

**ZMATH 1999e.03103**

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**The Effect of Random Class Assignment on Elementary Students' Reading and Mathematics Achievement.**

Res. Sch. 2, No. 2, 7-14 (1995).

Whether random or nonrandom assignment to classes provides achievement benefits for students in grades 1 through 3 was studied with students, 499 randomly assigned and 658 not randomly assigned, from the Student/Teacher Achievement Ratio (STAR) study. Results favor random assignment by grade 3 as measured by Stanford Achievement Test and Basic Skills First Test scores. (ERIC)

*Classification:* D42

*Keywords:* class organization