the nominal range of achievement expected for each test level. The nominal range for each test level was established in terms of distributions of scale scores. Minimum standard error of measurement was approximated by the selection of items that provided maximum information throughout the nominal range. The standard error of measurement was calculated as a function of the scale score, using the reciprocal of the square root of the test information (Lord, 1980). The criterion of minimizing measurement error throughout the expected range of performance resulted in the selection of items with a range of difficulties appropriate to target test level. Test reliability was measured using the Kuder-Richardson 20.

After completing the Test of Adult Basic Education, study subjects were then administered the Computer Anxiety Rating Scale. According to Brooke (1989) the Computer Anxiety Rating Scale was designed to represent the major components of computer anxiety (See Appendix A). She identified the four elements as feelings of unresolved anxiety, feelings of disorientation, perceived threat responses, and personification responses. Brooke (1989) further defined subcomponents for each element. Feelings of unresolved anxiety was identified as anticipation of negative feelings, cognitive thoughts accompanied by negative feelings, acceptance of negative feelings, avoidance behavior, and avoidance of new learning. Feelings of disorientation or uncertainty could be reflected by feelings of confusion, feelings of being overwhelmed, and immobilization. Perceived threat response was determined to be a lack of confidence, feelings of inadequacy, fear of appearing foolish, and demonstrating a negative attitude. Personification response was thought to be a fear of replacement, perception of unlimited power, perception of ability to reason, and a lack of trust.