1. Record Nr. UNINA9910822766003321

Titolo The black-white test score gap / / Christopher Jencks and Meredith

Phillips, editors

Pubbl/distr/stampa Washington, D.C., : Brookings Institution Press, c1998

ISBN 1-4416-3638-2

0-8157-4611-3

Edizione [1st ed.]

Descrizione fisica 1 online resource (535 p.)

Altri autori (Persone) JencksChristopher

PhillipsMeredith

Disciplina 371.26/01/3

Soggetti Discrimination in education - United States

Educational tests and measurements - United States

Test bias - United States

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Note generali Description based upon print version of record.

Nota di bibliografia Includes bibliographical references and index.

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and Meredith Phillips -- Test bias, heredity, and home environment. Racial bias in testing / Christopher Jencks -- Race, genetics, and IQ / Richard E. Nisbett -- Family background, parenting practices, and the black-white test score gap / Meredith Phillips, Jeanne Brooks-Gunn, Greg J. Duncan, Pamela Klebanov, and Jonathan Crane -- How and why the gap has changed. Black-white test score convergence since 1965 / Larry V. Hedges and Amy Nowell -- Why did the black-white score gap narrow in the 1970s and 1980s? / David Grissmer, Ann Flanagan, and Stephanie Williamson -- The impact of schools and culture. Does the black-white test score gap widen after children enter school? / Meredith Phillips, James Crouse, and John Ralph -- Teachers' perceptions and expectations and the black-white test score gap / Ronald F. Ferguson -- Can schools narrow the black-white test score gap? / Ronald F. Ferguson -- The burden of "acting white" : do black adolescents disparage academic achievement? / Philip J. Cook and Jens Ludwig -- Stereotype threat and the test performance of academically

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Sommario/riassunto

The test score gap between blacks and whites--on vocabulary, reading, and math tests, as well as on tests that claim to measure scholastic aptitude and intelligence--is large enough to have far-reaching social and economic consequences. In their introduction to this book, Christopher Jencks and Meredith Phillips argue that eliminating the disparity would dramatically reduce economic and educational inequality between blacks and whites. Indeed, they think that closing the gap would do more to promote racial equality than any other strategy now under serious discussion. The book offers a comprehensive...