Catalog of Research Reports
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Catalog of Research Reports

The College Board, New York, 2011
Dear Colleagues:

The College Board is committed to conducting and disseminating research that supports and informs educators about the appropriate use of its assessments and services. The research also addresses critical issues in education.

This catalog lists research reports, research notes and other publications available from the College Board’s website www.collegeboard.org/research/home. The catalog briefly describes research publications available free of charge. Introduced in 1981, the Research Report series includes studies and reviews in areas such as college admission, special populations, subgroup differences, postsecondary readiness and success, and learning and cognition. Extensive research on specific College Board programs such as the SAT, the Advanced Placement Program, PSAT/NMSQT, and ACCUPLACER is provided. Many historical reports, statistical reports, data tables, and policy reports are also available.

I hope you find this catalog and our library of online materials and resources useful and informative.

Wayne J. Camara
Vice President,
Research and Development
The College Board
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Research Reports

Predicting College Performance

PSAT/NMSQT® Indicators of College Readiness
*Thomas P. Proctor, Jeffrey Wyatt, and Andrew Wiley*

This report presents a methodology for the creation of a PSAT/NMSQT® test score benchmark to identify students who are on track toward college readiness when completing high school. The proposed benchmark could create useful early indicators of whether students in grades 10 and 11 are on track to be college ready upon high school graduation. The report is available in print or digital format.

RR No. 2010-4 Item No.: 10b-2587 8 pgs 2010 $15

A Comparison of College Performance of Matched AP® and Non-AP Student Groups
*Daniel Murphy and Barbara Dodd*

The purpose of the research was to compare the college performance of three groups of AP® students who took the AP Exam and earned course credit, did not earn course credit, or earned course credit but elected to take the entry-level college course to three groups of Non-AP student groups matched on SAT® scores and high school rank in 10 AP subject areas. In addition, the performance of the AP groups was also compared to matched groups of students who were concurrently enrolled in a college course in the same subject area as the AP students. Students' records for four entering classes (1998-2001) at the University of Texas at Austin were analyzed. The results showed AP students who earned course credit consistently outperformed their matched Non-AP group on most of the college outcome measures. The study supports previous research that AP students perform as well if not better than non-AP students on most college outcome measures.

RR No. 2009-6 Item No.: 09b-644 46 pgs 2009 $15

The Relationship Between AP Exam Performance and College Outcomes
*Krista D. Mattern, Emily J. Shaw, and Xinhui Xiong*

This study focused on the relationship between students' performance in AP English Language, Biology, Calculus, and U.S. History, and their subsequent college success. For each AP Exam studied, students were divided into three groups according to their AP Exam performance (no AP Exam taken, score of 1 or 2, and a score of 3 or higher). Subsequent college success was measured by students' first-year college grade point average (FYGPA), retention to the second year, and institutional selectivity. Results indicated that, even after controlling for students' SAT scores and high school grade point average as measures of prior academic performance, students with an AP score of 3 or higher outperformed the other two groups. Additionally, students with an AP score of 1 or 2 tended to outperform students with no AP scores except in terms of FYGPA.

RR No. 2009-4 Item No.: 09b-269 15 pgs 2009 $15

Socioeconomic Status and the Relationship Between the SAT® and Freshman GPA: An Analysis of Data from 41 Colleges and Universities
*Paul R. Sackett, Nathan R. Kuncel, Justin J. Arneson, Sara R. Cooper, and Shonna D. Waters*

Critics of educational admissions tests assert that tests measure nothing other than socioeconomic status (SES), and that their apparent validity in predicting academic performance is an artifact of SES. We examine relationships among SAT, SES, and freshman grades in 41 colleges and universities and show that (a) SES is related to SAT scores (r = 0.42 among the population of SAT takers), (b) SAT scores are predictive of freshman grades (r = 0.47 corrected for school-specific range restriction), and (c) statistically controlling for SES reduces the estimated SAT-grade correlation from r = 0.47 to r = 0.44. Thus, the vast majority of the SAT-grade relationship is independent of SES: The SAT-grade relationship is not an artifact of common influences of SES on both test scores and grades.

RR No. 2009-1 Item No.: 11b-3396 14 pgs 2009 $15

A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas
*Leslie Keng and Barbara G. Dodd*

This study sought to compare the performance of students in the College Board Advanced Placement Program® (AP) compared to non-AP students on a number of college outcome measures. Ten individual AP Exams were examined in this study of students in four entering classes (1998-2001) at the University of Texas at Austin. The study’s results support previous research that AP students performed as well if not better than non-AP students on most college outcome measures.

RR No. 2008-7 Item No.: 0480482807 20 pgs 2008 $15

Validity of the SAT for Predicting First-Year College Grade Point Average
*Jennifer L. Kobrin, Brian F. Patterson, Emily J. Shaw, Krista D. Mattern, and Sandra M. Barbuti*

This report presents the results of a large-scale national validity study of the SAT. The results show that the changes made to the SAT did not substantially change how well the test predicts first-year college performance. Across all institutions, the recently added writing section is the most highly predictive of the three individual SAT sections. As expected, the best combination of predictors of first-year college grade point average is high school grade point average and SAT scores.

RR No. 2008-5 Item No.: 080482568 10 pgs 2008 $15

College Outcomes Comparisons by AP and Non-AP High School Experiences
*Linda Hargrove, Donn Godin, and Barbara Dodd*

Performance was examined for five cohorts of 1998-2002 Texas public high school graduates through their first year and 1998-2001 cohorts through their fourth year of Texas public higher education. Student performance...
on college outcomes included (a) first- and fourth-year grade point averages, (b) first- and fourth-year credit hours earned, and (c) four-year graduation status. Outcomes were compared across students who varied by three types of AP (course only, exam only, and both course and exam) and two types of non-AP (dual enrollment only and other course only) experiences in high school.

Predicting Grades in Different Types of College Courses
Brent Bridgeman, Judith Pollack, and Nancy Burton
The ability of high school grades (high school GPA) and SAT scores to predict cumulative grades in different types of college courses was evaluated in a sample of 26 colleges. Each college contributed data from three cohorts of entering freshmen, and each cohort was followed for at least four years. Colleges were separated into four levels by average SAT scores. Grade point averages for four categories of courses (English; science, math, and engineering [S/M/E]; social science; and education) were computed, and analyses were run separately for gender within race/ethnicity classifications.

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity
Dwayne Norris, Scott Oppler, Daniel Kuang, Rachel Day, and Kimberly Adams
This study assessed the predictive and incremental validity of a prototype version of the new SAT writing section that was administered to a sample of incoming students at 13 colleges and universities. For these participants, SAT scores, high school GPA, and first-year grades also were obtained. Using these data, analyses were conducted to assess the validity of SAT writing scores for predicting first-year college GPA and GPA in English composition courses. Consistent with the results of prior research, the weighted-average correlation between SAT writing scores and first-year college GPA was 0.46 when corrected for range restriction. Furthermore, the SAT writing scores resulted in a weighted-average increment of 0.01 to the predictive validity already provided by SAT verbal and math scores and high school GPA in predicting first-year college GPA. Also consistent with previous research, the weighted-average correlation between SAT writing scores and GPA in English composition was 0.32 when corrected for range restriction.

Effect of Fewer Questions per Section on SAT I Scores
Brent Bridgeman, Catherine Trapani, and Edward Carley
The impact on SAT I: Reasoning Test scores of allowing more time for each question was estimated by reducing the number of questions into the standard 30-minute equating section of two national test administrations. Thus, for example, questions were deleted from a verbal section that contained 35 questions to produce forms that contained 27 or 23 questions. Scores on the 23-question section could then be compared to scores on the same 23 questions when they were embedded in a section that contained 27 or 35 questions. Similarly, questions were deleted from a 25-question math section to form sections of 20 and 17 questions. Allowing more time per question had a minimal impact on verbal scores, producing gains of less than 10 points on the 200–800 SAT scale. Gains for the math score were less than 30 points. High-scoring students tended to benefit more than lower-scoring students, with extra time creating no increase in scores for students with SAT scores of 400 or lower. Ethnic/racial and gender differences were neither increased nor reduced with extra time.

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations
Cara Cahalan, Ellen B. Mandinach, and Wayne J. Camara
The predictive validity of the SAT I: Reasoning Test was examined for students who took the test with an extended time accommodation for a learning disability. The sample included college students with learning disabilities who took the SAT I between 1995 and 1998 with extended time accommodations. First-year grade point average (FGPA) was used as a measure of student performance. Although positive, the adjusted correlation between FGPA and SAT scores was lower for test-takers with a learning disability than has been shown in prior research on test-takers without disabilities.
Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups

Leopold Ramist, Charles Lewis, and Laura McCamley-Jenkins

There has been increased interest in emphasizing Achievement Tests, as SAT II: Subject Tests, for use in admission and placement. In this report, data were obtained from a comprehensive database of categorized course grades for a large number and great variety of colleges, with student groups identified. For each student group, the percentage of SAT takers who took any Achievement Test and the percentage of Achievement Test takers who took each specific test are determined. The performance of those who took each Achievement Test is compared with the performance of the same students on the verbal section of the SAT (for English, history, and foreign language tests), the mathematical section of the SAT (for mathematics tests), or the sum of the verbal and mathematical scores on the SAT (for science tests and the average of all of a student’s Achievement Test scores). The predictive effectiveness of each Achievement Test is determined for predicting freshman grade point average, alone and in combination with high school grade point average and SAT scores, and for predicting grades in each kind of course. Finally, one aspect of fairness of each Achievement Test for each student group is evaluated in terms of average over- and underpredictions.

RR No. 2001-5  Item No.: 992620  84 pgs  2001 $15

An Analysis of Advanced Placement® Examinations in Economics and Comparative Government and Politics

Hunter M. Breland and Philip K. Oltman

Advanced Placement Program (AP) Examinations in Macroeconomics, Microeconomics, and Comparative Government and Politics were studied to examine college course performance and gender differences. It was concluded that students who had received college credit for AP performed as well or better in higher-level college courses in Macroeconomics and Microeconomics than students who had not taken AP courses. Gender differences in performance were observed in all three examinations, but the greatest gender differences, favoring male students, were observed for Comparative Government and Politics. However, a survey of instructors of Comparative Government and Politics indicated that only a small percentage of instructors had observed gender differences in performance in their courses.

RR No. 2001-4  Item No.: 992583  31 pgs  2001 $15

Predicting Success in College: SAT Studies of Classes Graduating Since 1980

Nancy W. Burton and Leonard Ramist

Studies predicting success in college for students graduating since 1980 are reviewed. SAT scores and high school records are the most common predictors, but a few studies of other predictors are included. The review establishes that SAT scores and high school records predict academic performance, nonacademic accomplishments, leadership in college, and postcollege income. The combination of high school records and SAT scores is consistently the best predictor. Academic preadmission measures contribute substantially to predicting academic success (grades, honors, acceptance and graduation from graduate or professional school); contribute moderately to predicting outcomes with both academic and nonacademic components (persistence and graduation); and make a small but significant contribution to predicting college leadership, college accomplishments (artistic, athletic, business), and postcollege income. A small number of studies of nonacademic predictors (high school accomplishments, attitudes, interests) establish their importance, particularly for predicting nonacademic success.

RR No. 2001-2  Item No.: 990299  32 pgs  2001 $15

Predictions of Freshman Grade-Point Average From the Revised and Recentered SAT I: Reasoning Test

Brent Bridgeman, Laura McCamley-Jenkins, and Nancy Ervin

The impact of revisions in the content of the SAT and changes in the score scale on the predictive validity of the SAT were examined. Predictions of freshman grade point average (FGPA) for the entering class of 1994 (who had taken the old SAT) were compared with predictions for the class of 1995 (who had taken the new SAT I: Reasoning Test). The 1995 scores were evaluated both on the original SAT Program scale and on the centered scale introduced that year. The changes in the test content and centering of the score scale had virtually no impact on predictive validity. Other analyses indicated that the SAT I predicts FGPA about equally well across different ethnic groups.

RR No. 2000-1  Item No.: 987443  16 pgs  2000 $15

Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities

Wayne J. Camara, Tina Copeland, and Brian Rothschild

Tests administered with accommodations to persons with disabilities have been considered nonequivalent to tests administered under standardized conditions to nondisabled test-takers. This study examined the score change patterns for learning disabled students completing extended-time administrations of the SAT I: Reasoning Test in comparison to nondisabled students retesting under standard-time administrations. Results illustrate that learning disabled students generally perform about .5 of a standard deviation below nondisabled test-takers. However, the mean score gain for learning disabled students first completing a standard-time SAT and retesting under an extended-time SAT was more than three times as large as the mean score gain for both nondisabled students testing under standardized conditions and learning disabled students testing with extended time on both occasions.

RR No. 98-7  Item No.: 050481642  18 pgs  1998 $15
obtained information on overall grade point averages and graduation status. Overall college grade point averages of both disabled and nondisabled students were well predicted by SAT scores alone or in conjunction with high school grades. SAT scores from special test administrations did an adequate job of predicting college performance, although there was slight overprediction for some groups of disabled students.

**Part 1 of this study investigated possible causes of the observed decline in correlations between SAT scores and freshman grade point average (FGPA). Working with a database of 38 colleges, the study found that the comparability of course grades received by entering freshmen declined in the 1980s. Three new measures of grade comparability — variety of courses taken, variation in average student aptitude among courses, and appropriateness of average course grade in relation to student aptitude level — proved to be excellent indicators of both the level of and the change in SAT validity for predicting FGPA. Using course grade as a criterion instead of FGPA reduced the decline in both SAT and high school GPA (HSGPA) validity for predicting course grades by 40 percent. Contrary to the assumption that high school record (HSR) is a better predictor than the SAT, compared with HSR the SAT had higher or equal average validities for predicting course grades in almost all categories of courses. Part 2 examined course selection, grading patterns, grade comparability, SAT predictive effectiveness, and mean over- and underprediction across different courses for groups based on gender, English as best or not best language, and ethnicity. All results were analyzed by college selectivity level and size.**

**Performance and Persistence: A Validity Study of the SAT for Students with Disabilities**

*Marjorie Ragosta, Henry Braun, and Bruce Kaplan*

This study was designed to test the validity of the SAT in predicting overall performance and persistence in college of students with disabilities, especially those participating in special test administrations. An earlier validity study (Braun, Ragosta, and Kaplan 1986) used first-year grade point averages (FGPA) in college to study the validity issue. The current study returned to the schools that had originally provided data and obtained information on overall grade point averages.
were the statistical data of the validity study and college characteristics. In general it was found that the extent of the variation of the academic ability of the students was positively related to the size of the multiple correlation. Several variables also suggested the interpretation that the heterogeneity of the programs and experience of college were negatively related to the size of the multiple correlation.

A Review of Research on the Prediction of Academic Performance After the Freshman Year

Kenneth M. Wilson

The criterion most frequently used in studies designed to assess the predictive validity of measures used in college admission has been the freshman-year grade point average (FGPA). This is a report of a systematic review of research bearing on: (a) the validity of admission measures for predicting GPA beyond the freshman year, i.e., longer-term cumulative or independently computed postfreshman GPA, such as senior-year GPA, and (b) the comparative relevance and utility of freshman-year, cumulative, and independently computed postfreshman-year GPA as criteria for the validation of admission measures. Among its findings, the research lends support to the traditional practice of employing the freshman-year GPA in admission-related predictive validity studies.

Older Students and the SAT

Patricia Lund Casserly

This report studied the predictive validity of the SAT for older students at three universities, and students’ reactions to the admissions processes they had completed. Analysis supported the use of the SAT with local prediction equations for older students. Interviews with older students suggested that their range of circumstances requires a sensitive use of any admissions instrument—and effective counseling and placement.
College Placement

**AP Students in College: An Analysis of Five-Year Academic Careers**
*Rick Morgan and John Klaric*

The purpose of the study was to explore the academic careers of students who took AP Exams and to compare their careers with those who did not take AP Exams. For most AP Exams, students with AP grades of 3 or better had higher grade averages in intermediate college courses than did non-AP students who first took an introductory course.

**Setting Cut Scores for College Placement**
*Deanna L. Morgan and Michalis P. Michaelides*

Due to the high stakes that may be attached to placement decisions, it is imperative that the placement process be as solid and defensible as possible. An integral part of the placement process is the identification and use of cut scores, the point(s) on the score scale that classify students into adjacent categories for placement decisions. This report is geared toward helping college administrators make valid decisions regarding setting cut scores, focusing particularly on selecting a method, but also discussing issues such as defining performance levels and validating the process.

**An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program**
*Nancy K. Scammacca and Barbara G. Dodd*

This study investigated the educational outcomes of the College-Level Examination Program (CLEP) for students who earned credit through CLEP compared to those students who earned comparable credit through the Advanced Placement Program (AP) and through traditional course enrollment. Results indicated that CLEP students did as well as, or better than, those in the comparison groups in nearly every case.

**Feasibility of Using the SAT in Academic Guidance**
*Lawrence J. Stricker, Donald A. Rock, and Nancy W. Burton*

This study appraised the validity of SAT scores, grades in high school courses, and the number and difficulty level of these courses for predicting college grades in various fields of study. The objective of the study was to provide SAT takers with predictions of their academic performance in different academic fields for guidance purposes. The possible impact of this feedback on the flow of students into specific major fields was also assessed. Data on an entering class at a large state university provided the basis for this study. It was found that the SAT and other variables based on high school performance predicted college grades in different fields of study by taking into account marked variations in grade distributions among the fields. These predictions of letter grades could be potentially useful to students in making decisions about college courses and majors. Another important finding was that students’ predicted grades in the different fields and their intended majors were virtually unrelated.

**Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores**
*Brent Bridgeman and Cathy Wendler*

This study examined the placement validity of the SAT-M for specific college mathematics courses. The predictive validity of SAT-M was evaluated by comparisons to grades in freshman mathematics courses from 10 colleges. Considering the relatively low correlations, the test content coverage (no advanced algebra or trigonometry), and the timing of the test (often administered near or before the beginning of the senior year in high school), the most reasonable use of SAT scores for placement may be as a preliminary screening instrument. High-scoring students may well be exempted from basic mathematics courses, but students scoring below the cutoff should be given another opportunity to demonstrate their competence at a time closer to their first semester in college.
The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses

David Weiss and Rex Jackson

A pilot study was designed to permit several checks on the validity of the Descriptive Tests of Language Skills (DTLS). Several types of criterion data were collected, including English course grades, scores on essays administered concurrently with the DTLS and prior to course enrollment, and scores on end-of-term essays. The relationship of DTLS scores to these criteria provided evidence of the utility and validity of DTLS scores for their placement in college English courses.
High School Curriculum and Grades

Relationships Between PSAT/NMSQT Scores and Academic Achievement in High School
Glenn B. Milewski and Ellen A. Sawtell
This study investigated relationships between scores on the verbal, mathematics, and writing sections of the PSAT/NMSQT and the following indicators of academic achievement in high school: years of study, participation in specific areas, and academic achievement and performance in Advanced Placement Program courses. The results showed that there are moderate to strong relationships between indicators of academic achievement in high school and PSAT/NMSQT scores.

RR No. 2006-6 Item No.: 060481918 16 pgs 2006 $15

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices
Glenn B. Milewski, Daniel Johnsen, Nancy Glazer, and Melvin Kubota
This report presents the results of a large-scale, national, reading and writing curriculum survey and evaluates the alignment of the survey results to the reading and writing skills measured by the new SAT. The results demonstrate a strong link between the skills measured by the new SAT and high school and college curricula and instructional practice.

RR No. 2005-1 Item No.: 040481374 31 pgs 2005 $15

Whose Grades Are Inflated?
Wayne J. Camara, Ernest Kimmel, Janice Scheuneman, and Ellen A. Sawtell
There is clear evidence that the average grades earned in high school have been going up for some period of time. This study examines the question of whether students of varying backgrounds have experienced similar increases in grade point average (GPA) over a 25-plus-year period. Changes in SAT verbal and mathematical scores for the same gender and racial/ethnic groups are also examined. Trends in the grading practices of major subjects in the high school curriculum are presented, as are changes in the GPA and test scores for students clustered by the type of community in which their school is located and whether it is public or nonpublic.

RR No. 2003-4 Item No.: 30481021 46 pgs 2003 $15

The College Board Vocabulary Study
Hunter M. Brelend, Robert J. Jones, and Laura Jenkins
This study was conducted to provide data on the word frequency of different types of reading materials to which high school and first-year college students are exposed. It began with a comprehensive listing of reading materials from curriculum surveys, state curriculum guides, private school reading lists, research surveys, federal reports, recommended reading lists, and other sources. Materials were sampled or entire documents were obtained when they were available in electronic form. A corpus of 14,360,884 words of running text was assembled. This report describes the development of the corpus and the computation of the word frequency indexes.

RR No. 94-4 Item No.: 271539 51 pgs 1994 $15

College Grades: An Exploratory Study of Policies and Practices
Ruth B. Ekstrom and Ana Maria Villegas
This report summarizes the grading policies of 14 colleges and universities and how those policies have changed between 1980 and 1990. Grading policies and practices in the business, chemistry, education, English, history, mathematics, and psychology departments at these institutions and the grading orientation and practices of faculty are also summarized. The report concludes that there appears to be pressure on institutions of higher education and their faculties to reduce what the public perceives as lax standards that result in rising grade point averages.

RR No. 94-1 Item No.: 218192 33 pgs 1994 $15

An Examination of the Relationships of Academic Coursework with Admissions Test Performance
Rick Morgan
The redesigned Student Descriptive Questionnaire (SDQ) provides a great deal of background information about examinees sitting for the SAT. One set of questions focuses on the number of years and types of courses in the students’ academic backgrounds. This information makes it possible to explore the relationships between course work and performance on the SAT. This study used data from the 1987 National Sample Tape, which contains SDQ responses and score information from 100,000 seniors in the class of ’87. The analysis examined the relationships between the SAT and Achievement Test scores and the type and level of high school course work in six academic areas. To provide a more accurate representation of these relationships, the data were adjusted to account for differences related to student academic achievement. The results showed that course work in the disciplines of mathematics, natural science, and foreign languages has the strongest adjusted relationships with SAT scores, and the specific course relationships appear stronger for male than for female examinees.

RR No. 89-6 Item No.: 295741 37 pgs 1989 $15

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes
G. Will Pfeifferberger and Ann Marie Zolandz
The availability of relatively inexpensive hand calculators and microcomputers is believed to be having an important effect on the teaching of mathematics and science. Therefore, the appropriateness of allowing the use of hand calculators on standardized tests has become a concern of both educators and organizations involved in testing, such as the College Board and ETS. Also of interest is the potential for tests that could be delivered using microcomputers. The current study utilized a survey of secondary school and postsecondary faculty to collect information on classroom practices and the opinions of teachers at the secondary and postsecondary
levels. Results can help inform decisions about calculator-use policies for standardized tests and about the possible incorporation of microcomputers into these tests.

The Impact of Secondary School Honors-Type Courses on College-Level Performance

Donald G. Dickason

There have long been differences of opinion on the predictive value of secondary school honors-type courses in the college admission process. This study disproves the proposition that an honors-type course grade should be promoted one full level (e.g., from a B to an A), but it does demonstrate a smaller but measurable positive impact on college performance of students successfully completing honors-type courses in high school. More important, this study demonstrates that the dynamic relationships of secondary school predictors and college grades are significantly different for honors-taking versus nonhonors-taking students.

Grade Inflation and the Validity of the Scholastic Aptitude Test

Isaac I. Bejar and Edwin O. Blew

The purpose of this study was to clarify the issue of grade inflation by examining the database of the College Board’s Validity Study Service and to examine the effect of grade inflation on the validity of the SAT across a period of 15 years. Two types of analysis were performed. First, a longitudinal analysis of selected characteristics of SAT scores and GPA over a period of 15 years was conducted. The second type of analysis focused on a few selected schools with the hope of evaluating the effect, if any, of grade inflation on the validity of the SAT in those colleges. The study concludes that increases in grade point average at the collegiate level appear to be due to grade inflation and that the rate of grade inflation seems to have diminished since 1974. Because of the declining validity of the high school record, the SAT has become a more valuable tool for predicting academic success in college.
Student Characteristics and Preparation

The Relationship of AP Teacher Practices and Student AP Exam Performance
Pamela L. Paek, Henry Braun, Catherine Trapani, Eva Ponte, and Don Powers

This report analyzes the relationship of Advanced Placement Program (AP) teacher practices and student performance on AP Biology and AP U.S. History Exams. Using a national survey of AP teachers, the study developed four models for each subject with public school teachers only and both public and nonpublic school teachers, using two standards of success (scoring 3 or better and scoring 4 or better on the exams). Professional development and school and class context were statistically significant across all models; however, types of professional development differed. Resources were important for AP U.S. History teachers, while class size and schedule impacted AP Biology teachers. This indicates additional resources might enhance learning in AP U.S. History, while AP Biology teachers might be more effective with smaller, daily classes.

RR No. 2007-5 Item No.: 070482345 49 pgs 2007 $15

The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content
Hui Deng and Jennifer L. Kobrin

This report summarizes the results of two studies designed to evaluate the impact of self-reported mathematics course-taking on performance on SAT mathematics questions measuring new content (Algebra II). Both studies analyzed data collected during the field trial of the new SAT. In study 1, standardized mean differences (effect sizes) were computed between students taking or planning to take certain mathematics courses and those not taking such courses to show the impact of course-taking on performance on old and new SAT mathematics questions. For both the old and new items, students who took a course scored higher than students who planned to take or didn’t take the course. Study 2 focused on the impact of taking or planning to take more advanced mathematics courses than Algebra II on old and new math item performance. It was observed that students who planned to take more advanced courses scored higher than students who did not plan to take any advanced courses on the old and the new content.

RR No. 2006-8 Item No.: 060482015 13 pgs 2006 $15

Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores
Howard T. Everson and Roger E. Millsap

This report presents evidence that links participation in extracurricular activities in high school with higher SAT scores. The analyses suggest that participation in extracurricular activities benefits minority and socioeconomically disadvantaged students as much as, or more than, economically advantaged white students.

RR No. 2005-2 Item No.: 040481375 7 pgs 2005 $15

New SAT Writing Prompt Study: Analyses of Group Impact and Reliability
Hunter M. Breland, Melvin Kubota, Kristine Nickerson, Catherine Trapani, and Michael Walker

This study investigated the impact on ethnic, language, and gender groups of a new kind of essay prompt type intended for use with the new SAT. The study also generated estimates of the reliability of scores obtained using the prompts examined. To examine the impact of a new prompt type, random samples of 11th-grade students in 49 participating high schools were administered writing tests using four different prompts, two of an old type and two of a new type. To obtain estimates of the reliability of scores for the old and new types of prompts, schools were asked to participate in a second round of testing to occur four months after the initial testing. Results of the impact analyses revealed no significant prompt type effects for ethnic, gender, or language groups, although there were significant differences in mean scores for ethnic and gender groups for all prompts.

RR No. 2004-1 Item No.: 030481024 20 pgs 2004 $15

Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams
Gary Buck, Irene Kostin, and Rick Morgan

The purpose of this study is to examine the content of the questions in a number of Advanced Placement Examinations and to attempt to identify content that is related to gender-based performance differences. Free-response questions for 10 forms of the AP Exams in U.S. History, European History, Biology, Microeconomics, and Macroeconomics were studied, and the multiple-choice items for four forms of AP U.S. History were also studied. The study suggests that item content is associated with gender-based performance differences.

RR No. 2002-12 Item No.: 040481188 34 pgs 2002 $15

Minority Student Success: The Role of Teachers in Advanced Placement Program® (AP) Courses
Nancy W. Burton, Nancy Burgess Whitman, Mario Yepes-Baraya, Frederick Cline, and R. Myung-in Kim

This report describes the characteristics and teaching behaviors of those successfully teaching AP Calculus AB and AP English Literature and Composition to underrepresented minority students. The purpose of the study is to assist educators in improving the participation and performance of underrepresented minority students in AP classes. Study results show that successful teachers of minority students are good teachers for all groups. They express a high opinion of students, both majority and minority, and hold them to high standards. They make sure that students understand and can apply the fundamental concepts in the discipline. They also help students and parents understand and feel comfortable about college.

RR No. 2002-8 Item No.: 040481185 81 pgs 2002 $15
Knowing What You Know and What You Don’t: Further Research on Metacognitive Knowledge Monitoring

Howard T. Everson and Sigmund Tobias

To date the authors have completed 23 studies of knowledge monitoring and its relationship to learning from instruction. Their earlier work, 12 studies in all, is summarized and reported elsewhere (see Tobias and Everson, 1996; Tobias and Everson, 2000). In this paper they continue this line of research and summarize the results of 11 studies that have been conducted over the past three years. The work reported here attempts to address a number of general issues, e.g., the domain specificity of knowledge monitoring, measurement concerns, and the relationship of knowledge monitoring to academic ability.

RR No. 2002-3 Item No.: 993815 25 pgs 2002 $15

Measuring Educational Disadvantage of SAT Candidates

Lawrence J. Stricker, Judith M. Pollack, Donald A. Rock, and Harold H. Wenglinsky

This study explored individual differences in educational disadvantage—deficits in formal and informal education in the school, home, and elsewhere—in the SAT test-taking population. Factor analysis identified six educational disadvantage factors—four concerning the students’ schools and two the students’ nativity and parenting—and one family socioeconomic status factor, race/ethnicity, high school grades, and SAT scores. The individual-differences perspective on disadvantage appears to be a viable one, and educational disadvantage seems to be a meaningful and useful construct.

RR No. 2002-1 Item No.: 993622 22 pgs 2002 $15

Swimming Against the Tide: The Poor in American Higher Education

Patrick T. Terenzini, Elena M. Bernal, and Alberto F. Cabrera

Despite an enormous investment in equalizing educational opportunities for all Americans, substantial evidence indicates that significant inequities remain, particularly for low-socioeconomic-status (SES) students. The report draws on an extensive review of the current research literature and contributes new analyses of national databases to fill in some of the holes in the existing literature. Among the findings are: (1) by the ninth grade, most students have developed occupational and educational expectations that are strongly related to SES; (2) parents’ knowledge of financial aid, financial planning for college, and students’ access to college and financial aid information are clearly associated with SES; and (3) nearly one-half of the lowest-SES-quartile high school graduates do not enroll the following fall in any postsecondary institution, a nonenrollment rate nearly five times higher than that of high-SES students.

RR No. 2001-1 Item No.: 989828 52 pgs 2001 $15

Group Differences in Standardized Testing and Social Stratification

Wayne J. Camara and Amy E. Schmidt

Group differences among ethnic and racial groups on a series of educational measures and outcomes are examined. African American and Hispanic students perform substantially lower than white and Asian students on the SAT I. These substantial differences also exist on a variety of other admissions tests used for undergraduate, graduate, and professional programs. Similar differences are found on national testing programs such as NAEP and NELS, as well as on a variety of performance assessments. These results are consistent with differences in high school grades, the rigor and intensity of high school curriculum, college performance, and graduation among these groups. Differences in socioeconomic status (e.g., parental education and family income) are examined across these measures within and across ethnic and racial groups, and account for a large portion of the group differences found across these educational measures and outcomes.

RR No. 99-5 Item No.: 275898 24 pgs 1999 $15

Effects of Coaching on SAT I: Reasoning Scores

Donald E. Powers and Donald A. Rock

A College Board–sponsored survey of a nationally representative sample of takers of the 1995-96 SAT I: Reasoning Test yielded a database for more than 4,000 examinees, about 500 of whom had attended formal coaching programs outside their schools. Several alternative analytical methods were used to estimate the effects of coaching on SAT scores. The various analyses produced somewhat different estimates. All of the estimates, however, suggested that the effects of coaching are far less than is claimed by major commercial test preparation companies. The revised SAT did not appear to be any more coachable than its predecessor.

RR No. 98-6 Item No.: 040481184 17 pgs 1998 $15

Preparing for the SAT I: Reasoning Test—An Update

Donald E. Powers

To document the extent of special test preparation for the SAT I: Reasoning Test, a stratified random sample of some 6,700 students who registered to take the SAT in 1995-96 was surveyed. A smaller companion survey sought information about special preparation programs from a stratified random sample of secondary schools whose students take the SAT. The objectives were to determine the availability, and incidence of use, of a variety of programs and resources designed to prepare students to take the SAT; describe some of the salient features of these resources; and estimate the amount of time (and money) that students spend on preparing for the test. Though the surveys differed slightly from similar surveys conducted in 1986-87, they were designed generally to enable comparison with the results of the earlier surveys. The student survey found that prospective SAT takers participate, to varying degrees, in a variety of preparation activities, and, on average, students spend approximately 11 hours preparing for the SAT. The results of the school survey revealed that a
Knowledge Structures and Adult Intellectual Development

Philip L. Ackerman in collaboration with Eric L. Rolfhus

This report reviews a theoretically inspired empirical investigation of individual differences in knowledge, abilities, and nonability traits as part of an ongoing effort to better understand adult intellectual development and to develop more accurate measures of adult intelligence. Twenty Knowledge Scales were constructed, drawing on College-Level Examination Program (CLEP) and Advanced Placement Program (AP) Examinations. These Knowledge Structures were administered, along with an extensive battery of traditional ability tests, and measures of personality, interests, and self-concept, to two samples of adults, a "younger" adult group, age 18–27, and an "older" adult group, age 30+. Results indicate that, in general, the older adult group showed a much higher degree of orientation toward "intellectual" aspects than the younger adult group, as indicated by scores on interest, personality, and self-concept scales.

Inquiring About Examinees’ Ethnicity and Sex: Effects on Computerized Placement Tests Performance

Lawrence J. Stricker and William C. Ward

Laboratory experiments by Steele and Aronson (1995) found that performance of African American students on test items portrayed as a problem-solving task, in a laboratory experiment, was adversely affected when they were asked about their ethnicity. This outcome was attributed to "stereotype threat": Performance was disrupted by the subjects' concerns about fulfilling the negative stereotype concerning African Americans' intellectual ability. Extending that research, this field experiment evaluated the effects of inquiring about ethnicity and sex on the performance of examinees taking the Advanced Placement Program Calculus AB Examination in an actual test administration. With a minor exception, this inquiry had no statistically and practically significant effects on the test performance of African American, female, or other subgroups of examinees.

Correlates of Gender Differences in Cognitive Functioning

Gita Z. Wilder

This report offers a broad overview of the three major categories of explanations of gender patterns in cognitive functioning. Two of the major categories are biological and psychosocial. The third category, explanations that have been attributed to differences in the educational experiences of men and women, is treated separately because while such explanations are most appropriately considered a subset of psychosocial factors, they have special significance in the context of assessing cognitive ability.

Assessing Metacognitive Knowledge Monitoring

Sigmund Tobias and Howard T. Everson

This report describes 12 studies dealing with the knowledge monitoring component of metacognition. It is assumed that knowledge monitoring is basic to other metacognitive activities, such as evaluating learning, selecting appropriate strategies, or planning, because distinguishing between what students know and do not know ought to be a prerequisite for these other higher-level activities. The 12 studies, 10 in the verbal domain and 2 in mathematics, used various versions of a knowledge monitoring assessment (KMA) that evaluates the discrepancy between students' estimates of their knowledge and their demonstrated knowledge in a domain on a multiple-choice test. The results provide a good deal of support for the construct validity of the KMA and suggest that it has considerable generalizability over different types of content and varying student populations. Since the KMA may be group- or computer-administered and is objectively scored, it has substantial advantages over other means of evaluating metacognition.

Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report

Norman E. Freeberg, Donald A. Rock, and Judith Pollack

An initial study phase examining the revised (1985) Student Descriptive Questionnaire (SDQ) assessed the accuracy of student self-report data on that instrument and found it to be of sufficient accuracy for its intended uses in admission and placement. This current phase of study examined the adequacy of the revised SDQ in terms of the predictive validity of its student academic self-report information against a criterion of first-year college achievement (FGPA). Findings indicated that
the validities are consistent with those of earlier studies using the original version of the SDQ, as well as with other similar self-report instruments used with college applicants, and can be appropriately used for admission.

**Sex Differences in Test Performance: A Survey of the Literature**

*Gita Z. Wilder and Kristin Powell*

During the past several decades, extensive research has documented and attempted to explain and understand the differences between men and women on a wide range of education outcomes. Although educators and researchers have long been aware that such differences exist, public attention has only recently focused on the topic. This report, therefore, represents a timely and useful summary of significant research that has already been conducted and provides a context for future evaluation. More important, it discusses various hypotheses that have been advanced to explain observed differences and suggests interventions that might work toward eliminating such differences.

**Preparing for the SAT: A Survey of Programs and Resources**

*Donald E. Powers*

To document the extent of special test preparation for the SAT, two separate surveys were conducted—one of a stratified random sample of 1986-87 SAT takers and the other of a stratified random sample of secondary schools whose students take the SAT. The objectives were to: (1) determine the availability, and incidence of use, of a variety of programs and resources designed to prepare students to take the SAT; (2) describe some of the salient features of these resources; (3) estimate the amount of time (and money) that students spend on these resources; and (4) obtain examinees' reactions regarding the effectiveness of these resources. The results of these surveys revealed that nearly half of all secondary schools offer special programs of preparation for the SAT. These programs differ somewhat in their availability according to the geographic region, locale, and degree to which schools also provide various other kinds of courses. About 11 percent of all students in the survey said they had attended preparation or coaching sessions outside school.

**Analysis of the Revised Student Descriptive Questionnaire, Phase I Accuracy of Student-Reported Information**

*Norman E. Freeberg*

As a self-report instrument, the Student Descriptive Questionnaire (SDQ) has, since 1971, enabled college applicants to describe a range of interests, activities, plans, and abilities in both academic and nonacademic areas. This study provides a preliminary examination of student accuracy of self-reported data on the revised SDQ. In this initial phase of the study, key items of student-reported information were shown to possess high levels of accuracy that indicated the suitability of the new form for its intended purposes, as well as its comparability with earlier versions of the SDQ and other student self-report questionnaires.

**Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers**

*Mary Jo Clark and Jerilee Grandy*

The number of female college students has increased dramatically over the past 15 years; in this same period, the average SAT scores for women have declined more than the scores for men. This study summarizes recent evidence concerning the academic performance of women and men by examining gender differences among: (1) all SAT takers; (2) test-takers grouped by anticipated major field of study; and (3) college freshman-year courses and grades. Consistent with recent literature on gender differences in cognitive performance, this study concludes that gender-related SAT differences are very small relative to the generally similar levels of performance by men and women, and that using both test scores and high school records to predict first-year college grades continues to work reasonably well for both sexes.

**A Profile of Preparation in Mathematics**

*Gordon A. Hale and Beverly Whittington*

A self-evaluation instrument entitled the Mathematics Inventory was developed to generate a profile of students' preparation in core areas of secondary school mathematics. This report discusses initial research using a draft version of the inventory. Appended to the report are the inventory along with prototypes of reports provided to students and to schools. Preliminary evidence suggests that the inventory responses may be at least moderately related to certain other indexes of mathematics proficiency; questionnaire results indicate that students see the inventory as useful.

**A Profile of Preparation in English: Phase II**

*William C. Ward and Sybil B. Carlson*

This study attempted to develop and validate a method for collecting and reporting information about students' preparation in English for college-level work. Information was gathered from students through a self-
Research Reports: Student Characteristics and Preparation

report inventory, Experiences in English. As a result of this study, two prototype reports were developed. The first is a report to an individual student of his or her own preparation, while the second is a summary for an institution based on the responses of a group of students. This report discusses the development, potential use, and effectiveness of these prototype reports.

RR No. 84-2 Item No.: 275878 17 pgs
1984 $15

Characteristics and Career Choices of Adolescent Girls
Maureen Welsh, S.H.C.J.

Career choices during adolescence may be related to personal characteristics such as values, interests, life goals, abilities, and self-image. The purpose of this study was to: (1) identify the personal characteristics of ninth-grade girls as well as their career choices during ninth grade; (2) isolate any personal characteristics of ninth-grade girls that were associated with their career choices and that distinguish them from girls with other career choices; and (3) detect any characteristics of their parents and of their schools that were associated with their career choices and that distinguish them from girls with other career choices. This study included 850 female students in mid-Atlantic schools that differed in size, control, location, ethnic composition, and percentage of graduates pursuing further education. The study found that female students need academic achievement, career exploration, and curriculum-related activities in school and in their community to attain their educational and career goals.

RR No. 83-3 Item No.: 275871 15 pgs
1983 $15

Comparison of Male and Female Performance on the ATP Physics Test
Patricia Wheeler and Abigail Harris

This study examined a variety of student-level data that could possibly account for or help in interpreting the differences between males and females in overall performance on the Physics Achievement Test. Prior experience and success in Physics (e.g., number of semesters of physics or math), characteristics of students, and overall level of performance on the Physics Test related to performance on individual items or groups of items were examined to help interpret the overall performance differences between male and female students. Although no simple explanation for the performance discrepancy was found, the number of semesters of physics that a test candidate had completed proved to be an important variable.

RR No. 81-4 Item No.: 275854 41 pgs
1981 $15
Access and Retention in Higher Education

Is Performance on the SAT Related to College Retention?
Krista D. Mattern and Brian F. Patterson
This study examines the relationship between scores on the SAT and retention to the second year of college using student level data from the freshman class of 2006 at 106 four-year institutions. Results indicate that the SAT predicts second-year retention, with 95.5 percent of high performers returning but only 63.8 percent of low performers returning. While retention rates do vary by subgroups (i.e., gender, ethnicity, parental income, and highest parental education) and institutional characteristics (i.e., control, selectivity, size), these differences are moderated when SAT performance and other indicators of academic preparation are considered.
RR No. 2009-7 Item No.: 09b-429 23 pgs 2009 $15

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality
Brent Bridgeman, Nancy W. Burton, and Frederick Cline
Using data from a sample of 10 colleges at which most students had taken both SAT I: Reasoning Test and SAT II: Subject Tests, the authors simulated the effects of making selection decisions using SAT II scores in place of SAT I scores. Specifically, they treated the students in each college as though they comprised the applicant pool for a more selective college, and then selected the top two-thirds (and top one-third) of the students using high school grade point average combined with either SAT I scores or the average of SAT II scores. Success rates, in terms of freshman grade point averages (FGPA), were virtually identical for students selected by the different models. The percent of African American, Asian American, and white students selected varied only slightly across models. Appreciably more Mexican American and other Latino students were selected with the model that used SAT II scores in place of SAT I scores, because these students submitted Subject Test scores for the Spanish test on which they had high scores.
RR No. 2001-3 Item No.: 991380 12 pgs 2001 $15

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors
Jacqueline E. King
The central purpose of this study was to identify factors that increase the likelihood that high school seniors will plan to attend a four-year college, paying particular attention to variables that are associated with college attendance by low-income students. Logistic regression was applied to data from three sources: a telephone interview of high school seniors who took the SAT I: Reasoning Test, a paper-and-pencil survey that students completed when they registered for the SAT, and the students’ combined SAT scores. This study evaluated how effectively eight factors, or sets of variables, predicted whether these seniors planned to attend a four-year college or university. In addition, this study found two previously untested variables to be particularly important predictors. The number of years students spent taking college-preparatory courses had a significant positive effect on the probability that they planned to attend a four-year college or university. The findings also suggested that counselors play a more important role than had previously been identified.
RR No. 96-02 Item No.: 200230 34 pgs 1998 $15

Attitudes Toward Borrowing and Participation in Postsecondary Education
Ruth B. Ekstrom
High school seniors who are likely to borrow money when college costs substantially exceed what they, their family, and a scholarship can provide are significantly more likely to attend college than other students who would choose other options (delaying college entrance, attending a less expensive college, or getting a job). The policy shift from grants to loans as the major form of student financial aid had been blamed for the diminished participation of minority students in higher education. However, the analysis that examined variables associated with attitudes toward borrowing did not show any significant effect on attitude by race or ethnicity after variables such as knowledge about costs, educational aspirations, achievement, influence from others, and socioeconomic status were considered.
RR No. 92-6 Item No.: 219300 12 pgs 1992 $15

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT
María Pennock-Román, Donald E. Powers, and Monte Perez
A kit containing materials intended to familiarize Hispanic students with the PSAT/NMSQT was developed by the College Board, ETS, and the Hispanic Higher Education Coalition. This report provides some data on...
Margaret E. Goertz and Linda M. Johnson

The purpose of this study was to provide comprehensive information on statewide college admission standards. This report describes state policies regulating admission to colleges and universities and special admission policies affecting subgroup populations in the 50 states, and discusses trends in state admission policies. Nearly half of the states impose statewide minimum admission requirements on their public colleges and universities. Nine states have an open admission policy, while 13 states require entering freshmen to meet a minimum test score or GPA, class rank, and/or other performance standard. Sixteen states enacted, or are proposing, more stringent admission policies.

RR No. 85-1 Item No.: 275887 1985 31 pgs $15

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT

Jerilee Grandy and Rosalea Courtney

The number of undergraduates studying part-time in four-year colleges and universities has been steadily increasing over the past decade. The purpose of this project was to: (1) identify basic characteristics of SAT candidates planning to attend college part-time; (2) examine the trends in part-time enrollment in colleges requiring the SAT; (3) investigate the policies of those colleges regarding admission requirements for part-time students; and (4) determine those colleges' level of concern about the validity of the SAT for part-time students. The findings indicate that the greatest proportional increases in part-time freshman enrollment were in highly selective institutions, i.e., those with average scores over 1200, and in the least selective colleges, i.e., those with scores under 700. Part-time candidates came from lower socioeconomic status families, on the average, and had a greater proportion of minorities. Part-time matriculated students beginning college just after high school were generally treated no differently from their full-time colleagues unless they were enrolled in a division specifically for part-time students.

RR No. 84-3 Item No.: 275879 1984 30 pgs $15

College Student Attrition and Retention

Leonard Ramist

This study reviews research on college student attrition and retention examining overall dropout rates and the reasons students give for dropping out. Also examined are the demographic, academic, motivational, and personal characteristics of students who are likely to drop out and how general college environmental factors relate to persistence. College programs that would upgrade the level of educational service, thereby encouraging students to stay, are also examined. Based on a representative cross section of four-year colleges, the study found that 35–40 percent of entering freshmen graduate in four years from their college of original entry. The reasons students give for dropping out include academic matters, financial difficulties, motivational problems, personal considerations, dissatisfaction with college, military service, full-time jobs, the expressed need for new, practical, nonacademic experiences, and the lack of initial plans to obtain a degree. While some college environments are more conducive to persistence than others, most research has concluded that the fit between student and college is an important factor (e.g., a student from a small town is more likely to persist at a small college).
Research on Item Formats and Scoring

Investigating the Effects of Increased SAT Reasoning Test Length and Time on Performance of Regular SAT Examinees
Xiang Bo Wang

This study investigates the effect of the increased test length due to the addition of the writing portion on the SAT Reasoning Test™. Three data sets were analyzed in this research. The first data set was from the first SAT Reasoning Test administration in March 2005; the second data set came from the October 2005 administration; and the third data set came from the May 2002 administration. The report found no evidence that the current SAT test length has affected examinee performance at the population level or differentially across gender, racial/ethnic, and best-language subgroups.

RR No. 2006-9 Item No.: 060481980 42 pgs 2006 $15

The Effects of Essay Placement and Prompt Type on Performance on the New SAT
Hyeon-Joo Oh and Michael E. Walker

This study evaluated two items: (1) whether essay placement (either at the beginning or the end of the test battery) impacts test-takers’ performance on the critical reading, mathematics, and writing multiple choice measures; and (2) whether essay prompt type (either a simple one-line prompt or a prompt including a short passage) affects test-takers’ essay performance. The results indicate that essay placement only affects test-takers’ performance on the essay itself, not on the other measures. Those who took the essay first performed better on the essay section than those who took the essay last. The one-line prompt and the contextual prompt have a similar impact on the test-takers’ essay performance.

RR No. 2006-7 Item No.: 060481999 16 pgs 2006 $15

Using DIF Dissection Method to Assess Effects of Item Deletion
Yaning Zhang, Neil J. Dorans, and Joy L. Matthews-López

Statistical procedures for detecting differential item functioning (DIF) are often used as an initial step to screen items for construct irrelevant variance. This research applies a DIF dissection method and a two-way classification scheme to SAT Reasoning Test verbal section data and explores the effects of deleting sizable DIF items on reported scores after re-equating. Two hypotheses are studied: (1) whether or not the deletion of a sizable DIF item that is the most disadvantageous to a particular subgroup will affect the scores for that subgroup the most; and (2) whether or not the effects of item deletion on scores can be predicted by the standardization method. Both hypotheses are supported by the results of this research.

RR No. 2005-10 Item No.: 050481690 11 pgs 2005 $15

Evaluating SAT II: Mathematics IC Items in the SAT I Population
Jinghua Liu, Fred Schuppman, and Michael E. Walker

This study explored whether the addition of the SAT II: Mathematics Level IC Test (Math IC) items with more advanced math content to the SAT test would impact test-taker performance. The findings support the notion that test-taker performance is not affected by the mere presence of Math IC items. Rather, the effects of these items appear to be linked directly to the difficulty level of the items.

RR No. 2005-3 Item No.: 040481376 11 pgs 2005 $15

Developing a Portfolio Assessment: Pacesetter Spanish
Andrea Fercsey and Carmen Luna

Portfolios are one of the assessment tools used in Pacesetter Spanish. In this study an attempt was made to develop a standardized portfolio assessment system. As part of this system, a set of guidelines and an assessment matrix were prepared, piloted, and analyzed.

RR No. 99-2 Item No.: 200272 76 pgs 1999 $15

Factors in Performance on Brief, Impromptu Essay Examinations
Hunter M. Breland, Marilyn W. Bonner, and Melvin Y. Kubota

Brief, impromptu essays written for the 1990 administration of the College Board’s English Composition Test (ECT) were randomly sampled and subjected to further holistic ratings beyond those conducted for the ECT administration, and analytical ratings were also obtained. The holistic scores were correlated with the analytical scores to determine which essay characteristics were most closely associated with high holistic scores. The results indicated that overall organization, use of supporting materials, noteworthy ideas, rhetorical strategy, and thesis statement were the strongest correlates. Essays combining current affairs with literature and history or combining literature and history received slightly higher scores on average than essays based only on current affairs, literature, history, or personal experience. The analysis suggests that some practice with this type of brief, impromptu essay, particularly under strict time constraints, may be useful as preparation for taking such essay examinations.

RR No. 95-4 Item No.: 200887 36 pgs 1995 $15
Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages

Donald E. Powers

The objective was to uncover any gender differences in approaches to and performance on a task requiring examinees to answer reading comprehension questions without reading the passages on which the questions were based. Data in this study were reanalyzed from a previously reported study of the passage dependence of reading comprehension questions being developed for the revised SAT. A few relatively small differences were detected between male and female test-takers. However, far more similarities than differences were noted with respect to both test performance and test-taking behavior. This would seem to suggest that males and females employ quite similar approaches to such reading comprehension tasks.

RR No. 95-2  Item No.: 218096  8 pgs  1995  $15

Passage Dependence of the New SAT Reading Comprehension Questions

Donald E. Powers and Susan T. Wilson

It has been reasonably well established that test-takers can, to varying degrees, answer some reading comprehension questions correctly without reading the passages on which the questions are based. The new SAT places more emphasis on vocabulary within context (of reading passages). As a result, the use of reading scores, including those from the new SAT, has been challenged as a valid indicator of reading comprehension. The major aim of this study was to determine the strategies employed by examinees able to achieve better-than-chance performances without reading the passages. The research focused on a sample of reading comprehension questions similar to those that are used in the revised SAT, introduced in 1994. The results show that performance on the kinds of reading comprehension questions that make up the revised SAT does not appear to depend exclusively on information contained in the reading passages on which the questions are based. However, the importance of nonpassage factors appears to be relatively limited, especially in relation to the influence exerted by the reading passages. The desired interpretation of reading scores based on the new SAT reading comprehension questions does not seem unduly affected by examinees' ability to benefit from information contained in the test questions themselves.

RR No. 94-5  Item No.: 217851  10 pgs  1994  $15

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Advanced Placement Examinations

Brent Bridgeman and Rick Morgan

Some students appear to perform better on essay portions of Advanced Placement Program (AP) Examinations and less well on the multiple-choice portions, or vice versa. It is unclear whether students who are relatively strong on essays and weak on multiple-choice questions are more likely to succeed academically than students whose performance reflects the reverse pattern. Understanding these relationships may be useful not only for designing better assessment instruments but also for making optimal placement decisions. Thus a major purpose of the current study was to determine whether students with relatively high multiple-choice scores and low essay scores on AP Examinations were generally more successful in other testing situations and in college courses than students exhibiting the opposite pattern. The findings in this study are consistent with the conclusions of Bridgeman and Lewis (1994) indicating the roughly equal effectiveness of essay and multiple-choice tests in predicting course grades, and the superiority of multiple-choice scores for predicting success on other multiple-choice tests.

RR No. 93-2  Item No.: 217848  18 pgs  1993  $15

Revising SAT-Verbal Items to Eliminate Differential Item Functioning

W. Edward Curley and Alicia P. Schmitt

Several conclusions were drawn from the data analyzed in this investigation. First, revising and re-pretesting SAT-V items to eliminate DIF is feasible and likely to succeed often enough to make it practical to do so. Second, the particular terminology used in the stems and keys of analogies and sentence completion items seems to be a significant source of elevated levels of DIF on the SAT-V. Third, to the extent possible, larger sample sizes for focal groups (particularly minority) would seem to be a desirable goal, since the stability of ETS DIF categories is reduced when the sample size is small. Fourth, for classifying the level of DIF (i.e., the "A," "B," and "C" categories), a combination of the Standardization p metric and the Mantel-Haenszel delta metric for very easy and very difficult items seems most effective.

RR No. 93-3  Item No.: 217849  18 pgs  1993  $15

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations

John Mazzeo, Alicia P. Schmitt, and Carole E. Bleistein

A number of studies have indicated that the test performance of females relative to that of males was better on the multiple-choice items than on the constructed-response items. This report describes three exploratory studies of the performance of males and females on the multiple-choice and constructed-response sections of four Advanced Placement Program (AP) Examinations: United States History, Biology, Chemistry, and English Language and Composition. The studies were intended to evaluate some possible reasons for the apparent relationship between test format and the magnitude of gender-related differences in performance. The results suggest that the major factor accounting for the relatively better performance of females on constructed-response
tests may be construct-relevant. Constructed-response tests likely demand different sets of competencies than their multiple-choice counterparts, and gender-related differences in performance profiles across the two modes of assessment most likely reflect real disparities in the average level of achievement obtained by males and females with respect to these different competencies.

An Analysis of English Composition Test Essay Prompts for Differential Difficulty

Mark Pomplun, David Wright, Napoleon Oleka, and Marilyn Sudlow

The purpose of this study was to conduct a detailed analysis of the difficulty over time of the essay prompts for the College Board’s English Composition Achievement Test (ECT) with Essay. Differential difficulty was explored by considering whether the relationship between the reference groups—male and white students—and the focal groups—female, American Indian, Asian American, Asian American ESL (English as a Second Language), black, Hispanic, and Hispanic ESL students—had remained constant over the seven years studied. Only two ECT essays examined showed signs of differential performance of groups that were associated with specific essay features. In one essay, the topic of heroes and values may have favored groups associated with specific essay features. In one essay, ESL students—had remained constant over the seven years studied. Random samples of free-response booklets were drawn from the 1986 administrations of both exams. Ratings and analysis were made of the responses: English composition quality, historical content, responsiveness, factual errors, handwriting quality, neatness, and number of words written. All variables were then used to predict the free-response scores. Several significant predictors were observed: the AP multiple-choice score, historical content, English composition quality, and the number of words written. The study suggests that formal effects are real and cannot be attributed to bias in scoring or to totally irrelevant variables. When scoring was conducted analytically with a focus on historical content, no gender differences were observed in the free-response portions. This is the same result observed from the regular administration readings, which are graded holistically and by readers different from those used for this study.

A Study of Gender and Performance on Advanced Placement History Examinations

Hunter M. Breland, with Despina O. Danos, Helen D. Kahn, Melvin Y. Kubota, and Marilyn W. Sudlow

Several studies have shown that, on average, women perform slightly better than men on constructed-response tests, while men perform slightly better on multiple-choice tests. Studies of the Advanced Placement Program (AP) Examinations have revealed a similar phenomenon. For almost all AP Examinations, men average better on both parts of the tests, but gender differences on the free-response parts are almost always less, and for some tests they are nonsignificant. Two AP Examinations, U.S. History and European History, were selected for study because gender differences on the free-response portions of the test were nonsignificant while gender differences on the multiple-choice parts were large. Random samples of free-response booklets were drawn from the 1986 administrations of both exams. Ratings and analysis were made of the responses: English composition quality, historical content, responsiveness, factual errors, handwriting quality, neatness, and number of words written. All variables were then used to predict the free-response scores. Several significant predictors were observed: the AP multiple-choice score, historical content, English composition quality, and the number of words written. The study suggests that formal effects are real and cannot be attributed to bias in scoring or to totally irrelevant variables. When scoring was conducted analytically with a focus on historical content, no gender differences were observed in the free-response portions. This is the same result observed from the regular administration readings, which are graded holistically and by readers different from those used for this study.

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology

Brent Bridgeman

The Advanced Placement Program (AP) reports grades to students and colleges on a 1-to-5-point scale derived by combining the separate scores on the multiple-choice and free-response sections of AP Examinations. This study investigated the effectiveness of the current scoring practices of reporting AP grades that are based on this combined grade. Correlations are generally higher and more comparable across gender with such composite grades than would be the case if only essays were used. The results of this study support the current practice of using both multiple-choice and essay scores to compute the 1-to-5 AP grade, predictions of college course grades would be substantially less accurate.
Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items

Ida M. Lawrence, W. Edward Carley, and Frederick J. McHale

The reading comprehension and sentence completion items from four forms of the SAT Verbal sections were examined for differential item functioning (DIF) between male and female test-takers. An important factor that appeared to be connected to DIF on reading comprehension items was the extent of technical information contained in reading passage material. Items associated with passages containing technical (as opposed to historical or philosophical) science material were generally more difficult for female examinees. The main factor that appeared to be related to DIF on sentence completion items was the distinction between nonscience or surface science references and true science references. Items containing true science references tended to be more difficult for females.

Remote Scoring of Essays

Hunter M. Breland and Robert J. Jones

Essays written by college freshmen on two different topics were scored first by readers working in a conference setting and second by another set of readers working in their own homes or offices. The conference readers were trained in the standard manner on the specific topics to be scored and were monitored by table leaders, as is done in standard scoring procedures. The remote readers received only written instructions in the mail, and there was no monitoring of their scoring. The study compares the efficiency and accuracy of both scoring methods. Results suggested that calibrated remote scores offer promise but that they cannot be considered equivalent to conference scores in terms of either reliability or validity. On the other hand, score discrepancies—and thus the need for adjudication—can be substantially decreased through calibration.

Three Studies of SAT-Verbal Item Types

William B. Schrader

A recent finding that the reading subscores on the verbal sections of the SAT have substantially higher validity than the vocabulary subscores has stimulated interest in the four item types on the SAT Verbal section. This report provides a summary of data from item and test analysis on: (1) the difficulty level and patterns of nonresponse for the four item types, (2) the extent to which each item type supplies items having both a relatively high difficulty level and a reasonably high biserial correlation, and (3) the true-score intercorrelations of the four item types.

Perceptions of Writing Skill

Hunter M. Breland and Robert J. Jones

A random sample of 806 essays was taken from over 80,000 essays written for the College Board’s English Composition Achievement Test (ECT) during December 1979. Using a special taxonomy of 20 writing characteristics, these essays were subjected to a second special reading to determine which of these 20 characteristics most influenced judgments of writing quality. The results showed that certain characteristics of discourse, including organization, transition, use of supporting evidence, and the originality of ideas presented, influenced judgments the most.

The Direct Assessment of Writing Skill: A Measurement Review

Hunter M. Breland

Direct assessment of writing skill, usually considered to be synonymous with assessment by means of writing samples, was reviewed in terms of its history and with respect to existing evidence of its reliability and validity. Reliability was examined as it is influenced by reader inconsistency, domain sampling, and other sources of error. Evidence of validity is provided by relationships between direct assessment scores and criteria such as class rank, English course grades, and instructors’ ratings of writing ability. Direct assessment of writing also exhibits incremental validity over and above other available measures. It was concluded that direct assessment makes a contribution but that methods need to be developed to improve its reliability and reduce its costs.
Psychometric Research on College Board Tests

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER®
Hui Deng and Gerald Melican
The current study was designed to extend the current literature to study scale drift in CAT as part of improving quality control and calibration process for ACCUPLACER®, a battery of large-scale adaptive placement tests. The study aims to evaluate item parameter drift using empirical data that span four years from the ACCUPLACER Arithmetic assessment. The results suggest that the Arithmetic test maintained a reasonably stable scale in the years 2004 through 2007.
RR No. 2010-2 Item No.: 10b-1418 7 pgs 2010 $15

Validating Cognitive Models of Task Performance in Algebra on the SAT
Mark Gierl, Jacqueline Leighton, Changjiang Wang, Jiawen Zhou, Rebecca Gokiert, and Adele Tan
The purpose of the study is to present research focused on validating the four algebra cognitive models in Gierl, Wang, et al., using student response data collected with protocol analysis methods to evaluate the knowledge structures and processing skills used by a sample of SAT takers.
RR No. 2009-3 Item No.: 090482922 35 pgs 2009 $15

Differential Validity and Prediction of the SAT
Krista D. Mattern, Brian F. Patterson, Emily J. Shaw, Jennifer L. Kobrin, and Sandra M. Barbati
The purpose of the study is to examine the differential validity and prediction of the SAT using a nationally representative sample of first-year college students admitted with the revised version of the SAT. The findings demonstrate that there are similar patterns of differential validity and prediction by gender, race/ethnicity, and best language subgroups on the revised SAT compared with previous research on older versions of the test.
RR No. 2008-4 Item No.: 080482567 12 pgs 2008 $15

Time Requirements for the Different Item Types Proposed for Use in the Revised SAT
Brent Bridgeman, Cara Cahalan Laitusis, and Frederick Cline
The current study used three data sources to estimate time requirements for different item types on the now current SAT Reasoning Test. First, we estimated times from a computer-adaptive version of the SAT (SAT CAT) that automatically recorded item times. Second, we observed students as they answered SAT questions under strict time limits and recorded the amount of time taken for each question. Finally, we asked high school students to record the amount of time taken for test subsections that were composed of items of a single type. The rules of thumb used by test developers were quite accurate in rank ordering the item types from least to most time consuming, but the time actually spent was generally higher than assumed in the rules of thumb.
RR No. 2007-3 Item No.: 07-1941 21 pgs 2007 $15

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays
Edward W. Wolfe, Carol M. Myford, George Engelhard Jr., and Jonathan R. Manalo
In this study, we investigated a variety of Reader effects that may influence the validity of ratings assigned to AP English Literature and Composition essays. Specifically, we investigated whether Readers exhibit changes in their levels of severity and accuracy, and their use of individual scale categories over time. We refer to changes in these characteristics of Readers as Differential Reader Functioning over Time (DRIFT). Our literature review points out several weaknesses in the way Reader effects have been addressed in prior studies, and the study sought to address several of those weaknesses.
RR No. 2007-1 Item No.: 07-0873 13 pgs 2007 $15

Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test
Cara Cahalan Laitusis, Deanna L. Morgan, Brent Bridgeman, Jennifer Zanna, and Elizabeth Stone
This study examined operational data from the SAT Reasoning Test to determine if students who tested under extended-time conditions were suffering from excessive fatigue relative to students who tested under standard-time conditions. Excessive fatigue was defined by significant (a) increases in differential item functioning (DIF) and (b) decreases in item completion rates, for items at the end of testing compared to the beginning of testing. Both of these factors were examined by comparing the performance of students who tested with extended time on items administered early (section position 2 of 3) and different items administered late (section position 8, 9, or 10) during the 10-section test administration. The sample included students with learning disabilities and/or Attention-Deficit/Hyperactivity Disorder (ADHD) who tested with extended time (time and a half or double time) and students without disabilities who tested under standard-time conditions. Analyses were conducted on the critical reading and writing sections of the SAT and examined item difficulty as well as item completion rates. Results indicated few changes in levels of DIF (early in the test compared to late in the test). In addition, item completion rates for students who received extra time were comparable to (or in some cases higher than) test-takers without disabilities who tested under standard time on both early and late sections.
RR No. 2007-2 Item No.: 070482285 39 pgs 2007 $15
The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study
Maureen Ewing, Wayne J. Camara, and Roger E. Millsap

The purpose of this study is to reexamine the relationship between PSAT/NMSQT scores and Advanced Placement (AP) Examination grades, previously studied by Camara and Millsap (1998), but using more recent test data in order to obtain additional validation evidence for using the PSAT/NMSQT to identify AP students. The results show that one or more PSAT/NMSQT scores were moderately to strongly correlated to grades on all AP Examinations with the exception of four exams. The exceptions were: (1) German Language, (2) Spanish Language, (3) Studio Art, and (4) Studio Art: 2-D Design. Camara and Millsap (1998) found similar results.

Identifying Content and Cognitive Dimensions on the SAT
Mark J. Gierl, Xuan Tan, and Changjiang Wang

Researchers used both statistically based dimensionality analyses and content-based substantive analyses to identify and interpret the cognitive dimensions measured on the mathematics and critical reading sections of the SAT.

The Impact of Extended Time on SAT Test Performance
Ellen B. Mandinach, Brent Bridgeman, Cara Cahalan-Laitusis, and Catherine Trapani

This study explored the impact of providing standard time, time and a half with and without specified section breaks, and double time without specified section breaks on the verbal and mathematics sections of the SAT. Differences among ability, disability, and gender groups were examined. Results indicated that time and a half with separately timed sections benefits students with and without disabilities. Some extra time improves performance, but too much may be detrimental. Extra time benefits medium- and high-ability students but provides little or no advantage to low-ability students.

Invariance of Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups
Jinghua Liu, Miriam Feigenbaum, and Neil J. Dorans

Score equity assessment was used to evaluate linkings of the new SAT to the SAT I: Reasoning Test. The results indicated that the conversion lines obtained through subgroup-only linkings were very similar to those obtained using the total group linking for both critical reading and math prototypes. Hence, on the basis of field trial data, it appears that population invariance was achieved with respect to gender groups.

A Study of Fatigue Effects from the New SAT
Jinghua Liu, Jill R. Allspach, Miriam Feigenbaum, Hyeon-Joo Oh, and Nancy Burton

This study evaluated whether the addition of a writing section to the SAT would impact test-taker performance because of fatigue caused by increased test length. The results indicated that while the extended testing time for the new SAT may cause test-takers to feel fatigued, fatigue did not affect test-taker performance.

Beyond Individual Differences: Exploring School Effects on SAT Scores
Howard T. Everson and Roger E. Millsap

This report explores the complex, hierarchical relationship among school characteristics, individual differences in academic achievement, extracurricular activities, and socioeconomic background on performance on the SAT. Analyses suggest that multilevel structural equating models provide a reasonably good fit to the data, that family background influences SAT scores directly and indirectly, that learning opportunities in and outside of the school curriculum are related to SAT performance, and that the characteristics of the schools matter when it comes to performance on the SAT.

A Simulation Study to Explore Configuring the New SAT Critical Reading Section Without Analogy Items
Jinghua Liu, Miriam Feigenbaum, and Linda Cook

This study explored possible configurations of the new SAT I: Critical Reading Test without analogy items. The item pool contained items from 14 previously administered SAT Verbal tests, calibrated using the three-parameter logistic IRT model. Multiple versions of several prototypes that do not contain analogy items were assembled. Item statistics and test statistics for the simulated forms were compared to the average of 13 forms of the SAT. These statistics included: IRT scaled score reliability, scaled score standard error of measurement, conditional scaled score standard error of measurement, r-biserial correlations, and equated deltas. The results indicated that it is possible to maintain measurement precision for the new SAT critical reading section without analogy items, but it may be necessary to modify the distribution of item difficulty in order to obtain adequate precision at the ends of the score scale.
An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups
Barbara G. Dodd, Steven J. Fitzpatrick, R. J. De Ayala, and Judith A. Jennings
The purpose of this study was to address the validity of grades of 3 on AP Examinations and to compare AP students to other relevant student groups. While research has shown that students who earn grades of 3 or higher and place out of introductory courses do well in the subsequent courses, there are some college faculty members who think this is not always the case. To address this issue, a number of different statistical techniques were employed to determine if finer gradations of the grade group of 3s might prove useful for course placement in college. The findings of this study did not support finer gradations of the AP score category of 3. It was also found that AP students who earn credit by examination tend to make the same or higher grades in subsequent courses than do the other comparison groups.
RR No. 2002-9 Item No.: 995384 57 pgs 2002 $15

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation
Wayne J. Camara, Glenn B. Milewski, and Jennifer L. Kobrin
This study examines the relative utility and predictive validity of the SAT I and SAT II for various subgroups in both California and the nation. The effect of eliminating the SAT I on the test impact and on the over- and underprediction of various gender and racial/ethnic subgroups is examined.
RR No. 2002-6 Item No.: 994217 28 pgs 2002 $15

Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA™ and English Language SAT I
Alicia S. Cascallar and Neil J. Dorans
Score linkages between the Verbal and Math sections of the SAT I: Reasoning Test and the corresponding sections of the new version of a Spanish-language admissions test, the Prueba de Aptitud Académica (PAA™), were investigated. A bilingual group design was employed. A language proficiency measure (ESLAT) was used to define the bilingual group and as a predictor variable. Prediction and scaling for concordance results were compared. Results indicated that for both single (PAA Verbal or PAA Math to the corresponding SAT I scores) and composite (PAA-V+M to SAT I-V+M and PAA-V+M+ESLAT to SAT I-V+M) score linkages, prediction is preferable to concordance. Comparison of prediction and concordance results for composite scores versus single construct scores indicates that when PAA Verbal is combined with PAA Math to form a composite, predictions of this composite are better than for Verbal alone but worse than predictions for Math alone.
RR No. 2003-5 Item No.: 998644 11 pgs 2003 $15

A Historical Perspective on the Content of the SAT
Ida M. Lawrence, Gretchen W. Rigol, Thomas Van Essen, and Carol A. Jackson
This paper provides a historical perspective on the content of the SAT. The review begins at the beginning, when the first College Board SAT (the “Scholastic Aptitude Test”) was administered to 8,040 students on June 23, 1926. At that time, the SAT consisted of nine subtests: definitions, arithmetical problems, classification, artificial language, antonyms, number series, analogies, logical inference, and paragraph reading. Over the years, the SAT has evolved in the way it measures what is now referred to as verbal and mathematical “reasoning.” With each redesign of the SAT, a variety of considerations were taken into account, including fairness issues, scaling issues, cost, public perception, face validity, changes in the test-taking population, changes in patterns of test preparation, and changes in the college admissions process. This paper describes the reasons for the various changes while emphasizing that the value of SAT scores rests on the test’s high technical quality, and on the assumption that scores would maintain their meaning over time.
RR No. 2003-3 Item No.: 997274 19 pgs 2003 $15

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model
George Engelhard, Jr. and Carol M. Myford
The purpose of this study was to examine, describe, evaluate, and compare the rating behavior of faculty consultants who scored essays written for the Advanced Placement English Literature and Composition (AP ELC) Exam. Data from the 1999 AP ELC Exam were analyzed using FACETS (Linacre, 1998) and SAS. The faculty consultants were not all interchangeable in terms of the level of severity they exercised. If students’ ratings had been adjusted for severity differences, the AP grades of about 30 percent of the students would have been different from the one they received. Almost all the differences were one grade or less. Adjusting ratings for faculty consultant severity differences would impact some student subgroups more than others.
RR No. 2003-1 Item No.: 995947 60 pgs 2003 $15

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations
Neil J. Dorans
This report summarizes the history of SAT score scales, outlines the need for realigning SAT score scales, and explains how scores were converted from original SAT scales to recentered scales. Issues associated with converting recentering from a possibility into a reality are discussed.
RR No. 2002-11 Item No.: 040481187 21 pgs 2002 $15
The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test
Hunter M. Breland, Melvin Y. Kubota, Marilyn Bonner

This study examined the SAT II: Writing Test as a predictor of writing performance in college English courses. Special attention was given to comparisons of the predictive effectiveness of the essay and multiple-choice components of the test. It was concluded that both components were good predictors; however, the longer 40-minute multiple-choice component tended to produce higher predictive correlations than the 20-minute essay component. The best predictions were obtained when the two components were combined.

RR No. 99-4 Item No.: 275900  
1999 $15

Correspondences Between ACT and SAT I Scores
Neil J. Dorans

Correspondences between ACT and SAT I scores are presented from a conceptual framework that distinguishes among three kinds of correspondences: equating, scaling, and prediction. Relationships among the different scales of the ACT and SAT I are described in the context of the conceptual framework. Sums of scores, composites of scores, and individual scores are examined.

RR No. 99-1 Item No.: 200273  
1999 $15

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program
Wayne J. Camara and Roger Millsap

This study reports that student performance on the PSAT/NMSQT can be useful in identifying additional students who may be successful in Advanced Placement Program (AP) courses. PSAT/NMSQT scores can identify students who may not have been initially considered for an AP course through teacher nomination, self-nomination, or other local procedures. Performance on the PSAT/NMSQT is not strongly related to AP grades on only four examinations: (1) studio art: design, (2) studio art: drawing, (3) German language, and (4) Spanish language. The relationship of PSAT/NMSQT scores with other AP Examination grades is moderately strong and invariant across ethnic groups and time of testing. That is, the relationship is substantially the same for all ethnic and racial groups and is only slightly weaker when time between testing spreads across two academic years.

RR No. 98-4 Item No.: 040481183  
1998 $15

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT
Gary L. Marco, A. A. Abdel-Fattah, and Patricia A. Baron

Marco and Abdel-Fattah (1991) reported newly established relationships between scores on the enhanced American College Testing Program (ACT) Assessment and scores on the SAT. Fourteen large universities provided data on applicants who had taken both the enhanced ACT Assessment and the SAT. The report provides a detailed description of the methodology used to develop the “concordance” tables reported in the 1991 study, as well as the methods used to establish comparability between scores on the ACT Composite from the enhanced ACT Assessment and scores on the SAT-V and SAT-M composite (SAT-V + M). The results should aid test users in attempting to compare the performance of students taking these different tests.

RR No. 92-3 Item No.: 215444  
1992 $15

Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M
Ann M. Gallagher

Gender differences in mathematical performance are well documented, although the hypothesized causes of these differences are varied. The research presented here seeks to add to our understanding of the nature of gender differences in performance on standardized mathematics tests. An item classification scheme developed by Gallagher (1990) was refined, resulting in a more accurate prediction of gender differences in performance on the mathematics test. Structured interviews were conducted with students (25 male and 22 female) in this score range to determine the nature of differences in strategy use. Findings described in this report offer direct support for the notion that at least a portion of the differences among high scorers can be attributed to differences in strategy use. Females in this group appeared to depend more heavily than males on standard algorithmic strategies that are generally taught in the classroom; males were more apt to use insight in their solutions. Both male and female students who used more algorithmic strategies tended to rate mathematics as more difficult and less relevant to their lives.

RR No. 91-5 Item No.: 218205  
1991 $15

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP® General Examinations
John Mazzeo, Barry Druesne, Paul C. Raffeld, Keith T. Checketts, and Alan Muhlstein

This report describes two studies that investigated the comparability of scores from pencil-and-paper and computer-administered versions of the College-Level Examination Program (CLEP) General Examinations in Mathematics and English Composition. The first study used a prototype computer-administered version of each examination. Based on the results of the first study and feedback from the study participants, several modifications were made to these prototype versions. A second study was then conducted using the modified computer versions. Both studies used a single-group counterbalanced equating design. The results of Study 1 suggest that, despite efforts to design computer versions of the CLEP Mathematics and English Composition General Examinations that were administratively similar to the paper-and-pencil examinations, mode-of-administration effects were found. The results of Study 2 suggest that the modifications made to the computer versions eliminated the mode-of-administration effects for the English Composition Examination but not for the Mathematics Examination. The results of both studies underscore the need to determine empirically (rather than to just assume) the equivalence of computer and paper versions of an examination.

RR No. 92-2 Item No.: 215443  
1992 $15
Cohort Differences Associated with Trends in SAT Score Averages
Rick Morgan
Throughout the 1970s, average SAT scores declined. However, since 1980 the SAT-M and the SAT-V rose until 1986 when the SAT-V started a steady decline. The potential impact of cohort changes with regard to ethnic group, gender, class rank, and first language learned on yearly average SAT scores and Test of Standard Written English (TSWE) scores were studied. Regression and cross-classification analysis were conducted on data from 1985 and 1987 to 1990. The results suggest that approximately half of the decline in SAT verbal scores was associated with cohort change. Average SAT mathematics scores could possibly have risen by three points, rather than remaining constant, if the 1987 and 1990 cohorts were the same.

RR No. 91-1
Item No.: 217801
1991
$15
26 pgs

Sex Differences in the Performance of High-Scoring Examinees on the SAT-M
Ann M. Gallagher
Performance of high-scoring males and females on the mathematics section of three forms of the SAT-M was examined to determine how item content, solution strategy, and speededness differentially affect performance. The mathematical and verbal sections of the SAT were also compared for similarities in the performance patterns of high scorers. Conventional measures indicated that the SAT-M was not differentially speeded. However, females omitted a greater proportion of items requiring estimation. Different patterns by gender were found on the mathematical and verbal sections of the test.

RR No. 90-3
Item No.: 218151
1990
$15
16 pgs

Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987
Pamela I. Cruise and Ernest W. Kimmel
Since 1972, the average SAT-Verbal score for men has been higher than for women, although the widely held perception has been that women do better than men on tests of verbal ability. The purpose of this study was to create a detailed history of the content of the SAT-Verbal sections over more than two decades and to examine changes over time in the content of the test and trends over time in the balance of references to and representations of women and men within the content of the test. It was found that while there had been some changes in the structure of the test, none of the changes appeared to affect the basic balance of content between those areas thought to favor women and those thought to favor men.

RR No. 90-1
Item No.: 254870
1990
$15
32 pgs

Examining the Relationship Between Differential Item Functioning and Item Difficulty
Edward Kulick and P. Gillian Hu
This study examined the relationship of differential item functioning (DIF) to item difficulty on the SAT. The data comprised verbal and mathematical item statistics from nine administrations of the SAT. In general, item difficulty was related to DIF. The nature of that relationship appeared to be independent of the choice of DIF index (either the Mantel-Haenszel or the standardized approach) as well as of test form. However, the relationship was dependent on the particular group comparison and on both the test sections and the item type being analyzed. Among other findings, for instance, was that Hispanic and black focal groups tended to omit differentially less than did the white reference groups. For Asian American examples, the reverse held. For females and males, the direction depended on the test sections.

RR No. 89-5
Item No.: 295722
1989
$15
31 pgs

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test
William H. Angoff and Linda L. Cook
The present study is a replication of an earlier study conducted by Angoff and Modu (1973) to develop algorithms for converting scores expressed on the SAT scale to scores expressed on the College Board Prueba de Aptitud Académica (PAA) scale, and vice versa. However, some differences in procedures used in these two studies are worth noting, and this report contributes both in substance and method to the translation and equating of tests. The method involved two phases: (1) the selection of test items equally appropriate and useful for English- and Spanish-speaking students for use as an anchor test in equating the two tests; and (2) the equating analysis itself. The equating showed definite curvilinear relationships in both verbal and mathematical tests, indicating in this instance that both sections of the PAA are easier than the corresponding SAT sections. The results also showed good agreement between the current conversions and the 1973 Angoff-Modu conversions for the mathematical tests, but not so close agreement for the verbal tests.

RR No. 88-2
Item No.: 217763
1988
$15
18 pgs

The Validity of Various Methods of Treating Multiple SAT Scores
R. F. Boldt, J. A. Centra, and R. G. Courtney
A review of the literature concerned with validity data and policies for various methods of treating multiple SAT scores is reported, as are analyses of data from the College Board’s Validity Study Service. Data from the Student Descriptive Questionnaire (SDQ) were cross-tabulated with the number of retests by SAT takers. The analysis evaluated the use of SAT verbal score alone, SAT math score alone, and the use of both scores in combination. The methods for treating multiple scores were to use the score from the administration with the highest combined verbal and math (V + M) score, the highest individual score, the most recent score, and the average. Best results, in terms of the highest average validity, were achieved using V + M. All treatments of multiple scores resulted in underprediction of actual grades, with the highest score providing the least amount of underprediction. However, the discrepancy between predicted and actual grades varied greatly across institutions. From the data in this study, the decision as to which is the most preferable treatment of multiple scores seems to depend on how one evaluates the discrepancy differences as compared to the validity differences.

RR No. 86-4
Item No.: 275893
1986
$15
8 pgs
Four Years Later: A Longitudinal Study of Advanced Placement Students in College
Warren W. Willingham and Margaret Morris

The Advanced Placement Program (AP) provides a means for students to take college-level work in secondary school, sit for standard end-of-course examinations, and, if successful, be placed ahead with college credit. Using data from the Personal Qualities Project, this study examined various aspects of the experience and success of 1,115 AP students through four years of college. AP students, when compared with non-AP students matched on six preadmission measures, were found to have better academic records and to be more successful overall. It was also found that students taking an AP Examination in a given subject area were more likely to take college course work in that area than students who had not done so.

RR No. 86-2 Item No.: 275892 46 pgs 1986 $15

Considerations for Developing Measures of Speaking and Listening
Donald E. Powers

The College Board has identified several basic intellectual competencies that are essential for effective work in all fields of college study, among them listening and speaking. An issue that arises in connection with these competencies is the availability of suitable measures to assess students' development in these areas. This report considers the availability and adequacy of existing measures of speaking and listening, and discusses a number of issues that should be considered in any effort to develop new measures of these skills.

RR No. 84-5 Item No.: 275881 9 pgs 1984 $15

Test Disclosure and Retest Performance on the Scholastic Aptitude Test
Lawrence J. Stricker

Public disclosure of the content of admission tests, originally mandated by legislation in New York and now a nationwide policy of many admission testing programs, has potentially important consequences for the performance of examinees. The aim of this study was to evaluate the effect of disclosing an SAT form on the retest performance of examinees who had been tested initially with the disclosed form and subsequently retested with a different form. Access to the disclosed test material had no appreciable effects on subsequent retest performance—whether that performance was defined in terms of the level, stability, or concurrent validity of the new scores.

RR No. 82-7 Item No.: 275867 10 pgs 1982 $15

Internal Construct Validity of the Career Skills Assessment Program
Donald A. Rock

The primary purposes of this study were to examine evidence of the construct validity of the Career Skills Assessment Program (CSAP) instrument and to present a systematic procedure for carrying out internal construct validity studies for any testing instrument.

RR No. 81-10 Item No.: 275860 16 pgs 1981 $15

Measuring Error and SAT Score Change
Donald L. Alderman

Score changes on admission tests such as the SAT can vary widely among individuals repeating the test. To a large extent these score changes reflect the influence of errors of measurement because test candidates with low initial scores usually experience score gains upon retesting while test candidates with high initial scores often show score losses. This study applied a procedure to estimate the true-score change on the SAT adjusted for regression effects and student self-selection. It was shown that student self-selection in deciding to repeat an admission test probably involves factors (in addition to the measurement error) attributable to variations in aspects of test specifications and to variations in responses across forms. In addition, it was found that the estimated true-score change remains nearly constant across initial score levels in contrast to the negative slope of observed score change across initial score levels.

RR No. 81-9 Item No.: 275859 15 pgs 1981 $15

Student Change, Program Change: Why the SAT Scores Kept Falling
William W. Turnbull

The first leg of the SAT score decline occurred mainly in the 1960s, which seemed to be explained fairly satisfactorily by the evidence that the composition of the test-taking group had changed to include a larger proportion of students with relatively low-developed ability, mirroring the increased interest in college for teenagers. In studies made during the 1970s, no comparable underlying change was found to explain the second period of the score decline, which was ascribed instead to a mix of factors—“pervasive influences”—in both school and society. The importance of pervasive societal influences on student learning is not in dispute. In this study a variety of data suggests, however, that the increase in school retention rates of poorly prepared students and the resulting heterogeneity of the senior high school population is a unifying explanatory variable for the second leg of the decline as well as the first.

RR No. 85-2 Item No.: 217828 10 pgs 1985 $15
An Application of Item Response Theory to Equating the Test of Standard Written English
Isaac I. Bejar and Marilyn S. Wingersky

This reports a feasibility study for using Item Response Theory (IRT) as a means of equating the Test of Standard Written English (TSWE). The study examined the possibility of pre-equating, that is, deriving the equating transformation prior to the final administration of the test. The three-parameter logistic model was postulated and found to portray the data well. The adequacy of equating provided by IRT procedures was investigated in two TSWE forms. It was concluded that pre-equating does not appear to present problems beyond those inherent to IRT-equating.

RR No. 81-8  Item No.: 275858  28 pgs  1981  $15

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees
Christopher C. Modu

The effects of applying different methods of determining different sets of subscore weights on the composite-score ranking of examinees were investigated. Four sets of subscore weights were applied to examination results for several College Board Achievement Tests. One set was determined in advance of the test administration; the other three sets were generated after the tests were scored. Results showed few differences in weighting procedures. The appeal for the set generated in advance derives from its time- and cost-saving considerations.

RR No. 81-2  Item No.: 275852  11 pgs  1981  $15

Student Self-Selection and Test Repetition
Donald L. Alderman

Student self-selection in deciding to repeat a test was examined by contrasting the test performance of students taking the SAT as juniors and again as seniors with the test performance of students taking the SAT once only, as juniors. Residuals of observed minus expected test scores revealed statistically significant differences between the two groups of students. Results indicated that self-selection occurs when students decide to repeat a test and that score changes among these students reflect negative errors of measurement on the initial test administration as well as other factors.

RR No. 81-5  Item No.: 275855  10 pgs  1981  $15
Stereotype Threat in SAT Scores
Michael E. Walker and Brent Bridgeman
A recent study by Beilock, Reidell, and McConnell (2007) suggested that stereotype threat experienced in one domain (e.g., math) triggered by knowledge of a negative stereotype about a social group in that particular domain can spill over into subsequent tasks in totally unrelated domains (e.g., reading). The authors suggested that these findings might have implications for how the ordering of sections on standardized tests such as the SAT or GRE could affect examinee performance. To test the authors’ assertions, this study used data from a recent SAT administration in which either a reading, a math, or a writing task preceded a reading task. Performance on the subsequent reading task of members of a stereotype threatened group (i.e., women) who took the math task first was compared to performance of those who took the reading or writing task first. Results were inconsistent with the stereotype threat spillover hypothesis, and serve to justify the exhortation of Cullen, Hardison, and Sackett (2004) for caution in generalizing lab findings on stereotype threat to operational testing situations.

Ref: RR No. 2008-2 Item No.: 080482549  10 pgs 2008 $15

The Development of a Multidimensional College Readiness Index
Andrew Wiley, Jeffrey Wyatt, and Wayne J. Camara
This report presents a methodology for the measurement and tracking of the college readiness level of high school students who are engaged in the college admission process. The proposed index uses the three distinct hurdles of SAT scores, high school GPA, and a newly developed measure of academic rigor.

Ref: RR No. 2010-3 Item No.: 10b-3110  25 pgs 2010 $15

What Should Students Be Ready For in College?
A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S.
Emily J. Shaw and Brian F. Patterson
This study examined the English, mathematics, and natural sciences course work taken by students in their first year of college. Four-year postsecondary institutions (k = 110) provided first-year performance data for the first-time, first-year students that began college in the fall of 2006. As in previous research, composition is the most commonly taken English course. However, calculus was more popular than algebra within mathematics, and chemistry was more popular than biology within the natural sciences, both different findings from previous analyses of first-year college course work in those content areas.

Ref: RR No. 2010-1 Item No.: 10b-1417  16 pgs 2010 $15

Examining the Accuracy of Self-Reported High School Grade Point Average
Emily J. Shaw and Krista D. Mattern
This study examined the relationship between students’ self-reported high school grade point average (HSGPA) from the SAT Questionnaire and their HSGPA provided by the colleges and universities they attend. The purpose of this research was to offer updated information on the relatedness of self-reported (by the student) and school-reported (by the college/university from the high school transcript) HSGPA. Results from this study indicated that even though the correlation between the self-reported and school-reported HSGPA is slightly lower than in prior studies (r = 0.74), there is still a very strong relationship between the two measures.

Ref: RR No. 2009-5 Item No.: 11b-3395  13 pgs 2009 $15

Testing Accommodations for English Language Learners: A Review of State and District Policies
John W. Young and Teresa C. King
This report presents and reviews gender, racial/ethnic, language, and socioeconomic subgroup performance differences on the SAT over nearly the last two decades. Theories on the existence of subgroup differences are examined. Substantial revisions to the SAT were made in 1994 and again in 2005; the short-term and long-term impact of these revisions on subgroup differences is evaluated. Furthermore, the trends in subgroup differences on the SAT are compared to those documented for other large-scale standardized tests (i.e., the ACT Assessment, National Assessment of Educational Progress), as well as those found in high school grades.

Ref: RR No. 2006-6 Item No.: 080482716  13 pgs 2006 $15

Differences on the SAT Reasoning Test
A Historical View of Subgroup Performance
Jennifer L. Kobrin, Viji Sathy, and Emily J. Shaw
This report presents and reviews gender, racial/ethnic, language, and socioeconomic subgroup performance differences on the SAT over nearly the last two decades. Theories on the existence of subgroup differences are examined. Substantial revisions to the SAT were made in 1994 and again in 2005; the short-term and long-term impact of these revisions on subgroup differences is evaluated. Furthermore, the trends in subgroup differences on the SAT are compared to those documented for other large-scale standardized tests (i.e., the ACT Assessment, National Assessment of Educational Progress), as well as those found in high school grades.

Ref: RR No. 2006-5 Item No.: 060481915  47 pgs 2006 $15
Observational Timing Study on the SAT Reasoning Test for Test-Takers with Learning Disabilities and/or AD/HD

Cara Cahalan-Laitusis, Teresa C. King, Frederick Cline, and Brent Bridgeman

The purpose of this study is to provide information on actual time used by students with disabilities on the new SAT. This study observed students with learning disabilities and/or attention deficit/hyperactivity disorder (AD/HD) as they took SAT items under strict time limits. The study is a replication of study 2 in Bridgeman, Cahalan, and Cline (2003), which observed students without disabilities completing the same test items that are included in this study. There is a clear distinction in the mean time spent on the test between students without a disability and students with a disability.

RR No. 2006-4 Item No.: 060481884 13 pgs 2006 $15

A Portrait of Advanced Placement Teachers’ Practices

Pamela L. Paek, Eva Ponte, Irv Sigel, Henry Braun, and Don Powers

In this study, the authors: (1) developed and pilot tested an instrument that could be used to document the practices of AP teachers; (2) systematically sampled AP teachers; (3) administered the final instrument to sampled teachers; and (4) summarized the responses for each of two subject areas, biology and U.S. history.

RR No. 2005-7 Item No.: 050481444 41 pgs 2005 $15

Researching the Educational Benefits of Diversity

Emily J. Shaw

Researching the educational benefits of diversity is necessary in order to offer evidence to judges, attorneys, and policymakers to uphold and support the consideration of race in college admissions. This report offers several examples of previous studies, as well as recommendations and considerations for institutions interested in designing and carrying out their own research studies on the educational benefits of diversity.

RR No. 2005-4 Item No.: 050481411 26 pgs 2005 $15

What Are the Characteristics of AP Teachers? An Examination of Survey Research

Glenn B. Milewski and Jacqueline M. Gillie

Information on test-takers collected at the time of examinations provides a rich description of AP students, but what are the characteristics of their teachers? This study provides a glimpse into these characteristics by summarizing the results of the largest survey of AP teachers to date (32,109 responses). The AP Teacher Survey contained 40 questions covering the following content areas: classroom characteristics, teacher background, professional development, training and resource needs, technology, and important issues for AP teachers.

RR No. 2002-10 Item No.: 040481186 18 pgs 2002 $15

The College Board National High School Survey Report

Lawrence Mauclerier, Renee Gernand, and Thanos Patelis

This survey, administered in 2000, follows a similar, large-scale survey of high schools in 1993 by the College Board. The current research report is designed to provide the reader with detailed and updated information about high schools in the United States. It provides basic facts, figures, and trends about common features among the participating institutions. The report also presents evidence in support of observable trends among the educational and demographic factors of concern as of 2000 and 1993.

RR No. 2002-4 Item No.: 994516 51 pgs 2002 $15

Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis

John W. Young with the assistance of Jennifer L. Kobrin

This research report is a review and analysis of all of the published studies during the past 25+ years (since 1974) in the area of differential validity/prediction and college admission testing. More specifically, this report includes 49 separate studies of differences in validity and/or prediction for different racial/ethnic groups and/or for men and women. The breadth of studies range from single-institution studies based on a single cohort of several hundred students to large-scale compilations of results across hundreds of institutions that included several thousand students in all.

RR No. 2001-6 Item No.: 993362 41 pgs 2001 $15

Writing Assessment in Admissions to Higher Education: Review and Framework

Hunter M. Breland, Brent Bridgeman, Mary Fowles

A comprehensive review was conducted of writing research literature and writing test program activities in a number of testing programs. The review was limited to writing assessments used for admission in higher education. Programs reviewed included ACT, the California State Universities and Colleges testing program, SAT, GMAT, GRE, LSAT, MCAT, and TOEFL.

RR No. 99-3 Item No.: 217798 40 pgs 1999 $15

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees

Marjorie Ragosta and Cathy Wendler

The primary purpose of this study was to establish empirically derived testing times for special administrations of the SAT for examinees with disabilities. A secondary purpose was to establish eligibility guidelines for individuals taking special administrations. This project used data from test administration timing records, the College Board’s SAT history file, and a survey questionnaire to investigate two issues: comparable testing time (between disabled and nondisabled test-takers) and eligibility for special test
accommodations for SAT examinees with disabilities. Alternatives to the current eligibility policy and their implications are discussed, including a change to school-based criteria and the use of individualized testing programs. The effects of empirically derived testing times are also discussed.

RR No. 92-5 Item No.: 215446 34 pgs 1992 $15

The SAT: Four Major Modifications of the 1970-85 Era
John R. Valley

From 1970 to 1985, the SAT underwent major modifications caused by: (1) the addition of the Test of Standard Written English (TSWE) to the College Board's Admissions Testing Program (ATP); (2) the passage of test disclosure legislation; (3) the institution of test sensitivity reviews; and (4) the use of item-response theory equating in SAT scores. This report discusses these modifications as they relate to the SAT's content, format, development procedures, psychometric characteristics, and statistical procedures. While the SAT is an instrument that has undergone some modification throughout its existence, the measurement properties have changed little, if at all. The SAT has had, and continues to have, a distinct identity.

RR No. 92-1 Item No.: 215441 29 pgs 1992 $15

Young SAT-Takers: Two Surveys
Gita Wilder, Patricia Lund Casserly, and Nancy W. Burton

The first survey of young SAT takers and their parents collected information from a sample of junior high students who took the SAT in January 1984 for talent search purposes. The students were selected to take the SAT mainly through invitations from schools; their parents, however, provided the greatest encouragement for them to take the test. More than half the students reported being invited to participate in one or more activities sponsored by a talent search, most commonly a summer course on a college campus. Students and parents alike evaluated the experience positively. The second survey investigated a population of young talent-search applicants who took the SAT as seventh-graders in 1980-81 and traced the applicants' test-taking and academic history up to their high school graduation in 1986. The talent-search applicants were significantly ahead of the other members of the college-bound cohort in more advanced academic areas. The average last SAT scores for the 1980-81 talent-search applicants were 560 verbal and 618 mathematical, about one standard deviation higher than for the average college-bound senior in 1986.

RR No. 88-1 Item No.: 217761 44 pgs 1988 $15

Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83
Marjorie Ragosta

Every year since 1972 the College Board has issued a national report about the Admissions Testing Program (ATP) test scores and responses from the Student Descriptive Questionnaire (SDQ). This report offers the first analogous data for college candidates who took special test administrations of the SAT through ATP Services for Handicapped Students from 1980-83.

RR No. 87-2 Item No.: 275897 70 pgs 1987 $15

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study
Junius A. Davis and Anne Borders-Patterson

What was it like to be a black student on a traditionally or predominantly white campus in 1986? This report is a summary of what 22 black student leaders from 13 predominantly white campuses in North Carolina found in exploring this basic question with random samples of black first-year students at their institutions. Throughout the report, the experiences and perceptions of the black freshmen in 1986 are compared with those of their 1970 cohorts and the types of change that appear to have taken place for the affected students and institutions are determined.

RR No. 86-7 Item No.: 275896 23 pgs 1986 $15

Advanced Placement Revisited
Patricia Lund Casserly

This report describes the first large-scale study to assess Advanced Placement Program (AP) outcomes since 1963. Part 1 of the study examined the validity of AP Examination grades as indicators of students' readiness to undertake certain advanced sequent courses as freshmen. Part 2 examined the larger role of the AP Program in their lives. The study found that overall AP candidates who were placed ahead in the field of their qualifying AP Examinations did better than a generality of upperclassmen in those courses. AP candidates reacted very positively to the AP experience in high school and to the outcomes of their participation in college. Students offered recommendations to institutions that wish to foster a smooth transition into challenging college careers for future AP candidates.

RR No. 86-6 Item No.: 275895 14 pgs 1986 $15

Uses of the SAT in the University System of Georgia
Cameron Fincher

The SAT has been required for admission to campuses of the University System of Georgia since 1957. Although continuing to turn out annual normative data, the university system has left research uses of SAT data to occasional doctoral dissertations, usually in education, or to occasional studies by faculty members. This study examines the various uses of the SAT at the University of Georgia.

RR No. 86-5 Item No.: 275894 70 pgs 1986 $15

Cognitive Assessment and the Media
Philip K. Oltman

The present-day information environment is heavily saturated with electronic media. What are the properties of these media, and how does massive exposure to them affect the cognitive functioning of the audience? These
and related issues concerning the media’s influence on cognitive functioning are reviewed, and implications for cognitive assessment are discussed.

**The Role of Academic Ability in High-Level Accomplishment and General Success**

*Leonard L. Baird*

The relationship of measures of academic ability and grades with high-level accomplishment was examined by reviewing a wide-ranging literature. In general, the studies demonstrated low positive relationships between academic aptitude and/or grades accomplishment. The closer the content of the measure of academic aptitude to the demands of the field, the stronger the relationship.

**Student Characteristics and the Use of the SAT Test Disclosure Materials**

*Marlaine E. Lockheed, Paul W. Holland, and William P. Nemceff*

Following the enactment of the New York State standardized admission testing law, students taking the SAT in New York could request and receive a copy of test questions used in calculating their scores, a copy of their answer sheet, and various interpretive materials. This study examined: (1) the differences between examinees who requested these disclosure materials and those who did not, and (2) the differences between examinee subpopulations in the likelihood of their requesting disclosure. Significant differences in both raw and adjusted odds-ratios were found. Within each category, those most likely to request disclosed materials were examinees who were not seeking financial aid for college attendance. The likelihood of requesting disclosure differed both among different ethnic groups and between the March and May SAT administrations.

**Abstracts from the Research and Development Report Series 1963–81**

*Patricia K. Hendel, Editor*

During the period of 1963 through early 1981, the results of 120 research and development projects conducted by Educational Testing Service (ETS) on behalf of the College Board were published in the Research and Development Report (RDR) series. That series ended with the introduction in 1981 of the College Board Report (CBR) series, which includes ETS studies on behalf of the Board as well as other reports. One hundred and nine abstracts are included; abstracts of the remaining 11 studies are not available.

**Group Comparisons for Basic Skills Measures**

*Hunter M. Breland and Philip A. Griswold*

Correlation, regression, and score interval analysis were conducted for six academic measures as predictors of essay writing and overall performance. Comparisons for all analysis were made for men, women, Asians, African Americans, Hispanics, and whites. The correlational comparisons showed few differences across groups, except that correlations tended to be lower for the white sample because of variance restrictions. The regression comparisons agreed with previous studies, showing African Americans and Hispanics to be generally overpredicted. On essay-writing performance, men were also overpredicted and women underpredicted by conventional basic skills measures.
Research Reports: Statistical Reports

Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample

Krista D. Mattern and Brian F. Patterson

The findings for the 2008 sample are largely consistent with the previous reports. SAT scores were found to be correlated with FYGPA ($r = 0.54$), with a magnitude similar to HSGPA ($r = 0.56$). The best set of predictors of FYGPA remains SAT scores and HSGPA ($r = 0.63$), as the addition of the SAT sections to the correlation of HSGPA alone with FYGPA leads to a substantial improvement in prediction ($\Delta r = 0.07$). This finding was consistent across all subgroups of the sample, by both institutional characteristics and demographics ($\Delta r \geq 0.06$).

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample

Krista D. Mattern and Brian F. Patterson

Results show that SAT performance is related to third-year retention rates. Even after controlling for student and institutional characteristics, returners had higher SAT total scores than non-returners, and the performance gap is not due to differences in the demographic makeup of the two groups. Furthermore, while differences in retention can be observed between various student and institutional subgroups, these differences are minimized and in some instances eliminated when controlling for SAT performance, especially for higher SAT score bands.

Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample

Krista D. Mattern and Brian F. Patterson

This report presents the validity of the SAT for predicting two second-year college outcomes: (1) third-year cumulative GPA, and (2) third-year grade point average. Similar to the results for first- and second-year outcomes (1st Yr GPA, 2nd Yr GPA, 2nd Yr Cum GPA), the SAT is strongly correlated with third-year outcomes overall and by institutional (control, selectivity, size) and student (gender, race/ethnicity, best language) characteristics.

Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample

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Validity of the SAT for Predicting FYGPA — 2007 SAT Validity Sample

Krista D. Mattern, Brian F. Patterson, and Jennifer L. Kobrin

This report presents the findings from a replication of the Kobrin et al. (2008) and Mattern et al. (2008) reports. Students who were missing at least one of the following were excluded from the analyses: SAT scores, a self-reported high school grade point average (HSGPA), and a valid first-year GPA (FYGPA); this resulted in a final sample size of 159,286. Based on Powers (2004), the analytical procedure for computing multiple correlations was modified slightly from what was done in the two original reports.
Research Notes and Summaries

www.collegeboard.org/research/home

You may download copies of these reports from the College Board website www.collegeboard.org/research/home or contact the Office of Research and Development by mail (45 Columbus Avenue, New York, NY 10023-6992). Research notes and summaries are created periodically. Check the website for the latest reports.

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