
Policy Perspectives on Educational Testing

Evaluation in Education and Human Services

Editors:

George F. Madaus, Boston College, Chestnut
Hill, MA, U.S.A.

Daniel L. Stufflebeam, Western Michigan
University, Kalamazoo, MI, U.S.A.

National Commission on Testing and Public Policy

Gifford, B.; *Test Policy and the Politics of
Opportunity Allocation: The Workplace and
the Law*

Gifford, B.; *Test Policy and Test Performance:
Education, Language, and Culture*

Gifford, B., and Wing, L.: *Test Policy in
Defense*

Gifford, B., and O'Connor, M.; *Changing
Assessments, Alternative Views of Aptitude,
Achievement, and Instruction*

Policy Perspectives on Educational Testing

edited by

Bernard R. Gifford

University of California at Berkeley



Springer Science+Business Media, LLC

Library of Congress Cataloging-in-Publication Data

Policy perspectives on educational testing/edited by Bernard R.

Gifford.

p. cm.—(Evaluation in education and human services)

Includes bibliographical references and index.

ISBN 978-94-010-4987-0 ISBN 978-94-011-2226-9 (eBook)

DOI 10.1007/978-94-011-2226-9

1. Educational tests and measurements—United States.

2. Education and state—United States. 3. Minorities—Education—United States. I. Gifford, Bernard R. II. Series.

LB3051.P59 1992

371.2'6'0973—dc20

92—5610

CIP

Copyright © 1993 by Springer Science+Business Media New York

Originally published by Kluwer Academic Publishers in 1993

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, Springer Science+Business Media, LLC.

Printed on acid-free paper.

Contents

Contributing Authors	vi
1 Introduction <i>Bernard R. Gifford</i>	3
2 School Achievement Trends for Black Students <i>Lyle V. Jones</i>	19
3 The Status of Research on the Scholastic Aptitude Test (SAT) and Hispanic Students in Postsecondary Education <i>Maria Pennock-Román</i>	75
4 Psychometric <i>G</i> and Achievement <i>Arthur R. Jensen</i>	117
5 Eeny, Meeny, Miny, Moe: Testing Policy and Practice in Early Childhood <i>Anne E. Cunningham</i>	229
6 Changing Statewide Reading Assessment: A Case Study of Michigan and Illinois <i>Charles W. Peters, Karen K. Wixson, Sheila W. Valencia and P. David Pearson</i>	295

Contributing Authors

Anne E. Cunningham is a visiting professor at the University of California, Berkeley. Her research interests are in the area of literacy and assessment in early childhood education. Dr. Cunningham received her Ph.D. in developmental psychology from the University of Michigan in 1987. She received the 1988 Outstanding Dissertation of the Year Award from the International Reading Association and a Spencer Fellowship for 1989 to 1991 from the National Academy of Education.

Bernard R. Gifford is Chancellors Professor of Education, in the Division of Mathematics, Science and Technology Education, Graduate School of Education, University of California at Berkeley, where he served as Dean between 1983 and 1989.

Between 1989 and 1992, he was with Apple Computer, Inc., serving as the company's first Vice President for Education. While employed at Apple, Gifford wrote a well received column on Education, technology and public policy, for the *Chronicle of Higher Education* and *Education Week*.

His latest books are *History in the Schools: What Shall We Teach?* (Macmillan, 1988), *Test Policy and the Politics of Opportunity Allocation: The Workplace and the Law* (Kluwer Academic Press, 1989), *Testing Policy and Test Performance: Education, Language, and Culture* (Kluwer Academic Press, 1989). He also co-edited (with Linda C. Wing) *Test Policy in Defense: Lessons from the Military for Education, Training and Employment* (Kluwer Academic Press, 1992) and (with Mary Catherine O'Connor), *Changing Assessments: Alternative Views of Aptitude, Achievement and Instruction* (Kluwer Academic Press, 1992). The four volumes on testing policy were originally sponsored by the Ford Foundation funded National Commission on Testing and Public Policy, which Gifford chaired between 1987 and 1990.

A 1971 Ph.D. in radiation biology and biophysics from the University of Rochester Medical School, where he was an Atomic Energy Commission Fellow in Nuclear Science and was also elected to *Phi Beta Kappa*, Gifford spent a post-doctoral year at Harvard University, where he was a Kennedy Fellow at the John F. Kennedy School of Government, as well as a Loeb Fellow at the Graduate School of Design. Gifford was awarded an Honorary Doctorate of Humane Letters from Long Island University in June of 1988.

Before becoming a full-time academic in 1981, as Vice President and Professor of Political Science & Public Policy at the University of Rochester, Gifford served as Resident Scholar at the Russell Sage Foundation (1977–1981) and as Deputy Chancellor of the New York City Public Schools (1973–1977). Prior to joining the NYC public schools, Gifford served as President of the New York City RAND-Institute (1972–1973), jointly established in 1969 by the RAND Corporation and New York City Mayor John Lindsay, to conduct systematic policy studies of the City's municipal operations.

An active participant in the public policy arena, Gifford currently serves on the Board of Trustees of the Children's Television Workshop, the producers of Sesame Street, the University of Rochester, and the National Center for Family Literacy. He also has served as a Trustee/Director of the American Association for the Advancement of Science (AAAS), The German Marshall Fund of the United States of America, New York University, and the Congressional Black Caucus Foundation.

Arthur R. Jensen is the author of *Genetics and Education, Educability and Group Differences, Educational Differences, Bias in Mental Testing, Straight Talk About Mental Tests* and more than three hundred articles in scientific and professional journals—writings that have placed him among the dozen or so most frequently cited contemporary psychologists. He is recognized for his research contributions in the fields of human learning, differential psychology, psychometrics, and behavioral genetics. After receiving his Ph.D. from Columbia University and doing a clinical psychology internship at the University of Maryland Psychiatric Institute, he spent two years as a research fellow in the Institute of Psychiatry of the University of London. He was later Guggenheim Fellow and a Fellow of the Center for Advanced Study in the Behavioral Sciences. Since 1958, he has been on the faculty of the University of California, Berkeley, where he is a professor of Educational Psychology.

Lyle V. Jones, while a student at Reed College, enlisted in the Army Air Corps (1943 to 1946). He received B.S. and M.S. degrees in psychology

in 1947 and 1948 and a Ph.D. degree at Stanford in 1950. In 1950 to 1951, he was an NRC postdoctoral fellow with L. L. Thurstone at the University of Chicago, where he remained as a faculty member in psychology. He joined the faculty at the University of North Carolina in 1957, where he currently is Alumni Distinguished Professor of Psychology and Director of the L. L. Thurstone Psychometric Laboratory. He served from 1969 to 1979 as Vice-Chancellor and Dean of the Graduate School at the University of North Carolina at Chapel Hill. He has been a visiting faculty member at the Universities of Illinois, Texas, and Washington and twice was a fellow at the Center for Advanced Study in the Behavioral Sciences. He serves on several national advisory boards and committees that are concerned with psychological testing. Many of his publications are pertinent to the psychological measurement of human preferences and values, of the effects of brain damage and aphasia, and of educational achievement, especially for black students.

P. David Pearson is the Dean of the School of Education at the University of Illinois in Urbana-Champaign. He has been active in professional organizations, serving the International Reading Association as a member of the Board of Directors, The National Council of Teachers of English as a member of its Research Committee, The National Reading Conference as president and The National Conference of Research in English as president. He has published several books, *Teaching Reading Comprehension* and *Teaching Reading Vocabulary*, with Dale D. Johnson for Holt, Rinehart & Winston, which are now in their second edition. Also, he conceived of and edited the *Handbook of Reading Research*, published by Longman; the second edition was recently published. He has also published materials for teachers and children in his role as an author for the *Silver, Burdett & Ginn Reading Program*. He served two terms as coeditor of *Reading Research Quarterly*, from 1978 to 1985. Professor Pearson received his B.A. in history from the University of California, Berkeley, taught elementary school in California, completed his Ph.D. in education at the University of Minnesota, and taught there for several years before moving to Illinois. His current research interests center on reading comprehension instruction and assessment.

Maria Pennock-Román was born and raised in Puerto Rico. (She had a truly bilingual upbringing and schooling since her first language was Spanish, most of her elementary education was in English, and her high school studies were in Spanish.) She majored in theoretical mathematics and minored in psychology at Cornell University. Later, she received an M.S. in statistics and a Ph.D. in quantitative psychology, both degrees

from the University of California, Berkeley. She has held postdoctoral fellowships from the Ford Foundation-National Research Council Program for Minority-Group Scholars and the Rockefeller Foundation Fellowship Program for Minority-Group Scholars. Currently, she is a research scientist at Educational Testing Service (ETS) in the Division of Cognitive and Assessment Research. Before joining ETS, she was on the faculty at the University of Pennsylvania Graduate School of Education where she taught courses in psychological and educational measurement and statistics.

Charles W. Peters is currently a reading consultant for Oakland Schools in Waterford, Michigan. In this capacity he provides professional and staff development in a variety of areas related to the language arts for the 28 school district he serves. He received his Ph.D. in reading at the University of Wisconsin-Madison. He has taught at the middle school, high school, and university levels. He has published widely in a number of leading educational journals as *Reading Research Quarterly*, *Educational Psychologist*, *Journal of Reading*, *Reading Teacher*, and *Educational Leadership*. He has coedited two book and contributed numerous chapters to others. His most recent article on assessment appears in *Perspectives on Assessment* (R. Smith and D. Birdyshaw eds.) He has received the Outstanding Dissertation of the Year Award from the International Reading Association and the Professional Service Award from the American Educational Research Association. He was a member of the 1990 NAEP Item Writing Panel and a member of the Steering and Planning Committee for the 1992 NAEP. He is currently a member of the English Language Arts Advisory Group of the New Standards Project. He is past codirector of the project between the Michigan Department of Education and the Michigan Reading Association to revise statewide objectives and tests in reading.

Sheila Valencia is Associate Professor of Education at the University of Washington, Seattle where she teaches courses and conducts research on reading and writing instruction and assessment. She received her undergraduate and master's degrees in education from the State University of New York at Buffalo and her Ph.D. in Reading Education from the University of Colorado, Boulder. She has held faculty positions at The Center for the Study of Reading at the University of Illinois, Urbana-Champaign and the University of Colorado, Boulder. Dr. Valencia began her career as a classroom teacher in New York City and upstate New York, and later spent six years as district reading supervisor in Northglenn, Colorado.

Over the past 6 years, Dr. Valencia's work has focused on literacy assessment. She was co-director of the research and development project for the Illinois Goal Assessment Program in Reading at the University of Illinois, Urbana-Champaign and has served on numerous national and statewide assessment task forces and committees. Currently, she is a consultant to the New Standards Project, the IEA International Reading-Literacy Study, and several state reading assessment projects. She serves on the Task Force on Assessment, an advisory group to the National Council on Educational Standards and Testing, the International Reading Association Issues in Literacy Assessment Committee, and the Joint NCTE/IRA Task Force on Literacy Assessment Issues. Dr. Valencia has written extensively on literacy assessment, with articles appearing in *Educational Leadership*, *Reading Research Quarterly*, *The Reading Teacher*, *Applied Measurement in Education*, and several edited volumes.

Karen K. Wixson is a professor of education at the University of Michigan. Prior to receiving her Ph.D. in reading at Syracuse University, she was a remedial reading and learning disabilities teacher. She conducts research and publishes widely in the areas of reading assessment and instruction, and her awards include the IRA Elva Knight Research Award, the AERA Professional Service Award, and the MRA Reading Researcher Award. Recent projects include: coauthor of a diagnosis and remediation text for Harper Collins; coeditor of a current volume from Teachers College Press on *Improving Basal Reading Instruction*; and past codirector of the project between the Michigan Department of Education and the Michigan Reading Association to revise statewide objectives and test in reading. She served on the NAEP Objectives Panel in 1990, two special NAEP Committees in 1992, the Oral Reading and the Metacognitive Assessment Committees. She is currently a member of the Language Arts Advisory Group of the New Standards Project.

**POLICY PERSPECTIVES
ON EDUCATIONAL TESTING**