

Catalog of Research Reports



RESEARCH REPORTS

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

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Catalog of Research Reports

The College Board, New York, 2011

Dear Colleagues:

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

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

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

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

Contents

<i>Research Reports</i>	1
<i>Predicting College Performance</i>	1
<i>College Placement</i>	6
<i>High School Curriculum and Grades</i>	8
<i>Student Characteristics and Preparation</i>	10
<i>Access and Retention in Higher Education</i>	15
<i>Research on Item Formats and Scoring</i>	17
<i>Psychometric Research on College Board Tests</i>	21
<i>General Research and Policy</i>	28
<i>Statistical Reports</i>	32
 <i>Research Notes and Summaries</i>	 33
 <i>Subject Index</i>	 35
 <i>Author Index</i>	 48
 <i>Title Index</i>	 53

Research Reports

Predicting College Performance

PSAT/NMSQT® Indicators of College Readiness

Thomas P. Proctor, Jeffrey Wyatt, and Andrew Wiley

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

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

A Comparison of College Performance of Matched AP® and Non-AP Student Groups

Daniel Murphy and Barbara Dodd

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

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

The Relationship Between AP Exam Performance and College Outcomes

Krista D. Mattern, Emily J. Shaw, and Xinhui Xiong

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

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

Socioeconomic Status and the Relationship Between the SAT® and Freshman GPA: An Analysis of Data from 41 Colleges and Universities

Paul R. Sackett, Nathan R. Kuncel, Justin J. Arneson, Sara R. Cooper, and Shonna D. Waters

Critics of educational admissions tests assert that tests measure nothing other than socioeconomic status (SES), and that their apparent validity in predicting academic performance is an artifact of SES. We examine relationships among SAT, SES, and freshman grades in 41 colleges and universities and show that (a) SES is related to SAT scores ($r = 0.42$ among the population of SAT takers), (b) SAT scores are predictive of freshman grades ($r = 0.47$ corrected for school-specific range restriction), and (c) statistically controlling for SES reduces the estimated SAT-grade correlation from $r = 0.47$ to $r = 0.44$. Thus, the vast majority of the SAT-

grade relationship is independent of SES: The SAT-grade relationship is not an artifact of common influences of SES on both test scores and grades.

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

A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas

Leslie Keng and Barbara G. Dodd

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

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

Validity of the SAT for Predicting First-Year College Grade Point Average

Jennifer L. Kobrin, Brian F. Patterson, Emily J. Shaw, Krista D. Mattern, and Sandra M. Barbuti

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

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

College Outcomes Comparisons by AP and Non-AP High School Experiences

Linda Hargrove, Donn Godin, and Barbara Dodd

Performance was examined for five cohorts of 1998-2002 Texas public high school graduates through their first year and 1998-2001 cohorts through their fourth year of Texas public higher education. Student performance

on college outcomes included (a) first- and fourth-year grade point averages, (b) first- and fourth-year credit hours earned, and (c) four-year graduation status. Outcomes were compared across students who varied by three types of AP (course only, exam only, and both course and exam) and two types of non-AP (dual enrollment only and other course only) experiences in high school.

RR No. 2008-3 Item No.: 080482548 51 pgs
2008 \$15

Predicting Grades in Different Types of College Courses

Brent Bridgeman, Judith Pollack, and Nancy Burton

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

RR No. 2008-1 Item No.: 080482408 27 pgs
2008 \$15

The SAT as a Predictor of Different Levels of College Performance

Jennifer L. Kobrin and Rochelle S. Michel

This study explores one of the most persistent questions regarding the validity of the SAT: Does the SAT add substantially to the prediction of college success after high school grades are taken into account? The results of the study found that the SAT had an equal or slightly greater predictive power than high school grade point averages.

RR No. 2006-3 Item No.: 060481783 10 pgs
2006 \$15

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity

Dwayne Norris, Scott Oppler, Daniel Kuang, Rachel Day, and Kimberly Adams

This study assessed the predictive and incremental validity of a prototype version of the new SAT writing section that was administered to a sample of incoming students at 13 colleges and universities. For these participants, SAT scores, high school GPA, and first-year grades also were obtained. Using these data, analyses were conducted to assess the validity of SAT writing scores for predicting first-year college GPA and GPA in English composition courses. Consistent with the results of prior research, the weighted-average correlation between SAT writing scores and first-year college GPA was 0.46 when corrected for range restriction. Furthermore, the SAT writing scores resulted in a weighted-average increment of 0.01 to the predictive validity already provided by SAT verbal and math scores and high school GPA in predicting first-year college GPA. Also consistent with previous research, the weighted-average correlation between SAT writing scores and GPA in English composition was 0.32 when corrected for range restriction.

RR No. 2006-2 Item No.: 060481782 31 pgs
2006 \$15

Understanding What SAT Reasoning Test™ Scores Add to High School Grades: A Straightforward Approach

Brent Bridgeman, Judy Pollack, and Nancy Burton

Using a sample of 41 colleges, this study shows substantial differences in the percent of students who succeed (defined by a 2.5 or 3.5 college grade point average at the end of one year or four years in college) by SAT score level, even when intensity of the high school curriculum and high school grades are taken into account.

RR No. 2004-4 Item No.: 040481304 20 pgs
2004 \$15

Effect of Fewer Questions per Section on SAT I Scores

Brent Bridgeman, Catherine Trapani, and Edward Curley

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

RR No. 2003-2 Item No.: 996735 16 pgs
2003 \$15

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations

Cara Cahalan, Ellen B. Mandinach, and Wayne J. Camara

The predictive validity of the SAT I: Reasoning Test was examined for students who took the test with an extended time accommodation for a learning disability. The sample included college students with learning disabilities who took the SAT I between 1995 and 1998 with extended time accommodations. First-year grade point average (FGPA) was used as a measure of student performance. Although positive, the adjusted correlation between FGPA and SAT scores was lower for test-takers with a learning disability than has been shown in prior research on test-takers without disabilities.

RR No. 2002-5 Item No.: 994216 12 pgs
2002 \$15

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups

Leonard Ramist, Charles Lewis, and Laura McCamley-Jenkins

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

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

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

Hunter M. Breland and Philip K. Oltman

Advanced Placement Program (AP) Examinations in Macroeconomics, Microeconomics, and Comparative Government and Politics were studied to examine college course performance and gender differences. It was concluded that students who had received college credit for AP performed as well or better in higher-level college courses in Macroeconomics and Microeconomics

than students who had not taken AP courses. Gender differences in performance were observed in all three examinations, but the greatest gender differences, favoring male students, were observed for Comparative Government and Politics. However, a survey of instructors of Comparative Government and Politics indicated that only a small percentage of instructors had observed gender differences in performance in their courses.

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

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

Nancy W. Burton and Leonard Ramist

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

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

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

Brent Bridgeman, Laura McCamley-Jenkins, and Nancy Ervin

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

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

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

Wayne J. Camara, Tina Copeland, and Brian Rothschild

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

RR No. 98-7 Item No.: 050481642 18 pgs
1998 \$15

Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups

Leonard Ramist, Charles Lewis, and Laura McCamley-Jenkins

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

RR No. 93-1 Item No.: 217845 41 pgs
1993 \$15

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

Marjorie Ragosta, Henry Braun, and Bruce Kaplan

This study was designed to test the validity of the SAT in predicting overall performance and persistence in college of students with disabilities, especially those participating in special test administrations. An earlier validity study (Braun, Ragosta, and Kaplan 1986) used first-year grade point averages (FGPA) in college to study the validity issue. The current study returned to the schools that had originally provided data and obtained information on overall grade point averages

and graduation status. Overall college grade point averages of both disabled and nondisabled students were well predicted by SAT scores alone or in conjunction with high school grades. SAT scores from special test administrations did an adequate job of predicting college performance, although there was slight overprediction for some groups of disabled students.

RR No. 91-3 Item No.: 217838 27 pgs
1991 \$15

Sex Differences in SAT Predictions of College Grades

Lawrence J. Stricker, Donald A. Rock, and Nancy W. Burton

This study examined the impact of gender differences in the nature of grades and other variables associated with academic performance and prediction of college grades by the SAT. This study of an entire freshman class at a large state university found women's GPA slightly underpredicted by the SAT. Adjusting the GPA for differences in grading standards for individual courses did not affect the underprediction, but controlling for gender differences in individual-difference variables concerned with academic preparation, studiousness, and attitudes about mathematics reduced or essentially eliminated it.

RR No. 91-2 Item No.: 217836 49 pgs
1991 \$15

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985

Rick Morgan

This study examines predictive validity studies from a 10-year period during which the average correlation coefficients between the SAT and college grades had shown a small, but consistent, downward trend. In order to take into account the mix of different institutions in each year of validity data, Morgan conducted most of his analysis on a subgroup of institutions that had conducted validity studies in at least two different years during this period. Variations in the range of student abilities at these institutions were accounted for by the use of a multivariate restriction of range adjustment. The analysis of colleges conducting multiple studies found

that the estimates of change in the correlation of SAT scores with freshman grade point average (FGPA) are smaller than the initial yearly averages indicated. It was concluded that the decline is not well characterized by simple comparisons of average correlations based on the total self-selected population of colleges participating in the Validity Study Service from one year to another.

RR No. 89-7 Item No.: 295745 16 pgs
1989 \$15

Generalization of SAT Validity Across Colleges

Robert F. Boldt

This study, which focused on the validity of the SAT-V and SAT-M, used data from 99 validity studies conducted by the Validity Study Service of the College Board. In addition to examining test validities based on first-year college grade point averages (FGPA), validities for each college were also estimated for applicants for admission to the colleges and all SAT takers. These latter two estimates were based on range restriction theory. The results revealed that the average validity of both the SAT-V and SAT-M was estimated to be higher for all test-takers and for groups of applicants than for test-takers on whom validity studies were based. It was also found that negative, or other very low SAT-validity coefficients, should be regarded with suspicion, since they might have arisen from using small samples, restriction of range of test scores, or the unreliability of the criterion in validity studies.

RR No. 86-3 Item No.: 275891 12 pgs
1986 \$15

Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades

Leonard L. Baird

This report describes a study that examined the statistical and institutional influences on first-year college grades. Data came from the Validity Study Service file, which summarized the results of College Board validity studies, and the College Handbook file, which included data about college characteristics. The criterion was the size of the multiple correlation between academic predictors and first-year college grades. The independent variables

were the statistical data of the validity study and college characteristics. In general it was found that the extent of the variation of the academic ability of the students was positively related to the size of the multiple correlation. Several variables also suggested the interpretation that the heterogeneity of the programs and experience of college were negatively related to the size of the multiple correlation.

RR No. 83-5 Item No.: 275873 11 pgs
1983 \$15

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

Kenneth M. Wilson

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

RR No. 83-2 Item No.: 275870 43 pgs
1983 \$15

Older Students and the SAT

Patricia Lund Casserly

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

RR No. 82-8 Item No.: 275868 10 pgs
1982 \$15

College Placement

AP Students in College: An Analysis of Five-Year Academic Careers

Rick Morgan and John Klaric

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

RR No. 2007-4 Item No.: 070482287 16 pgs
2007 \$15

Setting Cut Scores for College Placement

Deanna L. Morgan and Michalis P. Michaelides

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

RR No. 2005-9 Item No.: 050481692 12 pgs
2005 \$15

An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program®

Nancy K. Scammacca and Barbara G. Dodd

This study investigated the educational outcomes of the College-Level Examination Program® (CLEP) for students who earned credit through CLEP compared to those students who earned comparable credit through

the Advanced Placement Program (AP) and through traditional course enrollment. Results indicated that CLEP students did as well as, or better than, those in the comparison groups in nearly every case.

RR No. 2005-5 Item No.: 050481412 22 pgs
2005 \$15

Feasibility of Using the SAT in Academic Guidance

Lawrence J. Stricker, Donald A. Rock, and Nancy W. Burton

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

RR No. 95-1 Item No.: 219095 10 pgs
1995 \$15

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores

Brent Bridgeman and Cathy Wendler

This study examined the placement validity of the SAT-M for specific college mathematics courses. The predictive validity of SAT-M was evaluated by comparisons to grades

in freshman mathematics courses from 10 colleges. Considering the relatively low correlations, the test content coverage (no advanced algebra or trigonometry), and the timing of the test (often administered near or before the beginning of the senior year in high school), the most reasonable use of SAT scores for placement may be as a preliminary screening instrument. High-scoring students may well be exempted from basic mathematics courses, but students scoring below the cutoff should be given another opportunity to demonstrate their competence at a time closer to their first semester in college.

RR No. 89-9 Item No.: 217808 36 pgs
1989 \$15

The Effectiveness of the College Board's Test of Standard Written English for Placing Students in Entry-Level English Courses

Rex Jackson, Jeanette Morgan, and Gerald Osborne

The effectiveness of the Test of Standard Written English (TSWE) as an aid in placing students in introductory English courses was studied by relating test scores to course outcomes for students entering the University of Houston during a five-year period. For students placed in the regular introductory English composition course, TSWE scores were effective in predicting end-of-course grades, essay scores, and test scores. Students with scores below 40 on the TSWE were estimated to have less than 58 chances in 100 of obtaining grades of C or higher in the regular course. For students who were placed in and completed the remedial course, large gains were found from precourse TSWE scores to postcourse TSWE scores.

RR No. 86-1 Item No.: 275890 10 pgs
1986 \$15

**The Validity of the Descriptive Tests of
Language Skills: Relationships to Direct
Measures of Writing Ability and to Grades in
Introductory College English Courses**

David Weiss and Rex Jackson

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

RR No. 83-4
1983

Item No.: 275872
\$15

14 pgs

High School Curriculum and Grades

Relationships Between PSAT/NMSQT Scores and Academic Achievement in High School

Glenn B. Milewski and Ellen A. Sawtell

This study investigated relationships between scores on the verbal, mathematics, and writing sections of the PSAT/NMSQT and the following indicators of academic achievement in high school: years of study, participation in specific math and English language arts courses, high school grade point average, academic intensity, and participation and performance in Advanced Placement Program courses. The results showed that there are moderate to strong relationships between indicators of academic achievement in high school and PSAT/NMSQT scores.

RR No. 2006-6 Item No.: 060481916 16 pgs
2006 \$15

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices

Glenn B. Milewski, Daniel Johnsen, Nancy Glazer, and Melvin Kubota

This report presents the results of a large-scale, national, reading and writing curriculum survey and evaluates the alignment of the survey results to the reading and writing skills measured by the new SAT. The results demonstrate a strong link between the skills measured by the new SAT and high school and college curricula and instructional practice.

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

Whose Grades Are Inflated?

Wayne J. Camara, Ernest Kimmel, Janice Scheuneman, and Ellen A. Sawtell

There is clear evidence that the average grades earned in high school have been going up for some period of time. This study examines the question of whether students of varying backgrounds have experienced similar increases

in grade point average (GPA) over a 25-plus-year period. Changes in SAT verbal and mathematical scores for the same gender and racial/ethnic groups are also examined. Trends in the grading practices of major subjects in the high school curriculum are presented, as are changes in the GPA and test scores for students clustered by the type of community in which their school is located and whether it is public or nonpublic.

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

The College Board Vocabulary Study

Hunter M. Breland, Robert J. Jones, and Laura Jenkins

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

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

College Grades: An Exploratory Study of Policies and Practices

Ruth B. Ekstrom and Ana María Villegas

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

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

An Examination of the Relationships of Academic Coursework with Admissions Test Performance

Rick Morgan

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

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

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes

G. Will Pfeiffenberger and Ann Marie Zolandz

The availability of relatively inexpensive hand calculators and microcomputers is believed to be having an important effect on the teaching of mathematics and science. Therefore, the appropriateness of allowing the use of hand calculators on standardized tests has become a concern of both educators and organizations involved in testing, such as the College Board and ETS. Also of interest is the potential for tests that could be delivered using microcomputers. The current study utilized a survey of secondary school and postsecondary faculty to collect information on classroom practices and the opinions of teachers at the secondary and postsecondary

levels. Results can help inform decisions about calculator-use policies for standardized tests and about the possible incorporation of microcomputers into these tests.

RR No. 89-4 Item No.: 295731 121 pgs
1989 \$15

validity of the high school record, the SAT has become a more valuable tool for predicting academic success in college.

RR No. 81-3 Item No.: 275853 16 pgs
1981 \$15

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

Donald G. Dickason

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

RR No. 84-1 Item No.: 275877 9 pgs
1984 \$15

Grade Inflation and the Validity of the Scholastic Aptitude Test

Isaac I. Bejar and Edwin O. Blew

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

Student Characteristics and Preparation

The Relationship of AP Teacher Practices and Student AP Exam Performance

Pamela L. Paek, Henry Braun, Catherine Trapani, Eva Ponte, and Don Powers

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

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

The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content

Hui Deng and Jennifer L. Kobrin

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

course. Study 2 focused on the impact of taking or planning to take more advanced mathematics courses than Algebra II on old and new math item performance. It was observed that students who planned to take more advanced courses scored higher than students who did not plan to take any advanced courses on the old and the new content.

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

Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores

Howard T. Everson and Roger E. Millsap

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

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

New SAT Writing Prompt Study: Analyses of Group Impact and Reliability

Hunter M. Breland, Melvin Kubota, Kristine Nickerson, Catherine Trapani, and Michael Walker

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

or language groups, although there were significant differences in mean scores for ethnic and gender groups for all prompts.

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

Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams

Gary Buck, Irene Kostin, and Rick Morgan

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

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

Minority Student Success: The Role of Teachers in Advanced Placement Program® (AP) Courses

Nancy W. Burton, Nancy Burgess Whitman, Mario Yepes-Baraya, Frederick Cline, and R. Myung-in Kim

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

RR No. 2002-8 Item No.: 040481185 81 pgs
2002 \$15

Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring

Howard T. Everson and Sigmund Tobias

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

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

Measuring Educational Disadvantage of SAT Candidates

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

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

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

Swimming Against the Tide: The Poor in American Higher Education

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

Despite an enormous investment in equalizing educational opportunities for all Americans, substantial evidence indicates that significant inequities remain,

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

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

Group Differences in Standardized Testing and Social Stratification

Wayne J. Camara and Amy E. Schmidt

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

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

Effects of Coaching on SAT I: Reasoning Scores

Donald E. Powers and Donald A. Rock

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

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

Preparing for the SAT I: Reasoning Test—An Update

Donald E. Powers

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

slight majority (52 percent) of all secondary schools now offer programs to prepare students for the SAT, about the same proportion (49 percent) as in 1986-87.

RR No. 98-5 Item No.: 217997 23 pgs
1998 \$15

Knowledge Structures and Adult Intellectual Development

Philip L. Ackerman in collaboration with Eric L. Rolfhus

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

RR No. 98-3 Item No.: 200142 25 pgs
1998 \$15

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

Lawrence J. Stricker and William C. Ward

Laboratory experiments by Steele and Aronson (1995) found that African American subjects’ performance on difficult verbal items, described as verbal problem-solving tasks, was adversely affected when they were asked about their ethnicity just before working on the items. These results were attributed to “stereotype threat”: Asking about ethnicity primes African American subjects’ concerns about fulfilling the negative ethnic stereotype about their intellectual ability, thereby disrupting test performance. The present field experiment assessed the effects of asking community college students taking

the Computerized Placement Tests (CPTs), in an actual operating setting, about their ethnicity and sex. This inquiry had no significant statistical and practical effects on how well the examinees did or on how long they worked on the tests.

RR No. 98-2 Item No.: 040481182 10 pgs
1998 \$15

Inquiring About Examinees’ Ethnicity and Sex: Effects on AP Calculus AB Examination Performance

Lawrence J. Stricker

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

RR No. 98-1 Item No.: 040481181 16 pgs
1998 \$15

Correlates of Gender Differences in Cognitive Functioning

Gita Z. Wilder

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

considered a subset of psychosocial factors, they have special significance in the context of assessing cognitive ability.

RR No. 96-03 Item No.: 251735 28 pgs
1996 \$15

Assessing Metacognitive Knowledge Monitoring

Sigmund Tobias and Howard T. Everson

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

RR No. 96-01 Item No.: 200228 38 pgs
1996 \$15

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

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

An initial study phase examining the revised (1985) Student Descriptive Questionnaire (SDQ) assessed the accuracy of student self-report data on that instrument and found it to be of sufficient accuracy for its intended uses in admission and placement. This current phase of study examined the adequacy of the revised SDQ in terms of the predictive validity of its student academic self-report information against a criterion of first-year college achievement (FGPA). Findings indicated that

the validities are consistent with those of earlier studies using the original version of the SDQ, as well as with other similar self-report instruments used with college applicants, and can be appropriately used for admission.

RR No. 89-8 Item No.: 217893 16 pgs
1989 \$15

Sex Differences in Test Performance: A Survey of the Literature

Gita Z. Wilder and Kristin Powell

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

RR No. 89-3 Item No.: 275974 50 pgs
1989 \$15

Sex Differences in SAT Scores

Nancy W. Burton, Charles Lewis, and Nancy Robertson

This study explored the association of demographic differences between men and women, their effect on differences in the SAT scores, and whether changes in these demographic variables over time are related to SAT score trends. After adjusting for differences in background, women’s average SAT verbal scores were found to be higher than, or nearly equal to, men’s. Although women’s average SAT mathematical scores after adjustment were still lower than men’s, they were 25 points higher when adjusted for background. This report’s analysis established that the background differences between men and women were significantly related to verbal and mathematical score differences.

RR No. 88-9 Item No.: 218112 23 pgs
1988 \$15

Preparing for the SAT: A Survey of Programs and Resources

Donald E. Powers

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

RR No. 88-7 Item No.: 218279 31 pgs
1988 \$15

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

Norman E. Freeberg

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

RR No. 88-5 Item No.: 218276 25 pgs
1988 \$15

Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers

Mary Jo Clark and Jerilee Grandy

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

RR No. 84-8 Item No.: 275884 27 pgs
1984 \$15

A Profile of Preparation in Mathematics

Gordon A. Hale and Beverly Whittington

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

RR No. 84-6 Item No.: 275882 26 pgs
1984 \$15

A Profile of Preparation in English: Phase II

William C. Ward and Sybil B. Carlson

This study attempted to develop and validate a method for collecting and reporting information about students’ preparation in English for college-level work. Information was gathered from students through a self-

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

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

Characteristics and Career Choices of Adolescent Girls

Maureen Welsh, S.H.C.J.

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

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

Comparison of Male and Female Performance on the ATP Physics Test

Patricia Wheeler and Abigail Harris

This study examined a variety of student-level data that could possibly account for or help in interpreting the differences between males and females in overall performance on the Physics Achievement Test. Prior experience and success in Physics (e.g., number of semesters of physics or math), characteristics of students,

and overall level of performance on the Physics Test related to performance on individual items or groups of items were examined to help interpret the overall performance differences between male and female students. Although no simple explanation for the performance discrepancy was found, the number of semesters of physics that a test candidate had completed proved to be an important variable.

RR No. 81-4 Item No.: 275854 41 pgs
1981 \$15

Access and Retention in Higher Education

Is Performance on the SAT Related to College Retention?

Krista D. Mattern and Brian F. Patterson

This study examines the relationship between scores on the SAT and retention to the second year of college using student level data from the freshman class of 2006 at 106 four-year institutions. Results indicate that the SAT predicts second-year retention, with 95.5 percent of high performers returning but only 63.8 percent of low performers returning. While retention rates do vary by subgroups (i.e., gender, ethnicity, parental income, and highest parental education) and institutional characteristics (i.e., control, selectivity, size), these differences are moderated when SAT performance and other indicators of academic preparation are considered.

RR No. 2009-7 Item No.: 09b-429 23 pgs
2009 \$15

The Impact of Flagging on the Admission Process: Policies, Practices, and Implications

Ellen B. Mandinach, Cara Cahalan, and Wayne J. Camara

This study represents a first step in trying to gain a better appreciation for the complexity of the issues surrounding flagging test scores taken with nonstandard conditions and how the admissions process can better serve students with disabilities. Surveys were sent to admissions officers, guidance counselors, and disability service providers at colleges and universities to examine their institutional policies and practices. In addition, interviews and focus groups were conducted. It is clear from the results of this study that perceptions about the use of the flag for nonstandard test administrations differ based on the role the respondent plays in the admissions process. Although differences exist with regard to the use of the flag, all three groups perceived an equity

problem concerning how students with disabilities are identified, what documentation is required, and what services are provided to these students.

RR No. 2002-2 Item No.: 993907 57 pgs
2002 \$15

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality

Brent Bridgeman, Nancy W. Burton, and Frederick Cline

Using data from a sample of 10 colleges at which most students had taken both SAT I: Reasoning Test and SAT II: Subject Tests, the authors simulated the effects of making selection decisions using SAT II scores in place of SAT I scores. Specifically, they treated the students in each college as though they comprised the applicant pool for a more selective college, and then selected the top two-thirds (and top one-third) of the students using high school grade point average combined with either SAT I scores or the average of SAT II scores. Success rates, in terms of freshman grade point averages (FGPA), were virtually identical for students selected by the different models. The percent of African American, Asian American, and white students selected varied only slightly across models. Appreciably more Mexican American and other Latino students were selected with the model that used SAT II scores in place of SAT I scores, because these students submitted Subject Test scores for the Spanish test on which they had high scores.

RR No. 2001-3 Item No.: 991380 12 pgs
2001 \$15

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors

Jacqueline E. King

The central purpose of this study was to identify factors that increase the likelihood that high school seniors will plan to attend a four-year college, paying particular attention to variables that are associated with college attendance by low-income students. Logistic regression was applied to data from three sources: a telephone interview of high school seniors who took the SAT I: Reasoning Test, a paper-and-pencil survey

that students completed when they registered for the SAT, and the students' combined SAT scores. This study evaluated how effectively eight factors, or sets of variables, predicted whether these seniors planned to attend a four-year college or university. In addition, this study found two previously untested variables to be particularly important predictors. The number of years students spent taking college-preparatory courses had a significant positive effect on the probability that they planned to attend a four-year college or university. The findings also suggested that counselors play a more important role than had previously been identified.

RR No. 96-02 Item No.: 200230 34 pgs
1996 \$15

Attitudes Toward Borrowing and Participation in Postsecondary Education

Ruth B. Ekstrom

High school seniors who are likely to borrow money when college costs substantially exceed what they, their family, and a scholarship can provide are significantly more likely to attend college than other students who would choose other options (delaying college entrance, attending a less expensive college, or getting a job). The policy shift from grants to loans as the major form of student financial aid had been blamed for the diminished participation of minority students in higher education. However, the analysis that examined variables associated with attitudes toward borrowing did not show any significant effect on attitude by race or ethnicity after variables such as knowledge about costs, educational aspirations, achievement, influence from others, and socioeconomic status were considered.

RR No. 92-6 Item No.: 219300 12 pgs
1992 \$15

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT

María Pennock-Román, Donald E. Powers, and Monte Perez

A kit containing materials intended to familiarize Hispanic students with the PSAT/NMSQT was developed by the College Board, ETS, and the Hispanic Higher Education Coalition. This report provides some data on

the extent to which the kit's objectives were achieved at some of the sites in which it has been used. Reactions to the kit were obtained from both staff and students. A number of these comments have value in planning the final revision and distribution of the kit. There is relatively strong evidence that programs involving the use of the test-familiarization kit can successfully encourage disadvantaged students to take the PSAT/NMSQT. Students' comments suggested that not only their test-taking but also their problem-solving and language skills improved after use of the kit materials, which may lead to real improvement in their college preparedness.

RR No. 89-1 Item No.: 239564 20 pgs
1989 \$15

Handicapped Applicants to College: An Analysis of Admissions Decisions

Warren W. Willingham

Federal regulations protect the rights of handicapped students regarding admission testing and throughout the general admissions process. The purpose of this study was to compare admissions decisions of handicapped and nonhandicapped applicants who have comparable SAT scores and high school grades. The main finding was that handicapped applicants were admitted on much the same basis as nonhandicapped applicants, but there were exceptions that favored hearing-impaired applicants, disfavored small groups of visually impaired and physically handicapped applicants to small institutions, and disfavored learning disabled applicants to a lesser degree.

RR No. 87-1 Item No.: 275899 18 pgs
1987 \$15

State Policies for Admission to Higher Education

Margaret E. Goertz and Linda M. Johnson

The purpose of this study was to provide comprehensive information on statewide college admission standards. This report describes state policies regulating admission to colleges and universities and special admission policies affecting subgroup populations in the 50 states, and discusses trends in state admission policies. Nearly half of the states impose statewide minimum admission requirements on their public colleges and universities.

Nine states have an open admission policy, while 13 states require entering freshmen to meet a minimum test score or GPA, class rank, and/or other performance standard. Sixteen states enacted, or are proposing, more stringent admission policies.

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

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

Jerilee Grandy and Rosalea Courtney

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

RR No. 84-4 Item No.: 275880 18 pgs
1984 \$15

Access to College for Mexican Americans in the Southwest: Replication After 10 Years

Rose M. Payán, Richard E. Peterson, and Nancy A. Castille

This article is based on a 1982 survey of Hispanic higher education enrollment and related practices and issues. Addressed to financial aid officers in five southwestern

states, it was a replication of a similar study carried out in 1972. In addition to presenting comparable results from the two surveys, the article reviews recent literature, comments on critical issues in Hispanic access, and outlines a number of implications from the study for expanding access to college for Hispanic youth. The most striking finding is that while Mexican American enrollment in higher education in the Southwest nearly doubled during the 1970s, during this study their numbers, as a percentage of total enrollment, increased by only 1 percent—from 10 to 11 percent. When compared to their proportion in the total population—17 percent in 1972, 20 percent in 1983—the increased magnitude of their underrepresentation becomes clear.

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

College Student Attrition and Retention

Leonard Ramist

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

RR No. 81-1 Item No.: 275851 37 pgs
1981 \$15

Research on Item Formats and Scoring

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

Xiang Bo Wang

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

RR No. 2006-9 2006	Item No.: 060481980 \$15	42 pgs
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The Effects of Essay Placement and Prompt Type on Performance on the New SAT

Hyeon-Joo Oh and Michael E. Walker

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

RR No. 2006-7 2006	Item No.: 060481999 \$15	16 pgs
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Using DIF Dissection Method to Assess Effects of Item Deletion

Yanling Zhang, Neil J. Dorans, and Joy L. Matthews-López

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

RR No. 2005-10 2005	Item No.: 050481690 \$15	11 pgs
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Evaluating SAT II: Mathematics IC Items in the SAT I Population

Jinghua Liu, Fred Schuppan, and Michael E. Walker

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

RR No. 2005-3 2005	Item No.: 040481376 \$15	11 pgs
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Developing a Portfolio Assessment: Pacesetter Spanish

Andrea Fercsey and Carmen Luna

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

RR No. 99-2 1999	Item No.: 200272 \$15	76 pgs
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Factors in Performance on Brief, Impromptu Essay Examinations

Hunter M. Breland, Marilyn W. Bonner, and Melvin Y. Kubota

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

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

Donald E. Powers

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

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

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College

Brent Bridgeman and Rick Morgan

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

tests in predicting course grades, and the superiority of multiple-choice scores for predicting success on other multiple-choice tests.

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

Passage Dependence of the New SAT Reading Comprehension Questions

Donald E. Powers and Susan T. Wilson

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

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

Revising SAT-Verbal Items to Eliminate Differential Item Functioning

W. Edward Curley and Alicia P. Schmitt

Differential item functioning (DIF) statistics can be used to identify test questions on which the various focal (minority or female) and reference (white or male) populations perform differently. Since the

mid-1980s, a series of DIF studies on the operational verbal sections of the SAT has been conducted to identify and assess the nature of the items on which DIF can be observed. Based on the initial SAT Verbal (SAT-V) pretest data and/or hypotheses advanced in the research literature, the authors selected seven sentence completions and 16 analogies with extreme levels of DIF and then systematically revised and readministered the items in an attempt to reduce or eliminate DIF. Several conclusions were drawn from the data analyzed in this investigation. First, revising and re-pretesting SAT-V items to eliminate DIF is feasible and likely to succeed often enough to make it practical to do so. Second, the particular terminology used in the stems and keys of analogies and sentence completions seems to be a significant source of elevated levels of DIF on the SAT-V. Third, to the extent possible, larger sample sizes for focal groups (particularly minority) would seem to be a desirable goal, since the stability of ETS DIF categories is reduced when the sample size is small. Fourth, for classifying the level of DIF (i.e., the "A," "B," and "C" categories), a combination of the Standardization p metric and the Mantel-Haenszel delta metric for very easy and very difficult items seems most effective.

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

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

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

A number of studies have indicated that the test performance of females relative to that of males was better on the multiple-choice items than on the constructed-response items. This report describes three exploratory studies of the performance of males and females on the multiple-choice and constructed-response sections of four Advanced Placement Program (AP) Examinations: United States History, Biology, Chemistry, and English Language and Composition. The studies were intended to evaluate some possible reasons for the apparent relationship between test format and the magnitude of gender-related differences in performance. The results suggest that the major factor accounting for the relatively better performance of females on constructed-response

tests may be construct-relevant. Constructed-response tests likely demand different sets of competencies than their multiple-choice counterparts, and gender-related differences in performance profiles across the two modes of assessment most likely reflect real disparities in the average level of achievement obtained by males and females with respect to these different competencies.

RR No. 92-7 Item No.: 217822 29 pgs
1992 \$15

An Analysis of English Composition Test Essay Prompts for Differential Difficulty

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

The purpose of this study was to conduct a detailed analysis of the difficulty over time of the essay prompts for the College Board’s English Composition Achievement Test (ECT) with Essay. Differential difficulty was explored by considering whether the relationship between the reference groups—male and white students—and the focal groups—female, American Indian, Asian American, Asian American ESL (English as a Second Language), black, Hispanic, and Hispanic ESL students—had remained constant over the seven years studied. Only two ECT essays examined showed signs of differential performance of groups that were associated with specific essay features. In one essay, the topic of heroes and values may have favored groups more familiar with cultural values. In the other essay, the combination of an abstract topic with an ironic tone may have caused differential performance for those with lower language skills.

RR No. 92-4 Item No.: 215445 45 pgs
1992 \$15

A Study of Gender and Performance on Advanced Placement History Examinations

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

Several studies have shown that, on average, women perform slightly better than men on constructed-response tests, while men perform slightly better on multiple-choice tests. Studies of the Advanced Placement Program (AP) Examinations have revealed a similar

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

RR No. 91-4 Item No.: 218211 38 pgs
1991 \$15

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

Brent Bridgeman

The Advanced Placement Program (AP) reports grades to students and colleges on a 1-to-5-point scale derived by combining the separate scores on the multiple-choice and free-response sections of AP Examinations. This study investigated the effectiveness of the current scoring practices of reporting AP grades that are based on this combined grade. Correlations are generally higher and more comparable across gender with such composite grades than would be the case if only essays were used. The results of this study support the current practice of

using both multiple-choice and essay scores to compute the 1-to-5 AP grade, predictions of college course grades would be substantially less accurate.

RR No. 89-2 Item No.: 273708 16 pgs
1989 \$15

The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature

John Mazzeo and Anne L. Harvey

A literature review was conducted to determine the current state of knowledge concerning the effects of computer administration of standardized educational and psychological tests on the psychometric properties of these instruments. Studies were grouped according to a number of factors relevant to the administration of tests by computer. It was found that: (1) the rate at which test-takers omit items in an automated test may differ from the rate at which they omit items on a paper-and-pencil test; (2) scores on tests from automated versions of personality inventories are lower than scores obtained in the paper-and-pencil format; (3) scores from automated versions of speed tests are not likely to be comparable with scores from paper-and-pencil versions; (4) the presentation of graphics in an automated test may have an effect on score equivalence; (5) tests containing items based on reading passages can become more difficult when presented on a CRT; and (6) the possibility of such asymmetric practice effects may make it wise to avoid conducting equating studies based on single-group counterbalanced designs.

RR No. 88-8 Item No.: 218111 27 pgs
1988 \$15

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items

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

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

RR No. 88-4 Item No.: 218277 55 pgs
1988 \$15

Remote Scoring of Essays

Hunter M. Breland and Robert J. Jones

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

RR No. 88-3 Item No.: 217762 39 pgs
1988 \$15

Three Studies of SAT-Verbal Item Types

William B. Schrader

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

RR No. 84-7 Item No.: 275883 45 pgs
1984 \$15

The Direct Assessment of Writing Skill: A Measurement Review

Hunter M. Breland

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

RR No. 83-6 Item No.: 275874 23 pgs
1983 \$15

Perceptions of Writing Skill

Hunter M. Breland and Robert J. Jones

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

RR No. 82-4 Item No.: 275864 68 pgs
1982 \$15

Psychometric Research on College Board Tests

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER®

Hui Deng and Gerald Melican

The current study was designed to extend the current literature to study scale drift in CAT as part of improving quality control and calibration process for ACCUPLACER®, a battery of large-scale adaptive placement tests. The study aims to evaluate item parameter drift using empirical data that span four years from the ACCUPLACER Arithmetic assessment. The results suggest that the Arithmetic test maintained a reasonably stable scale in the years 2004 through 2007.

RR No. 2010-2 Item No.: 10b-1418 7 pgs
2010 \$15

Validating Cognitive Models of Task Performance in Algebra on the SAT

Mark Gierl, Jacqueline Leighton, Changjiang Wang, Jiawen Zhou, Rebecca Gokiert, and Adele Tan

The purpose of the study is to present research focused on validating the four algebra cognitive models in Gierl, Wang, et al., using student response data collected with protocol analysis methods to evaluate the knowledge structures and processing skills used by a sample of SAT takers.

RR No. 2009-3 Item No.: 090482922 35 pgs
2009 \$15

Differential Validity and Prediction of the SAT

Krista D. Mattern, Brian F. Patterson, Emily J. Shaw, Jennifer L. Kobrin, and Sandra M. Barbuti

The purpose of the study is to examine the differential validity and prediction of the SAT using a nationally representative sample of first-year college students admitted with the revised version of the SAT. The findings demonstrate that there are similar patterns of differential validity and prediction by gender, race/

ethnicity, and best language subgroups on the revised SAT compared with previous research on older versions of the test.

RR No. 2008-4 Item No.: 080482567 12 pgs
2008 \$15

Time Requirements for the Different Item Types Proposed for Use in the Revised SAT

Brent Bridgeman, Cara Cahalan Laitusis, and Frederick Cline

The current study used three data sources to estimate time requirements for different item types on the now current SAT Reasoning Test. First, we estimated times from a computer-adaptive version of the SAT (SAT CAT) that automatically recorded item times. Second, we observed students as they answered SAT questions under strict time limits and recorded the amount of time taken for each question. Finally, we asked high school students to record the amount of time taken for test subsections that were composed of items of a single type. The rules of thumb used by test developers were quite accurate in rank ordering the item types from least to most time consuming, but the time actually spent was generally higher than assumed in the rules of thumb.

RR No. 2007-3 Item No.: 07-1941 21 pgs
2007 \$15

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays

Edward W. Wolfe, Carol M. Myford, George Engelhard Jr., and Jonathan R. Manalo

In this study, we investigated a variety of Reader effects that may influence the validity of ratings assigned to AP English Literature and Composition essays. Specifically, we investigated whether Readers exhibit changes in their levels of severity and accuracy, and their use of individual scale categories over time. We refer to changes in these characteristics of Readers as Differential Reader Functioning over Time (DRIFT). Our literature review

points out several weaknesses in the way Reader effects have been addressed in prior studies, and the study sought to address several of those weaknesses.

RR No. 2007-2 Item No.: 070482285 39 pgs
2007 \$15

Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test

Cara Cahalan Laitusis, Deanna L. Morgan, Brent Bridgeman, Jennifer Zanna, and Elizabeth Stone

This study examined operational data from the SAT Reasoning Test to determine if students who tested under extended-time conditions were suffering from excessive fatigue relative to students who tested under standard-time conditions. Excessive fatigue was defined by significant (a) increases in differential item functioning (DIF) and (b) decreases in item completion rates, for items at the end of testing compared to the beginning of testing. Both of these factors were examined by comparing the performance of students who tested with extended time on items administered early (section position 2 of 3) and different items administered late (section position 8, 9, or 10) during the 10-section test administration. The sample included students with learning disabilities and/or Attention-Deficit/Hyperactivity Disorder (ADHD) who tested with extended time (time and a half or double time) and students without disabilities who tested under standard-time conditions. Analyses were conducted on the critical reading and writing sections of the SAT and examined item difficulty as well as item completion rates. Results indicated few changes in levels of DIF (early in the test compared to late in the test). In addition, item completion rates for students who received extra time were comparable to (or in some cases higher than) test-takers without disabilities who tested under standard time on both early and late sections.

RR No. 2007-1 Item No.: 07-0873 13 pgs
2007 \$15

Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA™ and English Language SAT I

Alicia S. Cascallar and Neil J. Dorans

Score linkages between the Verbal and Math sections of the SAT I: Reasoning Test and the corresponding sections of the new version of a Spanish-language admissions test, the Prueba de Aptitud Académica (PAA™), were investigated. A bilingual group design was employed. A language proficiency measure (ESLAT) was used to define the bilingual group and as a predictor variable. Prediction and scaling for concordance results were compared. Results indicated that for both single (PAA Verbal or PAA Math to the corresponding SAT I scores) and composite (PAA-V+M to SAT I-V+M and PAA-V+M+ESLAT to SAT I-V+M) score linkage, prediction is preferable to concordance. Comparison of prediction and concordance results for composite scores versus single construct scores indicates that when PAA Verbal is combined with PAA Math to form a composite, predictions of this composite are better than for Verbal alone but worse than predictions for Math alone.

RR No. 2003-5 Item No.: 998644 11 pgs
2003 \$15

A Historical Perspective on the Content of the SAT

Ida M. Lawrence, Gretchen W. Rigol, Thomas Van Essen, and Carol A. Jackson

This paper provides a historical perspective on the content of the SAT. The review begins at the beginning, when the first College Board SAT (the “Scholastic Aptitude Test”) was administered to 8,040 students on June 23, 1926. At that time, the SAT consisted of nine subtests: definitions, arithmetical problems, classification, artificial language, antonyms, number series, analogies, logical inference, and paragraph reading. Over the years, the SAT has evolved in the way it measures what is now referred to as verbal and mathematical “reasoning.” With each redesign of the SAT, a variety of considerations were taken into account, including fairness issues, scaling issues, cost, public perception, face validity, changes in the test-taking population, changes in patterns of test preparation, and changes in the college admissions

process. This paper describes the reasons for the various changes while emphasizing that the value of SAT scores rests on the test’s high technical quality, and on the assumption that scores would maintain their meaning over time.

RR No. 2003-3 Item No.: 997274 19 pgs
2003 \$15

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model

George Engelhard, Jr. and Carol M. Myford

The purpose of this study was to examine, describe, evaluate, and compare the rating behavior of faculty consultants who scored essays written for the Advanced Placement English Literature and Composition (AP ELC) Exam. Data from the 1999 AP ELC Exam were analyzed using FACETS (Linacre, 1998) and SAS. The faculty consultants were not all interchangeable in terms of the level of severity they exercised. If students’ ratings had been adjusted for severity differences, the AP grades of about 30 percent of the students would have been different from the one they received. Almost all the differences were one grade or less. Adjusting ratings for faculty consultant severity differences would impact some student subgroups more than others.

RR No. 2003-1 Item No.: 995947 60 pgs
2003 \$15

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations

Neil J. Dorans

This report summarizes the history of SAT score scales, outlines the need for realigning SAT score scales, and explains how scores were converted from original SAT scales to recentered scales. Issues associated with converting recentering from a possibility into a reality are discussed.

RR No. 2002-11 Item No.: 040481187 21 pgs
2002 \$15

An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups

Barbara G. Dodd, Steven J. Fitzpatrick, R. J. De Ayala, and Judith A. Jennings

The purpose of this study was to address the validity of grades of 3 on AP Examinations and to compare AP students to other relevant student groups. While research has shown that students who earn grades of 3 or higher and place out of introductory courses do well in the subsequent courses, there are some college faculty members who think this is not always the case. To address this issue, a number of different statistical techniques were employed to determine if finer gradations of the grade group of 3s might prove useful for course placement in college. The findings of this study did not support finer gradations of the AP score category of 3. It was also found that AP students who earn credit by examination tend to make the same or higher grades in subsequent courses than do the other comparison groups.

RR No. 2002-9 Item No.: 995384 57 pgs
2002 \$15

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation

Wayne J. Camara, Glenn B. Milewski, and Jennifer L. Kobrin

This study examines the relative utility and predictive validity of the SAT I and SAT II for various subgroups in both California and the nation. The effect of eliminating the SAT I on the test impact and on the over- and underprediction of various gender and racial/ethnic subgroups is examined.

RR No. 2002-6 Item No.: 994217 28 pgs
2002 \$15

The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test

Hunter M. Breland, Melvin Y. Kubota, Marilyn Bonner

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

RR No. 99-4 Item No.: 275900 24 pgs
1999 \$15

Correspondences Between ACT and SAT I Scores

Neil J. Dorans

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

RR No. 99-1 Item No.: 200273 24 pgs
1999 \$15

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program

Wayne J. Camara and Roger Millsap

This study reports that student performance on the PSAT/NMSQT can be useful in identifying additional students who may be successful in Advanced Placement Program (AP) courses. PSAT/NMSQT scores can identify students who may not have been initially considered for an AP course through teacher nomination, self-nomination, or other local procedures. Performance on the PSAT/NMSQT is not strongly related to AP grades on only four examinations: (1) studio art: design, (2) studio art: drawing, (3) German language, and (4) Spanish language. The relationship of PSAT/NMSQT scores with

other AP Examination grades is moderately strong and invariant across ethnic groups and time of testing. That is, the relationship is substantially the same for all ethnic and racial groups and is only slightly weaker when time between testing spreads across two academic years.

RR No. 98-4 Item No.: 040481183 20 pgs
1998 \$15

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT

Gary L. Marco, A. A. Abdel-Fattah, and Patricia A. Baron

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

RR No. 92-3 Item No.: 215444 19 pgs
1992 \$15

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

Ann M. Gallagher

Gender differences in mathematical performance are well documented, although the hypothesized causes of these differences are varied. The research presented here seeks to add to our understanding of the nature of gender differences in performance on standardized mathematics tests. An item classification scheme developed by Gallagher (1990) was refined, resulting in a more accurate prediction of gender differences in performance on the mathematics test. Structured interviews were conducted with students (25 male and 22 female) in this score range to determine the nature of differences in strategy use. Findings described in this

report offer direct support for the notion that at least a portion of the differences among high scorers can be attributed to differences in strategy use. Females in this group appeared to depend more heavily than males on standard algorithmic strategies that are generally taught in the classroom; males were more apt to use insight in their solutions. Both male and female students who used more algorithmic strategies tended to rate mathematics as more difficult and less relevant to their lives.

RR No. 92-2 Item No.: 215443 35 pgs
1992 \$15

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP® General Examinations

John Mazzeo, Barry Druesne, Paul C. Raffeld, Keith T. Checketts, and Alan Muhlstein

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

RR No. 91-5 Item No.: 218205 18 pgs
1991 \$15

Cohort Differences Associated with Trends in SAT Score Averages

Rick Morgan

Throughout the 1970s, average SAT scores declined. However, since 1980 the SAT-M and the SAT-V rose until 1986 when the SAT-V started a steady decline. The potential impact of cohort changes with regard to ethnic group, gender, class rank, and first language learned on yearly average SAT scores and Test of Standard Written English (TSWE) scores were studied. Regression and cross-classification analysis were conducted on data from 1985 and 1987 to 1990. The results suggest that approximately half of the decline in SAT verbal scores was associated with cohort change. Average SAT mathematics scores could possibly have risen by three points, rather than remaining constant, if the 1987 and 1990 cohorts were the same.

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

Sex Differences in the Performance of High-Scoring Examinees on the SAT-M

Ann M. Gallagher

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

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

Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987

Pamela I. Cruise and Ernest W. Kimmel

Since 1972, the average SAT-Verbal score for men has been higher than that for women, although the widely held perception has been that women do better than men on

tests of verbal ability. The purpose of this study was to create a detailed history of the content of the SAT-Verbal sections over more than two decades and to examine changes over time in the content of the test and trends over time in the balance of references to and representations of women and men within the content of the test. It was found that while there had been some changes in the structure of the test, none of the changes appeared to affect the basic balance of content between those areas thought to favor women and those thought to favor men.

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

Examining the Relationship Between Differential Item Functioning and Item Difficulty

Edward Kulick and P. Gillian Hu

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

RR No. 89-5 Item No.: 295732 31 pgs
1989 \$15

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test

William H. Angoff and Linda L. Cook

The present study is a replication of an earlier study conducted by Angoff and Modu (1973) to develop algorithms for converting scores expressed on the SAT scale to scores expressed on the College Board Prueba de Aptitud Académica (PAA) scale, and vice versa. However, some differences in procedures used in these

two studies are worth noting, and this report contributes both in substance and method to the translation and equating of tests. The method involved two phases: (1) the selection of test items equally appropriate and useful for English- and Spanish-speaking students for use as an anchor test in equating the two tests; and (2) the equating analysis itself. The equating showed definite curvilinear relationships in both verbal and mathematical tests, indicating in this instance that both sections of the PAA are easier than the corresponding SAT sections. The results also showed good agreement between the current conversions and the 1973 Angoff-Modu conversions for the mathematical tests, but not so close agreement for the verbal tests.

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

The Validity of Various Methods of Treating Multiple SAT Scores

R. F. Boldt, J. A. Centra, and R. G. Courtney

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

RR No. 86-4 Item No.: 275893 8 pgs
1986 \$15

Four Years Later: A Longitudinal Study of Advanced Placement Students in College

Warren W. Willingham and Margaret Morris

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

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

Student Change, Program Change: Why the SAT Scores Kept Falling

William W. Turnbull

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

RR No. 85-2 Item No.: 217828 10 pgs
1985 \$15

Considerations for Developing Measures of Speaking and Listening

Donald E. Powers

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

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

Test Disclosure and Retest Performance on the Scholastic Aptitude Test

Lawrence J. Stricker

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

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

Internal Construct Validity of the Career Skills Assessment Program

Donald A. Rock

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

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

Measurement Error and SAT Score Change

Donald L. Alderman

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

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

An Application of Item Response Theory to Equating the Test of Standard Written English

Isaac I. Bejar and Marilyn S. Wingersky

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

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

Student Self-Selection and Test Repetition

Donald L. Alderman

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

RR No. 81-5 Item No.: 275855 10 pgs
1981 \$15

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees

Christopher C. Modu

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

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

General Research and Policy

Common Core State Standards Alignment: Readiness™, PSAT/NMSQT, and SAT

Natasha Vasavada, Elaine Carman, Beth Hart, and Danielle Luisier

This alignment study was conducted to demonstrate the existing correspondence between assessments in the College Board College Readiness Pathway and the Common Core State Standards. The College Board College Readiness Pathway is comprised of Readiness™, the PSAT/NMSQT, and the SAT.

RR No. 2010-5 Item No.: 10b-2901 7 pgs
2010 \$15

The Development of a Multidimensional College Readiness Index

Andrew Wiley, Jeffrey Wyatt, and Wayne J. Camara

This report presents a methodology for the measurement and tracking of the college readiness level of high school students who are engaged in the college admission process. The proposed index uses the three distinct hurdles of SAT scores, high school GPA, and a newly developed measure of academic rigor.

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

What Should Students Be Ready For in College? A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S.

Emily J. Shaw and Brian F. Patterson

This study examined the English, mathematics, and natural sciences course work taken by students in their first year of college. Four-year postsecondary institutions (k = 110) provided first-year performance data for the first-time, first-year students that began college in the fall of 2006. As in previous research, composition is the most commonly taken English course. However, calculus was more popular than algebra within mathematics, and chemistry was more popular than biology within the

natural sciences, both different findings from previous analyses of first-year college course work in those content areas.

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

Examining the Accuracy of Self-Reported High School Grade Point Average

Emily J. Shaw and Krista D. Mattern

This study examined the relationship between students' self-reported high school grade point average (HSGPA) from the SAT Questionnaire and their HSGPA provided by the colleges and universities they attend. The purpose of this research was to offer updated information on the relatedness of self-reported (by the student) and school-reported (by the college/university from the high school transcript) HSGPA, compare these results to prior studies and provide recommendations on the use of self-reported HSGPA. Results from this study indicated that even though the correlation between the self-reported and school-reported HSGPA is slightly lower than in prior studies ($r = 0.74$), there is still a very strong relationship between the two measures.

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

Testing Accommodations for English Language Learners: A Review of State and District Policies

John W. Young and Teresa C. King

This report is a review and summary of current information regarding test accommodations currently used in different states and districts for English language learners (ELL). Similarities and differences among states regarding ELL accommodation are documented.

RR No. 2008-6 Item No.: 080482716 13 pgs
2008 \$15

Stereotype Threat Spillover and SAT Scores

Michael E. Walker and Brent Bridgeman

A recent study by Beilock, Reidell, and McConnell (2007) suggested that stereotype threat experienced in one domain (e.g., math) triggered by knowledge of a negative stereotype about a social group in that particular domain can spill over into subsequent tasks in totally unrelated

domains (e.g., reading). The authors suggested that these findings might have implications for how the ordering of sections on standardized tests such as the SAT or GRE could affect examinee performance. To test the authors' assertions, this study used data from a recent SAT administration in which either a reading, a math, or a writing task preceded a reading task. Performance on the subsequent reading task of members of a stereotype threatened group (i.e., women) who took the math task first was compared to performance of those who took the reading or writing task first. Results were inconsistent with the stereotype threat spillover hypothesis, and serve to justify the exhortation of Cullen, Hardison, and Sackett (2004) for caution in generalizing lab findings on stereotype threat to operational testing situations.

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

A Historical View of Subgroup Performance Differences on the SAT Reasoning Test

Jennifer L. Kobrin, Viji Sathy, and Emily J. Shaw

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

RR No. 2006-5 Item No.: 060481915 47 pgs
2006 \$15

Observational Timing Study on the SAT Reasoning Test for Test-Takers with Learning Disabilities and/or AD/HD

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

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

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

A Portrait of Advanced Placement Teachers' Practices

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

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

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

Researching the Educational Benefits of Diversity

Emily J. Shaw

Researching the educational benefits of diversity is necessary in order to offer evidence to judges, attorneys, and policymakers to uphold and support the consideration of race in college admissions. This report offers several examples of previous studies, as well as

recommendations and considerations for institutions interested in designing and carrying out their own research studies on the educational benefits of diversity.

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

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

Glenn B. Milewski and Jacqueline M. Gillie

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

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

The College Board National High School Survey Report

Lawrence Maucieri, Renee Gernand, and Thanos Patelis

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

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

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

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

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

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

Writing Assessment in Admissions to Higher Education: Review and Framework

Hunter M. Breland, Brent Bridgeman, Mary Fowles

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

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

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

Marjorie Ragosta and Cathy Wendler

The primary purpose of this study was to establish empirically derived testing times for special administrations of the SAT for examinees with disabilities. A secondary purpose was to establish eligibility guidelines for individuals taking special administrations. This project used data from test administration timing records, the College Board's SAT history file, and a survey questionnaire to investigate two issues: comparable testing time (between disabled and nondisabled test-takers) and eligibility for special test

accommodations for SAT examinees with disabilities. Alternatives to the current eligibility policy and their implications are discussed, including a change to school-based criteria and the use of individualized testing programs. The effects of empirically derived testing times are also discussed.

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

The SAT: Four Major Modifications of the 1970-85 Era

John R. Valley

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

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

Young SAT-Takers: Two Surveys

Gita Wilder, Patricia Lund Casserly, and Nancy W. Burton

The first survey of young SAT takers and their parents collected information from a sample of junior high students who took the SAT in January 1984 for talent search purposes. The students were selected to take the SAT mainly through invitations from schools; their parents, however, provided the greatest encouragement for them to take the test. More than half the students reported being invited to participate in one or more activities sponsored by a talent search, most commonly a summer course on a college campus. Students and parents alike evaluated the experience positively. The second survey investigated a population of young talent-

search applicants who took the SAT as seventh-graders in 1980-81 and traced the applicants' test-taking and academic history up to their high school graduation in 1986. The talent-search applicants were significantly ahead of the other members of the college-bound cohort in more advanced academic areas. The average last SAT scores for the 1980-81 talent-search applicants were 560 verbal and 618 mathematical, about one standard deviation higher than for the average college-bound senior in 1986.

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

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

Marjorie Ragosta

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

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

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study

Junius A. Davis and Anne Borders-Patterson

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

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

Advanced Placement Revisited

Patricia Lund Casserly

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

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

Uses of the SAT in the University System of Georgia

Cameron Fincher

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

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

Cognitive Assessment and the Media

Philip K. Oltman

The present-day information environment is heavily saturated with electronic media. What are the properties of these media, and how does massive exposure to them affect the cognitive functioning of the audience? These

and related issues concerning the media's influence on cognitive functioning are reviewed, and implications for cognitive assessment are discussed.

RR No. 83-1 Item No.: 275869 6 pgs
1983 \$15

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

Leonard L. Baird

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

RR No. 82-6 Item No.: 275866 39 pgs
1982 \$15

Student Characteristics and the Use of the SAT Test Disclosure Materials

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

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

RR No. 82-3 Item No.: 275863 26 pgs
1982 \$15

Abstracts from the Research and Development Report Series 1963-81

Patricia K. Hendel, Editor

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

RR No. 82-1 Item No.: 275861 42 pgs
1982 \$15

Group Comparisons for Basic Skills Measures

Hunter M. Breland and Philip A. Griswold

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

RR No. 81-6 Item No.: 275856 29 pgs
1981 \$15

Statistical Reports

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

Krista D. Mattern and Brian F. Patterson

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

Stat No. 2011-5 22 pgs
2011 \$15

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

Krista D. Mattern and Brian F. Patterson

This report presents the findings from a replication of the analyses from the report, "Is Performance on the SAT Related to College Retention?" (Mattern & Patterson, 2009). The tables below are based on the 2007 sample, and the findings are largely the same as those presented in the original report. They show SAT scores are related to second-year retention. Even after controlling for student and institutional characteristics, returners had higher SAT total scores than non-returners, by an average of 116 points. This held true even within each subgroup analyzed, meaning the SAT performance gap is not due to differences in the demographic characteristics of the two groups. Also, this report finds that differences in retention rates by student subgroups are minimized and in some instances eliminated when controlling for SAT performance. This is particularly noticeable with respect to differences in retention rates by ethnicity.

Stat No. 2011-4 15 pgs
2011 \$15

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

Krista D. Mattern and Brian F. Patterson

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

Stat No. 2011-3 27 pgs
2011 \$15

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample

Krista D. Mattern and Brian F. Patterson

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

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

Krista D. Mattern and Brian F. Patterson

This report presents the validity of the SAT for predicting two second-year outcomes: (1) second-year cumulative GPA (2nd Yr Cum GPA), and (2) second-year grade point average (2nd Yr GPA). Similar to the results for first-year grade point average (1st Yr GPA), the SAT is strongly correlated with second-year outcomes. For many significant subgroups, such as ethnic minority students and female students, the SAT was in fact a better predictor of 2nd Yr Cum GPA and 2nd Yr GPA than were high school grades alone. However, for all students, the

SAT score in combination with high school grades was the best predictor of these second-year outcomes since both measures provide incrementally validity over each other.

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

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

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

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Notes

ACT and SAT Concordance Tables					
	RN-40, October 2009	2	pgs		
Advanced Placement Summer Institute: A Survey of Florida AP Teachers					
	RN-39, April 2009	7	pgs		
Advanced Placement Statistics Students' Education Choices After High School					
	RN-38, February 2009	9	pgs		
Effects of Total SAT Test Time on Performance and Fatigue					
	RN-37, May 2008	8	pgs		
Examining the Relationship Between the SAT, High School Measures of Academic Performance, and Socioeconomic Status: Turning Our Attention to the Unit of Analysis					
	RN-36, April 2008	10	pgs		
Updating AP Potential™ Expectancy Tables Involving PSAT/NMSQT Writing					
	RN-35, December 2007	7	pgs		
Writing Changes in the Nation's K-12 Education System					
	RN-34, December 2007	9	pgs		
Effects of Extra Time on Performance on New SAT Questions					
	RN-33, August 2007	6	pgs		
SAT Writing: An Overview of Research and Psychometrics to Date					
	RN-32, January 2007	12	pgs		
Comparability of Scores on the New and Prior Versions of the SAT Reasoning Test					
	RN-31, January 2007	6	pgs		
Determining SAT Benchmarks for College Readiness					
	RN-30, January 2007	8	pgs		
The AP Program and Student Outcomes: A Summary of Research					
	RN-29, November 2006	8	pgs		
An Introduction to the System and Culture of the College Entrance Examination of China					
	RN-28, November 2006	6	pgs		
AP Professional Development in Florida: Effects on AP Exam Participation					
	RN-27, August 2006	6	pgs		
Formative Evaluation of CollegeEd®					
	RN-26, September 2006	8	pgs		
Test Development and Technical Information on the Writing Section of the SAT Reasoning Test					
	RN-25, March 2006	8	pgs		
Assessing the Reliability of Skills Measured by the SAT					
	RN-24, December 2005	8	pgs		
Engaging Strategies for All Students: The SpringBoard® Example					
	RN-23, November 2005	11	pgs		
Validity and Fairness of CLEP Exams					
	RN-22, September 2005	6	pgs		
Evaluation of Textual Power and Mathematics with Meaning™ Pilot Program					
	RN-21, May 2005	10	pgs		
Consistency and Reliability in the Individualized Review of College Applicants					
	RN-20, October 2004	4	pgs		
College Persistence, Graduation, and Remediation					
	RN-19, March 2003	5	pgs		
Colleges and Universities that Do Not Require SAT or ACT Scores					
	RN-18, September 2002	8	pgs		
Summary of Evaluation Results of Advanced Placement Program (AP) Vertical Teams for English					
	RN-17, September 2002	8	pgs		
Calculator Use and the SAT I Math					
	RN-16, May 2002	8	pgs		
Students with Discrepant High School GPA and SAT I Scores					
	RN-15, January 2002	8	pgs		
Ensuring Comparable Scores on the SAT I: Reasoning Test					
	RN-14, December 2001	8	pgs		
Defining Group Membership: The Impact of Multiple Versus Single Ethnic/Racial Categories on Testing Practices					
	RN-13, December 2001	8	pgs		
Evaluating the Appropriateness of the SAT I: Reasoning Test for Seventh- and Eighth-Graders					
	RN-12, December 2001	8	pgs		
Distinctions Among Classes of Linkages					
	RN-11, December 2000	12	pgs		
The SAT I and High School Grades: Utility in Predicting Success in College					
	RN-10, July 2000	12	pgs		
An Overview of Computer-Based Testing					
	RN-09, April 2000	8	pgs		
Testing with Extended Time on the SAT I: Effects for Students with Learning Disabilities					
	RN-08, January 2000	12	pgs		
Concordance Between SAT I and ACT Scores for Individual Students					
	RN-07, June 1999	8	pgs		
Coaching and the SAT I					
	RN-06, April 1999	12	pgs		
Score Change When Retaking the SAT I: Reasoning Test					
	RN-05, September 1998	12	pgs		
High School Grading Policies					
	RN-04, May 1998	4	pgs		
Block Schedules and Student Performance on AP Examinations					
	RN-03, May 1998	12	pgs		
The Relationship of PSAT/NMSQT Scores and AP Examination Grades					
	RN-02, November 1997	12	pgs		
Common Sense About SAT Score Differences and Test Validity					
	RN-01, June 1997	12	pgs		

Summaries

The Research Behind the New SAT			
	RS-11, January 2005	3	pgs
Scoring the Essay on the SAT Writing Section			
	RS-10, July 2003	3	pgs
College Persistence, Graduation, and Remediation			
	RS-09, March 2003	5	pgs

Comparing Essays Written Under Different

Timing Conditions

RS-08, March 2003 3 pgs

SAT II: Subject Tests in Foreign Languages—Using the

Tests for Admission and Placement

RS-07, June 2002 3 pgs

Pacesetter Research and Evaluation Findings

RS-06, October 2001 2 pgs

The Effects of SAT Scale Recentering on Percentiles

RS-05, May 1999 4 pgs

SAT and Gender Differences

RS-04, February 1998 4 pgs

Relationship Between ELPT™ and TOEFL Performance:

A Preliminary Analysis

RS-03, January 1998 2 pgs

Personal Qualities and Academic Experiences:

Predictors of Academic Success

RS-02, October 1997 2 pgs

**Students with Discrepant High School GPA
and SAT Scores**

RS-01, October 1997 2 pgs

Subject Index

A

Academic Ability

Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring, Everson and Tobias, 11

The Role of Academic Ability in High-Level Accomplishment and General Success, Baird, 31

Access and Retention in Higher Education

Access to College for Mexican Americans in the Southwest: Replication After 10 Years, Payán, Peterson, and Castille, 16

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

Attitudes Toward Borrowing and Participation in Postsecondary Education, Ekstrom, 15

College Student Attrition and Retention, Ramist, 16

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

Handicapped Applicants to College: An Analysis of Admissions Decisions, Willingham, 16

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors, King, 15

Is Performance on the SAT Related to College Retention? Mattern and Patterson, 15

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT, Grandy and Courtney, 16

Performance and Persistence: A Validity Study of the SAT for Students with Disabilities, Ragosta, Braun, and Kaplan, 4

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, Mattern and Patterson, 32

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, Mattern and Patterson, 32

State Policies for Admission to Higher Education, Goertz and Johnson, 16

ACCUPLACER

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

Achievement Tests

See *College Board Achievement Tests*

ACT

See *American College Testing Program (ACT)*

Administration of Tests

See *Test Administration*

Admission Policies

Access to College for Mexican Americans in the Southwest: Replication After 10 Years, Payán, Peterson, and Castille, 16

Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis, Young and Kobrin, 29

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees, Ragosta and Wendler, 29

Handicapped Applicants to College: An Analysis of Admissions Decisions, Willingham, 16

The Impact of Flagging on the Admission Process: Policies, Practices, and Implications, Mandinach, Cahalan, and Camara, 15

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT, Grandy and Courtney, 16

A Review of Research on the Prediction of Academic Performance After the Freshman Year, Wilson, 5

State Policies for Admission to Higher Education, Goertz and Johnson, 16

Swimming Against the Tide: The Poor in American Higher Education, Terenzini, Bernal, and Cabrera, 11

Uses of the SAT in the University System of Georgia, Fincher, 30

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, Camara, Milewski, and Kobrin, 23

Writing Assessment in Admissions to Higher Education: Review and Framework, Breland, Bridgeman, and Fowles, 29

Adolescent Girls' Career Choices

Characteristics and Career Choices of Adolescent Girls, Welsh, 14

Adult Intellectual Development

Knowledge Structures and Adult Intellectual Development, Ackerman and Rolffhus, 12

Older Students and the SAT, Casserly, 5

The Role of Academic Ability in High-Level Accomplishment and General Success, Baird, 31

Advanced Placement Program (AP)

Advanced Placement Revisited, Casserly, 30

An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, Breland and Oltman, 3

College Outcomes Comparisons by AP and Non-AP High School Experiences, Hargrove, Godin, and Dodd, 1

A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas, Keng and Dodd, 1

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams, Buck, Kostin, and Morgan, 10

Four Years Later: A Longitudinal Study of Advanced Placement Students in College, Willingham and Morris, 26

The Impact of Secondary School Honors-Type Courses on College-Level Performance, Dickason, 9

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups, Dodd, Fitzpatrick, De Ayala, and Jennings, 23

Knowledge Structures and Adult Intellectual Development, Ackerman and Rolfhus, 12

Minority Student Success: The Role of Teachers in Advanced Placement Program (AP) Courses, Burton, Whitman, Yepes-Baraya, Cline, and Myung-in Kim, 10

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model, Engelhard, Jr. and Myford, 23

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, Wolfe, Myford, Engelhard Jr., and Manalo, 21

A Portrait of Advanced Placement Teachers' Practices, Paek, Ponte, Sigel, Braun, and Powers, 29

The Relationship of AP Teacher Practices and Student AP Exam Performance, Paek, Braun, Trapani, Ponte, and Powers, 10

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, Bridgeman and Morgan, 18

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, Mazzeo, Schmitt, and Bleistein, 18

A Study of Gender and Performance on Advanced Placement History Examinations, Breland, Danos, Kahn, Kubota, and Sudlow, 19

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program, Camara and Millsap, 24

What Are the Characteristics of AP Teachers? An Examination of Survey Research, Milewski and Gillie, 29

African American Students

See also *Ethnicity and Race*

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study, Davis and Borders-Patterson, 30

Group Comparisons for Basic Skills Measures, Breland and Griswold, 31

Group Differences in Standardized Testing and Social Stratification, Camara and Schmidt, 11

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

American College Testing Program (ACT)

Correspondences Between ACT and SAT I Scores, Dorans, 24

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT, Marco, Abdel-Fattah, and Baron, 24

Writing Assessment in Admissions to Higher Education: Review and Framework, Breland, Bridgeman, and Fowles, 29

Attrition

College Student Attrition and Retention, Ramist, 16

Is Performance on the SAT Related to College Retention? Mattern and Patterson, 15

B

Biology

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

C

Calculators

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeifferberger and Zolandz, 8

California

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, Camara, Milewski, and Kobrin, 23

Writing Assessment in Admissions to Higher Education: Review and Framework, Breland, Bridgeman, and Fowles, 29

Career Decisions

Characteristics and Career Choices of Adolescent Girls, Welsh, 14

Internal Construct Validity of the Career Skills Assessment Program, Rock, 26

The Role of Academic Ability in High-Level Accomplishment and General Success, Baird, 31

Career Skills Assessment Program (CSAP)

Internal Construct Validity of the Career Skills Assessment Program, Rock, 26

Coaching

Effects of Coaching on SAT I: Reasoning Scores, Powers and Rock, 11

A Historical Perspective on the Content of the SAT, Lawrence, Rigol, Van Essen, and Jackson, 23

Cognitive Functioning

Cognitive Assessment and the Media, Oltman, 30

Knowledge Structures and Adult Intellectual Development, Ackerman and Rolfhus, 12

College Board Achievement Tests

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees, Modu, 27

College Grades

See also *Grade Point Average; Predicting College Performance*

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

College Grades: An Exploratory Study of Policies and Practices, Ekstrom and Villegas, 8

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

College Handbook File

The Development of a Multidimensional College Readiness Index, Wiley, Wyatt, and Camara, 28

Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades, Baird, 5

What Should Students Be Ready For in College? A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S., Shaw and Patterson, 28

College-Level Examination Program (CLEP)

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program, Scammacca and Dodd, 6

Knowledge Structures and Adult Intellectual Development, Ackerman and Rolffhus, 12

College Major

Feasibility of Using the SAT in Academic Guidance, Stricker, Rock, and Burton, 6

College Placement

An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program, Scammacca and Dodd, 6

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

Feasibility of Using the SAT in Academic Guidance, Stricker, Rock, and Burton, 6

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors, King, 15

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Setting Cut Scores for College Placement, Morgan and Michaelides, 6

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, Weiss and Jackson, 6

College Readiness

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

The Development of a Multidimensional College Readiness Index, Wiley, Wyatt, and Camara, 28

Comparative Government

An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, Breland and Oltman, 3

Computerized Placement Tests (CPTS)

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Computers

Cognitive Assessment and the Media, Oltman, 30

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature, Mazzeo and Harvey, 19

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeiffenberger and Zolandz, 8

Constructed-Response Examinations

See *Essay Examination*

D

Demographic Factors

The College Board National High School Survey Report, Maucieri, Gernand, and Patelis, 29

Descriptive Tests of Language Skills (DTLS)

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, Weiss and Jackson, 6

Differential Item Functioning (DIF)

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, Lawrence, Curley, and McHale, 20

Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis, Young and Kobrin, 29

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Revising SAT-Verbal Items to Eliminate Differential Item Functioning, Curley and Schmitt, 18

Using DIF Dissection Method to Assess Effects of Item Deletion, Zhang, Dorans, and Matthews-López, 17

Disabled Students

See *Students with Disabilities*

Disclosure

The SAT: Four Major Modifications of the 1970-85 Era, Valley, 30

Student Characteristics and the Use of the SAT Test Disclosure Materials, Lockheed, Holland, and Nemceff, 31

Test Disclosure and Retest Performance on the Scholastic Aptitude Test, Stricker, 26

Diversity

Researching the Educational Benefits of Diversity, Shaw, 29

Dropout Rate

See *Access and Retention in Higher Education*

E

Economics

An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, Breland and Oltman, 3

Educational Testing Service (ETS) Studies

Abstracts from the Research and Development Report Series 1963-81, Hendel, 31

English Composition Achievement Test (ECT) with Essay

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Factors in Performance on Brief, Impromptu Essay Examinations, Breland, Bonner, and Kubota, 17

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, Wolfe, Myford, Engelhard Jr., and Manalo, 21

Perceptions of Writing Skill, Breland and Jones, 20

English Language

See also SAT-V Scores

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

The College Board Vocabulary Study, Breland, Jones, and Jenkins, 8

The Effectiveness of the College Board's Test of Standard Written English for Placing Students in Entry-Level English Courses, Jackson, Morgan, and Osborne, 6

Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA and English Language SAT I, Cascallar and Dorans, 23

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model, Engelhard, Jr. and Myford, 23

A Profile of Preparation in English: Phase II, Ward and Carlson, 13

Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups, Ramist, Lewis, and McCamley-Jenkins, 4

Testing Accommodations for English Language Learners: A Review of State and District Policies, Young and King, 28

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, Weiss and Jackson, 6

Essay Examination

See also Writing Skill

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

The Effects of Essay Placement and Prompt Type on Performance on the New SAT, Oh and Walker, 17

Factors in Performance on Brief, Impromptu Essay Examinations, Breland, Bonner, and Kubota, 17

Group Comparisons for Basic Skills Measures, Breland and Griswold, 31

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, Wolfe, Myford, Engelhard Jr., and Manalo, 21

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, Bridgeman and Morgan, 18

Remote Scoring of Essays, Breland and Jones, 20

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, Mazzeo, Schmitt, and Bleistein, 18

Ethnicity and Race

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study, Davis and Borders-Patterson, 30

Differential Validity and Prediction of the SAT, Mattern, Patterson, Shaw, Kobrin, and Barbuti, 21

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Group Comparisons for Basic Skills Measures, Breland and Griswold, 31

Group Differences in Standardized Testing and Social Stratification, Camara and Schmidt, 11

A Historical Perspective on the Content of the SAT, Lawrence, Rigol, Van Essen, and Jackson, 23

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

Measuring Educational Disadvantage of SAT Candidates, Stricker, Pollack, Rock, and Wenglinsky, 11

Minority Student Success: The Role of Teachers in Advanced Placement Program (AP) Courses, Burton, Whitman, Yepes-Baraya, Cline, and Myung-in Kim, 10

Researching the Educational Benefits of Diversity, Shaw, 29

Revising SAT-Verbal Items to Eliminate Differential Item Functioning, Curley and Schmitt, 18

Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups, Ramist, Lewis, and McCamley-Jenkins, 4

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

Whose Grades Are Inflated? Camara, Kimmel, Scheuneman, and Sawtell, 8

Experiments in English

A Profile of Preparation in English: Phase II, Ward and Carlson, 13

F

Financial Aid

See also Socioeconomic Status

Access to College for Mexican Americans in the Southwest: Replication After 10 Years, Payán, Peterson, and Castille, 16

Attitudes Toward Borrowing and Participation in Postsecondary Education, Ekstrom, 15

Swimming Against the Tide: The Poor in American Higher Education, Terenzini, Bernal, and Cabrera, 11

Flagging

The Impact of Flagging on the Admission Process: Policies, Practices, and Implications, Mandinach, Cahalan, and Camara, 15

Free-Response Examinations

See Essay Examination

G

Gender Differences

See *Sex Differences*

Georgia

Uses of the SAT in the University System of Georgia, Fincher, 30

Girls' Career Choices

Characteristics and Career Choices of Adolescent Girls, Welsh, 14

Grade Point Average

College Grades: An Exploratory Study of Policies and Practices, Ekstrom and Villegas, 8

Examining the Accuracy of Self-Reported High School Grade Point Average, Shaw and Patterson, 28

An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups, Dodd, Fitzpatrick, De Ayala, and Jennings, 23

Measuring Educational Disadvantage of SAT Candidates, Stricker, Pollack, Rock, and Wenglinsky, 11

Predicting Grades in Different Types of College Courses, Bridgeman, Pollack, and Burton, 2

Predictions of Freshman Grade-Point Average From the Revised and Recentered SAT I: Reasoning Test, Bridgeman, McCamley-Jenkins, and Ervin, 3

A Review of Research on the Prediction of Academic Performance After the Freshman Year, Wilson, 5

The Role of Academic Ability in High-Level Accomplishment and General Success, Baird, 31

Sex Differences in SAT Predictions of College Grades, Stricker, Rock, and Burton, 4

Stereotype Threat Spillover and SAT Scores, Walker and Bridgeman, 28

Validity of the SAT for Predicting First-Year College Grade Point Average, Kobrin, Patterson, Shaw, Mattern, and Barbuti, 1

Whose Grades Are Inflated?, Camara, Kimmel, Scheuneman, and Sawtell, 8

Guidance Services

See also *College Placement; Career Decisions*

The College Board National High School Survey Report, Maucieri, Gernand, and Patelis, 29

H

Handicapped Students

See *Students with Disabilities*

High School Curriculum and Grades

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, Morgan, 4

The College Board Vocabulary Study, Breland, Jones, and Jenkins, 8

College Grades: An Exploratory Study of Policies and Practices, Ekstrom and Villegas, 8

An Examination of the Relationships of Academic Coursework with Admissions Test Performance, Morgan, 8

Grade Inflation and the Validity of the Scholastic Aptitude Test, Bejar and Blew, 9

Handicapped Applicants to College: An Analysis of Admissions Decisions, Willingham, 16

The Impact of Secondary School Honors-Type Courses on College-Level Performance, Dickason, 9

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors, King, 15

Predicting Grades in Different Types of College Courses, Bridgeman, Pollack, and Burton, 2

State Policies for Admission to Higher Education, Goertz and Johnson, 16

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices, Milewski, Johnsen, Glazer, and Kubota, 8

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeiffenberger and Zolandz, 8

Understanding What SAT Reasoning Test Scores Add to High School Grades: A Straightforward Approach, Bridgeman, Pollack, and Burton, 2

Hispanic/Latino Students

See also *Ethnicity and Race*

Access to College for Mexican Americans in the Southwest: Replication After 10 Years, Payán, Peterson, and Castille, 16

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT, Pennock-Román, Powers, and Monte Perez, 15

Group Comparisons for Basic Skills Measures, Breland and Griswold, 31

Group Differences in Standardized Testing and Social Stratification, Camara and Schmidt, 11

History

A Study of Gender and Performance on Advanced Placement History Examinations, Breland, Danos, Kahn, Kubota, and Sudlow, 19

Honors-Type Programs

See also *Advanced Placement Program (AP)*

The Impact of Secondary School Honors-Type Courses on College-Level Performance, Dickason, 9

I

Item Formats and Scoring

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

Developing a Portfolio Assessment: Pacesetter Spanish, Fercsey and Luna, 17

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, Lawrence, Curley, and McHale, 20

The Direct Assessment of Writing Skill: A Measurement Review, Breland, 20

The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature, Mazzeo and Harvey, 19

Evaluating SAT II: Mathematics IC Items in the SAT I Population, Liu, Schuppan, and Walker, 17

Factors in Performance on Brief, Impromptu Essay Examinations, Breland, Bonner, and Kubota, 17

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, Wolfe, Myford, Engelhard Jr., and Manalo, 21

Passage Dependence of the New SAT Reading Comprehension Questions, Powers and Wilson, 18

Perceptions of Writing Skill, Breland and Jones, 20

Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages, Powers, 18

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, Bridgeman and Morgan, 18

Remote Scoring of Essays, Breland and Jones, 20

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, Mazzeo, Schmitt, and Bleistein, 18

A Study of Gender and Performance on Advanced Placement History Examinations, Breland, Danos, Kahn, Kubota, and Sudlow, 19

Three Studies of SAT-Verbal Item Types, Schrader, 20

Using DIF Dissection Method to Assess Effects of Item Deletion, Zhang, Dorans, and Matthews-López, 17

Item-Response Theory (IRT)

An Application of Item Response Theory to Equating the Test of Standard Written English, Bejar and Wingersky, 27

The SAT: Four Major Modifications of the 1970-85 Era, Valley, 30

J

Junior High Students

Young SAT-Takers: Two Surveys, Wilder, Casserly, and Burton, 30

L

Latino Students

See *Hispanic/Latino Students*

Listening Skills

Considerations for Developing Measures of Speaking and Listening, Powers, 26

M

Mathematics

See also *SAT-M Scores*

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

A Profile of Preparation in Mathematics, Hale and Whittington, 13

Mathematics Inventory

A Profile of Preparation in Mathematics, Hale and Whittington, 13

Measurement Concerns

Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring, Everson and Tobias, 11

Media

Cognitive Assessment and the Media, Oltman, 30

Metacognition

Assessing Metacognitive Knowledge Monitoring, Tobias and Everson, 12

Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring, Everson and Tobias, 11

Microcomputers

See *Computers*

Multiple-Choice Examinations

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, Bridgeman and Morgan, 18

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, Mazzeo, Schmitt, and Bleistein, 18

N

New York State

Student Characteristics and the Use of the SAT Test Disclosure Materials, Lockheed, Holland, and Nemceff, 31

North Carolina

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study, Davis and Borders-Patterson, 30

O

Older Students

Older Students and the SAT, Casserly, 5

P

Parental Education Groups

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

Parents' Knowledge

Swimming Against the Tide: The Poor in American Higher Education, Terenzini, Bernal, and Cabrera, 11

Part-Time Students

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT, Grandy and Courtney, 16

Personal Qualities Project

Four Years Later: A Longitudinal Study of Advanced Placement Students in College, Willingham and Morris, 26

Placement Decisions

See *College Placement*

Political Science

An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, Breland and Oltman, 3

Portfolio Assessment

Developing a Portfolio Assessment: Pacesetter Spanish, Fercsey and Luna, 17

Predicting College Performance

See also *High School Curriculum and Grades*

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, Morgan, 4

Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report, Freeberg, Rock, and Pollack, 12

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

College Outcomes Comparisons by AP and Non-AP High School Experiences, Hargrove, Godin, and Dodd, 1

A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas, Keng and Dodd, 1

Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities, Camara, Copeland, and Rothschild, 3

Generalization of SAT Validity Across Colleges, Boldt, 4

Grade Inflation and the Validity of the Scholastic Aptitude Test, Bejar and Blew, 9

The Impact of Secondary School Honors-Type Courses on College-Level Performance, Dickason, 9

Is Performance on the SAT Related to College Retention? Mattern and Patterson, 15

Older Students and the SAT, Casserly, 5

Performance and Persistence: A Validity Study of the SAT for Students with Disabilities, Ragosta, Braun, and Kaplan, 4

Socioeconomic Status and the Relationship Between the SAT and Freshman GPA: An Analysis of Data from 41 Colleges and Universities, Sackett, Kuncel, Arneson, Cooper, and Waters, 1

Predicting Grades in Different Types of College Courses, Bridgeman, Pollack, and Burton, 2

Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades, Baird, 5

Predicting Success in College: SAT Studies of Classes Graduating Since 1980, Burton and Ramist, 3

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Predictions of Freshman Grade-Point Average From the Revised and Recentered SAT I: Reasoning Test, Bridgeman, McCamley-Jenkins, and Ervin, 3

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations, Cahalan, Mandinach, and Camara, 3

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, Mattern and Patterson, 32

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, Krista D. Mattern and Brian F. Patterson, 32

A Review of Research on the Prediction of Academic Performance After the Freshman Year, Wilson, 5

The SAT as a Predictor of Different Levels of College Performance, Korbin and Michel, 2

Sex Differences in SAT Predictions of College Grades, Stricker, Rock, and Burton, 4

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

Validity of the SAT for Predicting First-Year College Grade Point Average, Kobrin, Patterson, Shaw, Mattern, and Barbuti, 1

Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample, Patterson and Mattern, 32

Validity of the SAT for Predicting FYGPA-2007 SAT Validity Sample, Mattern, Patterson, and Kobrin, 32

Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

Problem-Solving Strategies

Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M, Gallagher, 24

PSAT/NMSQT Scores

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT, Pennock-Román, Powers, and Perez, 15

Common Core State Standards Alignment: Readiness, PSAT/NMSQT, and SAT, Vasavada, Carman, Hart, and Luisier, 28

PSAT/NMSQT Indicators of College Readiness, Proctor, Wyatt, and Wiley, 1

Relationships Between PSAT/NMSQT Scores and Academic Achievement in High School, Milewski and Sawtell, 8

The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study, Ewing, Camara, and Millsap, 22

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program, Camara and Millsap, 24

Psychometric Research On College Board Tests

An Application of Item Response Theory to Equating the Test of Standard Written English, Bejar and Wingersky, 27

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

Beyond Individual Differences: Exploring School Effects on SAT Scores, Everson and Millsap, 22

Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987, Cruise and Kimmel, 25

Cohort Differences Associated with Trends in SAT Score Averages, Morgan, 25

The College Board National High School Survey Report, Maucieri, Gernand, and Patelis, 25

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 25

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

Considerations for Developing Measures of Speaking and Listening, Powers, 26

Correspondences Between ACT and SAT I Scores, Dorans, 24

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees, Modu, 27

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Four Years Later: A Longitudinal Study of Advanced Placement Students in College, Willingham and Morris, 26

Identifying Content and Cognitive Dimensions on the SAT, Gierl, Tan, and Wang, 22

The Impact of Extended Time on SAT Test Performance, Mandinach, Bridgeman, Cahalan-Laitusis, and Trapani, 22

Internal Construct Validity of the Career Skills Assessment Program, Rock, 26

Invariance of the Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups, Liu, Feigenbaum, and Dorans, 22

Measurement Error and SAT Score Change, Alderman, 26

The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test, Breland, Kubota, and Bonner, 21

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations, Dorans, 23

Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M, Gallagher, 24

Sex Differences in the Performance of High-Scoring Examinees on the SAT-M, Gallagher, 25

A Simulation Study to Explore Configuring the New SAT I: Critical Reading Test Without Analogy Items, Liu, Feigenbaum, and Cook, 22

Student Change, Program Change: Why the SAT Scores Kept Falling, Turnbull, 26

Student Self-Selection and Test Repetition, Alderman, 27

A Study of Fatigue Effects from the New SAT, Liu, Allspach, Feigenbaum, Oh, and Burton, 22

Test Disclosure and Retest Performance on the Scholastic Aptitude Test, Stricker, 26

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program, Camara and Millsap, 24

Validating Cognitive Models of Task Performance in Algebra on the SAT, Gierl, Leighton, Wang, Zhou, Gokiert, and Tan, 21

R

Race

See African American Students; Ethnicity and Race; Hispanic/Latino Students

Rasch Model

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model, Engelhard, Jr. and Myford, 23

Reading Comprehension

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, Lawrence, Curley, and McHale, 20

Passage Dependence of the New SAT Reading Comprehension Questions, Powers and Wilson, 18

Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages, Powers, 18

A Simulation Study to Explore Configuring the New SAT I: Critical Reading Test Without Analogy Items, Liu, Feigenbaum, and Cook, 22

Reading Materials

The College Board Vocabulary Study, Breland, Jones, and Jenkins, 8

Recentering Scores

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations, Dorans, 23

Research and Development Report (RDR)

Abstracts from the Research and Development Report Series 1963–81, Hendel, 31

A Review of Research on the Prediction of Academic Performance After the Freshman Year, Wilson, 5

What Are the Characteristics of AP Teachers? An Examination of Survey Research, Milewski and Gillie, 29

Retention

College Student Attrition and Retention, Ramist, 16

Is Performance on the SAT Related to College Retention? Mattern and Patterson, 15

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, Mattern and Patterson, 32

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, Mattern and Patterson, 32

Retesting

Student Self-Selection and Test Repetition, Alderman, 27

Test Disclosure and Retest Performance on the Scholastic Aptitude Test, Stricker, 26

The Validity of Various Methods of Treating Multiple SAT Scores, Boldt, Centra, and Courtney, 25

S

SAT Scores (General)

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, Morgan, 4

- Beyond Individual Differences: Exploring School Effects on SAT Scores*, Everson and Millsap, 22
- Differential Validity and Prediction of the SAT*, Mattern, Patterson, Shaw, Kobrin, and Barbuti, 21
- Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores*, Everson and Millsap, 10
- An Examination of the Relationships of Academic Coursework with Admissions Test Performance*, Morgan, 8
- Feasibility of Using the SAT in Academic Guidance*, Stricker, Rock, and Burton, 6
- Grade Inflation and the Validity of the Scholastic Aptitude Test*, Bejar and Blew, 9
- Handicapped Applicants to College: An Analysis of Admissions Decisions*, Willingham, 16
- A Historical Perspective on the Content of the SAT*, Lawrence, Rigol, Van Essen, and Jackson, 23
- Is Performance on the SAT Related to College Retention?* Mattern and Patterson, 15
- Measurement Error and SAT Score Change*, Alderman, 26
- Older Students and the SAT*, Casserly, 5
- Performance and Persistence: A Validity Study of the SAT for Students with Disabilities*, Ragosta, Braun, and Kaplan, 4
- Predicting Success in College: SAT Studies of Classes Graduating Since 1980*, Burton and Ramist, 3
- Preparing for the SAT: A Survey of Programs and Resources*, Powers, 13
- Preparing for the SAT I: Reasoning Test—An Update*, Powers, 11
- The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample*, Mattern and Patterson, 32
- The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample*, Mattern and Patterson, 32
- The SAT: Four Major Modifications of the 1970-85 Era*, Valley, 30
- Sex Differences in SAT Predictions of College Grades*, Stricker, Rock, and Burton, 4
- Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers*, Clark and Grandy, 13
- Socioeconomic Status and the Relationship Between the SAT and Freshman GPA: An Analysis of Data from 41 Colleges and Universities*, Sackett, Kuncel, Arneson, Cooper, and Waters, 1
- State Policies for Admission to Higher Education*, Goertz and Johnson, 16
- Student Change, Program Change: Why the SAT Scores Kept Falling*, Turnbull, 26
- Student Characteristics and the Use of the SAT Test Disclosure Materials*, Lockheed, Holland, and Nemceff, 31
- Student Self-Selection and Test Repetition*, Alderman, 27
- A Study of Fatigue Effects from the New SAT*, Liu, Allspach, Feigenbaum, Oh, and Burton, 22
- Test Disclosure and Retest Performance on the Scholastic Aptitude Test*, Stricker, 23
- Understanding What SAT Reasoning Test Scores Add to High School Grades: A Straightforward Approach*, Bridgeman, Pollack, and Burton, 2
- Uses of the SAT in the University System of Georgia*, Fincher, 30
- Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample*, Patterson and Mattern, 32
- Validity of the SAT for Predicting FYGPA-2007 SAT Validity Sample*, Mattern, Patterson, and Kobrin, 32
- Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample*, Mattern and Patterson, 32
- Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample*, Mattern and Patterson, 32
- The Validity of Various Methods of Treating Multiple SAT Scores*, Boldt, Centra, and Courtney, 25
- Writing Assessment in Admissions to Higher Education: Review and Framework*, Breland, Bridgeman, and Fowles, 29
- Young SAT-Takers: Two Surveys*, Wilder, Casserly, and Burton, 30
- SAT Reasoning Test**
- Beyond Individual Differences: Exploring School Effects on SAT Scores*, Everson and Millsap, 22
- Correspondences Between ACT and SAT I Scores*, Dorans, 24
- Effect of Fewer Questions per Section on SAT I Scores*, Bridgeman, Trapani, and Curley, 2
- Effects of Coaching on SAT I: Reasoning Scores*, Powers and Rock, 11
- Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities*, Camara, Copeland, and Rothschild, 3
- Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test*, Cahalan-Laitusis, Morgan, Bridgeman, Zanna, and Stone, 21
- Group Differences in Standardized Testing and Social Stratification*, Camara and Schmidt, 11
- A Historical Perspective on the Content of the SAT*, Lawrence, Rigol, Van Essen, and Jackson, 23
- A Historical View of Subgroup Performance Differences on the SAT Reasoning Test*, Kobrin, Sathy, and Shaw, 28
- Identifying Content and Cognitive Dimensions on the SAT*, Gierl, Tan, and Wang, 22
- The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content*, Deng and Kobrin, 10
- Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors*, King, 15
- Invariance of Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups*, Liu, Feigenbaum, and Dorans, 22
- Investigating the Effects of Increased SAT Reasoning Test Length and Time on Performance of Regular SAT Examinees*, Wang, 17
- Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA and English Language SAT I*, Cascallar and Dorans, 23
- Predictions of Freshman Grade-Point Average From the Revised and Recentered SAT I: Reasoning Test*, Bridgeman, McCamley-Jenkins, and Ervin, 3
- Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations*, Cahalan, Mandinach, and Camara, 3

Preparing for the SAT: A Survey of Programs and Resources, Powers, 13

Preparing for the SAT I: Reasoning Test—An Update, Powers, 11

A Study of Fatigue Effects from the New SAT, Liu, Allspach, Feigenbaum, Oh, and Burton, 22

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality, Bridgeman, Burton, and Cline, 15

Time Requirements for the Different Item Types Proposed for Use in the Revised SAT, Bridgeman, Cahalan-Laitusis, and Cline, 21

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, Camara, Milewski, and Kobrin, 23

SAT Subject Tests™

Evaluating SAT II: Mathematics IC Items in the SAT I Population, Liu, Schuppan, and Walker, 17

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality, Bridgeman, Burton, and Cline, 15

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, Camara, Milewski, and Kobrin, 23

SAT II: Writing Test

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices, Milewski, Johnsen, Glazer, and Kubota, 8

The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test, Breland, Kubota, and Bonner, 24

SAT-M Scores

Cohort Differences Associated with Trends in SAT Score Averages, Morgan, 25

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

Evaluating SAT II: Mathematics IC Items in the SAT I Population, Liu, Schuppan, and Walker, 17

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Generalization of SAT Validity Across Colleges, Boldt, 4

A Historical Perspective on the Content of the SAT, Lawrence, Rigol, Van Essen, and Jackson, 23

The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content, Deng and Kobrin, 10

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT, Marco, Abdel-Fattah, and Baron, 24

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M, Gallagher, 24

Sex Differences in SAT Scores, Burton, Lewis, and Robertson, 13

Sex Differences in the Performance of High-Scoring Examinees on the SAT-M, Gallagher, 25

Prediction of Grades in College Mathematics as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Whose Grades Are Inflated? Camara, Kimmel, Scheuneman, and Sawtell, 8

SAT-V Scores

See also English Language

Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987, Cruise and Kimmel, 25

Cohort Differences Associated with Trends in SAT Score Averages, Morgan, 25

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, Lawrence, Curley, and McHale, 20

Effect of Fewer Questions per Section on SAT I Scores, Bridgeman, Trapani, and Curley, 2

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Generalization of SAT Validity Across Colleges, Boldt, 4

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT, Marco, Abdel-Fattah, and Baron, 24

Passage Dependence of the New SAT Reading Comprehension Questions, Powers and Wilson, 18

Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages, Powers, 18

Revising SAT-Verbal Items to Eliminate Differential Item Functioning, Curley and Schmitt, 18

Sex Differences in SAT Scores, Burton, Lewis, and Robertson, 13

A Simulation Study to Explore Configuring the New SAT I: Critical Reading Test Without Analogy Items, Liu, Feigenbaum, and Cook, 22

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices, Milewski, Johnsen, Glazer, and Kubota, 8

Three Studies of SAT-Verbal Item Types, Schrader, 20

Whose Grades Are Inflated? Camara, Kimmel, Scheuneman, and Sawtell, 8

Young SAT-Takers: Two Surveys, Wilder, Casserly, and Burton, 30

Science

Comparison of Male and Female Performance on the ATP Physics Test, Wheeler and Harris, 14

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeiffenberger and Zolandz, 8

Sex Differences

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987, Cruise and Kimmel, 25

Characteristics and Career Choices of Adolescent Girls, Welsh, 14

- Comparison of Male and Female Performance on the ATP Physics Test*, Wheeler and Harris, 14
- Correlates of Gender Differences in Cognitive Functioning*, Wilder, 12
- Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items*, Lawrence, Curley, and McHale, 20
- Differential Validity and Prediction of the SAT*, Mattern, Patterson, Shaw, Kobrin, and Barbuti, 21
- Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams*, Buck, Kostin, and Morgan, 10
- Group Comparisons for Basic Skills Measures*, Breland and Griswold, 31
- Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance*, Stricker, 12
- Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance*, Stricker and Ward, 12
- Invariance of Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups*, Liu, Feigenbaum, and Dorans, 22
- New SAT Writing Prompt Study: Analyses of Group Impact and Reliability*, Breland, Kubota, Nickerson, Trapani, and Walker, 10
- Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages*, Powers, 18
- Revising SAT-Verbal Items to Eliminate Differential Item Functioning*, Curley and Schmitt, 18
- Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M*, Gallagher, 24
- Sex Differences in SAT Predictions of College Grades*, Stricker, Rock, and Burton, 4
- Sex Differences in SAT Scores*, Burton, Lewis, and Robertson, 13
- Sex Differences in Test Performance: A Survey of the Literature*, Wilder and Powell, 13
- Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers*, Clark and Grandy, 13
- Sex Differences in the Performance of High-Scoring Examinees on the SAT-M*, Gallagher, 25
- Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations*, Mazzeo, Schmitt, and Bleistein, 18
- Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups*, Ramist, Lewis, and McCamley-Jenkins, 4
- A Study of Gender and Performance on Advanced Placement History Examinations*, Breland, Danos, Kahn, Kubota, and Sudlow, 19
- Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups*, Ramist, Lewis, and McCamley-Jenkins, 30
- Whose Grades Are Inflated?* Camara, Kimmel, Scheuneman, and Sawtell, 8
- Socioeconomic Status**
See also *Financial Aid*
- Attitudes Toward Borrowing and Participation in Postsecondary Education*, Ekstrom, 15
- Group Differences in Standardized Testing and Social Stratification*, Camara and Schmidt, 11
- Measuring Educational Disadvantage of SAT Candidates*, Stricker, Pollack, Rock, and Wenglinsky, 11
- Predicting Success in College: SAT Studies of Classes Graduating Since 1980*, Burton and Ramist, 3
- Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups*, Ramist, Lewis, and McCamley-Jenkins, 4
- Swimming Against the Tide: The Poor in American Higher Education*, Terenzini, Bernal, and Cabrera, 11
- Spanish Language**
See also *Hispanic/Latino Students*
- Developing a Portfolio Assessment: Pacesetter Spanish*, Fercsey and Luna, 17
- Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test*, Angoff and Cook, 25
- Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA and English Language SAT I*, Cascallar and Dorans, 23
- Speaking Skills**
Considerations for Developing Measures of Speaking and Listening, Powers, 26
- Student Characteristics and Preparation**
Analysis of the Revised Student Descriptive Questionnaire, Phase I Accuracy of Student-Reported Information, Freeberg, 13
- Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report*, Freeberg, Rock, and Pollack, 12
- Assessing Metacognitive Knowledge Monitoring*, Tobias and Everson, 12
- Characteristics and Career Choices of Adolescent Girls*, Welsh, 14
- The College Board National High School Survey Report*, Maucieri, Gernand, and Patelis, 29
- Comparison of Male and Female Performance on the ATP Physics Test*, Wheeler and Harris, 14
- Correlates of Gender Differences in Cognitive Functioning*, Wilder, 12
- Effect of Fewer Questions per Section on SAT I Scores*, Bridgeman, Trapani, and Curley, 2
- Effects of Coaching on SAT I: Reasoning Scores*, Powers and Rock, 11
- Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores*, Everson and Millsap, 10
- Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test*, Cahalan-Laitusis, Morgan, Bridgeman, Zanna, and Stone, 21
- Group Differences in Standardized Testing and Social Stratification*, Camara and Schmidt, 11
- Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance*, Stricker, 12
- Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance*, Stricker and Ward, 12
- Knowledge Structures and Adult Intellectual Development*, Ackerman and Rolfhus, 12

Measuring Educational Disadvantage of SAT Candidates, Stricker, Pollack, Rock, and Wengling, 11

New SAT Writing Prompt Study: Analyses of Group Impact and Reliability, Breland, Kubota, Nickerson, Trapani, and Walker, 10

Preparing for the SAT: A Survey of Programs and Resources, Powers, 13

Preparing for the SAT I: Reasoning Test—An Update, Powers, 11

A Profile of Preparation in English: Phase II, Ward and Carlson, 13

A Profile of Preparation in Mathematics, Hale and Whittington, 13

Sex Differences in SAT Scores, Burton, Lewis, and Robertson, 13

Sex Differences in Test Performance: A Survey of the Literature, Wilder and Powell, 13

Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers, Clark and Grandy, 13

Student Characteristics and the Use of the SAT Test Disclosure Materials, Lockheed, Holland, and Nemceff, 31

Swimming Against the Tide: The Poor in American Higher Education, Terenzini, Bernal, and Cabrera, 11

What Should Students Be Ready For in College? A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S., Shaw and Patterson, 28

Student Descriptive Questionnaire (SDQ)

Analysis of the Revised Student Descriptive Questionnaire, Phase I Accuracy of Student-Reported Information, Freeberg, 13

Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report, Freeberg, Rock, and Pollack, 12

An Examination of the Relationships of Academic Coursework with Admissions Test Performance, Morgan, 8

Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83, Ragosta, 30

Students with Disabilities

Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities, Camara, Copeland, and Rothschild, 3

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees, Ragosta and Wendler, 29

Handicapped Applicants to College: An Analysis of Admissions Decisions, Willingham, 16

The Impact of Extended Time on SAT Test Performance, Mandinach, Bridgeman, Cahalan-Laitusis, and Trapani, 22

The Impact of Flagging on the Admission Process: Policies, Practices, and Implications, Mandinach, Cahalan, and Camara, 15

Observational Timing Study on the SAT Reasoning Test for Test-Takers with Learning Disabilities and/or AD/HD, Cahalan-Laitusis, King, Cline, and Bridgeman, 29

Performance and Persistence: A Validity Study of the SAT for Students with Disabilities, Ragosta, Braun, and Kaplan, 4

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations, Cahalan, Mandinach, and Camara, 3

Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83, Ragosta, 30

Student Knowledge

What Should Students Be Ready For in College? A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S., Shaw and Patterson, 28

T

Talent Search

Young SAT-Takers: Two Surveys, Wilder, Casserly, and Burton, 30

Teachers Role in AP Courses

Minority Student Success: The Role of Teachers in Advanced Placement Program (AP) Courses, Burton, Whitman, Yepes-Baraya, Cline, and Myung-in Kim, 10

A Portrait of Advanced Placement Teachers' Practices, Paek, Ponte, Sigel, Braun, and Powers, 29

The Relationship of AP Teacher Practices and Student AP Exam Performance, Paek, Braun, Trapani, Ponte, and Powers, 10

What Are the Characteristics of AP Teachers? An Examination of Survey Research, Milewski and Gillie, 29

Test Administration

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities, Camara, Copeland, and Rothschild, 3

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees, Ragosta and Wendler, 29

The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature, Mazzeo and Harvey, 19

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83, Ragosta, 30

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeiffenberger and Zolandz, 8

Time Requirements for the Different Item Types Proposed for Use in the Revised SAT, Bridgeman, Cahalan-Laitusis, and Cline, 21

Test of Standard Written English (TSWE)

An Application of Item Response Theory to Equating the Test of Standard Written English, Bejar and Wingersky, 27

Cohort Differences Associated with Trends in SAT Score Averages, Morgan, 25

The Effectiveness of the College Board's Test of Standard Written English for Placing Students in Entry-Level English Courses, Jackson, Morgan, and Osborne, 6

The SAT: Four Major Modifications of the 1970-85 Era, Valley, 30

Test Performance

An Examination of the Relationships of Academic Coursework with Admissions Test Performance, Morgan, 8

Factors in Performance on Brief, Impromptu Essay Examinations, Breland, Bonner, and Kubota, 17

The Relationship of AP Teacher Practices and Student AP Exam Performance, Paek, Braun, Trapani, Ponte, and Powers, 10

Sex Differences in Test Performance: A Survey of the Literature, Wilder and Powell, 13

A Study of Gender and Performance on Advanced Placement History Examinations, Breland, Danos, Kahn, Kubota, and Sudlow, 19

Test Preparation

Effects of Coaching on SAT I: Reasoning Scores, Powers and Rock, 11

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT, Pennock-Román, Powers, and Monte Perez, 15

Preparing for the SAT: A Survey of Programs and Resources, Powers, 13

Preparing for the SAT I: Reasoning Test—An Update, Powers, 11

V**Validity Study Service**

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, Morgan, 4

Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis, Young and Kobrin, 29

Generalization of SAT Validity Across Colleges, Boldt, 4

Grade Inflation and the Validity of the Scholastic Aptitude Test, Bejar and Blew, 9

An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups, Dodd, Fitzpatrick, De Ayala, and Jennings, 23

Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades, Baird, 5

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations, Cahalan, Mandinach, and Camara, 3

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations, Dorans, 23

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, Mattern and Patterson, 32

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, Mattern and Patterson, 32

Socioeconomic Status and the Relationship Between the SAT and Freshman GPA: An Analysis of Data from 41 Colleges and Universities, Sackett, Kuncel, Arneson, Cooper, and Waters, 1

Validity of the SAT for Predicting First-Year College Grade Point Average, Kobrin, Patterson, Shaw, Mattern, and Barbuti 1

Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample, Mattern and Patterson, 32

Validity of the SAT for Predicting FYGPA-2007 SAT Validity Sample, Mattern, Patterson, and Kobrin, 32

Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

The Validity of Various Methods of Treating Multiple SAT Scores, Boldt, Centra, and Courtney, 25

Vocabulary

The College Board Vocabulary Study, Breland, Jones, and Jenkins, 8

Passage Dependence of the New SAT Reading Comprehension Questions, Powers and Wilson, 18

Three Studies of SAT-Verbal Item Types, Schrader, 20

W**Weighting Subscores**

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees, Modu, 27

Writing Skill

See also English Composition Achievement Test (ECT) with Essay; Essay Examination

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity, Norris, Oppler, Kuang, Day, and Adams, 2

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

The Direct Assessment of Writing Skill: A Measurement Review, Breland, 20

New SAT Writing Prompt Study: Analyses of Group Impact and Reliability, Breland, Kubota, Nickerson, Trapani, and Walker, 10

Perceptions of Writing Skill, Breland and Jones, 20

The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test, Breland, Kubota, and Bonner, 24

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality, Bridgeman, Burton, and Cline, 15

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, Weiss and Jackson, 6

Writing Assessment in Admissions to Higher Education: Review and Framework, Breland, Bridgeman, and Fowles, 29

Author Index

A

Ackerman, Philip L. and Eric L. Rolfhus
Knowledge Structures and Adult Intellectual Development, 12

Alderman, Donald L.
Measurement Error and SAT Score Change, 26
Student Self-Selection and Test Repetition, 27

Angoff, William H. and Linda L. Cook
Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, 25

B

Baird, Leonard L.
Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades, 5
The Role of Academic Ability in High-Level Accomplishment and General Success, 31

Bejar, Isaac I. and Edwin O. Blew
Grade Inflation and the Validity of the Scholastic Aptitude Test, 9

Bejar, Isaac I. and Marilyn S. Wingersky
An Application of Item Response Theory to Equating the Test of Standard Written English, 27

Boldt, Robert F.
Generalization of SAT Validity Across Colleges, 4

Boldt, R. F., J. A. Centra, and R. G. Courtney
The Validity of Various Methods of Treating Multiple SAT Scores, 25

Breland, Hunter M.
The Direct Assessment of Writing Skill: A Measurement Review, 20

Breland, Hunter M., Brent Bridgeman, and Mary Fowles
Writing Assessment in Admissions to Higher Education: Review and Framework, 29

Breland, Hunter M., Despina O. Danos, Helen D. Kahn, Melvin Y. Kubota, and Marilyn W. Sudlow
A Study of Gender and Performance on Advanced Placement History Examinations, 19

Breland, Hunter M., Marilyn W. Bonner, and Melvin Y. Kubota
Factors in Performance on Brief, Impromptu Essay Examinations, 17

Breland, Hunter M., Melvin Y. Kubota, Kristine Nickerson, Catherine Trapani, and Michael Walker
New SAT Writing Prompt Study: Analyses of Group Impact and Reliability, 10

Breland, Hunter M., Melvin Y. Kubota, and Marilyn Bonner
The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test, 24

Breland, Hunter M. and Philip A. Griswold
Group Comparisons for Basic Skills Measures, 31

Breland, Hunter M. and Philip K. Oltman
An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, 3

Breland, Hunter M. and Robert J. Jones
Perceptions of Writing Skill, 18
Remote Scoring of Essays, 18

Breland, Hunter M., Robert J. Jones, and Laura Jenkins
The College Board Vocabulary Study, 8

Bridgeman, Brent
Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, 19

Bridgeman, Brent, Judith Pollack, and Nancy Burton
Predicting Grades in Different Types of College Courses, 2

Bridgeman, Brent, Cara Cahalan-Laitusis, and Frederick Cline
Time Requirements for the Different Item Types Proposed for Use in the Revised SAT, 21

Bridgeman, Brent, Judy Pollack, and Nancy Burton
Understanding What SAT Reasoning Test Scores Add to High School Grades: A Straightforward Approach, 2

Bridgeman, Brent, Catherine Trapani, and Edward Curley
Effect of Fewer Questions per Section on SAT I Scores, 2

Bridgeman, Brent and Cathy Wendler
Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, 6

Bridgeman, Brent, Laura McCamley-Jenkins, and Nancy Ervin
Predictions of Freshman Grade-Point Average from the Revised and Recentered SAT I: Reasoning Test, 3

Bridgeman, Brent, Nancy W. Burton, and Frederick Cline
Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality, 15

Bridgeman, Brent and Rick Morgan
Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, 18

Buck, Gary, Irene Kostin, and Rick Morgan
Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams, 10

Burton, Nancy W., Charles Lewis, and Nancy Robertson
Sex Differences in SAT Scores, 13

Burton, Nancy W. and Leonard Ramist
Predicting Success in College: SAT Studies of Classes Graduating Since 1980, 3

Burton, Nancy W., Nancy Burgess Whitman, Mario Yepes-Baraya, Frederick Cline, and R. Myung-in Kim
Minority Student Success: The Role of Teachers in Advanced Placement Program (AP) Courses, 10

C

Cahalan-Laitusis, Cara, Deanna L. Morgan, Brent Bridgeman, Jennifer Zanna, and Elizabeth Stone
Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test, 21

Cahalan-Laitusis, Cara, Teresa C. King, Frederick Cline, and Brent Bridgeman
Observational Timing Study on the SAT Reasoning Test for Test-Takers with Learning Disabilities and/or AD/HD, 29

Cahalan, Cara, Ellen B. Mandinach, and Wayne J. Camara
Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations, 3

Camara, Wayne J. and Amy E. Schmidt
Group Differences in Standardized Testing and Social Stratification, 11

Camara, Wayne J., Ernest Kimmel, Janice Scheuneman, and Ellen A. Sawtell
Whose Grades Are Inflated? 8

Camara, Wayne J., Glenn B. Milewski, and Jennifer L. Kobrin
The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, 23

- Camara, Wayne J. and Roger Millsap**
Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program, 24
- Camara, Wayne J., Tina Copeland, and Brian Rothschild**
Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities, 3
- Cascallar, Alicia S. and Neil J. Dorans**
Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA and English Language SAT I, 23
- Casserly, Patricia Lund**
Advanced Placement Revisited, Older Students and the SAT, 30
- Clark, Mary Jo and Jerilee Grandy**
Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers, 13
- Cruise, Pamela I. and Ernest W. Kimmel**
Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961–1987, 25
- Curley, W. Edward and Alicia P. Schmitt**
Revising SAT-Verbal Items to Eliminate Differential Item Functioning, 16
- D**
- Davis, Junius A. and Anne Borders-Patterson**
Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study, 30
- Deng, Hui and Gerald Melican**
An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, 21
- Deng, Hui and Jennifer L. Kobrin**
The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content, 8
- Dickason, Donald G.**
The Impact of Secondary School Honors-Type Courses on College-Level Performance, 9
- Dodd, Barbara G., Steven J. Fitzpatrick, R. J. De Ayala, and Judith A. Jennings**
An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups, 23
- Dorans, Neil J.**
Correspondences Between ACT and SAT I Scores, 24
The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations, 23
- E**
- Ekstrom, Ruth B.**
Attitudes Toward Borrowing and Participation in Postsecondary Education, 15
- Ekstrom, Ruth B. and Ana María Villegas**
College Grades: An Exploratory Study of Policies and Practices, 8
- Engelhard, George, Jr. and Carol M. Myford**
Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model, 23
- Everson, Howard T. and Roger E. Millsap**
Beyond Individual Differences: Exploring School Effects on SAT Scores, 22
Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores, 10
- Everson, Howard T. and Sigmund Tobias**
Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring, 11
- Ewing, Maureen, Wayne J. Camara, and Roger E. Millsap**
The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study, 22
- F**
- Fercsey, Andrea and Carmen Luna**
Developing a Portfolio Assessment: Pacesetter Spanish, 17
- Fincher, Cameron**
Uses of the SAT in the University System of Georgia, 30
- Freeberg, Norman E.**
Analysis of the Revised Student Descriptive Questionnaire, Phase I Accuracy of Student-Reported Information, 13
- Freeberg, Norman E., Donald A. Rock, and Judith Pollack**
Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report, 12
- G**
- Gallagher, Ann M.**
Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M, 24
Sex Differences in the Performance of High-Scoring Examinees on the SAT-M, 25
- Gierl, Mark, Jacqueline Leighton, Changjiang Wang, Jiawen Zhou, Rebecca Gokiart, and Adele Tan**
Validating Cognitive Models of Task Performance in Algebra on the SAT, 21
- Gierl, Mark J., Xuan Tan, and Changjiang Wang**
Identifying Content and Cognitive Dimensions on the SAT, 22
- Goertz, Margaret E. and Linda M. Johnson**
State Policies for Admission to Higher Education, 16
- Grandy, Jerilee and Rosalea Courtney**
A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT, 16
- H**
- Hale, Gordon A. and Beverly Whittington**
A Profile of Preparation in Mathematics, 13
- Hargrove, Linda, Donn Godin, and Barbara Dodd**
College Outcomes Comparisons by AP and Non-AP High School Experiences, 1
- Hendel, Patricia K.**
Abstracts from the Research and Development Report Series 1963-81, 31
- J**
- Jackson, Rex, Jeanette Morgan, and Gerald Osborne**
The Effectiveness of the College Board's Test of Standard Written English for Placing Students in Entry-Level English Courses, 5
- K**
- Keng, Leslie and Barbara G. Dodd**
A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas, 1
- King, Jacqueline E.**
Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors, 15

Kobrin, Jennifer L. , Brian F. Patterson, Emily J. Shaw, Krista D. Mattern, and Sandra M. Barbuti
Validity of the SAT for Predicting First-Year College Grade Point Average, 1

Kobrin, Jennifer L. and Rochelle S. Michel
The SAT as a Predictor of Different Levels of College Performance, 2

Kobrin, Jennifer L., Viji Sathy, and Emily J. Shaw
A Historical View of Subgroup Performance Differences on the SAT Reasoning Test, 28

Kulick, Edward and P. Gillian Hu
Examining the Relationship Between Differential Item Functioning and Item Difficulty, 25

L

Lawrence, Ida M., Gretchen W. Rigol, Thomas Van Essen, and Carol A. Jackson
A Historical Perspective on the Content of the SAT, 23

Lawrence, Ida M., W. Edward Curley, and Frederick J. McHale
Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, 20

Liu, Jinghua, Jill R. Allspach, Miriam Feigenbaum, Hyeon-Joo Oh, and Nancy Burton
A Study of Fatigue Effects from the New SAT, 22

Liu, Jinghua, Miriam Feigenbaum, and Neil J. Dorans
Invariance of Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups, 22

Liu, Jinghua, Miriam Feigenbaum, and Linda Cook
A Simulation Study to Explore Configuring the New SAT Critical Reading Section Without Analogy Items, 22

Liu, Jinghua, Fred Schuppan, and Michael E. Walker
Evaluating SAT II: Mathematics IC Items in the SAT I Population, 17

Lockheed, Marlaine E., Paul W. Holland, and William P. Nemceff
Student Characteristics and the Use of the SAT Test Disclosure Materials, 31

M

Mandinach, Ellen B., Brent Bridgeman, Cara Cahalan-Laitusis, and Catherine Trapani
The Impact of Extended Time on SAT Test Performance, 22

Mandinach, Ellen B., Cara Cahalan, and Wayne J. Camara
The Impact of Flagging on the Admission Process: Policies, Practices, and Implications, 15

Marco, Gary L., A. A. Abdel-Fattah, and Patricia A. Baron
Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT, 24

Mattern, Krista D. and Brian F. Patterson
The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, 32

Mattern, Krista D. and Brian F. Patterson
Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample, 32

Mattern, Krista D. and Brian F. Patterson
The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, 32

Mattern, Krista D. and Brian F. Patterson
Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample, 32

Mattern, Krista D. and Brian F. Patterson
Is Performance on the SAT Related to College Retention? 15

Mattern, Krista D., Emily J. Shaw, and Xinhui Xiong
The Relationship Between AP Exam Performance and College Outcomes, 1

Mattern, Krista D., Brian F. Patterson, and Jennifer L. Kobrin
Validity of the SAT for Predicting FYGPA-2007 SAT Validity Sample, 32

Mattern, Krista D., Brian F. Patterson, Emily J. Shaw, Jennifer L. Kobrin, and Sandra M. Barbuti
Differential Validity and Prediction of the SAT, 21

Maucieri, Lawrence, Renee Gernand, and Thanos Patelis
The College Board National High School Survey Report, 29

Mazzeo, John, Alicia P. Schmitt, and Carole E. Bleistein
Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, 18

Mazzeo, John and Anne L. Harvey
The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature, 19

Mazzeo, John, Barry Druesne, Paul C. Raffeld, Keith T. Checketts, and Alan Muhlstein
Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, 24

Milewski, Glenn B. and Jacqueline M. Gillie
What Are the Characteristics of AP Teachers? An Examination of Survey Research, 29

Milewski, Glenn B., Daniel Johnsen, Nancy Glazer, and Melvin Kubota
A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices, 6

Milewski, Glenn B. and Ellen A Sawtell
Relationships Between PSAT/NMSQT Scores and Academic Achievement in High School, 8

Modu, Christopher C.
Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees, 27

Morgan, Deanna L. and Michalis P. Michaelides
Setting Cut Scores for College Placement, 6

Morgan, Rick
An Examination of the Relationships of Academic Coursework with Admissions Test Performance, 8

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, 4
Cohort Differences Associated with Trends in SAT Score Averages, 25

Morgan, Rick and John Klaric
AP Students in College: An Analysis of Five-Year Academic Careers, 6

Murphy, Daniel and Barbara Dodd
A Comparison of College Performance of Matched AP and Non-AP Student Groups, 1

N

Norris, Dwayne, Scott Oppler, Daniel Kuang, Rachel Day, and Kimberly Adams

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity, 2

O

Oh, Hyeon-Joo and Michael E. Walker

The Effects of Essay Placement and Prompt Type on Performance on the New SAT, 17

Oltman, Philip K.

Cognitive Assessment and the Media, 30

P

Paek, Pamela L., Henry Braun, Catherine Trapani, Eva Ponte, and Don Powers
The Relationship of AP Teacher Practices and Student AP Exam Performance, 10

Paek, Pamela L., Eva Ponte, Irv Sigel, Henry Braun, and Don Powers
A Portrait of Advanced Placement Teachers' Practices, 29

Patterson, Brian F. and Krista D. Mattern
Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample, 32

Payán, Rose M., Richard E. Peterson, and Nancy A. Castille
Access to College for Mexican Americans in the Southwest: Replication After 10 Years, 16

Pennock-Román, María, Donald E. Powers, and Monte Perez
An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT, 15

Pfeiffenberger, G. Will and Ann Marie Zolanz

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, 8

Pomplun, Mark, David Wright, Napoleon Oleka, and Marilyn Sudlow
An Analysis of English Composition Test Essay Prompts for Differential Difficulty, 19

Powers, Donald E.
Considerations for Developing Measures of Speaking and Listening, 26

Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages, 18

Preparing for the SAT: A Survey of Programs and Resources, 13

Preparing for the SAT I: Reasoning Test—An Update, 11

Powers, Donald E. and Donald A. Rock
Effects of Coaching on SAT I: Reasoning Scores, 11

Powers, Donald E. and Susan T. Wilson
Passage Dependence of the New SAT Reading Comprehension Questions, 18

Proctor, Thomas P., Jeffrey Wyatt, and Andrew Wiley
PSAT/NMSQT Indicators of College Readiness, 1

R

Ragosta, Marjorie
Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83, 30

Ragosta, Marjorie and Cathy Wendler
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees, 29

Ragosta, Marjorie, Henry Braun, and Bruce Kaplan
Performance and Persistence: A Validity Study of the SAT for Students with Disabilities, 4

Ramist, Leonard
College Student Attrition and Retention, 16

Ramist, Leonard, Charles Lewis, and Laura McCamley-Jenkins
Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups, 4

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, 3

Rock, Donald A.
Internal Construct Validity of the Career Skills Assessment Program, 26

S

Sackett, Paul R., Nathan R. Kuncel, Justin J. Arneson, Sara R. Cooper, and Shonna D. Waters
Socioeconomic Status and the Relationship Between the SAT and Freshman GPA: An Analysis of Data from 41 Colleges and Universities, 1

Scammacca, Nancy K., and Barbara G. Dodd
An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program, 6

Schrader, William B.
Three Studies of SAT-Verbal Item Types, 20

Shaw, Emily J.
Researching the Educational Benefits of Diversity, 29

Shaw, Emily J. and Krista D. Mattern
Examining the Accuracy of Self-Reported High School Grade Point Average, 28

Stricker, Lawrence J.
Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, 12

Test Disclosure and Retest Performance on the Scholastic Aptitude Test, 23

Stricker, Lawrence J., Donald A. Rock, and Nancy W. Burton
Feasibility of Using the SAT in Academic Guidance, 6

Sex Differences in SAT Predictions of College Grades, 4

Stricker, Lawrence J., Judith M. Pollack, Donald A. Rock, and Harold H. Wenglinsky
Measuring Educational Disadvantage of SAT Candidates, 11

Stricker, Lawrence J. and William C. Ward
Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, 12

T

Terenzini, Patrick T., Elena M. Bernal, and Alberto F. Cabrera
Swimming Against the Tide: The Poor in American Higher Education, 11

Tobias, Sigmund and Howard T. Everson
Assessing Metacognitive Knowledge Monitoring, 12

Turnbull, William W.
Student Change, Program Change: Why the SAT Scores Kept Falling, 26

V

Valley, John R.
The SAT: Four Major Modifications of the 1970-85 Era, 30

Vasavada, Natasha, Elaine Carman, Beth Hart, and Danielle Luisier
Common Core State Standards Alignment: ReadiStep, PSAT/NMSQT, and SAT, 28

W

Wang, Xiang Bo
Investigating the Effects of Increased SAT Reasoning Test Length and Time on Performance of Regular SAT Examinees, 17

Walker, Michael E. and Brent Bridgeman
Stereotype Threat Spillover and SAT Scores, 28

Ward, William C. and Sybil B. Carlson
A Profile of Preparation in English: Phase II, 13

Weiss, David and Rex Jackson
The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, 6

Welsh, Maureen, S.H.C.J.
Characteristics and Career Choices of Adolescent Girls, 14

Wheeler, Patricia and Abigail Harris
Comparison of Male and Female Performance on the ATP Physics Test, 14

Wiley, Andrew, Jeffrey Wyatt, and Wayne J. Camara
The Development of a Multidimensional College Readiness Index, 28

Wilder, Gita Z.
Correlates of Gender Differences in Cognitive Functioning, 12

Wilder, Gita, Patricia Lund Casserly, and Nancy W. Burton
Young SAT-Takers: Two Surveys, 30

Wilder, Gita Z. and Kristin Powell
Sex Differences in Test Performance: A Survey of the Literature, 13

Willingham, Warren W.
Handicapped Applicants to College: An Analysis of Admissions Decisions, 16

Willingham, Warren W. and Margaret Morris
Four Years Later: A Longitudinal Study of Advanced Placement Students in College, 26

Wilson, Kenneth M.
A Review of Research on the Prediction of Academic Performance After the Freshman Year, 5

Wolfe, Edward W., Carol M. Myford, George Engelhard Jr., and Jonathan R. Manalo
Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, 21

Y

Young, John W. and Teresa C. King
Testing Accommodations for English Language Learners: A Review of State and District Policies, 28

Young, John W. and Jennifer L. Kobrin
Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis, 29

Z

Zhang, Yanling, Neil J. Dorans, and Joy L. Matthews-López
Using DIF Dissection Method to Assess Effects of Item Deletion, 17

Title Index

A

Abstracts from the Research and Development Report Series 1963-81, Hendel, 31

Access to College for Mexican Americans in the Southwest: Replication After 10 Years, Payán, Peterson, and Castille, 16

Advanced Placement Revisited, Casserly, 30

An Analysis of Advanced Placement Examinations in Economics and Comparative Government and Politics, Breland and Oltman, 3

An Analysis of English Composition Test Essay Prompts for Differential Difficulty, Pomplun, Wright, Oleka, and Sudlow, 19

Analysis of the Predictive Validity of the SAT and High School Grades from 1976 to 1985, Morgan, 4

Analysis of the Revised Student Descriptive Questionnaire, Phase I Accuracy of Student-Reported Information, Freeberg, 13

Analysis of the Revised Student Descriptive Questionnaire: Phase II Predictive Validity of Academic Self-Report, Freeberg, Rock, and Pollack, 12

An Application of Item Response Theory to Equating the Test of Standard Written English, Bejar and Wingersky, 27

AP Students in College: An Analysis of Five-Year Academic Careers, Morgan and Klaric, 6

Assessing Metacognitive Knowledge Monitoring, Tobias and Everson, 12

Attitudes Toward Borrowing and Participation in Postsecondary Education, Ekstrom, 15

B

Beyond Individual Differences: Exploring School Effects on SAT Scores, Everson and Millsap, 22

Black Students in Predominantly White North Carolina Colleges and Universities, 1986: A Replication of a 1970 Study, Davis and Borders-Patterson, 30

C

Changes in the SAT Verbal: A Study of Trends in Content and Gender References 1961-1987, Cruise and Kimmel, 25

Characteristics and Career Choices of Adolescent Girls, Welsh, 14

Cognitive Assessment and the Media, Oltman, 30

Cohort Differences Associated with Trends in SAT Score Averages, Morgan, 25

The College Board National High School Survey Report, Maucieri, Gernand, and Patelis, 29

The College Board SAT Writing Validation Study: An Assessment of Predictive and Incremental Validity, Norris, Oppler, Kuang, Day, and Adams, 2

The College Board Vocabulary Study, Breland, Jones, and Jenkins, 8

College Grades: An Exploratory Study of Policies and Practices, Ekstrom and Villegas, 8

College Outcomes Comparisons by AP and Non-AP High School Experiences, Hargrove, Godin, and Dodd, 1

College Student Attrition and Retention, Ramist, 16

Common Core State Standards Alignment: ReadStep, PSAT/NMSQT, and SAT, Vasavada, Carman, Hart, and Luisier, 28

Comparability of Computer and Paper-and-Pencil Scores for Two CLEP General Examinations, Mazzeo, Druesne, Raffeld, Checketts, and Muhlstein, 24

Comparative Validity of Multiple-Choice and Free-Response Items on the Advanced Placement Examination in Biology, Bridgeman, 19

A Comparison of College Performance of Matched AP and Non-AP Student Groups, Murphy and Dodd, 1

A Comparison of College Performances of AP and Non-AP Student Groups in 10 Subject Areas, Keng and Dodd, 1

Comparison of Male and Female Performance on the ATP Physics Test, Wheeler and Harris, 14

Considerations for Developing Measures of Speaking and Listening, Powers, 26

Correlates of Gender Differences in Cognitive Functioning, Wilder, 12

Correspondences Between ACT and SAT I Scores, Dorans, 24

D

Developing a Portfolio Assessment: Pacesetter Spanish, Fercsey and Luna, 17

The Development of a Multidimensional College Readiness Index, Wiley, Wyatt, and Camara, 28

Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items, Lawrence, Curley, and McHale, 20

Differential Validity and Prediction of the SAT, Mattern, Patterson, Shaw, Kobrin, and Barbuti, 21

Differential Validity, Differential Prediction, and College Admission Testing: A Comprehensive Review and Analysis, Young and Kobrin, 29

The Direct Assessment of Writing Skill: A Measurement Review, Breland, 20

E

Effect of Fewer Questions per Section on SAT I Scores, Bridgeman, Trapani, and Curley, 2

The Effectiveness of the College Board's Test of Standard Written English for Placing Students in Entry-Level English Courses, Jackson, Morgan, and Osborne, 6

Effects of Coaching on SAT I: Reasoning Scores, Powers and Rock, 11

Effects of Different Methods of Weighting Subscores on the Composite-Score Ranking of Examinees, Modu, 27

The Effects of Essay Placement and Prompt Type on Performance on the New SAT, Oh and Walker, 17

Effects of Extended Time on the SAT I: Reasoning Test Score Growth for Students with Learning Disabilities, Camara, Copeland, and Rothschild, 3

Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees, Ragosta and Wendler, 29

Equating the Scores of the Prueba de Aptitud Académica and the Scholastic Aptitude Test, Angoff and Cook, 25

The Equivalence of Scores from Automated and Conventional Educational and Psychological Tests: A Review of the Literature, Mazzeo and Harvey, 19

Evaluating SAT II: Mathematics IC Items in the SAT I Population, Liu, Schuppan, and Walker, 17

An Evaluation of a Kit to Prepare Hispanic Students for the PSAT/NMSQT, Pennock-Román, Powers, and Monte Perez, 15

Everyone Gains: Extracurricular Activities in High School and Higher SAT Scores, Everson and Millsap, 10

An Examination of the Relationships of Academic Coursework with Admissions Test Performance, Morgan, 8

Examination of Fatigue Effects from Extended-Time Accommodations on the SAT Reasoning Test, Cahalan-Laitusis, Morgan, Bridgeman, Zanna, and Stone, 21

Examining the Accuracy of Self-Reported High School Grade Point Average, Shaw and Mattern, 28

Examining the Relationship Between Differential Item Functioning and Item Difficulty, Kulick and Hu, 25

Examining the Relationship of Content to Gender-Based Performance Differences in Advanced Placement Exams, Buck, Kostin, and Morgan, 10

F

Factors in Performance on Brief, Impromptu Essay Examinations, Breland, Bonner, and Kubota, 17

Feasibility of Using the SAT in Academic Guidance, Stricker, Rock, and Burton, 6

Four Years Later: A Longitudinal Study of Advanced Placement Students in College, Willingham and Morris, 26

G

Generalization of SAT Validity Across Colleges, Boldt, 4

Grade Inflation and the Validity of the Scholastic Aptitude Test, Bejar and Blew, 9

Group Comparisons for Basic Skills Measures, Breland and Griswold, 31

Group Differences in Standardized Testing and Social Stratification, Camara and Schmidt, 11

H

Handicapped Applicants to College: An Analysis of Admissions Decisions, Willingham, 16

A Historical Perspective on the Content of the SAT, Lawrence, Rigol, Van Essen, and Jackson, 23

A Historical View of Subgroup Performance Differences on the SAT Reasoning Test, Kobrin, Sathy, and Shaw, 28

I

Identifying Content and Cognitive Dimensions on the SAT, Gierl, Tan, and Wang, 22

The Impact of Course-Taking on Performance on SAT Items with Higher-Level Mathematics Content, Deng and Kobrin, 10

The Impact of Extended Time on SAT Test Performance, Mandinach, Bridgeman, Cahalan-Laitusis, and Trapani, 22

The Impact of Flagging on the Admission Process: Policies, Practices, and Implications, Mandinach, Cahalan, and Camara, 15

The Impact of Secondary School Honors-Type Courses on College-Level Performance, Dickason, 9

Improving the Odds: Factors that Increase the Likelihood of Four-Year College Attendance Among High School Seniors, King, 15

Inquiring About Examinees' Ethnicity and Sex: Effects on AP Calculus AB Examination Performance, Stricker, 12

Inquiring About Examinees' Ethnicity and Sex: Effects on Computerized Placement Tests Performance, Stricker and Ward, 12

Internal Construct Validity of the Career Skills Assessment Program, Rock, 26

Invariance of Linkings of the Revised 2005 SAT Reasoning Test to the SAT I: Reasoning Test Across Gender Groups, Liu, Feigenbaum, and Dorans, 22

Investigating the Effects of Increased SAT Reasoning Test Length and Time on Performance of Regular SAT Examinees, Wang, 17

An Investigation of Educational Outcomes for Students Who Earn College Credit Through the College-Level Examination Program, Scammacca and Dodd, 6

An Investigation of Scale Drift for Arithmetic Assessment of ACCUPLACER, Deng and Melican, 21

An Investigation of the Validity of AP Grades of 3 and a Comparison of AP and Non-AP Student Groups, Dodd, Fitzpatrick, De Ayala, and Jennings, 23

K

Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring, Everson and Tobias, 11

Knowledge Structures and Adult Intellectual Development, Ackerman and Rolfhus, 12

L

Linking Scores from Tests of Similar Content Given in Different Languages: Spanish Language PAA and English Language SAT I, Cascallar and Dorans, 23

A Look at Part-Time Undergraduates: Enrollment Trends, Admission Requirements, and Characteristics of Those Taking the SAT, Grandy and Courtney, 16

M

Measurement Error and SAT Score Change, Alderman, 26

Measuring Educational Disadvantage of SAT Candidates, Stricker, Pollack, Rock, and Wenglinisky, 11

Methods Used to Establish Score Comparability on the Enhanced ACT Assessment and the SAT, Marco, Abdel-Fattah, and Baron, 24

Minority Student Success: The Role of Teachers in Advanced Placement Program (AP) Courses, Burton, Whitman, Yepes-Baraya, Cline, and Myung-in Kim, 10

Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-Faceted Rasch Model, Engelhard, Jr. and Myford, 23

Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Examination Using Benchmark Essays, Wolfe, Myford, Engelhard, and Manalo, 21

N

New SAT Writing Prompt Study: Analyses of Group Impact and Reliability, Breland, Kubota, Nickerson, Trapani, and Walker, 10

O

Observational Timing Study on the SAT Reasoning Test for Test-Takers with Learning Disabilities and/or AD/HD, Cahalan-Laitusis, King, Cline, and Bridgeman, 29

Older Students and the SAT, Casserly, 5

P

Passage Dependence of the New SAT Reading Comprehension Questions, Powers and Wilson, 18

Perceptions of Writing Skill, Breland and Jones, 20

Performance and Persistence: A Validity Study of the SAT for Students with Disabilities, Ragosta, Braun, and Kaplan, 4

The Performance Assessment Study in Writing: Analysis of the SAT II: Writing Test, Breland, Kubota, and Bonner, 24

Performance by Gender on an Unconventional Verbal Reasoning Task: Answering Reading Comprehension Questions Without the Passages, Powers, 18

Is Performance on the SAT Related to College Retention? Mattern and Patterson, 15

A Portrait of Advanced Placement Teachers' Practices, Paek, Ponte, Sigel, Braun, and Powers, 29

Predicting Grades in Different Types of College Courses, Bridgeman, Pollack, and Burton, 2

Predicting Predictability: The Influence of Student and Institutional Characteristics on the Prediction of Grades, Baird, 5

Predicting Success in College: SAT Studies of Classes Graduating Since 1980, Burton and Ramist, 3

Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores, Bridgeman and Wendler, 6

Predictions of Freshman Grade-Point Average from the Revised and Recentered SAT I: Reasoning Test, Bridgeman, McCamley-Jenkins, and Ervin, 3

Predictive Validity of SAT I: Reasoning Test for Test-Takers with Learning Disabilities and Extended Time Accommodations, Cahalan, Mandinach, and Camara, 3

Preparing for the SAT: A Survey of Programs and Resources, Powers, 13

Preparing for the SAT I: Reasoning Test—An Update, Powers, 11

A Profile of Preparation in English: Phase II, Ward and Carlson, 13

A Profile of Preparation in Mathematics, Hale and Whittington, 13

PSAT/NMSQT Indicators of College Readiness, Proctor, Wyatt, and Wiley, 1

R

The Recentering of SAT Scales and Its Effects on Score Distributions and Score Interpretations, Dorans, 23

The Relationship Between PSAT/NMSQT Scores and AP Examination Grades: A Follow-Up Study, Ewing, Camara, and Millsap, 22

The Relationship Between AP Exam Performance and College Outcomes, Mattern, Shaw, and Xiong, 1

The Relationship of AP Teacher Practices and Student AP Exam Performance, Paek, Braun, Trapani, Ponte, and Powers, 10

The Relationship Between SAT Scores and Retention to the Second Year: 2007 SAT Validity Sample, Mattern, and Patterson, 32

The Relationship Between SAT Scores and Retention to the Third Year: 2006 SAT Validity Sample, Mattern, and Patterson, 32

Relationships Between Differential Performance on Multiple-Choice and Essay Sections of Selected AP Exams and Measures of Performance in High School and College, Bridgeman and Morgan, 18

Relationships Between PSAT/NMSQT Scores and Academic Achievement in High School, Milewski and Sawtell, 8

Remote Scoring of Essays, Breland and Jones, 20

Researching the Educational Benefits of Diversity, Shaw, 29

A Review of Research on the Prediction of Academic Performance After the Freshman Year, Wilson, 5

Revising SAT-Verbal Items to Eliminate Differential Item Functioning, Curley and Schmitt, 18

The Role of Academic Ability in High-Level Accomplishment and General Success, Baird, 31

S

The SAT as a Predictor of Different Levels of College Performance, Kobrin and Michel, 2

The SAT: Four Major Modifications of the 1970-85 Era, Valley, 30

Setting Cut Scores for College Placement, Morgan and Michaelides, 6

Sex Differences in Problem-Solving Strategies Used by High-Scoring Examinees on the SAT-M, Gallagher, 24

Sex Differences in SAT Predictions of College Grades, Stricker, Rock, and Burton, 4

Sex Differences in SAT Scores, Burton, Lewis, and Robertson, 13

Sex Differences in Test Performance: A Survey of the Literature, Wilder and Powell, 13

Sex Differences in the Academic Performance of Scholastic Aptitude Test Takers, Clark and Grandy, 13

Sex Differences in the Performance of High-Scoring Examinees on the SAT-M, Gallagher, 25

Sex-Related Performance Differences on Constructed-Response and Multiple-Choice Sections of Advanced Placement Examinations, Mazzeo, Schmitt, and Bleistein, 18

A Simulation Study to Explore Configuring the New SAT Critical Reading Section Without Analogy Items, Liu, Feigenbaum, and Cook, 22

Socioeconomic Status and the Relationship Between the SAT and Freshman GPA: An Analysis of Data from 41 Colleges and Universities, Sackett, Kuncel, Arneson, Cooper, and Waters, 1

State Policies for Admission to Higher Education, Goertz and Johnson, 16

Stereotype Threat Spillover and SAT Scores, Walker and Bridgeman, 28

Student Change, Program Change: Why the SAT Scores Kept Falling, Turnbull, 26

Student Characteristics and the Use of the SAT Test Disclosure Materials, Lockheed, Holland, and Nemceff, 31

Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups, Ramist, Lewis, and McCamley-Jenkins, 4

Student Self-Selection and Test Repetition, Alderman, 27

Students with Disabilities: Four Years of Data from Special Test Administrations of the Scholastic Aptitude Test, 1980-83, Ragosta, 30

A Study of Fatigue Effects from the New SAT, Liu, Allspach, Feigenbaum, Oh, and Burton, 22

A Study of Gender and Performance on Advanced Placement History Examinations, Breland, Danos, Kahn, Kubota, and Sudlow, 19

Substituting SAT II: Subject Tests for SAT I: Reasoning Test: Impact on Admitted Class Composition and Quality, Bridgeman, Burton, and Cline, 15

A Survey to Evaluate the Alignment of the New SAT Writing and Critical Reading Sections to Curricula and Instructional Practices, Milewski, Johnsen, Glazer, and Kubota, 8

Surveys of the Use of Hand Calculators and Microcomputers in College-Preparatory and College Science Classes, Pfeifferberger and Zolandz, 8

Swimming Against the Tide: The Poor in American Higher Education, Terenzini, Bernal, and Cabrera, 11

T

Test Disclosure and Retest Performance on the Scholastic Aptitude Test, Stricker, 26

Testing Accommodations for English Language Learners: A Review of State and District Policies, Young and King, 28

Three Studies of SAT-Verbal Item Types, Schrader, 20

Time Requirements for the Different Item Types Proposed for Use in the Revised SAT, Bridgeman, Cahalan-Laitusis, and Cline, 21

U

Understanding What SAT Reasoning Test Scores Add to High School Grades: A Straightforward Approach, Bridgeman, Pollack, and Burton, 2

Uses of the SAT in the University System of Georgia, Fincher, 30

Using Achievement Tests/SAT II: Subject Tests to Demonstrate Achievement and Predict College Grades: Sex, Language, Ethnic, and Parental Education Groups, Ramist, Lewis, and McCamley-Jenkins, 3

Using DIF Dissection Method to Assess Effects of Item Deletion, Zhang, Dorans, and Matthews-López, 17

Using the PSAT/NMSQT and Course Grades in Predicting Success in the Advanced Placement Program, Camara and Millsap, 24

The Utility of the SAT I and SAT II for Admissions Decisions in California and the Nation, Camara, Milewski, and Kobrin, 23

V

Validating Cognitive Models of Task Performance in Algebra on the SAT, Gierl, Leighton, Wang, Zhou, Gokiert, and Tan, 21

The Validity of the Descriptive Tests of Language Skills: Relationships to Direct Measures of Writing Ability and to Grades in Introductory College English Courses, Weiss and Jackson, 6

Validity of the SAT for Predicting First-Year College Grade Point Average, Kobrin, Patterson, Shaw, Mattern, and Barbuti, 1

Validity of the SAT for Predicting First-Year Grades: 2008 SAT Validity Sample, Patterson and Mattern, 32

Validity of the SAT for Predicting Second-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

Validity of the SAT for Predicting FYGPA-2007 SAT Validity Sample, Mattern, Patterson, Kobrin, 32

Validity of the SAT for Predicting Third-Year Grades: 2006 SAT Validity Sample, Mattern and Patterson, 32

The Validity of Various Methods of Treating Multiple SAT Scores, Boldt, Centra, and Courtney, 22

W

What Should Students Be Ready For in College? A Look at First-Year Course Work in Four-Year Postsecondary Institutions in the U.S., Shaw and Patterson, 28

What Are the Characteristics of AP Teachers? An Examination of Survey Research, Milewski and Gillie, 29

Whose Grades Are Inflated? Camara, Kimmel, Scheuneman, and Sawtell, 8

Writing Assessment in Admissions to Higher Education: Review and Framework, Breland, Bridgeman, and Fowles, 29

Y

Young SAT-Takers: Two Surveys, Wilder, Casserly, and Burton, 30

