

NATIONAL ASSESSMENTS OF EDUCATIONAL ACHIEVEMENT

EDUCATIONAL ACHIEVEMENT IMPROVING EDUCATIONAL ACHIEVEMENT IMPROVING EDUCATIONAL ACHIEVEMENT LEARNING TO SUCCEED DETERMINANTS OF EDUCATIONAL ACHIEVEMENT AND ATTAINMENT IN AFRICA INTERNATIONAL GUIDE TO STUDENT ACHIEVEMENT REFLECTIONS ON EDUCATIONAL ACHIEVEMENT ACCELERATING ACADEMIC ACHIEVEMENT USING THE RESULTS OF A NATIONAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENT EDUCATIONAL ACHIEVEMENT EDUCATIONAL ACHIEVEMENT A LONGITUDINAL STUDY OF THE DETERMINANTS OF EDUCATIONAL ACHIEVEMENT EDUCATIONAL ACHIEVEMENT EDUCATIONAL ACHIEVEMENT IEA BEYOND ACTING WHITE LANGUAGE, ABILITY AND EDUCATIONAL ACHIEVEMENT USING THE RESULTS OF A NATIONAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENT GENDER AND EDUCATIONAL ACHIEVEMENT RAISING ACHIEVEMENT AND REDUCING GAPS CREATING THE OPPORTUNITY TO LEARN DANIEL M. KORETZ NATIONAL ACADEMY OF EDUCATION. COMMITTEE ON TESTING AND BASIC SKILLS NATIONAL ACADEMY OF EDUCATION. COMMITTEE ON TESTING AND BASIC SKILLS GEORGE JERRY SEFA DEI RONALD GENE RIDKER JOHN HATTIE RAINER H. LEHMANN, WILFRIED BOS, THOMAS N.: FESTSCHRIFT POSTLETHWAITE INA V. S. MULLIS THOMAS KELLAGHAN MANJU GOWDA JOHN ANDREW TURNER REBECCA ANN DORSETT KAORU YAMAMOTO INTERNATIONAL ASSOCIATION FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT ERIN McNAMARA HORVAT CHRISTOPHER WINCH THOMAS KELLAGHAN ANDREAS HADJAR PAUL E. BARTON A. WADE BOYKIN

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GEORGE J SEFA DEI BRINGS HIS EXTENSIVE RESEARCH EXPERIENCE IN THE EURO AMERICAN SCHOOL SYSTEM TO THIS BOOK IN WHICH THE READER IS INVITED SHARE IN THE DIALOGUE ABOUT THE LINKS BETWEEN THE ACCOUNTS OF HIGH ACADEMIC ACHIEVING STUDENTS AND THEIR SUCCESSES STORIES ARE PRESENTED ABOUT THEIR WORLD VIEWS AND THEIR EVERYDAY EXPERIENCES OF WHAT IT MEANS TO BE A STUDENT TO BE ENGAGED AND TO SUCCEED IN SCHOOL THROUGH THESE DISCUSSIONS THE BOOK SHOWS HOW THE DIFFERENT ACCOUNTS OF STUDENTS REFLECT THEIR EVERYDAY IDENTITIES AND SOCIAL REALITIES THE REALITY OF LEARNERS IS REFLECTED IN HOW THEY MAKE SENSE OF THE WORLD INCLUDING THROUGH INTERACTIONS WITH PEERS EDUCATORS AND OTHERS THEY ENCOUNTER IN THEIR EDUCATIONAL JOURNEY WHILE RESEARCH INTERVIEWS SHOW THAT SOME STUDENTS UNCRITICALLY EMBRACE DOMINANT NOTIONS OF SUCCESS A NUMBER OF THOSE MARGINALIZED BY THE SCHOOL SYSTEM AND SOCIETY AT LARGE UNDERSTAND THE SUBTEXT OF THEIR WORLD WHICH CREATES A POSITION OF POWER AND ALLOWS THE SUBALTERN VOICE OF DIFFERENCE TO FUEL EDUCATIONAL CHANGE THIS BOOK ARGUES THAT A CRITICAL ANALYSIS AND UNDERSTANDING OF ACADEMIC ACHIEVEMENT MUST BE CONTEXTUAL AND BE ABLE TO POINT TO THE UNIQUENESS AND CONNECTEDNESS OF STUDENTS EXPERIENCES OUR DISCURSIVE ANALYSIS CAN NEVER LOSE SIGHT OF RACE AND SOCIAL DIFFERENCE AS POWERFUL EXPLANATORY VARIABLES IN UNDERSTANDING THE EDUCATIONAL EXPERIENCES OF DIVERSE YOUTH IN THE EURO AMERICAN SCHOOLING SYSTEM THIS BOOK GOES BEYOND THE SYMPHONY OF RACE AND POWER TO EXAMINE THE INTERSECTIONS OF SOCIAL DIFFERENCE SOCIAL CLASS GENDER SEXUALITY ABILITY LANGUAGE RELIGION AND SO FORTH IN COMING TO KNOW ABOUT STUDENTS EXCELLENCE AND FAILURES IT APPEARS THAT EVEN THE MUCH TOUTED SUCCESSFUL STUDENTS WHO EXCEL CAN BE DISENGAGED AND THERE ARE SIGNIFICANT RACE CLASS GENDER AND CLASS DISPARITIES IN SUCH SUCCESSES AS WELL THIS BOOK BRINGS TO THE FOREFRONT THE NEED TO BRING A COMPLEX READING TO OUR UNDERSTANDINGS OF STUDENT SUCCESS ACROSS LINES OF DIFFERENCE AND AS WELL OVER TIME IN ORDER TO UNDERSTAND THE PROCESSES OF STUDENT DISENGAGEMENT FURTHER THIS STUDY ARGUES THAT WE MUST CONCEIVE OF DIS ENGAGEMENT AS A DIALOGICAL PROCESS WRAPPED UP IN THE RELATIONSHIP BETWEEN AGENCY AND STRUCTURE THIS IMPLIES THAT A STUDENT CANNOT DISENGAGE ALONE THE AGENTIVE CAPACITY TO DO SO CANNOT BE DIVORCED FROM THE SOMETIMES CLANDESTINE STRUCTURAL IMPERATIVES TO REJECT FORMAL EDUCATION

THE INTERNATIONAL GUIDE TO STUDENT ACHIEVEMENT BRINGS TOGETHER AND CRITICALLY EXAMINES THE MAJOR INFLUENCES SHAPING STUDENT ACHIEVEMENT TODAY THERE ARE MANY OFTEN COMPETING CLAIMS ABOUT HOW TO ENHANCE STUDENT ACHIEVEMENT RAISING THE QUESTIONS OF WHAT WORKS AND WHAT WORKS BEST WORLD RENOWNED BESTSELLING AUTHORS JOHN

HATTIE AND ERIC M ANDERMAN HAVE INVITED AN INTERNATIONAL GROUP OF SCHOLARS TO WRITE BRIEF EMPIRICALLY SUPPORTED ARTICLES THAT EXAMINE PREDICTORS OF ACADEMIC ACHIEVEMENT ACROSS A VARIETY OF TOPICS AND DOMAINS RATHER THAN TELLING PEOPLE WHAT TO DO IN THEIR SCHOOLS AND CLASSROOMS THIS GUIDE SIMPLY PROVIDES THE FIRST EVER COMPENDIUM OF RESEARCH THAT SUMMARIZES WHAT IS KNOWN ABOUT THE MAJOR INFLUENCES SHAPING STUDENTS ACADEMIC ACHIEVEMENT AROUND THE WORLD READERS CAN APPLY THIS KNOWLEDGE BASE TO THEIR OWN SCHOOL AND CLASSROOM SETTINGS THE 150 ENTRIES SERVE AS INTELLECTUAL BUILDING BLOCKS TO CREATIVELY MIX INTO NEW OR EXISTING EDUCATIONAL ARRANGEMENTS AND AIM FOR QUICK EASY REFERENCE CHAPTER AUTHORS FOLLOW A COMMON FORMAT THAT ALLOWS READERS TO MORE SEAMLESSLY COMPARE AND CONTRAST INFORMATION ACROSS ENTRIES GUIDING READERS TO APPLY THIS KNOWLEDGE TO THEIR OWN CLASSROOMS THEIR CURRICULUMS AND TEACHING STRATEGIES AND THEIR TEACHER TRAINING PROGRAMS

DATA FROM 20 YEARS 1970 90 OF THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS NAEP ARE SUMMARIZED THE NAEP REPRESENTS THE NATION S ONLY ONGOING ASSESSMENT OF THE ACADEMIC ACHIEVEMENT OF AMERICAN STUDENTS ITS ASSESSMENTS OF EDUCATIONAL ACHIEVEMENT OF STUDENTS IN GRADES 4 8 AND 12 ARE PRESENTED AS THE NATION S REPORT CARD CHAPTER 1 OF THIS REPORT CONTAINS INFORMATION ABOUT THE STUDENTS COMPETENCY IN SUBJECT MATTER ACROSS THE CURRICULUM AND THEIR ABILITY TO USE THEIR MINDS WELL CHAPTERS 2 AND 3 INCLUDE INFORMATION ABOUT THE TRENDS ACROSS TIME RELATED TO THE PERFORMANCE OF ELEMENTARY SCHOOL MIDDLE SCHOOL AND SECONDARY SCHOOL STUDENTS IN HIGHER ORDER REASONING PROBLEM SOLVING AND COMMUNICATION SKILLS AS WELL AS INFORMATION ABOUT THE ACADEMIC ACHIEVEMENT OF MINORITY STUDENTS CHAPTER 4 SUMMARIZES INFORMATION ABOUT BACKGROUND VARIABLES RELATED TO EDUCATION IN GENERAL THE DATA INDICATE THAT THE EDUCATIONAL PERFORMANCE OF U S STUDENTS IS LOW AND NOT IMPROVING IT IS ESTIMATED THAT MORE THAN HALF OF THE NATION S ELEMENTARY THROUGH HIGH SCHOOL STUDENTS ARE UNABLE TO DEMONSTRATE COMPETENCY IN CHALLENGING SUBJECT MATTER IN ENGLISH MATHEMATICS SCIENCE HISTORY AND GEOGRAPHY FEWER THAN HALF OF ALL U S STUDENTS APPEAR TO BE ABLE TO USE THEIR MINDS WELL ALTHOUGH CONSIDERABLE PROGRESS HAS BEEN MADE IN CLOSING THE PERFORMANCE GAPS AMONG DIFFERENT RACIAL ETHNIC AND GENDER GROUPS THE GAPS STILL REMAIN TOO LARGE TO MEET THE NATION S OBJECTIVE OF CLOSE PARALLELS BETWEEN THE PERFORMANCE OF MINORITY STUDENTS AND THE STUDENT POPULATION AS A WHOLE MUCH THAT RESEARCH HAS IDENTIFIED AS EFFECTIVE IN IMPROVING EDUCATION IS STILL NOT BEING IMPLEMENTED IN THE NATION S SCHOOLS NINETEEN TABLES AND FIVE FIGURES SUMMARIZE NAEP DATA SLD

WHAT ARE STUDENTS LEARNING THROUGHOUT THE WORLD GOVERNMENTS STRIVING TO IMPROVE EDUCATIONAL QUALITY ARE TURNING TO NATIONAL ASSESSMENTS TO PROVIDE THIS MUCH

NEEDED INFORMATION IN KEY CURRICULUM AREAS THE CAPACITY FOR CARRYING OUT NATIONAL ASSESSMENTS HAS GROWN REMARKABLY IN RECENT YEARS BUT IT HAS NOT BEEN MATCHED BY WIDESPREAD USE OF THEIR FINDINGS THIS BOOK SEEKS TO MAXIMIZE AN APPRECIATION FOR THE VALUE OF SUCH DATA AND TO ASSIST COUNTRIES IN EXPLOITING THE KNOWLEDGE THAT NATIONAL ASSESSMENTS YIELD USING THE RESULTS OF A NATIONAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENT IDENTIFIES THE MAIN FACTORS AFFECTING THE USE OF NATIONAL ASSESSMENT FINDINGS THESE INCLUDE THE POLITICAL CONTEXT IN WHICH AN ASSESSMENT IS CARRIED OUT THE NATURE OF THE ASSESSMENT CENSUS BASED OR SAMPLE BASED THE ASSIGNMENT OF ACCOUNTABILITY FOR THE RESULTS AND THE QUALITY OF ASSESSMENT INSTRUMENTS THE BOOK DESCRIBES THE TYPE OF INFORMATION THAT THE MAIN REPORT OF A NATIONAL ASSESSMENT SHOULD CONTAIN AS WELL AS OTHER MEANS OF COMMUNICATING FINDINGS TO TECHNICAL AND NONTECHNICAL AUDIENCES IT OUTLINES GENERAL CONSIDERATIONS IN TRANSLATING NATIONAL ASSESSMENT RESULTS INTO POLICY AND ACTION AND EXAMINES SPECIFIC PROCEDURES FOR USING THE DATA IN POLICY MAKING EDUCATIONAL MANAGEMENT TEACHING AND PROMOTING PUBLIC AWARENESS THE TOPICS ADDRESSED IN THIS VOLUME SHOULD BE OF INTEREST TO POLICY MAKERS EDUCATORS RESEARCHERS AND DEVELOPMENT PRACTITIONERS

IN THIS BOOK THE AUTHORS PRESENT CURRENT RESEARCH IN THE STUDY OF THE TEACHING STRATEGIES PSYCHOLOGICAL FACTORS AND ECONOMIC IMPACTS OF EDUCATIONAL ACHIEVEMENT TOPICS DISCUSSED IN THIS COMPILATION INCLUDE THE ACHIEVEMENT GAP BETWEEN HISPANIC AND WHITE STUDENTS IN MIDDLE SCHOOL THE ACADEMIC ACHIEVEMENT OF IMMIGRANT ADOLESCENTS MULTICULTURAL EDUCATION AND STUDENT ATTITUDES INTERNATIONAL COMPARISONS OF STUDENT ACHIEVEMENT CHILDHOOD SHORT STATURE AND EDUCATIONAL ACHIEVEMENT ACCOUNTABILITY RATINGS AND BEGINNING ELEMENTARY SCHOOL TEACHERS ADVANCED PLACEMENT COURSES AND ASIAN STUDENT PERFORMANCE AND PARENTAL EDUCATION AND SCHOOL ENROLMENT IN RURAL INDIA

WHY DO BLACKS UNDERPERFORM IN SCHOOL RESEARCHERS CONTINUE TO PURSUE THIS QUESTION WITH VIGOR NOT ONLY BECAUSE BLACKS CURRENTLY LAG BEHIND WHITES ON A WIDE VARIETY OF EDUCATIONAL INDICES BUT BECAUSE THE CLOSING OF THE BLACK WHITE ACHIEVEMENT GAP HAS SLOWED AND BY SOME MEASURES REVERSED DURING THE LAST QUARTER OF THE 20TH CENTURY THE SOCIAL IMPLICATIONS OF THE PERSISTENT EDUCATIONAL GAP BETWEEN BLACKS AND WHITES ARE SUBSTANTIAL BLACK PEOPLE S EXPERIENCE WITH POOR SCHOOL ACHIEVEMENT AND EQUIALLY POOR ACCESS TO POSTSECONDARY EDUCATION REDUCES THEIR PROBABILITY FOR ACHIEVING COMPETITIVE ECONOMIC AND SOCIAL REWARDS AND ARE INCONSISTENT WITH REPEATED EVIDENCE THAT BLACK PEOPLE ARTICULATE HIGH ASPIRATIONS FOR THEIR OWN EDUCATIONAL AND SOCIAL MOBILITY DESPITE THE SOCIAL NEEDS THAT PRESS US TOWARDS MAKING BETTER SENSE OF THE GAP WE ARE NEVERTHELESS LIMITED IN OUR UNDERSTANDING OF HOW RACE OPERATES TO AFFECT BLACK STUDENTS EDUCATIONAL EXPERIENCES

AND OUTCOMES IN BEYOND ACTING WHITE WE CONTEND WITH ONE OF THE MOST OFT CITED EXPLANATIONS FOR BLACK UNDERACHIEVEMENT THE NOTION THAT BLACKS ARE CULTURALLY OPPOSED TO ACTING WHITE AND THEREFORE CULTURALLY OPPOSED TO SUCCEEDING IN SCHOOL OUR BOOK USES THE ACTING WHITE HYPOTHESIS AS THE POINT OF DEPARTURE IN ORDER TO EXPLORE AND EVALUATE HOW AND UNDER WHAT CONDITIONS BLACK CULTURE AND IDENTITY ARE IMPLICATED IN OUR UNDERSTANDING OF WHY BLACK STUDENTS CONTINUE TO LAG BEHIND THEIR WHITE PEERS IN EDUCATIONAL ACHIEVEMENT AND ATTAINMENT BEYOND ACTING WHITE PROVIDES A RESPONSE TO THE GROWING CALL THAT WE MORE PRECISELY SITUATE HOW RACE ITS REPRESENTATIONS INTERSECTIONALITIES AND CONTEXT SPECIFIC CONTINGENCIES HELP US MAKE BETTER SENSE OF THE BLACK WHITE ACHIEVEMENT GAP

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WHAT ARE STUDENTS LEARNING THROUGHOUT THE WORLD GOVERNMENTS STRIVING TO IMPROVE EDUCATIONAL QUALITY ARE TURNING TO NATIONAL ASSESSMENTS TO PROVIDE THIS MUCH NEEDED INFORMATION IN KEY CURRICULUM AREAS THE CAPACITY FOR CARRYING OUT NATIONAL ASSESSMENTS HAS GROWN REMARKABLY IN RECENT YEARS BUT IT HAS NOT BEEN MATCHED BY WIDESPREAD USE OF THEIR FINDINGS THIS BOOK SEEKS TO MAXIMIZE AN APPRECIATION FOR THE VALUE OF SUCH DATA AND TO ASSIST COUNTRIES IN EXPLOITING THE KNOWLEDGE THAT NATIONAL ASSESSMENTS YIELD USING THE RESULTS OF A NATIONAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENT IDENTIFIES THE MAIN FACTORS AFFECTING THE USE OF NATIONAL ASSESSMENT FINDINGS THESE INCLUDE THE POLITICAL CONTEXT IN WHICH AN ASSESSMENT IS CARRIED OUT THE NATURE OF THE ASSESSMENT CENSUS BASED OR SAMPLE BASED THE ASSIGNMENT OF ACCOUNTABILITY FOR THE RESULTS AND THE QUALITY OF ASSESSMENT INSTRUMENTS THE BOOK DESCRIBES THE TYPE OF INFORMATION THAT THE MAIN REPORT OF A NATIONAL ASSESSMENT SHOULD CONTAIN AS WELL AS OTHER MEANS OF COMMUNICATING FINDINGS TO TECHNICAL AND NONTECHNICAL AUDIENCES IT OUTLINES GENERAL CONSIDERATIONS IN TRANSLATING NATIONAL ASSESSMENT RESULTS INTO POLICY AND ACTION AND EXAMINES SPECIFIC PROCEDURES FOR USING THE DATA IN POLICY MAKING EDUCATIONAL MANAGEMENT TEACHING AND PROMOTING PUBLIC AWARENESS THE TOPICS ADDRESSED IN THIS VOLUME SHOULD BE OF INTEREST TO POLICY MAKERS EDUCATORS RESEARCHERS AND DEVELOPMENT PRACTITIONERS

GENDER INEQUALITIES IN EDUCATION IN TERMS OF SYSTEMATIC VARIATIONS IN ACCESS TO EDUCATIONAL INSTITUTIONS IN COMPETENCIES SCHOOL MARKS AND EDUCATIONAL CERTIFICATES ALONG THE AXIS OF GENDER HAVE TREMENDOUSLY CHANGED OVER THE COURSE OF THE 20TH CENTURY ALTHOUGH THIS DOES NOT APPLY TO ALL STAGES AND AREAS OF THE EDUCATIONAL CAREER IT IS PARTICULARLY OBVIOUS LOOKING AT UPPER SECONDARY EDUCATION BEFORE THE MAJOR BOOST OF EDUCATIONAL EXPANSION IN THE 1960s WOMEN S PARTICIPATION IN UPPER SECONDARY GENERAL EDUCATION AND THEIR CHANCES TO SUCCESSFULLY FINISH THIS EDUCATIONAL PATHWAY HAVE BEEN LOWER THAN MEN S HOWEVER TOWARDS

THE END OF THE 20TH CENTURY WOMEN WERE OUTPERFORMING MEN IN MANY EUROPEAN COUNTRIES AND BEYOND THE INTERNATIONAL CONTRIBUTIONS TO THIS BOOK ATTEMPT TO SHED LIGHT ON THE MECHANISMS BEHIND GENDER INEQUALITIES AND THE CHANGES MADE TO REDUCE THIS INEQUALITY TOPICS EXPLORED BY THE CONTRIBUTORS INCLUDE GENDER IN SCIENCE EDUCATION IN THE UK WOMEN S EDUCATION IN LUXEMBOURG IN THE 19TH AND 20TH CENTURY THE GENDER GAP DEBATES AND THEIR RHETORIC IN THE UK AND FINLAND SOCIOLOGICAL PERSPECTIVES ON THE GENDER EQUALITY DISCOURSE IN FINLAND CHANGING GENDER DIFFERENCES IN WEST GERMANY IN THE 20TH CENTURY THE INTERPLAY OF SUBJECTIVE WELL BEING AND EDUCATIONAL ATTAINMENT IN SWITZERLAND AND A PSYCHOLOGICAL PERSPECTIVE ON GENDER IDENTITIES GENDER RELATED PERCEPTIONS STUDENTS MOTIVATION INTELLIGENCE PERSONALITY AND THE INTERACTION BETWEEN STUDENT AND TEACHER GENDER THIS BOOK WAS ORIGINALLY PUBLISHED AS A SPECIAL ISSUE OF EDUCATIONAL RESEARCH

UNLESS WE BELIEVE THAT THOSE WHO HAVE MORE ARE INHERENTLY SUPERIOR TO THOSE WHO HAVE LESS WE SHOULD BE TROUBLED BY THE FACT THAT PATTERNS OF ACHIEVEMENT ARE OFTEN FAIRLY PREDICTABLE PARTICULARLY WITH RESPECT TO STUDENTS RACE AND CLASS IN CREATING THE OPPORTUNITY TO LEARN WADE BOYKIN AND PEDRO NOGUERA HELP NAVIGATE THE TURBID WATERS OF EVIDENCE BASED METHODOLOGIES AND CHART A COURSE TOWARD CLOSING AND ELIMINATING THE ACADEMIC ACHIEVEMENT GAP TURNING A CRITICAL EYE TO CURRENT AND RECENT RESEARCH THE AUTHORS PRESENT A COMPREHENSIVE VIEW OF THE ACHIEVEMENT GAP AND ADVOCATE FOR STRATEGIES THAT CONTRIBUTE TO THE SUCCESS OF ALL CHILDREN BOYKIN AND NOGUERA MAINTAIN THAT IT IS POSSIBLE TO CLOSE THE ACHIEVEMENT GAP BY ABANDONING FAILED STRATEGIES LEARNING FROM SUCCESSFUL SCHOOLS AND SIMPLY DOING MORE OF WHAT THE RESEARCH SHOWS IS MOST EFFECTIVE SUCCESS IS FOUNDED ON EQUITY BUT EQUITY INVOLVES MORE THAN SIMPLY ENSURING STUDENTS HAVE EQUAL ACCESS TO EDUCATION EQUITY ALSO ENTAILS A FOCUS ON OUTCOMES AND RESULTS IF WE WANT TO BRING ABOUT SIGNIFICANT IMPROVEMENTS IN THOSE OUTCOMES WE HAVE TO DO MORE TO ADDRESS THE CONTEXT IN WHICH LEARNING TAKES PLACE IN SHORT WE MUST CREATE SCHOOLS WHERE A CHILD S RACE OR CLASS IS NO LONGER A PREDICTOR FOR HOW WELL HE OR SHE MIGHT PERFORM

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FOR YOU TO BE SUCCESSFUL. AS UNDERSTOOD, ACHIEVEMENT DOES NOT RECOMMEND THAT YOU HAVE FANTASTIC POINTS. COMPREHENDING AS CAPABLY AS

COVENANT EVEN MORE THAN NEW WILL HAVE ENOUGH MONEY EACH SUCCESS. NEIGHBORING TO, THE PUBLICATION AS SKILLFULLY AS INSIGHT OF THIS **NATIONAL ASSESSMENTS**

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AN AESTHETICALLY APPEALING AND USER-FRIENDLY INTERFACE SERVES AS THE CANVAS UPON WHICH NATIONAL

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