

Appendix F

CONDITIONING VARIABLES AND CONTRAST CODINGS

This appendix contains information about the conditioning variables used in scaling/plausible value estimation for the 1998 NAEP assessment. The initial step in construction of conditioning variables involves forming primary student-based vectors of response data from answers to student, teacher, and school questionnaires, demographic and background data such as supplied by Westat, Inc., and other student information known prior to scaling. The initial conditioning vectors concatenate this student background information into a series of identifying “contrasts” comprising:

1. Categorical variables derived by expanding the response options of a questionnaire variable into a binary series of one-degree-of-freedom “dummy” variables or contrasts, (these form the majority of each student conditioning vector);
2. Questionnaire or demographic variables that possess ordinal response options, such as number of hours spent watching television, which are included as linear and/or quadratic multi-degree-of-freedom contrasts;
3. Continuous variables, such as student logit scores based on percent correct values, included as contrasts in their original form or a transformation of their original form, and;
4. Interactions of two or more categorical variables forming a set of orthogonal one-degree-of-freedom dummy variables or contrasts.

This appendix gives the specifications used for constructing the conditioning variables.

- ◆ Table F-1 defines the information provided for each sample variable.
- ◆ Table F-2 provides a summary of the reading conditioning variables specifications that are contained in the remainder of this appendix.
- ◆ Table F-3 provides a summary of the writing conditioning variables specifications that are contained in the remainder of this appendix.
- ◆ Table F-4 provides a summary of the civics conditioning variables specifications that are contained in the remainder of this appendix.
- ◆ Tables F-5, F-6, and F-7 contain conditioning variable data specific to each subject.

As described in Chapter 12, the linear conditioning model employed for the estimation of plausible values did not directly use the conditioning variable specifications listed in this appendix. To eliminate inherent instabilities in estimation encountered when using a large number of correlated variables, a principal component transformation of the correlation matrix obtained from the conditioning variable contrasts derived according to these primary specifications was performed. The principal components scores based on this transformation were used as the predictor variables in estimating the linear conditioning model. For the national assessment, the proportions of variance of the conditioning

contrast accounted for by the principal components are given for each grade level in Tables F-8, F-9, and F-10 for reading, and Tables F-11, F-12, and F-13 for writing, and Tables F-14, F-15, and F-16 for civics.

Table F-1
Description of Specifications Provided for Each Conditioning Variable

Title	Description
CONDITIONING ID	A unique eight-character ID assigned to identify each conditioning variable corresponding to a particular background or subject area question within the entire pool of conditioning variables. The first four characters identify the origin of the variable: BACK (background questionnaire), READ (student reading questionnaire), SCHL (school questionnaire), TCHR (background part of teacher questionnaire), and TSUB (subject classroom part of teacher questionnaire). The second four digits represent the sequential position within each origin group.
DESCRIPTION	A short description of the conditioning variable.
GRADES/ASSESSMENTS	Three characters identifying assessment (“S” for state, “N” for national) and grade (04, 08, and 12) in which the conditioning variable was used.
CONDITIONING VAR LABEL	A descriptive eight-character label identifying the conditioning variable.
NAEP ID	The seven-character NAEP database identification for the conditioning variable.
TYPE OF CONTRAST	The type of conditioning variable. “CLASS” identifies a categorical conditioning variable and “SCALE” identifies continuous or quasi-continuous conditioning variables. “INTERACTION” identifies a set of orthogonal contrasts formed from two or more “CLASS” variables. “OTHER” conditioning variables do not fall into any of the above types.
TOTAL NUMBER OF SPECIFIED CONTRASTS	Each conditioning variable forms a set of one or more contrasts. For each valid response value of conditioning variable a contrast must be defined. One or more response values may be collapsed together to form one contrast. The number of response value “sets” of a conditioning variable forming a unique contrast is the value given in this field.
NUMBER OF INDEPENDENT CONTRASTS	The number of degree of freedom in a set of contrasts formed from a conditioning variable. For a categorical conditioning variable this number would be the number of response options minus one if each response option formed its own unique contrast.

Table F-2
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0001	BKSER		GRAND MEAN	X	X	X
BACK0002	DSEX		DERIVED SEX	X	X	X
BACK0003	DRACE		DERIVED RACE/ETHNICITY	X	X	X
BACK0004	B003101	TB003101	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?	X	X	X
BACK0005	TOL7		TOL 7 - TYPE OF LOCATION	X	X	X
BACK0006	TOL5		TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0007	PARED		PARENTS' HIGHEST LEVEL OF EDUCATION, GRADES 8 AND 12	-	X	X
BACK0008	PARED2		PARENTS' HIGHEST LEVEL OF EDUCATION, GRADE 4	X	-	-
BACK0009	REGION		REGION OF THE COUNTRY	X	X	X
BACK0010	SCHTYPE		SCHOOL TYPE	X	X	X
BACK0011	RACE		RACE	X	X	X
BACK0012	IEP		INDIVIDUALIZED EDUCATION PLAN	X	X	X
BACK0013	LEP		LIMITED ENGLISH PROFICIENCY	X	X	X
BACK0014	TITLE1		TITLE 1: (BOOK COVER)	X	X	X
BACK0015	SLUNCH		DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?	X	X	X
BACK0016	B001801	TB001801	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (LINEAR)	X	X	X
BACK0017	B001801	TB001801	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)	X	X	X
BACK0018	B006601	TB006601	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.	X	X	X
BACK0019	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)	X	X	X
BACK0020	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)	X	X	X
BACK0021	HOMEN2		NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)	X	X	X
BACK0022	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0023	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0024	INTERACT		INTERACTION: GENDER BY RACE/ETHNICITY	X	X	X
BACK0025	INTERACT		INTERACTION: GENDER BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0026	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION GRADES 8 & 12	-	X	X
BACK0027	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION GRADE 4	X	-	-
BACK0028	INTERACT		INTERACTION: GENDER BY SCHOOL TYPE	X	X	X
BACK0029	INTERACT		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0030	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION GRADES 8 & 12	-	X	X
BACK0031	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION GRADE 4	X	-	-
BACK0032	INTERACT		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE	X	X	X
BACK0033	INTERACT		INTERACTION: PARENT'S EDUCATION GRADES 8 & 12 BY TYPE OF LOCALE (7 CATEGORIES)	-	X	X
BACK0034	INTERACT		INTERACTION: PARENT'S EDUCATION GRADE 4 BY TYPE OF LOCALE (7 CATEGORIES)	X	-	-
BACK0035	INTERACT		INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY SCHOOL TYPE	X	X	X
BACK0036	INTERACT		INTERACTION: PARENTS' EDUCATION GRADES 8 & 12 BY SCHOOL TYPE	-	X	X
BACK0037	INTERACT		INTERACTION: PARENTS' EDUCATION GRADE 4 BY SCHOOL TYPE	X	-	-
BACK0038	MA96FLG		MSA/NON-MSA	-	-	-
BACK0039	MONSTUD		STATE ADMINISTRATION MONITORED/UNMONITORED SESSION	-	-	-
BACK0040	INTERACT		INTERACTION: SCHOOL TYPE BY MONITORED/UNMONITORED SESSION	-	-	-
BACK0041	SUBSAMP		SAMPLE TYPE	X	X	X
BACK0042	INTERACT		INTERACTION: SAMPLE BY RACE/ETHNICITY	X	X	X
BACK0043	RPTSAMP		REPORTING SAMPLE	X	X	X
BACK0044	DISTRPT		STATE/DISTRICT	-	-	-
BACK0045	B003001	TB003001	WHICH RACE/ETHNICITY BEST DESCRIBES YOU	X	X	X
BACK0046	B014601	LC000006	HOW LONG LIVED IN UNITED STATES	X	X	X
BACK0047	B003201	TB003201	HOW OFTEN OTHER THAN ENGLISH SPOKEN IN HOME	X	X	X
BACK0048	B013201	ID100314	MOTHER GRADUATED HIGH SCHOOL	X	-	-
BACK0049	B013301	ID100315	MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	-	-
BACK0050	B013401	ID100316	MOTHER GRADUATED COLLEGE	X	-	-
BACK0051	B013501	ID100317	FATHER GRADUATED HIGH SCHOOL	X	-	-

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0052	B013601	ID100318	FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	-	-
BACK0053	B013701	ID100319	FATHER GRADUATED COLLEGE	X	-	-
BACK0054	B000901	TB000901	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY	X	X	X
BACK0055	B000903	TB000903	IS THERE AN ENCYCLOPEDIA IN YOUR HOME	X	X	X
BACK0056	B000904	TB000904	ARE THERE MORE THAN 25 BOOKS IN YOUR HOME	X	X	X
BACK0057	B000905	TB000905	DOES YOUR FAMILY GET MAGAZINES REGULARLY	X	X	X
BACK0058	S004001	TS004001	HOW MANY DAYS OF SCHOOL MISSED LAST MONTH	X	X	X
BACK0059	B007301	HE000712	TIMES CHANGED SCHOOLS IN PAST TWO YEARS	X	X	X
BACK0060	B007401	HE000717	HOW OFTEN DISCUSS STUDIES AT HOME	X	X	X
BACK0061	B014501	HE000713	HOW OFTEN USE COMPUTER FOR SCHOOLWORK	X	X	X
SUBJ0001	R830301	ID100376	HOW HARD TRIED ON THIS READING TEST THAN ON OTHERS	X	X	X
SUBJ0002	R830401	ID100377	HOW IMPORTANT TO DO WELL ON THIS READING TEST	X	X	X
SUBJ0003	RM00501	HE000781	HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?	X	X	X
SUBJ0004	R830501	ID100342	MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL	X	X	X
SUBJ0005	R830502	ID100343	I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL	X	X	X
SUBJ0006	R810801	HE000687	BOOKS READ OUTSIDE SCHOOL IN PAST MONTH	X	X	X
SUBJ0007	R810201	TR810201	WHAT KIND OF READER ARE YOU	X	X	X
SUBJ0008	R810901	TR810001	HOW OFTEN READ FOR FUN ON OWN	X	X	X
SUBJ0009	R810902	TR810002	HOW OFTEN TALK W/FRIENDS ABOUT WHAT YOU READ	X	X	X
SUBJ0010	R810903	TR810003	HOW OFTEN TAKE BOOKS FROM LIBRARY ON YOUR OWN	X	X	X
SUBJ0011	R810904	HE000684	HOW OFTEN READ A STORY OR NOVEL	X	X	X
SUBJ0012	R810905	HE000685	HOW OFTEN READ A NEWSPAPER	X	X	X
SUBJ0013	R810906	HE000686	HOW OFTEN READ A MAGAZINE	X	X	X
SUBJ0014	R811005	TR810105	ASKED TO DO GROUP PROJECT ABOUT WHAT YOU READ	X	X	X
SUBJ0015	R811006	TR810402	ASKED TO READ ALOUD	X	X	X
SUBJ0016	R811007	TR810412	ASKED TO READ SILENTLY	X	X	X
SUBJ0017	R811009	TR810413	GIVEN TIME TO READ BOOKS YOU HAVE CHOSEN	X	X	X
SUBJ0018	R811002	TR810102	ASKED TO TALK W/STUDENTS ABOUT WHAT YOU READ	X	X	X
SUBJ0019	R811004	TR810104	ASKED TO WRITE ABOUT WHAT YOU READ	X	X	X
SUBJ0020	R818101	ID100186	TEACHER HELPS YOU BREAK WORDS INTO PARTS	X	X	X
SUBJ0021	R818102	ID100187	TEACHER HELPS YOU UNDERSTAND NEW WORDS	X	X	X
SUBJ0022	R830001	ID100188	DO YOU AND TEACHER REVIEW PROGRESS IN READING	X	X	X
SUBJ0023	R830101	ID100189	IS THERE A SCHOOL/PUBLIC LIBRARY AVAILABLE	X	-	-
SUBJ0024	R811301	HE000695	USE LIBRARY TO DO RESEARCH FOR SCHOOL ASSIGNMENT	X	X	X
SUBJ0025	R811302	HE000696	USE LIBRARY TO BORROW BOOKS FOR SCHOOL	X	X	X
SUBJ0026	R811303	ID100190	USE LIBRARY TO USE A COMPUTER	X	X	X
SUBJ0027	R811304	HE000698	USE LIBRARY AS A QUIET PLACE TO STUDY	X	X	X
SCHL0001	C042501	ID100378	FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY	X	-	-
SCHL0002	C042601	ID100041	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION	X	-	-
SCHL0003	C042602	ID100042	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION	X	-	-
SCHL0004	C042603	ID100043	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT	X	-	-
SCHL0005	C042604	ID100044	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT	X	-	-
SCHL0006	C042701	ID100379	DOES SCHOOL USE BLOCK SCHEDULING	X	X	X
SCHL0007	C042801	ID100380	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS	X	X	X
SCHL0008	C042802	HE000864	ARE COMPUTERS AVAILABLE IN COMPUTER LAB	X	X	X
SCHL0009	C042803	HE000866	ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED	X	X	X
SCHL0010	C042901	ID100381	HOW MANY COMPUTERS AVAILABLE TO STUDENTS	X	X	X
SCHL0011	C036601	LC000502	PRIMARY WAY LIBRARY IS STAFFED	X	X	X
SCHL0012	C043001	ID100069	PARENTS PARTICIPATE-PARENT-TEACHER ORG	X	X	X
SCHL0013	C043002	ID100070	PARENTS PARTICIPATE-OPEN HOUSE	X	X	X
SCHL0014	C043003	ID100071	PARTICIPATE-PARENT-TEACHER CONFERENCE	X	X	X
SCHL0015	C043004	ID100072	PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS	X	X	X
SCHL0016	C043005	ID100073	PARENTS PARTICIPATE-VOLUNTEER PROGRAMS	X	X	X
SCHL0017	C043006	ID100074	PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM	X	X	X

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
SCHL0018	C043007	ID100076	PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES	X	X	X
SCHL0019	C043008	ID100077	PARENTS PARTICIPATE-CLASSROOM ASSISTANTS	X	X	X
SCHL0020	C032402	HE000888	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0021	C032401	HE000887	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0022	C032404	HE000890	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0023	C032407	HE000893	ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL	X	X	X
SCHL0024	C032408	HE000894	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0025	C032409	HE002121	IS LACK OF PARENT INVLMNT A PROBLEM IN SCHOOL	X	X	X
SCHL0026	C032410	HE002122	IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0027	C032411	HE002123	IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0028	C032412	HE002124	IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0029	C032413	HE002125	ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0030	C032414	HE002126	IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0031	C043101	ID100079	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0032	C043102	ID100077	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0033	C043103	ID100078	ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS	X	X	X
SCHL0034	C043104	ID100080	IS VANDALISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0035	C032502	HE000897	TEACHER MORALE	X	X	X
SCHL0036	C032503	HE000898	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT	X	X	X
SCHL0037	C032505	HE000900	PARENT SUPPORT FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0038	C032506	HE000901	REGARD FOR SCHOOL PROPERTY	X	X	X
SCHL0039	C043201	ID100081	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0040	C043301	ID100082	PERCENT STUDENT BODY ABSENT AVERAGE DAY	X	X	X
SCHL0041	C043401	ID100389	PERCENT TEACHING STAFF ABSENT AVERAGE DAY	X	X	X
SCHL0042	C043501	ID100390	ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR	X	X	X
SCHL0043	C043601	HE002112	PERCENT STUDENTS HELD BACK AND REPEATING GRADE	X	X	X
SCHL0044	C043701	ID100391	PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR	X	X	X
SCHL0045	C038301	HE002094	IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0046	C043801	ID100392	PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0047	C043901	ID100393	DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING	X	X	X
SCHL0048	C044001	ID100395	PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING	X	X	X
SCHL0049	C044002	ID100396	PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT	X	X	X
SCHL0050	C044003	ID100397	PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT	X	X	X
SCHL0051	C044004	ID100398	PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM	X	X	X
BACK0062	B003501	TB003501	MOTHER'S EDUCATION LEVEL	-	X	X
BACK0063	B003601	TB003601	FATHER'S EDUCATION LEVEL	-	X	X
SUBJ0028	R811010	TR810408	ASKED TO EXPLAIN UNDERSTANDING OF WHAT YOU READ	-	X	X
SUBJ0029	R811011	TR810409	ASKED TO DISCUSS INTERPRETATIONS OF WHAT YOU READ	-	X	X
SUBJ0030	R830201	LC000035	DO YOU HAVE ACCESS TO A SCHOOL/PUBLIC LIBRARY	-	X	X
SCHL0052	C044401	ID100400	8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	X	-
SCHL0053	C044402	ID100403	8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY	-	X	-
SCHL0054	C043105	ID100086	IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL	-	X	X
SCHL0055	C043106	ID100087	IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL	-	X	X
BACK0064	B005501	TB005501	MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL	-	-	X
SUBJ0031	R820201	WP000073	ENROLLED IN OR TOOK AN AP ENGLISH COURSE	-	-	X
SCHL0056	C044301	ID100404	12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	-	X
SCHL0057	C044302	ID100405	12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY	-	-	X
SCHL0058	C044101	ID100408	PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED	-	-	X
SCHL0059	C044201	ID100410	PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE	-	-	X
SCHL0060	C044202	ID100411	PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE	-	-	X
TCHR0001	T067001	PJ000121	DO YOU TEACH READING	X	-	-
TCHR0002	T067002	PJ000122	DO YOU TEACH WRITING	X	-	-
TCHR0003	T067003	PJ000123	DO YOU TEACH LANGUAGE ARTS	X	-	-
TCHR0004	T067004	PJ000124	DO YOU TEACH SOCIAL STUDIES	X	-	-

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0005	T067101	PJ000126	YEARS TOTAL TAUGHT ELEMENTARY LEVEL	X	-	-
TCHR0006	T067201	PJ000128	YEARS TOTAL TAUGHT READING	X	-	-
TCHR0007	T067202	PJ000129	YEARS TOTAL TAUGHT WRITING	X	-	-
TCHR0008	T067203	PJ000130	YEARS TOTAL TAUGHT LANGUAGE ARTS	X	-	-
TCHR0009	T067204	PJ000131	YEARS TOTAL TAUGHT HISTORY	X	-	-
TCHR0010	T067205	PJ000132	YEARS TOTAL TAUGHT SOCIAL STUDIES	X	-	-
TCHR0011	T067206	PJ000133	YEARS TOTAL TAUGHT CIVICS	X	-	-
TCHR0012	T067301	PJ000134	MAIN ASSIGNMENT FIELD	X	X	-
TCHR0013	T056201	HE002551	TEACHING CERTIF IN THIS STATE IN MAIN FIELD	X	X	-
TCHR0014	T056301	HE001012	HIGHEST ACADEMIC DEGREE YOU HOLD	X	X	-
TCHR0015	T067501	PJ000138	UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0016	T067502	PJ000139	UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0017	T067503	PJ000140	UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0018	T067504	PJ000141	UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-
TCHR0019	T067505	PJ000142	UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0020	T067506	PJ000143	UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION	X	X	-
TCHR0021	T067507	PJ000144	UNDERGRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0022	T067508	PJ000145	UNDERGRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0023	T067509	PJ000146	UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0024	T067510	PJ000147	UNDERGRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0025	T067511	PJ000148	UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0026	T067512	PJ000149	UNDERGRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0027	T067601	PJ000151	GRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0028	T067602	PJ000152	GRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0029	T067603	PJ000153	GRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0030	T067604	PJ000154	GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-
TCHR0031	T067605	PJ000155	GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0032	T067606	PJ000156	GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION	X	X	-
TCHR0033	T067607	PJ000157	GRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0034	T067608	PJ000158	GRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0035	T067609	PJ000159	GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0036	T067610	PJ000160	GRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0037	T067611	PJ000161	GRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0038	T067612	PJ000162	GRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0039	T067701	ID100358	LAST 12 MOS, PROF DEV-READING AND WRITING	X	X	-
TCHR0040	T067702	ID100147	LAST 12 MOS, PROF DEV-SOCIAL STUDIES	X	X	-
TCHR0041	T067801	PJ000169	PREPARED IN THE USE OF TELECOMMUNICATIONS	X	X	-
TCHR0042	T067802	ID100360	PREPARED IN THE USE OF COMPUTERS	X	X	-
TCHR0043	T067803	PJ000171	PREPARED IN COOPERATIVE GROUP INSTRUCTION	X	X	-
TCHR0044	T067804	PJ000176	PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES	X	X	-
TCHR0045	T067805	PJ000177	PREPARED IN TEACHING STUDENTS WHO ARE LEP	X	X	-
TCHR0046	T067806	PJ000178	PREPARED IN TEACHING STUDENTS WITH DISABILITIES	X	X	-
TCHR0047	T067807	PJ000179	PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION	X	X	-
TCHR0048	T041201	HE001022	AVAILABILITY OF RESOURCES	X	X	-
TCHR0049	T067901	ID100417	HOW WELL PREPARED TO TEACH READING	X	X	-
TCHR0050	T067902	ID100418	HOW WELL PREPARED TO TEACH WRITING	X	X	-
TCHR0051	T068001	PJ000182	PREPARED IN LIT-BASED READING INSTRUCTION	X	X	-
TCHR0052	T068002	PJ000183	PREPARED IN CONTENT AREA READING	X	X	-
TCHR0053	T068003	PJ000184	PREPARED IN COMBINING RDG AND WRITING	X	X	-
TCHR0054	T068004	PJ000185	PREPARED IN WHOLE LANGUAGE APPROACH TO TEACH RDG	X	X	-
TCHR0055	T068005	PJ000186	PREPARED IN PHONICS IN TEACHING READING	X	X	-
TCHR0056	T068006	PJ000187	PREPARED IN TEACHING MULTICULTURAL LITERATURE	X	X	-
TCHR0057	T068007	PJ000188	PREPARED IN COMPUTER SOFTWARE FOR TEACHING RDG	X	X	-
TCHR0058	T068008	PJ000190	PREPARED IN WRITING ACROSS THE CURRICULUM	X	X	-

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0059	T068009	PJ000191	PREPARED IN USING COMPUTER SOFTWARE TO TEACH WRITG	X	X	-
TCHR0060	T068010	PJ000192	PREPARED IN TEACHING SPELLING, GRAMMAR, MECHANICS	X	X	-
TCHR0061	T068101	ID100368	AVERAGE READING CLASS SIZE	X	-	-
TCHR0062	T046101	HE001284	CLASS ASSIGNMENT BY ABILITY	X	X	-
TCHR0063	T046201	HE001201	ABILITY LEVEL OF STUDENTS	X	X	-
TCHR0064	T068201	PJ000196	HOW MUCH CLASS TIME PER DAY-READING INSTRUCTION	X	X	-
TCHR0065	T068301	PJ000198	BASIS FOR CREATING READING INSTRUCTIONAL GROUPS	X	X	-
TCHR0066	T068401	PJ000199	CLASS DIVIDED INTO HOW MANY INSTRUCTIONAL GROUPS	X	X	-
TCHR0067	T068601	PJ000195	WRITING ABILITY LEVEL OF CLASS	X	X	-
TCHR0068	T068701	PJ000197	EACH WEEK, TIME SPENT INSTRUCTING/HELPING-WRITING	X	X	-
TCHR0069	T068801	PJ000202	HOW OFTEN USE CHILDREN'S NEWSPAPERS/MAGAZINES	X	X	-
TCHR0070	T068802	PJ000203	HOW OFTEN USE READING KITS TO TEACH READING	X	X	-
TCHR0071	T068803	PJ000204	HOW OFTEN USE COMPUTER SOFTWARE FOR READING INSTR	X	X	-
TCHR0072	T068804	PJ000205	HOW OFTEN USE BOOKS (NOVELS, POETRY, NONFICTION)	X	X	-
TCHR0073	T068805	PJ000206	HOW OFTEN USE MATERIALS FROM OTHER SUBJECTS	X	X	-
TCHR0074	T068901	ID100374	WHAT TYPE OF MATERIALS FORM CORE READING PROGRAM	X	X	-
TCHR0075	T069001	PJ000207	AVAILABILITY OF COMPUTERS FOR USE IN CLASS	X	X	-
TCHR0076	T069101	PJ000208	PROPORTION TIME SPENT ON RDG FOR LIT EXPERIENCE	X	X	-
TCHR0077	T069102	PJ000210	PROPORTION TIME SPENT ON RDG TO GAIN INFORMATION	X	X	-
TCHR0078	T069103	PJ000211	PROPORTION TIME SPENT ON RDG TO PERFORM A TASK	X	X	-
TCHR0079	T069201	PJ000213	PROPORTION TIME SPENT ON NARRATIVE WRITING	X	X	-
TCHR0080	T069202	PJ000214	PROPORTION TIME SPENT ON INFORMATIVE WRITING	X	X	-
TCHR0081	T069203	PJ000215	PROPORTION TIME SPENT ON PERSUASIVE WRITING	X	X	-
TCHR0082	T069301	PJ000217	DO YOU USE GRAMMAR OR SKILL-BASED INSTRUCTION	X	X	-
TCHR0083	T069302	PJ000218	DO YOU USE WRITING PROCESS INSTRUCTION	X	X	-
TCHR0084	T069303	PJ000219	DO YOU INTEGRATE READING AND WRITING INSTRUCTION	X	X	-
TCHR0085	T069304	PJ000220	DO YOU USE WRITING ABOUT LITERATURE	X	X	-
TCHR0086	T069305	PJ000221	DO YOU USE WRITING ACROSS OTHER SUBJECT AREAS	X	X	-
TCHR0087	T069401	PJ000223	HOW OFTEN STUDENTS DO SPELLING, PUNCTUATION, GRAMM	X	X	-
TCHR0088	T069402	PJ000224	HOW OFTEN STUDENTS WORK ON WRITING PROCESS	X	X	-
TCHR0089	T069403	PJ000225	HOW OFTEN STUDENTS WRITE IN A LOG/JOURNAL	X	X	-
TCHR0090	T069404	PJ000226	HOW OFTEN PARENTS SIGN/REVIEW STUDENTS' HOMEWORK	X	X	-
TCHR0091	T069405	PJ000227	HOW OFTEN ASSIGN HOMEWORK TO DO WITH PARENTS	X	X	-
TCHR0092	T069501	PJ000228	EXPECTED TIME SPENT ON WRITING ASSIGNMENTS/WEEK	X	X	-
TCHR0093	T069601	PJ000193	THIS YEAR, PROJECTS TO DO/SHARE WITH PARENTS	X	X	-
TCHR0094	T069701	PJ000231	HOW OFTEN ASK STUDENTS TO READ ALOUD	X	X	-
TCHR0095	T069702	PJ000233	HOW OFTEN ASK STUDENTS-DISCUSS WHAT WAS READ	X	X	-
TCHR0096	T069703	PJ000234	HOW OFTEN ASK STUDENTS- WRITE ABOUT WHAT WAS READ	X	X	-
TCHR0097	T069704	PJ000235	HOW OFTEN ASK STUDENTS-WRITE IN WORKSHEET/BOOK	X	X	-
TCHR0098	T069705	PJ000232	HOW OFTEN ASK STUDENTS-READ SILENTLY	X	X	-
TCHR0099	T069706	PJ000236	HOW OFTEN GIVE STUDENTS TIME TO READ BOOKS CHOSEN	X	X	-
TCHR0100	T069707	PJ000237	HOW OFTEN ASK STUDENTS-GROUP ACTIVITY/PROJECT	X	X	-
TCHR0101	T069708	ID100371	HOW OFTEN ASK STUDENTS-DISCUSS INTERPRETATIONS	X	X	-
TCHR0102	T069709	PJ000238	HOW OFTEN ASK STUDENTS-EXPLAIN/SUPPORT WHAT READ	X	X	-
TCHR0103	T069710	ID100372	HOW OFTEN GIVE READING QUIZZES OR TESTS	X	X	-
TCHR0104	T069711	PJ000239	HOW OFTEN WATCH MOVIES, VIDEOS, FILMSTRIPS, TV, CD	X	X	-
TCHR0105	T069712	PJ000229	HOW OFTEN HELP STUDENTS UNDERSTAND NEW WORDS	X	X	-
TCHR0106	T069713	PJ000240	HOW OFTEN ASK STUDENTS-ANSWER QUESTIONS IN WRITING	X	X	-
TCHR0107	T069714	PJ000241	HOW OFTEN ASK STUDENTS-PREDICT OUTCOME OF READING	X	X	-
TCHR0108	T069715	PJ000242	HOW OFTEN ASK STUDENTS-MAKE GENERALIZATIONS	X	X	-
TCHR0109	T069716	PJ000243	HOW OFTEN ASK STUDENTS-DESCRIBE STYLE/STRUCTURE	X	X	-
TCHR0110	T071801	PJ000245	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC	X	-	-
TCHR0111	T071802	PJ000246	HOW OFTEN STUDENTS PLAN THEIR WRITING	X	-	-
TCHR0112	T071803	PJ000247	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE	X	-	-

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0113	T071804	PJ000248	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE	X	-	-
TCHR0114	T071805	PJ000249	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT	X	-	-
TCHR0115	T071806	PJ000250	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT	X	-	-
TCHR0116	T071807	PJ000251	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING	X	-	-
TCHR0117	T071808	PJ000252	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING	X	-	-
TCHR0118	T071809	PJ000253	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR	X	-	-
TCHR0119	T071810	PJ000254	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY	X	-	-
TCHR0120	T071811	PJ000255	HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION	X	-	-
TCHR0121	T071812	PJ000256	HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC	X	-	-
TCHR0122	T071813	PJ000257	HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT	X	-	-
TCHR0123	T069901	PJ000259	HOW OFTEN WRITING ASSIGNMENTS-LESS THAN ONE PAGE	X	X	-
TCHR0124	T069902	PJ000260	HOW OFTEN WRITING ASSIGNMENTS-ONE TO TWO PAGES	X	X	-
TCHR0125	T069903	PJ000261	HOW OFTEN WRITING ASSIGNMENTS-THREE OR MORE PAGES	X	X	-
TCHR0126	T070001	PJ000263	HOW OFTEN STUDENTS USE COMPUTER-SPELL, PUNC, GRAM	X	X	-
TCHR0127	T070002	PJ000264	HOW OFTEN STUDENTS USE COMPUTERS-WRITE DRAFTS	X	X	-
TCHR0128	T070003	PJ000265	HOW OFTEN STUDENTS USE COMPUTERS-READ STORIES	X	X	-
TCHR0129	T070101	ID100373	HOW OFTEN READING ASSESSED-MULTIPLE-CHOICE TESTS	X	X	-
TCHR0130	T070102	ID100375	HOW OFTEN READING ASSESSED-SHORT-ANSWER TESTS	X	X	-
TCHR0131	T070103	PJ000269	HOW OFTEN READ ASSESSED-PARAGRAPH WRITTEN RESPONSE	X	X	-
TCHR0132	T070104	PJ000270	HOW OFTEN STUDENTS ASSESSED-INDIVIDUAL/GROUP PROJ	X	X	-
TCHR0133	T070105	PJ000272	HOW OFTEN STUDENTS ASSESSED-READING PORTFOLIOS	X	X	-
TCHR0134	T070106	PJ000271	HOW OFTEN STUDENTS ASSESSED-ESSAYS/PAPERS ASSIGNED	X	X	-
TCHR0135	T070107	PJ000273	HOW OFTEN STUDENTS ASSESSED-ORAL READING	X	X	-
TCHR0136	T070201	PJ000275	HOW OFTEN WRITING ASSESSED-MULTIPLE-CHOICE TESTS	X	X	-
TCHR0137	T070202	PJ000276	HOW OFTEN WRITING ASSESSED-PARAGRAPH WRITTEN	X	X	-
TCHR0138	T070203	PJ000277	HOW OFTEN WRITING ASSESSED-ESSAYS, REPORTS	X	X	-
TCHR0139	T070204	PJ000278	HOW OFTEN WRITING ASSESSED-WRITING PORTFOLIOS	X	X	-
TCHR0140	T070301	PJ000280	HOW IMPORTANT TO GRADE-SPELLING, GRAMMAR, PUNC	X	X	-
TCHR0141	T070302	PJ000281	HOW IMPORTANT TO GRADE-ORGANIZATION/COHERENCE	X	X	-
TCHR0142	T070303	PJ000282	HOW IMPORTANT TO GRADE-QUALITY/CREATIVITY OF IDEAS	X	X	-
TCHR0143	T070304	PJ000283	HOW IMPORTANT TO GRADE-LENGTH OF PAPERS	X	X	-
TCHR0144	T070305	PJ000284	HOW IMPORTANT TO GRADE-ACCOMPLISH WRITING PURPOSE	X	X	-
TCHR0145	T071601	PJ000330	DO YOU TEACH READING	-	X	-
TCHR0146	T071602	PJ000331	DO YOU TEACH WRITING	-	X	-
TCHR0147	T071603	PJ000332	DO YOU TEACH ENGLISH	-	X	-
TCHR0148	T071604	PJ000333	DO YOU TEACH-OTHER	-	X	-
TCHR0149	T040301	HE001007	YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY	-	X	-
TCHR0150	T071701	PJ000335	YEARS TOTAL TAUGHT READING	-	X	-
TCHR0151	T071702	PJ000336	YEARS TOTAL TAUGHT WRITING	-	X	-
TCHR0152	T071703	PJ000337	YEARS TOTAL TAUGHT ENGLISH	-	X	-
TCHR0153	T071704	PJ000338	YEARS TOTAL TAUGHT- OTHER	-	X	-
TCHR0154	T067703	PJ000167	LAST 12 MOS, PROF DEV-LITERATURE	-	X	-
TCHR0155	T068501	ID100370	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY	-	X	-
TCHR0156	T069801	PJ000245	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC	-	X	-
TCHR0157	T069802	PJ000246	HOW OFTEN STUDENTS PLAN THEIR WRITING	-	X	-
TCHR0158	T069803	PJ000247	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE	-	X	-
TCHR0159	T069804	PJ000248	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE	-	X	-
TCHR0160	T069805	PJ000249	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT	-	X	-
TCHR0161	T069806	PJ000250	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT	-	X	-
TCHR0162	T069807	PJ000251	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING	-	X	-
TCHR0163	T069808	PJ000252	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING	-	X	-
TCHR0164	T069809	PJ000253	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR	-	X	-
TCHR0165	T069810	PJ000254	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY	-	X	-
TCHR0166	T069811	PJ000255	HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION	-	X	-

Table F-2 (continued)
Summary Table of the 1998 Reading Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4 8 12
TCHR0167	T069812	PJ000256	HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC	- X -
TCHR0168	T069813	PJ000257	HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT	- X -
TCHR0169	TCSIZE		WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)	- X -

Table F-3
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0001	BKSER		GRAND MEAN	X	X	X
BACK0002	DSEX		DERIVED SEX	X	X	X
BACK0003	DRACE		DERIVED RACE/ETHNICITY	X	X	X
BACK0004	B003101	TB003101	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?	X	X	X
BACK0005	TOL7		TOL 7 - TYPE OF LOCATION	X	X	X
BACK0006	TOL5		TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0007	PARED2		PARENTS' HIGHEST LEVEL OF EDUCATION	X	X	X
BACK0008	REGION		REGION OF THE COUNTRY	X	X	X
BACK0009	SCHTYPE		SCHOOL TYPE	X	X	X
BACK0010	RACE		RACE	X	X	X
BACK0011	IEP		INDIVIDUALIZED EDUCATION PLAN	X	X	X
BACK0012	LEP		LIMITED ENGLISH PROFICIENCY	X	X	X
BACK0013	TITLE1		TITLE 1: (BOOK COVER)	X	X	X
BACK0014	SLUNCH		DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?	X	X	X
BACK0015	B013901	ID100323	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (LINEAR)	X	X	X
BACK0016	B013901	ID100323	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)	X	X	X
BACK0017	B006601	TB006601	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.	X	X	X
BACK0018	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)	X	X	X
BACK0019	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)	X	X	X
BACK0020	HOMEEN3		NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)	X	X	X
BACK0021	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0022	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0023	ACCOM		STUDENTS ACCOMMODATION STATUS	X	X	X
BACK0024	INTERACT		INTERACTION: GENDER BY RACE/ETHNICITY	X	X	X
BACK0025	INTERACT		INTERACTION: GENDER BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0026	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION	X	X	X
BACK0027	INTERACT		INTERACTION: GENDER BY SCHOOL TYPE	X	X	X
BACK0028	INTERACT		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0029	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION	X	X	X
BACK0030	INTERACT		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE	X	X	X
BACK0031	INTERACT		INTERACTION: PARENT'S EDUCATION BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0032	INTERACT		INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY SCHOOL TYPE	X	X	X
BACK0033	INTERACT		INTERACTION: PARENTS' EDUCATION BY SCHOOL TYPE	X	X	X
BACK0034	INTERACT		INTERACTION: ACCOMMODATED BY GENDER	X	X	X
BACK0035	INTERACT		INTERACTION: ACCOMMODATED BY RACE/ETHNICITY	X	X	X
BACK0036	INTERACT		INTERACTION: ACCOMMODATED BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0037	INTERACT		INTERACTION: ACCOMMODATED BY PARENTS' EDUCATION ALL GRADES	X	X	X
BACK0038	INTERACT		INTERACTION: ACCOMMODATED BY SCHOOL TYPE	X	X	X
BACK0039	INTERACT		INTERACTION: ACCOMMODATED BY IEP	X	X	X
BACK0040	INTERACT		INTERACTION: ACCOMMODATED BY LEP	X	X	X
BACK0041	MA96FLG		MSA/NON-MSA	-	-	-
BACK0042	MONSTUD		STATE ADMINISTRATION MONITORED/UNMONITORED SESSION	-	-	-
BACK0043	INTERACT		INTERACTION: SCHOOL TYPE BY MONITORED/UNMONITORED SESSION	-	-	-
BACK0044	RPTSAMP		REPORTING SAMPLE	X	X	X
BACK0045	DISTRPT		STATE/DISTRICT	-	-	-
BACK0046	B003001	TB003001	WHICH RACE/ETHNICITY BEST DESCRIBES YOU	X	X	X
BACK0047	B003101	TB003101	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND	X	X	X
BACK0048	B013001	ID100333	HOW LONG LIVED IN UNITED STATES	X	X	X
BACK0049	B013101	ID100322	HOW OFTEN OTHER THAN ENGLISH SPOKEN AT HOME	X	X	X
BACK0050	B013201	ID100314	MOTHER GRADUATED HIGH SCHOOL	X	X	X
BACK0051	B013301	ID100315	MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	X	X

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0052	B013401	ID100316	MOTHER GRADUATED COLLEGE	X	X	X
BACK0053	B013501	ID100317	FATHER GRADUATED HIGH SCHOOL	X	X	X
BACK0054	B013601	ID100318	FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	X	X
BACK0055	B013701	ID100319	FATHER GRADUATED COLLEGE	X	X	X
BACK0056	B000901	TB000901	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY	X	X	X
BACK0057	B000903	TB000903	IS THERE AN ENCYCLOPEDIA IN YOUR HOME	X	X	X
BACK0058	B013801	ID100334	HOW MANY BOOKS ARE IN YOUR HOME	X	X	X
BACK0059	B000905	TB000905	DOES YOUR FAMILY GET MAGAZINES REGULARLY	X	X	X
BACK0060	B013901	ID100323	HOURS OF TV/VIDEO WATCHED ON SCHOOL DAYS	X	X	X
BACK0061	B006601	TB006601	TIME SPENT ON HOMEWORK EACH DAY	X	X	X
BACK0062	B001101	TB001101	HOW MANY PAGES READ IN SCHOOL AND FOR HOMEWORK	X	X	X
BACK0063	B014001	ID100324	DAYS ABSENT FROM SCHOOL LAST MONTH	X	X	X
BACK0064	B007301	HE000712	TIMES CHANGED SCHOOLS IN PAST TWO YEARS	X	X	X
BACK0065	B007401	HE000717	HOW OFTEN DISCUSS STUDIES AT HOME	X	X	X
BACK0066	B014101	ID100325	HOW OFTEN USE COMPUTER AT HOME FOR SCHOOLWORK	X	X	X
SUBJ0001	W803001	HE000729	HOW HARD TRIED ON THIS WRITING TEST THAN ON OTHERS	X	X	X
SUBJ0002	W803101	HE000730	HOW IMPORTANT TO DO WELL ON THIS WRITING TEST	X	X	X
SUBJ0003	W803201	HE000731	HOW OFTEN TAKE ESSAY TEST FOR WHOLE CLASS PERIOD	X	X	X
SUBJ0004	W803301	ID100342	MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL	X	X	X
SUBJ0005	W803302	ID100343	I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL	X	X	X
SUBJ0006	W801901	ID100003	I LIKE TO WRITE	X	X	X
SUBJ0007	W801902	ID100004	I AM GOOD AT WRITING	X	X	X
SUBJ0008	W802001	ID100335	TEACHER TALKS ABOUT WHAT YOU ARE WRITING	X	X	X
SUBJ0009	W802101	ID100336	TEACHER ASKS TO WRITE MORE THAN ONE DRAFT OF PAPER	X	X	X
SUBJ0010	W802201	ID100337	TEACHER ASKS TO CONTRIBUTE WRITING TO A COLLECTION	X	X	X
SUBJ0011	W802301	HE000484	DO SPELLING, PUNCTUATION, GRAMMAR EXERCISES	X	X	X
SUBJ0012	W802302	ID100011	HOW OFTEN WRITE A STORY OR REPORT	X	X	X
SUBJ0013	W802303	HE000723	HOW OFTEN WORK IN PAIRS/SMALL GROUPS-WRITING	X	X	X
SUBJ0014	W802304	HE000724	HOW OFTEN WRITE IN A LOG/JOURNAL	X	X	X
SUBJ0015	W802401	ID100014	DO YOU/TEACHER SAVE WRITING-FOLDER/PORTFOLIO	X	X	X
SUBJ0016	W802501	HE000488	GRADE/WRITING-SPELLING, PUNCTUATION, GRAMMAR	X	X	X
SUBJ0017	W802502	HE000489	GRADE/WRITING-ORGANIZATION OF PAPER	X	X	X
SUBJ0018	W802503	HE000490	GRADE/WRITING-QUALITY, CREATIVITY OF IDEAS	X	X	X
SUBJ0019	W802504	HE000491	GRADE/WRITING-LENGTH OF PAPER	X	X	X
SUBJ0020	W802601	ID100022	ON COMPUTER-DO SPELLING, PUNCTUATION, GRAMMAR	X	X	X
SUBJ0021	W802602	ID100023	ON COMPUTER-WRITE IN A LOG/JOURNAL	X	X	X
SUBJ0022	W802603	ID100024	ON COMPUTER-WRITE DRAFTS/FINAL VERSIONS OF PAPERS	X	X	X
SCHL0001	C042501	ID100378	FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY	X	-	-
SCHL0002	C042601	ID100041	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION	X	-	-
SCHL0003	C042602	ID100042	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION	X	-	-
SCHL0004	C042603	ID100043	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT	X	-	-
SCHL0005	C042604	ID100044	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT	X	-	-
SCHL0006	C042701	ID100379	DOES SCHOOL USE BLOCK SCHEDULING	X	X	X
SCHL0007	C042801	ID100380	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS	X	X	X
SCHL0008	C042802	HE000864	ARE COMPUTERS AVAILABLE IN COMPUTER LAB	X	X	X
SCHL0009	C042803	HE000866	ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED	X	X	X
SCHL0010	C042901	ID100381	HOW MANY COMPUTERS AVAILABLE TO STUDENTS	X	X	X
SCHL0011	C036601	LC000502	PRIMARY WAY LIBRARY IS STAFFED	X	X	X
SCHL0012	C043001	ID100069	PARENTS PARTICIPATE-PARENT-TEACHER ORG	X	X	X
SCHL0013	C043002	ID100070	PARENTS PARTICIPATE-OPEN HOUSE	X	X	X
SCHL0014	C043003	ID100071	PARTICIPATE-PARENT-TEACHER CONFERENCE	X	X	X
SCHL0015	C043004	ID100072	PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS	X	X	X
SCHL0016	C043005	ID100073	PARENTS PARTICIPATE-VOLUNTEER PROGRAMS	X	X	X
SCHL0017	C043006	ID100074	PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM	X	X	X

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
SCHL0018	C043007	ID100076	PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES	X	X	X
SCHL0019	C043008	ID100077	PARENTS PARTICIPATE-CLASSROOM ASSISTANTS	X	X	X
SCHL0020	C032402	HE000888	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0021	C032401	HE000887	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0022	C032404	HE000890	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0023	C032407	HE000893	ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL	X	X	X
SCHL0024	C032408	HE000894	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0025	C032409	HE002121	IS LACK OF PARENT INVLMNT A PROBLEM IN SCHOOL	X	X	X
SCHL0026	C032410	HE002122	IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0027	C032411	HE002123	IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0028	C032412	HE002124	IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0029	C032413	HE002125	ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0030	C032414	HE002126	IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0031	C043101	ID100079	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0032	C043102	ID100077	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0033	C043103	ID100078	ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS	X	X	X
SCHL0034	C043104	ID100080	IS VANDALISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0035	C032502	HE000897	TEACHER MORALE	X	X	X
SCHL0036	C032503	HE000898	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT	X	X	X
SCHL0037	C032505	HE000900	PARENT SUPPORT FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0038	C032506	HE000901	REGARD FOR SCHOOL PROPERTY	X	X	X
SCHL0039	C043201	ID100081	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0040	C043301	ID100082	PERCENT STUDENT BODY ABSENT AVERAGE DAY	X	X	X
SCHL0041	C043401	ID100389	PERCENT TEACHING STAFF ABSENT AVERAGE DAY	X	X	X
SCHL0042	C043501	ID100390	ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR	X	X	X
SCHL0043	C043601	HE002112	PERCENT STUDENTS HELD BACK AND REPEATING GRADE	X	X	X
SCHL0044	C043701	ID100391	PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR	X	X	X
SCHL0045	C038301	HE002094	IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0046	C043801	ID100392	PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0047	C043901	ID100393	DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING	X	X	X
SCHL0048	C044001	ID100395	PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING	X	X	X
SCHL0049	C044002	ID100396	PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT	X	X	X
SCHL0050	C044003	ID100397	PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT	X	X	X
SCHL0051	C044004	ID100398	PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM	X	X	X
BACK0067	B014201	ID100248	HOW MUCH EDUCATION DO YOU EXPECT TO RECEIVE	-	X	-
SUBJ0023	W802701	TW800301	HOW OFTEN PAPERS ASSIGED-ONE TO TWO PARAGRAPHS	-	X	X
SUBJ0024	W802702	TW800302	HOW OFTEN PAPERS ASSIGNED-ONE TO TWO PAGES	-	X	X
SUBJ0025	W802703	TW800303	HOW OFTEN PAPERS ASSIGNED-THREE OR MORE PAGES	-	X	X
SUBJ0026	W802801	HE000431	HOW OFTEN WRITING ASSIGNED-REPORT OR SUMMARY	-	X	X
SUBJ0027	W802802	HE000432	HOW OFTEN WRITING ASSIGNED-ESSAY/THEME TO ANALYZE	-	X	X
SUBJ0028	W802803	HE000512	HOW OFTEN WRITING ASSIGNED-ESSAY/LETTER- PERSUADE	-	X	X
SUBJ0029	W802804	TW800503	HOW OFTEN WRITING ASSIGNED-STORY/NARRATIVE	-	X	X
SUBJ0030	W802901	ID100035	HOW OFTEN ASKED TO PLAN YOUR WRITING	-	X	X
SUBJ0031	W802902	ID100036	HOW OFTEN ASKED TO MAKE FORMAL OUTLINE FIRST	-	X	X
SUBJ0032	W802903	ID100037	HOW OFTEN ASKED TO DEFINE PURPOSE AND AUDIENCE	-	X	X
SUBJ0033	W802904	ID100038	HOW OFTEN ASKED TO USE SOURCES OTHER THAN TEXTBOOK	-	X	X
SCHL0052	C044401	ID100400	8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	X	-
SCHL0053	C044402	ID100403	8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY	-	X	-
SCHL0054	C043105	ID100086	IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL	-	X	X
SCHL0055	C043106	ID100087	IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL	-	X	X
BACK0068	B005501	TB005501	MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL	-	-	X
BACK0069	B014301	ID100326	VOLUNTEER WORK IN YOUR COMMUNITY THIS YEAR	-	-	X
BACK0070	B014401	ID100332	HOW MANY HOURS/WEEK WORK JOB FOR PAY	-	-	X
SCHL0056	C044301	ID100404	12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	-	X

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
SCHL0057	C044302	ID100405	12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY	-	-	X
SCHL0058	C044101	ID100408	PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED	-	-	X
SCHL0059	C044201	ID100410	PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE	-	-	X
SCHL0060	C044202	ID100411	PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE	-	-	X
TCHR0001	T067001	PJ000121	DO YOU TEACH READING	X	-	-
TCHR0002	T067002	PJ000122	DO YOU TEACH WRITING	X	-	-
TCHR0003	T067003	PJ000123	DO YOU TEACH LANGUAGE ARTS	X	-	-
TCHR0004	T067004	PJ000124	DO YOU TEACH SOCIAL STUDIES	X	-	-
TCHR0005	T067101	PJ000126	YEARS TOTAL TAUGHT ELEMENTARY LEVEL	X	-	-
TCHR0006	T067201	PJ000128	YEARS TOTAL TAUGHT READING	X	-	-
TCHR0007	T067202	PJ000129	YEARS TOTAL TAUGHT WRITING	X	-	-
TCHR0008	T067203	PJ000130	YEARS TOTAL TAUGHT LANGUAGE ARTS	X	-	-
TCHR0009	T067204	PJ000131	YEARS TOTAL TAUGHT HISTORY	X	-	-
TCHR0010	T067205	PJ000132	YEARS TOTAL TAUGHT SOCIAL STUDIES	X	-	-
TCHR0011	T067206	PJ000133	YEARS TOTAL TAUGHT CIVICS	X	-	-
TCHR0012	T067301	PJ000134	MAIN ASSIGNMENT FIELD	X	X	-
TCHR0013	T056201	HE002551	TEACHING CERTIF IN THIS STATE IN MAIN FIELD	X	X	-
TCHR0014	T056301	HE001012	HIGHEST ACADEMIC DEGREE YOU HOLD	X	X	-
TCHR0015	T067501	PJ000138	UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0016	T067502	PJ000139	UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0017	T067503	PJ000140	UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0018	T067504	PJ000141	UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-
TCHR0019	T067505	PJ000142	UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0020	T067506	PJ000143	UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION	X	X	-
TCHR0021	T067507	PJ000144	UNDERGRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0022	T067508	PJ000145	UNDERGRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0023	T067509	PJ000146	UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0024	T067510	PJ000147	UNDERGRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0025	T067511	PJ000148	UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0026	T067512	PJ000149	UNDERGRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0027	T067601	PJ000151	GRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0028	T067602	PJ000152	GRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0029	T067603	PJ000153	GRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0030	T067604	PJ000154	GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-
TCHR0031	T067605	PJ000155	GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0032	T067606	PJ000156	GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION	X	X	-
TCHR0033	T067607	PJ000157	GRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0034	T067608	PJ000158	GRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0035	T067609	PJ000159	GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0036	T067610	PJ000160	GRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0037	T067611	PJ000161	GRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0038	T067612	PJ000162	GRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0039	T067701	ID100358	LAST 12 MOS, PROF DEV-READING AND WRITING	X	X	-
TCHR0040	T067702	ID100147	LAST 12 MOS, PROF DEV-SOCIAL STUDIES	X	X	-
TCHR0041	T067801	PJ000169	PREPARED IN THE USE OF TELECOMMUNICATIONS	X	X	-
TCHR0042	T067802	ID100360	PREPARED IN THE USE OF COMPUTERS	X	X	-
TCHR0043	T067803	PJ000171	PREPARED IN COOPERATIVE GROUP INSTRUCTION	X	X	-
TCHR0044	T067804	PJ000176	PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES	X	X	-
TCHR0045	T067805	PJ000177	PREPARED IN TEACHING STUDENTS WHO ARE LEP	X	X	-
TCHR0046	T067806	PJ000178	PREPARED IN TEACHING STUDENTS WITH DISABILITIES	X	X	-
TCHR0047	T067807	PJ000179	PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION	X	X	-
TCHR0048	T041201	HE001022	AVAILABILITY OF RESOURCES	X	X	-
TCHR0049	T067901	ID100417	HOW WELL PREPARED TO TEACH READING	X	X	-
TCHR0050	T067902	ID100418	HOW WELL PREPARED TO TEACH WRITING	X	X	-

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0051	T068001	PJ000182	PREPARED IN LIT-BASED READING INSTRUCTION	X	X	-
TCHR0052	T068002	PJ000183	PREPARED IN CONTENT AREA READING	X	X	-
TCHR0053	T068003	PJ000184	PREPARED IN COMBINING RDG AND WRITING	X	X	-
TCHR0054	T068004	PJ000185	PREPARED IN WHOLE LANGUAGE APPROACH TO TEACH RDG	X	X	-
TCHR0055	T068005	PJ000186	PREPARED IN PHONICS IN TEACHING READING	X	X	-
TCHR0056	T068006	PJ000187	PREPARED IN TEACHING MULTICULTURAL LITERATURE	X	X	-
TCHR0057	T068007	PJ000188	PREPARED IN COMPUTER SOFTWARE FOR TEACHING RDG	X	X	-
TCHR0058	T068008	PJ000190	PREPARED IN WRITING ACROSS THE CURRICULUM	X	X	-
TCHR0059	T068009	PJ000191	PREPARED IN USING COMPUTER SOFTWARE TO TEACH WRTG	X	X	-
TCHR0060	T068010	PJ000192	PREPARED IN TEACHING SPELLING, GRAMMAR, MECHANICS	X	X	-
TCHR0061	T068101	ID100368	AVERAGE READING CLASS SIZE	X	-	-
TCHR0062	T046101	HE001284	CLASS ASSIGNMENT BY ABILITY	X	X	-
TCHR0063	T046201	HE001201	ABILITY LEVEL OF STUDENTS	X	X	-
TCHR0064	T068201	PJ000196	HOW MUCH CLASS TIME PER DAY-READING INSTRUCTION	X	X	-
TCHR0065	T068301	PJ000198	BASIS FOR CREATING READING INSTRUCTIONAL GROUPS	X	X	-
TCHR0066	T068401	PJ000199	CLASS DIVIDED INTO HOW MANY INSTRUCTIONAL GROUPS	X	X	-
TCHR0067	T068601	PJ000195	WRITING ABILITY LEVEL OF CLASS	X	X	-
TCHR0068	T068701	PJ000197	EACH WEEK, TIME SPENT INSTRUCTING/HELPING-WRITING	X	X	-
TCHR0069	T068801	PJ000202	HOW OFTEN USE CHILDREN'S NEWSPAPERS/MAGAZINES	X	X	-
TCHR0070	T068802	PJ000203	HOW OFTEN USE READING KITS TO TEACH READING	X	X	-
TCHR0071	T068803	PJ000204	HOW OFTEN USE COMPUTER SOFTWARE FOR READING INSTR	X	X	-
TCHR0072	T068804	PJ000205	HOW OFTEN USE BOOKS (NOVELS, POETRY, NONFICTION)	X	X	-
TCHR0073	T068805	PJ000206	HOW OFTEN USE MATERIALS FROM OTHER SUBJECTS	X	X	-
TCHR0074	T068901	ID100374	WHAT TYPE OF MATERIALS FORM CORE READING PROGRAM	X	X	-
TCHR0075	T069001	PJ000207	AVAILABILITY OF COMPUTERS FOR USE IN CLASS	X	X	-
TCHR0076	T069101	PJ000208	PROPORTION TIME SPENT ON RDG FOR LIT EXPERIENCE	X	X	-
TCHR0077	T069102	PJ000210	PROPORTION TIME SPENT ON RDG TO GAIN INFORMATION	X	X	-
TCHR0078	T069103	PJ000211	PROPORTION TIME SPENT ON RDG TO PERFORM A TASK	X	X	-
TCHR0079	T069201	PJ000213	PROPORTION TIME SPENT ON NARRATIVE WRITING	X	X	-
TCHR0080	T069202	PJ000214	PROPORTION TIME SPENT ON INFORMATIVE WRITING	X	X	-
TCHR0081	T069203	PJ000215	PROPORTION TIME SPENT ON PERSUASIVE WRITING	X	X	-
TCHR0082	T069301	PJ000217	DO YOU USE GRAMMAR OR SKILL-BASED INSTRUCTION	X	X	-
TCHR0083	T069302	PJ000218	DO YOU USE WRITING PROCESS INSTRUCTION	X	X	-
TCHR0084	T069303	PJ000219	DO YOU INTEGRATE READING AND WRITING INSTRUCTION	X	X	-
TCHR0085	T069304	PJ000220	DO YOU USE WRITING ABOUT LITERATURE	X	X	-
TCHR0086	T069305	PJ000221	DO YOU USE WRITING ACROSS OTHER SUBJECT AREAS	X	X	-
TCHR0087	T069401	PJ000223	HOW OFTEN STUDENTS DO SPELLING, PUNCTUATION, GRAMM	X	X	-
TCHR0088	T069402	PJ000224	HOW OFTEN STUDENTS WORK ON WRITING PROCESS	X	X	-
TCHR0089	T069403	PJ000225	HOW OFTEN STUDENTS WRITE IN A LOG/JOURNAL	X	X	-
TCHR0090	T069404	PJ000226	HOW OFTEN PARENTS SIGN/REVIEW STUDENTS' HOMEWORK	X	X	-
TCHR0091	T069405	PJ000227	HOW OFTEN ASSIGN HOMEWORK TO DO WITH PARENTS	X	X	-
TCHR0092	T069501	PJ000228	EXPECTED TIME SPENT ON WRITING ASSIGNMENTS/WEEK	X	X	-
TCHR0093	T069601	PJ000193	THIS YEAR, PROJECTS TO DO/SHARE WITH PARENTS	X	X	-
TCHR0094	T069701	PJ000231	HOW OFTEN ASK STUDENTS TO READ ALOUD	X	X	-
TCHR0095	T069702	PJ000233	HOW OFTEN ASK STUDENTS-DISCUSS WHAT WAS READ	X	X	-
TCHR0096	T069703	PJ000234	HOW OFTEN ASK STUDENTS- WRITE ABOUT WHAT WAS READ	X	X	-
TCHR0097	T069704	PJ000235	HOW OFTEN ASK STUDENTS-WRITE IN WORKSHEET/BOOK	X	X	-
TCHR0098	T069705	PJ000232	HOW OFTEN ASK STUDENTS-READ SILENTLY	X	X	-
TCHR0099	T069706	PJ000236	HOW OFTEN GIVE STUDENTS TIME TO READ BOOKS CHOSEN	X	X	-
TCHR0100	T069707	PJ000237	HOW OFTEN ASK STUDENTS-GROUP ACTIVITY/PROJECT	X	X	-
TCHR0101	T069708	ID100371	HOW OFTEN ASK STUDENTS-DISCUSS INTERPRETATIONS	X	X	-
TCHR0102	T069709	PJ000238	HOW OFTEN ASK STUDENTS-EXPLAIN/SUPPORT WHAT READ	X	X	-
TCHR0103	T069710	ID100372	HOW OFTEN GIVE READING QUIZZES OR TESTS	X	X	-
TCHR0104	T069711	PJ000239	HOW OFTEN WATCH MOVIES, VIDEOS, FILMSTRIPS, TV, CD	X	X	-

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0105	T069712	PJ000229	HOW OFTEN HELP STUDENTS UNDERSTAND NEW WORDS	X	X	-
TCHR0106	T069713	PJ000240	HOW OFTEN ASK STUDENTS-ANSWER QUESTIONS IN WRITING	X	X	-
TCHR0107	T069714	PJ000241	HOW OFTEN ASK STUDENTS-PREDICT OUTCOME OF READING	X	X	-
TCHR0108	T069715	PJ000242	HOW OFTEN ASK STUDENTS-MAKE GENERALIZATIONS	X	X	-
TCHR0109	T069716	PJ000243	HOW OFTEN ASK STUDENTS-DESCRIBE STYLE/STRUCTURE	X	X	-
TCHR0110	T071801	PJ000245	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC	X	-	-
TCHR0111	T071802	PJ000246	HOW OFTEN STUDENTS PLAN THEIR WRITING	X	-	-
TCHR0112	T071803	PJ000247	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE	X	-	-
TCHR0113	T071804	PJ000248	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE	X	-	-
TCHR0114	T071805	PJ000249	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT	X	-	-
TCHR0115	T071806	PJ000250	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT	X	-	-
TCHR0116	T071807	PJ000251	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING	X	-	-
TCHR0117	T071808	PJ000252	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING	X	-	-
TCHR0118	T071809	PJ000253	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR	X	-	-
TCHR0119	T071810	PJ000254	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY	X	-	-
TCHR0120	T071811	PJ000255	HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION	X	-	-
TCHR0121	T071812	PJ000256	HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC	X	-	-
TCHR0122	T071813	PJ000257	HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT	X	-	-
TCHR0123	T069901	PJ000259	HOW OFTEN WRITING ASSIGNMENTS-LESS THAN ONE PAGE	X	X	-
TCHR0124	T069902	PJ000260	HOW OFTEN WRITING ASSIGNMENTS-ONE TO TWO PAGES	X	X	-
TCHR0125	T069903	PJ000261	HOW OFTEN WRITING ASSIGNMENTS-THREE OR MORE PAGES	X	X	-
TCHR0126	T070001	PJ000263	HOW OFTEN STUDENTS USE COMPUTER-SPELL, PUNC, GRAM	X	X	-
TCHR0127	T070002	PJ000264	HOW OFTEN STUDENTS USE COMPUTERS-WRITE DRAFTS	X	X	-
TCHR0128	T070003	PJ000265	HOW OFTEN STUDENTS USE COMPUTERS-READ STORIES	X	X	-
TCHR0129	T070101	ID100373	HOW OFTEN READING ASSESSED-MULTIPLE-CHOICE TESTS	X	X	-
TCHR0130	T070102	ID100375	HOW OFTEN READING ASSESSED-SHORT-ANSWER TESTS	X	X	-
TCHR0131	T070103	PJ000269	HOW OFTEN READ ASSESSED-PARAGRAPH WRITTEN RESPONSE	X	X	-
TCHR0132	T070104	PJ000270	HOW OFTEN STUDENTS ASSESSED-INDIVIDUAL/GROUP PROJ	X	X	-
TCHR0133	T070105	PJ000272	HOW OFTEN STUDENTS ASSESSED-READING PORTFOLIOS	X	X	-
TCHR0134	T070106	PJ000271	HOW OFTEN STUDENTS ASSESSED-ESSAYS/PAPERS ASSIGNED	X	X	-
TCHR0135	T070107	PJ000273	HOW OFTEN STUDENTS ASSESSED-ORAL READING	X	X	-
TCHR0136	T070201	PJ000275	HOW OFTEN WRITING ASSESSED-MULTIPLE-CHOICE TESTS	X	X	-
TCHR0137	T070202	PJ000276	HOW OFTEN WRITING ASSESSED-PARAGRAPH WRITTEN	X	X	-
TCHR0138	T070203	PJ000277	HOW OFTEN WRITING ASSESSED-ESSAYS, REPORTS	X	X	-
TCHR0139	T070204	PJ000278	HOW OFTEN WRITING ASSESSED-WRITING PORTFOLIOS	X	X	-
TCHR0140	T070301	PJ000280	HOW IMPORTANT TO GRADE-SPELLING, GRAMMAR, PUNC	X	X	-
TCHR0141	T070302	PJ000281	HOW IMPORTANT TO GRADE-ORGANIZATION/COHERENCE	X	X	-
TCHR0142	T070303	PJ000282	HOW IMPORTANT TO GRADE-QUALITY/CREATIVITY OF IDEAS	X	X	-
TCHR0143	T070304	PJ000283	HOW IMPORTANT TO GRADE-LENGTH OF PAPERS	X	X	-
TCHR0144	T070305	PJ000284	HOW IMPORTANT TO GRADE-ACCOMPLISH WRITING PURPOSE	X	X	-
TCHR0145	T071601	PJ000330	DO YOU TEACH READING	-	X	-
TCHR0146	T071602	PJ000331	DO YOU TEACH WRITING	-	X	-
TCHR0147	T071603	PJ000332	DO YOU TEACH ENGLISH	-	X	-
TCHR0148	T071604	PJ000333	DO YOU TEACH-OTHER	-	X	-
TCHR0149	T040301	HE001007	YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY	-	X	-
TCHR0150	T071701	PJ000335	YEARS TOTAL TAUGHT READING	-	X	-
TCHR0151	T071702	PJ000336	YEARS TOTAL TAUGHT WRITING	-	X	-
TCHR0152	T071703	PJ000337	YEARS TOTAL TAUGHT ENGLISH	-	X	-
TCHR0153	T071704	PJ000338	YEARS TOTAL TAUGHT- OTHER	-	X	-
TCHR0154	T067703	PJ000167	LAST 12 MOS, PROF DEV-LITERATURE	-	X	-
TCHR0155	T068501	ID100370	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY	-	X	-
TCHR0156	T069801	PJ000245	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC	-	X	-
TCHR0157	T069802	PJ000246	HOW OFTEN STUDENTS PLAN THEIR WRITING	-	X	-
TCHR0158	T069803	PJ000247	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE	-	X	-

Table F-3 (continued)
Summary Table of the 1998 Writing Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0159	T069804	PJ000248	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE	-	X	-
TCHR0160	T069805	PJ000249	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT	-	X	-
TCHR0161	T069806	PJ000250	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT	-	X	-
TCHR0162	T069807	PJ000251	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING	-	X	-
TCHR0163	T069808	PJ000252	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING	-	X	-
TCHR0164	T069809	PJ000253	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR	-	X	-
TCHR0165	T069810	PJ000254	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY	-	X	-
TCHR0166	T069811	PJ000255	HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION	-	X	-
TCHR0167	T069812	PJ000256	HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC	-	X	-
TCHR0168	T069813	PJ000257	HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT	-	X	-
TCHR0169	TCSIZE		WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)	-	X	-

Table F-4
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0001	BKSER		GRAND MEAN	X	X	X
BACK0002	DSEX		DERIVED SEX	X	X	X
BACK0003	DRACE		DERIVED RACE/ETHNICITY	X	X	X
BACK0004	B003101	TB003101	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?	X	X	X
BACK0005	TOL7		TOL 7 - TYPE OF LOCATION	X	X	X
BACK0006	TOL5		TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0007	PARED2		PARENTS' HIGHEST LEVEL OF EDUCATION, GRADE 4	X	X	X
BACK0008	REGION		REGION OF THE COUNTRY	X	X	X
BACK0009	SCHTYPE		SCHOOL TYPE	X	X	X
BACK0010	RACE		RACE	X	X	X
BACK0011	IEP		INDIVIDUALIZED EDUCATION PLAN	X	X	X
BACK0012	LEP		LIMITED ENGLISH PROFICIENCY	X	X	X
BACK0013	TITLE1		TITLE 1: (BOOK COVER)	X	X	X
BACK0014	SLUNCH		DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?	X	X	X
BACK0015	B013901	ID100323	HOW MUCH TELEVISION/VIDEO GAMES DO YOU USUALLY WATCH EACH DAY? (LINEAR)	X	X	X
BACK0016	B013901	ID100323	HOW MUCH TELEVISION/VIDEO GAMES DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)	X	X	X
BACK0017	B006601	TB006601	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.	X	X	X
BACK0018	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)	X	X	X
BACK0019	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)	X	X	X
BACK0020	HOMEEN3		NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)	X	X	X
BACK0021	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0022	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0023	ACCOM		STUDENTS ACCOMMODATION STATUS	X	X	X
BACK0024	NYRCIV		NUMBER OF YEARS TAKING CIVICS COURSES IN HIGH SCHOOL	-	-	X
BACK0025	NYRCIV2		CIVICS COURSES TAKING IN 11TH AND 12TH GRADES	-	-	X
BACK0026	INTERACT		INTERACTION: GENDER BY RACE/ETHNICITY	X	X	X
BACK0027	INTERACT		INTERACTION: GENDER BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0028	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION ALL GRADES	X	X	X
BACK0029	INTERACT		INTERACTION: GENDER BY SCHOOL TYPE	X	X	X
BACK0030	INTERACT		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0031	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION ALL GRADES	X	X	X
BACK0032	INTERACT		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE	X	X	X
BACK0033	INTERACT		INTERACTION: PARENT'S EDUCATION ALL GRADES BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0034	INTERACT		INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY SCHOOL TYPE	X	X	X
BACK0035	INTERACT		INTERACTION: PARENTS' EDUCATION ALL GRADES BY SCHOOL TYPE	X	X	X
BACK0036	INTERACT		INTERACTION: ACCOMMODATED BY GENDER	X	X	X
BACK0037	INTERACT		INTERACTION: ACCOMMODATED BY RACE/ETHNICITY	X	X	X
BACK0038	INTERACT		INTERACTION: ACCOMMODATED BY TYPE OF LOCALE (7 CATEGORIES)	X	X	X
BACK0039	INTERACT		INTERACTION: ACCOMMODATED BY PARENTS' EDUCATION ALL GRADES	X	X	X
BACK0040	INTERACT		INTERACTION: ACCOMMODATED BY SCHOOL TYPE	X	X	X
BACK0041	INTERACT		INTERACTION: ACCOMMODATED BY IEP	X	X	X
BACK0042	INTERACT		INTERACTION: ACCOMMODATED BY LEP	X	X	X
BACK0043	INTERACT		INTERACTION: GENDER BY YEARS TAKING CIVICS COURSES	-	-	X
BACK0044	INTERACT		INTERACTION: RACE/ETHNICITY BY YEARS TAKING CIVICS COURSES	-	-	X
BACK0045	INTERACT		INTERACTION: YEARS TAKING CIVICS COURSES BY TYPE OF LOCALE (7 CATEGORIES)	-	-	X
BACK0046	INTERACT		INTERACTION: PARENT'S EDUCATION BY YEARS TAKING CIVICS COURSES	-	-	X
BACK0047	INTERACT		INTERACTION: YEARS TAKING CIVICS COURSES BY SCHOOL TYPE	-	-	X
BACK0048	INTERACT		INTERACTION: ACCOMMODATED BY YEARS TAKING CIVICS COURSES	-	-	X
BACK0049	INTERACT		INTERACTION: GENDER BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES	-	-	X
BACK0050	INTERACT		INTERACTION: RACE/ETHNICITY BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES	-	-	X
BACK0051	INTERACT		INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY CIVICS COURSES TAKING IN 11TH AND 12TH GR	-	-	X

Table F-4 (continued)
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
BACK0052	INTERACT		INTERACTION: PARENTS' EDUCATION ALL GRADES BY CIVICS COURSES TAKING IN 11TH AND 12TH GR	-	-	X
BACK0053	INTERACT		INTERACTION: SCHOOL TYPE BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES	-	-	X
BACK0054	INTERACT		INTERACTION: ACCOMMODATED BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES	-	-	X
BACK0055	B003001	TB003001	WHICH RACE/ETHNICITY BEST DESCRIBES YOU	X	X	X
BACK0056	B013001	ID100333	HOW LONG LIVED IN UNITED STATES	X	X	X
BACK0057	B013101	ID100322	HOW OFTEN OTHER THAN ENGLISH SPOKEN AT HOME	X	X	X
BACK0058	B013201	ID100314	MOTHER GRADUATED HIGH SCHOOL	X	X	X
BACK0059	B013301	ID100315	MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	X	X
BACK0060	B013401	ID100316	MOTHER GRADUATED COLLEGE	X	X	X
BACK0061	B013501	ID100317	FATHER GRADUATED HIGH SCHOOL	X	X	X
BACK0062	B013601	ID100318	FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL	X	X	X
BACK0063	B013701	ID100319	FATHER GRADUATED COLLEGE	X	X	X
BACK0064	B000901	TB000901	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY	X	X	X
BACK0065	B000903	TB000903	IS THERE AN ENCYCLOPEDIA IN YOUR HOME	X	X	X
BACK0066	B013801	ID100334	HOW MANY BOOKS ARE IN YOUR HOME	X	X	X
BACK0067	B000905	TB000905	DOES YOUR FAMILY GET MAGAZINES REGULARLY	X	X	X
BACK0068	B006601	TB006601	TIME SPENT ON HOMEWORK EACH DAY	X	X	X
BACK0069	B014001	ID100324	DAYS ABSENT FROM SCHOOL LAST MONTH	X	X	X
BACK0070	B007301	HE000712	TIMES CHANGED SCHOOLS IN PAST TWO YEARS	X	X	X
BACK0071	B007401	HE000717	HOW OFTEN DISCUSS STUDIES AT HOME	X	X	X
BACK0072	B014101	ID100325	HOW OFTEN USE COMPUTER AT HOME FOR SCHOOLWORK	X	X	X
SUBJ0001	P804001	ID100338	HOW HARD TRIED ON THIS SS TEST THAN ON OTHERS	X	X	-
SUBJ0002	P804101	ID100339	HOW IMPORTANT TO DO WELL ON THIS SS TEST	X	X	-
SUBJ0003	P804201	ID100340	HOW OFTEN WRITE LONG ANSWERS ON SS TESTS	X	X	-
SUBJ0004	P804301	ID100342	MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL	X	X	X
SUBJ0005	P804302	ID100343	I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL	X	X	X
SUBJ0006	P803501	ID100191	HOW OFTEN STUDY SOCIAL STUDIES IN SCHOOL	X	X	-
SUBJ0007	P803601	ID100193	THIS YEAR-STUDY HOW OUR GOVERNMENT WORKS	X	-	-
SUBJ0008	P803602	ID100194	THIS YEAR-STUDY RULES/LAWS OF GOVERNMENT	X	-	-
SUBJ0009	P803603	ID100196	THIS YEAR-STUDY ELECTIONS AND VOTING	X	-	-
SUBJ0010	P803604	ID100197	THIS YEAR-STUDY THE PRESIDENT/LEADERS OF COUNTRY	X	-	-
SUBJ0011	P803605	ID100198	THIS YEAR-STUDY YOUR COMMUNITY	X	-	-
SUBJ0012	P803606	ID100199	THIS YEAR-STUDY RIGHTS/RESPONSIBILITIES-CITIZENS	X	-	-
SUBJ0013	P803607	ID100200	THIS YEAR-STUDY HOW PEOPLE SOLVE DISAGREEMENTS	X	-	-
SUBJ0014	P803701	ID100202	IN SOCIAL STUDIES-READ FROM TEXTBOOK	X	X	X
SUBJ0015	P803702	ID100203	IN SOCIAL STUDIES-MEMORIZE READING MATERIAL	X	X	X
SUBJ0016	P803703	ID100204	IN SOCIAL STUDIES-READ EXTRA MATERIAL	X	X	X
SUBJ0017	P803704	ID100205	IN SOCIAL STUDIES-FILL OUT WORKSHEETS	X	X	X
SUBJ0018	P803705	ID100206	IN SOCIAL STUDIES-WRITE REPORTS	X	X	X
SUBJ0019	P803706	ID100207	IN SOCIAL STUDIES-DISCUSS CURRENT EVENTS	X	X	X
SUBJ0020	P803707	ID100208	IN SOCIAL STUDIES-WATCH TV, VIDEOS, FILMSTRIPS	X	X	X
SUBJ0021	P803708	ID100209	IN SOCIAL STUDIES-DISCUSS TV, VIDEOS, FILMSTRIP	X	X	X
SUBJ0022	P803709	ID100210	IN SOCIAL STUDIES-TAKE PART IN DEBATES/PANEL DISC	X	X	X
SUBJ0023	P803710	ID100211	IN SOCIAL STUDIES-ROLE PLAYING, MOCK TRIALS	X	X	X
SUBJ0024	P803711	ID100212	IN SOCIAL STUDIES-WRITE LETTER FOR COMMUNITY	X	X	X
SUBJ0025	P803712	ID100213	IN SOCIAL STUDIES-HAVE VISITORS FROM COMMUNITY	X	X	X
SUBJ0026	P803801	ID100214	HOW OFTEN DO YOU HAVE SOCIAL STUDIES HOMEWORK	X	-	-
SUBJ0027	P803901	ID100215	DO YOU HAVE A CLASSROOM GOVERNMENT	X	X	X
SCHL0001	C042501	ID100378	FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY	X	-	-
SCHL0002	C042601	ID100041	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION	X	-	-
SCHL0003	C042602	ID100042	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION	X	-	-
SCHL0004	C042603	ID100043	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT	X	-	-
SCHL0005	C042604	ID100044	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT	X	-	-
SCHL0006	C042701	ID100379	DOES SCHOOL USE BLOCK SCHEDULING	X	X	X

Table F-4 (continued)
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
SCHL0007	C042801	ID100380	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS	X	X	X
SCHL0008	C042802	HE000864	ARE COMPUTERS AVAILABLE IN COMPUTER LAB	X	X	X
SCHL0009	C042803	HE000866	ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED	X	X	X
SCHL0010	C042901	ID100381	HOW MANY COMPUTERS AVAILABLE TO STUDENTS	X	X	X
SCHL0011	C036601	LC000502	PRIMARY WAY LIBRARY IS STAFFED	X	X	X
SCHL0012	C043001	ID100069	PARENTS PARTICIPATE-PARENT-TEACHER ORG	X	X	X
SCHL0013	C043002	ID100070	PARENTS PARTICIPATE-OPEN HOUSE	X	X	X
SCHL0014	C043003	ID100071	PARTICIPATE-PARENT-TEACHER CONFERENCE	X	X	X
SCHL0015	C043004	ID100072	PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS	X	X	X
SCHL0016	C043005	ID100073	PARENTS PARTICIPATE-VOLUNTEER PROGRAMS	X	X	X
SCHL0017	C043006	ID100074	PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM	X	X	X
SCHL0018	C043007	ID100076	PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES	X	X	X
SCHL0019	C043008	ID100077	PARENTS PARTICIPATE-CLASSROOM ASSISTANTS	X	X	X
SCHL0020	C032402	HE000888	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0021	C032401	HE000887	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0022	C032404	HE000890	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0023	C032407	HE000893	ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL	X	X	X
SCHL0024	C032408	HE000894	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0025	C032409	HE002121	IS LACK OF PARENT INVLVMT A PROBLEM IN SCHOOL	X	X	X
SCHL0026	C032410	HE002122	IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0027	C032411	HE002123	IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0028	C032412	HE002124	IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0029	C032413	HE002125	ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0030	C032414	HE002126	IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0031	C043101	ID100079	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0032	C043102	ID100077	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0033	C043103	ID100078	ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS	X	X	X
SCHL0034	C043104	ID100080	IS VANDALISM A PROBLEM IN YOUR SCHOOL	X	X	X
SCHL0035	C032502	HE000897	TEACHER MORALE	X	X	X
SCHL0036	C032503	HE000898	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT	X	X	X
SCHL0037	C032505	HE000900	PARENT SUPPORT FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0038	C032506	HE000901	REGARD FOR SCHOOL PROPERTY	X	X	X
SCHL0039	C043201	ID100081	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT	X	X	X
SCHL0040	C043301	ID100082	PERCENT STUDENT BODY ABSENT AVERAGE DAY	X	X	X
SCHL0041	C043401	ID100389	PERCENT TEACHING STAFF ABSENT AVERAGE DAY	X	X	X
SCHL0042	C043501	ID100390	ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR	X	X	X
SCHL0043	C043601	HE002112	PERCENT STUDENTS HELD BACK AND REPEATING GRADE	X	X	X
SCHL0044	C043701	ID100391	PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR	X	X	X
SCHL0045	C038301	HE002094	IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0046	C043801	ID100392	PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0047	C043901	ID100393	DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING	X	X	X
SCHL0048	C044001	ID100395	PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING	X	X	X
SCHL0049	C044002	ID100396	PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT	X	X	X
SCHL0050	C044003	ID100397	PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT	X	X	X
SCHL0051	C044004	ID100398	PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM	X	X	X
BACK0073	B014201	ID100248	HOW MUCH EDUCATION DO YOU EXPECT TO RECEIVE	-	X	-
SUBJ0028	P804401	ID100217	THIS YEAR-STUDIED U. S. CONSTITUTION	-	X	X
SUBJ0029	P804402	ID100218	THIS YEAR-STUDIED CONGRESS	-	X	X
SUBJ0030	P804403	ID100219	THIS YEAR-STUDIED PRESIDENT AND CABINET	-	X	X
SUBJ0031	P804404	ID100220	THIS YEAR-STUDIED HOW LAWS ARE MADE	-	X	X
SUBJ0032	P804405	ID100221	THIS YEAR-STUDIED THE COURT SYSTEM	-	X	X
SUBJ0033	P804406	ID100222	THIS YEAR-STUDIED POLIT PARTIES, ELECTIONS, VOTE	-	X	X
SUBJ0034	P804407	ID100223	THIS YEAR-STUDIED STATE & LOCAL GOVERNMENT	-	X	X
SUBJ0035	P804408	ID100224	THIS YEAR-STUDIED OTHER COUNTRIES' GOVERNMENT	-	X	X

Table F-4 (continued)
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
SUBJ0036	P804409	ID100225	THIS YEAR-STUDIED INTERNATIONAL ORGANIZATIONS	-	X	X
SUBJ0037	P804501	ID100226	HOMEWORK HOURS/WEEK-SOCIAL STUDIES CLASS	-	X	-
SCHL0052	C044401	ID100400	8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	X	-
SCHL0053	C044402	ID100403	8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY	-	X	-
SCHL0054	C043105	ID100086	IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL	-	X	X
SCHL0055	C043106	ID100087	IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL	-	X	X
BACK0074	B005501	TB005501	MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL	-	-	X
BACK0075	B014301	ID100326	VOLUNTEER WORK IN YOUR COMMUNITY THIS YEAR	-	-	X
BACK0076	B014401	ID100332	HOW MANY HOURS/WEEK WORK JOB FOR PAY	-	-	X
SUBJ0038	P802545	ID100344	HOW HARD TRIED ON THIS CIVICS TEST THAN ON OTHERS	-	-	X
SUBJ0039	P802546	ID100345	HOW IMPORTANT TO DO WELL ON THIS CIVICS TEST	-	-	X
SUBJ0040	P802547	ID100346	HOW OFTEN WRITE LONG ANSWERS ON CIVICS TESTS	-	-	X
SUBJ0041	P804601	ID100228	GRADE 9 - STUDIED CIVICS OR GOVERNMENT	-	-	X
SUBJ0042	P804602	ID100229	GRADE 10 - STUDIED CIVICS OR GOVERNMENT	-	-	X
SUBJ0043	P804603	ID100230	GRADE 11 - STUDIED CIVICS OR GOVERNMENT	-	-	X
SUBJ0044	P804604	ID100231	GRADE 12 - STUDIED CIVICS OR GOVERNMENT	-	-	X
SUBJ0045	P804701	ID100247	HOMEWORK HOURS/WEEK CIVICS-GOVERNMENT CLASS	-	-	X
SUBJ0046	P804801	ID100233	DO YOU HAVE A TEXTBOOK TO STUDY CIVICS/GOVERNMENT	-	-	X
SUBJ0047	P804901	ID100232	ENROLLED IN OR TOOK AP U.S. GOV'T & POLITICS	-	-	X
SCHL0056	C044301	ID100404	12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY	-	-	X
SCHL0057	C044302	ID100405	12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY	-	-	X
SCHL0058	C044101	ID100408	PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED	-	-	X
SCHL0059	C044201	ID100410	PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE	-	-	X
SCHL0060	C044202	ID100411	PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE	-	-	X
TCHR0001	T067001	PJ000121	DO YOU TEACH READING	X	-	-
TCHR0002	T067002	PJ000122	DO YOU TEACH WRITING	X	-	-
TCHR0003	T067003	PJ000123	DO YOU TEACH LANGUAGE ARTS	X	-	-
TCHR0004	T067004	PJ000124	DO YOU TEACH SOCIAL STUDIES	X	-	-
TCHR0005	T067101	PJ000126	YEARS TOTAL TAUGHT ELEMENTARY LEVEL	X	-	-
TCHR0006	T067201	PJ000128	YEARS TOTAL TAUGHT READING	X	-	-
TCHR0007	T067202	PJ000129	YEARS TOTAL TAUGHT WRITING	X	-	-
TCHR0008	T067203	PJ000130	YEARS TOTAL TAUGHT LANGUAGE ARTS	X	-	-
TCHR0009	T067204	PJ000131	YEARS TOTAL TAUGHT HISTORY	X	-	-
TCHR0010	T067205	PJ000132	YEARS TOTAL TAUGHT SOCIAL STUDIES	X	-	-
TCHR0011	T067206	PJ000133	YEARS TOTAL TAUGHT CIVICS	X	-	-
TCHR0012	T067301	PJ000134	MAIN ASSIGNMENT FIELD	X	X	-
TCHR0013	T056201	HE002551	TEACHING CERTIF IN THIS STATE IN MAIN FIELD	X	X	-
TCHR0014	T056301	HE001012	HIGHEST ACADEMIC DEGREE YOU HOLD	X	X	-
TCHR0015	T067501	PJ000138	UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0016	T067502	PJ000139	UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0017	T067503	PJ000140	UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0018	T067504	PJ000141	UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-
TCHR0019	T067505	PJ000142	UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0020	T067506	PJ000143	UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION	X	X	-
TCHR0021	T067507	PJ000144	UNDERGRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0022	T067508	PJ000145	UNDERGRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0023	T067509	PJ000146	UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0024	T067510	PJ000147	UNDERGRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0025	T067511	PJ000148	UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0026	T067512	PJ000149	UNDERGRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0027	T067601	PJ000151	GRAD MAJOR/MINOR-ELEMENTARY EDUCATION	X	X	-
TCHR0028	T067602	PJ000152	GRAD MAJOR/MINOR-SECONDARY EDUCATION	X	X	-
TCHR0029	T067603	PJ000153	GRAD MAJOR/MINOR-SPECIAL EDUCATION	X	X	-
TCHR0030	T067604	PJ000154	GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL	X	X	-

Table F-4 (continued)
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4	8	12
TCHR0031	T067605	PJ000155	GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION	X	X	-
TCHR0032	T067606	PJ000156	GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION	X	X	-
TCHR0033	T067607	PJ000157	GRAD MAJOR/MINOR-COUNSELING	X	X	-
TCHR0034	T067608	PJ000158	GRAD MAJOR/MINOR-ENGLISH	X	X	-
TCHR0035	T067609	PJ000159	GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS	X	X	-
TCHR0036	T067610	PJ000160	GRAD MAJOR/MINOR-HISTORY	X	X	-
TCHR0037	T067611	PJ000161	GRAD MAJOR/MINOR-POLITICAL SCIENCE	X	X	-
TCHR0038	T067612	PJ000162	GRAD MAJOR/MINOR-OTHER	X	X	-
TCHR0039	T067701	ID100358	LAST 12 MOS, PROF DEV-READING AND WRITING	X	X	-
TCHR0040	T067702	ID100147	LAST 12 MOS, PROF DEV-SOCIAL STUDIES	X	X	-
TCHR0041	T067801	PJ000169	PREPARED IN THE USE OF TELECOMMUNICATIONS	X	X	-
TCHR0042	T067802	ID100360	PREPARED IN THE USE OF COMPUTERS	X	X	-
TCHR0043	T067803	PJ000171	PREPARED IN COOPERATIVE GROUP INSTRUCTION	X	X	-
TCHR0044	T067804	PJ000176	PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES	X	X	-
TCHR0045	T067805	PJ000177	PREPARED IN TEACHING STUDENTS WHO ARE LEP	X	X	-
TCHR0046	T067806	PJ000178	PREPARED IN TEACHING STUDENTS WITH DISABILITIES	X	X	-
TCHR0047	T067807	PJ000179	PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION	X	X	-
TCHR0048	T041201	HE001022	AVAILABILITY OF RESOURCES	X	X	-
TCHR0049	T070401	PJ000286	PREPARED IN SOCIAL STUDIES INSTRUCTION	X	X	-
TCHR0050	T070402	PJ000287	PREPARED IN PUBLIC SERVICE OPPORTUNITIES	X	X	-
TCHR0051	T070403	PJ000288	PREPARED IN INSTRUCTIONAL MATERIALS IN SOC STUDIES	X	X	-
TCHR0052	T070404	PJ000289	PREPARED IN USE OF COMMUNITY RESOURCES IN INSTRUC	X	X	-
TCHR0053	T070405	PJ000290	PREPARED IN CLASSROOM CLIMATE AND GOVERNANCE	X	X	-
TCHR0054	T070406	PJ000291	PREPARED IN USING NATL STANDARDS FOR CIVICS	X	X	-
TCHR0055	T070407	PJ000292	PREPARED IN USING SOFTWARE FOR SOCIAL STUDIES	X	X	-
TCHR0056	T070501	ID100367	WHAT IS YOUR AVERAGE SOCIAL STUDIES CLASS SIZE	X	-	-
TCHR0057	T070601	PJ000294	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY	X	X	-
TCHR0058	T070701	PJ000295	WHAT IS THE ABILITY LEVEL OF THE STUDENTS	X	X	-
TCHR0059	T070801	PJ000296	CLASS TIME PER DAY-SOCIAL STUDIES INSTRUCTION	X	X	-
TCHR0060	T070901	PJ000298	HOW OFTEN USE SOCIAL STUDIES TEXTBOOK	X	X	-
TCHR0061	T070902	PJ000299	HOW OFTEN USE BOOKS, NEWSPAPER, MAGAZINES	X	X	-
TCHR0062	T070903	PJ000300	HOW OFTEN USE PRIMARY DOCUMENTS	X	X	-
TCHR0063	T070904	PJ000301	HOW OFTEN USE QUANTITATIVE DATA-CHARTS, GRAPHS	X	X	-
TCHR0064	T070905	PJ000302	HOW OFTEN USE COMPUTER SOFTWARE	X	X	-
TCHR0065	T070906	PJ000303	HOW OFTEN USE FILMS, VIDEOS, FILMSTRIPS	X	X	-
TCHR0066	T070907	PJ000304	HOW OFTEN USE MATERIALS FROM OTHER SUBJECT AREAS	X	X	-
TCHR0067	T071001	PJ000305	AVAILABILITY OF COMPUTERS IN SOCIAL STUDIES CLASS	X	-	-
TCHR0068	T071101	PJ000307	HOW OFTEN STUDENTS COMPLETE A WORKSHEET	X	X	-
TCHR0069	T071102	PJ000309	HOW OFTEN STUDENTS READ EXTRA MATERIAL	X	X	-
TCHR0070	T071103	PJ000310	HOW OFTEN GIVE LECTURE ABOUT SOCIAL STUDIES	X	X	-
TCHR0071	T071104	PJ000311	HOW OFTEN STUDENTS DO GROUP ACTIVITY OR PROJECT	X	X	-
TCHR0072	T071105	PJ000312	HOW OFTEN STUDENTS WRITE THREE OR MORE PAGE REPORT	X	X	-
TCHR0073	T071106	PJ000313	HOW OFTEN STUDENTS WATCH TELEVISION, VIDEOS, FILMS	X	X	-
TCHR0074	T071107	PJ000314	HOW OFTEN STUDENTS PARTICIPATE-DEBATES	X	X	-
TCHR0075	T071108	PJ000315	HOW OFTEN STUDENTS PARTICIPATE-MOCK TRIALS	X	X	-
TCHR0076	T071109	PJ000316	HOW OFTEN STUDENTS WRITE LETTERS	X	X	-
TCHR0077	T071110	PJ000317	HOW OFTEN VISITORS MEET/DISCUSS IMPORTANT EVENTS	X	X	-
TCHR0078	T071111	PJ000318	HOW OFTEN STUDENTS VISIT GOVERNMENT/COMMUNITY	X	X	-
TCHR0079	T071112	PJ000319	HOW OFTEN STUDENTS PARTICIPATE-VOLUNTEER PROJ/SERV	X	X	-
TCHR0080	T071113	PJ000320	HOW OFTEN STUDENTS ACCESS INTERNET-CLASSROOM	X	X	-
TCHR0081	T071114	PJ000321	HOW OFTEN STUDENTS DISCUSS CURRENT EVENTS	X	X	-
TCHR0082	T071115	PJ000322	HOW OFTEN STUDENTS USE STUDENT GOVERNMENT	X	X	-
TCHR0083	T071116	PJ000323	HOW OFTEN GIVE STUDENTS SOCIAL STUDIES HOMEWORK	X	X	-
TCHR0084	T071201	PJ000325	HOW OFTEN USE MULTIPLE-CHOICE, TRUE/FALSE, MATCHING	X	X	-

Table F-4 (continued)
Summary Table of the 1998 Civics Conditioning Variable Specifications

Cond'ng. NAEP ID	ID	TDDC ID	DESCRIPTION	4 8 12
TCHR0085	T071202	PJ000326	HOW OFTEN USE FILL-IN-THE BLANK QUESTIONS	X X -
TCHR0086	T071203	PJ000327	HOW OFTEN USE PARAGRAPH WRITTEN RESPONSE	X X -
TCHR0087	T071204	PJ000328	HOW OFTEN USE INDIVIDUAL/GROUP PROJECTS	X X -
TCHR0088	T071205	ID100148	HOW OFTEN USE ESSAYS, PAPERS ASSIGNED TOPICS	X X -
TCHR0089	T071301	PJ000305	AVAILABILITY OF COMPUTERS IN SOCIAL STUDIES CLASS	- X -
TCHR0090	T071401	ID100150	DO YOU TEACH HISTORY	- X -
TCHR0091	T071402	ID100151	DO YOU TEACH SOCIAL STUDIES	- X -
TCHR0092	T071403	ID100152	DO YOU TEACH GOVERNMENT/CIVICS	- X -
TCHR0093	T071404	ID100153	DO YOU TEACH-OTHER	- X -
TCHR0094	T040301	HE001007	YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY	- X -
TCHR0095	T071501	ID100362	YEARS TOTAL TAUGHT HISTORY	- X -
TCHR0096	T071502	ID100363	YEARS TOTAL TAUGHT SOCIAL STUDIES	- X -
TCHR0097	T071503	ID100364	YEARS TOTAL TAUGHT GOVERNMENT/CIVICS	- X -
TCHR0098	T071504	ID100365	YEARS TOTAL TAUGHT-OTHER	- X -
TCHR0099	TCSIZE		WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)	- X -

Table F-5
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0001			
DESCRIPTION:	GRAND MEAN			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	OVERALL			
NAEP ID:	BKSER	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST:	OTHER	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 OVERALL (@)	1			GRAND MEAN
CONDITIONING VARIABLE ID:	BACK0002			
DESCRIPTION:	DERIVED SEX			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	GENDER			
NAEP ID:	DSEX	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 MALE (1,M)	0			MALE
002 FEMALE (2)	1			FEMALE
CONDITIONING VARIABLE ID:	BACK0003			
DESCRIPTION:	DERIVED RACE/ETHNICITY			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	RACE/ETH			
NAEP ID:	DRACE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 WHI/AI/O (1,5,6,M)	000			RACE/ETHNICITY: WHITE, AMERICAN INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED
002 BLACK (2)	100			RACE/ETHNICITY: BLACK
003 HISPANIC (3)	010			RACE/ETHNICITY: HISPANIC
004 ASIAN (4)	001			RACE/ETHNICITY: ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0004			
DESCRIPTION:	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	HISPANIC			
NAEP ID:	B003101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 NOT HISP (1)	0000			HISPANIC: NOT HISPANIC
002 MEXICAN (2)	1000			HISPANIC: MEXICAN, MEXICAN AMERICAN, CHICANO
003 PUER RIC (3)	0100			HISPANIC: PUERTO RICAN
004 CUBN,OTH (4,5)	0010			HISPANIC: CUBAN, OTHER
005 HISP-? (M)	0001			HISPANIC: MISSING
CONDITIONING VARIABLE ID:	BACK0005			
DESCRIPTION:	TOL 7 - TYPE OF LOCATION			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	TOL7			
NAEP ID:	TOL7	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6	
001 BIG CTY7 (1)	000000			TOL7: LARGE CITY
002 MID CTY7 (2,M)	100000			TOL7: MID-SIZE CITY
003 FR/LCTY7 (3)	010000			TOL7: URBAN FRINGE OF LARGE CITY
004 FR/MCTY7 (4)	001000			TOL7: URBAN FRINGE OF MID-SIZE CITY
005 LAR TWN7 (5)	000100			TOL7: LARGE TOWN
006 SML TWN7 (6)	000010			TOL7: SMALL TOWN
007 OTHER (7)	000001			TOL7: OTHER
CONDITIONING VARIABLE ID:	BACK0006			
DESCRIPTION:	TYPE OF LOCALE (5 CATEGORIES)			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	TOL5			
NAEP ID:	TOL5	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 BIG CTY5 (1)	0000			TOL5: LARGE CITY
002 MID CTY5 (2,M)	1000			TOL5: MID-SIZE CITY
003 FR/BTWN5 (3)	0100			TOL5: URBAN FRINGE AND LARGE TOWN
004 SML TWN5 (4)	0010			TOL5: SMALL TOWN
005 RURAL5 (5)	0001			TOL5: RURAL (MSA AND NON-MSA)
CONDITIONING VARIABLE ID:	BACK0007			
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION, GRADES 8 AND 12			
GRADES/ASSESSMENTS:	N08, S08, N12			
CONDITIONING VAR LABEL:	PARED			
NAEP ID:	PARED	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 < HS (1)	0000			PARED: LESS THAN HIGH SCHOOL
002 HS GRAD (2)	1000			PARED: HIGH SCHOOL GRADUATE
003 POST HS (3)	0100			PARED: POST HIGH SCHOOL
004 COL GRAD (4)	0010			PARED: COLLEGE GRADUATE
005 PARED-? (5,M)	0001			PARED: MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0008			
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION, GRADE 4			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:	PARED2			
NAEP ID:	PARED2	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 < HS (1)	0000			PARED: LESS THAN HIGH SCHOOL
002 HS GRAD (2)	1000			PARED: HIGH SCHOOL GRADUATE
003 POST HS (3)	0100			PARED: POST HIGH SCHOOL
004 COL GRAD (4)	0010			PARED: COLLEGE GRADUATE
005 PARED-? (5,M)	0001			PARED: MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0009			
DESCRIPTION:	REGION OF THE COUNTRY			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:	REGION			
NAEP ID:	REGION	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 N EAST (1,M)	000			REGION: NORTHEAST
002 S EAST (2)	100			REGION: SOUTHEAST
003 CENTRAL (3)	010			REGION: CENTRAL
004 WEST (4,5)	001			REGION: WEST, TERRITORIES (NONE)

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0010				
DESCRIPTION:	SCHOOL TYPE				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	SCHTYPE				
NAEP ID:	SCHTYPE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 PUBLIC (1)	) 00				SCHOOL TYPE: PUBLIC, CHARTER SCHOOLS
002 PRIVATE (2,4,5,M)	) 10				SCHOOL TYPE: PRIVATE, BIA, RELIGIOUS, DEPARTMENT OF DEFENSE, MISSING
003 CATHOLIC (3)	) 01				SCHOOL TYPE: CATHOLIC
CONDITIONING VARIABLE ID:	BACK0011				
DESCRIPTION:	RACE				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	RACE				
NAEP ID:	RACE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 WHI/AI/O (1,5,6,M)	) 000				RACE: WHITE, AMERICAN INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED
002 BLACK (2)	) 100				RACE: BLACK
003 HISPANIC (3)	) 010				RACE: HISPANIC
004 ASIAN (4)	) 001				RACE: ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0012				
DESCRIPTION:	INDIVIDUALIZED EDUCATION PLAN				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	IEP				
NAEP ID:	IEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 IEP-YES (1)	) 0				IEP: YES
002 IEP-NO (2,M)	) 1				IEP: NO
CONDITIONING VARIABLE ID:	BACK0013				
DESCRIPTION:	LIMITED ENGLISH PROFICIENCY				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	LEP				
NAEP ID:	LEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 LEP-YES (1)	) 0				LEP: YES
002 LEP-NO (2,M)	) 1				LEP: NO
CONDITIONING VARIABLE ID:	BACK0014				
DESCRIPTION:	TITLE 1: (BOOK COVER)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	TITLE 1				
NAEP ID:	TITLE1		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TITLE-Y (1)	) 0				TITLE 1: YES
002 TITLE-N (2,M)	) 1				TITLE 1: NO
CONDITIONING VARIABLE ID:	BACK0015				
DESCRIPTION:	DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	LUNCH				
NAEP ID:	LUNCH		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5	
001 NOT ELIG (1)	) 00000				LUNCH PROGRAM: NOT ELIGIBLE
002 RED PRIC (2)	) 10000				LUNCH PROGRAM: REDUCED PRICE
003 FREE (3)	) 01000				LUNCH PROGRAM: FREE
004 INFO N/A (4,M)	) 00100				LUNCH PROGRAM: INFO NOT AVAILABLE
005 SCH/REF (5)	) 00010				LUNCH PROGRAM: SCHOOL REFUSAL
006 SCH/NP (6)	) 00001				LUNCH PROGRAM: SCHOOL NOT PARTICIPATE
CONDITIONING VARIABLE ID:	BACK0016				
DESCRIPTION:	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	TVWATCHL				
NAEP ID:	B001801		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	LINEAR		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TVLIN-0 (1)	) 0				TV WATCHING (LINEAR) (0 TO 6+ HOURS PER DAY)
002 TVLIN-1 (2)	) 1				TV WATCHING (LINEAR)
003 TVLIN-2 (3)	) 2				TV WATCHING (LINEAR)
004 TVLIN-3 (4,M)	) 3				TV WATCHING (LINEAR)
005 TVLIN-4 (5)	) 4				TV WATCHING (LINEAR)
006 TVLIN-5 (6)	) 5				TV WATCHING (LINEAR)
007 TVLIN-6 (7)	) 6				TV WATCHING (LINEAR)
CONDITIONING VARIABLE ID:	BACK0017				
DESCRIPTION:	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	TVWATCHQ				
NAEP ID:	B001801		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST:	QUADRATIC		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TV-QUAD (1-7,M=4)	) 1.0 + -2.0*X + 1.0*X**2				TV WATCHING (QUADRATIC)
CONDITIONING VARIABLE ID:	BACK0018				
DESCRIPTION:	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	HWASSIGN				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 HW-MISS (M)	) 00				HOMEWORK ASSIGNED?: MISSING
002 HW-NO (1)	) 10				HOMEWORK ASSIGNED?: NO
003 HW-YES (2-5)	) 01				HOMEWORK ASSIGNED?: YES

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	BACK0019				
DESCRIPTION:	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	HOMEWRKL				
NAEP ID:	B006601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1		
001 HWLIN-0 (1,2,M)	) 0			HOMEWORK (LINEAR):	DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWLIN-1 (3)	) 1			HOMEWORK (LINEAR):	1/2 HOUR OR LESS
003 HWLIN-2 (4)	) 2			HOMEWORK (LINEAR):	1 HOUR
004 HWLIN-3 (5)	) 3			HOMEWORK (LINEAR):	MORE THAN 1 HOUR
CONDITIONING VARIABLE ID:	BACK0020				
DESCRIPTION:	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	HOMEWRKQ				
NAEP ID:	B006601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST:	SCALE	NUMBER OF INDEPENDENT CONTRASTS:	1		
001 HWQUAD-0 (1,2,M)	) 0			HOMEWORK (QUADRATIC):	DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWQUAD-1 (3)	) 1			HOMEWORK (QUADRATIC):	1/2 HOUR OR LESS
003 HWQUAD-2 (4)	) 4			HOMEWORK (QUADRATIC):	1 HOUR
004 HWQUAD-3 (5)	) 9			HOMEWORK (QUADRATIC):	MORE THAN 1 HOUR
CONDITIONING VARIABLE ID:	BACK0021				
DESCRIPTION:	NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	HOMEITMS				
NAEP ID:	HOMEEN2	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2		
001 HITEM<=2 (1,M)	) 00			ITEMS IN HOME:	ZERO TO TWO ITEMS, MISSING
002 HITEM=3 (2)	) 10			ITEMS IN HOME:	THREE ITEMS
003 HITEM=4 (3)	) 01			ITEMS IN HOME:	FOUR ITEMS
CONDITIONING VARIABLE ID:	BACK0022				
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	PGSREAD1				
NAEP ID:	B001101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1		
001 PGS<6,? (5,M)	) 0			PAGES READ:	5 OR FEWER A DAY, MISSING
002 PGS>5 (1,2,3,4)	) 1			PAGES READ:	6-10, 11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID:	BACK0023				
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	PGSREAD2				
NAEP ID:	B001101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1		
001 PGS<11,? (4,5,M)	) 0			PAGES READ:	6-10, 5 OR FEWER A DAY, MISSING
002 PGS>10 (1,2,3)	) 1			PAGES READ:	11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID:	BACK0024				
DESCRIPTION:	INTERACTION: GENDER BY RACE/ETHNICITY				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	GEND/RAC				
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8		
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	3		
001 G/R 11 (11)	) 010101			GEND/RAC INTACT:	1. MALE 1. WHI/AI/O
002 G/R 12 (12)	) -10000			GEND/RAC INTACT:	1. MALE 2. BLACK
003 G/R 13 (13)	) 00-100			GEND/RAC INTACT:	1. MALE 3. HISPANIC
004 G/R 14 (14)	) 0000-1			GEND/RAC INTACT:	1. MALE 4. ASIAN
005 G/R 21 (21)	) -1-1-1			GEND/RAC INTACT:	2. FEMALE 1. WHI/AI/O
006 G/R 22 (22)	) 010000			GEND/RAC INTACT:	2. FEMALE 2. BLACK
007 G/R 23 (23)	) 000100			GEND/RAC INTACT:	2. FEMALE 3. HISPANIC
008 G/R 24 (24)	) 000001			GEND/RAC INTACT:	2. FEMALE 4. ASIAN
CONDITIONING VARIABLE ID:	BACK0025				
DESCRIPTION:	INTERACTION: GENDER BY TYPE OF LOCALE (7 CATEGORIES)				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	GEND/TOL				
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	14		
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	6		
001 G/T 11 (11)	) 010101010101			GEND/TOL INTACT:	1. MALE 1. BIG CTY7
002 G/T 12 (12)	) -10000000000			GEND/TOL INTACT:	1. MALE 2. MID CTY7
003 G/T 13 (13)	) 00-100000000			GEND/TOL INTACT:	1. MALE 3. FR/LCTY7
004 G/T 14 (14)	) 0000-1000000			GEND/TOL INTACT:	1. MALE 4. FR/MCTY7
005 G/T 15 (15)	) 000000-10000			GEND/TOL INTACT:	1. MALE 5. LAR TWN7
006 G/T 16 (16)	) 00000000-100			GEND/TOL INTACT:	1. MALE 6. SML TWN7
007 G/T 17 (17)	) 0000000000-1			GEND/TOL INTACT:	1. MALE 7. OTHER
008 G/T 21 (21)	) -1-1-1-1-1-1			GEND/TOL INTACT:	2. FEMALE 1. BIG CTY7
009 G/T 22 (22)	) 010000000000			GEND/TOL INTACT:	2. FEMALE 2. MID CTY7
010 G/T 23 (23)	) 000100000000			GEND/TOL INTACT:	2. FEMALE 3. FR/LCTY7
011 G/T 24 (24)	) 000001000000			GEND/TOL INTACT:	2. FEMALE 4. FR/MCTY7
012 G/T 25 (25)	) 000000010000			GEND/TOL INTACT:	2. FEMALE 5. LAR TWN7
013 G/T 26 (26)	) 000000000100			GEND/TOL INTACT:	2. FEMALE 6. SML TWN7
014 G/T 27 (27)	) 000000000001			GEND/TOL INTACT:	2. FEMALE 7. OTHER
CONDITIONING VARIABLE ID:	BACK0026				
DESCRIPTION:	INTERACTION: GENDER BY PARENTS' EDUCATION GRADES 8 & 12				
GRADES/ASSESSMENTS:	N08, S08, N12				
CONDITIONING VAR LABEL:	GEND/PAR				
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	10		
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	4		
001 G/P 11 (11)	) 01010101			GEND/PAR INTACT:	1. MALE 1. < HS
002 G/P 12 (12)	) -1000000			GEND/PAR INTACT:	1. MALE 2. HS GRAD
003 G/P 13 (13)	) 00-10000			GEND/PAR INTACT:	1. MALE 3. POST HS
004 G/P 14 (14)	) 0000-100			GEND/PAR INTACT:	1. MALE 4. COL GRAD
005 G/P 15 (15)	) 000000-1			GEND/PAR INTACT:	1. MALE 5. PARED-?
006 G/P 21 (21)	) -1-1-1-1			GEND/PAR INTACT:	2. FEMALE 1. < HS
007 G/P 22 (22)	) 01000000			GEND/PAR INTACT:	2. FEMALE 2. HS GRAD
008 G/P 23 (23)	) 00010000			GEND/PAR INTACT:	2. FEMALE 3. POST HS
009 G/P 24 (24)	) 00000100			GEND/PAR INTACT:	2. FEMALE 4. COL GRAD
010 G/P 25 (25)	) 00000001			GEND/PAR INTACT:	2. FEMALE 5. PARED-?

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	BACK0037				
DESCRIPTION:	INTERACTION: PARENTS' EDUCATION GRADE 4 BY SCHOOL TYPE				
GRADES/ASSESSMENTS:	N04, S04				
CONDITIONING VAR LABEL:	PARE/SCH				
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	15	
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	8	
001 P/S 11 (11)	) 0101010101010101			PARE/SCH INTACT: 1. < HS	1. PUBLIC
002 P/S 12 (12)	) -100-100-100-100			PARE/SCH INTACT: 1. < HS	2. PRIVATE
003 P/S 13 (13)	) 00-100-100-100-1			PARE/SCH INTACT: 1. < HS	3. CATHOLIC
004 P/S 21 (21)	) -1-10000000000000			PARE/SCH INTACT: 2. HS GRAD	1. PUBLIC
005 P/S 22 (22)	) 010000000000000000			PARE/SCH INTACT: 2. HS GRAD	2. PRIVATE
006 P/S 23 (23)	) 000100000000000000			PARE/SCH INTACT: 2. HS GRAD	3. CATHOLIC
007 P/S 31 (31)	) 0000-1-1000000000			PARE/SCH INTACT: 3. POST HS	1. PUBLIC
008 P/S 32 (32)	) 000001000000000000			PARE/SCH INTACT: 3. POST HS	2. PRIVATE
009 P/S 33 (33)	) 000000010000000000			PARE/SCH INTACT: 3. POST HS	3. CATHOLIC
010 P/S 41 (41)	) 00000000-1-10000			PARE/SCH INTACT: 4. COL GRAD	1. PUBLIC
011 P/S 42 (42)	) 000000000100000000			PARE/SCH INTACT: 4. COL GRAD	2. PRIVATE
012 P/S 43 (43)	) 000000000001000000			PARE/SCH INTACT: 4. COL GRAD	3. CATHOLIC
013 P/S 51 (51)	) 000000000000-1-1			PARE/SCH INTACT: 5. PARED-?	1. PUBLIC
014 P/S 52 (52)	) 00000000000001000			PARE/SCH INTACT: 5. PARED-?	2. PRIVATE
015 P/S 53 (53)	) 0000000000000001			PARE/SCH INTACT: 5. PARED-?	3. CATHOLIC
CONDITIONING VARIABLE ID:	BACK0041				
DESCRIPTION:	SAMPLE TYPE				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	SAMPLE				
NAEP ID:	SUBSAMP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 SAMP S2 (02)	) 0			SAMPLE S2	
002 SAMP S3 (03)	) 1			SAMPLE S3	
CONDITIONING VARIABLE ID:	BACK0042				
DESCRIPTION:	INTERACTION: SAMPLE BY RACE/ETHNICITY				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:	SAMP/RAC				
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8	
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 S/R 11 (11)	) 010101			SAMP/RAC INTACT: 1. SAMP S2	1. WHI/AI/O
002 S/R 12 (12)	) -10000			SAMP/RAC INTACT: 1. SAMP S2	2. BLACK
003 S/R 13 (13)	) 00-100			SAMP/RAC INTACT: 1. SAMP S2	3. HISPANIC
004 S/R 14 (14)	) 0000-1			SAMP/RAC INTACT: 1. SAMP S2	4. ASIAN
005 S/R 21 (21)	) -1-1-1			SAMP/RAC INTACT: 2. SAMP S3	1. WHI/AI/O
006 S/R 22 (22)	) 010000			SAMP/RAC INTACT: 2. SAMP S3	2. BLACK
007 S/R 23 (23)	) 000100			SAMP/RAC INTACT: 2. SAMP S3	3. HISPANIC
008 S/R 24 (24)	) 000001			SAMP/RAC INTACT: 2. SAMP S3	4. ASIAN
CONDITIONING VARIABLE ID:	BACK0043				
DESCRIPTION:	REPORTING SAMPLE				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:					
NAEP ID:	RPTSAMP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 RPTSAMP (01)	) 0			YES	
002 RPT NO (02)	) 1			NO	
CONDITIONING VARIABLE ID:	BACK0045				
DESCRIPTION:	WHICH RACE/ETHNICITY BEST DESCRIBES YOU				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:					
NAEP ID:	B003001		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	6	
001 WHITE (01)	) 000000			WHITE	
002 BLACK (02)	) 100000			BLACK	
003 HISPANIC (03)	) 010000			HISPANIC	
004 ASIAN AM (04)	) 001000			ASIAN/PACIFIC ISLAND	
005 AMER IND (05)	) 000100			AMER IND/ALASKA NATV	
006 OTHER (06)	) 000010			OTHER	
007 B003001M (M)	) 000001			MISSING	
CONDITIONING VARIABLE ID:	BACK0046				
DESCRIPTION:	HOW LONG LIVED IN UNITED STATES				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:					
NAEP ID:	B014601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 B014601A (01)	) 000			MORE THAN 5 YEARS	
002 B014601B (02)	) 100			3-5 YEARS	
003 B014601C (03)	) 010			LESS THAN 3 YEARS	
004 B014601M (M)	) 001			MISSING	
CONDITIONING VARIABLE ID:	BACK0047				
DESCRIPTION:	HOW OFTEN OTHER THAN ENGLISH SPOKEN IN HOME				
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:					
NAEP ID:	B003201		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 B003201A (01)	) 000			NEVER	
002 B003201B (02)	) 100			SOMETIMES	
003 B003201C (03)	) 010			ALWAYS	
004 B003201M (M)	) 001			MISSING	

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0048		
DESCRIPTION:	MOTHER GRADUATED HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013201Y (01	) 000		YES
002 B013201N (02	) 100		NO
003 B013201M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0049		
DESCRIPTION:	MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013301Y (01	) 000		YES
002 B013301N (02	) 100		NO
003 B013301M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0050		
DESCRIPTION:	MOTHER GRADUATED COLLEGE		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013401Y (01	) 000		YES
002 B013401N (02	) 100		NO
003 B013401M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0051		
DESCRIPTION:	FATHER GRADUATED HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013501Y (01	) 000		YES
002 B013501N (02	) 100		NO
003 B013501M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0052		
DESCRIPTION:	FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013601Y (01	) 000		YES
002 B013601N (02	) 100		NO
003 B013601M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0053		
DESCRIPTION:	FATHER GRADUATED COLLEGE		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	B013701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013701Y (01	) 000		YES
002 B013701N (02	) 100		NO
003 B013701M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0054		
DESCRIPTION:	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000901Y (01	) 000		YES
002 B000901N (02	) 100		NO
003 B000901M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0055		
DESCRIPTION:	IS THERE AN ENCYCLOPEDIA IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000903Y (01	) 000		YES
002 B000903N (02	) 100		NO
003 B000903M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0056		
DESCRIPTION:	ARE THERE MORE THAN 25 BOOKS IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000904Y (01	) 000		YES
002 B000904N (02	) 100		NO
003 B000904M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0057		
DESCRIPTION:	DOES YOUR FAMILY GET MAGAZINES REGULARLY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000905Y (01	) 000		YES
002 B000905N (02	) 100		NO
003 B000905M (M, IDK	) 001		MISSING, I DON'T KNOW

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	BACK0058		
DESCRIPTION:	HOW MANY DAYS OF SCHOOL MISSED LAST MONTH		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	S004001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 S004001A (01	) 00000		NONE
002 S004001B (02	) 10000		1 OR 2 DAYS
003 S004001C (03	) 01000		3 OR 4 DAYS
004 S004001D (04	) 00100		5 TO 10 DAYS
005 S004001E (05	) 00010		MORE THAN 10 DAYS
006 S004001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	BACK0059		
DESCRIPTION:	TIMES CHANGED SCHOOLS IN PAST TWO YEARS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B007301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007301N (01	) 0000		NONE
002 B007301B (02	) 1000		1
003 B007301C (03	) 0100		2
004 B007301D (04	) 0010		3 OR MORE
005 B007301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0060		
DESCRIPTION:	HOW OFTEN DISCUSS STUDIES AT HOME		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B007401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007401A (01	) 0000		ALMOST EVERY DAY
002 B007401B (02	) 1000		ONCE/TWICE A WEEK
003 B007401C (03	) 0100		ONCE/TWICE A MONTH
004 B007401D (04	) 0010		NEVER OR HARDLY EVER
005 B007401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0061		
DESCRIPTION:	HOW OFTEN USE COMPUTER FOR SCHOOLWORK		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B014501A (01	) 0000		ALMOST EVERY DAY
002 B014501B (02	) 1000		ONCE/TWICE A WEEK
003 B014501C (03	) 0100		ONCE/TWICE A MONTH
004 B014501D (04	) 0010		NEVER OR HARDLY EVER
005 B014501M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0001		
DESCRIPTION:	HOW HARD TRIED ON THIS READING TEST THAN ON OTHERS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R830301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R830301A (01	) 0000		TRIED MUCH HARDER
002 R830301B (02	) 1000		TRIED HARDER
003 R830301C (03	) 0100		TRIED ABOUT AS HARD
004 R830301N (04	) 0010		TRIED NOT AS HARD
005 R830301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0002		
DESCRIPTION:	HOW IMPORTANT TO DO WELL ON THIS READING TEST		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R830401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R830401A (01	) 0000		VERY IMPORTANT
002 R830401B (02	) 1000		IMPORTANT
003 R830401C (03	) 0100		SOMEWHAT IMPORTANT
004 R830401N (04	) 0010		NOT VERY IMPORTANT
005 R830401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0003		
DESCRIPTION:	HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	RM00501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 RM00501A (01	) 0000		AT LEAST ONCE A WEEK
002 RM00501B (02	) 1000		ONCE OR TWICE A MNTH
003 RM00501C (03	) 0100		ONCE OR TWICE A YEAR
004 RM00501D (04	) 0010		NEVER
005 RM00501M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0004		
DESCRIPTION:	MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R830501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R830501A (01	) 0000		STRONGLY AGREE
002 R830501B (02	) 1000		AGREE
003 R830501C (03	) 0100		DISAGREE
004 R830501D (04	) 0010		STRONGLY DISAGREE
005 R830501M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SUBJ0005			
DESCRIPTION: I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R830502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R830502A (01	) 0000		STRONGLY AGREE
002 R830502B (02	) 1000		AGREE
003 R830502C (03	) 0100		DISAGREE
004 R830502D (04	) 0010		STRONGLY DISAGREE
005 R830502M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0006			
DESCRIPTION: BOOKS READ OUTSIDE SCHOOL IN PAST MONTH			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810801N (01	) 0000		NONE
002 R810801B (02	) 1000		ONE OR TWO
003 R810801C (03	) 0100		THREE OR FOUR
004 R810801D (04	) 0010		FIVE OR MORE
005 R810801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0007			
DESCRIPTION: WHAT KIND OF READER ARE YOU			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810201A (01	) 0000		A VERY GOOD READER
002 R810201B (02	) 1000		A GOOD READER
003 R810201C (03	) 0100		AN AVERAGE READER
004 R810201D (04	) 0010		A POOR READER
005 R810201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0008			
DESCRIPTION: HOW OFTEN READ FOR FUN ON OWN			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810901A (01	) 0000		ALMOST EVERY DAY
002 R810901B (02	) 1000		ONCE/TWICE A WEEK
003 R810901C (03	) 0100		ONCE/TWICE A MONTH
004 R810901D (04	) 0010		NEVER OR HARDLY EVER
005 R810901M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0009			
DESCRIPTION: HOW OFTEN TALK W/FRIENDS ABOUT WHAT YOU READ			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810902A (01	) 0000		ALMOST EVERY DAY
002 R810902B (02	) 1000		ONCE/TWICE A WEEK
003 R810902C (03	) 0100		ONCE/TWICE A MONTH
004 R810902D (04	) 0010		NEVER OR HARDLY EVER
005 R810902M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0010			
DESCRIPTION: HOW OFTEN TAKE BOOKS FROM LIBRARY ON YOUR OWN			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810903A (01	) 0000		ALMOST EVERY DAY
002 R810903B (02	) 1000		ONCE/TWICE A WEEK
003 R810903C (03	) 0100		ONCE/TWICE A MONTH
004 R810903D (04	) 0010		NEVER OR HARDLY EVER
005 R810903M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0011			
DESCRIPTION: HOW OFTEN READ A STORY OR NOVEL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810904A (01	) 0000		ALMOST EVERY DAY
002 R810904B (02	) 1000		ONCE/TWICE A WEEK
003 R810904C (03	) 0100		ONCE/TWICE A MONTH
004 R810904D (04	) 0010		NEVER OR HARDLY EVER
005 R810904M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0012			
DESCRIPTION: HOW OFTEN READ A NEWSPAPER			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R810905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810905A (01	) 0000		ALMOST EVERY DAY
002 R810905B (02	) 1000		ONCE/TWICE A WEEK
003 R810905C (03	) 0100		ONCE/TWICE A MONTH
004 R810905D (04	) 0010		NEVER OR HARDLY EVER
005 R810905M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	SUBJ0013		
DESCRIPTION:	HOW OFTEN READ A MAGAZINE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R810906	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R810906A (01	) 0000		ALMOST EVERY DAY
002 R810906B (02	) 1000		ONCE/TWICE A WEEK
003 R810906C (03	) 0100		ONCE/TWICE A MONTH
004 R810906D (04	) 0010		NEVER OR HARDLY EVER
005 R810906M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0014		
DESCRIPTION:	ASKED TO DO GROUP PROJECT ABOUT WHAT YOU READ		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811005A (01	) 0000		ALMOST EVERY DAY
002 R811005B (02	) 1000		ONCE/TWICE A WEEK
003 R811005C (03	) 0100		ONCE/TWICE A MONTH
004 R811005D (04	) 0010		NEVER OR HARDLY EVER
005 R811005M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0015		
DESCRIPTION:	ASKED TO READ ALOUD		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811006A (01	) 0000		ALMOST EVERY DAY
002 R811006B (02	) 1000		ONCE/TWICE A WEEK
003 R811006C (03	) 0100		ONCE/TWICE A MONTH
004 R811006D (04	) 0010		NEVER OR HARDLY EVER
005 R811006M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0016		
DESCRIPTION:	ASKED TO READ SILENTLY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811007A (01	) 0000		ALMOST EVERY DAY
002 R811007B (02	) 1000		ONCE/TWICE A WEEK
003 R811007C (03	) 0100		ONCE/TWICE A MONTH
004 R811007D (04	) 0010		NEVER OR HARDLY EVER
005 R811007M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0017		
DESCRIPTION:	GIVEN TIME TO READ BOOKS YOU HAVE CHOSEN		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811009	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811009A (01	) 0000		ALMOST EVERY DAY
002 R811009B (02	) 1000		ONCE/TWICE A WEEK
003 R811009C (03	) 0100		ONCE/TWICE A MONTH
004 R811009D (04	) 0010		NEVER OR HARDLY EVER
005 R811009M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0018		
DESCRIPTION:	ASKED TO TALK W/STUDENTS ABOUT WHAT YOU READ		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811002A (01	) 0000		ALMOST EVERY DAY
002 R811002B (02	) 1000		ONCE/TWICE A WEEK
003 R811002C (03	) 0100		ONCE/TWICE A MONTH
004 R811002D (04	) 0010		NEVER OR HARDLY EVER
005 R811002M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0019		
DESCRIPTION:	ASKED TO WRITE ABOUT WHAT YOU READ		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R811004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811004A (01	) 0000		ALMOST EVERY DAY
002 R811004B (02	) 1000		ONCE/TWICE A WEEK
003 R811004C (03	) 0100		ONCE/TWICE A MONTH
004 R811004D (04	) 0010		NEVER OR HARDLY EVER
005 R811004M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0020		
DESCRIPTION:	TEACHER HELPS YOU BREAK WORDS INTO PARTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	R818101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R818101A (01	) 0000		ALMOST EVERY DAY
002 R818101B (02	) 1000		ONCE/TWICE A WEEK
003 R818101C (03	) 0100		ONCE/TWICE A MONTH
004 R818101D (04	) 0010		NEVER OR HARDLY EVER
005 R818101M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SUBJ0021			
DESCRIPTION: TEACHER HELPS YOU UNDERSTAND NEW WORDS			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R818102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R818102A (01	) 0000		ALMOST EVERY DAY
002 R818102B (02	) 1000		ONCE/TWICE A WEEK
003 R818102C (03	) 0100		ONCE/TWICE A MONTH
004 R818102D (04	) 0010		NEVER OR HARDLY EVER
005 R818102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0022			
DESCRIPTION: DO YOU AND TEACHER REVIEW PROGRESS IN READING			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R830001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 R830001Y (01	) 00		YES
002 R830001N (02	) 10		NO
003 R830001M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SUBJ0023			
DESCRIPTION: IS THERE A SCHOOL/PUBLIC LIBRARY AVAILABLE			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	R830101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 R830101Y (01	) 00		YES
002 R830101N (02	) 10		NO
003 R830101M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SUBJ0024			
DESCRIPTION: USE LIBRARY TO DO RESEARCH FOR SCHOOL ASSIGNMENT			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 R811301A (01	) 00000		ALMOST EVERY DAY
002 R811301B (02	) 10000		ONCE/TWICE A WEEK
003 R811301C (03	) 01000		ONCE/TWICE A MONTH
004 R811301D (04	) 00100		ONCE/TWICE A YEAR
005 R811301E (05	) 00010		NEVER OR HARDLY EVER
006 R811301M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SUBJ0025			
DESCRIPTION: USE LIBRARY TO BORROW BOOKS FOR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 R811302A (01	) 00000		ALMOST EVERY DAY
002 R811302B (02	) 10000		ONCE/TWICE A WEEK
003 R811302C (03	) 01000		ONCE/TWICE A MONTH
004 R811302D (04	) 00100		ONCE/TWICE A YEAR
005 R811302E (05	) 00010		NEVER OR HARDLY EVER
006 R811302M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SUBJ0026			
DESCRIPTION: USE LIBRARY TO USE A COMPUTER			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 R811303A (01	) 00000		ALMOST EVERY DAY
002 R811303B (02	) 10000		ONCE/TWICE A WEEK
003 R811303C (03	) 01000		ONCE/TWICE A MONTH
004 R811303D (04	) 00100		ONCE/TWICE A YEAR
005 R811303E (05	) 00010		NEVER OR HARDLY EVER
006 R811303M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SUBJ0027			
DESCRIPTION: USE LIBRARY AS A QUIET PLACE TO STUDY			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 R811304A (01	) 00000		ALMOST EVERY DAY
002 R811304B (02	) 10000		ONCE/TWICE A WEEK
003 R811304C (03	) 01000		ONCE/TWICE A MONTH
004 R811304D (04	) 00100		ONCE/TWICE A YEAR
005 R811304E (05	) 00010		NEVER OR HARDLY EVER
006 R811304M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0001			
DESCRIPTION: FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C042501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042501Y (01	) 00		YES
002 C042501N (02	) 10		NO
003 C042501M (M	) 01		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	SCHL0002		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042601A (01	) 00000		EVERY DAY
002 C042601B (02	) 10000		3-4 TIMES A WEEK
003 C042601C (03	) 01000		ONCE OR TWICE A WEEK
004 C042601D (04	) 00100		LESS THAN ONCE/WEEK
005 C042601N (05	) 00010		SUBJECT NOT TAUGHT
006 C042601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0003		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042602A (01	) 00000		EVERY DAY
002 C042602B (02	) 10000		3-4 TIMES A WEEK
003 C042602C (03	) 01000		ONCE OR TWICE A WEEK
004 C042602D (04	) 00100		LESS THAN ONCE/WEEK
005 C042602N (05	) 00010		SUBJECT NOT TAUGHT
006 C042602M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0004		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042603A (01	) 00000		EVERY DAY
002 C042603B (02	) 10000		3-4 TIMES A WEEK
003 C042603C (03	) 01000		ONCE OR TWICE A WEEK
004 C042603D (04	) 00100		LESS THAN ONCE/WEEK
005 C042603N (05	) 00010		SUBJECT NOT TAUGHT
006 C042603M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0005		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042604A (01	) 00000		EVERY DAY
002 C042604B (02	) 10000		3-4 TIMES A WEEK
003 C042604C (03	) 01000		ONCE OR TWICE A WEEK
004 C042604D (04	) 00100		LESS THAN ONCE/WEEK
005 C042604N (05	) 00010		SUBJECT NOT TAUGHT
006 C042604M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0006		
DESCRIPTION:	DOES SCHOOL USE BLOCK SCHEDULING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C042701Y (01	) 000		YES-ALL SUBJECTS
002 C042701Y (02	) 100		YES-SOME SUBJECTS
003 C042701N (03	) 010		NO
004 C042701M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SCHL0007		
DESCRIPTION:	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042801Y (01	) 00		YES
002 C042801N (02	) 10		NO
003 C042801M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0008		
DESCRIPTION:	ARE COMPUTERS AVAILABLE IN COMPUTER LAB		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042802Y (01	) 00		YES
002 C042802N (02	) 10		NO
003 C042802M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0009		
DESCRIPTION:	ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042803Y (01	) 00		YES
002 C042803N (02	) 10		NO
003 C042803M (M	) 01		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0010			
DESCRIPTION: HOW MANY COMPUTERS AVAILABLE TO STUDENTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C042901N (01	) 0000000		NONE
002 C042901B (02	) 1000000		1-10
003 C042901C (03	) 0100000		11-25
004 C042901D (04	) 0010000		26-50
005 C042901E (05	) 0001000		51-75
006 C042901F (06	) 0000100		76-100
007 C042901G (07	) 0000010		MORE THAN 100
008 C042901M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID: SCHL0011			
DESCRIPTION: PRIMARY WAY LIBRARY IS STAFFED			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C036601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C036601N (01	) 0000		NO LIBRARY IN SCHOOL
002 C036601N (02	) 1000		LIBRARY-NO/VOL STAFF
003 C036601C (03	) 0100		PART-TIME STAFF
004 C036601D (04	) 0010		FULL-TIME STAFF
005 C036601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0012			
DESCRIPTION: PARENTS PARTICIPATE-PARENT-TEACHER ORG			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043001A (01	) 00000		NOT AVAILABLE
002 C043001B (02	) 10000		0-10%
003 C043001C (03	) 01000		11-25%
004 C043001D (04	) 00100		26-50%
005 C043001E (05	) 00010		51-100%
006 C043001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0013			
DESCRIPTION: PARENTS PARTICIPATE-OPEN HOUSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043002A (01	) 00000		NOT AVAILABLE
002 C043002B (02	) 10000		0-10%
003 C043002C (03	) 01000		11-25%
004 C043002D (04	) 00100		26-50%
005 C043002E (05	) 00010		51-100%
006 C043002M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0014			
DESCRIPTION: PARTICIPATE-PARENT-TEACHER CONFERENCE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043003A (01	) 00000		NOT AVAILABLE
002 C043003B (02	) 10000		0-10%
003 C043003C (03	) 01000		11-25%
004 C043003D (04	) 00100		26-50%
005 C043003E (05	) 00010		51-100%
006 C043003M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0015			
DESCRIPTION: PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043004A (01	) 00000		NOT AVAILABLE
002 C043004B (02	) 10000		0-10%
003 C043004C (03	) 01000		11-25%
004 C043004D (04	) 00100		26-50%
005 C043004E (05	) 00010		51-100%
006 C043004M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0016			
DESCRIPTION: PARENTS PARTICIPATE-VOLUNTEER PROGRAMS			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043005A (01	) 00000		NOT AVAILABLE
002 C043005B (02	) 10000		0-10%
003 C043005C (03	) 01000		11-25%
004 C043005D (04	) 00100		26-50%
005 C043005E (05	) 00010		51-100%
006 C043005M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0017			
DESCRIPTION: PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043006A (01	) 00000		NOT AVAILABLE
002 C043006B (02	) 10000		0-10%
003 C043006C (03	) 01000		11-25%
004 C043006D (04	) 00100		26-50%
005 C043006E (05	) 00010		51-100%
006 C043006M (M	) 00001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	SCHL0018		
DESCRIPTION:	PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043007A (01	) 00000		NOT AVAILABLE
002 C043007B (02	) 10000		0-10%
003 C043007C (03	) 01000		11-25%
004 C043007D (04	) 00100		26-50%
005 C043007E (05	) 00010		51-100%
006 C043007M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0019		
DESCRIPTION:	PARENTS PARTICIPATE-CLASSROOM ASSISTANTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043008A (01	) 00000		NOT AVAILABLE
002 C043008B (02	) 10000		0-10%
003 C043008C (03	) 01000		11-25%
004 C043008D (04	) 00100		26-50%
005 C043008E (05	) 00010		51-100%
006 C043008M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0020		
DESCRIPTION:	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032402A (01	) 0000		SERIOUS
002 C032402B (02	) 1000		MODERATE
003 C032402C (03	) 0100		MINOR
004 C032402N (04	) 0010		NOT A PROBLEM
005 C032402M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0021		
DESCRIPTION:	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032401A (01	) 0000		SERIOUS
002 C032401B (02	) 1000		MODERATE
003 C032401C (03	) 0100		MINOR
004 C032401N (04	) 0010		NOT A PROBLEM
005 C032401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0022		
DESCRIPTION:	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032404A (01	) 0000		SERIOUS
002 C032404B (02	) 1000		MODERATE
003 C032404C (03	) 0100		MINOR
004 C032404N (04	) 0010		NOT A PROBLEM
005 C032404M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0023		
DESCRIPTION:	ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032407A (01	) 0000		SERIOUS
002 C032407B (02	) 1000		MODERATE
003 C032407C (03	) 0100		MINOR
004 C032407N (04	) 0010		NOT A PROBLEM
005 C032407M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0024		
DESCRIPTION:	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032408	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032408A (01	) 0000		SERIOUS
002 C032408B (02	) 1000		MODERATE
003 C032408C (03	) 0100		MINOR
004 C032408N (04	) 0010		NOT A PROBLEM
005 C032408M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0025		
DESCRIPTION:	IS LACK OF PARENT INVLMNT A PROBLEM IN SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032409	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032409A (01	) 0000		SERIOUS
002 C032409B (02	) 1000		MODERATE
003 C032409C (03	) 0100		MINOR
004 C032409N (04	) 0010		NOT A PROBLEM
005 C032409M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0026			
DESCRIPTION: IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032410	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032410A (01	) 0000		SERIOUS
002 C032410B (02	) 1000		MODERATE
003 C032410C (03	) 0100		MINOR
004 C032410N (04	) 0010		NOT A PROBLEM
005 C032410M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0027			
DESCRIPTION: IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032411	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032411A (01	) 0000		SERIOUS
002 C032411B (02	) 1000		MODERATE
003 C032411C (03	) 0100		MINOR
004 C032411N (04	) 0010		NOT A PROBLEM
005 C032411M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0028			
DESCRIPTION: IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032412	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032412A (01	) 0000		SERIOUS
002 C032412B (02	) 1000		MODERATE
003 C032412C (03	) 0100		MINOR
004 C032412N (04	) 0010		NOT A PROBLEM
005 C032412M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0029			
DESCRIPTION: ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032413	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032413A (01	) 0000		SERIOUS
002 C032413B (02	) 1000		MODERATE
003 C032413C (03	) 0100		MINOR
004 C032413N (04	) 0010		NOT A PROBLEM
005 C032413M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0030			
DESCRIPTION: IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032414	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032414A (01	) 0000		SERIOUS
002 C032414B (02	) 1000		MODERATE
003 C032414C (03	) 0100		MINOR
004 C032414N (04	) 0010		NOT A PROBLEM
005 C032414M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0031			
DESCRIPTION: IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043101A (01	) 0000		SERIOUS
002 C043101B (02	) 1000		MODERATE
003 C043101C (03	) 0100		MINOR
004 C043101N (04	) 0010		NOT A PROBLEM
005 C043101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0032			
DESCRIPTION: IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043102A (01	) 0000		SERIOUS
002 C043102B (02	) 1000		MODERATE
003 C043102C (03	) 0100		MINOR
004 C043102N (04	) 0010		NOT A PROBLEM
005 C043102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0033			
DESCRIPTION: ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043103A (01	) 0000		SERIOUS
002 C043103B (02	) 1000		MODERATE
003 C043103C (03	) 0100		MINOR
004 C043103N (04	) 0010		NOT A PROBLEM
005 C043103M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	SCHL0034		
DESCRIPTION:	IS VANDALISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043104A (01	) 0000		SERIOUS
002 C043104B (02	) 1000		MODERATE
003 C043104C (03	) 0100		MINOR
004 C043104N (04	) 0010		NOT A PROBLEM
005 C043104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0035		
DESCRIPTION:	TEACHER MORALE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032502A (01	) 0000		VERY POSITIVE
002 C032502B (02	) 1000		SOMEWHAT POSITIVE
003 C032502C (03	) 0100		SOMEWHAT NEGATIVE
004 C032502D (04	) 0010		VERY NEGATIVE
005 C032502M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0036		
DESCRIPTION:	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032503A (01	) 0000		VERY POSITIVE
002 C032503B (02	) 1000		SOMEWHAT POSITIVE
003 C032503C (03	) 0100		SOMEWHAT NEGATIVE
004 C032503D (04	) 0010		VERY NEGATIVE
005 C032503M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0037		
DESCRIPTION:	PARENT SUPPORT FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032505A (01	) 0000		VERY POSITIVE
002 C032505B (02	) 1000		SOMEWHAT POSITIVE
003 C032505C (03	) 0100		SOMEWHAT NEGATIVE
004 C032505D (04	) 0010		VERY NEGATIVE
005 C032505M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0038		
DESCRIPTION:	REGARD FOR SCHOOL PROPERTY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032506A (01	) 0000		VERY POSITIVE
002 C032506B (02	) 1000		SOMEWHAT POSITIVE
003 C032506C (03	) 0100		SOMEWHAT NEGATIVE
004 C032506D (04	) 0010		VERY NEGATIVE
005 C032506M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0039		
DESCRIPTION:	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043201A (01	) 0000		VERY POSITIVE
002 C043201B (02	) 1000		SOMEWHAT POSITIVE
003 C043201C (03	) 0100		SOMEWHAT NEGATIVE
004 C043201D (04	) 0010		VERY NEGATIVE
005 C043201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0040		
DESCRIPTION:	PERCENT STUDENT BODY ABSENT AVERAGE DAY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043301A (01	) 000000		0-2%
002 C043301B (02	) 100000		3-5%
003 C043301C (03	) 010000		6-10%
004 C043301D (04	) 001000		11-25%
005 C043301E (05	) 000100		26-50%
006 C043301F (06	) 000010		MORE THAN 50%
007 C043301M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	SCHL0041		
DESCRIPTION:	PERCENT TEACHING STAFF ABSENT AVERAGE DAY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043401A (01	) 000000		0-2%
002 C043401B (02	) 100000		3-5%
003 C043401C (03	) 010000		6-10%
004 C043401D (04	) 001000		11-25%
005 C043401E (05	) 000100		26-50%
006 C043401F (06	) 000010		MORE THAN 50%
007 C043401M (M	) 000001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		SCHL0042		
DESCRIPTION:		ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C043501	TOTAL NUMBER OF SPECIFIED CONTRASTS:		7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		6
001 C043501A (01	) 000000			98-100%
002 C043501B (02	) 100000			95-97%
003 C043501C (03	) 010000			90-94%
004 C043501D (04	) 001000			80-89%
005 C043501E (05	) 000100			70-79%
006 C043501F (06	) 000010			LESS THAN 70%
007 C043501M (M	) 000001			MISSING
CONDITIONING VARIABLE ID:		SCHL0043		
DESCRIPTION:		PERCENT STUDENTS HELD BACK AND REPEATING GRADE		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C043601	TOTAL NUMBER OF SPECIFIED CONTRASTS:		6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		5
001 C043601A (01	) 00000			0%
002 C043601B (02	) 10000			1-2%
003 C043601C (03	) 01000			3-5%
004 C043601D (04	) 00100			6-10%
005 C043601E (05	) 00010			MORE THAN 10%
006 C043601M (M	) 00001			MISSING
CONDITIONING VARIABLE ID:		SCHL0044		
DESCRIPTION:		PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C043701	TOTAL NUMBER OF SPECIFIED CONTRASTS:		6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		5
001 C043701A (01	) 00000			0%
002 C043701B (02	) 10000			1-2%
003 C043701C (03	) 01000			3-5%
004 C043701D (04	) 00100			6-10%
005 C043701E (05	) 00010			MORE THAN 10%
006 C043701M (M	) 00001			MISSING
CONDITIONING VARIABLE ID:		SCHL0045		
DESCRIPTION:		IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C038301	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 C038301Y (01	) 00			YES
002 C038301N (02	) 10			NO
003 C038301M (M	) 01			MISSING
CONDITIONING VARIABLE ID:		SCHL0046		
DESCRIPTION:		PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C043801	TOTAL NUMBER OF SPECIFIED CONTRASTS:		9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		8
001 C043801A (01	) 00000000			0%
002 C043801B (02	) 10000000			1-5%
003 C043801C (03	) 01000000			6-10%
004 C043801D (04	) 00100000			11-25%
005 C043801E (05	) 00010000			26-50%
006 C043801F (06	) 00001000			51-75%
007 C043801G (07	) 00000100			76-99%
008 C043801H (08	) 00000010			100%
009 C043801M (M	) 00000001			MISSING
CONDITIONING VARIABLE ID:		SCHL0047		
DESCRIPTION:		DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C043901	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 C043901Y (01	) 00			YES
002 C043901N (02	) 10			NO
003 C043901M (M	) 01			MISSING
CONDITIONING VARIABLE ID:		SCHL0048		
DESCRIPTION:		PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING		
GRADES/ASSESSMENTS:		N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:				
NAEP ID:	C044001	TOTAL NUMBER OF SPECIFIED CONTRASTS:		9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		8
001 C044001N (01	) 00000000			NONE
002 C044001B (02	) 10000000			1-5%
003 C044001C (03	) 01000000			6-10%
004 C044001D (04	) 00100000			11-25%
005 C044001E (05	) 00010000			26-50%
006 C044001F (06	) 00001000			51-75%
007 C044001G (07	) 00000100			76-90%
008 C044001H (08	) 00000010			OVER 90%
009 C044001M (M	) 00000001			MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID: SCHL0049			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044002N (01	) 00000000		NONE
002 C044002B (02	) 10000000		1-5%
003 C044002C (03	) 01000000		6-10%
004 C044002D (04	) 00100000		11-25%
005 C044002E (05	) 00010000		26-50%
006 C044002F (06	) 00001000		51-75%
007 C044002G (07	) 00000100		76-90%
008 C044002H (08	) 00000010		OVER 90%
009 C044002M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0050			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044003N (01	) 00000000		NONE
002 C044003B (02	) 10000000		1-5%
003 C044003C (03	) 01000000		6-10%
004 C044003D (04	) 00100000		11-25%
005 C044003E (05	) 00010000		26-50%
006 C044003F (06	) 00001000		51-75%
007 C044003G (07	) 00000100		76-90%
008 C044003H (08	) 00000010		OVER 90%
009 C044003M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0051			
DESCRIPTION: PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044004N (01	) 00000000		NONE
002 C044004B (02	) 10000000		1-5%
003 C044004C (03	) 01000000		6-10%
004 C044004D (04	) 00100000		11-25%
005 C044004E (05	) 00010000		26-50%
006 C044004F (06	) 00001000		51-75%
007 C044004G (07	) 00000100		76-90%
008 C044004H (08	) 00000010		OVER 90%
009 C044004M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: BACK0062			
DESCRIPTION: MOTHER'S EDUCATION LEVEL			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B003501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B003501A (01	) 00000		DID NOT FINISH HS
002 B003501B (02	) 10000		GRADUATED HS
003 B003501C (03	) 01000		SOME ED AFTER HS
004 B003501D (04	) 00100		GRADUATED COLLEGE
005 B003501M (M, IDK	) 00001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID: BACK0063			
DESCRIPTION: FATHER'S EDUCATION LEVEL			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B003601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B003601A (01	) 00000		DID NOT FINISH HS
002 B003601B (02	) 10000		GRADUATED HS
003 B003601C (03	) 01000		SOME ED AFTER HS
004 B003601D (04	) 00100		GRADUATED COLLEGE
005 B003601M (M, IDK	) 00001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID: SUBJ0028			
DESCRIPTION: ASKED TO EXPLAIN UNDERSTANDING OF WHAT YOU READ			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811010	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811010A (01	) 0000		ALMOST EVERY DAY
002 R811010B (02	) 1000		ONCE/TWICE A WEEK
003 R811010C (03	) 0100		ONCE/TWICE A MONTH
004 R811010D (04	) 0010		NEVER OR HARDLY EVER
005 R811010M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0029			
DESCRIPTION: ASKED TO DISCUSS INTERPRETATIONS OF WHAT YOU READ			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R811011	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 R811011A (01	) 0000		ALMOST EVERY DAY
002 R811011B (02	) 1000		ONCE/TWICE A WEEK
003 R811011C (03	) 0100		ONCE/TWICE A MONTH
004 R811011D (04	) 0010		NEVER OR HARDLY EVER
005 R811011M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SUBJ0030			
DESCRIPTION: DO YOU HAVE ACCESS TO A SCHOOL/PUBLIC LIBRARY			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R830201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 R830201Y (01	) 00		YES
002 R830201N (02	) 10		NO
003 R830201M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0052			
DESCRIPTION: 8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C044401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044401Y (01	) 00		YES
002 C044401N (02	) 10		NO
003 C044401M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0053			
DESCRIPTION: 8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C044402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044402Y (01	) 00		YES
002 C044402N (02	) 10		NO
003 C044402M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0054			
DESCRIPTION: IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043105A (01	) 0000		SERIOUS
002 C043105B (02	) 1000		MODERATE
003 C043105C (03	) 0100		MINOR
004 C043105N (04	) 0010		NOT A PROBLEM
005 C043105M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0055			
DESCRIPTION: IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043106A (01	) 0000		SERIOUS
002 C043106B (02	) 1000		MODERATE
003 C043106C (03	) 0100		MINOR
004 C043106N (04	) 0010		NOT A PROBLEM
005 C043106M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: BACK0064			
DESCRIPTION: MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B005501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B005501A (01	) 000000		WORK FULL-TIME
002 B005501B (02	) 100000		VOCA/TECH/BUSINESS
003 B005501C (03	) 010000		ATTEND 2 YR COLLEGE
004 B005501D (04	) 001000		ATTEND 4 YR COLLEGE
005 B005501E (05	) 000100		SERVE IN MILITARY
006 B005501F (06	) 000010		OTHER
007 B005501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SUBJ0031			
DESCRIPTION: ENROLLED IN OR TOOK AN AP ENGLISH COURSE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	R820201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 R820201Y (01	) 00		YES
002 R820201N (02	) 10		NO
003 R820201M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0056			
DESCRIPTION: 12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044301Y (01	) 00		YES
002 C044301N (02	) 10		NO
003 C044301M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0057			
DESCRIPTION: 12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044302Y (01	) 00		YES
002 C044302N (02	) 10		NO
003 C044302M (M	) 01		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID: SCHL0058			
DESCRIPTION: PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C044101A (01	) 00000		99-100%
002 C044101B (02	) 10000		95-98%
003 C044101C (03	) 01000		90-94%
004 C044101D (04	) 00100		75-89%
005 C044101E (05	) 00010		LESS THAN 75%
006 C044101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0059			
DESCRIPTION: PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044201N (01	) 00000000		NONE
002 C044201B (02	) 10000000		1-5%
003 C044201C (03	) 01000000		6-10%
004 C044201D (04	) 00100000		11-25%
005 C044201E (05	) 00010000		26-50%
006 C044201F (06	) 00001000		51-75%
007 C044201G (07	) 00000100		76-90%
008 C044201H (08	) 00000010		OVER 100%
009 C044201M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0060			
DESCRIPTION: PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044202N (01	) 00000000		NONE
002 C044202B (02	) 10000000		1-5%
003 C044202C (03	) 01000000		6-10%
004 C044202D (04	) 00100000		11-25%
005 C044202E (05	) 00010000		26-50%
006 C044202F (06	) 00001000		51-75%
007 C044202G (07	) 00000100		76-90%
008 C044202H (08	) 00000010		OVER 100%
009 C044202M (M	) 00000001		MISSING
009 C044202M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: TCHR0001			
DESCRIPTION: DO YOU TEACH READING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067001Y (01	) 0		YES
002 T067001M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0002			
DESCRIPTION: DO YOU TEACH WRITING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067002Y (01	) 0		YES
002 T067002M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0003			
DESCRIPTION: DO YOU TEACH LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067003Y (01	) 0		YES
002 T067003M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0004			
DESCRIPTION: DO YOU TEACH SOCIAL STUDIES			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067004Y (01	) 0		YES
002 T067004M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0005			
DESCRIPTION: YEARS TOTAL TAUGHT ELEMENTARY LEVEL			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067101A (01	) 00000		2 YEARS OR LESS
002 T067101B (02	) 10000		3-5 YEARS
003 T067101C (03	) 01000		6-10 YEARS
004 T067101D (04	) 00100		11-24 YEARS
005 T067101E (05	) 00010		25 YEARS OR MORE
006 T067101M (M	) 00001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0006			
DESCRIPTION: YEARS TOTAL TAUGHT READING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067201A (01	) 00000		2 YEARS OR LESS
002 T067201B (02	) 10000		3-5 YEARS
003 T067201C (03	) 01000		6-10 YEARS
004 T067201D (04	) 00100		11-24 YEARS
005 T067201E (05	) 00010		25 YEARS OR MORE
006 T067201M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0007			
DESCRIPTION: YEARS TOTAL TAUGHT WRITING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067202A (01	) 00000		2 YEARS OR LESS
002 T067202B (02	) 10000		3-5 YEARS
003 T067202C (03	) 01000		6-10 YEARS
004 T067202D (04	) 00100		11-24 YEARS
005 T067202E (05	) 00010		25 YEARS OR MORE
006 T067202M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0008			
DESCRIPTION: YEARS TOTAL TAUGHT LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067203A (01	) 00000		2 YEARS OR LESS
002 T067203B (02	) 10000		3-5 YEARS
003 T067203C (03	) 01000		6-10 YEARS
004 T067203D (04	) 00100		11-24 YEARS
005 T067203E (05	) 00010		25 YEARS OR MORE
006 T067203M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0009			
DESCRIPTION: YEARS TOTAL TAUGHT HISTORY			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067204A (01	) 00000		2 YEARS OR LESS
002 T067204B (02	) 10000		3-5 YEARS
003 T067204C (03	) 01000		6-10 YEARS
004 T067204D (04	) 00100		11-24 YEARS
005 T067204E (05	) 00010		25 YEARS OR MORE
006 T067204M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0010			
DESCRIPTION: YEARS TOTAL TAUGHT SOCIAL STUDIES			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067205A (01	) 00000		2 YEARS OR LESS
002 T067205B (02	) 10000		3-5 YEARS
003 T067205C (03	) 01000		6-10 YEARS
004 T067205D (04	) 00100		11-24 YEARS
005 T067205E (05	) 00010		25 YEARS OR MORE
006 T067205M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0011			
DESCRIPTION: YEARS TOTAL TAUGHT CIVICS			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067206A (01	) 00000		2 YEARS OR LESS
002 T067206B (02	) 10000		3-5 YEARS
003 T067206C (03	) 01000		6-10 YEARS
004 T067206D (04	) 00100		11-24 YEARS
005 T067206E (05	) 00010		25 YEARS OR MORE
006 T067206M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0012			
DESCRIPTION: MAIN ASSIGNMENT FIELD			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T067301A (01	) 0000		REGULAR CLASSROOM
002 T067301B (02	) 1000		SPECIAL CLASSROOM
003 T067301C (03	) 0100		ESL/BILINGUAL ED
004 T067301D (04	) 0010		OTHER
005 T067301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0013			
DESCRIPTION: TEACHING CERTIF IN THIS STATE IN MAIN FIELD			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056201A (01	) 000000		ADVANCED PROFESSIONL
002 T056201B (02	) 100000		REGULAR/STANDARD ST
003 T056201C (03	) 010000		PROBATIONARY STATE
004 T056201D (04	) 001000		TEMPORARY/PROVISIONL
005 T056201E (05	) 000100		OTHER THAN STATE CRT
006 T056201F (06	) 000010		NOT HAVE CERT MAIN
007 T056201M (M	) 000001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0014		
DESCRIPTION:	HIGHEST ACADEMIC DEGREE YOU HOLD		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 T056301A (01	) 0000000		HIGH SCHOOL DIPLOMA
002 T056301B (02	) 1000000		ASSOCIATES/VOCATIONL
003 T056301C (03	) 0100000		BACHELOR'S DEGREE
004 T056301D (04	) 0010000		MASTER'S DEGREE
005 T056301E (05	) 0001000		EDUCATION SPECIALIST
006 T056301F (06	) 0000100		DOCTORATE
007 T056301G (07	) 0000010		PROFESSIONAL DEGREE
008 T056301M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0015		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067501A (01	) 000		MAJOR
002 T067501B (02	) 100		MINOR
003 T067501C (03	) 010		NOT IN THIS SUBJECT
004 T067501M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0016		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067502A (01	) 000		MAJOR
002 T067502B (02	) 100		MINOR
003 T067502C (03	) 010		NOT IN THIS SUBJECT
004 T067502M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0017		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067503A (01	) 000		MAJOR
002 T067503B (02	) 100		MINOR
003 T067503C (03	) 010		NOT IN THIS SUBJECT
004 T067503M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0018		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067504A (01	) 000		MAJOR
002 T067504B (02	) 100		MINOR
003 T067504C (03	) 010		NOT IN THIS SUBJECT
004 T067504M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0019		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067505A (01	) 000		MAJOR
002 T067505B (02	) 100		MINOR
003 T067505C (03	) 010		NOT IN THIS SUBJECT
004 T067505M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0020		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067506A (01	) 000		MAJOR
002 T067506B (02	) 100		MINOR
003 T067506C (03	) 010		NOT IN THIS SUBJECT
004 T067506M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0021		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-COUNSELING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067507A (01	) 000		MAJOR
002 T067507B (02	) 100		MINOR
003 T067507C (03	) 010		NOT IN THIS SUBJECT
004 T067507M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0022		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ENGLISH		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067508A (01	) 000		MAJOR
002 T067508B (02	) 100		MINOR
003 T067508C (03	) 010		NOT IN THIS SUBJECT
004 T067508M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0023			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067509	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067509A (01	) 000		MAJOR
002 T067509B (02	) 100		MINOR
003 T067509C (03	) 010		NOT IN THIS SUBJECT
004 T067509M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0024			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-HISTORY			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067510A (01	) 000		MAJOR
002 T067510B (02	) 100		MINOR
003 T067510C (03	) 010		NOT IN THIS SUBJECT
004 T067510M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0025			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067511	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067511A (01	) 000		MAJOR
002 T067511B (02	) 100		MINOR
003 T067511C (03	) 010		NOT IN THIS SUBJECT
004 T067511M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0026			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-OTHER			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067512A (01	) 000		MAJOR
002 T067512B (02	) 100		MINOR
003 T067512C (03	) 010		NOT IN THIS SUBJECT
004 T067512M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0027			
DESCRIPTION: GRAD MAJOR/MINOR-ELEMENTARY EDUCATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067601A (01	) 000		MAJOR
002 T067601B (02	) 100		MINOR
003 T067601C (03	) 010		NOT IN THIS SUBJECT
004 T067601M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0028			
DESCRIPTION: GRAD MAJOR/MINOR-SECONDARY EDUCATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067602A (01	) 000		MAJOR
002 T067602B (02	) 100		MINOR
003 T067602C (03	) 010		NOT IN THIS SUBJECT
004 T067602M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0029			
DESCRIPTION: GRAD MAJOR/MINOR-SPECIAL EDUCATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067603A (01	) 000		MAJOR
002 T067603B (02	) 100		MINOR
003 T067603C (03	) 010		NOT IN THIS SUBJECT
004 T067603M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0030			
DESCRIPTION: GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067604A (01	) 000		MAJOR
002 T067604B (02	) 100		MINOR
003 T067604C (03	) 010		NOT IN THIS SUBJECT
004 T067604M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0031			
DESCRIPTION: GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067605A (01	) 000		MAJOR
002 T067605B (02	) 100		MINOR
003 T067605C (03	) 010		NOT IN THIS SUBJECT
004 T067605M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0032		
DESCRIPTION:	GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067606	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067606A (01	) 000		MAJOR
002 T067606B (02	) 100		MINOR
003 T067606C (03	) 010		NOT IN THIS SUBJECT
004 T067606M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0033		
DESCRIPTION:	GRAD MAJOR/MINOR-COUNSELING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067607	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067607A (01	) 000		MAJOR
002 T067607B (02	) 100		MINOR
003 T067607C (03	) 010		NOT IN THIS SUBJECT
004 T067607M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0034		
DESCRIPTION:	GRAD MAJOR/MINOR-ENGLISH		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067608	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067608A (01	) 000		MAJOR
002 T067608B (02	) 100		MINOR
003 T067608C (03	) 010		NOT IN THIS SUBJECT
004 T067608M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0035		
DESCRIPTION:	GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067609	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067609A (01	) 000		MAJOR
002 T067609B (02	) 100		MINOR
003 T067609C (03	) 010		NOT IN THIS SUBJECT
004 T067609M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0036		
DESCRIPTION:	GRAD MAJOR/MINOR-HISTORY		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067610	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067610A (01	) 000		MAJOR
002 T067610B (02	) 100		MINOR
003 T067610C (03	) 010		NOT IN THIS SUBJECT
004 T067610M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0037		
DESCRIPTION:	GRAD MAJOR/MINOR-POLITICAL SCIENCE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067611	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067611A (01	) 000		MAJOR
002 T067611B (02	) 100		MINOR
003 T067611C (03	) 010		NOT IN THIS SUBJECT
004 T067611M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0038		
DESCRIPTION:	GRAD MAJOR/MINOR-OTHER		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	T067612	NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		
001 T067612A (01	) 000		MAJOR
002 T067612B (02	) 100		MINOR
003 T067612C (03	) 010		NOT IN THIS SUBJECT
004 T067612M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0039		
DESCRIPTION:	LAST 12 MOS, PROF DEV-READING AND WRITING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
NAEP ID:	T067701	NUMBER OF INDEPENDENT CONTRASTS:	5
TYPE OF CONTRAST:	CLASS		
001 T067701A (01	) 00000		NONE
002 T067701B (02	) 10000		LESS THAN 6 HOURS
003 T067701C (03	) 01000		6 - 15 HOURS
004 T067701D (04	) 00100		16 - 35 HOURS
005 T067701E (05	) 00010		MORE THAN 35 HOURS
006 T067701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0040		
DESCRIPTION:	LAST 12 MOS, PROF DEV-SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
NAEP ID:	T067702	NUMBER OF INDEPENDENT CONTRASTS:	5
TYPE OF CONTRAST:	CLASS		
001 T067702A (01	) 00000		NONE
002 T067702B (02	) 10000		LESS THAN 6 HOURS
003 T067702C (03	) 01000		6 - 15 HOURS
004 T067702D (04	) 00100		16 - 35 HOURS
005 T067702E (05	) 00010		MORE THAN 35 HOURS
006 T067702M (M	) 00001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0041		
DESCRIPTION:	PREPARED IN THE USE OF TELECOMMUNICATIONS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067801A (01	) 000		WELL PREPARED
002 T067801B (02	) 100		MODERATELY PREPARED
003 T067801C (03	) 010		NOT WELL PREPARED
004 T067801M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0042		
DESCRIPTION:	PREPARED IN THE USE OF COMPUTERS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067802A (01	) 000		WELL PREPARED
002 T067802B (02	) 100		MODERATELY PREPARED
003 T067802C (03	) 010		NOT WELL PREPARED
004 T067802M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0043		
DESCRIPTION:	PREPARED IN COOPERATIVE GROUP INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067803A (01	) 000		WELL PREPARED
002 T067803B (02	) 100		MODERATELY PREPARED
003 T067803C (03	) 010		NOT WELL PREPARED
004 T067803M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0044		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067804A (01	) 000		WELL PREPARED
002 T067804B (02	) 100		MODERATELY PREPARED
003 T067804C (03	) 010		NOT WELL PREPARED
004 T067804M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0045		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS WHO ARE LEP		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067805A (01	) 000		WELL PREPARED
002 T067805B (02	) 100		MODERATELY PREPARED
003 T067805C (03	) 010		NOT WELL PREPARED
004 T067805M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0046		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS WITH DISABILITIES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067806A (01	) 000		WELL PREPARED
002 T067806B (02	) 100		MODERATELY PREPARED
003 T067806C (03	) 010		NOT WELL PREPARED
004 T067806M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0047		
DESCRIPTION:	PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067807A (01	) 000		WELL PREPARED
002 T067807B (02	) 100		MODERATELY PREPARED
003 T067807C (03	) 010		NOT WELL PREPARED
004 T067807M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0048		
DESCRIPTION:	AVAILABILITY OF RESOURCES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T041201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T041201A (01	) 0000		GET ALL RESOURCES
002 T041201B (02	) 1000		GET MOST RESOURCES
003 T041201C (03	) 0100		GET SOME RESOURCES
004 T041201D (04	) 0010		DON'T GET RESOURCES
005 T041201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0049		
DESCRIPTION:	HOW WELL PREPARED TO TEACH READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067901A (01	) 000		WELL PREPARED
002 T067901B (02	) 100		MODERATELY PREPARED
003 T067901C (03	) 010		NOT WELL PREPARED
004 T067901M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0050		
DESCRIPTION:	HOW WELL PREPARED TO TEACH WRITING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067902A (01	) 000		WELL PREPARED
002 T067902B (02	) 100		MODERATELY PREPARED
003 T067902C (03	) 010		NOT WELL PREPARED
004 T067902M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0051		
DESCRIPTION:	PREPARED IN LIT-BASED READING INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068001A (01	) 000		WELL PREPARED
002 T068001B (02	) 100		MODERATELY PREPARED
003 T068001C (03	) 010		NOT WELL PREPARED
004 T068001M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0052		
DESCRIPTION:	PREPARED IN CONTENT AREA READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068002A (01	) 000		WELL PREPARED
002 T068002B (02	) 100		MODERATELY PREPARED
003 T068002C (03	) 010		NOT WELL PREPARED
004 T068002M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0053		
DESCRIPTION:	PREPARED IN COMBINING RDG AND WRITING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068003A (01	) 000		WELL PREPARED
002 T068003B (02	) 100		MODERATELY PREPARED
003 T068003C (03	) 010		NOT WELL PREPARED
004 T068003M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0054		
DESCRIPTION:	PREPARED IN WHOLE LANGUAGE APPROACH TO TEACH RDG		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068004A (01	) 000		WELL PREPARED
002 T068004B (02	) 100		MODERATELY PREPARED
003 T068004C (03	) 010		NOT WELL PREPARED
004 T068004M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0055		
DESCRIPTION:	PREPARED IN PHONICS IN TEACHING READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068005A (01	) 000		WELL PREPARED
002 T068005B (02	) 100		MODERATELY PREPARED
003 T068005C (03	) 010		NOT WELL PREPARED
004 T068005M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0056		
DESCRIPTION:	PREPARED IN TEACHING MULTICULTURAL LITERATURE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068006A (01	) 000		WELL PREPARED
002 T068006B (02	) 100		MODERATELY PREPARED
003 T068006C (03	) 010		NOT WELL PREPARED
004 T068006M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0057		
DESCRIPTION:	PREPARED IN COMPUTER SOFTWARE FOR TEACHING RDG		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068007A (01	) 000		WELL PREPARED
002 T068007B (02	) 100		MODERATELY PREPARED
003 T068007C (03	) 010		NOT WELL PREPARED
004 T068007M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0058		
DESCRIPTION:	PREPARED IN WRITING ACROSS THE CURRICULUM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068008A (01	) 000		WELL PREPARED
002 T068008B (02	) 100		MODERATELY PREPARED
003 T068008C (03	) 010		NOT WELL PREPARED
004 T068008M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0059			
DESCRIPTION: PREPARED IN USING COMPUTER SOFTWARE TO TEACH WRITG			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068009	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068009A (01	) 000		WELL PREPARED
002 T068009B (02	) 100		MODERATELY PREPARED
003 T068009C (03	) 010		NOT WELL PREPARED
004 T068009M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0060			
DESCRIPTION: PREPARED IN TEACHING SPELLING, GRAMMAR, MECHANICS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068010	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068010A (01	) 000		WELL PREPARED
002 T068010B (02	) 100		MODERATELY PREPARED
003 T068010C (03	) 010		NOT WELL PREPARED
004 T068010M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0061			
DESCRIPTION: AVERAGE READING CLASS SIZE			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T068101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068101A (01	) 00000		1-20 STUDENTS
002 T068101B (02	) 10000		21-25 STUDENTS
003 T068101C (03	) 01000		26-30 STUDENTS
004 T068101D (04	) 00100		31-35 STUDENTS
005 T068101E (05	) 00010		36 OR MORE STUDENTS
006 T068101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0062			
DESCRIPTION: CLASS ASSIGNMENT BY ABILITY			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T046101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T046101Y (01	) 00		YES
002 T046101N (02	) 10		NO
003 T046101M (M	) 01		MISSING
CONDITIONING VARIABLE ID: TCHR0063			
DESCRIPTION: ABILITY LEVEL OF STUDENTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T046201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T046201A (01	) 0000		MOSTLY HIGH ABILITY
002 T046201B (02	) 1000		MOSTLY AVERAGE ABLTY
003 T046201C (03	) 0100		MOSTLY LOW ABILITY
004 T046201D (04	) 0010		MIXED ABILITY LEVELS
005 T046201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0064			
DESCRIPTION: HOW MUCH CLASS TIME PER DAY-READING INSTRUCTION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068201A (01	) 00000		LESS THAN 30 MINUTES
002 T068201B (02	) 10000		30-44 MINUTES
003 T068201C (03	) 01000		45-59 MINUTES
004 T068201D (04	) 00100		60-90 MINUTES
005 T068201E (05	) 00010		MORE THAN 90 MINUTES
006 T068201M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0065			
DESCRIPTION: BASIS FOR CREATING READING INSTRUCTIONAL GROUPS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068301A (01	) 00000		ABILITY
002 T068301B (02	) 10000		INTEREST
003 T068301C (03	) 01000		DIVERSITY
004 T068301D (04	) 00100		OTHER
005 T068301E (05	) 00010		NOT CREATED
006 T068301M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0066			
DESCRIPTION: CLASS DIVIDED INTO HOW MANY INSTRUCTIONAL GROUPS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 T068401A (01	) 0000000		WHOLE CLASS
002 T068401B (02	) 1000000		WHOLE W/FLEX GROUP
003 T068401C (03	) 0100000		2 GROUPS
004 T068401D (04	) 0010000		3 GROUPS
005 T068401E (05	) 0001000		4 GROUPS
006 T068401F (06	) 0000100		5 OR MORE GROUPS
007 T068401G (07	) 0000010		INDIVIDUALIZED
008 T068401M (M	) 0000001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0067		
DESCRIPTION:	WRITING ABILITY LEVEL OF CLASS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068601A (01	) 0000		PRIMARILY HIGH
002 T068601B (02	) 1000		PRIMARILY AVERAGE
003 T068601C (03	) 0100		PRIMARILY LOW
004 T068601D (04	) 0010		WIDELY MIXED
005 T068601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0068		
DESCRIPTION:	EACH WEEK, TIME SPENT INSTRUCTING/HELPING-WRITING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068701A (01	) 00000		LESS THAN 30 MINUTES
002 T068701B (02	) 10000		30-44 MINUTES
003 T068701C (03	) 01000		45-59 MINUTES
004 T068701D (04	) 00100		60-90 MINUTES
005 T068701E (05	) 00010		MORE THAN 90 MINUTES
006 T068701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0069		
DESCRIPTION:	HOW OFTEN USE CHILDREN'S NEWSPAPERS/MAGAZINES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068801A (01	) 0000		ALMOST EVERY DAY
002 T068801B (02	) 1000		ONCE/TWICE A WEEK
003 T068801C (03	) 0100		ONCE/TWICE A MONTH
004 T068801D (04	) 0010		NEVER OR HARDLY EVER
005 T068801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0070		
DESCRIPTION:	HOW OFTEN USE READING KITS TO TEACH READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068802A (01	) 0000		ALMOST EVERY DAY
002 T068802B (02	) 1000		ONCE/TWICE A WEEK
003 T068802C (03	) 0100		ONCE/TWICE A MONTH
004 T068802D (04	) 0010		NEVER OR HARDLY EVER
005 T068802M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0071		
DESCRIPTION:	HOW OFTEN USE COMPUTER SOFTWARE FOR READING INSTR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068803A (01	) 0000		ALMOST EVERY DAY
002 T068803B (02	) 1000		ONCE/TWICE A WEEK
003 T068803C (03	) 0100		ONCE/TWICE A MONTH
004 T068803D (04	) 0010		NEVER OR HARDLY EVER
005 T068803M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0072		
DESCRIPTION:	HOW OFTEN USE BOOKS (NOVELS, POETRY, NONFICTION)		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068804A (01	) 0000		ALMOST EVERY DAY
002 T068804B (02	) 1000		ONCE/TWICE A WEEK
003 T068804C (03	) 0100		ONCE/TWICE A MONTH
004 T068804D (04	) 0010		NEVER OR HARDLY EVER
005 T068804M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0073		
DESCRIPTION:	HOW OFTEN USE MATERIALS FROM OTHER SUBJECTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068805A (01	) 0000		ALMOST EVERY DAY
002 T068805B (02	) 1000		ONCE/TWICE A WEEK
003 T068805C (03	) 0100		ONCE/TWICE A MONTH
004 T068805D (04	) 0010		NEVER OR HARDLY EVER
005 T068805M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0074		
DESCRIPTION:	WHAT TYPE OF MATERIALS FORM CORE READING PROGRAM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068901A (01	) 0000		PRIMARILY BASAL
002 T068901B (02	) 1000		PRIMARILY TRADE BOOK
003 T068901C (03	) 0100		BOTH BASAL AND TRADE
004 T068901D (04	) 0010		OTHER
005 T068901M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0075			
DESCRIPTION: AVAILABILITY OF COMPUTERS FOR USE IN CLASS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T069001A (01	) 0000		NOT AVAILABLE
002 T069001B (02	) 1000		LIMITED ACCESS
003 T069001C (03	) 0100		LAB OR LIBRARY
004 T069001D (04	) 0010		ONE IN CLASSROOM
005 T069001E (05	) 0001		SEVERAL IN CLASSROOM
006 T069001M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0076			
DESCRIPTION: PROPORTION TIME SPENT ON RDG FOR LIT EXPERIENCE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069101A (01	) 0000		ALMOST ALL TIME
002 T069101B (02	) 1000		TWO-THIRDS OF TIME
003 T069101C (03	) 0100		AT LEAST ONE-THIRD
004 T069101D (04	) 0010		LITTLE OR NO TIME
005 T069101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0077			
DESCRIPTION: PROPORTION TIME SPENT ON RDG TO GAIN INFORMATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069102A (01	) 0000		ALMOST ALL TIME
002 T069102B (02	) 1000		TWO-THIRDS OF TIME
003 T069102C (03	) 0100		AT LEAST ONE-THIRD
004 T069102D (04	) 0010		LITTLE OR NO TIME
005 T069102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0078			
DESCRIPTION: PROPORTION TIME SPENT ON RDG TO PERFORM A TASK			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069103A (01	) 0000		ALMOST ALL TIME
002 T069103B (02	) 1000		TWO-THIRDS OF TIME
003 T069103C (03	) 0100		AT LEAST ONE-THIRD
004 T069103D (04	) 0010		LITTLE OR NO TIME
005 T069103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0079			
DESCRIPTION: PROPORTION TIME SPENT ON NARRATIVE WRITING			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069201A (01	) 0000		ALMOST ALL TIME
002 T069201B (02	) 1000		TWO-THIRDS OF TIME
003 T069201C (03	) 0100		AT LEAST ONE-THIRD
004 T069201D (04	) 0010		LITTLE OR NO TIME
005 T069201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0080			
DESCRIPTION: PROPORTION TIME SPENT ON INFORMATIVE WRITING			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069202A (01	) 0000		ALMOST ALL TIME
002 T069202B (02	) 1000		TWO-THIRDS OF TIME
003 T069202C (03	) 0100		AT LEAST ONE-THIRD
004 T069202D (04	) 0010		LITTLE OR NO TIME
005 T069202M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0081			
DESCRIPTION: PROPORTION TIME SPENT ON PERSUASIVE WRITING			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069203A (01	) 0000		ALMOST ALL TIME
002 T069203B (02	) 1000		TWO-THIRDS OF TIME
003 T069203C (03	) 0100		AT LEAST ONE-THIRD
004 T069203D (04	) 0010		LITTLE OR NO TIME
005 T069203M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0082			
DESCRIPTION: DO YOU USE GRAMMAR OR SKILL-BASED INSTRUCTION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069301A (01	) 000		YES, CENTRAL PART
002 T069301B (02	) 100		YES, SUPPLEMENT PART
003 T069301N (03	) 010		NO
004 T069301M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0083		
DESCRIPTION:	DO YOU USE WRITING PROCESS INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069302A (01	) 000		YES, CENTRAL PART
002 T069302B (02	) 100		YES, SUPPLEMENT PART
003 T069302N (03	) 010		NO
004 T069302M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0084		
DESCRIPTION:	DO YOU INTEGRATE READING AND WRITING INSTRUCTION		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069303A (01	) 000		YES, CENTRAL PART
002 T069303B (02	) 100		YES, SUPPLEMENT PART
003 T069303N (03	) 010		NO
004 T069303M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0085		
DESCRIPTION:	DO YOU USE WRITING ABOUT LITERATURE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069304A (01	) 000		YES, CENTRAL PART
002 T069304B (02	) 100		YES, SUPPLEMENT PART
003 T069304N (03	) 010		NO
004 T069304M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0086		
DESCRIPTION:	DO YOU USE WRITING ACROSS OTHER SUBJECT AREAS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069305A (01	) 000		YES, CENTRAL PART
002 T069305B (02	) 100		YES, SUPPLEMENT PART
003 T069305N (03	) 010		NO
004 T069305M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0087		
DESCRIPTION:	HOW OFTEN STUDENTS DO SPELLING, PUNCTUATION, GRAMM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069401A (01	) 0000		ALMOST EVERY DAY
002 T069401B (02	) 1000		ONCE/TWICE A WEEK
003 T069401C (03	) 0100		ONCE/TWICE A MONTH
004 T069401D (04	) 0010		NEVER OR HARDLY EVER
005 T069401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0088		
DESCRIPTION:	HOW OFTEN STUDENTS WORK ON WRITING PROCESS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069402A (01	) 0000		ALMOST EVERY DAY
002 T069402B (02	) 1000		ONCE/TWICE A WEEK
003 T069402C (03	) 0100		ONCE/TWICE A MONTH
004 T069402D (04	) 0010		NEVER OR HARDLY EVER
005 T069402M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0089		
DESCRIPTION:	HOW OFTEN STUDENTS WRITE IN A LOG/JOURNAL		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069403A (01	) 0000		ALMOST EVERY DAY
002 T069403B (02	) 1000		ONCE/TWICE A WEEK
003 T069403C (03	) 0100		ONCE/TWICE A MONTH
004 T069403D (04	) 0010		NEVER OR HARDLY EVER
005 T069403M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0090		
DESCRIPTION:	HOW OFTEN PARENTS SIGN/REVIEW STUDENTS' HOMEWORK		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069404A (01	) 0000		ALMOST EVERY DAY
002 T069404B (02	) 1000		ONCE/TWICE A WEEK
003 T069404C (03	) 0100		ONCE/TWICE A MONTH
004 T069404D (04	) 0010		NEVER OR HARDLY EVER
005 T069404M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0091		
DESCRIPTION:	HOW OFTEN ASSIGN HOMEWORK TO DO WITH PARENTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069405A (01	) 0000		ALMOST EVERY DAY
002 T069405B (02	) 1000		ONCE/TWICE A WEEK
003 T069405C (03	) 0100		ONCE/TWICE A MONTH
004 T069405D (04	) 0010		NEVER OR HARDLY EVER
005 T069405M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0092			
DESCRIPTION: EXPECTED TIME SPENT ON WRITING ASSIGNMENTS/WEEK			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T069501A (01	) 0000		NONE
002 T069501B (02	) 1000		LESS THAN 1 HOUR
003 T069501C (03	) 0100		1 HOUR
004 T069501D (04	) 0010		2 HOURS
005 T069501E (05	) 0001		3 HOURS OR MORE
006 T069501M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0093			
DESCRIPTION: THIS YEAR, PROJECTS TO DO/SHARE WITH PARENTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069601A (01	) 0000		NEVER
002 T069601B (02	) 1000		ONCE
003 T069601C (03	) 0100		TWICE
004 T069601D (04	) 0010		THREE OR MORE TIMES
005 T069601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0094			
DESCRIPTION: HOW OFTEN ASK STUDENTS TO READ ALOUD			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069701A (01	) 0000		ALMOST EVERY DAY
002 T069701B (02	) 1000		ONCE/TWICE A WEEK
003 T069701C (03	) 0100		ONCE/TWICE A MONTH
004 T069701D (04	) 0010		NEVER OR HARDLY EVER
005 T069701M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0095			
DESCRIPTION: HOW OFTEN ASK STUDENTS-DISCUSS WHAT WAS READ			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069702A (01	) 0000		ALMOST EVERY DAY
002 T069702B (02	) 1000		ONCE/TWICE A WEEK
003 T069702C (03	) 0100		ONCE/TWICE A MONTH
004 T069702D (04	) 0010		NEVER OR HARDLY EVER
005 T069702M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0096			
DESCRIPTION: HOW OFTEN ASK STUDENTS- WRITE ABOUT WHAT WAS READ			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069703A (01	) 0000		ALMOST EVERY DAY
002 T069703B (02	) 1000		ONCE/TWICE A WEEK
003 T069703C (03	) 0100		ONCE/TWICE A MONTH
004 T069703D (04	) 0010		NEVER OR HARDLY EVER
005 T069703M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0097			
DESCRIPTION: HOW OFTEN ASK STUDENTS-WRITE IN WORKSHEET/BOOK			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069704A (01	) 0000		ALMOST EVERY DAY
002 T069704B (02	) 1000		ONCE/TWICE A WEEK
003 T069704C (03	) 0100		ONCE/TWICE A MONTH
004 T069704D (04	) 0010		NEVER OR HARDLY EVER
005 T069704M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0098			
DESCRIPTION: HOW OFTEN ASK STUDENTS-READ SILENTLY			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069705A (01	) 0000		ALMOST EVERY DAY
002 T069705B (02	) 1000		ONCE/TWICE A WEEK
003 T069705C (03	) 0100		ONCE/TWICE A MONTH
004 T069705D (04	) 0010		NEVER OR HARDLY EVER
005 T069705M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0099			
DESCRIPTION: HOW OFTEN GIVE STUDENTS TIME TO READ BOOKS CHOSEN			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069706A (01	) 0000		ALMOST EVERY DAY
002 T069706B (02	) 1000		ONCE/TWICE A WEEK
003 T069706C (03	) 0100		ONCE/TWICE A MONTH
004 T069706D (04	) 0010		NEVER OR HARDLY EVER
005 T069706M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0100		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-GROUP ACTIVITY/PROJECT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069707A (01	) 0000		ALMOST EVERY DAY
002 T069707B (02	) 1000		ONCE/TWICE A WEEK
003 T069707C (03	) 0100		ONCE/TWICE A MONTH
004 T069707D (04	) 0010		NEVER OR HARDLY EVER
005 T069707M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0101		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-DISCUSS INTERPRETATIONS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069708A (01	) 0000		ALMOST EVERY DAY
002 T069708B (02	) 1000		ONCE/TWICE A WEEK
003 T069708C (03	) 0100		ONCE/TWICE A MONTH
004 T069708D (04	) 0010		NEVER OR HARDLY EVER
005 T069708M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0102		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-EXPLAIN/SUPPORT WHAT READ		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069709A (01	) 0000		ALMOST EVERY DAY
002 T069709B (02	) 1000		ONCE/TWICE A WEEK
003 T069709C (03	) 0100		ONCE/TWICE A MONTH
004 T069709D (04	) 0010		NEVER OR HARDLY EVER
005 T069709M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0103		
DESCRIPTION:	HOW OFTEN GIVE READING QUIZZES OR TESTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069710A (01	) 0000		ALMOST EVERY DAY
002 T069710B (02	) 1000		ONCE/TWICE A WEEK
003 T069710C (03	) 0100		ONCE/TWICE A MONTH
004 T069710D (04	) 0010		NEVER OR HARDLY EVER
005 T069710M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0104		
DESCRIPTION:	HOW OFTEN WATCH MOVIES, VIDEOS, FILMSTRIPS, TV, CD		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069711A (01	) 0000		ALMOST EVERY DAY
002 T069711B (02	) 1000		ONCE/TWICE A WEEK
003 T069711C (03	) 0100		ONCE/TWICE A MONTH
004 T069711D (04	) 0010		NEVER OR HARDLY EVER
005 T069711M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0105		
DESCRIPTION:	HOW OFTEN HELP STUDENTS UNDERSTAND NEW WORDS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069712A (01	) 0000		ALMOST EVERY DAY
002 T069712B (02	) 1000		ONCE/TWICE A WEEK
003 T069712C (03	) 0100		ONCE/TWICE A MONTH
004 T069712D (04	) 0010		NEVER OR HARDLY EVER
005 T069712M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0106		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-ANSWER QUESTIONS IN WRITING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069713A (01	) 0000		ALMOST EVERY DAY
002 T069713B (02	) 1000		ONCE/TWICE A WEEK
003 T069713C (03	) 0100		ONCE/TWICE A MONTH
004 T069713D (04	) 0010		NEVER OR HARDLY EVER
005 T069713M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0107		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-PREDICT OUTCOME OF READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069714	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069714A (01	) 0000		ALMOST EVERY DAY
002 T069714B (02	) 1000		ONCE/TWICE A WEEK
003 T069714C (03	) 0100		ONCE/TWICE A MONTH
004 T069714D (04	) 0010		NEVER OR HARDLY EVER
005 T069714M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0108			
DESCRIPTION: HOW OFTEN ASK STUDENTS-MAKE GENERALIZATIONS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069715	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069715A (01	) 0000		ALMOST EVERY DAY
002 T069715B (02	) 1000		ONCE/TWICE A WEEK
003 T069715C (03	) 0100		ONCE/TWICE A MONTH
004 T069715D (04	) 0010		NEVER OR HARDLY EVER
005 T069715M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0109			
DESCRIPTION: HOW OFTEN ASK STUDENTS-DESCRIBE STYLE/STRUCTURE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069716	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069716A (01	) 0000		ALMOST EVERY DAY
002 T069716B (02	) 1000		ONCE/TWICE A WEEK
003 T069716C (03	) 0100		ONCE/TWICE A MONTH
004 T069716D (04	) 0010		NEVER OR HARDLY EVER
005 T069716M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0110			
DESCRIPTION: HOW OFTEN STUDENTS CHOOSE WRITING TOPIC			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071801A (01	) 0000		ALMOST EVERY DAY
002 T071801B (02	) 1000		ONCE/TWICE A WEEK
003 T071801C (03	) 0100		ONCE/TWICE A MONTH
004 T071801D (04	) 0010		NEVER OR HARDLY EVER
005 T071801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0111			
DESCRIPTION: HOW OFTEN STUDENTS PLAN THEIR WRITING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071802A (01	) 0000		ALMOST EVERY DAY
002 T071802B (02	) 1000		ONCE/TWICE A WEEK
003 T071802C (03	) 0100		ONCE/TWICE A MONTH
004 T071802D (04	) 0010		NEVER OR HARDLY EVER
005 T071802M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0112			
DESCRIPTION: HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071803A (01	) 0000		ALMOST EVERY DAY
002 T071803B (02	) 1000		ONCE/TWICE A WEEK
003 T071803C (03	) 0100		ONCE/TWICE A MONTH
004 T071803D (04	) 0010		NEVER OR HARDLY EVER
005 T071803M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0113			
DESCRIPTION: HOW OFTEN STUDENTS MAKE FORMAL OUTLINE			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071804A (01	) 0000		ALMOST EVERY DAY
002 T071804B (02	) 1000		ONCE/TWICE A WEEK
003 T071804C (03	) 0100		ONCE/TWICE A MONTH
004 T071804D (04	) 0010		NEVER OR HARDLY EVER
005 T071804M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0114			
DESCRIPTION: HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071805A (01	) 0000		ALMOST EVERY DAY
002 T071805B (02	) 1000		ONCE/TWICE A WEEK
003 T071805C (03	) 0100		ONCE/TWICE A MONTH
004 T071805D (04	) 0010		NEVER OR HARDLY EVER
005 T071805M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0115			
DESCRIPTION: HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071806A (01	) 0000		ALMOST EVERY DAY
002 T071806B (02	) 1000		ONCE/TWICE A WEEK
003 T071806C (03	) 0100		ONCE/TWICE A MONTH
004 T071806D (04	) 0010		NEVER OR HARDLY EVER
005 T071806M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0116		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071807A (01	) 0000		ALMOST EVERY DAY
002 T071807B (02	) 1000		ONCE/TWICE A WEEK
003 T071807C (03	) 0100		ONCE/TWICE A MONTH
004 T071807D (04	) 0010		NEVER OR HARDLY EVER
005 T071807M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0117		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071808A (01	) 0000		ALMOST EVERY DAY
002 T071808B (02	) 1000		ONCE/TWICE A WEEK
003 T071808C (03	) 0100		ONCE/TWICE A MONTH
004 T071808D (04	) 0010		NEVER OR HARDLY EVER
005 T071808M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0118		
DESCRIPTION:	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071809	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071809A (01	) 0000		ALMOST EVERY DAY
002 T071809B (02	) 1000		ONCE/TWICE A WEEK
003 T071809C (03	) 0100		ONCE/TWICE A MONTH
004 T071809D (04	) 0010		NEVER OR HARDLY EVER
005 T071809M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0119		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071810	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071810A (01	) 0000		ALMOST EVERY DAY
002 T071810B (02	) 1000		ONCE/TWICE A WEEK
003 T071810C (03	) 0100		ONCE/TWICE A MONTH
004 T071810D (04	) 0010		NEVER OR HARDLY EVER
005 T071810M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0120		
DESCRIPTION:	HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071811	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071811A (01	) 0000		ALMOST EVERY DAY
002 T071811B (02	) 1000		ONCE/TWICE A WEEK
003 T071811C (03	) 0100		ONCE/TWICE A MONTH
004 T071811D (04	) 0010		NEVER OR HARDLY EVER
005 T071811M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0121		
DESCRIPTION:	HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071812	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071812A (01	) 0000		ALMOST EVERY DAY
002 T071812B (02	) 1000		ONCE/TWICE A WEEK
003 T071812C (03	) 0100		ONCE/TWICE A MONTH
004 T071812D (04	) 0010		NEVER OR HARDLY EVER
005 T071812M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0122		
DESCRIPTION:	HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071813	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071813A (01	) 0000		ALMOST EVERY DAY
002 T071813B (02	) 1000		ONCE/TWICE A WEEK
003 T071813C (03	) 0100		ONCE/TWICE A MONTH
004 T071813D (04	) 0010		NEVER OR HARDLY EVER
005 T071813M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0123		
DESCRIPTION:	HOW OFTEN WRITING ASSIGNMENTS-LESS THAN ONE PAGE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069901A (01	) 0000		ALMOST EVERY DAY
002 T069901B (02	) 1000		ONCE/TWICE A WEEK
003 T069901C (03	) 0100		ONCE/TWICE A MONTH
004 T069901D (04	) 0010		NEVER OR HARDLY EVER
005 T069901M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0124			
DESCRIPTION: HOW OFTEN WRITING ASSIGNMENTS-ONE TO TWO PAGES			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069902A (01	) 0000		ALMOST EVERY DAY
002 T069902B (02	) 1000		ONCE/TWICE A WEEK
003 T069902C (03	) 0100		ONCE/TWICE A MONTH
004 T069902D (04	) 0010		NEVER OR HARDLY EVER
005 T069902M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0125			
DESCRIPTION: HOW OFTEN WRITING ASSIGNMENTS-THREE OR MORE PAGES			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069903A (01	) 0000		ALMOST EVERY DAY
002 T069903B (02	) 1000		ONCE/TWICE A WEEK
003 T069903C (03	) 0100		ONCE/TWICE A MONTH
004 T069903D (04	) 0010		NEVER OR HARDLY EVER
005 T069903M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0126			
DESCRIPTION: HOW OFTEN STUDENTS USE COMPUTER-SPELL, PUNC, GRAM			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070001A (01	) 0000		ALMOST EVERY DAY
002 T070001B (02	) 1000		ONCE/TWICE A WEEK
003 T070001C (03	) 0100		ONCE/TWICE A MONTH
004 T070001D (04	) 0010		NEVER OR HARDLY EVER
005 T070001M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0127			
DESCRIPTION: HOW OFTEN STUDENTS USE COMPUTERS-WRITE DRAFTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070002A (01	) 0000		ALMOST EVERY DAY
002 T070002B (02	) 1000		ONCE/TWICE A WEEK
003 T070002C (03	) 0100		ONCE/TWICE A MONTH
004 T070002D (04	) 0010		NEVER OR HARDLY EVER
005 T070002M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0128			
DESCRIPTION: HOW OFTEN STUDENTS USE COMPUTERS-READ STORIES			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070003A (01	) 0000		ALMOST EVERY DAY
002 T070003B (02	) 1000		ONCE/TWICE A WEEK
003 T070003C (03	) 0100		ONCE/TWICE A MONTH
004 T070003D (04	) 0010		NEVER OR HARDLY EVER
005 T070003M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0129			
DESCRIPTION: HOW OFTEN READING ASSESSED-MULTIPLE-CHOICE TESTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070101A (01	) 0000		ONCE/TWICE A WEEK
002 T070101B (02	) 1000		ONCE/TWICE A MONTH
003 T070101C (03	) 0100		ONCE/TWICE A YEAR
004 T070101D (04	) 0010		NEVER OR HARDLY EVER
005 T070101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0130			
DESCRIPTION: HOW OFTEN READING ASSESSED-SHORT-ANSWER TESTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070102A (01	) 0000		ONCE/TWICE A WEEK
002 T070102B (02	) 1000		ONCE/TWICE A MONTH
003 T070102C (03	) 0100		ONCE/TWICE A YEAR
004 T070102D (04	) 0010		NEVER OR HARDLY EVER
005 T070102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0131			
DESCRIPTION: HOW OFTEN READ ASSESSED-PARAGRAPH WRITTEN RESPONSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070103A (01	) 0000		ONCE/TWICE A WEEK
002 T070103B (02	) 1000		ONCE/TWICE A MONTH
003 T070103C (03	) 0100		ONCE/TWICE A YEAR
004 T070103D (04	) 0010		NEVER OR HARDLY EVER
005 T070103M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0132		
DESCRIPTION:	HOW OFTEN STUDENTS ASSESSED-INDIVIDUAL/GROUP PROJ		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070104A (01	) 0000		ONCE/TWICE A WEEK
002 T070104B (02	) 1000		ONCE/TWICE A MONTH
003 T070104C (03	) 0100		ONCE/TWICE A YEAR
004 T070104D (04	) 0010		NEVER OR HARDLY EVER
005 T070104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0133		
DESCRIPTION:	HOW OFTEN STUDENTS ASSESSED-READING PORTFOLIOS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070105A (01	) 0000		ONCE/TWICE A WEEK
002 T070105B (02	) 1000		ONCE/TWICE A MONTH
003 T070105C (03	) 0100		ONCE/TWICE A YEAR
004 T070105D (04	) 0010		NEVER OR HARDLY EVER
005 T070105M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0134		
DESCRIPTION:	HOW OFTEN STUDENTS ASSESSED-ESSAYS/PAPERS ASSIGNED		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070106A (01	) 0000		ONCE/TWICE A WEEK
002 T070106B (02	) 1000		ONCE/TWICE A MONTH
003 T070106C (03	) 0100		ONCE/TWICE A YEAR
004 T070106D (04	) 0010		NEVER OR HARDLY EVER
005 T070106M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0135		
DESCRIPTION:	HOW OFTEN STUDENTS ASSESSED-ORAL READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070107A (01	) 0000		ONCE/TWICE A WEEK
002 T070107B (02	) 1000		ONCE/TWICE A MONTH
003 T070107C (03	) 0100		ONCE/TWICE A YEAR
004 T070107D (04	) 0010		NEVER OR HARDLY EVER
005 T070107M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0136		
DESCRIPTION:	HOW OFTEN WRITING ASSESSED-MULTIPLE-CHOICE TESTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070201A (01	) 0000		ONCE/TWICE A WEEK
002 T070201B (02	) 1000		ONCE/TWICE A MONTH
003 T070201C (03	) 0100		ONCE/TWICE A YEAR
004 T070201D (04	) 0010		NEVER OR HARDLY EVER
005 T070201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0137		
DESCRIPTION:	HOW OFTEN WRITING ASSESSED-PARAGRAPH WRITTEN		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070202A (01	) 0000		ONCE/TWICE A WEEK
002 T070202B (02	) 1000		ONCE/TWICE A MONTH
003 T070202C (03	) 0100		ONCE/TWICE A YEAR
004 T070202D (04	) 0010		NEVER OR HARDLY EVER
005 T070202M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0138		
DESCRIPTION:	HOW OFTEN WRITING ASSESSED-ESSAYS, REPORTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070203A (01	) 0000		ONCE/TWICE A WEEK
002 T070203B (02	) 1000		ONCE/TWICE A MONTH
003 T070203C (03	) 0100		ONCE/TWICE A YEAR
004 T070203D (04	) 0010		NEVER OR HARDLY EVER
005 T070203M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0139		
DESCRIPTION:	HOW OFTEN WRITING ASSESSED-WRITING PORTFOLIOS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070204A (01	) 0000		ONCE/TWICE A WEEK
002 T070204B (02	) 1000		ONCE/TWICE A MONTH
003 T070204C (03	) 0100		ONCE/TWICE A YEAR
004 T070204D (04	) 0010		NEVER OR HARDLY EVER
005 T070204M (M	) 0001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0140			
DESCRIPTION: HOW IMPORTANT TO GRADE-SPELLING, GRAMMAR, PUNC			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070301A (01	) 000		VERY IMPORTANT
002 T070301B (02	) 100		MODERATELY IMPORTANT
003 T070301C (03	) 010		UNIMPORTANT
004 T070301M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0141			
DESCRIPTION: HOW IMPORTANT TO GRADE-ORGANIZATION/COHERENCE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070302A (01	) 000		VERY IMPORTANT
002 T070302B (02	) 100		MODERATELY IMPORTANT
003 T070302C (03	) 010		UNIMPORTANT
004 T070302M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0142			
DESCRIPTION: HOW IMPORTANT TO GRADE-QUALITY/CREATIVITY OF IDEAS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070303A (01	) 000		VERY IMPORTANT
002 T070303B (02	) 100		MODERATELY IMPORTANT
003 T070303C (03	) 010		UNIMPORTANT
004 T070303M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0143			
DESCRIPTION: HOW IMPORTANT TO GRADE-LENGTH OF PAPERS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070304A (01	) 000		VERY IMPORTANT
002 T070304B (02	) 100		MODERATELY IMPORTANT
003 T070304C (03	) 010		UNIMPORTANT
004 T070304M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0144			
DESCRIPTION: HOW IMPORTANT TO GRADE-ACCOMPLISH WRITING PURPOSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070305A (01	) 000		VERY IMPORTANT
002 T070305B (02	) 100		MODERATELY IMPORTANT
003 T070305C (03	) 010		UNIMPORTANT
004 T070305M (M	) 001		MISSING
004 T070305M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0145			
DESCRIPTION: DO YOU TEACH READING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071601Y (01	) 0		YES
002 T071601M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0146			
DESCRIPTION: DO YOU TEACH WRITING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071602Y (01	) 0		YES
002 T071602M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0147			
DESCRIPTION: DO YOU TEACH ENGLISH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071603Y (01	) 0		YES
002 T071603M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0148			
DESCRIPTION: DO YOU TEACH-OTHER			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071604Y (01	) 0		YES
002 T071604M (M	) 1		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:	TCHR0149		
DESCRIPTION:	YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T040301A (01	) 00000		2 YEARS OR LESS
002 T040301B (02	) 10000		3-5 YEARS
003 T040301C (03	) 01000		6-10 YEARS
004 T040301D (04	) 00100		11-24 YEARS
005 T040301E (05	) 00010		25 YEARS OR MORE
006 T040301M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0150		
DESCRIPTION:	YEARS TOTAL TAUGHT READING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071701A (01	) 000000		NOT TAUGHT
002 T071701B (02	) 100000		2 YEARS OR LESS
003 T071701C (03	) 010000		3-5 YEARS
004 T071701D (04	) 001000		6-10 YEARS
005 T071701E (05	) 000100		11-24 YEARS
006 T071701F (06	) 000010		25 YEARS OR MORE
007 T071701M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0151		
DESCRIPTION:	YEARS TOTAL TAUGHT WRITING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071702A (01	) 000000		NOT TAUGHT
002 T071702B (02	) 100000		2 YEARS OR LESS
003 T071702C (03	) 010000		3-5 YEARS
004 T071702D (04	) 001000		6-10 YEARS
005 T071702E (05	) 000100		11-24 YEARS
006 T071702F (06	) 000010		25 YEARS OR MORE
007 T071702M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0152		
DESCRIPTION:	YEARS TOTAL TAUGHT ENGLISH		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071703A (01	) 000000		NOT TAUGHT
002 T071703B (02	) 100000		2 YEARS OR LESS
003 T071703C (03	) 010000		3-5 YEARS
004 T071703D (04	) 001000		6-10 YEARS
005 T071703E (05	) 000100		11-24 YEARS
006 T071703F (06	) 000010		25 YEARS OR MORE
007 T071703M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0153		
DESCRIPTION:	YEARS TOTAL TAUGHT- OTHER		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071704A (01	) 000000		NOT TAUGHT
002 T071704B (02	) 100000		2 YEARS OR LESS
003 T071704C (03	) 010000		3-5 YEARS
004 T071704D (04	) 001000		6-10 YEARS
005 T071704E (05	) 000100		11-24 YEARS
006 T071704F (06	) 000010		25 YEARS OR MORE
007 T071704M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0154		
DESCRIPTION:	LAST 12 MOS, PROF DEV-LITERATURE		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067703A (01	) 00000		NONE
002 T067703B (02	) 10000		LESS THAN 6 HOURS
003 T067703C (03	) 01000		6 - 15 HOURS
004 T067703D (04	) 00100		16 - 35 HOURS
005 T067703E (05	) 00010		MORE THAN 35 HOURS
006 T067703M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0155		
DESCRIPTION:	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T068501Y (01	) 00		YES
002 T068501N (02	) 10		NO
003 T068501M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	TCHR0156		
DESCRIPTION:	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069801A (01	) 000		ALWAYS
002 T069801B (02	) 100		SOMETIMES
003 T069801C (03	) 010		NEVER
004 T069801M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0157		
DESCRIPTION:	HOW OFTEN STUDENTS PLAN THEIR WRITING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069802A (01	) 000		ALWAYS
002 T069802B (02	) 100		SOMETIMES
003 T069802C (03	) 010		NEVER
004 T069802M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0158		
DESCRIPTION:	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069803A (01	) 000		ALWAYS
002 T069803B (02	) 100		SOMETIMES
003 T069803C (03	) 010		NEVER
004 T069803M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0159		
DESCRIPTION:	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069804A (01	) 000		ALWAYS
002 T069804B (02	) 100		SOMETIMES
003 T069804C (03	) 010		NEVER
004 T069804M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0160		
DESCRIPTION:	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069805A (01	) 000		ALWAYS
002 T069805B (02	) 100		SOMETIMES
003 T069805C (03	) 010		NEVER
004 T069805M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0161		
DESCRIPTION:	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069806A (01	) 000		ALWAYS
002 T069806B (02	) 100		SOMETIMES
003 T069806C (03	) 010		NEVER
004 T069806M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0162		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069807A (01	) 000		ALWAYS
002 T069807B (02	) 100		SOMETIMES
003 T069807C (03	) 010		NEVER
004 T069807M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0163		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069808A (01	) 000		ALWAYS
002 T069808B (02	) 100		SOMETIMES
003 T069808C (03	) 010		NEVER
004 T069808M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0164		
DESCRIPTION:	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069809	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069809A (01	) 000		ALWAYS
002 T069809B (02	) 100		SOMETIMES
003 T069809C (03	) 010		NEVER
004 T069809M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0165		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069810	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069810A (01	) 000		ALWAYS
002 T069810B (02	) 100		SOMETIMES
003 T069810C (03	) 010		NEVER
004 T069810M (M	) 001		MISSING

Table F-5 (continued)
1998 Reading Conditioning Variable Specification

CONDITIONING VARIABLE ID:		TCHR0166			
DESCRIPTION:		HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION			
GRADES/ASSESSMENTS:		N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T069811	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3		
001 T069811A (01	) 000	ALWAYS			
002 T069811B (02	) 100	SOMETIMES			
003 T069811C (03	) 010	NEVER			
004 T069811M (M	) 001	MISSING			
CONDITIONING VARIABLE ID:		TCHR0167			
DESCRIPTION:		HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC			
GRADES/ASSESSMENTS:		N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T069812	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3		
001 T069812A (01	) 000	ALWAYS			
002 T069812B (02	) 100	SOMETIMES			
003 T069812C (03	) 010	NEVER			
004 T069812M (M	) 001	MISSING			
CONDITIONING VARIABLE ID:		TCHR0168			
DESCRIPTION:		HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT			
GRADES/ASSESSMENTS:		N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T069813	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3		
001 T069813A (01	) 000	ALWAYS			
002 T069813B (02	) 100	SOMETIMES			
003 T069813C (03	) 010	NEVER			
004 T069813M (M	) 001	MISSING			
CONDITIONING VARIABLE ID:		TCHR0169			
DESCRIPTION:		WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)			
GRADES/ASSESSMENTS:		N08			
CONDITIONING VAR LABEL:		CLASSIZ8			
NAEP ID:	TCSIZE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6		
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5		
001 CLASIZ-1 (1	) 00000	AVERAGE CLASS SIZE:	1-20 STUDENTS		
002 CLASIZ-2 (2	) 10000	AVERAGE CLASS SIZE:	21-25 STUDENTS		
003 CLASIZ-3 (3	) 01000	AVERAGE CLASS SIZE:	26-30 STUDENTS		
004 CLASIZ-4 (4	) 00100	AVERAGE CLASS SIZE:	31-35 STUDENTS		
005 CLASIZ-5 (5	) 00010	AVERAGE CLASS SIZE:	36 OR MORE STUDENTS		
006 CLASIZ-? (M	) 00001	AVERAGE CLASS SIZE:	MISSING, DOES NOT APPLY		

Table F-6
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0001				
DESCRIPTION:	GRAND MEAN				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	OVERALL				
NAEP ID:	BKSER		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST:	OTHER		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 OVERALL (@)	1				GRAND MEAN
CONDITIONING VARIABLE ID:	BACK0002				
DESCRIPTION:	DERIVED SEX				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	GENDER				
NAEP ID:	DSEX		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 MALE (1,M)	0				MALE
002 FEMALE (2)	1				FEMALE
CONDITIONING VARIABLE ID:	BACK0003				
DESCRIPTION:	DERIVED RACE/ETHNICITY				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	RACE/ETH				
NAEP ID:	DRACE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 WHI/AI/O (1,5,6,M)	000				RACE/ETHNICITY: WHITE, AMERICAN INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED
002 BLACK (2)	100				RACE/ETHNICITY: BLACK
003 HISPANIC (3)	010				RACE/ETHNICITY: HISPANIC
004 ASIAN (4)	001				RACE/ETHNICITY: ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0004				
DESCRIPTION:	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	HISPANIC				
NAEP ID:	B003101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	4	
001 NOT HISP (1)	0000				HISPANIC: NOT HISPANIC
002 MEXICAN (2)	1000				HISPANIC: MEXICAN, MEXICAN AMERICAN, CHICANO
003 PUER RIC (3)	0100				HISPANIC: PUERTO RICAN
004 CUBN,OTH (4,5)	0010				HISPANIC: CUBAN, OTHER
005 HISP-? (M)	0001				HISPANIC: MISSING
CONDITIONING VARIABLE ID:	BACK0005				
DESCRIPTION:	TOL 7 - TYPE OF LOCATION				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	TOL7				
NAEP ID:	TOL7		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	6	
001 BIG CTY7 (1)	000000				TOL7: LARGE CITY
002 MID CTY7 (2,M)	100000				TOL7: MID-SIZE CITY
003 FR/LCTY7 (3)	010000				TOL7: URBAN FRINGE OF LARGE CITY
004 FR/MCTY7 (4)	001000				TOL7: URBAN FRINGE OF MID-SIZE CITY
005 LAR TWN7 (5)	000100				TOL7: LARGE TOWN
006 SML TWN7 (6)	000010				TOL7: SMALL TOWN
007 OTHER (7)	000001				TOL7: OTHER
CONDITIONING VARIABLE ID:	BACK0006				
DESCRIPTION:	TYPE OF LOCALE (5 CATEGORIES)				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	TOL5				
NAEP ID:	TOL5		TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	4	
001 BIG CTY5 (1)	0000				TOL5: LARGE CITY
002 MID CTY5 (2,M)	1000				TOL5: MID-SIZE CITY
003 FR/BTWN5 (3)	0100				TOL5: URBAN FRINGE AND LARGE TOWN
004 SML TWN5 (4)	0010				TOL5: SMALL TOWN
005 RURAL5 (5)	0001				TOL5: RURAL (MSA AND NON-MSA)
CONDITIONING VARIABLE ID:	BACK0007				
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	PARED2				
NAEP ID:	PARED2		TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	4	
001 < HS (1)	0000				PARED: LESS THAN HIGH SCHOOL
002 HS GRAD (2)	1000				PARED: HIGH SCHOOL GRADUATE
003 POST HS (3)	0100				PARED: POST HIGH SCHOOL
004 COL GRAD (4)	0010				PARED: COLLEGE GRADUATE
005 PARED-? (5,M)	0001				PARED: MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0008				
DESCRIPTION:	REGION OF THE COUNTRY				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	REGION				
NAEP ID:	REGION		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 N EAST (1,M)	000				REGION: NORTHEAST
002 S EAST (2)	100				REGION: SOUTHEAST
003 CENTRAL (3)	010				REGION: CENTRAL
004 WEST (4,5)	001				REGION: WEST, TERRITORIES (NONE)
CONDITIONING VARIABLE ID:	BACK0009				
DESCRIPTION:	SCHOOL TYPE				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	SCHTYPE				
NAEP ID:	SCHTYPE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 PUBLIC (1)	00				SCHOOL TYPE: PUBLIC,
002 PRIVATE (2,4,5,M)	10				SCHOOL TYPE: PRIVATE, BIA, DEPARTMENT OF DEFENSE, MISSING
003 CATHOLIC (3)	01				SCHOOL TYPE: CATHOLIC

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0010				
DESCRIPTION:	RACE				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	RACE				
NAEP ID:	RACE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 WHI/AI/O (1,5,6,M)	) 000				RACE: WHITE, AMERICAN INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED
002 BLACK (2)	) 100				RACE: BLACK
003 HISPANIC (3)	) 010				RACE: HISPANIC
004 ASIAN (4)	) 001				RACE: ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0011				
DESCRIPTION:	INDIVIDUALIZED EDUCATION PLAN				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	IEP				
NAEP ID:	IEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 IEP-YES (1)	) 0				IEP: YES
002 IEP-NO (2,M)	) 1				IEP: NO
CONDITIONING VARIABLE ID:	BACK0012				
DESCRIPTION:	LIMITED ENGLISH PROFICIENCY				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	LEP				
NAEP ID:	LEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 LEP-YES (1)	) 0				LEP: YES
002 LEP-NO (2,M)	) 1				LEP: NO
CONDITIONING VARIABLE ID:	BACK0013				
DESCRIPTION:	TITLE 1: (BOOK COVER)				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	TITLE 1				
NAEP ID:	TITLE1		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TITLE-Y (1)	) 0				TITLE 1: YES
002 TITLE-N (2,M)	) 1				TITLE 1: NO
CONDITIONING VARIABLE ID:	BACK0014				
DESCRIPTION:	DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	LUNCH				
NAEP ID:	SLUNCH		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5	
001 NOT ELIG (1)	) 00000				LUNCH PROGRAM: NOT ELIGIBLE
002 RED PRIC (2)	) 10000				LUNCH PROGRAM: REDUCED PRICE
003 FREE (3)	) 01000				LUNCH PROGRAM: FREE
004 INFO N/A (4,M)	) 00100				LUNCH PROGRAM: INFO NOT AVAILABLE
005 SCH/REF (5)	) 00010				LUNCH PROGRAM: SCHOOL REFUSAL
006 SCH/NP (6)	) 00001				LUNCH PROGRAM: SCHOOL NOT PARTICIPATE
CONDITIONING VARIABLE ID:	BACK0015				
DESCRIPTION:	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	TWATCHL				
NAEP ID:	B013901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	LINEAR		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TVLIN-0 (1)	) 0				TV WATCHING (LINEAR) (0 TO 6+ HOURS PER DAY)
002 TVLIN-1 (2)	) 1				TV WATCHING (LINEAR)
003 TVLIN-2 (3)	) 2				TV WATCHING (LINEAR)
004 TVLIN-3 (4,M)	) 3				TV WATCHING (LINEAR)
005 TVLIN-4 (5)	) 4				TV WATCHING (LINEAR)
006 TVLIN-5 (6)	) 5				TV WATCHING (LINEAR)
007 TVLIN-6 (7)	) 6				TV WATCHING (LINEAR)
CONDITIONING VARIABLE ID:	BACK0016				
DESCRIPTION:	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	TWATCHQ				
NAEP ID:	B013901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST:	QUADRATIC		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TV-QUAD (1-7,M=4)	) 1.0 + -2.0*X + 1.0*X**2				TV WATCHING (QUADRATIC)
CONDITIONING VARIABLE ID:	BACK0017				
DESCRIPTION:	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	HWASSIGN				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 HW-MISS (M)	) 00				HOMEWORK ASSIGNED?: MISSING
002 HW-NO (1)	) 10				HOMEWORK ASSIGNED?: NO
003 HW-YES (2-5)	) 01				HOMEWORK ASSIGNED?: YES
CONDITIONING VARIABLE ID:	BACK0018				
DESCRIPTION:	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, N08, S08, N12				
CONDITIONING VAR LABEL:	HOMEWRKL				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	LINEAR		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 HWLIN-0 (1,2,M)	) 0				HOMEWORK (LINEAR): DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWLIN-1 (3)	) 1				HOMEWORK (LINEAR): 1/2 HOUR OR LESS
003 HWLIN-2 (4)	) 2				HOMEWORK (LINEAR): 1 HOUR
004 HWLIN-3 (5)	) 3				HOMEWORK (LINEAR): MORE THAN 1 HOUR

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: BACK0019					
DESCRIPTION: HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: HOMEWRKQ					
NAEP ID: B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4		
TYPE OF CONTRAST: SCALE		NUMBER OF INDEPENDENT CONTRASTS:	1		
001 HWQUAD-0 (1,2,M)	) 0			HOMEWORK (QUADRATIC):	DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWQUAD-1 (3)	) 1			HOMEWORK (QUADRATIC):	1/2 HOUR OR LESS
003 HWQUAD-2 (4)	) 4			HOMEWORK (QUADRATIC):	1 HOUR
004 HWQUAD-3 (5)	) 9			HOMEWORK (QUADRATIC):	MORE THAN 1 HOUR
CONDITIONING VARIABLE ID: BACK0020					
DESCRIPTION: NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: HOMEITMS					
NAEP ID: HOMEEN3		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3		
TYPE OF CONTRAST: CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2		
001 HITEM<=2 (1,M)	) 00			ITEMS IN HOME:	ZERO TO TWO ITEMS, MISSING
002 HITEM=3 (2)	) 10			ITEMS IN HOME:	THREE ITEMS
003 HITEM=4 (3)	) 01			ITEMS IN HOME:	FOUR ITEMS
CONDITIONING VARIABLE ID: BACK0021					
DESCRIPTION: ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: PGSREAD1					
NAEP ID: B001101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2		
TYPE OF CONTRAST: CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1		
001 PGS<6,? (5,M)	) 0			PAGES READ:	5 OR FEWER A DAY, MISSING
002 PGS>5 (1,2,3,4)	) 1			PAGES READ:	6-10, 11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID: BACK0022					
DESCRIPTION: ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: PGSREAD2					
NAEP ID: B001101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2		
TYPE OF CONTRAST: CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1		
001 PGS<11,? (4,5,M)	) 0			PAGES READ:	6-10, 5 OR FEWER A DAY, MISSING
002 PGS>10 (1,2,3)	) 1			PAGES READ:	11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID: BACK0023					
DESCRIPTION: STUDENTS ACCOMMODATION STATUS					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: ACCOM					
NAEP ID: ACCOM		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2		
TYPE OF CONTRAST: CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1		
001 ACC R/W (1,2)	) 0			ACCOMMODATED WITH APPROPRIATE BOOK OR WRONG BOOK	
002 NO ACCOM (3)	) 1			NON ACCOMMODATED	
CONDITIONING VARIABLE ID: BACK0024					
DESCRIPTION: INTERACTION: GENDER BY RACE/ETHNICITY					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: GEND/RAC					
NAEP ID: N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8		
TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	3		
001 G/R 11 (11)	) 010101			GEND/RAC INTACT:	1. MALE 1. WHI/AI/O
002 G/R 12 (12)	) -10000			GEND/RAC INTACT:	1. MALE 2. BLACK
003 G/R 13 (13)	) 00-100			GEND/RAC INTACT:	1. MALE 3. HISPANIC
004 G/R 14 (14)	) 0000-1			GEND/RAC INTACT:	1. MALE 4. ASIAN
005 G/R 21 (21)	) -1-1-1			GEND/RAC INTACT:	2. FEMALE 1. WHI/AI/O
006 G/R 22 (22)	) 010000			GEND/RAC INTACT:	2. FEMALE 2. BLACK
007 G/R 23 (23)	) 000100			GEND/RAC INTACT:	2. FEMALE 3. HISPANIC
008 G/R 24 (24)	) 000001			GEND/RAC INTACT:	2. FEMALE 4. ASIAN
CONDITIONING VARIABLE ID: BACK0025					
DESCRIPTION: INTERACTION: GENDER BY TYPE OF LOCALE (7 CATEGORIES)					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: GEND/TOL					
NAEP ID: N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	14		
TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	6		
001 G/T 11 (11)	) 010101010101			GEND/TOL INTACT:	1. MALE 1. BIG CTY7
002 G/T 12 (12)	) -100000000000			GEND/TOL INTACT:	1. MALE 2. MID CTY7
003 G/T 13 (13)	) 00-1000000000			GEND/TOL INTACT:	1. MALE 3. FR/LCTY7
004 G/T 14 (14)	) 0000-10000000			GEND/TOL INTACT:	1. MALE 4. FR/MCTY7
005 G/T 15 (15)	) 000000-100000			GEND/TOL INTACT:	1. MALE 5. LAR TWN7
006 G/T 16 (16)	) 00000000-100			GEND/TOL INTACT:	1. MALE 6. SML TWN7
007 G/T 17 (17)	) 0000000000-1			GEND/TOL INTACT:	1. MALE 7. OTHER
008 G/T 21 (21)	) -1-1-1-1-1-1			GEND/TOL INTACT:	2. FEMALE 1. BIG CTY7
009 G/T 22 (22)	) 010000000000			GEND/TOL INTACT:	2. FEMALE 2. MID CTY7
010 G/T 23 (23)	) 000100000000			GEND/TOL INTACT:	2. FEMALE 3. FR/LCTY7
011 G/T 24 (24)	) 000001000000			GEND/TOL INTACT:	2. FEMALE 4. FR/MCTY7
012 G/T 25 (25)	) 000000010000			GEND/TOL INTACT:	2. FEMALE 5. LAR TWN7
013 G/T 26 (26)	) 000000000100			GEND/TOL INTACT:	2. FEMALE 6. SML TWN7
014 G/T 27 (27)	) 000000000001			GEND/TOL INTACT:	2. FEMALE 7. OTHER
CONDITIONING VARIABLE ID: BACK0026					
DESCRIPTION: INTERACTION: GENDER BY PARENTS' EDUCATION					
GRADES/ASSESSMENTS: N04, N08, S08, N12					
CONDITIONING VAR LABEL: GEND/PAR					
NAEP ID: N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	10		
TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	4		
001 G/P 11 (11)	) 01010101			GEND/PAR INTACT:	1. MALE 1. < HS
002 G/P 12 (12)	) -1000000			GEND/PAR INTACT:	1. MALE 2. HS GRAD
003 G/P 13 (13)	) 00-10000			GEND/PAR INTACT:	1. MALE 3. POST HS
004 G/P 14 (14)	) 0000-100			GEND/PAR INTACT:	1. MALE 4. COL GRAD
005 G/P 15 (15)	) 000000-1			GEND/PAR INTACT:	1. MALE 5. PARED-?
006 G/P 21 (21)	) -1-1-1-1			GEND/PAR INTACT:	2. FEMALE 1. < HS
007 G/P 22 (22)	) 01000000			GEND/PAR INTACT:	2. FEMALE 2. HS GRAD
008 G/P 23 (23)	) 00010000			GEND/PAR INTACT:	2. FEMALE 3. POST HS
009 G/P 24 (24)	) 00000100			GEND/PAR INTACT:	2. FEMALE 4. COL GRAD
010 G/P 25 (25)	) 00000001			GEND/PAR INTACT:	2. FEMALE 5. PARED-?

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		BACK0027			
DESCRIPTION:		INTERACTION: GENDER BY SCHOOL TYPE			
GRADES/ASSESSMENTS:		N04, N08, S08, N12			
CONDITIONING VAR LABEL:		GEND/SCH			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	2
001 G/S 11	(11)	)	0101	GEND/SCH INTACT:	1. MALE 1. PUBLIC
002 G/S 12	(12)	)	-100	GEND/SCH INTACT:	1. MALE 2. PRIVATE
003 G/S 13	(13)	)	00-1	GEND/SCH INTACT:	1. MALE 3. CATHOLIC
004 G/S 21	(21)	)	-1-1	GEND/SCH INTACT:	2. FEMALE 1. PUBLIC
005 G/S 22	(22)	)	0100	GEND/SCH INTACT:	2. FEMALE 2. PRIVATE
006 G/S 23	(23)	)	0001	GEND/SCH INTACT:	2. FEMALE 3. CATHOLIC
CONDITIONING VARIABLE ID:		BACK0028			
DESCRIPTION:		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (7 CATEGORIES)			
GRADES/ASSESSMENTS:		N04, N08, S08, N12			
CONDITIONING VAR LABEL:		RACE/TOL			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	28
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	18
001 R/T 11	(11)	)	01010101010101010101010101010101	RACE/TOL INTACT:	1. WHI/AI/O 1. BIG CTY7
002 R/T 12	(12)	)	-10000000000-10000000000-10000000000	RACE/TOL INTACT:	1. WHI/AI/O 2. MID CTY7
003 R/T 13	(13)	)	00-10000000000-10000000000-10000000000	RACE/TOL INTACT:	1. WHI/AI/O 3. FR/LCTY7
004 R/T 14	(14)	)	0000-10000000000-10000000000-10000000000	RACE/TOL INTACT:	1. WHI/AI/O 4. FR/MCTY7
005 R/T 15	(15)	)	0000000-10000000000-10000000000-10000	RACE/TOL INTACT:	1. WHI/AI/O 5. LAR TWN7
006 R/T 16	(16)	)	00000000-10000000000-10000000000-100	RACE/TOL INTACT:	1. WHI/AI/O 6. SML TWN7
007 R/T 17	(17)	)	0000000000-10000000000-10000000000-1	RACE/TOL INTACT:	1. WHI/AI/O 7. OTHER
008 R/T 21	(21)	)	-1-1-1-1-1-100000000000000000000000000	RACE/TOL INTACT:	2. BLACK 1. BIG CTY7
009 R/T 22	(22)	)	010000000000000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 2. MID CTY7
010 R/T 23	(23)	)	000100000000000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 3. FR/LCTY7
011 R/T 24	(24)	)	000001000000000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 4. FR/MCTY7
012 R/T 25	(25)	)	000000010000000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 5. LAR TWN7
013 R/T 26	(26)	)	000000000100000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 6. SML TWN7
014 R/T 27	(27)	)	000000000001000000000000000000000000000	RACE/TOL INTACT:	2. BLACK 7. OTHER
015 R/T 31	(31)	)	000000000000-1-1-1-1-1-100000000000000	RACE/TOL INTACT:	3. HISPANIC 1. BIG CTY7
016 R/T 32	(32)	)	000000000000010000000000000000000000000	RACE/TOL INTACT:	3. HISPANIC 2. MID CTY7
017 R/T 33	(33)	)	000000000000001000000000000000000000000	RACE/TOL INTACT:	3. HISPANIC 3. FR/LCTY7
018 R/T 34	(34)	)	000000000000000001000000000000000000000	RACE/TOL INTACT:	3. HISPANIC 4. FR/MCTY7
019 R/T 35	(35)	)	000000000000000000001000000000000000000	RACE/TOL INTACT:	3. HISPANIC 5. LAR TWN7
020 R/T 36	(36)	)	000000000000000000000000100000000000000	RACE/TOL INTACT:	3. HISPANIC 6. SML TWN7
021 R/T 37	(37)	)	0000000000000000000000000010000000000000	RACE/TOL INTACT:	3. HISPANIC 7. OTHER
022 R/T 41	(41)	)	0000000000000000000000000-1-1-1-1-1-1-1	RACE/TOL INTACT:	4. ASIAN 1. BIG CTY7
023 R/T 42	(42)	)	00000000000000000000000000001000000000000	RACE/TOL INTACT:	4. ASIAN 2. MID CTY7
024 R/T 43	(43)	)	00000000000000000000000000000100000000000	RACE/TOL INTACT:	4. ASIAN 3. FR/LCTY7
025 R/T 44	(44)	)	000000000000000000000000000000010000000000	RACE/TOL INTACT:	4. ASIAN 4. FR/MCTY7
026 R/T 45	(45)	)	000000000000000000000000000000000100000	RACE/TOL INTACT:	4. ASIAN 5. LAR TWN7
027 R/T 46	(46)	)	00000000000000000000000000000000000001000	RACE/TOL INTACT:	4. ASIAN 6. SML TWN7
028 R/T 47	(47)	)	0000000000000000000000000000000000000001	RACE/TOL INTACT:	4. ASIAN 7. OTHER
CONDITIONING VARIABLE ID:		BACK0029			
DESCRIPTION:		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION			
GRADES/ASSESSMENTS:		N04, N08, S08, N12			
CONDITIONING VAR LABEL:		RACE/PAR			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	20
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	12
001 R/P 11	(11)	)	01010101010101010101010101010101	RACE/PAR INTACT:	1. WHI/AI/O 1. < HS
002 R/P 12	(12)	)	-1000000-1000000-1000000	RACE/PAR INTACT:	1. WHI/AI/O 2. HS GRAD
003 R/P 13	(13)	)	00-1000000-1000000-1000000	RACE/PAR INTACT:	1. WHI/AI/O 3. POST HS
004 R/P 14	(14)	)	0000-1000000-1000000-100	RACE/PAR INTACT:	1. WHI/AI/O 4. COL GRAD
005 R/P 15	(15)	)	0000000-1000000-1000000-100	RACE/PAR INTACT:	1. WHI/AI/O 5. PARED-?
006 R/P 21	(21)	)	-1-1-1-100000000000000000000	RACE/PAR INTACT:	2. BLACK 1. < HS
007 R/P 22	(22)	)	010000000000000000000000000000000000000	RACE/PAR INTACT:	2. BLACK 2. HS GRAD
008 R/P 23	(23)	)	000100000000000000000000000000000000000	RACE/PAR INTACT:	2. BLACK 3. POST HS
009 R/P 24	(24)	)	000001000000000000000000000000000000000	RACE/PAR INTACT:	2. BLACK 4. COL GRAD
010 R/P 25	(25)	)	000000010000000000000000000000000000000	RACE/PAR INTACT:	2. BLACK 5. PARED-?
011 R/P 31	(31)	)	000000000-1-1-1-1000000000	RACE/PAR INTACT:	3. HISPANIC 1. < HS
012 R/P 32	(32)	)	000000000010000000000000000000000000000	RACE/PAR INTACT:	3. HISPANIC 2. HS GRAD
013 R/P 33	(33)	)	000000000000100000000000000000000000000	RACE/PAR INTACT:	3. HISPANIC 3. POST HS
014 R/P 34	(34)	)	000000000000001000000000000000000000000	RACE/PAR INTACT:	3. HISPANIC 4. COL GRAD
015 R/P 35	(35)	)	000000000000000000100000000000000000000	RACE/PAR INTACT:	3. HISPANIC 5. PARED-?
016 R/P 41	(41)	)	00000000000000000-1-1-1-1-1	RACE/PAR INTACT:	4. ASIAN 1. < HS
017 R/P 42	(42)	)	000000000000000000000100000000000000000	RACE/PAR INTACT:	4. ASIAN 2. HS GRAD
018 R/P 43	(43)	)	000000000000000000000000010000000000000	RACE/PAR INTACT:	4. ASIAN 3. POST HS
019 R/P 44	(44)	)	00000000000000000000000000000000000001000	RACE/PAR INTACT:	4. ASIAN 4. COL GRAD
020 R/P 45	(45)	)	000000000000000000000000000000000000001	RACE/PAR INTACT:	4. ASIAN 5. PARED-?
CONDITIONING VARIABLE ID:		BACK0030			
DESCRIPTION:		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE			
GRADES/ASSESSMENTS:		N04, N08, S08, N12			
CONDITIONING VAR LABEL:		RACE/SCH			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	12
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	6
001 R/S 11	(11)	)	01010101010101	RACE/SCH INTACT:	1. WHI/AI/O 1. PUBLIC
002 R/S 12	(12)	)	-100-100-100	RACE/SCH INTACT:	1. WHI/AI/O 2. PRIVATE
003 R/S 13	(13)	)	00-100-100-1	RACE/SCH INTACT:	1. WHI/AI/O 3. CATHOLIC
004 R/S 21	(21)	)	-1-1000000000	RACE/SCH INTACT:	2. BLACK 1. PUBLIC
005 R/S 22	(22)	)	01000000000000	RACE/SCH INTACT:	2. BLACK 2. PRIVATE
006 R/S 23	(23)	)	00010000000000	RACE/SCH INTACT:	2. BLACK 3. CATHOLIC
007 R/S 31	(31)	)	0000-1-10000	RACE/SCH INTACT:	3. HISPANIC 1. PUBLIC
008 R/S 32	(32)	)	00000100000000	RACE/SCH INTACT:	3. HISPANIC 2. PRIVATE
009 R/S 33	(33)	)	00000001000000	RACE/SCH INTACT:	3. HISPANIC 3. CATHOLIC
010 R/S 41	(41)	)	00000000-1-1	RACE/SCH INTACT:	4. ASIAN 1. PUBLIC
011 R/S 42	(42)	)	00000000010000	RACE/SCH INTACT:	4. ASIAN 2. PRIVATE
012 R/S 43	(43)	)	000000000001	RACE/SCH INTACT:	4. ASIAN 3. CATHOLIC

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		BACK0035			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY RACE/ETHNICITY	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/RAC			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 8	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 3	
001 A/R 11	(11)	)	010101	ACCO/RAC INTACT:	1. ACC R/W 1. WHI/AI/O
002 A/R 12	(12)	)	-10000	ACCO/RAC INTACT:	1. ACC R/W 2. BLACK
003 A/R 13	(13)	)	00-100	ACCO/RAC INTACT:	1. ACC R/W 3. HISPANIC
004 A/R 14	(14)	)	0000-1	ACCO/RAC INTACT:	1. ACC R/W 4. ASIAN
005 A/R 21	(21)	)	-1-1-1	ACCO/RAC INTACT:	2. NO ACCOM 1. WHI/AI/O
006 A/R 22	(22)	)	010000	ACCO/RAC INTACT:	2. NO ACCOM 2. BLACK
007 A/R 23	(23)	)	000100	ACCO/RAC INTACT:	2. NO ACCOM 3. HISPANIC
008 A/R 24	(24)	)	000001	ACCO/RAC INTACT:	2. NO ACCOM 4. ASIAN
CONDITIONING VARIABLE ID:		BACK0036			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY TYPE OF LOCALE (7 CATEGORIES)	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/TOL			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 14	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 6	
001 A/T 11	(11)	)	010101010101	ACCO/TOL INTACT:	1. ACC R/W 1. BIG CTY7
002 A/T 12	(12)	)	-100000000000	ACCO/TOL INTACT:	1. ACC R/W 2. MID CTY7
003 A/T 13	(13)	)	00-1000000000	ACCO/TOL INTACT:	1. ACC R/W 3. FR/LCTY7
004 A/T 14	(14)	)	0000-10000000	ACCO/TOL INTACT:	1. ACC R/W 4. FR/MCTY7
005 A/T 15	(15)	)	0000000-10000	ACCO/TOL INTACT:	1. ACC R/W 5. LAR TWN7
006 A/T 16	(16)	)	000000000-100	ACCO/TOL INTACT:	1. ACC R/W 6. SML TWN7
007 A/T 17	(17)	)	00000000000-1	ACCO/TOL INTACT:	1. ACC R/W 7. OTHER
008 A/T 21	(21)	)	-1-1-1-1-1-1	ACCO/TOL INTACT:	2. NO ACCOM 1. BIG CTY7
009 A/T 22	(22)	)	01000000000000	ACCO/TOL INTACT:	2. NO ACCOM 2. MID CTY7
010 A/T 23	(23)	)	00010000000000	ACCO/TOL INTACT:	2. NO ACCOM 3. FR/LCTY7
011 A/T 24	(24)	)	00000100000000	ACCO/TOL INTACT:	2. NO ACCOM 4. FR/MCTY7
012 A/T 25	(25)	)	00000001000000	ACCO/TOL INTACT:	2. NO ACCOM 5. LAR TWN7
013 A/T 26	(26)	)	00000000010000	ACCO/TOL INTACT:	2. NO ACCOM 6. SML TWN7
014 A/T 27	(27)	)	00000000000100	ACCO/TOL INTACT:	2. NO ACCOM 7. OTHER
CONDITIONING VARIABLE ID:		BACK0037			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY PARENTS' EDUCATION ALL GRADES	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/PAR			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 10	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 4	
001 A/P 11	(11)	)	01010101	ACCO/PAR INTACT:	1. ACC R/W 1. < HS
002 A/P 12	(12)	)	-1000000	ACCO/PAR INTACT:	1. ACC R/W 2. HS GRAD
003 A/P 13	(13)	)	00-10000	ACCO/PAR INTACT:	1. ACC R/W 3. POST HS
004 A/P 14	(14)	)	0000-100	ACCO/PAR INTACT:	1. ACC R/W 4. COL GRAD
005 A/P 15	(15)	)	0000000-1	ACCO/PAR INTACT:	1. ACC R/W 5. PARED-?
006 A/P 21	(21)	)	-1-1-1-1	ACCO/PAR INTACT:	2. NO ACCOM 1. < HS
007 A/P 22	(22)	)	01000000	ACCO/PAR INTACT:	2. NO ACCOM 2. HS GRAD
008 A/P 23	(23)	)	00010000	ACCO/PAR INTACT:	2. NO ACCOM 3. POST HS
009 A/P 24	(24)	)	00000100	ACCO/PAR INTACT:	2. NO ACCOM 4. COL GRAD
010 A/P 25	(25)	)	00000001	ACCO/PAR INTACT:	2. NO ACCOM 5. PARED-?
CONDITIONING VARIABLE ID:		BACK0038			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY SCHOOL TYPE	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/SCH			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 6	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 2	
001 A/S 11	(11)	)	0101	ACCO/SCH INTACT:	1. ACC R/W 1. PUBLIC
002 A/S 12	(12)	)	-100	ACCO/SCH INTACT:	1. ACC R/W 2. PRIVATE
003 A/S 13	(13)	)	00-1	ACCO/SCH INTACT:	1. ACC R/W 3. CATHOLIC
004 A/S 21	(21)	)	-1-1	ACCO/SCH INTACT:	2. NO ACCOM 1. PUBLIC
005 A/S 22	(22)	)	0100	ACCO/SCH INTACT:	2. NO ACCOM 2. PRIVATE
006 A/S 23	(23)	)	0001	ACCO/SCH INTACT:	2. NO ACCOM 3. CATHOLIC
CONDITIONING VARIABLE ID:		BACK0039			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY IEP	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/IEP			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 4	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 1	
001 A/I 11	(11)	)	01	ACCO/IEP INTACT:	1. ACC R/W 1. IEP-YES
002 A/I 12	(12)	)	-1	ACCO/IEP INTACT:	1. ACC R/W 2. IEP-NO
003 A/I 21	(21)	)	-1	ACCO/IEP INTACT:	2. NO ACCOM 1. IEP-YES
004 A/I 22	(22)	)	01	ACCO/IEP INTACT:	2. NO ACCOM 2. IEP-NO
CONDITIONING VARIABLE ID:		BACK0040			
DESCRIPTION:		INTERACTION:		ACCOMMODATED BY LEP	
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/LEP			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS: 4	
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 1	
001 A/L 11	(11)	)	01	ACCO/LEP INTACT:	1. ACC R/W 1. LEP-YES
002 A/L 12	(12)	)	-1	ACCO/LEP INTACT:	1. ACC R/W 2. LEP-NO
003 A/L 21	(21)	)	-1	ACCO/LEP INTACT:	2. NO ACCOM 1. LEP-YES
004 A/L 22	(22)	)	01	ACCO/LEP INTACT:	2. NO ACCOM 2. LEP-NO
CONDITIONING VARIABLE ID:		BACK0044			
DESCRIPTION:		REPORTING SAMPLE			
GRADES/ASSESSMENTS:		N04, N08, S08, N12			
CONDITIONING VAR LABEL:					
NAEP ID:		RPTSAMP		TOTAL NUMBER OF SPECIFIED CONTRASTS: 2	
TYPE OF CONTRAST:		CLASS		NUMBER OF INDEPENDENT CONTRASTS: 1	
001 RPTSAMP	(01)	)	0	YES	
002 RPT NO	(02)	)	1	NO	

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: BACK0046			
DESCRIPTION: WHICH RACE/ETHNICITY BEST DESCRIBES YOU			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B003001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 WHITE (01)	) 000000	WHITE	
002 BLACK (02)	) 100000	BLACK	
003 HISPANIC (03)	) 010000	HISPANIC	
004 ASIAN AM (04)	) 001000	ASIAN/PACIFIC ISLAND	
005 AMER IND (05)	) 000100	AMER IND/ALASKA NATV	
006 OTHER (06)	) 000010	OTHER	
007 B003001M (M)	) 000001	MISSING	
CONDITIONING VARIABLE ID: BACK0047			
DESCRIPTION: IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B003101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 NOT HISP (01)	) 000000	NOT HISPANIC	
002 MEXICAN (02)	) 100000	MEX,MEX AMER,CHICANO	
003 PUER RIC (03)	) 010000	PUERTO RICAN	
004 CUBAN (04)	) 001000	CUBAN	
005 OTHER (05)	) 000010	OTHER HISPANIC	
006 B003101M (M)	) 000001	MISSING	
CONDITIONING VARIABLE ID: BACK0048			
DESCRIPTION: HOW LONG LIVED IN UNITED STATES			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B013001A (01)	) 0000	ALL MY LIFE	
002 B013001B (02)	) 1000	MORE THAN 5 YEARS	
003 B013001C (03)	) 0100	3-5 YEARS	
004 B013001D (04)	) 0010	LESS THAN 3 YEARS	
005 B013001M (M)	) 0001	MISSING	
CONDITIONING VARIABLE ID: BACK0049			
DESCRIPTION: HOW OFTEN OTHER THAN ENGLISH SPOKEN AT HOME			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B013101A (01)	) 0000	ALL OR MOST OF TIME	
002 B013101B (02)	) 1000	ABOUT HALF OF TIME	
003 B013101C (03)	) 0100	LESS THAN HALF TIME	
004 B013101D (04)	) 0010	NEVER	
005 B013101M (M)	) 0001	MISSING	
CONDITIONING VARIABLE ID: BACK0050			
DESCRIPTION: MOTHER GRADUATED HIGH SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013201Y (01)	) 000	YES	
002 B013201N (02)	) 100	NO	
003 B013201M (M, IDK)	) 001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID: BACK0051			
DESCRIPTION: MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013301Y (01)	) 000	YES	
002 B013301N (02)	) 100	NO	
003 B013301M (M, IDK)	) 001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID: BACK0052			
DESCRIPTION: MOTHER GRADUATED COLLEGE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013401Y (01)	) 000	YES	
002 B013401N (02)	) 100	NO	
003 B013401M (M, IDK)	) 001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID: BACK0053			
DESCRIPTION: FATHER GRADUATED HIGH SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013501Y (01)	) 000	YES	
002 B013501N (02)	) 100	NO	
003 B013501M (M, IDK)	) 001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID: BACK0054			
DESCRIPTION: FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B013601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013601Y (01)	) 000	YES	
002 B013601N (02)	) 100	NO	
003 B013601M (M, IDK)	) 001	MISSING, I DON'T KNOW	

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0055		
DESCRIPTION:	FATHER GRADUATED COLLEGE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013701Y (01	) 000		YES
002 B013701N (02	) 100		NO
003 B013701M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0056		
DESCRIPTION:	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000901Y (01	) 000		YES
002 B000901N (02	) 100		NO
003 B000901M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0057		
DESCRIPTION:	IS THERE AN ENCYCLOPEDIA IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000903Y (01	) 000		YES
002 B000903N (02	) 100		NO
003 B000903M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0058		
DESCRIPTION:	HOW MANY BOOKS ARE IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B013801A (01	) 0000		0-10 (FEW)
002 B013801B (02	) 1000		11-25 (1 SHELF)
003 B013801C (03	) 0100		26-100 (1 BOOKCASE)
004 B013801D (04	) 0010		>100 (>1 BOOKCASE)
005 B013801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0059		
DESCRIPTION:	DOES YOUR FAMILY GET MAGAZINES REGULARLY		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000905Y (01	) 000		YES
002 B000905N (02	) 100		NO
003 B000905M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0060		
DESCRIPTION:	HOURS OF TV/VIDEO WATCHED ON SCHOOL DAYS		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 B013901N (01	) 0000000		NONE
002 B013901B (02	) 1000000		ONE HOUR OR LESS
003 B013901C (03	) 0100000		2 HOURS
004 B013901D (04	) 0010000		3 HOURS
005 B013901E (05	) 0001000		4 HOURS
006 B013901F (06	) 0000100		5 HOURS
007 B013901G (07	) 0000010		6+ HOURS
008 B013901M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID:	BACK0061		
DESCRIPTION:	TIME SPENT ON HOMEWORK EACH DAY		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B006601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B006601N (01	) 00000		DON'T USUALLY HAVE
002 B006601B (02	) 10000		HAVE BUT DON'T DO
003 B006601C (03	) 01000		1/2 HOUR OR LESS
004 B006601D (04	) 00100		1 HOUR
005 B006601E (05	) 00010		MORE THAN 1 HOUR
006 B006601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	BACK0062		
DESCRIPTION:	HOW MANY PAGES READ IN SCHOOL AND FOR HOMEWORK		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B001101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B001101A (01	) 00000		MORE THAN 20
002 B001101B (02	) 10000		16-20
003 B001101C (03	) 01000		11-15
004 B001101D (04	) 00100		6-10
005 B001101E (05	) 00010		5 OR FEWER
006 B001101M (M	) 00001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: BACK0063			
DESCRIPTION: DAYS ABSENT FROM SCHOOL LAST MONTH			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B014001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014001N (01	) 00000		NONE
002 B014001B (02	) 10000		1 OR 2 DAYS
003 B014001C (03	) 01000		3 OR 4 DAYS
004 B014001D (04	) 00100		5 TO 9 DAYS
005 B014001E (05	) 00010		10 OR MORE DAYS
006 B014001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: BACK0064			
DESCRIPTION: TIMES CHANGED SCHOOLS IN PAST TWO YEARS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B007301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007301N (01	) 0000		NONE
002 B007301B (02	) 1000		1
003 B007301C (03	) 0100		2
004 B007301D (04	) 0010		3 OR MORE
005 B007301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: BACK0065			
DESCRIPTION: HOW OFTEN DISCUSS STUDIES AT HOME			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B007401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007401A (01	) 0000		ALMOST EVERY DAY
002 B007401B (02	) 1000		ONCE/TWICE A WEEK
003 B007401C (03	) 0100		ONCE/TWICE A MONTH
004 B007401D (04	) 0010		NEVER OR HARDLY EVER
005 B007401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: BACK0066			
DESCRIPTION: HOW OFTEN USE COMPUTER AT HOME FOR SCHOOLWORK			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B014101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014101A (01	) 00000		NO COMPUTER AT HOME
002 B014101B (02	) 10000		NEVER OR HARDLY EVER
003 B014101C (03	) 01000		ONCE/TWICE A MONTH
004 B014101D (04	) 00100		ONCE/TWICE A WEEK
005 B014101E (05	) 00010		ALMOST EVERY DAY
006 B014101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SUBJ0001			
DESCRIPTION: HOW HARD TRIED ON THIS WRITING TEST THAN ON OTHERS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W803001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W803001A (01	) 0000		TRIED MUCH HARDER
002 W803001B (02	) 1000		TRIED HARDER
003 W803001C (03	) 0100		TRIED ABOUT AS HARD
004 W803001N (04	) 0010		TRIED NOT AS HARD
005 W803001M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0002			
DESCRIPTION: HOW IMPORTANT TO DO WELL ON THIS WRITING TEST			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W803101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W803101A (01	) 0000		VERY IMPORTANT
002 W803101B (02	) 1000		IMPORTANT
003 W803101C (03	) 0100		SOMEWHAT IMPORTANT
004 W803101N (04	) 0010		NOT VERY IMPORTANT
005 W803101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0003			
DESCRIPTION: HOW OFTEN TAKE ESSAY TEST FOR WHOLE CLASS PERIOD			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W803201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W803201A (01	) 0000		AT LEAST ONCE A WEEK
002 W803201B (02	) 1000		ONCE/TWICE A MONTH
003 W803201C (03	) 0100		ONCE/TWICE A YEAR
004 W803201D (04	) 0010		NEVER
005 W803201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0004			
DESCRIPTION: MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W803301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W803301A (01	) 0000		STRONGLY AGREE
002 W803301B (02	) 1000		AGREE
003 W803301C (03	) 0100		DISAGREE
004 W803301D (04	) 0010		STRONGLY DISAGREE
005 W803301M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0005		
DESCRIPTION:	I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W803302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W803302A (01	) 0000		STRONGLY AGREE
002 W803302B (02	) 1000		AGREE
003 W803302C (03	) 0100		DISAGREE
004 W803302D (04	) 0010		STRONGLY DISAGREE
005 W803302M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0006		
DESCRIPTION:	I LIKE TO WRITE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W801901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 W801901A (01	) 00000		STRONGLY AGREE
002 W801901B (02	) 10000		AGREE
003 W801901C (03	) 01000		UNDECIDED
004 W801901D (04	) 00100		DISAGREE
005 W801901E (05	) 00010		STRONGLY DISAGREE
006 W801901M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0007		
DESCRIPTION:	I AM GOOD AT WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W801902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 W801902A (01	) 00000		STRONGLY AGREE
002 W801902B (02	) 10000		AGREE
003 W801902C (03	) 01000		UNDECIDED
004 W801902D (04	) 00100		DISAGREE
005 W801902E (05	) 00010		STRONGLY DISAGREE
006 W801902M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0008		
DESCRIPTION:	TEACHER TALKS ABOUT WHAT YOU ARE WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802001A (01	) 000		ALWAYS
002 W802001B (02	) 100		SOMETIMES
003 W802001C (03	) 010		NEVER
004 W802001M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0009		
DESCRIPTION:	TEACHER ASKS TO WRITE MORE THAN ONE DRAFT OF PAPER		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802101A (01	) 000		ALWAYS
002 W802101B (02	) 100		SOMETIMES
003 W802101C (03	) 010		NEVER
004 W802101M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0010		
DESCRIPTION:	TEACHER ASKS TO CONTRIBUTE WRITING TO A COLLECTION		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802201A (01	) 000		ALWAYS
002 W802201B (02	) 100		SOMETIMES
003 W802201C (03	) 010		NEVER
004 W802201M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0011		
DESCRIPTION:	DO SPELLING, PUNCTUATION, GRAMMAR EXERCISES		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802301A (01	) 0000		ALMOST EVERY DAY
002 W802301B (02	) 1000		ONCE/TWICE A WEEK
003 W802301C (03	) 0100		ONCE/TWICE A MONTH
004 W802301D (04	) 0010		NEVER OR HARDLY EVER
005 W802301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0012		
DESCRIPTION:	HOW OFTEN WRITE A STORY OR REPORT		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802302A (01	) 0000		ALMOST EVERY DAY
002 W802302B (02	) 1000		ONCE/TWICE A WEEK
003 W802302C (03	) 0100		ONCE/TWICE A MONTH
004 W802302D (04	) 0010		NEVER OR HARDLY EVER
005 W802302M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SUBJ0013			
DESCRIPTION: HOW OFTEN WORK IN PAIRS/SMALL GROUPS-WRITING			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802303A (01	) 0000		ALMOST EVERY DAY
002 W802303B (02	) 1000		ONCE/TWICE A WEEK
003 W802303C (03	) 0100		ONCE/TWICE A MONTH
004 W802303D (04	) 0010		NEVER OR HARDLY EVER
005 W802303M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0014			
DESCRIPTION: HOW OFTEN WRITE IN A LOG/JOURNAL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802304A (01	) 0000		ALMOST EVERY DAY
002 W802304B (02	) 1000		ONCE/TWICE A WEEK
003 W802304C (03	) 0100		ONCE/TWICE A MONTH
004 W802304D (04	) 0010		NEVER OR HARDLY EVER
005 W802304M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0015			
DESCRIPTION: DO YOU/TEACHER SAVE WRITING-FOLDER/PORTFOLIO			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 W802401Y (01	) 00		YES
002 W802401N (02	) 10		NO
003 W802401M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SUBJ0016			
DESCRIPTION: GRADE/WRITING-SPELLING, PUNCTUATION, GRAMMAR			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802501A (01	) 000		VERY IMPORTANT
002 W802501B (02	) 100		MODERATELY IMPORTANT
003 W802501N (03	) 010		NOT VERY IMPORTANT
004 W802501M (M	) 001		MISSING
CONDITIONING VARIABLE ID: SUBJ0017			
DESCRIPTION: GRADE/WRITING-ORGANIZATION OF PAPER			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802502A (01	) 000		VERY IMPORTANT
002 W802502B (02	) 100		MODERATELY IMPORTANT
003 W802502N (03	) 010		NOT VERY IMPORTANT
004 W802502M (M	) 001		MISSING
CONDITIONING VARIABLE ID: SUBJ0018			
DESCRIPTION: GRADE/WRITING-QUALITY, CREATIVITY OF IDEAS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802503A (01	) 000		VERY IMPORTANT
002 W802503B (02	) 100		MODERATELY IMPORTANT
003 W802503N (03	) 010		NOT VERY IMPORTANT
004 W802503M (M	) 001		MISSING
CONDITIONING VARIABLE ID: SUBJ0019			
DESCRIPTION: GRADE/WRITING-LENGTH OF PAPER			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 W802504A (01	) 000		VERY IMPORTANT
002 W802504B (02	) 100		MODERATELY IMPORTANT
003 W802504N (03	) 010		NOT VERY IMPORTANT
004 W802504M (M	) 001		MISSING
CONDITIONING VARIABLE ID: SUBJ0020			
DESCRIPTION: ON COMPUTER-DO SPELLING, PUNCTUATION, GRAMMAR			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802601A (01	) 0000		ALMOST EVERY DAY
002 W802601B (02	) 1000		ONCE/TWICE A WEEK
003 W802601C (03	) 0100		ONCE/TWICE A MONTH
004 W802601D (04	) 0010		NEVER OR HARDLY EVER
005 W802601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0021			
DESCRIPTION: ON COMPUTER-WRITE IN A LOG/JOURNAL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802602A (01	) 0000		ALMOST EVERY DAY
002 W802602B (02	) 1000		ONCE/TWICE A WEEK
003 W802602C (03	) 0100		ONCE/TWICE A MONTH
004 W802602D (04	) 0010		NEVER OR HARDLY EVER
005 W802602M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0022		
DESCRIPTION:	ON COMPUTER-WRITE DRAFTS/FINAL VERSIONS OF PAPERS		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802603A (01	) 0000		ALMOST EVERY DAY
002 W802603B (02	) 1000		ONCE/TWICE A WEEK
003 W802603C (03	) 0100		ONCE/TWICE A MONTH
004 W802603D (04	) 0010		NEVER OR HARDLY EVER
005 W802603M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0001		
DESCRIPTION:	FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042501Y (01	) 00		YES
002 C042501N (02	) 10		NO
003 C042501M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0002		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042601A (01	) 00000		EVERY DAY
002 C042601B (02	) 10000		3-4 TIMES A WEEK
003 C042601C (03	) 01000		ONCE OR TWICE A WEEK
004 C042601D (04	) 00100		LESS THAN ONCE/WEEK
005 C042601N (05	) 00010		SUBJECT NOT TAUGHT
006 C042601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0003		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042602A (01	) 00000		EVERY DAY
002 C042602B (02	) 10000		3-4 TIMES A WEEK
003 C042602C (03	) 01000		ONCE OR TWICE A WEEK
004 C042602D (04	) 00100		LESS THAN ONCE/WEEK
005 C042602N (05	) 00010		SUBJECT NOT TAUGHT
006 C042602M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0004		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042603A (01	) 00000		EVERY DAY
002 C042603B (02	) 10000		3-4 TIMES A WEEK
003 C042603C (03	) 01000		ONCE OR TWICE A WEEK
004 C042603D (04	) 00100		LESS THAN ONCE/WEEK
005 C042603N (05	) 00010		SUBJECT NOT TAUGHT
006 C042603M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0005		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042604A (01	) 00000		EVERY DAY
002 C042604B (02	) 10000		3-4 TIMES A WEEK
003 C042604C (03	) 01000		ONCE OR TWICE A WEEK
004 C042604D (04	) 00100		LESS THAN ONCE/WEEK
005 C042604N (05	) 00010		SUBJECT NOT TAUGHT
006 C042604M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0006		
DESCRIPTION:	DOES SCHOOL USE BLOCK SCHEDULING		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C042701Y (01	) 000		YES-ALL SUBJECTS
002 C042701Y (02	) 100		YES-SOME SUBJECTS
003 C042701N (03	) 010		NO
004 C042701M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SCHL0007		
DESCRIPTION:	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042801Y (01	) 00		YES
002 C042801N (02	) 10		NO
003 C042801M (M	) 01		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0008			
DESCRIPTION: ARE COMPUTERS AVAILABLE IN COMPUTER LAB			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042802Y (01	) 00		YES
002 C042802N (02	) 10		NO
003 C042802M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0009			
DESCRIPTION: ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042803Y (01	) 00		YES
002 C042803N (02	) 10		NO
003 C042803M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0010			
DESCRIPTION: HOW MANY COMPUTERS AVAILABLE TO STUDENTS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C042901N (01	) 0000000		NONE
002 C042901B (02	) 1000000		1-10
003 C042901C (03	) 0100000		11-25
004 C042901D (04	) 0010000		26-50
005 C042901E (05	) 0001000		51-75
006 C042901F (06	) 0000100		76-100
007 C042901G (07	) 0000010		MORE THAN 100
008 C042901M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID: SCHL0011			
DESCRIPTION: PRIMARY WAY LIBRARY IS STAFFED			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C036601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C036601N (01	) 0000		NO LIBRARY IN SCHOOL
002 C036601N (02	) 1000		LIBRARY-NO/VOL STAFF
003 C036601C (03	) 0100		PART-TIME STAFF
004 C036601D (04	) 0010		FULL-TIME STAFF
005 C036601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0012			
DESCRIPTION: PARENTS PARTICIPATE-PARENT-TEACHER ORG			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043001A (01	) 00000		NOT AVAILABLE
002 C043001B (02	) 10000		0-10%
003 C043001C (03	) 01000		11-25%
004 C043001D (04	) 00100		26-50%
005 C043001E (05	) 00010		51-100%
006 C043001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0013			
DESCRIPTION: PARENTS PARTICIPATE-OPEN HOUSE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043002A (01	) 00000		NOT AVAILABLE
002 C043002B (02	) 10000		0-10%
003 C043002C (03	) 01000		11-25%
004 C043002D (04	) 00100		26-50%
005 C043002E (05	) 00010		51-100%
006 C043002M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0014			
DESCRIPTION: PARTICIPATE-PARENT-TEACHER CONFERENCE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043003A (01	) 00000		NOT AVAILABLE
002 C043003B (02	) 10000		0-10%
003 C043003C (03	) 01000		11-25%
004 C043003D (04	) 00100		26-50%
005 C043003E (05	) 00010		51-100%
006 C043003M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0015			
DESCRIPTION: PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043004A (01	) 00000		NOT AVAILABLE
002 C043004B (02	) 10000		0-10%
003 C043004C (03	) 01000		11-25%
004 C043004D (04	) 00100		26-50%
005 C043004E (05	) 00010		51-100%
006 C043004M (M	) 00001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0016			
DESCRIPTION: PARENTS PARTICIPATE-VOLUNTEER PROGRAMS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043005A (01	) 00000		NOT AVAILABLE
002 C043005B (02	) 10000		0-10%
003 C043005C (03	) 01000		11-25%
004 C043005D (04	) 00100		26-50%
005 C043005E (05	) 00010		51-100%
006 C043005M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0017			
DESCRIPTION: PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043006A (01	) 00000		NOT AVAILABLE
002 C043006B (02	) 10000		0-10%
003 C043006C (03	) 01000		11-25%
004 C043006D (04	) 00100		26-50%
005 C043006E (05	) 00010		51-100%
006 C043006M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0018			
DESCRIPTION: PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043007A (01	) 00000		NOT AVAILABLE
002 C043007B (02	) 10000		0-10%
003 C043007C (03	) 01000		11-25%
004 C043007D (04	) 00100		26-50%
005 C043007E (05	) 00010		51-100%
006 C043007M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0019			
DESCRIPTION: PARENTS PARTICIPATE-CLASSROOM ASSISTANTS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043008A (01	) 00000		NOT AVAILABLE
002 C043008B (02	) 10000		0-10%
003 C043008C (03	) 01000		11-25%
004 C043008D (04	) 00100		26-50%
005 C043008E (05	) 00010		51-100%
006 C043008M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0020			
DESCRIPTION: IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032402A (01	) 0000		SERIOUS
002 C032402B (02	) 1000		MODERATE
003 C032402C (03	) 0100		MINOR
004 C032402N (04	) 0010		NOT A PROBLEM
005 C032402M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0021			
DESCRIPTION: IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032401A (01	) 0000		SERIOUS
002 C032401B (02	) 1000		MODERATE
003 C032401C (03	) 0100		MINOR
004 C032401N (04	) 0010		NOT A PROBLEM
005 C032401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0022			
DESCRIPTION: ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032404A (01	) 0000		SERIOUS
002 C032404B (02	) 1000		MODERATE
003 C032404C (03	) 0100		MINOR
004 C032404N (04	) 0010		NOT A PROBLEM
005 C032404M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0023			
DESCRIPTION: ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032407A (01	) 0000		SERIOUS
002 C032407B (02	) 1000		MODERATE
003 C032407C (03	) 0100		MINOR
004 C032407N (04	) 0010		NOT A PROBLEM
005 C032407M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		SCHL0024	
DESCRIPTION:		IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032408	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032408A (01	) 0000		SERIOUS
002 C032408B (02	) 1000		MODERATE
003 C032408C (03	) 0100		MINOR
004 C032408N (04	) 0010		NOT A PROBLEM
005 C032408M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0025	
DESCRIPTION:		IS LACK OF PARENT INVLMNT A PROBLEM IN SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032409	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032409A (01	) 0000		SERIOUS
002 C032409B (02	) 1000		MODERATE
003 C032409C (03	) 0100		MINOR
004 C032409N (04	) 0010		NOT A PROBLEM
005 C032409M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0026	
DESCRIPTION:		IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032410	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032410A (01	) 0000		SERIOUS
002 C032410B (02	) 1000		MODERATE
003 C032410C (03	) 0100		MINOR
004 C032410N (04	) 0010		NOT A PROBLEM
005 C032410M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0027	
DESCRIPTION:		IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032411	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032411A (01	) 0000		SERIOUS
002 C032411B (02	) 1000		MODERATE
003 C032411C (03	) 0100		MINOR
004 C032411N (04	) 0010		NOT A PROBLEM
005 C032411M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0028	
DESCRIPTION:		IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032412	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032412A (01	) 0000		SERIOUS
002 C032412B (02	) 1000		MODERATE
003 C032412C (03	) 0100		MINOR
004 C032412N (04	) 0010		NOT A PROBLEM
005 C032412M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0029	
DESCRIPTION:		ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032413	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032413A (01	) 0000		SERIOUS
002 C032413B (02	) 1000		MODERATE
003 C032413C (03	) 0100		MINOR
004 C032413N (04	) 0010		NOT A PROBLEM
005 C032413M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0030	
DESCRIPTION:		IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C032414	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032414A (01	) 0000		SERIOUS
002 C032414B (02	) 1000		MODERATE
003 C032414C (03	) 0100		MINOR
004 C032414N (04	) 0010		NOT A PROBLEM
005 C032414M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SCHL0031	
DESCRIPTION:		IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL	
GRADES/ASSESSMENTS:		N04, N08, S08, N12	
CONDITIONING VAR LABEL:			
NAEP ID:	C043101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043101A (01	) 0000		SERIOUS
002 C043101B (02	) 1000		MODERATE
003 C043101C (03	) 0100		MINOR
004 C043101N (04	) 0010		NOT A PROBLEM
005 C043101M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SCHL0032		
DESCRIPTION:	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043102A (01	) 0000		SERIOUS
002 C043102B (02	) 1000		MODERATE
003 C043102C (03	) 0100		MINOR
004 C043102N (04	) 0010		NOT A PROBLEM
005 C043102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0033		
DESCRIPTION:	ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043103A (01	) 0000		SERIOUS
002 C043103B (02	) 1000		MODERATE
003 C043103C (03	) 0100		MINOR
004 C043103N (04	) 0010		NOT A PROBLEM
005 C043103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0034		
DESCRIPTION:	IS VANDALISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043104A (01	) 0000		SERIOUS
002 C043104B (02	) 1000		MODERATE
003 C043104C (03	) 0100		MINOR
004 C043104N (04	) 0010		NOT A PROBLEM
005 C043104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0035		
DESCRIPTION:	TEACHER MORALE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032502A (01	) 0000		VERY POSITIVE
002 C032502B (02	) 1000		SOMEWHAT POSITIVE
003 C032502C (03	) 0100		SOMEWHAT NEGATIVE
004 C032502D (04	) 0010		VERY NEGATIVE
005 C032502M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0036		
DESCRIPTION:	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032503A (01	) 0000		VERY POSITIVE
002 C032503B (02	) 1000		SOMEWHAT POSITIVE
003 C032503C (03	) 0100		SOMEWHAT NEGATIVE
004 C032503D (04	) 0010		VERY NEGATIVE
005 C032503M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0037		
DESCRIPTION:	PARENT SUPPORT FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032505A (01	) 0000		VERY POSITIVE
002 C032505B (02	) 1000		SOMEWHAT POSITIVE
003 C032505C (03	) 0100		SOMEWHAT NEGATIVE
004 C032505D (04	) 0010		VERY NEGATIVE
005 C032505M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0038		
DESCRIPTION:	REGARD FOR SCHOOL PROPERTY		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032506A (01	) 0000		VERY POSITIVE
002 C032506B (02	) 1000		SOMEWHAT POSITIVE
003 C032506C (03	) 0100		SOMEWHAT NEGATIVE
004 C032506D (04	) 0010		VERY NEGATIVE
005 C032506M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0039		
DESCRIPTION:	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043201A (01	) 0000		VERY POSITIVE
002 C043201B (02	) 1000		SOMEWHAT POSITIVE
003 C043201C (03	) 0100		SOMEWHAT NEGATIVE
004 C043201D (04	) 0010		VERY NEGATIVE
005 C043201M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0040			
DESCRIPTION: PERCENT STUDENT BODY ABSENT AVERAGE DAY			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043301A (01	) 000000		0-2%
002 C043301B (02	) 100000		3-5%
003 C043301C (03	) 010000		6-10%
004 C043301D (04	) 001000		11-25%
005 C043301E (05	) 000100		26-50%
006 C043301F (06	) 000010		MORE THAN 50%
007 C043301M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0041			
DESCRIPTION: PERCENT TEACHING STAFF ABSENT AVERAGE DAY			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043401A (01	) 000000		0-2%
002 C043401B (02	) 100000		3-5%
003 C043401C (03	) 010000		6-10%
004 C043401D (04	) 001000		11-25%
005 C043401E (05	) 000100		26-50%
006 C043401F (06	) 000010		MORE THAN 50%
007 C043401M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0042			
DESCRIPTION: ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043501A (01	) 000000		98-100%
002 C043501B (02	) 100000		95-97%
003 C043501C (03	) 010000		90-94%
004 C043501D (04	) 001000		80-89%
005 C043501E (05	) 000100		70-79%
006 C043501F (06	) 000010		LESS THAN 70%
007 C043501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0043			
DESCRIPTION: PERCENT STUDENTS HELD BACK AND REPEATING GRADE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043601A (01	) 00000		0%
002 C043601B (02	) 10000		1-2%
003 C043601C (03	) 01000		3-5%
004 C043601D (04	) 00100		6-10%
005 C043601E (05	) 00010		MORE THAN 10%
006 C043601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0044			
DESCRIPTION: PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043701A (01	) 00000		0%
002 C043701B (02	) 10000		1-2%
003 C043701C (03	) 01000		3-5%
004 C043701D (04	) 00100		6-10%
005 C043701E (05	) 00010		MORE THAN 10%
006 C043701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0045			
DESCRIPTION: IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C038301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C038301Y (01	) 00		YES
002 C038301N (02	) 10		NO
003 C038301M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0046			
DESCRIPTION: PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C043801A (01	) 00000000		0%
002 C043801B (02	) 10000000		1-5%
003 C043801C (03	) 01000000		6-10%
004 C043801D (04	) 00100000		11-25%
005 C043801E (05	) 00010000		26-50%
006 C043801F (06	) 00001000		51-75%
007 C043801G (07	) 00000100		76-99%
008 C043801H (08	) 00000010		100%
009 C043801M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0047			
DESCRIPTION: DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C043901Y (01	) 00		YES
002 C043901N (02	) 10		NO
003 C043901M (M	) 01		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0048			
DESCRIPTION: PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044001N (01	) 00000000		NONE
002 C044001B (02	) 10000000		1-5%
003 C044001C (03	) 01000000		6-10%
004 C044001D (04	) 00100000		11-25%
005 C044001E (05	) 00010000		26-50%
006 C044001F (06	) 00001000		51-75%
007 C044001G (07	) 00000100		76-90%
008 C044001H (08	) 00000010		OVER 90%
009 C044001M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0049			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044002N (01	) 00000000		NONE
002 C044002B (02	) 10000000		1-5%
003 C044002C (03	) 01000000		6-10%
004 C044002D (04	) 00100000		11-25%
005 C044002E (05	) 00010000		26-50%
006 C044002F (06	) 00001000		51-75%
007 C044002G (07	) 00000100		76-90%
008 C044002H (08	) 00000010		OVER 90%
009 C044002M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0050			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044003N (01	) 00000000		NONE
002 C044003B (02	) 10000000		1-5%
003 C044003C (03	) 01000000		6-10%
004 C044003D (04	) 00100000		11-25%
005 C044003E (05	) 00010000		26-50%
006 C044003F (06	) 00001000		51-75%
007 C044003G (07	) 00000100		76-90%
008 C044003H (08	) 00000010		OVER 90%
009 C044003M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0051			
DESCRIPTION: PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044004N (01	) 00000000		NONE
002 C044004B (02	) 10000000		1-5%
003 C044004C (03	) 01000000		6-10%
004 C044004D (04	) 00100000		11-25%
005 C044004E (05	) 00010000		26-50%
006 C044004F (06	) 00001000		51-75%
007 C044004G (07	) 00000100		76-90%
008 C044004H (08	) 00000010		OVER 90%
009 C044004M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: BACK0067			
DESCRIPTION: HOW MUCH EDUCATION DO YOU EXPECT TO RECEIVE			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	B014201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014201N (01	) 000000		WILL NOT FINISH HS
002 B014201B (02	) 100000		WILL GRADUATE HS
003 B014201C (03	) 010000		SOME ED AFTER HS
004 B014201D (04	) 001000		GRADUATE COLLEGE
005 B014201E (05	) 000100		GO TO GRAD SCHOOL
006 B014201M (M, IDK	) 000001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID: SUBJ0023			
DESCRIPTION: HOW OFTEN PAPERS ASSIGED-ONE TO TWO PARAGRAPHS			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802701A (01	) 0000		ALMOST EVERY DAY
002 W802701B (02	) 1000		ONCE/TWICE A WEEK
003 W802701C (03	) 0100		ONCE/TWICE A MONTH
004 W802701D (04	) 0010		NEVER OR HARDLY EVER
005 W802701M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0024			
DESCRIPTION: HOW OFTEN PAPERS ASSIGNED-ONE TO TWO PAGES			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802702A (01	) 0000		ALMOST EVERY DAY
002 W802702B (02	) 1000		ONCE/TWICE A WEEK
003 W802702C (03	) 0100		ONCE/TWICE A MONTH
004 W802702D (04	) 0010		NEVER OR HARDLY EVER
005 W802702M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SUBJ0025			
DESCRIPTION: HOW OFTEN PAPERS ASSIGNED-THREE OR MORE PAGES			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802703A (01	) 0000		ALMOST EVERY DAY
002 W802703B (02	) 1000		ONCE/TWICE A WEEK
003 W802703C (03	) 0100		ONCE/TWICE A MONTH
004 W802703D (04	) 0010		NEVER OR HARDLY EVER
005 W802703M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0026			
DESCRIPTION: HOW OFTEN WRITING ASSIGNED-REPORT OR SUMMARY			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802801A (01	) 0000		ALMOST EVERY DAY
002 W802801B (02	) 1000		ONCE/TWICE A WEEK
003 W802801C (03	) 0100		ONCE/TWICE A MONTH
004 W802801D (04	) 0010		NEVER OR HARDLY EVER
005 W802801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0027			
DESCRIPTION: HOW OFTEN WRITING ASSIGNED-ESSAY/THEME TO ANALYZE			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802802A (01	) 0000		ALMOST EVERY DAY
002 W802802B (02	) 1000		ONCE/TWICE A WEEK
003 W802802C (03	) 0100		ONCE/TWICE A MONTH
004 W802802D (04	) 0010		NEVER OR HARDLY EVER
005 W802802M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0028			
DESCRIPTION: HOW OFTEN WRITING ASSIGNED-ESSAY/LETTER- PERSUADE			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802803A (01	) 0000		ALMOST EVERY DAY
002 W802803B (02	) 1000		ONCE/TWICE A WEEK
003 W802803C (03	) 0100		ONCE/TWICE A MONTH
004 W802803D (04	) 0010		NEVER OR HARDLY EVER
005 W802803M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0029			
DESCRIPTION: HOW OFTEN WRITING ASSIGNED-STORY/NARRATIVE			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802804A (01	) 0000		ALMOST EVERY DAY
002 W802804B (02	) 1000		ONCE/TWICE A WEEK
003 W802804C (03	) 0100		ONCE/TWICE A MONTH
004 W802804D (04	) 0010		NEVER OR HARDLY EVER
005 W802804M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0030			
DESCRIPTION: HOW OFTEN ASKED TO PLAN YOUR WRITING			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802901A (01	) 0000		ALMOST EVERY DAY
002 W802901B (02	) 1000		ONCE/TWICE A WEEK
003 W802901C (03	) 0100		ONCE/TWICE A MONTH
004 W802901D (04	) 0010		NEVER OR HARDLY EVER
005 W802901M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0031			
DESCRIPTION: HOW OFTEN ASKED TO MAKE FORMAL OUTLINE FIRST			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802902A (01	) 0000		ALMOST EVERY DAY
002 W802902B (02	) 1000		ONCE/TWICE A WEEK
003 W802902C (03	) 0100		ONCE/TWICE A MONTH
004 W802902D (04	) 0010		NEVER OR HARDLY EVER
005 W802902M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0032			
DESCRIPTION: HOW OFTEN ASKED TO DEFINE PURPOSE AND AUDIENCE			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	W802903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802903A (01	) 0000		ALMOST EVERY DAY
002 W802903B (02	) 1000		ONCE/TWICE A WEEK
003 W802903C (03	) 0100		ONCE/TWICE A MONTH
004 W802903D (04	) 0010		NEVER OR HARDLY EVER
005 W802903M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0033		
DESCRIPTION:	HOW OFTEN ASKED TO USE SOURCES OTHER THAN TEXTBOOK		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	W802904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 W802904A (01	) 0000		ALMOST EVERY DAY
002 W802904B (02	) 1000		ONCE/TWICE A WEEK
003 W802904C (03	) 0100		ONCE/TWICE A MONTH
004 W802904D (04	) 0010		NEVER OR HARDLY EVER
005 W802904M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0052		
DESCRIPTION:	8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C044401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044401Y (01	) 00		YES
002 C044401N (02	) 10		NO
003 C044401M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0053		
DESCRIPTION:	8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C044402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044402Y (01	) 00		YES
002 C044402N (02	) 10		NO
003 C044402M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0054		
DESCRIPTION:	IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043105A (01	) 0000		SERIOUS
002 C043105B (02	) 1000		MODERATE
003 C043105C (03	) 0100		MINOR
004 C043105N (04	) 0010		NOT A PROBLEM
005 C043105M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0055		
DESCRIPTION:	IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043106A (01	) 0000		SERIOUS
002 C043106B (02	) 1000		MODERATE
003 C043106C (03	) 0100		MINOR
004 C043106N (04	) 0010		NOT A PROBLEM
005 C043106M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0068		
DESCRIPTION:	MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B005501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B005501A (01	) 000000		WORK FULL-TIME
002 B005501B (02	) 100000		VOCA/TECH/BUSINESS
003 B005501C (03	) 010000		ATTEND 2 YR COLLEGE
004 B005501D (04	) 001000		ATTEND 4 YR COLLEGE
005 B005501E (05	) 000100		SERVE IN MILITARY
006 B005501F (06	) 000010		OTHER
007 B005501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	BACK0069		
DESCRIPTION:	VOLUNTEER WORK IN YOUR COMMUNITY THIS YEAR		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B014301Y (01	) 000		YES, WITH MY SCHOOL
002 B014301Y (02	) 100		YES, ON MY OWN
003 B014301N (03	) 010		NO
004 B014301M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	BACK0070		
DESCRIPTION:	HOW MANY HOURS/WEEK WORK JOB FOR PAY		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B014401N (01	) 000000		NONE
002 B014401B (02	) 100000		1-5 HOURS
003 B014401C (03	) 010000		6-10 HOURS
004 B014401D (04	) 001000		11-15 HOURS
005 B014401E (05	) 000100		16-20 HOURS
006 B014401F (06	) 000010		21 OR MORE HOURS
007 B014401M (M	) 000001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0056			
DESCRIPTION: 12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044301Y (01	) 00		YES
002 C044301N (02	) 10		NO
003 C044301M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0057			
DESCRIPTION: 12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044302Y (01	) 00		YES
002 C044302N (02	) 10		NO
003 C044302M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0058			
DESCRIPTION: PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C044101A (01	) 00000		99-100%
002 C044101B (02	) 10000		95-98%
003 C044101C (03	) 01000		90-94%
004 C044101D (04	) 00100		75-89%
005 C044101E (05	) 00010		LESS THAN 75%
006 C044101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0059			
DESCRIPTION: PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044201N (01	) 00000000		NONE
002 C044201B (02	) 10000000		1-5%
003 C044201C (03	) 01000000		6-10%
004 C044201D (04	) 00100000		11-25%
005 C044201E (05	) 00010000		26-50%
006 C044201F (06	) 00001000		51-75%
007 C044201G (07	) 00000100		76-90%
008 C044201H (08	) 00000010		OVER 100%
009 C044201M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0060			
DESCRIPTION: PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044202N (01	) 00000000		NONE
002 C044202B (02	) 10000000		1-5%
003 C044202C (03	) 01000000		6-10%
004 C044202D (04	) 00100000		11-25%
005 C044202E (05	) 00010000		26-50%
006 C044202F (06	) 00001000		51-75%
007 C044202G (07	) 00000100		76-90%
008 C044202H (08	) 00000010		OVER 100%
009 C044202M (M	) 00000001		MISSING
009 C044202M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: TCHR0001			
DESCRIPTION: DO YOU TEACH READING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067001Y (01	) 0		YES
002 T067001M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0002			
DESCRIPTION: DO YOU TEACH WRITING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067002Y (01	) 0		YES
002 T067002M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0003			
DESCRIPTION: DO YOU TEACH LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067003Y (01	) 0		YES
002 T067003M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0004			
DESCRIPTION: DO YOU TEACH SOCIAL STUDIES			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067004Y (01	) 0		YES
002 T067004M (M	) 1		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0005		
DESCRIPTION:	YEARS TOTAL TAUGHT ELEMENTARY LEVEL		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067101A (01	) 00000		2 YEARS OR LESS
002 T067101B (02	) 10000		3-5 YEARS
003 T067101C (03	) 01000		6-10 YEARS
004 T067101D (04	) 00100		11-24 YEARS
005 T067101E (05	) 00010		25 YEARS OR MORE
006 T067101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0006		
DESCRIPTION:	YEARS TOTAL TAUGHT READING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067201A (01	) 00000		2 YEARS OR LESS
002 T067201B (02	) 10000		3-5 YEARS
003 T067201C (03	) 01000		6-10 YEARS
004 T067201D (04	) 00100		11-24 YEARS
005 T067201E (05	) 00010		25 YEARS OR MORE
006 T067201M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0007		
DESCRIPTION:	YEARS TOTAL TAUGHT WRITING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067202A (01	) 00000		2 YEARS OR LESS
002 T067202B (02	) 10000		3-5 YEARS
003 T067202C (03	) 01000		6-10 YEARS
004 T067202D (04	) 00100		11-24 YEARS
005 T067202E (05	) 00010		25 YEARS OR MORE
006 T067202M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0008		
DESCRIPTION:	YEARS TOTAL TAUGHT LANGUAGE ARTS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067203A (01	) 00000		2 YEARS OR LESS
002 T067203B (02	) 10000		3-5 YEARS
003 T067203C (03	) 01000		6-10 YEARS
004 T067203D (04	) 00100		11-24 YEARS
005 T067203E (05	) 00010		25 YEARS OR MORE
006 T067203M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0009		
DESCRIPTION:	YEARS TOTAL TAUGHT HISTORY		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067204A (01	) 00000		2 YEARS OR LESS
002 T067204B (02	) 10000		3-5 YEARS
003 T067204C (03	) 01000		6-10 YEARS
004 T067204D (04	) 00100		11-24 YEARS
005 T067204E (05	) 00010		25 YEARS OR MORE
006 T067204M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0010		
DESCRIPTION:	YEARS TOTAL TAUGHT SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067205A (01	) 00000		2 YEARS OR LESS
002 T067205B (02	) 10000		3-5 YEARS
003 T067205C (03	) 01000		6-10 YEARS
004 T067205D (04	) 00100		11-24 YEARS
005 T067205E (05	) 00010		25 YEARS OR MORE
006 T067205M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0011		
DESCRIPTION:	YEARS TOTAL TAUGHT CIVICS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067206A (01	) 00000		2 YEARS OR LESS
002 T067206B (02	) 10000		3-5 YEARS
003 T067206C (03	) 01000		6-10 YEARS
004 T067206D (04	) 00100		11-24 YEARS
005 T067206E (05	) 00010		25 YEARS OR MORE
006 T067206M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0012		
DESCRIPTION:	MAIN ASSIGNMENT FIELD		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T067301A (01	) 0000		REGULAR CLASSROOM
002 T067301B (02	) 1000		SPECIAL CLASSROOM
003 T067301C (03	) 0100		ESL/BILINGUAL ED
004 T067301D (04	) 0010		OTHER
005 T067301M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0013			
DESCRIPTION: TEACHING CERTIF IN THIS STATE IN MAIN FIELD			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056201A (01	) 000000		ADVANCED PROFESSIONL
002 T056201B (02	) 100000		REGULAR/STANDARD ST
003 T056201C (03	) 010000		PROBATIONARY STATE
004 T056201D (04	) 001000		TEMPORARY/PROVISIONL
005 T056201E (05	) 000100		OTHER THAN STATE CRT
006 T056201F (06	) 000010		NOT HAVE CERT MAIN
007 T056201M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0014			
DESCRIPTION: HIGHEST ACADEMIC DEGREE YOU HOLD			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 T056301A (01	) 0000000		HIGH SCHOOL DIPLOMA
002 T056301B (02	) 1000000		ASSOCIATES/VOCATIONL
003 T056301C (03	) 0100000		BACHELOR'S DEGREE
004 T056301D (04	) 0010000		MASTER'S DEGREE
005 T056301E (05	) 0001000		EDUCATION SPECIALIST
006 T056301F (06	) 0000100		DOCTORATE
007 T056301G (07	) 0000010		PROFESSIONAL DEGREE
008 T056301M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID: TCHR0015			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067501A (01	) 000		MAJOR
002 T067501B (02	) 100		MINOR
003 T067501C (03	) 010		NOT IN THIS SUBJECT
004 T067501M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0016			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067502A (01	) 000		MAJOR
002 T067502B (02	) 100		MINOR
003 T067502C (03	) 010		NOT IN THIS SUBJECT
004 T067502M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0017			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067503A (01	) 000		MAJOR
002 T067503B (02	) 100		MINOR
003 T067503C (03	) 010		NOT IN THIS SUBJECT
004 T067503M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0018			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067504A (01	) 000		MAJOR
002 T067504B (02	) 100		MINOR
003 T067504C (03	) 010		NOT IN THIS SUBJECT
004 T067504M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0019			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067505A (01	) 000		MAJOR
002 T067505B (02	) 100		MINOR
003 T067505C (03	) 010		NOT IN THIS SUBJECT
004 T067505M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0020			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067506A (01	) 000		MAJOR
002 T067506B (02	) 100		MINOR
003 T067506C (03	) 010		NOT IN THIS SUBJECT
004 T067506M (M	) 001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0021		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-COUNSELING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067507A (01	) 000		MAJOR
002 T067507B (02	) 100		MINOR
003 T067507C (03	) 010		NOT IN THIS SUBJECT
004 T067507M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0022		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ENGLISH		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067508A (01	) 000		MAJOR
002 T067508B (02	) 100		MINOR
003 T067508C (03	) 010		NOT IN THIS SUBJECT
004 T067508M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0023		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067509	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067509A (01	) 000		MAJOR
002 T067509B (02	) 100		MINOR
003 T067509C (03	) 010		NOT IN THIS SUBJECT
004 T067509M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0024		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-HISTORY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067510A (01	) 000		MAJOR
002 T067510B (02	) 100		MINOR
003 T067510C (03	) 010		NOT IN THIS SUBJECT
004 T067510M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0025		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067511	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067511A (01	) 000		MAJOR
002 T067511B (02	) 100		MINOR
003 T067511C (03	) 010		NOT IN THIS SUBJECT
004 T067511M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0026		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-OTHER		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067512A (01	) 000		MAJOR
002 T067512B (02	) 100		MINOR
003 T067512C (03	) 010		NOT IN THIS SUBJECT
004 T067512M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0027		
DESCRIPTION:	GRAD MAJOR/MINOR-ELEMENTARY EDUCATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067601A (01	) 000		MAJOR
002 T067601B (02	) 100		MINOR
003 T067601C (03	) 010		NOT IN THIS SUBJECT
004 T067601M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0028		
DESCRIPTION:	GRAD MAJOR/MINOR-SECONDARY EDUCATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067602A (01	) 000		MAJOR
002 T067602B (02	) 100		MINOR
003 T067602C (03	) 010		NOT IN THIS SUBJECT
004 T067602M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0029		
DESCRIPTION:	GRAD MAJOR/MINOR-SPECIAL EDUCATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067603A (01	) 000		MAJOR
002 T067603B (02	) 100		MINOR
003 T067603C (03	) 010		NOT IN THIS SUBJECT
004 T067603M (M	) 001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0030			
DESCRIPTION: GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067604A (01	) 000		MAJOR
002 T067604B (02	) 100		MINOR
003 T067604C (03	) 010		NOT IN THIS SUBJECT
004 T067604M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0031			
DESCRIPTION: GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067605A (01	) 000		MAJOR
002 T067605B (02	) 100		MINOR
003 T067605C (03	) 010		NOT IN THIS SUBJECT
004 T067605M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0032			
DESCRIPTION: GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067606A (01	) 000		MAJOR
002 T067606B (02	) 100		MINOR
003 T067606C (03	) 010		NOT IN THIS SUBJECT
004 T067606M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0033			
DESCRIPTION: GRAD MAJOR/MINOR-COUNSELING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067607A (01	) 000		MAJOR
002 T067607B (02	) 100		MINOR
003 T067607C (03	) 010		NOT IN THIS SUBJECT
004 T067607M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0034			
DESCRIPTION: GRAD MAJOR/MINOR-ENGLISH			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067608	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067608A (01	) 000		MAJOR
002 T067608B (02	) 100		MINOR
003 T067608C (03	) 010		NOT IN THIS SUBJECT
004 T067608M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0035			
DESCRIPTION: GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067609	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067609A (01	) 000		MAJOR
002 T067609B (02	) 100		MINOR
003 T067609C (03	) 010		NOT IN THIS SUBJECT
004 T067609M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0036			
DESCRIPTION: GRAD MAJOR/MINOR-HISTORY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067610A (01	) 000		MAJOR
002 T067610B (02	) 100		MINOR
003 T067610C (03	) 010		NOT IN THIS SUBJECT
004 T067610M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0037			
DESCRIPTION: GRAD MAJOR/MINOR-POLITICAL SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067611A (01	) 000		MAJOR
002 T067611B (02	) 100		MINOR
003 T067611C (03	) 010		NOT IN THIS SUBJECT
004 T067611M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0038			
DESCRIPTION: GRAD MAJOR/MINOR-OTHER			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067612	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067612A (01	) 000		MAJOR
002 T067612B (02	) 100		MINOR
003 T067612C (03	) 010		NOT IN THIS SUBJECT
004 T067612M (M	) 001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0039		
DESCRIPTION:	LAST 12 MOS, PROF DEV-READING AND WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067701A (01	) 00000		NONE
002 T067701B (02	) 10000		LESS THAN 6 HOURS
003 T067701C (03	) 01000		6 - 15 HOURS
004 T067701D (04	) 00100		16 - 35 HOURS
005 T067701E (05	) 00010		MORE THAN 35 HOURS
006 T067701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0040		
DESCRIPTION:	LAST 12 MOS, PROF DEV-SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067702A (01	) 00000		NONE
002 T067702B (02	) 10000		LESS THAN 6 HOURS
003 T067702C (03	) 01000		6 - 15 HOURS
004 T067702D (04	) 00100		16 - 35 HOURS
005 T067702E (05	) 00010		MORE THAN 35 HOURS
006 T067702M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0041		
DESCRIPTION:	PREPARED IN THE USE OF TELECOMMUNICATIONS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067801A (01	) 000		WELL PREPARED
002 T067801B (02	) 100		MODERATELY PREPARED
003 T067801C (03	) 010		NOT WELL PREPARED
004 T067801M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0042		
DESCRIPTION:	PREPARED IN THE USE OF COMPUTERS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067802A (01	) 000		WELL PREPARED
002 T067802B (02	) 100		MODERATELY PREPARED
003 T067802C (03	) 010		NOT WELL PREPARED
004 T067802M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0043		
DESCRIPTION:	PREPARED IN COOPERATIVE GROUP INSTRUCTION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067803A (01	) 000		WELL PREPARED
002 T067803B (02	) 100		MODERATELY PREPARED
003 T067803C (03	) 010		NOT WELL PREPARED
004 T067803M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0044		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067804A (01	) 000		WELL PREPARED
002 T067804B (02	) 100		MODERATELY PREPARED
003 T067804C (03	) 010		NOT WELL PREPARED
004 T067804M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0045		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS WHO ARE LEP		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067805A (01	) 000		WELL PREPARED
002 T067805B (02	) 100		MODERATELY PREPARED
003 T067805C (03	) 010		NOT WELL PREPARED
004 T067805M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0046		
DESCRIPTION:	PREPARED IN TEACHING STUDENTS WITH DISABILITIES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067806A (01	) 000		WELL PREPARED
002 T067806B (02	) 100		MODERATELY PREPARED
003 T067806C (03	) 010		NOT WELL PREPARED
004 T067806M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0047		
DESCRIPTION:	PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067807A (01	) 000		WELL PREPARED
002 T067807B (02	) 100		MODERATELY PREPARED
003 T067807C (03	) 010		NOT WELL PREPARED
004 T067807M (M	) 001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0048			
DESCRIPTION: AVAILABILITY OF RESOURCES			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T041201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T041201A (01	) 0000		GET ALL RESOURCES
002 T041201B (02	) 1000		GET MOST RESOURCES
003 T041201C (03	) 0100		GET SOME RESOURCES
004 T041201D (04	) 0010		DON'T GET RESOURCES
005 T041201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0049			
DESCRIPTION: HOW WELL PREPARED TO TEACH READING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067901A (01	) 000		WELL PREPARED
002 T067901B (02	) 100		MODERATELY PREPARED
003 T067901C (03	) 010		NOT WELL PREPARED
004 T067901M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0050			
DESCRIPTION: HOW WELL PREPARED TO TEACH WRITING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067902A (01	) 000		WELL PREPARED
002 T067902B (02	) 100		MODERATELY PREPARED
003 T067902C (03	) 010		NOT WELL PREPARED
004 T067902M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0051			
DESCRIPTION: PREPARED IN LIT-BASED READING INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068001A (01	) 000		WELL PREPARED
002 T068001B (02	) 100		MODERATELY PREPARED
003 T068001C (03	) 010		NOT WELL PREPARED
004 T068001M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0052			
DESCRIPTION: PREPARED IN CONTENT AREA READING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068002A (01	) 000		WELL PREPARED
002 T068002B (02	) 100		MODERATELY PREPARED
003 T068002C (03	) 010		NOT WELL PREPARED
004 T068002M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0053			
DESCRIPTION: PREPARED IN COMBINING RDG AND WRITING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068003A (01	) 000		WELL PREPARED
002 T068003B (02	) 100		MODERATELY PREPARED
003 T068003C (03	) 010		NOT WELL PREPARED
004 T068003M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0054			
DESCRIPTION: PREPARED IN WHOLE LANGUAGE APPROACH TO TEACH RDG			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068004A (01	) 000		WELL PREPARED
002 T068004B (02	) 100		MODERATELY PREPARED
003 T068004C (03	) 010		NOT WELL PREPARED
004 T068004M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0055			
DESCRIPTION: PREPARED IN PHONICS IN TEACHING READING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068005A (01	) 000		WELL PREPARED
002 T068005B (02	) 100		MODERATELY PREPARED
003 T068005C (03	) 010		NOT WELL PREPARED
004 T068005M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0056			
DESCRIPTION: PREPARED IN TEACHING MULTICULTURAL LITERATURE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068006A (01	) 000		WELL PREPARED
002 T068006B (02	) 100		MODERATELY PREPARED
003 T068006C (03	) 010		NOT WELL PREPARED
004 T068006M (M	) 001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0057		
DESCRIPTION:	PREPARED IN COMPUTER SOFTWARE FOR TEACHING RDG		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068007A (01	) 000		WELL PREPARED
002 T068007B (02	) 100		MODERATELY PREPARED
003 T068007C (03	) 010		NOT WELL PREPARED
004 T068007M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0058		
DESCRIPTION:	PREPARED IN WRITING ACROSS THE CURRICULUM		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068008A (01	) 000		WELL PREPARED
002 T068008B (02	) 100		MODERATELY PREPARED
003 T068008C (03	) 010		NOT WELL PREPARED
004 T068008M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0059		
DESCRIPTION:	PREPARED IN USING COMPUTER SOFTWARE TO TEACH WRTG		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068009	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068009A (01	) 000		WELL PREPARED
002 T068009B (02	) 100		MODERATELY PREPARED
003 T068009C (03	) 010		NOT WELL PREPARED
004 T068009M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0060		
DESCRIPTION:	PREPARED IN TEACHING SPELLING, GRAMMAR, MECHANICS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068010	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T068010A (01	) 000		WELL PREPARED
002 T068010B (02	) 100		MODERATELY PREPARED
003 T068010C (03	) 010		NOT WELL PREPARED
004 T068010M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0061		
DESCRIPTION:	AVERAGE READING CLASS SIZE		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T068101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068101A (01	) 00000		1-20 STUDENTS
002 T068101B (02	) 10000		21-25 STUDENTS
003 T068101C (03	) 01000		26-30 STUDENTS
004 T068101D (04	) 00100		31-35 STUDENTS
005 T068101E (05	) 00010		36 OR MORE STUDENTS
006 T068101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0062		
DESCRIPTION:	CLASS ASSIGNMENT BY ABILITY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T046101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T046101Y (01	) 00		YES
002 T046101N (02	) 10		NO
003 T046101M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	TCHR0063		
DESCRIPTION:	ABILITY LEVEL OF STUDENTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T046201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T046201A (01	) 0000		MOSTLY HIGH ABILITY
002 T046201B (02	) 1000		MOSTLY AVERAGE ABILITY
003 T046201C (03	) 0100		MOSTLY LOW ABILITY
004 T046201D (04	) 0010		MIXED ABILITY LEVELS
005 T046201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0064		
DESCRIPTION:	HOW MUCH CLASS TIME PER DAY-READING INSTRUCTION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068201A (01	) 00000		LESS THAN 30 MINUTES
002 T068201B (02	) 10000		30-44 MINUTES
003 T068201C (03	) 01000		45-59 MINUTES
004 T068201D (04	) 00100		60-90 MINUTES
005 T068201E (05	) 00010		MORE THAN 90 MINUTES
006 T068201M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0065		
DESCRIPTION:	BASIS FOR CREATING READING INSTRUCTIONAL GROUPS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068301A (01	) 00000		ABILITY
002 T068301B (02	) 10000		INTEREST
003 T068301C (03	) 01000		DIVERSITY
004 T068301D (04	) 00100		OTHER
005 T068301E (05	) 00010		NOT CREATED
006 T068301M (M	) 00001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0066			
DESCRIPTION: CLASS DIVIDED INTO HOW MANY INSTRUCTIONAL GROUPS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 T068401A (01	) 0000000		WHOLE CLASS
002 T068401B (02	) 1000000		WHOLE W/FLEX GROUP
003 T068401C (03	) 0100000		2 GROUPS
004 T068401D (04	) 0010000		3 GROUPS
005 T068401E (05	) 0001000		4 GROUPS
006 T068401F (06	) 0000100		5 OR MORE GROUPS
007 T068401G (07	) 0000010		INDIVIDUALIZED
008 T068401M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID: TCHR0067			
DESCRIPTION: WRITING ABILITY LEVEL OF CLASS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068601A (01	) 0000		PRIMARILY HIGH
002 T068601B (02	) 1000		PRIMARILY AVERAGE
003 T068601C (03	) 0100		PRIMARILY LOW
004 T068601D (04	) 0010		WIDELY MIXED
005 T068601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0068			
DESCRIPTION: EACH WEEK, TIME SPENT INSTRUCTING/HELPING-WRITING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T068701A (01	) 00000		LESS THAN 30 MINUTES
002 T068701B (02	) 10000		30-44 MINUTES
003 T068701C (03	) 01000		45-59 MINUTES
004 T068701D (04	) 00100		60-90 MINUTES
005 T068701E (05	) 00010		MORE THAN 90 MINUTES
006 T068701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0069			
DESCRIPTION: HOW OFTEN USE CHILDREN'S NEWSPAPERS/MAGAZINES			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068801A (01	) 0000		ALMOST EVERY DAY
002 T068801B (02	) 1000		ONCE/TWICE A WEEK
003 T068801C (03	) 0100		ONCE/TWICE A MONTH
004 T068801D (04	) 0010		NEVER OR HARDLY EVER
005 T068801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0070			
DESCRIPTION: HOW OFTEN USE READING KITS TO TEACH READING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068802A (01	) 0000		ALMOST EVERY DAY
002 T068802B (02	) 1000		ONCE/TWICE A WEEK
003 T068802C (03	) 0100		ONCE/TWICE A MONTH
004 T068802D (04	) 0010		NEVER OR HARDLY EVER
005 T068802M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0071			
DESCRIPTION: HOW OFTEN USE COMPUTER SOFTWARE FOR READING INSTR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068803A (01	) 0000		ALMOST EVERY DAY
002 T068803B (02	) 1000		ONCE/TWICE A WEEK
003 T068803C (03	) 0100		ONCE/TWICE A MONTH
004 T068803D (04	) 0010		NEVER OR HARDLY EVER
005 T068803M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0072			
DESCRIPTION: HOW OFTEN USE BOOKS (NOVELS, POETRY, NONFICTION)			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068804A (01	) 0000		ALMOST EVERY DAY
002 T068804B (02	) 1000		ONCE/TWICE A WEEK
003 T068804C (03	) 0100		ONCE/TWICE A MONTH
004 T068804D (04	) 0010		NEVER OR HARDLY EVER
005 T068804M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0073			
DESCRIPTION: HOW OFTEN USE MATERIALS FROM OTHER SUBJECTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068805A (01	) 0000		ALMOST EVERY DAY
002 T068805B (02	) 1000		ONCE/TWICE A WEEK
003 T068805C (03	) 0100		ONCE/TWICE A MONTH
004 T068805D (04	) 0010		NEVER OR HARDLY EVER
005 T068805M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0074		
DESCRIPTION:	WHAT TYPE OF MATERIALS FORM CORE READING PROGRAM		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T068901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T068901A (01	) 0000		PRIMARILY BASAL
002 T068901B (02	) 1000		PRIMARILY TRADE BOOK
003 T068901C (03	) 0100		BOTH BASAL AND TRADE
004 T068901D (04	) 0010		OTHER
005 T068901M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0075		
DESCRIPTION:	AVAILABILITY OF COMPUTERS FOR USE IN CLASS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T069001A (01	) 00000		NOT AVAILABLE
002 T069001B (02	) 10000		LIMITED ACCESS
003 T069001C (03	) 01000		LAB OR LIBRARY
004 T069001D (04	) 00100		ONE IN CLASSROOM
005 T069001E (05	) 00010		SEVERAL IN CLASSROOM
006 T069001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0076		
DESCRIPTION:	PROPORTION TIME SPENT ON RDG FOR LIT EXPERIENCE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069101A (01	) 0000		ALMOST ALL TIME
002 T069101B (02	) 1000		TWO-THIRDS OF TIME
003 T069101C (03	) 0100		AT LEAST ONE-THIRD
004 T069101D (04	) 0010		LITTLE OR NO TIME
005 T069101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0077		
DESCRIPTION:	PROPORTION TIME SPENT ON RDG TO GAIN INFORMATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069102A (01	) 0000		ALMOST ALL TIME
002 T069102B (02	) 1000		TWO-THIRDS OF TIME
003 T069102C (03	) 0100		AT LEAST ONE-THIRD
004 T069102D (04	) 0010		LITTLE OR NO TIME
005 T069102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0078		
DESCRIPTION:	PROPORTION TIME SPENT ON RDG TO PERFORM A TASK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069103A (01	) 0000		ALMOST ALL TIME
002 T069103B (02	) 1000		TWO-THIRDS OF TIME
003 T069103C (03	) 0100		AT LEAST ONE-THIRD
004 T069103D (04	) 0010		LITTLE OR NO TIME
005 T069103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0079		
DESCRIPTION:	PROPORTION TIME SPENT ON NARRATIVE WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069201A (01	) 0000		ALMOST ALL TIME
002 T069201B (02	) 1000		TWO-THIRDS OF TIME
003 T069201C (03	) 0100		AT LEAST ONE-THIRD
004 T069201D (04	) 0010		LITTLE OR NO TIME
005 T069201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0080		
DESCRIPTION:	PROPORTION TIME SPENT ON INFORMATIVE WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069202A (01	) 0000		ALMOST ALL TIME
002 T069202B (02	) 1000		TWO-THIRDS OF TIME
003 T069202C (03	) 0100		AT LEAST ONE-THIRD
004 T069202D (04	) 0010		LITTLE OR NO TIME
005 T069202M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0081		
DESCRIPTION:	PROPORTION TIME SPENT ON PERSUASIVE WRITING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069203A (01	) 0000		ALMOST ALL TIME
002 T069203B (02	) 1000		TWO-THIRDS OF TIME
003 T069203C (03	) 0100		AT LEAST ONE-THIRD
004 T069203D (04	) 0010		LITTLE OR NO TIME
005 T069203M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0082			
DESCRIPTION: DO YOU USE GRAMMAR OR SKILL-BASED INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069301A (01	) 000		YES, CENTRAL PART
002 T069301B (02	) 100		YES, SUPPLEMENT PART
003 T069301N (03	) 010		NO
004 T069301M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0083			
DESCRIPTION: DO YOU USE WRITING PROCESS INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069302A (01	) 000		YES, CENTRAL PART
002 T069302B (02	) 100		YES, SUPPLEMENT PART
003 T069302N (03	) 010		NO
004 T069302M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0084			
DESCRIPTION: DO YOU INTEGRATE READING AND WRITING INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069303A (01	) 000		YES, CENTRAL PART
002 T069303B (02	) 100		YES, SUPPLEMENT PART
003 T069303N (03	) 010		NO
004 T069303M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0085			
DESCRIPTION: DO YOU USE WRITING ABOUT LITERATURE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069304A (01	) 000		YES, CENTRAL PART
002 T069304B (02	) 100		YES, SUPPLEMENT PART
003 T069304N (03	) 010		NO
004 T069304M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0086			
DESCRIPTION: DO YOU USE WRITING ACROSS OTHER SUBJECT AREAS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069305A (01	) 000		YES, CENTRAL PART
002 T069305B (02	) 100		YES, SUPPLEMENT PART
003 T069305N (03	) 010		NO
004 T069305M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0087			
DESCRIPTION: HOW OFTEN STUDENTS DO SPELLING, PUNCTUATION, GRAMM			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069401A (01	) 0000		ALMOST EVERY DAY
002 T069401B (02	) 1000		ONCE/TWICE A WEEK
003 T069401C (03	) 0100		ONCE/TWICE A MONTH
004 T069401D (04	) 0010		NEVER OR HARDLY EVER
005 T069401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0088			
DESCRIPTION: HOW OFTEN STUDENTS WORK ON WRITING PROCESS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069402A (01	) 0000		ALMOST EVERY DAY
002 T069402B (02	) 1000		ONCE/TWICE A WEEK
003 T069402C (03	) 0100		ONCE/TWICE A MONTH
004 T069402D (04	) 0010		NEVER OR HARDLY EVER
005 T069402M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0089			
DESCRIPTION: HOW OFTEN STUDENTS WRITE IN A LOG/JOURNAL			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069403A (01	) 0000		ALMOST EVERY DAY
002 T069403B (02	) 1000		ONCE/TWICE A WEEK
003 T069403C (03	) 0100		ONCE/TWICE A MONTH
004 T069403D (04	) 0010		NEVER OR HARDLY EVER
005 T069403M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0090			
DESCRIPTION: HOW OFTEN PARENTS SIGN/REVIEW STUDENTS' HOMEWORK			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069404A (01	) 0000		ALMOST EVERY DAY
002 T069404B (02	) 1000		ONCE/TWICE A WEEK
003 T069404C (03	) 0100		ONCE/TWICE A MONTH
004 T069404D (04	) 0010		NEVER OR HARDLY EVER
005 T069404M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0091		
DESCRIPTION:	HOW OFTEN ASSIGN HOMEWORK TO DO WITH PARENTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069405A (01	) 0000		ALMOST EVERY DAY
002 T069405B (02	) 1000		ONCE/TWICE A WEEK
003 T069405C (03	) 0100		ONCE/TWICE A MONTH
004 T069405D (04	) 0010		NEVER OR HARDLY EVER
005 T069405M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0092		
DESCRIPTION:	EXPECTED TIME SPENT ON WRITING ASSIGNMENTS/WEEK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T069501A (01	) 00000		NONE
002 T069501B (02	) 10000		LESS THAN 1 HOUR
003 T069501C (03	) 01000		1 HOUR
004 T069501D (04	) 00100		2 HOURS
005 T069501E (05	) 00010		3 HOURS OR MORE
006 T069501M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0093		
DESCRIPTION:	THIS YEAR, PROJECTS TO DO/SHARE WITH PARENTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069601A (01	) 0000		NEVER
002 T069601B (02	) 1000		ONCE
003 T069601C (03	) 0100		TWICE
004 T069601D (04	) 0010		THREE OR MORE TIMES
005 T069601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0094		
DESCRIPTION:	HOW OFTEN ASK STUDENTS TO READ ALOUD		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069701A (01	) 0000		ALMOST EVERY DAY
002 T069701B (02	) 1000		ONCE/TWICE A WEEK
003 T069701C (03	) 0100		ONCE/TWICE A MONTH
004 T069701D (04	) 0010		NEVER OR HARDLY EVER
005 T069701M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0095		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-DISCUSS WHAT WAS READ		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069702A (01	) 0000		ALMOST EVERY DAY
002 T069702B (02	) 1000		ONCE/TWICE A WEEK
003 T069702C (03	) 0100		ONCE/TWICE A MONTH
004 T069702D (04	) 0010		NEVER OR HARDLY EVER
005 T069702M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0096		
DESCRIPTION:	HOW OFTEN ASK STUDENTS- WRITE ABOUT WHAT WAS READ		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069703A (01	) 0000		ALMOST EVERY DAY
002 T069703B (02	) 1000		ONCE/TWICE A WEEK
003 T069703C (03	) 0100		ONCE/TWICE A MONTH
004 T069703D (04	) 0010		NEVER OR HARDLY EVER
005 T069703M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0097		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-WRITE IN WORKSHEET/BOOK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069704A (01	) 0000		ALMOST EVERY DAY
002 T069704B (02	) 1000		ONCE/TWICE A WEEK
003 T069704C (03	) 0100		ONCE/TWICE A MONTH
004 T069704D (04	) 0010		NEVER OR HARDLY EVER
005 T069704M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0098		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-READ SILENTLY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069705A (01	) 0000		ALMOST EVERY DAY
002 T069705B (02	) 1000		ONCE/TWICE A WEEK
003 T069705C (03	) 0100		ONCE/TWICE A MONTH
004 T069705D (04	) 0010		NEVER OR HARDLY EVER
005 T069705M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0099			
DESCRIPTION: HOW OFTEN GIVE STUDENTS TIME TO READ BOOKS CHOSEN			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069706A (01	) 0000		ALMOST EVERY DAY
002 T069706B (02	) 1000		ONCE/TWICE A WEEK
003 T069706C (03	) 0100		ONCE/TWICE A MONTH
004 T069706D (04	) 0010		NEVER OR HARDLY EVER
005 T069706M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0100			
DESCRIPTION: HOW OFTEN ASK STUDENTS-GROUP ACTIVITY/PROJECT			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069707A (01	) 0000		ALMOST EVERY DAY
002 T069707B (02	) 1000		ONCE/TWICE A WEEK
003 T069707C (03	) 0100		ONCE/TWICE A MONTH
004 T069707D (04	) 0010		NEVER OR HARDLY EVER
005 T069707M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0101			
DESCRIPTION: HOW OFTEN ASK STUDENTS-DISCUSS INTERPRETATIONS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069708A (01	) 0000		ALMOST EVERY DAY
002 T069708B (02	) 1000		ONCE/TWICE A WEEK
003 T069708C (03	) 0100		ONCE/TWICE A MONTH
004 T069708D (04	) 0010		NEVER OR HARDLY EVER
005 T069708M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0102			
DESCRIPTION: HOW OFTEN ASK STUDENTS-EXPLAIN/SUPPORT WHAT READ			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069709A (01	) 0000		ALMOST EVERY DAY
002 T069709B (02	) 1000		ONCE/TWICE A WEEK
003 T069709C (03	) 0100		ONCE/TWICE A MONTH
004 T069709D (04	) 0010		NEVER OR HARDLY EVER
005 T069709M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0103			
DESCRIPTION: HOW OFTEN GIVE READING QUIZZES OR TESTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069710A (01	) 0000		ALMOST EVERY DAY
002 T069710B (02	) 1000		ONCE/TWICE A WEEK
003 T069710C (03	) 0100		ONCE/TWICE A MONTH
004 T069710D (04	) 0010		NEVER OR HARDLY EVER
005 T069710M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0104			
DESCRIPTION: HOW OFTEN WATCH MOVIES, VIDEOS, FILMSTRIPS, TV, CD			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069711A (01	) 0000		ALMOST EVERY DAY
002 T069711B (02	) 1000		ONCE/TWICE A WEEK
003 T069711C (03	) 0100		ONCE/TWICE A MONTH
004 T069711D (04	) 0010		NEVER OR HARDLY EVER
005 T069711M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0105			
DESCRIPTION: HOW OFTEN HELP STUDENTS UNDERSTAND NEW WORDS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069712A (01	) 0000		ALMOST EVERY DAY
002 T069712B (02	) 1000		ONCE/TWICE A WEEK
003 T069712C (03	) 0100		ONCE/TWICE A MONTH
004 T069712D (04	) 0010		NEVER OR HARDLY EVER
005 T069712M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0106			
DESCRIPTION: HOW OFTEN ASK STUDENTS-ANSWER QUESTIONS IN WRITING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T069713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069713A (01	) 0000		ALMOST EVERY DAY
002 T069713B (02	) 1000		ONCE/TWICE A WEEK
003 T069713C (03	) 0100		ONCE/TWICE A MONTH
004 T069713D (04	) 0010		NEVER OR HARDLY EVER
005 T069713M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0107		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-PREDICT OUTCOME OF READING		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069714	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069714A (01	) 0000		ALMOST EVERY DAY
002 T069714B (02	) 1000		ONCE/TWICE A WEEK
003 T069714C (03	) 0100		ONCE/TWICE A MONTH
004 T069714D (04	) 0010		NEVER OR HARDLY EVER
005 T069714M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0108		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-MAKE GENERALIZATIONS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069715	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069715A (01	) 0000		ALMOST EVERY DAY
002 T069715B (02	) 1000		ONCE/TWICE A WEEK
003 T069715C (03	) 0100		ONCE/TWICE A MONTH
004 T069715D (04	) 0010		NEVER OR HARDLY EVER
005 T069715M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0109		
DESCRIPTION:	HOW OFTEN ASK STUDENTS-DESCRIBE STYLE/STRUCTURE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069716	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069716A (01	) 0000		ALMOST EVERY DAY
002 T069716B (02	) 1000		ONCE/TWICE A WEEK
003 T069716C (03	) 0100		ONCE/TWICE A MONTH
004 T069716D (04	) 0010		NEVER OR HARDLY EVER
005 T069716M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0110		
DESCRIPTION:	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071801A (01	) 0000		ALMOST EVERY DAY
002 T071801B (02	) 1000		ONCE/TWICE A WEEK
003 T071801C (03	) 0100		ONCE/TWICE A MONTH
004 T071801D (04	) 0010		NEVER OR HARDLY EVER
005 T071801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0111		
DESCRIPTION:	HOW OFTEN STUDENTS PLAN THEIR WRITING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071802A (01	) 0000		ALMOST EVERY DAY
002 T071802B (02	) 1000		ONCE/TWICE A WEEK
003 T071802C (03	) 0100		ONCE/TWICE A MONTH
004 T071802D (04	) 0010		NEVER OR HARDLY EVER
005 T071802M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0112		
DESCRIPTION:	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071803A (01	) 0000		ALMOST EVERY DAY
002 T071803B (02	) 1000		ONCE/TWICE A WEEK
003 T071803C (03	) 0100		ONCE/TWICE A MONTH
004 T071803D (04	) 0010		NEVER OR HARDLY EVER
005 T071803M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0113		
DESCRIPTION:	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071804A (01	) 0000		ALMOST EVERY DAY
002 T071804B (02	) 1000		ONCE/TWICE A WEEK
003 T071804C (03	) 0100		ONCE/TWICE A MONTH
004 T071804D (04	) 0010		NEVER OR HARDLY EVER
005 T071804M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0114		
DESCRIPTION:	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071805A (01	) 0000		ALMOST EVERY DAY
002 T071805B (02	) 1000		ONCE/TWICE A WEEK
003 T071805C (03	) 0100		ONCE/TWICE A MONTH
004 T071805D (04	) 0010		NEVER OR HARDLY EVER
005 T071805M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0115			
DESCRIPTION: HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071806A (01	) 0000		ALMOST EVERY DAY
002 T071806B (02	) 1000		ONCE/TWICE A WEEK
003 T071806C (03	) 0100		ONCE/TWICE A MONTH
004 T071806D (04	) 0010		NEVER OR HARDLY EVER
005 T071806M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0116			
DESCRIPTION: HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071807A (01	) 0000		ALMOST EVERY DAY
002 T071807B (02	) 1000		ONCE/TWICE A WEEK
003 T071807C (03	) 0100		ONCE/TWICE A MONTH
004 T071807D (04	) 0010		NEVER OR HARDLY EVER
005 T071807M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0117			
DESCRIPTION: HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071808A (01	) 0000		ALMOST EVERY DAY
002 T071808B (02	) 1000		ONCE/TWICE A WEEK
003 T071808C (03	) 0100		ONCE/TWICE A MONTH
004 T071808D (04	) 0010		NEVER OR HARDLY EVER
005 T071808M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0118			
DESCRIPTION: HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071809	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071809A (01	) 0000		ALMOST EVERY DAY
002 T071809B (02	) 1000		ONCE/TWICE A WEEK
003 T071809C (03	) 0100		ONCE/TWICE A MONTH
004 T071809D (04	) 0010		NEVER OR HARDLY EVER
005 T071809M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0119			
DESCRIPTION: HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071810	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071810A (01	) 0000		ALMOST EVERY DAY
002 T071810B (02	) 1000		ONCE/TWICE A WEEK
003 T071810C (03	) 0100		ONCE/TWICE A MONTH
004 T071810D (04	) 0010		NEVER OR HARDLY EVER
005 T071810M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0120			
DESCRIPTION: HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071811	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071811A (01	) 0000		ALMOST EVERY DAY
002 T071811B (02	) 1000		ONCE/TWICE A WEEK
003 T071811C (03	) 0100		ONCE/TWICE A MONTH
004 T071811D (04	) 0010		NEVER OR HARDLY EVER
005 T071811M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0121			
DESCRIPTION: HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071812	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071812A (01	) 0000		ALMOST EVERY DAY
002 T071812B (02	) 1000		ONCE/TWICE A WEEK
003 T071812C (03	) 0100		ONCE/TWICE A MONTH
004 T071812D (04	) 0010		NEVER OR HARDLY EVER
005 T071812M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0122			
DESCRIPTION: HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T071813	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071813A (01	) 0000		ALMOST EVERY DAY
002 T071813B (02	) 1000		ONCE/TWICE A WEEK
003 T071813C (03	) 0100		ONCE/TWICE A MONTH
004 T071813D (04	) 0010		NEVER OR HARDLY EVER
005 T071813M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0123		
DESCRIPTION:	HOW OFTEN WRITING ASSIGNMENTS-LESS THAN ONE PAGE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069901A (01	) 0000		ALMOST EVERY DAY
002 T069901B (02	) 1000		ONCE/TWICE A WEEK
003 T069901C (03	) 0100		ONCE/TWICE A MONTH
004 T069901D (04	) 0010		NEVER OR HARDLY EVER
005 T069901M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0124		
DESCRIPTION:	HOW OFTEN WRITING ASSIGNMENTS-ONE TO TWO PAGES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069902A (01	) 0000		ALMOST EVERY DAY
002 T069902B (02	) 1000		ONCE/TWICE A WEEK
003 T069902C (03	) 0100		ONCE/TWICE A MONTH
004 T069902D (04	) 0010		NEVER OR HARDLY EVER
005 T069902M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0125		
DESCRIPTION:	HOW OFTEN WRITING ASSIGNMENTS-THREE OR MORE PAGES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T069903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T069903A (01	) 0000		ALMOST EVERY DAY
002 T069903B (02	) 1000		ONCE/TWICE A WEEK
003 T069903C (03	) 0100		ONCE/TWICE A MONTH
004 T069903D (04	) 0010		NEVER OR HARDLY EVER
005 T069903M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0126		
DESCRIPTION:	HOW OFTEN STUDENTS USE COMPUTER-SPELL, PUNC, GRAM		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070001A (01	) 0000		ALMOST EVERY DAY
002 T070001B (02	) 1000		ONCE/TWICE A WEEK
003 T070001C (03	) 0100		ONCE/TWICE A MONTH
004 T070001D (04	) 0010		NEVER OR HARDLY EVER
005 T070001M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0127		
DESCRIPTION:	HOW OFTEN STUDENTS USE COMPUTERS-WRITE DRAFTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070002A (01	) 0000		ALMOST EVERY DAY
002 T070002B (02	) 1000		ONCE/TWICE A WEEK
003 T070002C (03	) 0100		ONCE/TWICE A MONTH
004 T070002D (04	) 0010		NEVER OR HARDLY EVER
005 T070002M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0128		
DESCRIPTION:	HOW OFTEN STUDENTS USE COMPUTERS-READ STORIES		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070003A (01	) 0000		ALMOST EVERY DAY
002 T070003B (02	) 1000		ONCE/TWICE A WEEK
003 T070003C (03	) 0100		ONCE/TWICE A MONTH
004 T070003D (04	) 0010		NEVER OR HARDLY EVER
005 T070003M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0129		
DESCRIPTION:	HOW OFTEN READING ASSESSED-MULTIPLE-CHOICE TESTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070101A (01	) 0000		ONCE/TWICE A WEEK
002 T070101B (02	) 1000		ONCE/TWICE A MONTH
003 T070101C (03	) 0100		ONCE/TWICE A YEAR
004 T070101D (04	) 0010		NEVER OR HARDLY EVER
005 T070101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0130		
DESCRIPTION:	HOW OFTEN READING ASSESSED-SHORT-ANSWER TESTS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070102A (01	) 0000		ONCE/TWICE A WEEK
002 T070102B (02	) 1000		ONCE/TWICE A MONTH
003 T070102C (03	) 0100		ONCE/TWICE A YEAR
004 T070102D (04	) 0010		NEVER OR HARDLY EVER
005 T070102M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0131			
DESCRIPTION: HOW OFTEN READ ASSESSED-PARAGRAPH WRITTEN RESPONSE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070103A (01	) 0000		ONCE/TWICE A WEEK
002 T070103B (02	) 1000		ONCE/TWICE A MONTH
003 T070103C (03	) 0100		ONCE/TWICE A YEAR
004 T070103D (04	) 0010		NEVER OR HARDLY EVER
005 T070103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0132			
DESCRIPTION: HOW OFTEN STUDENTS ASSESSED-INDIVIDUAL/GROUP PROJ			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070104A (01	) 0000		ONCE/TWICE A WEEK
002 T070104B (02	) 1000		ONCE/TWICE A MONTH
003 T070104C (03	) 0100		ONCE/TWICE A YEAR
004 T070104D (04	) 0010		NEVER OR HARDLY EVER
005 T070104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0133			
DESCRIPTION: HOW OFTEN STUDENTS ASSESSED-READING PORTFOLIOS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070105A (01	) 0000		ONCE/TWICE A WEEK
002 T070105B (02	) 1000		ONCE/TWICE A MONTH
003 T070105C (03	) 0100		ONCE/TWICE A YEAR
004 T070105D (04	) 0010		NEVER OR HARDLY EVER
005 T070105M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0134			
DESCRIPTION: HOW OFTEN STUDENTS ASSESSED-ESSAYS/PAPERS ASSIGNED			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070106A (01	) 0000		ONCE/TWICE A WEEK
002 T070106B (02	) 1000		ONCE/TWICE A MONTH
003 T070106C (03	) 0100		ONCE/TWICE A YEAR
004 T070106D (04	) 0010		NEVER OR HARDLY EVER
005 T070106M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0135			
DESCRIPTION: HOW OFTEN STUDENTS ASSESSED-ORAL READING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070107A (01	) 0000		ONCE/TWICE A WEEK
002 T070107B (02	) 1000		ONCE/TWICE A MONTH
003 T070107C (03	) 0100		ONCE/TWICE A YEAR
004 T070107D (04	) 0010		NEVER OR HARDLY EVER
005 T070107M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0136			
DESCRIPTION: HOW OFTEN WRITING ASSESSED-MULTIPLE-CHOICE TESTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070201A (01	) 0000		ONCE/TWICE A WEEK
002 T070201B (02	) 1000		ONCE/TWICE A MONTH
003 T070201C (03	) 0100		ONCE/TWICE A YEAR
004 T070201D (04	) 0010		NEVER OR HARDLY EVER
005 T070201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0137			
DESCRIPTION: HOW OFTEN WRITING ASSESSED-PARAGRAPH WRITTEN			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070202A (01	) 0000		ONCE/TWICE A WEEK
002 T070202B (02	) 1000		ONCE/TWICE A MONTH
003 T070202C (03	) 0100		ONCE/TWICE A YEAR
004 T070202D (04	) 0010		NEVER OR HARDLY EVER
005 T070202M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0138			
DESCRIPTION: HOW OFTEN WRITING ASSESSED-ESSAYS, REPORTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T070203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070203A (01	) 0000		ONCE/TWICE A WEEK
002 T070203B (02	) 1000		ONCE/TWICE A MONTH
003 T070203C (03	) 0100		ONCE/TWICE A YEAR
004 T070203D (04	) 0010		NEVER OR HARDLY EVER
005 T070203M (M	) 0001		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0139		
DESCRIPTION:	HOW OFTEN WRITING ASSESSED-WRITING PORTFOLIOS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070204A (01	) 0000		ONCE/TWICE A WEEK
002 T070204B (02	) 1000		ONCE/TWICE A MONTH
003 T070204C (03	) 0100		ONCE/TWICE A YEAR
004 T070204D (04	) 0010		NEVER OR HARDLY EVER
005 T070204M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0140		
DESCRIPTION:	HOW IMPORTANT TO GRADE-SPELLING, GRAMMAR, PUNC		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070301A (01	) 000		VERY IMPORTANT
002 T070301B (02	) 100		MODERATELY IMPORTANT
003 T070301C (03	) 010		UNIMPORTANT
004 T070301M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0141		
DESCRIPTION:	HOW IMPORTANT TO GRADE-ORGANIZATION/COHERENCE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070302A (01	) 000		VERY IMPORTANT
002 T070302B (02	) 100		MODERATELY IMPORTANT
003 T070302C (03	) 010		UNIMPORTANT
004 T070302M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0142		
DESCRIPTION:	HOW IMPORTANT TO GRADE-QUALITY/CREATIVITY OF IDEAS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070303A (01	) 000		VERY IMPORTANT
002 T070303B (02	) 100		MODERATELY IMPORTANT
003 T070303C (03	) 010		UNIMPORTANT
004 T070303M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0143		
DESCRIPTION:	HOW IMPORTANT TO GRADE-LENGTH OF PAPERS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070304A (01	) 000		VERY IMPORTANT
002 T070304B (02	) 100		MODERATELY IMPORTANT
003 T070304C (03	) 010		UNIMPORTANT
004 T070304M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0144		
DESCRIPTION:	HOW IMPORTANT TO GRADE-ACCOMPLISH WRITING PURPOSE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070305A (01	) 000		VERY IMPORTANT
002 T070305B (02	) 100		MODERATELY IMPORTANT
003 T070305C (03	) 010		UNIMPORTANT
004 T070305M (M	) 001		MISSING
004 T070305M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0145		
DESCRIPTION:	DO YOU TEACH READING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071601Y (01	) 0		YES
002 T071601M (M	) 1		MISSING
CONDITIONING VARIABLE ID:	TCHR0146		
DESCRIPTION:	DO YOU TEACH WRITING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071602Y (01	) 0		YES
002 T071602M (M	) 1		MISSING
CONDITIONING VARIABLE ID:	TCHR0147		
DESCRIPTION:	DO YOU TEACH ENGLISH		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071603Y (01	) 0		YES
002 T071603M (M	) 1		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0148			
DESCRIPTION: DO YOU TEACH-OTHER			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071604Y (01	) 0		YES
002 T071604M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0149			
DESCRIPTION: YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T040301A (01	) 00000		2 YEARS OR LESS
002 T040301B (02	) 10000		3-5 YEARS
003 T040301C (03	) 01000		6-10 YEARS
004 T040301D (04	) 00100		11-24 YEARS
005 T040301E (05	) 00010		25 YEARS OR MORE
006 T040301M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0150			
DESCRIPTION: YEARS TOTAL TAUGHT READING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071701A (01	) 000000		NOT TAUGHT
002 T071701B (02	) 100000		2 YEARS OR LESS
003 T071701C (03	) 010000		3-5 YEARS
004 T071701D (04	) 001000		6-10 YEARS
005 T071701E (05	) 000100		11-24 YEARS
006 T071701F (06	) 000010		25 YEARS OR MORE
007 T071701M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0151			
DESCRIPTION: YEARS TOTAL TAUGHT WRITING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071702A (01	) 000000		NOT TAUGHT
002 T071702B (02	) 100000		2 YEARS OR LESS
003 T071702C (03	) 010000		3-5 YEARS
004 T071702D (04	) 001000		6-10 YEARS
005 T071702E (05	) 000100		11-24 YEARS
006 T071702F (06	) 000010		25 YEARS OR MORE
007 T071702M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0152			
DESCRIPTION: YEARS TOTAL TAUGHT ENGLISH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071703A (01	) 000000		NOT TAUGHT
002 T071703B (02	) 100000		2 YEARS OR LESS
003 T071703C (03	) 010000		3-5 YEARS
004 T071703D (04	) 001000		6-10 YEARS
005 T071703E (05	) 000100		11-24 YEARS
006 T071703F (06	) 000010		25 YEARS OR MORE
007 T071703M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0153			
DESCRIPTION: YEARS TOTAL TAUGHT- OTHER			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071704A (01	) 000000		NOT TAUGHT
002 T071704B (02	) 100000		2 YEARS OR LESS
003 T071704C (03	) 010000		3-5 YEARS
004 T071704D (04	) 001000		6-10 YEARS
005 T071704E (05	) 000100		11-24 YEARS
006 T071704F (06	) 000010		25 YEARS OR MORE
007 T071704M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0154			
DESCRIPTION: LAST 12 MOS, PROF DEV-LITERATURE			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067703A (01	) 00000		NONE
002 T067703B (02	) 10000		LESS THAN 6 HOURS
003 T067703C (03	) 01000		6 - 15 HOURS
004 T067703D (04	) 00100		16 - 35 HOURS
005 T067703E (05	) 00010		MORE THAN 35 HOURS
006 T067703M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0155			
DESCRIPTION: ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T068501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T068501Y (01	) 00		YES
002 T068501N (02	) 10		NO
003 T068501M (M	) 01		MISSING

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0156			
DESCRIPTION:	HOW OFTEN STUDENTS CHOOSE WRITING TOPIC			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069801A (01	) 000		ALWAYS	
002 T069801B (02	) 100		SOMETIMES	
003 T069801C (03	) 010		NEVER	
004 T069801M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0157			
DESCRIPTION:	HOW OFTEN STUDENTS PLAN THEIR WRITING			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069802A (01	) 000		ALWAYS	
002 T069802B (02	) 100		SOMETIMES	
003 T069802C (03	) 010		NEVER	
004 T069802M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0158			
DESCRIPTION:	HOW OFTEN STUDENTS DEFINE PURPOSES AND AUDIENCE			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069803A (01	) 000		ALWAYS	
002 T069803B (02	) 100		SOMETIMES	
003 T069803C (03	) 010		NEVER	
004 T069803M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0159			
DESCRIPTION:	HOW OFTEN STUDENTS MAKE FORMAL OUTLINE			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069804A (01	) 000		ALWAYS	
002 T069804B (02	) 100		SOMETIMES	
003 T069804C (03	) 010		NEVER	
004 T069804M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0160			
DESCRIPTION:	HOW OFTEN STUDENTS WRITE MORE THAN ONE DRAFT			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069805A (01	) 000		ALWAYS	
002 T069805B (02	) 100		SOMETIMES	
003 T069805C (03	) 010		NEVER	
004 T069805M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0161			
DESCRIPTION:	HOW OFTEN STUDENTS USE RESOURCES OTHER THAN TEXT			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069806A (01	) 000		ALWAYS	
002 T069806B (02	) 100		SOMETIMES	
003 T069806C (03	) 010		NEVER	
004 T069806M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0162			
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS WRITING WHILE WRITING			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069807A (01	) 000		ALWAYS	
002 T069807B (02	) 100		SOMETIMES	
003 T069807C (03	) 010		NEVER	
004 T069807M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0163			
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS OTHERS' WRITING			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069808A (01	) 000		ALWAYS	
002 T069808B (02	) 100		SOMETIMES	
003 T069808C (03	) 010		NEVER	
004 T069808M (M	) 001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0164			
DESCRIPTION:	HOW OFTEN STUDENTS CHECK PROPER SPELLING, GRAMMAR			
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T069809	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3	
001 T069809A (01	) 000		ALWAYS	
002 T069809B (02	) 100		SOMETIMES	
003 T069809C (03	) 010		NEVER	
004 T069809M (M	) 001		MISSING	

Table F-6 (continued)
1998 Writing Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		TCHR0165	
DESCRIPTION:		HOW OFTEN STUDENTS DISCUSS WRITING WITH FAMILY	
GRADES/ASSESSMENTS:		N08, S08	
CONDITIONING VAR LABEL:			
NAEP ID:	T069810	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069810A (01	) 000	ALWAYS	
002 T069810B (02	) 100	SOMETIMES	
003 T069810C (03	) 010	NEVER	
004 T069810M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:		TCHR0166	
DESCRIPTION:		HOW OFTEN STUDENTS CONTRIBUTE TO COLLECTION	
GRADES/ASSESSMENTS:		N08, S08	
CONDITIONING VAR LABEL:			
NAEP ID:	T069811	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069811A (01	) 000	ALWAYS	
002 T069811B (02	) 100	SOMETIMES	
003 T069811C (03	) 010	NEVER	
004 T069811M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:		TCHR0167	
DESCRIPTION:		HOW OFTEN STUDENTS WORK ON AN ASSIGNED TOPIC	
GRADES/ASSESSMENTS:		N08, S08	
CONDITIONING VAR LABEL:			
NAEP ID:	T069812	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069812A (01	) 000	ALWAYS	
002 T069812B (02	) 100	SOMETIMES	
003 T069812C (03	) 010	NEVER	
004 T069812M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:		TCHR0168	
DESCRIPTION:		HOW OFTEN STUDENTS FOLLOW ASSIGNED FORMAT	
GRADES/ASSESSMENTS:		N08, S08	
CONDITIONING VAR LABEL:			
NAEP ID:	T069813	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T069813A (01	) 000	ALWAYS	
002 T069813B (02	) 100	SOMETIMES	
003 T069813C (03	) 010	NEVER	
004 T069813M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:		TCHR0169	
DESCRIPTION:		WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)	
GRADES/ASSESSMENTS:		N08, S08	
CONDITIONING VAR LABEL:		CLASSIZ8	
NAEP ID:	TCSIZE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 CLASIZ-1 (1	) 00000	AVERAGE CLASS SIZE:	1-20 STUDENTS
002 CLASIZ-2 (2	) 10000	AVERAGE CLASS SIZE:	21-25 STUDENTS
003 CLASIZ-3 (3	) 01000	AVERAGE CLASS SIZE:	26-30 STUDENTS
004 CLASIZ-4 (4	) 00100	AVERAGE CLASS SIZE:	31-35 STUDENTS
005 CLASIZ-5 (5	) 00010	AVERAGE CLASS SIZE:	36 OR MORE STUDENTS
006 CLASIZ-? (M	) 00001	AVERAGE CLASS SIZE:	MISSING, DOES NOT APPLY

Table F-7
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0001				
DESCRIPTION:	GRAND MEAN				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	OVERALL			TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
NAEP ID:	BKSER			NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	OTHER				
001 OVERALL (@)	1			GRAND MEAN	
CONDITIONING VARIABLE ID:	BACK0002				
DESCRIPTION:	DERIVED SEX				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	GENDER			TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
NAEP ID:	DSEX			NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	CLASS				
001 MALE (1,M)	0			MALE	
002 FEMALE (2)	1			FEMALE	
CONDITIONING VARIABLE ID:	BACK0003				
DESCRIPTION:	DERIVED RACE/ETHNICITY				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	RACE/ETH			TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	DRACE			NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS				
001 WHI/AI/O (1,5,6,M)	000			RACE/ETHNICITY:	WHITE, AMERICAN
INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED					
002 BLACK (2)	100			RACE/ETHNICITY:	BLACK
003 HISPANIC (3)	010			RACE/ETHNICITY:	HISPANIC
004 ASIAN (4)	001			RACE/ETHNICITY:	ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0004				
DESCRIPTION:	IF HISPANIC, WHAT IS YOUR HISPANIC BACKGROUND?				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	HISPANIC			TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
NAEP ID:	B003101			NUMBER OF INDEPENDENT CONTRASTS:	4
TYPE OF CONTRAST:	CLASS				
001 NOT HISP (1)	0000			HISPANIC:	NOT HISPANIC
002 MEXICAN (2)	1000			HISPANIC:	MEXICAN, MEXICAN AMERICAN, CHICANO
003 PUER RIC (3)	0100			HISPANIC:	PUERTO RICAN
004 CUBN,OTH (4,5)	0010			HISPANIC:	CUBAN, OTHER
005 HISP-? (M)	0001			HISPANIC:	MISSING
CONDITIONING VARIABLE ID:	BACK0005				
DESCRIPTION:	TOL 7 - TYPE OF LOCATION				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	TOL7			TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
NAEP ID:	TOL7			NUMBER OF INDEPENDENT CONTRASTS:	6
TYPE OF CONTRAST:	CLASS				
001 BIG CTY7 (1)	000000			TOL7:	LARGE CITY
002 MID CTY7 (2,M)	100000			TOL7:	MID-SIZE CITY
003 FR/LCTY7 (3)	010000			TOL7:	URBAN FRINGE OF LARGE CITY
004 FR/MCTY7 (4)	001000			TOL7:	URBAN FRINGE OF MID-SIZE CITY
005 LAR TWN7 (5)	000100			TOL7:	LARGE TOWN
006 SML TWN7 (6)	000010			TOL7:	SMALL TOWN
007 OTHER (7)	000001			TOL7:	OTHER
CONDITIONING VARIABLE ID:	BACK0006				
DESCRIPTION:	TYPE OF LOCALE (5 CATEGORIES)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	TOL5			TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
NAEP ID:	TOL5			NUMBER OF INDEPENDENT CONTRASTS:	4
TYPE OF CONTRAST:	CLASS				
001 BIG CTY5 (1)	0000			TOL5:	LARGE CITY
002 MID CTY5 (2,M)	1000			TOL5:	MID-SIZE CITY
003 FR/BTWN5 (3)	0100			TOL5:	URBAN FRINGE AND LARGE TOWN
004 SML TWN5 (4)	0010			TOL5:	SMALL TOWN
005 RURAL5 (5)	0001			TOL5:	RURAL (MSA AND NON-MSA)
CONDITIONING VARIABLE ID:	BACK0007				
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION, GRADE 4				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	PARED2			TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
NAEP ID:	PARED2			NUMBER OF INDEPENDENT CONTRASTS:	4
TYPE OF CONTRAST:	CLASS				
001 < HS (1)	0000			PARED:	LESS THAN HIGH SCHOOL
002 HS GRAD (2)	1000			PARED:	HIGH SCHOOL GRADUATE
003 POST HS (3)	0100			PARED:	POST HIGH SCHOOL
004 COL GRAD (4)	0010			PARED:	COLLEGE GRADUATE
005 PARED-? (5,M)	0001			PARED:	MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0008				
DESCRIPTION:	REGION OF THE COUNTRY				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	REGION			TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	REGION			NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS				
001 N EAST (1,M)	000			REGION:	NORTHEAST
002 S EAST (2)	100			REGION:	SOUTHEAST
003 CENTRAL (3)	010			REGION:	CENTRAL
004 WEST (4,5)	001			REGION:	WEST, TERRITORIES (NONE)
CONDITIONING VARIABLE ID:	BACK0009				
DESCRIPTION:	SCHOOL TYPE				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	SCHTYPE			TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
NAEP ID:	SCHTYPE			NUMBER OF INDEPENDENT CONTRASTS:	2
TYPE OF CONTRAST:	CLASS				
001 PUBLIC (1)	00			SCHOOL TYPE:	PUBLIC,
002 PRIVATE (2,4,5,M)	10			SCHOOL TYPE:	PRIVATE, BIA, DEPARTMENT OF
DEFENSE, MISSING					
003 CATHOLIC (3)	01			SCHOOL TYPE:	CATHOLIC

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0010				
DESCRIPTION:	RACE				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	RACE				
NAEP ID:	RACE		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 WHI/AI/O (1,5,6,M)	) 000				RACE: WHITE, AMERICAN INDIAN/ALASKAN NATIVE, OTHER, MISSING, UNCLASSIFIED
002 BLACK (2)	) 100				RACE: BLACK
003 HISPANIC (3)	) 010				RACE: HISPANIC
004 ASIAN (4)	) 001				RACE: ASIAN / PACIFIC ISLANDER
CONDITIONING VARIABLE ID:	BACK0011				
DESCRIPTION:	INDIVIDUALIZED EDUCATION PLAN				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	IEP				
NAEP ID:	IEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 IEP-YES (1)	) 0				IEP: YES
002 IEP-NO (2,M)	) 1				IEP: NO
CONDITIONING VARIABLE ID:	BACK0012				
DESCRIPTION:	LIMITED ENGLISH PROFICIENCY				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	LEP				
NAEP ID:	LEP		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 LEP-YES (1)	) 0				LEP: YES
002 LEP-NO (2,M)	) 1				LEP: NO
CONDITIONING VARIABLE ID:	BACK0013				
DESCRIPTION:	TITLE 1: (BOOK COVER)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	TITLE 1				
NAEP ID:	TITLE1		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TITLE-Y (1)	) 0				TITLE 1: YES
002 TITLE-N (2,M)	) 1				TITLE 1: NO
CONDITIONING VARIABLE ID:	BACK0014				
DESCRIPTION:	DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	LUNCH				
NAEP ID:	SLUNCH		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5	
001 NOT ELIG (1)	) 00000				LUNCH PROGRAM: NOT ELIGIBLE
002 RED PRIC (2)	) 10000				LUNCH PROGRAM: REDUCED PRICE
003 FREE (3)	) 01000				LUNCH PROGRAM: FREE
004 INFO N/A (4,M)	) 00100				LUNCH PROGRAM: INFO NOT AVAILABLE
005 SCH/REF (5)	) 00010				LUNCH PROGRAM: SCHOOL REFUSAL
006 SCH/NP (6)	) 00001				LUNCH PROGRAM: SCHOOL NOT PARTICIPATE
CONDITIONING VARIABLE ID:	BACK0015				
DESCRIPTION:	HOW MUCH TELEVISION/VIDEO GAMES DO YOU USUALLY WATCH EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	TVWATCHL				
NAEP ID:	B013901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:	LINEAR		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TVLIN-0 (1)	) 0				TV WATCHING (LINEAR) (0 TO 6+ HOURS PER DAY)
002 TVLIN-1 (2)	) 1				TV WATCHING (LINEAR)
003 TVLIN-2 (3)	) 2				TV WATCHING (LINEAR)
004 TVLIN-3 (4,M)	) 3				TV WATCHING (LINEAR)
005 TVLIN-4 (5)	) 4				TV WATCHING (LINEAR)
006 TVLIN-5 (6)	) 5				TV WATCHING (LINEAR)
007 TVLIN-6 (7)	) 6				TV WATCHING (LINEAR)
CONDITIONING VARIABLE ID:	BACK0016				
DESCRIPTION:	HOW MUCH TELEVISION/VIDEO GAMES DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	TVWATCHQ				
NAEP ID:	B013901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST:	QUADRATIC		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 TV-QUAD (1-7,M=4)	) 1.0 + -2.0*X + 1.0*X**2				TV WATCHING (QUADRATIC)
CONDITIONING VARIABLE ID:	BACK0017				
DESCRIPTION:	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	HWASSIGN				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 HW-MISS (M)	) 00				HOMEWORK ASSIGNED?: MISSING
002 HW-NO (1)	) 10				HOMEWORK ASSIGNED?: NO
003 HW-YES (2-5)	) 01				HOMEWORK ASSIGNED?: YES
CONDITIONING VARIABLE ID:	BACK0018				
DESCRIPTION:	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	HOMEWRKL				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	LINEAR		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 HWLIN-0 (1,2,M)	) 0				HOMEWORK (LINEAR): DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWLIN-1 (3)	) 1				HOMEWORK (LINEAR): 1/2 HOUR OR LESS
003 HWLIN-2 (4)	) 2				HOMEWORK (LINEAR): 1 HOUR
004 HWLIN-3 (5)	) 3				HOMEWORK (LINEAR): MORE THAN 1 HOUR

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0019				
DESCRIPTION:	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	HOMEWRKQ				
NAEP ID:	B006601		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:	SCALE		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 HWQUAD-0 (1,2,M	) 0			HOMEWORK (QUADRATIC):	DON'T HAVE ANY, DON'T DO ANY, MISSING
002 HWQUAD-1 (3	) 1			HOMEWORK (QUADRATIC):	1/2 HOUR OR LESS
003 HWQUAD-2 (4	) 4			HOMEWORK (QUADRATIC):	1 HOUR
004 HWQUAD-3 (5	) 9			HOMEWORK (QUADRATIC):	MORE THAN 1 HOUR
CONDITIONING VARIABLE ID:	BACK0020				
DESCRIPTION:	NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	HOMEITMS				
NAEP ID:	HOMEEN3		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 HITEM<=2 (1,M	) 00			ITEMS IN HOME:	ZERO TO TWO ITEMS, MISSING
002 HITEM=3 (2	) 10			ITEMS IN HOME:	THREE ITEMS
003 HITEM=4 (3	) 01			ITEMS IN HOME:	FOUR ITEMS
CONDITIONING VARIABLE ID:	BACK0021				
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	PGSREAD1				
NAEP ID:	B001101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 PGS<6,? (5,M	) 0			PAGES READ:	5 OR FEWER A DAY, MISSING
002 PGS>5 (1,2,3,4	) 1			PAGES READ:	6-10, 11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID:	BACK0022				
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	PGSREAD2				
NAEP ID:	B001101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 PGS<11,? (4,5,M	) 0			PAGES READ:	6-10, 5 OR FEWER A DAY, MISSING
002 PGS>10 (1,2,3	) 1			PAGES READ:	11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID:	BACK0023				
DESCRIPTION:	STUDENTS ACCOMMODATION STATUS				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	ACCOM				
NAEP ID:	ACCOM		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1	
001 ACCOM (1,2	) 0			ACCOMMODATED WITH APPROPRIATE BOOK OR WRONG BOOK	
002 NO ACCOM (3	) 1			NON ACCOMMODATED	
CONDITIONING VARIABLE ID:	BACK0024				
DESCRIPTION:	NUMBER OF YEARS TAKING CIVICS COURSES IN HIGH SCHOOL				
GRADES/ASSESSMENTS:	N12				
CONDITIONING VAR LABEL:	NYRCIV				
NAEP ID:	NYRCIV		TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	4	
001 NYRCIV A (1,M	) 0000			NONE	
002 NYRCIV B (2	) 1000			1 YEAR	
003 NYRCIV C (3	) 0100			2 YEARS	
004 NYRCIV D (4	) 0010			3 YEARS	
005 NYRCIV E (5	) 0001			4 YEARS	
CONDITIONING VARIABLE ID:	BACK0025				
DESCRIPTION:	CIVICS COURSES TAKING IN 11TH AND 12TH GRADES				
GRADES/ASSESSMENTS:	N12				
CONDITIONING VAR LABEL:	NYRCIV2				
NAEP ID:	NYRCIV2		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2	
001 NYRCIV2A (1	) 00			NEITHER	
002 NYRCIV2B (2	) 10			EITHER 11TH OR 12TH	
003 NYRCIV2C (3	) 01			BOTH 11TH AND 12TH	
CONDITIONING VARIABLE ID:	BACK0026				
DESCRIPTION:	INTERACTION: GENDER BY RACE/ETHNICITY				
GRADES/ASSESSMENTS:	N04, N08, N12				
CONDITIONING VAR LABEL:	GEND/RAC				
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8	
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	3	
001 G/R 11 (11	) 010101			GEND/RAC INTACT:	1. MALE 1. WHI/AI/O
002 G/R 12 (12	) ~10000			GEND/RAC INTACT:	1. MALE 2. BLACK
003 G/R 13 (13	) 00-100			GEND/RAC INTACT:	1. MALE 3. HISPANIC
004 G/R 14 (14	) 0000-1			GEND/RAC INTACT:	1. MALE 4. ASIAN
005 G/R 21 (21	) ~1-1-1			GEND/RAC INTACT:	2. FEMALE 1. WHI/AI/O
006 G/R 22 (22	) 010000			GEND/RAC INTACT:	2. FEMALE 2. BLACK
007 G/R 23 (23	) 000100			GEND/RAC INTACT:	2. FEMALE 3. HISPANIC
008 G/R 24 (24	) 000001			GEND/RAC INTACT:	2. FEMALE 4. ASIAN

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		BACK0034			
DESCRIPTION:		INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY SCHOOL TYPE			
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		TOL7/SCH			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	21
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	12
001	T/S 11 (11)	)	01010101010101010101010101	TOL7/SCH INTACT:	1. BIG CTY7 1. PUBLIC
002	T/S 12 (12)	)	-100-100-100-100-100-100	TOL7/SCH INTACT:	1. BIG CTY7 2. PRIVATE
003	T/S 13 (13)	)	00-100-100-100-100-100-1	TOL7/SCH INTACT:	1. BIG CTY7 3. CATHOLIC
004	T/S 21 (21)	)	-1-1000000000000000000000	TOL7/SCH INTACT:	2. MID CTY7 1. PUBLIC
005	T/S 22 (22)	)	01000000000000000000000000	TOL7/SCH INTACT:	2. MID CTY7 2. PRIVATE
006	T/S 23 (23)	)	00010000000000000000000000	TOL7/SCH INTACT:	2. MID CTY7 3. CATHOLIC
007	T/S 31 (31)	)	0000-1-100000000000000000	TOL7/SCH INTACT:	3. FR/LCTY7 1. PUBLIC
008	T/S 32 (32)	)	00000100000000000000000000	TOL7/SCH INTACT:	3. FR/LCTY7 2. PRIVATE
009	T/S 33 (33)	)	00000001000000000000000000	TOL7/SCH INTACT:	3. FR/LCTY7 3. CATHOLIC
010	T/S 41 (41)	)	00000000-1-1000000000000000	TOL7/SCH INTACT:	4. FR/MCTY7 1. PUBLIC
011	T/S 42 (42)	)	00000000010000000000000000	TOL7/SCH INTACT:	4. FR/MCTY7 2. PRIVATE
012	T/S 43 (43)	)	00000000000100000000000000	TOL7/SCH INTACT:	4. FR/MCTY7 3. CATHOLIC
013	T/S 51 (51)	)	000000000000-1-1000000000	TOL7/SCH INTACT:	5. LAR TWN7 1. PUBLIC
014	T/S 52 (52)	)	00000000000000010000000000	TOL7/SCH INTACT:	5. LAR TWN7 2. PRIVATE
015	T/S 53 (53)	)	00000000000000000100000000	TOL7/SCH INTACT:	5. LAR TWN7 3. CATHOLIC
016	T/S 61 (61)	)	000000000000000000-1-10000	TOL7/SCH INTACT:	6. SML TWN7 1. PUBLIC
017	T/S 62 (62)	)	00000000000000000001000000	TOL7/SCH INTACT:	6. SML TWN7 2. PRIVATE
018	T/S 63 (63)	)	00000000000000000000010000	TOL7/SCH INTACT:	6. SML TWN7 3. CATHOLIC
019	T/S 71 (71)	)	000000000000000000000-1-1	TOL7/SCH INTACT:	7. OTHER 1. PUBLIC
020	T/S 72 (72)	)	0000000000000000000000100	TOL7/SCH INTACT:	7. OTHER 2. PRIVATE
021	T/S 73 (73)	)	0000000000000000000000001	TOL7/SCH INTACT:	7. OTHER 3. CATHOLIC
CONDITIONING VARIABLE ID:		BACK0035			
DESCRIPTION:		INTERACTION: PARENTS' EDUCATION ALL GRADES BY SCHOOL TYPE			
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		PARE/SCH			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	15
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	8
001	P/S 11 (11)	)	01010101010101010101	PARE/SCH INTACT:	1. < HS 1. PUBLIC
002	P/S 12 (12)	)	-100-100-100-100-100	PARE/SCH INTACT:	1. < HS 2. PRIVATE
003	P/S 13 (13)	)	00-100-100-100-100-1	PARE/SCH INTACT:	1. < HS 3. CATHOLIC
004	P/S 21 (21)	)	-1-1000000000000000000000	PARE/SCH INTACT:	2. HS GRAD 1. PUBLIC
005	P/S 22 (22)	)	010000000000000000000000	PARE/SCH INTACT:	2. HS GRAD 2. PRIVATE
006	P/S 23 (23)	)	000100000000000000000000	PARE/SCH INTACT:	2. HS GRAD 3. CATHOLIC
007	P/S 31 (31)	)	0000-1-100000000000000000	PARE/SCH INTACT:	3. POST HS 1. PUBLIC
008	P/S 32 (32)	)	000001000000000000000000	PARE/SCH INTACT:	3. POST HS 2. PRIVATE
009	P/S 33 (33)	)	000000010000000000000000	PARE/SCH INTACT:	3. POST HS 3. CATHOLIC
010	P/S 41 (41)	)	00000000-1-1000000000000000	PARE/SCH INTACT:	4. COL GRAD 1. PUBLIC
011	P/S 42 (42)	)	000000000100000000000000	PARE/SCH INTACT:	4. COL GRAD 2. PRIVATE
012	P/S 43 (43)	)	000000000001000000000000	PARE/SCH INTACT:	4. COL GRAD 3. CATHOLIC
013	P/S 51 (51)	)	000000000000-1-1	PARE/SCH INTACT:	5. PARED-? 1. PUBLIC
014	P/S 52 (52)	)	00000000000000000001000	PARE/SCH INTACT:	5. PARED-? 2. PRIVATE
015	P/S 53 (53)	)	000000000000000000000000	PARE/SCH INTACT:	5. PARED-? 3. CATHOLIC
CONDITIONING VARIABLE ID:		BACK0036			
DESCRIPTION:		INTERACTION: ACCOMMODATED BY GENDER			
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/GEN			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	1
001	A/G 11 (11)	)	01	ACCO/GEN INTACT:	1. ACCOM 1. MALE
002	A/G 12 (12)	)	-1	ACCO/GEN INTACT:	1. ACCOM 2. FEMALE
003	A/G 21 (21)	)	-1	ACCO/GEN INTACT:	2. NO ACCOM 1. MALE
004	A/G 22 (22)	)	01	ACCO/GEN INTACT:	2. NO ACCOM 2. FEMALE
CONDITIONING VARIABLE ID:		BACK0037			
DESCRIPTION:		INTERACTION: ACCOMMODATED BY RACE/ETHNICITY			
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/RAC			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	3
001	A/R 11 (11)	)	010101	ACCO/RAC INTACT:	1. ACCOM 1. WHI/AI/O
002	A/R 12 (12)	)	-10000	ACCO/RAC INTACT:	1. ACCOM 2. BLACK
003	A/R 13 (13)	)	00-100	ACCO/RAC INTACT:	1. ACCOM 3. HISPANIC
004	A/R 14 (14)	)	0000-1	ACCO/RAC INTACT:	1. ACCOM 4. ASIAN
005	A/R 21 (21)	)	-1-1-1	ACCO/RAC INTACT:	2. NO ACCOM 1. WHI/AI/O
006	A/R 22 (22)	)	010000	ACCO/RAC INTACT:	2. NO ACCOM 2. BLACK
007	A/R 23 (23)	)	000100	ACCO/RAC INTACT:	2. NO ACCOM 3. HISPANIC
008	A/R 24 (24)	)	000001	ACCO/RAC INTACT:	2. NO ACCOM 4. ASIAN
CONDITIONING VARIABLE ID:		BACK0038			
DESCRIPTION:		INTERACTION: ACCOMMODATED BY TYPE OF LOCALE (7 CATEGORIES)			
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/TOL			
NAEP ID:		N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	14
TYPE OF CONTRAST:		INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	6
001	A/T 11 (11)	)	01010101010101	ACCO/TOL INTACT:	1. ACCOM 1. BIG CTY7
002	A/T 12 (12)	)	-10000000000000000000000000	ACCO/TOL INTACT:	1. ACCOM 2. MID CTY7
003	A/T 13 (13)	)	00-100000000000000000000000	ACCO/TOL INTACT:	1. ACCOM 3. FR/LCTY7
004	A/T 14 (14)	)	0000-1000000000000000000000	ACCO/TOL INTACT:	1. ACCOM 4. FR/MCTY7
005	A/T 15 (15)	)	0000000-100000000000000000	ACCO/TOL INTACT:	1. ACCOM 5. LAR TWN7
006	A/T 16 (16)	)	000000000-1000000000000000	ACCO/TOL INTACT:	1. ACCOM 6. SML TWN7
007	A/T 17 (17)	)	00000000000-1000000000000000	ACCO/TOL INTACT:	1. ACCOM 7. OTHER
008	A/T 21 (21)	)	-1-1-1-1-1-1-1	ACCO/TOL INTACT:	2. NO ACCOM 1. BIG CTY7
009	A/T 22 (22)	)	01000000000000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 2. MID CTY7
010	A/T 23 (23)	)	00010000000000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 3. FR/LCTY7
011	A/T 24 (24)	)	00000100000000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 4. FR/MCTY7
012	A/T 25 (25)	)	00000001000000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 5. LAR TWN7
013	A/T 26 (26)	)	00000000010000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 6. SML TWN7
014	A/T 27 (27)	)	00000000000000000000000000	ACCO/TOL INTACT:	2. NO ACCOM 7. OTHER

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		BACK0039			
DESCRIPTION:		INTERACTION:	ACCOMMODATED BY PARENTS' EDUCATION ALL GRADES		
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/PAR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	10	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 A/P 11	(11)	) 01010101	ACCO/PAR INTACT:	1. ACCOM	1. < HS
002 A/P 12	(12)	) -1000000	ACCO/PAR INTACT:	1. ACCOM	2. HS GRAD
003 A/P 13	(13)	) 00-10000	ACCO/PAR INTACT:	1. ACCOM	3. POST HS
004 A/P 14	(14)	) 0000-100	ACCO/PAR INTACT:	1. ACCOM	4. COL GRAD
005 A/P 15	(15)	) 000000-1	ACCO/PAR INTACT:	1. ACCOM	5. PARED-?
006 A/P 21	(21)	) -1-1-1-1	ACCO/PAR INTACT:	2. NO ACCOM	1. < HS
007 A/P 22	(22)	) 01000000	ACCO/PAR INTACT:	2. NO ACCOM	2. HS GRAD
008 A/P 23	(23)	) 00010000	ACCO/PAR INTACT:	2. NO ACCOM	3. POST HS
009 A/P 24	(24)	) 00000100	ACCO/PAR INTACT:	2. NO ACCOM	4. COL GRAD
010 A/P 25	(25)	) 00000001	ACCO/PAR INTACT:	2. NO ACCOM	5. PARED-?
CONDITIONING VARIABLE ID:		BACK0040			
DESCRIPTION:		INTERACTION:	ACCOMMODATED BY SCHOOL TYPE		
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/SCH			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 A/S 11	(11)	) 0101	ACCO/SCH INTACT:	1. ACCOM	1. PUBLIC
002 A/S 12	(12)	) -100	ACCO/SCH INTACT:	1. ACCOM	2. PRIVATE
003 A/S 13	(13)	) 00-1	ACCO/SCH INTACT:	1. ACCOM	3. CATHOLIC
004 A/S 21	(21)	) -1-1	ACCO/SCH INTACT:	2. NO ACCOM	1. PUBLIC
005 A/S 22	(22)	) 0100	ACCO/SCH INTACT:	2. NO ACCOM	2. PRIVATE
006 A/S 23	(23)	) 0001	ACCO/SCH INTACT:	2. NO ACCOM	3. CATHOLIC
CONDITIONING VARIABLE ID:		BACK0041			
DESCRIPTION:		INTERACTION:	ACCOMMODATED BY IEP		
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/IEP			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 A/I 11	(11)	) 01	ACCO/IEP INTACT:	1. ACCOM	1. IEP-YES
002 A/I 12	(12)	) -1	ACCO/IEP INTACT:	1. ACCOM	2. IEP-NO
003 A/I 21	(21)	) -1	ACCO/IEP INTACT:	2. NO ACCOM	1. IEP-YES
004 A/I 22	(22)	) 01	ACCO/IEP INTACT:	2. NO ACCOM	2. IEP-NO
CONDITIONING VARIABLE ID:		BACK0042			
DESCRIPTION:		INTERACTION:	ACCOMMODATED BY LEP		
GRADES/ASSESSMENTS:		N04, N08, N12			
CONDITIONING VAR LABEL:		ACCO/LEP			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 A/L 11	(11)	) 01	ACCO/LEP INTACT:	1. ACCOM	1. LEP-YES
002 A/L 12	(12)	) -1	ACCO/LEP INTACT:	1. ACCOM	2. LEP-NO
003 A/L 21	(21)	) -1	ACCO/LEP INTACT:	2. NO ACCOM	1. LEP-YES
004 A/L 22	(22)	) 01	ACCO/LEP INTACT:	2. NO ACCOM	2. LEP-NO
CONDITIONING VARIABLE ID:		BACK0043			
DESCRIPTION:		INTERACTION:	GENDER BY YEARS TAKING CIVICS COURSES		
GRADES/ASSESSMENTS:		N12			
CONDITIONING VAR LABEL:		GEND/NYR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	10	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 G/N 11	(11)	) 01010101	GEND/NYR INTACT:	1. MALE	1. NYRCIV A
002 G/N 12	(12)	) -1000000	GEND/NYR INTACT:	1. MALE	2. NYRCIV B
003 G/N 13	(13)	) 00-10000	GEND/NYR INTACT:	1. MALE	3. NYRCIV C
004 G/N 14	(14)	) 0000-100	GEND/NYR INTACT:	1. MALE	4. NYRCIV D
005 G/N 15	(15)	) 000000-1	GEND/NYR INTACT:	1. MALE	5. NYRCIV E
006 G/N 21	(21)	) -1-1-1-1	GEND/NYR INTACT:	2. FEMALE	1. NYRCIV A
007 G/N 22	(22)	) 01000000	GEND/NYR INTACT:	2. FEMALE	2. NYRCIV B
008 G/N 23	(23)	) 00010000	GEND/NYR INTACT:	2. FEMALE	3. NYRCIV C
009 G/N 24	(24)	) 00000100	GEND/NYR INTACT:	2. FEMALE	4. NYRCIV D
010 G/N 25	(25)	) 00000001	GEND/NYR INTACT:	2. FEMALE	5. NYRCIV E
CONDITIONING VARIABLE ID:		BACK0044			
DESCRIPTION:		INTERACTION:	RACE/ETHNICITY BY YEARS TAKING CIVICS COURSES		
GRADES/ASSESSMENTS:		N12			
CONDITIONING VAR LABEL:		RACE/NYR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	20	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	12	
001 R/N 11	(11)	) 010101010101010101010101	RACE/NYR INTACT:	1. WHI/AI/O	1. NYRCIV A
002 R/N 12	(12)	) -1000000-1000000-1000000	RACE/NYR INTACT:	1. WHI/AI/O	2. NYRCIV B
003 R/N 13	(13)	) 00-1000000-1000000-10000	RACE/NYR INTACT:	1. WHI/AI/O	3. NYRCIV C
004 R/N 14	(14)	) 0000-1000000-1000000-100	RACE/NYR INTACT:	1. WHI/AI/O	4. NYRCIV D
005 R/N 15	(15)	) 000000-1000000-1000000-1	RACE/NYR INTACT:	1. WHI/AI/O	5. NYRCIV E
006 R/N 21	(21)	) -1-1-1-100000000000000000	RACE/NYR INTACT:	2. BLACK	1. NYRCIV A
007 R/N 22	(22)	) 010000000000000000000000	RACE/NYR INTACT:	2. BLACK	2. NYRCIV B
008 R/N 23	(23)	) 000100000000000000000000	RACE/NYR INTACT:	2. BLACK	3. NYRCIV C
009 R/N 24	(24)	) 000001000000000000000000	RACE/NYR INTACT:	2. BLACK	4. NYRCIV D
010 R/N 25	(25)	) 000000010000000000000000	RACE/NYR INTACT:	2. BLACK	5. NYRCIV E
011 R/N 31	(31)	) 00000000-1-1-1-100000000	RACE/NYR INTACT:	3. HISPANIC	1. NYRCIV A
012 R/N 32	(32)	) 000000001000000000000000	RACE/NYR INTACT:	3. HISPANIC	2. NYRCIV B
013 R/N 33	(33)	) 000000000010000000000000	RACE/NYR INTACT:	3. HISPANIC	3. NYRCIV C
014 R/N 34	(34)	) 000000000000100000000000	RACE/NYR INTACT:	3. HISPANIC	4. NYRCIV D
015 R/N 35	(35)	) 000000000000001000000000	RACE/NYR INTACT:	3. HISPANIC	5. NYRCIV E
016 R/N 41	(41)	) 0000000000000000-1-1-1-1	RACE/NYR INTACT:	4. ASIAN	1. NYRCIV A
017 R/N 42	(42)	) 000000000000000001000000	RACE/NYR INTACT:	4. ASIAN	2. NYRCIV B
018 R/N 43	(43)	) 0000000000000000000010000	RACE/NYR INTACT:	4. ASIAN	3. NYRCIV C
019 R/N 44	(44)	) 0000000000000000000000100	RACE/NYR INTACT:	4. ASIAN	4. NYRCIV D
020 R/N 45	(45)	) 0000000000000000000000001	RACE/NYR INTACT:	4. ASIAN	5. NYRCIV E

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: BACK0048		DESCRIPTION: INTERACTION: ACCOMMODATED BY YEARS TAKING CIVICS COURSES			
GRADES/ASSESSMENTS: N12		CONDITIONING VAR LABEL: ACCO/NYR		TOTAL NUMBER OF SPECIFIED CONTRASTS: 10	
NAEP ID: N/A		TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 4	
001 A/N 11 (11)	) 01010101	ACCO/NYR INTACT:	1. ACCOM	1. NYRCIV A	
002 A/N 12 (12)	) -1000000	ACCO/NYR INTACT:	1. ACCOM	2. NYRCIV B	
003 A/N 13 (13)	) 00-10000	ACCO/NYR INTACT:	1. ACCOM	3. NYRCIV C	
004 A/N 14 (14)	) 0000-100	ACCO/NYR INTACT:	1. ACCOM	4. NYRCIV D	
005 A/N 15 (15)	) 000000-1	ACCO/NYR INTACT:	1. ACCOM	5. NYRCIV E	
006 A/N 21 (21)	) -1-1-1-1	ACCO/NYR INTACT:	2. NO ACCOM	1. NYRCIV A	
007 A/N 22 (22)	) 01000000	ACCO/NYR INTACT:	2. NO ACCOM	2. NYRCIV B	
008 A/N 23 (23)	) 00010000	ACCO/NYR INTACT:	2. NO ACCOM	3. NYRCIV C	
009 A/N 24 (24)	) 00000100	ACCO/NYR INTACT:	2. NO ACCOM	4. NYRCIV D	
010 A/N 25 (25)	) 00000001	ACCO/NYR INTACT:	2. NO ACCOM	5. NYRCIV E	
CONDITIONING VARIABLE ID: BACK0049		DESCRIPTION: INTERACTION: GENDER BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES			
GRADES/ASSESSMENTS: N12		CONDITIONING VAR LABEL: GEND/NYR		TOTAL NUMBER OF SPECIFIED CONTRASTS: 6	
NAEP ID: N/A		TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 2	
001 G/N 11 (11)	) 0101	GEND/NYR INTACT:	1. MALE	1. NYRCIV2A	
002 G/N 12 (12)	) -100	GEND/NYR INTACT:	1. MALE	2. NYRCIV2B	
003 G/N 13 (13)	) 00-1	GEND/NYR INTACT:	1. MALE	3. NYRCIV2C	
004 G/N 21 (21)	) -1-1	GEND/NYR INTACT:	2. FEMALE	1. NYRCIV2A	
005 G/N 22 (22)	) 0100	GEND/NYR INTACT:	2. FEMALE	2. NYRCIV2B	
006 G/N 23 (23)	) 0001	GEND/NYR INTACT:	2. FEMALE	3. NYRCIV2C	
CONDITIONING VARIABLE ID: BACK0050		DESCRIPTION: INTERACTION: RACE/ETHNICITY BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES			
GRADES/ASSESSMENTS: N12		CONDITIONING VAR LABEL: RACE/NYR		TOTAL NUMBER OF SPECIFIED CONTRASTS: 12	
NAEP ID: N/A		TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 6	
001 R/N 11 (11)	) 010101010101	RACE/NYR INTACT:	1. WHI/AI/O	1. NYRCIV2A	
002 R/N 12 (12)	) -100-100-100	RACE/NYR INTACT:	1. WHI/AI/O	2. NYRCIV2B	
003 R/N 13 (13)	) 00-100-100-1	RACE/NYR INTACT:	1. WHI/AI/O	3. NYRCIV2C	
004 R/N 21 (21)	) -1-1000000000	RACE/NYR INTACT:	2. BLACK	1. NYRCIV2A	
005 R/N 22 (22)	) 010000000000	RACE/NYR INTACT:	2. BLACK	2. NYRCIV2B	
006 R/N 23 (23)	) 000100000000	RACE/NYR INTACT:	2. BLACK	3. NYRCIV2C	
007 R/N 31 (31)	) 0000-1-10000	RACE/NYR INTACT:	3. HISPANIC	1. NYRCIV2A	
008 R/N 32 (32)	) 000001000000	RACE/NYR INTACT:	3. HISPANIC	2. NYRCIV2B	
009 R/N 33 (33)	) 000000010000	RACE/NYR INTACT:	3. HISPANIC	3. NYRCIV2C	
010 R/N 41 (41)	) 00000000-1-1	RACE/NYR INTACT:	4. ASIAN	1. NYRCIV2A	
011 R/N 42 (42)	) 000000000100	RACE/NYR INTACT:	4. ASIAN	2. NYRCIV2B	
012 R/N 43 (43)	) 000000000001	RACE/NYR INTACT:	4. ASIAN	3. NYRCIV2C	
CONDITIONING VARIABLE ID: BACK0051		DESCRIPTION: INTERACTION: TYPE OF LOCALE (7 CATEGORIES) BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES			
GRADES/ASSESSMENTS: N12		CONDITIONING VAR LABEL: TOL7/NYR		TOTAL NUMBER OF SPECIFIED CONTRASTS: 21	
NAEP ID: N/A		TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 12	
001 T/N 11 (11)	) 01010101010101010101010101010101	TOL7/NYR INTACT:	1. BIG CTY7	1. NYRCIV2A	
002 T/N 12 (12)	) -100-100-100-100-100-100	TOL7/NYR INTACT:	1. BIG CTY7	2. NYRCIV2B	
003 T/N 13 (13)	) 00-100-100-100-100-100-1	TOL7/NYR INTACT:	1. BIG CTY7	3. NYRCIV2C	
004 T/N 21 (21)	) -1-10000000000000000000000000000000	TOL7/NYR INTACT:	2. MID CTY7	1. NYRCIV2A	
005 T/N 22 (22)	) 01000000000000000000000000000000	TOL7/NYR INTACT:	2. MID CTY7	2. NYRCIV2B	
006 T/N 23 (23)	) 00010000000000000000000000000000	TOL7/NYR INTACT:	2. MID CTY7	3. NYRCIV2C	
007 T/N 31 (31)	) 0000-1-10000000000000000000000000000000	TOL7/NYR INTACT:	3. FR/LCTY7	1. NYRCIV2A	
008 T/N 32 (32)	) 00000100000000000000000000000000	TOL7/NYR INTACT:	3. FR/LCTY7	2. NYRCIV2B	
009 T/N 33 (33)	) 00000001000000000000000000000000	TOL7/NYR INTACT:	3. FR/LCTY7	3. NYRCIV2C	
010 T/N 41 (41)	) 00000000-1-10000000000000000000000000000000	TOL7/NYR INTACT:	4. FR/MCTY7	1. NYRCIV2A	
011 T/N 42 (42)	) 00000000010000000000000000000000	TOL7/NYR INTACT:	4. FR/MCTY7	2. NYRCIV2B	
012 T/N 43 (43)	) 00000000000100000000000000000000	TOL7/NYR INTACT:	4. FR/MCTY7	3. NYRCIV2C	
013 T/N 51 (51)	) 000000000000-1-1000000000	TOL7/NYR INTACT:	5. LAR TWN7	1. NYRCIV2A	
014 T/N 52 (52)	) 00000000000001000000000000000000	TOL7/NYR INTACT:	5. LAR TWN7	2. NYRCIV2B	
015 T/N 53 (53)	) 0000000000000000010000000000	TOL7/NYR INTACT:	5. LAR TWN7	3. NYRCIV2C	
016 T/N 61 (61)	) 0000000000000000-1-10000	TOL7/NYR INTACT:	6. SML TWN7	1. NYRCIV2A	
017 T/N 62 (62)	) 0000000000000000000100000000	TOL7/NYR INTACT:	6. SML TWN7	2. NYRCIV2B	
018 T/N 63 (63)	) 000000000000000000000000010000	TOL7/NYR INTACT:	6. SML TWN7	3. NYRCIV2C	
019 T/N 71 (71)	) 000000000000000000000000-1-1	TOL7/NYR INTACT:	7. OTHER	1. NYRCIV2A	
020 T/N 72 (72)	) 0000000000000000000000000100	TOL7/NYR INTACT:	7. OTHER	2. NYRCIV2B	
021 T/N 73 (73)	) 0000000000000000000000000001	TOL7/NYR INTACT:	7. OTHER	3. NYRCIV2C	
CONDITIONING VARIABLE ID: BACK0052		DESCRIPTION: INTERACTION: PARENTS' EDUCATION ALL GRADES BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES			
GRADES/ASSESSMENTS: N12		CONDITIONING VAR LABEL: PARE/NYR		TOTAL NUMBER OF SPECIFIED CONTRASTS: 15	
NAEP ID: N/A		TYPE OF CONTRAST: INTERACTION		NUMBER OF INDEPENDENT CONTRASTS: 8	
001 P/N 11 (11)	) 0101010101010101	PARE/NYR INTACT:	1. < HS	1. NYRCIV2A	
002 P/N 12 (12)	) -100-100-100-100	PARE/NYR INTACT:	1. < HS	2. NYRCIV2B	
003 P/N 13 (13)	) 00-100-100-100-1	PARE/NYR INTACT:	1. < HS	3. NYRCIV2C	
004 P/N 21 (21)	) -1-10000000000000	PARE/NYR INTACT:	2. HS GRAD	1. NYRCIV2A	
005 P/N 22 (22)	) 0100000000000000	PARE/NYR INTACT:	2. HS GRAD	2. NYRCIV2B	
006 P/N 23 (23)	) 0001000000000000	PARE/NYR INTACT:	2. HS GRAD	3. NYRCIV2C	
007 P/N 31 (31)	) 0000-1-1000000000	PARE/NYR INTACT:	3. POST HS	1. NYRCIV2A	
008 P/N 32 (32)	) 0000010000000000	PARE/NYR INTACT:	3. POST HS	2. NYRCIV2B	
009 P/N 33 (33)	) 0000000100000000	PARE/NYR INTACT:	3. POST HS	3. NYRCIV2C	
010 P/N 41 (41)	) 00000000-1-10000	PARE/NYR INTACT:	4. COL GRAD	1. NYRCIV2A	
011 P/N 42 (42)	) 0000000001000000	PARE/NYR INTACT:	4. COL GRAD	2. NYRCIV2B	
012 P/N 43 (43)	) 0000000000010000	PARE/NYR INTACT:	4. COL GRAD	3. NYRCIV2C	
013 P/N 51 (51)	) 000000000000-1-1	PARE/NYR INTACT:	5. PARED-?	1. NYRCIV2A	
014 P/N 52 (52)	) 0000000000000100	PARE/NYR INTACT:	5. PARED-?	2. NYRCIV2B	
015 P/N 53 (53)	) 0000000000000001	PARE/NYR INTACT:	5. PARED-?	3. NYRCIV2C	

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		BACK0053			
DESCRIPTION:		INTERACTION:	SCHOOL TYPE BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES		
GRADES/ASSESSMENTS:			N12		
CONDITIONING VAR LABEL:		SCHT/NYR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 S/N 11	(11	)	01010101	SCHT/NYR INTACT:	1. PUBLIC 1. NYRCIV2A
002 S/N 12	(12	)	-100-100	SCHT/NYR INTACT:	1. PUBLIC 2. NYRCIV2B
003 S/N 13	(13	)	00-100-1	SCHT/NYR INTACT:	1. PUBLIC 3. NYRCIV2C
004 S/N 21	(21	)	-1-10000	SCHT/NYR INTACT:	2. PRIVATE 1. NYRCIV2A
005 S/N 22	(22	)	01000000	SCHT/NYR INTACT:	2. PRIVATE 2. NYRCIV2B
006 S/N 23	(23	)	00010000	SCHT/NYR INTACT:	2. PRIVATE 3. NYRCIV2C
007 S/N 31	(31	)	0000-1-1	SCHT/NYR INTACT:	3. CATHOLIC 1. NYRCIV2A
008 S/N 32	(32	)	00000100	SCHT/NYR INTACT:	3. CATHOLIC 2. NYRCIV2B
009 S/N 33	(33	)	00000001	SCHT/NYR INTACT:	3. CATHOLIC 3. NYRCIV2C
CONDITIONING VARIABLE ID:		BACK0054			
DESCRIPTION:		INTERACTION:	ACCOMMODATED BY CIVICS COURSES TAKING IN 11TH AND 12TH GRADES		
GRADES/ASSESSMENTS:			N12		
CONDITIONING VAR LABEL:		ACCO/NYR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6	
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 A/N 11	(11	)	0101	ACCO/NYR INTACT:	1. ACCOM 1. NYRCIV2A
002 A/N 12	(12	)	-100	ACCO/NYR INTACT:	1. ACCOM 2. NYRCIV2B
003 A/N 13	(13	)	00-1	ACCO/NYR INTACT:	1. ACCOM 3. NYRCIV2C
004 A/N 21	(21	)	-1-1	ACCO/NYR INTACT:	2. NO ACCOM 1. NYRCIV2A
005 A/N 22	(22	)	0100	ACCO/NYR INTACT:	2. NO ACCOM 2. NYRCIV2B
006 A/N 23	(23	)	0001	ACCO/NYR INTACT:	2. NO ACCOM 3. NYRCIV2C
CONDITIONING VARIABLE ID:		BACK0055			
DESCRIPTION:		WHICH RACE/ETHNICITY BEST DESCRIBES YOU			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B003001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6	
001 WHITE	(01	)	000000	WHITE	
002 BLACK	(02	)	100000	BLACK	
003 HISPANIC	(03	)	010000	HISPANIC	
004 ASIAN AM	(04	)	001000	ASIAN/PACIFIC ISLAND	
005 AMER IND	(05	)	000100	AMER IND/ALASKA NATV	
006 OTHER	(06	)	000010	OTHER	
007 B003001M	(M	)	000001	MISSING	
CONDITIONING VARIABLE ID:		BACK0056			
DESCRIPTION:		HOW LONG LIVED IN UNITED STATES			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B013001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 B013001A	(01	)	0000	ALL MY LIFE	
002 B013001B	(02	)	1000	MORE THAN 5 YEARS	
003 B013001C	(03	)	0100	3-5 YEARS	
004 B013001D	(04	)	0010	LESS THAN 3 YEARS	
005 B013001M	(M	)	0001	MISSING	
CONDITIONING VARIABLE ID:		BACK0057			
DESCRIPTION:		HOW OFTEN OTHER THAN ENGLISH SPOKEN AT HOME			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B013101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 B013101A	(01	)	0000	ALL OR MOST OF TIME	
002 B013101B	(02	)	1000	ABOUT HALF OF TIME	
003 B013101C	(03	)	0100	LESS THAN HALF TIME	
004 B013101D	(04	)	0010	NEVER	
005 B013101M	(M	)	0001	MISSING	
CONDITIONING VARIABLE ID:		BACK0058			
DESCRIPTION:		MOTHER GRADUATED HIGH SCHOOL			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B013201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 B013201Y	(01	)	000	YES	
002 B013201N	(02	)	100	NO	
003 B013201M	(M, IDK	)	001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:		BACK0059			
DESCRIPTION:		MOTHER HAD SOME EDUCATION AFTER HIGH SCHOOL			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B013301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 B013301Y	(01	)	000	YES	
002 B013301N	(02	)	100	NO	
003 B013301M	(M, IDK	)	001	MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:		BACK0060			
DESCRIPTION:		MOTHER GRADUATED COLLEGE			
GRADES/ASSESSMENTS:			N04, N08, N12		
CONDITIONING VAR LABEL:					
NAEP ID:		B013401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 B013401Y	(01	)	000	YES	
002 B013401N	(02	)	100	NO	
003 B013401M	(M, IDK	)	001	MISSING, I DON'T KNOW	

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	BACK0061		
DESCRIPTION:	FATHER GRADUATED HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013501Y (01	) 000		YES
002 B013501N (02	) 100		NO
003 B013501M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0062		
DESCRIPTION:	FATHER HAD SOME EDUCATION AFTER HIGH SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013601Y (01	) 000		YES
002 B013601N (02	) 100		NO
003 B013601M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0063		
DESCRIPTION:	FATHER GRADUATED COLLEGE		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B013701Y (01	) 000		YES
002 B013701N (02	) 100		NO
0034 B013701M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0064		
DESCRIPTION:	DOES YOUR FAMILY GET A NEWSPAPER REGULARLY		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000901Y (01	) 000		YES
002 B000901N (02	) 100		NO
003 B000901M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0065		
DESCRIPTION:	IS THERE AN ENCYCLOPEDIA IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000903Y (01	) 000		YES
002 B000903N (02	) 100		NO
003 B000903M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0066		
DESCRIPTION:	HOW MANY BOOKS ARE IN YOUR HOME		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B013801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B013801A (01	) 0000		0-10 (FEW)
002 B013801B (02	) 1000		11-25 (1 SHELF)
003 B013801C (03	) 0100		26-100 (1 BOOKCASE)
004 B013801D (04	) 0010		>100 (>1 BOOKCASE)
005 B013801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0067		
DESCRIPTION:	DOES YOUR FAMILY GET MAGAZINES REGULARLY		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B000905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 B000905Y (01	) 000		YES
002 B000905N (02	) 100		NO
003 B000905M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	BACK0068		
DESCRIPTION:	TIME SPENT ON HOMEWORK EACH DAY		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B006601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B006601N (01	) 00000		DON'T USUALLY HAVE
002 B006601B (02	) 10000		HAVE BUT DON'T DO
003 B006601C (03	) 01000		1/2 HOUR OR LESS
004 B006601D (04	) 00100		1 HOUR
005 B006601E (05	) 00010		MORE THAN 1 HOUR
006 B006601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	BACK0069		
DESCRIPTION:	DAYS ABSENT FROM SCHOOL LAST MONTH		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014001N (01	) 00000		NONE
002 B014001B (02	) 10000		1 OR 2 DAYS
003 B014001C (03	) 01000		3 OR 4 DAYS
004 B014001D (04	) 00100		5 TO 9 DAYS
005 B014001E (05	) 00010		10 OR MORE DAYS
006 B014001M (M	) 00001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: BACK0070			
DESCRIPTION: TIMES CHANGED SCHOOLS IN PAST TWO YEARS			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B007301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007301N (01	) 0000		NONE
002 B007301B (02	) 1000		1
003 B007301C (03	) 0100		2
004 B007301D (04	) 0010		3 OR MORE
005 B007301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: BACK0071			
DESCRIPTION: HOW OFTEN DISCUSS STUDIES AT HOME			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B007401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B007401A (01	) 0000		ALMOST EVERY DAY
002 B007401B (02	) 1000		ONCE/TWICE A WEEK
003 B007401C (03	) 0100		ONCE/TWICE A MONTH
004 B007401D (04	) 0010		NEVER OR HARDLY EVER
005 B007401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: BACK0072			
DESCRIPTION: HOW OFTEN USE COMPUTER AT HOME FOR SCHOOLWORK			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	B014101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014101A (01	) 00000		NO COMPUTER AT HOME
002 B014101B (02	) 10000		NEVER OR HARDLY EVER
003 B014101C (03	) 01000		ONCE/TWICE A MONTH
004 B014101D (04	) 00100		ONCE/TWICE A WEEK
005 B014101E (05	) 00010		ALMOST EVERY DAY
006 B014101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SUBJ0001			
DESCRIPTION: HOW HARD TRIED ON THIS SS TEST THAN ON OTHERS			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	P804001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P804001A (01	) 0000		TRIED MUCH HARDER
002 P804001B (02	) 1000		TRIED HARDER
003 P804001C (03	) 0100		TRIED ABOUT AS HARD
004 P804001N (04	) 0010		TRIED NOT AS HARD
005 P804001M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0002			
DESCRIPTION: HOW IMPORTANT TO DO WELL ON THIS SS TEST			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	P804101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P804101A (01	) 0000		VERY IMPORTANT
002 P804101B (02	) 1000		IMPORTANT
003 P804101C (03	) 0100		SOMEWHAT IMPORTANT
004 P804101N (04	) 0010		NOT VERY IMPORTANT
005 P804101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0003			
DESCRIPTION: HOW OFTEN WRITE LONG ANSWERS ON SS TESTS			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	P804201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P804201A (01	) 0000		AT LEAST ONCE A WEEK
002 P804201B (02	) 1000		ONCE/TWICE A MONTH
003 P804201C (03	) 0100		ONCE/TWICE A YEAR
004 P804201D (04	) 0010		NEVER
005 P804201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0004			
DESCRIPTION: MY FRIENDS MAKE FUN OF PEOPLE WHO TRY TO DO WELL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	P804301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P804301A (01	) 0000		STRONGLY AGREE
002 P804301B (02	) 1000		AGREE
003 P804301C (03	) 0100		DISAGREE
004 P804301D (04	) 0010		STRONGLY DISAGREE
005 P804301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SUBJ0005			
DESCRIPTION: I HAVE FRIENDS TO TALK TO IF NEED HELP W/SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	P804302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P804302A (01	) 0000		STRONGLY AGREE
002 P804302B (02	) 1000		AGREE
003 P804302C (03	) 0100		DISAGREE
004 P804302D (04	) 0010		STRONGLY DISAGREE
005 P804302M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0006		
DESCRIPTION:	HOW OFTEN STUDY SOCIAL STUDIES IN SCHOOL		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	P803501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P803501A (01	) 0000		ALMOST EVERY DAY
002 P803501B (02	) 1000		ONCE/TWICE A WEEK
003 P803501C (03	) 0100		ONCE/TWICE A MONTH
004 P803501D (04	) 0010		NEVER OR HARDLY EVER
005 P803501M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0007		
DESCRIPTION:	THIS YEAR-STUDY HOW OUR GOVERNMENT WORKS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803601Y (01	) 000		YES
002 P803601N (02	) 100		NO
003 P803601M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0008		
DESCRIPTION:	THIS YEAR-STUDY RULES/LAWS OF GOVERNMENT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803602Y (01	) 000		YES
002 P803602N (02	) 100		NO
003 P803602M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0009		
DESCRIPTION:	THIS YEAR-STUDY ELECTIONS AND VOTING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803603Y (01	) 000		YES
002 P803603N (02	) 100		NO
003 P803603M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0010		
DESCRIPTION:	THIS YEAR-STUDY THE PRESIDENT/LEADERS OF COUNTRY		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803604Y (01	) 000		YES
002 P803604N (02	) 100		NO
003 P803604M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0011		
DESCRIPTION:	THIS YEAR-STUDY YOUR COMMUNITY		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803605Y (01	) 000		YES
002 P803605N (02	) 100		NO
003 P803605M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0012		
DESCRIPTION:	THIS YEAR-STUDY RIGHTS/RESPONSIBILITIES-CITIZENS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803606Y (01	) 000		YES
002 P803606N (02	) 100		NO
003 P803606M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0013		
DESCRIPTION:	THIS YEAR-STUDY HOW PEOPLE SOLVE DISAGREEMENTS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803607Y (01	) 000		YES
002 P803607N (02	) 100		NO
003 P803607M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0014		
DESCRIPTION:	IN SOCIAL STUDIES-READ FROM TEXTBOOK		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P803701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803701Y (01	) 000		YES
002 P803701N (02	) 100		NO
003 P803701M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0015		
DESCRIPTION:	IN SOCIAL STUDIES-MEMORIZE READING MATERIAL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P803702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803702Y (01	) 000		YES
002 P803702N (02	) 100		NO
003 P803702M (M, IDK	) 001		MISSING, I DON'T KNOW

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0016			
DESCRIPTION:	IN SOCIAL STUDIES-READ EXTRA MATERIAL			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803703Y (01	) 000		YES	
002 P803703N (02	) 100		NO	
003 P803703M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0017			
DESCRIPTION:	IN SOCIAL STUDIES-FILL OUT WORKSHEETS			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803704Y (01	) 000		YES	
002 P803704N (02	) 100		NO	
003 P803704M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0018			
DESCRIPTION:	IN SOCIAL STUDIES-WRITE REPORTS			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803705Y (01	) 000		YES	
002 P803705N (02	) 100		NO	
003 P803705M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0019			
DESCRIPTION:	IN SOCIAL STUDIES-DISCUSS CURRENT EVENTS			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803706Y (01	) 000		YES	
002 P803706N (02	) 100		NO	
003 P803706M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0020			
DESCRIPTION:	IN SOCIAL STUDIES-WATCH TV, VIDEOS, FILMSTRIPS			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803707Y (01	) 000		YES	
002 P803707N (02	) 100		NO	
003 P803707M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0021			
DESCRIPTION:	IN SOCIAL STUDIES-DISCUSS TV, VIDEOS, FILMSTRIP			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803708Y (01	) 000		YES	
002 P803708N (02	) 100		NO	
003 P803708M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0022			
DESCRIPTION:	IN SOCIAL STUDIES-TAKE PART IN DEBATES/PANEL DISC			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803709Y (01	) 000		YES	
002 P803709N (02	) 100		NO	
003 P803709M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0023			
DESCRIPTION:	IN SOCIAL STUDIES-ROLE PLAYING, MOCK TRIALS			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803710Y (01	) 000		YES	
002 P803710N (02	) 100		NO	
003 P803710M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0024			
DESCRIPTION:	IN SOCIAL STUDIES-WRITE LETTER FOR COMMUNITY			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803711Y (01	) 000		YES	
002 P803711N (02	) 100		NO	
003 P803711M (M, IDK	) 001		MISSING, I DON'T KNOW	
CONDITIONING VARIABLE ID:	SUBJ0025			
DESCRIPTION:	IN SOCIAL STUDIES-HAVE VISITORS FROM COMMUNITY			
GRADES/ASSESSMENTS:	N04, N08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	P803712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2	
001 P803712Y (01	) 000		YES	
002 P803712N (02	) 100		NO	
003 P803712M (M, IDK	) 001		MISSING, I DON'T KNOW	

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0026		
DESCRIPTION:	HOW OFTEN DO YOU HAVE SOCIAL STUDIES HOMEWORK		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	P803801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P803801A (01	) 0000		ALMOST EVERY DAY
002 P803801B (02	) 1000		ONCE/TWICE A WEEK
003 P803801C (03	) 0100		ONCE/TWICE A MONTH
004 P803801D (04	) 0010		NEVER OR HARDLY EVER
005 P803801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0027		
DESCRIPTION:	DO YOU HAVE A CLASSROOM GOVERNMENT		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P803901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P803901Y (01	) 000		YES
002 P803901N (02	) 100		NO
003 P803901M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SCHL0001		
DESCRIPTION:	FOURTH GRADERS ASSIGNED TO CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042501Y (01	) 00		YES
002 C042501N (02	) 10		NO
003 C042501M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0002		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE READING INSTRUCTION		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042601A (01	) 00000		EVERY DAY
002 C042601B (02	) 10000		3-4 TIMES A WEEK
003 C042601C (03	) 01000		ONCE OR TWICE A WEEK
004 C042601D (04	) 00100		LESS THAN ONCE/WEEK
005 C042601N (05	) 00010		SUBJECT NOT TAUGHT
006 C042601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0003		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE WRITING INSTRUCTION		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042602A (01	) 00000		EVERY DAY
002 C042602B (02	) 10000		3-4 TIMES A WEEK
003 C042602C (03	) 01000		ONCE OR TWICE A WEEK
004 C042602D (04	) 00100		LESS THAN ONCE/WEEK
005 C042602N (05	) 00010		SUBJECT NOT TAUGHT
006 C042602M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0004		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE SOC STUDIES INSTRUCT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042603A (01	) 00000		EVERY DAY
002 C042603B (02	) 10000		3-4 TIMES A WEEK
003 C042603C (03	) 01000		ONCE OR TWICE A WEEK
004 C042603D (04	) 00100		LESS THAN ONCE/WEEK
005 C042603N (05	) 00010		SUBJECT NOT TAUGHT
006 C042603M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0005		
DESCRIPTION:	HOW OFTEN STUDENTS RECEIVE COMPUTER USE INSTRUCT		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C042604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C042604A (01	) 00000		EVERY DAY
002 C042604B (02	) 10000		3-4 TIMES A WEEK
003 C042604C (03	) 01000		ONCE OR TWICE A WEEK
004 C042604D (04	) 00100		LESS THAN ONCE/WEEK
005 C042604N (05	) 00010		SUBJECT NOT TAUGHT
006 C042604M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0006		
DESCRIPTION:	DOES SCHOOL USE BLOCK SCHEDULING		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C042701Y (01	) 000		YES-ALL SUBJECTS
002 C042701Y (02	) 100		YES-SOME SUBJECTS
003 C042701N (03	) 010		NO
004 C042701M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	SCHL0007		
DESCRIPTION:	ARE COMPUTERS AVAILABLE IN ALL CLASSROOMS		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C042801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042801Y (01	) 00		YES
002 C042801N (02	) 10		NO
003 C042801M (M	) 01		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0008			
DESCRIPTION: ARE COMPUTERS AVAILABLE IN COMPUTER LAB			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042802Y (01	) 00		YES
002 C042802N (02	) 10		NO
003 C042802M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0009			
DESCRIPTION: ARE COMPUTERS AVAILABLE TO CLASSROOM WHEN NEEDED			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C042803Y (01	) 00		YES
002 C042803N (02	) 10		NO
003 C042803M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0010			
DESCRIPTION: HOW MANY COMPUTERS AVAILABLE TO STUDENTS			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C042901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C042901N (01	) 0000000		NONE
002 C042901B (02	) 1000000		1-10
003 C042901C (03	) 0100000		11-25
004 C042901D (04	) 0010000		26-50
005 C042901E (05	) 0001000		51-75
006 C042901F (06	) 0000100		76-100
007 C042901G (07	) 0000010		MORE THAN 100
008 C042901M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID: SCHL0011			
DESCRIPTION: PRIMARY WAY LIBRARY IS STAFFED			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C036601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C036601N (01	) 0000		NO LIBRARY IN SCHOOL
002 C036601N (02	) 1000		LIBRARY-NO/VOL STAFF
003 C036601C (03	) 0100		PART-TIME STAFF
004 C036601D (04	) 0010		FULL-TIME STAFF
005 C036601M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0012			
DESCRIPTION: PARENTS PARTICIPATE-PARENT-TEACHER ORG			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043001A (01	) 00000		NOT AVAILABLE
002 C043001B (02	) 10000		0-10%
003 C043001C (03	) 01000		11-25%
004 C043001D (04	) 00100		26-50%
005 C043001E (05	) 00010		51-100%
006 C043001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0013			
DESCRIPTION: PARENTS PARTICIPATE-OPEN HOUSE			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043002A (01	) 00000		NOT AVAILABLE
002 C043002B (02	) 10000		0-10%
003 C043002C (03	) 01000		11-25%
004 C043002D (04	) 00100		26-50%
005 C043002E (05	) 00010		51-100%
006 C043002M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0014			
DESCRIPTION: PARTICIPATE-PARENT-TEACHER CONFERENCE			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043003A (01	) 00000		NOT AVAILABLE
002 C043003B (02	) 10000		0-10%
003 C043003C (03	) 01000		11-25%
004 C043003D (04	) 00100		26-50%
005 C043003E (05	) 00010		51-100%
006 C043003M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0015			
DESCRIPTION: PARENTS PARTICIPATE-SCHOOL CURRICULUM DECISIONS			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043004A (01	) 00000		NOT AVAILABLE
002 C043004B (02	) 10000		0-10%
003 C043004C (03	) 01000		11-25%
004 C043004D (04	) 00100		26-50%
005 C043004E (05	) 00010		51-100%
006 C043004M (M	) 00001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SCHL0016		
DESCRIPTION:	PARENTS PARTICIPATE-VOLUNTEER PROGRAMS		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043005A (01	) 00000		NOT AVAILABLE
002 C043005B (02	) 10000		0-10%
003 C043005C (03	) 01000		11-25%
004 C043005D (04	) 00100		26-50%
005 C043005E (05	) 00010		51-100%
006 C043005M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0017		
DESCRIPTION:	PARENTS PARTICIPATE-PARENTING-SKILLS PROGRAM		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043006A (01	) 00000		NOT AVAILABLE
002 C043006B (02	) 10000		0-10%
003 C043006C (03	) 01000		11-25%
004 C043006D (04	) 00100		26-50%
005 C043006E (05	) 00010		51-100%
006 C043006M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0018		
DESCRIPTION:	PARENTS PARTICIPATE-SCHOOL ADVISORY COMMITTEES		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043007A (01	) 00000		NOT AVAILABLE
002 C043007B (02	) 10000		0-10%
003 C043007C (03	) 01000		11-25%
004 C043007D (04	) 00100		26-50%
005 C043007E (05	) 00010		51-100%
006 C043007M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0019		
DESCRIPTION:	PARENTS PARTICIPATE-CLASSROOM ASSISTANTS		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043008A (01	) 00000		NOT AVAILABLE
002 C043008B (02	) 10000		0-10%
003 C043008C (03	) 01000		11-25%
004 C043008D (04	) 00100		26-50%
005 C043008E (05	) 00010		51-100%
006 C043008M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0020		
DESCRIPTION:	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032402A (01	) 0000		SERIOUS
002 C032402B (02	) 1000		MODERATE
003 C032402C (03	) 0100		MINOR
004 C032402N (04	) 0010		NOT A PROBLEM
005 C032402M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0021		
DESCRIPTION:	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032401A (01	) 0000		SERIOUS
002 C032401B (02	) 1000		MODERATE
003 C032401C (03	) 0100		MINOR
004 C032401N (04	) 0010		NOT A PROBLEM
005 C032401M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0022		
DESCRIPTION:	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032404A (01	) 0000		SERIOUS
002 C032404B (02	) 1000		MODERATE
003 C032404C (03	) 0100		MINOR
004 C032404N (04	) 0010		NOT A PROBLEM
005 C032404M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0023		
DESCRIPTION:	ARE RACIAL/CULT. CONFLICTS A PROBLEM IN SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032407A (01	) 0000		SERIOUS
002 C032407B (02	) 1000		MODERATE
003 C032407C (03	) 0100		MINOR
004 C032407N (04	) 0010		NOT A PROBLEM
005 C032407M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0024			
DESCRIPTION: IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032408	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032408A (01	) 0000		SERIOUS
002 C032408B (02	) 1000		MODERATE
003 C032408C (03	) 0100		MINOR
004 C032408N (04	) 0010		NOT A PROBLEM
005 C032408M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0025			
DESCRIPTION: IS LACK OF PARENT INVLMNT A PROBLEM IN SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032409	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032409A (01	) 0000		SERIOUS
002 C032409B (02	) 1000		MODERATE
003 C032409C (03	) 0100		MINOR
004 C032409N (04	) 0010		NOT A PROBLEM
005 C032409M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0026			
DESCRIPTION: IS STUDENT ALCOHOL USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032410	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032410A (01	) 0000		SERIOUS
002 C032410B (02	) 1000		MODERATE
003 C032410C (03	) 0100		MINOR
004 C032410N (04	) 0010		NOT A PROBLEM
005 C032410M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0027			
DESCRIPTION: IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032411	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032411A (01	) 0000		SERIOUS
002 C032411B (02	) 1000		MODERATE
003 C032411C (03	) 0100		MINOR
004 C032411N (04	) 0010		NOT A PROBLEM
005 C032411M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0028			
DESCRIPTION: IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032412	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032412A (01	) 0000		SERIOUS
002 C032412B (02	) 1000		MODERATE
003 C032412C (03	) 0100		MINOR
004 C032412N (04	) 0010		NOT A PROBLEM
005 C032412M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0029			
DESCRIPTION: ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032413	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032413A (01	) 0000		SERIOUS
002 C032413B (02	) 1000		MODERATE
003 C032413C (03	) 0100		MINOR
004 C032413N (04	) 0010		NOT A PROBLEM
005 C032413M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0030			
DESCRIPTION: IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032414	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032414A (01	) 0000		SERIOUS
002 C032414B (02	) 1000		MODERATE
003 C032414C (03	) 0100		MINOR
004 C032414N (04	) 0010		NOT A PROBLEM
005 C032414M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: SCHL0031			
DESCRIPTION: IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043101A (01	) 0000		SERIOUS
002 C043101B (02	) 1000		MODERATE
003 C043101C (03	) 0100		MINOR
004 C043101N (04	) 0010		NOT A PROBLEM
005 C043101M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SCHL0032		
DESCRIPTION:	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043102A (01	) 0000		SERIOUS
002 C043102B (02	) 1000		MODERATE
003 C043102C (03	) 0100		MINOR
004 C043102N (04	) 0010		NOT A PROBLEM
005 C043102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0033		
DESCRIPTION:	ARE PHYSICAL CONFLICTS BETWEEN STUDENTS/TEACHERS		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043103A (01	) 0000		SERIOUS
002 C043103B (02	) 1000		MODERATE
003 C043103C (03	) 0100		MINOR
004 C043103N (04	) 0010		NOT A PROBLEM
005 C043103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0034		
DESCRIPTION:	IS VANDALISM A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043104A (01	) 0000		SERIOUS
002 C043104B (02	) 1000		MODERATE
003 C043104C (03	) 0100		MINOR
004 C043104N (04	) 0010		NOT A PROBLEM
005 C043104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0035		
DESCRIPTION:	TEACHER MORALE		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032502A (01	) 0000		VERY POSITIVE
002 C032502B (02	) 1000		SOMEWHAT POSITIVE
003 C032502C (03	) 0100		SOMEWHAT NEGATIVE
004 C032502D (04	) 0010		VERY NEGATIVE
005 C032502M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0036		
DESCRIPTION:	STUDENT ATTITUDES TOWARD ACADEMIC ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032503A (01	) 0000		VERY POSITIVE
002 C032503B (02	) 1000		SOMEWHAT POSITIVE
003 C032503C (03	) 0100		SOMEWHAT NEGATIVE
004 C032503D (04	) 0010		VERY NEGATIVE
005 C032503M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0037		
DESCRIPTION:	PARENT SUPPORT FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032505A (01	) 0000		VERY POSITIVE
002 C032505B (02	) 1000		SOMEWHAT POSITIVE
003 C032505C (03	) 0100		SOMEWHAT NEGATIVE
004 C032505D (04	) 0010		VERY NEGATIVE
005 C032505M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0038		
DESCRIPTION:	REGARD FOR SCHOOL PROPERTY		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032506A (01	) 0000		VERY POSITIVE
002 C032506B (02	) 1000		SOMEWHAT POSITIVE
003 C032506C (03	) 0100		SOMEWHAT NEGATIVE
004 C032506D (04	) 0010		VERY NEGATIVE
005 C032506M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0039		
DESCRIPTION:	TEACHERS' EXPECTATIONS FOR STUDENT ACHIEVEMENT		
GRADES/ASSESSMENTS:	N04, N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043201A (01	) 0000		VERY POSITIVE
002 C043201B (02	) 1000		SOMEWHAT POSITIVE
003 C043201C (03	) 0100		SOMEWHAT NEGATIVE
004 C043201D (04	) 0010		VERY NEGATIVE
005 C043201M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0040			
DESCRIPTION: PERCENT STUDENT BODY ABSENT AVERAGE DAY			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043301A (01	) 000000		0-2%
002 C043301B (02	) 100000		3-5%
003 C043301C (03	) 010000		6-10%
004 C043301D (04	) 001000		11-25%
005 C043301E (05	) 000100		26-50%
006 C043301F (06	) 000010		MORE THAN 50%
007 C043301M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0041			
DESCRIPTION: PERCENT TEACHING STAFF ABSENT AVERAGE DAY			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043401A (01	) 000000		0-2%
002 C043401B (02	) 100000		3-5%
003 C043401C (03	) 010000		6-10%
004 C043401D (04	) 001000		11-25%
005 C043401E (05	) 000100		26-50%
006 C043401F (06	) 000010		MORE THAN 50%
007 C043401M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0042			
DESCRIPTION: ENROLLMENT LAST YEAR COMPARED TO END OF SCHOOL YR			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C043501A (01	) 000000		98-100%
002 C043501B (02	) 100000		95-97%
003 C043501C (03	) 010000		90-94%
004 C043501D (04	) 001000		80-89%
005 C043501E (05	) 000100		70-79%
006 C043501F (06	) 000010		LESS THAN 70%
007 C043501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: SCHL0043			
DESCRIPTION: PERCENT STUDENTS HELD BACK AND REPEATING GRADE			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043601A (01	) 00000		0%
002 C043601B (02	) 10000		1-2%
003 C043601C (03	) 01000		3-5%
004 C043601D (04	) 00100		6-10%
005 C043601E (05	) 00010		MORE THAN 10%
006 C043601M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0044			
DESCRIPTION: PERCENT TEACHING STAFF LEFT BEFORE END OF YEAR			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C043701A (01	) 00000		0%
002 C043701B (02	) 10000		1-2%
003 C043701C (03	) 01000		3-5%
004 C043701D (04	) 00100		6-10%
005 C043701E (05	) 00010		MORE THAN 10%
006 C043701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: SCHL0045			
DESCRIPTION: IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C038301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C038301Y (01	) 00		YES
002 C038301N (02	) 10		NO
003 C038301M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0046			
DESCRIPTION: PERCENT ELIGIBLE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C043801A (01	) 00000000		0%
002 C043801B (02	) 10000000		1-5%
003 C043801C (03	) 01000000		6-10%
004 C043801D (04	) 00100000		11-25%
005 C043801E (05	) 00010000		26-50%
006 C043801F (06	) 00001000		51-75%
007 C043801G (07	) 00000100		76-99%
008 C043801H (08	) 00000010		100%
009 C043801M (M	) 00000001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: SCHL0047			
DESCRIPTION: DOES SCHOOL RECEIVE CHAPTER 1/TITLE I FUNDING			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C043901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C043901Y (01	) 00		YES
002 C043901N (02	) 10		NO
003 C043901M (M	) 01		MISSING
CONDITIONING VARIABLE ID: SCHL0048			
DESCRIPTION: PERCENT STUDENTS RECEIVE CHAPTER1/TITLE I FUNDING			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044001N (01	) 00000000		NONE
002 C044001B (02	) 10000000		1-5%
003 C044001C (03	) 01000000		6-10%
004 C044001D (04	) 00100000		11-25%
005 C044001E (05	) 00010000		26-50%
006 C044001F (06	) 00001000		51-75%
007 C044001G (07	) 00000100		76-90%
008 C044001H (08	) 00000010		OVER 90%
009 C044001M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0049			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL READING INSTRUCT			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044002N (01	) 00000000		NONE
002 C044002B (02	) 10000000		1-5%
003 C044002C (03	) 01000000		6-10%
004 C044002D (04	) 00100000		11-25%
005 C044002E (05	) 00010000		26-50%
006 C044002F (06	) 00001000		51-75%
007 C044002G (07	) 00000100		76-90%
008 C044002H (08	) 00000010		OVER 90%
009 C044002M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0050			
DESCRIPTION: PERCENT STUDENTS RECEIVE REMEDIAL WRITING INSTRUCT			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044003N (01	) 00000000		NONE
002 C044003B (02	) 10000000		1-5%
003 C044003C (03	) 01000000		6-10%
004 C044003D (04	) 00100000		11-25%
005 C044003E (05	) 00010000		26-50%
006 C044003F (06	) 00001000		51-75%
007 C044003G (07	) 00000100		76-90%
008 C044003H (08	) 00000010		OVER 90%
009 C044003M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: SCHL0051			
DESCRIPTION: PERCENT STUDENTS IN GIFTED AND TALENTED PROGRAM			
GRADES/ASSESSMENTS: N04, N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C044004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044004N (01	) 00000000		NONE
002 C044004B (02	) 10000000		1-5%
003 C044004C (03	) 01000000		6-10%
004 C044004D (04	) 00100000		11-25%
005 C044004E (05	) 00010000		26-50%
006 C044004F (06	) 00001000		51-75%
007 C044004G (07	) 00000100		76-90%
008 C044004H (08	) 00000010		OVER 90%
009 C044004M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID: BACK0073			
DESCRIPTION: HOW MUCH EDUCATION DO YOU EXPECT TO RECEIVE			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	B014201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B014201N (01	) 000000		WILL NOT FINISH HS
002 B014201B (02	) 100000		WILL GRADUATE HS
003 B014201C (03	) 010000		SOME ED AFTER HS
004 B014201D (04	) 001000		GRADUATE COLLEGE
005 B014201E (05	) 000100		GO TO GRAD SCHOOL
006 B014201M (M, IDK	) 000001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID: SUBJ0028			
DESCRIPTION: THIS YEAR-STUDIED U. S. CONSTITUTION			
GRADES/ASSESSMENTS: N08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	P804401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804401Y (01	) 000		YES
002 P804401N (02	) 100		NO
003 P804401M (M, IDK	) 001		MISSING, I DON'T KNOW

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SUBJ0029		
DESCRIPTION:	THIS YEAR-STUDIED CONGRESS		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804402Y (01	) 000		YES
002 P804402N (02	) 100		NO
003 P804402M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0030		
DESCRIPTION:	THIS YEAR-STUDIED PRESIDENT AND CABINET		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804403Y (01	) 000		YES
002 P804403N (02	) 100		NO
003 P804403M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0031		
DESCRIPTION:	THIS YEAR-STUDIED HOW LAWS ARE MADE		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804404Y (01	) 000		YES
002 P804404N (02	) 100		NO
003 P804404M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0032		
DESCRIPTION:	THIS YEAR-STUDIED THE COURT SYSTEM		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804405Y (01	) 000		YES
002 P804405N (02	) 100		NO
003 P804405M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0033		
DESCRIPTION:	THIS YEAR-STUDIED POLIT PARTIES, ELECTIONS, VOTE		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804406Y (01	) 000		YES
002 P804406N (02	) 100		NO
003 P804406M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0034		
DESCRIPTION:	THIS YEAR-STUDIED STATE & LOCAL GOVERNMENT		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804407Y (01	) 000		YES
002 P804407N (02	) 100		NO
003 P804407M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0035		
DESCRIPTION:	THIS YEAR-STUDIED OTHER COUNTRIES' GOVERNMENT		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804408	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804408Y (01	) 000		YES
002 P804408N (02	) 100		NO
003 P804408M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0036		
DESCRIPTION:	THIS YEAR-STUDIED INTERNATIONAL ORGANIZATIONS		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P804409	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804409Y (01	) 000		YES
002 P804409N (02	) 100		NO
003 P804409M (M, IDK	) 001		MISSING, I DON'T KNOW
CONDITIONING VARIABLE ID:	SUBJ0037		
DESCRIPTION:	HOMEWORK HOURS/WEEK-SOCIAL STUDIES CLASS		
GRADES/ASSESSMENTS:	N08		
CONDITIONING VAR LABEL:			
NAEP ID:	P804501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 P804501N (01	) 000000		DON'T USUALLY HAVE
002 P804501B (02	) 100000		HAVE BUT DON'T DO
003 P804501C (03	) 010000		LESS THAN 1 HOUR
004 P804501D (04	) 001000		1-2 HOURS
005 P804501E (05	) 000100		3-4 HOURS
006 P804501F (06	) 000010		5 HOURS OR MORE
007 P804501M (M	) 000001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SCHL0052		
DESCRIPTION:	8TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N08		
CONDITIONING VAR LABEL:			
NAEP ID:	C044401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044401Y (01	) 00		YES
002 C044401N (02	) 10		NO
003 C044401M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0053		
DESCRIPTION:	8TH GRADE ASSIGNED-HISTORY/SS BY ABILITY		
GRADES/ASSESSMENTS:	N08		
CONDITIONING VAR LABEL:			
NAEP ID:	C044402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044402Y (01	) 00		YES
002 C044402N (02	) 10		NO
003 C044402M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0054		
DESCRIPTION:	IS STUDENT DROPOUT A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043105A (01	) 0000		SERIOUS
002 C043105B (02	) 1000		MODERATE
003 C043105C (03	) 0100		MINOR
004 C043105N (04	) 0010		NOT A PROBLEM
005 C043105M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	SCHL0055		
DESCRIPTION:	IS TEEN PREGNANCY A PROBLEM IN YOUR SCHOOL		
GRADES/ASSESSMENTS:	N08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C043106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C043106A (01	) 0000		SERIOUS
002 C043106B (02	) 1000		MODERATE
003 C043106C (03	) 0100		MINOR
004 C043106N (04	) 0010		NOT A PROBLEM
005 C043106M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	BACK0074		
DESCRIPTION:	MAIN ACTIVITY YEAR FOLLOWING HIGH SCHOOL		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B005501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B005501A (01	) 000000		WORK FULL-TIME
002 B005501B (02	) 100000		VOCA/TECH/BUSINESS
003 B005501C (03	) 010000		ATTEND 2 YR COLLEGE
004 B005501D (04	) 001000		ATTEND 4 YR COLLEGE
005 B005501E (05	) 000100		SERVE IN MILITARY
006 B005501F (06	) 000010		OTHER
007 B005501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	BACK0075		
DESCRIPTION:	VOLUNTEER WORK IN YOUR COMMUNITY THIS YEAR		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B014301Y (01	) 000		YES, WITH MY SCHOOL
002 B014301Y (02	) 100		YES, ON MY OWN
003 B014301N (03	) 010		NO
004 B014301M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	BACK0076		
DESCRIPTION:	HOW MANY HOURS/WEEK WORK JOB FOR PAY		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B014401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B014401N (01	) 000000		NONE
002 B014401B (02	) 100000		1-5 HOURS
003 B014401C (03	) 010000		6-10 HOURS
004 B014401D (04	) 001000		11-15 HOURS
005 B014401E (05	) 000100		16-20 HOURS
006 B014401F (06	) 000010		21 OR MORE HOURS
007 B014401M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	SUBJ0038		
DESCRIPTION:	HOW HARD TRIED ON THIS CIVICS TEST THAN ON OTHERS		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	P802545	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P802545A (01	) 0000		TRIED MUCH HARDER
002 P802545B (02	) 1000		TRIED HARDER
003 P802545C (03	) 0100		TRIED ABOUT AS HARD
004 P802545N (04	) 0010		TRIED NOT AS HARD
005 P802545M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:		SUBJ0039	
DESCRIPTION:		HOW IMPORTANT TO DO WELL ON THIS CIVICS TEST	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P802546	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P802546A (01	) 0000		VERY IMPORTANT
002 P802546B (02	) 1000		IMPORTANT
003 P802546C (03	) 0100		SOMEWHAT IMPORTANT
004 P802546N (04	) 0010		NOT VERY IMPORTANT
005 P802546M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SUBJ0040	
DESCRIPTION:		HOW OFTEN WRITE LONG ANSWERS ON CIVICS TESTS	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P802547	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 P802547A (01	) 0000		AT LEAST ONCE A WEEK
002 P802547B (02	) 1000		ONCE/TWICE A MONTH
003 P802547C (03	) 0100		ONCE/TWICE A YEAR
004 P802547D (04	) 0010		NEVER
005 P802547M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:		SUBJ0041	
DESCRIPTION:		GRADE 9 - STUDIED CIVICS OR GOVERNMENT	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 P804601Y (01	) 0		YES
002 P804601M (M	) 1		MISSING
CONDITIONING VARIABLE ID:		SUBJ0042	
DESCRIPTION:		GRADE 10 - STUDIED CIVICS OR GOVERNMENT	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 P804602Y (01	) 0		YES
002 P804602M (M	) 1		MISSING
CONDITIONING VARIABLE ID:		SUBJ0043	
DESCRIPTION:		GRADE 11 - STUDIED CIVICS OR GOVERNMENT	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 P804603Y (01	) 0		YES
002 P804603M (M	) 1		MISSING
CONDITIONING VARIABLE ID:		SUBJ0044	
DESCRIPTION:		GRADE 12 - STUDIED CIVICS OR GOVERNMENT	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 P804604Y (01	) 0		YES
002 P804604M (M	) 1		MISSING
CONDITIONING VARIABLE ID:		SUBJ0045	
DESCRIPTION:		HOMEWORK HOURS/WEEK CIVICS-GOVERNMENT CLASS	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 P804701N (01	) 000000		DON'T USUALLY HAVE
002 P804701B (02	) 100000		HAVE BUT DON'T DO
003 P804701C (03	) 010000		LESS THAN 1 HOUR
004 P804701D (04	) 001000		1-2 HOURS
005 P804701E (05	) 000100		3-4 HOURS
006 P804701F (06	) 000010		5 HOURS OR MORE
007 P804701M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:		SUBJ0046	
DESCRIPTION:		DO YOU HAVE A TEXTBOOK TO STUDY CIVICS/GOVERNMENT	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804801Y (01	) 00		YES
002 P804801N (02	) 10		NO
003 P804801M (M	) 01		MISSING
CONDITIONING VARIABLE ID:		SUBJ0047	
DESCRIPTION:		ENROLLED IN OR TOOK AP U.S. GOV'T & POLITICS	
GRADES/ASSESSMENTS:		N12	
CONDITIONING VAR LABEL:			
NAEP ID:	P804901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 P804901Y (01	) 00		YES
002 P804901N (02	) 10		NO
003 P804901M (M	) 01		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	SCHL0056		
DESCRIPTION:	12TH GRADE ASSIGNED TO ENGLISH CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C044301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044301Y (01	) 00		YES
002 C044301N (02	) 10		NO
003 C044301M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0057		
DESCRIPTION:	12TH GR ASSIGNED- HISTORY/CIVICS/SS CLASS ABILITY		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C044302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C044302Y (01	) 00		YES
002 C044302N (02	) 10		NO
003 C044302M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	SCHL0058		
DESCRIPTION:	PERCENT LAST YEAR'S TWELFTH-GRADE CLASS GRADUATED		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C044101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C044101A (01	) 00000		99-100%
002 C044101B (02	) 10000		95-98%
003 C044101C (03	) 01000		90-94%
004 C044101D (04	) 00100		75-89%
005 C044101E (05	) 00010		LESS THAN 75%
006 C044101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	SCHL0059		
DESCRIPTION:	PERCENT GRADUATING CLASS-ATTEND TWO-YEAR COLLEGE		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C044201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044201N (01	) 00000000		NONE
002 C044201B (02	) 10000000		1-5%
003 C044201C (03	) 01000000		6-10%
004 C044201D (04	) 00100000		11-25%
005 C044201E (05	) 00010000		26-50%
006 C044201F (06	) 00001000		51-75%
007 C044201G (07	) 00000100		76-90%
008 C044201H (08	) 00000010		OVER 100%
009 C044201M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID:	SCHL0060		
DESCRIPTION:	PERCENT GRADUATING CLASS-ATTEND FOUR-YEAR COLLEGE		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C044202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C044202N (01	) 00000000		NONE
002 C044202B (02	) 10000000		1-5%
003 C044202C (03	) 01000000		6-10%
004 C044202D (04	) 00100000		11-25%
005 C044202E (05	) 00010000		26-50%
006 C044202F (06	) 00001000		51-75%
007 C044202G (07	) 00000100		76-90%
008 C044202H (08	) 00000010		OVER 100%
009 C044202M (M	) 00000001		MISSING
009 C044202M (M	) 00000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0001		
DESCRIPTION:	DO YOU TEACH READING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067001Y (01	) 0		YES
002 T067001M (M	) 1		MISSING
CONDITIONING VARIABLE ID:	TCHR0002		
DESCRIPTION:	DO YOU TEACH WRITING		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067002Y (01	) 0		YES
002 T067002M (M	) 1		MISSING
CONDITIONING VARIABLE ID:	TCHR0003		
DESCRIPTION:	DO YOU TEACH LANGUAGE ARTS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067003Y (01	) 0		YES
002 T067003M (M	) 1		MISSING
CONDITIONING VARIABLE ID:	TCHR0004		
DESCRIPTION:	DO YOU TEACH SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T067004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T067004Y (01	) 0		YES
002 T067004M (M	) 1		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0005			
DESCRIPTION: YEARS TOTAL TAUGHT ELEMENTARY LEVEL			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067101A (01	) 00000		2 YEARS OR LESS
002 T067101B (02	) 10000		3-5 YEARS
003 T067101C (03	) 01000		6-10 YEARS
004 T067101D (04	) 00100		11-24 YEARS
005 T067101E (05	) 00010		25 YEARS OR MORE
006 T067101M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0006			
DESCRIPTION: YEARS TOTAL TAUGHT READING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067201A (01	) 00000		2 YEARS OR LESS
002 T067201B (02	) 10000		3-5 YEARS
003 T067201C (03	) 01000		6-10 YEARS
004 T067201D (04	) 00100		11-24 YEARS
005 T067201E (05	) 00010		25 YEARS OR MORE
006 T067201M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0007			
DESCRIPTION: YEARS TOTAL TAUGHT WRITING			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067202A (01	) 00000		2 YEARS OR LESS
002 T067202B (02	) 10000		3-5 YEARS
003 T067202C (03	) 01000		6-10 YEARS
004 T067202D (04	) 00100		11-24 YEARS
005 T067202E (05	) 00010		25 YEARS OR MORE
006 T067202M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0008			
DESCRIPTION: YEARS TOTAL TAUGHT LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067203A (01	) 00000		2 YEARS OR LESS
002 T067203B (02	) 10000		3-5 YEARS
003 T067203C (03	) 01000		6-10 YEARS
004 T067203D (04	) 00100		11-24 YEARS
005 T067203E (05	) 00010		25 YEARS OR MORE
006 T067203M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0009			
DESCRIPTION: YEARS TOTAL TAUGHT HISTORY			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067204A (01	) 00000		2 YEARS OR LESS
002 T067204B (02	) 10000		3-5 YEARS
003 T067204C (03	) 01000		6-10 YEARS
004 T067204D (04	) 00100		11-24 YEARS
005 T067204E (05	) 00010		25 YEARS OR MORE
006 T067204M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0010			
DESCRIPTION: YEARS TOTAL TAUGHT SOCIAL STUDIES			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067205A (01	) 00000		2 YEARS OR LESS
002 T067205B (02	) 10000		3-5 YEARS
003 T067205C (03	) 01000		6-10 YEARS
004 T067205D (04	) 00100		11-24 YEARS
005 T067205E (05	) 00010		25 YEARS OR MORE
006 T067205M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0011			
DESCRIPTION: YEARS TOTAL TAUGHT CIVICS			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T067206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067206A (01	) 00000		2 YEARS OR LESS
002 T067206B (02	) 10000		3-5 YEARS
003 T067206C (03	) 01000		6-10 YEARS
004 T067206D (04	) 00100		11-24 YEARS
005 T067206E (05	) 00010		25 YEARS OR MORE
006 T067206M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0012			
DESCRIPTION: MAIN ASSIGNMENT FIELD			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T067301A (01	) 0000		REGULAR CLASSROOM
002 T067301B (02	) 1000		SPECIAL CLASSROOM
003 T067301C (03	) 0100		ESL/BILINGUAL ED
004 T067301D (04	) 0010		OTHER
005 T067301M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0013		
DESCRIPTION:	TEACHING CERTIF IN THIS STATE IN MAIN FIELD		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056201A (01	) 000000		ADVANCED PROFESSIONL
002 T056201B (02	) 100000		REGULAR/STANDARD ST
003 T056201C (03	) 010000		PROBATIONARY STATE
004 T056201D (04	) 001000		TEMPORARY/PROVISIONL
005 T056201E (05	) 000100		OTHER THAN STATE CRT
006 T056201F (06	) 000010		NOT HAVE CERT MAIN
007 T056201M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0014		
DESCRIPTION:	HIGHEST ACADEMIC DEGREE YOU HOLD		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 T056301A (01	) 0000000		HIGH SCHOOL DIPLOMA
002 T056301B (02	) 1000000		ASSOCIATES/VOCATIONL
003 T056301C (03	) 0100000		BACHELOR'S DEGREE
004 T056301D (04	) 0010000		MASTER'S DEGREE
005 T056301E (05	) 0001000		EDUCATION SPECIALIST
006 T056301F (06	) 0000100		DOCTORATE
007 T056301G (07	) 0000010		PROFESSIONAL DEGREE
008 T056301M (M	) 0000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0015		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ELEMENTARY EDUCATION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067501A (01	) 000		MAJOR
002 T067501B (02	) 100		MINOR
003 T067501C (03	) 010		NOT IN THIS SUBJECT
004 T067501M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0016		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-SECONDARY EDUCATION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067502A (01	) 000		MAJOR
002 T067502B (02	) 100		MINOR
003 T067502C (03	) 010		NOT IN THIS SUBJECT
004 T067502M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0017		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-SPECIAL EDUCATION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067503A (01	) 000		MAJOR
002 T067503B (02	) 100		MINOR
003 T067503C (03	) 010		NOT IN THIS SUBJECT
004 T067503M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0018		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067504A (01	) 000		MAJOR
002 T067504B (02	) 100		MINOR
003 T067504C (03	) 010		NOT IN THIS SUBJECT
004 T067504M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0019		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067505A (01	) 000		MAJOR
002 T067505B (02	) 100		MINOR
003 T067505C (03	) 010		NOT IN THIS SUBJECT
004 T067505M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0020		
DESCRIPTION:	UNDERGRAD MAJOR/MINOR-CURRICULUM & SUPERVISION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067506A (01	) 000		MAJOR
002 T067506B (02	) 100		MINOR
003 T067506C (03	) 010		NOT IN THIS SUBJECT
004 T067506M (M	) 001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0021			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-COUNSELING			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067507A (01	) 000		MAJOR
002 T067507B (02	) 100		MINOR
003 T067507C (03	) 010		NOT IN THIS SUBJECT
004 T067507M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0022			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-ENGLISH			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067508A (01	) 000		MAJOR
002 T067508B (02	) 100		MINOR
003 T067508C (03	) 010		NOT IN THIS SUBJECT
004 T067508M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0023			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067509	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067509A (01	) 000		MAJOR
002 T067509B (02	) 100		MINOR
003 T067509C (03	) 010		NOT IN THIS SUBJECT
004 T067509M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0024			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-HISTORY			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067510A (01	) 000		MAJOR
002 T067510B (02	) 100		MINOR
003 T067510C (03	) 010		NOT IN THIS SUBJECT
004 T067510M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0025			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-POLITICAL SCIENCE			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067511	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067511A (01	) 000		MAJOR
002 T067511B (02	) 100		MINOR
003 T067511C (03	) 010		NOT IN THIS SUBJECT
004 T067511M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0026			
DESCRIPTION: UNDERGRAD MAJOR/MINOR-OTHER			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067512A (01	) 000		MAJOR
002 T067512B (02	) 100		MINOR
003 T067512C (03	) 010		NOT IN THIS SUBJECT
004 T067512M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0027			
DESCRIPTION: GRAD MAJOR/MINOR-ELEMENTARY EDUCATION			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067601A (01	) 000		MAJOR
002 T067601B (02	) 100		MINOR
003 T067601C (03	) 010		NOT IN THIS SUBJECT
004 T067601M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0028			
DESCRIPTION: GRAD MAJOR/MINOR-SECONDARY EDUCATION			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067602A (01	) 000		MAJOR
002 T067602B (02	) 100		MINOR
003 T067602C (03	) 010		NOT IN THIS SUBJECT
004 T067602M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0029			
DESCRIPTION: GRAD MAJOR/MINOR-SPECIAL EDUCATION			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067603A (01	) 000		MAJOR
002 T067603B (02	) 100		MINOR
003 T067603C (03	) 010		NOT IN THIS SUBJECT
004 T067603M (M	) 001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0030		
DESCRIPTION:	GRAD MAJOR/MINOR-BILINGUAL EDUCATION/ESL		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067604A (01	) 000		MAJOR
002 T067604B (02	) 100		MINOR
003 T067604C (03	) 010		NOT IN THIS SUBJECT
004 T067604M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0031		
DESCRIPTION:	GRAD MAJOR/MINOR-ADMINISTRATION & SUPERVISION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067605A (01	) 000		MAJOR
002 T067605B (02	) 100		MINOR
003 T067605C (03	) 010		NOT IN THIS SUBJECT
004 T067605M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0032		
DESCRIPTION:	GRAD MAJOR/MINOR-CURRICULUM AND INSTRUCTION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067606A (01	) 000		MAJOR
002 T067606B (02	) 100		MINOR
003 T067606C (03	) 010		NOT IN THIS SUBJECT
004 T067606M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0033		
DESCRIPTION:	GRAD MAJOR/MINOR-COUNSELING		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067607A (01	) 000		MAJOR
002 T067607B (02	) 100		MINOR
003 T067607C (03	) 010		NOT IN THIS SUBJECT
004 T067607M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0034		
DESCRIPTION:	GRAD MAJOR/MINOR-ENGLISH		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067608	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067608A (01	) 000		MAJOR
002 T067608B (02	) 100		MINOR
003 T067608C (03	) 010		NOT IN THIS SUBJECT
004 T067608M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0035		
DESCRIPTION:	GRAD MAJOR/MINOR-READING AND/OR LANGUAGE ARTS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067609	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067609A (01	) 000		MAJOR
002 T067609B (02	) 100		MINOR
003 T067609C (03	) 010		NOT IN THIS SUBJECT
004 T067609M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0036		
DESCRIPTION:	GRAD MAJOR/MINOR-HISTORY		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067610A (01	) 000		MAJOR
002 T067610B (02	) 100		MINOR
003 T067610C (03	) 010		NOT IN THIS SUBJECT
004 T067610M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0037		
DESCRIPTION:	GRAD MAJOR/MINOR-POLITICAL SCIENCE		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067611A (01	) 000		MAJOR
002 T067611B (02	) 100		MINOR
003 T067611C (03	) 010		NOT IN THIS SUBJECT
004 T067611M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0038		
DESCRIPTION:	GRAD MAJOR/MINOR-OTHER		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T067612	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067612A (01	) 000		MAJOR
002 T067612B (02	) 100		MINOR
003 T067612C (03	) 010		NOT IN THIS SUBJECT
004 T067612M (M	) 001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0039			
DESCRIPTION: LAST 12 MOS, PROF DEV-READING AND WRITING			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067701A (01	) 00000		NONE
002 T067701B (02	) 10000		LESS THAN 6 HOURS
003 T067701C (03	) 01000		6 - 15 HOURS
004 T067701D (04	) 00100		16 - 35 HOURS
005 T067701E (05	) 00010		MORE THAN 35 HOURS
006 T067701M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0040			
DESCRIPTION: LAST 12 MOS, PROF DEV-SOCIAL STUDIES			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T067702A (01	) 00000		NONE
002 T067702B (02	) 10000		LESS THAN 6 HOURS
003 T067702C (03	) 01000		6 - 15 HOURS
004 T067702D (04	) 00100		16 - 35 HOURS
005 T067702E (05	) 00010		MORE THAN 35 HOURS
006 T067702M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0041			
DESCRIPTION: PREPARED IN THE USE OF TELECOMMUNICATIONS			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067801A (01	) 000		WELL PREPARED
002 T067801B (02	) 100		MODERATELY PREPARED
003 T067801C (03	) 010		NOT WELL PREPARED
004 T067801M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0042			
DESCRIPTION: PREPARED IN THE USE OF COMPUTERS			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067802A (01	) 000		WELL PREPARED
002 T067802B (02	) 100		MODERATELY PREPARED
003 T067802C (03	) 010		NOT WELL PREPARED
004 T067802M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0043			
DESCRIPTION: PREPARED IN COOPERATIVE GROUP INSTRUCTION			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067803A (01	) 000		WELL PREPARED
002 T067803B (02	) 100		MODERATELY PREPARED
003 T067803C (03	) 010		NOT WELL PREPARED
004 T067803M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0044			
DESCRIPTION: PREPARED IN TEACHING STUDENTS-DIFFERENT CULTURES			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067804A (01	) 000		WELL PREPARED
002 T067804B (02	) 100		MODERATELY PREPARED
003 T067804C (03	) 010		NOT WELL PREPARED
004 T067804M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0045			
DESCRIPTION: PREPARED IN TEACHING STUDENTS WHO ARE LEP			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067805A (01	) 000		WELL PREPARED
002 T067805B (02	) 100		MODERATELY PREPARED
003 T067805C (03	) 010		NOT WELL PREPARED
004 T067805M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0046			
DESCRIPTION: PREPARED IN TEACHING STUDENTS WITH DISABILITIES			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067806A (01	) 000		WELL PREPARED
002 T067806B (02	) 100		MODERATELY PREPARED
003 T067806C (03	) 010		NOT WELL PREPARED
004 T067806M (M	) 001		MISSING
CONDITIONING VARIABLE ID: TCHR0047			
DESCRIPTION: PREPARED IN CLASSROOM MANAGEMENT AND ORGANIZATION			
GRADES/ASSESSMENTS: N04, N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T067807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T067807A (01	) 000		WELL PREPARED
002 T067807B (02	) 100		MODERATELY PREPARED
003 T067807C (03	) 010		NOT WELL PREPARED
004 T067807M (M	) 001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0048		
DESCRIPTION:	AVAILABILITY OF RESOURCES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T041201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T041201A (01	) 0000		GET ALL RESOURCES
002 T041201B (02	) 1000		GET MOST RESOURCES
003 T041201C (03	) 0100		GET SOME RESOURCES
004 T041201D (04	) 0010		DON'T GET RESOURCES
005 T041201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0049		
DESCRIPTION:	PREPARED IN SOCIAL STUDIES INSTRUCTION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070401A (01	) 000		WELL PREPARED
002 T070401B (02	) 100		MODERATELY PREPARED
003 T070401C (03	) 010		NOT WELL PREPARED
004 T070401M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0050		
DESCRIPTION:	PREPARED IN PUBLIC SERVICE OPPORTUNITIES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070402A (01	) 000		WELL PREPARED
002 T070402B (02	) 100		MODERATELY PREPARED
003 T070402C (03	) 010		NOT WELL PREPARED
004 T070402M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0051		
DESCRIPTION:	PREPARED IN INSTRUCTIONAL MATERIALS IN SOC STUDIES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070403A (01	) 000		WELL PREPARED
002 T070403B (02	) 100		MODERATELY PREPARED
003 T070403C (03	) 010		NOT WELL PREPARED
004 T070403M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0052		
DESCRIPTION:	PREPARED IN USE OF COMMUNITY RESOURCES IN INSTRUC		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070404A (01	) 000		WELL PREPARED
002 T070404B (02	) 100		MODERATELY PREPARED
003 T070404C (03	) 010		NOT WELL PREPARED
004 T070404M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0053		
DESCRIPTION:	PREPARED IN CLASSROOM CLIMATE AND GOVERNANCE		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070405A (01	) 000		WELL PREPARED
002 T070405B (02	) 100		MODERATELY PREPARED
003 T070405C (03	) 010		NOT WELL PREPARED
004 T070405M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0054		
DESCRIPTION:	PREPARED IN USING NATL STANDARDS FOR CIVICS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070406A (01	) 000		WELL PREPARED
002 T070406B (02	) 100		MODERATELY PREPARED
003 T070406C (03	) 010		NOT WELL PREPARED
004 T070406M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0055		
DESCRIPTION:	PREPARED IN USING SOFTWARE FOR SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T070407A (01	) 000		WELL PREPARED
002 T070407B (02	) 100		MODERATELY PREPARED
003 T070407C (03	) 010		NOT WELL PREPARED
004 T070407M (M	) 001		MISSING
CONDITIONING VARIABLE ID:	TCHR0056		
DESCRIPTION:	WHAT IS YOUR AVERAGE SOCIAL STUDIES CLASS SIZE		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T070501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T070501A (01	) 00000		1-20 STUDENTS
002 T070501B (02	) 10000		21-25 STUDENTS
003 T070501C (03	) 01000		26-30 STUDENTS
004 T070501D (04	) 00100		31-35 STUDENTS
005 T070501E (05	) 00010		36 OR MORE STUDENTS
006 T070501M (M	) 00001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0057		
DESCRIPTION:	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T070601Y (01	) 00		YES
002 T070601N (02	) 10		NO
003 T070601M (M	) 01		MISSING
CONDITIONING VARIABLE ID:	TCHR0058		
DESCRIPTION:	WHAT IS THE ABILITY LEVEL OF THE STUDENTS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070701A (01	) 0000		PRIMARILY HIGH
002 T070701B (02	) 1000		PRIMARILY AVERAGE
003 T070701C (03	) 0100		PRIMARILY LOW
004 T070701D (04	) 0010		WIDELY MIXED
005 T070701M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0059		
DESCRIPTION:	CLASS TIME PER DAY-SOCIAL STUDIES INSTRUCTION		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070801A (01	) 0000		LESS THAN 30 MINUTES
002 T070801B (02	) 1000		30-44 MINUTES
003 T070801C (03	) 0100		45-60 MINUTES
004 T070801D (04	) 0010		MORE THAN 60 MINUTES
005 T070801M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0060		
DESCRIPTION:	HOW OFTEN USE SOCIAL STUDIES TEXTBOOK		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070901A (01	) 0000		ALMOST EVERY DAY
002 T070901B (02	) 1000		ONCE/TWICE A WEEK
003 T070901C (03	) 0100		ONCE/TWICE A MONTH
004 T070901D (04	) 0010		NEVER OR HARDLY EVER
005 T070901M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0061		
DESCRIPTION:	HOW OFTEN USE BOOKS, NEWSPAPER, MAGAZINES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070902A (01	) 0000		ALMOST EVERY DAY
002 T070902B (02	) 1000		ONCE/TWICE A WEEK
003 T070902C (03	) 0100		ONCE/TWICE A MONTH
004 T070902D (04	) 0010		NEVER OR HARDLY EVER
005 T070902M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0062		
DESCRIPTION:	HOW OFTEN USE PRIMARY DOCUMENTS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070903A (01	) 0000		ALMOST EVERY DAY
002 T070903B (02	) 1000		ONCE/TWICE A WEEK
003 T070903C (03	) 0100		ONCE/TWICE A MONTH
004 T070903D (04	) 0010		NEVER OR HARDLY EVER
005 T070903M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0063		
DESCRIPTION:	HOW OFTEN USE QUANTITATIVE DATA-CHARTS, GRAPHS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070904A (01	) 0000		ALMOST EVERY DAY
002 T070904B (02	) 1000		ONCE/TWICE A WEEK
003 T070904C (03	) 0100		ONCE/TWICE A MONTH
004 T070904D (04	) 0010		NEVER OR HARDLY EVER
005 T070904M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0064		
DESCRIPTION:	HOW OFTEN USE COMPUTER SOFTWARE		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070905A (01	) 0000		ALMOST EVERY DAY
002 T070905B (02	) 1000		ONCE/TWICE A WEEK
003 T070905C (03	) 0100		ONCE/TWICE A MONTH
004 T070905D (04	) 0010		NEVER OR HARDLY EVER
005 T070905M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0065		
DESCRIPTION:	HOW OFTEN USE FILMS, VIDEOS, FILMSTRIPS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070906	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070906A (01	) 0000		ALMOST EVERY DAY
002 T070906B (02	) 1000		ONCE/TWICE A WEEK
003 T070906C (03	) 0100		ONCE/TWICE A MONTH
004 T070906D (04	) 0010		NEVER OR HARDLY EVER
005 T070906M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0066		
DESCRIPTION:	HOW OFTEN USE MATERIALS FROM OTHER SUBJECT AREAS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T070907	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T070907A (01	) 0000		ALMOST EVERY DAY
002 T070907B (02	) 1000		ONCE/TWICE A WEEK
003 T070907C (03	) 0100		ONCE/TWICE A MONTH
004 T070907D (04	) 0010		NEVER OR HARDLY EVER
005 T070907M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0067		
DESCRIPTION:	AVAILABILITY OF COMPUTERS IN SOCIAL STUDIES CLASS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T071001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T071001A (01	) 00000		NOT AVAILABLE
002 T071001B (02	) 10000		LIMITED ACCESS
003 T071001C (03	) 01000		LAB OR LIBRARY
004 T071001D (04	) 00100		ONE IN CLASSROOM
005 T071001E (05	) 00010		SEVERAL IN CLASSROOM
006 T071001M (M	) 00001		MISSING
CONDITIONING VARIABLE ID:	TCHR0068		
DESCRIPTION:	HOW OFTEN STUDENTS COMPLETE A WORKSHEET		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071101A (01	) 0000		ALMOST EVERY DAY
002 T071101B (02	) 1000		ONCE/TWICE A WEEK
003 T071101C (03	) 0100		ONCE/TWICE A MONTH
004 T071101D (04	) 0010		NEVER OR HARDLY EVER
005 T071101M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0069		
DESCRIPTION:	HOW OFTEN STUDENTS READ EXTRA MATERIAL		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071102A (01	) 0000		ALMOST EVERY DAY
002 T071102B (02	) 1000		ONCE/TWICE A WEEK
003 T071102C (03	) 0100		ONCE/TWICE A MONTH
004 T071102D (04	) 0010		NEVER OR HARDLY EVER
005 T071102M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0070		
DESCRIPTION:	HOW OFTEN GIVE LECTURE ABOUT SOCIAL STUDIES		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071103A (01	) 0000		ALMOST EVERY DAY
002 T071103B (02	) 1000		ONCE/TWICE A WEEK
003 T071103C (03	) 0100		ONCE/TWICE A MONTH
004 T071103D (04	) 0010		NEVER OR HARDLY EVER
005 T071103M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0071		
DESCRIPTION:	HOW OFTEN STUDENTS DO GROUP ACTIVITY OR PROJECT		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071104A (01	) 0000		ALMOST EVERY DAY
002 T071104B (02	) 1000		ONCE/TWICE A WEEK
003 T071104C (03	) 0100		ONCE/TWICE A MONTH
004 T071104D (04	) 0010		NEVER OR HARDLY EVER
005 T071104M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0072		
DESCRIPTION:	HOW OFTEN STUDENTS WRITE THREE OR MORE PAGE REPORT		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071105A (01	) 0000		ALMOST EVERY DAY
002 T071105B (02	) 1000		ONCE/TWICE A WEEK
003 T071105C (03	) 0100		ONCE/TWICE A MONTH
004 T071105D (04	) 0010		NEVER OR HARDLY EVER
005 T071105M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0073			
DESCRIPTION:	HOW OFTEN STUDENTS WATCH TELEVISION, VIDEOS, FILMS			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071106A (01	) 0000		ALMOST EVERY DAY	
002 T071106B (02	) 1000		ONCE/TWICE A WEEK	
003 T071106C (03	) 0100		ONCE/TWICE A MONTH	
004 T071106D (04	) 0010		NEVER OR HARDLY EVER	
005 T071106M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0074			
DESCRIPTION:	HOW OFTEN STUDENTS PARTICIPATE-DEBATES			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071107A (01	) 0000		ALMOST EVERY DAY	
002 T071107B (02	) 1000		ONCE/TWICE A WEEK	
003 T071107C (03	) 0100		ONCE/TWICE A MONTH	
004 T071107D (04	) 0010		NEVER OR HARDLY EVER	
005 T071107M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0075			
DESCRIPTION:	HOW OFTEN STUDENTS PARTICIPATE-MOCK TRIALS			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071108	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071108A (01	) 0000		ALMOST EVERY DAY	
002 T071108B (02	) 1000		ONCE/TWICE A WEEK	
003 T071108C (03	) 0100		ONCE/TWICE A MONTH	
004 T071108D (04	) 0010		NEVER OR HARDLY EVER	
005 T071108M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0076			
DESCRIPTION:	HOW OFTEN STUDENTS WRITE LETTERS			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071109	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071109A (01	) 0000		ALMOST EVERY DAY	
002 T071109B (02	) 1000		ONCE/TWICE A WEEK	
003 T071109C (03	) 0100		ONCE/TWICE A MONTH	
004 T071109D (04	) 0010		NEVER OR HARDLY EVER	
005 T071109M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0077			
DESCRIPTION:	HOW OFTEN VISITORS MEET/DISCUSS IMPORTANT EVENTS			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071110	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071110A (01	) 0000		ALMOST EVERY DAY	
002 T071110B (02	) 1000		ONCE/TWICE A WEEK	
003 T071110C (03	) 0100		ONCE/TWICE A MONTH	
004 T071110D (04	) 0010		NEVER OR HARDLY EVER	
005 T071110M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0078			
DESCRIPTION:	HOW OFTEN STUDENTS VISIT GOVERNMENT/COMMUNITY			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071111	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071111A (01	) 0000		ALMOST EVERY DAY	
002 T071111B (02	) 1000		ONCE/TWICE A WEEK	
003 T071111C (03	) 0100		ONCE/TWICE A MONTH	
004 T071111D (04	) 0010		NEVER OR HARDLY EVER	
005 T071111M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0079			
DESCRIPTION:	HOW OFTEN STUDENTS PARTICIPATE-VOLUNTEER PROJ/SERV			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071112	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071112A (01	) 0000		ALMOST EVERY DAY	
002 T071112B (02	) 1000		ONCE/TWICE A WEEK	
003 T071112C (03	) 0100		ONCE/TWICE A MONTH	
004 T071112D (04	) 0010		NEVER OR HARDLY EVER	
005 T071112M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	TCHR0080			
DESCRIPTION:	HOW OFTEN STUDENTS ACCESS INTERNET-CLASSROOM			
GRADES/ASSESSMENTS:	N04, N08			
CONDITIONING VAR LABEL:				
NAEP ID:	T071113	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 T071113A (01	) 0000		ALMOST EVERY DAY	
002 T071113B (02	) 1000		ONCE/TWICE A WEEK	
003 T071113C (03	) 0100		ONCE/TWICE A MONTH	
004 T071113D (04	) 0010		NEVER OR HARDLY EVER	
005 T071113M (M	) 0001		MISSING	

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0081		
DESCRIPTION:	HOW OFTEN STUDENTS DISCUSS CURRENT EVENTS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071114	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071114A (01	) 0000		ALMOST EVERY DAY
002 T071114B (02	) 1000		ONCE/TWICE A WEEK
003 T071114C (03	) 0100		ONCE/TWICE A MONTH
004 T071114D (04	) 0010		NEVER OR HARDLY EVER
005 T071114M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0082		
DESCRIPTION:	HOW OFTEN STUDENTS USE STUDENT GOVERNMENT		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071115	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071115A (01	) 0000		ALMOST EVERY DAY
002 T071115B (02	) 1000		ONCE/TWICE A WEEK
003 T071115C (03	) 0100		ONCE/TWICE A MONTH
004 T071115D (04	) 0010		NEVER OR HARDLY EVER
005 T071115M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0083		
DESCRIPTION:	HOW OFTEN GIVE STUDENTS SOCIAL STUDIES HOMEWORK		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071116	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071116A (01	) 0000		ALMOST EVERY DAY
002 T071116B (02	) 1000		ONCE/TWICE A WEEK
003 T071116C (03	) 0100		ONCE/TWICE A MONTH
004 T071116D (04	) 0010		NEVER OR HARDLY EVER
005 T071116M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0084		
DESCRIPTION:	HOW OFTEN USE MULTIPLE-CHOICE, TRUE/FALSE, MATCHING		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071201A (01	) 0000		ONCE/TWICE A WEEK
002 T071201B (02	) 1000		ONCE/TWICE A MONTH
003 T071201C (03	) 0100		ONCE/TWICE A YEAR
004 T071201D (04	) 0010		NEVER OR HARDLY EVER
005 T071201M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0085		
DESCRIPTION:	HOW OFTEN USE FILL-IN-THE BLANK QUESTIONS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071202A (01	) 0000		ONCE/TWICE A WEEK
002 T071202B (02	) 1000		ONCE/TWICE A MONTH
003 T071202C (03	) 0100		ONCE/TWICE A YEAR
004 T071202D (04	) 0010		NEVER OR HARDLY EVER
005 T071202M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0086		
DESCRIPTION:	HOW OFTEN USE PARAGRAPH WRITTEN RESPONSE		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071203A (01	) 0000		ONCE/TWICE A WEEK
002 T071203B (02	) 1000		ONCE/TWICE A MONTH
003 T071203C (03	) 0100		ONCE/TWICE A YEAR
004 T071203D (04	) 0010		NEVER OR HARDLY EVER
005 T071203M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0087		
DESCRIPTION:	HOW OFTEN USE INDIVIDUAL/GROUP PROJECTS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071204A (01	) 0000		ONCE/TWICE A WEEK
002 T071204B (02	) 1000		ONCE/TWICE A MONTH
003 T071204C (03	) 0100		ONCE/TWICE A YEAR
004 T071204D (04	) 0010		NEVER OR HARDLY EVER
005 T071204M (M	) 0001		MISSING
CONDITIONING VARIABLE ID:	TCHR0088		
DESCRIPTION:	HOW OFTEN USE ESSAYS, PAPERS ASSIGNED TOPICS		
GRADES/ASSESSMENTS:	N04, N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071205A (01	) 0000		ONCE/TWICE A WEEK
002 T071205B (02	) 1000		ONCE/TWICE A MONTH
003 T071205C (03	) 0100		ONCE/TWICE A YEAR
004 T071205D (04	) 0010		NEVER OR HARDLY EVER
005 T071205M (M	) 0001		MISSING
005 T071205M (M	) 0001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID: TCHR0089			
DESCRIPTION: AVAILABILITY OF COMPUTERS IN SOCIAL STUDIES CLASS			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T071301A (01	) 0000		NOT AVAILABLE
002 T071301B (02	) 1000		LIMITED ACCESS
003 T071301C (03	) 0100		READILY AVAILABLE
004 T071301D (04	) 0010		AVAILABLE ALL CLASS
005 T071301M (M	) 0001		MISSING
CONDITIONING VARIABLE ID: TCHR0090			
DESCRIPTION: DO YOU TEACH HISTORY			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071401Y (01	) 0		YES
002 T071401M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0091			
DESCRIPTION: DO YOU TEACH SOCIAL STUDIES			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071402Y (01	) 0		YES
002 T071402M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0092			
DESCRIPTION: DO YOU TEACH GOVERNMENT/CIVICS			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071403Y (01	) 0		YES
002 T071403M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0093			
DESCRIPTION: DO YOU TEACH-OTHER			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T071404Y (01	) 0		YES
002 T071404M (M	) 1		MISSING
CONDITIONING VARIABLE ID: TCHR0094			
DESCRIPTION: YEARS TOTAL TAUGHT ELEMENTARY OR SECONDARY			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T040301A (01	) 00000		2 YEARS OR LESS
002 T040301B (02	) 10000		3-5 YEARS
003 T040301C (03	) 01000		6-10 YEARS
004 T040301D (04	) 00100		11-24 YEARS
005 T040301E (05	) 00010		25 YEARS OR MORE
006 T040301M (M	) 00001		MISSING
CONDITIONING VARIABLE ID: TCHR0095			
DESCRIPTION: YEARS TOTAL TAUGHT HISTORY			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071501A (01	) 000000		NOT TAUGHT
002 T071501B (02	) 100000		2 YEARS OR LESS
003 T071501C (03	) 010000		3-5 YEARS
004 T071501D (04	) 001000		6-10 YEARS
005 T071501E (05	) 000100		11-24 YEARS
006 T071501F (06	) 000010		25 YEARS OR MORE
007 T071501M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0096			
DESCRIPTION: YEARS TOTAL TAUGHT SOCIAL STUDIES			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071502A (01	) 000000		NOT TAUGHT
002 T071502B (02	) 100000		2 YEARS OR LESS
003 T071502C (03	) 010000		3-5 YEARS
004 T071502D (04	) 001000		6-10 YEARS
005 T071502E (05	) 000100		11-24 YEARS
006 T071502F (06	) 000010		25 YEARS OR MORE
007 T071502M (M	) 000001		MISSING
CONDITIONING VARIABLE ID: TCHR0097			
DESCRIPTION: YEARS TOTAL TAUGHT GOVERNMENT/CIVICS			
GRADES/ASSESSMENTS: N08			
CONDITIONING VAR LABEL:			
NAEP ID:	T071503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071503A (01	) 000000		NOT TAUGHT
002 T071503B (02	) 100000		2 YEARS OR LESS
003 T071503C (03	) 010000		3-5 YEARS
004 T071503D (04	) 001000		6-10 YEARS
005 T071503E (05	) 000100		11-24 YEARS
006 T071503F (06	) 000010		25 YEARS OR MORE
007 T071503M (M	) 000001		MISSING

Table F-7 (continued)
1998 Civics Conditioning Variable Specifications

CONDITIONING VARIABLE ID:	TCHR0098		
DESCRIPTION:	YEARS TOTAL TAUGHT-OTHER		
GRADES/ASSESSMENTS:	N08		
CONDITIONING VAR LABEL:			
NAEP ID:	T071504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T071504A (01	) 000000		NOT TAUGHT
002 T071504B (02	) 100000		2 YEARS OR LESS
003 T071504C (03	) 010000		3-5 YEARS
004 T071504D (04	) 001000		6-10 YEARS
005 T071504E (05	) 000100		11-24 YEARS
006 T071504F (06	) 000010		25 YEARS OR MORE
007 T071504M (M	) 000001		MISSING
CONDITIONING VARIABLE ID:	TCHR0099		
DESCRIPTION:	WHAT IS THE NUMBER OF STUDENTS IN EACH CLASS? (8TH GRADE)		
GRADES/ASSESSMENTS:	N08		
CONDITIONING VAR LABEL:	CLASIZ8		
NAEP ID:	TCSIZE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 CLASIZ-1 (1	) 00000		AVERAGE CLASS SIZE: 1-20 STUDENTS
002 CLASIZ-2 (2	) 10000		AVERAGE CLASS SIZE: 21-25 STUDENTS
003 CLASIZ-3 (3	) 01000		AVERAGE CLASS SIZE: 26-30 STUDENTS
004 CLASIZ-4 (4	) 00100		AVERAGE CLASS SIZE: 31-35 STUDENTS
005 CLASIZ-5 (5	) 00010		AVERAGE CLASS SIZE: 36 OR MORE STUDENTS
006 CLASIZ-? (M	) 00001		AVERAGE CLASS SIZE: MISSING, DOES NOT APPLY

Table F-8

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.92628	G/T 25	0.94790	P/T 33	0.74133
BLACK	0.95307	G/T 26	0.72301	P/T 34	0.73856
HISPANIC	0.95189	G/T 27	0.70027	P/T 35	0.73890
ASIAN	0.91279	G/P 22	0.94475	P/T 36	0.81032
MEXICAN	0.91130	G/P 23	0.93965	P/T 37	0.95000
PUER RIC	0.96254	G/P 24	0.74374	P/T 41	0.75452
CUBN,OTH	0.96397	G/P 25	0.93859	P/T 42	0.74692
HISP-?	0.80692	G/S 22	0.93007	P/T 43	0.83855
MID CTY7	0.93456	G/S 23	0.90185	P/T 44	0.87364
FR/LCTY7	0.93130	R/T 24	0.90053	P/T 45	0.87675
FR/MCTY7	0.93924	R/T 25	0.91144	P/T 46	0.96140
LAR TWN7	0.90909	R/T 26	0.92731	P/T 47	0.84205
SML TWN7	0.94034	R/T 27	0.95530	P/T 51	0.82294
OTHER	0.92528	R/T 31	0.91207	P/T 52	0.73076
HS GRAD	0.94413	R/T 32	0.93387	P/T 53	0.75765
POST HS	0.94449	R/T 33	0.90364	P/T 54	0.78923
COL GRAD	0.94563	R/T 34	0.89985	P/T 55	0.96239
PARED-?	0.94188	R/T 35	0.91026	P/T 56	0.77793
S EAST	0.87014	R/T 36	0.93874	P/T 57	0.75745
CENTRAL	0.86238	R/T 37	0.92089	T/S 41	0.93907
WEST	0.88336	R/T 41	0.91700	T/S 42	0.93488
PRIVATE	0.90879	R/T 42	0.92950	T/S 43	0.94698
CATHOLIC	0.92133	R/T 43	0.91914	T/S 51	0.92564
BLACK	0.85377	R/T 44	0.93379	T/S 52	0.94699
HISPANIC	0.76016	R/T 45	0.92807	T/S 53	0.95233
ASIAN	0.74882	R/T 46	0.94438	T/S 61	0.96863
IEP-NO	0.90776	R/T 47	0.95159	T/S 62	0.95136
LEP-NO	0.81781	R/P 24	0.90676	T/S 63	0.94575
TITLE-N	0.77439	R/P 25	0.90483	T/S 71	0.94858
RED PRIC	0.92181	R/P 31	0.91488	P/S 32	0.95315
FREE	0.75380	R/P 32	0.89881	P/S 33	0.92456
INFO N/A	0.85570	R/P 33	0.90874	P/S 41	0.95004
SCH/REF	0.86186	R/P 34	0.89696	P/S 42	0.92638
SCH/NP	0.90161	R/P 35	0.89304	P/S 43	0.92637
TVLIN-0	0.98175	R/P 41	0.89477	P/S 51	0.91069
TV-QUAD	0.98167	R/P 42	0.96782	P/S 52	0.94580
HW-NO	0.98390	R/P 43	0.96287	P/S 53	0.92271
HW-YES	0.98520	R/P 44	0.95399	SAMP S3	0.83925
HWLIN-0	0.98273	R/P 45	0.95120	S/R 22	0.88816
HWQUAD-0	0.97923	R/S 31	0.95044	S/R 23	0.89965
HITEM=3	0.94575	R/S 32	0.96000	S/R 24	0.96330
HITEM=4	0.97449	R/S 33	0.96247	BLACK	0.92332
PGS>5	0.82955	R/S 41	0.94798	HISPANIC	0.82936
PGS>10	0.82962	R/S 42	0.95501	ASIAN AM	0.86267
G/R 22	0.91021	R/S 43	0.95510	AMER IND	0.97386
G/R 23	0.90480	P/T 25	0.72351	OTHER	0.95438
G/R 24	0.96274	P/T 26	0.71971	B003001M	0.75316
G/T 22	0.71298	P/T 27	0.76992		
G/T 23	0.72771	P/T 31	0.93957		
G/T 24	0.74975	P/T 32	0.72892		

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
B014601B	0.95658	RM00501B	0.85790	R811006M	0.79032
B014601C	0.95758	RM00501C	0.87746	R811007B	0.88462
B014601M	0.78688	RM00501D	0.87721	R811007C	0.91932
B003201B	0.84763	RM00501M	0.80797	R811007D	0.92341
B003201C	0.84646	R830501B	0.95123	R811007M	0.79994
B003201M	0.79767	R830501C	0.93966	R811009B	0.89117
B013201N	0.74480	R830501D	0.93502	R811009C	0.88895
B013201M	0.72712	R830501M	0.82531	R811009D	0.87111
B013301N	*0.82246	R830502B	0.84817	R811009M	0.74680
B013301M	0.78303	R830502C	0.89197	R811002B	0.92925
B013401N	0.86286	R830502D	0.90167	R811002C	0.94188
B013401M	0.84829	R830502M	0.83029	R811002D	0.92611
B013501N	0.77472	R810801B	0.95270	R811002M	0.76614
B013501M	0.74417	R810801C	0.95963	R811004B	0.91914
B013601N	0.78895	R810801D	0.94975	R811004C	0.91339
B013601M	0.78177	R810801M	0.86397	R811004D	0.91452
B013701N	0.83211	R810201B	0.84563	R811004M	0.79021
B013701M	0.83416	R810201C	0.85108	R818101B	0.91092
B000901N	0.88857	R810201D	0.93135	R818101C	0.92504
B000901M	0.88612	R810201M	0.87667	R818101D	0.89325
B000903N	0.87263	R810901B	0.88955	R818101M	0.83062
B000903M	0.90415	R810901C	0.89756	R818102B	0.88899
B000904N	0.84825	R810901D	0.86104	R818102C	0.88819
B000904M	0.86494	R810901M	0.72278	R818102D	0.88388
B000905N	0.87257	R810902B	0.90628	R818102M	0.83619
B000905M	0.87975	R810902C	0.91598	R830001N	0.88434
S004001B	0.88141	R810902D	0.89186	R830001M	0.87663
S004001C	0.89989	R810902M	0.78257	R830101N	0.94992
S004001D	0.93650	R810903B	0.91407	R830101M	0.87425
S004001E	0.94786	R810903C	0.92877	R811301B	0.93891
S004001M	0.87649	R810903D	0.92784	R811301C	0.92657
B007301B	0.91620	R810903M	0.75943	R811301D	0.94903
B007301C	0.91502	R810904B	0.90282	R811301E	0.92614
B007301D	0.90310	R810904C	0.90158	R811301M	0.89768
B007301M	0.91379	R810904D	0.89567	R811302B	0.91965
B007401B	0.88168	R810904M	0.74597	R811302C	0.92919
B007401C	0.91232	R810905B	0.92892	R811302D	0.94411
B007401D	0.83302	R810905C	0.93860	R811302E	0.92825
B007401M	0.94347	R810905D	0.91736	R811302M	0.93049
B014501B	0.94875	R810905M	0.77399	R811303B	0.91004
B014501C	0.95468	R810906B	0.90056	R811303C	0.92281
B014501D	0.94315	R810906C	0.90137	R811303D	0.95804
B014501M	0.91382	R810906D	0.88905	R811303E	0.90352
R830301B	0.87989	R810906M	0.70272	R811303M	0.92395
R830301C	0.84610	R811005B	0.93956	R811304B	0.89172
R830301N	0.91282	R811005C	0.93782	R811304C	0.91075
R830301M	0.83199	R811005D	0.92966	R811304D	0.93738
R830401B	0.90460	R811005M	0.77775	R811304E	0.87954
R830401C	0.92523	R811006B	0.88944	R811304M	0.91665
R830401N	0.94199	R811006C	0.89682	C042501N	0.86706
R830401M	0.84463	R811006D	0.89611	C042501M	0.91515

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C042601B	0.86210	C043004D	0.87888	C032414B	0.90611
C042601C	0.88207	C043004E	0.87202	C032414C	0.94378
C042601M	0.95173	C043004M	0.98066	C032414N	0.90190
C042602B	0.86285	C043005B	0.89781	C032414M	0.98384
C042602C	0.88190	C043005C	0.91582	C043101B	0.87480
C042602M	0.96137	C043005D	0.89847	C043101C	0.94895
C042603B	0.86322	C043005E	0.89052	C043101N	0.94752
C042603C	0.87847	C043005M	0.98558	C043102B	0.88900
C042603D	0.87939	C043006B	0.89011	C043102C	0.94003
C042603M	0.92964	C043006C	0.90027	C043102N	0.94266
C042604B	0.87102	C043006D	0.87666	C043103C	0.93437
C042604C	0.91037	C043006E	0.87661	C043103N	0.94832
C042604D	0.88898	C043006M	0.98937	C043104B	0.87232
C042604N	0.85131	C043007B	0.90713	C043104C	0.94982
C042604M	0.91539	C043007C	0.89073	C043104N	0.94924
C042701Y	0.94252	C043007D	0.89631	C032502B	0.87721
C042701N	0.94868	C043007E	0.89424	C032502C	0.88962
C042701M	0.94016	C043008B	0.89885	C032503B	0.86411
C042801N	0.86703	C043008C	0.89156	C032503C	0.89815
C042801M	0.91524	C043008D	0.88621	C032503D	0.88718
C042802N	0.87656	C043008E	0.88421	C032505B	0.88158
C042802M	0.90476	C032402B	0.91383	C032505C	0.87829
C042803N	0.87103	C032402C	0.93303	C032505D	0.89413
C042803M	0.89473	C032402N	0.92774	C032505M	0.97286
C042901B	0.87919	C032402M	0.97513	C032506B	0.87922
C042901C	0.88722	C032401B	0.91209	C032506C	0.88567
C042901D	0.92288	C032401C	0.93328	C043201B	0.88754
C042901E	0.89066	C032401N	0.92631	C043201C	0.88923
C042901F	0.89872	C032404B	0.89928	C043301B	0.89834
C042901G	0.89286	C032404C	0.93742	C043301C	0.90737
C036601N	0.88440	C032404N	0.92020	C043301D	0.88769
C036601C	0.91519	C032404M	0.99525	C043301M	0.96374
C036601D	0.93828	C032407B	0.88120	C043401B	0.87043
C036601M	0.94393	C032407C	0.86168	C043401C	0.88540
C043001B	0.89769	C032408B	0.89640	C043401D	0.88473
C043001C	0.90845	C032408C	0.94827	C043501B	0.89433
C043001D	0.91907	C032408N	0.92473	C043501C	0.88847
C043001E	0.90475	C032408M	0.98120	C043501D	0.89312
C043001M	0.95985	C032409B	0.88853	C043501E	0.88921
C043002B	0.88816	C032409C	0.91790	C043501F	0.88692
C043002C	0.87632	C032409N	0.90994	C043501M	0.97203
C043002D	0.93038	C032409M	0.96823	C043601B	0.85716
C043002E	0.95446	C032410C	0.90846	C043601C	0.86306
C043002M	0.98085	C032411B	0.91149	C043601D	0.86510
C043003B	0.88769	C032411C	0.92628	C043601M	0.97090
C043003C	0.88139	C032411N	0.95323	C043701B	0.86208
C043003D	0.92795	C032412B	0.91569	C043701C	0.85297
C043003E	0.94523	C032412C	0.90764	C043701D	0.88800
C043004B	0.91028	C032413B	0.90907	C043701E	0.86648
C043004C	0.90734	C032413C	0.86486	C038301N	0.90735

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C038301M	0.94521	T067201B	0.94406	T067502C	0.93992
C043801B	0.88580	T067201C	0.94622	T067502M	0.97225
C043801C	0.87251	T067201D	0.95786	T067503B	0.87672
C043801D	0.90383	T067201E	0.96152	T067503C	0.94230
C043801E	0.90444	T067201M	0.96630	T067503M	0.96585
C043801F	0.89651	T067202B	0.93375	T067504B	0.89351
C043801G	0.89022	T067202C	0.94325	T067504C	0.97773
C043801H	0.87385	T067202D	0.94975	T067504M	0.98615
C043801M	0.92145	T067202E	0.94678	T067505B	0.89691
C043901N	0.91029	T067202M	0.95821	T067505C	0.98614
C043901M	0.95197	T067203B	0.94605	T067505M	0.98700
C044001B	0.87942	T067203C	0.94895	T067506B	0.86280
C044001C	0.89393	T067203D	0.96387	T067506C	0.95095
C044001D	0.90205	T067203E	0.96516	T067506M	0.99112
C044001E	0.87631	T067203M	0.95434	T067507B	0.86122
C044001F	0.86634	T067204B	0.89331	T067507C	0.98128
C044001G	0.87567	T067204C	0.88444	T067507M	0.99135
C044001H	0.90223	T067204D	0.88986	T067508B	0.89776
C044001M	0.92299	T067204E	0.89253	T067508C	0.90943
C044002B	0.87495	T067204M	0.88761	T067508M	0.95105
C044002C	0.89534	T067205B	0.89204	T067509B	0.89139
C044002D	0.91167	T067205C	0.88559	T067509C	0.92792
C044002E	0.89428	T067205D	0.91382	T067509M	0.94938
C044002F	0.89140	T067205E	0.93192	T067510B	0.89094
C044002G	0.87944	T067205M	0.91813	T067510C	0.94201
C044002H	0.91421	T067206B	0.85764	T067510M	0.96332
C044002M	0.94647	T067206C	0.84912	T067511B	0.87672
C044003B	0.87137	T067206D	0.85802	T067511C	0.97303
C044003C	0.87728	T067206E	0.86327	T067511M	0.98135
C044003D	0.88421	T067206M	0.86759	T067512B	0.89497
C044003E	0.88389	T067301B	0.91344	T067512C	0.89354
C044003F	0.89517	T067301C	0.85656	T067512M	0.87277
C044003G	0.89444	T067301D	0.83388	T067601B	0.85068
C044003H	0.92104	T067301M	0.94066	T067601C	0.80874
C044003M	0.95104	T056201B	0.88342	T067601M	0.89270
C044004B	0.90419	T056201C	0.89167	T067602B	0.93338
C044004C	0.90170	T056201D	0.88017	T067602C	0.98032
C044004D	0.89931	T056201E	0.87342	T067602M	0.97722
C044004E	0.87260	T056201F	0.85852	T067603B	0.87929
C044004G	0.91410	T056201M	0.89638	T067603C	0.93263
C044004H	0.88557	T056301B	0.90525	T067603M	0.97588
C044004M	0.93332	T056301C	0.94644	T067604B	0.91360
T067001M	0.89347	T056301D	0.93300	T067604C	0.98360
T067002M	0.88211	T056301E	0.88886	T067604M	0.98730
T067003M	0.88928	T056301F	0.88856	T067605B	0.87052
T067004M	0.84686	T056301G	0.91012	T067605C	0.92621
T067101B	0.89074	T056301M	0.95209	T067605M	0.97407
T067101C	0.88781	T067501B	0.86109	T067606B	0.84360
T067101D	0.91626	T067501C	0.86894	T067606C	0.91290
T067101E	0.93430	T067501M	0.87964	T067606M	0.96521
T067101M	0.96044	T067502B	0.87778	T067607B	0.85733

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067607C	0.96492	T041201D	0.87491	T068201C	0.93433
T067607M	0.97318	T041201M	0.98493	T068201D	0.92744
T067608B	0.85562	T067901B	0.84404	T068201E	0.87694
T067608C	0.96731	T067901C	0.85204	T068201M	0.96782
T067608M	0.98397	T067901M	0.97199	T068301B	0.87401
T067609B	0.87524	T067902B	0.84804	T068301C	0.86053
T067609C	0.89762	T067902C	0.85642	T068301D	0.86811
T067609M	0.95847	T067902M	0.95933	T068301E	0.88910
T067610B	0.85283	T068001B	0.84319	T068301M	0.85064
T067610C	0.97910	T068001C	0.86481	T068401B	0.87700
T067610M	0.98413	T068001M	0.97374	T068401C	0.88555
T067611B	0.87388	T068002B	0.82330	T068401D	0.88698
T067611C	0.99489	T068002C	0.82785	T068401E	0.89155
T067611M	0.99094	T068002M	0.95189	T068401F	0.90045
T067612B	0.87542	T068003B	0.85305	T068401G	0.84200
T067612C	0.89424	T068003C	0.86668	T068401M	0.87650
T067612M	0.89891	T068003M	0.97532	T068601B	0.92077
T067701B	0.90730	T068004B	0.85927	T068601C	0.91078
T067701C	0.91856	T068004C	0.85635	T068601D	0.91942
T067701D	0.90589	T068004M	0.96887	T068601M	0.96903
T067701E	0.88700	T068005B	0.85665	T068701B	0.90376
T067701M	0.95399	T068005C	0.84475	T068701C	0.90386
T067702B	0.85943	T068005M	0.96962	T068701D	0.92571
T067702C	0.86617	T068006B	0.85948	T068701E	0.92016
T067702D	0.87432	T068006C	0.85826	T068701M	0.97327
T067702E	0.87179	T068006M	0.96043	T068801B	0.92542
T067702M	0.88192	T068007B	0.87715	T068801C	0.93716
T067801B	0.88423	T068007C	0.91181	T068801D	0.91621
T067801C	0.89761	T068007M	0.97896	T068801M	0.94768
T067801M	0.90525	T068008B	0.84827	T068802B	0.87743
T067802B	0.88293	T068008C	0.86753	T068802C	0.89648
T067802C	0.87879	T068008M	0.97839	T068802D	0.90087
T067802M	0.98708	T068009B	0.88046	T068802M	0.92013
T067803B	0.83030	T068009C	0.89851	T068803B	0.86560
T067803C	0.84850	T068009M	0.96812	T068803C	0.90377
T067803M	0.97425	T068010B	0.85445	T068803D	0.90812
T067804B	0.88049	T068010C	0.83568	T068803M	0.97091
T067804C	0.87073	T068010M	0.97561	T068804B	0.85139
T067804M	0.97815	T068101B	0.88760	T068804C	0.86643
T067805B	0.91266	T068101C	0.90374	T068804D	0.85178
T067805C	0.93156	T068101D	0.88266	T068804M	0.94621
T067805M	0.97389	T068101E	0.83922	T068805B	0.85524
T067806B	0.88682	T068101M	0.97404	T068805C	0.84710
T067806C	0.88361	T046101N	0.84667	T068805D	0.85964
T067806M	0.98086	T046101M	0.97155	T068805M	0.94281
T067807B	0.85015	T046201B	0.89903	T068901B	0.88405
T067807C	0.88704	T046201C	0.88667	T068901C	0.87330
T067807M	0.97843	T046201D	0.91646	T068901D	0.86959
T041201B	0.87723	T046201M	0.95225	T068901M	0.90342
T041201C	0.89159	T068201B	0.90581	T069001B	0.88213

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T069001C	0.88984	T069403B	0.87923	T069708D	0.87361
T069001D	0.90530	T069403C	0.85715	T069708M	0.96329
T069001E	0.90064	T069403D	0.85532	T069709B	0.83350
T069001M	0.85770	T069403M	0.96111	T069709C	0.86183
T069101B	0.85310	T069404B	0.86987	T069709D	0.85606
T069101C	0.87030	T069404C	0.86947	T069709M	0.97248
T069101D	0.84848	T069404D	0.86018	T069710B	0.91787
T069101M	0.97382	T069404M	0.96791	T069710C	0.92818
T069102B	0.88190	T069405B	0.88542	T069710D	0.87576
T069102C	0.88592	T069405C	0.86991	T069710M	0.97970
T069102D	0.86653	T069405D	0.88785	T069711B	0.91370
T069102M	0.96449	T069405M	0.95887	T069711C	0.93754
T069103B	0.84638	T069501B	0.90424	T069711D	0.91302
T069103C	0.90407	T069501C	0.93297	T069711M	0.94334
T069103D	0.88107	T069501D	0.90768	T069712B	0.84078
T069103M	0.94796	T069501E	0.86159	T069712C	0.85975
T069201B	0.89288	T069501M	0.97937	T069712M	0.96505
T069201C	0.89086	T069601B	0.90314	T069713B	0.83445
T069201D	0.83997	T069601C	0.90246	T069713C	0.85810
T069201M	0.97072	T069601D	0.91732	T069713D	0.86265
T069202B	0.89594	T069601M	0.97759	T069713M	0.97930
T069202C	0.91413	T069701B	0.83875	T069714B	0.88003
T069202D	0.85916	T069701C	0.85624	T069714C	0.85546
T069202M	0.96835	T069701D	0.87816	T069714D	0.88770
T069203B	0.87634	T069701M	0.98434	T069714M	0.96413
T069203C	0.93299	T069702B	0.86526	T069715B	0.86855
T069203D	0.92282	T069702C	0.87379	T069715C	0.87757
T069203M	0.96225	T069702D	0.85797	T069715D	0.86807
T069301B	0.83062	T069702M	0.98162	T069715M	0.98976
T069301N	0.88306	T069703B	0.86382	T069716B	0.90154
T069301M	0.94049	T069703C	0.87545	T069716C	0.90864
T069302B	0.83553	T069703D	0.84843	T069716D	0.85448
T069302N	0.87606	T069703M	0.96767	T069716M	0.95816
T069302M	0.96346	T069704B	0.85608	T071801B	0.91534
T069303B	0.84902	T069704C	0.87761	T071801C	0.92655
T069303N	0.86552	T069704D	0.85621	T071801D	0.89370
T069303M	0.96549	T069704M	0.95287	T071801M	0.96023
T069304B	0.84916	T069705B	0.86622	T071802B	0.87402
T069304N	0.86552	T069705C	0.85939	T071802C	0.88551
T069304M	0.95498	T069705D	0.90017	T071802D	0.84789
T069305B	0.87194	T069705M	0.97968	T071802M	0.96920
T069305N	0.87139	T069706B	0.84285	T071803B	0.88437
T069305M	0.96855	T069706C	0.85369	T071803C	0.91129
T069401B	0.85541	T069706D	0.84245	T071803D	0.88301
T069401C	0.91247	T069706M	0.98573	T071803M	0.96105
T069401D	0.84662	T069707B	0.90221	T071804B	0.87797
T069401M	0.98980	T069707C	0.92822	T071804C	0.92133
T069402B	0.85593	T069707D	0.87587	T071804D	0.91392
T069402C	0.85946	T069707M	0.98554	T071804M	0.96659
T069402D	0.87909	T069708B	0.87717	T071805B	0.90731
T069402M	0.97014	T069708C	0.90196	T071805C	0.91723

Table F-8 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T071805D	0.86105				
T071805M	0.97613	T071812M	0.97386	T070104D	0.86893
T071806B	0.89447	T071813B	0.86450	T070104M	0.96879
T071806C	0.89563	T071813C	0.88997	T070105B	0.89006
T071806D	0.86442	T071813D	0.86270	T070105C	0.88878
T071806M	0.97160	T071813M	0.96782	T070105D	0.89692
T071807B	0.85958	T069901B	0.86047	T070105M	0.94416
T071807C	0.88429	T069901C	0.86284	T070106B	0.89429
T071807D	0.86079	T069901D	0.83807	T070106C	0.91756
T071807M	0.98035	T069901M	0.94007	T070106D	0.89985
T071808B	0.89151	T069902B	0.89617	T070106M	0.96151
T071808C	0.90989	T069902C	0.91788	T070107B	0.86296
T071808D	0.87678	T069902D	0.88183	T070107C	0.87438
T071808M	0.97412	T069902M	0.95901	T070107D	0.85925
T071809B	0.85428	T069903B	0.88731	T070107M	0.97317
T071809C	0.85776	T069903C	0.93325	T070201B	0.90272
T071809D	0.87568	T069903D	0.94557	T070201C	0.88546
T071809M	0.98756	T069903M	0.95889	T070201D	0.89925
T071810B	0.90564	T070001B	0.86761	T070201M	0.94121
T071810C	0.93532	T070001C	0.89911	T070202B	0.85865
T071810D	0.90010	T070001D	0.89884	T070202C	0.85592
T071810M	0.96100	T070001M	0.98602	T070202D	0.84777
T071811B	0.89721	T070002B	0.88316	T070202M	0.97055
T071811C	0.92287	T070002C	0.92605	T070203B	0.90399
T071811D	0.89700	T070002D	0.91262	T070203C	0.91495
T071811M	0.95758	T070002M	0.97431	T070203D	0.87945
T071812B	0.86810	T070003B	0.86705	T070203M	0.96630
T071812C	0.88415	T070003C	0.87717	T070204B	0.85512
T071812D	0.89228	T070003D	0.89502	T070204C	0.86661
		T070003M	0.98401	T070204D	0.88739
		T070101B	0.88472	T070204M	0.96474
		T070101C	0.87235	T070301B	0.84249
		T070101D	0.86267	T070301C	0.86748
		T070101M	0.96714	T070301M	0.96664
		T070102B	0.86421	T070302B	0.84155
		T070102C	0.86842	T070302C	0.90085
		T070102D	0.84942	T070303B	0.84748
		T070102M	0.96014	T070303C	0.88062
		T070103B	0.86328	T070304B	0.94514
		T070103C	0.87070	T070304C	0.94800
		T070103D	0.85038	T070304M	0.95792
		T070103M	0.94464	T070305B	0.84813
		T070104B	0.90070	T070305C	0.90866
		T070104C	0.91396		

Table F-9

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.91863	G/T 26	0.72234	P/T 35	0.73589
BLACK	0.95705	G/T 27	0.69531	P/T 36	0.78005
HISPANIC	0.96148	G/P 22	0.87980	P/T 37	0.97507
ASIAN	0.93863	G/P 23	0.89785	P/T 41	0.80984
MEXICAN	0.93211	G/P 24	0.83762	P/T 42	0.80567
PUER RIC	0.95272	G/P 25	0.79481	P/T 43	0.79755
CUBN,OTH	0.96588	G/S 22	0.95234	P/T 44	0.81877
HISP-?	0.97031	G/S 23	0.93632	P/T 45	0.82220
MID CTY7	0.91586	R/T 24	0.91006	P/T 46	0.97519
FR/LCTY7	0.93033	R/T 25	0.90745	P/T 47	0.82315
FR/MCTY7	0.93499	R/T 26	0.91621	P/T 51	0.80533
LAR TWN7	0.90124	R/T 27	0.97079	P/T 52	0.85202
SML TWN7	0.92933	R/T 31	0.90578	P/T 53	0.81801
OTHER	0.93436	R/T 32	0.93125	P/T 54	0.78615
HS GRAD	0.94736	R/T 33	0.90665	P/T 55	0.98560
POST HS	0.93850	R/T 34	0.90406	P/T 56	0.85477
COL GRAD	0.95215	R/T 35	0.91257	P/T 57	0.86230
PARED-?	0.94669	R/T 36	0.95062	T/S 41	0.93824
S EAST	0.87562	R/T 37	0.91252	T/S 42	0.92253
CENTRAL	0.87726	R/T 41	0.91865	T/S 43	0.93226
WEST	0.87890	R/T 42	0.91723	T/S 51	0.91938
PRIVATE	0.92919	R/T 43	0.92475	T/S 52	0.94786
CATHOLIC	0.92090	R/T 44	0.93461	T/S 53	0.94906
BLACK	0.89586	R/T 45	0.92717	T/S 61	0.97389
HISPANIC	0.84856	R/T 46	0.93824	T/S 62	0.95477
ASIAN	0.80463	R/T 47	0.94413	T/S 63	0.93737
IEP-NO	0.82519	R/P 24	0.89406	T/S 71	0.93577
LEP-NO	0.82366	R/P 25	0.89686	T/S 72	0.94114
TITLE-N	0.77836	R/P 31	0.90416	P/S 32	0.93915
RED PRIC	0.93952	R/P 32	0.84710	P/S 33	0.90833
FREE	0.73773	R/P 33	0.90059	P/S 41	0.92178
INFO N/A	0.86303	R/P 34	0.90148	P/S 42	0.89249
SCH/REF	0.88012	R/P 35	0.90744	P/S 43	0.92791
SCH/NP	0.88317	R/P 41	0.87693	P/S 51	0.89801
TVLIN-0	0.98268	R/P 42	0.96567	P/S 52	0.96355
TV-QUAD	0.98224	R/P 43	0.95874	P/S 53	0.93603
HW-NO	0.97717	R/P 44	0.94964	SAMP S3	0.83770
HW-YES	0.97905	R/P 45	0.93140	S/R 22	0.89296
HWLIN-0	0.97361	R/S 31	0.96422	S/R 23	0.90511
HWQUAD-0	0.96858	R/S 32	0.95771	S/R 24	0.95462
HITEM=3	0.89769	R/S 33	0.96995	BLACK	0.94032
HITEM=4	0.98003	R/S 41	0.94842	HISPANIC	0.93417
PGS>5	0.80949	R/S 42	0.96487	ASIAN AM	0.92572
PGS>10	0.80448	R/S 43	0.94935	AMER IND	0.96379
G/R 22	0.89749	P/T 25	0.81136	OTHER	0.96543
G/R 23	0.90602	P/T 26	0.72670	B003001M	0.96838
G/R 24	0.94787	P/T 27	0.75567	B014601B	0.96952
G/T 22	0.67768	P/T 31	0.97900	B014601C	0.94112
G/T 23	0.70935	P/T 32	0.78921		
G/T 24	0.73244	P/T 33	0.79005		
G/T 25	0.96753	P/T 34	0.80269		

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
B014601M	0.86354	R810801D	0.93456	R811004C	0.92085
B003201B	0.86107	R810801M	0.85336	R811004D	0.93110
B003201C	0.79038	R810201B	0.89308	R811004M	0.68243
B003201M	0.88567	R810201C	0.87783	R818101B	0.94416
B000901N	0.83576	R810201D	0.93005	R818101C	0.95015
B000901M	0.90876	R810201M	0.73802	R818101D	0.93612
B000903N	0.89396	R810901B	0.92870	R818101M	0.66443
B000903M	0.91538	R810901C	0.93287	R818102B	0.92122
B000904N	0.87719	R810901D	0.91208	R818102C	0.90885
B000904M	0.91701	R810901M	0.83805	R818102D	0.91408
B000905N	0.91464	R810902B	0.94470	R818102M	0.70298
B000905M	0.92531	R810902C	0.95554	R830001N	0.92389
S004001B	0.85539	R810902D	0.94903	R830001M	0.82034
S004001C	0.86200	R810902M	0.71952	R811301B	0.90102
S004001D	0.91163	R810903B	0.96320	R811301C	0.94916
S004001E	0.93782	R810903C	0.97475	R811301D	0.94538
S004001M	0.72403	R810903D	0.96695	R811301E	0.88166
B007301B	0.96557	R810903M	0.73054	R811301M	0.90263
B007301C	0.96654	R810904B	0.94009	R811302B	0.90414
B007301D	0.95969	R810904C	0.93875	R811302C	0.95623
B007301M	0.82873	R810904D	0.93073	R811302D	0.95060
B007401B	0.91488	R810904M	0.69667	R811302E	0.90752
B007401C	0.91822	R810905B	0.90483	R811302M	0.92864
B007401D	0.84838	R810905C	0.91763	R811303B	0.92655
B007401M	0.89220	R810905D	0.91090	R811303C	0.92981
B014501B	0.93222	R810905M	0.73206	R811303D	0.95300
B014501C	0.93729	R810906B	0.88183	R811303E	0.92281
B014501D	0.92877	R810906C	0.87166	R811303M	0.91901
B014501M	0.83893	R810906D	0.88824	R811304B	0.93010
R830301B	0.93938	R810906M	0.72633	R811304C	0.92626
R830301C	0.93592	R811005B	0.96434	R811304D	0.94250
R830301N	0.94011	R811005C	0.97036	R811304E	0.86650
R830301M	0.87582	R811005D	0.96661	R811304M	0.89327
R830401B	0.91890	R811005M	0.76553	C042701Y	0.91267
R830401C	0.91528	R811006B	0.91043	C042701N	0.90735
R830401N	0.90695	R811006C	0.90737	C042701M	0.90625
R830401M	0.86518	R811006D	0.91368	C042801N	0.87526
RM00501B	0.84859	R811006M	0.74494	C042801M	0.88725
RM00501C	0.85643	R811007B	0.88365	C042802N	0.87018
RM00501D	0.91023	R811007C	0.88737	C042802M	0.91528
RM00501M	0.90814	R811007D	0.90187	C042803N	0.87575
R830501B	0.96067	R811007M	0.91058	C042803M	0.89022
R830501C	0.95322	R811009B	0.92903	C042901B	0.88318
R830501D	0.95171	R811009C	0.93521	C042901C	0.90190
R830501M	0.85710	R811009D	0.91117	C042901D	0.91875
R830502B	0.83615	R811009M	0.70486	C042901E	0.90476
R830502C	0.89617	R811002B	0.96090	C042901F	0.91165
R830502D	0.88876	R811002C	0.96736	C042901G	0.91159
R830502M	0.83173	R811002D	0.96386	C042901M	0.96124
R810801B	0.89777	R811002M	0.70313	C036601N	0.88845
R810801C	0.91967	R811004B	0.92840	C036601C	0.91376

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C036601D	0.93745	C032407B	0.87310	C032505B	0.87885
C036601M	0.97837	C032407C	0.94242	C032505C	0.89049
C043001B	0.90832	C032407N	0.93834	C032505D	0.88137
C043001C	0.90321	C032407M	0.98607	C032505M	0.97895
C043001D	0.89904	C032408B	0.87401	C032506B	0.86318
C043001E	0.88616	C032408C	0.95184	C032506C	0.89064
C043001M	0.97449	C032408N	0.93834	C032506D	0.88601
C043002B	0.89752	C032408M	0.96769	C032506M	0.95781
C043002C	0.89756	C032409B	0.88849	C043201B	0.86344
C043002D	0.93120	C032409C	0.92175	C043201C	0.86471
C043002E	0.93766	C032409N	0.90418	C043301B	0.88654
C043002M	0.94440	C032409M	0.98104	C043301C	0.90992
C043003B	0.88581	C032410B	0.90897	C043301D	0.87510
C043003C	0.89286	C032410C	0.93283	C043301M	0.94699
C043003D	0.92671	C032410N	0.93306	C043401B	0.89217
C043003E	0.92552	C032410M	0.96299	C043401C	0.87829
C043003M	0.95868	C032411B	0.92399	C043401M	0.95808
C043004B	0.89890	C032411C	0.93338	C043501B	0.88432
C043004C	0.89905	C032411N	0.93532	C043501C	0.88798
C043004D	0.86507	C032411M	0.96939	C043501D	0.88849
C043004E	0.87037	C032412B	0.91263	C043501E	0.87233
C043004M	0.94055	C032412C	0.93198	C043501F	0.86884
C043005B	0.93297	C032412N	0.93896	C043501M	0.94438
C043005C	0.92825	C032413B	0.87430	C043601B	0.87225
C043005D	0.91753	C032413C	0.94145	C043601C	0.86533
C043005E	0.88926	C032413N	0.94509	C043601D	0.88971
C043005M	0.97850	C032413M	0.99554	C043601E	0.84996
C043006B	0.85907	C032414B	0.92051	C043601M	0.94016
C043006C	0.88023	C032414C	0.94278	C043701B	0.85742
C043006D	0.85684	C032414N	0.87080	C043701C	0.88308
C043006E	0.92890	C032414M	0.96624	C043701D	0.89284
C043007B	0.89021	C043101B	0.88794	C043701E	0.88067
C043007C	0.89233	C043101C	0.94785	C043701M	0.95440
C043007D	0.88127	C043101N	0.93543	C038301N	0.88624
C043007E	0.86145	C043102B	0.89014	C038301M	0.94784
C043008B	0.88297	C043102C	0.93573	C043801B	0.90074
C043008C	0.87043	C043102N	0.92517	C043801C	0.88508
C043008D	0.91205	C043103B	0.88235	C043801D	0.91383
C043008E	0.86125	C043103C	0.87466	C043801E	0.90373
C032402B	0.89241	C043104B	0.86881	C043801F	0.89845
C032402C	0.92602	C043104C	0.95480	C043801G	0.89410
C032402N	0.91658	C043104N	0.94198	C043801H	0.87943
C032402M	0.97966	C043104M	0.97017	C043801M	0.87178
C032401B	0.90668	C032502B	0.87493	C043901N	0.92868
C032401C	0.94216	C032502C	0.89193	C043901M	0.95365
C032401N	0.90636	C032502D	0.88420	C044001B	0.88896
C032401M	0.97274	C032502M	0.96275	C044001C	0.88227
C032404B	0.90049	C032503B	0.88198	C044001D	0.87842
C032404C	0.93799	C032503C	0.88120	C044001E	0.88004
C032404N	0.89956	C032503D	0.86715	C044001F	0.88313
C032404M	0.93112	C032503M	0.96694	C044001G	0.87380

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C044001H	0.89032	C043106C	0.87430	T067512B	0.88722
C044001M	0.93730	T067301B	0.83002	T067512C	0.87310
C044002B	0.90232	T067301C	0.86414	T067512M	0.85460
C044002C	0.89913	T067301D	0.89140	T067601B	0.88495
C044002D	0.89012	T067301M	0.91554	T067601C	0.91035
C044002E	0.89903	T056201B	0.88342	T067601M	0.91999
C044002F	0.92336	T056201C	0.87072	T067602B	0.85188
C044002G	0.86251	T056201D	0.88856	T067602C	0.86886
C044002H	0.88598	T056201E	0.88150	T067602M	0.89088
C044002M	0.93534	T056201F	0.87515	T067603B	0.88561
C044003B	0.89403	T056201M	0.87898	T067603C	0.95175
C044003C	0.88758	T056301B	0.95051	T067603M	0.96833
C044003D	0.87957	T056301C	0.94794	T067604B	0.87053
C044003E	0.90171	T056301D	0.94810	T067604C	0.97440
C044003F	0.92736	T056301E	0.88334	T067604M	0.96926
C044003H	0.88160	T056301F	0.91644	T067605B	0.87513
C044003M	0.93744	T056301G	0.94744	T067605C	0.89826
C044004B	0.88582	T056301M	0.96556	T067605M	0.95741
C044004C	0.88889	T067501B	0.86504	T067606B	0.86640
C044004D	0.90041	T067501C	0.89089	T067606C	0.91909
C044004E	0.87206	T067501M	0.88303	T067606M	0.95379
C044004F	0.89495	T067502B	0.86582	T067607B	0.87522
C044004G	0.88326	T067502C	0.86214	T067607C	0.96027
C044004H	0.87535	T067502M	0.86952	T067607M	0.97103
C044004M	0.93394	T067503B	0.84525	T067608B	0.84801
B003501B	0.86342	T067503C	0.96109	T067608C	0.87632
B003501C	0.87816	T067503M	0.96247	T067608M	0.91414
B003501D	0.90019	T067504B	0.85746	T067609B	0.84488
B003501M	0.82188	T067504C	0.97534	T067609C	0.88152
B003601B	0.90219	T067504M	0.98492	T067609M	0.93488
B003601C	0.89128	T067505B	0.86946	T067610B	0.81574
B003601D	0.89206	T067505C	0.97471	T067610C	0.96393
B003601M	0.82192	T067505M	0.98693	T067610M	0.97038
R811010B	0.90374	T067506B	0.82962	T067611B	0.82538
R811010C	0.90932	T067506C	0.95045	T067611C	0.98191
R811010D	0.86628	T067506M	0.98234	T067611M	0.98988
R811010M	0.79875	T067507B	0.88695	T067612B	0.85234
R811011B	0.91242	T067507C	0.96962	T067612C	0.87122
R811011C	0.93107	T067507M	0.96693	T067612M	0.88046
R811011D	0.89797	T067508B	0.88640	T067701B	0.87608
R811011M	0.82907	T067508C	0.85950	T067701C	0.89319
R830201N	0.94539	T067508M	0.86852	T067701D	0.88047
R830201M	0.82114	T067509B	0.87765	T067701E	0.87131
C044401N	0.90040	T067509C	0.87168	T067701M	0.93651
C044401M	0.96247	T067509M	0.94120	T067702B	0.86273
C044402N	0.89351	T067510B	0.88570	T067702C	0.87397
C044402M	0.92385	T067510C	0.89277	T067702D	0.87391
C043105B	0.87303	T067510M	0.90356	T067702E	0.91071
C043105C	0.93898	T067511B	0.85688	T067702M	0.84583
C043105N	0.94872	T067511C	0.94819	T067801B	0.89125
C043106B	0.86420	T067511M	0.95333	T067801C	0.90150

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067801M	0.89699	T068008C	0.86591	T068803M	0.93770
T067802B	0.89168	T068008M	0.98362	T068804B	0.85784
T067802C	0.86769	T068009B	0.87730	T068804C	0.85365
T067802M	0.98843	T068009C	0.89651	T068804D	0.84838
T067803B	0.84137	T068009M	0.98792	T068804M	0.95194
T067803C	0.86063	T068010B	0.84496	T068805B	0.88549
T067803M	0.98661	T068010C	0.84611	T068805C	0.91479
T067804B	0.86815	T068010M	0.99236	T068805D	0.89430
T067804C	0.87088	T046101N	0.91564	T068805M	0.94075
T067804M	0.99456	T046101M	0.94114	T068901B	0.88545
T067805B	0.89829	T046201B	0.86898	T068901C	0.90010
T067805C	0.90638	T046201C	0.86702	T068901D	0.89132
T067805M	0.98077	T046201D	0.89382	T068901M	0.88949
T067806B	0.89455	T046201M	0.95852	T069001B	0.90524
T067806C	0.89827	T068201B	0.84231	T069001C	0.89497
T067806M	0.97319	T068201C	0.87574	T069001D	0.87514
T067807B	0.85303	T068201D	0.85639	T069001E	0.88597
T067807C	0.91288	T068201E	0.80977	T069001M	0.88396
T067807M	0.97919	T068201M	0.94873	T069101B	0.85247
T041201B	0.88121	T068301B	0.87933	T069101C	0.86399
T041201C	0.89116	T068301C	0.88669	T069101D	0.82160
T041201D	0.88708	T068301D	0.87810	T069101M	0.95206
T041201M	0.98702	T068301E	0.90639	T069102B	0.86901
T067901B	0.84173	T068301M	0.90427	T069102C	0.91494
T067901C	0.84517	T068401B	0.85730	T069102D	0.88672
T067901M	0.96585	T068401C	0.88675	T069102M	0.94318
T067902B	0.82784	T068401D	0.90437	T069103B	0.85310
T067902C	0.86096	T068401E	0.91011	T069103C	0.89956
T067902M	0.96879	T068401F	0.89349	T069103D	0.90502
T068001B	0.84328	T068401G	0.86844	T069103M	0.92636
T068001C	0.84198	T068401M	0.90481	T069201B	0.88895
T068001M	0.97641	T068601B	0.86843	T069201C	0.91200
T068002B	0.83639	T068601C	0.87970	T069201D	0.85487
T068002C	0.85688	T068601D	0.89223	T069201M	0.96578
T068002M	0.97668	T068601M	0.95419	T069202B	0.88142
T068003B	0.84056	T068701B	0.88813	T069202C	0.91842
T068003C	0.85292	T068701C	0.89934	T069202D	0.86672
T068003M	0.98727	T068701D	0.89729	T069202M	0.96520
T068004B	0.87965	T068701E	0.89796	T069203B	0.86572
T068004C	0.86226	T068701M	0.95857	T069203C	0.92425
T068004M	0.97341	T068801B	0.88291	T069203D	0.90071
T068005B	0.89143	T068801C	0.91982	T069203M	0.95656
T068005C	0.88305	T068801D	0.92210	T069301B	0.85281
T068005M	0.96533	T068801M	0.94355	T069301N	0.86090
T068006B	0.85841	T068802B	0.89614	T069301M	0.95597
T068006C	0.86404	T068802C	0.89825	T069302B	0.85273
T068006M	0.98535	T068802D	0.93186	T069302N	0.86516
T068007B	0.87671	T068802M	0.93821	T069302M	0.97341
T068007C	0.91028	T068803B	0.88705	T069303B	0.84798
T068007M	0.96737	T068803C	0.88371	T069303N	0.85284
T068008B	0.85769	T068803D	0.93109	T069303M	0.95773

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T069304B	0.85491	T069705B	0.84927	T069901M	0.91948
T069304N	0.85074	T069705C	0.87745	T069902B	0.91470
T069304M	0.95931	T069705D	0.84580	T069902C	0.93573
T069305B	0.91037	T069705M	0.97948	T069902D	0.83852
T069305N	0.91549	T069706B	0.87478	T069902M	0.95363
T069305M	0.95071	T069706C	0.89092	T069903B	0.86996
T069401B	0.85503	T069706D	0.87236	T069903C	0.93031
T069401C	0.85857	T069706M	0.96697	T069903D	0.92652
T069401D	0.84286	T069707B	0.88440	T069903M	0.92621
T069401M	0.97799	T069707C	0.94875	T070001B	0.86588
T069402B	0.85892	T069707D	0.89066	T070001C	0.89190
T069402C	0.88282	T069707M	0.96409	T070001D	0.91523
T069402D	0.83477	T069708B	0.87726	T070001M	0.96582
T069402M	0.98243	T069708C	0.90404	T070002B	0.88610
T069403B	0.87040	T069708D	0.84441	T070002C	0.92533
T069403C	0.87269	T069708M	0.97534	T070002D	0.91529
T069403D	0.87443	T069709B	0.87554	T070002M	0.96160
T069403M	0.97396	T069709C	0.86711	T070003B	0.87549
T069404B	0.88140	T069709D	0.83957	T070003C	0.87631
T069404C	0.92623	T069709M	0.97969	T070003D	0.90629
T069404D	0.93087	T069710B	0.91163	T070003M	0.95523
T069404M	0.96773	T069710C	0.91522	T070101B	0.86856
T069405B	0.88547	T069710D	0.85427	T070101C	0.89723
T069405C	0.90509	T069710M	0.97747	T070101D	0.87139
T069405D	0.92905	T069711B	0.86668	T070101M	0.96167
T069405M	0.97787	T069711C	0.94797	T070102B	0.86606
T069501B	0.88031	T069711D	0.93405	T070102C	0.87150
T069501C	0.92756	T069711M	0.96690	T070102D	0.84820
T069501D	0.91295	T069712B	0.84923	T070102M	0.96910
T069501E	0.88265	T069712C	0.86065	T070103B	0.83747
T069501M	0.97747	T069712D	0.88757	T070103C	0.85906
T069601B	0.89030	T069712M	0.98111	T070103D	0.85830
T069601C	0.89332	T069713B	0.85266	T070103M	0.97241
T069601D	0.88509	T069713C	0.86438	T070104B	0.90954
T069601M	0.97302	T069713D	0.85637	T070104C	0.92870
T069701B	0.85238	T069713M	0.95761	T070104D	0.86923
T069701C	0.85192	T069714B	0.87542	T070104M	0.97513
T069701D	0.85676	T069714C	0.87195	T070105B	0.87540
T069701M	0.97467	T069714D	0.86941	T070105C	0.89689
T069702B	0.87784	T069714M	0.98084	T070105D	0.90075
T069702C	0.90081	T069715B	0.87722	T070105M	0.96135
T069702D	0.84641	T069715C	0.87201	T070106B	0.89632
T069702M	0.97512	T069715D	0.84682	T070106C	0.91948
T069703B	0.88220	T069715M	0.98367	T070106D	0.86490
T069703C	0.88884	T069716B	0.87209	T070106M	0.96900
T069703D	0.83626	T069716C	0.90771	T070107B	0.87044
T069703M	0.97541	T069716D	0.86682	T070107C	0.87407
T069704B	0.89892	T069716M	0.98009	T070107D	0.87620
T069704C	0.90709	T069901B	0.85174	T070107M	0.96444
T069704D	0.88821	T069901C	0.87151	T070201B	0.89826
T069704M	0.97695	T069901D	0.87529	T070201C	0.90230

Table F-9 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T070201D	0.91690	T070305M	0.96200	T069801M	0.97853
T070201M	0.95467	T071601M	0.87257	T069802B	0.81889
T070202B	0.84303	T071602M	0.87182	T069802C	0.80335
T070202C	0.85569	T071603M	0.86012	T069802M	0.98046
T070202D	0.84843	T071604M	0.87211	T069803B	0.82804
T070202M	0.96665	T040301B	0.86358	T069803C	0.84551
T070203B	0.89680	T040301C	0.88428	T069803M	0.97289
T070203C	0.89991	T040301D	0.90299	T069804B	0.86311
T070203D	0.86306	T040301E	0.92153	T069804C	0.86561
T070203M	0.96877	T040301M	0.97388	T069804M	0.97645
T070204B	0.87789	T071701B	0.85481	T069805B	0.82502
T070204C	0.87409	T071701C	0.85462	T069805C	0.83843
T070204D	0.87810	T071701D	0.88252	T069805M	0.97913
T070204M	0.96464	T071701E	0.88374	T069806B	0.82269
T070301B	0.84069	T071701F	0.88370	T069806C	0.82037
T070301C	0.84191	T071701M	0.88327	T069806M	0.97759
T070301M	0.96198	T071702B	0.89244	T069807B	0.83808
T070302B	0.83558	T071702C	0.89268	T069807C	0.85058
T070302C	0.85024	T071702D	0.90677	T069807M	0.98176
T070302M	0.96958	T071702E	0.91266	T069808B	0.83549
T070303B	0.85563	T071702F	0.91712	T069808C	0.83281
T070303C	0.83576	T071702M	0.90123	T069808M	0.97631
T070303M	0.96322	T071703B	0.89839	T069809B	0.83543
T070304B	0.92611	T071703C	0.91148	T069809C	0.82326
T070304C	0.92677	T071703D	0.90516	T069809M	0.98677
T070304M	0.96145	T071703E	0.91676	T069810B	0.88730
T070305B	0.83924	T071703F	0.92695	T069810C	0.89291
T070305C	0.84039	T071703M	0.87981	T069810M	0.98140
		T071704B	0.87064	T069811B	0.87914
		T071704C	0.87638	T069811C	0.89690
		T071704D	0.87588	T069811M	0.97520
		T071704E	0.88656	T069812B	0.85616
		T071704F	0.85706	T069812C	0.87411
		T071704M	0.92345	T069812M	0.97451
		T067703B	0.85549	T069813B	0.85141
		T067703C	0.87321	T069813C	0.86230
		T067703D	0.86680	T069813M	0.97485
		T067703E	0.87364	CLASIZ-2	0.89334
		T067703M	0.87077	CLASIZ-3	0.88514
		T068501N	0.90908	CLASIZ-4	0.91240
		T068501M	0.94726	CLASIZ-5	0.92105
		T069801B	0.88969	CLASIZ-?	0.82479
		T069801C	0.85555		

Table F-10

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Reading Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.92556	G/T 26	0.64242	P/T 35	0.76154
BLACK	0.96266	G/T 27	0.67020	P/T 36	0.81262
HISPANIC	0.96052	G/P 22	0.91946	P/T 37	0.95056
ASIAN	0.94800	G/P 23	0.95609	P/T 41	0.78351
MEXICAN	0.95006	G/P 24	0.89890	P/T 42	0.78719
PUER RIC	0.97750	G/P 25	0.89159	P/T 43	0.79359
CUBN,OTH	0.97190	G/S 22	0.95188	P/T 44	0.80266
HISP-?	0.97661	G/S 23	0.93042	P/T 45	0.83330
MID CTY7	0.91920	R/T 24	0.90409	P/T 46	0.95621
FR/LCTY7	0.92127	R/T 25	0.90054	P/T 47	0.79274
FR/MCTY7	0.93821	R/T 26	0.91009	P/T 51	0.80628
LAR TWN7	0.91496	R/T 27	0.96559	P/T 52	0.88842
SML TWN7	0.92617	R/T 31	0.90532	P/T 53	0.92641
OTHER	0.93123	R/T 32	0.91274	P/T 54	0.89651
HS GRAD	0.93917	R/T 33	0.90715	P/T 55	0.96385
POST HS	0.93724	R/T 34	0.89826	P/T 56	0.92049
COL GRAD	0.95058	R/T 35	0.89648	P/T 57	0.94191
PARED-?	0.92974	R/T 36	0.93198	T/S 41	0.92516
S EAST	0.84277	R/T 37	0.91416	T/S 42	0.91245
CENTRAL	0.86971	R/T 41	0.92774	T/S 43	0.94292
WEST	0.88509	R/T 42	0.92199	T/S 51	0.92583
PRIVATE	0.89567	R/T 43	0.91686	T/S 52	0.95720
CATHOLIC	0.92089	R/T 44	0.92078	T/S 53	0.96226
BLACK	0.89781	R/T 45	0.92911	T/S 61	0.95341
HISPANIC	0.84808	R/T 46	0.94090	T/S 62	0.94916
ASIAN	0.84659	R/T 47	0.95255	T/S 63	0.92347
IEP-NO	0.96435	R/P 24	0.88235	T/S 72	0.92561
LEP-NO	0.88193	R/P 25	0.88800	P/S 32	0.93276
TITLE-N	0.81111	R/P 31	0.89566	P/S 33	0.90572
RED PRIC	0.95448	R/P 32	0.80255	P/S 41	0.91998
FREE	0.77943	R/P 33	0.88214	P/S 42	0.89010
INFO N/A	0.86564	R/P 34	0.88508	P/S 43	0.92442
SCH/REF	0.91498	R/P 35	0.89583	P/S 51	0.90200
SCH/REF	0.82294	R/P 41	0.84197	P/S 52	0.96608
TVLIN-0	0.98053	R/P 42	0.93544	P/S 53	0.95421
TV-QUAD	0.97956	R/P 43	0.94672	SAMP S3	0.79554
HW-NO	0.98894	R/P 44	0.93287	S/R 22	0.88010
HW-YES	0.99005	R/P 45	0.85388	S/R 23	0.89515
HWLIN-0	0.97335	R/S 31	0.96648	S/R 24	0.95525
HWQUAD-0	0.96716	R/S 32	0.94676	BLACK	0.93907
HITEM=3	0.93489	R/S 33	0.95396	HISPANIC	0.94083
HITEM=4	0.98138	R/S 41	0.94626	ASIAN AM	0.92057
PGS>5	0.81759	R/S 42	0.96773	AMER IND	0.99021
PGS>10	0.82434	R/S 43	0.95163	OTHER	0.98045
G/R 22	0.90119	P/T 25	0.80537	B003001M	0.96914
G/R 23	0.90941	P/T 26	0.79446	B014601B	0.92147
G/R 24	0.94910	P/T 27	0.82859	B014601C	0.90406
G/T 22	0.67817	P/T 31	0.95359	B014601M	0.74598
G/T 23	0.73920	P/T 32	0.79972		
G/T 24	0.69002	P/T 33	0.80781		
G/T 25	0.94884	P/T 34	0.77873		

Table F-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
B003201B	0.86397	R810801M	0.89822	R811004D	0.94231
B003201C	0.75995	R810201B	0.91262	R811004M	0.81117
B003201M	0.77033	R810201C	0.88625	R818101B	0.95591
B000901N	0.87363	R810201D	0.95355	R818101C	0.96143
B000901M	0.75400	R810201M	0.78711	R818101D	0.94459
B000903N	0.92996	R810901B	0.94167	R818101M	0.78738
B000903M	0.71515	R810901C	0.92924	R818102B	0.93294
B000904N	0.91798	R810901D	0.92250	R818102C	0.92232
B000904M	0.90066	R810901M	0.91129	R818102D	0.92049
B000905N	0.96085	R810902B	0.93355	R818102M	0.72662
B000905M	0.74232	R810902C	0.94014	R830001N	0.95687
S004001B	0.85833	R810902D	0.94393	R830001M	0.85759
S004001C	0.87728	R810902M	0.81851	R811301B	0.89848
S004001D	0.92195	R810903B	0.96956	R811301C	0.95806
S004001E	0.94919	R810903C	0.97729	R811301D	0.95055
S004001M	0.76851	R810903D	0.97017	R811301E	0.87751
B007301B	0.98596	R810903M	0.90392	R811301M	0.88578
B007301C	0.98506	R810904B	0.94347	R811302B	0.89518
B007301D	0.97074	R810904C	0.94476	R811302C	0.95902
B007301M	0.85229	R810904D	0.94823	R811302D	0.96056
B007401B	0.91516	R810904M	0.84205	R811302E	0.89975
B007401C	0.91994	R810905B	0.89092	R811302M	0.90287
B007401D	0.87221	R810905C	0.89391	R811303B	0.93668
B007401M	0.86043	R810905D	0.89973	R811303C	0.93201
B014501B	0.91292	R810905M	0.73369	R811303D	0.94847
B014501C	0.91183	R810906B	0.88088	R811303E	0.92862
B014501D	0.91925	R810906C	0.87370	R811303M	0.89102
B014501M	0.82808	R810906D	0.94355	R811304B	0.93722
R830301B	0.97727	R810906M	0.68444	R811304C	0.93732
R830301C	0.97085	R811005B	0.97079	R811304D	0.94002
R830301N	0.96885	R811005C	0.96812	R811304E	0.88211
R830301M	0.93656	R811005D	0.96649	R811304M	0.88068
R830401B	0.95510	R811005M	0.86718	C042701Y	0.88575
R830401C	0.95922	R811006B	0.93676	C042701N	0.86347
R830401N	0.95309	R811006C	0.93532	C042701M	0.96282
R830401M	0.94177	R811006D	0.94289	C042801N	0.84234
RM00501B	0.85455	R811006M	0.79333	C042801M	0.87521
RM00501C	0.85107	R811007B	0.86994	C042802N	0.88996
RM00501D	0.91709	R811007C	0.86626	C042802M	0.88454
RM00501M	0.95813	R811007D	0.92156	C042803N	0.82181
R830501B	0.97442	R811007M	0.63211	C042803M	0.86245
R830501C	0.96723	R811009B	0.96657	C042901B	0.86530
R830501D	0.96150	R811009C	0.96539	C042901C	0.87832
R830501M	0.93054	R811009D	0.95445	C042901D	0.89470
R830502B	0.81317	R811009M	0.83030	C042901E	0.90018
R830502C	0.91556	R811002B	0.95733	C042901F	0.92584
R830502D	0.91915	R811002C	0.95586	C042901G	0.93966
R830502M	0.93508	R811002D	0.94606	C036601N	0.87034
R810801B	0.86061	R811002M	0.86185	C036601C	0.92233
R810801C	0.90599	R811004B	0.92321	C036601D	0.95962
R810801D	0.94047	R811004C	0.91601	C036601M	0.98315

Table F-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043001B	0.88304	C032408M	0.98245	C043301B	0.91436
C043001C	0.90297	C032409B	0.91441	C043301C	0.90894
C043001D	0.90494	C032409C	0.92440	C043301D	0.86567
C043001E	0.82678	C032409N	0.89459	C043301E	0.86671
C043001M	0.96936	C032409M	0.96261	C043301M	0.94129
C043002B	0.87970	C032410B	0.89295	C043401B	0.86600
C043002C	0.92306	C032410C	0.90683	C043401C	0.86882
C043002D	0.94163	C032410N	0.85585	C043401D	0.87768
C043002E	0.90319	C032410M	0.98637	C043401M	0.98161
C043002M	0.99537	C032411B	0.91240	C043501B	0.90410
C043003B	0.91687	C032411C	0.91745	C043501C	0.88360
C043003C	0.92339	C032411N	0.85115	C043501D	0.89743
C043003D	0.94049	C032412B	0.89553	C043501E	0.91971
C043003E	0.89342	C032412C	0.92107	C043501F	0.87506
C043004B	0.88908	C032412N	0.87415	C043501M	0.95386
C043004C	0.89671	C032413B	0.86196	C043601B	0.86602
C043004D	0.89673	C032413C	0.94414	C043601C	0.88368
C043004E	0.85294	C032413N	0.94105	C043601D	0.85693
C043004M	0.97950	C032413M	0.98045	C043601E	0.89070
C043005B	0.91257	C032414B	0.90745	C043601M	0.95363
C043005C	0.94358	C032414C	0.95656	C043701B	0.85514
C043005D	0.91665	C032414N	0.88228	C043701C	0.88042
C043005E	0.88043	C032414M	0.96390	C043701D	0.86392
C043006B	0.87537	C043101B	0.90808	C043701E	0.87586
C043006C	0.86316	C043101C	0.96053	C038301N	0.84367
C043006D	0.83690	C043101N	0.89772	C038301M	0.95649
C043006E	0.89414	C043101M	0.96016	C043801B	0.87833
C043007B	0.87091	C043102B	0.90855	C043801C	0.90458
C043007C	0.86215	C043102C	0.93552	C043801D	0.94938
C043007D	0.85550	C043102N	0.90900	C043801E	0.92564
C043007E	0.92831	C043103B	0.83897	C043801F	0.87878
C043007M	0.99123	C043103C	0.80742	C043801G	0.87225
C043008B	0.86222	C043104B	0.88360	C043801H	0.84276
C043008C	0.85184	C043104C	0.93648	C043801M	0.86248
C043008D	0.94500	C043104N	0.91318	C043901N	0.92376
C043008M	0.96252	C032502B	0.86667	C043901M	0.90846
C032402B	0.90360	C032502C	0.89727	C044001B	0.87698
C032402C	0.93402	C032502M	0.95010	C044001C	0.90992
C032402N	0.89889	C032503B	0.86274	C044001D	0.87828
C032401B	0.91878	C032503C	0.88418	C044001E	0.89033
C032401C	0.93697	C032503D	0.89217	C044001F	0.86449
C032401N	0.88352	C032505B	0.83288	C044001G	0.83804
C032404B	0.88765	C032505C	0.87298	C044001H	0.87468
C032404C	0.95659	C032505D	0.86999	C044001M	0.81822
C032404N	0.90087	C032506B	0.88075	C044002B	0.89583
C032407B	0.86856	C032506C	0.88345	C044002C	0.88789
C032407C	0.94962	C032506D	0.87020	C044002D	0.89806
C032407N	0.94210	C032506M	0.97520	C044002E	0.89605
C032408B	0.87010	C043201B	0.85358	C044002F	0.95014
C032408C	0.95151	C043201C	0.89831	C044002G	0.85461
C032408N	0.93056	C043201M	0.97415	C044002H	0.88234

Table F-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Reading Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C044002M	0.91193	B003601C	0.86826	R820201N	0.95754
C044003B	0.86468	B003601D	0.88233	R820201M	0.80416
C044003C	0.89377	B003601M	0.76207	C044301N	0.85229
C044003D	0.88056	R811010B	0.85752	C044301M	0.96908
C044003E	0.88336	R811010C	0.92199	C044302N	0.88233
C044003F	0.94047	R811010D	0.78365	C044302M	0.89047
C044003G	0.88655	R811010M	0.84796	C044101B	0.87288
C044003M	0.91818	R811011B	0.86748	C044101C	0.87827
C044004B	0.88744	R811011C	0.93164	C044101D	0.87620
C044004C	0.89993	R811011D	0.82845	C044101E	0.87625
C044004D	0.88832	R811011M	0.89340	C044101M	0.96446
C044004E	0.89427	R830201N	0.98108	C044201B	0.87631
C044004F	0.89061	R830201M	0.83522	C044201C	0.88432
C044004G	0.85647	C043105B	0.90993	C044201D	0.94953
C044004H	0.91655	C043105C	0.90936	C044201E	0.93262
C044004M	0.86840	C043105N	0.86405	C044201F	0.90545
B003501B	0.86042	C043105M	0.95678	C044201G	0.88449
B003501C	0.89419	C043106B	0.88466	C044201H	0.87252
B003501D	0.90425	C043106C	0.91913	C044201M	0.92210
B003501M	0.83066	C043106N	0.85432	C044202B	0.89284
B003601B	0.89048	C043106M	0.97291	C044202C	0.87966
		B005501B	0.97512	C044202D	0.90416
		B005501C	0.96147	C044202E	0.93099
		B005501D	0.93842	C044202F	0.92740
		B005501E	0.98014	C044202G	0.86936
		B005501F	0.98201	C044202H	0.87673
		B005501M	0.67580	C044202M	0.93443

Table F-11

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.94244	G/T 25	0.95922	P/T 34	0.71999
BLACK	0.95815	G/T 26	0.67630	P/T 35	0.70776
HISPANIC	0.95803	G/T 27	0.69983	P/T 36	0.76352
ASIAN	0.91322	G/P 22	0.97629	P/T 37	0.95982
MEXICAN	0.92150	G/P 23	0.96222	P/T 41	0.70822
PUER RIC	0.97705	G/P 24	0.74045	P/T 42	0.73031
CUBN,OTH	0.96755	G/P 25	0.98022	P/T 43	0.82918
HISP-?	0.96639	G/S 22	0.91847	P/T 44	0.86080
MID CTY7	0.94612	G/S 23	0.87845	P/T 45	0.86735
FR/LCTY7	0.94949	R/T 24	0.91777	P/T 46	0.97450
FR/MCTY7	0.94295	R/T 25	0.92052	P/T 47	0.82690
LAR TWN7	0.93987	R/T 26	0.92075	P/T 51	0.81442
SML TWN7	0.94622	R/T 27	0.96934	P/T 52	0.74812
OTHER	0.95187	R/T 31	0.90534	P/T 53	0.73660
HS GRAD	0.95494	R/T 32	0.91216	P/T 54	0.74457
POST HS	0.95538	R/T 33	0.90594	P/T 55	0.96202
COL GRAD	0.95482	R/T 34	0.89971	P/T 56	0.71607
PARED-?	0.95313	R/T 35	0.89886	P/T 57	0.75964
S EAST	0.86378	R/T 36	0.95164	T/S 41	0.92640
CENTRAL	0.85133	R/T 37	0.89337	T/S 42	0.91169
WEST	0.86190	R/T 41	0.88759	T/S 43	0.92180
PRIVATE	0.92664	R/T 42	0.93809	T/S 51	0.91204
CATHOLIC	0.94864	R/T 43	0.92924	T/S 52	0.93756
BLACK	0.83360	R/T 44	0.92669	T/S 53	0.92410
HISPANIC	0.72536	R/T 45	0.93200	T/S 61	0.95855
ASIAN	0.70319	R/T 46	0.94033	T/S 62	0.94810
IEP-NO	0.96283	R/T 47	0.94162	T/S 63	0.92658
LEP-NO	0.93339	R/P 24	0.91869	T/S 71	0.92613
TITLE-N	0.76751	R/P 25	0.90656	T/S 72	0.94786
RED PRIC	0.94086	R/P 31	0.91135	T/S 73	0.95072
FREE	0.75317	R/P 32	0.89912	P/S 32	0.93964
INFO N/A	0.87859	R/P 33	0.91960	P/S 33	0.90329
SCH/REF	0.88491	R/P 34	0.89946	P/S 41	0.93253
SCH/NP	0.86105	R/P 35	0.89281	P/S 42	0.90370
TVLIN-0	0.96218	R/P 41	0.90527	P/S 43	0.90882
TV-QUAD	0.98458	R/P 42	0.97639	P/S 51	0.89333
HW-NO	0.97691	R/P 43	0.96885	P/S 52	0.93168
HW-YES	0.97851	R/P 44	0.95538	P/S 53	0.92567
HWLIN-0	0.98919	R/P 45	0.96062	A/G 22	0.86063
HWQUAD-0	0.97029	R/S 31	0.95822	A/R 22	0.90816
HITEM=3	0.98152	R/S 32	0.95099	A/R 23	0.93344
HITEM=4	0.97329	R/S 33	0.95921	A/R 24	0.95447
PGS>5	0.98067	R/S 41	0.93595	A/T 22	0.91748
PGS>10	0.81814	R/S 42	0.95302	A/T 23	0.91370
NO ACCOM	0.93966	R/S 43	0.95988	A/T 24	0.92386
G/R 22	0.90939	P/T 25	0.76432	A/T 25	0.97287
G/R 23	0.90465	P/T 26	0.77105	A/T 26	0.93132
G/R 24	0.96613	P/T 27	0.73335	A/T 27	0.92380
G/T 22	0.67149	P/T 31	0.95862		
G/T 23	0.78597	P/T 32	0.70994		
G/T 24	0.74567	P/T 33	0.78830		

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/P 22	0.84593	B001101B	0.94211	W802001B	0.81229
A/P 23	0.85837	B001101C	0.93882	W802001C	0.80665
A/P 24	0.85840	B001101E	0.97926	W802001M	0.75585
A/P 25	0.82029	B014001B	0.91304	W802101B	0.84013
A/S 22	0.95301	B014001C	0.92447	W802101C	0.84225
A/S 23	0.95460	B014001D	0.95465	W802101M	0.79406
A/I 22	0.97843	B014001E	0.95472	W802201B	0.92133
A/L 22	0.92559	B014001M	0.81203	W802201C	0.92171
BLACK	0.91647	B007301B	0.95938	W802201M	0.75102
HISPANIC	0.81554	B007301C	0.95846	W802301B	0.86779
ASIAN AM	0.86411	B007301D	0.93867	W802301C	0.91373
AMER IND	0.98658	B007301M	0.85067	W802301D	0.87894
OTHER	0.98844	B007401B	0.86972	W802301M	0.77447
B003001M	0.70073	B007401C	0.91739	W802302B	0.95070
CUBAN	0.97870	B007401D	0.81643	W802302C	0.94156
B013001B	0.98138	B007401M	0.84988	W802302D	0.95155
B013001C	0.98148	B014101B	0.90941	W802302M	0.75796
B013001D	0.97868	B014101C	0.91103	W802303B	0.94057
B013001M	0.76220	B014101D	0.93678	W802303C	0.93988
B013101B	0.95932	B014101E	0.93842	W802303D	0.93166
B013101C	0.93226	B014101M	0.85440	W802303M	0.74540
B013101D	0.90591	W803001B	0.88490	W802304B	0.88399
B013101M	0.74885	W803001C	0.84525	W802304C	0.92969
B013201N	0.81343	W803001N	0.92233	W802304D	0.87136
B013201M	0.74996	W803001M	0.82121	W802304M	0.72189
B013301N	0.80509	W803101B	0.92144	W802401N	0.95002
B013301M	0.75254	W803101C	0.93485	W802401M	0.95064
B013401N	0.85375	W803101N	0.95596	W802501B	0.93785
B013401M	0.83776	W803101M	0.83087	W802501N	0.95243
B013501N	0.79732	W803201B	0.92532	W802501M	0.77006
B013501M	0.75752	W803201C	0.91376	W802502B	0.86685
B013601N	0.79972	W803201D	0.90619	W802502N	0.87695
B013601M	0.77886	W803201M	0.76549	W802502M	0.85521
B013701N	0.81626	W803301B	0.96527	W802503B	0.93334
B013701M	0.83254	W803301C	0.94166	W802503N	0.93479
B000901N	0.96054	W803301D	0.93665	W802503M	0.81991
B000901M	0.95439	W803301M	0.80196	W802504B	0.87671
B000903N	0.96628	W803302B	0.82769	W802504N	0.87122
B000903M	0.96934	W803302C	0.88960	W802504M	0.84328
B013801B	0.97488	W803302D	0.92585	W802601B	0.91988
B013801C	0.96737	W803302M	0.81930	W802601C	0.94395
B013801D	0.96019	W801901B	0.90453	W802601D	0.88329
B013801M	0.69085	W801901C	0.92150	W802601M	0.90272
B000905N	0.95289	W801901D	0.94299	W802602B	0.90198
B000905M	0.94115	W801901E	0.95103	W802602C	0.94486
B013901B	0.92253	W801901M	0.83169	W802602D	0.86750
B013901C	0.95175	W801902B	0.89950	W802602M	0.92774
B013901D	0.96945	W801902C	0.92525	W802603B	0.94774
B013901E	0.96899	W801902D	0.94531	W802603C	0.93983
B013901F	0.96033	W801902E	0.96143	W802603D	0.93501
B006601B	0.93413	W801902M	0.92955	W802603M	0.91162

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C042501N	0.85419	C043003C	0.87580	C032410C	0.88366
C042501M	0.91454	C043003D	0.93885	C032411B	0.91026
C042601B	0.84940	C043003E	0.95284	C032411C	0.91705
C042601C	0.90979	C043004B	0.89558	C032411N	0.94852
C042601D	0.89760	C043004C	0.90144	C032412B	0.90953
C042601M	0.93660	C043004D	0.85878	C032412C	0.89550
C042602B	0.85014	C043004E	0.85191	C032413B	0.88222
C042602C	0.85661	C043004M	0.97949	C032413C	0.82215
C042602D	0.90151	C043005B	0.88990	C032414B	0.89653
C042602N	0.93131	C043005C	0.92251	C032414C	0.95116
C042602M	0.91356	C043005D	0.90962	C032414N	0.90868
C042603B	0.85057	C043005E	0.87975	C032414M	0.97860
C042603C	0.87354	C043005M	0.98590	C043101B	0.88391
C042603D	0.87299	C043006B	0.86621	C043101C	0.94846
C042603M	0.89395	C043006C	0.87832	C043101N	0.94907
C042604B	0.87213	C043006D	0.85182	C043102B	0.88352
C042604C	0.90265	C043006E	0.86408	C043102C	0.93600
C042604D	0.87510	C043006M	0.99008	C043102N	0.93755
C042604N	0.87611	C043007B	0.90094	C043103B	0.89660
C042604M	0.88801	C043007C	0.89890	C043103C	0.94203
C042701Y	0.94557	C043007D	0.89965	C043103N	0.95888
C042701N	0.94441	C043007E	0.87421	C043104B	0.86618
C042701M	0.93273	C043008B	0.88132	C043104C	0.94993
C042801N	0.85290	C043008C	0.88986	C043104N	0.95103
C042801M	0.87638	C043008D	0.87546	C032502B	0.86011
C042802N	0.87245	C043008E	0.88219	C032502C	0.86111
C042802M	0.86269	C043008M	0.97720	C032502D	0.85292
C042803N	0.85694	C032402B	0.88324	C032502M	0.99409
C042803M	0.87465	C032402C	0.92795	C032503B	0.85025
C042901B	0.87239	C032402N	0.92523	C032503C	0.87897
C042901C	0.89511	C032402M	0.95915	C032503D	0.90774
C042901D	0.92653	C032401B	0.89346	C032503M	0.97593
C042901E	0.91543	C032401C	0.93020	C032505B	0.84961
C042901F	0.90296	C032401N	0.91101	C032505C	0.85544
C042901G	0.89219	C032401M	0.98369	C032505D	0.89384
C042901M	0.87159	C032404B	0.88103	C032505M	0.98818
C036601N	0.88533	C032404C	0.94600	C032506B	0.86175
C036601C	0.91640	C032404N	0.92637	C032506C	0.85719
C036601D	0.93275	C032404M	0.98933	C043201B	0.85017
C036601M	0.93186	C032407B	0.88689	C043201C	0.86582
C043001B	0.88219	C032407C	0.94483	C043301B	0.86355
C043001C	0.91329	C032407N	0.94336	C043301C	0.89772
C043001D	0.90726	C032408B	0.87251	C043301D	0.88457
C043001E	0.88886	C032408C	0.94901	C043301M	0.96301
C043001M	0.96145	C032408N	0.92006	C043401B	0.86440
C043002B	0.88318	C032408M	0.97057	C043401C	0.88493
C043002C	0.86602	C032409B	0.87659	C043401D	0.86389
C043002D	0.92674	C032409C	0.92048	C043501B	0.89666
C043002E	0.95135	C032409N	0.89023	C043501C	0.89885
C043002M	0.98604	C032409M	0.96607	C043501D	0.90027
C043003B	0.86216	C032410B	0.90705	C043501E	0.87925

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043501F	0.88218	C044004F	0.87226	T056201F	0.86111
C043501M	0.96963	C044004G	0.96501	T056201M	0.88140
C043601B	0.84710	C044004H	0.87281	T056301B	0.92888
C043601C	0.89175	C044004M	0.92930	T056301C	0.94686
C043601D	0.85680	T067001M	0.87694	T056301D	0.94831
C043601M	0.97293	T067002M	0.86110	T056301E	0.89143
C043701B	0.86478	T067003M	0.87259	T056301F	0.87472
C043701C	0.85151	T067004M	0.81662	T056301G	0.87768
C043701D	0.87824	T067101B	0.86615	T056301M	0.94691
C043701E	0.87909	T067101C	0.87379	T067501B	0.89186
C043701M	0.97867	T067101D	0.90126	T067501C	0.85757
C038301N	0.87055	T067101E	0.91032	T067501M	0.85861
C038301M	0.94878	T067101M	0.95428	T067502B	0.89090
C043801B	0.87580	T067201B	0.93433	T067502C	0.93552
C043801C	0.87721	T067201C	0.93481	T067502M	0.96862
C043801D	0.88617	T067201D	0.95298	T067503B	0.90155
C043801E	0.91215	T067201E	0.95857	T067503C	0.92760
C043801F	0.89889	T067201M	0.96135	T067503M	0.95926
C043801G	0.87676	T067202B	0.92406	T067504B	0.86693
C043801H	0.87074	T067202C	0.92752	T067504C	0.97668
C043801M	0.89572	T067202D	0.93950	T067504M	0.98247
C043901N	0.90309	T067202E	0.94298	T067505B	0.91315
C043901M	0.95754	T067202M	0.95033	T067505C	0.98971
C044001B	0.87571	T067203B	0.93295	T067505M	0.98892
C044001C	0.88049	T067203C	0.93782	T067506B	0.86083
C044001D	0.87917	T067203D	0.95785	T067506C	0.93945
C044001E	0.87044	T067203E	0.95941	T067506M	0.98667
C044001F	0.85421	T067203M	0.95446	T067507B	0.89296
C044001G	0.86779	T067204B	0.86924	T067507C	0.98439
C044001H	0.89664	T067204C	0.86916	T067507M	0.99059
C044001M	0.92154	T067204D	0.88645	T067508B	0.91196
C044002B	0.88520	T067204E	0.86979	T067508C	0.90653
C044002C	0.89124	T067204M	0.86770	T067508M	0.93440
C044002D	0.90349	T067205B	0.86476	T067509B	0.89792
C044002E	0.88854	T067205C	0.86373	T067509C	0.92610
C044002F	0.89277	T067205D	0.89518	T067509M	0.93885
C044002G	0.88976	T067205E	0.92163	T067510B	0.91750
C044002H	0.90361	T067205M	0.89337	T067510C	0.93354
C044002M	0.93629	T067206B	0.84599	T067510M	0.94961
C044003B	0.86084	T067206C	0.83590	T067511B	0.85369
C044003C	0.86560	T067206D	0.85027	T067511C	0.96311
C044003D	0.87409	T067206E	0.84120	T067511M	0.97407
C044003E	0.86411	T067206M	0.86030	T067512B	0.91300
C044003F	0.88359	T067301B	0.88793	T067512C	0.88208
C044003G	0.88504	T067301C	0.85143	T067512M	0.86105
C044003H	0.90089	T067301D	0.85650	T067601B	0.87462
C044003M	0.93954	T067301M	0.93470	T067601C	0.78618
C044004B	0.89851	T056201B	0.86632	T067601M	0.86576
C044004C	0.89178	T056201C	0.88924	T067602B	0.91552
C044004D	0.89323	T056201D	0.90058	T067602C	0.97302
C044004E	0.85603	T056201E	0.86828	T067602M	0.97538

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067603B	0.87045	T067805B	0.90342	T068101D	0.87040
T067603C	0.93059	T067805C	0.92049	T068101E	0.87320
T067603M	0.97790	T067805M	0.96882	T068101M	0.95552
T067604B	0.85615	T067806B	0.88163	T046101N	0.81590
T067604C	0.97623	T067806C	0.87781	T046101M	0.94893
T067604M	0.98554	T067806M	0.97776	T046201B	0.87864
T067605B	0.84784	T067807B	0.83360	T046201C	0.86826
T067605C	0.91119	T067807C	0.86186	T046201D	0.91185
T067605M	0.96731	T067807M	0.97745	T046201M	0.93840
T067606B	0.83923	T041201B	0.89339	T068201B	0.91659
T067606C	0.88671	T041201C	0.90118	T068201C	0.94581
T067606M	0.96062	T041201D	0.88912	T068201D	0.93917
T067607B	0.87449	T041201M	0.98065	T068201E	0.90746
T067607C	0.95163	T067901B	0.82376	T068201M	0.95673
T067607M	0.97458	T067901C	0.85259	T068301B	0.89675
T067608B	0.89015	T067901M	0.96869	T068301C	0.88106
T067608C	0.96318	T067902B	0.82726	T068301D	0.87602
T067608M	0.97463	T067902C	0.86355	T068301E	0.88150
T067609B	0.88167	T067902M	0.95563	T068301M	0.81871
T067609C	0.89892	T068001B	0.83763	T068401B	0.88636
T067609M	0.95076	T068001C	0.85544	T068401C	0.86742
T067610B	0.86420	T068001M	0.96505	T068401D	0.89396
T067610C	0.97506	T068002B	0.80274	T068401E	0.89722
T067610M	0.98006	T068002C	0.84561	T068401F	0.89517
T067611B	0.85651	T068002M	0.95336	T068401G	0.86322
T067611C	0.99297	T068003B	0.83646	T068401M	0.85075
T067612B	0.87892	T068003C	0.85141	T068601B	0.90724
T067612C	0.87329	T068003M	0.97091	T068601C	0.89272
T067612M	0.87743	T068004B	0.85952	T068601D	0.91058
T067701B	0.90942	T068004C	0.86524	T068601M	0.95780
T067701C	0.92907	T068004M	0.96112	T068701B	0.91485
T067701D	0.92294	T068005B	0.85942	T068701C	0.92735
T067701E	0.89624	T068005C	0.83874	T068701D	0.93632
T067701M	0.94048	T068005M	0.95849	T068701E	0.92594
T067702B	0.85499	T068006B	0.85011	T068701M	0.96052
T067702C	0.88949	T068006C	0.84971	T068801B	0.94182
T067702D	0.87855	T068006M	0.96633	T068801C	0.94346
T067702E	0.87155	T068007B	0.87135	T068801D	0.93390
T067702M	0.86186	T068007C	0.89072	T068801M	0.93967
T067801B	0.89637	T068007M	0.97687	T068802B	0.88665
T067801C	0.91116	T068008B	0.83918	T068802C	0.88174
T067801M	0.90322	T068008C	0.84347	T068802D	0.88792
T067802B	0.88713	T068008M	0.97038	T068802M	0.90053
T067802C	0.87009	T068009B	0.87002	T068803B	0.88457
T067802M	0.98637	T068009C	0.89532	T068803C	0.89768
T067803B	0.84317	T068009M	0.96881	T068803D	0.91295
T067803C	0.86972	T068010B	0.83944	T068803M	0.94539
T067803M	0.97454	T068010C	0.84251	T068804B	0.86918
T067804B	0.86456	T068010M	0.98176	T068804C	0.87002
T067804C	0.86457	T068101B	0.88126	T068804D	0.84838
T067804M	0.97111	T068101C	0.90202	T068804M	0.94207

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T068805B	0.85811	T069305M	0.96611	T069706C	0.87492
T068805C	0.85848	T069401B	0.85749	T069706D	0.86492
T068805D	0.85192	T069401C	0.88641	T069706M	0.98366
T068805M	0.93758	T069401D	0.85588	T069707B	0.92659
T068901B	0.88472	T069401M	0.98276	T069707C	0.93421
T068901C	0.86594	T069402B	0.84664	T069707D	0.88344
T068901D	0.87604	T069402C	0.86750	T069707M	0.98208
T068901M	0.88940	T069402D	0.86680	T069708B	0.88270
T069001B	0.88164	T069402M	0.96939	T069708C	0.90700
T069001C	0.90496	T069403B	0.88400	T069708D	0.86970
T069001D	0.92194	T069403C	0.87911	T069708M	0.95587
T069001E	0.90294	T069403D	0.86670	T069709B	0.85068
T069001M	0.82750	T069403M	0.95569	T069709C	0.85902
T069101B	0.86697	T069404B	0.87198	T069709D	0.84510
T069101C	0.86942	T069404C	0.87720	T069709M	0.96059
T069101D	0.89327	T069404D	0.85927	T069710B	0.92799
T069101M	0.96819	T069404M	0.96024	T069710C	0.93689
T069102B	0.87824	T069405B	0.88151	T069710D	0.87260
T069102C	0.88728	T069405C	0.88641	T069710M	0.97289
T069102D	0.87428	T069405D	0.87953	T069711B	0.92262
T069102M	0.96243	T069405M	0.94995	T069711C	0.95441
T069103B	0.85461	T069501B	0.92444	T069711D	0.91382
T069103C	0.90190	T069501C	0.94369	T069711M	0.95331
T069103D	0.89215	T069501D	0.92058	T069712B	0.83198
T069103M	0.93193	T069501E	0.91236	T069712C	0.85442
T069201B	0.90004	T069501M	0.97210	T069712M	0.96675
T069201C	0.89637	T069601B	0.91200	T069713B	0.82208
T069201D	0.84135	T069601C	0.92208	T069713C	0.85395
T069201M	0.97099	T069601D	0.91847	T069713D	0.86333
T069202B	0.89286	T069601M	0.97545	T069713M	0.98084
T069202C	0.92617	T069701B	0.83457	T069714B	0.86699
T069202D	0.86317	T069701C	0.90406	T069714C	0.85480
T069202M	0.95665	T069701D	0.85529	T069714D	0.83243
T069203B	0.86042	T069701M	0.98195	T069714M	0.96263
T069203C	0.93868	T069702B	0.86943	T069715B	0.84536
T069203D	0.93149	T069702C	0.86740	T069715C	0.85736
T069203M	0.95789	T069702D	0.84351	T069715D	0.83461
T069301B	0.83612	T069702M	0.97892	T069715M	0.98831
T069301N	0.86309	T069703B	0.86222	T069716B	0.91405
T069301M	0.93524	T069703C	0.87878	T069716C	0.92772
T069302B	0.83455	T069703D	0.85522	T069716D	0.87145
T069302N	0.82860	T069703M	0.96861	T069716M	0.95593
T069302M	0.96376	T069704B	0.86485	T071801B	0.91846
T069303B	0.83123	T069704C	0.87358	T071801C	0.94173
T069303N	0.84808	T069704D	0.85963	T071801D	0.90655
T069303M	0.95870	T069704M	0.95860	T071801M	0.95558
T069304B	0.84150	T069705B	0.86964	T071802B	0.86560
T069304N	0.83710	T069705C	0.87066	T071802C	0.86835
T069304M	0.94913	T069705D	0.89535	T071802D	0.85177
T069305B	0.86577	T069705M	0.97685	T071802M	0.97358
T069305N	0.86645	T069706B	0.85941	T071803B	0.87959

Table F-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T071803C	0.91035	T071811C	0.94454	T070104B	0.91559
T071803D	0.87927	T071811D	0.91739	T070104C	0.93021
T071803M	0.94612	T071811M	0.94816	T070104D	0.87792
T071804B	0.91300	T071812B	0.87729	T070104M	0.96588
T071804C	0.93578	T071812C	0.87556	T070105B	0.88423
T071804D	0.93163	T071812D	0.84713	T070105C	0.88449
T071804M	0.95971	T071812M	0.97343	T070105D	0.90262
T071805B	0.90936	T071813B	0.86686	T070105M	0.92494
T071805C	0.92335	T071813C	0.88898	T070106B	0.89059
T071805D	0.87012	T071813D	0.85829	T070106C	0.92470
T071805M	0.97505	T071813M	0.94210	T070106D	0.89082
T071806B	0.90425	T069901B	0.86211	T070106M	0.95379
T071806C	0.90489	T069901C	0.87066	T070107B	0.88123
T071806D	0.87286	T069901D	0.85177	T070107C	0.86465
T071806M	0.96453	T069901M	0.92895	T070107D	0.86279
T071807B	0.87765	T069902B	0.89542	T070107M	0.95436
T071807C	0.88568	T069902C	0.94316	T070201B	0.90519
T071807D	0.85874	T069902D	0.89158	T070201C	0.88554
T071807M	0.97541	T069902M	0.94479	T070201D	0.90667
T071808B	0.89236	T069903B	0.90316	T070201M	0.93095
T071808C	0.92096	T069903C	0.93796	T070202B	0.84959
T071808D	0.87651	T069903D	0.95014	T070202C	0.88142
T071808M	0.97093	T069903M	0.92439	T070202D	0.84801
T071809B	0.85807	T070001B	0.86982	T070202M	0.96967
T071809C	0.84758	T070001C	0.91497	T070203B	0.90883
T071809D	0.86393	T070001D	0.90415	T070203C	0.92285
T071809M	0.98460	T070001M	0.96957	T070203D	0.86944
T071810B	0.91355	T070002B	0.88925	T070203M	0.96261
T071810C	0.94927	T070002C	0.93392	T070204B	0.85678
T071810D	0.91355	T070002D	0.91617	T070204C	0.87504
T071810M	0.95974	T070002M	0.95633	T070204D	0.87103
T071811B	0.91486	T070003B	0.84744	T070204M	0.96188
		T070003C	0.89197	T070301B	0.85697
		T070003D	0.87982	T070301C	0.86627
		T070003M	0.96527	T070301M	0.96018
		T070101B	0.87421	T070302B	0.83259
		T070101C	0.87423	T070302C	0.85804
		T070101D	0.86259	T070302M	0.96114
		T070101M	0.94915	T070303B	0.87447
		T070102B	0.85757	T070303C	0.88603
		T070102C	0.88006	T070304B	0.95233
		T070102D	0.86323	T070304C	0.95338
		T070102M	0.94312	T070304M	0.95960
		T070103B	0.86074	T070305B	0.85933
		T070103C	0.87860	T070305C	0.88833
		T070103D	0.85832	T070305M	0.95583
		T070103M	0.95284		

Table F-12

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.94661	G/T 25	0.94584	P/T 34	0.78194
BLACK	0.96558	G/T 26	0.68709	P/T 35	0.75112
HISPANIC	0.96553	G/T 27	0.69093	P/T 36	0.77901
ASIAN	0.95215	G/P 22	0.93422	P/T 37	0.96352
MEXICAN	0.91960	G/P 23	0.93744	P/T 41	0.76985
PUER RIC	0.96607	G/P 24	0.87824	P/T 42	0.76416
CUBN,OTH	0.87450	G/P 25	0.88667	P/T 43	0.80393
HISP-?	0.97747	G/S 22	0.92261	P/T 44	0.79532
MID CTY7	0.94264	G/S 23	0.89935	P/T 45	0.82287
FR/LCTY7	0.94421	R/T 24	0.90536	P/T 46	0.96243
FR/MCTY7	0.94556	R/T 25	0.89595	P/T 47	0.81089
LAR TWN7	0.92854	R/T 26	0.90876	P/T 51	0.80010
SML TWN7	0.93971	R/T 27	0.95978	P/T 52	0.84349
OTHER	0.95599	R/T 31	0.88617	P/T 53	0.81064
HS GRAD	0.96267	R/T 32	0.91207	P/T 54	0.79976
POST HS	0.96328	R/T 33	0.90618	P/T 55	0.96938
COL GRAD	0.96144	R/T 34	0.90245	P/T 56	0.86311
PARED-?	0.93476	R/T 35	0.89902	P/T 57	0.84892
S EAST	0.87198	R/T 36	0.93983	T/S 41	0.91801
CENTRAL	0.87166	R/T 37	0.90192	T/S 42	0.91589
WEST	0.87573	R/T 41	0.90608	T/S 43	0.92212
PRIVATE	0.93274	R/T 42	0.92051	T/S 51	0.91800
CATHOLIC	0.93455	R/T 43	0.90943	T/S 52	0.93588
BLACK	0.88134	R/T 44	0.92182	T/S 53	0.94130
HISPANIC	0.81521	R/T 45	0.90696	T/S 61	0.95095
ASIAN	0.79436	R/T 46	0.93349	T/S 62	0.94994
IEP-NO	0.97348	R/T 47	0.93938	T/S 63	0.92751
LEP-NO	0.92877	R/P 24	0.90633	T/S 71	0.93973
TITLE-N	0.77833	R/P 25	0.89485	T/S 72	0.94823
RED PRIC	0.93996	R/P 31	0.90079	T/S 73	0.95446
FREE	0.74009	R/P 32	0.83569	P/S 32	0.94226
INFO N/A	0.84808	R/P 33	0.89756	P/S 33	0.91772
SCH/REF	0.87891	R/P 34	0.87818	P/S 41	0.94035
SCH/NP	0.84629	R/P 35	0.88115	P/S 42	0.91872
TVLIN-0	0.94961	R/P 41	0.85856	P/S 43	0.91943
TV-QUAD	0.91447	R/P 42	0.95606	P/S 51	0.90359
HW-NO	0.92476	R/P 43	0.94963	P/S 52	0.95161
HW-YES	0.94085	R/P 44	0.93628	P/S 53	0.95076
HWLIN-0	0.97759	R/P 45	0.91340	A/G 22	0.89026
HWQUAD-0	0.88119	R/S 31	0.95498	A/R 22	0.92539
HITEM=3	0.97007	R/S 32	0.94850	A/R 23	0.93278
HITEM=4	0.97414	R/S 33	0.95766	A/R 24	0.95291
PGS>5	0.98220	R/S 41	0.94022	A/T 22	0.93779
PGS>10	0.88350	R/S 42	0.95639	A/T 23	0.92620
NO ACCOM	0.94327	R/S 43	0.94966	A/T 24	0.94563
G/R 22	0.90286	P/T 25	0.79536	A/T 25	0.96900
G/R 23	0.90353	P/T 26	0.77917	A/T 26	0.94574
G/R 24	0.95344	P/T 27	0.75310	A/T 27	0.93552
G/T 22	0.65101	P/T 31	0.96132		
G/T 23	0.67302	P/T 32	0.79327		
G/T 24	0.70261	P/T 33	0.77080		

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/P 22	0.88254	B001101C	0.94220	W802001C	0.86189
A/P 23	0.88767	B001101E	0.98280	W802001M	0.84764
A/P 24	0.89579	B014001B	0.86375	W802101B	0.87201
A/P 25	0.86127	B014001C	0.87116	W802101C	0.82708
A/S 22	0.96036	B014001D	0.92395	W802101M	0.85268
A/S 23	0.95533	B014001E	0.92569	W802201B	0.91565
A/L 22	0.93462	B014001M	0.85210	W802201C	0.90668
BLACK	0.93846	B007301B	0.97846	W802201M	0.80176
HISPANIC	0.92631	B007301C	0.97483	W802301B	0.86644
ASIAN AM	0.92732	B007301D	0.96774	W802301C	0.88457
AMER IND	0.98256	B007301M	0.86715	W802301D	0.88585
OTHER	0.98029	B007401B	0.88755	W802301M	0.84850
B003001M	0.78363	B007401C	0.90978	W802302B	0.94826
CUBAN	0.81279	B007401D	0.83162	W802302C	0.95658
B013001B	0.96577	B007401M	0.87453	W802302D	0.95654
B013001C	0.97007	B014101B	0.95714	W802302M	0.82947
B013001D	0.94980	B014101C	0.93103	W802303B	0.94838
B013001M	0.76508	B014101D	0.93204	W802303C	0.95111
B013101B	0.96528	B014101E	0.93498	W802303D	0.94664
B013101C	0.93964	B014101M	0.85435	W802303M	0.83561
B013101D	0.90162	W803001B	0.92952	W802304B	0.90187
B013101M	0.90891	W803001C	0.92383	W802304C	0.92516
B013201N	0.76658	W803001N	0.94511	W802304D	0.86249
B013201M	0.75574	W803001M	0.92639	W802304M	0.84491
B013301N	0.85926	W803101B	0.91984	W802401N	0.93143
B013301M	0.84967	W803101C	0.90501	W802401M	0.67206
B013401N	0.87705	W803101N	0.91101	W802501B	0.91219
B013401M	0.85205	W803101M	0.93378	W802501N	0.81814
B013501N	0.73347	W803201B	0.93943	W802501M	0.90306
B013501M	0.82160	W803201C	0.93556	W802502B	0.89036
B013601N	0.82035	W803201D	0.95094	W802502N	0.81601
B013601M	0.80263	W803201M	0.93149	W802502M	0.92333
B013701N	0.86618	W803301B	0.96249	W802503B	0.90806
B013701M	0.81955	W803301C	0.94772	W802503N	0.82979
B000901N	0.92345	W803301D	0.94960	W802503M	0.91775
B000901M	0.79416	W803301M	0.88146	W802504B	0.83948
B000903N	0.95912	W803302B	0.82412	W802504N	0.84315
B000903M	0.86335	W803302C	0.88534	W802504M	0.91388
B013801B	0.97054	W803302D	0.87476	W802601B	0.94454
B013801C	0.96675	W803302M	0.89607	W802601C	0.95295
B013801D	0.95719	W801901B	0.90776	W802601D	0.91351
B013801M	0.70136	W801901C	0.93338	W802601M	0.95295
B000905N	0.95000	W801901D	0.95806	W802602B	0.94668
B000905M	0.76176	W801901E	0.83696	W802602C	0.95759
B013901B	0.94143	W801901M	0.73473	W802602D	0.90626
B013901C	0.97109	W801902B	0.91588	W802602M	0.96109
B013901D	0.96319	W801902C	0.93931	W802603B	0.95597
B013901E	0.89520	W801902D	0.96286	W802603C	0.94960
B013901F	0.81022	W801902E	0.82782	W802603D	0.94618
B006601B	0.76974	W801902M	0.91800	W802603M	0.95046
B001101B	0.94798	W802001B	0.88700	C042701Y	0.89732

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C042701N	0.89067	C043007D	0.85538	C043101B	0.87979
C042701M	0.90787	C043007E	0.89918	C043101C	0.95042
C042801N	0.84823	C043007M	0.97825	C043101N	0.92271
C042801M	0.88553	C043008B	0.87230	C043102B	0.90042
C042802N	0.85380	C043008C	0.86978	C043102C	0.94278
C042802M	0.90074	C043008D	0.89959	C043102N	0.92442
C042803N	0.85012	C043008E	0.85921	C043103B	0.87988
C042803M	0.87914	C032402B	0.87890	C043103C	0.83820
C042901B	0.84718	C032402C	0.92404	C043104B	0.87059
C042901C	0.89157	C032402N	0.90186	C043104C	0.95597
C042901D	0.90275	C032402M	0.97889	C043104N	0.93616
C042901E	0.90891	C032401B	0.89958	C043104M	0.97196
C042901F	0.90742	C032401C	0.93714	C032502B	0.86905
C042901G	0.91647	C032401N	0.89560	C032502C	0.87972
C042901M	0.93899	C032401M	0.96949	C032502D	0.86048
C036601N	0.89563	C032404B	0.90128	C032502M	0.97302
C036601C	0.91860	C032404C	0.93633	C032503B	0.86855
C036601D	0.93658	C032404N	0.87873	C032503C	0.88579
C036601M	0.97577	C032404M	0.91689	C032503D	0.85768
C043001B	0.89613	C032407B	0.85349	C032503M	0.95608
C043001C	0.89276	C032407C	0.93390	C032505B	0.87498
C043001D	0.89252	C032407N	0.93360	C032505C	0.86911
C043001E	0.86841	C032407M	0.98299	C032505D	0.88326
C043001M	0.98100	C032408B	0.86917	C032505M	0.98148
C043002B	0.87730	C032408C	0.95583	C032506B	0.85928
C043002C	0.89394	C032408N	0.93414	C032506C	0.87143
C043002D	0.92748	C032408M	0.96908	C032506D	0.87099
C043002E	0.93065	C032409B	0.88682	C032506M	0.96447
C043002M	0.94991	C032409C	0.92443	C043201B	0.85313
C043003B	0.87642	C032409N	0.87582	C043201C	0.86118
C043003C	0.88996	C032409M	0.98238	C043201M	0.97937
C043003D	0.92978	C032410B	0.90137	C043301B	0.86449
C043003E	0.92170	C032410C	0.92180	C043301C	0.90593
C043003M	0.95769	C032410N	0.92916	C043301D	0.87467
C043004B	0.88362	C032410M	0.96667	C043301M	0.94035
C043004C	0.89224	C032411B	0.90358	C043401B	0.88293
C043004D	0.87216	C032411C	0.91706	C043401C	0.87598
C043004E	0.87858	C032411N	0.91739	C043401M	0.95163
C043004M	0.93718	C032411M	0.97183	C043501B	0.86924
C043005B	0.91853	C032412B	0.89369	C043501C	0.88925
C043005C	0.91301	C032412C	0.92611	C043501D	0.87246
C043005D	0.89974	C032412N	0.92988	C043501E	0.87177
C043005E	0.85741	C032412M	0.96969	C043501F	0.85545
C043005M	0.97338	C032413B	0.86877	C043501M	0.93702
C043006B	0.86642	C032413C	0.94101	C043601B	0.87087
C043006C	0.85143	C032413N	0.94437	C043601C	0.87334
C043006D	0.83848	C032413M	0.99620	C043601D	0.88511
C043006E	0.93592	C032414B	0.91972	C043601E	0.86323
C043006M	0.98184	C032414C	0.94444	C043601M	0.93473
C043007B	0.87506	C032414N	0.84435	C043701B	0.85126
C043007C	0.88642	C032414M	0.97385	C043701C	0.86978

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043701D	0.88359	W802701B	0.89888	C043106B	0.85406
C043701E	0.86855	W802701C	0.89547	C043106C	0.93359
C043701M	0.95105	W802701D	0.92704	C043106N	0.93196
C038301N	0.85229	W802701M	0.74106	T067301B	0.83957
C038301M	0.93370	W802702B	0.93040	T067301C	0.84938
C043801B	0.87989	W802702C	0.94475	T067301D	0.91768
C043801C	0.88766	W802702D	0.92825	T067301M	0.95107
C043801D	0.89818	W802702M	0.71688	T056201B	0.87839
C043801E	0.90364	W802703B	0.96893	T056201C	0.88036
C043801F	0.89864	W802703C	0.96751	T056201D	0.89958
C043801G	0.89697	W802703D	0.95889	T056201E	0.87976
C043801H	0.86359	W802703M	0.84590	T056201F	0.89172
C043801M	0.87100	W802801B	0.95561	T056201M	0.91283
C043901N	0.92886	W802801C	0.95051	T056301B	0.92037
C043901M	0.94739	W802801D	0.95622	T056301C	0.94088
C044001B	0.87877	W802801M	0.83618	T056301D	0.95143
C044001C	0.87273	W802802B	0.96817	T056301E	0.87433
C044001D	0.88778	W802802C	0.96612	T056301F	0.92160
C044001E	0.87528	W802802D	0.96690	T056301G	0.91174
C044001F	0.85709	W802802M	0.86555	T056301M	0.97625
C044001G	0.85445	W802803B	0.96754	T067501B	0.85261
C044001H	0.90004	W802803C	0.97064	T067501C	0.88442
C044001M	0.93396	W802803D	0.96695	T067501M	0.88964
C044002B	0.89004	W802803M	0.86795	T067502B	0.86645
C044002C	0.89629	W802804B	0.96484	T067502C	0.84515
C044002D	0.89123	W802804C	0.95473	T067502M	0.88668
C044002E	0.89697	W802804D	0.95664	T067503B	0.83799
C044002F	0.91439	W802804M	0.88140	T067503C	0.95583
C044002G	0.87621	W802901B	0.92806	T067503M	0.97058
C044002H	0.90692	W802901C	0.91508	T067504B	0.88605
C044002M	0.93327	W802901D	0.87903	T067504C	0.98004
C044003B	0.87699	W802901M	0.85621	T067504M	0.98659
C044003C	0.86400	W802902B	0.92304	T067505B	0.86750
C044003D	0.87821	W802902C	0.93706	T067505C	0.97839
C044003E	0.90093	W802902D	0.91134	T067505M	0.98940
C044003F	0.90964	W802902M	0.88452	T067506B	0.84356
C044003H	0.88841	W802903B	0.93665	T067506C	0.96503
C044003M	0.93569	W802903C	0.94540	T067506M	0.98433
C044004B	0.87530	W802903D	0.93725	T067507B	0.83834
C044004C	0.89628	W802903M	0.86053	T067507C	0.97067
C044004D	0.88137	W802904B	0.93143	T067507M	0.97048
C044004E	0.86359	W802904C	0.91749	T067508B	0.87951
C044004F	0.91819	W802904D	0.92251	T067508C	0.85544
C044004G	0.91939	W802904M	0.86137	T067508M	0.86549
C044004H	0.86732	C044401N	0.87684	T067509B	0.87797
C044004M	0.93692	C044401M	0.95448	T067509C	0.87634
B014201B	0.98409	C044402N	0.87273	T067509M	0.94153
B014201C	0.98763	C044402M	0.91770	T067510B	0.87919
B014201D	0.98058	C043105B	0.86622	T067510C	0.89396
B014201E	0.97283	C043105C	0.93297	T067510M	0.91549
B014201M	0.91004	C043105N	0.94465	T067511B	0.86062

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067511C	0.95614	T067801B	0.88071	T068007M	0.98750
T067511M	0.96183	T067801C	0.90396	T068008B	0.84947
T067512B	0.85895	T067801M	0.93671	T068008C	0.84404
T067512C	0.86721	T067802B	0.85972	T068008M	0.98765
T067512M	0.85366	T067802C	0.87116	T068009B	0.86387
T067601B	0.87026	T067802M	0.98913	T068009C	0.90066
T067601C	0.90157	T067803B	0.82403	T068009M	0.99622
T067601M	0.92397	T067803C	0.84618	T068010B	0.83191
T067602B	0.84654	T067803M	0.98537	T068010C	0.84792
T067602C	0.86685	T067804B	0.87206	T068010M	0.99599
T067602M	0.89927	T067804C	0.86377	T046101N	0.89270
T067603B	0.85275	T067804M	0.98928	T046101M	0.95382
T067603C	0.94980	T067805B	0.89025	T046201B	0.85771
T067603M	0.97145	T067805C	0.90628	T046201C	0.85866
T067604B	0.86700	T067805M	0.98697	T046201D	0.89745
T067604C	0.97658	T067806B	0.89071	T046201M	0.96838
T067604M	0.97469	T067806C	0.88991	T068201B	0.84552
T067605B	0.85947	T067806M	0.99115	T068201C	0.87075
T067605C	0.91921	T067807B	0.81887	T068201D	0.88386
T067605M	0.96487	T067807C	0.88629	T068201E	0.92090
T067606B	0.86459	T067807M	0.99189	T068201M	0.95251
T067606C	0.92165	T041201B	0.87850	T068301B	0.86404
T067606M	0.96015	T041201C	0.89308	T068301C	0.88676
T067607B	0.89239	T041201D	0.91231	T068301D	0.87705
T067607C	0.96034	T041201M	0.97595	T068301E	0.91016
T067607M	0.96743	T067901B	0.85343	T068301M	0.91549
T067608B	0.85734	T067901C	0.84191	T068401B	0.84871
T067608C	0.87551	T067901M	0.98325	T068401C	0.90742
T067608M	0.91322	T067902B	0.83396	T068401D	0.89942
T067609B	0.84194	T067902C	0.84546	T068401E	0.89865
T067609C	0.88535	T067902M	0.98566	T068401F	0.86436
T067609M	0.94409	T068001B	0.82011	T068401G	0.84571
T067610B	0.85923	T068001C	0.82408	T068401M	0.90825
T067610C	0.97160	T068001M	0.98688	T068601B	0.87331
T067610M	0.97362	T068002B	0.82030	T068601C	0.88078
T067611B	0.88367	T068002C	0.85148	T068601D	0.89409
T067611C	0.98773	T068002M	0.98478	T068601M	0.97031
T067611M	0.99138	T068003B	0.82848	T068701B	0.89543
T067612B	0.89447	T068003C	0.84027	T068701C	0.90153
T067612C	0.87396	T068003M	0.98791	T068701D	0.91409
T067612M	0.88270	T068004B	0.84674	T068701E	0.88036
T067701B	0.86855	T068004C	0.84392	T068701M	0.96945
T067701C	0.91022	T068004M	0.98457	T068801B	0.89312
T067701D	0.88319	T068005B	0.87827	T068801C	0.92174
T067701E	0.86477	T068005C	0.87712	T068801D	0.94023
T067701M	0.95154	T068005M	0.98428	T068801M	0.95602
T067702B	0.83376	T068006B	0.85722	T068802B	0.87659
T067702C	0.87290	T068006C	0.86806	T068802C	0.89730
T067702D	0.88936	T068006M	0.99086	T068802D	0.93538
T067702E	0.92572	T068007B	0.88934	T068802M	0.95274
T067702M	0.84114	T068007C	0.91059	T068803B	0.88648

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T068803C	0.87416	T069303N	0.81904	T069704D	0.89868
T068803D	0.93232	T069303M	0.96046	T069704M	0.98014
T068803M	0.94621	T069304B	0.83574	T069705B	0.84219
T068804B	0.82483	T069304N	0.84706	T069705C	0.86474
T068804C	0.84462	T069304M	0.95989	T069705D	0.83502
T068804D	0.83317	T069305B	0.89219	T069705M	0.98056
T068804M	0.95518	T069305N	0.90396	T069706B	0.86319
T068805B	0.88829	T069305M	0.94628	T069706C	0.88263
T068805C	0.89687	T069401B	0.83343	T069706D	0.87067
T068805D	0.89585	T069401C	0.86227	T069706M	0.97545
T068805M	0.95002	T069401D	0.82789	T069707B	0.87434
T068901B	0.89339	T069401M	0.97887	T069707C	0.94113
T068901C	0.89247	T069402B	0.83341	T069707D	0.87336
T068901D	0.90538	T069402C	0.87815	T069707M	0.96837
T068901M	0.91183	T069402D	0.82362	T069708B	0.87006
T069001B	0.86972	T069402M	0.98311	T069708C	0.89205
T069001C	0.87273	T069403B	0.85822	T069708D	0.84870
T069001D	0.86983	T069403C	0.88693	T069708M	0.97585
T069001E	0.85755	T069403D	0.85280	T069709B	0.85614
T069001M	0.89899	T069403M	0.97714	T069709C	0.85361
T069101B	0.86136	T069404B	0.87867	T069709D	0.85051
T069101C	0.85369	T069404C	0.92396	T069709M	0.98092
T069101D	0.81501	T069404D	0.93008	T069710B	0.90041
T069101M	0.95723	T069404M	0.98101	T069710C	0.91698
T069102B	0.87330	T069405B	0.87326	T069710D	0.84552
T069102C	0.90801	T069405C	0.91111	T069710M	0.98168
T069102D	0.87506	T069405D	0.92317	T069711B	0.87361
T069102M	0.94290	T069405M	0.98198	T069711C	0.93865
T069103B	0.87942	T069501B	0.87475	T069711D	0.92797
T069103C	0.90651	T069501C	0.93045	T069711M	0.96846
T069103D	0.89708	T069501D	0.91542	T069712B	0.81506
T069103M	0.92891	T069501E	0.88622	T069712C	0.83490
T069201B	0.88045	T069501M	0.98356	T069712D	0.84536
T069201C	0.90744	T069601B	0.88519	T069712M	0.98163
T069201D	0.85381	T069601C	0.87986	T069713B	0.84673
T069201M	0.96654	T069601D	0.88327	T069713C	0.85435
T069202B	0.89412	T069601M	0.98136	T069713D	0.83985
T069202C	0.92740	T069701B	0.83827	T069713M	0.97682
T069202D	0.87159	T069701C	0.84762	T069714B	0.86334
T069202M	0.96866	T069701D	0.85643	T069714C	0.87423
T069203B	0.86070	T069701M	0.97579	T069714D	0.86297
T069203C	0.91553	T069702B	0.86453	T069714M	0.98114
T069203D	0.87698	T069702C	0.88530	T069715B	0.86764
T069203M	0.96854	T069702D	0.84067	T069715C	0.87707
T069301B	0.83096	T069702M	0.98235	T069715D	0.84827
T069301N	0.85082	T069703B	0.86537	T069715M	0.98670
T069301M	0.96560	T069703C	0.88337	T069716B	0.88361
T069302B	0.84615	T069703D	0.83176	T069716C	0.91563
T069302N	0.82458	T069703M	0.98173	T069716D	0.86383
T069302M	0.97483	T069704B	0.87854	T069716M	0.98800
T069303B	0.83905	T069704C	0.91263	T069901B	0.86189

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T069901C	0.86555	T070201B	0.89810	T071702M	0.89586
T069901D	0.86308	T070201C	0.89895	T071703B	0.88759
T069901M	0.93321	T070201D	0.90938	T071703C	0.90713
T069902B	0.90240	T070201M	0.96203	T071703D	0.90089
T069902C	0.92937	T070202B	0.83722	T071703E	0.91646
T069902D	0.85062	T070202C	0.87135	T071703F	0.93441
T069902M	0.96394	T070202D	0.82983	T071703M	0.92296
T069903B	0.85544	T070202M	0.97549	T071704B	0.88512
T069903C	0.91671	T070203B	0.88974	T071704C	0.87127
T069903D	0.92503	T070203C	0.90493	T071704D	0.88691
T069903M	0.93127	T070203D	0.84204	T071704E	0.86799
T070001B	0.85674	T070203M	0.97840	T071704F	0.83767
T070001C	0.88172	T070204B	0.88004	T071704M	0.92361
T070001D	0.91374	T070204C	0.89354	T067703B	0.83305
T070001M	0.97513	T070204D	0.88058	T067703C	0.87394
T070002B	0.86443	T070204M	0.97151	T067703D	0.87331
T070002C	0.92673	T070301B	0.81244	T067703E	0.86008
T070002D	0.90360	T070301C	0.84857	T067703M	0.88685
T070002M	0.97497	T070301M	0.96689	T068501N	0.90370
T070003B	0.87021	T070302B	0.81779	T068501M	0.94391
T070003C	0.88776	T070302C	0.81995	T069801B	0.89045
T070003D	0.90116	T070302M	0.97257	T069801C	0.86076
T070003M	0.96567	T070303B	0.80471	T069801M	0.98477
T070101B	0.86169	T070303C	0.83331	T069802B	0.81329
T070101C	0.87982	T070303M	0.96282	T069802C	0.75937
T070101D	0.85749	T070304B	0.92411	T069802M	0.98496
T070101M	0.96634	T070304C	0.92763	T069803B	0.84238
T070102B	0.85137	T070304M	0.96255	T069803C	0.82304
T070102C	0.86988	T070305B	0.82927	T069803M	0.96887
T070102D	0.84615	T070305C	0.83583	T069804B	0.87458
T070102M	0.97370	T070305M	0.97180	T069804C	0.87791
T070103B	0.83782	T071601M	0.87751	T069804M	0.98188
T070103C	0.85804	T071602M	0.87675	T069805B	0.83246
T070103D	0.84296	T071603M	0.85916	T069805C	0.81049
T070103M	0.97729	T071604M	0.84677	T069805M	0.98343
T070104B	0.89124	T040301B	0.86109	T069806B	0.82430
T070104C	0.92323	T040301C	0.88232	T069806C	0.84908
T070104D	0.84465	T040301D	0.90198	T069806M	0.97607
T070104M	0.97945	T040301E	0.92247	T069807B	0.82876
T070105B	0.88359	T040301M	0.98638	T069807C	0.83968
T070105C	0.89372	T071701B	0.86168	T069807M	0.98089
T070105D	0.90471	T071701C	0.84052	T069808B	0.81602
T070105M	0.97147	T071701D	0.86143	T069808C	0.81800
T070106B	0.89098	T071701E	0.87232		
T070106C	0.91028	T071701F	0.86893		
T070106D	0.86329	T071701M	0.87858		
T070106M	0.97551	T071702B	0.88509		
T070107B	0.87282	T071702C	0.89586		
T070107C	0.87397	T071702D	0.89948		
T070107D	0.88049	T071702E	0.91200		
T070107M	0.97457	T071702F	0.90780		

Table F-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T069808M	0.98044	T069812M	0.97738		
T069809C	0.79717	T069813B	0.82007		
T069809M	0.98744	T069813C	0.80599		
T069810B	0.89154	T069813M	0.97496		
T069810C	0.89129	CLASIZ-2	0.87538		
T069810M	0.97984	CLASIZ-3	0.89403		
T069811B	0.88805	CLASIZ-4	0.89068		
T069811C	0.89076	CLASIZ-5	0.91377		
T069812B	0.83209	CLASIZ-?	0.82560		
T069812C	0.82252				

Table F-13

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Writing Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.95191	G/T 25	0.95448	P/T 34	0.77342
BLACK	0.97176	G/T 26	0.63907	P/T 35	0.75955
HISPANIC	0.96968	G/T 27	0.67636	P/T 36	0.79693
ASIAN	0.95122	G/P 22	0.90655	P/T 37	0.95866
MEXICAN	0.91458	G/P 23	0.95319	P/T 41	0.77232
PUER RIC	0.98254	G/P 24	0.88805	P/T 42	0.75929
CUBN,OTH	0.87055	G/P 25	0.89935	P/T 43	0.79580
HISP-?	0.98494	G/S 22	0.93711	P/T 44	0.77919
MID CTY7	0.94952	G/S 23	0.89789	P/T 45	0.82047
FR/LCTY7	0.94425	R/T 24	0.89480	P/T 46	0.95540
FR/MCTY7	0.95569	R/T 25	0.89764	P/T 47	0.79580
LAR TWN7	0.93424	R/T 26	0.90073	P/T 51	0.78604
SML TWN7	0.94516	R/T 27	0.96902	P/T 52	0.89744
OTHER	0.94788	R/T 31	0.88755	P/T 53	0.88735
HS GRAD	0.96649	R/T 32	0.91133	P/T 54	0.88052
POST HS	0.96295	R/T 33	0.90780	P/T 55	0.94611
COL GRAD	0.96388	R/T 34	0.90602	P/T 56	0.89421
PARED-?	0.91645	R/T 35	0.90900	P/T 57	0.88316
S EAST	0.83206	R/T 36	0.94774	T/S 41	0.92944
CENTRAL	0.86784	R/T 37	0.91487	T/S 42	0.90570
WEST	0.88792	R/T 41	0.91470	T/S 43	0.93045
PRIVATE	0.94171	R/T 42	0.91708	T/S 51	0.91351
CATHOLIC	0.95350	R/T 43	0.90972	T/S 52	0.95495
BLACK	0.88449	R/T 44	0.91447	T/S 53	0.96623
HISPANIC	0.83305	R/T 45	0.92336	T/S 61	0.96194
ASIAN	0.82226	R/T 46	0.93910	T/S 62	0.94465
IEP-NO	0.97310	R/T 47	0.94418	T/S 63	0.91433
LEP-NO	0.92591	R/P 24	0.89572	T/S 72	0.93438
TITLE-N	0.76425	R/P 25	0.89043	P/S 32	0.95402
RED PRIC	0.96441	R/P 31	0.90062	P/S 33	0.92006
FREE	0.80303	R/P 32	0.80518	P/S 41	0.94693
INFO N/A	0.86893	R/P 33	0.88953	P/S 42	0.90868
SCH/REF	0.90665	R/P 34	0.88968	P/S 43	0.92761
SCH/NP	0.79840	R/P 35	0.89324	P/S 51	0.89767
TVLIN-0	0.93768	R/P 41	0.87959	P/S 52	0.94960
TV-QUAD	0.89662	R/P 42	0.93830	P/S 53	0.93069
HW-NO	0.95069	R/P 43	0.94026	A/G 22	0.92198
HW-YES	0.95814	R/P 44	0.93243	A/R 22	0.95962
HWLIN-0	0.97578	R/P 45	0.88694	A/R 23	0.95572
HWQUAD-0	0.86446	R/S 31	0.95490	A/R 24	0.96444
HITEM=3	0.97549	R/S 32	0.93665	A/T 22	0.93870
HITEM=4	0.97572	R/S 33	0.95220	A/T 23	0.92890
PGS>5	0.98466	R/S 41	0.93590	A/T 24	0.94144
PGS>10	0.85578	R/S 42	0.96289	A/T 25	0.94950
NO ACCOM	0.93137	R/S 43	0.95176	A/T 26	0.93557
G/R 22	0.90774	P/T 25	0.82763	A/T 27	0.93203
G/R 23	0.91202	P/T 26	0.81483	A/P 22	0.92628
G/R 24	0.95197	P/T 27	0.82958	A/P 23	0.92823
G/T 22	0.66599	P/T 31	0.95840		
G/T 23	0.69281	P/T 32	0.82433		
G/T 24	0.68631	P/T 33	0.79431		

Table F-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/P 24	0.92783	B001101E	0.98571	W802001M	0.89624
A/P 25	0.89837	B014001B	0.86017	W802101B	0.86760
A/S 22	0.96452	B014001C	0.88125	W802101C	0.80383
A/S 23	0.96358	B014001D	0.92208	W802101M	0.91373
A/I 22	0.97985	B014001E	0.94246	W802201B	0.93042
A/L 22	0.93412	B014001M	0.83626	W802201C	0.92368
BLACK	0.93702	B007301B	0.98061	W802201M	0.85049
HISPANIC	0.93948	B007301C	0.98657	W802301B	0.93064
ASIAN AM	0.91725	B007301D	0.96817	W802301C	0.94163
AMER IND	0.98647	B007301M	0.87175	W802301D	0.91024
OTHER	0.98425	B007401B	0.88867	W802301M	0.89747
B003001M	0.68217	B007401C	0.91040	W802302B	0.96402
CUBAN	0.86313	B007401D	0.85538	W802302C	0.96862
B013001B	0.89864	B007401M	0.87001	W802302D	0.96780
B013001C	0.87917	B014101B	0.96053	W802302M	0.88117
B013001D	0.88350	B014101C	0.92954	W802303B	0.94433
B013001M	0.81963	B014101D	0.92684	W802303C	0.94517
B013101B	0.95567	B014101E	0.93252	W802303D	0.94166
B013101C	0.91583	B014101M	0.88114	W802303M	0.87178
B013101D	0.85166	W803001B	0.98270	W802304B	0.90348
B013101M	0.79184	W803001C	0.97037	W802304C	0.92289
B013201N	0.64460	W803001N	0.97029	W802304D	0.86787
B013201M	0.77834	W803001M	0.94667	W802304M	0.86904
B013301N	0.80361	W803101B	0.95798	W802401N	0.94667
B013301M	0.81536	W803101C	0.95520	W802401M	0.64851
B013401N	0.84191	W803101N	0.94996	W802501B	0.91833
B013401M	0.81605	W803101M	0.96753	W802501N	0.85621
B013501N	0.67696	W803201B	0.93958	W802501M	0.90539
B013501M	0.79235	W803201C	0.93643	W802502B	0.92895
B013601N	0.81178	W803201D	0.95257	W802502N	0.79915
B013601M	0.80117	W803201M	0.96624	W802502M	0.90534
B013701N	0.83749	W803301B	0.97630	W802503B	0.95808
B013701M	0.80360	W803301C	0.96456	W802503N	0.81966
B000901N	0.96433	W803301D	0.95987	W802503M	0.90363
B000901M	0.73071	W803301M	0.94777	W802504B	0.83457
B000903N	0.97988	W803302B	0.80828	W802504N	0.82091
B000903M	0.73698	W803302C	0.89343	W802504M	0.89326
B013801B	0.97331	W803302D	0.89770	W802601B	0.95631
B013801C	0.96741	W803302M	0.95418	W802601C	0.95092
B013801D	0.96095	W801901B	0.88601	W802601D	0.91965
B013801M	0.84009	W801901C	0.93350	W802601M	0.94306
B000905N	0.97595	W801901D	0.95001	W802602B	0.95695
B000905M	0.73051	W801901E	0.80213	W802602C	0.95836
B013901B	0.91819	W801901M	0.86018	W802602D	0.91680
B013901C	0.96699	W801902B	0.91002	W802602M	0.95276
B013901D	0.95802	W801902C	0.93969	W802603B	0.95833
B013901E	0.89002	W801902D	0.96184	W802603C	0.94324
B013901F	0.84370	W801902E	0.81435	W802603D	0.94744
B006601B	0.83069	W801902M	0.65089	W802603M	0.94351
B001101B	0.95031	W802001B	0.87361	C042701Y	0.87813
B001101C	0.95099	W802001C	0.81842	C042701N	0.86569

Table F-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C042701M	0.96720	C043008B	0.85753	C043103C	0.78842
C042801N	0.81872	C043008C	0.82481	C043104B	0.87388
C042801M	0.85451	C043008D	0.97642	C043104C	0.94250
C042802N	0.87761	C043008E	0.94378	C043104N	0.91392
C042802M	0.86338	C043008M	0.95598	C032502B	0.84781
C042803N	0.84402	C032402B	0.88789	C032502C	0.88585
C042803M	0.84935	C032402C	0.93685	C032502M	0.94373
C042901B	0.86136	C032402N	0.89208	C032503B	0.85869
C042901C	0.89016	C032401B	0.92219	C032503C	0.87014
C042901D	0.88673	C032401C	0.92963	C032503D	0.87569
C042901E	0.90692	C032401N	0.86076	C032505B	0.83084
C042901F	0.93052	C032404B	0.87548	C032505C	0.86525
C042901G	0.94360	C032404C	0.95252	C032505D	0.85202
C036601N	0.89002	C032404N	0.88986	C032506B	0.86257
C036601C	0.93340	C032407B	0.85807	C032506C	0.87019
C036601D	0.95768	C032407C	0.95357	C032506D	0.86451
C036601M	0.95728	C032407N	0.94890	C032506M	0.97741
C043001B	0.87014	C032408B	0.83815	C043201B	0.84737
C043001C	0.89843	C032408C	0.94707	C043201C	0.87660
C043001D	0.90806	C032408N	0.92798	C043201M	0.97183
C043001E	0.84881	C032408M	0.95697	C043301B	0.91850
C043001M	0.97614	C032409B	0.90491	C043301C	0.91474
C043002B	0.88585	C032409C	0.92364	C043301D	0.87307
C043002C	0.91434	C032409N	0.88757	C043301E	0.87186
C043002D	0.94461	C032409M	0.96381	C043301M	0.93772
C043002E	0.89961	C032410B	0.87629	C043401B	0.87590
C043002M	0.99570	C032410C	0.89200	C043401C	0.86120
C043003B	0.90854	C032410N	0.85160	C043401D	0.86822
C043003C	0.91455	C032410M	0.98536	C043401M	0.97698
C043003D	0.92692	C032411B	0.90092	C043501B	0.90100
C043003E	0.89097	C032411C	0.91579	C043501C	0.88759
C043003M	0.98973	C032411N	0.86160	C043501D	0.88932
C043004B	0.88883	C032412B	0.89146	C043501E	0.89145
C043004C	0.90655	C032412C	0.91086	C043501F	0.88885
C043004D	0.86373	C032412N	0.87010	C043501M	0.93992
C043004E	0.84631	C032413B	0.85753	C043601B	0.85691
C043004M	0.98080	C032413C	0.94046	C043601C	0.89233
C043005B	0.91094	C032413N	0.92405	C043601D	0.86657
C043005C	0.93580	C032413M	0.97191	C043601E	0.87158
C043005D	0.90155	C032414B	0.90509	C043601M	0.94222
C043005E	0.85800	C032414C	0.96253	C043701B	0.85650
C043005M	0.99388	C032414N	0.87869	C043701C	0.86238
C043006B	0.86458	C032414M	0.96145	C043701D	0.85697
C043006C	0.85563	C043101B	0.89825	C043701E	0.84955
C043006D	0.87894	C043101C	0.96027	C038301N	0.81749
C043006E	0.96595	C043101N	0.88984	C038301M	0.95604
C043007B	0.87712	C043101M	0.95906	C043801B	0.86754
C043007C	0.87248	C043102B	0.89548	C043801C	0.89972
C043007D	0.87101	C043102C	0.93504	C043801D	0.93389
C043007E	0.89861	C043102N	0.91840	C043801E	0.93060
C043007M	0.98611	C043103B	0.83413	C043801F	0.88368

Table F-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Writing Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043801G	0.87464	W802701D	0.92479	C043106B	0.88822
C043801H	0.83844	W802702B	0.94485	C043106C	0.91695
C043801M	0.85464	W802702C	0.95692	C043106N	0.85095
C043901N	0.92420	W802702D	0.95185	C043106M	0.97074
C043901M	0.90697	W802702M	0.74565	B005501B	0.97399
C044001B	0.88371	W802703B	0.97828	B005501C	0.95883
C044001C	0.91163	W802703C	0.97835	B005501E	0.98563
C044001D	0.87181	W802703D	0.96718	B005501F	0.98376
C044001E	0.84221	W802703M	0.81986	B005501M	0.78954
C044001F	0.87104	W802801B	0.94419	B014301Y	0.87214
C044001G	0.83233	W802801C	0.94155	B014301N	0.81898
C044001H	0.85688	W802801D	0.95321	B014301M	0.82186
C044001M	0.81136	W802801M	0.88440	B014401B	0.95539
C044002B	0.88206	W802802B	0.95012	B014401C	0.94214
C044002C	0.88100	W802802C	0.94973	B014401D	0.93044
C044002D	0.89204	W802802D	0.95809	B014401E	0.90919
C044002E	0.87685	W802802M	0.88891	B014401F	0.89598
C044002F	0.91448	W802803B	0.97998	B014401M	0.84688
C044002G	0.87670	W802803C	0.98055	C044301N	0.85451
C044002H	0.92619	W802803D	0.97590	C044301M	0.96673
C044002M	0.90458	W802803M	0.87974	C044302N	0.86717
C044003B	0.85647	W802804B	0.97096	C044302M	0.87427
C044003C	0.87253	W802804C	0.96462	C044101B	0.86328
C044003D	0.88227	W802804D	0.95922	C044101C	0.85223
C044003E	0.89597	W802804M	0.87862	C044101D	0.86840
C044003F	0.91786	W802901B	0.92886	C044101E	0.86170
C044003G	0.89528	W802901C	0.93543	C044101M	0.96084
C044003H	0.89558	W802901D	0.86545	C044201B	0.84719
C044003M	0.91147	W802901M	0.88042	C044201C	0.88552
C044004B	0.87446	W802902B	0.82731	C044201D	0.95126
C044004C	0.89771	W802902C	0.95189	C044201E	0.92083
C044004D	0.89038	W802902D	0.91204	C044201F	0.90288
C044004E	0.90561	W802902M	0.88611	C044201G	0.86707
C044004F	0.90098	W802903B	0.91812	C044201H	0.84178
C044004G	0.90143	W802903C	0.95341	C044201M	0.90978
C044004H	0.89120	W802903D	0.93278	C044202B	0.86966
C044004M	0.85854	W802903M	0.85832	C044202C	0.86046
W802701B	0.91595	W802904B	0.95147	C044202D	0.90422
W802701C	0.91604	W802904C	0.92835	C044202E	0.93946
		W802904D	0.93152	C044202F	0.93307
		W802904M	0.87692	C044202G	0.87028
		C043105B	0.89449	C044202H	0.87040
		C043105C	0.91272	C044202M	0.93691
		C043105N	0.85971		
		C043105M	0.95607		

Table F-14

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.94713	G/T 25	0.96351	P/T 34	0.75028
BLACK	0.96088	G/T 26	0.72013	P/T 35	0.72884
HISPANIC	0.95935	G/T 27	0.74267	P/T 36	0.79400
ASIAN	0.90748	G/P 22	0.91743	P/T 37	0.97406
MEXICAN	0.90975	G/P 23	0.93189	P/T 41	0.73385
PUER RIC	0.95216	G/P 24	0.77884	P/T 42	0.74621
CUBN,OTH	0.96079	G/P 25	0.93914	P/T 43	0.83987
HISP-?	0.89772	G/S 22	0.91477	P/T 44	0.88500
MID CTY7	0.94436	G/S 23	0.86972	P/T 45	0.89341
FR/LCTY7	0.94835	R/T 24	0.91636	P/T 46	0.97601
FR/MCTY7	0.94908	R/T 25	0.91980	P/T 47	0.85350
LAR TWN7	0.94576	R/T 26	0.93077	P/T 51	0.83025
SML TWN7	0.94899	R/T 27	0.96912	P/T 52	0.76737
OTHER	0.95791	R/T 31	0.91828	P/T 53	0.76172
HS GRAD	0.96032	R/T 32	0.91827	P/T 54	0.83939
POST HS	0.95648	R/T 33	0.90122	P/T 55	0.95889
COL GRAD	0.95772	R/T 34	0.89684	P/T 56	0.74170
PARED-?	0.95512	R/T 35	0.89922	T/S 41	0.91994
S EAST	0.86469	R/T 36	0.94836	T/S 42	0.90282
CENTRAL	0.86157	R/T 37	0.90449	T/S 43	0.91969
WEST	0.85987	R/T 41	0.89402	T/S 51	0.90334
PRIVATE	0.94768	R/T 42	0.93523	T/S 52	0.93151
CATHOLIC	0.95176	R/T 43	0.92777	T/S 53	0.91947
BLACK	0.84289	R/T 44	0.93263	T/S 61	0.95322
HISPANIC	0.74401	R/T 45	0.93153	T/S 62	0.94493
ASIAN	0.74957	R/T 46	0.94197	T/S 63	0.92526
IEP-NO	0.96591	R/T 47	0.94124	T/S 71	0.92384
LEP-NO	0.90986	R/P 24	0.92119	T/S 72	0.95025
TITLE-N	0.77394	R/P 25	0.91233	T/S 73	0.95198
RED PRIC	0.93504	R/P 31	0.90923	P/S 32	0.95037
FREE	0.77910	R/P 32	0.90198	P/S 33	0.91175
INFO N/A	0.88398	R/P 33	0.89725	P/S 41	0.93641
SCH/REF	0.88457	R/P 34	0.89484	P/S 42	0.90460
SCH/NP	0.85016	R/P 35	0.88130	P/S 43	0.93109
TVLIN-0	0.98046	R/P 41	0.90628	P/S 51	0.91165
TV-QUAD	0.98029	R/P 42	0.97218	P/S 52	0.94396
HW-NO	0.97303	R/P 43	0.97057	P/S 53	0.91978
HW-YES	0.97575	R/P 44	0.94622	A/G 22	0.88118
HWLIN-0	0.98636	R/P 45	0.95353	A/R 22	0.93288
HWQUAD-0	0.96491	R/S 31	0.95496	A/R 23	0.92886
HITEM=3	0.96860	R/S 32	0.95141	A/R 24	0.95617
HITEM=4	0.96988	R/S 33	0.95826	A/T 22	0.92170
PGS>5	0.83742	R/S 41	0.93514	A/T 23	0.91766
PGS>10	0.84326	R/S 42	0.95311	A/T 24	0.94266
NO ACCOM	0.94013	R/S 43	0.95911	A/T 25	0.97252
G/R 22	0.90826	P/T 25	0.79537	A/T 26	0.93573
G/R 23	0.90095	P/T 26	0.78361	A/T 27	0.93337
G/R 24	0.96422	P/T 27	0.76262	A/P 22	0.88935
G/T 22	0.72229	P/T 31	0.96411		
G/T 23	0.77473	P/T 32	0.73256		
G/T 24	0.76794	P/T 33	0.74005		

Table F-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/P 23	0.86753	B007301D	0.90383	P803702N	0.90253
A/P 24	0.87932	B007301M	0.79449	P803702M	0.81668
A/P 25	0.83208	B007401B	0.87854	P803703N	0.86673
A/S 22	0.96461	B007401C	0.92715	P803703M	0.82883
A/S 23	0.95663	B007401D	0.85988	P803704N	0.93512
A/I 22	0.97439	B007401M	0.85865	P803704M	0.78633
A/L 22	0.93452	B014101B	0.90182	P803705N	0.90226
BLACK	0.92379	B014101C	0.90820	P803705M	0.81688
HISPANIC	0.81294	B014101D	0.93268	P803706N	0.86565
ASIAN AM	0.87182	B014101E	0.93393	P803706M	0.77149
AMER IND	0.96403	B014101M	0.85480	P803707N	0.89538
OTHER	0.96717	P804001B	0.87582	P803707M	0.83896
B003001M	0.79543	P804001C	0.85619	P803708N	0.86305
B013001B	0.95788	P804001N	0.90949	P803708M	0.82131
B013001C	0.96270	P804001M	0.82424	P803709N	0.86223
B013001D	0.94573	P804101B	0.91980	P803709M	0.86262
B013001M	0.81328	P804101C	0.92007	P803710N	0.86652
B013101B	0.95138	P804101N	0.93915	P803710M	0.82866
B013101C	0.92798	P804101M	0.87020	P803711N	0.85031
B013101D	0.90344	P804201B	0.87327	P803711M	0.82239
B013101M	0.82389	P804201C	0.87867	P803712N	0.86042
B013201N	0.79120	P804201D	0.87365	P803712M	0.80076
B013201M	0.74890	P804201M	0.84864	P803801B	0.91475
B013301N	0.81449	P804301B	0.95783	P803801C	0.93033
B013301M	0.78832	P804301C	0.93819	P803801D	0.91375
B013401N	0.86962	P804301D	0.93750	P803801M	0.86139
B013401M	0.85059	P804301M	0.81763	P803901N	0.91559
B013501N	0.73944	P804302B	0.85815	P803901M	0.91119
B013501M	0.74838	P804302C	0.88285	C042501N	0.85754
B013601N	0.80299	P804302D	0.91064	C042501M	0.91185
B013601M	0.76938	P804302M	0.78982	C042601B	0.84390
B013701N	0.83936	P803501B	0.88493	C042601C	0.92654
B013701M	0.82708	P803501C	0.91114	C042601M	0.92512
B000901N	0.91580	P803501D	0.88408	C042602B	0.85876
B000901M	0.87141	P803501M	0.93039	C042602C	0.85026
B000903N	0.91466	P803601N	0.82900	C042602D	0.91013
B000903M	0.90053	P803601M	0.85179	C042602N	0.95865
B013801B	0.95692	P803602N	0.81848	C042602M	0.90499
B013801C	0.96542	P803602M	0.86787	C042603B	0.83472
B013801D	0.95533	P803603N	0.83349	C042603C	0.85098
B013801M	0.69124	P803603M	0.82361	C042603D	0.84494
B000905N	0.90721	P803604N	0.84165	C042603M	0.89041
B000905M	0.87407	P803604M	0.81089	C042604B	0.88062
B006601B	0.92690	P803605N	0.88568	C042604C	0.90590
B014001B	0.88541	P803605M	0.79264	C042604D	0.87960
B014001C	0.89416	P803606N	0.83939	C042604N	0.85431
B014001D	0.93144	P803606M	0.80830	C042604M	0.89058
B014001E	0.92104	P803607N	0.82962	C042701Y	0.94541
B014001M	0.79246	P803607M	0.79453	C042701N	0.95054
B007301B	0.92179	P803701N	0.91004	C042701M	0.92604
B007301C	0.91866	P803701M	0.84919	C042801N	0.84199

Table F-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C042801M	0.86318	C043008C	0.89465	C043104N	0.95170
C042802N	0.85951	C043008D	0.86813	C032502B	0.86022
C042802M	0.85633	C043008E	0.87183	C032502C	0.85325
C042803N	0.83706	C043008M	0.97826	C032502D	0.85202
C042803M	0.86435	C032402B	0.89034	C032503B	0.83797
C042901B	0.86353	C032402C	0.92448	C032503C	0.87500
C042901C	0.89195	C032402N	0.92063	C032503D	0.89886
C042901D	0.92817	C032402M	0.95057	C032503M	0.97488
C042901E	0.90477	C032401B	0.88449	C032505B	0.83081
C042901F	0.91273	C032401C	0.93005	C032505C	0.86201
C042901G	0.89018	C032401N	0.92059	C032505D	0.88665
C042901M	0.86015	C032401M	0.98018	C032505M	0.98741
C036601N	0.89368	C032404B	0.86992	C032506B	0.86560
C036601C	0.91448	C032404C	0.94593	C032506C	0.84790
C036601D	0.93684	C032404N	0.92281	C043201B	0.84913
C036601M	0.92353	C032404M	0.98711	C043201C	0.87329
C043001B	0.88197	C032407B	0.88608	C043301B	0.86793
C043001C	0.92188	C032407C	0.93970	C043301C	0.88753
C043001D	0.89112	C032407N	0.94233	C043301D	0.91095
C043001E	0.87855	C032408B	0.87136	C043301M	0.96298
C043001M	0.96021	C032408C	0.95669	C043401B	0.85756
C043002B	0.87123	C032408N	0.92686	C043401C	0.88257
C043002C	0.85295	C032408M	0.97458	C043401D	0.90197
C043002D	0.93656	C032409B	0.88054	C043501B	0.90076
C043002E	0.95346	C032409C	0.92588	C043501C	0.88883
C043002M	0.98320	C032409N	0.89220	C043501D	0.89045
C043003B	0.89702	C032409M	0.96170	C043501E	0.88436
C043003C	0.87718	C032410B	0.90061	C043501F	0.87581
C043003D	0.93759	C032410C	0.87989	C043501M	0.96483
C043003E	0.95471	C032411B	0.91331	C043601B	0.83983
C043004B	0.89644	C032411C	0.91489	C043601C	0.89171
C043004C	0.89738	C032411N	0.94869	C043601D	0.87114
C043004D	0.86272	C032412B	0.90059	C043601M	0.97035
C043004E	0.84451	C032412C	0.89238	C043701B	0.86681
C043004M	0.97512	C032413B	0.86976	C043701C	0.87892
C043005B	0.90112	C032413C	0.80866	C043701D	0.87694
C043005C	0.93325	C032414B	0.88366	C043701E	0.87495
C043005D	0.89635	C032414C	0.95137	C043701M	0.97977
C043005E	0.85620	C032414N	0.90235	C038301N	0.86275
C043005M	0.98150	C032414M	0.97788	C038301M	0.94396
C043006B	0.87106	C043101B	0.88796	C043801B	0.85834
C043006C	0.86510	C043101C	0.95009	C043801C	0.89250
C043006D	0.84852	C043101N	0.95310	C043801D	0.87572
C043006E	0.86817	C043102B	0.86914	C043801E	0.89770
C043006M	0.98859	C043102C	0.94179	C043801F	0.90550
C043007B	0.87523	C043102N	0.93900	C043801G	0.87925
C043007C	0.89131	C043103B	0.91529	C043801H	0.85450
C043007D	0.87409	C043103C	0.94306	C043801M	0.89009
C043007E	0.87804	C043103N	0.96018	C043901N	0.90094
C043007M	0.99225	C043104B	0.85915	C043901M	0.95468
C043008B	0.87845	C043104C	0.95278	C044001B	0.86047

Table F-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C044001C	0.88307	T067203C	0.93616	T067506B	0.85823
C044001D	0.89274	T067203D	0.95304	T067506C	0.93445
C044001E	0.85582	T067203E	0.95650	T067506M	0.98724
C044001F	0.84707	T067203M	0.93802	T067507B	0.89665
C044001G	0.87337	T067204B	0.85918	T067507C	0.98275
C044001H	0.89391	T067204C	0.87486	T067507M	0.99004
C044001M	0.92065	T067204D	0.88297	T067508B	0.89116
C044002B	0.86478	T067204E	0.87083	T067508C	0.91018
C044002C	0.88498	T067204M	0.87287	T067508M	0.95105
C044002D	0.90084	T067205B	0.86695	T067509B	0.89737
C044002E	0.88270	T067205C	0.88042	T067509C	0.92459
C044002F	0.89053	T067205D	0.89883	T067509M	0.94381
C044002G	0.89521	T067205E	0.91956	T067510B	0.91273
C044002H	0.90560	T067205M	0.93570	T067510C	0.93607
C044002M	0.93198	T067206B	0.84076	T067510M	0.95265
C044003B	0.83957	T067206C	0.83295	T067511B	0.87061
C044003C	0.86690	T067206D	0.85507	T067511C	0.96058
C044003D	0.85756	T067206E	0.85548	T067511M	0.97036
C044003E	0.87091	T067206M	0.86901	T067512B	0.90402
C044003F	0.88001	T067301B	0.91973	T067512C	0.88991
C044003G	0.88584	T067301C	0.85821	T067512M	0.84116
C044003H	0.90412	T067301D	0.89673	T067601B	0.88426
C044003M	0.93561	T067301M	0.94444	T067601C	0.77620
C044004B	0.89848	T056201B	0.86119	T067601M	0.86957
C044004C	0.89955	T056201C	0.89811	T067602B	0.91028
C044004D	0.89110	T056201D	0.88340	T067602C	0.97387
C044004E	0.84256	T056201E	0.88502	T067602M	0.98211
C044004F	0.86455	T056201F	0.82269	T067603B	0.86304
C044004G	0.96482	T056201M	0.89155	T067603C	0.93111
C044004H	0.89948	T056301B	0.89101	T067603M	0.98417
C044004M	0.92625	T056301C	0.94491	T067604B	0.89015
T067001M	0.87758	T056301D	0.94351	T067604C	0.97501
T067002M	0.88512	T056301E	0.87121	T067604M	0.98490
T067003M	0.89885	T056301F	0.91314	T067605B	0.87356
T067004M	0.79328	T056301G	0.86230	T067605C	0.91394
T067101B	0.84513	T056301M	0.95236	T067605M	0.97279
T067101C	0.85212	T067501B	0.89029	T067606B	0.86785
T067101D	0.89232	T067501C	0.85187	T067606C	0.88483
T067101E	0.89543	T067501M	0.86432	T067606M	0.95970
T067101M	0.95997	T067502B	0.90958	T067607B	0.86569
T067201B	0.92320	T067502C	0.93722	T067607C	0.95595
T067201C	0.92915	T067502M	0.97128	T067607M	0.97976
T067201D	0.95315	T067503B	0.90121	T067608B	0.89944
T067201E	0.96004	T067503C	0.92971	T067608C	0.96402
T067201M	0.95688	T067503M	0.95593	T067608M	0.97485
T067202B	0.92139	T067504B	0.89421	T067609B	0.88470
T067202C	0.91938	T067504C	0.97735	T067609C	0.90035
T067202D	0.93972	T067504M	0.98581	T067609M	0.95327
T067202E	0.94459	T067505B	0.91269	T067610B	0.85712
T067202M	0.93706	T067505C	0.99080	T067610C	0.97414
T067203B	0.91676	T067505M	0.99150	T067610M	0.97848

Table F-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067611B	0.85130	T070404M	0.97601	T070907D	0.86936
T067611C	0.99253	T070405B	0.85765	T070907M	0.96095
T067612B	0.87829	T070405C	0.85069	T071001B	0.87884
T067612C	0.86335	T070405M	0.96370	T071001C	0.89274
T067612M	0.87399	T070406B	0.91978	T071001D	0.90952
T067701B	0.91304	T070406C	0.93198	T071001E	0.87547
T067701C	0.93147	T070406M	0.93944	T071001M	0.82144
T067701D	0.92980	T070407B	0.91137	T071101B	0.91317
T067701E	0.90737	T070407C	0.92434	T071101C	0.92147
T067701M	0.93144	T070407M	0.97051	T071101D	0.88579
T067702B	0.85333	T070501B	0.88923	T071101M	0.97353
T067702C	0.86549	T070501C	0.90082	T071102B	0.90754
T067702D	0.87293	T070501D	0.88093	T071102C	0.92876
T067702E	0.88840	T070501E	0.90999	T071102D	0.88164
T067702M	0.88688	T070501M	0.97027	T071102M	0.99058
T067801B	0.88392	T070601N	0.83570	T071103B	0.89707
T067801C	0.91217	T070601M	0.96441	T071103C	0.90660
T067801M	0.89992	T070701B	0.94790	T071103D	0.89819
T067802B	0.87655	T070701C	0.91212	T071103M	0.95560
T067802C	0.87011	T070701D	0.95349	T071104B	0.92217
T067802M	0.98711	T070701M	0.96059	T071104C	0.93341
T067803B	0.82970	T070801B	0.89617	T071104D	0.87991
T067803C	0.86497	T070801C	0.91600	T071104M	0.97470
T067803M	0.96560	T070801D	0.82747	T071105B	0.87776
T067804B	0.85759	T070801M	0.96929	T071105C	0.95508
T067804C	0.85377	T070901B	0.87467	T071105D	0.95897
T067804M	0.97450	T070901C	0.88192	T071105M	0.95635
T067805B	0.90929	T070901D	0.83821	T071106B	0.87377
T067805C	0.92213	T070901M	0.97106	T071106C	0.93772
T067805M	0.98156	T070902B	0.91137	T071106D	0.91782
T067806B	0.86858	T070902C	0.92186	T071106M	0.97304
T067806C	0.87493	T070902D	0.85099	T071107B	0.89836
T067806M	0.98257	T070902M	0.95523	T071107C	0.95848
T067807B	0.81642	T070903B	0.90423	T071107D	0.96346
T067807C	0.88869	T070903C	0.94167	T071107M	0.98131
T067807M	0.98034	T070903D	0.92631	T071108B	0.85458
T041201B	0.88693	T070903M	0.86007	T071108C	0.96070
T041201C	0.90183	T070904B	0.86201	T071108D	0.96150
T041201D	0.89030	T070904C	0.86885	T071108M	0.98194
T041201M	0.98227	T070904D	0.90314	T071109B	0.86477
T070401B	0.85154	T070904M	0.97264	T071109C	0.96262
T070401C	0.85591	T070905B	0.90061	T071109D	0.96374
T070401M	0.97951	T070905C	0.93205	T071110B	0.85927
T070402B	0.88532	T070905D	0.92261	T071110C	0.95997
T070402C	0.89190	T070905M	0.95278	T071110D	0.96581
T070402M	0.96003	T070906B	0.88783	T071111B	0.86818
T070403B	0.85888	T070906C	0.92884	T071111C	0.94576
T070403C	0.84267	T070906D	0.88865	T071111D	0.96403
T070403M	0.96939	T070906M	0.96919	T071112B	0.90834
T070404B	0.88170	T070907B	0.90424	T071112C	0.95875
T070404C	0.88355	T070907C	0.92639	T071112D	0.97052

Table F-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T071112M	0.97706	T071114B	0.87575	T071202C	0.88543
T071113B	0.87978	T071114C	0.88997	T071202D	0.86543
T071113D	0.95181	T071114D	0.85311	T071202M	0.99072
T071113M	0.97579	T071114M	0.98028	T071203B	0.90384
		T071115B	0.90064	T071203C	0.91674
		T071115C	0.93988	T071203D	0.87769
		T071115D	0.93087	T071203M	0.98767
		T071115M	0.96204	T071204B	0.91945
		T071116B	0.89302	T071204C	0.94033
		T071116C	0.92509	T071204D	0.86365
		T071116D	0.87187	T071204M	0.98455
		T071116M	0.98305	T071205B	0.90197
		T071201C	0.86854	T071205C	0.95981
		T071201D	0.85645	T071205D	0.92655
		T071201M	0.97687		
		T071202B	0.87791		

Table F-15

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
		G/T 24	0.72053	P/T 33	0.79571
FEMALE	0.94845	G/T 25	0.94773	P/T 34	0.78541
BLACK	0.96445	G/T 26	0.70647	P/T 35	0.74816
HISPANIC	0.96227	G/T 27	0.71562	P/T 36	0.79374
ASIAN	0.95150	G/P 22	0.92411	P/T 37	0.96022
MEXICAN	0.93909	G/P 23	0.92073	P/T 41	0.77612
PUER RIC	0.97128	G/P 24	0.87327	P/T 42	0.78918
CUBN,OTH	0.96681	G/P 25	0.88492	P/T 43	0.81244
HISP-?	0.96614	G/S 22	0.92302	P/T 44	0.82055
MID CTY7	0.94681	G/S 23	0.89994	P/T 45	0.82643
FR/LCTY7	0.94761	R/T 24	0.91088	P/T 46	0.96067
FR/MCTY7	0.94708	R/T 25	0.89919	P/T 47	0.80898
LAR TWN7	0.94094	R/T 26	0.90708	P/T 51	0.80733
SML TWN7	0.94224	R/T 27	0.95337	P/T 52	0.84014
OTHER	0.95779	R/T 31	0.89057	P/T 53	0.80809
HS GRAD	0.96420	R/T 32	0.91408	P/T 54	0.81844
POST HS	0.96528	R/T 33	0.91890	P/T 55	0.97051
COL GRAD	0.96307	R/T 34	0.90389	P/T 56	0.84263
PARED-?	0.93804	R/T 35	0.91354	P/T 57	0.85899
S EAST	0.87212	R/T 36	0.94232	T/S 41	0.91766
CENTRAL	0.87043	R/T 37	0.90436	T/S 42	0.91266
WEST	0.88469	R/T 41	0.91571	T/S 43	0.91789
PRIVATE	0.93863	R/T 42	0.92585	T/S 51	0.91272
CATHOLIC	0.94450	R/T 43	0.91479	T/S 52	0.93455
BLACK	0.86519	R/T 44	0.92140	T/S 53	0.94675
HISPANIC	0.80950	R/T 45	0.92371	T/S 61	0.95434
ASIAN	0.80354	R/T 46	0.94052	T/S 62	0.94719
IEP-NO	0.98167	R/T 47	0.93658	T/S 63	0.92860
LEP-NO	0.93754	R/P 24	0.90594	T/S 71	0.94036
TITLE-N	0.79509	R/P 25	0.89051	T/S 72	0.95147
RED PRIC	0.94002	R/P 31	0.90200	T/S 73	0.95245
FREE	0.76730	R/P 32	0.82568	P/S 32	0.94722
INFO N/A	0.85391	R/P 33	0.89785	P/S 33	0.91769
SCH/REF	0.87977	R/P 34	0.88308	P/S 41	0.94828
SCH/NP	0.83309	R/P 35	0.88870	P/S 42	0.92203
TVLIN-0	0.98149	R/P 41	0.86253	P/S 43	0.92881
TV-QUAD	0.98117	R/P 42	0.96373	P/S 51	0.90805
HW-NO	0.93428	R/P 43	0.95047	P/S 52	0.95932
HW-YES	0.94326	R/P 44	0.94513	P/S 53	0.94760
HWLIN-0	0.97115	R/P 45	0.91509	A/G 22	0.88884
HWQUAD-0	0.90346	R/S 31	0.95807	A/R 22	0.93490
HITEM=3	0.95612	R/S 32	0.95455	A/R 23	0.93255
HITEM=4	0.97440	R/S 33	0.96089	A/R 24	0.96413
PGS>5	0.80778	R/S 41	0.93630	A/T 22	0.93952
PGS>10	0.82723	R/S 42	0.95352	A/T 23	0.92685
NO ACCOM	0.95387	R/S 43	0.95800	A/T 24	0.94826
G/R 22	0.90306	P/T 25	0.80532	A/T 25	0.97291
G/R 23	0.90389	P/T 26	0.76549	A/T 26	0.94201
G/R 24	0.95333	P/T 27	0.77380		
G/T 22	0.69518	P/T 31	0.95384		
G/T 23	0.74378	P/T 32	0.78682		

Table F-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/T 27	0.93058	B007301B	0.96219	P803708N	0.81677
A/P 22	0.89833	B007301C	0.96582	P803708M	0.83522
A/P 23	0.89056	B007301D	0.94809	P803709N	0.84013
A/P 24	0.89973	B007301M	0.85039	P803709M	0.82489
A/P 25	0.85537	B007401B	0.89362	P803710N	0.83527
A/S 22	0.96328	B007401C	0.91028	P803710M	0.82363
A/S 23	0.95543	B007401D	0.85047	P803711N	0.82721
A/I 22	0.98156	B007401M	0.89906	P803711M	0.80988
A/L 22	0.94985	B014101B	0.95070	P803712N	0.85010
BLACK	0.93531	B014101C	0.93300	P803712M	0.81879
HISPANIC	0.91095	B014101D	0.92688	P803901N	0.88924
ASIAN AM	0.92120	B014101E	0.93384	P803901M	0.88322
AMER IND	0.97321	B014101M	0.87377	C042701Y	0.91063
OTHER	0.96502	P804001B	0.93955	C042701N	0.90514
B003001M	0.83598	P804001C	0.92631	C042701M	0.91487
B013001B	0.93532	P804001N	0.93748	C042801N	0.86687
B013001C	0.95491	P804001M	0.88245	C042801M	0.88709
B013001D	0.92962	P804101B	0.90955	C042802N	0.84756
B013001M	0.76664	P804101C	0.89875	C042802M	0.90801
B013101B	0.95590	P804101N	0.89729	C042803N	0.85052
B013101C	0.93315	P804101M	0.87599	C042803M	0.87572
B013101D	0.89763	P804201B	0.85714	C042901B	0.83263
B013101M	0.89512	P804201C	0.86261	C042901C	0.89033
B013201N	0.76537	P804201D	0.88520	C042901D	0.91543
B013201M	0.77139	P804201M	0.86588	C042901E	0.91603
B013301N	0.86189	P804301B	0.95925	C042901F	0.91752
B013301M	0.86623	P804301C	0.94562	C042901G	0.91393
B013401N	0.89107	P804301D	0.94818	C042901M	0.93483
B013401M	0.86293	P804301M	0.83719	C036601N	0.91743
B013501N	0.76175	P804302B	0.85168	C036601C	0.93655
B013501M	0.79743	P804302C	0.90330	C036601D	0.95001
B013601N	0.83057	P804302D	0.91491	C036601M	0.97420
B013601M	0.80874	P804302M	0.83831	C043001B	0.89882
B013701N	0.86946	P803501B	0.94823	C043001C	0.90102
B013701M	0.83769	P803501C	0.97086	C043001D	0.90190
B000901N	0.91810	P803501D	0.92959	C043001E	0.87087
B000901M	0.83204	P803501M	0.88980	C043001M	0.98443
B000903N	0.93927	P803701N	0.92829	C043002B	0.87823
B000903M	0.85102	P803701M	0.72254	C043002C	0.88995
B013801B	0.96261	P803702N	0.93287	C043002D	0.93285
B013801C	0.96620	P803702M	0.88247	C043002E	0.94270
B013801D	0.95679	P803703N	0.86717	C043002M	0.95677
B013801M	0.74256	P803703M	0.79660	C043003B	0.87481
B000905N	0.92277	P803704N	0.95248	C043003C	0.89867
B000905M	0.84091	P803704M	0.73926	C043003D	0.93750
B006601B	0.79841	P803705N	0.85813	C043003E	0.92104
B014001B	0.86211	P803705M	0.79196	C043003M	0.95332
B014001C	0.86742	P803706N	0.89929	C043004B	0.87353
B014001D	0.92196	P803706M	0.83332	C043004C	0.89226
B014001E	0.93064	P803707N	0.81733	C043004D	0.88453
B014001M	0.82109	P803707M	0.72963	C043004E	0.86804

Table F-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043004M	0.94581	C032411M	0.97335	C043501B	0.88474
C043005B	0.92423	C032412B	0.89248	C043501C	0.88973
C043005C	0.92432	C032412C	0.92155	C043501D	0.86841
C043005D	0.90959	C032412N	0.92838	C043501E	0.88983
C043005E	0.86518	C032412M	0.96713	C043501F	0.87241
C043005M	0.97449	C032413B	0.90063	C043501M	0.93190
C043006B	0.86042	C032413C	0.94132	C043601B	0.86748
C043006C	0.85756	C032413N	0.94478	C043601C	0.87376
C043006D	0.83307	C032413M	0.99632	C043601D	0.88352
C043006E	0.91734	C032414B	0.92179	C043601E	0.85955
C043006M	0.98281	C032414C	0.94296	C043601M	0.93963
C043007B	0.87709	C032414N	0.85191	C043701B	0.85627
C043007C	0.89310	C032414M	0.97112	C043701C	0.87304
C043007D	0.85444	C043101B	0.87694	C043701D	0.90017
C043007E	0.89006	C043101C	0.95591	C043701E	0.90061
C043007M	0.97971	C043101N	0.93579	C043701M	0.94824
C043008B	0.86537	C043102B	0.90021	C038301N	0.84644
C043008C	0.86935	C043102C	0.94819	C038301M	0.93321
C043008D	0.91115	C043102N	0.92700	C043801B	0.87795
C043008E	0.83616	C043103B	0.88591	C043801C	0.89195
C032402B	0.87814	C043103C	0.83470	C043801D	0.89471
C032402C	0.92609	C043104B	0.85614	C043801E	0.89904
C032402N	0.90076	C043104C	0.95158	C043801F	0.88709
C032402M	0.97666	C043104N	0.93380	C043801G	0.89625
C032401B	0.90394	C043104M	0.97075	C043801H	0.86095
C032401C	0.93585	C032502B	0.87271	C043801M	0.87473
C032401N	0.87973	C032502C	0.87820	C043901N	0.92072
C032401M	0.96770	C032502D	0.85012	C043901M	0.94631
C032404B	0.88936	C032502M	0.97079	C044001B	0.88648
C032404C	0.93746	C032503B	0.87997	C044001C	0.87577
C032404N	0.87097	C032503C	0.88136	C044001D	0.88224
C032404M	0.92359	C032503D	0.86240	C044001E	0.87898
C032407B	0.85600	C032503M	0.95923	C044001F	0.87205
C032407C	0.93991	C032505B	0.87650	C044001G	0.87426
C032407N	0.93241	C032505C	0.87031	C044001H	0.89529
C032407M	0.97909	C032505D	0.87776	C044001M	0.93271
C032408B	0.86451	C032505M	0.98365	C044002B	0.89071
C032408C	0.95381	C032506B	0.84981	C044002C	0.90245
C032408N	0.92979	C032506C	0.87123	C044002D	0.87740
C032408M	0.97437	C032506D	0.86207	C044002E	0.88550
C032409B	0.90118	C032506M	0.97014	C044002F	0.90784
C032409C	0.92506	C043201B	0.84825	C044002G	0.87259
C032409N	0.90065	C043201C	0.86886	C044002H	0.89743
C032409M	0.98418	C043201M	0.97876	C044002M	0.93358
C032410B	0.90342	C043301B	0.88691	C044003B	0.86866
C032410C	0.93319	C043301C	0.91072	C044003C	0.87141
C032410N	0.93925	C043301D	0.86000	C044003D	0.86229
C032410M	0.96490	C043301M	0.94380	C044003E	0.89241
C032411B	0.90878	C043401B	0.87144	C044003F	0.90089
C032411C	0.92868	C043401C	0.87060	C044003H	0.86757
C032411N	0.92227	C043401M	0.95078	C044003M	0.93576

Table F-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C044004B	0.88350	T056201B	0.86696	T067601M	0.92557
C044004C	0.90158	T056201C	0.87118	T067602B	0.85524
C044004D	0.88337	T056201D	0.88622	T067602C	0.85590
C044004E	0.85085	T056201E	0.90545	T067602M	0.88857
C044004F	0.87565	T056201F	0.82839	T067603B	0.84736
C044004G	0.93310	T056201M	0.92599	T067603C	0.96949
C044004H	0.91149	T056301B	0.86632	T067603M	0.97890
C044004M	0.93655	T056301C	0.94880	T067604B	0.88215
B014201B	0.97002	T056301D	0.94881	T067604C	0.97761
B014201C	0.98000	T056301E	0.86926	T067604M	0.98097
B014201D	0.97976	T056301F	0.88692	T067605B	0.85332
B014201E	0.96559	T056301G	0.89375	T067605C	0.88480
B014201M	0.93073	T056301M	0.96785	T067605M	0.92374
P804401N	0.77604	T067501B	0.87182	T067606B	0.88152
P804401M	0.81127	T067501C	0.87087	T067606C	0.92954
P804402N	0.76741	T067501M	0.88121	T067606M	0.96353
P804402M	0.80149	T067502B	0.85470	T067607B	0.86456
P804403N	0.77448	T067502C	0.83419	T067607C	0.94910
P804403M	0.87516	T067502M	0.85140	T067607M	0.94952
P804404N	0.74843	T067503B	0.87397	T067608B	0.86220
P804404M	0.86739	T067503C	0.97148	T067608C	0.97467
P804405N	0.77890	T067503M	0.98003	T067608M	0.97281
P804405M	0.83680	T067504B	0.91230	T067609B	0.87655
P804406N	0.77480	T067504C	0.98484	T067609C	0.94633
P804406M	0.86683	T067504M	0.98988	T067609M	0.96373
P804407N	0.79771	T067505B	0.84747	T067610B	0.86769
P804407M	0.86906	T067505C	0.98785	T067610C	0.88803
P804408N	0.84693	T067505M	0.99012	T067610M	0.91493
P804408M	0.83763	T067506B	0.87183	T067611B	0.87295
P804409N	0.83482	T067506C	0.97466	T067611C	0.95620
P804409M	0.84151	T067506M	0.98914	T067611M	0.97030
P804501B	0.85348	T067507B	0.85962	T067612B	0.88966
P804501C	0.92684	T067507C	0.98093	T067612C	0.85810
P804501D	0.92713	T067507M	0.98249	T067612M	0.86529
P804501E	0.94917	T067508B	0.88220	T067701B	0.88371
P804501F	0.96074	T067508C	0.91130	T067701C	0.89417
P804501M	0.72352	T067508M	0.92147	T067701D	0.88230
C044401N	0.88527	T067509B	0.86033	T067701E	0.88126
C044401M	0.95808	T067509C	0.94934	T067701M	0.86589
C044402N	0.87436	T067509M	0.98050	T067702B	0.89336
C044402M	0.92614	T067510B	0.86800	T067702C	0.89321
C043105B	0.88136	T067510C	0.84393	T067702D	0.87839
C043105C	0.93912	T067510M	0.83242	T067702E	0.90113
C043105N	0.95228	T067511B	0.88094	T067702M	0.90566
C043106B	0.86723	T067511C	0.88798	T067801B	0.88534
C043106C	0.93351	T067511M	0.88289	T067801C	0.87959
C043106N	0.93435	T067512B	0.89003	T067801M	0.92906
T067301B	0.88489	T067512C	0.85800	T067802B	0.87928
T067301C	0.85086	T067512M	0.84951	T067802C	0.87910
T067301D	0.93649	T067601B	0.86824	T067802M	0.98974
T067301M	0.96687	T067601C	0.88964	T067803B	0.82885

Table F-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T067803C	0.85113	T070901D	0.85344	T071107C	0.94239
T067803M	0.97991	T070901M	0.97280	T071107D	0.92647
T067804B	0.86707	T070902B	0.87302	T071107M	0.98957
T067804C	0.85668	T070902C	0.90199	T071108B	0.87870
T067804M	0.98992	T070902D	0.86629	T071108C	0.94072
T067805B	0.91873	T070902M	0.96570	T071108D	0.92847
T067805C	0.91981	T070903B	0.92256	T071108M	0.99281
T067805M	0.98315	T070903C	0.94777	T071109B	0.87971
T067806B	0.89922	T070903D	0.89671	T071109C	0.95144
T067806C	0.90604	T070903M	0.95356	T071109D	0.95989
T067806M	0.97136	T070904B	0.87195	T071109M	0.98982
T067807B	0.85906	T070904C	0.88714	T071110B	0.90068
T067807C	0.85180	T070904D	0.85017	T071110C	0.91767
T067807M	0.96099	T070904M	0.97511	T071110D	0.95547
T041201B	0.89104	T070905B	0.88035	T071110M	0.98746
T041201C	0.90699	T070905C	0.92167	T071111B	0.83903
T041201D	0.86863	T070905D	0.93452	T071111C	0.90271
T041201M	0.98823	T070905M	0.97034	T071111D	0.96574
T070401B	0.84665	T070906B	0.89576	T071111M	0.98826
T070401C	0.86838	T070906C	0.92695	T071112B	0.86829
T070401M	0.99014	T070906D	0.86967	T071112C	0.93109
T070402B	0.88292	T070906M	0.97424	T071112D	0.96226
T070402C	0.88464	T070907B	0.91943	T071112M	0.98671
T070402M	0.98015	T070907C	0.94125	T071113B	0.87020
T070403B	0.84924	T070907D	0.90157	T071113C	0.95196
T070403C	0.87046	T070907M	0.95445	T071113D	0.94767
T070403M	0.98573	T071101B	0.89144	T071113M	0.99071
T070404B	0.88611	T071101C	0.91066	T071114B	0.86804
T070404C	0.88907	T071101D	0.90608	T071114C	0.87833
T070404M	0.98093	T071101M	0.98168	T071114D	0.87071
T070405B	0.84937	T071102B	0.87797	T071114M	0.99199
T070405C	0.85612	T071102C	0.89345	T071115B	0.87842
T070405M	0.98448	T071102D	0.87337	T071115C	0.93099
T070406B	0.90574	T071102M	0.95878	T071115D	0.93701
T070406C	0.91483	T071103B	0.85519	T071115M	0.97029
T070406M	0.95758	T071103C	0.88011	T071116B	0.84865
T070407B	0.89413	T071103D	0.86620	T071116C	0.84439
T070407C	0.91205	T071103M	0.98696	T071116D	0.84389
T070407M	0.98695	T071104B	0.91479	T071116M	0.99256
T070601N	0.81174	T071104C	0.94124	T071201B	0.85847
T070601M	0.95548	T071104D	0.86781	T071201C	0.87032
T070701B	0.90837	T071104M	0.98744	T071201D	0.85249
T070701C	0.90239	T071105B	0.89341	T071201M	0.97232
T070701D	0.91686	T071105C	0.95132	T071202B	0.88807
T070701M	0.96260	T071105D	0.94602	T071202C	0.88662
T070801B	0.93660	T071105M	0.98645	T071202D	0.85975
T070801C	0.93690	T071106B	0.89821	T071202M	0.97271
T070801D	0.87300	T071106C	0.92396	T071203B	0.86067
T070801M	0.96242	T071106D	0.89817	T071203C	0.87297
T070901B	0.83552	T071106M	0.98348	T071203D	0.84453
T070901C	0.86949	T071107B	0.89320	T071203M	0.98073

Table F-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T071204B	0.90278	T071301C	0.90977	T071502E	0.87343
T071204C	0.92661	T071301D	0.87784	T071502F	0.85434
T071204D	0.84431	T071301M	0.92135	T071502M	0.87731
T071204M	0.98471	T071401M	0.84352	T071503B	0.82484
T071205B	0.90089	T071402M	0.85345	T071503C	0.88346
T071205C	0.94359	T071403M	0.88033	T071503D	0.87727
T071205D	0.87910	T071404M	0.84831	T071503E	0.88783
T071205M	0.97442	T040301B	0.86044	T071503F	0.85516
T071301B	0.90069	T040301C	0.85678	T071503M	0.87297
		T040301D	0.89932	T071504B	0.88817
		T040301E	0.88761	T071504C	0.89637
		T040301M	0.95633	T071504D	0.87513
		T071501B	0.85737	T071504E	0.88133
		T071501C	0.88150	T071504F	0.86190
		T071501D	0.85323	T071504M	0.91370
		T071501E	0.86411	CLASIZ-2	0.89568
		T071501F	0.85716	CLASIZ-3	0.90022
		T071501M	0.87859	CLASIZ-4	0.90105
		T071502B	0.85122	CLASIZ-5	0.93049
		T071502C	0.86136	CLASIZ-?	0.82343
		T071502D	0.86861		

Table F-16

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Civics Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.94934	G/R 22	0.91024	P/T 25	0.84584
BLACK	0.97088	G/R 23	0.91351	P/T 26	0.82375
HISPANIC	0.97106	G/R 24	0.95034	P/T 27	0.85162
ASIAN	0.95455	G/T 22	0.78957	P/T 31	0.95567
MEXICAN	0.94580	G/T 23	0.84176	P/T 32	0.81737
PUER RIC	0.97328	G/T 24	0.72174	P/T 33	0.80104
CUBN,OTH	0.97283	G/T 25	0.95984	P/T 34	0.80039
HISP-?	0.97285	G/T 26	0.71068	P/T 35	0.79572
MID CTY7	0.94779	G/T 27	0.74878	P/T 36	0.81721
FR/LCTY7	0.94975	G/P 22	0.93278	P/T 37	0.96593
FR/MCTY7	0.95934	G/P 23	0.96109	P/T 41	0.77688
LAR TWN7	0.94780	G/P 24	0.90911	P/T 42	0.77277
SML TWN7	0.95153	G/P 25	0.92806	P/T 43	0.81782
OTHER	0.93465	G/S 22	0.93496	P/T 44	0.81842
HS GRAD	0.96351	G/S 23	0.90516	P/T 45	0.83551
POST HS	0.96398	R/T 24	0.91627	P/T 46	0.96239
COL GRAD	0.96660	R/T 25	0.90567	P/T 47	0.81893
PARED-?	0.91531	R/T 26	0.91173	P/T 51	0.81371
S EAST	0.85715	R/T 27	0.97079	P/T 52	0.92148
CENTRAL	0.88010	R/T 31	0.89430	P/T 53	0.92009
WEST	0.89486	R/T 32	0.90983	P/T 54	0.93432
PRIVATE	0.95110	R/T 33	0.91774	P/T 55	0.95709
CATHOLIC	0.95562	R/T 34	0.91559	P/T 56	0.88045
BLACK	0.88230	R/T 35	0.90895	P/T 57	0.91748
HISPANIC	0.82595	R/T 36	0.94931	T/S 41	0.92885
ASIAN	0.81428	R/T 37	0.91087	T/S 42	0.90670
IEP-NO	0.97551	R/T 41	0.92434	T/S 43	0.93258
LEP-NO	0.94751	R/T 42	0.92940	T/S 51	0.91792
TITLE-N	0.80768	R/T 43	0.91749	T/S 52	0.95956
RED PRIC	0.96619	R/T 44	0.92552	T/S 53	0.96904
FREE	0.84003	R/T 45	0.92702	T/S 61	0.96396
INFO N/A	0.89676	R/T 46	0.93249	T/S 62	0.94860
SCH/REF	0.92981	R/T 47	0.94070	T/S 63	0.91904
SCH/NP	0.84211	R/P 24	0.89620	T/S 72	0.93354
TVLIN-0	0.97831	R/P 25	0.89568	P/S 32	0.94384
TV-QUAD	0.97808	R/P 31	0.91151	P/S 33	0.90852
HW-NO	0.95942	R/P 32	0.84085	P/S 41	0.93891
HW-YES	0.96668	R/P 33	0.89928	P/S 42	0.89834
HWLIN-0	0.97864	R/P 34	0.89769	P/S 43	0.92766
HWQUAD-0	0.89491	R/P 35	0.90419	P/S 51	0.89571
HITEM=3	0.97788	R/P 41	0.88435	P/S 52	0.94041
HITEM=4	0.97566	R/P 42	0.93613	P/S 53	0.92633
PGS>5	0.83230	R/P 43	0.94288	A/G 22	0.92245
PGS>10	0.83822	R/P 44	0.93717	A/R 22	0.95035
NO ACCOM	0.94609	R/P 45	0.90765	A/R 23	0.95505
NYRCIV B	0.96669	R/S 31	0.94727	A/R 24	0.96601
NYRCIV C	0.95642	R/S 32	0.94331	A/T 22	0.94194
NYRCIV D	0.95675	R/S 33	0.94810	A/T 23	0.93513
NYRCIV E	0.96404	R/S 41	0.94076		
NYRCIV2B	0.96605	R/S 42	0.95657		
NYRCIV2C	0.96765	R/S 43	0.95203		

Table F-16 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
A/T 24	0.94559	P/N 25	0.84596	P/N 42	0.90622
A/T 25	0.95285	P/N 31	0.90297	P/N 43	0.86903
A/T 26	0.94244	P/N 32	0.90278	P/N 51	0.91289
A/P 22	0.93072	P/N 33	0.90486	P/N 52	0.91991
A/P 23	0.93001	P/N 34	0.88141	P/N 53	0.91374
A/P 24	0.93550	P/N 35	0.94026	S/N 23	0.92954
A/P 25	0.90807	P/N 41	0.91959	S/N 31	0.93608
A/S 22	0.96215	P/N 42	0.91415	S/N 32	0.91557
A/S 23	0.96102	P/N 43	0.87743	S/N 33	0.92148
A/I 22	0.97816	P/N 44	0.91419	A/N 22	0.92424
A/L 22	0.94576	P/N 45	0.90549	A/N 23	0.92659
G/N 22	0.87342	P/N 51	0.88846	BLACK	0.93587
G/N 23	0.93783	P/N 52	0.90834	HISPANIC	0.93141
G/N 24	0.91273	P/N 53	0.94505	ASIAN AM	0.91401
G/N 25	0.92314	P/N 54	0.92052	AMER IND	0.98884
R/N 24	0.90131	P/N 55	0.92086	OTHER	0.98201
R/N 25	0.90903	N/S 32	0.92796	B003001M	0.74364
R/N 31	0.90932	N/S 33	0.89664	B013001B	0.93459
R/N 32	0.90778	N/S 41	0.93662	B013001C	0.93199
R/N 33	0.91069	N/S 42	0.89840	B013001D	0.90967
R/N 34	0.90975	N/S 43	0.93936	B013001M	0.81342
R/N 35	0.89878	N/S 51	0.89214	B013101B	0.95737
R/N 41	0.90818	N/S 52	0.94053	B013101C	0.92129
R/N 42	0.94364	N/S 53	0.90242	B013101D	0.85693
R/N 43	0.94848	A/N 22	0.92329	B013101M	0.80173
R/N 44	0.95085	A/N 23	0.91557	B013201N	0.74601
R/N 45	0.94462	A/N 24	0.92196	B013201M	0.79006
N/T 25	0.85303	A/N 25	0.92354	B013301N	0.82487
N/T 26	0.84298	G/N 22	0.88415	B013301M	0.85558
N/T 27	0.87920	G/N 23	0.88554	B013401N	0.85191
N/T 31	0.96749	R/N 31	0.89922	B013401M	0.85052
N/T 32	0.87207	R/N 32	0.89966	B013501N	0.80090
N/T 33	0.86213	R/N 33	0.91471	B013501M	0.82410
N/T 34	0.73287	R/N 41	0.90359	B013601N	0.82916
N/T 35	0.79780	R/N 42	0.94429	B013601M	0.83672
N/T 36	0.77108	R/N 43	0.93880	B013701N	0.84905
N/T 37	0.97199	T/N 41	0.81675	B013701M	0.83855
N/T 41	0.74908	T/N 42	0.92146	B000901N	0.96658
N/T 42	0.77735	T/N 43	0.78898	B000901M	0.77723
N/T 43	0.80269	T/N 51	0.91045	B000903N	0.97076
N/T 44	0.89990	T/N 52	0.79521	B000903M	0.76656
N/T 45	0.79900	T/N 53	0.91459	B013801B	0.97154
N/T 46	0.94752	T/N 61	0.97517	B013801C	0.96608
N/T 47	0.78972	T/N 62	0.95992	B013801D	0.96007
N/T 51	0.79346	T/N 63	0.80627	B013801M	0.85026
N/T 52	0.84293	T/N 71	0.92480	B000905N	0.97483
N/T 53	0.86933	T/N 72	0.80572	B000905M	0.74518
N/T 54	0.84904	T/N 73	0.91860	B006601B	0.81797
N/T 55	0.97629	P/N 32	0.85609	B014001B	0.87302
N/T 56	0.87206	P/N 33	0.90426	B014001C	0.89114
N/T 57	0.85220	P/N 41	0.89596	B014001D	0.93218

Table F-16 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
B014001E	0.93731	C042701M	0.96944	C043008C	0.86212
B014001M	0.88206	C042801N	0.84863	C043008D	0.98401
B007301B	0.97545	C042801M	0.87489	C043008E	0.93730
B007301C	0.98471	C042802N	0.90084	C043008M	0.96181
B007301D	0.96625	C042802M	0.87711	C032402B	0.90073
B007301M	0.89159	C042803N	0.86792	C032402C	0.94410
B007401B	0.89418	C042803M	0.86333	C032402N	0.90108
B007401C	0.91545	C042901B	0.88267	C032401B	0.93023
B007401D	0.86082	C042901C	0.91057	C032401C	0.93390
B007401M	0.88191	C042901D	0.92162	C032401N	0.88756
B014101B	0.95779	C042901E	0.92155	C032404B	0.88480
B014101C	0.93125	C042901F	0.93999	C032404C	0.95833
B014101D	0.92505	C042901G	0.95327	C032404N	0.90438
B014101E	0.93535	C036601N	0.90253	C032407B	0.91266
B014101M	0.87184	C036601C	0.93843	C032407C	0.96181
P804301B	0.98186	C036601D	0.96001	C032407N	0.95908
P804301C	0.97081	C036601M	0.96014	C032408B	0.86681
P804301D	0.96849	C043001B	0.89178	C032408C	0.95730
P804301M	0.94391	C043001C	0.90548	C032408N	0.93663
P804302B	0.95054	C043001D	0.91920	C032408M	0.96303
P804302C	0.96699	C043001E	0.86320	C032409B	0.92122
P804302D	0.97522	C043001M	0.97664	C032409C	0.94177
P804302M	0.94468	C043002B	0.89319	C032409N	0.90336
P803701N	0.90151	C043002C	0.92090	C032409M	0.96528
P803701M	0.79921	C043002D	0.94812	C032410B	0.89052
P803702N	0.94977	C043002E	0.91745	C032410C	0.90429
P803702M	0.69049	C043002M	0.99608	C032410N	0.85974
P803703N	0.96534	C043003B	0.92692	C032410M	0.98695
P803703M	0.69650	C043003C	0.92696	C032411B	0.91505
P803704N	0.94443	C043003D	0.94974	C032411C	0.92794
P803704M	0.78991	C043003E	0.90465	C032411N	0.87517
P803705N	0.95172	C043003M	0.99155	C032412B	0.90053
P803705M	0.72074	C043004B	0.89752	C032412C	0.91830
P803706N	0.96560	C043004C	0.91490	C032412N	0.88006
P803706M	0.76154	C043004D	0.90124	C032413B	0.87071
P803707N	0.83737	C043004E	0.85554	C032413C	0.94574
P803707M	0.80366	C043004M	0.98313	C032413N	0.93412
P803708N	0.81362	C043005B	0.92098	C032413M	0.97392
P803708M	0.74296	C043005C	0.94583	C032414B	0.91259
P803709N	0.91112	C043005D	0.92609	C032414C	0.96318
P803709M	0.72446	C043005E	0.87717	C032414N	0.90069
P803710N	0.89027	C043006B	0.89483	C032414M	0.96316
P803710M	0.72648	C043006C	0.87960	C043101B	0.91624
P803711N	0.87730	C043006D	0.88105	C043101C	0.96823
P803711M	0.73896	C043006E	0.96252	C043101N	0.90812
P803712N	0.93109	C043007B	0.88682	C043101M	0.96239
P803712M	0.72761	C043007C	0.88751	C043102B	0.90489
P803901N	0.84393	C043007D	0.89832	C043102C	0.94445
P803901M	0.82221	C043007E	0.88890	C043102N	0.92652
C042701Y	0.89661	C043007M	0.98854	C043103B	0.85757
C042701N	0.87374	C043008B	0.87191	C043103C	0.82104

Table F-16 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 National Civics Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C043104B	0.90071	C043801H	0.88106	P804408M	0.78321
C043104C	0.95871	C043801M	0.86475	P804409N	0.82184
C043104N	0.93074	C043901N	0.92834	P804409M	0.82357
C032502B	0.86474	C043901M	0.91454	C043105B	0.90385
C032502C	0.89367	C044001B	0.90296	C043105C	0.92373
C032502M	0.95251	C044001C	0.92159	C043105N	0.87108
C032503B	0.86686	C044001D	0.89312	C043105M	0.96741
C032503C	0.87694	C044001E	0.86322	C043106B	0.90681
C032503D	0.89709	C044001F	0.89676	C043106C	0.92625
C032505B	0.85189	C044001G	0.85605	C043106N	0.87956
C032505C	0.87696	C044001H	0.87454	C043106M	0.97736
C032505D	0.86781	C044001M	0.83375	B005501B	0.97129
C032506B	0.88635	C044002B	0.89405	B005501C	0.96065
C032506C	0.88894	C044002C	0.89704	B005501D	0.93778
C032506D	0.87528	C044002D	0.89928	B005501E	0.98095
C032506M	0.97941	C044002E	0.90414	B005501F	0.97418
C043201B	0.85637	C044002F	0.92560	B005501M	0.79557
C043201C	0.89877	C044002G	0.89739	B014301Y	0.87564
C043201M	0.97340	C044002H	0.93263	B014301N	0.82781
C043301B	0.92888	C044002M	0.91576	B014301M	0.84991
C043301C	0.92997	C044003B	0.86846	B014401B	0.95334
C043301D	0.89427	C044003C	0.88765	B014401C	0.94183
C043301E	0.87594	C044003D	0.89744	B014401D	0.93226
C043301M	0.93766	C044003E	0.90203	B014401E	0.91122
C043401B	0.89189	C044003F	0.92897	B014401F	0.89327
C043401C	0.88493	C044003G	0.91085	B014401M	0.86441
C043401D	0.88518	C044003H	0.91536	P802545B	0.97784
C043401M	0.97966	C044003M	0.92084	P802545C	0.96551
C043501B	0.90620	C044004B	0.88034	P802545N	0.96597
C043501C	0.89906	C044004C	0.91166	P802545M	0.87927
C043501D	0.90199	C044004D	0.89127	P802546B	0.96034
C043501E	0.91928	C044004E	0.91831	P802546C	0.95642
C043501F	0.91003	C044004F	0.91651	P802546N	0.95655
C043501M	0.94386	C044004G	0.90356	P802546M	0.95284
C043601B	0.87133	C044004H	0.91340	P802547B	0.91066
C043601C	0.89844	C044004M	0.87315	P802547C	0.91017
C043601D	0.87814	P804401N	0.79972	P802547D	0.87600
C043601E	0.89165	P804401M	0.74462	P802547M	0.95030
C043601M	0.94488	P804402N	0.82734	P804601M	0.85123
C043701B	0.87917	P804402M	0.74825	P804603M	0.80948
C043701C	0.87439	P804403N	0.76843	P804701B	0.92148
C043701D	0.88386	P804403M	0.68234	P804701C	0.92254
C043701E	0.90469	P804404N	0.78919	P804701D	0.92640
C038301N	0.83286	P804404M	0.72012	P804701E	0.95469
C038301M	0.96224	P804405N	0.78563	P804701F	0.97043
C043801B	0.88098	P804405M	0.71796	P804701M	0.87641
C043801C	0.90638	P804406N	0.77293	P804801N	0.91200
C043801D	0.94547	P804406M	0.71090	P804801M	0.92153
C043801E	0.94036	P804407N	0.73331	P804901N	0.94894
C043801F	0.89351	P804407M	0.69103	P804901M	0.89461
C043801G	0.88739	P804408N	0.84031	C044301N	0.87259

Table F-16 (continued)

*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
by the Principal Components Used in the Conditioning Model for
National Civics Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C044301M	0.96960	C044101B	0.87863	C044201M	0.91415
C044302N	0.89023	C044101C	0.87043	C044202B	0.92408
C044302M	0.88920	C044101D	0.89007	C044202C	0.89347
		C044101E	0.86630	C044202D	0.92639
		C044101M	0.96328	C044202E	0.94405
		C044201B	0.87486	C044202F	0.93901
		C044201C	0.89977	C044202G	0.89545
		C044201D	0.95516	C044202H	0.88406
		C044201E	0.93389	C044202M	0.93634
		C044201F	0.91593		
		C044201G	0.87949		
		C044201H	0.92831		

Appendix G

REPORTING SUBGROUPS AND SPECIAL VARIABLES FOR THE 1998 NAEP ASSESSMENT

G.1 MAJOR REPORTING SUBGROUPS

Results for the 1998 assessment were reported for student subgroups defined by gender, race/ethnicity, type of location, parents' level of education, eligibility for the National School Lunch Program, enrollment in Title I funding, school type, and geographical region. The following explains how each of these subgroups was derived.

Gender (DSEX)

The variable SEX is the gender of the student being assessed, as taken from school records. For a few students, data for this variable was missing and was imputed by ETS after the assessment. The resulting variable DSEX contains a value for every student and is used for gender comparisons among students.

Race/Ethnicity (DRACE)

The variable DRACE is an imputed definition of race/ethnicity, derived from up to three sources of information. This variable is used for race/ethnicity subgroup comparisons in the 1998 national and state assessments (reading, writing, and civics). Two items from the student demographics questionnaire were used in determining derived race/ethnicity:

Demographic Item Number 2:

2. If you are Hispanic, what is your Hispanic background?
 - I am not Hispanic.
 - Mexican, Mexican American, or Chicano
 - Puerto Rican
 - Cuban
 - Other Spanish or Hispanic background

Students who responded to Item Number 2 by filling in the second, third, fourth, or fifth oval were considered Hispanic. For students who filled in the first oval, did not respond to the item, or provided information that was illegible or could not be classified, responses to item number 1 were examined in an effort to determine race/ethnicity. Item Number 1 read as follows:

Demographic Item Number 1:

1. Which best describes you?
 - White (not Hispanic)
 - Black (not Hispanic)
 - Hispanic (“Hispanic” means someone who is Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or from some other Spanish or Hispanic background.)
 - Asian or Pacific Islander (“Asian or Pacific Islander” means someone who is Chinese, Japanese, Korean, Filipino, Vietnamese, or from some other Asian or Pacific Island background.)
 - American Indian or Alaskan Native (“American Indian or Alaskan Native” means someone who is from one of the American Indian tribes, or one of the original people of Alaska.)
 - Other (What?) _____

Students’ race/ethnicity was then assigned to correspond with their selection. For students who filled in the sixth oval (Other), provided illegible information or information that could not be classified, or did not respond at all, race/ethnicity as provided from school records was used. Derived race/ethnicity could not be determined for students who did not respond to background items 1 or 2 and for whom race/ethnicity was not provided by the school.

Type of Location (TOL3)

The variable TOL3 is used in the 1998 national and state assessments to provide information about school location types:

- | | | |
|---|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Central City | (Large Central City and Midsize Central City) This category includes central cities of all MSAs. Central City is a geographic term and is not synonymous with “inner city.” |
| 2 | Urban Fringe/Large Town | (Urban Fringe of Large City, Urban Fringe of Midsize City, and Large Town) An Urban Fringe includes all densely settled places and areas within MSAs that are classified as urban by the Bureau of Census. A Large Town is defined as a place outside MSAs with a population greater than or equal to 25,000. |

- 3 Rural/Small Town (Small Town, Rural MSA, and Rural Non-MSA) Rural includes all places and areas with a population of less than 2,500 that are classified as rural by the Bureau of Census. A Small Town is defined as a place outside MSAs with a population of less than 25,000 but greater than or equal to 2,500.

Parents' Education Level (PARED2, PARED)

Parents' education was reported at four levels—*did not finish high school, graduated high school, had some education after high school, or graduated college*—gathered from student responses to questions about the extent of schooling experienced by each of their parents. In the 1998 assessment, this information was gathered in two different ways.

Students at grades 4, 8, and 12 in the writing and civics assessments and at grade 4 in the reading assessment were asked to respond to six questions (three for each parent) requiring a yes/no response. The response indicating the highest level of education was selected for reporting (PARED2).

At grades 8 and 12 in the reading assessment, a different procedure (one that had been used in previous reading assessments) was used to gather parental education data. Students were asked to select the appropriate level of education from one overall question for each parent. Again, the response indicating the highest level of education was selected for reporting (PARED).

Region of the Country (REGION)

Jurisdictions were grouped into four geographical regions—Northeast, Southeast, Central, and West—as shown in Table G-1. All 50 states and the District of Columbia are listed. The part of Virginia that is included in the Washington, D.C., metropolitan statistical area is included in the Northeast region; the remainder of the state is included in the Southeast region.

Table G-1
NAEP Geographic Regions

NORTHEAST	SOUTHEAST	CENTRAL	WEST
Connecticut	Alabama	Illinois	Alaska
Delaware	Arkansas	Indiana	Arizona
District of Columbia	Florida	Iowa	California
Maine	Georgia	Kansas	Colorado
Maryland	Kentucky	Michigan	Hawaii
Massachusetts	Louisiana	Minnesota	Idaho
New Hampshire	Mississippi	Missouri	Montana
New Jersey	North Carolina	Nebraska	Nevada
New York	South Carolina	North Dakota	New Mexico
Pennsylvania	Tennessee	Ohio	Oklahoma
Rhode Island	Virginia	South Dakota	Oregon
Vermont	West Virginia	Wisconsin	Texas
Virginia			Utah
			Washington
			Wyoming

Title I Participation (TITLE1)

Based on available school records, students were classified as either currently participating in a Title I program or receiving Title I services, or as not receiving such services. The classification applies only to the school year when the assessment was administered and is not based on participation in previous years. If the school did not offer any Title I programs or services, all students in that school were classified as not participating.

Eligibility for the Free/Reduced-Price School Lunch Program (SLUNCH1)

Based on available school records, students were classified as either currently eligible or not currently eligible for the free/reduced-price lunch component of the Department of Agriculture's National School Lunch Program. The classification refers only to the school year when the assessment was administered and is not based on eligibility in previous years. If school records were not available, the student was classified as "Information not available." If the school did not participate in the program, all students in that school were classified as "Information not available."

Type of School (SCHTY98, SCHTYPE)

School type information was initially provided by Westat and was used to determine the type of school that a student attended. The values for the variable SCHTY98 were identified as:

- | | |
|---|-----------------------------------------|
| 1 | Public |
| 2 | Religious |
| 3 | Other |
| 4 | Catholic |
| 5 | Bureau of Indian Affairs |
| 6 | Department of Defense |
| 7 | State Department of Education (Charter) |

The SCHTY98 values were collapsed into a five-level variable called SCHTYPE:

- | | |
|---|--------------------------------------|
| 1 | Public (SCHTY98 categories 1 and 7) |
| 2 | Private (SCHTY98 categories 2 and 3) |
| 3 | Catholic |
| 4 | Bureau of Indian Affairs |
| 5 | Department of Defense |

G.2 WRITING DERIVED VARIABLES

Times Prewriting was Observed (WRIPRE)

For each cognitive item taken by each student, the corresponding rater 1 prewriting field was checked. Since students were given at most 2 essays, this variable ranged from 0-2. It was coded on the database as follows:

- 1 = no evidence of prewriting
- 2 = one essay showed evidence of prewriting
- 3 = both essays showed evidence of prewriting missing if both prewriting variables were missing.

This variable was used at all grades sampled for the national assessment (grade 4, grade 8, and grade 12). It was also used at grade 8 in the state assessment.

Types of Writing Assignments Reported (WRIASGN)

The following variables can be checked for any indication that these types of writing were assigned:

- W802801 Reports
- W802802 Essays--themes
- W802803 Essays-persuasive
- W802804 Story—narrative

Possible values for this variable were:

- 1 = none were assigned
- 2 = one was assigned
- 3 = two were assigned
- 4 = three were assigned
- 5 = all four were assigned
- miss = if two or more of the above variables were missing, a missing value code was assigned.

This variable was used at grades 8 and 12 for the national assessment and was used at grade 8 in the state assessment.

Writing Steps Used in Planning (WRISTEP)

The following variables can be checked for any indication that these types of writing were assigned:

- W802901 Asked to plan writing
- W802903 Define Purpose of Writing
- W802904 Use other sources besides textbook

Values 1-4 correspond to 0-3 steps used. If two or more were missing, the variable was coded as missing. This variable was used at grades 8 and 12 for the national assessment and was used at grade 8 in the state assessment.

Number of Types of Writing Feedback Received (WRIFDBK)

The following variables can be checked for any indication that these types of writing were assigned:

- W802001 Teacher Talks about what you are writing
- W802101 Teacher Asks to Write more than one Draft
- W802201 Teacher Asks to contribute Writing to a collection.

Values 1-4 correspond to 0-3 types used. If two or more were missing, the variable was coded as missing. This variable was used at all grades sampled for the national assessment (grade 4, grade 8, and grade 12). It was also used at grade 8 in the state assessment.

G.3 CIVICS DERIVED VARIABLES

Number of Years of Civics Classes Taken in High School (NYRCIV)

- 1 = none
- 2 = 1 year
- 3 = 2 years
- 4 = 3 years
- 5 = 4 years

(Value determined by number of “yes” responses to items P804601, P804602, P804603, and P804604)

Number of Years of Civics Classes Taken in High School - Grades 11 & 12 (NYRCIV2)

- 1 = none
- 2 = 1 year
- 3 = 2 years

(Value determined by number of “yes” responses to items P804603 and P804604)

- P804601 = grade 9 - studied civics or government
- P804602 = grade 10 - studied civics or government
- P804603 = grade 11 - studied civics or government
- P804604 = grade 12 - studied civics or government

A response of 1 = yes.

G.4 VARIABLES RELATED TO SCALING

Scale Score Variables

Student responses to the assessment questions were analyzed to determine the percentage of students responding correctly to each multiple-choice question and the percentage of students achieving each of the score categories for constructed-response questions. Item response theory (IRT) methods were used to produce scales that summarized results for each of the domains in the subject area. The scales for the state assessment were defined identically to, but separately from, those used for the scaling of the national data. Although the questions comprising each scale were identical to those used in the national assessment, the item parameters for the state assessment scales were estimated from combined public-school data from the jurisdictions participating in the state assessment program.

In 1992, a reading scale ranging from 0 to 500 was created to report performance for each reading purpose—Reading for Literary Experience, Reading to Gain Information, and Reading to Perform a Task (grades 8 and 12 only). The scales summarize student performance across all three types of questions in the assessment (multiple-choice, short constructed-response, and extended constructed-response). Results from subsequent reading assessments (1994 and 1998) are reported on these scales.

Each reading scale was initially based on the distribution of student performance across all three grades in the 1992 national assessment (grades 4, 8, and 12). In that year, the scales had an average of 250 and a standard deviation of 50. In addition, a composite scale was created as an overall measure of students' reading performance. This composite scale is a weighted average of the three separate scales for the three reading purposes.

The 1998 writing assessment results are reported on an overall scale for each of the grades—4, 8, and 12. For each grade, the range of the scale was 0 to 300, with an average of 150 and a standard deviation of 35. While the scale-score ranges are identical across grades, the scale was derived independently for each grade. The scales summarize performance across all three purposes for writing (narrative, informative, and persuasive) in the assessment. Note that the 50-minute prompts were not included in the scales.

The 1998 civics assessment results are reported on an overall scale for each of the grades—4, 8, and 12. For each grade, the range of the scale was 0 to 300, with an average of 150 and a standard deviation of 35. While the scale-score ranges are identical across grades, the scale was derived independently for each grade.

The scale score variable names for each subject area are shown in Table G-2.

Table G-2
Scaling Variables for the 1998 National and State Assessment Samples

Sample	Scale	Data Variables
Reading Main	Reading for Literary Experience	RRPS11 to RRPS15
	Reading to Gain Information	RRPS21 to RRPS25
	Reading to Perform a Task	RRPS31 to RRPS35
	Composite	RRPCM1 to RRPCM5
Writing Main	—	WRIRP1 to WRIRP5
Civics Main	—	CIVRP1 to CIVRP5
Reading State	Reading for Literary Experience	RRPS11 to RRPS15
	Reading to Gain Information	RRPS21 to RRPS25
	Reading to Perform a Task	RRPS31 to RRPS35
	Composite	RRPCM1 to RRPCM5
Writing State	—	WRIRP1 to WRIRP5

G.5 QUALITY EDUCATION DATA (QED) VARIABLES

The data files contain several variables obtained from information supplied by Quality Education Data, Inc. (QED). QED maintains and annually updates lists of schools showing grade span, total enrollment, instructional dollars per pupil, and other information for each school. These data variables are retained on both the school and student files and are identified in the data layouts by “(QED)” in the SHORT LABEL field.

Most of the QED variables are defined sufficiently in the data codebooks. Explanations of others are provided below.

ORSHPT is the Orshansky Percentile, an indicator of relative wealth that specifies the percentage of school-age children in a district who fall below the poverty line.

IDP represents, at the school district level, dollars per student spent for textbooks and supplemental materials. The range code for instructional dollars spent per pupil excluding teacher salaries are:

0 = Unclassified	5 = \$150–299
1 = Under \$10	6 = \$300–399
2 = \$10–49	7 = \$400–499
3 = \$50–99	8 = \$500–999
4 = \$100–149	9 = \$1,000 +

ADULTED indicates whether or not adult education courses are offered at the school site.

URBAN defines the school’s urbanization: urban (central city); suburban (area surrounding central city, but still located within the counties constituting the metropolitan statistical area); or rural (area outside any metropolitan statistical area).

Appendix H

ESTIMATION ERROR VARIANCE OF THE MEAN BY GENDER AND RACE/ETHNICITY

Table H-1

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 4 Literary Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.72	0.84	0.16
Male	1.34	0.84	0.16
Female	0.69	0.75	0.25
White	0.98	0.82	0.18
Black	2.89	0.73	0.27
Hispanic	3.93	0.74	0.26
Asian American	10.65	0.60	0.40
Native American	15.65	0.67	0.33
Other Race/Ethnicity	278.37	0.75	0.25
Public Schools	0.79	0.85	0.15
Private Schools	19.60	0.88	0.12
Catholic Schools	7.83	0.84	0.16

Table H-2

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 4 Information Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.88	0.85	0.15
Male	1.67	0.85	0.15
Female	0.86	0.71	0.29
White	0.99	0.81	0.19
Black	4.09	0.77	0.23
Hispanic	3.55	0.78	0.22
Asian American	10.63	0.68	0.32
Native American	12.94	0.57	0.43
Other Race/Ethnicity	272.48	0.74	0.26
Public Schools	1.02	0.86	0.14
Private Schools	28.32	0.92	0.08
Catholic Schools	7.64	0.82	0.18

Table H-3
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 4 Composite Scale

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.64	0.89	0.11
Male	1.27	0.91	0.09
Female	0.58	0.78	0.22
White	0.76	0.87	0.13
Black	2.75	0.83	0.17
Hispanic	3.17	0.82	0.18
Asian American	8.02	0.77	0.23
Native American	11.26	0.73	0.27
Other Race/Ethnicity	256.98	0.78	0.22
Public Schools	0.72	0.90	0.10
Private Schools	20.83	0.94	0.06
Catholic Schools	6.17	0.90	0.10

Table H-4
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 8 Literary Scale

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.75	0.85	0.15
Male	1.14	0.85	0.15
Female	0.76	0.75	0.25
White	0.99	0.81	0.19
Black	2.15	0.70	0.30
Hispanic	4.83	0.86	0.14
Asian American	9.76	0.74	0.26
Native American	32.90	0.63	0.37
Other Race/Ethnicity	56.85	0.72	0.28
Public Schools	0.79	0.85	0.15
Private Schools	22.69	0.88	0.12
Catholic Schools	3.56	0.74	0.26

Table H-5
*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 8 Information Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.77	0.91	0.09
Male	1.05	0.85	0.15
Female	0.94	0.87	0.13
White	1.01	0.88	0.12
Black	2.36	0.78	0.22
Hispanic	5.48	0.90	0.10
Asian American	10.70	0.86	0.14
Native American	31.86	0.77	0.23
Other Race/Ethnicity	107.14	0.82	0.18
Public Schools	0.80	0.90	0.10
Private Schools	14.86	0.88	0.12
Catholic Schools	4.25	0.77	0.23

Table H-6
*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 8 Perform a Task Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.89	0.87	0.13
Male	1.21	0.84	0.16
Female	1.23	0.76	0.24
White	1.07	0.87	0.13
Black	3.65	0.73	0.27
Hispanic	6.24	0.83	0.17
Asian American	47.06	0.92	0.08
Native American	32.81	0.57	0.43
Other Race/Ethnicity	69.90	0.73	0.27
Public Schools	1.10	0.87	0.13
Private Schools	11.17	0.72	0.28
Catholic Schools	7.68	0.78	0.22

Table H-7
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 8 Composite Scale

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.62	0.93	0.07
Male	0.89	0.92	0.08
Female	0.69	0.89	0.11
White	0.78	0.91	0.09
Black	1.83	0.87	0.13
Hispanic	4.45	0.94	0.06
Asian American	13.44	0.94	0.06
Native American	24.42	0.82	0.18
Other Race/Ethnicity	59.77	0.81	0.19
Public Schools	0.67	0.93	0.07
Private Schools	13.75	0.93	0.07
Catholic Schools	2.89	0.88	0.12

Table H-8
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 12 Literary Scale

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	1.07	0.79	0.21
Male	2.14	0.78	0.22
Female	1.16	0.59	0.41
White	1.06	0.70	0.30
Black	5.37	0.69	0.31
Hispanic	5.30	0.71	0.29
Asian American	35.61	0.88	0.12
Native American	69.31	0.45	0.55
Other Race/Ethnicity	343.58	0.82	0.18
Public Schools	1.37	0.81	0.19
Private Schools	32.39	0.85	0.15
Catholic Schools	7.99	0.72	0.28

Table H-9

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 12 Information Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.44	0.80	0.20
Male	0.84	0.82	0.18
Female	0.51	0.71	0.29
White	0.59	0.78	0.22
Black	2.27	0.83	0.17
Hispanic	2.24	0.79	0.21
Asian American	6.81	0.82	0.18
Native American	29.52	0.69	0.31
Other Race/Ethnicity	125.18	0.80	0.20
Public Schools	0.49	0.81	0.19
Private Schools	19.48	0.92	0.08
Catholic Schools	2.98	0.76	0.24

Table H-10

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 12 Perform a Task Scale*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.62	0.75	0.25
Male	1.24	0.76	0.24
Female	0.84	0.56	0.44
White	0.76	0.75	0.25
Black	3.35	0.61	0.39
Hispanic	3.44	0.68	0.32
Asian American	6.60	0.49	0.51
Native American	60.54	0.61	0.39
Other Race/Ethnicity	352.21	0.91	0.09
Public Schools	0.73	0.77	0.23
Private Schools	24.47	0.84	0.16
Catholic Schools	6.07	0.70	0.30

Table H-11
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Reading Grade 12 Composite Scale

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.51	0.88	0.12
Male	1.04	0.90	0.10
Female	0.53	0.75	0.25
White	0.57	0.85	0.15
Black	2.54	0.85	0.15
Hispanic	2.56	0.84	0.16
Asian American	11.26	0.91	0.09
Native American	32.66	0.74	0.26
Other Race/Ethnicity	212.15	0.89	0.11
Public Schools	0.62	0.88	0.12
Private Schools	21.23	0.95	0.05
Catholic Schools	3.62	0.87	0.13

Table H-12
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Writing Grade 4

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.37	0.90	0.10
Male	0.48	0.83	0.17
Female	0.46	0.82	0.18
White	0.48	0.85	0.15
Black	0.76	0.79	0.21
Hispanic	1.54	0.92	0.08
Asian American	6.05	0.82	0.18
Native American	4.31	0.69	0.31
Other Race/Ethnicity	26.04	0.82	0.18
Public Schools	0.48	0.91	0.09
Private Schools	4.26	0.81	0.19
Catholic Schools	1.86	0.83	0.17

Table H-13

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Writing Grade 8*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.41	0.94	0.06
Male	0.63	0.92	0.08
Female	0.42	0.83	0.17
White	0.56	0.92	0.08
Black	0.95	0.74	0.26
Hispanic	1.70	0.91	0.09
Asian American	12.38	0.95	0.05
Native American	7.50	0.72	0.28
Other Race/Ethnicity	16.15	0.61	0.39
Public Schools	0.44	0.94	0.06
Private Schools	5.04	0.87	0.13
Catholic Schools	1.90	0.79	0.21

Table H-14

*Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Writing Grade 12*

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.44	0.93	0.07
Male	0.58	0.90	0.10
Female	0.50	0.85	0.15
White	0.54	0.89	0.11
Black	1.70	0.87	0.13
Hispanic	1.29	0.80	0.20
Asian American	9.31	0.92	0.08
Native American	14.32	0.71	0.29
Other Race/Ethnicity	68.28	0.88	0.12
Public Schools	0.56	0.94	0.06
Private Schools	8.90	0.89	0.11
Catholic Schools	3.48	0.90	0.10

Table H-15
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Civics Grade 4

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.54	0.90	0.10
Male	0.88	0.89	0.11
Female	0.70	0.84	0.16
White	0.76	0.89	0.11
Black	1.43	0.66	0.34
Hispanic	3.08	0.89	0.11
Asian American	7.47	0.76	0.24
Native American	13.47	0.81	0.19
Other Race/Ethnicity	62.68	0.81	0.19
Public Schools	0.60	0.90	0.10
Private Schools	18.89	0.93	0.07
Catholic Schools	3.20	0.82	0.18

Table H-16
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Civics Grade 8

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.52	0.91	0.09
Male	0.95	0.92	0.08
Female	0.58	0.85	0.15
White	0.73	0.93	0.07
Black	1.34	0.77	0.23
Hispanic	1.40	0.80	0.20
Asian American	32.61	0.97	0.03
Native American	12.70	0.79	0.21
Other Race/Ethnicity	86.74	0.81	0.19
Public Schools	0.56	0.90	0.10
Private Schools	35.17	0.98	0.02
Catholic Schools	2.78	0.93	0.07

Table H-17
Estimation Error Variance of the Mean for the 1998 NAEP Assessment
National Main Civics Grade 12

	Total Variance	Proportion of Variance Due to . . .	
		Student Sampling	Latency of θ
Total	0.62	0.95	0.05
Male	1.22	0.93	0.07
Female	0.65	0.92	0.08
White	0.80	0.95	0.05
Black	2.79	0.91	0.09
Hispanic	1.86	0.80	0.20
Asian American	18.08	0.96	0.04
Native American	36.61	0.87	0.13
Other Race/Ethnicity	79.30	0.75	0.25
Public Schools	0.78	0.95	0.05
Private Schools	9.19	0.93	0.07
Catholic Schools	2.37	0.93	0.07

Appendix I

SETTING THE ACHIEVEMENT LEVELS FOR THE 1998 NAEP READING ASSESSMENT

Mary Lyn Bourque
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I.1 INTRODUCTION

The 1998 National Assessment of Educational Progress (NAEP) reading assessment used the same achievement levels that were developed for the 1994 assessment. This appendix describes the process originally used in 1994.

Since 1984, NAEP has reported the performance of students in the nation and for specific subpopulations on a 0-to-500 score scale. The history and development of the scale and the anchoring procedure used to interpret specific points on that scale are described in Appendix G of *The NAEP 1992 Technical Report* (Johnson & Carlson, 1994).

The 1988 NAEP legislation (Hawkins-Stafford Education Improvement Act Amendments of 1988) created an independent board, the National Assessment Governing Board (NAGB), responsible for setting policy for the NAEP program. The 1994 NAEP reauthorization (Improving America's Schools Act of 1994) continued many of the board's statutory responsibilities, including developing appropriate student performance standards for each age and grade in each subject area to be tested under the national assessment. Consistent with this directive, and striving to achieve one of the primary mandates of the statute to improve the form and use of NAEP results, the board has been developing student performance standards (called achievement levels by NAGB) on the national assessment since 1990.

The 1990 standard-setting effort, initiated in December 1989 with the dissemination of a draft policy statement (NAGB, 1989) and culminating 22 months later in the publication of the NAGB report, *The Levels of Mathematics Achievement* (Bourque & Garrison, 1991), consisted of two phases: the main study and a replication-validation study. Although there were slight differences between the two phases, there were many common elements. Both phases used a modified (iterative/empirical) Angoff (1971) procedure for arriving at the levels; both focused on estimating performance levels based on a review of the 1990 NAEP mathematics item pool; and both phases employed policy definitions for basic, proficient, and advanced levels (NAGB, 1990) as the criteria for rating items. The 1990 process was evaluated by a number of different groups (for a discussion, see Hambleton & Bourque, 1991) who identified technical flaws in the 1990 process. These evaluations influenced the board's decision to set the levels again in 1992, and not to use the 1990 levels as benchmarks for progress toward the national goals during the coming decade. It is interesting to note, however, that the 1990 and 1992 processes produced remarkably similar results.

In September 1991, the board contracted with American College Testing (ACT) to convene the panels of judges that would recommend the levels on the 1992 NAEP assessments in reading, writing, and mathematics. While the 1992 level-setting activities were not unlike those undertaken by the board in 1990, there were significant improvements made in the process for 1992. There was a concerted effort to bring greater technical expertise to the process: The contractor selected by the board has a national reputation for setting standards in a large number of certification and licensure exams; an internal and external advisory team monitored all the technical decisions made by the contractor throughout the

process; and state assessment directors periodically provided their expertise and technical assistance at key stages in the project.

Setting achievement levels is a method for setting standards on the NAEP assessment that identify what students should know and be able to do at various points along the score scale. The initial policy definitions of the achievement levels were presented to panelists along with an illustrative framework for more in-depth development and operationalization of the levels. Panelists were asked to determine descriptions or definitions of the three levels from the specific framework developed for the NAEP assessment with respect to the content and skills to be assessed. The operationalized definitions were refined throughout the level-setting process, as well as validated with a supplementary group of judges subsequent to the level-setting meetings. Panelists were also asked to develop a list of illustrative tasks associated with each of the levels, after which sample items from the NAEP item pool were identified to exemplify the full range of performance of the intervals between levels. The emphasis in operationalizing the definitions and in identifying and selecting exemplar items and papers was to represent the full range of performance from the lower level to the next higher level. The details of the implementation procedures are outlined in the remainder of this appendix.

I.2 1992 PREPARATION FOR THE READING LEVEL SETTING MEETING

It is important for the planning of any standard-setting effort to know how various process elements interact with each other. For example, panelists interact with premeeting materials, meeting materials (i.e., the assessment items, rating forms, rater feedback, and so forth), each other, and the project staff. All of these elements combine to promote or degrade what has been called intrajudge consistency and interjudge consensus (Friedman & Ho, 1990).

Previous research has conceptualized the effects of two major kinds of interaction: (1) people interacting with text (Smith & Smith, 1988), and (2) people interacting with each other (Curry, 1987; Fitzpatrick, 1989). In order to assess the effects of textual and social interaction and adjust the standard-setting procedures accordingly, a pilot study was conducted as the first phase of the 1992 initiative.

Reading was chosen as the single content area to be pilot tested, since it combined all of the various features found in the other NAEP assessments, including multiple-choice and both short and extended constructed-response items. The pilot study provided the opportunity to implement and evaluate all aspects of the operational plan—background materials, meeting materials, study design, meeting logistics, staff function, and participant function.

The overall pilot was quite successful. The level-setting process worked well, and the pilot allowed the contractor to make improvements in the design before implementation activities began. For example, schedule changes were made that allowed the panelists more time to operationalize the policy definitions before beginning the item-rating task. Also, the feedback mechanisms used to inform panelists about interjudge and intrajudge consistency data were improved for clarity and utility to the entire process.

I.3 1992 READING LEVEL SETTING PANEL

Sixty-four panelists representing 32 jurisdictions (31 states and Virgin Islands) were selected from the 366 nominees and invited to participate in the level-setting process. They represented reading/language arts teachers at grades 4, 8, and 12, nonteacher educators, and members of the noneducator (general public) community. The group was balanced by gender, race/ethnicity, NAEP regions of the country, community type (low SES, not low SES), district size, and school type

(public/nonpublic). Two panelists were unable to attend for personal reasons, resulting in 62 participants, 22 at grade 4, 20 at grade 8, and 20 at grade 12.

I.4 1992 PROCESS FOR DEVELOPING THE ACHIEVEMENT LEVELS

The four-and-one-half-day session began with a brief overview of NAEP and NAGB, a presentation on the policy definitions of the achievement levels, a review of the NAEP reading assessment framework, and a discussion of factors that influence item difficulty. The purpose of the presentation was to focus panelists' attention on the reading framework and to emphasize the fact that panelists' work was directly related to the NAEP assessment, not to the whole domain of reading.

All panelists completed and self-scored an appropriate grade-level form of the NAEP assessment. The purpose of this exercise was to familiarize panelists with the test content and scoring protocols—as well as time constraints—before beginning to develop the preliminary operationalized descriptions of the three levels.

Working in small groups of five or six, then eventually in grade-level groups, panelists expanded and operationalized the policy definitions of basic, proficient, and advanced in terms of specific reading skills, knowledge, and behaviors that were judged to be appropriate expectations for students in each grade, and to be in accordance with the current reading assessment framework.

The policy definitions¹ are as follows:

Basic This level, below proficient, denotes partial mastery of the knowledge and skills that are fundamental for proficient work at each grade—4, 8, and 12.

Proficient This central level represents solid academic performance for each grade tested—4, 8, and 12. Students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling.

Advanced This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.

The small groups were allowed to brainstorm about what student performance should be, using the framework and their experience in completing the NAEP assessment as guides.² In addition, a practice task caused panelists to examine items in the half of the item pool that they would not be rating later. A comprehensive listing of grade-level descriptors was developed, and panelists were asked to identify the five or six that best described what students should be able to do at each of the levels. Those descriptors appearing with the greatest frequency were compiled into a discussion list for the grade-level groups. Additions, deletions, and modifications were made as a result of discussions, and the groups reached general agreement that the final list of descriptors represented what students should be able to do at each achievement level.

¹ NAGB revised its policy definitions on achievement levels in late 1993. The *Proficient* level now reads: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. *Basic* and *Advanced* remain virtually unchanged.

² The panelists also reviewed about half the item pool (the half they would not be rating later) so that the descriptors could be further modified if that was deemed appropriate.

Panelists next received training in the Angoff method, which was customized to reflect the unique item formats of the particular subject-area assessment. Once a conceptual consensus was reached about the characteristics of marginally acceptable performance at each of the three levels, practice items from the released pool were rated by the panelists according to the process defined in the contractor's plan. For multiple-choice and short constructed-response items (both of which were scored right or wrong), panelists were asked to rate each item for the expected probability of a correct response for a group of marginally acceptable examinees at the basic, proficient, and advanced levels. For extended constructed-response items (which were scored on a four-point rating scale using a partial-credit model), panelists were asked to review a set of student response papers and select three papers, one for each achievement level, that typified marginally acceptable examinee performance for that level.

Following training in the Angoff method, the judges began the rating and paper selection process, inspecting and rating each dichotomously scored item in the pool for the expected probabilities of answering the item correctly at each level. For polytomously scored items, panelists reviewed a representative set of 24 to 28 student response papers for each item and selected the paper that best represented marginally acceptable student performance at each level. Panelists completed three rounds of item ratings and paper selections. For Round 1, panelists first answered the items related to a reading passage, then reviewed their answers using scoring keys and protocols. This process helped ensure that panelists would be thoroughly familiar with each item, including the foils and scoring rubrics, before rating the item. Panelists provided item ratings and paper selections for all three achievement levels, one item at a time, for all the items related to a reading passage. They then proceeded to the next reading passage and set of items, for which the process was repeated. Panelists rated items for half the items in their grade-level assessment; one block of exercises was common to both halves of the grade-level groups. During Round 1, panelists used their lists of descriptors and other training materials for guidance in the rating process.

Following Round 1, item response theory (IRT) was used to convert the rating results³ for each rater to a latent ability scale, represented by the Greek letter theta (θ). This θ scale was the same scale to which the NAEP items evaluated by each panelist were calibrated. In order to provide meaningful feedback about item ratings, a special relative scale was constructed, which was a linear transformation of the theta scale having a mean of 75 and standard deviation of 15. Before Round 2 of the rating process, panelists were given interjudge consistency information using this relative scale. This information allowed panelists to see where their individual mean item ratings were on the scale, relative to the mean for the group and to the means for other panelists. Reasons for extreme mean ratings, including the possibility that some panelists misinterpreted the item rating task, were discussed.

Before Round 2, panelists were also given item difficulty data. This information was presented as the overall percentage of students who answered each item correctly during the actual NAEP administration, for items scored "correct" or "incorrect" (i.e., multiple-choice and short constructed-response items), and as the mean score for student responses (on a scale of 1 to 4) for the extended constructed-response items. Panelists were told that this item difficulty information should be used as a reality check. For items on which item ratings differed substantially from the item difficulty value, panelists were asked to reexamine the item to determine if they had misinterpreted the item or misjudged its difficulty. Results of the data analysis, and panelists' own evaluations, indicated that the item difficulty information was perceived as very useful but had little impact on panelists' ratings.

For Round 2, panelists reviewed the same set of items they rated in Round 1 and, using the interjudge consistency information, the item difficulty information, and the information provided prior to Round 1, they either confirmed their initial item ratings and paper selections or adjusted their ratings to

³ Because the IRT item parameters were not available for the polytomously scored (extended constructed-response) items, these items were not included in the following discussion of results.

reflect the additional information. About one-half of Round 1 item ratings and paper selections were adjusted during Round 2.

Prior to Round 3, panelists' ratings were reanalyzed and additional information was presented to panelists concerning intrajudge variability. For each panelist, the intrajudge variability information consisted of those items that they had rated differently than items having similar difficulty, taking into consideration the panelist's aggregated item ratings. That is, the panelists' aggregated item ratings were converted to the theta (θ) scale. All items rated by the panelists were then analyzed in terms of the panelist's achievement level (θ) in comparison to actual student performance on the items. The observed item rating from each panelist was contrasted to an expected item rating. Those items with the largest differences between observed and expected ratings were identified. Panelists were given this information and asked to review each of these items and decide if their Round 2 ratings still accurately reflected their best judgments of the items. The intrajudge consistency data was to be used to flag items for reconsideration in the final round of rating.

For Round 3, panelists reviewed the same set of items they rated in Rounds 1 and 2 using both the new intrajudge variability information and the information made available during Rounds 1 and 2. In addition, panelists could discuss, within their small groups, ratings and paper selections for specific items about which they were unsure. About one-third of the item ratings were adjusted during Round 3.

I.5 1992 PROCESS FOR SELECTING EXEMPLAR ITEMS

On the final day of the achievement level-setting process, panelists reviewed items from the 1992 item pool scheduled for release to the public. The released item pool was the set from which the panelists could select items illustrative of the achievement levels for their grade. Exercises are organized in blocks, consisting of a reading passage, followed by several items, usually employing each of the three item formats, (i.e., multiple-choice, short constructed-response, and extended constructed-response). A total of 10 blocks from the 1992 exercise pool were scheduled for release: 2 blocks from the fourth-grade pool, totaling 19 items; 4 blocks from the eighth-grade pool, totaling 52 items; and 4 blocks from the twelfth-grade pool, totaling 46 items.

Panelists who had rated specific blocks of released items were asked to review those same items again to select particular ones as exemplary of each achievement level. The items were preassigned to each achievement level based on the final round of the judges' rating data, and using the following statistical criteria. For any given level (basic, proficient, or advanced),

1. items having an expected p -value⁴ $>.501$ and $<.750$, at that level, were assigned to that level;
2. items meeting the criteria at more than one level were assigned to one level taking both the expected p -value and the appropriateness of the item for one of the levels into account; and
3. because the content of items was given equal consideration in the selection process, items with expected p -values $<.501$ were assigned to levels where a specific passage had few or no items at that level.

For example, the raters' expected p -value for one of the released items might have been .366 at the basic level, .701 at the proficient level, and .932 at the advanced level. This item would have been

⁴ Expected p -values were based on the average predicted performance at the cut point for each achievement level.

identified for review as a potential exemplar item for the proficient level. The expected p -value at the basic level was too low for consideration as a basic-level exemplar (that is, the item was judged to be too difficult), and the expected p -value at the advanced level was too high for consideration at the advanced level (that is, the item was judged to be too easy). Table I-1 shows the results of this process for each grade and level.

Table I-1
Results of First Review for Achievement-Level Exemplars

Level/Status	Grade 4	Grade 8	Grade 12	All Grades
Total Released	19	52	46	117
Basic				
Reviewed	4	12	18	34
Recommended	3	5	14	22
Proficient				
Reviewed	5	14	20	39
Recommended	4	12	9	25
Advanced				
Reviewed	5	6	7	18
Recommended	5	6	8	19

Panelists were asked to review the items as classified, and form an individual judgment regarding the suitability of each item to illustrate and further communicate the meaning of the levels. Each item's classification could be accepted, rejected, or reassigned, although the procedure was primarily designed to eliminate items that did not meet panelists' expectations for any reason. Items were reclassified if a strong consensus was found to hold for that change.

During the validation process, described in the next section, items were again reviewed. Those that had been selected by the original standard-setting panel were grouped into sets of preselected items. All remaining items in the released blocks that met the statistical criteria, but were not recommended by the original panel, were grouped into a set identified as additional items for review. Exercises that had been recommended for reclassification into another achievement-level category were presented in their original classification for purposes of this review. As Table I-2 shows, 21 items were recommended as exemplars for the basic level, 17 for the proficient level, and 9 for the advanced.

Table I-2
Results of Review of Additional Items for Achievement-Level Exemplars

Level/Status	Grade 4	Grade 8	Grade 12	All Grades
Total Items Recommended	13	13	21	47
Basic				
Reviewed	3	12	12	27
Recommended	6	7	8	21
Proficient				
Reviewed	4	13	11	28
Recommended	6	3	8	17
Advanced				
Reviewed	5	8	9	22
Recommended	1	3	5	9

I.6 1992 PROCESS FOR VALIDATING THE LEVELS

Nineteen reading educators participated in the item-selection and content-validation process. Ten of the panelists were reading teachers who had participated in the original achievement level-setting process and who had been identified as outstanding panelists by grade group facilitators during this meeting, who were extensively involved with professional organizations (e.g., the International Reading Association, the National Reading Conference, or the National Council for Teachers of English), and who had outstanding service credentials. The other nine panelists represented state-level reading curriculum supervisors or assessment directors, as well as university faculty teaching in disciplines related to this subject area. To the extent possible, the group was balanced by race/ethnicity and gender.

The two-and-one-half-day meeting began by briefing panelists on the purpose of the meeting and by giving them an overview of the level-setting process and results. Panelists first reviewed the operationalized descriptions of the achievement levels for qualities such as (1) within- and across-grade consistency, (2) grade-level appropriateness, and (3) utility for increasing the public's understanding of the NAEP reading results. Next, panelists reviewed the operationalized descriptions of the achievement levels for consistency with the NAGB policy definitions of basic, proficient, and advanced with the NAEP reading objectives. Working in grade-level (4, 8, and 12) groups of six to seven panelists each, then as a whole group, panelists reviewed the operationalized descriptions to provide within- and across-grade consistency, and to align the language and concepts of the descriptions more closely with the language of the NAEP reading objectives. (Both the original descriptions and the revised descriptions are included later in this appendix.) Finally, panelists suggested revisions they thought would improve the operational descriptions based on their earlier reviews.

On the final day, panelists worked in grade-level groups to review the possible exemplar items. The task was to select a set of items, for each achievement level for their grade, that would best communicate to the public the levels of reading ability and the types of skills needed to perform in reading at that level.

After selecting sets of items for their grades, the three grade-level groups met as a whole group to review item selection. During this process, cross-grade items that had been selected as exemplars for two grades (two such items were selected for grades 8 and 12) were assigned to one grade by whole-group consensus. In addition, items were evaluated by the whole group for overall quality. This process yielded 13 items as recommended exemplars for grade 4, 13 items as recommended exemplars for grade 8, and 21 items as recommended exemplars for grade 12.

I.7 EVALUATION OF THE 1992 LEVELS

The 1992 achievement levels in both mathematics and reading were evaluated under a Congressional mandate by the National Academy of Education (NAE). A series of research studies were mounted by the NAE (1993a; 1993b) to look at various aspects of the validity of the level-setting process and the levels finally adopted by NAGB. Three of the studies focused specifically on the reading achievement levels, and were conducted for the NAE panel by staff at the Center for the Study of Reading at the University of Illinois at Urbana–Champaign. The first study examined the process for setting the levels in reading; the second study provided an analysis of the reading achievement levels descriptions; and the third focused on a comparison of the reading cut scores with those set by alternative means. Based on these studies the NAE’s policy report concluded that the achievement levels were flawed and should be discontinued as a means of reporting NAEP data.

While NAGB did not agree with the conclusions reached in the NAE studies, and while the board’s technical advisors and contractor did not believe the weight of the evidence supported the conclusions reached by the NAE (American College Testing, 1993; Cizek, 1993; Kane, 1993), the board agreed to support further investigation into the validity of the reading achievement levels through additional studies prior to the release of the 1994 NAEP reading data, since the board planned on using the levels to report the 1994 NAEP data.

I.8 1994 PROCESS FOR VALIDATING THE LEVELS

The methodology developed by ACT to examine the reading achievement levels descriptions required the use of reading professionals (teachers and nonteacher educators) to review the descriptions in relation to the 1992 reading item pool. Fifty-eight panelists (about 20 at each grade level) were assigned to two different task groups, A and B. Group A employed the item difficulty categorization (IDC) procedure, while Group B used a judgmental item categorization (JIC) procedure. The goal of both task groups was to identify any lack of congruence between the item pool and the achievement-level descriptions.

The IDC procedure examined the level of support for the descriptions as evidenced by performance on the NAEP items. Items were preselected for each achievement level using a response probability (*rp*) criterion of 0.50 at the lower borderline (can do items). Those items not meeting the same *rp* criterion at the upper borderline of the level were categorized as “can’t do” items, while those items meeting the *rp* criterion anywhere in the range (from lower borderline to upper borderline) of the achievement level were labeled “challenging” items. Panelists were trained to examine the items in each of the three categories and determine whether or not the cognitive demand of the item matched the skills and knowledge identified in the descriptions. Mismatches were identified and later resolved or accounted for through a grade-level procedure involving the JIC group.

The JIC procedure asked panelists to assign items to levels based on their judgment of where it belonged, given the achievement-levels descriptions. Items were assigned to the lowest level of performance required to respond correctly to the item. All items were assigned to levels independently by judges in the first round. Then, working in small groups and finally in the total group, assignments were confirmed or moderated through a consensus process.

The final grade-level procedure brought both groups A and B together to jointly evaluate the descriptions vis a vis performance on the item pool. The goal of the grade-level procedure was to reach general agreement on the extent of (or lack of) agreement between the descriptions and the item pool, employing somewhat different approaches to the question.

On the basis of the validation process only one recommendation was made by the panelists to improve the descriptions and bring them more in line with the performance data they had examined during the process. The general conclusion was that reference to an ability to make inferences should be included in the description of Basic-level achievement at each grade level. An adjustment has been made in the 1994 descriptions to reflect that recommendation.

I.9 1994 EXEMPLARS

The purpose of providing exemplar exercises is to provide readers with a sample of the kind of skills and knowledge that students reaching the achievement levels are likely to be able to respond to successfully. They are meant also to represent the kind of knowledge and skills embodied in the reading framework.

The selection of exemplar items for the 1994 reading assessment augment the 1992 exemplars by providing three additional passages (one for each grade level) and 13 additional exercises associated with the passages. The choice was made on the basis of criteria similar to those used in 1992, with one additional selection criterion, namely, item format. Since the percent of constructed-response items increased by approximately 10 percent over the 1992 assessment, the choice of 1994 exemplars reflects this focus.

It should be noted that although some exemplars are associated with performance data from the 1992 and 1994 assessments (overall and conditional *p*-values), others have only 1992 performance estimates, since they were released items in 1992 and not readministered in 1994. However, they are all reflective of the assessment framework.

I.10 MAPPING THE LEVELS ONTO THE NAEP SCALE

The process of mapping panelists' ratings to the NAEP scales used item response theory (IRT). IRT provided statistically sophisticated methods for determining the expected performance of examinees on particular test items in terms of an appropriate measurement scale. The same measurement scale simultaneously described the characteristics of the test items and the performance of the examinees. Once the item characteristics were set, it was possible to determine precisely how examinees were likely to perform on the test items at different points of the measurement scale.

The panelists' ratings of the NAEP test items were likewise linked, by definition, to the expected performance of examinees at the theoretical achievement-level cut points. It was therefore feasible to use the IRT item characteristics to calculate the values on the measurement scale corresponding to each achievement level. This was done by averaging the item ratings over panelists for each achievement level and then simply using the item characteristics to find the corresponding achievement-level cut points on the IRT measurement scale. This process was repeated for each of the NAEP reading scales within each grade (4, 8, and 12).

For the multiple-choice and short constructed-response items that were dichotomously scored, the judges each rated half of the items in the NAEP pool in terms of the expected probability that a student at a borderline achievement level would answer the item correctly, based on the judges' operationalization of the policy definitions and the factors that influence item difficulty. To assist the judges in generating consistently scaled ratings, the rating process was repeated twice, with feedback. Information on consistency among different judges and on the difficulty of each item⁵ was fed back into

⁵ Item difficulty estimates were based on a preliminary, partial set of responses to the national assessment.

the first repetition (Round 2), while information on consistency within each judge’s set of ratings was fed back into the second repetition (Round 3). The third round of ratings permitted the judges to discuss their ratings among themselves to resolve problematic ratings. The judges’ mean final rating aggregated across multiple-choice and short constructed-response items, yielded the threshold values for these items in the percent correct metric. These cut scores were then mapped onto the NAEP scale (which is defined and scored using item response theory, rather than percent correct).

For extended constructed-response items, judges were asked to select student papers that exemplified performance at the cut point of each achievement level. Then for each achievement level, the mean of the scores assigned to the selected papers was mapped onto the NAEP scale in a manner similar to that used for the items scored dichotomously.

The final cut score for each achievement level was a weighted average of the cut score for the multiple-choice and short constructed-response items and the cut score for the extended constructed-response items, with the weights being proportional to the information supplied by the two classes of items. The judges’ ratings, in both metrics, are shown for grade 4 in Table I-3.

Table I-3
Cut Points for Achievement Levels – Grade 4

	Mean Percent Correct, Multiple-Choice and Short Constructed- Response (Round 3)	Mean Paper Rating, Extended Constructed-Response (Round 3)	Scale Score*	Standard Error of Scale Score**
Basic	38	2.72	208	(3.6)
Proficient	62	3.14	238	(1.4)
Advanced	80	3.48	268	(6.1)

** Scale score is derived from a weighted average of the mean percents correct for multiple-choice and short constructed-response items and the mean paper ratings for extended constructed-response items after both were mapped onto the NAEP scale.*

*** The standard error of the scale is estimated from the difference in mean scale scores for the two equivalent subgroups of judges.*

In the final stage of the mapping process, the achievement-level cut points on the IRT measurement scale were combined over content areas and rescaled to the NAEP score scale. Weighted averages of the achievement-level cut points were computed. The weighting constants accounted for the measurement precision of the test items evaluated by the panelists, the proportion of items belonging to each NAEP content area, and the linear NAEP scale transformations. These weighted averages produced the final cut points for the basic, proficient, and advanced achievement levels within each grade.

Figure I-1
Final Descriptions of 1992 Reading Achievement Levels

PREAMBLE

Reading for meaning involves a dynamic, complex interaction between and among the reader, the text, and the context. Readers, for example, bring to the process their prior knowledge about the topic, their reasons for reading it, their individual reading skills and strategies, and their understanding of differences in text structures.

The texts used in the reading assessment are representative of common real world reading demands. Students at grade 4 are asked to respond to literary and informational texts which differ in structure, organization, and features. Literary texts include short stories, poems, and plays that engage the reader in a variety of ways, not the least of which is reading for fun. Informational texts include selections from textbooks, magazines, encyclopedias, and other written sources whose purpose is to increase the reader's knowledge.

In addition to literary and informational texts, students at grades 8 and 12 are asked to respond to practical texts (e.g., bus schedules or directions for building a model airplane) that describe how to perform a task. The context of the reading situation includes the purposes for reading that the reader might use in building a meaning of the text. For example, in reading for literary experience, students may want to see how the author explores or uncovers experiences, or they may be looking for vicarious experience through the story's characters. On the other hand, the student's purpose in reading informational texts may be to learn about a topic (such as the Civil War or the oceans) or to accomplish a task (such as getting somewhere, completing a form, or building something).

The assessment asks students at all three grades to build, extend, and examine text meaning from four stances or orientations:

Initial Understanding—Students are asked to provide the overall or general meaning of the selection. This includes summaries, main points, or themes.

Developing Interpretation—Students are asked to extend the ideas in the text by making inferences and connections. This includes making connections between cause and effect, analyzing the motives of characters, and drawing conclusions.

Personal Response—Students are asked to make explicit connections between the ideas in the text and their own background knowledge and experiences. This includes comparing story characters with themselves or people they know, for example, or indicating whether they found a passage useful or interesting.

Critical Stance—Students are asked to consider how the author crafted a text. This includes identifying stylistic devices such as mood and tone.

These stances are not considered hierarchical or completely independent of each other. Rather, they provide a frame for generating questions and considering student performance at all levels. All students at all levels should be able to respond to reading selections from all of these orientations. What varies with students' developmental and achievement levels is the amount of prompting or support needed for response, the complexity of the texts to which they can respond, and the sophistication of their answers.

(continued)

Figure I-1 (continued)
Final Descriptions of 1992 Reading Achievement Levels

INTRODUCTION

The following achievement-level descriptions focus on the interaction of the reader, the text, and the context. They provide some specific examples of reading behaviors that should be familiar to most readers of this document. The specific examples are not inclusive; their purpose is to help clarify and differentiate what readers performing at each achievement level should be able to do. While a number of other reading achievement indicators exist at every level, space and efficiency preclude an exhaustive listing.

It should also be noted that the achievement levels are cumulative from basic to proficient to advanced. One level builds on the previous levels such that knowledge at the proficient level presumes mastery of the basic level, and knowledge at the advanced level presumes mastery at both the basic and proficient.

Grade 4–Basic

Fourth-grade students performing at the **basic level** *should demonstrate an understanding of the overall meaning of what they read. When reading texts appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences*⁶.

For example, when reading **literary text**, they should be able to tell what the story is generally about—providing details to support their understanding—and be able to connect aspects of the stories to their own experiences.

When reading **informational text**, basic-level fourth graders should be able to tell what the selection is generally about or identify the purpose for reading it; provide details to support their understanding; and connect ideas from the text to their background knowledge and experiences.

Grade 4–Proficient

Fourth grade students performing at the **proficient level** *should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.*

For example, when reading **literary text**, proficient-level fourth graders should be able to summarize the story, draw conclusions about the characters or plot, and recognize relationships such as cause and effect.

When reading **informational text**, proficient-level students should be able to summarize the information and identify the author's intent or purpose. They should be able to draw reasonable conclusions from the text, recognize relationships such as cause and effect or similarities and differences, and identify the meaning of the selection's key concepts.

(continued)

⁶ Based on the recommendations of the 1994 reading revisit study, the phrase “*and extend the ideas in the text by making simple inferences*” has been added here to the description of *Basic*.

Figure I-1 (continued)
Final Descriptions of 1992 Reading Achievement Levels

Grade 4–Advanced

Fourth-grade students performing at the **advanced level** *should be able to generalize about topics in the reading selection and demonstrate an awareness of how authors compose and use literary devices.* When reading text appropriate to fourth grade, *they should be able to judge texts critically and, in general, give thorough answers that indicate careful thought.*

For example, when reading **literary text**, advanced-level students should be able to make generalizations about the point of the story and extend its meaning by integrating personal experiences and other readings with the ideas suggested by the text. They should be able to identify literary devices such as figurative language.

When reading **informational text**, advanced-level fourth graders should be able to explain the author’s intent by using supporting material from the text. They should be able to make critical judgments of the form and content of the text and explain their judgments clearly.

Grade 8–Basic

Eighth-grade students performing at the **basic level** *should demonstrate a literal understanding of what they read and be able to make some interpretations.* When reading text appropriate to eighth grade, *they should be able to identify specific aspects of the text that reflect the overall meaning,⁷ recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.*

For example, when reading **literary text**, basic-level eighth graders should be able to identify themes and make inferences and logical predictions about aspects such as plot and characters.

When reading **informative text**, they should be able to identify the main idea and the author’s purpose. They should make inferences and draw conclusions supported by information in the text. They should recognize the relationships among the facts, ideas, events, and concepts of the text (e.g., cause and effect and chronological order).

When reading **practical text**, they should be able to identify the main purpose and make predictions about the relatively obvious outcomes of procedures in the text.

(continued)

⁷ Based on the recommendations of the 1994 reading revisit study, the phrase “*extend the ideas in the text by making simple inferences,*” has been added here to the description of *Basic*.

Figure I-1 (continued)
Final Descriptions of 1992 Reading Achievement Levels

Grade 8–Proficient

Eighth-grade students performing at the **proficient level** *should be able to show an overall understanding of the text, including inferential as well as literal information. When reading text appropriate to eighth grade, they should extend the ideas in the text by making clear inferences from it, by drawing conclusions, and by making connections to their own experiences—including other reading experiences. Proficient eighth graders should be able to identify some of the devices authors use in composing text.*

For example, when reading **literary text**, students at the proficient level should be able to give details and examples to support themes that they identify. They should be able to use implied as well as explicit information in articulating themes; to interpret the actions, behaviors, and motives of characters; and to identify the use of literary devices such as personification and foreshadowing.

When reading **informative text**, they should be able to summarize the text using explicit and implied information and support conclusions with inferences based on the text.

When reading **practical text**, proficient-level students should be able to describe its purpose and support their views with examples and details. They should be able to judge the importance of certain steps and procedures.

Grade 8–Advanced

Eighth-grade students performing at the **advanced level** *should be able to describe the more abstract themes and ideas of the overall text. When reading text appropriate to eighth grade, they should be able to analyze both meaning and form and support their analyses explicitly with examples from the text; they should be able to extend text information by relating it to their experiences and to world events. At this level, student responses should be thorough, thoughtful, and extensive.*

For example, when reading **literary text**, advanced-level eighth graders should be able to make complex, abstract summaries and theme statements. They should be able to describe the interactions of various literary elements (i.e., setting, plot, characters, and theme); to explain how the use of literary devices affects both the meaning of the text and their response to the author's style. They should be able critically to analyze and evaluate the composition of the text.

When reading **informative text**, they should be able to analyze the author's purpose and point of view. They should be able to use cultural and historical background information to develop perspectives on the text and be able to apply text information to broad issues and world situations.

When reading **practical text**, advanced-level students should be able to synthesize information that will guide their performance, apply text information to new situations, and critique the usefulness of the form and content.

(continued)

Figure I-1 (continued)
Final Descriptions of 1992 Reading Achievement Levels

Grade 12–Basic

Twelfth-grade students performing at the **basic level** *should be able to demonstrate an overall understanding and make some interpretations of the text. When reading text appropriate to twelfth grade, they should be able to identify and relate aspects of the text to its overall meaning,⁸ recognize interpretations, make connections among and relate ideas in the text to their personal experiences, and draw conclusions. They should be able to identify elements of an author’s style.*

For example, when reading **literary text**, twelfth-grade students should be able to explain the theme, support their conclusions with information from the text, and make connections between aspects of the text and their own experiences.

When reading **informational text**, basic-level twelfth graders should be able to explain the main idea or purpose of a selection and use text information to support a conclusion or make a point. They should be able to make logical connections between the ideas in the text and their own background knowledge.

When reading **practical text**, they should be able to explain its purpose and the significance of specific details or steps.

Grade 12–Proficient

Twelfth-grade students performing at the **proficient level** *should be able to show an overall understanding of the text, which includes inferential as well as literal information. When reading text appropriate to twelfth grade, they should be able to extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. Connections between inferences and the text should be clear, even when implicit. These students should be able to analyze the author’s use of literary devices.*

When reading **literary text**, proficient-level twelfth graders should be able to integrate their personal experiences with ideas in the text to draw and support conclusions. They should be able to explain the author’s use of literary devices such as irony or symbolism.

When reading **informative text**, they should be able to apply text information appropriately to specific situations and integrate their background information with ideas in the text to draw and support conclusions.

When reading **practical texts**, they should be able to apply information or directions appropriately. They should be able to use personal experiences to evaluate the usefulness of text information.

Grade 12–Advanced

Twelfth-grade students performing at the **advanced level** *should be able to describe more abstract themes and ideas in the overall text. When reading text appropriate to twelfth grade, they should be able to analyze both the meaning and the form of the text and explicitly support their analyses with specific examples from the text. They should be able to extend the information from the text by relating it to their experiences and to the world. Their responses should be thorough, thoughtful, and extensive.*

(continued)

⁸ Based on the recommendations of the 1994 reading revisit study, the phrase “*extend the ideas in the text by making simple inferences,*” has been added here to the description of *Basic*.

Figure I-1 (continued)
Final Descriptions of 1992 Reading Achievement Levels

For example, when reading **literary text**, advanced-level twelfth graders should be able to produce complex, abstract summaries and theme statements. They should be able to use cultural, historical, and personal information to develop and explain text perspectives and conclusions. They should be able to evaluate the text, applying knowledge gained from other texts.

When reading **informational text**, they should be able to analyze, synthesize, and evaluate points of view. They should be able to identify the relationship between the author's stance and elements of the text. They should be able to apply text information to new situations and to the process of forming new responses to problems or issues.

When reading **practical texts**, advanced-level twelfth graders should be able to make a critical evaluation of the usefulness of the text and apply directions from the text to new situations.

Figure I-2
Draft Descriptions of the Achievement Levels
Prepared by the Original Level-Setting Panel

Fourth-Grade Draft Descriptions

BASIC performance in reading should include:

- Determining what a text is about
- Identifying characterizations, settings, conflicts, or plots in a story
- Supporting one's understanding of a text with appropriate details
- Explaining why one likes or dislikes a text
- Connecting material in a text to personal experiences
- Making predictions about situations beyond the confines of a text
- Demonstrating an ability to maintain a focus over the entirety of a longer text

PROFICIENT performance in reading should include:

- Summarizing a text
- Recognizing an author's intent or purpose
- Making simple inferences based on information provided in a text
- Using information from a text to draw a basic conclusion
- Determining the meaning of key concepts in the text and connecting them to the main idea
- Recognizing the progression of ideas and the cause-and-effect relationships in a text
- Using the surrounding text to assign meaning to a word or phrase

ADVANCED performance in reading should include:

- Explaining an author's intent, using supporting material from the text
- Describing the similarities and differences in characters
- Demonstrating an awareness of the use of literary devices and figurative language
- Applying inferences drawn from a text to personal experiences
- Extending the meaning of a text by integrating experiences and information outside of the text
- Making and explaining a critical judgment of a text
- Demonstrating an ability to adapt reading purpose to genre and/or writing style

(continued)

Figure I-2 (continued)
Draft Descriptions of the Achievement Levels
Prepared by the Original Level-Setting Panel

Eighth-Grade Draft Descriptions

BASIC performance in reading should include:

- Identifying the main idea or purpose of a text using information both stated and implied
- Expressing an author’s purpose, viewpoint, and/or theme
- Using information from a text to draw and support conclusions
- Making inferences appropriate to the information provided in a text
- Recognizing the cause-and-effect relationships in a text
- Making logical connections from the material in a text to personal knowledge and experience

PROFICIENT performance in reading should include:

- Restating the main idea using supportive details and examples from a text
- Summarizing a text using information both stated and implied
- Making inferences from a text in order to draw valid conclusions
- Interpreting the actions, behaviors, and motives of characters
- Integrating personal knowledge and experience to enhance one’s understanding of a text
- Identifying an author’s use of literary devices

ADVANCED performance in reading should include:

- Describing how specific literary elements interact with each other
- Synthesizing the information in a text to obtain abstract meaning or to perform a task
- Finding new applications for information derived from a text
- Making personal and critical evaluations of a text
- Analyzing an author’s purpose, viewpoint, and/or theme
- Explaining an author’s use of literary devices

(continued)

Figure I-2 (continued)
Draft Descriptions of the Achievement Levels
Prepared by the Original Level-Setting Panel

Twelfth-Grade Draft Descriptions

BASIC performance in reading should include:

- Explaining the main idea of a text
- Describing the main purpose in reading a selection
- Recognizing the significance of details from a reading in order to support a conclusion or perform a task
- Applying the information gathered from reading to meet an objective or support a conclusion
- Explaining the basic elements of an author's literary devices

PROFICIENT performance in reading should include:

- Drawing conclusions from and making inferences about information from different texts and writing styles
- Integrating background information with newly acquired information to support conclusions
- Applying information from a text in an appropriate manner
- Bringing personal experience and accumulated knowledge into the process of critically evaluating a text
- Explaining an author's purpose in using complex literary devices

ADVANCED performance in reading should include:

- Providing innovative elaborations from textual information
- Analyzing and evaluating different points of view by means of comparison and contrast
- Identifying the relationships between an author's or narrator's stance and the various elements of the text
- Critically evaluating a text within a specific frame of reference
- Bringing the knowledge of other texts to the process of critical evaluation
- Using cultural or historical information provided in a text to develop perspectives on other situations
- Using cultural or historical information to develop perspectives on a text

Figure I-3
*Revised Draft Descriptions of the Achievement Levels
Recommended by the Follow-Up Validation Panel*

Revised Fourth-Grade Draft Descriptions

BASIC performance in reading should include:

- Determining what a story/informational text is about (i.e., topic, main idea)
- Determining the main purpose for reading a selection
- Identifying character(s), setting(s), conflict(s), or plot(s) in a story
- Supporting one's understanding of a story/informational text with appropriate details
- Explaining why one likes or dislikes what they have read [a reading]
- Connecting material from a story/informational text to personal experiences
- Making predictions about situations beyond the confines of the printed material
- Maintaining a focus over the entirety of a story/informational text

PROFICIENT performance in reading should include:

- Summarizing a story/informational text
- Recognizing an author's intent or purpose
- Making simple inferences based on information provided in a story/informational text
- Drawing a valid conclusion from a story/informational text
- Determining the meaning of key concepts in the story/informational text and connecting them to the main idea
- Recognizing relationships in a story/informational text (i.e., time order, cause/effect, compare/contrast)

ADVANCED performance in reading should include:

- Explaining an author's intent, using supporting material from the story/informational text
- Describing the similarities and difference in characters, settings, and plots
- Demonstrating an awareness of the use of literary devices, such as figurative language
- Applying inferences drawn from a story/informational text to personal experiences
- Extending the meaning of a story/informational text by integrating experiences and information outside of the text
- Making and explaining a critical judgment of a story/informational text
- Demonstrating an ability to adapt reading purpose to a variety of printed material and/or writing style

(continued)

Figure I-3 (continued)
Revised Draft Descriptions of the Achievement Levels
Recommended by the Follow-Up Validation Panel

Revised Eighth-Grade Draft Descriptions

BASIC performance in reading should include:

- Identifying the main idea, theme, or purpose of a text
- Describing the main purpose for reading a selection
- Expressing an author's purpose and viewpoint
- Making inferences, predictions, and drawing conclusions that are supported by information in a text
- Recognizing the relationships among facts, ideas, events, and concepts within a text (i.e., cause and effect, chronological order, and characterization)
- Making logical connections between the text and personal knowledge
- Maintaining a focus over the entirety of a story/informational text

PROFICIENT performance in reading should include:

- Restating the main idea, theme, or purpose of a text using supporting details and examples
- Summarizing a text using both stated and implied information
- Interpreting the actions, behaviors, and motives of characters
- Using personal knowledge and experience to enhance one's understanding of a text
- Identifying an author's use of literary devices (i.e., personification, foreshadowing, and so forth)
- Using inferences from a text in order to draw valid conclusions

ADVANCED performance in reading should include:

- Describing how specific literary elements (i.e., setting, plot, characters, and theme) interact with each other
- Synthesizing the information in a text to obtain implied meaning or to perform a task
- Applying information derived from a text to new situations.
- Explaining an author's use of literary devices (i.e., irony, personification, and foreshadowing)
- Responding personally and critically to a text
- Analyzing an author's purpose and viewpoint
- Using cultural or historical information to develop perspectives on a text
- Using cultural or historical information provided in a text to develop perspectives on other situations

(continued)

Figure I-3 (continued)
Revised Draft Descriptions of the Achievement Levels
Recommended by the Follow-Up Validation Panel

Revised Twelfth-Grade Draft Descriptions

BASIC performance in reading should include:

- Explaining the main idea, theme, or purpose of a text
- Describing the main purpose for reading a selection
- Recognizing the significance of details from a reading in order to support a conclusion or perform a task
- Applying the information gathered from reading to meet an objective or support a conclusion
- Identifying and explaining the basic elements of an author's literary devices
- Making logical connections between a text and personal knowledge and experience
- Maintaining a focus over the entirety of a story/informational text

PROFICIENT performance in reading should include:

- Drawing conclusions and making inferences from different texts and writing styles
- Integrating background information with newly acquired information to support conclusions
- Applying information from a text in an appropriate manner
- Applying personal experience and accumulated knowledge to the process of critically evaluating a text
- Explaining an author's purpose in using complex literary devices (i.e., irony, symbolism)

ADVANCED performance in reading should include:

- All basic and proficient reading behaviors listed previously
- Prompted by information from a text, innovating in new situations and creating new answers to old situations
- Analyzing, synthesizing, and evaluating different points of view by means of comparison and contrast
- Identifying the relationships between an author's or narrator's stance and the various elements of the text
- Critically evaluating a text within a frame of reference
- Applying the knowledge of other texts to the process of critical evaluation
- Using cultural or historical information to develop perspectives on a text
- Using cultural or historical information provided in a text to develop perspectives on other situations

Figure I-4
Meeting Participants, NAEP Reading Achievement Level Setting
Original Meeting, St. Louis, Missouri, August 21–25, 1992

Paula Abrams City Hall Bedford, KY	Wilma Centers Wolfe County Middle School Campton, KY	Karen Fugita Oak Grove SD San Jose, CA
Freda Andrews Durham Public Schools Durham, NC	Eunice Coakley Greenville School Greenville, SC	Harlon Gaskill (CPA) Gaskill, Pharis & Pharis Dalhart, TX
David Awbrey Wichita Eagle Wichita, KS	Eugenia Constantinou Prince Georges County Schools Silver Spring, MD	Patricia Gerdes Waelder ISD Schulenburg, TX
Tim Barnes Ashdown Public Schools Ashdown, AR	Walt Cottingham Henderson City Schools Zirconia, NC	Mary Gonzalez Mesa Public Schools Mesa, AZ
Larry Barretto Maplewood Elementary School Coral Springs, FL	Cora Cummins Conway Public Schools Conway, AR	Anne Gregory Durham Public Schools Durham, NC
Linda Borsum Lakeview School District Battlecreek, MI	Gloria Darling Conway Public Schools Conway, AR	Kathleen Harkey Corporate Presentations Nashville, TN
Dorothy Botham Milwaukee Public Library Milwaukee, WI	Deborah Davidson Westhampton Beach UFSD Patchogue, NY	Catherine Hatala School District of Philadelphia Philadelphia, PA
Constance Boyd Owen J. Roberts SD King of Prussia, PA	Julia Dominique Department of Education USVI Sunnyisle, VI	Georgia Howard Volusia County Schools Holly Hill, FL
P. Richard Brackett Brackett & Assoc. Motivational Marketing Company Brentwood, TN	Dee Ellis Trimble Banner Newspaper Milton, KY	Joseph Howard Josiah Quincy School West Roxbury, MA
Anna Caballero Attorney Salinas, CA	Kathryn Flannery Indiana University Bloomington, IN	Roberta Johnson Cleveland Public Schools Cleveland, OH
Rhonda Cantrell Dunn Nashville Urban League Nashville, TN	Stanley Fraundorf Cuba City Public Schools Cuba City, WI	Marcia Jolicoeur Lisbon Falls School Lewiston, ME
Kathy Casseday WFSP Radio Station Kingwood, WV	Nina Frederick Marion County School System Hackleburg, AL	Anne Kraut Elementary Supervisor Princeton, WV

Figure I-4 (continued)

*Meeting Participants, NAEP Reading Achievement-Level Setting
Original Meeting, St. Louis, Missouri, August 21 - 25, 1992*

Roger Larsen Campbell County SD Gillette, WY	Meredith Powers Swansea School Providence, RI	Berton Wisner Columbus Public School Columbus, OH
Mary Ann Ledbetter East Baton Rouge Parish School Board Baton Rouge, LA	Beth Schieber Kingfisher Schools Okarche, OK	Jean Young Houston ISD Houston, TX
Leslie Leech Elkton School Elkton, SD	James Schindler Jordan SD Salt Lake City, UT	Sue Zak Cleveland Board of Education Garfield Heights, OH
Belva Leffel Whittier Christian Jr. High Norwalk, CA	Christine Sentz North Milwaukee Branch Library Milwaukee, WI	Judith Zinsser Houston ISD Houston, TX
Elizabeth Litchfield Westwood School District Emerson, NJ	Nona Smith NAACP New York, NY	
Judith Lusk Norfield School District Rockbury, VT	Lillaine Speese Oakdale Elementary School Oroville, CA	
Harriett McAllaster Volusia County Schools DeLand, FL	Carolyn Sullivan Planters & Merchants Bank Gillett, AR	
Jean McManis Local/State Education Volunteer State College, PA	Clifton Whetten Retired Construction Sprvsr. Elfrida, AZ	
Donnie McQuinn Wolfe County Board of Education Pine Ridge, KY	Robert Williams Macomb Intermediate SD Clinton Township, MI	
Raymond Morgan Old Dominion University Virginia Beach, VA	Carolyn Sue Wilson Greenville, SC	
Patricia Oliverez Salinas Public Library Salinas, CA		
Mary Orear Camden-Rockport HS & MS Rockport, ME		

Figure I-5

*Meeting Participants, NAEP Reading Achievement Level Setting
Follow-Up Validation Meeting, San Diego, California, October 9–11, 1992*

Larry Barretto
Maplewood Elementary School
Coral Springs, FL

Martha Carter
Milwaukee Public Schools
Milwaukee, WI

Eunice Coakley
Greenville School
Greenville, SC

Clyde Colwell
Norfolk Public School
Norfolk, VA

Mark Conley
Michigan State University
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Eugenia Constantinou
Prince George's County School
Silver Spring, MD

Debra Davidson
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Patchogue, NY

Peggy Dutcher
Michigan Education Assessment
Program
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Anne Gregory
Durham Public Schools
Durham, NC

Gene Jongsma
IRA Subcommittee Member
San Antonio, TX

Roger Larsen
Campbell County SD
Gillett, WY

Elizabeth Litchfield
Westwood School District
Emmerson, NJ

Nancy Livingston
Brigham Young University
Salt Lake City, UT

Susan McIntyre
University Wisconsin-Eau Claire
Eau Claire, WI

Mary Orear
Camden–Rockport HS & MS
Rockport, ME

Shelia Potter
Michigan Department of Education
Lansing, MI

Meredith Powers
Swansea School
Providence, RI

Jo Prather
Mississippi Department of Education
Jackson, MS

Beth Schieber
Kingfisher Schools
Okarche, OK

Figure I-6
*Meeting Participants, NAEP Reading Revisit
 Validation Meeting, St. Louis, Missouri, October 14–16, 1994*

Jody Alexander Madison No. 1 Phoenix, AZ	Brenda Creel Jessup Elementary School Cheyenne, WY	Susan Hodgins Moscow Public Schools Moscow, ID
Evelyn Alford East Baton Rouge Public Schools Baton Rouge, LA	Pam Diamond Hellgate Middle School Missoula, MT	Beverly Hoffmaster Berkeley Heights Elem School Martinsburg, WV
Winfrey Bates Mannsville Elementary School Mannsville, KY	Caroline Downs Worland Middle School Worland, WY	Roberta Horton Custer County High School Miles City, MT
Joyce Boone John Strange Elementary School Indianapolis, IN	Esther Dunnington Grandview High School Grandview, MO	Lory Johnson Iowa Department of Education Des Moines, IA
Linda Brooks Alcorn County Public Schools Corinth, MS	Sandra Forsythe Green Valley High School Henderson, NV	Ruth Johnson Holmes High School Covington, KY
Katie Burnham Pa Wau Lu Middle School Gardnerville, NV	David Fredette Westborough High School Westborough, MA	Theresa Lowe Rancho Viejo School Yuma, AZ
Martha Carter Milwaukee Public Schools Milwaukee, WI	Cynthia Freeman Maryville High School Maryville, TN	Ruby Mayes S.P. Waltrip High School Houston, TX
Carol Case Mirabeau B. Lamar High School Houston, TX	Rita Gallagher Roswell, NM	Robert McKean Havre Public Schools Havre, MT
Molly Chun Applegate Elementary School Portland, OR	Lorraine Gerhart Elmbrook Middle School Elm Grove, WI	Pamela McNair Lemon G. Hine Jr. High School Washington, DC
Roseine Church Cheyenne, WY	Bill Hammond GA Department of Education Atlanta, GA	Daniel McQuagge Delta State University Cleveland, MS
Connie Clayton Franklin High School Franklin, WV	Sally Hellman Las Vegas, NV	Cheryl Miller Buchanan Elementary School Baton Rouge, LA
David Colburn Flathead High School Kalispell, MT	Grace Herr West Linn High School West Linn, OR	
	Sarah Herz Coleytown Middle School Westport, CT	

Figure I-6 (continued)
Meeting Participants, NAEP Reading Revisit
Validation Meeting, St. Louis, Missouri, October 14 - 16, 1994

Donna Miller
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Chinook, MT

Lynn Minderman
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Schools
Honeoye Falls, NY

John Morrissey
Huntley Project
Elem School
Worden, MT

Pamela Perryman
Selah Middle School
Selah, WA

Kathleen Sanders
Los Angeles Unified S.D.
Wilmington, CA

Helen Schotanus
NH Department of Education
Concord, NH

Terrence Smith
Verona School
Battle Creek, MI

Faith Stevens
Haslett Public Schools
Haslett, MI

Richard Telfer
Univ. of Wisconsin-Whitewater
Whitewater, WI

Cara Terry
Lakewood High School
St. Petersburg, FL

James Thompson
Simpson-Waverly School
Hartford, CT

Patsy Turner
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Maria Valeri-Gold
Georgia State University
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Florence Wakuya
Hawaii Department of Education
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Barbara Watson
Agricola Elementary School
Lucedale, MS

Janet Williams
Bluewell Elementary School
Bluefield, WV

Sarah Williams
Maryville Middle School
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Philip Yeaton
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Katie Young
Louisiana Department of Ed
Baton Rouge, L

Appendix J

SETTING THE ACHIEVEMENT LEVELS FOR THE 1998 NAEP CIVICS AND WRITING ASSESSMENTS

Mary Lyn Bourque
National Assessment Governing Board

J.1 INTRODUCTION

The 1988 NAEP legislation (Hawkins-Stafford Education Improvement Act Amendments of 1988) created an independent board, the National Assessment Governing Board (NAGB), responsible for setting policy for the NAEP program. The 1994 NAEP reauthorization (Improving America's Schools Act of 1994) continued many of the board's statutory responsibilities, including "developing appropriate student performance standards for each age and grade in each subject area to be tested under the National Assessment." Consistent with this directive, and striving to achieve one of the primary mandates of the statute "to improve the form and use of NAEP results," the board has been developing student performance standards (called achievement levels by NAGB) on the national assessment since 1990.

From 1984 to 1996, NAEP reported the performance of students in the nation and for specific subpopulations on a 0-to-500 score scale. This scale was a cross-grade scale, that is, a single performance scale was developed for grades 4, 8, and 12, so that comparisons could be made between and among the three grade cohorts. In 1996, NAGB policy required that a unique scale be developed for each grade level. The new metric chosen ranged from 0-to-300 to minimize confusion between the earlier cross-grade scale and the new within-grade scale. The history and development of the scales in civics and writing are described in Chapter 12 of this report.

Setting achievement levels is a method for setting standards on the NAEP assessment that identify what students should know and be able to do at various points along the score scale. The policy definitions and the final content descriptions of the achievement levels were presented to panelists along with the assessment framework and the full NAEP item pool in order to estimate the cut scores for the levels. Panelists were asked to internalize the achievement-level descriptions and to become familiar with the NAEP item pool for the particular NAEP assessment with respect to the content and skills assessed. In addition to recommending cut scores, panelists were also asked to select illustrative exercises associated with each level, selecting from the released exercises in the NAEP item pool those sample items and student responses (in the case of constructed-response exercises) that best exemplified the full range of performance of the intervals between levels. The emphasis in operationalizing the definitions and in identifying and selecting exemplar items and papers was to represent the full range of performance from the lower level to the next higher level. The details of the implementation procedures are outlined in the remainder of this appendix.

J.2 PREPARING THE FINAL DESCRIPTIONS

The 1998 levels setting process was different in some significant ways from earlier level-setting processes that had been used in other NAEP subject areas. The first of these differences occurred at the very beginning of the process. In the past, panelists were given the preliminary descriptions of the levels developed initially by the framework consensus groups and asked to craft recommended descriptions during the process. The descriptions continued to be refined throughout the level-setting process, and usually were validated by a supplementary group of judges subsequent to the level-setting meetings.

In 1998, the finalized achievement-level descriptions (ALDs) were *givens* in the process, much like the framework and the item pool are *givens*. Prior to the level-setting meetings, focus groups in each NAEP region were conducted to evaluate the preliminary ALDs for each subject (civics and writing). The focus group recommendations were reviewed by expert content panels and appropriate modifications were made. The revised ALDs were then reviewed and evaluated by the framework consensus panels and all focus group participants. These proposed final ALDs were then reviewed and modified by the NAGB Achievement Levels Committee and approved for use—without change—in the remainder of the process.

J.3 1998 FIELD TRIALS IN CIVICS AND WRITING

A second difference between the 1998 process and earlier processes was the field trials. In the past, the pilot studies combined both the pilot work (to test out the operational procedures) and the initial research work (to try out various methods). The 1998 process separated these two tasks by having two stages: first stage, field trials; and second stage, pilot studies.

In 1998, two field trials in each subject were conducted to identify rating methods and procedures. Prior to the field trials, a number of computer simulations were completed to determine the feasibility of the proposed new methods. Field trial 1 was designed to test a new method (item score string estimation, or ISSE) in comparison to the “current” method. For civics, the current method was a combination of modified-Angoff method for multiple-choice items and the mean estimation method for constructed-response items. For writing, the current method was mean estimation, since the NAEP writing assessment is a direct writing assessment and consists entirely of constructed response.

Field trial 2 was originally designed to compare an item-mapping procedure with the new method from field trial 1 (ISSE) and to test the provision of consequences data to panelists at various points in the process. However, analysis of the field trial 1 data led to the conclusion the ISSE method was biased, and further exploration with it was not recommended by the Technical Advisory Committee on Standard Setting (TACSS), the external group of advisors to ACT. Therefore, field trial 2 in civics compared an alternative, the Reckase method, with the mean estimation method combined with item maps in civics, and the Reckase method with the booklet classification method in writing. Full details of the field trials in each subject can be found in the ACT reports (ACT, 1998; 1999c). The recommendations from the two field trials resulted in using the modified Angoff and mean estimation methods with Reckase charts in civics, and the mean estimation method with Reckase charts in writing.

J.4 PREPARATION FOR CIVICS AND WRITING LEVEL SETTING MEETINGS

It is important for the planning of any standard-setting effort to know how various process elements interact with each other. For example, panelists interact with premeeting materials, meeting materials (i.e., the assessment items, rating forms, rater feedback, and so forth), each other, and the project staff. All of these elements combine to promote or degrade what has been called intrajudge consistency and interjudge consensus (Friedman & Ho, 1990).

Previous research has conceptualized the effects of two major kinds of interaction: (1) people interacting with text (Smith & Smith, 1988), and (2) people interacting with each other (Curry, 1987; Fitzpatrick, 1989). To assess the effects of textual and social interaction and adjust the standard-setting procedures accordingly, a pilot study in each content area was conducted in preparation for the 1998 level setting.

J.5 1998 PILOT STUDIES IN CIVICS AND WRITING





As a result of the earlier field trials, the pilot studies were more focused, concentrating on the methodologies that would be used in the operational level setting, and adding those elements that were thought to be positive enhancements to the process. In civics, the pilot studies implemented an item-by-item rating method (the modified Angoff) for multiple-choice items, and the mean estimation method for the constructed-response items. In writing, the mean estimation method was used exclusively. However, there were two enhancements not used previously that were incorporated into the feedback loop for both civics and writing.

The first of these, Reckase charts, were provided to the panelists after Rounds 1 and 2. Figure J-1 displays an enlargement of a portion of a Reckase chart. The chart displays a matrix of information about the items on the assessment where the horizontal rows represent the probability of a correct response (for multiple-choice items) or the expected mean score (for constructed-response items) at a specific point on the score scale, for all the items in a particular block (or, in the case of writing, for the prompts in the exercise pool); and the vertical columns represent the same information (probability of a correct response or expected mean score) across the score scale range for a single item or exercise. The Reckase charts are an aggregated and tabularized version of the item characteristics curves (ICCs) for a block of items or a portion of the exercise pool.

The Reckase charts were provided to panelists after the first round so that they could “plot” their grade-level and individual cut scores on the chart to compare their individual data with the group’s data. If panelists plot their own item ratings on the chart and they are very consistent in their ratings, they should see very few peaks and valleys in their plot. A flat line on the chart indicates that panelists were able to judge the items consistently¹ for their item difficulty and discrimination. An erratic line with many peaks and valleys would indicate that panelists were unable to judge item difficulty and discrimination consistently from item to item in the block, or across the pool of exercises. Further, panelists could look at the distance between their individual line on the chart and that of the grade group. The wider the gap, the more deviant the individual is from the mean of the group. Panelists were given updated charts again after Round 2 for additional feedback (according to the new cut scores set in Round 2). Figure J-2 displays a completed portion of a Reckase chart for one of the civics blocks. This “ideal” panelist is somewhat consistent at the *Proficient* level, but much less so at the *Basic* level. The charts also allowed panelists to “see” their extreme ratings for any particular item. For example, those items that were rated particularly low (e.g., at or below the guessing parameter) were “off the chart”; while those at the high end (e.g., at or above a selected theta value) were also “off the chart.” This gave panelists their first indication that they needed to reconsider the item to understand what was causing them to have such extreme ratings.

¹ Consistency in this case refers to the panelists’ judgment about the difficulty and discrimination of the item with respect to the achievement-level descriptions and its consistency with the model-based estimates of item difficulty and discrimination. It is important to note that model-based estimates take into account other information that is not generally known to the panelists.

Figure J-1
Sample Reckase Chart Portion

ACT NAEP- Like Score	Civics Items for Block Y1X1										
	1	2	3	4	5	6	7	8	9	10	11
273	99	99	99	3.0	3.0	100	3.0	99	99	4.0	99
											
185	98	96	98	2.9	2.7	99	2.5	94	69	3.0	99
183	98	95	98	2.9	2.7	99	2.4	93	66	2.9	99
181	97	95	97	2.8	2.6	99	2.4	91	63	2.8	99
179	97	94	96	2.8	2.6	99	2.3	89	61	2.7	98
177	96	93	95	2.8	2.5	99	2.2	87	58	2.6	98
175	96	92	93	2.8	2.5	89	2.2	84	55	2.5	98
173	95	91	91	2.7	2.4	97	2.1	81	52	2.4	98
171	94	89	89	2.7	2.4	94	2.1	78	49	2.3	97
169	92	88	85	2.7	2.3	90	2.0	74	47	2.2	97
167	91	86	81	2.5	2.3	83	1.9	70	44	2.1	97
165	89	84	76	2.5	2.2	73	1.9	65	42	2.0	96
163	87	82	70	2.5	2.2	61	1.8	61	40	1.9	95
161	85	80	64	2.5	2.1	50	1.7	56	38	1.8	95
159	82	77	58	2.4	2.0	40	1.7	52	36	1.7	94
157	79	75	52	2.4	2.0	33	1.6	48	34	1.6	93
155	76	72	46	2.3	1.9	29	1.6	45	33	1.6	92
153	72	69	41	2.3	1.8	27	1.5	42	31	1.5	90
151	68	66	37	2.2	1.8	26	1.5	39	30	1.5	89
149	65	63	34	2.1	1.7	25	1.4	37	29	1.4	87
147	61	60	31	2.1	1.7	25	1.4	35	28	1.4	85
											
39	27	26	23	1.0	1.0	24	1.0	26	20	1.0	34

The second enhancement to the process was the introduction of consequences data during the rating process. The field trial data supported the idea of providing panelists with consequences data (that is, the percentage of students at or above the levels) after Round 3 to estimate final cut points for the final recommendation to the NAGB. This change was introduced in the pilots partly in response to the National Academy of Sciences' evaluation and partly due to the recent effort in other standard-setting venues to provide such information to judges (National Academy of Sciences, 1998). This change resulted in four estimates of cut scores for the levels, three using item-by-item approaches, and the final round using a more holistic approach and consequences data. In the final estimate, panelists were asked to judge the reasonableness of their standards, taking into account the percentage of students at or above the levels, and to decide whether or not some final adjustment was necessary.

Figure J-2
Sample Reckase Chart – Complete

ACT NAEP- Like Score	Civics Items for Block Y1X1										
	1	2	3	4	5	6	7	8	9	10	11
273	99	99	99	3.0	3.0	100	3.0	99	99	4.0	99
225	99	99	99	3.0	3.0	99	2.9	99	97	3.9	99
223	99	99	99	3.0	3.0	99	2.9	99	96	3.8	99
221	99	99	99	3.0	3.0	99	2.9	99	96	3.8	99
219	99	99	99	3.0	2.9	99	2.9	99	95	{3.8}	99
217	99	99	99	3.0	2.9	99	2.9	99	95	3.8	99
215	99	99	99	3.0	2.9	99	2.9	99	94	3.8	99
213	99	99	99	3.0	2.9	99	2.9	99	93	3.7	99
211	99	99	99	3.0	{2.9}	99	2.9	99	93	3.7	99
209	99	99	99	3.0	{2.9}	99	2.9	99	92	3.7	99
207	99	99	99	3.0	2.9	99	2.8	99	{91}	3.6	99
205	99	99	99	3.0	2.9	99	{2.8}	99	{89}	3.6	99
203	99	99	99	3.0	2.9	99	{2.8}	99	88	3.5	99
201	99	99	99	3.0	2.9	99	2.8	99	86	3.5	99
199	99	98	99	2.9	2.8	99	2.7	98	85	3.4	99
197	99	98	99	2.9	2.8	99	2.7	98	84	3.4	99
195	99	98	99	2.9	2.8	99	2.7	98	81	3.3	99
193	99	98	99	2.9	2.8	99	2.6	97	79	3.3	99
191	99	97	99	2.9	2.8	99	2.6	97	77	3.2	99
189	99	97	99	2.9	2.7	99	2.6	96	74	{3.1}	99
187	98	96	99	2.9	2.7	99	{2.5}	95	72	3.0	99
185	98	96	98	2.9	2.7	99	{2.5}	94	69	3.0	99
183	98	95	98	2.9	2.7	99	2.4	93	66	2.9	99
181	97	95	97	2.8	{2.6}	99	2.4	91	63	2.8	99
179	97	94	96	{2.8}	{2.6}	99	2.3	{89}	61	2.7	98
177	96	93	95	{2.8}	2.5	99	2.2	87	58	2.6	98
175	96	92	93	2.8	2.5	{89}	2.2	84	{55}	2.5	98
173	95	91	{91}	2.7	2.4	97	{2.1}	81	{52}	2.4	98
171	94	89	89	2.7	2.4	94	{2.1}	78	49	2.3	97
169	92	88	85	2.7	2.3	{90}	2.0	74	47	2.2	97
167	91	86	81	{2.5}	2.3	{88}	1.9	70	44	(2.1)	97
165	89	84	76	{2.5}	(2.2)	73	1.9	{65}	42	2.0	{96}
163	87	{82}	70	2.5	(2.2)	61	1.8	{61}	40	1.9	95
161	{85}	80	64	2.5	2.1	50	1.7	56	38	1.8	95
159	82	77	{58}	2.4	2.0	(40)	1.7	52	36	1.7	94
157	79	75	{52}	2.4	2.0	33	1.6	(48)	34	1.6	93
155	76	72	46	2.3	1.9	29	1.6	45	33	1.6	{92}
153	72	69	41	2.3	1.8	27	1.5	42	31	1.5	{90}
151	68	{66}	37	2.2	1.8	26	1.5	39	30	1.5	89
149	65	63	34	2.1	1.7	25	1.4	37	(29)	1.4	87
147	{61}	60	(31)	2.1	1.7	25	1.4	35	28	1.4	85
145	57	57	(29)	(2.0)	1.6	25	1.4	33	27	1.3	83
143	53	54	27	1.9	1.6	24	1.3	32	26	1.3	81
141	50	51	26	1.9	1.5	24	1.3	31	25	1.2	78
139	47	48	25	1.8	1.5	24	1.3	30	25	1.2	75
137	44	46	25	1.7	1.4	24	1.2	29	24	1.2	73
135	41	44	24	1.7	1.4	24	1.2	28	24	1.2	(70)
133	39	42	24	1.6	1.3	24	1.2	28	23	1.1	67
131	37	40	24	1.6	1.3	24	1.2	28	23	1.1	64
129	(35)	38	23	1.5	1.3	24	1.1	27	22	1.1	61
127	34	36	23	1.5	1.3	24	1.1	27	22	1.1	58
125	33	35	23	1.4	1.2	24	1.1	27	22	1.1	55
123	32	34	23	1.4	1.2	24	1.1	27	22	1.1	53
121	31	33	23	1.3	1.2	24	1.1	27	21	1.1	50
119	30	32	23	1.3	1.2	24	1.1	27	21	1.1	48
117	30	31	22	1.2	1.2	24	1.1	27	21	1.1	46
115	29	30	21	1.1	1.1	24	1.1	27	21	1.0	45
113	29	29	21	1.1	1.1	24	1.1	27	21	1.0	43
111	29	29	25	1.2	1.1	24	1.0	27	21	1.0	42
109	28	28	23	1.2	1.1	24	1.0	27	21	1.0	41
107	28	(28)	23	1.1	1.1	24	1.0	27	21	1.0	40
105	28	28	23	1.1	1.1	24	1.0	26	21	1.0	39
103	28	27	23	1.1	1.1	24	1.0	26	21	1.0	38
39	27	26	23	1.0	1.0	24	1.0	26	20	1.0	34

J.6 RESULTS OF THE 1998 PILOT STUDIES

Fifty-three panelists representing the four NAEP regions were selected from the 329 nominees and invited to participate in the civics pilot. Sixty panelists selected in the same way were invited to participate in the writing pilot from the 419 nominated. The panelists represented teachers at grades 4, 8, and 12, nonteacher educators, and members of the noneducator (general public) community. The group was balanced by gender, race/ethnicity, NAEP regions, community type (i.e., low SES or not low SES), district size, and school type (i.e., public or nonpublic).

Tables J-1 and J-2 display the results of the pilot study cut scores and the standard deviations for civics and writing in grades 4, 8, and 12. The results are on the ACT NAEP-like scale score, having a effective range from 0-to-300, with a mean of 155 and a standard deviation of 14. Further details of the pilot studies can be found in the contractor's final reports (ACT 1999a, 1999e). It is worthy to note that unlike other standard-setting studies, the civics pilot cut scores for *all grades and all levels increased* from round to round. Additionally, cut scores for *dichotomous and polytomous items became closer* from round to round.

Table J-1
Pilot Study Cut Scores (Standard Deviations) on the 1998 Civics NAEP

Grade	Achievement Level	Round 1	Round 2	Round 3	Final
4	Basic	144.7 (15.9)	146.0 (8.3)	149.3 (5.2)	148.9 (3.6)
	Proficient	161.5 (6.9)	162.9 (5.1)	165.0 (3.9)	164.1 (3.7)
	Advanced	174.2 (7.6)	176.0 (6.5)	178.8 (5.5)	176.2 (5.1)
8	Basic	152.2 (9.5)	153.3 (6.8)	154.2 (5.7)	154.1 (5.5)
	Proficient	165.5 (5.2)	166.1 (5.1)	167.3 (4.2)	167.1 (4.1)
	Advanced	176.9 (5.9)	177.6 (5.8)	179.2 (4.7)	179.6 (4.6)
12	Basic	147.6 (6.0)	148.4 (3.7)	149.0 (3.3)	149.3 (3.2)
	Proficient	163.0 (3.6)	164.1 (2.7)	164.5 (2.4)	164.6 (2.4)
	Advanced	173.8 (5.6)	175.9 (5.1)	176.7 (4.8)	177.5 (4.8)

Table J-2
Pilot Study Cut Scores (Standard Deviations) on the 1998 Writing NAEP

Grade	Achievement Level	Round 1	Round 2	Round 3	Final
4	Basic	141.6 (5.2)	144.5 (4.0)	145.0 (3.3)	145.3 (2.6)
	Proficient	165.1 (9.2)	167.5 (4.0)	168.0 (3.9)	167.1 (3.0)
	Advanced	186.7 (8.0)	189.3 (3.5)	189.1 (4.2)	186.6 (3.1)
8	Basic	140.2(10.1)	145.6 (9.9)	149.8 (7.5)	151.2 (5.0)
	Proficient	165.0 (8.4)	171.0 (5.9)	172.3 (5.2)	170.9 (4.3)
	Advanced	186.1 (4.7)	189.5 (6.5)	190.7 (5.2)	188.6 (4.9)
12	Basic	135.9 (4.6)	137.0 (3.5)	137.5 (2.7)	138.3 (2.1)
	Proficient	156.1 (5.5)	159.1 (3.5)	157.9 (5.2)	158.9 (2.3)
	Advanced	179.9 (8.4)	182.2 (4.3)	182.8 (4.0)	181.7 (3.7)

J.7 1998 LEVEL-SETTING PANELS

Eighty-eight panelists representing the four NAEP regions were selected from the 422 nominees and invited to participate in the writing level-setting process. In civics, 87 panelists participated, selected from a nominee pool of 329 persons. Both panels represented teachers at grades 4, 8, and 12, nonteacher educators, and members of the noneducator (general public) community. The group was balanced by gender, race/ethnicity, NAEP regions of the country, community type (i.e., low SES or not low SES), district size, and school type (i.e., public or nonpublic).

J.8 1998 PROCESS FOR DEVELOPING THE ACHIEVEMENT LEVELS

The 1998 pilot studies were successful as dress rehearsals for the operational standard-setting meetings. However, some adjustments that were made for the operational standard-setting meetings as a result of the pilot studies were not trivial. First, the consequences data provided during the pilots only after Round 3 were provided on two occasions in the operational meetings. Grade-level consequences data were provided after Round 2, and individual consequences data were provided after Round 3. Grade-level consequences data were provided in the form of the percentages of students at or above the cut scores, where the cut scores were based on the mean of all panelists within a grade level group. Individual consequences data were unique to each panelist and were provided in the form of the percentages of students at or above the panelists' individual cut scores. The estimates of the cut scores made in the final Round 4 (with the availability of consequences data) would become the recommendations made to the board.

Panelists selected for each subject area were convened on separate occasions for a five-day level-setting process. Virtually the same agenda was followed for both subjects. In the opening sessions, panelists were provided "advance organizers" to help them see the complete picture of what they would be doing for the remaining days. An overview, via a computerized presentation, demonstrated each step in the process, the reasons for each step, and the interconnections between them. Each panelist was given a "briefing booklet" that described each task to be performed during each session, purpose of the task, and how to perform the task.

During the first two days, panelists were given a brief overview of NAEP and NAGB, a presentation on the policy definitions of the achievement levels, a review of the NAEP assessment frameworks, and a summary of the factors that influence item difficulty. The purpose of the presentations was to focus the panelists' attention on the assessment framework and to emphasize the fact that panelists' work was directly related to the NAEP assessment, not to the subject-matter domain as a whole. In addition, all panelists completed and self-scored an appropriate grade-level form of the NAEP assessment. The purpose of this exercise was to familiarize panelists with the test content and scoring protocols—as well as time constraints—before beginning the formal training for the level-setting activities.

The policy definitions are as follows:

Basic	This level represents partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	This higher level signifies superior performance.

Panelists received training in the frameworks and the achievement-level descriptions through a series of exercises designed to provide them experience in working with the descriptions as operationalized during framework development and finalized during the planning phases of the project. These descriptions reflect what students *should know and be able to do* at each level. In addition, panelists were expected to become familiar with the various exercise formats, scoring guides, and in the case of polytomous exercises, the scoring rubrics. They were also given the opportunity to review student responses to selected constructed-response exercises so that they could begin to crystallize their conception of borderline performance for each level. These were important as prior activities to the item rating process. Specific training in each task was provided in a general session to ensure standardization in instructions. Grade-level facilitators reinforced the large-group training sessions and answered questions for panelists in grade-level groups. Tasks were then completed as designed. This sequence was followed for all tasks in the five-day session.

Following training in the modified Angoff method for dichotomously scored items and the mean estimation method for polytomously-scored items, the judges began the three-round rating process. In Round 1, and all subsequent rounds, panelists rated about one-half the total number of exercises in the grade-level pool. When each round was completed, panelists' ratings were key-entered and analyzed to produce feedback information during the remaining rounds of ratings. After each round, participants were given item difficulty data for all items in their rating pool, interjudge consistency information, Reckase charts, and examples of student booklets at or near their estimated cut scores. These types of data provided panelists with a reality check against which to compare their ratings. They could then adjust their ratings in subsequent rounds if they thought an adjustment was necessary.

For the multiple-choice and short constructed-response items that were dichotomously scored, the judges each rated half of the items in the NAEP pool in terms of the expected probability that a student at a borderline achievement level would answer the item correctly, based on the judges' operationalization of the policy definitions and the factors that influence item difficulty. To assist the judges in generating consistently scaled ratings, the rating process was repeated twice, with feedback. Information on consistency among different judges and on the difficulty of each item was provided after both rounds, as well as information on the consistency of each judge's set of ratings with grade-level estimates. The third round of ratings permitted the judges to discuss their ratings among themselves to resolve problematic ratings. The mean judges' final rating, aggregated across all items, yielded the threshold values for these items in the percent correct metric. These cut scores were then mapped onto the NAEP scale (which is defined and scored using item response theory, rather than percent correct).

For extended constructed-response items (e.g., in writing), judges were asked to estimate the mean score on the rating score scale for the borderline performance at each achievement level. The panelists' overall mean was mapped onto the NAEP scale in a manner similar to that used for the items scored dichotomously.

In civics, the final cut score for each achievement level was a weighted average of the cut score for the multiple-choice and short constructed-response items and the cut score for the extended constructed-response items, with the weights being proportional to the information supplied by the two classes of items.

Following Rounds 2 and 3, panelists were given "consequences data"; that is, panelists were given close approximations of the percentages of students who would score at or above each achievement level based on the cut scores that had been set during the earlier round. They were asked to consider these data as they completed Round 3 and the final round.

Tables J-3 and J-4 display the cut scores for each subject area on the ACT NAEP-like scale, as well as the "percent correct data" across the grade-level item pool.

Table J-3
*Civics Achievement-Level Cut Scores and Standard Deviations,
 by Rounds and Percent Correct Data*

Grade 4	Basic		Proficient		Advanced	
	Cut Score	Standard Deviation	Cut Score	Standard Deviation	Cut Score	Standard Deviation
Round 1	147.4	10.1	163.8	4.9	175.5	5.9
Round 2	148.6	5.7	164.1	3.5	177.0	4.4
Round 3	149.7	5.4	164.6	3.4	177.8	4.5
Final	150.2	4.9	164.7	3.2	177.8	4.0
% Correct	47.8%		65.8%		81.7%	
Grade 8						
Round 1	148.1	9.6	165.2	3.5	177.1	4.4
Round 2	149.3	6.0	165.2	3.0	177.1	3.8
Round 3	149.7	5.6	165.4	2.9	177.1	3.8
Final	149.2	5.3	165.4	2.8	177.9	3.0
% Correct	43.6%		64.6%		82.8%	
Grade 12						
Round 1	150.6	7.1	163.6	4.0	174.2	5.8
Round 2	150.4	5.2	163.9	3.6	174.8	3.6
Round 3	150.9	5.1	164.1	3.6	175.2	3.6
Final	151.2	3.9	164.1	3.0	175.2	3.4
% Correct	48.1%		67.2%		84.3%	

Note: Percent correct data are estimates of the percentage of possible points required for a score at the lower borderline of each achievement level. Read: "Students would have to get at least 84.3 percent of the possible points on the items to score at the advanced level in grade 12."

J.9 MAPPING THE LEVELS ONTO THE NAEP SCALE

The process of mapping panelists' ratings to the NAEP scales used item response theory (IRT). IRT provided statistically sophisticated methods for determining the expected performance of examinees on particular test items in terms of an appropriate measurement scale. The same measurement scale simultaneously described the characteristics of the test items and the performance of the examinees. Once the item characteristics were set, it was possible to determine precisely how examinees were likely to perform on the test items at different points of the measurement scale.

The panelists' ratings of the NAEP test items were likewise linked, by definition, to the expected performance of examinees at the theoretical achievement-level cut points. It was therefore feasible to use the IRT item characteristics to calculate the values on the measurement scale corresponding to each achievement level. This was done by averaging the item ratings over panelists for each achievement level and then simply using the item characteristics to find the corresponding achievement-level cut points on the IRT measurement scale. This process was repeated for each of the NAEP civics and writing scales within each grade (4, 8, and 12).

In the final stage of the mapping process, the achievement-level cut points on the IRT measurement scale were combined over content areas and rescaled to the NAEP score scale. Weighted averages of the achievement-level cut points were computed. The weighting constants accounted for the measurement precision of the test items evaluated by the panelists, the proportion of items belonging to

each NAEP content area, and the linear NAEP scale transformations. These weighted averages produced the final cut points for the basic, proficient, and advanced achievement levels within each grade.

Table J-4
*Writing Achievement-Level Cut Scores and Standard Deviations,
by Rounds and Percent Correct Data*

Grade 4	Basic		Proficient		Advanced	
	Cut Score	Standard Deviation	Cut Score	Standard Deviation	Cut Score	Standard Deviation
Round 1	137.6	5.4	163.1	5.2	185.6	5.4
Round 2	138.7	4.2	164.9	3.9	186.8	4.6
Round 3	139.2	3.8	164.9	3.4	185.6	4.4
Final	139.5	3.4	164.9	3.2	184.8	4.0
% Correct	45.3%		67.6%		86.2%	
Grade 8						
Round 1	138.5	6.5	163.6	5.7	185.3	4.2
Round 2	139.7	3.6	164.0	2.5	185.2	2.3
Round 3	139.7	3.2	163.8	2.2	184.9	2.2
Final	139.7	3.0	163.7	2.1	184.9	2.2
% Correct	46.3%		68.0%		87.4%	
Grade 12						
Round 1	141.8	6.4	164.9	6.5	189.3	8.1
Round 2	142.6	3.5	165.6	3.2	189.7	4.5
Round 3	142.8	3.4	165.8	2.7	187.7	4.7
Final	143.1	3.3	165.8	2.4	186.8	4.1
% Correct	54.7%		74.2%		89.7%	

Note: Percent correct data are estimates of the percentage of possible points required for a score at the lower borderline of each achievement level. Read: "Students would have to get at least 89.7 percent of the possible points on the items to score at the advanced level in grade 12."

J.10 ADDITIONAL ANALYSIS OF THE 1998 DATA

Additional analyses were completed to examine the effects of item type, panelist type, panelists' demographics, common blocks, "extreme raters" and other patterns detected through Reckase charts, effect of consequences data on panelists, responses to specific questionnaire items, and rating-group/table-group membership on the item ratings. Mean cut scores were analyzed by grade level for differences by subgroups. Some notable significant differences for each subject area by subgroup are described below.

Writing. Among all the comparisons by rating group (i.e., one-half of the grade-level group), no significant differences were found across all rounds for grades 4 and 8, and grade 12 at the proficient and advanced levels. However, for grade 12 basic, there were significant differences between the two rating groups (A and B)² across all four rounds. In subsequent analyses using a multiple comparisons procedure

² Both panelists and item pool are divided in half for purposes of conducting the ratings. The criteria for dividing panelists are the background characteristics such as gender, race/ethnicity, and type of district. The criteria for dividing item pool are item formats, item difficulty, and numbers of items, ensuring there are some item blocks in common across rating groups. The purpose of this design is to allow a direct estimation of the standard error using Brennan's generalizability coefficient.

and controlling for other variables (i.e., table group, panelist type, gender, ethnicity, and region) there were no significant differences among the rating groups at grade 12 basic. There were no significant gender or regional differences for all grades and all levels. Some modest differences were noted for ethnicity and panelist type (e.g., teacher, nonteacher educator, or general public). Table J-5 and J-6 display some of these results.

Table J-5
*Mean Cut Scores and Standard Deviations in Writing, by Panelist Type**

	Type	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 4								
Round 1	Teacher	16	138.6	3.7	163.8	4.6	185.8	5.8
	Nonteacher Ed.	5	137.5	5.9	163.2	2.2	186.7	3.4
	General Public	8	136.4	7.9	161.0	7.5	185.8	6.1
Round 2	Teacher	16	139.2	3.8	166.0	2.6	187.9	5.1
	Nonteacher Ed.	5	139.5	3.7	165.1	1.8	187.6	4.8
	General Public	8	137.8	5.4	162.1	5.6	185.8	3.4
Round 3	Teacher	16	139.7	3.2	165.8	1.8	186.2	4.9
	Nonteacher Ed.	5	140.4	2.6	165.7	1.8	185.3	4.5
	General Public	8	137.9	5.4	162.5	5.4	186.2	3.9
Final	Teacher	16	139.9	2.7	165.7	1.9	185.3	4.8
	Nonteacher Ed.	5	140.4	2.3	165.6	1.7	183.4	2.7
	General Public	8	138.1	5.1	162.9	5.1	184.9	3.0
Grade 8								
Round 1	Teacher	19	138.3	6.7	163.4	6.7	186.4	4.0
	Nonteacher Ed.	4	141.0	5.9	164.2	3.5	183.5	2.1
	General Public	7	138.1	7.1	163.9	3.9	184.4	5.0
Round 2	Teacher	19	139.8	3.6	163.7	2.7	185.4	2.2
	Nonteacher Ed.	4	140.2	4.2	164.6	2.2	184.5	0.6
	General Public	7	139.6	4.1	164.4	2.4	185.3	3.3
Round 3	Teacher	19	139.7	3.2	163.6	2.2	185.1	2.0
	Nonteacher Ed.	4	139.7	3.6	163.5	1.4	184.1	0.5
	General Public	7	139.9	3.6	164.3	2.7	185.1	3.3
Final	Teacher	19	139.5	2.7	163.5	2.2	185.1	2.1
	Nonteacher Ed.	4	139.8	3.9	163.8	1.5	182.5	2.4
	General Public	7	140.0	3.7	164.1	2.1	185.6	2.0

* Comparisons (mean differences) significant at the 0.05 level are bold-faced.

(continued)

Table J-5 (continued)
*Mean Cut Scores and Standard Deviations in Writing, by Panelist Type**

	Type	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 12								
Round 1	Teacher	15	143.5	6.4	165.8	6.6	191.2	7.9
	Nonteacher Ed.	6	142.4	5.2	163.4	7.1	190.7	7.8
	General Public	8	139.1	7.0	164.3	6.5	188.6	9.4
Round 2	Teacher	15	143.0	3.9	165.6	3.4	190.5	4.7
	Nonteacher Ed.	6	142.9	2.0	164.8	3.0	190.1	3.9
	General Public	8	141.8	3.8	166.3	2.9	189.1	4.8
Round 3	Teacher	15	143.0	3.6	165.8	2.8	188.8	4.6
	Nonteacher Ed.	6	143.1	2.3	165.4	2.9	187.0	5.3
	General Public	8	142.2	4.0	166.1	2.6	187.6	4.6
Final	Teacher	15	143.2	3.3	165.5	2.8	186.7	4.2
	Nonteacher Ed.	6	144.2	2.2	166.5	0.5	186.7	4.3
	General Public	8	142.1	4.0	166.0	2.6	187.1	4.5

* Comparisons (mean differences) significant at the 0.05 level are bold-faced.

Table J-6
Mean Cut Scores and Standard Deviations in Writing, by Ethnicity

	Ethnicity	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 4								
Round 1	White	22	138.1	5.7	163.6	4.8	185.7	5.5
	Black	5	135.7	4.8	157.9	5.1	184.7	4.7
	Hispanic	1	142.0	—	165.1	—	193.9	—
	Other	1	137.3	—	169.7	—	190.1	—
Round 2	White	22	139.1	4.3	165.4	3.1	187.1	3.8
	Black	5	137.0	3.0	161.0	5.4	185.1	2.8
	Hispanic	1	145.9	—	168.9	—	202.5	.
	Other	1	137.7	—	166.0	—	187.2	.
Round 3	White	22	139.6	3.8	165.4	2.6	185.7	4.2
	Black	5	137.1	2.6	161.2	4.8	184.7	2.8
	Hispanic	1	145.9	—	168.9	—	197.6	—
	Other	1	138.2	—	166.2	—	187.3	—
Final	White	22	139.8	3.3	165.4	2.4	184.5	3.6
	Black	5	137.0	2.5	161.6	4.7	184.0	1.4
	Hispanic	1	146.0	—	169.0	—	198.0	—
	Other	1	138.0	—	166.0	—	184.0	—
Grade 8								
Round 1	White	24	139.5	5.7	164.4	5.1	186.2	4.4
	Black	3	129.1	7.2	157.5	10.0	182.6	1.3
	Asian/Pacific	3	141.1	5.2	162.8	2.4	183.2	0.3
Round 2	White	24	139.9	3.5	164.2	2.6	185.6	2.3
	Black	3	136.4	0.4	161.7	1.9	184.2	1.8
	Asian/Pacific	3	142.3	4.3	164.0	1.8	183.0	0.7
Round 3	White	24	139.8	3.1	163.9	2.3	185.3	2.3
	Black	3	136.8	0.6	162.1	1.7	184.6	1.5
	Asian/Pacific	3	142.1	4.3	163.8	1.0	182.8	0.5
Final	White	24	140.0	3.1	163.9	2.2	185.2	2.3
	Black	3	136.7	0.6	162.0	1.7	184.7	1.5
	Asian/Pacific	3	140.3	3.1	164.0	1.0	182.7	0.6
Grade 12								
Round 1	White	20	141.4	6.0	164.2	5.2	190.3	8.0
	Black	5	144.3	8.4	165.3	6.5	187.0	6.3
	Asian/Pacific	2	137.2	4.3	159.5	10.9	191.4	16.0
	Other	2	148.8	0.4	176.4	7.8	198.6	4.5
Round 2	White	20	142.4	3.8	165.1	3.4	189.7	4.5
	Black	5	142.9	3.4	165.7	1.8	188.1	3.7
	Asian/Pacific	2	141.3	1.1	166.6	1.2	193.6	4.5
	Other	2	146.1	0.3	169.0	3.5	194.5	4.9
Round 3	White	20	142.5	3.6	165.4	2.9	187.5	4.5
	Black	5	143.3	3.1	166.1	1.3	188.5	2.1
	Asian/Pacific	2	141.8	1.0	166.6	0.9	192.3	3.8
	Other	2	146.1	0.3	168.9	3.4	188.5	12.2
Final	White	20	142.9	3.6	165.5	2.7	186.7	4.1
	Black	5	143.4	3.2	166.2	1.5	186.0	2.1
	Asian/Pacific	2	141.5	0.7	166.5	0.7	190.0	2.8
	Other	2	146.0	0.0	168.0	1.4	187.5	10.6

Note: Comparisons (mean differences) significant at the 0.05 level are bold-faced.

Civics. Similar findings were obtained in civics as in writing. Multiple comparison tests showed significant differences among rating groups only for grade 4 basic (Round 1 only) and grade 12 advanced

(Round 2 only). There were no significant gender differences; however, there were some modest differences by region, ethnicity, and panelist type as shown in Tables J-7 and J-8. A full description of these analyses and the results can be found in ACT's final reports (ACT, 1999b; 1999d).

Table J-7
Mean Cut Scores and Standard Deviations in Civics, by Ethnicity

	Ethnicity	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 4								
Round 1	White	24	147.0	9.7	163.7	4.7	175.7	5.8
	Black	3	155.2	2.7	169.0	3.5	179.2	5.9
	Asian/Pacific	2	156.0	12.1	163.0	2.3	172.6	4.0
	Native	1	132.7	—	153.3	—	164.3	—
	Hispanic	1	135.4	—	162.9	—	178.1	—
Round 2	White	24	148.1	5.3	164.0	3.5	177.5	4.5
	Black	3	156.5	2.8	168.1	1.4	177.0	5.8
	Asian/Pacific	2	146.6	0.1	162.2	1.3	173.3	4.2
	Native	1	145.5	—	159.3	—	174.4	—
	Hispanic	1	138.9	—	161.8	—	174.4	—
Round 3	White	24	149.5	5.2	164.7	3.4	178.5	4.5
	Black	3	156.4	2.8	167.9	1.2	177.1	5.6
	Asian/Pacific	2	146.8	0.5	162.2	0.8	173.5	3.7
	Native	1	145.3	—	159.4	—	173.9	—
	Hispanic	1	140.8	—	162.5	—	175.1	—
Final	White	24	150.2	4.7	164.8	3.2	178.6	3.7
	Black	3	156.3	2.9	168.0	1.0	177.0	5.6
	Asian/Pacific	2	146.5	0.7	162.5	0.7	173.5	3.5
	Native	1	145.0	—	159.0	—	174.0	—
	Hispanic	1	145.0	—	163.0	—	175.0	—

Note: Comparisons (mean differences) significant at the 0.05 level are bold-faced.

(continued)

Table J-7 (continued)
Mean Cut Scores and Standard Deviations in Civics, by Ethnicity

	Ethnicity	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 8								
Round 1	White	22	147.1	7.9	164.8	3.2	177.1	4.8
	Black	4	142.8	17.4	165.0	4.6	177.7	2.1
	Hispanic	2	156.7	8.6	168.7	5.9	181.5	4.2
Round 2	White	1	153.5	—	167.1	—	177.9	—
	Black	22	148.6	5.6	165.0	2.6	177.0	4.0
	Hispanic	4	147.2	5.4	164.7	4.0	177.6	1.3
	Other	2	157.6	9.6	169.6	5.1	181.9	1.6
Round 3	White	1	148.2	—	164.1	—	174.8	—
	Black	22	149.2	5.0	165.2	2.4	177.1	3.9
	Hispanic	4	146.9	5.0	164.7	3.8	177.5	1.2
	Other	2	158.0	9.8	170.1	4.6	182.9	2.5
Final	White	1	146.7	—	163.3	—	174.5	—
	Black	22	148.9	4.6	165.3	2.3	177.7	2.9
	Hispanic	4	147.0	5.0	164.8	4.0	177.3	1.3
	Other	2	158.0	9.9	170.0	4.2	183.0	2.8
Grade 12								
Round 1	White	23	150.6	6.3	163.9	4.0	175.3	6.1
	Black	3	153.2	12.7	164.0	4.2	172.7	4.0
	Hispanic	1	141.2	—	158.0	—	172.3	—
Round 2	White	23	151.0	4.5	164.3	3.6	175.5	3.7
	Black	3	145.6	5.7	162.7	1.6	172.3	1.6
	Hispanic	1	139.3	—	158.1	—	174.3	—
Round 3	White	23	151.2	4.6	164.5	3.7	175.9	3.7
	Black	3	149.5	5.2	163.2	1.6	172.5	1.5
	Hispanic	1	138.6	—	158.4	—	175.1	—
Final	White	23	151.3	4.1	164.3	3.2	175.6	3.4
	Black	3	149.7	4.9	163.0	1.7	172.3	1.5
	Hispanic	1	150.0	—	163.0	—	175.0	—

Note: Comparisons (mean differences) significant at the 0.05 level are bold-faced.

Table J-8
Mean Cut Scores and Standard Deviations in Civics, by Panelist Type

	Ethnicity	n	Basic		Proficient		Advanced	
			Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Grade 4								
Round 1	Teacher	19	145.1	10.5	163.3	5.4	175.1	5.7
	Nonteacher Ed.	4	153.3	4.9	165.4	1.6	176.1	7.2
	General Public	8	150.4	9.6	164.0	5.0	176.4	6.7
Round 2	Teacher	19	147.6	6.4	163.4	3.7	175.5	3.9
	Nonteacher Ed.	4	152.8	3.2	166.6	1.4	179.7	2.5
	General Public	8	148.1	4.2	164.3	3.4	179.2	5.1
Round 3	Teacher	19	149.0	5.5	163.9	3.3	176.3	3.7
	Nonteacher Ed.	4	154.9	5.9	168.0	3.2	181.3	3.6
	General Public	8	148.3	3.8	164.5	3.2	179.7	5.3
Final	Teacher	19	149.6	5.0	164.1	3.0	176.8	3.1
	Nonteacher Ed.	4	155.0	5.8	167.5	3.0	181.3	3.6
	General Public	8	149.3	3.2	164.6	3.4	178.5	5.1
Grade 8								
Round 1	Teacher	16	145.2	11.4	165.1	4.0	178.0	4.3
	Nonteacher Ed.	4	156.3	2.6	167.3	2.0	178.7	6.6
	General Public	9	147.2	5.2	164.5	3.0	176.2	3.7
Round 2	Teacher	16	148.2	7.2	165.5	3.6	178.3	3.6
	Nonteacher Ed.	4	153.3	3.4	164.8	2.0	175.2	5.7
	General Public	9	148.7	3.5	165.1	2.4	176.7	2.8
Round 3	Teacher	16	148.9	6.9	165.8	3.5	178.5	3.7
	Nonteacher Ed.	4	153.0	3.3	164.6	2.0	174.8	5.5
	General Public	9	148.9	3.1	165.1	2.1	176.8	2.7
Final	Teacher	16	148.8	6.6	165.7	3.4	178.8	3.2
	Nonteacher Ed.	4	151.5	3.0	165.3	1.7	177.3	1.3
	General Public	9	149.0	3.2	165.1	2.1	176.7	2.8
Grade 12								
Round 1	Teacher	17	150.8	8.2	163.6	4.3	175.0	6.9
	Nonteacher Ed.	4	149.1	6.3	161.0	3.2	171.6	2.1
	General Public	6	151.1	4.6	165.9	2.3	176.7	2.5
Round 2	Teacher	17	149.2	5.3	163.6	3.2	174.9	3.6
	Nonteacher Ed.	4	147.5	5.3	160.5	3.1	172.2	1.5
	General Public	6	153.7	3.4	166.9	2.8	177.6	3.3
Round 3	Teacher	17	150.2	5.1	164.0	3.1	175.5	3.6
	Nonteacher Ed.	4	147.3	5.5	160.3	3.7	172.4	1.7
	General Public	6	153.7	3.4	166.9	2.8	177.7	3.4
Final	Teacher	17	151.0	4.0	164.1	2.1	175.0	3.3
	Nonteacher Ed.	4	148.0	4.6	160.3	3.6	172.8	2.5
	General Public	6	153.2	3.1	166.7	2.4	177.3	3.3

Note: Comparisons (mean differences) significant at the 0.05 level are bold-faced.

In past standard-setting activities, significant differences in cut scores were found between the dichotomously and polytomously scored exercises. Table J-9 displays the means and standard deviations estimated from panelists' ratings for each item type on the 1998 civics. Pairwise comparisons of cut scores show that some of these differences are still significant. However, real differences are very much reduced over prior standard-setting efforts. There is no direct empirical evidence to suggest why this is the case. However, it is hypothesized that panelists were more aware of the relationship between and among various items (both dichotomous and polytomous) as they worked with the Reckase charts. This feature impacted the panelists' ratings in such a way as to reduce differences across item types.

Table J-9
Mean Differences Between Polytomous and Dichotomous Cut Scores for Civics

Achievement Level	Item Type	Grade					
		4 (n=31)		8 (n=29)		12 (n=27)	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Basic	Dichotomous	147.2	5.4	147.0	6.7	147.8	7.9
	Polytomous	151.1	7.5	150.3	6.0	151.4	5.9
	Both	149.5	5.4	149.4	5.6	150.5	5.1
Proficient	Dichotomous	161.9	3.3	163.9	3.6	163.4	4.0
	Polytomous	169.5	5.9	167.5	3.3	165.6	5.8
	Both	164.6	3.4	165.4	2.9	164.1	3.6
Advanced	Dichotomous	175.0	3.8	176.5	4.2	175.0	3.7
	Polytomous	186.4	10.7	180.0	4.4	178.7	9.1
	Both	177.8	4.5	177.5	3.8	175.5	3.6

Note: These grade-level cut points were aggregated outcomes from individual cut points. They were different from the group cut points reported to the panelists on site. They were only used to show the combined average to compare the dichotomous and polytomous cut points.

J.11 SELECTING EXEMPLAR ITEMS

On the final day of the achievement level-setting process, panelists reviewed all items from the item pools in civics or writing that were marked for release. This process was implemented after the final round of ratings so that the recommended cut scores could be used to judge whether or not the released exercises or exemplary student responses met the statistical criterion. Since the process for selecting exemplars is different for civics and writing (due to the nature of the assessment) the procedures will be described separately.

Civics. In civics, exercises are organized in blocks consisting of several items, usually employing each of the three item formats, (i.e., multiple choice, short constructed response, and extended constructed response). Before the review process, potential released exercises were categorized using statistical criteria recommended by the Technical Advisory Committee on Standard Setting (TACSS), the group that advises ACT on technical decisions throughout the process. Items having an average $rp = .50$ for scores within the achievement-level ranges were included in the list of items submitted to panelists for their consideration. Further, items were ranked according to their discrimination indices and all items at or above the 40th percentile that met the statistical criterion were identified as potential exemplars. Items were listed at the lowest level for which they met the criterion. Constructed-response items were treated as unique items at each score point, and thus, could meet the criterion $n-1$ times, where n = the number of score categories. Items could be recommended as exemplars at a higher level than the

statistical criterion placed them (based on content), but could not be placed at a lower level, since the mean *rp* would fall below .50 at a lower level. In the actual process for identifying exercises, panelists are instructed to veto any items that they feel do not meet the content criterion; that is, items that do not reflect the achievement-level descriptions may be discarded from consideration as appropriate exemplars for the assessment. The purpose for this veto process is to encourage the inclusion of as many items as possible for reporting the assessment results.

Writing. In writing, the exemplars consist of not only the prompt and the scoring rubric, but exemplary student responses as well. Therefore, all potential released prompts were considered by panelists along with selected anchor papers that had been used in both training scorers and in the standard-setting process, and met the criterion of representing student performance at the appropriate level. Panelists were instructed to veto those responses that, in their judgment, did not meet the content criterion, that is, consistency with the achievement-level descriptions.

J.12 1998 RESEARCH STUDIES ON THE ACHIEVEMENT LEVELS

In 1998, two studies that were conducted independently in 1994 to examine the various aspects of the validity of the NAEP achievement levels were combined into a single study. The first, the similarity classification study (SCS), was designed to compare the classifications of students according to the achievement-level descriptions by students' teachers with the classification of the same students according to their performance on a specially designed version of NAEP that yielded individual scores. The second, the booklet classification study (BCS), was designed to compare the performances of students (as demonstrated in their NAEP booklets) with the knowledge and skills described in the NAEP achievement level descriptions.

The purpose of these two studies conducted in tandem was to overcome some of the shortcomings of the 1994 studies. In fact, findings from the 1994 SCS study were countered by the results from the 1994 BCS study. The BCS in history and geography indicated that the achievement levels may have been set too low, while the SCS study indicated just the opposite, that is, the levels may have been set too high. The design of the earlier study did not allow any rational hypothesis to be entertained since different groups of panelists were involved, and the studies were conducted at different times in the process. The intent of the current design was to overcome these shortcomings. The current design included the same panelists to classify expected performance of their students *and* to classify student booklets (some of which were also their students). Further, the special form of NAEP designed for the study included enough items to provide a reliable individual score estimate. Further design features in the selection of booklets eliminated the need to deal with "not reached" items as "not administered."

The logic of the SCS study was to explore whether teachers who participated in the ALS studies, and who had been well-trained in the use of the achievement level descriptions, could indeed apply those descriptions to the task of classifying their own students, when the empirical performance of their students was known from the students' performance on the special form of NAEP. In addition, the BCS study was designed to test whether those same teachers could examine booklets of student work (some of which were written by their own students) and, using the achievement levels descriptions, classify the student performances according to the levels.

The SCS component was conducted with only grade 8 students and their teachers who participated in either the 1998 civics ALS pilot or the ALS meeting. Thirteen teachers and 461 students participated in the study. Each student was administered a special form of the NAEP (four blocks) requiring 100 minutes of testing time. The special form was developed to meet certain minimum criteria, was administered by Westat under the same conditions as a standardized NAEP administration, and scored by NCS using scoring procedures identical to those used to score the 1998 NAEP

administration. The purpose of the double-length NAEP was to be able to estimate directly the NAEP scores for students without having to use the conditioning model and plausible values technology.

Students' performances were classified by their teachers based on their knowledge of the students relative to the assessment framework and the achievement-level descriptions. Students' actual performances were subsequently classified according to their scores on the extended NAEP assessment. The results of these two classifications were compared.

The second component of the study, BCS, was conducted with the same panelists. The panelists examined 40 student double-length booklets that had been used in the SCS component of the study and were chosen according to a set of criteria appropriate to meet the goals of the study. Booklets from the individual panelists' students were embedded in the set of 40 booklets. Prior to the panel meeting, all booklets in the study had been classified according to the achievement-levels cut scores as either basic, proficient, or advanced. Panelists were asked to classify the booklets in the same way, but without having the knowledge of the empirical classification provided through the scoring for each booklet.

The details of the design of this study and the results may also be found in the ACT research report that will be published at the completion of the project in 2000. As in any study of this nature, the results are subject to many caveats, and ACT points out several of these in their report. These studies certainly are not intended to be definitive of the validity of the achievement levels. They are an indication, however, that additional data analyses need to be completed in order to probe more fully the technical characteristics of the levels as adopted by the NAGB.

Figure J-3
Achievement-Level Descriptions for Civics

<p>Grade 4 Basic XXX</p>	<p><i>Fourth-grade students performing at the basic level should have an understanding of what government is and what it does, and they should be able to identify some things that government is not allowed to do. These students should have some understanding of the foundations of the American political system. In the context of their school and community, they should understand rules and laws, rights and responsibilities, and ways to participate in governing. These students should know that the world is divided into many countries.</i></p> <p>Fourth-grade students performing at the basic level should have some understanding of what government is and what it does, and they should be able to identify some things that government is not allowed to do. They should be able to explain purposes of rules in the school and the community, and to describe what happens when people break laws. These students should understand how national holidays and symbols such as the flag, the Statue of Liberty, and the Fourth of July reflect shared American values, and they should be able to identify different types of diversity in American society. They should be able to describe ways to settle disagreements or conflicts peacefully. They should be able to name the president and their state governor and to identify the rights and responsibilities of a citizen. They should know some ways that students can participate in governing their school and community, and they should be able to describe qualities of a good leader. Finally, these students should know that the world is divided into many countries.</p>
<p>Grade 4 Proficient XXX</p>	<p><i>Fourth-grade students performing at the proficient level should have a good understanding of what the American government does and of why it is not allowed to act in certain ways. These students should have an age-appropriate understanding of the foundations of the American political system. They should understand purposes of laws, ways shared beliefs unify Americans, what it means to be a citizen, and rights and responsibilities of citizens, and the idea of public participation in governing. These students should be able to describe ways in which countries interact with one another.</i></p> <p>Fourth-grade students performing at the proficient level should have a good understanding of what the American government does and of why it is not allowed to act in certain ways. They should be able to explain why we have laws. These students should be able to recognize diversity in American society and that Americans are united by shared beliefs and principles. They should know that the Constitution and the Declaration of Independence are founding documents of American democracy. They should be able to explain how people make decisions about the ways they live together in a democracy and how groups in schools and communities can manage conflict peacefully. They should know what it means to be a citizen of their state and the nation, and they should be able to distinguish between rights and responsibilities of citizens. They should understand why it is important for people to participate in governing their school and community. Finally, these students should be able to describe ways in which countries interact with one another.</p>

(continued)

Figure J-3 (continued)
Achievement-Level Descriptions for Civics

<p>Grade 4 Advanced XXX</p>	<p><i>Fourth-grade students performing at the advanced level should understand and be able to explain some purposes of government. When given age-appropriate examples, they should recognize differences between power and authority and between limited and unlimited government. They should be able to explain the importance of shared values in American democracy, to identify ways citizens can participate in governing, and to understand that with rights comes responsibilities. They should be able to explain how nations benefit when they resolve conflicts peacefully.</i></p> <p>Fourth-grade students performing at the advanced level should understand and be able to explain some purposes of government. They should recognize differences between power and authority when given examples and should understand differences between limited and unlimited government. These students should be able to explain why it is important that citizens share a commitment to the values of American democracy, and they should be aware of the benefits and challenges of both unity and diversity in American society. They should be able to distinguish between services provided by local and state levels of government. These students should be able to describe how government can make it possible for people to accomplish goals they could not achieve alone. They should be able to identify ways in which citizens can keep track of their government’s actions, and they should understand the connection between rights and responsibilities of a citizen. Finally, they should be able to explain how nations benefit when they resolve conflicts peacefully.</p>
<p>Grade 8 Basic XXX</p>	<p><i>Eighth-grade students performing at the basic level should have some understanding of competing ideas about purposes of government, and they should be able to describe advantages of limited government. They should be able to define government, constitution, the rule of law, and politics. They should be able to identify the fundamental principles of American democracy and the documents from which they originate, and they should understand the importance of a shared commitment to the core values of American democracy. They should recognize the components of the political process and understand personal, political, and economic rights and responsibilities. They should be able to describe the purposes of some international organizations.</i></p> <p>Eighth-grade students performing at the basic level should have some understanding of competing ideas about purposes of government, and they should be able to describe advantages of limited government. They should be able to define what is meant by government, constitution, the rule of law, and politics. These students should be able to identify fundamental principles and values of American democracy, such as federalism, the separation of powers, checks and balances, government by the consent of the governed, and individual rights. They should understand that the Declaration of Independence and the United States Constitution including the Bill of Rights and other Amendments are sources of these ideas. These students should be able to explain why it is important that citizens share the values and principles expressed in the nation’s core documents, and they should understand functions of elections, political parties, and interest groups in a democratic society. They should know that American citizenship is attained by birth or through naturalization. They should be able to identify personal, political, and economic rights of Americans and should understand the responsibilities that these rights imply. Finally, these students should be able to describe purposes of international organizations to which the United States belongs.</p>

(continued)

Figure J-3 (continued)
Achievement-Level Descriptions for Civics

<p>Grade 8 Proficient XXX</p>	<p><i>Eighth-grade students performing at the proficient level should understand and be able to explain purposes that government should serve. These students should have a good understanding of differences between government and civil society and of the importance of the rule of law. They should recognize discrepancies between American ideals and reality and be able to describe continuing efforts to address them. They should understand the separation and sharing of powers among branches of government and between federal and state governments, and they should be able to explain how citizens influence government. They should be able to describe events within the United States and other countries that have international consequences.</i></p> <p>Eighth-grade students performing at the proficient level should have a good understanding of the purposes that government should serve, and they should be able to explain why government should serve those purposes. These students should understand differences between government and civil society, and they should be able to explain the importance of the rule of law. They should be able to point out ways in which ideals expressed in the nation’s core documents differ from reality and to identify ways in which these differences continue to be addressed. They should be able to explain how and why legislative, executive, and judicial powers are separate, shared, and limited in the American constitutional government, and they should understand how and why powers are divided and shared between the national and state governments. They should be able to discuss ways that citizens can use the political process to influence government. These students should be able to provide simple interpretations of non-text-based information, like maps, charts, tables, graphs, and cartoons. Finally, these students should be able to describe events in the United States that have influenced other nations, as well as events in other nations that have affected American policy.</p>
<p>Grade 8 Advanced XXX</p>	<p><i>Eighth-grade students performing at the advanced level should have a developed understanding of how civil society helps to maintain limited government and why the rule of law is important. These students should have a clear understanding of issues in which democratic values are in conflict and of past efforts to address the discrepancies between American ideals and reality. They should understand how citizens can monitor and influence government and how responsible citizens support democracy. They should recognize the impact of American democracy on other countries, as well as other countries’ impact on American politics and society.</i></p> <p>Eighth-grade students performing at the advanced level should have a developed understanding of why civil society plays a key role in maintaining a limited government and of the importance of the rule of law in civil society and government. These students should be able to take positions on issues in which fundamental values are in conflict, liberty and equality, individual rights and the common good, and majority rule and minority rights, for example, and they should be able to defend their positions. They should be able to evaluate results of past efforts to address discrepancies between American ideals and national reality and to explain how citizens can monitor and influence local, state, and national government. These students should understand how laws can achieve purposes of American constitutional government, such as promoting the common good and protecting rights of individuals. They should understand how civic dispositions such as civility, tolerance, and respect for law promote the healthy functioning of American constitutional democracy. Finally, these students should understand the impact of American democracy on other countries, as well as the impact of other countries on American politics and society.</p>

(continued)

Figure J-3 (continued)
Achievement Level-Descriptions for Civics

<p>Grade 12 Basic XXX</p>	<p><i>Twelfth-grade students performing at the basic level should have an understanding of what is meant by civil society, constitutional government, and politics. They should know that constitutional governments can take different forms, and they should understand the fundamental principles of American constitutional government and politics, including functions of political parties and other organizations. They should understand both rights and responsibilities in a democratic society, and they should recognize the value of political participation. They should be familiar with international issues that affect the United States.</i></p> <p>Twelfth-grade students performing at the basic level should have an understanding of what is meant by civil society, constitutional government, and politics. They should know that constitutional governments can take different forms, and they should understand the fundamental principles of American constitutional government. These students should be able to explain ways that political parties, interest groups, and the media contribute to elections, and they should be able to point out sources of information about public policy issues. They should understand that both power and rights must be limited in a free society. They should be able to identify those traits that make people responsible citizens, and they should be able to describe forms of political participation available in a democracy and recognize reasons that such participation is important. These students should be able to provide simple interpretations of non-text-based information, like maps, charts, tables, graphs, and cartoons. Finally, they should be familiar with international issues that affect the United States.</p>
<p>Grade 12 Proficient XXX</p>	<p><i>Twelfth-grade students performing at the proficient level should have a good understanding of how constitutions can limit the power of government and support the rule of law. They should be able to describe similarities and differences among constitutional systems of government, and they should be able to explain fundamental American democratic values, their applications, and their contribution to expanding political participation. They should understand the structure of American government and be able to evaluate activities of political parties, interest groups, and media in public affairs. They should be able to explain the importance of political participation, public service, and political leadership. They should be able to describe major elements of American foreign policy and the performance of major international organizations.</i></p> <p>Twelfth-grade students performing at the proficient level should have a good understanding of how constitutions can limit the power of government and support the rule of law. They should be able to distinguish between parliamentary systems of government and those based on separate and shared powers, and they should be able to describe the structure and functions of American government. These students should be able to identify issues in which fundamental democratic values and principles are in conflict, liberty and equality, individual rights and the common good, and majority rule and minority rights, for example, and they should be able to take and defend positions on these issues. They should be able to evaluate ways that law protects individual rights and promotes the common good in American society. They should understand how the application of fundamental principles of American constitutional democracy has expanded participation in public life, and they should be able to explain how citizens can work individually and collectively to monitor and influence public policy. These students should understand the importance and means of participation in political life at the national, state, and local levels. They should be able to evaluate contributions made by political parties, interest groups, and the media to the development of public policy, and they should be able to explain how public service and political leadership contribute to American democracy. They should understand how American foreign policy is made and carried out, and they should be able to evaluate the performance of major international organizations. Finally, these students should be able to discuss reasons for and consequences of conflicts that arise when international disputes cannot be resolved peacefully.</p>

(continued)

Figure J-3 (continued)
Achievement-Level Descriptions for Civics

<p>Grade 12 Advanced XXX</p>	<p><i>Twelfth-grade students performing at the advanced level should have a thorough and mature understanding of the strengths and weaknesses of various forms of constitutional democracy. They should be able to explain fully the structure of American government and the political process. They should understand differences between American ideals and realities, and they should be able to explain past and present responses to those differences. They should understand why civic dispositions and individual and collective political actions sustain democracy. They should be able to explain objectives and consequences of American foreign policy.</i></p> <p>Twelfth-grade students performing at the advanced level should have a thorough and mature understanding of the strengths and weaknesses of various forms of constitutional democracy. They should be able to discuss advantages and disadvantages of confederal, federal, and unitary systems of government, as well as strengths and weaknesses of parliamentary systems of government when compared with those based on separate and shared powers. These students should be able to explain how the structure of American government and the nation’s social and political cultures serve one another. They should know which level and agency of government to contact to express their opinions or influence public policy. They should be able to explain and evaluate past and present individual and collective political actions aimed at narrowing the gap between American ideals and national reality. They should understand how elections help determine public policies, and they should be able to evaluate public policy issues in which fundamental values and principles are in conflict, liberty and equality, individual rights and the common good, and majority rule and minority rights, for example. These students should be able to evaluate the validity and emotional appeal of past and present political communication. They should be able to explain how civic dispositions such as civility, tolerance, and respect for law are important for preserving democracy, and they should be able to evaluate the many forms of participation in public affairs. Finally, they should be able to explain how American foreign policy is made and carried out and to evaluate its consequences.</p>
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Figure J-4

Achievement-Level Descriptions for Writing

The following statements describe the kinds of things fourth-grade students should be able to do in writing at each level of achievement. These statements should be interpreted with the constraints of the National Assessment of Educational Progress in mind. Student performances reported with respect to these descriptions are in response to two age-appropriate writing tasks completed within 25 minutes each. Students are not advised of the writing tasks in advance nor engaged in prewriting instruction and preparation; however, they are given a set of “ideas for planning and evaluating” their writing for the assessment. Although the writing NAEP cannot fully assess students’ abilities to produce a polished piece of writing, the results do provide valuable information about students’ abilities to generate writing in response to a variety of purposes, tasks, and audiences within a rather limited period of time.

<p>Grade 4 Basic YYY</p>	<p><i>Fourth-grade students performing at the basic level should be able to produce a somewhat organized and detailed response within the time allowed that shows a general grasp of the writing task they have been assigned.</i></p> <p>Fourth-grade students performing at the basic level should be able to produce a somewhat organized response within the time allowed that shows a general grasp of the writing task they have been assigned. Their writing should include some supporting details. Its grammar, spelling, and capitalization should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.</p>
<p>Grade 4 Proficient YYY</p>	<p><i>Fourth-grade students performing at the proficient level should be able to produce an organized response within the time allowed that shows an understanding of the writing task they have been assigned. Their writing should include details that support and develop their main idea, and it should show that these students are aware of the audience they are expected to address.</i></p> <p>Fourth-grade students performing at the proficient level should be able to produce an organized response within the time allowed that shows an understanding of the writing task they have been assigned. Their writing should include details that support and develop the main idea of the piece, and its form, content, and language should show that these students are aware of the audience they are expected to address. The grammar, spelling, and capitalization in the work should be accurate enough to communicate to a reader; there may be some mistakes, but these should not get in the way of meaning.</p>
<p>Grade 4 Advanced YYY</p>	<p><i>Fourth-grade students performing at the advanced level should be able to produce an effective, well-developed response within the time allowed that shows a clear understanding of the writing task they have been assigned and the audience they are expected to address. Their writing should include details and be clearly organized, should use precise and varied language, and may show signs of analytical, evaluative, or creative thinking.</i></p> <p>Fourth-grade students performing at the advanced level should be able to produce an effective, well-developed response within the time allowed that shows a clear understanding of the writing task they have been assigned. Their writing should be clearly organized, making use of techniques such as consistency in topic or theme, sequencing, and a clearly marked beginning and ending. It should make use of precise and varied language to speak to the audience the students are expected to address, and it should include details and elaboration that support and develop the main idea of the piece. Their writing may also show signs of analytical, evaluative, or creative thinking. The grammar, spelling, and capitalization in the work should be accurate enough to communicate clearly; mistakes should be so few and so minor that a reader can easily skim over them.</p>

(continued)

Figure J-4 (continued)

Achievement-Level Descriptions for Writing

The following statements describe the kinds of things eighth-grade students should be able to do in writing at each level of achievement. These statements should be interpreted with the constraints of the National Assessment of Educational Progress in mind. Student performances reported with respect to these descriptions are in response to two age-appropriate writing tasks completed within 25 minutes each. Students are not advised of the writing tasks in advance nor engaged in prewriting instruction and preparation; however, they are given a set of “ideas for planning and evaluating” their writing for the assessment. Although the writing NAEP cannot fully assess students’ abilities to produce a polished piece of writing, the results do provide valuable information about students’ abilities to generate writing in response to a variety of purposes, tasks, and audiences within a rather limited period of time.

<p>Grade 8 Basic YYY</p>	<p><i>Eighth-grade students performing at the basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way.</i></p> <p>Eighth-grade students performing at the basic level should be able to produce an effective response within the time allowed that shows a general understanding of the writing task they have been assigned. Their writing should show that these students are aware of the audience they are expected to address, and it should include supporting details in an organized way. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader, although there may be mistakes that get in the way of meaning.</p>
<p>Grade 8 Proficient YYY</p>	<p><i>Eighth-grade students performing at the proficient level should be able to produce a detailed and organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should include precise language and varied sentence structure, and it may show analytical, evaluative, or creative thinking.</i></p> <p>Eighth-grade students performing at the proficient level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should be organized, making use of techniques such as sequencing or a clearly marked beginning and ending, and it should make use of details and some elaboration to support and develop the main idea of the piece. Their writing should include precise language and some variety in sentence structure, and it may show analytical, evaluative, or creative thinking. The grammar, spelling, punctuation, and capitalization in the work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.</p>
<p>Grade 8 Advanced YYY</p>	<p><i>Eighth-grade students performing at the advanced level should be able to produce a fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking and may make use of literary strategies to clarify a point. At the same time, the writing should be clearly organized, demonstrating precise word choice and varied sentence structure.</i></p> <p>Eighth-grade students performing at the advanced level should be able to produce an effective and fully developed response within the time allowed that shows a clear understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and should demonstrate precise word choice and varied sentence structure. Their work should include details and elaboration that support and develop the main idea of the piece, and it may make use of strategies such as analogies, illustrations, examples, anecdotes, or figurative language to clarify a point. At the same time, the writing should show that these students can keep their work clearly and consistently organized. Writing by eighth-grade students performing at the advanced level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate good control of these elements and may use them for stylistic effect in their work.</p>

(continued)

Figure J-4 (continued)
Achievement-Level Descriptions for Writing

The following statements describe the kinds of things twelfth-grade students should be able to do in writing at each level of achievement. These statements should be interpreted with the constraints of the National Assessment of Educational Progress in mind. Student performances reported with respect to these descriptions are in response to two age-appropriate writing tasks completed within 25 minutes each. Students are not advised of the writing tasks in advance nor engaged in prewriting instruction and preparation; however, they are given a set of “ideas for planning and evaluating” their writing for the assessment. Although the writing NAEP cannot fully assess students’ abilities to produce a polished piece of writing, the results do provide valuable information about students’ abilities to generate writing in response to a variety of purposes, tasks, and audiences within a rather limited period of time.

<p>Grade 12 Basic YYY</p>	<p><i>Twelfth-grade students performing at the basic level should be able to produce a well-organized response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking, and it should include details that support and develop the main idea of the piece.</i></p> <p>Twelfth-grade students performing at the basic level should be able to produce an effective response within the time allowed that shows an understanding of both the writing task they have been assigned and the audience they are expected to address. Their writing should show some analytical, evaluative, or creative thinking. It should include details that support and develop the central idea of the piece, and it should be clearly organized, making use of techniques such as a consistency in topic or theme, sequencing, and a clear introduction and conclusion. The grammar, spelling, punctuation, and capitalization in these students’ work should be accurate enough to communicate to a reader; there may be some errors, but these should not get in the way of meaning.</p>
<p>Grade 12 Proficient YYY</p>	<p><i>Twelfth-grade students performing at the proficient level should be able to produce an effectively organized and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should include details that support and develop the main idea of the piece, and it should show that these students are able to use precise language and variety in sentence structure to engage the audience they are expected to address.</i></p> <p>Twelfth-grade students performing at the proficient level should be able to produce an effective and fully developed response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be organized effectively, and it should show that these students have a clear understanding of the writing task they have been assigned. It should be coherent, making use of techniques such as a consistent theme, sequencing, and a clear introduction and conclusion, and it should include details and elaboration that support and develop the main idea of the piece. The writing should show that these students are able to use precise language and variety in sentence structure to engage the audience they are expected to address. Writing by twelfth-grade students performing at the proficient level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a command of these elements and may use them for stylistic effect in their work.</p>

(continued)

Figure J-4 (continued)
Achievement-Level Descriptions for Writing

<p>Grade 12 Advanced YYY</p>	<p><i>Twelfth-grade students performing at the advanced level should be able to produce a mature and sophisticated response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be detailed and fully developed, and it should show that these students are able to use literary strategies to develop their ideas. At the same time, the writing should be well crafted and coherent, and it should show that these students are able to engage the audience they are expected to address through rich and compelling language, precise word choice, and variety in sentence structure.</i></p> <p>Twelfth-grade students performing at the advanced level should be able to produce a mature and sophisticated response within the time allowed that uses analytical, evaluative, or creative thinking. Their writing should be fully developed, incorporating details and elaboration that support and extend the main idea of the piece. It should show that these students can use literary strategies anecdotes and repetition, for example, to develop their ideas. At the same time, the writing should be well crafted, organized, and coherent, and it should incorporate techniques such as a consistency in topic or theme, sequencing, and a clear introduction and conclusion. It should show that these writers can engage the audience they are expected to address through rich and compelling language, precise word choice, and variety in sentence structure. Writing by twelfth-grade students performing at the advanced level should contain few errors in grammar, spelling, punctuation, capitalization, and sentence structure. These writers should demonstrate a sophisticated command of these elements and may use them for stylistic effect in their work.</p>
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Figure J-5

*Meeting Participants, NAEP Civics Achievement Level Setting Pilot Study
St. Louis, Missouri, August 13–17, 1998*

Peggy Allan
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(continued)

Figure J-5 (continued)

*Meeting Participants, NAEP Civics Achievement Level Setting Pilot Study
St. Louis, Missouri, August 13–17, 1998*

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Ed Markarian
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Russell Maruna
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(continued)

Figure J-5 (continued)

*Meeting Participants, NAEP Civics Achievement Level Setting Pilot Study
St. Louis, Missouri, August 13–17, 1998*

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Figure J-6

*Meeting Participants, NAEP Writing Achievement Level Setting Pilot Study
St. Louis, Missouri, October 1–5, 1998*

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Claude Bain Culver
Grade 4 General Public
President, Board of Education
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Gary Dunlap
Grade 12 General Public
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Susan Edmunds
Grade 4 General Public
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Larry Elsaner
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Patricia Goetz
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Figure J-6 (continued)
Meeting Participants, NAEP Writing Achievement Level Setting Pilot Study
St. Louis, Missouri, October 1–5, 1998

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Nioka Houston
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 Brittany Hill Middle School
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Antonia Lee
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 Lt. Colonel/Public Affairs Officer
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 Yokota Air Base, Japan

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Salvatore Menzo
 Grade 8 Teacher
 Windham Middle School
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 Grade 12 Teacher
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(continued)

Figure J-6 (continued)

*Meeting Participants, NAEP Writing Achievement Level Setting Pilot Study
St. Louis, Missouri, October 1–5, 1998*

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Grade 8 Teacher
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Bevan Trembly
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Grade 4 Teacher
Bear Gulch
Rancho Cucamonga, CA 91730

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Janetta Scott
Grade 12 Teacher
Del City High School
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Goldie Wood
Grade 12 Teacher
Dodge City High School
Dodge City, KS 67801

Craig Shwery
Grade 4 Nonteacher
Fort Hays State University
Hays, KS 67601

Erik Wooster
Grade 8 Teacher
Castle Rock Middle School
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Vaughn Stratford
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San Rafael Public Library
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Joseph Stafford York
Grade 12 Teacher
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Daniel Sullivan
Grade 12 General Public
Business and Industry Liaison
School-to-Work Initiative
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Figure J-7
Meeting Participants, NAEP Civics Achievement Level Setting
St. Louis, Missouri, November 12–16, 1998

Joseph Glenn Amos
Grade 12 Teacher
Blue Valley North High School
Overland Park, KS 66209

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Grade 4 Teacher
Ethel Schoeffner Elementary School
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Carlinville, IL 62626

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Grade 4 Teacher
Benkelman Elementary
Benkelman, NE 69021

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Grade 4 Nonteacher
Sugar Creek Elementary School
Verona, WI 53593

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Covington, GA 30014

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Grade 12 Teacher
Zephyrhills High School
Zephyrhills, FL 33540

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Gardendale Elementary
Merritt Island, FL 32953

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East Thibodaux
Thibodaux, LA 70301

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Rawson School
Hartford, CT 06112

Beverly D'Amico
Grade 4 Teacher
Central Avenue School
Madison, NJ 07940

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Grade 12 General Public
President, Board of Education
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Suffolk County Community College
Selden, NY 11784

(continued)

Figure J-7 (continued)
Meeting Participants, NAEP Civics Achievement Level Setting
St. Louis, Missouri, November 12–16, 1998

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Phyllis Dramer Grade 4 Teacher Wilder Elementary Woodinville, WA 98072	Richard Gutierrez Grade 12 Teacher Montwood High School El Paso, TX 79936
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Ronald Felder Grade 8 General Public Queen City Foundation Cincinnati, OH 45201	Linda Hofler Grade 12 Teacher Gates County High School Gatesville, NC 27938
Vicki Foley Grade 8 Teacher Campbell County Middle School Alexandria, KY 41001	Rhonda Holtan Grade 4 Teacher Carver Elementary School Montgomery, AL 36108
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(continued)

Figure J-7 (continued)
Meeting Participants, NAEP Civics Achievement Level Setting
St. Louis, Missouri, November 12–16, 1998

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Figure J-7 (continued)
Meeting Participants, NAEP Civics Achievement Level Setting
St. Louis, Missouri, November 12–16, 1998

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 Grade 8 Teacher
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 Jamesburg, NJ 08831

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(continued)

Figure J-7 (continued)
Meeting Participants, NAEP Civics Achievement Level Setting
St. Louis, Missouri, November 12–16, 1998

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Mary Williams
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Figure J-8
Meeting Participants, NAEP Writing Achievement Level Setting
St. Louis, Missouri, December 9–13, 1998

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Mary Kay Baltes Grade 4 Teacher Tanglewood Elementary Baton Rouge, LA 70818	Gidget Coates Grade 8 Teacher Glasgow Middle School Baton Rouge, LA 70808
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Roger Baumgardner Grade 12 Teacher Alcona High School Lincoln, MI 48541	Jeanne Wells Cook Grade 12 Nonteacher Hinds Community College Raymond, MS 39154–9799
Maxine Blom Grade 4 General Public Homemaker/Classroom Volunteer Dallas, TX 75211	Mary Jane Currie Grade 8 Teacher North Middle School Saginaw, MI 48602
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(continued)

Figure J-8 (continued)
Meeting Participants, NAEP Writing Achievement Level Setting
St. Louis, Missouri, December 9–13, 1998

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Pineview Middle School
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Grade 8 Teacher
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Grade 12 Teacher
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Figure J-8 (continued)
Meeting Participants, NAEP Writing Achievement Level Setting
St. Louis, Missouri, December 9–13, 1998

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(continued)

Figure J-8 (continued)
Meeting Participants, NAEP Writing Achievement Level Setting
St. Louis, Missouri, December 9–13, 1998

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Figure J-8 (continued)

*Meeting Participants, NAEP Writing Achievement Level Setting
St. Louis, Missouri, December 9–13, 1998*

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Figure J-9

*Meeting Participants, Civics NAEP Similarities Classification Study
Validation Meeting, St. Louis, Missouri, July 9–11, 1999*

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Gretchen Gundlach
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William Hardin
Wayne Middle School
Wayne, WV 25570

Leslie Lee
Hammocks Middle School
Miami, FL 33196

Denise Nickens
Robinson Middle School
Wichita, KS 67208

Lynnette Poag
Memorial Middle School
Vineland, NJ 08360

Susan Putnam
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Appendix K

PARTICIPANTS IN THE OBJECTIVES AND ITEM DEVELOPMENT PROCESS

The National Assessment of Educational Progress extends its deep appreciation to all those individuals who participated in the development of the framework, objectives, and items for the 1998 national assessment.

Figure K-1

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Figure K-2

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Figure K-3
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Figure K-5
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Allen, N. L., & Donoghue, J. R. (1996). Applying the Mantel-Haenszel procedure to complex samples of items. *Journal of Educational Measurement*, 33, 231–251.

Allen, N. L., Jenkins, F., Kulick, E., & Zelenak, C. A. (1997). *Technical report of the NAEP 1996 state assessment program in mathematics* (NCES 97–951). Washington, DC: National Center for Education Statistics.

Allen, N. L., Kline, D. L., & Zelenak, C. A. (1996). *The NAEP 1994 technical report* (NCES 97–897). Washington, DC: National Center for Education Statistics.

Allen, N. L., Mazzeo, J., Ip, E. H. S., Swinton, S., Isham, S. P., & Worthington, L. (1995). Data analysis and scaling for the 1994 Trial State Assessment in reading. In J. Mazzeo, N. L. Allen, & D. L. Kline, *Technical report of the NAEP 1994 Trial State Assessment in reading* (pp. 169–219). Washington, DC: National Center for Education Statistics.

Allen, N. L., Mazzeo, J., Isham, S. P., Fong, Y. F., & Bowker, D. W. (1994). Data analysis and scaling for the 1992 Trial State Assessment in reading. In E. G. Johnson, J. Mazzeo, & D. L. Kline, *Technical Report of the 1992 Trial State Assessment program in reading* (pp. 147–149). Washington, DC: National Center for Education Statistics.

Allen, N. L., Swinton, S., Isham, S. P., & Zelenak, C. A. (1998). *Technical report of the state assessment program in science*. Washington DC: National Center for Education Statistics.

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American College Testing. (1999a). *Developing achievement levels on the 1998 NAEP in civics: Pilot study report*. Iowa City, IA: Author.

American College Testing. (1999b). *Developing achievement levels on the 1998 NAEP in civics: Final report*. Iowa City, IA: Author.

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