

ZMATH 1998f.04053

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Setting Standards and Interpreting Achievement: A Cautionary Tale from the National Assessment of Educational Progress.

Educ. Assess. 3, No. 1, 53-81 (1996).

The use of achievement levels and anchor points in press reports of the 1990 National Assessment of Educational Progress mathematics assessment was studied. In a review of 41 articles, widespread oversimplification and frequent misinterpretations were found, sometimes stemming from standards-based reporting. Implications for future standards-based reporting are discussed. (ERIC)

Classification: D63

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