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Describing Performance Standards: Validity of the 1992 National Assessment of Educational Progress Achievement Level Descriptors as Characterizations of Mathematics Performance.

Educ. Assess. 3, No. 1, 9-51 (1996).

Three studies evaluating the validity of the descriptors and exemplars of the National Assessment of Educational Progress (NAEP) as characterizations of the actual mathematics performance of students at achievement levels are reported. Serious inconsistencies were found between actual performance and descriptors and exemplars. Recommendations for standards-based reporting and NAEP results are offered. (ERIC)

Classification: D63

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