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ABSTRACT

As part of the National Assessment of Educational Progress on reading, this volume reflects the theme of reference materials. Divided into subthemes, the first requires the individual to know appropriate reference sources, since reference sources are best utilized when an individual knows which type of reference to consult for a specific kind of information. The second subtheme requires the individual to use reference materials effectively, since once the appropriate source is located, an individual must be able to extract the desired information. In all but one exercise (which incorporated a real dictionary) facsimiles of reference materials were used. In addition to introducing the theme, the volume describes the results obtained from the assessment. (Sample exercises and charts do not reproduce well due to type size.) (HOD)

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REPORT 02-R-04

REFERENCE MATERIALS

1970-71 Assessment

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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#02-R-05	Reading: Gleaning Significant Facts from Passages (Theme 5)	May, 1973
#02-L-00	Literature: Summary Data	June, 1973
#02-R-02	Reading: Graphic Materials (Theme 2)	June, 1973
#02-R-20	Reading: Released Exercises	July, 1973
#02-R-06	Reading: Main Ideas and Organization (Theme 6)	July, 1973
#02-R-04	Reading: Reference Materials (Theme 4)	July, 1973

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INTRODUCTION TO THE THEMES

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

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

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

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

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

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

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

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

Theme 1: Understand Words and Word Relationships

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

* * *

* * *

* * *

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

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

Theme 2: Graphic Materials

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

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

Theme 3: Written Directions

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

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

Theme 4: Reference Materials

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

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively. In all but one exercise--which incorporated a real dictionary--in the latter subtheme, facsimiles of reference materials were used.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the

individual to recall certain facts when the passage is no longer available. Still other exercises require the individual-to-discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

* * *

* * *

* * *

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

Theme 6: Main Ideas and Organization

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

Theme 7: Drawing Inferences

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

Theme 8: Critical Reading

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

METHODS OF DESCRIBING THE DATA

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

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 20-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type of community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size and type of community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.¹

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer or most desirable answer. We use the term--percentage of success--to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a

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

percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

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

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

Northeast % of Success	-	National % of Success	=	Northeast Effect
74%	-	68%	=	6%

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

West % of Success	-	National % of Success	=	West Effect
52%	-	60%	=	-8%

Limitations of the Data

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

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

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

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

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not

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

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

be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

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

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

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

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary

Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior do not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.⁵

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

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than

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

75% of its effects occur either above or below the national level. In other words, if a group's upper quartile⁶ effect is positive (greater than zero) and the lower quartile⁶ effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.

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

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

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

Atypical Group Behaviors

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

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

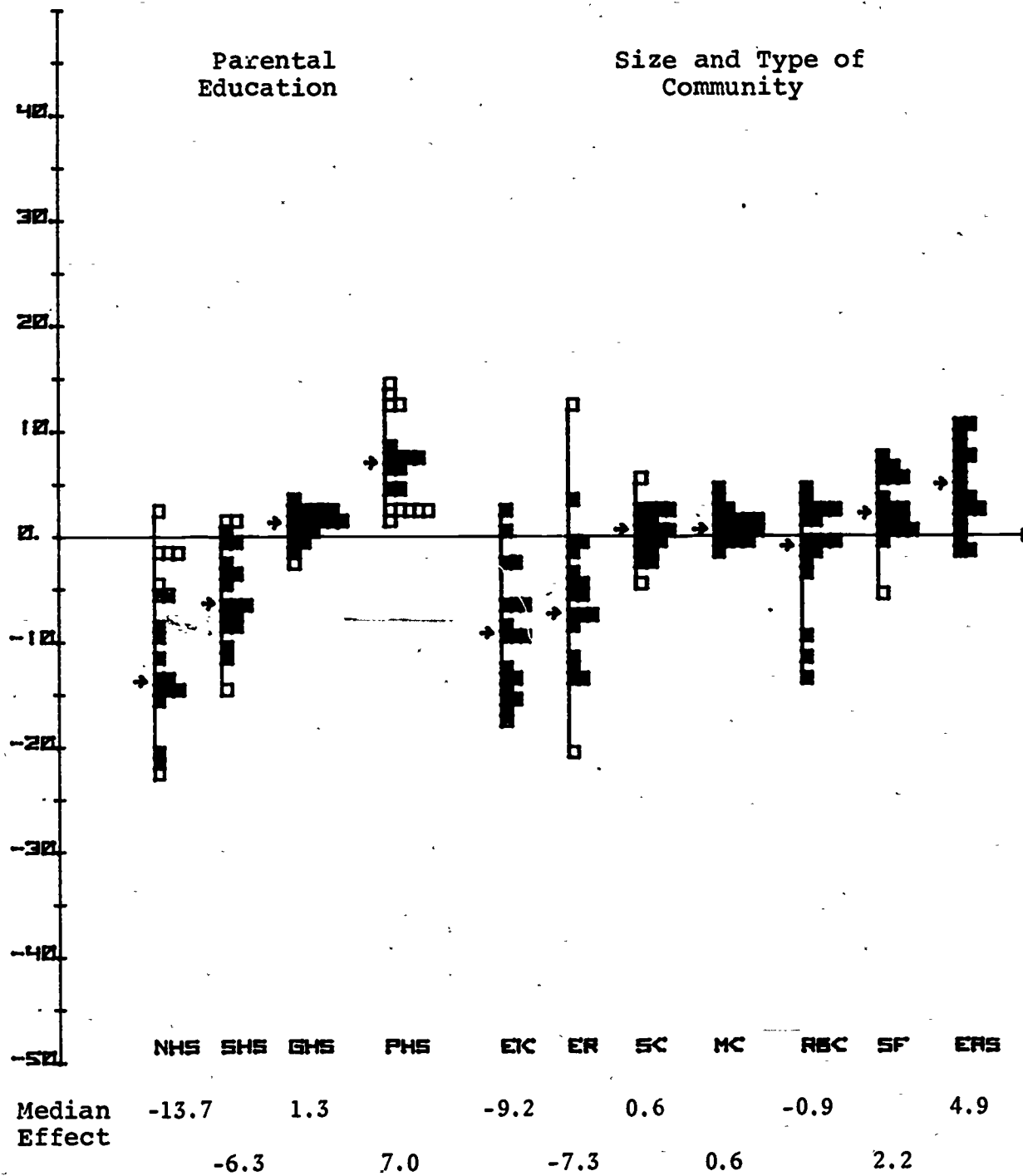
If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is high or low for that group. See, for example, the distribution of effects for the small city group (SC) on Exhibit M-1.

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

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

Exhibit M-1

Example Distributions of Effects



KEYS:

Region

SE Southeast
W West
C Central
NE Northeast

Sex

M Male
F Female

Color

B Black
W White

Parental Education

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

Size and Type of Community (STOC)

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

Size of Community (SOC)

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

above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even farther from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

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

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

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

CHAPTER 1

THEME 4: REFERENCE MATERIALS

Reference materials are unique in that they are organized to facilitate retrieval of specific types of information. By the same token, an individual is usually seeking a specific kind of information when he "reads" or uses reference materials. The process of gleaning information from reference materials is regarded as a study skill. In this light, the process of gleaning information from written directions (Theme 3) and from charts, maps and graphs (Subtheme 2C) can be regarded as a study skill; and these materials can be regarded as types of reference materials.

Besides understanding words and word relationships, in order for an individual to utilize reference materials effectively, he must first know what reference source to use. Once he has located the proper source, he must know how to locate the specific information he is seeking. The exercises in Theme 4 are divided into two subthemes on this basis.

- A. Know appropriate reference sources.
- B. Use reference materials effectively.

Subtheme A requires that the reader know the kinds of information contained in various reference sources. An exercise in this subtheme typically asks, "In which of the following would you look to find _____?"

Exercises in Subtheme B generally consist of a facsimile of a reference source from which an individual is required to extract certain bits of information.

In everyday life, individuals frequently need to obtain certain specific kinds of information. Therefore, a good working knowledge of reference sources and a proficiency in gleaning this information from them is one of several necessary reading skills, but it is not sufficient for adequate functioning in everyday life, since people must cope with still other types of reading materials.

CHAPTER 2

SUMMARY OF RESULTS

In summarizing the data for Theme 4: Reference Materials, we compare the overall performance of the various groups to the national level on the set of exercises representing Theme 4. An overall performance represents the behavior we would expect, on the basis of the data at hand, from a given group on reference materials.

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

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

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

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level No. of Effects	9 (17)	13 (26)	17 (22)	Adult (7)
Region				
Southeast	-4.9	-4.8	-7.4	-8.1
West	-3.0	0.4	0.2	1.5
Central	3.1	2.6	3.5	3.0
Northeast	2.3	2.1	2.5	2.5
Sex				
Male	-2.2	-2.9	-1.4	-0.6
Female	2.2	3.0	1.4	0.6
Color				
Black	-14.9	-16.3	-21.6	-18.5
White	2.7	2.8	2.9	2.3
Parental Education				
No High School	-9.9	-13.4	-14.2	-5.4
Some High School	-2.8	-5.0	-6.5	-1.7
Graduated High School	1.7	0.8	0.6	2.8
Post High School	7.2	7.2	6.3	7.6
Size and Type of Community*				
Extreme Inner City	-14.9	-7.1	-7.8	
Extreme Rural	-8.2	-4.7	-3.4	
Small City	-1.6	-1.2	-2.4	
Medium City	0.2	1.0	0.4	
Rest of Big City	0.6	-1.5	-2.5	
Suburban Fringe	5.3	2.8	2.5	
Extreme Affluent Suburb	9.1	5.7	7.6	
Size of Community				
Big City				-2.8
Small Place				-0.2
Medium City				-0.1
Urban Fringe				2.2

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

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

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

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

CHAPTER 3
RESULTS FOR AGE 9

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

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Seventeen specific effects (behaviors) on reference materials are summarized at age 9. Ten of these represent released exercises and are described in detail. The other seven behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 17 effects representing Theme 4 for each group relative to the national level indicated by the \emptyset line. Each group's median level is indicated by an arrow (+). Each specific behavior is represented by a box with an X () unless it differs atypically from the group's median level; then it is represented by an open box ().

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

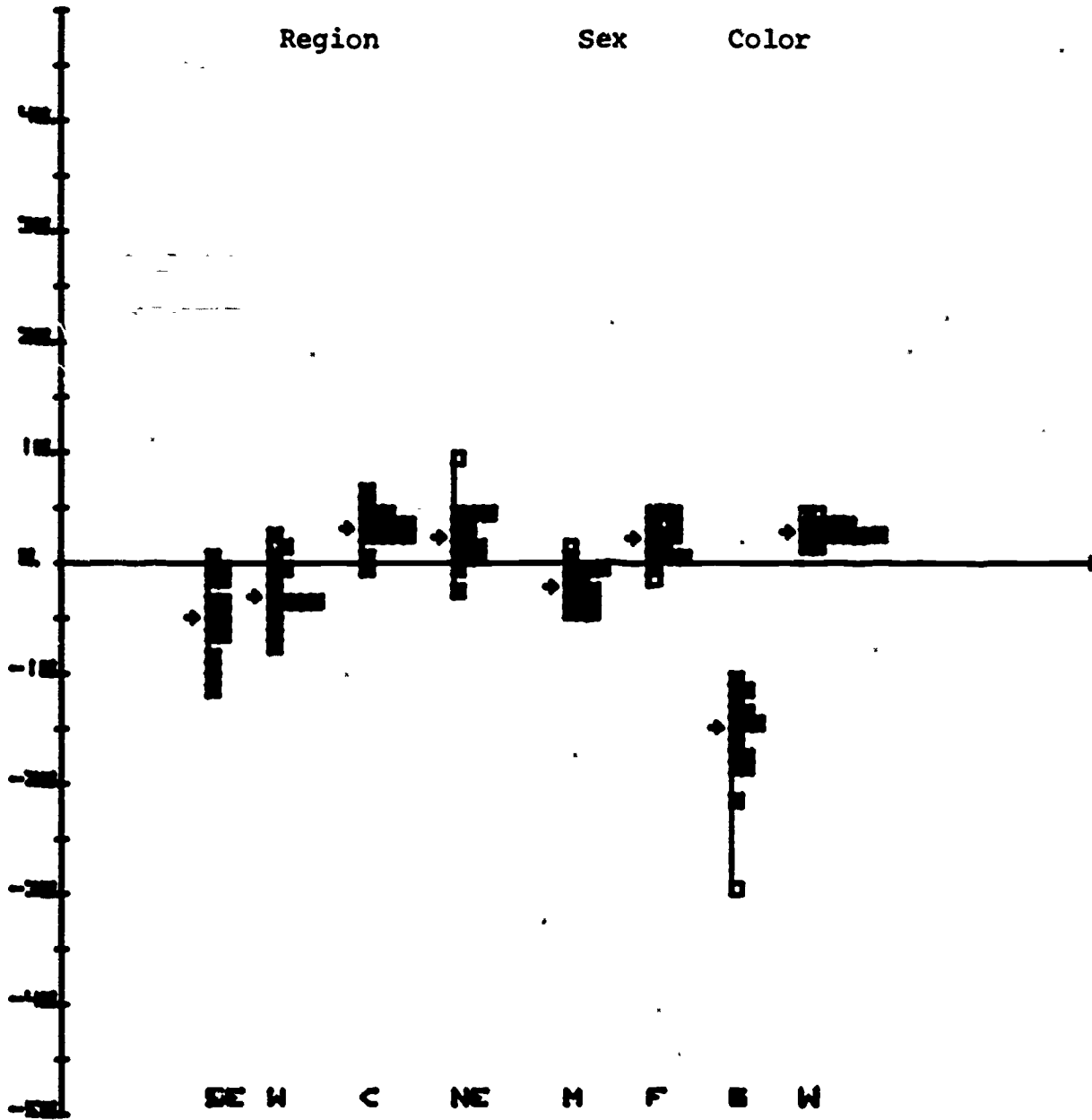
When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior

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

6/7

EXHIBIT 3-1A

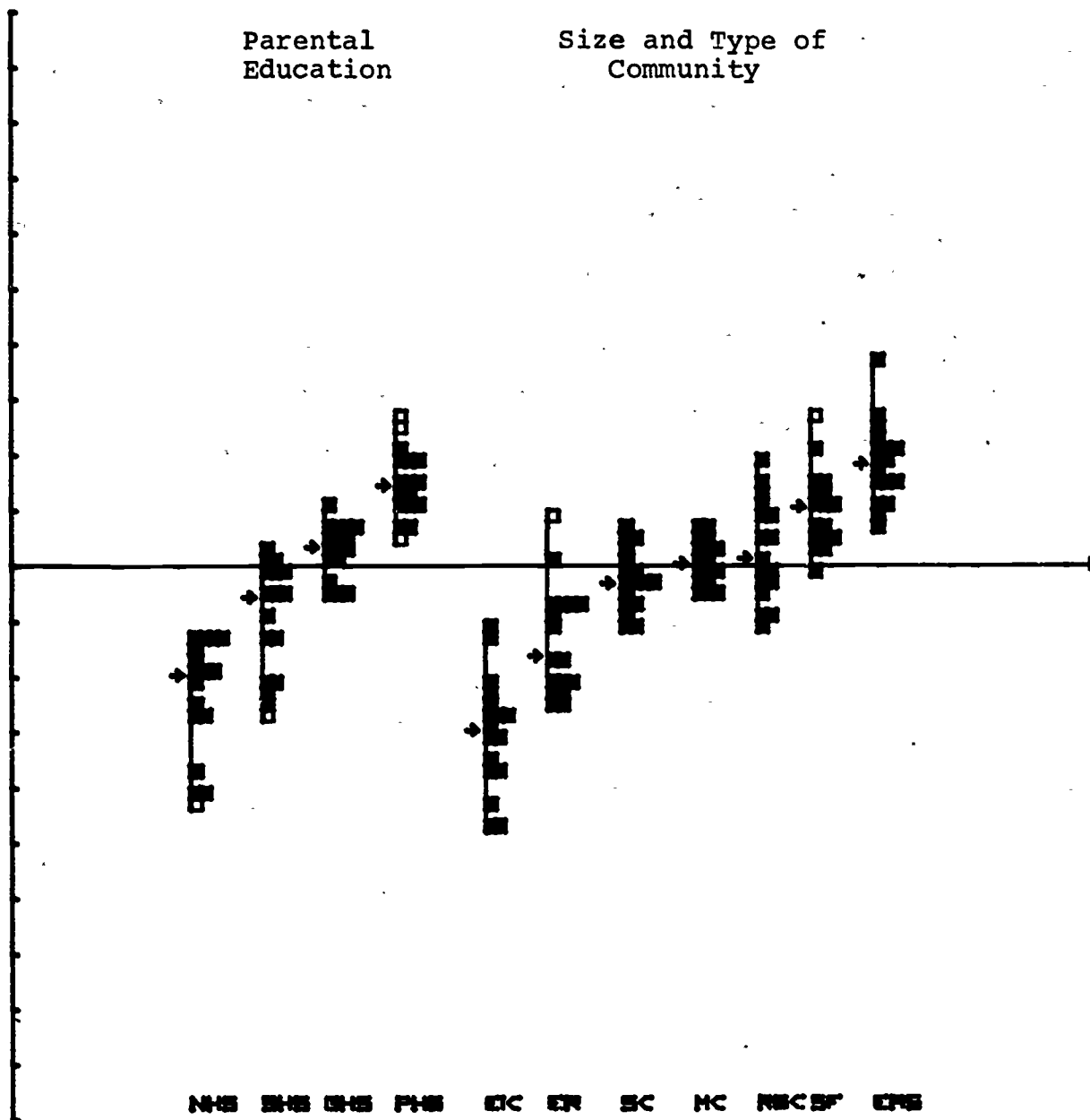
Distribution of Effects for Age 9



	SE	W	C	NE	M	F	B	W
Median Effect	-4.9		3.1		-2.2		-14.9	
		-3.0		2.3		2.2		2.7

EXHIBIT 3-1B

Distribution of Effects for Age 9



	NHS	SHS	CHS	FHS	EC	ER	SC	MC	NBCSF	EPS	
Median Effect	-9.9	-2.8	1.7	7.2	-14.9	-8.2	-1.6	0.2	0.6	5.3	9.1

for that group can be atypically high or low relative to the group's median level.

Region

With a median effect of -4.9, Southeast 9-year-olds had an overall behavior characteristically below the national level. They had no atypical behaviors.

Western 9-year-olds had a median effect of -3.0 and an overall behavior that tended to be below the national level. They had no atypical behaviors.

Central and Northeastern 9-year-olds had median effects of 3.1 and 2.3, respectively. The overall behavior of both groups tended to be above the national level. The Central group had no atypical behaviors, but the Northeastern group performed atypically farther from the national level on Exercise R408 that required knowing that an encyclopedia is the best source to find out about windmills.

Sex

While boys had a median effect of -2.2 and an overall behavior characteristically below the national level, girls had a median effect of 2.2 and an overall behavior characteristically above the national level. However, both boys and girls performed atypically closer to the national level on Exercise R41302 that required detecting from a TV Guide that they could not watch an entire zoo program if they watched the entire movie because they overlapped in timing.

Color

While Black 9-year-olds had a median effect of -14.9 and an overall behavior characteristically below the national level, White 9-year-olds had a median effect of 2.7 and an overall behavior characteristically above the national level. Both groups, however, performed atypically farther from the national level on an unreleased exercise (U410) that required them to recognize which of several reference sources they should use to find out about the Declaration of Independence. Blacks also performed atypically farther from the national level on a released exercise (R408) that required recognizing the encyclopedia as the best source to find out about windmills.

Parental Education²

The no high school group had a median effect of -9.9 and an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on Exercise R41303 that required determining from a TV Guide that the reason no new program was listed on Channel 4 at 3:00 p.m. was that the baseball game ran until 4:00 p.m.

With a median effect of -2.8, the some high school group had an overall behavior that tended to be below the national level. They performed atypically farther from the national level on Exercise U410 that required them to recognize in which of several sources they could find out about the Declaration of Independence.

With a median effect of 1.7, the graduated from high school group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The post high school group had a median effect of 7.2 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on Exercise R408 that required recognizing the encyclopedia as the best source to find out about windmills and on Exercise U410 that required recognizing in which of several sources to find out about the Declaration of Independence. However, they performed atypically closer to the national level on another unreleased exercise (U404) that required recognizing which of several depicted sources would give the meaning of words.

Size and Type of Community³

With a median effect of -14.9, the extreme inner city group had an overall behavior characteristically below the national level. They had no atypical behaviors.

The extreme rural group had a median effect of -8.2 and an overall behavior tending to be below the national level. However, they performed atypically closer to the national level on Exercise R411 that required recognizing that in a telephone directory, Jones would be listed between Johnson and Judson.

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

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

The small city, medium city and rest of big city groups had median effects of -1.6, 0.2 and 0.6, respectively. All three groups had overall behaviors that tended to be about the same as the national level. None of the groups had any atypical behaviors.

The suburban fringe group had a median effect of 5.3 and an overall behavior that tended to be above the national level. Their behavior was atypically farther from the national level on Exercise R411 (Jones in telephone directory).

With a median effect of 9.1, the extreme affluent suburb group had an overall behavior characteristically above the national level. They had no atypical behaviors.

* * *

* * *

* * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 9-year-olds choosing each answer is also shown.

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

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

RELEASED EXERCISES

Exercise 406 -- Age 9

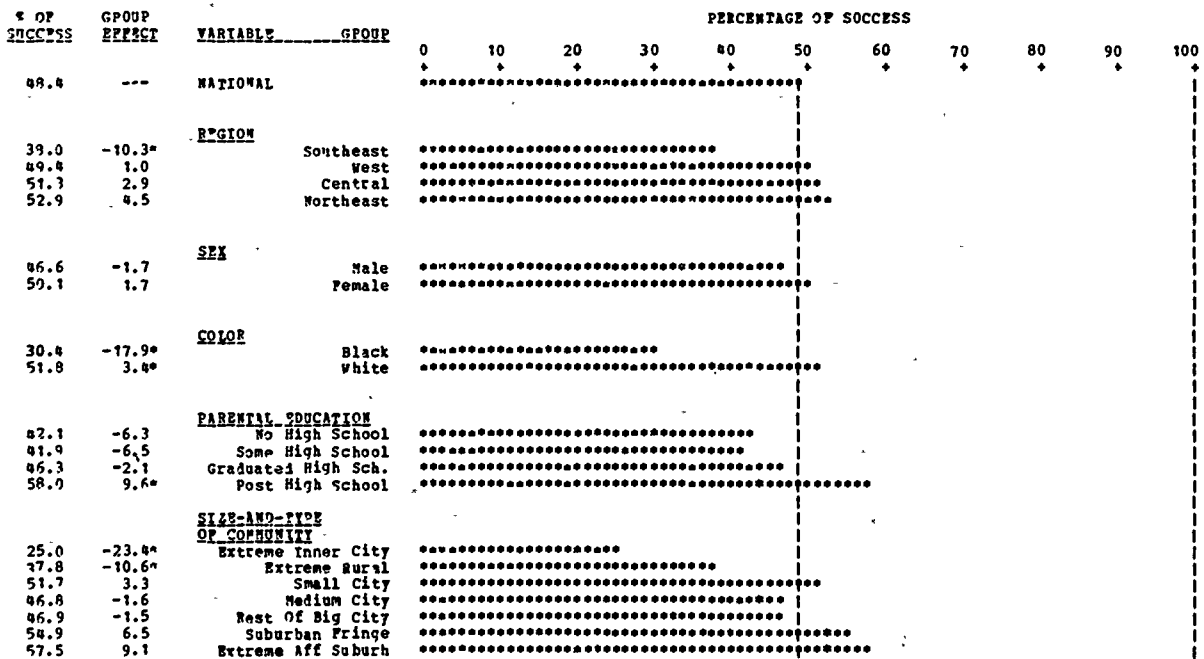
Nat'l 4 Choosing Each Answer What is the BEST way to find out if there is something about Eskimos in a book?

- 48.4% Look in the index.
- 10.0% Look in the glossary.
- 20.3% Look at the title page.
- 9.0% Look through all the pages.
- 9.3% Skim through the introduction.
- 2.9% I don't know.
- 0.2% No response

406 12 3/1 017406013 R0030080

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 406 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Only 48% of 9-year-olds correctly responded "Look in the index." The answer, "Look at the title page," attracted twice as many responses as the other incorrect answers. A book containing "something about Eskimos" might have the word "Eskimo" or some other indicator in the title, but not necessarily.

Exercise 408 -- Age 9

Read the question and fill in the oval beside the correct answer.

Nat'l % Choosing Each Answer - If you had to tell your class about windmills, which of these would be the BEST book to use?

- 5.8% An atlas
- 26.2% A dictionary
- 57.4% An encyclopedia
- 3.8% The Yellow Pages in the telephone book
- 6.2% I don't know.
- 0.5% No response

V07 03 3/1 03*Y408013 R00300R0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS												
				0	10	20	30	40	50	60	70	80	90	100		
57.4	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+	+	+
		REGION		.....											
47.6	-9.8*		Southeast	.....											
50.4	-7.0*		West	.....											
62.1	4.7		Central	.....											
66.5	9.1*		Northeast	.....											
		SEX		.....											
56.7	-0.8		Male	.....											
58.2	0.8		Female	.....											
		COLOR		.....											
36.5	-21.0*		Black	.....											
61.7	4.2*		White	.....											
		PARENTAL EDUCATION		.....											
44.1	-13.3*		No High School	.....											
52.7	-4.7		Some High School	.....											
59.6	-2.8		Graduated High Sch.	.....											
71.3	13.9*		Post High School	.....											
		SIZE-AND-TYPE OF COMMUNITY		.....											
39.9	-17.5*		Extreme Inner City	.....											
49.0	-8.5		Extreme Rural	.....											
51.9	-5.6*		Small City	.....											
55.4	-2.1		Medium City	.....											
60.3	2.9		Rest Of Big City	.....											
55.0	7.6*		Suburban Fringe	.....											
75.5	18.0*		Extreme Aff Suburb	.....											

Exercise 408 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

On this exercise, 9-year-olds had to select the best reference source where they might find information about windmills. Fifty-seven percent of them correctly said an encyclopedia, but nearly half that many (26%) said a dictionary. A dictionary would give information about windmills in the sense of definitions but not as thorough as that in an encyclopedia. Perhaps some 9-year-olds do not know what an encyclopedia is.

Exercise 409 -- Age 9

Read the question and fill in the oval beside the correct answer.

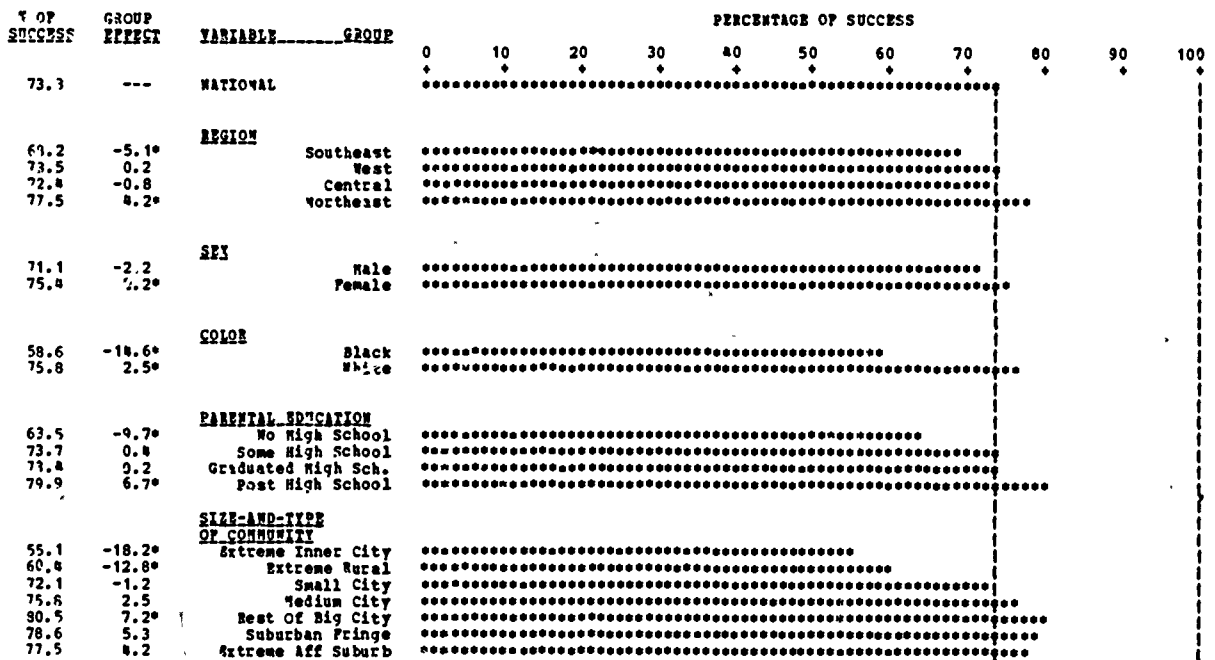
Nat'l & Choosing Each Answer If you like books which are NOT about people, which one of the following would you read?

- 4.8% The Jazz Men
- 4.1% Johnny Tremaine
- 73.3% All about Elephants
- 11.7% Who's in Charge of Lincoln?
- 5.7% I don't know.
- 0.5% No response

N08 03 3/1 03*X409011 410000R0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 409 -- Age 9

Overlaps: Age 13

Objective IV: Reason logically from what is read.

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

Seventy-three percent of 9-year-olds were able to say that if they wanted to read a book NOT about people, they would read All about Elephants!

Exercise 411 -- Age 9

You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

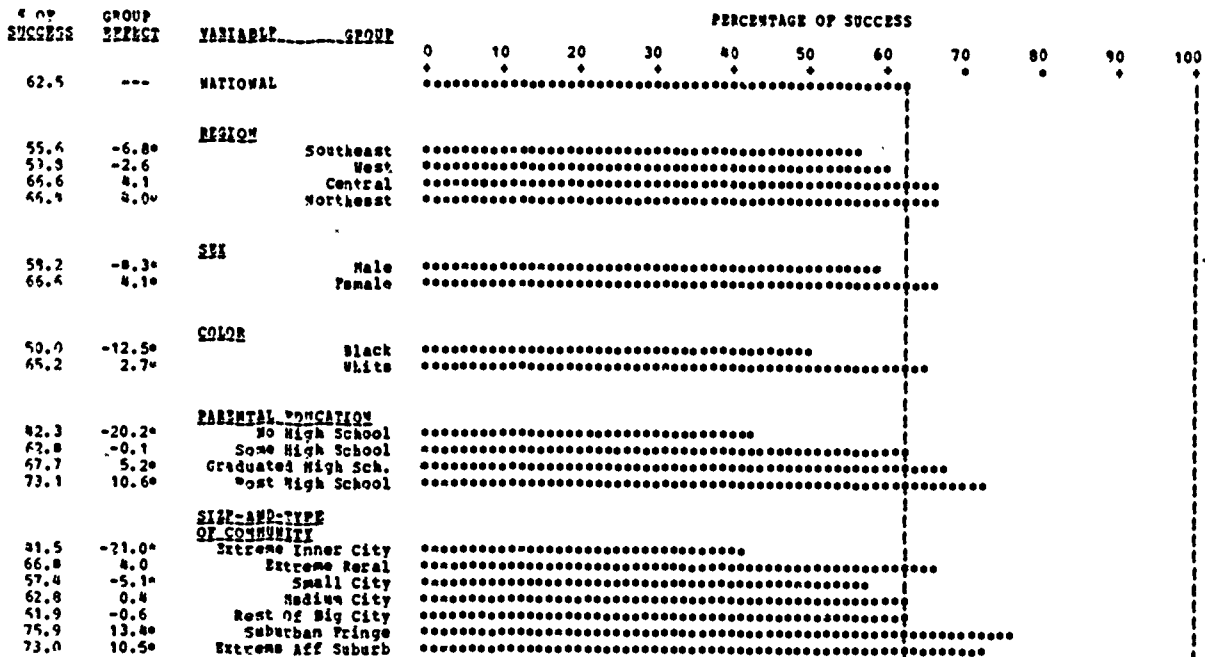
Nat'l %
Choosing
Each Answer

- 2.1% Jackson and Jacobs
- 3.0% Jacobs and James
- 20.0% James and Johnson
- 62.5% Johnson and Judson
- 3.0% Judson and Justus
- 8.4% I don't know.
- 1.2% No response

439 05 3/1 04*2811013 R00300R0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 411 -- Age 9

Overlaps: Age 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

Here is an exercise on looking up a name in the telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers are directed at the name Johnson, 9-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Sixty-three percent succeeded, but 20% said Jones would be between James and Johnson. Apparently, they did not carry their alphabetization far enough.

Exercise 412 -- Age 9

(Give dictionary to student.)

Ask the first two questions and record the main points of his responses.)

41201 First ask: "What is a dictionary?" *

77.31 (Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202 Then ask: "What does the word 'define' mean?" **

17.46 (Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

91.30 Open the book to page 15 and tell me any three words defined on that page.*

1. Allude, Allusion, Alliteration
2. Allamate, Allot, Allure
3. Allusion, Alloy, All right

41204

Tell me the last word defined in the "P" section.

53.00 pythia

41205

Tell me the number of the last page in the dictionary.

92.90 632

41206

Tell me the number of the page on which you can find out what the word "baka" means.

71.20 4

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

65.40 Just before household
Just after houseboat

41208

38.70 All five parts correct (41203-07)

*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almost, almont, alms, alms house, also, aloft, aloha, along, alongside, aloof, aloud, slip, alpaca, alpha, alphabet

410 925 1/7 15*012080 R1030920

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFERENCE	VARIABLE	GROUP	PERCENTAGE OF SUCCESS												
				0	10	20	30	40	50	60	70	80	90	100		
33.7	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+	+	+
18.2	-0.5	REGION	Southeast	+	+	+	+	+	+	+	+	+	+	+	+	+
32.8	-6.3*		West	+	+	+	+	+	+	+	+	+	+	+	+	+
27.9	0.2		Central	+	+	+	+	+	+	+	+	+	+	+	+	+
39.7	1.0		Northeast	+	+	+	+	+	+	+	+	+	+	+	+	+
15.5	-3.2*	SEX	Male	+	+	+	+	+	+	+	+	+	+	+	+	+
22.2	3.6*		Female	+	+	+	+	+	+	+	+	+	+	+	+	+
21.9	-16.9*	RACE	Black	+	+	+	+	+	+	+	+	+	+	+	+	+
21.8	3.1*		White	+	+	+	+	+	+	+	+	+	+	+	+	+
31.5	-7.3	PARENTAL EDUCATION	% High School	+	+	+	+	+	+	+	+	+	+	+	+	+
27.6	-11.2*		Some High School	+	+	+	+	+	+	+	+	+	+	+	+	+
29.9	2.1		Graduated High Sch.	+	+	+	+	+	+	+	+	+	+	+	+	+
27.9	9.1*		Post High School	+	+	+	+	+	+	+	+	+	+	+	+	+
23.5	-15.3*	SITE AND TYPE OF COMMUNITY	Extreme Inner City	+	+	+	+	+	+	+	+	+	+	+	+	+
30.2	-0.5		Extreme Rural	+	+	+	+	+	+	+	+	+	+	+	+	+
35.5	-3.2		Small City	+	+	+	+	+	+	+	+	+	+	+	+	+
34.0	-2.7		Medium City	+	+	+	+	+	+	+	+	+	+	+	+	+
21.5	2.8		Rest Of Big City	+	+	+	+	+	+	+	+	+	+	+	+	+
25.7	7.0		Suburban Fringe	+	+	+	+	+	+	+	+	+	+	+	+	+
52.5	13.9*		Extreme Aff Suburb	+	+	+	+	+	+	+	+	+	+	+	+	+

Exercise 412 -- Age 9

Overlaps: Ages 13, 17 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

For this exercise, 9-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 91% could give at least three words listed on page 15. On part 41204, however, only 53% could give the last word (python) defined in the "P" section. On part 41205, 93% could give the number of the last page in the book. On part 41206, 71% could give the number of the page where they could find out what the word "bake" means. On part 41207, 65% could give the words defined just before and just after "house." Thirty-nine percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 9-year-olds in the various groups who were correct on all five parts.

Exercise 413 -- Age 9

(Give the student a copy of the TV schedule* and show it to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. Super Mutt - Cartoons

*material deleted due
to copyright
restrictions*

*popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

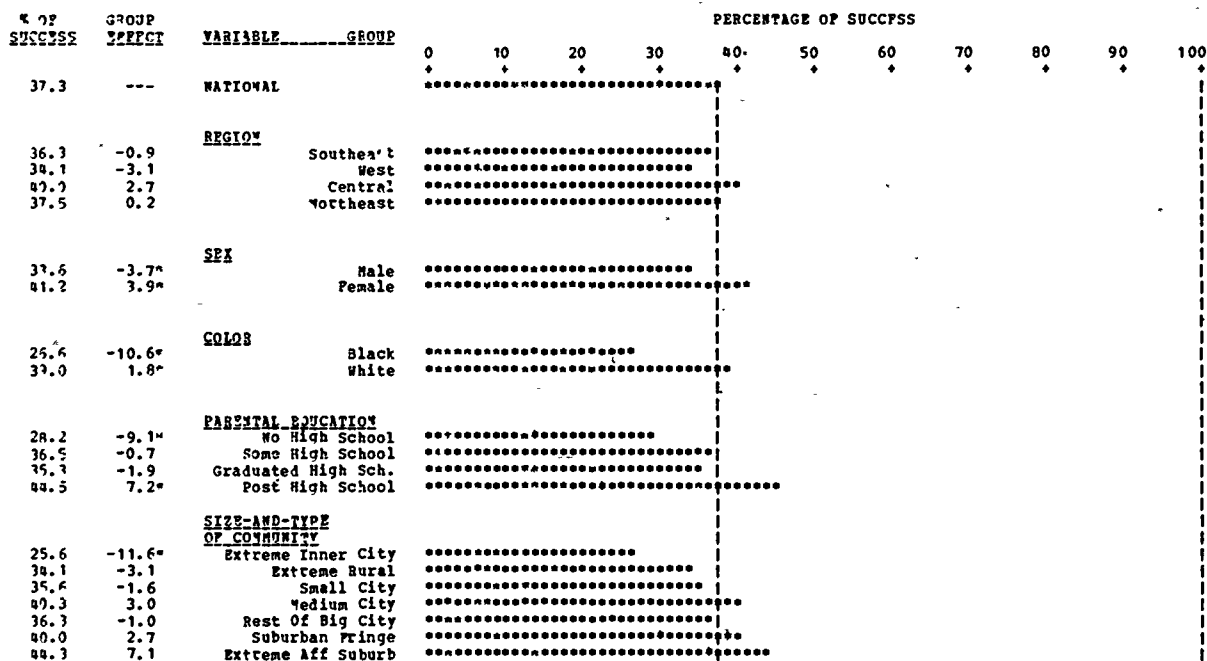
37.34 Children's Variety

*Adapted from TV Guide [®] Magazine, with permission.

11 02 3/1 01*X413010 R1030000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41302

Nat'l & Choosing If you watched the entire movie, could you also see the entire program about the San Diego Zoo?
Each Answer

- 41.5% Yes
- 48.0% No
- 9.5% I don't know.
- 1.0% No response

N11 02 5/1 02*813020 R1030099

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
89.0	---	NATIONAL		.....									
		<u>REGION</u>		.....									
81.4	-6.6*		Southeast	.....									
87.3	-0.8		West	.....									
51.2	3.1		Central	.....									
50.8	2.3		Northeast	.....									
		<u>SEX</u>		.....									
49.1	1.1		Male	.....									
46.9	-1.2		Female	.....									
		<u>COLOR</u>		.....									
36.8	-11.6*		Black	.....									
49.9	1.8*		White	.....									
		<u>PARENTAL EDUCATION</u>		.....									
40.0	-8.0*		No High School	.....									
48.3	0.3		Some High School	.....									
49.8	1.3		Graduate High Sch.	.....									
51.4	3.8		Post High School	.....									
		<u>SIZE-AND-TYPE OF COMMUNITY</u>		.....									
42.1	-6.0		Extreme Inner City	.....									
36.7	-11.3*		Extreme Rural	.....									
45.2	-2.8		Small City	.....									
45.4	-2.7		Medium City	.....									
57.6	9.6*		Rest Of Big City	.....									
51.7	3.6		Suburban Fringe	.....									
59.6	10.5*		Extreme Aff Suburb	.....									

41303

Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

44.08 Football game here until 4:00 p.m.

W11 02 6/1 01*X413030 P1030020

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFERENTIAL	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
48.0	---	NATIONAL		.....									
		REGION		.....									
15.0	-8.0*		Southeast	.....									
39.5	-2.6		West	.....									
47.7	5.7*		Central	.....									
47.6	3.6		Northeast	.....									
		SEX		.....									
43.3	-0.1		Male	.....									
44.2	0.2		Female	.....									
		COLOR		.....									
21.0	-15.1*		Black	.....									
47.0	3.0*		White	.....									
		PARENTAL EDUCATION		.....									
22.3	-21.7*		No High School	.....									
45.3	1.2		Some High School	.....									
42.0	-2.1		Graduated High Sch.	.....									
51.9	7.8*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
34.1	-10.0*		Extreme Inner City	.....									
32.9	-11.1*		Extreme Rural	.....									
41.9	-0.1		Small City	.....									
42.4	-1.6		Medium City	.....									
44.7	0.6		Rest Of Big City	.....									
54.7	10.6*		Suburban Fringe	.....									
47.4	3.4		Extreme Aff Suburb	.....									



41304

At what time are the cartoons shown?

73.0% 2:00 p.m.

11 02 8/1 01*41304 2133000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DEFICI	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
73.0	---	NATIONAL		.....									
REGION														
68.5	-4.6*	Southeast		.....									
70.0	-3.1	West		.....									
75.7	2.7	Central		.....									
76.1	3.0	Northeast		.....									
SEX														
72.9	-0.1	Male		.....									
73.2	0.1	Female		.....									
COLOR														
58.6	-18.4*	Black		.....									
76.3	3.3*	White		.....									
PARENTAL EDUCATION														
52.7	-20.3*	No High School		.....									
66.7	-6.3	Some High School		.....									
75.7	3.6*	Graduated High Sch.		.....									
79.9	6.8*	Post High School		.....									
SIZE-AND-TYPE OF COMMUNITY														
59.4	-13.7*	Extreme Inner City		.....									
60.7	-12.4*	Extreme Rural		.....									
71.2	-1.8	Small City		.....									
74.7	1.6	Medium City		.....									
77.4	4.3	Rest Of Big City		.....									
79.2	6.2*	Suburban Fringe		.....									
81.8	8.8*	Extreme Aff Suburb		.....									

41305

Nat'l & How long is the program on Channel 6 at
 Choosing 3:00 p.m.?
 Each Answer

- .17.1% ○ 30 minutes
- 58.9% ● 60 minutes
- 8.2% ○ 90 minutes
- 2.1% ○ 120 minutes
- 12.2% ○ I don't know.
- 1.5% No response

Y11 02 10/1 02*XR13050 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS									
				0	10	20	30	40	50	60	70	80	90	100
53.0	---	NATIONAL	+									
		REGION		.....								
57.7	-1.1		Southeast	.....								
53.7	-5.2*		West	.....								
61.9	3.0		Central	.....								
69.5	1.6		Northeast	.....								
		SEX		.....								
59.0	0.1		Male	.....								
58.7	-0.1		Female	.....								
		COLOR		.....								
49.7	-18.2*		Black	.....								
67.2	3.8*		White	.....								
		PARENTAL EDUCATION		.....								
49.7	-9.9		No High School	.....								
56.0	-2.8		Some High School	.....								
61.0	2.1		Graduated High Sch.	.....								
64.1	5.2*		Post High School	.....								
		SIZE-AND-TYPE OF COMMUNITY		.....								
46.2	-12.7*		Extreme Inner City	.....								
59.7	-8.2		Extreme Rural	.....								
60.9	2.0		Small City	.....								
61.0	3.1		Medium City	.....								
53.5	-5.3		West Of Big City	.....								
59.2	-0.7		Suburban Fringe	.....								
71.0	12.1*		Extreme Aff Suburb	.....								

41306 Summary of the five parts

- 0.6% No response
- 7.2% 0 parts correct
- 16.3% 1 part correct
- 22.9% 2 parts correct
- 23.2% 3 parts correct
- 18.9% 4 parts correct
- 10.8% 5 parts correct

The exhibit below gives the percentages of the various groups responding correctly on all five parts.

" 11 023 1/2 15-V413060 P0000000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DEVIATION	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
10.9	---	NATIONAL		+	+	+	+	+	+	+	+	+	+	+
8.3	-2.5	REGION	Southeast	*****										
8.1	-2.8*		West	*****										
12.9	2.0		Central	*****										
12.7	1.9		Northeast	*****										
10.1	-0.8	SEX	Male	*****										
11.5	0.8		Female	*****										
2.9	-7.8*	COLOR	Black	***										
12.2	1.4*		White	*****										
1.9	-8.9*	PARENTAL EDUCATION	No High School	***										
3.0	-2.8		Some High School	*****										
12.0	1.2		Graduated High Sch.	*****										
13.3	3.0*		Post High School	*****										
5.5	-5.2*	SIZE-AND-TYPE OF COMMUNITY	Extreme Inner City	****										
5.3	-5.5*		Extreme Rural	****										
10.4	-0.4		Small City	*****										
12.7	2.0		Medium City	*****										
10.3	-0.4		Rest Of Big City	*****										
11.3	0.6		Suburban Fringe	*****										
15.5	5.8*		Extreme Aff Suburb	*****										

Exercise 413 -- Age 9

Overlaps: Ages 13, 17 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 37% of 9-year-olds were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 48% could tell that if they watched the entire movie, they could not also see the entire program about the San Diego Zoo. On part 41303, 44% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 73% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 59% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Eleven percent of 9-year-olds responded correctly on all five parts.

CHAPTER 4

RESULTS FOR AGE 13

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

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty-six specific effects (behaviors) on reference materials are summarized at age 13. Fourteen of these represent released exercises and are described in detail. The other 12 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 26 effects representing Theme 4 for each group relative to the national level indicated by the \emptyset line. A group's median level is indicated by an arrow (\rightarrow). Each specific behavior is indicated by a box with an X (\boxtimes) unless it differs atypically from the group's median level; then it is represented by an open box (\square).

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

When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior

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

EXHIBIT 4-1A

Distribution of Effects for Age 13

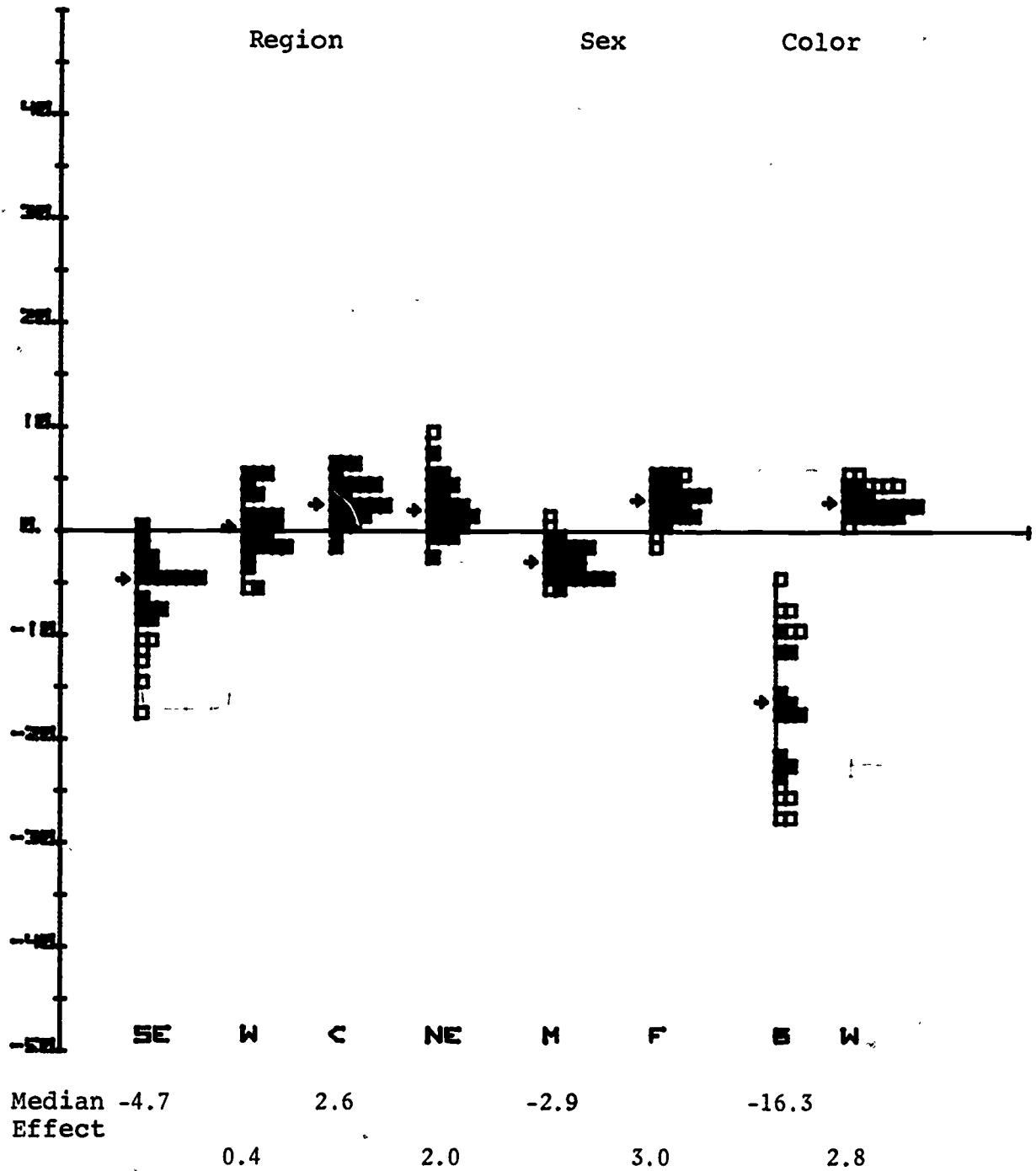
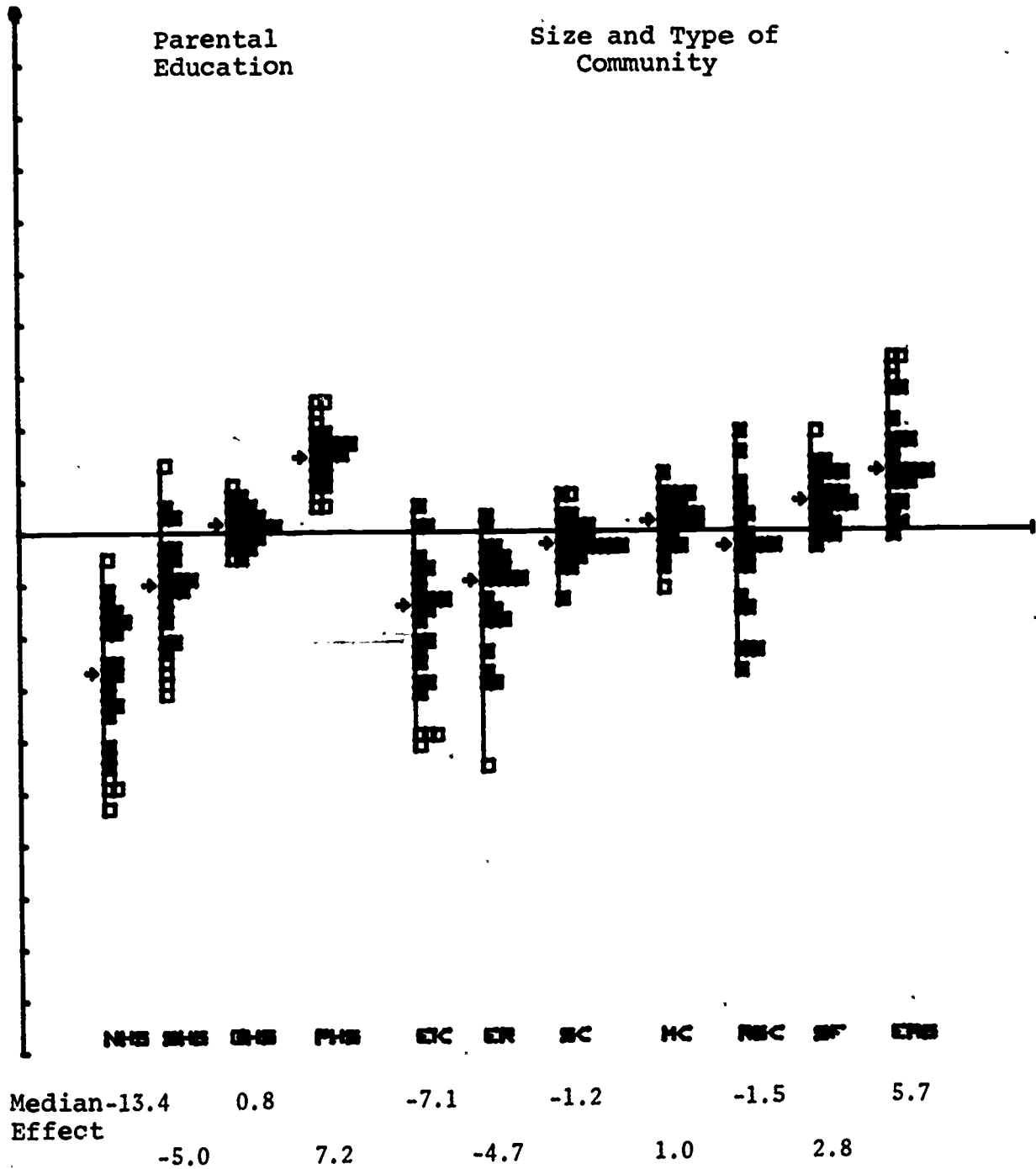


EXHIBIT 4-1B

Distribution of Effects for Age 13



for that group can be atypically high or low relative to the group's median level.

Region

Southeastern 13-year-olds had a median effect of -4.8 and an overall behavior characteristically below the national level. However, their behavior was atypically farther from the national level on four parts of the released exercise (R413) regarding the TV Guide and on parts of two unreleased exercises (U41803 and U41902) regarding a library card: R41302 required recognizing that they could not watch the entire zoo program if they watched the entire movie because of a time overlap; R41303 required recognizing that a new program was not listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 required identifying the time cartoons are shown; R41305 required identifying the length of the program on Channel 6 at 3:30 p.m.; U41803 required recognizing that the book was originally in a foreign language; and U41902 required determining whether the book was illustrated.

With a median effect of 0.4, Western 13-year-olds had an overall behavior that tended to be about the same as the national level. However, they performed atypically low on Exercise U41401 that required recognizing how to obtain long distance information from a telephone directory.

Central and Northeastern 13-year-olds had median effects of 2.6 and 2.1, respectively. The overall behavior of both groups tended to be above the national level. The Central group had no atypical behaviors, but the Northeastern group performed atypically high on the part of the TV Guide exercise (R41302) regarding the overlapping times of a zoo program and movie, and on Exercise R42003 that required recognizing which of several articles would most likely appear in a weekly news magazine.

Sex

While boys had a median effect of -2.9 and an overall behavior characteristically below the national level, girls had a median effect of 3.0 and an overall behavior characteristically above the national level. Both boys and girls, however, had behaviors atypically farther from the national level on Exercise U41606 regarding the use of a newspaper directory. Both groups performed atypically closer to the national level on Exercise U41801 that required identifying the topic of a book from a library card, and on Exercise R42001 that required recognizing that movie reviews would be in the cinema section of a weekly news magazine.

Color

While Black 13-year-olds had a median effect of -16.3 and an overall behavior characteristically below the national level, White 13-year-olds had a median effect of 2.8 and an overall behavior characteristically above the national level. Both groups performed atypically closer to the national level on Exercise U41901 that required giving the call number from a library card. Blacks also performed atypically closer to the national level on four other exercises: R408 required recognizing that an encyclopedia is the best source to find out about windmills; R409 required recognizing which of several books would not be about people; R415 required that a passage on the definition of the word "beat" most likely came from a collection of essays; and R42002 asked for the page on which science news could be found in a weekly news magazine.

Both groups had behaviors atypically farther from the national level on three exercises: R41303 required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 asked what time the cartoons are shown; and U41803 required identifying from a library card that a book had originally been in a foreign language. Blacks also performed atypically farther from the national level on Exercise U41606 regarding the use of a newspaper directory and on Exercise U41902 that required determining from a library card whether a book is illustrated. Whites also performed atypically farther from the national level on Exercise R41301 that required recognizing from a TV Guide which program is a rerun and on Exercise U41802 that required identifying from a library card when the author died.

Parental Education²

The no high school group had a median effect of -13.4 and an overall behavior characteristically below the national level. However, they performed atypically closer to the national level on Exercise U41901 that asked for the call number on a library card. They had behaviors atypically farther from the national level on four exercises: R41303 that required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; U41606 regarded the use of a newspaper directory; U41803 required identifying from a library

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

card that a book had originally been in a foreign language; and U41902 required determining from a library card whether a book is illustrated.

The some high school group had a median effect of -5.0 and an overall behavior that tended to be below the national level. However, they performed atypically closer to the national level on Exercise R409 that required recognizing which of several books would not be about people. Their behavior was atypically farther from the national level on four exercises: U41801 asked for the topic of a book from a library card; U41802 asked when the author died; U41803 required recognizing that the book had been in a foreign language originally; and U41606 regarded using a newspaper directory.

With a median effect of 0.8, the graduated from high school group had an overall behavior that tended to be about the same as the national level. However, they performed atypically low on Exercise U403 that required knowing in which of several sources to find the meaning of a given word, and they performed atypically high on Exercise U41802 that asked when the author died (library card).

The post high school group had a median effect of 7.2 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on four exercises: R41303 required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; U41606 regarded the use of a newspaper directory; U41803 required identifying from a library card that a book had originally been in a foreign language; and U41902 required determining from a library card whether a book is illustrated. However, their behavior was atypically closer to the national level on five exercises: U404 required recognizing which of several depicted sources tells the meaning of words; R409 required recognizing which of several books would not be about people; R411 required recognizing that in a telephone directory, Jones is listed between Johnson and Judson; U41901 asked for the call number from a library card; and R42002 asked for the page in a weekly news magazine where science news could be found.

Size and Type of Community³

With a median effect of -7.1, the extreme inner city group had an overall behavior characteristically below the national

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

level. They performed atypically farther from the national level on four exercises: R41303 that required recognizing that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game ran until 4:00 p.m.; R41304 required recognizing what time the cartoons start; U41802 required identifying from a library card when the author died; and U41902 required determining from a library card whether a book is illustrated.

With a median effect of -4.7, the extreme rural group had an overall behavior tending to be below the national level. They performed atypically farther from the national level on Exercise R41303.

The small city, medium city and rest of big city groups had median effects of -1.2, 1.0 and -1.5, respectively. All three groups had overall behaviors that tended to be about the same as the national level. The small city and rest of big city groups had no atypical behaviors. ~~The medium city group performed~~ atypically low on Exercise R406 that required recognizing that the index is the best way to find something in a book.

With a median effect of 2.8, the suburban fringe group had an overall behavior that tended to be above the national level. However, they performed atypically high on Exercise R41303.

The extreme affluent suburb group had a median effect of 5.7 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on four exercises: R406 required recognizing that an index is the best way to find something in a book; U41606 regarded using a newspaper directory; U41802 required identifying from a library card when the author died; and U41902 required determining from a library card whether a book is illustrated.

* * *

* * *

* * *

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

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national

percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

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

RELEASED EXERCISES

Exercise 406 -- Age 13

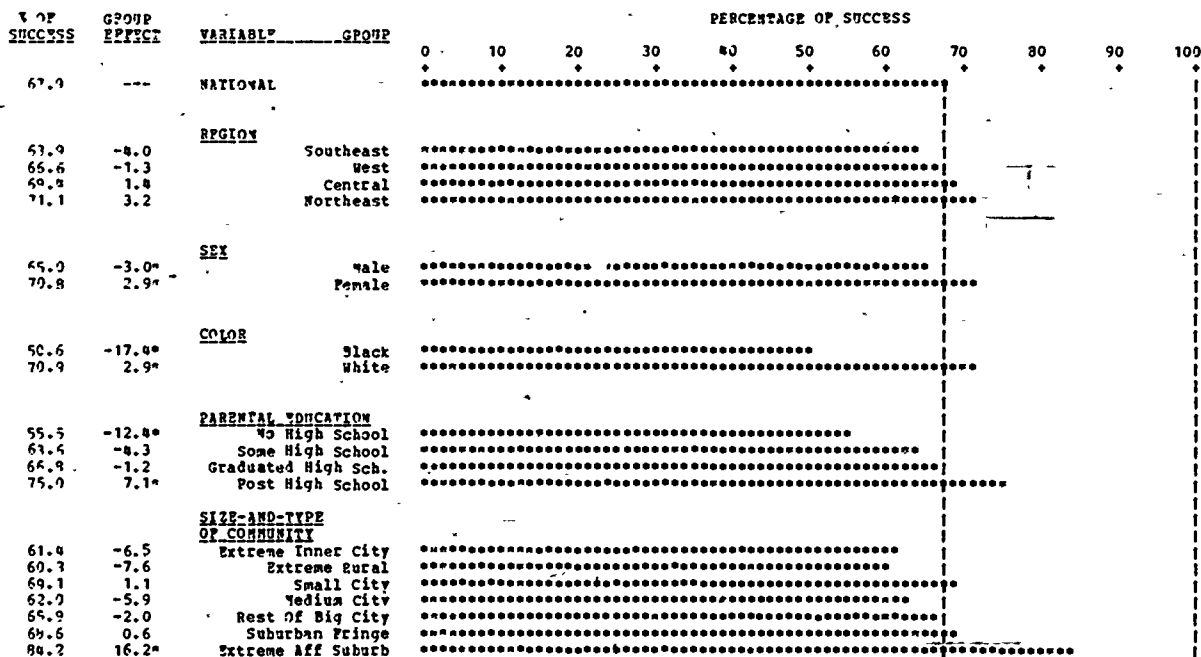
Nat'l & Choosing What is the BEST way to find out if there is some- thing about Eskimos in a book? Each Answer

- 67.9% Look in the index.
- 7.9% Look in the glossary.
- 7.6% Look at the title page.
- 2.7% Look through all the pages.
- 12.8% Skim through the introduction.
- 0.2% I don't know.
- 0.9% No response

12 12 3/1 01-xw06013 20330093

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 406 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Sixty-eight percent of 13-year-olds correctly responded, "Look in the index."

Exercise 408 -- Age 13

Read the question and fill in the oval beside the correct answer.

Nat'l Choosing Each Answer If you had to tell your class about windmills, which of these would be the BEST book to use?

- 2.4% An atlas
- 6.0% A dictionary
- 89.5% An encyclopedia
- 0.5% The Yellow Pages in the telephone book
- 1.4% I don't know.
- 0.1% No response

T13 02 3/1 03*1808013 R033090

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
89.5	---	NATIONAL		.....									
REGION														
89.3	-0.2		Southeast	.....									
87.8	-2.1		West	.....									
91.8	1.9		Central	.....									
89.9	0.3		Northeast	.....									
SEX														
87.5	-1.9%		Male	.....									
91.2	1.7%		Female	.....									
COLOR														
80.2	-9.3%		Black	.....									
91.1	1.6%		White	.....									
PARENTAL EDUCATION														
91.3	-8.2%		No High School	.....									
88.1	-5.8%		Some High School	.....									
91.0	1.5		Graduated High Sch.	.....									
93.8	8.2%		Post High School	.....									
SIZE AND TYPE OF COMMUNITY														
78.5	-11.0%		Extreme Inner City	.....									
87.8	-2.1		Extreme Rural	.....									
88.3	-1.3		Small City	.....									
90.6	1.1		Medium City	.....									
91.3	1.8		Part Of Big City	.....									
90.9	1.0		Suburban Fringe	.....									
98.8	8.9%		Extreme Aff Suburb	.....									

Exercise 408 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

On this exercise, 13-year-olds had to select the best reference source where they might find information about windmills. Ninety percent of them correctly said an encyclopedia.

Exercise 409 -- Age 13

Read the question and fill in the oval beside the correct answer.

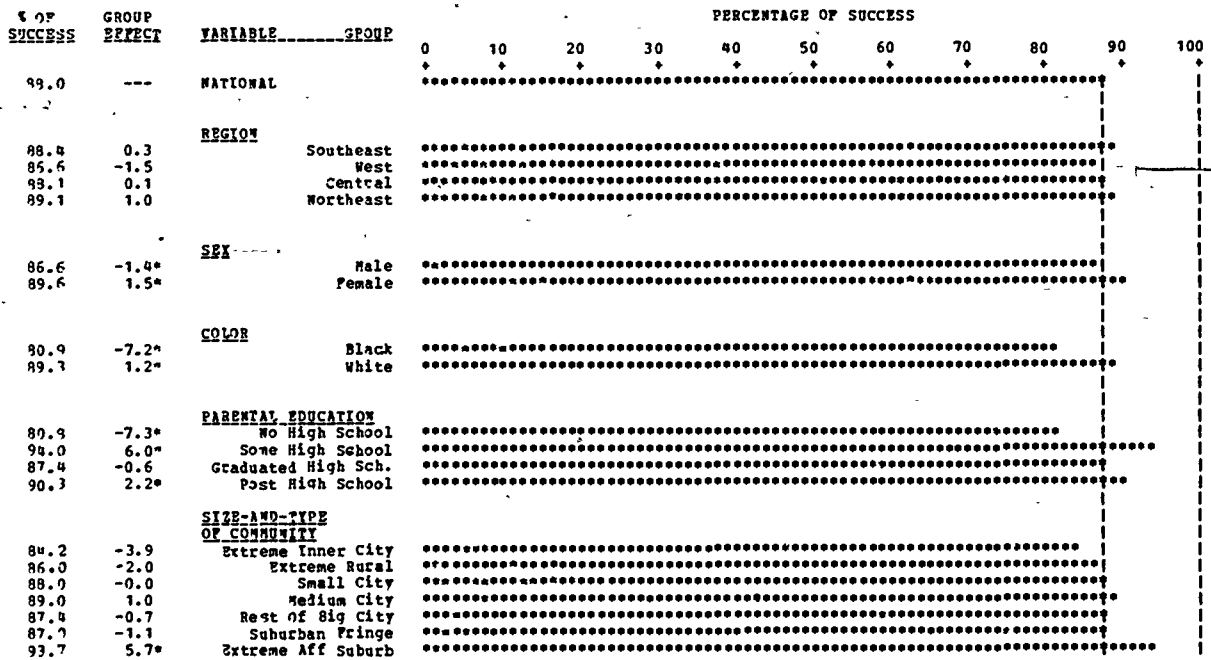
Nat'l % Choosing Each Answer If you like books which are NOT about people, which one of the following would you read?

- 3.1% The Jazz Man
- 1.9% Johnny Tremaine
- 88.0% All about Elephants
- 3.7% Who's in Charge of Lincoln?
- 2.8% I don't know.
- 0.5% No response

T01 01 3/1 03*409011 R10000R0

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 409 -- Age 13

Overlaps: Age 9

Objective IV: Reason logically from what is read.

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

Eighty-eight percent of 13-year-olds were able to say that if they wanted to read a book NOT about people, they would read All about Elephants.

Exercise 411 -- Age 13

You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

Nat'l %
Choosing
Each Answer

- 0.2% Jackson and Jacobs
- 0.8% Jacobs and James
- 8.8% James and Johnson
- 86.3% Johnson and Judson
- 3.0% Judson and Justus
- 0.7% I don't know.
- 0.6% No response

*11 15 3/1 04*KL11013 R0930090

9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
86.3	---	NATIONAL		.....									
		REGION		.....									
83.9	-2.3		Southeast	.....									
88.0	1.7		West	.....									
89.0	2.8		Central	.....									
81.7	-2.5		Northeast	.....									
		SEX		.....									
88.1	-2.2*		Male	.....									
88.4	2.2*		Female	.....									
		COLOR		.....									
78.1	-12.2*		Black	.....									
98.5	2.3*		White	.....									
		PARENTAL EDUCATION		.....									
79.7	-6.6		No High School	.....									
81.9	-2.3		Some High School	.....									
87.5	1.4		Graduated High Sch.	.....									
90.2	3.9*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
81.0	-3.3		Extreme Inner City	.....									
82.0	-3.4		Extreme Rural	.....									
87.3	3.1*		Small City	.....									
86.4	0.2		Medium City	.....									
79.2	-7.0		Rest Of Big City	.....									
85.8	-0.4		Suburban Fringe	.....									
88.6	2.4		Extreme Aff Suburb	.....									

Exercise 411 -- Age 13

Overlaps: Age 9

Objective III: Use what is read.

Subobjective A: Obtain information efficiently.

Here is an exercise on looking up a name in the telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers divide at the name Johnson, 13-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Eighty-six percent succeeded, but 9% said Jones would be between James and Johnson. Apparently they did not carry their alphabetization far enough.

Exercise 412 -- Age 13

(Give dictionary to student.

Ask the first two questions and record the main points of his responses.)

41201 First ask: "What is a dictionary?" *

92.64 (Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202 Then ask: "What does the word 'define' mean?" **

78.04 (Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

97.24 Open the book to page 15 and tell me any three words defined on that page.*

1. Allial, Allegator, Alliteration
2. Allacate, Allot, Allow
3. Allamance, Alley, All right

41204

Tell me the last word defined in the "P" section.

91.44 pygmy

41205

Tell me the number of the last page in the dictionary.

97.94 632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

93.24 41

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

95.04 Just before housely

Just after houseboat

41208

82.84 All five parts correct (41203-07)

*Other Acceptable Words

all ground, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, aims, alma house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpac, alpha, alphabet

T15 728 177 15-K812080 P1030000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DEFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS											
			0	10	20	30	40	50	60	70	80	90	100	
92.9	---	NATIONAL	.....										
81.3	-1.5	REGION Southeast	.....										
93.4	0.6	West	.....										
92.2	-0.6	Central	.....										
88.5	1.7	Northeast	.....										
78.4	-4.4*	SEX Male	.....										
86.7	3.9*	Female	.....										
72.9	-9.9*	COLOR Black	.....										
84.7	1.9*	White	.....										
77.9	-8.9*	PARENTAL EDUCATION No High School	.....										
79.1	-3.7	Some High School	.....										
87.7	0.9	Graduate High Sch.	.....										
89.3	6.5*	Post High School	.....										
77.4	-5.4	SIZE-AND-TYPE OF COMMUNITY Extreme Inner City	.....										
83.1	0.3	Extreme Rural	.....										
79.3	-3.5	Small City	.....										
87.9	-1.9	Medium City	.....										
94.0	1.2	Rest Of Big City	.....										
95.1	3.3	Suburban Fringe	.....										
80.4	7.6*	Extreme Aff Suburb	.....										

Exercise 412 -- Age 13

Overlaps: Ages 9, 17 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

For this exercise, 13-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 97% could give at least three words listed on page 15. On part 41204, 91% could give the last word (python) defined in the "P" section. On part 41205, 98% could give the number of the last page in the book. On part 41206, 93% could give the number of the page where they could find out what the word "bake" means. On part 41207, 95% could give the words defined just before and just after "house." Eighty-three percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 13-year-olds in the various groups who were correct on all five parts.

Exercise 413 -- Age 13

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. Super Nuff - Cartoons

*material deleted
due to copyright
restrictions*

popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

68.40 Children's Charity

*Adapted from TV Guide ® Magazine, with permission.

T02 15 3/1 01*X413010 W0300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS											
				0	10	20	30	40	50	60	70	80	90	100	
68.4	---	NATIONAL		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		REGION													
59.6	-8.8*		Southeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.2	1.8		West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78.9	6.5*		Central	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
68.0	-0.4		Northeast	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SEX													
63.4	-5.0*		Male	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73.7	5.3*		Female	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		COLOR													
46.3	-22.1*		Black	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.4	4.5*		White	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		PARENTAL EDUCATION													
41.4	-17.0*		No High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59.6	-9.8*		Some High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.5	2.1		Graduated High Sch.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74.0	9.7*		Post High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
		SIZE-AND-TYPE OF COMMUNITY													
58.4	-10.0*		Extreme Inner City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56.7	-11.6		Extreme Rural	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67.1	-1.3		Small City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
70.0	1.6		Medium City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72.8	4.4		Rest Of Big City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
71.6	3.2		Suburban Fringe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76.3	8.0*		Extreme Aff Suburb	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

41302

Nat'l % Choosing Each Answer If you watched the entire movie, could you also see the entire program about the San Diego Zoo?

22.4% ○ Yes

72.1% ● No

4.4% ○ I don't know.

1.2% No response

T02 15 5/1 02*x413020 R1030090

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
72.1	---	NATIONAL		.....									
		REGION		.....									
62.0	-10.1*		theast	.....									
71.4	-0.7		West	.....									
72.8	0.7		Central	.....									
81.7	9.6*		Northeast	.....									
		SEX		.....									
79.1	-2.0*		Male	.....									
74.2	2.1*		Female	.....									
		COLOR		.....									
49.9	-22.3*		Black	.....									
74.7	4.6*		White	.....									
		PARENTAL EDUCATION		.....									
55.5	-16.6*		No High School	.....									
79.5	-1.5		Some High School	.....									
74.0	1.8		Graduated High Sch.	.....									
80.6	8.5*		Post High School	.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
61.3	-10.8*		Extreme Inner City	.....									
58.2	-13.9*		Extreme Rural	.....									
68.9	-3.3		Small City	.....									
74.2	2.1		Medium City	.....									
81.2	9.1*		West Of Big City	.....									
74.0	5.8*		Suburban Fringe	.....									
77.7	5.6*		Extreme Aff Suburb	.....									

41303

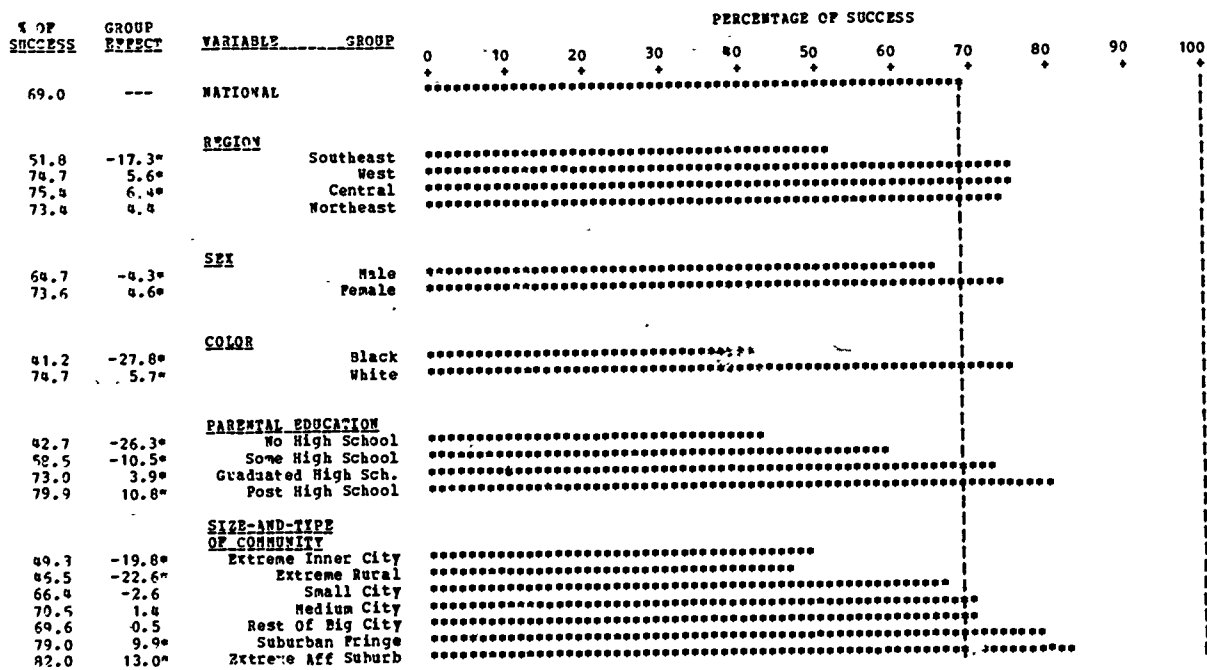
Why is there no new program listed on Channel 4
beginning at 3:00 p.m.?

69.0% baseball game hours until 4:00 pm

02 15 6/1 01*x413030 R1030090

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41304

At what time are the cartoons shown?

84.44 2:00 p.m.

02 15 8/1 01*413040 310302R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
84.3	---	NATIONAL		.....									
		<u>REGION</u>		.....									
71.7	-12.7*		Southeast	.....									
89.4	5.0*		West	.....									
89.9	5.5*		Central	.....									
95.8	1.5		Northeast	.....									
		<u>SEX</u>		.....									
91.3	-3.1*		Male	.....									
87.6	3.3*		Female	.....									
		<u>COLOR</u>		.....									
63.0	-24.3*		Black	.....									
89.1	8.7*		White	.....									
		<u>PARENTAL EDUCATION</u>		.....									
63.1	-21.2*		No High School	.....									
79.1	-6.3		Some High School	.....									
97.5	3.2*		Graduated High Sch.	.....									
91.1	6.8*		Post High School	.....									
		<u>SIZE-AND-TYPE OF COMMUNITY</u>		.....									
53.3	-20.5*		Extreme Inner City	.....									
70.0	-18.4		Extreme Rural	.....									
83.7	0.3		Small City	.....									
95.3	1.5		Medium City	.....									
93.0	-1.4		Rest Of Big City	.....									
89.6	5.2*		Suburban Fringe	.....									
93.7	8.7*		Extreme Aff Suburb	.....									

41305

Nat'l & Choosing How long is the program on Channel 6 at 3:00 p.m.?
Each Answer

- 14.8% ○ 30 minutes
- 60.5% ● 60 minutes
- 2.9% ○ 90 minutes
- 1.0% ○ 120 minutes
- 14.8% ○ I don't know.
- 6.0% No response

07 15 10/1 02*413050 21030000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
60.5	---	NATIONAL		.....									
<u>REGION</u>														
49.0	-11.6*		Southeast	.....									
65.1	4.6*		West	.....									
68.1	3.5*		Central	.....									
63.4	2.9		Northeast	.....									
<u>SEX</u>														
55.4	-8.9*		Male	.....									
65.0	5.3*		Female	.....									
<u>COLOR</u>														
39.3	-21.1*		Black	.....									
63.7	4.3*		White	.....									
<u>PARENTAL EDUCATION</u>														
43.4	-16.9*		No High School	.....									
47.1	-11.5*		Some High School	.....									
63.0	2.9*		Credentd High Sch.	.....									
69.1	8.6*		Post High School	.....									
<u>SIZE-AND-TYPE OF COMMUNITY</u>														
45.9	-14.6*		Extreme Inner City	.....									
42.4	-8.1		Extreme Rural	.....									
58.9	-1.6		Small City	.....									
62.4	2.2		Medium City	.....									
52.4	-7.9*		Rest Of Big City	.....									
45.6	6.1*		Suburban Fringe	.....									
69.0	8.8*		Extreme Aff Suburb	.....									

41306 Summary of the five parts

- 0.3% No response
- 4.9% 0 parts correct
- 7.2% 1 part correct
- 11.3% 2 parts correct
- 15.5% 3 parts correct
- 26.6% 4 parts correct
- 34.4% 5 parts correct

The exhibit below gives the percentages of the various groups responding correctly on all five parts.

102 158 177 15-1813060 2000000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
18.8	---	<u>NATIONAL</u>		.....									
		<u>REGION</u>		.....									
22.6	-11.8*		Southeast	.....									
37.1	2.7		West	.....									
33.6	8.3*		Central	.....									
38.9	8.1		Northeast	.....									
		<u>SEX</u>		.....									
31.1	-3.2*		Male	.....									
37.9	3.8*		Female	.....									
		<u>COLOR</u>		.....									
15.6	-18.7*		Black	.....									
39.2	3.8*		White	.....									
		<u>PARENTAL EDUCATION</u>		.....									
11.5	-22.9*		No High School	.....									
28.7	-9.5*		Some High School	.....									
37.7	3.3*		Graduated High Sch.	.....									
48.9	10.5*		Post High School	.....									
		<u>SIZE-AND-TYPE OF COMMUNITY</u>		.....									
20.7	-18.1*		Extreme Inner City	.....									
28.1	-10.2		Extreme Rural	.....									
37.1	-8.2*		Small City	.....									
39.1	3.7		Medium City	.....									
38.2	-0.1		Rest Of Big City	.....									
41.1	6.8*		Suburban Fringe	.....									
41.7	9.4*		Extreme Aff Suburb	.....									

Exercise 413 -- Age 13

Overlaps: Ages 9, 17 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 68% of 13-year-olds were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 72% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 69% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 84% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 61% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Thirty-four percent of 13-year-olds responded correctly on all five parts (41306).

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding,

material deleted due to copyright restrictions

ily,

young generation has done that continually from early youth.

Nat'l & Choosing Where would you MOST likely find this paragraph?
Each Answer

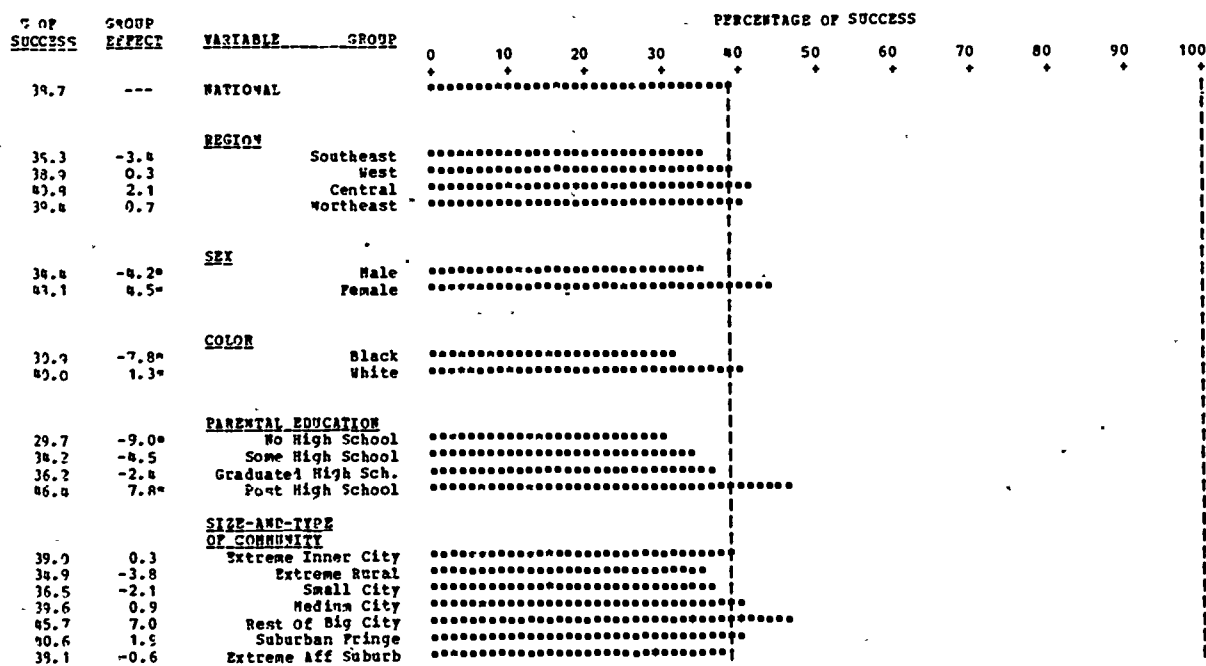
- 13.2% In the encyclopedia
- 38.7% In a collection of essays
- 2.0% On a sports page
- 36.8% In the Dictionary of American Slang
- 9.0% I don't know.
- 0.8% No response

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

01 99 4/1 02*ta15011 810000R0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 415 -- Age 13

Overlaps: Age 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Thirty-nine percent of 13-year-olds recognized that the passage would most likely be found in a collection of essays. However, nearly as many (37%) thought it would be found in the Dictionary of American Slang and 13% thought the encyclopedia.

Exercise 420 -- Age 13

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

42001

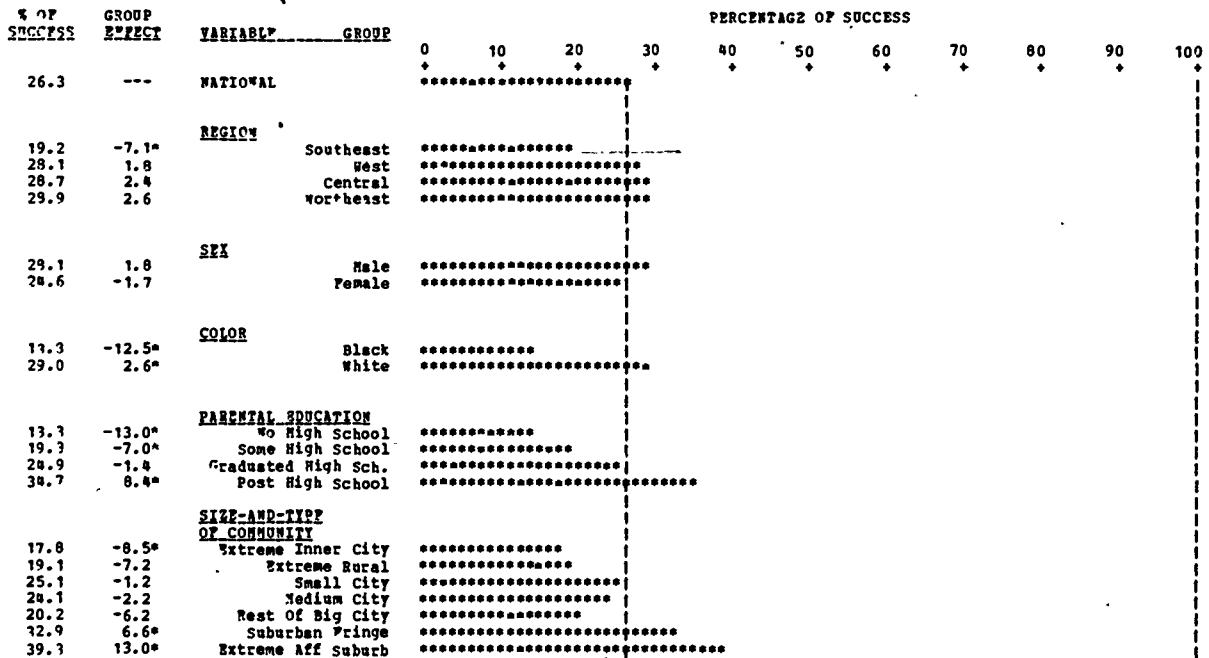
Nat'l % Choosing Each Answer Under what heading would you look to locate the reviews of a current movie?

- 26.3% ● Cinema
- 2.6% ○ Business
- 54.2% ○ Theater
- 12.7% ○ Television
- 3.3% ○ I don't know.
- 0.9% No response

010 04 3/1 01*Xs20010 R10300R0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



42002

Nat'l & Choosing Each Answer On which page would you find science news?

- 0.6% 37
- 94.9% 51
- 1.0% 64
- 1.3% 81
- 1.5% I don't know.
- 0.7% No response

12 04 4/1 02*420020 R1930370

13.17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

%	OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
					0	10	20	30	40	50	60	70	80	90	100
94.9		---	NATIONAL		.....									
			<u>REGION</u>		.....									
90.9		-4.0*		Southeast	.....									
96.5		1.6		West	.....									
96.6		1.7		Central	.....									
95.6		0.5		Northeast	.....									
			<u>SEX</u>		.....									
93.0		-1.9*		Male	.....									
96.7		1.8*		Female	.....									
			<u>COLOR</u>		.....									
85.4		-9.5*		Black	.....									
96.3		1.9*		White	.....									
			<u>PARTIAL EDUCATION</u>		.....									
86.5		-8.4*		No High School	.....									
96.9		1.9*		Some High School	.....									
96.4		1.4		Graduated High Sch.	.....									
96.9		2.0*		Post High School	.....									
			<u>SIZE AND TYPE OF COMMUNITY</u>		.....									
92.4		-2.5		Extreme Inner City	.....									
91.6		-3.3		Extreme Rural	.....									
95.7		0.3		Small City	.....									
97.8		-1.1		Medium City	.....									
97.5		2.6		Rest Of Big City	.....									
95.7		0.8		Suburban Fringe	.....									
99.0		4.1*		Extreme Aff Suburb	.....									

42003

Nat'l %
Choosing
Each Answer Which article would you be MOST likely to
find in this magazine?

- 12.0% "The Life of Lou Gehrig"
- 2.7% "How to Become a Golf Expert"
- 6.8% "A History of Baseball in America"
- 60.3% "Outstanding Sports Events of the Week?"
- 16.8% I don't know.
- 1.4% No response

F10 04 5/1 04*426030 R1030990

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP AFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
60.3	---	NATIONAL	.....									
<u>REGION</u>			.....									
53.0	-6.4*	Southeast	.....									
59.5	-0.8	West	.....									
59.1	-1.1	Central	.....									
69.2	7.9*	Northeast	.....									
<u>SEX</u>			.....									
53.6	-0.7	Male	.....									
61.0	0.7	Female	.....									
<u>COLOR</u>			.....									
49.0	-11.2*	Black	.....									
57.8	2.5*	White	.....									
<u>PARENTAL EDUCATION</u>			.....									
39.4	-20.8*	No High School	.....									
54.7	-5.6	Some High School	.....									
59.3	-0.4	Graduated High Sch.	.....									
65.0	5.6*	Post High School	.....									
<u>SIZE-AND-TYPE OF COMMUNITY</u>			.....									
63.1	2.8	Extreme Inner City	.....									
51.4	-8.8	Extreme Rural	.....									
59.9	-0.4	Small City	.....									
60.9	0.6	Medium City	.....									
59.7	-1.6	Rest of Big City	.....									
61.1	0.8	Suburban Fringe	.....									
65.2	4.9	Extreme Aff Suburb	.....									

42004 Summary of the three parts

- 0.3% No response
- 2.9% 0 parts correct
- 29.8% 1 part correct
- 49.5% 2 parts correct
- 17.6% 3 parts correct

The exhibit below pertains to the percentages who responded correctly on all three parts.

T10 04R 1/2 13*1420040 R0000000

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DIFFER	VARIABLE	GROUP	PERCENTAGE OF SUCCESS												
				0	10	20	30	40	50	60	70	80	90	100		
17.4	---	NATIONAL		+		+		+		+		+		+		+
		<u>REGION</u>														
12.7	-5.4*		Southeast	.....											
19.2	1.6		West	.....											
19.0	0.4		Central	.....											
20.9	3.3		Northeast	.....											
		<u>SEX</u>														
19.1	0.5		Male	.....											
17.1	-0.5		Female	.....											
		<u>COLOR</u>														
5.9	-11.8*		Black	.....											
19.9	2.8*		White	.....											
		<u>PARENTAL EDUCATION</u>														
7.6	-10.0*		No High School	.....											
9.9	-8.6*		Some High School	.....											
16.1	-1.4		Graduated High Sch.	.....											
25.7	7.6*		Post High School	.....											
		<u>SIZE-AND-TYPE OF COMMUNITY</u>														
11.5	-6.1*		Extreme Inner City	.....											
11.6	-6.0*		Extreme Rural	.....											
16.6	-1.0		Small City	.....											
15.7	-1.9		Medium City	.....											
13.3	-4.3		Rest Of Big City	.....											
21.7	4.1		Suburban Fringe	.....											
29.2	11.6*		Extreme Aff Suburb	.....											

Exercise 420 -- Age 13

Overlaps: Age 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 26% of 13-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 54% said "Theater" and 13% said "Television." It seems likely that most 13-year-olds did not know the meaning of "Cinema." On part 42002, 95% correctly gave the page where they could find the science news. On part 42003, 60% correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. Only 18% of 13-year-olds responded correctly on all three parts (42004).

CHAPTER 5

RESULTS FOR AGE 17

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

First, we describe each group's overall behavior on the Theme 4 exercises; then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty-two specific effects (behaviors) on reference materials are summarized at age 17. Twelve of these represent released exercises and are described in detail. The other 10 behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 22 effects representing Theme 4 for each group relative to the national level indicated by the \emptyset line. A group's median level is indicated by an arrow (\rightarrow). Each specific behavior is indicated by a box with an X (\boxtimes)

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

EXHIBIT 5-1A

Distribution of Effects for Age 17

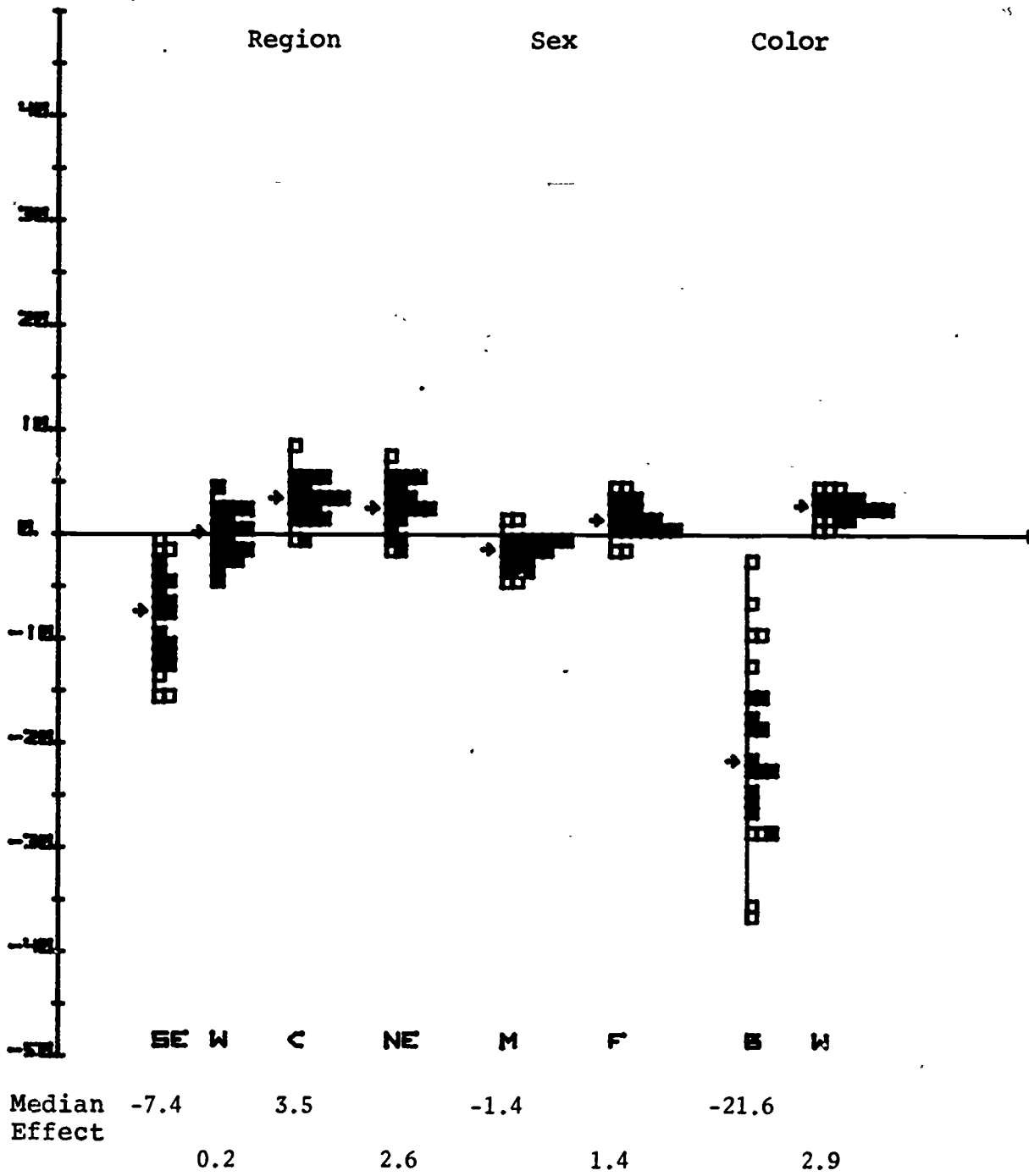
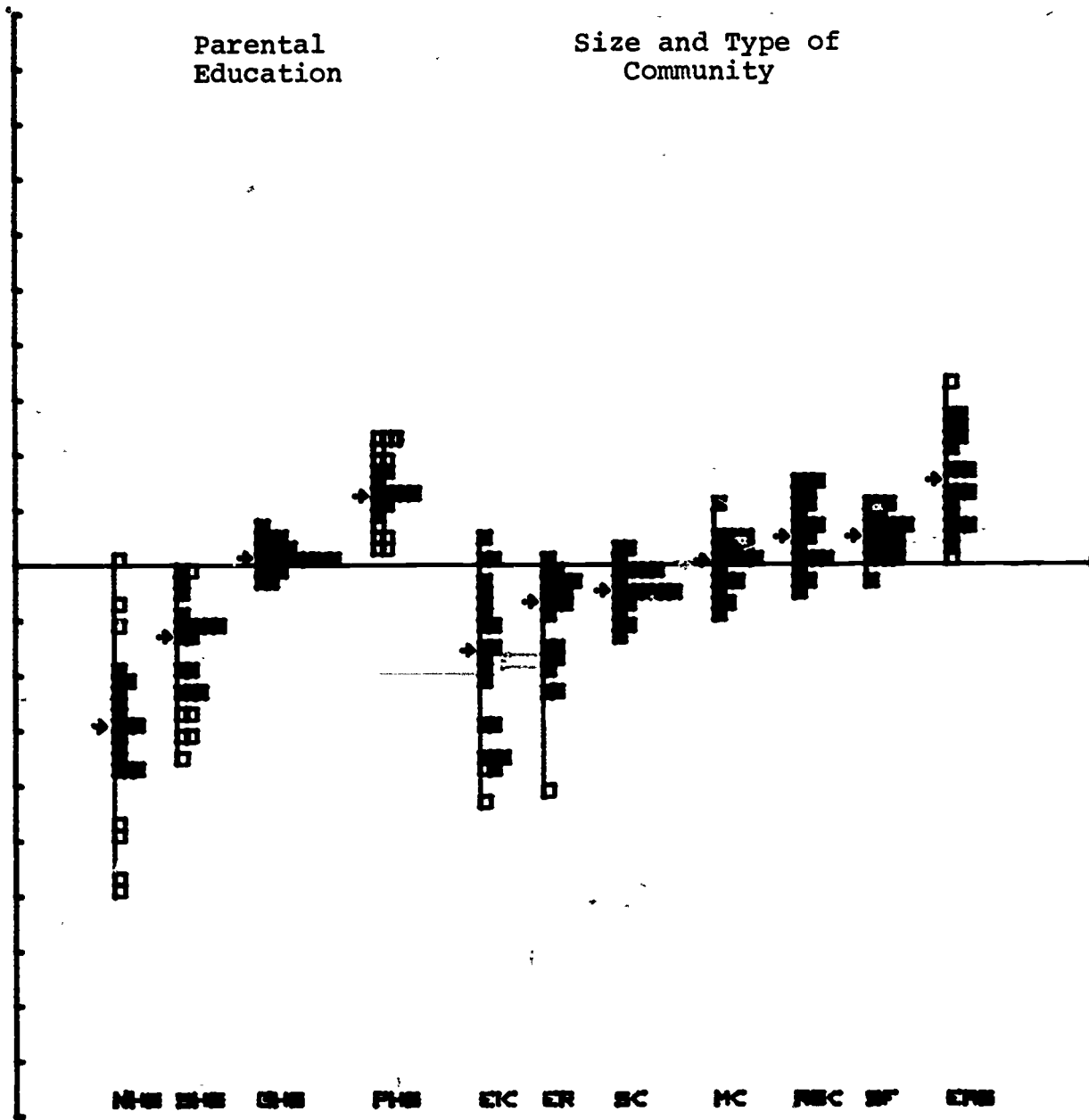


EXHIBIT 5-1B

Distribution of Effects for Age 17



	NE	SE	SW	PE	EC	ER	SC	MC	RBC	SF	EW
Median-14.2			0.6		-7.8		-2.4		2.5		7.6
Effect	-6.5			6.3		-3.4		0.3		2.5	

unless it differs atypically from the group's median level; then it is represented by an open box (□).

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

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

Region

Southeastern 17-year-olds had a median effect of -7.4 and an overall behavior characteristically below the national level. However, they performed atypically closer to the national level on Exercise R41208 that required performing a variety of tasks with a dictionary, and on Exercise R421 that asked for the pages indicated in an index that gave information on earthworms. Their behavior was atypically farther from the national level on three exercises: R41303 required recognizing from a TV Guide that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game runs until 4:00 p.m.; R42001 required recognizing from the table of contents of a weekly news magazine that movie reviews would be in the cinema section; and R42204 required giving three facts about a program listed in a TV Guide.

With a median effect of 0.2, Western 17-year-olds had an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

Central 17-year-olds had a median effect of 3.5 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercise U41802 that required recognizing on a library catalog card when the author died. They performed atypically closer to the national level on Exercise U417 that required recognizing which topic in an index comes first in a book.

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

Northeastern 17-year-olds had a median effect of 2.5 and had an overall behavior tending to be above the national level. Their behavior was atypically farther from the national level on Exercise R42003 that asked which of several articles would most likely appear in a weekly news magazine. However, they performed atypically closer to the national level on Exercise R415 that required recognizing that a passage on the meaning of "beat" most likely came from a collection of essays.

Sex

While boys had a median effect of -1.4 and an overall behavior characteristically below the national level, girls had a median effect of 1.4 and an overall behavior characteristically above the national level. However, both boys and girls performed closer to the national level on Exercise U417 that required recognizing which topic in an index comes first in the book, and on Exercise U41801 that required determining from a library catalog card the topic of the book. Both groups performed atypically farther from the national level on Exercise R41305 that asked the length of the program on Channel 6 at 3:00 p.m. and on Exercise U41902 that required determining from a library catalog card if a book is illustrated.

Color

While Black 17-year-olds had a median effect of -21.6 and an overall behavior characteristically below the national level, White 17-year-olds had a median effect of 2.9 and an overall behavior characteristically above the national level. However, both groups had behaviors atypically closer to the national level on four exercises: R41208 required performing several tasks involving a dictionary; U41901 asked for the call number from a library catalog card; U42002 required determining from the table of contents of a weekly news magazine the page where science news would be found; and R421 required determining from an index the pages on which information on earthworms could be found. Blacks also performed atypically closer to the national level on Exercise R41304 (TV Guide).

Both groups had behaviors atypically farther from the national level on three exercises: U41802 required identifying from a library catalog card when the author died; R42001 required recognizing from the table of contents of a weekly news magazine that movie reviews are found in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide. Blacks also performed atypically farther from the national level on Exercise U41606 that required using a newspaper directory.

Parental Education³

Although the no high school group had a median effect of -14.2 and the some high school group had a median effect of -6.5, the overall behavior of both groups was characteristically below the national level.

The no high school group performed atypically closer to the national level on three exercises: R41208 required performing several tasks involving a dictionary; U41901 asked for the call number on a library catalog card; and R421 asked for the pages indicated by an index where information on earthworms could be found. Their behavior was atypically farther from the national level on four exercises: R415 required recognizing that a passage on the meaning of "beat" most likely came from a collection of essays; U41802 required determining from a library catalog card when the author died; R42001 required recognizing from a news magazine table of contents that movie reviews would be found in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide.

The some high school group performed atypically closer to the national level on Exercise R41304 (TV Guide) that asked what time the cartoons are shown. Their behavior was atypically farther from the national level on five exercises: U41606 regarded using a newspaper directory; U41802 required identifying from a library catalog card when the author died; U41803 required recognizing that the book had originally been in a foreign language; R42001 required recognizing from a news magazine table of contents that movie reviews would be in the cinema section; and R42204 asked for three facts about a program listed in a TV Guide.

With a median effect of 0.6, the graduated from high school group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The post high school group had a median effect of 6.3 and an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on six exercises: R415 required recognizing that a passage on the meaning of "beat" was most likely from a collection of essays; U41606 regarded the use of a newspaper directory; U41802 required identifying from a library catalog card when the author died; R42001 required recognizing from a news magazine table of contents

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

that movie reviews are in the cinema section; R42003 required recognizing which of several articles would most likely appear in a news magazine; and R42204 asked for three facts about a program listed in a TV Guide. Their behavior was atypically closer to the national level on five exercises: R41208 required several tasks involving a dictionary; R41304 required recognizing from a TV Guide when the cartoons are shown; U41901 asked for the call number from a library catalog card; R42002 required identifying from a news magazine table of contents the page where science news could be found; and R421 required identifying from an index the pages where information on earthworms could be found.

Size and Type of Community⁴

With a median effect of -7.8, the extreme inner city group had an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise U41801 that asked for the topic of a book from a library catalog card and on Exercise R42001 that required recognizing from a news magazine table of contents that movie reviews are in the cinema section.

The extreme rural and small city groups had median effects of -3.4 and -2.4, respectively. The overall behavior of both groups tended to be below the national level. The extreme rural group performed atypically farther from the national level on Exercise R42204 that asked for three facts about a program listed in a TV Guide. The small city group had no atypical behaviors.

With a median effect of 0.4, the medium city group had an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

The rest of big city and suburban fringe groups both had median effects of 2.5. The overall behavior of both groups tended to be above the national level. Neither group had any atypical behaviors.

With a median effect of 7.6, the extreme affluent suburb group had an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercise R42001 that required recognizing from a news magazine table of contents that movie reviews are in the cinema section. However, they performed atypically closer to the national level

⁴See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size and type of community groups.

on Exercise R421 that required identifying from an index the pages where information on earthworms could be found.

* * *

* * *

* * *

The data for each released exercise representing reference materials are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except that the correct answer is indicated. The percentage of 17-year-olds choosing each answer is also shown. The size and type of community information applies to "in-school" 17-year-olds only (labeled "17IS").

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

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

RELEASED EXERCISES

Exercise 412 -- Age 17

(Give dictionary to student.)

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

94.7%

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

89.5%

** (Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

Open the book to page 15 and tell me any three words defined on that page.*

1. Allial, Allegiate, Alliteration
2. Allacite, Allat, Allaw
3. Allawance, Allay, All right

41204

Tell me the last word defined in the "P" section.

96.3%

Pythian

41205

Tell me the number of the last page in the dictionary.

99.0%

632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

97.1%

4

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

98.0%

Just before house

Just after house boat

41208

91.8% All five parts correct (41203-07)

*Other Acceptable Words

all around, allapice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alma, alma house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

S12 02B 1/2 15*X412080 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
91.8	---	NATIONAL		.....									
		REGION		.....									
90.1	-1.7		Southeast	.....									
90.8	-1.0		West	.....									
94.9	3.1*		Central	.....									
90.4	-1.3		Northeast	.....									
		SEX		.....									
90.2	-1.6*		Male	.....									
93.4	1.6*		Female	.....									
		COLOR		.....									
81.9	-9.9*		Black	.....									
93.1	1.3*		White	.....									
		PARENTAL EDUCATION		.....									
86.8	-5.0		No High School	.....									
86.8	-4.9*		Some High School	.....									
92.5	0.8		Graduated High Sch.	.....									
94.9	3.1*		Post High School	.....									
92.4	---	NATIONAL (17 IS ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
86.6	-5.8*		Extreme Inner City	.....									
91.7	-0.7		Extreme Rural	.....									
92.1	-0.3		Small City	.....									
91.5	-0.9		Medium City	.....									
94.0	1.6		Rest Of Big City	.....									
92.8	0.4		Suburban Fringe	.....									
96.9	4.4*		Extreme Aff Suburb	.....									

Exercise 412 -- Age 17

Overlaps: Ages 9, 13 and Adult.

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

For this exercise, 17-year-olds were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 98% could give at least three words listed on page 15. On part 41204, 96% could give the last word (python) defined in the "P" section. On part 41205, 99% could give the number of the last page in the book. On part 41206, 97% could give the number of the page where they could find out what the word "bake" means. On part 41207, 98% could give the words defined just before and just after "house." Ninety-two percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of 17-year-olds in the various groups who were correct on all five parts (regarded as success on this exercise).

Exercise 413 -- Age 17

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. Super Mutt - Cartoons

*material deleted due
to copyright
restrictions*

popular music of local groups.

(Read the questions to the student and record his answers.)

41301

Which program is being run for at least a second time?

83.9% Children's Variety

*Adapted from TV Guide [®] Magazine, with permission.

S06 16 3/1 01*X413010 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
83.9	---	NATIONAL		.....									
		REGION		.....									
76.6	-7.3*		Southeast	.....									
79.9	-4.0*		West	.....									
88.6	4.7*		Central	.....									
87.3	3.4*		Northeast	.....									
		SEX		.....									
82.1	-1.8*		Male	.....									
85.7	1.8*		Female	.....									
		COLOR		.....									
59.2	-24.7*		Black	.....									
87.0	3.1*		White	.....									
		PARENTAL EDUCATION		.....									
67.8	-16.1*		No High School	.....									
78.9	-5.0*		Some High School	.....									
82.6	-1.3*		Graduated High Sch.	.....									
90.8	6.9*		Post High School	.....									
84.4	---	NATIONAL (17 IS ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
89.4	-4.4		Extreme Inner City	.....									
82.6	-2.1		Extreme Rural	.....									
84.6	-0.2		Small City	.....									
79.9	-4.9*		Medium City	.....									
90.8	6.0*		Rest Of Big City	.....									
87.9	3.1		Suburban Fringe	.....									
88.1	3.3		Extreme Aff Suburb	.....									

41302

Nat'l &
Choosing
Each Answer

If you watched the entire movie, could you
also see the entire program about the San
Diego Zoo?

- 11.8% Yes
- 84.7% No
- 2.8% I don't know.
- 0.8% No response

S06 16 5/1 02*1413020 R10300P0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
84.7	---	NATIONAL	*										
REGION														
74.9	-10.6*	Southeast		.....									
94.6	-0.1	West	*										
98.5	3.8*	Central	*										
89.3	3.6*	Northeast	*										
SEX														
83.7	-0.9	Male	*										
85.6	0.9	Female	*										
COLOR														
62.5	-22.2*	Black		.....									
87.5	2.8*	White	*										
PARENTAL EDUCATION														
73.8	-10.9*	No High School	*										
79.4	-5.3*	Some High School	*										
85.9	1.3	Graduated High Sch.	*										
90.3	5.6*	Post High School	*										
85.5	---	NATIONAL(17IS ONLY)	*										
SIZE-AND-TYPE OF COMMUNITY														
79.3	-7.2*	Extreme Inner City	*										
83.7	-1.8	Extreme Rural	*										
82.8	-2.7	Small City	*										
82.4	-3.1	Medium City	*										
90.3	4.8	Rest Of Big City	*										
88.6	3.1	Suburban Fringe	*										
94.0	8.5*	Extreme Aff Suburb	*										

41303

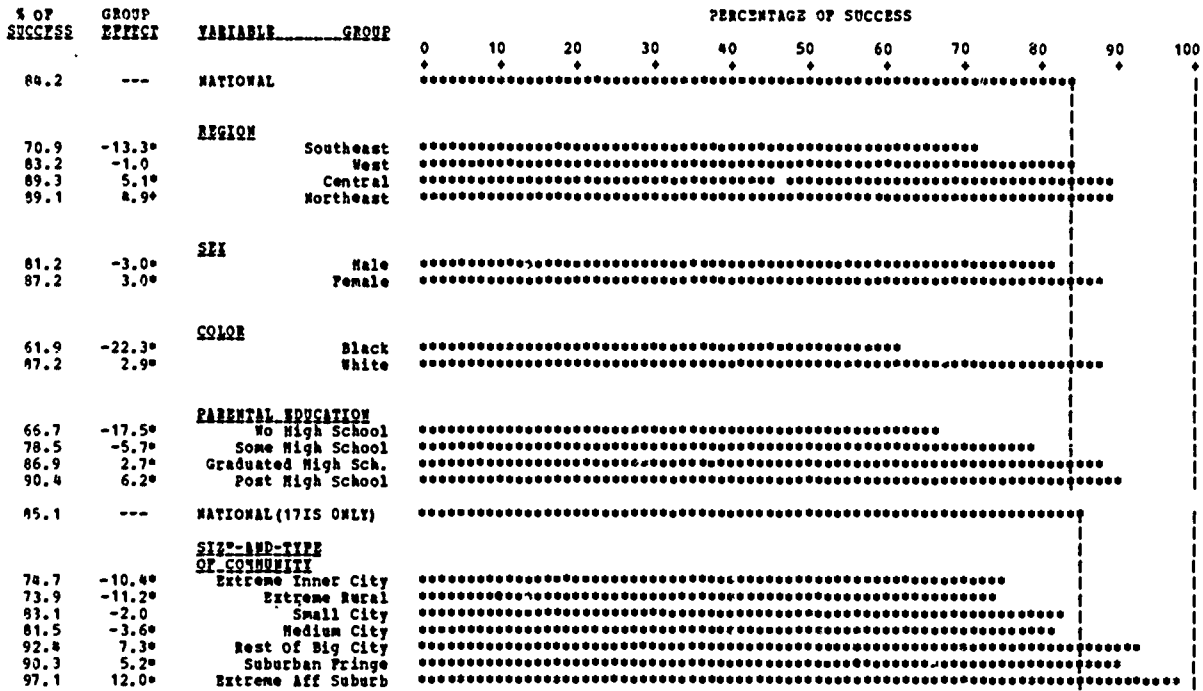
Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

84.28 *baseball game begins until 4:00 p.m.*

S06 16 6/1 01*2413030 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41304

At what time are the cartoons shown?

92.00 2:00 p.m.

S06 16 8/1 01*K113040 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP DEVIAT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
92.0	---	NATIONAL		.....									
		REGION		.....									
87.7	-4.3*		Southeast	.....									
89.8	-2.3		West	.....									
94.7	2.7*		Central	.....									
94.1	2.0*		Northeast	.....									
		SEX		.....									
89.9	-2.2*		Male	.....									
94.2	2.2*		Female	.....									
		COLOR		.....									
79.2	-12.8*		Black	.....									
93.8	1.8*		White	.....									
		PARENTAL EDUCATION		.....									
78.3	-13.7*		No High School	.....									
91.5	-0.5		Some High School	.....									
93.8	1.8*		Graduated High Sch.	.....									
94.7	2.6*		Post High School	.....									
2.2	---	NATIONAL (1715 ONLY)		.....									
		SIZE-AND-TYPE OF COMMUNITY		.....									
92.6	0.4		Extreme Inner City	.....									
90.0	-2.2		Extreme Rural	.....									
91.2	-0.9		Small City	.....									
89.8	-2.3		Medium City	.....									
93.1	0.9		Rest Of Big City	.....									
92.9	0.7		Suburban Fringe	.....									
97.6	5.4*		Extreme Aff Suburb	.....									

41305

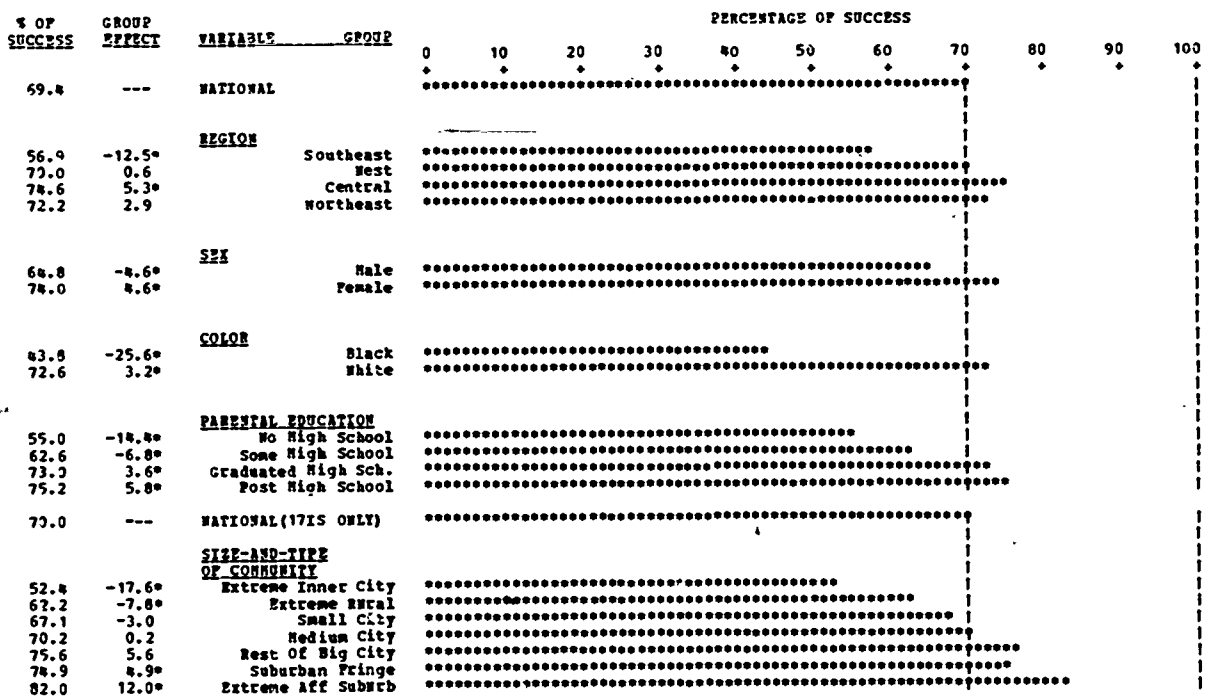
Nat'l & Choosing How long is the program on Channel 6 at
Each Answer 3:00 p.m.?

- 9.3% ○ 30 minutes
- 69.4% ● 60 minutes
- 1.2% ○ 90 minutes
- 0.3% ○ 120 minutes
- 13.9% ○ I don't know.
- 5.9% No response

SD6 16 10/1 02*K413050 F1030080

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41306 Summary of the five parts

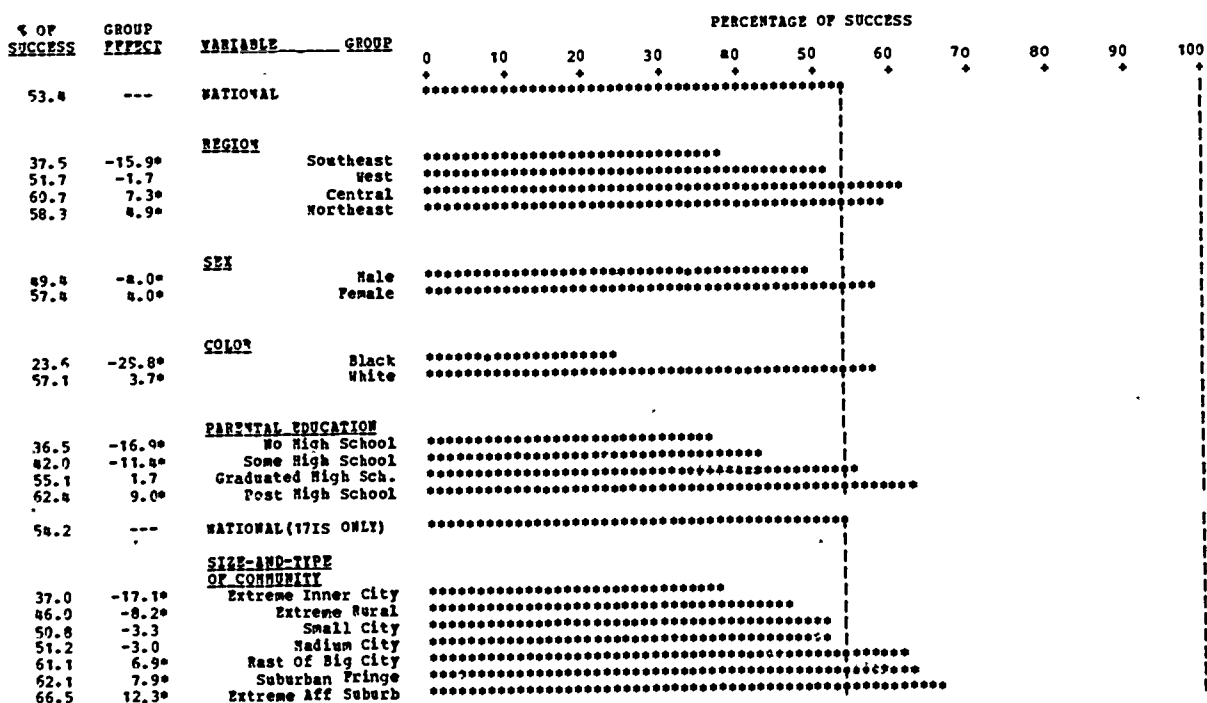
- 0.2% No response
- 1.3% 0 parts correct
- 3.9% 1 part correct
- 5.8% 2 parts correct
- 9.8% 3 parts correct
- 25.5% 4 parts correct
- 53.4% 5 parts correct

The exhibit below pertains to the percentages of individuals in the various groups who were correct on all five parts.

S06 169 1/2 15-K413060 R0000000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 413 -- Age 17

Overlaps: Ages 9, 13 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 84% of 17-year-olds were able to recognize that the word **Repeat** meant that "Children's Variety" was being run for at least a second time. On part 41302, 85% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 84% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 92% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 69% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Fifty-three percent of 17-year-olds responded correctly on all five parts (41306).

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

material deleted due to copyright restrictions

young generation has done that continually from early youth.*

Nat'l 4
Choosing Where would you MOST likely find this paragraph?
Each Answer

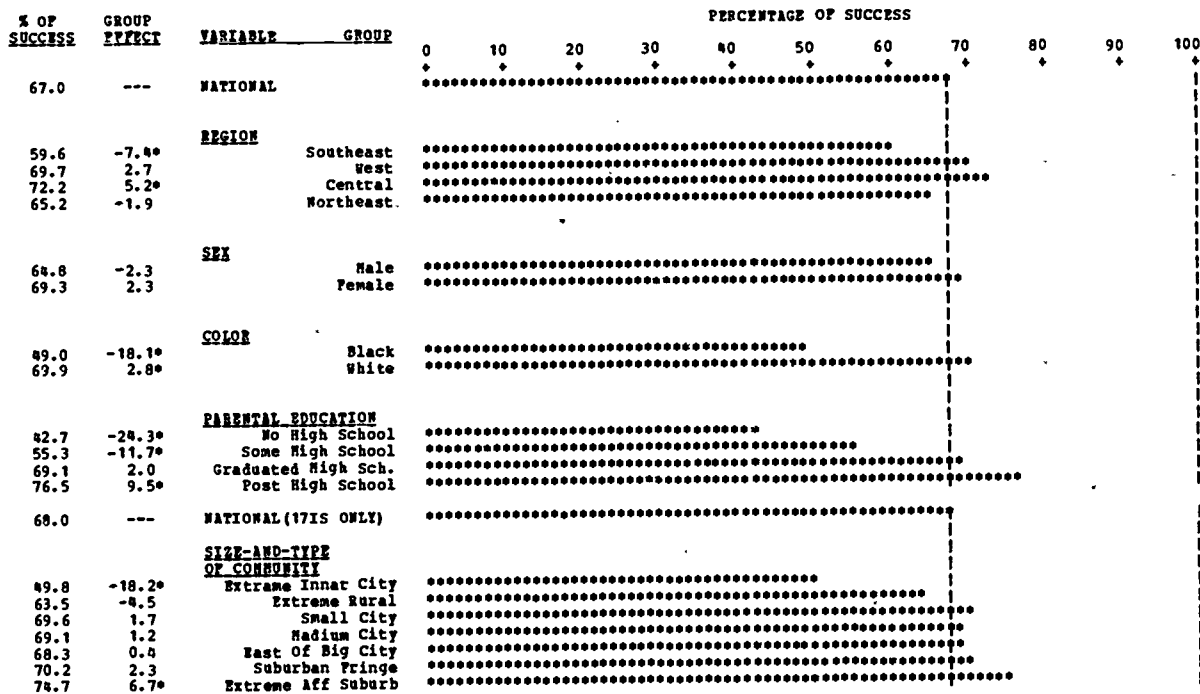
- 4.9% In the encyclopedia
- 67.0% In a collection of essays
- 1.1% On a sports page
- 21.1% In the Dictionary of American Slang
- 5.1% I don't know.
- 0.7% No response

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

S08 11 4/1 02*XR15011 R10000R0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 415 -- Age 17

Overlaps: Age 13

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Sixty-seven percent of 17-year-olds recognized that the passage would most likely be found in a collection of essays. However, more than one in every five (21%) chose the Dictionary of American Slang; 5% thought the encyclopedia.

Exercise 420 -- Age 17

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

42001

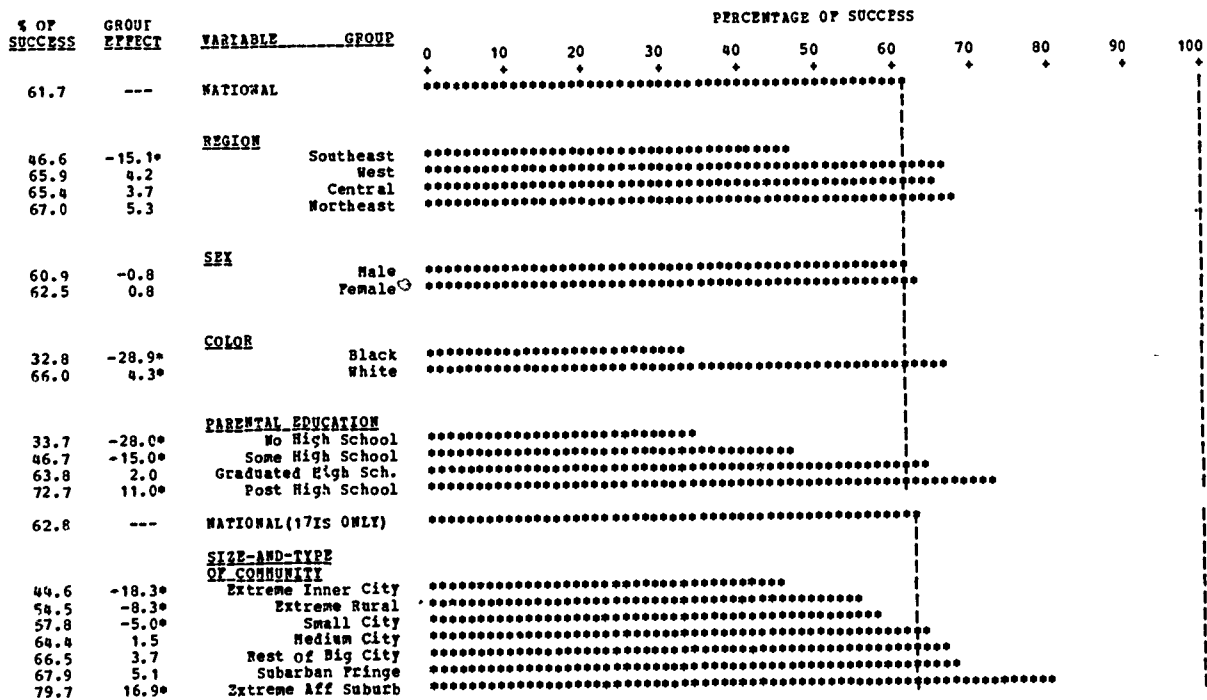
Nat'l % Under what heading would you look to locate the
Choosing reviews of a current movie?
Each Answer

- 61.7% ● Cinema
- 0.8% ○ Business
- 30.7% ○ Theater
- 5.6% ○ Television
- 1.1% ○ I don't know
- 0.2% No response

S08 08 3/1 01*X420010 R1030080

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



42002

Nat'l & Choosing Each Answer On which page would you find science news?

- 0.2% ○ 37
- 95.7% ● 51
- 0.7% ○ 64
- 0.4% ○ 81
- 1.3% ○ I don't know.
- 1.7% No response

S08 08 4/1 02*1420020 R10300R0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
95.7	---	NATIONAL		.....									
		<u>REGION</u>		.....									
92.7	-2.9*		Southeast	.....									
96.3	0.6		West	.....									
95.6	-0.1		Central	.....									
97.8	2.1*		Northeast	.....									
		<u>SEX</u>		.....									
94.4	-1.3*		Male	.....									
97.0	1.3*		Female	.....									
		<u>COLOR</u>		.....									
86.5	-9.2*		Black	.....									
97.1	1.4*		White	.....									
		<u>PARENTAL EDUCATION</u>		.....									
86.3	-9.4*		No High School	.....									
95.0	-0.7		Some High School	.....									
95.9	0.2		Graduated High Sch.	.....									
98.4	2.7*		Post High School	.....									
95.8	---	NATIONAL (17IS ONLY)		.....									
		<u>SIZE-AND-TYPE OF COMMUNITY</u>		.....									
92.4	-3.4*		Extreme Inner City	.....									
94.8	-1.0		Extreme Rural	.....									
94.2	-1.6*		Small City	.....									
97.3	1.5		Medium City	.....									
97.8	2.0		Rest Of Big City	.....									
96.0	0.3		Suburban Fringe	.....									
98.3	2.5*		Extreme Aff Suburb	.....									

42003

Nat'l % Choosing Each Answer Which article would you be MOST likely to find in this magazine?

- 7.9% "The Life of Lou Gehrig"
- 3.0% "How to Become a Golf Expert"
- 3.7% "A History of Baseball in America"
- 65.0% "Outstanding Sports Events of the Week"
- 16.6% I don't know.
- 3.8% No response

S08 08 5/1 04*1420030 R10300R0

13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
65.0	---	NATIONAL		.....									
		REGION		.....									
53.7	-11.4*		Southeast	.....									
65.9	0.8		West	.....									
66.5	1.4		Central	.....									
72.7	7.7*		Northeast	.....									
		SEX		.....									
63.1	-1.9		Male	.....									
67.0	1.9		Female	.....									
		COLOR		.....									
49.7	-15.4*		Black	.....									
67.0	1.9*		White	.....									
		PARENTAL EDUCATION		.....									
49.1	-15.9*		No High School	.....									
53.3	-11.8*		Some High School	.....									
64.9	-0.2		Graduated High Sch.	.....									
74.1	9.0*		Post High School	.....									
65.9	---	NATIONAL (17IS ONLY)		.....									
		SIZE AND TYPE OF COMMUNITY		.....									
63.7	-2.2		Extreme Inner City	.....									
62.8	-3.1		Extreme Rural	.....									
59.4	-6.5*		Small City	.....									
64.4	-1.5		Medium City	.....									
63.9	-2.0		Rest Of Big City	.....									
71.0	5.1		Suburban Fringe	.....									
78.9	13.0*		Extreme Aff Suburb	.....									

42004 Summary of the three parts

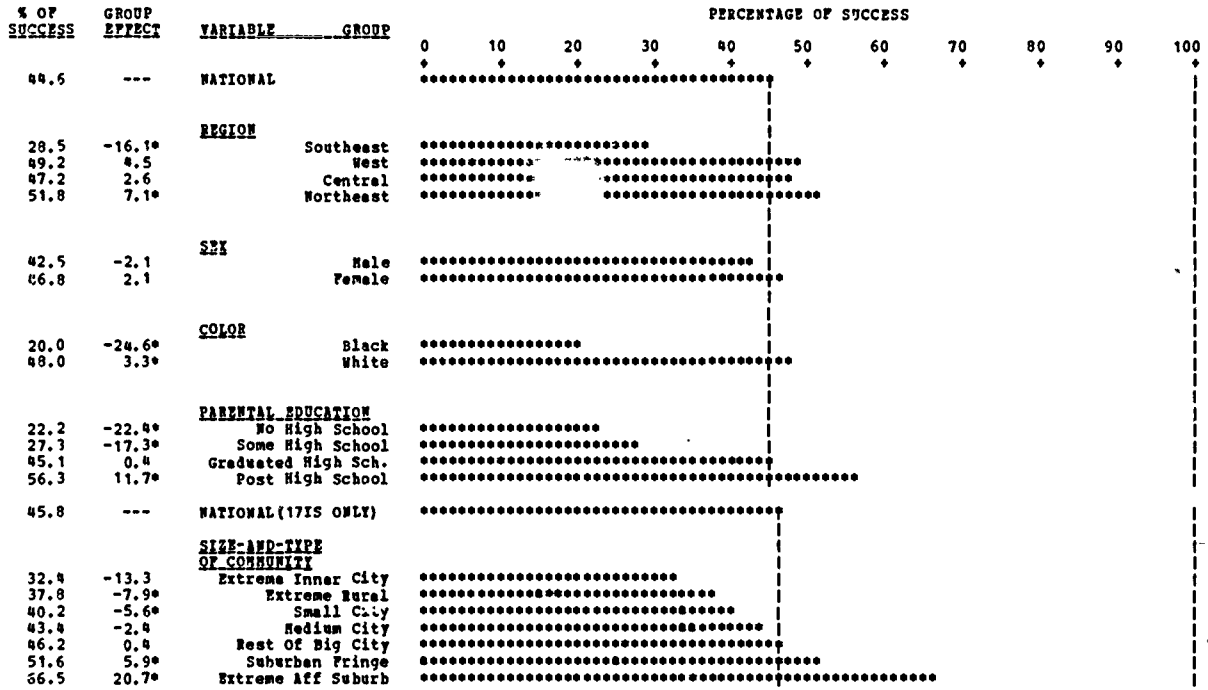
- 0.1% No response
- 2.5% 0 parts correct
- 17.1% 1 part correct
- 35.7% 2 parts correct
- 44.6% 3 parts correct

The exhibit below pertains to the percentages who responded correctly on all three parts.

S08 08B 1/2 13*x420040 R0000000

13 17.

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 420 -- Age 17

Overlaps: Age 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 62% of 17-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 31% said "Theater" and 6% said "Television." It would seem that about one third of 17-year-olds do not know the meaning of "cinema." On part 42002, 96% correctly gave the page where they could find the science news. On part 42003, 65% correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. Forty-five percent of 17-year-olds responded correctly on all three parts (42004).

Exercise 421 -- Age 17

Here is part of an index page from a science book.

On which pages would you find information about earthworms?

- water, 52, 60-65, 140-152
- weather, 60, 70-75
- weeds, 15-20
- wheat, 32-36
- wind, 66-75
- wire, 206-210, 212, 214
- wool, 6-10
- wolves, 3, 5, 10
- worms, 195-196

Nat'l &
Choosing
Each Answer

- 0.2% 5, 10
- 0.1% 16, 17
- 0.4% 34, 35
- 98.3% 195, 196
- 0.2% 207, 208
- 0.7% I don't know.
- 0.1% No response

S02 99 3/1 0a*x421013 10030080

17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
98.3	---	NATIONAL		.....									
		REGION		.....									
96.3	-1.9		Southeast	.....									
97.5	-0.8		West	.....									
99.8	1.5*		Central	.....									
98.6	0.4		Northeast	.....									
		SEX		.....									
97.5	-0.8*		Male	.....									
99.0	0.8*		Female	.....									
		COLOR		.....									
92.1	-6.2*		Black	.....									
99.2	0.9*		White	.....									
		PARENTAL EDUCATION		.....									
94.8	-3.5*		No High School	.....									
96.9	-1.4		Some High School	.....									
98.6	0.3		Graduated High Sch.	.....									
99.7	1.4*		Post High School	.....									
98.3	---	NATIONAL (17YS ONLY)		.....									
		TYPE AND TYPE OF COMMUNITY		.....									
98.0	-0.4		Extreme Inner City	.....									
97.2	-1.2		Extreme Rural	.....									
98.7	0.3		Small City	.....									
98.4	0.1		Medium City	.....									
98.5	0.2		Best Of Big City	.....									
98.4	0.1		Suburban Fringe	.....									
98.4	0.0		Extreme Aff Suburb	.....									

Exercise 421 -- Age 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise gives a facsimile of a portion of an index from a science book. Ninety-eight percent of 17-year-olds correctly gave the pages (195,196), listed under "worms," where they would find information about earthworms.

Exercise 422 -- Age 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

Here again is a facsimile of part of a TV Guide. Three pieces of information from the TV Guide are required. Success on this exercise is regarded as being able to answer all three parts correctly. On part 42201, 92% of 17-year-olds recognized that the movie is a mystery. On part 42202, 86% recognized that the program was presented in the afternoon. On part 42203, 85% recognized that Bob Johnston played the part of the master detective.

The exhibit on the opposite page pertains only to the percentages of 17-year-olds giving correct answers on all three parts.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

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

First, we describe each group's overall behavior on the Theme 4 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Seven specific effects (behaviors) on reference materials are summarized at the young adult level. Six of these represent released exercises and are described in detail. The other behavior represents an unreleased exercise to be used in future assessments. Exhibit 6-1 shows the distribution of the seven effects for each group relative to the national level indicated by the \emptyset line. A group's median level is indicated by an arrow (\rightarrow). Each specific behavior is indicated by a box with an X () unless it differs atypically from the group's median level; then it is represented by an open box () .

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

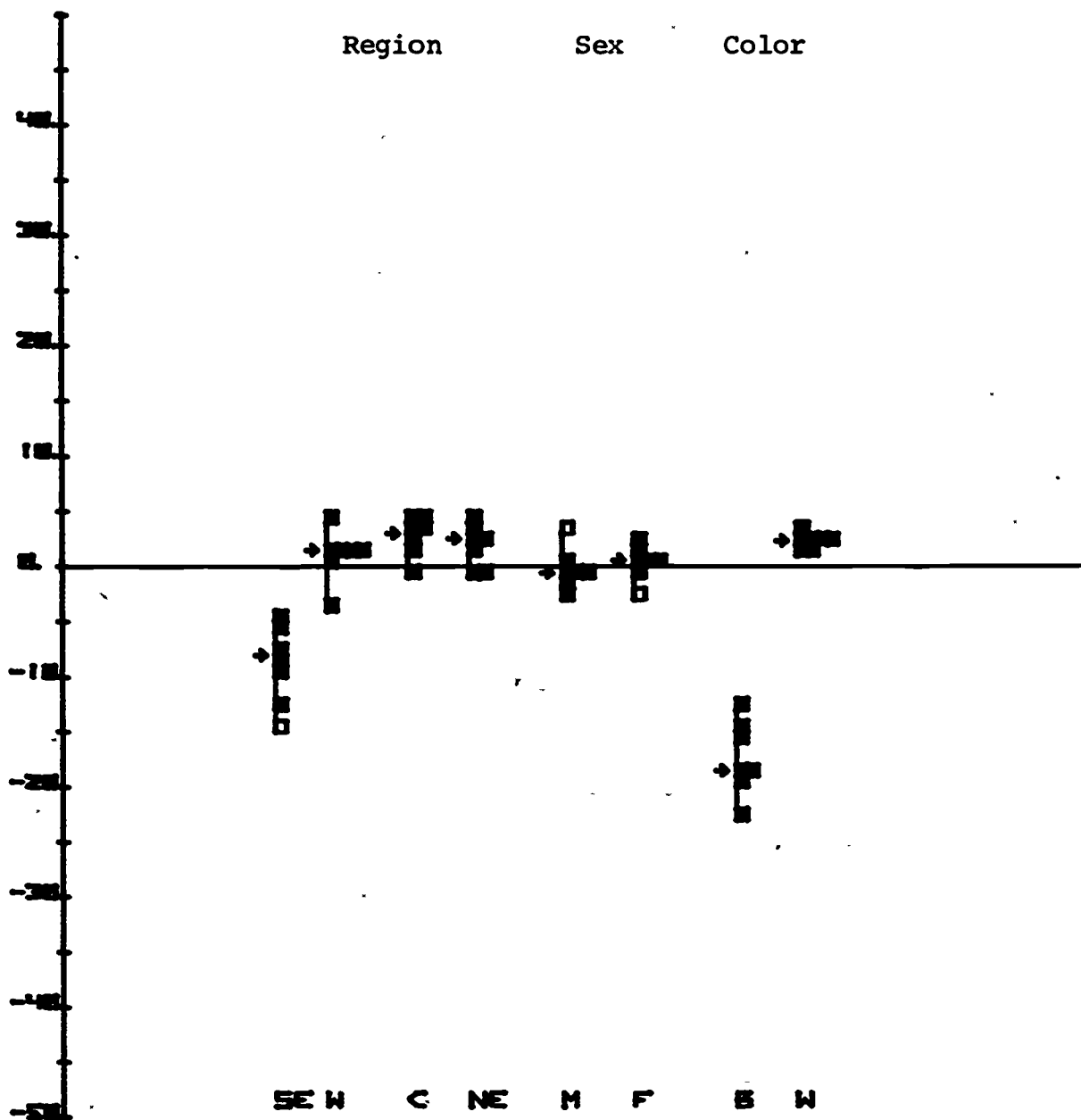
When a group's overall behavior has been described as tending to be about the same as the national level (0), a specific behavior can be atypically high or low relative to the group's median level.

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

9/95

EXHIBIT 6-1A

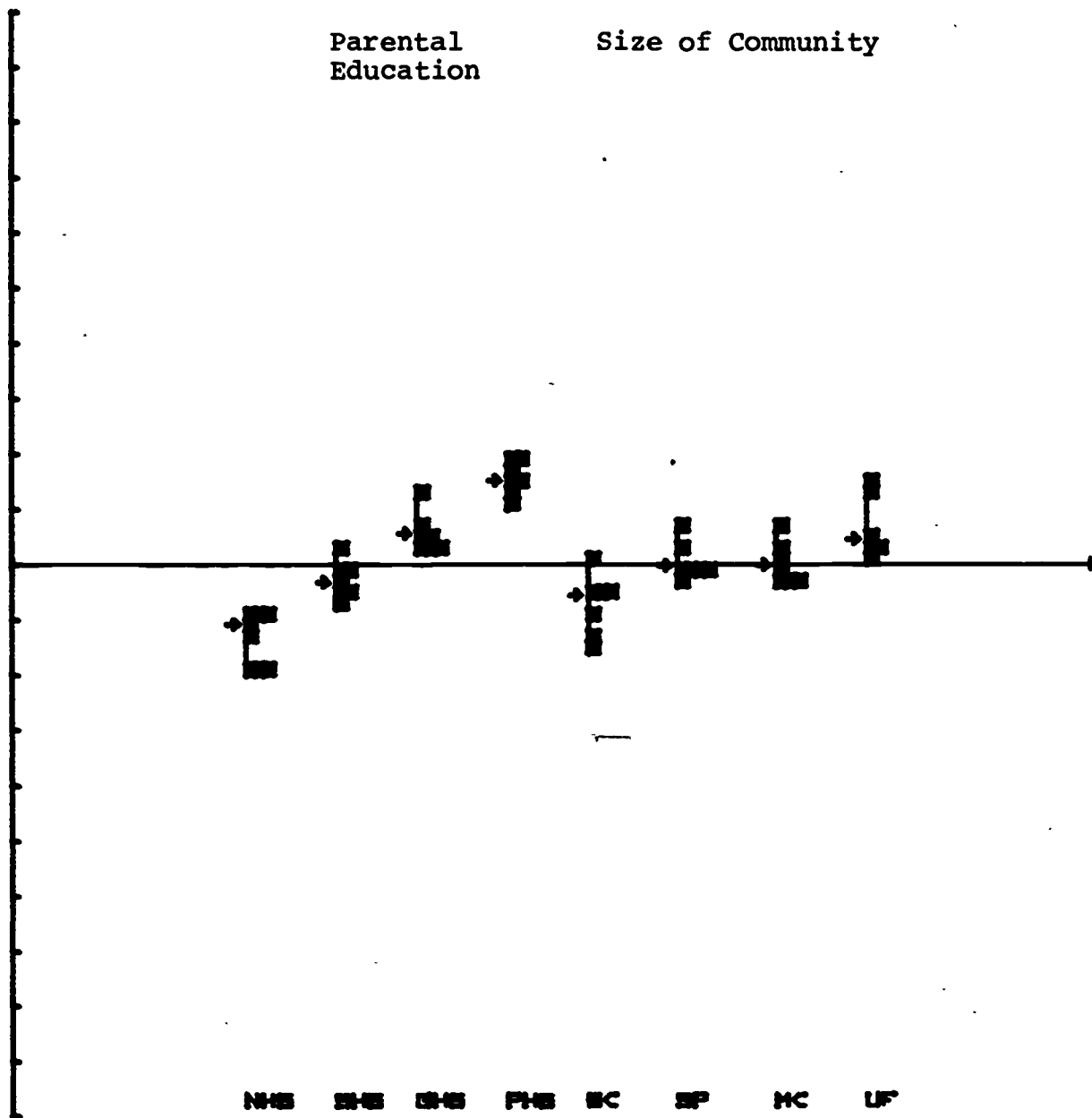
Distribution of Effects for Adults



	SE W	C	NE	M	F	B	W
Median Effect	-8.1	3.0		-0.6		-18.5	
	1.5		2.5		0.6		2.3

EXHIBIT 6-1B

Distribution of Effects for Adults



	NHS	SHS	OHS	PHS	MC	SP	HC	UF
Median Effect	-5.4		2.8		-2.8		-0.1	
		-1.7		7.6		-0.2		2.2

Region

With a median effect of -8.1, Southeastern young adults had an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise U417 that required recognizing which topic in an index comes first in a book.

The Western, Central and Northeastern young adults had median effects of 1.5, 3.0 and 2.5, respectively. The overall behavior of all three groups tended to be above the national level. None of the groups had any atypical behaviors.

Sex

Men and women had median effects of -0.6 and 0.6, respectively, and the overall behavior of both tended to be about the same as the national level. However, men performed atypically high and women performed atypically low on Exercise U417 that required recognizing which topic in an index comes first in a book.

Color

Black young adults had a median effect of -18.5 and an overall behavior characteristically below the national level. They had no atypical behaviors.

White young adults had a median effect of 2.3 and an overall behavior characteristically above the national level. They had no atypical behaviors.

Parental Education²

With a median effect of -5.4, the no high school group had an overall behavior characteristically below the national level. They had no atypical behaviors.

The some high school group had a median effect of -1.7 and an overall behavior tending to be below the national level. They had no atypical behaviors.

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

The graduated from high school group had a median effect of 2.8 and an overall behavior that tended to be above the national level. They had no atypical behaviors.

With a median effect of 7.6, the post high school group had an overall behavior characteristically above the national level. They had no atypical behaviors.

Size of Community³

With a median effect of -2.8, the big city group had an overall behavior that tended to be below the national level. They had no atypical behaviors.

The small place and medium city groups had median effects of -0.2 and -0.1, respectively. The overall behavior of both groups tended to be about the same as the national level. Neither group had any atypical behaviors.

With a median effect of 2.2, the urban fringe group had an overall behavior that tended to be above the national level. They had no atypical behaviors.

* * *

* * *

* * *

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

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

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

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

RELEASED EXERCISES

Exercise 412 -- Adult

(Give dictionary to student.)

Ask the first two questions and record the main points of his responses.)

41201

First ask: "What is a dictionary?" *

94.2%

*(Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words.")

41202

Then ask: "What does the word 'define' mean?" **

87.5%

** (Define: "To give the meaning of words," or
"To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more, and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203

Open the book to page 15 and tell me any three words defined on that page.*

96.7%

1. Allich, Allegiance, Alliteration
2. Allacate, Allat, Allow
3. Allowance, Alloy, All right

41204

Tell me the last word defined in the 'P' section.

93.2%

pylon

41205

Tell me the number of the last page in the dictionary.

98.0%

632

41206

Tell me the number of the page on which you can find out what the word "bake" means.

96.9%

41

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

94.7%

Just before family
Just after house boat

41208

86.9% All five parts correct (41203-07)

*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, alms, alms house, aloa, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

A02 01R 1/2 15*4412080 R1030020

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
86.9	---	NATIONAL		.....									
		REGION		.....									
91.9	-5.0		Southeast	.....									
88.2	1.3		West	.....									
89.9	3.0		Central	.....									
86.0	-0.9		Northeast	.....									
		SEX		.....									
84.2	-2.8		Male	.....									
89.6	2.6		Female	.....									
		COLOR		.....									
74.0	-12.9*		Black	.....									
88.6	1.7*		White	.....									
		PARENTAL EDUCATION		.....									
82.5	-4.4*		No High School	.....									
85.2	-1.7		Some High School	.....									
89.7	2.8		Graduated High Sch.	.....									
92.9	6.0*		Post High School	.....									
		SIZE OF COMMUNITY		.....									
94.1	-2.8		Big City	.....									
86.7	-0.2		Small Place	.....									
88.2	1.3		Medium City	.....									
89.2	2.2		Urban Fringe	.....									

Exercise 412 -- Adult

Overlaps: Ages 9, 13 and 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

For this exercise, young adults were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 97% could give at least three words listed on page 15. On part 41204, 93% could give the last word (python) defined in the "P" section. On part 41205, 98% could give the number of the last page in the book. On part 41206, 97% could give the number of the page where they could find out what the word "bake" means. On part 41207, 95% could give the words defined just before and just after "house." Eighty-seven percent were correct on all five parts (41208). The exhibit on the opposite page pertains to the percentages of young adults in the various groups who were correct on all five parts (regarded as success on this exercise).

Exercise 413 -- Adult

(Give the student a copy of the TV schedule* and say to him, "Here is part of a TV Guide you might find in a newspaper. After you have read it, I will ask you some questions about it. You may look at the schedule as many times as is necessary to answer the questions.")

2:00 p.m. Super Mutt - Cartoons

*material deleted due
to copyright
restrictions*

84.26 Children's Thrift

*Adapted from TV Guide Magazine, with permission.

A06 12 3/1 01*0413010 R10300RU

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
94.2	---	NATIONAL		.....									
		REGION		.....									
76.1	-8.1*		Southeast	.....									
81.0	-3.2		West	.....									
98.4	4.2*		Central	.....									
87.9	3.7*		Northeast	.....									
		SEX		.....									
83.1	-1.0		Male	.....									
85.1	1.0		Female	.....									
		COLOR		.....									
65.7	-19.2*		Black	.....									
86.5	2.3*		White	.....									
		PARENTAL EDUCATION		.....									
77.6	-6.6*		No High School	.....									
98.1	-0.0		Some High School	.....									
86.1	1.9		Graduate High Sch.	.....									
91.7	7.6*		Post High School	.....									
		SIZE OF COMMUNITY		.....									
74.9	-7.4*		Big City	.....									
87.5	3.3*		Small Place	.....									
82.4	-1.8		Medium City	.....									
85.2	1.0		Urban Fringe	.....									

41302

Nat'l %
Choosing
Each Answer

If you watched the entire movie, could you
also see the entire program about the San
Diego Zoo?

- 9.1% Yes
- 87.8% No
- 2.2% I don't know.
- 0.9% No response

A06 12 5/1 02-KR13020 R10300R0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
97.8	---	NATIONAL	.....									
		REGION	.....									
78.1	-9.5*	Southeast	.....									
91.4	1.6	West	.....									
91.3	3.5*	Central	.....									
93.2	1.4	Northeast	.....									
		SEX	.....									
90.7	0.9	Male	.....									
87.7	-0.8	Female	.....									
		COLOR	.....									
72.1	-15.8*	Black	.....									
95.1	2.3*	White	.....									
		PARENTAL EDUCATION	.....									
93.2	-4.7*	No High School	.....									
85.7	-2.6	Some High School	.....									
90.4	2.8	Graduated High Sch.	.....									
95.0	7.1*	Post High School	.....									
		SIZE OF COMMUNITY	.....									
91.8	0.5	Big City	.....									
85.9	-0.9	Small Place	.....									
87.4	0.1	Medium City	.....									
89.4	1.6	Urban Fringe	.....									

41303

Why is there no new program listed on Channel 4 beginning at 3:00 p.m.?

00.00 Baseball game runs until 4:00 p.m.

406 12 4/1 010K013030 91030000

9 13 17 2

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

GROUP SUCCESS	GROUP DEVIAT	VARIABLE-----GROUP	PERCENTAGE OF SUCCESS										
			0	10	20	30	40	50	60	70	80	90	100
89.8	---	NATIONAL	.....									
74.1	-12.7*	REGION Southeast West Central Northeast	.....									
90.2	1.5		.....									
91.6	2.8		.....									
92.9	4.1*		.....									
88.2	-0.6	SEX Male Female	.....									
89.8	0.6		.....									
73.2	-19.5*	COLOR Black White	.....									
91.9	2.3*		.....									
93.1	-5.8*	PARENTAL EDUCATION No High School Some High School Graduated High Sch. Post High School	.....									
95.3	-3.0		.....									
97.5	1.7		.....									
99.2	9.4*		.....									
88.2	-8.6	SIZE OF COMMUNITY Big City Small Place Medium City Urban Fringe	.....									
99.7	-0.1		.....									
97.1	-1.6		.....									
95.8	6.6*		.....									

41304

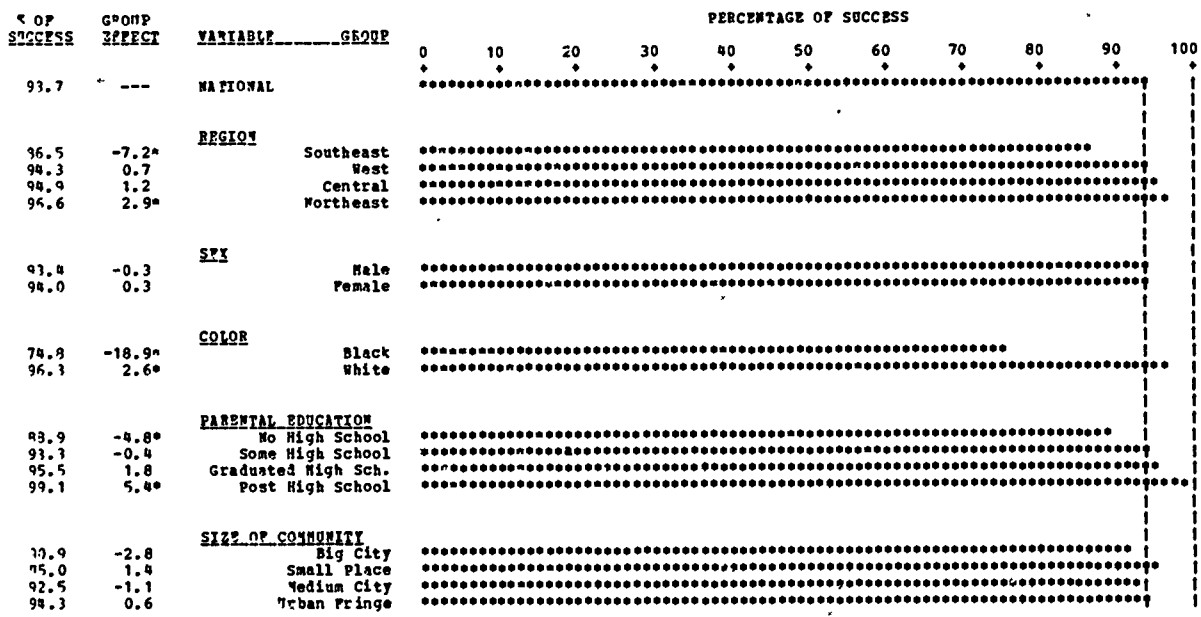
At what time are the cartoons shown?

93.7% 2:00 p.m.

A06 12 8/1 01*X417040 R10300P0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41306 Summary of the five parts

- 0.8% No response
- 1.6% 0 parts correct
- 2.1% 1 part correct
- 2.7% 2 parts correct
- 6.0% 3 parts correct
- 24.4% 4 parts correct
- 62.3% 5 parts correct

The exhibit below pertains to the percentages of young adults in the various groups who answered correctly on all five parts.

A06 12B 1/2 15*413060 R7000000

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
62.3	---	NATIONAL	*										
		<u>REGION</u>	*										
51.5	-10.8*		Southeast*										
65.2	2.9		West*										
64.5	2.1		Central*										
64.7	2.4		Northeast*										
		<u>SEX</u>	*										
52.4	0.1		Male*										
62.2	-0.1		Female*										
		<u>COLOR</u>	*										
33.7	-23.7*		Black*										
65.5	3.1*		White*										
		<u>PARENTAL EDUCATION</u>	*										
48.3	-14.0*		No High School*										
61.9	-0.4		Some High School*										
65.4	3.1		Graduated High Sch.*										
74.7	17.4*		Post High School*										
		<u>SIZE OF COMMUNITY</u>	*										
59.7	-3.6		Big City*										
60.6	-1.7		Small Place*										
64.0	1.7		Medium City*										
69.0	6.7*		Urban Fringe*										

Exercise 413 -- Adult

Overlaps: Ages 9, 13 and 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 84% of young adults were able to recognize that the word Repeat meant that "Children's Variety" was being run for at least a second time. On part 41302, 88% could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 89% could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 94% could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 80% could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes. Sixty-two percent of young adults responded correctly on all five parts (41306).

CHAPTER 7

AGE COMPARISONS

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

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

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels, the percentage difference between each adjacent pair of age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, look at the Northeast region at ages 9, 13, 17 and adult for Exercise 41208.

	<u>Age Level</u>	<u>Percentage of Success</u>		<u>Percentage Difference</u>
Northeast	9	39.7		
	13	84.5	9-->13	44.8
	17	90.4	13-->17	5.9
	Ad	86.0	17-->Ad	-4.5
			9-->Ad	46.3

We see that the percentage of success for 9-year-olds was 39.7 and for 13-year-olds was 84.5 with a percentage difference going from age 9 to age 13 of 44.8. Likewise, the percentage of success for 17-year-olds was 90.4 with a percentage difference going from age 13 to age 17 of 5.9; and the percentage of success for adults was 86.0 with a percentage difference going from age 17 to adult of -4.5 (a percentage decrease). The net percentage difference going from age 9 to adult was 46.3. When a percentage decrease occurs, it is indicated by a minus sign (-) as in the example just shown. The bars on the graph portion of the exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

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

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

Of the released exercises representing reference materials; four were administered to 9 and 13-year-olds; six were administered to 9, 13 and 17-year-olds and young adults; and four were administered to 13 and 17-year-olds.

Exercise 406 -- Ages 9 and 13

What is the BEST way to find out if there is something about Eskimos in a book?

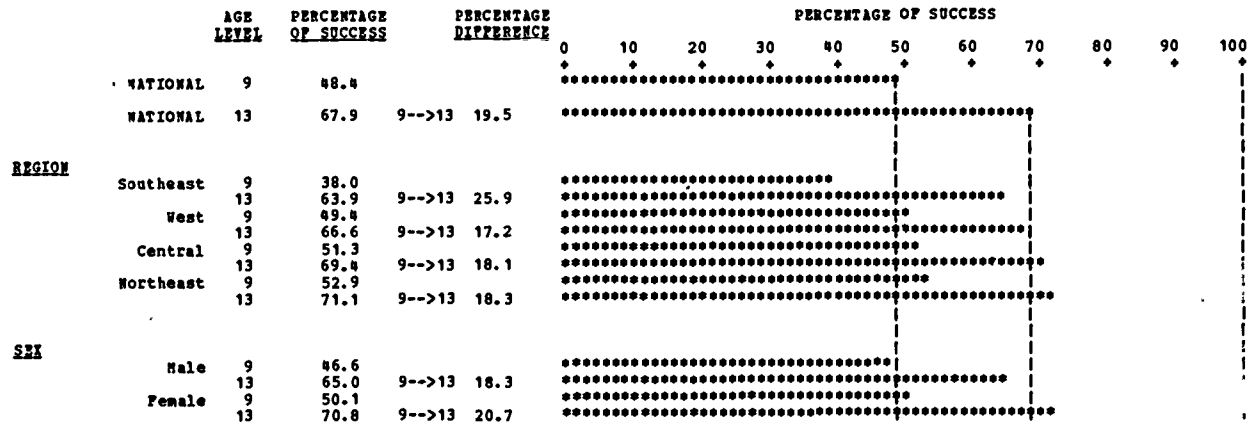
Nat'l %
Choosing
Each Answer

Age 9	Age 13		
48.4%	67.9%	<input checked="" type="radio"/>	Look in the index.
10.0%	7.9%	<input type="radio"/>	Look in the glossary.
20.3%	7.6%	<input type="radio"/>	Look at the title page.
9.0%	2.6%	<input type="radio"/>	Look through all the pages.
9.3%	12.8%	<input type="radio"/>	Skim through the introduction.
2.9%	0.2%	<input type="radio"/>	I don't know.
0.2%	0.9%		No response

406 12 3/1 01*X406013 R00300R0
T12 12 3/1 01*X406013 R00300R0

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



W06 12 3/1 01*1806013 R00300R0
 T12 12 3/1 01*1806013 R00300R0

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	48.4		.....|									
NATIONAL	13	67.9	9-->13 19.5	.....|									
COLORED														
Black	9	30.4		.....|									
	13	50.6	9-->13 20.1	.....|									
White	9	51.8		.....|									
	13	70.9	9-->13 19.1	.....|									
PARENTAL EDUCATION														
No High School	9	42.1		.....|									
	13	55.5	9-->13 13.4	.....|									
Some High School	9	41.9		.....|									
	13	63.6	9-->13 21.7	.....|									
Graduated High Sch.	9	46.3		.....|									
	13	66.8	9-->13 20.5	.....|									
Post High School	9	58.0		.....|									
	13	75.0	9-->13 17.0	.....|									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	9	25.0		.....|									
	13	61.4	9-->13 36.4	.....|									
Extreme Rural	9	37.8		.....|									
	13	60.3	9-->13 22.6	.....|									
Small City	9	51.7		.....|									
	13	69.1	9-->13 17.4	.....|									
Medium City	9	46.8		.....|									
	13	62.0	9-->13 15.2	.....|									
Rest Of Big City	9	46.9		.....|									
	13	65.9	9-->13 19.0	.....|									
Suburban Fringe	9	54.9		.....|									
	13	68.6	9-->13 13.7	.....|									
Extreme Aff Suburb	9	57.5		.....|									
	13	84.2	9-->13 26.6	.....|									

Exercise 406 -- Ages 9 and 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

While this exercise asks for the best way to find out if there is something about Eskimos (not necessarily as the main topic) in a book, the question could be generalized to any topic. Forty-eight percent of 9-year-olds and 68% of 13-year-olds correctly responded "Look in the index"--a 20% increase from age 9 to age 13. This means that more than 30% of 13-year-olds failed to demonstrate knowledge about how to find a given topic in a book.

Exercise 408 -- Ages 9 and 13

Read the question and fill in the oval beside the correct answer.

- Nat'l %
 Choosing
 Each Answer If you had to tell your class about windmills,
 which of these would be the BEST book to use?
- | Age 9 | Age 13 | | |
|-------|--------|----------------------------------|--|
| 5.8% | 2.4% | <input type="radio"/> | An atlas |
| 26.2% | 6.0% | <input type="radio"/> | A dictionary |
| 57.4% | 89.5% | <input checked="" type="radio"/> | An encyclopedia |
| 3.8% | 0.5% | <input type="radio"/> | The Yellow Pages in the telephone book |
| 6.2% | 1.4% | <input type="radio"/> | I don't know. |
| 0.5% | 0.1% | | No response |

N07 03 3/1 03*X408013 R00300R0 9 13
 T13 02 3/1 03*X408013 R00300R0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	57.4		.....									
NATIONAL	13	89.5	9-->13 32.1	.....									
<u>REGION</u>														
Southeast	9	47.6		.....									
	13	89.3	9-->13 41.7	.....									
West	9	50.4		.....									
	13	87.4	9-->13 37.0	.....									
Central	9	62.1		.....									
	13	91.4	9-->13 29.3	.....									
Northeast	9	66.5		.....									
	13	89.8	9-->13 23.3	.....									
<u>SEX</u>														
Male	9	56.7		.....									
	13	87.6	9-->13 30.9	.....									
Female	9	58.2		.....									
	13	91.2	9-->13 33.0	.....									

W07 03 3/1 03*TX08013 R0030080
 T13 02 3/1 03*TX08013 R0030080

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	57.4		.....									
NATIONAL	13	89.5	9-->13 32.1	.....									
COLOE														
Black	9	36.5		.....									
Black	13	80.2	9-->13 43.7	.....									
White	9	61.7		.....									
White	13	91.1	9-->13 29.4	.....									
PARENTAL EDUCATION														
No High School	9	44.1		.....									
No High School	13	81.3	9-->13 37.2	.....									
Some High School	9	52.7		.....									
Some High School	13	84.1	9-->13 31.4	.....									
Graduated High Sch.	9	54.6		.....									
Graduated High Sch.	13	91.0	9-->13 36.4	.....									
Post High School	9	71.3		.....									
Post High School	13	93.8	9-->13 22.4	.....									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	9	39.9		.....									
Extreme Inner City	13	78.5	9-->13 38.6	.....									
Extreme Rural	9	49.0		.....									
Extreme Rural	13	87.4	9-->13 38.4	.....									
Small City	9	51.8		.....									
Small City	13	88.3	9-->13 36.4	.....									
Medium City	9	55.4		.....									
Medium City	13	90.6	9-->13 35.3	.....									
Rest Of Big City	9	60.3		.....									
Rest Of Big City	13	91.3	9-->13 31.0	.....									
Suburban Fringe	9	65.0		.....									
Suburban Fringe	13	90.9	9-->13 25.9	.....									
Extreme Aff Suburb	9	75.5		.....									
Extreme Aff Suburb	13	94.4	9-->13 18.9	.....									

Exercise 408 -- Ages 9 and 13

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asked which of the several reference sources listed would be the best to use if one wished to find out about windmills. Fifty-seven percent of 9-year-olds and 90% of 13-year-olds correctly said an encyclopedia--a 33% increase from age 9 to age 13. Of the 10% who failed at age 13, most (6%) said a dictionary, which was a quite popular response at age 9 (26%).

Exercise 409 -- Ages 9 and 13

Read the question and fill in the oval beside the correct answer.

Nat'l & Choosing Each Answer If you like books which are NOT about people, which one of the following would you read?

- | Age 9 | Age 13 | | |
|-------|--------|----------------------------------|------------------------------------|
| 4.8% | 3.1% | <input type="radio"/> | <u>The Jazz Man</u> |
| 4.1% | 1.9% | <input type="radio"/> | <u>Johnny Tremaine</u> |
| 83.3% | 88.1% | <input checked="" type="radio"/> | <u>All about Elephants</u> |
| 1.7% | 3.7% | <input type="radio"/> | <u>Who's in Charge of Lincoln?</u> |
| 5.7% | 2.8% | <input type="radio"/> | I don't know. |
| 0.5% | 0.5% | | No response |

NOR 03 3/1 03*X409011 R100000
T01 01 3/1 03*X409011 R100000

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	73.3		.....									
NATIONAL	13	88.0	9-->13 14.8	.....									
<u>REGION</u>														
Southeast	9	68.2		.....									
13	13	88.4	9-->13 20.2	.....									
West	9	73.5		.....									
13	13	86.6	9-->13 13.1	.....									
Central	9	72.4		.....									
13	13	88.1	9-->13 15.7	.....									
Northeast	9	77.5		.....									
13	13	89.1	9-->13 11.6	.....									
<u>SEX</u>														
Male	9	71.1		.....									
13	13	86.6	9-->13 15.5	.....									
Female	9	75.4		.....									
13	13	89.6	9-->13 14.1	.....									

Exercise 409 -- Ages 9 and 13

Objective IV: Reason logically from what is read.

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

Seventy-three percent of 9-year-olds and 88% of 13-year-olds were able to say that if they wanted to read a book NOT about people, they would read All about Elephants. This represents a percentage increase of 15 from age 9 to age 13. Perhaps those who failed at both age levels were confused by the negative phrasing of the question.

Exercise 411 -- Ages 9 and 13

You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

Nat'l 8
Choosing
Each Answer

	Age 9	Age 13	
	2.14	0.24	<input type="radio"/> Jackson and Jacobs
	3.04	0.84	<input type="radio"/> Jacobs and James
	20.04	8.84	<input type="radio"/> James and Johnson
	62.54	86.34	<input checked="" type="radio"/> Johnson and Judson
	3.04	3.04	<input type="radio"/> Judson and Justus
	8.44	0.34	<input type="radio"/> I don't know.
	1.24	0.64	No response

N09 08 3/1 04*X411013 R00300R0
T11 15 3/1 04*X411013 R00300R0 .

9 13
9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
	NATIONAL	9	62.5	
	NATIONAL	13	86.3	9-->13 23.8
REGION	Southeast	9	55.6	
		13	83.9	9-->13 28.3
	West	9	59.8	
		13	88.0	9-->13 28.1
	Central	9	66.6	
		13	89.0	9-->13 22.4
	Northeast	9	66.4	
		13	83.7	9-->13 17.3
SEX	Male	9	58.2	
		13	84.1	9-->13 25.9
	Female	9	66.6	
		13	88.4	9-->13 21.8

N09 08 3/1 04*XR11013 R0030020
 T11 15 3/1 04*XR11013 R0030020

9 13
 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	62.5		.....									
NATIONAL	13	86.3	9-->13 23.8	.....									
<u>COLOP</u>														
Black	9	50.0		.....									
	13	74.1	9-->13 24.1	.....									
White	9	65.2		.....									
	13	88.5	9-->13 23.3	.....									
<u>PARENTAL EDUCATION</u>														
No High School	9	42.3		.....									
	13	79.7	9-->13 37.4	.....									
Some High School	9	62.4		.....									
	13	83.9	9-->13 21.6	.....									
Graduated High Sch.	9	67.7		.....									
	13	87.6	9-->13 20.0	.....									
Post High School	9	73.1		.....									
	13	90.2	9-->13 17.1	.....									
<u>SIZE-AND-TYPE OF COMMUNITY</u>														
Extreme Inner City	9	41.5		.....									
	13	83.0	9-->13 41.5	.....									
Extreme Rural	9	66.4		.....									
	13	82.9	9-->13 16.4	.....									
Small City	9	57.4		.....									
	13	89.3	9-->13 31.9	.....									
Medium City	9	62.8		.....									
	13	86.4	9-->13 23.6	.....									
Rest Of Big City	9	61.9		.....									
	13	79.2	9-->13 17.3	.....									
Suburban Fringe	9	75.9		.....									
	13	85.8	9-->13 9.9	.....									
Extreme Aff Suburb	9	73.0		.....									
	13	88.6	9-->13 15.7	.....									

Exercise 411 -- Ages 9 and 13

Objective III: Use what is read.

Subobjective A: Obtain information efficiently.

Here is an exercise on looking up a name in a telephone directory. This particular task requires being able to alphabetize to at least the third letter in the names. Since the third and fourth answers divide at the name Johnson, 9 and 13-year-olds had to recognize that Jon...as in Jones comes after Joh...as in Johnson, not ahead of it. Sixty-three percent of 9-year-olds and 86% of 13-year-olds succeeded. However, 20% of 9-year-olds and 9% of 13-year-olds said Jones would come between James and Johnson. Apparently, they did not carry their alphabetization far enough.

Exercise 412 -- Ages 9, 13, 17 and Adult

(Give dictionary to student.)

Ask the first two questions and record the main points of his responses.)

41201

Age 9 Age 13 Age 17 Adult First ask: "What is a dictionary?"
77.3a 92.6a 94.7a 94.2a

*Dictionary: "A book that tells you what words mean."
"A book that tells you how to use words."

41202

Then ask: "What does the word 'define' mean?" **
17.4a 78.0a 89.5a 87.5a

** (Defines: "To give the meaning of words," or "To tell what the word means.")

(If the student defines both words correctly, read A-E to him and record his answers, even if he cannot do some or all of the tasks. If he cannot define one or both of the words, give him the definition(s), using the dictionary and showing him a word and its definition if necessary, then continue with A.

If he answers A, either correctly or incorrectly, continue with B-E. If he cannot answer A, give him the definition(s) once more and repeat A. If he then answers A, either correctly or incorrectly, continue with B-E. If he stops working, encourage him to continue. If he still cannot answer A, discontinue, explain the situation in A, and go to the next exercise.)

41203
Age 9 Age 13 Age 17 Adult
91.3a 97.2a 98.1a 96.7a

Open the book to page 15 and tell me any three words defined on that page."

1. Ally, Allegory, Alliteration
2. Alleviate, Albat
Alleviate
3. Alleviate, Alley, All night

41204

Tell me the last word defined in the "P" section.

53.0a 91.4a 96.3a 93.2a

41205

Tell me the number of the last page in the dictionary.

92.9a 97.9a 99.0a 98.0a

41206

Tell me the number of the page on which you can find out what the word "bake" means.

71.2a 93.2a 97.0a 96.9a

41207

Tell me the word which is defined just before the word "house" and the word which is defined just after the word "house."

65.4a 95.0a 98.0a 94.7a

41208

Just before Leisurely
Just after Leisure Coast

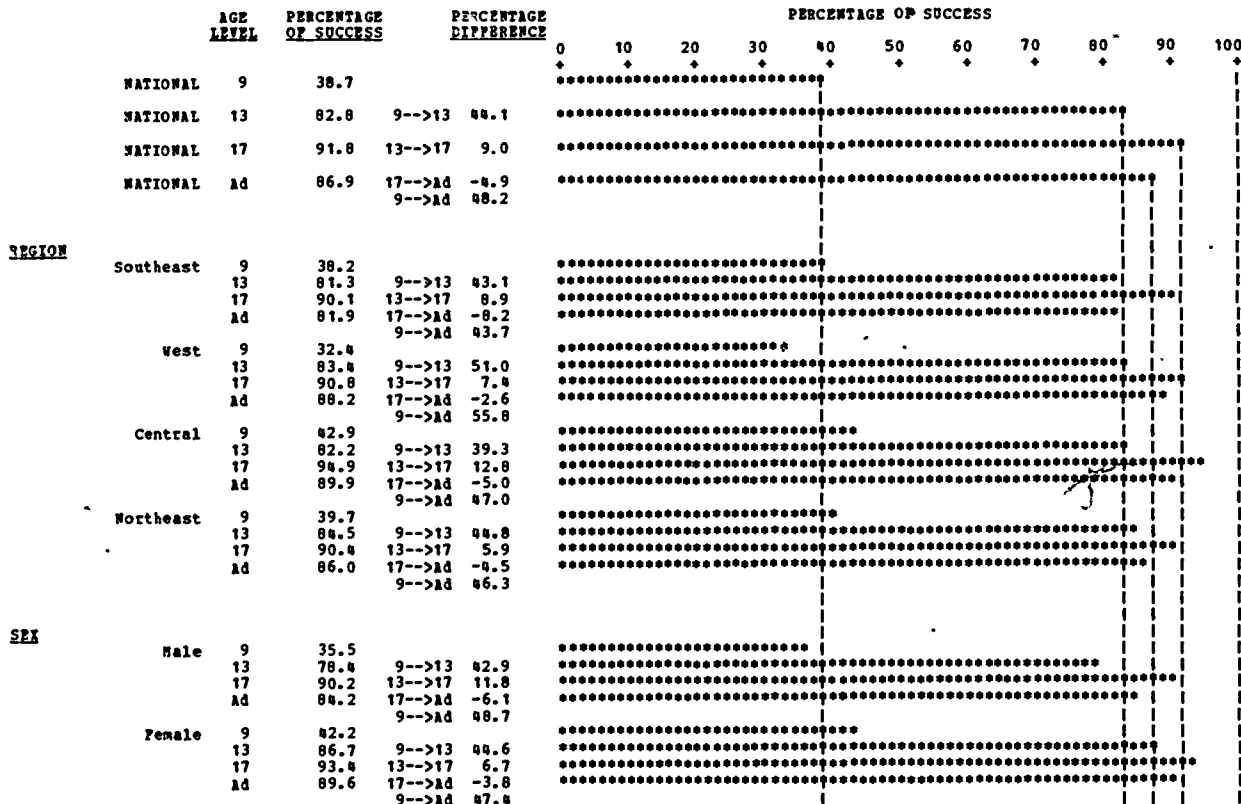
*Other Acceptable Words

all around, allspice, allude, allure, allusion, ally, aluminum, alma mater, almanac, almighty, almond, almost, aloe, alma house, aloe, aloft, aloha, along, alongside, aloof, aloud, alp, alpaca, alpha, alphabet

W10 02B 1/2 15*X412080 R10300R0
T15 02B 1/2 15*X412080 R10300R0
S12 02B 1/2 15*X412080 R10300R0
A02 01B 1/2 15*X412080 R10300R0

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

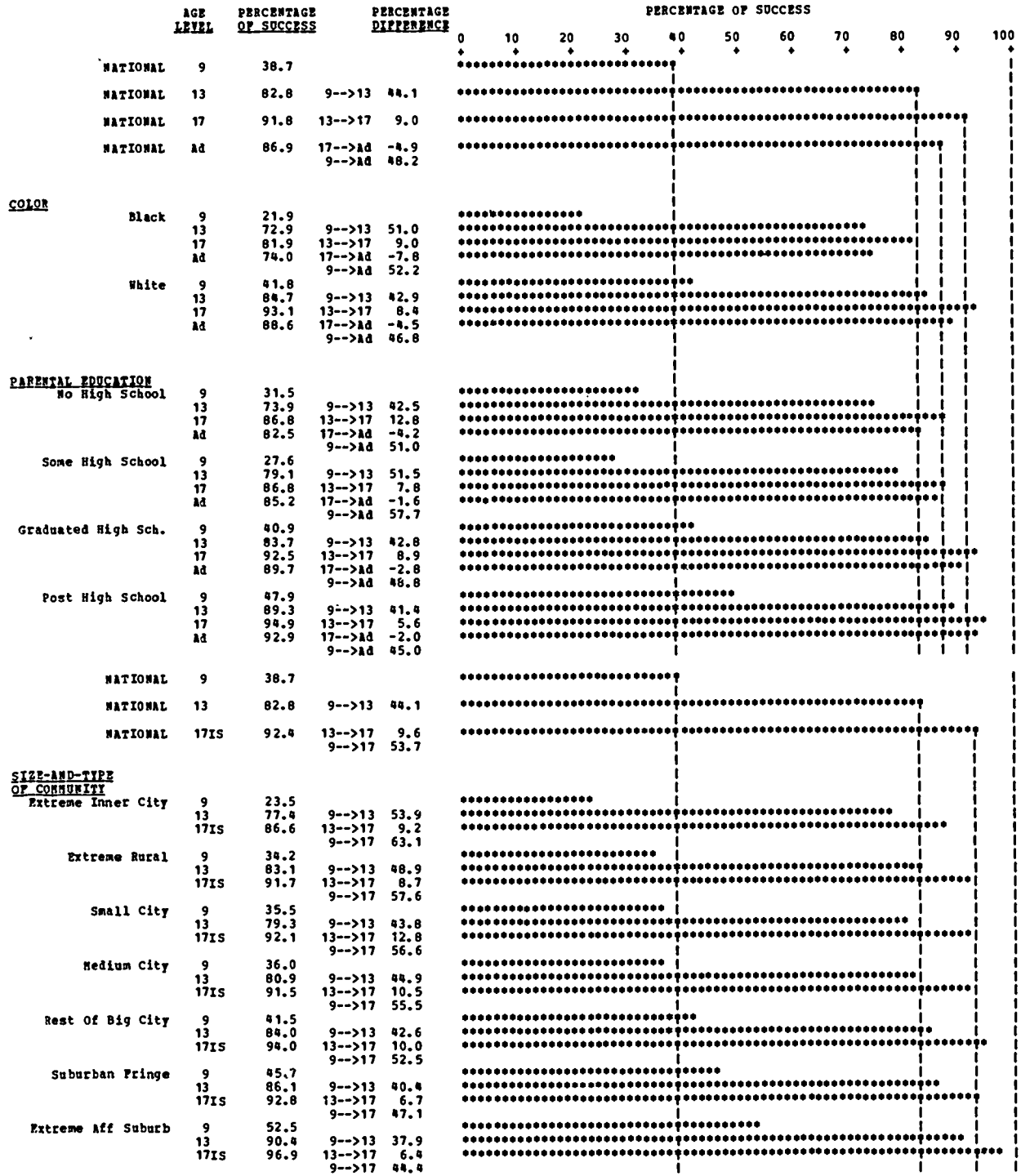
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



N10 02B 1/2 15*X412080 R10300R0
 T15 02B 1/2 15*X412080 R10300R0
 S12 02B 1/2 15*X412080 R10300R0
 A02 01B 1/2 15*X412080 R10300R0

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

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 412 -- Ages 9, 13, 17 and Adult

Objective III: Use what is read.

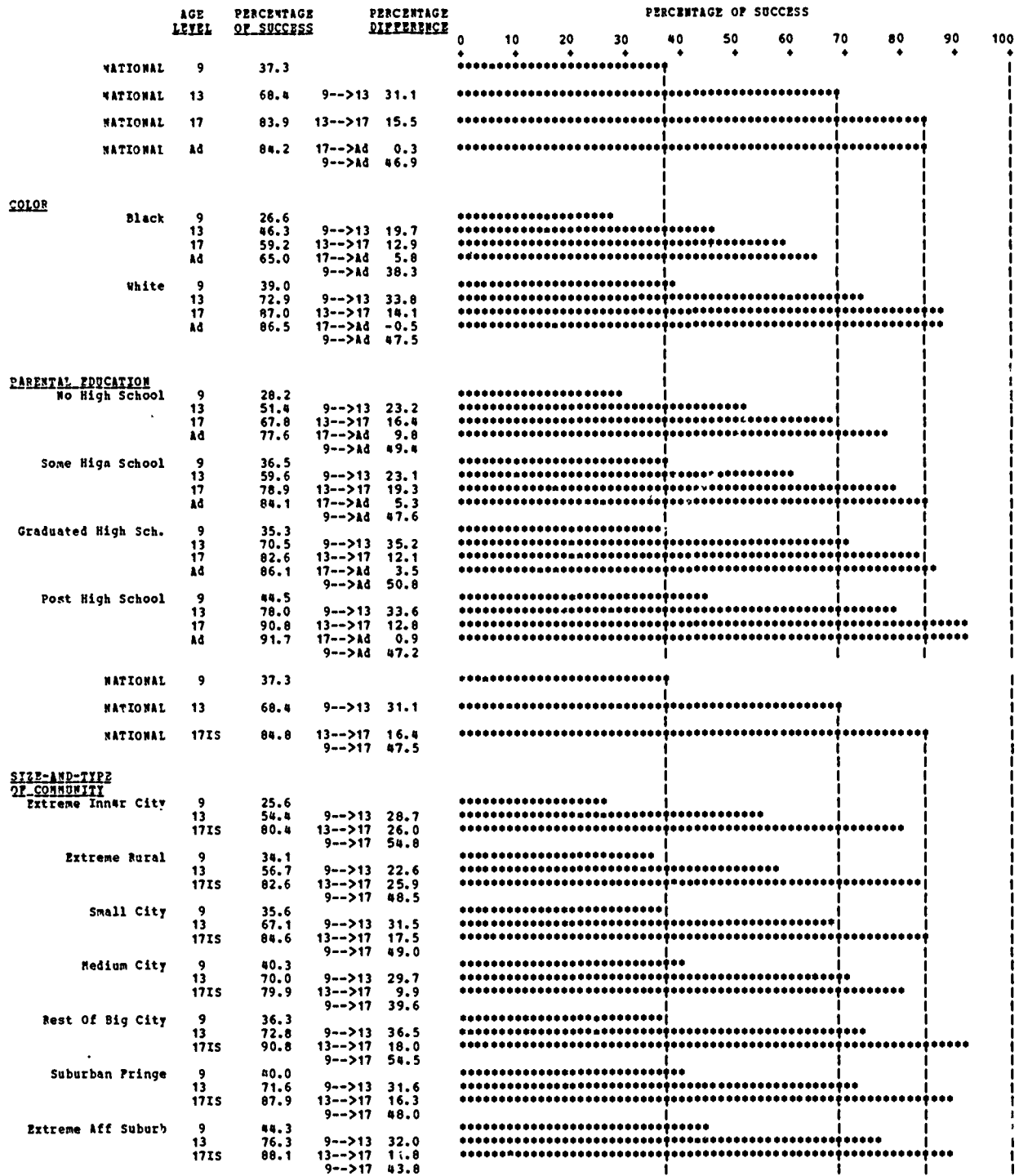
Subobjective C: Obtain information efficiently.

For this exercise, 9, 13 and 17-year-olds and young adults were given an actual dictionary and then were asked to find a number of things in it. On part 41203, 91%, 97%, 98% and 97% of individuals at the respective age levels could give at least three words listed on page 15. On part 41204, 53%, 91%, 96% and 93% of individuals at the respective age levels could give the last word (python) defined in the "p" section. On part 41205, 93%, 98%, 99% and 98% of individuals at the respective age levels could give the number of the last page in the book. On part 41206, 71%, 93%, 97% and 97% of individuals at the respective age levels could give the number of the page where they could find out what the word "bake" means. On part 41207, 65%, 95%, 98% and 95% of individuals at the respective age levels could give the words defined just before and just after "house." At the four age levels, respectively, 39%, 83%, 92% and 87% of individuals answered all five parts correctly (41208). The exhibit pertains to the percentages of 9, 13 and 17-year-olds and young adults in the various groups who responded correctly on all five parts.

N11 02 3/1 01*X413010 R10300R0
 T02 15 3/1 01*X413010 R10300R0
 S06 16 3/1 01*X413010 R10300R0
 A06 12 3/1 01*X413010 R10300R0

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

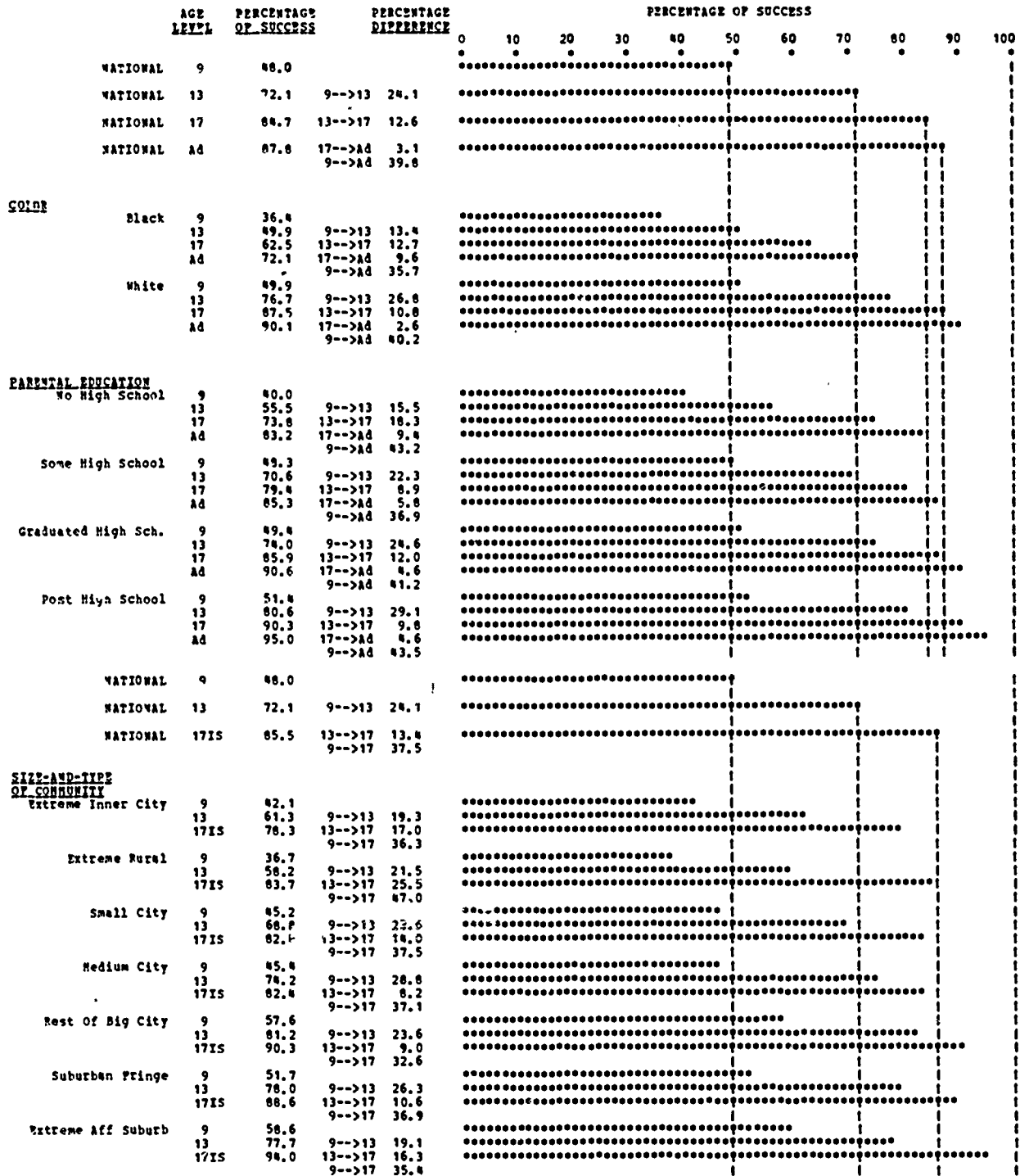
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



W11 02 5/1 02*X413020 R10300R0
 T02 15 5/1 02*X413020 R10300R0
 S06 16 5/1 02*X413020 R10300R0
 A06 12 5/1 02*X413020 R10300R0

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

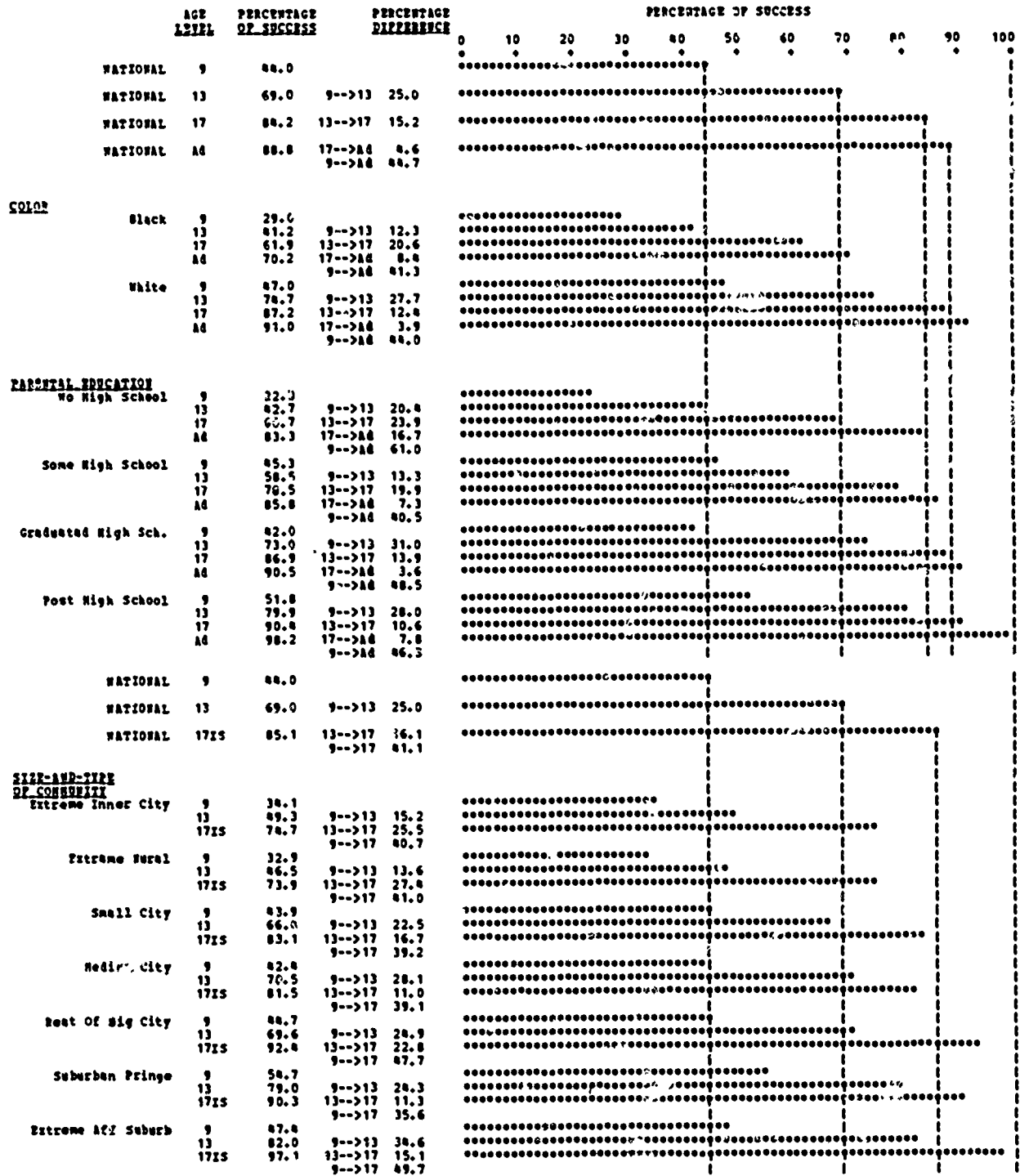
NATIONAL AND GROUP PERCENTAGES OF SUCCESS



W11 02 6/1 01*I113030 R10300R0
 T02 15 6/1 01*I113030 R10300R0
 S06 16 6/1 01*I113030 R10300R0
 A06 12 6/1 01*I113030 R10300R0

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

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



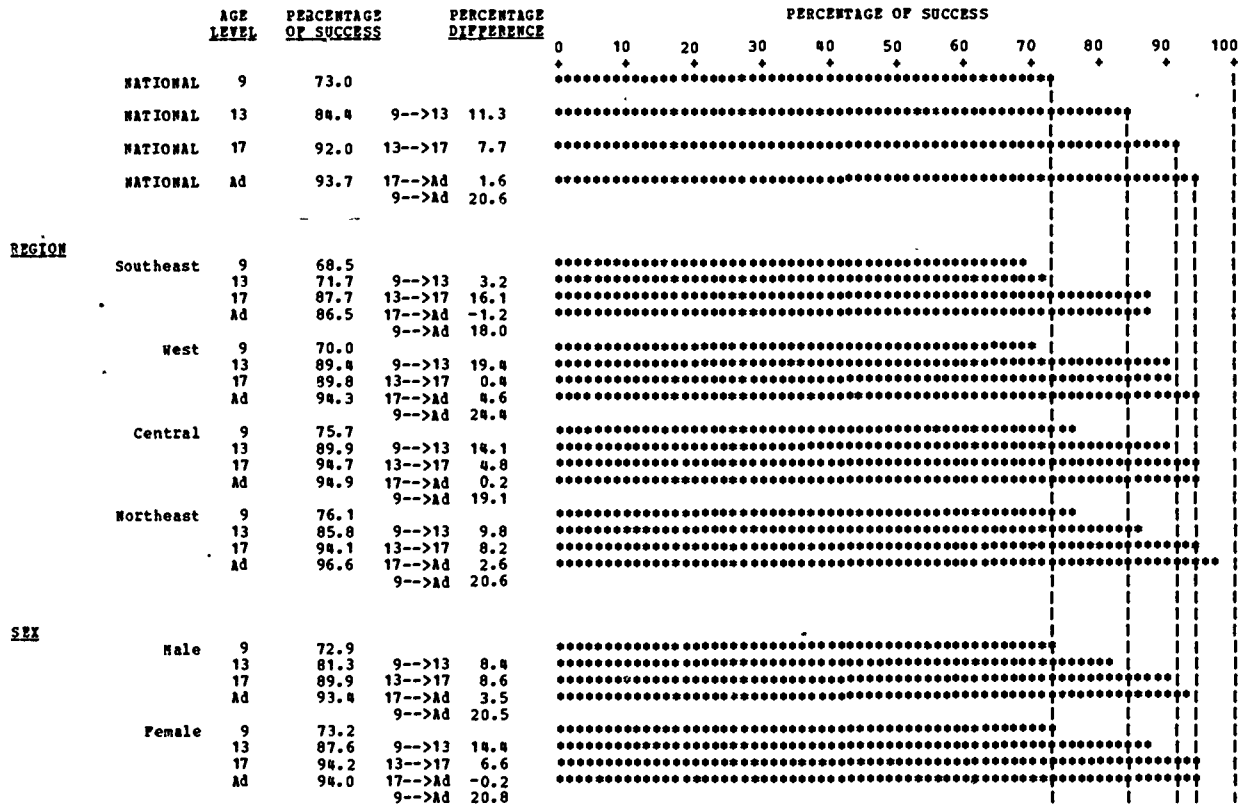
41304

Age 9 Age 13 Age 17 Adult
 73.1% 84.4% 92.0% 93.7%

At what time are the cartoons shown?
 2:00 p.m.

H11 02 8/1 01*X413040 R10300R0 9 13 17 A
 T02 15 8/1 01*X413040 R10300R0 9 13 17 A
 S06 16 8/1 01*X413040 R10300R0 9 13 17 A
 A06 12 8/1 01*X413040 R10300R0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



41305

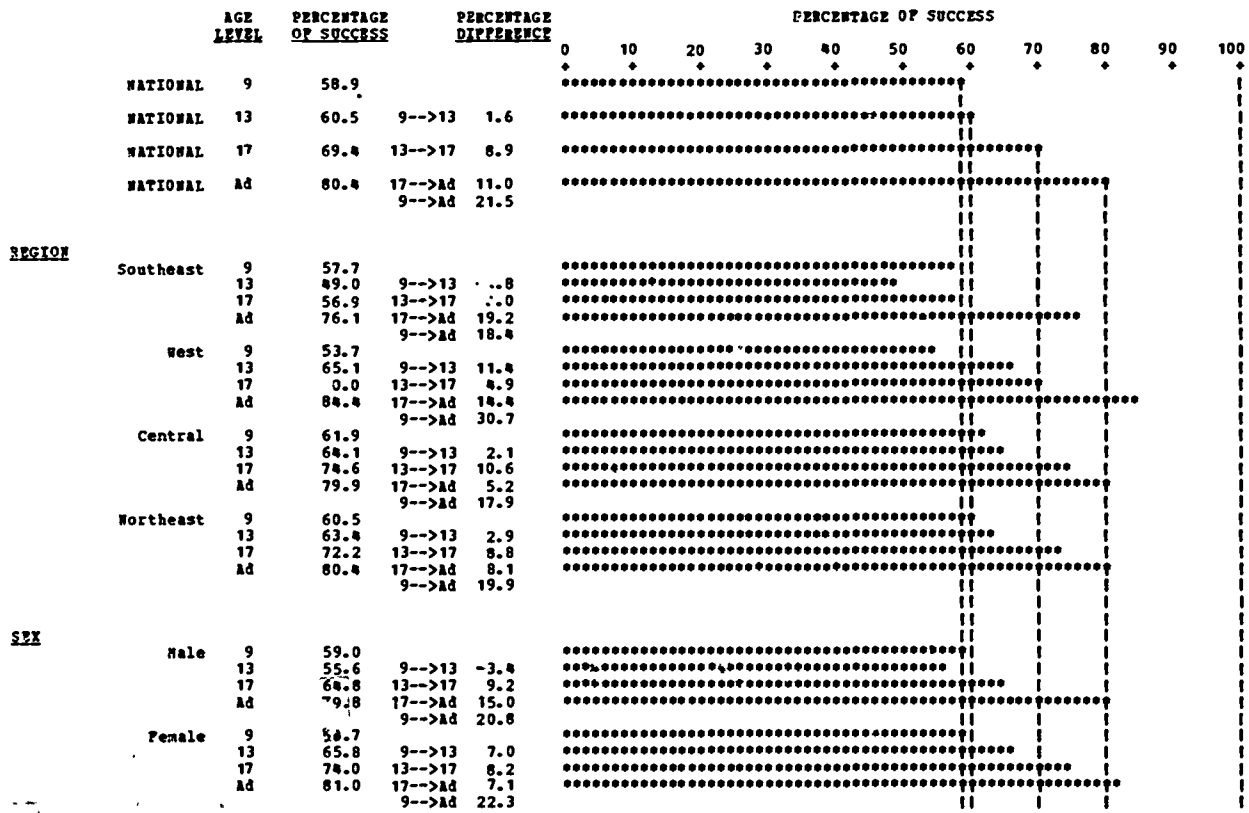
Nat'l &
Choosing
Each Answer

How long is the program on
Channel 6 at 3:00 p.m.?

Age 9	Age 13	Age 17	Adult	
17.1%	14.8%	9.3%	10.5%	○ 30 minutes
58.9%	60.5%	69.4%	80.4%	● 60 minutes
8.2%	2.9%	1.2%	1.9%	○ 90 minutes
2.1%	1.0%	0.3%	0.5%	○ 120 minutes
12.2%	14.8%	13.9%	5.8%	○ I don't know.
1.5%	6.0%	5.9%	0.9%	No response

N11 02 10/1	02*X413050	R10300R0	9 13 17 A
T02 15 10/1	02*X413050	R10300R0	9 13 17 A
S06 16 10/1	02*X413050	R10300R0	9 13 17 A
A06 12 10/1	02*X413050	R10300R0	9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



W11 02 10/1 02*X*13050 R10300R0
 T02 15 10/1 02*X*13050 R10300R0
 S06 16 10/1 02*X*13050 R10300R0
 A06 12 10/1 02*X*13050 R10300R0

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

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	9	58.9		.....									
NATIONAL	13	60.5	9-->13 1.6	.....									
NATIONAL	17	69.4	13-->17 8.9	.....									
NATIONAL	Ad	80.4	17-->Ad 11.0	.....									
			9-->Ad 21.5	.....									
<u>COLOE</u>														
Black	9	40.7		.....									
	13	39.4	9-->13 -1.3	.....									
	17	43.8	13-->17 4.4	.....									
	Ad	65.8	17-->Ad 22.1	.....									
			9-->Ad 25.1	.....									
White	9	62.2		.....									
	13	64.9	9-->13 2.6	.....									
	17	72.6	13-->17 7.8	.....									
	Ad	82.1	17-->Ad 9.5	.....									
			9-->Ad 19.9	.....									
<u>PARENTAL EDUCATION</u>														
No High School	9	49.0		.....									
	13	43.6	9-->13 -5.4	.....									
	17	55.0	13-->17 11.4	.....									
	Ad	71.1	17-->Ad 16.1	.....									
			9-->Ad 22.1	.....									
Some High School	9	56.1		.....									
	13	54.0	9-->13 -2.0	.....									
	17	62.0	13-->17 8.0	.....									
	Ad	82.0	17-->Ad 20.0	.....									
			9-->Ad 26.0	.....									
Graduated High Sch.	9	61.0		.....									
	13	63.4	9-->13 2.4	.....									
	17	73.0	13-->17 9.6	.....									
	Ad	83.5	17-->Ad 10.5	.....									
			9-->Ad 22.6	.....									
Post High School	9	64.1		.....									
	13	69.1	9-->13 5.0	.....									
	17	75.2	13-->17 6.1	.....									
	Ad	89.3	17-->Ad 14.1	.....									
			9-->Ad 25.2	.....									
NATIONAL	9	58.9		.....									
NATIONAL	13	60.5	9-->13 1.6	.....									
NATIONAL	17IS	70.0	13-->17 9.5	.....									
			9-->17 11.2	.....									
<u>SIZE AND TYPE OF COMMUNITY</u>														
Extreme Inner City	9	46.2		.....									
	13	45.9	9-->13 -0.3	.....									
	17IS	52.4	13-->17 6.6	.....									
			9-->17 6.2	.....									
Extreme Rural	9	50.7		.....									
	13	52.4	9-->13 1.7	.....									
	17IS	62.2	13-->17 9.7	.....									
			9-->17 11.5	.....									
Small City	9	60.9		.....									
	13	58.9	9-->13 -2.0	.....									
	17IS	67.1	13-->17 8.2	.....									
			9-->17 6.2	.....									
Medium City	9	61.9		.....									
	13	62.8	9-->13 0.8	.....									
	17IS	70.2	13-->17 7.5	.....									
			9-->17 8.3	.....									
Rest of Big City	9	53.6		.....									
	13	52.6	9-->13 -1.0	.....									
	17IS	75.6	13-->17 23.0	.....									
			9-->17 22.0	.....									
Suburban Fringe	9	58.2		.....									
	13	66.6	9-->13 8.5	.....									
	17IS	74.9	13-->17 8.3	.....									
			9-->17 16.8	.....									
Extreme Aff Suburb	9	71.0		.....									
	13	69.0	9-->13 -2.1	.....									
	17IS	82.0	13-->17 13.0	.....									
			9-->17 11.0	.....									

Exercise 413 -- Ages 9, 13, 17 and Adult

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise asks for a variety of information one might find in a TV Guide. On part 41301, 37%, 68%, 84% and 84% of individuals at the respective age levels were able to recognize that the word **Repeat** meant that "Children's Variety" was being run for at least a second time. On part 41302, 48%, 72%, 85% and 88% of individuals at the respective age levels could tell that if they watched the entire movie, they could not also watch the entire program about the San Diego Zoo. On part 41303, 44%, 69%, 84% and 89% of individuals at the respective age levels could tell that no new program was listed on Channel 4 at 3:00 p.m. because a baseball game on that channel lasted until 4:00 p.m. On part 41304, 73%, 84%, 92% and 94% of individuals at the respective age levels could give the time (2:00 p.m.) that the cartoons are shown. On part 41305, 59%, 61%, 69% and 80% of individuals at the respective age levels could tell that the 3:00 p.m. program on Channel 6 lasted 60 minutes.

Exercise 415 -- Ages 13 and 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding, and

*material deleted due
to copy right restrictions*

young generation has done that continually from early youth.*

Nat'l &
Choosing
Each Answer

Where would you MOST likely find this paragraph?

Age 13	Age 17		
13.2%	4.9%	<input type="radio"/>	In the encyclopedia
38.7%	67.1%	<input checked="" type="radio"/>	In a collection of essays
2.0%	1.1%	<input type="radio"/>	On a sports page
36.8%	21.1%	<input type="radio"/>	In the <u>Dictionary of American Slang</u>
9.0%	5.1%	<input type="radio"/>	I don't know.
0.8%	0.7%		No response

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

T01 09 4/1 02*X415011 R10000R0
S08 11 4/1 02*X415011 R10000R0

13 17
13 17

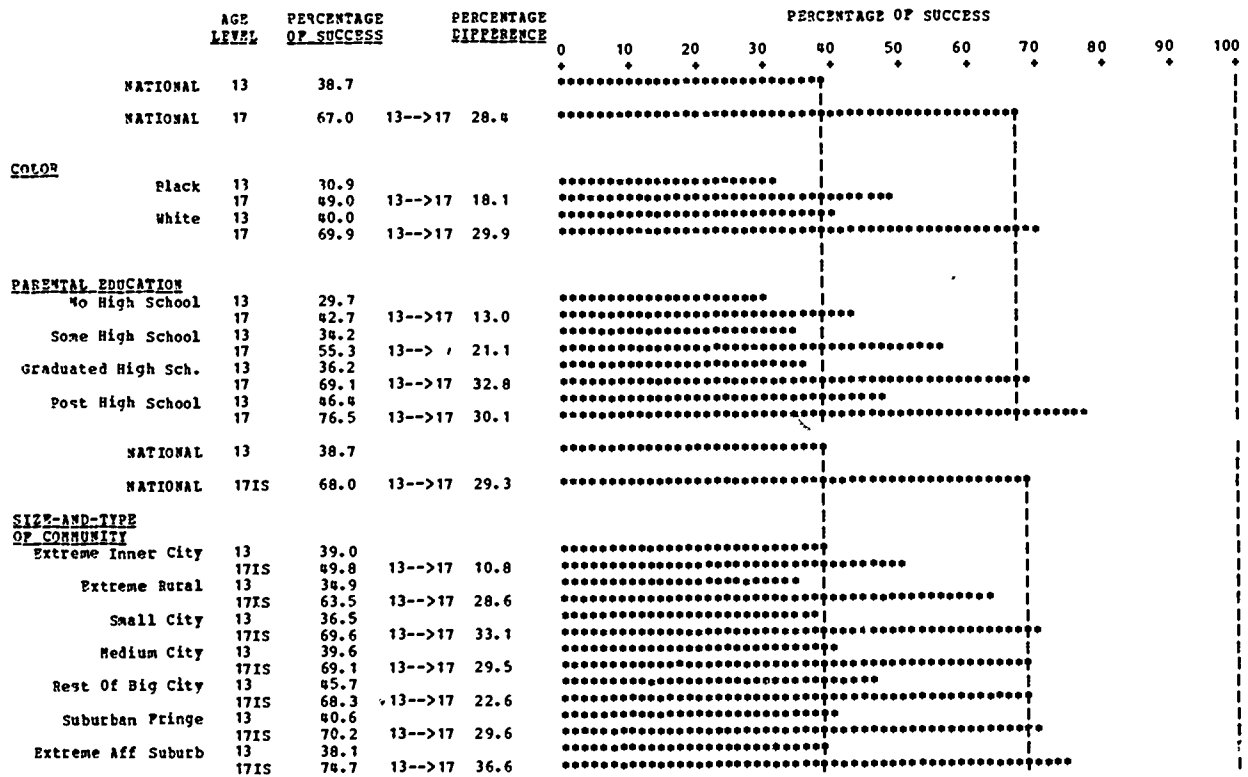
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	38.7		.....									
NATIONAL	17	67.0	13-->17 28.4	.....									
<u>REGION</u>														
Southeast	13	35.3		.....									
	17	59.6	13-->17 24.3	.....									
West	13	38.9		.....									
	17	69.7	13-->17 30.8	.....									
Central	13	40.8		.....									
	17	72.2	13-->17 31.5	.....									
Northeast	13	39.4		.....									
	17	65.2	13-->17 25.8	.....									
<u>SEX</u>														
Male	13	34.4		.....									
	17	64.8	13-->17 30.3	.....									
Female	13	43.1		.....									
	17	69.3	13-->17 26.2	.....									

T01 09 8/1 02*15011 R10000R0
 S08 11 8/1 02*15011 R10000R0

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 415 -- Ages 13 and 17

Objective I: Comprehend what is read.

Subobjective C: Read paragraphs, passages and longer works.

This passage discusses the meaning of the word "beat" as used in the "beat" generation. Thirty-nine percent of 13-year-olds and 67% of 17-year-olds recognized that the passage would most likely be found in a collection of essays--a 28% gain from age 13 to age 17. At both age levels, most of those who failed--37% at age 13 and 21% at age 17--thought it would be found in the Dictionary of American Slang.

Exercise 420 -- Ages 13 and 17

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54	People	37
Books	82	National	11
Business	71	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

42001

Nat'l &

Choosing

Each Answer

Under what heading would you look to locate the reviews of a current movie?

Age 13 Age 17

26.3%	61.7%	<input checked="" type="radio"/>	Cinema
2.6%	0.8%	<input type="radio"/>	Business
54.2%	30.7%	<input type="radio"/>	Theater
12.7%	5.6%	<input type="radio"/>	Television
3.3%	1.1%	<input type="radio"/>	I don't know.
0.9%	0.2%		No response

T10 04 3/1 01*X420010 R10300R0
S08 08 3/1 01*X420010 R10300R0

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	26.3		*****										
NATIONAL	17	61.7	13-->17 35.4	*****										
REGION														
Southeast	13	19.2		*****										
West	13	28.1		*****										
Central	13	28.7		*****										
Northeast	13	28.9		*****										
Southeast	17	46.6	13-->17 27.4	*****										
West	17	65.9	13-->17 37.8	*****										
Central	17	65.4	13-->17 36.6	*****										
Northeast	17	67.0	13-->17 38.1	*****										
SEX														
Male	13	28.1		*****										
Female	13	28.6		*****										
Male	17	60.9	13-->17 32.8	*****										
Female	17	62.5	13-->17 37.9	*****										

T10 04 3/1 01*X820010 R10300R0
 S08 08 3/1 01*X820010 R10300R0

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	26.3		.....									
NATIONAL	17	61.7	13-->17 35.4	.....									
<u>COLOR</u>														
Black	13	13.8		.....									
	17	32.8	13-->17 18.9	.....									
White	13	29.0		.....									
	17	66.0	13-->17 37.0	.....									
<u>PARENTAL EDUCATION</u>														
No High School	13	13.3		.....									
	17	33.7	13-->17 20.4	.....									
Some High School	13	19.3		.....									
	17	46.7	13-->17 27.3	.....									
Graduated High School	13	24.9		.....									
	17	63.8	13-->17 38.9	.....									
Post High School	13	34.7		.....									
	17	72.7	13-->17 38.0	.....									
NATIONAL	13	26.3		.....									
NATIONAL	17IS	62.8	13-->17 36.5	.....									
<u>SIZE-AND-TYPE OF COMMUNITY</u>														
Extreme Inner City	13	17.8		.....									
	17IS	44.6	13-->17 26.8	.....									
Extreme Rural	13	19.1		.....									
	17IS	54.5	13-->17 35.4	.....									
Small City	13	25.1		.....									
	17IS	57.8	13-->17 32.7	.....									
Medium City	13	24.1		.....									
	17IS	64.4	13-->17 40.3	.....									
Rest of Big City	13	20.2		.....									
	17IS	66.5	13-->17 46.4	.....									
Suburban Fringe	13	32.9		.....									
	17IS	67.9	13-->17 35.0	.....									
Extreme Aff Suburb	13	39.3		.....									
	17IS	79.7	13-->17 40.5	.....									

42002

Nat'l
Choosing
Each Answer On which page would you find science
news?

Age 13	Age 17		
0.6%	0.2%	<input type="radio"/>	37
94.9%	95.7%	<input checked="" type="radio"/>	51
1.0%	0.7%	<input type="radio"/>	64
1.3%	0.4%	<input type="radio"/>	81
1.5%	1.3%	<input type="radio"/>	I don't know.
0.7%	1.7%		No response

T10 04 4/1 02*X420020 R10300R0
S08 08 4/1 02*X420020 R10300R0

13 17
13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	94.9		.....									
NATIONAL	17	95.7	13-->17 0.8	.....									
REGION														
Southeast	13	90.9		.....									
West	13	92.7	13-->17 1.8	.....									
	17	96.5		.....									
Central	13	96.3	13-->17 -0.2	.....									
	17	96.6		.....									
Northeast	13	95.6	13-->17 -1.1	.....									
	17	95.5		.....									
	17	97.8	13-->17 2.3	.....									
SEX														
Male	13	93.0		.....									
	17	94.4	13-->17 1.4	.....									
Female	13	96.7		.....									
	17	97.0	13-->17 0.2	.....									

T10 04 4/1 02*K420020 P10300P0
 S08 08 4/1 02*K420020 P10300R0

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS										
				0	10	20	30	40	50	60	70	80	90	100
NATIONAL	13	94.9		.....									
NATIONAL	17	95.7	13-->17 0.8	.....									
COLOP														
Black	13	85.4		.....									
	17	86.5	13-->17 1.1	.....									
White	13	96.8		.....									
	17	97.1	13-->17 0.3	.....									
PARENTAL EDUCATION														
No High School	13	86.5		.....									
	17	86.3	13-->17 -0.2	.....									
Some High School	13	96.9		.....									
	17	95.0	13-->17 -1.9	.....									
Graduated High Sch.	13	96.4		.....									
	17	95.9	13-->17 -0.5	.....									
Post High School	13	96.9		.....									
	17	98.0	13-->17 1.5	.....									
NATIONAL	13	94.9		.....									
NATIONAL	17IS	95.8	13-->17 0.8	.....									
SIZE-AND-TYPE OF COMMUNITY														
Extreme Inner City	13	92.4		.....									
	17IS	92.4	13-->17 -0.1	.....									
Extreme Rural	13	91.6		.....									
	17IS	94.9	13-->17 3.2	.....									
Small City	13	95.3		.....									
	17IS	94.2	13-->17 -1.1	.....									
Medium City	13	93.8		.....									
	17IS	97.3	13-->17 3.5	.....									
Rest Of Big City	13	97.5		.....									
	17IS	97.8	13-->17 0.2	.....									
Suburban Fringe	13	95.7		.....									
	17IS	96.0	13-->17 0.3	.....									
Extreme Aff Suburb	13	99.0		.....									
	17IS	98.3	13-->17 -0.8	.....									

42003

Nat'l &
Choosing
Each Answer

Which article would you be MOST likely to
find in this magazine?

Age 13 Age 17

- 12.0% 7.9% "The Life of Lou Gehrig"
- 2.7% 3.0% "How to Become a Golf Expert"
- 6.8% 3.7% "A History of Baseball in America"
- 60.3% 65.1% "Outstanding Sports Events of the Week"
- 16.8% 16.6% I don't know.
- 1.4% 3.8% No response

T10 04 5/1 04*X420030 R10300R0
S08 08 5/1 04*X420030 R10300R0

13 17
13 17

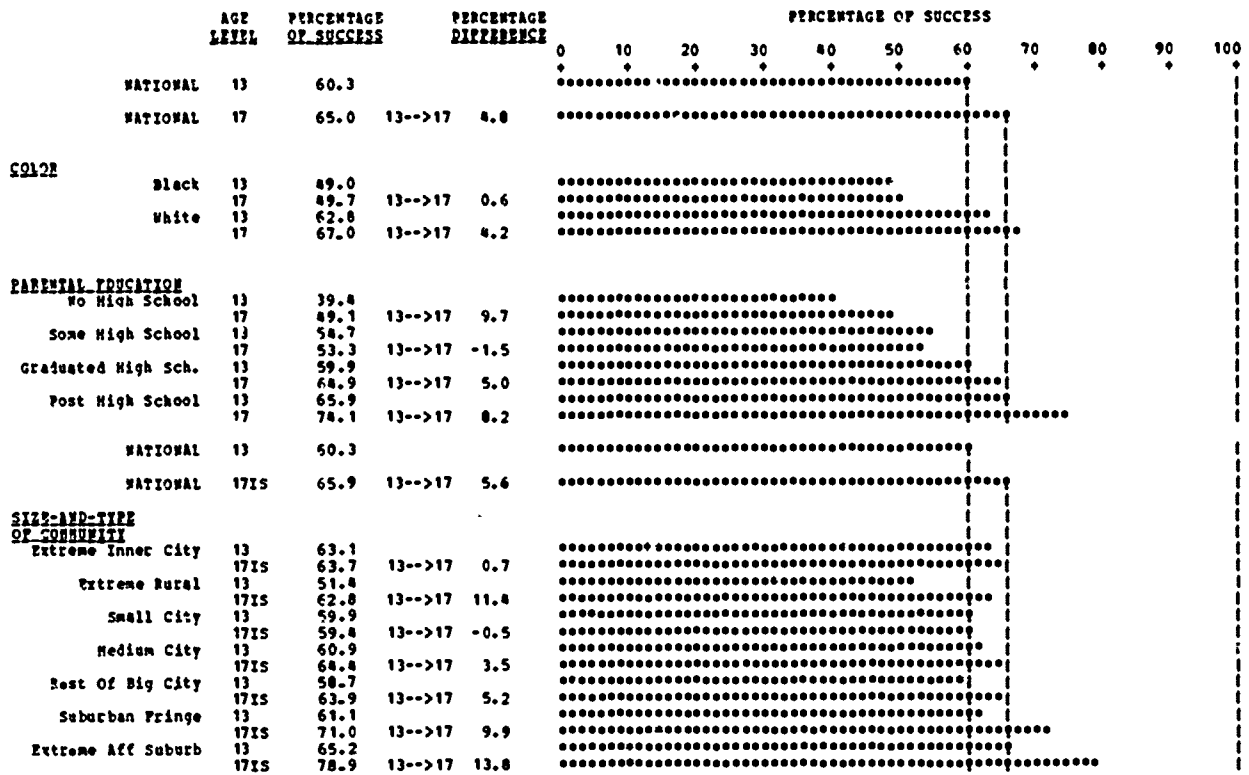
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	PERCENTAGE OF SUCCESS
				0 10 20 30 40 50 60 70 80 90 100
	NATIONAL	13 60.3		.....
	NATIONAL	17 65.0	13-->17 4.8	.....
REGION				
	Southeast	13 53.9		.....
	17 53.7			.....
	West	13 59.5	13-->17 -0.2	.....
	17 65.8	13-->17 6.3		.....
	Central	13 59.1		.....
	17 66.5	13-->17 7.3		.....
	Northeast	13 68.2		.....
	17 72.7	13-->17 4.5		.....
SEX				
	Male	13 59.6		.....
	17 63.1	13-->17 3.5		.....
	Female	13 61.0		.....
	17 67.0	13-->17 6.0		.....

T10 04 5/1 04x20030 R1030020
 S08 08 5/1 04x20030 R1030020

13 17
 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



Exercise 420 -- Ages 13 and 17

Objective III: Use what is read.

Subobjective C: Obtain information efficiently.

This exercise presents a table of contents such as might be found in a weekly news magazine. On part 42001, 26% of 13-year-olds and 62% of 17-year-olds correctly answered that the reviews of a current movie would be located in the cinema section. However, 54% of 13-year-olds and 31% of 17-year-olds said "theater." On part 42002, 95% of 13-year-olds and 96% of 17-year-olds correctly gave the page where they could find the science news. On part 42003, 60% of 13-year-olds and 65% of 17-year-olds correctly stated that, of the titles given, they would most likely find "Outstanding Sports Events of the Week" in a weekly news magazine. This represents a percentage increase of only 5 from age 13 to age 17. At both age levels, 17% admitted not knowing the answer.