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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 120 pages. Original publisher: Washington, DC: National Center for Education Statistics, U. S. Dept. of Education, Institute of Education Sciences, 2004 OCLC Number: (OCOLC)57240570 Subject: Mathematics -- Study and teaching -- United States -- Statistics. Excerpt: . . . In addition to the assessments, students, their teachers, and principals were asked to complete questionnaires related to their school and learning experiences. At fourth grade, the assessment took approximately 72 minutes to complete. At eighth grade, the assessment took approximately 90 minutes. Detailed information on data collection, sampling, response rates, test development and design, weighting, and scaling is included in appendix A. Example items from the fourth-and eighth-grade assessments are included in appendix B. Comparisons made in this report have been tested for statistical significance at the .05 level. Differences between averages or percentages that are statistically significant are discussed using comparative terms such as higher and lower. Differences that are not statistically significant are either not discussed or referred to as no measurable differences found or not statistically significant. In this latter case, failure to find a statistically significant difference should not be interpreted to mean that the estimates are the same or similar; rather, failure to find a difference may also be due to measurement error or sampling. In addition, because the results of tests of statistical significance are, in part, influenced by sample sizes, when subgroup comparisons are drawn within the United States, effect sizes are also included in order to provide the reader an increased understanding of the importance of the significant difference. These effect sizes use standard deviations, rather than standard errors, and thus are not influenced by the size of the subgroup samples. In social sciences, as used here, an effect size of...



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