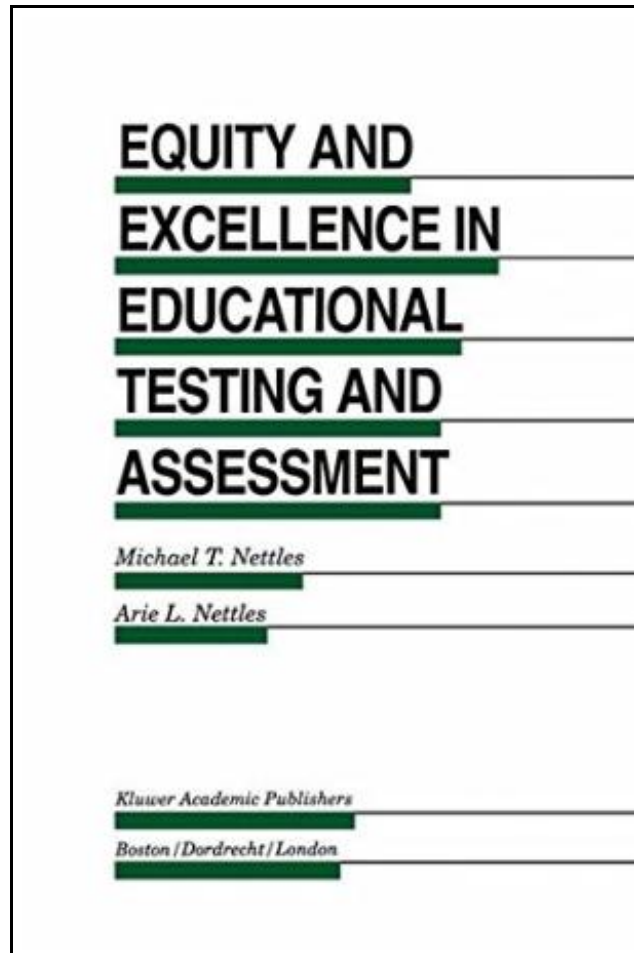


Equity and Excellence in Educational Testing and Assessment



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EQUITY AND EXCELLENCE IN EDUCATIONAL TESTING AND ASSESSMENT



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TABLE I Average Reading Proficiency and Achievement Levels by Race/Ethnicity Grades 4, 8, and 12 1992 Reading Assessment Percentage of Student At or Above Percentage of Average Proficient Basic Below Basic Advanced | Students Proficiency | Grade 4 White 71 226 6 31 68 J2 69 16 193 0 Black 7 31 Hispanic 9 202 2 13 41 59 Asian/Pacific Islander 2 216 2 21 55 45 American Indian 2 208 2 15 50 50 Grade 8 70 White 268 3 34 77 23 Black 16 238 0 8 44 56 Hispanic 10 242 1 13 49 51 Asian/Pacific Islander 3 270 6 38 77 23 American Indian 1 251 1 18 60 40 Grade 12 White 72 297 4 43 82 18 Black 15 272 0 16 54 46 9 277 Hispanic 1 21 61 39 Asian/Pacific Islander 4 291 4 39 74 26 American Indian 0 272 1 24 S2 48

Source: National Assessment of Educational Progress (NAEP), 1992 Reading Assessment. Reprinted from "NAEP 1992 Reading Report Card for the Nation and the States." | I: be reading at the advanced level . A much higher percent of White Americans are performing at the proficient and advanced levels. | I: Identifying Equity Challenges in the Context of Educational Testing and Assessment Reform. 1. Introduction: the Pursuit of Equity in Educational Testing and Assessment; M.T. Nettles, A. Bernstein. 2. A Technological and Historical Consideration of Equity Issues Associated with Proposals to Change our Nation's Testing Policy; G. Madaus. 3. Diversity, Assessment, and Equity in Educational Reform; E.L. Baker, H.F. O'Neil Jr. 4. Equity Issues in Performance-Based Assessment; L. Darling-Hammond. 5. Some Prerequisites for the Establishment of Equitable, Inclusive Multicultural Assessment Systems; M. Neill. II: Reforms in Assessment and Testing: Are New...



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