Author/DWH) Primary type of information provided by report: Procedures (Overview).


EDRS Price - MF01/PC01 Plus Postage. Note—89p. Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($5.00).
A.1.READ.(3).(d)

Readers (A.1.READ.(3).(d))


Identifiers—*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Data generated in the 1974-75 and 1979-80 reading performance assessments conducted by the National Assessment of Educational Progress (NAEP) were analyzed to determine if changes had occurred in the performance of Hispanic students. Results showed that although Hispanic students' reading performance remained below the national level, these students had made some significant gains in reading from 1974 to 1980. Moreover, the performance gains among Hispanic children at age 9, and among several groups of Hispanic students at ages 13 and 17 exceeded those of students nationally in certain areas. Specifically (1) the performance of 9-year-old Hispanics improved 5.3% compared to a 2.6% improvement for all 9-year-old students surveyed; (2) this improvement was greatest on exercises assessing literal comprehension; (3) 13-year-old Hispanics' performance stayed about the same between 1974 and 1980, but 13-year-old Hispanics in large cities improved their performance on literal comprehension exercises by 5.9 points; (4) 17-year-old Hispanics' performance also stayed about the same between assessments, with large city students again showing an improvement, primarily on exercises assessing inferential comprehension; and (5) at all three ages, Hispanics in the modal grade performed better than those below modal grade and improved their performance at a faster rate.

Primary type of information provided by report: Results (Selective) (Secondary Analysis).

ED 224 296

FL 013 331

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—NAEP-11-R-50

Pub Date—Oct 82

Contract—DEC-0-74-0506

Note—38p.

Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage


Identifiers—*National Assessment of Educa-
CITATIONS

h. SCIENCE

(1) First Assessment

(b) Assessment Instrument

ED 033 872
SE 007 687

Science Objectives.
Committee on Assessing the Progress of Educa-
tion, Ann Arbor, Mich.
Pub Date—69
Note—33p.

Available from—National Assessment Of-
Committee on Assessing the Progress of Edu-
Objectives, Cogni-
tive Objectives, *Educational Objectives,
Evaluation, *Science Education, Scientific
Attitudes, Scientific Concepts, Scientific
Enterprise, Scientific Methodology
Identifiers—*National Assessment of Educa-
tional Progress

The general procedures used to develop
educational objectives for the National As-
5
sessment of Educational Progress are out-
line, as are the procedures used to develop
science objectives. Four primary objectives of
science education are stated: "Know funda-
mental facts and principles of science*; "pos-
sess the abilities and skills needed to engage
in the processes of science"; "understand the
investigative nature of science"; and "have
attitudes about and appreciations of scien-
tists, science, and the consequences of
science that stem from adequate understand-
ings." Each primary objective is divided into
sub-objectives. Behaviors typical of four
chose ages, 9-, 13- and 17-year olds and
adults, are delineated for many of the sub-
objectives. Appendices list the names of
scientists, of lay panel chairmen, and of edu-
cational organizations involved in developing
the objectives. (EB) Primary type of informa-
tion provided by report: Assessment Instru-
ment (Objectives); Procedures (Objectives
Development).

ED 194 431
SO 012 957

Released Social Studies Exercises (1971-
72).

Education Commission of the States, Denver,
Colo. National Assessment of Educational
Progress.

Spons Agency—National Center for Educa-
tional Statistics (DHEW), Washington, D.C.;
National Inst. of Education (DHEW),
Washington, D.C.
Pub Date—Sep 75
Note—592p. For a related document, see
ED 095 060.

EDRS Price— Tests/Questionnaires (160)

EDRS Price— MF01/PC16 Plus Postage.

Descriptors—Achievement Tests, Attitudes,
Educational Assessment, Elementary Sec-
ondary Education, Higher Education,
Knowledge Level, *National Competency
Tests, Skills, *Social Sciences, *Social
Studies, Standardized Tests
Identifiers—First Social Studies Assessment
(1972), National Assessment of Educa-
tional Progress

This document contains 99 exercises from
the 1971-72 social studies assessment. The
intended audience is researchers who need
detailed information about the exercises and
state and local educators who want to use the
National Assessment of Educational Progress
(NAEP) exercises in their own assessment
programs. The document includes a
copy of the exercise, complete documentation
about administration and scoring proce-
dures, and the national percentage results.
The exercises are classified according to the
three broad areas of attitudes, knowledges,
and skills. They are either multiple choice,
short answer (one or two words up to several
sentences), or longer answers (paragraph or
more). In the 1971-72 assessment of social
studies, 9-year-olds, 13-year-olds, 17-year
olds and young adults aged 26-35 were asked
a variety of questions designed to measure
achievement of five broad educational object-
ives in social studies. These objectives are (1)
that Americans should have curiosity about
human affairs; (2) that they should use ana-
lytic-scientific procedures effectively; (3) that
they should be sensitive to creative-intuitive
methods of explaining the human condition;
(4) that they should have knowledge relevant
to the major ideas and concerns of social
scientists; and (5) that they should have a
reasoned commitment to the values that sus-
tain a free society. (Author/PM) Primary
of type of information provided by report: As-
essment Instrument (Released Exercises).

(d) Results

ED 043 099
EA 003 035

Dochterman, Clifford L.

National Assessment of Educational Progress.
Summary of Report 1: Science; National

Education Commission of the States, Denver,
Colo.
Spons Agency—Carnegie Corp. of New
York, N.Y.; Office of Education (DHEW),
Washington, D.C.
Pub Date—Jul 70
Note—24p.

EDRS Price— MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement,
*Educational Objectives, *Evaluation,
*National Surveys, *Science Education
Identifiers—First Science Assessment
(1970), *National Assessment of Educa-
tional Progress

This report presents five reviews of the Na-
tional Assessment of Educational Progress results
in science. Dr. Mildred Ballou discusses the
objectives of the assessment by age level with
concern over explanations for responses,
social implications, and validity of testing exer-
cises. Wilmer Cooksey comments on the
results as viewed by the classroom teacher
and interprets results at each age level with
implications pertinent to science education.

Dr. Richard Merrill discusses the limitations
of the study and makes possible suggestions
in overcoming those limitations. Dr. El-
izabeth Wood defines difficulties and hazards
of the project concerning the public and mass
media problems with making broad generali-
izations from specific test items. Dr. Stanley
E. Williamson discusses what the National
Assessment of Educational Progress means to
American education and what the National
Assessment Program means to science educa-
tion in the areas of curriculum design and
development, and strategies and techniques of
training. (BB) Primary type of information provided by
report: Results (Interpretation) (National).

ED 055 786
SE 011 115

Norris, Eleanor

National Assessment of Educational Pro-
gress, Report 1—Science: National Results
and Illustrations of Group Comparisons.
National Assessment of Educational Pro-
gress, Ann Arbor, Mich.
Spons Agency—National Center for Educa-
tional Research and Development
(DHEW/CE), Washington, D.C.
Pub Date—Jul 70
Note—226p.

Available from—Superintendent of Docu-
ments, U.S. Government Printing Office,
Washington, D.C. 20402 (GPO 830-210,
$0.50)

EDRS Price— MF01/PC10 Plus Postage.

Descriptors—*Evaluation, *National
Competency Tests, National Surveys,
Natural Sciences. Science Education. Science Tests. Scientific Attitudes. Scientific Concepts. Identifiers—First Science Assessment (1970), National Assessment of Educational Progress. This publication, written for citizens and professional educators, relates about 40 percent of the data describing what groups of Americans know and can do in the area of science. Nine-year-old elementary (23,000), thirteen-year-old junior high (28,000), and senior high students were tested. In addition 10,000 adults, ages 26-35, were involved. Four major objectives assessed included: (1) Fundamental Facts and Principles of Science, (2) Abilities and Skills Needed to Engage in the Progess of Science, (3) Understanding the Nature of Science, Attitudes and Appreciations of Scientists, Science, and the Consequences of Science that Stem from Adequate Understandings. Data were analyzed to yield information regarding: (1) four geographic regions, (2) four sizes of communities, (3) four types of communities, (4) sex, and (5) levels of parents education. Appendices include the development of the National Assessment Exercises, Definition of Terms, Structure of Sampling and Weighting, and Data for Nine Selected Science Exercises. There is no attempt in this report to discuss whether these results show that the status of science education and knowledge in the United States is good or bad, or to make recommendations on the basis of these results. (BB) Primary type of information provided by report: Results (Exercise Level).

ED 067 220 SE 013 723

EDRS Price—MF01/PC08 Plus Postage.
Descriptors—Achievement, *Black Community, Ethnic Groups, *Evaluation, *National Competency Tests, *Science Education, Student Characteristics, Testing Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, based on the results of a 1969-70 survey designed to measure the scientific knowledge of the nation's children and young adults. This report is a completely revised edition of a previously published preliminary volume (ED 057 220). The results cover the performance of Blacks, of respondents with differing levels of parental education, and from different types of communities. Blacks performed between 11.8 and 15.8 percent below the national average at the four age levels tested: 9, 13, 17 and young adults (26-35). When results were adjusted for disproportionate type of community, parental education, sex, and regional representation, the median results for Blacks were still below national results, but by amounts substantially less than those which do not take the balancing factors into account. The residual disadvantages were between -7.7 and -11.0 percent for the four age groups. Blacks performed best on those science exercises most dependent upon daily experience and common knowledge, and poorest on those which involve a detached research attitude toward the objects and phenomena of science. (Author/CP) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

ED 081 638 SE 016 789

EDRS Price—MF01/PC09 Plus Postage.
Descriptors—Achievement, *Black Community, Ethnic Groups, *Evaluation, *National Competency Tests, *Science Education, Student Characteristics, Testing Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress Report 7 from the National Assessment of Educational Progress, a project of the Education Commission of the States, is based on the results of a 1969-70 survey designed to measure the scientific knowledge of the nation's children and young adults. This report is a completely revised edition of a previously published preliminary volume (ED 057 220). The results cover the performance of Blacks, of respondents with differing levels of parental education, and from different types of communities. Blacks performed between 11.8 and 15.8 percent below the national average at the four age levels tested: 9, 13, 17 and young adults (26-35). When results were adjusted for disproportionate type of community, parental education, sex, and regional representation, the median results for Blacks were still below national results, but by amounts substantially less than those which do not take the balancing factors into account. The residual disadvantages were between -7.7 and -11.0 percent for the four age groups. Blacks performed best on those science exercises most dependent upon daily experience and common knowledge, and poorest on those which involve a detached research attitude toward the objects and phenomena of science. (Author/CP) Primary type of information provided by report: Results (Subgroup).
This volume provides documentation and selected data for the exercises used by the National Assessment of Educational Progress (NAEP) in nationwide surveys to measure changes in science achievement of young Americans at four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The exercise documentation includes a copy of the complete exercise, cross-reference identification numbers, the objectives an exercise measured, timing information, and description of the exercise by format, scoring requirements, and administration mode. (MH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Change) (Exercise Level).

ED 193 040  SE 032 898  National Assessment of Educational Progress, Released Science Exercises, 1972-73.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  

Pub Date—Sept 75  
Note—482p.; Not available in hard copy due to marginal legibility of original document.  

EDRS Price—MF01/PC03 Plus Postage.  


The 1970 revised science objectives are presented in this booklet along with a summary of the history and goals of the National Assessment of Educational Progress. Procedures used in reviewing and revising the 1965 versions are described in detail. The National Assessment Science objectives are divided into three primary statements describing the behaviors expected to be observable in individuals as they move toward the attainment of scientific literacy: (1) Know the fundamental aspects of science; (2) Understand and apply the fundamental aspects of science in a wide range of problem situations; and (3) Appreciate the knowledge and processes of science, the consequences and limitations of science, and the personal and social relevance of science and technology in our society. Each primary objective is divided into subjectives that deal with the fundamental aspects of science. Each subjective is further defined with descriptions of related behaviors which are assessed by age level. Lists of participants in mail reviews and members of panels are appended. (Author/CC) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).


Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.  

Report No.—NAEP-04-S-20  
Pub Date—Dec 75  

EDRS Price—MF01/PC18 Plus Postage.  


(c) Procedures

ED 157 709  SE 024 513  Science, Donald T. and Others  

Search: Change in National Science Achievement: Some Analysis Problems.  


EDRS Price—MF01/PC01 Plus Postage.  


This document explores some of the problems associated with understanding the data of a report completed by the National Assessment of Educational Progress (NAEP). The report deals with science achievement among young Americans over a period of four years. The procedure used by NAEP in assessing educational achievement and the factors involved in the selection of data is explained. A general problem related to change measures used by NAEP is explicated and approaches that might clarify possible factors associated with observed results are explored. Two kinds of data adjustment for science achievement measures are illustrated. One is aimed at removing masquerading and double counting due to disproportionate distributions of subpopulations. The other is aimed at estimating the impact of shifts of these distributions over time and the shifts in masquerading that might change real performance. (GA) Primary type of information provided by report: Procedures (Analysis); Results (Change).  

ED 206 672  TM 810 567  Kolbec, William D. and Others  

No-Show Analysis. Final Report.  


Sponsor Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; National Center for Education Statistics (DHEW), Washington, D.C.  

Report No.—NAEP-255U-1061-3  
Pub Date—Apr 75  
Contract—OEC-07-74-0506  

EDRS Price—MF01/PC02 Plus Postage.  


The National Assessment of Educational Progress; Second Science Assessment No-Show Study assessed the magnitude and causation of nonresponse biases. A No-Show is defined as an individual who was selected as a sample respondent but failed to be present for regular assessment of the 17-year-old group. The procedure whereby a sample of eligible 17-year-old No-Shows were selected to take four specific No-Show assessment packages is briefly described. Estimates of biases due to nonresponse were made for the following domain variables: region; sex; race; size and type of community; derived parental education. These domain are outlined. Also documented are the domain estimation methodologies, terminology and the methods utilized for the computation of formulas. No-Show domain analysis results are briefly summarized and the noshows. Separate exercise analyses of bias are considered in section 6 as an extension of the analyses covered by the study. Primary type of information provided by re-
(d) Results


Report No.—NAEP-04-S-00 Pub Date—Feb 75 Note—26p.; Contains examples with small print. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Science Report No. 04-S-00; $0.75)


This report includes a capsule description of changes in science achievement as part of the National Assessment study of changes in science achievement for 9-year-olds, 13-year-olds, and 17-year-olds attending schools. Concrete information is presented in the progress or decline of knowledge in science. It is reported that knowledge of fundamental scientific facts and principles has declined among American students. Data reported are based on an estimate of the percentage of individuals in a given age population who responded acceptable to a given question. To assess the growth or decline in attainment on a given question, the difference between performance in 1969-70 and 1972-73 was obtained. National results by age level are reported. Also presented is how groups of individuals responded to certain exercises. The groups are characterized by age, sex, race, region of the country, level of parental education, and size and type of community. A brief section includes putting the data into perspective. (Author/EB) Primary type of information provided by report: Results (Change) (Overview).


The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in various learning areas. All areas are assessed by a group of educators who design objectives for each area and create measurement tools appropriate to the objectives. When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. Approximately 100,000 persons participate annually in these exercises. This report includes information on the ability of American youth to utilize the inquiry skills stressed in the new science curricula. The students participated in eight individualized activities which included the use of scientific apparatus to conduct testing procedures and simple experiments, the application of knowledge to the observation of materials in order to make generalizations, and the demonstration of principles by using models. Descriptions are given of the eight activities which were designed for students of ages 9, 13, and 17, and specifications are included for the sample populations which took part in the study. The results of the assessment are reported for each activity and include a breakdown according to geographical region, sex, color, parental education, and size and type of community. (MH) Primary type of information provided by report: Results (Selective).


This document presents many of the items used by the National Assessment of Educational Progress (NAEP) to measure the attitudes toward science of young Americans in four age levels: 9-year-olds, 13-year-olds, 17-year-olds, and adults ages 26-35. The appendix presents national percentages and group differences for each of the science attitude items for the following variables: sex, race, region of the country, level of parental education, and size and type of community. (MH) Primary type of information provided by report: Results (Selective).

ED 127 203
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

ED 139 666
provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

ED 159 026 SE 024 821
Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.
Report No.—NAEP-08-S-00
Pub Date—Jun 78
Contract—OEC-0-74-0506
Note—44p.
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)
This is a report by the National Assessment of Educational Progress that contains selected results from the Third National Assessment of Science conducted in 1976-77, with emphasis on relative performance changes in achievement from 1969 to 1977. The report describes the data base and methods of measuring changes of performance. It reports on the general patterns of change in science achievement across three age groups; the trend is downwards for the 9 and the 13 year olds, but to a lesser extent than in the first and second assessments, while achievement level of the 17 year olds continues to decline. Overall the three assessments showed in rural areas have shown consistent improvement in succeeding assessments. The report shows that the achievement level of whites is higher than that of blacks, and that of males is also higher than that of females in all three assessments. In the three appendices at the end numerous tables of results are supplied. (GA) Primary type of information provided by report: Results (Change) (Selective).
The science achievement of American students ages 9, 13, and 17 was measured during the 1976-77 school year. Overall, 543 different questions were asked in the cognitive assessments conducted by the National Assessment of Educational Progress, Third Science Assessment (1977).

The questions were developed according to a two-dimensional matrix. One dimension, the classification of the cognitive abilities required to answer specific science questions, was divided into four categories: (1) knowledge; (2) comprehension; (3) application; and (4) analysis, synthesis, and evaluation. The other dimension divided the domain of science into three major areas: content, process, and science and society. The questions illustrate various topics of the biological sciences, earth sciences, physical sciences, and integrated topics such as equilibrium, evolution, and probability. This document gives examples of several types of questions, and gives a summary of student performance categorized according to age, sex, ethnic background, region, size and type of community, and level of parental education. (BB)

Primary type of information provided by report: Results (Selective).

ED 168 901 SE 027 551
Wright, David And Others
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NAEP-08-S-21
Pub Date—Apr 79
Contract—OEC-0-74-0506
Note—97p.; Contains occasional light and broken type; Certain tables contain small print
Available from—National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Suite 700, Denver, Colorado 80295 ($10.60)
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)

This technical summary describes the changes in science performance on exercises included in both the first and second science assessments and on exercises included in both the second and third science assessments conducted by the National Assessment of Educational Progress (NAEP). Using the same exercises for adjacent assessments, with some exercises common to all three, National Assessment was able to measure improvements and declines in achievement between 1969-70 and 1976-77. Each assessment utilized a deeply stratified, multistage probability sample design and a professional data collection staff. To the extent possible, administration of the assessments were kept constant across assessments. The document contains a brief introduction and four chapters: chapter 1 contains background information about the project, chapter 2 presents national results by age levels (9 years, 13 years, 17 years), chapter 3 reports group results for 9-, 13- and 17-year-olds, and chapter 4 contains a discussion of the adult science assessments. Four appendices are included: (1) A-Technical Procedures: Sampling and Estimation of Standard Errors; (2) B-Estimated Population Proportions of Reporting Groups Based on National Assessment Samples, 1969-70, 1972-73, and 1975-76; (3) C-Changes in Procedures Between Assessments; and (4) D-Nonresponse in Assessment Samples. (PEB)

Primary type of information provided by report: Results (Technical Summary).
i. SOCIAL STUDIES

(1) First Assessment

(b) Assessment Instrument

ED 049 111 SO 000 896 Norris, Eleanor L., Ed. Goodwin, Barbara, Ed.
National Assessment of Educational Progress. Social Studies Objectives.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

ED 118 481 SO 008 878
Education Commission of the States, Denver, Colo.
National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW), Washington, D.C.
Report No.—NAEP-03-SS-20
Pub Date—Dec 75
Note—286p.; For a related document, see SO 008 859

EDRS Price - MF06/PC36 Plus Postage.

EDRS Price - MF01/PC03 Plus Postage.

Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

This document presents the educational objectives for the area of social studies, one of the ten areas chosen for national assessment of educational outcomes. Also included is an introduction to the history and goals of the National Assessment program. These behavioral objectives for social studies are the result of an extensive study by laymen, experts, and the literatures since 1945. Each of these objectives is broken down into measurable behaviors appropriate for the four age groups (9, 13, 17, and young adults): 1) Curiosity About Human Affairs; 2) Effective Use of Analytic-Scientific Procedures; 3) Sensitivity to Creative-Intuitive Methods of Explaining the Human Condition; 4) Knowledge Relevant to the Major Ideas and Concerns of Social Scientists; and, 5) A Reasoned Commitment to the Values That Sustain a Free Society.

The exercises to be used in 1971-72 national assessment of social studies outcomes were developed from these objectives. The lay organizations, their representatives, and the experts who developed these objectives are listed in the appendices. In addition, see these related documents: ED 043 098, SO 000 898, and SO 000 899. (DJB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

Report No.—NAEP-03-SS-01
Pub Date—Dec 73
Note—62p.
A.1.SOC.(1).(d)


Published six times a year, the newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements; meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject matters. Among the topics of interest; and publications. The newsletter keeps educators abreast of assessment studies; forthcoming reports; staff announcements; meetings, and services rendered; notes of interest; and publications. The newsletter allows for dissemination of current information of the National Assessment which provides data to measure student knowledge, skills and understandings in ten subject matters. The lead article provides findings from a report entitled "Political Knowledge and Attitudes: A Special Social Studies Report from the National Assessment of Educational Progress" which shows that nearly one out of every four young adults in the nation is unaware of the U.S. Constitution contains a statement of his civil rights. Another article concerned with the report reviews misunderstandings about voting ballot among 17-year-olds and discusses comparative levels of political knowledge. Further reports in a series that will present survey findings in other subject areas are announced. Letters to the editors comment on a previous report on the teaching of reading. The newsletter is free to those on the mailing list. A related document is ED 073 007. (KSM) Primary type of information provided by report: Results (Overview).

ED 097 771 SO 007 838
Crane, Robert
Pub Date—Jul 74
Note—55p.

This document presents information about young people's perceptions of contemporary society as elicited by the 1971 National Assessment in social studies. Topics covered include perceptions (1) of contemporary urban problems, (2) environmental quality, and (3) minority groups and social justice. Responses to the open-ended questions are displayed in tables and graphs which distinguish the age groups surveyed, 9, 13, 17, and adult; acceptable responses; and categories of answer content. For example, 13- and 17-year-olds listed the most important problems facing large cities in the United States. A table showing the percentages of students able to respond and a table of those responses with percentages of students mentioning them are presented. Then the students chose one problem about which they would like to ask questions; percentages choosing various problems are given. The table contains evidence is investigated, and sample responses are given. The material in this document can suggest areas for curricular emphasis and new questioning exercises that may "turn students on," Use of these materials to stimulate discussion and for comparing student responses is encouraged. (JH) Primary type of information provided by report: Results (Selective) (Topical).

ED 111 748 SO 008 606
Fair, Jean Ed.
Pub Date—75

This report is a study conducted by the National Council for the Social Studies (NCSS) reviews, interprets, and disseminates findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and coordinated by a special steering committee working under the auspices of NCSS. Chapter titles include: (1) National Assessment and Social Studies Education: The Setting, by Jean Fair; (2) Potential Uses of the National Assessment Model at the State Level and for Accountability Purposes, by Bob L. Taylor; (3) On the Need for Criterion-Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship, by Joseph C. Ormson; (4) Evaluating Social Studies and Citizenship Education: Some Alternate Approaches, by Michael Scribner; (5) Critique of NAEP Objectives and Procedures: Citizenship and Social Studies, by A. Guy Larkin; (6) Validity of Social Studies and Citizenship Tests, by James P. Hunkins; (7) A Rating of Social Studies Exercises by Social Studies Educators, by
The report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment’s reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledge, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all cumulative results from theme to objective. Author/DE Primary type of information provided by report: Results (Technical Summary).

ED 117 019
SOC 008 859
Report No.—NAEP-03-SS-21
Pub Date—Nov 75.
Note—120p.
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC05 Plus Postage.
Identifiers—First Social Studies Assessment (1972). *National Assessment of Educational Progress
This report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment’s reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledge, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all cumulative results from theme to objective. Author/DE Primary type of information provided by report: Results (Technical Summary).

ED 097 288
SOC 007 860
Pub Date—74.
Note—46p.
Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00 single copy, 20 percent discount on 10 or more)
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—Second Social Studies Assessment (1972). *National Assessment of Educational Progress, Second Assessment
This report provides the technical results of the 1972-76 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment’s reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledge, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all cumulative results from theme to objective. Author/DE Primary type of information provided by report: Results (Technical Summary).

ED 089 440
EA 504 457
Vandermy, Gaye
American's Uninformed Electorate
Pub Date—Jan-Feb 74
Journal Cit—Compact; 8; 1; 11-13
Identifiers—First Social Studies Assessment (1972). National Assessment of Educational Progress
Highlights a recently reported national survey of what young Americans (ages 9-35) know and understand about their constitutional rights, the political process, the role of government and basic democratic principles. Findings indicate that many Americans are unfamiliar with the political functioning of the country or the rights guaranteed under law. (Author) Primary type of information provided by report: Results (Selective).

(2) Second Assessment
(b) Assessment Instrument
ED 097 288
SOC 007 860
Pub Date—74
Note—46p.
Available from—National Assessment of Educational Progress, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 ($1.00 single copy, 20 percent discount on 10 or more)
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—Second Social Studies Assessment (1972). *National Assessment of Educational Progress, Second Assessment
This report provides the technical results of the 1972-76 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment’s reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledge, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all cumulative results from theme to objective. Author/DE Primary type of information provided by report: Results (Technical Summary).

(d) Results
ED 161 791
SOC 011 251
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-07-SS-01
Pub Date—Sep 78
Contract—OEC-07-04506
Note—65p.; Exhibits 5-7, 16-18, 22-24, and Figures 1-7 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC
Pub Type—Reports - Research (143)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)
The report presents data on changes in social studies achievement for young Americans aged nine, 13, and 17 during the period 1972-76. Data were collected through two surveys conducted by the National Assessment of Educational Progress during the 1971-72 and 1975-76 school years. Test items were categorized in three major areas: knowledge, skills, and attitudes. Four topics included under knowledge were economics, geography, history, and politics. Skill items dealt with ability to obtain and interpret information; questions about attitudes covered support for constitutional rights and respect for others. In this report, the first three chapters describe results for the three major areas. Each chapter includes a summary of changes in national performance, samples of the items used, and data for various population groups. Chapter four compares achievement for 13 and 17-year-olds. Overall results of the assessment revealed that nine-year-olds showed no statistically significant change in performance, and that 13 and 17-year-olds’ performance declined. Seventeen-year-old Hispanic students and students living in the West displayed smaller declines than the na-
A report is presented of a national assessment of young Americans' achievement of citizenship goals. Conducted by the National Assessment of Educational Progress, the study measured achievement of six behavioral objectives. These were: (1) show concern for the well-being and dignity of others, (2) support just law and the rights of all individuals, (3) know the main structure and functions of government, (4) participate in democratic civic improvement, (5) understand important world, national, and local civic problems, and (6) approach civic decisions rationally. Students in the survey represented nine-, 13-, and 17-year-old age groups.

Chapter one of the report is a summary of citizenship achievement at each age for all six objectives. Chapters two through seven each focus on one of the objectives, discussing overall results for that particular objective and featuring sample questions. The final chapter compares different performance levels among age groups. Tables of data accompany the discussion in all chapters. (Author/AV) Primary type of information provided by report: Results (Overview).
The general procedures used to develop educational objectives for the National Assessment of Educational Progress are outlined, as are the procedures used to develop writing objectives. Four objectives related to writing skills are stated: "write to communicate adequately in a social situation"; "write to communicate adequately in a business or vocational situation"; "write to communicate adequately in a scholastic situation"; and "appreciate the value of writing." Each of the first three objectives is defined more specifically in terms of tasks appropriate for four chosen age levels: 9, 13, and 17-year olds, and adults. The fourth objective is discussed in terms of sub-goals. Appendices list the names of experts, of lay panel chairman, and of educational organizations involved in developing the objectives. (EB) Primary type of information provided by report: Assessment Instrument (Objectives); Procedures (Objectives Development).

(d) Results

EDRS Price - MF01/PC05 Plus Postage. Descriptors—Age Differences, Behavior Patterns, Communication (Thought Transfer), *Community Size, *Sex Differences, Surveys, *Urban Areas, *Writing (Composition)
Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress
National results for writing, one of the three subject areas assessed during the first year of data collection by National Assessment, are presented in this volume. National results for the other two subjects, science and citizenship, are presented in separate volumes. The purpose of this project is to explore whether an assessment of educational outcomes is possible, and if so, to develop the plan and methods for conducting it. The Educational Testing Service (ETS) of Princeton, N.J., developed the objectives and exercises in writing, working with subject matter experts and others concerned with educational planning. Four broad objectives were defined: (1) write to communicate adequately in a social situation; (2) write to communicate adequately in a business or vocational situation; (3) write to communicate adequately in a scholastic situation; and (4) appreciate the value of writing. Examples of types of behaviors expected at each of the four age levels (ages 9, 13, 17, and adults) are spelled out. The percentage of respondents who were able to complete each writing task successfully is shown. A number of writing tasks were given at more than one age and thus allow comparisons between ages. Results of these comparisons are given. The exercises reported here show what people at four age levels know, what they can do, and what their attitudes are in one subject area, writing. Five appendices are included. For related document, see TE 002 475. (CK) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level) (National).

Identifiers—First Writing Assessment (1970), *National Assessment of Educational Progress
This is the third National Assessment report on the writing of children aged 9, 13, and 17, and young adults. The three exercises used in the writing assessment were: Age 9: The Forest Fire Exercise; Age 13: The Famous Person Exercise; and Age 17: The Famous Person Exercise. An exercise for young adults (Adults: The Commissioner Stroud Letter) required them to write formal letters to public officials expressing a viewpoint on an issue. The report contains separate chapters for each age group: Chapter 2 describes the essays written by 9-year-olds; Chapter 3 reports on 13-year-olds; and Chapters 4 and 5 describe 17-year-olds and young adults, respectively. Each chapter begins with an introductory statement about particularly important aspects of the essays that age group wrote. Chapter 6 discusses The Differences between 9s, 13s, 17s and Adults. The results of the four analyses (overall quality, error counts, characterization, and computer) are presented under six headings: essay length, paragraphing, punctuation and capitalization, sentence structure, agreement, and words (spelling, vocabulary and usage). Six appendices present: Procedures for Assigning Ove-
null Quality Scores; Kinds of Errors Sought in the Error Count Analysis; Characterizations; Computer Scoring of Essays; Sample Percentages; and Best Essays. Tables and figures illustrate the text. (Author/LS) Primary type of information provided by report: Results (Overview).

ED 075 022  
Slatnick, Henry B., Comp.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
Report No.—NAEP-10  
Pub Date—Nov 72  
Note—1,025p.  
EDRS Price - MF07/PC41 Plus Postage.

This study contains writing samples from 9, 13, and 17 year olds and from adults (ages 26-35). The study is one of a series undertaken by the National Assessment of Educational Progress to gather information about how Americans write. The respondents, chosen by random sampling, wrote a letter or an essay in response to an exercise. Separate chapters include samples of the writings of each of the four age groups tested. The papers included are roughly at the 15th, 50th, and 85th percentiles in their respective distributions, or in the lower, middle, and upper ranges. The writings were transcribed for computer reproduction and appear as print-outs in this report. Each chapter begins with a table which presents the region of the country, sex, color (non-black or other), community size and type, and highest educational attainment of the respondent's parents. (Author/ID) Primary type of information provided by report: Results (Respondent Examples).

ED 077 029  
Knapp, John V. Slatnick, Henry B.  
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment. National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.  
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
Report No.—NAEP-11  
Pub Date—May 73

Note—90p.  
EDRS Price - MF01/PC04 Plus Postage.

This study reports the findings of that part of the 1969-70 National Assessment of Educational Progress which surveyed certain kinds of writing skills. Respondents were children, teenagers, and young adults (ages 26-35) who wrote exercises related to the objectives of (1) writing to communicate adequately in a social situation, (2) writing to communicate adequately in a business or vocational situation, (3) writing to communicate adequately in a scholastic situation, and, (4) appreciating the value of writing. The survey is divided into four chapters, each of which reports detailed results of the exercises related to the four objectives. Results are discussed and reported in graph and chart form and are presented for an age group as a whole and for groups representing (1) different regions of the country, (2) both sexes, (3) different races, (4) different sizes and types of communities, and (5) for persons having different parental education. (See related document ED 051 245.) (Some material will have poor reproducibility due to type size.) (DD) Primary type of information provided by report: Results (Subgroup).

(2) Second Assessment

(b) Assessment Instrument

ED 072 460  
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.  
Pub Date—Mar 73  
Note—36p.  
EDRS Price - MF06/PC02 Plus Postage. PC Not Available from EDRS.

In the 1973-74 National Assessment of Writing, nine-year-old, thirteen-year-old, and seventeen-year-old students were asked a variety of questions designed to measure their achievement of specific writing objectives. This report provides copies of approximately one-half of the exercises from the writing assessment along with information on students' performance on each one. Following each exercise, information is provided on administration and scoring procedures, and results are given for the nation as a whole and for students in subpopulations representing differ-
enches in age, sex, geographic region, level of parental education, size and type of community, and race. For open-ended exercises, a detailed scoring guide and sample responses are included; for multiple choice exercises, the correct answers are indicated. For exercises also administered in the 1969-1970 assessment of writing, changes in results and documentation for the earlier assessment are reported. Introductory material explains the National Assessment of Educational Progress sample design, reporting variables, computation of the data, organization of the volume, exercise documentation pages, scoring procedures, and data tables. (GW) Primary type of information provided by report: Assessment Instrument (Released Exercises): Results (Exercise Level).

(c) Procedures

ED 124 942

Mullic, Ina V. S.
The Primary Trait System for Scoring Writing Tasks.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—1976


EDRS Price - MF01/PC02 Plus Postage.


Identifiers—National Assessment of Educational Progress

This report, part of the National Assessment of Educational Progress (NAEP) survey, describes one facet of the national assessment of writing. The students—9-, 13-, and 17-year-olds who constitute the sample for the NAEP studies—were told to use their best writing but were not told that their papers would be examined for mechanical correctness. The data on mechanical correctness obtained from an examination of these papers during the 1974 survey are compared with the data obtained from the 1970 assessment. Richard Lloyd-Jones of the University of Iowa (Iowa City) and Ross Winterod of the University of Southern California (Los Angeles) offered the following observations about the writing assessment results: there is no evidence that the schools must "go back to basics" because the basics seem well in hand; language is always changing, but new ways of writing may not be worse in any defensible sense; writing is inextricably tied to reading; "Edited Standard English" as taught in most schools is one dialect of English; there are fewer rewards for being a good writer; and increasing class size results in fewer writing assignments. (RB) Primary type of information provided by report: Results (Change) (Selective).

(d) Results

ED 113 736

Mullic, Ina V. S.
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—1976


EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Age Differences, Creative Writing, Educational Assessment, Educational Research, Elementary Secondary Education, Ethnic Groups, *Expressive Language, National Surveys, Sex Differences, Socioeconomic Influences, Writing (Composition), *Writing Skills


Three expressive writing tasks from the 1974 national assessment of writing are summarized and discussed in this report. Results indicated that for a majority of students, first draft expressive writing was unstructured and lacking in coherence. The tendency to integrate feelings and to organize them in coherent expressions develops between the ages of 9 and 13, with some further development between 13 and 17. The proportions of good, expressive papers written by females, by students whose parents have post-high school education, and by students from relatively affluent communities are greater than the proportions for males, blacks, children of the poorly educated, and children who live in relatively impoverished areas. The capacity to enter into an imaginary situation with a controlled and consistent point of view grows steadily with age, though even at age 17 almost half the students are unable to do this competently. Sample papers and a copy of the revised National Assessment of Educational Progress writing objectives are also included in this report. (Author /AA) Primary type of information provided by report: Results (Selective).
50 A.I.WRIT.(2)(d)

ED 135 006 CS 203 221
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-74-W-01
Pub Date—Feb 77
Contract—OEC-0-74-0506
Note—25p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.


Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9 year olds, 13 year olds, 17 year olds, and adults (ages 26 to 35) in ten learning areas, one of which is writing. This report focuses on persuasive and explanatory letter writing, representing two basic aims of discourse. The letters, divided into two broad categories of social letters and business letters, were read and categorized by experienced English and composition teachers. NAEP reports the responses to certain exercises of groups of individuals defined according to sex, race, region of the country, level of parental education, and size and type of community. Some of the report's observations are that simple explanatory-writing skills are developed sometime between the ages of 9 and 13 and that persuasive-writing skills are complex and difficult to master.

ED 141 926 CS 203 528
Write/ Rewrite: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NAEP-74-W-04
Pub Date—Jul 77
Contract—OEC-0-74-0506
Note—36p.


Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.


Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

This report focuses on how students across the nation, of three different ages—9, 13, and 17—revise their own writing. The report is based on detailed analyses of two writing assignments: the first required 9-year-olds and 13-year-olds to write and revise a school report about the moon, and the second required 17-year-olds to write and revise a letter of complaint in response to a practical, reasonably complex situation. Approximately 2,500 individuals at each age level responded to one of these exercises. The interaction of such variables as group differences, sex, race, parental education, community type, and region is summarized. Several visual displays of the data obtained are included. (KS) Primary type of information provided by report: Results (Selective).

ED 155 330 CE 016 101
Gender, Pay: A Woman's Place.

Education Commission of the States, Denver, Colo.

Pub Date—Jun 77
Note—13p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.


In 1974, as part of the National Assessment of Educational Progress (NAEP) survey in writing, 4,600 17-year-old high school students were asked to write an essay defending their position on women's place in the home. About half responded that it should be a woman's choice whether to be a homemaker, career woman, or both. About twenty percent said women should be allowed to work under certain conditions, such as when they do not have children. Nearly thirty percent said women definitely belong at home. Predictably, more females than males felt that women should have a choice about working. In addition, attitudes and reasons given for staying at home were examined extensively. Findings suggest that many young American women are uncertain about their future roles in society; new and broadening job opportunities for women are encouraging career aspirations that conflict directly with traditional values.

Writing ability was also measured and classified as inadequate, barely adequate, competent, or excellent. More than half the 17-year-olds could write competently or better. About thirty percent, however, did not show an understanding of the basic methods of persuasive writing. (TA) Primary type of information provided by report: Results (Selective).
REPORT

CITATIONS

EDRS Price - MF02/PC21 Plus Postage.
Identifiers - National Assessment of Educational Progress, Third Writing Assessment (1979)

The National Assessment of Educational Progress (NAEP) third writing assessment was administered to 9-, 13- and 17-year-old students in 1978-79. This volume contains the released exercises from this assessment. Part I summarizes objective and exercise development procedures, describes the different scoring procedures used in the writing assessments, explains the documentation for the items and discusses ways the items can be used. Part II contains the released items used to assess writing, item documentation, scoring guides and sample responses. The approaches used to develop items are grouped in three parts: (1) demonstrates ability in writing to reveal personal feelings and ideas; (2) demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) indicates the importance attached to writing skills. (Author/DW)

ED 205 572

Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics
Report No.: NAEP-10-W-50
Pub Date: Jun 80
Grant No.: NIE-G-80-0093
Note: 44p.

ED 199 263

Procedural Handbook: 1978-79 Writing Assessment
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency - National Inst. of Education (ED), Washington, D.C.
Report No.: NAEP-10-W-40
Pub Date: Dec 80
Contract No.: OEC-0-74-0506
Grant No.: NIE-G-80-0093
Note: 95p.

EDRS Price - MF01(PC02 Plus Postage.
Descriptors - Achievement, Writing.
Identifiers - National Assessment of Educational Progress, Third Writing Assessment (1979)

The approaches used by the National Assessment of Educational Progress (NAEP) to characterize syntax, cohesion and mechanics are described. These approaches are different from those currently used in the NAEP, although they share some characteristics and are consistent with current research and practice. (Author/DW)

ED 196 042

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I - 17-Year-Olds.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Note: ISBN 0-493-80006-0; NAEP-WR 10-W-01
Pub Date: Dec 80
Contract No.: OEC-0-74-0506
Grant No.: NIE-G-80-0093
Note: 153p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from National Center for Education Statistics, Suite 700, 1860 Lincoln Street, Denver, CO 80259 ($6.80)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors - Achievement, Writing Gains, Black Students, Cohesion (Written Composition), Educational Assessment, Elementary Secondary Education, Grade 12, Holistic Evaluation, Measurement Techniques, National Surveys, Sex Differences, Trend Analysis, Urban Education, Writing Composition, Writing Evaluation, Writing Exercises, Writing Research, Writing Skills
Identifiers - National Assessment of Educational Progress, Third Writing Assessment (1979)

Results from the third national writing assessment of 17-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate neither a major decline nor improvement in writing performance of 17-year-old students in general. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the results, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction. Appendices include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM)

Primary type of information provided by report: Assessment Instrument/Released Exercises (Author/GR) Primary type of information provided by report: Procedures (Analytical Conceptual)
Spons Agency --National Center for Educational Progress.

Title: Sentence Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

Publication Date: December 1981

Note: 29p.

Availability: Available from National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80203 ($2.50).

Source: Available from National Assessment of Educational Progress, Third Writing Assessment (1979)

This report presents the results of a battery of sentence combining tasks included in the assessment of writing conducted by the National Assessment of Educational Progress in 1978-79. The first section of the report provides background information about the NAEP survey and discusses the procedures used to develop and score the sentence combining tasks. The second section presents the 14 sentence combining tasks that were administered to 9-, 13-, and 17-year-old students across the United States, along with the most acceptable combination, and the percentage of students who produced acceptable responses. The third section offers a break down of the results according to geographical region, sex, race, education level of parents, and type of community. It also relates student performance on the sentence combining tasks to their primary trait or holistic essay scores and to syntactic descriptions of the sentences comprising their essays. The fourth section provides a summary of the results. Appendices contain frequency rankings of correct papers and descriptions of the writing exercises and scoring procedures. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation).

(4) Fourth Assessment

(b) Assessment Instrument

ED 222 904 CS 207 231
Writing Objectives, 1983-84 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency--National Inst. of Education (ED), Washington, D.C.


Pub Date--82

Grant--NIE-G-80-0003

Note--29p.

Available from--National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO ($2.50).

Pub Type--Guides - Non-Classroom (055)

Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors--Educational Assessment, Elementary Secondary Education, Evaluation Methods, National Surveys, Sentence Combining, Writing Evaluation, Writing Instruction, Writing Research, Writing Skills Identifiers--National Assessment of Educational Progress, Third Writing Assessment (1979)

ED 196 044 CS 206 051
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 111-9-Year-Olds.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.


Report No.--ISBN-0-89398-402-7; NAEP-R-10-W-02

Pub Date--Dec 80

Contract--OEC-74-0506

Grant--NIE-G-80-0003

Note--124p.; For related documents see CS 206 049-051. Not available in paper copy due to small print.

Available from--National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, CO 80295 (56.40).

Pub Type--Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.


Results from the third national writing assessment of nine-year-old students conducted in 1979 by the National Assessment of Educational Progress (NAEP) are presented in this volume. Chapter one provides highlights of the results of the test assessment which indicate both decline and improvement on different tasks in the writing performance of nine-year-old students. Chapter two gives an overview of the NAEP assessments, a discussion of the populations assessed, a description of the written exercises, and descriptions of the methods of scoring: holistic, primary trait, analysis of rhetorical effectiveness, and analysis of syntax and mechanics. Chapter three provides an indepth discussion of the writing exercises, and chapter four gives an overview of the writing of 9-year-old, 13-year-old, and 17-year-old students. Chapter five offers some observations about writing in the United States and suggests implications of the results of the test assessment for instruction. Appendices include exercises, documentation, scoring guides, and sample papers; guidelines for syntax and mechanics analysis; group results and exercises evaluated for primary trait and cohesion; error frequencies for good and poor papers and selected groups; and the background questionnaire and group responses to background and attitude questions. (MKM) Primary type of information provided by report: Assessment Instrument (Released Exercises) (Scoring Guides); Results (Exercise Level).

ED 210 696 CS 206 673
Mellon, John C.
Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.


Report No.--NAEP-R-10-W-65

Pub Date--Dec 81

Contract--OEC-74-0506

Grant--NIE-G-80-0003

Note--64p.; Table A-1 may not be legible due to small print.

Pub Type--Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors--Educational Assessment, Elementary Secondary Education, Evaluation Methods, National Surveys, Sentence Combining, Writing Evaluation, Writing Instruction, Writing Research, Writing Skills Identifiers--National Assessment of Educational Progress, Third Writing Assessment (1979)

This report presents the results of a battery of sentence combining tasks included in the assessment of writing conducted by the National Assessment of Educational Progress in 1978-79. The first section of the report provides background information about the NAEP survey and discusses the procedures used to develop and score the sentence combining tasks. The second section presents the 14 sentence combining tasks that were administered to 9-, 13-, and 17-year-old students across the United States, along with the most acceptable combination, and the percentage of students who produced acceptable responses. The third section offers a breakdown of the results according to geographical region, sex, race, education level of parents, and type of community. It also relates student performance on the sentence combining tasks to their primary trait or holistic essay scores and to syntactic descriptions of the sentences comprising their essays. The fourth section provides a summary of the results. Appendices contain frequency rankings of correct papers and descriptions of the writing exercises and scoring procedures. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation).
The 1982 writing objectives presented in this booklet were developed in preparation for the fourth assessment of writing conducted by the National Assessment of Educational Progress (NAEP). The objectives are based on the premise that individuals write for a purpose and an audience, and each objective serves as a section of the booklet. The first objective/section discusses the ways that students may undertake personal kinds of writing as a way of improving thinking skills and of learning both subject knowledge and knowledge about themselves. The second objective/section deals with the types of writing students are more likely to do in school or social settings and presents three primary purposes for public writing: informative, persuasive, and literary. The third objective/section reflects a change in focus in writing education from product to process, while the fourth discusses control of such skills as organizing, elaborating, and appropriately using the conventions of writing (usage and mechanics). The fifth objective/section underscores the importance of students' learning why writing is a valuable personal and social activity. The final section is an effort to enhance the utility of the writing objectives by sharing some ideas and suggestions for teaching that have proven useful to others. Appendices include an outline of the objectives and a listing of the consultants who participated in the development and review process of the objectives. Primary type of information provided by report: Procedures (Objectives Development) (Overview). (HOD)
2. Special Assessments and Probes

a. ADULT READING MINI ASSMT

(b) Assessment Instrument

ED 173 394 TM 009 392
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date—Dec 77
Contract—OEC-0-74-0506
Note—53p.; For mathematics items, see TM 009 393
Pub Type—Tests/Questionnaires (160)
EDRS Price - MFOI/PC03 Plus Postage.

A collection of 33 reading items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, developed by the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for testing competencies required for high school graduation. The items are arranged according to content areas: (1) graphic materials; (2) following written directions; (3) reference materials; (4) gleaning significant facts from passages; (5) main ideas and organization; (6) drawing inferences; and (7) critical reading. Twenty-nine items are presented in a multiple-choice format; four items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9-year olds, 13-year olds, 17-year olds, or adults—26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).
Basic Life Skills Mini Assessment (1977), National Assessment of Educational Progress.

The 168 items selected for administration to 7,905 17-year-olds in 1976-77 were developed from existing National Assessment Items and from existing sets of life/coping skills. Skills designated as basic included: career development; citizenship; community resource utilization; consumer protection; family management; health maintenance; and interpersonal competence. Results are summarized as percentages correct for either the best or most acceptable response to a single-part item, or to a certain combination of parts in a multipart item. Results are also summarized on sets of items related to the various skills. Results are reported by geographic region, sex, and grade. The appendices contain guidelines for writing basic skills items; a description of the stratified, multistage probability sample design and of the jackknife method for standard error estimation; and a discussion of nonresponse adjustments and estimated population proportions of reporting groups. (CP) Primary type of information provided by report: Procedures (Scoring).

(d) Results

ED 167 602  TM 008 392
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date—Apr 78
Contract—OEC-0-74-0505
Note—362p.; For related document, see ED 139 819; Not available in hard copy due to poor reproducibility


Pub Type—Numerical/Quantitative Data
No.-110—Tests/Questionnaires (160)

EDRS Price - MF01 Postage. PC Not Available from EDRS.


This test manual presents the full results of the National Assessment of Educational Progress (NAEP) survey of 1,300 17-year-old students on performance in five major basic life skills: (1) personal finance and consumer protection; (2) health maintenance; (3) interpersonal competence; (4) family responsibility; and (5) career development. In addition, some items measure citizenship and community resources. Mathematics, reading, and writing skills were excluded, since separate assessments are devoted to them. Tables display the survey results nationally, by region, and by sex; results for 17-year-olds in grade 11 are displayed separately. The first row contains the NAEP exercise number, the exercise part, and the correct response label (key). Row 2 contains the percentage of correct responses. Row 3 shows the standard error of the percentage. Adjustments have been made for low response rates in the latter half of each of the six test booklets. The six test booklets and corresponding answer sheets are also included. They can be used as discrete exercises for local assessment or as a controlled replication of the NAEP survey. If replication is the intent, reference to the Results Manual is essential. (CP) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).
CITATIONS

d. CONSUMER SKILLS MINI ASSEMT

(b) Assessment Instrument


(c) Procedures

ED 155 116 SO 010 948 National Assessment's Consumer Skills Assessments. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Pub Date—Feb 78 Note—11p. Pub Type—Reports—Research (143) EDRS Price—MF01/PC01 Plus Postage. Pub Date—Feb 78 Contract—OECD 074-0506 Note—33p.; Not available in hard copy due to small print. For a related document see CE 018 184 Pub Type—Guides—General (050) EDRS Price—MF01 Plus Postage. PC Not Available from EDRS. Descriptors—Answer Keys, Behavior Development, Consumer Economics, *Consumer Education, Consumer Protection, Contracts, *Educational Assessment, Energy Conservation, Guides, Mathematics, Money Management, Purchasing, Secondary Education, *Skill Development Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress This guide is intended to assist those interested in developing and/or assessing consumer skills. It is an accompaniment to a separate collection of survey items (mostly in a multiple choice format) designed to assess seventeen-year-olds' consumer skills. It is suggested that the items can be used as part of an item pool, as an instructional tool, or as an assessment device. The consumer skills items are classified under eight major topics, each of which is divided into subtopics. The major topics are behavior, contracts, economics, energy, finances, mathematics, protection, and purchases. Behavior, for example, is divided into three subtopics: advertising, decision making, and shopping. Items classified as miscellaneous make up a ninth topic, and background questions constitute a tenth topic. Items are assigned numbers which refer to the topic/subtopic. Procedures used in assessing consumer skills are described. Appendix A lists the assessment developers and reviewers, and appendix B lists the topic classifications, items, and timing information. (This guide is designed to accompany "Consumer Skills Items," CE 018 184.) (CSS) Primary type of information provided by report: Procedures (Replication).

(d) Results

ED 174 801 CE 022 348 Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes. Education Commission of the States, Denver, Colo. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date—July 79 Report No.—NAEP-09-CN-01 Contract—OECD 074-0506 Note—78p. Pub Type—Reports—Research (143) —Numerical/Quantitative Data (110) EDRS Price—MF01/PC04 Plus Postage. Descriptors—Adolescents, Banking, Budgeting, *Consumer Economics, Consumer Protection, Credit (Finance), Demography, Economics, *Educational Assessment, Energy Conservation, Insurance, Investment, Money Management, *National Surveys, Research Reports, *Skills, Student Attitudes, *Surveys, Tables (Data), Taxes Identifiers—Consumer Skills Mini Assessment (1978), *National Assessment of Educational Progress, Seventeen Year Olds This document reports some of the findings of a national assessment of seventeen-year-olds on consumer knowledge, skills, and attitudes. An introduction describes the development of the survey, the probability sample, the administration of the assessment, and the format for reporting the results. Chapter 1 of five chapters summarizes the responses on the topic of "the informed citizen." (This topic involved questions about the national economic system, various protective and regulatory organizations and agencies, and the energy problem.) Chapter 2 summarizes the responses on the topic of "the consumer as earner and investor." (This topic involved questions about credit, banking, budgeting, insurance, investments, and taxes.) Chapter 3 summarizes the responses on the topic of "the consumer as purchaser." (This topic involved questions about advertis-
ing, decision making, shopping, contracts, and purchasing services and goods.) The data in chapters 1-3 are estimates of the percentages of individuals in the total sample group who could answer specific exercises correctly. Chapter 4 presents performance results for selected groups of students. These selected groups are defined by age, region of country, sex, race, size of community, level of parental education, grade level in school, modal grade by region, and modal grade by sex. Finally, chapter 5 contains a summary of the views of six experts about the implications of the results of the consumer skills assessment. Some remarks by these individuals are dispersed throughout the report as they pertain to particular exercises. (BM) Primary type of information provided by report: Results (Selective).

ED 197 137
CE 027 758
Consumer Skills: Results Manual.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spns Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 79
Contract—OEC-0-74-0506
Note—88p.; For related documents see ED 163 181-182.
Available from—Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, CO 80295 ($7.60).
Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Identifiers—Consumer Skills, Consumer Skills Kit (NAEP), Consumer Skills Mini Assessment (1978), National Assessment of Educational Progress
This results manual is the third part of the Consumer Skills Kit which also includes a set of items and a guide (see note). Data from surveys conducted by the National Assessment of Educational Progress (NAEP) to investigate seventeen-year-old students' consumer skills is provided. The manual presents national results for seventeen-year-old students, for seventeen-year-old students by sex, for seventeen-year-olds in the eleventh grade, and for seventeen-year-old eleventh graders by sex. In the data tables each item is identified by a unique NAEP identification number found on each printed exercise in the Consumer Skills Kit. Estimated percentages of correct responses for these single items are provided, except in cases such as attitudinal items, for which correct responses were not defined. Percentages for each response alternative are then given. For open-ended items the percentages of those responding in "correct" or "acceptable" categories are listed. (YLB) Primary type of information provided by report: Results (Exercise Level).
This is a national assessment of energy awareness among young adults. A national probability sample of young adults, ages 26 to 35, was drawn and stratified by region and community size. Approximately 1,300 persons responded to each of the 76 attitudinal and 70 knowledge questions administered by trained energy assessment interviewers. Besides the standard demographic information, each participant was asked to respond to the energy assessment items in the appropriate booklet. The discussion centers upon national results. Group results are also presented according to race, sex, total household income, family size, education, etc. The first two chapters present the results while the third chapter presents the analysis of these results. (MR) Primary type of information provided by report: Results (National).
FUNCTIONAL LITERACY
MINI ASSMT

(c) Procedures

ED 134 951
Gadway, Charles J. Wilson, H. A.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—76
Note—23p.; See related documents CS 003 211, ED 112 350, ED 112 389
Pub Type—Reports - Research (143)
EDRS Price-MF01/PC01 Plus Postage.
Identifiers—Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress
This handbook is designed to give background information on the Mini-Assessment of Functional Literacy, a criterion-referenced test designed to determine the extent of functional literacy among seventeen year olds in America. The five format categories identified for the test were passages; drawings, pictures, signs, etc.; charts, maps, graphs; forms; and reference materials. The five behavior categories selected for the test items were understanding word meanings, gathering significant facts, comprehending main ideas and organization, drawing inferences, and reading critically. Three standards for comparison are explained: desired level of performance, highest expected level of performance, and minimally adequate performance. The discussion of the methods of describing the data is designed to give the reader of the reports of the Mini-Assessment of Functional Literacy a clearer understanding of the information the data does, or does not, provide. (MKM) Primary type of information provided by report: Procedures (Conceptual).

(d) Results

ED 112 350
Wilson, H. A.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—75
Note—32p.
Pub Type—Reports - Research (143)
EDRS Price-MF01/PC02 Plus Postage.
Identifiers—Functional Literacy Mini Assessment (1975), *National Assessment of Educational Progress, Right to Read
In 1974, the National Right to Read Effort asked that the National Assessment of Educational Progress (NAEP) conduct a Mini- Assessment of Functional Literacy (MAFL) in conjunction with its regular assessment of ten learning areas usually taught in school. The first MAFL was administered to 5,200 17-year-olds who are included in the entire population of in-school 17-year-olds in America. These students were asked to answer questions and complete basic everyday reading tasks which had been selected by a panel of leading specialists appointed by Right to Read. All groups gained in functional reading skills measured by the 64 exercises which were used both in the regular NAEP reading assessment in 1971 and in the MAFL in 1974. (Summary figures are included which list percentages of response to categorical groups tested—superior reader, region, national, sex, race, parental education, and community). (IL) Primary type of information provided by report: Results (Summary).
Education Commission of the States, Denver, Colo.: National Assessment of Educational Progress.

Pub Date—76


Pub Type—Reports·Research(143)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—*National Assessment of Educational Progress

During 1970 and 1971, the National Assessment of Educational Progress (NAEP) conducted its first assessment of reading, measuring the achievement of specific reading objectives by individuals aged 9, 13, 17, and 26-35. In 1974, the Right to Read effort directed that a Mini-Assessment of Functional Literacy (MAFL) be conducted to determine basic functional reading abilities of selected 17 year olds still in school. This document is a compilation of the results of the first NAEP reading assessment and the change-in-achievement results for the MAFL in-school assessment of 17 year olds. Background information and results for both tests are discussed, with tables of findings illustrating the text. (JM)

Primary type of information provided by report: Results (Change) (Summary).

ED 133 704

Gadway, Charles J. Wilson, H. A.

Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.


Pub Date—76

Note—74p. See related documents CS003208, ED112350, ED112389

Pub Type—Reports·Research(143)

EDRS Price—MF01/PC03 Plus Postage.


To obtain evidence on the status of and changes in functional literacy, the National Right-to-Read Effort funded mini-assessments of the functional literacy of 17-year-olds in 1974 and 1975. The exercises were selected by a panel of reading specialists, based on the criteria that the exercises represent the types of reading materials encountered in everyday life and that all 17-year-old students should be able to answer them correctly. Desired performance level, highest expected performance, and minimally adequate performance were specified for the assessment. This report summarizes the findings relative to each of these performance standards in the original National Assessment reading study (1971) and the 1974 and 1975 follow-up studies. Results are given separately by region, sex, size and type of community, and parents' educational levels. (AA)

Primary type of information provided by report: Results (Change) (Summary).
Questions relating to knowledge of basic health concerns were the foundation of a survey of two groups of individuals: 17-year-old school students and adults between the ages of 26 and 35. The questions were grouped into two general categories—accident prevention and emergency care skills, and good health practices. Each of these topics contained subsets on pertinent facts selected as important for a sound knowledge base on health. For data analysis purposes, respondents were divided into the following groups: (1) sex; (2) race; (3) geographic region; (4) grade level in school; (5) health-related job experience; (6) health-related formal education; (7) total household income; and (8) size of community. Results of the survey are presented in the form of graphs dealing with each subset. Short summaries of important findings are highlighted in italics at the beginning of chapters or sections. (JD) Primary type of information provided by report: Results (Selective).
A collection of 96 mathematics items are presented for state and local education agencies to draw upon in designing their own minimal competency tests. These items, part of the National Assessment of Educational Progress, have been reviewed in terms of their appropriateness for a minimal competency test for high school graduation. The items are arranged according to content areas: (1) number and numeration concepts; (2) properties of numbers and operations; (3) arithmetic computation; (4) estimation and measurement; (5) algebraic expressions; (6) probability and statistics; (7) geometry; (8) business and consumer mathematics; and (9) methods of presenting data. Sixty-four items are presented in a multiple choice format; 32 items are open-ended and require hand scoring. The correct response is also given for all items. The age group or groups designated by the reviewers (9 year olds, 13 year olds, 17 year olds, or adults-26-35 years old), and the percentage of students in the nation who responded correctly are indicated for each item. (BH) Primary type of information provided by report: Assessment Instrument (Released Exercises); Results (Exercise Level).
I. COD MINI ASSMT

(d) Results

ED 219 388 TM 810 887
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Aug 81
Contract—OEC-0.74-0506
Grant—NIE-G-80-0003
Note—1,124p.; Appendices (Pages 41-580) marginally legible due to small print.
Available from—National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295
Pub Type—Reports -Research (143)—Numerical/Quantitative Data (110)
EDRS Price—MF08 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Awareness, Career Development, Dropout Characteristics, Educational Assessment, Employment Patterns, National Surveys, Racial Differences, Reading Achievement, Regional Characteristics, Rural Urban Differences, Secondary Education, Test Items, Test Results, Work Attitudes
Identifiers—Career Occup Develop Mini Assess (1980), National Assessment of Educational Progress.
A special study pertaining to the career and occupational development knowledge of 17-year-olds, both in and out of school, was conducted for the Department of Labor by the National Assessment of Educational Progress. For the 49 cognitive items measured, performance percentages were up on two items, about the same as in previous assessments on 18 items, and down on 29. For the eight experiential items being reassessed, performance was about the same on five items and was down on the other three. Performance on attitudinal items increased on four, remained stable on ten, and declined on four. Results are reported for various subgroups of interest, such as: regions, the sexes, racial/ethnic groups, different types of communities, reading achievement quartiles, and several work experience categories. Respondents who reported being employed on a regular, occasional or part-time basis did significantly better on the job-knowledge items than the nation as a whole, while unemployed teens or full-time workers were below the nation. The report also provides group results for each individual item assessed, and gives changes in performance percentages from previous assessments. Primary type of information provided by this report: Results (Special Analyses) (Selective). (Author/BW)
3. NAEP Publications Not Related to Specific Single Assessment

METHODOLOGICAL PUBLICATIONS

ED 067 402 TM 001 797
Eley, Carmen J., Berdie, Frances S.
The National Assessment Approach to Exercise Development.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date—70
Grant—OEG-0-9-08771-2468(508)
Note—143p.
Available from—National Assessment Staff Offices, Room 201A Huron Towers, 2222 Fuller Road, Ann Arbor, Mich. 48105 (Single copy $3.00; orders of $10 or more, 20 percent discount)
EDRS Price - MF01/PC06 Plus Postage.
Identifiers—National Assessment of Educational Progress
The history of the development of National Assessment exercises from the project's inception in 1964 to the present is provided in this monograph. The chapter titles appear as follows: I. Introduction; II. Rationale and Criteria for Writing Exercises for National Assessment; III. Initial Reviews; IV. Initial Procedures; V. Subject Matter Reviews; VI. Other Studies; VII. Final Reviews and Selection; and VIII. New Directions in Exercise Development. A glossary and references are included. (For related documents, see TM 001 793 and TM 001 789.) (DB) Primary type of information provided by report: Procedures (Exercise Development).

ED 072 421 CS 000 367
Gadway, Charles J., Ed.
Reading and Literature: General Information Yearbook.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—NAEP-02-GIY
Pub Date—May 72
Note—96p.
EDRS Price - MF01/PC04 Plus Postage.
Identifiers—National Assessment of Educational Progress
This report is the first volume of a projected series of "General Information Yearbooks" to be updated and published annually by the National Assessment of Educational Progress and is designed to aid the readers of the National Assessment's reports to understand the philosophies and goals of the project, its methods for developing objectives and exercises, and its techniques for collecting, processing, and describing data. This yearbook is oriented toward the reading and literature sector of the assessment area and the procedures and techniques relevant to the year 1970-71. (Author/TO) Primary type of information provided by report: Procedures (Overview).

ED 081 842 TM 003 203
Wilson, ii., a
A Humanistic Approach to Criterion Referenced Testing.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—18 Sep 72
Note—21p.
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—National Assessment of Educational Progress
Test construction is not the strictly logical process that we might wish it to be. This is particularly true in a large on-going project such as the National Assessment of Educational Progress (NAEP). Most of the really deep questions can only be answered by the exercise of well-informed human judgment. Criterion-referenced testing is still a term in search of definition. It has been suggested that NAEL's exercises might be more properly called "objective referenced" tests. That is a reasonable title for our efforts since we are attempting to assess the degree of achievement of stated goals without reference to a predetermined level or criterion. Whatever the appropriate title may be, we share the concerns of all workers in the field with the same basic questions. But until satisfactory scientific solutions have been found, we, like the rest of education, must rely on the best human judgment available. (Author) Primary type of information provided by report: Procedures (Exercise Development).
Exploring National Assessment Data Using Singular Value Decomposition

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date: Apr 75


Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descr—*Academic Achievement; Age Differences; Community Characteristics; Demography; *Educational Assessment; Geographic Regions; *Matrices; Measuremen


Pub Date: Mar 75


Pub Type—Reports - Research (143)


ED 121 824 TM 005 255 Sherman, Susan W. Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date: Apr 76


Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage. Descr—*Multiple Choice, *Academic Achievement; Age Differences; Community Characteristics; Demography; *Educational Assessment; Geographic Regions; *Matrices; Measuremen


Pub Date—15 Aug 73 Grant—OE2-09-08771-2468 Note—59p.

Pub Type—Reports - Research (143)


Three 3-day assessment workshops were held in Boulder, Colorado from June 19-29, for personnel in the assessment field from state departments of education, seventy-six participants from 35 states, Puerto Rico, the Virgin Islands, and the District of Columbia attended. Two of the three workshops concentrated on National Assessment as one model for large-scale assessments. Presentations were made by state directors of assessment, contractors representatives, and selected National Assessment staff. Evaluations of the workshops were quite positive. In all three workshops over 90 percent of the responses indicated a desire to attend a follow-up workshop in 1974. Most questions elicited very favorable response. The major suggestions for improvement were for more discussion time and speakers. The things liked best were the opportunity to interact with other assessment persons and to hear about other programs. (Author/DEP) Primary type of information provided by report: Procedures (Training).

ED 102 235 UD 014 703 National Assessment of Educational Progress, General Information Yearbook. Education Commission of the States, Denver, Colo.


Report No.—NAEP-03-04-GIY

Pub Date—Dec 74 Note—56p.


Pub Type—Reports - Descriptive (141)


Identifiers—National Assessment of Educational Progress

This, the second General Information Yearbook, is designed to assist the reader in understanding Assessment findings. Report 03/04-GIY relates especially to the learning areas assessed during the third and fourth years of the project: social studies, music, mathematics, and science. It presents an overview of National Assessment, describing its purpose, history, and methodology, and then goes on to devote a chapter to each of the major steps in the intricate research/dissemination process. The chapters are organized to tell how the assessment is carried out and subsequently how its data are reported and used. National Assessment's (NAEP) principal objective is to assess the changes over time in educational achievement of four age groups in the U.S. In addition to the national results for each age group, results are reported within each age level for certain major subpopulations, such as geographic region and sex. To do so, NAEP had developed two baseline measures: (1) an estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise, and (2) an estimate of the difference between the performance of a subpopulation and the performance of the total age population. Measures of change will reflect comparisons of these statistics over time. (Author/IM) Primary type of information provided by report: Procedures (Overview).
Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976). Pub Type—Reports - Research (143)


The multiple-choice science exercises used by the National Assessment of Educational Progress include an "I Don’t Know" (IDK) alternative to estimate more accurately knowledge of groups of respondents. Group percentages of IDK responses were examined and compared with correct responses to see if the IDK introduces bias. Variance common to IDK and correct responses was reasoned to reflect bias related in part to personality variables. Residuals from a regression analysis predicting correct responses from IDK response percentages were analyzed as modiﬁed correct response effects. The modiﬁcation generally reduces differences among groups and smooths trends across the four age levels. (Author) Primary type of information provided by report: Procedures (Packaging) (Scoring).


On March 11 and 12, 1976, the National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States (ECS), and the Clearinghouse for Applied Performance Testing (CAPT), a project of the Northwest Regional Educational Laboratory (NWREL), co-hosted a Minimal Competency Measurement Conference in Denver, Colorado. Representatives of 32 states, the District of Columbia, and Puerto Rico attended. The conference provided a forum to discuss minimal competency in its broadest sense. The scope of the meetings was loosely deﬁned in order to maximize participant output. Hosts and participants alike were asked to share their thinking on a variety of complex issues that relate to minimal competency. Presented here is a brief summary of the conference proceedings—the topics that were discussed, the information that was shared, and the questions that were raised. (Author/RC) Primary type of information provided by report: Procedures (Conceptual).


Identiﬁers—AAHPER Cooperative Health Education Test, ACT Assessment, Delaware Educational Assessment Program, Iowa Assessment Program, Michigan Educational Assessment Program, *National Assessment of Educational Progress, Nebraska Assessment Battery Essential Learn Skills, Pennsylvania Educational Quality Assessment

For the past six years the National Assessment of Educational Progress has sponsored a national Conference on Large-Scale Assessment, designed to promote and improve communications among educational assessment personnel in State Departments of Education and other agencies. This volume contains most of the papers that were accepted for presentation at the half-day formal paper session. The 11 papers included here are: (1) "The State Agency as a Resource in Local Needs Assessment" by Paula T. Brierton; (2) "Establishing Criteria Levels for Judging the Acceptability of Assessment Results" by Iris Weiss and Larry Conaway; (3) "An Analyzable Technique for Monitoring the Acquisition of Essential Learning Skills" by Harriet A. Egerston and Hugh A. Harlan; (4) "A Process for Developing, Implementing and Following Through on an Assessment Program in Fifth and Eighth-Grade Mathematics" by Max Morris; (5) "Educational Quality Assessment Follow-Up Survey of the 1974 Assessment" by Joyce S. Kim; (6) "Hypothesis-Testing in Large-Scale Assessment" by Frank W. Rivas; (7) "A Plan for Utilization of Assessment Data by Local Education Agencies" by John A. Jones and Charles D. Ovitt; (8) "ACT Test Data and Program Assessment for Large School Districts" by Robert Cramer; (9) An Example of the Use of Multiple Matrix Sampling Procedures in a Local District Assessment Program" by Carl D. Novak; (10) "Measurement Problems and Issues Related to Applied Performance Testing" by James R. Sanders; and (11) "Symposium on: Large-Scale Assessment Reporting and Usage: Delaware and Georgia as Exemplars" by Robert Bigelow and Harvey Scudder. Primary type of information provided by report: Procedures (Theoretical) (Training).
Descriptors Academic Pub Type Speeches/Meeting Papers (150) for the Social Studies. The first paper concerned the development of an evaluation plan for the alternative American Studies program in the eighth through twelfth grades of the Shawnee Mission, Kansas, school district, during the 1973-74 school year. This plan called for three output measures: (1) a factual achievement test, (2) a study of habits and attitudes, and (3) a student opinion grid. The SSHA Survey of Study Habits and Attitudes was chosen for use, along with a teacher-developed Student Opinion Grid. Later, National Assessment of Educational Progress (NAEP) items were designated for the core of neutral items in the factual survey; this American Studies Factual Knowledge Survey is appended. The second paper explained the use of the NAEP exercises, which are administered on a national basis to young people and adults, for classroom, teacher and individual student evaluation. (MV) Primary type of information provided by report: Procedures (Evulation).

ED 154 280 CE 015 969 Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health. Education Commission of the States, Denver, Colo. National Assessment of Educational Progress. Spons Agency-Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C. Pub Date-30 Sep 77 Note-89p.; May reproduce poorly due to paper and ink color contrast Pub Type-Reports-Research (143) EDRS Price - MF01/PC04 Plus Postage. Descriptors—Agriculture, Change Agents, Change Strategies, Economic Research, Educational Research, Information Dissemination, Information Systems, Medical Research, Morale, Planning, Policy Formation, Researchers, Research Methodology, Research Projects, Research Utilization, Surveys Identifiers—National Assessment of Educational Progress The National Assessment of Educational Progress studies selected research efforts in the agriculture, economics, and health fields to discover successful strategies for the dissemination and adoption of educational research. Interviews were conducted with people familiar with the Agricultural Extension Movement, Health Examination Interview Surveys, and the Consumer Expenditure Survey as well as with people experienced in the dissemination of educational research information. (Five appendices contain lists of participants in the study and descriptions of the study methods and resources.) Findings and recommendations included the following: (1) Careful planning of research directions to avoid duplicate efforts requires a good communication structure. (2) Thorough planning and development of methodology and instruments for data collection includes site visits, pretests, and rigorous standards. (3) Positive staff morale needs to be developed; a variety of effective measures are available. (4) Efficient dissemination of research findings involves the use of computer information and retrieval systems, reports, publications, etc.; the model system was found to be the U.S. Department of Agriculture's Current Research Information System. (5) The effective communication of research results to key decisionmakers demands the use of easily comprehensible language and format and the proximity of the researchers to the policy makers to facilitate regular contact and appearances at hearings. The success of adoption of research information depends on linking agents who assume increasing importance for education since so many innovations are at the local level. (Specific strategies found to be effective are listed and discussed under each of the five categories of findings.) (ELG) Primary type of information provided by report: Procedures (Dissemination) (Utilization).
Assessment As Exploratory Research: A Three-Stage Process

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78


Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.


With the view that social scientists conduct too little exploratory research, the author outlines the methods and attributes of the exploratory analyst and describes the National Assessment of Educational Progress (NAEP) as a source of research data. Exploratory analysis, in which no paradigm is used, is contrasted with confirmatory research, which is designed to extend a paradigm to the solution of a new problem. Three methods of organizing exploratory research are described: (1) ordinary-concept research, which is organized around concepts or catch words; (2) social problems research, which is organized around important social problems; and (3) mono-method research, which is organized around a particular analytic method. Skepticism about which results are considered true and which are in error, attention to outlying data, and an unwillingness to make assumptions are described as characteristics of the exploratory researcher. Since exploratory research is most often done by reanalyzing data collected for some other purpose, the breadth, precision and accuracy of the survey data available from the National Assessment of Educational Progress is described, with an emphasis on its usefulness to the exploratory researcher. Sample paradigms concerning the conceptual framework of human learning are appended. (JAC) Primary type of information provided by report: Procedures (Theoretical).

ED 193 307

TM 800 622

Johnson, Eugene G. And Others, Measures of Scorer Agreement and Patterns of Disagreement.

Pub Date—Mar 78


Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.


The scoring scheme of the National Assessment of Educational Progress (NAEP) is studied, as well as techniques for estimating its reliability. NAEP data are collected on students of age 13 in the fall, age 9 in the winter, and age 17 in the spring. The scoring task, involving hand scoring of open-ended items, may vary between 25,000 responses to 10 items and 1,000,000 responses to 400 items. The size of the scoring staff may vary between two and 20 scorers, and their work is subject to 10 percent quality control over the entire scoring period. The general scoring scheme requires that responses be divided into two overall evaluative categories: acceptable and unacceptable. Acceptable responses provide some evidence that the respondent meets the relevant educational objective; unacceptable responses are not adequate to provide evidence. A discussion of techniques for estimating reliability of the scoring scheme involves: (1) determining the percent of observed agreement among scorers and comparing it to the agreement one would expect on the basis of chance alone; and (2) examining the patterns of disagreement in the scoring of individuals. The test statistics for measuring disagreement are applied to data from multi-way tables. (RL) Primary type of information provided by report: Procedures (Scoring) (Evaluation).

ED 194 571

TM 800 700

Holmes, Barbara J., Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-54

Pub Date—Aug 80

Grant—NIE-G-80-0003

Note—37p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.


In recent years, the controversy surrounding testing has grown, and the charge of bias is the most often cited criticism of testing and assessment. A review of the literature indicates that psychometricians and other researchers speak of bias as a property of the test or of items in the test. Conversely, test critics speak of bias as a quality or attitude associated with testing, which is suggestive of cultural preferences. The meaning of bias from the research and social perspectives is explored and the areas of conflict between the two are pointed out. By delineating some of the primary points in these divergent perspectives, the position of the National Assessment of Educational Progress relative to cultural bias is clarified in terms of its unique purposes and design. The National Assessment has implemented several techniques during the processes of objectives and exer-

ED 192 294

TM 800 669

Brown, Rexford

Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NAEP-12-IP-52

Pub Date—Jun 80

Grant—NIE-G-80-0003

Note—122p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.


To understand the contributions of the National Assessment of Educational Progress (NAEP) toward solving the problems of literacy and equity, this report addresses two questions: (1) How can NAEP provide useful information concerning literacy and equity standards of and levels of literacy, particularly with regard to linguistic and ethnic minorities; and (2) What kinds of data can be collected and analyses performed to chart changes in literacy over time and provide clues about the types of programs required for improving literacy? Divided into three parts, Part One explores differing conceptions of literacy, ways in which NAEP can address certain of them, ways in which NAEP can serve as a proving ground for literacy measures, and potential enhancements to the current NAEP model; Part Two explores NAEP's contribution to equity studies as a descriptive data base and a source of analytical inquiry; and Part Three examines trade-offs involved in potential enhancements of the current design. Appended are a discussion of trends for two kinds of literacy, a sampling of equity graphs, tables and statements, and NAEP publications in reading, writing and literature. (HOD) Primary type of information provided by report: Procedures (Conceptual).

ED 160 646

TM 007 831

Burton, Nancy W.

Assessment As Exploratory Research: A Three-Stage Process.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Mar 78


Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.


With the view that social scientists conduct too little exploratory research, the author outlines the methods and attributes of the exploratory analyst and describes the National Assessment of Educational Progress (NAEP) as a source of research data. Exploratory analysis, in which no paradigm is used, is contrasted with confirmatory research, which is designed to extend a paradigm to the solution of a new problem. Three methods of organizing exploratory research are described: (1) ordinary-concept research, which is organized around concepts or catch words; (2) social problems research, which is organized around important social problems; and (3) mono-method research, which is organized around a particular analytic method. Skepticism about which results are considered true and which are in error, attention to outlying data, and an unwillingness to make assumptions are described as characteristics of the exploratory researcher. Since exploratory research is most often done by reanalyzing data collected for some other purpose, the breadth, precision and accuracy of the survey data available from the National Assessment of Educational Progress is described, with an emphasis on its usefulness to the exploratory researcher. Sample paradigms concerning the conceptual framework of human learning are appended. (JAC) Primary type of information provided by report: Procedures (Theoretical).
vises development and administration to minimize the intrusion of cultural bias or preferential material. The process of consensus and the evaluative criteria used to develop, write and select exercises are described. Ways in which a new analysis variable, achievement class, can be utilized as a bias detection method with the National Assessment exercises is discussed. (Author/RL)

Primary type of information provided by report: Procedures (Exercise Development).

ED 194 576 TM 800 705
Ward, Barbara And Others
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—NAEP-12-IP-51
Pub Date—Jun 80
Grant—NIE-G-80-0003
Note—103p.
Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Identifiers—National Assessment of Educational Progress.
Audiences were surveyed at the federal, state, and local levels in an effort to determine how the National Assessment of Educational Progress could be made more useful in meeting their needs. Recommendations fell into several major categories: (1) increased dissemination of assessment materials and access to data, (2) increased data interpretation and data analysis, (3) increased collection of data on background and program variables, (4) increased research potential; (5) increased policy relevance; and (6) increased attention to state and local needs. Needs expressed by different audiences were at times in conflict. Education researchers typically would like more background and program information, while national curriculum organizations would like more achievement questions. State and local educators would like more items released for their use, while obtaining reliable change data demands that as many items as possible be kept secure. The present assessment design does not permit some of the desired uses of assessment data. Trade-offs between various audience needs are outlined and relative costs of different procedures are indicated. (Author/RL) Primary type of information provided by report: Procedures (Dissemination) (Utilization).
components of the NAEP model affect analysis, key elements of that model, including procedures for developing objectives and exercises, drawing the sample, collecting data and reporting results, are briefly described. Performance on sets of items is summarized by using the average of percentages of acceptable responses to the items in a set. Methods for computing the statistics commonly used by NAEP and the standard errors of those statistics are described. The paper presents answers to questions frequently raised regarding NAEP analytical procedures, including such topics as the use of NAEP data to establish causal relationships, use of data adjustments, possibility of increasing the number of background questions, potential for setting performance standards, provision of different data breakdowns and new methods of analysis. For the 1979-80 reading assessment, data will be reported by achievement class, a new reporting variable. Appendices define reporting variables, present forms used to collect background information, describe population proportion smoothing methods, provide information about the problem of nonresponse in assessment samples, and describe methods of accounting for sample design with design effects. (Author/GK) Primary type of information provided by report: Procedures (Data Processing).

ED 196 430 IR 009 038
Cobb, High
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency — National Inst. of Education (DHEW), Washington, D.C.
Report No. — NAEP-12-1P-58
Pub Date — Jul 80
Grant — NIE-G-80-0003
Note — 69p.
Pub Type — Reports — Descriptive (141)
EDRS Price — MF01/PC03 Postage.
Descriptors — Data Bases, Program Design, Computer Oriented Programs, Data Analysis, Educational Assessment, Information Dissemination, Information Needs, Management Information Systems, National Programs, Online Systems, Quality Control, User Satisfaction (Information)
Identifiers — LAAAA, National Assessment of Educational Progress
This paper discusses the procedures best suited for storing, organizing, and using past and present National Assessment of Educational Progress (NAEP) data, as well as procedures and systems used for archiving past and future data, and the quality-control procedures employed to ensure the integrity and responsiveness of the data management system. Four categories of users of NAEP data are identified: external researchers interested in specific analyses of the data, external users interested in existing research results, archival users interested in preserving information gathered by NAEP, and internal users (the staff) with specific interests in part of NAEP data. A discussion of database management needs describes the needs characteristics of each of these categories of users and points out some of their differences and similarities. Database management techniques are explored in terms of equipment, software, methods, and applications of the NAEP data management technique. Extensive appendices include a list of the contents of a current NAEP public-use data tape, data access plan and dissemination plan for the NAEP, and an overview of data models. A bibliography is provided. (Author/MER) Primary type of information provided by report: Procedures (Data Processing).

ED 197 413 CS 503 246
Mead, Nancy A.
Educational Commission of the States, Denver, Colo.
Spons Agency — Massachusetts State Dept. of Education, Boston.
Report No. — NAEP-88-SL-56
Pub Date — Nov 80
Contract — 80-227
Pub Type — Speeches/Meeting Papers (150)
— Reports — Evaluative (142)
EDRS Price — MF01/PC02 Postage.
Descriptors — Educational Assessment, Evaluation Criteria, Evaluation Methods, Measurement Techniques, Minimum Competencies, Secondary Education, Speech Instruction, Speech Skills, State Programs, Test Bias, Test Validity
Identifiers — Basic Skills Improvement Policy (Massachusetts), Massachusetts, National Assessment of Educational Progress
Focusing on the problems of assessing the speaking skills of secondary school students, this paper provides one example of how those problems were addressed in the Massachusetts speaking assessment. The paper identifies four requirements for measures of speaking skills: (1) feasibility, (2) reliability, (3) validity, and (4) freedom from bias. The discussion of these requirements is followed by a general discussion of issues related to developing measures of speaking skills. The paper concludes with a description of the Massachusetts speaking assessment and with data on the reliability, validity, and bias of the assessment instruments. (Author/FL) Primary type of information provided by report: Procedures (Theoretical).

ED 202 867 TM 810 283
Wright, David
National Assessment's Public-Use Data Tapes.
Pub Date — Apr 81
Pub Type — Speeches/Meeting Papers (150)
— Reports — Descriptive (141)
EDRS Price — MF01/PC01 Plus Postage.
Descriptors — Data Bases, Program Design, Program Improvement
Identifiers — Data Files, Data Management, National Assessment of Educational Progress, Secondary Analysis
Data from the National Assessment of Educational Progress and accompanying machine-readable documentation are currently maintained on the National Military Command Information Processing System (NIPS) data base management system. National Assessment's data management and file processing systems, however, are not well-suited to secondary users. Because substantial resources and external assistance would be required to document the data files more clearly and make them easy to use, the Education Commission of the States (ECS) participated in a National Science Foundation grant to study the utility of secondary analysis with National Assessment data. The design phases, compromise and rejection alternatives, implementation, contents of the public use data tapes, and utilization are described. Currently, National Assessment staff are involved in three tape-related activities: enhancing the existing tapes, creating new tapes, and developing an introduction to the public-use data tapes. (Author/GK) Primary type of information provided by report: Procedures (Data Processing).

ED 206 670 TM 810 565
Supplementary Frame Assessment Phase II Manual.
Research Triangle Inst., Durham, N.C.
Pub Date — Aug 80
Contract — OEC-074-0506
Grant — NIE-G-80-0003
Note — 88p.
Pub Type — Guides — Non-Classroom (055)
EDRS Price — MF01/PC04 Plus Postage.
Descriptors — Administrator Role, Educational Assessment, Field Interview, Individual Testing, Out of School Youth, Interviewers
Identifiers — Field Interviews, National Assessment of Educational Progress
The aim of the National Assessment of Educational Progress (NAEP) Supplementary Frame Assessment is to locate and assess samples of seventeen-year-olds no longer participating in the regular school curriculum. In this way a sample representative of the entire age group may be obtained for assessment purposes. Phase I of the study dealt with the acquisition of lists of eligible individuals from their high schools, while Phase II involves
their location and assessment. Methods for obtaining changes of address, numerous field procedures for locating the individual, procedures for determining the individuals eligibility to be part in the assessment program, on the basis of stated criteria, and instructions for the administration of test packages, form the basis of this manual. Once located, the individual has to be persuaded to take part in the program, thus, interviewing techniques are stressed. Instructions are given for the administration of the Individual Screen Questionnaire (ISQ) - an inventory for eliciting background information, test packages and package supplements, and for the disbursement of incentive payments. The coding and grading of questionnaires and assessment packages, other administrative tasks and methods of expense reimbursement are also outlined. Primary type of information provided by report: Procedures (Field Administration). (AEF)

ED 206 671 TM 810 566
Folsom, Ralph E., Jr.
Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—RTI-25U-796-5
Pub Date—Apr 77
Contract—OEC-0-74-0506
Note—100p.; Best copy available.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Identifiers—National Assessment of Educational Progress, *Sampling Error

Beginning with the planning stages of the National Assessment of Educational Progress (NAEP), careful attention has been given to the design of efficient probability sampling methods for the selection of class-age respondents and the assignment of test packages. With these methods, it is possible for NAEP researchers to make relatively precise statements about population characteristics on the basis of fairly small samples. The purpose of this monograph is to describe what is meant by relatively precise statements about population characteristics and to show how NAEP sample data are being used to gauge the accuracy of reported results. The levels of precision for Year 01 and 02 were compared, and the overall precision was improved in Year 02. The sampling error methodology developed for the Year 02 sample was applied to calculate Year 03 and 04 sampling errors. A major redesign of NAEP's primary sample was initiated for the Year 05 assessment. The Year 06 (1974-75) NAEP in-school primary sample was an independent replicate of the Year 05 sample selected from the deeply stratified primary unit frame developed for the 1973-74 survey. Four non-overlapping samples were to be used successively for Years 07 through 10. Primary type of information provided by report: Procedures (Sampling) (Evaluation), (BW)

ED 206 694 TM 810 593
In-School Quality Check Activities. Final Report of Year 11.
Research Triangle Inst., Research Triangle Park, N.C.
Report No.—RTI-1967-00-01F
Pub Date—Oct 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—46p.; Some pages and appendices omitted due to their confidentiality.
Pub Type—Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress

This final report summarizes Year 11 quality check activities for the National Assessment of Educational Progress (NAEP). A probability sample of 40 schools was selected for quality check purposes from all three age classes. One regular school was selected for each District Supervisor at each Age Class. Quality check activities were conducted in these schools during the period of October 1979 through May 1980 by staff from the Research Triangle Institute (RTI). All checks were conducted with the consent and cooperation of the schools involved. The sample design and other sampling activities associated with the Year 11 quality check are documented in section 2 of this report. The procedures used to implement the quality check are discussed in section 3. The results of the quality check are reported in section 4. Conclusions and recommendations for future quality checks are presented in section 5. Primary type of information provided by report: Procedures (Field Administration). (Author/BW)

ED 206 695 TM 810 594
Report No.—RTI-1973-00-03F
Pub Date—Aug 80
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—123p.; Some portions of the appendices are omitted due to their confidentiality.
Pub Type—Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Data Collection, Educational Assessment, Elementary Secondary Education, *Methods, National Competency Tests; *School Districts, Testing Programs
Identifiers—National Assessment of Educational Progress

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment of Educational Progress (NAEP) from March, 1979 through July, 1980. The more pertinent summary data on the planning and conduct of Year 11 in-school assessment are cited here. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by Research Triangle Institute (RTI) central staff members, (2) the inventory, summer, 1980 of NAEP materials and equipment stored at RTI and (3) project expenditures of funds and effort. An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11; a summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. Primary type of information provided by the report: Procedures (Field Administration). (Author/BW)
CITATIONS

Sampling activities for Year 11 of the National Assessment of Educational Progress began in 1977 when plans were begun to continue into 1980. Sample weight computation during May through August, 1979, and in-school secondary sample selection activities were carried out during March through May 1980 and administered in June through August. The Supplementary Frame secondary sample was selected in July and August 1979, and the third-stage sample of discontinuers and early graduates was selected during March through May 1980 and administered in June through August. Supplementary Frame weights were computed in September through November 1980. This report documents the Year 11 in-school sampling and weighting activities, and the Supplementary Frame activities. Primary type of information provided by report: Procedures (Sampling) (Weighting). (Author/BW)

ED 208 008
Chompy, James R. And Others
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
Research Triangle Inst., Research Triangle Park, N.C. Center for Sampling Research and Design
Report No.—RTI-1764-00-00F
Pub Date—Aug 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—73p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Identifiers—National Assessment of Educational Progress
This report summarizes all Year 11 National Assessment of Educational Progress activities performed under Westinghouse DataScore Systems contracts. The general time frame for DataScore's contract activities runs from March 1979 through October 1980 (with the exception of the Year 10 Art Scoring activities which were projected for February 1981 completion). Covering the preparation and printing specification aspects along with package inserts and distribution, this report also outlines suggestions for receipt control, handscoring and processing of tests. The maintenance and storage of scored tests are dealt with and, in closing, concerns and constructive criticisms are offered for project management. Primary type of information provided by report: Procedures (Packaging) (Scoring). (Author/CE)

ED 210 299
Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Westinghouse DataScore Systems, Iowa City, Iowa.
Report No.—NAEP-11-PS-47
Pub Date—Mar 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—43p.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress
This report is a summary of all Year 11 National Assessment of Educational Progress activities performed under Westinghouse DataScore Systems contracts. The general time frame for DataScore's contract activities runs from March 1979 through October 1980 (with the exception of the Year 10 Art Scoring activities which were projected for February 1981 completion). Covering the preparation and printing specification aspects along with package inserts and distribution, this report also outlines suggestions for receipt control, handscoring and processing of tests. The maintenance and storage of scored tests are dealt with and, in closing, concerns and constructive criticisms are offered for project management. Primary type of information provided by report: Procedures (Sampling). (Author/BW)

ED 206 709
Williams, Rick L And Others
Research Triangle Inst., Research Triangle Park, N.C.
Report No.—RTI-1969-01-01-F
Pub Date—Jun 81
Contract—OEC-0-74-0506
Grant—NIE-G-80-0003
Note—50p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress
The National Assessment of Educational Progress in-school sampling design is a three-stage stratified design. Stratification variables include region, size of community and socioeconomic status. The three levels of sample selection are Primary Sampling Units (PSUs), schools and students. In general, two and sometimes three PSUs are selected from each stratum for variance estimation. The stratification variables are assumed fixed and not subject to change; therefore, the problem of finding the optimal design is reduced to finding the number of PSUs, schools and students per stratum that will minimize cost for a given variance. Following a brief overview of the sample drawn for Year 11, presented in Section 2, the cost model developed for the purpose of the present study is outlined in Section 3. Section 4 describes the statistics which were selected for analysis, and Section 5 derives the corresponding variance and covariance component models. Finally, Section 6 describes the optimization procedure used, and Section 7 provides a summary of the results. Primary type of information provided by report: Procedures (Sampling). (Author/BW)
ED 097 348
Vanderlyn, Gaye
Education Commission of the States, Denver, Colo.
Pub Date - Jun 74
Available from - Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 ($2.00)
EDRS Price - MF01/PC02 Plus Postage.

Note - 26p.

EDRS Price - MF01/PC02 Plus Postage.
Descriptors - "Academic Achievement, *Educational Assessment, *Information Utilization, National Norms, "National Surveys, Racial Differences, Social Differences, Test Interpretation, Test Results Identifiers - "National Assessment of Educational Progress"

The National Assessment of Educational Progress (NAEP) was created in 1969, and its goals were twofold: to make available the first comprehensive data on the educational attainments of young Americans in 10 learning areas and to measure any growth or decline that takes place in the educational attainments of young Americans. In 7 of the 10 learning areas surveyed nationally, reading, writing, science, music, citizenship, social studies and literature-achievement levels for the poor, the black, those who live in the inner city, in rural communities or the Southeast fell consistently below that of the nation as a whole; and when people who live in the Northeast or in suburban communities, or whose parents had the advantage of post-high school education, consistently demonstrated higher levels of skills and knowledge than the nation as a whole. The remainder of the report is concerned with the assessment of NAEP findings by educators, federal agencies and NAEP, research applications, aiding state efforts, NAEP and local school districts, teacher training and NAEP, and the present and future of NAEP (RC) Primary type of information provided by report: Results (Interpretation) (Utilization).

ED 138 414
Crane, Robert
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date - May 77
Contract - OEC-07-45-0506
Note - 85p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors - "Academic Achievement, Age, Black Students, Career Development, Comparative Analysis, Educational Assessment, Knowledge Level, Mathematics, Mexican Americans, National Norms, National Surveys, Norm Referenced Tests, Parent Background, Reading, Sciences, Sex Differences, Social Studies, Spanish Harlem, Spanish Americans, Spanish Speaking, Whites Identifiers - "National Assessment of Educational Progress"

Data on the achievement of 9-, 13-, and 17-year-old Hispanics in school in the areas of social studies, science, mathematics, career and occupational development (COD), and reading were collected between fall of 1971 and spring of 1975. Results were examined in relation to the achievement levels of students in the nation as a whole and those of black and white students. Representing a cross-section of typical schools across the country, the sample consisted of 75,000 students, of which about 2,500 answered a given question. Results were reported by age, region (Northeast and West), sex, and level of parental education. Among the results were: Hispanic achievement was consistently below that of the total national age population and of white students; Hispanic achievement was often closer to national levels than black achievement; the achievement of male Hispanics was consistently closer to national levels than that of females on the science items; as students who reported that one parent had at least graduated from high school was closer to the national level than those who reported that neither parent had graduated. Appendes are: definitions of national assessment Hispanic reporting categories, special analyses of reading items, statistics of the achievement of the white and black groups in each area, and proportion of Hispanic students within the national assessment samples. (NQ) Primary type of information provided by report: Results (Race).

ED 159 055
Analysis of Supplemental Background Questions on Homework and TV.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date - 77
Note - 7p.
Available from - Education Commission of the States, National Assessment of Educational Progress, 1860 Lincoln Street, Denver, Colorado 80225 (no price quoted)
A National Assessment of Educational Progress (NAEP) statistical analysis deals with the amount of homework of 17-year-old students in 1976, the amount of television viewing, and presence or absence of various items in the home (e.g., a specific place for study, magazines, etc.). The data suggest that a higher performance on mathematics assessment task is associated with: (1) more reported homework; (2) less reported television viewing; and (3) more reported items in the home. The narrative is supported by tables of descriptive statistics. (MP) Primary type of information provided by report: Results (Background Variables) (Special Analyses).
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date—Apr 79
Note—72p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Some tables marginally legible

EDRS Price - MF01/PC03 Plus Postage
Identifiers—National Assessment of Educational Progress

Data collected in 1976 by the National Assessment of Educational Progress (NAEP) were analyzed by using a path analysis of clusters of variables combined into single composite variables. Investigated were the relative importance and effect of groups of variables together in educational achievement in the areas of mathematics, political knowledge, and socio-political attitudes. The effect of school on learning was substantially larger than the effect of type of school or school program and tended to be quite high relative to the effect of home on learning. (MP) Primary type of information provided by report: Results (Background Variables).

ED 176 961

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Grant—NIE-G-77-0061
Note—63p.

EDRS Price - MF01/PC03 Plus Postage
Descriptors—Academic Achievement, Career Opportunities, Educational Research, Federal Aid, Mathematics Instruction, Secondary Education, Self Concept, Sex Stereotypes, Surveys, Women's Studies
Identifiers—National Assessment of Educational Progress

This assessment, funded by the National Institute of Education, identifies factors which are related to problems associated with women participating in mathematics. A review of the literature is given which identifies variables for investigation and instruments which exist. The development process is discussed. This includes survey development, editing items, and field testing survey materials. Future plans concerning the drawing of the questionnaire, and the scoring of the survey are discussed. (SA) Primary type of information provided by report: Program Description (Progress Report).

ED 187 562

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Grant—NIE-G-77-0061
Note—41p.

EDRS Price - MF01/PC02 Plus Postage
Descriptors—Academic Achievement, Career Planning, Elective Courses, Females, Parent Influence, Research, Secondary Education, Sex Differences, Sex Roles, Sex Stereotypes, Student Attitudes, Women's Education
Identifiers—Mathematics Education Research, National Assessment of Educational Progress

The purpose of this study was to identify the most important factors related to participation of women's participation in mathematics and to determine the relative importance of the factors to guide future research and intervention efforts. The vehicle for this study was a national survey of 1,452 13-year-olds and 1,788 high school seniors. The data collection centered upon achievement in mathematics, participation in mathematics, sex-role stereotyping, career and academic plans, the student's attitude toward mathematics, parental influence and the influence of significant other people in the student's life. Correlation and regression analyses were performed on the survey data to identify those factors which most affect participation and achievement in mathematics. The results of the study indicate that 13-year-old females start their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. The results also indicate that certain groups of variables open to intervention strategies are related to participation and that these variables predict participation. At the conclusion of this report, strategies are suggested which may increase mathematics participation in school programs. (Author/MK) Primary type of information provided by report: Results (Overview) (Sex).
The purpose of this study was to identify the most important factors related to the problem of women's participation in mathematics and to determine the relative importance of those factors to guide future research and intervention efforts. The vehicle was a national survey of 1,452 13-year-olds and 1,788 high school seniors. Data collection centered upon achievement and participation in mathematics, sex role stereotyping, career and academic plans, the students' attitudes toward mathematics, parental influence, and the influence of significant other people in the students' lives. Results of the study indicate that 13-year-old females begin their high school mathematics career with at least the same ability as their male contemporaries. By the twelfth grade, males have overtaken females. Large sex differences found for mathematics participation in previous studies were not found in this survey. Results also indicate that certain groups of variables open the doors to further investigation and could be used in intervention programs. At the report conclusion, strategies are suggested which may increase the participation of female students.

ED 193 677 CS 205 946
Mead, Nancy A.

ED 193 260 TM 800 574
Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.

ED 201 692 UD 021 389
Holmes, Barbara J.
Black Students' Performance in the National Assessments of Science and Mathematics.
Public Schools, *Reading Achievement, Socioeconomic Influences* Identifiers-National Assessment of Educational Progress
The performance of 9, 13, and 17 year old public and private school students in reading and mathematics, was compared by analyzing data collected during the National Assessment of Educational Progress 1977-78. Although results were averaged for the national population, separate data is available not only for the types of schools, but for region, race, sex, size and type of community. Mean national performance percentages indicate significant differences in favor of private schools in both reading and mathematics. After adjustment for the fact that schools serve unequal proportions of students from different socioeconomic backgrounds (by equating student populations for public and private schools), mean scores on the entire reading assessment differed three percentage points at age 9 and 13, and four points at 17 in favor of private schools. Differences in mathematics scores were statistically insignificant. It appears that on a national level: private schools perform better than public schools in reading and mathematics; the advantage may vary in different regions and for different student groups; and a significant portion of the advantage is accounted for by the different socioeconomic make-up of students attending private schools. Primary type of information provided by report: Results (Special Analyses). (Author /AEF)

The performance of 9, 13, and 17 year old public and private school students in reading and mathematics, was compared by analyzing data collected during the National Assessment of Educational Progress 1977-78. Although results were averaged for the national population, separate data is available not only for the types of schools, but for region, race, sex, size and type of community. Mean national performance percentages indicate significant differences in favor of private schools in both reading and mathematics. After adjustment for the fact that schools serve unequal proportions of students from different socioeconomic backgrounds (by equating student populations for public and private schools), mean scores on the entire reading assessment differed three percentage points at age 9 and 13, and four points at 17 in favor of private schools. Differences in mathematics scores were statistically insignificant. It appears that on a national level: private schools perform better than public schools in reading and mathematics; the advantage may vary in different regions and for different student groups; and a significant portion of the advantage is accounted for by the different socioeconomic make-up of students attending private schools. Primary type of information provided by report: Results (Special Analyses). (Author /AEF)


The National Assessment of Educational Progress (NAEP) is an ongoing effort to obtain comprehensive and dependable data on national educational achievement. Reports and related assessment materials, such as assessment objectives and items used to measure achievement, have been developed to meet the needs and interests of educators. Several educators described their experiences using NAEP information to improve the learner's education experience. The NAEP model was used in the Kamehameha Schools of Hawaii for program evaluation. At Montana State University, National Assessment test items were used to survey knowledge, skills, and attitudes. NAEP sampling and data gathering procedures were adapted to surveys for use in doctoral research. Studies
CITATIONS

of science learning and science-related studies were incorporated in research training programs on higher education at Kansas State University. The Cheyenne Mountain School District used NAEP statistics for comparison between their students and an advantaged-urban group. NAEP demonstrated its capability of working with local school districts. The utilization of National Assessment materials in the Monterey Peninsula Unified School District is described. Test items and statistical data were used as a resource for evaluating and updating curriculum, instructional materials, and teaching in the Whitefish Bay High School. Primary type of information provided by the report: Procedures (Utilization) (Conceptual): Results (Utilization) (DWH).

ED 223 658 Bearing Kay And Others Achievement and the Three Rs: A Synopsis of National Assessment Findings in Reading, Writing, and Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency - National Inst. of Education (ED), Washington, DC.
Report No. - NAEP-SY-RWM-50
Pub Date - Mar 82
Pub Type - Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors - Academic Achievement, Achievement Gains, Basic Skills, Educational Assessment, Equal Education, Elementary Schools, Employment, Mathematics Achievement, Reading Achievement, Secondary Education, Trend Analysis, Writing Skills
Identifiers - National Assessment of Educational Progress

National Assessment of Educational Progress (NAEP) results indicate that most students understand the fundamentals of reading, writing, and mathematics; and that achievement levels have remained stable across time for older students and may be improving for younger students, particularly in the areas of reading and writing. However, NAEP data suggest that curriculum still emphasizes instruction in component skills apart and separate from the application of these skills. Many students evidence difficulty with tasks requiring higher-order skills. Gains evidenced by younger students in groups traditionally considered disadvantaged are being accompanied by declines in groups usually considered advantaged. In particular, older and better students do not appear to be keeping up with their counterparts in earlier assessments. In many instances, differences in performance may be decreasing, but overall performance is not improving. We may be attaining more equality in educational achievement in reading, writing and mathematics, but it appears to be at the expense of declining excellence. Primary type of information provided by the report: Results (Change) (Selective). (Author/PN)

ED 223 679 TM 820 908 Exploring National Assessment Data through Secondary Analyses.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency - National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.
Pub Date - Aug 82
Note - 80p.
Available from - National Assessment of Educational Progress, 1860 Lincoln St., Suite 700, Denver, CO 80295 ($2.00).
Pub Type - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

The content of the Public-Use Data Tapes of the National Assessment of Educational Progress (NAEP) is summarized and descriptions of recent research using the database are provided. Since 1969, NAEP has surveyed 9-, 13-, and 17-year-old students and occasionally young adults in assessments of achievement in art, career and occupational development, citizenship, literature, mathematics, science, writing and other learning areas. Over 400 national probability samples for approximately 2,500 respondents each are available, providing data on 150-250 variables. The format and content of the tape files are discussed. Focus areas for secondary research can be methodological, hypothesis-and model-testing, and descriptive or policy relevant studies. The summaries of research studies included briefly describe the researchers, affiliations, purposes, procedures, and results of their work. There are 23 summaries provided with availability information. Primary type of information provided by report: Results (Secondary Analyses). (CM)

ED 224 839 Brown, Rexford National Assessment Findings and Educational Policy Questions.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency - Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
Report No. - NAEP-SY-CA-50
Pub Date - Dec 82
Note - 13p.
Available from - Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00).
Pub Type - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.

This report examines findings of the National Assessment of Educational Progress, which describes the educational attainments of today's youth, in combination with economic trends and future projections to reveal the shortcomings of students nationwide. The report begins with a description of three major economic trends within the United States: the displacement of goods by services, factors related to the growth in productivity, and the increase in foreign competition. Future employment projections are then presented that provide evidence of changing labor-force skills. National assessment results for 12-year-old students with both high- and low-level skills in reading, writing, mathematics, and science follow. Implications of these conclusions are then discussed: the 10 percent of students who are unable to perform basic skills represent hundreds of thousands of people and the percentage of students who achieve higher order skills is declining. The final two sections of the report explore problems confronting educators (changing definitions and diverse needs of students, educational responsibilities and relevance, curriculum and skills, institutional instructional technology, teacher shortages and training, accreditation issues, and joint education-industry responsibility and finance) and some actions currently proposed. Sample exercises from the National Assessment are appended. (YLD) Primary type of information provided by report: Results (Secondary Analyses).
This paper addresses some commonly asked educational policy questions by referring to National Assessment of Educational Progress (NAEP) findings in five learning areas. The paper is organized for quick reference to the findings, which are, in turn, indexed to the NAEP reports in which they originally appeared. Findings in reading, literature, mathematics, writing, and science are described and interpreted with a view toward encouraging others to include assessment data more frequently in educational policy discussions. The primary audience for the paper is busy education leaders who do not have the time to read the full NAEP reports and can profit from a short overview within a policy framework. Primary type of information provided by the report: results (Summary) (Utilization). (Author)
c. GENERAL AND MISCELLANEOUS

ED 050 996
Goodwin, Barbara, Ed.
National Assessment of Educational Progress, Volume 4, Number 3.
National Assessment of Educational Progress, Ann Arbor, Mich.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Pub Date—June 70
Note—24p.
Available from National Assessment of Educational Progress, 2222 Fuller Road, Ann Arbor, Michigan 48105

EDRS Price - MF01/PC03 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 056 513
TM 001 851
National Assessment Measuring American Education.
Education Commission of the States, Denver, Colo.
Pub Date—77
Note—16p.
Journal Cit—(1) National Assessment in Education: A Journal of Policy, Research, and Practice, Volume 1, Number 1.
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 067 398
TM 001 793
Questions and Answers about the National Assessment of Educational Progress.
National Assessment of Educational Progress, Ann Arbor, Mich.
Pub Date—April 72
Note—8p.
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 068 513
TM 001 851
National Assessment Measuring American Education.
Education Commission of the States, Denver, Colo.
Pub Date—77
Note—36p.
Journal Cit—(1) National Assessment in Education: A Journal of Policy, Research, and Practice, Volume 1, Number 1.
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 073 007
TM 005 308
National Assessment of Educational Progress, Newsletter, Volume 5, Number 7.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date—Nov 72
Note—8p.
Available from—National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 067 398
TM 001 793
Questions and Answers about the National Assessment of Educational Progress.
National Assessment of Educational Progress, Ann Arbor, Mich.
Pub Date—April 72
Note—8p.
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—National Assessment of Educational Progress.

ED 068 513
TM 001 851
National Assessment Measuring American Education.
Education Commission of the States, Denver, Colo.
Pub Date—77
Note—36p.
vides data to measure student knowledge, skills and understandings in ten subject-matter areas. The lead article provides findings from a recent report entitled "Reading Rate and Comprehension" which showed that there are few rapid readers with good comprehension and, therefore, a pattern of slow readers with poor comprehension. Other articles preview a literature report assessing literacy skills and understandings in ten subject-matter areas. The lead article provides findings over the first four years, beginning in 1969 and ending in 1973. The National Assessment of Educational Progress is an information gathering project which surveys the educational attainments of 9.13, 17 and 26 to 35-year-olds in 10 learning areas. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science for the second year, fourth year, or 1972-1973. In other words, change data were first reported in science and appeared in print in March 1975. Looking at results for the various sizes and types of communities (STOC groups) National Assessment considers in its reports, some evidence can be found of persistent patterns of educational attainment. The results in the area of reading are most indicative and underlie all other learning areas. Classification into type of community was based on occupation and place of residence, plus information about communities in which the respondents lived or attended school, but not about the individual. (Author/JM) Primary type of information provided by report: Results (Subgroup).

ED 113 381
Johnson, Simon S.
Update on Education: A Digest of the National Assessment of Educational Progress.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—75
Note—157p.
Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203 (54.95)
Pub Type— Reports - Research (143)
EDRS Price— MF01/PC07 Plus Postage.
Identifiers— National Assessment of Educational Progress.
Since 1969, the National Assessment of Educational Progress (NAEP) has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. Individuals were selected for examination so that the levels of achievement they demonstrated would be representative of the achievement of the entire country. Individuals were selected from four age levels—nine, 13, 17 and 26 to 35—which correspond to four key stages in the education of most individuals: the end of primary school, junior high school, high school and a few years past the end of formal schooling. The individuals were also classified according to region of the country, sex, race, parental education and size of community to provide additional information about types of schools and students. Achievement levels of young Americans in seven assessment areas are described in this volume—science, social studies, music, literature, reading, writing, and citizenship. Results of the seven assessments indicate that there are serious disparities in the achievement levels of various groups within the nation. The results indicate the degree of that disparity. (RC) Primary type of information provided by report: Results (Summary).

ED 117 133
Herman, Magdalen, Comp.
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected As-
measure changes in their educational achievement over time. Several learning areas are monitored: reading and literature, writing, mathematics, science, social studies and citizenship, art, music, and career and occupational development. Each area is assessed every four to eight years through representative sampling of students and non-students at ages nine, thirteen, seventeen, and from twenty-six to thirty-five. National results are reported for each age group by region, sex, race, size and type of community, and level of parental education. Technical reports are prepared for use by the public, by policy makers, and by practitioners. Currently an effort is underway to increase the utilization of the information provided by the National Assessment program, which can be used directly or indirectly at several levels of program planning. This document describes several typical and possible uses for the assessment products available through the program. (Author/BJG) Primary type of information provided by report: Program Description (Program Goals) (Publications); Procedures (Utilization).
B. Publications About NAEP from Non-ECS/NAEP Sources

1. Specific Assessments
   a. ART

(1) First Assessment

(d) Results

EJ 130 364 SP 504 140
Wilson, Brent
National Assessment and the Future of Art Education
Pub Date—Apr 75
Identifiers—First Art Assessment (1975), *National Assessment of Educational Progress
This article discusses the implications of the National Assessment in art and its possible influence on the evaluation of art teaching and research in art education. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
(b) Assessment Instrument

ED 182 320  TM 009 978

Mavart, Jose E. And Others

Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.

City Univ. of New York, N.Y.: Inst. for Research and Development in Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CASE-06-79

Pub Date—Jul 79

Grant—NIE-G-78-0057

Note—91p.; Appendices marginally legible

EDRS Price—MF01/PC04 Plus Postage.

Note—91p.; Appendices marginally legible

(d) Results

ED 147 490  CE 013 364

Katz, Martin F. And Others

The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.


Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864


Pub Type—Reports—Research (143)

EDRS Price—MF01/PC15 Plus Postage.

Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864


Pub Type—Reports—Research (143)

EDRS Price—MF01/PC15 Plus Postage.

Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864


Pub Type—Reports—Research (143)

EDRS Price—MF01/PC15 Plus Postage.

Note—364p.; For related documents see CE 013 364, CE 013 414-416, and CE 013 864

In this document, the assessment of career development programs and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. The assessment of career development needs of thirteen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under these objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, and have positive attitudes toward work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. 

Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under these objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, and have positive attitudes toward work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
the occupational aspirations of children; (2) stereotypes about occupations appropriate for men are different from those for women; (3) these stereotypes are largely the same for all racial and ethnic groups; (4) as children go through adolescence their aspirations become more realistic; (5) and the races and sexes adjust their aspirations towards different sets of occupations. The data implied that strategies to decrease occupational segregation by decreasing educational handicaps will not eradicate all important differences and recommended that more attention be devoted to understanding the socialization processes that lead the races and sexes to seek different jobs. (Author/PM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

Ahmann, J. Stanley
Assessing Job Knowledge and Generally Useful Skills of Young Americans
Pub Date—Spr 77
Journal Cit—Journal of Vocational Education Research; 2; 2; 1-15

Discusses data collection and presents data analysis of NAEP's (National Assessment of Educational Progress) career and occupational development (COD) assessment, designed to determine how knowledgeable young Americans are about the work of the world and how well developed their basic skills (needed to obtain almost any job) are. (SH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).
CITATIONS

ED 088 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 100 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 101 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 102 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 103 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 104 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 105 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 106 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 107 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 108 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 109 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 110 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 111 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 112 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 113 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 114 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 115 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 116 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 117 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 118 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 119 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 120 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 121 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 122 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 123 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 124 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 125 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 126 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.

ED 127 749
Note-14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)

EDRS Price - MF01/PC01 Plus Postage.
Identifiers National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)

Two political socialization issues were explored for 9-, 13-, and 17-year-old youth. The first issue was the extent to which there is a general orientation among American youth toward tolerance. The second issue was the relationship of tolerance among youth to political knowledge and orientation to political participation. A major objective of the study was to add information based on a national sample to the profile of political orientations of American youth. The inquiry was based on secondary analysis of 1976 National Assessment of Educational Progress (NAEP) data. From 1,800 to 2,000 youth in each age group were asked questions about tolerance attitudes, including whether women run for public office, whether atheists should be allowed to vote, and whether citizens should be allowed to criticize the government. Youths in the nine-year-old group were asked simple picture-related questions within each age group. (DB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 181 501 Mehlinger, Howard
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76
Pub Date—Jun 78
Available from—Reprint Available (Soc. Sci.): UM
Journal Cit—Phi Delta Kappan; 59; 10, 1
Descriptors—Elementary Secondary Education, Government (Administrative Body), Knowledge Level, Political Attitudes, Public Affairs Education, Students
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)
Results showing the decline in students' attitudes and knowledge about government is focusing attention on the question of whether American youth are receiving an appropriate citizen education. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 205 725 Jones, Ruth S.
Changes in the Political Orientations of American Youth: 1969-1975
Pub Date—Jun 79
Journal Cit—Youth and Society; v10; p35-59 Jun 1979
Pub Type—Journal Articles (080) — Reports - Research (143)
Descriptors—Age Differences, Attitude Change, Citizen Participation, Participation, Political Attitudes, Political Issues, Public Affairs Education, Students, Sex Differences
Identifiers—National Assessment of Educational Progress, Second Citizenship Social Studies Assess (1976)
Longitudinal data from a national sample of students ages 9, 13, and 17 are used to study the levels of political knowledge and participation among American youth. Changes in these levels from 1969 to 1975 are examined. (Author/MC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).
d. LITERATURE

(1) First Assessment

(c) Procedures

EJ 130 872 CS 706 927
Grindstaff, Faye Louise
The National Assessment of Literature: A Review
Pub Date—Spr 75
Journal Cit—Research in the Teaching of English; 9; 1; 80-97
Identifiers—First Literature Assessment (1971), *National Assessment of Educational Progress

The research methodology of the National Assessment of Educational Progress reports on Literature Achievement is critiqued. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

(d) Results

EJ 093 925 AA 517 966
Johnson, Simon S.
How Students Feel About Literature
Pub Date—Apr 74
Journal Cit—American Education; 10; 3; 6-10
Identifiers—First Literature Assessment (1971), National Assessment of Educational Progress

National Assessment of Educational Progress. Their reading skills aside, young Americans not only attach great importance to studying literature but are remarkably avid readers. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment

(d) Results

ED 208 374 CS 006 326
Nordberg, Beverly
The Reading-Writing-Thinking Connection.
Pub Date—Sep 81
Note—15p.; Paper presented at the Meeting of the Fall Conference of the Wisconsin State Reading Association (Stevens Point, WI, September 11-12, 1981).
Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, *Cognitive Processes, Elementary Education, *Integrated Activities, Learning Activities,
CITATIONS

e. MATHEMATICS

(1) First Assessment

(a) Program Description
Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress A report of the development of objectives, an overview, and the mathematics area of the National Assessment of Educational Progress that has taken place between 1964 and the present. (FL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

(b) Results
Identifiers—Conference Board of the Mathematical Sciences, First Mathematics Assessment (1973), NACOME, National Advisory Committee on Math Education, National Assessment of Educational Progress

By appointment of the Conference Board of the Mathematical Sciences, a committee was established to investigate the status of mathematical education at the pre-college levels. Drawing on the data gathered and published by the National Assessment of Educational Progress, the National Center for Educational Statistics' survey of course offerings and enrollments at public secondary schools, and the American Institutes for Research's survey concerning computing activities in secondary education, as well as the committee's own studies of statewide objectives and testing programs and of elementary school curricula and instruction, the report addresses a broad spectrum of issues. Chapters of the report are devoted to a summary and analysis of the curricular reforms during 1955-1975, identification and discussion of current curricular emphases, analysis of alternative instructional situations and patterns, discussion of teacher education, and statement of recommendations for policy changes as well as for research and development. Two overriding policy recommendations advocate the avoidance of dichotomizing mathematics (e.g., "old" vs. "new") and the commitment to quality mathematical education for all. Suggestions concerning curriculum, teacher education, evaluation, and research are presented in detail. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 156 443 SE 024 350 Carpenter, Thomas AND OTHERS Results from the First Mathematics Assessment of the National Assessment of Educational Progress. National Council of Teachers of Mathematics, Inc., Reston, Va. Pub Date—78 Note—140p. From the NCTM Project for Interpretive Reports on National Assessment Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (5.50 nonmembers, $4.95 members. Discounts on quantity orders; All orders totaling $20.00 or less must be accompanied by payment; There is a $1.00 service charge on cash orders totaling less than $50.00) Pub Type—Books (101)

Document Not Available from EDRS.

Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress, National Council of Teachers of Mathematics

This monograph is a comprehensive presentation and discussion of the 1972-73 National Assessment mathematics data. It is a report from the National Council of Teachers of Mathematics Project for Interpretive Reports on National Assessment. The report examines data from four age groups (nine, thirteen, seventeen, and adult) and evaluates performance in a number of content areas including: number and numeration concepts, arithmetic computation, algebra, geometry, measurement, consumer mathematics, trigonometry, sets and logic, exponents, and probability. (MN) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 163 026 Wong, Shirley M.

B.1.MATH.1(d)

Pub Date—15 Jun 78
Grant—ER1B-DG-154

Note—24p.

Pub Type—Reports - Research (143)


Identifiers—British Columbia (Vancouver). Cinemada, First Mathematics Assessment (1973), National Assessment of Educational Progress

Canadians students on the verge of completing their secondary education were tested to determine their proficiency in solving consumer-related mathematics problems that might be frequently encountered in their postsecondary everyday life. Their proficiency was rated as very good in basic computation and use of tables; satisfactory in comparison pricing; weak in percentages; and very weak in calculation of gross pay using a time card, and reconciliation of checkbook and bank statement. Although these findings indicate greater proficiency than was reported by the National Assessment of Educational Progress in the United States in 1972-1973, and the Learning Assessment Program in Mathematics in British Columbia in 1977, the author indicates that a higher level of proficiency might have been expected when over 80% of the students surveyed had completed eleven years of mathematics instruction. Placing more emphasis on the teaching of personal finance skills is recommended. (Author/CTM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 090 172 SE 510 243 Martin, Wayne H. AND Wilson, Janet W.
The Status of National Assessment in Mathematics Pub Date—Jan 74 Journal Cit—Mathematics Teacher; 21; 1; 49-53

Identifiers—First Mathematics Assessment (1973), National Assessment of Educational Progress, National Council of Teachers of Mathematics

This monograph is a comprehensive presentation and discussion of the 1972-73 National Assessment mathematics data. It is a report from the National Council of Teachers of Mathematics Project for Interpretive Reports on National Assessment. The report examines data from four age groups (nine, thirteen, seventeen, and adult) and evaluates performance in a number of content areas including: number and numeration concepts, arithmetic computation, algebra, geometry, measurement, consumer mathematics, trigonometry, sets and logic, exponents, and probability. (MN) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 126 740 Carpenter, Thomas P. AND OTHERS Results and Implications of the NAEP Mathematics Assessment: Secondary School Pub Date—Oct 75 Journal Cit—Mathematics Teacher; 68; 6; 453-470

Identifiers—First Mathematics Assessment
The results of the first report on the mathematical abilities of 9- and 13-year-olds by the National Assessment of Educational Progress (NAEP) are summarized and interpreted. A similar report for secondary school mathematics appears in SE 514 760 (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. And Others
Results and Implications of the NAEP Mathematics Assessment: Elementary School
Journal Cit--Arithmetic Teacher; 22; 6; 438-450
Pub Date--Oct 75
Identifiers--First Mathematics Assessment (1973), *National Assessment of Educational Progress

The results in the first report on the mathematical abilities of 9- to 13-year-old students by the National Assessment of Educational Progress are summarized and interpreted. A similar report for secondary school mathematics students appears in SE 514 760, (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. And Others
Subtraction: What do Students Know?
Journal Cit--Arithmetic Teacher; 22; 8; 653-657
Identifiers--First Mathematics Assessment (1973), *National Assessment of Educational Progress
Results of the National Assessment of Educational Progress (NAEP) related to subtraction are summarized and interpreted. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. And Others
Notes from National Assessment: Recognizing and Naming Solids
Journal Cit--Arithmetic Teacher; 23; 1; 62-66
Identifiers--First Mathematics Assessment (1973), *National Assessment of Educational Progress
Results of National Assessment problems on area are used to highlight the difficulties elementary students have with area and volume concepts. Recommendations for instruction include the provision for substantial practice with coverings before the introduction of computational short-cuts. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. And Others
Using Research in Teaching: Notes from National Assessment: Estimation
Journal Cit--Arithmetic Teacher; 23; 4; 296-302
Identifiers--Estimation (Mathematics), First Mathematics Assessment (1973), *National Assessment of Educational Progress
Performance of 9-year-olds, 13-year-olds, and young adults on questions related to numerical estimation is reported. Implications for instruction are discussed. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
The article discusses the results from the second mathematics assessment completed during the 1977-78 school year by the National Assessment of Educational Progress (NAEP). The NAEP results suggest strong implications for the mathematics curriculum of the 1980's as stated in "An Agenda for Action," which promotes the need for problem solving as the focus of school mathematics in the coming decade. An overview of National Assessment and changes in achievement since the first assessment in 1973 are also discussed. Results are reported by race and sex in two appendices. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**B.1.MATH**(2.d) 103

**Journal Cit**—School Science and Mathematics; v77 n7 p613-4


Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

Eighteen computational skill exercises from the National Assessment of Educational Progress (NAEP) were given to 117 prospective elementary teachers. The percentage of subjects answering each item correctly is compared with NAEP's findings for 13-, 17-, and 26-35-year-olds. (CP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

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**Journal Cit**—Mathematics Teacher; v77 n5 p327-38 May 1980


Identifiers—First Mathematics Assessment (1973), *National Assessment of Educational Progress

This publication provides a comprehensive interpretation of the second mathematics assessment completed during the 1977-78 school year by the National Assessment of Educational Progress (NAEP). The NAEP results suggest strong implications for the mathematics curriculum of the 1980's that mathematics educators need to evaluate with care. The results indicate that the emphasis on basics has produced a generation of students who can compute but cannot apply their knowledge to the solution of real-life problems. Further, information from the assessment is seen to relate directly to the National Council of Teachers of Mathematics (NCTM) recommendations for school mathematics for the 1980's as stated in "An Agenda for Action," which promotes the need for problem solving as the focus of school mathematics in the coming decade. An overview of National Assessment and changes in achievement since the first assessment in 1973 are also discussed. Results are reported by race and sex in two appendices. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
The data indicate that the commonly held view that children cannot solve word problems may be an oversimplification. (Author/Tag) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. and Others

NAEP Note Problem Solving.

Pub Date—See80

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher, v73 n6 p427-33 Sep 1980

Type—Journal Articles (080)


Identifiers—National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Students' weaknesses on problem-solving portions of the NAEP mathematics assessment are discussed using Polya's heuristics as a framework. Recommendations for classroom instruction are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. and Others

Students' Affective Responses to Mathematics: Second School Results from National Assessment.

Pub Date—Oct 1980

Available from—Reprint: UMI

Journal Cit—Mathematics Teacher, v73 n7 p531-39 Oct 1980

Type—Journal Articles (080)


Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Attitude results from the second National Assessment of Educational Progress (NAEP) are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Carpenter, Thomas P. and Others

Students' Affective Responses to Mathematics: Results and Implications from National Assessment.

Pub Date—Dec 1980

Available from—Reprint: UMI

Journal Cit—Arithmetic Teacher, v28 n4 p26-29 Dec 1980

Type—Journal Articles (080)


Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Results of the National Assessment of Educational Progress related to student ability to use information from graphs and charts is discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
CITATIONS

Journal Cit—Mathematics Teacher; v73 n9 p659-73 Dec 1980
Pub Type—Journal Articles (080)—Reports - Research (143)
Descriptors—Algorithms, Calculators, Computer Literacy, Mathematics Education Research, National Assessment of Educational Progress, Secondary Mathematics Assessment (1978)
Data on computer literacy from the 1977-78 National Assessment of Educational Progress (NAEP) are discussed. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 318 SE 528 739
Kerr, Donald R., Jr.
A Geometry Lesson from National Assessment.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n1 p27-32 Jan 1981
Pub Type—Journal Articles (080)—Guides - Classroom - Teacher (052)
Descriptors—Educational Assessment, Educational Progress (NAEP), Geometric Concepts, Geometry, Mathematics Education Research, National Assessment of Educational Progress, Secondary Mathematics Assessment (1978)
Data from some geometric exercises administered during the 1977-78 mathematics assessment of the National Assessment of Educational Progress (NAEP) are analyzed, and suggestions for correcting student deficiencies are presented. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 239 344 SE 528 777
Carpenter, Thomas P. And Others
Calculators in Testing Situations: Results and Implications from National Assessment.
Pub Date—Jan81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n5 p34-37 Jan 1981
Pub Type—Journal Articles (080)—Reports - Research (143)
An example of an unrealistic "real world" problem from the National Assessment of Educational Progress highlights a comparison of school and "folk" mathematics. The failures of typical problems taught in school and some suggested remedies are featured. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Special Analyses).

EJ 242 908 SE 529 129
McKillop, William D.
Computational Skill in Division: Results and Implications from National Assessment.
Pub Date—Mar81
Available from—Reprint: UMI
Journal Cit—Arithmetic Teacher; v28 n7 p34-37 Mar 1981
Pub Type—Journal Articles (080)—Reports - Research (143)
The results of exercises related to fractions on the National Assessment of Educational Progress (NAEP) for 9- and 13-year-olds are reported. The discussion is followed by suggestions on ways to help students be more successful when adding fractions. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
School Mathematics
Identifiers—*Mathematics Education Research, *National Assessment of Educational Progress, Second Mathematics Assessment (1978)

Data from the second mathematics assessment of the National Assessment of Educational Progress (NAEP) appear to clearly document that serious inequities exist in the mathematics education of Black and Hispanic students in the United States. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 257 007
Hirstein, James J.
The Second National Assessment in Mathematics: Area and Volume.
Pub Date—Dec81
Available from—Reprint: UMI
Journal Cit—Mathematics Teacher; v74 n9 p704-08 Dec 1981
Pub Type— Journal Articles (080) — Reports - Research (143)

Data on the ability of pupils to deal with measurement concepts at the middle and high school levels are discussed. Results on items related to area and volume concepts indicate that conceptual problems account for most of the errors that students make on these topics. (MP) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).
Discusses why the second national music assessment conducted by the National Assessment of Educational Progress found a slight decline in student music knowledge. Strengths and weaknesses of the assessment are described. (AM) Aspect of National Assessment (NAEP) dealt with in this document: Results (interpretation).

(2) Second Assessment

(d) Results

EJ 262 472  
Bass, Lisa P.
Assessment Measures Music Learning.
Pub Date—May 82
Available from — Reprint: UMI
Journal Cit—Music Educators Journal; 68
n 9 p30-32 May 1982
Pub Type—Journal Articles (080) — Reports - Descriptive (141) — Opinion Papers (120)
Identifiers—*National Assessment of Educational Progress, *Second Music Assessment (1979)
g. READING

(1) First Assessment

(d) Results

ED 065 835  
Speed Reading Through a Glass Darkly.  
Note—17p.; Speech given at the World Congress on Reading (4th, Buenos Aires, Argentina, 1972)

EDRS Price—MF01/PC01 Plus Postage.

(2) Second Assessment

(b) Assessment Instrument

ED 177 181  
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.  
Drier Educator's Systems, Inc., Highland Park, N.J.

EDRS Price—MF01/PC01 Plus Postage.

(d) Results

ED 176 226  
Tierney, Robert J., Ed. Lapp, Diane, Ed.  
National Assessment of Educational Progress in Reading.  
International Reading Association, Newark, Del.  
Pub Date—79

Note—48p.

Available from—International Reading Association, 800 Barksdale Road, P.O. Bx 8139, Newark, Delaware 19711 (Order No. 723, $2.00 member, $3.00 non-member)

EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Adult Basic Education, Criterion Referenced Tests, Educational Assessment, Elementary Secondary Education, National Competency Tests, National Programs, National Surveys, Reading Achievement, Reading Instruction, Reading Tests

Identifiers—National Assessment of Educational Progress, Second Reading Assessment (1975)

This publication was developed to provide factual information and interpretive commentary on the National Assessment of Educational Progress in Reading, a federally funded survey of the educational attainments of representative samples of children and adults in the United States. It summarizes the context and results of the 1970-71 and 1974-75 national assessments in reading that indicate achievement gains for several population groups. Discussions of the implications for various persons at all levels of reading instruction written by experts in special areas of reading are included. The strengths and weaknesses of the two reading assessments are examined and suggestions are made for needed improvements, their purpose is to present an overall picture of the assessment. (MMK) Aspect of National Assessment (NAEP) deal with in this document: Results (Interpretation).
The third round of reading tests. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Compared and discusses the findings of the nationwide reading surveys done by the National Assessment of Educational Progress in 1971 and 1975. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change).

Data from the National Assessment of Educational Progress suggest that at the nine-year-old level certain groups, especially blacks, have shown a significant improvement in their reading scores. (HOD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

(d) Results

ED 210 638
Pry, Edward
Do Children Read Better Now Than 10 Years Ago?
Pub Date—Dec 81
Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (Dallas, TX, December 2-5, 1981). Best copy available.
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Achievement, Analysis, Comparative, Elementary Secondary Education, National Competency Tests, Reading Achievement, Reading Improvement, Reading Skills
Identifiers—National Assessment of Educational Progress, Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) is a stratified random sample survey to systematically sample the performance of three age groups in a variety of subjects so that generalizations can be made to the United States as a whole. Past NAEP mean total reading scores have indicated that, in general, girls read slightly better than boys, whites read considerably better than blacks, and children who live in urban communities read better than those from rural or disadvantaged urban communities. A comparison of mean reading scores from the 1970 and 1980 assessments was made to see whether reading ability levels had improved during that ten-year period. The comparison indicated that (1) 9-year-old students read significantly better, 13-year-old students read slightly better, and 17-year-old students read slightly worse than their 1970 counterparts; (2) boys made slightly better gains over the ten-year period than did girls; (3) those from rural and disadvantaged urban communities made greater gains than those from advantaged urban communities; and (4) blacks made greater gains than did whites at all three age levels. The most important trend occurring over this period was that the worst readers improved the most, a trend that supports the continued government funding of disadvantaged student programs such as Right to Read and Title I. (HFT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Change) (Secondary Analyses).
Identifiers—National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Report that reading achievement in the elementary grades is consistently rising and that older students may not be developing the higher level reading skills. (AEA) Aspect of National Assessment ('AEPA) dealt with in this document: Results (Interpretation).
of the total teaching assignment, and reduce the total annual per pupil expenditure. Using the second model, it was suggested that school officials increase the number of textbooks used, use textbooks with earlier copyright dates, and increase the library expenditures per pupil. (Author/ED) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

EJ 075 580
Wood, Elizabeth A.
Alternatives to National Assessment Exercises - A Microproject
Pub Date-March 73
Journal Cit-Physics Teacher; 11; 3; 154-159
Identifiers-First Science Assessment (1970), *National Assessment of Educational Progress

Aspects of the National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 118 351
Ziarko, Jon Charles
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
Pub Date-73
Note-154p.; Ed.D. Dissertation, The University of Mississippi
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1328, MF $7.50, Xerography $15.00)
Pub Type- Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Identifiers-First Science Assessment (1970), Mississippi, *National Assessment of Educational Progress

This study was directed at developing a model for assessing eighth grade science education in selected schools and using the model to identify procedures that might be used to maximize science achievement of the students. Thirty-four public secondary schools participated in the study. Data were obtained from annual publications, computer printouts, teacher questionnaires, and student response sheets. Two stepwise multiple regression programs were used in processing the data. Variables that were significant at the 0.10 level using the computer statistic were selected for the first restricted model, and those at the 0.20 level were selected for the second restricted model. The dependent variable used was the mean score on a science achievement test taken from the National Assessment of Educational Progress in Science in 1969. The independent variables were 10 science classroom variables, 12 teacher variables, and 6 school variables. The results of the study indicated that school officials should hire teachers with advanced degrees, increase the number of science periods taught as part

(b) PROCEDURES

ED 109 169
National Assessment Findings in Science 1969-70, What Do They Mean?
National Science Teachers Association, Washington, D.C.
Pub Date-73
Note-69p.
Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 471-14656, $5.00)
Pub Type- Reports-Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Identifiers-First Science Assessment (1970), *National Assessment of Educational Progress

This booklet contains a discussion of the 1969-70 findings in science of the National Assessment of Educational Progress (NAEP). Four age levels of the population: 9, 13, 17, and young adults (25-35) were sampled. This publication contains a preface in which Robert H. Carleton reacts to NAEP and presents the NSTA's perspective of the
project, a general introduction, a section on the goals and methods of NAEPE, a section which contains a report of the findings of the first assessment, and a final section entitled "Judgments and Concluding Statements." Also included in the publication are five appendices: Profiles of Study Team Members; Changes in Assessment Procedures 1972-73; Interrelationships Between Findings in National Assessment of Science, Reading, and Citizenship; Bibliography with Selected Annotations; and Released Items from the 1969-70 Science Assessment. (PBE) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 029 771 Science Area Results Reported by National Assessment of Educational Progress
Pub Date—Oct '70
Journal Cit—Science Teacher; 37; 7; 65-67
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Results (Selective).

EJ 029 773 Iona, Mario Physics Teaching and the National Assessment of Educational Progress
Pub Date—Nov '70
Journal Cit—Physics Teacher; 8; 8; 445-448
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
Several physics items from the National Assessment are analyzed to determine implications for physics teaching. Limitations of the Assessment are included. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 075 579 Wood, Elizabeth A. Using the Results from the National Assessment of Educational Progress—a Macro-project Pretest for Teachers
Pub Date—Mar '73
Journal Cit—Physics Teacher; 11; 3; 151-153
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

Pub Date—Oct '73
Journal Cit—Journal of College Science Teaching; 3; 1; 41-48
The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Pub Date—Sep '73
Journal Cit—Science Teacher; 40; 6; 33-40
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

Pub Date—Sep '73
Journal Cit—Science and Children; 11; 1; 23-30
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
The National Assessment of Educational Progress (NAEP) is a census-like survey of the knowledge, skills, understandings, and attitudes of young Americans. This abridged report deals with the data collected in science during the first round of assessment in 1969-70. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 086 755 Townbridge, Leslie W. National Assessment and Science-Teaching
Pub Date—Oct '73
Journal Cit—American Biology Teacher; 35; 7; 379-384
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
Discusses the results of the National Assessment of Educational Progress survey of knowledge, skills, and attitudes in science. Reports and comments on the findings relating to black students, sex differences, geographical differences, parents' education, and neighborhood influences. Summarizes some of the broad implications of the study for science teachers. (JR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 101 574 Science Education Slips in U.S.
Pub Date—Jul '74
Journal Cit—Science News; 106; 1; 7
Identifiers—First Science Assessment (1970), *National Assessment of Educational Progress
Some of the results of the first-round testing in science of the National Assessment of Educational Progress are mentioned. (DT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 116 480 Strassenburg, Arnold A. National Assessment in Science
Pub Date—Jan '75
Journal Cit—Journal of College Science Teaching; 4; 3; 198-203
Identifiers—First Science Assessment (1970), National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(2) Second Assessment (d) Results
EJ 118 179 Knowledge of Science Declines
Pub Date—Mar '75
Journal Cit—Science News; 107; 13; 206
Identifiers—*National Assessment of Educational Progress, Second Science Assess-
good sources for new insight into the problems of why students' attitudes toward science appear to fluctuate. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 136 727**
Integration and Science Achievement
Pub Date—Mar 76
Journal Cit—Science News; 109; 12; 183
Descriptors—Academic Achievement, Accountability, Cultural Influences, Desegregation Effects, Elementary Education, School Desegregation, Science Education, Secondary Education
Identifiers—National Assessment of Educational Progress, Second Science Assessment (1973)
Results of a report issued by the Education Commission of the States based on a study covering 1969 to 1973 and related to the general trend of declining science achievement scores are discussed. Desegregation is the prime variable studied. (EB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Regional).

(3) Third Assessment

(a) Program Description

**EJ 155 884**
Educators Assess Public Knowledge of Science
Pub Date—Mar 77
Journal Cit—Chemical and Engineering News; 55; 11; 23-24
Descriptors—Biological Sciences, Educational Assessment, Evaluation, National Surveys, Physical Sciences, Public Education, Science Education, Sciences, Surveys
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)
Conducting the National Assessment of Educational Progress program that makes assessments of public knowledge of science. Previous assessments were conducted during the 1969-70 and 1972-73 school years. Nine science categories will be assessed including biology, physical science, and earth science. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

(d) Results

**EJ 168 495**
National Assessment, Changes in Science Results
Pub Date—Oct 77
Available from—Reprint Available (See p. viii): UMI
Journal Cit—Science and Children; 15; 2; 27-29
Descriptors—Educational Assessment, Elementary Education, Elementary School Science, Evaluation, Evaluation Methods, National Programs, National Surveys, Science Education
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)
Describes the National Assessment of Educational Progress program, its nationwide testing program, and derived results of the 1976-77 testing currently underway. (SL) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

**EJ 185 917**
High School Students Lag in Science
Pub Date—Jul 78
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Science News; 114; 2; 22
Descriptors—Achievement Tests, Biological Sciences, Cognitive Measurement, Educational Assessment, Elementary Secondary Education, Enrollment, High School Students, National Surveys, Physical Sciences, Science Curriculum, Science Education
Identifiers—National Assessment of Educational Progress, Third Science Assessment (1977)
Discusses some of the findings of the assessment conducted by the National Assessment of Educational Progress, from 1976 to 1977, concerning science achievement. (HM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).
This article reports on the third National Assessment of Educational Progress in science. The sample included a total of 80,000 students, 9, 13, or 17 years of age. The report assessed learning in biology, physical science, and earth science according to sex, race, region, and age. (BB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

EJ 241 212
Patrick John J.
Science and Society in the Education of Citizens.
Pub Date—Dec 80
Journal Cit—SCS Journal; v3 n4 p2-6 Dec 1980
Pub Type—Journal Articles (080) — Reports - Research (143)
Identifiers—National Assessment of Educational Progress, National Public Affairs Study, Science Education Research, Third Science Assessment (1977)

Discusses what NAEP and NPAS assessments of learning about science reveal about the development of scientific awareness among the citizenry. Summarizes findings of the National Science Foundation-sponsored nationwide studies of precollege curriculums in science, mathematics, and social science dealing with the status of science in the education of citizens. (CS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 242 980
What Research Says.
Pub Date—Feb 81
Available from—Reprint: UMI
Journal Cit—Science and Children; v18 n5 p39-41 Feb 1981
Pub Type—Journal Articles (080) — Reports - Research (143)
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

Student attitudes toward science as measured by the 1976-1977 National Assessment of Educational Progress are discussed in terms of their effect on instruction, teacher attitudes, science careers, and science courses taken. Suggestions made to improve student attitudes include improving teacher attitudes toward science and instructional methods. (DS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 248 026
Walberg Herbert J. And Others
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
Pub Date—81
Available from—Reprint: UMI
Pub Type—Journal Articles (080) — Reports - Research (143)
Identifiers—*National Assessment of Educational Progress, Secondary Analysis, Third Science Assessment (1977)

The science achievement scores of a large sample of 13-year-olds were regressed to test a psychological theory of educational productivity, and to explore the usefulness of the National Assessment of Educational Progress data for secondary analysis for policy purposes. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

EJ 255 849
Continuing Motivation in Science for Early and Late Adolescents.
Pub Date—81
Available from—Reprint: UMI
Pub Type—Journal Articles (080) — Reports - Research (143)
Identifiers—*National Assessment of Educational Progress, Third Science Assessment (1977)

The extent to which teachers controlled the learning environment was negatively associated with motivation. Significant positive interactions were found between science achievement level and utility of science content and classes for early adolescents. For older adolescents, significant interaction was found between achievement and class morale. (Author/DWH) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
i. SOCIAL STUDIES

(1) First Assessment

(a) Program Description

ED 093 762
Stewart, John G. Ed. 
DEA News, Number 2, Spring and Summer 1974.
American Political Science Association, Washington, D.C. 
Spons Agency—National Science Foundation, Washington, D.C. 
Pub Date—74
Note—7p.
Available from—Division of Educational Affairs, American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (Free to members, Dept. Chairmen, and upon request to non-members)
Pub Type—Journal Articles (080)
Document Not Available from EDRS.
Identifiers—First Social Studies Assessment (1972), National Assessment of Educational Progress, Political Science Curriculum Project

Published periodically, the DEA News, from the Division of Educational Affairs of the American Political Science Association, concentrates on issues and policies in education of special concern to political scientists and on specific information about course materials. Also the News reports on education issues, on questions about public awareness of governmental affairs, and on the educational needs of students. The feature article in this issue is an assessment of the national social studies survey of young Americans conducted by the National Assessment of Educational Progress. Other items include a description of a new approach to the introductory course in political science at the University of South Carolina; interviews with three political scientists who are directly involved in determining higher education policies; a bibliographic review of government documents; an editorial and communications section; and a workshop and announcements section. This issue also includes an eight page supplement on the High School Political Science Curriculum Project's twelfth grade program Comparing Political Experiences. (Author/JH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

(b) Assessment Instrument

ED 141 237
Cousins, Jack
Social Studies Skills and National Assessment.
Pub Date—[76]
Note—36p.
Available from—Division of Educational Affairs
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

The paper describes social studies skills of students ages 9-adult as assessed by the 1972-3 National Assessment of Educational Progress (NAEP) Project. NAEP organized skill exercise items around two subcategories: (1) obtaining information, including raising questions, seeking answers, identifying sources of information, and using standard reference sources and aids in locating information; and (2) interpreting graphs and maps, and using a variety of nontraditional sources of information. The paper contains a selected released exercises developed to carry out assessment of the two categories. These skill exercises include multiple-choice tests, short essays, and longer essay-type written oral responses. Exercises are based on questions involving explanation of the human condition, insights into human affairs based on historical, philosophical, or literary information, and factual knowledge of events in American history. Findings indicated that respondents perform better on the items for obtaining information than on items dealing with interpreting information. It is concluded that NAEP results should be utilized as information sources for educators in setting curriculum norms rather than accepted as curriculum norms themselves. The NAEP social studies objectives for 1971-72 are presented in the appendix. (Author/DB) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Revised Exercises).

ED 168 932
Diem, Richard A.
The New Social History in the High School Classroom.
Pub Date—30 Mar 79
Note—16p.
Paper presented at Annual Meeting of the Southwestern Historical Association (Fort Worth, Texas, March 30, 1979); Best copy available
Pub Type—Guides—Classroom—Teacher (092)
EDRS Price—MF01/PC01 Plus Postage.

(c) Procedures

ED 096 956
Chapin, June
Using the NAEP Test Exercises
Pub Date—May 74
Journal Cit—Social Education; 38; 5, 412-413
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 003 003
Lazar, Martin
First Social Studies Assessment
Pub Date—[80]
Note—21p.
Available from—Division of Educational Affairs
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—First Social Studies Assessment (1972), *National Assessment of Educational Progress

The three-step procedure for judging social studies exercises developed for the NAEP is described for use by schools and communities. The three-step procedure for judging social studies exercises developed for the NAEP is described for use by schools and communities.

(d) Results

ED 090 072
SO 007 146
Taylor, Bob L
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
Pub Date—Mar 74
Note—13p.; Paper presented to the Association for Supervision and Curriculum Development (Anaheim, California, March 1974)
EDRS Price - MF01/PC01 Plus Postage
Descriptors—Achievement Rating, Citizenship, Civics, Curriculum Development, Data Analysis, Data Collection, Educational Change, Educational Environment, Educational Needs, Educational Objectives, High Achievement, Low Achievement, National Surveys, Performance Factors, Political Socialization, Social Studies, Student Centered Curriculum, Test Scores, First Social Studies Assessment (1972), National Assessment of Educational Progress
National Assessment; a systematic survey of knowledge, skills, and attitudes, provides educators and the public with information on student achievement. The data-gathering model for the Assessment has yielded differences of various groups' performances in the area of political knowledge. These results seem to imply that the academic approach to the teaching of political knowledge is advantageous only to those with strong academic traditions and achievement motivation. Consequently, the existing goals of civics, the course in the social studies curriculum responsible for promoting political knowledge, seem to be less than successful. When the traditional concept of the "good citizen" is revised to that of the "evolving individual," new social studies goals arise compatible to the need for a more favorable socialization of children and for civics courses responsive to all groups of students. A school environment oriented to the changes called for by the implications drawn from the Assessment encompasses the following: the fostering of total student development; creation of a self-actualizing situation for teachers; use of informal learning environments; study of actual political models such as the school; advancement of students toward effective, as well as cognitive, goals; and the opportunity for critical thinking and conflict resolution experiences. (Author/KSM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 211 395
SO 013 712
Lonely, Brian D
NAEP, Race, Sex and Political Attitudes.
Pub Date—Nov 81
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage
Descriptors—Blacks, Educational Assessment, Elementary Secondary Education, Females, Males, Political Attitudes, Racial Bias, Sex Bias, Social Studies Identifiers—First Social Studies assessment (1972), National Assessment of Educational Progress
This study was designed to examine the effects of race and sex on performance on selected affective exercises from the first social studies assessment conducted in 1971-72 by the National Assessment of Educational Progress (NAEP). Compared were the performances of black males versus other males, black females versus other females, black males versus black females, and other males versus other females. The attitude exercises measured attitudes concerning two topics. The first topic concentrated on rights guaranteed in the First Amendment to the Constitution of the United States. The second topic dealt with the concept of commitment to the worth of the individual. Results show that females performed better than males at all levels except the young adult, and blacks were consistently outperformed by others at all levels. Based on these results the study concluded that performance on some of the NAEP affective exercises was influenced by the sex and race of the respondent; the overall effects of race appeared to be greater than the overall effect of sex; and NAEP's sampling procedure has failed to provide the types of information needed to fully assess learning and attitudes in a pluralistic society. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 142 494
SO 010 199
Leighy, Richard
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
Kansas State Dept. of Education, Topeka.
Curriculum Section.
Pub Date—Aug 74
Note—25p.; Document not available in hard copy from EDRS due to poor reproducibility of original document
Available from—Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612 (free)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.
The pamphlet is an adaptation of social studies objectives for 17-year-olds and adults developed in 1974 by the National Assessment of Educational Progress. It is to be used by schools in Kansas as a guideline in evaluating and developing local social studies programs. Its contents have not been field tested.

The objectives are presented as strands, goals, and behavioral objectives. Strands are areas within social studies in which students need competency by the end of high school. They are threads which span grades K-12 and to which each grade level can contribute. Goals are long-range indications of needed student competency for each strand. The pamphlet identifies five strands: (1) knowledge base for understanding human beings and their relationships with their environments, (2) understanding of values, (3) ability to use intellectual and human relations skills, (4) positive self-concept, and (5) sense of and commitment to rational participation. Eighteen goals and more than 100 behavioral objectives are listed as related to the strands.

For example, one goal in developing a positive self-concept is to help students become aware of their relative strengths and the strengths of the groups with which they identify. Another goal is to help students recognize societal barriers to full development.

(Author/AV) Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Objectives).
CITATIONS

j. WRITING

(1) First Assessment

(c) Procedures


Identifiers—First Writing Assessment (1970), Maryland, *Montgomery County, National Assessment of Educational Progress. The Montgomery County Public Schools system in Maryland has initiated a demonstration project which will administer the released writing exercises from the National Assessment of Educational Progress to a random sample of students aged 13 and 17. This project will be unique in terms of the application of NAEP exercises in a local school district. The objectives of the project pertain to developing the capability of selecting a random and representative sample of students, the preparation of test booklets and manuals using criterion-referenced tests, the training of examiners, the training of scorers, the development of data processing capability for these tests, and preparing reports for the professional staff and for the public. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 089 293 Maxwell, John C. National Assessment of Writing: Useless and Uninteresting? Pub Date—Dec 73

Note—10p.


Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress. Points out flaws in the current National Assessment of Writing model and its results, but concludes that the National Assessment is a step in the right direction. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

(d) Results

ED 050 119 Farrell, Edmund J. Implications of National Assessment Writing Results. Pub Date—Apr 71


Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress. Conclusions from an examination of the results of the National Assessment of Educational Progress indicate that it furnishes little help for those involved in the publication of composition textbooks. Four main difficulties in making inferences from the Assessment data on writing are (1) it is not clear why individuals perform as well or as poorly as they do; (2) it is not known whether examination measures writing competency, rather than something else (e.g., maturity or psychological development); (3) it is impossible to determine whether individuals tell the truth about how often they write or about what kinds of writing they do, and (4) the objectives for writing are too narrow and do not indicate current thinking about the importance in the schools of personal and creative writing. Nonetheless, the findings can be useful to linguists, can provide a base against which further assessments of writing can be compared and suggest the need for a number of carefully controlled studies about how persons develop competency in various kinds of writing. (DD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 068 811 DeCrom, Roger, Ed. Writing Abilities of American Young Adults. National Reading Center Foundation, Washington, D.C. Pub Date—11 Apr 72

AC 012 932

Journal Cit—English Journal; 7; 3; 387-98 Descriptors— *Descriptive Writing, Publications, Test Results, *Tests, *Writing (Composition), *Writing Skills, Young Adults.

Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress. This brief digest of the results of the National Assessment of Writing compares the writing abilities of a sample of 17 year olds, in school and out, with an adult sample aged 26 to 35. In writing for social communication, 57% of the adults and 75% of the 17 year olds wrote descriptions that were judged acceptable. When asked to describe an auto accident, 38% of the adults wrote an acceptable account and 52% were unacceptable; 53% of the 17 year olds' accounts were acceptable and 46% unacceptable. On 3 exercises assessing ability to write in a business situation, adults scored an average of 61.2% acceptable responses, while the 17 year olds scored an average of 44% of the adults were not able to fill out a standard application form acceptably. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Baseline).

EJ 047 932 Slonick, Henry B. Do Thirteen-Year-Olds Write as Well as Seventeen-Year-Olds? Pub Date—Nov 71


Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress. Methods used by the National Assessment of Educational Progress project for regularly collecting census-like information in ten subject areas on the knowledges, skills, understandings, and attitudes of nine-, thirteen-, seventeen-year olds, and young adults. Article deals with the areas of reading, literature, and writing. (RB) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 089 338 Slonick, Henry B. Rogers, W. Todd. Writing Errors: Implications about Student Writers Pub Date—W 73


Identifiers—First Writing Assessment (1970), National Assessment of Educational Progress. Two members of the staff of the National Assessment report on one analysis that sought to relate different kinds of writing errors to each other. (RB) Aspect of National Assessment of Educational Progress.
Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

(2) Second Assessment

(d) Results

ED 124 909
Hennings, Dorothy Grant
Literature, Language, and Expression.
Pub Date—1976
Note—17p.: Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Children's Literature, Creative Expression, Elementary Education, Language Skills, Listening Skills, Literature, Reading Skills, Teaching Methods, Vocabulary Skills, Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Recent studies conducted by the National Assessment of Educational Progress indicate a deficiency in youngsters' abilities to express themselves in written form. Described in this paper are techniques for helping elementary school children build writing skills by using literature selections as models for expression. Through imitation, pupils can utilize story patterns provided by literature models to create group stories as well as individual stories and poems. Similarly, literature can provide a model for sentencing, in which children achieve a sense of the structure and sequence of clear communication. Finally, stories and poems can be used to encourage vocabulary development. Specific literature selections and teaching techniques are delineated. (Author/JS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 162 337
Marzano, Robert J. DiStefano, Philip
Five Empirically Based Composition Skills.
Pub Date—1983
Note—24p.: Study prepared at the University of Colorado at Denver
Pub Type—Reports-Research (143)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Charts, Communication (Thought Transfer), Essay, National Surveys, Scores, Sentences, Student Evaluation, Trend Analysis, Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Generally, teenagers aren't handling the written word as well today as they were when first tested by the National Assessment of Educational Progress in 1969, (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 162 089
Tankard, James W.
New Study Shows Further Declines in Writing Ability.
Pub Date—April 1977
Journal Cit—Journalism Educator; 32:1; 46-7
Descriptors—Academic Ability, Basic Skills, Educational Research, Educational Trends, Secondary Education, Student Characteristics, Writing Skills
Identifiers—National Assessment of Educational Progress, Second Writing Assessment (1974)

Critiques the recent report "Writing Mechanics, 1969-1974," which describes a project sponsored by the National Assessment of Educational Progress to evaluate students' writing ability. (KS) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

(3) Third Assessment

(b) Assessment Instrument

ED 191 059
Keech, Catharine
2. Special Assessments and Probes

b. ADULT SCIENCE MINI ASSMT

(d) Results

Haertel, Geneva D. And Others
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.

Pub Date—81
Available from—Reprint UMI
Pub Type— Journal Articles (080) — Reports - Research (143)
Identifiers—Adult Science Mini Assessment (1977), *National Assessment of Educational Progress

Data from the 1976 NAEP Science Assessment were used to explore sex differences in science learning and its determinants with controls for ethnicity and parental socioeconomic status. No sex difference in science learning was found, but a sex-specific trend in science motivation was detected. (Author/GK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).
Norwich Board of Education, Conn.
Pub Date—Jul 78
Note—128p.; Parts marginally legible
Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Identifiers—Basic Life Skills Mini Assessment (1977), *Connecticut, National Assessment of Educational Progress
A project was conducted to (1) develop test exercises for identified skills important to success in many occupations, (2) field test their practicality of administration in Norwich, Connecticut, vocational programs, and (3) survey opinions of employers and educators regarding test exercise generalizability across occupational fields and potential to measure on-the-job behaviors. Based upon skills identified by the National Assessment of Educational Progress (NAEP) as being generally useful in careers, basic work skill exercises were prepared for the forty-seven objectives published by NAEP. A questionnaire was designed as a guide for evaluating the exercises by persons who had close contact with upper grade students or graduates now working on jobs. Among the findings of the questionnaire were that reviewers rated the stated objectives as important to the job success of high school graduates and the work skill exercises as generalizable to a broad range of occupations. (Appended material includes the assessment exercises for work-skill goal areas and objectives generally useful in a broad range of occupations and careers.)
(LRA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).
achievement levels were not explained by the variables. Descriptive analyses and summaries of achievement data from 13-year-old respondents are included. Primary type of information provided by the report: Results (Secondary Analysis). (Author/CM)
The Changing World of Mental Measurement and Its Social Significance.

Prior to the late fifties test usage enjoyed a degree of acceptance which diminished as test impartiality was increasingly questioned. Criticisms of testing were delineated, including the discrimination implicit in normative testing itself and the application of resulting test scores. This criticism of measurement techniques has directed attention to other inequities in the educational system. Thus, the emergence of new educational techniques and related measurement techniques is a major force in educational reform, resulting in such innovations as new instructional techniques and curricula. Another important departure from standardized normative measures grows out of the increased concern for developing a national system of social indicators.

One of the most significant changes in the field of mental measurement in recent years is a recognition of social, cultural, and linguistic variability. In conclusion, it is noted that the electronic computer is necessary to the development of the National Assessment (NAEP) project designed to provide information in ten subject areas, about knowledge, skills, understandings, and attitudes of young people in this country, and to assess changes in these variables over time. The data is collected and reported at the item level. Each exercise was developed with emphasis on content validity, and is geared to sample a specific objective within a subject area. A striking feature of the first National Assessment report is that there are no scores or norms with which to compare results. Instead the individual exercises with the percent choosing or producing each response (p-values), both correct and incorrect, are given. This technique allows the reader to evaluate results and draw inferences for himself rather than just review an average or summary. Also, by looking at the p-values of wrong responses, considerable light may be shed on commonly held misconceptions. Generalizations discussed are based on exercises from the subject areas of Science and Citizenship, with only partial National Assessment results available for the latter, and are drawn by looking at the exercises as a total set of exercises, not as a total score. They are not to be construed as representing the National Assessment's viewpoint, as the selection of these generalizations, rather than others that might be drawn from the data, is a personal one. (Author/CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

Research Issues Arising from the National Assessment of Educational Progress.

This symposium deals with recent issues in the development of the National Assessment model. General goals are outlined and the following topics are discussed: "Objectives and Exercises" (John C. Merwin); "Sampling" (A. Finkner); and "Data Analysis" (John Milholland). (CK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).
These students evaluated a number of aspects of the preliminary version of the Undergraduate Program Field Tests. The responses of the students majoring in physical education were analyzed and general themes identified. Suggestions are offered regarding the steps taken by a large urban school district to develop and implement an objectives-based curriculum with criterion-referenced assessment of student progress are described. These steps include goal setting, development of curriculum objectives, construction of assessment exercises, matrix sampling in test administration, and reporting of results. The model provides for local control of educational objectives with credible accountability to the people for instructional results. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Conceptual).

ED 078 091
Bonney, Lewis A.
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
Pub Date—73

EDRS Price - MF01/PC02 Plus Postage.

ED 074 620
Conaway, Larry E.
Some Implications of the National Assessment Model and Data for State and Local Education.
Pub Date—Feb 73

EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Assessment, National Assessment of Educational Progress.

The National Assessment of Educational Progress is encouraging the interpretation of its data to make them more useful for local educators, and it is facilitating the adaptation of NAEP procedures to State and local assessment programs. The Department of Utilization/Applications was formed in October 1971 to facilitate the use of technology developed and data produced by the commission. The implications of the NAEP model and data for local education are discussed. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

ED 080 598
Conaway, Larry E.
Maine State Dept. of Educational and Cultural Services, Augusta; Research Consortium for Educational Assessment.
Report No.—R-2
Pub Date—72
Note—74p.

EDRS Price - MF01/PC03 Plus Postage.
Identifiers—Maine Assessment of Educational Progress, National Assessment of Educational Progress.

The purpose of the Maine Assessment of Educational Progress (NAEP) in 1972 was to complete the first phase of a 10-year comprehensive needs assessment program involving students in public and non-public schools of the state. The total program is designed to provide specific information about knowledge, skills, understandings, and attitudes in 10 subject areas. The first phase investigated the areas of Citizenship and Writing, using a state-wide probability sample of Maine's 17-year-old student population and the National Assessment of Educational Progress (NAEP) model. This report discusses sampling considerations, exercise package development, administration and scoring, data analysis plan, descriptive analyses, comparisons with National assessment, and within Maine analyses. The overall results showed that there was a tendency for the Maine students to surpass national performance on concern for the well-being of others and respect for their rights as individuals. With respect to the Writing results, it is concluded that more emphasis on scholastic writing opportunities is needed to align Maine student performance with that of the Northeast region and the nation. (For appendices to the report, which are bound separately, see TM 003 116; for a discussion of the study methodology, see TM 003 117.) (DB) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).
Procedures (Exercise Development).

ED 084 657
Pyecha, John N.
Pub Date—Jan 73
Note—108p.

EDRS Price - MF01/PC05 Plus Postage.

Identifiers—Elementary Secondary Education Act Title III. Minnesota, National Assessment of Educational Progress.

The proposed program represents a vehicle whereby Minnesota can conduct a comprehensive assessment of the State's educational progress. It can provide a means of periodically monitoring achievement in the cognitive, affective, and psychomotor domains. The program is modeled after the National Assessment of Education Progress (NAEP), an ongoing educational project designed to give educators and the lay public a better look at those knowledges and skills that American youth have acquired. NAEP provides for a systematic, continuous, census-like survey of knowledges, skills, understandings, and attitudes as exhibited by students in four age levels and across ten different subject areas. By following the NAEP model, Minnesota can hope to conduct a Minnesota student assessment results to NAEP results for students in the nation as a whole, as well as for those in the Central Region; and the advantage of exercise administration, data collection, sampling, and data analysis methodologies developed by NAEP.

ED 089 464
Adams, John W., Johnson, Randall E.
Pub Date—Feb 73
Note—20p.; A related document is EA 005 636.

EDRS Price - MF01/PC01 Plus Postage.

Identifiers—Minnesota, National Assessment of Educational Progress.

The main document, of which this report is a summary, covers the assessment activities of the Minnesota Department of Education from June 1971 through December 1972. This summary report contains a chapter-by-chapter overview of the full report, with a concentration on the conclusions and recommendations drawn from the reading, mathematics, and attitude findings of the study. (IF) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 095 348
Bryant, Edward C., And Others
Pub Date—74
Note—216p.; For a related document, see TM 003 956.

Available from—Westat, Inc., 11600 Nebel Street, Rockville, Maryland 20852 ($4.00)

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Identifiers—National Assessment of Educational Progress.

The literature is reviewed that addresses the association between background factors and educational outcomes. After completing the review, Westat, Inc. issued this report which synthesizes the literature into correlates of academic performance and outcomes other than academic achievement. The former considers such background variables as socioeconomic status, personal characteristics of students, school variables, attitudes, motivations, self-perception, aspirations, intentions, and expectations. The latter discusses the relation of background factors to education, occupation, and income; considers socioeconomic status, ability, and attendance at college; looks at job experience as an outcome of education; and studies attitudes and motivations. Summaries of both sections appear, and a section detailing the report's conclusions and an epilogue describing the methodology used in relating background variables to outcomes are included. (SE) Primary type of information provided by report: Procedures (Background Variables).

Identifiers—National Assessment Of Educational Progress

Two hundred and thirty-two articles, research reports, graduate dissertations, and books, published between 1953 and 1973, are listed in this bibliography for scholars, educators, and researchers. The bibliography is a supplement to a report concerning the association between educational outcomes and background variables. A wide range of studies is listed, including investigations of personal, attitudinal, and environmental factors which affect educational outcomes, and several statistical studies of educational outcomes and background variables are highlighted. The relevance of these studies to the objectives of the National Assessment of Educational Progress is emphasized. (Author/SE) Primary type of information provided by report: Procedures (Background Variables).

ED 128 363 TM 005 485 Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation of the Richfield Reading Data Analysis Committee. Richfield Public Schools, Minn.

ED 125 894 SE 020 834 Morrison, Max

Iowa Assessment Report in Mathematics, 1975-76 School Year.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Planning, Research, and Evaluation. Pub Date—[76]

Note—16p.; Not available in hard copy due to marginal legibility of original document. Available from—State of Iowa, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50219 (free while supply lasts)

Pub Type—Reports - Research (143) EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.


Identifiers—*Iowa, National Assessment of Educational Progress

The Iowa Assessment program used criterion referenced tests developed for use with students in grades 5 and 8. Participation by local school districts was on a voluntary basis. Lists of minimal objectives were developed after reviewing textbooks and objectives identified by the National Assessment of Educational Progress. These objectives were reviewed by mathematics teachers, and from them 58 were selected for the beginning fifth-grade level and 62 for the beginning eighth-grade level. Four items were written for each objective. This document presents the lists of objectives and percent of students tested who displayed mastery of each objective. (SD) Aspects of National Assessment (NAEP) dealt with in this document: Assessment Instruments (Objectives)
Chapter 5 presents comparisons of reading and mathematics performance levels for Florida students and National Assessment groups at ages 9, 13, and 17. Comparisons are made between Florida and the Nation and between Florida and the Southeast. Comparisons are also made between groups of students from Florida and the Nation classified according to sex, race, size and type of community, and parents' education. (Author/MV) Aspect of National Assessment (NAEP) dealt with in third document: Procedures (Replication).

ED 147 372
McCord, Tom B.
How Can Local School Districts Use NAEP Data
Pub Date—5 Apr 77
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC01 Plus Postage.

ED 170 347
Citizenship: A Statewide Assessment in Texas
Texas Education Agency, Austin
Pub Date—78
Note—85p.; For related documents, see TM 008 732; Best copy available
Pub Type—Reports - Research (143) —Numerical/Quantitative Data (110)
EDRS Price—MF01/PC04 Plus Postage.
Education, Performance Factors. Political Attitudes, Political Science, Social Attitudes, State Programs, Survey, Student Attitudes, Student Characteristics, Tables (Data), Testing Programs, Test Results, Identifiers—National Assessment of Educational Progress, Texas, Texas Assessment Project.

Citizenship test items developed by the National Assessment of Educational Progress were administered to a large sample of 9, 13, and 17-year old students, as part of the Texas Assessment Project. The knowledge and attitudes assessed fell into three categories: (1) political knowledge: constitutional rights, governmental structure, governmental function, and general knowledge; (2) political attitudes: equal opportunity and respect for others. The resulting data are presented in terms of the percentage answering correctly for each age group. Data are also presented according to each of the following subpopulations of factors: geographic region; type of school district (rural, urban, etc.); school district size; school district expenditure per student; racial or ethnic group; sex; family income; and language spoken at home. (The 101 items administered to the students are included in the appendix.)

ED 184 133 DoDDS Language Arts Assessment Results, 1977-78.

ED 185 135 Trends in Written Composition. Report - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Assessment, Federal Government, Language Arts, National Surveys, Program Effectiveness, Secondary Education, Writing (Composition), Writing Research, Writing Skills.

Identifiers—National Assessment of Educational Progress

The results of two large scale assessment efforts by the United States-Department of Defense Office of Dependents Schools (DoDDS) are set forth in tabular form in this booklet. First described is the initial DoDDS assessment of composition skills administered to several thousand eighth and eleventh grade students in the spring of 1978 that consisted of a set of survey questions and the collection of two writing samples from each pupil. Pupil essays, scored on a system developed by the National Assessment of Educational Progress (NAEP), are compared to essays obtained in NAEP's 1974 national assessment of composition. An analysis of the survey responses mentions that over half the students state that they write less than three times per week in English classes, with 30% of eleventh and 21% of eighth grade students reporting that they write less than once per week. The second test described is the annual DoDDS English program assessment given to 1,600 eighth and eleventh grade students worldwide in the DoDDS system. Scores were compared to and averaged higher than the average pupil score on the NAEP. Weak areas cited for eighth grade students are literal reading comprehension and organization of sentenices into a paragraph; for eleventh grade students weak areas are interpretive reading comprehension, English usage, and selecting topic sentences. (AIA) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

Note—56p.


EDR Price - MF01/PC05 Plus Postage.


Identifiers—National Assessment of Educational Progress, North Dakota

Information is provided concerning the reading performance of North Dakota students and is reported as the percentage of correct responses for each objective. Students in Grades 4, 8, and 11 in North Dakota's public and private schools were assessed. Information about basic reading objectives was collected in order to evaluate their relationship with student performance. The objectives were organized into four domains, each encompassing clearly stated goals: (1) Word Identification and Word Recognition Skills; (2) Word and Sentence Comprehension; (3) Comprehension of Longer Discourse; (4) Reading Study Skills. A criterion-referenced instrument (reading exercises appropriate for a grade level, and those cutting across two or more levels) was used to conduct the assessment. Findings showed general performance across the grade levels to be good, with the following areas requiring attention: practical application of syllabication, prefixes, roots and suffixes; competence in word relationships/meanings and sentence meanings; critical and judgmental reading; and using visual displays for identification of details and inferences. Also included are recommendations and use of the assessment information. (Author/Content) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

Note—110p.


Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—June 13

Note—100p.

Pub Type—Collected Works - Proceedings (021) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.


Identifiers—National Assessment of Educational Progress, North Dakota

The proceedings of a one-day training seminar on the assessment of writing proficiency are presented. The seminar was designed to...
bring educators up to date on newly developed assessment methods and to help them see the developmental directions of the future. The program was divided into two parts: large-group presentations and small-group training sessions. Texts of the three presentations were reproduced in their entirety and dealt with: (1) a challenge to measurement specialists to make writing assessments relevant and useful to the classroom teacher; (2) an analysis of the similarities and differences between direct (writing samples) and indirect (objective tests) measures of writing; and (3) some possibilities for future approaches to writing assessment. Each of the four training sessions offered a practical set of hands-on experiences to help participants conduct better writing assessment. Session one provided participants with instruction and practice in conducting holistic, analytical, and primary trait scoring. Session two provided holistic scoring in greater depth. Session three provided primary trait scoring in greater depth. Session four provided participants with instruction in the application of generalizability theory to the reliability of writing sample rating. In this session the National Assessment of Educational Progress (NAEP) dealt with in this document: Procedures (Exercise Development) (Scoring).

ED 199 299  TM 810 339
Anderson, Ronald E. And Others
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data
Minneapolis Univ., Minneapolis. Center for Social Research
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date—[81]
Grant—NSF-SED-79-17259
Note—29p.
Pub Type—Reports-Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—Data Interpretation, *National Assessment of Educational Progress
The organization of data at the National Assessment of Educational Progress (NAEP) is undergoing a significant transition from a system designed only for national assessment purposes to one designed both for assessment and a variety of academic research interests. The advent of NAEP public-use data files opens up many possibilities for those who have the skills, time, and resources to do secondary analysis. An analysis of the mathematics test items is presented which demonstrates alternate procedures for developing indicators of mathematics achievement. This analysis demonstrates that the NAEP item subsets will not always meet conventional psychometric criteria. This failure to meet standard achievement test criteria does not mean that secondary analysis of the data is unwise. It does imply, however, that interpretation of findings, especially those using subsets, must be made cautiously. Limitations of the methodology must be acknowledged. Conventional achievement testing is not item-centered like assessment testing. The measurement priority of assessment is stability across multiple testings, not relative comparisons among persons. Consequently, standards of item discrimination and construct validity have obviously less import. For far greater importance for assessments are standards of face validity, content validity, internal consistency and the application of rigorous data analysis techniques. (Author/RL) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Secondary Analyses).
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems

Pub Date—May 74
Journal Cit—Social Education; 38; 5; 425-427
Identifiers—National Assessment of Educational Progress

Suggestions for adapting NAEP procedures for local use are based on the assumptions that instructional decisions can be improved through systematic gathering of data and that every student is not tested. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Utilization).

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EJ 108 228
Alford, David J., Brittingham, Barbara E.
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations
Pub Date—Oct 74
Journal Cit—Journal of Educational Research; 68; 2; 59-61
Identifiers—*National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

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EJ 137 938
Shafer, Robert E.
National Assessment: Backgrounds and Projections
Pub Date—Win 76
Journal Cit—English Education; 7; 2; 67-78
Identifiers—*National Assessment of Educational Progress
English teachers need to be informed and concerned about the effects of mass testing on English curriculum and instruction. (JH) Aspect of National Assessment (NAEP) dealt with in this document: Procedures.

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EJ 150 831
Appelbaum, Mark I., Cranes, Elliot M.
Balancing Analysis of Variance by Another Name
Pub Date—Aug 76
Journal Cit—Journal of Educational Statistics; 1; 3; 233-252
Identifiers—*Balance, Estimation (Mathematics), Main Effects Model, Marginal Means, National Assessment of Educational Progress, Nonorthogonal Analysis of Variance
The estimation procedure used in balancing is shown to be the equivalent to that employed in the monorothogonal analysis of variance in an additive model. The nature of weighting schemes for the definition of marginal populations is considered, as well as these various schemes to interpretation of results. (MV) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

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EJ 188 017
Rogers, W. Todd, And Others
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment
Pub Date—W 77
Journal Cit—Journal of Educational Measurement; 14; 4; 297-311
Identifiers—National Assessment of Educational Progress
The bias attributable to nonresponse in population estimates in the field of education was studied. Data were collected from responses to mathematics and science exercises administered by the National Assessment of Educational Progress. The simple percent of agreement and Cohen's kappa were compared. It was concluded that Cohen's kappa does not add sufficient information to make its calculation worthwhile. (Author/BW) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring).
ED 051 281  TM 000 597
Clark, Philip I. And Others
The Use, Misuse, and Abuse of Tests.
Pub Date—May 70
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Accountability, Computer Oriented Programs, Conference Reports, Confidentiality, Criterion Referenced Tests, Educationally Disadvantaged, Federal Programs, Measurement, National Programs, Norms, Relevance (Education), State Surveys, Testing, Test Interpretation, Tests
Identifiers—N.E.A. Report, National Assessment of Educational Progress

ED 053 086  SP 005 127
The Shape of Education for 1971-72.
National School Public Relations Association, Washington, D.C.
Pub Date—71
Note—64p.
Available from—National School Public Relations Association, 1201-16th St., N.W., Washington, D.C. 20036 (Stock No. 411-12790; Single copy $3.00, discounts on quantity orders)
EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.
Descriptors—Activism, Child Care, Community Schools, Educational Vouchers, Federal Aid, Federal Legislation, National Competency Tests, Open Plan Schools, Pass Fail Grading, Performance Contracts, Program Budgeting, Program Development
Identifiers—National Assessment of Educational Progress, Planning Programming Budgeting System
This collection of 12 articles, prepared by the editors of the weekly newsletter “Education USA,” attempts to highlight significant new developments that have surfaced as major education issues. The aim of the collection is to provide “an authoritative, up-to-date report on what’s new in education in one book.” The articles cover such topics as the Nixon Administration’s attitude toward education, performance contracts and education vouchers, PPBS (Program Planning Budgeting System), results of the National Assessment of Educational Progress, pass-fail grading, child care centers, informal schools, community schools, and student militancy. (RT) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 083 677  EA 005: 513
Simon, Kenneth A. Grant, W. Vance
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No.—DHEW-OE-73-11103
Pub Date—73
Note—178p.: A related document is ED 066 833
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-011139; $2.35 or $2.00 GPO Bookstore)
EDRS Price—MF01/PC08 Plus Postage.
Identifiers—National Assessment (NAEP)
The 11th in a series of annual publications, this document provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; information on enrollment, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development.
A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies, Washington, D.C.


Pub Date — 73

Note — 115p.; Related documents are SO 008 019-026; the names of those involved in the NCSS project are appended

EDRS Price - Reports - Research (143)

DE 100 739

Fair, Joan

Pub Type Articles

Identifiers — National Assessment of Educational Progress


National Council for the Social Studies, Washington, D.C.


Pub Date — 73

Note — 115p.; Related documents are SO 008 019-026

EDRS Price - MF01/PC06 Plus Postage.


Identifiers — *National Assessment of Educational Progress

The first part of Task 1 of the final report provides a critique of National Assessment of Educational Progress (NAEP) objectives. The report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies. The purpose of Task 2 was to review independently the National Assessment of Educational Progress Social Studies and Citizenship exercises, so as to the extent to which confidence could be placed in the test exercises. The major criterion for this confidence was the degree to which the test exercises have content validity or the degree to which the exercises are a direct measure of the objectives developed for the assessment. Secondary criteria included whether the exercises could be utilized as models by teachers in developing their own evaluation instruments, cognitive and affective levels, age appropriateness, and appropriateness of the situation in which the exercises were administered. The results indicated that of the 194 exercises prepared for social studies, 85 percent (164) were considered valid.

The majority of exercises were of proper age and difficulty level, although some were too difficult for 9-year-olds and too easy for upper age levels. Of the 152 exercises prepared for citizenship, 93 or 61 percent were considered valid. Only 55 percent of the exercises could be utilized as models by teachers while most valid exercises were of proper age and difficulty level. As a whole the citizenship exercises did not measure up as well as the social studies exercises. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 742

Cox, C. Benjamin


National Council for the Social Studies, Washington, D.C.


Pub Date — Jul 74

Note — 135p.; For related documents see SO 008 019-026

EDRS Price - Reports - Research (143)

DE 100 741

Hunkins, Frances P.


Pub Date — Sep 73

Note — 130p.; Related documents are SO 008 019-026

EDRS Price - MF01/PC06 Plus Postage.


Identifiers — *National Assessment of Educational Progress

This report represents part of an investigation coordinated by a special Steering Committee working under the auspices of the National Council for the Social Studies, provides an analysis of the responses to a selected set of 48 exercises within the NAEP for Social Studies. One section of the exercises deals with the knowledge of structural elements of government institutions, while the second section deals with the knowledge of rights and duties.
beyond the eighth grade, persons who live in adults, and whites at all ages are most able in affluence, persons who live in the northeast those persons in all age levels whose parents level of knowledge at age 17, and show that those persons whose parents never went part of the country, males at age 17 and as blacks; four levels of parents' edu- and black races; four levels of parents' education; and seven size and type of community categories. The results indicate the lowest level of knowledge at age 9 and the highest level of knowledge at age 17, and show that those persons in all age levels whose parents went to college, persons who live in relative affluence, persons who live in the northeast part of the country, males at age 17 and as adults, and whites at all ages are most able in all categories of assessment. Conversely, those persons whose parents never went beyond the eighth grade, persons who live in the inner city, persons who live in the southeast part of the country, females, and blacks do not score as well on the exercises as do persons in most other categories. One draw- back of the assessment is that it provides descriptive data and does not account for the differences in the results. Tentative analysis and hypotheses for the differences are presented by the author. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 744
Scriven, Michael
Evaluating Social Studies and Citizenship Education.
National Council for the Social Studies, Washington, D.C.
Sponsors—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—Sep 73
Note—52p.; Related documents are SO 008 019-026
Pub Type—Books (010)
EDRS Price—MF01/PC01 Plus Postage.
This paper was commissioned to develop new perspectives on the evaluation of the National Assessment of Educational Progress (NAEP) for Citizenship and Social Studies. It criticizes the assessment model and advocates new approaches to evaluating social studies education: a comparative approach with direct international comparisons of programs and results; direct comparison of pupil performance in schools with radically different approaches to social studies; and a sociological approach where values of various age-groups and adults are studied through their communications and decision processes. Criticism of the current NAEP model includes the restriction of goals and test items to those socially acceptable by the states, educators, and lay citizens. Schools and states should not be able to vote on the standards on which they are to be judged. The objectives and test items showed a lack of emphasis on ethics and their relation to the students' life situations. The interpretation of results was overoptimistic in view of the low scores achieved by the sample popu- lation. (DE) Primary type of information provided by report: Results (Interpretation).

ED 100 745
Grumm, Joseph C.
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.
National Council for the Social Studies, Washington, D.C.
Sponsors—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Pub Date—[73]
Note—40p.; Related documents are SO 008 019-026
Pub Type—Books (010)
EDRS Price—MF01/PC02 Plus Postage.
This commissioned paper examines the National Assessment for Educational Progress model for citizenship and suggests an alternative model oriented more directly to educational and political goals. In the current model performances on the citizenship exercises can only be interpreted by the population characteristics of age, sex, parental education, race, region, size and type of community. The structural emphasis of the model on population characteristics, rather than on the interactions of individuals with different environments, induces thinking in stereotypic terms. The basic question should be not who are good citizens, but what are the conditions that contribute to good citizenship. Data results in the age categories indicate a general tendency for the percentage of acceptable responses to increase with age, which denies Bruner's concept that anything acceptable responses to increase with age, which denies Bruner's concept that anything
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—National Assessment of Educational Progress.

CITATIONS

ED 112 427
Mellon, John C.
National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language Arts.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32235, $3.95 non-member, $3.60 member)

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—National Assessment, English Education, Language Arts, Literature, Literature Appreciation, National Surveys, Reading, Reading Skills, Writing (Composition), Writing Skills

Identifiers—National Assessment of Educational Progress

This book is intended for English language arts teachers at every level, as well as for curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual content of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained. Chapter one is an introduction and chapter two gives facts about National Assessment. Chapter three discusses writing assessment and topics such as writing objectives and exercises, the assessment of essays and writing mechanics, and the uses of holistic scoring. Chapter four explores reading assessment and focuses on reading objectives and themes, reading exercises, inference sentences, and problems in analyzing reading comprehension. Chapter five examines literature assessment and such topics as literary works, literary language, reading habits and attitudes, and assessing response to literature. Chapter six is a summary discussion of such topics as students' knowledge of English and positive aspects of National Assessment. (TS) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 77

Contract—NIE-C-400-75-0022

Note—Not available in hard copy due to marginal legibility of original document

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.


The research design discussed here focuses on four major questions: (1) what the relative effectiveness of well-implemented "individualized" instruction, well-implemented "standardized" instruction for recipients of compensatory education in terms of reading achievement, mathematics achievement and classroom climate is; (2) how specificity of treatment of instructional tasks, taken one at a time and in sequential combinations, relates to cognitive and affective outcomes; (3) how specificity of the treatment of instructional tasks taken along with other variables of concern relates to student achievement; and, (4) what the conditions that contribute to differences in degree of implementation are. Instrumentation for assessing program implementation at both the selection and observation stages of the study has been produced. The sampling and section design was structured to sample systematically along all basic dimensions including the instructional setting dimension.

The use of both the California Achievement Test and selected items from the National Assessment of Educational Progress are recommended as criterion achievement measures. The analytic procedure recommendation for the first study question is a two by two factorial design employing univariate and multivariate analysis of covariance (controlling for IQ and socioeconomic status) on reading, mathematics, and student perceived classroom climate. (Author/JM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 120 245

Munday, Leo A.


Pub Date—Feb 76

Note—Not available in hard copy due to marginal legibility of original document

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Admission Criteria, College Bound Students, College Entrance Examinations, College Preparation, Comparative Analysis, Higher Education, High School Students, Low Achievement, National Norms, Scores, Secondary Education, Sex Differences, Standardized Tests, Test Results

Identifiers—ACT Assessment, National Assessment of Educational Progress, *Test Score Decline

In recent years the American College Test (ACT) score decline has been largely due to the changed pool of test-takers if the limited data studied here have applicability to the national scene. Data from state testing programs and the National Assessment of Educational Progress were used to determine who takes the test and how well prepared they are. Results for one and two states showed that in recent years different people have been taking the test and that starting in the late 1960's and continuing to the present, they have likely been less prepared than previously. For their part colleges and universities would seem to have adapted to the declining admissions scores of their in-coming students. Score decline over the past ten years of about two percent to three percent of a standard deviation per year has been typical. There is variation by subject matter field and there are marked sex differences. Overall the scores of men have not declined appreciably over the last five years but the scores of women have declined considerably. This trend has been accompanied by an increase in the percentage of women among ACT-tested students. The percentage of high scoring students has remained about the same over the last five years, while the percentage of low scoring students has increased. (RC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).
evident for higher grades. They are specially
pronounced in verbal tests, but hold for
nearly all tested areas. Specially: Scholastic
Aptitude Test (SAT), American College
Testing Program (ACT), Preliminary
Scholastic Aptitude Test (PSAT), Minnesota
Scholastic Aptitude Test (MSAT), Iowa
Tests of Educational Development (ITED),
Iowa Tests of Basic Skills (ITBS), Comprehensive
Tests of Basic Skills (CTBS), National
Assessment of Educational Progress (NAEP), and Stanford-Binet. All the available
data is exhibited and where possible, the
artificiality or meaningfulness of the manifest
changes are assessed. To do this, it was necessary
to analyze the achievement assessment
means, i.e. (standardized) tests. This assessment
includes possible compositional changes in tested groups as well as systematic
biases resulting from changes in the tests
themselves or the quantification of their
outcomes. Beyond testing, the areas relevant for
potentially fixing probable responsibilities for
test score declines span a child's entire socializing
and educating environment. Grossly, the
child's world is partitioned into in-and
out-of-school conditions and experiences.
Potential explanations are offered and
discussed in each area. The evidence is then
summarized and evaluated, pointing to
recommendations for action. (RC) Aspect of
National Assessment (NAEP) dealt with in this
document: Results (Overview).

ED 122 244 CS 700 301
Amann, J. Stanley
How Much Are Our Young People Learning?
The Story of the National Assessment.
Fastback 68.
Phi Delta Kappa Educational Foundation,
Bloomington, Ind.
Pub Date-[76]
Note—40p.
Available from—Phi Delta Kappa, Eighth
and Union, P. O. Box 789, Bloomington,
Indiana 47401 (Fastback 68, $0.50)
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not
Available from EDRS.
Descriptors—Academic Achievement,
Data Analysis, *Educational Assessment,
Educational Objectives, Educational Testing,
*Educational Trends, Elementary Secondary
Education, *Methods, *National Surveys, Student Characteristics, Test Re-
sults, Young Adults
Identifiers—National Assessment of Educa-
tional Progress
Although various assessments differ in no-
table ways, they often follow a plan that is
thoroughly tested and features four basic steps:
(1) selecting learning areas and identifying
their objectives; (2) developing achieve-
ment test items to determine the degree to
which these objectives are accomplished; (3)
administering the test items to representative
samples of students and gathering back-
ground data about them; and (4) analyzing
the results and disseminating them to admin-
istrators, board members, legislators, and
the public. The largest, most informative assess-
ment_gor designed follows this general plan
very closely. It is the National Assessment of
Educational Progress (NAEP), for which
planning began in 1964. It is designed to obtain
census-like data on the knowledges,
skills, concepts, understandings, and atti-
tudes possessed by young Americans in a var-
ety of learning areas; and to measure the
growth or decline of these achievements that
occurs over time. This publication describes
the NAEP and some major findings of the
first assessments in various areas, and then
offers a speculative view of our schools. Sur-
veys like the NAEP serve as excellent vehi-
cles for generating hypotheses about causes of
achievement fluctuations, which in turn
can be studied more intensively by designing
appropriate experiments or conducting
thorough case studies. (RC) Aspect of Na-
tional Assessment (NAEP) dealt with in this
document: Results (Overview).

ED 123 755 CS 202 769
Grant, W. Vance Lind. C. George
National Center for Education Statistics
(DHEW), Washington, D.C.
Report No.—NCES-76-211
Pub Date—76
Note—209p.; A related document is ED 104
018, Not available in hard copy due to small
type of original
Available from—Superintendent of Docu-
ments, U.S. Government Printing Office,
Washington, D.C. 20402 ($3.30)
Pub Type— Numerical/Quantitative Data
(110)
EDRS Price - MF01 Plus Postage. PC Not
Available from EDRS.
Descriptors—Adult Education, Educational
Facilities, *Elementary Secondary Educa-
tion, Employment Statistics, Enrollment,
Expenses, Federal Aid, *Federal Pro-
grams, *Higher Education, Income, Na-
tional Surveys, Postsecondary Education,
Research, School Districts, *Statistical Data, *Tables (Data), Teachers, Vocational
Education
Identifiers—National Assessment of Educa-
tional Progress
This statistical compendium is 14th in the
series of annual digest that provide abstracts
of statistical information covering the broad
field of education in America from prekinderga-
ten through graduate school. This edition,
along with the others, is intended for use in
particular by those persons concerned with
the formulation and conduct of educational
policy, though it is of value to anyone inter-
eted in education. The digest is divided into
sections dealing with all levels of education
compositely, elementary and secondary edu-
cation, higher education, adult and voca-
tional education, federal education programs,
and selected statistics related to education.
This volume contains statistical information
on the number of schools and colleges, enroll-
ments, teachers, graduates, finances, federal
aid to education, educational facilities, and
educational expenditures. The last section in-
cludes information on employment status and
job opportunities, research and development,
and equal employment opportunity, as well as
data from the National Assessment of Educa-
tional Progress. (Author/DS) Aspect of Na-
tional Assessment (NAEP) dealt with in this
document: Results (Overview).
CITATIONS

Pub Type - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors - Basic Skills, Educational Needs, Educational Objectives, Evaluation Needs, Teaching Methods, Writing (Composition), Writing Skills
Identifiers - National Assessment of Educational Progress

This report examines some of the issues and practices currently receiving attention in schools and colleges related to establishing an effective means of encouraging the writing competencies of young persons. Some of the suggestions include a shift in instructional approaches as well as elective and required courses are concerned; examining and evaluating instruction in writing; more advice and assistance for students as the writing process progresses; more use of critical comments for guidance rather than grading purposes; and using "sentence-combining" as a technique for improving writing skills. This report also discusses the models, the College Examination Board, the pros and cons of essay tests, National Assessment of Educational Progress, and the Advanced Placement Program.

ED 138 643
Lipka, Lawrence Ed.
The Test Score Decline: Meaning and Issues
Pub Date - Jan 77
Pub Type - Reports - Research (143)
Not Available from EDRS.

Identifiers - National Assessment of Educational Progress, Scholastic Aptitude Test, Test Score Decline

This collection of original papers, first published in the June and July, 1976 issues of Educational Technology Magazine, was prompted by the enormous public outcry which greeted the general public realization that achievement and college aptitude test scores were continuing in recent months and years the steady erosion which began in the mid-1960's. This book contains 15 articles by members of a standing committee that describe the committee's work and includes a bibliography of information on the test.

ED 140 228
Greenbaum, William And Others
Measuring Educational Progress: A Study of the National Assessment
Pub Date - Jul 77
Pub Type - Books (010)
Not Available from EDRS.

Identifiers - National Assessment of Educational Progress

This book provides a comprehensive evaluation of the goals, objectives, and procedures of the National Assessment of Educational Progress (NAEP). Separate chapters discuss NAEP's objectives and organizational development; its division of knowledge into subject areas; the subject-area objectives; exercise development; measurement of background variables; the sampling design and the exercise packages; reporting of results; past and future use of the assessment; and social indicators and the reform of education. Highly critical of some aspects of NAEP, the study is followed by a response from the staff of the National Assessment. (AA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).
This report provides an overview of the competency-based education movement, discusses school administrators' concerns and attitudes concerning the competency movement, describes the experience of various school districts and states with minimum competency requirements, and presents practical guidelines for implementing minimum competency requirements. Various chapters focus in turn on 1) what the competency movement is; 2) what school administrators think about the competency movement, based on results of a national survey; 3) what pressures are behind the competency movement; 4) how the competency movement relates to declining test scores, educational finance, student achievement, dropout rates, social changes, and the National Assessment of Educational Progress; 5) how the competency movement is affecting different states and school districts; 6) what to consider in implementing minimum competency requirements; and 7) how minimum competency requirements relate to the back-to-basics movement. (JG) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 155 692 Bloomington Writing Assessment 1977 Student Exercise, Teacher Directions, Scoring. Bloomington Public Schools, Minn. Sponsors Agency—Minnesota State Dept. of Education, St. Paul. Pub Date—Jun 77 Note—60p.; For related document, see CS204110

students to write on subjects about which they may have little information. Other tests are so simple as not to ensure even marginal literacy or they focus on mechanical skills exclusively. The data which brought about the demand for testing are open to question. Cultural bias on tests, inadequate understanding of test results, and irresponsible use of test data create confusion about literacy levels and make the term "functional illiterate" meaningless. The demand for competency testing comes when a major breakthrough in teaching reading may preview a similar development in teaching writing. The school system in England and the Bay Area Writing Project may provide usable models for teaching and testing writing skills. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 159 128
Krakow, Jere L.
Which History Is Most Important? Views from Secondary History Teachers.
Pub Date—[74]
Note—13p.
Pub Type—Books (010)
EDRS Price - MF01/PC01 Postage.

High school social studies teachers' perceptions of the study of history were measured in this study. Specifically, it assessed their opinions of the most important topics in the field of history, and how their opinions were influenced by their sex, teaching experience, and size of high school. An introductory discussion sets the stage. The data is presented in tabular form and analyzed in a few paragraphs. The study suggests that teachers of senior high school in the midwest and northwest believe that history should be taught as a discipline in its own right, rather than as an ancillary subject simply intended to provide an introduction to American history.

ED 159 628
Owoc, Paul, Ed.
Reading & Measurement.
Central Midwestern Regional Educational Lab. St. Ann, Mo.
Sponsors Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Contract—300-77-00490
Note—9p.
Journal Cit—Reporting on Reading; v4 n5 Entire issue Aug 78
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC01 Postage.

The articles in this publication look at how tests can be used to improve the quality of reading instruction and more generally at what excellence in a reading program means. Among the topics are changes in the reading assessment prepared by the National Assessment of Educational Progress; a discussion of the limitations and possibilities of competency testing; how the National Diffusion Network and the Joint Dissemination Review Panel work together to help interested educators learn about programs used successfully in other school districts; and interviews with two educators about how they help parents, teachers, and the community understand test scores. Reviews are included of four resources for evaluating the reading fundamentals of teachers, for evaluating a school reading program, for evaluating bilingual education programs, and for evaluating literacy programs. (TJ) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

ED 162 927
Pub Date—Oct 78
Note—66p.; Tables 3-5 may not reproduce clearly due to small print size in original document
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

This report evaluates knowledge and attitudes of Connecticut students at nine, 13, and 17 years of age in the areas of citizenship and social studies. Phase I of test development was based on the National Assessment of
suggests several approaches to reinstate effective history programs. First, there should be a revival of the basics in which schoolteachers will logically structure social studies courses to include reading, literacy, math, science, and history. This should be accompanied by a parallel revival of "general studies" and liberal arts in colleges and universities. Second, students should be provided with research tools and skills to stimulate their interest.

Third, universities and professional historians should become involved in developing ways to improve the teaching of history in the public schools. (AV) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

ED 169 559
Reid, Virginia M.
Enjoying the Red Camellias of Children's Literature.
Pub Date—Feb 79
Note—11p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)
Type—Speeches/Meadng Papers (150) — Reference Materials — Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Books, *Children's Literature, Elementary Education, Humor, Imagination, *Literature Appreciation, Student Attitudes, Writing (Composition)
Identifiers—National Assessment of Educational Progress

Based on the premise that educators are vitally interested in literary moments that engage the reader instantly, this paper discusses books that provide enjoyment for children. After suggesting that the most important "basics" are those that promote an exploration of language through literature, the paper notes the importance of good literature programs and praises current efforts by the National Assessment of Educational Progress to assess students' attitudes toward reading and literature. It then describes numerous children's books that provide enjoyment in the following areas: humor; learning something new; being a part of long ago and far away; nostalgia; exploration of inner space; dreaming, imagining, and developing; and language. Passages from some of the books are presented to illustrate their appeal for children. The paper concludes by mentioning the connections between literature and composition. (GT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 170 351
Spencer, Mary L. And Others
Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Spons Agency—System Development Corp., Santa Monica, Calif.
Pub Date—13 Oct 75
Note—96p.; For related document, see TM 008 749
Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

In a series of essays, the author analyzes and comments on the perceived weaknesses of the National Assessment of Educational Progress.
can society and the historical basis for com-
tempted to establish national norms, thereby
of his criticism is that the NAEP has at-

CITATIONS

ED 172 159
Quincy, Alpha
Raising Reading Scores: The Right Way and
the Wrong Way for Continued Success.
Pub Date—Nov 78

ED 173 185
Rubinstein, Sherry Sorce, Patricia
Connecticut Assessment of Educational Pro-
gress Citizenship/Social Studies 1977-78

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Educa-
tion, Achievement Tests, Adults, *Age Groups,
Attitude Measures, *Citizenship, Data Analy-

ED 173 457
Scott, Richard R.
National Comparisons of Racial Attitudes of
Segregated and Desegregated Students.
Pub Date—79
Note—25p.; Tables may be marginally legible
due to the print quality of the original docu-

B.GEN.b 147
TM 009 715
Ahmann, J. Stanley
A Speculative View of the Needs in Educa-
tional Measurement in Higher Education
in the 1980s.
Pub Date—79
Note—11p.

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, College
Bound Students, Communication Prob-
lems, Criterion Referenced Tests, Educa-
tional Assessment, Educational Needs,
*Educational Testing, *Evaluation Needs,
*Futures (of Society)=Higher Education,
*Measurement Objectives, *Needs Assess-
ment, Norm Referenced Tests, Occupa-
tional Tests, Program Evaluation, Teacher
 having students rewrite their compositions with specific suggestions from the teacher as to sentences that should be combined or expanded to foster modification within sentences, sentences that should be added to foster more depth of modification between sentences, and words that should be changed to foster more variety of vocabulary. The other two skills can be taught and reinforced by using exercises from currently existing grammar and composition texts. Objective and easily calculated indices were used to measure the skills, and a procedure for establishing minimum competency levels for the skills was applied. (MKM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 179 958
Newkirk, Thomas

How Competent are the Writing Competency Tests?
Pub Date—Nov 79
Note—17p.; Paper presented at the Alabama Symposium on English & American Literature (University, AL, October 18-20, 1979)
Pub Type—Speeches/Meeting Papers (150)
Information Analyses (070) —Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

This criticism of writing competency tests questions both the efficacy of a test developed by the National Assessment of Educational Progress (NAEP) and the reliance of individual states on the products of private testmakers. The paper suggests that a hidden curriculum is being developed by independent and semi-independent organizations that reflect some of the worst current practices in the teaching of writing—triviality, inadequate time allotment, a confused notion of "creative writing," and a poor choice of writing topics. Sample exercises taken from the NAEP writing test and examples of student writing elicited by those exercises are included. (AEE) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Exercise Development).

ED 184 809
Higgins, Jon L., Comp. And Others
Assessing Mathematical Achievement.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contrast—400-78-0004
Note—85p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50)
Pub Type—Information Analyses - ERIC Information Analysis Products (071) —Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.

This report was compiled to serve as a reference on assessments of achievement in precollege mathematics. Patterns of mathematical assessments are discussed in

CITATIONS
terms of the history and nature of assessments of achievement, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, they have been only moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know "how" to compute frequently do not know "when" or "where" to compute; (3) Schools must broaden their view of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included.

(MK) Aspect of National Assessment (NAEP) dealt with in this document: Results. (Author/FL) .

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**ED 186 929**

White, Edward M.

The Uneasy Compromise: Bringing Together Testers and Teachers of English.

Pub Date—Mar 80


Pub Type—Opinion Papers (120) —Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—National Assessment of Educational Progress

The review and synthesis focuses on issues concerning the relationship between basic mathematics competency and vocational education. A section which outlines the problem—the lack of basic competency in computational skills in youth and adults—discusses the work of the National Assessment of Educational Progress to evaluate student performance and declining scores on Iowa Tests of Basic Skills and California Achievement Tests. Support for remedying skill deficiencies is described as coming from implementing career education in the mathematics classroom and the public's support of increased emphasis on careers in high school as shown by the Phi Delta Kappa based on Gallup Polls of Public Attitudes Toward Education. A section that makes special note of the problem of defining "basic skills" suggests that skills can be specified only as being basic to the extent that they are basic in specifically stated. The need for vocational educators to search for and specify the mathematical applications that underlie vocational emphasis is briefly considered. The section following provides examples of the wide approaches of mathematics and vocational educators to the issues of mathematics in vocational curricula, individualization, metrification, and instruction for special needs groups. Concluding lists of observations and recommendations summarize the information presented in the monograph. (YLB) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

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**ED 189 185**

Lacher, S. R.; Torgeron, Ronald M.


North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—Nov 78

Note—36p.; For a related document, see TM 800 368.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.


Identifiers—National Assessment of Educational Progress, *North Dakota Statewide Assessment of Student Performance in Mathematics

In response to citizens' need and right to know about how North Dakota students per-
form in mathematics, the Department of Public Instruction and the North Dakota Council of Teachers of Mathematics administered a criterion-referenced mathematics assessment in grades 4 (1,298 students) and 8 (1,475 students). Also included were items from the National Assessment of Educational Progress. The objectives were classified into four process categories: Mathematical Knowledge, Mathematical Skill, Mathematical Understanding, and Mathematical Application and Problem Solving. Only cognitive skills were assessed, without consideration of variables such as prior knowledge, skill level, and family income. Different tests were administered at the fourth and eighth grades, the intent being to measure performance at both a basic level and at an appropriate level of difficulty for both grades. Twenty-five of the items appearing on the fourth grade level, however, were also included at the eighth grade level. When compared with national results, children at both grade levels performed very well in assessment exercises. Some areas (place value, geometric terminology, metric system, graph interpretation, word problems), however, were found in need of attention. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Replication).

ED 190 653 Law, Alexander I
Note—210p.; For related documents see ED 142 571, 156 706, 167 610. Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.25). Pub Type—Reports-Evaluative (142).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Annual Reports, Basic Skills, Educational Assessment, Educational Trends, Elementary School Mathematics, Elementary Secondary Education, Grade 6, Grade 12, Reading Achievement, Scores, Secondary School Mathematics, Spelling, State Norms, State Programs, Student Characteristics, Testing Programs, Writing Skills
Identifiers—California, California Assessment Program, National Assessment of Educational Progress
During the 1978-79 school year, all third grade pupils in California public schools were tested in reading achievement. Tests of reading, written expression, spelling, and mathematics were administered to all sixth and seventh graders. Various subtests of the Survey of Basic Skills, which was developed specifically for the California Assessment Program, were used. Results generally indicated improving scores for third and sixth graders, as compared to previous years' test results. Twelfth graders' test scores declined in reading, remained the same in spelling, and improved in writing and mathematics. Several other conclusions were made: (1) females scored higher than males in reading, while males scored higher in mathematics; (2) students who speak English fluently, as well as either Chinese or Japanese, scored highest, followed by those who speak English only; (3) scores were directly related to parents' occupational and educational level, but socioeconomic differences were small; (4) pupil mobility increased and although the less mobile students scored higher than the more mobile students, this difference became smaller; (5) nearly 60% of the seniors had taken four years of English instruction; and (6) greater exposure to English instruction and essay-writing experience was associated with higher writing scores. (Author/GDC) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

ED 396 784 Williams, Paul L., Ed. Moore, Jerry R., Ed.
Pub Date—80
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Identifiers—National Assessment of Educational Progress
This bulletin discusses current issues and practices in social studies assessment, ways to improve testing, and methodologies to strengthen the validity, reliability, and value of tests. The primary purpose of the bulletin is to bring the social studies profession up to date about the issues and strategies involving criterion-referenced testing. The bulletin is comprised of six chapters. Chapter 1 examines current issues in social studies testing. There has been inadequate treatment of assessment issues in social studies for a long time. Most "methods" texts, for example, offer simplistic, generalized descriptions of the assessment processes. Another problem is that student outcomes are often written in a vague and general way and, therefore, are difficult to measure. Chapter 2 presents the procedures, findings, and conclusions of the Committee on Testing established by the National Council for the Social Studies to study testing practices in social studies education. Chapter 3 presents a brief introduction to and definition of criterion referenced tests (CRTs). The important characteristics of CRTs are explained and are contrasted with norm-referenced and objectives-referenced tests. Perhaps the most important characteristic of CRTs is that the outcomes to be tested must be clearly defined. Chapter 4 extends these ideas introduced in chapter 3 by applying them in a school setting. Chapter 5 analyzes the National Assessment of Educational Progress for its efficacy relative to individual student diagnosis and remediation. Procedures for ensuring a basic level of psychometric integrity for CRTs are presented in chapter 6. Appendix I contains a brief bibliography of social studies tests and Appendix II presents statistical data for chapter 6. (Author/RM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operating Procedures).

ED 197 596 Phillips, June K., Ed.
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series. American Council on the Teaching of Foreign Languages, New York, N.Y. Pub Date—81
Note—269p.; For individual papers, see FL 012 045-055.
Available from—National Textbook Company, 8259 Niles Crossing Road, Skokie, IL 60077 ($10.60; $7.95 for ACTFL members). Pub Type—Collected Works - Serials (022).
This volume deals with issues in foreign language education that have come to the fore since the publication of the Report of the President's Commission on Foreign Language and Intercultural Studies. It contains the following articles: "Action or Inaction: An Editorial Opinion," by June Phillips; (2) "ACTFL's 1980 Agenda: Intention to Action," by ACTFL Staff; (3) "Public Relations: Making an Impact," by V. B. Galloway; (4) "Public Policy: The Washington Connection," by B. Owens; (5) "A Case Study: The Foreign Language Liaison," by J. Mendelson; (5) "New Opportunities for Interprofessional Cooperation," by N. Abramowitz and H. Ferguson; (6) "Learning Outcomes in the Language Classroom," by G. Gutermann; (7) "Broadening the Middle School Curriculum through Context: Globalizing Foreign Languages," by L. Strasheim; (8) "The International High School: A Challenge for Scholars," by D. Goodman and G. Scott; (9) "Modest Proposals for Schools and Language Teacher Education in the 1980s," by C. Hancock; (10) "Language Teaching-
ED 199-483  TM 810 192
Baker/Harold R.
Educational Indicators of Development, Educational and Socioeconomic Development, Monograph III.
Saskatchewan Univ., Saskatoon Extension Div.
Pub Date—78
Note—192p.
Pub Type—Information Analyses
Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC08 Plus Postage.
Identifiers—Educational Indicators, National Assessment of Educational Progress

ED 205 367  SE 033 914
Harms, Norris C. Ed. Yager, Robert E. Ed.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Science Teachers Association, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 80
Contract—400-78-0004
Note—146p.; For related documents, see ED 148 628 and ED 166 057
Pub Type—Guides - Non-Classroom (055)
—Reports - Research (143) —Information

Note—1lp.; Paper presented at the Annual Kansas State University Rural and Small School Conference (2nd, Manhattan, KS, November 9-11, 1980).
Pub Type—Information Analyses
EDRS Price - MF01/PC08 Plus Postage.
Identifiers—National Assessment of Educational Progress

Generalizations about rural youth can be misleading as they are heterogeneous in their backgrounds, cultural heritage, values, and aspirations. This diversity is especially apparent when ethnic subgroups are examined. Black and Hispanic rural youth tend to have lower levels of achievement than white rural youth. This should be kept in mind when interpreting data from national studies giving results for all rural youth of a certain age group, as does the National Assessment of Educational Progress (NAEP). NAEP data show improved rural performance to national levels for some ages in science, reading, functional literacy, and social studies, with rural ninth-graders apparently showing the most change. Other studies also indicate that rural academic achievement is on the upswing. Regulations attached to federal money often create problems for rural school boards and staff. Not only must programs be designed to meet federal guidelines, but often change is difficult because of barriers inherent in the organization of rural school districts. However, while many rural communities do not have the numerous people and facilities available to them which urban communities often have, they make up for this seeming lack with a spirit of commitment to and interdependence with their educative system. (CM) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 205 608  TM 810 518
Wolf, Martin S.
Connecticut Univ., Storrs. School of Education.
Report No.—BRPE-81-3B
Pub Date—Nov 80
Note—74p.
Pub Type—Reports - Evaluative (142) —Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Identifiers—Connecticut, *Connecticut Assessment of Educational Progress, National Assessment of Educational Progress
This report describes the results of Connecticut's second statewide assessment of mathematical knowledge, skills and attitudes. The Connecticut Assessment of Educational Progress annually tests a sample of Connecticut students in grades 4, 8, and 11 in one or more subject areas. Students at each grade level were randomly selected to participate in the mathematics assessment. The CAEP assessment is designed to provide results by size of community, sex and regions within the state.

National Assessment of Educational Progress (NAEP) items were used to provide comparisons with achievement levels of students in the nation and in the Northeast Region. Results on repeated items from the first Connecticut mathematics assessment in 1976-77 provide an important review of student progress over time. The report reveals continuing and serious problems with certain mathematics skills, but significant improvement can be noted in others. Overall, longitudinal comparisons are encouraging in grade 8. The results and recommendations in this report assist the statewide local school districts in planning for curriculum improvement, and will be used to monitor Connecticut's progress toward meeting the State Board Objectives for Public Education. (Author/OK) Aspects of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 210 180 SE 035 911
Connor, Totey and Others
A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
Pub Date—81
Note—208p.; Not available in paper copy due to copyright restrictions. Contains light, not broken type throughout. Best copy available.
Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This document notes that the traditional elementary school mathematics curriculum focused on computation. Data from the National Assessment of Educational Progress and other tests in states where minimum competency standards are thought to indicate computation-oriented curriculum has not produced the desired results. Further, the availability of microcomputers and calculators is viewed to nullify this curriculum approach. The program described here was scheduled for implementation at the P.K. Yonge Laboratory School during 1981-82 school year. It presents a plan for a mathematics curriculum which de-emphasizes computational skills and focuses on several topics. Only one, unchallengeable way to effectively teach economics. The report provides an annotated listing of resource organizations in economics education. Innovative and exemplary programs in economics education are also described. (Author/OK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).

ED 211 432 SO 013 818
Hawke, Sharyl
The Renaissance in Economic Education. Research/Ideas/Practice.

CITATIONS
Pub Date—Dec 81
Note—13p.
Available from—National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 20191 ($0.50, quantity discounts available).
Joumal Cit—Curriculum Review; v 11 n 2 Dec 1981
Pub Type—Information Analyses (070) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Identifiers—National Assessment of Educational Progress

This report examines trends, research, ideas, and practices in economics education today. The report begins with a discussion of where economics instruction stands today and where it seems to be going. Implications of current happenings are examined. Only eight percent of high school graduates today take an economics course. However, the National Assessment of Educational Progress reports that economics was the only one of four knowledge areas in which 13-year-olds showed a significant improvement in recent years. Recent trends include a new interest in and focus on economic literacy, new offerings in economics education in schools throughout the country, and a growing level of involvement by the private sector in economics education within public schools. What research says about economics instruction is discussed. Major research findings include the following: economics can be taught to all kinds of students; attitudes of students toward economics is related to their teachers' attitudes toward economics; and there is no one, unchallengeable way to effectively teach economics. The report provides an annotated listing of resource organizations in economics education. Innovative and exemplary programs in economics education are also described. (Author/OK) Aspect of National Assessment (NAEP) dealt with in this document: Results (Secondary Analyses).
been appearing frequently. The reactions to scholastic achievements of the nation's elementary and secondary level students have been appearing frequently. The reactions to these reports are a perplexing mix of acclaim and criticism, of expressed respect but apparently slight regard. This study assesses NAEP and considers the anomaly of the gap between its reputed quality among experts and relatively slight public notice and influence. The analysis of NAEP and the report's recommendations have been put in the context of the concept of definable and measurable, and also "higher," educational standards. The study reflects, too, the growing realization throughout not only the educational profession but the country at large that these standards must be used carefully. The controlling questions that guided the study were whether the essential features of NAEP have importance in the development of higher educational standards and how, if they do, traditional NAEP practices should be re-shaped to serve these purposes. Consideration of specific issues customarily raised about NAEP's design, program and procedures is deferred until the issue of its sufficient reason for being, in a standards oriented system, is faced and answered. (Author/GK)

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Secondary Analyses).

**CITATIONS**

*Educational Quality, Elementary Secondary Education,* Program Effectiveness, Program Evaluation. Standards, Testing Programs Identifiers—National Assessment of Educational Progress Since 1969 National Assessment of Educational Progress (NAEP) reports on the scholastic achievements of the nation's elementary and secondary level students have been appearing frequently. The reactions to these reports are a perplexing mix of acclaim and criticism, of expressed respect but apparently slight regard. This study assesses NAEP and considers the anomaly of the gap between its reputed quality among experts and relatively slight public notice and influence. The analysis of NAEP and the report's recommendations have been put in the context of the concept of definable and measurable, and also "higher," educational standards. The study reflects, too, the growing realization throughout not only the educational profession but the country at large that these standards must be used carefully. The controlling questions that guided the study were whether the essential features of NAEP have importance in the development of higher educational standards and how, if they do, traditional NAEP practices should be re-shaped to serve these purposes. Consideration of specific issues customarily raised about NAEP's design, program and procedures is deferred until the issue of its sufficient reason for being, in a standards oriented system, is faced and answered. (Author/GK)

Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Secondary Analyses).

**References**

EJ 005 372
Tyler, Ralph W.
National Assessment—Some Valuable By-Products for Schools
Pub Date—69 May
Journal Cit—Nat Elem Princ; 48; 6; 42-48
Identifiers—*National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

EJ 032 003
Finley, Carmen J.
National Assessment: Reports and Implications for School Districts
Pub Date—Jan '71
Journal Cit—National Elementary Principal; 50; 3; 25-32
Identifiers—National Assessment of Educational Progress
Some results from the first year of the national assessment of educational progress project. (RA) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 036 455
Shafer, Robert E.
A National Assessment in English: A Double Edged Sword
Pub Date—Apr 71
Journal Cit—Elementary English; 48; 4; 188-95
Identifiers—*National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 048 716
Johnson, George H.
National Assessment: Where Is It Now?
Pub Date—Jan 72
Journal Cit—Educational Leadership; 29; 4; 327-8
Descriptors—*Data Analysis, *Educational Diagnosis, Evaluation, *Relevance (Education), Test Results
Identifiers—*National Assessment of Educational Progress
Describes the current status of national educational assessment and the types of data now available from the assessment activities. (AN) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

EJ 054 501
Tyler, Ralph W.
Why Evaluate Education?
Pub Date—Feb 72
Journal Cit—Compact; 6; 1; 3-4
Descriptors—*Educational Quality, *Evaluation
Identifiers—National Assessment of Educational Progress
Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Theoretical).

EJ 068 035
Farquhar, Robin McCuig, Donald
Administration's Janus: The Two Faces of Educational Evaluation
Pub Date—Sep 72
Journal Cit—Education Canada; 12; 3; 14-21
Identifiers—Context Evaluation, National Assessment of Educational Progress
Authors emphasize that evaluation should see ahead as well as behind, they point out some promising evaluation models and enumerate a few practical principles to remember. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 095 637
Tyler, Ralph W.
The National Assessment of Educational Progress
Pub Date—Spr 74
Journal Cit—New York University Education Quarterly; 5; 3; 13-8
Validly
Identifiers—National Assessment of Educational Progress

Conventional achievement tests rank students in relation to each other. New assessment tests reflect what schools are trying to teach and how they are succeeding for representative geographic, age, racial, and socioeconomic groups. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Identifiers—National Assessment of Educational Progress

A bibliography of NAEP official reports and booklets containing the descriptions of objectives and sub-objectives developed for each National Assessment subject area and the Process of their development is presented. (Author/KM) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 101 994
Saylor, Galen
How to Use the Findings from National Assessment

Some Comments on Power and the NAEP

An introduction and background to National Assessment of Educational Progress (NAEP) discusses how decisions were made as to what objectives were assessed and how the evidence was interpreted. (Author /IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 124 187
Olson, Paul

A Report on National Assessment in Seven Learning Areas

This article contains a small sampling of some of the research findings of the National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author /RT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 124 186
Tyler, Ralph W.

Some Comments on Power and the NAEP

The National Assessment of Educational Progress, in its power base, conception, creation, and execution, runs against the view that respects the local, unique culture as the prime determinant in education and supports the idea that education is an entity that a national program can clarify for delivery to children. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).

EJ 131 671
Ahmann, J. Stanley

A Report on National Assessment in Seven Learning Areas

This article contains a small sampling of some of the research findings of the National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author /RT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 124 185
Olson, Paul

POWER and the National Assessment of Educational Progress

This article contains a small sampling of some of the research findings of the National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author /RT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 106 953
Fair, Joan

What is National Assessment and What Does It Say to Us?

From NAEP.....

A Report on National Assessment in Seven Learning Areas

This article contains a small sampling of some of the research findings of the National Assessment of Educational Progress was established for the purpose of providing reliable information describing what young Americans know and do. This article described that assessment. (Author /RT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.
CITATIONS

(NAEP) dealt with in this document: Results (Overview).

EJ 139 744
Forbes, Roy H.
Assessing Educational Attainments
Pub Date—Jun 76
Journal Clt—Educational Technology; 16; 6; 27-9
Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), a project of the Educational Commission of the States, has for the past 7 years been assessing the knowledge, skills, and attitudes of groups of young Americans. NAEP collects data by age, sex, race, geographic region, size and type of community and level of parental education for several learning areas. (JY) Aspect of National Assessment (NAEP) dealt with in this document: Results (Procedures).

EJ 162 896
Forbes, Roy H.
Literacy and Numeracy in Australian Schools
Pub Date—Oct/Dec 76
Journal Clt—Australian Mathematics Teacher; 32; 5/6; 217-220
Identifiers—*Australia, *National Assessment of Educational Progress

This report summarizes the results of a study of literacy and numeracy conducted by the Australian Council of Education Research. Results on computation items are compared with those obtained in the National Assessment of Educational Progress. (SD) Aspect of National Assessment (NAEP) dealt with in this document: Results (Interpretation).

EJ 178 284
Lippincott, W. T.
Editorially Speaking: 17-Year-Olds: What They Know and Can Do
Pub Date—Jul 77
Available from—Reprint Available (See p. viii): UMI
Journal Clt—Journal of Chemical Education; 54; 7; 397
Identifiers—National Assessment of Educational Progress

Summarizes the National Assessment of Educational Progress (NAEP) study that, among other things, profiles the cognitive abilities of 17-year-olds. The editorial ends by asking how chemistry teachers can make use of this information to improve their effectiveness in teaching to the present type of student. (MR) Aspect of National Assessment (NAEP) dealt with in this document: Results (Overview).

B.GEN.b 155

47-51
Identifiers—*National Assessment of Educational Progress

EJ 149 672
Forbes, Roy H.
National Assessment: One Tool in the Education Toolbox
Pub Date—May 76
Journal Clt—NASSP Bulletin; 60; 400; 66-70
Identifiers—*National Assessment of Educational Progress

Education is a complex issue and no sweeping generalizations about it can be made. It follows, therefore, that there can be no simple answer to the student test score decline question. (Editor) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 153 537
Forbes, Roy H.
NAEP: One "Tool" to Improve Instruction
Pub Date—Jan 77
Journal Clt—Educational Leadership; 34; 4; 276-281
Identifiers—National Assessment of Educational Progress

Discusses the development of the National Assessment of Educational Progress and describes how its methods and materials are being used in Nebraska, Connecticut, Maine, and other states as a tool to improve educational programs. (Author/IG) Aspect of National Assessment (NAEP) dealt with in this document: Results (Utilization).

EJ 167 859
Taylor, Bob L. Krakow Jere
NAEP's Implicit Assumptions
Pub Date—Oct 77
Available from—Reprint Available (See p. vii): UMI
Journal Clt—Educational Leadership; 35; 1;
The NAEP Conference on Minimum Competency Testing.

Pub Date—Oct 79
Available from—Reprint: UMI
Journal Cit—Phi Delta Kappan; v61 n2 p123-24 Oct 1979
Pub Type—Journal Articles (080)—Reports—Descriptive (141)
Identifiers—National Assessment of Educational Progress

Offers a brief report on the National Assessment of Educational Progress conference on minimum competency testing. Among the reports was one asserting a logical relationship between student competency testing and teacher competency testing, and one noting that no research evidence shows that mandated student competency testing programs are working. (Author/IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.
c. GENERAL AND MISCELLANEOUS

ED 035 783  AA 000 486
Matson, Judith. Ed.
CAPS Capsule The National Assessment of Educational Progress, Concept and Organization, Vol. 3, No. 2.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Bureau No.—BR-6-2487
Pub Date—70
Contract—OEC-3-6-002457-1579-(010)
Note—28p.
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—National Assessment of Educational Progress
The Winter, 1970 issue of CAPS Capsule concerns the concept and structure of the National Assessment of Educational Progress (NAEP), which responds to the need to look at the outputs of education. Frank B. Wolmer, Staff Director of NAEP, discusses the following: (1) NAEP's origin; (2) the subject areas selected for assessment; (3) the development and use of program tests; (4) how information is reported and used; and (5) future goals of the program. Critical assessments and analyses of NAEP follow, by Martin Katzman, Warren Findley, and Robert Ebel. Also included are: (1) an annotated bibliography of journals from ERIC Central's monthly Current Index to Journals in Education (CIJE), pertaining to national assessment and NAEP; (2) a presentation by Garry R. Walz, Center director, on program developments in guidance and counseling; (3) information on CAPS publications; and (4) listings of Center activities. (EK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).

ED 070 172  EA 004 714
National Educational Assessment: Pro and Con.
Pub Date—66
Note—56p.
Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 382-11768, $1.00, Quantity Discounts)
EDRS Price - MF01 Plus Postage. PC Not Available.
Identifiers—*National Assessment of Educational Progress
In this publication, designed to serve interests as well as educators, various authors explore the viewpoints of the proponents and the opponents of the National Assessment Program. In their analysis of assessment and its related issues, these authors attempt to provide information that could serve as a basis for an objective consideration of the limitations, possibilities, and implications of the Program. Central to the discussions covered in the six papers is the question of the use of tests as a means of carrying out the assessment goals and the implications of having a pilot program run by a private concern such as the Carnegie Corporation. The presentation concludes with a transcript of the White House Conference assessment debate (July 20, 1965), the resolution of the Council of Chief State School Officers on measurement and reporting of educational results (November 1965), the ASCD Executive Committee statement of guidelines for national assessment of educational outcomes (January 1966), and the AASA Resolution concerning national testing and curriculum (February 1966). (Author/EA) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Historical Background).

ED 085 127  RC 007 470
Henderson, George
National Assessment and Rural Education.
New Mexico State Univ., University Park.
ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—BR-6-2487
Pub Date—Dec 73
Contract—OEC-1-6-062469-1574(10)
Note—50p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock Number EC-004, $2.50)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—*National Assessment of Educational Progress
National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are, and where the country's education problem areas lie. NAEP exercises have been conducted to provide information by 3 divisions: (1) what all or almost all children are learning, (2) what the most advanced are learning, and (3) what the middle or "average" children are learning. The accumulated test results will serve the purpose of differentiated assessment of the overall progress of education. NAEP defined 1972 separate populations for testing by the following subdivisions: sex, race, geographic region, age group, community size and type, and socioeconomic level. This report discusses rural education and national assessment for reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed. A brief historical overview; the assessment procedures and schedule; and the...
social and psychological, cultural, economic, political, and military implications are also covered. (NQ) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.


Identifiers—Instructional Hierarchies, *National Assessment of Educational Progress General features of local and national programs for assessing achievements referencing the common instruction are discussed within a single mastery achievement testing framework. The envisioned programs differ only in informative detail. Most such differences are viewed as amenable to formalization and the basis for distinguishing between local instructional management requirements and state and national stocktaking requirements for information on scholastic achievements is illustrated for selected knowledges and skills. The implications of the envisioned achievement testing programs for local, state, and national determinations of educational productivity are noted. It is contended that the earliest apt educational productivity estimates must be based on aggregate direct costs of education as inputs—perhaps with a "catch-up" cost portion removed by general agreement—and short-term absolute scholastic achievement effects as outputs. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.


The program is a series of interviews and montages on the topic of graduation at all levels of education.
ED 145 587  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnball, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 152 823  
Pub Date-Apr 77
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency

ED 147 758  
EDRS Price - MF01/PC02 Plus Postage.

Identiifiers---National Assessment of Educational Progress

ED 151 355  
Pub Date—2 Mar 78
Pub Type—Information Analyses (070) —Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.


Identiifiers---National Assessment of Educational Progress

ED 158 839  
Pub Date-Apr 77
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency

ED 146 838  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnball, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 151 355  
Pub Date—2 Mar 78
Pub Type—Information Analyses (070) —Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.


Identiifiers---National Assessment of Educational Progress

ED 158 839  
Pub Date-Apr 77
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency

ED 146 838  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnball, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 151 355  
Pub Date—2 Mar 78
Pub Type—Information Analyses (070) —Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.


Identiifiers---National Assessment of Educational Progress

ED 158 839  
Pub Date-Apr 77
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency

ED 146 838  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

The first day of hearings features the testimony of Admiral H. M. Rickover and Dr. Mary Berry, Assistant Secretary for Education, on the quality of education and what can be done about it. Subsequent testimony centers on the testing of students. Those offering statements are William W. Turnball, president of Educational Testing Service; Dr. Roy H. Forbes, director of the National Assessment of Educational Progress; and Willard Wirtz, chairman of the Advisory Panel on the Scholastic Aptitude Test Score Decline. Other evidence offered includes samples from tests, descriptions of the characteristics of eight nationally normed tests, and description of the assessment of basic skills being done in the nation. (IRT) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

ED 151 355  
Pub Date—2 Mar 78
Pub Type—Information Analyses (070) —Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.


Identiifiers---National Assessment of Educational Progress

ED 158 839  
Pub Date-Apr 77
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

An historical sketch of minimum competency testing programs and issues is presented. Among the state and local programs briefly described are: 1960, Denver Public Schools, CO; 1976, Richmond Public Schools, VA; 1977, Kern Union High School, CA; 1977, Berea High School, OH; 1977, Westside High School, NE; 1973, Oregon; 1975, California (High School Proficiency
relationship, *leadership, leadership responsibility, leadership training, state departments of education, Two Year Colleges, Universities. *Vocational Education Identifiers—National Center for Vocational Education OH

As vocational programs take on increased importance during the 1980's, it becomes necessary to assess the effectiveness of the vocational education leadership exercised at the national, state, university, and local college levels. At the national level, leadership is evidenced in legislatively mandated programs, such as the Graduate Leadership Development Program, and in the activities of the National Center for Vocational Education. At the state level, leadership has been exercised through the Educational Commission of the States and through the provision of in-service activities for educators. Universities have helped fill the leadership void through innovative programs, such as Temple University's Leadership Intern Field Experience, and leadership potential has always existed within instructors and deans at local colleges. Yet, several leadership problems have yet to be addressed: (1) a national policy for leadership development should be implemented in an effort to increase articulation among the states; (2) more states and colleges should become aware of the activities of the National Center for Vocational Education; (3) research should become less dependent upon targeted project monies, which leave many vocational education areas wanting; (4) the "good old boy" leadership network which exists within the states should be severed; and (5) college instructors need to take on a more professional attitude. Without enhanced leadership, vocational education programs are surely endangered. (JP) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

EJ 000 647
Kock, Reino
National Assessment of Educational Progress—A Diffusion Study
Pub Date—69 Feb
Journal Cit—Sch Soc; 97; 2315; 95-97

EJ 002 384
Finley, Carmen J.
National Assessment—Spring 1968.
Pub Date—69 Mar
Journal Cit—Calif J Educ Res; 20; 2; 69-74
What We Are Learning from this document: Program Description.

Identifiers National Assessment of Educational Progress (NAEP) dealt with in this document: Program Description.

DESCRIPTION.

A program is under way to assess the educational attainments of American students. (CK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Progress Report).

Offers an overview of NAEP, a project designed to compile data for assessing and improving American education. (DR) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Offers the personnel and functions of the National Assessment Program Analysis Advisory Committee. (JF) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Describes the functions and responsibilities of the Education Commission of the States as well as their educational contributions. (RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

The author attempted to clarify the issues and to provide the background needed to understand the roots and assumptions of the movement towards accountability as well as the movement to technologize curriculum planning and teaching. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Evaluation).
The National Assessment: A Critical Review

The National Assessment of Educational Progress (NAEP) is a national census-like survey of the knowledge, skills, and understandings of young Americans. Evaluates the NAEP's contribution to educational progress and its areas in need of improvement. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Operational Procedures).

Cunningham, William G.
The National Assessment: A Critical Review and a New Direction
Pub Date—Oct 76
Journal Cit—Clearing House; 50; 2; 82-7
Description—Academic Achievement, Academic Assessment, Academic Policy, Educational Research, Educational Testing, National Surveys, Student Characteristics, Student Evaluation, Test Results
Identifiers—National Assessment of Educational Progress
The National Assessment of Educational Progress (NAEP) is a national census-like survey of the knowledge, skills, and understandings of young Americans. Evaluates the NAEP’s contribution to educational progress and its areas in need of improvement. (Author/RK) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Elliott, Arthur H.
Turning It Around in Education with Student Tutoring
Pub Date—May 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Clearing House; 50; 7; 285-90
Descriptors—Basic Skills, College Entrance Examinations, Crime, Educational Problems, Educational Research, Educational Trends, School Vandalism, Student Participation, Tables (Data), Tutorial Programs
Identifiers—National Assessment of Educational Progress
Evidence is mounting in support of the belief that student tutoring is highly effective in achieving the basic goals of public education, namely, the cognitive, affective and social development of the child. (Author) Aspect of National Assessment (NAEP) dealt with in this document: Program Description.

Applebee, Arthur N.
Perspectives on the National Assessment of Educational Progress
Pub Date—Nov 77
Available from—Reprint Available (See p. vii): UMI
Journal Cit—Reading Teacher; 31; 2; 250-3
Descriptors—Educational Assessment, Elementary Secondary Education, National Assessments, National Surveys, Program Administration, Program Descriptions, Skill Development, Testing Programs, Young Adults
Identifiers—National Assessment of Educational Progress, United States
The National Assessment of Educational Progress (NAEP) is a longitudinal study designed to measure changes in the knowledge, skills, and understandings of young Americans, ages 9, 13, 17, and 26-35. This overview discusses some special aspects of NAEP, and explains its history and governance. (MH) Aspect of National Assessment (NAEP) dealt with in this document: Program Description (Program Goals).
III. INDEXES
Subject/Index

Academic Ability

ED 155 126 (A.1.MUS.(1).(d))
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
EJ 237 426 (B.1.MATH.(2).(d))
Math and Sex: Are Girls Born with Less Ability?
EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
ED 127 198 (A.1.MATH.(1).(d))
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.1.WRIT.(2).(d))

Academic Achievement

Achievement and the Three R's: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
 Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
 Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(c))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.1.SOC.(2).(d))
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)
The Condition of Student Writing
EJ 144 141 (B.1.WRIT.(2).(d))
ED 162 927 (B.GEN.b)
ED 205 608 (B.GEN.b)
Continuing Motivation in Science for Early and Late Adolescents.
EJ 255 849 (B.1.SCI.(3).(d))
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
Early Adolescent Sex Differences in
Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.1.SOC.(1).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
ED 131 119 (B.GEN.a)
Exploring National Assessment Data through Secondary Analysis.
ED 223 679 (A.GEN.b)
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
Expressive Writing: Selected Results From the Second National Assessment of Writing.
ED 130 312 (A.1.WRIT.(2).(d))
ED 137 604 (A.1.COD.(1).(d))
The First Results
ED 054 502 (A.GEN.b)
ED 138 414 (A.GEN.b)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.b)
Integration and Science Achievement

Keeping Up

Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.


ED 080 598 (B.GEN.a)

Mathematics and Local Competency Mandates?

ED 187 562 (B.GEN.b)

The National Assessment: A Critical Review and a New Direction

ED 097 348 (A.GEN.b)

National Assessment: A Model for State and Local Competency Mandates?

ED 154 431 (B.GEN.c)

National Assessment of Educational Progress: Social Studies Objectives.

ED 049 111 (A.1.SOC.(1).(b))


ED 043 099 (A.1.SCI.(1).(d))


ED 043 098 (A.1.CIT.(1).(d))


ED 049 112 (A.1.CIT.(1).(d))

National Assessment of Educational Progress. 1969-70 Citizenship: Group Results for Sex, Region, and Size of Community.

ED 063 196 (A.1.CIT.(1).(d))

National Assessment: One Tool in the Education Toolbox

ED 149 672 (B.GEN.b)

National Assessment-Some Valuable By-products for Schools

ED 005 372 (B.GEN.b)


ED 129 908 (B.GEN.c)

Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.

ED 193 314 (A.1.ART.(1).(d))


ED 117 019 (A.1.SOC.(1).(d))

Some Implications of the National Assessment Model and Data for State and Local Education.

ED 074 620 (B.GEN.a)


ED 106 399 (A.GEN.c)


ED 190 653 (B.GEN.b)

Student Achievement in Rural Schools: A. View from the National Assessment Data.

ED 172 980 (A.GEN.b)

Technical Giants of National Assessment

ED 054 503 (B.GEN.c)

Three National Assessments of Science: Changes in Achievement, 1969-77. Selected Results from the Third National Assessment of Science.

ED 159 026 (A.1.SCI.(3).(d))

Update on Education: A Digest of the National Assessment of Educational Progress.

ED 113 381 (A.GEN.c)

What's Happening in Science--the NAEP.

ED 196 166 (B.1.SCI.(3).(d))

What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846 (A.GEN.b)

Academic Aspiration

Test Scores and Attainment Rates.

ED 251 946 (B.SPEC.(c).(1).(d))

Academic Standards

Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.

ED 255 106 (B.GEN.b)

Accountability

A Constructive Response to the APU.

ED 220 456 (B.GEN.b)


ED 070 140 (A.GEN.a)

GPO: Send Me The Primary Effects of Common Instructional Professional Paper 34.

ED 129 908 (B.GEN.c)

How Will National Assessment Change American Education?

ED 044 149 (B.GEN.c)


ED 089 464 (B.GEN.a)

National Assessment and Rural Education.
Subject Index

ED 085 127 (B.GEN.c) National Assessment: A Tool for Accountability.
ED 131 345 (B.GEN.c) National Assessment: Backgrounds and Projections
ED 074 010 (A.I.CIT.(2).b) National Assessment of Educational Progress: Music Objectives.
ED 063 197 (A.I.MUS.(1).b) National Assessment of Educational Progress: Newsletter, Volume 5, Number 7.
ED 073 007 (A.GEN.c) National Assessment of Educational Progress: Social Studies Objectives.
ED 063 196 (A.I.CIT.(1).d) National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.b) Towards a More Adequate Conception of Evaluation in the Arts
EJ 105 250 (B.GEN.c) The Use, Misuse, and Abuse of Tests.
ED 051 281 (B.GEN.b) Achievement Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b) Assessing Mathematical Achievement.
ED 184 809 (B.GEN.b) Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.I.SCI.(1).c) Change in National Science Achievement: Some Analytical Problems.
ED 157 799 (A.I.SCI.(2).c) Computational Competencies of Prospective Elementary Mathematics Teachers
ED 111 996 (A.I.MATH.(1).d) Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b) Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a) Knowledge of Science Declines.
EJ 118 179 (B.I.SCI.(2).d) Literacy and Numeracy in Australian Schools
EJ 162 896 (B.GEN.b) Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.I.MATH.(2).d) Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.I.MATH.(2).d) Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 129 636 (A.I.MATH.(1).d) Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.I.MATH.(2).d) National Assessment Findings in Science 1969-70, What Do They Mean?
ED 067 220 (A.I.SCI.(1).d) Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.I.SCI.(1).d) Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.
ED 127 143 (A.I.SCI.(2).d) Science Achievement: The Trend is Down.
EJ 128 205 (B.I.SCI.(2).d) Sex-Related Differences in Mathematics: Results from National Assessment.
EJ 254 217 (B.I.MATH.(2).d) Solving Verbal Problems: Results and Implications from National Assessment.
ED 168 901 (A.I.SCI.(3).d) Achievement Scores
Reading in America: A Perspective on Two Assessments.
ED 153 906 (A.I.CIT.(2).d) The First Results
EJ 054 502 (A.GEN.b) Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 141 582 (A.I.COD.(1).b) Recent Trends in Achievement Levels of Black and White Youth.
ED 200 898 (A.I.READ.(3).d) Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a) Achievement Tests
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b) Achievement Test Scores in Mathematics and Science.
EJ 249 182 (B.GEN.b) Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.I.WRIT.(1).c)
Achievement Tests

Career and Occupational Development Items.
ED 145 201 (A.I.COD.(1).(b))
Career and Occupational Development Kit.
Instruction Manual.
ED 145 199 (A.I.COD.(1).(e))
GPO: Send Me The Primary Effects of

Skills.
ED 128 814 (A.I.WRIT.(2).(d))
High School Students Lag in Science
ED 149 727 (A.I.SCI.(3).(d))
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.I.GEN.(a))
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.I.COD.(1).(d))
NAEP's Implicit Assumptions
EJ 167 859 (B.GEN.(b))
National Assessment: One Tool in the Education Toolbox
EJ 149 672 (B.GEN.(b))
ED 199 263 (A.I.WRIT.(2).(d))
Quality of Education: 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.
ED 145 587 (B.GEN.(c))
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.(c))
Scoring Guides and National Percentages of Response.
ED 145 200 (A.I.COD.(1).(d))
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.(b))

Addition
Fractions: Results and Implications from National Assessment.
ED 246 313 (B.I.MATH.(2).(d))
ED 211 427 (A.I.ART.(2).(G))
ED 211 413 (A.I.MUS.(2).(c))

Administrative Organization
ED 152 823 (B.GEN.(c))

Administrator Attitudes
ED 150 677 (B.GEN.(b))
Administrator Responsibility
National Assessment of Educational Progress
ED 206 668 (A.I.READ.(3).(d))
Administrator Role
Administration's Janus: The Two Faces of Educational Evaluation
EJ 068 036 (B.GEN.(b))
Supplementary Framework Assessment Phase II Manual
ED 206 670 (A.GEN.(a))

Adolescents
Assessing Job Knowledge and Generally Useful Skills of Young Americans
ED 150 344 (A.I.CIT.(1).(d))
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01
ED 160 744 (B.GEN.(d))
Continuing Motivation in Science for Early and Late Adolescents.
ED 255 849 (B.I.SCI.(3).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.I.READ.(1).(d))
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 006 (B.I.SPEC.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.I.READ.(1).(d))
EJ 141 582 (A.I.COD.(1).(d))
ED 191 759 (B.I.CIT.(2).(d))
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.I.SCI.(3).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.I.LIT.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.I.READ.(1).(d))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.I.LIT.(1).(d))
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 401 (A.SPEC.(d).(1).(d))
When I Grow Up, What Will I Be?
ED 145 202 (A.I.COD.(1).(d))
Adoption (Ideas)
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.(a))

Adolescents
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.(a).(1).(d))
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.I.READ.(1).(d))

Adults
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.I.COD.(1).(d))
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.GEN.(d))
Energy: Knowledge and Attitudes. A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.(e).(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 076 425 (A.I.LIT.(1).(d))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.I.LIT.(1).(d))

Advisory Committees
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.I.MATH.(1).(d))

Aesthetic Education
ED 099 270 (A.I.MUS.(1).(d))

Affective Objectives
Citizenship Objectives.
ED 033 871 (A.I.CIT.(1).(b))
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
ED 059 119 (A.I.COD.(1).(b))
Science Objectives.
ED 033 872 (A.I.SCI.(1).(b))
Science Objectives for the Third Assessment.
ED 179 402 (A.I.SCI.(3).(b))

Affirmative Action
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.GEN.(1).(d))

Age
Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.(c))

Age Differences
ED 205 735 (B.I.CIT.(2).(d))
ED 051 246 (A.I.WRIT.(1).(d))
ED 051 245 (A.I.WRIT.(1).(d))

Age Groups
ED 173 185 (B.GEN.(b))
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.GEN.(1).(d))
National Assessment of Educational Pro-
Subject Index

   ED 049 113 (A.1.CIT.(1).(d))
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress. ED 143 829 (A.1.COD.(2).(b))
   ED 168 901 (A.1.SCI.(3).(d))

Age 9
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.
   ED 147 497 (B.1.COD.(1).(d))

Age 13
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
   ED 147 498 (B.1.COD.(1).(d))

Agency Cooperation
   ED 152 823 (B.GEN.a)

Analysis of Variance
Balancing-Analysis of Variance by Another Name
   EJ 150 831 (B.GEN.a)
   ED 131 119 (B.GEN.a)

Annotated Bibliographies
An Annotated Bibliography on Citizenship and Social Studies Assessments
   EJ 096 961 (B.GEN.b)
   ED 035 783 (B.GEN.c)
Needs Assessment.
   ED 136 355 (B.GEN.c)

Annual Reports
National Assessment of Educational Progress. General Information Yearbook.
   ED 102 235 (A.GEN.a)

Answer Keys
Scoring Guides and National Percentages of Response.
   ED 145 200 (A.1.COD.(1).(b))

Applied Music
   ED 120 086 (A.1.MUS.(1).(b))
   ED 114 348 (A.1.MUS.(1).(d))

Aptitude Tests
Achievement Test Scores in Mathematics and Science.
   EJ 249 182 (B.GEN.b)
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
   EJ 219 576 (B.GEN.b)

Arithmetic
   ED 163 026 (B.1.MATH.(1).(d))

Art
   ED 155 125 (A.1.ART.(1).(d))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.
   ED 141 249 (A.1.ART.(1).(d))
Knowledge about Art. Selected Results from the First National Assessment of Art.
   ED 151 270 (A.1.ART.(1).(d))
National Assessment and the Future of Art Education.
   EJ 130 364 (B.1.ART.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
   ED 193 314 (A.1.ART.(1).(d))

Art Appreciation
Relating Art Experiences to Art Achievement: A Technical Paper.
   ED 156 598 (A.1.ART.(1).(d))

Art Education
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
   ED 212 538 (A.1.ART.(2).(d))
Attitudes toward Art. Selected Results from the First National Assessment of Art.
   ED 166 122 (A.1.ART.(1).(d))
Knowledge about Art. Selected Results from the First National Assessment of Art.
   ED 151 270 (A.1.ART.(1).(d))
National Assessment and the Future of Art Education.
   EJ 130 364 (B.1.ART.(1).(d))

Assessment of Performance Unit
A Constructive Response to the APU.
   EJ 220 456 (B.GEN.b)

Attitude Change
Attitudes toward Art. Selected Results from the First National Assessment of Art.
   ED 166 122 (A.1.ART.(1).(d))
   EJ 205 735 (B.1.CIT.(2).(d))
Measurement in Education: National Assessment Says.
   ED 051 298 (B.GEN.a)

Attitude Measures
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
   EJ 232 917 (B.1.MATH.(2).(d))
A Survey of Reading Habits: Theme 4, Literature.
   ED 078 366 (A.1.L1T.(1).(d))
What Research Says.
   EJ 242 980 (B.1.SCI.(3).(d))

Attitudes
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
   ED 177 017 (A.1.SCI.(3).(d))
Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
   ED 166 017 (A.1.SPEC.e.(1).(d))
Measurement in Education: National Assessment Says.
   ED 051 298 (B.GEN.a)
   ED 089 464 (B.GEN.a)
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
   ED 127 200 (A.1.SCI.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
   ED 232 909 (B.1.MATH.(2).(d))

Attrition (Research Studies)
Assessment of Nonresponse Bias in Sample...
Subject Index

gress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.

ED 081 638 (A.I.SCI.(1).(d)) National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex. (National Assessment Report 7).

ED 067 220 (A.I.SCI.(1).(d))

Black Students

Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.

ED 215 034 (B.GEN.b) Black Students' Performance in the National Assessments of Science and Mathematics.

ED 201 692 (B.GEN.b)

Blacks

One More Time: NAEP and Blacks

ED 096 958 (B.I.CIT.(1).(d)) Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.

ED 159 456 (B.I.COD.(1).(d)) Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.

ED 089 931 (B.I.SCI.(1).(d))

Books

Enjoying the Red Camellias of Children's Literature.

ED 169 559 (B.GEN.b) Calculators

Calculators in Testing Situations: Results and Implications from National Assessment.

ED 239 344 (B.I.MATH.(2).(d)) California Assessment Program

Assessing Mathematical Achievement.

ED 184 809 (B.GEN.b) The Next Stage in Educational Assessment.


ED 190 653 (B.GEN.b) CareerAwareness

Career and Occupational Development Items.

ED 145 201 (A.I.COD.(1).(b)) Career and Occupational Development Kit Instruction Manual.

ED 145 199 (A.I.COD.(1).(c)) The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.

ED 219 388 (A.SPEC.(1).(d)) When I Grow Up, What Will I Be?

ED 145 202 (A.I.COD.(1).(d)) Career Development

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.

ED 130 079 (A.I.COD.(1).(d))
<table>
<thead>
<tr>
<th>Subject Index</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Job Knowledge and Generally Useful Skills of Young Americans</td>
<td>ED 163 841 (B.1.COD.(1).(d))</td>
</tr>
<tr>
<td>Career and Occupational Development Items.</td>
<td>ED 145 201 (A.1.COD.(1).(b))</td>
</tr>
<tr>
<td>Career and Occupational Development Kit. Instruction Manual.</td>
<td>ED 145 199 (A.1.COD.(1).(c))</td>
</tr>
<tr>
<td>Career Development Needs of Adults: How to Improve Career Development Programs.</td>
<td>ED 147 499 (B.1.COD.(1).(d))</td>
</tr>
<tr>
<td>Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.</td>
<td>ED 147 497 (B.1.COD.(1).(d))</td>
</tr>
<tr>
<td>The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.</td>
<td>ED 147 490 (B.1.COD.(1).(d))</td>
</tr>
<tr>
<td>National Assessment of Educational Progress. Objectives for Career and Occupational Development.</td>
<td>ED 059 119 (A.1.COD.(1).(b))</td>
</tr>
<tr>
<td>Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.</td>
<td>ED 143 829 (A.1.COD.(2).(b))</td>
</tr>
<tr>
<td>Career Planning</td>
<td></td>
</tr>
<tr>
<td>The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-COD-25.</td>
<td>ED 192 079 (A.1.COD.(1).(b))</td>
</tr>
<tr>
<td>Change Agents</td>
<td></td>
</tr>
<tr>
<td>National Assessment of Educational Progress-A Diffusion Study.</td>
<td>EJ 000 647 (B.GEN.c)</td>
</tr>
<tr>
<td>Change Strategies</td>
<td></td>
</tr>
<tr>
<td>Conference on the Teaching of History (North Texas State University, Denton, Texas).</td>
<td>ED 162 950 (B.GEN.b)</td>
</tr>
<tr>
<td>Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.</td>
<td>ED 182 320 (B.1.COD.(1).(b))</td>
</tr>
<tr>
<td>The First Assessment of Career and Occupational Development: Released Exercises (1973-74). No. 05-C02-25.</td>
<td>ED 192 079 (A.1.COD.(1).(b))</td>
</tr>
<tr>
<td>Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.</td>
<td>ED 143 829 (A.1.COD.(2).b)</td>
</tr>
<tr>
<td>The Past is Pertinent</td>
<td>EJ 099 002 (B.1.COD.(1).c)</td>
</tr>
<tr>
<td>The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.</td>
<td>ED 219 388 (A.SPEC.I.(1).d)</td>
</tr>
<tr>
<td>School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.</td>
<td>ED 155 328 (A.1.COD.(1).d)</td>
</tr>
<tr>
<td>When I Grow Up, What Will I Be?</td>
<td>ED 145 202 (A.1.COD.(1).d)</td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
</tr>
<tr>
<td>Basic Mathematics Skills and Vocational Education. Information Series No. 199.</td>
<td>ED 169 559 (B.GEN.b)</td>
</tr>
<tr>
<td>Literature, Language, and Expression.</td>
<td>ED 124 909 (B.1.WRT.I.(2).(d))</td>
</tr>
<tr>
<td>Citizen Participation</td>
<td></td>
</tr>
<tr>
<td>Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.</td>
<td>ED 179 470 (B.1.CIT.II.(2).(d))</td>
</tr>
<tr>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>An Analysis of a Selected Set of Exercises from the National Assessment of Educational Progress, Social Studies 1971-1972: Knowledge of Institutions-Task 3. Final Report.</td>
<td>ED 100 742 (B.GEN.b)</td>
</tr>
<tr>
<td>An Annotated Bibliography on Citizenship and Social Studies Assessments</td>
<td>EJ 096 961 (B.GEN.b)</td>
</tr>
<tr>
<td>Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.</td>
<td>ED 166 123 (A.1.CIT.(2).(d))</td>
</tr>
<tr>
<td>Citizenship Objectives.</td>
<td>ED 170 347 (B.GEN.a)</td>
</tr>
<tr>
<td>Citizenship Results from National Assessment.</td>
<td>ED 033 871 (A.1.CIT.(1).(b))</td>
</tr>
<tr>
<td>Citizenship/Social Studies Achievement: Trends over Time.</td>
<td>ED 232 150 (B.1.CIT.(2).(d))</td>
</tr>
<tr>
<td>Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.</td>
<td>ED 153 906 (A.1.CIT.(2).d)</td>
</tr>
<tr>
<td>Connecticut Assessment of Educational Progress Citizenship/Social Studies 1977-78 Technical Report.</td>
<td>ED 162 927 (B.GEN.b)</td>
</tr>
<tr>
<td>Citizenship/Social Studies.</td>
<td></td>
</tr>
<tr>
<td>Dissemination-Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises-Task 6. Final Report.</td>
<td>ED 110 746 (B.GEN.b)</td>
</tr>
<tr>
<td>Education for Citizenship: A Bicentennial Survey. Results Manual for Replicating the Citizenship Survey.</td>
<td>ED 135 705 (A.1.CIT.(2).d)</td>
</tr>
<tr>
<td>Evaluating Social Studies and Citizenship Education.</td>
<td>ED 132 079 (A.1.CIT.(2).d)</td>
</tr>
<tr>
<td>The First Results</td>
<td>ED 100 744 (B.GEN.b)</td>
</tr>
<tr>
<td>National Assessment and Social Studies Education: A Review of Assessments in Citizenship and Social Studies by the Na-</td>
<td>ED 054 502 (A.GEN.b)</td>
</tr>
</tbody>
</table>
Citizenship Education

National Council for the Social Studies.

National Assessment Can Help the Social Studies Teacher

The National Assessment Model

ED 088 749 (B.1.CIT.(1).a)
The National Assessment of Citizenship: Implications for Social Studies Research.

ED 071 982 (B.1.CIT.(1).c)

ED 068 407 (A.1.CIT.(1).d)

ED 049 113 (A.1.CIT.(1).d)
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.

ED 074 010 (A.1.CIT.(2).d)
National Assessment of Educational Progress. Citizenship Objectives for 1974-75 Assessment.

ED 074 010 (A.1.CIT.(2).d)
Civics
America's Uninformed Electorate

ED 089 440 (A.1.SOC.(1).d)

ED 135 705 (A.1.CIT.(2).d)
Objectives for Citizen Education

ED 170 626 (B.1.CIT.(2).b)
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.

ED 090 072 (B.1.SOC.(1).d)
Classification

ED 201 692 (A.1.GEN.b)
Classroom Environment
Continuing Motivation in Science for Early and Late Adolescents.

ED 255 849 (B.1.SCI.(3).d)
Classroom Observation Techniques
A Constructive Response to the APU.

ED 220 456 (B.1.GEN.b)
Classroom Techniques

ED 135 839 (A.1.GEN.a)
Cognitive Ability
Editorially Speaking, 17-Year-Olds: What They Know and Can Do

ED 178 284 (B.1.GEN.b)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

ED 237 426 (B.1.MATH.(2).d)
Math and Sex: Are Girls Born with Less Ability?

ED 237 494 (B.1.GEN.b)
Music 1971-79: Results From the Second National Music Assessment.

ED 210 226 (A.1.MUS.(2).d)
Cognitive Development
Solving Verbal Problems: Results and Implications from National Assessment.

ED 320 908 (B.1.MATH.(2).d)
Cognitive Measurement
National Assessment Findings in Science 1969-70. What Do They Mean?

ED 091 169 (B.1.SSCI.(1).d)
Cognitive Objectives
Citizenship Objectives.

ED 033 871 (A.1.CIT.(1).d)

ED 211 352 (A.1.MATH.(3).d)
National Assessment of Educational Progress. Objectives for Career and Occupational Development.

ED 059 119 (A.1.COD.(1).b)
Science Objectives.

ED 033 872 (A.1.SSCI.(1).b)
Science Objectives for the Third Assessment.

ED 179 402 (A.1.SSCI.(3).b)
Subject Index

ED 136 627 (B.1.GEN.c)
Cohort Analysis
What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846 (A.1.GEN.b)
College Entrance Examinations
Achievement Test Scores in Mathematics and Science.

ED 249 182 (B.1.GEN.b)
Declining Admissions Test Scores.

ED 120 245 (B.1.GEN.b)
The Test Score Decline: Meaning and Issues.

ED 138 643 (B.1.GEN.b)
Test Scores and Attainment Rates.

ED 251 946 (B.1.SPEC.(1).b)
College Graduates

ED 136 627 (B.1.GEN.c)
Communication (Thought Transfer)

ED 051 245 (A.1.WRIT.(1).d)
Communication Research

ED 193 677 (A.1.GEN.a)
Communication Skills

ED 193 677 (A.1.GEN.a)
Writing Objectives.

ED 033 870 (A.1.WRIT.(1).d)
Community Attitudes
What Test Questions are Likely to Offend the General Public.

ED 040 104 (B.1.GEN.a)
Community Characteristics

ED 106 399 (A.1.GEN.a)
Community Colleges

ED 200 261 (B.1.GEN.c)
Community Involvement
The Effects of the Rural School.

ED 201 460 (B.1.GEN.b)
Community Resources
The New Social History in the High School Classroom.

ED 168 932 (B.1.SSCI.(1).b)
Community Size

ED 051 246 (A.1.WRIT.(1).d)
Comparative Analysis
Do Children Read Better Now Than 10 Years Ago? 
ED 210 638 (B.1.READ.(3).(d))
The Essence of Balancing: Adjustment of Group Effects. 
ED 104 936 (B.GEN.a)
ED 138 414 (A.GEN.b)
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results. 
ED 117 133 (A.GEN.c)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative. 
ED 121 824 (A.GEN.a)
Objectives for Citizen Education 
ED 170 626 (B.1.CIT.(2).(b))
Writing: National Results-Writing Mechanics. 
ED 062 325 (A.I.WRIT.(1).(d))
Comparative Education
Literacy and Numeracy in Australian Schools 
ED 162 896 (B.GEN.b)
Objectives for Citizen Education 
ED 170 626 (B.1.CIT.(2).(b))
Comparative Testing 
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75. 
ED 137 412 (A.GEN.a)
The Menomonee Falls, Wisconsin Experience. 
ED 137 410 (B.I.READ.(2).(c))
Relationships Among Measures of Writing Skill. 
ED 224 812 (B.GEN.a)
Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools. 
ED 198 155 (B.GEN.a)
ED 190 672 (A.I.WRIT.(3).(b))
Compensatory Education 
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report. 
ED 117 215 (B.GEN.b)
ED 152 823 (B.GEN.e)
Competency Based Education 
The Competency Challenge: What Schools Are Doing. 
ED 162 417 (B.GEN.b)
ED 150 677 (B.GEN.b)
SLATE (Support for Learning and Teaching of English), Volume 2.
ED 146 629 (B.GEN.b)
Computation 
Computational Competencies of Prospective Elementary Mathematics Teachers 
ED 174 237 (B.1.MATH.(1).(d))
Computer Oriented Programs 
ED 237 482 (B.1.MATH.(2).(d))
Data Base Management Needs of National Assessment and Ways to Meet Those Needs. 
ED 196 430 (A.GEN.a)
Conference Reports 
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976). 
ED 135 838 (A.GEN.a)
ED 127 376 (A.GEN.a)
The Use, Misuse, and Abuse of Tests. 
ED 051 281 (B.GEN.b)
Conferences 
ED 052 264 (B.GEN.c)
Connecticut 
ED 177 329 (B.SPEC.c(1).(b))
Connecticut Assessment of Educational Progress 
ED 205 608 (B.GEN.b)
Consumer Economics 
National Assessment's Consumer Skills Assessments. 
ED 155 116 (A.SPEC.d(1).(c))
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes. 
ED 174 801 (A.SPEC.d(1).(d))
Consumer Education 
Consumer Math: Just How Knowledgeable Are U.S. Young Adults? 
ED 148 046 (B.1.MATH.(1).(d))
Consumer Math: Selected Results from the First National Assessment of Mathematics. 
ED 111 696 (A.I.MATH.(1).(d))
Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments. 
ED 163 182 (A.SPEC.d(1).(b))
Consumer Skills: Results Manual. 
ED 197 137 (A.SPEC.d(1).(d))
Guide to an Assessment of Consumer Skills. 
ED 163 181 (A.SPEC.d(1).(c))
Criterion Referenced Tests 
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary. 
ED 074 079 (B.I.WRIT.(1).(d))
Application of the National Assessment of Educational Progress: Philosophy in San Bernardino City Unified School District. 
ED 078 091 (B.GEN.a)
ED 196 784 (B.GEN.b)
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations 
ED 108 228 (B.GEN.a)
ED 191 017 (A.I.READ.(1).(b))
ED 112 350 (A.SPEC.f(1).(d))
How to Use the Findings from National Assessment. 
ED 101 994 (B.GEN.b)
A Humanistic Approach to Criterion Referenced Testing. 
ED 081 842 (A.GEN.a)
ED 083 284 (B.GEN.a)
Measures of Sover Agreement and Patterns of Disagreement. 
ED 193 307 (A.GEN.a)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
174

Criterion Referenced Tests

ED 159 599 (B.I.READ.(3).(c))

Critical Reading

Critical Reading: Theme 8, Reading.
ED 078 387 (A.I.READ.(1).(d))

ERIC/RCS: Developing Critical Reading and Thinking Skills.

ED 261 390 (B.GEN.b)

Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.I.READ.(1).(d))

A Look at Reading Achievement in the United States: The Latest Data.
ED 261 383 (B.I.READ.(3).(d))

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.I.LIT.(2).(d))

Reading, Thinking, Writing ... and Teaching.
ED 261 359 (B.GEN.b)

Critical Thinking

ERIC/RCS: Developing Critical Reading and Thinking Skills.
ED 261 390 (B.GEN.b)

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.I.LIT.(2).(d))

Reading, Thinking, Writing ... and Teaching.
ED 261 359 (B.GEN.b)

Curriculum Evaluation

Assessment Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.I.SCI.(1).(c))

Physics Teaching and the National Assessment of Educational Progress.
ED 090 072 (B.I.SCI.(1).(d))

Potential Uses of the National Assessment Model at the State and Local Levels—Task 4, Final Report.
ED 100 743 (B.GEN.b)

ED 135 839 (A.GEN.a)

Daily Living Skills

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.I.1.COD.(1).(d))

Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))

Data Analysis

Assessing National Levels of Achievement in a Systematic Manner.
ED 112 495 (B.I.MUS.(1).(d))

Cultural Influences

Integration and Science Achievement
ED 136 727 (B.I.SCI.(2).(d))

POWERS and the National Assessment of Educational Progress
ED 124 185 (B.GEN.b)

Curriculum Basics Concepts of Probability—What Do People Know?
ED 195 195 (B.I.MATH.(2).(d))

Notes from National Assessment: Basic Concepts of Area and Volume
ED 126 756 (B.I.MATH.(1).(d))

Notes from National Assessment: Perimeter and Area
ED 128 372 (B.I.MATH.(1).(d))

Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.I.MATH.(1).(d))

Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.I.SCI.(2).(d))

Curriculum Design

A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)

Curriculum Development

Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)

Folk Mathematics.
ED 241 193 (B.I.MATH.(2).(d))

The Measure of Achievement Test Score Declines
ED 139 741 (B.GEN.b)

Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.I.SOC.(1).(d))

Towards a More Adequate Conception of Evaluation in the Arts
ED 105 250 (B.GEN.c)

What We Are Learning from the National Assessment
ED 040 662 (B.GEN.c)

Curriculum Evaluation

Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.I.SCI.(1).(c))

Physics Teaching and the National Assessment of Educational Progress.
ED 090 072 (B.I.SCI.(1).(d))

Potential Uses of the National Assessment Model at the State and Local Levels—Task 4, Final Report.
ED 100 743 (B.GEN.b)

ED 135 839 (A.GEN.a)

Daily Living Skills

Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.I.COD.(1).(d))

Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.SPEC.c.(1).(b))

Data Analysis

Assessing National Levels of Achievement in a Systematic Manner.
ED 112 495 (B.I.MUS.(1).(d))

Cultural Influences

Integration and Science Achievement
ED 136 727 (B.I.SCI.(2).(d))

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ED 124 185 (B.GEN.b)

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ED 195 195 (B.I.MATH.(2).(d))

Notes from National Assessment: Basic Concepts of Area and Volume
ED 126 756 (B.I.MATH.(1).(d))

Notes from National Assessment: Perimeter and Area
ED 128 372 (B.I.MATH.(1).(d))

Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.I.MATH.(1).(d))

Papers on Educational Reform, Volume IV.
ED 093 778 (B.GEN.c)

Selected Results from the National Assessments of Science: Scientific Principles and Procedures.
ED 111 693 (A.I.SCI.(2).(d))

Curriculum Design

A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.
ED 210 180 (B.GEN.b)

Curriculum Development

Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
Performance for Fourth and Eighth Grade Mathematics Assessment, Spring, 1979.

ED 189 186 (B.GEN.b) Mathematics Objectives: Second Assessment.

ED 156 439 (A.I.MATH.(2).(b)) Mathematics Objectives, 1981-82 Assessment.


ED 119 636 (A.I.MATH.(1).(d)) Measures of Scorer Agreement and Patterns of Disagreement.


ED 140 228 (B.GEN.b) Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.

ED 186 105 (B.GEN.b) Measuring the Quality of Education: A Report on Assessing Educational Progress.


ED 507 465 (B.GEN.a) Measures Objectives: Second Assessment.


ED 114 348 (A.I.MUS.(1).(d)) Music 1971-79: Results From the Second National Music Assessment.

ED 210 226 (A.I.MUS.(2).(d)) NAEP: One "Tool" to Improve Instruction.

ED 153 537 (B.GEN.b) NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems.

ED 157 959 (B.GEN.a) NAEP, Race, Sex and Political Attitudes.

ED 211 395 (B.I.SOC.(1).(d)) NAEP Reading Assessment.

ED 227 755 (B.I.READ.(3).(d)) NAEP's Implicit Assumptions.


ED 109 102 (A.GEN.c) NAEP, Race, Sex and Political Attitudes.

ED 145 431 (B.GEN.c) National Assessment: A Model for State and Local Competency Mandates?

ED 209 442 (B.GEN.b) National Assessment and Social Indicators.
178

ED 156 441 (B.I.MATH.(1).(d)) Results of the Second NAEP Mathematics Assessment: Secondary School.


ED 100 739 (B.GEN.b) Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.

ED 164 337 (A.I.SCI.(2).(d)) Science Objectives for the Third Assessment of Science Achievement: The Trend is Down


ED 168 901 (A.I.SCI.(3).(d)) Selected Results from the Third National Assessments of Science:

ED 214 828 (A.I.ART.(2).(b)) The Second Assessment of Art, 1978-79, Released Exercise Set.


ED 198 155 (B.GEN.b) Technical Information and Data from the Writing Objectives, 1983-84 Assessment.

ED 097 288 (A.I.SOC.(2).(b)) Social Studies Skills and National Assessment.


Political Attitudes.  
ED 171 518 (A.GEN.b)  
Exploring National Assessment Data through Secondary Analysis.  
ED 223 679 (A.GEN.b)  
ED 205 060 (A.I.SOC.(1).(d))  
Focusing On The States  
ED 090 448 (B.GEN.c)  
Help for the Teacher of Written Composition (K-9): New Directions in Research.  
ED 120 731 (B.GEN.b)  
Implications of National Assessment Writing Results.  
ED 050 119 (B.I.WRIT.(1).(d))  
ED 050 119 (B.I.WRIT.(1).(d))  
Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.  
ED 152 400 (A.GEN.a)  
Literature, Humanities, Media Research Roundup  
ED 167 616 (A.GEN.b)  
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.  
ED 182 174 (A.I.MATH.(2).(d))  
NAEP's Second Round with Science  
ED 120 469 (A.I.SCI.(2).(d))  
National Assessment of Educational Progress: Changes in Science Achievement of Black Students.  
ED 127 201 (A.I.SCI.(2).(d))  
ED 127 199 (A.I.SCI.(2).(b))  
ED 127 202 (A.I.SCI.(2).(d))  
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.  
ED 127 200 (A.I.SCI.(2).(d))  
National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Energy Questions.  
ED 127 203 (A.I.SCI.(2).(d))  
ED 127 198 (A.I.MATH.(1).(d))  
The National Assessment of Literature: A Review  
ED 130 872 (B.I.LIT.(1).(c))  
New Study Shows Further Declines in Writing Ability.  
ED 162 095 (B.I.WRIT.(2).(d))  
The Renaissance in Economic Education. Research/Ideas/Practice.  
ED 211 432 (B.GEN.b)  
A Research Strategy for Educational Improvement.  
ED 258 902 (B.GEN.c)  
Results from the First Mathematics Assessments of the National Assessment of Educational Progress.
Elementary Secondary Education

Model. Reading and Mathematics, 1974-75.
ED 137 412 (B.GEN.a)
ED 104 018 (B.GEN.b)
ED 123 755 (B.GEN.b)
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
Mathematics Objectives: Second Assessment.
ED 156 439 (A.I.MATH.(2).(b))
ED 104 723 (A.I.SCI.(2).(d))
Reading and Literature Objectives, 1976-80. Assessment No. 11-RL-10.
ED 185 503 (A.I.READ.(3).(b))
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.I.SCI.(3).(b))
What's Happening in Science-the NAEP.
ED 193 166 (B.I.SCI.(3).(d))
ED 137 938 (B.GEN.a)
National Assessment: Backgrounds and Projections.
ED 108 211 (B.GEN.b)
ED 151 161 (B.GEN.c)
Reading and Literature Objectives, 1979-80. Assessment No. 11-RL-10.
ED 185 503 (A.I.READ.(3).(b))
Reading, Thinking, Writing...and Teaching.
ED 261 359 (B.GEN.b)
ED 146 659 (B.GEN.b)
The Uneasy Compromise: Brining Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)
Writing: National Results—Writing Mechanics.
ED 062 325 (A.I.WRIT.(1).(d))
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)
Equal Education: The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GEN.a)
Equivalency Tests
ED 127 376 (A.GEN.a)
Essay Tests
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.I.COD.(1).(c))
The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.I.WRIT.(2).(d))
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)
ED 190 672 (A.I.WRIT.(3).(b))
Essays
The Condition of Student Writing.
ED 144 141 (B.I.WRIT.(2).(d))
Estimation (Mathematics)
Folk Mathematics.
ED 241 193 (B.I.MATH.(2).(d))
Ethnic Groups
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
Evaluation
Administration's Janus: The Two Faces of Educational Evaluation.
ED 068 036 (B.GEN.b)
Alternatives to National Assessment Exercises - A Microproject.
ED 075 580 (B.1.SCI.(1).(c))
ED 100 742 (B.GEN.b)
ED 035 783 (B.GEN.c)
ED 176 019 (A.I.COD.(1).(d))
The Changing World of Mental Measurement and Its Social Significance.
ED 044 438 (B.GEN.a)
Computational Competencies of Prospective Elementary Mathematics Teachers.
ED 174 237 (B.I.MATH.(1).(d))
Computational Skill in Division: Results and Implications from National Assessment.
ED 242 908 (B.I.MATH.(2).(d))
ED 237 482 (B.I.MATH.(2).(d))
Decimals: Results and Implications from National Assessment.
ED 243 023 (B.I.MATH.(2).(d))
Dissemination—Task 5. [And] Social Studies Educators Rate the NAEP Social Stu-
Subject Index

- Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
- National Assessment of Educational Progress. Volume 4 Number 3.
- National Assessment: Are We Ready?
- Science Education Slips in U.S.
- The Status of National Assessment in Mathematics.
- Technical Giants of National Assessment.
- Why Evaluate Education?

Evaluation Methods

- Theoretical Overview.
- Application of the National Assessment of Educational Progress—A Macropretool for Teachers.
- National Assessment: Are We Ready?
- The Primary Trait System for Scoring Writing Tasks.
- Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
- Scoring Instrumental and Vocal Musical Performances.

Evaluation Criteria

- Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
- National Assessment: Are We Ready?
- The Primary Trait System for Scoring Writing Tasks.
- Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
- Scoring Instrumental and Vocal Musical Performances.

ED 097 288 (A.I.SOC.(2).(b))

ED 118 481 (A.I.SOC.(1).(b))

ED 117 019 (A.I.SOC.(1).(d))
Some Implications of the National Assessment Model and Data for State and Local Education.

ED 074 620 (B.GEN.a)
The Status of National Assessment in Mathematics.

ED 090 172 (B.I.MATH.(1).(d))
Technical Giants of National Assessment.

ED 054 503 (B.GEN.c)
The Third Assessment of Science, 1976-77. Released Exercise Set.

ED 161 686 (A.I.SCI.(3).(b))
Using the Results from the National Assessment of Educational Progress - A Macropretool for Teachers.

ED 075 579 (B.I.SCI.(1).(d))

ED 100 741 (B.GEN.b)
Why Evaluate Education?

ED 054 501 (B.GEN.b)

Evaluation Criteria

- Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
- National Assessment: Are We Ready?
- The Primary Trait System for Scoring Writing Tasks.
- Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
- Scoring Instrumental and Vocal Musical Performances.

ED 129 839 (A.I.MUS.(1).(c))

Evaluation Methods

- Administration's Janus: The Two Faces of Educational Evaluation.
- application of the National Assessment of Educational Progress—A Macropretool for Teachers.
- Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
- Scoring Instrumental and Vocal Musical Performances.

ED 068 036 (B.GEN.b)
Application of the National Assessment of Educational Progress—A Macropretool for Teachers.

ED 078 091 (B.GEN.a)
Assessment As Exploratory Research: A Theoretical Overview.

ED 160 646 (A.GEN.a)
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.

ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions.
High School Graduates
ED 136 627 (B.GEN.b)

High School Students
High School Students Lag in Science
ED 185 917 (B.1.SCI.(3).(d))

Hispanic Americans
Performance of Hispanic Students in Two National Assessments of Reading
ED 217 397 (A.1.READ.(3).(d))

History
The Past is Pertinent
ED 099 002 (B.1.COD.(1).(c))

History Instruction
Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)

Homework
Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

Human Relations
ED 049 113 (A.LIT.(1).(d))

Hypothesis Testing
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)

I Don't Know Response Option (Tests)
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)

Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)

Imagination
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.1.LIT.(1).(d))

Individual Differences
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)

Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)

ED 155 328 (A.1.COD.(1).(d))

Individual Testing
Supplementary Frame Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Individualized Education Programs
A Research Strategy for Educational Improvement.
ED 258 902 (B.GEN.c)

Individualized Instruction
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

Information Dissemination
Dissemination-Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises-Task 6. Final Reports.
ED 100 746 (B.GEN.b)

From NAEP . . . .
ED 096 960 (B.GEN.b)

Keys to Research, Utilization and Adoption. A Study Conducted with a Grant from The Ford Foundation Focusing on Selected Aspects of Agriculture, Economics and Health.
ED 154 200 (A.GEN.a)

Information Needs
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.
ED 196 430 (A.GEN.a)

Differential Changes in Levels of Achievement for Students in Three Age Groups.
ED 202 273 (B.GEN.b)

Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

The National Assessment of Educational Progress: Its Results Need to Be Made More Useful. Report to the Congress by the Comptroller General of the United States.
ED 129 897 (B.GEN.b)

Inquiry
ED 205 367 (B.GEN.b)

Inservice Education
The New Social History in the High School Classroom.
ED 168 932 (B.1.SOC.(1).(b))

Inservice Teacher Education
Trends in Written Composition.
ED 177 571 (B.GEN.a)

Institutional Cooperation
From NAEP . . . .
ED 096 960 (B.GEN.b)

Instruction
Basic Concepts of Probability—What Do People Know?
ED 195 195 (B.I.MATH.(2).(d))

Notes from National Assessment: Basic Concepts of Area and Volume
ED 126 756 (B.I.MATH.(1).(d))

Notes from National Assessment: Perimeter and Area
ED 128 372 (B.I.MATH.(1).(d))

Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.I.MATH.(1).(d))

Instructional Materials
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.1.SOC.(1).(a))

Integrated Activities
The Reading-Writing-Thinking Connection.
ED 208 374 (B.1.LIT.(2).(d))

Intelligence
Assessment Programs—Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971) Clinic Session No. 5
ED 045 703 (A.GEN.c)

National Assessment and Rural Education.
ED 085 127 (B.GEN.c)

Inter Rater Reliability
ED 260 758 (B.GEN.a)

Interpretive Reading
Research Report.
ED 075 336 (B.1.READ.(1).(d))

Interrater Reliability
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)
Subject Index

Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GE.N.a)

Item Analysis
ED 138 468 (A.I.MATH.(1).(b))

Item Banks
Guide for an Assessment of Basic Life Skills.
ED 116 819 (A.SPEC.c.(1).(b))

ED 173 395 (A.SPEC.h.(1).(b))

National Assessment of Educational Progress. Selected Results from the National Assessments of Science: Attitude Questions.
ED 127 200 (A.I.SCI.(2).(d))

Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a.(1).(b))

Jackknifing Technique
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GE.N.a)

Job Skills
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.I.COD.(1).(d))

ED 135 987 (A.I.COD.(1).(d))

ED 177 329 (B.SPEC.c.(1).(b))

ED 192 079 (A.I.COD.(1).(b))

Junior High School Students
What Research Says.
ED 242 980 (B.I.SCI.(3).(d))

Knowledge Level
ED 155 125 (A.I.ART.(1).(d))

Assessment Measures Music Learning.
ED 262 472 (B.I.MUS.(2).d)

Basic Concepts of Probability—What Do People Know?
ED 195 195 (B.I.MATH.(2).(d))

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.I.CIT.(2).(d))

Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).(d))

Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.I.CIT.(2).(d))

Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.I.SOC.(1).(d))

Energy: Knowledge and Attitudes, A National Assessment of Energy Awareness Among Young Adults.
ED 166 017 (A.SPEC.e.(1).(d))

ED 137 604 (A.I.COD.(1).(d))

Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.I.AR((1).(d))

Measurement in Education: National Assessment Says.
ED 051 298 (B.GE.N.a)

National Assessment and Science-Teaching.
ED 086 755 (B.I.SCI.(1).(d))

ED 086 691 (B.I.SCI.(1).(d))

National Assessment of Educational Progress.
ED 226 446 (B.I.MATH.(2).(d))

ED 155 328 (A.I.COD.(1).(d))

A Handook of the Mini-Assessment of Writing.
ED 223 812 (A.GE.N.b)

ED 196 430 (A.GE.N.a)

The Information Society: Are High School Graduates Ready?
ED 223 812 (A.GE.N.b)

Language Arts
DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GE.N.a)

National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature-Implications for Teaching and Measurement in the English Language Arts.
ED 112 427 (B.GE.N.b)

Reading Objectives.
ED 041 010 (A.I.READ.(1).(b))

Language Laboratories
Issues Related to Assesing Listening Ability.
ED 155 759 (A.GE.N.a)

Functional Literacy—Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))

A Handbook of the Mini-Assessment of Functional Literacy—1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(d))

Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
ED 219 576 (B.GE.N.b)

Oversight Hearing on Reading Programs

Literacy
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.I.READ.(1).(d))

Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GE.N.a)

Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(d))

Functional Literacy—Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))

A Handbook of the Mini-Assessment of Functional Literacy—1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(d))

Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
ED 219 576 (B.GE.N.b)

Oversight Hearing on Reading Programs

Leadership
ED 200 261 (B.GE.N.c)

Learning Laboratories
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GE.N.a)

Listening
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.I.WRIT.(2).(d))

Listening Skills
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (B.GE.N.b)

Issues Related to Assessing Listening Ability.
ED 155 759 (A.GE.N.a)

Listening Comprehension Tests
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (B.GE.N.b)

Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GE.N.a)

Issues Related to Assessing Listening Ability.
ED 155 759 (A.GE.N.a)

Letters (Correspondence)
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.I.WRIT.(2).(d))

Learning Theories
Math and Sex: Are Girls Born with Less Ability?
ED 237 494 (B.GE.N.b)

Five Empirically Based Composition Skills.
ED 162 337 (B.I.WRIT.(2).(d))

Leadership
ED 200 261 (B.GE.N.c)

Learning Motivation
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
EJ 253 004 (B.SPEC.b.(1).(d))

Learning Theories
Math and Sex: Are Girls Born with Less Ability?
ED 237 494 (B.GE.N.b)

Letters (Correspondence)
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.I.WRIT.(2).(d))

Listening
Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
ED 135 006 (A.I.WRIT.(2).(d))

Listening Skills
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (B.GE.N.b)

Issues Related to Assessing Listening Ability.
ED 155 759 (A.GE.N.a)

Listening Comprehension Tests
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (B.GE.N.b)

Issues Related to a National Assessment of Speaking and Listening Skills.
ED 146 656 (A.GE.N.a)

Issues Related to Assessing Listening Ability.
ED 155 759 (A.GE.N.a)

Literacy
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.I.READ.(1).(d))

Contributions of the National Assessment to Understanding the Problems of Literacy and Equity.
ED 192 294 (A.GE.N.a)

Contributions of the National Assessment to Understanding the Problems of Literacy. No. 08-FL-50.
ED 192 259 (A.SPEC.f.(1).(d))

Functional Literacy—Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 389 (A.SPEC.f.(1).(d))

A Handbook of the Mini-Assessment of Functional Literacy—1974 and 1975; Functional Literacy Basic Reading Performance.
ED 134 951 (A.SPEC.f.(1).(d))

Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
ED 219 576 (B.GE.N.b)

Oversight Hearing on Reading Programs

ED 117 688 (B.GEN.b)

ED 134 954 (A.SPEC.f.(1).(d))
Literary Criticism
Literature: Released Exercises.
ED 077 019 (A.I.LIT.(1).(b))
Reading Objectives.
ED 041 010 (A.I.READ.(1).(b))
Responding to Literature: Theme 2, Literature.
ED 077 020 (A.I.LIT.(1).(d))
Literary Discrimination
Highlights of the First National Assessment of Literature.
ED 072 461 (A.I.LIT.(1).(d))
Literature Objectives.
ED 041 009 (A.I.LIT.(1).(b))
Literature: Summary Data.
ED 079 685 (A.I.LIT.(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.I.LIT.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.I.LIT.(1).(d))
Literary Genre
Literature: Summary Data.
ED 079 685 (A.I.LIT.(1).(d))
Literature
Highlights of the First National Assessment of Literature.
ED 072 461 (A.I.LIT.(1).(d))
Literature Objectives.
ED 041 009 (A.I.LIT.(1).(b))
Literature: Summary Data.
ED 079 685 (A.I.LIT.(1).(d))
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.I.LIT.(1).(d))
Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.I.LIT.(1).(d))
Literature Appreciation
Enjoying the Red Camellias of Children's Literature.
ED 169 559 (B.GEN.b)
Highlights of the First National Assessment of Literature.
ED 072 461 (A.I.LIT.(1).(d))
How Students Feel About Literature.
ED 093 925 (B.GEN.b)
Literature Objectives; Second Assessment.
ED 113 737 (A.I.LIT.(2).(b))
Reading and Literature: General Information Yearbook.
ED 072 471 (A.GEN.a)
Recognizing Literary Works and Characters: Theme 3, Literature.
ED 078 425 (A.I.LIT.(1).(d))
Literature Appreciation
Reading and Literature Objectives.
Subject Index

Mathematics Achievement

EJ 237 356 (B.1.MATH.2.(d))
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpreta
tions Report.

ED 205 608 (B.GEN.b)
Consumer Math: Selected Results from the First National Assessment of Mathematics.

ED 111 696 (A.1.MATH.1.(d))
Decimals: Results and Implications from National Assessment.

EJ 243 023 (B.1.MATH.2.(d))
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.

EJ 171 518 (A.GEN.b)
Folk Mathematics.

EJ 241 193 (B.1.MATH.2.(d))
Fractions: Results and Implications from National Assessment.

EJ 246 313 (B.1.MATH.2.(d))
Iowa Assessment Report in Mathematics, 1975-76 School Year.

ED 125 894 (B.GEN.a)
Literacy and Numeracy in Australian Schools.

EJ 162 896 (B.GEN.b)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

EJ 237 426 (B.1.MATH.2.(d))
Math and Sex: Are Girls Born with Less Ability?

EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.

EJ 176 965 (A.1.MATH.2.(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.

EJ 176 964 (A.1.MATH.2.(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

EJ 182 174 (A.1.MATH.2.(d))
Mathematics Objectives: Second Assessment.

EJ 156 439 (A.1.MATH.2.(b))

EJ 211 352 (A.1.MATH.3.(b))

ED 138 468 (A.1.MATH.1.(b))

EJ 186 279 (A.1.MATH.2.(d))

ED 129 636 (A.1.MATH.1.(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.

ED 102 029 (A.1.MATH.1.(d))
NAEP Note: Problem Solving.

EJ 230 922 (B.1.MATH.2.(d))
National Assessment in Mathematics.

EJ 036 445 (B.1.MATH.1.(a))

Mathematics Education

ED 187 562 (A.GEN.b)
National Assessment of Educational Progress.

EJ 226 446 (B.1.MATH.2.(d))
National Assessment of Educational Progress, Mathematics Objectives.

ED 063 140 (A.1.MATH.1.(b))
Notes from National Assessment: Processes Used on Computational Exercises.

EJ 135 036 (B.1.MATH.1.(d))
Notes from National Assessment: Recognizing and Naming Solids.

EJ 130 258 (B.1.MATH.1.(d))
Notes from National Assessment: Word Problems.

EJ 140 099 (B.1.MATH.1.(d))

ED 182 190 (B.GEN.b)
Overview and Analysis of School Mathematics, Grades K-12.

ED 115 512 (B.1.MATH.(1).(d))

ED 186 280 (A.1.MATH.(2).(c))
Research Implications and Questions From the Year 04 NAEP Mathematics Assessment.

EJ 148 897 (B.1.MATH.1.(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School.

EJ 126 749 (B.1.MATH.(1).d)
Results and Implications of the NAEP Mathematics Assessment: Secondary School.

ED 126 740 (B.1.MATH.(1).d)
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.

ED 156 443 (B.1.MATH.(1).d)
Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.

ED 204 107 (B.1.MATH.(2).d)
Sex-Related Differences in Mathematics: Results from National Assessment.

EJ 237 417 (B.1.MATH.2.(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.

EJ 232 917 (B.1.MATH.2.(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.

ED 232 909 (B.1.MATH.2.(d))
What Are the Chances of Your Students Knowing Probability?

EJ 245 318 (B.1.MATH.2.(d))
Mathematics Education.

EJ 184 809 (B.GEN.b)
Basic Concepts of Probability—What Do People Know?

EJ 195 195 (B.1.MATH.2.(d))
Calculators in Testing Situations: Results, and Implications from National Assessment.

EJ 239 344 (B.1.MATH.2.(d))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.

ED 177 011 (A.1.MATH.2.(d))
Computational Competencies of Prospective Elementary Mathematics Teachers.

EJ 174 237 (B.1.MATH.1.(d))
Computational Skill in Division: Results and Implications from National Assessment.

EJ 242 908 (B.1.MATH.2.(d))
Concepts of the Fundamental Operations: Results and Implications from National Assessment.

ED 206 682 (A.GEN.b)
Mathematics Achievement Supplementary Mathematics Probe Study. Final Report.

ED 222 553 (B.SPEC.h.(1),(d))

EJ 237 482 (B.1.MATH.2.(d))
Folk Mathematics.

EJ 241 193 (B.1.MATH.2.(d))
A Geometry Lesson from National Assessment.

ED 230 922 (B.1.MATH.2.(d))
NAEP Note: Problem Solving.

ED 1 1 696 (A.I.MATH.(1).(d))

EJ 237 356 (B.1.MATH.2.(d))
Connecticut Assessment of Educational Progress: Mathematics, 1979-80. Summary and Interpreta
tions Report.

ED 205 608 (B.GEN.b)
Consumer Math: Selected Results from the First National Assessment of Mathematics.

ED 111 696 (A.1.MATH.1.(d))
Decimals: Results and Implications from National Assessment.

EJ 243 023 (B.1.MATH.2.(d))
Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.

EJ 171 518 (A.GEN.b)
Folk Mathematics.

EJ 241 193 (B.1.MATH.2.(d))
Fractions: Results and Implications from National Assessment.

EJ 246 313 (B.1.MATH.2.(d))
Iowa Assessment Report in Mathematics, 1975-76 School Year.

ED 125 894 (B.GEN.a)
Literacy and Numeracy in Australian Schools.

EJ 162 896 (B.GEN.b)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

EJ 237 426 (B.1.MATH.2.(d))
Math and Sex: Are Girls Born with Less Ability?

EJ 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.

EJ 176 965 (A.1.MATH.2.(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.

EJ 176 964 (A.1.MATH.2.(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

EJ 182 174 (A.1.MATH.2.(d))
Mathematics Objectives: Second Assessment.

EJ 156 439 (A.1.MATH.2.(b))

EJ 211 352 (A.1.MATH.3.(b))

ED 138 468 (A.1.MATH.1.(b))

EJ 186 279 (A.1.MATH.2.(d))

ED 129 636 (A.1.MATH.1.(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.

ED 102 029 (A.1.MATH.1.(d))
NAEP Note: Problem Solving.

EJ 230 922 (B.1.MATH.2.(d))
National Assessment in Mathematics.

EJ 036 445 (B.1.MATH.1.(a))
Computational Skill in Division: Results and Implications from National Assessment.

ED 246 908 (B.1.MATH.(2),(d))

Fractons: Results and Implications from National Assessment.

ED 246 313 (B.1.MATH.(2),(d))

A Geometry Lesson from National Assessment.

ED 246 318 (B.1.MATH.(2),(d))


ED 176 961 (A.GEN.b)

Units of Measure: Results and Implications from National Assessment.

ED 241 137 (B.1.MATH.(2),(d))

What Are the Chances of Your Students Knowing Probability?

ED 246 318 (B.1.MATH.(2),(d))

Matrices

Exploring National Assessment Data Using Singular Value Decomposition.

ED 107 720 (A.GEN,a)

Measurement


ED 082 290 (B.GEN.b)

The Second National Assessment in Mathematics: Area and Volume.

ED 257 007 (B.1.MATH.(2),(d))

Units of Measure: Results and Implications from National Assessment.

ED 214 137 (B.1.MATH.(2),(d))

The Use, Misuse, and Abuse of Tests.

ED 051 281 (B.GEN.b)

Measurement Instruments


ED 173 185 (B.GEN.b)

Evaluating Social Studies and Citizenship Education.

ED 100 744 (B.GEN.b)

Issues Related to a National Assessment of Speaking and Listening Skills.

ED 146 656 (A.GEN.a)


ED 080 598 (B.GEN.a)

The National Assessment Approach to Exercise Development.

ED 067 402 (A.GEN.a)

National Assessment Measuring American Education.

ED 068 513 (A.GEN.a)

On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.

ED 100 745 (B.GEN.b)

The Primary Trait System for Scoring Writing Tasks.

ED 124 942 (A.1.WRIT.(2),(c))

What Is National Assessment?

ED 067 394 (A.GEN.c)


ED 113 736 (A.1.WRIT.(2),(d))

Measurement Objectives

Issues Related to a National Assessment of Speaking and Listening Skills.

ED 146 656 (A.GEN.a)

National Assessment of Educational Progress. Music Objectives.

ED 063 197 (A.1.MUS.(1),(d))

Reading and Literature: General Information Yearbook.

ED 072 421 (A.GEN.a)

Social Studies Objectives. Second Assessment. National Assessment of Educational Progress.

ED 097 288 (A.1.SOC.(2),(d))

A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.

ED 178 570 (B.GEN.b)

Measurement Techniques

Access to Schools and Nonstudents.

ED 194 601 (A.GEN.a)


ED 197 413 (A.GEN.a)

The Changing World of Mental Measurement and Its Social Significance.

ED 044 438 (B.GEN.b)

The Next Stage in Educational Assessment.

ED 262 683 (B.GEN.b)

Relationships Among Measures of Writing Skill.

ED 224 122 (B.GEN.a)

Student Involvement in Test Development.

ED 069 699 (B.GEN.a)

The Uneasy Compromise: Bringing Together Testers and Teachers of English.

ED 186 929 (B.GEN.b)

Menomonee Falls Public Schools WI

The Menomonee Falls, Wisconsin Experience.

ED 137 410 (B.1.READ.(2),(c))

Mental Computation

Folk Mathematics.

ED 241 193 (B.1.MATH.(2),(d))

Methods

How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.

ED 123 244 (B.GEN.b)

In-School Field Operations and Data Collection Activities, Year 11. Final Report.

ED 206 665 (A.GEN.a)

Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.

ED 206 703 (A.GEN.a)

Middle Class Standards

A View of Power: Four Essays on the National Assessment of Educational Progress.

ED 171 743 (B.GEN.b)

Minimum Competency Testing


ED 179 954 (B.GEN.b)

The Competency Challenge: What Schools Are Doing.

ED 162 417 (B.GEN.b)

Competency Testing: An Encounter with the Future.

ED 187 758 (B.GEN.c)

How Competent are the Writing Competency Tests?
Subject Index

ED 179 958 (B.GEN.b)
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.b)
ED 173 395 (A.SPEC.b(1).(b))
The NAEP Conference on Minimal Competency Testing.
EJ 208 033 (B.GEN.b)
National Assessment: A Model for State and Local Competency Mandates?
EJ 209 442 (B.GEN.b)
Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.
ED 173 394 (A.SPEC.a(1).(b))
Test Scores and Attainment Rates.
EJ 251 946 (B.SPEC.c(1).(b))
Minority Group Children
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.I.MATH.(2).(d))
Minority Groups
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.I.MATH.(2).(d))
Mississippi (North)
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Models
Administration's Janus: The Two Faces of Educational Evaluation.
EJ 068 036 (B.GEN.b)
Assessment as Exploratory Research: A Theoretical Overview.
EJ 160 646 (A.GEN.a)
Jackknifing Disattenuated Correlations: National Assessment of Educational Progress.
EJ 064 393 (B.GEN.a)
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.I.CIT.(1).(d))
ED 100 743 (B.GEN.b)
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)
Modern Language Curriculum
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)
Montgomery County
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.I.WRIT.(1).(c))
Multiple Choice Tests
Assessment of Reading Growth, Level (Age) 0, and Level (Age) 13: Teachers/Administrators Manual.
ED 177 181 (B.I.READ.(2).(b))
The Effect of Position and Format on the Difficulty of Assessment Exercises.
ED 124 589 (A.GEN.a)
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)
Reexamination of Multiple-Choice Testing.
EJ 023 713 (B.GEN.a)
Multiple Regression Analysis
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.I.SCI.(3).(d))
Music
ED 097 275 (A.I.MUS.(1).(d))
The First National Assessment of Musical Performance, Report 03-MU-01.
ED 155 126 (A.I.MUS.(1).(d))
Music Objectives: Second Assessment.
EJ 183 434 (A.I.MUS.(2).(b))
EJ 210 226 (A.I.MUS.(2).(d))
ED 097 276 (A.I.MUS.(1).(d))
ED 211 413 (A.I.MUS.(2).(c))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.I.MUS.(1).(c))
EJ 194 399 (A.I.MUS.(2).(b))
Music Appreciation
EJ 099 270 (A.I.MUS.(1).(d))
Music Education
Assessment Measures Music Learning.
EJ 262 472 (B.I.MATH.(2).(d))
EJ 099 270 (A.I.MUS.(1).(d))
'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.I.MUS.(1).(d))
ED 097 275 (A.I.MUS.(1).(d))
Music Objectives: Second Assessment.
ED 183 434 (A.I.MUS.(2).(b))
ED 120 046 (A.I.MUS.(1).(b))
ED 114 348 (A.I.MUS.(1).(d))
A National Assessment of Achievement in Music Education.
ED 045 641 (B.I.MUS.(1).(d))
National Assessment of Educational Progress: Music Objectives.
ED 063 197 (A.I.MUS.(1).(d))
ED 097 276 (A.I.MUS.(1).(d))
EJ 194 399 (A.I.MUS.(2).(b))
Music Techniques
ED 097 276 (A.I.MUS.(1).(d))
National Advisory Committee on Math Education
Overview and Analysis of School Mathematics, Grades K-12.
ED 115 512 (B.I.MATH.(1).(d))
National Assessment of Educational Progress
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)
National Assessment Educational Progress
Change in National Science Achievement: Some Analysis Problems.
EJ 157 709 (A.I.SCI.(2).(c))
National Assessment of Educational Progress
Access to Schools and Nonstudents.
ED 194 601 (A.GEN.a)
Achievement and the Three Rs: A Synopsis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.SPEC.a(1).(d))
Adult WorkSkills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.I,COD.(1).(d))
ED 100 742 (B.GEN.b)
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).
ED 135 838 (A.GEN.a)
Application of the National Assessment Model to State and Local Assessment Needs.
EJ 099 390 (B.GEN.a)
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.I.ART.(2).(d))
ED 155 125 (A.I.ART.(1).(d))
Assessing Educational Attainments.
EP 139 744 (B.GEN.b)
Assessing Students' Political IQ
ED 184 809 (B.GEN.b)
Assessment Measures Measuring Learning.
EJ 100 495 (B.I.SOC.(1),(d))
An Assessment of Career Development:
ED 135 987 (A.I.COD.(1),(d))
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
ED 177 181 (B.I.READ.(2),(b))
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
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Assessment Programs--Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971.) Clinic Session No. 5
ED 045 703 (A.GEN.c)
Attitudes toward Art. Selected Results from the First National Assessment of Art. ED 012 222 (A.I.ART.(1),(d))
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.I.SCI.(3),(d))
Basic Concepts of Probability--What Do People Know?
EJ 105 185 (B.I.MATH.(2),(d))
ED 167 602 (A.SPEC.c.(1),(d))
ED 177 170 (A.SPEC.c.(1),(e))
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)
Black Students' Performance in the National Assessments of Science and Mathematics.
ED 201 692 (A.GEN.b)
Calculators in Testing Situations: Results and Implications from National Assessment.
EJ 239 344 (B.I.MATH.(2),(d))
Career and Occupational Development Items.
ED 145 201 (A.I.COD.(1),(d))
ED 176 019 (A.I.COD.(1),(d))
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.I.COD.(1),(c))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.I.MATH.(2),(d))
Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizen-
Subject Index

ED 130 512 (A.I.WRIT.(2).(d))
ED 192 070 (A.I.COD.(1).(b))
ED 191 017 (A.I.READ.(1).(b))
ED 097 275 (A.I.MUS.(1).(d))
ED 155 126 (A.I.MUS.(1).(d))
ED 095 060 (A.I.SOC.(1).(d))
Fractions: Results and Implications from National Assessment.
EJ 246 313 (B.I.MATH.(2).(d))
Functional Literacy: Basic Reading Performance: A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.I.SPEC.f.(1).(d))
Functional Literacy Reading Performance, An Assessment of In-School 17-Year-Olds in 1974. Press Summary.
ED 112 369 (A.I.SPEC.f.(1).(d))
A Geometry Lesson from National Assessment.
ED 239 318 (B.I.MATH.(2).(d))
Gleaning Significant Facts from Passages: Theme 5, Reading.
ED 078 360 (A.I.READ.(1).(d))
The Good News in Reading.
EJ 186 580 (B.I.READ.(2).(d))
Graphic Materials: Theme 2. Reading.
ED 078 384 (A.I.READ.(1).(d))
Guide for an Assessment of Basic Life Skills.
ED 139 819 (A.I.SPEC.c.(1).(b))
ED 205 572 (A.I.WRIT.(3).(c))
Guide to an Assessment of Consumer Skills.
ED 163 181 (A.I.SPEC.d.(1).(c))
ED 134 851 (A.I.SPEC.(1).(c))
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.I.READ.(3).(d))
ED 128 766 (A.I.SPEC.(1).(d))
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.I.WRIT.(2).(d))
Highlights of the First National Assessment of Literature.
ED 072 461 (A.I.LIT.(1).(d))
High School Students Lag in Science.
EJ 185 917 (B.I.SCI.(3).(d))
ED 138 414 (A.GEN.b)
How Have You Used National Assessment Materials? ... Responses from Six Educators.
ED 222 550 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment. Fastback 68.
ED 123 244 (B.GEN.(b))
How to Use the Findings from National Assessment.
EJ 011 991 (B.GEN.(b))
How Will National Assessment Change American Education?
EJ 014 199 (B.GEN.(c))
A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)
Implications of National Assessment Writing Results.
ED 050 119 (B.I.WRIT.(1).(d))
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.I.SOC.(a))
In-School Quality Check Activities. Final Report of Year 11.
ED 153 194 (A.GEN.a)
Integration and Science Achievement.
EJ 136 727 (B.I.SCI.(2).(d))
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
EJ 219 576 (B.GEN.(b))
Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 565 (A.GEN.a)
Issues Related to Assessing Listening Ability.
ED 155 759 (A.GEN.a)
Keeping Up.
EJ 142 267 (B.GEN.c)
Knowledge about Art. Selected Results from the First National Assessment of Art.
ED 151 270 (A.I.ART.(1).(d))
Knowledge of Science Declines.
EJ 118 179 (B.I.SCI.(2).(d))
The Learning and Earning Force.
EJ 004 472 (B.GEN.(c))
Literture, Humanities, Media: Research Roundup.
ED 109 160 (B.GEN.(c))
Literature Objectives.
ED 041 009 (A.LIT.(1).(b))
Literature Objectives: Second Assessment.
ED 113 377 (A.I.LIT.(2).(b))
Literature: Released Exercises.
ED 077 019 (A.LIT.(1).(b))
Literature: Summary Data.
ED 079 668 (A.LIT.(1).(d))
Main Ideas and Organization: Theme 6. Reading.
ED 079 668 (A.I.LIT.(1).(d))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.

National Assessment of Educational Progress

ED 237 426 (B.I.MATH.(2).(d))
Male-Female Achievement in Eight Learning Areas. A Compilation of Selected Assessment Results.
ED 117 133 (A.GEN.(c))
The Mass Testing of Writing: How Well Is It Being Done?
ED 158 310 (B.GEN.(b))
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.I.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.I.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.I.MATH.(2).(d))
Mathematics Objectives: Second Assessment.
ED 156 435 (A.I.MATH.(2).(b))
ED 211 352 (A.I.MATH.(3).(b))
ED 138 468 (A.I.MATH.(1).(b))
ED 186 279 (A.I.MATH.(2).(d))
ED 129 636 (A.I.MATH.(1).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.I.MATH.(1).(g))
ED 173 395 (A.SPEC.(1).(b))
Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.(a))
Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.(a))
Measuring Educational Progress: A Study of the National Assessment.
ED 140 228 (B.GEN.(b))
Measuring Educational Quality: Harold G. Shane Interviews Willard Wirtz on the National Assessment of Educational Progress.
EJ 255 106 (B.GEN.(b))
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.(b))
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.(a))
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.I.MATH.(2).(d))
Music Objectives: Second Assessment.
ED 183 434 (A.I.MUS.(2).(b))
National Assessment of Educational Progress

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Recipes, Wrappers, Reasoning and Rate: A Digest of the First Reading Assessment.

ED 092 869 (A.I.READ.(1).(d))

Recognizing Literary Works and Characters: Theme 3, Literature.

ED 078 425 (A.I.LIT.(1).(d))

Reference Materials: Theme 4, Reading.

ED 079 687 (A.I.READ.(1).(d))

Relating Art Experiences to Art Achievement: A Technical Paper.

ED 156 998 (A.I.ART.(1).(d))

The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

ED 214 132 (A.I.READ.(3).(d))

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.

ED 219 388 (A.SPEC.(1).(d))

A Report on National Assessment in Seven Learning Areas.

EI 131 671 (B.GEN.b)

Research Implications and Questions From the Year 04 NAEP Mathematics Assessment.

EI 148 897 (B.I.MATH.(1).(d))

Research Issues Arising from the National Assessment of Educational Progress.

ED 032 224 (B.GEN.a)

Research Report.

ED 075 312 (B.I.READ.(1).(d))

Responding to Literature: Theme 2, Literature.

ED 077 020 (A.I.LIT.(1).(d))

Results and Implications of the NAEP Mathematics Assessment: Elementary School.

EI 126 749 (B.I.MATH.(1).(d))

Results and Implications of the NAEP Mathematics Assessment: Secondary School.

EI 126 740 (B.I.MATH.(1).(d))

Results and Implications of the Second NAEP Mathematics Assessments: Elementary School.

EI 222 430 (B.I.MATH.(2).(d))

Results from the First Mathematics Assessment of the National Assessment of Educational Progress.

ED 156 443 (B.I.MATH.(1).(d))

Results from the Second Mathematics Assessment of the National Assessment of Educational Progress.

ED 201 107 (B.I.MATH.(2).(d))

Results from the Second NAEP Mathematics Assessment: Secondary School.

EI 224 414 (B.I.MATH.(2).(d))


ED 100 739 (B.GEN.b)

Sampling and Weighing Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.

ED 206 703 (A.GEN.a)


ED 155 328 (A.1.COD.(1).(d))

Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.

ED 164 337 (A.1.SCI.(3).(d))


ED 127 143 (A.1.SCI.(2).(d))

Science Achievement: The Trend is Down.

EJ 128 205 (B.1.SCI.(2).(d))

Science Slips in U.S.

EJ 101 574 (B.1.SCI.(1).(d))

Science Objectives.

ED 031 872 (A.1.SCI.(1).(b))

Science Objectives for the Third Assessment.

ED 179 402 (A.1.SCI.(3).(b))

Science Skills Skidding in U.S. Schools.

EJ 89 831 (B.1.SCI.(1).(d))

Scoring Instrumental and Vocal Musical Performance.

ED 129 839 (A.1.MUS.(1).(c))

The Second Assessment of Art, 1978-79, Released Exercise Set.

ED 186 331 (A.1.ART.(2).(b))


ED 214 828 (A.1.ART.(2).(b))

The Second Assessment of Mathematics, 1977-78, Released Exercise Set.

ED 187 543 (A.1.MATH.(2).(b))

The Second National Assessment in Mathematics: Area and Volume.

EJ 257 007 (B.1.MATH.(2).(d))

The Second National Assessment of Writing: New and Revised Exercises with Technical Information and Data.

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Selected Results from the National Assessments of Science: Scientific Principles and Procedures.

ED 111 693 (A.1.SCI.(2).(d))

Selected Supplemental Mathematics Exercises: National Assessment of Educational Progress.

ED 183 388 (A.SPEC.(1).(b))

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.

ED 210 696 (A.1.WRIT.(3).(d))

Sex-Related Differences in Mathematics: Results from National Assessment.

ED 254 217 (B.I.MATH.(2).(d))

Social Studies Objectives, Second Assessment, National Assessment of Educational Progress.

ED 097 288 (A.1.SOC.(2).(b))

Social Studies Skills and National Assessment.

ED 141 237 (B.I.SOC.(1).(b))

Subject Index

ED 118 481 (A.1.SOC.(1).(b))


ED 117 019 (A.1.SOC.(1).(b))

Some Comments on Power and the NAEP.

ED 124 186 (B.GEN.b)

Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.

EJ 230 908 (B.1.MATH.(2).(d))

Stability of Nominal Categories Over Readers, Over Time.

ED 110 494 (A.GEN.a)

Stability of the National Assessment Scoring Methods.

EJ 233 271 (B.GEN.a)

Standards and National Assessment: Synthesis of Seven Educators' Responses to Questions on the National Assessment's Role Relative to Higher Standards in Education.

ED 226 062 (A.GEN.b)


ED 106 399 (A.GEN.c)


ED 134 954 (A.SPEC.(1).(b))

The Status of National Assessment in Mathematics.

EJ 090 172 (B.1.MATH.(1).(d))

Student Achievement in Rural Schools: A View from the National Assessment Data.

ED 172 890 (A.GEN.b)

Students' Affective Responses to Mathematics: Results and Implications From National Assessment.

EJ 232 917 (B.1.MATH.(2).(d))

Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.

EJ 232 909 (B.1.MATH.(2).(d))

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?

ED 224 296 (A.1.READ.(3).(d))

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.

EJ 198 155 (B.GEN.a)

Subtraction: What do Students Know?

EJ 130 1" (B.1.MATH.(1).(d))


ED 168 922 (A.GCN.(2).(d))

Supplementary Frame Assessment Phase II Manual.

ED 206 670 (A.GEN.a)

Supplementary Mathematics Probe Study. Final Report.
ED 222 555 (B.SPEC.h.(1).(d))
A Survey of Reading Habits, Theme 4, Literature.

ED 078 366 (A.1.LIT.(1).(d))
Systematic Judgment of Children's Drawings.

ED 127 240 (A.1.ART.(1).(c))
Technical Giants of National Assessment
EJ 054 503 (B.GEN.c)
Technical Information and Data from the 1977 Young Adult Assessment of Health. Energy and Reading; Released Exercises. National and Group Results.

ED 193 260 (A.GEN.b)
Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.

ED 124 801 (A.SPEC.d.(1).(d))
Test Scores and Attainment Rates.

EJ 251 946 (B.SPEC.c.(1).(b))
The Third Assessment of Writing. 1978-79 Released Exercise Set.

ED 205 583 (A.1.WRIT.(3).(d))

ED 200 894 (A.1.READ.(3).(d))
Three National Assessments of Science: Changes in Achievement. 1963-77, Selected Results from the Third National Assessment of Science.

ED 1 9 026 (A.1.SOC.(3).(d))
Towards a More Adequate Conception of Evaluation in the Arts.

EJ 105 250 (B.GEN.c)
Turning It Around in Education with Student Tutoring.

EJ 163 375 (B.GEN.c)
Understanding Language: Theme 1 of the National Assessment of Literature.

ED 077 002 (A.1.LIT (1).(d))
Understanding Words and Word Relationships. Theme 1 of the National Assessment of Reading.

ED 077 013 (A.1.READ.(1).(d))
Update on Education: A Digest of the National Assessment of Educational Progress.

ED 113 381 (A.GEN.c)
The Use, Misuse, and Abuse of Tests.

ED 051 281 (B.GEN.b)
Use of the Model at the State and Local Levels.

ED 088 750 (B.GEN.a)

ED 135 839 (A.GEN.a)

EJ 133 404 (1.1.MATH.(1).(d))

EJ 139 903 (B.1.MATH.(1).(d))

ED 100 741 (B.GEN.b)
A View of Power; Four Essays on the National Assessment of Educational Progress.

ED 171 743 (B.GEN.b)
What Do Young Adults Know About Science? Some Results From Two National Assessments.

ED 184 820 (A.1.SCI.(2).(d))
What Is National Assessment?

ED 067 394 (A.GEN.c)
What Research Says.

EJ 242 980 (B.1.SCI.(3).(d))
What Students Know and Can Do: Profiles of Three Age Groups.

ED 135 846 (A.GEN.b)
What Test Questions Are Likely to Offend the General Public.

EJ 040 104 (B.GEN.a)
When I Grow Up. What Will I Be?

EJ 145 202 (A.1.COD.(1).(d))
A Woman's Place.

ED 155 330 (A.1.WRIT.(2).(d))
Write/Review: An Assessment of Revision Skills; Selected Results from the Second National Assessment of Writing.

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Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III-9-Year-Olds.

ED 196 044 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13-Year-Olds.

ED 196 043 (A.1.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I-17-Year-Olds.

ED 196 042 (A.1.WRIT.(3).(d))
Writing Errors: Implications About Student Writers.

EJ 089 338 (B.1.WRIT.(1).(d))
Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region. Sex, Color, Size and Type of Community, and Parental Education.

ED 077 029 (A.1.WRIT.(1).(d))

ED 113 736 (A.1.WRIT.(2).(d))
Writing: National Results-Writing Mechanics.

ED 062 325 (A.1.WRIT.(1).(d))
Writing Objectives for 1973-74 Assessment.

ED 072 460 (A.1.WRIT.(2).(d))
Writing Objectives, 1983-84 Assessment.

ED 222 904 (A.1.WRIT.(4).(b))
Written Directions: Theme 3, Reading.

ED 083 572 (A.1.READ.(3).(e))
A Woman's Place.

EJ 107 710 (A.GEN.a)

ED 191 017 (A.1.READ.(1).(b))

EJ 095 060 (A.1.SOC.(1).(d))
A Handbook of the Mini-Assessment of Functional Literacy-1974 and 1975; Functional Literacy Basic Reading Performance.

ED 134 951 (A.SPEC.(1).(c))

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Highlights and Trends from National Assessment: Writing and Change in Writing Skills.

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Issues Related to a National Assessment of Speaking and Listening Skills.

ED 146 656 (A.GEN.a)
Knowledge about Art. Selected Results from the First National Assessment of Art.

ED 151 270 (A.1.ART.(1).(d))
Knowledge of Science Declines.

ED 118 179 (B.1.SCI.(2).(d))
Literacy and Numeracy in Australian Schools.

ED 162 896 (B.GEN.b)

ED 186 279 (A.1.MATH.(2).(d))

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National Assessment and Science-Teaching.

EJ 086 755 (B.1.SCI.(1).(d))
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Math Fundamentals: Selected Results from the First National Assessment of Mathematics.

ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.

ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.

ED 182 174 (A.1.MATH.(2).(d))

ED 102 029 (A.1.MATH.(1).(d))
Measurement in Education: National Assessment Says.

ED 051 298 (E.Gen.a)
Measures of Scorer Agreement and Patterns of Disagreement.

ED 193 307 (A.Gen.a)
Measuring Educational Progress: A Study of the National Assessment.

ED 140 228 (B.Gen.b)
Minorities and Mathematics: Results from the National Assessment of Educational Progress.

ED 254 218 (B.1.MATH.(2).(d))

ED 120 086 (A.1.MUS.(1).(b))

ED 114 348 (A.1.MUS.(1).(b))
NAEP—Should We Kill the Messenger Who Brings Bad News?

EJ 158 670 (B.1.READ.(2).(d))
National Assessment: Are We Ready?

EJ 002 385 (B.Gen.c)

EJ 097 348 (A.Gen.b)

EJ 154 431 (B.Gen.c)
National Assessment and the Teaching of English: Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language Arts.

ED 112 427 (B.Gen.b)
The National Assessment Approach to Objectives and Exercise Development.

ED 194 577 (A.Gen.a)
The National Assessment Approach to Sampling.

ED 099 416 (A.Gen.a)
Subject Index

Write/Rewrite: "An Assessment of Revision Skills: Selected Results from the National Assessment of Writing."
ED 141 826 (A.I.WRIT.(2).(d))
ED 196 044 (A.I.WRIT.(3).(d))
ED 196 043 (A.I.WRIT.(3).(d))
Writing Achievement, 1969-79: Results From the Third National Writing Assessment. Volume I 7-Year-Olds.
ED 196 042 (A.I.WRIT.(3).(d))
Writing Objectives for 1973-74 Assessment.
ED 072 460 (A.I.WRIT.(2).(b))

Native Speakers: Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.I.READ.(3).(d))

Natural Sciences: National Assessment of Educational Progress. Report 1 Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.I.SCI.(1).(d))
National Assessment of Educational Progress, Report 1 Science: National Results, Observations and Commentary of a Panel of Reviewers.
ED 055 785 (A.I.SCI.(1).(d))

Needs Assessment: Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

ED 178 570 (B.GEN.b)

ED 191 759 (B.I.CIT.(2).(d))

ED 035 783 (B.GEN.c)
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.I.SOC.(1).(a))
National Assessment of Educational Progress. Newsletter, Volume 5, Number 7.
ED 071 007 (A.GEN.c)
National Assessment of Education Progress Newsletter, Volume 6, Number 6.
ED 085 332 (A.I.SOC.(1).(d))
ED 222 553 (B.SPEC.h.(1).(d))

ED 206 672 (A.I.SCI.(2).(c))

ED 135 839 (A.GEN.a)

ED 108 228 (B.GEN.a)
ED 138 414 (A.GEN.b)

How Can Local School Districts Use NAEP Data?
ED 147 372 (B.GEN.a)
Teachers and Achievement Testing.
ED 151 355 (B.GEN.c)
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.I.READ.(3).(c))

ED 198 185 (B.GEN.b)
ED 198 186 (B.GEN.b)
Reading in North Dakota. A statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

Number Concepts: Decimals: Results and Implications from National Assessment.
ED 243 023 (B.I.MATH.(2).(d))
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.
ED 102 029 (A.I.MATH.(1).(d))
ED 139 903 (B.I.MATH.(1).(d))

Number Operations: Concepts of the Fundamental Operations: Results and Implications from National Assessment.
ED 237 356 (B.I.MATH.(2).(d))

Objectives: Mathematics Objectives: Second Assessment.
ED 156 439 (A.I.MATH.(2).(b))

Occupational Aspiration: Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.
ED 159 456 (B.I.COD.(1).(d))

Oriental Development.
ED 133 350 (A.I.COD.(1).(c))

ED 193 677 (A.GEN.b)

Out of School Youth: Supplementary Fram Assessment Phase II Manual.
ED 206 670 (A.GEN.a)

Outcomes of Education: Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature.
ED 096 348 (B.GEN.a)
Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. Appendix.
ED 096 349 (B.GEN.a)

Issues in the Analysis and Analysis of Change of National Assessment Data.
ED 194 605 (A.GEN.a)

Recent Trends in Achievement Levels of Black and White Youth.
ED 262 707 (B.GEN.b)

ED 107 710 (A.GEN.a)

ED 053 090 (B.GEN.b)

Performance: Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.I.CIT.(2).(d))
Computational Skill in Division: Results and Implications from National Assessment.
ED 242 908 (B.I.MATH.(2).(d))
Scoring Instrumental and Vocal Musical Performances.
ED 129 893 (A.I.MUS.(1).(c))

ED 053 086 (B.GEN.b)

ED 107 720 (A.GEN.a)
The Marrow of Achievement Test Score Declines.
ED 130 741 (B.GEN.b)

No-Show Analysis: Final Report.
ED 206 672 (A.I.SCI.(2).(c))
Using the NAEP Test Exercises.
ED 096 956 (B.I.SOC.(1).(c))

Performance Tests: Reading & Measurement.
ED 159 628 (B.GEN.b)
The Third Assessment of Science, 1976-77. Released Exercise Set.
ED 161 686 (A.I.SCI.(3).(b))

Persuasive Discourse: Explanatory and Persuasive Letter Writing: Selected Results From the Second National Assessment of Writing.
ED 135 006 (A.I.WRIT.(2).(d))

Phonics: SLATE (Support for Learning and Teaching of English), Volume 2.
Subject Index

Program Effectiveness
ED 194 577 (A.GEN.a)
The National Assessment Approach to Objectives and Exercise Development.

ED 147 555 (B.I.COD.(1).(d))
Career Development Needs of Thirteen-Year-Olds: How to Improve Career Development Programs.

ED 147 498 (B.I.COD.(1).(d))
Improving Policy Development.

ED 202 867 (A.GEN.a)
Programming (Broadcast) Analysis of Supplemental Background Questions on Homework and TV.

ED 159 055 (A.GEN.a)
Public Affairs Education DEA News, Number 2, Spring and Summer 1974.

ED 093 762 (B.I.SOC.(1).(a))

ED 132 079 (A.I.CIT.(2).(c))
The NAEP Report on Changes in Political Knowledge and Attitudes, 1969-76.

ED 181 501 (B.I.COD.(2).(d))
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.

ED 085 332 (A.I.SOC.(1).(d))
Public Education Educators Assess Public Knowledge of Science.

ED 155 684 (B.I.SCI.(1).(a))
Public Opinion What Test Questions are Likely to Offend the General Public.

ED 040 104 (B.I.COD.(1).(a))
Public Policy Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.

ED 197 596 (B.GEN.b)
Assessment Programs-Implications for Education. Educational Goals and Public Priorities: Education Commission of the States Annual Meeting. (5th, Boston, Massachusetts, July 7-9, 1971) Clinic Session No. 5.

ED 045 703 (A.GEN.c)
Public Schools Reading and Mathematics Achievement in Public and Private Schools: Is There a Difference?

ED 206 682 (A.GEN.b)

ED 113 736 (A.I.WRIT.(2).(d))
Quality Control In-School Quality Check Activities: Final Report of Year 11.

ED 206 694 (A.GEN.a)
Print Area and Scoring Activities. Final Report, Year 11, National Assessment of Educational Progress.

ED 210 299 (A.GEN.a)

ED 189 185 (B.GEN.b)

ED 189 186 (B.GEN.b)
Racial Attitudes
ED 173 457 (B.GEN.b)
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.

ED 127 143 (A.I.SCI.(2).(d))
Racial Differences
ED 147 040 (B.GEN.b)
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.

ED 201 460 (B.GEN.b)
The Effects of the Rural School.

ED 096 958 (B.I.CIT.(1).(d))
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation.

ED 159 456 (B.I.COD.(1).(d))
Recent Trends in Achievement Levels of Black and White Youth.

ED 262 707 (B.GEN.b)

ED 127 143 (A.I.SCI.(2).(d))
Racial Relations
ED 173 457 (B.GEN.b)
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.

ED 261 359 (B.GEN.b)
Reading
ED 261 359 (B.GEN.b)
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.

ED 137 412 (B.GEN.a)
Graphic Materials: Theme 2, Reading.

ED 078 384 (A.I.READ.(1).(d))

ED 128 766 (A.SPEC.(1).(d))
Reading and Literature: General Information Yearbook.

ED 072 421 (A.GEN.a)
Reading Objectives.

ED 041 010 (A.I.READ.(1).(d))
Reading Objectives; Second Assessment.

ED 089 238 (A.I.READ.(3).(b))
Reading; Summary Data.
Subject Index

Do Children Read Better Now Than 10 Years Ago?
ED 210 638 (B.1.READ.(3).(d))
The Good News in Reading
ED 115 540 (B.1.READ.(2).(d))
Has Title I Improved Education for Disadvantaged Students? Evidence from Three National Assessments of Reading.
ED 201 995 (A.1.READ.(3).(d))
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.1.RFAD.(2).(d))

Reading Instruction
ERIC/RCS: Developing Critical Reading and Thinking Skills.
Keeping Up
EJ 261 390 (B.1.GEN.b)
Overnight Hearing on Reading and Writing Achievement, Hearing Before the Sub-committee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.1.READ.(2).(d))
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.1.READ.(2).(d))
Reading & Measurement.
ED 159 628 (B.1.READ.(2).(d))
Reading Objectives, Second Assessment, EJ 089 238 (A.1.READ.(2).(b))
The Reading-Writing-Thinking Connection.
EJ 208 374 (B.1.LIT.(2).(d))

Reading Interests
How Students Feel About Literature
EJ 093 925 (B.1.LIT.(1).(d))

Reading Materials
Written Directions: Theme 3, Reading.
ED 063 572 (A.1.READ.(1).(d))
Reading Programs
ED 067 654 (A.1.READ.(1).(d))

Reading Programs
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.1.READ.(1).(d))
ED 117 658 (B.1.READ.(2).(d))

Reading Rate
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))

Reading Research
Adult Readers: Will They Need Basics Too?
ED 182 690 (A.1.READ.(1).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.1.READ.(1).(d))
Graphic Materials: Theme 2, Reading.
ED 079 788 (A.1.READ.(1).(d))
ED 134 951 (A.1.READ.(1).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
National Assessment of Educational Progress.
ED 176 226 (B.1.READ.(2).(d))
Performance of Hispanic Students in Two National Assessments of Reading.
ED 217 397 (A.1.READ.(3).(d))
ED 153 196 (A.1.READ.(2).(d))
Reading Comprehension: American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).(d))
Research Report
EJ 075 336 (B.1.READ.(1).(d))
Speed Reading Through a Glass Darkly.
ED 065 835 (B.1.READ.(1).(d))
ED 134 954 (A.1.READ.(1).(d))
ED 200 898 (A.1.READ.(3).(d))

Reading Skills
Drawing Inferences: Theme 7, Reading.
ED 083 533 (A.1.READ.(1).(d))
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.1.READ.(1).(d))

Reading Tests
Adult Reading Abilities: Definitions and Measurements.
ED 068 810 (A.1.READ.(1).(d))
Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13 Teachers/Administrators Manual.
ED 177 181 (B.1.READ.(2).(d))
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).(d))
The First Assessment of Reading, 1970-71 Assessment. Released Exercise Set No. 02-R-25.
ED 191 017 (A.1.READ.(1).(d))
ED 112 350 (A.1.SPEC.(1).(d))
The Good News in Reading.
ED 156 580 (B.1.READ.(2).(d))
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).(d))
Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
ED 209 635 (B.1.READ.(2).(d))
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.1.READ.(2).(d))
Reading in America: A Perspective on Two Assessments.
ED 128 785 (A.1.READ.(2).(d))
Reading Objectives; Second Assessment.
ED 089 238 (A.1.READ.(2).(b))
Reading Rate and Comprehension: 1970-71 Assessment.
ED 076 934 (A.1.READ.(1).(d))
Reading: Released Exercises.
ED 079 684 (A.1.READ.(1).(b))
ED 067 654 (A.1.READ.(1).(d))
Recipes, Wrappers, Reasoning;, and Rap; A Digest of the First Reading Assessment.
ED 092 869 (A.1.READ.(1).(d))
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))
Written Directions: Theme 3, Reading.
ED 083 572 (A.1.READ.(1).(d)).
206  Reading Tests

Reading in North Dakota: A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.

ED 198 187 (B.GEN.a)

Reading/Literature Released Exercise Set, 1979-80 Assessment.

ED 205 588 (A.READ.(3).(b))

Reading & Measurement.

ED 159 628 (B.GEN.b)

Reading Resource Items for Minimal Competency Testing. A Collection of Reading Items for State and Local Education Agencies to Draw Upon in Custom-Building Their Own Minimal Competency Instruments.

ED 173 944 (A.SPEC.a.(1).(b))

Reading Writing Relationship

ERIC/RCS: Developing Critical Reading and Thinking Skills.

ED 191 390 (B.GEN.b)

Reference Materials

Reading Released Exercises.

ED 079 584 (A.READ.(1).(b))

Reference Materials: Theme 4, Reading.

ED 079 587 (A.READ.(1).(d))

Reliability

Folk Mathematics.

1/ 241 193 (B.MATH.(2).(d))

The Information Society: Are High School Graduates Ready?

ED 223 812 (A.GEN.b)

National Assessment: Where Is It Now?

ED 048 716 (B.GEN.b)

The New Social History in the High School Classroom.

ED 868 392 (B.SOC.(1).(b))

Stability of Nominal Categories Over Readers, Over Time.

ED 110 494 (A.GEN.a)

Reports

Change in National Science Achievement: Some Analysis Problems.

ED 957 659 (A.SCI.(2).(c))

Overview and Analysis of School Mathematics, Grades K-12.

ED 115 512 (B.MATH.(1).(d))

Research


ED 184 878 (A.GEN.b)

Consumer Math: Selected Results from the First National Assessment of Mathematics.

ED 111 696 (A.MATH.(1).(d))

Do Thirteen-Year-Olds Write as Well as Seventeen-Year-Olds?

ED 047 932 (B.WRIT.(1).(d))


ED 187 562 (A.GEN.b)

The National Assessment of Citizenship Implications for Social Studies Research.

ED 071 982 (B.CIT.(1).(c))

Results and Implications of the NAEP Mathematics Assessment: Elementary School.

ED 126 749 (B.MATH.(1).(d))


ED 126 740 (B.MATH.(1).(d))


ED 284 114 (B.MATH.(2).(d))

Research Design

A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.

ED 191 215 (B.GEN.b)

Do Thirteen-Year-Olds Write as Well as Seventeen-Year-Olds?

ED 047 932 (B.WRIT.(1).(d))

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.


ED 206 709 (A.GEN.a)

A Research Strategy for Educational Improvement.

ED 258 902 (B.GEN.(c))

Research Methodology

Assessment As Exploratory Research: A Theoretical Overview.

ED 160 646 (A.GEN.a)

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

NAEP Year 11 Design Efficiency Study Final Report.

ED 206 709 (A.GEN.a)

National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.

ED 206 671 (A.GEN.a)

The National Assessment of Literature: A Review.

ED 130 872 (B.LIT.(1).(c))

A Research Strategy for Educational Improvement.

ED 258 902 (B.GEN.c)

Research Needs

NAEP Reading Assessment.

ED 227 755 (B.READ.(3).(d))

Research Implications and Questions From the Year 04 NAEP Mathematics Assessment.

ED 148 897 (B.MATH.(1).(d))

Research Problems

Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.

ED 199 299 (B.GEN.a)

National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.

ED 206 671 (A.GEN.a)

National Assessment's Consumer Skills Assessments.

ED 155 116 (A.SPEC.d.(1).(c))

The Next Stage in Educational Assessment.

ED 262 683 (B.GEN.b)

Research Projects

Do Thirteen-Year-Olds Write as Well as Seventeen-Year-Olds?

ED 047 932 (B.WRIT.(1).(d))

Issues Related to Assessing Listening Ability.

ED 199 299 (B.GEN.a)

Reading Tests

ED 172 159 (B.GEN.b)

L.1. Reading/Literature Released Exercise Set, Four, Eight and Eleven, 1976-77 School Year.
Subject Index

ED 171 461 (B.I.SOC.(1).(d))
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b).

Rural Schools
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b).

Rural Youth
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.
ED 147 040 (B.GEN.b)
Educational Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.I.SOC.(1).(d))
The Effects of the Rural School.
ED 201 460 (B.GEN.b)
Student Achievement in Rural Schools: A View from the National Assessment Data.
ED 172 980 (A.GEN.b).

Sampling
ED 177 170 (A.SPEC.c.(1).(e))
ED 145 199 (A.I.COD.(1).(e))
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
In-School Quality Check Activities. Final Report of Year 11.
ED 206 694 (A.GEN.a)
NAEP Procedures and Small-Scale Assessment: Applications to Some Local Problems
ED 096 959 (B.GEN.a)
ED 206 709 (A.GEN.a)
The National Assessment Approach to Sampling.
ED 099 416 (A.GEN.a)
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph:
ED 206 671 (A.GEN.a)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)
Research issues Arising from the National Assessment of Educational Progress.
ED 052 244 (B.GEN.a)
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.
ED 208 008 (A.GEN.a)

Sampling Error
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.
ED 206 671 (A.GEN.a)

Scholastic Aptitude Test
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
ED 219 576 (B.GEN.b)
School Community Programs
The New Social History in the High School Classroom.
ED 168 932 (B.I.SOC.(1).(b))
School Desegregation
Integration and Science Achievement
ED 136 727 (B.I.SCI.(2).(d))

School District Autonomy
POWER and the National Assessment of Educational Progress
ED 124 185 (B.GEN.b)

School Districts
Competency Testing: An Encounter with the Future.
ED 187 758 (B.GEN.c)
Educators Look at Reading Results; Summary of Findings and Preliminary Interpretation by the Richfield Reading Data Analysis Committee.
ED 128 363 (B.GEN.a)
How Can Local School Districts Use NAEP Data.
ED 147 372 (B.GEN.a)
ED 222 550 (A.GEN.b)
In-School Field Operations and Data Collection Activities, Year 11. Final Report.
ED 206 695 (A.GEN.a)
The Menominee Falls, Wisconsin Experience.
ED 137 410 (B.I.READ.(2).(e))
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.I.CIT.(1).(d))

School Entrance Age
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

School Readiness
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

School Responsibility
Assessing Students’ Political IQ
ED 100 495 (B.I.SOC.(1).(d))
School Surveys
Assessing Students’ Political IQ
ED 100 495 (B.I.SOC.(1).(d))

Science Curriculum
Biology Education in Secondary Schools of the United States.
ED 232 973 (B.GEN.b)

Science Education
Achievement Test Scores in Mathematics and Science.
ED 249 182 (B.GEN.b)
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.I.SCI.(3).(d))
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.I.SCI.(2).(c))
Editorially Speaking, 17-Year-Olds: What They Know and Can Do
ED 178 284 (B.GEN.b)

Science Education
The First Results
ED 054 502 (A.GEN.b)
High School Students Lag in Science
ED 185 917 (B.I.SCI.(3).(d))
Integration and Science Achievement
ED 136 727 (B.I.SCI.(2).(d))
NAEP’s Second Round with Science
ED 120 469 (B.I.SCI.(2).(d))

National Assessment and Science-Teaching
ED 086 755 (B.I.SCI.(1).(d))
National Assessment, Changes in Science Results
ED 168 495 (B.I.SCI.(3).(d))

National Assessment Findings in Science 1969-70, What Do They Mean?
ED 091 169 (B.I.SCI.(1).(d))

National Assessment in Science
ED 116 480 (B.I.SCI.(1).(d))
National Assessment of Educational Progress, Report 1-Science: National Results and Illustrations of Group Comparisons.
ED 055 786 (A.I.SCI.(1).(d))
ED 055 785 (A.I.SCI.(1).(d))

National Assessment of Educational Progress, Report 7, Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex.
ED 081 638 (A.I.SCI.(1).(d))
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment.
ED 072 976 (A.I.SCI.(2).(d))

ED 141 135 (A.I.SCI.(2).(d))
ED 043 099 (A.I.SCI.(1).(d))
National Assessment of Educational Progress, 1965-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex. (National Assessment Report 7).
ED 067 220 (A.I.SCI.(1).(d))
ED 104 723 (A.I.SCI.(2).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Exercises From the National Assessment of Educational Progress.
ED 089 931 (B.I.SCI.(1).(d))
Relationships Between Academic Achievement and Self-Concept.
ED 103 090 (B.I.SCI.(1).(d))
Science Achievement in the Schools: A Summary of Results from the 1976-77 National Assessment of Science.
ED 178 284 (B.GEN.b)
Subject Index

Scientists
NAEP's Second Round with Science
ED 120 469 (B.I.SCI.(2).d)

Scores
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Citizenship Results from National Assessment.
ED 123 150 (B.I.CIT.(2).d)

ED 205 608 (B.GEN.b)
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

National Assessment: One Tool in the Education Toolbox
ED 149 672 (B.GEN.b)

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
ED 198 155 (B.GEN.a)

Scoring
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 350 (A.I.COD.(1).d)

ED 260 758 (B.GEN.a)

Measures of Scorer Agreement and Patterns of Disagreement.
ED 193 307 (A.GEN.a)

ED 210 299 (A.GEN.a)

Reading/Literature Released Exercise Set, 1979-80. Assessment Supplement.
ED 205 589 (A.I.READ.(3).(b)

Scoring Guides and National Percentages of Response.
ED 145 200 (A.I.COD.(1).b)

Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.I.MUS.(1).c)

Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)

Scoring Methods.
ED 233 271 (B.GEN.a)

ED 195 576 (B.GEN.a)

Scoring Formulas
Systematic Judgment of Children's Drawings.
ED 127 240 (A.I.ART.(1).c)

Second Language Instruction
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

The National Assessment of Educational Progress. Foreign Language Education, and
the future.

ED 197 607 (B.GEN.c)

Second Language Learning
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)

Secondary Literature Third Reading Assessment (1980)
Exercise Administrator Administrative Information for Age Classes 1, 2 & 3. Year 11, October 1979-May 1980.
ED 206 669 (A.I.READ.(3).(c))

ED 210 400 (A.I.READ.(3).(c))
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.I.READ.(3).(d))

Second Analysis
Exploring National Assessment Data through Secondary Analysis.
ED 223 670 (A.GEN.b)

Secondary Education
ED 083 677 (B.GEN.b)

Guide for an Assessment of Basic Life Skills.
ED 119 819 (A.SPEC.(c).(1).(b))

Highlights of the First National Assessment of Literature.
ED 072 461 (A.LIT.(1).(d))
The Menopause Falls, Wisconsin Experience.
ED 137 410 (B.LIT.(2).(c))

Reading: Released Exercises.
ED 079 684 (A.I.READ.(1).(b))

ED 075 822 (A.I.WRIT.(1).(d))

Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.
ED 077 002 (A.LIT.(1).(d))

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.I.READ.(1).(d))

Secondary School Mathematics
ED 184 878 (A.GEN.b)

Analysis of Supplemental Background Questions on Homework and TV.
ED 159 055 (A.GEN.b)

ED 237 482 (B.MATH.(2).(d))

A Geometry Lesson from National Assessment.
ED 239 318 (B.MATH.(2).(d))

ED 189 185 (B.GEN.b)

ED 173 395 (A.SPEC.(1).(b))

Minorities and Mathematics: Results from the National Assessment of Educational Progress.
ED 254 218 (B.MATH.(2).(d))

NAEP Note: Problem Solving.
ED 230 922 (B.MATH.(2).(d))

ED 187 562 (A.GEN.b)

Results and Implications of the NAEP Mathematics Assessment: Secondary School.
ED 126 740 (B.MATH.(1).(d))

ED 224 414 (B.MATH.(2).(d))

Sex-Related Differences in Mathematics: Results from National Assessment.
ED 254 217 (B.MATH.(2).(d))

What Are the Chances of Your Students Knowing Probability?
ED 246 318 (B.MATH.(2).(d))

Secondary School Science
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.I.SCI.(1).(c))

Biography Education in Secondary Schools of the United States.
ED 232 973 (B.GEN.b)

Continuing Motivation in Science for Early and Late Adolescents.
ED 255 849 (B.I.SCI.(3).(d))

Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress.
ED 253 004 (B.SPEC.(1).(d))

Editorially Speaking. 17-Year-Olds: What They Know and Can Do.
ED 178 284 (B.GEN.b)

ED 141 135 (A.I.SCI.(2).(d))

Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
ED 248 026 (B.I.SCI.(3).(d))

Science Education Slips in U.S.
ED 101 574 (B.I.SCI.(1).(d))

Science Skills Skidding in U.S. Schools.
ED 189 831 (B.I.SCI.(3).(d))

What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.I.SCI.(2).(d))

ED 205 367 (B.N.I.b)

Secondary School Students
The Information Society: Are High School Graduates Ready?
Sex Differences

Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.I.ART.(1).(d))

Sex-Related Differences in Mathematics: Results from National Assessment.
ED 254 217 (B.I.MATH.(2).(d))

Sex Discrimination

Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.c)

Sex Stereotypes

A National Assessment of Performance and Participation of Women in Mathematics.
ED 176 961 (A.GEN.b)

Skill Analysis

Social Studies Skills and National Assessment.
ED 141 237 (B.I.SOC.(1).(d))

Write/Rewrite: An Assessment of Revision Skills: Selected Results from the Second National Assessment of Writing.
ED 141 826 (A.I.WRIT.(2).(d))

Skill Development

Assessing Job Knowledge and Generally Useful Skills of Young Americans.
ED 163 841 (B.I.COD.(1).(d))

ED 135 987 (A.I.SOC.(1).(d))

Basic Mathematics Skills and Vocational Education.
ED 186 608 (B.SOC.(b))

Career and Occupational Development Kit.
ED 145 199 (A.I.COD.(1).(c))

Consumer Skills Items. A Collection of Consumer Skills Items for State and Local Education Agencies to Draw upon in Custom-Building Their Own Consumer Skills Instruments.
ED 163 182 (A.SPEC.d.(1).(b))

Consumer Skills: Results Manual.
ED 197 137 (A.SPEC.d.(1).(d))

Five Empirically Based Composition Skills.
ED 162 337 (B.I.WRIT.(2).(d))

Guide to an Assessment of Consumer Skills.
ED 163 181 (A.SPEC.d.(1).(c))

Science Objectives for the Third Assessment.
ED 179 402 (A.I.SCL.(3).(b))

Skills

The First National Assessment of Musical Performance: Report 03-MU-01.
ED 155 126 (A.I.MUS.(1).(d))

Measurement in Education: National Assessment Says.
ED 051 298 (B.GEN.a)

National Assessment's Consumer Skills Assessments.
ED 155 116 (A.SPEC.d.(1).(c))

Teenage Consumers: A Profile. Results of the 1978 National Assessment of Consumer Skills and Attitudes.
ED 174 801 (A.SPEC.d.(1).(d))

Social Attitudes

Citizenship. A Statewide Assessment in Texas.
ED 170 347 (B.GEN.a)

Social Bias

Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)

Social Characteristics

ED 082 290 (B.GEN.b)

Social Development

ED 100 740 (B.GEN.b)

ED 095 060 (A.I.SOC.(1).(d))

Released Social Studies Exercises.
ED 094 431 (A.I.SCL.(1).(b))

ED 118 481 (A.I.SOC.(1).(b))

Social Studies

America's Uninformed Electorate.
ED 089 440 (A.I.SOC.(1).(d))

ED 100 742 (B.GEN.b)

An Annotated Bibliography on Citizenship and Social Studies Assessments.
ED 096 961 (B.GEN.b)

Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)

The First National Assessment of Educational Progress. Report No. 03-SS-00.
ED 095 060 (A.I.SOC.(1).(d))

NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.I.SOC.(1).(d))

National Assessment of Social Studies for Rural Schools.
ED 171 461 (B.I.SOC.(1).(d))

ED 135 705 (A.I.CIT.(2).(d))

Social Studies

Changes in Political Knowledge and Attitudes, 1969-76. Selected Results from the Second National Assessments of Citizenship and Social Studies.
ED 166 123 (A.I.CIT.(2).(d))

Changes in Social Studies Performance, 1972-76. Selected Results from the Second Assessment of Social Studies.
ED 161 791 (A.I.SOC.(2).(d))

ED 186 330 (A.I.CIT.(3),(b))

Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.I.CIT.(2),(d))

Conference on the Teaching of History (North Texas State University, Denton, Texas).
ED 162 950 (B.GEN.b)

ED 162 927 (B.GEN.b)

ED 173 185 (B.GEN.b)

ED 097 271 (A.I.SOC.(1).(d))

Citation-Referenced Testing for the Social Studies.
ED 196 784 (B.GEN.b)

ED 100 740 (B.GEN.b)

ED 093 762 (B.I.SOC.(1).(d))

Dissemination--Task 5. And--Social Studies Educators Rate the NAEP Social Studies Exercises--Task 6. Final Reports.
ED 100 746 (B.GEN.b)

Education Outcomes of Social Studies Programs in Rural Schools.
ED 171 461 (B.I.SOC.(1).(d))

Education for Citizenship: A Biennial Survey: Citation/Social Studies Report.
ED 135 705 (A.I.CIT.(2).(d))

Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)

The First National Assessment of Social Studies.
ED 100 744 (B.GEN.b)

The National Assessment of Social Studies:
ED 061 881 (B.I.SOC.(1).(d))

The National Assessment of Citizenship: Implications for Social Studies Research.
ED 071 982 (B.I.CIT.(1).(c))

199
Subject Index

National Assessment of Educational Progress Newsletter. Volume 6, Number 9.  
ED 085-332 (A.I.SOC.(1).(d))  
National Assessment of Educational Progress. Social Studies Objectives.  
ED 049 111 (A.I.SOC.(1).(b))  
On the Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship.

ED 100 745 (B.GEN.b)  
Political Knowledge and Attitudes, 1971-1972: A Special Social Studies Report from the National Assessment of Educational Progress.  
ED 091 300 (A.I.SOC.(1).(d))  
Potential Uses of the National Assessment Model at the State and Local Levels--Task 4, Final Report.

ED 100 743 (B.GEN.b)  
Released Social Studies Exercises (1971-72).  
ED 194 431 (A.I.SCI.(1).(b))  

ED 100 739 (B.GEN.b)  
Science and Society in the Education of Citizens.

EJ 241 212 (B.I.SCI.(3).(d))  

ED 141 214 (B.GEN.a)  
Social Studies Objectives, Second Assessment. National Assessment of Educational Progress.

ED 097 288 (A.I.SOC.(2).(b))  
Social Studies Skills and National Assessment.

ED 141 237 (B.I.SOC.(1).(b))  
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.

ED 142 494 (B.I.SOC.(2).(b))  

ED 118 481 (A.I.SOC.(1).(b))  

ED 117 019 (A.I.SOC.(1).(d))  
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.

ED 090 072 (B.I.SOC.(1).(d))  

ED 168 922 (A.I.CIT.(2).(d))  

ED 135 839 (A.GEN.a)  

ED 100 741 (B.GEN.b)  
What is National Assessment and What Does It Say to Us?

EJ 096 953 (B.GEN.b)  
Which History Is Most Important? Views from Secondary History Teachers.

ED 159 128 (B.GEN.b)  
Socioeconomic Influences.  
Functional Literacy--Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.

ED 112 389 (A.SPEC.(1).(d))  

ED 106 399 (A.GEN.c)  
Spanish.  
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.

ED 182 320 (B.I.COD.(1).(b))  
Spanish Speaking.  
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.

ED 182 320 (B.I.COD.(1).(b))  

ED 138 414 (A.GEN.b)  
Speech Communication Association Issues Related to Assessing Listening Ability.

ED 155 759 (A.GEN.a)  
Speech Curriculum.  

ED 193 677 (A.GEN.b)  

ED 197 413 (A.GEN.a)  

ED 197 413 (A.GEN.a)  
Issues Related to a National Assessment of Speaking and Listening Skills.

ED 146 656 (A.GEN.a)  
Speeches.  

ED 052 264 (B.GEN.c)  
Speed Reading.  
Speed Reading Through a Glass Darkly.

ED 065 835 (B.I.RFAD.(1).(d))  
Standardized Tests.  
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?

EJ 219 576 (B.GEN.b)  
The Mass Testing of Writing: How Well Is It Being Done?

ED 158 310 (B.GEN.b)  
The National Assessment Approach to Exercise Development.

ED 067 402 (A.GEN.a)  
Perspectives on the National Assessment of Educational Progress.

ED 169 498 (B.GEN.c)  
POWER and the National Assessment of Educational Progress.

ED 124 185 (B.GEN.b)  
Quality of Education, 1977. Hearings before the Subcommittee on Education, Arts and Humanities. Ninety-Fifth Congress, First Session on Examination into the Quality of Education of our Nation's Students and Means of Improving Competency in Basic Skills at Various Grade Levels.

ED 145 587 (B.GEN.c)  

ED 146 629 (B.GEN.b)  
Teachers and Achievement Testing.

ED 151 355 (B.GEN.c)  
State Norms.  

ED 190 653 (B.GEN.b)  
State Of The Art Reviews.  
Biological Education in Secondary Schools of the United States.

EJ 232 973 (B.GEN.b)  
State Programs.  
Art Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.

ED 137 412 (B.GEN.a)  
The Annual Conference on Large-Scale Assessment: Formal Papers and Selected Bibliography (Sixth, Boulder, Colorado, June 14-17, 1976).

ED 135 838 (A.GEN.a)  
Application of the National Assessment Model to State and Local Assessment Needs.

EJ 099 390 (B.GEN.a)  
Competency Testing: An Encounter with the Future.

ED 187 738 (B.GEN.c)  

ED 162 927 (B.GEN.b)  

ED 205 608 (B.GEN.b)  
Improving Policy Development.

ED 093 906 (B.I.CIT.(1).(d))  
Reading in North Dakota. A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.

ED 189 187 (B.GEN.a)  
State Surveys.  
Social Studies Highlights Report, 1974-75.
212  State Surveys

Bulletin 1459.
ED 141 214 (B.GEN.a)

Statewide Planning
ED 070 140 (A.GEN.a)

Statistical Analysis
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.LSCI.(2).(c))
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)
ED 131 119 (B.GEN.a)
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)
No-Show Analysis. Final Report.
ED 206 672 (A.LSCI.(2).(c))

Statistical Bias
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment.
ED 188 017 (B.GEN.a)
Bias: Psychometric and Social Implications for the National Assessment of Educational Progress.
ED 194 571 (A.GEN.a)

Statistical Data
Assessing Educational Attainments.
ED 139 744 (B.GEN.b)
ED 083 677 (B.GEN.b)
ED 104 018 (B.GEN.b)
ED 123 755 (B.GEN.b)
The National Assessment.
ED 017 015 (B.GEN.c)
ED 155 728 (A.1.WRIT.(2).(b))

Statistical Surveys
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment.
ED 188 017 (B.GEN.a)
Balancing-Analysis of Variance by Another Name.
ED 150 831 (B.GEN.a)

Stimuli
ED 162 337 (B.1.WRIT.(3).(b))

Structural Analysis
Five Empirically Based Composition Skills.
ED 162 337 (B.1.WRIT.(2).(d))

Student Attitudes
Art and Young Americans, 1974-79: Results from the Second National Art Assessment.
ED 212 538 (A.1.ART.(2).(d))
ED 155 125 (A.1.ART.(1).(d))
ED 099 270 (A.1.MUS.(1).(d))
Attitudes toward Art. Selected Results from the First National Assessment of Art.
ED 166 122 (A.1.ART.(1).(d))
ED 097 271 (A.1.SOC.(1).(d))
ED 135 705 (A.1.CIT.(2).(d))
How Students Feel About Literature.
ED 093 925 (B.1.LIT.(1).(d))
ED 210 226 (A.1.MUS.(2).(d))
Relationships Among Pupil Self Concept, Attitude Toward School, and Achievement on Selected Science Experiments From the National Assessment of Educational Progress.
ED 089 931 (B.1.SCI.(1).(d))
ED 197 9341 (A.1.ART.(1).(d))
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.
ED 232 917 (B.1.MATH.(2).(d))
Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.
ED 232 909 (B.1.MATH.(2).(d))
What Research Says.
ED 242 980 (B.1.SCI.(3).(d))
A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Student Attrition
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 215 034 (B.GEN.b)

Student Characteristics
Concepts of the Fundamental Operations: Results and Implications from National Assessment.
ED 237 356 (B.1.MATH.(2).(d))
ED 155 126 (A.1.MUS.(1).(d))
Math and Sex: Are Girls Born with Less Ability?
ED 237 494 (B.GEN.b)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.1.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.1.MATH.(2).(d))
ED 127 198 (A.1.MATH.(1).(d))
New Study Shows Further Declines in Writing Ability.
ED 162 089 (B.1.WRIT.(2).(d))
Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?
ED 224 296 (A.1.READ.(3).(d))
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.(h).(d))

Student Educational Objectives
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))

Student Evaluation
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.
ED 078 091 (B.GEN.a)
Assessing Students' Political IQ.
ED 100 495 (B.1.SOC.(1).(d))
Bloomington Writing Assessment, 1977: A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment, 1977: Student Exercise, Teaching Directions, Scoring.
ED 155 692 (B.GEN.b)
The Condition of Student Writing.
ED 144 141 (B.1.WRIT.(2).(d))

Consumer Skills: Results Manual.
ED 197 137 (A.1.MATH.(1).(d))
ED 080 598 (B.GEN.a)
NAEP's Second Round with Science.
ED 120 469 (B.1.SCI.(2).(d))
National Assessment and Rural Education.
ED 085 127 (B.GEN.c)
National Assessment Measuring American Education.
ED 068 513 (A.GEN.c)
The National Assessment of Educational Progress.
ED 095 637 (B.GEN.b)
National Assessment-Some Valuable By-Products for Schools.
ED 005 372 (B.GEN.b)
Questions and Answers about the National Assessment of Education Progress.
ED 067 398 (A.GEN.c)
Reading and Literature Objectives, 1979-80 Assessment. No. 11-RL-10.
ED 185 503 (A.1.READ.(3).(b))
Reading Comprehension of American Youth: Do They Understand What They Read? Results from the 1979-80 National Assessment of Reading and Literature.
ED 217 396 (A.1.READ.(3).(d))
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
ED 209 641 (A.1.LIT.(2).(d))

Science Skills Skills in U.S. Schools.
EJ 139 744 (B.1.WRIT.(2).(d))
Test Construction

the General Public

Test Format
Reading/Literature Released Exercise Set, 1979-80 Assessment.

Test Interpretation

Test Administration
ED 171 609 (A.I.CIT.(2).(d))
Implications of National Assessment Writing Results.


Test Reliability
ED 097 348 (A.GEN.b)
National Educational Assessment: Pro and Con.


The Use, Misuse, and Abuse of Tests.

What Are We Learning from the National Assessment

ED 070 172 (B.GEN.c)

The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.

ED 159 599 (B.I.READ.(3).(e))

Test Items
Guide for an Assessment of Basic Life Skills.

ED 139 819 (A.SPEC.c.(1).(b))
The National Assessment Approach to Objectives and Exercise Development.

ED 194 577 (A.GEN.a)

Science Skills Skidding in U.S. Schools.

ED 189 831 (B.I.SCL.(3).(d))
The Second Assessment of Mathematics, 1977-78; Released Exercise Set.

ED 187 543 (A.I.MATH.(2).(b))
Selected Supplemental Mathematics Exercises. National Assessment of Educational Progress.

ED 183 388 (A.SPEC.b.(1).(b))

Social Studies Skills and National Assessment.

ED 141 237 (B.I.SOC.(1).(b))
Stability of the National Assessment Scoring Methods.

ED 233 271 (B.GEN.a)

Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.

ED 193 260 (A.GEN.b)
The Third Assessment of Writing, 1978-79 Released Exercise Set.

ED 205 583 (A.I.WRIT.(3).(b))

Test Reliability

ED 260 758 (B.GEN.a)

Measures of Scorer Agreement and Patterns of Disagreement.

ED 193 307 (A.GEN.a)
Stability of the National Assessment Scoring Methods.

ED 219 388 (A.SPEC.c.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School

ED 233 271 (B.GEN.a)

Test Results
Achievement Test Scores in Mathematics and Science.

ED 249 182 (B.GEN.b)


ED 177 170 (A.SPEC.c.(1).(c))
Career Development Needs of Adults How to Improve Career Development Programs.

ED 147 499 (B.I.COD.(1).(d))
Career Development Needs of Nine-Year Olds: How to Improve Career Development Programs.

ED 147 497 (B.I.COD.(1).(d))
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.

ED 147 498 (B.I.COD.(1).(d))
Design and Drawing Skills. Selected Results from the First National Assessment of Art, June 1977.

ED 141 249 (A.I.ART.(1).(d))

Fractions: Results and Implications from National Assessment.

ED 246 313 (B.I.MATH.(2).(d))


ED 128 766 (A.SPEC.c.(1).(d))

Highlights and Trends from National Assessment: Writing and Change in Writing Skills.

ED 128 814 (A.I.WRIT.(2).(d))


ED 080 598 (B.GEN.a)
The Marrow of Achievement Test Score Declines.

ED 139 741 (B.GEN.b)

ED 138 468 (A.I.MATH.(1).(d))
The Menominee Falls, Wisconsin Experience.

ED 137 410 (B.I.READ.(2).(c))
National Assessment Findings and Educational Policy Questions.

ED 224 839 (A.GEN.b)
The National Assessment of Educational Progress: Its Results Need to Be Made More Useful. Report to the Congress by the Comptroller General of the United States.

ED 129 897 (B.GEN.b)
National Assessment: Reports and Implications for School Districts.

ED 032 003 (B.GEN,b)
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.

ED 214 132 (A.I.READ.(3).(d))
The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.

ED 219 388 (A.SPEC.c.(1).(d))
Results and Implications of the NAEP Mathematics Assessment: Elementary School

ED 138 468 (B.GEN.b)

Subject Index

214

Results and Implications of the NAEP Mathematics Assessment: Secondary School

ED 126 749 (B.I.MATH.(1).(d))

Science Education Slips in U.S.

ED 101 574 (B.I.SCI.(1).(d))

Science Skills Skidding in U.S. Schools.

ED 189 831 (B.I.SCL.(3).(d))
The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.

ED 155 728 (A.I.WRIT.(2).(b))


ED 141 214 (B.GEN.a)

Students' Affective Responses to Mathematics: Secondary School Results from National Assessment.

ED 232 909 (B.I.MATH.(2).(d))

Technical Information and Data from the 1977 Young Adult Assessment of Health, Energy and Reading; Released Exercises, National and Group Results.

ED 193 260 (A.GEN.b)

Update on Education: A Digest of the National Assessment of Educational Progress.

ED 113 381 (A.GEN.c)

What Are the Chances of Your Students Knowing Probability?

ED 246 318 (B.I.MATH.(2).(d))

When I Grow Up, What Will I Be?

ED 145 202 (A.I.COD.(1).(d))

Test Reviews


ED 170 351 (B.GEN.b)

Test Score Decline

Achievement Test Score Decline: Do We Need to Worry?

ED 170 263 (B.GEN.b)

Declining Admissions Test Scores.

ED 120 245 (B.GEN.b)

The Test Score Decline: Meaning and Issues.

ED 138 643 (B.GEN.b)

Test Selection


ED 170 351 (B.GEN.b)

Test Validity

How Competent are the Writing Competence Tests?

ED 179 958 (B.GEN.b)

The Mass Testing of Writing: How Well Is It Being Done?

ED 158 310 (B.GEN.b)

The National Assessment of Educational Progress

ED 095 627 (B.GEN.b)

Reexamination of Multiple-Choice Testing.

ED 023 713 (B.GEN.a)

Systematic Judgment of Children's Drawings.

ED 127 240 (A.I.ART.(1).(d))

Teachers and Achievement Testing.

ED 151 355 (B.GEN.c)


ED 100 741 (B.GEN.b)
Turning It Around in Education with Student Tutoring

United States
National Assessment of Educational Progress in the United States
ED 153 122 (B.GEN.c)

ED 190 672 (A.1.WRIT.(3).(b))

United States Constitution
National Assessment of Educational Progress Newsletter. Volume 6, Number 9.
ED 085 332 (A.I.SOC.(1).(d))

Urban Areas
ED 051 246 (A.1.WRIT.(1).(d))

Use Studies
How Have You Used National Assessment Materials? Responses from Six Educators.
ED 222 550 (A.GEN.b)

User Satisfaction (Information)
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)

Verbal Ability
Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias.
ED 193 678 (A.GEN.b)

Verbal Development
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 175 954 (B.GEN.b)

Visual Aids
Graphic Materials: Theme 2, Reading.
ED 078 384 (A.I.READ.(1).(d))

Vocabulary Skills
Literature, Language, and Expression.
ED 124 909 (B.I.WRIT.(2).(d))

Vocational Education
ED 186 608 (B.GEN.b)

ED 200 261 (B.GEN.c)

ED 177 329 (BSPEC.c(1).(b))

National Assessment of Educational Progress: Objectives for Career and Occupational Development.
ED 059 119 (A.1.COD.(1).(b))

Vocational Maturity
ED 192 079 (A.1.COD.(1).(b))

White Students
Age of Admission and Trends in Achievement: A Comparison of Blacks and Whites.
ED 275 034 (B.GEN.b)

A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)

Women's Education
ED 184 878 (A.GEN.b)

Word Recognition
Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.
ED 077 021 (A.1.READ.(1).(d))

Work Attitudes
Career and Occupational Development Items.
ED 145 201 (A.1.COD.(1).(b))

The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.1.COD.(1).(d))

ED 192 079 (A.1.COD.(1).(b))

When I Grow Up, What Will I Be?
ED 145 202 (A.1.COD.(1).(d))

A Woman's Place.
ED 155 330 (A.1.WRIT.(2).(d))

Work Experience
Adult Work Skills and Knowledge. Selected Results from the First National Assessment of Career and Occupational Development.
ED 130 079 (A.1.COD.(1).(d))

Workshops
ED 107 710 (A.GEN.a)

Writing (Composition)
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
ED 179 954 (B.GEN.b)

DoDDS Language Arts Assessment Results, 1977-78.
ED 184 133 (B.GEN.a)

Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

How Competent Are the Writing Competency Tests?
ED 179 958 (B.GEN.b)

Implications of National Assessment Writing Results.
ED 050 119 (B.1.WRIT.(1).(d))

ED 051 246 (A.1.WRIT.(1).(d))

National Assessment of Writing: Useless and Uninteresting?
ED 089 293 (B.1.WRIT.(1).(c))

On the Teaching of Writing: Some Implications from National Assessment.
ED 089 292 (B.1.WRIT.(1).(d))

ED 199 263 (A.1.WRIT.(3).(c))

Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)

The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
ED 155 728 (A.1.WRIT.(2).(b))

The Third Assessment of Writing, 1978-79 Released Exercise Set.
ED 205 583 (A.1.WRIT.(3).(b))

ED 191 059 (B.1.WRIT.(3).(b))

Trends in Written Composition.
ED 177 571 (B.GEN.a)

Writing Abilities of American Young Adults.
ED 066 811 (B.1.WRIT.(1).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III-9-Year-Olds.
ED 196 044 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13-Year-Olds.
ED 196 043 (A.1.WRIT.(3).(d))

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1-7-Year-Olds.
ED 195 042 (A.1.WRIT.(3).(d))

ED 195 576 (B.GEN.a)

Writing Errors: Implications about Student Writers.
ED 089 338 (B.1.WRIT.(1).(d))

ED 113 736 (A.1.WRIT.(2).(d))

Writing Objectives.
ED 033 870 (A.1.WRIT.(1).(b))

Writing Evaluation
ED 205 572 (A.1.WRIT.(3).(c))

ED 199 262 (A.1.WRIT.(3).(c))

Relationships Among Measures of Writing Skill.
ED 224 812 (B.GEN.a)

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
ED 210 696 (A.1.WRIT.(3).(d))

ED 196 044 (A.1.WRIT.(3).(d))

ED 196 043 (A.1.WRIT.(3).(d))
Subject Index

Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume 1-17-Year-Olds.
- ED 196 042 (A.I.WRIT.(3).(d)).

Writing Exercises
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
- ED 074 079 (B.I.WRIT.(1).(c)).
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
- ED 155 963 (B.GEN.b). Bloomington Writing Assessment 1977: Student Exercise, Teacher Directions, Scoring.
- ED 155 962 (B.GEN.b).

The Primary Trait System for Scoring Writing Tasks.
- ED 124 942 (A.I.WRIT.(2).(d)).
Reading/Literature Releaded Exercise Set, 1979-80 Assessment. Supplement.
- ED 205 589 (A.I.READ.(3).(c)).

- ED 155 728 (A.I.WRIT.(2).(b)).
Writing: National Results-Writing Mechanics.
- ED 062 325 (A.I.WRIT.(1).(d)).

Writing Instruction
The Reading-Writing-Thinking Connection.
- ED 204 374 (B.I.LIT.(2).(d)).

Sentence-Combining Skills: Results of the Sentence-Combining Exercises in the 1978-79 National Writing Assessment.
- ED 210 696 (A.I.WRIT.(3).(d)).

- ED 191 059 (B.I.WRIT.(3).(b)).
Writing Objectives, 1983-84 Assessment.
- ED 222 904 (A.I.WRIT.(4).(b)).

Writing Processes
Trends in Written Composition.
- ED 177 571 (B.GEN.a). Writing Objectives, 1983-84 Assessment.
- ED 222 904 (A.I.WRIT.(4).(b)).

Writing Research
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
- ED 179 954 (B.GEN.b).

DoDDS Language Arts Assessment Results, 1977-78.
- ED 184 133 (B.GEN.a).

Relationships Among Measures of Writing Skill.
- ED 210 696 (A.I.WRIT.(3).(d)). Trends in Written Composition.
- ED 177 571 (B.GEN.a).
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I-11-Year-Olds.
- ED 196 044 (A.I.WRIT.(3).(d)).
Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II-13-Year-Olds.
- ED 196 043 (A.I.WRIT.(3).(d)).

Writing Skills
Basic Skills in Composition: Measurement, Competency Testing, Instructional Technique.
- ED 179 954 (B.GEN.b).

Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
- ED 155 963 (B.GEN.b). Bloomington Writing Assessment 1977: Student Exercise, Teacher Directions, Scoring.
- ED 155 962 (B.GEN.b).

The Condition of Student Writing
- ED 144 141 (B.I.WRIT.(2),(d)).

DoDDS Language Arts Assessment Results, 1977-78.
- ED 184 133 (B.GEN.a).

ERIC/RCS: Developing Critical Reading and Thinking Skills.
- ED 261 300 (B.GEN.b).

Explanatory and Persuasive Letter Writing: Selected Results from the Second National Assessment of Writing.
- ED 135 006 (A.I.WRIT.(2).(d)).
Expressive Writing: Selected Results From the Second National Assessment of Writing.
- ED 130 312 (A.I.WRIT.(2),(d)). The First Results
- ED 054 502 (A.GEN.b).

Five Empirically Based Composition Skills.
- ED 162 337 (B.I.WRIT.(2).(d)).
- ED 205 572 (A.I.WRIT.(3).(c)).
Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
- ED 128 814 (A.I.WRIT.(2).(d)).

How Competent are the Writing Competency Tests?
- ED 179 958 (B.GEN.b).

Literature, Language, and Expression.
- ED 124 900 (B.I.WRIT.(2),(d)). The Mass Testing of Writing: How Well Is It Being Done?
- ED 158 310 (B.GEN.b).
National Assessment of Educational Progress, Volume 4 Number 3.
- ED 051 245 (A.I.WRIT.(1),(d)). National Assessment of Writing: Useless and Uninteresting?
- EJ 089 293 (B.I.WRIT.(1),(c)).
New Study Shows Further Declines in Writing Ability
- ED 162 089 (B.I.WRIT.(2),(d)).
On the Teaching of Writing: Some Implications from National Assessment
- ED 089 292 (B.I.WRIT.(1),(d)).

Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.
- ED 209 635 (B.GEN.b).

The Primary Trait System for Scoring Writing Tasks.
- ED 124 942 (A.I.WRIT.(2),(c)).
Putting It in Writing: Some Notes on the Teaching of Composition.
- ED 124 946 (B.GEN.b).
Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.
- ED 209 641 (A.I.LIT.(2),(d)).
Relationships Among Measures of Writing Skill.
- ED 224 812 (B.GEN.a).

The Second National Assessment of Writing: New and Reassessed Exercises with Technical Information and Data.
- ED 155 728 (A.I.WRIT.(2),(b)).

- ED 075 822 (B.I.WRIT.(1),(d)).

Student Writing, 1980: A Description of the Writing Abilities of 9-, 13-, and 17-Year-Olds Enrolled in the Department of Defense Dependents Schools.
- ED 198 155 (B.GEN.a).

The Third Assessment of Writing, 1978-79 Released Exercise Set.
- ED 205 583 (A.I.WRIT.(3),(b)).

Trends in Written Composition.
- ED 177 571 (B.GEN.a). A Woman's Place.
- ED 155 330 (A.I.WRIT.(2),(d)).

Write/Write: An Assessment of Revision Skills; Selected Results From the Second National Assessment of Writing.
- ED 141 826 (A.I.WRIT.(2),(d)).

Writing 'Abilities of American Young Adults.
- ED 068 811 (B.I.WRIT.(1),(d)).

- ED 195 576 (B.GEN.a).

Writing Errors: Implications about Student Writers.
- EJ 089 338 (B.I.WRIT.(1),(d)).

Writing Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
- ED 068 811 (B.I.WRIT.(1),(d)).

- ED 113 736 (A.I.WRIT.(2),(d)).

- ED 190 672 (A.I.WRIT.(3),(b)).

Writing: National Results-Writing Mechanics.
- ED 062 325 (A.I.WRIT.(1),(d)).

Writing Objectives.
- ED 038 780 (A.I.WRIT.(1),(b)).

Writing Objectives for 1973-74 Assess-
Writing Skills

ment.
ED 072 460 (A.1.WRIT.(2).b)
Writing Objectives, 1983-84 Assessment.
ED 222 904 (A.1.WRIT.(4).b)

Writing Topics
ED 191 059 (B.1.WRIT.(3).b)

Yearbooks
National Assessment of Educational Progress. General Information Yearbook.
ED 102 235 (A.GEN.a)

Young Adults
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.1.COD.(1).d)
ED 176 019 (A.1.COD.(1).d)
Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults. Report No. 08-H-01.
ED 160 604 (A.SPEC.g.(1).d)
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
EJ 148 046 (B.1.MATH.(1).d)
Critical Reading: Theme 8, Reading.
ED 078 387 (A.1.READ.(1).d)
Main Ideas and Organization: Theme 6, Reading.
ED 079 688 (A.1.READ.(1).d)
ED 141 582 (A.1.COD.(1).b)
Reference Materials: Theme 4, Reading.
ED 079 687 (A.1.READ.(1).d)
What Do Young Adults Know About Science? Some Results From Two National Assessments.
EJ 184 820 (A.1.SCI.(2).d)

Youth
Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.
ED 179 470 (B.1.CIT.(2).d)
Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.
ED 143 829 (A.1.COD.(2).b)
Science Achievement: The Trend is Down.
EJ 123 205 (B.1.SCI.(2).d)

Youth-Work Experience
ED 176 019 (A.1.COD.(1).d)
Author Index

Adams, John W.
ED 089 464 (B.GEN.a)

Ahmann, J. Stanley
Assessing Job Knowledge and Generally Useful Skills of Young Americans
EJ 163 841 (B.I.COD.(1).(d))
Assessing National Levels of Achievement in a Systematic Manner
EJ 123 613 (B.GEN.b)
Differential Changes in Levels of Achievement for Students in Three Age Groups.
EJ 202 273 (B.GEN.b)
The First Results
EJ 054 502 (A.GEN.b)
How Much Are Our Young People Learning? The Story of the National Assessment.
Fastback 68.
ED 123 244 (B.GEN.b)
A Report on National Assessment in Seven Learning Areas
EJ 131 671 (B.GEN.b)
Science Achievement: The Trend is Down
EJ 128 205 (B.I.SCI.(2).(d))
A Speculative View of the Needs in Educational Measurement in Higher Education in the 1980s.
ED 178 571 (B.GEN.b)
Achievement and the Three R's: A Synop-
sis of National Assessment Findings in Reading, Writing and Mathematics.
ED 223 658 (A.GEN.b)

Anderson, Ronald E.
Methodological Considerations in the Development of Indicators of Achievement in the NAEP Data.
ED 199 299 (B.GEN.a)

Anick, Constance Martin
Minorities and Mathematics: Results from the National Assessment of Educational Progress.
EJ 254 218 (B.I.MATH.(2).(d))

Appelbaum, Mark I.
Balancing Analysis of Variance by Another Name
EJ 150 831 (B.GEN.a)
EJ 131 119 (B.GEN.a)

Applebee, Arthur N.
Perspectives on the National Assessment of Educational Progress
EJ 169 498 (B.GEN.c)
Trends in Written Composition.
ED 177 571 (B.GEN.a)

Armstrong, Jane M.
ED 184 878 (A.GEN.b)

Aubrey, Roger F.
Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.
ED 147 498 (B.I.COD.(1).(d))

Baker, Harold R.
Educational Indicators of Development. Education and Socioeconomic Development. Monograph III.
ED 199 283 (B.GEN.b)

Barlow, Kay

Barrow, Kay

Barth, Rodney J.
Notes and Quotes on Back to Basics. An ERIC/RCS Report
EJ 151 161 (B.GEN.c)

Bass, Lisa P.
Assessment Measures Music Learning.
EJ 262 472 (B.I.MUS.(2).(d))

Belehr, Robbie A.
The Past is Pertinent
EJ 099 002 (B.I.COD.(1).(c))

Benner, Charles H.
'Dough'-re-mi Can Put Students on Key in Other Subjects
EJ 112 495 (B.I.MUS.(1).(d))

Benrud, C. H.
Sampling and Weighting Activities for Assessment Year 11. Final Report on National Assessment of Educational Progress.
ED 206 703 (A.GEN.a)

Berdie, Frances S.
The National Assessment Approach to Exercise Development.
ED 067 402 (A.GEN.a)

Berger, Allen
Speed Reading Through a Glass Darkly.
ED 065 835 (B.I.READ.(1).(d))

Beshoar, Barron B.
The Condition of Student Writing.
EJ 144 141 (B.I.WRIT.(2).(d))
NAEP's Second Round with Science.
EJ 120 469 (B.I.SCI.(2).(d))

Bestgen, Barbara J.
Making and Interpreting Graphs and Tables: Results and Implications from National Assessment.
Bestgen, Barbara J.  
ED 237 426 (A.1.MATH.(2).(d))

Billingsley, Raymond Lee  
An Assessment of the Social Studies Achievement of Thirteen-Year-Olds in Rural Public Schools of North Mississippi.  
ED 147 040 (B.GEN.b)

Boek, R. Darrell  
The Next Stage in Educational Assessment.  
EJ 262 683 (B.GEN.b)

Bonney, Lewis A.  
Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.  
ED 078 091 (B.GEN.a)

Bowditch, Deborah  
Adult Readers: Will They Need Basics Too?  
ED 182 690 (A.SPEC.a.(1).(d))

Bowes, John E., Ed.  
National Assessment of Educational Progress, Mathematics Objectives.  
ED 063 140 (A.1.MATH.(1).(b))

Bowes, John E.  
Literature Objectives.  
ED 041 009 (A.1.LIT.(1).(b))

Brown, Rexford  
National Assessment of Educational Progress: Group Results for Sex, Region, and Size of Community.  
ED 108 228 (B.GEN.a)

Brown, Rexford G.  
Decimals: Results and Implications from National Assessment.  
ED 237 482 (B.1.MATH.(2).(d))

Brittingham, Barbara E.  
Evaluating Performance on National Assessment Objectives: Norm-Referenced and Criterion-Referenced Interpretations.  
EJ 108 228 (B.GEN.a)

Brown, Leslie  
The Effect of Position and Format on the Difficulty of Assessment Exercises.  
ED 124 589 (A.GEN.a)

Brown, Rexford  
ED 260 758 (B.GEN.a)

Brown, Rexford  
Recent Trends in Achievement Levels of Black and White Youth.  
ED 262 707 (B.GEN.b)

Bryant, Edward C.  
Stability of the National Assessment Scoring Methods.  
ED 233 271 (B.GEN.a)

Campbell, Vincent N.  
National Assessment of Educational Progress: 1969-70 Citizenship: Group Results by Sex, Region, and Size of Community.  

Carpenter, Thomas  
Results from the First Mathematics Assessment of the National Assessment of Educational Progress.  
ED 156 443 (B.1.MATH.(1).(d))

Carpenter, Thomas P.  
Calculators in Testing Situations: Results and Implications from National Assessment.  
ED 239 344 (B.1.MATH.(2).(d))

Chapin, June  
The Effect of Position and Format on the Difficulty of Assessment Exercises.  
ED 124 589 (A.GEN.a)

Cobb, Hugh  
National Assessment of Educational Progress: Mathematics Objectives.  
ED 063 196 (A.1.CIT.(1).(d))

Chromy, James R.  
Calculators in Testing Situations: Results and Implications from National Assessment.  
ED 239 344 (B.1.MATH.(2).(d))

Clark, Phillip I.  
The Use, Misuse, and Abuse of Tests.  
ED 051 281 (B.GEN.b)

Cohen, Wilbur J.  
The Learning and Earning Force: A Guide for Educators.  
ED 204 472 (B.GEN.c)

Connor, Toisye  
An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model: Reading and Mathematics, 1974-75.  
ED 137 412 (B.GEN.a)

Cousins, Jack  
Some Implications of the National Assessment Model and Data for State and Local Education.  
ED 074 620 (B.GEN.a)

Conway, Larry E.  
The Learning and Earning Force: A Guide for Educators.  
ED 204 472 (B.GEN.c)

Cooper, Charles R.  
Literature, Humanities, Media: Research Roundup.  
EJ 109 160 (B.GEN.c)

Cronbach, Louis J.  
ED 224 414 (B.1.MATH.(2).(d))

Cronbach, Louis J.  
Sex-Related Differences in Mathematics: Results from National Assessment.  
ED 254 217 (B.1.MATH.(2).(d))

Cronbach, Louis J.  
Students' Affective Responses to Mathematics: Results and Implications from National Assessment.  
ED 232 917 (B.1.MATH.(2).(d))

Cronbach, Louis J.  
Subtraction: What Do Students Know?  
ED 130 107 (B.1.MATH.(1).(d))

Cronbach, Louis J.  
ED 133 404 (B.1.MATH.(1).(d))

Cronbach, Louis J.  
ED 139 903 (B.1.MATH.(1).(d))

Cronbach, Louis J.  
What Are the Chances of Your Students Knowing Probability?  
ED 246 318 (B.1.MATH.(2).(d))

Cronbach, Louis J.  
Dissemination-Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises—Task 6. Final Reports.  
ED 100 746 (B.GEN.b)

Cronbach, Louis J.  
Using the NAEP Test Exercises.  
ED 096 956 (B.1.SOC.(1).(c))

Cronbach, Louis J.  
Year 11 Primary Sample for the National Assessment of Educational Progress. Final Report.  
ED 208 008 (A.GEN.a)

Cronbach, Louis J.  
The Use, Misuse, and Abuse of Tests.  
ED 051 281 (B.GEN.b)

Cronbach, Louis J.  
Data Base Management Needs of National Assessment and Ways to Meet Those Needs.  
ED 196 430 (A.GEN.a)

Cronbach, Louis J.  
The Learning and Earning Force: A Guide for Educators.  
ED 204 472 (B.GEN.c)

Cronbach, Louis J.  
The Learning and Earning Force: A Guide for Educators.  
ED 204 472 (B.GEN.c)
Author Index

Social Studies Skills and National Assessment.

ED 141 237 (B.1.SOC.(1).(b))

Cox, C. Benjamin

ED 100 742 (B.GEN.b)

Cramer, Elliot M.

ED 131 119 (B.GEN.a)

Crane, Robert

ED 097 271 (A.1.SOC.(1).(d))


ED 095 050 (A.1.SOC.(1).(d))


ED 135 014 (A.GEN.b)

Cunningham, William G.

FI 154 431 (B.GEN.c)

Dearman, Nancy B.
Test Scores and Attainment Rates.

EJ 251 946 (B.SPEC.c.(1).(b))

DeCrow, Roger, Ed.
Adult Reading Abilities: Definitions and Measurements.

ED 068 810 (A.1.READ.(1).(d))

Writing Abilities of American Young Adults.

ED 068 811 (B.1.WRIT.(1).(d))

Diem, Richard A.
The New Social History in the High School Classroom.

ED 168 932 (B.1.SOC.(1).(b))

DiStefano, Philip
Five Empirically Based Composition Skills.

ED 162 357 (B.1.WRIT.(2).(d))

Duchterman, Clifford L.

ED 043 099 (A.1.SCI.(1).(d))


ED 043 098 (A.1.CIT.(1).(d))

Easton, Stanley E.
Educational Outcomes of Social Studies Programs in Rural Schools.

ED 171 461 (B.1.SOC.(1).(d))

Edington, Everett D.
The Effects of the Rural School.

ED 201 460 (B.GEN.b)

Eisner, Elliot W.
Turning It Around in Education with Student Tutoring.

EJ 163 375 (B.GEN.c)

Enemark, Peter
Supplementary Mathematics Probe Study. Final Report.

ED 222 553 (B.SPEC.h.(1).(d))

Fair, Jean
Dissemination-Task 5. [And] Social Studies Educators Rate the NAEP Social Studies Exercises-Task 6. Final Reports.

ED 100 746 (B.GEN.b)


ED 100 739 (B.GEN.b)

Farr, Roger
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?

EJ 219 576 (B.GEN.b)

Farrar, Edmund J.
Implications of National Assessment Writing Results.

ED 050 119 (B.1.WRIT.(1).(d))

Fennema, Elizabeth
Sex-Related Differences in Mathematics: Results from National Assessment.

ED 254 217 (B.1.MATH.(2).(d))

Finley, Carmen J.
The National Assessment Approach to Exercise Development.

ED 067 402 (A.GEN.a)

National Assessment: Reports and Implications for School Districts.

EJ 032 003 (B.GEN.b)


EJ 002 384 (B.GEN.a)

Follettie, Joseph F.
Gal: Send Me The Primary Effects of Common Instruction! Professional Paper 34.

ED 129 908 (B.GEN.a)

Folsom, Ralph E., Jr.
National Assessment Approach to Sampling Error Estimation. Sampling Error Monograph.

ED 206 671 (A.GEN.a)

Forbes, Roy H.
Assessing Educational Attainments.

EJ 139 744 (B.GEN.b)

The Information Society: Are High School Graduates Ready?

ED 223 812 (A.GEN.b)

NAEP: One “Tool” to Improve Instruction.

EJ 153 337 (B.GEN.b)

National Assessment: One Tool in the Educating Toolbox.

EJ 149 672 (B.GEN.b)

National Assessment: Policy Decision Information.

ED 189 731 (A.GEN.c)

Foreman, Dale I.
National Assessment in Mathematics.

EJ 036 445 (B.1.MATH.(1).(a))

Fox, Karen F. A.
The National Assessment of Citizenship: Implications for Social Studies Research.

ED 071 982 (B.1.CIT.(1).(c))

Fremer, John
Student Involvement in Test Development.

ED 069 699 (B.GEN.a)

Fry, Edward
Do Children Read Better Now Than 10 Years Ago?

ED 210 638 (B.1.READ.(3).(d))

Gadway, Charles J.
Drawing Inferences: Theme 7. Reading.

ED 083 533 (A.1.READ.(1).(d))

Functional Literacy: Basic Reading Performance: A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.

ED 133 704 (A.SPEC.f.(1).(d))

Gleaning Significant Facts from Passages: Theme 5. Reading.

ED 078 360 (A.1.READ.(1).(d))


ED 134 951 (A.SPEC.f.(1).(c))

Main Ideas and Organization: Theme 6. Reading.

ED 079 683 (A.1.READ.(1).(d))


ED 079 687 (A.1.READ.(1).(d))

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.

ED 077 021 (A.1.READ.(1).(d))

Gadway, Charles J., Ed.
Critical Reading: Theme 8. Reading.

ED 078 387 (A.1.READ.(1).(d))

Reading and Literature: General Information Yearbook.

ED 072 421 (A.GEN.a)

Reading: Released Exercises.

ED 079 684 (A.1.READ.(1).(d))

Written Directions: Theme 3. Reading.

ED 083 572 (A.1.READ.(1).(d))

Gallo, Donald R.
Reading Rate and Comprehension: 1970-71 Assessment.

ED 076 934 (A.1.READ.(1).(d))
Recipes, Wrappers, Reasoning and Rate: A Digest of the First Reading Assessment. ED 092 869 (A.1.READ.(1).(d))

Galan, Maurice
A Constructive Response to the APU. EJ 220 456 (B.GEN.b)

Geisert, Gene
National Assessment: A Model for State and Local Competency Mandates? EJ 209 442 (B.GEN.b)

Gilliard, June
The Information Society: Are High School Graduates Ready? ED 223 812 (A.GEN.b)

Glass, Lynn W.
One Mere Time: NAEP and Blacks and Local Competency Mandates? National Assessment: A Model for State and Local Competency Mandates? ED 092 869 (A.1.READ.(1).(d))

Grandy, Peggy
Relationships Between Academic Achievement and Self-Concept EJ 103 090 (B.1.SCI.(1).(e))

Grando, Peggay
The Competency Challenge: What Schools Are Doing ED 162 417 (B.GEN.b)

Grannum, Joseph C.
The Good News in Reading that Schools Are Doing. EJ 156 580 (B.1.READ.(2).(d))

A Woman's Place. ED 155 330 (A.1.WRIT.(2).(d))

Goodwin, Barbara, Ed.
National Assessment of Educational Progress: Art Objectives. ED 051 255 (A.1.ART.(1).(b))

National Assessment of Educational Progress: Social Studies Objectives. ED 049 111 (A.1.SOC.(1).(b))

National Assessment of Educational Progress, Volume 4 Number 3. ED 050 996 (A.GEN.c)

Gotfredson, Linda S.
Race and Sex Differences in Occupational Aspirations: Their Development and Consequences for Occupational Segregation. ED 159 456 (B.1.COD.(1).(d))

Grannis, Joseph C.
The Need for Criterion Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship. ED 100 745 (B.GEN.b)

Grant, W. Vance
Digest of Educational Statistics. 1972 Edition. ED 083 677 (B.GEN.b)

Digest of Educational Statistics. 1974 Edition. ED 104 018 (B.GEN.b)


Greenbaum, William
Measuring Educational Progress: A Study of the National Assessment. ED 140 228 (B.GEN.b)

Grindstaff, Faye Louise
The National Assessment of Literature: A Review EJ 130 872 (B.1.LIT.(1).(c))

Haertel, Gene D.
Early Adolescent Sex Differences in Science Learning: Evidence from the National Assessment of Educational Progress. EJ 253 004 (B.SPEC.b.(1).(d))

Harms, Norris C., Ed.

Harnischfeger, Annette
Achievement Test Score Decline: Do We Need to Worry? EJ 120 263 (B.GEN.b)

The Marrow of Achievement Test Score Declines EJ 139 741 (B.GEN.b)

Hawke, Sharryl
The Renaissance in Economic Education. Research/Ideas/Practice. ED 211 432 (B.GEN.b)

Hazlett, James A.
National Assessment--A Tool for Accountability. ED 131 345 (B.GEN.c)

Helms, David C., Jr.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report. ED 117 215 (B.GEN.b)

Henderson, George
National Assessment and Rural Education. ED 085 127 (B.GEN.b)

Hennyings, Dorothy Grant
Literature, Language, and Expression. ED 124 909 (B.1.WRIT.(2).(d))

Herman, Magdalene
A Statement of Fact: The Size and Type of a Community Bear Upon National Results. A Look at National Assessment Results in Eight Learning Areas: Light of Community Influence: A Special Report to Urban School Districts. ED 106 399 (A.GEN.c)

Herman, Magdalene, Comp.
Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results. ED 117 133 (A.GEN.c)

Hebert, James
Units of Measure: Results and Implications from National Assessment. EJ 241 137 (B.1.MATH.(2).(d))

Higgins, Jon L., Comp.
Assessing Mathematical Achievement. EJ 184 809 (B.GEN.b)

Hill, Shirley A.
National Assessment of Educational Progress. ED 226 446 (B.1.MATH.(2).(d))

Hirstein, James J.
The Second National Assessment in Mathematics: Area and Volume. EJ 257 007 (B.1.MATH.(2).(d))

Hogan, Thomas P.
Relationships Among Measures of Writing Skill. ED 224 812 (B.GEN.a)

Holmes, Barbara J.
Holtzman, Wayne H.
The Changing World of Mental Measurement and Its Social Significance. ED 044 438 (B.GEN.a)

Hulsart, Richard
National Assessment Can Help the Social Studies Teacher. ED 061 881 (B.1.SOC.(1).(e))

Using National Assessment for Program Evaluation. Two Papers Presented to the National Council for the Social Studies. ED 135 839 (A.GEN.a)

Huntskin, Francis P.
Validity of Social Studies and Citizenship Exercising-Task 2. Final Report. ED 100 741 (B.GEN.b)

Hurd, Paul De Hart
Biology Education in Seco... hools of the United States. ED 232 973 (B.GEN.b)

Iona, Mario
Physics Teaching and the National Assessment of Educational Progress. ED 029 773 (B.1.SCI.(1).(d))

Johnson, Eugene G.
Measures of Scorer Agreement and Patterns of Disagreement. ED 193 307 (A.GEN.a)

Relating Art Experiences to Art Achievement: A Technical Paper. ED 156 598 (A.1.ART.(1).(d))

Johnson, George H.
National Assessment: Where Is It Now? ED 048 716 (B.GEN.b)

Johnson, George H., Ed.
National Assessment of Educational Progress, Science Objectives for 1972-73 Assessment. ED 072 976 (A.1.SCI.(2).(b))

Johnson, Randall E.
Minnesota Educational Assessment: Pilot Phase Results. Summary Report. ED 089 464 (B.GEN.a)

Johnson, Simon S.
How Students Feel About Literature ED 093 925 (B.1.LIT.(1).(d))

A Survey of Reading Habits: Theme 4, Literature. ED 078 366 (A.1.LIT.(1).(d))

Update on Education: A Digest of the National Assessment of Educational Progress. ED 100 741 (B.GEN.b)

Jones, Lyle V.
Achievement Test Scores in Mathematics and Science.
Author Index

Kerr, Donald R., Jr.
Jones, Ruth S.
Author Index
Kalk, John Michael
Juzwic, William
Justus, Hope
Kurst, John V.
Juzwic, William
Klein, Stephen P.
Knapp, John V.
Katz, Martin R.
Kalsbeek, William D.

Kahl, Stuart
Mathematical Knowledge and Skills: Selected Results from the Second Assessment of Mathematics.
ED 176 964 (A.I.MATH.(2).(d))
Mathematical Understanding: Selected Results from the Second Assessment of Mathematics.
ED 182 174 (A.I.MATH.(2).(d))

Kalk, John Michael
A Closer Look at School Cutoff Dates and Achievement.
ED 216 050 (A.GEN.b)
National Assessment of Educational Progress: Changes in Science Achievement of Black Students.
ED 127 201 (A.I.SCI.(2).(d))
The Relationship between Reading Related Background Variables and Comprehension Achievement: A Secondary Analysis of the 1979-80 Reading/Literature Assessment Data.
ED 214 132 (A.I.READ.(3).(d))

Kalsbeek, William D.
No-Show Analysis. Final Report.
ED 206 672 (A.I.SCI.(2).(c))

Katz, Martin R.
The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
ED 147 490 (B.I.COD.(1).(d))

Kay, Brian
National Assessment of Educational Progress in the United States.
ED 153 122 (B.GEN.c)

Keech, Catherine
ED 191 059 (B.I.WRIT.(3).(b))

Keiter, M. Roberta
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland. Summary.
ED 074 079 (B.I.WRIT.(1).(c))

Kerr, Donald R., Jr.
A Geometry Lesson from National Assessment.
ED 239 318 (B.I.MATH.(2).(d))

Klausmeier, Herbert J.
A Research Strategy for Educational Improvement.
ED 258 902 (B.GEN.c)

Klein, Stephen P.
ED 083 284 (B.GEN.a)

Knapp, John V.
Writing: Group Results A and B for Objective-Scored Exercises: 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.I.WRIT.(1).(d))

Knight, Sarah S.
Relating Art Experiences to Art Achievement: A Technical Paper.
ED 156 598 (A.I.ART.(1).(d))
Sex Differences in Artistic Achievement: A National Study. No. 06-A-51.
ED 193 314 (A.I.ART.(1).(d))
Systematic Judgment of Children's Drawings.
ED 127 240 (A.I.ART.(1).(c))

Kock, Reino
National Assessment of Educational Progress—A Diffusion Study
ED 000 647 (B.GEN.c)

Kolata, Gina Bari
Math and Sex: Are Girls Born with Less Ability?
ED 237 494 (B.GEN.b)

Kosecoff, Jacqueline
ED 083 284 (B.GEN.a)

Krakow, Jere
The Test Score Decline: Meaning and Issues.
ED 159 128 (B.GEN.b)

Krakow, Jere L.
Which History Is Most Important? Views from Secondary History Teachers.
ED 159 128 (B.GEN.b)

Lacher, S. R.
ED 189 186 (B.GEN.b)

Lapanje, Archie
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)

Lapple, Diane
Reading Scores of American Nine Year Olds: NAEP's Tests
ED 158 671 (B.I.READ.(2).(d))

Lapp, Diane, Ed.
NAPE Assessment of Educational Progress in Reading.
ED 176 226 (B.I.READ.(2).(d))

Larks, Guy A.
ED 100 71 (B.GEN.b)

NAPE Procedures and Small-Scale Assessment: Applications to Some Local Problems
ED 109 659 (B.GEN.a)

Law, Alexander I
ED 190 653 (B.GEN.b)

Laymon, Pam
Keeping Up
ED 142 267 (B.GEN.b)

Lehmann, Irvin J.
ED 070 140 (A.GEN.a)
ED 107 710 (A.GEN.a)

Lehr, Frau
ERIC/RCS: Developing Critical Reading and Thinking Skills.
ED 261 390 (B.GEN.b)

Leighty, Richard
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.I.SOC.(2).(d))

Lind, C. George
ED 104 018 (B.GEN.b)
ED 123 755 (B.GEN.b)

Lippincott, W. T.
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
ED 178 284 (B.GEN.b)

Lipsitz, Lawrence, Ed.
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Loney, Brian D.
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.I.SOC.(1).(d))

Long, Thomas E.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

Lundsten, Sara W., Ed.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

Maier, Eugene
223

Maier, Eugene
ED 158 671 (B.I.READ.(2).(d))

Lapp, Diane, Ed.
NAPE Assessment of Educational Progress in Reading.
ED 176 226 (B.I.READ.(2).(d))

Larks, Guy A.
ED 100 71 (B.GEN.b)

NAPE Procedures and Small-Scale Assessment: Applications to Some Local Problems
ED 109 659 (B.GEN.a)

Law, Alexander I
ED 190 653 (B.GEN.b)

Laymon, Pam
Keeping Up
ED 142 267 (B.GEN.b)

Lehmann, Irvin J.
ED 070 140 (A.GEN.a)
ED 107 710 (A.GEN.a)

Lehr, Frau
ERIC/RCS: Developing Critical Reading and Thinking Skills.
ED 261 390 (B.GEN.b)

Leighty, Richard
Social Studies Strands Goals and End-of-Twelfth-Grade Objectives.
ED 142 494 (B.I.SOC.(2).(d))

Lind, C. George
ED 104 018 (B.GEN.b)
ED 123 755 (B.GEN.b)

Lippincott, W. T.
Editorially Speaking. 17-Year-Olds: What They Know and Can Do
ED 178 284 (B.GEN.b)

Lipsitz, Lawrence, Ed.
The Test Score Decline: Meaning and Issues.
ED 138 643 (B.GEN.b)

Loney, Brian D.
NAEP, Race, Sex and Political Attitudes.
ED 211 395 (B.I.SOC.(1).(d))

Long, Thomas E.
Basic Mathematics Skills and Vocational Education. Information Series No. 199.
ED 186 608 (B.GEN.b)

Lundsten, Sara W., Ed.
Help for the Teacher of Written Composition (K-9): New Directions in Research.
ED 120 731 (B.GEN.b)

Maier, Eugene
Author Index

Moellenberg, Wayne P.
National Assessment: Are We Ready?
ED 147 555 (B.I.COD.(1).(d))

Moore, Jerry R., Ed.
Criterion-Referenced Testing for the Social Studies.
Bulletin 64.
ED 196 784 (B.GEN.b)

Moore, R. Paul
The National Assessment Approach to Sampling.
ED 099 416 (A.I.MATH.(1).a)

Morgan, James D.
Application of NAEP Writing Assessment Procedures in Montgomery County, Maryland.
Summary.
ED 074 079 (B.I.WRIT.(1).c)

Morrison, Max
Iowa Assessment Report in Mathematics, 1975-76 School Year.
ED 125 894 (B.GEN.a)

Mulli, Ina V. S.
Citizenship/Social Studies Achievement: Trends over Time.
ED 153 906 (A.I.CIT.(2).a)

Educational Achievement and Sex Discrimination.
ED 115 701 (A.GEN.a)

Effects of Home and School on Learning Mathematics, Political Knowledge and Political Attitudes.
ED 171 518 (A.GEN.b)

From NAEP....
ED 096 960 (B.GEN.b)

ED 205 572 (A.I.WRIT.(3).c)

Highlights and Trends from National Assessment: Writing and Change in Writing Skills.
ED 128 814 (A.I.WRIT.(2).c)

The Primary Trait System for Scoring Writing Tasks.
ED 124 942 (A.I.WRIT.(2).c)

What Students Know and Can Do: Profiles of Three Age Groups.
ED 135 846 (A.GEN.a)

Munday, Leo A.
Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

Muratti, Jose E.
Developing Parallel Career and Occupational Development Objectives and Exercise (Test) Items in Spanish for Assessment and Evaluation.
ED 182 320 (B.I.COD.(1).b)

Mushkin, Selma J.
ED 082 290 (B.GEN.b)

Neill, Shirley D.
ED 150 677 (B.GEN.b)

Newkirk, Thomas
How Competitive are the Writing Competency Tests?
ED 179 958 (B.GEN.b)

The Mass Testing of Writing: How Well Is It Being Done?
Author Index

Nordberg, Beverly
The Reading-Writing-Thinking Connection.
ED 198 310 (B.GEN.b)

Norris, Eleanor
National Assessment of Educational Progress, Report 1-Science: National Results and Illustrations of Group Comparisons.
ED 155 786 (A.I.SCI.(1).(d))

Norris, Eleanor L.
The National Assessment
ED 107 015 (B.GEN.c)
ED 068 407 (A.I.CIT.(1).(d))
National Assessment of Educational Progress, Mathematics Objectives.
ED 063 140 (A.I.MATH.(1).(b))
ED 105 246 (A.I.WRIT.(1).(d))
ED 105 245 (A.I.WRIT.(1).(d))
National Science Assessment
ED 009 139 (B.I.SCI.(1).(a))
What We Are Learning from the National Assessment
ED 060 662 (B.GEN.c)
Writing Objectives.
ED 033 870 (A.I.WRIT.(1).(b))

Norris, Eleanor L., Ed.
Literature Objectives.
ED 041 009 (A.I.LIT.(1).(b))
National Assessment of Educational Progress: Art Objectives.
ED 051 255 (A.I.ART.(1).(b))
National Assessment of Educational Progress, Music Objectives.
ED 053 197 (A.I.MUS.(1).(c))
National Assessment of Educational Progress, Social Studies Objectives.
ED 049 111 (A.I.SOC.(1).(b))
Reading Objectives.
ED 041 010 (A.I.READ.(1).(b))

Olendorf, Susan J.
ED 128 766 (A.SPEC.(1).(d))
Scoring Instrumental and Vocal Musical Performances.
ED 129 839 (A.I.MUS.(1).(c))

Olahasky, Jill Edwards
Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?
ED 219 576 (B.GEN.b)

Olson, Melfried
Computational Competencies of Prospective Elementary Mathematics Teachers
ED 174 237 (B.I.MATH.(1).(d))

Olson, Paul
Paul Olson Replies
ED 124 187 (B.GEN.b)
POWER and the National Assessment of Educational Progress
ED 124 185 (B.GEN.b)
A View of Power: Four Essays on the National Assessment of Educational Progress.
ED 171 743 (B.GEN.b)
Owce, Paul, Ed.
Reading & Measurement.
ED 159 628 (B.GEN.b)
Pannwitt, Barbara
Putting It in Writing: Some Notes on the Teaching of Composition.
ED 124 946 (B.GEN.b)
Pascarella, Ernest T.
Continuing Motivation in Science for Early and Late Adolescents.
ED 255 849 (B.I.SCI.(3).(d))
Patrick, John J.
Science and Society in the Education of Citizens.
ED 241 212 (B.I.SCI.(3).(d))
Peng, Samuel S.
The Essence of Balancing: Adjustment of Group Effects.
ED 104 936 (B.GEN.a)

Petrosky, Anthony R.
The 3rd National Assessment of Reading and Literature Versus Norm- and Criterion-Referenced Testing.
ED 159 599 (B.I.READ.(3).(c))
Phillips, Donald L.
Category Scoring Techniques from National Assessment: Applications to Free Response Items from Career and Occupational Development.
ED 133 530 (A.I.COD.(1).(c))
ED 186 279 (A.I.MATH.(2).(d))
Stability of Nominal Categories Over Readers, Over Time.
ED 110 494 (A.GEN.a)
Phillips, June K., Ed.
Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education. The ACTFL Foreign Language Education Series.
ED 197 596 (B.GEN.b)
Pipho, Chris
The NAEP Conference on Minimum Competency Testing.
ED 208 033 (B.GEN.b)
Plisko, Valena White
Test Scores and Attainment Rates.
ED 251 946 (B.SPEC.(c).(1).(b))
Porter, Jane
Research Report.
ED 075 336 (B.I.READ.(1).(d))
Pott, Thomas R.
Fractions: Results and Implications from National Assessment.
ED 246 313 (B.I.MATH.(2).(d))
Pycke, John N.
ED 084 657 (B.GEN.a)
Quincy, Alpha
Raising Reading Scores: The Right Way and the Wrong Way for Continued Success.
ED 172 159 (B.GEN.b)
Rathmell, Edward C.
Singular Value Decomposition.
ED 107 720 (A.GEN.a)

Concepts of the Fundamental Operations: Results and Implications from National Assessment.
ED 237 356 (B.I.MATH.(2).(d))
Reid, Virginia M.
Enjoying the Red Camellias of Children's Literature.
ED 169 559 (B.GEN.b)
Reys, Robert E.
Basic Concepts of Probability—What Do People Know?
ED 195 195 (B.I.MATH.(2).(d))
Consumer Math: Just How Knowledgeable Are U.S. Young Adults?
ED 148 046 (B.I.MATH.(1).(d))

Ringling, Dennis F.
ED 200 261 (B.GEN.c)

Rivas, Frank W.
ED 099 270 (A.I.MUS.(1).(d))
ED 097 275 (A.I.MUS.(1).(d))
ED 097 276 (B.GEN.(1).(b))
Roby, Wallace R.
ED 177 329 (B.SPEC.(c).(1).(b))

Rogers, W. Todd
Assessment of Nonresponse Bias in Sample Surveys: An Example from National Assessment.
ED 188 017 (B.GEN.a)
Jacknifeing Disattenuated Correlations: National Assessment of Educational Progress.
ED 064 393 (B.GEN.a)
Writing Errors: Implications about Student Writers
ED 089 338 (B.I.WRIT.(1).(d))

Roller, Beverly
NAEP Reading Assessment.
ED 227 755 (B.I.READ.(3).(d))
Rowe, Mary Budd
What's Happening in Science—the NAEP.
ED 193 166 (B.I.SCI.(2).(d))
Rubinstein, Sherry
ED 173 185 (B.GEN.b)
Ryor, John
Teachers and Achievement Test Results.
ED 151 355 (B.GEN.c)
Sauls, Judith M.
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720 (A.GEN.a)
National Assessment of Educational Pro-
ED 127 201 (A.1.SCI.(2).(d))
ED 127 202 (A.1.SCI.(2).(d))

Saylor, Galen
How to Use the Findings from National Assessment
EJ 101 994 (B.GEN.b)

Scott, Donald T.
National Comparisons of Racial Attitudes of Segregated and Desegregated Students.
ED 173 457 (B.GEN.b)

Scriven, Michael
Evaluating Social Studies and Citizenship Education.
ED 100 744 (B.GEN.b)

Seartis, Donald T.
Change in National Science Achievement: Some Analysis Problems.
ED 157 709 (A.1.SCI.(2).(e))

Shafer, Robert E.
National Assessment: Backgrounds and Projections
EJ 137 938 (B.GEN.a)
ED 108 211 (B.GEN.b)
A National Assessment in English: A Double-Edged Sword
EJ 036 455 (B.GEN.b)

Sherman, Susan W.
Multiple Choice Test Bias Uncovered by Use of an "I Don't Know" Alternative.
ED 121 824 (A.GEN.a)

Simon, Kenneth A.
ED 083 677 (B.GEN.b)

Slotnick, Henry B.
Do Thirteen-Year-Olds Write as Well as Seventeen-Year-Olds?
EJ 047 932 (B.I.WRIT.(1).(d))
On the Teaching of Writing: Some Implications from National Assessment
EJ 089 292 (B.I.WRIT.(1).(d))
Writing Errors: Implications about Student Writers
EJ 089 338 (B.I.WRIT.(1).(d))
Writing: Group Results A and B for Objectively-Scored Exercises: 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.
ED 077 029 (A.I.WRIT.(1).(d))

Spencer, Mary L.
ED 170 351 (B.GEN.b)

Stagerberg, Stephen
ED 082 290 (B.GEN.b)

Stewart, John G., Ed.
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.I.SOC.(1).(a))

StrassnA, Arnold A.
National Assessment in Science
EJ 116 480 (B.1.SCI.(1).(d))

Taylor, Roger
Application of the National Assessment Model to State and Local Assessment Needs
EJ 099 390 (B.GEN.a)

Tankard, James W.
New Study Shows Further Declines in Writing Ability
EJ 162 089 (B.I.WRIT.(2).(d))

Taylor, Bob L.
NAEP's Implicit Assumptions
ED 167 859 (B.GEN.b)
The National Assessment Model.
ED 088 749 (B.I.CIT.(1).(d))
Potential Uses of the National Assessment Model at the State and Local Levels.
ED 093 906 (B.I.CIT.(1).(d))
Potential Uses of the National Assessment Model at the State and Local Levels-Task 4, Final Report.
ED 100 743 (B.GEN.b)
Some Implications of National Assessment Findings for Curriculum Development in the Social Studies.
ED 090 072 (B.I.SOC.(1).(d))
Use of the Model at the State and Local Levels.
ED 088 750 (B.GEN.a)

Tierney, Robert J.
Reading Scores of American Nine Year Olds: NAEP's Tests
EJ 158 671 (B.I.READ.(2).(d))

Tierney, Robert J., Ed.
National Assessment of Educational Progress in Reading.
ED 176 226 (B.I.READ.(2).(d))

Torgeson, Ronald M.
ED 189 185 (B.GEN.b)
ED 189 186 (B.GEN.b)
Reading in North Dakota: A Statewide Assessment of Reading Performance: Grades Four, Eight and Eleven, 1976-77 School Year.
ED 189 187 (B.GEN.a)

Trowbridge, Leslie W.
National Assessment and Science-Teaching
EJ 086 755 (B.I.SCI.(1).(d))

Tukey, John W.

Author Index

Watson, Fletcher G.
National Assessment, Changes in Science

Watson, Fletcher G.
ED 063 101 (A.1.SCI.(1).(d))

Tylor, Ralph W.
The National Assessment of Educational Progress
EJ 095 637 (B.GEN.b)
National Assessment-Some Valuable By-products for Schools
EJ 005 372 (B.GEN.b)
Some Comments on Power and the NAEP
EJ 124 186 (B.GEN.b)
Why Evaluate Education?
EJ 054 501 (B.GEN.b)

Valdés, Alice L.
A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.
ED 117 215 (B.GEN.b)

van Manen, Max
Objectives for Citizen Education
EJ 170 626 (B.I.CIT.(2).(b))

Vandermye, Gaye
America's Uninformed Electorate
EJ 089 440 (A.1.SOC.(1).(d))

Assessing Students' Political IQ
ED 100 495 (B.I.SOC.(1).(a))

ED 097 348 (A.GEN.b)

Vanek, Eugenia Poporad
The Continued Battle of the Sexes
EJ 136 719 (B.1.SCI.(2).(d))

Venzky, Richard L.
NAEP-Should We Kill the Messenger Who Brings Bad News?
EJ 158 670 (B.I.READ.(2).(d))

Walberg, Herbert J.
Probing a Model of Educational Productivity in Science with National Assessment Samples of Early Adolescents.
EJ 248 026 (B.1.SCI.(3).(d))

Ward, Barbara
Attitudes Toward Science: A Summary of Results from the 1976-77 National Assessment of Science.
ED 177 017 (A.1.SCI.(3).(d))
Changes in Mathematical Achievement, 1973-78: Results from the Second Assessment of Mathematics.
ED 177 011 (A.1.MATH.(2).(d))
Major Informational Needs of National Assessment Audiences and Ways to Enhance the Assessment's Utility in Meeting Those Needs.
ED 194 576 (A.GEN.a)
Mathematical Applications: Selected Results from the Second Assessment of Mathematics.
ED 176 965 (A.1.MATH.(2).(d))

The National Assessment Approach to Objectives and Exercise Development.
ED 194 577 (A.GEN.a)

ED 186 280 (A.1.MATH.(2).(c))

Watson, Fletcher G.
National Assessment, Changes in Science

226 Sauls, Judith M.
Westbrook, Bert W.
Career Development Needs of Adults: How to Improve Career Development Programs.
ED 147 499 (B.I.COD.(1).(d))

White, Edward M.
The Uneasy Compromise: Bringing Together Testers and Teachers of English.
ED 186 929 (B.GEN.b)

Wiley, David E.
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)

The Marrow of Achievement. Test Score Declines
ED 139 741 (B.GEN.b)

Williams, Barbara I.
One More Time: NAEP and Blacks
ED 096 958 (B.I.CIT.(1).(d))

WilialT13, Paul L., Ed.
ED 196 784 (B.GEN.b)

Williams, Rick L.
NAEP Year II Design Efficiency Study. Final Report.
ED 205 608 (B.GEN.b)

Wilson, Brent
National Assessment and the Future of Art Education
EJ 130 364 (B.I.ART.(1).(d))

Wilson, H. A.
Functional Literacy: Basic Reading Performance; A Brief Summary and Highlights of an Assessment of 17-Year-Old Students in 1974 and 1975.
ED 133 704 (A.SPEC.f.(1).(d))

ED 112 350 (A.SPEC.f.(1).(d))

ED 134 951 (A.SPEC.f.(1).(d))

A Handbook of the Mini-Assessment of Functional Literacy--1974 and 1975; Functional Literacy Basic Reading Performance.
EJ 134 951 (A.SPEC.f.(1).(d))

A Humanistic Approach to Criterion Referenced Testing.
ED 081 842 (A.GEN.a)

ED 134 954 (A.SPEC.f.(1).(d))

Wilson, James W.
The Status of National Assessment in Mathematics
ED 090 722 (B.I.MATH.(1).(d))

Wirtz, Willard
Measuring the Quality of Education: A Report on Assessing Educational Progress.
ED 213 769 (B.GEN.b)

Wise, Laurress L.
Supplementary Mathematics Probe Study, Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

Wood, Elizabeth A.
Alternatives to National Assessment Experiences - A Microproject
EJ 075 580 (B.I.SCL(3).(d))

Using the Results from the National Assessment of Educational Progress - a Macropject Pretest for Teachers
ED 107 710 (B.GEN.b)

Wright, David
National Assessment's Public-Use Data Tapes.
ED 202 867 (A.GEN.a)

ED 168 901 (A.I.SCL(3).(d))

What Do Young Adults Know About Science? Some Results From Two National Assessments.
ED 184 820 (A.I.SCL(2).(d))

Wurz, Beatrice
The Menomonee Falls, Wisconsin Experience.
ED 137 410 (B.I.READ.(2).(c))

Wurz, Robert E.
The Past is Pertinent
ED 099 002 (B.I.COD.(1).(d))

Yager, Robert E., Ed.
ED 205 367 (B.GEN.b)

Ziarko, Jon Charles
Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.
ED 118 351 (B.I.SCL(1).(d))
Institution Index

American Association of School Administrators, Washington, D.C.
The Competency Movement: Problems and Solutions. AASA Critical Issues Repott.
ED 150 677 (B.GEN.b)
National Educational Assessment: Pro and Con.
ED 070 172 (B.GEN.c)

Declining Admissions Test Scores.
ED 120 245 (B.GEN.b)

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Supplementary Mathematics Probe Study. Final Report.
ED 222 553 (B.SPEC.h.(1).(d))

American Political Science Association, Washington, D.C.
DEA News, Number 2, Spring and Summer 1974.
ED 093 762 (B.I.SOC.(1).(a))

Bloomington Public Schools, Minn.
Bloomington Writing Assessment 1977; A Report to Students, Public and Teaching Staff.
ED 155 693 (B.GEN.b)
Bloomington Writing Assessment 1977; Student Exercise, Teacher Directions, Scoring.
ED 155 692 (B.GEN.b)

ED 190 653 (B.GEN.b)

California Univ., Berkeley. School of Education.
ED 191 059 (B.I.WRIT.(3).(b))

Central Midwestern Regional Educational Lab., Inc, St. Louis, Mo.
Achievement Test Score Decline: Do We Need to Worry?
ED 120 263 (B.GEN.b)
Central Midwestern Regional Educational Lab., St. Ann, Mo.
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