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Growth in school: Achievement gains from the fourth to the eighth grade.

Available from Policy Information Center, Educational Testing Service, Mail Stop 04-R, Princeton NJ 08541-0001,. 17 p. (1998).

Summary: This report was written for two reasons. First, the TIMSS disclosed that while U.S. students did well in the fourth grade in comparison with students from other countries, they had slipped considerably by the eighth grade. The authors wanted to examine data from the NAEP to see what could be learned about achievement growth between the fourth and eighth grades in the U.S. The second reason is that the redesign of NAEP in 1984 made it possible to track cohorts of students from age 9 to 13, or from grades 4 to 8. Enough time has now passed under this new design that one can now use it to compare groups of students and individual states in terms of "value added" between the fourth and eighth grade. In addition, one can see whether the "value added" has increased, stayed the same, or decreased over time. Contents: Framing the question; Measuring cohort growth; Trends in cohort growth; Some cohort growth comparisons; State comparisons; Describing and understanding cohort growth; In conclusion.

Classification: D60