## Table X

## Testing Time Required (Minutes Per Students)

The information in Table X has been reordered in Table Xa to show a frequency distribution of testing times required by subject. States such as Hawaii that indicated a range of times are not included in the frequency distribution table, and States such as Delaware, that show a range of times by grade levels, are included but counted only once where times are duplicated for a frequency interval. Most of the indicated times are estimates.

The mid-point and spread of the distribution for each subject is easily seen in Table Xa. Time of testing seems to be about the same for reading, math, and language arts, probably because these subjects are included in batteries with each test in the battery taking approximately the same amount of time. For these subjects the mid-point of testing time is in the category of 50 to 59 minutes for math and language usage and 60 to 69 minutes for reading. There is greater variation in the time of writing tests administered, and in general the time devoted to testing in writing tests is greater than in each of the other three basic skills subjects. The shortness of the science and social studies test is more a reflection of the poor definition of the curricular requirements of these fields than an indication of the amount of time required to test student knowledge in these subjects. It is unlikely that information of much value can be secured on student knowledge of these fields in the small amounts of testing time being devoted to them.


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State Assessment
Table $\mathbf{x}$
Tooting Time Required (Minutes per Student)

| State | Reading | Math | $\begin{aligned} & \text { Language } \\ & \text { Art } \\ & \hline \end{aligned}$ | Writing | Science | $\begin{array}{r} \text { social } \\ \text { studies } \\ \hline \end{array}$ | Critical <br> Thinking | Other/notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Indiana | 7-I | 44 | $N$ | 50 | N | N | N |  |
| Iowa - No state program |  |  |  |  |  |  |  |  |
| Kansas | 70 | 70 | $N$ | N | N | $N$ | $N$ |  |
| Kentucky | NA | NA | NA | NA | NA | NA | NA |  |
| Louisiana | 120 | 120 | $N$ | 120 | $N$ | N | $N$ |  |
| Maine | 60 | 60 | N | 75 | 15 | N | $N$ |  |
| Maryland | 40 | 40 | 40 | N | N | N | $N$ |  |
| Massachusetts No state program |  |  |  |  |  |  |  |  |
| Michigan | $\begin{gathered} 80 \\ \text { Untimed } \end{gathered}$ | $\begin{gathered} 180 \\ \text { Untimed } \end{gathered}$ | $N$ | 60 timed | NA | NA | N |  |
| Minsota | 45 | 45 | 45 | 135 | 45 | N | $N$ |  |
| Mississipip | 80 | 80 | 80 | N | N | N | N |  |
| Missouri | 75 | 75 | N | N | N | $N$ | $N$ |  |
| Montana - No state program |  |  |  |  |  |  |  |  |
| Nebraska - No state program |  |  |  |  |  |  |  |  |
| Nevada - No State program |  |  |  |  |  |  |  |  |
| New Hampshire <br> No state <br> program |  |  |  |  |  |  |  |  |
| New Jersey - No <br> State program |  |  |  |  |  |  |  |  |
| New Mexico - | 50 | 50 | 50 | N | $\begin{aligned} & \text { Not } \\ & \text { required } \\ & 50 \end{aligned}$ | $\begin{aligned} & \text { Not } \\ & \text { required } \\ & 50 \end{aligned}$ | $N$ | Standard |
| New York | Y' | $Y^{\prime}$ | $r^{1}$ | Y | $r^{2}$ | $Y^{\text {L }}$ | $\mathbf{Y}^{1}$ | Regents exams-approximately 3 in length ${ }_{1}$ oth 1 1/2 hours. |



State Assesment
Table $X$
Testing Time Required (Minute For Student)
State

| Wisconsin - Not |
| :--- |
| available for |
| interview |

Wyoming

Table Xa
Frequency Distributions of Testing Time Required by Subject

|  | Reading |  | $\text { Math } \begin{gathered} \text { Language } \\ \text { Arts } \end{gathered}$ |  |  |  | Writing |  | Science |  | Social <br> Studies |  | Critical Thinking |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10-19 |  | i |  | 1 |  | I |  |  |  |  |  | I |  |
|  |  | I |  | I |  |  |  | 2 | 1 |  | 1 | 1 |  |
|  |  | I |  | I |  | I |  | I |  | I |  | I |  |
| 20-29 |  | । |  | 1 | 1 | 1 |  | 1 |  | । |  |  |  |
| 30-39 |  | । |  | I |  | I |  | 1 |  | I |  |  |  |
|  | 1 | 2 | 1 |  | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 |  |
| 40-49 |  |  |  |  |  | I |  | 1 |  |  |  | I |  |
|  | 5 | 1 | 7 | 1 | 6 | [ | 2 | 4 | 1 |  | 3 | 1 |  |
| 50-59 |  | I |  | I |  | I |  | I |  |  |  | I |  |
|  | 4 | 8 | 1 |  | 4 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 60-69 | 10 | 5 | 1 | - | 4 | 1 |  | 1 |  |  |  |  |  |
| 70-79 | 3 | 1 | - | 2 |  | I | 1 | I |  |  |  | I |  |
| 80-89 |  | I |  |  |  | I |  | I |  | I |  | I |  |
|  |  | 1 | 1 | 1 | 1 | 1 | 1 | 1 |  |  |  |  |  |
| 90-99 |  |  |  |  |  |  |  |  |  |  |  | 1 |  |
|  | 1 | 1 | 3 | 1 | 2 | 1. | 3 | ! |  | 1 |  | 1 |  |
| 100-109 |  | I |  | I |  | 1 |  | 1 |  | 1 |  | 1 |  |
|  |  |  |  | I |  | I |  | 1 |  | 1 |  | 1 |  |
| 110-119 |  | \| |  |  |  | 1 |  | 1 |  | I |  | 1 |  |
|  |  | I |  | I |  | 1 |  | I |  | I |  | , |  |
| 120-129 |  | I |  | I |  | I |  | I |  | I |  | I |  |
|  | 1 |  |  |  |  | I | 1 |  |  | I |  | 1 |  |
| 130-139 |  | I |  | I |  | I |  | I |  | I |  | I |  |
|  | 1 |  |  |  |  | I | 1 |  |  |  |  |  |  |
| 140-149 |  |  |  |  |  |  |  | I |  |  |  | 1 |  |
|  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |
| 150-159 |  | 1 |  | 1 |  |  |  |  |  | 1 |  |  |  |
|  |  |  |  | 1 |  | 1 |  | 1 |  | 1 |  | 1 |  |
| 160-169 |  |  |  |  |  | 1 |  | I |  | I |  | I |  |
| 170-179 |  |  |  |  |  |  |  | 1 |  | 1 |  | I |  |
| 180189 |  |  | 2 | I |  |  |  | I |  | I |  | 1 |  |

