

West Virginia

April K. Mellody

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Record Type: Record

To: Christa Robinson/OPD/EOP, William R. Kincaid/OPD/EOP

cc:

Subject: one-pager

Here's the one-pager. I didn't really change anything. I just added a few things and reformatted it (header and stuff). Let me know if you need to make any changes. Thanks. AM

**TRIP OF THE PRESIDENT TO CLARKSBURG WEST VIRGINIA
FOR AN EDUCATION TOWN MEETING
May 22, 1997**

President Clinton today will host an Education Town Meeting at Robert C. Byrd High School in Clarksburg, West Virginia to promote his call for national education standards and tests. In his opening remarks, the President will focus on the need for adopting standards and the bipartisan support for the strategy including endorsement by West Virginia Governor Underwood and Massachusetts Governor William Weld. In the forum, the President will highlight the types of skills and information students must master to meet national standards by working through some sample 4th grade reading and math test problems. The President will call on fourth grade student Hannah Galey will read a passage from Charlotte's Web.

The audience is comprised of 160 parents, students, teachers, business and community leaders and others interested in education. The discussion is expected to focus on national standards and how we can prepare young people for the future.

In his State of the Union Address, President Clinton called on every state to adopt high national standards and tests in 4th grade reading and 8th grade math in order to make sure that every student masters these basic skills. The new tests will be based on the widely used National Assessment of Education Progress and will measure individual student performance against widely accepted content standards used by NAEP. The tests will be available for use in the Spring of 1999.

Robert C. Byrd High School and West Virginia

Robert C. Byrd High School has a student body of over 1000 students and is a merger of two high schools in Clarksburg. The citizens of Harrison County passed a bond to finance the school. While adding to their tax burden, the bond also symbolized the commitment of residents to their children's future.

The school is working to make the facility and its curriculum ■exemplary examples of what is possible in secondary education today.■ Students now enjoy modern technology, a comprehensive curriculum including music and the performing arts, and magnet programs including English literature, Calculus and Computer Programming.

West Virginia has demonstrated substantial improvement in 4th grade and 8th grade math during the 1990s. Between 1992 and 1996, West Virginia's average 4th grade math score increased by 8 points, together with a 6 point increase for 8th grade math, on the National Assessment of Education Progress (NAEP), which tests a sample of students in each participating state. West Virginia tied for the third highest state improvement at both grade levels on NAEP.

West Virginia has also been a leader in the use of technology in schools, in increasing achievements of their students, and today has signed onto the President's national standards and testing proposal. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation. To date, 14,000 educators have been trained to use computers for basic skills instruction. Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997.

Growing Bipartisan Support for National Tests in 4th Grade Reading and 8th Grade Math.

President Clinton's call for national standards and tests in 4th grade reading and 8th grade math received additional bipartisan support today, as Governor Underwood and state education officials in West Virginia, and Governor Weld and state education officials in Massachusetts, announced plans to participate in the testing initiative. These states join [top officials in] Maryland, Michigan, North Carolina, and the Department of Defense schools, which have pledged to participate in this testing initiative in 1999.

Growing Business Support . Yesterday, James Orr, CEO of UNUM Insurance and Chairman of the Board of the National Alliance of Business, announced NAB's endorsement of the President's testing initiative. NAB represents small, medium and large size businesses. Following a survey of its members which revealed strong overall support for the President's testing initiative, NAB announced its full support for President Clinton's testing initiative, and promised to bring this message to other business organizations. NAB now joins the Business Roundtable and more than 240 high-tech CEO's who have already endorsed these tests. The strong support of the business community underscores the fact that in order for individuals to compete in a global economy and a geographically mobile society, our nation must set and our students must meet challenging national standards.

Final
Dress
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Mastering the Basics: Reaching for High Standards in Reading & Math

Tonight, I issue a challenge to the nation: Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met. President Clinton, State of the Union Address,
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STANDARDS OF EXCELLENCE AND DISCIPLINE ARE ESSENTIAL IN OUR SCHOOLS. Strong schools with clear standards of achievement and discipline are essential to our children and our society. These standards are needed to help instill the skills, fundamental American values, and hard work that our children need to get on the right track. Toward that end we must establish meaningful standards for what students should be expected to learn and achieve in the basics and core subjects.

A CHALLENGE TO EVERY STATE: MAKE SURE EVERY STUDENT MASTERS THE BASICS IN READING AND MATH. Every student should be able to read well and independently by the end of 3rd grade and start of 4th grade. And every student should understand the basics of math, including algebra and even some geometry, by the end of 8th grade. Reading and math skills provide the foundation for future learning. Research shows that students who fail to read English well by the end of grade 3 have a greater likelihood of dropping out and risk a diminished chance of success in school and in life. Students who master the basics of math, including the essentials of algebra and some geometry, by the end of grade 8 have the foundation to take tough math and science courses in high school to prepare for college and high-skills jobs.

NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATH. Parents need to know that students have mastered the basics no matter where they live or move in this great country. The U.S. Department of Education will give every state and school district the opportunity to use the voluntary national tests of 4th grade reading and 8th grade math, beginning in 1999. These rigorous tests will provide scores for individual students, measured against widely accepted standards of excellence - - national and international standards - - that show whether students have mastered critical basic skills. This will be the first time rigorous tests of reading skills at grade 4 and math knowledge and skills at grade 8, tied to national standards, are available to measure individual student performance throughout the nation.

Every parent has the right to know how well his or her child is doing compared with students in other schools, states, and countries. These tests will help states and local communities raise standards of excellence for teaching and learning in every classroom, and provide parents with accurate information about their children's academic performance.

WIDELY RECOGNIZED TESTS LINKED TO WIDELY RECOGNIZED NATIONAL AND INTERNATIONAL STANDARDS. These new tests will be based on existing widely accepted tests: the National Assessment of Educational Progress (NAEP) 4th grade reading and 8th grade math tests. In addition, the 8th grade math test will be linked to the 8th grade math test used in the Third International Mathematics and Science Study (TIMSS). Currently, the NAEP and TIMSS tests are used to assess the overall performance of the nation as a whole and of interested states. In their current form, they cannot be used to measure the academic performance of individual students.

The NAEP reading and math tests are based on widely accepted content standards -- developed by teachers, reading and math specialists, curriculum specialists, parents, and researchers -- reflecting a national consensus on what students should know and be able to do when they reach the 4th grade in reading and the 8th grade in math. The NAEP math standards are highly consistent with the national math standards developed by the National Council of Teachers of Mathematics (NCTM), which are used extensively by virtually every state.

The TIMSS test is also based on widely accepted content standards -- in this case developed by the representatives of the 41 participating countries -- reflecting an international consensus on what students should know and be able to do in mathematics by 8th grade.

A NEW GENERATION OF TESTS MEASURING PERFORMANCE OF INDIVIDUAL STUDENTS AS WELL AS STATES. The current NAEP and TIMSS tests are designed to assess how the entire nation, or individual states, perform in reading and math. They do not show how individual students perform. The tests are administered to a sample of students in participating states, rather than to all students. Each student in the sample takes only a portion of the total test questions. As a result, no student or parent currently receives a score from these tests.

President Clinton's plan is to make this opportunity of high quality 4th grade reading and 8th grade math tests available to interested schools and states so that students, parents, and teachers will have meaningful scores comparing individual student performance to these widely accepted national and international standards. No state or district will be required to give these tests as a condition of receiving federal funding.

THESE TESTS WILL BE RIGOROUS AND CHALLENGING. Though the focus is on basic skills, these tests are challenging, not low level. While many U.S. fourth graders perform reasonably well in international comparisons of reading, 40 percent of our students do not reach the "basic" achievement level on the NAEP reading assessment. In TIMSS, the U.S. average score is below the international average in the 8th grade, and only 5 percent of U.S. eighth grade students score in the top 10 percent internationally.

THESE TESTS WILL ASSIST TEACHERS, PARENTS, STUDENTS, AND LOCAL AND STATE LEADERS. While most states assess their students in reading and math, they generally set their proficiency levels lower than the challenging levels in NAEP and currently do not have available information to compare their students' performance against other states or countries. These voluntary national tests will give parents and communities reliable benchmarks for determining how well their students are progressing toward challenging national standards. These new standard measures of excellence can help parents hold schools accountable for improved performance, can help teachers and principals improve curriculum and instruction, and can give students a guide for charting their own progress. They can identify students and schools that need extra help.

DEVELOPMENT AND ADMINISTRATION OF THE TESTS. The new tests will be based on the widely used NAEP assessments, but will measure the performance of individual students and schools. The U.S. Department of Education will contract with independent test developers to produce the new tests, which will be available for the first time in the spring of 1999. The tests will be updated each year and released to the public after each administration. Guidance for the test development will come from the most successful math and reading teachers from across the country, parents, governors, and local and state education, civic and business leaders. Interested test publishers, states, and local school districts will be licensed to administer the tests each year. Individual test scores will not be collected by the federal government.

States and school districts can administer the tests as part of their local testing program. After each administration, the entire tests (along with answers, scoring guides, and other materials) will be released to the education community. At that time, the tests along with supporting materials will be available on the Internet so that students, parents and teachers can know what is expected to reach standards of excellence in reading and math. New tests each year will keep the content of the tests current. These tests will help show who needs extra help, what changes schools need to make in teaching and the curriculum, and which schools need to be improved.

The total cost of developing the tests will be between \$10 - 12 million annually. The Department of Education intends to reimburse licensees (for example, states, school districts and testing companies) that wish to administer the new tests. The costs of administration are estimated at \$10 to \$12 per student.

WHAT DO WE MEAN BY READING INDEPENDENTLY?

At the end of third grade, students are expected to be able to read well and independently. This means that they should have mastered the basics of reading to the point that they can easily change the letters on the page into words, the words into sentences, and the sentences into ideas. To measure this at the 4th grade level the voluntary national test of reading will be based on the National Assessment of Educational Progress (NAEP) framework. The NAEP framework identifies three standards of performance--basic, proficient, and advanced.

BASIC. At the 4th grade, a child who is at the basic level can recognize most, if not all, of the words on the page, understand the questions being asked, and identify important relevant information. NAEP defines the basic level in the following way: "The student demonstrates partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade."

PROFICIENT. At the 4th grade, a child who is proficient can read fluently (quickly recognizing the words on the page), summarize the passage, pick out specific information, add other information about the topic to what is read in order to answer questions, and describe the ways the author presented the information (giving examples, presenting a chronology, creating metaphors, etc.) According to NAEP, proficient students are described as follows: "The student can do solid academic performance for each grade assessed. The student demonstrates competency with challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter."

ADVANCED. At the 4th grade, a child who is advanced can not only read fluently and do everything the proficient reader does, but can also provide a more detailed and thoughtful explanation. According to the NAEP definition of advanced, "The student demonstrates superior performance."

MEETING NATIONAL STANDARDS IN FOURTH GRADE READING: HOW AMERICA IS DOING. According to the 1994 NAEP 4th grade reading exam, American students are not reading as well as they should. The information listed below shows the percentage of students achieving at each of the NAEP standards of performance.

Below Basic	40%
Basic	30%
Proficient	23%
Advanced	7%

QUESTION FORMAT. To reach these achievement levels on NAEP, students must read an entire story, article, or textbook selection and answer thought-provoking questions designed to tap their understanding of the passage, the question, and information from outside sources. There are three question formats—multiple choice, short constructed response, and extended constructed response. Student achievement levels are based on consistency of performance across the three formats.

This example used from E. B. White's *Charlotte's Web* typifies what students at the 4th grade should be expected to do as independent readers.

A Sample Passage
from
***Charlotte's Web* by E. B. White**

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs." (*Reprinted by permission*).

A Sample Question based on the NAEP Framework

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

BASIC: Students at the basic level would be able to list characteristics that are described in the paragraph. For example they might write any of the following traits to describe Charlotte:

keeps her promise
patient
confident
clever, smart

PROFICIENT: Students at the proficient level might list one or more of the above characteristics and make reference to a particular sentence in the passage. For example, they might write:

Charlotte works hard to keep her promise. At the beginning of the paragraph she made a promise to Wilbur and by the end of the paragraph she figured out how to do it. Charlotte was going to play a trick on Zuckerman.

ADVANCED: Students at the advanced level would include more than one characteristic and provide a more thoughtful and detailed explanation. For example, they might write:

Charlotte was a loyal friend who kept her word. She was also very clever. In this paragraph Charlotte thinks about how she can keep her promise to save Wilbur's life by tricking Zuckerman. Her idea gives her, the small spider, a way to outsmart Zuckerman who is much larger than she is.

Amanda Clement: The Umpire in a Skirt **Marilyn Kratz**

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them—with pay!

Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stenciled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention—players

never said, "Kill the umpire!" They argued more politely asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognized in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Women's Sports Foundation in San Francisco, California. In 1912 she held the world record for a women throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organizing teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.

Source: "Amanda Clement: The Umpire in a Skirt" by Marilyn Kratz, Copyright 1987 by Carus Corporation. Reprinted by permission.

Sample NAEP Questions on Amanda Clement: The Umpire in a Skirt

Multiple choice item

The information in the passage is presented mainly by

- | | |
|--|--|
| A. comparing Mandy to other umpires | C. describing the game of baseball |
| B. discussing important events in Mandy's life | D. providing details about life in the early 1900s |

Answer: The correct answer is B. discussing important events in Mandy's life.
(49% of students answered correctly)

Short constructed response items (scored as acceptable or unacceptable)

What was Hank's role in Mandy's early career? (42% wrote acceptable answers)

Hank asked Mandy to umpire his game first. When people saw how good she was, they wanted her to umpire their games till Mandy was famous.

Extended constructed response items (scored as unsatisfactory, partial, essential or extensive)

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

Partial: shows some understanding of the passage and the question but does not provide all the necessary information or evidence. (83% wrote partial or better answers)

I would ask her how it felt to be the first woman baseball player, to help other people go into sports and no matter what anybody said just to keep on going.

Essential: demonstrates understanding of the passage and question while providing all required information. (33% wrote essential or better answers)

Why did you like being umpire? It would be important, because we wouldn't know why she liked being umpire, when girls weren't supposed to play sports. Unless somebody asked her that question, we would never find out.

Extensive: demonstrates a richer understanding of the passage, the context, and relevant information from other sources. (2% wrote extensive answers)

I would ask if Mandy had a hard time with other people because she was a girl and participated in sports. The answer would be important because I do not think it was fair that girls did not play sports like baseball, hockey, basketball, and football a long time ago. Also it would be important because somebody else's answer would probably be

WHAT DO WE MEAN BY CHALLENGING MATH?

By the end of eighth grade, students should be learning algebra, geometry, probability and estimation and using the basic skills of addition, subtraction, multiplication and division to solve problems. Students should be able to use the basics to solve more complex problems requiring multiple steps.

The items below illustrate the type of mathematics that 8th graders should be expected to understand. When noted, items are taken from the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS).

SAMPLE ITEMS:

The Fuel Tank

Question: A car has a fuel tank that holds 15 gallons of fuel. The car consumes 5 gallons of fuel for every 100 miles driven. A trip of 250 miles was started with a full tank of fuel. How much fuel remained in the tank at the end of the trip?

- | | |
|-----------------|-----------------|
| A. 2.5 gallons | C. 17.5 gallons |
| B. 12.5 gallons | D. 5.0 gallons |

Answer: A. 2.5 gallons

Mathematics Tested

This question requires students to understand numbers in context and to use logical thinking and basic arithmetic and fractions and decimals to determine the answer. Responding correctly requires a two step analysis: first determining how much fuel was used, and then how much remains.

Many U.S. eighth-grade students have difficulty with multi-step problems. They often use a single-step approach which yields an incorrect answer. This use of single-step strategies may be due to a less-than-thoughtful approach to problem-solving, an inability to deal with more than one condition in a context, or poorly developed reading skills. In answering this problem, many American students would be likely to choose B as the correct answer -- the amount of fuel used rather than the amount remaining.

Using arithmetic in two step solutions is a commonly used skill necessary for tasks as diverse as comparison shopping and budgeting.

Results

Percentage of students answering correctly a similar TIMSS item:

United States:	34%
Korea:	50%
Singapore:	70%

Area of a Rectangle (TIMSS)

Question: The length of a rectangle is 6 cm and its perimeter is 16 cm. What is the area of the rectangle in square centimeters?

Answer: The area of the rectangle is 12 square centimeters.

Mathematics Tested

This geometry problem requires students to understand the properties of rectangles and the important concepts of perimeter and area. These fundamental concepts of geometry and measurement are skills needed by all citizens for every day tasks such as home improvement as well as for a wide variety of careers such as carpentry, architecture and engineering. The problem also requires students to do two step problem-solving: first finding the width of the rectangle from the information given and then determining the area of the rectangle from its length and width.

International Results

Singapore	86%
Korea	66%
Japan	65%
International Average	40%
U.S.	22%

Treena's Budget (NAEP 1992)

Question: This question requires you to show all work and explain your answer. Your answer should be clear enough so that another person could read it and understand your answer.

Treena won a 7-day scholarship worth \$1000 to the Pro Shot Basketball Camp. Round-trip expenses to the camp are \$335 by air or \$125 by train. At the camp she must choose between a week of individual instruction at \$60 per day or a week of group instruction at \$40 per day. Treena's food and other expenses are fixed at \$45 per day. If she does not plan to spend any money other than scholarship, what are all choices of travel and instruction plans that she could afford to make? Explain your reasoning.

Answer: A correct solution to this question shows what the three possible options are and includes supporting work for each option. An example of a correct solution is attached.

Mathematics Tested

This question requires students to understand the meaning of numbers in context and use everyday logic to develop the choices Treena has for travel and instruction plans within her budget. Students must also determine what arithmetic processes to use to determine the cost of each choice and then to use basic arithmetic to compare the total cost for each alternative, compare the costs to her total budget, and determine how many choices fit her budget.

Identifying relevant numerical information and then using it in multi-step problem-solving is essential to real life activities such as creating a family budget or a small business plan.

U.S. National Results

Percent of students able to identify all 3 correct budget options:	2%
Percent of students able to identify 1 or 2 correct budget options:	17%
Percent of students able to identify <u>no</u> correct budget options:	81%

Treena's Budget: The correct solution indicates what the three possible options are and includes supporting work for each option.

$$\begin{array}{r}
 1000 \\
 - 335 \\
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 665 \\
 - 420 \\
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 245 \\
 - 315 \\
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 365
 \end{array}$$

$$\begin{array}{r}
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 - 315 \\
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 875 \\
 - 280 \\
 \hline
 595 \\
 - 315 \\
 \hline
 280
 \end{array}$$

$$\begin{array}{r}
 1000 \\
 - 125 \\
 \hline
 875 \\
 - 420 \\
 \hline
 455 \\
 - 315 \\
 \hline
 140
 \end{array}$$

1. take air, group, food
2. train, group, food
3. train, individual, food

Wed night
Version

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A NEW GENERATION OF TESTS MEASURING PERFORMANCE OF INDIVIDUAL STUDENTS AS WELL AS STATES. The current NAEP and TIMSS tests are designed to assess how the entire nation, or individual states, perform in reading and math. They do not show how individual students perform. The tests are administered to a sample of students in participating states, rather than to all students. Each student in the sample takes only a portion of the total test questions. As a result, no student or parent currently receives a score from these tests.

President Clinton's plan is to make this opportunity of high quality 4th grade reading and 8th grade math tests available to interested schools and states so that students, parents, and teachers will have meaningful scores comparing individual student performance to these widely accepted national and international standards. No state or district will be required to give these tests as a condition of receiving federal funding.

THESE TESTS WILL BE RIGOROUS AND CHALLENGING. Though the focus is on basic skills, these tests are challenging, not low level. While many U.S. fourth graders perform reasonably well in international comparisons of reading, 40 percent of our students do not reach the "basic" achievement level on the NAEP reading assessment. In TIMSS, the U.S. average score is below the international average in the 8th grade, and only 5 percent of U.S. eighth grade students score in the top 10 percent internationally.

THESE TESTS WILL ASSIST TEACHERS, PARENTS, STUDENTS, AND LOCAL AND STATE LEADERS. While most states assess their students in reading and math, they generally set their proficiency levels lower than the challenging levels in NAEP and currently do not have available information to compare their students' performance against other states or countries. These voluntary national tests will give parents and communities reliable benchmarks for determining how well their students are progressing toward challenging national standards. These new standard measures of excellence can help parents hold schools accountable for improved performance, can help teachers and principals improve curriculum and instruction, and can give students a guide for charting their own progress. They can identify students and schools that need extra help.

DEVELOPMENT AND ADMINISTRATION OF THE TESTS. The new tests will be based on the widely used NAEP assessments, but will measure the performance of individual students and schools. The U.S. Department of Education will contract with independent test developers to produce the new tests, which will be available for the first time in the spring of 1999. The tests will be updated each year and released to the public after each administration. Guidance for the test development will come from the most successful math and reading teachers from across the country, parents, governors, and local and state education, civic and business leaders. Interested test publishers, states, and local school districts will be licensed to administer the tests each year. Individual test scores will not be collected by the federal government.

States and school districts can administer the tests as part of their local testing program. After each administration, the entire tests (along with answers, scoring guides, and other materials) will be released to the education community. At that time, the tests along with supporting materials will be available on the Internet so that students, parents and teachers can know what is expected to reach standards of excellence in reading and math. New tests each year will keep the content of the tests current. These tests will help show who needs extra help, what changes schools need to make in teaching and the curriculum, and which schools need to be improved.

The total cost of developing the tests will be between \$10 - 12 million annually. The Department of Education intends to reimburse licensees (for example, states, school districts and testing companies) that wish to administer the new tests. The costs of administration are estimated at \$10 to \$12 per student.

WHAT DO WE MEAN BY READING INDEPENDENTLY?

At the end of third grade, students are expected to be able to read well and independently. This means that they should have mastered the basics of reading to the point that they can easily change the letters on the page into words, the words into sentences, and the sentences into ideas. To measure this at the 4th grade level the voluntary national test of reading will be based on the National Assessment of Educational Progress (NAEP) framework. The NAEP framework identifies three standards of performance--basic, proficient, and advanced.

BASIC. At the 4th grade, a child who is at the basic level can recognize most, if not all, of the words on the page, understand the questions being asked, and identify important relevant information. NAEP defines the basic level in the following way: "The student demonstrates partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade."

PROFICIENT. At the 4th grade, a child who is proficient can read fluently (quickly recognizing the words on the page), summarize the passage, pick out specific information, add other information about the topic to what is read in order to answer questions, and describe the ways the author presented the information (giving examples, presenting a chronology, creating metaphors, etc.) According to NAEP, proficient students are described as follows: "The student can do solid academic performance for each grade assessed. The student demonstrates competency with challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter."

ADVANCED. At the 4th grade, a child who is advanced can not only read fluently and do everything the proficient reader does, but can also provide a more detailed and thoughtful explanation. According to the NAEP definition of advanced, "The student demonstrates superior performance."

MEETING NATIONAL STANDARDS IN FOURTH GRADE READING: HOW AMERICA IS DOING. According to the 1994 NAEP 4th grade reading exam, American students are not reading as well as they should. The information listed below shows the percentage of students achieving at each of the NAEP standards of performance.

Below Basic	40%
Basic	30%
Proficient	23%
Advanced	7%

QUESTION FORMAT. To reach these achievement levels on NAEP, students must read an entire story, article, or textbook selection and answer thought-provoking questions designed to tap their understanding of the passage, the question, and information from outside sources. There are three question formats—multiple choice, short constructed response, and extended constructed response. Student achievement levels are based on consistency of performance across the three formats.

This example used from E. B. White's *Charlotte's Web* typifies what students at the 4th grade should be expected to do as independent readers.

**A Sample Passage
from
Charlotte's Web by E. B. White**

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

A Sample Question based on the NAEP Framework

Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

BASIC: Students at the basic level would be able to list characteristics that are described in the paragraph. For example they might write any of the following traits to describe Charlotte:

keeps her promise
patient
confident
clever, smart

PROFICIENT: Students at the proficient level might list one or more of the above characteristics and make reference to a particular sentence in the passage. For example, they might write:

Charlotte works hard to keep her promise. At the beginning of the paragraph she made a promise to Wilbur and by the end of the paragraph she figured out how to do it.
Charlotte was going to play a trick on Zuckerman.

ADVANCED: Students at the advanced level would include more than one characteristic and provide a more thoughtful and detailed explanation. For example, they might write:

Charlotte was a loyal friend who kept her word. She was also very clever. In this paragraph Charlotte thinks about how she can keep her promise to save Wilbur's life by tricking Zuckerman. Her idea gives her, the small spider, a way to outsmart Zuckerman who is much larger than she is.

Amanda Clement: The Umpire in a Skirt **Marilyn Kratz**

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports. But when the umpire for the preliminary game between two local teams didn't arrive, Hank asked Mandy to make the calls.

Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

Mandy was five feet ten inches tall and looked very impressive as she accurately called the plays. She did so well that the players for the big game asked her to umpire for them—with pay!

Mrs. Clement was shocked at that idea. But Mandy finally persuaded her mother to allow her to do it. Amanda Clement became the first paid woman baseball umpire on record.

Mandy's fame spread quickly. Before long, she was umpiring games in North and South Dakota, Iowa, Minnesota, and Nebraska. Flyers sent out to announce upcoming games, called Mandy the "World Champion Woman Umpire." Her uniform was a long blue skirt, a black necktie, and a white blouse with UMPS stenciled across the front. Mandy kept her long dark hair tucked inside a peaked cap. She commanded respect and attention—players

never said, "Kill the umpire!" They argued more politely asking, "Beg your pardon, Miss Umpire, but wasn't that one a bit high?"

Mandy is recognized in the Baseball Hall of Fame in Cooperstown, New York; the Women's Sports Hall of Fame; and the Women's Sports Foundation in San Francisco, California. In 1912 she held the world record for a women throwing a baseball: 279 feet.

Mandy's earnings for her work as an umpire came in especially handy. She put herself through college and became a teacher and coach, organizing teams and encouraging athletes wherever she lived. Mandy died in 1971. People who knew her remember her for her work as an umpire, teacher, and coach, and because she loved helping people as much as she loved sports.

Source: "Amanda Clement: The Umpire in a Skirt" by Marilyn Kratz, Copyright 1987 by Carus Corporation. Reprinted by permission.

Sample NAEP Questions on Amanda Clement: The Umpire in a Skirt

Multiple choice item

The information in the passage is presented mainly by

- | | |
|--|--|
| A. comparing Mandy to other umpires | C. describing the game of baseball |
| B. discussing important events in Mandy's life | D. providing details about life in the early 1900s |

Answer: The correct answer is B. discussing important events in Mandy's life.
(49% of students answered correctly)

Short constructed response items (scored as acceptable or unacceptable)

What was Hank's role in Mandy's early career? (42% wrote acceptable answers)

Hank asked Mandy to umpire his game first. When people saw how good she was, they wanted her to umpire their games till Mandy was famous.

Extended constructed response items (scored as unsatisfactory, partial, essential or extensive)

If she were alive today, what question would you like to ask Mandy about her career? Explain why the answer to your question would be important to know.

Partial: shows some understanding of the passage and the question but does not provide all the necessary information or evidence. (83% wrote partial or better answers)

I would ask her how it felt to be the first woman baseball player, to help other people go into sports and no matter what anybody said just to keep on going.

Essential: demonstrates understanding of the passage and question while providing all required information. (33% wrote essential or better answers)

Why did you like being umpire? It would be important, because we wouldn't know why she liked being umpire, when girls weren't supposed to play sports. Unless somebody asked her that question, we would never find out.

Extensive: demonstrates a richer understanding of the passage, the context, and relevant information from other sources. (2% wrote extensive answers)

I would ask if Mandy had a hard time with other people because she was a girl and participated in sports. The answer would be important because I do not think it was fair that girls did not play sports like baseball, hockey, basketball, and football a long time ago. Also it would be important because somebody else's answer would probably be different from Mandy's.

WHAT DO WE MEAN BY CHALLENGING MATH?

By the end of eighth grade, students should be learning algebra, geometry, probability and estimation and using the basic skills of addition, subtraction, multiplication and division to solve problems. Students should be able to use the basics to solve more complex problems requiring multiple steps.

The items below illustrate the type of mathematics that 8th graders should be expected to understand. When noted, items are taken from the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS).

SAMPLE ITEMS:

The Fuel Tank

Question: A car has a fuel tank that holds 15 gallons of fuel. The car consumes 5 gallons of fuel for every 100 miles driven. A trip of 250 miles was started with a full tank of fuel. How much fuel remained in the tank at the end of the trip?

- | | |
|-----------------|-----------------|
| A. 2.5 gallons | C. 17.5 gallons |
| B. 12.5 gallons | D. 5.0 gallons |

Answer: A. 2.5 gallons

Mathematics Tested

This question requires students to understand numbers in context and to use logical thinking and basic arithmetic and fractions and decimals to determine the answer. Responding correctly requires a two step analysis: first determining how much fuel was used, and then how much remains.

Many U.S. eighth-grade students have difficulty with multi-step problems. They often use a single-step approach which yields an incorrect answer. This use of single-step strategies may be due to a less-than-thoughtful approach to problem-solving, an inability to deal with more than one condition in a context, or poorly developed reading skills. In answering this problem, many American students would be likely to choose B. as the correct answer B the amount of fuel used rather than the amount remaining.

Using arithmetic in two step solutions is a commonly used skill necessary for tasks as diverse as comparison shopping and budgeting.

Results

Percentage of students answering correctly a similar TIMSS item:

United States:	34%
Korea:	50%
Singapore:	70%

Area of a Rectangle (TIMSS)

Question: The length of a rectangle is 6 cm and its perimeter is 16 cm. What is the area of the rectangle in square centimeters?

Answer: The area of the rectangle is 12 square centimeters.

Mathematics Tested

This geometry problem requires students to understand the properties of rectangles and the important concepts of perimeter and area. These fundamental concepts of geometry and measurement are skills needed by all citizens for every day tasks such as home improvement as well as for a wide variety of careers such as carpentry, architecture and engineering. The problem also requires students to do two step problem-solving: first finding the width of the rectangle from the information given and then determining the area of the rectangle from its length and width.

International Results

Singapore	86%
Korea	66%
Japan	65%
International Average	40%
U.S.	22%

Treena's Budget (NAEP 1992)

Question: This question requires you to show all work and explain your answer. Your answer should be clear enough so that another person could read it and understand your answer.

Treena won a 7-day scholarship worth \$1000 to the Pro Shot Basketball Camp. Round-trip expenses to the camp are \$335 by air or \$125 by train. At the camp she must choose between a week of individual instruction at \$60 per day or a week of group instruction at \$40 per day. Treena's food and other expenses are fixed at \$45 per day. If she does not plan to spend any money other than scholarship, what are all choices of travel and instruction plans that she could afford to make? Explain your reasoning.

Answer: A correct solution to this question shows what the three possible options are and includes supporting work for each option. An example of a correct solution is attached.

Mathematics Tested

This question requires students to understand the meaning of numbers in context and use everyday logic to develop the choices Treena has for travel and instruction plans within her budget. Students must also determine what arithmetic processes to use to determine the cost of each choice and then to use basic arithmetic to compare the total cost for each alternative, compare the costs to her total budget, and determine how many choices fit her budget.

Identifying relevant numerical information and then using it in multi-step problem-solving is essential to real life activities such as creating a family budget or a small business plan.

U.S. National Results

Percent of students able to identify all 3 correct budget options:	2%
Percent of students able to identify 1 or 2 correct budget options:	17%
Percent of students able to identify <u>no</u> correct budget options:	81%

Treena's Budget: The correct solution indicates what the three possible options are and includes supporting work for each option.

~~$$\begin{array}{r}
 1000 \\
 - 335 \\
 \hline
 665 \\
 - 420 \\
 \hline
 245 \\
 - 315 \\
 \hline
 130 \\
 - 40 \\
 \hline
 90 \\
 - 20 \\
 \hline
 70 \\
 - 35 \\
 \hline
 35
 \end{array}$$~~

$$\begin{array}{r}
 1. \quad 1000 \\
 - 335 \\
 \hline
 665 \\
 - 280 \\
 \hline
 385 \\
 - 315 \\
 \hline
 70
 \end{array}$$

$$\begin{array}{r}
 40 \\
 - 7 \\
 \hline
 280
 \end{array}$$

$$\begin{array}{r}
 2. \quad 1,000 \\
 - 125 \\
 \hline
 875 \\
 - 280 \\
 \hline
 595 \\
 - 315 \\
 \hline
 280
 \end{array}$$

$$\begin{array}{r}
 3. \quad 1000 \\
 - 125 \\
 \hline
 875 \\
 - 420 \\
 \hline
 455 \\
 - 315 \\
 \hline
 140
 \end{array}$$

1. take air, group, food
2. train, group, food
3. train, individual, food

Steve Winnick
Re: Charlotte's Web
May 22, 1997

Suggests use "Reprinted by permission."

Thinks this is reasonable based on letter regarding fair use received from the publisher, though that was provided for use in context with the state of the union.

This is similar to the State of the Union, it's the President again, and it uses the same materials. It's within the spirit of the letter.

If going to be doing repeatedly, should recontact them and make more firm arrangements.

Also, Dave Berthiaume has received oral permission from author of the Amanda Clement passage.

[Late] Future purposes, on Charlotte's Web, could note copyright 1980. E.B. White. [held by E.B. White].

May 22, 1997

NOTE TO APRIL MELLODY

Attached is a revised packet containing the 2.5-pager on "Mastering the Basics" and the sample reading and math questions. I have fixed some minor typos in the reading and math samples and have added permission language to the Charlotte's Web passage.

Thanks for your help with this.

-- Bill Kincaid

May 22, 1997

NOTE TO APRIL MELLODY RE: ONE-PAGER

I noticed that there was still one typo in the one-pager you e-mailed to me just before you left, I believe after your conversation with Mike Cohen (the typo is circled). A corrected version is also attached, although I think you have already passed this out. I don't think this is a big deal.

Thanks.

-- Bill Kincaid



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

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Jeanne McLellan
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FAX
2/3/97

TO: Mr. Dave Berthiaum
US Dept. of Education

FROM: Jeanne McLellan
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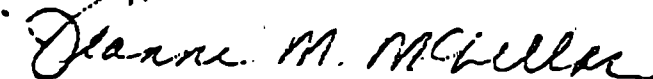
RE: CHARLOTTE'S WEB

OF PGS. 1

Dear Mr. Berthiaum,

Per your fax, HarperCollins agrees that the reprinting of the brief paragraph in the State of the Union educational materials constitutes fair use. If you have any questions, please contact me.

Sincerely,



Jeanne M. McLellan
Permissions Manager

An example drawn from the 4th grade NAEP Reading Assessment

Amanda Clement: The Umpire in a Skirt **Marilyn Kratz**

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base.

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Mrs. Clement didn't want her daughter to umpire a public event, but at last Hank and Mandy persuaded her to give her consent. Mandy eagerly took her position behind the pitcher's mound. Because only one umpire was used in those days, she had to call plays on the four bases as well as strikes and balls.

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This example used from E. B. White's *Charlotte's Web* typifies what students at the 4th grade should be expected to do as independent readers.

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from
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Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

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Based on this paragraph, how would you describe Charlotte to a friend? Include evidence from the passage to support your description.

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West Virginia

**TRIP OF THE PRESIDENT TO CLARKSBURG WEST VIRGINIA
FOR AN EDUCATION TOWN MEETING
May 22, 1997**

President Clinton today will host an Education Town Meeting at Robert C. Byrd High School in Clarksburg, West Virginia to promote his call for national education standards and tests. In his opening remarks, the President will focus on the need for adopting standards and the bipartisan support for the strategy including endorsement by West Virginia Governor Underwood and Massachusetts Governor William Weld. In the forum, the President will highlight the types of skills and information students must master to meet national standards by working through some sample 4th grade reading and math test problems. In highlighting these skills, the President will call on fourth grade student Hannah Galey who will read a passage from Charlotte's Web.

The audience is comprised of 160 parents, students, teachers, business and community leaders and others interested in education. The discussion is expected to focus on national standards and how we can prepare young people for the future.

In his State of the Union Address, President Clinton called on every state to adopt high national standards and tests in 4th grade reading and 8th grade math in order to make sure that every student masters these basic skills. The new tests will be based on the widely used National Assessment of Education Progress and will measure individual student performance against widely accepted content standards used by NAEP. The tests will be available for use in the Spring of 1999.

Robert C. Byrd High School and West Virginia

Robert C. Byrd High School has a student body of over 1000 students and is a merger of two high schools in Clarksburg. The citizens of Harrison County passed a bond to finance the school. While adding to their tax burden, the bond also symbolized the commitment of residents to their children's future.

The school is working to make the facility and its curriculum "exemplary examples of what is possible in secondary education today." Students now enjoy modern technology, a comprehensive curriculum including music and the performing arts, and magnet programs including English literature, Calculus and Computer Programming.

West Virginia has demonstrated substantial improvement in 4th grade and 8th grade math during the 1990s. Between 1992 and 1996, West Virginia's average 4th grade math score increased by 8 points, together with a 6 point increase for 8th grade math, on the National Assessment of Education Progress (NAEP), which tests a sample of students in each participating state. West Virginia tied for the third highest state improvement at both grade levels on NAEP.

West Virginia has also been a leader in the use of technology in schools, in increasing achievement of its students, and today has signed onto the President's national standards and testing proposal. The state's 11-to-1 student-computer ratio in elementary schools is one of the lowest in the nation. To date, 14,000 educators have been trained to use computers for basic skills instruction. Forty percent of West Virginia's schools are now connected to the Internet, and state officials plan to reach 85% in 1997.

Growing Support for National Tests in 4th Grade Reading and 8th Grade Math.

 **Bipartisan Support** President Clinton's call for national standards and tests in 4th grade reading and 8th grade math received additional bipartisan support today, as Governor Underwood and state education officials in West Virginia, and Governor Weld and state education officials in Massachusetts, announced plans to participate in the testing initiative. These states join top officials in California, Maryland, Michigan, North Carolina, and the Department of Defense schools which have endorsed this testing initiative.

 **Growing Business Support.** Yesterday, James Orr, CEO of UNUM Insurance and Chairman of the Board of the National Alliance of Business, announced NAB's endorsement of the President's testing initiative. NAB represents small, medium and large size businesses. Following a survey of its members which revealed strong overall support for the President's testing initiative, NAB announced its full support for President Clinton's testing initiative, and promised to bring this message to other business organizations. NAB now joins the Business Roundtable and more than 240 high-tech CEO's who have already endorsed these tests. The strong support of the business community underscores the fact that in order for individuals to compete in a global economy and a geographically mobile society, our nation must set and our students must meet challenging national standards.