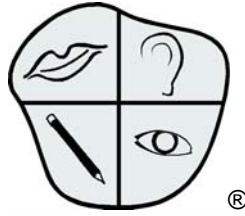


## Illiteracy in the USA



Since the launch of “[Look and Say](#)” (another name for the [Immersion Theory](#)), illiteracy in the USA has catapulted to a national and disruptive crisis, which **the government regularly calculates downward by injecting non-instructional, non-skill based factors into data interpretation**, for example, skill evaluation is tied to economic, social, and racial factors.

In fact, 89% of NAEP (National Assessment of Educational Progress) standardized test data interpretation was shown to be based on a combination of four variables that had nothing to do with instruction: number of parents living at home, parents’ educational background, type of community [e.g., ‘disadvantaged urban’, ‘extreme rural’], and state poverty rate. And **one of these variables**, ‘the number of students who had one parent living at home’, **accounted for 71% of the interpretation all by itself** (Robinson and Brandon, 1994). [Bibliography: \*The Case Against Standardized Testing\*](#) by Alfie Kohn.

Then there is the **SAT**, which, far from being a measure of merit, **is largely a measure of family income**. Break down the test takers by income, measured in \$10,000 increments, and without exception, the scores rise with each jump in parents’ earnings (“1999 College Bound Seniors’ Test Scores,” 1999).

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