

Appendix A

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 1996 national assessment.

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Appendix B

REPORTING SUBGROUPS FOR THE 1996 NAEP ASSESSMENT

Results for the 1996 assessment were reported for student subgroups defined by gender, race/ethnicity, type of location, parents' level of education, participation in the National School Lunch Program, eligibility of Title I funding, and geographical region. The following explains how each of these subgroups was derived.

DSEX (Gender)

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.

DRACE (Race/Ethnicity for Main and Long-Term Trend Assessments)

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 1996 main assessments (science and mathematics), in the 1996 long-term trend samples (reading, mathematics, and science), and in the 1996 writing trend samples (see also "observed race/ethnicity" below). Two items from the student demographics questionnaire were used in the determination of 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.

RACE (Observed Race/Ethnicity)

The variable RACE is the race/ethnicity of the student being assessed as observed and recorded by the exercise administrator. Observed race/ethnicity was used in NAEP assessments before 1984 (see also “self-identified race/ethnicity” above). Observed race/ethnicity is used for all race/ethnicity subgroup trend comparisons for which the starting long-term trend point comes from pre-1984 assessment data.

TOL8 (Type of Location)

TOL5

TOL3

The variable TOL8 is used by NAEP to provide information about the type of location in which schools are located. The variable is defined using population size information from the 1990 Census and the definitions of Metropolitan Statistical Areas (MSAs) as of June 1995. There are eight categories for TOL8:

1	Large Central City	a central city of an MSA with a population greater than or equal to 400,000, or a population density greater than or equal to 6,000 persons per square mile
2	Midsize Central City	a central city of an MSA but not designated as a large city
3	Urban Fringe of Large City	a place within an MSA of a large central city and defined as urban by the U.S. Bureau of Census
4	Urban Fringe of a Midsize City	a place within an MSA of a midsize central city and defined as urban by the U.S. Bureau of Census
5	Large Town	a place not within an MSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of Census
6	Small Town	a place not within an MSA, with a population less than 25,000, but greater than or equal to 2,500 and defined as urban by the U.S. Bureau of Census
7	Rural MSA	a place within an MSA with a population of less than 2,500 and defined as rural by the U.S. Bureau of Census
8	Rural NonMSA	a place not within an MSA with a population of less than 2,500 and defined as rural by the U.S. Bureau of Census

These categories are designed to be exhaustive and mutually exclusive. Every place in the 50 United States and the District of Columbia is classified as belonging to exactly one of these categories. The definitions of MSAs and PMSAs, and their central cities, are carried out by the Office of Management and Budget (OMB). OMB Bulletin No. 93-17 states that “all agencies that conduct statistical activities to collect and publish data for Metropolitan Areas should use the most recent definitions of Metropolitan Areas established by OMB.” The definitions used (as of June 1995) were those current at the time of the 1996 assessment. The definitions of places and their populations are obtained from the published results of the 1990 Population Census, as are the definitions of Urbanized Areas.

Further details about the creation of the eight-category type of location variable are provided in *The NAEP 1994 Sampling and Weighting Report* (Wallace & Rust, 1996).

The variable TOL5 was created by collapsing the information provided in the variable TOL8 to five levels:

- 1 Large Central City
- 2 Midsize Central City
- 3 Urban Fringe of Large City, Urban Fringe of Midsize City, and Large Town
- 4 Small Town
- 5 Rural MSA and Rural NonMSA

The variable TOL3 is used extensively in the NAEP reports. TOL3 collapses TOL8 to three levels:

- | | | |
|---|-------------------------|---|
| 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 NonMSA) 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. |

PARED (Student’s Report of Parents’ Education Level)

The variable PARED is derived from responses to two questions, B003501 and B003601, in the student demographic questionnaire. Each student was asked to indicate the extent of his or her mother’s education (B003501—How far in high school did your mother go?) by choosing one of the following:

- She did not finish high school.
- She graduated from high school.
- She had some education after high school.
- She graduated from college.
- I don’t know.

Each student was asked to provide the same information about the extent of his or her father’s education (B003601—How far in high school did your father go?) by choosing one of the following:

- He did not finish high school.
- He graduated from high school.
- He had some education after high school.
- He graduated from college.
- I don’t know.

The information was combined into one parental education reporting category (PARED) as follows: If a student indicated the extent of education for only one parent, that level was included in the data. If a student indicated the extent of education for both parents, the higher of the two levels was included in the data. For students who did not know the level of education for both parents or did not know the level of education for one parent and did not respond for the other, the parental education level was classified as unknown. If the student did not respond for both parents, the student was recorded as having provided no response.

REGION (Region of the Country)

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

Table B-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

MODAGE (Modal Age)

The modal age (the age of most of the students in the grade sample) for the fourth-grade students is age 9 (age 13 for grade 8 and age 17 for grade 12). A value of 1 for MODAGE indicates that the student is younger than the modal age; a value of 2 indicates that the student is of the modal age; a value of 3 indicates that the student is older than the modal age.

IEP (Individualized Education Program)¹

The variable IEP comes from the student booklet cover. A value of 1 indicates that a student has an individualized education program, while a value of 2 indicates no individualized education program.

LEP (Limited English Proficiency)

The variable LEP comes from the student booklet cover. A value of 1 indicates that a student is considered to have limited English proficiency while a value of 2 indicates that the student does not have limited English proficiency.

TITLE1

The variable TITLE1 comes from the student booklet cover. A value of 1 indicates that a student is eligible for Title 1 funding and a value of 2 indicates that the student is not eligible for Title 1 funding.

SLUNCH SLUNCH1

The variable SLUNCH is provided by Westat, Inc. and is used to determine if a student participates in the National School Lunch Program. The values for this variable are as follow:

- 1 not eligible
- 2 eligible for reduced price lunch
- 3 eligible for free lunch
- 4 no information available
- 5 school refused to provide information

The variable SLUNCH1 collapses the information provided in the variable SLUNCH to three levels:

- 1 eligible for free or reduced price lunch
- 2 not eligible for free or reduced price lunch
- 3 no information available

¹ A student identified on the Administration Schedule as a student with a disability (SD) or an equivalent classification may be excluded from the assessment if: 1) the student is mainstreamed less than 50% of the time in academic subjects and is judged incapable of participating meaningfully in the assessment, or 2) the Individualized Education Program (IEP) team or equivalent group has determined that the student is incapable of participating meaningfully in the assessment. SD/LEP students meeting the above criteria should be assessed if, in the judgment of school staff, they are capable of taking the assessment.

SCHTYPE

The variable SCHTYPE is provided by Westat, Inc., and is used to determine the type of school that a student attended. The values for this variable are as follow:

- 1 Public
- 2 Private
- 3 Catholic
- 4 Bureau of Indian Affairs (BIA)
- 5 Department of Defense Education Activity (DoDEA) schools

VARIABLES DERIVED FROM THE STUDENT AND TEACHER QUESTIONNAIRES

Several variables were formed from the systematic combination of response values for one or more items from either the student demographic questionnaire, the student background questionnaire, or the teacher questionnaire.

HOMEEN2 (Home Environment—Articles [of 4] in the Home) - Science

For the science sample the variable HOMEEN2 was created from the responses to student demographic items B000901 (Does your family get a newspaper regularly?), B000903 (Is there an encyclopedia in your home?), B000904 (Are there more than 25 books in your home?), and B000905 (Does your family get any magazines regularly?). The values for this variable were derived as follows:

- | | | |
|---|-----------|---|
| 1 | 0-2 types | The student responded to at least two items and answered “yes” to two or fewer. |
| 2 | 3 types | The student answered “yes” to three items. |
| 3 | 4 types | The student answered “yes” to four items. |
| 8 | Omitted | The student answered fewer than two items. |

HOMEEN3 (Home Environment—Articles [of 4] in the Home) - Mathematics

For the mathematics samples the variable HOMEEN3 was created from the responses to student demographic items B000901 (Does your family get a newspaper regularly?), B000903 (Is there an encyclopedia in your home?), B008801 (How many books are in your home?), collapsed to indicate whether or not there are more than 25 books in the home), and B000905 (Does your family get any magazines regularly?). The values for this variable were derived as follows:

- | | | |
|---|-----------|---|
| 1 | 0-2 types | The student responded to at least two items and answered “yes” to two or fewer. |
| 2 | 3 types | The student answered “yes” to three items. |
| 3 | 4 types | The student answered “yes” to four items. |
| 8 | Omitted | The student answered fewer than two items. |

NCOMP (Number of Computer Science Courses Taken)

For age class 17 (long-term trend mathematics and science), NCOMP was created from responses to items B005312 and B005313 concerning the student's coursework in computer science. The values for NCOMP were derived as follows:

1	0	The student answered HAVE NOT to both courses.
2	1	The student answered HAVE to one course.
3	2	The student answered "yes" to both courses.
8	No response	The student did not respond to one or both items.
9	Mult. & out-of-range	The student filled in more than one oval for both items.

NMATH (Highest Level of Mathematics Courses Taken)

For age class 17, (long-term trend mathematics and science) NMATH was created from responses to items B005301 through B005307 concerning the student's coursework in mathematics. The values for NMATH were derived as follows:

1	Gen. mathematics or pre-algebra	The student answered HAVE NOT to all items or HAVE to B005301 or B005302 and HAVE NOT to all others.
2	Algebra	The student answered HAVE to B005303 and HAVE NOT to B005304, B005305, B005306, and B005307.
3	Geometry	The student answered HAVE to both B005303 and B005305 and HAVE NOT to B005304, B005306, and B005307.
4	Algebra 2	The student answered HAVE to B005304 or B005306 but HAVE NOT to B005307.
5	Calculus	The student answered HAVE to B005307.
6	Something else	Any other response combination
8	No response	The student did not respond to any item.

NSCI (Highest Level of Science Courses Taken)

For age class 17, (long-term trend mathematics and science) NSCI was created from responses to items B005308 through B005311, which concerned the student's coursework in science. The values for NSCI were derived as follows:

- | | | |
|---|----------------|---|
| 1 | No biology | The student answered HAVE NOT to all items or HAVE to B005308 and other than HAVE to all other items. |
| 2 | Biology | The student answered HAVE to B005309 and other than HAVE to both B005310 and B005311. |
| 3 | Chemistry | The student answered HAVE to both B005309 and B005310 and other than HAVE to B005311. |
| 4 | Physics | The student answered HAVE to B005309, B005310, and B005311. |
| 5 | Something else | Any other response combination |
| 8 | No response | The student answered none of the items. |

VARIABLES DERIVED FROM COGNITIVE ITEMS

BKSCOR (Booklet-Level Score)

The booklet-level score is a student-level score based on the sum of the number correct for dichotomous items plus the sum of the scores on the polytomous items, where the score for a polytomous item starts from 0 for the unacceptable category. Thus, for a 4-point extended constructed-response item, scores of “no response”, “off-task”, and “unsatisfactory” are assigned an item score of 0. Scores of “partial,” “essential,” and “extensive” are assigned item scores of 1, 2, and 3, respectively. The score is computed based on all cognitive items in a student’s assessment booklet.

LOGIT (Logit Percent Correct Within Booklet)

In order to compute the LOGIT score, a percent correct within booklet was first computed. This score was based on the ratio of the booklet score (BKSCOR) over the maximum booklet score. The percent correct score was set to .0001 if no items were answered correctly; if BKSCOR equaled the maximum booklet score, the percent correct score was set to .9999. A logit score, LOGIT, was calculated for each student by the following formula:

$$LOGIT = \ln \left[\frac{PCTCOR}{1 - PCTCOR} \right]$$

A logit score, LOGIT, was calculated within booklet for each student by the following formula: LOGIT was then truncated to a value x , such that $-3 \leq x \leq 3$. After computing LOGIT for each student, the mean and standard deviation were calculated for each booklet as the first step in standardizing the logit scores. The standardized logit score, ZLOGIT, was then calculated for each student by the following formula:

$$ZLOGIT = \left[\frac{LOGIT - \text{mean logit}}{\text{standard deviation}} \right]$$

NORMIT (Normit Gaussian Score)**SCHNORM (School-Level Mean Gaussian Score)**

The normit score is a student-level Gaussian score based on the inverse normal transformation of the mid-percentile rank of a student's number-correct booklet score within that booklet. The normit scores were used to decide collapsing of variables, finalize conditioning coding, and check the results of scaling.

The number correct is based on the number of dichotomous items answered correctly plus the score obtained on extended constructed-response items. The mid-percentile rank is based on the formula:

$$\frac{CF(i) + CF(i-1)}{2N}$$

where $CF(i)$ is the cumulative frequency at i items correct and N is the total sample size. If $i = 0$ then

$$\frac{CF(0) + \frac{CF(1)}{2}}{2N}$$

A school-level normit, SCHNORM, was also created; this was the mean normit across all reading booklets administered in a school. These school-level mean normit scores were used in conditioning procedures to take into account differences in school proficiency. For each school, the weighted mean of the logits for the students in that school was calculated. Each student was then assigned that mean as his or her school-level mean logit score value.

VARIABLES RELATED TO PROFICIENCY SCALING

Proficiency Score Variables

Item response theory (IRT) was used to estimate average proficiency for the nation and for various subpopulations, based on students' performance on the set of cognitive items they received. IRT provides a common scale on which performance can be reported for the nation and subpopulations, even when all students do not answer the same set of questions. This common scale makes it possible to report on relationships between students' characteristics (based on their responses to the background questions) and their overall performance in the assessment.

A scale ranging from 1 to 500 or from 1 to 300 was created to report performance for each content area or strand. A composite scale was created based on a weighted average of scales, where the weight for each content area or strand was proportional to the relative importance assigned to the content area as specified in the mathematics and science objectives.

Scale proficiency estimates were obtained for all students. The NAEP methods use random draws (plausible values) from estimated proficiency distributions to compute population statistics. Plausible values are not optimal estimates of individual proficiency; instead, they serve as intermediate values to be used in estimating population characteristics. Chapter 11 provides further details on the computation and use of plausible values. Chapters 12-18 provide additional information as appropriate to each sample/subject area.

The proficiency score (plausible value) variables are provided on the student data files for each of the scales and are named as shown in Table B-2.

Table B-2
Scaling Variables for the 1996 National Assessment Samples

Sample	Scale	Data Variables
Mathematics Main	Number Sense, Properties, and Operations	MRPS11 to MRPS15
	Measurement	MRPS21 to MRPS25
	Geometry and Spatial Sense	MRPS31 to MRPS35
	Data Analysis, Statistics, and Probability	MRPS41 to MRPS45
	Algebra and Functions	MRPS51 to MRPS55
Science Main	Composite	MRPCM1 to MRPCM5
	Physical Science	SRPS11 to SRPS15
	Earth Science	SRPS21 to SRPS25
	Life Science	SRPS31 to SRPS35
Reading Long-Term Trend	Composite	SRPCM1 to SRPCM5
	Univariate	REDVAL1 to REDVAL5
Writing Long-Term Trend	Univariate	WRPSCT1 to WRPSCT5
Mathematics Long-Term Trend	Univariate	MRPSCT1 to MRPSCT5
Science Long-Term Trend	Univariate	SRPSCT1 to SRPSCT5

SMEAN_x, SMN_{x1}	(School Mean Score Using First Plausible Value)
SRANK_x, SRNK_{x1}	(School Rank Using First Plausible Value)
SRNK3_x, SRK3_{x1}	(Top, Middle, Bottom Third Using First Plausible Value)
where x = M or S	for Science or Mathematics)

A mean composite score (SMEAN_x on the student files, SMN_{x1} on the school files) was calculated using the first composite plausible value for each school within each grade/subject area. The mean composite score was based on the values from the scaling variable xRPCM1 and was calculated using the students' sampling weights. The schools were then ordered from highest to lowest mean score (SRANK_x on the student files, SRNK_{x1} on the school files) within a sample using school-level weights—the school with the highest mean score was given a ranking of 1, and the school with the lowest mean score was given a ranking equal to the number of schools in the sample.

These variables were then used in partitioning the schools within the national grade sample into three groups (top third, middle third, and bottom third) based on their ranking (SRNK3_x on the student files, SRK3_{x1} on the school files).

SMN_{xn}	(School Mean Score Using Plausible Values 2 Through 5)
SRNK_{xn}	(School Rank Using Plausible Values 2 Through 5)
SRK3_{xn}	(Top, Middle, Bottom Third Using Plausible Values 2 Through 5)
SMNRP_n	(School Mean Score Using Plausible Values 2 Through 5, Public Schools Only)

School ranking results presented in the 1996 NAEP reports are based on the first plausible value. However, since there are four additional estimates of proficiency (plausible values) for each student, school ranking data were also created for those estimates. These school rank values were created using the same procedures described above, substituting proficiency variables xRPCM2 through xRPCM5 to compute the results. In the variable names, n denotes the plausible value 2, 3, 4, or 5.

QUALITY EDUCATION DATA VARIABLES (QED)

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
- 1 = Under \$10
- 2 = \$10-49
- 3 = \$50-99
- 4 = \$100-149
- 5 = \$150-299
- 6 = \$300-399
- 7 = \$400-499
- 8 = \$500-999
- 9 = \$1000 +

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 C

CONDITIONING VARIABLES AND CONTRAST CODINGS

This appendix contains information about the conditioning variables used in scaling/plausible value estimation for the 1996 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 C-1 defines the information provided for each main sample variable. Table C-2 provides a summary of the mathematics conditioning variables specifications that are contained in the remainder of this appendix. Table C-3 provides a summary of the science conditioning variables specifications that are contained in the remainder of this appendix. Conditioning variable data specific to each subject area is shown for main mathematics in Table C-4 and for science in Table C-5. Similar information for long-term trend samples is given in Tables C-6, C-7, C-8, and C-9 respectively for reading, mathematics, science, and writing.

As described in Chapter 9, 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. The proportions of variance of the conditioning contrast accounted for by the principal components are given for each age/grade level in Tables C-10, C-11, and C-12 for mathematics, and Tables C-13, C-14, and C-15 for science.

Table C-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 C-2
Summary Table of the 1996 Mathematics Assessment Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 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	TOL8		MSA/NON-MSA	X	X	X
BACK0006	TOL5		TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0007	DOC		DESCRIPTION OF COMMUNITY	X	X	X
BACK0008	PARED		PARENTS' HIGHEST LEVEL OF EDUCATION	X	X	X
BACK0009	REGION		REGION OF THE COUNTRY	X	X	X
BACK0010	SCHTYPE		SCHOOL TYPE (PQ)	X	X	X
BACK0011	IEP		INDIVIDUALIZED EDUCATION PROGRAM	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	B003201	TB003201	HOW OFTEN DO THE PEOPLE IN YOUR HOME SPEAK A LANGUAGE OTHER THAN ENGLISH?	X	X	X
BACK0016	B008901	HE002489	DO YOU HAVE YOUR OWN STUDY DESK OR TABLE AT HOME?	X	X	X
BACK0017	B001801	TB001801	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (LINEAR)	X	X	X
BACK0018	B001801	TB001801	HOW MUCH TELEVISION DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)	X	X	X
BACK0019	B006601	TB006601	HOMEWORK ASSIGNED?: BASED ON TIME SPENT ON HOMEWORK EACH DAY.	X	X	X
BACK0020	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY? (LINEAR)	X	X	X
BACK0021	B006601	TB006601	HOW MUCH TIME DO YOU USUALLY SPEND ON HOMEWORK EACH DAY (QUADRATIC)	X	X	X
BACK0022	HOMEEN2		NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)	X	X	X
BACK0023	B005601	TB005601	DOES MOTHER OR STEPMOTHER LIVE AT HOME WITH YOU?	X	X	X
BACK0024	B005701	TB005701	DOES FATHER OR STEPFATHER LIVE AT HOME WITH YOU?	X	X	X
BACK0025	S004001	TS004001	HOW MANY DAYS OF SCHOOL MISSED LAST MONTH?	X	X	X
BACK0026	B008001	LC000006	HOW LONG LIVED IN THE UNITED STATES?	X	X	X
BACK0027	B007601	JL001015	HOW MANY GRADES IN THIS STATE? (4TH GRADE)	X	-	-
SCHL0001	SCHNORM		SCHOOL LEVEL AVERAGE MATH NORMIT (MISSING VS NON-MISSING)	X	X	X
SCHL0002	SCHNORM		SCHOOL LEVEL AVERAGE MATH NORMIT	X	X	X
BACK0028	B008301	LC000168	HOW MANY GRADES IN THIS STATE (12TH GRADE)	-	-	X
BACK0029	B007301	HE000712	HOW MANY TIMES HAVE YOU CHANGED SCHOOLS IN PAST TWO YEARS BECAUSE YOU MOVED?	X	X	X
BACK0030	B007401	HE000717	HOW OFTEN DO YOU DISCUSS THINGS STUDIED IN SCHOOL WITH SOMEONE AT HOME?	X	X	X
BACK0031	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0032	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	X	X	X
BACK0033	B008501	HE002549	WHICH BEST DESCRIBES YOUR HIGH-SCHOOL PROGRAM?	-	-	X
BACK0034	B007101	HE000333	SEMESTERS ENGLISH/LITERATURE/WRITING (MISSING VS NON-MISSING)	-	-	X
BACK0035	B007101	HE000333	NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)	-	-	X
BACK0036	B007102	HE000334	SEMESTERS MATHEMATICS (MISSING VS NON-MISSING)	-	-	X
BACK0037	B007102	HE000334	NUMBER OF SEMESTERS MATHEMATICS (LINEAR)	-	-	X
BACK0038	B007103	HE000335	SEMESTERS SCIENCE (MISSING VS NON-MISSING)	-	-	X
BACK0039	B007103	HE000335	NUMBER OF SEMESTERS SCIENCE (LINEAR)	-	-	X
BACK0040	B007104	HE000336	SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (MISSING VS NON-MISSING)	-	-	X
BACK0041	B007104	HE000336	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)	-	-	X
SUBJ0001	MATTAKE		WHAT KIND OF MATH CLASS ARE YOU TAKING THIS YEAR?	-	X	-
BACK0042	B007105	HE000337	SEMESTERS FOREIGN LANGUAGES (MISSING VS NON-MISSING)	-	-	X
BACK0043	B007105	HE000337	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)	-	-	X
BACK0044	B007106	HE000338	SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (MISSING VS NON-MISSING)	-	-	X
BACK0045	B007106	HE000338	NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)	-	-	X

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
BACK0046	B007107	TB007100	SEMESTERS ART/MUSIC (MISSING VS NON-MISSING)	-	-	X
BACK0047	B007107	TB007100	NUMBER OF SEMESTERS ART/MUSIC (LINEAR)	-	-	X
BACK0048	INTERACT		INTERACTION: GENDER BY RACE/ETHNICITY	X	X	X
BACK0049	INTERACT		INTERACTION: GENDER BY TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0050	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION	X	X	X
BACK0051	INTERACT		INTERACTION: GENDER BY SCHOOL TYPE	X	X	X
BACK0052	INTERACT		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0053	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION	X	X	X
BACK0054	INTERACT		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE	X	X	X
BACK0055	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY PARENT'S EDUCATION	X	X	X
BACK0056	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY SCHOOL TYPE	X	X	X
BACK0057	INTERACT		INTERACTION: PARENTS' EDUCATION BY SCHOOL TYPE	X	X	X
BACK0058	INTERACT		INTERACTION: GENDER BY MATH COURSES TAKING THIS YEAR	-	X	-
BACK0059	INTERACT		INTERACTION: GENDER BY NUMBER OF SEMESTERS MATH	-	-	X
BACK0060	INTERACT		INTERACTION: RACE/ETHNICITY BY MATH COURSES TAKING THIS YEAR	-	X	-
BACK0061	INTERACT		INTERACTION: RACE/ETHNICITY BY NUMBER OF SEMESTERS MATH	-	-	X
BACK0062	INTERACT		INTERACTION: PARENTS' EDUCATION BY MATH COURSES TAKING THIS YEAR	-	X	-
BACK0063	INTERACT		INTERACTION: PARENTS' EDUCATION BY NUMBER OF SEMESTERS MATH	-	-	X
BACK0064	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY MATH COURSES TAKING THIS YEAR	-	X	-
BACK0065	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY NUMBER OF SEMESTERS MATH	-	-	X
BACK0066	INTERACT		INTERACTION: SCHOOL TYPE BY MATH COURSES TAKING THIS YEAR	-	X	-
BACK0067	INTERACT		INTERACTION: SCHOOL TYPE BY NUMBER OF SEMESTERS MATH	-	-	X
BACK0068	MA93FLG		MSA/NON-MSA	-	-	-
BACK0069	MONSTUD		STATE ADMINISTRATION MONITORED/UNMONITORED SESSION	-	-	-
BACK0070	INTERACT		INTERACTION: SCHOOL TYPE BY MONITORED/UNMONITORED SESSION	-	-	-
BACK0071	SUBSAMP		SAMPLE TYPE	X	X	X
BACK0072	INTERACT		INTERACTION: SAMPLE BY RACE/ETHNICITY	X	X	X
BACK0073	RPTSAMP		REPORTING SAMPLE	X	X	X
BACK0074	B009301	HE002795	HOW OFTEN USE A HOME COMPUTER FOR SCHOOLWORK?	X	X	X
BACK0075	B009401	HE002541	HOW SAFE DO YOU FEEL AT SCHOOL?	X	X	X
BACK0076	B009501	HE003221	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?	X	-	-
BACK0077	B009502	HE003222	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?	X	-	-
SUBJ0002	M812701	TM810101	HOW OFTEN DO YOU DO MATH PROBLEMS FROM TEXTBOOK?	X	X	X
SUBJ0003	M812702	TM810102	HOW OFTEN DO YOU DO MATH PROBLEMS ON WORK SHEETS?	X	X	X
SUBJ0004	M812703	HE002478	HOW OFTEN SOLVE MATH PROBLEMS WITH PARTNER/GROUP?	X	X	X
SUBJ0005	M812704	TM810112	HOW OFTEN IN MATH WORK W/ RULERS, GEOM SHAPES?	X	-	-
SUBJ0006	M812705	TM810109	HOW OFTEN WRITE ABOUT SOLVING A MATH PROBLEM?	X	X	X
SUBJ0007	M812706	TM810107	HOW OFTEN DO YOU TAKE MATHEMATICS TESTS?	X	X	X
SUBJ0008	M812707	HE002479	HOW OFTEN DO YOU TALK TO THE CLASS RE MATH WORK?	X	X	X
SUBJ0009	M812708	HE002480	HOW OFTEN DO 10 OR MORE MATH PROBLEMS BY YOURSELF?	X	X	X
SUBJ0010	M812709	HE002481	HOW OFTEN DISCUSS MATH PROBLEMS W/ OTHER STUDENTS?	X	X	X
SUBJ0011	M812710	TM810106	HOW OFTEN DO YOU USE A COMPUTER FOR MATH?	X	X	X
SUBJ0012	M812711	TM810105	HOW OFTEN DO YOU USE A CALCULATOR FOR MATH?	X	X	X
SUBJ0013	M811201	HE000378	DO YOU HAVE CALCULATOR TO USE WITH MATH HOMEWORK?	X	X	X
SUBJ0014	M812001	LC000519	HOW OFTEN USE A CALCULATOR FOR MATH CLASSWORK?	X	X	X
SUBJ0015	M812002	LC000520	HOW OFTEN USE A CALCULATOR FOR MATH HOMEWORK?	X	X	X
SUBJ0016	M812003	LC000521	HOW OFTEN USE A CALCULATOR FOR MATH TESTS/QUIZZES?	X	X	X
SUBJ0017	M812101	TM810601	HOW MUCH TIME SPEND DAILY ON MATH HOMEWORK?	X	X	X

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SUBJ0018	M811401	HE000705	GET MATH HELP FROM SPECIAL TEACHER/AIDE/TUTOR?	X	-	-
SUBJ0019	M811101	TM811101	AGREE/DISAGREE: I LIKE MATH	X	-	-
SUBJ0020	M811103	TM811103	AGREE/DISAGREE: I AM GOOD AT MATH	X	-	-
SUBJ0021	M811106	HE000651	HOW MUCH AGREE-UNDERSTAND MOST OF MATH CLASS?	X	-	-
SUBJ0022	M811109	HE002482	HOW MUCH AGREE-ONLY 1 CORRECT WAY TO SOLVE PROB?	X	-	-
SUBJ0023	M811107	HE000654	HOW MUCH AGREE-LEARNING MATH IS MEMORIZING FACTS?	X	-	-
SUBJ0024	M811105	TM811105	AGREE/DISAGREE: MATH USED FOR SOLVING PROBLEMS	X	-	-
SUBJ0025	M811108	HE000367	HOW MUCH AGREE-IF CHOICE I WOULDN'T STUDY MORE?	X	-	-
SUBJ0026	M811110	LC000022	HOW MUCH AGREE-EVERYONE CAN DO WELL IF TRY?	X	-	-
SUBJ0027	MM00101	HE000782	ABOUT HOW MANY QUESTIONS RIGHT ON TEST?	X	X	X
SUBJ0028	MM00201	HE000783	HOW HARD TEST COMPARED TO THOSE IN SCHOOL?	X	X	X
SUBJ0029	MM00301	JL001008	HOW HARD DID YOU TRY ON TEST COMPARED TO OTHERS?	X	X	X
SUBJ0030	MM00401	JL001009	HOW IMPORTANT WAS IT YOU DO WELL ON THIS TEST?	X	X	X
SUBJ0031	MM00501	HE000784	HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?	X	X	X
BACK0078	B009701	HE002543	DESCRIBE YOUR OVERALL GRADES SINCE 6TH GRADE	-	X	-
BACK0079	B009801	HE002544	HOW FAR IN SCHOOL DO YOU THINK YOU WILL GO?	-	X	-
BACK0080	B009601	HE003223	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?	-	X	X
BACK0081	B009602	HE003224	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?	-	X	X
SUBJ0032	M812712	TM810104	WORK W/ MEAS. INSTRUMENTS/GEOM SOLIDS FOR MATH?	-	X	X
SUBJ0033	M812713	TM810108	HOW OFTEN WRITE REPORTS OR DO MATH PROJECTS?	-	X	X
SUBJ0034	M812201	HE002483	IS THERE A PORTFOLIO W/ YOUR MATH WORK IN IT?	-	X	X
SUBJ0035	M812301	HE002484	DO YOU USE A SCIENTIFIC CALCULATOR FOR MATH WORK?	-	X	X
SUBJ0036	M812401	HE002485	DO YOU USE A GRAPHING CALCULATOR FOR MATH WOR	-	X	X
SUBJ0037	MATEXP		WHAT KIND OF MATH CLASS WILL YOU TAKE IN 9TH GR?	-	X	-
SUBJ0038	M810701	TM810701	DO YOU AGREE: I LIKE MATH	-	X	X
SUBJ0039	M810703	LD001476	DO YOU AGREE: I AM GOOD IN MATH	-	X	X
SUBJ0040	M810707	HE000369	AGREE/DISAGREE: UNDERSTAND MOST OF MATH CLASS	-	X	X
SUBJ0041	M810709	LD001473	AGREE/DISAGREE: ONLY ONE WAY TO SOLVE MATH PROBLEM	-	X	X
SUBJ0042	M810708	HE000631	AGREE/DISAGREE: MATH IS MOSTLY MEMORIZING FACTS	-	X	X
SUBJ0043	M810710	LD001474	AGREE/DISAGREE: CONCEPTS ARE AS IMPORTANT AS OPER	-	X	X
SUBJ0044	M810705	TM810705	DO YOU AGREE: MATH USEFUL/SOLVING EVERYDAY PROBLEM	-	X	X
SUBJ0045	M810706	HE000374	AGREE/DISAGREE: WOULD NOT STUDY MORE MATH	-	X	X
SUBJ0046	M810711	LD001475	AGREE/DISAGREE: ALL CAN DO WELL IN MATH IF	-	X	X
BACK0082	B008301	LC000168	SINCE KDG, GRADES ATTENDED IN THIS STATE?	-	-	X
BACK0083	B009901	HE002548	DESCRIBE YOUR OVERALL GRADES SINCE 9TH GRADE	-	-	X
BACK0084	B008501	HE002549	WHICH BEST DESCRIBES YOUR HIGH SCHOOL PROGRAM	-	-	X
BACK0085	B005501	TB005501	WHAT WILL TAKE LARGEST AMT. OF TIME AFTER HIGH-SCH	-	-	X
BACK0086	MOTHOCC		KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?	-	-	X
BACK0087	B011A01	HE003220	KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?	-	-	X
BACK0088	FATHOCC		KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?	-	-	X
BACK0089	B012A02	BO001994	KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?	-	-	X
SUBJ0047	M810901	TM810901	ARE YOU TAKING MATH CLASSES THIS YEAR	-	-	X
SUBJ0048	M811801	JL001014	WHAT GRADE DID YOU TAKE 1ST YR ALGEBRA?	-	-	X
SUBJ0049	M811001	TM811001	HOW LONG HAVE YOU TAKEN GENERAL MATH (9-12)	-	-	X
SUBJ0050	M811002	TM811002	HOW LONG HAVE YOU TAKEN BUSINESS OR CONSUMER MATH	-	-	X
SUBJ0051	M811014	HE002487	HOW LONG TAKEN APPLIED MATH?	-	-	X
SUBJ0052	M811003	TM811003	HOW LONG HAVE YOU TAKEN INTRO (PRE) - ALGEBRA	-	-	X
SUBJ0053	M811004	TM811004	HOW LONG HAVE YOU STUDIED FIRST-YEAR ALGEBRA	-	-	X

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SUBJ0054	M811005	TM811005	HOW LONG HAVE YOU TAKEN GEOMETRY	-	-	X
SUBJ0055	M811006	TM811006	HOW LONG HAVE YOU TAKEN SECOND-YEAR ALGEBRA	-	-	X
SUBJ0056	M811007	TM811007	HOW LONG HAVE YOU TAKEN TRIGONOMETRY	-	-	X
SUBJ0057	M811008	TM811008	HOW LONG HAVE YOU TAKEN PRE-CALC (3RD YR ALGEBRA)	-	-	X
SUBJ0058	M811012	LC000030	HOW LONG TAKEN UNIFIED/INTEGRTD/SEQ MATH?	-	-	X
SUBJ0059	M811009	TM811009	HOW LONG HAVE YOU TAKEN PROBABILITY OR STATISTICS	-	-	X
SUBJ0060	M811011	TM811011	HOW LONG HAVE YOU TAKEN CALCULUS	-	-	X
SUBJ0061	M812801	WP000071	IN/HAVE TAKEN MATH ADVANCED PLACEMENT CLASS?	-	-	X
SCHL0003	C030901	HE000839	BEST DESCRIBES HOW 4TH GR ARE ORGANIZED?	X	-	-
SCHL0004	C037101	HE000840	4TH GRADERS ASSIGNED BY ABILITY/ACHIEVEMENT LEVEL?	X	-	-
SCHL0005	C031212	HE002000	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN MATH?	X	-	-
SCHL0006	C031205	HE002002	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN SCIENCE?	X	-	-
SCHL0007	C031213	LD001554	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN READING?	X	-	-
SCHL0008	C031214	LD001555	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN ARTS?	X	-	-
SCHL0009	C031603	HE000861	HAS MATH BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0010	C031607	LC000469	HAS SCIENCE BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0011	C031601	HE000859	HAS READING BEEN IDENTIFIED AS A PRIORITY?	X	-	-
SCHL0012	C031610	LD001556	HAS ARTS BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0013	C031606	HE000958	HAS SUBJECT INTEGRATION BEEN A PRIORITY?	X	X	-
SCHL0014	C035701	HE000843	COMPUTERS AVAILABLE ALL THE TIME IN CLASSROOM?	X	X	X
SCHL0015	C035702	HE000864	COMPUTERS GROUPED IN SEPARATE LAB AND AVAILABLE?	X	X	X
SCHL0016	C035703	HE000866	COMPUTERS AVAILABLE TO BRING TO ROOM WHEN NEEDED?	X	X	X
SCHL0017	C037201	HE002006	SCHOOL W/ SPECIAL FOCUS ON MATH?	X	X	X
SCHL0018	C037202	HE002008	SCHOOL W/ SPECIAL FOCUS ON SCIENCE?	X	X	X
SCHL0019	C037207	LD001557	SCHOOL W/ SPECIAL FOCUS ON MATH?	X	-	-
SCHL0020	C037204	LD001558	SCHOOL W/ SPECIAL FOCUS ON ARTS?	X	X	X
SCHL0021	C037205	HE002011	SCHOOL W/ SPECIAL FOCUS ON OTHER?	X	X	X
SCHL0022	C037206	HE002012	SCHOOL NOT A SPECIAL FOCUS SCHOOL?	X	X	X
SCHL0023	C037301	HE002014	SCHOOL FOLLOW DISTRICT/STATE MATH CURRICULUM?	X	X	X
SCHL0024	C037302	HE002016	SCHOOL FOLLOW DISTRICT/STATE SCIENCE CURRICULUM?	X	X	X
SCHL0025	C037303	LD001559	SCHOOL FOLLOW DISTRICT/STATE READING CURRICULUM?	X	-	-
SCHL0026	C037304	LD001560	SCHOOL FOLLOW DISTRICT/STATE ARTS CURRICULUM?	X	X	X
SCHL0027	C037305	HE002019	SCHOOL FOLLOW DISTRICT/STATE FOR NONE OF ABOVE?	X	X	X
SCHL0028	C037401	HE002021	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR MATH?	X	-	-
SCHL0029	C037402	HE002023	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR SCIENCE?	X	-	-
SCHL0030	C037403	LD001561	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR READING?	X	-	-
SCHL0031	C037404	LD001562	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR ARTS?	X	-	-
SCHL0032	C037405	HE002026	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR OTHER?	X	-	-
SCHL0033	C037406	HE002027	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR NONE ABOVE?	X	-	-
SCHL0034	C037501	HE002029	4TH GRADERS IN EXTRACURR ACTS FOR MATH?	X	-	-
SCHL0035	C037502	HE002031	4TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?	X	-	-
SCHL0036	C037503	LD001563	4TH GRADERS IN EXTRACURR ACTS FOR READING?	X	-	-
SCHL0037	C037504	LD001564	4TH GRADERS IN EXTRACURR ACTS FOR ARTS?	X	-	-
SCHL0038	C037505	HE002034	4TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?	X	-	-
SCHL0039	C037601	HE002036	4TH GRADERS IN SUMMER PROGRAMS IN MATH?	X	-	-
SCHL0040	C037602	HE002038	4TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	X	-	-
SCHL0041	C037603	LD001565	4TH GRADERS IN SUMMER PROGRAMS IN READING?	X	-	-
SCHL0042	C037604	LD001566	4TH GRADERS IN SUMMER PROGRAMS IN ARTS?	X	-	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0043	C037605	HE002041	4TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	X	-	-
SCHL0044	C036601	LC000502	WHICH BEST DESCRIBES PRIMARY WAY LIBRARY STAFFED?	X	X	X
SCHL0045	C032207	HE000875	INVOLVE PARENTS AS AIDES IN CLASSROOM?	X	X	X
SCHL0046	C032209	LC000482	HAVE PARENTS REVIEW/SIGN HOMEWORK?	X	X	X
SCHL0047	C032210	LC000484	ASSIGN HOMEWORK STUDENTS DO WITH PARENTS?	X	X	X
SCHL0048	C032211	LC000486	HAVE A PARENT VOLUNTEER PROGRAM?	X	X	X
SCHL0049	C037701	HE002142	WHAT % OF PARENTS IN PARENT-TEACHER ORGS?	X	X	X
SCHL0050	C037702	HE002108	WHAT % OF PARENTS IN OPEN HOUSE/BACK SCHOOL NIGHT?	X	X	X
SCHL0051	C037703	HE002109	WHAT % OF PARENTS IN PARENT-TEACHER COMFERENCES?	X	X	X
SCHL0052	C037704	HE002110	WHAT % PARENTS INVOLVED MAKING CURRICULUM DECISION	X	X	X
SCHL0053	C037705	HE002111	WHAT % OF PARENTS IN VOLUNTEER PROGRAMS?	X	X	X
SCHL0054	C032402	HE000888	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0055	C032401	HE000887	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0056	C032404	HE000890	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0057	C032406	HE000892	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0058	C032407	HE000893	ARE RACE/CULT. CONFLICTS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0059	C032408	HE000894	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0060	C032409	HE002121	IS LACK OF PARENT INVLMT A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0061	C032410	HE002122	IS STUD USE OF ALCOHOL A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0062	C032411	HE002123	IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0063	C032412	HE002124	IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0064	C032413	HE002125	ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0065	C032414	HE002126	IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0066	C032415	HE002127	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0067	C032502	HE000897	IS TEACHER MORALE POS. OR NEG.?	X	X	X
SCHL0068	C032503	HE000898	ARE STUDENT ATTITUDES TO ACADEMICS POS. OR NEG.?	X	X	X
SCHL0069	C032505	HE000900	IS PARENT SUPPORT FOR ACHIEVEMENT POS. OR NEG.?	X	X	X
SCHL0070	C032506	HE000901	IS REGARD FOR SCHOOL PROPERTY POS. OR NEG.?	X	X	X
SCHL0071	C033601	HE000917	% ABSENT ON AVERAGE DAY?	X	X	X
SCHL0072	C036501	LC000488	WHAT % OF TEACHERS ABSENT ON GIVEN DAY?	X	X	X
SCHL0073	C037801	HE000918	% OF STUDS EROLLED AT START OF YR EROLLED AT END?	X	X	X
SCHL0074	C037901	HE002112	% OF 4TH GRADERS HELD BACK & REPEATING 4TH GRADE?	X	-	-
SCHL0075	C038001	HE000920	% OF FULL TIME TEACHERS LEFT BEFORE END OF YR?	X	X	X
SCHL0076	C038301	HE002094	IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM?	X	X	X
SCHL0077	C038801	WP000069	SCHOOL RECEIVE CHAP 1/TITLE 1 FUNDING?	X	X	X
SCHL0078	C034101	HE002143	DID PRINCIPAL FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0079	C034102	HE002113	DID HEADMASTER/HEADMISTRESS FILL OUT QUESTIONNAIRE	X	X	X
SCHL0080	C034103	HE002114	DID HEAD TEACHER FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0081	C034104	HE002115	DID VICE PRINCIPAL FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0082	C034105	HE002116	DID COUNSELOR FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0083	C034106	HE002117	DID CURRICULUM COORD FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0084	C034107	HE002118	DID TEACHER FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0085	C034108	HE002119	DID SECRETARY FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0086	C034109	HE002120	DID OTHER PERSON FILL OUT THIS QUESTIONNAIRE	X	X	X
TCHR0001	T055901	HE001004	WHAT IS YOUR GENDER?	X	X	-
TCHR0002	T056001	LD001610	WHICH BEST DESRIBES YOU?	X	X	-
TCHR0003	T040301	HE001007	YEARS TAUGHT	X	X	-
TCHR0004	T056101	LD001500	HOW MANY YRS TOTAL YOU TAUGHT MATH?	X	-	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TCHR0005	T056102	LD001501	HOW MANY YRS TOTAL YOU TAUGHT SCIENCE?	X	-	-
TCHR0006	T056201	HE002551	TYPE TCHNG CERT IN THIS ST IN MAIN FIELD?	X	X	-
TCHR0007	T040501	HE001010	CERTIFICATION, ELEMENTARY OR MIDDLE/JUNIOR HS ED?	X	X	-
TCHR0008	T040506	HE002552	DO YOU HAVE CERTIFICATION IN ELEMENTARY MATH?	X	X	-
TCHR0009	T040504	HE001082	DO YOU HAVE CERTIFICATION IN JR HIGH/SEC MATH?	X	X	-
TCHR0010	T040507	HE002553	CERTIFICATION, ELEMENTARY SCIENCE?	X	-	-
TCHR0011	T040508	HE002554	CERTIFICATION, MIDDLE/JUNIOR SCIENCE	X	-	-
TCHR0012	T040505	HE002555	CERTIFICATION, OTHER	X	X	-
TCHR0013	T056301	HE001012	HIGHEST ACADEMIC DEGREE YOU HOLD?	X	X	-
TCHR0014	T040701	HE002556	EDUCATION UNDERGRAD MAJOR	X	X	-
TCHR0015	T040706	HE002557	ELMENT ED UNDERGRAD MAJOR	X	X	-
TCHR0016	T040707	HE002558	SEC ED UNDERGRAD MAJOR	X	X	-
TCHR0017	T040703	HE002559	WAS YOUR UNDERGRADUATE MAJOR MATH?	X	X	-
TCHR0018	T040704	HE002560	WAS YOUR UNDERGRADUATE MAJOR MATH ED?	X	X	-
TCHR0019	T040710	HE002561	SCIENCE ED UNDERGRAD MAJOR	X	X	-
TCHR0020	T040711	HE002562	LIFE SCIENCE UNDERGRAD MAJOR?	X	-	-
TCHR0021	T040712	HE002563	PHYSICAL SCIENCE UNDERGRAD MAJOR?	X	-	-
TCHR0022	T040713	HE002564	EARTH SCIENCE UNDERGRAD MAJOR?	X	-	-
TCHR0023	T040708	HE002565	SPECIAL EDUCATION UNDERGRAD MAJOR	X	X	-
TCHR0024	T040709	HE002566	BILINGUAL ED/ESL UNDERGRAD MAJOR	X	X	-
TCHR0025	T040705	HE002567	OTHER UNDERGRAD MAJOR	X	X	-
TCHR0026	T040801	HE002568	EDUCATION GRAD MAJOR	X	X	-
TCHR0027	T040807	HE002569	ELEMENTARY ED GRAD MAJOR	X	X	-
TCHR0028	T040808	HE002570	SECONDARY ED GRAD MAJOR	X	X	-
TCHR0029	T040803	HE002571	WAS YOUR GRADUATE MAJOR MATHEMATICS?	X	X	-
TCHR0030	T040804	HE002572	WAS YOUR GRADUATE MAJOR MATH ED?	X	X	-
TCHR0031	T040814	HE002573	SCIENCE ED GRAD MAJOR?	X	-	-
TCHR0032	T040815	HE002574	LIFE SCIENCE GRAD MAJOR?	X	-	-
TCHR0033	T040816	HE002575	PHYSICAL SCIENCE GRAD MAJOR?	X	-	-
TCHR0034	T040817	HE002576	EARTH SCIENCE GRAD MAJOR?	X	-	-
TCHR0035	T040809	HE002577	SPECIAL ED GRAD MAJOR	X	X	-
TCHR0036	T040810	HE002578	BILINGUAL GRAD MAJOR	X	X	-
TCHR0037	T040811	HE002579	ADMIN/SUPERVISION GRAD MAJOR	X	X	-
TCHR0038	T040812	HE002580	CURRICULUM/INSTRUCTION GRAD MAJOR?	X	X	-
TCHR0039	T040813	LD001506	COUNSELING GRAD MAJOR?	X	X	-
TCHR0040	T040805	HE002581	OTHER GRAD MAJOR	X	X	-
TCHR0041	T040806	HE002582	NO GRADUATE STUDY	X	X	-
TCHR0042	T056401	HE002584	UNDERGRAD/GRAD MINOR STUDY-EDUCATION	X	X	-
TCHR0043	T056402	HE002585	UNDERGRAD/GRAD MINOR STUDY-ELEMENTARY ED	X	X	-
TCHR0044	T056403	HE002586	UNDERGRAD/GRAD MINOR STUDY-SECONDARY ED	X	X	-
TCHR0045	T056404	HE002587	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS	X	X	-
TCHR0046	T056405	HE002588	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS ED	X	X	-
TCHR0047	T056413	HE002589	UNDERGRAD/GRAD MINOR STUDY-SCIENCE ED	X	-	-
TCHR0048	T056414	HE002590	UNDERGRAD/GRAD MINOR STUDY-LIFE SCIENCE	X	-	-
TCHR0049	T056415	HE002591	UNDERGRAD/GRAD MINOR STUDY-PHYSICAL SCIENCE	X	-	-
TCHR0050	T056416	HE002592	UNDERGRAD/GRAD MINOR STUDY-EARTH SCIENCE	X	-	-
TCHR0051	T056406	HE002593	UNDERGRAD/GRAD MINOR STUDY-SPECIAL ED	X	X	-
TCHR0052	T056407	HE002594	UNDERGRAD/GRAD MINOR STUDY-BILINGUAL ED	X	X	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TCHR0053	T056408	HE002595	UNDERGRAD/GRAD MINOR STUDY-ADMIN & SUPERVISION	X	X	-
TCHR0054	T056409	HE002596	UNDERGRAD/GRAD MINOR STUDY-CURRICULUM & INSTRUC	X	X	-
TCHR0055	T056410	LD001509	UNDERGRAD/GRAD MINOR STUDY-COUNSELING	X	X	-
TCHR0056	T056411	HE002597	UNDERGRAD/GRAD MINOR STUDY-OTHER	X	X	-
TCHR0057	T056412	HE002598	UNDERGRAD/GRAD MINOR STUDY-NONE	X	X	-
TCHR0058	T056501	HE002599	LAST YR, HOW MUCH TIME IN MATH/MATH ED SEM/WRKSHPS?	X	X	-
TCHR0059	T058101	he002600	LAST YR, HOW MUCH TIME IN SCI/SCI ED SEM/WRKSHPS?	X	-	-
TCHR0060	T056601	HE002601	LAST 2 YRS, HOW MANY MATH/MATH ED UNIV COURSES?	X	X	-
TCHR0061	T058201	HE002602	LAST 2 YRS, HOW MANY SCI/SCI ED UNIV COURSES?	X	-	-
TCHR0062	T056701	HE002604	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TELECOMM USE	X	X	-
TCHR0063	T056702	HE002605	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TECH USE	X	X	-
TCHR0064	T056703	HE002606	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-COOP INSTRCT	X	X	-
TCHR0065	T056704	HE002607	PAST 5 YRS, COURSES/IN PRO DEVL-INTERDISP INSTRCT	X	X	-
TCHR0066	T056705	HE002608	PAST 5 YRS, COURSES/IN PRO DEVL-PORTFOLIO ASSMNT	X	X	-
TCHR0067	T056706	HE002609	PAST 5 YRS, COURSES/IN PRO DEVL-PERF BASED ASSMNT	X	X	-
TCHR0068	T056707	HE002610	PAST 5 YRS, COURSES/PRO DEVL-TEACH HIGHORDER THKG	X	X	-
TCHR0069	T056708	HE002611	PAST 5 YRS, COURSES/PRO DEVL-TEACH DIFF CULT BKGD	X	X	-
TCHR0070	T056709	HE002612	PAST 5 YRS, COURSES/PRO DEVL-TEACH LEP STUDENTS	X	X	-
TCHR0071	T056710	HE002613	PAST 5 YRS, COURSES/PRO DEVL-TEACH SPEC NEED STDS	X	X	-
TCHR0072	T056711	HE002614	PAST 5 YRS, COURSES/PRO DEVL-CLASSRM MNGMT/ORG	X	X	-
TCHR0073	T056712	HE002615	PAST 5 YRS, COURSES/PRO DEVL-OTHER PROF ISSUES	X	X	-
TCHR0074	T056713	HE002616	PAST 5 YRS, COURSES/PRO DEVL-NONE OF ABOVE	X	X	-
TCHR0075	T041201	HE001022	AVAILABILITY OF RESOURCES	X	X	-
TCHR0076	T041302	LD001512	ARE CURRICULUM SPECIALISTS AVAILABLE FOR MATH?	X	-	-
TCHR0077	T041303	LD001513	SCIENCE CURRICULUM SPECIALIST	X	-	-
TCHR0078	T056801	HE001251	HOW MANY SCHOOL HOURS ARE PREP TIME PER WEEK?	X	X	-
TCHR0079	T056901	HE003110	METHODS OF TEACHING ELEM MATH- 1+COLLEGE COURSE	X	X	-
TCHR0080	T0569A1	HE003110	METHODS OF TEACHING ELEM MATH-PART COLLEGE COURSE	X	X	-
TCHR0081	T0569B1	HE003110	METHODS OF TEACHING ELEM MATH-SEMINAR	X	X	-
TCHR0082	T0569C1	HE003110	METHODS OF TEACHING ELEM MATH-LITTLE NO EXPOSURE	X	X	-
TCHR0083	T056902	HE003111	NUMBER SYSTEMS & NUMERATION-1+ COLLEGE COURSE	X	X	-
TCHR0084	T0569A2	HE003111	NUMBER SYSTEMS & NUMERATION-PART COLLEGE COURSE	X	X	-
TCHR0085	T0569B2	HE003111	NUMBER SYSTEMS & NUMERATION-SEMINAR	X	X	-
TCHR0086	T0569C2	HE003111	NUMBER SYSTEMS & NUMERATION-LITTLE/NO EXPOSURE	X	X	-
TCHR0087	T056903	HE003112	MEASUREMENT IN MATH- 1+COLLEGE COURSE	X	X	-
TCHR0088	T0569A3	HE003112	MEASUREMENT IN MATH- PART COLLEGE COURSE	X	X	-
TCHR0089	T0569B3	HE003112	MEASUREMENT IN MATH- -SEMINAR	X	X	-
TCHR0090	T0569C3	HE003112	MEASUREMENT IN MATH- -LITTLE NO EXPOSURE	X	X	-
TCHR0091	T056904	HE003113	GEOMETRY- 1+COLLEGE COURSE	X	X	-
TCHR0092	T0569A4	HE003113	GEOMETRY-PART COLLEGE COURSE	X	X	-
TCHR0093	T0569B4	HE003113	GEOMETRY-SEMINAR	X	X	-
TCHR0094	T0569C4	HE003113	GEOMETRY-LITTLE NO EXPOSURE	X	X	-
TCHR0095	T056905	HE003114	PROBABILITY/STATISTICS- 1+COLLEGE COURSE	X	X	-
TCHR0096	T0569A5	HE003114	PROBABILITY/STATISTICS-PART COLLEGE COURSE	X	X	-
TCHR0097	T0569B5	HE003114	PROBABILITY/STATISTICS-SEMINAR	X	X	-
TCHR0098	T0569C5	HE003114	PROBABILITY/STATISTICS-LITTLE NO EXPOSURE	X	X	-
TCHR0099	T056906	WO001011	COLLEGE ALGEBRA- 1+COLLEGE COURSE	X	X	-
TCHR0100	T0569A6	WO001011	COLLEGE ALGEBRA-PART COLLEGE COURSE	X	X	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TCHR0101	T0569B6	WO001011	COLLEGE ALGEBRA-SEMINAR	X	X	-
TCHR0102	T0569C6	WO001011	COLLEGE ALGEBRA-LITTLE NO EXPOSURE	X	X	-
TCHR0103	T056907	HE003116	CALCULUS- 1+COLLEGE COURSE	X	X	-
TCHR0104	T0569A7	HE003116	CALCULUS-PART COLLEGE COURSE	X	X	-
TCHR0105	T0569B7	HE003116	CALCULUS-SEMINAR	X	X	-
TCHR0106	T0569C7	HE003116	CALCULUS-LITTLE NO EXPOSURE	X	X	-
TCHR0107	T056908	HE003117	ABSTRACT/LINEAR ALGEBRA- 1+COLLEGE COURSE	X	X	-
TCHR0108	T0569A8	HE003117	ABSTRACT/LINEAR ALGEBRA-PART COLLEGE COURSE	X	X	-
TCHR0109	T0569B8	HE003117	ABSTRACT/LINEAR ALGEBRA-SEMINAR	X	X	-
TCHR0110	T0569C8	HE003117	ABSTRACT/LINEAR ALGEBRA-LITTLE NO EXPOSURE	X	X	-
TCHR0111	T057001	HE003118	EVER STUDIED ESTIMATION?	X	X	-
TCHR0112	T057002	HE003119	EVER STUDIED PROBLEM SOLVING IN MATH?	X	X	-
TCHR0113	T057003	HE003120	EVER STUDIED USE OF MANIPULATIVES?	X	X	-
TCHR0114	T057004	HE003121	EVER STUDIED USE OF CALCULATORS IN MATH INSTRC?	X	X	-
TCHR0115	T057005	HE003122	EVER STUDIED UNDERSTANDING STUDS MATH THINKING?	X	X	-
TCHR0116	T057006	HE003123	EVER STUDIED GENDER ISSUES IN TEACHING MATH?	X	X	-
TCHR0117	T057007	HE003124	EVER STUDIED TEACHING STUDS OF DIFF CULTURES?	X	X	-
TCHR0118	T057101	WO001012	KNOWLEDGE OF NCTM CURR & EVAL STANDARDS FOR MATH?	X	X	-
TCHR0119	T057201	WO001013	PRO ACTVTS-STRATEGIES LOCAL WORKSHOPS	X	X	-
TCHR0120	T057211	WO001013	PRO ACTVTS-STRATEGIES REGIONAL NCTM MEETING	X	X	-
TCHR0121	T057221	WO001013	PRO ACTVTS-STRATEGIES NATIONAL NCTM MEETING	X	X	-
TCHR0122	T057231	WO001013	PRO ACTVTS-STRATEGIES OTHER	X	X	-
TCHR0123	T057241	WO001013	PRO ACTVTS-STRATEGIES NO	X	X	-
TSUB0001	T057301	HE002379	IMPORTANCE W/ STUDS-APPLYING MATH IDEAS?	X	X	-
TSUB0002	T057302	HE002380	IMPORTANCE W/ STUDS-PROB SOLVING=GOAL & CONCEPT?	X	X	-
TSUB0003	T057303	HE002381	IMPORTANCE W/ STUDS-? TECHS PROMOTE STUD TALK?	X	X	-
TSUB0004	T057304	HE002382	IMPORTANCE W/ STUDS-USE RESULTS TO INFORM DECISION	X	X	-
TSUB0005	T057401	HE001131	TO ACCESS PROGRESS HOW OFTEN USE MULT CHOICE TESTS	X	X	-
TSUB0006	T057402	HE001132	TO ACCESS PROGRESS HOW OFTEN USE PROBLEM SETS	X	X	-
TSUB0007	T057403	HE001133	TO ACCESS PROGRESS HOW OFTEN USE SHORT WRITTEN RSP	X	X	-
TSUB0008	T057404	HE001134	TO ACCESS PROGRESS HOW OFTEN USE INDV/GROUP PRJCTS	X	X	-
TSUB0009	T057405	HE002396	TO ACCESS PROGRESS HOW OFTEN USE PORTFOLIOS	X	X	-
TSUB0010	T057501	HE002401	BEST DESCRIPTION OF COMPUTER AVAILABLITY IN MATH	X	X	-
TSUB0011	T057601	HE002402	PRIMARY USE OF COMPUTERS FOR MATH INSTRUCTION?	X	X	-
TSUB0012	T044002	HE002412	ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY?	X	X	-
TSUB0013	T057701	HE002383	IF ASSIGNED BY ABILITY, WHAT BASIS ASSIGNED?	X	X	-
TSUB0014	T057801	HE002384	IF ASSIGNED BY ABILITY, WHAT IS MATH ABILITY?	X	X	-
TSUB0015	T044201	HE001104	CREATE GROUPS IN CLASS FOR MATH ON ABILITY BASIS?	X	X	-
TSUB0016	T044301	HE001105	TIME/WEEK ON MATH INSTRUTION?	X	X	-
TSUB0017	T057901	HE002385	HOW MUCH TIME PER WEEK STUDS DO MATH W/ PARTNER?	X	X	-
TSUB0018	T044401	HE001106	AMOUNT MATH HOMEWORK ASSIGN/DAY?	X	X	-
TSUB0019	T044501	HE001108	HOW OFTEN DO STUDENTS DO MATH FROM TEXTBOOKS?	X	X	-
TSUB0020	T044502	HE001109	HOW OFTEN DO STUDENTS DO MATH ON WORKSHEETS?	X	X	-
TSUB0021	T044512	HE001110	HOW OFTEN DO STUDENTS SOLVE PROBS W/ OTHER STUDS?	X	X	-
TSUB0022	T044513	HE002397	HOW OFTEN DO STUDENTS WORK W/ OBJECTS LIKE RULERS?	X	X	-
TSUB0023	T044514	HE002398	HOW OFTEN WORK W/ COUNTING BLOCKS.GEOMETRIC SHAPES	X	X	-
TSUB0024	T044505	HE001112	HOW OFTEN DO STUDENTS USE A CALCULATOR?	X	X	-
TSUB0025	T044515	HE002399	HOW OFTEN DO STUDENTS TAKE MATH TESTS?	X	X	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TSUB0026	T044507	HE001114	HOW OFTEN DO STUDENTS WRITE ABOUT PROBLEM-SOLVING?	X	X	-
TSUB0027	T044516	HE002400	HOW OFTEN DO STUDENTS TALK ABOUT MATH WORK?	X	X	-
TSUB0028	T044508	HE001115	HOW OFTEN DO STUDENTS WRITE REPORTS/DO PROJECTS?	X	X	-
TSUB0029	T044509	HE001116	HOW OFTEN DO STUDENTS DISCUSS MATH W/OTHER STDNTS?	X	X	-
TSUB0030	T044510	HE001117	HOW OFTEN DO STUDENTS WORK REAL-LIFE MATH PRBLMS?	X	X	-
TSUB0031	T044506	HE001113	HOW OFTEN DO STUDENTS USE A COMPUTER?	X	X	-
TSUB0032	T058001	HE002387	IN MATH CLASS HOW OFTEN ADDRESS-NUMBERS & OPS?	X	X	-
TSUB0033	T058002	HE002388	IN MATH CLASS HOW OFTEN ADDRESS-MEASUREMENT?	X	X	-
TSUB0034	T058003	HE002389	IN MATH CLASS HOW OFTEN ADDRESS-GEOMETRY?	X	X	-
TSUB0035	T058004	HE002390	IN MATH CLASS HOW OFTEN ADDRESS-DATA ANALYSIS?	X	X	-
TSUB0036	T058005	HE002391	IN MATH CLASS HOW OFTEN ADDRESS-ALGEBRA & FUNCT?	X	X	-
TSUB0037	T058006	HE002392	IN MATH HOW OFTEN ADDRESS-LRN MATH FACTS/CONCEPTS?	X	X	-
TSUB0038	T058007	HE002393	IN MATH HOW OFTEN ADDRESS-LRN SKILLS/PROCEDURES?	X	X	-
TSUB0039	T058008	HE002394	IN MATH HOW OFTEN ADDRESS-DEVELOP REASONING ABLTY?	X	X	-
TSUB0040	T058009	HE002395	IN MATH HOW OFTEN ADDRESS-LRN TO COMMUNICATE MATH?	X	X	-
TSUB0041	T045401	HE001135	DO YOU PERMIT UNRESTRICTED USE OF CALCULATORS?	X	X	-
TSUB0042	T044801	HE001136	DO YOU PERMIT USE OF CALCULATORS ON TESTS?	X	X	-
TSUB0043	T045001	HE001183	STUDENTS HAVE ACCESS TO SCHL-OWNED CALCULATORS?	X	X	-
TSUB0044	T044901	HE001279	DO YOU PROVIDE INSTRUCTION IN USE OF CALCULATORS?	X	X	-
TSUB0045	T045304	HE001276	HOW PREPARED TO TEACH MATH CONCEPTS?	X	X	-
TSUB0046	T045305	HE002403	HOW PREPARED TO TEACH MATH PROCEDURES?	X	X	-
TSUB0047	T045302	HE001145	HOW PREPARED TO TEACH USE OF COMPUTERS?	X	X	-
TSUB0048	T045303	HE001146	HOW PREPARED TO TEACH USE OF CALCULATORS?	X	X	-
TSUB0049	T044000	WP000051	NUMBER OF STUDENTS IN CLASS?	X	X	-
SCHL0087	C034201	HE000926	BEST DESCRIBES HOW 8TH GRADES ARE ORGANIZED?	-	X	-
SCHL0088	C034402	HE002232	ARE 8TH-GRADERS ASSIGNED TO MATH BY ABILITY?	-	X	-
SCHL0089	C034403	HE002234	ARE 8TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?	-	X	-
SCHL0090	C034401	LD001571	ARE 8TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?	-	X	-
SCHL0091	C034406	LD001572	ARE 8TH-GRADERS ASSIGNED TO ARTS BY ABILITY?	-	X	-
SCHL0092	C034510	HE002146	HOW OFTEN 8TH GRDS RECEIVE COMP SCI INSTRUCTION?	-	X	-
SCHL0093	C034511	HE002148	HOW OFTEN 8TH GRDS RECEIVE MATH INSTRUCTION?	-	X	-
SCHL0094	C034512	HE002149	HOW OFTEN 8TH GRDS RECEIVE SCIENCE INSTRUCTION?	-	X	-
SCHL0095	C034513	LD001573	HOW OFTEN 8TH GRDS RECEIVE ENGLISH INSTRUCTION?	-	X	-
SCHL0096	C034514	LD001574	HOW OFTEN 8TH GRDS RECEIVE ARTS INSTRUCTION?	-	X	-
SCHL0097	C031611	LD001575	HAS ENGLISH BEEN IDENTIFIED AS A PRIORITY?	-	X	-
SCHL0098	C034601	HE000935	SCHOOL OFFER 8TH GR STUDS ALGEBRA FOR HS CREDIT?	-	X	-
SCHL0099	C037203	LD001557	SCHOOL W/ SPECIAL FOCUS ON ENGLISH?	-	X	X
SCHL0100	C037306	LD001577	SCHOOL FOLLOW DISTRICT/STATE ENGLISH CURRICULUM?	-	X	X
SCHL0101	C039401	HE002155	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR MATH?	-	X	-
SCHL0102	C039402	HE002157	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR SCIENCE?	-	X	-
SCHL0103	C039403	LD001578	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR READING?	-	X	-
SCHL0104	C039404	LD001579	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR ARTS?	-	X	-
SCHL0105	C039405	HE002160	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR OTHER?	-	X	-
SCHL0106	C039406	HE002161	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR NONE ABOVE?	-	X	-
SCHL0107	C039501	HE002164	8TH GRADERS IN EXTRACURR ACTS FOR MATH?	-	X	-
SCHL0108	C039502	HE002166	8TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?	-	X	-
SCHL0109	C039503	LD001580	8TH GRADERS IN EXTRACURR ACTS FOR ENG/LANG ARTS?	-	X	-
SCHL0110	C039504	LD001581	8TH GRADERS IN EXTRACURR ACTS FOR ARTS?	-	X	-

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0111	C039505	HE002169	8TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?	-	X	-
SCHL0112	C039601	HE002172	8TH GRADERS IN SUMMER PROGRAMS IN MATH?	-	X	-
SCHL0113	C039602	HE002174	8TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	-	X	-
SCHL0114	C039603	LD001582	8TH GRADERS IN SUMMER PROGRAMS IN ENG/LANG ARTS?	-	X	-
SCHL0115	C039604	LD001583	8TH GRADERS IN SUMMER PROGRAMS IN ARTS?	-	X	-
SCHL0116	C039605	HE002177	8TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	-	X	-
SCHL0117	C041901	HE002230	WHAT % OF 8TH GRDS HELD BACK/REPEAT 8TH GRADE?	-	X	-
TCHR0124	T063001	HE001081	YRS TOTAL TAUGHT MATH	-	X	-
TCHR0125	T058301	HE002617	CURRICULUM SPECIALIST TO HELP/ADVISE IN MATH?	-	X	-
SCHL0118	C035002	HE002247	ARE 12TH-GRADERS ASSIGNED TO MATH BY ABILITY?	-	-	X
SCHL0119	C035003	HE002249	ARE 12TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?	-	-	X
SCHL0120	C035006	LD001588	ARE 12TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?	-	-	X
SCHL0121	C035007	LD001589	ARE 12TH-GRADERS ASSIGNED TO ARTS BY ABILITY?	-	-	X
SCHL0122	C040201	HE002253	FROM 9TH ON HOW MANY YRS REQUIRED FOR MATH?	-	-	X
SCHL0123	C040202	HE002254	FROM 9TH ON HOW MANY YRS REQUIRED FOR SCIENCE?	-	-	X
SCHL0124	C040203	LD001590	FROM 9TH ON HOW MANY YRS REQUIRED FOR ENG/LIT?	-	-	X
SCHL0125	C040204	HE002255	FROM 9TH ON HOW MANY YRS REQUIRED FINE/PERF ARTS?	-	-	X
SCHL0126	C040301	HE002256	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED BIO?	-	-	X
SCHL0127	C040302	HE002257	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED CHEM?	-	-	X
SCHL0128	C040303	HE002258	COURSES 1 OR > SEMESTERS TAUGHT IN ADV PHYSICS?	-	-	X
SCHL0129	C040304	HE002259	NO ADVANCED SCIENCE COURSES TAUGHT	-	-	X
SCHL0130	C040305	WP000094	COURSES 1 OR > SEMESTERS TAUGHT IN COMP SCI?	-	-	X
SCHL0131	C040306	LC000512	COURSES 1 OR > SEMESTERS TAUGHT IN CALCULUS?	-	-	X
SCHL0132	C040307	WP000095	COURSES 1 OR > SEMESTERS TAUGHT IN TRIGONOMETRY?	-	-	X
SCHL0133	C040308	WP000096	COURSES 1 OR > SEMESTERS TAUGHT IN PRECALCULUS?	-	-	X
SCHL0134	C040309	LC000511	COURSES 1 OR > SEMESTERS TAUGHT IN PROB/STAT?	-	-	X
SCHL0135	C040310	WP000098	COURSES 1 OR > SEMESTERS TAUGHT IN UNI/INTEG MATH?	-	-	X
SCHL0136	C040311	HE002260	NO ADVANCED MATH COURSES TAUGHT?	-	-	X
SCHL0137	C040401	HE002272	STUDS REQUIRED TO PASS STATE TEST IN MATH?	-	-	X
SCHL0138	C040402	HE002273	STUDS REQUIRED TO PASS STATE TEST IN SCIENCE?	-	-	X
SCHL0139	C040403	LD001591	STUDS REQUIRED TO PASS STATE TEST IN ENG/LANG ARTS	-	-	X
SCHL0140	C040404	HE002274	STUDS REQUIRED TO PASS STATE TEST IN FINE/PERF ART	-	-	X
SCHL0141	C040501	HE002277	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR MATH?	-	-	X
SCHL0142	C040502	HE002279	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR SCIENCE?	-	-	X
SCHL0143	C040503	LD001592	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ENG/LANG ART	-	-	X
SCHL0144	C040504	LD001593	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ARTS?	-	-	X
SCHL0145	C040505	HE002286	SCHOOL SPONSER 12TH GR FIELD TRIPS IN OTHER?	-	-	X
SCHL0146	C040506	HE002288	SCHOOL SPONSER 12TH GR FIELD TRIPS IN NONE ABOVE?	-	-	X
SCHL0147	C040601	HE002296	12TH GRADERS IN EXTRACURR ACTS IN MATH?	-	-	X
SCHL0148	C040602	HE002288	12TH GRADERS IN EXTRACURR ACTS IN SCIENCE?	-	-	X
SCHL0149	C040603	LD001594	12TH GRADERS IN EXTRACURR ACTS IN ENG/LANG ARTS?	-	-	X
SCHL0150	C040604	LD001595	12TH GRADERS IN EXTRACURR ACTS IN ARTS?	-	-	X
SCHL0151	C040605	HE002291	12TH GRADERS IN EXTRACURR ACTS IN NONE OF ABOVE?	-	-	X
SCHL0152	C040701	HE002294	12TH GRADERS IN SUMMER PROGRAMS IN MATH?	-	-	X
SCHL0153	C040702	HE002296	12TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	-	-	X
SCHL0154	C040703	LD001596	12TH GRADERS IN SUMMER PORGRAMS IN ENG/LANG ARTS?	-	-	X
SCHL0155	C040704	LD001597	12TH GRADERS IN SUMMER PROGRAMS IN ARTS?	-	-	X
SCHL0156	C040705	HE002299	12TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	-	-	X

Table C-2 (continued)
Summary Table of the 1996 Mathematics Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0157	C040801	HE002346	# STUDS ENROLLED IN AP SCIENCE COURSES?	-	-	X
SCHL0158	C040802	HE002347	# STUDS ENROLLED IN AP CALCULUS COURSES?	-	-	X
SCHL0159	C040803	HE002350	# STUDS ENROLLED IN AP COMP SCI COURSES?	-	-	X
SCHL0160	C040804	LD001598	# STUDS ENROLLED IN AP ENGLISH COURSES?	-	-	X
SCHL0161	C040901	HE002353	ANY 12TH GRDS TAKING COLLEGE COURSES IN MATH?	-	-	X
SCHL0162	C040902	HE002355	ANY 12TH GRDS TAKING COLLEGE COURSES IN SCIENCE?	-	-	X
SCHL0163	C040903	LD001599	ANY 12TH GRDS TAKING COLLEGE COURSES ENG/LANG ARTS	-	-	X
SCHL0164	C040904	LD001600	ANY 12TH GRDS TAKING COLLEGE COURSES IN ARTS?	-	-	X
SCHL0165	C040905	HE002358	ANY 12TH GRDS TAKING COLLEGE COURSES IN NONE ABOVE	-	-	X
SCHL0166	C041001	HE002359	WHAT % 12TH GRDS HELD BACK AND REPEAT 12TH GRADE?	-	-	X
SCHL0167	C041101	HE003193	LAST YR WHAT % OF 12TH GRDS GRADUATED?	-	-	X
SCHL0168	C036001	HE001002	WHAT % OF GRADUATING CLASS NOW IN 2-YR COLLEGE?	-	-	X
SCHL0169	C036002	HE001003	WHAT % OF GRADUATING CLASS NOW IN 4-YR COLLEGE?	-	-	X
SCHL0170	C036003	HE002360	WHAT % OF GRADUATING CLASS NOW IN VO-TEC SCHOOL?	-	-	X
SCHL0171	C036004	HE002361	WHAT % OF GRAD CLASS NOW IN EMPLOYER TRAINING?	-	-	X
SCHL0172	C036005	HE002362	% OF GRADUATING CLASS NOW IN MILITARY SERVICE?	-	-	X
SCHL0173	NTLUNSC		PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0174	NTLUNSC		PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0175	REMRDSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING	X	X	X
SCHL0176	REMRDSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING	X	X	X
SCHL0177	REMMHSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH	X	X	X
SCHL0178	REMMHSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH	X	X	X
SCHL0179	NTLUNGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	-	-
SCHL0180	NTLUNGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	-	-
SCHL0181	REMRDGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING	X	-	-
SCHL0182	REMRDGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING	X	-	-
SCHL0183	REMMHGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH	X	-	-
SCHL0184	REMMHGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH	X	-	-
SCHL0185	NTLUNGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	X	-
SCHL0186	NTLUNGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	X	-
SCHL0187	REMRDGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING	-	X	-
SCHL0188	REMRDGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING	-	X	-
SCHL0189	REMMHGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH	-	X	-
SCHL0190	REMMHGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH	-	X	-
SCHL0191	NTLUNGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	-	X
SCHL0192	NTLUNGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	-	X
SCHL0193	REMRDGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING	-	-	X
SCHL0194	REMRDGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING	-	-	X
SCHL0195	REMMHGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH	-	-	X
SCHL0196	REMMHGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH	-	-	X
BACK0091	BOOK		BOOK NUMBER FOR SCREENING	X	X	X

Table C-3
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 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	TOL8		MSA/NON-MSA	X	X	X
BACK0006	TOL5		TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0007	DOC		DESCRIPTION OF COMMUNITY	X	X	X
BACK0008	PARED		PARENTS' HIGHEST LEVEL OF EDUCATION	X	X	X
BACK0009	REGION		REGION OF THE COUNTRY	X	X	X
BACK0010	SCHTYPE		SCHOOL TYPE (PQ)	X	X	X
BACK0011	IEP		INDIVIDUALIZED EDUCATION PROGRAM		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	B003201	TB003201	HOW OFTEN DO THE PEOPLE IN YOUR HOME SPEAK A LANGUAGE OTHER THAN ENGLISH?	X	X	X
BACK0016	B009001	LD001715	HOW MUCH TV/VIDEO DO YOU USUALLY WATCH EACH DAY? (LINEAR)	X	X	X
BACK0017	B009001	LD001715	HOW MUCH TV/VIDEO 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	B009101	LD001716	HOURS EXTRA READING/WK, NOT CONNECTED W/ SCHOOL?	X	X	-
BACK0022	HOMEEN3		NUMBER OF ITEMS IN THE HOME (NEWSPAPER, > 25 BOOKS, ENCYCLOPEDIA, MAGAZINES) (DERIVED)	X	X	X
BACK0023	S004001	TS004001	HOW MANY DAYS OF SCHOOL MISSED LAST MONTH?	X	X	X
BACK0024	B007602	TM810801	HOW MANY GRADES IN THIS STATE (4)	-	X	-
BACK0025	B010101	HE002545	SINCE 1ST GR, NOT PROMOTION, HOW OFTEN DIFF SCHLS?	-	X	-
BACK0026	B008001	LC000006	HOW LONG LIVED IN THE UNITED STATES?	X	X	X
BACK0027	B007601	JL001015	HOW MANY GRADES IN THIS STATE? (4TH GRADE)	X	-	-
SCHL0001	SCHNORM		SCHOOL LEVEL AVERAGE SCIENCE NORMIT (MISSING VS NON-MISSING)	X	X	X
SCHL0002	SCHNORM		SCHOOL LEVEL AVERAGE SCIENCE NORMIT	X	X	X
BACK0028	B009201	HE002537	TIMES CHANGED SCHLS SINCE 1ST GR; NOT PROMOTIONS?	X	-	-
BACK0029	B007302	HE000712	TIMES CHANGED SCHOOL SINCE FIRST GRADE	-	-	X
BACK0030	B008301	LC000168	HOW MANY GRADES IN THIS STATE (12TH GRADE)	-	-	X
BACK0031	B007401	HE000717	HOW OFTEN DO YOU DISCUSS THINGS STUDIED IN SCHOOL WITH SOMEONE AT HOME?	X	X	X
BACK0032	B009301	HE002795	HOW OFTEN USE A HOME COMPUTER FOR SCHOOLWORK?	X	X	X
BACK0033	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	-	-	X
BACK0034	B001101	TB001101	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?	-	-	X
BACK0035	B008501	HE002549	WHICH BEST DESCRIBES YOUR HIGH-SCHOOL PROGRAM?	-	-	X
BACK0036	B007101	HE000333	SEMESTERS ENGLISH/LITERATURE/WRITING (MISSING VS NON-MISSING)	-	-	X
BACK0037	B007101	HE000333	NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)	-	-	X
BACK0038	B007102	HE000334	SEMESTERS MATHEMATICS (MISSING VS NON-MISSING)	-	-	X
BACK0039	B007102	HE000334	NUMBER OF SEMESTERS MATHEMATICS (LINEAR)	-	-	X
BACK0040	B007103	HE000335	SEMESTERS SCIENCE (MISSING VS NON-MISSING)	-	-	X
BACK0041	B007103	HE000335	NUMBER OF SEMESTERS SCIENCE (LINEAR)	-	-	X
BACK0042	B007104	HE000336	SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (MISSING VS NON-MISSING)	-	-	X
BACK0043	B007104	HE000336	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)	-	-	X
BACK0044	B007105	HE000337	SEMESTERS FOREIGN LANGUAGES (MISSING VS NON-MISSING)	-	-	X
BACK0045	B007105	HE000337	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)	-	-	X
BACK0046	B007106	HE000338	SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (MISSING VS NON-MISSING)	-	-	X

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
BACK0047	B007106	HE000338	NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)	-	-	X
BACK0048	B007107	TB007100	SEMESTERS ART/MUSIC (MISSING VS NON-MISSING)	-	-	X
BACK0049	B007107	TB007100	NUMBER OF SEMESTERS ART/MUSIC (LINEAR)	-	-	X
SUBJ0001	SCITAKE		WHAT KIND OF SCI CLASS ARE YOU TAKING THIS YEAR?	-	X	-
BACK0050	INTERACT		INTERACTION: GENDER BY RACE/ETHNICITY	X	X	X
BACK0051	INTERACT		INTERACTION: GENDER BY TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0052	INTERACT		INTERACTION: GENDER BY PARENTS' EDUCATION	X	X	X
BACK0053	INTERACT		INTERACTION: GENDER BY SCHOOL TYPE	X	X	X
BACK0054	INTERACT		INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (5 CATEGORIES)	X	X	X
BACK0055	INTERACT		INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION	X	X	X
BACK0056	INTERACT		INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE	X	X	X
BACK0057	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY PARENT'S EDUCATION	X	X	X
BACK0058	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY SCHOOL TYPE	X	X	X
BACK0059	INTERACT		INTERACTION: PARENTS' EDUCATION BY SCHOOL TYPE	X	X	X
BACK0060	INTERACT		INTERACTION: GENDER BY SCIENCE COURSES TAKING THIS YEAR	-	X	-
BACK0061	INTERACT		INTERACTION: GENDER BY NUMBER OF SEMESTERS SCIENCE	-	-	X
BACK0062	INTERACT		INTERACTION: RACE/ETHNICITY BY SCIENCE COURSES TAKING THIS YEAR	-	X	-
BACK0063	INTERACT		INTERACTION: RACE/ETHNICITY BY NUMBER OF SEMESTERS SCIENCE	-	-	X
BACK0064	INTERACT		INTERACTION: PARENTS' EDUCATION BY SCIENCE COURSES TAKING THIS YEAR	-	X	-
BACK0065	INTERACT		INTERACTION: PARENTS' EDUCATION BY NUMBER OF SEMESTERS SCIENCE	-	-	X
BACK0066	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY SCIENCE COURSES TAKING THIS YEAR	-	X	-
BACK0067	INTERACT		INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY NUMBER OF SEMESTERS SCIENCE	-	-	X
BACK0068	INTERACT		INTERACTION: SCHOOL TYPE BY SCIENCE COURSES TAKING THIS YEAR	-	X	-
BACK0069	INTERACT		INTERACTION: SCHOOL TYPE BY NUMBER OF SEMESTERS SCIENCE	-	-	X
BACK0073	SUBSAMP		SAMPLE TYPE	X	X	X
BACK0074	INTERACT		INTERACTION: SAMPLE BY RACE/ETHNICITY	X	X	X
BACK0075	B008901	HE002489	DO YOU HAVE YOUR OWN STUDY DESK OR TABLE AT HOME?	X	X	X
BACK0076	B009401	HE002541	HOW SAFE DO YOU FEEL AT SCHOOL?	X	X	X
BACK0077	B005601	TB005601	DOES MOTHER OR STEPMOTHER LIVE AT HOME WITH YOU?	X	X	X
BACK0078	B005701	TB005701	DOES FATHER OR STEPFATHER LIVE AT HOME WITH YOU?	X	X	X
SUBJ0002	K811001	HE002997	AGREE/DISAGREE: I LIKE SCIENCE	X	X	X
SUBJ0003	K811002	HE002998	AGREE/DISAGREE: I AM GOOD AT SCIENCE	X	X	X
SUBJ0004	K811003	HE002999	AGREE/DISAGREE: LEARNING SCI MOSTLY MEMORIZATION	X	X	X
SUBJ0005	K811004	HE003000	AGREE/DISAGREE: SCI USEFUL FOR EVERYDAY PROBLEMS	X	X	X
SUBJ0006	K811005	HE003001	AGREE/DISAGREE: IF CHOICE, WOULD NOT STUDY SCIENCE	X	X	X
SUBJ0007	K811006	HE003002	AGREE/DISAGREE: ALL CAN DO WELL IN SCI IF THEY TRY	X	X	X
SUBJ0008	K811007	HE003003	AGREE/DISAGREE: SCIENCE IS BORING	X	X	X
SUBJ0009	K811008	HE003004	AGREE/DISAGREE: SCIENCE IS A HARD SUBJECT	X	X	X
SUBJ0010	K811101	HE003006	EVER DONE HANDS-ON PROJECT WITH LIVING THINGS?	X	X	-
SUBJ0011	K811102	HE003007	EVER DONE HANDS-ON PROJECT WITH ELECTRICITY?	X	X	-
SUBJ0012	K811103	HE003008	EVER DONE HANDS-ON PROJECT WITH CHEMICALS?	X	X	-
SUBJ0013	K811104	HE003009	EVER DONE HANDS-ON PROJECT WITH ROCKS OR MINERALS?	X	X	-
SUBJ0014	K811105	HE003010	DONE HANDS-ON PROJ W/ MAGNIFYING GLASS/MICROSCOPE?	X	X	-
SUBJ0015	K811106	HE003011	DONE HANDS-ON PROJ W/ THERMOMETER OR BAROMETER?	X	X	-
SUBJ0016	K811107	HE003012	EVER DONE HANDS-ON PROJECT WITH SIMPLE MACHINES?	X	X	-
SUBJ0017	K811108	HE003013	HAVE DONE HANDS-ON PROJECT WITH NONE OF THE ABOVE?	X	X	-
SUBJ0018	K811201	LC000144	HOW OFTEN DO YOU STUDY SCIENCE IN SCHOOL?	X	X	-
SUBJ0019	K811301	LC000146	HOW MUCH TIME PER WEEK DOING SCIENCE HOMEWORK?	X	-	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SUBJ0020	K811401	LC000147	DO SCI PROJECTS IN SCHOOL THAT TAKE 1 OR MORE WKS?	X	X	-
SUBJ0021	K811501	WO001032	LAST 2 YRS, BEEN IN SCI FAIR, FESTIVAL, SCI DAY?	X	X	X
SUBJ0022	K811601	HE003015	FOR SCI IN SCHOOL, HOW OFTEN DO YOU READ TEXTBOOK?	X	X	X
SUBJ0023	K811602	HE003016	FOR SCI IN SCHOOL, HOW OFTEN DO YOU READ MAGS/BKS?	X	X	X
SUBJ0024	K811603	HE003017	FOR SCI IN SCHOOL, HOW OFTEN DISCUSS SCIENCE NEWS?	X	X	X
SUBJ0025	K811604	WO001033	FOR SCI IN SCHOOL, HOW OFTEN WORK WITH OTHERS?	X	X	X
SUBJ0026	K811605	WO001034	FOR SCI IN SCHOOL, HOW OFTEN GIVE ORAL REPORT?	X	X	X
SUBJ0027	K811606	WO001035	FOR SCI IN SCHOOL, HOW OFTEN GIVE WRITTEN REPORT?	X	X	X
SUBJ0028	K811607	WO001036	FOR SCI IN SCHOOL, HOW OFTEN DO HANDS-ON PROJECT?	X	-	-
SUBJ0029	K811608	WO001037	FOR SCI IN SCHOOL, HOW OFTEN DISCUSS RESULTS?	X	-	-
SUBJ0030	K811609	WO001038	FOR SCI IN SCHOOL, HOW OFTEN DO YOU USE COMPUTER?	X	X	X
SUBJ0031	K811610	WO001039	FOR SCI IN SCHOOL, HOW OFTEN TAKE TEST OR QUIZ?	X	X	X
SUBJ0032	K811611	WO001040	FOR SCI IN SCHOOL, HOW OFTEN DO YOU USE LIBRARY?	X	X	X
SUBJ0033	K811612	WO001041	FOR SCI IN SCHOOL, HOW OFTEN OBSERVE/MEAS OUTSIDE?	X	X	X
SUBJ0034	K811701	WO001043	HOW OFTEN DOES SCIENCE TEACHER TALK TO CLASS?	X	X	X
SUBJ0035	K811702	WO001044	HOW OFTEN DOES SCIENCE TEACHER DO DEMONSTRATION?	X	X	X
SUBJ0036	K811703	WO001045	HOW OFTEN DOES SCIENCE TEACHER SHOW VIDEO OR TV?	X	X	X
SUBJ0037	K811704	WO001046	HOW OFTEN DOES SCIENCE TEACHER USE COMPUTER?	X	X	X
SUBJ0038	K811705	WO001047	HOW OFTEN DOES SCI TEACHER USE CD'S/LASER DISCS?	X	X	X
SUBJ0039	K811801	WO001048	HOW OFTEN DOES SCI CLASS GO ON A FIELD TRIP?	X	X	X
SUBJ0040	K811901	WO001049	HOW OFTEN DOES GUEST SPEAKER COME TO SCI CLASS?	X	X	X
SUBJ0041	SM00101	LC000075	ABOUT HOW MANY QUESTIONS RIGHT ON TEST?	X	X	X
SUBJ0042	SM00201	LC000076	HOW HARD TEST COMPARED TO THOSE IN SCHOOL?	X	X	X
SUBJ0043	SM00301	LC000077	HOW HARD DID YOU TRY ON TEST COMPARED TO OTHERS?	X	X	X
SUBJ0044	SM00401	LD000078	HOW IMPORTANT WAS IT YOU DO WELL ON THIS TEST?	X	X	X
SUBJ0045	SM00501	LC000079	HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?	X	X	X
BACK0079	B009701	HE002543	DESCRIBE YOUR OVERALL GRADES SINCE 6TH GRADE	-	X	-
BACK0080	B009801	HE002544	HOW FAR IN SCHOOL DO YOU THINK YOU WILL GO?	-	X	-
BACK0081	B009501	HE003221	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?	X	-	-
BACK0082	B009502	HE003222	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?	X	-	-
BACK0083	B009601	HE003223	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?	-	X	X
BACK0084	B009602	HE003224	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?	-	X	X
SUBJ0046	K812101	LC000145	DO YOU/TEACHER SAVE YOUR SCI WORK IN A PORTFOLIO?	-	X	-
SUBJ0047	K812201	WO001050	HOW MUCH TIME WEEKLY SPENT ON SCIENCE HOMEWORK?	-	X	X
SUBJ0048	K811613	LD001451	FOR SCI IN SCHOOL, HOW OFTEN HANDS-ON ACTIVITIES?	-	X	X
SUBJ0049	K811614	LD001477	FOR SCI, HOW OFTEN DISCUSS HANDS-ON RESULTS?	-	X	X
SUBJ0050	K811615	WO001051	FOR SCI, DESIGN & CARRY OUT OWN INVESTIGATION?	-	X	X
BACK0085	B008301	LC000168	SINCE KDG, GRADES ATTENDED IN THIS STATE?	-	-	X
BACK0086	B009901	HE002548	DESCRIBE YOUR OVERALL GRADES SINCE 9TH GRADE	-	-	X
BACK0087	B008501	HE002549	WHICH BEST DESCRIBES YOUR HIGH SCHOOL PROGRAM	-	-	X
BACK0088	B005501	TB005501	WHAT WILL TAKE LARGEST AMT. OF TIME AFTER HIGH-SCH	-	-	X
BACK0089	MOTH0CC		KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?	-	-	X
BACK0090	B011A01	HE003220	KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?	-	-	X
BACK0091	FATH0CC		KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?	-	-	X
BACK0092	B012A02	BO001994	KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?	-	-	X
SUBJ0051	K812301	LD001446	DONE SCHOOL SCI INVEST/PROJECTS W/ LIVING THINGS?	-	-	X
SUBJ0052	K812302	LD001448	DONE SCHOOL SCI INVEST/PROJECTS W/ ELECTRICITY?	-	-	X
SUBJ0053	K812303	LD001449	DONE SCHOOL SCI INVEST/PROJECTS W/ CHEMICALS?	-	-	X

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SUBJ0054	K812304	LD001450	DONE SCHOOL SCI INVEST/PROJECTS W/ ROCKS/MINERALS?	-	-	X
SUBJ0055	K812305	LD001452	DONE SCI INVEST/PROJECTS W/ MAG. GLASS/MICROSCOPE?	-	-	X
SUBJ0056	K812306	LD001453	DONE SCI INVEST/PROJECTS W/ THERMOMETER/BAROMETER?	-	-	X
SUBJ0057	K812307	LD001454	DONE SCI INVEST/PROJECTS W/ SIMPLE MACHINES?	-	-	X
SUBJ0058	K812308	LD001455	DONE SCI PROJECTS W/ INSTRUMENTS MEAS. SPEED?	-	-	X
SUBJ0059	K812309	LD001456	DONE SCHOOL SCI INVEST/PROJECTS W/ NONE OF ABOVE?	-	-	X
SUBJ0060	K812401	LC000172	ARE YOU TAKING A SCIENCE COURSE THIS YEAR?	-	-	X
SUBJ0061	K812501	LC000175	SINCE 9TH GRADE, HOW MUCH GENERAL SCIENCE?	-	-	X
SUBJ0062	K812502	LC000181	SINCE 9TH GRADE, HOW MUCH EARTH & SPACE SCIENCE?	-	-	X
SUBJ0063	K812503	LC000176	SINCE 9TH GRADE, HOW MUCH BIOLOGY?	-	-	X
SUBJ0064	K812504	LC000177	SINCE 9TH GRADE, HOW MUCH LIFE SCIENCE (NOT BIO)?	-	-	X
SUBJ0065	K812505	LC000178	SINCE 9TH GRADE, HOW MUCH CHEMISTRY?	-	-	X
SUBJ0066	K812506	LC000179	SINCE 9TH GRADE, HOW MUCH PHYSICS?	-	-	X
SUBJ0067	K812507	LC000180	SINCE 9TH GRADE, HOW MUCH OTHER PHYSICAL SCIENCE?	-	-	X
SUBJ0068	K812508	WO001053	SINCE 9TH GRADE, HOW MUCH INTEGRATED SCIENCE?	-	-	X
SUBJ0069	K812509	WO001054	SINCE 9TH GRADE, HOW MUCH SCIENCE AND TECHNOLOGY?	-	-	X
SUBJ0070	K812510	WO001055	SINCE 9TH GRADE, HOW MANY OTHER SCIENCE COURSES?	-	-	X
SUBJ0071	K812601	LC000182	ENROLLED IN SCIENCE ADVANCED PLACEMENT COURSE?	-	-	X
SUBJ0072	K812701	LC000186	DONE SCI INVEST/PROJECTS IN SCHOOL 1 WK OR MORE?	-	-	X
SUBJ0073	K811616	WO001058	HOW OFTEN ANALYZE OWN SCI DATA, FORM CONCLUSIONS?	-	-	X
SCHL0003	C030901	HE000839	BEST DESCRIBES HOW 4TH GR ARE ORGANIZED?	X	-	-
SCHL0004	C037101	HE000840	4TH GRADERS ASSIGNED BY ABILITY/ACHIEVEMENT LEVEL?	X	-	-
SCHL0005	C031212	HE002000	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN MATH?	X	-	-
SCHL0006	C031205	HE002002	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN SCIENCE?	X	-	-
SCHL0007	C031213	LD001554	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN READING?	X	-	-
SCHL0008	C031214	LD001555	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN ARTS?	X	-	-
SCHL0009	C031603	HE000861	HAS MATH BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0010	C031607	LC000469	HAS SCIENCE BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0011	C031601	HE000859	HAS READING BEEN IDENTIFIED AS A PRIORITY?	X	-	-
SCHL0012	C031610	LD001556	HAS ARTS BEEN IDENTIFIED AS A PRIORITY?	X	X	-
SCHL0013	C031606	HE000958	HAS SUBJECT INTEGRATION BEEN A PRIORITY?	X	X	-
SCHL0014	C035701	HE000843	COMPUTERS AVAILABLE ALL THE TIME IN CLASSROOM?	X	X	X
SCHL0015	C035702	HE000864	COMPUTERS GROUPED IN SEPARATE LAB AND AVAILABLE?	X	X	X
SCHL0016	C035703	HE000866	COMPUTERS AVAILABLE TO BRING TO ROOM WHEN NEEDED?	X	X	X
SCHL0017	C037201	HE002006	SCHOOL W/ SPECIAL FOCUS ON MATH?	X	X	X
SCHL0018	C037202	HE002008	SCHOOL W/ SPECIAL FOCUS ON SCIENCE?	X	X	X
SCHL0019	C037207	LD001557	SCHOOL W/ SPECIAL FOCUS ON MATH?	X	-	-
SCHL0020	C037204	LD001558	SCHOOL W/ SPECIAL FOCUS ON ARTS?	X	X	X
SCHL0021	C037205	HE002011	SCHOOL W/ SPECIAL FOCUS ON OTHER?	X	X	X
SCHL0022	C037206	HE002012	SCHOOL NOT A SPECIAL FOCUS SCHOOL?	X	X	X
SCHL0023	C037301	HE002014	SCHOOL FOLLOW DISTRICT/STATE MATH CURRICULUM?	X	X	X
SCHL0024	C037302	HE002016	SCHOOL FOLLOW DISTRICT/STATE SCIENCE CURRICULUM?	X	X	X
SCHL0025	C037303	LD001559	SCHOOL FOLLOW DISTRICT/STATE READING CURRICULUM?	X	-	-
SCHL0026	C037304	LD001560	SCHOOL FOLLOW DISTRICT/STATE ARTS CURRICULUM?	X	X	X
SCHL0027	C037305	HE002019	SCHOOL FOLLOW DISTRICT/STATE FOR NONE OF ABOVE?	X	X	X
SCHL0028	C037401	HE002021	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR MATH?	X	-	-
SCHL0029	C037402	HE002023	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR SCIENCE?	X	-	-
SCHL0030	C037403	LD001561	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR READING?	X	-	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0031	C037404	LD001562	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR ARTS?	X	-	-
SCHL0032	C037405	HE002026	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR OTHER?	X	-	-
SCHL0033	C037406	HE002027	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR NONE ABOVE?	X	-	-
SCHL0034	C037501	HE002029	4TH GRADERS IN EXTRACURR ACTS FOR MATH?	X	-	-
SCHL0035	C037502	HE002031	4TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?	X	-	-
SCHL0036	C037503	LD001563	4TH GRADERS IN EXTRACURR ACTS FOR READING?	X	-	-
SCHL0037	C037504	LD001564	4TH GRADERS IN EXTRACURR ACTS FOR ARTS?	X	-	-
SCHL0038	C037505	HE002034	4TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?	X	-	-
SCHL0039	C037601	HE002036	4TH GRADERS IN SUMMER PROGRAMS IN MATH?	X	-	-
SCHL0040	C037602	HE002038	4TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	X	-	-
SCHL0041	C037603	LD001565	4TH GRADERS IN SUMMER PROGRAMS IN READING?	X	-	-
SCHL0042	C037604	LD001566	4TH GRADERS IN SUMMER PROGRAMS IN ARTS?	X	-	-
SCHL0043	C037605	HE002041	4TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	X	-	-
SCHL0044	C036601	LC000502	WHICH BEST DESCRIBES PRIMARY WAY LIBRARY STAFFED?	X	X	X
SCHL0045	C032207	HE000875	INVOLVE PARENTS AS AIDES IN CLASSROOM?	X	X	X
SCHL0046	C032209	LC000482	HAVE PARENTS REVIEW/SIGN HOMEWORK?	X	X	X
SCHL0047	C032210	LC000484	ASSIGN HOMEWORK STUDENTS DO WITH PARENTS?	X	X	X
SCHL0048	C032211	LC000486	HAVE A PARENT VOLUNTEER PROGRAM?	X	X	X
SCHL0049	C037701	HE002142	WHAT % OF PARENTS IN PARENT-TEACHER ORGS?	X	X	X
SCHL0050	C037702	HE002108	WHAT % OF PARENTS IN OPEN HOUSE/BACK SCHOOL NIGHT?	X	X	X
SCHL0051	C037703	HE002109	WHAT % OF PARENTS IN PARENT-TEACHER CONFERENCES?	X	X	X
SCHL0052	C037704	HE002110	WHAT % PARENTS INVOLVED MAKING CURRICULUM DECISION	X	X	X
SCHL0053	C037705	HE002111	WHAT % OF PARENTS IN VOLUNTEER PROGRAMS?	X	X	X
SCHL0054	C032402	HE000888	IS STUDENT ABSENTEEISM A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0055	C032401	HE000887	IS STUDENT TARDINESS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0056	C032404	HE000890	ARE PHYSICAL CONFLICTS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0057	C032406	HE000892	IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0058	C032407	HE000893	ARE RACE/CULT. CONFLICTS A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0059	C032408	HE000894	IS STUDENT HEALTH A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0060	C032409	HE002121	IS LACK OF PARENT INVLMT A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0061	C032410	HE002122	IS STUD USE OF ALCOHOL A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0062	C032411	HE002123	IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0063	C032412	HE002124	IS STUDENT DRUG USE A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0064	C032413	HE002125	ARE GANG ACTIVITIES A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0065	C032414	HE002126	IS STUDENT MISBEHAVIOR A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0066	C032415	HE002127	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL?	X	X	X
SCHL0067	C032502	HE000897	IS TEACHER MORALE POS. OR NEG.?	X	X	X
SCHL0068	C032503	HE000898	ARE STUDENT ATTITUDES TO ACADEMICS POS. OR NEG.?	X	X	X
SCHL0069	C032505	HE000900	IS PARENT SUPPORT FOR ACHIEVEMENT POS. OR NEG.?	X	X	X
SCHL0070	C032506	HE000901	IS REGARD FOR SCHOOL PROPERTY POS. OR NEG.?	X	X	X
SCHL0071	C033601	HE000917	% ABSENT ON AVERAGE DAY?	X	X	X
SCHL0072	C036501	LC000488	WHAT % OF TEACHERS ABSENT ON GIVEN DAY?	X	X	X
SCHL0073	C037801	HE000918	% OF STUDS EROLLED AT START OF YR EROLLED AT END?	X	X	X
SCHL0074	C037901	HE002112	% OF 4TH GRADERS HELD BACK & REPEATING 4TH GRADE?	X	-	-
SCHL0075	C038001	HE000920	% OF FULL TIME TEACHERS LEFT BEFORE END OF YR?	X	X	X
SCHL0076	C038301	HE002094	IS SCHOOL IN NATIONAL SCHOOL LUNCH PROGRAM?	X	X	X
SCHL0077	C038801	WP000069	SCHOOL RECEIVE CHAP 1/TITLE 1 FUNDING?	X	X	X
SCHL0078	C034101	HE002143	DID PRINCIPAL FILL OUT THIS QUESTIONNAIRE	X	X	X

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0079	C034102	HE002113	DID HEADMASTER/HEADMISTRESS FILL OUT QUESTIONNAIRE	X	X	X
SCHL0080	C034103	HE002114	DID HEAD TEACHER FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0081	C034104	HE002115	DID VICE PRINCIPAL FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0082	C034105	HE002116	DID COUNSELOR FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0083	C034106	HE002117	DID CURRICULUM COORD FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0084	C034107	HE002118	DID TEACHER FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0085	C034108	HE002119	DID SECRETARY FILL OUT THIS QUESTIONNAIRE	X	X	X
SCHL0086	C034109	HE002120	DID OTHER PERSON FILL OUT THIS QUESTIONNAIRE	X	X	X
TCHR0001	T055901	HE001004	WHAT IS YOUR GENDER?	X	X	-
TCHR0002	T056001	LD001610	WHICH BEST DESCRIBES YOU?	X	X	-
TCHR0003	T040301	HE001007	YEARS TAUGHT	X	X	-
TCHR0004	T056101	LD001500	HOW MANY YRS TOTAL YOU TAUGHT MATH?	X	-	-
TCHR0005	T056102	LD001501	HOW MANY YRS TOTAL YOU TAUGHT SCIENCE?	X	-	-
TCHR0006	T056201	HE002551	TYPE TCHNG CERT IN THIS ST IN MAIN FIELD?	X	X	-
TCHR0007	T040501	HE001010	CERTIFICATION, ELEMENTARY OR MIDDLE/JUNIOR HS ED?	X	X	-
TCHR0008	T040506	HE002552	DO YOU HAVE CERTIFICATION IN ELEMENTARY MATH?	X	-	-
TCHR0009	T040504	HE001082	DO YOU HAVE CERTIFICATION IN JR HIGH/SEC MATH?	X	-	-
TCHR0010	T040507	HE002553	CERTIFICATION, ELEMENTARY SCIENCE?	X	X	-
TCHR0011	T040508	HE002554	CERTIFICATION, MIDDLE/JUNIOR SCIENCE	X	X	-
TCHR0012	T040505	HE002555	CERTIFICATION, OTHER	X	X	-
TCHR0013	T056301	HE001012	HIGHEST ACADEMIC DEGREE YOU HOLD?	X	X	-
TCHR0014	T040701	HE002556	EDUCATION UNDERGRAD MAJOR	X	X	-
TCHR0015	T040706	HE002557	ELMENT ED UNDERGRAD MAJOR	X	X	-
TCHR0016	T040707	HE002558	SEC ED UNDERGRAD MAJOR	X	X	-
TCHR0017	T040703	HE002559	WAS YOUR UNDERGRADUATE MAJOR MATH?	X	-	-
TCHR0018	T040704	HE002560	WAS YOUR UNDERGRADUATE MAJOR MATH ED?	X	-	-
TCHR0019	T040710	HE002561	SCIENCE ED UNDERGRAD MAJOR	X	X	-
TCHR0020	T040711	HE002562	LIFE SCIENCE UNDERGRAD MAJOR?	X	X	-
TCHR0021	T040712	HE002563	PHYSICAL SCIENCE UNDERGRAD MAJOR?	X	X	-
TCHR0022	T040713	HE002564	EARTH SCIENCE UNDERGRAD MAJOR?	X	X	-
TCHR0023	T040708	HE002565	SPECIAL EDUCATION UNDERGRAD MAJOR	X	X	-
TCHR0024	T040709	HE002566	BILINGUAL ED/ESL UNDERGRAD MAJOR	X	X	-
TCHR0025	T040705	HE002567	OTHER UNDERGRAD MAJOR	X	X	-
TCHR0026	T040801	HE002568	EDUCATION GRAD MAJOR	X	X	-
TCHR0027	T040807	HE002569	ELEMENTARY ED GRAD MAJOR	X	X	-
TCHR0028	T040808	HE002570	SECONDARY ED GRAD MAJOR	X	X	-
TCHR0029	T040803	HE002571	WAS YOUR GRADUATE MAJOR MATHEMATICS?	X	-	-
TCHR0030	T040804	HE002572	WAS YOUR GRADUATE MAJOR MATH ED?	X	-	-
TCHR0031	T040814	HE002573	SCIENCE ED GRAD MAJOR?	X	X	-
TCHR0032	T040815	HE002574	LIFE SCIENCE GRAD MAJOR?	X	X	-
TCHR0033	T040816	HE002575	PHYSICAL SCIENCE GRAD MAJOR?	X	X	-
TCHR0034	T040817	HE002576	EARTH SCIENCE GRAD MAJOR?	X	X	-
TCHR0035	T040809	HE002577	SPECIAL ED GRAD MAJOR	X	X	-
TCHR0036	T040810	HE002578	BILINGUAL GRAD MAJOR	X	X	-
TCHR0037	T040811	HE002579	ADMIN/SUPERVISION GRAD MAJOR	X	X	-
TCHR0038	T040812	HE002580	CURRICULUM/INSTRUCTION GRAD MAJOR?	X	X	-
TCHR0039	T040813	LD001506	COUNSELING GRAD MAJOR?	X	X	-
TCHR0040	T040805	HE002581	OTHER GRAD MAJOR	X	X	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TCHR0041	T040806	HE002582	NO GRADUATE STUDY	X	X	-
TCHR0042	T056401	HE002584	UNDERGRAD/GRAD MINOR STUDY-EDUCATION	X	X	-
TCHR0043	T056402	HE002585	UNDERGRAD/GRAD MINOR STUDY-ELEMENTARY ED	X	X	-
TCHR0044	T056403	HE002586	UNDERGRAD/GRAD MINOR STUDY-SECONDARY ED	X	X	-
TCHR0045	T056404	HE002587	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS	X	-	-
TCHR0046	T056405	HE002588	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS ED	X	X	-
TCHR0047	T056413	HE002589	UNDERGRAD/GRAD MINOR STUDY-SCIENCE ED	X	X	-
TCHR0048	T056414	HE002590	UNDERGRAD/GRAD MINOR STUDY-LIFE SCIENCE	X	X	-
TCHR0049	T056415	HE002591	UNDERGRAD/GRAD MINOR STUDY-PHYSICAL SCIENCE	X	X	-
TCHR0050	T056416	HE002592	UNDERGRAD/GRAD MINOR STUDY-EARTH SCIENCE	X	-	-
TCHR0051	T056406	HE002593	UNDERGRAD/GRAD MINOR STUDY-SPECIAL ED	X	X	-
TCHR0052	T056407	HE002594	UNDERGRAD/GRAD MINOR STUDY-BILINGUAL ED	X	X	-
TCHR0053	T056408	HE002595	UNDERGRAD/GRAD MINOR STUDY-ADMIN & SUPERVISION	X	X	-
TCHR0054	T056409	HE002596	UNDERGRAD/GRAD MINOR STUDY-CURRICULUM & INSTRUC	X	X	-
TCHR0055	T056410	LD001509	UNDERGRAD/GRAD MINOR STUDY-COUNSELING	X	X	-
TCHR0056	T056411	HE002597	UNDERGRAD/GRAD MINOR STUDY-OTHER	X	X	-
TCHR0057	T056412	HE002598	UNDERGRAD/GRAD MINOR STUDY-NONE	X	X	-
TCHR0058	T056501	HE002599	LAST YR, HOW MUCH TIME IN MATH/MATH ED SEM/WRKSHP?	X	-	-
TCHR0059	T058101	he002600	LAST YR, HOW MUCH TIME IN SCI/SCI ED SEM/WRKSHPS?	X	-	-
TCHR0060	T056601	HE002601	LAST 2 YRS, HOW MANY MATH/MATH ED UNIV COURSES?	X	-	-
TCHR0061	T058201	HE002602	LAST 2 YRS, HOW MANY SCI/SCI ED UNIV COURSES?	X	-	-
TCHR0062	T056701	HE002604	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TELECOMM USE	X	X	-
TCHR0063	T056702	HE002605	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TECH USE	X	X	-
TCHR0064	T056703	HE002606	PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-COOP INSTRCT	X	X	-
TCHR0065	T056704	HE002607	PAST 5 YRS, COURSES/IN PRO DEVL P-INTERDISP INSTRCT	X	X	-
TCHR0066	T056705	HE002608	PAST 5 YRS, COURSES/IN PRO DEVL P-PORTFOLIO ASSMNT	X	X	-
TCHR0067	T056706	HE002609	PAST 5 YRS, COURSES/IN PRO DEVL P-PERF BASED ASSMNT	X	X	-
TCHR0068	T056707	HE002610	PAST 5 YRS, COURSES/PRO DEVL P-TEACH HIGHORDER THKG	X	X	-
TCHR0069	T056708	HE002611	PAST 5 YRS, COURSES/PRO DEVL P-TEACH DIFF CULT BKGD	X	X	-
TCHR0070	T056709	HE002612	PAST 5 YRS, COURSES/PRO DEVL P-TEACH LEP STUDENTS	X	X	-
TCHR0071	T056710	HE002613	PAST 5 YRS, COURSES/PRO DEVL P-TEACH SPEC NEED STDS	X	X	-
TCHR0072	T056711	HE002614	PAST 5 YRS, COURSES/PRO DEVL P-CLASSRM MNGMT/ORG	X	X	-
TCHR0073	T056712	HE002615	PAST 5 YRS, COURSES/PRO DEVL P-OTHER PROF ISSUES	X	X	-
TCHR0074	T056713	HE002616	PAST 5 YRS, COURSES/PRO DEVL P-NONE OF ABOVE	X	X	-
TCHR0075	T041201	HE001022	AVAILABILITY OF RESOURCES	X	X	-
TCHR0076	T041302	LD001512	ARE CURRICULUM SPECIALISTS AVAILABLE FOR MATH?	X	-	-
TCHR0077	T041303	LD001513	SCIENCE CURRICULUM SPECIALIST	X	-	-
TCHR0078	T056801	HE001251	HOW MANY SCHOOL HOURS ARE PREP TIME PER WEEK?	X	X	-
TCHR0079	T060201	WO001016	HOW MANY YRS TAUGHT SCI IN PUB/PRIV SCHOOLS?	X	-	-
TCHR0080	T060301	WO001018	METHODS OF TCHING SCI? COLLEGE COURSE	X	X	-
TCHR0081	T060311	WO001018	METHODS OF TCHING SCI?WRKSHP >1 WK	X	X	-
TCHR0082	T060321	WO001018	METHODS OF TCHING SCI?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0083	T060331	WO001018	METHODS OF TCHING SCI?WRKSHP <= 1 DAY	X	X	-
TCHR0084	T060341	WO001018	METHODS OF TCHING SCI?OTHER PROF. DEV	X	X	-
TCHR0085	T060302	WO001019	UNIV COURSES IN-BIO/LIFE SCI? COLLEGE COURSE	X	X	-
TCHR0086	T060312	WO001019	UNIV COURSES IN-BIO/LIFE SCI?WRKSHP >1 WK	X	X	-
TCHR0087	T060322	WO001019	UNIV COURSES IN-BIO/LIFE SCI?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0088	T060332	WO001019	UNIV COURSES IN-BIO/LIFE SCI?WRKSHP <= 1 DAY	X	X	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TCHR0089	T060342	W0001019	UNIV COURSES IN-BIO/LIFE SCI?OTHER PROF. DEV	X	X	-
TCHR0090	T060303	W0001020	UNIV COURSES IN-CHEMISTRY? COLLEGE COURSE	X	X	-
TCHR0091	T060313	W0001020	UNIV COURSES IN-CHEMISTRY?WRKSHP >1 WK	X	X	-
TCHR0092	T060323	W0001020	UNIV COURSES IN-CHEMISTRY?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0093	T060333	W0001020	UNIV COURSES IN-CHEMISTRY?WRKSHP <= 1 DAY	X	X	-
TCHR0094	T060343	W0001020	UNIV COURSES IN-CHEMISTRY?OTHER PROF. DEV	X	X	-
TCHR0095	T060304	W0001021	UNIV COURSES IN-PHYSICS? COLLEGE COURSE	X	X	-
TCHR0096	T060314	W0001021	UNIV COURSES IN-PHYSICS?WRKSHP >1 WK	X	X	-
TCHR0097	T060324	W0001021	UNIV COURSES IN-PHYSICS?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0098	T060334	W0001021	UNIV COURSES IN-PHYSICS?WRKSHP <= 1 DAY	X	X	-
TCHR0099	T060344	W0001021	UNIV COURSES IN-PHYSICS?OTHER PROF. DEV	X	X	-
TCHR0100	T060305	W0001022	UNIV COURSES IN-EARTH SCI? COLLEGE COURSE	X	X	-
TCHR0101	T060315	W0001022	UNIV COURSES IN-EARTH SCI?WRKSHP >1 WK	X	X	-
TCHR0102	T060325	W0001022	UNIV COURSES IN-EARTH SCI?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0103	T060335	W0001022	UNIV COURSES IN-EARTH SCI?WRKSHP <= 1 DAY	X	X	-
TCHR0104	T060345	W0001022	UNIV COURSES IN-EARTH SCI?OTHER PROF. DEV	X	X	-
TCHR0105	T060306	W0001023	UNIV COURSES-OTHER TYPES OF SCI? COLLEGE COURSE	X	X	-
TCHR0106	T060316	W0001023	UNIV COURSES-OTHER TYPES OF SCI?WRKSHP >1 WK	X	X	-
TCHR0107	T060326	W0001023	UNIV COURSES-OTHR TYPES OF SCI?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0108	T060336	W0001023	UNIV COURSES-OTHER TYPES OF SCI?WRKSHP <= 1 DAY	X	X	-
TCHR0109	T060346	W0001023	UNIV COURSES-OTHER TYPES OF SCI?OTHER PROF. DEV	X	X	-
TCHR0110	T060307	W0001024	UNIV COURSES IN-NONE OF ABOVE? COLLEGE COURSE	X	X	-
TCHR0111	T060317	W0001024	UNIV COURSES IN-NONE OF ABOVE?WRKSHP >1 WK	X	X	-
TCHR0112	T060327	W0001024	UNIV COURSES IN-NONE OF ABOVE?WRKSHP <1 WK >1 DAY	X	X	-
TCHR0113	T060337	W0001024	UNIV COURSES IN-NONE OF ABOVE?WRKSHP <= 1 DAY	X	X	-
TCHR0114	T060347	W0001024	UNIV COURSES IN-NONE OF ABOVE?OTHER PROF. DEV	X	X	-
TCHR0115	T060401	W0001026	PAST 5 YRS, COURSES/ACTVTS IN-COMP USE TO GET DATA	X	X	-
TCHR0116	T060402	W0001027	PAST 5 YRS, COURSES/ACTVTS IN-COMP DATA ANALYSIS?	X	X	-
TCHR0117	T060403	W0001028	PAST 5 YRS, COURSES/ACTVTS IN-MULTIMEDIA SCI ED?	X	X	-
TCHR0118	T060404	W0001029	PAST 5 YRS, COURSES/ACTVTS IN-LAB MNGMT/SAFETY?	X	X	-
TCHR0119	T060405	W0001030	PAST 5 YRS, COURSES/ACTVTS IN-INTEGRATED SCI INST?	X	X	-
TCHR0120	T060501	W0001031	YOU BELONG TO 1 OR > SCI RELATED SCI ORGS?	X	X	-
TSUB0001	T060601	HE002415	HOW OFTEN STUDS READ SCI TEXTBOOK?	X	X	-
TSUB0002	T060602	HE002416	HOW OFTEN STUDS READ BOOK/MAN ABOUT SCI?	X	X	-
TSUB0003	T060603	HE002417	HOW OFTEN STUDS DISCUSS SCI IN THE NEWS?	X	X	-
TSUB0004	T060604	HE002418	HOW OFTEN STUDS WORK W/ OTHER STUDS ON ACT/PROJCT?	X	X	-
TSUB0005	T060605	HE002419	HOW OFTEN STUDS GIVE ORAL SCI REPORT?	X	X	-
TSUB0006	T060606	HE002420	HOW OFTEN STUDS PREPARE A WRITTEN SCI REPORT?	X	X	-
TSUB0007	T060607	HE002421	HOW OFTEN STUDS DO HANDS ON SCI ACTIVITIES IN SCI?	X	X	-
TSUB0008	T060608	HE002422	HOW OFTEN STUDS TALK ABOUT MEASURES/RESULTS?	X	X	-
TSUB0009	T060609	HE002423	HOW OFTEN STUDS TAKE SCI TEST OR QUIZ?	X	X	-
TSUB0010	T060610	HE002424	HOW OFTEN STUDS USE LIBRARY RESOURCES FOR SCI?	X	X	-
TSUB0011	T060611	HE002425	HOW OFTEN STUDS USE COMPUTERS FOR SCI?	X	X	-
TSUB0012	T060701	HE002427	HOW OFTEN DO YOU TALK TO CLASS ABOUT SCI?	X	X	-
TSUB0013	T060702	HE002428	HOW OFTEN DO YOU DO A SCI DEMONSTRATION?	X	X	-
TSUB0014	T060703	HE002429	HOW OFTEN DO YOU SHOW A SCI VIDEOTAPE/TV PROGRAM?	X	X	-
TSUB0015	T060704	HE002432	HOW OFTEN DO YOU USE COMPUTERS FOR SCI?	X	X	-
TSUB0016	T060705	HE002430	HOW OFTEN DO YOU USE CDS OR LASER DISKS ON SCI?	X	X	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TSUB0017	T060801	HE002431	HOW OFTEN YOUR SCI STUDS GO ON SCI FIELD TRIPS?	X	X	-
TSUB0018	T060901	HE002433	HOW OFTEN DO YOU BRING GUEST SPEAKER FOR SCI STUDS	X	X	-
TSUB0019	T061001	HE002434	SAVE STUDS SCI WORK IN PORTFOLIOS FOR ASSESSMENT?	X	X	-
TSUB0020	T061101	HE002436	HOW MUCH EMPHASIS-KNOWING SCI FACTS/TERMS?	X	X	-
TSUB0021	T061102	HE002437	HOW MUCH EMPHASIS-UNDERSTANDING KEY SCI CONCEPTS?	X	X	-
TSUB0022	T061103	HE002438	HOW MUCH EMPHASIS-DEVELOP SCI PROB SOLVING SKILL?	X	X	-
TSUB0023	T061104	HE002439	HOW MUCH EMPHASIS-SCI RELEVANCE TO SOCIETY/TECH?	X	X	-
TSUB0024	T061105	HE002440	HOW MUCH EMPHASIS-COMMUNICATE IDEAS IN SCI?	X	X	-
TSUB0025	T061106	HE002441	HOW MUCH EMPHASIS-DEVELOPING LAB SKILLS?	X	X	-
TSUB0026	T061107	HE002442	HOW MUCH EMPHASIS-DEVELOPING STUDS SCI INTEREST?	X	X	-
TSUB0027	T061108	HE002443	HOW MUCH EMPHASIS-DEVELOPING DATA ANALYSIS SKILLS	X	X	-
TSUB0028	T061109	HE002444	HOW MUCH EMPHASIS-USING TECH AS SCI TOOL?	X	X	-
TSUB0029	T061201	HE002445	EVER ASSIGN SOLO/GROUP SCI PROJECTS THAT TAKE >WK?	X	X	-
TSUB0030	T061301	HE002447	HOW OFTEN USE MULT CHOICE TESTS TO ACCESS?	X	X	-
TSUB0031	T061302	HE002448	HOW OFTEN USE SHOR/LONG WRITTEN RESPONSE TO ACCESS	X	X	-
TSUB0032	T061303	HE002449	HOW OFTEN USE SOLO PROJECTS TO ACCESS?	X	X	-
TSUB0033	T061304	HE002450	HOW OFTEN USE GROUP PROJECTS TO ACCESS?	X	X	-
TSUB0034	T061305	HE002451	HOW OFTEN USE WORK PORTFOLIOS TO ACCESS?	X	X	-
TSUB0035	T061306	HE002452	HOW OFTEN USE IN CLASS ESSAYS TO ACCESS?	X	X	-
TSUB0036	T061307	HE002453	HOW OFTEN USE SELF/PEER EVAL TO ACCESS?	X	X	-
TSUB0037	T061308	HE002454	HOW OFTEN USE LAB NOTEBOOKS/JOURNALS TO ACCESS?	X	X	-
TSUB0038	T061309	HE002455	HOW OFTEN USE HOMEWORK TO ACCESS?	X	X	-
TSUB0039	T061310	HE002456	HOW OFTEN USE HANDS ON ACTIVITIES TO ACCESS?	X	X	-
TSUB0040	T061401	HE002457	PROPORTION OF EVAL IN SCI BASED ON HANDS ON ACTVS?	X	X	-
TSUB0041	T061501	HE002458	BEST DESCRIPTION OF COMPUTER AVAILABILITY FOR SCI	X	X	-
TSUB0042	T061601	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: PLAYING SCI	X	X	-
TSUB0043	T061611	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: PLAYING SCI	X	X	-
TSUB0044	T061621	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: SIMULATIONS	X	X	-
TSUB0045	T061631	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: DATA ANALYSIS	X	X	-
TSUB0046	T061641	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: WORD PROCESS	X	X	-
TSUB0047	T061651	HE002459	USE COMPUTERS FOR SCI INSTRUCTION: DO NOT USE	X	X	-
TSUB0048	T061701	HE002460	STUDS ASSIGNED TO CLASS BY ABILITY/ACHVMNT LEVEL?	X	X	-
TSUB0049	T061801	HE002461	IF ASSIGNED BY ABILITY WHICH BEST DESCRIBES LEVEL?	X	X	-
TSUB0050	T061901	HE002462	COMPOSITION OF CLASS ACCORDING TO GENDER?	X	X	-
TSUB0051	T062001	HE002463	HOW MUCH TIME CLASS SPEND ON LIFE SCIENCE?	X	X	-
TSUB0052	T062002	HE002463	HOW MUCH TIME CLASS SPEND ON EARTH SCIENCE?	X	X	-
TSUB0053	T062003	HE002463	HOW MUCH TIME CLASS SPEND ON PHYSICAL SCIENCE?	X	X	-
TSUB0054	T062101	HE002464	WHICH BEST DESCRIBES SPACE WHERE CLASS TAUGHT?	X	X	-
TSUB0055	T062201	HE002466	DO STUDS PRODUCE NOTEBOOKS/REPORTS OF LAB WORK?	X	X	-
TSUB0056	T062202	HE002467	DO STUDS PRODUCE REPORTS OF EXTENDED SCI PROJECTS?	X	X	-
TSUB0057	T062203	HE002468	DO STUDS PRODUCE REPORTS ON SPECIFIC TOPIC/ISSUE?	X	X	-
TSUB0058	T062204	HE002469	DO STUDS PRODUCE REPORTS/RECORDS OF FIELD TRIPS?	X	X	-
TSUB0059	T062205	HE002470	DO STUDS PRODUCE JOURNALS/DIARIES/LOGS OF IDEAS?	X	X	-
TSUB0060	T062206	HE002471	DO STUDS PRODUCE PHOTO RECORDS OF PROJECTS?	X	X	-
TSUB0061	T062207	HE002472	DO STUDS PRODUCE AUDIO/VIDEOTAPE RECORDS OF ACTVS?	X	X	-
TSUB0062	T062208	HE002473	DO STUDS PRODUCE REPORTS OF PERSONAL INTERVIEWS?	X	X	-
TSUB0063	T062209	HE002474	DO STUDS PRODUCE 3D SCI MODELS?	X	X	-
TSUB0064	T062210	HE002475	DO STUDS PRODUCE COMP GENERATED MULTMEDIA PROJECTS	X	X	-

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
TSUB0065	T062301	HE002476	TIME PER WEEK EXPECT STUD TO SPEND ON HOMEWORK?	X	X	-
TSUB0066	T062401	LD001465	CLASS PERIOD AND # OF STUDS IN CLASS	X	X	-
SCHL0087	C034201	HE000926	BEST DESCRIBES HOW 8TH GRADES ARE ORGANIZED?	-	X	-
SCHL0088	C034402	HE002232	ARE 8TH-GRADERS ASSIGNED TO MATH BY ABILITY?	-	X	-
SCHL0089	C034403	HE002234	ARE 8TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?	-	X	-
SCHL0090	C034401	LD001571	ARE 8TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?	-	X	-
SCHL0091	C034406	LD001572	ARE 8TH-GRADERS ASSIGNED TO ARTS BY ABILITY?	-	X	-
SCHL0092	C034510	HE002146	HOW OFTEN 8TH GRDS RECEIVE COMP SCI INSTRUCTION?	-	X	-
SCHL0093	C034511	HE002148	HOW OFTEN 8TH GRDS RECEIVE MATH INSTRUCTION?	-	X	-
SCHL0094	C034512	HE002149	HOW OFTEN 8TH GRDS RECEIVE SCIENCE INSTRUCTION?	-	X	-
SCHL0095	C034513	LD001573	HOW OFTEN 8TH GRDS RECEIVE ENGLISH INSTRUCTION?	-	X	-
SCHL0096	C034514	LD001574	HOW OFTEN 8TH GRDS RECEIVE ARTS INSTRUCTION?	-	X	-
SCHL0097	C031611	LD001575	HAS ENGLISH BEEN IDENTIFIED AS A PRIORITY?	-	X	-
SCHL0098	C034601	HE000935	SCHOOL OFFER 8TH GR STUDS ALGEBRA FOR HS CREDIT?	-	X	-
SCHL0099	C037203	LD001557	SCHOOL W/ SPECIAL FOCUS ON ENGLISH?	-	X	X
SCHL0100	C037306	LD001577	SCHOOL FOLLOW DISTRICT/STATE ENGLISH CURRICULUM?	-	X	X
SCHL0101	C039401	HE002155	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR MATH?	-	X	-
SCHL0102	C039402	HE002157	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR SCIENCE?	-	X	-
SCHL0103	C039403	LD001578	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR READING?	-	X	-
SCHL0104	C039404	LD001579	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR ARTS?	-	X	-
SCHL0105	C039405	HE002160	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR OTHER?	-	X	-
SCHL0106	C039406	HE002161	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR NONE ABOVE?	-	X	-
SCHL0107	C039501	HE002164	8TH GRADERS IN EXTRACURR ACTS FOR MATH?	-	X	-
SCHL0108	C039502	HE002166	8TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?	-	X	-
SCHL0109	C039503	LD001580	8TH GRADERS IN EXTRACURR ACTS FOR ENG/LANG ARTS?	-	X	-
SCHL0110	C039504	LD001581	8TH GRADERS IN EXTRACURR ACTS FOR ARTS?	-	X	-
SCHL0111	C039505	HE002169	8TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?	-	X	-
SCHL0112	C039601	HE002172	8TH GRADERS IN SUMMER PROGRAMS IN MATH?	-	X	-
SCHL0113	C039602	HE002174	8TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	-	X	-
SCHL0114	C039603	LD001582	8TH GRADERS IN SUMMER PROGRAMS IN ENG/LANG ARTS?	-	X	-
SCHL0115	C039604	LD001583	8TH GRADERS IN SUMMER PROGRAMS IN ARTS?	-	X	-
SCHL0116	C039605	HE002177	8TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	-	X	-
SCHL0117	C041901	HE002230	WHAT % OF 8TH GRDS HELD BACK/REPEAT 8TH GRADE?	-	X	-
TCHR0121	T062501	LC000419	COUNTING THIS YR, HOW MANY YRS TOTAL TAUGHT SCI?	-	X	-
TCHR0122	T062601	HE002600	LAST YR, TIME IN PRO WORKSHOPS/SEMS IN SCI?	-	X	-
TCHR0123	T062701	HE002602	LAST 2 YRS, # OF UNIV COURSES IN SCI/SCI ED?	-	X	-
TCHR0124	T062801	HE002618	CURRICULUM SPECIALIST TO HELP/ADVISE IN SCI?	-	X	-
SCHL0118	C035002	HE002247	ARE 12TH-GRADERS ASSIGNED TO MATH BY ABILITY?	-	-	X
SCHL0119	C035003	HE002249	ARE 12TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?	-	-	X
SCHL0120	C035006	LD001588	ARE 12TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?	-	-	X
SCHL0121	C035007	LD001589	ARE 12TH-GRADERS ASSIGNED TO ARTS BY ABILITY?	-	-	X
SCHL0122	C040201	HE002253	FROM 9TH ON HOW MANY YRS REQUIRED FOR MATH?	-	-	X
SCHL0123	C040202	HE002254	FROM 9TH ON HOW MANY YRS REQUIRED FOR SCIENCE?	-	-	X
SCHL0124	C040203	LD001590	FROM 9TH ON HOW MANY YRS REQUIRED FOR ENG/LIT?	-	-	X
SCHL0125	C040204	HE002255	FROM 9TH ON HOW MANY YRS REQUIRED FINE/PERF ARTS?	-	-	X
SCHL0126	C040301	HE002256	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED BIO?	-	-	X
SCHL0127	C040302	HE002257	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED CHEM?	-	-	X
SCHL0128	C040303	HE002258	COURSES 1 OR > SEMESTERS TAUGHT IN ADV PHYSICS?	-	-	X

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0129	C040304	HE002259	NO ADVANCED SCIENCE COURSES TAUGHT	-	-	X
SCHL0130	C040305	WP000094	COURSES 1 OR > SEMESTERS TAUGHT IN COMP SCI?	-	-	X
SCHL0131	C040306	LC000512	COURSES 1 OR > SEMESTERS TAUGHT IN CALCULUS?	-	-	X
SCHL0132	C040307	WP000095	COURSES 1 OR > SEMESTERS TAUGHT IN TRIGONOMETRY?	-	-	X
SCHL0133	C040308	WP000096	COURSES 1 OR > SEMESTERS TAUGHT IN PRECALCULUS?	-	-	X
SCHL0134	C040309	LC000511	COURSES 1 OR > SEMESTERS TAUGHT IN PROB/STAT?	-	-	X
SCHL0135	C040310	WP000098	COURSES 1 OR > SEMESTERS TAUGHT IN UNI/INTEG MATH?	-	-	X
SCHL0136	C040311	HE002260	NO ADVANCED MATH COURSES TAUGHT?	-	-	X
SCHL0137	C040401	HE002272	STUDS REQUIRED TO PASS STATE TEST IN MATH?	-	-	X
SCHL0138	C040402	HE002273	STUDS REQUIRED TO PASS STATE TEST IN SCIENCE?	-	-	X
SCHL0139	C040403	LD001591	STUDS REQUIRED TO PASS STATE TEST IN ENG/LANG ARTS	-	-	X
SCHL0140	C040404	HE002274	STUDS REQUIRED TO PASS STATE TEST IN FINE/PERF ART	-	-	X
SCHL0141	C040501	HE002277	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR MATH?	-	-	X
SCHL0142	C040502	HE002279	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR SCIENCE?	-	-	X
SCHL0143	C040503	LD001592	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ENG/LANG ART	-	-	X
SCHL0144	C040504	LD001593	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ARTS?	-	-	X
SCHL0145	C040505	HE002286	SCHOOL SPONSER 12TH GR FIELD TRIPS IN OTHER?	-	-	X
SCHL0146	C040506	HE002288	SCHOOL SPONSER 12TH GR FIELD TRIPS IN NONE ABOVE?	-	-	X
SCHL0147	C040601	HE002296	12TH GRADERS IN EXTRACURR ACTS IN MATH?	-	-	X
SCHL0148	C040602	HE002288	12TH GRADERS IN EXTRACURR ACTS IN SCIENCE?	-	-	X
SCHL0149	C040603	LD001594	12TH GRADERS IN EXTRACURR ACTS IN ENG/LANG ARTS?	-	-	X
SCHL0150	C040604	LD001595	12TH GRADERS IN EXTRACURR ACTS IN ARTS?	-	-	X
SCHL0151	C040605	HE002291	12TH GRADERS IN EXTRACURR ACTS IN NONE OF ABOVE?	-	-	X
SCHL0152	C040701	HE002294	12TH GRADERS IN SUMMER PROGRAMS IN MATH?	-	-	X
SCHL0153	C040702	HE002296	12TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?	-	-	X
SCHL0154	C040703	LD001596	12TH GRADERS IN SUMMER PORGRAMS IN ENG/LANG ARTS?	-	-	X
SCHL0155	C040704	LD001597	12TH GRADERS IN SUMMER PROGRAMS IN ARTS?	-	-	X
SCHL0156	C040705	HE002299	12TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?	-	-	X
SCHL0157	C040801	HE002346	# STUDS ENROLLED IN AP SCIENCE COURSES?	-	-	X
SCHL0158	C040802	HE002347	# STUDS ENROLLED IN AP CALCULUS COURSES?	-	-	X
SCHL0159	C040803	HE002350	# STUDS ENROLLED IN AP COMP SCI COURSES?	-	-	X
SCHL0160	C040804	LD001598	# STUDS ENROLLED IN AP ENGLISH COURSES?	-	-	X
SCHL0161	C040901	HE002353	ANY 12TH GRDS TAKING COLLEGE COURSES IN MATH?	-	-	X
SCHL0162	C040902	HE002355	ANY 12TH GRDS TAKING COLLEGE COURSES IN SCIENCE?	-	-	X
SCHL0163	C040903	LD001599	ANY 12TH GRDS TAKING COLLEGE COURSES ENG/LANG ARTS	-	-	X
SCHL0164	C040904	LD001600	ANY 12TH GRDS TAKING COLLEGE COURSES IN ARTS?	-	-	X
SCHL0165	C040905	HE002358	ANY 12TH GRDS TAKING COLLEGE COURSES IN NONE ABOVE	-	-	X
SCHL0166	C041001	HE002359	WHAT % 12TH GRDS HELD BACK AND REPEAT 12TH GRADE?	-	-	X
SCHL0167	C041101	HE003193	LAST YR WHAT % OF 12TH GRDS GRADUATED?	-	-	X
SCHL0168	C036001	HE001002	WHAT % OF GRADUATING CLASS NOW IN 2-YR COLLEGE?	-	-	X
SCHL0169	C036002	HE001003	WHAT % OF GRADUATING CLASS NOW IN 4-YR COLLEGE?	-	-	X
SCHL0170	C036003	HE002360	WHAT % OF GRADUATING CLASS NOW IN VO-TEC SCHOOL?	-	-	X
SCHL0171	C036004	HE002361	WHAT % OF GRAD CLASS NOW IN EMPLOYER TRAINING?	-	-	X
SCHL0172	C036005	HE002362	% OF GRADUATING CLASS NOW IN MILITARY SERVICE?	-	-	X
SCHL0173	NTLUNSC		PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0174	NTLUNSC		PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	X	X
SCHL0175	REMRDSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING	X	X	X
SCHL0176	REMRDSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING	X	X	X

Table C-3 (continued)
Summary Table of the 1996 Science Conditioning Variable Specifications

Conditioning ID	NAEP ID	TDDC ID	Description	Grade 4	Grade 8	Grade 12
SCHL0177	REMMHSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH	X	X	X
SCHL0178	REMMHSC		PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH	X	X	X
SCHL0179	NTLUNGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	-	-
SCHL0180	NTLUNGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	X	-	-
SCHL0181	REMRDGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING	X	-	-
SCHL0182	REMRDGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING	X	-	-
SCHL0183	REMMHGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH	X	-	-
SCHL0184	REMMHGR		PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH	X	-	-
SCHL0185	NTLUNGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	X	-
SCHL0186	NTLUNGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	X	-
SCHL0187	REMRDGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING	-	X	-
SCHL0188	REMRDGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING	-	X	-
SCHL0189	REMMHGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH	-	X	-
SCHL0190	REMMHGR		PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH	-	X	-
SCHL0191	NTLUNGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	-	X
SCHL0192	NTLUNGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM	-	-	X
SCHL0193	REMRDGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING	-	-	X
SCHL0194	REMRDGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING	-	-	X
SCHL0195	REMMHGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH	-	-	X
SCHL0196	REMMHGR		PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH	-	-	X

Table C-4
Conditioning Variables Specific to the 1996 Mathematics Assessment

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)	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)	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	
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:	MSA/NON-MSA			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	MSANAT			
NAEP ID:	TOL8		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 MSA (1,2,3,4,7,9)	0		MSA	
002 NON MSA (5,6,8)	1		NON-MSA	
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 OF LARGE CITY, URBAN FRINGE OF MID-SIZE CITY	
004 SML TWN5 (4)	0010		TOL5: SMALL TOWN	
005 RURAL5 (5)	0001		TOL5: RURAL (MSA AND NON-MSA)	
CONDITIONING VARIABLE ID:	BACK0007			
DESCRIPTION:	DESCRIPTION OF COMMUNITY			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	DOC			
NAEP ID:	DOC		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3
001 BIG CITY (1)	000		DOC: BIG CITY	
002 URBAN FR (2)	100		DOC: URBAN FRINGE	
003 MED CITY (3,9,M)	010		DOC: MEDIUM CITY	
004 SM PLACE (4)	001		DOC: SMALL PLACE	
CONDITIONING VARIABLE ID:	BACK0008			
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION			
GRADES/ASSESSMENTS:	N04, S04, 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

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

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)	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: BACK0010		
DESCRIPTION: SCHOOL TYPE (PQ)		
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
002 PRIVATE (2,4,5,M)	10	SCHOOL TYPE: PRIVATE, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF DEFENSE, MISSING
003 CATHOLIC (3)	01	SCHOOL TYPE: CATHOLIC
CONDITIONING VARIABLE ID: BACK0011		
DESCRIPTION: INDIVIDUALIZED EDUCATION PROGRAM		
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)	1	IEP: NO
CONDITIONING VARIABLE ID: BACK0012		
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)	1	LEP: NO
CONDITIONING VARIABLE ID: BACK0013		
DESCRIPTION: CHAPTER 1 (BOOK COVER)		
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL: CHAPTER1		
NAEP ID:	CHAP1	TOTAL NUMBER OF SPECIFIED CONTRASTS: 2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 1
001 CHAP1-Y (1)	0	CHAPTER 1: YES
002 CHAP1-N (2)	1	CHAPTER 1: NO
CONDITIONING VARIABLE ID: BACK0014		
DESCRIPTION: DO YOU RECEIVE A FREE OR REDUCED-PRICE LUNCH?		
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL: LUNCH		
NAEP ID:	SLUNCH	TOTAL NUMBER OF SPECIFIED CONTRASTS: 5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 4
001 NOT ELIG (1)	0000	LUNCH PROGRAM: NOT ELIGIBLE
002 RED PRIC (2)	1000	LUNCH PROGRAM: REDUCED PRICE
003 FREE (3)	0100	LUNCH PROGRAM: FREE
004 INFO N/A (4,M)	0010	LUNCH PROGRAM: INFO NOT AVAILABLE
005 SCH/REF (5)	0001	LUNCH PROGRAM: SCHOOL REFUAL
CONDITIONING VARIABLE ID: BACK0015		
DESCRIPTION: HOW OFTEN DO THE PEOPLE IN YOUR HOME SPEAK A LANGUAGE OTHER THAN ENGLISH?		
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL: HOMELANG		
NAEP ID:	B003201	TOTAL NUMBER OF SPECIFIED CONTRASTS: 4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 3
001 HL-NEVER (1)	000	HOMELANG: NEVER
002 HL-SOME (2)	100	HOMELANG: SOMETIMES
003 HL-ALWAY (3)	010	HOMELANG: ALWAYS
004 HL-? (M)	001	HOMELANG: MISSING
CONDITIONING VARIABLE ID: BACK0016		
DESCRIPTION: DO YOU HAVE YOUR OWN STUDY DESK OR TABLE AT HOME?		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B008901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B008901Y (01	) 000	YES	
002 B008901N (02	) 100	NO	
003 B008901I (03	) 010	IDK25 (FILL 1 SHELF)	
004 B008901M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	BACK0017		
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:	BACK0018		
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:	BACK0019		
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	
CONDITIONING VARIABLE ID:	BACK0020		
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:	BACK0021		
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:	BACK0022		
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:	BACK0023		
DESCRIPTION:	DOES MOTHER OR STEPMOTHER LIVE AT HOME WITH YOU?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	MOM@HOME		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

NAEP ID:	B005601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 MOMHOM-Y (1	) 00	MOTHER AT HOME:	YES
002 MOMHOM-N (2	) 10	MOTHER AT HOME:	NO
003 MOMHOM-? (M	) 01	MOTHER AT HOME:	MISSING
CONDITIONING VARIABLE ID:	BACK0024		
DESCRIPTION:	DOES FATHER OR STEPFATHER LIVE AT HOME WITH YOU?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	DAD@HOME		
NAEP ID:	B005701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 DADHOM-Y (1	) 00	FATHER AT HOME:	YES
002 DADHOM-N (2	) 10	FATHER AT HOME:	NO
003 DADHOM-? (M	) 01	FATHER AT HOME:	MISSING
CONDITIONING VARIABLE ID:	BACK0025		
DESCRIPTION:	HOW MANY DAYS OF SCHOOL MISSED LAST MONTH?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	SCH MISS		
NAEP ID:	S004001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 MISS->2 (3,4,5,M	) 0	DAYS OF SCHOOL MISSED:	3-4, 5-10, 10 OR MORE DAYS, MISSING
002 MISS-2< (1,2	) 1	DAYS OF SCHOOL MISSED:	0-1, 2 DAYS
CONDITIONING VARIABLE ID:	BACK0026		
DESCRIPTION:	HOW LONG LIVED IN THE UNITED STATES?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	YRSINUSA		
NAEP ID:	B008001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 ALL MY L (1	) 0000	ALL MY LIFE	
002 USA >5 (2	) 1000	LIVED IN US MORE THAN 5 YEARS	
003 USA 3-5 (3	) 0100	LIVED IN US 3-5 YEARS	
004 USA <3 (4	) 0010	LIVED IN US LESS THAN 3 YEARS	
005 USA-? (M	) 0001	LIVED IN US MISSING	
CONDITIONING VARIABLE ID:	BACK0027		
DESCRIPTION:	HOW MANY GRADES IN THIS STATE? (4TH GRADE)		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:	STGRADE4		
NAEP ID:	B007601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 STGRD<1 (1,M	) 00	GRADES IN STATE:	LESS THAN 1 GRADE, MISSING
002 STGRD1-2 (2	) 10	GRADES IN STATE:	1-2 GRADES
003 STGRD3> (3	) 01	GRADES IN STATE:	3 OR MORE GRADES
CONDITIONING VARIABLE ID:	SCHL0001		
DESCRIPTION:	SCHOOL LEVEL AVERAGE MATH NORMIT (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	SCH NORM		
NAEP ID:	SCHNORM	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SCHNRM-? (M	) 0	SCHOOL LEVEL AVERAGE MATH NORMIT MISSING	
002 SCHNRM-Y (@	) 1	SCHOOL LEVEL AVERAGE MATH NORMIT NOT-MISSING	
CONDITIONING VARIABLE ID:	SCHL0002		
DESCRIPTION:	SCHOOL LEVEL AVERAGE MATH NORMIT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	SNRM-LIN		
NAEP ID:	SCHNORM	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	SCALE	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SNRM-LIN (#	) (F8.4)	SCHOOL LEVEL AVERAGE MATH NORMIT MEAN	
002 SNRM-LIN (M	) 0	SCHOOL LEVEL AVERAGE MATH NORMIT MISSING	
CONDITIONING VARIABLE ID:	BACK0028		
DESCRIPTION:	HOW MANY GRADES IN THIS STATE (12TH GRADE)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	STGRAD12		
NAEP ID:	B008301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 STGRD<1 (1,M	) 000	GRADES IN STATE:	LESS THAN 1 GRADE, MISSING
002 STGRD1-2 (2	) 100	GRADES IN STATE:	1-2 GRADES
003 STGRD3-5 (3	) 010	GRADES IN STATE:	3-5 GRADES
004 STGRD6> (4,5	) 001	GRADES IN STATE:	MORE THAN 5 GRADES
CONDITIONING VARIABLE ID:	BACK0029		
DESCRIPTION:	HOW MANY TIMES HAVE YOU CHANGED SCHOOLS IN PAST TWO YEARS BECAUSE YOU MOVED?		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	SCH CHGS		
NAEP ID:	B007301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 SCHCHG-0 (1	) 000	SCHOOL CHANGES:	NONE
002 SCHCHG-1 (2	) 100	SCHOOL CHANGES:	ONE
003 SCHCHG-2 (3	) 010	SCHOOL CHANGES:	TWO
004 SCHCHG-3 (4,M	) 001	SCHOOL CHANGES:	THREE OR MORE, MISSING
CONDITIONING VARIABLE ID:	BACK0030		
DESCRIPTION:	HOW OFTEN DO YOU DISCUSS THINGS STUDIED IN SCHOOL WITH SOMEONE AT HOME?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:	DISC@HOM		
NAEP ID:	B007401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 DIS@HOM1 (1	) 000	DISCUSS STUDIES AT HOME:	ALMOST EVERY DAY
002 DIS@HOM2 (2	) 100	DISCUSS STUDIES AT HOME:	ONCE OR TWICE A WEEK
003 DIS@HOM3 (3	) 010	DISCUSS STUDIES AT HOME:	ONCE OR TWICE A MONTH
004 DIS@HOM4 (4,M	) 001	DISCUSS STUDIES AT HOME:	NEVER OR HARDLY EVER, MISSING
CONDITIONING VARIABLE ID:	BACK0031		
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:	BACK0032		
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:	SUBJ0001		
DESCRIPTION:	WHAT KIND OF MATH CLASS ARE YOU TAKING THIS YEAR?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	MATTAKE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 NO MATH (01	) 0000000	NOT TAKING THIS YEAR	
002 8TH GRD (02	) 1000000	EIGHTH GRADE MATH	
003 PREALG (03	) 0100000	PREALGEBRA	
004 ALGEBRA (04	) 0010000	ALGEBRA	
005 INT/SEQ (05	) 0001000	INTEGRATED/SEQUENTIAL	
006 APPLIED (06	) 0000100	APPLIED MATH	
007 OTHER (07	) 0000010	OTHER MATH CLASSUR	
008 MISSING (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0033		
DESCRIPTION:	WHICH BEST DESCRIBES YOUR HIGH-SCHOOL PROGRAM?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	HS PROG		
NAEP ID:	B008501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 GENERAL (1	) 0000	HIGH SCHOOL PROGRAM:	GENERAL
002 ACADEMIC (2	) 1000	HIGH SCHOOL PROGRAM:	ACADEMIC/COLLEGE PREP
003 VOC/TECH (3	) 0100	HIGH SCHOOL PROGRAM:	VOCATIONAL OR TECHNICAL
004 OTHERPGM (4	) 0010	HIGH SCHOOL PROGRAM:	OTHER
005 HS PGM-? (M	) 0001	HIGH SCHOOL PROGRAM:	MISSING
CONDITIONING VARIABLE ID:	BACK0034		
DESCRIPTION:	SEMESTERS ENGLISH/LITERATURE/WRITING (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM ENG		
NAEP ID:	B007101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMENG-? (M	) 0	ENGLISH SEMESTERS:	MISSING
002 SEMENG-^ (1-9	) 1	ENGLISH SEMESTERS:	NOT MISSING
CONDITIONING VARIABLE ID:	BACK0035		
DESCRIPTION:	NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#ENG-LIN		
NAEP ID:	B007101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #ENG-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0036		
DESCRIPTION:	SEMESTERS MATHEMATICS (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM MAT		
NAEP ID:	B007102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SEMMAT01 (1,2,3)	0000	MATH SEMESTERS: ZERO TO 2	
002 SEMMAT02 (4,5)	1000	MATH SEMESTERS: 3 OR 4	
003 SEMMAT03 (6,7)	0100	MATH SEMESTERS: 5 OR 6	
004 SEMMAT04 (8,9)	0010	MATH SEMESTERS: 7 OR MORE	
005 SEMMAT-? (M)	0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0037		
DESCRIPTION:	NUMBER OF SEMESTERS MATHEMATICS (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#MAT-LIN		
NAEP ID:	B007102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #MAT-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS MATHEMATICS (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0038		
DESCRIPTION:	SEMESTERS SCIENCE (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM SCI		
NAEP ID:	B007103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMSCI-? (M)	0	SCIENCE SEMESTERS: MISSING	
002 SEMSCI-^ (1-9)	1	SCIENCE SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0039		
DESCRIPTION:	NUMBER OF SEMESTERS SCIENCE (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#SCI-LIN		
NAEP ID:	B007103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #SCI-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS SCIENCE (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0040		
DESCRIPTION:	SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM HIS		
NAEP ID:	B007104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMHIS-? (M)	0	HISTORY SEMESTERS: MISSING	
002 SEMHIS-^ (1-9)	1	HISTORY SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0041		
DESCRIPTION:	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#HIS-LIN		
NAEP ID:	B007104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #HIS-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0042		
DESCRIPTION:	SEMESTERS FOREIGN LANGUAGES (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM FLG		
NAEP ID:	B007105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMFLG-? (M)	0	FOREIGN LANGUAGE SEMESTERS: MISSING	
002 SEMFLG-^ (1-9)	1	FOREIGN LANGUAGE SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0043		
DESCRIPTION:	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#FLG-LIN		
NAEP ID:	B007105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #FLG-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0044		
DESCRIPTION:	SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (MISSING VS NON-MISSING)		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	SEM VOC		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
NAEP ID:	B007106		NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	CLASS			
001 SEMVOC-? (M	) 0		VOC/TECH SEMESTERS:	MISSING
002 SEMVOC-^ (1-9	) 1		VOC/TECH SEMESTERS:	NOT MISSING
CONDITIONING VARIABLE ID:	BACK0045			
DESCRIPTION:	NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	#VOC-LIN		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
NAEP ID:	B007106		NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR			
001 #VOC-LIN (1-9,M=0	) 0.0 + 1.0*X		NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0046			
DESCRIPTION:	SEMESTERS ART/MUSIC (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	SEM ART		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
NAEP ID:	B007107		NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	CLASS			
001 SEMART-? (M	) 0		ART/MUSIC SEMESTERS:	MISSING
002 SEMART-^ (1-9	) 1		ART/MUSIC SEMESTERS:	NOT MISSING
CONDITIONING VARIABLE ID:	BACK0047			
DESCRIPTION:	NUMBER OF SEMESTERS ART/MUSIC (LINEAR)			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	#ART-LIN		TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
NAEP ID:	B007107		NUMBER OF INDEPENDENT CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR			
001 #ART-LIN (1-9,M=0	) 0.0 + 1.0*X		NUMBER OF SEMESTERS ART/MUSIC (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0048			
DESCRIPTION:	INTERACTION: GENDER BY RACE/ETHNICITY			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	GEND/RAC		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
NAEP ID:	N/A		NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	INTERACTION			
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:	BACK0049			
DESCRIPTION:	INTERACTION: GENDER BY TYPE OF LOCALE (5 CATEGORIES)			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	GEND/TOL		TOTAL NUMBER OF SPECIFIED CONTRASTS:	10
NAEP ID:	N/A		NUMBER OF INDEPENDENT CONTRASTS:	4
TYPE OF CONTRAST:	INTERACTION			
001 G/T 11 (11	) 01010101		GEND/TOL INTACT: 1. MALE	1. BIG CTY5
002 G/T 12 (12	) -1000000		GEND/TOL INTACT: 1. MALE	2. MID CTY5
003 G/T 13 (13	) 00-10000		GEND/TOL INTACT: 1. MALE	3. FR/BTWN5
004 G/T 14 (14	) 0000-100		GEND/TOL INTACT: 1. MALE	4. SML TWN5
005 G/T 15 (15	) 000000-1		GEND/TOL INTACT: 1. MALE	5. RURAL5
006 G/T 21 (21	) -1-1-1-1		GEND/TOL INTACT: 2. FEMALE	1. BIG CTY5
007 G/T 22 (22	) 01000000		GEND/TOL INTACT: 2. FEMALE	2. MID CTY5
008 G/T 23 (23	) 00010000		GEND/TOL INTACT: 2. FEMALE	3. FR/BTWN5
009 G/T 24 (24	) 00000100		GEND/TOL INTACT: 2. FEMALE	4. SML TWN5
010 G/T 25 (25	) 00000001		GEND/TOL INTACT: 2. FEMALE	5. RURAL5
CONDITIONING VARIABLE ID:	BACK0050			
DESCRIPTION:	INTERACTION: GENDER BY PARENTS' EDUCATION			
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:	GEND/PAR		TOTAL NUMBER OF SPECIFIED CONTRASTS:	10
NAEP ID:	N/A		NUMBER OF INDEPENDENT CONTRASTS:	4
TYPE OF CONTRAST:	INTERACTION			
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

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

010 G/P 25	(25)	)	00000001	GEND/PAR INTACT: 2. FEMALE	5. PARED-?
CONDITIONING VARIABLE ID: BACK0051					
DESCRIPTION: INTERACTION: GENDER BY SCHOOL TYPE					
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12					
CONDITIONING VAR LABEL: GEND/SCH					
NAEP ID: N/A					
TYPE OF CONTRAST: INTERACTION				TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
				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: BACK0052					
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (5 CATEGORIES)					
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12					
CONDITIONING VAR LABEL: RACE/TOL					
NAEP ID: N/A					
TYPE OF CONTRAST: INTERACTION				TOTAL NUMBER OF SPECIFIED CONTRASTS:	20
				NUMBER OF INDEPENDENT CONTRASTS:	12
001 R/T 11	(11)	)	01010101010101010101010101010101	RACE/TOL INTACT: 1. WHI/AI/O	1. BIG CTY5
002 R/T 12	(12)	)	-1000000-1000000-1000000	RACE/TOL INTACT: 1. WHI/AI/O	2. MID CTY5
003 R/T 13	(13)	)	00-1000000-1000000-10000	RACE/TOL INTACT: 1. WHI/AI/O	3. FR/BTWN5
004 R/T 14	(14)	)	0000-1000000-1000000-100	RACE/TOL INTACT: 1. WHI/AI/O	4. SML TWN5
005 R/T 15	(15)	)	000000-1000000-1000000-1	RACE/TOL INTACT: 1. WHI/AI/O	5. RURAL5
006 R/T 21	(21)	)	-1-1-1-1000000000000000000	RACE/TOL INTACT: 2. BLACK	1. BIG CTY5
007 R/T 22	(22)	)	01000000000000000000000000000000	RACE/TOL INTACT: 2. BLACK	2. MID CTY5
008 R/T 23	(23)	)	00010000000000000000000000000000	RACE/TOL INTACT: 2. BLACK	3. FR/BTWN5
009 R/T 24	(24)	)	00000100000000000000000000000000	RACE/TOL INTACT: 2. BLACK	4. SML TWN5
010 R/T 25	(25)	)	00000001000000000000000000000000	RACE/TOL INTACT: 2. BLACK	5. RURAL5
011 R/T 31	(31)	)	00000000-1-1-1-100000000	RACE/TOL INTACT: 3. HISPANIC	1. BIG CTY5
012 R/T 32	(32)	)	00000000010000000000000000000000	RACE/TOL INTACT: 3. HISPANIC	2. MID CTY5
013 R/T 33	(33)	)	00000000000010000000000000000000	RACE/TOL INTACT: 3. HISPANIC	3. FR/BTWN5
014 R/T 34	(34)	)	00000000000000100000000000000000	RACE/TOL INTACT: 3. HISPANIC	4. SML TWN5
015 R/T 35	(35)	)	00000000000000000100000000000000	RACE/TOL INTACT: 3. HISPANIC	5. RURAL5
016 R/T 41	(41)	)	00000000000000000000-1-1-1-1	RACE/TOL INTACT: 4. ASIAN	1. BIG CTY5
017 R/T 42	(42)	)	00000000000000000000000000000000	RACE/TOL INTACT: 4. ASIAN	2. MID CTY5
018 R/T 43	(43)	)	000000000000000000000000100000	RACE/TOL INTACT: 4. ASIAN	3. FR/BTWN5
019 R/T 44	(44)	)	0000000000000000000000000100	RACE/TOL INTACT: 4. ASIAN	4. SML TWN5
020 R/T 45	(45)	)	000000000000000000000000000001	RACE/TOL INTACT: 4. ASIAN	5. RURAL5
CONDITIONING VARIABLE ID: BACK0053					
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY PARENTS' EDUCATION					
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12					
CONDITIONING VAR LABEL: RACE/PAR					
NAEP ID: N/A					
TYPE OF CONTRAST: INTERACTION				TOTAL NUMBER OF SPECIFIED CONTRASTS:	20
				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)	)	00-1000000-1000000-10000	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)	)	000000-1000000-1000000-1	RACE/PAR INTACT: 1. WHI/AI/O	5. PARED-?
006 R/P 21	(21)	)	-1-1-1-1000000000000000000000	RACE/PAR INTACT: 2. BLACK	1. < HS
007 R/P 22	(22)	)	01000000000000000000000000000000	RACE/PAR INTACT: 2. BLACK	2. HS GRAD
008 R/P 23	(23)	)	00010000000000000000000000000000	RACE/PAR INTACT: 2. BLACK	3. POST HS
009 R/P 24	(24)	)	00000100000000000000000000000000	RACE/PAR INTACT: 2. BLACK	4. COL GRAD
010 R/P 25	(25)	)	00000000100000000000000000000000	RACE/PAR INTACT: 2. BLACK	5. PARED-?
011 R/P 31	(31)	)	00000000-1-1-1-100000000	RACE/PAR INTACT: 3. HISPANIC	1. < HS
012 R/P 32	(32)	)	00000000010000000000000000000000	RACE/PAR INTACT: 3. HISPANIC	2. HS GRAD
013 R/P 33	(33)	)	00000000000010000000000000000000	RACE/PAR INTACT: 3. HISPANIC	3. POST HS
014 R/P 34	(34)	)	00000000000000100000000000000000	RACE/PAR INTACT: 3. HISPANIC	4. COL GRAD
015 R/P 35	(35)	)	00000000000000000010000000000000	RACE/PAR INTACT: 3. HISPANIC	5. PARED-?
016 R/P 41	(41)	)	00000000000000000000-1-1-1-1	RACE/PAR INTACT: 4. ASIAN	1. < HS
017 R/P 42	(42)	)	00000000000000000000000000000000	RACE/PAR INTACT: 4. ASIAN	2. HS GRAD
018 R/P 43	(43)	)	000000000000000000000000010000	RACE/PAR INTACT: 4. ASIAN	3. POST HS
019 R/P 44	(44)	)	00000000000000000000000000100	RACE/PAR INTACT: 4. ASIAN	4. COL GRAD
020 R/P 45	(45)	)	000000000000000000000000000001	RACE/PAR INTACT: 4. ASIAN	5. PARED-?
CONDITIONING VARIABLE ID: BACK0054					
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY SCHOOL TYPE					
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12					
CONDITIONING VAR LABEL: RACE/SCH					
NAEP ID: N/A					
TYPE OF CONTRAST: INTERACTION				TOTAL NUMBER OF SPECIFIED CONTRASTS:	12
				NUMBER OF INDEPENDENT CONTRASTS:	6
001 R/S 11	(11)	)	01010101010101010101010101010101	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)	)	-1-100000000	RACE/SCH INTACT: 2. BLACK	1. PUBLIC
005 R/S 22	(22)	)	010000000000	RACE/SCH INTACT: 2. BLACK	2. PRIVATE
006 R/S 23	(23)	)	000100000000	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)	)	000001000000	RACE/SCH INTACT: 3. HISPANIC	2. PRIVATE

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

009 R/S 33 (33)	)	000000010000	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)	)	000000000100	RACE/SCH INTACT: 4. ASIAN 2. PRIVATE
012 R/S 43 (43)	)	000000000001	RACE/SCH INTACT: 4. ASIAN 3. CATHOLIC
CONDITIONING VARIABLE ID: BACK0055			
DESCRIPTION: INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY PARENT'S EDUCATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL: TOL5/PAR			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS: 25
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS: 16
001 T/P 11 (11)	)	01010101010101010101010101010101	TOL5/PAR INTACT: 1. BIG CTY5 1. < HS
002 T/P 12 (12)	)	-1000000-1000000-1000000-1000000	TOL5/PAR INTACT: 1. BIG CTY5 2. HS GRAD
003 T/P 13 (13)	)	00-1000000-1000000-1000000-10000	TOL5/PAR INTACT: 1. BIG CTY5 3. POST HS
004 T/P 14 (14)	)	0000-1000000-1000000-1000000-100	TOL5/PAR INTACT: 1. BIG CTY5 4. COL GRAD
005 T/P 15 (15)	)	000000-1000000-1000000-1000000-1	TOL5/PAR INTACT: 1. BIG CTY5 5. PARED-?
006 T/P 21 (21)	)	-1-1-1-100000000000000000000000	TOL5/PAR INTACT: 2. MID CTY5 1. < HS
007 T/P 22 (22)	)	01000000000000000000000000000000	TOL5/PAR INTACT: 2. MID CTY5 2. HS GRAD
008 T/P 23 (23)	)	00010000000000000000000000000000	TOL5/PAR INTACT: 2. MID CTY5 3. POST HS
009 T/P 24 (24)	)	00000100000000000000000000000000	TOL5/PAR INTACT: 2. MID CTY5 4. COL GRAD
010 T/P 25 (25)	)	00000001000000000000000000000000	TOL5/PAR INTACT: 2. MID CTY5 5. PARED-?
011 T/P 31 (31)	)	00000000-1-1-1-100000000000000000	TOL5/PAR INTACT: 3. FR/BTWN5 1. < HS
012 T/P 32 (32)	)	00000000010000000000000000000000	TOL5/PAR INTACT: 3. FR/BTWN5 2. HS GRAD
013 T/P 33 (33)	)	00000000000100000000000000000000	TOL5/PAR INTACT: 3. FR/BTWN5 3. POST HS
014 T/P 34 (34)	)	00000000000001000000000000000000	TOL5/PAR INTACT: 3. FR/BTWN5 4. COL GRAD
015 T/P 35 (35)	)	0000000000000000010000000000000000	TOL5/PAR INTACT: 3. FR/BTWN5 5. PARED-?
016 T/P 41 (41)	)	000000000000000000-1-1-1-100000000	TOL5/PAR INTACT: 4. SML TWN5 1. < HS
017 T/P 42 (42)	)	0000000000000000000100000000000000	TOL5/PAR INTACT: 4. SML TWN5 2. HS GRAD
018 T/P 43 (43)	)	0000000000000000000001000000000000	TOL5/PAR INTACT: 4. SML TWN5 3. POST HS
019 T/P 44 (44)	)	0000000000000000000000010000000000	TOL5/PAR INTACT: 4. SML TWN5 4. COL GRAD
020 T/P 45 (45)	)	0000000000000000000000000100000000	TOL5/PAR INTACT: 4. SML TWN5 5. PARED-?
021 T/P 51 (51)	)	0000000000000000000000000-1-1-1-1	TOL5/PAR INTACT: 5. RURAL5 1. < HS
022 T/P 52 (52)	)	000000000000000000000000001000000	TOL5/PAR INTACT: 5. RURAL5 2. HS GRAD
023 T/P 53 (53)	)	000000000000000000000000000010000	TOL5/PAR INTACT: 5. RURAL5 3. POST HS
024 T/P 54 (54)	)	000000000000000000000000000000100	TOL5/PAR INTACT: 5. RURAL5 4. COL GRAD
025 T/P 55 (55)	)	000000000000000000000000000000001	TOL5/PAR INTACT: 5. RURAL5 5. PARED-?
CONDITIONING VARIABLE ID: BACK0056			
DESCRIPTION: INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY SCHOOL TYPE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL: TOL5/SCH			
NAEP ID:		N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS: 15
TYPE OF CONTRAST:		INTERACTION	NUMBER OF INDEPENDENT CONTRASTS: 8
001 T/S 11 (11)	)	010101010101010101	TOL5/SCH INTACT: 1. BIG CTY5 1. PUBLIC
002 T/S 12 (12)	)	-100-100-100-100	TOL5/SCH INTACT: 1. BIG CTY5 2. PRIVATE
003 T/S 13 (13)	)	00-100-100-100-1	TOL5/SCH INTACT: 1. BIG CTY5 3. CATHOLIC
004 T/S 21 (21)	)	-1-10000000000000	TOL5/SCH INTACT: 2. MID CTY5 1. PUBLIC
005 T/S 22 (22)	)	010000000000000000	TOL5/SCH INTACT: 2. MID CTY5 2. PRIVATE
006 T/S 23 (23)	)	000100000000000000	TOL5/SCH INTACT: 2. MID CTY5 3. CATHOLIC
007 T/S 31 (31)	)	0000-1-1000000000	TOL5/SCH INTACT: 3. FR/BTWN5 1. PUBLIC
008 T/S 32 (32)	)	000001000000000000	TOL5/SCH INTACT: 3. FR/BTWN5 2. PRIVATE
009 T/S 33 (33)	)	000000010000000000	TOL5/SCH INTACT: 3. FR/BTWN5 3. CATHOLIC
010 T/S 41 (41)	)	00000000-1-10000	TOL5/SCH INTACT: 4. SML TWN5 1. PUBLIC
011 T/S 42 (42)	)	000000000100000000	TOL5/SCH INTACT: 4. SML TWN5 2. PRIVATE
012 T/S 43 (43)	)	00000000000100000	TOL5/SCH INTACT: 4. SML TWN5 3. CATHOLIC
013 T/S 51 (51)	)	000000000000-1-1	TOL5/SCH INTACT: 5. RURAL5 1. PUBLIC
014 T/S 52 (52)	)	0000000000000100	TOL5/SCH INTACT: 5. RURAL5 2. PRIVATE
015 T/S 53 (53)	)	0000000000000001	TOL5/SCH INTACT: 5. RURAL5 3. CATHOLIC
CONDITIONING VARIABLE ID: BACK0057			
DESCRIPTION: INTERACTION: PARENTS' EDUCATION BY SCHOOL TYPE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, 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)	)	010101010101010101	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)	)	00000000000100000	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)	)	00000000000000100	PARE/SCH INTACT: 5. PARED-? 2. PRIVATE
015 P/S 53 (53)	)	0000000000000001	PARE/SCH INTACT: 5. PARED-? 3. CATHOLIC
CONDITIONING VARIABLE ID: BACK0058			
DESCRIPTION: INTERACTION: GENDER BY MATH COURSES TAKING THIS YEAR			
GRADES/ASSESSMENTS: N08, S08			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VAR LABEL:		GEND/		TOTAL NUMBER OF SPECIFIED CONTRASTS:		16
NAEP ID:		N/A		NUMBER OF INDEPENDENT CONTRASTS:		7
TYPE OF CONTRAST:		INTERACTION				
001 G/	11 (11)	)	01010101010101	GEND/	INTACT: 1. MALE	1. NO MATH
002 G/	12 (12)	)	-10000000000000	GEND/	INTACT: 1. MALE	2. 8TH GRD
003 G/	13 (13)	)	00-100000000000	GEND/	INTACT: 1. MALE	3. PREALG
004 G/	14 (14)	)	0000-1000000000	GEND/	INTACT: 1. MALE	4. ALGEBRA
005 G/	15 (15)	)	000000-10000000	GEND/	INTACT: 1. MALE	5. INT/SEQ
006 G/	16 (16)	)	00000000-100000	GEND/	INTACT: 1. MALE	6. APPLIED
007 G/	17 (17)	)	0000000000-100	GEND/	INTACT: 1. MALE	7. OTHER
008 G/	18 (18)	)	000000000000-1	GEND/	INTACT: 1. MALE	8. MISSING
009 G/	21 (21)	)	-1-1-1-1-1-1-1	GEND/	INTACT: 2. FEMALE	1. NO MATH
010 G/	22 (22)	)	01000000000000	GEND/	INTACT: 2. FEMALE	2. 8TH GRD
011 G/	23 (23)	)	00010000000000	GEND/	INTACT: 2. FEMALE	3. PREALG
012 G/	24 (24)	)	00000100000000	GEND/	INTACT: 2. FEMALE	4. ALGEBRA
013 G/	25 (25)	)	00000001000000	GEND/	INTACT: 2. FEMALE	5. INT/SEQ
014 G/	26 (26)	)	00000000010000	GEND/	INTACT: 2. FEMALE	6. APPLIED
015 G/	27 (27)	)	00000000000100	GEND/	INTACT: 2. FEMALE	7. OTHER
016 G/	28 (28)	)	00000000000001	GEND/	INTACT: 2. FEMALE	8. MISSING

CONDITIONING VARIABLE ID:		BACK0060		TOTAL NUMBER OF SPECIFIED CONTRASTS:		32
DESCRIPTION:		INTERACTION: RACE/ETHNICITY BY MATH COURSES TAKING THIS YEAR		NUMBER OF INDEPENDENT CONTRASTS:		21
GRADES/ASSESSMENTS:		N08, S08				
CONDITIONING VAR LABEL:		RACE/				
NAEP ID:		N/A				
TYPE OF CONTRAST:		INTERACTION				

001 R/	11 (11)	)	33333333333333333333	RACE/	INTACT: 1. WHI/AI/O	1. NO MATH
002 R/	12 (12)	)	122222122222122222	RACE/	INTACT: 1. WHI/AI/O	2. 8TH GRD
003 R/	13 (13)	)	212222212222212222	RACE/	INTACT: 1. WHI/AI/O	3. PREALG
004 R/	14 (14)	)	221222221222221222	RACE/	INTACT: 1. WHI/AI/O	4. ALGEBRA
005 R/	15 (15)	)	222122222122222122	RACE/	INTACT: 1. WHI/AI/O	5. INT/SEQ
006 R/	16 (16)	)	222122222122222122	RACE/	INTACT: 1. WHI/AI/O	6. APPLIED
007 R/	17 (17)	)	222212222212222212	RACE/	INTACT: 1. WHI/AI/O	7. OTHER
008 R/	18 (18)	)	222221222221222221	RACE/	INTACT: 1. WHI/AI/O	8. MISSING
009 R/	21 (21)	)	111111222222222222	RACE/	INTACT: 2. BLACK	1. NO MATH
010 R/	22 (22)	)	322222222222222222	RACE/	INTACT: 2. BLACK	2. 8TH GRD
011 R/	23 (23)	)	232222222222222222	RACE/	INTACT: 2. BLACK	3. PREALG
012 R/	24 (24)	)	223222222222222222	RACE/	INTACT: 2. BLACK	4. ALGEBRA
013 R/	25 (25)	)	222322222222222222	RACE/	INTACT: 2. BLACK	5. INT/SEQ
014 R/	26 (26)	)	222322222222222222	RACE/	INTACT: 2. BLACK	6. APPLIED
015 R/	27 (27)	)	222232222222222222	RACE/	INTACT: 2. BLACK	7. OTHER
016 R/	28 (28)	)	222223222222222222	RACE/	INTACT: 2. BLACK	8. MISSING
017 R/	31 (31)	)	222222111111122222	RACE/	INTACT: 3. HISPANIC	1. NO MATH
018 R/	32 (32)	)	222223222222222222	RACE/	INTACT: 3. HISPANIC	2. 8TH GRD
019 R/	33 (33)	)	222222322222222222	RACE/	INTACT: 3. HISPANIC	3. PREALG
020 R/	34 (34)	)	222222232222222222	RACE/	INTACT: 3. HISPANIC	4. ALGEBRA
021 R/	35 (35)	)	222222223222222222	RACE/	INTACT: 3. HISPANIC	5. INT/SEQ
022 R/	36 (36)	)	222222222322222222	RACE/	INTACT: 3. HISPANIC	6. APPLIED
023 R/	37 (37)	)	222222222232222222	RACE/	INTACT: 3. HISPANIC	7. OTHER
024 R/	38 (38)	)	222222222223222222	RACE/	INTACT: 3. HISPANIC	8. MISSING
025 R/	41 (41)	)	222222222222111111	RACE/	INTACT: 4. ASIAN	1. NO MATH
026 R/	42 (42)	)	222222222222322222	RACE/	INTACT: 4. ASIAN	2. 8TH GRD
027 R/	43 (43)	)	222222222222232222	RACE/	INTACT: 4. ASIAN	3. PREALG
028 R/	44 (44)	)	222222222222223222	RACE/	INTACT: 4. ASIAN	4. ALGEBRA
029 R/	45 (45)	)	222222222222222322	RACE/	INTACT: 4. ASIAN	5. INT/SEQ
030 R/	46 (46)	)	222222222222222232	RACE/	INTACT: 4. ASIAN	6. APPLIED
031 R/	47 (47)	)	222222222222222232	RACE/	INTACT: 4. ASIAN	7. OTHER
032 R/	48 (48)	)	2222222222222222323	RACE/	INTACT: 4. ASIAN	8. MISSING

CONDITIONING VARIABLE ID:		BACK0062		TOTAL NUMBER OF SPECIFIED CONTRASTS:		40
DESCRIPTION:		INTERACTION: PARENTS' EDUCATION BY MATH COURSES TAKING THIS YEAR		NUMBER OF INDEPENDENT CONTRASTS:		28
GRADES/ASSESSMENTS:		N08, S08				
CONDITIONING VAR LABEL:		PARE/				
NAEP ID:		N/A				
TYPE OF CONTRAST:		INTERACTION				

001 P/	11 (11)	)	33333333333333333333	PARE/	INTACT: 1. < HS	1. NO MATH
002 P/	12 (12)	)	122222122222122222	PARE/	INTACT: 1. < HS	2. 8TH GRD
003 P/	13 (13)	)	212222212222212222	PARE/	INTACT: 1. < HS	3. PREALG
004 P/	14 (14)	)	221222221222221222	PARE/	INTACT: 1. < HS	4. ALGEBRA
005 P/	15 (15)	)	222122222122222122	PARE/	INTACT: 1. < HS	5. INT/SEQ
006 P/	16 (16)	)	222122222122222122	PARE/	INTACT: 1. < HS	6. APPLIED
007 P/	17 (17)	)	222212222212222212	PARE/	INTACT: 1. < HS	7. OTHER
008 P/	18 (18)	)	222221222221222221	PARE/	INTACT: 1. < HS	8. MISSING
009 P/	21 (21)	)	111111222222222222	PARE/	INTACT: 2. HS GRAD	1. NO MATH
010 P/	22 (22)	)	322222222222222222	PARE/	INTACT: 2. HS GRAD	2. 8TH GRD
011 P/	23 (23)	)	232222222222222222	PARE/	INTACT: 2. HS GRAD	3. PREALG
012 P/	24 (24)	)	223222222222222222	PARE/	INTACT: 2. HS GRAD	4. ALGEBRA
013 P/	25 (25)	)	222322222222222222	PARE/	INTACT: 2. HS GRAD	5. INT/SEQ
014 P/	26 (26)	)	222322222222222222	PARE/	INTACT: 2. HS GRAD	6. APPLIED
015 P/	27 (27)	)	222232222222222222	PARE/	INTACT: 2. HS GRAD	7. OTHER
016 P/	28 (28)	)	222223222222222222	PARE/	INTACT: 2. HS GRAD	8. MISSING
017 P/	31 (31)	)	222222111111222222	PARE/	INTACT: 3. POST HS	1. NO MATH
018 P/	32 (32)	)	222222322222222222	PARE/	INTACT: 3. POST HS	2. 8TH GRD
019 P/	33 (33)	)	222222232222222222	PARE/	INTACT: 3. POST HS	3. PREALG

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

020 P/ 34 (34)	)	222222222322222222222222222222	PARE/	INTACT: 3. POST HS 4. ALGEBRA
021 P/ 35 (35)	)	222222222322222222222222222222	PARE/	INTACT: 3. POST HS 5. INT/SEQ
022 P/ 36 (36)	)	222222222322222222222222222222	PARE/	INTACT: 3. POST HS 6. APPLIED
023 P/ 37 (37)	)	222222222322222222222222222222	PARE/	INTACT: 3. POST HS 7. OTHER
024 P/ 38 (38)	)	222222222322222222222222222222	PARE/	INTACT: 3. POST HS 8. MISSING
025 P/ 41 (41)	)	222222222222221111111222222222	PARE/	INTACT: 4. COL GRAD 1. NO MATH
026 P/ 42 (42)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 2. 8TH GRD
027 P/ 43 (43)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 3. PREALG
028 P/ 44 (44)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 4. ALGEBRA
029 P/ 45 (45)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 5. INT/SEQ
030 P/ 46 (46)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 6. APPLIED
031 P/ 47 (47)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 7. OTHER
032 P/ 48 (48)	)	222222222222223222222222222222	PARE/	INTACT: 4. COL GRAD 8. MISSING
033 P/ 51 (51)	)	222222222222221111111222222222	PARE/	INTACT: 5. PARED-? 1. NO MATH
034 P/ 52 (52)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 2. 8TH GRD
035 P/ 53 (53)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 3. PREALG
036 P/ 54 (54)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 4. ALGEBRA
037 P/ 55 (55)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 5. INT/SEQ
038 P/ 56 (56)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 6. APPLIED
039 P/ 57 (57)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 7. OTHER
040 P/ 58 (58)	)	222222222222222222222222222222	PARE/	INTACT: 5. PARED-? 8. MISSING
CONDITIONING VARIABLE ID: BACK0064				
DESCRIPTION: INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY MATH COURSES TAKING THIS YEAR				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL: TOL5/				
NAEP ID: N/A				
TOTAL NUMBER OF SPECIFIED CONTRASTS: 40				
TYPE OF CONTRAST: INTERACTION				
NUMBER OF INDEPENDENT CONTRASTS: 28				
001 T/ 11 (11)	)	33333333333333333333333333333333	TOL5/	INTACT: 1. BIG CTY5 1. NO MATH
002 T/ 12 (12)	)	12222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 2. 8TH GRD
003 T/ 13 (13)	)	21222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 3. PREALG
004 T/ 14 (14)	)	22122222122222122222122221222222	TOL5/	INTACT: 1. BIG CTY5 4. ALGEBRA
005 T/ 15 (15)	)	2221222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 5. INT/SEQ
006 T/ 16 (16)	)	2221222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 6. APPLIED
007 T/ 17 (17)	)	222221222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 7. OTHER
008 T/ 18 (18)	)	222221222221222221222221222221222222	TOL5/	INTACT: 1. BIG CTY5 8. MISSING
009 T/ 21 (21)	)	11111122222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 1. NO MATH
010 T/ 22 (22)	)	32222222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 2. 8TH GRD
011 T/ 23 (23)	)	23222222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 3. PREALG
012 T/ 24 (24)	)	22322222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 4. ALGEBRA
013 T/ 25 (25)	)	22232222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 5. INT/SEQ
014 T/ 26 (26)	)	22232222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 6. APPLIED
015 T/ 27 (27)	)	22223222222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 7. OTHER
016 T/ 28 (28)	)	22222322222222222222222222222222	TOL5/	INTACT: 2. MID CTY5 8. MISSING
017 T/ 31 (31)	)	22222221111111222222222222222222	TOL5/	INTACT: 3. FR/BTN5 1. NO MATH
018 T/ 32 (32)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 2. 8TH GRD
019 T/ 33 (33)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 3. PREALG
020 T/ 34 (34)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 4. ALGEBRA
021 T/ 35 (35)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 5. INT/SEQ
022 T/ 36 (36)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 6. APPLIED
023 T/ 37 (37)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 7. OTHER
024 T/ 38 (38)	)	22222232222222222222222222222222	TOL5/	INTACT: 3. FR/BTN5 8. MISSING
025 T/ 41 (41)	)	22222222222222111111122222222222	TOL5/	INTACT: 4. SML TWN5 1. NO MATH
026 T/ 42 (42)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 2. 8TH GRD
027 T/ 43 (43)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 3. PREALG
028 T/ 44 (44)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 4. ALGEBRA
029 T/ 45 (45)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 5. INT/SEQ
030 T/ 46 (46)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 6. APPLIED
031 T/ 47 (47)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 7. OTHER
032 T/ 48 (48)	)	22222222222222322222222222222222	TOL5/	INTACT: 4. SML TWN5 8. MISSING
033 T/ 51 (51)	)	22222222222222222222222111111111	TOL5/	INTACT: 5. RURAL5 1. NO MATH
034 T/ 52 (52)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 2. 8TH GRD
035 T/ 53 (53)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 3. PREALG
036 T/ 54 (54)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 4. ALGEBRA
037 T/ 55 (55)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 5. INT/SEQ
038 T/ 56 (56)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 6. APPLIED
039 T/ 57 (57)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 7. OTHER
040 T/ 58 (58)	)	22222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 8. MISSING
CONDITIONING VARIABLE ID: BACK0066				
DESCRIPTION: INTERACTION: SCHOOL TYPE BY MATH COURSES TAKING THIS YEAR				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL: SCHT/				
NAEP ID: N/A				
TOTAL NUMBER OF SPECIFIED CONTRASTS: 24				
TYPE OF CONTRAST: INTERACTION				
NUMBER OF INDEPENDENT CONTRASTS: 14				
001 S/ 11 (11)	)	01010101010101010101010101010101	SCHT/	INTACT: 1. PUBLIC 1. NO MATH
002 S/ 12 (12)	)	-10000000000000-10000000000000	SCHT/	INTACT: 1. PUBLIC 2. 8TH GRD
003 S/ 13 (13)	)	00-10000000000000-100000000000	SCHT/	INTACT: 1. PUBLIC 3. PREALG
004 S/ 14 (14)	)	0000-10000000000000-1000000000	SCHT/	INTACT: 1. PUBLIC 4. ALGEBRA
005 S/ 15 (15)	)	000000-10000000000000-10000000	SCHT/	INTACT: 1. PUBLIC 5. INT/SEQ
006 S/ 16 (16)	)	00000000-10000000000000-100000	SCHT/	INTACT: 1. PUBLIC 6. APPLIED
007 S/ 17 (17)	)	0000000000-10000000000000-100000000000	SCHT/	INTACT: 1. PUBLIC 7. OTHER
008 S/ 18 (18)	)	000000000000-1000000000000000-1	SCHT/	INTACT: 1. PUBLIC 8. MISSING
009 S/ 21 (21)	)	-1-1-1-1-1-1-1-1-1000000000000000	SCHT/	INTACT: 2. PRIVATE 1. NO MATH
010 S/ 22 (22)	)	01000000000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 2. 8TH GRD

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

011 S/ 23 (23)	)	00010000000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 3. PREALG
012 S/ 24 (24)	)	00000100000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 4. ALGEBRA
013 S/ 25 (25)	)	00000001000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 5. INT/SEQ
014 S/ 26 (26)	)	00000000010000000000000000000000	SCHT/	INTACT: 2. PRIVATE 6. APPLIED
015 S/ 27 (27)	)	00000000000100000000000000000000	SCHT/	INTACT: 2. PRIVATE 7. OTHER
016 S/ 28 (28)	)	00000000000001000000000000000000	SCHT/	INTACT: 2. PRIVATE 8. MISSING
017 S/ 31 (31)	)	00000000000000-1-1-1-1-1-1-1-1	SCHT/	INTACT: 3. CATHOLIC 1. NO MATH
018 S/ 32 (32)	)	00000000000000010000000000000000	SCHT/	INTACT: 3. CATHOLIC 2. 8TH GRD
019 S/ 33 (33)	)	00000000000000000100000000000000	SCHT/	INTACT: 3. CATHOLIC 3. PREALG
020 S/ 34 (34)	)	00000000000000000000010000000000	SCHT/	INTACT: 3. CATHOLIC 4. ALGEBRA
021 S/ 35 (35)	)	00000000000000000000000001000000	SCHT/	INTACT: 3. CATHOLIC 5. INT/SEQ
022 S/ 36 (36)	)	00000000000000000000000000100000	SCHT/	INTACT: 3. CATHOLIC 6. APPLIED
023 S/ 37 (37)	)	00000000000000000000000000000100	SCHT/	INTACT: 3. CATHOLIC 7. OTHER
024 S/ 38 (38)	)	00000000000000000000000000000001	SCHT/	INTACT: 3. CATHOLIC 8. MISSING
CONDITIONING VARIABLE ID: BACK0059				
DESCRIPTION: INTERACTION: GENDER BY NUMBER OF SEMESTERS MATH				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL: GEND/SEM				
NAEP ID: N/A				
TYPE OF CONTRAST:			INTERACTION	TOTAL NUMBER OF SPECIFIED CONTRASTS: 10
				NUMBER OF INDEPENDENT CONTRASTS: 4
001 G/S 11 (11)	)	01010101	GEND/SEM	INTACT: 1. MALE 1. SEMMAT01
002 G/S 12 (12)	)	-1000000	GEND/SEM	INTACT: 1. MALE 2. SEMMAT02
003 G/S 13 (13)	)	00-10000	GEND/SEM	INTACT: 1. MALE 3. SEMMAT03
004 G/S 14 (14)	)	0000-100	GEND/SEM	INTACT: 1. MALE 4. SEMMAT04
005 G/S 15 (15)	)	0000-100	GEND/SEM	INTACT: 1. MALE 5. SEMMAT-?
006 G/S 21 (21)	)	-1-1-1-1	GEND/SEM	INTACT: 2. FEMALE 1. SEMMAT01
007 G/S 22 (22)	)	01000000	GEND/SEM	INTACT: 2. FEMALE 2. SEMMAT02
008 G/S 23 (23)	)	00010000	GEND/SEM	INTACT: 2. FEMALE 3. SEMMAT03
009 G/S 24 (24)	)	00000100	GEND/SEM	INTACT: 2. FEMALE 4. SEMMAT04
010 G/S 25 (25)	)	00000001	GEND/SEM	INTACT: 2. FEMALE 5. SEMMAT-?
CONDITIONING VARIABLE ID: BACK0061				
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY NUMBER OF SEMESTERS MATH				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL: RACE/SEM				
NAEP ID: N/A				
TYPE OF CONTRAST:			INTERACTION	TOTAL NUMBER OF SPECIFIED CONTRASTS: 20
				NUMBER OF INDEPENDENT CONTRASTS: 12
001 R/S 11 (11)	)	010101010101010101010101010101	RACE/SEM	INTACT: 1. WHI/AI/O 1. SEMMAT01
002 R/S 12 (12)	)	-1000000-1000000-1000000	RACE/SEM	INTACT: 1. WHI/AI/O 2. SEMMAT02
003 R/S 13 (13)	)	00-1000000-1000000-100000	RACE/SEM	INTACT: 1. WHI/AI/O 3. SEMMAT03
004 R/S 14 (14)	)	0000-1000000-1000000-100	RACE/SEM	INTACT: 1. WHI/AI/O 4. SEMMAT04
005 R/S 15 (15)	)	000000-1000000-1000000-1	RACE/SEM	INTACT: 1. WHI/AI/O 5. SEMMAT-?
006 R/S 21 (21)	)	-1-1-1-10000000000000000000	RACE/SEM	INTACT: 2. BLACK 1. SEMMAT01
007 R/S 22 (22)	)	01000000000000000000000000	RACE/SEM	INTACT: 2. BLACK 2. SEMMAT02
008 R/S 23 (23)	)	00010000000000000000000000	RACE/SEM	INTACT: 2. BLACK 3. SEMMAT03
009 R/S 24 (24)	)	00000100000000000000000000	RACE/SEM	INTACT: 2. BLACK 4. SEMMAT04
010 R/S 25 (25)	)	00000001000000000000000000	RACE/SEM	INTACT: 2. BLACK 5. SEMMAT-?
011 R/S 31 (31)	)	00000000-1-1-1-100000000	RACE/SEM	INTACT: 3. HISPANIC 1. SEMMAT01
012 R/S 32 (32)	)	00000000010000000000000000	RACE/SEM	INTACT: 3. HISPANIC 2. SEMMAT02
013 R/S 33 (33)	)	00000000000100000000000000	RACE/SEM	INTACT: 3. HISPANIC 3. SEMMAT03
014 R/S 34 (34)	)	00000000000001000000000000	RACE/SEM	INTACT: 3. HISPANIC 4. SEMMAT04
015 R/S 35 (35)	)	00000000000000010000000000	RACE/SEM	INTACT: 3. HISPANIC 5. SEMMAT-?
016 R/S 41 (41)	)	0000000000000000-1-1-1-1	RACE/SEM	INTACT: 4. ASIAN 1. SEMMAT01
017 R/S 42 (42)	)	0000000000000000000010000000	RACE/SEM	INTACT: 4. ASIAN 2. SEMMAT02
018 R/S 43 (43)	)	0000000000000000000000100000	RACE/SEM	INTACT: 4. ASIAN 3. SEMMAT03
019 R/S 44 (44)	)	000000000000000000000000100	RACE/SEM	INTACT: 4. ASIAN 4. SEMMAT04
020 R/S 45 (45)	)	0000000000000000000000000001	RACE/SEM	INTACT: 4. ASIAN 5. SEMMAT-?
CONDITIONING VARIABLE ID: BACK0063				
DESCRIPTION: INTERACTION: PARENTS' EDUCATION BY NUMBER OF SEMESTERS MATH				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL: PARE/SEM				
NAEP ID: N/A				
TYPE OF CONTRAST:			INTERACTION	TOTAL NUMBER OF SPECIFIED CONTRASTS: 25
				NUMBER OF INDEPENDENT CONTRASTS: 16
001 P/S 11 (11)	)	01010101010101010101010101010101	PARE/SEM	INTACT: 1. < HS 1. SEMMAT01
002 P/S 12 (12)	)	-1000000-1000000-1000000-1000000	PARE/SEM	INTACT: 1. < HS 2. SEMMAT02
003 P/S 13 (13)	)	00-1000000-1000000-1000000-10000	PARE/SEM	INTACT: 1. < HS 3. SEMMAT03
004 P/S 14 (14)	)	0000-1000000-1000000-1000000-100	PARE/SEM	INTACT: 1. < HS 4. SEMMAT04
005 P/S 15 (15)	)	000000-1000000-1000000-1000000-1	PARE/SEM	INTACT: 1. < HS 5. SEMMAT-?
006 P/S 21 (21)	)	-1-1-1-1000000000000000000000	PARE/SEM	INTACT: 2. HS GRAD 1. SEMMAT01
007 P/S 22 (22)	)	010000000000000000000000000000	PARE/SEM	INTACT: 2. HS GRAD 2. SEMMAT02
008 P/S 23 (23)	)	000100000000000000000000000000	PARE/SEM	INTACT: 2. HS GRAD 3. SEMMAT03
009 P/S 24 (24)	)	000001000000000000000000000000	PARE/SEM	INTACT: 2. HS GRAD 4. SEMMAT04
010 P/S 25 (25)	)	000000010000000000000000000000	PARE/SEM	INTACT: 2. HS GRAD 5. SEMMAT-?
011 P/S 31 (31)	)	00000000-1-1-1-1000000000000000	PARE/SEM	INTACT: 3. POST HS 1. SEMMAT01
012 P/S 32 (32)	)	000000000100000000000000000000	PARE/SEM	INTACT: 3. POST HS 2. SEMMAT02
013 P/S 33 (33)	)	000000000001000000000000000000	PARE/SEM	INTACT: 3. POST HS 3. SEMMAT03
014 P/S 34 (34)	)	000000000000010000000000000000	PARE/SEM	INTACT: 3. POST HS 4. SEMMAT04
015 P/S 35 (35)	)	000000000000000100000000000000	PARE/SEM	INTACT: 3. POST HS 5. SEMMAT-?
016 P/S 41 (41)	)	000000000000000-1-1-1-100000000	PARE/SEM	INTACT: 4. COL GRAD 1. SEMMAT01
017 P/S 42 (42)	)	00000000000000000001000000000000	PARE/SEM	INTACT: 4. COL GRAD 2. SEMMAT02
018 P/S 43 (43)	)	00000000000000000000010000000000	PARE/SEM	INTACT: 4. COL GRAD 3. SEMMAT03
019 P/S 44 (44)	)	00000000000000000000000100000000	PARE/SEM	INTACT: 4. COL GRAD 4. SEMMAT04

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

007 /R 23 (23	)	000100000000	/RAC INTACT: 2. SAMP S2	3. HISPANIC
008 /R 24 (24	)	000001000000	/RAC INTACT: 2. SAMP S2	4. ASIAN
009 /R 31 (31	)	000000-1-1-1	/RAC INTACT: 3. SAMP S3	1. WHI/AI/O
010 /R 32 (32	)	000000010000	/RAC INTACT: 3. SAMP S3	2. BLACK
011 /R 33 (33	)	000000000100	/RAC INTACT: 3. SAMP S3	3. HISPANIC
012 /R 34 (34	)	000000000001	/RAC INTACT: 3. SAMP S3	4. ASIAN
CONDITIONING VARIABLE ID: BACK0073				
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: BACK0074				
DESCRIPTION: HOW OFTEN USE A HOME COMPUTER FOR SCHOOLWORK?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		B009301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B009301A (01	)	00000	ALMOST EVERY DAY	
002 B009301B (02	)	10000	ONCE OR TWICE A WEEK	
003 B009301C (03	)	01000	ONCE OR TWICE A MTH	
004 B009301D (04	)	00100	NEVER OR HARDLY EVER	
005 B009301E (05	)	00010	NO COMPUTER AT HOME	
006 B009301M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: BACK0075				
DESCRIPTION: HOW SAFE DO YOU FEEL AT SCHOOL?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		B009401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009401A (01	)	0000	VERY SAFE	
002 B009401B (02	)	1000	SOMEWHAT SAFE	
003 B009401C (03	)	0100	SOMEWHAT UNSAFE	
004 B009401D (04	)	0010	VERY UNSAFERDLY EVER	
005 B009401M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: BACK0076				
DESCRIPTION: DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?				
GRADES/ASSESSMENTS: N04, S04				
CONDITIONING VAR LABEL:				
NAEP ID:		B009501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B009501A (01	)	000	YES	
002 B009501B (02	)	100	NO	
003 B009501C (03	)	010	DON'T LIVE W/ MOTHER	
004 B009501M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: BACK0077				
DESCRIPTION: DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?				
GRADES/ASSESSMENTS: N04, S04				
CONDITIONING VAR LABEL:				
NAEP ID:		B009502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B009502A (01	)	000	YES	
002 B009502B (02	)	100	NO	
003 B009502C (03	)	010	DON'T LIVE W/ FATHER	
004 B009502M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0002				
DESCRIPTION: HOW OFTEN DO YOU DO MATH PROBLEMS FROM TEXTBOOK?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		M812701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812701A (01	)	0000	ALMOST EVERY DAY	
002 M812701B (02	)	1000	ONCE OR TWICE A WEEK	
003 M812701C (03	)	0100	ONCE OR TWICE MONTH	
004 M812701D (04	)	0010	NEVER OR HARDLY EVER	
005 M812701M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0003				
DESCRIPTION: HOW OFTEN DO YOU DO MATH PROBLEMS ON WORK SHEETS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		M812702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 M812702A (01	) 0000	ALMOST EVERY DAY	
002 M812702B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812702C (03	) 0100	ONCE OR TWICE MONTH	
004 M812701D (04	) 0010	NEVER OR HARDLY EVER	
005 M812701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0004			
DESCRIPTION: HOW OFTEN SOLVE MATH PROBLEMS WITH PARTNER/GROUP?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812703A (01	) 0000	ALMOST EVERY DAY	
002 M812703B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812703C (03	) 0100	ONCE OR TWICE MONTH	
004 M812703D (04	) 0010	NEVER OR HARDLY EVER	
005 M812703M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0005			
DESCRIPTION: HOW OFTEN IN MATH WORK W/ RULERS, GEOM SHAPES?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M812704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812704A (01	) 0000	ALMOST EVERY DAY	
002 M812704B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812704C (03	) 0100	ONCE OR TWICE MONTH	
004 M812704D (04	) 0010	NEVER OR HARDLY EVER	
005 M812704M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0006			
DESCRIPTION: HOW OFTEN WRITE ABOUT SOLVING A MATH PROBLEM?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812705A (01	) 0000	ALMOST EVERY DAY	
002 M812705B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812705C (03	) 0100	ONCE OR TWICE MONTH	
004 M812705D (04	) 0010	NEVER OR HARDLY EVER	
005 M812705M (M	) 0001	MISSING RDLY EVER	
CONDITIONING VARIABLE ID: SUBJ0007			
DESCRIPTION: HOW OFTEN DO YOU TAKE MATHEMATICS TESTS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812706A (01	) 0000	ALMOST EVERY DAY	
002 M812706B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812706C (03	) 0100	ONCE OR TWICE MONTH	
004 M812706D (04	) 0010	NEVER OR HARDLY EVER	
005 M812706M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0008			
DESCRIPTION: HOW OFTEN DO YOU TALK TO THE CLASS RE MATH WORK?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812707A (01	) 0000	ALMOST EVERY DAY	
002 M812707B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812707C (03	) 0100	ONCE OR TWICE MONTH	
004 M812707D (04	) 0010	NEVER OR HARDLY EVER	
005 M812707M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0009			
DESCRIPTION: HOW OFTEN DO 10 OR MORE MATH PROBLEMS BY YOURSELF?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812708A (01	) 0000	ALMOST EVERY DAY	
002 M812708B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812708C (03	) 0100	ONCE OR TWICE MONTH	
004 M812708D (04	) 0010	NEVER OR HARDLY EVER	
005 M812708M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0010			
DESCRIPTION: HOW OFTEN DISCUSS MATH PROBLEMS W/ OTHER STUDENTS?			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812709A (01	) 0000	ALMOST EVERY DAY	
002 M812709B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812709C (03	) 0100	ONCE OR TWICE MONTH	
004 M812709D (04	) 0010	NEVER OR HARDLY EVER	
005 M812709M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0011		
DESCRIPTION:	HOW OFTEN DO YOU USE A COMPUTER FOR MATH?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812710A (01	) 0000	ALMOST EVERY DAY	
002 M812710B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812710C (03	) 0100	ONCE OR TWICE MONTH	
004 M812710D (04	) 0010	NEVER OR HARDLY EVER	
005 M812710M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0012		
DESCRIPTION:	HOW OFTEN DO YOU USE A CALCULATOR FOR MATH?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812711A (01	) 0000	ALMOST EVERY DAY	
002 M812711B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812711C (03	) 0100	ONCE OR TWICE MONTH	
004 M812711D (04	) 0010	NEVER OR HARDLY EVER	
005 M812711M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0013		
DESCRIPTION:	DO YOU HAVE CALCULATOR TO USE WITH MATH HOMEWORK?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M811201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M811201Y (01	) 00	YES	
002 M811201N (02	) 10	NODECIDED	
003 M811201M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0014		
DESCRIPTION:	HOW OFTEN USE A CALCULATOR FOR MATH CLASSWORK?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812001A (01	) 0000	ALMOST EVERY DAY	
002 M812001B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812001C (03	) 0100	ONCE OR TWICE MONTH	
004 M812001D (04	) 0010	NEVER OR HARDLY EVER	
005 M812001M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0015		
DESCRIPTION:	HOW OFTEN USE A CALCULATOR FOR MATH HOMEWORK?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812002A (01	) 0000	ALMOST EVERY DAY	
002 M812002B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812001C (03	) 0100	ONCE OR TWICE MONTH	
004 M812001D (04	) 0010	NEVER OR HARDLY EVER	
005 M812001M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0016		
DESCRIPTION:	HOW OFTEN USE A CALCULATOR FOR MATH TESTS/QUIZZES?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812003A (01	) 0000	ALMOST EVERY DAY	
002 M812003B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812003C (03	) 0100	ONCE OR TWICE MONTH	
004 M812003D (04	) 0010	NEVER OR HARDLY EVER	
005 M812003M (M	) 0001	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: SUBJ0017			
DESCRIPTION: HOW MUCH TIME SPEND DAILY ON MATH HOMEWORK?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 M812101A (01	) 0000000	NOT TAKING THIS YEAR	
002 M812101B (02	) 1000000	NONE	
003 M812101C (03	) 0100000	15 MINUTES	
004 M812101D (04	) 0010000	30 MINUTES	
005 M812101E (05	) 0001000	45 MINUTES	
006 M812101F (06	) 0000100	ONE HOUR	
007 M812101G (07	) 0000010	MORE THAN ONE HOUR	
008 M812101M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0018			
DESCRIPTION: GET MATH HELP FROM SPECIAL TEACHER/AIDE/TUTOR?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M811401Y (01	) 00	YES	
002 M811401N (02	) 10	NODECIED	
003 M811401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SUBJ0019			
DESCRIPTION: AGREE/DISAGREE: I LIKE MATH			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 M811101A (01	) 000	AGREE	
002 M811101B (02	) 100	UNDECIED	
003 M811101C (03	) 010	DISAGREE OR LESS	
004 M811101M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0020			
DESCRIPTION: AGREE/DISAGREE: I AM GOOD AT MATH			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 M811103A (01	) 000	AGREE	
002 M811103B (02	) 100	UNDECIED	
003 M811103C (03	) 010	DISAGREE OR LESS	
004 M811103M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0021			
DESCRIPTION: HOW MUCH AGREE-UNDERSTAND MOST OF MATH CLASS?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 M811106A (01	) 000	AGREE	
002 M811106B (02	) 100	UNDECIED	
003 M811106C (03	) 010	DISAGREE OR LESS	
004 M811106M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0022			
DESCRIPTION: HOW MUCH AGREE-ONLY 1 CORRECT WAY TO SOLVE PROB?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811109	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 M811109A (01	) 000	AGREE	
002 M811109B (02	) 100	UNDECIED	
003 M811109C (03	) 010	DISAGREE OR LESS	
004 M811109M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0023			
DESCRIPTION: HOW MUCH AGREE-LEARNING MATH IS MEMORIZING FACTS?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	M811107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 M811107A (01	) 000	AGREE	
002 M811107B (02	) 100	UNDECIED	
003 M811107C (03	) 010	DISAGREE OR LESS	
004 M811107M (M	) 001	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: SUBJ0024				
DESCRIPTION: AGREE/DISAGREE: MATH USED FOR SOLVING PROBLEMS				
GRADES/ASSESSMENTS: N04, S04				
CONDITIONING VAR LABEL:				
NAEP ID:	M811105	TOTAL NUMBER OF SPECIFIED CONTRASTS:		4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		3
001 M811105A (01	) 000	AGREE		
002 M811105B (02	) 100	UNDECIDED		
003 M811105C (03	) 010	DISAGREE OR LESS		
004 M811105M (M	) 001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0025				
DESCRIPTION: HOW MUCH AGREE-IF CHOICE I WOULDNT STUDY MORE?				
GRADES/ASSESSMENTS: N04, S04				
CONDITIONING VAR LABEL:				
NAEP ID:	M811108	TOTAL NUMBER OF SPECIFIED CONTRASTS:		4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		3
001 M811108A (01	) 000	AGREE		
002 M811108B (02	) 100	UNDECIDED		
003 M811108C (03	) 010	DISAGREE OR LESS		
004 M811108M (M	) 001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0026				
DESCRIPTION: HOW MUCH AGREE-EVERYONE CAN DO WELL IF TRY?				
GRADES/ASSESSMENTS: N04, S04				
CONDITIONING VAR LABEL:				
NAEP ID:	M811110	TOTAL NUMBER OF SPECIFIED CONTRASTS:		4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		3
001 M811110A (01	) 000	AGREE		
002 M811110B (02	) 100	UNDECIDED		
003 M811110C (03	) 010	DISAGREE OR LESS		
004 M811110M (M	) 001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0027				
DESCRIPTION: ABOUT HOW MANY QUESTIONS RIGHT ON TEST?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:	MM00101	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 MM00101A (01	) 0000	ALMOST ALL		
002 MM00101B (02	) 1000	MORE THAN HALF		
003 MM00101C (03	) 0100	ABOUT HALF		
004 MM00101D (04	) 0010	LESS THAN HALF		
005 MM00101M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0028				
DESCRIPTION: HOW HARD TEST COMPARED TO THOSE IN SCHOOL?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:	MM00201	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 MM00201A (01	) 0000	MUCH HARDER		
002 MM00201B (02	) 1000	HARDER THAN OTHERS		
003 MM00201C (03	) 0100	ABOUT THE SAME		
004 MM00201D (04	) 0010	EASIER THEN OTHE		
005 MM00201M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0029				
DESCRIPTION: HOW HARD DID YOU TRY ON TEST COMPARED TO OTHERS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:	MM00301	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 MM00301A (01	) 0000	MUCH HARDER		
002 MM00301B (02	) 1000	HARDER THAN OTHERS		
003 MM00301C (03	) 0100	ABOUT AS HARD		
004 MM00301D (04	) 0010	NOT AS HARD AS OTHER		
005 MM00301M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: SUBJ0030				
DESCRIPTION: HOW IMPORTANT WAS IT YOU DO WELL ON THIS TEST?				
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:	MM00401	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 MM00401A (01	) 0000	VERY IMPORTANT		
002 MM00401B (02	) 1000	IMPORTANT		
003 MM00401C (03	) 0100	SOMEWHAT IMPORTANT		
004 MM00401D (04	) 0010	NOT VERY IMPORTANTER		
005 MM00401M (M	) 0001	MISSING		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	SUBJ0031		
DESCRIPTION:	HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	MM00501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 MM00501A (01	) 0000	AT LEAST ONCE A WEEK	
002 MM00501B (02	) 1000	ONCE OR TWICE A MNTH	
003 MM00501C (03	) 0100	ONCE OR TWICE A YEAR	
004 MM00501D (04	) 0010	NEVERERY IMPORTANTER	
005 MM00501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0078		
DESCRIPTION:	DESCRIBE YOUR OVERALL GRADES SINCE 6TH GRADE		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	B009701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B009701A (01	) 000000	MOSTLY A'S	
002 B009701B (02	) 100000	MOSTLY B'S	
003 B009701C (03	) 010000	MOSTLY C'S	
004 B009701D (04	) 001000	MOSTLY D'S	
005 B009701E (05	) 000100	MOSTLY BELOW D'S	
006 B009701F (06	) 000010	CLASSES NOT GRADED	
007 B009701M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0079		
DESCRIPTION:	HOW FAR IN SCHOOL DO YOU THINK YOU WILL GO?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	B009801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 NO HS (01	) 000000	NOT FINISH HS	
002 GRAD HS (02	) 100000	GRADUATE HS	
003 ED > HS (03	) 010000	SOME ED PAST HS	
004 GRAD CLG (04	) 001000	GRADUATE COLLEGE	
005 GRAD SCH (05	) 000100	GO GRADUATE SCHOOL	
006 IDK (06	) 000010	I DON'T KNOWGRADED	
007 MISSING (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0080		
DESCRIPTION:	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B009601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009601A (01	) 0000	YES, FULL-TIME	
002 B009601B (02	) 1000	YES, PART-TIME	
003 B009601C (03	) 0100	NO	
004 B009601D (04	) 0010	DON'T LIVE W/ MOTHER	
005 B009601M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0081		
DESCRIPTION:	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B009602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009601A (01	) 0000	YES, FULL-TIME	
002 B009601B (02	) 1000	YES, PART-TIME	
003 B009601C (03	) 0100	NO	
004 B009601D (04	) 0010	DON'T LIVE W/ FATHER	
005 B009601M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0032		
DESCRIPTION:	WORK W/ MEAS. INSTRUMENTS/GEOM SOLIDS FOR MATH?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812712A (01	) 0000	ALMOST EVERY DAY	
002 M812712B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812712C (03	) 0100	ONCE OR TWICE MONTH	
004 M812712D (04	) 0010	NEVER OR HARDLY EVER	
005 M812712M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0033		
DESCRIPTION:	HOW OFTEN WRITE REPORTS OR DO MATH PROJECTS?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

NAEP ID:	M812713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M812713A (01	) 0000	ALMOST EVERY DAY	
002 M812713B (02	) 1000	ONCE OR TWICE A WEEK	
003 M812713C (03	) 0100	ONCE OR TWICE MONTH	
004 M812713D (04	) 0010	NEVER OR HARDLY EVER	
005 M812713M (M	) 0001	MISSING RDLY EVER	
CONDITIONING VARIABLE ID:	SUBJ0034		
DESCRIPTION:	IS THERE A PORTFOLIO W/ YOUR MATH WORK IN IT?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M812201Y (01	) 00	YES	
002 M812201N (02	) 10	NONE	
003 M812201M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0035		
DESCRIPTION:	DO YOU USE A SCIENTIFIC CALCULATOR FOR MATH WORK?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M812301Y (01	) 00	YES	
002 M812301N (02	) 10	NONE	
003 M812301M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0036		
DESCRIPTION:	DO YOU USE A GRAPHING CALCULATOR FOR MATH WORK?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M812401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M812401Y (01	) 00	YES	
002 M812401N (02	) 10	NONE	
003 M812401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0037		
DESCRIPTION:	WHAT KIND OF MATH CLASS WILL YOU TAKE IN 9TH GR?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	MATEXP	TOTAL NUMBER OF SPECIFIED CONTRASTS:	10
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	9
001 NO MATH (01	) 000000000	NOT EXPECT TO TAKE	
002 BASIC (02	) 100000000	BASIC,GEN,BUSINESS	
003 APPLIED (03	) 010000000	APPLIED MATH	
004 PREALG (04	) 001000000	PREALGEBRA	
005 ALG 1 (05	) 000100000	ALGEBRA 1/ELEM ALG	
006 GEOMETRY (06	) 000010000	GEOMETRY	
007 INT/SEQ (07	) 000001000	INTERGATED/SEQUENTIAL	
008 OTHER (08	) 000000100	OTHER MATH CLASS	
009 IDK (09	) 000000010	I DON'T KNOW	
010 MISSING (M	) 000000001	MISSING W	
CONDITIONING VARIABLE ID:	SUBJ0038		
DESCRIPTION:	DO YOU AGREE: I LIKE MATH		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M812701A (01	) 00000	STRONGLY AGREE	
002 M812701B (02	) 10000	AGREE	
003 M812701C (03	) 01000	UNDECIDED	
004 M812701D (04	) 00100	DISAGREE	
005 M812701E (05	) 00010	STRONGLY DISAGREE	
006 M812701M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0039		
DESCRIPTION:	DO YOU AGREE: I AM GOOD IN MATH		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810701A (01	) 00000	STRONGLY AGREE	
002 M810701B (02	) 10000	AGREE	
003 M810701C (03	) 01000	UNDECIDED	
004 M810701D (04	) 00100	DISAGREE	
005 M810701E (05	) 00010	STRONGLY DISAGREE	
006 M810701M (M	) 00001	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	SUBJ0040		
DESCRIPTION:	AGREE/DISAGREE: UNDERSTAND MOST OF MATH CLASS		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810707A (01	) 00000	STRONGLY AGREE	
002 M810707B (02	) 10000	AGREE	
003 M810707C (03	) 01000	UNDECIDED	
004 M810707D (04	) 00100	DISAGREE	
005 M810707E (05	) 00010	STRONGLY DISAGREE	
006 M810707M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0041		
DESCRIPTION:	AGREE/DISAGREE: ONLY ONE WAY TO SOLVE MATH PROBLEM		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810709A (01	) 00000	STRONGLY AGREE	
002 M810709B (02	) 10000	AGREE	
003 M810709C (03	) 01000	UNDECIDED	
004 M810709D (04	) 00100	DISAGREE	
005 M810709E (05	) 00010	STRONGLY DISAGREE	
006 M810709M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0042		
DESCRIPTION:	AGREE/DISAGREE: MATH IS MOSTLY MEMORIZING FACTS		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810708A (01	) 00000	STRONGLY AGREE	
002 M810708B (02	) 10000	AGREE	
003 M810708C (03	) 01000	UNDECIDED	
004 M810708D (04	) 00100	DISAGREE	
005 M810708E (05	) 00010	STRONGLY DISAGREE	
006 M810708M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0043		
DESCRIPTION:	AGREE/DISAGREE: CONCEPTS ARE AS IMPORTANT AS OPER		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810710A (01	) 00000	STRONGLY AGREE	
002 M810710B (02	) 10000	AGREE	
003 M810710C (03	) 01000	UNDECIDED	
004 M810710D (04	) 00100	DISAGREE	
005 M810710E (05	) 00010	STRONGLY DISAGREE	
006 M810710M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0044		
DESCRIPTION:	DO YOU AGREE: MATH USEFUL/SOLVING EVERYDAY PROBLEM		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810705A (01	) 00000	STRONGLY AGREE	
002 M810705B (02	) 10000	AGREE	
003 M810705C (03	) 01000	UNDECIDED	
004 M810705D (04	) 00100	DISAGREE	
005 M810705E (05	) 00010	STRONGLY DISAGREE	
006 M810705M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0045		
DESCRIPTION:	AGREE/DISAGREE: WOULD NOT STUDY MORE MATH		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810706A (01	) 00000	STRONGLY AGREE	
002 M810706B (02	) 10000	AGREE	
003 M810706C (03	) 01000	UNDECIDED	
004 M810706D (04	) 00100	DISAGREE	
005 M810706E (05	) 00010	STRONGLY DISAGREE	
006 M810706M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0046		
DESCRIPTION:	AGREE/DISAGREE: ALL CAN DO WELL IN MATH IF TRY		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	M810711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 M810711A (01	) 00000	STRONGLY AGREE	
002 M810711B (02	) 10000	AGREE	
003 M810711C (03	) 01000	UNDECIDED	
004 M810711D (04	) 00100	DISAGREE	
005 M810711E (05	) 00010	STRONGLY DISAGREE	
006 M810711M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	BACK0082		
DESCRIPTION:	SINCE KDG, GRADES ATTENDED IN THIS STATE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B008301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B008301A (01	) 00000	LESS THAN 1 GRADE	
002 B008301B (02	) 10000	1-2 GRADES	
003 B008301C (03	) 01000	3-5 GRADES	
004 B008301D (04	) 00100	6-9 GRADES	
005 B008301E (05	) 00010	MORE THAN 9 GRADES	
006 B008301M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	BACK0083		
DESCRIPTION:	DESCRIBE YOUR OVERALL GRADES SINCE 9TH GRADE		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B009901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B009901A (01	) 000000	MOSTLY A'S	
002 B009901B (02	) 100000	MOSTLY B'S	
003 B009901C (03	) 010000	MOSTLY C'S	
004 B009901D (04	) 001000	MOSTLY D'S	
005 B009901E (05	) 000100	MOSTLY BELOW D'S	
006 B009901F (06	) 000010	CLASSES NOT GRADED	
007 B009901M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0084		
DESCRIPTION:	WHICH BEST DESCRIBES YOUR HIGH SCHOOL PROGRAM		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B008501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 GENERAL (01	) 0000	GENERAL	
002 ACADEMIC (02	) 1000	ACADEMIC/COLLEGE PRE	
003 VOC/TECH (03	) 0100	VOCATIONAL OR TECHN	
004 OTHER (04	) 0010	OTHERRADES	
005 MISSING (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0085		
DESCRIPTION:	WHAT WILL TAKE LARGEST AMT. OF TIME AFTER HIGH-SCH		
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 WORKING (01	) 000000	WORKING FULL-TIME	
002 VOC COLL (02	) 100000	VOCATIONAL COLLEGE	
003 2 YR COL (03	) 010000	ATTEND 2 YR COLLEGE	
004 4 YR COL (04	) 001000	ATTEND 4 YEAR COLLEG	
005 MILITARY (05	) 000100	MILITARY SERVICE	
006 OTHER (06	) 000010	OTHERS	
007 MISSING (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0086		
DESCRIPTION:	KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	MOTHOC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	17
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	16
001 NOT PRE (01,M	) 0000000000000000	NOT PRESENT IN HOUSEHOLD	
002 OFFICE W (02	) 1000000000000000	OFFICE WORKER	
003 TECHNIC (03	) 0100000000000000	TECHNICAL	
004 PROT SRV (04	) 0010000000000000	PROTECTIVE SERVICE	
005 SALES (05	) 0001000000000000	SALES	
006 OWNER (06	) 0000100000000000	OWNER	
007 SERV WRK (07	) 0000010000000000	SERVICE WORKER	
008 SKILL T (08	) 0000001000000000	SKILLED TRADESPERSON	
009 LABORER (09	) 0000000100000000	LABORER	
010 OPERATOR (10	) 0000000010000000	OPERATOR	
011 FARMER (11	) 0000000001000000	FARMER/FARM MANAGER	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

012	HOMEMAKE (12	)	0000000000100000	HOMEMAKER	
013	MANAGER (13	)	0000000000010000	MANAGER	
014	MILITARY (14	)	0000000000010000	MILITARY	
015	TEACHER (15	)	0000000000000100	SCHOOL TEACHER	
016	PROFESS1 (16	)	0000000000000010	PROFESSIONAL 1	
017	PROFESS2 (17	)	0000000000000001	PROFESSIONAL 2	
CONDITIONING VARIABLE ID: BACK0087					
DESCRIPTION: KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	B011A01			TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	1
001	B011A01M (M	)	0	MISSING	
002	B011A01N (@	)	1	NOT PRESENT IN HOUSEHOLD	
CONDITIONING VARIABLE ID: BACK0088					
DESCRIPTION: KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	FATHOCC			TOTAL NUMBER OF SPECIFIED CONTRASTS:	17
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	16
001	NOT PRES (01,M	)	0000000000000000	NOT PRESENT IN HOUSEHOLD	
002	OFFICE (02	)	1000000000000000	OFFICE WORKER	
003	TECHNIC (03	)	0100000000000000	TECHNICAL	
004	PROT SRV (04	)	0010000000000000	PROTECTIVE SERVICES	
005	SALES (05	)	0001000000000000	SALES	
006	OWNER (06	)	0000100000000000	OWNER	
007	SERV WRK (07	)	0000010000000000	SERVICE WORKER	
008	SKILL TR (08	)	0000001000000000	SKILLED TRADEPERSON	
009	LABORER (09	)	0000000100000000	LABORER	
010	OPERATOR (10	)	0000000010000000	OPERATOR	
011	FARMER (11	)	0000000001000000	FARMER/FARM MANAGER	
012	HOMEMAKE (12	)	0000000000100000	HOMEMAKER	
013	MANAGER (13	)	0000000000010000	MANAGER	
014	MILITARY (14	)	0000000000001000	MILITARY	
015	TEACHER (15	)	0000000000000100	SCHOOL TEACHER	
016	PROFESS1 (16	)	0000000000000010	PROFESSIONAL 1	
017	PROFESS2 (17	)	0000000000000001	PROFESSIONAL 2	
CONDITIONING VARIABLE ID: BACK0089					
DESCRIPTION: KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	B012A02			TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	1
001	B012A02M (M	)	0	MISSING	
002	B012A02N (@	)	1	NOT PRESENT IN HOUSEHOLD	
CONDITIONING VARIABLE ID: SUBJ0047					
DESCRIPTION: ARE YOU TAKING MATH CLASSES THIS YEAR					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	M810901			TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	2
001	M810901Y (01	)	00	YES	
002	M810901N (02	)	10	NO	
003	M810901M (M	)	01	MISSING	
CONDITIONING VARIABLE ID: SUBJ0048					
DESCRIPTION: WHAT GRADE DID YOU TAKE 1ST YR ALGEBRA?					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	M811801			TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	5
001	M811801A (01	)	00000	HAVNT TAKEN 1ST YEAR	
002	M811801B (02	)	10000	BEFORE 9TH GRADE	
003	M811801C (03	)	01000	9TH GRADE	
004	M811801D (04	)	00100	10TH GRADE	
005	M811801E (05	)	00010	11TH OR 12TH GRADE	
006	M811801M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0049					
DESCRIPTION: HOW LONG HAVE YOU TAKEN GENERAL MATH (9-12)					
GRADES/ASSESSMENTS: N12					
CONDITIONING VAR LABEL:					
NAEP ID:	M811001			TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS			NUMBER OF INDEPENDENT CONTRASTS:	4
001	M811001A (01	)	0000	MORE THAN 1 YEAR	
002	M811001B (02	)	1000	1 SCHOOL YEAR	
003	M811001C (03	)	0100	1/2 YEAR OR LESS	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

004 M811001D (04	) 0010	NOT STUDIED	
005 M811001M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0050			
DESCRIPTION: HOW LONG HAVE YOU TAKEN BUSINESS OR CONSUMER MATH			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811002A (01	) 0000	MORE THAN 1 YEAR	
002 M811002B (02	) 1000	1 SCHOOL YEAR	
003 M811002C (03	) 0100	1/2 YEAR OR LESS	
004 M811002D (04	) 0010	NOT STUDIED	
005 M811002M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0051			
DESCRIPTION: HOW LONG TAKEN APPLIED MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811014	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811014A (01	) 0000	MORE THAN 1 YEAR	
002 M811014B (02	) 1000	1 SCHOOL YEAR	
003 M811014C (03	) 0100	1/2 YEAR OR LESS	
004 M811014D (04	) 0010	NOT STUDIED	
005 M811014M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0052			
DESCRIPTION: HOW LONG HAVE YOU TAKEN INTRO (PRE) - ALGEBRA			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811014A (01	) 0000	MORE THAN 1 YEAR	
002 M811014B (02	) 1000	1 SCHOOL YEAR	
003 M811014C (03	) 0100	1/2 YEAR OR LESS	
004 M811014D (04	) 0010	NOT STUDIED	
005 M811014M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0053			
DESCRIPTION: HOW LONG HAVE YOU STUDIED FIRST-YEAR ALGEBRA			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811004A (01	) 0000	MORE THAN 1 YEAR	
002 M811004B (02	) 1000	1 SCHOOL YEAR	
003 M811004C (03	) 0100	1/2 YEAR OR LESS	
004 M811004D (04	) 0010	NOT STUDIED	
005 M811004M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0054			
DESCRIPTION: HOW LONG HAVE YOU TAKEN GEOMETRY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811005A (01	) 0000	MORE THAN 1 YEAR	
002 M811005B (02	) 1000	1 SCHOOL YEAR	
003 M811005C (03	) 0100	1/2 YEAR OR LESS	
004 M811005D (04	) 0010	NOT STUDIED	
005 M811005M (M	) 0001	NOT STUDIED	
CONDITIONING VARIABLE ID: SUBJ0055			
DESCRIPTION: HOW LONG HAVE YOU TAKEN SECOND-YEAR ALGEBRA			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811006A (01	) 0000	MORE THAN 1 YEAR	
002 M811006B (02	) 1000	1 SCHOOL YEAR	
003 M811006C (03	) 0100	1/2 YEAR OR LESS	
004 M811006D (04	) 0010	NOT STUDIED	
005 M811006M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0056			
DESCRIPTION: HOW LONG HAVE YOU TAKEN TRIGONOMETRY			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 M811007A (01	) 0000	MORE THAN 1 YEAR	
002 M811007B (02	) 1000	1 SCHOOL YEAR	
003 M811007C (03	) 0100	1/2 YEAR OR LESS	
004 M811007D (04	) 0010	NOT STUDIED	
005 M811007M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0057			
DESCRIPTION: HOW LONG HAVE YOU TAKEN PRE-CALC (3RD YR ALGEBRA)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811008A (01	) 0000	MORE THAN 1 YEAR	
002 M811008B (02	) 1000	1 SCHOOL YEAR	
003 M811008C (03	) 0100	1/2 YEAR OR LESS	
004 M811008D (04	) 0010	NOT STUDIED	
005 M811008M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0058			
DESCRIPTION: HOW LONG TAKEN UNIFIED/INTEGRATED/SEQ MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811012	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811012A (01	) 0000	MORE THAN 1 YEAR	
002 M811012B (02	) 1000	1 SCHOOL YEAR	
003 M811012C (03	) 0100	1/2 YEAR OR LESS	
004 M811012D (04	) 0010	NOT STUDIED	
005 M811012M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0059			
DESCRIPTION: HOW LONG HAVE YOU TAKEN PROBABILITY OR STATISTICS			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811009	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811009A (01	) 0000	MORE THAN 1 YEAR	
002 M811009B (02	) 1000	1 SCHOOL YEAR	
003 M811009C (03	) 0100	1/2 YEAR OR LESS	
004 M811009D (04	) 0010	NOT STUDIED	
005 M811009M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0060			
DESCRIPTION: HOW LONG HAVE YOU TAKEN CALCULUS			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M811011	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 M811011A (01	) 0000	MORE THAN 1 YEAR	
002 M811011B (02	) 1000	1 SCHOOL YEAR	
003 M811011C (03	) 0100	1/2 YEAR OR LESS	
004 M811011D (04	) 0010	NOT STUDIED	
005 M811011M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0061			
DESCRIPTION: IN/HAVE TAKEN MATH ADVANCED PLACEMENT CLASS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	M812801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 M812801Y (01	) 00	YES	
002 M812801N (02	) 10	NOCE OR TWICE A WEEK	
003 M812801M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0003			
DESCRIPTION: BEST DESCRIBES HOW 4TH GR ARE ORGANIZED?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C030901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C030901A (01	) 000	SELF CONTAINED	
002 C030901B (02	) 100	DEPARTMENTALIZED	
003 C030901C (03	) 010	REGROUPED	
004 C030901M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0004			
DESCRIPTION: 4TH GRADERS ASSIGNED BY ABILITY/ACHIEVEMENT LEVEL?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037101A (01	) 0000	YES, BY MATH ABILITY	
002 C037101B (02	) 1000	YES, READING ABILITY	
003 C037101C (03	) 0100	YES, GENERAL ABILITY	
004 C037101N (04	) 0010	NO	
005 C037101M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0005			
DESCRIPTION: HOW OFTEN IS 4TH-GRADER INSTRUCTED IN MATH?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031212	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031212A (01	) 00000	EVERY DAY	
002 C031212B (02	) 10000	THREE OR FOUR/WEEK	
003 C031212C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031212D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031212E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031212M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0006			
DESCRIPTION: HOW OFTEN IS 4TH-GRADER INSTRUCTED IN SCIENCE?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031205A (01	) 00000	EVERY DAY	
002 C031205B (02	) 10000	THREE OR FOUR/WEEK	
003 C031205C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031205D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031205E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031205M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0007			
DESCRIPTION: HOW OFTEN IS 4TH-GRADER INSTRUCTED IN READING?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031213	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031213A (01	) 00000	EVERY DAY	
002 C031213B (02	) 10000	THREE OR FOUR/WEEK	
003 C031213C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031213D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031213E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031213M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0008			
DESCRIPTION: HOW OFTEN IS 4TH-GRADER INSTRUCTED IN ARTS?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031214	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031214A (01	) 00000	EVERY DAY	
002 C031214B (02	) 10000	THREE OR FOUR/WEEK	
003 C031214C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031214D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031214E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031214M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0009			
DESCRIPTION: HAS MATH BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031603Y (01	) 00	YES	
002 C031603N (02	) 10	NO	
003 C031603M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0010			
DESCRIPTION: HAS SCIENCE BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031607Y (01	) 00	YES	
002 C031607N (02	) 10	NO	
003 C031607M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0011			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

DESCRIPTION:	HAS READING BEEN IDENTIFIED AS A PRIORITY?		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C031601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031601Y (01	) 00	YES	
002 C031601N (02	) 10	NO	
003 C031601M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0012		
DESCRIPTION:	HAS ARTS BEEN IDENTIFIED AS A PRIORITY?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C031610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031610Y (01	) 00	YES	
002 C031610N (02	) 10	NO	
003 C031610M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0013		
DESCRIPTION:	HAS SUBJECT INTEGRATION BEEN A PRIORITY?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C031606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031606Y (01	) 00	YES	
002 C031606N (02	) 10	NO	
003 C031606M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0014		
DESCRIPTION:	COMPUTERS AVAILABLE ALL THE TIME IN CLASSROOM?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035701Y (01	) 00	YES	
002 C035701N (02	) 10	NO	
003 C035701M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0015		
DESCRIPTION:	COMPUTERS GROUPED IN SEPARATE LAB AND AVAILABLE?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035702Y (01	) 00	YES	
002 C035702N (02	) 10	NO	
003 C035702M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0016		
DESCRIPTION:	COMPUTERS AVAILABLE TO BRING TO ROOM WHEN NEEDED?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035703Y (01	) 00	YES	
002 C035703N (02	) 10	NO	
003 C035703M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0017		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON MATH?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037201Y (01	) 0	YES	
002 C037201M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0018		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON SCIENCE?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037202Y (01	) 0	YES	
002 C037202M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0019		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON MATH?		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037207	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037207Y (01	) 0	YES	
002 C037207M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0020		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON ARTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037204Y (01	) 0	YES	
002 C037204M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0021		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON OTHER?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037205Y (01	) 0	YES	
002 C037205M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0022		
DESCRIPTION:	SCHOOL NOT A SPECIAL FOCUS SCHOOL?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037206Y (01	) 0	YES	
002 C037206M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0023		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE MATH CURRICULUM?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037301Y (01	) 0	YES	
002 C037301M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0024		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE SCIENCE CURRICULUM?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037302Y (01	) 0	YES	
002 C037302M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0025		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE READING CURRICULUM?		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037303Y (01	) 0	YES	
002 C037303M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0026		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE ARTS CURRICULUM?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037304Y (01	) 0	YES	
002 C037304M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0027		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE FOR NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037305Y (01	) 0	YES	
002 C037305M (M	) 1	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	SCHL0028			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR MATH?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037401	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037401Y (01	) 0	YES		
002 C037401M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0029			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR SCIENCE?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037402	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037402Y (01	) 0	YES		
002 C037402M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0030			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR READING?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037403	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037403Y (01	) 0	YES		
002 C037403M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0031			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR ARTS?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037404	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037404Y (01	) 0	YES		
002 C037404M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0032			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR OTHER?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037405	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037405Y (01	) 0	YES		
002 C037405M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0033			
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR NONE ABOVE?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037406	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037406Y (01	) 0	YES		
002 C037406M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0034			
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR MATH?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037501	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037501Y (01	) 0	YES		
002 C037501M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0035			
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037502	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 C037502Y (01	) 0	YES		
002 C037502M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	SCHL0036			
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR READING?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	C037503	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 C037503Y (01	) 0	YES	
002 C037503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0037			
DESCRIPTION: 4TH GRADERS IN EXTRACURR ACTS FOR ARTS?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037504Y (01	) 0	YES	
002 C037504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0038			
DESCRIPTION: 4TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037505Y (01	) 0	YES	
002 C037505M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0039			
DESCRIPTION: 4TH GRADERS IN SUMMER PROGRAMS IN MATH?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037601Y (01	) 0	YES	
002 C037601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0040			
DESCRIPTION: 4TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037602Y (01	) 0	YES	
002 C037602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0041			
DESCRIPTION: 4TH GRADERS IN SUMMER PROGRAMS IN READING?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037603Y (01	) 0	YES	
002 C037603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0042			
DESCRIPTION: 4TH GRADERS IN SUMMER PROGRAMS IN ARTS?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037604Y (01	) 0	YES	
002 C037604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0043			
DESCRIPTION: 4TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037605Y (01	) 0	YES	
002 C037605M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0044			
DESCRIPTION: WHICH BEST DESCRIBES PRIMARY WAY LIBRARY 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 C036601A (01	) 0000	NO LIBRARY IN SCHOOL	
002 C036601B (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	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: SCHL0045			
DESCRIPTION: INVOLVE PARENTS AS AIDES IN CLASSROOM?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032207	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032207A (01	) 000	YES, ROUTINELY	
002 C032207B (02	) 100	YES, OCCASIONALLY	
003 C032207N (03	) 010	NO	
004 C032207M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0046			
DESCRIPTION: HAVE PARENTS REVIEW/SIGN HOMEWORK?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032209	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032209A (01	) 000	YES, ROUTINELY	
002 C032209B (02	) 100	YES, OCCASIONALLY	
003 C032209N (03	) 010	NO	
004 C032209M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0047			
DESCRIPTION: ASSIGN HOMEWORK STUDENTS DO WITH PARENTS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032210	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032210A (01	) 000	YES, ROUTINELY	
002 C032210B (02	) 100	YES, OCCASIONALLY	
003 C032210N (03	) 010	NO	
004 C032210M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0048			
DESCRIPTION: HAVE A PARENT VOLUNTEER PROGRAM?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032211	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032211A (01	) 000	YES, ROUTINELY	
002 C032211B (02	) 100	YES, OCCASIONALLY	
003 C032211N (03	) 010	NO	
004 C032211M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0049			
DESCRIPTION: WHAT % OF PARENTS IN PARENT-TEACHER ORGS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037701A (01	) 0000	0-25%	
002 C037701B (02	) 1000	26-50%	
003 C037701C (03	) 0100	51-75%	
004 C037701D (04	) 0010	76-100%	
005 C037701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0050			
DESCRIPTION: WHAT % OF PARENTS IN OPEN HOUSE/BACK SCHOOL NIGHT?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037702A (01	) 0000	0-25%	
002 C037702B (02	) 1000	26-50%	
003 C037702C (03	) 0100	51-75%	
004 C037702D (04	) 0010	76-100%	
005 C037702M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0051			
DESCRIPTION: WHAT % OF PARENTS IN PARENT-TEACHER CONFERENCES?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037703A (01	) 0000	0-25%	
002 C037703B (02	) 1000	26-50%	
003 C037703C (03	) 0100	51-75%	
004 C037703D (04	) 0010	76-100%	
005 C037703M (M	) 0001	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: SCHL0052			
DESCRIPTION: WHAT % PARENTS INVOLVED MAKING CURRICULUM DECISION			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037704A (01	) 0000	0-25%	
002 C037704B (02	) 1000	26-50%	
003 C037704C (03	) 0100	51-75%	
004 C037704D (04	) 0010	76-100%	
005 C037704M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0053			
DESCRIPTION: WHAT % OF PARENTS IN VOLUNTEER PROGRAMS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037705A (01	) 0000	0-25%	
002 C037705B (02	) 1000	26-50%	
003 C037705C (03	) 0100	51-75%	
004 C037705D (04	) 0010	76-100%	
005 C037705M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0054			
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 C032402D (04	) 0010	NOT A PROBLEM	
005 C032402M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0055			
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 C032401D (04	) 0010	NOT A PROBLEM	
005 C032401M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0056			
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 C032404D (04	) 0010	NOT A PROBLEM	
005 C032404M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0057			
DESCRIPTION: IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL?			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032406A (01	) 0000	SERIOUS	
002 C032406B (02	) 1000	MODERATE	
003 C032406C (03	) 0100	MINOR	
004 C032406D (04	) 0010	NOT A PROBLEM	
005 C032406M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0058			
DESCRIPTION: ARE RACE/CULT. CONFLICTS A PROBLEM IN YOUR 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	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

003 C032407C (03	) 0100	MINOR	
004 C032407D (04	) 0010	NOT A PROBLEM	
005 C032407M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0059			
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 C032408D (04	) 0010	NOT A PROBLEM	
005 C032408M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0060			
DESCRIPTION: IS LACK OF PARENT INVLMT A PROBLEM IN YOUR 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 C032409D (04	) 0010	NOT A PROBLEM	
005 C032409M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0061			
DESCRIPTION: IS STUD USE OF ALCOHOL 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 C032410D (04	) 0010	NOT A PROBLEM	
005 C032410M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0062			
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 C032411D (04	) 0010	NOT A PROBLEM	
005 C032411M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0063			
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 C032412D (04	) 0010	NOT A PROBLEM	
005 C032412M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0064			
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 C032413D (04	) 0010	NOT A PROBLEM	
005 C032413M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0065			
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

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

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 C032414D (04	) 0010	NOT A PROBLEM	
005 C032414M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0066		
DESCRIPTION:	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032415	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032415A (01	) 0000	SERIOUS	
002 C032415B (02	) 1000	MODERATE	
003 C032415C (03	) 0100	MINOR	
004 C032415D (04	) 0010	NOT A PROBLEM	
005 C032415M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0067		
DESCRIPTION:	IS TEACHER MORALE POS. OR NEG.?		
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:	SCHL0068		
DESCRIPTION:	ARE STUDENT ATTITUDES TO ACADEMICS POS. OR NEG.?		
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:	SCHL0069		
DESCRIPTION:	IS PARENT SUPPORT FOR ACHIEVEMENT POS. OR NEG.?		
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:	SCHL0070		
DESCRIPTION:	IS REGARD FOR SCHOOL PROPERTY POS. OR NEG.?		
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:	SCHL0071		
DESCRIPTION:	% ABSENT ON AVERAGE DAY?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C033601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C033601A (01	) 0000	0-2%	
002 C033601B (02	) 1000	3-5%	
003 C033601C (03	) 0100	6-10%	
004 C033601D (04	) 0010	MORE THAN 10%	
005 C033601M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0072		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

DESCRIPTION:	WHAT % OF TEACHERS ABSENT ON GIVEN DAY?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C036501A (01	) 0000	0-2%	
002 C036501B (02	) 1000	3-5%	
003 C036501C (03	) 0100	6-10%	
004 C036501D (04	) 0010	MORE THAN 10%	
005 C036501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0073		
DESCRIPTION:	% OF STUDS EROLLED AT START OF YR EROLLED AT END?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C037801A (01	) 00000000	98-100%	
002 C037801B (02	) 10000000	95-97%	
003 C037801C (03	) 01000000	90-94%	
004 C037801D (04	) 00100000	80-89%	
005 C037801E (05	) 00010000	70-79%	
006 C037801F (06	) 00001000	60-69%	
007 C037801G (07	) 00000100	50-59%	
008 C037801H (08	) 00000010	LESS THAN 50%	
009 C037801M (M	) 00000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0074		
DESCRIPTION:	% OF 4TH GRADERS HELD BACK & REPEATING 4TH GRADE?		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C037901A (01	) 000000	0%	
002 C037901B (02	) 100000	1-2%	
003 C037901C (03	) 010000	3-5%	
004 C037901D (04	) 001000	6-10%	
005 C037901E (05	) 000100	MORE THAN 10%	
006 C037901M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0075		
DESCRIPTION:	% OF FULL TIME TEACHERS LEFT BEFORE END OF YR?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C038001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C038001A (01	) 00000000	0%	
002 C038001B (02	) 10000000	1-2%	
003 C038001C (03	) 01000000	3-5%	
004 C038001D (04	) 00100000	6-10%	
005 C038001E (05	) 00010000	11-15%	
006 C038001F (06	) 00001000	16-20%	
007 C038001G (07	) 00000010	MORE THAN 20%	
008 C038001M (M	) 00000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0076		
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:	SCHL0077		
DESCRIPTION:	SCHOOL RECEIVE CHAP 1/TITLE 1 FUNDING?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C038801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C038801Y (01	) 00	YES	
002 C038801N (02	) 10	NO	
003 C038801M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0078		
DESCRIPTION:	DID PRINCIPAL FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 C034101Y (01	) 0	YES	
002 C034101M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0079			
DESCRIPTION: DID HEADMASTER/HEADMISTRESS FILL OUT QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034102Y (01	) 0	YES	
002 C034102M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0080			
DESCRIPTION: DID HEAD TEACHER FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034103Y (01	) 0	YES	
002 C034103M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0081			
DESCRIPTION: DID VICE PRINCIPAL FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034104Y (01	) 0	YES	
002 C034104M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0082			
DESCRIPTION: DID COUNSELOR FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034105Y (01	) 0	YES	
002 C034105M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0083			
DESCRIPTION: DID CURRICULUM COORD FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034106Y (01	) 0	YES	
002 C034106M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0084			
DESCRIPTION: DID TEACHER FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034107Y (01	) 0	YES	
002 C034107M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0085			
DESCRIPTION: DID SECRETARY FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034108	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034108Y (01	) 0	YES	
002 C034108M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0086			
DESCRIPTION: DID OTHER PERSON FILL OUT THIS QUESTIONNAIRE			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C034109	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034109Y (01	) 0	YES	
002 C034109M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0001			
DESCRIPTION: WHAT IS YOUR GENDER?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VAR LABEL:				
NAEP ID:	T055901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 T055901A (01	) 00		MALE	
002 T055901B (02	) 10		FEMALE	
003 T055901M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: TCHR0002				
DESCRIPTION:	WHICH BEST DESCRIBES YOU?			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T056001		TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056001A (01	) 000000		WHITE	
002 T056001B (02	) 100000		BLACK	
003 T056001C (03	) 010000		HISPANIC	
004 T056001D (04	) 001000		ASIAN/PACIFIC AMERIC	
005 T056001E (05	) 000100		AMER IND/ALASKA NATV	
006 T056001F (06	) 000010		OTHER	
007 T056001M (M	) 000001		MISSING	
CONDITIONING VARIABLE ID: TCHR0003				
DESCRIPTION:	YEARS TAUGHT			
GRADES/ASSESSMENTS:	N04, S04, 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	) 000000		2 YEARS OR LESS	
002 T040301B (02	) 100000		3-5 YEARS	
003 T040301C (03	) 010000		6-10 YEARS	
004 T040301D (04	) 001000		11-24 YEARS	
005 T040301E (05	) 000010		25 YEARS OR MORE	
006 T040301M (M	) 000001		MISSING	
CONDITIONING VARIABLE ID: TCHR0004				
DESCRIPTION:	HOW MANY YRS TOTAL YOU TAUGHT MATH?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	T056101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056101A (01	) 000000		2 YEARS OR LESS	
002 T056101B (02	) 100000		3-5 YEARS	
003 T056101C (03	) 010000		6-10 YEARS	
004 T056101D (04	) 001000		11-24 YEARS	
005 T056101E (05	) 000010		25 YEARS OR MORE	
006 T056101M (M	) 000001		MISSING	
CONDITIONING VARIABLE ID: TCHR0005				
DESCRIPTION:	HOW MANY YRS TOTAL YOU TAUGHT SCIENCE?			
GRADES/ASSESSMENTS:	N04, S04			
CONDITIONING VAR LABEL:				
NAEP ID:	T056102		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056102A (01	) 000000		2 YEARS OR LESS	
002 T056102B (02	) 100000		3-5 YEARS	
003 T056102C (03	) 010000		6-10 YEARS	
004 T056102D (04	) 001000		11-24 YEARS	
005 T056102E (05	) 000010		25 YEARS OR MORE	
006 T056102M (M	) 000001		MISSING	
CONDITIONING VARIABLE ID: TCHR0006				
DESCRIPTION:	TYPE TCHNG CERT IN THIS ST 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	
CONDITIONING VARIABLE ID: TCHR0007				
DESCRIPTION:	CERTIFICATION, ELEMENTARY OR MIDDLE/JUNIOR HS ED?			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040501		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 T040501Y (01	) 000	YES	
002 T040501N (02	) 100	NO	
003 T040501C (03	) 010	NOT OFFERED IN STATE	
004 T040501M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0008			
DESCRIPTION: DO YOU HAVE CERTIFICATION IN ELEMENTARY MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040506Y (01	) 000	YES	
002 T040506N (02	) 100	NO	
003 T040506C (03	) 010	NOT OFFERED IN STATE	
004 T040506M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0009			
DESCRIPTION: DO YOU HAVE CERTIFICATION IN JR HIGH/SEC MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040504Y (01	) 000	YES	
002 T040504N (02	) 100	NO	
003 T040504C (03	) 010	NOT OFFERED IN STATE	
004 T040504M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0010			
DESCRIPTION: CERTIFICATION, ELEMENTARY SCIENCE?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040507Y (01	) 000	YES	
002 T040507N (02	) 100	NO	
003 T040507C (03	) 010	NOT OFFERED IN STATE	
004 T040507M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0011			
DESCRIPTION: CERTIFICATION, MIDDLE/JUNIOR SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040508Y (01	) 000	YES	
002 T040508N (02	) 100	NO	
003 T040508C (03	) 010	NOT OFFERED IN STATE	
004 T040508M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0012			
DESCRIPTION: CERTIFICATION, OTHER			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040505Y (01	) 000	YES	
002 T040505N (02	) 100	NO	
003 T040505C (03	) 010	NOT OFFERED IN STATE	
004 T040505M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TCHR0013			
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	BACHELORS 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: TCHR0014			
DESCRIPTION: EDUCATION UNDERGRAD MAJOR			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040701Y (01	) 0	YES	
002 T040701M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0015		
DESCRIPTION:	ELEMENT ED UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040706Y (01	) 0	YES	
002 T040706M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0016		
DESCRIPTION:	SEC ED UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040707Y (01	) 0	YES	
002 T040707M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0017		
DESCRIPTION:	WAS YOUR UNDERGRADUATE MAJOR MATH?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040703Y (01	) 0	YES	
002 T040703M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0018		
DESCRIPTION:	WAS YOUR UNDERGRADUATE MAJOR MATH ED?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040704Y (01	) 0	YES	
002 T040704M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0019		
DESCRIPTION:	SCIENCE ED UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040710Y (01	) 0	YES	
002 T040710M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0020		
DESCRIPTION:	LIFE SCIENCE UNDERGRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040711Y (01	) 0	YES	
002 T040711M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0021		
DESCRIPTION:	PHYSICAL SCIENCE UNDERGRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040712Y (01	) 0	YES	
002 T040712M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0022		
DESCRIPTION:	EARTH SCIENCE UNDERGRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040713Y (01	) 0	YES	
002 T040713M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0023		
DESCRIPTION:	SPECIAL EDUCATION UNDERGRAD MAJOR		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040708Y (01	) 0	YES	
002 T040708M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0024		
DESCRIPTION:	BILINGUAL ED/ESL UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040709Y (01	) 0	YES	
002 T040709M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0025		
DESCRIPTION:	OTHER UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040705Y (01	) 0	YES	
002 T040705M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0026		
DESCRIPTION:	EDUCATION GRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040801Y (01	) 0	YES	
002 T040801M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0027		
DESCRIPTION:	ELEMENTARY ED GRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040807Y (01	) 0	YES	
002 T040807M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0028		
DESCRIPTION:	SECONDARY ED GRAD MAJOR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040808Y (01	) 0	YES	
002 T040808M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0029		
DESCRIPTION:	WAS YOUR GRADUATE MAJOR MATHEMATICS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040803Y (01	) 0	YES	
002 T040803M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0030		
DESCRIPTION:	WAS YOUR GRADUATE MAJOR MATH ED?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040804Y (01	) 0	YES	
002 T040804M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0031		
DESCRIPTION:	SCIENCE ED GRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040814	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040814Y (01	) 0	YES	
002 T040814M (M	) 1	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	TCHR0032			
DESCRIPTION:	LIFE SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS:	N04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040815	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040815Y (01	) 0	YES		
002 T040815M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0033			
DESCRIPTION:	PHYSICAL SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS:	N04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040816	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040816Y (01	) 0	YES		
002 T040816M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0034			
DESCRIPTION:	EARTH SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS:	N04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040817	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040817Y (01	) 0	YES		
002 T040817M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0035			
DESCRIPTION:	SPECIAL ED GRAD MAJOR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040809	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040809Y (01	) 0	YES		
002 T040809M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0036			
DESCRIPTION:	BILINGUAL GRAD MAJOR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040810	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040810Y (01	) 0	YES		
002 T040810M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0037			
DESCRIPTION:	ADMIN/SUPERVISION GRAD MAJOR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040811	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040811Y (01	) 0	YES		
002 T040811M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0038			
DESCRIPTION:	CURRICULUM/INSTRUCTION GRAD MAJOR?			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040812	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040812Y (01	) 0	YES		
002 T040812M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0039			
DESCRIPTION:	COUNSELING GRAD MAJOR?			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040813	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T040813Y (01	) 0	YES		
002 T040813M (M	) 1	MISSING		
CONDITIONING VARIABLE ID:	TCHR0040			
DESCRIPTION:	OTHER GRAD MAJOR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T040805	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 T040805Y (01	) 0	YES	
002 T040805M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0041			
DESCRIPTION: NO GRADUATE STUDY			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040806Y (01	) 0	YES	
002 T040806M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0042			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-EDUCATION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056401Y (01	) 0	YES	
002 T056401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0043			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-ELEMENTARY ED			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056402Y (01	) 0	YES	
002 T056402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0044			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-SECONDARY ED			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056403Y (01	) 0	YES	
002 T056403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0045			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056404Y (01	) 0	YES	
002 T056404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0046			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS ED			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056405Y (01	) 0	YES	
002 T056405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0047			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-SCIENCE ED			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056413	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056413Y (01	) 0	YES	
002 T056413M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0048			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-LIFE SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056414	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056414Y (01	) 0	YES	
002 T056414M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0049			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-PHYSICAL SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VAR LABEL:					
NAEP ID:	T056415		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056415Y (01	) 0		YES		
002 T056415M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0050					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-EARTH SCIENCE					
GRADES/ASSESSMENTS: N04					
CONDITIONING VAR LABEL:					
NAEP ID:	T056416		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056416Y (01	) 0		YES		
002 T056416M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0051					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-SPECIAL ED					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056406		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056406Y (01	) 0		YES		
002 T056406M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0052					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-BILINGUAL ED					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056407		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056407Y (01	) 0		YES		
002 T056407M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0053					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-ADMIN & SUPERVISION					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056408		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056408Y (01	) 0		YES		
002 T056408M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0054					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-CURRICULUM & INSTRUC					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056409		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056409Y (01	) 0		YES		
002 T056409M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0055					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-COUNSELING					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056410		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056410Y (01	) 0		YES		
002 T056410M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0056					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-OTHER					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056411		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056411Y (01	) 0		YES		
002 T056411M (M	) 1		MISSING		
CONDITIONING VARIABLE ID: TCHR0057					
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-NONE					
GRADES/ASSESSMENTS: N04, S04, N08, S08					
CONDITIONING VAR LABEL:					
NAEP ID:	T056412		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056412Y (01	) 0		YES		
002 T056412M (M	) 1		MISSING		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: TCHR0058			
DESCRIPTION: LAST YR, HOW MUCH TIME IN MATH/MATH ED SEM/WRKSHP?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056501A (01	) 00000	NONE	
002 T056501B (02	) 10000	LESS THAN 6 HOURS	
003 T056501C (03	) 01000	6-15 HOURS	
004 T056501D (04	) 00100	16-35 HOURS	
005 T056501E (05	) 00010	MORE THAN 35 HOURS	
006 T056501M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0059			
DESCRIPTION: LAST YR, HOW MUCH TIME IN SCI/SCI ED SEM/WRKSHPS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T058101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T058101A (01	) 00000	NONE	
002 T058101B (02	) 10000	LESS THAN 6 HOURS	
003 T058101C (03	) 01000	6-15 HOURS	
004 T058101D (04	) 00100	16-35 HOURS	
005 T058101E (05	) 00010	MORE THAN 35 HOURS	
006 T058101M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0060			
DESCRIPTION: LAST 2 YRS, HOW MANY MATH/MATH ED UNIV COURSES?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056601A (01	) 00000	NONE	
002 T056601B (02	) 10000	ONE	
003 T056601C (03	) 01000	TWO	
004 T056601D (04	) 00100	THREE	
005 T056601E (05	) 00010	FOUR OR MORE	
006 T056601M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0061			
DESCRIPTION: LAST 2 YRS, HOW MANY SCI/SCI ED UNIV COURSES?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T058201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T058201A (01	) 00000	NONE	
002 T058201B (02	) 10000	ONE	
003 T058201C (03	) 01000	TWO	
004 T058201D (04	) 00100	THREE	
005 T058201E (05	) 00010	FOUR OR MORE	
006 T058201M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0062			
DESCRIPTION: PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TELECOMM USE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056701Y (01	) 0	YES	
002 T056701M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0063			
DESCRIPTION: PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TECH USE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056702Y (01	) 0	YES	
002 T056702M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0064			
DESCRIPTION: PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-COOP INSTRCT			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056703Y (01	) 0	YES	
002 T056703M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0065			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

DESCRIPTION:	PAST 5 YRS, COURSES/IN PRO DEVL-INTERDISP INSTRCT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056704Y (01	) 0	YES	
002 T056704M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0066		
DESCRIPTION:	PAST 5 YRS, COURSES/IN PRO DEVL-PORTFOLIO ASSMNT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056705Y (01	) 0	YES	
002 T056705M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0067		
DESCRIPTION:	PAST 5 YRS, COURSES/IN PRO DEVL-PERF BASED ASSMNT		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056706Y (01	) 0	YES	
002 T056706M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0068		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-TEACH HIGHORDER THKG		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056707Y (01	) 0	YES	
002 T056707M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0069		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-TEACH DIFF CULT BKGD		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056708Y (01	) 0	YES	
002 T056708M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0070		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-TEACH LEP STUDENTS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056709Y (01	) 0	YES	
002 T056709M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0071		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-TEACH SPEC NEED STDS		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056710Y (01	) 0	YES	
002 T056710M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0072		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-CLASSRM MNGMT/ORG		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056711Y (01	) 0	YES	
002 T056711M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0073		
DESCRIPTION:	PAST 5 YRS, COURSES/PRO DEVL-OTHER PROF ISSUES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056712Y (01	) 0	YES	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

002 T056712M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0074			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-NONE OF ABOVE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056713Y (01	) 0	YES	
002 T056713M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0075			
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	DONT GET RESOURCES	
005 T041201M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TCHR0076			
DESCRIPTION: ARE CURRICULUM SPECIALISTS AVAILABLE FOR MATH?			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T041302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T041302Y (01	) 00	YES	
002 T041302N (02	) 10	NO	
003 T041302M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0077			
DESCRIPTION: SCIENCE CURRICULUM SPECIALIST			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	T041303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T041303Y (01	) 00	YES	
002 T041303N (02	) 10	NO	
003 T041303M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0078			
DESCRIPTION: HOW MANY SCHOOL HOURS ARE PREP TIME PER WEEK?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056801A (01	) 000000	NONE	
002 T056801B (02	) 100000	LESS THAN ONE	
003 T056801C (03	) 010000	1-2	
004 T056801D (04	) 001000	3-4	
005 T056801E (05	) 000100	5	
006 T056801F (06	) 000010	MORE THAN 5	
007 T056801M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID: TCHR0079			
DESCRIPTION: METHODS OF TEACHING ELEM MATH- 1+COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056901Y (01	) 0	YES	
002 T056901M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0080			
DESCRIPTION: METHODS OF TEACHING ELEM MATH-PART COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A1	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A1Y (01	) 0	YES	
002 T0569A1M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0081			
DESCRIPTION: METHODS OF TEACHING ELEM MATH-SEMINAR			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B1	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
001 T0569B1Y (01	) 0	YES	
002 T0569B1M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0082			
DESCRIPTION: METHODS OF TEACHING ELEM MATH-LITTLE NO EXPOSURE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C1	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C1Y (01	) 0	YES	
002 T0569C1M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0083			
DESCRIPTION: NUMBER SYSTEMS & NUMERATION-1+ COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056902Y (01	) 0	YES	
002 T056902M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0084			
DESCRIPTION: NUMBER SYSTEMS & NUMERATION-PART COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A2	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A2Y (01	) 0	YES	
002 T0569A2M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0085			
DESCRIPTION: NUMBER SYSTEMS & NUMERATION-SEMINAR			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B2	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B2Y (01	) 0	YES	
002 T0569B2M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0086			
DESCRIPTION: NUMBER SYSTEMS & NUMERATION-LITTLE/NO EXPOSURE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C2	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C2Y (01	) 0	YES	
002 T0569C2M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0087			
DESCRIPTION: MEASUREMENT IN MATH- 1+COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056903Y (01	) 0	YES	
002 T056903M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0088			
DESCRIPTION: MEASUREMENT IN MATH- PART COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A3	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A3Y (01	) 0	YES	
002 T0569A3M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0089			
DESCRIPTION: MEASUREMENT IN MATH- --SEMINAR			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B3	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B3Y (01	) 0	YES	
002 T0569B3M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0090			
DESCRIPTION: MEASUREMENT IN MATH- --LITTLE NO EXPOSURE			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C3	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C3Y (01	) 0	YES	
002 T0569C3M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0091		
DESCRIPTION:	GEOMETRY- 1+COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056904Y (01	) 0	YES	
002 T056904M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0092		
DESCRIPTION:	GEOMETRY-PART COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A4	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A4Y (01	) 0	YES	
002 T0569A4M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0093		
DESCRIPTION:	GEOMETRY-SEMINAR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B4	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B4Y (01	) 0	YES	
002 T0569B4M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0094		
DESCRIPTION:	GEOMETRY-LITTLE NO EXPOSURE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C4	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C4Y (01	) 0	YES	
002 T0569C4M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0095		
DESCRIPTION:	PROBABILITY/STATISTICS- 1+COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056905Y (01	) 0	YES	
002 T056905M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0096		
DESCRIPTION:	PROBABILITY/STATISTICS-PART COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A5	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A5Y (01	) 0	YES	
002 T0569A5M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0097		
DESCRIPTION:	PROBABILITY/STATISTICS-SEMINAR		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B5	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B5Y (01	) 0	YES	
002 T0569B5M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0098		
DESCRIPTION:	PROBABILITY/STATISTICS-LITTLE NO EXPOSURE		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C5	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C5Y (01	) 0	YES	
002 T0569C5M (M	) 1	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	TCHR0099			
DESCRIPTION:	COLLEGE ALGEBRA- 1+COLLEGE COURSE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T056906		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056906Y (01	) 0		YES	
002 T056906M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0100			
DESCRIPTION:	COLLEGE ALGEBRA-PART COLLEGE COURSE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569A6		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A6Y (01	) 0		YES	
002 T0569A6M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0101			
DESCRIPTION:	COLLEGE ALGEBRA-SEMINAR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569B6		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B6Y (01	) 0		YES	
002 T0569B6M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0102			
DESCRIPTION:	COLLEGE ALGEBRA-LITTLE NO EXPOSURE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569C6		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C6Y (01	) 0		YES	
002 T0569C6M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0103			
DESCRIPTION:	CALCULUS- 1+COLLEGE COURSE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T056907		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056907Y (01	) 0		YES	
002 T056907M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0104			
DESCRIPTION:	CALCULUS-PART COLLEGE COURSE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569A7		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A7Y (01	) 0		YES	
002 T0569A7M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0105			
DESCRIPTION:	CALCULUS-SEMINAR			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569B7		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B7Y (01	) 0		YES	
002 T0569B7M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0106			
DESCRIPTION:	CALCULUS-LITTLE NO EXPOSURE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T0569C7		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C7Y (01	) 0		YES	
002 T0569C7M (M	) 1		MISSING	
CONDITIONING VARIABLE ID:	TCHR0107			
DESCRIPTION:	ABSTRACT/LINEAR ALGEBRA- 1+COLLEGE COURSE			
GRADES/ASSESSMENTS:	N04, S04, N08, S08			
CONDITIONING VAR LABEL:				
NAEP ID:	T056908		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 T056908Y (01	) 0	YES	
002 T056908M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0108			
DESCRIPTION: ABSTRACT/LINEAR ALGEBRA-PART COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569A8	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569A8Y (01	) 0	YES	
002 T0569A8M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0109			
DESCRIPTION: ABSTRACT/LINEAR ALGEBRA-SEMINAR			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569B8	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569B8Y (01	) 0	YES	
002 T0569B8M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0110			
DESCRIPTION: ABSTRACT/LINEAR ALGEBRA-LITTLE NO EXPOSURE			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T0569C8	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T0569C8Y (01	) 0	YES	
002 T0569C8M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0111			
DESCRIPTION: EVER STUDIED ESTIMATION?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057001Y (01	) 00	YES	
002 T057001N (02	) 10	NO	
003 T057001M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0112			
DESCRIPTION: EVER STUDIED PROBLEM SOLVING IN MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057002Y (01	) 00	YES	
002 T057002N (02	) 10	NO	
003 T057002M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0113			
DESCRIPTION: EVER STUDIED USE OF MANIPULATIVES?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057003Y (01	) 00	YES	
002 T057003N (02	) 10	NO	
003 T057003M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0114			
DESCRIPTION: EVER STUDIED USE OF CALCULATORS IN MATH INSTRC?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057004Y (01	) 00	YES	
002 T057004N (02	) 10	NO	
003 T057004M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0115			
DESCRIPTION: EVER STUDIED UNDERSTANDING STUDS MATH THINKING?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057005Y (01	) 00	YES	
002 T057005N (02	) 10	NO	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

003 T057005M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0116			
DESCRIPTION: EVER STUDIED GENDER ISSUES IN TEACHING MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057006Y (01	) 00	YES	
002 T057006N (02	) 10	NO	
003 T057006M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0117			
DESCRIPTION: EVER STUDIED TEACHING STUDS OF DIFF CULTURES?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T057007Y (01	) 00	YES	
002 T057007N (02	) 10	NO	
003 T057007M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0118			
DESCRIPTION: KNOWLEDGE OF NCTM CURR & EVAL STANDARDS FOR MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057101A (01	) 0000	VERY KNOWLEDGEABLE	
002 T057101B (02	) 1000	KNOWLEDGEABLE	
003 T057101C (03	) 0100	SOMEWHAT KNOWLEDGEAB	
004 T057101D (04	) 0010	LITTLE/NO KNOWLEDGE	
005 T057101M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TCHR0119			
DESCRIPTION: PRO ACTVTS-STRATEGIES LOCAL WORKSHOPS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T057201Y (01	) 0	YES	
002 T057201M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0120			
DESCRIPTION: PRO ACTVTS-STRATEGIES REGIONAL NCTM MEETING			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057211	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T057211Y (01	) 0	YES	
002 T057211M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0121			
DESCRIPTION: PRO ACTVTS-STRATEGIES NATIONAL NCTM MEETING			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057221	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T057221Y (01	) 0	YES	
002 T057221M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0122			
DESCRIPTION: PRO ACTVTS-STRATEGIES OTHER			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057231	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T057231Y (01	) 0	YES	
002 T057231M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0123			
DESCRIPTION: PRO ACTVTS-STRATEGIES NO			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057241	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T057241Y (01	) 0	YES	
002 T057241M (M	) 1	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: TSUB0001			
DESCRIPTION: IMPORTANCE W/ STUDS-APPLYING MATH IDEAS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057301A (01	) 0000	VERY IMPORTANT	
002 T057301B (02	) 1000	SOMEWHAT IMPORTANT	
003 T057301C (03	) 0100	NOT VERY IMPORTANT	
004 T057301D (04	) 0010	NOT IMPORTANT	
005 T057301M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0002			
DESCRIPTION: IMPORTANCE W/ STUDS-PROB SOLVING=GOAL & CONCEPT?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057302A (01	) 0000	VERY IMPORTANT	
002 T057302B (02	) 1000	SOMEWHAT IMPORTANT	
003 T057302C (03	) 0100	NOT VERY IMPORTANT	
004 T057302D (04	) 0010	NOT IMPORTANT	
005 T057302M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0003			
DESCRIPTION: IMPORTANCE W/ STUDS-? TECHS PROMOTE STUD TALK?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057303A (01	) 0000	VERY IMPORTANT	
002 T057303B (02	) 1000	SOMEWHAT IMPORTANT	
003 T057303C (03	) 0100	NOT VERY IMPORTANT	
004 T057303D (04	) 0010	NOT IMPORTANT	
005 T057303M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0004			
DESCRIPTION: IMPORTANCE W/ STUDS-USE RESULTS TO INFORM DECISION			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057304A (01	) 0000	VERY IMPORTANT	
002 T057304B (02	) 1000	SOMEWHAT IMPORTANT	
003 T057304C (03	) 0100	NOT VERY IMPORTANT	
004 T057304D (04	) 0010	NOT IMPORTANT	
005 T057304M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0005			
DESCRIPTION: TO ACCESS PROGRESS HOW OFTEN USE MULT CHOICE TESTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057401A (01	) 0000	ONCE OR TWICE A WEEK	
002 T057401B (02	) 1000	ONCE OR TWICE MONTH	
003 T057401C (03	) 0100	ONCE OR TWICE A YEAR	
004 T057401D (04	) 0010	NEVER/HARDLY EVER	
005 T057401M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0006			
DESCRIPTION: TO ACCESS PROGRESS HOW OFTEN USE PROBLEM SETS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057402A (01	) 0000	ONCE OR TWICE A WEEK	
002 T057402B (02	) 1000	ONCE OR TWICE MONTH	
003 T057402C (03	) 0100	ONCE OR TWICE A YEAR	
004 T057402D (04	) 0010	NEVER/HARDLY EVER	
005 T057402M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0007			
DESCRIPTION: TO ACCESS PROGRESS HOW OFTEN USE SHORT WRITTEN RSP			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057403A (01	) 0000	ONCE OR TWICE A WEEK	
002 T057403B (02	) 1000	ONCE OR TWICE MONTH	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

003 T057403C (03	) 0100	ONCE OR TWICE A YEAR	
004 T057403D (04	) 0010	NEVER/HARDLY EVER	
005 T057403M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0008			
DESCRIPTION: TO ACCESS PROGRESS HOW OFTEN USE INDV/GROUP PRJCTS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057404A (01	) 0000	ONCE OR TWICE A WEEK	
002 T057404B (02	) 1000	ONCE OR TWICE MONTH	
003 T057404C (03	) 0100	ONCE OR TWICE A YEAR	
004 T057404D (04	) 0010	NEVER/HARDLY EVER	
005 T057404M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0009			
DESCRIPTION: TO ACCESS PROGRESS HOW OFTEN USE PORTFOLIOS			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057405A (01	) 0000	ONCE OR TWICE A WEEK	
002 T057405B (02	) 1000	ONCE OR TWICE MONTH	
003 T057405C (03	) 0100	ONCE OR TWICE A YEAR	
004 T057405D (04	) 0010	NEVER/HARDLY EVER	
005 T057405M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0010			
DESCRIPTION: BEST DESCRIPTION OF COMPUTER AVAILABILITY IN MATH			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T057501A (01	) 000000	NONE AVAILABLE	
002 T057501B (02	) 100000	ONE IN CLASS	
003 T057501C (03	) 010000	2 OR 3 IN CLASS	
004 T057501D (04	) 001000	4 OR MORE IN CLASS	
005 T057501E (05	) 000100	DIFFICULT TO ACCESS	
006 T057501F (06	) 000010	EASY TO ACCESS	
007 T057501M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID: TSUB0011			
DESCRIPTION: PRIMARY USE OF COMPUTERS FOR MATH INSTRUCTION?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T057601A (01	) 00000	DRILL AND PRACTICE	
002 T057601B (02	) 10000	DEMO OF NEW TOPICS	
003 T057601C (03	) 01000	PLAYING MATH GAMES	
004 T057601D (04	) 00100	STIMULATIONS/APPS	
005 T057601E (05	) 00010	DO NOT USE COMPUTERS	
006 T057601M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0012			
DESCRIPTION: ARE STUDENTS ASSIGNED TO THIS CLASS BY ABILITY?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T044002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T044002Y (01	) 00	YES	
002 T044002N (02	) 10	NO	
003 T044002M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TSUB0013			
DESCRIPTION: IF ASSIGNED BY ABILITY, WHAT BASIS ASSIGNED?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T057701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057701A (01	) 0000	NOT BY ABILITY	
002 T057701B (02	) 1000	BY READING ABILITY	
003 T057701C (03	) 0100	BY MATH ABILITY	
004 T057701D (04	) 0010	BY GENERAL ABILITY	
005 T057701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0014			
DESCRIPTION: IF ASSIGNED BY ABILITY, WHAT IS MATH ABILITY?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

NAEP ID:	T057801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T057801A (01	) 00000	NOT BY ABILITY	
002 T057801B (02	) 10000	HIGH ABILITY	
003 T057801C (03	) 01000	AVERAGE ABILITY	
004 T057801D (04	) 00100	LOW ABILITY	
005 T057801E (05	) 00010	MIXED ABILITY	
006 T057801M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0015		
DESCRIPTION:	CREATE GROUPS IN CLASS FOR MATH ON ABILITY BASIS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T044201Y (01	) 00	YES	
002 T044201N (02	) 10	NO	
003 T044201M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0016		
DESCRIPTION:	TIME/WEEK ON MATH INSTRUCTION?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T044301A (01	) 000	2 1/2 HOURS OR LESS	
002 T044301B (02	) 100	> 2 1/2 HRS-< 4 HRS	
003 T044301C (03	) 010	4 HRS OR MORE	
004 T044301M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0017		
DESCRIPTION:	HOW MUCH TIME PER WEEK STUDS DO MATH W/ PARTNER?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T057901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T057901A (01	) 0000	NONE	
002 T057901B (02	) 1000	LESS THAN 1/2 HOUR	
003 T057901C (03	) 0100	1/2-1 HOUR	
004 T057901D (04	) 0010	MORE THAN 1 HOUR	
005 T057901M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0018		
DESCRIPTION:	AMOUNT MATH HOMEWORK ASSIGN/DAY?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T044401A (01	) 000000	NONE	
002 T044401B (02	) 100000	15 MINUTES	
003 T044401C (03	) 010000	30 MINUTES	
004 T044401D (04	) 001000	45 MINUTES	
005 T044401E (05	) 000100	ONE HOUR	
006 T044401F (06	) 000010	MORE THAN ONE HOUR	
007 T044401M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0019		
DESCRIPTION:	HOW OFTEN DO STUDENTS DO MATH FROM TEXTBOOKS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044501A (01	) 0000	ALMOST EVERY DAY	
002 T044501B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044501C (03	) 0100	ONCE OR TWICE MONTH	
004 T044501D (04	) 0010	NEVER OR HARDLY EVER	
005 T044501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0020		
DESCRIPTION:	HOW OFTEN DO STUDENTS DO MATH ON WORKSHEETS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044502A (01	) 0000	ALMOST EVERY DAY	
002 T044502B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044502C (03	) 0100	ONCE OR TWICE MONTH	
004 T044502D (04	) 0010	NEVER OR HARDLY EVER	
005 T044502M (M	) 0001	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID:	TSUB0021		
DESCRIPTION:	HOW OFTEN DO STUDENTS SOLVE PROBS W/ OTHER STUDS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044512A (01	) 0000	ALMOST EVERY DAY	
002 T044512B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044512C (03	) 0100	ONCE OR TWICE MONTH	
004 T044512D (04	) 0010	NEVER OR HARDLY EVER	
005 T044512M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0022		
DESCRIPTION:	HOW OFTEN DO STUDENTS WORK W/ OBJECTS LIKE RULERS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044513	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044513A (01	) 0000	ALMOST EVERY DAY	
002 T044513B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044513C (03	) 0100	ONCE OR TWICE MONTH	
004 T044513D (04	) 0010	NEVER OR HARDLY EVER	
005 T044513M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0023		
DESCRIPTION:	HOW OFTEN WORK W/ COUNTING BLOCKS.GEOMETRIC SHAPES		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044514	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044514A (01	) 0000	ALMOST EVERY DAY	
002 T044514B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044514C (03	) 0100	ONCE OR TWICE MONTH	
004 T044514D (04	) 0010	NEVER OR HARDLY EVER	
005 T044514M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0024		
DESCRIPTION:	HOW OFTEN DO STUDENTS USE A CALCULATOR?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044505A (01	) 0000	ALMOST EVERY DAY	
002 T044505B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044505C (03	) 0100	ONCE OR TWICE MONTH	
004 T044505D (04	) 0010	NEVER OR HARDLY EVER	
005 T044505M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0025		
DESCRIPTION:	HOW OFTEN DO STUDENTS TAKE MATH TESTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044515	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044515A (01	) 0000	ALMOST EVERY DAY	
002 T044515B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044515C (03	) 0100	ONCE OR TWICE MONTH	
004 T044515D (04	) 0010	NEVER OR HARDLY EVER	
005 T044515M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0026		
DESCRIPTION:	HOW OFTEN DO STUDENTS WRITE ABOUT PROBLEM-SOLVING?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044507A (01	) 0000	ALMOST EVERY DAY	
002 T044507B (02	) 1000	ONCE OR TWICE A WEEK	
003 T044507C (03	) 0100	ONCE OR TWICE MONTH	
004 T044507D (04	) 0010	NEVER OR HARDLY EVER	
005 T044507M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0027		
DESCRIPTION:	HOW OFTEN DO STUDENTS TALK ABOUT MATH WORK?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044516	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044516A (01	) 0000	ALMOST EVERY DAY	
002 T044516B (02	) 1000	ONCE OR TWICE A WEEK	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

003 T044516C (03	)	0100	ONCE OR TWICE MONTH	
004 T044516D (04	)	0010	NEVER OR HARDLY EVER	
005 T044516M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0028				
DESCRIPTION: HOW OFTEN DO STUDENTS WRITE REPORTS/DO PROJECTS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T044508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044508A (01	)	0000	ALMOST EVERY DAY	
002 T044508B (02	)	1000	ONCE OR TWICE A WEEK	
003 T044508C (03	)	0100	ONCE OR TWICE MONTH	
004 T044508D (04	)	0010	NEVER OR HARDLY EVER	
005 T044508M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0029				
DESCRIPTION: HOW OFTEN DO STUDENTS DISCUSS MATH W/OTHER STDNTS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T044509	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044509A (01	)	0000	ALMOST EVERY DAY	
002 T044509B (02	)	1000	ONCE OR TWICE A WEEK	
003 T044509C (03	)	0100	ONCE OR TWICE MONTH	
004 T044509D (04	)	0010	NEVER OR HARDLY EVER	
005 T044509M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0030				
DESCRIPTION: HOW OFTEN DO STUDENTS WORK REAL-LIFE MATH PRBLMS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T044510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044510A (01	)	0000	ALMOST EVERY DAY	
002 T044510B (02	)	1000	ONCE OR TWICE A WEEK	
003 T044510C (03	)	0100	ONCE OR TWICE MONTH	
004 T044510D (04	)	0010	NEVER OR HARDLY EVER	
005 T044510M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0031				
DESCRIPTION: HOW OFTEN DO STUDENTS USE A COMPUTER?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T044506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T044506A (01	)	0000	ALMOST EVERY DAY	
002 T044506B (02	)	1000	ONCE OR TWICE A WEEK	
003 T044506C (03	)	0100	ONCE OR TWICE MONTH	
004 T044506D (04	)	0010	NEVER OR HARDLY EVER	
005 T044506M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0032				
DESCRIPTION: IN MATH CLASS HOW OFTEN ADDRESS-NUMBERS & OPS?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T058001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058001A (01	)	0000	A LOT	
002 T058001B (02	)	1000	SOME	
003 T058001C (03	)	0100	A LITTLE	
004 T058001D (04	)	0010	NONE	
005 T058001M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0033				
DESCRIPTION: IN MATH CLASS HOW OFTEN ADDRESS-MEASUREMENT?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T058002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058002A (01	)	0000	A LOT	
002 T058002B (02	)	1000	SOME	
003 T058002C (03	)	0100	A LITTLE	
004 T058002D (04	)	0010	NONE	
005 T058002M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0034				
DESCRIPTION: IN MATH CLASS HOW OFTEN ADDRESS-GEOMETRY?				
GRADES/ASSESSMENTS: N04, S04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T058003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058003A (01	) 0000	A LOT	
002 T058003B (02	) 1000	SOME	
003 T058003C (03	) 0100	A LITTLE	
004 T058003D (04	) 0010	NONE	
005 T058003M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0035			
DESCRIPTION: IN MATH CLASS HOW OFTEN ADDRESS-DATA ANALYSIS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058004A (01	) 0000	A LOT	
002 T058004B (02	) 1000	SOME	
003 T058004C (03	) 0100	A LITTLE	
004 T058004D (04	) 0010	NONE	
005 T058004M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0036			
DESCRIPTION: IN MATH CLASS HOW OFTEN ADDRESS-ALGEBRA & FUNCT?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058005A (01	) 0000	A LOT	
002 T058005B (02	) 1000	SOME	
003 T058005C (03	) 0100	A LITTLE	
004 T058005D (04	) 0010	NONE	
005 T058005M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0037			
DESCRIPTION: IN MATH HOW OFTEN ADDRESS-LRN MATH FACTS/CONCEPTS?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058006A (01	) 0000	A LOT	
002 T058006B (02	) 1000	SOME	
003 T058006C (03	) 0100	A LITTLE	
004 T058006D (04	) 0010	NONE	
005 T058006M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0038			
DESCRIPTION: IN MATH HOW OFTEN ADDRESS-LRN SKILLS/PROCEDURES?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058007A (01	) 0000	A LOT	
002 T058007B (02	) 1000	SOME	
003 T058007C (03	) 0100	A LITTLE	
004 T058007D (04	) 0010	NONE	
005 T058007M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0039			
DESCRIPTION: IN MATH HOW OFTEN ADDRESS-DEVELOP REASONING ABLTY?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058008A (01	) 0000	A LOT	
002 T058008B (02	) 1000	SOME	
003 T058008C (03	) 0100	A LITTLE	
004 T058008D (04	) 0010	NONE	
005 T058008M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0040			
DESCRIPTION: IN MATH HOW OFTEN ADDRESS-LRN TO COMMUNICATE MATH?			
GRADES/ASSESSMENTS: N04, S04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T058009	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T058009A (01	) 0000	A LOT	
002 T058009B (02	) 1000	SOME	
003 T058009C (03	) 0100	A LITTLE	
004 T058009D (04	) 0010	NONE	
005 T058009M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0041			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

DESCRIPTION:	DO YOU PERMIT UNRESTRICTED USE OF CALCULATORS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T045401Y (01	) 00	YES	
002 T045401N (02	) 10	NO	
003 T045401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0042		
DESCRIPTION:	DO YOU PERMIT USE OF CALCULATORS ON TESTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T044801Y (01	) 00	YES	
002 T044801N (02	) 10	NO	
003 T044801M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0043		
DESCRIPTION:	STUDENTS HAVE ACCESS TO SCHL-OWNED CALCULATORS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T045001Y (01	) 00	YES	
002 T045001N (02	) 10	NO	
003 T045001M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0044		
DESCRIPTION:	DO YOU PROVIDE INSTRUCTION IN USE OF CALCULATORS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T044901Y (01	) 00	YES	
002 T044901N (02	) 10	NO	
003 T044901M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0045		
DESCRIPTION:	HOW PREPARED TO TEACH MATH CONCEPTS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T045304A (01	) 0000	VERY WELL PREPARED	
002 T045304B (02	) 1000	MODERATELY PREPARED	
003 T045304C (03	) 0100	NOT VERY PREPARED	
004 T045304D (04	) 0010	NOT AT ALL PREPARED	
005 T045304M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0046		
DESCRIPTION:	HOW PREPARED TO TEACH MATH PROCEDURES?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T045305A (01	) 0000	VERY WELL PREPARED	
002 T045305B (02	) 1000	MODERATELY PREPARED	
003 T045305C (03	) 0100	NOT VERY PREPARED	
004 T045305D (04	) 0010	NOT AT ALL PREPARED	
005 T045305M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0047		
DESCRIPTION:	HOW PREPARED TO TEACH USE OF COMPUTERS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T045302A (01	) 0000	VERY WELL PREPARED	
002 T045302B (02	) 1000	MODERATELY PREPARED	
003 T045302C (03	) 0100	NOT VERY PREPARED	
004 T045302D (04	) 0010	NOT AT ALL PREPARED	
005 T045302M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0048		
DESCRIPTION:	HOW PREPARED TO TEACH USE OF CALCULATORS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T045303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T045303A (01	) 0000	VERY WELL PREPARED	
002 T045303B (02	) 1000	MODERATELY PREPARED	
003 T045303C (03	) 0100	NOT VERY PREPARED	
004 T045303D (04	) 0010	NOT AT ALL PREPARED	
005 T045303M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0049		
DESCRIPTION:	NUMBER OF STUDENTS IN CLASS?		
GRADES/ASSESSMENTS:	N04, S04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T044000	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T044000A (01	) 00000	1-20 STUDENTS	
002 T044000B (02	) 10000	21-25 STUDENTS	
003 T044000C (03	) 01000	26-30 STUDENTS	
004 T044000D (04	) 00100	31-35 STUDENTS	
005 T044000E (05	) 00010	36 OR MORE STUDENTS	
006 T044000M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0087		
DESCRIPTION:	BEST DESCRIBES HOW 8TH GRADES ARE ORGANIZED?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C034201A (01	) 000	SELF-CONTAINED	
002 C034201B (02	) 100	SEMI-DEPARTMENTALIZE	
003 C034201C (03	) 010	DEPARTMENTALIZED	
004 C034201M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0088		
DESCRIPTION:	ARE 8TH-GRADERS ASSIGNED TO MATH BY ABILITY?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034402Y (01	) 00	YES	
002 C034402N (02	) 10	NO	
003 C034402M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0089		
DESCRIPTION:	ARE 8TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034403Y (01	) 00	YES	
002 C034403N (02	) 10	NO	
003 C034403M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0090		
DESCRIPTION:	ARE 8TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034401Y (01	) 00	YES	
002 C034401N (02	) 10	NO	
003 C034401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0091		
DESCRIPTION:	ARE 8TH-GRADERS ASSIGNED TO ARTS BY ABILITY?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034406Y (01	) 00	YES	
002 C034406N (02	) 10	NO	
003 C034406M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0092		
DESCRIPTION:	HOW OFTEN 8TH GRDS RECEIVE COMP SCI INSTRUCTION?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034510A (01	) 00000	EVERY DAY	
002 C034510B (02	) 10000	3 OR 4 TIMES A WEEK	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

003 C034510C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034510D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034510E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034510M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0093			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE MATH INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034511	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034511A (01	) 00000	EVERY DAY	
002 C034511B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034511C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034511D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034511E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034511M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0094			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE SCIENCE INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034512A (01	) 00000	EVERY DAY	
002 C034512B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034512C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034512D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034512E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034512M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0095			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE ENGLISH INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034513	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034513A (01	) 00000	EVERY DAY	
002 C034513B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034513C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034513D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034513E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034513M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0096			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE ARTS INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034514	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034514A (01	) 00000	EVERY DAY	
002 C034514B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034514C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034514D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034514E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034514M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0097			
DESCRIPTION: HAS ENGLISH BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031611Y (01	) 00	YES	
002 C031611N (02	) 10	NO	
003 C031611M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0098			
DESCRIPTION: SCHOOL OFFER 8TH GR STUDS ALGEBRA FOR HS CREDIT?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034601Y (01	) 00	YES	
002 C034601N (02	) 10	NO	
003 C034601M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0099			
DESCRIPTION: SCHOOL W/ SPECIAL FOCUS ON ENGLISH?			
GRADES/ASSESSMENTS: N08, S08, N12			
CONDITIONING VAR LABEL:			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

NAEP ID:	C037203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037203Y (01	) 0	YES	
002 C037203M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0100		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE ENGLISH CURRICULUM?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037306Y (01	) 0	YES	
002 C037306M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0101		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR MATH?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039401Y (01	) 0	YES	
002 C039401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0102		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR SCIENCE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039402Y (01	) 0	YES	
002 C039402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0103		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR READING?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039403Y (01	) 0	YES	
002 C039403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0104		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039404Y (01	) 0	YES	
002 C039404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0105		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR OTHER?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039405Y (01	) 0	YES	
002 C039405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0106		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR NONE ABOVE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039406Y (01	) 0	YES	
002 C039406M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0107		
DESCRIPTION:	8TH GRADERS IN EXTRACURR ACTS FOR MATH?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039501Y (01	) 0	YES	
002 C039501M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0108		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

DESCRIPTION:	8TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039502Y (01	) 0	YES	
002 C039502M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0109		
DESCRIPTION:	8TH GRADERS IN EXTRACURR ACTS FOR ENG/LANG ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039503Y (01	) 0	YES	
002 C039503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0110		
DESCRIPTION:	8TH GRADERS IN EXTRACURR ACTS FOR ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039504Y (01	) 0	YES	
002 C039504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0111		
DESCRIPTION:	8TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039505Y (01	) 0	YES	
002 C039505M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0112		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN MATH?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039601Y (01	) 0	YES	
002 C039601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0113		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039602Y (01	) 0	YES	
002 C039602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0114		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN ENG/LANG ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039603Y (01	) 0	YES	
002 C039603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0115		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039604Y (01	) 0	YES	
002 C039604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0116		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039605Y (01	) 0	YES	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

002 C039605M (M	) 1		MISSING	
CONDITIONING VARIABLE ID: SCHL0117				
DESCRIPTION: WHAT % OF 8TH GRDS HELD BACK/REPEAT 8TH GRADE?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C041901		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041901A (01	) 00000		0%	
002 C041901B (02	) 10000		1-2%	
003 C041901C (03	) 01000		3-5%	
004 C041901D (04	) 00100		6-10%	
005 C041901E (05	) 00010		MORE THAN 10%	
006 C041901M (M	) 00001		MISSING	
CONDITIONING VARIABLE ID: TCHR0124				
DESCRIPTION: YRS TOTAL TAUGHT MATH				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T063001		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5
001 T063001A (01	) 00000		2 YEARS OR LESS	
002 T063001B (02	) 10000		3-5 YEARS	
003 T063001C (03	) 01000		6-10 YEARS	
004 T063001D (04	) 00100		11-24 YEARS	
005 T063001E (05	) 00010		25 YEARS OR MORE	
006 T063001M (M	) 00001		MISSING	
CONDITIONING VARIABLE ID: TCHR0125				
DESCRIPTION: CURRICULUM SPECIALIST TO HELP/ADVISE IN MATH?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T058301		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 T058301Y (01	) 00		YES	
002 T058301N (02	) 10		NO	
003 T058301M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: SCHL0118				
DESCRIPTION: ARE 12TH-GRADERS ASSIGNED TO MATH BY ABILITY?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:	C035002		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035002Y (01	) 00		YES	
002 C035002N (02	) 10		NO	
003 C035002M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: SCHL0119				
DESCRIPTION: ARE 12TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:	C035003		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035003Y (01	) 00		YES	
002 C035003N (02	) 10		NO	
003 C035003M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: SCHL0120				
DESCRIPTION: ARE 12TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:	C035006		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035006Y (01	) 00		YES	
002 C035006N (02	) 10		NO	
003 C035006M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: SCHL0121				
DESCRIPTION: ARE 12TH-GRADERS ASSIGNED TO ARTS BY ABILITY?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:	C035007		TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035007Y (01	) 00		YES	
002 C035007N (02	) 10		NO	
003 C035007M (M	) 01		MISSING	
CONDITIONING VARIABLE ID: SCHL0122				
DESCRIPTION: FROM 9TH ON HOW MANY YRS REQUIRED FOR MATH?				

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040201A (01	) 0000000	NONE	
002 C040201B (02	) 1000000	ONE HALF YEAR	
003 C040201C (03	) 0100000	ONE YEAR	
004 C040201D (04	) 0010000	TWO YEARS	
005 C040201E (05	) 0001000	THREE YEARS	
006 C040201F (06	) 0000100	FOUR YEARS	
007 C040201G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040201M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0123		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FOR SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040202A (01	) 0000000	NONE	
002 C040202B (02	) 1000000	ONE HALF YEAR	
003 C040202C (03	) 0100000	ONE YEAR	
004 C040202D (04	) 0010000	TWO YEARS	
005 C040202E (05	) 0001000	THREE YEARS	
006 C040202F (06	) 0000100	FOUR YEARS	
007 C040202G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040202M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0124		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FOR ENG/LIT?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040203A (01	) 0000000	NONE	
002 C040203B (02	) 1000000	ONE HALF YEAR	
003 C040203C (03	) 0100000	ONE YEAR	
004 C040203D (04	) 0010000	TWO YEARS	
005 C040203E (05	) 0001000	THREE YEARS	
006 C040203F (06	) 0000100	FOUR YEARS	
007 C040203G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040203M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0125		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FINE/PERF ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040204A (01	) 0000000	NONE	
002 C040204B (02	) 1000000	ONE HALF YEAR	
003 C040204C (03	) 0100000	ONE YEAR	
004 C040204D (04	) 0010000	TWO YEARS	
005 C040204E (05	) 0001000	THREE YEARS	
006 C040204F (06	) 0000100	FOUR YEARS	
007 C040204G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040204M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0126		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED BIO?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040301Y (01	) 0	YES	
002 C040301M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0127		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED CHEM?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040302Y (01	) 0	YES	
002 C040302M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0128		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADV PHYSICS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040303Y (01	) 0	YES	
002 C040303M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0129			
DESCRIPTION: NO ADVANCED SCIENCE COURSES TAUGHT			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040304Y (01	) 0	YES	
002 C040304M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0130			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN COMP SCI?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040305Y (01	) 0	YES	
002 C040305M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0131			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN CALCULUS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040306Y (01	) 0	YES	
002 C040306M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0132			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN TRIGONOMETRY?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040307	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040307Y (01	) 0	YES	
002 C040307M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0133			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN PRECALCULUS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040308	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040308Y (01	) 0	YES	
002 C040308M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0134			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN PROB/STAT?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040309	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040309Y (01	) 0	YES	
002 C040309M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0135			
DESCRIPTION: COURSES 1 OR > SEMESTERS TAUGHT IN UNI/INTEG MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040310	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040310Y (01	) 0	YES	
002 C040310M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0136			
DESCRIPTION: NO ADVANCED MATH COURSES TAUGHT?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040311	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040311Y (01	) 0	YES	
002 C040311M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0137			
DESCRIPTION: STUDS REQUIRED TO PASS STATE TEST IN MATH?			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040401Y (01	) 00	YES	
002 C040401N (02	) 10	NO	
003 C040401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0138		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040402Y (01	) 00	YES	
002 C040402N (02	) 10	NO	
003 C040402M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0139		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN ENG/LANG ARTS		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040403Y (01	) 00	YES	
002 C040403N (02	) 10	NO	
003 C040403M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0140		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN FINE/PERF ART		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040404Y (01	) 00	YES	
002 C040404N (02	) 10	NO	
003 C040404M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0141		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040501Y (01	) 0	YES	
002 C040501M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0142		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040502Y (01	) 0	YES	
002 C040502M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0143		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ENG/LANG ART		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040503Y (01	) 0	YES	
002 C040503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0144		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040504Y (01	) 0	YES	
002 C040504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0145		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN OTHER?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
001 C040505Y (01	) 0	YES	
002 C040505M (M	) 1	MISSING	1
CONDITIONING VARIABLE ID: SCHL0146			
DESCRIPTION: SCHOOL SPONSER 12TH GR FIELD TRIPS IN NONE ABOVE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040506Y (01	) 0	YES	
002 C040506M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0147			
DESCRIPTION: 12TH GRADERS IN EXTRACURR ACTS IN MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040601Y (01	) 0	YES	
002 C040601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0148			
DESCRIPTION: 12TH GRADERS IN EXTRACURR ACTS IN SCIENCE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040602Y (01	) 0	YES	
002 C040602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0149			
DESCRIPTION: 12TH GRADERS IN EXTRACURR ACTS IN ENG/LANG ARTS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040603Y (01	) 0	YES	
002 C040603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0150			
DESCRIPTION: 12TH GRADERS IN EXTRACURR ACTS IN ARTS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040604Y (01	) 0	YES	
002 C040604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0151			
DESCRIPTION: 12TH GRADERS IN EXTRACURR ACTS IN NONE OF ABOVE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040605Y (01	) 0	YES	
002 C040605M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0152			
DESCRIPTION: 12TH GRADERS IN SUMMER PROGRAMS IN MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040701Y (01	) 0	YES	
002 C040701M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0153			
DESCRIPTION: 12TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040702Y (01	) 0	YES	
002 C040702M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0154			
DESCRIPTION: 12TH GRADERS IN SUMMER PORGRAMS IN ENG/LANG ARTS?			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040703Y (01	) 0	YES	
002 C040703M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0155		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040704Y (01	) 0	YES	
002 C040704M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0156		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040705Y (01	) 0	YES	
002 C040705M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0157		
DESCRIPTION:	# STUDS ENROLLED IN AP SCIENCE COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040801A (01	) 0000000	NONE	
002 C040801B (02	) 1000000	1-10	
003 C040801C (03	) 0100000	11-25	
004 C040801D (04	) 0010000	26-50	
005 C040801E (05	) 0001000	51-75	
006 C040801F (06	) 0000100	76-99	
007 C040801G (07	) 0000010	100 OR MORE	
008 C040801M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0158		
DESCRIPTION:	# STUDS ENROLLED IN AP CALCULUS COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040802A (01	) 0000000	NONE	
002 C040802B (02	) 1000000	1-10	
003 C040802C (03	) 0100000	11-25	
004 C040802D (04	) 0010000	26-50	
005 C040802E (05	) 0001000	51-75	
006 C040802F (06	) 0000100	76-99	
007 C040802G (07	) 0000010	100 OR MORE	
008 C040802M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0159		
DESCRIPTION:	# STUDS ENROLLED IN AP COMP SCI COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040803A (01	) 0000000	NONE	
002 C040803B (02	) 1000000	1-10	
003 C040803C (03	) 0100000	11-25	
004 C040803D (04	) 0010000	26-50	
005 C040803E (05	) 0001000	51-75	
006 C040803F (06	) 0000100	76-99	
007 C040803G (07	) 0000010	100 OR MORE	
008 C040803M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0160		
DESCRIPTION:	# STUDS ENROLLED IN AP ENGLISH COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040804A (01	) 0000000	NONE	
002 C040804B (02	) 1000000	1-10	
003 C040804C (03	) 0100000	11-25	
004 C040804D (04	) 0010000	26-50	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

005 C040804E (05	)	0001000	51-75
006 C040804F (06	)	0000100	76-99
007 C040804G (07	)	0000010	100 OR MORE
008 C040804M (M	)	0000001	MISSING
CONDITIONING VARIABLE ID: SCHL0161			
DESCRIPTION: ANY 12TH GRDS TAKING COLLEGE COURSES IN MATH?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040901Y (01	)	0	YES
002 C040901M (M	)	1	MISSING
CONDITIONING VARIABLE ID: SCHL0162			
DESCRIPTION: ANY 12TH GRDS TAKING COLLEGE COURSES IN SCIENCE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040902Y (01	)	0	YES
002 C040902M (M	)	1	MISSING
CONDITIONING VARIABLE ID: SCHL0163			
DESCRIPTION: ANY 12TH GRDS TAKING COLLEGE COURSES ENG/LANG ARTS			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040903Y (01	)	0	YES
002 C040903M (M	)	1	MISSING
CONDITIONING VARIABLE ID: SCHL0164			
DESCRIPTION: ANY 12TH GRDS TAKING COLLEGE COURSES IN ARTS?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040904Y (01	)	0	YES
002 C040904M (M	)	1	MISSING
CONDITIONING VARIABLE ID: SCHL0165			
DESCRIPTION: ANY 12TH GRDS TAKING COLLEGE COURSES IN NONE ABOVE			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C040905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040905Y (01	)	0	YES
002 C040905M (M	)	1	MISSING
CONDITIONING VARIABLE ID: SCHL0166			
DESCRIPTION: WHAT % 12TH GRDS HELD BACK AND REPEAT 12TH GRADE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C041001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041001A (01	)	00000	0%
002 C041001B (02	)	10000	1-2%
003 C041001C (03	)	01000	3-5%
004 C041001D (04	)	00100	6-10%
005 C041001E (05	)	00010	MORE THAN 10%
006 C041001M (M	)	00001	MISSING
CONDITIONING VARIABLE ID: SCHL0167			
DESCRIPTION: LAST YR WHAT % OF 12TH GRDS GRADUATED?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C041101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041101A (01	)	00000	99-100%
002 C041101B (02	)	10000	95-98%
003 C041101C (03	)	01000	90-94%
004 C041101D (04	)	00100	75-89%
005 C041101E (05	)	00010	LESS THAN 75%
006 C041101M (M	)	00001	MISSING
CONDITIONING VARIABLE ID: SCHL0168			
DESCRIPTION: WHAT % OF GRADUATING CLASS NOW IN 2-YR COLLEGE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

NAEP ID:	C036001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036001A (01	) 000000	0-10%	
002 C036001B (02	) 100000	11-25%	
003 C036001C (03	) 010000	26-50%	
004 C036001D (04	) 001000	51-75%	
005 C036001E (05	) 000100	76-90%	
006 C036001F (06	) 000010	91-100%	
007 C036001M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0169		
DESCRIPTION:	WHAT % OF GRADUATING CLASS NOW IN 4-YR COLLEGE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036002A (01	) 000000	0-10%	
002 C036002B (02	) 100000	11-25%	
003 C036002C (03	) 010000	26-50%	
004 C036002D (04	) 001000	51-75%	
005 C036002E (05	) 000100	76-90%	
006 C036002F (06	) 000010	91-100%	
007 C036002M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0170		
DESCRIPTION:	WHAT % OF GRADUATING CLASS NOW IN VO-TEC SCHOOL?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036003A (01	) 000000	0-10%	
002 C036003B (02	) 100000	11-25%	
003 C036003C (03	) 010000	26-50%	
004 C036003D (04	) 001000	51-75%	
005 C036003E (05	) 000100	76-90%	
006 C036003F (06	) 000010	91-100%	
007 C036003M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0171		
DESCRIPTION:	WHAT % OF GRAD CLASS NOW IN EMPLOYER TRAINING?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036004A (01	) 000000	0-10%	
002 C036004B (02	) 100000	11-25%	
003 C036004C (03	) 010000	26-50%	
004 C036004D (04	) 001000	51-75%	
005 C036004E (05	) 000100	76-90%	
006 C036004F (06	) 000010	91-100%	
007 C036004M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0172		
DESCRIPTION:	% OF GRADUATING CLASS NOW IN MILITARY SERVICE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036005A (01	) 000000	0-10%	
002 C036005B (02	) 100000	11-25%	
003 C036005C (03	) 010000	26-50%	
004 C036005D (04	) 001000	51-75%	
005 C036005E (05	) 000100	76-90%	
006 C036005F (06	) 000010	91-100%	
007 C036005M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0173		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	NLUNSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUNCM (M	) 0	MISSING	
002 NATLUNCH (@	) 1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0174		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	NLUNSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

001 NATLUNCL (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0175			
DESCRIPTION: PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREADM (M)	0	MISSING	
002 REM READ (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0176			
DESCRIPTION: PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREADL (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0177			
DESCRIPTION: PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMATHM (M)	0	MISSING	
002 REM MATH (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0178			
DESCRIPTION: PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMATHL (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0179			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUN4M (M)	0	MISSING	
002 NATLUN4 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0180			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUN4L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0181			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREA4M (M)	0	MISSING	
002 REMREAD4 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0182			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREA4L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0183			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMAT4M (M)	0	MISSING	

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

002 REMMATH4 (@) 1	PERCENT		
CONDITIONING VARIABLE ID: SCHL0184			
DESCRIPTION: PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N04, S04			
CONDITIONING VAR LABEL:			
NAEP ID: REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST: LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 REMMAT4L (0-100,M=0) 0.0 + 1.0*X	LINEAR		
CONDITIONING VARIABLE ID: SCHL0185			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 NATLUN8M (M) 0	MISSING		
002 NATLUN8 (@) 1	PERCENT		
CONDITIONING VARIABLE ID: SCHL0186			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST: LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 NATLUN8L (0-100,M=0) 0.0 + 1.0*X	LINEAR		
CONDITIONING VARIABLE ID: SCHL0187			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 REMREA8M (M) 0	MISSING		
002 REMREAD8 (@) 1	PERCENT		
CONDITIONING VARIABLE ID: SCHL0188			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST: LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 REMREA8L (0-100,M=0) 0.0 + 1.0*X	LINEAR		
CONDITIONING VARIABLE ID: SCHL0189			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 REMMAT8M (M) 0	MISSING		
002 REMMATH8 (@) 1	PERCENT		
CONDITIONING VARIABLE ID: SCHL0190			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID: REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST: LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 REMMAT8L (0-100,M=0) 0.0 + 1.0*X	LINEAR		
CONDITIONING VARIABLE ID: SCHL0190			
DESCRIPTION: RCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID: NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 NATLU12M (M) 0	MISSING		
002 NATLUN12 (@) 1	PERCENT		
CONDITIONING VARIABLE ID: SCHL0191			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID: NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1	
TYPE OF CONTRAST: LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 NATLU12L (0-100,M=0) 0.0 + 1.0*X	LINEAR		

Table C-4 (continued)
Conditioning Variables Specific to the 1996 Mathematics Assessment

CONDITIONING VARIABLE ID: SCHL0192			
DESCRIPTION: RCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMRD12M (M	) 0	MISSING	
002 REMRD12 (@	) 1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0193			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMRD12L (0-100,M=0	) 0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0194			
DESCRIPTION: RCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMH12M (M	) 0	MISSING	
002 REMMH12 (@	) 1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0195			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMH12L (0-100,M=0	) 0.0 + 1.0*X	LINEAR	

Table C-5
Conditioning Variables Specific to the 1996 Science Assessment

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)	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)	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	
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:	MSA/NON-MSA		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:	MSANAT		
NAEP ID:	TOL8	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 MSA (1,2,3,4,7,9)	0	MSA	
002 NON MSA (5,6,8)	1	NON-MSA	
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 OF LARGE CITY, URBAN FRINGE OF MID-SIZE CITY	
004 SML TWN5 (4)	0010	TOL5: SMALL TOWN	
005 RURAL5 (5)	0001	TOL5: RURAL (MSA AND NON-MSA)	
CONDITIONING VARIABLE ID:	BACK0007		
DESCRIPTION:	DESCRIPTION OF COMMUNITY		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:	DOC		
NAEP ID:	DOC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 BIG CITY (1)	000	DOC: BIG CITY	
002 URBAN FR (2)	100	DOC: URBAN FRINGE	
003 MED CITY (3,9,M)	010	DOC: MEDIUM CITY	
004 SM PLACE (4)	001	DOC: SMALL PLACE	
CONDITIONING VARIABLE ID:	BACK0008		
DESCRIPTION:	PARENTS' HIGHEST LEVEL OF EDUCATION		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:	PARED		
NAEP ID:	PARED	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
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			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
		NUMBER OF INDEPENDENT CONTRASTS:	3
001 N EAST (1)	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: BACK0010			
DESCRIPTION: SCHOOL TYPE (PQ)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: SCHTYPE			
NAEP ID: SCHTYPE			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
		NUMBER OF INDEPENDENT CONTRASTS:	2
001 PUBLIC (1)	00		SCHOOL TYPE: PUBLIC
002 PRIVATE (2,4,5,M)	10		SCHOOL TYPE: PRIVATE, BUREAU OF INDIAN AFFAIRS, DEPARTMENT OF DEFENSE, MISSING
003 CATHOLIC (3)	01		SCHOOL TYPE: CATHOLIC
CONDITIONING VARIABLE ID: BACK0011			
DESCRIPTION: INDIVIDUALIZED EDUCATION PROGRAM			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: IEP			
NAEP ID: IEP			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
		NUMBER OF INDEPENDENT CONTRASTS:	1
001 IEP-YES (1)	0		IEP: YES
002 IEP-NO (2)	1		IEP: NO
CONDITIONING VARIABLE ID: BACK0012			
DESCRIPTION: LIMITED ENGLISH PROFICIENCY			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: LEP			
NAEP ID: LEP			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
		NUMBER OF INDEPENDENT CONTRASTS:	1
001 LEP-YES (1)	0		LEP: YES
002 LEP-NO (2)	1		LEP: NO
CONDITIONING VARIABLE ID: BACK0013			
DESCRIPTION: CHAPTER 1 (BOOK COVER)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: CHAPTER1			
NAEP ID: CHAP1			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
		NUMBER OF INDEPENDENT CONTRASTS:	1
001 CHAP1-Y (1)	0		CHAPTER 1: YES
002 CHAP1-N (2)	1		CHAPTER 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			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
		NUMBER OF INDEPENDENT CONTRASTS:	4
001 NOT ELIG (1)	0000		LUNCH PROGRAM: NOT ELIGIBLE
002 REDUCED (2)	1000		LUNCH PROGRAM: REDUCED PRICE
003 FREE (3)	0100		LUNCH PROGRAM: FREE
004 INFO NA (4,M)	0010		LUNCH PROGRAM: INFO NOT AVAILABLE
005 SCH REF (5)	0001		LUNCH PROGRAM: SCHOOL REFUAL
CONDITIONING VARIABLE ID: BACK0015			
DESCRIPTION: HOW OFTEN DO THE PEOPLE IN YOUR HOME SPEAK A LANGUAGE OTHER THAN ENGLISH?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: HOMELANG			
NAEP ID: B003201			
TYPE OF CONTRAST:	CLASS	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
		NUMBER OF INDEPENDENT CONTRASTS:	3
001 HL-NEVER (1)	000		HOMELANG: NEVER
002 HL-SOME (2)	100		HOMELANG: SOMETIMES
003 HL-ALWAY (3)	010		HOMELANG: ALWAYS
004 HL-? (M)	001		HOMELANG: MISSING

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID: BACK0016			
DESCRIPTION: HOW MUCH TV/VIDEO DO YOU USUALLY WATCH EACH DAY? (LINEAR)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: TVWATCHL			
NAEP ID: B009001		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 TV/VIDEO DO YOU USUALLY WATCH EACH DAY? (QUADRATIC)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: TVWATCHQ			
NAEP ID: B009001		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, 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: BACK0019			
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	
CONDITIONING VARIABLE ID: BACK0020			
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: BACK0021			
DESCRIPTION: HOURS EXTRA READING/WK, NOT CONNECTED W/ SCHOOL?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL: HOMEITMS			
NAEP ID: B009101		TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST: CLASS		NUMBER OF INDEPENDENT CONTRASTS:	7
001 NONE (01)	) 0000000	NONE	
002 1-2 HRS (02)	) 1000000	1-2 HOURS	
003 3-4 HRS (03)	) 0100000	3-4 HOURS	
004 5-6 HRS (04)	) 0010000	5-6 HOURS	
005 7-8 HRS (05)	) 0001000	7-8 HOURS	
006 9-10 HRS (06)	) 0000100	9-10 HOURS	
007 > 10 HRS (07)	) 0000010	MORE THAN 10 HOURS	
008 B009101M (M)	) 0000001	MISSING	
CONDITIONING VARIABLE ID: BACK0022			
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	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

003 HITEM=4 (3) 01	ITEMS IN HOME: FOUR ITEMS
CONDITIONING VARIABLE ID: BACK0023	
DESCRIPTION: HOW MANY DAYS OF SCHOOL MISSED LAST MONTH?	
GRADES/ASSESSMENTS: N04, N08, S08, N12	
CONDITIONING VAR LABEL: SCH MISS	
NAEP ID: S004001	TOTAL NUMBER OF SPECIFIED CONTRASTS: 2
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 1
001 MISS->2 (3,4,5,M) 0	DAYS OF SCHOOL MISSED: 3-4, 5-10, 10 OR MORE DAYS, MISSING
002 MISS-2< (1,2) 1	DAYS OF SCHOOL MISSED: 0-1, 2 DAYS
CONDITIONING VARIABLE ID: BACK0024	
DESCRIPTION: HOW MANY GRADES IN THIS STATE (4)	
GRADES/ASSESSMENTS: N08, S08	
CONDITIONING VAR LABEL:	
NAEP ID: B007602	TOTAL NUMBER OF SPECIFIED CONTRASTS: 5
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 4
001 < ONE GR (01) 0000	LESS THAN ON GRADE
002 1-2 GRDS (02) 1000	1-2 GRADES
003 3-5 GRDS (03) 0100	3 -5 GRADES
004 > 5 GRDS (04) 0010	5 OR MORE GRADESEVER
005 MISSING (M) 0001	MISSING
CONDITIONING VARIABLE ID: BACK0025	
DESCRIPTION: SINCE 1ST GR, NOT PROMOTION, HOW OFTEN DIFF SCHLS?	
GRADES/ASSESSMENTS: N08, S08	
CONDITIONING VAR LABEL:	
NAEP ID: B010101	TOTAL NUMBER OF SPECIFIED CONTRASTS: 9
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 8
001 B010101A (01) 00000000	NONE
002 B010101B (02) 10000000	1
003 B010101C (03) 01000000	2
004 B010101D (04) 00100000	3
005 B010101E (05) 00010000	4
006 B010101F (06) 00001000	5
007 B010101G (07) 00000100	6
008 B010101H (08) 00000010	7 OR MOREMORE
009 B010101M (M) 00000001	MISSING
CONDITIONING VARIABLE ID: BACK0026	
DESCRIPTION: HOW LONG LIVED IN THE UNITED STATES?	
GRADES/ASSESSMENTS: N04, N08, S08, N12	
CONDITIONING VAR LABEL: YRSINUSA	
NAEP ID: B008001	TOTAL NUMBER OF SPECIFIED CONTRASTS: 5
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 4
001 AALL LIF (1) 0000	ALL MY LIFE
002 USA >5 (2) 1000	LIVED IN US MORE THAN 5 YEARS
003 USA 3-5 (3) 0100	LIVED IN US 3-5 YEARS
004 USA <3 (4) 0010	LIVED IN US LESS THAN 3 YEARS
005 USA-? (M) 0001	LIVED IN US MISSING
CONDITIONING VARIABLE ID: BACK0027	
DESCRIPTION: HOW MANY GRADES IN THIS STATE? (4TH GRADE)	
GRADES/ASSESSMENTS: N04	
CONDITIONING VAR LABEL: STGRADE4	
NAEP ID: B007601	TOTAL NUMBER OF SPECIFIED CONTRASTS: 3
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 2
001 STGRD<1 (1,M) 00	GRADES IN STATE: LESS THAN 1 GRADE, MISSING
002 STGRD1-2 (2) 10	GRADES IN STATE: 1-2 GRADES
003 STGRD3> (3) 01	GRADES IN STATE: 3 OR MORE GRADES
CONDITIONING VARIABLE ID: BACK0029	
DESCRIPTION: TIMES CHANGED SCHOOL SINCE FIRST GRADE	
GRADES/ASSESSMENTS: N12	
CONDITIONING VAR LABEL:	
NAEP ID: B007302	TOTAL NUMBER OF SPECIFIED CONTRASTS: 9
TYPE OF CONTRAST: CLASS	NUMBER OF INDEPENDENT CONTRASTS: 8
001 B007302A (01) 00000000	NONE
002 B007302B (02) 10000000	1
003 B007302C (03) 01000000	2
004 B007302D (04) 00100000	3
005 B007302E (05) 00010000	4
006 B007302F (06) 00001000	5
007 B007302G (07) 00000100	6
008 B007302H (08) 00000010	7 OR MORE
009 B007302M (M) 00000001	MISSING
CONDITIONING VARIABLE ID: BACK0030	
DESCRIPTION: HOW MANY GRADES IN THIS STATE (12TH GRADE)	
GRADES/ASSESSMENTS: N12	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VAR LABEL:	STGRAD12		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
NAEP ID:	B008301		NUMBER OF INDEPENDENT CONTRASTS:	3
TYPE OF CONTRAST:	CLASS			
001 STGRD<1 (1,M	) 000		GRADES IN STATE:	LESS THAN 1 GRADE, MISSING
002 STGRD1-2 (2	) 100		GRADES IN STATE:	1-2 GRADES
003 STGRD3-5 (3	) 010		GRADES IN STATE:	3-5 GRADES
004 STGRD6> (4,5	) 001		GRADES IN STATE:	MORE THAN 5 GRADES
CONDITIONING VARIABLE ID:	SCHL0001			
DESCRIPTION:	SCHOOL LEVEL AVERAGE SCIENCE NORMIT (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS:	N04, N08, S08, N12			
CONDITIONING VAR LABEL:	SCH NORM			
NAEP ID:	SCHNORM		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	1
001 SCHNRM-? (M	) 0		SCHOOL LEVEL AVERAGE SCIENCE NORMIT MISSING	
002 SCHNRM-Y (@	) 1		SCHOOL LEVEL AVERAGE SCIENCE NORMIT NOT-MISSING	
CONDITIONING VARIABLE ID:	SCHL0002			
DESCRIPTION:	SCHOOL LEVEL AVERAGE SCIENCE NORMIT			
GRADES/ASSESSMENTS:	N04, N08, S08, N12			
CONDITIONING VAR LABEL:	SNRM-LIN			
NAEP ID:	SCHNORM		TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	SCALE		NUMBER OF INDEPENDENT CONTRASTS:	1
001 SNRM-LIN (#	) (F8.4)		SCHOOL LEVEL AVERAGE SCIENCE NORMIT MEAN	
002 SNRM-LIN (M	) 0		SCHOOL LEVEL AVERAGE SCIENCE NORMIT MISSING	
CONDITIONING VARIABLE ID:	BACK0028			
DESCRIPTION:	TIMES CHANGED SCHLS SINCE 1ST GR; NOT PROMOTIONS?			
GRADES/ASSESSMENTS:	N04			
CONDITIONING VAR LABEL:				
NAEP ID:	B009201		TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009201A (01	) 0000		NONE	
002 B009201B (02	) 1000		1	
003 B009201C (03	) 0100		2	
004 B009201D (04	) 0010		3 OR GREATER	
005 B009201M (M	) 0001		MISSING	
CONDITIONING VARIABLE ID:	BACK0031			
DESCRIPTION:	HOW OFTEN DO YOU DISCUSS THINGS STUDIED IN SCHOOL WITH SOMEONE AT HOME?			
GRADES/ASSESSMENTS:	N04, N08, S08, N12			
CONDITIONING VAR LABEL:	DISC@HOM			
NAEP ID:	B007401		TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	3
001 DIS@HOM1 (1	) 000		DISCUSS STUDIES AT HOME:	ALMOST EVERY DAY
002 DIS@HOM2 (2	) 100		DISCUSS STUDIES AT HOME:	ONCE OR TWICE A WEEK
003 DIS@HOM3 (3	) 010		DISCUSS STUDIES AT HOME:	ONCE OR TWICE A MONTH
004 DIS@HOM4 (4,M	) 001		DISCUSS STUDIES AT HOME:	NEVER OR HARDLY EVER, MISSING
CONDITIONING VARIABLE ID:	BACK0032			
DESCRIPTION:	HOW OFTEN USE A HOME COMPUTER FOR SCHOOLWORK?			
GRADES/ASSESSMENTS:	N04, N08, S08, N12			
CONDITIONING VAR LABEL:				
NAEP ID:	B009301		TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:	5
001 DAILY (01	) 00000		ALMOST EVERY DAY	
002 1-2 WEEK (02	) 10000		ONCE OR TWICE A WEEK	
003 1-2 MTH (03	) 01000		ONCE OR TWICE A MTH	
004 NEVER (04	) 00100		NEVER OR HARDLY EVER	
005 NO COMP (05	) 00010		NO COMPUTER AT HOME	
006 MISSING (M	) 00001		MISSING	
CONDITIONING VARIABLE ID:	BACK0033			
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?			
GRADES/ASSESSMENTS:	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:	BACK0034			
DESCRIPTION:	ABOUT HOW MANY PAGES A DAY DO YOU HAVE TO READ FOR SCHOOL AND HOMEWORK?			
GRADES/ASSESSMENTS:	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

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

002 PGS>10	(1,2,3	) 1	PAGES READ: 11-15, 16-20, 20 OR MORE
CONDITIONING VARIABLE ID: BACK0035			
DESCRIPTION: WHICH BEST DESCRIBES YOUR HIGH-SCHOOL PROGRAM?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: HS PROG			
NAEP ID:	B008501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 GENERAL	(1	) 0000	HIGH SCHOOL PROGRAM: GENERAL
002 ACADEMIC	(2	) 1000	HIGH SCHOOL PROGRAM: ACADEMIC/COLLEGE PREP
003 VOC/TECH	(3	) 0100	HIGH SCHOOL PROGRAM: VOCATIONAL OR TECHNICAL
004 OTHERPGM	(4	) 0010	HIGH SCHOOL PROGRAM: OTHER
005 HS PGM-?	(M	) 0001	HIGH SCHOOL PROGRAM: MISSING
CONDITIONING VARIABLE ID: BACK0036			
DESCRIPTION: SEMESTERS ENGLISH/LITERATURE/WRITING (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: SEM ENG			
NAEP ID:	B007101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMENG-?	(M	) 0	ENGLISH SEMESTERS: MISSING
002 SEMENG-^	(1-9	) 1	ENGLISH SEMESTERS: NOT MISSING
CONDITIONING VARIABLE ID: BACK0037			
DESCRIPTION: NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: #ENG-LIN			
NAEP ID:	B007101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #ENG-LIN	(1-9,M=0	) 0.0 + 1.0*X	NUMBER OF SEMESTERS ENGLISH/LITERATURE/WRITING (LINEAR)
CONDITIONING VARIABLE ID: BACK0038			
DESCRIPTION: SEMESTERS MATHEMATICS (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: SEM MAT			
NAEP ID:	B007102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMMAT-?	(M	) 0	MATH SEMESTERS: MISSING
002 SEMMAT-^	(1-9	) 1	MATH SEMESTERS: NOT MISSING
CONDITIONING VARIABLE ID: BACK0039			
DESCRIPTION: NUMBER OF SEMESTERS MATHEMATICS (LINEAR)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: #MAT-LIN			
NAEP ID:	B007102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #MAT-LIN	(1-9,M=0	) 0.0 + 1.0*X	NUMBER OF SEMESTERS MATHEMATICS (LINEAR)
CONDITIONING VARIABLE ID: BACK0040			
DESCRIPTION: SEMESTERS SCIENCE (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: SEM SCI			
NAEP ID:	B007103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SEMSCI-?	(M	) 0000	SCIENCE SEMESTERS: MISSING
002 SEMSCI-^	(1,2,3	) 1000	SCIENCE SEMESTERS: ZERO TO 2
003 SEMSCI-^	(4,5	) 0100	SCIENCE SEMESTERS: 3 OR 4
004 SEMSCI-^	(6,7	) 0010	SCIENCE SEMESTERS: 5 OR 6
005 SEMSCI-^	(8,9	) 0001	SCIENCE SEMESTERS: 7 OR MORE
CONDITIONING VARIABLE ID: BACK0041			
DESCRIPTION: NUMBER OF SEMESTERS SCIENCE (LINEAR)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: #SCI-LIN			
NAEP ID:	B007103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #SCI-LIN	(1-9,M=0	) 0.0 + 1.0*X	NUMBER OF SEMESTERS SCIENCE (LINEAR)
CONDITIONING VARIABLE ID: BACK0042			
DESCRIPTION: SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (MISSING VS NON-MISSING)			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL: SEM HIS			
NAEP ID:	B007104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMHIS-?	(M	) 0	HISTORY SEMESTERS: MISSING
002 SEMHIS-^	(1-9	) 1	HISTORY SEMESTERS: NOT MISSING
CONDITIONING VARIABLE ID: BACK0043			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#HIS-LIN		
NAEP ID:	B007104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #HIS-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS HISTORY/SOCIAL STUDIES/GEOGRAPHY (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0044		
DESCRIPTION:	SEMESTERS FOREIGN LANGUAGES (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM FLG		
NAEP ID:	B007105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMFLG-? (M)	0	FOREIGN LANGUAGE SEMESTERS: MISSING	
002 SEMFLG-^ (1-9)	1	FOREIGN LANGUAGE SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0045		
DESCRIPTION:	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#FLG-LIN		
NAEP ID:	B007105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #FLG-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS FOREIGN LANGUAGES (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0046		
DESCRIPTION:	SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM VOC		
NAEP ID:	B007106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMVOC-? (M)	0	VOC/TECH SEMESTERS: MISSING	
002 SEMVOC-^ (1-9)	1	VOC/TECH SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0047		
DESCRIPTION:	NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#VOC-LIN		
NAEP ID:	B007106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #VOC-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS VOCATIONAL/TECHNICAL/BUSINESS EDUCATION (LINEAR)	
CONDITIONING VARIABLE ID:	BACK0048		
DESCRIPTION:	SEMESTERS ART/MUSIC (MISSING VS NON-MISSING)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	SEM ART		
NAEP ID:	B007107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 SEMART-? (M)	0	ART/MUSIC SEMESTERS: MISSING	
002 SEMART-^ (1-9)	1	ART/MUSIC SEMESTERS: NOT MISSING	
CONDITIONING VARIABLE ID:	BACK0049		
DESCRIPTION:	NUMBER OF SEMESTERS ART/MUSIC (LINEAR)		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:	#ART-LIN		
NAEP ID:	B007107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 #ART-LIN (1-9,M=0)	0.0 + 1.0*X	NUMBER OF SEMESTERS ART/MUSIC (LINEAR)	
CONDITIONING VARIABLE ID:	SUBJ0001		
DESCRIPTION:	WHAT KIND OF SCI CLASS ARE YOU TAKING THIS YEAR?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	SCITAKE	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 NO SCIEN (01)	000000	NOT TAKING THIS YEAR	
002 LIFESCI (02)	100000	LIFE SCIENCE	
003 PHYSSCI (03)	010000	PHYSICAL SCIENCE	
004 EATHSCI (04)	001000	EARTH SCIENCE	
005 GEN SCI (05)	000100	GENERAL SCIENCE	
006 INTESCI (06)	000010	INTEGRATED SCIENCE	
007 MISSING (M)	000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0050		
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

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	
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: BACK0051			
DESCRIPTION: INTERACTION: GENDER BY TYPE OF LOCALE (5 CATEGORIES)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: GEND/TOL			
NAEP ID: N/A			
TOTAL NUMBER OF SPECIFIED CONTRASTS:			10
NUMBER OF INDEPENDENT CONTRASTS:			4
001 G/T 11 (11)	) 01010101	GEND/TOL INTACT: 1. MALE	1. BIG CTY5
002 G/T 12 (12)	) -1000000	GEND/TOL INTACT: 1. MALE	2. MID CTY5
003 G/T 13 (13)	) 00-10000	GEND/TOL INTACT: 1. MALE	3. FR/BTN5
004 G/T 14 (14)	) 0000-100	GEND/TOL INTACT: 1. MALE	4. SML TWN5
005 G/T 15 (15)	) 000000-1	GEND/TOL INTACT: 1. MALE	5. RURAL5
006 G/T 21 (21)	) -1-1-1-1	GEND/TOL INTACT: 2. FEMALE	1. BIG CTY5
007 G/T 22 (22)	) 01000000	GEND/TOL INTACT: 2. FEMALE	2. MID CTY5
008 G/T 23 (23)	) 00010000	GEND/TOL INTACT: 2. FEMALE	3. FR/BTN5
009 G/T 24 (24)	) 00000100	GEND/TOL INTACT: 2. FEMALE	4. SML TWN5
010 G/T 25 (25)	) 00000001	GEND/TOL INTACT: 2. FEMALE	5. RURAL5
CONDITIONING VARIABLE ID: BACK0052			
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
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-?
CONDITIONING VARIABLE ID: BACK0053			
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
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: BACK0054			
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY TYPE OF LOCALE (5 CATEGORIES)			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL: RACE/TOL			
NAEP ID: N/A			
TOTAL NUMBER OF SPECIFIED CONTRASTS:			20
NUMBER OF INDEPENDENT CONTRASTS:			12
001 R/T 11 (11)	) 010101010101010101010101010101	RACE/TOL INTACT: 1. WHI/AI/O	1. BIG CTY5
002 R/T 12 (12)	) -1000000-1000000-1000000	RACE/TOL INTACT: 1. WHI/AI/O	2. MID CTY5
003 R/T 13 (13)	) 00-1000000-1000000-10000	RACE/TOL INTACT: 1. WHI/AI/O	3. FR/BTN5
004 R/T 14 (14)	) 0000-1000000-1000000-100	RACE/TOL INTACT: 1. WHI/AI/O	4. SML TWN5
005 R/T 15 (15)	) 000000-1000000-1000000-1	RACE/TOL INTACT: 1. WHI/AI/O	5. RURAL5
006 R/T 21 (21)	) -1-1-1-1000000000000000000	RACE/TOL INTACT: 2. BLACK	1. BIG CTY5
007 R/T 22 (22)	) 01000000000000000000000000	RACE/TOL INTACT: 2. BLACK	2. MID CTY5
008 R/T 23 (23)	) 00010000000000000000000000	RACE/TOL INTACT: 2. BLACK	3. FR/BTN5
009 R/T 24 (24)	) 00000100000000000000000000	RACE/TOL INTACT: 2. BLACK	4. SML TWN5
010 R/T 25 (25)	) 00000001000000000000000000	RACE/TOL INTACT: 2. BLACK	5. RURAL5
011 R/T 31 (31)	) 00000000-1-1-1-1000000000	RACE/TOL INTACT: 3. HISPANIC	1. BIG CTY5
012 R/T 32 (32)	) 00000000010000000000000000	RACE/TOL INTACT: 3. HISPANIC	2. MID CTY5
013 R/T 33 (33)	) 00000000000100000000000000	RACE/TOL INTACT: 3. HISPANIC	3. FR/BTN5
014 R/T 34 (34)	) 00000000000001000000000000	RACE/TOL INTACT: 3. HISPANIC	4. SML TWN5
015 R/T 35 (35)	) 00000000000000010000000000	RACE/TOL INTACT: 3. HISPANIC	5. RURAL5
016 R/T 41 (41)	) 0000000000000000-1-1-1-1	RACE/TOL INTACT: 4. ASIAN	1. BIG CTY5
017 R/T 42 (42)	) 00000000000000000001000000	RACE/TOL INTACT: 4. ASIAN	2. MID CTY5
018 R/T 43 (43)	) 00000000000000000000010000	RACE/TOL INTACT: 4. ASIAN	3. FR/BTN5
019 R/T 44 (44)	) 00000000000000000000000100	RACE/TOL INTACT: 4. ASIAN	4. SML TWN5

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	15
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	8
001 T/S 11 (11)	) 0101010101010101	TOL5/SCH INTACT:	1. BIG CTY5 1. PUBLIC
002 T/S 12 (12)	) -100-100-100-100	TOL5/SCH INTACT:	1. BIG CTY5 2. PRIVATE
003 T/S 13 (13)	) 00-100-100-100-1	TOL5/SCH INTACT:	1. BIG CTY5 3. CATHOLIC
004 T/S 21 (21)	) -1-10000000000000	TOL5/SCH INTACT:	2. MID CTY5 1. PUBLIC
005 T/S 22 (22)	) 0100000000000000	TOL5/SCH INTACT:	2. MID CTY5 2. PRIVATE
006 T/S 23 (23)	) 0001000000000000	TOL5/SCH INTACT:	2. MID CTY5 3. CATHOLIC
007 T/S 31 (31)	) 0000-1-1000000000	TOL5/SCH INTACT:	3. FR/BTWN5 1. PUBLIC
008 T/S 32 (32)	) 0000010000000000	TOL5/SCH INTACT:	3. FR/BTWN5 2. PRIVATE
009 T/S 33 (33)	) 0000000100000000	TOL5/SCH INTACT:	3. FR/BTWN5 3. CATHOLIC
010 T/S 41 (41)	) 00000000-1-10000	TOL5/SCH INTACT:	4. SML TWN5 1. PUBLIC
011 T/S 42 (42)	) 0000000001000000	TOL5/SCH INTACT:	4. SML TWN5 2. PRIVATE
012 T/S 43 (43)	) 0000000000010000	TOL5/SCH INTACT:	4. SML TWN5 3. CATHOLIC
013 T/S 51 (51)	) 000000000000-1-1	TOL5/SCH INTACT:	5. RURAL5 1. PUBLIC
014 T/S 52 (52)	) 0000000000000100	TOL5/SCH INTACT:	5. RURAL5 2. PRIVATE
015 T/S 53 (53)	) 0000000000000001	TOL5/SCH INTACT:	5. RURAL5 3. CATHOLIC
CONDITIONING VARIABLE ID: BACK0059			
DESCRIPTION: INTERACTION: PARENTS' EDUCATION BY SCHOOL TYPE			
GRADES/ASSESSMENTS: N04, N08, S08, 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)	) 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)	) 0100000000000000	PARE/SCH INTACT:	2. HS GRAD 2. PRIVATE
006 P/S 23 (23)	) 0001000000000000	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)	) 0000010000000000	PARE/SCH INTACT:	3. POST HS 2. PRIVATE
009 P/S 33 (33)	) 0000000100000000	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)	) 0000000001000000	PARE/SCH INTACT:	4. COL GRAD 2. PRIVATE
012 P/S 43 (43)	) 0000000000010000	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)	) 0000000000000100	PARE/SCH INTACT:	5. PARED-? 2. PRIVATE
015 P/S 53 (53)	) 0000000000000001	PARE/SCH INTACT:	5. PARED-? 3. CATHOLIC
CONDITIONING VARIABLE ID: BACK0060			
DESCRIPTION: INTERACTION: GENDER BY SCIENCE COURSES TAKING THIS YEAR			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL: GEND/			
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	14
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	6
001 G/ 11 (11)	) 01010101010101	GEND/ INTACT:	1. MALE 1. NO SCIEN
002 G/ 12 (12)	) -100000000000	GEND/ INTACT:	1. MALE 2. LIFESCI
003 G/ 13 (13)	) 00-1000000000	GEND/ INTACT:	1. MALE 3. PHYSSCI
004 G/ 14 (14)	) 0000-10000000	GEND/ INTACT:	1. MALE 4. EATHSCI
005 G/ 15 (15)	) 000000-10000	GEND/ INTACT:	1. MALE 5. GEN SCI
006 G/ 16 (16)	) 00000000-100	GEND/ INTACT:	1. MALE 6. INTESCI
007 G/ 17 (17)	) 0000000000-1	GEND/ INTACT:	1. MALE 7. MISSING
008 G/ 21 (21)	) -1-1-1-1-1-1-1	GEND/ INTACT:	2. FEMALE 1. NO SCIEN
009 G/ 22 (22)	) 010000000000	GEND/ INTACT:	2. FEMALE 2. LIFESCI
010 G/ 23 (23)	) 000100000000	GEND/ INTACT:	2. FEMALE 3. PHYSSCI
011 G/ 24 (24)	) 000001000000	GEND/ INTACT:	2. FEMALE 4. EATHSCI
012 G/ 25 (25)	) 000000010000	GEND/ INTACT:	2. FEMALE 5. GEN SCI
013 G/ 26 (26)	) 000000000100	GEND/ INTACT:	2. FEMALE 6. INTESCI
014 G/ 27 (27)	) 000000000001	GEND/ INTACT:	2. FEMALE 7. MISSING
CONDITIONING VARIABLE ID: BACK0062			
DESCRIPTION: INTERACTION: RACE/ETHNICITY BY SCIENCE COURSES TAKING THIS YEAR			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL: RACE/			
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS:	28
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS:	18
001 R/ 11 (11)	) 333333333333333333	RACE/ INTACT:	1. WHI/AI/O 1. NO SCIEN
002 R/ 12 (12)	) 122222122222122222	RACE/ INTACT:	1. WHI/AI/O 2. LIFESCI
003 R/ 13 (13)	) 212222212222212222	RACE/ INTACT:	1. WHI/AI/O 3. PHYSSCI
004 R/ 14 (14)	) 221222221222221222	RACE/ INTACT:	1. WHI/AI/O 4. EATHSCI
005 R/ 15 (15)	) 222122222122222122	RACE/ INTACT:	1. WHI/AI/O 5. GEN SCI
006 R/ 16 (16)	) 22212222212222212	RACE/ INTACT:	1. WHI/AI/O 6. INTESCI
007 R/ 17 (17)	) 222221222221222221	RACE/ INTACT:	1. WHI/AI/O 7. MISSING
008 R/ 21 (21)	) 111111222222222222	RACE/ INTACT:	2. BLACK 1. NO SCIEN
009 R/ 22 (22)	) 322222222222222222	RACE/ INTACT:	2. BLACK 2. LIFESCI
010 R/ 23 (23)	) 232222222222222222	RACE/ INTACT:	2. BLACK 3. PHYSSCI
011 R/ 24 (24)	) 223222222222222222	RACE/ INTACT:	2. BLACK 4. EATHSCI
012 R/ 25 (25)	) 223222222222222222	RACE/ INTACT:	2. BLACK 5. GEN SCI
013 R/ 26 (26)	) 222322222222222222	RACE/ INTACT:	2. BLACK 6. INTESCI
014 R/ 27 (27)	) 222232222222222222	RACE/ INTACT:	2. BLACK 7. MISSING
015 R/ 31 (31)	) 222222111111222222	RACE/ INTACT:	3. HISPANIC 1. NO SCIEN
016 R/ 32 (32)	) 222222322222222222	RACE/ INTACT:	3. HISPANIC 2. LIFESCI

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

017 R/ 33 (33)	)	222222232222222222	RACE/	INTACT: 3.	HISPANIC	3.	PHYSSCI
018 R/ 34 (34)	)	222222232222222222	RACE/	INTACT: 3.	HISPANIC	4.	EATHSCI
019 R/ 35 (35)	)	222222232222222222	RACE/	INTACT: 3.	HISPANIC	5.	GEN SCI
020 R/ 36 (36)	)	222222232222222222	RACE/	INTACT: 3.	HISPANIC	6.	INTESCI
021 R/ 37 (37)	)	222222232222222222	RACE/	INTACT: 3.	HISPANIC	7.	MISSING
022 R/ 41 (41)	)	222222222221111111	RACE/	INTACT: 4.	ASIAN	1.	NO SCIEN
023 R/ 42 (42)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	2.	LIFESCI
024 R/ 43 (43)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	3.	PHYSSCI
025 R/ 44 (44)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	4.	EATHSCI
026 R/ 45 (45)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	5.	GEN SCI
027 R/ 46 (46)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	6.	INTESCI
028 R/ 47 (47)	)	222222222223222222	RACE/	INTACT: 4.	ASIAN	7.	MISSING
CONDITIONING VARIABLE ID: BACK0064								
DESCRIPTION: INTERACTION: PARENTS' EDUCATION BY SCIENCE COURSES TAKING THIS YEAR								
GRADES/ASSESSMENTS: N08, S08								
CONDITIONING VAR LABEL: PARE/								
NAEP ID: N/A								
TYPE OF CONTRAST:				INTERACTION	TOTAL NUMBER OF SPECIFIED CONTRASTS: 35			
					NUMBER OF INDEPENDENT CONTRASTS: 24			
001 P/ 11 (11)	)	33333333333333333333	PARE/	INTACT: 1.	< HS	1.	NO SCIEN
002 P/ 12 (12)	)	12222122221222212222	PARE/	INTACT: 1.	< HS	2.	LIFESCI
003 P/ 13 (13)	)	21222212222122221222	PARE/	INTACT: 1.	< HS	3.	PHYSSCI
004 P/ 14 (14)	)	22122221222212222122	PARE/	INTACT: 1.	< HS	4.	EATHSCI
005 P/ 15 (15)	)	22212222122221222212	PARE/	INTACT: 1.	< HS	5.	GEN SCI
006 P/ 16 (16)	)	22212222122221222212	PARE/	INTACT: 1.	< HS	6.	INTESCI
007 P/ 17 (17)	)	2222212222122221222221	PARE/	INTACT: 1.	< HS	7.	MISSING
008 P/ 21 (21)	)	1111112222222222222222	PARE/	INTACT: 2.	HS GRAD	1.	NO SCIEN
009 P/ 22 (22)	)	3222222222222222222222	PARE/	INTACT: 2.	HS GRAD	2.	LIFESCI
010 P/ 23 (23)	)	2322222222222222222222	PARE/	INTACT: 2.	HS GRAD	3.	PHYSSCI
011 P/ 24 (24)	)	2232222222222222222222	PARE/	INTACT: 2.	HS GRAD	4.	EATHSCI
012 P/ 25 (25)	)	2223222222222222222222	PARE/	INTACT: 2.	HS GRAD	5.	GEN SCI
013 P/ 26 (26)	)	2223222222222222222222	PARE/	INTACT: 2.	HS GRAD	6.	INTESCI
014 P/ 27 (27)	)	2222322222222222222222	PARE/	INTACT: 2.	HS GRAD	7.	MISSING
015 P/ 31 (31)	)	2222211111122222222222	PARE/	INTACT: 3.	POST HS	1.	NO SCIEN
016 P/ 32 (32)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	2.	LIFESCI
017 P/ 33 (33)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	3.	PHYSSCI
018 P/ 34 (34)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	4.	EATHSCI
019 P/ 35 (35)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	5.	GEN SCI
020 P/ 36 (36)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	6.	INTESCI
021 P/ 37 (37)	)	2222232222222222222222	PARE/	INTACT: 3.	POST HS	7.	MISSING
022 P/ 41 (41)	)	2222222222211111222222	PARE/	INTACT: 4.	COL GRAD	1.	NO SCIEN
023 P/ 42 (42)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	2.	LIFESCI
024 P/ 43 (43)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	3.	PHYSSCI
025 P/ 44 (44)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	4.	EATHSCI
026 P/ 45 (45)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	5.	GEN SCI
027 P/ 46 (46)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	6.	INTESCI
028 P/ 47 (47)	)	2222222222232222222222	PARE/	INTACT: 4.	COL GRAD	7.	MISSING
029 P/ 51 (51)	)	2222222222222222111111	PARE/	INTACT: 5.	PARED-?	1.	NO SCIEN
030 P/ 52 (52)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	2.	LIFESCI
031 P/ 53 (53)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	3.	PHYSSCI
032 P/ 54 (54)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	4.	EATHSCI
033 P/ 55 (55)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	5.	GEN SCI
034 P/ 56 (56)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	6.	INTESCI
035 P/ 57 (57)	)	2222222222222222222222	PARE/	INTACT: 5.	PARED-?	7.	MISSING
CONDITIONING VARIABLE ID: BACK0066								
DESCRIPTION: INTERACTION: TYPE OF LOCALE (5 CATEGORIES) BY SCIENCE COURSES TAKING THIS YEAR								
GRADES/ASSESSMENTS: N08, S08								
CONDITIONING VAR LABEL: TOL5/								
NAEP ID: N/A								
TYPE OF CONTRAST:				INTERACTION	TOTAL NUMBER OF SPECIFIED CONTRASTS: 35			
					NUMBER OF INDEPENDENT CONTRASTS: 24			
001 T/ 11 (11)	)	3333333333333333333333	TOL5/	INTACT: 1.	BIG CTY5	1.	NO SCIEN
002 T/ 12 (12)	)	1222212222122221222222	TOL5/	INTACT: 1.	BIG CTY5	2.	LIFESCI
003 T/ 13 (13)	)	2122221222212222122222	TOL5/	INTACT: 1.	BIG CTY5	3.	PHYSSCI
004 T/ 14 (14)	)	2212222122221222212222	TOL5/	INTACT: 1.	BIG CTY5	4.	EATHSCI
005 T/ 15 (15)	)	2221222212222122221222	TOL5/	INTACT: 1.	BIG CTY5	5.	GEN SCI
006 T/ 16 (16)	)	2221222212222122221222	TOL5/	INTACT: 1.	BIG CTY5	6.	INTESCI
007 T/ 17 (17)	)	2222212222122221222221	TOL5/	INTACT: 1.	BIG CTY5	7.	MISSING
008 T/ 21 (21)	)	1111122222222222222222	TOL5/	INTACT: 2.	MID CTY5	1.	NO SCIEN
009 T/ 22 (22)	)	3222222222222222222222	TOL5/	INTACT: 2.	MID CTY5	2.	LIFESCI
010 T/ 23 (23)	)	2322222222222222222222	TOL5/	INTACT: 2.	MID CTY5	3.	PHYSSCI
011 T/ 24 (24)	)	2232222222222222222222	TOL5/	INTACT: 2.	MID CTY5	4.	EATHSCI
012 T/ 25 (25)	)	2223222222222222222222	TOL5/	INTACT: 2.	MID CTY5	5.	GEN SCI
013 T/ 26 (26)	)	2223222222222222222222	TOL5/	INTACT: 2.	MID CTY5	6.	INTESCI
014 T/ 27 (27)	)	2222322222222222222222	TOL5/	INTACT: 2.	MID CTY5	7.	MISSING
015 T/ 31 (31)	)	2222211111122222222222	TOL5/	INTACT: 3.	FR/BTN5	1.	NO SCIEN
016 T/ 32 (32)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	2.	LIFESCI
017 T/ 33 (33)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	3.	PHYSSCI
018 T/ 34 (34)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	4.	EATHSCI
019 T/ 35 (35)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	5.	GEN SCI
020 T/ 36 (36)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	6.	INTESCI
021 T/ 37 (37)	)	2222232222222222222222	TOL5/	INTACT: 3.	FR/BTN5	7.	MISSING
022 T/ 41 (41)	)	2222222222211111222222	TOL5/	INTACT: 4.	SML TN5	1.	NO SCIEN
023 T/ 42 (42)	)	2222222222232222222222	TOL5/	INTACT: 4.	SML TN5	2.	LIFESCI
024 T/ 43 (43)	)	2222222222232222222222	TOL5/	INTACT: 4.	SML TN5	3.	PHYSSCI

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

025 T/ 44 (44	)	22222222222222222222222222222222	TOL5/	INTACT: 4. SML TWN5 4. EATHSCI
026 T/ 45 (45	)	22222222222222222222222222222222	TOL5/	INTACT: 4. SML TWN5 5. GEN SCI
027 T/ 46 (46	)	22222222222222222222222222222222	TOL5/	INTACT: 4. SML TWN5 6. INTESCI
028 T/ 47 (47	)	22222222222222222222222222222222	TOL5/	INTACT: 4. SML TWN5 7. MISSING
029 T/ 51 (51	)	222222222222222222222211111111	TOL5/	INTACT: 5. RURAL5 1. NO SCIEN
030 T/ 52 (52	)	222222222222222222222232222222	TOL5/	INTACT: 5. RURAL5 2. LIFESCI
031 T/ 53 (53	)	222222222222222222222223222222	TOL5/	INTACT: 5. RURAL5 3. PHYSSCI
032 T/ 54 (54	)	222222222222222222222222322222	TOL5/	INTACT: 5. RURAL5 4. EATHSCI
033 T/ 55 (55	)	222222222222222222222222222222	TOL5/	INTACT: 5. RURAL5 5. GEN SCI
034 T/ 56 (56	)	222222222222222222222222222232	TOL5/	INTACT: 5. RURAL5 6. INTESCI
035 T/ 57 (57	)	222222222222222222222222222223	TOL5/	INTACT: 5. RURAL5 7. MISSING
CONDITIONING VARIABLE ID:	BACK0068			
DESCRIPTION:	INTERACTION:	SCHOOL TYPE BY SCIENCE COURSES TAKING THIS YEAR		
GRADES/ASSESSMENTS:	N08, S08			
CONDITIONING VAR LABEL:	SCHT/			
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	21
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	12
001 S/ 11 (11	)	-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	SCHT/	INTACT: 1. PUBLIC 1. NO SCIEN
002 S/ 12 (12	)	-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 2. LIFESCI
003 S/ 13 (13	)	00-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 3. PHYSSCI
004 S/ 14 (14	)	0000-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 4. EATHSCI
005 S/ 15 (15	)	000000-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 5. GEN SCI
006 S/ 16 (16	)	00000000-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 6. INTESCI
007 S/ 17 (17	)	0000000000-10000000000-10000000000	SCHT/	INTACT: 1. PUBLIC 7. MISSING
008 S/ 21 (21	)	-1-1-1-1-1-1-1-1-1000000000000000	SCHT/	INTACT: 2. PRIVATE 1. NO SCIEN
009 S/ 22 (22	)	01000000000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 2. LIFESCI
010 S/ 23 (23	)	00010000000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 3. PHYSSCI
011 S/ 24 (24	)	00000100000000000000000000000000	SCHT/	INTACT: 2. PRIVATE 4. EATHSCI
012 S/ 25 (25	)	00000000100000000000000000000000	SCHT/	INTACT: 2. PRIVATE 5. GEN SCI
013 S/ 26 (26	)	00000000001000000000000000000000	SCHT/	INTACT: 2. PRIVATE 6. INTESCI
014 S/ 27 (27	)	00000000000010000000000000000000	SCHT/	INTACT: 2. PRIVATE 7. MISSING
015 S/ 31 (31	)	0000000000000010101010101010101010	SCHT/	INTACT: 3. CATHOLIC 1. NO SCIEN
016 S/ 32 (32	)	00000000000000001000000000000000	SCHT/	INTACT: 3. CATHOLIC 2. LIFESCI
017 S/ 33 (33	)	00000000000000000000100000000000	SCHT/	INTACT: 3. CATHOLIC 3. PHYSSCI
018 S/ 34 (34	)	00000000000000000000000010000000	SCHT/	INTACT: 3. CATHOLIC 4. EATHSCI
019 S/ 35 (35	)	00000000000000000000000000100000	SCHT/	INTACT: 3. CATHOLIC 5. GEN SCI
020 S/ 36 (36	)	0000000000000000000000000000001000	SCHT/	INTACT: 3. CATHOLIC 6. INTESCI
021 S/ 37 (37	)	0000000000000000000000000000000001	SCHT/	INTACT: 3. CATHOLIC 7. MISSING
CONDITIONING VARIABLE ID:	BACK0061			
DESCRIPTION:	INTERACTION:	GENDER BY NUMBER OF SEMESTERS SCIENCE		
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	GEND/SEM			
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	10
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	4
001 G/S 11 (11	)	01010101	GEND/SEM	INTACT: 1. MALE 1. SEMSCI-?
002 G/S 12 (12	)	-1000000	GEND/SEM	INTACT: 1. MALE 2. SEMSCI-^
003 G/S 13 (13	)	00-10000	GEND/SEM	INTACT: 1. MALE 3. SEMSCI-^
004 G/S 14 (14	)	0000-100	GEND/SEM	INTACT: 1. MALE 4. SEMSCI-^
005 G/S 15 (15	)	0000-100	GEND/SEM	INTACT: 1. MALE 5. SEMSCI-^
006 G/S 21 (21	)	-1-1-1-1-1	GEND/SEM	INTACT: 2. FEMALE 1. SEMSCI-?
007 G/S 22 (22	)	01000000	GEND/SEM	INTACT: 2. FEMALE 2. SEMSCI-^
008 G/S 23 (23	)	00010000	GEND/SEM	INTACT: 2. FEMALE 3. SEMSCI-^
009 G/S 24 (24	)	00000100	GEND/SEM	INTACT: 2. FEMALE 4. SEMSCI-^
010 G/S 25 (25	)	00000100	GEND/SEM	INTACT: 2. FEMALE 5. SEMSCI-^
CONDITIONING VARIABLE ID:	BACK0063			
DESCRIPTION:	INTERACTION:	RACE/ETHNICITY BY NUMBER OF SEMESTERS SCIENCE		
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:	RACE/SEM			
NAEP ID:	N/A		TOTAL NUMBER OF SPECIFIED CONTRASTS:	20
TYPE OF CONTRAST:	INTERACTION		NUMBER OF INDEPENDENT CONTRASTS:	12
001 R/S 11 (11	)	01010101010101010101010101010101	RACE/SEM	INTACT: 1. WHI/AI/O 1. SEMSCI-?
002 R/S 12 (12	)	-1000000-1000000-10000000	RACE/SEM	INTACT: 1. WHI/AI/O 2. SEMSCI-^
003 R/S 13 (13	)	00-1000000-1000000-1000000	RACE/SEM	INTACT: 1. WHI/AI/O 3. SEMSCI-^
004 R/S 14 (14	)	0000-1000000-1000000-1000000	RACE/SEM	INTACT: 1. WHI/AI/O 4. SEMSCI-^
005 R/S 15 (15	)	000000-1000000-1000000-1000000	RACE/SEM	INTACT: 1. WHI/AI/O 5. SEMSCI-^
006 R/S 21 (21	)	-1-1-1-10000000000000000000000000	RACE/SEM	INTACT: 2. BLACK 1. SEMSCI-?
007 R/S 22 (22	)	01000000000000000000000000000000	RACE/SEM	INTACT: 2. BLACK 2. SEMSCI-^
008 R/S 23 (23	)	00010000000000000000000000000000	RACE/SEM	INTACT: 2. BLACK 3. SEMSCI-^
009 R/S 24 (24	)	00000100000000000000000000000000	RACE/SEM	INTACT: 2. BLACK 4. SEMSCI-^
010 R/S 25 (25	)	00000000100000000000000000000000	RACE/SEM	INTACT: 2. BLACK 5. SEMSCI-^
011 R/S 31 (31	)	000000-1-1-1-10000000000000000000	RACE/SEM	INTACT: 3. HISPANIC 1. SEMSCI-?
012 R/S 32 (32	)	00000000001000000000000000000000	RACE/SEM	INTACT: 3. HISPANIC 2. SEMSCI-^
013 R/S 33 (33	)	00000000000010000000000000000000	RACE/SEM	INTACT: 3. HISPANIC 3. SEMSCI-^
014 R/S 34 (34	)	00000000000000100000000000000000	RACE/SEM	INTACT: 3. HISPANIC 4. SEMSCI-^
015 R/S 35 (35	)	00000000000000000000100000000000	RACE/SEM	INTACT: 3. HISPANIC 5. SEMSCI-^
016 R/S 41 (41	)	00000000000000-1-1-1-10000000	RACE/SEM	INTACT: 4. ASIAN 1. SEMSCI-?
017 R/S 42 (42	)	00000000000000000000000010000000	RACE/SEM	INTACT: 4. ASIAN 2. SEMSCI-^
018 R/S 43 (43	)	00000000000000000000000000100000	RACE/SEM	INTACT: 4. ASIAN 3. SEMSCI-^
019 R/S 44 (44	)	0000000000000000000000000000001000	RACE/SEM	INTACT: 4. ASIAN 4. SEMSCI-^
020 R/S 45 (45	)	0000000000000000000000000000000001	RACE/SEM	INTACT: 4. ASIAN 5. SEMSCI-^

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

015 S/S 35 (35)	0000000000000001	SCHT/SEM INTACT: 3. CATHOLIC 5. SEMSCI-^
CONDITIONING VARIABLE ID: BACK0073		
DESCRIPTION: SAMPLE TYPE		
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:		
NAEP ID:	SUBSAMP	TOTAL NUMBER OF SPECIFIED CONTRASTS: 3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 2
001 SAMP S1 (01)	00	SAMPLE S1
002 SAMP S2 (02)	10	SAMPLE S2 AND S3
003 SAMP S3 (03)	01	SAMPLE S3 AND S3
CONDITIONING VARIABLE ID: BACK0074		
DESCRIPTION: INTERACTION: SAMPLE BY RACE/ETHNICITY		
GRADES/ASSESSMENTS: N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL: /RAC		
NAEP ID:	N/A	TOTAL NUMBER OF SPECIFIED CONTRASTS: 12
TYPE OF CONTRAST:	INTERACTION	NUMBER OF INDEPENDENT CONTRASTS: 6
001 /R 11 (11)	010101010101	/RAC INTACT: 1. SAMP S1 1. WHI/AI/O
002 /R 12 (12)	-10000-10000	/RAC INTACT: 1. SAMP S1 2. BLACK
003 /R 13 (13)	00-10000-100	/RAC INTACT: 1. SAMP S1 3. HISPANIC
004 /R 14 (14)	0000-10000-1	/RAC INTACT: 1. SAMP S1 4. ASIAN
005 /R 21 (21)	-1-1-1000000	/RAC INTACT: 2. SAMP S2 1. WHI/AI/O
006 /R 22 (22)	010000000000	/RAC INTACT: 2. SAMP S2 2. BLACK
007 /R 23 (23)	000100000000	/RAC INTACT: 2. SAMP S2 3. HISPANIC
008 /R 24 (24)	000001000000	/RAC INTACT: 2. SAMP S2 4. ASIAN
009 /R 31 (31)	000000-1-1-1	/RAC INTACT: 3. SAMP S3 1. WHI/AI/O
010 /R 32 (32)	000000010000	/RAC INTACT: 3. SAMP S3 2. BLACK
011 /R 33 (33)	000000000100	/RAC INTACT: 3. SAMP S3 3. HISPANIC
012 /R 34 (34)	000000000001	/RAC INTACT: 3. SAMP S3 4. ASIAN
CONDITIONING VARIABLE ID: BACK0075		
DESCRIPTION: DO YOU HAVE YOUR OWN STUDY DESK OR TABLE AT HOME?		
GRADES/ASSESSMENTS: N04, N08, S08, N12		
CONDITIONING VAR LABEL:		
NAEP ID:	B008901	TOTAL NUMBER OF SPECIFIED CONTRASTS: 4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 3
001 B008901Y (01)	000	YES
002 B008901N (02)	100	NO
003 B008901C (03)	010	IDK
004 B008901M (M)	001	MISSING
CONDITIONING VARIABLE ID: BACK0076		
DESCRIPTION: HOW SAFE DO YOU FEEL AT SCHOOL?		
GRADES/ASSESSMENTS: N04, N08, S08, N12		
CONDITIONING VAR LABEL:		
NAEP ID:	B009401	TOTAL NUMBER OF SPECIFIED CONTRASTS: 5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 4
001 VRY SAFE (01)	0000	VERY SAFE
002 SAFE (02)	1000	SOMEWHAT SAFE
003 UNSAFE (03)	0100	SOMEWHAT UNSAFE
004 VRUNSAFE (04)	0010	VERY UNSAFE
005 MISSING (M)	0001	MISSING
CONDITIONING VARIABLE ID: BACK0077		
DESCRIPTION: DOES MOTHER OR STEPMOTHER LIVE AT HOME WITH YOU?		
GRADES/ASSESSMENTS: N04, N08, S08, N12		
CONDITIONING VAR LABEL: MOM@HOME		
NAEP ID:	B005601	TOTAL NUMBER OF SPECIFIED CONTRASTS: 3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 2
001 MOMHOM-Y (1)	00	MOTHER AT HOME: YES
002 MOMHOM-N (2)	10	MOTHER AT HOME: NO
003 MOMHOM-? (M)	01	MOTHER AT HOME: MISSING
CONDITIONING VARIABLE ID: BACK0078		
DESCRIPTION: DOES FATHER OR STEPFATHER LIVE AT HOME WITH YOU?		
GRADES/ASSESSMENTS: N04, N08, S08, N12		
CONDITIONING VAR LABEL: DAD@HOME		
NAEP ID:	B005701	TOTAL NUMBER OF SPECIFIED CONTRASTS: 3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 2
001 DADHOM-Y (1)	00	FATHER AT HOME: YES
002 DADHOM-N (2)	10	FATHER AT HOME: NO
003 DADHOM-? (M)	01	FATHER AT HOME: MISSING
CONDITIONING VARIABLE ID: SUBJ0002		
DESCRIPTION: AGREE/DISAGREE: I LIKE SCIENCE		
GRADES/ASSESSMENTS: N04, N08, S08, N12		
CONDITIONING VAR LABEL:		
NAEP ID:	K811001	TOTAL NUMBER OF SPECIFIED CONTRASTS: 4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS: 3

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 K811001A (01	) 000	AGREE	
002 K811001B (02	) 100	NOT SURE	
003 K811001C (03	) 010	DISAGREE	
004 K811001M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0003			
DESCRIPTION: AGREE/DISAGREE: I AM GOOD AT SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811002A (01	) 000	AGREE	
002 K811002B (02	) 100	NOT SURE	
003 K811002C (03	) 010	DISAGREE	
004 K811002M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0004			
DESCRIPTION: AGREE/DISAGREE: LEARNING SCI MOSTLY MEMORIZATION			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811003A (01	) 000	AGREE	
002 K811003B (02	) 100	NOT SURE	
003 K811003C (03	) 010	DISAGREE	
004 K811003M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0005			
DESCRIPTION: AGREE/DISAGREE: SCI USEFUL FOR EVERYDAY PROBLEMS			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811004A (01	) 000	AGREE	
002 K811004B (02	) 100	NOT SURE	
003 K811004C (03	) 010	DISAGREE	
004 K811004M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0006			
DESCRIPTION: AGREE/DISAGREE: IF CHOICE, WOULD NOT STUDY SCIENCE			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811005A (01	) 000	AGREE	
002 K811005B (02	) 100	NOT SURE	
003 K811005C (03	) 010	DISAGREE	
004 K811005M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0007			
DESCRIPTION: AGREE/DISAGREE: ALL CAN DO WELL IN SCI IF THEY TRY			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811006A (01	) 000	AGREE	
002 K811006B (02	) 100	NOT SURE	
003 K811006C (03	) 010	DISAGREE	
004 K811006M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0008			
DESCRIPTION: AGREE/DISAGREE: SCIENCE IS BORING			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811007A (01	) 000	AGREE	
002 K811007B (02	) 100	NOT SURE	
003 K811007C (03	) 010	DISAGREE	
004 K811007M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0009			
DESCRIPTION: AGREE/DISAGREE: SCIENCE IS A HARD SUBJECT			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811008	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811008A (01	) 000	AGREE	
002 K811008B (02	) 100	NOT SURE	
003 K811008C (03	) 010	DISAGREE	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

004 K811008M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0010			
DESCRIPTION: EVER DONE HANDS-ON PROJECT WITH LIVING THINGS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811101Y (01	) 0	YES	
002 K811101M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0011			
DESCRIPTION: EVER DONE HANDS-ON PROJECT WITH ELECTRICITY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811102Y (01	) 0	YES	
002 K811102M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0012			
DESCRIPTION: EVER DONE HANDS-ON PROJECT WITH CHEMICALS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811103Y (01	) 0	YES	
002 K811103M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0013			
DESCRIPTION: EVER DONE HANDS-ON PROJECT WITH ROCKS OR MINERALS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811104Y (01	) 0	YES	
002 K811104M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0014			
DESCRIPTION: DONE HANDS-ON PROJ W/ MAGNIFYING GLASS/MICROSCOPE?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811105Y (01	) 0	YES	
002 K811105M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0015			
DESCRIPTION: DONE HANDS-ON PROJ W/ THERMOMETER OR BAROMETER?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811106Y (01	) 0	YES	
002 K811106M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0016			
DESCRIPTION: EVER DONE HANDS-ON PROJECT WITH SIMPLE MACHINES?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811107Y (01	) 0	YES	
002 K811107M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0017			
DESCRIPTION: HAVE DONE HANDS-ON PROJECT WITH NONE OF THE ABOVE?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811108	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K811108Y (01	) 0	YES	
002 K811108M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0018			
DESCRIPTION: HOW OFTEN DO YOU STUDY SCIENCE IN SCHOOL?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
001 K811201A (01	) 00000	EVERY DAY	5
002 K811201B (02	) 10000	3-4 TIMES A WEEK	
003 K811201C (03	) 01000	1-2 TIMES A WEEK	
004 K811201D (04	) 00100	LESS THEN ONCE WEEK	
005 K811201E (05	) 00010	NEVER	
006 K811201M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0019			
DESCRIPTION: HOW MUCH TIME PER WEEK DOING SCIENCE HOMEWORK?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	K811301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 K811301A (01	) 000000	DON'T HAVE SCIENCE	
002 K811301B (02	) 100000	NONE	
003 K811301C (03	) 010000	1/2 HOUR	
004 K811301D (04	) 001000	1 HOUR	
005 K811301E (05	) 000100	2 HOURS	
006 K811301F (06	) 000010	MORE THAN 2 HOURS	
007 K811301M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0020			
DESCRIPTION: DO SCI PROJECTS IN SCHOOL THAT TAKE 1 OR MORE WKS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	K811401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K811401Y (01	) 00	YES	
002 K811401N (02	) 10	NO	
003 K811401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SUBJ0021			
DESCRIPTION: LAST 2 YRS, BEEN IN SCI FAIR, FESTIVAL, SCI DAY?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K811501Y (01	) 00	YES	
002 K811501N (02	) 10	NO	
003 K811501M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SUBJ0022			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN DO YOU READ TEXTBOOK?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811601A (01	) 0000	ALMOST EVERY DAY	
002 K811601B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811601C (03	) 0100	ONCE OR TWICE A MTH	
004 K811601D (04	) 0010	NEVER OR HARDLY EVER	
005 K811601M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0023			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN DO YOU READ MAGS/BKS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811602A (01	) 0000	ALMOST EVERY DAY	
002 K811602B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811602C (03	) 0100	ONCE OR TWICE A MTH	
004 K811602D (04	) 0010	NEVER OR HARDLY EVER	
005 K811602M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0024			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN DISCUSS SCIENCE NEWS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811603A (01	) 0000	ALMOST EVERY DAY	
002 K811603B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811603C (03	) 0100	ONCE OR TWICE A MTH	
004 K811603D (04	) 0010	NEVER OR HARDLY EVER	
005 K811603M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0025			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN WORK WITH OTHERS?			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811604A (01	) 0000	ALMOST EVERY DAY	
002 K811604B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811604C (03	) 0100	ONCE OR TWICE A MTH	
004 K811604D (04	) 0010	NEVER OR HARDLY EVER	
005 K811604M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0026		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN GIVE ORAL REPORT?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811605A (01	) 0000	ALMOST EVERY DAY	
002 K811605B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811605C (03	) 0100	ONCE OR TWICE A MTH	
004 K811605D (04	) 0010	NEVER OR HARDLY EVER	
005 K811605M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0027		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN GIVE WRITTEN REPORT?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811606A (01	) 0000	ALMOST EVERY DAY	
002 K811606B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811606C (03	) 0100	ONCE OR TWICE A MTH	
004 K811606D (04	) 0010	NEVER OR HARDLY EVER	
005 K811606M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0028		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN DO HANDS-ON PROJECT?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	K811607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811607A (01	) 0000	ALMOST EVERY DAY	
002 K811607B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811607C (03	) 0100	ONCE OR TWICE A MTH	
004 K811607D (04	) 0010	NEVER OR HARDLY EVER	
005 K811607M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0029		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN DISCUSS RESULTS?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	K811608	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811608A (01	) 0000	ALMOST EVERY DAY	
002 K811608B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811608C (03	) 0100	ONCE OR TWICE A MTH	
004 K811608D (04	) 0010	NEVER OR HARDLY EVER	
005 K811608M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0030		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN DO YOU USE COMPUTER?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811609	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811609A (01	) 0000	ALMOST EVERY DAY	
002 K811609B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811609C (03	) 0100	ONCE OR TWICE A MTH	
004 K811609D (04	) 0010	NEVER OR HARDLY EVER	
005 K811609M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0031		
DESCRIPTION:	FOR SCI IN SCHOOL, HOW OFTEN TAKE TEST OR QUIZ?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811610A (01	) 0000	ALMOST EVERY DAY	
002 K811610B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811610C (03	) 0100	ONCE OR TWICE A MTH	
004 K811610D (04	) 0010	NEVER OR HARDLY EVER	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

005 K811610M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0032			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN DO YOU USE LIBRARY?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811611A (01	) 0000	ALMOST EVERY DAY	
002 K811611B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811611C (03	) 0100	ONCE OR TWICE A MTH	
004 K811611D (04	) 0010	NEVER OR HARDLY EVER	
005 K811611M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0033			
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN OBSERVE/MEAS OUTSIDE?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811612	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811612A (01	) 0000	ALMOST EVERY DAY	
002 K811612B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811612C (03	) 0100	ONCE OR TWICE A MTH	
004 K811612D (04	) 0010	NEVER OR HARDLY EVER	
005 K811612M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0034			
DESCRIPTION: HOW OFTEN DOES SCIENCE TEACHER TALK TO CLASS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811701A (01	) 0000	ALMOST EVERY DAY	
002 K811701B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811701C (03	) 0100	ONCE OR TWICE A MTH	
004 K811701D (04	) 0010	NEVER OR HARDLY EVER	
005 K811701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0035			
DESCRIPTION: HOW OFTEN DOES SCIENCE TEACHER DO DEMONSTRATION?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811702A (01	) 0000	ALMOST EVERY DAY	
002 K811702B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811702C (03	) 0100	ONCE OR TWICE A MTH	
004 K811702D (04	) 0010	NEVER OR HARDLY EVER	
005 K811702M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0036			
DESCRIPTION: HOW OFTEN DOES SCIENCE TEACHER SHOW VIDEO OR TV?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811703A (01	) 0000	ALMOST EVERY DAY	
002 K811703B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811703C (03	) 0100	ONCE OR TWICE A MTH	
004 K811703D (04	) 0010	NEVER OR HARDLY EVER	
005 K811703M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0037			
DESCRIPTION: HOW OFTEN DOES SCIENCE TEACHER USE COMPUTER?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811704A (01	) 0000	ALMOST EVERY DAY	
002 K811704B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811704C (03	) 0100	ONCE OR TWICE A MTH	
004 K811704D (04	) 0010	NEVER OR HARDLY EVER	
005 K811704M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0038			
DESCRIPTION: HOW OFTEN DOES SCI TEACHER USE CD'S/LASER DISCS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 K811705A (01	) 0000	ALMOST EVERY DAY	
002 K811705B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811705C (03	) 0100	ONCE OR TWICE A MTH	
004 K811705D (04	) 0010	NEVER OR HARDLY EVER	
005 K811705M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0039			
DESCRIPTION: HOW OFTEN DOES SCI CLASS GO ON A FIELD TRIP?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811801A (01	) 000	3 OR MORE A DAY	
002 K811801B (02	) 100	1 OR 2 TIMES A YEAR	
003 K811801C (03	) 010	NEVER OR HARDLY EVER	
004 K811801M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0040			
DESCRIPTION: HOW OFTEN DOES GUEST SPEAKER COME TO SCI CLASS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K811901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 K811901A (01	) 000	3 OR MORE A DAY	
002 K811901B (02	) 100	1 OR 2 TIMES A YEAR	
003 K811901C (03	) 010	NEVER OR HARDLY EVER	
004 K811901M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0041			
DESCRIPTION: ABOUT HOW MANY QUESTIONS RIGHT ON TEST?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	SM00101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SM00101A (01	) 0000	ALMOST ALL	
002 SM00101B (02	) 1000	MORE THAN HALF	
003 SM00101C (03	) 0100	ABOUT HALF	
004 SM00101D (04	) 0010	LESS THAN HALF	
005 SM00101M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0042			
DESCRIPTION: HOW HARD TEST COMPARED TO THOSE IN SCHOOL?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	SM00201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SM00201A (01	) 0000	MUCH HARDER	
002 SM00201B (02	) 1000	HARDER THAN OTHERS	
003 SM00201C (03	) 0100	ABOUT THE SAME	
004 SM00201D (04	) 0010	EASIER THEN OTHES	
005 SM00201M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0043			
DESCRIPTION: HOW HARD DID YOU TRY ON TEST COMPARED TO OTHERS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	SM00301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SM00301A (01	) 0000	MUCH HARDER	
002 SM00301B (02	) 1000	HARDER THAN OTHERS	
003 SM00301C (03	) 0100	ABOUT AS HARD	
004 SM00301D (04	) 0010	NOT AS HARD AS OTHER	
005 SM00301M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0044			
DESCRIPTION: HOW IMPORTANT WAS IT YOU DO WELL ON THIS TEST?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	SM00401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SM00401A (01	) 0000	VERY IMPORTANT	
002 SM00401B (02	) 1000	IMPORTANT	
003 SM00401C (03	) 0100	SOMEWHAT IMPORTANT	
004 SM00401D (04	) 0010	NOT VERY IMPORTANTER	
005 SM00401M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0045			
DESCRIPTION: HOW OFTEN HAD TO WRITE LONG ANSWERS TO QSTS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	SM00501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 SM00501A (01	) 0000	AT LEAST ONCE A WEEK	
002 SM00501B (02	) 1000	ONCE OR TWICE A MNTH	
003 SM00501C (03	) 0100	ONCE OR TWICE A YEAR	
004 SM00501D (04	) 0010	NEVERERY IMPORTANTER	
005 SM00501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0079		
DESCRIPTION:	DESCRIBE YOUR OVERALL GRADES SINCE 6TH GRADE		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	B009701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B009701A (01	) 000000	MOSTLY A'S	
002 B009701B (02	) 100000	MOSTLY B'S	
003 B009701C (03	) 010000	MOSTLY C'S	
004 B009701D (04	) 001000	MOSTLY D'S	
005 B009701E (05	) 000100	MOSTLY BELOW D'S	
006 B009701F (06	) 000010	CLASSES NOT GRADED	
007 B009701M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0080		
DESCRIPTION:	HOW FAR IN SCHOOL DO YOU THINK YOU WILL GO?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	B009801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 B009801A (01	) 000000	NOT FINISH HS	
002 B009801B (02	) 100000	GRADUATE HS	
003 B009801C (03	) 010000	SOME ED PAST HS	
004 B009801D (04	) 001000	GRADUATE COLLEGE	
005 B009801E (05	) 000100	GO GRADUATE SCHOOL	
006 B009801F (06	) 000010	I DON'T KNOW	
007 B009801M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0083		
DESCRIPTION:	DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B009601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009601A (01	) 0000	YES, FULL-TIME	
002 B009601B (02	) 1000	YES, PART-TIME	
003 B009601N (03	) 0100	NO	
004 B009601D (04	) 0010	DON'T LIVE W/ MOTHER	
005 B009601E (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0084		
DESCRIPTION:	DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	B009602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 B009602A (01	) 0000	YES, FULL-TIME	
002 B009602B (02	) 1000	YES, PART-TIME	
003 B009602N (03	) 0100	NO	
004 B009602D (04	) 0010	DON'T LIVE W/ FATHER	
005 B009602M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0046		
DESCRIPTION:	DO YOU/TEACHER SAVE YOUR SCI WORK IN A PORTFOLIO?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	K812101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K812101Y (01	) 00	YES	
002 K812101N (02	) 10	NO	
003 K812101M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0047		
DESCRIPTION:	HOW MUCH TIME WEEKLY SPENT ON SCIENCE HOMEWORK?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 K812201A (01	) 0000000	NOT TAKING SCIENCE	
002 K812201B (02	) 1000000	NONE	
003 K812201C (03	) 0100000	1/2 HOUR	
004 K812201D (04	) 0010000	1 HOUR	
005 K812201E (05	) 0001000	2 HOURS	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

006 K812201F (06	)	0000100	3 HOURS	
007 K812201G (07	)	0000010	MORE THAN 3 HOURS	
008 K812201M (M	)	0000001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0048				
DESCRIPTION: FOR SCI IN SCHOOL, HOW OFTEN HANDS-ON ACTIVITIES?				
GRADES/ASSESSMENTS: N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K811613	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811613A (01	)	0000	ALMOST EVERY DAY	
002 K811613B (02	)	1000	ONCE OR TWICE A WEEK	
003 K811613C (03	)	0100	ONCE OR TWICE A MTH	
004 K811613D (04	)	0010	NEVER OR HARDLY EVER	
005 K811613M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0049				
DESCRIPTION: FOR SCI, HOW OFTEN DISCUSS HANDS-ON RESULTS?				
GRADES/ASSESSMENTS: N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K811614	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811614A (01	)	0000	ALMOST EVERY DAY	
002 K811614B (02	)	1000	ONCE OR TWICE A WEEK	
003 K811614C (03	)	0100	ONCE OR TWICE A MTH	
004 K811614D (04	)	0010	NEVER OR HARDLY EVER	
005 K811614M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0050				
DESCRIPTION: FOR SCI, DESIGN & CARRY OUT OWN INVESTIGATION?				
GRADES/ASSESSMENTS: N08, S08, N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K811615	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811615A (01	)	0000	ALMOST EVERY DAY	
002 K811615B (02	)	1000	ONCE OR TWICE A WEEK	
003 K811615C (03	)	0100	ONCE OR TWICE A MTH	
004 K811615D (04	)	0010	NEVER OR HARDLY EVER	
005 K811615M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: BACK0081				
DESCRIPTION: DOES YOUR STEP/MOTHER WORK AT A JOB FOR PAY?				
GRADES/ASSESSMENTS: N04				
CONDITIONING VAR LABEL:				
NAEP ID:		B009501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B009501Y (01	)	000	YES	
002 B009501N (02	)	100	NO	
003 B009501C (03	)	010	DON'T LIVE W/ MOTHER	
004 B009501M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: BACK0082				
DESCRIPTION: DOES YOUR STEP/FATHER WORK AT A JOB FOR PAY?				
GRADES/ASSESSMENTS: N04				
CONDITIONING VAR LABEL:				
NAEP ID:		B009502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 B009502Y (01	)	000	YES	
002 B009502N (02	)	100	NO	
003 B009502C (03	)	010	DON'T LIVE W/ FATHER	
004 B009502M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: BACK0085				
DESCRIPTION: SINCE KDG, GRADES ATTENDED IN THIS STATE?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		B008301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 B008301A (01	)	00000	LESS THAN 1 GRADE	
002 B008301B (02	)	10000	1-2 GRADES	
003 B008301C (03	)	01000	3-5 GRADES	
004 B008301D (04	)	00100	6-9 GRADES	
005 B008301E (05	)	00010	MORE THAN 9 GRADES	
006 B008301M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: BACK0086				
DESCRIPTION: DESCRIBE YOUR OVERALL GRADES SINCE 9TH GRADE				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		B009901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 B009901A (01	)	000000	MOSTLY A'S	
002 B009901B (02	)	100000	MOSTLY B'S	
003 B009901C (03	)	010000	MOSTLY C'S	
004 B009901D (04	)	001000	MOSTLY D'S	
005 B009901E (05	)	000100	MOSTLY BELOW D'S	
006 B009901F (06	)	000010	CLASSES NOT GRADED	
007 B009901M (M	)	000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0087			
DESCRIPTION:	WHICH BEST DESCRIBES YOUR HIGH SCHOOL PROGRAM			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:				
NAEP ID:	B008501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4	
001 B008501A (01	)	0000	GENERAL	
002 B008501B (02	)	1000	ACADEMIC/COLLEGE PRE	
003 B008501C (03	)	0100	VOCATIONAL OR TECHN	
004 B008501D (04	)	0010	OTHER	
005 B008501M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID:	BACK0088			
DESCRIPTION:	WHAT WILL TAKE LARGEST AMT. OF TIME AFTER HIGH-SCH			
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	WORKING FULL-TIME	
002 B005501B (02	)	100000	VOCA/TECH/BUSINESS	
003 B005501C (03	)	010000	ATTEND 2 YR COLLEGE	
004 B005501D (04	)	001000	ATTEND 4YR COLLEGE	
005 B005501E (05	)	000100	SERVING IN MILITARY	
006 B005501F (06	)	000010	OTHER	
007 B005501M (M	)	000001	MISSING	
CONDITIONING VARIABLE ID:	BACK0089			
DESCRIPTION:	KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:				
NAEP ID:	MOTHOC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	17	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	16	
001 NOT PRE (01,M	)	0000000000000000	NOT PRESENT IN HOUSEHOLD	
002 OFFICE W (02	)	1000000000000000	OFFICE WORKER	
003 TECHNIC (03	)	0100000000000000	TECHNICAL	
004 PROT SRV (04	)	0010000000000000	PROTECTIVE SERVICE	
005 SALES (05	)	0001000000000000	SALES	
006 OWNER (06	)	0000100000000000	OWNER	
007 SERV WRK (07	)	0000010000000000	SERVICE WORKER	
008 SKILL T (08	)	0000001000000000	SKILLED TRADESPERSON	
009 LABORER (09	)	0000000100000000	LABORER	
010 OPERATOR (10	)	0000000010000000	OPERATOR	
011 FARMER (11	)	0000000001000000	FARMER/FARM MANAGER	
012 HOMEMAKE (12	)	0000000000100000	HOMEMAKER	
013 MANAGER (13	)	00000000000010000	MANAGER	
014 MILITARY (14	)	00000000000001000	MILITARY	
015 TEACHER (15	)	00000000000000100	SCHOOL TEACHER	
016 PROFESS1 (16	)	00000000000000010	PROFESSIONAL 1	
017 PROFESS2 (17	)	00000000000000001	PROFESSIONAL 2	
CONDITIONING VARIABLE ID:	BACK0090			
DESCRIPTION:	KIND OF WORK DONE BY YOUR MOTHER/FEMALE GUARDIAN?			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:				
NAEP ID:	B011A01	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1	
001 B011A01M (M	)	0	MISSING	
002 B011A01N (@	)	1	NOT PRESENT IN HOUSEHOLD	
CONDITIONING VARIABLE ID:	BACK0091			
DESCRIPTION:	KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?			
GRADES/ASSESSMENTS:	N12			
CONDITIONING VAR LABEL:				
NAEP ID:	FATHOCC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	17	
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	16	
001 NOT PRES (01,M	)	0000000000000000	NOT PRESENT IN HOUSEHOLD	
002 OFFICE (02	)	1000000000000000	OFFICE WORKER	
003 TECHNIC (03	)	0100000000000000	TECHNICAL	
004 PROT SRV (04	)	0010000000000000	PROTECTIVE SERVICES	
005 SALES (05	)	0001000000000000	SALES	
006 OWNER (06	)	0000100000000000	OWNER	
007 SERV WRK (07	)	0000010000000000	SERVICE WORKER	
008 SKILL TR (08	)	0000001000000000	SKILLED TRADEPERSON	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

009 LABORER (09	)	0000000100000000	LABORER	
010 OPERATOR (10	)	0000000010000000	OPERATOR	
011 FARMER (11	)	0000000001000000	FARMER/FARM MANAGER	
012 HOMEMAKE (12	)	0000000000100000	HOMEMAKER	
013 MANAGER (13	)	0000000000010000	MANAGER	
014 MILITARY (14	)	0000000000001000	MILITARY	
015 TEACHER (15	)	0000000000000100	SCHOOL TEACHER	
016 PROFESS1 (16	)	0000000000000010	PROFESSIONAL 1	
017 PROFESS2 (17	)	0000000000000001	PROFESSIONAL 2	
CONDITIONING VARIABLE ID: BACK0092				
DESCRIPTION: KIND OF WORK DONE BY YOUR FATHER/MALE GUARDIAN?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		B012A02	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 B012A02M (M	)	0	MISSING	
002 B012A02N (@	)	1	NOT PRESENT IN HOUSEHOLD	
CONDITIONING VARIABLE ID: SUBJ0051				
DESCRIPTION: DONE SCHOOL SCI INVEST/PROJECTS W/ LIVING THINGS?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812301Y (01	)	0	YES	
002 K812301M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0052				
DESCRIPTION: DONE SCHOOL SCI INVEST/PROJECTS W/ ELECTRICITY?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812302Y (01	)	0	YES	
002 K812302M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0053				
DESCRIPTION: DONE SCHOOL SCI INVEST/PROJECTS W/ CHEMICALS?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812303Y (01	)	0	YES	
002 K812303M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0054				
DESCRIPTION: DONE SCHOOL SCI INVEST/PROJECTS W/ ROCKS/MINERALS?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812304Y (01	)	0	YES	
002 K812304M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0055				
DESCRIPTION: DONE SCI INVEST/PROJECTS W/ MAG. GLASS/MICROSCOPE?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812305Y (01	)	0	YES	
002 K812305M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0056				
DESCRIPTION: DONE SCI INVEST/PROJECTS W/ THERMOMETER/BAROMETER?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812306Y (01	)	0	YES	
002 K812306M (M	)	1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0057				
DESCRIPTION: DONE SCI INVEST/PROJECTS W/ SIMPLE MACHINES?				
GRADES/ASSESSMENTS: N12				
CONDITIONING VAR LABEL:				
NAEP ID:		K812307	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 K812307Y (01	) 0	YES	
002 K812307M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0058			
DESCRIPTION: DONE SCI PROJECTS W/ INSTRUMENTS MEAS. SPEED?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812308	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812308Y (01	) 0	YES	
002 K812308M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0059			
DESCRIPTION: DONE SCHOOL SCI INVEST/PROJECTS W/ NONE OF ABOVE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812309	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 K812309Y (01	) 0	YES	
002 K812309M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SUBJ0060			
DESCRIPTION: ARE YOU TAKING A SCIENCE COURSE THIS YEAR?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K812401Y (01	) 00	YES	
002 K812401N (02	) 10	NO	
003 K812401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SUBJ0061			
DESCRIPTION: SINCE 9TH GRADE, HOW MUCH GENERAL SCIENCE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812501A (01	) 0000	MORE THAN 1 YEAR	
002 K812501B (02	) 1000	1 YEAR	
003 K812501C (03	) 0100	LESS THAN 1 YEAR	
004 K812501D (04	) 0010	NONE	
005 K812501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0062			
DESCRIPTION: SINCE 9TH GRADE, HOW MUCH EARTH & SPACE SCIENCE?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812502A (01	) 0000	MORE THAN 1 YEAR	
002 K812502B (02	) 1000	1 YEAR	
003 K812502C (03	) 0100	LESS THAN 1 YEAR	
004 K812502D (04	) 0010	NONE	
005 K812502M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0063			
DESCRIPTION: SINCE 9TH GRADE, HOW MUCH BIOLOGY?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812503A (01	) 0000	MORE THAN 1 YEAR	
002 K812503B (02	) 1000	1 YEAR	
003 K812503C (03	) 0100	LESS THAN 1 YEAR	
004 K812503D (04	) 0010	NONE	
005 K812503M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0064			
DESCRIPTION: SINCE 9TH GRADE, HOW MUCH LIFE SCIENCE (NOT BIO)?			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	K812504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812504A (01	) 0000	MORE THAN 1 YEAR	
002 K812504B (02	) 1000	1 YEAR	
003 K812504C (03	) 0100	LESS THAN 1 YEAR	
004 K812504D (04	) 0010	NONE	
005 K812504M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SUBJ0065			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	SINCE 9TH GRADE, HOW MUCH CHEMISTRY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812505A (01	) 0000	MORE THAN 1 YEAR	
002 K812505B (02	) 1000	1 YEAR	
003 K812505C (03	) 0100	LESS THAN 1 YEAR	
004 K812505D (04	) 0010	NONE	
005 K812505M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0066		
DESCRIPTION:	SINCE 9TH GRADE, HOW MUCH PHYSICS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812506A (01	) 0000	MORE THAN 1 YEAR	
002 K812506B (02	) 1000	1 YEAR	
003 K812506C (03	) 0100	LESS THAN 1 YEAR	
004 K812506D (04	) 0010	NONE	
005 K812506M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0067		
DESCRIPTION:	SINCE 9TH GRADE, HOW MUCH OTHER PHYSICAL SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812507A (01	) 0000	MORE THAN 1 YEAR	
002 K812507B (02	) 1000	1 YEAR	
003 K812507C (03	) 0100	LESS THAN 1 YEAR	
004 K812507D (04	) 0010	NONE	
005 K812507M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0068		
DESCRIPTION:	SINCE 9TH GRADE, HOW MUCH INTEGRATED SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812508A (01	) 0000	MORE THAN 1 YEAR	
002 K812508B (02	) 1000	1 YEAR	
003 K812508C (03	) 0100	LESS THAN 1 YEAR	
004 K812508D (04	) 0010	NONE	
005 K812508M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0069		
DESCRIPTION:	SINCE 9TH GRADE, HOW MUCH SCIENCE AND TECHNOLOGY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812509	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812509A (01	) 0000	MORE THAN 1 YEAR	
002 K812509B (02	) 1000	1 YEAR	
003 K812509C (03	) 0100	LESS THAN 1 YEAR	
004 K812509D (04	) 0010	NONE	
005 K812509M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0070		
DESCRIPTION:	SINCE 9TH GRADE, HOW MANY OTHER SCIENCE COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K812510A (01	) 0000	MORE THAN 1 YEAR	
002 K812510B (02	) 1000	1 YEAR	
003 K812510C (03	) 0100	LESS THAN 1 YEAR	
004 K812510D (04	) 0010	NONE	
005 K812510M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0071		
DESCRIPTION:	ENROLLED IN SCIENCE ADVANCED PLACEMENT COURSE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K812601Y (01	) 00	YES	
002 K812601N (02	) 10	NO	
003 K812601M (M	) 01	MISSING	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID:	SUBJ0072		
DESCRIPTION:	DONE SCI INVEST/PROJECTS IN SCHOOL 1 WK OR MORE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K812701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 K812701Y (01	) 00	YES	
002 K812701N (02	) 10	NO	
003 K812701M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SUBJ0073		
DESCRIPTION:	HOW OFTEN ANALYZE OWN SCI DATA, FORM CONCLUSIONS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	K811616	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 K811616A (01	) 0000	ALMOST EVERY DAY	
002 K811616B (02	) 1000	ONCE OR TWICE A WEEK	
003 K811616C (03	) 0100	ONCE OR TWICE A MTH	
004 K811616D (04	) 0010	NEVER OR HARDLY EVER	
005 K811616M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0003		
DESCRIPTION:	BEST DESCRIBES HOW 4TH GR ARE ORGANIZED?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C030901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C030901A (01	) 000	SELF CONTAINED	
002 C030901B (02	) 100	DEPARTMENTALIZED	
003 C030901C (03	) 010	REGROUPED	
004 C030901M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0004		
DESCRIPTION:	4TH GRADERS ASSIGNED BY ABILITY/ACHIEVEMENT LEVEL?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037101A (01	) 0000	YES, BY MATH ABILITY	
002 C037101B (02	) 1000	YES, READING ABILITY	
003 C037101C (03	) 0100	YES, GENERAL ABILITY	
004 C037101N (04	) 0010	NO	
005 C037101M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0005		
DESCRIPTION:	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C031212	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031212A (01	) 00000	EVERY DAY	
002 C031212B (02	) 10000	THREE OR FOUR/WEEK	
003 C031212C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031212D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031212E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031212M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0006		
DESCRIPTION:	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN SCIENCE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C031205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031205A (01	) 00000	EVERY DAY	
002 C031205B (02	) 10000	THREE OR FOUR/WEEK	
003 C031205C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031205D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031205E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031205M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0007		
DESCRIPTION:	HOW OFTEN IS 4TH-GRADER INSTRUCTED IN READING?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C031213	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031213A (01	) 00000	EVERY DAY	
002 C031213B (02	) 10000	THREE OR FOUR/WEEK	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

003 C031213C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031213D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031213E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031213M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0008			
DESCRIPTION: HOW OFTEN IS 4TH-GRADER INSTRUCTED IN ARTS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031214	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C031214A (01	) 00000	EVERY DAY	
002 C031214B (02	) 10000	THREE OR FOUR/WEEK	
003 C031214C (03	) 01000	ONCE OR TWICE A WEEK	
004 C031214D (04	) 00100	LESS THAN ONCE/WEEK	
005 C031214E (05	) 00010	SUBJECT NOT TAUGHT	
006 C031214M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0009			
DESCRIPTION: HAS MATH BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031603Y (01	) 00	YES	
002 C031603N (02	) 10	NO	
003 C031603M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0010			
DESCRIPTION: HAS SCIENCE BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031607Y (01	) 00	YES	
002 C031607N (02	) 10	NO	
003 C031607M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0011			
DESCRIPTION: HAS READING BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C031601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031601Y (01	) 00	YES	
002 C031601N (02	) 10	NO	
003 C031601M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0012			
DESCRIPTION: HAS ARTS BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031610Y (01	) 00	YES	
002 C031610N (02	) 10	NO	
003 C031610M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0013			
DESCRIPTION: HAS SUBJECT INTEGRATION BEEN A PRIORITY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031606	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031606Y (01	) 00	YES	
002 C031606N (02	) 10	NO	
003 C031606M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0014			
DESCRIPTION: COMPUTERS AVAILABLE ALL THE TIME IN CLASSROOM?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C035701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035701Y (01	) 00	YES	
002 C035701N (02	) 10	NO	
003 C035701M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0015			
DESCRIPTION: COMPUTERS GROUPED IN SEPARATE LAB AND AVAILABLE?			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035702Y (01	) 00	YES	
002 C035702N (02	) 10	NO	
003 C035702M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0016		
DESCRIPTION:	COMPUTERS AVAILABLE TO BRING TO ROOM WHEN NEEDED?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035703Y (01	) 00	YES	
002 C035703N (02	) 10	NO	
003 C035703M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0017		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON MATH?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037201Y (01	) 0	YES	
002 C037201M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0018		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON SCIENCE?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037202Y (01	) 0	YES	
002 C037202M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0019		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037207	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037207Y (01	) 0	YES	
002 C037207M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0020		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON ARTS?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037204Y (01	) 0	YES	
002 C037204M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0021		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON OTHER?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037205Y (01	) 0	YES	
002 C037205M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0022		
DESCRIPTION:	SCHOOL NOT A SPECIAL FOCUS SCHOOL?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037206Y (01	) 0	YES	
002 C037206M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0023		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE MATH CURRICULUM?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 C037301Y (01	) 0	YES	
002 C037301M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0024			
DESCRIPTION: SCHOOL FOLLOW DISTRICT/STATE SCIENCE CURRICULUM?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037302Y (01	) 0	YES	
002 C037302M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0025			
DESCRIPTION: SCHOOL FOLLOW DISTRICT/STATE READING CURRICULUM?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037303Y (01	) 0	YES	
002 C037303M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0026			
DESCRIPTION: SCHOOL FOLLOW DISTRICT/STATE ARTS CURRICULUM?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037304Y (01	) 0	YES	
002 C037304M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0027			
DESCRIPTION: SCHOOL FOLLOW DISTRICT/STATE FOR NONE OF ABOVE?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037305Y (01	) 0	YES	
002 C037305M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0028			
DESCRIPTION: SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR MATH?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037401Y (01	) 0	YES	
002 C037401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0029			
DESCRIPTION: SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR SCIENCE?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037402Y (01	) 0	YES	
002 C037402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0030			
DESCRIPTION: SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR READING?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037403Y (01	) 0	YES	
002 C037403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0031			
DESCRIPTION: SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR ARTS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037404Y (01	) 0	YES	
002 C037404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0032			
DESCRIPTION: SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR OTHER?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

NAEP ID:	C037405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037405Y (01	) 0	YES	
002 C037405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0033		
DESCRIPTION:	SCHOOL SPONSER 4TH GRDS FIELD TRIP FOR NONE ABOVE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037406Y (01	) 0	YES	
002 C037406M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0034		
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037501Y (01	) 0	YES	
002 C037501M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0035		
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037502Y (01	) 0	YES	
002 C037502M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0036		
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR READING?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037503Y (01	) 0	YES	
002 C037503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0037		
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR ARTS?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037504Y (01	) 0	YES	
002 C037504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0038		
DESCRIPTION:	4TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037505Y (01	) 0	YES	
002 C037505M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0039		
DESCRIPTION:	4TH GRADERS IN SUMMER PROGRAMS IN MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037601Y (01	) 0	YES	
002 C037601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0040		
DESCRIPTION:	4TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037602Y (01	) 0	YES	
002 C037602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0041		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	4TH GRADERS IN SUMMER PROGRAMS IN READING?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037603Y (01	) 0	YES	
002 C037603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0042		
DESCRIPTION:	4TH GRADERS IN SUMMER PROGRAMS IN ARTS?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037604Y (01	) 0	YES	
002 C037604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0043		
DESCRIPTION:	4TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	C037605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037605Y (01	) 0	YES	
002 C037605M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0044		
DESCRIPTION:	WHICH BEST DESCRIBES PRIMARY WAY LIBRARY 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 C036601A (01	) 0000	NO LIBRARY IN SCHOOL	
002 C036601B (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:	SCHL0045		
DESCRIPTION:	INVOLVE PARENTS AS AIDES IN CLASSROOM?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032207	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032207A (01	) 000	YES, ROUTINELY	
002 C032207B (02	) 100	YES, OCCASIONALLY	
003 C032207N (03	) 010	NO	
004 C032207M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0046		
DESCRIPTION:	HAVE PARENTS REVIEW/SIGN HOMEWORK?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032209	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032209A (01	) 000	YES, ROUTINELY	
002 C032209B (02	) 100	YES, OCCASIONALLY	
003 C032209N (03	) 010	NO	
004 C032209M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0047		
DESCRIPTION:	ASSIGN HOMEWORK STUDENTS DO WITH PARENTS?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032210	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032210A (01	) 000	YES, ROUTINELY	
002 C032210B (02	) 100	YES, OCCASIONALLY	
003 C032210N (03	) 010	NO	
004 C032210M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0048		
DESCRIPTION:	HAVE A PARENT VOLUNTEER PROGRAM?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032211	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 C032211A (01	) 000	YES, ROUTINELY	
002 C032211B (02	) 100	YES, OCCASIONALLY	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

003 C032211N (03	) 010	NO	
004 C032211M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: SCHL0049			
DESCRIPTION: WHAT % OF PARENTS IN PARENT-TEACHER ORGS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037701A (01	) 0000	0-25%	
002 C037701B (02	) 1000	26-50%	
003 C037701C (03	) 0100	51-75%	
004 C037701D (04	) 0010	76-100%	
005 C037701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0050			
DESCRIPTION: WHAT % OF PARENTS IN OPEN HOUSE/BACK SCHOOL NIGHT?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037702A (01	) 0000	0-25%	
002 C037702B (02	) 1000	26-50%	
003 C037702C (03	) 0100	51-75%	
004 C037702D (04	) 0010	76-100%	
005 C037702M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0051			
DESCRIPTION: WHAT % OF PARENTS IN PARENT-TEACHER CONFERENCES?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037703A (01	) 0000	0-25%	
002 C037703B (02	) 1000	26-50%	
003 C037703C (03	) 0100	51-75%	
004 C037703D (04	) 0010	76-100%	
005 C037703M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0052			
DESCRIPTION: WHAT % PARENTS INVOLVED MAKING CURRICULUM DECISION			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037704A (01	) 0000	0-25%	
002 C037704B (02	) 1000	26-50%	
003 C037704C (03	) 0100	51-75%	
004 C037704D (04	) 0010	76-100%	
005 C037704M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0053			
DESCRIPTION: WHAT % OF PARENTS IN VOLUNTEER PROGRAMS?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C037705A (01	) 0000	0-25%	
002 C037705B (02	) 1000	26-50%	
003 C037705C (03	) 0100	51-75%	
004 C037705D (04	) 0010	76-100%	
005 C037705M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0054			
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 C032402D (04	) 0010	NOT A PROBLEM	
005 C032402M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0055			
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

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 C032401A (01	) 0000	SERIOUS	
002 C032401B (02	) 1000	MODERATE	
003 C032401C (03	) 0100	MINOR	
004 C032401D (04	) 0010	NOT A PROBLEM	
005 C032401M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0056			
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 C032404D (04	) 0010	NOT A PROBLEM	
005 C032404M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0057			
DESCRIPTION: IS TEACHER ABSENTEEISM A PROBLEM IN YOUR SCHOOL?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C032406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032406A (01	) 0000	SERIOUS	
002 C032406B (02	) 1000	MODERATE	
003 C032406C (03	) 0100	MINOR	
004 C032406D (04	) 0010	NOT A PROBLEM	
005 C032406M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0058			
DESCRIPTION: ARE RACE/CULT. CONFLICTS A PROBLEM IN YOUR 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 C032407D (04	) 0010	NOT A PROBLEM	
005 C032407M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0059			
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 C032408D (04	) 0010	NOT A PROBLEM	
005 C032408M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0060			
DESCRIPTION: IS LACK OF PARENT INVLMT A PROBLEM IN YOUR 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 C032409D (04	) 0010	NOT A PROBLEM	
005 C032409M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0061			
DESCRIPTION: IS STUD USE OF ALCOHOL 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 C032410D (04	) 0010	NOT A PROBLEM	
005 C032410M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0062			
DESCRIPTION: IS STUDENT TOBACCO USE A PROBLEM IN YOUR SCHOOL?			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

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 C032411D (04	) 0010	NOT A PROBLEM	
005 C032411M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0063		
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 C032412D (04	) 0010	NOT A PROBLEM	
005 C032412M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0064		
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 C032413D (04	) 0010	NOT A PROBLEM	
005 C032413M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0065		
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 C032414D (04	) 0010	NOT A PROBLEM	
005 C032414M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0066		
DESCRIPTION:	IS STUDENT CHEATING A PROBLEM IN YOUR SCHOOL?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C032415	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C032415A (01	) 0000	SERIOUS	
002 C032415B (02	) 1000	MODERATE	
003 C032415C (03	) 0100	MINOR	
004 C032415D (04	) 0010	NOT A PROBLEM	
005 C032415M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0067		
DESCRIPTION:	IS TEACHER MORALE POS. OR NEG.?		
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:	SCHL0068		
DESCRIPTION:	ARE STUDENT ATTITUDES TO ACADEMICS POS. OR NEG.?		
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	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

005 C032503M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0069			
DESCRIPTION: IS PARENT SUPPORT FOR ACHIEVEMENT POS. OR NEG.?			
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: SCHL0070			
DESCRIPTION: IS REGARD FOR SCHOOL PROPERTY POS. OR NEG.?			
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: SCHL0071			
DESCRIPTION: % ABSENT ON AVERAGE DAY?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C033601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C033601A (01	) 0000	0-2%	
002 C033601B (02	) 1000	3-5%	
003 C033601C (03	) 0100	6-10%	
004 C033601D (04	) 0010	MORE THAN 10%	
005 C033601M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0072			
DESCRIPTION: WHAT % OF TEACHERS ABSENT ON GIVEN DAY?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C036501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 C036501A (01	) 0000	0-2%	
002 C036501B (02	) 1000	3-5%	
003 C036501C (03	) 0100	6-10%	
004 C036501D (04	) 0010	MORE THAN 10%	
005 C036501M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: SCHL0073			
DESCRIPTION: % OF STUDS EROLLED AT START OF YR EROLLED AT END?			
GRADES/ASSESSMENTS: N04, N08, S08, N12			
CONDITIONING VAR LABEL:			
NAEP ID:	C037801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	9
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	8
001 C037801A (01	) 00000000	98-100%	
002 C037801B (02	) 10000000	95-97%	
003 C037801C (03	) 01000000	90-94%	
004 C037801D (04	) 00100000	80-89%	
005 C037801E (05	) 00010000	70-79%	
006 C037801F (06	) 00001000	60-69%	
007 C037801G (07	) 00000100	50-59%	
008 C037801H (08	) 00000010	LESS THAN 50%	
009 C037801M (M	) 00000001	MISSING	
CONDITIONING VARIABLE ID: SCHL0074			
DESCRIPTION: % OF 4TH GRADERS HELD BACK & REPEATING 4TH GRADE?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	C037901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C037901A (01	) 00000	0%	
002 C037901B (02	) 10000	1-2%	
003 C037901C (03	) 01000	3-5%	
004 C037901D (04	) 00100	6-10%	
005 C037901E (05	) 00010	MORE THAN 10%	
006 C037901M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0075			
DESCRIPTION: % OF FULL TIME TEACHERS LEFT BEFORE END OF YR?			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C038001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C038001A (01	) 0000000	0%	
002 C038001B (02	) 1000000	1-2%	
003 C038001C (03	) 0100000	3-5%	
004 C038001D (04	) 0010000	6-10%	
005 C038001E (05	) 0001000	11-15%	
006 C038001F (06	) 0000100	16-20%	
007 C038001G (07	) 0000010	MORE THAN 20%	
008 C038001M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0076		
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:	SCHL0077		
DESCRIPTION:	SCHOOL RECEIVE CHAP 1/TITLE 1 FUNDING?		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C038801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C038801Y (01	) 00	YES	
002 C038801N (02	) 10	NO	
003 C038801M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0078		
DESCRIPTION:	DID PRINCIPAL FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034101Y (01	) 0	YES	
002 C034101M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0079		
DESCRIPTION:	DID HEADMASTER/HEADMISTRESS FILL OUT QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034102Y (01	) 0	YES	
002 C034102M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0080		
DESCRIPTION:	DID HEAD TEACHER FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034103Y (01	) 0	YES	
002 C034103M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0081		
DESCRIPTION:	DID VICE PRINCIPAL FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034104Y (01	) 0	YES	
002 C034104M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0082		
DESCRIPTION:	DID COUNSELOR FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034105Y (01	) 0	YES	
002 C034105M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0083		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	DID CURRICULUM COORD FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034106Y (01	) 0	YES	
002 C034106M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0084		
DESCRIPTION:	DID TEACHER FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034107Y (01	) 0	YES	
002 C034107M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0085		
DESCRIPTION:	DID SECRETARY FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034108	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034108Y (01	) 0	YES	
002 C034108M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0086		
DESCRIPTION:	DID OTHER PERSON FILL OUT THIS QUESTIONNAIRE		
GRADES/ASSESSMENTS:	N04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C034109	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C034109Y (01	) 0	YES	
002 C034109M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0001		
DESCRIPTION:	WHAT IS YOUR GENDER?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T055901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T055901A (01	) 00	MALE	
002 T055901B (02	) 10	FEMALE	
003 T055901M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TCHR0002		
DESCRIPTION:	WHICH BEST DESCRIBES YOU?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056001A (01	) 000000	WHITE	
002 T056001B (02	) 100000	BLACK	
003 T056001C (03	) 010000	HISPANIC	
004 T056001D (04	) 001000	ASIAN/PACIFIC AMERIC	
005 T056001E (05	) 000100	AMER IND/ALASKA NATV	
006 T056001F (06	) 000010	OTHER	
007 T056001M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0003		
DESCRIPTION:	YEARS TAUGHT		
GRADES/ASSESSMENTS:	N04, 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:	TCHR0004		
DESCRIPTION:	HOW MANY YRS TOTAL YOU TAUGHT MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T056101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056101A (01	) 00000	2 YEARS OR LESS	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

002 T056101B (02	)	10000	3-5 YEARS	
003 T056101C (03	)	01000	6-10 YEARS	
004 T056101D (04	)	00100	11-24 YEARS	
005 T056101E (05	)	00010	25 YEARS OR MORE	
006 T056101M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0005				
DESCRIPTION: HOW MANY YRS TOTAL YOU TAUGHT SCIENCE?				
GRADES/ASSESSMENTS: N04				
CONDITIONING VAR LABEL:				
NAEP ID:		T056102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056102A (01	)	00000	2 YEARS OR LESS	
002 T056102B (02	)	10000	3-5 YEARS	
003 T056102C (03	)	01000	6-10 YEARS	
004 T056102D (04	)	00100	11-24 YEARS	
005 T056102E (05	)	00010	25 YEARS OR MORE	
006 T056102M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0006				
DESCRIPTION: TYPE TCHNG CERT IN THIS ST 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: TCHR0007				
DESCRIPTION: CERTIFICATION, ELEMENTARY OR MIDDLE/JUNIOR HS ED?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T040501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040501Y (01	)	000	YES	
002 T040501N (02	)	100	NO	
003 T040501C (03	)	010	NOT OFFERED IN STATE	
004 T040501M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: TCHR0008				
DESCRIPTION: DO YOU HAVE CERTIFICATION IN ELEMENTARY MATH?				
GRADES/ASSESSMENTS: N04				
CONDITIONING VAR LABEL:				
NAEP ID:		T040506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040506Y (01	)	000	YES	
002 T040506N (02	)	100	NO	
003 T040506C (03	)	010	NOT OFFERED IN STATE	
004 T040506M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: TCHR0009				
DESCRIPTION: DO YOU HAVE CERTIFICATION IN JR HIGH/SEC MATH?				
GRADES/ASSESSMENTS: N04				
CONDITIONING VAR LABEL:				
NAEP ID:		T040504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040504Y (01	)	000	YES	
002 T040504N (02	)	100	NO	
003 T040504C (03	)	010	NOT OFFERED IN STATE	
004 T040504M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: TCHR0010				
DESCRIPTION: CERTIFICATION, ELEMENTARY SCIENCE?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T040507	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040507Y (01	)	000	YES	
002 T040507N (02	)	100	NO	
003 T040507C (03	)	010	NOT OFFERED IN STATE	
004 T040507M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: TCHR0011				
DESCRIPTION: CERTIFICATION, MIDDLE/JUNIOR SCIENCE				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

NAEP ID:	T040508	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040508Y (01	) 000	YES	
002 T040508N (02	) 100	NO	
003 T040508C (03	) 010	NOT OFFERED IN STATE	
004 T040508M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0012		
DESCRIPTION:	CERTIFICATION, OTHER		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T040505Y (01	) 000	YES	
002 T040505N (02	) 100	NO	
003 T040505C (03	) 010	NOT OFFERED IN STATE	
004 T040505M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0013		
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	BACHELORS 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:	TCHR0014		
DESCRIPTION:	EDUCATION UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040701Y (01	) 0	YES	
002 T040701M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0015		
DESCRIPTION:	ELEMENT ED UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040706	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040706Y (01	) 0	YES	
002 T040706M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0016		
DESCRIPTION:	SEC ED UNDERGRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040707	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040707Y (01	) 0	YES	
002 T040707M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0017		
DESCRIPTION:	WAS YOUR UNDERGRADUATE MAJOR MATH?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T040703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040703Y (01	) 0	YES	
002 T040703M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0018		
DESCRIPTION:	WAS YOUR UNDERGRADUATE MAJOR MATH ED?		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T040704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040704Y (01	) 0	YES	
002 T040704M (M	) 1	MISSING	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID: TCHR0019			
DESCRIPTION: SCIENCE ED UNDERGRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040710Y (01	) 0	YES	
002 T040710M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0020			
DESCRIPTION: LIFE SCIENCE UNDERGRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040711Y (01	) 0	YES	
002 T040711M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0021			
DESCRIPTION: PHYSICAL SCIENCE UNDERGRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040712Y (01	) 0	YES	
002 T040712M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0022			
DESCRIPTION: EARTH SCIENCE UNDERGRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040713Y (01	) 0	YES	
002 T040713M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0023			
DESCRIPTION: SPECIAL EDUCATION UNDERGRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040708	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040708Y (01	) 0	YES	
002 T040708M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0024			
DESCRIPTION: BILINGUAL ED/ESL UNDERGRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040709Y (01	) 0	YES	
002 T040709M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0025			
DESCRIPTION: OTHER UNDERGRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040705Y (01	) 0	YES	
002 T040705M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0026			
DESCRIPTION: EDUCATION GRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040801Y (01	) 0	YES	
002 T040801M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0027			
DESCRIPTION: ELEMENTARY ED GRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040807	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 T040807Y (01	) 0	YES	
002 T040807M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0028			
DESCRIPTION: SECONDARY ED GRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040808	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040808Y (01	) 0	YES	
002 T040808M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0029			
DESCRIPTION: WAS YOUR GRADUATE MAJOR MATHEMATICS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T040803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040803Y (01	) 0	YES	
002 T040803M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0030			
DESCRIPTION: WAS YOUR GRADUATE MAJOR MATH ED?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T040804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040804Y (01	) 0	YES	
002 T040804M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0031			
DESCRIPTION: SCIENCE ED GRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040814	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040814Y (01	) 0	YES	
002 T040814M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0032			
DESCRIPTION: LIFE SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040815	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040815Y (01	) 0	YES	
002 T040815M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0033			
DESCRIPTION: PHYSICAL SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040816	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040816Y (01	) 0	YES	
002 T040816M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0034			
DESCRIPTION: EARTH SCIENCE GRAD MAJOR?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040817	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040817Y (01	) 0	YES	
002 T040817M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0035			
DESCRIPTION: SPECIAL ED GRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T040809	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040809Y (01	) 0	YES	
002 T040809M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0036			
DESCRIPTION: BILINGUAL GRAD MAJOR			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

NAEP ID:	T040810	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040810Y (01	) 0	YES	
002 T040810M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0037		
DESCRIPTION:	ADMIN/SUPERVISION GRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040811	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040811Y (01	) 0	YES	
002 T040811M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0038		
DESCRIPTION:	CURRICULUM/INSTRUCTION GRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040812	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040812Y (01	) 0	YES	
002 T040812M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0039		
DESCRIPTION:	COUNSELING GRAD MAJOR?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040813	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040813Y (01	) 0	YES	
002 T040813M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0040		
DESCRIPTION:	OTHER GRAD MAJOR		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040805	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040805Y (01	) 0	YES	
002 T040805M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0041		
DESCRIPTION:	NO GRADUATE STUDY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T040806	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T040806Y (01	) 0	YES	
002 T040806M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0042		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-EDUCATION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056401Y (01	) 0	YES	
002 T056401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0043		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-ELEMENTARY ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056402Y (01	) 0	YES	
002 T056402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0044		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-SECONDARY ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056403Y (01	) 0	YES	
002 T056403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0045		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T056404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056404Y (01	) 0	YES	
002 T056404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0046		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-MATHEMATICS ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056405Y (01	) 0	YES	
002 T056405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0047		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-SCIENCE ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056413	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056413Y (01	) 0	YES	
002 T056413M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0048		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-LIFE SCIENCE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056414	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056414Y (01	) 0	YES	
002 T056414M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0049		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-PHYSICAL SCIENCE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056415	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056415Y (01	) 0	YES	
002 T056415M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0050		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-EARTH SCIENCE		
GRADES/ASSESSMENTS:	N04		
CONDITIONING VAR LABEL:			
NAEP ID:	T056416	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056416Y (01	) 0	YES	
002 T056416M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0051		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-SPECIAL ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056406Y (01	) 0	YES	
002 T056406M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0052		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-BILINGUAL ED		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056407	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056407Y (01	) 0	YES	
002 T056407M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0053		
DESCRIPTION:	UNDERGRAD/GRAD MINOR STUDY-ADMIN & SUPERVISION		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T056408	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056408Y (01	) 0	YES	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

002 T056408M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0054			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-CURRICULUM & INSTRUC			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056409	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056409Y (01	) 0	YES	
002 T056409M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0055			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-COUNSELING			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056410	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056410Y (01	) 0	YES	
002 T056410M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0056			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-OTHER			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056411	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056411Y (01	) 0	YES	
002 T056411M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0057			
DESCRIPTION: UNDERGRAD/GRAD MINOR STUDY-NONE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056412	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056412Y (01	) 0	YES	
002 T056412M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0058			
DESCRIPTION: LAST YR, HOW MUCH TIME IN MATH/MATH ED SEM/WRKSHP?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T056501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056501A (01	) 00000	NONE	
002 T056501B (02	) 10000	LESS THAN 6 HOURS	
003 T056501C (03	) 01000	6-15 HOURS	
004 T056501D (04	) 00100	16-35 HOURS	
005 T056501E (05	) 00010	MORE THAN 35 HOURS	
006 T056501M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0059			
DESCRIPTION: LAST YR, HOW MUCH TIME IN SCI/SCI ED SEM/WRKSHPS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T058101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T058101A (01	) 00000	NONE	
002 T058101B (02	) 10000	LESS THAN 6 HOURS	
003 T058101C (03	) 01000	6-15 HOURS	
004 T058101D (04	) 00100	16-35 HOURS	
005 T058101E (05	) 00010	MORE THAN 35 HOURS	
006 T058101M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0060			
DESCRIPTION: LAST 2 YRS, HOW MANY MATH/MATH ED UNIV COURSES?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T056601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T056601A (01	) 00000	NONE	
002 T056601B (02	) 10000	ONE	
003 T056601C (03	) 01000	TWO	
004 T056601D (04	) 00100	THREE	
005 T056601E (05	) 00010	FOUR OR MORE	
006 T056601M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TCHR0061			
DESCRIPTION: LAST 2 YRS, HOW MANY SCI/SCI ED UNIV COURSES?			
GRADES/ASSESSMENTS: N04			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VAR LABEL:					
NAEP ID:	T058201		TOTAL NUMBER OF SPECIFIED CONTRASTS:		6
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		5
001 T058201A (01	) 00000		NONE		
002 T058201B (02	) 10000		ONE		
003 T058201C (03	) 01000		TWO		
004 T058201D (04	) 00100		THREE		
005 T058201E (05	) 00010		FOUR OR MORE		
006 T058201M (M	) 00001		MISSING		
CONDITIONING VARIABLE ID:		TCHR0062			
DESCRIPTION:		PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TELECOMM USE			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056701		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056701Y (01	) 0		YES		
002 T056701M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0063			
DESCRIPTION:		PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-TECH USE			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056702		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056702Y (01	) 0		YES		
002 T056702M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0064			
DESCRIPTION:		PAST 5 YRS, TAKEN COURSES/IN PRO DEVP-COOP INSTRCT			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056703		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056703Y (01	) 0		YES		
002 T056703M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0065			
DESCRIPTION:		PAST 5 YRS, COURSES/IN PRO DEVL P-INTERDISP INSTRCT			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056704		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056704Y (01	) 0		YES		
002 T056704M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0066			
DESCRIPTION:		PAST 5 YRS, COURSES/IN PRO DEVL P-PORTFOLIO ASSMNT			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056705		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056705Y (01	) 0		YES		
002 T056705M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0067			
DESCRIPTION:		PAST 5 YRS, COURSES/IN PRO DEVL P-PERF BASED ASSMNT			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056706		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056706Y (01	) 0		YES		
002 T056706M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0068			
DESCRIPTION:		PAST 5 YRS, COURSES/PRO DEVL P-TEACH HIGHORDER THKG			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056707		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1
001 T056707Y (01	) 0		YES		
002 T056707M (M	) 1		MISSING		
CONDITIONING VARIABLE ID:		TCHR0069			
DESCRIPTION:		PAST 5 YRS, COURSES/PRO DEVL P-TEACH DIFF CULT BKGD			
GRADES/ASSESSMENTS:		N04, N08, S08			
CONDITIONING VAR LABEL:					
NAEP ID:	T056708		TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS		NUMBER OF INDEPENDENT CONTRASTS:		1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 T056708Y (01	) 0	YES	
002 T056708M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0070			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-TEACH LEP STUDENTS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056709	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056709Y (01	) 0	YES	
002 T056709M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0071			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-TEACH SPEC NEED STDS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056710	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056710Y (01	) 0	YES	
002 T056710M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0072			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-CLASSRM MNGMT/ORG			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056711	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056711Y (01	) 0	YES	
002 T056711M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0073			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-OTHER PROF ISSUES			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056712	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056712Y (01	) 0	YES	
002 T056712M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0074			
DESCRIPTION: PAST 5 YRS, COURSES/PRO DEVL P-NONE OF ABOVE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056713	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T056713Y (01	) 0	YES	
002 T056713M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0075			
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	DONT GET RESOURCES	
005 T041201M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TCHR0076			
DESCRIPTION: ARE CURRICULUM SPECIALISTS AVAILABLE FOR MATH?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T041302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T041302Y (01	) 00	YES	
002 T041302N (02	) 10	NO	
003 T041302M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0077			
DESCRIPTION: SCIENCE CURRICULUM SPECIALIST			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T041303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T041303Y (01	) 00	YES	
002 T041303N (02	) 10	NO	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

003 T041303M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TCHR0078			
DESCRIPTION: HOW MANY SCHOOL HOURS ARE PREP TIME PER WEEK?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T056801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T056801A (01	) 000000	NONE	
002 T056801B (02	) 100000	LESS THAN ONE	
003 T056801C (03	) 010000	1-2	
004 T056801D (04	) 001000	3-4	
005 T056801E (05	) 000100	5	
006 T056801F (06	) 000010	MORE THAN 5	
007 T056801M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID: TCHR0079			
DESCRIPTION: HOW MANY YRS TAUGHT SCI IN PUB/PRIV SCHOOLS?			
GRADES/ASSESSMENTS: N04			
CONDITIONING VAR LABEL:			
NAEP ID:	T060201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T060201A (01	) 000000	NOT TAUGHT SCIENCE	
002 T060201B (02	) 100000	LESS THAN 3 YEARS	
003 T060201C (03	) 010000	3-5 YEARS	
004 T060201D (04	) 001000	6-9 YEARS	
005 T060201E (05	) 000100	10-20 YEARS	
006 T060201F (06	) 000010	MORE THAN 20 YEARS	
007 T060201M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID: TCHR0080			
DESCRIPTION: METHODS OF TCHING SCI? COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060301Y (01	) 0	YES	
002 T060301M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0081			
DESCRIPTION: METHODS OF TCHING SCI?WRKSHP >1 WK			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060311	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060311Y (01	) 0	YES	
002 T060311M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0082			
DESCRIPTION: METHODS OF TCHING SCI?WRKSHP <1 WK >1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060321	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060321Y (01	) 0	YES	
002 T060321M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0083			
DESCRIPTION: METHODS OF TCHING SCI?WRKSHP <= 1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060331	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060331Y (01	) 0	YES	
002 T060331M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0084			
DESCRIPTION: METHODS OF TCHING SCI?OTHER PROF. DEV			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060341	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060341Y (01	) 0	YES	
002 T060341M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0085			
DESCRIPTION: UNIV COURSES IN-BIO/LIFE SCI? COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
001 T060302Y (01	) 0	YES	
002 T060302M (M	) 1	MISSING	1
CONDITIONING VARIABLE ID: TCHR0086			
DESCRIPTION: UNIV COURSES IN-BIO/LIFE SCI?WRKSHP >1 WK			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060312	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060312Y (01	) 0	YES	
002 T060312M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0087			
DESCRIPTION: UNIV COURSES IN-BIO/LIFE SCI?WRKSHP <1 WK >1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060322	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060322Y (01	) 0	YES	
002 T060322M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0088			
DESCRIPTION: UNIV COURSES IN-BIO/LIFE SCI?WRKSHP <= 1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060332	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060332Y (01	) 0	YES	
002 T060332M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0089			
DESCRIPTION: UNIV COURSES IN-BIO/LIFE SCI?OTHER PROF. DEV			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060342	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060342Y (01	) 0	YES	
002 T060342M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0090			
DESCRIPTION: UNIV COURSES IN-CHEMISTRY? COLLEGE COURSE			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060303Y (01	) 0	YES	
002 T060303M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0091			
DESCRIPTION: UNIV COURSES IN-CHEMISTRY?WRKSHP >1 WK			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060313	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060313Y (01	) 0	YES	
002 T060313M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0092			
DESCRIPTION: UNIV COURSES IN-CHEMISTRY?WRKSHP <1 WK >1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060323	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060323Y (01	) 0	YES	
002 T060323M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0093			
DESCRIPTION: UNIV COURSES IN-CHEMISTRY?WRKSHP <= 1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060333	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060333Y (01	) 0	YES	
002 T060333M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0094			
DESCRIPTION: UNIV COURSES IN-CHEMISTRY?OTHER PROF. DEV			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060343	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060343Y (01	) 0	YES	
002 T060343M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0095		
DESCRIPTION:	UNIV COURSES IN-PHYSICS? COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060304Y (01	) 0	YES	
002 T060304M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0096		
DESCRIPTION:	UNIV COURSES IN-PHYSICS?WRKSHP >1 WK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060314	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060314Y (01	) 0	YES	
002 T060314M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0097		
DESCRIPTION:	UNIV COURSES IN-PHYSICS?WRKSHP <1 WK >1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060324	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060324Y (01	) 0	YES	
002 T060324M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0098		
DESCRIPTION:	UNIV COURSES IN-PHYSICS?WRKSHP <= 1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060334	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060334Y (01	) 0	YES	
002 T060334M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0099		
DESCRIPTION:	UNIV COURSES IN-PHYSICS?OTHER PROF. DEV		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060344	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060344Y (01	) 0	YES	
002 T060344M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0100		
DESCRIPTION:	UNIV COURSES IN-EARTH SCI? COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060305Y (01	) 0	YES	
002 T060305M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0101		
DESCRIPTION:	UNIV COURSES IN-EARTH SCI?WRKSHP >1 WK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060315	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060315Y (01	) 0	YES	
002 T060315M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0102		
DESCRIPTION:	UNIV COURSES IN-EARTH SCI?WRKSHP <1 WK >1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060325	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060325Y (01	) 0	YES	
002 T060325M (M	) 1	MISSING	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID:	TCHR0103		
DESCRIPTION:	UNIV COURSES IN-EARTH SCI?WRKSHP <= 1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060335	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060335Y (01	) 0	YES	
002 T060335M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0104		
DESCRIPTION:	UNIV COURSES IN-EARTH SCI?OTHER PROF. DEV		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060345	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060345Y (01	) 0	YES	
002 T060345M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0105		
DESCRIPTION:	UNIV COURSES-OTHER TYPES OF SCI? COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060306Y (01	) 0	YES	
002 T060306M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0106		
DESCRIPTION:	UNIV COURSES-OTHER TYPES OF SCI?WRKSHP >1 WK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060316	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060316Y (01	) 0	YES	
002 T060316M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0107		
DESCRIPTION:	UNIV COURSES-OTHR TYPES OF SCI?WRKSHP <1 WK >1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060326	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060326Y (01	) 0	YES	
002 T060326M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0108		
DESCRIPTION:	UNIV COURSES-OTHER TYPES OF SCI?WRKSHP <= 1 DAY		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060336	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060336Y (01	) 0	YES	
002 T060336M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0109		
DESCRIPTION:	UNIV COURSES-OTHER TYPES OF SCI?OTHER PROF. DEV		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060346	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060346Y (01	) 0	YES	
002 T060346M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0110		
DESCRIPTION:	UNIV COURSES IN-NONE OF ABOVE? COLLEGE COURSE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060307	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060307Y (01	) 0	YES	
002 T060307M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TCHR0111		
DESCRIPTION:	UNIV COURSES IN-NONE OF ABOVE?WRKSHP >1 WK		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060317	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 T060317Y (01	) 0	YES	
002 T060317M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0112			
DESCRIPTION: UNIV COURSES IN-NONE OF ABOVE?WRKSHP <1 WK >1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060327	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060327Y (01	) 0	YES	
002 T060327M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0113			
DESCRIPTION: UNIV COURSES IN-NONE OF ABOVE?WRKSHP <= 1 DAY			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060337	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060337Y (01	) 0	YES	
002 T060337M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0114			
DESCRIPTION: UNIV COURSES IN-NONE OF ABOVE?OTHER PROF. DEV			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060347	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060347Y (01	) 0	YES	
002 T060347M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0115			
DESCRIPTION: PAST 5 YRS, COURSES/ACTVTS IN-COMP USE TO GET DATA			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060401Y (01	) 0	YES	
002 T060401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0116			
DESCRIPTION: PAST 5 YRS, COURSES/ACTVTS IN-COMP DATA ANALYSIS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060402Y (01	) 0	YES	
002 T060402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0117			
DESCRIPTION: PAST 5 YRS, COURSES/ACTVTS IN-MULTIMEDIA SCI ED?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060403Y (01	) 0	YES	
002 T060403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0118			
DESCRIPTION: PAST 5 YRS, COURSES/ACTVTS IN-LAB MNGMT/SAFETY?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060404Y (01	) 0	YES	
002 T060404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0119			
DESCRIPTION: PAST 5 YRS, COURSES/ACTVTS IN-INTEGRATED SCI INST?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T060405Y (01	) 0	YES	
002 T060405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TCHR0120			
DESCRIPTION: YOU BELONG TO 1 OR > SCI RELATED SCI ORGS?			
GRADES/ASSESSMENTS: N04, N08, S08			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VAR LABEL:				
NAEP ID:	T060501	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 T060501Y (01	) 00	YES		
002 T060501N (02	) 10	NO		
003 T060501M (M	) 01	MISSING		
CONDITIONING VARIABLE ID: TSUB0001				
DESCRIPTION: HOW OFTEN STUDS READ SCI TEXTBOOK?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060601	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060601A (01	) 0000	ALMOST EVERY DAY		
002 T060601B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060601C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060601D (04	) 0010	NEVER OR HARDLY EVER		
005 T060601M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0002				
DESCRIPTION: HOW OFTEN STUDS READ BOOK/MAN ABOUT SCI?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060602	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060602A (01	) 0000	ALMOST EVERY DAY		
002 T060602B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060602C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060602D (04	) 0010	NEVER OR HARDLY EVER		
005 T060602M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0003				
DESCRIPTION: HOW OFTEN STUDS DISCUSS SCI IN THE NEWS?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060603	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060603A (01	) 0000	ALMOST EVERY DAY		
002 T060603B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060603C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060603D (04	) 0010	NEVER OR HARDLY EVER		
005 T060603M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0004				
DESCRIPTION: HOW OFTEN STUDS WORK W/ OTHER STUDS ON ACT/PROJECT?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060604	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060604A (01	) 0000	ALMOST EVERY DAY		
002 T060604B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060604C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060604D (04	) 0010	NEVER OR HARDLY EVER		
005 T060604M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0005				
DESCRIPTION: HOW OFTEN STUDS GIVE ORAL SCI REPORT?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060605	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060605A (01	) 0000	ALMOST EVERY DAY		
002 T060605B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060605C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060605D (04	) 0010	NEVER OR HARDLY EVER		
005 T060605M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0006				
DESCRIPTION: HOW OFTEN STUDS PREPARE A WRITTEN SCI REPORT?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T060606	TOTAL NUMBER OF SPECIFIED CONTRASTS:		5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		4
001 T060606A (01	) 0000	ALMOST EVERY DAY		
002 T060606B (02	) 1000	ONCE OR TWICE A WEEK		
003 T060606C (03	) 0100	ONCE OR TWICE/MONTH		
004 T060606D (04	) 0010	NEVER OR HARDLY EVER		
005 T060606M (M	) 0001	MISSING		
CONDITIONING VARIABLE ID: TSUB0007				

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	HOW OFTEN STUDS DO HANDS ON SCI ACTIVITIES IN SCI?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060607	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060607A (01	) 0000	ALMOST EVERY DAY	
002 T060607B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060607C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060607D (04	) 0010	NEVER OR HARDLY EVER	
005 T060607M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0008		
DESCRIPTION:	HOW OFTEN STUDS TALK ABOUT MEASURES/RESULTS?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060608	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060608A (01	) 0000	ALMOST EVERY DAY	
002 T060608B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060608C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060608D (04	) 0010	NEVER OR HARDLY EVER	
005 T060608M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0009		
DESCRIPTION:	HOW OFTEN STUDS TAKE SCI TEST OR QUIZ?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060609	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060609A (01	) 0000	ALMOST EVERY DAY	
002 T060609B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060609C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060609D (04	) 0010	NEVER OR HARDLY EVER	
005 T060609M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0010		
DESCRIPTION:	HOW OFTEN STUDS USE LIBRARY RESOURCES FOR SCI?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060610	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060610A (01	) 0000	ALMOST EVERY DAY	
002 T060610B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060610C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060610D (04	) 0010	NEVER OR HARDLY EVER	
005 T060610M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0011		
DESCRIPTION:	HOW OFTEN STUDS USE COMPUTERS FOR SCI?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060611A (01	) 0000	ALMOST EVERY DAY	
002 T060611B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060611C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060611D (04	) 0010	NEVER OR HARDLY EVER	
005 T060611M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0012		
DESCRIPTION:	HOW OFTEN DO YOU TALK TO CLASS ABOUT SCI?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060701A (01	) 0000	ALMOST EVERY DAY	
002 T060701B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060701C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060701D (04	) 0010	NEVER OR HARDLY EVER	
005 T060701M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0013		
DESCRIPTION:	HOW OFTEN DO YOU DO A SCI DEMONSTRATION?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T060702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060702A (01	) 0000	ALMOST EVERY DAY	
002 T060702B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060702C (03	) 0100	ONCE OR TWICE/MONTH	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

004 T060702D (04	) 0010	NEVER OR HARDLY EVER	
005 T060702M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0014			
DESCRIPTION: HOW OFTEN DO YOU SHOW A SCI VIDEOTAPE/TV PROGRAM?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060703A (01	) 0000	ALMOST EVERY DAY	
002 T060703B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060703C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060703D (04	) 0010	NEVER OR HARDLY EVER	
005 T060703M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0015			
DESCRIPTION: HOW OFTEN DO YOU USE COMPUTERS FOR SCI?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060704A (01	) 0000	ALMOST EVERY DAY	
002 T060704B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060704C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060704D (04	) 0010	NEVER OR HARDLY EVER	
005 T060704M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0016			
DESCRIPTION: HOW OFTEN DO YOU USE CDS OR LASER DISKS ON SCI?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T060705A (01	) 0000	ALMOST EVERY DAY	
002 T060705B (02	) 1000	ONCE OR TWICE A WEEK	
003 T060705C (03	) 0100	ONCE OR TWICE/MONTH	
004 T060705D (04	) 0010	NEVER OR HARDLY EVER	
005 T060705M (M	) 0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0017			
DESCRIPTION: HOW OFTEN YOUR SCI STUDS GO ON SCI FIELD TRIPS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T060801A (01	) 000	3 OR MORE TIMES/YEAR	
002 T060801B (02	) 100	1 OR 2 TIMES A YEAR	
003 T060801C (03	) 010	NEVER OR HARDLY EVER	
004 T060801M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0018			
DESCRIPTION: HOW OFTEN DO YOU BRING GUEST SPEAKER FOR SCI STUDS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T060901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T060901A (01	) 000	3 OR MORE TIMES/YEAR	
002 T060901B (02	) 100	1 OR 2 TIMES A YEAR	
003 T060901C (03	) 010	NEVER OR HARDLY EVER	
004 T060901M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0019			
DESCRIPTION: SAVE STUDS SCI WORK IN PORTFOLIOS FOR ASSESSMENT?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T061001Y (01	) 00	YES	
002 T061001N (02	) 10	NO	
003 T061001M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: TSUB0020			
DESCRIPTION: HOW MUCH EMPHASIS-KNOWING SCI FACTS/TERMS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061101A (01	) 000	HEAVY EMPHASIS	
002 T061101B (02	) 100	MODERATE EMPHASIS	
003 T061101C (03	) 010	LITTLE/NO EMPHASIS	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

004 T061101M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0021			
DESCRIPTION: HOW MUCH EMPHASIS-UNDERSTANDING KEY SCI CONCEPTS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061102	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061102A (01	) 000	HEAVY EMPHASIS	
002 T061102B (02	) 100	MODERATE EMPHASIS	
003 T061102C (03	) 010	LITTLE/NO EMPHASIS	
004 T061102M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0022			
DESCRIPTION: HOW MUCH EMPHASIS-DEVELOP SCI PROB SOLVING SKILL?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061103	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061103A (01	) 000	HEAVY EMPHASIS	
002 T061103B (02	) 100	MODERATE EMPHASIS	
003 T061103C (03	) 010	LITTLE/NO EMPHASIS	
004 T061103M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0023			
DESCRIPTION: HOW MUCH EMPHASIS-SCI RELEVANCE TO SOCIETY/TECH?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061104	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061104A (01	) 000	HEAVY EMPHASIS	
002 T061104B (02	) 100	MODERATE EMPHASIS	
003 T061104C (03	) 010	LITTLE/NO EMPHASIS	
004 T061104M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0024			
DESCRIPTION: HOW MUCH EMPHASIS-COMMUNICATE IDEAS IN SCI?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061105	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061105A (01	) 000	HEAVY EMPHASIS	
002 T061105B (02	) 100	MODERATE EMPHASIS	
003 T061105C (03	) 010	LITTLE/NO EMPHASIS	
004 T061105M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0025			
DESCRIPTION: HOW MUCH EMPHASIS-DEVELOPING LAB SKILLS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061106	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061106A (01	) 000	HEAVY EMPHASIS	
002 T061106B (02	) 100	MODERATE EMPHASIS	
003 T061106C (03	) 010	LITTLE/NO EMPHASIS	
004 T061106M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0026			
DESCRIPTION: HOW MUCH EMPHASIS-DEVELOPING STUDS SCI INTEREST?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061107	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061107A (01	) 000	HEAVY EMPHASIS	
002 T061107B (02	) 100	MODERATE EMPHASIS	
003 T061107C (03	) 010	LITTLE/NO EMPHASIS	
004 T061107M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0027			
DESCRIPTION: HOW MUCH EMPHASIS-DEVELOPING DATA ANALYSIS SKILLS			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061108	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061108A (01	) 000	HEAVY EMPHASIS	
002 T061108B (02	) 100	MODERATE EMPHASIS	
003 T061108C (03	) 010	LITTLE/NO EMPHASIS	
004 T061108M (M	) 001	MISSING	
CONDITIONING VARIABLE ID: TSUB0028			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	HOW MUCH EMPHASIS-USING TECH AS SCI TOOL?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061109	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061109A (01	) 000	HEAVY EMPHASIS	
002 T061109B (02	) 100	MODERATE EMPHASIS	
003 T061109C (03	) 010	LITTLE/NO EMPHASIS	
004 T061109M (M	) 001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0029		
DESCRIPTION:	EVER ASSIGN SOLO/GROUP SCI PROJECTS THAT TAKE >WK?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T061201Y (01	) 00	YES	
002 T061201N (02	) 10	NO	
003 T061201M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	TSUB0030		
DESCRIPTION:	HOW OFTEN USE MULT CHOICE TESTS TO ACCESS?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061301A (01	) 00000	ONCE OR TWICE WEEK	
002 T061301B (02	) 10000	ONCE OR TWICE MONTH	
003 T061301C (03	) 01000	ONCE/GRADING PERIOD	
004 T061301D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061301E (05	) 00010	NEVER OR HARDLY EVER	
006 T061301M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0031		
DESCRIPTION:	HOW OFTEN USE SHOR/LONG WRITTEN RESPONSE TO ACCESS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061302A (01	) 00000	ONCE OR TWICE WEEK	
002 T061302B (02	) 10000	ONCE OR TWICE MONTH	
003 T061302C (03	) 01000	ONCE/GRADING PERIOD	
004 T061302D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061302E (05	) 00010	NEVER OR HARDLY EVER	
006 T061302M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0032		
DESCRIPTION:	HOW OFTEN USE SOLO PROJECTS TO ACCESS?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061303A (01	) 00000	ONCE OR TWICE WEEK	
002 T061303B (02	) 10000	ONCE OR TWICE MONTH	
003 T061303C (03	) 01000	ONCE/GRADING PERIOD	
004 T061303D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061303E (05	) 00010	NEVER OR HARDLY EVER	
006 T061303M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0033		
DESCRIPTION:	HOW OFTEN USE GROUP PROJECTS TO ACCESS?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061304A (01	) 00000	ONCE OR TWICE WEEK	
002 T061304B (02	) 10000	ONCE OR TWICE MONTH	
003 T061304C (03	) 01000	ONCE/GRADING PERIOD	
004 T061304D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061304E (05	) 00010	NEVER OR HARDLY EVER	
006 T061304M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0034		
DESCRIPTION:	HOW OFTEN USE WORK PORTFOLIOS TO ACCESS?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061305A (01	) 00000	ONCE OR TWICE WEEK	
002 T061305B (02	) 10000	ONCE OR TWICE MONTH	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

003 T061305C (03	) 01000	ONCE/GRADING PERIOD	
004 T061305D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061305E (05	) 00010	NEVER OR HARDLY EVER	
006 T061305M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0035			
DESCRIPTION: HOW OFTEN USE IN CLASS ESSAYS TO ACCESS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061306A (01	) 00000	ONCE OR TWICE WEEK	
002 T061306B (02	) 10000	ONCE OR TWICE MONTH	
003 T061306C (03	) 01000	ONCE/GRADING PERIOD	
004 T061306D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061306E (05	) 00010	NEVER OR HARDLY EVER	
006 T061306M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0036			
DESCRIPTION: HOW OFTEN USE SELF/PEER EVAL TO ACCESS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061307	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061307A (01	) 00000	ONCE OR TWICE WEEK	
002 T061307B (02	) 10000	ONCE OR TWICE MONTH	
003 T061307C (03	) 01000	ONCE/GRADING PERIOD	
004 T061307D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061307E (05	) 00010	NEVER OR HARDLY EVER	
006 T061307M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0037			
DESCRIPTION: HOW OFTEN USE LAB NOTEBOOKS/JOURNALS TO ACCESS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061308	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061308A (01	) 00000	ONCE OR TWICE WEEK	
002 T061308B (02	) 10000	ONCE OR TWICE MONTH	
003 T061308C (03	) 01000	ONCE/GRADING PERIOD	
004 T061308D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061308E (05	) 00010	NEVER OR HARDLY EVER	
006 T061308M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0038			
DESCRIPTION: HOW OFTEN USE HOMEWORK TO ACCESS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061309	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061309A (01	) 00000	ONCE OR TWICE WEEK	
002 T061309B (02	) 10000	ONCE OR TWICE MONTH	
003 T061309C (03	) 01000	ONCE/GRADING PERIOD	
004 T061309D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061309E (05	) 00010	NEVER OR HARDLY EVER	
006 T061309M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0039			
DESCRIPTION: HOW OFTEN USE HANDS ON ACTIVITIES TO ACCESS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061310	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061310A (01	) 00000	ONCE OR TWICE WEEK	
002 T061310B (02	) 10000	ONCE OR TWICE MONTH	
003 T061310C (03	) 01000	ONCE/GRADING PERIOD	
004 T061310D (04	) 00100	ONCE OR TWICE/YEAR	
005 T061310E (05	) 00010	NEVER OR HARDLY EVER	
006 T061310M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0040			
DESCRIPTION: PROPORTION OF EVAL IN SCI BASED ON HANDS ON ACTVS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T061401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T061401A (01	) 0000	MOST OR ALL OF GRADE	
002 T061401B (02	) 1000	ABOUT HALF OF GRADE	
003 T061401C (03	) 0100	VERY LITTLE OF GRADE	
004 T061401D (04	) 0010	NONE OF GRADE	
005 T061401M (M	) 0001	MISSING	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID:	TSUB0041		
DESCRIPTION:	BEST DESCRIPTION OF COMPUTER AVAILABILITY FOR SCI		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 T061501A (01	) 000000	NONE AVAILABLE	
002 T061501B (02	) 100000	1 IN CLASSROOM	
003 T061501C (03	) 010000	2-3 IN CLASSROOM	
004 T061501D (04	) 001000	4 IN CLASSROOM	
005 T061501E (05	) 000100	IN LAB BUT DIFFICULT	
006 T061501F (06	) 000010	IN LAB AND EASY	
007 T061501M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	TSUB0042		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: PLAYING SCI		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061601Y (01	) 0	YES	
002 T061601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0043		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: PLAYING SCI		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061611Y (01	) 0	YES	
002 T061611M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0044		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: SIMULATIONS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061621	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061621Y (01	) 0	YES	
002 T061621M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0045		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: DATA ANALYSIS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061631	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061631Y (01	) 0	YES	
002 T061631M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0046		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: WORD PROCESS		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061641	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061641Y (01	) 0	YES	
002 T061641M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0047		
DESCRIPTION:	USE COMPUTERS FOR SCI INSTRUCTION: DO NOT USE		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061651	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T061651Y (01	) 0	YES	
002 T061651M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	TSUB0048		
DESCRIPTION:	STUDS ASSIGNED TO CLASS BY ABILITY/ACHVMT LEVEL?		
GRADES/ASSESSMENTS:	N04, N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T061701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061701A (01	) 00000	NOT ASSIGNED BY ABIL	
002 T061701B (02	) 10000	ASSIGNED BY MATN ABL	
003 T061701C (03	) 01000	ASSIGNED BY READING	
004 T061701D (04	) 00100	ASSIGNED BY SCIENCE	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

005 T061701E (05	)	00010	ASSIGNED BY GENERAL	
006 T061701M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0049				
DESCRIPTION: IF ASSIGNED BY ABILITY WHICH BEST DESCRIBES LEVEL?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T061801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T061801A (01	)	00000	NOT ASSIGNED BY ABIL	
002 T061801B (02	)	10000	MOSTLY HIGH ABILITY	
003 T061801C (03	)	01000	MOSTLY AVERAGE ABIL	
004 T061801D (04	)	00100	MOSTLY LOW ABILITY	
005 T061801E (05	)	00010	MOSTLY MIXED ABILITY	
006 T061801M (M	)	00001	MISSING	
CONDITIONING VARIABLE ID: TSUB0050				
DESCRIPTION: COMPOSITION OF CLASS ACCORDING TO GENDER?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T061901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	4
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	3
001 T061901A (01	)	000	MIXED	
002 T061901B (02	)	100	ALL MALE	
003 T061901C (03	)	010	ALL FEMALE	
004 T061901M (M	)	001	MISSING	
CONDITIONING VARIABLE ID: TSUB0051				
DESCRIPTION: HOW MUCH TIME CLASS SPEND ON LIFE SCIENCE?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T062001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T062001A (01	)	0000	A LOT	
002 T062001B (02	)	1000	SOME	
003 T062001C (03	)	0100	LITTLE	
004 T062001D (04	)	0010	NONE	
005 T062001M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0052				
DESCRIPTION: HOW MUCH TIME CLASS SPEND ON EARTH SCIENCE?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T062002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T062002A (01	)	0000	A LOT	
002 T062002B (02	)	1000	SOME	
003 T062002C (03	)	0100	LITTLE	
004 T062002D (04	)	0010	NONE	
005 T062002M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0053				
DESCRIPTION: HOW MUCH TIME CLASS SPEND ON PHYSICAL SCIENCE?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T062003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T062003A (01	)	0000	A LOT	
002 T062003B (02	)	1000	SOME	
003 T062003C (03	)	0100	LITTLE	
004 T062003D (04	)	0010	NONE	
005 T062003M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0054				
DESCRIPTION: WHICH BEST DESCRIBES SPACE WHERE CLASS TAUGHT?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T062101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	5
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	4
001 T062101A (01	)	0000	CLASS ONLY	
002 T062101B (02	)	1000	CLASS W/ H2O ACCESS	
003 T062101C (03	)	0100	CLASS W/ LAB ACCESS	
004 T062101D (04	)	0010	LAB W/ H2O ACCESS	
005 T062101M (M	)	0001	MISSING	
CONDITIONING VARIABLE ID: TSUB0055				
DESCRIPTION: DO STUDS PRODUCE NOTEBOOKS/REPORTS OF LAB WORK?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:		T062201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:		CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 T062201Y (01	) 0	YES	
002 T062201M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0056			
DESCRIPTION: DO STUDS PRODUCE REPORTS OF EXTENDED SCI PROJECTS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062202Y (01	) 0	YES	
002 T062202M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0057			
DESCRIPTION: DO STUDS PRODUCE REPORTS ON SPECIFIC TOPIC/ISSUE?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062203Y (01	) 0	YES	
002 T062203M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0058			
DESCRIPTION: DO STUDS PRODUCE REPORTS/RECORDS OF FIELD TRIPS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062204Y (01	) 0	YES	
002 T062204M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0059			
DESCRIPTION: DO STUDS PRODUCE JOURNALS/DIARIES/LOGS OF IDEAS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062205	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062205Y (01	) 0	YES	
002 T062205M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0060			
DESCRIPTION: DO STUDS PRODUCE PHOTO RECORDS OF PROJECTS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062206	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062206Y (01	) 0	YES	
002 T062206M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0061			
DESCRIPTION: DO STUDS PRODUCE AUDIO/VIDEOTAPE RECORDS OF ACTVS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062207	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062207Y (01	) 0	YES	
002 T062207M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0062			
DESCRIPTION: DO STUDS PRODUCE REPORTS OF PERSONAL INTERVIEWS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062208	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062208Y (01	) 0	YES	
002 T062208M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0063			
DESCRIPTION: DO STUDS PRODUCE 3D SCI MODELS?			
GRADES/ASSESSMENTS: N04, N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	T062209	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 T062209Y (01	) 0	YES	
002 T062209M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: TSUB0064			
DESCRIPTION: DO STUDS PRODUCE COMP GENERATED MULTMEDIA PROJECTS			
GRADES/ASSESSMENTS: N04, N08, S08			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VAR LABEL:				
NAEP ID:	T062210	TOTAL NUMBER OF SPECIFIED CONTRASTS:		2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		1
001 T062210Y (01	) 0	YES		
002 T062210M (M	) 1	MISSING		
CONDITIONING VARIABLE ID: TSUB0065				
DESCRIPTION: TIME PER WEEK EXPECT STUD TO SPEND ON HOMEWORK?				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T062301	TOTAL NUMBER OF SPECIFIED CONTRASTS:		6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		5
001 T062301A (01	) 0000	NONE		
002 T062301B (02	) 10000	1/2 HOUR		
003 T062301C (03	) 01000	1 HOUR		
004 T062301D (04	) 00100	2 HOURS		
005 T062301E (05	) 00010	MORE THAN 2 HOURS		
006 T062301M (M	) 00001	MISSING		
CONDITIONING VARIABLE ID: TSUB0066				
DESCRIPTION: CLASS PERIOD AND # OF STUDS IN CLASS				
GRADES/ASSESSMENTS: N04, N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	T062401	TOTAL NUMBER OF SPECIFIED CONTRASTS:		6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		5
001 T062401A (01	) 00000	1-20 STUDENTS		
002 T062401B (02	) 10000	21025 STUDENTS		
003 T062401C (03	) 01000	26-30 STUDENTS		
004 T062401D (04	) 00100	31-35 STUDENTS		
005 T062401E (05	) 00010	36 OR MORE STUDENTS		
006 T062401M (M	) 00001	MISSING		
CONDITIONING VARIABLE ID: SCHL0087				
DESCRIPTION: BEST DESCRIBES HOW 8TH GRADES ARE ORGANIZED?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C034201	TOTAL NUMBER OF SPECIFIED CONTRASTS:		4
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		3
001 C034201A (01	) 000	SELF-CONTAINED		
002 C034201B (02	) 100	SEMI-DEPARTMENTALIZE		
003 C034201C (03	) 010	DEPARTMENTALIZED		
004 C034201M (M	) 001	MISSING		
CONDITIONING VARIABLE ID: SCHL0088				
DESCRIPTION: ARE 8TH-GRADERS ASSIGNED TO MATH BY ABILITY?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C034402	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 C034402Y (01	) 00	YES		
002 C034402N (02	) 10	NO		
003 C034402M (M	) 01	MISSING		
CONDITIONING VARIABLE ID: SCHL0089				
DESCRIPTION: ARE 8TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C034403	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 C034403Y (01	) 00	YES		
002 C034403N (02	) 10	NO		
003 C034403M (M	) 01	MISSING		
CONDITIONING VARIABLE ID: SCHL0090				
DESCRIPTION: ARE 8TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C034401	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2
001 C034401Y (01	) 00	YES		
002 C034401N (02	) 10	NO		
003 C034401M (M	) 01	MISSING		
CONDITIONING VARIABLE ID: SCHL0091				
DESCRIPTION: ARE 8TH-GRADERS ASSIGNED TO ARTS BY ABILITY?				
GRADES/ASSESSMENTS: N08, S08				
CONDITIONING VAR LABEL:				
NAEP ID:	C034406	TOTAL NUMBER OF SPECIFIED CONTRASTS:		3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:		2

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 C034406Y (01	) 00	YES	
002 C034406N (02	) 10	NO	
003 C034406M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0092			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE COMP SCI INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034510	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034510A (01	) 00000	EVERY DAY	
002 C034510B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034510C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034510D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034510E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034510M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0093			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE MATH INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034511	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034511A (01	) 00000	EVERY DAY	
002 C034511B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034511C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034511D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034511E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034511M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0094			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE SCIENCE INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034512	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034512A (01	) 00000	EVERY DAY	
002 C034512B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034512C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034512D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034512E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034512M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0095			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE ENGLISH INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034513	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034513A (01	) 00000	EVERY DAY	
002 C034513B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034513C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034513D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034513E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034513M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0096			
DESCRIPTION: HOW OFTEN 8TH GRDS RECEIVE ARTS INSTRUCTION?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C034514	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C034514A (01	) 00000	EVERY DAY	
002 C034514B (02	) 10000	3 OR 4 TIMES A WEEK	
003 C034514C (03	) 01000	ONCE OR TWICE/WEEK	
004 C034514D (04	) 00100	LESS THAN ONCE/WEEK	
005 C034514E (05	) 00010	SUBJECT NOT TAUGHT	
006 C034514M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID: SCHL0097			
DESCRIPTION: HAS ENGLISH BEEN IDENTIFIED AS A PRIORITY?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C031611	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C031611Y (01	) 00	YES	
002 C031611N (02	) 10	NO	
003 C031611M (M	) 01	MISSING	
CONDITIONING VARIABLE ID: SCHL0098			
DESCRIPTION: SCHOOL OFFER 8TH GR STUDS ALGEBRA FOR HS CREDIT?			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C034601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C034601Y (01	) 00	YES	
002 C034601N (02	) 10	NO	
003 C034601M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0099		
DESCRIPTION:	SCHOOL W/ SPECIAL FOCUS ON ENGLISH?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037203Y (01	) 0	YES	
002 C037203M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0100		
DESCRIPTION:	SCHOOL FOLLOW DISTRICT/STATE ENGLISH CURRICULUM?		
GRADES/ASSESSMENTS:	N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C037306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C037306Y (01	) 0	YES	
002 C037306M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0101		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR MATH?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039401Y (01	) 0	YES	
002 C039401M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0102		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR SCIENCE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039402Y (01	) 0	YES	
002 C039402M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0103		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR READING?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039403Y (01	) 0	YES	
002 C039403M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0104		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR ARTS?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039404Y (01	) 0	YES	
002 C039404M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0105		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR OTHER?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039405	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039405Y (01	) 0	YES	
002 C039405M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0106		
DESCRIPTION:	SCHOOL SPONSER 8TH GRDS FIELD TRIP FOR NONE ABOVE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039406	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039406Y (01	) 0	YES	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

002 C039406M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0107			
DESCRIPTION: 8TH GRADERS IN EXTRACURR ACTS FOR MATH?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039501Y (01	) 0	YES	
002 C039501M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0108			
DESCRIPTION: 8TH GRADERS IN EXTRACURR ACTS FOR SCIENCE?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039502Y (01	) 0	YES	
002 C039502M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0109			
DESCRIPTION: 8TH GRADERS IN EXTRACURR ACTS FOR ENG/LANG ARTS?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039503Y (01	) 0	YES	
002 C039503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0110			
DESCRIPTION: 8TH GRADERS IN EXTRACURR ACTS FOR ARTS?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039504Y (01	) 0	YES	
002 C039504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0111			
DESCRIPTION: 8TH GRADERS IN EXTRACURR ACTS FOR NONE OF ABOVE?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039505Y (01	) 0	YES	
002 C039505M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0112			
DESCRIPTION: 8TH GRADERS IN SUMMER PROGRAMS IN MATH?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039601Y (01	) 0	YES	
002 C039601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0113			
DESCRIPTION: 8TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039602Y (01	) 0	YES	
002 C039602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0114			
DESCRIPTION: 8TH GRADERS IN SUMMER PROGRAMS IN ENG/LANG ARTS?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039603Y (01	) 0	YES	
002 C039603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID: SCHL0115			
DESCRIPTION: 8TH GRADERS IN SUMMER PROGRAMS IN ARTS?			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	C039604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039604Y (01	) 0	YES	
002 C039604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0116		
DESCRIPTION:	8TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C039605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C039605Y (01	) 0	YES	
002 C039605M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0117		
DESCRIPTION:	WHAT % OF 8TH GRDS HELD BACK/REPEAT 8TH GRADE?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	C041901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041901A (01	) 00000	0%	
002 C041901B (02	) 10000	1-2%	
003 C041901C (03	) 01000	3-5%	
004 C041901D (04	) 00100	6-10%	
005 C041901E (05	) 00010	MORE THAN 10%	
006 C041901M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0121		
DESCRIPTION:	COUNTING THIS YR, HOW MANY YRS TOTAL TAUGHT SCI?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T062501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T062501A (01	) 00000	2 YEARS OR LESS	
002 T062501B (02	) 10000	3-5 YEARS	
003 T062501C (03	) 01000	6-10 YEARS	
004 T062501D (04	) 00100	11-24 YEARS	
005 T062501E (05	) 00010	25 YEARS OR MORE	
006 T062501M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0122		
DESCRIPTION:	LAST YR, TIME IN PRO WORKSHOPS/SEMS IN SCI?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T062601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T062601A (01	) 00000	NONE	
002 T062601B (02	) 10000	LESS THAN 6 HOURS	
003 T062601C (03	) 01000	6-15 HOURS	
004 T062601D (04	) 00100	16-35 HOURS	
005 T062601E (05	) 00010	MORE THAN 35 HOURS	
006 T062601M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0123		
DESCRIPTION:	LAST 2 YRS, # OF UNIV COURSES IN SCI/SCI ED?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T062701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 T062701A (01	) 00000	NONE	
002 T062701B (02	) 10000	ONE	
003 T062701C (03	) 01000	TWO	
004 T062701D (04	) 00100	THREE	
005 T062701E (05	) 00010	FOUR OR MORE	
006 T062701M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	TCHR0124		
DESCRIPTION:	CURRICULUM SPECIALIST TO HELP/ADVISE IN SCI?		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	T062801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 T062801Y (01	) 00	YES	
002 T062801N (02	) 10	NO	
003 T062801M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0118		
DESCRIPTION:	ARE 12TH-GRADERS ASSIGNED TO MATH BY ABILITY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035002Y (01	) 00	YES	
002 C035002N (02	) 10	NO	
003 C035002M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0119		
DESCRIPTION:	ARE 12TH-GRADERS ASSIGNED TO SCIENCE BY ABILITY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035003Y (01	) 00	YES	
002 C035003N (02	) 10	NO	
003 C035003M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0120		
DESCRIPTION:	ARE 12TH-GRADERS ASSIGNED TO ENGLISH BY ABILITY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035006	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035006Y (01	) 00	YES	
002 C035006N (02	) 10	NO	
003 C035006M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0121		
DESCRIPTION:	ARE 12TH-GRADERS ASSIGNED TO ARTS BY ABILITY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C035007	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C035007Y (01	) 00	YES	
002 C035007N (02	) 10	NO	
003 C035007M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0122		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FOR MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040201	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040201A (01	) 0000000	NONE	
002 C040201B (02	) 1000000	ONE HALF YEAR	
003 C040201C (03	) 0100000	ONE YEAR	
004 C040201D (04	) 0010000	TWO YEARS	
005 C040201E (05	) 0001000	THREE YEARS	
006 C040201F (06	) 0000100	FOUR YEARS	
007 C040201G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040201M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0123		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FOR SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040202	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040202A (01	) 0000000	NONE	
002 C040202B (02	) 1000000	ONE HALF YEAR	
003 C040202C (03	) 0100000	ONE YEAR	
004 C040202D (04	) 0010000	TWO YEARS	
005 C040202E (05	) 0001000	THREE YEARS	
006 C040202F (06	) 0000100	FOUR YEARS	
007 C040202G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040202M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0124		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FOR ENG/LIT?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040203	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040203A (01	) 0000000	NONE	
002 C040203B (02	) 1000000	ONE HALF YEAR	
003 C040203C (03	) 0100000	ONE YEAR	
004 C040203D (04	) 0010000	TWO YEARS	
005 C040203E (05	) 0001000	THREE YEARS	
006 C040203F (06	) 0000100	FOUR YEARS	
007 C040203G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040203M (M	) 0000001	MISSING	

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

CONDITIONING VARIABLE ID:	SCHL0125		
DESCRIPTION:	FROM 9TH ON HOW MANY YRS REQUIRED FINE/PERF ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040204	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040204A (01	) 0000000	NONE	
002 C040204B (02	) 1000000	ONE HALF YEAR	
003 C040204C (03	) 0100000	ONE YEAR	
004 C040204D (04	) 0010000	TWO YEARS	
005 C040204E (05	) 0001000	THREE YEARS	
006 C040204F (06	) 0000100	FOUR YEARS	
007 C040204G (07	) 0000010	MORE THAN FOUR YEARS	
008 C040204M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0126		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED BIO?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040301	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040301Y (01	) 0	YES	
002 C040301M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0127		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADVANCED CHEM?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040302	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040302Y (01	) 0	YES	
002 C040302M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0128		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN ADV PHYSICS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040303	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040303Y (01	) 0	YES	
002 C040303M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0129		
DESCRIPTION:	NO ADVANCED SCIENCE COURSES TAUGHT		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040304	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040304Y (01	) 0	YES	
002 C040304M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0130		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN COMP SCI?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040305	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040305Y (01	) 0	YES	
002 C040305M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0131		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN CALCULUS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040306	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040306Y (01	) 0	YES	
002 C040306M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0132		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN TRIGONOMETRY?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040307	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040307Y (01	) 0	YES	
002 C040307M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0133		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN PRECALCULUS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040308	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040308Y (01	) 0	YES	
002 C040308M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0134		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN PROB/STAT?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040309	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040309Y (01	) 0	YES	
002 C040309M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0135		
DESCRIPTION:	COURSES 1 OR > SEMESTERS TAUGHT IN UNI/INTEG MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040310	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040310Y (01	) 0	YES	
002 C040310M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0136		
DESCRIPTION:	NO ADVANCED MATH COURSES TAUGHT?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040311	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040311Y (01	) 0	YES	
002 C040311M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0137		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040401	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040401Y (01	) 00	YES	
002 C040401N (02	) 10	NO	
003 C040401M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0138		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040402	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040402Y (01	) 00	YES	
002 C040402N (02	) 10	NO	
003 C040402M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0139		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN ENG/LANG ARTS		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040403	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040403Y (01	) 00	YES	
002 C040403N (02	) 10	NO	
003 C040403M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0140		
DESCRIPTION:	STUDS REQUIRED TO PASS STATE TEST IN FINE/PERF ART		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040404	TOTAL NUMBER OF SPECIFIED CONTRASTS:	3
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	2
001 C040404Y (01	) 00	YES	
002 C040404N (02	) 10	NO	
003 C040404M (M	) 01	MISSING	
CONDITIONING VARIABLE ID:	SCHL0141		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

NAEP ID:	C040501	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040501Y (01	) 0	YES	
002 C040501M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0142		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS FOR SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040502	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040502Y (01	) 0	YES	
002 C040502M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0143		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ENG/LANG ART		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040503	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040503Y (01	) 0	YES	
002 C040503M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0144		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040504	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040504Y (01	) 0	YES	
002 C040504M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0145		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN OTHER?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040505	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040505Y (01	) 0	YES	
002 C040505M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0146		
DESCRIPTION:	SCHOOL SPONSER 12TH GR FIELD TRIPS IN NONE ABOVE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040506	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040506Y (01	) 0	YES	
002 C040506M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0147		
DESCRIPTION:	12TH GRADERS IN EXTRACURR ACTS IN MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040601	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040601Y (01	) 0	YES	
002 C040601M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0148		
DESCRIPTION:	12TH GRADERS IN EXTRACURR ACTS IN SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040602	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040602Y (01	) 0	YES	
002 C040602M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0149		
DESCRIPTION:	12TH GRADERS IN EXTRACURR ACTS IN ENG/LANG ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040603	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040603Y (01	) 0	YES	
002 C040603M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0150		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	12TH GRADERS IN EXTRACURR ACTS IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040604	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040604Y (01	) 0	YES	
002 C040604M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0151		
DESCRIPTION:	12TH GRADERS IN EXTRACURR ACTS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040605	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040605Y (01	) 0	YES	
002 C040605M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0152		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040701	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040701Y (01	) 0	YES	
002 C040701M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0153		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040702	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040702Y (01	) 0	YES	
002 C040702M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0154		
DESCRIPTION:	12TH GRADERS IN SUMMER PORGRAMS IN ENG/LANG ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040703	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040703Y (01	) 0	YES	
002 C040703M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0155		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040704	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040704Y (01	) 0	YES	
002 C040704M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0156		
DESCRIPTION:	12TH GRADERS IN SUMMER PROGRAMS IN NONE OF ABOVE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040705	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040705Y (01	) 0	YES	
002 C040705M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0157		
DESCRIPTION:	# STUDS ENROLLED IN AP SCIENCE COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040801	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040801A (01	) 0000000	NONE	
002 C040801B (02	) 1000000	1-10	
003 C040801C (03	) 0100000	11-25	
004 C040801D (04	) 0010000	26-50	
005 C040801E (05	) 0001000	51-75	
006 C040801F (06	) 0000100	76-99	
007 C040801G (07	) 0000010	100 OR MORE	
008 C040801M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0158		
DESCRIPTION:	# STUDS ENROLLED IN AP CALCULUS COURSES?		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040802	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040802A (01	) 0000000	NONE	
002 C040802B (02	) 1000000	1-10	
003 C040802C (03	) 0100000	11-25	
004 C040802D (04	) 0010000	26-50	
005 C040802E (05	) 0001000	51-75	
006 C040802F (06	) 0000100	76-99	
007 C040802G (07	) 0000010	100 OR MORE	
008 C040802M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0159		
DESCRIPTION:	# STUDS ENROLLED IN AP COMP SCI COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040803	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040803A (01	) 0000000	NONE	
002 C040803B (02	) 1000000	1-10	
003 C040803C (03	) 0100000	11-25	
004 C040803D (04	) 0010000	26-50	
005 C040803E (05	) 0001000	51-75	
006 C040803F (06	) 0000100	76-99	
007 C040803G (07	) 0000010	100 OR MORE	
008 C040803M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0160		
DESCRIPTION:	# STUDS ENROLLED IN AP ENGLISH COURSES?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040804	TOTAL NUMBER OF SPECIFIED CONTRASTS:	8
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	7
001 C040804A (01	) 0000000	NONE	
002 C040804B (02	) 1000000	1-10	
003 C040804C (03	) 0100000	11-25	
004 C040804D (04	) 0010000	26-50	
005 C040804E (05	) 0001000	51-75	
006 C040804F (06	) 0000100	76-99	
007 C040804G (07	) 0000010	100 OR MORE	
008 C040804M (M	) 0000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0161		
DESCRIPTION:	ANY 12TH GRDS TAKING COLLEGE COURSES IN MATH?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040901	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040901Y (01	) 0	YES	
002 C040901M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0162		
DESCRIPTION:	ANY 12TH GRDS TAKING COLLEGE COURSES IN SCIENCE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040902	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040902Y (01	) 0	YES	
002 C040902M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0163		
DESCRIPTION:	ANY 12TH GRDS TAKING COLLEGE COURSES ENG/LANG ARTS		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040903	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040903Y (01	) 0	YES	
002 C040903M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0164		
DESCRIPTION:	ANY 12TH GRDS TAKING COLLEGE COURSES IN ARTS?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040904	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040904Y (01	) 0	YES	
002 C040904M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0165		

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

DESCRIPTION:	ANY 12TH GRDS TAKING COLLEGE COURSES IN NONE ABOVE		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C040905	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 C040905Y (01	) 0	YES	
002 C040905M (M	) 1	MISSING	
CONDITIONING VARIABLE ID:	SCHL0166		
DESCRIPTION:	WHAT % 12TH GRDS HELD BACK AND REPEAT 12TH GRADE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C041001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041001A (01	) 00000	0%	
002 C041001B (02	) 10000	1-2%	
003 C041001C (03	) 01000	3-5%	
004 C041001D (04	) 00100	6-10%	
005 C041001E (05	) 00010	MORE THAN 10%	
006 C041001M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0167		
DESCRIPTION:	LAST YR WHAT % OF 12TH GRDS GRADUATED?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C041101	TOTAL NUMBER OF SPECIFIED CONTRASTS:	6
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	5
001 C041101A (01	) 00000	99-100%	
002 C041101B (02	) 10000	95-98%	
003 C041101C (03	) 01000	90-94%	
004 C041101D (04	) 00100	75-89%	
005 C041101E (05	) 00010	LESS THAN 75%	
006 C041101M (M	) 00001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0168		
DESCRIPTION:	WHAT % OF GRADUATING CLASS NOW IN 2-YR COLLEGE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036001	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036001A (01	) 000000	0-10%	
002 C036001B (02	) 100000	11-25%	
003 C036001C (03	) 010000	26-50%	
004 C036001D (04	) 001000	51-75%	
005 C036001E (05	) 000100	76-90%	
006 C036001F (06	) 000010	91-100%	
007 C036001M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0169		
DESCRIPTION:	WHAT % OF GRADUATING CLASS NOW IN 4-YR COLLEGE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036002	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036002A (01	) 000000	0-10%	
002 C036002B (02	) 100000	11-25%	
003 C036002C (03	) 010000	26-50%	
004 C036002D (04	) 001000	51-75%	
005 C036002E (05	) 000100	76-90%	
006 C036002F (06	) 000010	91-100%	
007 C036002M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0170		
DESCRIPTION:	WHAT % OF GRADUATING CLASS NOW IN VO-TEC SCHOOL?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036003	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036003A (01	) 000000	0-10%	
002 C036003B (02	) 100000	11-25%	
003 C036003C (03	) 010000	26-50%	
004 C036003D (04	) 001000	51-75%	
005 C036003E (05	) 000100	76-90%	
006 C036003F (06	) 000010	91-100%	
007 C036003M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0171		
DESCRIPTION:	WHAT % OF GRAD CLASS NOW IN EMPLOYER TRAINING?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036004	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036004A (01	) 000000	0-10%	
002 C036004B (02	) 100000	11-25%	
003 C036004C (03	) 010000	26-50%	
004 C036004D (04	) 001000	51-75%	
005 C036004E (05	) 000100	76-90%	
006 C036004F (06	) 000010	91-100%	
007 C036004M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0172		
DESCRIPTION:	% OF GRADUATING CLASS NOW IN MILITARY SERVICE?		
GRADES/ASSESSMENTS:	N12		
CONDITIONING VAR LABEL:			
NAEP ID:	C036005	TOTAL NUMBER OF SPECIFIED CONTRASTS:	7
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	6
001 C036005A (01	) 000000	0-10%	
002 C036005B (02	) 100000	11-25%	
003 C036005C (03	) 010000	26-50%	
004 C036005D (04	) 001000	51-75%	
005 C036005E (05	) 000100	76-90%	
006 C036005F (06	) 000010	91-100%	
007 C036005M (M	) 000001	MISSING	
CONDITIONING VARIABLE ID:	SCHL0173		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	NLUNSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUNCM (M	) 0	MISSING	
002 NATLUNCH (@	) 1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0174		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	NLUNSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUNCL (0-100,M=0	) 0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0175		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREADM (M	) 0	MISSING	
002 REM READ (@	) 1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0176		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREADL (0-100,M=0	) 0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0177		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMATHM (M	) 0	MISSING	
002 REM MATH (@	) 1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0178		
DESCRIPTION:	PERCENT OF STUDENTS WHO PARTICIPATED IN REMEDIAL MATH		
GRADES/ASSESSMENTS:	N04, S04, N08, S08, N12		
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHSC	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMATHL (0-100,M=0	) 0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0179		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	NLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	
001 NATLUN4M (M)	0	MISSING	1
002 NATLUN4 (@)	1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0180		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUN4L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0181		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREA4M (M)	0	MISSING	
002 REMREAD4 (@)	1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0182		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREA4L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0183		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMAT4M (M)	0	MISSING	
002 REMMATH4 (@)	1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0184		
DESCRIPTION:	PERCENT OF STUDENTS IN 4TH WHO PARTICIPATED IN REMEDIAL MATH		
GRADES/ASSESSMENTS:	N04, S04		
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMAT4L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0185		
DESCRIPTION:	PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUN8M (M)	0	MISSING	
002 NATLUN8 (@)	1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0186		
DESCRIPTION:	PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLUN8L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID:	SCHL0187		
DESCRIPTION:	PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMREA8M (M)	0	MISSING	
002 REMREAD8 (@)	1	PERCENT	
CONDITIONING VARIABLE ID:	SCHL0188		
DESCRIPTION:	PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL READING		
GRADES/ASSESSMENTS:	N08, S08		
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1

Table C-5 (continued)
Conditioning Variables Specific to the 1996 Science Assessment

001 REMREA8L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0189			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMAT8M (M)	0	MISSING	
002 REMMATH8 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0190			
DESCRIPTION: PERCENT OF STUDENTS IN 8TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N08, S08			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMAT8L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0191			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLU12M (M)	0	MISSING	
002 NATLUN12 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0192			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN THE NATIONAL SCHOOL LUNCH PROGRAM			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	NTLUNGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 NATLU12L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0193			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMRD12M (M)	0	MISSING	
002 REMRD12 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0194			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL READING			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMRDGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMRD12L (0-100,M=0)	0.0 + 1.0*X	LINEAR	
CONDITIONING VARIABLE ID: SCHL0195			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	2
TYPE OF CONTRAST:	CLASS	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMH12M (M)	0	MISSING	
002 REMMH12 (@)	1	PERCENT	
CONDITIONING VARIABLE ID: SCHL0196			
DESCRIPTION: PERCENT OF STUDENTS IN 12TH WHO PARTICIPATED IN REMEDIAL MATH			
GRADES/ASSESSMENTS: N12			
CONDITIONING VAR LABEL:			
NAEP ID:	REMMHGR	TOTAL NUMBER OF SPECIFIED CONTRASTS:	1
TYPE OF CONTRAST:	LINEAR	NUMBER OF INDEPENDENT CONTRASTS:	1
001 REMMH12L (0-100,M=0)	0.0 + 1.0*X	LINEAR	

Table C-6
Conditioning Variables for the Long-Term Trend Reading Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Overall	All		—	1
Gender	All	DSEX	Male	0
			Female	1
Region	All	REGION	Northeast	000
			Southeast	100
			Central	010
			West	001
Parental Education	All	PARED	Less than high school	0000
			High school graduate	1000
			Post-high school	0100
			College graduate	0010
			Missing and I don't know	0001
Items in the Home	All	B000901	None of the six items	00
		B000902	One of the six items	10
		B000903	Two of the six items	20
		B000904	Three of the six items	30
		B000905	Four of the six items	40
		B000906	Five of the six items	50
			Six of the six items	60
	Missing	01		
Television Watching	All	B001801	None	00
			One hour or less	10
			Two hours	20
			Three hours	30
			Four hours	40
			Five hours	50
			Six or more hours	60
			Missing	01
Homework	All	B001701	Don't have any	00
			Don't do any	00
			Less than 1 hour	10
			1-2 hours	20
			More than 2 hours	30
			Missing	01
Language Spoken at Home	All	B000401	English	00
			Spanish	10
			Other	10
			Missing	01

Table C-6 (continued)
Conditioning Variables for the Long-Term Trend Reading Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Pages Read	All	B001101	More than 20	10
			16-20	10
			11-15	10
			6-10	10
			5 or fewer	00
			Missing	01
Percent in School Lunch Program	All	C032001	None	00000000
			1-5%	10000000
			6-10%	01000000
			11-25%	00100000
			26-50%	00010000
			51-75%	00001000
			76-90%	00000100
			over 90%	00000010
			Missing	00000001
Percent White	All	PCTWHTQ	0-49%	100
			50-79%	010
			80-100%	001
			Missing	000
Derived Race/Ethnicity	All	DRACE	White	000
			Black	100
			Hispanic	010
			Asian American	001
			American Indian	000
			Unclassified	000
			Missing	000
Age by Grade	All	MODGRAG	< age, = grade	0000
			= age, < grade	1000
			= age, = grade	0100
			= age, > grade	0010
			> age, = grade	0001
School Type	All	SCHTYPE	Public	1
			Private, Catholic, Bureau of Indian Affairs, Department of Defense	0
Description of Community	All	DOC	Big City	0000
			Fringe	1000
			Medium City	0100
			Small Place	0010
			Missing	0001

Table C-6 (continued)
Conditioning Variables for the Long-Term Trend Reading Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Type of Location	All	TOL8	Big City	00000000
			Medium City	10000000
			Fringe of Big City	01000000
			Fringe of Medium City	00100000
			Large Town	00010000
			Small Place	00001000
			Rural - MSA	00000100
			Rural - Non MSA	00000010
			Missing	00000001
			Courses Taken	9, 13	B001001	None	00
B001002	1	10		
B001003	2	20		
B001004	3	30		
B001005	4	40		
B001006	5	50		
B001007	6	60		
	7	70		
	Missing	01		

Table C-7
Conditioning Variables for the Long-Term Trend Mathematics Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Overall	All		—	1
Gender	All	GENDER	Male Female	0 1
Observed Race/Ethnicity	All	ETHNIC	White Black Hispanic Asian American American Indian Other Missing	000 100 010 001 000 000 000
Size and Type of Community	All	STOC	1, 4-7 all except 2 and 3 2 Low Metro 3 High Metro	01 00 10
Region	All	REGION	Northeast Southeast Central West	000 100 010 001
Parents' Education	All	PARED	Less than high school High school graduate Post-high school College graduate Missing and I Don't Know	0000 1000 0100 0010 0001
Modal Grade	All	MODGRD	< modal grade = modal grade, missing > modal grade	10 00 01
Items in the Home (of newspaper, > 25 books, encyclopedia, magazines)	All	HOMEEN2	0 to 2 items 3 items 4 items	00 10 01

Table C-7 (continued)
Conditioning Variables for the Long-Term Trend Mathematics Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Observed Race/Ethnicity by Gender ("White" includes American Indian and Other)	All	RACE x GENDER	White, male	000
			Black, male	000
		GENDER	Hispanic, male	000
			Asian American, male	000
			White, female	000
			Black, female	100
			Hispanic, female	010
			Asian American, female	001
Observed Race/Ethnicity by Parents' Education ("White" includes American Indian and Other)—coded differently for each age class	9	RACE x PARED	White, < HS	0000 0000 0000
			White, HS graduate	0000 0000 0000
		PARED	White, post-HS	0000 0000 0000
			White, college grad.	0000 0000 0000
			White, missing	0000 0000 0000
			Black, < HS	0000 0000 0000
			Black, HS grad & post-HS	1000 0000 0000
			Black, college grad.	0010 0000 0000
			Black, missing	0001 0000 0000
			Hispanic, < HS	0000 0000 0000
			Hispanic, HS grad & post-HS	0000 1000 0000
			Hispanic, coll. grad.	0000 0010 0000
			Hispanic, missing	0000 0001 0000
			Asian Amer., < HS	0000 0000 0000
			Asian Amer., HS grad & post-HS	0000 0000 1000
			Asian Amer., coll. grad.	0000 0000 0010
			Asian Amer., missing	0000 0000 0001

Table C-7 (continued)
Conditioning Variables for the Long-Term Trend Mathematics Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Observed Race/Ethnicity by Parents' Education ("White" includes American Indian and Other)—coded differently for each age class	13	RACE x PARED	White, < HS	0000 0000 0000
			White, HS graduate	0000 0000 0000
			White, post-HS	0000 0000 0000
			White, college grad.	0000 0000 0000
			White, missing	0000 0000 0000
			Black, < HS	0000 0000 0000
			Black, HS graduate	1000 0000 0000
			Black, post-HS	0100 0000 0000
			Black, college grad.	0010 0000 0000
			Black, missing	0001 0000 0000
			Hispanic, < HS	0000 0000 0000
			Hispanic, HS grad.	0000 1000 0000
			Hispanic, post-HS	0000 0100 0000
			Hispanic, coll. grad.	0000 0010 0000
			Hispanic, missing	0000 0001 0000
			Asian Amer., < HS	0000 0000 0000
			Asian Amer., HS grad.	0000 0000 1000
			Asian Amer., post-HS	0000 0000 0100
			Asian Amer., coll. grad.	0000 0000 0010
			Asian Amer., missing	0000 0000 0001
Observed Race/Ethnicity by Parents' Education ("White" includes American Indian and Other)—coded differently for each age class	17	RACE x PARED	White, < HS	0000 0000 0000
			White, HS graduate	0000 0000 0000
			White, post-HS	0000 0000 0000
			White, college grad.	0000 0000 0000
			White, missing	0000 0000 0000
			Black, < HS	0000 0000 0000
			Black, HS graduate	1000 0000 0000
			Black, post-HS	0100 0000 0000
			Black, college grad.	0010 0000 0000
			Black, missing	0001 0000 0000
			Hispanic, < HS	0000 0000 0000
			Hispanic, HS grad.	0000 1000 0000
			Hispanic, post-HS	0000 0100 0000
			Hispanic, coll. grad.	0000 0010 0000
			Hispanic, missing	0000 0001 0000
			Asian Amer., < HS	0000 0000 0000
			Asian Amer., HS grad.	0000 0000 1000
			Asian Amer., post-HS, coll. grad.	0000 0000 0100
			Asian Amer., missing	0000 0000 0001
			Language in the Home	All	LANGHOM	Never	00
Sometimes	10			
Always	01			
Observed Race by	All	RACE x	White, often	00 00 00

Table C-7 (continued)
Conditioning Variables for the Long-Term Trend Mathematics Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Language at Home		LANGHOM	White, sometimes	00 00 00
			White, never	00 00 00
			Black, often and sometimes	10 00 00
			Black, often	10 00 00
			Black, sometimes	01 00 00
			Black, never	00 00 00
			Hispanic, often and sometimes	00 10 00
			Hispanic, often	00 10 00
			Hispanic, sometimes	00 01 00
			Hispanic, never	00 00 00
			Asian American, often and sometimes	00 00 10
			Asian American, often	00 00 10
			Asian American, sometimes	00 00 01
			Asian American, never	00 00 00
Derived Race/Ethnicity	All	DRACE	White	000
			Black	100
			Hispanic	010
			Asian American	001
			Other	000
			Missing	000
			Homework	13, 17	HW	None assigned	100
			Didn't do	010
			1/2 hour or less	012
			1 hour	013
			2 hours	014
			More than 2 hours	000
			Missing	000
Highest Level of Mathematics Class	17	NMATH	Pre-Algebra	10000
			Algebra	01000
			Geometry	00100
			Algebra 2	00010
			Calculus	00001
			Something else	00000
High School Program	17	HS_PGM	General	00
			College Preparatory	10
			Vocational/Technical	01
			Missing	00

Table C-7 (continued)
Conditioning Variables for the Long-Term Trend Mathematics Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Type of Location	All	TOL8	Big City	00000000
			Medium City	10000000
			Fringe of Big City	01000000
			Fringe of Medium City	00100000
			Large Town	00010000
			Small Place	00001000
			Rural - MSA	00000100
			Rural - non MSA	00000010
			Missing	00000001

Table C-8
Conditioning Variables for the Long-Term Trend Science Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Overall	All	—		1
Gender	All	DSEX	Male	0
			Female	1
Observed Race	All	RACE	White	000
			Black	100
			Hispanic	010
			Asian American	001
			American Indian, Pacific Islander	000
			Other, blank, missing	000
Size and Type of Community (92 only)	All	STOC	Low Metro	10
			High Metro	01
			All others, missing	00
Type of Location (94 and 96 only)	All	TOL8	Big City	00000000
			Medium City	10000000
			Fringe of Big City	01000000
			Fringe of Medium City	00100000
			Large Town	00010000
			Small Place	00001000
			Rural - MSA	00000100
			Rural - Non MSA	00000010
			Missing	00000001
Region	All	REGION	Northeast	000
			Southeast	100
			Central	010
			West	001
			Missing	000
Parents' Education	All	PARED	Less than high school	0000
			High school graduate	1000
			Post-high school	0100
			College graduate	0010
			Missing and I don't know	0001
Modal Grade	All	MODGRD	< modal grade	10
			= modal grade	00
			> modal grade	01
			Missing	00

Table C-8 (continued)
Conditioning Variables for the Long-Term Trend Science Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Observed Race by Gender	All	RACE x DSEX	White, Male	000
			Black, Male	000
			Hispanic, Male	000
			Asian American, Male	000
			White, Female	000
			Black, Female	100
			Hispanic, Female	010
			Asian American, Female	001
			Other combinations, missing	000
Observed Race by Parents' Education	All	RACE x PARED	White, < High school	000000000000
			White, = High school	000000000000
			White, > High school	000000000000
			White, Graduated college	000000000000
			White, missing or unknown	000000000000
			Black, < High school	000000000000
			Black, = High school	100000000000
			Black, > High school	010000000000
			Black, Graduated college	001000000000
			Black, missing or unknown	000100000000
			Hispanic, < High school	000000000000
			Hispanic, = High school	000010000000
			Hispanic, > High school	000001000000
			Hispanic, Graduated college	000000100000
			Hispanic, missing or unknown	000000010000
			Asian American, < High school	000000000000
			Asian American, = High school	000000001000
			Asian American, > High school	000000000100
			Asian American, Graduated college	000000000010
			Asian American, missing or unknown	000000000001
School Type	All	SCHTYPE	Public	0
			Private, Catholic, BIA, DoDEA	1
			Missing	0
Items in the Home	All	HOMEEN2	0-2 items	00
			3 items	10
			4 items	01
			Missing	00

Table C-8 (continued)
Conditioning Variables for the Long-Term Trend Science Assessment in 1996

Conditioning Variable	Age Classes	Variable Name(s)	Variable Coding	Contrast Coding
Derived Race	All	DRACE	White	000
			Black	100
			Hispanic	010
			Asian American	001
			American Indian, Pacific Islander	000
			Other, missing	000
Language Spoken in the Home (Other than English)	All	LANGHO M	Never	00
			Sometimes	10
			Always	01
			Missing	00
Observed Race by Language in the Home	All	RACE x LANGHO M	White, Always	000000
			White, Sometimes	000000
			White, Never	000000
			Black, Always	100000
			Black, Sometimes	010000
			Black, Never	000000
			Hispanic, Always	001000
			Hispanic, Sometimes	000100
			Hispanic, Never	000000
			Asian American, Always	000010
			Asian American, Sometimes	000001
			Asian American, Never	000000
One or both missing	000000			
Homework	13, 17	B001701	None assigned	100
			Didn't do	010
			1/2 hour or less	012
			One hour	013
			Two hours	014
			More than two hours	000
			Missing	000
			Highest Level of Science Class	17	B005308 B005309 B005310 B005311	General Science	1000
Biology	0100			
Chemistry	0010			
Physics	0001			
Nothing, Something Else	0000			
Missing	0000			
High School Program	17	B005001	General	00
			College Preparatory	10
			Vocational, technical	01
			Missing	00

Table C-9
Conditioning Variables for the Long-Term Trend Writing Assessment in 1996

Conditioning Variable	Variable	Number of Contrasts	Contrasts	Contrasts Codes
Intercept		1	Overall	1
Gender	DSEX	1	Male Female	0 1
Race/Ethnicity	Ethnic(84) DRACE (88,90,92,94,96)	2	Black Hispanic White+others	00 01 10
Type of Community/ Location	STOC (84,88,90,92) TOL8(94,96)	2 7	STOC: Low Metro Everyone else Hi Metro TOL8: Large City & miss Medium City Urb. Fring of LC Urb. Fring of MC Big Town Small Town Rural-MSA Rural-non-MSA	 00 01 10 000000 100000 010000 001000 000100 000010 000001
Region	REGION	3	Northeast Southeast Central West	000 100 010 001
Parent's Education	PARED	4	Less than H.S. High School Greater HS College I don't know	0000 1000 0100 0010 0001
Items in the home	B000901, B000902, B000903, B000904 B000905	2	Articles in home: 0-3 or missing 4 5	 00 10 01
Modal age	DAGE	2	Modal Age < Modal age > Modal age	00 10 01

Table C-9 (continued)
Conditioning Variables for the Long-Term Trend Writing Assessment in 1996

Conditioning Variable	Variable	Number of Contrasts	Contrasts	Contrasts Codes
Homework	B001701	5	None assigned	00000
			None done	10000
			< 1 hr	01000
			1-2 hrs	00100
			2+ hrs	00010
			Missing HW	00001
School type	SCHTYPE	2	Public School	0
			Non-Public	1
			Missing	1
TV watching, Linear	B001801	1	None	0
			1 hour	1
			2 hours	2
			3 hours	3
			Missing	3
			4 hours	4
			5 hours	5
			6 hours	6
TV watching, Quadratic	B001801	2	None	00
			1 hour	01
			2 hours	04
			3 hours	09
			Missing	09
			4 hours	16
			5 hours	25
			6 hours	36
Mother Work Outside the Home	B000801	1	Mother does not work	0
			Missing	0
			Mother works	1
Language Minority (self speaking at home)	B000301	2	Not language minority	00
			Language minority	10
			Missing	01
Percent in Lunch Program	C001301(84) PCLUNCH (88,90) C0320101(92,94,96)	7	None in lunch program	0000000
			1-5%	1000000
			6-10%	0100000
			11-25%	0010000
			26-50%	0001000
			51-75%	0000100
			76-90%	0000010
over 90%	0000001			
Minority School	PCTWHT	2	Minority (0-49.9%)	00

Table C-9 (continued)
Conditioning Variables for the Long-Term Trend Writing Assessment in 1996

Conditioning Variable	Variable	Number of Contrasts	Contrasts	Contrasts Codes
	PCTWHTQ		Intergrated (50- 79.9%) White or Missing (80-100%)	10 01
Grades in School	B001901	1 Var	Grade (Missing included at 2.0)	0.0-4.0
Pages Read for HW	B001101	3	No pages read 11+ pages read 6-10 pages read 5 or less pages read	000 100 010 001
Number of reports	B001201-7 and B001208	1	Number of reports, essays etc.	0-7

Table C-10

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

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.92422	STGRD3>	0.88466	T/P 32	0.79005
BLACK	0.93928	SNRM-LIN	0.88196	T/P 33	0.79097
HISPANIC	0.96987	SCHCHG-1	0.91473	T/P 34	0.78458
ASIAN	0.94278	SCHCHG-2	0.91001	T/P 35	0.80476
MEXICAN	0.95600	SCHCHG-3	0.81984	T/P 41	0.76880
PUER RIC	0.92864	DIS@HOM2	0.89416	T/P 42	0.74497
CUBN,OTH	0.96742	DIS@HOM3	0.93408	T/P 43	0.77272
HISP-?	0.74847	DIS@HOM4	0.79632	T/P 44	0.80053
NON MSA	0.92046	PGS>5	0.82911	T/P 45	0.83715
MID CTY5	0.94280	PGS>10	0.83882	T/P 51	0.83797
FR/BTWN5	0.94911	G/R 22	0.91016	T/P 52	0.77254
SML TWN5	0.95067	G/R 23	0.90786	T/P 53	0.81563
RURAL5	0.95097	G/R 24	0.95898	T/P 54	0.79556
URBAN FR	0.90811	G/T 22	0.71798	T/P 55	0.79026
MED CITY	0.89044	G/T 23	0.73468	T/S 32	0.95336
SM PLACE	0.93298	G/T 24	0.77888	T/S 33	0.93082
HS GRAD	0.94671	G/T 25	0.73060	T/S 41	0.93927
POST HS	0.92986	G/P 22	0.92747	T/S 42	0.93128
COL GRAD	0.92976	G/P 23	0.89300	T/S 43	0.96264
PARED-?	0.94023	G/P 24	0.85988	T/S 51	0.94403
S EAST	0.89683	G/P 25	0.84783	T/S 52	0.94797
CENTRAL	0.89537	G/S 22	0.93396	P/S 32	0.96888
WEST	0.90228	G/S 23	0.89897	P/S 33	0.94519
PRIVATE	0.93637	R/T 24	0.89235	P/S 41	0.95888
CATHOLIC	0.91800	R/T 25	0.90331	P/S 42	0.93031
IEP-NO	0.87421	R/T 31	0.90034	P/S 43	0.95356
LEP-NO	0.79025	R/T 32	0.89554	P/S 51	0.92917
CHAP1-N	0.77000	R/T 33	0.88687	P/S 52	0.95848
RED PRIC	0.93333	R/T 34	0.88052	P/S 53	0.93447
FREE	0.73534	R/T 35	0.85371	SAMP S2	0.87473
INFO N/A	0.85427	R/T 41	0.88419	/R 23	0.90811
SCH/REF	0.84591	R/T 42	0.92435	/R 24	0.90508
HL-SOME	0.85950	R/T 43	0.93164	/R 31	0.96289
HL-ALWAY	0.85486	R/T 44	0.93998	B009301B	0.95836
HL-?	0.80373	R/T 45	0.94866	B009301C	0.96313
B008901N	0.95242	R/P 24	0.89509	B009301D	0.96067
B008901M	0.70149	R/P 25	0.87983	B009301E	0.94948
TVLIN-0	0.98291	R/P 31	0.90064	B009301M	0.92458
TV-QUAD	0.98263	R/P 32	0.91138	B009401B	0.94274
HW-NO	0.96512	R/P 33	0.89862	B009401C	0.94860
HW-YES	0.96865	R/P 34	0.90463	B009401D	0.90675
HWLIN-0	0.97548	R/P 35	0.89655	B009401M	0.91517
HWQUAD-0	0.96240	R/P 41	0.89841	B009501B	0.95808
HITEM=3	0.86215	R/P 42	0.96949	B009501C	0.84231
HITEM=4	0.82846	R/P 43	0.96354	B009501M	0.89573
MOMHOM-N	0.81244	R/P 44	0.96174	B009502B	0.95167
MOMHOM-?	0.88256	R/P 45	0.96426	B009502C	0.86065
DADHOM-N	0.86602	R/S 31	0.97978	B009502M	0.87799
DADHOM-?	0.92245	R/S 32	0.96311	M812701B	0.87446
MISS-2<	0.93929	R/S 33	0.97170	M812701C	0.92214
USA >5	0.93754	R/S 41	0.95920	M812701D	0.84959
USA 3-5	0.92960	R/S 42	0.96764	M812701M	0.75474
USA <3	0.92448	R/S 43	0.96940	M812702B	0.87726
USA-?	0.83469	T/P 25	0.81392	M812702C	0.90130
STGRD1-2	0.90017	T/P 31	0.82723	M812701D	0.87129

Table C-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
M812701M		M812101F	0.97657	C031212B	0.89289
0.77048		M812101G	0.95779	C031212M	0.97017
M812703B	0.94466	M812101M	0.77945	C031205B	0.90185
M812703C	0.95361	M811401N	0.83560	C031205C	0.89277
M812703D	0.93975	M811401M	0.81227	C031205M	0.93941
M812703M	0.71661	M811101B	0.90471	C031213M	0.95475
M812704B	0.93276	M811101C	0.85283	C031214B	0.90767
M812704C	0.93105	M811101M	0.84889	C031214C	0.92306
M812704D	0.92633	M811103B	0.90634	C031214D	0.90531
M812704M	0.72479	M811103C	0.85451	C031214E	0.90683
M812705B	0.92230	M811103M	0.84217	C031214M	0.92600
M812705C	0.92740	M811106B	0.91234	C031603N	0.87846
M812705D	0.90764	M811106C	0.90506	C031603M	0.92434
M812705M	0.76198	M811106M	0.75855	C031607N	0.89303
M812706B	0.92303	M811109B	0.87823	C031607M	0.94545
M812706C	0.93229	M811109C	0.85178	C031601N	0.88729
M812706D	0.93410	M811109M	0.85089	C031601M	0.94662
M812706M	0.72774	M811107B	0.83958	C031610N	0.90678
M812707B	0.91670	M811107C	0.81346	C031610M	0.95321
M812707C	0.93858	M811107M	0.85408	C031606N	0.88964
M812707D	0.88953	M811105B	0.94083	C031606M	0.94862
M812707M	0.89200	M811105C	0.92457	C035701N	0.88805
M812708B	0.88593	M811105M	0.85277	C035701M	0.93004
M812708C	0.89736	M811108B	0.90576	C035702N	0.89130
M812708D	0.87920	M811108C	0.88138	C035702M	0.92471
M812708M	0.68806	M811108M	0.88722	C035703N	0.88402
M812709B	0.91900	M811110B	0.93917	C035703M	0.92740
M812709C	0.92927	M811110C	0.94704	C037201M	0.94474
M812709D	0.90477	M811110M	0.87218	C037202M	0.92251
M812709M	0.72509	MM00101B	0.84889	C037207M	0.91288
M812710B	0.92641	MM00101C	0.86647	C037204M	0.90320
M812710C	0.94339	MM00101D	0.90934	C037205M	0.90800
M812710D	0.90871	MM00101M	0.88111	C037206M	0.93973
M812710M	0.84702	MM00201B	0.90505	C037301M	0.97484
M812711B	0.93730	MM00201C	0.90559	C037302M	0.96190
M812711C	0.95239	MM00201D	0.90476	C037303M	0.96240
M812711D	0.92672	MM00201M	0.91399	C037304M	0.89266
M812711M	0.84435	MM00301B	0.88918	C037305M	0.92732
M811201N	0.85363	MM00301C	0.85485	C037401M	0.89938
M811201M	0.84968	MM00301D	0.90776	C037402M	0.89873
M812001B	0.91257	MM00301M	0.84424	C037403M	0.88274
M812001C	0.93958	MM00401B	0.92763	C037404M	0.88499
M812001D	0.89292	MM00401C	0.94108	C037405M	0.88798
M812001M	0.78811	MM00401D	0.94031	C037406M	0.87276
M812002B	0.93992	MM00401M	0.90467	C037501M	0.87432
M812001C	0.94042	MM00501B	0.88779	C037502M	0.88889
M812001D	0.89765	MM00501C	0.89769	C037503M	0.88022
M812001M	0.81152	MM00501D	0.91306	C037504M	0.89411
M812003B	0.93589	MM00501M	0.80670	C037505M	0.91016
M812003C	0.95728	C030901B	0.87546	C037601M	0.91900
M812003D	0.93863	C030901C	0.89822	C037602M	0.90388
M812003M	0.87599	C030901M	0.97693	C037603M	0.93754
M812101B	0.95122	C037101B	0.89290	C037604M	0.89697
M812101C	0.98021	C037101C	0.90595	C037605M	0.92835
M812101D	0.98464	C037101N	0.94737	C036601B	0.90340
M812101E	0.98150	C037101M	0.93370	C036601C	0.94582

Table C-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C036601D	0.96106	C032411C	0.92916	T056001C	0.85497
C036601M	0.93323	C032411D	0.95921	T056001D	0.88643
C032207B	0.90906	C032412C	0.90880	T056001E	0.89026
C032207N	0.88328	C032413B	0.87343	T056001F	0.90057
C032207M	0.92796	C032413C	0.89923	T056001M	0.93437
C032209B	0.88240	C032414B	0.91543	T040301B	0.90023
C032209N	0.91232	C032414C	0.95362	T040301C	0.91623
C032209M	0.97717	C032414D	0.93445	T040301D	0.92629
C032210B	0.89290	C032415B	0.91543	T040301E	0.93485
C032210N	0.89959	C032415C	0.88831	T040301M	0.97112
C032210M	0.94318	C032502B	0.90525	T056101B	0.91949
C032211B	0.89806	C032502C	0.91341	T056101C	0.92407
C032211N	0.87633	C032502D	0.91998	T056101D	0.93806
C032211M	0.97839	C032503B	0.89030	T056101E	0.94465
C037701B	0.88757	C032503C	0.90449	T056101M	0.97687
C037701C	0.89656	C032505B	0.89514	T056102B	0.88880
C037701D	0.90758	C032505C	0.91082	T056102C	0.89683
C037701M	0.98981	C032505D	0.90382	T056102D	0.91719
C037702B	0.90859	C032506B	0.88183	T056102E	0.92978
C037702C	0.93760	C032506C	0.89775	T056102M	0.90207
C037702D	0.94255	C032506D	0.94373	T056201B	0.87996
C037703B	0.91776	C033601B	0.88746	T056201C	0.87424
C037703C	0.92911	C033601C	0.91444	T056201D	0.90152
C037703D	0.95420	C033601M	0.96982	T056201E	0.89091
C037704B	0.89812	C036501B	0.88549	T056201F	0.86307
C037704C	0.88562	C036501C	0.88945	T056201M	0.89431
C037704D	0.87868	C037801B	0.91251	T040501N	0.86646
C037704M	0.94449	C037801C	0.91425	T040501C	0.87847
C037705B	0.90509	C037801D	0.91956	T040501M	0.88168
C037705C	0.89905	C037801E	0.89582	T040506N	0.91930
C037705D	0.89193	C037801F	0.88578	T040506C	0.93518
C037705M	0.98275	C037801G	0.89624	T040506M	0.92416
C032402B	0.91690	C037801H	0.87801	T040504N	0.92875
C032402C	0.93603	C037801M	0.93805	T040504C	0.91604
C032402D	0.93000	C037901B	0.90039	T040504M	0.93770
C032402M	0.95263	C037901C	0.88338	T040507N	0.92414
C032401B	0.92205	C037901E	0.89721	T040507C	0.93028
C032401C	0.94109	C038001B	0.88267	T040507M	0.93216
C032401D	0.94183	C038001C	0.89724	T040508N	0.92610
C032401M	0.96538	C038001D	0.90367	T040508C	0.92511
C032404B	0.91540	C038001F	0.91884	T040508M	0.95049
C032404C	0.94872	C038001G	0.89475	T040505N	0.87425
C032404D	0.93668	C038301N	0.87255	T040505C	0.85036
C032404M	0.97495	C038801N	0.90074	T040505M	0.88310
C032406B	0.89929	C034101M	0.90931	T056301B	0.86863
C032406C	0.89908	C034102M	0.86390	T056301C	0.94542
C032407B	0.93072	C034103M	0.90034	T056301D	0.94757
C032407C	0.90227	C034104M	0.91039	T056301E	0.87991
C032408B	0.92336	C034105M	0.88246	T056301F	0.89665
C032408C	0.93971	C034106M	0.87927	T056301G	0.92785
C032408D	0.94243	C034107M	0.89607	T040701M	0.85850
C032409B	0.90573	C034108M	0.88519	T040706M	0.87270
C032409C	0.94692	C034109M	0.90284	T040707M	0.88064
C032409D	0.93129	T055901B	0.83449	T040703M	0.85761
C032410B	0.90989	T055901M	0.95592	T040704M	0.89422
C032410C	0.91409	T056001B	0.85919	T040710M	0.86605

Table C-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T040711M	0.88088	T058201E	0.85271	T0569C7M	0.91690
T040712M	0.88793	T058201M	0.93699	T0569O8M	0.88151
T040713M	0.89131	T056701M	0.84442	T0569A8M	0.87210
T040708M	0.86839	T056702M	0.86785	T0569B8M	0.87636
T040709M	0.88842	T056703M	0.84733	T0569C8M	0.90877
T040705M	0.86609	T056704M	0.84667	T057001N	0.86053
T040801M	0.86782	T056705M	0.86584	T057001M	0.90995
T040807M	0.88407	T056706M	0.88206	T057002N	0.86184
T040808M	0.87263	T056707M	0.84208	T057002M	0.93314
T040803M	0.85837	T056708M	0.86398	T057003N	0.84736
T040804M	0.87242	T056709M	0.86342	T057003M	0.93251
T040814M	0.86338	T056710M	0.85226	T057004N	0.84355
T040815M	0.89963	T056711M	0.84552	T057004M	0.92756
T040816M	0.90897	T056712M	0.86144	T057005N	0.83569
T040817M	0.90343	T056713M	0.85136	T057005M	0.93750
T040809M	0.85225	T041201B	0.91372	T057006N	0.85345
T040810M	0.88623	T041201C	0.91852	T057006M	0.92040
T040811M	0.86569	T041201D	0.87742	T057007N	0.86267
T040812M	0.86161	T041201M	0.97165	T057007M	0.91579
T040813M	0.87130	T041302N	0.92005	T057101B	0.88236
T040805M	0.87488	T041302M	0.90450	T057101C	0.92509
T040806M	0.87139	T041303N	0.91591	T057101D	0.93133
T056401M	0.87217	T041303M	0.89679	T057101M	0.92361
T056402M	0.88232	T056801B	0.88290	T057201M	0.87624
T056403M	0.86561	T056801C	0.91737	T057211M	0.85779
T056404M	0.86030	T056801D	0.93092	T057221M	0.87096
T056405M	0.85499	T056801E	0.90584	T057231M	0.87670
T056413M	0.84907	T056801F	0.91298	T057241M	0.91534
T056414M	0.87428	T056801M	0.92515	T057301B	0.87060
T056415M	0.88588	T056901M	0.87090	T057301C	0.87623
T056416M	0.88361	T0569A1M	0.88752	T057301M	0.95025
T056406M	0.84066	T0569B1M	0.84911	T057302B	0.87815
T056407M	0.87904	T0569C1M	0.87488	T057302M	0.95258
T056408M	0.86924	T056902M	0.90372	T057303B	0.87830
T056409M	0.85604	T0569A2M	0.90806	T057303C	0.90424
T056410M	0.87048	T0569B2M	0.86996	T057303M	0.95719
T056411M	0.88352	T0569C2M	0.88831	T057304B	0.84929
T056412M	0.88974	T056903M	0.88404	T057304C	0.86139
T056501B	0.91310	T0569A3M	0.90967	T057304M	0.92002
T056501C	0.91126	T0569B3M	0.90105	T057401B	0.90239
T056501D	0.89844	T0569C3M	0.87855	T057401C	0.91147
T056501E	0.87955	T056904M	0.88116	T057401D	0.91456
T056501M	0.94460	T0569A4M	0.89535	T057401M	0.94497
T058101B	0.87513	T0569B4M	0.88101	T057402B	0.87718
T058101C	0.88453	T0569C4M	0.89052	T057402C	0.86257
T058101D	0.88429	T056905M	0.88390	T057402D	0.86972
T058101E	0.85574	T0569A5M	0.89367	T057402M	0.87157
T058101M	0.94762	T0569B5M	0.86742	T057403B	0.89626
T056601B	0.88151	T0569C5M	0.88765	T057403C	0.90086
T056601C	0.87588	T056906M	0.91177	T057403D	0.87718
T056601D	0.89212	T0569A6M	0.89529	T057403M	0.95064
T056601E	0.87477	T0569B6M	0.86272	T057404B	0.89499
T056601M	0.95900	T0569C6M	0.91056	T057404C	0.90763
T058201B	0.88402	T056907M	0.90241	T057404D	0.89079
T058201C	0.87801	T0569A7M	0.89949	T057404M	0.96581
T058201D	0.86875	T0569B7M	0.88021	T057405B	0.90667

Table C-10 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T057405C	0.88626	T044514C	0.93670	T058006C	0.87947
T057405D	0.89650	T044514D	0.91131	T058007B	0.84998
T057405M	0.96396	T044514M	0.94879	T058007C	0.89035
T057501B	0.90647	T044505B	0.90978	T058008B	0.86926
T057501C	0.90728	T044505C	0.93496	T058008C	0.87852
T057501D	0.88542	T044505D	0.90303	T058008D	0.88313
T057501E	0.90756	T044505M	0.96128	T058009B	0.87471
T057501F	0.88592	T044515B	0.94914	T058009C	0.88656
T057501M	0.88922	T044515C	0.95660	T058009D	0.86106
T057601B	0.90068	T044515D	0.87350	T058009M	0.97804
T057601C	0.87531	T044515M	0.97925	T045401N	0.84916
T057601D	0.87089	T044507B	0.90786	T045401M	0.97164
T057601E	0.88152	T044507C	0.90997	T044801N	0.85058
T057601M	0.88177	T044507D	0.90189	T044801M	0.94684
T044002N	0.96057	T044507M	0.94931	T045001N	0.85883
T044002M	0.98118	T044516B	0.86404	T045001M	0.97507
T057701B	0.88013	T044516C	0.87541	T044901N	0.87216
T057701C	0.93030	T044516D	0.86403	T044901M	0.95233
T057701D	0.90493	T044516M	0.97424	T045304B	0.89609
T057701M	0.93232	T044508B	0.87910	T045304C	0.90295
T057801B	0.89626	T044508C	0.94909	T045304M	0.99250
T057801C	0.90313	T044508D	0.94682	T045305B	0.90586
T057801D	0.88796	T044508M	0.97046	T045305C	0.91145
T057801E	0.88363	T044509B	0.88251	T045305M	0.98072
T057801M	0.92501	T044509C	0.87048	T045302B	0.90421
T044201N	0.84915	T044509D	0.87755	T045302C	0.90917
T044201M	0.95404	T044509M	0.98858	T045302D	0.88258
T044301B	0.92323	T044510B	0.88589	T045303B	0.89142
T044301C	0.92658	T044510C	0.89079	T045303C	0.87448
T044301M	0.94428	T044510D	0.87292	T045303D	0.87792
T057901B	0.89811	T044510M	0.97816	T045303M	0.98069
T057901C	0.92830	T044506B	0.91074	T044000B	0.88559
T057901D	0.92205	T044506C	0.91055	T044000C	0.90168
T057901M	0.95806	T044506D	0.89806	T044000D	0.88654
T044401B	0.93553	T044506M	0.98601	T044000E	0.86796
T044401C	0.93908	T058001B	0.87914	T044000M	0.90723
T044401D	0.85349	T058001C	0.94285	NATLUNCH	0.88867
T044401E	0.84742	T058001D	0.86668	NATLUNCL	0.92919
T044401F	0.86032	T058001M	0.98340	REM READ	0.93790
T044401M	0.94802	T058002B	0.86930	REMREADL	0.93711
T044501B	0.86534	T058002C	0.90760	REM MATH	0.94580
T044501C	0.87699	T058002D	0.88591	REMMATHL	0.93332
T044501D	0.88415	T058002M	0.98362	NATLUN4	0.91489
T044501M	0.98882	T058003B	0.89322	NATLUN4L	0.92700
T044502B	0.88635	T058003C	0.90914	REMREAD4	0.93241
T044502C	0.88693	T058003D	0.87573	REMREA4L	0.91492
T044502D	0.87010	T058003M	0.96909	REMMATH4	0.93880
T044502M	0.98776	T058004B	0.91433	REMMAT4L	0.89187
T044512B	0.89116	T058004C	0.91976		
T044512C	0.90369	T058004D	0.89295		
T044512D	0.86574	T058004M	0.94642		
T044513B	0.90891	T058005B	0.91308		
T044513C	0.91592	T058005C	0.92420		
T044513D	0.87999	T058005D	0.90207		
T044513M	0.98443	T058005M	0.96135		
T044514B	0.88894	T058006B	0.87168		

Table C-11
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.94701	SCHCHG-2	0.92875	R/S 43	0.95780
BLACK	0.94977	SCHCHG-3	0.86997	T/P 25	0.80094
HISPANIC	0.97892	DIS@HOM2	0.89291	T/P 31	0.80134
ASIAN	0.94296	DIS@HOM3	0.91848	T/P 32	0.81521
MEXICAN	0.95099	DIS@HOM4	0.82593	T/P 33	0.84046
PUER RIC	0.93906	PGS>5	0.81303	T/P 34	0.78677
CUBN,OTH	0.95269	PGS>10	0.81267	T/P 35	0.79144
HISP-?	0.93864	8TH GRD	0.94151	T/P 41	0.78907
NON MSA	0.94366	PREALG	0.93329	T/P 42	0.84007
MID CTY5	0.95565	ALGEBRA	0.92511	T/P 43	0.78337
FR/BTWN5	0.96058	INT/SEQ	0.93387	T/P 44	0.76401
SML TWN5	0.96035	APPLIED	0.89124	T/P 45	0.81980
RURAL5	0.96816	OTHER	0.93801	T/P 51	0.78691
URBAN FR	0.92480	MISSING	0.93013	T/P 52	0.79266
MED CITY	0.89703	G/R 22	0.90755	T/P 53	0.80917
SM PLACE	0.94156	G/R 23	0.91042	T/P 54	0.82290
HS GRAD	0.96304	G/R 24	0.95593	T/P 55	0.84808
POST HS	0.95738	G/T 22	0.72733	T/S 32	0.93164
COL GRAD	0.95319	G/T 23	0.72892	T/S 33	0.92003
PARED-?	0.96129	G/T 24	0.74182	T/S 41	0.95479
S EAST	0.92396	G/T 25	0.74657	T/S 42	0.92872
CENTRAL	0.91036	G/P 22	0.88531	T/S 43	0.95063
WEST	0.91239	G/P 23	0.86071	T/S 52	0.95197
PRIVATE	0.93569	G/P 24	0.79421	P/S 32	0.95164
CATHOLIC	0.93388	G/P 25	0.81323	P/S 33	0.93344
IEP-NO	0.79397	G/S 22	0.93783	P/S 41	0.94493
LEP-NO	0.77834	G/S 23	0.91741	P/S 42	0.92261
CHAP1-N	0.78653	R/T 24	0.87374	P/S 43	0.93863
RED PRIC	0.89841	R/T 25	0.88210	P/S 51	0.92295
FREE	0.75139	R/T 31	0.89950	P/S 52	0.95461
INFO N/A	0.86504	R/T 32	0.92058	P/S 53	0.93576
SCH/REF	0.90436	R/T 33	0.87576	G/ 22	0.93592
HL-SOME	0.84902	R/T 34	0.87096	G/ 23	0.95116
HL-ALWAY	0.81695	R/T 35	0.87505	G/ 24	0.93179
HL-?	0.83754	R/T 41	0.90554	G/ 25	0.86323
B008901N	0.94253	R/T 42	0.92224	G/ 26	0.85715
B008901M	0.90926	R/T 43	0.91507	G/ 27	0.91950
TVLIN-0	0.98142	R/T 44	0.91470	G/ 28	0.84763
TV-QUAD	0.97999	R/T 45	0.95898	R/ 24	0.92793
HW-NO	0.96362	R/P 24	0.88729	R/ 25	0.91838
HW-YES	0.96561	R/P 25	0.89254	R/ 26	0.91243
HWLIN-0	0.93806	R/P 31	0.88749	R/ 27	0.89314
HWQUAD-0	0.91809	R/P 32	0.86224	R/ 28	0.89928
HITEM=3	0.89183	R/P 33	0.89687	R/ 31	0.87915
HITEM=4	0.86408	R/P 34	0.90150	R/ 32	0.86721
MOMHOM-N	0.84023	R/P 35	0.89567	R/ 33	0.92894
MOMHOM-?	0.87898	R/P 41	0.87712	R/ 34	0.92274
DADHOM-N	0.84817	R/P 42	0.95636	R/ 35	0.92208
DADHOM-?	0.88099	R/P 43	0.95964	R/ 36	0.90532
MISS-2<	0.91536	R/P 44	0.94623	R/ 37	0.90052
USA >5	0.91828	R/P 45	0.92191	R/ 38	0.88622
USA 3-5	0.92784	R/S 31	0.96606	R/ 41	0.87288
USA <3	0.87446	R/S 32	0.96618	R/ 42	0.95356
USA-?	0.79211	R/S 33	0.96676		
SNRM-LIN	0.89715	R/S 41	0.94469		
SCHCHG-1	0.92894	R/S 42	0.97132		

Table C-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
R/ 43	0.95586	T/ 53	0.83497	M812709B	0.88785
R/ 44	0.94588	T/ 54	0.84404	M812709C	0.90083
R/ 45	0.89045	T/ 55	0.87899	M812709D	0.86335
R/ 46	0.87926	T/ 57	0.81430	M812709M	0.74053
R/ 47	0.92260	S/ 23	0.95571	M812710B	0.93236
R/ 48	0.93993	S/ 24	0.94874	M812710C	0.93526
P/ 25	0.91725	S/ 25	0.93655	M812710D	0.91073
P/ 26	0.89966	S/ 26	0.87380	M812710M	0.79454
P/ 27	0.88288	S/ 27	0.88821	M812711B	0.86971
P/ 28	0.81238	S/ 28	0.94125	M812711C	0.89593
P/ 31	0.82703	S/ 31	0.88571	M812711D	0.84064
P/ 32	0.78422	S/ 32	0.94201	M812711M	0.85688
P/ 33	0.81740	S/ 33	0.93769	M811201N	0.86266
P/ 34	0.88873	S/ 34	0.92429	M811201M	0.80875
P/ 35	0.86981	S/ 37	0.96185	M812001B	0.84867
P/ 36	0.92637	SAMP S2	0.87564	M812001C	0.89470
P/ 37	0.82100	/R 23	0.90500	M812001D	0.82194
P/ 38	0.84099	/R 24	0.89817	M812001M	0.81513
P/ 41	0.77060	/R 31	0.95481	M812002B	0.89876
P/ 42	0.81732	B009301B	0.94197	M812001C	0.90771
P/ 43	0.87637	B009301C	0.95406	M812001D	0.86499
P/ 44	0.85636	B009301D	0.95267	M812001M	0.91680
P/ 45	0.83856	B009301E	0.93658	M812003B	0.87811
P/ 46	0.79113	B009301M	0.82239	M812003C	0.92138
P/ 47	0.87264	B009401B	0.85769	M812003D	0.89682
P/ 48	0.76559	B009401C	0.89311	M812003M	0.87967
P/ 51	0.80307	B009401D	0.87783	M812101B	0.88739
P/ 52	0.87510	B009401M	0.83927	M812101C	0.95249
P/ 53	0.83157	M812701B	0.90965	M812101D	0.98305
P/ 54	0.89636	M812701C	0.93011	M812101E	0.96073
P/ 55	0.80892	M812701D	0.84236	M812101F	0.94860
P/ 56	0.80434	M812701M	0.82648	M812101G	0.94817
P/ 57	0.82456	M812702B	0.89768	M812101M	0.76705
P/ 58	0.81977	M812702C	0.91660	MM00101B	0.90473
T/ 25	0.86093	M812701D	0.90267	MM00101C	0.90502
T/ 26	0.84930	M812701M	0.82565	MM00101D	0.92171
T/ 27	0.82121	M812703B	0.92509	MM00101M	0.84443
T/ 28	0.87708	M812703C	0.93064	MM00201B	0.95161
T/ 31	0.85837	M812703D	0.92087	MM00201C	0.95178
T/ 32	0.80234	M812703M	0.69206	MM00201D	0.94556
T/ 33	0.80283	M812705B	0.94087	MM00201M	0.88655
T/ 34	0.85945	M812705C	0.94574	MM00301B	0.92159
T/ 35	0.81043	M812705D	0.92095	MM00301C	0.92104
T/ 36	0.82767	M812705M	0.78616	MM00301D	0.92272
T/ 37	0.86522	M812706B	0.94530	MM00301M	0.83735
T/ 38	0.87206	M812706C	0.95627	MM00401B	0.90564
T/ 41	0.77217	M812706D	0.90033	MM00401C	0.90656
T/ 42	0.82045	M812706M	0.74296	MM00401D	0.90258
T/ 43	0.87237	M812707B	0.90126	MM00401M	0.85979
T/ 44	0.84620	M812707C	0.91977	MM00501B	0.91546
T/ 45	0.86059	M812707D	0.86700	MM00501C	0.91780
T/ 46	0.95946	M812707M	0.88850	MM00501D	0.91964
T/ 47	0.88866	M812708B	0.87445	MM00501M	0.86315
T/ 48	0.81806	M812708C	0.89525	B009701B	0.90685
T/ 51	0.85272	M812708D	0.83380	B009701C	0.89817
T/ 52	0.88552	M812708M	0.74980	B009701D	0.93126

Table C-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
B009701E	0.92208	M810709D	0.97616	C032207N	0.93248
B009701F	0.95144	M810709E	0.97474	C032207M	0.93447
B009701M	0.84595	M810709M	0.87758	C032209B	0.90029
GRAD HS	0.94110	M810708B	0.95046	C032209N	0.90276
ED > HS	0.96475	M810708C	0.94811	C032209M	0.98585
GRAD CLG	0.96336	M810708D	0.95470	C032210B	0.92826
GRAD SCH	0.94283	M810708E	0.95704	C032210N	0.92751
MISSING	0.77302	M810708M	0.84154	C032210M	0.95062
B009601B	0.87176	M810710B	0.90331	C032211B	0.90726
B009601C	0.84997	M810710C	0.90910	C032211N	0.88456
B009601D	0.84804	M810710D	0.95931	C032211M	0.98648
B009601M	0.88366	M810710E	0.91239	C037701B	0.90614
B009601B	0.94583	M810710M	0.87203	C037701C	0.91168
B009601C	0.92200	M810705B	0.86691	C037701D	0.90296
B009601D	0.85322	M810705C	0.89354	C037701M	0.98076
B009601M	0.86797	M810705D	0.91930	C037702B	0.92327
M812712B	0.94893	M810705E	0.90340	C037702C	0.93673
M812712C	0.95875	M810705M	0.92837	C037702D	0.93390
M812712D	0.95137	M810706B	0.94797	C037702M	0.97849
M812712M	0.72729	M810706C	0.94923	C037703B	0.91672
M812713B	0.95233	M810706D	0.96217	C037703C	0.93131
M812713C	0.97003	M810706E	0.92694	C037703D	0.93545
M812713D	0.96448	M810706M	0.92244	C037703M	0.99105
M812713M	0.77091	M810711B	0.88507	C037704B	0.88942
M812201N	0.89140	M810711C	0.89834	C037704C	0.89140
M812201M	0.76400	M810711D	0.91593	C037704D	0.90698
M812301N	0.81021	M810711E	0.90353	C037704M	0.98275
M812301M	0.83552	M810711M	0.90112	C037705B	0.90535
M812401N	0.82627	C031603N	0.91594	C037705C	0.90174
M812401M	0.84167	C031603M	0.96515	C037705D	0.89648
BASIC	0.93725	C031607N	0.92005	C037705M	0.98646
APPLIED	0.96260	C031607M	0.96658	C032402B	0.93467
PREALG	0.92809	C031610N	0.90820	C032402C	0.94533
ALG 1	0.95522	C031610M	0.94926	C032402D	0.93473
GEOMETRY	0.78999	C031606N	0.89310	C032401B	0.92963
INT/SEQ	0.81907	C031606M	0.95348	C032401C	0.94813
OTHER	0.88223	C035701N	0.90366	C032401D	0.93644
IDK	0.95595	C035701M	0.94218	C032404B	0.91664
MISSING	0.80969	C035702N	0.88445	C032404C	0.95186
M812701B	0.91250	C035702M	0.97011	C032404D	0.93068
M812701C	0.92949	C035703N	0.88549	C032406B	0.89857
M812701D	0.95011	C035703M	0.92685	C032406C	0.94637
M812701E	0.85028	C037201M	0.94973	C032406D	0.94673
M812701M	0.85388	C037202M	0.93131	C032406M	0.97844
M810701B	0.88582	C037204M	0.90177	C032407B	0.88564
M810701C	0.93173	C037205M	0.89256	C032407C	0.90939
M810701D	0.94071	C037206M	0.92693	C032408B	0.91070
M810701E	0.81516	C037301M	0.97405	C032408C	0.94679
M810701M	0.81252	C037302M	0.96113	C032408D	0.94800
M810707B	0.87195	C037304M	0.90304	C032409B	0.92746
M810707C	0.90383	C037305M	0.93896	C032409C	0.94160
M810707D	0.92895	C036601B	0.89148	C032409D	0.92181
M810707E	0.80457	C036601C	0.91413	C032410B	0.92980
M810707M	0.76770	C036601D	0.94539	C032410C	0.94784
M810709B	0.96430	C036601M	0.97685	C032410D	0.95246
M810709C	0.97372	C032207B	0.91227	C032411B	0.93020

Table C-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C032411C	0.91582	T056001D	0.87634	T056403M	0.86155
C032412B	0.91253	T056001E	0.88429	T056404M	0.89005
C032412C	0.93321	T056001F	0.85685	T056405M	0.87917
C032413B	0.91076	T056001M	0.98103	T056406M	0.86674
C032413C	0.94270	T040301B	0.89927	T056407M	0.89077
C032413D	0.94985	T040301C	0.91648	T056408M	0.86793
C032414B	0.94363	T040301D	0.93642	T056409M	0.86406
C032414C	0.95104	T040301E	0.94637	T056410M	0.87493
C032414D	0.88788	T040301M	0.99299	T056411M	0.89169
C032415B	0.92749	T056201B	0.90194	T056412M	0.88958
C032415C	0.89179	T056201C	0.88094	T056501B	0.89340
C032502B	0.90780	T056201D	0.88681	T056501C	0.91637
C032502C	0.91345	T056201E	0.88529	T056501D	0.90411
C032503B	0.92169	T056201F	0.88692	T056501E	0.89452
C032503C	0.90117	T056201M	0.95836	T056601B	0.86582
C032503M	0.98531	T040501N	0.89508	T056601C	0.85079
C032505B	0.91602	T040501C	0.88914	T056601D	0.87115
C032505C	0.90715	T040501M	0.88564	T056601E	0.87349
C032506B	0.90674	T040506N	0.92133	T056701M	0.86788
C032506C	0.90228	T040506C	0.87177	T056702M	0.87040
C032506D	0.90674	T040506M	0.92065	T056703M	0.86560
C033601B	0.92819	T040504N	0.87686	T056704M	0.85028
C033601C	0.92044	T040504C	0.87640	T056705M	0.86112
C033601D	0.90542	T040504M	0.89901	T056706M	0.85983
C036501B	0.91363	T040505N	0.89973	T056707M	0.84627
C036501C	0.90872	T040505C	0.87897	T056708M	0.87261
C037801B	0.91523	T040505M	0.90676	T056709M	0.85872
C037801C	0.92636	T056301B	0.88169	T056710M	0.86888
C037801D	0.89795	T056301C	0.94810	T056711M	0.86264
C037801E	0.89586	T056301D	0.93610	T056712M	0.85995
C037801F	0.91907	T056301E	0.88520	T056713M	0.86100
C037801G	0.89618	T056301F	0.89411	T041201B	0.88619
C037801H	0.93549	T056301G	0.88805	T041201C	0.88360
C037801M	0.97520	T056301M	0.97870	T041201D	0.95982
C038001B	0.90960	T040701M	0.87808	T056801B	0.88338
C038001C	0.90497	T040706M	0.88877	T056801C	0.89619
C038001D	0.88774	T040707M	0.86265	T056801D	0.92371
C038001E	0.89327	T040703M	0.87527	T056801E	0.93047
C038001G	0.93207	T040704M	0.86729	T056801F	0.91406
C038301N	0.91318	T040708M	0.86015	T056801M	0.97424
C038301M	0.96584	T040709M	0.86686	T056901M	0.90315
C038801N	0.90484	T040705M	0.88113	T0569A1M	0.88271
C038801M	0.94554	T040801M	0.87021	T0569B1M	0.87323
C034101M	0.91960	T040807M	0.87467	T0569C1M	0.89853
C034102M	0.85874	T040808M	0.87728	T056902M	0.90492
C034103M	0.88720	T040803M	0.87427	T0569A2M	0.91483
C034104M	0.90990	T040804M	0.87398	T0569B2M	0.89312
C034105M	0.91509	T040809M	0.86626	T0569C2M	0.88269
C034106M	0.88247	T040810M	0.86959	T056903M	0.90217
C034107M	0.90550	T040811M	0.86418	T0569A3M	0.89857
C034108M	0.89866	T040812M	0.86015	T0569B3M	0.89419
C034109M	0.89096	T040813M	0.86959	T0569C3M	0.89079
T055901B	0.85163	T040805M	0.87448	T056904M	0.89713
T055901M	0.98717	T040806M	0.89637	T0569A4M	0.88016
T056001B	0.83897	T056401M	0.88013	T0569B4M	0.89325
T056001C	0.85430	T056402M	0.87195	T0569C4M	0.87946

Table C-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T056905M	0.90363	T057402D	0.87643	T044502D	0.86751
T0569A5M	0.88528	T057402M	0.91986	T044502M	0.98905
T0569B5M	0.89336	T057403B	0.89899	T044512B	0.87988
T0569C5M	0.87814	T057403C	0.90091	T044512C	0.90848
T056906M	0.91481	T057403D	0.90774	T044512D	0.88274
T0569A6M	0.88477	T057403M	0.97727	T044512M	0.99337
T0569B6M	0.86503	T057404B	0.90022	T044513B	0.89689
T0569C6M	0.89837	T057404C	0.91687	T044513C	0.91988
T056907M	0.92663	T057404D	0.88966	T044513D	0.89134
T0569A7M	0.86584	T057404M	0.98207	T044513M	0.97943
T0569B7M	0.86403	T057405B	0.88958	T044514B	0.86173
T0569C7M	0.89780	T057405C	0.89392	T044514C	0.92439
T056908M	0.91516	T057405D	0.90055	T044514D	0.93344
T0569A8M	0.89206	T057501B	0.87004	T044514M	0.98310
T0569B8M	0.88691	T057501C	0.87899	T044505B	0.86382
T0569C8M	0.89879	T057501D	0.87228	T044505C	0.88513
T057001N	0.87328	T057501E	0.89439	T044505D	0.88931
T057001M	0.95849	T057501F	0.86958	T044505M	0.98431
T057002N	0.87625	T057501M	0.89914	T044515B	0.93339
T057002M	0.98859	T057601B	0.87712	T044515C	0.93540
T057003N	0.86007	T057601C	0.87547	T044515D	0.88233
T057003M	0.97643	T057601D	0.87891	T044515M	0.97711
T057004N	0.88587	T057601E	0.89050	T044507B	0.90372
T057004M	0.97313	T057601M	0.89058	T044507C	0.91545
T057005N	0.86140	T044002N	0.94282	T044507D	0.89482
T057005M	0.95776	T044002M	0.98489	T044507M	0.98104
T057006N	0.87462	T057701B	0.80117	T044516B	0.88722
T057006M	0.94233	T057701C	0.94548	T044516C	0.88880
T057007N	0.88237	T057701D	0.83031	T044516D	0.86928
T057007M	0.95541	T057701M	0.91628	T044516M	0.97995
T057101B	0.88244	T057801B	0.88089	T044508B	0.84325
T057101C	0.91693	T057801C	0.91023	T044508C	0.92874
T057101D	0.88574	T057801D	0.86027	T044508D	0.94464
T057101M	0.94623	T057801E	0.85474	T044509B	0.87212
T057201M	0.88932	T057801M	0.93020	T044509C	0.87988
T057211M	0.84955	T044201M	0.83582	T044509D	0.85133
T057221M	0.88253	T044201M	0.96610	T044509M	0.99242
T057231M	0.85572	T044301B	0.89014	T044510B	0.88301
T057241M	0.91787	T044301C	0.89524	T044510C	0.90142
T057301B	0.86461	T044301M	0.99158	T044510D	0.88009
T057301C	0.88359	T057901B	0.90917	T044506B	0.89947
T057301M	0.98678	T057901C	0.92372	T044506C	0.90503
T057302B	0.87224	T057901D	0.92095	T044506D	0.93084
T057302C	0.86300	T057901M	0.98451	T058001B	0.83872
T057303B	0.86019	T044401B	0.89582	T058001C	0.83924
T057303C	0.86201	T044401C	0.93311	T058001D	0.90580
T057303M	0.99279	T044401D	0.89211	T058001M	0.98657
T057304B	0.85741	T044401E	0.88988	T058002B	0.88574
T057304C	0.86730	T044401F	0.88699	T058002C	0.87935
T057304M	0.98213	T044401M	0.98353	T058002D	0.84904
T057401B	0.90660	T044501B	0.83880	T058002M	0.97487
T057401C	0.90346	T044501C	0.87046	T058003B	0.87332
T057401D	0.90436	T044501D	0.85452	T058003C	0.88309
T057401M	0.97563	T044501M	0.98985	T058003D	0.85618
T057402B	0.83963	T044502B	0.88893	T058003M	0.98302
T057402C	0.85985	T044502C	0.89621	T058004B	0.88710

Table C-11 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T058004C	0.90237	C034403N	0.92593	NATLUN8	0.93663
T058004D	0.86892	C034403M	0.96844	NATLUN8L	0.94041
T058004M	0.98773	C034401N	0.90517	REMREAD8	0.94995
T058005B	0.84985	C034401M	0.97825	REMREA8L	0.91462
T058005C	0.84628	C034406N	0.90995	REMMATH8	0.95261
T058005D	0.86918	C034406M	0.95625	REMMAT8L	0.91353
T058005M	0.99108	C034510B	0.90143		
T058006B	0.85669	C034510C	0.91646		
T058006C	0.85238	C034510D	0.90488		
T058006D	0.86313	C034510E	0.91600		
T058006M	0.99161	C034510M	0.93872		
T058007B	0.87286	C034511B	0.92490		
T058007C	0.87980	C034512B	0.93015		
T058007D	0.91941	C034513B	0.93065		
T058007M	0.98868	C034514B	0.90435		
T058008B	0.85248	C034514C	0.90408		
T058008C	0.83660	C034514D	0.90448		
T058008D	0.84409	C034514E	0.87394		
T058008M	0.99088	C034514M	0.94466		
T058009B	0.86469	C031611N	0.91608		
T058009C	0.88677	C031611M	0.95481		
T058009D	0.88230	C034601N	0.90328		
T058009M	0.98684	C034601M	0.94237		
T045401N	0.86512	C037203M	0.93229		
T045401M	0.97901	C037306M	0.95528		
T044801N	0.88113	C039401M	0.91790		
T044801M	0.97237	C039402M	0.91270		
T045001N	0.85439	C039403M	0.89748		
T045001M	0.98589	C039404M	0.89834		
T044901N	0.85653	C039405M	0.90496		
T044901M	0.94842	C039406M	0.89760		
T045304B	0.90464	C039501M	0.89080		
T045304C	0.93677	C039502M	0.89988		
T045304D	0.97602	C039503M	0.91084		
T045304M	0.98756	C039504M	0.90820		
T045305B	0.89497	C039505M	0.90996		
T045305C	0.94552	C039601M	0.95724		
T045305M	0.97247	C039602M	0.92269		
T045302B	0.87919	C039603M	0.95032		
T045302C	0.89584	C039604M	0.91266		
T045302D	0.90152	C039605M	0.94171		
T045302M	0.96954	C041901B	0.89919		
T045303B	0.86732	C041901C	0.91499		
T045303C	0.87521	C041901D	0.89592		
T045303D	0.86656	T063001B	0.90690		
T045303M	0.97131	T063001C	0.91075		
T044000B	0.86154	T063001D	0.91973		
T044000C	0.87006	T063001E	0.93261		
T044000D	0.84851	T058301N	0.86272		
T044000E	0.88671	T058301M	0.95759		
T044000M	0.87980	NATLUNCH	0.93597		
C034201B	0.93716	NATLUNCL	0.92837		
C034201C	0.95747	REM READ	0.94925		
C034201M	0.92975	REMREADL	0.94611		
C034402N	0.90187	REM MATH	0.94516		
C034402M	0.97077	REMMATHL	0.94199		

Table C-12
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.92889	STGRD1-2	0.92029	R/T 44	0.92305
BLACK	0.92915	STGRD3-5	0.94783	R/T 45	0.95298
HISPANIC	0.97024	STGRD6>	0.95254	R/P 24	0.88973
ASIAN	0.92696	SCHCHG-1	0.90937	R/P 25	0.89812
MEXICAN	0.94406	SCHCHG-2	0.94307	R/P 31	0.90529
PUER RIC	0.96474	SCHCHG-3	0.86335	R/P 32	0.84951
CUBN,OTH	0.93574	DIS@HOM2	0.89647	R/P 33	0.88889
HISP-?	0.96206	DIS@HOM3	0.91935	R/P 34	0.89844
NON MSA	0.92470	DIS@HOM4	0.86792	R/P 35	0.90878
MID CTY5	0.94452	PGS>5	0.83637	R/P 41	0.85378
FR/BTWN5	0.94650	PGS>10	0.83038	R/P 42	0.93732
SML TWN5	0.95100	ACADEMIC	0.71063	R/P 43	0.95245
RURAL5	0.95572	VOC/TECH	0.91092	R/P 44	0.94376
URBAN FR	0.91208	OTHERPGM	0.90838	R/P 45	0.87956
MED CITY	0.87491	HS PGM-?	0.87226	R/S 31	0.97236
SM PLACE	0.92893	SEMENG-^	0.87039	R/S 32	0.95845
HS GRAD	0.94287	#ENG-LIN	0.87227	R/S 33	0.96573
POST HS	0.93664	SEMMAT02	0.94877	R/S 41	0.93453
COL GRAD	0.93811	SEMMAT03	0.93763	R/S 42	0.96601
PARED-?	0.94441	SEMMAT04	0.95305	R/S 43	0.96263
S EAST	0.89733	SEMMAT-?	0.94796	T/P 25	0.80631
CENTRAL	0.91506	#MAT-LIN	0.95304	T/P 31	0.78804
WEST	0.90241	SEMSCI-^	0.88033	T/P 32	0.79802
PRIVATE	0.92047	#SCI-LIN	0.83029	T/P 33	0.87480
CATHOLIC	0.91554	SEMHS-^	0.87348	T/P 34	0.80810
IEP-NO	0.91519	#HIS-LIN	0.80868	T/P 35	0.78901
LEP-NO	0.83424	SEMFLG-^	0.87828	T/P 41	0.79959
CHAP1-N	0.79997	#FLG-LIN	0.74314	T/P 42	0.87871
RED PRIC	0.96378	SEMVOG-^	0.86063	T/P 43	0.81009
FREE	0.78963	#VOC-LIN	0.83484	T/P 44	0.79426
INFO N/A	0.82443	SESMART-^	0.88550	T/P 45	0.81519
SCH/REF	0.84379	#ART-LIN	0.82482	T/P 51	0.83235
HL-SOME	0.86310	G/R 22	0.91066	T/P 52	0.77231
HL-ALWAY	0.80564	G/R 23	0.91334	T/P 53	0.78145
HL-?	0.88175	G/R 24	0.94772	T/P 54	0.81725
B008901N	0.93293	G/T 22	0.72438	T/P 55	0.85260
B008901M	0.77599	G/T 23	0.73222	T/S 32	0.94803
TVLIN-0	0.97819	G/T 24	0.74637	T/S 33	0.91833
TV-QUAD	0.97739	G/T 25	0.74718	T/S 41	0.93893
HW-NO	0.96859	G/P 22	0.86244	T/S 42	0.92502
HW-YES	0.97042	G/P 23	0.90798	T/S 43	0.94205
HVLIN-0	0.92895	G/P 24	0.83393	T/S 52	0.93511
HWQUAD-0	0.89826	G/P 25	0.88757	P/S 32	0.95344
HITEM=3	0.89943	G/S 22	0.93286	P/S 33	0.93108
HITEM=4	0.87168	G/S 23	0.91873	P/S 41	0.94648
MOMHOM-N	0.81991	R/T 24	0.88537	P/S 42	0.92627
MOMHOM-?	0.82492	R/T 25	0.86606	P/S 43	0.93095
DADHOM-N	0.80223	R/T 31	0.87988	P/S 51	0.91136
DADHOM-?	0.81180	R/T 32	0.90904	P/S 52	0.95316
MISS-2<	0.95102	R/T 33	0.88724	P/S 53	0.95220
USA >5	0.85200	R/T 34	0.89011	G/S 22	0.91882
USA 3-5	0.87304	R/T 35	0.90835	G/S 23	0.92822
USA <3	0.88979	R/T 41	0.90889	G/S 24	0.89374
USA-?	0.88018	R/T 42	0.91443	G/S 25	0.91531
SNRM-LIN	0.84637	R/T 43	0.91285	R/S 24	0.90850

Table C-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
R/S 25	0.89901	B009301C	0.96313	M812001D	0.82854
R/S 31	0.89188	B009301D	0.96473	M812001M	0.92458
R/S 32	0.87660	B009301E	0.94429	M812003B	0.86440
R/S 33	0.91231	B009301M	0.85486	M812003C	0.85592
R/S 34	0.90430	B009401B	0.84742	M812003D	0.85387
R/S 35	0.90898	B009401C	0.91078	M812003M	0.91317
R/S 41	0.86200	B009401D	0.89509	M812101B	0.92796
R/S 42	0.96148	B009401M	0.86608	M812101C	0.92880
R/S 43	0.95207	M812701B	0.94299	M812101D	0.95261
R/S 44	0.94882	M812701C	0.93163	M812101E	0.94985
R/S 45	0.93292	M812701D	0.80006	M812101F	0.94558
P/S 25	0.82873	M812701M	0.90305	M812101G	0.93445
P/S 31	0.83186	M812702B	0.91453	M812101M	0.72041
P/S 32	0.82603	M812702C	0.93249	MM00101B	0.94768
P/S 33	0.86589	M812701D	0.88981	MM00101C	0.93958
P/S 34	0.82924	M812701M	0.89179	MM00101D	0.93427
P/S 35	0.85286	M812703B	0.91990	MM00101M	0.84862
P/S 41	0.84079	M812703C	0.93357	MM00201B	0.95098
P/S 42	0.84679	M812703D	0.89724	MM00201C	0.94926
P/S 43	0.83543	M812703M	0.75234	MM00201D	0.93590
P/S 44	0.84071	M812705B	0.96117	MM00201M	0.88012
P/S 45	0.84846	M812705C	0.95786	MM00301B	0.95948
P/S 51	0.84557	M812705D	0.94391	MM00301C	0.96544
P/S 52	0.88887	M812705M	0.70579	MM00301D	0.95838
P/S 53	0.89799	M812706B	0.94209	MM00301M	0.89161
P/S 54	0.90936	M812706C	0.94233	MM00401B	0.94518
P/S 55	0.82638	M812706D	0.83293	MM00401C	0.95820
T/S 25	0.78320	M812706M	0.69415	MM00401D	0.94797
T/S 31	0.78789	M812707B	0.91333	MM00401M	0.88277
T/S 32	0.79978	M812707C	0.92045	MM00501B	0.94211
T/S 33	0.85158	M812707D	0.86804	MM00501C	0.94736
T/S 34	0.79937	M812707M	0.72257	MM00501D	0.92707
T/S 35	0.78979	M812708B	0.91510	MM00501M	0.86945
T/S 41	0.79607	M812708C	0.92602	B009601B	0.96300
T/S 42	0.82956	M812708D	0.80625	B009601C	0.82502
T/S 43	0.80830	M812708M	0.84040	B009601D	0.82014
T/S 44	0.79344	M812709B	0.93844	B009601M	0.90689
T/S 45	0.80760	M812709C	0.93740	B009601B	0.96814
T/S 51	0.83959	M812709D	0.81655	B009601C	0.94405
T/S 52	0.80603	M812709M	0.79137	B009601D	0.81806
T/S 53	0.81159	M812710B	0.93004	B009601M	0.88549
T/S 54	0.81583	M812710C	0.93262	M812712B	0.94634
T/S 55	0.87592	M812710D	0.90046	M812712C	0.94978
S/S 23	0.94322	M812710M	0.73863	M812712D	0.93745
S/S 24	0.92931	M812711B	0.89780	M812712M	0.76943
S/S 25	0.92106	M812711C	0.92079	M812713B	0.97058
S/S 31	0.93316	M812711D	0.83461	M812713C	0.98047
S/S 32	0.93324	M812711M	0.80236	M812713D	0.97780
S/S 33	0.92511	M811201N	0.84007	M812713M	0.83470
S/S 34	0.90509	M811201M	0.83676	M812201N	0.92856
S/S 35	0.92779	M812001B	0.83237	M812201M	0.75873
SAMP S2	0.84496	M812001C	0.87232	M812301N	0.90158
/R 23	0.89288	M812001D	0.85506	M812301M	0.88514
/R 24	0.91002	M812001M	0.90125	M812401N	0.75286
/R 31	0.95448	M812002B	0.83705	M812401M	0.76428
B009301B	0.94509	M812001C	0.87673	M812701B	0.89155

Table C-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
M812701C	0.94357	OTHER	0.95012	M811014C	0.92952
M812701D	0.94946	MISSING	0.89138	M811014D	0.91739
M812701E	0.85459	OFFICE W	0.94234	M811014M	0.72346
M812701M	0.89191	TECHNIC	0.97251	M811004B	0.86588
M810701B	0.88919	PROT SRV	0.96321	M811004C	0.87451
M810701C	0.94654	SALES	0.95678	M811004D	0.85508
M810701D	0.93144	OWNER	0.96696	M811004M	0.83351
M810701E	0.82369	SERV WRK	0.95346	M811005B	0.88832
M810701M	0.85934	SKILL T	0.97118	M811005C	0.92215
M810707B	0.89511	LABORER	0.95498	M811005D	0.84635
M810707C	0.93724	OPERATOR	0.95170	M811005M	0.84901
M810707D	0.93885	FARMER	0.96317	M811006B	0.91509
M810707E	0.80012	HOMEMAKE	0.85064	M811006C	0.94481
M810707M	0.78312	MANAGER	0.97064	M811006D	0.86813
M810709B	0.97172	MILITARY	0.97445	M811006M	0.82563
M810709C	0.97283	TEACHER	0.93819	M811007B	0.94606
M810709D	0.98478	PROFESS1	0.95860	M811007C	0.89898
M810709E	0.98017	PROFESS2	0.97452	M811007D	0.91453
M810709M	0.81868	B011A01N	0.84863	M811007M	0.80535
M810708B	0.96101	OFFICE	0.97488	M811008B	0.93516
M810708C	0.97105	TECHNIC	0.96419	M811008C	0.90089
M810708D	0.96817	PROT SRV	0.96755	M811008D	0.92676
M810708E	0.95129	SALES	0.96678	M811008M	0.86758
M810708M	0.77785	OWNER	0.95490	M811012B	0.94521
M810710B	0.90819	SERV WRK	0.97190	M811012C	0.95911
M810710C	0.90931	SKILL TR	0.95445	M811012D	0.92003
M810710D	0.95848	LABORER	0.94934	M811012M	0.90186
M810710E	0.84153	OPERATOR	0.94201	M811009B	0.96115
M810710M	0.83574	FARMER	0.94369	M811009C	0.96577
M810705B	0.89777	HOMEMAKE	0.95674	M811009D	0.96424
M810705C	0.91620	MANAGER	0.96598	M811009M	0.91124
M810705D	0.93308	MILITARY	0.97771	M811011B	0.90893
M810705E	0.87146	TEACHER	0.95096	M811011C	0.97182
M810705M	0.82100	PROFESS1	0.94708	M811011D	0.93567
M810706B	0.93812	PROFESS2	0.91694	M811011M	0.90579
M810706C	0.94644	B012A02N	0.81736	M812801N	0.84653
M810706D	0.95249	M810901N	0.80953	M812801M	0.83905
M810706E	0.93335	M810901M	0.82090	C035701N	0.86686
M810706M	0.88532	M811801B	0.91589	C035701M	0.93081
M810711B	0.93470	M811801C	0.97455	C035702N	0.89168
M810711C	0.94493	M811801D	0.93853	C035702M	0.97529
M810711D	0.94052	M811801E	0.91037	C035703N	0.87631
M810711E	0.91279	M811801M	0.77042	C035703M	0.93179
M810711M	0.88385	M811001B	0.87459	C037201M	0.94402
B008301D	0.93996	M811001C	0.93298	C037202M	0.92866
B008301M	0.78877	M811001D	0.81116	C037204M	0.89740
B009901B	0.91112	M811001M	0.75042	C037205M	0.89736
B009901C	0.89614	M811002B	0.95531	C037206M	0.90217
B009901D	0.95457	M811002C	0.96639	C037301M	0.96296
B009901E	0.86926	M811002D	0.95585	C037302M	0.96132
B009901F	0.90848	M811002M	0.83289	C037304M	0.90405
B009901M	0.84227	M811014B	0.95058	C037305M	0.91941
VOC COLL	0.95667	M811014C	0.95387	C036601B	0.89703
2 YR COL	0.95115	M811014D	0.93483	C036601C	0.91500
4 YR COL	0.90968	M811014M	0.80040	C036601D	0.95387
MILITARY	0.96617	M811014B	0.92280	C036601M	0.97024

Table C-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C032207B	0.92302	C032411C	0.93713	C037203M	0.88792
C032207N	0.94402	C032411D	0.90612	C037306M	0.95734
C032207M	0.92083	C032412B	0.91793	C035002N	0.93828
C032209B	0.91337	C032412C	0.94392	C035002M	0.98503
C032209N	0.93446	C032412D	0.90855	C035003N	0.92750
C032209M	0.94787	C032413B	0.90748	C035003M	0.97758
C032210B	0.93101	C032413C	0.94639	C035006N	0.90580
C032210N	0.94633	C032413D	0.94378	C035006M	0.96848
C032210M	0.93765	C032413M	0.97446	C035007N	0.87812
C032211B	0.88637	C032414B	0.91207	C035007M	0.93619
C032211N	0.90622	C032414C	0.94107	C040201C	0.92029
C032211M	0.94126	C032414D	0.88274	C040201D	0.95054
C037701B	0.90046	C032415B	0.92605	C040201E	0.95411
C037701C	0.89540	C032415C	0.92522	C040201F	0.92232
C037701D	0.89470	C032502B	0.90450	C040201M	0.98935
C037701M	0.95870	C032502C	0.90350	C040202C	0.91346
C037702B	0.91199	C032502D	0.94285	C040202D	0.95124
C037702C	0.92385	C032502M	0.97611	C040202E	0.92503
C037702D	0.89213	C032503B	0.90781	C040203E	0.92372
C037702M	0.96807	C032503C	0.90315	C040203F	0.94662
C037703B	0.89290	C032503M	0.97893	C040204B	0.89422
C037703C	0.90844	C032505B	0.88865	C040204C	0.88909
C037703D	0.91385	C032505C	0.89919	C040204D	0.88218
C037703M	0.98568	C032506B	0.89021	C040204M	0.95160
C037704B	0.88396	C032506C	0.88718	C040301M	0.92441
C037704C	0.88768	C032506D	0.92530	C040302M	0.87495
C037704D	0.91019	C033601B	0.91818	C040303M	0.88201
C037704M	0.93188	C033601C	0.92725	C040304M	0.91946
C037705B	0.89396	C033601D	0.88997	C040305M	0.87201
C037705C	0.89019	C033601M	0.96468	C040306M	0.88846
C037705D	0.86953	C036501B	0.89604	C040307M	0.86896
C037705M	0.94772	C036501C	0.90429	C040308M	0.86455
C032402B	0.92107	C037801B	0.89556	C040309M	0.89038
C032402C	0.92528	C037801C	0.90588	C040310M	0.89854
C032402D	0.90811	C037801D	0.91885	C040311M	0.90704
C032402M	0.99466	C037801E	0.91122	C040401N	0.95301
C032401B	0.89473	C037801F	0.90982	C040401M	0.98325
C032401C	0.93144	C037801G	0.91465	C040402N	0.92195
C032401D	0.89418	C037801M	0.98176	C040402M	0.94504
C032404B	0.88648	C038001B	0.84995	C040403N	0.95216
C032404C	0.94295	C038001C	0.90179	C040404N	0.94319
C032404D	0.93133	C038001D	0.93271	C040501M	0.89832
C032406B	0.88220	C038001M	0.98025	C040502M	0.85814
C032406C	0.94367	C038301N	0.88718	C040503M	0.87339
C032406D	0.94071	C038301M	0.93248	C040504M	0.88199
C032407B	0.85721	C038801N	0.90293	C040505M	0.88898
C032407C	0.90257	C038801M	0.92243	C040506M	0.87669
C032408B	0.89199	C034101M	0.88453	C040601M	0.89355
C032408C	0.87317	C034102M	0.88179	C040602M	0.89762
C032409B	0.92022	C034103M	0.88071	C040603M	0.88420
C032409C	0.93469	C034104M	0.90456	C040604M	0.87274
C032409D	0.90807	C034105M	0.89147	C040605M	0.85977
C032410B	0.90849	C034106M	0.87657	C040701M	0.90518
C032410C	0.93557	C034107M	0.90138	C040702M	0.89943
C032410D	0.92060	C034108M	0.89179	C040703M	0.90987
C032411B	0.92589	C034109M	0.89172	C040704M	0.87241

Table C-12 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Mathematics Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C040705M	0.91477				
C040801B	0.89997				
C040801C	0.88676				
C040801D	0.90481				
C040801E	0.89002				
C040801F	0.90652				
C040801G	0.91176				
C040801M	0.91525				
C040802B	0.90037				
C040802C	0.90687				
C040802D	0.91291				
C040802E	0.88286				
C040802F	0.90444				
C040802G	0.90068				
C040802M	0.92939				
C040803B	0.87355				
C040803C	0.87565				
C040803D	0.87617				
C040803G	0.90965				
C040803M	0.88149				
C040804B	0.86226				
C040804C	0.91401				
C040804D	0.91207				
C040804E	0.89213				
C040804F	0.87585				
C040804G	0.92287				
C040804M	0.94197				
C040901M	0.91375				
C040902M	0.89865				
C040903M	0.91475				
C040904M	0.90002				
C040905M	0.93204				
C041001B	0.91548				
C041001C	0.87835				
C041001D	0.88912				
C041101B	0.91241				
C041101C	0.89830				
C036001B	0.89703				
C036001C	0.88469				
C036001D	0.87517				
NATLUNCH	0.89506				
NATLUNCL	0.89650				
REM READ	0.87890				
REMRADL	0.90861				
REMMATHL	0.90472				

Table C-13
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.91651	STGRD1-2	0.87161	R/S 41	0.94664
BLACK	0.93312	STGRD3>	0.84855	R/S 42	0.96346
HISPANIC	0.96527	SNRM-LIN	0.89875	R/S 43	0.97550
ASIAN	0.95176	B009201B	0.85946	T/P 25	0.78665
MEXICAN	0.93869	B009201C	0.89060	T/P 31	0.83830
PUER RIC	0.92524	B009201D	0.84523	T/P 32	0.78928
CUBN,OTH	0.96503	B009201M	0.81101	T/P 33	0.76732
HISP-?	0.81924	DIS@HOM2	0.86885	T/P 34	0.76387
NON MSA	0.95741	DIS@HOM3	0.91087	T/P 35	0.78267
MID CTY5	0.95016	DIS@HOM4	0.78205	T/P 41	0.76155
FR/BTWN5	0.94663	1-2 WEEK	0.94751	T/P 42	0.75914
SML TWN5	0.95003	1-2 MTH	0.95215	T/P 43	0.79689
RURAL5	0.96741	NEVER	0.94409	T/P 44	0.80321
URBAN FR	0.90792	NO COMP	0.93048	T/P 45	0.83598
MED CITY	0.91599	MISSING	0.86738	T/P 51	0.81841
SM PLACE	0.93846	G/R 22	0.91396	T/P 52	0.79478
HS GRAD	0.93658	G/R 23	0.90912	T/P 53	0.81808
POST HS	0.92025	G/R 24	0.96268	T/P 54	0.79771
COL GRAD	0.92303	G/T 22	0.69418	T/P 55	0.80328
PARED-?	0.93244	G/T 23	0.66997	T/S 32	0.95828
S EAST	0.89914	G/T 24	0.77415	T/S 33	0.93286
CENTRAL	0.91367	G/T 25	0.73587	T/S 41	0.94266
WEST	0.89828	G/P 22	0.91395	T/S 42	0.93954
PRIVATE	0.92836	G/P 23	0.88694	T/S 43	0.95438
CATHOLIC	0.92022	G/P 24	0.84063	T/S 51	0.94557
IEP-NO	0.93526	G/P 25	0.84875	T/S 52	0.97040
LEP-NO	0.79947	G/S 22	0.92396	T/S 53	0.96619
CHAP1-N	0.75390	G/S 23	0.90171	P/S 32	0.95468
REDUCED	0.91147	R/T 24	0.86023	P/S 33	0.92734
FREE	0.72822	R/T 25	0.89305	P/S 41	0.94834
INFO NA	0.84735	R/T 31	0.87802	P/S 42	0.90951
SCH REF	0.89453	R/T 32	0.89389	P/S 43	0.94043
HL-SOME	0.84839	R/T 33	0.86112	P/S 51	0.92263
HL-ALWAY	0.79850	R/T 34	0.86129	P/S 52	0.94462
HL-?	0.73669	R/T 35	0.88236	P/S 53	0.92977
TVLIN-0	0.98029	R/T 41	0.88877	B008901N	0.95010
TV-QUAD	0.98000	R/T 42	0.91771	B008901M	0.64425
HW-NO	0.96073	R/T 43	0.92809	SAFE	0.87260
HW-YES	0.96470	R/T 44	0.93044	UNSAFE	0.90710
HWLIN-0	0.98137	R/T 45	0.95100	VRUNSAFE	0.88994
HWQUAD-0	0.97281	R/P 24	0.89904	MISSING	0.84004
1-2 HRS	0.91902	R/P 25	0.88076	MOMHOM-N	0.80557
3-4 HRS	0.94019	R/P 31	0.90960	MOMHOM-?	0.79943
5-6 HRS	0.95904	R/P 32	0.91029	DADHOM-N	0.83554
7-8 HRS	0.96322	R/P 33	0.89805	DADHOM-?	0.82552
9-10 HRS	0.96691	R/P 34	0.89852	K811001B	0.82197
> 10 HRS	0.94955	R/P 35	0.89951	K811001C	0.85117
B009101M	0.77222	R/P 41	0.89486	K811001M	0.78778
HITEM=3	0.86009	R/P 42	0.97268	K811002B	0.83114
HITEM=4	0.81060	R/P 43	0.96015	K811002C	0.84120
MISS-2<	0.92655	R/P 44	0.96464	K811002M	0.74258
USA >5	0.90593	R/P 45	0.96335	K811003B	0.80011
USA 3-5	0.92725	R/S 31	0.95642	K811003C	0.79434
USA <3	0.92754	R/S 32	0.96868	K811003M	0.64436
USA-?	0.78635	R/S 33	0.96432	K811004B	0.80713

Table C-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
K811004C	0.80115	K811605M	0.81252	SM00101C	0.85860
K811004M	0.67661	K811606B	0.92744	SM00101D	0.90776
K811005B	0.88234	K811606C	0.93016	SM00101M	0.86142
K811005C	0.86102	K811606D	0.90992	SM00201B	0.90458
K811005M	0.72124	K811606M	0.73070	SM00201C	0.90363
K811006B	0.94116	K811607B	0.91407	SM00201D	0.90657
K811006C	0.92431	K811607C	0.91450	SM00201M	0.88572
K811006M	0.77614	K811607D	0.90192	SM00301B	0.87162
K811007B	0.88338	K811607M	0.77303	SM00301C	0.85440
K811007C	0.87999	K811608B	0.91591	SM00301D	0.90224
K811007M	0.74157	K811608C	0.92996	SM00301M	0.83821
K811008B	0.84335	K811608D	0.90372	SM00401B	0.88524
K811008C	0.83097	K811608M	0.82830	SM00401C	0.89177
K811008M	0.83133	K811609B	0.89975	SM00401D	0.92217
K811101M	0.85314	K811609C	0.93252	SM00401M	0.90223
K811102M	0.75917	K811609D	0.88360	SM00501B	0.85850
K811103M	0.74925	K811609M	0.83978	SM00501C	0.87820
K811104M	0.76326	K811610B	0.93662	SM00501D	0.86234
K811105M	0.74473	K811610C	0.92396	SM00501M	0.88279
K811106M	0.70566	K811610D	0.92722	B009501N	0.93679
K811107M	0.74751	K811610M	0.80885	B009501C	0.81293
K811108M	0.92666	K811611B	0.94193	B009501M	0.85361
K811201B	0.88957	K811611C	0.93725	B009502N	0.95137
K811201C	0.91390	K811611D	0.93167	B009502C	0.84209
K811201D	0.92028	K811611M	0.83030	B009502M	0.85508
K811201E	0.93299	K811612B	0.94534	C030901B	0.89403
K811201M	0.87365	K811612C	0.93793	C030901C	0.90221
K811301B	0.92638	K811612D	0.91572	C030901M	0.97962
K811301C	0.93837	K811612M	0.86702	C037101B	0.92384
K811301D	0.94938	K811701B	0.90475	C037101C	0.92028
K811301E	0.96340	K811701C	0.91033	C037101N	0.94104
K811301F	0.96269	K811701D	0.84629	C037101M	0.94257
K811301M	0.88178	K811701M	0.87126	C031212B	0.87125
K811401N	0.84490	K811702B	0.94339	C031212M	0.96859
K811401M	0.89888	K811702C	0.94654	C031205B	0.89767
K811501N	0.75563	K811702D	0.94051	C031205C	0.90190
K811501M	0.90556	K811702M	0.88966	C031205M	0.94785
K811601B	0.90579	K811703B	0.93095	C031213M	0.95871
K811601C	0.93331	K811703C	0.94496	C031214B	0.92465
K811601D	0.86144	K811703D	0.92911	C031214C	0.93150
K811601M	0.78641	K811703M	0.87002	C031214D	0.89904
K811602B	0.93446	K811704B	0.89118	C031214E	0.91092
K811602C	0.93522	K811704C	0.93560	C031214M	0.94845
K811602D	0.91488	K811704D	0.89198	C031603N	0.89974
K811602M	0.80978	K811704M	0.91996	C031603M	0.94317
K811603B	0.94079	K811705B	0.93027	C031607N	0.89448
K811603C	0.94416	K811705C	0.93831	C031607M	0.96400
K811603D	0.91219	K811705D	0.90084	C031601N	0.87885
K811603M	0.77565	K811705M	0.92413	C031601M	0.96929
K811604B	0.93590	K811801B	0.92272	C031610N	0.91936
K811604C	0.91399	K811801C	0.90026	C031610M	0.96212
K811604D	0.91171	K811801M	0.89963	C031606N	0.90036
K811604M	0.76089	K811901B	0.91691	C031606M	0.95365
K811605B	0.94002	K811901C	0.90711	C035701N	0.89605
K811605C	0.94156	K811901M	0.88535	C035701M	0.91746
K811605D	0.92541	SM00101B	0.85426	C035702N	0.90389

Table C-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C035702M	0.93199	C037704C	0.91613	C036501C	0.93032
C035703N	0.88916	C037704D	0.90235	C036501M	0.97935
C035703M	0.93495	C037704M	0.94786	C037801B	0.91450
C037201M	0.95553	C037705B	0.92164	C037801C	0.89298
C037202M	0.92137	C037705C	0.90676	C037801D	0.92829
C037207M	0.94860	C037705D	0.89117	C037801E	0.91023
C037204M	0.90422	C032402B	0.90070	C037801F	0.90574
C037205M	0.89754	C032402C	0.94641	C037801G	0.90165
C037206M	0.93927	C032402D	0.94378	C037801H	0.90540
C037301M	0.96994	C032402M	0.95157	C037801M	0.93753
C037302M	0.95988	C032401B	0.93303	C037901B	0.90514
C037303M	0.94894	C032401C	0.94412	C037901C	0.90170
C037304M	0.90594	C032401D	0.94804	C037901D	0.90960
C037305M	0.95441	C032401M	0.98947	C038001B	0.89636
C037401M	0.89597	C032404B	0.92340	C038001C	0.90399
C037402M	0.90113	C032404C	0.95081	C038001D	0.90048
C037403M	0.92514	C032404D	0.94137	C038001F	0.88251
C037404M	0.89399	C032404M	0.96651	C038301N	0.90020
C037405M	0.91465	C032406B	0.91596	C038801N	0.90155
C037406M	0.87946	C032406C	0.90435	C038801M	0.97431
C037501M	0.90453	C032407B	0.91061	C034101M	0.92230
C037502M	0.89548	C032407C	0.95076	C034102M	0.89611
C037503M	0.90802	C032407D	0.95552	C034103M	0.94551
C037504M	0.92563	C032407M	0.98151	C034104M	0.91301
C037505M	0.92290	C032408B	0.90945	C034105M	0.89582
C037601M	0.93328	C032408C	0.94772	C034106M	0.91470
C037602M	0.92709	C032408D	0.94886	C034107M	0.90153
C037603M	0.95951	C032408M	0.96953	C034108M	0.90872
C037604M	0.92443	C032409B	0.93628	C034109M	0.90109
C037605M	0.95223	C032409C	0.93266	T055901B	0.87479
C036601B	0.88504	C032409D	0.94444	T055901M	0.96866
C036601C	0.93206	C032410C	0.93272	T056001B	0.85043
C036601D	0.95477	C032411B	0.90528	T056001C	0.86327
C036601M	0.95288	C032411C	0.92930	T056001D	0.86537
C032207B	0.92922	C032412C	0.93921	T056001E	0.90289
C032207N	0.91089	C032413B	0.88499	T056001F	0.86833
C032207M	0.93632	C032413C	0.89413	T056001M	0.94320
C032209B	0.89828	C032414B	0.92372	T040301B	0.90532
C032209N	0.87527	C032414C	0.91823	T040301C	0.93146
C032209M	0.98238	C032415B	0.93497	T040301D	0.93576
C032210B	0.90543	C032415C	0.90676	T040301E	0.94781
C032210N	0.91405	C032502B	0.90056	T040301M	0.98027
C032210M	0.94207	C032502C	0.89916	T056101B	0.91259
C032211B	0.89516	C032502D	0.93295	T056101C	0.93748
C032211N	0.90357	C032503B	0.91273	T056101D	0.94770
C032211M	0.99172	C032503C	0.93271	T056101E	0.96263
C037701B	0.91761	C032505B	0.90764	T056101M	0.96167
C037701C	0.90801	C032505C	0.90822	T056102B	0.95393
C037701D	0.92439	C032505D	0.91176	T056102C	0.93711
C037702B	0.91405	C032506B	0.89234	T056102D	0.94738
C037702C	0.93501	C032506C	0.91856	T056102E	0.95662
C037702D	0.93940	C033601B	0.91617	T056102M	0.94851
C037703B	0.93418	C033601C	0.90915	T056201B	0.88672
C037703C	0.94161	C033601D	0.91403	T056201C	0.87479
C037703D	0.94797	C033601M	0.95663	T056201D	0.88203
C037704B	0.92282	C036501B	0.91852	T056201E	0.84446

Table C-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T056201F	0.85825	T056403M	0.85589	T056801C	0.89230
T056201M	0.91983	T056404M	0.86367	T056801D	0.92794
T040501N	0.83560	T056405M	0.87848	T056801E	0.89607
T040501C	0.90736	T056413M	0.86716	T056801F	0.88949
T040501M	0.89047	T056414M	0.90389	T056801M	0.94958
T040506N	0.94737	T056415M	0.90062	T060201B	0.92000
T040506C	0.94707	T056416M	0.90838	T060201C	0.94579
T040506M	0.94102	T056406M	0.87295	T060201D	0.92003
T040504N	0.94207	T056407M	0.87562	T060201E	0.91478
T040504C	0.92334	T056408M	0.87219	T060201F	0.90732
T040504M	0.95367	T056409M	0.86749	T060201M	0.95858
T040507N	0.94296	T056410M	0.87411	T060301M	0.87421
T040507C	0.94279	T056411M	0.90319	T060311M	0.88509
T040507M	0.94702	T056412M	0.89205	T060321M	0.87497
T040508N	0.94706	T056501B	0.88647	T060331M	0.88300
T040508C	0.93476	T056501C	0.88938	T060341M	0.86623
T040508M	0.95486	T056501D	0.89411	T060302M	0.90604
T040505N	0.88670	T056501E	0.89143	T060312M	0.85498
T040505C	0.87901	T056501M	0.94306	T060322M	0.91112
T040505M	0.88696	T058101B	0.88634	T060332M	0.88119
T056301B	0.86576	T058101C	0.89152	T060342M	0.88255
T056301C	0.93282	T058101D	0.87735	T060303M	0.88005
T056301D	0.93167	T058101E	0.88157	T060313M	0.83306
T056301E	0.88357	T058101M	0.96791	T060323M	0.92645
T056301G	0.89492	T056601B	0.88791	T060333M	0.88680
T056301M	0.95311	T056601C	0.87160	T060343M	0.88312
T040701M	0.87840	T056601D	0.89490	T060304M	0.89420
T040706M	0.86770	T056601E	0.89456	T060314M	0.86209
T040707M	0.86427	T056601M	0.96538	T060324M	0.93375
T040703M	0.89060	T058201B	0.88404	T060334M	0.88551
T040704M	0.89093	T058201C	0.85907	T060344M	0.89704
T040710M	0.88417	T058201D	0.88962	T060305M	0.92229
T040711M	0.92342	T058201E	0.86467	T060315M	0.88554
T040712M	0.91839	T058201M	0.96544	T060325M	0.90188
T040713M	0.93532	T056701M	0.86285	T060335M	0.89047
T040708M	0.86960	T056702M	0.87917	T060345M	0.87521
T040709M	0.88466	T056703M	0.85590	T060306M	0.87953
T040705M	0.88844	T056704M	0.85823	T060316M	0.85377
T040801M	0.88669	T056705M	0.84873	T060326M	0.88992
T040807M	0.86361	T056706M	0.85463	T060336M	0.84977
T040808M	0.86571	T056707M	0.85042	T060346M	0.85970
T040803M	0.89119	T056708M	0.86160	T060307M	0.88846
T040804M	0.87594	T056709M	0.86150	T060317M	0.96011
T040814M	0.87928	T056710M	0.86055	T060327M	0.95994
T040815M	0.95483	T056711M	0.87227	T060337M	0.90362
T040816M	0.94150	T056712M	0.86345	T060347M	0.90776
T040817M	0.91605	T056713M	0.85920	T060401M	0.84814
T040809M	0.86332	T041201B	0.90893	T060402M	0.86197
T040810M	0.88005	T041201C	0.92565	T060403M	0.86825
T040811M	0.87776	T041201D	0.88467	T060404M	0.86779
T040812M	0.87941	T041201M	0.98547	T060405M	0.86266
T040813M	0.86773	T041302N	0.93022	T060501N	0.85967
T040805M	0.86343	T041302M	0.90144	T060501M	0.93416
T040806M	0.87073	T041303N	0.91305	T060601B	0.87529
T056401M	0.88847	T041303M	0.91998	T060601C	0.88302
T056402M	0.87790	T056801B	0.86554	T060601D	0.89945

Table C-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T060601M	0.98632	T060801B	0.92551	T061305E	0.94363
T060602B	0.89151	T060801C	0.93240	T061306B	0.88254
T060602C	0.93844	T060801M	0.98743	T061306C	0.90312
T060602D	0.90940	T060901B	0.93158	T061306D	0.90891
T060602M	0.94668	T060901C	0.93591	T061306E	0.93034
T060603B	0.90724	T061001N	0.91202	T061307B	0.88521
T060603C	0.93143	T061001M	0.98196	T061307C	0.86756
T060603D	0.90517	T061101B	0.88422	T061307D	0.90171
T060603M	0.98055	T061101C	0.86186	T061307E	0.91337
T060604B	0.89483	T061101M	0.97686	T061307M	0.96368
T060604C	0.92361	T061102B	0.85567	T061308B	0.89370
T060604D	0.88300	T061102C	0.96220	T061308C	0.88299
T060604M	0.94484	T061102M	0.98334	T061308D	0.87586
T060605B	0.88991	T061103B	0.87809	T061308E	0.91111
T060605C	0.92415	T061103C	0.88451	T061308M	0.97867
T060605D	0.93407	T061103M	0.97978	T061309B	0.88476
T060605M	0.98883	T061104B	0.89582	T061309C	0.88316
T060606B	0.87899	T061104C	0.89609	T061309D	0.87785
T060606C	0.94199	T061104M	0.97552	T061309E	0.89188
T060606D	0.94163	T061105B	0.89677	T061309M	0.97721
T060606M	0.97172	T061105C	0.90152	T061310B	0.88162
T060607B	0.91855	T061105M	0.95800	T061310C	0.85340
T060607C	0.91617	T061106B	0.91773	T061310D	0.86935
T060607D	0.86690	T061106C	0.91940	T061310E	0.89975
T060607M	0.96799	T061107B	0.85928	T061310M	0.97042
T060608B	0.91945	T061107C	0.88080	T061401B	0.89801
T060608C	0.92808	T061107M	0.95604	T061401C	0.91559
T060608D	0.88940	T061108B	0.90244	T061401D	0.89104
T060608M	0.97707	T061108C	0.91920	T061401M	0.97890
T060609B	0.91789	T061108M	0.96316	T061501B	0.90299
T060609C	0.95337	T061109B	0.90216	T061501C	0.90394
T060609D	0.90651	T061109C	0.91645	T061501D	0.88877
T060609M	0.98558	T061109M	0.96285	T061501E	0.88255
T060610B	0.89244	T061201N	0.85080	T061501F	0.88173
T060610C	0.93467	T061201M	0.96119	T061501M	0.88715
T060610D	0.90222	T061301B	0.91510	T061601M	0.88212
T060610M	0.96781	T061301C	0.90641	T061611M	0.87828
T060611B	0.88331	T061301D	0.88445	T061621M	0.86907
T060611C	0.90780	T061301E	0.90907	T061631M	0.86113
T060611D	0.93529	T061301M	0.97112	T061641M	0.87562
T060611M	0.97020	T061302B	0.88943	T061651M	0.89760
T060701B	0.88527	T061302C	0.89580	T061701C	0.88626
T060701C	0.86155	T061302D	0.86364	T061701E	0.88636
T060701D	0.89594	T061302E	0.86412	T061701M	0.94247
T060702B	0.92325	T061302M	0.97288	T061801B	0.87449
T060702C	0.93876	T061303B	0.90705	T061801C	0.87469
T060702D	0.88673	T061303C	0.92973	T061801D	0.85703
T060703B	0.89777	T061303D	0.91196	T061801E	0.88894
T060703C	0.95750	T061303E	0.87885	T061801M	0.84784
T060703D	0.92713	T061304B	0.89552	T061901M	0.95569
T060704B	0.89563	T061304C	0.91273	T062001B	0.88898
T060704C	0.92015	T061304D	0.90015	T062001C	0.85320
T060704D	0.95093	T061304E	0.90184	T062001M	0.94992
T060705B	0.88473	T061305B	0.89481	T062002B	0.89213
T060705C	0.92378	T061305C	0.90307	T062002C	0.88992
T060705D	0.94478	T061305D	0.88751	T062002M	0.95118

Table C-13 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 4*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T062003B	0.91950				
T062003C	0.89596				
T062003D	0.90014				
T062003M	0.93908				
T062101B	0.87928				
T062101C	0.87528				
T062101D	0.89825				
T062101M	0.95016				
T062201M	0.86708				
T062202M	0.86001				
T062203M	0.84448				
T062204M	0.86846				
T062205M	0.85517				
T062206M	0.86636				
T062207M	0.86048				
T062208M	0.86099				
T062209M	0.86118				
T062210M	0.84056				
T062301B	0.91500				
T062301C	0.89514				
T062301D	0.89244				
T062301E	0.86790				
T062401B	0.86494				
T062401C	0.87876				
T062401D	0.85596				
T062401M	0.90603				
NATLUNCH	0.88877				
NATLUNCL	0.94512				
REMREADL	0.94139				
REMMATHL	0.94325				
NATLUN4L	0.94128				
REMREA4L	0.92554				
REMMAT4L	0.91214				

Table C-14
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.91614	B010101C	0.93096	R/P 34	0.87741
BLACK	0.92990	B010101D	0.91930	R/P 35	0.89102
HISPANIC	0.96684	B010101E	0.92367	R/P 41	0.86287
ASIAN	0.94591	B010101F	0.93928	R/P 42	0.96401
MEXICAN	0.92894	B010101G	0.95512	R/P 43	0.94772
PUER RIC	0.93935	B010101H	0.93420	R/P 44	0.95160
CUBN,OTH	0.93707	B010101M	0.87041	R/P 45	0.92827
HISP-?	0.91996	USA >5	0.89993	R/S 31	0.96624
NON MSA	0.94360	USA 3-5	0.86697	R/S 32	0.96493
MID CTY5	0.93750	USA <3	0.88452	R/S 33	0.96959
FR/BTWN5	0.95233	USA-?	0.79048	R/S 41	0.95100
SML TWN5	0.96189	SNRM-LIN	0.90986	R/S 42	0.96508
RURAL5	0.96124	DIS@HOM2	0.89041	R/S 43	0.95516
URBAN FR	0.92243	DIS@HOM3	0.92742	T/P 25	0.83367
MED CITY	0.91865	DIS@HOM4	0.81911	T/P 31	0.83020
SM PLACE	0.94745	1-2 WEEK	0.93788	T/P 32	0.79386
HS GRAD	0.94717	1-2 MTH	0.95331	T/P 33	0.83018
POST HS	0.93099	NEVER	0.94437	T/P 34	0.77702
COL GRAD	0.93104	NO COMP	0.92631	T/P 35	0.76449
PARED-?	0.94345	MISSING	0.85984	T/P 41	0.74285
S EAST	0.92674	LIFESCI	0.92125	T/P 42	0.82335
CENTRAL	0.91034	PHYSSCI	0.93355	T/P 43	0.82211
WEST	0.92103	EATHSCI	0.92607	T/P 44	0.82045
PRIVATE	0.92875	GEN SCI	0.93232	T/P 45	0.80729
CATHOLIC	0.92907	INTESCI	0.92713	T/P 51	0.86164
IEP-NO	0.93018	MISSING	0.92856	T/P 52	0.78413
LEP-NO	0.83100	G/R 22	0.89847	T/P 53	0.79276
CHAP1-N	0.75194	G/R 23	0.90431	T/P 54	0.76487
REDUCED	0.91650	G/R 24	0.95406	T/P 55	0.83446
FREE	0.72745	G/T 22	0.72773	T/S 32	0.93520
INFO NA	0.87544	G/T 23	0.69148	T/S 33	0.93512
SCH REF	0.90281	G/T 24	0.72904	T/S 41	0.94594
HL-SOME	0.85339	G/T 25	0.71284	T/S 42	0.93812
HL-ALWAY	0.79809	G/P 22	0.87625	T/S 43	0.95391
HL-?	0.80979	G/P 23	0.88131	T/S 51	0.96133
TVLIN-0	0.98037	G/P 24	0.78673	T/S 52	0.94122
TV-QUAD	0.98013	G/P 25	0.82195	T/S 53	0.95970
HW-NO	0.95915	G/S 22	0.93547	P/S 32	0.95706
HW-YES	0.96126	G/S 23	0.91639	P/S 33	0.94346
HWLIN-0	0.95941	R/T 24	0.88414	P/S 41	0.93082
HWQUAD-0	0.94546	R/T 25	0.86662	P/S 42	0.91747
1-2 HRS	0.87252	R/T 31	0.88462	P/S 43	0.92843
3-4 HRS	0.90544	R/T 32	0.89752	P/S 51	0.91823
5-6 HRS	0.94207	R/T 33	0.86054	P/S 52	0.95568
7-8 HRS	0.96277	R/T 34	0.87969	P/S 53	0.95059
9-10 HRS	0.96101	R/T 35	0.89570	G/ 22	0.91993
> 10 HRS	0.94668	R/T 41	0.87819	G/ 23	0.88869
B009101M	0.75282	R/T 42	0.90709	G/ 24	0.89713
HITEM=3	0.88494	R/T 43	0.92014	G/ 25	0.92382
HITEM=4	0.85134	R/T 44	0.93513	G/ 26	0.92393
MISS-2<	0.91161	R/T 45	0.94157	G/ 27	0.89480
1-2 GRDS	0.94676	R/P 24	0.88239	R/ 24	0.88571
3-5 GRDS	0.92313	R/P 25	0.87230	R/ 25	0.88127
> 5 GRDS	0.91742	R/P 31	0.89516		
MISSING	0.75547	R/P 32	0.84568		
B010101B	0.92025	R/P 33	0.88235		

Table C-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
R/ 26	0.89114	T/ 47	0.77813	K811103M	0.70933
R/ 27	0.89301	T/ 51	0.82041	K811104M	0.75621
R/ 31	0.87985	T/ 52	0.80377	K811105M	0.68818
R/ 32	0.88022	T/ 53	0.83346	K811106M	0.71854
R/ 33	0.88771	T/ 54	0.82488	K811107M	0.69382
R/ 34	0.88885	T/ 55	0.77455	K811108M	0.93086
R/ 35	0.89104	T/ 56	0.75942	K811201B	0.84019
R/ 36	0.89094	T/ 57	0.76203	K811201C	0.90405
R/ 37	0.88799	S/ 23	0.95122	K811201D	0.92124
R/ 41	0.88203	S/ 24	0.92274	K811201E	0.80101
R/ 42	0.95859	S/ 25	0.94121	K811201M	0.79853
R/ 43	0.94254	S/ 26	0.93674	K811401N	0.84590
R/ 44	0.94717	S/ 27	0.93221	K811401M	0.88161
R/ 45	0.94641	S/ 31	0.93462	K811501N	0.78834
R/ 46	0.94642	S/ 32	0.92677	K811501M	0.89711
R/ 47	0.95513	S/ 33	0.91612	K811601B	0.89197
P/ 25	0.77627	S/ 34	0.92593	K811601C	0.91423
P/ 26	0.72857	S/ 35	0.91833	K811601D	0.85585
P/ 27	0.77004	S/ 36	0.92749	K811601M	0.86567
P/ 31	0.77586	S/ 37	0.92679	K811602B	0.94775
P/ 32	0.76597	B008901N	0.91402	K811602C	0.95656
P/ 33	0.77922	B008901M	0.66302	K811602D	0.94647
P/ 34	0.79899	SAFE	0.82633	K811602M	0.85469
P/ 35	0.76460	UNSAFE	0.87104	K811603B	0.93454
P/ 36	0.80671	VRUNSAFE	0.88342	K811603C	0.94630
P/ 37	0.81010	MISSING	0.87016	K811603D	0.92746
P/ 41	0.80712	MOMHOM-N	0.82638	K811603M	0.72829
P/ 42	0.82500	MOMHOM-?	0.89993	K811604B	0.91165
P/ 43	0.75814	DADHOM-N	0.83372	K811604C	0.91959
P/ 44	0.73239	DADHOM-?	0.88324	K811604D	0.90370
P/ 45	0.75056	K811001B	0.86472	K811604M	0.80173
P/ 46	0.72796	K811001C	0.86809	K811605B	0.92286
P/ 47	0.77206	K811001M	0.90216	K811605C	0.96265
P/ 51	0.76185	K811002B	0.87834	K811605D	0.95109
P/ 52	0.81723	K811002C	0.83391	K811605M	0.80892
P/ 53	0.81640	K811002M	0.87099	K811606B	0.92998
P/ 54	0.81093	K811003B	0.80714	K811606C	0.95950
P/ 55	0.82528	K811003C	0.79994	K811606D	0.93549
P/ 56	0.82416	K811003M	0.83722	K811606M	0.77265
P/ 57	0.77089	K811004B	0.83708	K811609B	0.88827
T/ 25	0.79324	K811004C	0.78722	K811609C	0.93241
T/ 26	0.82756	K811004M	0.83116	K811609D	0.91500
T/ 27	0.82149	K811005B	0.88820	K811609M	0.78244
T/ 31	0.77091	K811005C	0.86514	K811610B	0.91748
T/ 32	0.77801	K811005M	0.87145	K811610C	0.92316
T/ 33	0.76151	K811006B	0.87376	K811610D	0.87468
T/ 34	0.75718	K811006C	0.82705	K811610M	0.80046
T/ 35	0.77436	K811006M	0.85432	K811611B	0.93837
T/ 36	0.79196	K811007B	0.86851	K811611C	0.96312
T/ 37	0.73520	K811007C	0.87603	K811611D	0.95086
T/ 41	0.72689	K811007M	0.81372	K811611M	0.85240
T/ 42	0.75406	K811008B	0.84769	K811612B	0.95105
T/ 43	0.80738	K811008C	0.81309	K811612C	0.95529
T/ 44	0.83782	K811008M	0.88759	K811612D	0.94703
T/ 45	0.85254	K811101M	0.72975	K811612M	0.84598
T/ 46	0.79455	K811102M	0.71801	K811701B	0.92557

Table C-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
K811701C	0.92739	B009601B	0.87602	C032207B	0.92927
K811701D	0.81938	B009601N	0.86451	C032207N	0.94546
K811701M	0.91797	B009601D	0.83509	C032207M	0.97639
K811702B	0.88975	B009601E	0.87279	C032209B	0.92106
K811702C	0.93695	B009602B	0.93300	C032209N	0.91132
K811702D	0.91557	B009602N	0.93749	C032209M	0.98314
K811702M	0.88220	B009602D	0.84613	C032210B	0.92488
K811703B	0.91571	B009602M	0.85463	C032210N	0.92843
K811703C	0.95734	K812101N	0.88273	C032210M	0.97860
K811703D	0.91535	K812101M	0.68304	C032211B	0.91891
K811703M	0.91578	K812201B	0.90121	C032211N	0.92395
K811704B	0.84774	K812201C	0.97806	C032211M	0.98808
K811704C	0.92386	K812201D	0.97145	C037701B	0.90725
K811704D	0.88198	K812201E	0.96189	C037701C	0.93778
K811704M	0.91560	K812201F	0.95603	C037701D	0.89634
K811705B	0.88071	K812201G	0.94666	C037701M	0.97900
K811705C	0.95244	K812201M	0.86237	C037702B	0.94639
K811705D	0.91098	K811613B	0.84497	C037702C	0.93730
K811705M	0.91713	K811613C	0.88635	C037702D	0.94056
K811801B	0.93819	K811613D	0.81316	C037702M	0.98515
K811801C	0.94240	K811613M	0.80864	C037703B	0.92938
K811801M	0.87096	K811614B	0.84704	C037703C	0.93699
K811901B	0.93512	K811614C	0.90033	C037703D	0.94122
K811901C	0.92890	K811614D	0.82387	C037704B	0.91366
K811901M	0.87312	K811614M	0.84082	C037704C	0.92668
SM00101B	0.90525	K811615B	0.95950	C037704D	0.94508
SM00101C	0.91770	K811615C	0.96202	C037705B	0.91635
SM00101D	0.93306	K811615D	0.95256	C037705C	0.92357
SM00101M	0.95285	K811615M	0.89083	C037705D	0.90238
SM00201B	0.93476	C031603N	0.90975	C032402B	0.93579
SM00201C	0.93711	C031603M	0.98092	C032402C	0.94391
SM00201D	0.93611	C031607N	0.92014	C032402D	0.94077
SM00201M	0.95767	C031607M	0.97281	C032401B	0.92283
SM00301B	0.90366	C031610N	0.93440	C032401C	0.94059
SM00301C	0.90169	C031610M	0.96670	C032401D	0.93269
SM00301D	0.90118	C031606N	0.91719	C032404B	0.92135
SM00301M	0.94894	C031606M	0.95685	C032404C	0.94445
SM00401B	0.88398	C035701N	0.91734	C032404D	0.92768
SM00401C	0.90140	C035701M	0.95147	C032406B	0.90498
SM00401D	0.87922	C035702N	0.90181	C032406C	0.94860
SM00401M	0.95275	C035702M	0.96955	C032406D	0.95961
SM00501B	0.85855	C035703N	0.90879	C032407B	0.91251
SM00501C	0.87566	C035703M	0.95440	C032407C	0.92244
SM00501D	0.86682	C037201M	0.92725	C032408B	0.90869
SM00501M	0.95177	C037202M	0.94087	C032408C	0.94606
B009701B	0.90354	C037204M	0.91201	C032408D	0.95375
B009701C	0.89062	C037205M	0.91814	C032409B	0.93567
B009701D	0.93025	C037206M	0.94486	C032409C	0.95068
B009701E	0.94423	C037301M	0.96584	C032409D	0.91318
B009701F	0.88957	C037302M	0.95274	C032410B	0.95175
B009701M	0.80372	C037304M	0.92484	C032410C	0.96093
B009801B	0.94022	C037305M	0.93716	C032410D	0.96021
B009801C	0.96009	C036601B	0.88832	C032411B	0.95345
B009801D	0.95302	C036601C	0.93494	C032411C	0.95621
B009801E	0.93544	C036601D	0.95643	C032411D	0.95241
B009801M	0.75458	C036601M	0.98130	C032412B	0.93736

Table C-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C032412C	0.94614	T040301C	0.91439	T056414M	0.89906
C032413B	0.91707	T040301D	0.92707	T056415M	0.88978
C032413C	0.94331	T040301E	0.93078	T056406M	0.90689
C032413D	0.95711	T040301M	0.98985	T056407M	0.83465
C032414B	0.94610	T056201B	0.92043	T056408M	0.89545
C032414C	0.95588	T056201C	0.90183	T056409M	0.89098
C032414D	0.91607	T056201D	0.88880	T056410M	0.89696
C032415B	0.94094	T056201E	0.88756	T056411M	0.91324
C032415C	0.92816	T056201F	0.90292	T056412M	0.91635
C032502B	0.91340	T056201M	0.96554	T056701M	0.90719
C032502C	0.93605	T040501N	0.89775	T056702M	0.90765
C032503B	0.93127	T040501C	0.89466	T056703M	0.88362
C032503C	0.93640	T040501M	0.92269	T056704M	0.89440
C032505B	0.92988	T040507N	0.93038	T056705M	0.88548
C032505C	0.93405	T040507C	0.90690	T056706M	0.89563
C032506B	0.93706	T040507M	0.94888	T056707M	0.89044
C032506C	0.90986	T040508N	0.89248	T056708M	0.89673
C032506D	0.93664	T040508C	0.89449	T056709M	0.89234
C033601B	0.93383	T040508M	0.91750	T056710M	0.89310
C033601C	0.94904	T040505N	0.89959	T056711M	0.89591
C033601D	0.91813	T040505C	0.91096	T056712M	0.88572
C036501B	0.93041	T040505M	0.90737	T056713M	0.90095
C036501C	0.89186	T056301C	0.95510	T041201B	0.92948
C037801B	0.92049	T056301D	0.94411	T041201C	0.92377
C037801C	0.94056	T056301E	0.93838	T041201D	0.90187
C037801D	0.92005	T056301F	0.88421	T041201M	0.97482
C037801E	0.89936	T056301G	0.93448	T056801B	0.90269
C037801F	0.90621	T040701M	0.89623	T056801C	0.89685
C037801G	0.89982	T040706M	0.90710	T056801D	0.93572
C037801H	0.97713	T040707M	0.89193	T056801E	0.92502
C038001B	0.92061	T040710M	0.89837	T056801F	0.92079
C038001C	0.93432	T040711M	0.89568	T056801M	0.97882
C038001D	0.91998	T040712M	0.89824	T060301M	0.89871
C038001E	0.92972	T040713M	0.91887	T060311M	0.88713
C038001F	0.95733	T040708M	0.87922	T060321M	0.91015
C038301N	0.89979	T040709M	0.89708	T060331M	0.90785
C038301M	0.97806	T040705M	0.88932	T060341M	0.89674
C038801N	0.90879	T040801M	0.87570	T060302M	0.91440
C038801M	0.96647	T040807M	0.89148	T060312M	0.88867
C034101M	0.92820	T040808M	0.88910	T060322M	0.90793
C034102M	0.87312	T040814M	0.88568	T060332M	0.91563
C034103M	0.91047	T040815M	0.90948	T060342M	0.89156
C034104M	0.90529	T040816M	0.89814	T060303M	0.90771
C034105M	0.92680	T040817M	0.91779	T060313M	0.91891
C034106M	0.91053	T040809M	0.87783	T060323M	0.91814
C034107M	0.90289	T040810M	0.91710	T060333M	0.93180
C034108M	0.92767	T040811M	0.89671	T060343M	0.88995
C034109M	0.90994	T040812M	0.88915	T060304M	0.90672
T055901B	0.88802	T040813M	0.91308	T060314M	0.88527
T055901M	0.98465	T040805M	0.88688	T060324M	0.92512
T056001B	0.89223	T040806M	0.90519	T060334M	0.89411
T056001C	0.86428	T056401M	0.90580	T060344M	0.87520
T056001D	0.88436	T056402M	0.90364	T060305M	0.89475
T056001E	0.87119	T056403M	0.91130	T060315M	0.91378
T056001M	0.96663	T056405M	0.89011	T060325M	0.90676
T040301B	0.88967	T056413M	0.90415	T060335M	0.89944

Table C-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T060345M	0.90127	T060611B	0.92131	T061302E	0.90358
T060306M	0.91021	T060611C	0.94551	T061302M	0.98735
T060316M	0.89986	T060611D	0.95990	T061303B	0.92772
T060326M	0.89358	T060611M	0.97921	T061303C	0.91672
T060336M	0.90101	T060701B	0.87986	T061303D	0.92102
T060346M	0.88824	T060701C	0.91720	T061303E	0.89028
T060307M	0.93028	T060701D	0.89237	T061303M	0.97771
T060317M	0.95089	T060701M	0.98628	T061304B	0.90561
T060327M	0.95911	T060702B	0.92521	T061304C	0.92062
T060337M	0.93385	T060702C	0.92786	T061304D	0.91873
T060347M	0.94106	T060702D	0.88744	T061304E	0.90233
T060401M	0.89735	T060703B	0.93667	T061305B	0.91260
T060402M	0.90556	T060703C	0.96062	T061305C	0.90751
T060403M	0.90690	T060703D	0.92577	T061305D	0.91166
T060404M	0.90239	T060704B	0.92499	T061305E	0.94292
T060405M	0.88399	T060704C	0.94650	T061306B	0.90959
T060501N	0.88255	T060704D	0.96097	T061306C	0.90314
T060501M	0.96558	T060704M	0.98845	T061306D	0.91100
T060601B	0.89817	T060705B	0.91501	T061306E	0.92821
T060601C	0.90725	T060705C	0.91963	T061307B	0.91269
T060601D	0.91362	T060705D	0.94025	T061307C	0.89753
T060601M	0.98229	T060801B	0.92565	T061307D	0.92324
T060602B	0.91039	T060801C	0.94636	T061307E	0.92166
T060602C	0.94621	T060801M	0.98460	T061308B	0.90178
T060602D	0.93498	T060901B	0.92840	T061308C	0.89947
T060602M	0.97138	T060901C	0.94011	T061308D	0.87906
T060603B	0.92096	T061001N	0.92429	T061308E	0.92257
T060603C	0.92704	T061101B	0.90209	T061309B	0.88125
T060603D	0.90280	T061101C	0.89796	T061309C	0.90314
T060603M	0.99358	T061102B	0.90173	T061309D	0.88450
T060604B	0.92797	T061102C	0.88588	T061309E	0.88346
T060604C	0.91529	T061103B	0.89462	T061310B	0.91339
T060604D	0.88505	T061103C	0.88815	T061310C	0.89561
T060604M	0.98204	T061104B	0.89675	T061310D	0.88164
T060605B	0.87990	T061104C	0.90901	T061310E	0.87982
T060605C	0.94006	T061105B	0.90915	T061401B	0.93338
T060605D	0.94583	T061105C	0.89809	T061401C	0.93784
T060606B	0.91430	T061106B	0.89719	T061401D	0.87774
T060606C	0.93240	T061106C	0.90879	T061501B	0.89898
T060606D	0.93459	T061106M	0.99140	T061501C	0.87609
T060606M	0.96897	T061107B	0.89008	T061501D	0.93697
T060607B	0.93251	T061107C	0.88150	T061501E	0.91172
T060607C	0.91844	T061108B	0.91325	T061501F	0.90437
T060607D	0.89907	T061108C	0.91792	T061501M	0.92621
T060607M	0.98348	T061109B	0.91804	T061601M	0.88164
T060608B	0.92186	T061109C	0.93857	T061611M	0.90275
T060608C	0.92566	T061109M	0.97808	T061621M	0.90213
T060608D	0.89098	T061201N	0.89944	T061631M	0.88394
T060608M	0.98679	T061201M	0.97288	T061641M	0.90154
T060609B	0.94387	T061301B	0.92181	T061651M	0.91183
T060609C	0.94775	T061301C	0.92146	T061701B	0.87908
T060609D	0.90733	T061301D	0.88518	T061701C	0.87702
T060609M	0.98983	T061301E	0.87885	T061701D	0.87003
T060610B	0.91969	T061302B	0.89660	T061701E	0.86902
T060610C	0.93803	T061302C	0.89068	T061701M	0.93701
T060610D	0.92345	T061302D	0.89932	T061801B	0.89685

Table C-14 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 8*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
T061801C	0.82298	T062401D	0.83843		
T061801D	0.82136	T062401E	0.87456		
T061801E	0.87751	T062401M	0.89555		
T061801M	0.88743	C034201B	0.93437		
T061901B	0.97672	C034201C	0.95508		
T061901C	0.89348	C034402N	0.91768		
T061901M	0.95575	C034401N	0.92105		
T062001B	0.92394	C034510D	0.88851		
T062001C	0.91700	C034514B	0.91214		
T062001D	0.90789	C039401M	0.90840		
T062001M	0.92574	C039501M	0.88955		
T062002B	0.91343	T062501E	0.93702		
T062002C	0.88801	T062601B	0.88934		
T062002D	0.89329	T062601C	0.90431		
T062002M	0.92914	T062801N	0.90888		
T062003B	0.91379	NATLUNCL	0.93080		
T062003C	0.91518	REMREADL	0.95036		
T062003D	0.89893	REMMATHL	0.93477		
T062003M	0.92391	NATLUN8L	0.95035		
T062101B	0.88537	REMREA8L	0.94179		
T062101C	0.91298	REMMAT8L	0.91575		
T062101D	0.91918				
T062101M	0.94411				
T062201M	0.88523				
T062202M	0.90225				
T062203M	0.87435				
T062204M	0.87554				
T062205M	0.91436				
T062206M	0.90197				
T062207M	0.90015				
T062208M	0.88440				
T062209M	0.87189				
T062210M	0.88852				
T062301B	0.87946				
T062301C	0.91774				
T062301D	0.92148				
T062301E	0.89088				
T062301M	0.96040				
T062401B	0.84979				
T062401C	0.87496				

Table C-15
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
FEMALE	0.92370	B007302M	0.89368	R/T 42	0.90707
BLACK	0.91671	STGRD1-2	0.93694	R/T 43	0.90569
HISPANIC	0.96148	STGRD3-5	0.93985	R/T 44	0.89637
ASIAN	0.93361	STGRD6>	0.93795	R/T 45	0.94571
MEXICAN	0.92939	DIS@HOM2	0.89580	R/P 24	0.89406
PUER RIC	0.97662	DIS@HOM3	0.92398	R/P 25	0.90413
CUBN,OTH	0.94184	DIS@HOM4	0.85025	R/P 31	0.89725
HISP-?	0.92808	1-2 WEEK	0.95179	R/P 32	0.84060
NON MSA	0.91456	1-2 MTH	0.95974	R/P 33	0.89209
MID CTY5	0.93434	NEVER	0.96102	R/P 34	0.90020
FR/BTWN5	0.94074	NO COMP	0.93694	R/P 35	0.90331
SML TWN5	0.95555	MISSING	0.86829	R/P 41	0.85040
RURAL5	0.94797	PGS>5	0.83576	R/P 42	0.93317
URBAN FR	0.90644	PGS>10	0.83543	R/P 43	0.94337
MED CITY	0.85799	ACADEMIC	0.74011	R/P 44	0.93201
SM PLACE	0.91587	VOC/TECH	0.88858	R/P 45	0.85683
HS GRAD	0.93832	OTHERPGM	0.93125	R/S 31	0.96840
POST HS	0.94431	HS PGM-?	0.87703	R/S 32	0.94832
COL GRAD	0.94447	SEMENG-^	0.85785	R/S 33	0.96108
PARED-?	0.95349	#ENG-LIN	0.86187	R/S 41	0.91717
S EAST	0.87537	SEMMAT-^	0.89980	R/S 42	0.97077
CENTRAL	0.87869	#MAT-LIN	0.85762	R/S 43	0.96034
WEST	0.89809	SEMSCI-^	0.94353	T/P 25	0.78555
PRIVATE	0.90600	SEMSCI-^	0.94391	T/P 31	0.77884
CATHOLIC	0.91113	SEMSCI-^	0.92937	T/P 32	0.80087
IEP-NO	0.96858	SEMSCI-^	0.94424	T/P 33	0.85271
LEP-NO	0.84055	#SCI-LIN	0.94928	T/P 34	0.80212
CHAP1-N	0.80994	SEMHS-^	0.87145	T/P 35	0.77866
REDUCED	0.96889	#HIS-LIN	0.81282	T/P 41	0.79150
FREE	0.81843	SEMFLG-^	0.87461	T/P 42	0.87999
INFO NA	0.84872	#FLG-LIN	0.73498	T/P 43	0.76779
SCH REF	0.88282	SEMVOC-^	0.83514	T/P 44	0.78170
HL-SOME	0.87173	#VOC-LIN	0.83192	T/P 45	0.81952
HL-ALWAY	0.79104	SEMART-^	0.85524	T/P 51	0.83260
HL-?	0.74483	#ART-LIN	0.84026	T/P 52	0.78216
TVLIN-0	0.97823	G/R 22	0.90404	T/P 53	0.77941
TV-QUAD	0.97682	G/R 23	0.90937	T/P 54	0.82295
HW-NO	0.97714	G/R 24	0.94198	T/P 55	0.86631
HW-YES	0.97841	G/T 22	0.72103	T/S 32	0.93111
HWLIN-0	0.95670	G/T 23	0.73591	T/S 33	0.92985
HWQUAD-0	0.93911	G/T 24	0.73911	T/S 41	0.93703
HITEM=3	0.89323	G/T 25	0.75204	T/S 42	0.91521
HITEM=4	0.85631	G/P 22	0.88244	T/S 43	0.95788
MISS-2<	0.95667	G/P 23	0.93367	T/S 51	0.95006
USA >5	0.85566	G/P 24	0.84716	P/S 32	0.95860
USA 3-5	0.85481	G/P 25	0.87283	P/S 33	0.93211
USA <3	0.87402	G/S 22	0.93957	P/S 41	0.94838
USA-?	0.85582	G/S 23	0.93157	P/S 42	0.92213
SNRM-LIN	0.85074	R/T 24	0.86645	P/S 43	0.93854
B007302B	0.93970	R/T 25	0.88815	P/S 51	0.91858
B007302C	0.94259	R/T 31	0.88006	P/S 52	0.96626
B007302D	0.92964	R/T 32	0.90237	P/S 53	0.94966
B007302E	0.94782	R/T 33	0.87748	G/S 22	0.87359
B007302F	0.96231	R/T 34	0.88682		
B007302G	0.95909	R/T 35	0.89641		
B007302H	0.93841	R/T 41	0.91799		

Table C-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
G/S 23	0.85199	SAFE	0.83758	K811606D	0.96824
G/S 24	0.80521	UNSAFE	0.91634	K811606M	0.88656
R/S 24	0.84972	VRUNSAFE	0.89039	K811609B	0.88984
R/S 25	0.89377	MISSING	0.86977	K811609C	0.94882
R/S 31	0.88767	MOMHOM-N	0.79818	K811609D	0.90147
R/S 32	0.91324	MOMHOM-?	0.84249	K811609M	0.85823
R/S 33	0.83528	DADHOM-N	0.80065	K811610B	0.90043
R/S 34	0.88995	DADHOM-?	0.83309	K811610C	0.92427
R/S 35	0.90079	K811001B	0.87640	K811610D	0.79174
R/S 41	0.91950	K811001C	0.86949	K811610M	0.88371
R/S 42	0.92783	K811001M	0.96926	K811611B	0.97180
R/S 43	0.95621	K811002B	0.89254	K811611C	0.97730
R/S 44	0.94445	K811002C	0.85703	K811611D	0.97093
R/S 45	0.94598	K811002M	0.95790	K811611M	0.89673
P/S 25	0.84160	K811003B	0.81128	K811612B	0.94892
P/S 31	0.81919	K811003C	0.80332	K811612C	0.97547
P/S 32	0.82187	K811003M	0.91841	K811612D	0.96428
P/S 33	0.86127	K811004B	0.83191	K811612M	0.91000
P/S 34	0.80452	K811004C	0.79424	K811701B	0.96680
P/S 35	0.85549	K811004M	0.87589	K811701C	0.96952
P/S 41	0.86807	K811005B	0.89915	K811701D	0.81164
P/S 42	0.87586	K811005C	0.84462	K811701M	0.93645
P/S 43	0.84197	K811005M	0.93623	K811702B	0.87026
P/S 44	0.82647	K811006B	0.83533	K811702C	0.90906
P/S 45	0.82360	K811006C	0.80193	K811702D	0.87970
P/S 51	0.82931	K811006M	0.93241	K811702M	0.92286
P/S 52	0.88706	K811007B	0.88119	K811703B	0.92065
P/S 53	0.92145	K811007C	0.88794	K811703C	0.96463
P/S 54	0.92535	K811007M	0.92876	K811703D	0.89293
P/S 55	0.91986	K811008B	0.84982	K811703M	0.93180
T/S 25	0.82508	K811008C	0.81528	K811704B	0.86213
T/S 31	0.82858	K811008M	0.93534	K811704C	0.94034
T/S 32	0.80646	K811501N	0.83972	K811704D	0.88453
T/S 33	0.85515	K811501M	0.88107	K811704M	0.92997
T/S 34	0.82833	K811601B	0.91457	K811705B	0.92549
T/S 35	0.83691	K811601C	0.93836	K811705C	0.96879
T/S 41	0.76720	K811601D	0.86253	K811705D	0.94646
T/S 42	0.79785	K811601M	0.90577	K811705M	0.94342
T/S 43	0.78394	K811602B	0.96573	K811801B	0.95538
T/S 44	0.81266	K811602C	0.97587	K811801C	0.95294
T/S 45	0.81070	K811602D	0.96610	K811801M	0.91146
T/S 51	0.81065	K811602M	0.90736	K811901B	0.95389
T/S 52	0.84731	K811603B	0.95509	K811901C	0.94725
T/S 53	0.84975	K811603C	0.96497	K811901M	0.90236
T/S 54	0.85432	K811603D	0.94843	SM00101B	0.93541
T/S 55	0.84521	K811603M	0.86568	SM00101C	0.94607
S/S 23	0.94833	K811604B	0.86856	SM00101D	0.94310
S/S 24	0.93453	K811604C	0.92230	SM00101M	0.93669
S/S 25	0.91953	K811604D	0.82110	SM00201B	0.94988
S/S 31	0.90401	K811604M	0.80114	SM00201C	0.94372
S/S 32	0.92777	K811605B	0.96389	SM00201D	0.93606
S/S 33	0.90733	K811605C	0.97974	SM00201M	0.92801
S/S 34	0.90341	K811605D	0.97665	SM00301B	0.96646
S/S 35	0.89551	K811605M	0.90457	SM00301C	0.95724
B008901N	0.96035	K811606B	0.95720	SM00301D	0.94827
B008901M	0.73193	K811606C	0.97895	SM00301M	0.95431

Table C-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
SM00401B	0.93849	LABORER	0.97106	K812505D	0.91924
SM00401C	0.95563	OPERATOR	0.97540	K812505M	0.81853
SM00401D	0.94106	FARMER	0.97340	K812506B	0.93685
SM00401M	0.95862	HOMEMAKE	0.84191	K812506C	0.96164
SM00501B	0.89908	MANAGER	0.97479	K812506D	0.91692
SM00501C	0.91708	MILITARY	0.95518	K812506M	0.81541
SM00501D	0.86213	TEACHER	0.93503	K812507B	0.95634
SM00501M	0.94235	PROFESS1	0.94833	K812507C	0.93825
B009601B	0.96681	PROFESS2	0.96191	K812507D	0.92636
B009601N	0.82588	B011A01N	0.83488	K812507M	0.75786
B009601D	0.82668	OFFICE	0.97489	K812508B	0.95876
B009601E	0.91039	TECHNIC	0.96958	K812508C	0.94943
B009602B	0.97020	PROT SRV	0.97817	K812508D	0.92637
B009602N	0.91670	SALES	0.97251	K812508M	0.92681
B009602D	0.81088	OWNER	0.93699	K812509B	0.96423
B009602M	0.89009	SERV WRK	0.97771	K812509C	0.94068
K812201B	0.95074	SKILL TR	0.95835	K812509D	0.93203
K812201C	0.95852	LABORER	0.96193	K812509M	0.92891
K812201D	0.96820	OPERATOR	0.96862	K812510B	0.95701
K812201E	0.95870	FARMER	0.96916	K812510C	0.97071
K812201F	0.96426	HOMEMAKE	0.92559	K812510D	0.90151
K812201G	0.92004	MANAGER	0.95432	K812510M	0.81960
K812201M	0.76695	MILITARY	0.97175	K812601N	0.76508
K811613B	0.78967	TEACHER	0.96287	K812601M	0.85884
K811613C	0.81480	PROFESS1	0.95270	K812701N	0.94118
K811613D	0.81977	PROFESS2	0.95053	K812701M	0.72392
K811613M	0.90693	B012A02N	0.80717	K811616B	0.88195
K811614B	0.80434	K812301M	0.68403	K811616C	0.95726
K811614C	0.83632	K812302M	0.72750	K811616D	0.86971
K811614D	0.81649	K812303M	0.70247	K811616M	0.90145
K811614M	0.92128	K812304M	0.77563	C035701N	0.87089
K811615B	0.95715	K812305M	0.70288	C035701M	0.93561
K811615C	0.96735	K812306M	0.67864	C035702N	0.88353
K811615D	0.95802	K812307M	0.70809	C035702M	0.96946
K811615M	0.90318	K812308M	0.73819	C035703N	0.88092
B008301D	0.91047	K812309M	0.90994	C035703M	0.90409
B008301M	0.85479	K812401N	0.87571	C037201M	0.92494
B009901B	0.90169	K812401M	0.73201	C037202M	0.91093
B009901C	0.88406	K812501B	0.93090	C037204M	0.88947
B009901D	0.95840	K812501C	0.94349	C037205M	0.88924
B009901E	0.96738	K812501D	0.87892	C037206M	0.88132
B009901F	0.93242	K812501M	0.79450	C037301M	0.97333
B009901M	0.82910	K812502B	0.95817	C037302M	0.96547
B005501B	0.95315	K812502C	0.93269	C037304M	0.86899
B005501C	0.95268	K812502D	0.92930	C037305M	0.91604
B005501D	0.90958	K812502M	0.77542	C036601B	0.89973
B005501E	0.96631	K812503B	0.83251	C036601C	0.90271
B005501F	0.96104	K812503C	0.90384	C036601D	0.94276
B005501M	0.89563	K812503D	0.89370	C036601M	0.97157
OFFICE W	0.93957	K812503M	0.73458	C032207B	0.92786
TECHNIC	0.96790	K812504B	0.96720	C032207N	0.92407
PROT SRV	0.97745	K812504C	0.93237	C032207M	0.92511
SALES	0.97623	K812504D	0.90946	C032209B	0.91965
OWNER	0.96605	K812504M	0.75624	C032209N	0.92544
SERV WRK	0.96570	K812505B	0.93971	C032209M	0.95453
SKILL T	0.96972	K812505C	0.96015	C032210B	0.94360

Table C-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C032210N	0.95198	C032413D	0.95037	C035006M	0.98034
C032210M	0.93908	C032414B	0.91331	C035007N	0.88632
C032211B	0.88500	C032414C	0.94297	C035007M	0.95328
C032211N	0.89029	C032414D	0.88909	C040201C	0.88300
C032211M	0.95735	C032415B	0.92753	C040201D	0.94551
C037701B	0.86986	C032415C	0.95380	C040201E	0.94396
C037701C	0.90194	C032415D	0.92709	C040201F	0.89375
C037701D	0.88184	C032502B	0.90890	C040202C	0.89626
C037701M	0.96339	C032502C	0.90013	C040202D	0.95294
C037702B	0.89756	C032502D	0.90145	C040202E	0.93950
C037702C	0.91838	C032502M	0.96764	C040202F	0.87251
C037702D	0.90530	C032503B	0.89695	C040203E	0.93462
C037702M	0.98220	C032503C	0.92592	C040203F	0.94699
C037703B	0.89745	C032505B	0.90278	C040204B	0.87484
C037703C	0.92208	C032505C	0.90078	C040204C	0.88743
C037703D	0.90642	C032505D	0.91001	C040204D	0.88296
C037704B	0.88329	C032506B	0.89881	C040204F	0.91571
C037704C	0.87431	C032506C	0.87640	C040204M	0.95036
C037704D	0.90198	C032506D	0.86800	C040301M	0.92424
C037704M	0.96324	C033601B	0.92369	C040302M	0.88503
C037705B	0.89701	C033601C	0.93328	C040303M	0.88238
C037705C	0.89818	C033601D	0.91139	C040304M	0.91496
C037705D	0.90113	C033601M	0.97710	C040305M	0.86109
C032402B	0.93144	C036501B	0.90250	C040306M	0.89956
C032402C	0.93392	C036501C	0.89498	C040307M	0.84836
C032402D	0.91518	C036501M	0.97172	C040308M	0.88209
C032402M	0.99407	C037801B	0.89545	C040309M	0.86589
C032401B	0.91072	C037801C	0.90352	C040310M	0.88911
C032401C	0.94322	C037801D	0.90447	C040311M	0.90474
C032401D	0.89027	C037801E	0.91240	C040401N	0.94208
C032404B	0.89397	C037801F	0.90460	C040402N	0.92615
C032404C	0.94549	C037801G	0.89732	C040402M	0.94019
C032404D	0.91661	C038001B	0.85284	C040403N	0.94880
C032406B	0.89388	C038001C	0.87525	C040404N	0.93593
C032406C	0.95032	C038001D	0.91860	C040501M	0.88498
C032406D	0.94029	C038001M	0.98010	C040502M	0.87825
C032407B	0.88643	C038301N	0.87718	C040503M	0.88078
C032407C	0.86886	C038301M	0.91358	C040504M	0.90028
C032408B	0.89443	C038801N	0.90183	C040505M	0.84857
C032408C	0.96359	C038801M	0.89507	C040506M	0.89174
C032408D	0.95832	C034101M	0.88584	C040601M	0.87994
C032409B	0.92367	C034102M	0.90191	C040602M	0.86801
C032409C	0.93134	C034103M	0.87030	C040603M	0.88405
C032409D	0.91390	C034104M	0.88278	C040604M	0.88632
C032410B	0.91959	C034105M	0.87628	C040605M	0.85646
C032410C	0.93374	C034106M	0.87212	C040701M	0.93398
C032410D	0.90272	C034107M	0.88182	C040702M	0.90968
C032410M	0.98139	C034108M	0.90287	C040703M	0.89486
C032411B	0.93842	C034109M	0.89353	C040704M	0.88840
C032411C	0.94358	C037203M	0.90966	C040705M	0.91671
C032411D	0.88421	C037306M	0.96368	C040801B	0.89025
C032412B	0.93187	C035002N	0.93660	C040801C	0.88122
C032412C	0.93695	C035002M	0.97875		
C032412D	0.91771	C035003N	0.92974		
C032413B	0.90251	C035003M	0.97412		
C032413C	0.94961	C035006N	0.87744		

Table C-15 (continued)
*Proportion of Variance of the Conditioning Variable Contrasts Accounted for
 by the Principal Components Used in the Conditioning Model for
 Science Main Conditioning Variables, Grade 12*

Contrast	Proportion of Variance	Contrast	Proportion of Variance	Contrast	Proportion of Variance
C040801D	0.89810	NATLUNCH	0.89537		
C040801E	0.89719	NATLUNCL	0.88462		
C040801M	0.88578	REM READ	0.86228		
C040802B	0.89384				
C040802C	0.88248				

Appendix D

IRT PARAMETERS

This appendix contains tables of IRT (item response theory) parameters for NAEP items that were scaled in each subject area and study (main and long-term trend) for which IRT scales were created.

For each of the binary scored items used in scaling (i.e., multiple-choice items and short constructed-response items), the tables provide estimates of the IRT parameters (which correspond to a_j , b_j , and c_j in Equation 11.1 in Chapter 11) and their associated standard errors (s.e.) of the estimates. For each of the polytomously scored items (i.e., the extended constructed-response items), the tables also show the estimates of the d_{jv} parameters (see Equation 11.3) and their associated standard errors.

For the main assessment items, the tables also show the block in which each item appears for each age class (*Block*) and the position of each item within its block (*Item*).

Note that item parameters shown in this appendix are in the metrics used for the original calibration of the scales. The transformations needed to represent these parameters in terms of the metric of the final reporting scales are given in Chapters 12 through 18.

Table D-1
IRT Parameters for the 1996 Mathematics Main Samples
Number Sense, Properties, and Operations, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1M010131	MH	2A	0.461 (0.037)	-1.996 (0.220)	0.210 (0.058)				
1M010231	MH	3A	0.556 (0.044)	-0.586 (0.155)	0.197 (0.048)				
1M010431	MH	5A	0.711 (0.065)	0.194 (0.106)	0.228 (0.036)				
1M010531	MH	6A	0.569 (0.078)	1.387 (0.130)	0.128 (0.029)				
1M010631	MH	7A	0.295 (0.025)	-2.058 (0.177)	0.000 (0.000)				
1M010831	MH	9A	1.005 (0.068)	0.095 (0.058)	0.172 (0.024)				
1M011131	MH	13A	0.872 (0.062)	-0.053 (0.075)	0.171 (0.030)				
1M017401	MD	1	0.359 (0.037)	-3.271 (0.365)	0.209 (0.058)				
1M017701	MD	4	0.961 (0.074)	0.438 (0.056)	0.170 (0.022)				
1M017901	MD	6	1.383 (0.087)	0.539 (0.032)	0.115 (0.013)				
1M018201	MD	9	1.052 (0.102)	1.297 (0.056)	0.163 (0.014)				
1M018401	MD	11	1.414 (0.113)	0.767 (0.039)	0.223 (0.015)				
1M018501	MD	12	0.738 (0.210)	3.443 (0.488)	0.231 (0.012)				
1M018601	MD	13	0.740 (0.120)	2.359 (0.172)	0.145 (0.014)				
1M020001	MF	4A	1.159 (0.042)	-0.185 (0.024)	0.000 (0.000)				
1M020101	MF	5A	0.934 (0.044)	1.301 (0.046)	0.000 (0.000)				
1M020501	MF	9A	0.678 (0.034)	1.030 (0.051)	0.000 (0.000)				
1M039001	MC	1	0.766 (0.050)	-1.617 (0.130)	0.209 (0.054)				
1M039201	MC	3A	0.792 (0.032)	-0.217 (0.032)	0.000 (0.000)				
1M039901	MC	10	0.899 (0.095)	1.694 (0.076)	0.134 (0.013)				
1M040201	MC	13A	1.005 (0.055)	1.632 (0.057)	0.000 (0.000)				
1M040301	MI	1A	0.647 (0.029)	0.116 (0.037)	0.000 (0.000)				
1M040701	MI	5	0.671 (0.069)	0.629 (0.101)	0.231 (0.032)				
1M040901	MI	7A	1.412 (0.053)	0.422 (0.022)	0.000 (0.000)				
1M042601	MM	1	0.830 (0.060)	-0.445 (0.100)	0.221 (0.040)				
1M042901	MM	4	0.603 (0.068)	0.831 (0.109)	0.211 (0.033)				
1M043001	MM	5	0.690 (0.047)	-0.870 (0.126)	0.204 (0.048)				
1M043301	MM	8A	0.781 (0.034)	0.738 (0.038)	0.000 (0.000)				
1M046001	MK	1A	0.658 (0.031)	-1.104 (0.053)	0.000 (0.000)				
1M046301	MK	4	1.175 (0.089)	0.609 (0.044)	0.196 (0.017)				
1M046501	MK	6	0.684 (0.100)	1.454 (0.107)	0.303 (0.025)				
1M046801	MK	9A	1.035 (0.041)	0.616 (0.029)	0.000 (0.000)				
1M046901	MK	10A	0.919 (0.037)	0.425 (0.030)	0.000 (0.000)				
1M047501	MK	16	0.511 (0.043)	-0.750 (0.183)	0.210 (0.053)				
1M066101	ME	2	0.791 (0.065)	-0.877 (0.123)	0.190 (0.048)				
1M066401	ME	5	0.793 (0.120)	1.508 (0.110)	0.194 (0.024)				
1M066701	ME	8A	0.731 (0.031)	-0.114 (0.032)	0.000 (0.000)	-0.187 (0.064)	0.187 (0.061)		
1M066801	ME	9A	0.470 (0.018)	0.108 (0.042)	0.000 (0.000)	-2.287 (0.149)	2.287 (0.149)		
1M067801	MG	3	1.937 (0.167)	1.001 (0.040)	0.186 (0.014)				
1M068001	MG	5A	0.731 (0.046)	0.713 (0.055)	0.000 (0.000)				
1M068002	MG	6A	0.710 (0.032)	0.544 (0.034)	0.000 (0.000)	-0.140 (0.061)	0.140 (0.067)		
1M068301	ML	1A	1.192 (0.101)	-0.173 (0.071)	0.185 (0.032)				
1M068401	ML	2A	0.889 (0.085)	0.191 (0.086)	0.173 (0.033)				
1M068501	ML	3A	1.177 (0.103)	0.369 (0.055)	0.143 (0.023)				

Table D-1 (continued)
IRT Parameters for the 1996 Mathematics Main Samples
Number Sense, Properties, and Operations, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1M068701	ML	5A	0.484 (0.029)	-1.148 (0.064)	0.000 (0.000)	0.878 (0.110)	-0.878 (0.071)		
1M068801	ML	6A	1.547 (0.174)	0.698 (0.054)	0.287 (0.021)				
1M068901	ML	7A	0.737 (0.037)	0.974 (0.041)	0.000 (0.000)	-0.058 (0.059)	0.058 (0.075)		
1M071901	MN	1A	0.824 (0.103)	0.481 (0.109)	0.247 (0.038)				
1M072001	MN	2A	0.590 (0.062)	-0.140 (0.155)	0.191 (0.048)				
1M072401	MN	7A	0.746 (0.038)	0.455 (0.034)	0.000 (0.000)	0.253 (0.054)	-0.253 (0.061)		
1M072501	MN	8A	0.744 (0.043)	1.431 (0.058)	0.000 (0.000)	-0.145 (0.070)	0.145 (0.099)		
1M072601	MN	9A	0.548 (0.031)	1.550 (0.077)	0.000 (0.000)	-1.186 (0.129)	1.186 (0.158)		
1M074601	MO	5	0.793 (0.130)	0.962 (0.126)	0.359 (0.034)				
1M074701	MO	6A	1.014 (0.054)	-0.387 (0.040)	0.000 (0.000)				
1M075001	MO	9A	0.693 (0.033)	1.463 (0.055)	0.000 (0.000)	-0.952 (0.096)	0.952 (0.117)		
1M075101	MO	10A	0.563 (0.024)	0.693 (0.035)	0.000 (0.000)	1.946 (0.079)	-0.362 (0.079)	-1.007 (0.122)	-0.577 (0.152)
1N202831	MH	12A	0.749 (0.068)	-0.345 (0.140)	0.289 (0.048)				
1N240031	MH	14A	1.413 (0.094)	0.368 (0.037)	0.146 (0.017)				
1N277903	MF	10A	0.529 (0.031)	-1.535 (0.086)	0.000 (0.000)				

Table D-2
IRT Parameters for the 1996 Mathematics Main Samples
Measurement, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
2M010731	MH	8A	1.316 (0.104)	0.695 (0.043)	0.241 (0.017)				
2M010931	MH	10A	0.737 (0.081)	1.176 (0.079)	0.191 (0.023)				
2M017501	MD	2	0.545 (0.037)	-1.365 (0.144)	0.143 (0.045)				
2M018101	MD	8	0.799 (0.068)	0.777 (0.064)	0.150 (0.022)				
2M020301	MF	7A	1.002 (0.044)	1.054 (0.037)	0.000 (0.000)				
2M039101	MC	2	0.493 (0.036)	-1.277 (0.173)	0.162 (0.050)				
2M039301	MC	4A	0.824 (0.036)	0.778 (0.037)	0.000 (0.000)				
2M039401	MC	5	0.821 (0.056)	-0.194 (0.079)	0.164 (0.032)				
2M039501	MC	6	0.826 (0.052)	-0.285 (0.074)	0.139 (0.030)				
2M039601	MC	7	0.634 (0.049)	0.689 (0.072)	0.093 (0.023)				
2M040461	MI	2D	0.444 (0.011)	-1.026 (0.031)	0.000 (0.000)	-0.822 (0.101)	-1.911 (0.147)	2.733 (0.128)	
2M040801	MI	6	1.123 (0.143)	1.277 (0.075)	0.192 (0.020)				
2M041001	MI	8	1.951 (0.164)	1.142 (0.042)	0.132 (0.012)				
2M042701	MM	2	0.962 (0.055)	-1.511 (0.085)	0.135 (0.040)				
2M042801	MM	3	0.818 (0.048)	-1.649 (0.104)	0.143 (0.044)				
2M047101	MK	12	1.341 (0.130)	2.046 (0.086)	0.197 (0.009)				
2M047201	MK	13	1.086 (0.088)	0.840 (0.048)	0.182 (0.017)				
2M061906	MJ	6A	1.113 (0.077)	2.228 (0.091)	0.000 (0.000)				
2M066001	ME	1	0.698 (0.088)	1.070 (0.100)	0.145 (0.028)				
2M067601	MG	1	0.599 (0.079)	1.256 (0.119)	0.118 (0.028)				
2M069001	ML	8A	0.730 (0.043)	1.453 (0.054)	0.000 (0.000)	0.881 (0.053)	-0.881 (0.106)		
2M072101	MN	3A	0.779 (0.065)	-1.898 (0.151)	0.157 (0.050)				
2M074201	MO	1	1.037 (0.077)	-0.018 (0.057)	0.090 (0.023)				
2M074301	MO	2A	1.026 (0.056)	-0.098 (0.037)	0.000 (0.000)				
2M074801	MO	7A	0.598 (0.030)	0.431 (0.038)	0.000 (0.000)	-0.012 (0.067)	0.012 (0.073)		

Table D-3
IRT Parameters for the 1996 Mathematics Main Samples
Geometry and Spatial Sense, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
3M011231	MH	15A	0.916 (0.191)	2.496 (0.207)	0.248 (0.014)				
3M017601	MD	3	0.307 (0.032)	-0.719 (0.269)	0.254 (0.048)				
3M018001	MD	7	1.056 (0.123)	1.472 (0.068)	0.235 (0.015)				
3M019801	MF	2A	0.443 (0.037)	3.009 (0.220)	0.000 (0.000)				
3M019901	MF	3A	0.625 (0.029)	-0.812 (0.048)	0.000 (0.000)				
3M020701	MF	11A	0.452 (0.031)	1.382 (0.093)	0.000 (0.000)				
3M039801	MC	9	0.928 (0.152)	1.817 (0.115)	0.366 (0.016)				
3M041201	MI	10A	0.382 (0.021)	0.699 (0.048)	0.000 (0.000)	1.078 (0.107)	0.351 (0.105)	-1.429 (0.143)	
3M043401	MM	9A	2.082 (0.077)	0.260 (0.016)	0.000 (0.000)				
3M043402	MM	10A	1.838 (0.069)	0.442 (0.018)	0.000 (0.000)				
3M043403	MM	11A	1.125 (0.069)	1.970 (0.073)	0.000 (0.000)				
3M046101	MK	2	0.478 (0.040)	-1.317 (0.222)	0.242 (0.060)				
3M046201	MK	3	1.058 (0.079)	0.571 (0.047)	0.171 (0.019)				
3M046401	MK	5	0.837 (0.062)	0.226 (0.070)	0.178 (0.027)				
3M046701	MK	8	0.569 (0.078)	1.564 (0.114)	0.186 (0.027)				
3M047401	MK	15	0.932 (0.066)	-1.921 (0.123)	0.219 (0.054)				
3M061901	MJ	1A	0.594 (0.029)	-0.292 (0.042)	0.000 (0.000)				
3M061902	MJ	2A	1.657 (0.060)	-0.144 (0.019)	0.000 (0.000)				
3M061903	MJ	3A	1.781 (0.067)	-0.516 (0.020)	0.000 (0.000)				
3M061904	MJ	4A	0.870 (0.046)	1.581 (0.061)	0.000 (0.000)				
3M068003	MG	7A	1.015 (0.069)	0.978 (0.053)	0.000 (0.000)				
3M068004	MG	8A	0.200 (0.012)	1.696 (0.105)	0.000 (0.000)	-2.093 (0.252)	1.957 (0.305)	-0.262 (0.338)	0.398 (0.397)
3M074501	MO	4A	0.505 (0.030)	0.719 (0.051)	0.000 (0.000)	0.690 (0.070)	-0.690 (0.089)		
3M074901	MO	8A	0.580 (0.030)	0.906 (0.048)	0.000 (0.000)	-0.233 (0.072)	0.233 (0.089)		
3N214331	MH	1A	0.789 (0.057)	-2.195 (0.148)	0.223 (0.057)				

Table D-4
IRT Parameters for the 1996 Mathematics Main Samples
Data Analysis, Statistics, and Probabilities, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
4M017801	MD	5	0.726 (0.071)	0.720 (0.078)	0.196 (0.026)				
4M020201	MF	6A	0.910 (0.036)	-0.029 (0.028)	0.000 (0.000)				
4M040001	MC	11A	0.992 (0.039)	0.290 (0.026)	0.000 (0.000)				
4M040101	MC	12	0.777 (0.082)	0.448 (0.097)	0.322 (0.031)				
4M040601	MI	4	0.999 (0.063)	-0.038 (0.055)	0.147 (0.023)				
4M041101	MI	9	2.551 (0.132)	1.408 (0.033)	0.221 (0.009)				
4M043101	MM	6	1.533 (0.124)	0.654 (0.038)	0.299 (0.016)				
4M043201	MM	7A	0.672 (0.030)	-0.740 (0.044)	0.000 (0.000)				
4M046601	MK	7A	1.228 (0.049)	0.559 (0.024)	0.000 (0.000)				
4M047001	MK	11	1.756 (0.114)	1.449 (0.041)	0.154 (0.009)				
4M047301	MK	14A	1.178 (0.045)	-0.285 (0.026)	0.000 (0.000)				
4M061905	MJ	5A	0.890 (0.041)	0.811 (0.036)	0.000 (0.000)				
4M066901	ME	10A	0.282 (0.011)	0.785 (0.045)	0.000 (0.000)	-1.522 (0.168)	-2.244 (0.325)	2.747 (0.332)	1.019 (0.209)
4M068601	ML	4A	0.731 (0.071)	0.047 (0.107)	0.175 (0.037)				
4M069101	ML	9A	0.427 (0.018)	1.071 (0.040)	0.000 (0.000)	-1.993 (0.196)	3.473 (0.200)	-0.572 (0.127)	-0.909 (0.182)
4M072301	MN	6A	0.627 (0.077)	0.022 (0.166)	0.248 (0.050)				
4N250231	MH	11A	1.083 (0.080)	0.234 (0.054)	0.209 (0.023)				

Table D-5
IRT Parameters for the 1996 Mathematics Main Samples
Algebra and Functions, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
5M010331	MH	4A	0.741 (0.076)	0.295 (0.113)	0.310 (0.035)				
5M018301	MD	10	1.390 (0.119)	1.102 (0.038)	0.174 (0.012)				
5M018701	MD	14	1.052 (0.215)	2.723 (0.270)	0.184 (0.009)				
5M019701	MF	1A	0.653 (0.028)	-0.391 (0.039)	0.000 (0.000)				
5M020401	MF	8A	0.681 (0.030)	0.292 (0.036)	0.000 (0.000)				
5M039701	MC	8	1.396 (0.111)	1.245 (0.041)	0.204 (0.011)				
5M040501	MI	3	0.740 (0.064)	-0.125 (0.121)	0.274 (0.040)				
5M043501	MM	12A	0.343 (0.013)	1.058 (0.037)	0.000 (0.000)	0.903 (0.079)	-0.596 (0.106)	0.327 (0.128)	-0.635 (0.148)
5M066201	ME	3	1.626 (0.164)	0.478 (0.054)	0.305 (0.023)				
5M066301	ME	4A	0.443 (0.016)	-0.045 (0.042)	0.000 (0.000)	-2.434 (0.149)	2.434 (0.147)		
5M066501	ME	6A	0.678 (0.032)	0.997 (0.039)	0.000 (0.000)	-0.196 (0.063)	0.196 (0.075)		
5M066601	ME	7A	0.609 (0.032)	0.986 (0.045)	0.000 (0.000)	0.044 (0.064)	-0.044 (0.080)		
5M067701	MG	2	1.158 (0.111)	0.218 (0.075)	0.240 (0.031)				
5M067901	MG	4A	0.689 (0.029)	1.169 (0.039)	0.000 (0.000)	-1.324 (0.099)	1.324 (0.109)		
5M072201	MN	4A	0.417 (0.018)	-0.407 (0.047)	0.000 (0.000)	-5.308 (0.387)	5.308 (0.385)		
5M072202	MN	5A	0.763 (0.034)	0.803 (0.033)	0.000 (0.000)	-0.197 (0.058)	0.197 (0.066)		
5M072701	MN	10A	0.393 (0.030)	1.801 (0.101)	0.000 (0.000)	0.343 (0.116)	0.157 (0.168)	-0.500 (0.254)	
5M074401	MO	3	1.241 (0.146)	0.761 (0.065)	0.287 (0.024)				

Table D-6
IRT Parameters for the 1996 Mathematics Main Samples
Number Sense, Properties, and Operations, Grade 8

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1M011131	MH	13A	0.783 (0.057)	-1.197 (0.132)	0.251 (0.051)				
1M012431	MH	3A	0.960 (0.057)	-0.179 (0.056)	0.130 (0.025)				
1M012531	MH	4A	0.688 (0.049)	0.540 (0.063)	0.087 (0.022)				
1M012931	MH	8A	1.187 (0.104)	0.983 (0.046)	0.222 (0.016)				
1M013431	MH	15A	1.360 (0.087)	0.159 (0.041)	0.182 (0.020)				
1M013531	MH	16A	1.041 (0.121)	1.147 (0.070)	0.128 (0.020)				
1M013631	MH	17A	1.381 (0.086)	0.722 (0.032)	0.068 (0.011)				
1M017401	MD	1	0.252 (0.034)	-5.173 (0.727)	0.243 (0.063)				
1M017701	MD	4	1.016 (0.062)	-0.896 (0.078)	0.211 (0.036)				
1M017901	MD	6	1.386 (0.086)	-0.695 (0.057)	0.265 (0.030)				
1M018201	MD	9	0.595 (0.053)	-0.561 (0.141)	0.179 (0.043)				
1M018401	MD	11	1.003 (0.063)	-0.940 (0.084)	0.221 (0.038)				
1M018501	MD	12	1.538 (0.110)	0.550 (0.037)	0.273 (0.016)				
1M018601	MD	13	0.801 (0.064)	0.932 (0.056)	0.125 (0.018)				
1M020001	MF	4A	0.619 (0.028)	-0.446 (0.040)	0.000 (0.000)				
1M020101	MF	5A	1.258 (0.046)	-0.449 (0.024)	0.000 (0.000)				
1M020501	MF	9A	0.809 (0.032)	-0.314 (0.031)	0.000 (0.000)				
1M046001	MK	1A	0.364 (0.029)	-3.134 (0.237)	0.000 (0.000)				
1M046301	MK	4	0.870 (0.057)	-1.258 (0.113)	0.233 (0.047)				
1M046501	MK	6	0.933 (0.063)	-0.328 (0.078)	0.243 (0.032)				
1M046801	MK	9A	0.615 (0.030)	-1.250 (0.062)	0.000 (0.000)				
1M046901	MK	10A	0.948 (0.043)	-1.518 (0.052)	0.000 (0.000)				
1M049901	MC	1	0.806 (0.049)	-0.507 (0.079)	0.135 (0.032)				
1M050001	MC	2	1.422 (0.070)	-0.316 (0.034)	0.094 (0.018)				
1M050101	MC	3	0.947 (0.053)	0.310 (0.042)	0.073 (0.017)				
1M050301	MC	5	0.939 (0.088)	1.130 (0.055)	0.176 (0.017)				
1M051101	MC	13A	0.305 (0.019)	0.824 (0.061)	0.000 (0.000)	0.704 (0.122)	-0.724 (0.150)	0.020 (0.176)	
1M051201	MM	1A	0.636 (0.044)	-1.496 (0.096)	0.000 (0.000)				
1M051501	MM	4	1.037 (0.139)	1.726 (0.082)	0.211 (0.013)				
1M051601	MM	5A	0.676 (0.031)	-0.997 (0.049)	0.000 (0.000)				
1M051901	MM	8	1.970 (0.114)	0.709 (0.023)	0.097 (0.009)				
1M052401	MI	2A	0.861 (0.036)	0.738 (0.033)	0.000 (0.000)				
1M052901	MI	7A	0.608 (0.028)	-0.001 (0.038)	0.000 (0.000)				
1M053001	MI	8A	0.920 (0.040)	1.015 (0.037)	0.000 (0.000)				
1M066401	ME	5	0.535 (0.055)	-0.216 (0.165)	0.198 (0.046)				
1M067801	MG	3	0.851 (0.069)	-1.204 (0.126)	0.207 (0.048)				
1M069201	ML	1A	0.779 (0.093)	1.099 (0.085)	0.134 (0.025)				
1M069501	ML	4A	0.758 (0.073)	-0.270 (0.119)	0.182 (0.043)				
1M069601	ML	5A	0.626 (0.047)	1.477 (0.096)	0.000 (0.000)				
1M069901	ML	8A	0.784 (0.039)	1.238 (0.047)	0.000 (0.000)	-0.327 (0.068)	0.327 (0.088)		
1M073001	MN	3A	1.183 (0.093)	0.027 (0.057)	0.143 (0.027)				
1M073101	MN	4A	0.552 (0.082)	0.665 (0.170)	0.229 (0.048)				
1M073402	MN	7A	1.644 (0.145)	1.821 (0.072)	0.151 (0.010)				
1M073601	MN	9B	0.465 (0.023)	1.406 (0.057)	0.000 (0.000)	-0.148 (0.087)	-0.328 (0.140)	0.476 (0.165)	

Table D-6 (continued)
IRT Parameters for the 1996 Mathematics Main Samples
Number Sense, Properties, and Operations, Grade 8

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1M073602	MN	9A	0.559 (0.120)	1.140 (0.229)	0.422 (0.044)				
1M075901	MO	8A	0.561 (0.080)	0.916 (0.140)	0.153 (0.039)				
1N202831	MH	12A	0.671 (0.049)	-2.037 (0.173)	0.238 (0.059)				

Table D-7
IRT Parameters for the Mathematics Main Samples
Measurement, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)
2M012331	MH	2A	0.670 (0.043)	-1.615 (0.132)	0.171 (0.051)				
2M013331	MH	14A	0.931 (0.058)	-1.268 (0.097)	0.177 (0.048)				
2M017501	MD	2	0.348 (0.035)	-2.932 (0.353)	0.251 (0.062)				
2M018101	MD	8	0.543 (0.045)	-0.356 (0.160)	0.225 (0.047)				
2M019101	MD	18	1.147 (0.111)	1.695 (0.063)	0.152 (0.010)				
2M019201	MD	19	1.122 (0.113)	1.700 (0.063)	0.134 (0.010)				
2M020301	MF	7A	1.042 (0.038)	-0.406 (0.026)	0.000 (0.000)				
2M047101	MK	12	1.068 (0.068)	0.288 (0.048)	0.163 (0.020)				
2M047201	MK	13	0.831 (0.055)	-0.739 (0.104)	0.229 (0.043)				
2M047901	MK	18A	1.162 (0.057)	1.562 (0.045)	0.000 (0.000)				
2M050501	MC	7	0.766 (0.070)	0.331 (0.095)	0.261 (0.032)				
2M050901	MC	11A	0.795 (0.038)	1.353 (0.052)	0.000 (0.000)				
2M051301	MM	2A	0.464 (0.033)	-2.624 (0.164)	0.000 (0.000)				
2M052201	MM	11A	0.635 (0.022)	1.080 (0.028)	0.000 (0.000)	0.784 (0.040)	-0.502 (0.061)	-0.282 (0.082)	
2M052301	MI	1	1.528 (0.104)	0.761 (0.033)	0.181 (0.013)				
2M061907	MJ	5A	0.812 (0.036)	1.067 (0.043)	0.000 (0.000)				
2M061908	MJ	6A	0.753 (0.057)	2.720 (0.152)	0.000 (0.000)				
2M068008	MG	9A	0.331 (0.032)	2.700 (0.206)	0.000 (0.000)	0.611 (0.118)	-0.611 (0.236)		
2M069401	ML	3A	1.073 (0.081)	-0.849 (0.085)	0.160 (0.042)				
2M069701	ML	6A	0.745 (0.036)	1.228 (0.045)	0.000 (0.000)	-0.088 (0.059)	0.088 (0.079)		
2M069801	ML	7A	0.747 (0.099)	1.540 (0.102)	0.101 (0.021)				
2M072801	MN	1A	0.411 (0.049)	0.048 (0.219)	0.178 (0.052)				
2M073301	MN	6A	0.939 (0.121)	1.236 (0.078)	0.181 (0.022)				
2M075201	MO	1A	0.471 (0.050)	-0.523 (0.211)	0.190 (0.056)				
2M075401	MO	3A	0.627 (0.030)	0.222 (0.039)	0.000 (0.000)	0.944 (0.059)	-0.944 (0.064)		
2M075601	MO	5A	0.489 (0.019)	0.295 (0.039)	0.000 (0.000)	-1.164 (0.096)	1.164 (0.099)		
2M076001	MO	9A	0.435 (0.018)	1.556 (0.059)	0.000 (0.000)	-2.284 (0.172)	1.740 (0.208)	0.544 (0.176)	

Table D-8
IRT Parameters for the 1996 Mathematics Main Samples
Geometry and Spatial Sense, Grade 8

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
3M012731	MH	6A	0.553 (0.075)	1.612 (0.115)	0.160 (0.026)				
3M012831	MH	7A	1.100 (0.073)	0.509 (0.041)	0.133 (0.017)				
3M017601	MD	3	0.558 (0.046)	-1.228 (0.209)	0.313 (0.059)				
3M018001	MD	7	0.824 (0.072)	0.207 (0.090)	0.307 (0.030)				
3M019001	MD	17	0.789 (0.068)	0.853 (0.064)	0.164 (0.022)				
3M019601	MD	21	0.632 (0.071)	1.503 (0.091)	0.117 (0.021)				
3M019801	MF	2A	0.891 (0.035)	-0.760 (0.035)	0.000 (0.000)				
3M019901	MF	3A	0.636 (0.032)	-1.627 (0.073)	0.000 (0.000)				
3M020901	MF	11A	0.566 (0.028)	0.608 (0.045)	0.000 (0.000)				
3M021001	MF	12A	0.827 (0.033)	0.067 (0.029)	0.000 (0.000)				
3M021301	MF	15A	1.705 (0.062)	-0.075 (0.018)	0.000 (0.000)				
3M021302	MF	16A	1.454 (0.054)	-0.224 (0.021)	0.000 (0.000)				
3M046101	MK	2	0.750 (0.057)	-2.147 (0.183)	0.323 (0.066)				
3M046201	MK	3	1.211 (0.089)	-0.308 (0.069)	0.365 (0.029)				
3M046401	MK	5	0.814 (0.062)	-0.760 (0.125)	0.316 (0.045)				
3M046701	MK	8	1.276 (0.096)	0.271 (0.051)	0.328 (0.021)				
3M048001	MK	19A	1.124 (0.098)	1.487 (0.054)	0.081 (0.010)				
3M051001	MC	12A	0.660 (0.050)	1.422 (0.089)	0.000 (0.000)				
3M051801	MM	7	0.993 (0.128)	1.694 (0.081)	0.242 (0.014)				
3M052001	MM	9	0.857 (0.089)	1.417 (0.068)	0.172 (0.017)				
3M052601	MI	4	0.768 (0.062)	0.474 (0.072)	0.173 (0.026)				
3M061901	MJ	1A	0.619 (0.029)	-1.232 (0.059)	0.000 (0.000)				
3M061902	MJ	4A	1.366 (0.054)	-1.040 (0.030)	0.000 (0.000)				
3M061903	MJ	2A	1.247 (0.054)	-1.469 (0.040)	0.000 (0.000)				
3M061904	MJ	3A	0.848 (0.034)	0.148 (0.029)	0.000 (0.000)				
3M068003	MG	5A	0.552 (0.019)	-0.150 (0.034)	0.000 (0.000)	-1.993 (0.121)	1.993 (0.118)		
3M068005	MG	6A	0.426 (0.017)	-0.474 (0.047)	0.000 (0.000)	-1.640 (0.122)	1.640 (0.114)		
3M068006	MG	7A	0.479 (0.019)	0.717 (0.042)	0.000 (0.000)	-1.432 (0.103)	1.432 (0.111)		
3M068007	MG	8	0.758 (0.070)	0.490 (0.079)	0.110 (0.028)				
3M068201	MG	10A	0.248 (0.035)	1.970 (0.280)	0.000 (0.000)				
3M075801	MO	7A	0.982 (0.050)	0.988 (0.034)	0.000 (0.000)	0.287 (0.042)	-0.287 (0.058)		

Table D-9
IRT Parameters for the 1996 Mathematics Main Samples
Data Analysis, Statistics, and Probability, Grade 8

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
4M012631	MH	5A	1.294 (0.088)	0.484 (0.041)	0.209 (0.017)				
4M013031	MH	9A	1.127 (0.053)	1.368 (0.041)	0.000 (0.000)				
4M013131	MH	10A	0.900 (0.042)	1.259 (0.045)	0.000 (0.000)				
4M017801	MD	5	1.009 (0.062)	-0.620 (0.076)	0.209 (0.035)				
4M018901	MD	16	0.578 (0.114)	1.846 (0.172)	0.165 (0.030)				
4M020201	MF	6A	0.585 (0.033)	-2.087 (0.099)	0.000 (0.000)				
4M020801	MF	10A	1.006 (0.050)	1.553 (0.050)	0.000 (0.000)				
4M021101	MF	13A	0.928 (0.034)	0.034 (0.027)	0.000 (0.000)				
4M046601	MK	7A	1.002 (0.040)	-1.063 (0.036)	0.000 (0.000)				
4M047001	MK	11	0.968 (0.059)	0.049 (0.056)	0.147 (0.024)				
4M047301	MK	14A	0.976 (0.049)	-1.844 (0.061)	0.000 (0.000)				
4M047801	MK	17	1.486 (0.095)	0.770 (0.030)	0.117 (0.012)				
4M050261	MC	4E	0.763 (0.024)	-1.294 (0.033)	0.000 (0.000)	-0.389 (0.062)	0.389 (0.047)		
4M050401	MC	6	0.730 (0.056)	-0.145 (0.105)	0.208 (0.038)				
4M051401	MM	3	0.807 (0.046)	-1.074 (0.094)	0.155 (0.041)				
4M052701	MI	5	1.135 (0.078)	0.496 (0.046)	0.189 (0.018)				
4M052801	MI	6	0.545 (0.196)	4.612 (1.191)	0.179 (0.011)				
4M053101	MI	9A	0.664 (0.023)	1.289 (0.029)	0.000 (0.000)	0.221 (0.044)	0.151 (0.061)	-0.371 (0.081)	
4M061905	MJ	7A	0.484 (0.026)	-0.466 (0.052)	0.000 (0.000)				
4M067101	ME	2	1.092 (0.087)	-0.051 (0.069)	0.165 (0.029)				
4M067501	ME	11A	0.584 (0.030)	1.847 (0.058)	0.000 (0.000)	1.410 (0.057)	-1.410 (0.146)		
4M070001	ML	9A	0.227 (0.023)	1.216 (0.134)	0.000 (0.000)	0.412 (0.164)	-0.412 (0.201)		
4M072901	MN	2A	0.438 (0.019)	-0.542 (0.049)	0.000 (0.000)	-0.766 (0.105)	0.766 (0.093)		
4M0732CL	MN	5F	0.354 (0.020)	-0.326 (0.047)	0.000 (0.000)	1.065 (0.134)	-0.139 (0.112)	-0.926 (0.110)	
M073501	MN	8A	0.153 (0.029)	4.118 (0.770)	0.000 (0.000)				

Table D-10
IRT Parameters for the 1996 Mathematics Main Samples
Algebra and Functions, Grade 8

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
5M012231	MH	1A	0.611 (0.048)	-2.789 (0.198)	0.164 (0.053)				
5M013231	MH	11A	1.018 (0.099)	1.583 (0.062)	0.116 (0.012)				
5M013731	MH	18A	1.082 (0.104)	1.289 (0.056)	0.120 (0.014)				
5M018301	MD	10	0.928 (0.058)	-0.502 (0.078)	0.201 (0.034)				
5M018701	MD	14	1.535 (0.102)	0.231 (0.038)	0.265 (0.018)				
5M018801	MD	15	1.052 (0.093)	0.719 (0.058)	0.292 (0.020)				
5M019301	MD	20	1.413 (0.117)	1.048 (0.040)	0.195 (0.013)				
5M019701	MF	1A	0.435 (0.028)	-2.147 (0.129)	0.000 (0.000)				
5M020401	MF	8A	0.643 (0.028)	-0.287 (0.037)	0.000 (0.000)				
5M021201	MF	14A	0.960 (0.037)	0.355 (0.027)	0.000 (0.000)				
5M047601	MK	15	1.333 (0.075)	0.307 (0.033)	0.108 (0.015)				
5M047701	MK	16	0.977 (0.124)	1.682 (0.081)	0.239 (0.015)				
5M050601	MC	8	1.172 (0.068)	0.535 (0.034)	0.085 (0.013)				
5M050701	MC	9	1.655 (0.091)	0.032 (0.030)	0.141 (0.016)				
5M050801	MC	10A	0.792 (0.032)	-0.056 (0.031)	0.000 (0.000)				
5M051701	MM	6	1.448 (0.094)	0.460 (0.035)	0.196 (0.016)				
5M052101	MM	10A	0.879 (0.035)	0.374 (0.029)	0.000 (0.000)				
5M052501	MI	3	0.732 (0.067)	1.224 (0.066)	0.119 (0.019)				
5M066201	ME	3	1.058 (0.091)	-0.975 (0.109)	0.238 (0.050)				
5M066301	ME	4A	0.621 (0.052)	-2.180 (0.156)	0.000 (0.000)				
5M066501	ME	6A	0.566 (0.026)	-0.426 (0.040)	0.000 (0.000)	-0.195 (0.078)	0.195 (0.068)		
5M066601	ME	7A	0.381 (0.020)	-0.912 (0.068)	0.000 (0.000)	-0.594 (0.122)	0.594 (0.101)		
5M067001	ME	1	1.079 (0.113)	0.558 (0.075)	0.261 (0.028)				
5M067201	ME	8B	0.494 (0.019)	1.030 (0.047)	0.000 (0.000)	-1.990 (0.127)	1.990 (0.137)		
5M067202	ME	8A	1.361 (0.190)	0.924 (0.076)	0.422 (0.023)				
5M067301	ME	9	1.017 (0.092)	0.640 (0.062)	0.132 (0.024)				
5M067401	ME	10	0.887 (0.117)	1.333 (0.086)	0.163 (0.023)				
5M067701	MG	2	0.786 (0.065)	-1.318 (0.134)	0.206 (0.050)				
5M067901	MG	4A	0.637 (0.023)	-0.511 (0.034)	0.000 (0.000)	-1.335 (0.097)	1.335 (0.091)		
5M068101	MG	1	0.968 (0.073)	-0.601 (0.084)	0.144 (0.038)				
5M069301	ML	2A	0.683 (0.046)	1.256 (0.075)	0.000 (0.000)				
5M075301	MO	2A	1.196 (0.044)	-0.182 (0.029)	0.000 (0.000)	1.314 (0.047)	-1.314 (0.038)		
5M075501	MO	4A	1.139 (0.097)	0.310 (0.061)	0.166 (0.026)				
5M0757CL	MO	6E	0.541 (0.030)	0.282 (0.041)	0.000 (0.000)	0.473 (0.069)	-0.473 (0.074)		

Table D-11
IRT Parameters for the 1996 Mathematics Main Samples
Number Sense, Properties, and Operations, Grade 12

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1M011531	MH	15A	2.240 (0.111)	1.065 (0.024)	0.080 (0.007)				
1M012431	MH	3A	0.485 (0.038)	-2.457 (0.213)	0.168 (0.051)				
1M012531	MH	4A	0.617 (0.044)	-0.340 (0.107)	0.150 (0.037)				
1M012931	MH	8A	1.088 (0.077)	0.265 (0.054)	0.213 (0.023)				
1M017401	MD	1	0.307 (0.038)	-4.679 (0.589)	0.213 (0.059)				
1M017701	MD	4	0.933 (0.062)	-1.773 (0.110)	0.187 (0.046)				
1M017901	MD	6	1.197 (0.082)	-1.718 (0.091)	0.199 (0.044)				
1M018201	MD	9	0.583 (0.041)	-1.957 (0.163)	0.181 (0.049)				
1M018401	MD	11	0.994 (0.070)	-1.676 (0.114)	0.236 (0.050)				
1M018501	MD	12	1.441 (0.088)	-0.263 (0.046)	0.230 (0.025)				
1M018601	MD	13	0.507 (0.052)	0.631 (0.130)	0.184 (0.037)				
1M020501	MF	9A	0.915 (0.040)	-1.034 (0.041)	0.000 (0.000)				
1M021401	MF	1A	0.817 (0.034)	-0.367 (0.032)	0.000 (0.000)				
1M021701	MF	15A	1.205 (0.047)	0.357 (0.024)	0.000 (0.000)				
1M052401	MI	2A	0.522 (0.027)	-0.032 (0.044)	0.000 (0.000)				
1M056501	MC	8	1.314 (0.128)	1.215 (0.046)	0.216 (0.013)				
1M056601	MC	9	0.826 (0.074)	0.733 (0.069)	0.092 (0.022)				
1M056801	MC	10A	1.654 (0.066)	0.886 (0.023)	0.000 (0.000)				
1M057101	MC	14A	1.638 (0.111)	1.992 (0.063)	0.000 (0.000)				
1M058601	MK	2	1.165 (0.067)	-0.330 (0.052)	0.167 (0.026)				
1M059001	MK	5	0.925 (0.052)	0.151 (0.048)	0.095 (0.020)				
1M059201	MK	7	0.688 (0.043)	-1.359 (0.112)	0.146 (0.041)				
1M059601	MK	11	1.138 (0.085)	1.167 (0.042)	0.092 (0.011)				
1M060101	MM	3	0.579 (0.060)	0.680 (0.114)	0.194 (0.035)				
1M062101	MJ	7A	0.606 (0.031)	0.575 (0.045)	0.000 (0.000)				
1M069501	ML	4A	0.671 (0.059)	-0.978 (0.145)	0.179 (0.050)				
1M069601	ML	5A	0.759 (0.046)	1.905 (0.064)	0.000 (0.000)	0.796 (0.050)	-0.796 (0.125)		
1M070301	ML	7A	0.541 (0.102)	1.565 (0.176)	0.220 (0.038)				
1M070401	ML	8A	0.788 (0.039)	0.597 (0.034)	0.000 (0.000)	0.152 (0.053)	-0.152 (0.062)		
1M071201	ME	8A	0.436 (0.020)	0.938 (0.057)	0.000 (0.000)	-1.230 (0.113)	1.230 (0.128)		
1M071401	ME	10A	0.545 (0.032)	1.724 (0.088)	0.000 (0.000)	-0.996 (0.120)	0.996 (0.158)		
1M071503	MG	3	0.793 (0.079)	0.190 (0.104)	0.195 (0.038)				
1M073001	MN	3A	0.884 (0.074)	-1.189 (0.121)	0.185 (0.050)				
1M073101	MN	4A	0.469 (0.055)	-0.039 (0.202)	0.191 (0.053)				
1M073401	MN	7B	0.714 (0.032)	0.701 (0.035)	0.000 (0.000)	-0.096 (0.057)	0.096 (0.067)		
1M073701	MN	1A	0.797 (0.074)	-0.096 (0.110)	0.185 (0.042)				
1M074001	MN	9B	0.899 (0.048)	0.419 (0.032)	0.000 (0.000)	0.514 (0.049)	-0.514 (0.054)		
1M076101	MO	1A	0.500 (0.033)	-1.863 (0.091)	0.000 (0.000)	0.845 (0.148)	-0.845 (0.071)		
1M076201	MO	2A	0.526 (0.052)	-0.447 (0.165)	0.166 (0.048)				
1N202831	MH	12A	0.722 (0.054)	-2.341 (0.169)	0.205 (0.054)				

Table D-12
IRT Parameters for the 1996 Mathematics Main Samples
Measurement, Grade 12

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
2M011331	MH	13A	1.130 (0.078)	0.325 (0.048)	0.186 (0.020)				
2M011931	MH	19A	2.135 (0.118)	1.929 (0.048)	0.000 (0.000)				
2M012331	MH	2A	0.787 (0.052)	-2.078 (0.131)	0.176 (0.052)				
2M017501	MD	2	0.396 (0.040)	-3.260 (0.353)	0.260 (0.063)				
2M018101	MD	8	0.461 (0.038)	-1.102 (0.211)	0.240 (0.055)				
2M019101	MD	18	1.004 (0.086)	0.945 (0.051)	0.174 (0.017)				
2M019201	MD	19	1.164 (0.101)	1.100 (0.046)	0.173 (0.014)				
2M020301	MF	7A	1.014 (0.044)	-1.325 (0.043)	0.000 (0.000)				
2M052301	MI	1	1.619 (0.091)	0.086 (0.032)	0.152 (0.016)				
2M055801	MC	1	0.623 (0.042)	-1.952 (0.153)	0.174 (0.052)				
2M058501	MK	1	0.815 (0.050)	0.092 (0.060)	0.105 (0.023)				
2M059801	MK	14A	1.511 (0.102)	1.900 (0.060)	0.000 (0.000)				
2M060201	MM	4A	0.645 (0.032)	1.001 (0.052)	0.000 (0.000)				
2M060501	MM	7A	0.922 (0.041)	0.938 (0.037)	0.000 (0.000)				
2M061907	MJ	3A	0.850 (0.036)	0.668 (0.034)	0.000 (0.000)				
2M061908	MJ	4A	0.933 (0.050)	1.685 (0.062)	0.000 (0.000)				
2M069401	ML	3A	1.012 (0.079)	-1.446 (0.111)	0.173 (0.048)				
2M069701	ML	6A	0.494 (0.026)	0.440 (0.043)	0.000 (0.000)	-0.135 (0.078)	0.135 (0.085)		
2M071501	MG	1	1.100 (0.083)	-0.946 (0.087)	0.158 (0.039)				
2M071502	MG	2A	0.648 (0.024)	0.399 (0.031)	0.000 (0.000)	-1.168 (0.085)	1.168 (0.088)		
2M073301	MN	6A	0.692 (0.076)	-0.043 (0.136)	0.209 (0.045)				
2M073801	MN	2A	0.581 (0.021)	0.575 (0.034)	0.000 (0.000)	-1.724 (0.109)	1.724 (0.113)		
2M076901	MO	9A	0.537 (0.031)	1.968 (0.097)	0.000 (0.000)	-1.704 (0.157)	1.704 (0.192)		

Table D-13
IRT Parameters for the 1996 Mathematics Main Samples
Geometry and Spatial Sense, Grade 12

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
3M011731	MH	17A	1.435 (0.103)	0.357 (0.042)	0.234 (0.019)				
3M012731	MH	6A	1.015 (0.088)	0.100 (0.070)	0.172 (0.029)				
3M012831	MH	7A	1.569 (0.093)	-0.743 (0.048)	0.203 (0.027)				
3M017601	MD	3	0.676 (0.051)	-1.656 (0.185)	0.325 (0.062)				
3M018001	MD	7	0.963 (0.079)	-0.261 (0.096)	0.366 (0.034)				
3M019001	MD	17	0.897 (0.065)	-0.165 (0.081)	0.220 (0.032)				
3M020901	MF	11A	0.647 (0.029)	0.087 (0.037)	0.000 (0.000)				
3M021001	MF	12A	0.797 (0.034)	-1.083 (0.046)	0.000 (0.000)				
3M021801	MF	17A	1.359 (0.075)	1.387 (0.040)	0.000 (0.000)				
3M052601	MI	4	0.635 (0.051)	-0.073 (0.113)	0.188 (0.037)				
3M053301	MI	8A	1.368 (0.063)	1.214 (0.032)	0.000 (0.000)				
3M056001	MC	3	1.062 (0.059)	-0.672 (0.063)	0.155 (0.029)				
3M056701	MC	11	1.478 (0.106)	1.465 (0.044)	0.134 (0.009)				
3M058701	MK	3	1.317 (0.113)	-0.862 (0.088)	0.224 (0.042)				
3M058901	MK	4A	0.886 (0.035)	0.167 (0.029)	0.000 (0.000)				
3M059101	MK	6	1.073 (0.085)	0.211 (0.064)	0.308 (0.025)				
3M060001	MM	2A	1.465 (0.063)	1.071 (0.027)	0.000 (0.000)				
3M060601	MM	8A	1.124 (0.051)	1.096 (0.035)	0.000 (0.000)				
3M061901	MJ	1A	0.533 (0.031)	-2.017 (0.104)	0.000 (0.000)				
3M061904	MJ	2A	0.618 (0.028)	-0.316 (0.040)	0.000 (0.000)				
3M062401	MJ	10A	0.261 (0.016)	1.288 (0.090)	0.000 (0.000)	-0.319 (0.148)	-1.419 (0.239)	1.737 (0.264)	
3M070101	ML	1A	0.623 (0.111)	1.562 (0.147)	0.207 (0.032)				
3M071101	ME	7A	0.503 (0.021)	0.563 (0.040)	0.000 (0.000)	-1.284 (0.100)	1.284 (0.105)		
3M071301	ME	9A	1.178 (0.079)	1.495 (0.049)	0.000 (0.000)	0.119 (0.050)	-0.119 (0.083)		
3M073901	MN	8A	1.286 (0.083)	1.212 (0.046)	0.000 (0.000)				
3M076701	MO	7A	2.145 (0.124)	1.325 (0.023)	0.000 (0.000)	-0.012 (0.033)	0.012 (0.043)		
3M076801	MO	8A	0.989 (0.054)	1.512 (0.046)	0.000 (0.000)	-0.293 (0.060)	0.293 (0.084)		

Table D-14
IRT Parameters for the 1996 Mathematics Main Samples
Data Analysis, Statistics, and Probability, Grade 12

NAEP ID	Block	Item	a _j (s.e.)	b _j (s.e.)	c _j (s.e.)	d _{j1} (s.e.)	d _{j2} (s.e.)	d _{j3} (s.e.)	d _{j4} (s.e.)
4M011631	MH	16A	0.618 (0.049)	-0.257 (0.112)	0.154 (0.037)				
4M012631	MH	5A	0.942 (0.063)	-0.875 (0.093)	0.215 (0.039)				
4M013031	MH	9A	0.821 (0.038)	0.673 (0.035)	0.000 (0.000)				
4M013131	MH	10A	0.604 (0.045)	0.667 (0.061)	0.000 (0.000)				
4M017801	MD	5	1.367 (0.093)	-1.082 (0.075)	0.298 (0.037)				
4M018901	MD	16	0.648 (0.116)	1.738 (0.166)	0.192 (0.028)				
4M020201	MF	6A	0.561 (0.036)	-2.785 (0.149)	0.000 (0.000)				
4M020801	MF	10A	0.874 (0.042)	0.930 (0.039)	0.000 (0.000)				
4M021101	MF	13A	0.783 (0.034)	-0.867 (0.044)	0.000 (0.000)				
4M021501	MF	2A	0.925 (0.052)	-0.412 (0.044)	0.000 (0.000)				
4M021502	MF	3A	0.887 (0.039)	-1.416 (0.051)	0.000 (0.000)				
4M052701	MI	5	0.915 (0.056)	-0.608 (0.073)	0.150 (0.031)				
4M052801	MI	6	0.196 (0.042)	5.485 (1.033)	0.156 (0.023)				
4M053401	MI	9A	0.278 (0.017)	0.678 (0.049)	0.000 (0.000)	1.029 (0.161)	0.260 (0.163)	0.245 (0.169)	-1.534 (0.210)
4M055901	MC	2	0.572 (0.041)	-0.954 (0.144)	0.169 (0.045)				
4M057001	MC	13A	1.341 (0.082)	1.625 (0.057)	0.000 (0.000)				
4M059701	MK	12	0.292 (0.058)	2.962 (0.415)	0.228 (0.032)				
4M059702	MK	13A	0.806 (0.046)	1.335 (0.059)	0.000 (0.000)				
4M059901	MM	1	0.702 (0.050)	-0.906 (0.123)	0.185 (0.044)				
4M060301	MM	5	0.505 (0.040)	-0.921 (0.169)	0.172 (0.048)				
4M060401	MM	6A	0.823 (0.035)	-0.481 (0.035)	0.000 (0.000)				
4M061905	MJ	5A	0.357 (0.034)	-1.159 (0.138)	0.000 (0.000)				
4M070201	ML	2A	0.477 (0.027)	0.988 (0.056)	0.000 (0.000)	1.018 (0.070)	-1.018 (0.100)		
4M0705CL	ML	9Z	0.564 (0.033)	1.037 (0.044)	0.000 (0.000)	0.413 (0.077)	0.377 (0.091)	-0.790 (0.129)	
4M070601	ML	10A	0.209 (0.022)	2.982 (0.263)	0.000 (0.000)	0.865 (0.184)	-0.217 (0.291)	-0.648 (0.489)	
4M070801	ME	4A	0.475 (0.023)	0.052 (0.041)	0.000 (0.000)	-0.436 (0.087)	0.436 (0.084)		
4M070901	ME	5A	1.038 (0.115)	0.844 (0.057)	0.125 (0.021)				
4M071601	MG	4	0.801 (0.084)	0.057 (0.100)	0.179 (0.037)				
4M071602	MG	5A	0.700 (0.033)	0.454 (0.031)	0.000 (0.000)	-0.221 (0.059)	0.221 (0.063)		
4M071603	MG	6A	2.084 (0.096)	0.197 (0.015)	0.000 (0.000)	0.271 (0.025)	-0.271 (0.022)		
4M071604	MG	7A	1.429 (0.057)	0.176 (0.019)	0.000 (0.000)	-0.177 (0.038)	0.177 (0.036)		
4M071801	MG	10A	0.295 (0.016)	1.118 (0.078)	0.000 (0.000)	1.791 (0.126)	-2.096 (0.187)	0.305 (0.245)	
4M0732CL	MN	5F	0.347 (0.022)	-1.385 (0.079)	0.000 (0.000)	0.789 (0.206)	0.024 (0.138)	-0.813 (0.100)	
4M076301	MO	3A	0.645 (0.081)	0.734 (0.106)	0.154 (0.034)				

Table D-15
IRT Parameters for the 1996 Mathematics Main Samples
Algebra and Functions, Grade 12

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
5M011431	MH	14A	1.382 (0.108)	0.714 (0.041)	0.247 (0.016)				
5M011831	MH	18A	1.786 (0.121)	1.446 (0.044)	0.201 (0.010)				
5M012031	MH	20A	1.136 (0.057)	0.859 (0.036)	0.000 (0.000)				
5M012131	MH	21A	1.654 (0.145)	1.275 (0.049)	0.152 (0.012)				
5M012231	MH	1A	0.532 (0.050)	-3.569 (0.298)	0.203 (0.057)				
5M013231	MH	11A	0.951 (0.074)	0.745 (0.051)	0.160 (0.019)				
5M018301	MD	10	0.720 (0.045)	-1.444 (0.122)	0.174 (0.047)				
5M018701	MD	14	1.191 (0.069)	-0.923 (0.065)	0.169 (0.033)				
5M018801	MD	15	0.997 (0.064)	-0.651 (0.080)	0.220 (0.035)				
5M019301	MD	20	2.071 (0.136)	0.183 (0.030)	0.242 (0.017)				
5M019401	MD	21	2.151 (0.136)	1.561 (0.045)	0.282 (0.010)				
5M019501	MD	22	1.562 (0.106)	1.346 (0.038)	0.090 (0.009)				
5M020401	MF	8A	0.609 (0.029)	-0.782 (0.049)	0.000 (0.000)				
5M021201	MF	14A	0.617 (0.030)	-0.796 (0.051)	0.000 (0.000)				
5M021601	MF	4A	1.518 (0.148)	2.105 (0.102)	0.000 (0.000)				
5M021602	MF	5A	1.833 (0.126)	1.514 (0.047)	0.000 (0.000)				
5M021702	MF	16A	0.748 (0.035)	-0.112 (0.036)	0.000 (0.000)				
5M052501	MI	3	1.273 (0.080)	0.015 (0.046)	0.213 (0.021)				
5M053201	MI	7	1.292 (0.101)	0.679 (0.044)	0.261 (0.017)				
5M056101	MC	4	1.101 (0.088)	0.551 (0.052)	0.253 (0.020)				
5M056201	MC	5	1.213 (0.104)	0.791 (0.048)	0.274 (0.017)				
5M056301	MC	6	1.374 (0.069)	0.003 (0.031)	0.091 (0.015)				
5M056401	MC	7	1.123 (0.087)	0.447 (0.053)	0.270 (0.021)				
5M056901	MC	12A	1.906 (0.090)	1.336 (0.028)	0.000 (0.000)				
5M059301	MK	8	1.100 (0.078)	0.581 (0.045)	0.163 (0.018)				
5M059401	MK	9	2.647 (0.138)	0.831 (0.022)	0.200 (0.010)				
5M059501	MK	10	1.703 (0.151)	1.685 (0.067)	0.390 (0.010)				
5M060701	MM	9A	0.511 (0.029)	1.472 (0.052)	0.000 (0.000)	0.823 (0.075)	0.391 (0.094)	-1.214 (0.169)	
5M062001	MJ	6	0.994 (0.064)	-1.374 (0.102)	0.211 (0.047)				
5M062201	MJ	8	1.140 (0.088)	1.088 (0.042)	0.095 (0.012)				
5M062301	MJ	9	1.951 (0.108)	1.271 (0.031)	0.095 (0.007)				
5M070701	ME	1A	1.981 (0.186)	0.026 (0.047)	0.319 (0.026)				
5M070702	ME	2A	1.588 (0.130)	0.710 (0.038)	0.111 (0.015)				
5M070703	ME	3A	2.058 (0.198)	0.199 (0.044)	0.329 (0.024)				
5M071001	ME	6A	0.707 (0.032)	1.035 (0.041)	0.000 (0.000)	-0.429 (0.064)	0.429 (0.080)		
5M0717CL	MG	9	0.751 (0.033)	1.552 (0.043)	0.000 (0.000)	-0.848 (0.093)	-0.702 (0.220)	1.551 (0.220)	
5M074101	MN	10A	0.499 (0.024)	1.689 (0.066)	0.000 (0.000)	-1.272 (0.126)	0.274 (0.199)	0.998 (0.208)	
5M076401	MO	4A	1.384 (0.165)	1.481 (0.074)	0.223 (0.016)				
5M076501	MO	5A	0.841 (0.150)	1.822 (0.138)	0.169 (0.022)				
5M076601	MO	6A	1.057 (0.043)	0.920 (0.027)	0.000 (0.000)	-0.669 (0.062)	0.669 (0.068)		
5M077001	MO	10A	0.441 (0.043)	1.231 (0.122)	0.000 (0.000)				

Table D-16
IRT Parameters for the 1996 Science Main Samples
Physical Science, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
1K031101	SD	1A	0.722 (0.044)	-1.320 (0.079)	0.000 (0.000)				
1K031102	SD	2A	0.469 (0.035)	-0.744 (0.084)	0.000 (0.000)				
1K031103	SD	3A	0.525 (0.038)	-0.012 (0.060)	0.000 (0.000)				
1K031104	SD	4A	0.788 (0.052)	-1.791 (0.098)	0.000 (0.000)				
1K031105	SD	5A	0.524 (0.080)	3.427 (0.450)	0.000 (0.000)				
1K031106	SD	6	0.649 (0.183)	2.495 (0.374)	0.172 (0.023)				
1K031107	SD	7A	0.576 (0.036)	1.527 (0.075)	0.000 (0.000)	-0.446 (0.081)	0.446 (0.114)		
1K031201	SE	1A	0.239 (0.011)	-0.516 (0.093)	0.000 (0.000)	2.650 (0.161)	-2.650 (0.140)		
1K031204	SE	4A	0.357 (0.019)	1.126 (0.053)	0.000 (0.000)	0.631 (0.097)	-0.456 (0.132)	-0.486 (0.185)	0.311 (0.212)
1K031210	SE	10A	0.686 (0.039)	0.143 (0.040)	0.000 (0.000)	0.744 (0.066)	-0.744 (0.063)		
1K031302	SF	7A	0.403 (0.059)	3.936 (0.467)	0.000 (0.000)	0.347 (0.137)	-0.347 (0.450)		
1K031303	SF	8A	0.700 (0.042)	-0.449 (0.046)	0.000 (0.000)	0.678 (0.082)	-0.678 (0.057)		
1K031304	SF	9A	0.476 (0.037)	-1.076 (0.094)	0.000 (0.000)	0.380 (0.142)	-0.380 (0.092)		
1K031309	SF	6G	0.366 (0.012)	-0.704 (0.046)	0.000 (0.000)	-3.345 (0.255)	1.243 (0.273)	2.102 (0.144)	
1K032001	SJ	4A	0.396 (0.028)	0.426 (0.063)	0.000 (0.000)	0.838 (0.100)	-0.838 (0.112)		
1K032101	SJ	5	0.575 (0.077)	0.226 (0.153)	0.194 (0.045)				
1K032701	SK	1	0.487 (0.057)	-1.384 (0.257)	0.226 (0.059)				
1K032901	SK	3	0.660 (0.086)	0.222 (0.134)	0.211 (0.042)				
1K034001	SL	5A	0.509 (0.044)	1.949 (0.136)	0.000 (0.000)	-0.080 (0.094)	0.080 (0.164)		
1K034201	SL	7	0.724 (0.084)	0.114 (0.113)	0.181 (0.038)				
1K034301	SL	8	0.593 (0.081)	0.343 (0.141)	0.189 (0.042)				
1K034801	SM	3	0.826 (0.118)	0.620 (0.103)	0.246 (0.035)				
1K034802	SM	4A	0.706 (0.050)	0.060 (0.054)	0.000 (0.000)				
1K034901	SM	5A	0.295 (0.023)	-1.779 (0.147)	0.000 (0.000)	-0.251 (0.200)	0.251 (0.141)		
1K034902	SM	6A	0.751 (0.038)	0.626 (0.035)	0.000 (0.000)	-0.244 (0.064)	0.244 (0.072)		
1K035401	SN	1	0.235 (0.053)	2.588 (0.549)	0.221 (0.042)				
1K035601	SN	3A	0.309 (0.026)	3.479 (0.198)	0.000 (0.000)	1.672 (0.110)	-1.672 (0.326)		
1K035701	SN	4	0.877 (0.126)	1.072 (0.085)	0.196 (0.026)				
1K035801	SN	5A	0.523 (0.028)	0.696 (0.045)	0.000 (0.000)	-0.179 (0.074)	0.179 (0.086)		
1K036201	SN	9	0.683 (0.122)	1.842 (0.177)	0.100 (0.021)				
1K036301	SN	10A	0.473 (0.028)	1.695 (0.093)	0.000 (0.000)	-1.372 (0.131)	1.372 (0.164)		
1K037301	SO	4A	0.389 (0.026)	2.200 (0.146)	0.000 (0.000)	-2.479 (0.220)	2.479 (0.267)		
1K037501	SO	6A	0.374 (0.069)	5.414 (1.108)	0.000 (0.000)	-1.985 (0.464)	1.985 (1.184)		
1K037701	SO	8A	0.373 (0.021)	-1.318 (0.077)	0.000 (0.000)	1.291 (0.268)	0.983 (0.156)	-2.273 (0.116)	
1K037702	SO	9A	0.646 (0.057)	1.566 (0.096)	0.000 (0.000)	0.237 (0.081)	-0.237 (0.139)		
1K038401	ST	1	0.642 (0.070)	-1.578 (0.214)	0.222 (0.058)				
1K039201	ST	9A	0.346 (0.027)	2.426 (0.197)	0.000 (0.000)	-1.804 (0.199)	1.804 (0.271)		
1K039301	ST	10A	0.495 (0.039)	0.754 (0.063)	0.000 (0.000)	0.410 (0.090)	-0.410 (0.110)		
1K039501	SU	1	0.888 (0.096)	-0.600 (0.131)	0.233 (0.048)				
1K039701	SU	3	0.687 (0.166)	1.731 (0.208)	0.232 (0.032)				
1K040001	SU	6A	0.419 (0.027)	0.852 (0.068)	0.000 (0.000)	-0.633 (0.116)	0.633 (0.134)		
1K040101	SU	7	0.640 (0.082)	-0.389 (0.179)	0.230 (0.053)				
1K040301	SU	9A	0.356 (0.038)	1.928 (0.167)	0.000 (0.000)	0.560 (0.123)	-0.560 (0.206)		

Table D-17
IRT Parameters for the 1996 Science Main Samples
Earth Science, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
2K031202	SE	2A	0.278 (0.033)	4.490 (0.431)	0.000 (0.000)	0.963 (0.137)	-0.963 (0.420)		
2K031205	SE	5	0.566 (0.056)	-0.834 (0.187)	0.218 (0.054)				
2K031208	SE	8	0.194 (0.042)	0.360 (0.557)	0.409 (0.051)				
2K031211	SE	11A	0.586 (0.047)	1.154 (0.067)	0.000 (0.000)	0.300 (0.078)	-0.300 (0.108)		
2K031401	SG	1A	0.272 (0.017)	3.767 (0.122)	0.000 (0.000)	3.259 (0.117)	0.161 (0.202)	-3.420 (0.840)	
2K031402	SG	2A	0.727 (0.051)	1.012 (0.064)	0.000 (0.000)				
2K031403	SG	3A	0.623 (0.032)	-0.520 (0.042)	0.000 (0.000)	0.656 (0.073)	-0.656 (0.057)		
2K031404	SG	4A	0.907 (0.049)	-0.438 (0.045)	0.000 (0.000)				
2K031405	SG	5	0.722 (0.212)	2.785 (0.446)	0.183 (0.018)				
2K031406	SG	6	0.432 (0.059)	-0.327 (0.269)	0.253 (0.060)				
2K031407	SG	7A	0.461 (0.036)	-1.038 (0.100)	0.000 (0.000)				
2K031408	SG	8A	0.600 (0.032)	-0.043 (0.040)	0.000 (0.000)	0.660 (0.069)	-0.660 (0.063)		
2K031409	SG	9A	0.488 (0.022)	0.381 (0.041)	0.000 (0.000)	-0.904 (0.095)	0.904 (0.098)		
2K031410	SG	10A	0.419 (0.028)	0.599 (0.058)	0.000 (0.000)	0.654 (0.089)	-0.654 (0.103)		
2K031801	SJ	2	0.799 (0.121)	0.935 (0.094)	0.187 (0.030)				
2K031901	SJ	3A	0.504 (0.031)	-0.085 (0.049)	0.000 (0.000)	0.603 (0.088)	-0.603 (0.081)		
2K032201	SJ	6	1.011 (0.109)	0.418 (0.069)	0.150 (0.027)				
2K032301	SJ	7	1.006 (0.185)	1.507 (0.118)	0.183 (0.021)				
2K032401	SJ	8	0.777 (0.131)	1.065 (0.104)	0.204 (0.031)				
2K032801	SK	2	0.590 (0.068)	-0.250 (0.163)	0.195 (0.047)				
2K033001	SK	4A	0.705 (0.048)	-1.156 (0.080)	0.000 (0.000)				
2K033101	SK	5A	0.523 (0.059)	3.268 (0.240)	0.000 (0.000)	0.859 (0.098)	-0.859 (0.395)		
2K033201	SK	6	0.733 (0.072)	-0.933 (0.160)	0.222 (0.052)				
2K033301	SK	7	0.547 (0.064)	-0.575 (0.200)	0.218 (0.054)				
2K033401	SK	8	0.505 (0.072)	0.313 (0.178)	0.197 (0.046)				
2K033601	SL	1	0.397 (0.053)	-2.489 (0.370)	0.222 (0.059)				
2K033701	SL	2	0.380 (0.050)	-1.101 (0.281)	0.211 (0.056)				
2K033801	SL	3	0.618 (0.080)	-0.169 (0.173)	0.221 (0.052)				
2K034101	SL	6A	1.438 (0.079)	0.834 (0.026)	0.000 (0.000)	0.478 (0.032)	-0.478 (0.046)		
2K034102	SM	9	0.600 (0.061)	-1.723 (0.209)	0.211 (0.056)				
2KW34101	SL	6B	1.871 (0.101)	0.497 (0.019)	0.000 (0.000)	0.322 (0.029)	-0.322 (0.030)		
2KX34101	SL	6C	1.583 (0.072)	0.766 (0.027)	0.000 (0.000)	0.886 (0.032)	-0.886 (0.052)		
2KY34101	SL	6D	1.200 (0.073)	0.870 (0.030)	0.000 (0.000)	0.068 (0.043)	-0.068 (0.054)		
2K035001	SM	7	0.703 (0.079)	-0.510 (0.165)	0.235 (0.052)				
2K035101	SM	8	0.726 (0.138)	1.189 (0.126)	0.233 (0.034)				
2K035201	SM	10A	0.414 (0.021)	0.712 (0.056)	0.000 (0.000)	-1.607 (0.138)	1.607 (0.147)		
2K035301	SM	11A	0.510 (0.021)	0.697 (0.058)	0.000 (0.000)	2.790 (0.109)	-0.996 (0.094)	-1.794 (0.187)	
2K036001	SN	7	0.460 (0.142)	2.736 (0.506)	0.255 (0.032)				
2K036101	SN	8A	0.659 (0.034)	1.367 (0.050)	0.000 (0.000)	1.157 (0.054)	-1.157 (0.110)		
2K037401	SO	5A	0.981 (0.113)	2.473 (0.183)	0.000 (0.000)	-0.129 (0.106)	0.129 (0.265)		
2K037601	SO	7A	0.515 (0.048)	2.100 (0.135)	0.000 (0.000)	0.600 (0.088)	-0.600 (0.189)		
2K038601	ST	3	0.570 (0.225)	3.520 (0.987)	0.265 (0.022)				
2K038901	ST	6A	0.543 (0.035)	1.549 (0.071)	0.000 (0.000)	0.923 (0.075)	-1.864 (0.213)	0.940 (0.271)	
2K039101	ST	8	0.588 (0.102)	0.622 (0.163)	0.229 (0.046)				

Table D-17 (continued)
IRT Parameters for the 1996 Science Main Samples
Earth Science, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
2K039401	ST	11A	0.539 (0.025)	0.164 (0.068)	0.000 (0.000)	3.785 (0.186)	-0.795 (0.084)	-2.990 (0.212)	
2K039601	SU	2	0.718 (0.072)	-1.094 (0.165)	0.211 (0.053)				
2K039801	SU	4A	0.522 (0.034)	-1.432 (0.073)	0.000 (0.000)	1.306 (0.145)	-1.306 (0.076)		
2K040401	SU	10A	0.523 (0.032)	1.604 (0.075)	0.000 (0.000)	-1.822 (0.188)	1.718 (0.223)	0.104 (0.208)	
2K040501	SU	11A	0.686 (0.070)	0.795 (0.087)	0.000 (0.000)				

Table D-18
IRT Parameters for the 1996 Science Main Samples
Life Science, Grade 4

NAEP ID	Block	Item	a_j (s.e.)	b_j (s.e.)	c_j (s.e.)	d_{j1} (s.e.)	d_{j2} (s.e.)	d_{j3} (s.e.)	d_{j4} (s.e.)
3K031003	SC	3A	0.584 (0.030)	2.472 (0.054)	0.000 (0.000)	1.980 (0.051)	-1.980 (0.236)		
3K031004	SC	4A	0.715 (0.043)	-0.911 (0.065)	0.000 (0.000)				
3K031005	SC	5A	0.485 (0.028)	1.227 (0.059)	0.000 (0.000)	0.914 (0.066)	-0.914 (0.102)		
3K031006	SC	6A	0.618 (0.033)	-0.107 (0.038)	0.000 (0.000)	0.251 (0.069)	-0.251 (0.061)		
3K031007	SC	7A	0.414 (0.028)	0.647 (0.056)	0.000 (0.000)	-0.095 (0.097)	0.095 (0.108)		
3K031501	SH	1A	0.105 (0.005)	-2.818 (0.216)	0.000 (0.000)	-14.563 (0.824)	14.563 (0.796)		
3K031502	SH	2A	0.311 (0.012)	1.906 (0.090)	0.000 (0.000)	3.369 (0.105)	-3.369 (0.225)		
3K031503	SH	3A	0.303 (0.022)	2.325 (0.134)	0.000 (0.000)	1.373 (0.105)	-1.373 (0.205)		
3K031504	SH	4	0.721 (0.071)	-2.361 (0.219)	0.258 (0.062)				
3K031505	SH	5A	0.598 (0.032)	-0.989 (0.050)	0.000 (0.000)	0.801 (0.088)	-0.801 (0.057)		
3K031506	SH	6A	0.584 (0.025)	1.297 (0.032)	0.000 (0.000)	2.323 (0.079)	1.320 (0.066)	-0.015 (0.078)	-3.628 (0.440)
3K031507	SH	7A	0.262 (0.011)	0.744 (0.108)	0.000 (0.000)	3.178 (0.154)	-3.178 (0.191)		
3K031508	SH	8A	0.820 (0.074)	1.437 (0.095)	0.000 (0.000)				
3K031509	SH	3G	0.377 (0.019)	2.083 (0.077)	0.000 (0.000)	2.166 (0.083)	-2.166 (0.196)		
3K031601	SI	1	0.792 (0.079)	-0.192 (0.116)	0.222 (0.041)				
3K031602	SI	2A	0.515 (0.031)	0.799 (0.051)	0.000 (0.000)	0.185 (0.072)	-0.185 (0.090)		
3K031603	SI	3A	0.477 (0.027)	-1.307 (0.074)	0.000 (0.000)	-0.144 (0.118)	0.144 (0.084)		
3K031604	SI	4A	0.343 (0.030)	3.601 (0.197)	0.000 (0.000)	1.692 (0.104)	-1.692 (0.360)		
3K031606	SI	6A	0.396 (0.026)	2.774 (0.105)	0.000 (0.000)	1.902 (0.084)	-1.902 (0.266)		
3K031607	SI	7A	0.464 (0.025)	-0.567 (0.054)	0.000 (0.000)	-0.161 (0.100)	0.161 (0.085)		
3K031608	SI	8A	0.457 (0.033)	3.458 (0.100)	0.000 (0.000)	2.482 (0.078)	-2.482 (0.470)		
3K031609	SI	9A	0.603 (0.050)	2.105 (0.133)	0.000 (0.000)	-0.209 (0.092)	0.209 (0.168)		
3K031701	SJ	1	0.801 (0.100)	0.163 (0.122)	0.259 (0.042)				
3K032601	SJ	10A	0.680 (0.044)	1.378 (0.058)	0.000 (0.000)	0.858 (0.058)	-0.858 (0.110)		
3K032602	SJ	11A	0.449 (0.030)	0.586 (0.063)	0.000 (0.000)	1.083 (0.094)	-1.083 (0.111)		
3K033501	SK	9A	1.201 (0.103)	1.485 (0.077)	0.000 (0.000)				
3K033502	SK	10A	0.500 (0.035)	0.806 (0.060)	0.000 (0.000)	0.646 (0.081)	-0.646 (0.104)		
3K033503	SK	11A	0.527 (0.031)	0.445 (0.057)	0.000 (0.000)	1.228 (0.083)	-1.228 (0.097)		
3K033901	SL	4	0.665 (0.089)	0.347 (0.133)	0.217 (0.041)				
3K034601	SM	1	0.304 (0.055)	0.407 (0.343)	0.243 (0.057)				
3K034701	SM	2	0.842 (0.184)	1.460 (0.146)	0.306 (0.029)				
3K035501	SN	2	0.386 (0.050)	-0.804 (0.292)	0.250 (0.059)				
3K035901	SN	6A	0.391 (0.045)	3.310 (0.324)	0.000 (0.000)	0.064 (0.123)	-0.064 (0.301)		
3K037001	SO	1	0.833 (0.139)	1.215 (0.108)	0.177 (0.027)				
3K037101	SO	2	0.511 (0.063)	-0.985 (0.238)	0.251 (0.058)				
3K037201	SO	3	0.578 (0.117)	1.135 (0.175)	0.262 (0.042)				
3K038501	ST	2	0.836 (0.089)	-1.281 (0.169)	0.272 (0.058)				
3K038701	ST	4	0.873 (0.108)	0.207 (0.107)	0.231 (0.038)				
3K038801	ST	5A	0.530 (0.022)	0.454 (0.063)	0.000 (0.000)	3.658 (0.145)	-0.710 (0.081)	-2.949 (0.227)	
3K039001	ST	7	0.598 (0.076)	-0.427 (0.192)	0.252 (0.054)				
3K039901	SU	5A	0.465 (0.022)	-1.054 (0.040)	0.000 (0.000)	3.220 (0.273)	-0.844 (0.113)	-1.665 (0.127)	-0.711 (0.120)
3K040201	SU	8	0.755 (0.201)	2.280 (0.314)	0.155 (0.022)				
3K0310CL	SC		0.214 (0.006)	0.178 (0.040)	0.000 (0.000)	-9.983 (0.660)	7.280 (0.678)	-0.633 (0.271)	3.337 (0.227)
3K0325CL	SJ		0.296 (0.013)	-0.946 (0.059)	0.000 (0.000)	-0.659 (0.253)	0.486 (0.237)	-1.851 (0.229)	2.024 (0.195)

Table D-19
IRT Parameters for 1996 Science Items
Physical Science, Grade 8

NAEP ID	Block	Item	a_j (s.e.)		b_j (s.e.)		c_j (s.e.)		d_{j1} (s.e.)		d_{j2} (s.e.)		d_{j3} (s.e.)		d_{j4} (s.e.)	
1K040601	SC	1A	0.573	(0.036)	-0.130	(0.051)	0.000	(0.000)								
1K0406CL	SC		0.493	(0.020)	-0.488	(0.026)	0.000	(0.000)	1.772	(0.150)	0.777	(0.101)	-0.201	(0.082)	-0.899	(0.081)
1K040603	SC	3A	0.440	(0.016)	-0.288	(0.041)	0.000	(0.000)	-2.167	(0.132)	2.167	(0.127)			-1.449	(0.090)
1K040604	SC	4A	0.585	(0.023)	0.365	(0.033)	0.000	(0.000)	-0.831	(0.077)	0.831	(0.080)				
1K040605	SC	5A	0.505	(0.032)	0.523	(0.045)	0.000	(0.000)	0.353	(0.073)	-0.353	(0.082)				
1K040606	SC	6A	0.497	(0.019)	-0.241	(0.043)	0.000	(0.000)	2.683	(0.137)	-1.683	(0.086)	-0.999	(0.107)		
1K040702	SD	3A	0.669	(0.031)	-0.416	(0.034)	0.000	(0.000)	0.579	(0.061)	-0.579	(0.049)				
1K040704	SD	5A	0.804	(0.034)	-0.606	(0.032)	0.000	(0.000)	0.062	(0.057)	-0.062	(0.045)				
1K040705	SD	6A	0.237	(0.029)	1.830	(0.243)	0.000	(0.000)								
1K031309	SF	6G	0.307	(0.013)	-2.835	(0.131)	0.000	(0.000)	-4.062	(0.545)	1.697	(0.513)	2.365	(0.183)		
1K031302	SF	7A	0.472	(0.034)	2.436	(0.119)	0.000	(0.000)	0.861	(0.071)	-0.861	(0.179)				
1K031305	SF	8A	0.718	(0.053)	2.437	(0.105)	0.000	(0.000)	0.659	(0.058)	-0.659	(0.186)				
1K031306	SF	9A	0.576	(0.072)	3.146	(0.323)	0.000	(0.000)								
1K041901	SJ	6A	0.439	(0.035)	2.847	(0.134)	0.000	(0.000)	1.478	(0.088)	-1.478	(0.284)				
1K042301	SJ	11	0.292	(0.072)	2.113	(0.458)	0.261	(0.053)								
1K042401	SJ	12	1.399	(0.197)	1.622	(0.098)	0.259	(0.016)								
1K042501	SJ	13	0.965	(0.211)	1.984	(0.173)	0.195	(0.019)								
1K042801	SK	4	0.673	(0.108)	1.325	(0.125)	0.156	(0.030)								
1K042901	SK	5	0.810	(0.253)	2.577	(0.390)	0.215	(0.020)								
1K043201	SK	10	0.323	(0.056)	0.158	(0.341)	0.254	(0.060)								
1K043501	SK	13A	0.586	(0.029)	0.010	(0.049)	0.000	(0.000)	1.297	(0.079)	-1.297	(0.074)				
1K043601	SK	14A	0.510	(0.032)	1.405	(0.067)	0.000	(0.000)	1.233	(0.075)	-1.233	(0.134)				
1K043602	SK	15A	0.551	(0.063)	2.951	(0.275)	0.000	(0.000)	-0.405	(0.139)	0.405	(0.306)				
1K043603	SK	16A	0.647	(0.052)	-1.052	(0.098)	0.000	(0.000)								
1K046801	SL	1	0.407	(0.068)	0.147	(0.273)	0.260	(0.058)								
1K046901	SL	2	0.789	(0.099)	0.278	(0.112)	0.229	(0.038)								
1K047101	SL	4	1.109	(0.108)	0.166	(0.069)	0.177	(0.029)								
1K047201	SL	5A	0.547	(0.024)	0.365	(0.033)	0.000	(0.000)	0.219	(0.080)	-1.441	(0.136)	1.221	(0.138)		
1K047401	SL	7A	0.630	(0.034)	0.940	(0.050)	0.000	(0.000)	-0.427	(0.078)	0.427	(0.095)				
1K047901	SL	12A	0.759	(0.046)	0.873	(0.044)	0.000	(0.000)	0.303	(0.056)	-0.303	(0.076)				
1K048201	SM	1	1.049	(0.146)	1.002	(0.079)	0.209	(0.025)								
1K048501	SM	4	1.455	(0.216)	1.014	(0.068)	0.301	(0.022)								
1K048601	SM	5A	0.428	(0.027)	1.176	(0.072)	0.000	(0.000)	1.261	(0.086)	-1.261	(0.134)				
1K049001	SM	9A	0.450	(0.088)	5.270	(1.109)	0.000	(0.000)	-1.817	(0.491)	1.817	(1.367)				
1K049101	SM	10	0.472	(0.057)	-0.337	(0.195)	0.202	(0.049)								
1K035401	SN	1	0.261	(0.049)	1.318	(0.366)	0.263	(0.048)								
1K035601	SN	3A	0.283	(0.023)	2.225	(0.146)	0.000	(0.000)	1.140	(0.112)	-1.140	(0.197)				
1K035701	SN	4	0.975	(0.109)	0.680	(0.074)	0.216	(0.027)								
1K035801	SN	5A	0.545	(0.025)	-0.516	(0.042)	0.000	(0.000)	-0.218	(0.081)	0.218	(0.070)				
1K036201	SN	8	0.883	(0.078)	0.477	(0.066)	0.121	(0.024)								
1K036301	SN	9A	0.505	(0.019)	0.553	(0.038)	0.000	(0.000)	-1.522	(0.103)	1.522	(0.108)				
1K036601	SN	13	0.575	(0.060)	-0.207	(0.151)	0.199	(0.045)								
1K036901	SN	16	0.843	(0.078)	-0.176	(0.099)	0.201	(0.038)								
1K037301	SO	4A	0.418	(0.020)	0.987	(0.060)	0.000	(0.000)	-2.174	(0.156)	2.174	(0.168)				
1K037501	SO	6A	0.611	(0.048)	2.226	(0.138)	0.000	(0.000)	-0.439	(0.104)	0.439	(0.183)				
1K037701	SO	8A	0.324	(0.024)	-3.165	(0.149)	0.000	(0.000)	0.225	(0.625)	1.852	(0.316)	-2.077	(0.112)		
1K037703	SO	9A	0.532	(0.035)	0.673	(0.052)	0.000	(0.000)	0.473	(0.075)	-0.473	(0.091)				
1K037901	SO	11	0.729	(0.160)	1.996	(0.212)	0.185	(0.025)								
1K038301	SO	16A	0.744	(0.035)	1.394	(0.036)	0.000	(0.000)	2.374	(0.074)	0.932	(0.059)	-1.084	(0.122)	-2.221	(0.455)

Table D-19 (continued)
IRT Parameters for the 1996 Science Main Samples
Physical Science, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
1K043901	ST	3	0.698 (0.090)	0.076 (0.141)	0.248 (0.045)					
1K044201	ST	6A	0.463 (0.024)	-0.282 (0.060)	0.000 (0.000)	1.543 (0.101)	-1.543 (0.089)			
1K044301	ST	7A	0.484 (0.031)	-0.142 (0.050)	0.000 (0.000)	0.598 (0.090)	-0.598 (0.084)			
1K044701	ST	11	0.616 (0.102)	1.530 (0.157)	0.136 (0.027)					
1K045101	ST	15A	0.523 (0.029)	1.285 (0.056)	0.000 (0.000)	-0.419 (0.101)	0.754 (0.128)	-0.334 (0.155)		
1K045102	ST	16A	0.450 (0.032)	1.496 (0.083)	0.000 (0.000)	0.652 (0.093)	-1.132 (0.178)	0.481 (0.235)		
1K045401	SU	3	0.761 (0.102)	-0.369 (0.182)	0.344 (0.057)					
1K045501	SU	4	0.824 (0.161)	1.200 (0.132)	0.342 (0.033)					
1K045801	SU	7A	0.522 (0.027)	1.562 (0.063)	0.000 (0.000)	1.849 (0.070)	-1.849 (0.162)			
1K045901	SU	8	0.401 (0.080)	0.753 (0.294)	0.293 (0.059)					
1K046201	SU	11	0.462 (0.123)	2.139 (0.333)	0.282 (0.041)					
1K046501	SU	14A	0.699 (0.044)	1.280 (0.056)	0.000 (0.000)	0.775 (0.057)	-0.775 (0.102)			
1K046601	SU	15A	0.554 (0.035)	0.535 (0.048)	0.000 (0.000)	0.211 (0.077)	-0.211 (0.088)			

Table D-20
IRT Parameters for the 1996 Science Main Samples
Earth Science, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
2K040701	SD	1A	0.361 (0.015)	1.169 (0.055)	0.000 (0.000)	1.346 (0.083)	-3.294 (0.206)	1.948 (0.234)		
2K040706	SD	7	0.644 (0.075)	-1.906 (0.289)	0.505 (0.068)					
2K040708	SD	9A	0.503 (0.024)	1.446 (0.063)	0.000 (0.000)	-0.662 (0.083)	0.662 (0.109)			
2K040709	SD	10	0.694 (0.088)	-0.624 (0.233)	0.475 (0.058)					
2K040713	SD	14A	0.631 (0.024)	0.810 (0.029)	0.000 (0.000)	-0.385 (0.072)	-0.322 (0.106)	0.707 (0.102)		
2K040801	SE	0A	0.498 (0.025)	-0.763 (0.048)	0.000 (0.000)	0.125 (0.085)	-0.125 (0.067)			
2K040802	SE	1A	0.565 (0.025)	-1.561 (0.063)	0.000 (0.000)	-0.868 (0.118)	0.868 (0.090)			
2K040808	SE	1G	0.570 (0.020)	0.032 (0.033)	0.000 (0.000)	-1.497 (0.099)	1.497 (0.098)			
2K040809	SE	1M	0.621 (0.023)	0.639 (0.034)	0.000 (0.000)	-1.304 (0.092)	1.304 (0.098)			
2K040803	SE	2A	0.737 (0.045)	-0.238 (0.049)	0.000 (0.000)					
2K040804	SE	3A	0.774 (0.051)	1.779 (0.076)	0.000 (0.000)	-0.494 (0.091)	0.494 (0.129)			
2K040805	SE	4A	0.799 (0.046)	1.489 (0.057)	0.000 (0.000)	-0.918 (0.106)	0.918 (0.127)			
2K040806	SE	5A	1.037 (0.104)	1.612 (0.095)	0.000 (0.000)					
2K040901	SG	1A	0.831 (0.046)	-0.777 (0.052)	0.000 (0.000)					
2K040902	SG	2A	0.479 (0.029)	1.311 (0.066)	0.000 (0.000)	0.820 (0.069)	-0.820 (0.110)			
2K040903	SG	3A	0.542 (0.030)	0.627 (0.045)	0.000 (0.000)	0.635 (0.064)	-0.635 (0.078)			
2K040904	SG	4A	0.667 (0.045)	0.994 (0.067)	0.000 (0.000)					
2K040905	SG	5A	1.106 (0.142)	2.681 (0.212)	0.000 (0.000)					
2K041001	SG	6	0.552 (0.053)	-0.485 (0.161)	0.186 (0.047)					
2K041002	SG	7A	0.589 (0.026)	-0.085 (0.035)	0.000 (0.000)	-0.121 (0.070)	0.121 (0.066)			
2K041003	SG	8	1.185 (0.094)	-1.184 (0.093)	0.202 (0.045)					
2K041004	SG	9A	0.559 (0.028)	0.714 (0.043)	0.000 (0.000)	0.002 (0.067)	-0.002 (0.079)			
2K041101	SG	10A	0.578 (0.044)	1.299 (0.092)	0.000 (0.000)					
2K041201	SG	11A	0.433 (0.020)	1.048 (0.057)	0.000 (0.000)	-1.027 (0.101)	1.027 (0.118)			
2K041202	SG	12A	0.548 (0.033)	1.784 (0.088)	0.000 (0.000)	-0.472 (0.088)	0.472 (0.130)			
2K041501	SJ	1	0.309 (0.046)	-2.282 (0.433)	0.225 (0.061)					
2K041601	SJ	2	0.420 (0.057)	-0.287 (0.253)	0.224 (0.058)					
2K041701	SJ	3	1.071 (0.284)	2.745 (0.330)	0.188 (0.013)					
2K041801	SJ	4	0.806 (0.084)	-0.527 (0.138)	0.230 (0.051)					
2K041802	SJ	5	1.032 (0.157)	1.130 (0.090)	0.251 (0.025)					
2K042201	SJ	10A	0.736 (0.073)	2.752 (0.187)	0.000 (0.000)	-0.008 (0.106)	0.008 (0.266)			
2K042701	SK	1	0.616 (0.083)	0.298 (0.160)	0.227 (0.048)					
2K042702	SK	2	1.097 (0.127)	0.530 (0.076)	0.229 (0.030)					
2K042703	SK	3	1.099 (0.135)	0.492 (0.084)	0.278 (0.032)					
2K043101	SK	7A	0.589 (0.029)	0.120 (0.039)	0.000 (0.000)	-0.199 (0.078)	0.199 (0.078)			
2K043102	SK	8A	0.349 (0.019)	0.116 (0.047)	0.000 (0.000)	-0.438 (0.149)	1.001 (0.148)	-0.563 (0.130)		
2K043103	SK	9A	0.614 (0.049)	2.194 (0.125)	0.000 (0.000)	0.107 (0.084)	-0.107 (0.168)			
2K043301	SK	11	0.690 (0.093)	0.806 (0.116)	0.186 (0.035)					
2K047001	SL	3	0.393 (0.071)	1.090 (0.246)	0.204 (0.049)					
2K047301	SL	6A	0.567 (0.038)	1.185 (0.065)	0.000 (0.000)	0.451 (0.071)	-0.451 (0.106)			
2K047601	SL	9	1.091 (0.191)	2.004 (0.151)	0.096 (0.013)					
2K048301	SM	2	0.876 (0.088)	-0.300 (0.112)	0.209 (0.042)					
2K048701	SM	6	0.367 (0.060)	0.493 (0.272)	0.218 (0.055)					
2K048801	SM	7	0.639 (0.153)	1.995 (0.232)	0.243 (0.030)					
2K049401	SM	13A	0.608 (0.037)	1.718 (0.065)	0.000 (0.000)	1.254 (0.063)	-1.254 (0.149)			
2K049402	SM	14A	0.411 (0.029)	0.244 (0.058)	0.000 (0.000)	0.525 (0.101)	-0.525 (0.106)			
2K036101	SN	7A	0.327 (0.013)	0.555 (0.078)	0.000 (0.000)	2.610 (0.110)	-2.610 (0.135)			
2K0364CL	SN		0.441 (0.029)	3.001 (0.093)	0.000 (0.000)	1.827 (0.077)	0.678 (0.134)	-2.505 (0.601)		
2K036402	SN	11A	0.286 (0.025)	2.341 (0.177)	0.000 (0.000)	0.629 (0.117)	-0.629 (0.200)			

Table D-20 (continued)
IRT Parameters for the 1996 Science Main Samples
Earth Science, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
2K037401	SO	5A	0.623 (0.052)	2.286 (0.135)	0.000 (0.000)	0.175 (0.085)	-0.175 (0.184)			
2K037601	SO	7A	0.566 (0.035)	0.692 (0.051)	0.000 (0.000)	0.659 (0.070)	-0.659 (0.089)			
2K037801	SO	10	0.838 (0.108)	0.823 (0.092)	0.181 (0.030)					
2K038201	SO	15A	0.362 (0.035)	4.344 (0.219)	0.000 (0.000)	2.264 (0.114)	-2.264 (0.607)			
2K043801	ST	2	0.845 (0.101)	0.119 (0.117)	0.244 (0.041)					
2K044001	ST	4	1.391 (0.228)	2.461 (0.187)	0.076 (0.008)					
2K044101	ST	5A	0.852 (0.061)	1.114 (0.069)	0.000 (0.000)					
2K044401	ST	8A	0.668 (0.049)	-1.267 (0.087)	0.000 (0.000)					
2K044501	ST	9	1.029 (0.195)	1.577 (0.120)	0.253 (0.021)					
2K044801	ST	12	0.296 (0.050)	0.199 (0.361)	0.232 (0.060)					
2K045701	SU	6A	0.451 (0.030)	0.070 (0.053)	0.000 (0.000)	0.603 (0.092)	-0.603 (0.094)			
2K046101	SU	10	0.700 (0.077)	0.173 (0.117)	0.168 (0.039)					
2K0407CL	SD		0.836 (0.032)	-0.003 (0.022)	0.000 (0.000)	0.948 (0.052)	-0.602 (0.053)	-0.346 (0.055)		
2K0494CL	SM		0.164 (0.008)	2.326 (0.103)	0.000 (0.000)	-11.081 (0.930)	9.529 (0.977)	3.780 (0.423)	0.304 (0.413)	-2.532 (0.653)

Table D-21
IRT Parameters for the 1996 Science Main Samples
Life Science, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
3K031307	SF	10A	1.053 (0.057)	1.643 (0.040)	0.000 (0.000)	0.813 (0.036)	-0.813 (0.099)			
3K031308	SF	11A	0.433 (0.034)	2.539 (0.181)	0.000 (0.000)	-0.898 (0.128)	0.898 (0.207)			
3K041301	SH	1	0.714 (0.067)	-2.541 (0.206)	0.220 (0.057)					
3K041302	SH	2	0.816 (0.069)	-1.692 (0.163)	0.242 (0.059)					
3K041303	SH	3	0.693 (0.061)	-1.058 (0.158)	0.221 (0.051)					
3K041304	SH	4	0.756 (0.077)	0.272 (0.091)	0.167 (0.032)					
3K041305	SH	5	1.045 (0.081)	-0.804 (0.095)	0.201 (0.039)					
3K041306	SH	6A	0.526 (0.036)	-0.709 (0.075)	0.000 (0.000)					
3K041307	SH	7A	0.463 (0.031)	1.594 (0.088)	0.000 (0.000)	-0.141 (0.081)	0.141 (0.120)			
3K041401	SH	8A	0.771 (0.034)	0.831 (0.035)	0.000 (0.000)	0.988 (0.045)	-0.988 (0.066)			
3K041402	SH	9A	0.986 (0.047)	1.588 (0.035)	0.000 (0.000)	1.124 (0.035)	-1.124 (0.110)			
3K041403	SH	10A	0.268 (0.022)	4.408 (0.206)	0.000 (0.000)	2.471 (0.120)	-2.471 (0.436)			
3K031601	SI	1	0.658 (0.059)	-2.226 (0.197)	0.218 (0.057)					
3K031602	SI	2A	0.362 (0.023)	-0.443 (0.060)	0.000 (0.000)	0.742 (0.108)	-0.742 (0.094)			
3K031603	SI	3A	0.651 (0.042)	-1.551 (0.091)	0.000 (0.000)					
3K031604	SI	4A	0.429 (0.030)	1.949 (0.102)	0.000 (0.000)	0.888 (0.077)	-0.888 (0.155)			
3K031605	SI	5	0.409 (0.044)	-1.641 (0.266)	0.218 (0.057)					
3K031606	SI	6A	0.491 (0.025)	1.040 (0.055)	0.000 (0.000)	1.227 (0.067)	-1.227 (0.103)			
3K031610	SI	7A	0.601 (0.024)	0.226 (0.044)	0.000 (0.000)	1.453 (0.064)	-1.453 (0.070)			
3K031607	SI	8A	0.504 (0.023)	-0.711 (0.040)	0.000 (0.000)	0.382 (0.120)	0.863 (0.094)	-1.246 (0.069)		
3K031608	SI	9A	0.501 (0.023)	1.861 (0.059)	0.000 (0.000)	2.048 (0.063)	-2.048 (0.175)			
3K031609	SI	10A	0.364 (0.022)	1.184 (0.079)	0.000 (0.000)	-0.521 (0.104)	0.521 (0.130)			
3K031611	SI	11A	0.336 (0.042)	2.751 (0.328)	0.000 (0.000)					
3K031612	SI	12	0.814 (0.084)	-0.435 (0.136)	0.271 (0.046)					
3K031613	SI	13A	0.653 (0.043)	2.217 (0.118)	0.000 (0.000)	-1.268 (0.136)	1.268 (0.189)			
3K042001	SJ	7A	0.549 (0.040)	1.939 (0.090)	0.000 (0.000)	0.940 (0.071)	-0.940 (0.163)			
3K042101	SJ	8A	0.217 (0.031)	9.143 (0.634)	0.000 (0.000)	4.783 (0.204)	-4.783 (2.220)			
3K042102	SJ	9A	0.745 (0.039)	1.368 (0.048)	0.000 (0.000)	1.250 (0.052)	-1.250 (0.115)			
3K042601	SJ	14A	0.588 (0.028)	0.458 (0.039)	0.000 (0.000)	-0.704 (0.087)	0.704 (0.091)			
3K042602	SJ	15A	0.628 (0.042)	1.094 (0.056)	0.000 (0.000)	0.619 (0.065)	-0.619 (0.096)			
3K042603	SJ	16A	0.525 (0.061)	2.088 (0.204)	0.000 (0.000)					
3K043001	SK	6A	0.267 (0.033)	3.195 (0.337)	0.000 (0.000)	0.525 (0.151)	-0.525 (0.303)			
3K043401	SK	12	0.201 (0.040)	-0.641 (0.533)	0.242 (0.061)					
3K047501	SL	8	0.252 (0.075)	3.689 (0.881)	0.224 (0.042)					
3K047701	SL	10	0.837 (0.291)	2.676 (0.482)	0.159 (0.017)					
3K047801	SL	11	0.991 (0.163)	1.269 (0.097)	0.204 (0.023)					
3K048001	SL	13A	0.835 (0.035)	1.080 (0.050)	0.000 (0.000)	1.955 (0.054)	-1.955 (0.135)			
3K048101	SL	14A	0.397 (0.028)	1.967 (0.124)	0.000 (0.000)	-0.260 (0.118)	-1.932 (0.335)	2.191 (0.385)		
3K048102	SL	15A	0.704 (0.103)	3.792 (0.310)	0.000 (0.000)	1.081 (0.111)	-1.081 (1.015)			
3K048103	SL	16A	0.555 (0.052)	0.871 (0.093)	0.000 (0.000)					
3K048401	SM	3	0.496 (0.097)	1.015 (0.191)	0.246 (0.046)					
3K048901	SM	8A	0.519 (0.033)	0.577 (0.051)	0.000 (0.000)	0.645 (0.076)	-0.645 (0.091)			
3K049201	SM	11	0.152 (0.035)	0.427 (0.650)	0.251 (0.057)					
3K049301	SM	12A	0.303 (0.057)	4.416 (0.785)	0.000 (0.000)					
3K035501	SN	2	0.528 (0.050)	-1.750 (0.218)	0.220 (0.057)					
3K035901	SN	6A	0.523 (0.032)	1.386 (0.071)	0.000 (0.000)	-0.090 (0.073)	0.090 (0.104)			
3K036501	SN	12	0.539 (0.097)	0.826 (0.171)	0.277 (0.046)					
3K036701	SN	14A	0.478 (0.040)	2.558 (0.189)	0.000 (0.000)	-0.510 (0.109)	0.510 (0.202)			
3K036801	SN	15A	0.679 (0.036)	1.240 (0.052)	0.000 (0.000)	-0.217 (0.062)	0.217 (0.085)			

Table D-21 (continued)
IRT Parameters for the 1996 Science Main Samples
Life Science, Grade 8

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
3K037101	SO	2	0.220 (0.041)	-2.919 (0.665)	0.240 (0.062)					
3K037201	SO	3	0.644 (0.066)	-1.386 (0.196)	0.231 (0.058)					
3K038001	SO	12	0.927 (0.213)	1.796 (0.174)	0.232 (0.023)					
3K038002	SO	13	1.433 (0.192)	1.318 (0.072)	0.176 (0.017)					
3K038101	SO	14A	0.637 (0.081)	2.529 (0.259)	0.000 (0.000)					
3K043701	ST	1	0.510 (0.063)	-0.666 (0.230)	0.240 (0.058)					
3K044601	ST	10	0.329 (0.110)	4.057 (1.009)	0.199 (0.032)					
3K044901	ST	13A	0.590 (0.026)	0.747 (0.054)	0.000 (0.000)	1.629 (0.070)	-1.629 (0.101)			
3K045001	ST	14A	0.433 (0.027)	1.302 (0.074)	0.000 (0.000)	1.319 (0.086)	-1.319 (0.140)			
3K045201	SU	1	0.508 (0.057)	-1.736 (0.261)	0.240 (0.062)					
3K045301	SU	2A	0.317 (0.027)	1.120 (0.102)	0.000 (0.000)	0.648 (0.119)	-0.648 (0.158)			
3K045601	SU	5A	0.414 (0.024)	1.528 (0.071)	0.000 (0.000)	-0.538 (0.120)	1.288 (0.146)	-0.750 (0.197)		
3K046001	SU	9	0.444 (0.064)	0.465 (0.184)	0.177 (0.044)					
3K046301	SU	12A	0.253 (0.011)	2.279 (0.130)	0.000 (0.000)	4.350 (0.150)	-4.350 (0.329)			
3K046401	SU	13A	0.610 (0.056)	2.127 (0.143)	0.000 (0.000)	0.139 (0.084)	-0.139 (0.177)			
3K046701	SU	16A	0.464 (0.020)	1.332 (0.065)	0.000 (0.000)	2.472 (0.092)	-1.658 (0.145)	-0.815 (0.266)		

Table D-22
IRT Parameters for 1996 Science Items
Physical Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
1K049501	SC	2A	0.234 (0.011)	-3.558 (0.198)	0.000 (0.000)	-2.892 (0.528)	0.080 (0.444)	2.811 (0.221)		
1K049502	SC	4A	0.342 (0.020)	2.539 (0.147)	0.000 (0.000)	-1.006 (0.124)	-2.028 (0.381)	3.033 (0.437)		
1K049503	SC	5A	0.941 (0.047)	-0.019 (0.035)	0.000 (0.000)					
1K049601	SD	1A	0.645 (0.035)	1.651 (0.050)	0.000 (0.000)	0.924 (0.052)	-0.021 (0.083)	-0.903 (0.175)		
1K049602	SD	2A	0.182 (0.008)	-1.686 (0.124)	0.000 (0.000)	-4.953 (0.307)	4.953 (0.281)			
1K049603	SD	3A	0.390 (0.015)	-0.697 (0.043)	0.000 (0.000)	0.110 (0.125)	-3.289 (0.213)	3.180 (0.203)		
1K049604	SD	4A	0.630 (0.031)	0.582 (0.037)	0.000 (0.000)	-0.385 (0.072)	0.385 (0.078)			
1K049701	SF	1A	0.412 (0.016)	-0.645 (0.048)	0.000 (0.000)	-1.663 (0.121)	1.663 (0.111)			
1K049702	SF	2A	0.941 (0.057)	-1.321 (0.066)	0.000 (0.000)					
1K049708	SF	3A	1.172 (0.056)	-0.055 (0.030)	0.000 (0.000)					
1K049703	SF	4A	1.373 (0.091)	1.450 (0.053)	0.000 (0.000)					
1K049704	SF	5A	1.241 (0.052)	-0.707 (0.025)	0.000 (0.000)	0.769 (0.049)	-0.769 (0.029)			
1K049705	SF	6A	0.652 (0.025)	0.325 (0.025)	0.000 (0.000)	-0.416 (0.077)	0.874 (0.079)	-0.459 (0.064)		
1K049706	SF	7A	1.383 (0.069)	0.146 (0.028)	0.000 (0.000)					
1K049707	SF	8A	0.585 (0.026)	0.665 (0.028)	0.000 (0.000)	0.525 (0.088)	1.138 (0.084)	-0.328 (0.078)	-1.335 (0.118)	
1K049806	SG	6	0.947 (0.081)	-0.275 (0.091)	0.205 (0.038)					
1K049808	SG	8	0.651 (0.069)	-0.120 (0.141)	0.219 (0.045)					
1K049914	SI	12A	0.740 (0.029)	0.687 (0.032)	0.000 (0.000)	-1.121 (0.086)	1.121 (0.092)			
1K049912	SI	13A	0.631 (0.033)	1.332 (0.041)	0.000 (0.000)	0.409 (0.067)	0.285 (0.093)	-0.335 (0.133)	-0.359 (0.178)	
1K049913	SI	14	1.369 (0.164)	0.922 (0.056)	0.178 (0.020)					
1K050001	SJ	1	0.624 (0.067)	-0.936 (0.176)	0.224 (0.051)					
1K050101	SJ	2	0.679 (0.087)	0.347 (0.130)	0.203 (0.042)					
1K050201	SJ	3	1.609 (0.220)	0.904 (0.056)	0.268 (0.021)					
1K050401	SJ	5A	0.323 (0.042)	3.855 (0.404)	0.000 (0.000)	0.767 (0.143)	-0.767 (0.415)			
1K050701	SJ	8	1.711 (0.208)	1.457 (0.078)	0.261 (0.015)					
1K050801	SJ	9	1.658 (0.163)	0.320 (0.049)	0.190 (0.024)					
1K050802	SJ	10	1.430 (0.135)	0.262 (0.055)	0.175 (0.025)					
1K051401	SK	2	0.874 (0.117)	0.335 (0.118)	0.292 (0.041)					
1K051501	SK	3	1.095 (0.206)	1.310 (0.103)	0.312 (0.025)					
1K051901	SK	7	1.165 (0.234)	1.671 (0.134)	0.298 (0.020)					
1K052301	SK	11A	0.333 (0.022)	3.806 (0.106)	0.000 (0.000)	3.617 (0.106)	-3.617 (0.532)			
1K052401	SK	12A	0.584 (0.032)	1.107 (0.047)	0.000 (0.000)	0.056 (0.077)	-0.281 (0.117)	0.226 (0.137)		
1K052402	SK	13A	0.517 (0.037)	3.407 (0.074)	0.000 (0.000)	2.987 (0.071)	-2.987 (0.619)			
1K046801	SL	1	0.576 (0.065)	-0.683 (0.183)	0.220 (0.052)					
1K046901	SL	2	0.907 (0.083)	-0.323 (0.097)	0.180 (0.038)					
1K047101	SL	4	1.061 (0.092)	-0.592 (0.090)	0.190 (0.039)					
1K047201	SL	5A	0.542 (0.023)	-0.444 (0.037)	0.000 (0.000)	0.485 (0.101)	-1.391 (0.122)	0.906 (0.113)		
1K047401	SL	7A	0.521 (0.027)	0.501 (0.046)	0.000 (0.000)	-0.561 (0.091)	0.561 (0.099)			
1K047901	SL	12A	0.706 (0.041)	0.133 (0.038)	0.000 (0.000)	0.490 (0.064)	-0.490 (0.064)			
1K048201	SM	1	1.725 (0.166)	-0.047 (0.058)	0.240 (0.031)					
1K048501	SM	4	1.046 (0.130)	0.258 (0.099)	0.292 (0.038)					
1K048601	SM	5A	0.572 (0.035)	0.177 (0.046)	0.000 (0.000)	0.775 (0.075)	-0.775 (0.078)			
1K049001	SM	9A	0.989 (0.074)	1.683 (0.062)	0.000 (0.000)	-2.047 (0.277)	2.047 (0.288)			
1K049101	SM	10	0.410 (0.053)	-0.985 (0.258)	0.214 (0.055)					
1K052601	SN	1	0.623 (0.064)	-0.201 (0.141)	0.209 (0.045)					
1K052701	SN	2	0.918 (0.106)	0.835 (0.073)	0.174 (0.025)					
1K053101	SN	7A	0.846 (0.041)	1.021 (0.037)	0.000 (0.000)	-0.074 (0.050)	0.074 (0.066)			
1K053102	SN	8A	1.061 (0.049)	0.914 (0.030)	0.000 (0.000)	0.762 (0.034)	-0.762 (0.057)			
1K053201	SN	9	1.463 (0.149)	1.035 (0.045)	0.105 (0.014)					

Table D-22 (continued)
IRT Parameters for Science Items
Physical Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
1K053301	SN	10	2.541 (0.207)	0.679 (0.029)	0.201 (0.014)					
1K053401	SN	11	0.521 (0.071)	0.309 (0.179)	0.238 (0.048)					
1K057501	ST	6A	0.349 (0.033)	1.896 (0.160)	0.000 (0.000)	0.167 (0.116)	-0.167 (0.184)			
1K058001	ST	11A	0.296 (0.030)	5.914 (0.206)	0.000 (0.000)	4.222 (0.125)	-4.222 (1.164)			
1K058101	ST	12	1.897 (0.206)	1.106 (0.055)	0.293 (0.017)					
1K058301	ST	14A	0.731 (0.044)	1.362 (0.050)	0.000 (0.000)	0.101 (0.067)	0.027 (0.104)	-0.128 (0.139)		
1K058601	SU	1	0.664 (0.076)	-0.497 (0.167)	0.245 (0.052)					
1K059001	SU	5A	0.203 (0.025)	-3.684 (0.420)	0.000 (0.000)	0.516 (0.372)	-0.516 (0.199)			
1K059101	SU	6A	0.545 (0.039)	2.643 (0.093)	0.000 (0.000)	1.643 (0.071)	-1.643 (0.293)			
1K059501	SU	10	1.988 (0.249)	2.063 (0.117)	0.091 (0.009)					

Table D-23
IRT Parameters for 1996 Science Items
Earth Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
2K040801	SE	0A	0.432 (0.034)	-1.567 (0.130)	0.000 (0.000)					
2K040802	SE	1A	0.545 (0.027)	-2.271 (0.097)	0.000 (0.000)					
2K040808	SE	1G	0.652 (0.024)	-0.914 (0.040)	0.000 (0.000)	-1.273 (0.103)	1.273 (0.092)			
2K040809	SE	1M	0.644 (0.022)	-0.356 (0.032)	0.000 (0.000)	-1.363 (0.094)	1.363 (0.089)			
2K040803	SE	2A	0.540 (0.025)	-0.529 (0.043)	0.000 (0.000)	-0.239 (0.083)	0.239 (0.070)			
2K040804	SE	3A	0.952 (0.040)	0.598 (0.025)	0.000 (0.000)	-0.343 (0.052)	0.343 (0.055)			
2K040805	SE	4A	0.854 (0.035)	0.498 (0.027)	0.000 (0.000)	-0.627 (0.064)	0.627 (0.066)			
2K040806	SE	5A	1.020 (0.072)	0.681 (0.042)	0.000 (0.000)					
2K049801	SG	1	1.192 (0.105)	-1.823 (0.113)	0.218 (0.049)					
2K049802	SG	2A	0.446 (0.017)	-0.409 (0.045)	0.000 (0.000)	-1.443 (0.115)	1.443 (0.108)			
2K049803	SG	3	1.517 (0.152)	0.341 (0.054)	0.282 (0.024)					
2K049804	SG	4A	0.487 (0.037)	0.229 (0.065)	0.000 (0.000)					
2K049805	SG	5	0.653 (0.058)	-1.394 (0.170)	0.232 (0.053)					
2K049807	SG	7A	0.280 (0.009)	0.229 (0.043)	0.000 (0.000)	-4.008 (0.234)	0.649 (0.294)	3.360 (0.212)		
2K049809	SG	9A	0.974 (0.056)	1.239 (0.042)	0.000 (0.000)	0.203 (0.043)	-0.203 (0.068)			
2K049810	SG	10A	0.699 (0.028)	-0.668 (0.037)	0.000 (0.000)	-0.476 (0.077)	0.476 (0.066)			
2K089811	SG	11A	0.701 (0.049)	0.900 (0.063)	0.000 (0.000)					
2K049812	SG	12A	0.697 (0.064)	1.887 (0.136)	0.000 (0.000)					
2K049813	SG	13A	0.586 (0.034)	0.676 (0.043)	0.000 (0.000)	0.568 (0.061)	-0.568 (0.076)			
2K049814	SG	14A	0.712 (0.034)	0.985 (0.039)	0.000 (0.000)	-0.566 (0.069)	0.566 (0.081)			
2K049815	SG	15A	0.482 (0.033)	1.469 (0.070)	0.000 (0.000)	0.410 (0.084)	-0.022 (0.121)	-0.387 (0.180)		
2K049901	SI	1A	0.559 (0.029)	-0.675 (0.047)	0.000 (0.000)	0.128 (0.083)	-0.128 (0.066)			
2K049902	SI	2A	0.541 (0.030)	0.055 (0.041)	0.000 (0.000)	0.515 (0.071)	-0.515 (0.070)			
2K049903	SI	3A	0.632 (0.042)	0.413 (0.055)	0.000 (0.000)					
2K049904	SI	4A	0.855 (0.051)	0.440 (0.042)	0.000 (0.000)					
2K049905	SI	5	0.443 (0.051)	-2.088 (0.303)	0.264 (0.062)					
2K049906	SI	6	1.527 (0.214)	1.420 (0.087)	0.343 (0.016)					
2K049907	SI	7A	0.881 (0.050)	-0.702 (0.050)	0.000 (0.000)					
2K049908	SI	8A	0.991 (0.046)	0.554 (0.029)	0.000 (0.000)	0.699 (0.039)	-0.699 (0.049)			
2K049909	SI	9A	1.081 (0.057)	1.321 (0.034)	0.000 (0.000)	0.163 (0.044)	-0.073 (0.073)	-0.091 (0.098)		
2K049910	SI	10	0.890 (0.157)	1.431 (0.115)	0.255 (0.025)					
2K049911	SI	11A	0.561 (0.028)	0.752 (0.044)	0.000 (0.000)	-0.361 (0.075)	0.361 (0.087)			
2K050501	SJ	6A	0.563 (0.028)	1.227 (0.043)	0.000 (0.000)	0.536 (0.081)	0.980 (0.089)	-1.516 (0.161)		
2K050601	SJ	7	0.827 (0.117)	0.711 (0.095)	0.212 (0.032)					
2K050901	SJ	11A	1.055 (0.075)	2.872 (0.053)	0.000 (0.000)	1.897 (0.043)	-1.897 (0.808)			
2K051601	SK	4	1.134 (0.158)	0.789 (0.070)	0.226 (0.027)					
2K051701	SK	5A	0.847 (0.056)	0.295 (0.047)	0.000 (0.000)					
2K051801	SK	6A	0.244 (0.024)	1.352 (0.141)	0.000 (0.000)	0.814 (0.155)	-0.814 (0.205)			
2K047001	SL	3	0.649 (0.103)	0.177 (0.187)	0.325 (0.052)					
2K047301	SL	6A	0.533 (0.035)	0.341 (0.048)	0.000 (0.000)	0.565 (0.078)	-0.565 (0.085)			
2K047601	SL	9	1.176 (0.180)	1.463 (0.096)	0.108 (0.016)					
2K048301	SM	2	0.731 (0.076)	-0.854 (0.163)	0.248 (0.053)					
2K048701	SM	6	0.601 (0.080)	-0.224 (0.198)	0.279 (0.055)					
2K048801	SM	7	1.320 (0.215)	1.266 (0.084)	0.284 (0.021)					
2K049401	SM	13A	0.661 (0.037)	1.284 (0.053)	0.000 (0.000)	1.222 (0.060)	-1.222 (0.115)			
2K049402	SM	14A	0.460 (0.032)	0.111 (0.055)	0.000 (0.000)	0.722 (0.096)	-0.722 (0.094)			
2K052801	SN	3	0.452 (0.092)	1.318 (0.225)	0.302 (0.046)					
2K053001	SN	6A	0.621 (0.039)	2.494 (0.080)	0.000 (0.000)	1.332 (0.057)	-1.332 (0.219)			
2K053501	SN	12	2.342 (0.177)	1.001 (0.036)	0.267 (0.014)					

Table D-23 (continued)
IRT Parameters for Science Items
Earth Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
2K057101	ST	1	0.522 (0.063)	-1.263 (0.262)	0.286 (0.064)					
2K057401	ST	5A	0.524 (0.033)	-0.072 (0.048)	0.000 (0.000)	0.668 (0.084)	-0.668 (0.079)			
2K057901	ST	10	0.868 (0.108)	0.272 (0.108)	0.248 (0.038)					
2K058401	ST	15A	0.636 (0.036)	0.587 (0.042)	0.000 (0.000)	-0.236 (0.077)	0.236 (0.085)			
2K058701	SU	2	0.411 (0.057)	-0.831 (0.303)	0.277 (0.062)					
2K058901	SU	4	0.923 (0.134)	0.573 (0.095)	0.259 (0.033)					
2K059301	SU	8A	0.489 (0.030)	2.210 (0.114)	0.000 (0.000)	-2.005 (0.199)	2.077 (0.250)	-0.073 (0.304)		
2K059701	SU	12	0.710 (0.153)	1.596 (0.178)	0.232 (0.029)					
2K059801	SU	13A	0.824 (0.065)	1.688 (0.081)	0.000 (0.000)	0.363 (0.059)	-0.363 (0.126)			
2K059901	SU	14A	0.414 (0.016)	1.793 (0.050)	0.000 (0.000)	-1.452 (0.200)	4.458 (0.202)	-3.006 (0.293)		
2K060001	SU	15A	0.353 (0.029)	0.402 (0.071)	0.000 (0.000)	0.396 (0.118)	-0.396 (0.130)			
2K060101	SU	16A	0.278 (0.015)	1.403 (0.096)	0.000 (0.000)	2.841 (0.153)	-1.424 (0.191)	-1.416 (0.332)		
2K0494CL	SM		0.161 (0.008)	1.565 (0.087)	0.000 (0.000)	-14.767 (1.457)	11.377 (1.496)	3.015 (0.472)	1.278 (0.407)	-0.904 (0.461)

Table D-24
IRT Parameters for 1996 Science Items
Life Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
3K049504	SC	6A	0.644 (0.022)	-0.012 (0.029)	0.000 (0.000)	-0.938 (0.074)	0.938 (0.072)			
3K049505	SC	7A	0.699 (0.028)	-0.486 (0.033)	0.000 (0.000)	-0.252 (0.066)	0.252 (0.056)			
3K049506	SC	8A	0.699 (0.045)	2.357 (0.075)	0.000 (0.000)	1.147 (0.053)	-1.147 (0.199)			
3K041301	SH	1	0.646 (0.072)	-3.292 (0.309)	0.209 (0.057)					
3K041302	SH	2	0.889 (0.093)	-2.611 (0.209)	0.211 (0.055)					
3K041303	SH	3	0.650 (0.060)	-2.123 (0.194)	0.189 (0.051)					
3K041304	SH	4	0.470 (0.047)	-0.480 (0.163)	0.160 (0.042)					
3K041305	SH	5	1.436 (0.115)	-1.208 (0.076)	0.196 (0.040)					
3K041307	SH	7A	0.398 (0.027)	1.084 (0.073)	0.000 (0.000)	0.464 (0.084)	-0.464 (0.113)			
3K041401	SH	8A	0.494 (0.049)	2.128 (0.188)	0.000 (0.000)					
3K041402	SH	9A	0.947 (0.039)	0.999 (0.033)	0.000 (0.000)	1.180 (0.037)	-1.180 (0.073)			
3K041403	SH	10A	0.215 (0.017)	4.245 (0.226)	0.000 (0.000)	2.506 (0.145)	-2.506 (0.391)			
3K041404	SH	11A	0.395 (0.034)	-1.272 (0.127)	0.000 (0.000)					
3K041405	SH	12	0.636 (0.073)	0.275 (0.123)	0.188 (0.039)					
3K041406	SH	13A	0.459 (0.039)	2.313 (0.160)	0.000 (0.000)	0.093 (0.091)	-0.093 (0.177)			
3K050301	SJ	4	0.602 (0.117)	1.668 (0.184)	0.169 (0.031)					
3K051001	SJ	12A	0.393 (0.021)	-0.581 (0.061)	0.000 (0.000)	-0.975 (0.133)	0.975 (0.121)			
3K051002	SJ	13A	1.608 (0.096)	0.411 (0.030)	0.000 (0.000)					
3K051003	SJ	13G	1.252 (0.079)	0.568 (0.038)	0.000 (0.000)					
3K051004	SJ	13M	1.115 (0.078)	0.932 (0.051)	0.000 (0.000)					
3K051101	SJ	14A	0.260 (0.015)	1.386 (0.109)	0.000 (0.000)	-3.032 (0.229)	3.032 (0.255)			
3K051102	SJ	15A	0.854 (0.070)	1.942 (0.093)	0.000 (0.000)	0.364 (0.064)	-0.364 (0.149)			
3K051201	SJ	16A	0.388 (0.041)	2.413 (0.206)	0.000 (0.000)	0.438 (0.116)	-0.438 (0.233)			
3K051301	SK	1	0.831 (0.095)	0.004 (0.118)	0.236 (0.042)					
3K052001	SK	8	0.575 (0.157)	2.363 (0.343)	0.225 (0.030)					
3K052101	SK	9	0.779 (0.093)	0.367 (0.106)	0.194 (0.037)					
3K052201	SK	10	0.733 (0.160)	1.762 (0.182)	0.232 (0.028)					
3K052501	SK	14A	0.470 (0.026)	-0.356 (0.043)	0.000 (0.000)	0.150 (0.128)	0.503 (0.113)	-0.653 (0.093)		
3K052502	SK	15A	0.248 (0.018)	-3.430 (0.139)	0.000 (0.000)	3.542 (0.744)	-0.263 (0.229)	-3.279 (0.151)		
3K052503	SK	16A	0.213 (0.027)	-4.819 (0.484)	0.000 (0.000)	1.473 (0.526)	-1.473 (0.199)			
3K047501	SL	8	0.521 (0.110)	1.078 (0.212)	0.298 (0.049)					
3K047701	SL	10	1.007 (0.174)	1.606 (0.118)	0.154 (0.020)					
3K047801	SL	11	0.705 (0.095)	0.470 (0.124)	0.208 (0.040)					
3K048001	SL	13A	0.923 (0.038)	0.099 (0.043)	0.000 (0.000)	1.548 (0.061)	-1.548 (0.062)			
3K048101	SL	14A	0.382 (0.028)	1.480 (0.092)	0.000 (0.000)	0.567 (0.109)	-1.071 (0.189)	0.503 (0.245)		
3K048102	SL	15A	0.462 (0.057)	4.895 (0.279)	0.000 (0.000)	2.398 (0.115)	-2.398 (1.304)			
3K048103	SL	16A	0.580 (0.051)	-0.016 (0.071)	0.000 (0.000)					
3K048401	SM	3	0.703 (0.082)	-0.109 (0.141)	0.213 (0.047)					
3K048901	SM	8A	0.618 (0.037)	-0.750 (0.052)	0.000 (0.000)	0.303 (0.090)	-0.303 (0.068)			
3K049201	SM	11	0.354 (0.055)	-0.322 (0.314)	0.237 (0.060)					
3K049301	SM	12A	0.506 (0.044)	2.411 (0.178)	0.000 (0.000)	-0.387 (0.117)	0.387 (0.214)			
3K052901	SN	4A	0.441 (0.018)	-0.644 (0.040)	0.000 (0.000)	-1.409 (0.156)	1.456 (0.148)	-0.047 (0.082)		
3K052902	SN	5	0.795 (0.070)	-1.586 (0.150)	0.211 (0.051)					
3K053601	SN	13A	0.422 (0.017)	1.005 (0.053)	0.000 (0.000)	2.328 (0.088)	-0.979 (0.100)	-1.349 (0.179)		
3K053701	SN	14A	0.472 (0.039)	2.441 (0.145)	0.000 (0.000)	0.682 (0.080)	-0.682 (0.194)			
3K053801	SN	15A	0.510 (0.021)	0.699 (0.042)	0.000 (0.000)	-1.335 (0.101)	1.335 (0.109)			
3K053901	SN	16A	0.652 (0.050)	2.129 (0.099)	0.000 (0.000)	0.664 (0.063)	-0.664 (0.163)			
3K054001	SO	1A	0.534 (0.032)	2.286 (0.050)	0.000 (0.000)	2.564 (0.078)	1.152 (0.088)	-3.715 (0.687)		
3K054002	SO	2A	0.930 (0.056)	1.548 (0.048)	0.000 (0.000)	0.948 (0.045)	-0.948 (0.116)			

Table D-24 (continued)
IRT Parameters for Science Items
Life Science, Grade 12

NAEP ID	Block	Item	aj (s.e.)	bj (s.e.)	cj (s.e.)	dj1 (s.e.)	dj2 (s.e.)	dj3 (s.e.)	dj4 (s.e.)	dj5 (s.e.)
3K054003	SO	3A	1.429 (0.148)	2.213 (0.097)	0.000 (0.000)	-0.342 (0.110)	0.342 (0.175)			
3K054004	SO	4A	0.714 (0.081)	2.246 (0.194)	0.000 (0.000)					
3K054005	SO	5A	0.438 (0.037)	2.566 (0.134)	0.000 (0.000)	1.292 (0.092)	-1.292 (0.252)			
3K054006	SO	6A	0.522 (0.071)	2.729 (0.311)	0.000 (0.000)					
3K054007	SO	7A	0.564 (0.046)	1.597 (0.094)	0.000 (0.000)	0.249 (0.081)	-0.249 (0.134)			
3K054008	SO	8A	0.415 (0.027)	1.641 (0.068)	0.000 (0.000)	0.518 (0.123)	1.334 (0.138)	-1.852 (0.255)		
3K057301	ST	3	0.444 (0.114)	2.372 (0.366)	0.199 (0.037)					
3K057302	ST	4	0.500 (0.091)	1.206 (0.185)	0.197 (0.043)					
3K057601	ST	7A	0.310 (0.025)	-2.374 (0.143)	0.000 (0.000)	1.578 (0.244)	-1.578 (0.117)			
3K057701	ST	8A	0.573 (0.051)	2.194 (0.139)	0.000 (0.000)	0.269 (0.084)	-0.269 (0.180)			
3K057801	ST	9	0.661 (0.071)	-0.205 (0.136)	0.189 (0.044)					
3K058501	ST	16A	0.582 (0.036)	1.336 (0.054)	0.000 (0.000)	1.499 (0.077)	-0.195 (0.099)	-1.304 (0.204)		
3K058801	SU	3	1.453 (0.144)	0.274 (0.054)	0.178 (0.026)					
3K059201	SU	7A	0.805 (0.043)	0.850 (0.033)	0.000 (0.000)	0.957 (0.054)	-0.067 (0.063)	-0.890 (0.100)		
3K059401	SU	9	0.755 (0.074)	-1.267 (0.154)	0.203 (0.051)					
3K059601	SU	11	1.184 (0.165)	0.834 (0.073)	0.265 (0.026)					

Table D-25
IRT Parameters for the Reading Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N001101	0.594	(0.152)	1.629	(0.236)	0.358	(0.035)
N008601	1.728	(0.142)	-0.227	(0.053)	0.245	(0.027)
N008602	1.362	(0.119)	0.124	(0.053)	0.218	(0.026)
N008603	1.226	(0.105)	-0.259	(0.070)	0.223	(0.029)
N008701	0.548	(0.056)	-3.106	(0.311)	0.281	(0.065)
N001501	2.488	(0.243)	-0.508	(0.055)	0.329	(0.029)
N001502	2.331	(0.191)	0.319	(0.031)	0.222	(0.021)
N001503	2.140	(0.192)	-0.080	(0.047)	0.329	(0.027)
N001504	2.368	(0.204)	0.262	(0.034)	0.279	(0.023)
N001507	1.043	(0.138)	2.112	(0.194)	0.000	(0.000)
N001601	1.213	(0.123)	0.186	(0.065)	0.292	(0.028)
N001602	1.934	(0.193)	0.470	(0.040)	0.304	(0.022)
N001603	1.335	(0.201)	0.929	(0.062)	0.319	(0.023)
N001604	1.505	(0.176)	0.775	(0.045)	0.233	(0.021)
N008801	1.461	(0.137)	-0.839	(0.093)	0.318	(0.036)
N001801	0.334	(0.097)	6.427	(1.925)	0.144	(0.014)
N001802	2.334	(0.248)	1.461	(0.070)	0.203	(0.012)
N008901	1.835	(0.160)	-0.140	(0.051)	0.276	(0.027)
N008902	1.281	(0.123)	-0.204	(0.075)	0.304	(0.031)
N008905	0.156	(0.000)	15.358	(0.000)	0.000	(0.000)
N002001	2.113	(0.173)	0.884	(0.033)	0.197	(0.015)
N002002	1.582	(0.166)	0.675	(0.041)	0.220	(0.021)
N002003	1.619	(0.176)	0.568	(0.045)	0.289	(0.023)
N009001	1.762	(0.162)	0.518	(0.036)	0.190	(0.020)
N009002	1.645	(0.175)	0.679	(0.041)	0.221	(0.021)
N009003	1.659	(0.191)	1.105	(0.055)	0.240	(0.017)
N009004	2.304	(0.233)	0.471	(0.036)	0.313	(0.022)
N009101	0.933	(0.095)	-0.722	(0.132)	0.286	(0.042)
N009201	1.480	(0.145)	-0.594	(0.086)	0.330	(0.034)
N002101	1.519	(0.259)	1.569	(0.123)	0.236	(0.016)
N002102	2.003	(0.298)	1.679	(0.116)	0.163	(0.012)
N002702	1.702	(0.190)	0.809	(0.039)	0.190	(0.019)
N009601	0.863	(0.085)	-1.126	(0.165)	0.272	(0.052)
N002401	1.747	(0.170)	0.730	(0.035)	0.146	(0.017)
N009401	1.920	(0.162)	-0.257	(0.050)	0.245	(0.027)
N002801	3.165	(0.260)	0.261	(0.025)	0.179	(0.019)
N002802	2.501	(0.215)	0.182	(0.033)	0.220	(0.023)
N002804	0.662	(0.076)	1.665	(0.147)	0.000	(0.000)
N009701	1.231	(0.122)	0.246	(0.060)	0.256	(0.027)
N009702	1.867	(0.171)	0.286	(0.042)	0.273	(0.024)
N009703	2.056	(0.205)	0.673	(0.035)	0.274	(0.019)
N009704	1.936	(0.194)	0.683	(0.034)	0.201	(0.018)
N009705	1.755	(0.155)	0.193	(0.044)	0.264	(0.024)
N003001	0.970	(0.257)	1.971	(0.262)	0.195	(0.019)
N003002	0.525	(0.085)	0.663	(0.150)	0.219	(0.041)
N003003	0.081	(0.018)	14.651	(3.865)	0.032	(0.010)
N014001	1.414	(0.138)	0.083	(0.060)	0.283	(0.028)
N003101	1.392	(0.146)	0.149	(0.062)	0.300	(0.028)
N003102	3.430	(0.222)	0.686	(0.023)	0.199	(0.015)
N003104	0.869	(0.138)	2.355	(0.280)	0.000	(0.000)
N009801	1.224	(0.121)	-1.584	(0.151)	0.337	(0.054)
N009901	1.091	(0.115)	0.043	(0.079)	0.296	(0.032)
N014301	3.051	(0.257)	0.310	(0.026)	0.243	(0.019)
N014302	1.658	(0.161)	0.464	(0.042)	0.248	(0.023)
N014303	2.697	(0.229)	0.067	(0.033)	0.271	(0.023)

Table D-25 (continued)
IRT Parameters for the Reading Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N010002	1.783	(0.173)	0.191	(0.049)	0.326	(0.026)
N010003	1.940	(0.165)	0.210	(0.039)	0.234	(0.023)
N010102	1.881	(0.219)	0.661	(0.042)	0.292	(0.022)
N010103	2.171	(0.188)	0.072	(0.040)	0.261	(0.025)
N003701	1.266	(0.135)	-0.042	(0.078)	0.327	(0.032)
N003702	1.990	(0.190)	0.403	(0.038)	0.240	(0.023)
N003704	0.731	(0.073)	1.196	(0.091)	0.000	(0.000)
N003801	1.287	(0.395)	1.892	(0.267)	0.345	(0.018)
N003802	0.511	(0.086)	0.499	(0.176)	0.259	(0.046)
N003803	1.130	(0.341)	2.034	(0.299)	0.228	(0.017)
N010301	0.656	(0.070)	-1.167	(0.215)	0.291	(0.057)
N010201	0.954	(0.092)	-1.367	(0.166)	0.303	(0.053)
N004101	1.292	(0.127)	-0.134	(0.075)	0.316	(0.032)
N004201	1.546	(0.205)	0.926	(0.052)	0.263	(0.021)
N004202	1.113	(0.190)	1.015	(0.082)	0.314	(0.026)
N010401	0.703	(0.077)	-0.817	(0.175)	0.262	(0.049)
N010402	1.642	(0.207)	0.899	(0.049)	0.255	(0.020)
N010403	1.612	(0.205)	1.119	(0.061)	0.233	(0.018)
N004701	2.232	(0.185)	0.400	(0.030)	0.190	(0.019)
N004702	1.016	(0.121)	0.167	(0.089)	0.339	(0.033)
N004703	1.977	(0.165)	0.318	(0.035)	0.216	(0.021)
N004801	1.232	(0.123)	-0.314	(0.087)	0.340	(0.034)
N004901	2.143	(0.185)	0.980	(0.039)	0.250	(0.015)
N005101	0.743	(0.068)	-1.734	(0.202)	0.281	(0.060)
N010801	1.208	(0.131)	0.407	(0.060)	0.252	(0.027)
N010902	2.336	(0.232)	0.531	(0.033)	0.258	(0.020)
N010903	2.951	(0.249)	0.322	(0.027)	0.198	(0.019)
N010904	2.415	(0.212)	0.653	(0.031)	0.257	(0.019)
N014101	0.980	(0.108)	-0.014	(0.092)	0.257	(0.034)
N011001	1.653	(0.112)	0.277	(0.034)	0.293	(0.018)
N011002	2.323	(0.153)	0.574	(0.022)	0.267	(0.014)
N011003	2.619	(0.158)	0.019	(0.025)	0.287	(0.017)
N011004	2.453	(0.145)	0.341	(0.021)	0.228	(0.015)
N011101	2.248	(0.136)	0.405	(0.022)	0.218	(0.014)
N011201	1.441	(0.116)	0.604	(0.035)	0.264	(0.017)
N011301	2.159	(0.137)	0.292	(0.026)	0.279	(0.016)
N011302	1.528	(0.142)	0.647	(0.038)	0.347	(0.018)
N011401	2.891	(0.180)	1.102	(0.032)	0.392	(0.011)
N011402	1.010	(0.126)	0.944	(0.061)	0.297	(0.021)
N011403	2.055	(0.156)	1.132	(0.039)	0.297	(0.011)
N011404	1.869	(0.139)	1.051	(0.034)	0.214	(0.012)
N013201	2.445	(0.196)	0.203	(0.031)	0.234	(0.021)
N013301	1.657	(0.164)	-0.361	(0.072)	0.416	(0.030)
N013401	1.676	(0.154)	0.581	(0.036)	0.183	(0.019)
N013402	2.405	(0.225)	0.240	(0.037)	0.355	(0.023)
N013403	2.556	(0.219)	0.553	(0.027)	0.234	(0.017)
N014201	1.325	(0.130)	0.042	(0.065)	0.334	(0.028)
N014501	0.687	(0.041)	-0.625	(0.062)	0.000	(0.000)
N014502	0.635	(0.036)	-0.341	(0.065)	0.000	(0.000)
N014502	0.718	(0.058)	-0.738	(0.088)	0.000	(0.000)
N014503	0.824	(0.045)	-1.253	(0.071)	0.000	(0.000)

Table D-26
IRT Parameters for the Reading Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N001101	0.221	(0.038)	0.647	(0.397)	0.290	(0.048)
N001201	0.537	(0.108)	1.467	(0.191)	0.336	(0.037)
N001202	1.548	(0.162)	0.812	(0.046)	0.241	(0.018)
N001301	0.633	(0.091)	0.151	(0.192)	0.433	(0.045)
N001302	0.598	(0.075)	-2.213	(0.345)	0.528	(0.070)
N001303	0.894	(0.100)	0.588	(0.082)	0.246	(0.029)
N001401	0.919	(0.087)	-0.173	(0.100)	0.273	(0.038)
N001501	2.067	(0.183)	-1.655	(0.077)	0.271	(0.048)
N001502	1.414	(0.108)	-0.684	(0.065)	0.214	(0.033)
N001503	1.124	(0.089)	-1.196	(0.101)	0.233	(0.045)
N001504	1.260	(0.098)	-0.746	(0.077)	0.226	(0.036)
N001507	0.536	(0.048)	2.054	(0.158)	0.000	(0.000)
N001601	0.336	(0.044)	-1.237	(0.371)	0.286	(0.066)
N001602	0.865	(0.076)	-1.473	(0.160)	0.286	(0.060)
N001603	0.749	(0.091)	-0.010	(0.146)	0.343	(0.045)
N001604	0.766	(0.069)	-0.560	(0.127)	0.235	(0.045)
N001701	0.692	(0.066)	-0.819	(0.162)	0.265	(0.052)
N001702	0.807	(0.187)	2.399	(0.253)	0.249	(0.018)
N001703	0.693	(0.067)	-0.283	(0.130)	0.227	(0.043)
N001801	0.128	(0.035)	11.783	(3.143)	0.050	(0.013)
N001802	1.001	(0.117)	0.753	(0.073)	0.264	(0.026)
N001901	0.781	(0.080)	0.007	(0.112)	0.235	(0.039)
N001904	0.805	(0.000)	0.242	(0.000)	0.000	(0.000)
N002001	0.995	(0.078)	-0.167	(0.071)	0.170	(0.030)
N002002	1.095	(0.100)	-0.150	(0.082)	0.284	(0.034)
N002003	0.943	(0.081)	-0.674	(0.108)	0.254	(0.043)
N002101	0.703	(0.110)	1.336	(0.116)	0.223	(0.029)
N002102	1.227	(0.117)	0.824	(0.049)	0.144	(0.018)
N002201	0.958	(0.000)	-0.393	(0.061)	0.195	(0.029)
N002202	0.980	(0.099)	-0.560	(0.125)	0.347	(0.046)
N002203	0.483	(0.049)	-1.986	(0.267)	0.265	(0.062)
N002401	0.800	(0.060)	-0.904	(0.108)	0.153	(0.041)
N002501	0.533	(0.059)	0.026	(0.160)	0.211	(0.045)
N002701	0.706	(0.085)	0.462	(0.112)	0.235	(0.037)
N002801	1.255	(0.098)	-1.143	(0.089)	0.217	(0.042)
N002802	1.276	(0.104)	-1.412	(0.099)	0.230	(0.047)
N002804	0.340	(0.000)	2.103	(0.000)	0.000	(0.000)
N002902	0.564	(0.056)	-1.336	(0.222)	0.274	(0.061)
N002903	1.325	(0.112)	-0.745	(0.083)	0.285	(0.039)
N002904	0.891	(0.081)	-0.272	(0.100)	0.238	(0.038)
N002905	0.570	(0.070)	0.426	(0.145)	0.223	(0.041)
N002906	1.186	(0.094)	-0.829	(0.085)	0.228	(0.039)
N003001	0.669	(0.095)	1.313	(0.111)	0.170	(0.028)
N003002	0.292	(0.039)	-0.126	(0.291)	0.179	(0.052)
N003003	1.841	(0.209)	2.355	(0.118)	0.091	(0.007)
N003101	1.080	(0.091)	-1.113	(0.111)	0.256	(0.048)
N003102	1.489	(0.121)	-0.418	(0.062)	0.258	(0.031)
N003104	0.569	(0.047)	1.758	(0.125)	0.000	(0.000)
N003201	0.876	(0.075)	-0.919	(0.125)	0.246	(0.047)
N003202	0.973	(0.087)	0.155	(0.073)	0.194	(0.029)
N003203	1.243	(0.125)	0.308	(0.066)	0.306	(0.027)
N003204	1.049	(0.103)	0.408	(0.068)	0.228	(0.027)
N003301	0.772	(0.070)	-0.573	(0.126)	0.233	(0.045)
N003401	0.999	(0.085)	-0.251	(0.082)	0.198	(0.034)
N003501	0.809	(0.078)	-0.530	(0.131)	0.268	(0.046)

Table D-26 (continued)
IRT Parameters for the Reading Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N003601	0.934	(0.081)	-1.243	(0.134)	0.261	(0.052)
N003602	0.977	(0.082)	-0.350	(0.086)	0.205	(0.035)
N003701	0.814	(0.073)	-0.885	(0.135)	0.245	(0.049)
N003702	1.107	(0.112)	-0.107	(0.089)	0.315	(0.036)
N003704	0.596	(0.043)	0.105	(0.059)	0.000	(0.000)
N003801	0.329	(0.059)	1.324	(0.279)	0.199	(0.051)
N003802	0.248	(0.035)	-1.477	(0.413)	0.198	(0.059)
N003803	0.419	(0.113)	3.034	(0.489)	0.243	(0.031)
N004002	0.508	(0.051)	-2.289	(0.268)	0.265	(0.063)
N003901	1.095	(0.112)	-2.541	(0.162)	0.256	(0.061)
N004101	0.947	(0.081)	-1.588	(0.145)	0.272	(0.058)
N004201	0.865	(0.081)	-0.079	(0.097)	0.237	(0.037)
N004202	0.638	(0.074)	-0.078	(0.158)	0.274	(0.047)
N004301	1.058	(0.106)	0.288	(0.075)	0.276	(0.030)
N004303	0.859	(0.051)	0.222	(0.041)	0.000	(0.000)
N004401	1.505	(0.146)	-2.244	(0.116)	0.265	(0.060)
N004402	0.810	(0.073)	-0.247	(0.106)	0.215	(0.039)
N004403	1.269	(0.110)	-1.673	(0.116)	0.268	(0.055)
N004501	0.600	(0.083)	0.307	(0.170)	0.316	(0.046)
N004502	0.628	(0.059)	-0.957	(0.174)	0.250	(0.053)
N004601	0.844	(0.082)	0.224	(0.087)	0.204	(0.032)
N004602	1.020	(0.087)	-0.184	(0.080)	0.231	(0.033)
N004603	1.279	(0.104)	-0.539	(0.074)	0.263	(0.035)
N004605	0.655	(0.042)	-1.096	(0.078)	0.000	(0.000)
N004701	1.585	(0.118)	-0.800	(0.059)	0.187	(0.031)
N004702	0.752	(0.062)	-1.296	(0.144)	0.228	(0.051)
N004703	0.853	(0.063)	-1.176	(0.108)	0.183	(0.041)
N004801	1.131	(0.093)	-1.351	(0.112)	0.250	(0.049)
N004901	0.795	(0.077)	-0.077	(0.107)	0.239	(0.038)
N005101	0.697	(0.066)	-2.475	(0.220)	0.265	(0.063)
N005001	1.312	(0.310)	2.234	(0.221)	0.259	(0.016)
N005002	0.664	(0.155)	2.083	(0.233)	0.331	(0.026)
N005003	0.950	(0.174)	2.096	(0.163)	0.170	(0.016)
N005201	0.676	(0.164)	1.391	(0.212)	0.578	(0.030)
N005202	0.459	(0.065)	0.432	(0.205)	0.245	(0.050)
N005203	1.074	(0.232)	1.989	(0.166)	0.329	(0.017)
N005301	0.903	(0.091)	-0.092	(0.100)	0.265	(0.037)
N005302	1.792	(0.172)	0.630	(0.039)	0.190	(0.018)
N005303	0.860	(0.129)	0.966	(0.101)	0.294	(0.029)
N005304	1.766	(0.162)	0.185	(0.046)	0.236	(0.023)
N005305	0.989	(0.099)	-0.716	(0.123)	0.293	(0.047)
N005403	1.119	(0.102)	-0.629	(0.102)	0.330	(0.042)
N005404	1.101	(0.098)	-1.432	(0.131)	0.293	(0.056)
N005405	1.633	(0.143)	0.092	(0.051)	0.299	(0.025)
N005406	0.902	(0.081)	-0.312	(0.101)	0.248	(0.039)
N005407	1.339	(0.110)	-0.483	(0.071)	0.271	(0.034)
N005503	0.832	(0.100)	0.425	(0.104)	0.308	(0.035)
N005504	1.157	(0.129)	0.998	(0.059)	0.201	(0.019)
N005505	0.952	(0.092)	-0.874	(0.139)	0.334	(0.052)
N005601	1.405	(0.128)	-0.519	(0.079)	0.350	(0.036)
N005602	1.352	(0.129)	0.536	(0.052)	0.237	(0.022)
N005603	1.475	(0.132)	-0.385	(0.071)	0.339	(0.033)

Table D-27
IRT Parameters for the Reading Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N017001	1.474	(0.141)	0.014	(0.063)	0.331	(0.029)
N017002	1.717	(0.160)	0.465	(0.044)	0.239	(0.021)
N017003	1.698	(0.170)	1.348	(0.059)	0.230	(0.014)
N001301	1.071	(0.147)	-0.065	(0.133)	0.569	(0.036)
N001302	0.663	(0.093)	-2.474	(0.384)	0.592	(0.068)
N001303	0.910	(0.089)	-0.237	(0.103)	0.268	(0.039)
N001401	0.709	(0.076)	-1.101	(0.196)	0.318	(0.058)
N001501	1.527	(0.165)	-2.116	(0.118)	0.261	(0.053)
N001502	1.643	(0.139)	-1.079	(0.070)	0.194	(0.034)
N001503	1.173	(0.108)	-1.675	(0.129)	0.265	(0.052)
N001504	1.339	(0.117)	-1.155	(0.091)	0.239	(0.040)
N001507	0.358	(0.042)	2.182	(0.241)	0.000	(0.000)
N001701	0.621	(0.064)	-1.558	(0.223)	0.294	(0.061)
N001702	0.588	(0.169)	3.082	(0.514)	0.308	(0.022)
N001703	0.940	(0.098)	-0.612	(0.131)	0.348	(0.046)
N001901	0.981	(0.093)	-0.927	(0.124)	0.288	(0.047)
N001904	0.748	(0.049)	-1.258	(0.081)	0.000	(0.000)
N002001	1.268	(0.111)	-0.471	(0.075)	0.250	(0.035)
N002002	0.983	(0.087)	-0.794	(0.105)	0.231	(0.042)
N002003	1.183	(0.113)	-1.174	(0.116)	0.294	(0.047)
N002101	0.614	(0.070)	0.190	(0.129)	0.173	(0.041)
N002102	1.538	(0.130)	0.113	(0.049)	0.197	(0.025)
N002201	1.181	(0.000)	-0.908	(0.077)	0.389	(0.041)
N002202	1.657	(0.202)	-0.718	(0.099)	0.516	(0.040)
N002203	0.431	(0.057)	-3.349	(0.441)	0.291	(0.065)
N002501	0.451	(0.064)	-0.441	(0.288)	0.328	(0.062)
N002701	0.736	(0.070)	-0.369	(0.118)	0.185	(0.042)
N002702	0.819	(0.072)	-0.973	(0.129)	0.194	(0.047)
N002801	1.488	(0.150)	-1.764	(0.115)	0.272	(0.052)
N002802	1.152	(0.115)	-2.047	(0.154)	0.291	(0.059)
N002804	0.202	(0.033)	2.784	(0.450)	0.000	(0.000)
N002902	0.648	(0.071)	-1.386	(0.227)	0.320	(0.063)
N002903	1.604	(0.162)	-1.199	(0.095)	0.305	(0.044)
N002904	1.136	(0.103)	-0.828	(0.100)	0.267	(0.042)
N002905	0.658	(0.079)	0.118	(0.141)	0.249	(0.043)
N002906	1.747	(0.181)	-1.081	(0.087)	0.327	(0.042)
N003001	1.000	(0.095)	0.414	(0.066)	0.159	(0.027)
N003002	0.301	(0.041)	-0.708	(0.312)	0.185	(0.055)
N003003	1.528	(0.154)	1.291	(0.052)	0.089	(0.011)
N003101	0.943	(0.090)	-1.727	(0.162)	0.284	(0.057)
N003102	1.270	(0.117)	-1.172	(0.104)	0.254	(0.045)
N003104	0.754	(0.054)	1.057	(0.068)	0.000	(0.000)
N003201	0.934	(0.092)	-1.821	(0.175)	0.298	(0.060)
N003202	1.172	(0.117)	-0.722	(0.106)	0.345	(0.043)
N003203	0.910	(0.082)	-0.615	(0.107)	0.225	(0.041)
N003204	1.069	(0.095)	-0.988	(0.107)	0.244	(0.043)
N003301	1.153	(0.100)	-1.165	(0.103)	0.224	(0.043)
N015201	0.707	(0.070)	-2.188	(0.215)	0.274	(0.060)
N003501	0.688	(0.067)	-1.041	(0.163)	0.248	(0.051)
N003601	1.087	(0.105)	-1.839	(0.150)	0.275	(0.056)
N003602	1.226	(0.114)	-0.815	(0.095)	0.270	(0.042)
N003701	0.663	(0.073)	-1.445	(0.226)	0.315	(0.063)
N003702	1.573	(0.151)	-0.535	(0.072)	0.326	(0.036)
N003704	0.664	(0.047)	-0.441	(0.063)	0.000	(0.000)
N003801	0.570	(0.084)	0.576	(0.156)	0.228	(0.045)

Table D-27 (continued)
IRT Parameters for the Reading Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N003802	0.184	(0.033)	-2.639	(0.654)	0.199	(0.059)
N003803	0.652	(0.155)	1.842	(0.217)	0.313	(0.031)
N016001	0.978	(0.095)	-0.877	(0.124)	0.285	(0.047)
N016002	0.885	(0.119)	0.495	(0.109)	0.340	(0.036)
N016003	0.870	(0.093)	-0.109	(0.111)	0.284	(0.040)
N016004	1.309	(0.126)	-0.428	(0.082)	0.322	(0.037)
N016005	1.416	(0.128)	-0.410	(0.071)	0.275	(0.035)
N016006	0.881	(0.086)	-0.088	(0.096)	0.224	(0.037)
N004201	0.895	(0.093)	-0.477	(0.123)	0.288	(0.045)
N004202	0.685	(0.090)	-0.043	(0.164)	0.319	(0.048)
N004301	0.891	(0.096)	-0.339	(0.119)	0.270	(0.043)
N004303	0.673	(0.054)	-0.092	(0.065)	0.000	(0.000)
N015502	1.250	(0.110)	-0.310	(0.074)	0.275	(0.034)
N015503	1.218	(0.113)	0.128	(0.066)	0.257	(0.029)
N015504	1.220	(0.107)	-0.403	(0.078)	0.268	(0.035)
N015505	0.654	(0.064)	-0.944	(0.167)	0.252	(0.050)
N004501	0.668	(0.072)	-0.631	(0.168)	0.280	(0.051)
N004502	0.493	(0.054)	-2.025	(0.285)	0.288	(0.063)
N004601	0.826	(0.077)	-0.149	(0.097)	0.206	(0.036)
N004602	1.502	(0.129)	-0.553	(0.066)	0.247	(0.034)
N004603	1.335	(0.121)	-0.883	(0.089)	0.273	(0.040)
N004605	0.749	(0.054)	-1.265	(0.093)	0.000	(0.000)
N005001	1.980	(0.209)	0.743	(0.041)	0.251	(0.018)
N005002	0.812	(0.100)	0.613	(0.098)	0.252	(0.033)
N005003	0.895	(0.120)	1.264	(0.085)	0.150	(0.022)
N004901	0.850	(0.094)	-0.552	(0.147)	0.359	(0.049)
N005201	0.769	(0.158)	0.585	(0.202)	0.635	(0.035)
N005202	0.533	(0.077)	0.327	(0.189)	0.284	(0.049)
N005203	0.757	(0.142)	1.296	(0.134)	0.338	(0.031)
N015901	1.270	(0.135)	0.118	(0.078)	0.363	(0.032)
N015902	1.198	(0.123)	0.205	(0.074)	0.299	(0.031)
N015903	2.076	(0.196)	0.518	(0.037)	0.201	(0.019)
N015905	0.728	(0.000)	0.247	(0.000)	0.000	(0.000)
N005503	0.742	(0.094)	0.032	(0.146)	0.350	(0.044)
N005504	1.381	(0.137)	0.345	(0.060)	0.294	(0.026)
N005505	0.786	(0.078)	-1.926	(0.207)	0.309	(0.064)
N015101	1.022	(0.117)	0.150	(0.097)	0.369	(0.035)
N015102	2.671	(0.226)	0.004	(0.032)	0.227	(0.021)
N015103	2.693	(0.229)	0.110	(0.030)	0.210	(0.020)
N015104	2.168	(0.191)	-0.027	(0.041)	0.275	(0.025)

Table D-28
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2709011	0.59950	0.03694	-2.84371	0.14206	0.00000	0.00000
N2774011	0.91059	0.05279	-1.73828	0.09895	0.17174	0.04417
N2676011	1.16597	0.06386	-0.69400	0.06026	0.22100	0.02978
N2768011	0.69953	0.04740	-3.21047	0.16225	0.00000	0.00000
N2768021	0.58482	0.03237	-2.33512	0.10902	0.00000	0.00000
N2768031	0.54214	0.02503	-0.05625	0.03920	0.00000	0.00000
N2507011	0.64744	0.03759	-1.41456	0.11571	0.14224	0.04151
N2507021	1.13106	0.07160	0.48798	0.03863	0.15349	0.01635
N2507031	1.01455	0.05179	-0.49314	0.05496	0.11757	0.02566
N2622011	0.72079	0.05486	-0.72016	0.13738	0.31391	0.04583
N2572011	0.93291	0.05708	-0.71528	0.08508	0.24537	0.03633
N2761011	1.03200	0.03885	-1.02631	0.03378	0.00000	0.00000
N2861011	0.88563	0.03357	-0.87547	0.03512	0.00000	0.00000
N2700011	0.57662	0.02578	-0.66154	0.04489	0.00000	0.00000
N2721021	0.81734	0.04941	-0.47932	0.08147	0.17124	0.03313
N2840011	0.79395	0.03102	-0.84005	0.03760	0.00000	0.00000
N2840021	0.75296	0.04204	1.87866	0.07965	0.00000	0.00000
N2676021	1.00823	0.05478	-0.13182	0.05033	0.15327	0.02205
N2625011	0.46201	0.05964	0.29971	0.21852	0.34233	0.04846
N2625021	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2654011	0.47952	0.13882	3.46971	0.57466	0.28410	0.01985
N2661011	0.57237	0.07755	1.35985	0.10758	0.24159	0.02796
N2691011	0.50012	0.07249	1.52585	0.12337	0.19987	0.03081
N2682011	0.95788	0.07476	0.62152	0.05230	0.21573	0.01992
N2521011	0.68677	0.09376	1.62183	0.09947	0.23094	0.02074
N2526011	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2723012	0.77379	0.05260	-2.44300	0.14599	0.17087	0.05028
N2766012	1.16928	0.06842	-1.14011	0.07632	0.22568	0.04110
N2578012	0.64050	0.04461	-1.39460	0.16037	0.26842	0.05431
N2634012	0.77485	0.05443	-1.25946	0.14323	0.30576	0.05417
N2634022	0.90833	0.06814	-0.42377	0.10049	0.32971	0.03773
N2735012	0.62232	0.05145	-0.93564	0.18471	0.32768	0.05576
N2754012	0.98503	0.03665	-0.85998	0.03191	0.00000	0.00000
N2775012	0.77063	0.03025	-0.68815	0.03564	0.00000	0.00000
N2776012	0.84989	0.03313	-0.91905	0.03691	0.00000	0.00000
N2776022	0.83584	0.03107	-0.03557	0.02749	0.00000	0.00000
N2776032	0.79308	0.03006	-0.21771	0.02949	0.00000	0.00000
N2614012	0.41818	0.03423	-0.73342	0.19602	0.21652	0.04786
N2506012	0.93796	0.05858	-1.97101	0.10891	0.17798	0.04849
N2506022	0.57587	0.03736	-1.88859	0.15604	0.17040	0.05013
N2506032	0.95856	0.05149	-0.25672	0.05505	0.12352	0.02461
N2514012	0.70587	0.04081	-0.80890	0.09514	0.14658	0.03691
N2509012	0.48879	0.03297	-1.81552	0.17006	0.15974	0.04796
N2509022	1.09953	0.06793	0.42731	0.04018	0.14315	0.01701
N2509032	1.18622	0.06456	-0.06436	0.04272	0.13661	0.02045
N2503012	0.72341	0.08481	1.05275	0.08474	0.29008	0.02497
N2760012	0.95855	0.03648	-0.95870	0.03430	0.00000	0.00000
N2760022	0.83677	0.03543	1.01588	0.03830	0.00000	0.00000
N2861022	0.90443	0.03271	0.01609	0.02577	0.00000	0.00000
N2711012	0.73684	0.02885	-0.23597	0.03139	0.00000	0.00000
N2520012	1.13023	0.12554	1.77819	0.07829	0.22868	0.01093
N2690012	0.59892	0.10854	2.99976	0.29445	0.08071	0.01225
N2768213	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2768223	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000

Table D-28 (continued)
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2768233	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2840213	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2840223	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2760213	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2760223	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2776213	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2776223	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2776233	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2682213	0.00000	0.00000	-0.10734	0.00000	0.00000	0.00000
N2728013	0.89213	0.05271	-1.60990	0.10228	0.18525	0.04618
N2670013	0.94882	0.05918	-1.37676	0.10407	0.26707	0.04720
N2721013	0.76836	0.05370	-0.95164	0.12834	0.28977	0.04748
N2624013	0.80162	0.07726	0.52062	0.08431	0.31390	0.02743
N2585013	0.56937	0.08584	1.68734	0.12176	0.22902	0.02593

Table D-29
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2819011	1.14166	0.08519	-2.21322	0.11766	0.22337	0.04755
N2546011	0.84076	0.06375	-2.06860	0.15938	0.32730	0.05643
N2768011	0.50147	0.04175	-4.32401	0.30550	0.00000	0.00000
N2768021	0.50356	0.03968	-4.07409	0.27292	0.00000	0.00000
N2768031	0.40041	0.02485	-2.04391	0.12367	0.00000	0.00000
N2776011	0.68977	0.03973	-2.61117	0.11894	0.00000	0.00000
N2776021	0.68283	0.03180	-1.49505	0.06217	0.00000	0.00000
N2776031	0.61362	0.03160	-1.91585	0.08601	0.00000	0.00000
N2672011	1.01261	0.07773	-0.80989	0.11129	0.43931	0.04191
N2862011	0.96660	0.05721	-0.84701	0.08097	0.25278	0.03707
N2509011	0.35161	0.03194	-3.57131	0.34026	0.18338	0.05197
N2509021	0.86649	0.04567	-0.89285	0.07248	0.13528	0.03282
N2509031	0.82089	0.05250	-2.08095	0.12354	0.15468	0.04439
N2624011	1.15737	0.07332	-0.47616	0.06661	0.30845	0.03123
N2748011	1.36812	0.11261	0.27123	0.05497	0.45473	0.02029
N2652021	0.71187	0.05409	-0.67179	0.13437	0.31397	0.04560
N2668011	0.68302	0.04711	-1.17426	0.13837	0.28919	0.04765
N2529011	1.21576	0.06143	-0.09054	0.03787	0.12643	0.01933
N2625011	0.54813	0.04319	-1.15266	0.18669	0.31206	0.05227
N2625021	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2576011	1.26554	0.04386	-0.58253	0.02262	0.00000	0.00000
N2652011	0.67316	0.05615	-2.35874	0.22164	0.35331	0.06308
N2739011	1.58900	0.08805	-0.08173	0.03413	0.21782	0.01910
N2588011	1.18663	0.10308	0.67807	0.05399	0.37648	0.01843
N2631011	0.64190	0.02742	-0.56523	0.03824	0.00000	0.00000
N2659011	0.76359	0.06972	0.94217	0.06987	0.22197	0.02236
N2521011	0.98805	0.08716	0.46445	0.07017	0.36614	0.02419
N2750011	0.86228	0.03310	0.69449	0.03058	0.00000	0.00000
N2601011	1.51040	0.08872	-0.09785	0.03903	0.23718	0.02132
N2690011	1.18736	0.06881	0.02047	0.04434	0.18630	0.02171
N2863011	1.30556	0.07778	0.34034	0.03658	0.20346	0.01687
N2546021	0.94949	0.08998	1.16354	0.05776	0.24036	0.01713
N2610011	0.68078	0.05390	0.32732	0.08902	0.21317	0.03023
N2865011	0.92314	0.06419	0.78062	0.04668	0.13451	0.01724
N2789041	0.65447	0.07568	1.46561	0.08759	0.19367	0.02217
N2557011	1.02120	0.06648	0.76744	0.04130	0.13699	0.01524
N2831011	1.98595	0.11576	0.93254	0.02435	0.14242	0.00858
N2774012	0.55830	0.04494	-3.39203	0.25203	0.19018	0.05347
N2779012	0.69697	0.04398	-3.06832	0.14847	0.00000	0.00000
N2779022	0.70057	0.04447	-3.09463	0.15011	0.00000	0.00000
N2779032	0.67984	0.03835	-2.53712	0.11356	0.00000	0.00000
N2634012	0.72108	0.05722	-2.71701	0.20373	0.28011	0.05922
N2634022	0.64681	0.04723	-2.10054	0.18187	0.28513	0.05652
N2507012	0.49809	0.04120	-3.73340	0.28311	0.13432	0.04782
N2507022	0.80945	0.04387	-1.36855	0.08799	0.14301	0.03659
N2507032	0.55562	0.03849	-2.83807	0.18703	0.12102	0.04294
N2561012	0.90472	0.03943	-1.51745	0.05110	0.00000	0.00000
N2622012	0.48839	0.04072	-1.69723	0.24206	0.32053	0.06053
N2502012	0.57688	0.04537	-1.48973	0.20035	0.31995	0.05791
N2703012	0.39105	0.03095	-2.32292	0.25011	0.15751	0.05437
N2703022	1.35410	0.09816	1.71969	0.05047	0.08018	0.00648
N2537012	0.29752	0.03037	-0.93216	0.26762	0.31463	0.04325
N2866012	0.92129	0.03326	-0.27410	0.02565	0.00000	0.00000
N2866022	0.91481	0.03328	-0.38613	0.02677	0.00000	0.00000

Table D-29 (continued)
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2866032	1.09784	0.03926	0.60353	0.02417	0.00000	0.00000
N2691012	0.93222	0.06083	-0.26860	0.07405	0.24378	0.03130
N2857012	0.86784	0.07362	0.12916	0.08873	0.35170	0.03047
N2822012	1.08773	0.07855	0.48265	0.05013	0.27691	0.01954
N2789022	0.92484	0.08581	0.91405	0.06106	0.27922	0.02003
N2635012	0.92296	0.04735	-0.11892	0.04787	0.09969	0.02117
N2588022	1.40917	0.08526	0.29574	0.03525	0.22132	0.01693
N2789012	1.32488	0.08361	0.13825	0.04266	0.26789	0.02004
N2647012	1.07150	0.06803	0.32213	0.04605	0.20016	0.01983
N2615012	0.63407	0.04418	-0.86457	0.13403	0.24133	0.04502
N2618012	0.59496	0.04898	-0.12107	0.12959	0.25620	0.03943
N2616012	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2613012	0.52460	0.05706	1.13531	0.10523	0.17028	0.02948
N2612012	0.62164	0.10539	2.17167	0.16058	0.24185	0.02005
N2814012	0.72502	0.10315	2.14540	0.13231	0.16744	0.01496
N2520012	0.98749	0.07661	0.58809	0.05498	0.25292	0.02083
N2588032	1.46701	0.10537	0.95767	0.03386	0.19433	0.01194
N2789032	1.88578	0.12786	0.80740	0.02750	0.22164	0.01115
N2865022	1.01183	0.06869	1.01892	0.04089	0.10150	0.01280
N2692012	0.90312	0.04330	1.68434	0.05771	0.00000	0.00000
N2768213	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2768223	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2768233	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806213	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806223	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806233	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806243	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806253	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2806263	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2789213	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2645213	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2599213	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2789233	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2789223	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2789253	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2789243	0.00000	0.00000	-0.11006	0.00000	0.00000	0.00000
N2753013	0.32096	0.02984	-2.49410	0.32055	0.20248	0.05623
N2822023	1.16158	0.08450	-0.31459	0.07300	0.37877	0.03067
N2661013	0.83754	0.05917	-0.66475	0.10688	0.30429	0.04122
N2540013	0.89809	0.05678	-0.52647	0.08167	0.22012	0.03549
N2699013	0.77154	0.05560	-0.43978	0.10526	0.27645	0.03869
N2565013	1.28677	0.09122	0.32289	0.04610	0.29533	0.01980
N2659023	0.76494	0.09719	1.39971	0.08804	0.30157	0.02119
N2568013	1.31502	0.09495	0.46865	0.04327	0.28610	0.01807

Table D-30
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2561011	0.79491	0.04311	-2.20982	0.08772	0.00000	0.00000
N2606011	1.34667	0.06412	-1.70690	0.04401	0.00000	0.00000
N2624011	0.99863	0.06306	-1.49109	0.10305	0.25117	0.05003
N2588041	0.77466	0.05655	-2.23284	0.16806	0.26626	0.06341
N2860011	0.77406	0.04238	-1.25574	0.09080	0.14979	0.03848
N2860021	0.98452	0.05540	-1.72376	0.08688	0.13072	0.04205
N2857011	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2863021	0.93379	0.05727	-0.95066	0.09019	0.24177	0.04096
N2785011	0.89587	0.03431	-0.75799	0.03220	0.00000	0.00000
N2785021	0.91341	0.03334	-0.32812	0.02674	0.00000	0.00000
N2785031	0.73752	0.03016	-0.77553	0.03796	0.00000	0.00000
N2588021	1.61427	0.09376	-0.47732	0.04245	0.24547	0.02510
N2546021	1.23038	0.06548	-0.43454	0.04751	0.16243	0.02526
N2599011	0.88206	0.05936	-0.23800	0.08061	0.23007	0.03306
N2871011	1.09599	0.06619	-0.59405	0.06787	0.24571	0.03281
N2703011	0.79357	0.05233	-2.31065	0.13649	0.15273	0.05089
N2703021	1.23893	0.05782	-0.22615	0.03493	0.08123	0.01757
N2557011	1.20628	0.06659	-1.06349	0.06334	0.19375	0.03513
N2543011	0.94198	0.06977	0.02816	0.07569	0.27980	0.02958
N2865021	1.35117	0.06894	-0.49347	0.04182	0.14970	0.02354
N2609011	1.67439	0.08737	-0.21545	0.03166	0.17280	0.01842
N2568011	1.19200	0.07693	-0.48209	0.06609	0.30551	0.03125
N2588031	1.16183	0.06826	-0.11321	0.04989	0.19059	0.02408
N2626011	0.71586	0.05636	0.23733	0.09052	0.21434	0.03145
N2539011	1.27296	0.07183	-0.50724	0.05195	0.21597	0.02767
N2539021	0.68407	0.07353	0.33672	0.13250	0.37471	0.03661
N2539031	0.97734	0.07560	0.38247	0.06450	0.29387	0.02356
N2539041	1.60610	0.12066	0.45194	0.04055	0.37398	0.01608
N2630011	0.63484	0.02811	0.85767	0.04419	0.00000	0.00000
N2789051	0.56862	0.06637	1.05364	0.11226	0.22750	0.03187
N2873011	0.67899	0.02795	0.39321	0.03417	0.00000	0.00000
N2873021	0.78625	0.03117	0.69872	0.03406	0.00000	0.00000
N2643011	0.81348	0.03464	1.21058	0.04413	0.00000	0.00000
N2828011	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2511011	1.19012	0.04410	0.91059	0.02739	0.00000	0.00000
N2546012	1.01954	0.07885	-2.47842	0.14197	0.23942	0.05824
N2668012	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2623012	0.59455	0.04634	-1.38437	0.19974	0.28418	0.06366
N2632012	0.74713	0.05476	-1.66485	0.16535	0.34067	0.05986
N2632022	0.79125	0.06335	-0.77153	0.14160	0.38347	0.04787
N2601012	1.23905	0.07225	-1.39281	0.07222	0.20711	0.04085
N2540012	0.85834	0.05622	-1.11846	0.11377	0.24266	0.04961
N2690012	1.72750	0.10979	-0.25555	0.04099	0.30837	0.02264
N2789012	0.95891	0.05614	-0.73878	0.07703	0.20365	0.03609
N2615012	0.66473	0.04366	-2.09292	0.14828	0.19419	0.05189
N2618012	0.54161	0.03672	-1.47640	0.16169	0.20938	0.05067
N2612012	0.49101	0.04376	0.02825	0.15874	0.21235	0.04344
N2616012	0.77994	0.12183	1.78405	0.10980	0.34878	0.01845
N2613012	0.48799	0.03928	0.14487	0.13050	0.15626	0.03714
N2814012	0.48840	0.06089	1.62588	0.12025	0.15176	0.02779
N2804012	0.57974	0.02681	-0.93122	0.05039	0.00000	0.00000
N2590012	1.00534	0.03568	-0.30252	0.02469	0.00000	0.00000
N2871022	0.99647	0.05467	-0.90878	0.07107	0.18005	0.03498
N2863012	0.96169	0.05614	-0.97244	0.08183	0.21935	0.03854

Table D-30 (continued)
IRT Parameters for the Mathematics Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N2865012	1.20266	0.07136	-1.01036	0.07055	0.21977	0.03858
N2625012	0.52646	0.04288	-1.55908	0.22589	0.34264	0.06068
N2625022	1.16549	0.11963	1.40031	0.05547	0.27011	0.01300
N2631012	0.70471	0.02979	-0.90810	0.04225	0.00000	0.00000
N2588012	1.30308	0.08950	-0.39955	0.06397	0.34481	0.03014
N2647012	1.22357	0.06770	-0.39538	0.04980	0.19564	0.02577
N2610012	0.79100	0.05004	-0.46191	0.08873	0.20633	0.03544
N2517012	0.83140	0.05163	-0.45041	0.08232	0.16674	0.03513
N2789022	1.01373	0.06788	-0.33627	0.07507	0.26713	0.03280
N2608012	1.38183	0.04597	0.04373	0.01893	0.00000	0.00000
N2789032	1.22774	0.07459	-0.17532	0.05132	0.23410	0.02498
N2556012	1.88440	0.12169	1.47987	0.04369	0.34624	0.00923
N2553012	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2689012	1.65811	0.09139	0.31535	0.02827	0.17930	0.01355
N2688012	1.29277	0.08393	1.14930	0.03461	0.08848	0.00897
N2558012	0.78131	0.03773	1.68142	0.06260	0.00000	0.00000
N2768213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2768223	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2768233	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806223	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806233	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806243	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806253	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2806263	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2789213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2599213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2645213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2789223	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2853213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2789233	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2789253	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2789243	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2643213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2679213	0.00000	0.00000	-0.08216	0.00000	0.00000	0.00000
N2665013	0.84796	0.05965	-0.49696	0.09867	0.26261	0.03943
N2713013	1.18593	0.07920	-0.08152	0.05709	0.27857	0.02573
N2555013	0.84856	0.06714	0.20441	0.08097	0.26643	0.02942
N2560013	1.06035	0.03815	-0.23860	0.02407	0.00000	0.00000
N2571013	0.55500	0.10663	2.24410	0.18757	0.28961	0.02426

Table D-31
IRT Parameters for the Science Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4000011	0.56311	0.04528	-1.64856	0.21563	0.33365	0.05239
N4002011	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4003011	0.73474	0.07142	-0.04423	0.10970	0.44352	0.02722
N4004011	0.91803	0.07765	-1.40966	0.14896	0.50831	0.03655
N4004021	1.87737	0.12423	-0.78651	0.04697	0.35748	0.02081
N4004031	0.59447	0.05294	-2.05406	0.26837	0.49484	0.05512
N4004041	1.32191	0.09209	-0.66275	0.06400	0.40014	0.02282
N4004051	0.68599	0.05778	-0.98284	0.15213	0.40990	0.03660
N4005011	0.49172	0.06112	0.44668	0.15774	0.37533	0.03338
N4001011	1.04274	0.16668	1.50077	0.09544	0.51612	0.01490
N4001021	0.80641	0.10779	1.25531	0.09690	0.45069	0.01892
N4006011	0.81545	0.06826	0.02681	0.08091	0.35528	0.02445
N4007011	1.17303	0.08376	0.43991	0.04365	0.29307	0.01686
N4009011	0.28543	0.05136	1.82967	0.28756	0.34420	0.03575
N4010011	0.54419	0.05162	0.52351	0.09799	0.21851	0.02659
N4011011	0.31592	0.06357	1.67353	0.28317	0.39704	0.03904
N4012011	0.86721	0.14000	2.06877	0.13179	0.25864	0.01377
N4013011	0.50247	0.06336	0.73835	0.13570	0.33332	0.03104
N4015012	0.60132	0.11386	1.65079	0.16694	0.50029	0.02241
N4016012	0.63757	0.05684	-1.07525	0.17994	0.38394	0.04347
N4017012	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4017022	0.24744	0.05649	2.48785	0.53721	0.56905	0.02796
N4017032	0.33532	0.08283	1.93238	0.35540	0.53545	0.03489
N4018012	1.25686	0.12124	0.02366	0.06987	0.57864	0.01960
N4018022	1.41914	0.14693	-0.13923	0.07391	0.64604	0.01901
N4018032	0.99172	0.11152	0.23069	0.09425	0.61889	0.02030
N4018042	0.79316	0.10869	1.14505	0.10423	0.50150	0.01971
N4019012	0.45144	0.09207	2.08817	0.22929	0.37678	0.02702
N4020012	0.75743	0.06220	-1.10947	0.14555	0.41553	0.03714
N4020022	0.74744	0.06182	-1.30157	0.16076	0.43260	0.03994
N4020032	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4020042	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4020052	0.75333	0.07617	-0.24187	0.12563	0.50283	0.02860
N4021012	0.79414	0.06765	-0.12558	0.09179	0.36789	0.02683
N4022012	0.28829	0.03549	0.00296	0.28100	0.31156	0.04313
N4024012	0.57455	0.14920	2.78002	0.36401	0.36424	0.01848
N4025012	1.12771	0.12103	1.54349	0.06302	0.22499	0.01247
N4026012	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4026022	0.42732	0.00000	0.20889	0.21005	0.57496	0.02669
N4026032	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4027012	0.67834	0.07849	1.50002	0.09391	0.22729	0.01861
N4028012	1.56082	0.10903	1.59177	0.04767	0.18587	0.00827
N4029012	0.42670	0.12550	4.05322	0.75787	0.20262	0.01740
N4030013	0.37776	0.05055	-6.77791	0.78455	0.30681	0.06678
N4031013	0.43931	0.04297	-5.26217	0.44242	0.30033	0.06564
N4032013	0.46770	0.03235	-2.74544	0.24330	0.25768	0.05764
N4032023	0.33750	0.03072	-1.34363	0.28629	0.25354	0.05200
N4033013	0.54311	0.04199	-1.32947	0.18259	0.27452	0.04526
N4034013	0.43217	0.05913	0.50716	0.19391	0.37455	0.03766
N4035013	0.48962	0.05891	0.11979	0.18035	0.39951	0.03640
N4035023	0.53233	0.04765	-2.33567	0.30546	0.48334	0.05966
N4035033	0.34337	0.05306	0.31740	0.30122	0.46663	0.04182
N4036013	0.80150	0.07147	0.72634	0.06735	0.28030	0.02053
N4037013	3.50307	0.00000	-0.31270	0.02007	0.39230	0.01571

Table D-31 (continued)
IRT Parameters for the Science Long-Term Trend Samples, Age 9

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4037023	3.35457	0.00000	-0.35879	0.02368	0.48618	0.01644
N4037033	3.75914	0.29325	-0.24694	0.02539	0.39095	0.01599
N4038013	0.46127	0.09380	1.89190	0.21792	0.43910	0.02715
N4038023	0.00000	0.00000	-0.13604	0.00000	0.00000	0.00000
N4038033	0.48779	0.05494	-0.90377	0.26483	0.47288	0.04632
N4038043	0.40332	0.05095	-0.35973	0.27889	0.42061	0.04644
N4039013	0.60614	0.04973	-0.46523	0.12440	0.26422	0.03363
N4040013	0.23197	0.03052	1.09308	0.26634	0.24042	0.03499
N4042013	0.49011	0.05656	1.24827	0.10759	0.18109	0.02513

Table D-32
IRT Parameters for the Science Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4045011	0.85565	0.05351	-2.31702	0.13739	0.25274	0.05922
N4046011	0.48238	0.04925	-0.18754	0.19754	0.28356	0.04856
N4047011	0.76049	0.05044	-1.56840	0.15228	0.29493	0.05606
N4047021	0.63359	0.06098	0.24217	0.11615	0.28737	0.03444
N4002011	0.44659	0.03463	-1.83850	0.24816	0.28313	0.06071
N4049011	0.76399	0.04971	-0.59825	0.09727	0.22707	0.03502
N4049021	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4049031	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4048011	0.98001	0.08233	-1.68271	0.17682	0.52180	0.05700
N4048021	1.72682	0.10676	-0.29858	0.03993	0.33931	0.02046
N4048031	1.44376	0.10451	0.47822	0.04162	0.37175	0.01667
N4050011	0.79237	0.08030	0.63614	0.08311	0.36227	0.02502
N4051011	0.84401	0.07120	0.92283	0.05519	0.19584	0.01849
N4052011	0.57024	0.08018	0.85935	0.13560	0.37345	0.03399
N4053011	0.86595	0.09949	1.20749	0.06828	0.30316	0.01896
N4054011	1.11274	0.10370	1.21835	0.04767	0.21978	0.01388
N4012011	1.05210	0.07084	0.11518	0.05553	0.28190	0.02237
N4055011	1.19018	0.09090	0.48914	0.04989	0.35287	0.01874
N4056011	0.75155	0.12998	1.57379	0.11259	0.40943	0.02075
N4057011	0.91242	0.06034	0.39984	0.05042	0.17925	0.01980
N4058011	1.40936	0.11938	1.08156	0.03773	0.24713	0.01264
N4059011	1.23781	0.11235	1.51164	0.05485	0.21477	0.01054
N4060011	0.95940	0.23629	2.92186	0.37582	0.14820	0.00821
N4061011	1.45895	0.21427	2.38895	0.17170	0.20091	0.00728
N4062011	1.42854	0.13555	2.13437	0.09698	0.11224	0.00615
N4063012	0.56698	0.12571	1.23073	0.20393	0.63128	0.02801
N4063022	0.33217	0.03749	-1.02640	0.30926	0.47909	0.04298
N4063032	0.87581	0.08037	0.15703	0.09174	0.41952	0.02785
N4063042	0.61305	0.11679	1.45169	0.14544	0.47125	0.02676
N4064012	1.01093	0.11089	0.26178	0.09749	0.59402	0.02311
N4064022	1.25122	0.10057	0.26081	0.05741	0.43891	0.02068
N4064032	1.05340	0.11479	-0.65178	0.14583	0.66547	0.03147
N4064042	1.24445	0.10721	-0.19117	0.07711	0.53874	0.02447
N4064052	1.12918	0.09414	-0.26500	0.08321	0.49278	0.02701
N4065012	0.77587	0.07101	0.74893	0.06857	0.23083	0.02331
N4066012	0.49248	0.05082	-0.74990	0.25283	0.33634	0.05996
N4067012	1.08533	0.09700	0.60897	0.05964	0.38486	0.02013
N4068012	0.80242	0.06583	-1.58961	0.19118	0.46833	0.05768
N4068022	0.45650	0.08969	1.05124	0.23627	0.51134	0.03882
N4068032	0.67738	0.05493	-0.79811	0.15474	0.36254	0.04490
N4068042	0.72057	0.05593	-1.06937	0.15734	0.37972	0.04753
N4068052	1.56880	0.15222	1.23170	0.05582	0.54283	0.01132
N4068062	0.38666	0.04667	0.11822	0.23608	0.41368	0.04088
N4069012	0.70690	0.07138	0.21753	0.11532	0.35851	0.03352
N4070012	0.42021	0.06919	1.04549	0.19917	0.30418	0.04493
N4071012	0.82574	0.11961	1.97283	0.12033	0.14310	0.01384
N4072012	0.80020	0.08809	0.85388	0.07954	0.34212	0.02395
N4073012	0.44487	0.05355	0.81371	0.14998	0.21455	0.03776
N4073022	0.89255	0.17304	1.78441	0.12771	0.40733	0.01704
N4080012	1.43693	0.10586	0.91884	0.03441	0.20692	0.01292
N4076012	0.73803	0.09443	1.33781	0.08332	0.26370	0.02176
N4075012	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4077012	0.76949	0.08684	1.28984	0.07242	0.21377	0.01990
N4078012	1.36883	0.14211	1.82767	0.08538	0.30380	0.00966

Table D-32 (continued)
IRT Parameters for the Science Long-Term Trend Samples, Age 13

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4079012	0.52343	0.07264	1.07908	0.12737	0.27277	0.03386
N4082012	1.03478	0.13878	1.93198	0.10689	0.20136	0.01125
N4083013	1.23038	0.10140	0.75319	0.04690	0.34605	0.01656
N4083023	0.69316	0.05783	-1.22132	0.19190	0.44143	0.05245
N4083033	0.68206	0.07183	-0.97399	0.23439	0.55134	0.05057
N4083043	0.97872	0.07871	-1.03037	0.13047	0.47376	0.04153
N4084013	0.38108	0.03850	-0.29704	0.22413	0.31768	0.04454
N4085013	0.78391	0.05808	-0.70055	0.12049	0.30595	0.04111
N4085023	0.54303	0.06703	1.10800	0.10546	0.21805	0.03013
N4086013	0.45875	0.03460	-1.12937	0.19781	0.18206	0.05332
N4087013	0.31063	0.03907	0.68616	0.22743	0.35566	0.03556
N4088013	0.28896	0.03712	0.93120	0.23154	0.33292	0.03391
N4089013	1.37529	0.15554	0.81009	0.06066	0.56976	0.01544
N4089023	0.87551	0.07293	-1.75233	0.19560	0.50879	0.06031
N4089033	0.92821	0.08601	0.52585	0.07281	0.40329	0.02255
N4089043	0.78548	0.13029	1.39005	0.10563	0.47551	0.02051
N4090013	0.47751	0.03562	-0.41157	0.14261	0.17657	0.03902
N4091013	0.79425	0.05241	-1.35261	0.13641	0.28649	0.05089
N4091023	0.75910	0.07188	0.36214	0.09339	0.34899	0.02856
N4091033	0.85745	0.15687	1.83667	0.12733	0.35671	0.01667
N4092013	0.76617	0.09905	1.01019	0.09027	0.40541	0.02393
N4093013	0.88858	0.06127	-0.07622	0.07132	0.24851	0.02722
N4094013	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4094023	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4094033	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000
N4095013	0.98168	0.11349	1.67834	0.07436	0.14850	0.01220
N4096013	1.34898	0.12250	1.15736	0.04273	0.28859	0.01297
N4097013	1.33892	0.11657	1.75686	0.06749	0.20768	0.00874
N4098013	0.00000	0.00000	-0.01344	0.00000	0.00000	0.00000

Table D-33
IRT Parameters for the Science Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4002011	0.48961	0.04025	-2.80462	0.25554	0.24478	0.05804
N4046011	0.36941	0.03406	-1.65536	0.28311	0.25768	0.05745
N4100011	0.00000	0.00000	-0.05246	0.00000	0.00000	0.00000
N4100021	0.00000	0.00000	-0.05246	0.00000	0.00000	0.00000
N4100031	0.24892	0.03601	-4.23989	0.73728	0.46308	0.06551
N4100041	0.52243	0.06168	-0.86993	0.28723	0.56137	0.05027
N4099011	0.84051	0.06004	-0.88321	0.11818	0.29998	0.04496
N4086011	0.33388	0.03027	-2.69910	0.31234	0.18504	0.05437
N4093011	0.81322	0.05208	-1.39173	0.11897	0.22096	0.04809
N4063011	1.15843	0.12861	0.24633	0.08882	0.60036	0.02252
N4063021	0.30049	0.03490	-1.40400	0.34079	0.43034	0.04610
N4063031	0.89335	0.08335	-0.17972	0.11360	0.47337	0.03321
N4063041	0.48559	0.05506	-0.40659	0.24253	0.43123	0.04958
N4101011	0.70132	0.07329	-0.91459	0.21985	0.54313	0.05078
N4101021	0.32474	0.03823	-1.24174	0.33313	0.47067	0.04557
N4101031	0.35253	0.03945	-1.52347	0.33548	0.46857	0.04938
N4066011	0.37313	0.03196	-2.20500	0.27163	0.20399	0.05572
N4050011	0.44223	0.04925	-0.25826	0.23159	0.32492	0.05137
N4012011	0.89779	0.06517	-0.42039	0.09336	0.30911	0.03533
N4052011	0.62688	0.08429	0.70083	0.13071	0.35856	0.03581
N4102011	0.80127	0.10396	1.53016	0.08655	0.22590	0.01826
N4060011	0.75794	0.12904	2.00914	0.14467	0.21074	0.01721
N4095011	0.70233	0.06980	1.11159	0.06951	0.14791	0.02139
N4061011	1.40936	0.11459	1.48896	0.05064	0.18525	0.00961
N4103011	0.00000	0.00000	-0.05246	0.00000	0.00000	0.00000
N4062011	1.19643	0.11440	1.54744	0.05618	0.10057	0.00949
N4081011	0.65487	0.08758	1.55297	0.09689	0.18004	0.02221
N4064012	0.97961	0.08256	-0.50930	0.11104	0.47105	0.03587
N4064022	1.01256	0.07403	-0.70145	0.09797	0.40396	0.03663
N4064032	1.13816	0.09419	-1.44138	0.12954	0.50314	0.04808
N4064042	1.17028	0.08626	-1.07980	0.10004	0.44047	0.04070
N4064052	1.01346	0.07506	-1.24200	0.11888	0.42634	0.04533
N4104012	0.22079	0.03114	0.25036	0.30688	0.34747	0.03659
N4068012	0.77902	0.06708	-2.11823	0.20115	0.45913	0.05877
N4068022	0.28668	0.04220	1.03988	0.27208	0.41353	0.03338
N4068032	0.76462	0.06229	-1.19911	0.16460	0.43715	0.05001
N4068042	0.64284	0.05192	-1.84614	0.20103	0.40048	0.05618
N4068052	0.55830	0.08251	0.55399	0.18465	0.46707	0.03855
N4068062	0.37129	0.04441	-0.13503	0.25009	0.43904	0.04098
N4105012	0.34812	0.02922	-0.84915	0.19391	0.15372	0.04173
N4106012	2.22456	0.10967	1.13627	0.02537	0.15519	0.00800
N4106022	0.50555	0.04949	-2.75735	0.32733	0.43501	0.06644
N4106032	1.47739	0.15215	1.01873	0.04812	0.42845	0.01415
N4106042	0.46553	0.04541	-2.39292	0.32611	0.43134	0.06484
N4069012	0.53496	0.04910	-0.60142	0.19111	0.27961	0.05223
N4074012	0.42679	0.04499	-0.78513	0.25679	0.43222	0.04798
N4074022	0.00000	0.00000	-0.05246	0.00000	0.00000	0.00000
N4074032	0.57936	0.06571	-0.20359	0.20025	0.43983	0.04578
N4074042	0.62038	0.05274	-2.12497	0.22815	0.41582	0.05960
N4072012	0.64225	0.07151	0.24853	0.13791	0.32865	0.03981
N4070012	0.34630	0.03289	-0.74863	0.23552	0.20844	0.04850
N4107012	0.92935	0.08270	0.71901	0.05909	0.25772	0.02116
N4077012	0.74941	0.06744	0.75671	0.06816	0.18867	0.02360
N4073012	0.29677	0.03616	0.78352	0.21737	0.24971	0.03662

Table D-33 (continued)
IRT Parameters for the Science Long-Term Trend Samples, Age 17

NAEP ID	A	S.E.	B	S.E.	C	S.E.
N4073022	1.12228	0.15435	1.24211	0.06961	0.43463	0.01659
N4071012	1.09467	0.10061	1.11265	0.04738	0.19397	0.01508
N4108012	0.36698	0.05452	1.25953	0.19833	0.24071	0.04055
N4109012	0.99808	0.07345	1.02010	0.04294	0.10964	0.01313
N4110012	1.15590	0.10938	1.31821	0.04953	0.16157	0.01247
N4083013	1.04277	0.07523	-0.56072	0.08889	0.39743	0.03349
N4083023	0.72177	0.05706	-1.87014	0.18998	0.42565	0.05679
N4083033	0.81542	0.06677	-1.82696	0.18344	0.46994	0.05657
N4083043	0.99883	0.07591	-1.72258	0.13779	0.43647	0.05176
N4051013	1.07687	0.07790	0.17801	0.05752	0.29439	0.02324
N4089013	0.85016	0.06708	-1.06585	0.14279	0.45301	0.04537
N4089023	1.31265	0.11069	-1.80596	0.11932	0.47345	0.05059
N4089033	0.75710	0.07022	0.07180	0.11031	0.38320	0.03274
N4089043	0.52642	0.05685	-0.06095	0.18789	0.37462	0.04400
N4054013	0.85491	0.06394	0.57100	0.05480	0.16494	0.02102
N4113013	0.61534	0.17737	3.49267	0.58316	0.14062	0.01258
N4055013	0.66249	0.05133	-0.50176	0.12988	0.27312	0.04182
N4111013	0.51607	0.04614	-0.19342	0.15665	0.21546	0.04430
N4112013	0.73900	0.06302	0.20167	0.09177	0.25667	0.03143
N4088013	0.90586	0.08028	-0.01962	0.09598	0.40462	0.03125
N4114013	1.66500	0.10158	0.32959	0.03048	0.23200	0.01539
N4115013	1.13488	0.09250	1.08760	0.04262	0.16938	0.01344
N4115023	0.81636	0.05719	-1.06192	0.12631	0.31610	0.04668
N4116013	1.45694	0.10553	0.85804	0.03283	0.20082	0.01280
N4117013	1.24097	0.09496	0.92225	0.03803	0.18924	0.01388
N4118013	1.70366	0.10004	0.35988	0.02810	0.20134	0.01434
N4119013	1.48805	0.12300	1.06898	0.03600	0.22053	0.01207
N4120013	1.24929	0.12664	1.56534	0.06351	0.25507	0.01119

Table D-34

IRT Parameters for the Writing Long-Term Trend Samples, Age 9

Table D-35

IRT Parameters for the Writing Long-Term Trend Samples, Age 13

Table D-36

IRT Parameters for the Writing Long-Term Trend Samples, Age 17

[Tables D-34, D-35, and D-36 are intended to provide data from the 1996 long-term trend assessment in writing; however, the data from this assessment are currently under review. After additional examination and analyses, these tables will be included in a revised web version of the complete report.]

Appendix E

ESTIMATION ERROR VARIANCE BY GENDER AND RACE/ETHNICITY

Table E-1

*Estimation Error Variance for the Main Mathematics
Number Sense, Properties, and Operations Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.88	0.91	0.09
Male	1.33	0.89	0.11
Female	1.10	0.85	0.15
White	1.13	0.89	0.11
Black	7.31	0.93	0.07
Hispanic	4.49	0.89	0.11
Asian American	17.64	0.89	0.11
American Indian	6.49	0.78	0.22
Other	53.12	0.76	0.24
GRADE 8			
Total	1.18	0.91	0.09
Male	1.89	0.88	0.12
Female	1.30	0.85	0.15
White	1.48	0.91	0.09
Black	4.99	0.83	0.17
Hispanic	3.58	0.76	0.24
Asian American	15.24	0.79	0.21
American Indian	11.79	0.79	0.21
Other	505.74	0.94	0.06
GRADE 12			
Total	1.27	0.93	0.07
Male	1.73	0.88	0.12
Female	1.53	0.91	0.09
White	1.12	0.91	0.09
Black	5.82	0.87	0.13
Hispanic	3.51	0.77	0.23
Asian American	27.19	0.92	0.08
American Indian	111.35	0.96	0.04
Other	141.65	0.89	0.11

Table E-2
*Estimation Error Variance for the Main Mathematics
 Measurement Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	1.25	0.84	0.16
Male	1.75	0.78	0.22
Female	1.61	0.77	0.23
White	1.63	0.84	0.16
Black	5.59	0.75	0.25
Hispanic	6.39	0.77	0.23
Asian American	24.93	0.77	0.23
American Indian	7.36	0.75	0.25
Other	128.73	0.87	0.13
GRADE 8			
Total	2.06	0.87	0.13
Male	3.30	0.86	0.14
Female	2.52	0.78	0.22
White	2.58	0.87	0.13
Black	7.81	0.77	0.23
Hispanic	9.43	0.74	0.26
Asian American	29.03	0.72	0.28
American Indian	20.90	0.79	0.21
Other	249.71	0.78	0.22
GRADE 12			
Total	1.25	0.84	0.16
Male	1.78	0.69	0.31
Female	1.78	0.82	0.18
White	1.39	0.80	0.20
Black	5.34	0.72	0.28
Hispanic	5.25	0.65	0.35
Asian American	38.41	0.85	0.15
American Indian	138.38	0.94	0.06
Other	101.64	0.84	0.16

Table E-3
*Estimation Error Variance for the Main Mathematics
 Geometry and Spatial Sense Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.77	0.82	0.18
Male	1.15	0.79	0.21
Female	1.02	0.74	0.26
White	0.92	0.79	0.21
Black	3.21	0.66	0.34
Hispanic	4.26	0.84	0.16
Asian American	20.33	0.82	0.18
American Indian	6.45	0.73	0.27
Other	72.49	0.75	0.25
GRADE 8			
Total	1.10	0.91	0.09
Male	1.73	0.85	0.15
Female	1.39	0.82	0.18
White	1.32	0.88	0.12
Black	4.73	0.84	0.16
Hispanic	6.10	0.85	0.15
Asian American	15.43	0.78	0.22
American Indian	13.65	0.76	0.24
Other	221.87	0.86	0.14
GRADE 12			
Total	1.12	0.88	0.12
Male	1.44	0.82	0.18
Female	1.51	0.87	0.13
White	1.38	0.86	0.14
Black	5.92	0.83	0.17
Hispanic	5.85	0.84	0.16
Asian American	20.32	0.82	0.18
American Indian	67.86	0.91	0.09
Other	140.13	0.91	0.09

Table E-4
*Estimation Error Variance for the Main Mathematics
 Data Analysis, Statistics, and Probability Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	1.28	0.87	0.13
Male	1.61	0.79	0.21
Female	1.78	0.82	0.18
White	1.41	0.84	0.16
Black	10.38	0.87	0.13
Hispanic	7.58	0.76	0.24
Asian American	25.26	0.77	0.23
American Indian	7.61	0.72	0.28
Other	36.14	0.44	0.56
GRADE 8			
Total	2.31	0.92	0.08
Male	3.56	0.89	0.11
Female	2.41	0.83	0.17
White	3.36	0.93	0.07
Black	5.95	0.75	0.25
Hispanic	7.69	0.76	0.24
Asian American	27.17	0.73	0.27
American Indian	23.20	0.76	0.24
Other	1034.92	0.98	0.02
GRADE 12			
Total	0.99	0.91	0.09
Male	1.45	0.85	0.15
Female	1.30	0.84	0.16
White	0.96	0.85	0.15
Black	6.01	0.89	0.11
Hispanic	4.11	0.78	0.22
Asian American	30.67	0.91	0.09
American Indian	70.57	0.94	0.06
Other	162.78	0.89	0.11

Table E-5
Estimation Error Variance for the Main Mathematics
Algebra and Functions Scale

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.99	0.83	0.17
Male	1.28	0.78	0.22
Female	1.38	0.76	0.24
White	1.09	0.80	0.20
Black	5.73	0.75	0.25
Hispanic	4.88	0.73	0.27
Asian American	16.94	0.69	0.31
American Indian	6.10	0.71	0.29
Other	49.25	0.72	0.28
GRADE 8			
Total	1.19	0.89	0.11
Male	2.16	0.91	0.09
Female	1.08	0.79	0.21
White	1.61	0.87	0.13
Black	3.90	0.78	0.22
Hispanic	4.33	0.71	0.29
Asian American	18.11	0.80	0.20
American Indian	12.34	0.78	0.22
Other	441.38	0.94	0.06
GRADE 12			
Total	1.33	0.93	0.07
Male	1.70	0.87	0.13
Female	1.64	0.88	0.12
White	1.40	0.92	0.08
Black	8.34	0.89	0.11
Hispanic	4.33	0.76	0.24
Asian American	23.64	0.88	0.12
American Indian	63.71	0.94	0.06
Other	136.92	0.92	0.08

Table E-6
*Estimation Error Variance for the Main Mathematics
 Composite Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.78	0.95	0.05
Male	1.06	0.95	0.05
Female	0.96	0.93	0.07
White	0.92	0.95	0.05
Black	5.07	0.94	0.06
Hispanic	4.15	0.93	0.07
Asian American	16.38	0.94	0.06
American Indian	5.14	0.82	0.18
Other	54.25	0.83	0.17
GRADE 8			
Total	1.13	0.96	0.04
Male	1.88	0.96	0.04
Female	1.14	0.94	0.06
White	1.46	0.96	0.04
Black	3.73	0.94	0.06
Hispanic	4.20	0.89	0.11
Asian American	14.81	0.93	0.07
American Indian	8.67	0.85	0.15
Other	421.34	0.95	0.05
GRADE 12			
Total	0.99	0.98	0.02
Male	1.24	0.95	0.05
Female	1.25	0.96	0.04
White	0.97	0.96	0.04
Black	5.14	0.95	0.05
Hispanic	3.35	0.92	0.08
Asian American	23.64	0.96	0.04
American Indian	79.94	0.98	0.02
Other	127.08	0.94	0.06

Table E-7
*Estimation Error Variance for the Main Science
Earth Science Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.72	0.85	0.15
Male	0.98	0.75	0.25
Female	1.08	0.80	0.20
White	1.02	0.85	0.15
Black	5.53	0.83	0.17
Hispanic	3.69	0.77	0.23
Asian American	19.31	0.83	0.17
American Indian	20.13	0.89	0.11
Other	37.63	0.38	0.62
GRADE 8			
Total	0.89	0.91	0.09
Male	1.24	0.86	0.14
Female	1.46	0.89	0.11
White	1.30	0.88	0.12
Black	3.08	0.78	0.22
Hispanic	2.91	0.79	0.21
Asian American	12.67	0.83	0.17
American Indian	19.60	0.91	0.09
Other	28.44	0.53	0.47
GRADE 12			
Total	0.91	0.93	0.07
Male	1.82	0.91	0.09
Female	0.95	0.87	0.13
White	1.04	0.92	0.08
Black	3.69	0.79	0.21
Hispanic	5.87	0.88	0.12
Asian American	9.18	0.84	0.16
American Indian	19.57	0.84	0.16
Other	91.69	0.84	0.16

Table E-8
*Estimation Error Variance for the Main Science
 Physical Science Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	1.16	0.82	0.18
Male	1.62	0.76	0.24
Female	1.40	0.73	0.27
White	1.53	0.79	0.21
Black	4.45	0.72	0.28
Hispanic	4.29	0.69	0.31
Asian American	16.42	0.73	0.27
American Indian	13.11	0.84	0.16
Other	45.78	0.45	0.55
GRADE 8			
Total	0.91	0.92	0.08
Male	1.54	0.88	0.12
Female	1.26	0.87	0.13
White	1.41	0.91	0.09
Black	1.59	0.73	0.27
Hispanic	3.51	0.84	0.16
Asian American	11.13	0.77	0.23
American Indian	24.17	0.92	0.08
Other	40.24	0.58	0.42
GRADE 12			
Total	1.03	0.92	0.08
Male	1.81	0.92	0.08
Female	1.16	0.88	0.12
White	1.34	0.92	0.08
Black	3.60	0.84	0.16
Hispanic	6.16	0.89	0.11
Asian American	9.17	0.86	0.14
American Indian	39.80	0.89	0.11
Other	122.19	0.89	0.11

Table E-9
*Estimation Error Variance for the Main Science
 Life Science Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.86	0.78	0.22
Male	1.10	0.77	0.23
Female	1.24	0.67	0.33
White	1.06	0.76	0.24
Black	4.07	0.80	0.20
Hispanic	3.53	0.72	0.28
Asian American	17.33	0.74	0.26
American Indian	15.78	0.86	0.14
Other	53.07	0.59	0.41
GRADE 8			
Total	1.07	0.86	0.14
Male	1.40	0.79	0.21
Female	1.77	0.85	0.15
White	1.40	0.86	0.14
Black	2.11	0.68	0.32
Hispanic	4.90	0.82	0.18
Asian American	11.07	0.73	0.27
American Indian	16.00	0.85	0.15
Other	66.28	0.77	0.23
GRADE 12			
Total	0.80	0.89	0.11
Male	1.35	0.87	0.13
Female	1.17	0.85	0.15
White	1.07	0.89	0.11
Black	1.95	0.69	0.31
Hispanic	7.38	0.86	0.14
Asian American	11.73	0.82	0.18
American Indian	27.92	0.86	0.14
Other	59.92	0.76	0.24

Table E-10
*Estimation Error Variance for the Main Science
 Composite Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
GRADE 4			
Total	0.64	0.89	0.11
Male	0.87	0.86	0.14
Female	0.83	0.84	0.16
White	0.81	0.87	0.13
Black	3.74	0.88	0.12
Hispanic	2.80	0.86	0.14
Asian American	13.54	0.91	0.09
American Indian	14.21	0.89	0.11
Other	20.64	0.29	0.71
GRADE 8			
Total	0.78	0.94	0.06
Male	1.12	0.92	0.08
Female	1.27	0.93	0.07
White	1.10	0.93	0.07
Black	1.47	0.84	0.16
Hispanic	3.11	0.91	0.09
Asian American	9.11	0.92	0.08
American Indian	17.45	0.92	0.08
Other	29.61	0.67	0.33
GRADE 12			
Total	0.76	0.96	0.04
Male	1.44	0.95	0.05
Female	0.89	0.94	0.06
White	0.96	0.95	0.05
Black	2.37	0.87	0.13
Hispanic	5.50	0.95	0.05
Asian American	8.39	0.94	0.06
American Indian	23.45	0.89	0.11
Other	82.38	0.87	0.13

Table E-11
*Estimation Error Variance for the
 Reading Long-Term Trend Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
AGE 9			
Total	1.01	0.86	0.14
Male	1.88	0.84	0.16
Female	1.26	0.79	0.21
White	1.37	0.85	0.15
Black	5.21	0.76	0.24
Hispanic	12.36	0.92	0.08
Asian American	22.11	0.87	0.13
American Indian	200.67	0.98	0.02
Other	88.41	0.66	0.34
AGE 13			
Total	0.93	0.85	0.15
Male	1.51	0.82	0.18
Female	1.40	0.78	0.22
White	1.12	0.79	0.21
Black	5.83	0.84	0.16
Hispanic	8.81	0.88	0.12
Asian American	16.83	0.82	0.18
American Indian	69.59	0.95	0.05
Other	197.80	0.69	0.31
AGE 17			
Total	1.08	0.82	0.18
Male	1.92	0.80	0.20
Female	1.34	0.67	0.33
White	1.50	0.80	0.20
Black	5.44	0.72	0.28
Hispanic	13.50	0.85	0.15
Asian American	35.31	0.85	0.15
American Indian	123.66	0.92	0.08
Other	174.14	0.68	0.32

Table E-12
*Estimation Error Variance for the
 Mathematics Long-Term Trend Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
AGE 9			
Total	0.66	0.85	0.15
Male	1.48	0.82	0.18
Female	0.66	0.68	0.32
White	1.12	0.88	0.12
Black	2.35	0.72	0.28
Hispanic	3.13	0.83	0.17
Asian American	20.38	0.82	0.18
American Indian	16.40	0.79	0.21
Other	60.95	0.40	0.60
AGE 13			
Total	0.66	0.89	0.11
Male	0.99	0.86	0.14
Female	0.84	0.86	0.14
White	0.84	0.89	0.11
Black	1.77	0.74	0.26
Hispanic	2.94	0.82	0.18
Asian American	14.03	0.92	0.08
American Indian	73.20	0.96	0.04
Other	81.97	0.57	0.43
AGE 17			
Total	1.24	0.93	0.07
Male	1.68	0.85	0.15
Female	1.79	0.93	0.07
White	1.86	0.93	0.07
Black	3.13	0.83	0.17
Hispanic	4.66	0.78	0.22
Asian American	45.49	0.95	0.05
American Indian	98.09	0.95	0.05
Other	85.23	0.67	0.33

Table E-13
*Estimation Error Variance for the
 Science Long-Term Trend Scale*

Proportion of Variance Due to . . .

	<u>Total Variance</u>	<u>Student Sampling</u>	<u>Latency of θ</u>
AGE 9			
Total	1.13	0.81	0.19
Male	2.22	0.84	0.16
Female	1.33	0.60	0.40
White	1.60	0.79	0.21
Black	7.21	0.66	0.34
Hispanic	8.58	0.82	0.18
Asian American	34.07	0.83	0.17
American Indian	47.26	0.86	0.14
Other	98.41	0.24	0.76
AGE 13			
Total	1.04	0.87	0.13
Male	1.23	0.75	0.25
Female	1.70	0.82	0.18
White	1.35	0.83	0.17
Black	4.12	0.69	0.31
Hispanic	6.18	0.73	0.27
Asian American	13.17	0.75	0.25
American Indian	47.52	0.93	0.07
Other	67.10	0.56	0.44
AGE 17			
Total	1.40	0.86	0.14
Male	2.92	0.84	0.16
Female	1.84	0.80	0.20
White	1.69	0.85	0.15
Black	6.16	0.74	0.26
Hispanic	11.81	0.83	0.17
Asian American	75.19	0.94	0.06
American Indian	282.35	0.97	0.03
Other	181.29	0.76	0.24

Table E-14
*Estimation Error Variance for the
Writing Long-Term Trend Scale*

[This table is intended to provide data from the 1996 long-term trend assessment in writing; however, the data from this assessment are currently under review. After additional examination and analyses, this table will be included in a revised web version of the complete report.]

Appendix F

SETTING THE NAEP ACHIEVEMENT LEVELS FOR THE 1996 MATHEMATICS ASSESSMENT

Mary Lyn Bourque
National Assessment Governing Board

Introduction

Since 1984, NAEP has reported the performance of students in the nation and for specific subpopulations on a 0-to-500 proficiency scale. The history and development of the scale and the anchoring procedure used to interpret specific points on that scale is described elsewhere in this report.

The achievement levels reported in 1996 were first developed in 1992 through a process described in more detail in the following sections of this chapter. The levels were based on the mathematics assessment framework and item pools developed for the 1990 and 1992 assessments. Although the National Assessment Governing Board (NAGB) updated this framework in preparation for the 1996 assessment, the differences in test and item specifications were not large enough to warrant a new mathematics scale. Therefore, a decision was made by the Board to retain the same levels as reported for the 1990 and 1992 assessments, thus allowing a third point of comparison for the short-term mathematics trend.

History of the Achievement Levels Development 1990 - 1992

The 1988 legislation¹ created an independent board, the National Assessment Governing Board (NAGB), responsible for setting policy for the NAEP program. The Board has a statutory mandate to identify “appropriate achievement goals for each . . . 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 set performance standards (called achievement levels by NAGB) for the National Assessment in 1990 and again in 1992. The 1994 legislation (Public Law 103-382) continued the policy Board with slightly increased membership, and a continued mandate to set student performance standards on each age and grade tested.

The 1990 trial, 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 a set of policy definitions for Basic, Proficient, and Advanced (NAGB, 1990) as the criteria for making the item ratings. However, the 1990 process was evaluated by a number of different groups (see Hambleton & Bourque, 1991) who identified technical flaws in the 1990 process. These evaluations influenced NAGB’s decision to set the levels again in 1992

¹ Public Law 100-297. (1988). National assessment of educational progress improvement act (Article No. USC 1221). Washington, DC.

and to not use the 1990 levels as benchmarks for progress toward the national goals during the coming decade. However, it is interesting to note that the 1990 and 1992 processes produced remarkably similar results.

In September 1991 NAGB 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 NAGB 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 NAGB 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 identifies what students should know and be able to do at various points along the proficiency 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/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.

Preparing for the 1992 Mathematics 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 pre-meeting materials, the meeting materials (i.e., the assessment questions, 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: people interacting with text (Smith & Smith, 1988) and 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 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, short constructed-response, 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 effort 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.

The Mathematics Level-Setting Panel

Sixty-nine panelists representing 32 jurisdictions (31 states and the District of Columbia) from the 424 nominees were invited to participate in the level-setting process. They represented mathematics 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/private). One panelist was unable to attend due to a family emergency, resulting in 68 participants: 24 at grade 4 and 22 at grades 8 and 12.

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 mathematics assessment framework, and a discussion of factors that influence item difficulty. The purpose of the presentation was to focus panelists' attention on the mathematics framework and to emphasize the fact that panelists' work was directly related to the NAEP assessment, not to the whole domain of mathematics.

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 before beginning to develop the preliminary operationalized descriptions of the three levels.

Working in small groups of five or six, panelists expanded and operationalized the policy definitions of Basic, Proficient, and Advanced in terms of specific mathematical skills, knowledge, and behaviors that were judged to be appropriate expectations for students in each grade, and were in accordance with the current mathematics assessment framework.

The policy definitions 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 guides². A comprehensive listing of grade-level descriptors was developed, and panelists were asked to identify the five 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.

Panelists next received two hours of training in the Angoff method. Training 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 examinees 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, 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, panelists were asked to review 20 to 25 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 process, inspecting and rating each item in the pool for the expected probabilities of answering the item correctly at each level. Panelists completed three rounds of item ratings. For Round 1, panelists first answered the items in each section, 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 items. Panelists provided item ratings/paper selections for all three achievement levels, one item at a time, for all the items in a section, then proceeded to the next set of items, for which the process was repeated. 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 used to calibrate the NAEP items evaluated by each panelist. 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 on the scale where their individual mean item ratings were, 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 briefly.

Before Round 2, panelists were also given item difficulty data. This information was presented as the 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 percentage of students receiving scores of 1, 2, 3, and 4 for the extended constructed-response items⁴. 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

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

³ Because the IRT item parameters were not available for the polytomously scored (extended constructed-response) items, these items (five at grade 4, six each at grades 8 and 12) were not included in the following discussion of results.

⁴ The percentages presented to the raters summed to 100 percent, but this excluded the percentages—around 80 percent, in some cases—of students who wrote responses that were judged to be "off-task," those who "skipped" that question and continued beyond that question, and those who, apparently, "never reached" that question.

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 had 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 or adjusted their ratings to reflect the additional information. About one-third of Round 1 item ratings were adjusted during Round 2.

Following Round 2, panelists' ratings were reanalyzed and additional information was presented to panelists concerning intrajudge variability prior to Round 3. 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 large 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 of specific items about which they were unsure. About 20 percent of the item ratings were adjusted during Round 3.

Process of Selecting Exemplar Items

Following the standard-setting meeting, a series of procedures was implemented to select exemplar items. First, expected and empirical p-values were computed for each item in the released item pool. Expected p-values were based on predicted performance at the cut-off score for each achievement level and empirical p-values were based on the average performance of all students responding to the item. Items that did not have expected p-values ≥ 0.51 for any of the levels were deleted from the item pool. Second, items were compared to the operationalized descriptions of the levels. Items that did not match the content of the descriptions were deleted from the item pool. Third, the remaining items were classified as possible Basic, Proficient, or Advanced exemplars based on content match. Fourth, the validation panel reviewed the items and recommended a set of items to serve as exemplars for the levels. The final set of items was reviewed and approved by NAGB at their May 1992 meeting. These procedures are described in detail below.

Using the standard-setting ratings, expected p-values were computed for each item at the cut point for each achievement level. The criteria described below were applied to the scale-level results and an analysis was conducted to delineate items that could serve as exemplars for each achievement level (Basic, Proficient, Advanced).

More specifically, for an item to be chosen as a possible exemplar for the Basic achievement level:

1. The expected p-value for students at the cut point for the Basic level of achievement had to be greater than 0.51;
2. The content of the item had to match the content of the operationalized description of Basic; and
3. The empirical p-value for the item had to be higher than empirical p-values for items selected as exemplars for the Proficient level.

As an example:

Grade 4 Basic Level Item M022801			
Level	Basic	Proficient	Advanced
Scale point	211	248	280
Expected p-value	0.70	0.82	0.94
Empirical p-value = 0.52			

For an item to be chosen as a possible exemplar for the Proficient achievement level:

1. The expected p-value for students at the cut-off score for the Proficient level of achievement had to be greater than 0.51;
2. The content of the item had to match the content of the operationalized description of Proficient; and
3. The empirical p-value for the item had to be lower than empirical p-values for Basic exemplar items, but higher than student p-values for Advanced exemplar items.

As an example:

Grade 4 Proficient Level Item M022001			
Level	Basic	Proficient	Advanced
Scale point	211	248	280
Expected p-value	0.37	0.58	0.76
Empirical p-value = 0.35			

For an item to be chosen as a possible exemplar for the Advanced achievement level:

1. The expected p-value for students at the cut-point for the Advanced level of achievement had to be greater than 0.51;
2. The content of the item had to match the content of the operationalized description of Advanced; and
3. The empirical p-value for the item had to be lower than empirical p-values for Proficient exemplar items.

As an example:

Grade 4 Advanced Level Item M023101			
Level	Basic	Proficient	Advanced
Scale point	211	248	280
Expected p-value	0.29	0.43	0.61
Empirical p-value = 0.22			

The analysis procedures described above yielded 31 items as possible grade 4 exemplars, 43 items as possible grade 8 exemplars, and 37 items as possible grade 12 exemplars, as follows:

Possible Exemplar Items by Grade and Achievement Level			
Grade	Basic	Proficient	Advanced
4	9	14	8
8	23	15	5
12	14	16	7

For grade 4, the possible exemplars represented 49 percent of the released item pool. For grades 8 and 12, the possible exemplars represented 54 percent of the released item pool for each grade.

Process for Validating the Levels

Eighteen mathematics educators participated in the item selection and content validation process. Ten of the panelists were mathematics teachers who had participated in the original achievement levels-setting process and who had been identified as outstanding panelists by grade group facilitators during this meeting. The other eight panelists represented the National Council of Teachers of Mathematics, the

Mathematical Sciences Education Board, and state-level mathematics curriculum supervisors. To the extent possible, the group was balanced by race/ethnicity, gender, community type, and region of the country.

The two-and-one-half day meeting began by briefing panelists on the purpose of the meeting. They first reviewed the operationalized descriptions of the achievement levels for consistency with the NAGB policy definitions of Basic, Proficient, and Advanced and with the NAEP *Mathematics Objectives*. Next, they reviewed the operationalized descriptions of the achievement levels for qualities such as within- and across-grade consistency, grade-level appropriateness, and utility for increasing the public's understanding of the NAEP mathematics results. Finally, working first in grade level (4, 8, and 12) groups of six panelists each, then as a whole group, panelists revised the operationalized descriptions to provide more within- and across-grade consistency and to align the language of the description more closely with the language of the NCTM *Standards*. Both the original descriptions and the revised descriptions are included later in this appendix.

On the third day, panelists again split into grade-level groups of six panelists each and reviewed 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 mathematics ability and the types of skills needed to perform in mathematics 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 by two grade groups (three such items were selected by grade groups 4 and 8) were assigned to one grade by whole-group consensus. In addition, items were evaluated by the whole group for overall quality. Two items were rejected by the group during this process due to possible bias. This process yielded 14 items as recommended exemplars for grade 4, 11 items as recommended exemplars for grade 8, and 14 items as recommended exemplars for grade 12.

Mapping Panelists' Ratings to the NAEP Scales

The process of mapping panelists' ratings to the NAEP scales made significant use of *item response theory* (IRT). IRT provides 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 describes the characteristics of the test items and the performance of the examinees. Once the item characteristics are set, it is possible to precisely determine how examinees are 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 content strands within each grade (4, 8, and 12).

In the final stage in the mapping process, the achievement level cut points on the IRT measurement scale were combined over content strands 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 strand, and the linear NAEP scale transformation. These weighted averages produced the final cut points for the Basic, Proficient, and Advanced achievement levels within each grade.

Evaluation of the Mathematics Levels

The 1992 mathematics achievement levels used here to report the 1996 NAEP data were evaluated under a Congressional mandate by the National Academy of Education (NAE). A series of research studies were mounted by the NAE (National Academy of Education, 1993) to look at various aspects of the validity of the level-setting process, and the levels adopted by NAGB. Several of these studies focused specifically on the mathematics achievement levels, and were conducted for the Academy by staff at the Learning Research and Development Center at the University of Pittsburgh. Based on these studies, the Academy's 1993 policy report concluded that the achievement levels in mathematics were flawed and should not be continued. The more recent report from the Academy (National Academy of Education, 1997) concluded that the current achievement levels raised serious concerns about their reliability and validity, were not reasonable (i.e., were set too high), and in the final analysis, should be abandoned by the end of the century.

While NAGB did not agree with the earlier policy report and continues to disagree with the more recent one, and while the Board's contractor and its technical advisors do not believe the weight of the evidence supported the NAEP conclusions, the Board believes that standards-based reporting is responsive to the needs of the users of NAEP data, is an important aspect of the national reform movement, and assists in making NAEP data more useful and understandable to the public. The Board is committed to making improvements in the process, and will continue to support further investigation into the validity of the levels through additional research.

Figure F-1

Final Description of 1992 Mathematics Achievement Levels

GRADE 4

The NAEP content strands include: (1) number sense, properties, and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions. (Note: At the fourth-grade level, algebra and functions are treated in informal and exploratory ways, often through the study of patterns.) Skills are cumulative across levels—from Basic to Proficient to Advanced.

BASIC. Fourth-grade students performing at the **basic level** *should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands.*

Specifically, fourth graders performing at the basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve simple real-world problems in all NAEP content strands. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

(continued)

Figure F-1 (continued)

Final Description of 1992 Mathematics Achievement Levels

PROFICIENT. Fourth-grade students performing at the **proficient level** *should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands.*

Specifically, fourth graders performing at the proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content strands; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

ADVANCED. Fourth-grade students performing at the **advanced level** *should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content strands.*

Specifically, fourth graders performing at the advanced level should be able to solve complex and nonroutine real-world problems in all NAEP content strands. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. These students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.

GRADE 8

NAEP content strands: (1) number sense, properties, and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions. Skills are cumulative across all levels—from Basic to Proficient to Advanced.

BASIC. Eighth-grade students performing at the **basic level** *should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands.* This level of performance signifies an understanding of arithmetic operations—including estimation—on whole numbers, decimals, fractions, and percents.

Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools—including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving.

As they approach the proficient level, students at the basic level should be able to determine which of available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

(continued)

Figure F-1 (continued)

Final Description of 1992 Mathematics Achievement Levels

PROFICIENT. Eighth-grade students performing at the **proficient level** *should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands.*

They should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic-level arithmetic operations—an understanding sufficient for problem solving in practical situations.

Quantity and spatial relationships in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

ADVANCED. Eighth-grade students at the **advanced level** *should be able to reach beyond the recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles in the five NAEP content strands.*

They should be able to probe examples and counter examples in order to shape generalizations from which they can develop models. Eighth graders performing at the advanced level should use number sense and geometric awareness to consider the reasonableness of an answer. They are expected to use abstract thinking to create unique problem-solving techniques and explain the reasoning processes underlying their conclusions.

GRADE 12

NAEP content strands: (1) number sense, properties, and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions. Skills are cumulative across levels—from Basic to Proficient to Advanced.

BASIC. Twelfth-grade students at the **basic level** *should demonstrate procedural and conceptual knowledge in solving problems in the five NAEP content strands.*

They should be able to use estimation to verify solutions and determine the reasonableness of results as applied to real-world problems. They are expected to use algebraic and geometric reasoning strategies to solve problems. Twelfth graders performing at the basic level should recognize relationships presented in verbal, algebraic, tabular, and graphical forms; and demonstrate knowledge of geometric relationships and corresponding measurement skills.

Twelfth graders at the basic level should be able to apply statistical reasoning in the organization and display of data and in reading tables and graphs. They also should be able to generalize from patterns and examples in the areas of algebra, geometry, and statistics. At this level, they should use correct mathematical language and symbols to communicate mathematical relationships and reasoning processes; and use calculators appropriately to solve problems.

Figure F-1 (continued)

Final Description of 1992 Mathematics Achievement Levels

PROFICIENT. Twelfth-grade students at the **proficient level** *should consistently integrate mathematical concepts and procedures to the solutions of more complex problems in the five NAEP content strands.*

Twelfth graders performing at the proficient level should demonstrate an understanding of algebraic, statistical, and geometric and spatial reasoning. They should be able to perform algebraic operations involving polynomials; justify geometric relationships; and judge and defend the reasonableness of answers as applied to real-world situations. These students should be able to analyze and interpret data in tabular and graphical form; understand and use elements of the function concept in symbolic, graphical, and tabular form; and make conjectures, defend ideas, and give supporting examples.

ADVANCED. Twelfth-grade students at the **advanced level** *should consistently demonstrate the integration of procedural and conceptual knowledge and the synthesis of ideas in the five NAEP content strands.*

They should understand the function concept; and be able to compare and apply the numeric, algebraic, and graphical properties of functions. They should apply their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics.

Twelfth graders performing at the advanced level should be able to formulate generalizations and create models through probing examples and counterexamples. They are expected to communicate their mathematical reasoning through the clear, concise, and correct use of mathematical symbolism and logical thinking.

Figure F-2

Draft Descriptions of the Achievement Levels

Prepared by the Original Level-Setting Panel

Fourth-Grade Draft Descriptions

BASIC. The Basic level signifies some evidence of conceptual and procedural understanding in the five NAEP content strands of *number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions.* Understanding simple facts and single-step operations are included at this level, as is the ability to perform simple computations with whole numbers. This level shows a partial mastery of estimation, basic fractions, and decimals relating to money or the number line; it shows an ability to solve simple real-world problems involving measurement, probability, statistics, and geometry. At this level, there is a partial mastery of tools such as four-function calculators and manipulatives (geometric shapes and rulers). Written responses are often minimal, perhaps with a partial response and lack of supportive information.

(continued)

Figure F-2 (continued)

*Draft Descriptions of the Achievement Levels
Prepared by the Original Level-setting Panel*

PROFICIENT. The Proficient level signifies consistent demonstration of the integration of procedural knowledge and conceptual understanding as applied to problem solving in the five NAEP content strands of *number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions*. The Proficient level indicates an ability to perform computation and estimation with whole numbers, to identify fractions, and to work with decimals involving money or the number line. Solving real-world problems involving measurement, probability, statistics, and geometry is an important part of this level. This level signifies the ability to use, as tools, four-function calculators, rulers, and manipulatives (geometric shapes). It includes the ability to identify and use pertinent/appropriate information in problem settings. The ability to make connections between and among skills and concepts emerges at this level. Clear and organized written presentations, with supportive information, are typical. And, there is an ability to explain how the solution was achieved.

ADVANCED. The Advanced level signifies the integration of procedural knowledge and conceptual understanding as applied to problem solving in the five NAEP content strands of *number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions*. This is evidenced by divergent and elaborate written responses. The Advanced level indicates an ability to solve multistep and nonroutine real-world problems involving measurement, probability, statistics, and geometry, and an ability to perform complex tasks involving multiple steps and variables. Tools are mastered, including four-function calculators, rulers, and manipulatives (geometric shapes). This level signifies the ability to apply facts and procedures by explaining *why* as well as *how*. Interpretations extend beyond obvious connections and thoughts are communicated clearly and concisely. At this level, logical conclusions can be drawn and complete justifications can be provided for answers and/or solution processes.

Eighth-Grade Draft Descriptions

BASIC. Basic students should begin to describe objects, to process accurately and elaborate relationships, to compare and contrast, to find patterns, to reason from graphs, and to understand spatial reasoning. This level of partial mastery signifies an understanding of arithmetic operations on whole numbers, decimals, fractions, and percents, including estimation. Problems that are already set up are generally solved correctly, as are one-step problems. However, problems involving the use of available data, and determinations of what is necessary and sufficient to solve the problem, are generally quite difficult. Students should select appropriate problem-solving tools, including calculators, computers, and manipulatives (geometric shapes) to solve problems from the five content strands. Students should also be able to use elementary algebraic concepts and elementary geometric concepts to solve problems. This level indicates familiarity with the general characteristics of measurement. Students at this level may demonstrate limited ability to communicate mathematical ideas.

(continued)

Figure F-2 (continued)

Draft Descriptions of the Achievement Levels

Prepared by the Original Level-setting Panel

PROFICIENT. Proficient students apply mathematical concepts consistently to more complex problems. They should make conjectures, defend their ideas, and give supporting examples. They have developed the ability to relate the connections between fractions, percents, and decimals, as well as other mathematical topics. The Proficient level denotes a thorough understanding of the arithmetic operations listed at the Basic level. This understanding is sufficient to permit applications to problem solving in practical situations. Quantity and spatial relationships are familiar situations for problem solving and reasoning, and this level signifies an ability to convey the underlying reasoning skills beyond the level of arithmetic. Ability to compare and contrast mathematical ideas and generating examples is within the Proficient domain. Proficient students can make inferences from data and graphs; they understand the process of gathering and organizing data, calculating and evaluating within the domain of statistics and probability, and communicating the results. The Proficient level includes the ability to apply the properties of elementary geometry. Students at this level should accurately use the appropriate tools of technology.

ADVANCED. The Advanced level is characterized by the ability to go beyond recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles. Generalization often takes shape through probing examples and counterexamples and can be focused toward creating models. Mathematical concepts and relationships are frequently communicated with mathematical language, using symbolic representations where appropriate. Students at the Advanced level consider the reasonableness of an answer, with both number sense and geometric awareness. Their abstract thinking ability allows them to create unique problem-solving techniques and explain the reasoning processes they followed in reaching a conclusion. These students can probe through examples and counterexamples that allow generalization and description of assumptions with models and elegant mathematical language.

Twelfth-Grade Draft Descriptions

BASIC. This level represents understanding of fundamental algebraic operations with real numbers, including the ability to solve two-step computational problems. It also signifies an understanding of elementary geometrical concepts such as area, perimeter, and volume, and the ability to make measurements of length, weight, capacity, and time. Also included at the Basic level is the ability to comprehend data in both tabular and graphical form and to translate between verbal, algebraic, and graphical forms of linear expression. Students at this level should be able to use a calculator appropriately.

PROFICIENT. This level represents mastery of fundamental algebraic operations and concepts with real numbers, and an understanding of complex numbers. It also represents understanding of polynomials and their graphs up to the second degree, including conic sections. The elements of plane, solid, and coordinate geometry should be understood at the Proficient level. The Proficient level includes the ability to apply concepts and formulas to problem solving. Students at this level should demonstrate critical thinking skills. The Proficient level also represents the ability to judge the reasonableness of answers and the ability to analyze and interpret data in both tabular and graphical form. Basic algebraic concepts, measurement, and constructive geometry concepts are mastered at this level.

ADVANCED. The Advanced level represents mastery of trigonometric, exponential, logarithmic, and composite functions, zeros and inverses of functions, polynomials of the third degree and higher, rational functions, and graphs of all of these. In addition, the Advanced level represents mastery of topics in discrete mathematics including matrices and determinants, sequences and series, and probability and statistics, as well as topics in analytic geometry. The Advanced level also signifies the ability to successfully apply these concepts to a variety of problem-solving situations.

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

Revised Fourth-Grade Draft Descriptions

BASIC. Basic students exhibit some evidence of conceptual and procedure understanding in the five NAEP content strands. At the fourth grade level, algebra and functions are treated in informal and exploratory ways often through the study of patterns. Basic students estimate and use basic facts to perform simple computations with whole numbers. These students show some understanding of fractions and decimals. They solve simple real world problems in all areas. These students use, although not always accurately, four-function calculators, rulers, and geometric shapes. Written responses are often minimal and lack supporting information.

PROFICIENT. Proficient students consistently integrate procedural knowledge and conceptual understanding as applied to problem solving in the five NAEP content strands. Using whole numbers they estimate, compute, and determine whether their results are reasonable. They have a conceptual understanding of fractions and decimals. Solving real world problems in all areas is important at this level. Proficient students appropriately use four-function calculators, rulers and geometric shapes. These students use problem solving strategies such as identifying and using appropriate information. [Problem-solving strategies include identification and use of appropriate information.] They present organized written solutions with supporting information and explain how they were achieved.

ADVANCED. Advanced students integrate procedural knowledge and conceptual understanding as applied to problem solving in the five NAEP content strands. They solve complex and nonroutine real-world problems in all areas. They have mastered the use of tools such as four-function calculators, rulers and geometric shapes. Advanced students draw logical conclusions and justify answers and solution processes by explaining the “why” as well as the “how.” Interpretations extend beyond obvious connections and thoughts are communicated clearly and concisely.

Revised Eighth-Grade Draft Descriptions

BASIC. Basic students exhibit evidence of conceptual and procedural understanding. These students compare and contrast, find patterns, reason from graphs, and understand spatial reasoning. This level of performance signifies an understanding of arithmetic operations, including estimation, on whole numbers, decimals, fractions, and percents. Students complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. As students approach the proficient level, they will solve problems involving the use of available data, and determine what is necessary and sufficient for a correct solution. Students use problem solving strategies and select appropriate tools, including calculators, computers, and manipulatives (geometric shapes) to solve problems from the five content strands. Students use fundamental algebraic and informal geometric concepts to solve problems. Students at this level demonstrate limited skills in communicating mathematically.

(continued)

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

PROFICIENT. Proficient students apply mathematical concepts and procedures consistently to complex problems. They make conjectures, defend their ideas, and give supporting examples. They have developed the ability to relate the connections between fractions, percents, and decimals, as well as other mathematical topics, such as algebra and functions. The proficient level denotes a thorough understanding of the arithmetic operations listed at the basic level. This understanding is sufficient to permit applications to problem solving in practical situations. Quantity and spatial relationships are familiar situations for problem solving and reasoning, and students at this level convey the underlying reasoning skills beyond the level of arithmetic. Proficient students compare and contrast mathematical ideas and generate their own examples. These students make inferences from data and graphs; they understand the process of gathering and organizing data, calculating, evaluating, and communicating the results within the domain of statistics and probability. Proficient students apply the properties of informal geometry, and accurately use the appropriate tools of technology.

ADVANCED. Advanced students go beyond recognition, identification, and application of mathematical rules in order to generalize and synthesize concepts and principles. Generalization often takes shape through probing examples and counter examples and can be used to create models. Mathematical concepts and relationships are frequently communicated with mathematical language, using symbolic representations where appropriate. Students at the advanced level consider the reasonableness of an answer, with both number sense and geometric awareness. Their abstract thinking allows them to create unique problem solving techniques and explain the reasoning processes they followed in reaching a conclusion. These students probe examples and counter examples that allow generalization and description of assumptions with models and elegant mathematical language.

Revised Twelfth-Grade Draft Descriptions

BASIC. Basic students demonstrate procedural and conceptual knowledge in solving problems in the five NAEP content strands. They use estimation to verify solutions and determine the reasonableness of the results to real world problems. Algebraic and geometric reasoning strategies are used to solve problems. These students recognize relationships in verbal, algebraic, tabular, and graphical forms. Basic students demonstrate knowledge of geometric relationships as well as corresponding measurement skills. Statistical reasoning is applied to the organization and display of data and to reading tables and graphs. These students generalize from patterns and examples in the areas of algebra, geometry, and statistics. They communicate mathematical relationships and reasoning processes with correct mathematical language and symbolic representations. Calculators are used appropriately to solve problems.

PROFICIENT. Proficient students integrate mathematical concepts and procedures consistently to more complex problems in the five NAEP content strands. They demonstrate an understanding of algebraic reasoning, geometric and spatial reasoning, and statistical reasoning as applied to other areas of mathematics. They perform algebraic operations involving polynomials, justify geometric relationships, and judge and defend the reasonableness of answers in real world situations. These students analyze and interpret data in tabular and graphical form. Proficient students understand and use elements of the function concept in symbolic, graphical and tabular form. They make conjectures, defend their ideas, and give supporting examples.

Figure F-3 (continued)

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

ADVANCED. Advanced students consistently demonstrate the integration of procedural and conceptual knowledge, as well as the synthesis of ideas, in the five NAEP content strands. Advanced students understand the function concept, and they compare and apply the numeric, algebraic, and graphical properties of functions. They apply and connect their knowledge of algebra, geometry, and statistics to solve problems in more advanced areas of continuous and discrete mathematics. Advanced students formulate generalizations using examples and counter examples to create models. In communicating their mathematical reasoning, these students demonstrate clear, concise, and correct use of mathematical symbolism and logical thinking.

Figure F-4

*Meeting Participants, NAEP Mathematics Achievement Level-Setting
Original Meeting, St. Louis, Missouri, March 20-24, 1992*

Marge Blizard Blizard Professional Cleaning Franklin, Connecticut	Lisa Bietau USD383 Manhat. Pub Schools Manhattan, Kansas	Carol Ballentine Duval County Schools Jacksonville, Florida
Christopher Chomyak The Episcopal Church Calais, Maine	Marsha Davis Alcorn County Schools Corinth, Mississippi	Tami Harvey, ESD Audiometric Technician Burns, Oregon
Janet Green Met Life Crownsville, Maryland	Jean Bush Ragin Patterson High School Baltimore, Maryland	Laurence Payne Greater Houston Coalition for Educational Excellence Houston, Texas
Mary Norman DeKalb County Board of Education Decatur, Georgia	Bill Oldham Harding University Searcy, Arkansas	Cheryl Yunk USD 383 Manhattan, Kansas
Janice Wamsley Alcorn School System Glen, Mississippi	George Shell Retired Principal Draper, Utah	Kirby Gchachu Zuni Public School District Zuni, New Mexico
Ronald Higgins Walla Walla School District Walla Walla, Washington	Marsha Stovey Detroit Public Schools Detroit, Michigan	Corliss Hubert Rutherford Board of Education Englewood, New Jersey
Leona Lee Baltimore City Public Schools Baltimore, Maryland	Vance Morris DeKalb County Board of Education Atlanta, Georgia	Joyce Dunn Alcorn County Schools Corinth, Mississippi

(continued)

Figure F-4 (continued)
*Meeting Participants, NAEP Mathematics Achievement Level-Setting
 Original Meeting, St. Louis, Missouri, March 20-24, 1992*

Gloria Moran Williams Junior High Bridgewater, Massachusetts	Joanne Greaver Jefferson Coun. Public Schools Louisville, Kentucky	Zionsville, Indiana
Charles Jackson Blairsville, Pennsylvania	Ellie Cucinatto Bridgewater Public Schools Bridgewater, Massachusetts	Dan Thompson Thompson Construction Company Trinidad, Colorado
Cassandra Turner Internal Revenue Service Miami, Florida	Lillie Carr Pender County Schools Teachey, North Carolina	Nancy Gallagher West Penn Power Company Kittanning, Pennsylvania
Jack Deal Bethel Park School District Pittsburgh, Pennsylvania	Eric Cain IBM Metairie, Louisiana	William Hawes The Hawes Company Tucker, Georgia
Ninfa Rivera Lyford CISD Raymondville, Texas	Phillip Stroup Butler County MR/DD Seven Mile, Ohio	Zhining Qin Minnesota Department of Education St. Paul, Minnesota
Gerald Zeringue Garrity Construction Company Harvey, Louisiana	Mike Gobel Walla Walla School District Walla Walla, Washington	Charles McGee Greenville County School District Greenville, South Carolina
Linda Brown Van Zile Elementary School Detroit, Michigan	Juanita Tietze Retired Principal Canton, Ohio	Barbara Bayne Greenville County Schools District Greenville, South Carolina
Judy Bibb Lonoke High School Cabot, Arkansas	Norma Newman Ysleta Independent School District El Paso, Texas	Landa McLaurin Baltimore City Schools Baltimore, Maryland
David Rank School District of Greenville Greenville, South Carolina	William Rickenbach Bethel Park School District Bethel Park, Pennsylvania	Bill Cramer, Jr. Cramer & Mallon, Attorneys at Law Burns, Oregon
John Sweeney Freed-Haideman University Henderson, Tennessee	Violet Cosgrove Retired Glen Burnie, Maryland	Nancy Potempa St. Xavier University Mokena, Illinois
Nancy Pejouhy Woodstock Union High School Woodstock, Vermont	Danny McDougal Pre-Mc, Inc. Allen, Oklahoma	Florencetine Jasmin Baltimore City Public Schools Baltimore, Maryland
Jim Trefzger Parkland College Champaign, Illinois	Bill Anderson Administration Eagle Union	

Figure F-4 (continued)
Meeting Participants, NAEP Mathematics Achievement Level-Setting
Original Meeting, St. Louis, Missouri, March 20-24, 1992

Florence Kelly
Manville Board of Education
Manville, New Jersey

Philip Brach
University of the District of
Columbia
Washington, D.C.

Larry Brown
Oil industry (Self-Employed)
Allen, Oklahoma

W. Garry Quast
Slippery Rock University
Slippery Rock, Pennsylvania

Carl Springfels
Consultant (Self-Employed)
Miami Shores, Florida

Anna Maria Golan
Santa Ana Unified
Fountain Valley, California

Ricardo Suarez
Lyford CISD
Raymondville, Texas

Figure F-5

*Meeting Participants, NAEP Mathematics Achievement Level-Setting
Follow-up Validation Meeting, Nantucket, Massachusetts, July 17-19, 1992*

Charles Allen
Michigan Department of Education
Lansing, Michigan

Linda Brown
Van Zile Elementary School
Clinton Township, Michigan

Ellie Cucinatto
Bridgewater Public Schools
Bridgewater, Massachusetts

Jack Deal
Bethel Park School District
Pittsburgh, Pennsylvania

Paula Duckett
River Terrace Community School Board
Washington, DC

Edward Esty
SRI International
Washington, D.C.

Barbara Faltz-Jackson
Baltimore Public Schools
Baltimore, Maryland

Joan Ferini-Mundy
University of New Hampshire
Durham, New Hampshire

Marilyn Hala
National Council of Teachers of Mathematics
Washington, D.C.

Florence Kelly
Largo Public Schools
Largo, Florida
Henry Kepner
University of Wisconsin at Milwaukee
Milwaukee, Wisconsin

Charles McGee
Greenville Public Schools
Greenville, South Carolina

Landa McLaurin
Baltimore City Schools
Baltimore, Maryland

Gloria Moran
Williams Junior High School
Bridgewater, Massachusetts

Jo Ann Mosier
Kentucky Department of Education
Frankfort, Kentucky

Mary Norman
DeKalb County Board of Education
Decatur, Georgia

David Rank
Greenville Public Schools
Greenville, South Carolina

Sharon Steglein
Minnesota Department of Education
St. Paul, Minnesota

Appendix G

REPORT ON DEVELOPING ACHIEVEMENT LEVEL DESCRIPTIONS FOR THE 1996 NAEP SCIENCE ASSESSMENT

Mary Lyn Bourque
National Assessment Governing Board

Background

Principle 4 of the Board's policy states that the Board shall exercise its policy judgment in setting the levels. That is, the Board's statutory authority requires that it be the final judge in developing the achievement levels. In so doing, the Board uses a national consensus process, seeking advice from a broad audience. The preliminary descriptions, for example, are widely circulated as part of the assessment framework documents before adoption by the Board. Similarly, in designing the level setting process the Board solicits broad input from relevant professional organizations, the technical community, and others. And after the proposed levels are recommended, they are generally widely circulated for comment and reflection by stakeholder groups, policymakers, content specialists, and others.

The Board's current decision in science considered several evaluative features of the student performance standards, including the reasonableness of the levels, whether they are valid, and whether they are likely to be useful to the public in interpreting the NAEP data. These evaluation criteria are part of the authorizing legislation, and are among the criteria against which the National Academy of Sciences will judge their merit.

Before adopting achievement levels in a particular subject area, the Board examines relevant extant data from other sources to inform the decision and to place it in a broader context. In the case of the 1996 science, the Board examined other data sources, including Advanced Placement (AP) science data for the grade 12 cohort; Third International Mathematics and Science Study (TIMSS) data for grade 8; and performance standards already set by the Board in reading, mathematics, U.S. history, and geography. They also examined the individual ratings of panelists who participated in the ACT level setting process.

In the final analysis, the Board adopted cut scores at points on the scale they judged to be reasonable, taking other available information into account. The interim cut points on the NAEP scale varied from those generated through the level setting process in non-systematic ways: some were higher than the recommendations; some were lower. Consequently, the relationships between the interim cut scores and the content descriptions was not clear.

Therefore, the Board determined that a further examination of the descriptions was necessary, either to modify those that existed, or to craft new ones that would be more consistent with the policy definitions, the framework, and the item pool used to measure the 1996 NAEP science performance. In this way, the Board could have some assurance that the descriptions would be providing a proper interpretation of the interim cut scores of *what students know and can do* at the various achievement levels. This report provides a summary of the process used to develop the descriptions of the levels, as well as the results of this initiative from a meeting convened in St. Louis, Missouri from June 19 through June 22, 1997.

Panel Selection

The plan called for convening about 24 content experts who have knowledge of what students in the respective grades can do and are capable of doing in elementary, middle school, and secondary school science. Generally teachers, curriculum specialists, and science educators are in the best position to make these kinds of judgments. The Board-approved plan also called for some number of noneducators, though a proportionally smaller number than is typically used in the level setting process. The Advisory Committee on Education Statistics (ACES) who provides technical advice to the Board, recommended that the grade level groups include at least 5 panelists (rather than 4 as was suggested in the original plan).

A combination of two sources of experts was used to identify participants: (1) states who had participated in the 1996 NAEP state assessments; and (2) an American College Testing (ACT) sample previously identified for the various panels which ACT assembles in conducting its work for the Board under the achievement level setting contract. Thirty-two state assessment directors were contacted and encouraged to submit the name of one person who would represent their state at the meeting. Twenty-three states responded by electing to send a participant, with one state (MA) electing to send two, and another state (TX) sending three representatives. Participating jurisdictions are shown in Figure G-1.

Figure G-1
Participating Jurisdictions in Developing Achievement Level
Descriptions for the 1996 NAEP Science Assessment

Alabama	Georgia	Montana	Tennessee
Alaska	Hawaii	Nebraska	Texas
Arizona	Louisiana	Nevada	Utah
Connecticut	Maine	North Dakota	Virginia
Delaware	Massachusetts	New York	Washington
District of Columbia	Minnesota	Rhode Island	

Because some states in the initial sample were not able to send a representative, the multiple participants from a single state were honored. In addition, three noneducator panelists participated, taken from the sample of nine nominees supplied by ACT. The total number of panelists was 28. Participants were given the opportunity to select the grade level to which they wished to be assigned in a pre-registration interview. They were given their first choice in all cases, and randomly assigned to one of the two parallel groups (either Group A or Group B), ensuring that male participants and noneducators were assigned throughout the groups (since there were fewer participants in both categories).

Study Design

The plan approved by the Board called for two independent panels to conduct this work. Each panel was composed of 14 persons, assigned to grade level groups of 4 or 5 persons per grade. All participants were provided the same training and were asked to complete the same tasks. The design of two independent panels was for purposes of embedding a validity check into the process, which, if successful, would provide a built-in replication study. Panelists were asked in the opening plenary session to honor the independent groups design and to refrain from discussing their work with members of the other group until it was appropriate to do so, on the last day.

The plan was implemented as a multi-step process, with individual judgments being the focus of Day 2, within-grade consensus the focus of Day 3, and cross-grade, cross-level consistency being the focus of Day 4. Further, it was made clear to the panelists that this was an empirically-based design insofar as data based on actual student performances was the basis for developing the descriptions of *what students know and can do* at each level.

Materials

Prior to the meeting panelists were sent copies of the 1996 NAEP science assessment framework. They referred to this regularly during the course of their work. In addition, on Day 2 they were given the item anchor book from which they would do all their work. The items in a given grade level appeared in the anchor book in the order in which they map to the NAEP scale, from easiest to hardest. In addition, panelists were given an index listing of the items in the same order as the anchor book, copies of the policy definitions, and forms on which they could submit the work of Day 2 and Day 3.

Training

Panelists were trained simultaneously to insure standardized exposure to all relevant information needed to accomplish the task. Since all panelists were not equally familiar with NAEP and NAGB, a brief introduction was provided covering such topics as the scope of the framework, the nature of the item pool, a non-technical summary of NAEP scaling and item mapping, and instructions on how to read the information provided in the anchor binders containing all the items, from easiest to hardest.

During the first plenary session, panelists were given an overview of NAEP and NAGB, and had the tasks of the next three days presented in summary form. The training focused on giving them a level of comfort with the tasks they were going to be doing, introducing the scope of the 1996 NAEP science assessment, with a full explanation of the content of the assessment, the vocabulary peculiar to NAEP, e.g., "blocks of exercises," and the chronology of the 1996 NAEP assessment. It was important for panelists to understand where they were coming into the process, that the assessment had already been administered, scored, scaled, and reported. The achievement levels remained the only unfinished aspect of the science assessment.

On Day 2 the agenda called for a plenary session to provide specific training in the task of making independent judgments about the content represented by the items at the grade level. Though not described in these terms, this activity was designed to provide panelists with first-hand knowledge of the contents of the NAEP assessments, the kinds of items used, the manner of scoring the items, and the performance of students on average, at the borderline of *Basic*, *Proficient*, and *Advanced*, and across the levels. The time spent in reviewing each item without the assistance of other panelists forced each participant to deal with the notion of item difficulty without being influenced by others, and with the idea of operationalizing the Board's policy definitions. The real goal of Day 2, though not formally stated to panelists, was to train them in the item pool. Requiring each panelist to make an individual judgment about each item was more likely to have them read and try to understand the cognitive demand of the items than would the simpler task of reading the items thoughtfully.

Panelists were directed to start with the items in the *Basic* level, those items falling between the lower and upper borderline for *Basic* (according to the interim levels adopted by the Board), and generate *working lists* of general statements representing the content of the assessment. They could generate these lists by clustering similar content together and developing generalized statements which summarized that content. When they had completed this part of the task, they were asked to compare the results with the

policy definition for *Basic*, i.e., *partial mastery of the prerequisite knowledge and skill fundamental for proficient work*. The consistency check between the descriptions and the definitions was encouraged on an holistic basis, not an item-by-item basis. The question to be answered was, "Does this description, *in general*, reflect the policy definition?", not "Does this item, and this item, etc., reflect the policy definition?" If the panelist was satisfied with the general consistency between the two, they could move on to the next level, *Proficient*, and repeat the process; then to *Advanced*, and repeat the process a third time. The product for Day 2 was a working list of statements for each level from each participant. The grade 4 panelists reviewed 226 items in this process; grades 8 and 12 reviewed 312 items each.

During the training panelists were given suggestions for verbs that could be used to indicate increasing knowledge and skills from one level to the next, as well as common phrases that are also indicators of hierarchical skill levels and increasing levels of sophistication in the knowledge domain. These linguistic features had been used in the past in other anchoring settings and were judged to be useful in this one as well. Panelists were not required to use these words, but most found them helpful in completing the task.

Panelists were also trained in how to "read" the data accompanying each item. The scale value for the item using a response probability (rp) criterion of .65 was explained, as well as the differences between the "borderline" p-values and the "across the range" p-values. The training also focused on the differences between a constructed response coded [2] or partial, and those coded [3] or [4], complete.

Finally, panelists were led through a set of about 10 items as a model for the task they were about to complete, demonstrating how to use the data, judge the difficulty of the items, and write statements using the linguistic suggestions.

Day 3 was designed to have the grade level panels confer and reach group agreement on the initial descriptions for *Basic*, *Proficient*, and *Advanced* at grades 4, 8, and 12. As on the previous day, the plenary session in the morning was focused on the groups' task. They were instructed to start by reading each other's lists from the work of Day 2. They were then to select those statements from the lists for which there was general group agreement, and to return to the remaining statements where there was lack of agreement and work them through to inclusion or exclusion, in the end creating a group master working list for *Basic*. They needed to ensure that *in general* the master list was consistent with the policy definition for *Basic*, before they could move on to the *Proficient* or *Advanced* levels. Each group worked between the individual lists created the previous day and flip charts of the master lists. For tracking purposes, groups were encouraged to list the items that were the underpinnings for their statements, thus creating a "paper trail", as it were, for the statements in the lists. The product for Day 3 was a working list for the three levels for each grade level group.

Day 4 training was focused on achieving clarity in the statements, examining consistency across levels, across grades, and with the policy definitions. Panelists were organized conference style which supported group discussion and consensus-building. Panelists were asked to track the general statements found to be inconsistent, as well as the associated items, so that a "paper trail" existed for the content judged to be irregular or inappropriately placed at a particular level. Such anomalies would be handled at the end of the work session if necessary.

Results

The results of the initiative can be found in Figures G-2, G-3, and G-4 below. These are the narrative versions of the results, which have been professionally edited and returned to the panelists for their concurrence. Table G-1 shows the percentages of panelists who approved the narratives.

Figure G-2
1996 NAEP Science Achievement Level Descriptions
Grade 4

Cut Score	Content Descriptions*
Basic 138	<p>Students performing at the Basic level demonstrate some of the knowledge and reasoning required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 4. For example, they can carry out simple investigations and read uncomplicated graphs and diagrams. Students at this level also show a beginning understanding of classification, simple relationships, and energy.</p> <p>Fourth-grade students performing at the Basic level are able to follow simple procedures, manipulate simple materials, make observations, and record data. They are able to read simple graphs and diagrams and draw reasonable but limited conclusions based on data provided to them. These students can recognize appropriate experimental designs, although they are unable to justify their decisions.</p> <p>When presented with diagrams, students at this level can identify seasons; distinguish between day and night; and place the position of the Earth, sun, and planets. They are able to recognize major energy sources and simple energy changes. In addition, they show an understanding of the relationship between sound and vibrations. These students are able to identify organisms by physical characteristics and group organisms with similar physical features. They can also describe simple relationships among structure, function, habitat, life cycles, and different organisms.</p>
Proficient 170	<p>Students performing at the Proficient level demonstrate the knowledge and reasoning required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 4. For example, they understand concepts relating to the Earth's features, physical properties, and structure and function. In addition, student can formulate solutions to familiar problems as well as show a beginning awareness of issues associated with technology.</p> <p>Fourth-grade students performing at the Proficient level are able to provide an explanation of day and night when given a diagram. They can recognize major features of the Earth's surface and the impact of natural forces. They are also able to recognize water in its various forms in the water cycle and can suggest ways to conserve it. These students recognize that various materials possess different properties that make them useful. Students at this level are able to explain how structure and function help living things survive. They have a beginning awareness of the benefits and challenges associated with technology and recognize some human effects on the environment. They can also make straightforward predictions and justify their position.</p>
Advanced 204	<p>Students performing at the Advanced level demonstrate a solid understanding of the earth, physical, and life sciences as well as the ability to apply their understanding to practical situations at a level appropriate to Grade 4. For example, they can perform and critique simple investigations, make connections from one or more of the sciences to predict or conclude, and apply fundamental concepts to practical applications.</p> <p>Fourth-grade students performing at the Advanced level are able to combine information, data, and knowledge from one or more of the sciences to reach a conclusion or to make a valid prediction. They can also recognize, design, and explain simple experimental procedures.</p> <p>Students at this level recognize nonrenewable sources of energy. They also recognize that light and sound travel at different speeds. These students understand some principles of ecology and are able to compare and contrast life cycles of various common organisms. In addition, they have a developmental awareness of the benefits and challenges associated with technology.</p>

*Shaded areas indicate summary of content descriptions.

Figure G-3
1996 NAEP Science Achievement Level Descriptions
Grade 8

Cut Score	Content Descriptions
Basic 143	<p>Students performing at the Basic level demonstrate some of the knowledge and reasoning required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 8. For example, they can carry out investigations and obtain information from graphs, diagrams, and tables. In addition, they demonstrate some understanding of concepts relating to the solar system and relative motion. Students at this level also have a beginning understanding of cause-and-effect relationships.</p> <p>Eighth-grade students performing at the Basic level are able to observe, measure, collect, record, and compute data from investigations. They can read simple graphs and tables and are able to make simple data comparisons. These students are able to follow directions and use basic science equipment to perform simple experiments. In addition, they have an emerging ability to design experiments.</p> <p>Students at this level have some awareness of causal relationships. They recognize the position of planets and their movement around the sun and know basic weather-related phenomena. These students can explain changes in position and motion such as the movement of a truck in relation to that of a car. They also have an emerging understanding of the interrelationships among plants, animals, and the environment.</p>
Proficient 170	<p>Students performing at the Proficient level demonstrate much of the knowledge and many of the reasoning abilities essential for understanding of the earth, physical, and life sciences at a level appropriate to Grade 8. For example, students can interpret graphic information, design simple investigations, and explain such scientific concepts as energy transfer. Students at this level also show an awareness of environmental issues, especially those addressing energy and pollution..</p> <p>Eighth-grade students performing at the Proficient level are able to create, interpret, and make predictions from charts, diagrams, and graphs based on information provided to them or from their own investigations. They have the ability to design an experiment and have an emerging understanding of variables and controls. These students are able to read and interpret geographic and topographic maps. In addition, they have an emerging ability to use and understand models, can partially formulate explanations of their understanding of scientific phenomena, and can design plans to solve problems.</p> <p>Students at this level can begin to identify forms of energy and describe the role of energy transformations in living and nonliving systems. They have knowledge of organization, gravity, and motions within the solar system and can identify some factors that shape the surface of the Earth. These students have some understanding of properties of materials and have an emerging understanding of the particulate nature of matter, especially the effect of temperature on states of matter. They also know that light and sound travel at different speeds and can apply their knowledge of force, speed, and motion. These students demonstrate a developmental understanding of the flow of energy from the sun through living systems, especially plants. They know that organisms reproduce and that characteristics are inherited from previous generations. These students also understand that organisms are made up of cells and that cells have subcomponents with different functions. In addition, they are able to develop their own classification system based on physical characteristics. These students can list some effects of air and water pollution as well as demonstrate knowledge of the advantages</p>
Advanced 207	<p>Students performing at the Advanced level demonstrate a solid understanding of the earth, physical, and life sciences as well as the abilities required to apply their understanding in practical situations at a level appropriate to Grade 8. For example, students perform and critique the design of investigations, relate scientific concepts to each other, explain their reasoning, and discuss the impact of human activities on the environment.</p> <p>Eighth-grade students performing at the Advanced level are able to provide an explanation for scientific results. They have a modest understanding of scale and are able to design a controlled experiment. These students have an understanding of models as representations of natural systems and can describe energy transfer in living and nonliving systems.</p> <p>Students at this level are able to understand that present physical clues, including fossils and geological formations, are indications that the Earth has not always been the same and that the present is a key to understanding the past. They have a solid knowledge of forces and motions within the solar system and an emerging understanding of atmospheric pressure. These students can recognize a wide range of physical and chemical properties of matter and some of their interactions and understand some of the properties of light and sound. Also, they can infer relationships between structure and function. These students know the differences between plant and animal cells and can apply their knowledge of food as a source of energy to a practical situation. In addition, they are able to explain the impact of human activities on the environment and the economy.</p>

*Shaded areas indicate summary of content descriptions.

Figure G-4
1996 NAEP Science Achievement Level Descriptions
Grade 12

Cut Score	Content Descriptions*
Basic 145	<p>Students performing at the Basic level demonstrate some knowledge and certain reasoning abilities required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 12. In addition, they demonstrate knowledge of the themes of science (models, systems, patterns of change) required for understanding the most basic relationships among the earth, physical, and life sciences. They are able to conduct investigations, critique the design of investigations, and demonstrate a rudimentary understanding of scientific principles.</p> <p>Twelfth-grade students performing at the Basic level are able to select and use appropriate simple laboratory equipment and write down simple procedures that others can follow. They also have a developmental ability to design complex experiments. These students are able to make classifications based on definitions such as physical properties and characteristics.</p> <p>Students at this level demonstrate a rudimentary understanding of basic models and can identify some parts of physical and biological systems. They are also able to identify some patterns in nature and rates of change over time. These students have the ability to identify basic scientific facts and terminology and have a rudimentary understanding of the scientific principles underlying such phenomena as volcanic activity, disease transmission, and energy transformation. In addition, they have some familiarity with the application of technology.</p>
Proficient 178	<p>Students performing at the Proficient level demonstrate the knowledge and reasoning abilities required for understanding of the earth, physical, and life sciences at a level appropriate to Grade 12. In addition, they demonstrate knowledge of the themes of science (models, systems, patterns of change) required for understanding how these themes illustrate essential relationships among the earth, physical, and life sciences. They are able to analyze data and apply scientific principles to everyday situations.</p> <p>Twelfth-grade students performing at the Proficient level are able to demonstrate a working ability to design and conduct scientific investigations. They are able to analyze data in various forms and utilize information to provide explanations and to draw reasonable conclusions.</p> <p>Students at this level have a developmental understanding of both physical and conceptual models and are able to compare various models. They recognize some inputs and outputs, causes and effects, and interactions of a system. In addition, they can correlate structure to function for the parts of a system that they can identify. These students also recognize that rate of change depends on initial conditions and other factors. They are able to apply scientific concepts and principles to practical applications and solutions for problems in the real world and show a developmental understanding of technology, its uses, and its applications.</p>
Advanced 210	<p>Students performing at the Advanced level demonstrate the knowledge and reasoning abilities required for a solid understanding of the earth, physical, and life sciences at a level appropriate to Grade 12. In addition, they demonstrate knowledge of the themes of science (models, systems, patterns of change) required for integrating knowledge and understanding of scientific principles from the earth, physical, and life sciences. Students can design investigations that answer questions about real-world situations and use their reasoning abilities to make predications.</p> <p>Twelfth-grade students performing at the Advanced level are able to design scientific investigations to solve complex, real-world situations. They can integrate, interpolate, and extrapolate information embedded in data to draw well-formulated explanations and conclusions. They are also able to use complex reasoning skills to apply scientific knowledge to make predictions based on conditions, variables, and interactions.</p> <p>Students at this level recognize the inherent strengths and limitations of models and can revise models based on additional information. They are able to recognize cause-and-effect relationships within systems and can utilize this knowledge to make reasonable predictions of future events. These students are able to recognize that patterns can be constant, exponential, or irregular and can apply this recognition to make predictions. They can also design a technological solution for a given problem.</p>

*Shaded areas indicate summary of content descriptions.

Table G-1
Percentage¹ of Panelists Approving
the Edited Versions of the Descriptions
(Narrative Format)

	Grade 4	Grade 8	Grade 12
Group A	100%	100%	67%
Group B	100	100	100
Total	100	100	80

The descriptions have been reviewed by the three science specialists who facilitated the meeting. In general, there are few differences to be noted between the results for Group A and Group B, though, according to one reviewer, Group B's statements tend to be more general than Group A's. Even though the descriptions were produced *on-site*, without benefit of time to be very selective in language and style, and the opportunity to conduct careful checks across grades and levels, they are remarkably consistent one to another. However, the consensus among reviewers is that Group A's descriptions are probably more consistent both within and across grades than Group B's, as well as more complete in terms of representing the items in the pool than Group B's.

Evaluation

Panelists were asked to complete an evaluation questionnaire at the end of the process. The purpose of the evaluation was to accomplish two goals: (1) provide feedback regarding the panelists' opinion about the consistency of the achievement levels descriptions across levels and grades, as well as between the descriptions and the policy definitions; and (2) provide feedback on the *interim* cut scores and the percentage of students at or above the levels. The questions covering the latter were adapted from an evaluation questionnaire used by ACT in conducting the achievement level setting process. It should be noted that the Board-approved plan did not allow for providing consequences data to the panelists during the working sessions. However, consequences data were presented on the evaluation questionnaire during the debriefing segment of the meeting when it could in no way influence the results.

The first eight questions dealt with consistency. Panelists provided a rating from [1] *not at all consistent*, to [5] *very consistent*. In examining differences between the two parallel groups, [A] and [B], Group [B] reports slightly more consistency than does Group [A]. Within Group [A], the grade 12 group reports less consistency in all comparisons than either grades 4 or 8.

The questionnaire also asked a series of questions which were adapted from the ACT questionnaires regarding the cut scores adopted on an interim basis, the percentage of students at or above the levels, and the achievement levels descriptions. Additionally, the questionnaire gave panelists the opportunity to recommend *no changes* in the cut scores and thus leaving the percentages of students who score at or above the levels as presented, or to recommend *smaller or larger percentages* of students who

¹ Percentages based on the total number of respondents, not necessarily the total number of panelists.

should score at or above the levels and consequently changing the cut scores. Opinion was split evenly among those who would not change the cut scores and those who would either raise or lower the cut scores.

The final question asked panelists to take a position regarding the recommendations they wished to make to the National Assessment Governing Board regarding the achievement level descriptions. The majority of panelists (between 64% and 71%) recommended that the achievement levels adopted by the Board on an interim basis, and which were used to develop the achievement levels descriptions, be reported.

Summary and Recommendations

The Board's plan called for describing the performance of students within the ranges on the NAEP scale for the achievement levels adopted by the Board on an interim basis. This report provides the results of the Board's plan as carried out by this process. These descriptions represent *what students know and can do* within the achievement level ranges of *Basic, Proficient, and Advanced*.

It is recommended that, should the Board adopt the *interim* levels on a permanent basis for the 1996 NAEP science achievement levels, then these descriptions should be adopted to assist in the proper interpretation of the NAEP scores. It is also recommended that in the Board's report on the levels, the differences between these descriptions on the 1996 NAEP science assessment of what *students know and can do* and achievement levels descriptions in other NAEP content areas of what *students should know and be able to do*, needs to be made clear to the readers. Additionally, it is recommended that the exemplar items (in a separate document) which are typical of student performances for each level accompany the cut scores and descriptions to assist in the proper interpretation of the NAEP scores.

Finally, a word about the Group A and Group B descriptions. The purpose of the parallel working groups was to provide the Board with some evidence that the resulting descriptions were not idiosyncratic to a particular set of panelists. The evidence points to the fact that either set of descriptions could be used in the report. However, since the Group A descriptions seem to be slightly more internally consistent, it is recommended that Group A's become the *official* set, and Group B's be viewed as the validation set, and not used to report the achievement levels results.

Appendix H

THE INFORMATION WEIGHTING ERROR

Susan C. Loomis, Luz Bay, and Wen-Hung Chen
American College Testing

The Error

In the process of recomputing the reading cutscores set in 1992 for the three achievement levels, an error in the information weighting function was detected. The error affected data for all achievement levels set in 1992: reading and mathematics. The Muraki information weighting function published in 1993 was used in the 1994 programs to compute achievement levels, so only 1992 levels are affected.

The procedures used for 1992 were printed and reported in numerous places. No one had detected an error. The psychometrician who developed the programs for the 1994 process used Muraki's information weighting function because he found it to be more straightforward than the 1992 procedure.

The 1992 equation¹ is as follows:

$$I_j(\theta) = D^2 a_j^2 \sum_{c=1}^{m_j} \cdot$$

The 1994 equation is as follows:

$$I_j(\theta) = D^2 a_j^2 \sum_{c=1}^{m_j} [T_c - \bar{T}_j(\theta)]^2 P_{jc}(\theta),$$

where \bar{T} is the expected score for item j or proficiency θ

$$\bar{T}_j(\theta) = \sum_{c=1}^{m_j} T_c P_{jc}(\theta),$$

and T_c is the score assigned to the response category c .

¹ Notations for this equation were modified to correspond to those of Equation 2. The reader will need to refer to the articles (Luecht, 1993, and Muraki, 1993) for a complete explanation of the equations.

Analysis of the Error: Magnitude

The differences in achievement levels reported for 1992 and the corrected achievement levels are due both to the error in item parameters and to the error in information weights. The cutscores and percentages of students scoring at or above each for each achievement level are reported in Tables H-1 and H-2. Data in Table H-1 are the previously reported (incorrect) data, and data in Table H-2 are the corrected data.

Table H-1
Mathematics Cutpoints and Percents At or Above as Reported

Grade		Basic	Proficient	Advanced
4	Cutpoint	211	248	280
	%≥92 Dist	61	18	2
8	Cutpoint	256	294	331
	%≥92 Dist	63	25	4
12	Cutpoint	287	334	366
	%≥92 Dist	64	16	2

Table H-2
Corrected Mathematics Cutpoints and Percents At or Above as Reported

Grade		Basic	Proficient	Advanced
4	Cutpoint	214	249	282
	%≥92 Dist	59	18	2
8	Cutpoint	262	299	333
	%≥92 Dist	58	21	3
12	Cutpoint	288	336	367
	%≥92 Dist	64	15	2

The corrected cutscores are consistently the same or higher than those previously reported. The maximum difference in cutscores originally reported and the corrected cutscores is found for grade 8 at the Basic level:

$$((\text{original cutscore} = 256) - (\text{corrected cutscore} = 262)) = -6 \text{ points.}$$

The differences attributable to each error (parameter estimates and information weighting) appear to be rather small in most cases.

Table H-3 reports the differences in cutscores due to the two errors, examined one at a time. Relative to the *correct* data, the information weighting error generally resulted in a lower composite cutscore, and the recoding error resulting in incorrect item parameters generally resulted in an even lower composite cutscore.

Table H-3
Composite NAEP Scale Cutpoint Differences in Mathematics Due to Errors

Achievement Level Cutpoint	Information Weighting ¹	Item Parameters ²
Grade 4		
Basic	-2	-5
Proficient	-1	-1
Advanced	-1	-1
Grade 8		
Basic	-4	-8
Proficient	-3	-2
Advanced	-1	-2
Grade 12		
Basic	0	-4
Proficient	-1	-2
Advanced	-1	-2

¹ Difference = Incorrect - Correct, based on correct item parameters. If the recoding of data had been correct, the cutpoints would have been in error by these amounts, due to the incorrect information weighting function.

² Difference = Incorrect - Correct, based on correct information weights. If the correct information weighting function had been used, the cutpoints would have been in error by these amounts due to the recoding error resulting in incorrect item parameters.

Table H-4 shows comparisons of percentages of students who scored at or above each achievement level in 1992. The center row for each grade shows student performance relative to each achievement level in 1992 using both correct item parameters and correct information weights. The first row for each grade shows student performance relative to achievement levels computed with the *correct* item parameters and *incorrect* information weights. The third row for each grade shows student performance relative to achievement levels computed with the *incorrect* item parameters and the *correct* information weights.

Table H-4
*NAEP Mathematics Achievement Levels:
 Cutpoints and 1992 Distribution Data*

GRADE 4						
	Cutpoint			Percent At or Above Cutpoint		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
Correct Data, Incorrect Weight	212	248	281	62.2	19.7	2.1
Correct Data, Correct Weight	214	249	282	60	18.7	1.9
Incorrect Data, Correct Weight	209	248	281	65.6	19.7	2.1

GRADE 8						
	Cutpoint			Percent At or Above Cutpoint		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
Correct Data, Incorrect Weight	258	296	332	62.6	24.4	3.6
Correct Data, Correct Weight	262	299	333	58.6	21.8	3.3
Incorrect Data, Correct Weight	254	297	331	66.5	23.5	3.8

GRADE 12						
	Cutpoint			Percent At or Above Cutpoint		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced
Correct Data, Incorrect Weight	288	335	366	64.8	16.1	1.9
Correct Data, Correct Weight	288	336	367	64.8	15.4	1.8
Incorrect Data, Correct Weight	284	334	364	68.7	16.9	2.3

Analysis of the Error: The Information Weighting Functions

Various analyses were conducted to determine what, if any, general conclusions could be drawn to help inform users of NAEP achievement levels data about the factors related to differences in cutscores due to the information weighting error.

Item ratings are collected from two groups of panelists at each grade level. These groups are called item rating groups, and panelists are assigned to an item rating group so that the two are as equivalent as possible in terms of panelist type (teacher, career educator, or general public; gender; race/ethnicity; and region of residence). These item rating groups rate slightly over half of all items at their grade level. Item rating pools are developed so that the items in each are as equivalent as possible in terms of item difficulty, item format (multiple choice, short constructed response, and extended constructed response), test time for the block, and so forth. Item blocks remain intact for the item rating pools. At least one block (a “common block”) is rated by all panel members (i.e., both item rating groups, in the grade group).

Item ratings are placed on the NAEP scale by computing a theta value for the dichotomous items and for the polytomous items in each subscale for each rating group. Information weights are applied for the polytomous items at the subscale level before computing the subscale score for both dichotomous and polytomous items.

Table H-5 presents the information weights computed for each rating group for the mathematics NAEP achievement levels. Those data show that there is a *consistent* pattern of error caused by the incorrect information function for math. Analyses of the data from 1992 and 1994 Trial State Assessments in reading show the corrected cutscores are consistently neither higher nor lower as a result of this error, although the impact of the error was generally to estimate a higher cutscore for the polytomous items. Simulated item parameters were used to demonstrate that there was no consistent effect of the incorrect information function on weights used to form the final composite cutpoints.

Analysis of the Effect of Item Discrimination

Figures H-1 through H-3 show graphs for the correct and the incorrect information functions holding other parameters constant while varying the item discrimination parameter in the generalized partial credit item response theory (IRT) model. In general, the differences between correct and incorrect weights increase as item discrimination increases.

These figures show no consistent pattern in the direction (positive or negative) of the difference between the correct and incorrect information function based on item discrimination. When the correct information function is greater than the incorrect function, we observe that information is in the area of maximum information. It is not the case, however, that the correct function always results in a greater information weight where information is maximized.

Table H-5
*Comparison Between the Incorrect and Correct Information Weights for 1992 Mathematics Achievement Levels
Based on Corrected Item Parameters*

Grade	Rating Group	Scale	Basic			Proficient			Advanced		
			Incorrect	Correct	Diff	Incorrect	Correct	Diff	Incorrect	Correct	Diff
4	A	1	0.24	0.80	-0.57	0.22	0.70	-0.48	0.14	0.25	-0.11
		3	0.22	0.39	-0.16	0.21	0.33	-0.12	0.21	0.32	-0.11
		5	0.34	0.77	-0.42	0.32	0.61	-0.29	0.30	0.50	-0.20
	B	1	0.26	0.66	-0.40	0.25	0.57	-0.32	0.22	-0.40	-0.18
		4	0.51	1.10	-0.59	0.49	0.96	-0.47	0.50	1.01	-0.51
8	A	1	0.72	1.23	-0.51	0.76	1.57	-0.81	0.63	1.00	-0.37
		3	1.05	1.79	-0.74	1.08	2.00	-0.92	1.05	1.82	-0.76
	B	2	0.50	1.25	-0.75	0.47	1.11	-0.64	0.39	0.78	-0.39
		4	1.04	2.85	-1.81	0.94	2.19	-1.24	0.83	1.59	-0.76
		5	0.41	1.31	-0.90	0.32	0.92	-0.60	0.27	0.69	-0.42
12	A	3	0.13	0.29	-0.16	0.13	0.29	-0.16	0.13	0.29	-0.16
		4	0.17	0.37	-0.21	0.16	0.36	-0.20	0.15	0.26	-0.11
		5	1.59	4.11	-2.52	1.69	4.82	-3.17	1.67	4.77	-3.09
	B	5	1.41	2.60	-1.19	1.52	3.60	-2.09	1.43	3.26	-1.83

Figure H-1
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=.2$, $b=0$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*

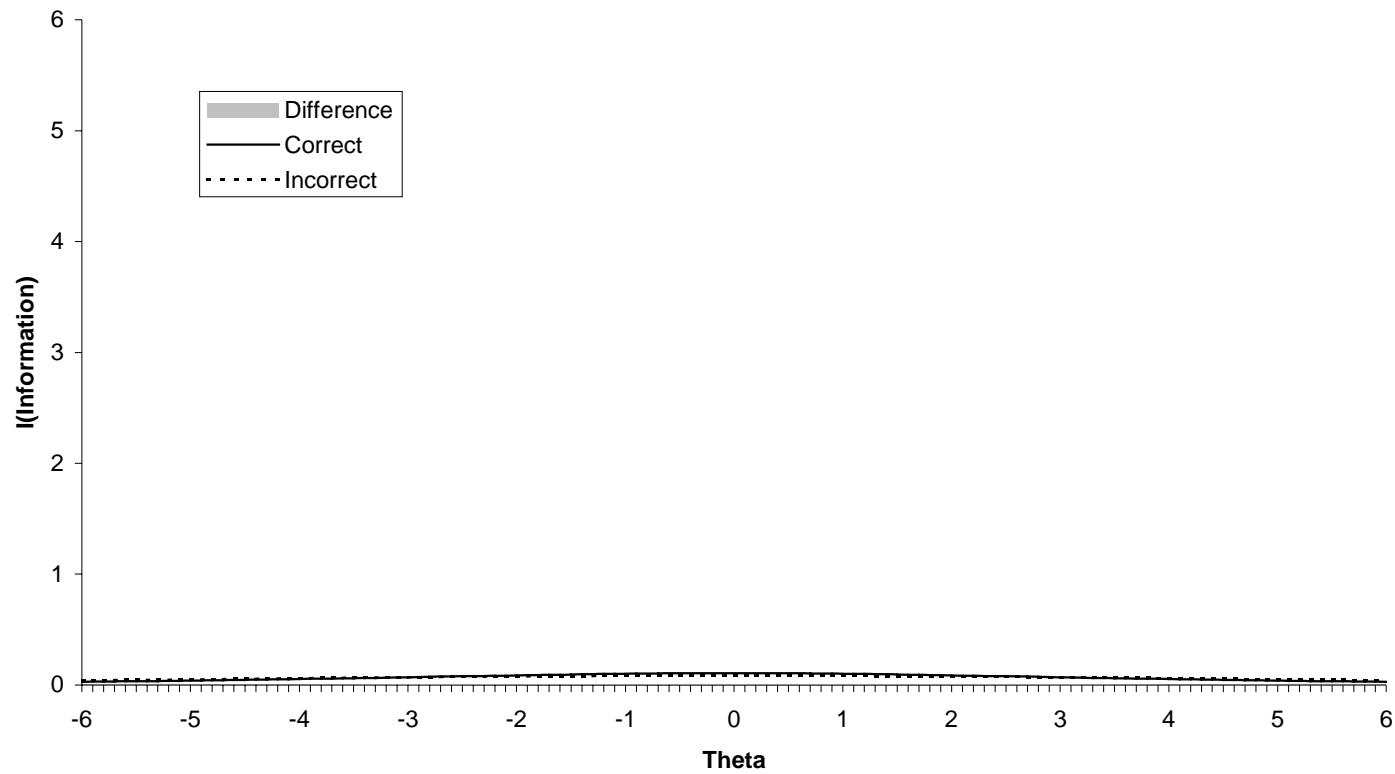


Figure H-2
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=.5$, $b=0$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*

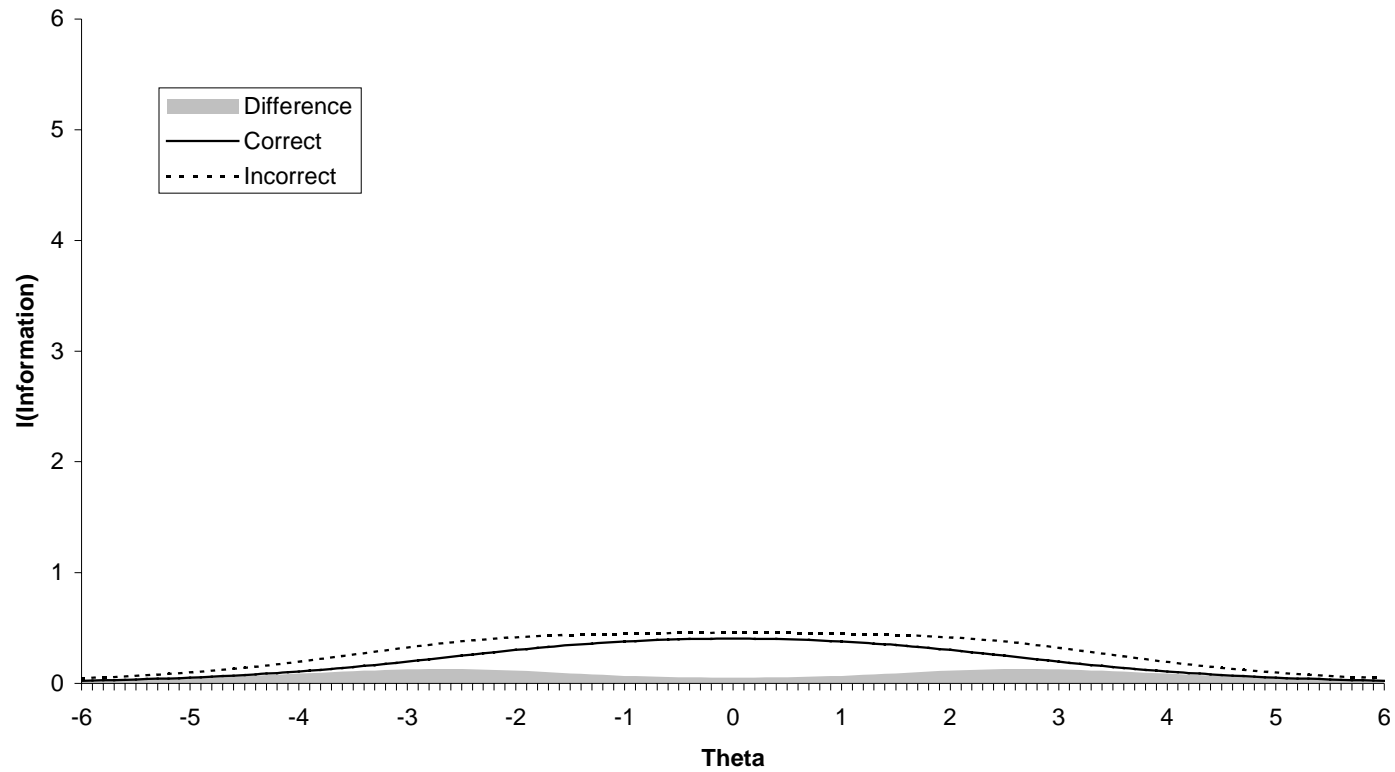
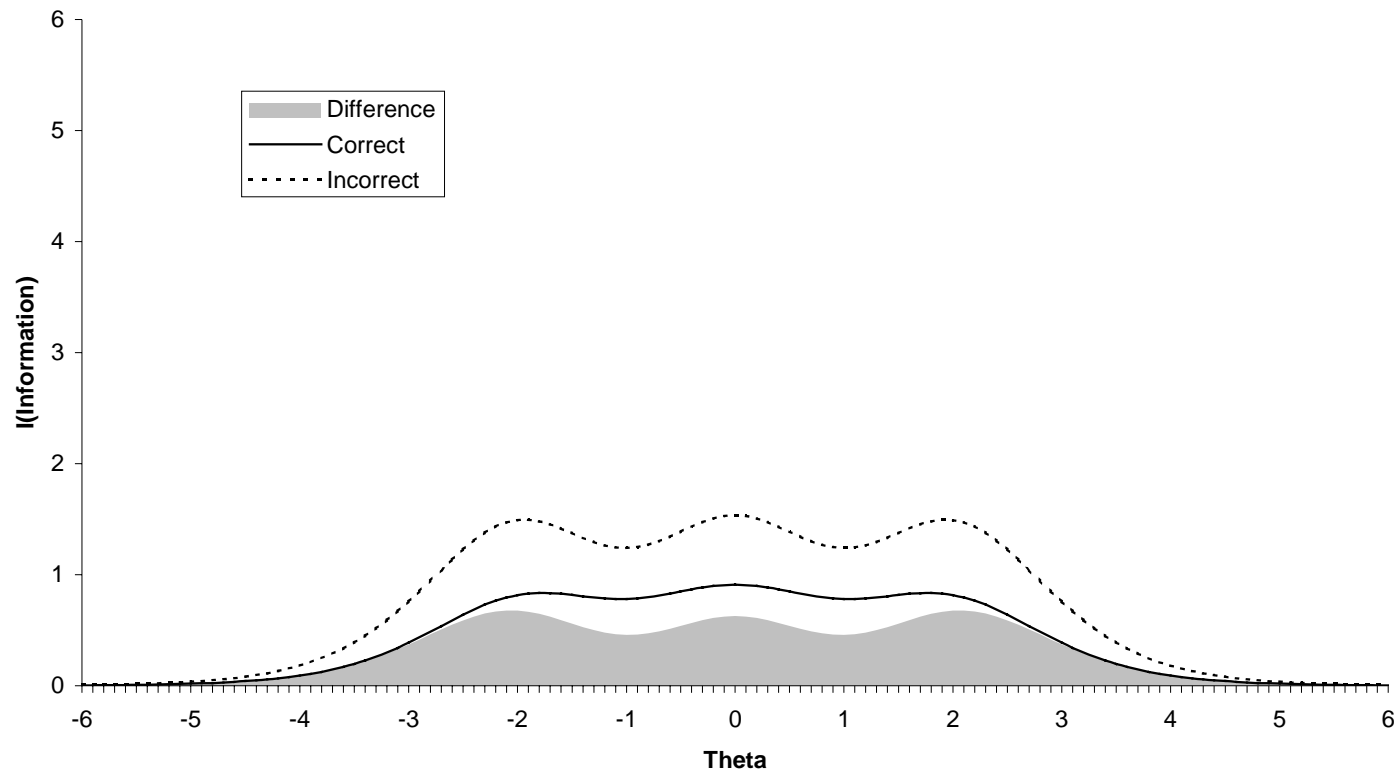


Figure H-3
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1$, $b=0$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*



Analysis of the Effect of Location Parameters

Figures H-4 through H-6 show the correct and incorrect information weighting functions for varying location parameters. The location parameters only shift the distribution of information, and that is the case for both the correct and incorrect information weighting functions. The amount of difference between the two is unchanged; only the locations change.

Analysis of the Effect of the Threshold Parameters.

If the threshold parameters are close, in terms of the locations of ICCs, the correct information function will have a high peak. In the area of maximum information, i.e. around the peak of the distribution, the incorrect information function underestimates information.

As can be seen in Figures H-6 through H-8, when the threshold parameters are relatively far apart, the information is relatively low and the distribution is multimodal. When the threshold parameters are closer information is higher and the distribution tends to be more unimodal. As the threshold parameters move even closer, the difference between the correct and incorrect information functions increases. As the threshold parameters become closer, the rate at which the incorrect weighting function increments weights at the peak of the distribution is slower than that for the correct function. This results in a negative difference between the two functions in the area of maximum information.

Analysis of the Error: Conclusions

Three general conclusions can be drawn from our analyses:

1. No consistent pattern of over- or underestimation can be predicted from the error in information weights. Generally, the incorrect information weighting function results in a lower information weight for 1992 mathematics assessment items, whereas, it results a higher information weight for 1992 reading assessment items.
2. The difference between the correct and incorrect weights increases as item discrimination increases.
3. The impact of the incorrect information weighting function on the cutscores is not consistent. The impact depends upon the location of the cutscore and the relative weight of the dichotomous items.

Figure H-4
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1.5$, $b=0$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*

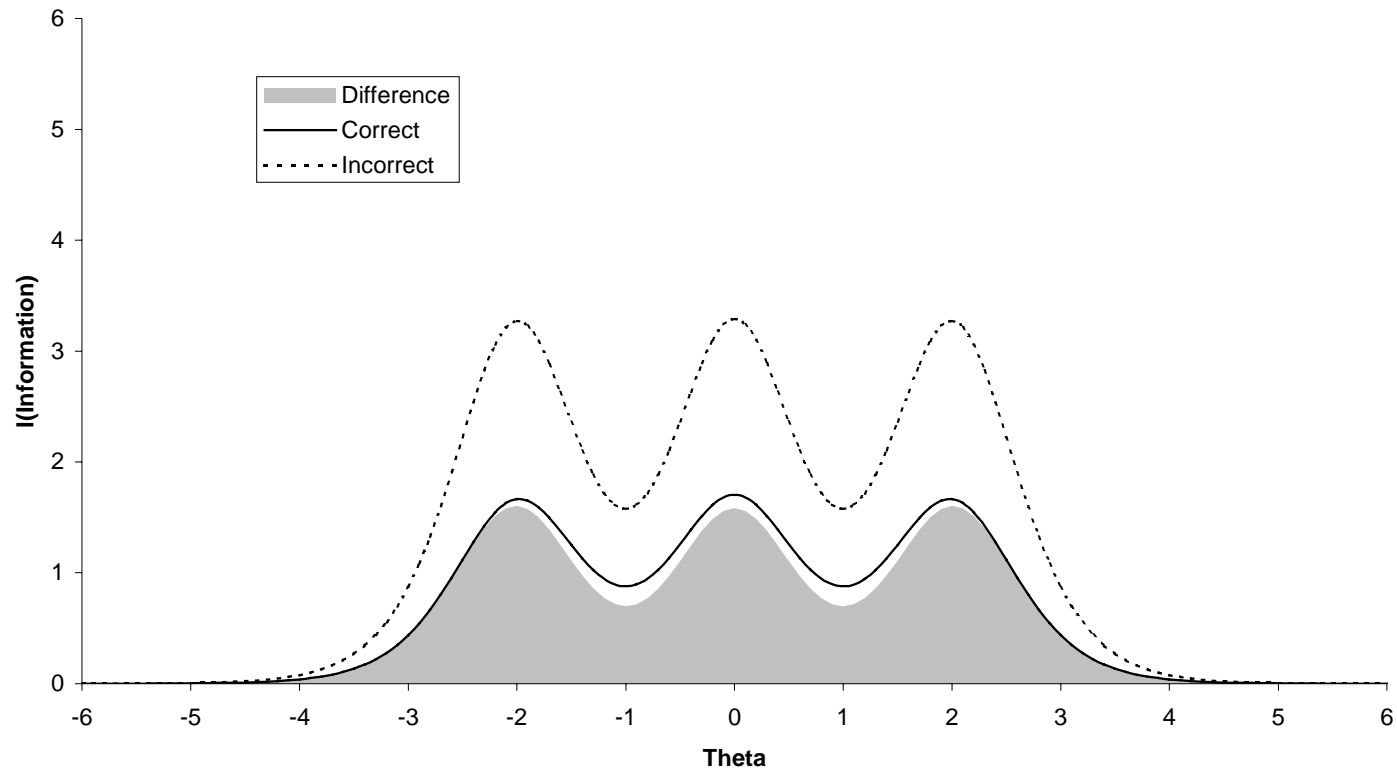


Figure H-5
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1.5$, $b=-1$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*

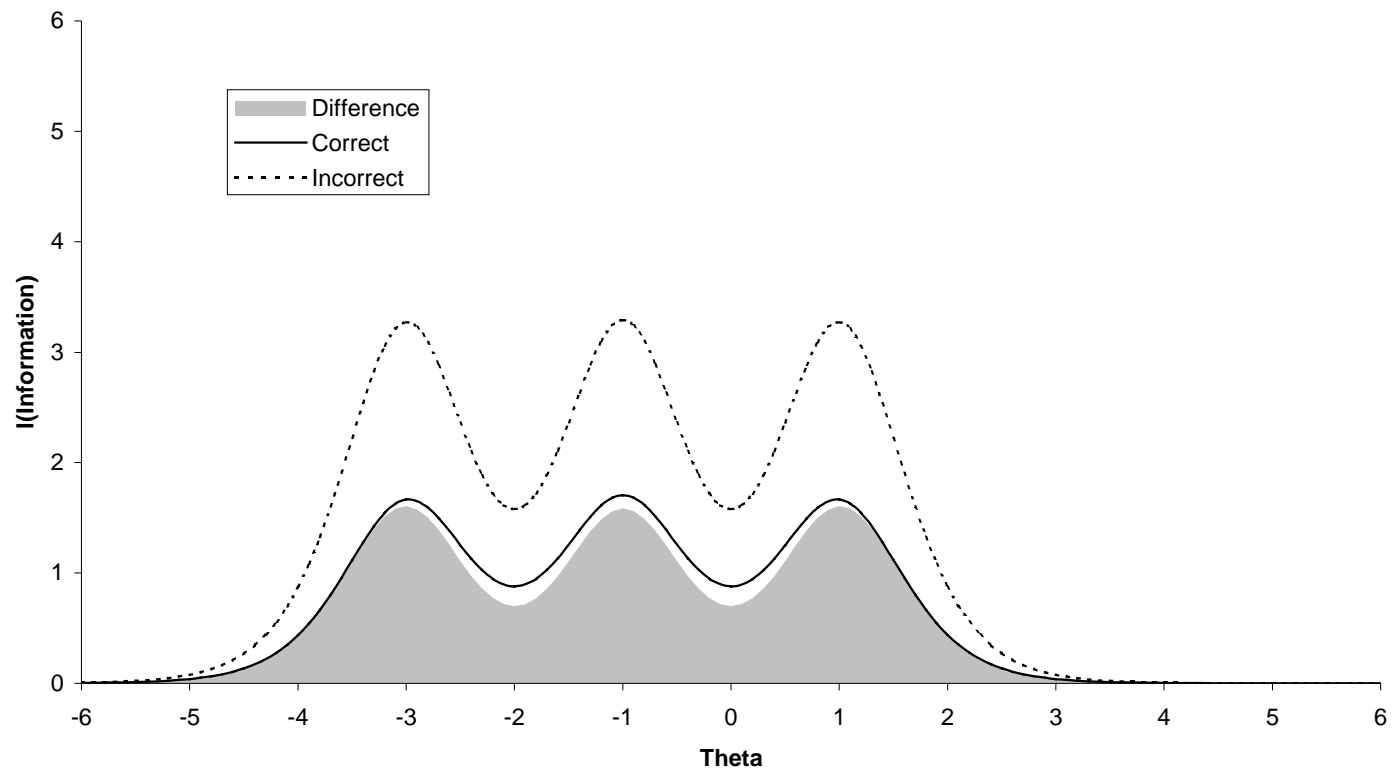


Figure H-6
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1.5$, $b=1$, $d_0=0$, $d_1=2$, $d_2=0$, $d_3=-2$,
in Case of Four Response Categories*

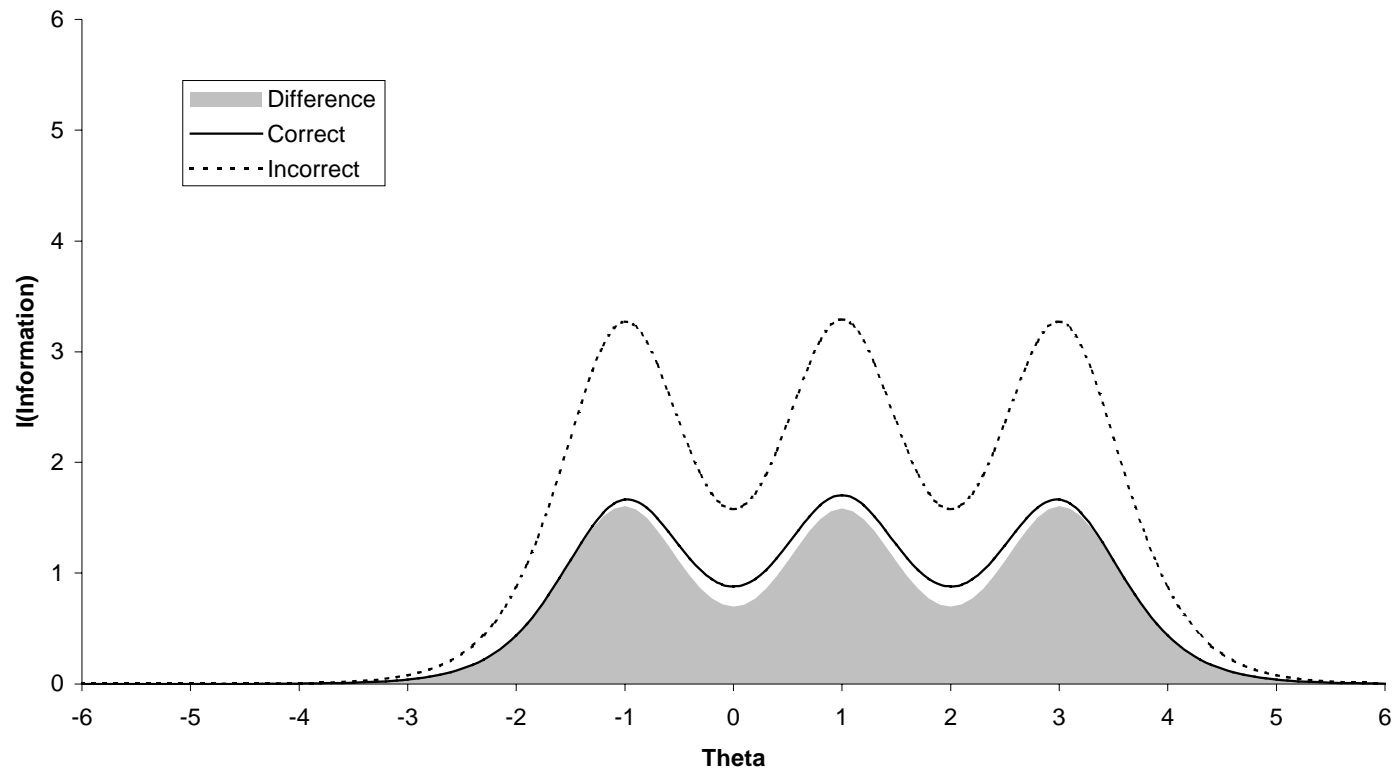


Figure H-7
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1.5$, $b=0$, $d_0=0$, $d_1=1$, $d_2=0$, $d_3=-1$,
in Case of Four Response Categories*

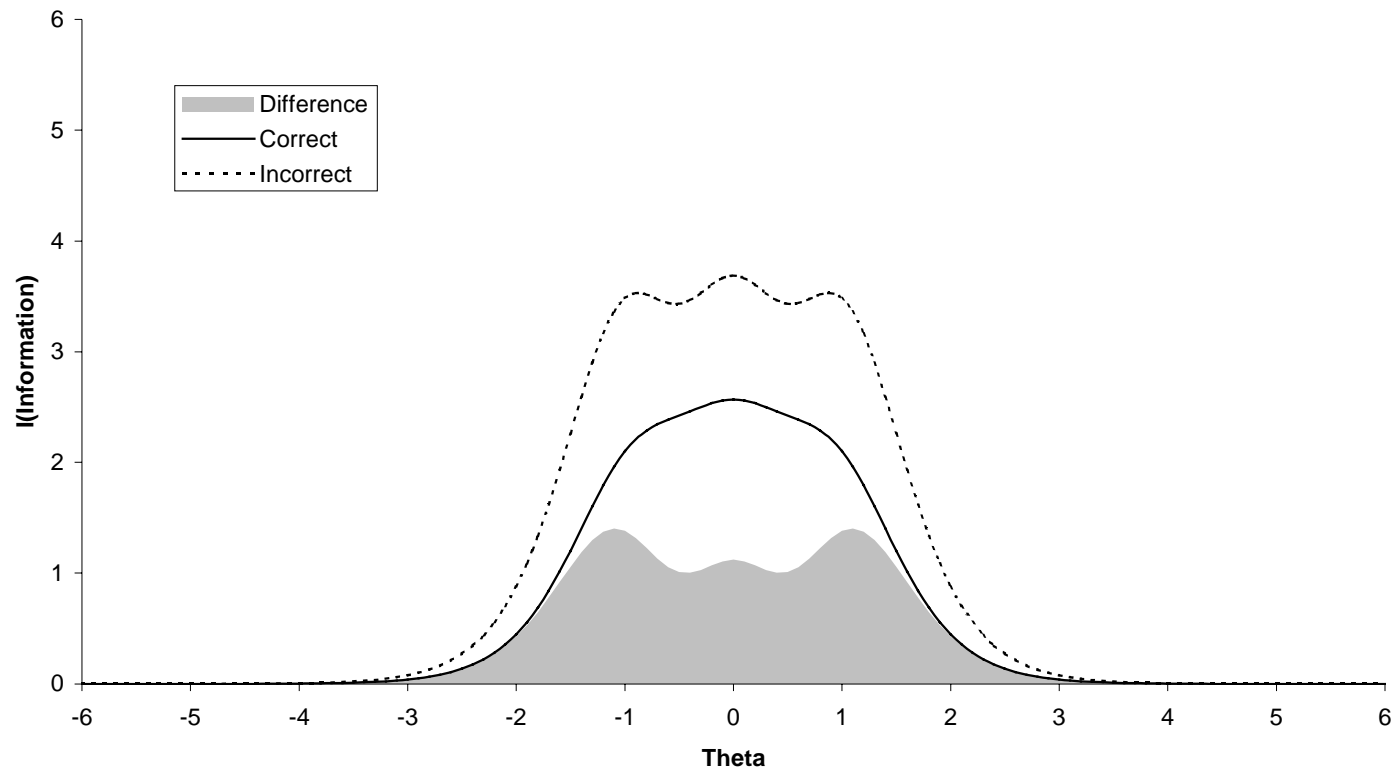
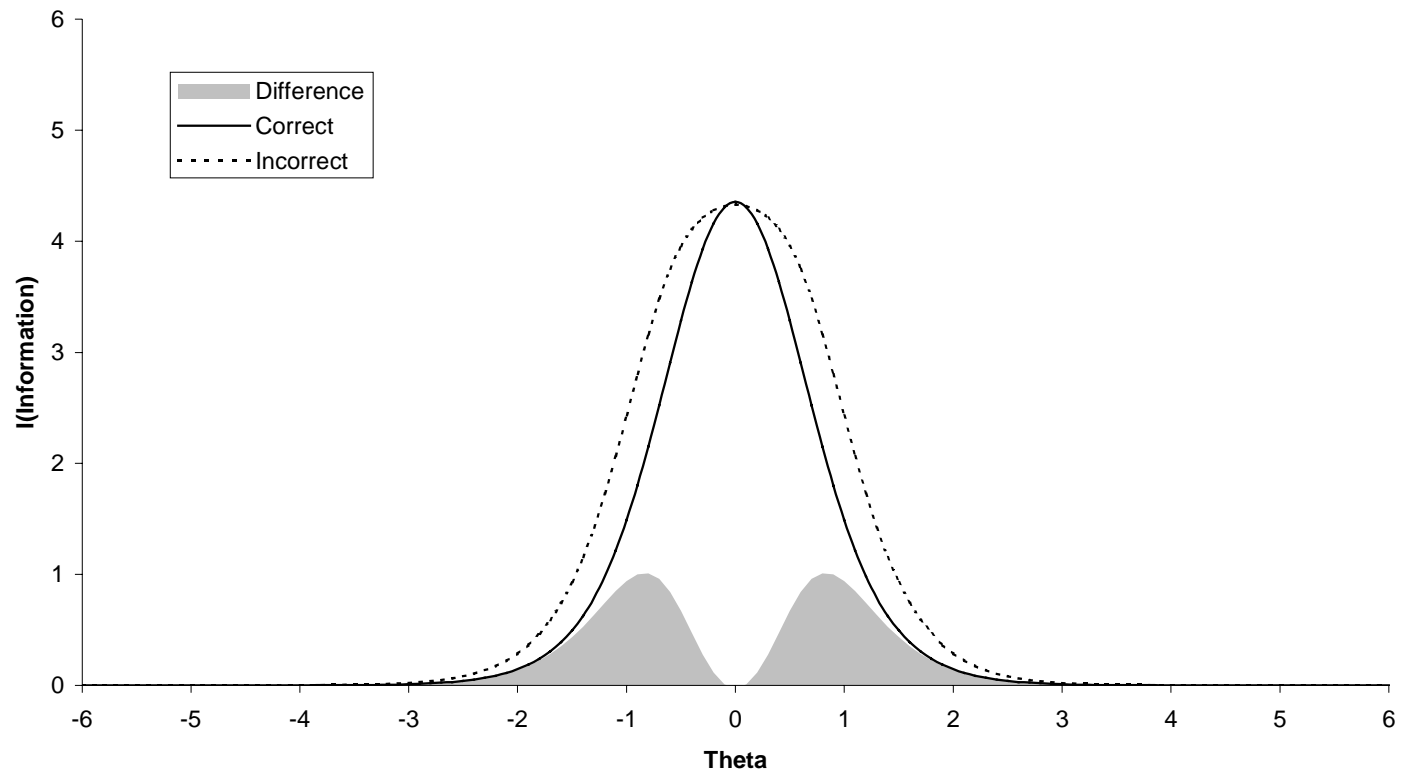


Figure H-8
*Comparison Between the Incorrect and Correct Information Functions
Using Hypothetical Item Parameters $a=1.5$, $b=0$, $d_0=0$, $d_1=0.52$, $d_2=0$, $d_3=-0.52$,
in Case of Four Response Categories*



Appendix I

CONSTRUCTED-RESPONSE ITEM SCORE STATISTICS

This appendix contains information about the constructed-response items included in the scaling of data from the 1996 main assessments of mathematics and science and the long-term trend assessments of reading, writing, and mathematics. There were no constructed-response items included in the scaling for the 1996 long-term trend assessment of science.

The information in the tables includes, for each subject area and grade (in the case of long-term trend, each age class), the NAEP item numbers for each of the constructed-response items included in scaling, and the block that contains the item. The tables also indicate the codes from the NAEP database that denote the range of responses and the correct responses where appropriate. A portion of the responses to the constructed-response items were scored twice for the purpose of examining rater reliability. For each item, the number of papers with responses that were scored a second time is listed, along with the percent agreement between raters and an index of reliability based on those responses. Cohen's Kappa (Cohen, 1968) is the reliability estimate used for dichotomized items. For items that are not dichotomized (i.e., polytomous items), the intraclass correlation coefficient is used as the index of reliability. See Chapter 9 for more information about score reliability for constructed-response items.

Table I-1
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 4²

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
M019701	MF	1-2	2-	1962	98	0.967
M019801	MF	1-3	2-3	1956	94	0.877
M019901	MF	1-3	2-3	1953	98	0.963
M020001	MF	1-2	2-	1952	99	0.989
M020101	MF	1-2	2-	1946	99	0.980
M020201	MF	1-2	2-	1947	95	0.917
M020301	MF	1-4	4-	1948	100	0.993
M020401	MF	1-2	2-	1926	99	0.985
M020501	MF	1-2	2-	1850	99	0.980
M020701	MF	1-4	4-	1672	90	0.758
M039201	MC	1-2	2-	1986	99	0.985
M039301	MC	1-3	3-	1977	100	0.997
M040001	MC	1-3	3-	6546 ³	99	0.980
M040201	MC	1-2	2-	1660	95	0.800
M040301	MI	1-2	2-	1961	98	0.970
M040901	MI	1-2	2-	1955	100	1.000
M043201	MM	1-2	2-	1961	98	0.961
M043301	MM	1-3	3-	1967	99	0.980
M043401	MM	1-4	4-	1938	98	0.964
M043402	MM	1-4	4-	1914	99	0.978
M043403	MM	1-3	3-	1896	100	0.978
M046001	MK	1-5	5-	1973	100	0.991
M046601	MK	1-4	4-	1969	98	0.970
M046801	MK	1-5	5-	1967	99	0.986
M046901	MK	1-5	5-	1952	100	0.999
M047301	MK	1-4	4-	1876	100	0.992
M061901	MJ	1-3	3-	1987	97	0.941
M061902	MJ	1-3	2-3	1971	98	0.966
M061903	MJ	1-2	2-	1960	99	0.974
M061904	MJ	1-3	2-3	1945	99	0.962
M061905	MJ	1-4	4-	1863	97	0.937
M061906	MJ	1-3	3-	1758	98	0.845
M074301	MO	1-2	2-	1973	100	0.992
N277903	MF	1-2	2-	1800	100	0.986

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated by key) and wrong.

² Rescored responses from the national and state assessment samples contributed to these statistics.

³ M040001 was erroneously identified as appearing only in the national assessment; therefore, the item was rescored at a higher rate.

Table I-2
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 4¹*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
M041201	MI	1-5	1934	84	0.918
M043501	MM	1-5	1882	91	0.962
M066301	ME	1-3	1971	98	0.971
M066501	ME	1-3	1949	98	0.988
M066601	ME	1-3	1932	92	0.935
M066701	ME	1-3	1883	96	0.973
M066801	ME	1-3	1750	96	0.965
M066901	ME	1-5	1756	92	0.979
M067901	MG	1-3	1952	98	0.987
M068001	MG	1-3	1944	99	0.989
M068002	MG	1-3	1902	98	0.983
M068003	MG	1-3	1679	98	0.978
M068004	MG	1-5	1692	94	0.984
M068701	ML	1-3	1968	99	0.985
M068901	ML	1-3	1815	98	0.979
M069001	ML	1-3	1724	91	0.915
M069101	ML	1-5	1686	94	0.970
M072201	MN	1-3	1952	99	0.995
M072202	MN	1-3	1947	97	0.980
M072401	MN	1-3	1848	94	0.964
M072501	MN	1-3	1636	93	0.929
M072601	MN	1-3	1360	98	0.969
M072701	MN	1-5	1337	94	0.973
M074501	MO	1-3	1969	92	0.932
M074701	MO	1-3	1954	98	0.981
M074801	MO	1-3	1930	99	0.988
M074901	MO	1-3	1886	95	0.967
M075001	MO	1-3	1770	99	0.985
M075101	MO	1-5	1766	90	0.964

¹ Rescored responses from the national and state assessment samples contributed to these statistics.

Table I-3
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 8²

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
M019701	MF	1-2	2-	1742	100	0.987
M019801	MF	1-3	2-3	1786	98	0.953
M019901	MF	1-3	2-3	1781	99	0.983
M020001	MF	1-2	2-	1787	100	0.995
M020101	MF	1-2	2-	1784	100	0.990
M020201	MF	1-2	2-	1785	97	0.883
M020301	MF	1-4	4-	1784	100	0.998
M020401	MF	1-2	2-	1774	99	0.989
M020501	MF	1-2	2-	1774	100	0.991
M020801	MF	1-6	6-	1745	99	0.976
M020901	MF	1-2	2-	2188	94	0.897
M021001	MF	1-2	2-	1773	100	0.994
M021101	MF	1-3	3-	1741	96	0.920
M021201	MF	1-3	3-	1691	98	0.968
M021301	MF	1-2	2-	1704	98	0.968
M021302	MF	1-2	2-	1632	98	0.951
M046001	MK	1-5	5-	1785	100	0.983
M046601	MK	1-4	4-	1783	98	0.957
M046801	MK	1-5	5-	1784	100	0.988
M046901	MK	1-5	5-	1780	100	0.988
M047301	MK	1-4	4-	1775	100	0.982
M047901	MK	1-3	3-	1669	100	0.991
M050801	MC	1-2	2-	1773	100	0.995
M050901	MC	1-4	4-	1755	100	0.993
M051001	MC	1-2	2-	1708	96	0.939
M051201	MM	1-2	2-	1789	100	0.992
M051301	MM	1-2	2-	1778	100	0.986
M051601	MM	1-2	2-	1781	99	0.974
M052101	MM	1-3	3-	1758	97	0.944
M052401	MI	1-2	2-	1788	96	0.929
M052901	MI	1-2	2-	1766	95	0.898
M053001	MI	1-2	2-	1699	94	0.897
M061901	MJ	1-3	3-	1796	97	0.916
M061902	MJ	1-3	2-3	1788	99	0.952
M061903	MJ	1-2	2-	1804	99	0.925
M061904	MJ	1-3	2-3	1794	99	0.982

(continued)

Table I-3 (continued)
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 8²

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
M061905	MJ	1-4	4-	1602	95	0.896
M061907	MJ	1-3	3-	1793	96	0.906
M061908	MJ	1-3	3-	1720	98	0.904

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated as key) and wrong.

² Rescored responses from the national and state assessment samples contributed to these statistics.

Table I-4
Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 8¹

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
M051101	MC	1-5	1718	85	0.903
M052201	MM	1-5	1759	93	0.968
M053101	MI	1-5	1698	90	0.937
M066301	ME	1-3	1789	99	0.972
M066501	ME	1-3	2349	96	0.976
M066601	ME	1-3	1770	94	0.958
M067201	ME	1-3	1762	91	0.944
M067501	ME	1-5	1750	94	0.942
M067901	MG	1-3	1785	98	0.991
M068003	MG	1-3	1779	99	0.988
M068005	MG	1-3	1785	98	0.981
M068006	MG	1-3	1741	94	0.950
M068008	MG	1-3	1462	92	0.898
M068201	MG	1-5	1001	88	0.939
M069301	ML	1-3	1818	99	0.992
M069601	ML	1-3	1794	95	0.940
M069701	ML	1-3	1769	100	0.997
M069901	ML	1-3	1514	95	0.953

(continued)

Table I-4 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 8¹*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
M070001	ML	1-4	1528	90	0.955
M072901	MN	1-3	1789	93	0.951
M073401	MN	1-3	1752	97	0.963
M073501	MN	1-3	1622	98	0.978
M073601	MN	1-5	1247	87	0.948
M075301	MO	1-3	1774	98	0.980
M075401	MO	1-3	1774	94	0.942
M075601	MO	1-3	1837	95	0.953
M075801	MO	1-3	1671	90	0.939
M076001	MO	1-5	1506	91	0.947

¹ Rescored responses from the national and state assessment samples contributed to these statistics.

Table I-5
*Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 12*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
M019701	MF	1-2	2-	163	99	0.978
M019801	MF	1-3	2-3	168	98	0.957
M019901	MF	1-3	2-3	166	99	0.980
M020001	MF	1-2	2-	167	100	1.000
M020101	MF	1-2	2-	167	99	0.973
M020201	MF	1-2	2-	168	96	0.890
M020301	MF	1-4	4-	170	100	1.000
M020401	MF	1-2	2-	167	100	1.000
M020501	MF	1-2	2-	161	99	0.988
M020801	MF	1-6	6-	165	99	0.986
M020901	MF	1-2	2-	198	93	0.888
M021001	MF	1-2	2-	160	99	0.989
M021101	MF	1-3	3-	154	97	0.940
M021201	MF	1-3	3-	158	98	0.964
M021301	MF	1-2	2-	155	97	0.949
M021302	MF	1-2	2-	143	99	0.984

(continued)

Table I-5 (continued)
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 12

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
M046001	MK	1-5	5-	168	99	0.979
M046601	MK	1-4	4-	165	96	0.906
M046801	MK	1-5	5-	165	100	1.000
M046901	MK	1-5	5-	165	100	1.000
M047301	MK	1-4	4-	163	99	0.969
M047901	MK	1-3	3-	147	99	0.976
M050801	MC	1-2	2-	160	100	1.000
M050901	MC	1-4	4-	156	100	1.000
M051001	MC	1-2	2-	154	82	0.671
M051201	MM	1-2	2-	163	100	1.000
M051301	MM	1-2	2-	163	99	0.967
M051601	MM	1-2	2-	159	99	0.971
M052101	MM	1-3	3-	159	98	0.964
M052401	MI	1-2	2-	164	98	0.959
M052901	MI	1-2	2-	157	94	0.892
M053001	MI	1-2	2-	149	97	0.942
M061901	MJ	1-3	3-	185	98	0.954
M061902	MJ	1-3	2-3	179	98	0.932
M061903	MJ	1-2	2-	181	98	0.920
M061904	MJ	1-3	2-3	183	99	0.990
M061905	MJ	1-4	4-	153	92	0.841
M061907	MJ	1-3	3-	171	97	0.935
M061908	MJ	1-3	3-	175	99	0.958

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated as key) and wrong.

Table I-6
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Mathematics Items
Used in Main Assessment Scaling, Grade 12*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
M051101	MC	1-5	152	80	0.886
M052201	MM	1-5	162	95	0.983
M053101	MI	1-5	149	89	0.913
M066301	ME	1-3	158	99	0.995
M066501	ME	1-3	728	96	0.967
M066601	ME	1-3	154	97	0.979
M067201	ME	1-3	159	90	0.946
M067501	ME	1-5	160	92	0.938
M067901	MG	1-3	170	99	0.995
M068003	MG	1-3	163	99	0.989
M068005	MG	1-3	160	98	0.990
M068006	MG	1-3	156	92	0.933
M068008	MG	1-3	128	93	0.890
M068201	MG	1-5	85	88	0.943
M069301	ML	1-3	185	99	0.993
M069601	ML	1-3	180	93	0.908
M069701	ML	1-3	176	99	0.997
M069901	ML	1-3	148	95	0.954
M070001	ML	1-4	147	90	0.967
M072901	MN	1-3	161	94	0.955
M073401	MN	1-3	159	96	0.955
M073501	MN	1-3	147	100	1.000
M073601	MN	1-5	110	89	0.963
M075301	MO	1-3	165	100	1.000
M075401	MO	1-3	161	96	0.966
M075601	MO	1-3	166	94	0.949
M075801	MO	1-3	151	93	0.959
M076001	MO	1-5	128	91	0.958

Table I-7
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 4

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
K031004	SC	1-2	2-	678	95	0.872
K031101	SD	1-2	2-	675	97	0.914
K031102	SD	1-2	2-	671	95	0.887
K031103	SD	1-2	2-	658	95	0.896
K031104	SD	1-2	2-	652	98	0.930
K031508	SH	1-2	2-	415	95	0.862
K033001	SK	1-2	2-	469	95	0.865

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated by key) and wrong. These items are dichotomized into right (as indicated by key) and wrong.

Table I-8
Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 4

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K031001	SC	1-3	759	96	0.927
K031002	SC	1-3	748	88	0.872
K031003	SC	1-3	732	91	0.837
K031005	SC	1-3	655	87	0.846
K031006	SC	1-3	579	93	0.951
K031007	SC	1-3	499	84	0.870
K031105	SD	1-3	633	99	0.978
K031107	SD	1-4	543	91	0.949
K031201	SE	1-3	700	99	0.988
K031202	SE	1-3	698	94	0.869
K031203	SE	1-4	687	96	0.990
K031204	SE	1-5	687	89	0.936
K031210	SE	1-3	481	87	0.886
K031211	SE	1-3	382	88	0.854
K031301	SF	1-4	656	94	0.963
K031302	SF	1-3	552	94	0.854
K031303	SF	1-3	488	93	0.926

(continued)

Table I-8 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 4*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K031304	SF	1-3	438	94	0.940
K031309	SF	1-4	617	93	0.957
K031401	SG	1-4	604	88	0.902
K031402	SG	1-3	611	93	0.955
K031403	SG	1-3	604	94	0.934
K031404	SG	1-3	598	95	0.976
K031407	SG	1-3	580	91	0.870
K031408	SG	1-3	561	98	0.989
K031409	SG	1-3	550	95	0.948
K031410	SG	1-3	536	96	0.945
K031501	SH	1-3	631	98	0.984
K031502	SH	1-3	622	94	0.880
K031503	SH	1-3	635	94	0.949
K031505	SH	1-3	622	96	0.970
K031506	SH	1-5	610	88	0.938
K031507	SH	1-3	482	94	0.915
K031509	SH	1-3	633	94	0.944
K031602	SI	1-3	603	98	0.987
K031603	SI	1-3	593	98	0.984
K031604	SI	1-3	594	99	0.991
K031606	SI	1-3	584	96	0.940
K031607	SI	1-4	565	93	0.960
K031608	SI	1-3	518	93	0.895
K031609	SI	1-3	480	96	0.920
K031901	SJ	1-3	463	89	0.929
K032001	SJ	1-3	464	97	0.981
K032501	SJ	1-3	448	95	0.962
K032502	SJ	1-3	440	96	0.969
K032601	SJ	1-3	422	89	0.866
K032602	SJ	1-3	390	91	0.915
K033101	SK	1-3	469	93	0.832
K033501	SK	1-3	448	93	0.894
K033502	SK	1-3	422	90	0.920
K033503	SK	1-3	398	89	0.877
K034001	SL	1-3	459	91	0.847
K034101	SL	1-3	466	89	0.906
KW34101	SL	1-3	464	89	0.936
KX34101	SL	1-3	460	95	0.942
KZ34101	SL	1-3	456	86	0.868

(continued)

Table I-8 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 4*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K034802	SM	1-3	509	94	0.927
K034901	SM	1-3	503	96	0.932
K034902	SM	1-3	508	95	0.933
K035201	SM	1-3	477	92	0.939
K035301	SM	1-4	455	94	0.940
K035601	SN	1-3	612	95	0.936
K035801	SN	1-3	626	93	0.954
K035901	SN	1-3	605	97	0.936
K036101	SN	1-3	586	94	0.952
K036301	SN	1-3	474	97	0.961
K037301	SO	1-3	452	97	0.937
K037401	SO	1-3	437	95	0.922
K037501	SO	1-3	441	97	0.884
K037601	SO	1-3	433	93	0.909
K037701	SO	1-4	419	97	0.982
K037702	SO	1-3	359	93	0.915
K038801	ST	1-4	510	97	0.967
K038901	ST	1-4	509	91	0.923
K039201	ST	1-3	464	96	0.937
K039301	ST	1-3	452	94	0.955
K039401	ST	1-4	433	94	0.916
K039801	SU	1-3	454	96	0.961
K039901	SU	1-5	460	91	0.963
K040001	SU	1-3	440	90	0.935
K040301	SU	1-3	382	89	0.879
K040401	SU	1-4	342	95	0.950
K040501	SU	1-3	281	97	0.977

Table I-9
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 8²

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
K038101	SO	1-2	2-	1230	98	0.928
K040806	SE	1-2	2-	792	91	0.750
K040904	SG	1-2	2-	1669	98	0.956
K041101	SG	1-2	2-	1654	98	0.959
K042603	SJ	1-2	2-	1158	95	0.850
K048103	SL	1-2	2-	1077	94	0.869

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated by key) and wrong.

² Rescored responses from the national and state assessment samples contributed to these statistics.

Table I-10
Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 8¹

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K031301	SF	1-4	1901	98	0.918
K031302	SF	1-3	1876	89	0.797
K031305	SF	1-3	1828	94	0.877
K031306	SF	1-3	1809	98	0.867
K031307	SF	1-3	1693	94	0.938
K031308	SF	1-3	1496	97	0.921
K031309	SF	1-4	1898	97	0.925
K031602	SI	1-3	1684	98	0.983
K031603	SI	1-3	1676	99	0.961
K031604	SI	1-3	1680	100	0.994
K031606	SI	1-3	1676	95	0.945
K031607	SI	1-4	1675	90	0.927
K031608	SI	1-3	1668	92	0.891
K031609	SI	1-3	1667	96	0.958
K031610	SI	1-3	1675	98	0.979
K031611	SI	1-3	1658	97	0.951
K031613	SI	1-3	1602	99	0.961

(continued)

Table I-10 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 8¹*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K035601	SN	1-3	1685	93	0.936
K035801	SN	1-3	1688	94	0.955
K035901	SN	1-3	1683	95	0.961
K036101	SN	1-3	1683	94	0.942
K036301	SN	1-3	1677	95	0.974
K036401	SN	1-3	1670	97	0.955
K036402	SN	1-3	1672	93	0.930
K036403	SN	1-3	1669	92	0.876
K036404	SN	1-3	1666	92	0.796
K036701	SN	1-3	1671	97	0.954
K036801	SN	1-3	1656	97	0.965
K037301	SO	1-3	1271	93	0.947
K037401	SO	1-3	1271	93	0.938
K037501	SO	1-3	1263	96	0.916
K037601	SO	1-3	1269	89	0.926
K037701	SO	1-4	1269	99	0.985
K037703	SO	1-3	1266	91	0.900
K038201	SO	1-3	1225	92	0.849
K038301	SO	1-5	1132	85	0.899
K040601	SC	1-3	2051	99	0.988
K040603	SC	1-3	1832	95	0.956
K040604	SC	1-3	1778	93	0.916
K040605	SC	1-3	1665	95	0.970
K040606	SC	1-4	1544	94	0.959
K040607	SC	1-4	2027	94	0.974
K040608	SC	1-4	2005	91	0.959
K040609	SC	1-4	1978	95	0.980
K040610	SC	1-4	1949	93	0.967
K040701	SD	1-4	1892	93	0.942
K040702	SD	1-4	1889	94	0.955
K040704	SD	1-3	1883	95	0.958
K040705	SD	1-3	1872	93	0.864
K040708	SD	1-3	1855	92	0.911
K040711	SD	1-3	1768	92	0.955
K040713	SD	1-4	1561	84	0.898
K040802	SE	1-3	1775	98	0.980
K040803	SE	1-3	1522	96	0.928
K040804	SE	1-3	1117	94	0.903

(continued)

Table I-10 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 8¹*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K040805	SE	1-3	1030	95	0.922
K040808	SE	1-3	1673	98	0.989
K040901	SG	1-3	1670	96	0.981
K040902	SG	1-3	1672	93	0.946
K040903	SG	1-3	1669	91	0.938
K040905	SG	1-3	1668	92	0.915
K041002	SG	1-3	1665	86	0.910
K041004	SG	1-3	1654	96	0.983
K041201	SG	1-3	1650	91	0.911
K041202	SG	1-3	1508	90	0.811
K041306	SH	1-3	1678	87	0.903
K041307	SH	1-3	1685	91	0.894
K041401	SH	1-3	1668	96	0.958
K041402	SH	1-3	1661	99	0.988
K041403	SH	1-3	1643	94	0.890
K041901	SJ	1-3	1254	95	0.927
K042001	SJ	1-3	1259	91	0.888
K042101	SJ	1-3	1256	98	0.959
K042102	SJ	1-3	1258	97	0.974
K042201	SJ	1-3	1259	97	0.915
K042601	SJ	1-3	1215	89	0.875
K042602	SJ	1-4	1190	94	0.956
K043001	SK	1-3	1259	95	0.919
K043101	SK	1-3	1260	89	0.888
K043102	SK	1-4	1261	85	0.934
K043103	SK	1-3	1254	92	0.818
K043501	SK	1-3	1246	94	0.936
K043601	SK	1-3	1178	89	0.881
K043602	SK	1-3	1119	95	0.877
K043603	SK	1-3	1110	95	0.916
K044101	ST	1-3	1268	98	0.974
K044201	ST	1-3	1270	89	0.904
K044301	ST	1-3	1270	95	0.965
K044401	ST	1-3	1268	85	0.860
K044901	ST	1-3	1256	93	0.916
K045001	ST	1-3	1237	90	0.898
K045101	ST	1-4	1155	88	0.928
K045102	ST	1-4	1092	89	0.907

(continued)

Table I-10 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 8¹*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K045301	SU	1-3	1252	93	0.951
K045601	SU	1-4	1257	96	0.954
K045701	SU	1-3	1259	90	0.921
K045801	SU	1-3	1251	94	0.933
K046301	SU	1-3	1246	93	0.879
K046401	SU	1-3	1218	94	0.905
K046501	SU	1-3	1215	95	0.954
K046601	SU	1-3	1192	91	0.942
K046701	SU	1-4	1137	88	0.873
K047201	SL	1-4	1260	88	0.948
K047301	SL	1-3	1262	96	0.969
K047401	SL	1-3	1254	92	0.942
K047901	SL	1-3	1237	92	0.952
K048001	SL	1-3	1209	99	0.986
K048101	SL	1-4	1156	90	0.896
K048102	SL	1-3	1093	95	0.866
K048601	SM	1-3	1272	93	0.931
K048901	SM	1-3	1278	98	0.985
K049001	SM	1-3	1278	100	0.981
K049301	SM	1-3	1254	98	0.941
K049401	SM	1-3	1234	94	0.928
K049402	SM	1-3	1236	89	0.919
K049403	SM	1-3	1190	88	0.875
K049404	SM	1-4	1156	84	0.833

¹ Rescored responses from the national and state assessment samples contributed to these statistics.

Table I-11
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 12

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
K040806	SE	1-2	2-	401	86	0.705
K048103	SL	1-2	2-	361	94	0.884
K049708	SF	1-2	2-	690	98	0.951
K051002	SJ	1-2	2-	450	92	0.854
K051003	SJ	1-2	2-	448	96	0.911
K051004	SJ	1-2	2-	444	96	0.915
K051701	SK	1-2	2-	455	96	0.918
K054004	SO	1-2	2-	431	97	0.902

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated by key) and wrong.

Table I-12
Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 12

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K040802	SE	1-3	660	99	0.987
K040803	SE	1-3	603	97	0.946
K040804	SE	1-3	502	93	0.953
K040805	SE	1-3	471	96	0.959
K040808	SE	1-3	641	98	0.991
K041306	SH	1-3	628	88	0.906
K041307	SH	1-3	624	91	0.921
K041401	SH	1-3	630	93	0.924
K041402	SH	1-3	626	99	0.990
K041403	SH	1-3	614	94	0.897
K041404	SH	1-3	608	95	0.963
K041406	SH	1-3	569	96	0.898
K047201	SL	1-4	459	90	0.959
K047301	SL	1-3	458	96	0.971
K047401	SL	1-3	458	92	0.954
K047901	SL	1-3	447	94	0.962
K048001	SL	1-3	437	98	0.972

(continued)

Table I-12 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 12*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K048101	SL	1-4	404	84	0.861
K048102	SL	1-3	364	93	0.850
K048601	SM	1-3	476	92	0.937
K048901	SM	1-3	476	98	0.985
K049001	SM	1-3	476	99	0.940
K049301	SM	1-3	475	96	0.921
K049401	SM	1-3	463	94	0.938
K049402	SM	1-3	457	86	0.894
K049403	SM	1-3	432	87	0.871
K049404	SM	1-4	418	81	0.827
K049501	SC	1-4	752	98	0.970
K049502	SC	1-5	743	92	0.930
K049503	SC	1-3	721	94	0.954
K049504	SC	1-3	699	93	0.946
K049505	SC	1-3	667	93	0.945
K049506	SC	1-4	597	96	0.917
K049601	SD	1-4	701	88	0.894
K049602	SD	1-5	697	96	0.983
K049603	SD	1-5	643	82	0.883
K049604	SD	1-3	510	94	0.949
K049701	SF	1-3	692	99	0.968
K049702	SF	1-3	692	98	0.973
K049703	SF	1-3	681	93	0.940
K049704	SF	1-3	670	95	0.951
K049705	SF	1-4	615	88	0.954
K049706	SF	1-3	586	83	0.874
K049707	SF	1-5	509	84	0.938
K049802	SG	1-3	608	95	0.971
K049804	SG	1-3	609	95	0.954
K049807	SG	1-4	610	90	0.941
K049809	SG	1-3	599	88	0.880
K049810	SG	1-4	592	90	0.960
K049812	SG	1-3	588	95	0.940
K049813	SG	1-3	564	92	0.929
K049814	SG	1-3	550	94	0.932
K049815	SG	1-4	472	91	0.921
K049901	SI	1-3	604	94	0.963
K049902	SI	1-3	601	87	0.910
K049903	SI	1-3	599	90	0.931
K049904	SI	1-3	600	93	0.941

(continued)

Table I-12 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 12*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K049907	SI	1-3	593	85	0.916
K049908	SI	1-3	585	97	0.980
K049909	SI	1-4	584	94	0.952
K049911	SI	1-3	560	94	0.955
K049912	SI	1-5	534	81	0.906
K049914	SI	1-3	544	93	0.931
K050401	SJ	1-3	457	93	0.898
K050501	SJ	1-4	453	91	0.962
K050901	SJ	1-3	454	98	0.984
K051001	SJ	1-3	453	93	0.976
K051101	SJ	1-3	434	96	0.948
K051102	SJ	1-3	417	93	0.852
K051201	SJ	1-3	380	92	0.878
K051801	SK	1-3	453	91	0.927
K052301	SK	1-3	448	98	0.983
K052401	SK	1-4	450	90	0.959
K052402	SK	1-3	441	97	0.975
K052501	SK	1-4	441	90	0.959
K052502	SK	1-4	435	91	0.926
K052503	SK	1-3	422	94	0.885
K052901	SN	1-4	641	89	0.952
K053001	SN	1-3	638	92	0.914
K053101	SN	1-3	641	99	0.993
K053102	SN	1-3	636	92	0.944
K053601	SN	1-5	621	91	0.944
K053701	SN	1-3	594	95	0.952
K053801	SN	1-3	582	90	0.900
K053901	SN	1-3	540	94	0.895
K054001	SO	1-4	447	98	0.977
K054002	SO	1-3	444	93	0.915
K054003	SO	1-3	436	99	0.985
K054005	SO	1-3	422	96	0.953
K054006	SO	1-3	416	97	0.969
K054007	SO	1-3	396	85	0.793
K054008	SO	1-4	342	79	0.831

(continued)

Table I-12 (continued)
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Science Items
Used in Main Assessment Scaling, Grade 12*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
K057401	ST	1-3	465	92	0.943
K057501	ST	1-3	468	91	0.909
K057601	ST	1-3	469	97	0.970
K057701	ST	1-3	470	98	0.973
K058001	ST	1-3	469	95	0.896
K058201	ST	1-4	446	88	0.925
K058301	ST	1-4	423	86	0.906
K058401	ST	1-3	394	93	0.963
K058501	ST	1-4	364	91	0.929
K059001	SU	1-3	475	89	0.873
K059101	SU	1-3	470	95	0.941
K059201	SU	1-4	474	93	0.974
K059301	SU	1-4	473	99	0.985
K059801	SU	1-3	448	91	0.920
K059901	SU	1-4	444	95	0.964
K060001	SU	1-3	433	92	0.954
K060101	SU	1-4	423	89	0.895
K089811	SG	1-3	587	92	0.911

Table I-13
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Reading Items
Used in Long-Term Trend Assessment Scaling, Age Class 9*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N001507	BH	1-6	252	92	0.947
N002804	BL	1-5	184	95	0.958
N003104	BM	1-5	177	87	0.879
N003704	BN	1-4	192	92	0.902
N008905	BJ	1-6	235	94	0.972

Table I-14
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Reading Items
Used in Long-Term Trend Assessment Scaling, Age Class 13*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N001507	BH	1-6	285	89	0.901
N001904	BJ	1-5	256	87	0.914
N002302	BK	1-9	0	0	0.000
N002804	BL	1-5	309	90	0.911
N003104	BM	1-5	272	90	0.909
N003704	BN	1-4	236	89	0.889
N004303	BO	1-4	259	91	0.908
N004605	BP	1-5	277	94	0.969

Table I-15
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Reading Items
Used in Long-Term Trend Assessment Scaling, Age Class 17*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N001507	BH	1-6	244	90	0.929
N001904	BJ	1-5	261	91	0.931
N002302	BK	1-9	0	0	0.000
N002804	BL	1-5	262	90	0.911
N003104	BM	1-5	239	89	0.908
N003704	BN	1-4	219	89	0.908
N004303	BO	1-4	180	83	0.879
N004605	BP	1-5	230	95	0.967
N015905	BQ	1-4	201	89	0.932

Table I-16
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Long-Term Trend Assessment Scaling, Age Class 9

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
N270001	M1	1-2	1-	618	99	0.972
N270901	M1	1-2	1-	618	100	0.973
N271101	M2	1-2	1-	614	98	0.955
N275401	M2	1-2	1-	614	98	0.951
N276001	M2	1-2	1-	614	99	0.976
N276002	M2	1-2	1-	614	98	0.963
N276021	M3	1-2	1-	575	99	0.979
N276022	M3	1-2	1-	575	99	0.979
N276101	M1	1-2	1-	618	100	0.992
N276801	M1	1-2	1-	618	100	0.961
N276802	M1	1-2	1-	618	100	0.979
N276803	M1	1-2	1-	618	98	0.963
N276821	M3	1-2	1-	575	100	0.978
N276822	M3	1-2	1-	575	99	0.962
N276823	M3	1-2	1-	575	99	0.981
N277501	M2	1-2	1-	614	99	0.967
N277601	M2	1-4	1-	614	99	0.979
N277602	M2	1-5	1-	614	99	0.987
N277603	M2	1-2	1-	614	99	0.971
N277621	M3	1-2	1-	575	99	0.971
N277622	M3	1-2	1-	575	99	0.959
N277623	M3	1-2	1-	575	99	0.949
N284001	M1	1-2	1-	618	99	0.981
N284002	M1	1-2	1-	618	99	0.957
N284021	M3	1-2	1-	575	99	0.960
N284022	M3	1-2	1-	575	99	0.959
N286101	M1	1-2	1-	618	99	0.980
N286102	M2	1-2	1-	614	98	0.966

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated as key) and wrong.

Table I-17
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Long-Term Trend Assessment Scaling, Age Class 13

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
N256101	M2	1-2	1-	621	99	0.974
N257601	M1	1-2	1-	643	99	0.976
N263101	M1	1-2	1-	643	99	0.975
N264521	M3	1-2	1-	624	98	0.968
N269201	M2	1-2	1-	621	96	0.857
N275001	M1	1-2	1-	643	99	0.981
N276801	M1	1-2	1-	643	100	0.946
N276802	M1	1-2	1-	643	100	0.928
N276803	M1	1-2	1-	643	98	0.951
N276821	M3	1-2	1-	624	100	1.000
N276822	M3	1-2	1-	624	100	0.901
N276823	M3	1-2	1-	624	100	0.979
N277601	M1	1-4	1-	643	99	0.935
N277602	M1	1-5	1-	643	99	0.981
N277603	M1	1-2	1-	643	99	0.964
N277901	M2	1-2	1-	621	100	0.950
N277902	M2	1-2	1-	621	100	0.907
N277903	M2	1-2	2-	621	100	0.980
N280621	M3	1-2	1-	624	99	0.976
N280622	M3	1-2	1-	624	98	0.968
N280623	M3	1-2	1-	624	99	0.978
N280624	M3	1-2	1-	624	98	0.962
N280625	M3	1-2	1-	624	99	0.986
N280626	M3	1-2	1-	624	98	0.967
N286601	M2	1-2	1-	621	99	0.982
N286602	M2	1-3	1-	621	100	0.994
N286603	M2	1-2	1-	621	99	0.984

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated as key) and wrong.

Table I-18
Score Range, Percent Agreement, and Cohen's Kappa¹
for the Dichotomously Scored Constructed-Response Mathematics Items
Used in Long-Term Trend Assessment Scaling, Age Class 17

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Correct Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Cohen's Kappa</u>
N251101	M1	1-2	1-	616	100	0.996
N255801	M2	1-2	1-	616	100	0.986
N256001	M3	1-2	1-	564	99	0.984
N256101	M1	1-2	1-	616	100	1.000
N259001	M2	1-2	1-	616	100	0.994
N260601	M1	1-2	1-	616	100	1.000
N260801	M2	1-2	1-	616	100	0.997
N263001	M1	1-2	1-	616	100	0.994
N263101	M2	1-2	1-	616	100	0.996
N264301	M1	1-2	1-	616	100	0.992
N264321	M3	1-2	1-	564	99	0.990
N264521	M3	1-2	1-	564	100	0.996
N267921	M3	1-2	1-	564	99	0.985
N276821	M3	1-2	1-	564	100	0.940
N276822	M3	1-2	1-	564	100	1.000
N276823	M3	1-2	1-	564	100	1.000
N278501	M1	1-2	1-	616	100	1.000
N278502	M1	1-2	1-	616	100	0.991
N278503	M1	1-2	1-	616	100	1.000
N280401	M2	1-2	1-	616	100	0.996
N280621	M3	1-2	1-	564	100	1.000
N280622	M3	1-2	1-	564	100	1.000
N280623	M3	1-2	1-	564	100	1.000
N280624	M3	1-2	1-	564	100	0.995
N280625	M3	1-2	1-	564	100	0.996
N280626	M3	1-2	1-	564	100	0.997
N285321	M3	1-2	1-	564	99	0.990
N287301	M1	1-2	1-	616	100	0.997
N287302	M1	1-2	1-	616	100	0.997

¹ Cohen's Kappa is a measure of reliability that is appropriate for items that are dichotomized. These items are dichotomized into right (as indicated by key) and wrong.

Table I-19
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Writing Items
Used in Long-Term Trend Assessment Scaling, Age Class 9*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N000602	BE	1-3	459	97	0.976
N000902	BG	1-4	522	96	0.967
N001002	BG	1-4	384	94	0.945
N007602	BG	1-4	263	93	0.920
N007608	BV	1-4	159	55	0.819
N014702	BC	1-6	511	96	0.962
N014802	BE	1-4	524	93	0.957
N014808	BE	1-6	366	60	0.863

Table I-20
*Score Range, Percent Agreement, and Intraclass Correlation
for the Polytomously Scored Constructed-Response Writing Items
Used in Long-Term Trend Assessment Scaling, Age Class 13*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N000302	BC	1-4	591	92	0.916
N000371	BC	1-6	336	59	0.846
N000402	BD	1-4	566	92	0.911
N000471	BD	1-6	329	53	0.813
N000502	BE	1-4	610	89	0.893
N000602	BE	1-3	591	97	0.958
N000902	BG	1-4	616	93	0.936
N001002	BG	1-4	547	94	0.930

Table I-21
*Score Range, Percent Agreement, and Intraclass Correlation
 for the Polytomously Scored Constructed-Response Writing Items
 Used in Long-Term Trend Assessment Scaling, Age Class 17*

<u>Item</u>	<u>Block</u>	<u>Range of Response Codes</u>	<u>Sample Size</u>	<u>Percent Agreement</u>	<u>Intraclass Correlation</u>
N000302	BC	1-4	501	92	0.925
N000371	BC	1-6	324	54	0.815
N000402	BD	1-4	477	92	0.915
N000471	BD	1-4	307	50	0.820
N001002	BG	1-4	473	93	0.931
N018002	BE	1-4	519	86	0.904
N019002	BE	1-4	489	93	0.937
N021002	BG	1-4	527	88	0.912

Appendix J

DIFFERENTIAL ITEM FUNCTIONING (DIF) RESULTS

Table J-1

1996 Mathematics Items Identified as “C” or “CC” Items in At Least One Comparison¹

Item	Block	Scale	Category	Grade	Comparison	Group Favored
M077701	MQ7	Estimation	C	4	White/Black	White
M067501	ME11A	Data Analysis, Statistics, and Probability	CC	8	White/Black	White
M072901	MN2A	Data Analysis, Statistics, and Probability	CC	8	White/Hispanic	White
M075401	MO3A	Measurement	CC	8	White/Black	White
M075601	M05A	Measurement	CC	8	White/Black	White
M085010	MV10A	Theme: Measurement	CC	8	White/Hispanic	White
M070702	ME2A	Algebra and Functions	C	12	White/Black	Black
M070702	ME2A	Algebra and Functions	C	12	White/Hispanic	Hispanic
M071701	MG8A	Algebra and Functions	CC	12	White/Black	Black
M083701	MS2A	Advanced Data Analysis, Statistics, and Probability	C	12	Male/Female	Male

¹ For each grade for which an item was administered, three comparisons were performed: Male/Female, White/Black, and White/Hispanic.

Table J-2

1996 Science Items Identified as “C” or “CC” Items in At Least One Comparison¹

Item	Block	Scale	Category	Grade	Comparison	Group Favored
K031202	SE2A	Earth Science	CC	4	Male/Female	Male
K031203	SE3A	Physical Science	CC	4	Male/Female	Female
K031204	SE4A	Physical Science	CC	4	Male/Female	Female
K031304	SF9A	Physical Science	CC	4	White/Black	White
K031403	SG3A	Earth Science	CC	4	White/Black	White
K032901	SK3	Physical Science	C	4	Male/Female	Male
K033502	SK10A	Life Science	CC	4	White/Black	Black
K033503	SK11A	Life Science	CC	4	White/Black	Black
K035801	SN5A	Physical Science	CC	4	Male/Female	Male
K036301	SN10A	Physical Science	CC	4	Male/Female	Male
K039101	ST8	Earth Science	C	4	Male/Female	Male
K039201	ST9A	Physical Science	CC	4	Male/Female	Male
K040001	SU6A	Physical Science	CC	4	Male/Female	Male
K040101	SU7	Physical Science	C	4	Male/Female	Male
K036101	SN7A	Earth Science	CC	8	Male/Female	Male
K036401	SN10A	Earth Science	CC	8	Male/Female	Male
K037501	SO6A	Physical Science	CC	8	Male/Female	Male

¹ For each grade for which an item was administered, three comparisons were performed: Male/Female, White/Black, and White/Hispanic.

(continued)

Table J-2 (continued)
1996 Science Items Identified as “C” or “CC” Items in At Least One Comparison¹

Item	Block	Scale	Category	Grade	Comparison	Group Favored
K037601	SO7A	Earth Science	CC	8	White/Hispanic	White
K038201	SO15A	Earth Science	CC	8	White/Hispanic	Hispanic
K040608	SC2G	Physical Science	CC	8	White/Black	Black
K041202	SG12A	Earth Science	CC	8	Male/Female	Male
K041601	SJ2	Earth Science	C	8	Male/Female	Male
K042602	SJ15A	Life Science	CC	8	Male/Female	Female
K042701	SK1	Earth Science	C	8	Male/Female	Male
K043101	SK7A	Earth Science	CC	8	Male/Female	Male
K043301	SK11	Earth Science	C	8	Male/Female	Male
K044101	ST5A	Earth Science	CC	8	Male/Female	Male
K044901	ST13A	Life Science	CC	8	White/Black	Black
K045001	ST14A	Life Science	CC	8	White/Black	Black
K045001	ST14A	Life Science	CC	8	White/Hispanic	Hispanic
K046701	SU16A	Life Science	CC	8	White/Hispanic	White
K049401	SM13A	Earth Science	CC	8	White/Black	Black
K049401	SM13A	Earth Science	CC	8	Male/Female	Male
K040805	SE4A	Earth Science	CC	12	White/Hispanic	Hispanic
K048901	SM8A	Life Science	CC	12	Male/Female	Female
K048901	SM8A	Life Science	CC	12	White/Black	White
K048901	SM8A	Life Science	CC	12	White/Hispanic	White
K049301	SM12A	Life Science	CC	12	White/Hispanic	Hispanic
K049603	SD3A	Physical Science	CC	12	Male/Female	Female
K049702	SF2A	Physical Science	CC	12	White/Hispanic	Hispanic
K049802	SG2A	Earth Science	CC	12	White/Black	Black
K050501	SJ6A	Earth Science	CC	12	White/Black	White
	SK10					
K052201	SS10	Life Science	C	12	Male/Female	Male
K052502	SK15A	Life Science	CC	12	White/Hispanic	Hispanic
K053601	SN13A	Life Science	CC	12	Male/Female	Female
	SS5A					
K053701	SN14A	Life Science	CC	12	Male/Female	Male
K054005	SO5A	Life Science	CC	12	White/Black	Black
K058201	ST13A	Physical Science	CC	12	White/Hispanic	White
K058301	ST14A	Physical Science	CC	12	Male/Female	Male
K058401	ST15A	Earth Science	CC	12	Male/Female	Male
K059901	SU14A	Earth Science	CC	12	White/Black	White

¹ For each grade for which an item was administered, three comparisons were performed: Male/Female, White/Black, and White/Hispanic.

Appendix K

CORRECTION OF THE NAEP PROGRAM DOCUMENTATION ERROR IN THE 1992 STATE MATHEMATICS RESULTS

Frank Jenkins and Ed Kulick
Educational Testing Service

In April 1995, results from the 1994 Trial State Assessment in reading were released as part of the report *1994 NAEP Reading: A First Look* (Williams, Reese, Campbell, Mazzeo, & Phillips, 1995). Subsequently, ETS/NAEP research scientists discovered an error in the documentation for the ETS version of the PARSCALE program, which is used to compute NAEP scale score results. The error affected how omitted responses were treated in the IRT scaling of the extended constructed-response items that received partial-credit scoring (i.e., could have several partially correct categories) in analyses of 1992 and 1994 assessment data. The error affected only polytomous items; omitted multiple-choice and omitted short constructed responses were treated appropriately.

The conventional treatment in NAEP subjects has been to treat omitted responses (blank responses to an item that are followed by valid responses to items that appear later in the test) as the lowest possible score category in the production of NAEP scale scores. In contrast, not-reached responses (blank responses that are not followed by any further student responses) are treated as missing data. As a result of the documentation error, for a number of the partial credit (or polytomous) constructed-response items and across several subject areas, *all* blank responses (both omitted and not-reached responses) to affected items were treated as missing—a *reasonable* model for treating omits but one that does *not* conform to the *conventional* practice in NAEP.

The error occurred because of a documentation error in the description of one of the PARSCALE control parameters, designated as POMIT. The program permits the analyst to choose two different ways of treating blank responses for partial credit items: (a) as missing data, and (b) as incorrect, i.e. a valid response falling in the lowest score category. The documentation indicates that by setting POMIT = -1, the treatment in (a) occurs. By setting POMIT = 0 or POMIT = 1, the treatment in (b) is supposed to occur. The POMIT = 1 setting is the program default. In reality, POMIT = 1 and POMIT = -1 operate equivalently, treating blank responses as missing data.

The error appears to have been introduced in 1992 when the programs BILOG and PARSCALE were merged to form the ETS version of PARSCALE. Verification of the accuracy of existing documentation, modifications to internal program diagnostics, and more systematic testing procedures for any and all changes to NAEP-related programs were implemented immediately to reduce the likelihood of experiencing this kind of error in subsequent NAEP cycles.

The PARSCALE documentation error affected a number of the NAEP scales constructed since 1992. Specifically, the 1992 national and state mathematics results were affected by the error. Results from these two assessments have been released to the public in a number of NAEP publications. The data has also been available to the public through NCES's secondary-use data files.

NCES and ETS felt that the most technically correct plan of action would be to recalculate all affected NAEP scales, no matter how slight the change, and to issue revised results. ETS was therefore instructed by NCES to recalculate all affected scales.

In recomputing the cutpoints for the achievement levels, an additional error (the information weighting error) was discovered in the procedures used by American College Testing (ACT) in 1992 to “map” the achievement-level cutpoints onto the NAEP scale. The procedures contained an incorrectly derived formula. Details can be found in Appendix I of the *Technical Report of the NAEP 1994 Trial State Assessment in Reading* (Mazzeo, Allen, & Kline, 1995). ACT used revised procedures with the correct formula to map the achievement-level cutpoints for the 1994 U.S. history and geography scales and the 1996 science scales. The error in the procedures affected achievement-level cutpoints for the 1990 mathematics national assessment at all grade levels (grades 4, 8, and 12) and the 1990 Trial State Assessment in mathematics, which was only at grade 8. This error also affected the 1992 mathematics results for the nation and the states. The information weighting error added a source of error to results in addition to the error associated problem with defining omits. Note that the proficiency estimates for 1990 mathematics are correct and did not have to be recalculated; only the cutpoints for the achievement levels were affected. For this reason, the achievement level almanac for 1990 state mathematics is not included in this appendix.

The information documenting the original analysis of the 1992 data that appears in the *Technical Report of the NAEP 1992 Trial State Assessment Program in Mathematics* (Johnson, Mazzeo, & Kline, 1993) is substantially in agreement with the revised 1994 analysis. The transformation constants for the revised analysis are provided in Table K-1. The information in the other sections of the technical report for the 1996 state mathematics assessment refer only to the revised analysis of the 1994 Trial State Assessment data.

Table K-1
Transformation Constants for the 1992 Trial State Assessment in Mathematics

Scale	Grade 4		Grade 8	
	k ₁	k ₂	k ₁	k ₂
Numbers and Operations	214.59	34.16	268.76	34.60
Measurement	221.40	33.28	262.82	43.95
Geometry	220.55	28.59	260.44	33.81
Data Analysis, Statistics, and Probability	217.80	32.66	264.58	39.93
Algebra and Functions	217.91	29.00	264.23	36.13
Estimation	205.41	35.52	267.14	28.14

As shown by Tables K-3 through K-5, all jurisdictions had average scores that were adjusted upward slightly as a result of the revision of results. For grade 4, Tables K-3 and K-4 indicate that average scores increased from .9 to 1.5 points on the proficiency scale. Accordingly, average scores in all the percentiles go up in a similar fashion. Since all jurisdictions were affected in a similar manner, there is little change in the ranking of the jurisdictions. With regard to achievement level results, Tables K-7 and K-8 indicate that although the average scale scores moved up when revised, the percent of students

at or above the advanced, proficient and basic achievement levels went down slightly as a result of the two revisions. For the advanced level, percentages for the jurisdictions went down 0 to .8 percent, while for the below basic level, percentages went up .6 to 1.7 percent. Since the scale scores uniformly moved up, the shift in achievement level percentages must be due to the shift upward of the achievement level cutpoints as result of the information weighting error (see Table K-2). Similar results are evident for grade 8.

Tables K-5 and K-6 indicate that average scores for jurisdictions went up from .6 to 1 point as a result of the revision of scale scores, with similar slight upward adjustments occurring at every listed percentile. This change is somewhat less than what was demonstrated for grade 4 and again the ranking of the jurisdictions did not show much change. Tables K-9 and K-10 list the original and revised eighth-grade results for the achievement-level percentages. These tables also list values for 1990, since the Trial State Assessment was administered only at grade 8 and not grade 4 that year. The effects of the revision of the 1992 results are similar to those for grade 4. Although revised means were greater for every jurisdiction, the percentage above the three achievement levels were slightly smaller while percentages below the basic achievement level were slightly larger. As with grade 4, this reflects the upward shift of the achievement-level cutpoints as a result of the information weighting error (see Table K-2).

For grade 8, there is the question of the effect of the revisions on the 1990 to 1992 trend. All of the 17 jurisdictions that had significant trends in average scale scores in the original analysis also had significant trends in the revised analysis. In addition, seven jurisdictions that did not have significant trends in the original analysis had significant trends in revision. A number of changes in the percent of students at or above the achievement levels occurred due to the combination of the revision of scale scores and achievement level cutpoints for the 1992 data. As a result, more differences across the two years were significant. For 15 jurisdictions, there was an increase in the percent of students at or above an achievement level from 1990 to 1992 that did not change when the analysis was redone. There were nine jurisdictions where there was a significant trend upward in the percent of students at or above an achievement level only after revision. For only one jurisdiction was a trend no longer significant after revision (the percent at or above advanced for Michigan).

Table K-2
*Original and Revised ACT Achievement Level Cut Scores for
1992 Mathematics*

		Basic	Proficient	Advanced
Grade 4	Original	211	248	280
	Revised	214	249	282
Grade 8	Original	256	294	331
	Revised	262	299	333

In summary, while changes in average scale score, in percent of students at or above an achievement level, and in 1990 to 1992 trends in these statistics did occur, the meaning of the results were constant for most jurisdictions. An exception was that seven jurisdictions had significant differences in mean scale score from 1990 to 1992 that did not appear in the 1992 state reports. Also, 10 jurisdictions had changes in the percent of students at or above at least one achievement level.

Table K-3
NAEP 1992 Trial State Assessment in Mathematics
Grade 4 Weighted Percentages and Composite Scale Means
Weighted Means, Standard Deviations, and Percentiles
Original Results

	MEAN	STD DEV	10TH	25TH	50TH	75TH	90TH
Alabama	206.9(1.6)	32.0(0.6)	165.3(1.7)	184.2(1.5)	206.8(2.4)	230.1(1.7)	248.8(1.8)
Arizona	213.8(1.1)	31.3(0.5)	171.8(2.1)	192.6(1.7)	215.4(1.3)	235.6(1.3)	253.3(2.3)
Arkansas	208.7(0.9)	30.9(0.6)	167.1(1.3)	187.4(1.1)	210.0(1.3)	230.4(1.0)	247.9(1.5)
California	207.1(1.6)	36.6(0.8)	157.6(2.4)	183.0(2.7)	209.3(1.3)	232.7(1.5)	252.9(1.9)
Colorado	219.8(1.0)	31.2(0.4)	178.8(1.7)	199.5(1.0)	221.0(1.4)	241.0(1.4)	259.2(1.4)
Connecticut	225.8(1.2)	32.1(0.7)	183.6(2.2)	204.6(1.6)	227.0(1.7)	248.2(1.7)	265.8(1.3)
Delaware	216.6(0.8)	32.4(0.7)	174.6(1.5)	193.7(1.0)	216.4(1.0)	239.4(1.5)	258.9(1.4)
District of Columbia	191.2(0.5)	32.8(0.4)	151.7(0.7)	169.0(0.7)	189.5(0.7)	210.9(0.9)	233.2(2.2)
Florida	212.4(1.5)	32.6(0.8)	169.6(2.5)	191.2(2.0)	213.6(1.8)	234.5(1.4)	253.6(2.6)
Georgia	214.3(1.3)	32.8(0.6)	171.3(2.0)	191.8(1.2)	215.2(1.3)	237.3(1.7)	256.8(2.0)
Hawaii	212.8(1.3)	34.0(0.7)	167.5(1.7)	190.1(1.6)	214.1(1.9)	236.8(1.2)	256.3(2.1)
Idaho	220.3(1.0)	28.1(0.5)	183.4(1.4)	201.7(2.5)	221.9(0.9)	240.0(0.7)	255.6(1.2)
Indiana	219.7(1.1)	28.3(0.5)	183.6(1.2)	199.9(1.7)	219.7(1.2)	239.3(1.2)	256.2(1.0)
Iowa	229.0(1.1)	29.6(0.5)	190.5(2.2)	210.0(1.1)	230.5(0.8)	249.4(0.7)	265.8(1.1)
Kentucky	213.6(1.0)	29.8(0.6)	175.8(1.7)	193.3(1.1)	213.1(1.1)	233.9(0.9)	252.6(1.7)
Louisiana	202.8(1.4)	32.2(0.9)	160.4(2.3)	181.3(1.6)	203.1(2.0)	225.1(3.2)	244.0(1.5)
Maine	230.7(1.0)	28.3(0.7)	194.0(1.9)	212.2(1.2)	231.9(1.8)	250.5(1.0)	265.1(1.3)
Maryland	216.1(1.3)	35.2(0.8)	169.5(2.0)	191.5(2.6)	217.6(2.2)	241.1(1.2)	260.5(1.6)
Massachusetts	225.5(1.2)	31.2(0.7)	184.4(1.5)	205.3(1.5)	227.0(1.3)	247.1(1.4)	264.0(1.1)
Michigan	218.6(1.8)	32.9(1.0)	174.3(3.3)	197.9(2.3)	221.1(1.8)	241.8(1.5)	258.9(1.6)
Minnesota	227.5(0.9)	31.1(0.6)	185.9(3.8)	207.7(1.2)	229.5(1.0)	249.4(0.9)	265.8(1.0)
Mississippi	200.1(1.1)	31.8(0.6)	159.2(1.7)	178.3(1.0)	200.2(1.3)	222.4(1.2)	240.7(1.8)
Missouri	221.0(1.2)	30.3(0.7)	181.6(2.9)	201.2(1.4)	221.8(1.5)	242.1(1.2)	259.7(1.4)
Nebraska	224.2(1.3)	30.8(0.6)	183.3(1.9)	203.8(1.7)	225.8(1.1)	245.5(1.4)	262.4(1.6)
New Hampshire	228.6(1.2)	28.7(0.5)	191.6(1.6)	210.0(1.2)	229.2(1.4)	248.6(1.3)	264.6(2.5)
New Jersey	226.1(1.5)	31.4(0.9)	184.6(2.8)	205.6(1.9)	227.9(1.6)	248.3(1.1)	265.0(2.3)
New Mexico	211.8(1.5)	30.2(0.7)	172.5(2.5)	191.1(1.8)	212.3(1.0)	232.2(1.7)	250.7(2.5)
New York	217.2(1.3)	32.8(0.9)	173.3(3.2)	195.9(1.4)	218.5(1.8)	240.1(1.7)	258.4(1.6)
North Carolina	211.4(1.1)	33.1(0.6)	167.7(1.6)	188.2(1.4)	212.7(1.4)	234.6(1.3)	253.0(1.2)
North Dakota	227.6(0.8)	26.9(0.6)	192.8(2.8)	210.2(1.9)	228.3(0.8)	246.3(0.8)	261.0(1.1)
Ohio	217.5(1.2)	31.4(0.8)	177.2(2.7)	196.4(1.5)	218.0(1.3)	239.1(2.3)	257.7(1.4)
Oklahoma	219.0(1.0)	27.4(0.6)	183.7(1.5)	200.9(1.2)	219.2(1.1)	237.2(1.4)	253.8(2.2)
Pennsylvania	223.2(1.4)	31.4(0.7)	181.0(1.8)	202.5(1.9)	224.8(1.8)	245.7(1.6)	262.0(2.3)
Rhode Island	214.0(1.6)	32.0(0.9)	171.9(3.1)	193.2(2.9)	215.7(1.8)	235.9(2.0)	253.7(2.2)
South Carolina	211.1(1.1)	31.8(0.6)	170.7(1.3)	189.1(1.2)	210.3(1.2)	233.3(1.4)	252.9(2.4)
Tennessee	209.4(1.4)	30.8(0.6)	169.3(2.0)	188.3(1.9)	210.3(1.7)	230.8(1.5)	248.5(1.9)
Texas	216.6(1.3)	31.3(0.8)	176.6(2.2)	196.3(1.5)	217.0(1.6)	237.9(1.6)	256.5(2.7)
Utah	222.8(1.0)	29.3(0.6)	184.8(1.6)	203.7(0.9)	223.8(1.3)	242.8(0.8)	259.8(0.9)
Virginia	219.6(1.3)	32.6(0.7)	177.5(1.4)	197.4(1.6)	219.8(1.1)	241.9(1.8)	261.7(2.8)
West Virginia	213.9(1.1)	30.1(0.6)	174.9(1.5)	193.9(1.4)	214.1(1.2)	234.3(1.4)	252.2(1.8)
Wisconsin	227.7(1.1)	29.6(0.7)	188.5(2.1)	208.7(1.0)	229.4(1.2)	248.3(1.3)	264.2(1.3)
Wyoming	224.2(1.0)	27.2(0.5)	189.1(2.1)	206.8(1.9)	225.1(1.2)	242.9(1.3)	258.2(1.2)
Guam	191.1(0.8)	34.3(0.6)	147.1(1.8)	167.5(0.9)	191.4(1.1)	213.8(1.4)	235.3(1.3)
Virgin Islands	178.0(1.2)	28.3(0.7)	140.4(1.8)	159.2(2.2)	178.7(1.3)	197.2(2.2)	213.8(2.4)

Table K-4
NAEP 1992 Trial State Assessment in Mathematics
Grade 4 Weighted Percentages and Composite Scale Means
Weighted Means, Standard Deviations, and Percentiles
Revised Results

	MEAN	STD DEV	10TH	25TH	50TH	75TH	90TH
Alabama	208.3(1.6)	31.3(0.6)	167.7(1.4)	186.2(1.8)	208.4(2.2)	231.1(1.5)	249.3(2.4)
Arizona	215.3(1.1)	30.3(0.5)	174.4(1.8)	194.6(2.3)	216.9(1.3)	236.5(0.9)	253.4(1.4)
Arkansas	210.2(0.9)	30.1(0.6)	169.7(1.5)	189.5(1.1)	211.5(1.2)	231.4(1.1)	248.5(1.5)
California	208.4(1.6)	36.0(0.8)	159.8(1.9)	184.6(2.3)	210.7(1.5)	233.5(1.3)	253.1(2.6)
Colorado	221.0(1.0)	30.3(0.4)	181.2(1.8)	201.4(1.0)	222.3(0.9)	241.7(1.2)	259.1(0.8)
Connecticut	226.8(1.1)	31.0(0.7)	185.8(2.2)	206.4(1.3)	228.3(1.5)	248.5(0.9)	265.3(1.6)
Delaware	217.9(0.8)	31.4(0.7)	177.0(1.4)	195.7(1.3)	217.9(0.8)	240.1(1.4)	258.8(1.4)
District of Columbia	192.6(0.5)	32.6(0.4)	153.2(0.8)	170.7(1.1)	191.0(0.6)	211.8(1.2)	234.4(1.4)
Florida	213.7(1.5)	31.8(0.7)	171.7(2.1)	193.0(1.8)	215.2(1.5)	235.3(1.4)	253.8(3.1)
Georgia	215.6(1.2)	31.9(0.6)	173.7(1.7)	193.7(1.4)	216.7(1.4)	238.2(1.4)	256.8(1.2)
Hawaii	214.1(1.3)	33.2(0.6)	170.0(1.5)	191.8(2.3)	215.5(1.3)	237.5(1.1)	256.5(1.9)
Idaho	221.6(1.0)	27.2(0.5)	185.6(1.9)	203.5(1.9)	223.3(1.2)	240.7(0.7)	255.5(1.1)
Indiana	221.0(1.0)	27.4(0.5)	186.0(1.3)	201.7(1.3)	221.2(0.9)	240.1(1.2)	256.3(1.0)
Iowa	229.9(1.0)	28.6(0.5)	192.7(2.3)	211.8(1.4)	231.6(0.9)	249.7(0.7)	265.4(1.5)
Kentucky	215.0(1.0)	28.9(0.6)	178.2(1.5)	195.2(1.0)	214.7(1.0)	234.9(1.0)	252.8(1.3)
Louisiana	204.1(1.5)	31.8(1.1)	162.9(2.5)	183.3(2.0)	204.8(1.4)	226.4(2.4)	244.5(1.4)
Maine	231.6(1.0)	27.4(0.7)	196.2(1.9)	213.8(1.3)	232.8(1.3)	250.8(1.0)	264.6(1.2)
Maryland	217.3(1.3)	34.3(0.8)	171.8(1.7)	193.4(2.2)	219.0(1.5)	242.0(1.7)	260.5(1.2)
Massachusetts	226.6(1.2)	30.2(0.6)	186.7(1.2)	207.2(1.5)	228.3(1.4)	247.6(1.6)	263.6(1.7)
Michigan	219.9(1.7)	31.9(1.0)	176.8(3.1)	199.9(2.8)	222.5(1.7)	242.5(1.6)	258.7(1.6)
Minnesota	228.5(0.9)	30.0(0.5)	188.3(4.1)	209.4(1.1)	230.6(0.9)	249.6(1.1)	265.3(1.4)
Mississippi	201.8(1.1)	31.1(0.6)	161.7(1.5)	180.5(1.4)	202.1(1.6)	223.8(1.2)	241.6(1.2)
Missouri	222.2(1.2)	29.3(0.7)	184.0(1.7)	203.1(1.4)	223.1(1.4)	242.7(1.1)	259.5(1.6)
Nebraska	225.3(1.2)	29.7(0.6)	185.7(1.8)	205.7(1.8)	227.0(1.3)	246.0(1.3)	262.1(1.8)
New Hampshire	229.7(1.2)	27.6(0.5)	193.8(1.1)	211.7(1.2)	230.3(1.3)	248.9(1.3)	264.1(2.3)
New Jersey	227.1(1.5)	30.3(0.9)	186.9(3.1)	207.4(1.7)	229.1(1.5)	248.7(1.0)	264.6(1.9)
New Mexico	213.3(1.4)	29.3(0.6)	175.0(2.9)	193.2(2.1)	213.9(1.2)	233.3(2.1)	250.9(1.8)
New York	218.4(1.2)	32.0(0.9)	175.7(2.2)	197.6(1.0)	220.0(1.7)	240.8(1.6)	258.3(1.0)
North Carolina	212.9(1.1)	32.2(0.6)	170.4(1.1)	190.4(1.4)	214.3(1.3)	235.5(1.6)	253.0(1.2)
North Dakota	228.7(0.8)	25.9(0.5)	195.0(2.4)	212.0(1.1)	229.4(0.8)	246.7(0.8)	260.8(1.4)
Ohio	218.7(1.2)	30.5(0.8)	179.5(1.8)	198.2(1.5)	219.4(0.9)	239.8(1.7)	257.4(1.1)
Oklahoma	220.3(1.0)	26.5(0.6)	186.0(1.7)	202.8(0.9)	220.6(1.2)	238.0(1.4)	253.9(1.9)
Pennsylvania	224.3(1.3)	30.4(0.7)	183.4(1.9)	204.3(1.5)	226.0(1.7)	246.1(1.8)	261.7(1.8)
Rhode Island	215.4(1.5)	31.0(0.9)	174.4(2.8)	195.3(3.0)	217.3(1.9)	236.8(1.7)	253.8(3.0)
South Carolina	212.5(1.1)	31.0(0.6)	173.0(1.3)	191.2(1.1)	211.9(1.2)	234.2(1.4)	253.1(1.8)
Tennessee	210.9(1.4)	29.9(0.6)	171.8(2.3)	190.5(2.1)	212.0(1.6)	231.9(1.4)	248.8(1.4)
Texas	217.9(1.2)	30.3(0.8)	179.0(2.4)	198.3(1.4)	218.5(1.5)	238.7(1.8)	256.5(2.3)
Utah	224.0(1.0)	28.3(0.6)	187.0(1.6)	205.6(1.2)	225.1(1.3)	243.3(1.0)	259.8(1.0)
Virginia	220.8(1.3)	31.7(0.7)	179.8(1.3)	199.3(1.5)	221.2(1.4)	242.5(1.9)	261.3(2.2)
West Virginia	215.3(1.1)	29.3(0.5)	177.3(1.4)	195.8(1.6)	215.6(1.1)	235.2(1.4)	252.3(1.6)
Wisconsin	228.7(1.1)	28.5(0.7)	190.8(1.9)	210.4(0.7)	230.5(1.3)	248.6(1.2)	263.6(1.8)
Wyoming	225.4(0.9)	26.2(0.5)	191.3(1.6)	208.6(1.4)	226.4(1.2)	243.5(0.9)	258.2(0.9)
Guam	192.8(0.8)	33.7(0.6)	149.6(1.4)	169.6(1.2)	193.2(1.1)	215.4(1.3)	236.2(1.7)
Virgin Islands	178.9(1.2)	28.8(0.7)	140.7(2.3)	159.9(2.2)	179.8(1.7)	198.3(1.2)	215.0(2.5)

Table K-5
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Weighted Means, Standard Deviations, and Percentiles
Original Results

	MEAN	STD DEV	10TH	25TH	50TH	75TH	90TH
Alabama	251.3(1.7)	35.8(1.2)	205.5(1.9)	226.8(1.8)	250.6(2.0)	275.7(1.7)	298.8(2.0)
Arizona	264.6(1.3)	32.8(0.7)	222.1(1.6)	242.8(1.3)	265.0(1.9)	286.9(1.2)	306.5(1.3)
Arkansas	255.4(1.2)	34.3(0.6)	210.9(1.6)	232.9(1.2)	256.2(1.2)	278.8(1.6)	298.6(1.6)
California	260.1(1.7)	38.7(1.1)	208.8(2.7)	233.7(2.6)	261.4(1.8)	287.9(1.7)	308.8(2.5)
Colorado	271.7(1.1)	33.1(0.6)	227.6(1.6)	250.1(1.2)	273.3(1.1)	295.0(1.2)	313.3(1.2)
Connecticut	273.1(1.1)	36.0(0.9)	224.3(2.6)	248.8(1.7)	275.4(0.8)	299.2(1.0)	318.4(1.4)
Delaware	262.1(1.0)	35.7(0.7)	216.4(1.8)	238.7(0.9)	262.4(1.3)	286.6(1.5)	307.0(1.4)
District of Columbia	233.9(0.9)	36.5(1.0)	188.6(1.0)	208.7(1.2)	233.3(1.8)	257.2(2.8)	280.2(1.7)
Florida	259.1(1.5)	36.8(0.8)	210.3(3.0)	234.0(1.6)	260.1(2.0)	284.8(1.7)	306.5(2.0)
Georgia	258.5(1.2)	34.6(0.6)	213.8(1.5)	234.7(1.5)	259.4(1.3)	282.9(2.1)	303.1(1.5)
Hawaii	256.6(0.9)	37.8(0.7)	208.2(1.5)	230.9(1.0)	257.5(1.6)	282.8(1.0)	304.7(1.3)
Idaho	274.4(0.8)	30.5(0.5)	234.9(1.1)	254.5(0.9)	275.2(1.2)	295.7(0.8)	313.0(1.1)
Indiana	269.4(1.2)	33.9(0.6)	225.3(1.5)	246.8(1.2)	269.8(1.3)	292.7(1.9)	313.1(2.9)
Iowa	282.8(1.0)	30.0(0.6)	243.9(2.1)	262.5(1.4)	283.7(1.1)	303.9(1.5)	320.6(1.6)
Kentucky	261.4(1.1)	34.3(0.6)	216.4(1.7)	238.5(1.6)	262.0(1.0)	284.6(1.3)	305.4(2.8)
Louisiana	249.1(1.7)	34.0(0.9)	204.6(2.6)	226.4(2.2)	249.7(1.6)	272.1(2.0)	293.0(1.8)
Maine	278.0(1.0)	30.7(0.8)	239.1(2.3)	258.2(1.2)	278.6(1.1)	299.0(1.7)	316.4(1.3)
Maryland	264.2(1.3)	39.2(0.9)	212.9(1.8)	236.9(2.3)	265.0(1.3)	292.4(1.6)	313.5(1.6)
Massachusetts	272.1(1.1)	34.2(0.7)	228.6(1.4)	248.6(2.2)	272.9(2.0)	296.8(1.6)	315.7(1.7)
Michigan	266.6(1.4)	35.4(0.6)	220.0(1.4)	243.1(2.3)	268.3(1.6)	291.7(2.9)	311.2(2.3)
Minnesota	281.8(1.0)	31.9(0.5)	240.0(1.4)	260.2(1.4)	282.9(1.3)	304.3(1.4)	322.3(1.4)
Mississippi	245.5(1.2)	34.8(0.6)	200.6(1.2)	221.3(1.3)	245.4(1.2)	270.0(1.6)	290.9(2.0)
Missouri	270.4(1.2)	32.7(0.7)	227.9(2.9)	248.5(1.8)	271.8(1.4)	292.8(1.6)	311.5(1.3)
Nebraska	277.0(1.1)	32.4(0.6)	234.0(1.7)	256.4(1.2)	279.1(1.4)	299.7(1.0)	316.9(1.5)
New Hampshire	277.6(1.0)	30.4(0.7)	237.9(1.1)	257.7(0.8)	278.0(0.9)	298.5(1.1)	315.9(2.0)
New Jersey	271.2(1.6)	36.0(0.9)	222.2(1.9)	247.0(2.0)	272.9(1.9)	296.8(2.2)	317.1(1.6)
New Mexico	258.8(0.9)	32.3(0.7)	217.1(2.0)	237.4(0.9)	259.3(1.0)	280.9(1.0)	300.2(1.3)
New York	265.7(2.1)	39.4(1.3)	213.2(3.1)	240.9(2.7)	268.3(1.8)	292.7(1.4)	314.5(2.4)
North Carolina	257.6(1.2)	35.4(0.8)	212.3(2.6)	233.6(1.3)	258.5(1.2)	282.0(1.4)	302.7(1.5)
North Dakota	282.6(1.2)	28.3(0.6)	244.9(1.2)	263.7(1.4)	284.3(1.0)	302.0(1.4)	318.0(1.7)
Ohio	267.4(1.5)	34.4(0.9)	222.0(1.9)	244.4(2.0)	269.1(1.6)	291.6(1.4)	310.4(1.5)
Oklahoma	267.4(1.2)	32.3(0.6)	225.9(1.3)	247.1(1.4)	268.3(1.1)	290.1(1.4)	307.7(1.5)
Pennsylvania	270.7(1.5)	34.5(0.9)	225.1(2.3)	247.9(1.5)	272.2(1.4)	295.0(1.1)	314.5(1.8)
Rhode Island	265.1(0.7)	33.4(0.5)	220.9(1.2)	242.8(1.1)	266.7(1.2)	288.5(1.7)	306.9(1.1)
South Carolina	260.0(1.0)	35.3(0.7)	215.2(1.3)	235.2(1.1)	259.2(1.2)	284.6(1.7)	306.7(1.5)
Tennessee	258.0(1.4)	33.9(0.7)	214.0(2.1)	234.9(1.5)	258.2(1.6)	282.1(1.4)	301.6(1.5)
Texas	263.8(1.3)	37.2(0.7)	215.8(2.7)	237.5(1.2)	263.9(1.9)	289.4(2.3)	312.0(1.5)
Utah	273.6(0.7)	32.0(0.8)	231.6(1.2)	252.8(1.7)	274.9(0.8)	296.1(1.2)	313.7(1.2)
Virginia	267.1(1.2)	35.4(0.7)	221.4(1.5)	243.0(1.7)	267.4(1.7)	291.4(1.6)	313.4(1.5)
West Virginia	258.2(1.0)	31.1(0.6)	217.8(1.5)	237.0(1.0)	258.4(1.7)	280.5(1.1)	298.2(1.8)
Wisconsin	277.3(1.5)	33.2(0.7)	233.1(2.6)	256.7(2.1)	279.1(1.5)	300.6(1.5)	317.8(1.4)
Wyoming	274.4(0.9)	29.6(0.5)	236.5(1.0)	254.1(1.2)	275.2(1.2)	294.9(1.2)	312.1(1.1)
Guam	234.3(1.0)	39.2(0.8)	183.8(2.1)	207.1(1.8)	233.4(1.6)	261.4(2.5)	286.2(3.7)
Virgin Islands	221.8(1.1)	30.1(0.6)	183.1(1.2)	201.2(1.6)	221.4(1.2)	242.1(1.5)	260.2(1.6)

Table K-6
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Weighted Means, Standard Deviations, and Percentiles
Revised Results

	MEAN	STD DEV	10TH	25TH	50TH	75TH	90TH
Alabama	252.2(1.7)	35.5(1.2)	206.8(1.8)	227.9(1.9)	251.6(1.7)	276.5(1.7)	299.2(2.3)
Arizona	265.4(1.3)	32.4(0.6)	223.3(2.3)	243.9(1.4)	265.9(1.8)	287.6(1.1)	306.8(1.2)
Arkansas	256.3(1.2)	33.9(0.6)	212.1(1.7)	234.1(1.4)	257.2(1.2)	279.5(1.4)	299.0(1.2)
California	260.9(1.7)	38.3(1.1)	210.1(1.8)	234.8(2.8)	262.3(1.4)	288.5(2.2)	309.0(2.2)
Colorado	272.4(1.0)	32.7(0.6)	228.8(1.8)	251.1(1.1)	274.1(1.2)	295.4(1.1)	313.5(1.1)
Connecticut	273.7(1.1)	35.6(0.9)	225.4(2.6)	249.8(1.4)	276.1(0.9)	299.6(0.8)	318.4(1.3)
Delaware	262.9(1.0)	35.3(0.7)	217.7(2.4)	239.7(1.2)	263.3(1.2)	287.2(1.7)	307.3(1.5)
District of Columbia	234.9(0.9)	36.2(0.9)	189.9(1.1)	210.0(1.2)	234.3(1.9)	258.1(2.1)	280.8(1.6)
Florida	259.9(1.5)	36.4(0.8)	211.5(2.9)	235.1(1.7)	260.9(1.9)	285.5(1.5)	306.7(1.8)
Georgia	259.4(1.2)	34.3(0.6)	215.0(1.4)	235.8(1.2)	260.3(1.3)	283.6(2.1)	303.3(1.3)
Hawaii	257.4(0.9)	37.3(0.6)	209.4(2.5)	232.0(0.9)	258.3(1.4)	283.4(1.0)	305.0(1.6)
Idaho	275.1(0.7)	30.1(0.5)	236.1(1.1)	255.4(1.0)	276.0(1.0)	296.1(0.9)	313.1(1.1)
Indiana	270.1(1.1)	33.5(0.6)	226.4(1.4)	247.8(1.5)	270.6(1.5)	293.2(1.5)	313.4(3.2)
Iowa	283.4(1.0)	29.5(0.6)	245.0(2.6)	263.4(1.2)	284.3(1.3)	304.2(1.8)	320.6(1.3)
Kentucky	262.2(1.1)	33.9(0.6)	217.6(1.8)	239.5(1.6)	262.9(1.1)	285.2(1.4)	305.6(2.3)
Louisiana	250.0(1.7)	33.7(0.8)	205.8(2.7)	227.4(1.9)	250.6(1.8)	272.9(1.8)	293.5(1.5)
Maine	278.6(1.0)	30.3(0.8)	240.3(2.0)	259.1(1.1)	279.4(1.3)	299.4(1.5)	316.5(1.7)
Maryland	264.8(1.3)	38.9(0.9)	214.1(2.6)	237.9(2.1)	265.9(0.9)	292.9(1.2)	313.6(1.9)
Massachusetts	272.8(1.0)	33.8(0.7)	229.7(1.4)	249.6(2.2)	273.7(1.3)	297.2(1.6)	315.7(1.5)
Michigan	267.4(1.4)	35.0(0.6)	221.2(1.1)	244.1(2.1)	269.1(1.4)	292.3(2.3)	311.4(2.2)
Minnesota	282.4(1.0)	31.5(0.5)	241.1(1.7)	261.1(1.2)	283.6(1.4)	304.5(1.3)	322.2(1.6)
Mississippi	246.5(1.2)	34.5(0.6)	201.8(1.1)	222.5(1.1)	246.4(1.3)	270.8(1.5)	291.4(1.3)
Missouri	271.1(1.2)	32.3(0.7)	229.0(2.3)	249.6(1.9)	272.6(1.3)	293.3(1.7)	311.6(1.4)
Nebraska	277.7(1.1)	32.0(0.5)	235.2(1.8)	257.3(1.2)	279.8(1.5)	300.1(1.3)	317.0(1.2)
New Hampshire	278.2(1.0)	30.0(0.7)	239.0(1.3)	258.6(0.7)	278.7(0.8)	298.9(1.3)	316.0(1.7)
New Jersey	271.9(1.6)	35.6(0.9)	223.4(2.0)	248.0(2.3)	273.6(1.8)	297.2(2.0)	317.0(2.1)
New Mexico	259.6(0.9)	31.9(0.7)	218.4(2.7)	238.5(1.1)	260.1(0.9)	281.6(1.1)	300.6(1.0)
New York	266.4(2.1)	39.0(1.3)	214.6(3.3)	241.9(2.5)	269.2(1.9)	293.3(1.5)	314.6(2.0)
North Carolina	258.4(1.2)	35.1(0.8)	213.4(2.1)	234.6(1.8)	259.3(0.9)	282.6(1.2)	302.9(2.0)
North Dakota	283.2(1.1)	27.9(0.6)	246.0(1.3)	264.6(1.3)	284.9(1.0)	302.3(1.5)	317.9(1.6)
Ohio	268.1(1.5)	34.2(0.9)	223.1(2.3)	245.4(1.8)	269.9(1.5)	292.2(1.0)	310.6(1.6)
Oklahoma	268.1(1.1)	31.9(0.6)	227.0(1.1)	248.1(1.3)	269.1(1.1)	290.7(1.5)	308.1(1.3)
Pennsylvania	271.4(1.5)	34.1(0.9)	226.2(2.5)	248.9(1.3)	273.0(1.3)	295.4(1.2)	314.6(1.9)
Rhode Island	265.9(0.7)	33.1(0.5)	222.0(0.9)	243.8(1.2)	267.6(1.1)	289.1(1.5)	307.1(1.1)
South Carolina	260.8(1.0)	34.9(0.7)	216.4(1.6)	236.3(1.2)	260.0(1.3)	285.2(1.7)	307.0(1.7)
Tennessee	258.8(1.4)	33.5(0.7)	215.3(2.2)	236.0(1.5)	259.1(1.6)	282.8(1.8)	301.9(1.7)
Texas	264.6(1.3)	36.8(0.7)	217.0(2.0)	238.6(1.3)	264.8(1.6)	290.0(1.9)	312.0(2.1)
Utah	274.3(0.7)	31.6(0.8)	232.7(1.3)	253.8(1.3)	275.7(0.9)	296.6(1.2)	313.9(1.2)
Virginia	267.9(1.2)	35.0(0.6)	222.5(1.7)	244.0(1.7)	268.2(1.7)	291.9(1.6)	313.5(1.8)
West Virginia	259.1(1.0)	30.8(0.6)	219.0(1.8)	238.1(1.1)	259.4(1.4)	281.1(0.9)	298.6(1.5)
Wisconsin	277.9(1.5)	32.7(0.7)	234.3(2.3)	257.6(2.1)	279.8(1.3)	300.9(1.4)	317.9(1.2)
Wyoming	275.1(0.9)	29.2(0.5)	237.6(1.1)	255.1(1.1)	276.0(1.2)	295.9(1.0)	312.2(1.3)
Guam	235.1(1.0)	39.2(0.9)	184.5(1.9)	208.1(3.3)	234.3(1.9)	262.4(1.7)	286.7(1.8)
Virgin Islands	222.8(1.1)	30.0(0.6)	184.2(1.7)	202.2(1.8)	222.4(1.5)	243.0(1.6)	260.9(2.0)

Table K-7
NAEP 1992 Trial State Assessment in Mathematics
Grade 4 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Original Results

	N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Alabama	2605	1.9(0.1) [3%]	206.9(1.6)	0.6(0.2)	10.5(1.3)	44.7(2.2)	55.3(2.2)
Arizona	2741	1.8(0.0) [2%]	213.8(1.1)	1.2(0.3)	13.5(0.9)	55.2(1.7)	44.8(1.7)
Arkansas	2621	1.2(0.0) [4%]	208.7(0.9)	0.6(0.2)	10.0(0.8)	48.8(1.3)	51.2(1.3)
California	2412	12.3(0.3) [3%]	207.1(1.6)	1.6(0.5)	12.7(1.2)	48.0(2.0)	52.0(2.0)
Colorado	2906	1.7(0.1) [3%]	219.8(1.0)	2.1(0.4)	18.2(1.1)	62.5(1.4)	37.5(1.4)
Connecticut	2600	1.2(0.0) [3%]	225.8(1.2)	3.7(0.6)	25.2(1.4)	68.8(1.5)	31.2(1.5)
Delaware	2040	0.3(0.0) [0%]	216.6(0.8)	2.3(0.4)	17.0(0.8)	56.2(1.0)	43.8(1.0)
District of Columbia	2399	0.2(0.0) [0%]	191.2(0.5)	1.0(0.2)	5.5(0.3)	24.9(1.0)	75.1(1.0)
Florida	2828	5.4(0.2) [3%]	212.4(1.5)	1.5(0.4)	13.5(1.4)	53.4(2.0)	46.6(2.0)
Georgia	2766	3.4(0.1) [4%]	214.3(1.3)	1.5(0.4)	15.7(1.2)	54.9(1.7)	45.1(1.7)
Hawaii	2625	0.5(0.0) [2%]	212.8(1.3)	1.5(0.4)	15.2(1.0)	53.7(1.8)	46.3(1.8)
Idaho	2784	0.6(0.0) [3%]	220.3(1.0)	1.1(0.3)	16.1(1.1)	64.2(1.7)	35.8(1.7)
Indiana	2593	2.7(0.1) [3%]	219.7(1.1)	1.5(0.3)	16.2(1.1)	61.6(1.6)	38.4(1.6)
Iowa	2770	1.3(0.0) [4%]	229.0(1.1)	3.1(0.5)	27.0(1.3)	74.1(1.4)	25.9(1.4)
Kentucky	2703	1.8(0.1) [4%]	213.6(1.0)	1.4(0.5)	12.9(1.1)	52.7(1.5)	47.3(1.5)
Louisiana	2792	2.2(0.1) [3%]	202.8(1.4)	0.6(0.2)	7.9(0.8)	40.5(2.0)	59.5(2.0)
Maine	1898	0.6(0.0) [3%]	230.7(1.0)	3.0(0.6)	28.3(1.5)	76.3(1.3)	23.7(1.3)
Maryland	2844	2.0(0.1) [3%]	216.1(1.3)	2.8(0.4)	18.9(1.2)	56.8(1.6)	43.2(1.6)
Massachusetts	2549	2.1(0.1) [4%]	225.5(1.2)	3.1(0.5)	24.0(1.5)	69.7(1.6)	30.3(1.6)
Michigan	2412	4.1(0.1) [4%]	218.6(1.8)	1.7(0.5)	19.1(1.7)	62.1(2.2)	37.9(2.2)
Minnesota	2640	2.1(0.1) [4%]	227.5(0.9)	3.4(0.5)	26.8(1.2)	71.8(1.4)	28.2(1.4)
Mississippi	2712	1.4(0.0) [3%]	200.1(1.1)	0.4(0.1)	6.5(0.7)	37.3(1.3)	62.7(1.3)
Missouri	2509	2.1(0.1) [5%]	221.0(1.2)	1.9(0.3)	19.3(1.3)	63.6(1.6)	36.4(1.6)
Nebraska	2327	0.7(0.0) [3%]	224.2(1.3)	2.6(0.5)	22.5(1.7)	68.1(1.8)	31.9(1.8)
New Hampshire	2265	0.5(0.0) [3%]	228.6(1.2)	3.0(0.6)	25.7(1.7)	73.8(1.6)	26.2(1.6)
New Jersey	2231	2.8(0.1) [4%]	226.1(1.5)	3.2(0.7)	25.3(1.6)	69.9(2.1)	30.1(2.1)
New Mexico	2342	0.8(0.1) [6%]	211.8(1.5)	1.0(0.4)	11.4(1.3)	51.6(1.9)	48.4(1.9)
New York	2284	6.7(0.2) [3%]	217.2(1.3)	2.0(0.3)	17.4(1.3)	58.8(1.9)	41.2(1.9)
North Carolina	2884	3.0(0.1) [3%]	211.4(1.1)	1.6(0.4)	13.2(0.9)	52.1(1.6)	47.9(1.6)
North Dakota	2193	0.3(0.0) [4%]	227.6(0.8)	1.8(0.3)	22.9(1.1)	74.2(1.2)	25.8(1.2)
Ohio	2637	4.9(0.1) [3%]	217.5(1.2)	1.9(0.3)	16.8(1.1)	58.8(1.7)	41.2(1.7)
Oklahoma	2254	1.6(0.0) [3%]	219.0(1.0)	1.2(0.4)	14.4(1.1)	61.5(1.6)	38.5(1.6)
Pennsylvania	2740	4.6(0.2) [4%]	223.2(1.4)	2.6(0.5)	22.5(1.5)	66.4(1.9)	33.6(1.9)
Rhode Island	2390	0.4(0.0) [5%]	214.0(1.6)	1.6(0.4)	13.8(1.2)	55.8(2.2)	44.2(2.2)
South Carolina	2771	1.8(0.1) [3%]	211.1(1.1)	1.2(0.3)	13.3(1.1)	49.3(1.5)	50.7(1.5)
Tennessee	2708	2.4(0.1) [3%]	209.4(1.4)	0.7(0.2)	10.2(1.0)	49.0(2.1)	51.0(2.1)
Texas	2623	9.0(0.3) [4%]	216.6(1.3)	1.8(0.5)	15.5(1.3)	57.6(1.7)	42.4(1.7)
Utah	2799	1.3(0.0) [2%]	222.8(1.0)	1.9(0.3)	19.5(1.1)	67.4(1.6)	32.6(1.6)
Virginia	2786	2.8(0.1) [3%]	219.6(1.3)	3.1(0.7)	19.4(1.6)	60.3(1.4)	39.7(1.4)
West Virginia	2786	0.9(0.0) [4%]	213.9(1.1)	1.3(0.3)	12.8(1.0)	54.1(1.6)	45.9(1.6)
Wisconsin	2780	2.1(0.1) [4%]	227.7(1.1)	3.0(0.5)	25.3(1.4)	72.4(1.3)	27.6(1.3)
Wyoming	2605	0.3(0.0) [3%]	224.2(1.0)	1.5(0.3)	19.4(1.2)	70.1(1.4)	29.9(1.4)
Guam	1933	0.1(0.0) [0%]	191.1(0.8)	0.4(0.1)	4.9(0.5)	28.0(1.2)	72.0(1.2)
Virgin Islands	905	0.1(0.0) [0%]	178.0(1.2)	0.0(0.0)	0.4(0.2)	11.8(1.6)	88.2(1.6)

Table K-8
NAEP 1992 Trial State Assessment in Mathematics
Grade 4 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Revised Results

	N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Alabama	2605	1.9(0.1) [3%]	208.3(1.6)	0.5(0.1)	10.1(1.2)	43.0(2.1)	57.0(2.1)
Arizona	2741	1.8(0.0) [2%]	215.3(1.1)	0.8(0.2)	13.1(0.9)	53.5(1.6)	46.5(1.6)
Arkansas	2621	1.2(0.0) [4%]	210.2(0.9)	0.4(0.2)	9.7(0.7)	46.9(1.5)	53.1(1.5)
California	2412	12.3(0.3) [3%]	208.4(1.6)	1.3(0.4)	12.4(1.2)	46.4(1.9)	53.6(1.9)
Colorado	2906	1.7(0.1) [3%]	221.0(1.0)	1.5(0.4)	17.5(1.0)	60.8(1.4)	39.2(1.4)
Connecticut	2600	1.2(0.0) [3%]	226.8(1.1)	2.9(0.5)	24.4(1.4)	67.3(1.6)	32.7(1.6)
Delaware	2040	0.3(0.0) [0%]	217.9(0.8)	1.8(0.3)	16.5(0.9)	54.6(1.0)	45.4(1.0)
District of Columbia	2399	0.2(0.0) [0%]	192.6(0.5)	0.9(0.2)	5.5(0.3)	23.1(0.9)	76.9(0.9)
Florida	2828	5.4(0.2) [3%]	213.7(1.5)	1.2(0.3)	13.3(1.4)	51.6(1.7)	48.4(1.7)
Georgia	2766	3.4(0.1) [4%]	215.6(1.2)	1.1(0.3)	15.3(1.2)	53.1(1.7)	46.9(1.7)
Hawaii	2625	0.5(0.0) [2%]	214.1(1.3)	1.1(0.2)	14.6(0.9)	51.9(1.8)	48.1(1.8)
Idaho	2784	0.6(0.0) [3%]	221.6(1.0)	0.7(0.3)	15.7(1.0)	62.7(1.7)	37.3(1.7)
Indiana	2593	2.7(0.1) [3%]	221.0(1.0)	1.0(0.2)	15.6(1.1)	59.8(1.7)	40.2(1.7)
Iowa	2770	1.3(0.0) [4%]	229.9(1.0)	2.3(0.4)	26.0(1.2)	72.4(1.5)	27.6(1.5)
Kentucky	2703	1.8(0.1) [4%]	215.0(1.0)	1.0(0.3)	12.6(1.2)	50.9(1.5)	49.1(1.5)
Louisiana	2792	2.2(0.1) [3%]	204.1(1.5)	0.4(0.2)	7.6(0.8)	38.8(2.0)	61.2(2.0)
Maine	1898	0.6(0.0) [3%]	231.6(1.0)	2.4(0.5)	27.4(1.5)	74.8(1.5)	25.2(1.5)
Maryland	2844	2.0(0.1) [3%]	217.3(1.3)	2.2(0.3)	18.4(1.2)	55.1(1.6)	44.9(1.6)
Massachusetts	2549	2.1(0.1) [4%]	226.6(1.2)	2.4(0.5)	23.3(1.5)	68.5(1.6)	31.5(1.6)
Michigan	2412	4.1(0.1) [4%]	219.9(1.7)	1.2(0.4)	18.5(1.7)	60.5(2.2)	39.5(2.2)
Minnesota	2640	2.1(0.1) [4%]	228.5(0.9)	2.5(0.4)	25.9(1.3)	70.6(1.6)	29.4(1.6)
Mississippi	2712	1.4(0.0) [3%]	201.8(1.1)	0.3(0.1)	6.3(0.6)	35.8(1.3)	64.2(1.3)
Missouri	2509	2.1(0.1) [5%]	222.2(1.2)	1.3(0.3)	18.6(1.3)	62.1(1.7)	37.9(1.7)
Nebraska	2327	0.7(0.0) [3%]	225.3(1.2)	2.0(0.5)	21.8(1.6)	66.6(1.8)	33.4(1.8)
New Hampshire	2265	0.5(0.0) [3%]	229.7(1.2)	2.1(0.4)	24.9(1.6)	72.3(1.6)	27.7(1.6)
New Jersey	2231	2.8(0.1) [4%]	227.1(1.5)	2.5(0.6)	24.6(1.5)	68.2(2.1)	31.8(2.1)
New Mexico	2342	0.8(0.1) [6%]	213.3(1.4)	0.6(0.2)	11.1(1.3)	49.8(2.0)	50.2(2.0)
New York	2284	6.7(0.2) [3%]	218.4(1.2)	1.5(0.3)	17.0(1.3)	57.0(1.8)	43.0(1.8)
North Carolina	2884	3.0(0.1) [3%]	212.9(1.1)	1.2(0.3)	12.7(0.8)	50.3(1.6)	49.7(1.6)
North Dakota	2193	0.3(0.0) [4%]	228.7(0.8)	1.3(0.3)	22.2(1.1)	72.5(1.3)	27.5(1.3)
Ohio	2637	4.9(0.1) [3%]	218.7(1.2)	1.4(0.3)	16.1(1.2)	57.0(1.7)	43.0(1.7)
Oklahoma	2254	1.6(0.0) [3%]	220.3(1.0)	0.8(0.3)	14.0(1.2)	59.5(1.7)	40.5(1.7)
Pennsylvania	2740	4.6(0.2) [4%]	224.3(1.3)	2.0(0.4)	21.8(1.5)	64.9(2.0)	35.1(2.0)
Rhode Island	2390	0.4(0.0) [5%]	215.4(1.5)	1.2(0.4)	13.3(1.1)	54.2(2.2)	45.8(2.2)
South Carolina	2771	1.8(0.1) [3%]	212.5(1.1)	0.9(0.3)	12.8(1.1)	47.6(1.7)	52.4(1.7)
Tennessee	2708	2.4(0.1) [3%]	210.9(1.4)	0.5(0.2)	9.9(1.0)	47.3(2.0)	52.7(2.0)
Texas	2623	9.0(0.3) [4%]	217.9(1.2)	1.2(0.3)	15.0(1.2)	55.7(1.6)	44.3(1.6)
Utah	2799	1.3(0.0) [2%]	224.0(1.0)	1.4(0.3)	19.0(1.1)	65.6(1.7)	34.4(1.7)
Virginia	2786	2.8(0.1) [3%]	220.8(1.3)	2.3(0.5)	18.8(1.5)	58.6(1.4)	41.4(1.4)
West Virginia	2786	0.9(0.0) [4%]	215.3(1.1)	1.0(0.3)	12.2(0.9)	52.4(1.5)	47.6(1.5)
Wisconsin	2780	2.1(0.1) [4%]	228.7(1.1)	2.2(0.4)	24.5(1.4)	70.9(1.4)	29.1(1.4)
Wyoming	2605	0.3(0.0) [3%]	225.4(0.9)	1.0(0.3)	18.7(1.1)	68.6(1.4)	31.4(1.4)
Guam	1933	0.1(0.0) [0%]	192.8(0.8)	0.3(0.2)	4.7(0.5)	26.3(1.4)	73.7(1.4)
Virgin Islands	905	0.1(0.0) [0%]	178.9(1.2)	0.0(0.0)	0.5(0.2)	10.6(1.4)	89.4(1.4)

Table K-9
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Original Results

		N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Alabama	1992	2522	2.0(0.1) [3%]	251.3(1.7)	1.1(0.3)	12.3(1.1)	44.3(2.0)	55.7(2.0)
	1990	2531	2.2(0.1) [3%]	252.9(1.1)	1.1(0.2)	11.7(0.8)	47.2(1.6)	52.8(1.6)
Arizona	1992	2617	1.7(0.1) [4%]	264.6(1.3)>	1.8(0.4)	18.8(1.4)	61.4(1.8)>	38.6(1.8)<
	1990	2558	1.8(0.1) [3%]	259.6(1.3)	1.5(0.4)	16.1(1.1)	54.8(1.8)	45.2(1.8)
Arkansas	1992	2556	1.2(0.0) [2%]	255.4(1.2)	1.0(0.3)	12.9(1.0)	50.2(1.7)	49.8(1.7)
	1990	2669	1.5(0.0) [2%]	256.2(0.9)	0.9(0.2)	12.4(1.0)	51.2(1.3)	48.8(1.3)
California	1992	2516	12.5(0.3) [3%]	260.1(1.7)	2.6(0.7)	19.7(1.4)	55.1(2.0)	44.9(2.0)
	1990	2424	14.2(0.4) [3%]	256.3(1.3)	2.0(0.4)	15.9(1.3)	50.9(1.6)	49.1(1.6)
Colorado	1992	2799	1.6(0.0) [2%]	271.7(1.1)>	2.5(0.5)	26.2(1.3)>	69.2(1.3)>	30.8(1.3)<
	1990	2675	1.7(0.0) [2%]	267.4(0.9)	2.2(0.4)	21.6(1.0)	64.3(1.1)	35.7(1.1)
Connecticut	1992	2613	1.2(0.0) [3%]	273.1(1.1)>	4.1(0.6)	30.1(1.1)>	68.9(1.4)	31.1(1.4)
	1990	2672	1.4(0.0) [3%]	269.9(1.0)	3.9(0.4)	26.2(1.1)	65.9(1.3)	34.1(1.3)
Delaware	1992	1934	0.3(0.0) [0%]	262.1(1.0)	2.5(0.4)	18.5(1.1)	57.0(1.2)	43.0(1.2)
	1990	2110	0.3(0.0) [0%]	260.7(0.9)	2.1(0.5)	18.6(0.9)	54.5(1.3)	45.5(1.3)
Dist of Columbia	1992	1816	0.2(0.0) [0%]	233.9(0.9)>	0.7(0.2)	5.6(1.0)	26.0(1.3)>	74.0(1.3)<
	1990	2135	0.2(0.0) [0%]	231.4(0.9)	0.8(0.2)	3.8(0.7)	21.1(1.0)	78.9(1.0)
Florida	1992	2549	4.6(0.2) [3%]	259.1(1.5)	1.8(0.4)	17.6(1.3)	54.7(1.9)	45.3(1.9)
	1990	2534	5.5(0.2) [3%]	255.3(1.2)	1.7(0.4)	14.8(1.0)	49.2(1.4)	50.8(1.4)
Georgia	1992	2589	3.1(0.1) [4%]	258.5(1.2)	1.4(0.3)	15.9(1.0)	53.5(1.5)	46.5(1.5)
	1990	2766	3.7(0.1) [4%]	258.8(1.3)	2.6(0.5)	17.2(1.3)	53.4(1.5)	46.6(1.5)
Hawaii	1992	2454	0.5(0.0) [0%]	256.6(0.9)>	2.2(0.4)	16.5(0.8)	51.2(1.2)>	48.8(1.2)<
	1990	2551	0.5(0.0) [0%]	251.0(0.8)	1.8(0.3)	14.3(0.8)	45.3(1.0)	54.7(1.0)
Idaho	1992	2615	0.7(0.0) [2%]	274.4(0.8)>	2.5(0.4)	26.9(1.2)	73.4(1.1)	26.6(1.1)
	1990	2716	0.8(0.0) [1%]	271.4(0.8)	1.5(0.4)	23.0(1.4)	70.1(1.2)	29.9(1.2)
Indiana	1992	2659	3.0(0.1) [3%]	269.4(1.2)	3.0(0.4)	23.8(1.3)	65.8(1.5)	34.2(1.5)
	1990	2569	3.2(0.1) [3%]	267.3(1.2)	2.9(0.6)	20.6(1.2)	63.2(1.6)	36.8(1.6)
Iowa	1992	2816	1.4(0.1) [4%]	282.8(1.0)>	4.7(0.7)	37.2(1.4)>	81.3(1.2)>	18.7(1.2)<
	1990	2474	1.5(0.1) [4%]	278.0(1.1)	3.8(0.5)	30.4(1.5)	76.3(1.1)	23.7(1.1)
Kentucky	1992	2756	1.8(0.1) [3%]	261.4(1.1)>	1.9(0.4)	16.7(1.1)	57.3(1.3)>	42.7(1.3)<
	1990	2680	2.1(0.1) [4%]	257.1(1.2)	1.2(0.2)	13.5(0.9)	50.5(1.8)	49.5(1.8)
Louisiana	1992	2582	1.9(0.1) [4%]	249.1(1.7)	0.5(0.2)	9.6(1.2)	42.4(2.0)	57.6(2.0)
	1990	2572	2.2(0.1) [4%]	246.4(1.2)	0.6(0.2)	7.6(1.0)	38.6(1.7)	61.4(1.7)
Maine	1992	2464	0.6(0.0) [2%]	278.0(1.0)	3.7(0.6)	30.8(1.9)	77.5(1.3)	22.5(1.3)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Maryland	1992	2399	1.9(0.1) [3%]	264.2(1.3)	3.7(0.6)	23.8(1.3)	58.7(1.5)	41.3(1.5)
	1990	2794	2.2(0.0) [2%]	260.8(1.4)	3.1(0.6)	19.9(1.2)	55.8(1.7)	44.2(1.7)
Massachusetts	1992	2456	2.1(0.1) [4%]	272.1(1.1)	3.3(0.5)	27.9(1.4)	67.9(1.5)	32.1(1.5)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Michigan	1992	2616	4.2(0.1) [2%]	266.6(1.4)	2.6(0.5)	23.1(1.7)	63.2(1.6)	36.8(1.6)
	1990	2587	4.8(0.1) [3%]	264.4(1.4)	2.4(0.4)	19.7(1.4)	60.3(1.4)	39.7(1.4)
Minnesota	1992	2471	2.0(0.1) [2%]	281.8(1.0)>	5.6(0.7)>	36.7(1.2)>	78.5(1.2)>	21.5(1.2)<
	1990	2584	2.4(0.1) [4%]	275.4(0.9)	3.7(0.4)	28.7(1.2)	73.9(1.3)	26.1(1.3)
Mississippi	1992	2498	1.4(0.0) [3%]	245.5(1.2)	0.5(0.2)	8.5(0.8)	38.3(1.5)	61.7(1.5)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Missouri	1992	2666	2.2(0.0) [2%]	270.4(1.2)	2.7(0.4)	23.7(1.3)	67.9(1.6)	32.1(1.6)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)

➤ INDICATES A SIGNIFICANT INCREASE (OR DECREASE "<") BETWEEN 1990 AND 1992

(continued)

Table K-9 (continued)
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Original Results

		N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Nebraska	1992	2285	0.8(0.0) [3%]	277.0(1.1)	3.6(0.5)	31.7(1.9)	75.4(1.2)	24.6(1.2)
	1990	2519	0.9(0.0) [2%]	275.7(1.0)	3.6(0.6)	29.9(1.4)	74.3(1.1)	25.7(1.1)
New Hampshire	1992	2535	0.5(0.0) [2%]	277.6(1.0)>	3.5(0.6)	30.0(1.5)>	76.8(1.0)>	23.2(1.0)<
	1990	2568	0.5(0.0) [1%]	273.1(0.9)	3.2(0.5)	25.0(1.2)	71.3(1.6)	28.7(1.6)
New Kersey	1992	2174	3.2(0.1) [4%]	271.2(1.6)	3.9(0.6)	27.6(1.4)	67.3(1.8)	32.7(1.8)
	1990	2710	3.5(0.1) [4%]	269.7(1.1)	3.9(0.5)	25.3(1.3)	64.5(1.6)	35.5(1.6)
New Mexico	1992	2561	0.8(0.0) [1%]	258.8(0.9)>	1.1(0.3)	13.8(1.0)	54.1(1.4)	45.9(1.4)
	1990	2643	0.8(0.0) [1%]	256.4(0.7)	1.2(0.3)	12.8(0.9)	50.7(1.3)	49.3(1.3)
New York	1992	2158	6.5(0.2) [3%]	265.7(2.1)	3.7(0.6)	23.8(1.6)>	62.5(2.3)	37.5(2.3)
	1990	2302	7.7(0.2) [2%]	260.8(1.4)	3.1(0.5)	18.8(1.0)	56.5(1.7)	43.5(1.7)
North Carolina	1992	2769	3.2(0.1) [3%]	257.6(1.2)>	1.5(0.3)	15.2(1.0)>	52.8(1.5)>	47.2(1.5)<
	1990	2843	3.6(0.1) [2%]	250.3(1.1)	0.8(0.4)	11.3(0.8)	44.4(1.4)	55.6(1.4)
North Dakota	1992	2314	0.3(0.0) [3%]	282.6(1.2)	3.8(0.6)	35.7(1.7)	82.4(1.3)	17.6(1.3)
	1990	2485	0.4(0.0) [4%]	281.1(1.2)	3.9(0.6)	33.8(2.0)	81.0(1.6)	19.0(1.6)
Ohio	1992	2535	5.4(0.2) [4%]	267.4(1.5)	2.4(0.5)	22.4(1.4)	64.3(2.0)	35.7(2.0)
	1990	2673	5.6(0.1) [2%]	264.0(1.0)	2.0(0.3)	18.5(1.2)	59.6(1.4)	40.4(1.4)
Oklahoma	1992	2141	1.5(0.0) [3%]	267.4(1.2)>	1.5(0.3)	21.1(1.2)>	65.2(2.0)	34.8(2.0)
	1990	2222	1.8(0.0) [2%]	263.2(1.3)	1.6(0.5)	16.9(1.3)	59.2(1.6)	40.8(1.6)
Pennsylvania	1992	2612	4.5(0.1) [3%]	270.7(1.5)	3.2(0.7)	25.9(1.5)	67.2(1.7)	32.8(1.7)
	1990	2528	5.4(0.2) [3%]	266.4(1.6)	2.3(0.4)	21.4(1.5)	62.9(2.0)	37.1(2.0)
Rhode Island	1992	2120	0.4(0.0) [0%]	265.1(0.7)>	1.8(0.3)	19.7(1.3)	62.0(1.2)>	38.0(1.2)<
	1990	2675	0.4(0.0) [2%]	260.0(0.6)	1.8(0.3)	18.3(1.0)	54.9(0.9)	45.1(0.9)
South Carolina	1992	2625	1.8(0.0) [2%]	260.0(1.0)	2.1(0.5)	18.0(1.1)	53.4(1.2)	46.6(1.2)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Tennessee	1992	2485	2.3(0.1) [3%]	258.0(1.4)	1.2(0.4)	14.7(1.2)	52.6(1.8)	47.4(1.8)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Texas	1992	2614	8.8(0.3) [3%]	263.8(1.3)>	3.6(0.6)	21.2(1.4)>	57.8(1.5)>	42.2(1.5)<
	1990	2542	10.2(0.3) [3%]	258.2(1.4)	2.0(0.4)	15.9(1.0)	52.0(1.7)	48.0(1.7)
Utah	1992	2726	1.2(0.0) [3%]	273.6(0.7)	2.7(0.5)	27.2(1.1)	72.1(1.3)	27.9(1.3)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Virginia	1992	2710	2.8(0.1) [4%]	267.1(1.2)	3.2(0.5)	22.9(1.2)	62.3(1.6)	37.7(1.6)
	1990	2661	3.0(0.1) [3%]	264.3(1.5)	4.1(0.8)	20.7(1.6)	57.7(1.6)	42.3(1.6)
West Virginia	1992	2690	0.9(0.0) [3%]	258.2(1.0)	0.7(0.2)	12.6(0.9)	52.9(1.5)	47.1(1.5)
	1990	2600	1.1(0.0) [3%]	255.9(1.0)	1.1(0.2)	12.1(0.9)	49.3(1.2)	50.7(1.2)
Wisconsin	1992	2814	2.3(0.1) [6%]	277.3(1.5)	3.9(0.6)	32.1(1.4)	75.6(1.9)	24.4(1.9)
	1990	2750	2.4(0.1) [3%]	274.5(1.3)	3.6(0.5)	28.8(1.5)	72.3(1.7)	27.7(1.7)
Wyoming	1992	2444	0.3(0.0) [2%]	274.4(0.9)>	2.4(0.5)	25.8(1.0)	73.0(1.3)	27.0(1.3)
	1990	2701	0.3(0.0) [1%]	272.1(0.7)	2.0(0.3)	23.6(1.0)	71.1(1.3)	28.9(1.3)
Guam	1992	1496	0.1(0.0) [1%]	234.3(1.0)>	0.6(0.2)	7.0(0.7)	29.5(1.4)	70.5(1.4)
	1990	1617	0.1(0.0) [0%]	231.8(0.7)	0.5(0.2)	5.2(0.6)	26.7(1.0)	73.3(1.0)
Virgin Islands	1992	1479	0.1(0.0) [0%]	221.8(1.1)>	0.0(0.1)	0.9(0.3)	12.7(1.0)	87.3(1.0)
	1990	1326	0.1(0.0) [0%]	218.7(0.9)	0.1(0.1)	0.9(0.4)	10.4(1.1)	89.6(1.1)

> INDICATES A SIGNIFICANT INCREASE (OR DECREASE "<") BETWEEN 1990 AND 1992

Table K-10
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Revised Results

		N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Alabama	1992	2522	2.0(0.1) [3%]	252.2(1.7)	0.9(0.3)	10.2(0.9)	38.8(1.9)	61.2(1.9)
	1990	2531	2.2(0.1) [3%]	252.9(1.1)	1.0(0.2)	9.1(0.7)	40.3(1.7)	59.7(1.7)
Arizona	1992	2617	1.7(0.1) [4%]	265.4(1.3)>	1.4(0.3)	15.1(1.3)	54.7(1.8)>	45.3(1.8)<
	1990	2558	1.8(0.1) [3%]	259.6(1.3)	1.3(0.4)	12.7(0.9)	47.5(1.8)	52.5(1.8)
Arkansas	1992	2556	1.2(0.0) [2%]	256.3(1.2)	0.7(0.2)	10.0(0.8)	44.3(1.8)	55.7(1.8)
	1990	2669	1.5(0.0) [2%]	256.2(0.9)	0.7(0.2)	9.3(0.7)	43.9(1.2)	56.1(1.2)
California	1992	2516	12.5(0.3) [3%]	260.9(1.7)>	2.2(0.7)	16.2(1.3)	50.4(1.9)	49.6(1.9)
	1990	2424	14.2(0.4) [3%]	256.3(1.3)	1.7(0.3)	12.5(1.1)	44.6(1.7)	55.4(1.7)
Colorado	1992	2799	1.6(0.0) [2%]	272.4(1.0)>	2.1(0.4)	21.6(1.2)>	63.9(1.4)>	36.1(1.4)<
	1990	2675	1.7(0.0) [2%]	267.4(0.9)	1.9(0.4)	16.9(1.0)	57.5(1.2)	42.5(1.2)
Connecticut	1992	2613	1.2(0.0) [3%]	273.7(1.1)>	3.2(0.6)	25.7(1.1)>	64.4(1.4)	35.6(1.4)
	1990	2672	1.4(0.0) [3%]	269.9(1.0)	3.4(0.4)	21.7(0.9)	59.9(1.4)	40.1(1.4)
Delaware	1992	1934	0.3(0.0) [0%]	262.9(1.0)	2.3(0.4)	15.1(1.0)	51.6(1.2)	48.4(1.2)
	1990	2110	0.3(0.0) [0%]	260.7(0.9)	1.9(0.4)	14.2(0.8)	47.8(1.5)	52.2(1.5)
Dist of Columbia	1992	1816	0.2(0.0) [0%]	234.9(0.9)>	0.6(0.2)	4.4(0.9)	21.8(1.1)>	78.2(1.1)<
	1990	2135	0.2(0.0) [0%]	231.4(0.9)	0.8(0.2)	3.1(0.6)	16.6(1.0)	83.4(1.0)
Florida	1992	2549	4.6(0.2) [3%]	259.9(1.5)>	1.5(0.3)	14.6(1.2)	48.8(1.9)>	51.2(1.9)<
	1990	2534	5.5(0.2) [3%]	255.3(1.2)	1.4(0.3)	12.0(0.9)	42.7(1.4)	57.3(1.4)
Georgia	1992	2589	3.1(0.1) [4%]	259.4(1.2)	1.1(0.3)<	12.7(0.9)	47.9(1.7)	52.1(1.7)
	1990	2766	3.7(0.1) [4%]	258.8(1.3)	2.4(0.4)	13.8(1.2)	47.2(1.5)	52.8(1.5)
Hawaii	1992	2454	0.5(0.0) [0%]	257.4(0.9)>	1.8(0.3)	13.5(0.7)	46.2(1.1)>	53.8(1.1)<
	1990	2551	0.5(0.0) [0%]	251.0(0.8)	1.6(0.3)	11.7(0.7)	40.0(1.0)	60.0(1.0)
Idaho	1992	2615	0.7(0.0) [2%]	275.1(0.7)>	2.1(0.3)	21.7(1.2)	67.9(1.0)>	32.1(1.0)<
	1990	2716	0.8(0.0) [1%]	271.4(0.8)	1.2(0.3)	17.9(1.1)	63.4(1.2)	36.6(1.2)
Indiana	1992	2659	3.0(0.1) [3%]	270.1(1.1)	2.6(0.4)	19.7(1.2)	59.9(1.5)	40.1(1.5)
	1990	2569	3.2(0.1) [3%]	267.3(1.2)	2.5(0.5)	16.6(1.1)	56.4(1.5)	43.6(1.5)
Iowa	1992	2816	1.4(0.1) [4%]	283.4(1.0)>	3.9(0.7)	31.2(1.3)>	76.4(1.3)>	23.6(1.3)<
	1990	2474	1.5(0.1) [4%]	278.0(1.1)	3.3(0.5)	25.1(1.4)	70.0(1.2)	30.0(1.2)
Kentucky	1992	2756	1.8(0.1) [3%]	262.2(1.1)>	1.6(0.3)	13.8(1.1)>	51.2(1.5)>	48.8(1.5)<
	1990	2680	2.1(0.1) [4%]	257.1(1.2)	1.1(0.3)	10.5(0.8)	43.0(1.7)	57.0(1.7)
Louisiana	1992	2582	1.9(0.1) [4%]	250.0(1.7)	0.5(0.2)	7.2(1.0)	36.6(1.9)	63.4(1.9)
	1990	2572	2.2(0.1) [4%]	246.4(1.2)	0.5(0.2)	5.4(0.6)	31.7(1.6)	68.3(1.6)
Maine	1992	2464	0.6(0.0) [2%]	278.6(1.0)	3.1(0.6)	25.5(1.5)	71.6(1.3)	28.4(1.3)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Maryland	1992	2399	1.9(0.1) [3%]	264.8(1.3)>	3.2(0.5)	19.9(1.2)	53.9(1.4)	46.1(1.4)
	1990	2794	2.2(0.0) [2%]	260.8(1.4)	2.6(0.5)	16.6(1.2)	49.7(1.6)	50.3(1.6)
Massachusetts	1992	2456	2.1(0.1) [4%]	272.8(1.0)	2.8(0.5)	23.3(1.3)	62.8(1.5)	37.2(1.5)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Michigan	1992	2616	4.2(0.1) [2%]	267.4(1.4)	2.2(0.4)	18.9(1.5)	57.9(1.7)	42.1(1.7)
	1990	2587	4.8(0.1) [3%]	264.4(1.2)	2.1(0.4)	15.8(1.2)	53.3(1.7)	46.7(1.7)
Minnesota	1992	2471	2.0(0.1) [2%]	282.4(1.0)>	4.7(0.6)	31.1(1.2)>	74.2(1.3)>	25.8(1.3)<
	1990	2584	2.4(0.1) [4%]	275.4(0.9)	3.3(0.5)	23.3(1.2)	67.5(1.1)	32.5(1.1)
Mississippi	1992	2498	1.4(0.0) [3%]	246.5(1.2)	0.3(0.1)	6.4(0.7)	33.4(1.6)	66.6(1.6)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Missouri	1992	2666	2.2(0.0) [2%]	271.1(1.2)	2.3(0.4)	19.5(1.2)	62.5(1.6)	37.5(1.6)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)

> INDICATES A SIGNIFICANT INCREASE (OR DECREASE "<") BETWEEN 1990 AND 1992

(continued)

Table K-10 (continued)
NAEP 1992 Trial State Assessment in Mathematics
Grade 8 Weighted Percentages and Composite Scale Means
Percent of Students At or Above the Achievement Levels
Revised Results

		N	WEIGHTED PCT [CV]	MEAN	ADVANCED	PRFCIENT	BASIC	< BASIC
Nebraska	1992	2285	0.8(0.0) [3%]	277.7(1.1)	2.9(0.5)	26.3(1.6)	70.2(1.3)	29.8(1.3)
	1990	2519	0.9(0.0) [2%]	275.7(1.0)	3.3(0.5)	24.4(1.2)	68.2(1.3)	31.8(1.3)
New Hampshire	1992	2535	0.5(0.0) [2%]	278.2(1.0)>	2.8(0.5)	24.9(1.4)>	71.2(1.3)>	28.8(1.3)<
	1990	2568	0.5(0.0) [1%]	273.1(0.9)	2.7(0.5)	20.3(1.2)	64.7(1.5)	35.3(1.5)
New Jersey	1992	2174	3.2(0.1) [4%]	271.9(1.6)	3.2(0.4)	23.7(1.3)	62.5(1.9)	37.5(1.9)
	1990	2710	3.5(0.1) [4%]	269.7(1.1)	3.4(0.5)	21.3(1.1)	58.2(1.5)	41.8(1.5)
New Mexico	1992	2561	0.8(0.0) [1%]	259.6(0.9)>	0.9(0.3)	10.9(0.8)	47.6(1.3)>	52.4(1.3)<
	1990	2643	0.8(0.0) [1%]	256.4(0.7)	1.0(0.3)	10.2(0.9)	43.2(1.2)	56.8(1.2)
New York	1992	2158	6.5(0.2) [3%]	266.4(2.1)>	3.2(0.5)	20.0(1.3)>	57.5(2.2)>	42.5(2.2)<
	1990	2302	7.7(0.2) [2%]	260.8(1.4)	2.7(0.4)	15.3(0.9)	49.9(1.7)	50.1(1.7)
North Carolina	1992	2769	3.2(0.1) [3%]	258.4(1.2)>	1.2(0.3)	12.1(1.0)>	47.0(1.4)>	53.0(1.4)<
	1990	2843	3.6(0.1) [2%]	250.3(1.1)	0.6(0.3)	8.7(0.7)	37.9(1.4)	62.1(1.4)
North Dakota	1992	2314	0.3(0.0) [3%]	283.2(1.1)	3.1(0.5)	29.5(1.6)	77.9(1.4)	22.1(1.4)
	1990	2485	0.4(0.0) [4%]	281.1(1.2)	3.6(0.6)	27.3(1.8)	75.4(1.6)	24.6(1.6)
Ohio	1992	2535	5.4(0.2) [4%]	268.1(1.5)>	1.9(0.4)	18.1(1.3)	58.8(2.1)	41.2(2.1)
	1990	2673	5.6(0.1) [2%]	264.0(1.0)	1.7(0.3)	14.8(1.1)	52.6(1.6)	47.4(1.6)
Oklahoma	1992	2141	1.5(0.0) [3%]	268.1(1.1)>	1.1(0.3)	16.9(1.1)	59.4(1.6)>	40.6(1.6)<
	1990	2222	1.8(0.0) [2%]	263.2(1.3)	1.3(0.4)	13.3(1.2)	52.0(1.8)	48.0(1.8)
Pennsylvania	1992	2612	4.5(0.1) [3%]	271.4(1.5)>	2.7(0.5)	21.5(1.5)	62.1(1.7)	37.9(1.7)
	1990	2528	5.4(0.2) [3%]	266.4(1.6)	2.0(0.4)	17.2(1.3)	56.0(2.0)	44.0(2.0)
Rhode Island	1992	2120	0.4(0.0) [0%]	265.9(0.7)>	1.4(0.3)	15.7(1.1)	56.4(1.2)>	43.6(1.2)<
	1990	2675	0.4(0.0) [2%]	260.0(0.6)	1.6(0.3)	14.5(0.7)	48.8(1.0)	51.2(1.0)
South Carolina	1992	2625	1.8(0.0) [2%]	260.8(1.0)	1.7(0.5)	14.9(1.0)	47.8(1.3)	52.2(1.3)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Tennessee	1992	2485	2.3(0.1) [3%]	258.8(1.4)	1.0(0.4)	11.6(1.0)	46.8(1.9)	53.2(1.9)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Texas	1992	2614	8.8(0.3) [3%]	264.6(1.3)>	3.2(0.6)	18.1(1.2)>	52.7(1.5)>	47.3(1.5)<
	1990	2542	10.2(0.3) [3%]	258.2(1.4)	1.6(0.3)	12.7(1.1)	45.5(1.6)	54.5(1.6)
Utah	1992	2726	1.2(0.0) [3%]	274.3(0.7)	2.3(0.4)	22.3(1.0)	66.8(1.2)	33.2(1.2)
	1990	0	0.0(0.0) [0%]	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)	***** (0.0)
Virginia	1992	2710	2.8(0.1) [4%]	267.9(1.2)	2.7(0.6)	19.2(1.1)	56.7(1.7)	43.3(1.7)
	1990	2661	3.0(0.1) [3%]	264.3(1.5)	3.7(0.8)	17.3(1.6)	51.6(1.7)	48.4(1.7)
West Virginia	1992	2690	0.9(0.0) [3%]	259.1(1.0)>	0.6(0.2)	9.8(0.8)	46.8(1.6)>	53.2(1.6)<
	1990	2600	1.1(0.0) [3%]	255.9(1.0)	0.9(0.2)	9.3(0.8)	41.8(1.1)	58.2(1.1)
Wisconsin	1992	2814	2.3(0.1) [6%]	277.9(1.5)	3.2(0.6)	27.0(1.4)	70.8(2.1)	29.2(2.1)
	1990	2750	2.4(0.1) [3%]	274.5(1.3)	3.1(0.4)	23.2(1.4)	65.7(1.6)	34.3(1.6)
Wyoming	1992	2444	0.3(0.0) [2%]	275.1(0.9)>	1.9(0.4)	21.0(1.1)	67.2(1.3)	32.8(1.3)
	1990	2701	0.3(0.0) [1%]	272.1(0.7)	1.7(0.2)	18.5(0.9)	63.7(1.3)	36.3(1.3)
Guam	1992	1496	0.1(0.0) [1%]	235.1(1.0)>	0.5(0.1)	5.6(0.6)>	25.3(1.4)	74.7(1.4)
	1990	1617	0.1(0.0) [0%]	231.8(0.7)	0.4(0.2)	3.8(0.4)	21.7(1.0)	78.3(1.0)
Virgin Islands	1992	1479	0.1(0.0) [0%]	222.8(1.1)>	0.0(0.1)	0.6(0.3)	9.4(0.9)	90.6(0.9)
	1990	1326	0.1(0.0) [0%]	218.7(0.9)	0.1(0.1)	0.7(0.3)	7.6(1.0)	92.4(1.0)

> INDICATES A SIGNIFICANT INCREASE (OR DECREASE "<") BETWEEN 1990 AND 1992

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