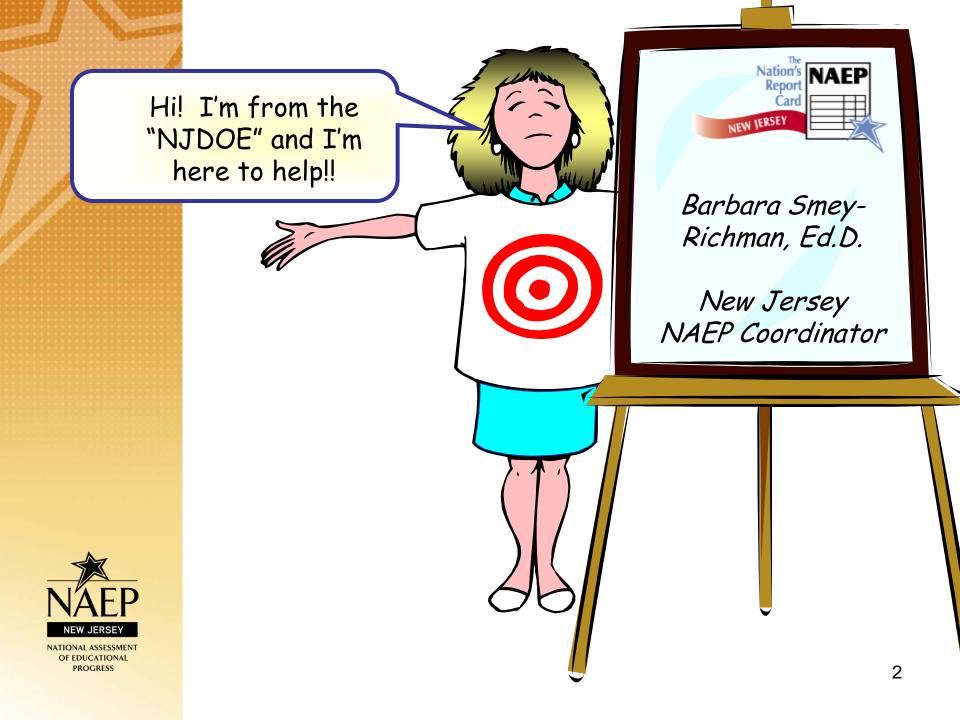


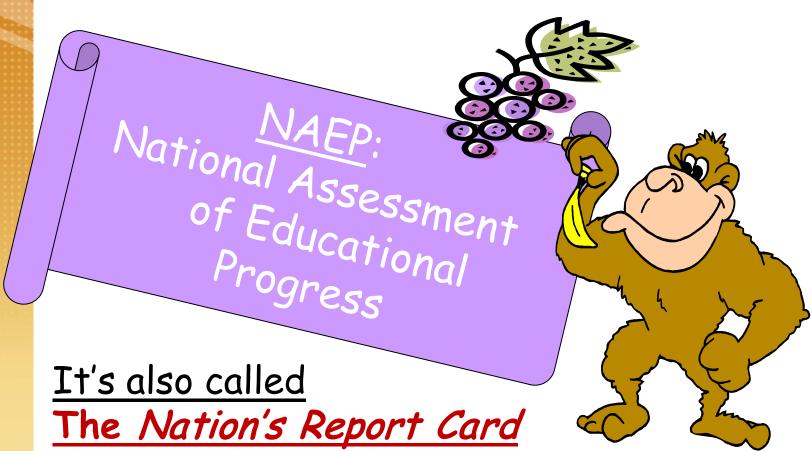
DEMYSTIFYING NAEP

New Jersey Department of Education Barbara Smey-Richman, NAEP State Coordinator

> Summer Literacy Conference New Brunswick, NJ July 28, 2009



NAEP RHYMES WITH ...





or the **Gold Standard** for assessments

Think, Pair and Share ...

How did you first hear about NAEP?

➤ What is your most recent experience with NAEP?



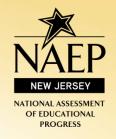


NAEP is Often Referenced without

President Obama:

"Now, students in New Jersey rank at the top of the country in reading and math..."





July 16, 2009 (PNC Bank Arts Center, Holmdel, NJ)

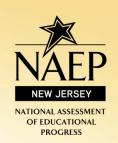


Session Topics: Rationale Results Released Items



NAEP was authorized by Congress in 1969 - 40 years ago

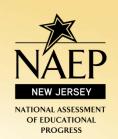
It is designed to create a <u>reliable</u> way of determining areas of strengths and weaknesses in the American school system







Are U.S. students learning what they should be learning? (Congress, 1969)



Rationale: What is NAEP?

- NAEP's mission is to produce national and state-level results for student populations
- NAEP does not provide individual student, school, or district results
- NAEP is a common yardstick for measuring student performance across states and other jurisdictions





The National Assessment of Educational Progress

MAIN

National Public & Nonpublic Grades 4, 8, & 12

State (Public & Nonpublic (Grades 4 & 8)

District -Trial (Public) (Grades 4 & 8)

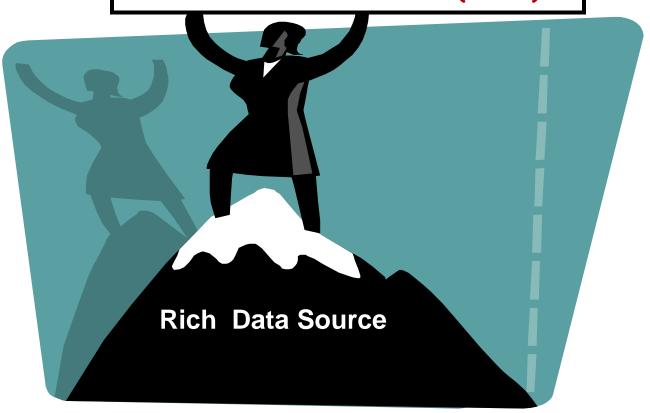
LONG-TERM

National Public & Nonpublic 9, 13, & 17 yr olds



NAEP Generates Much Information>>>

Administered by the National Center for Education Statistics (NCES)





Policy makers--National Assessment Governing Board (NAGB) 11

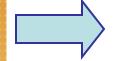


- NAEP: primary subjects for main NAEP:
 - Reading-Math (every 2nd years)
 - Writing (2007-- every 4th year)
 - Science (2009 -- every 4th year)
- ➤ <u>NAEP</u> Others, e.g., civics, US history, geography, economics, the arts, foreign language . . .
- >NAEP "special studies"



NAEP's Assessment Schedule

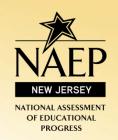
Year	National	State	Long-Term Trend
2007	Reading, Mathematics Writing	Reading, Mathematics, Writing	
2008	Arts		Reading Mathematics
2009	Reading, Mathematics, Science, High School Transcript	Reading, Mathematics, Science	
2010	US History, Geography Civics, Mathematics		
2011	Reading, Mathematics, Writing	Reading, Mathematics, Writing	
2012	Economics (12), Technological Literacy (special study)		Reading Mathematics
2013	Reading, Mathematics Science High School Transcript	Reading, Mathematics, Writing	
2012	Civics, Foreign Language, Long-term Trend		













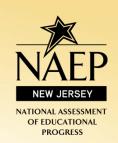
- According to the <u>Title I regulations</u> (Federal Register, October 28, 2008):
- > States must report their most recently available state NAEP results on their state and district report cards
 - ✓ Grades 4 and 8 only
 - ✓ Reading and mathematics
 - ✓ Achievement level percentages
 - ✓ Student participation rates



Rationale . . .

"...ensure that NAEP results are easily accessible and available to parents and the public"

Federal Register Vol. 73, No. 210, 64444



Rationale . . .

...will provide parents and the public with additional important information about the performance of the students in their State"



Federal Register Vol. 73, No. 210, 64436

State Report Cards: Required to Report All Major Groups

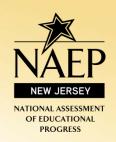
NJ NAEP 2007 Percentages	Below Basic	Basic	Proficient	Advanced
Grade 8 Overall	19	42	35	4
White	10	42	43	5
Black	42	42	16	#
Hispanic	30	48	21	1
Asian/PI	9	34	47	10
Am Indian	#	‡	‡	‡
Free/Reduced Lunch	38	46	16	#
SD	54	36	10	#
ELL	56	39	5	#

Rounds to zero.



State Report Card: Must Report Participation Rates

NAEP Participation Rates -	Grade 4
Students with Disabilities	XX
English language learners	xx



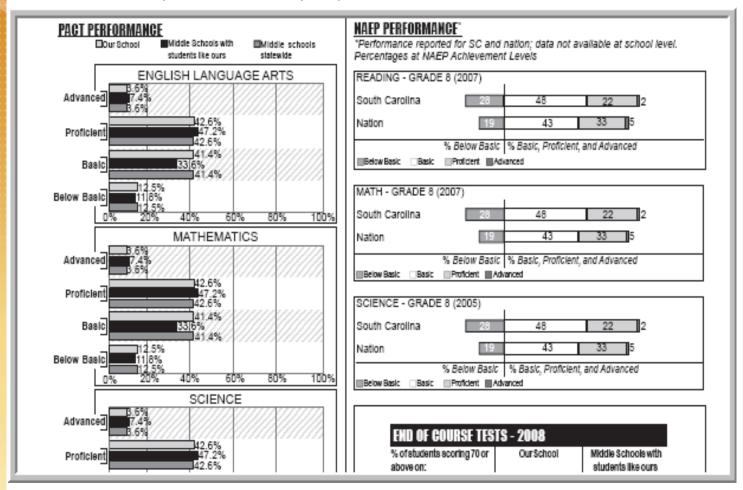


NJ's Prototype for State and District Report Cards is:





Example of South Carolina's Report Card, Grade 8 (A Side-by-Side Display)



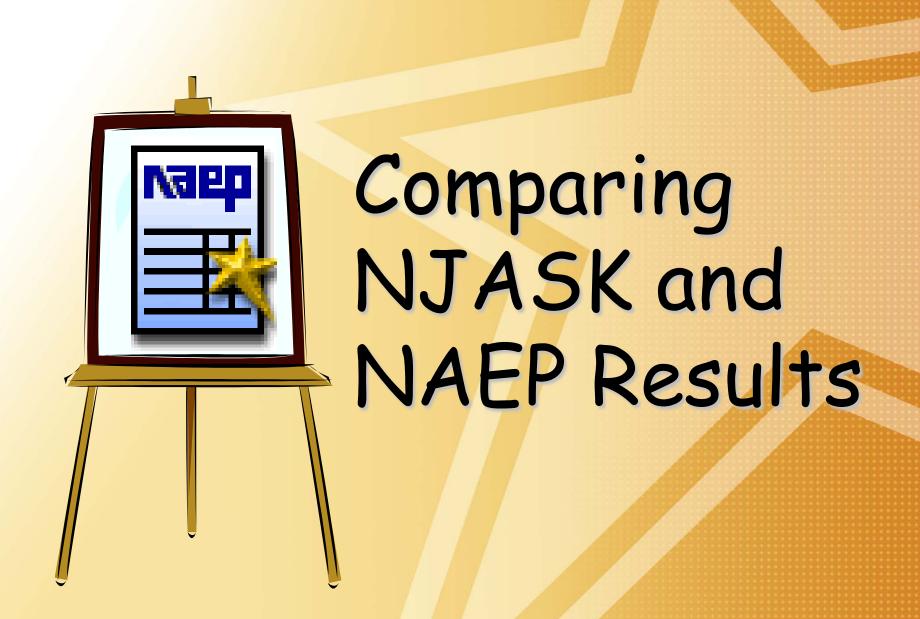


Think, Pair and Share ...

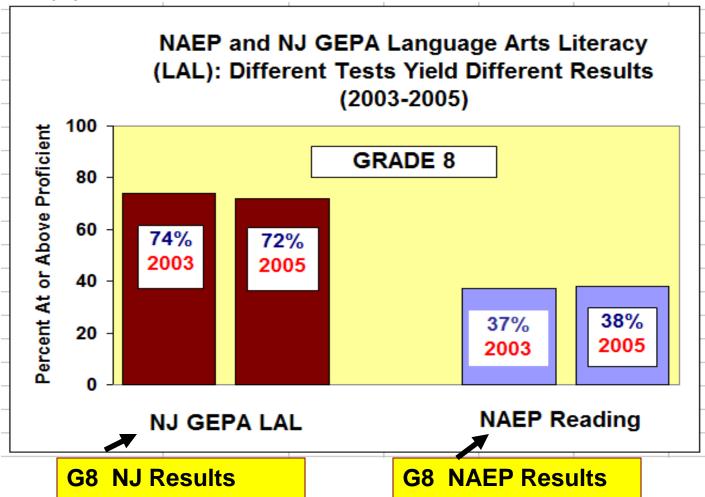
> What do you think about this requirement to include the NAEP state-level results on the NJ state and district report cards?

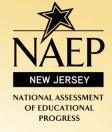




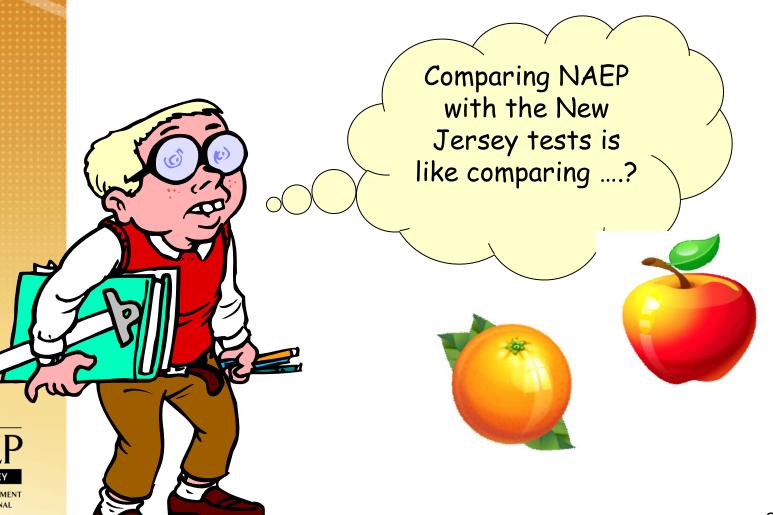


Why Are the Test Results So Different?





The Power of the Metaphor



PROGRESS

Why Do the NAEP and NJ Tests Differ?

NJASK-HSPA:

Satisfies NCLB requirements

Reports results for students, schools and districts

NAEP

Aims to monitor student performance in an internationally competitive global society

Reports results for student populations only.

Does <u>not</u> provide student, school or district results



Both NAEP & NJ Tests are High-Stakes, but for Different Reasons

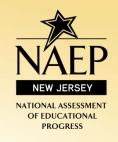
NJASK-HSPA tests have consequences (e.g., Adequate Yearly Progress) for

- students
- schools
- districts

NAEP results are used by policymakers to make educational funding and programmatic decisions

NAEP results <u>influence</u> <u>legislation</u>

- The re-authorization of NCLB
- NJ school funding formula



Let's Compare *Proficient* for NJ and NAEP

> NJASK and HSPA - measures grade-level achievement

NAEP - measures "aspirational," achievement beyond grade-level expectations -- world-class standards



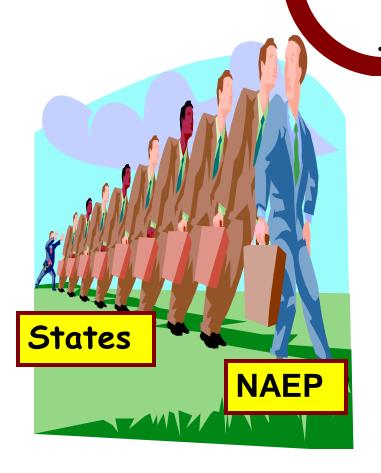
William Shakespeare

We know what we are but, know not what we may be.

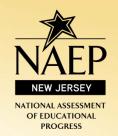


Hamlet (1610)





of "proficient" set by states and by NAEP have no observable agreement



NAEP - The Golf Club





NAEP's 3 Performance Levels

Performance-Level Descriptors (PLD)

- ➤ Basic: Partial mastery of prerequisite knowledge/skills that are fundamental for proficient work (At grade level)
- Proficient: Solid academic performance -demonstrated competency over challenging subject matter
- > Advanced: <u>Superior performance</u>

[Below Basic: <u>Incomplete knowledge/skills</u> necessary for proficient work]





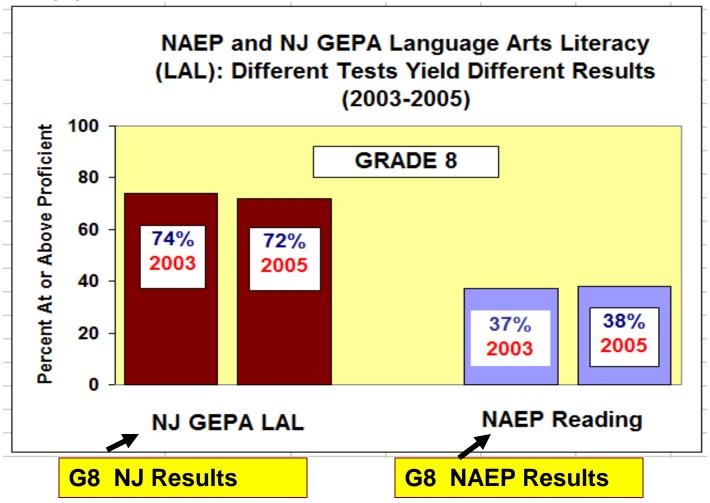
NAEP Basic and NJ Proficient are roughly the same

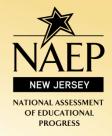
> They both indicate grade-level performance

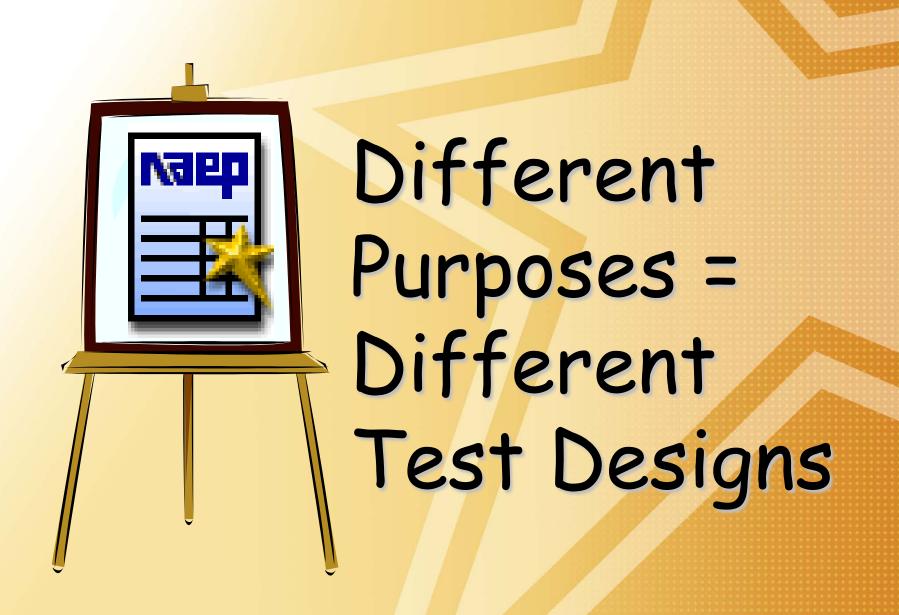
	Below Grade Level	Grade Level	Above Grade Level
NJ State Assessments	Partially Proficient	Proficient	Advanced
NAEP	Below Basic	Basic	Proficient/Advanced



Why Are the Test Results So Different?

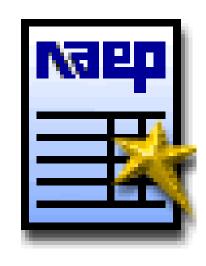






An Obvious Differences





Language Arts Literacy

- > Combined Tests
- CombinedScores only

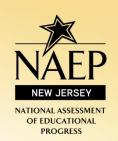
Reading and Writing

- Separate R/W
 Tests
- Separate R/W
 Scores

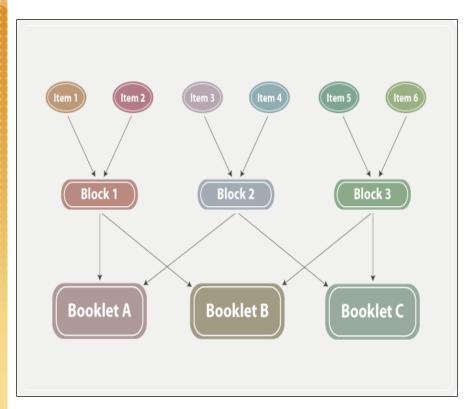




- ➤ NAEP uses a complicated Multi-Stage Stratified Random Sampling method
- > Sample sizes for State NAEP
 - Approximately 3,000 students for each subject and grade level (same for all states)
 - NAEP selects about 3% of NJ's 100,000 students for each gradelevel cohort



NAEP's Matrix Sampling



- Each student answers only a small portion of the NAEP items
- > Students in the same classroom receive different booklets



Booklet A = Blocks 1 [Items <u>1 & 2</u>] & Block 2 [Items <u>3 & 4</u>]

Booklet B = Bocks 2 [Items 1 & 2] & Block 3 [Items 5 & 6]

NAEP Has Assessment Frameworks & Test Spec's Only

NAEP does not have core curriculum content standards or curricular frameworks

NAEP Frameworks	NAEP Test Specifications
Define the content and format of the test Included the Proficiency Level Descriptors (PDLs)	Detailed blueprint for constructing the test Distribution of items and response format Sample items
Audience: general public	Audience: test developers



Copies can be downloaded from:

http://www.nagb.org/publications/frameworks.htm

What's Being Tested?

PROGRESS

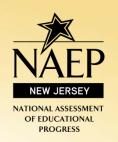
Similarities?

Does the NAEP and the NJ tests measure a <u>common</u> <u>core</u> of reading and writing abilities?

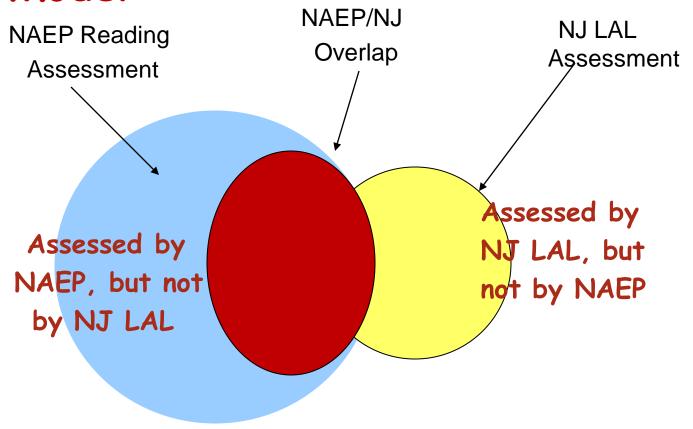
Are all reading tests are the same?



- NAEP's assessments are developed as a result of a <u>national-based process</u> and reflect a <u>national view</u>
- New Jersey's NJASK and HSPA reflect to New Jersey perspective
- Common Core State Standards Initiative
 - Led by the "Big 5":
 NGA Center, CCSSO, Achieve, Inc.,
 ACT and College Board
 - 49 states including NJ have joined
 - More information at http://www.corestandards.org/



NAEP/NJ: Conceptual Alignment Model





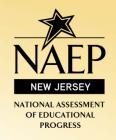
This diagram is only an approximation of how the NAEP reading and New Jersey LAL tests relate to each other. The diagram is not drawn to "scale," and the extent to which the tests overlap is not based on an alignment study.

43

NAEP & NJASK Tests Look the Same At 30,000 Miles Up







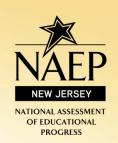
Concepts appear the same

Items-level may reveal differences



Reading is defined as an active process that involves

- > Understanding written text
- Developing and interpreting meaning, and
- ➤ Using meaning as appropriate to the type of text, purpose, and situation



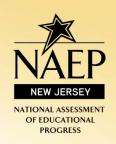


- 1. Context for Reading (Purposes for Reading)
 - Literary Experience
 - Information retrieving information
 - Perform a Task following instructions (out in 2009)
- 2. Aspects of Reading (Student Response to Text)
 - General Understanding
 - Interpretations
 - Reader/Text Connection
 - Context and Structure



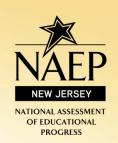


Text Types	Cognitive Targets			
	Locate/ recall (LR)	Integrate/ interpret (II)	Critique/ Evaluate (CE)	
Literary Text (LT)	LT/LR	LT/II	LT/CE	
Informational Text (IT)	IT/LR	IT/II	IT/CE	





- Systemic vocabulary assessment
- >Poetry at all grades
- Expert judgment and readability formulas for reading passages



NAEP 2009 Reading

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%



NAEP Writing Framework

NAEP Purposes for Writing

Narrative Writing

What evidence would show a close alignment of NJASK with NAEP?

- Telling a story
- Fosters
 - > imagination and
 - creativity

Informative Writing

- Informing the reader
- May involve:
 - reporting events or
 - analyzing concepts



Persuasive Writing

Persuading the reader to:

- > take action or
- bring about a change



- > Test length
 - Content questions take 50 minutes per student; total test would take 7 hours
- > Content and skills assessed
 - NAEP tests include more items and thus, can test a wider domain of knowledge
- Average scale score (55) points for reading tests
 - NAEP has 500 & NJASK has 300 point scale
- > Student motivation
 - NAEP has no consequences for the students (Not high-stakes for students)
 - Are students focused and trying their best?



Major problem at grades 8 & 12

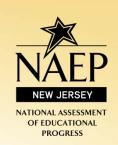


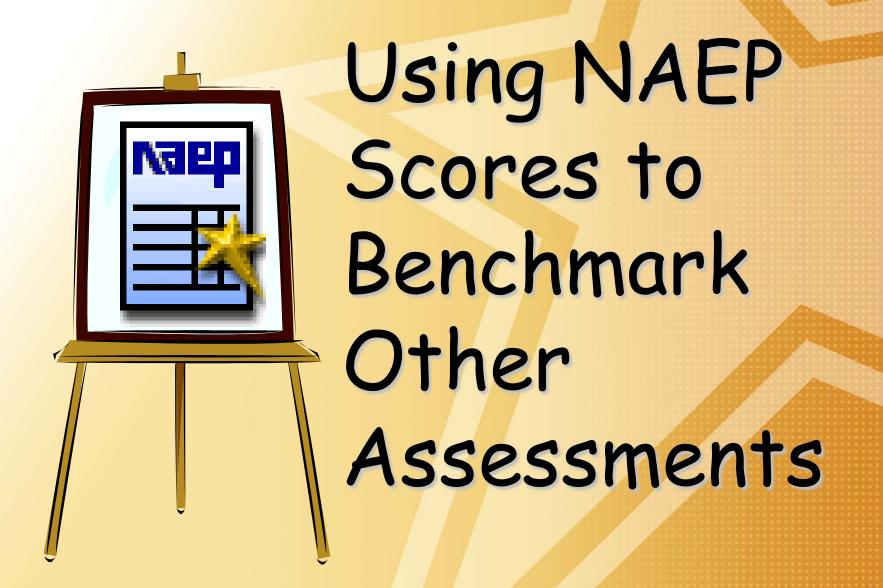
- Standard-setting methods
 - <u>NAEP's</u> process for determining the achievement levels may be different from that used by the individual states
 - Cut points vary according to the method used and to the panel assembled
- > Item difficulty and format
 - NAEP items may be more difficult
 - For NAEP, about half the time is spent on short/extended constructive response items
 - Also has multiple choice items





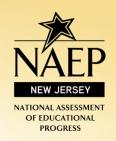
- > NAEP and the NJ tests are inherently different tests
- Test developers caution against making comparisons
- Controversial Question (Related to the new Title I mandate): Can NAEP be used to verify overall trends found in state results?







- > NAEP score equivalents are used to:
 - Compare the rigor of state tests
 - The procedure focuses mainly on the where the states place their cut scores
 - It is an attempt to show that some state tests are much easier than others



NAEP Mapping Studies are Funded by NCES

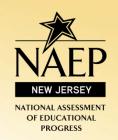
- The NAEP 2005 State Mapping Study is the only study currently available
- The NAEP 2007 State Mapping Study will be released in a few weeks
- ➤ Additional NAEP State Mapping studies will be provided in conjunction with the biennial state NAEP assessments in the future (2009, 2011, etc.)



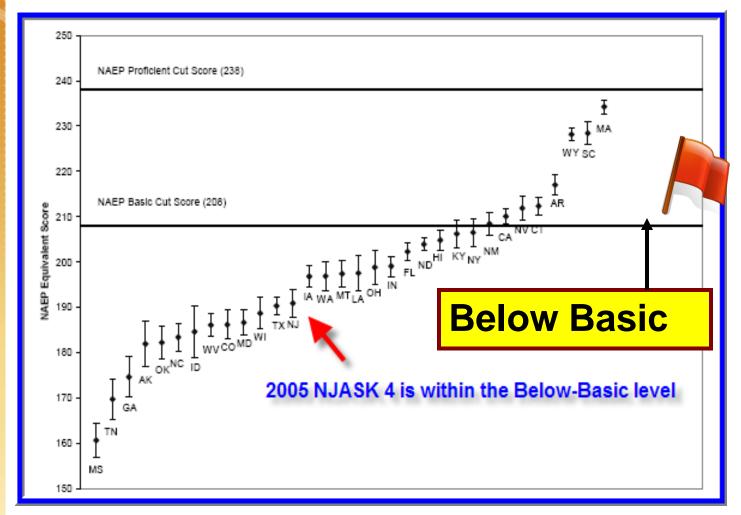
Think, Pair and Share ...

How do you think the New Jersey reading tests at grade 4 compare in rigor with other states?

>How about at grade 8?

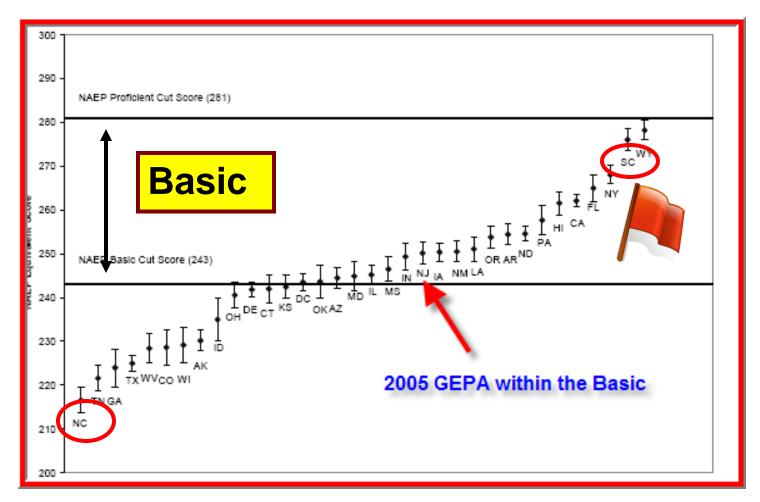


NAEP 2005: NSE To Determine State-Test Rigor at Grade 4





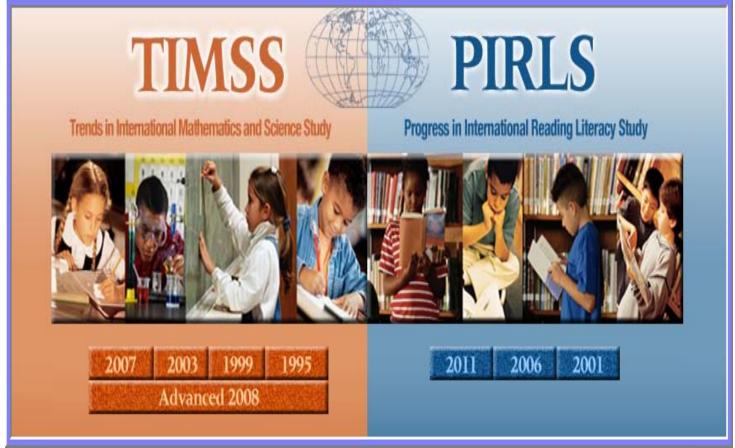
NAEP 2005: NSE To Determine State-Test Rigor, Grade 8

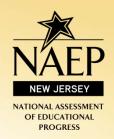




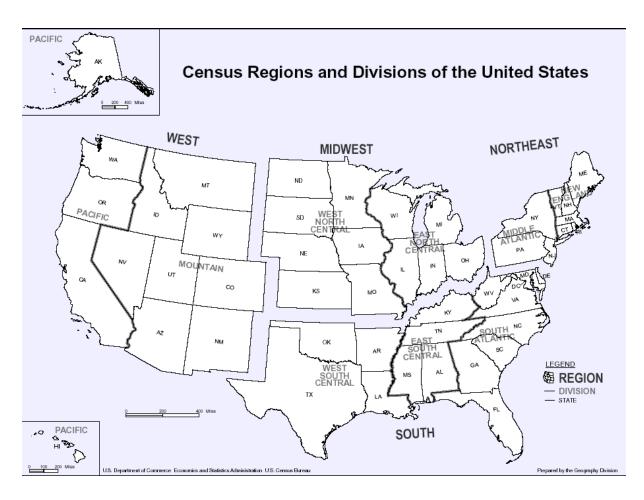


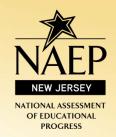
NAEP Scores Can Be Used to Benchmark US and State Performance Internationally





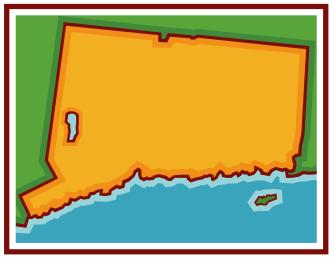
Interpreting Results







Two States of Interest to New Jersey











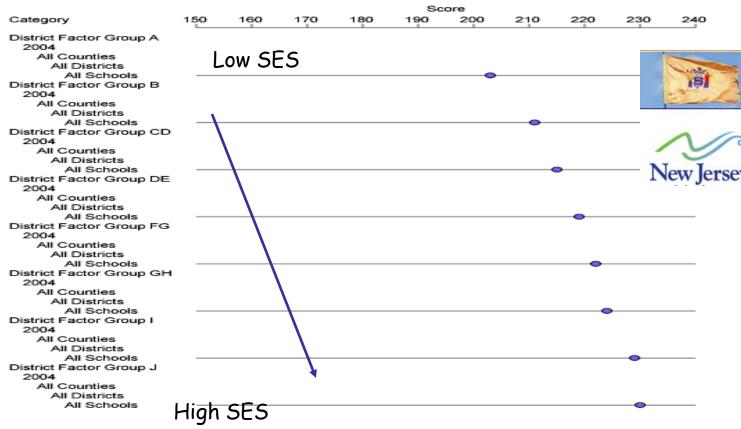


- > The 3 E's that heavily influence overall student performance in each jurisdiction:
 - Economic status: Poverty-level (NAEP and NJ currently use free and reduced lunch data provided by the National School Lunch Program)
 - Educational-level of the parents: especially the mother
 - Ethnic/Racial: The proportion of different ethnic groups within the jurisdiction



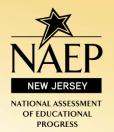


NJ ASK Grade 4 LA 2004 Scale Score District Factor Group

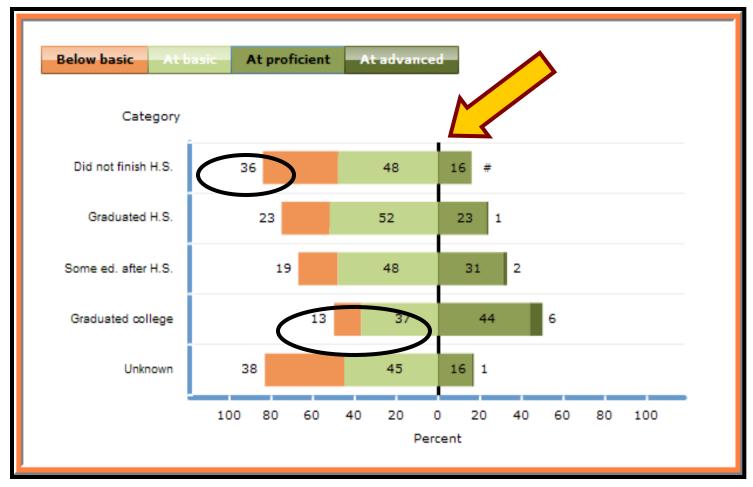


SOURCE: N.J Department of Education, NJASK, 2004 LA Assessments

From the Instructional Data Management System, www.idms.com



Grade 8 Reading, NJ Parental Education, 2007, Achievement Level Percentages





ANAGRAMS

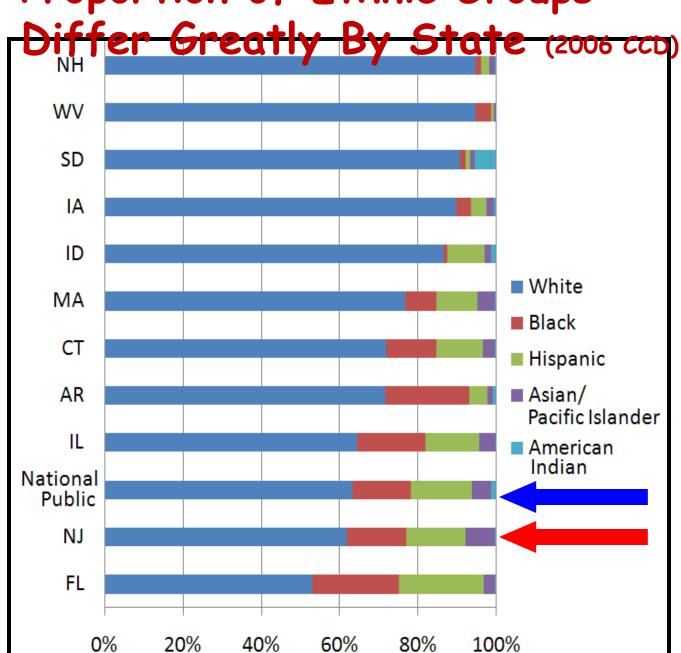
STRESSED = ?

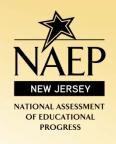




I am race!!

Proportion of Ethnic Groups





Current Demographic Differences For NJ, CT and MA

	Percentages			
	NJ	CT	MA	
White	55.7	66.0	72.9	
Black	17.4	13.90	08.4	
Hispanic	18.8	16.0	13.6	
ELL	n/a	04.6	04.9	
Poverty	27.3	27.3	28.9	
Title I Schools	50.5	37.4	50.3	

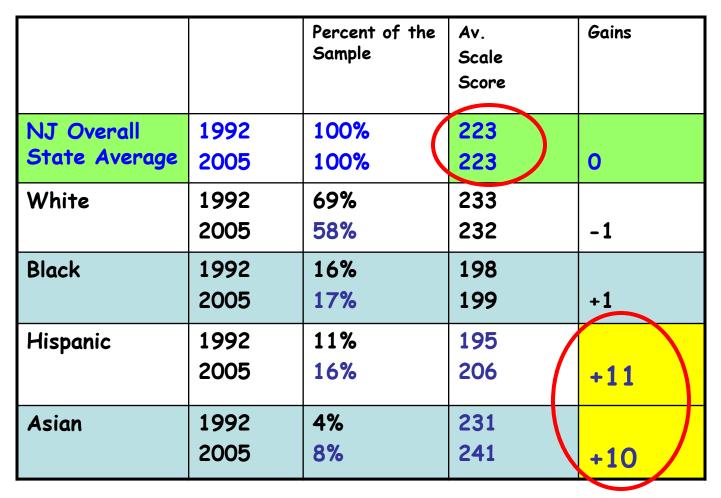


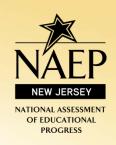
Simpson's Paradox Is Important for Understanding NJ's NAEP Results

- Overall national and state results are informative at a general level
- The proportional representation of subpopulations should be considered
- To truly understand what students are learning, one must examine how the subgroups are performing (Also a premise of NCLB argument also)

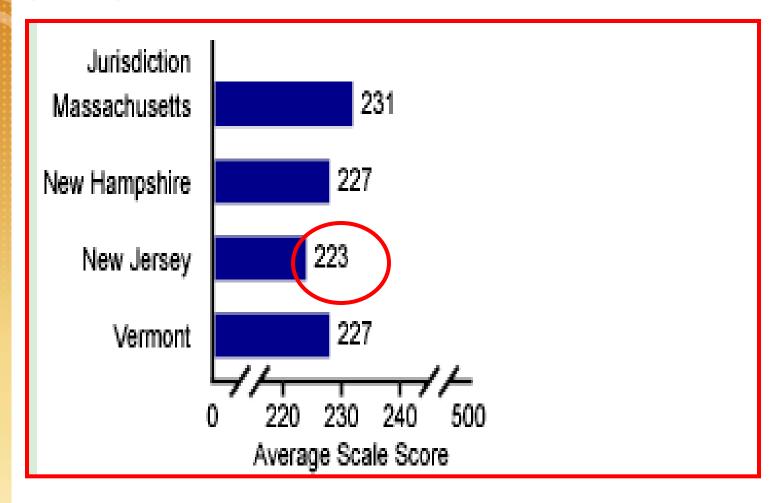


NAEP 2005: NJ Grade 4 Subgroups Show Significant Gains in Reading, But the Overall State Average is Flat





Simpson's Paradox: Grade 4 (2005)

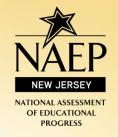




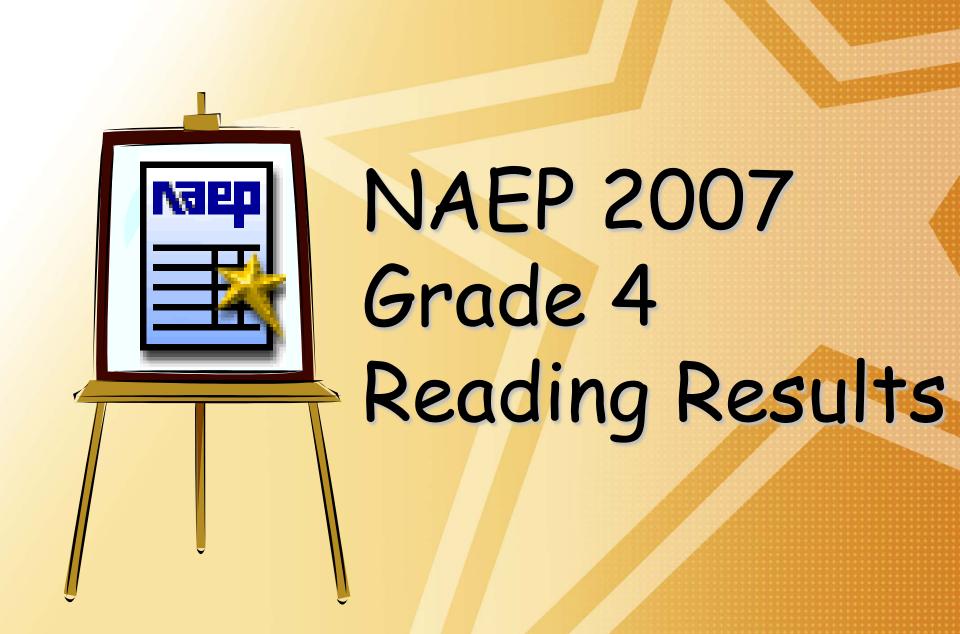


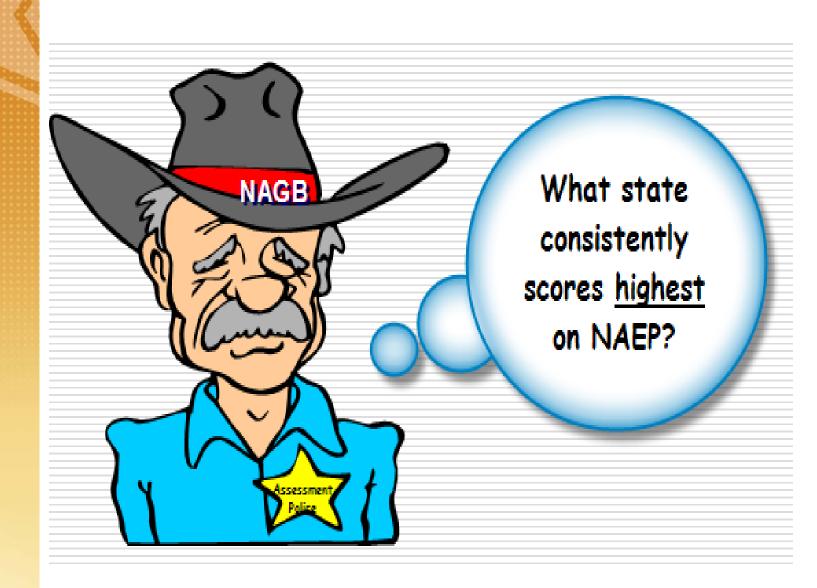
When we examine the average scale scores by ethnic group we find .

	White	Black	Hispanic	Y
New Jersey (232	199	206	
New Hampshire	228	++ (1%)	++ (2%)	
Vermont	227	++ (1%)	++ (1%)	



++ Reporting standards not met

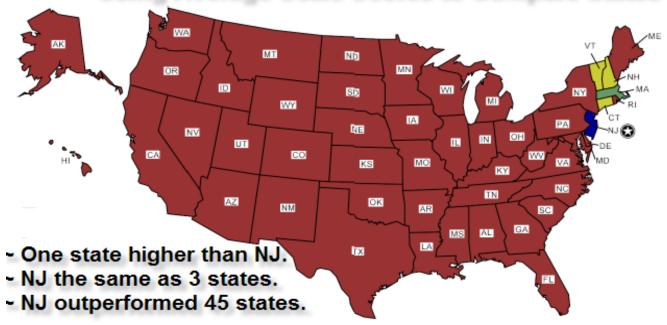


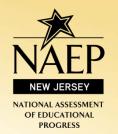




Grade 4 Reading, 2007 (Scale Scores)

Using Average Scale Scores to Compare States





Focal state/jurisdiction (New Jersey)

Higher average scale score than New Jersey (1 jurisdiction) Not significantly different from New Jersey (4 jurisdictions)

Lower average scale score than New Jersey (nation and 46 jurisdictions)



PROGRESS

We Have Reason To Cheer!!

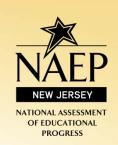
Reading 2007 Up for Key Subgroups, Grade 4 (Scale Scores)

PADE 4 DEADING	New Jersey		
RADE 4 READING Average Scale Score	2007	2005	Change
Overall	231	223	1
Males	228	221	Φ.
Females TOTAL	234	226	Φ.
White	238	232	Φ.
Black	212	199	Φ.
Hispanic	214	206	Φ.
Eligible for Free-Reduced Lunch	210	203	φ
Not Eligible for Free-Reduced Lunch	238	232	Φ.
Students with Disabilities	202	188	φ
Students without Disabilities	233	228	φ
English language learners	188	N/A	
Not English language learners	232	224	Φ.

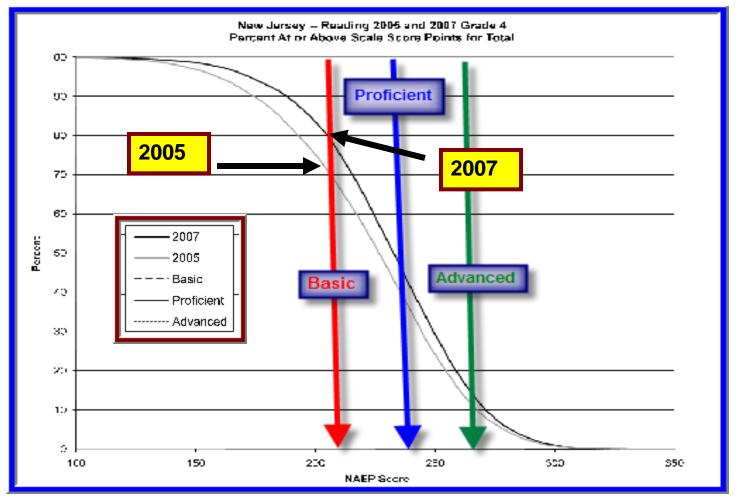




- High Quality Preschool Education
- Early Literacy Task Force begun in 2002
- Reading coaches and professional development for teachers, K-3, though the
 - > Abbott Intensive Early Literacy Program
 - > Reading First Grant, and
 - >Governor's Literacy Initiative

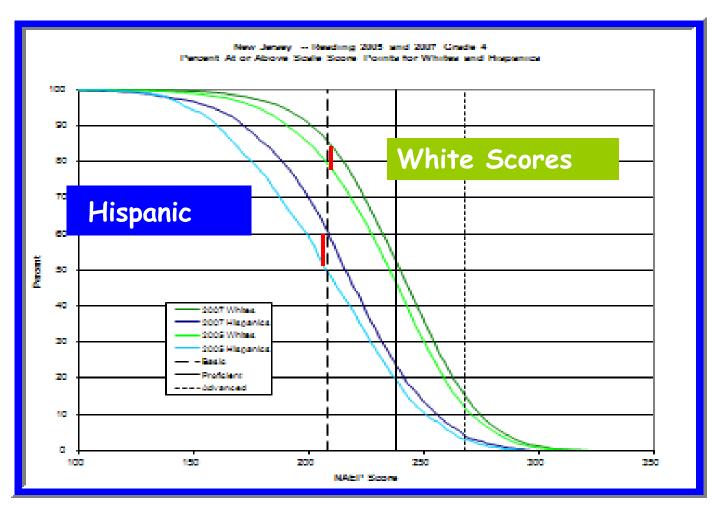


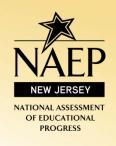
Grade 4 Reading, Overall Score Changes, 2005-2007



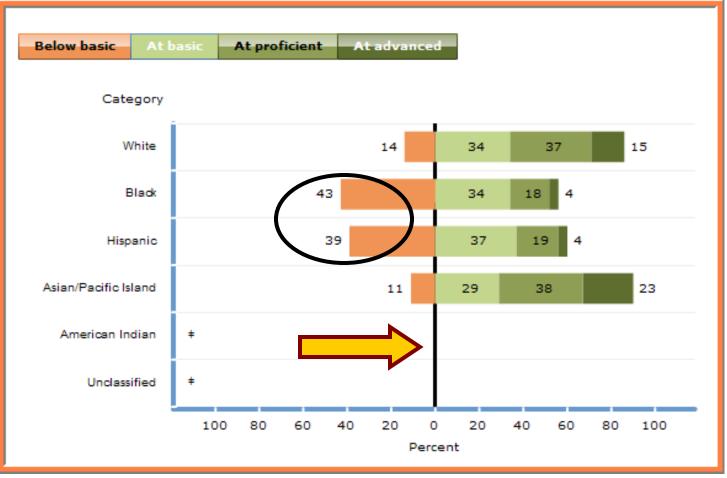


NJ Grade 4 Reading: White/Hispanic Changes, 2005 to 2007





NJ Grade 4 Reading, 2007, Race/Ethnicity, Achievement Level Percentages



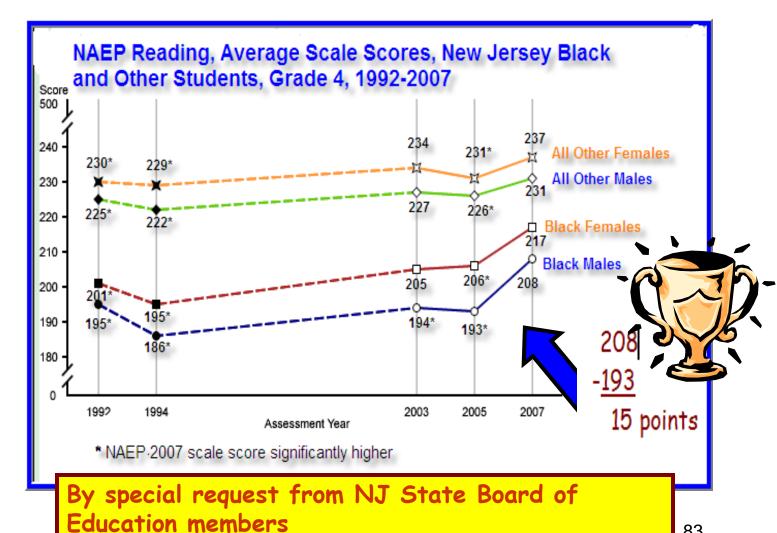




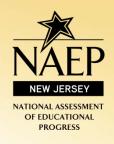
- The White/Black gap (26 pts)
 reduced by 7 scale score points
- The White/Hispanic gap (24 pts) reduced by 2 scale score points
- The male/female achievement gap (6 pts) was <u>unchanged</u>



Grade 4 Reading: NJ Black/All Others, Male/Female, 1992-2007



83





Achievement Gaps* Grade 4 & 8

* Significant difference

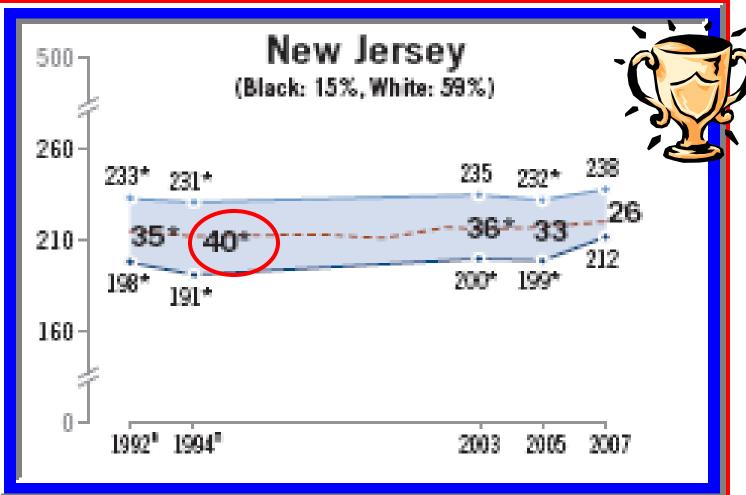


NAEP Report: W/B Gaps (Released July 14, 2009)

National Assessment of Educational Progress THE NATION'S REPORT CARD PROGRESS The special study Achievement Gaps: How Black and White Students Perform on **NAEP** is now available.



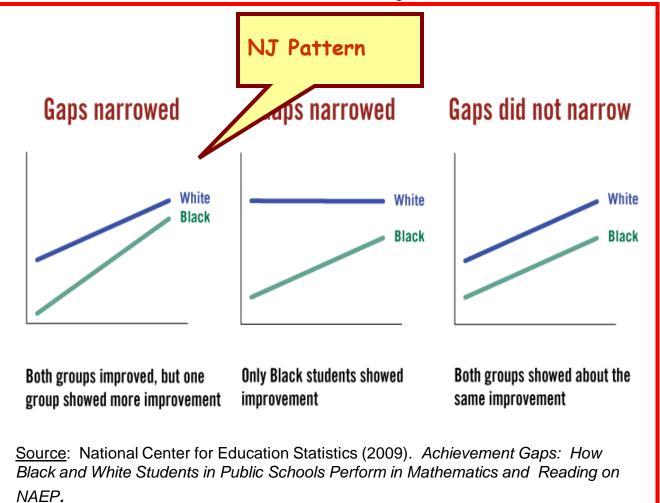
NJ Reading White/Black Gaps, Grade 4 (1992–2007)

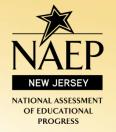




<u>Source</u>: National Center for Education Statistics (2009). *Achievement Gaps: How* 86 Black and White Students in Public Schools Perform in Mathematics and Reading...

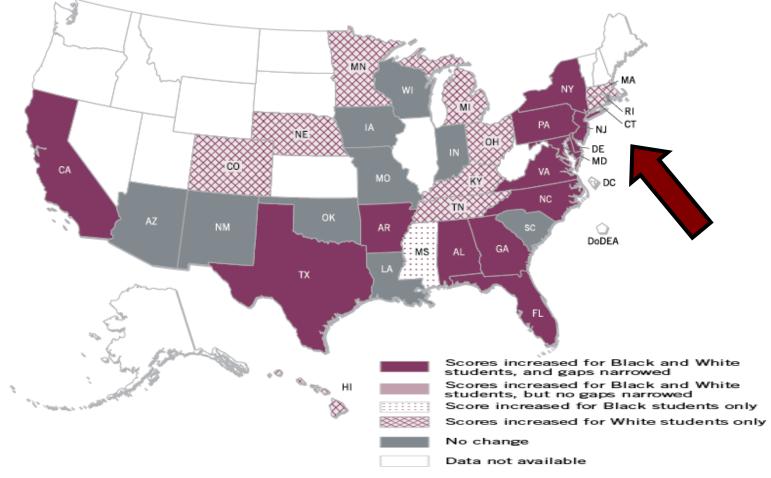
Patterns of Gaps in NAEP





NAEP Reading: NJ W& B Students Improved, Grade 4 (1992-2007)

State Reading Trends: Grade 4

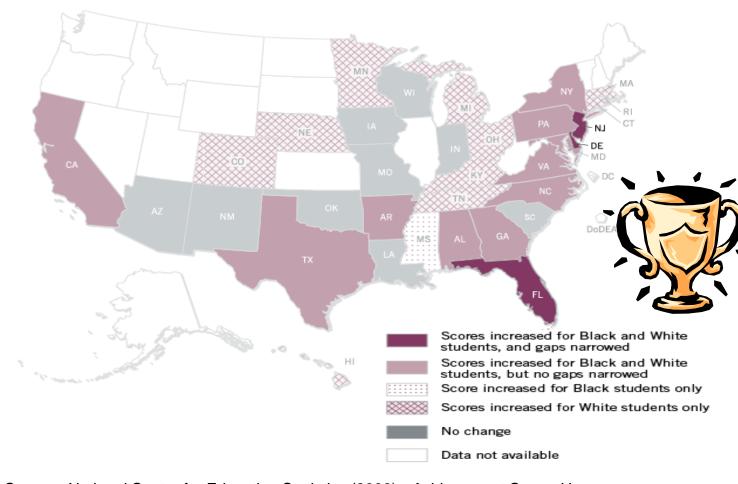


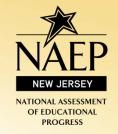


Source: National Center for Education Statistics (2009). Achievement Gaps: How Back and White Students in Public Schools Perform in Mathematics and Reading...

NAEP: New Jersey is 1 of 3 States to Narrow White/Black Gap (1992-2007)

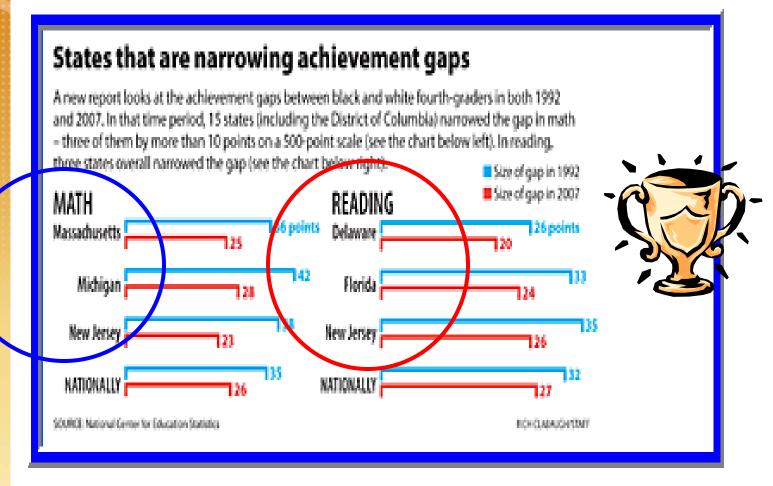
State Reading Gaps Closing: Grade 4





Source: National Center for Education Statistics (2009). Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading...

NJ Grade 4: Narrowed Gaps, Reading and Math



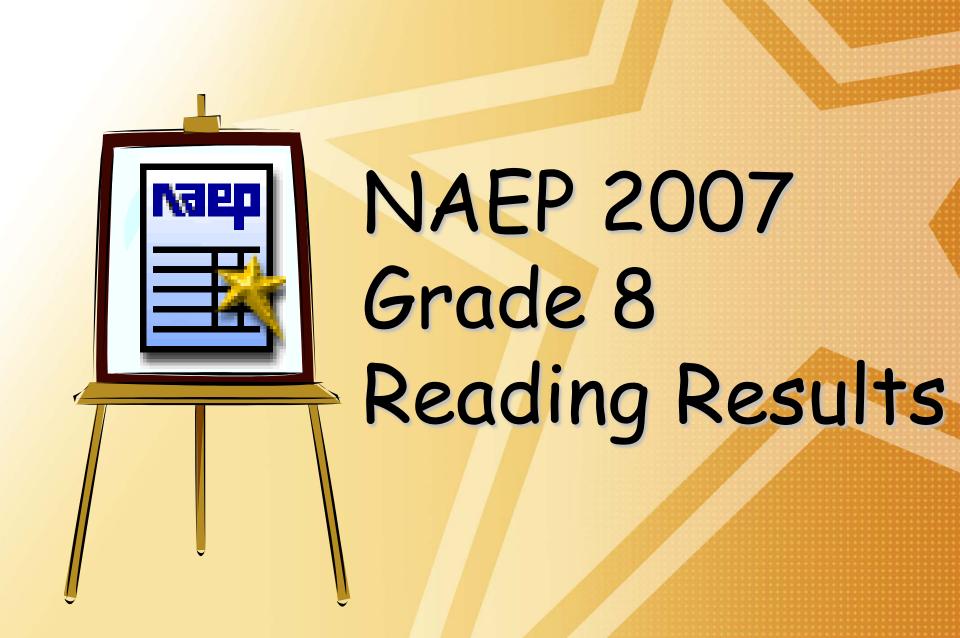


Limitations to the NAEP Data

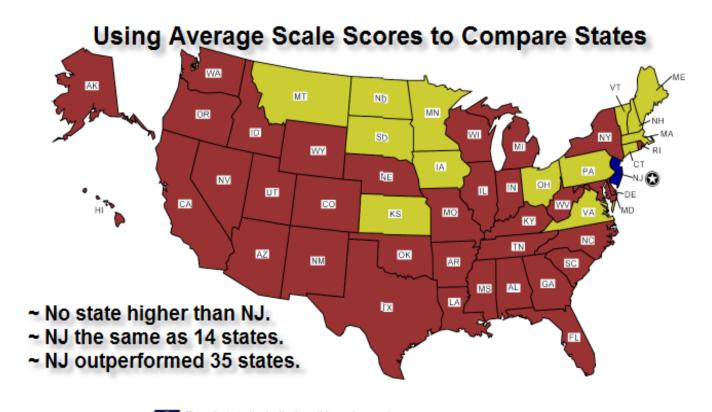
NAEP data cannot tell us:

- > Why gaps exist
- > Policies for closing gaps
- Suggestions for interventions to improve student learning





Grade 8 Reading, 2007 (Scale Scores)





Not significantly different from New Jersey (15 jurisdictions)

Lower average scale score than New Jersey (nation and 36 jurisdictions)

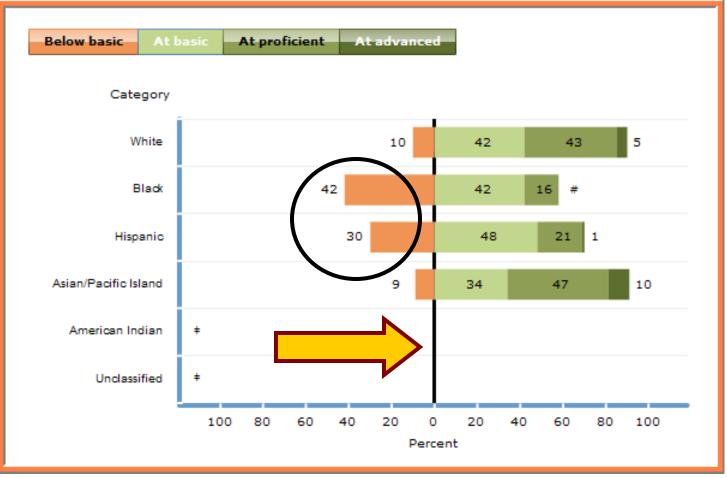
Grade 8, New Jersey Reading, 2007

 Both New Jersey and US reading results are <u>flat</u> since 2003

 No change in the New Jersey racial/ethnic gaps since 2003



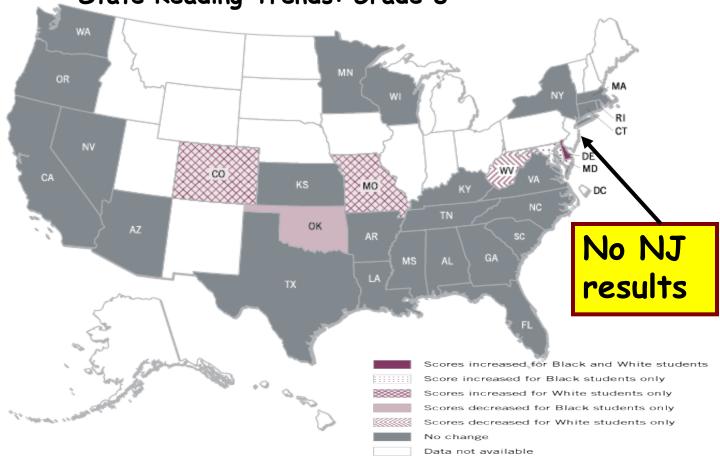
NJ Grade 8 Reading, 2007, Race/Ethnicity, Achievement Level Percentages

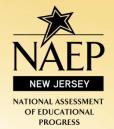




NAEP Reading White/Black Gaps, Grade 8 -- No Change (1992-2007)

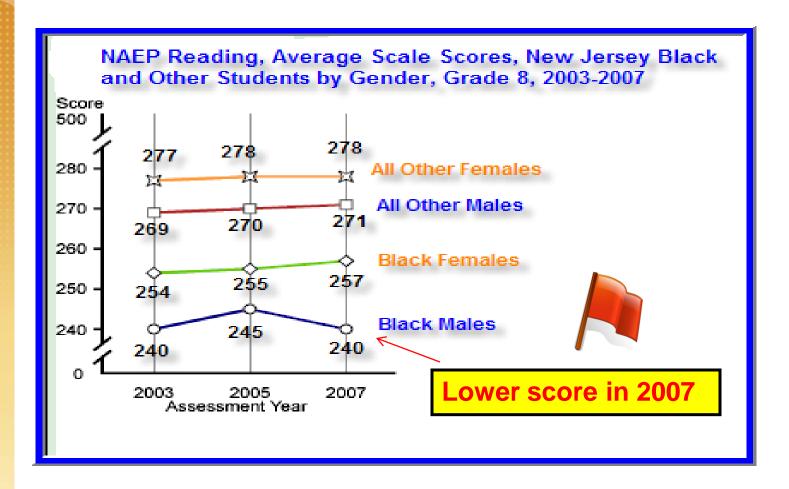
State Reading Trends: Grade 8





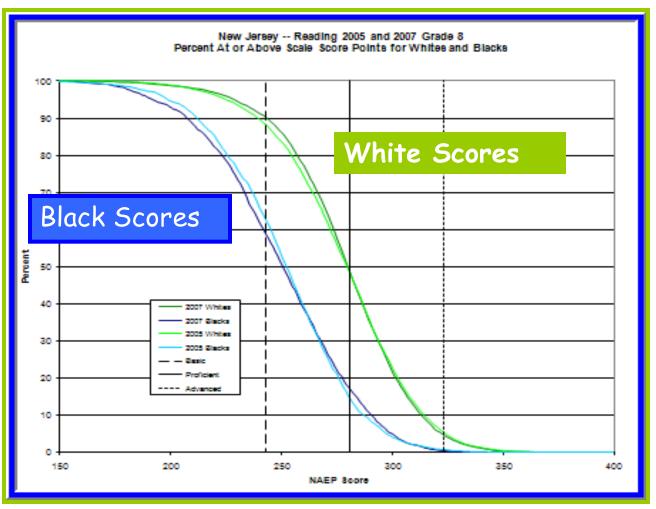
Source: National Center for Education Statistics (2009). Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading...

Grade 8 Reading: NJ Black/All Others, Male/Female (2003-2007)





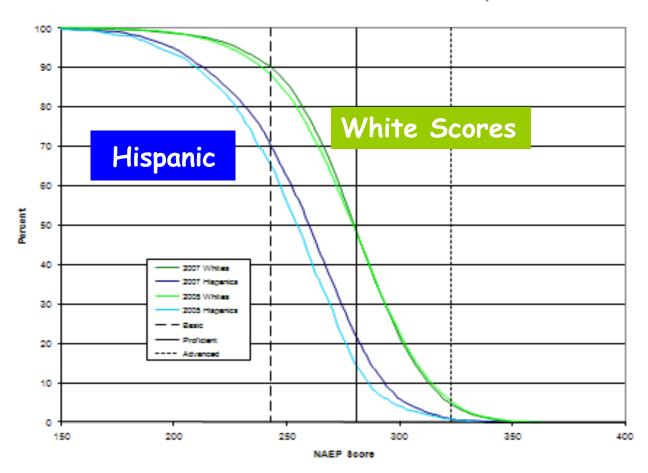
Grade 8: Little Change in NJ White/Black Scores 2005-2007

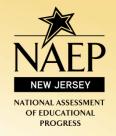




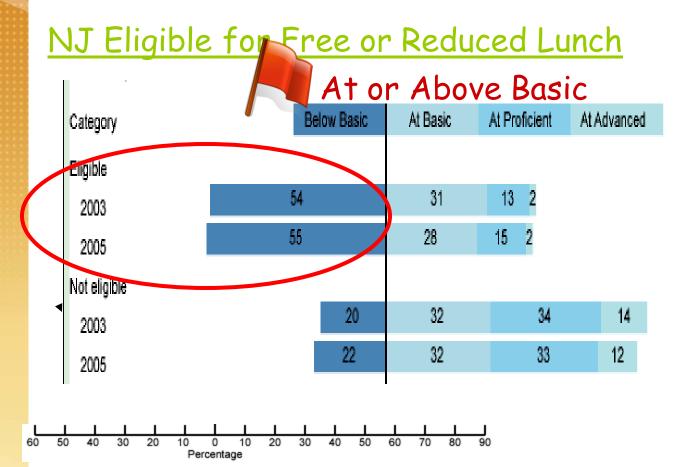
Grade 8: Slight Change Throughout the Distribution for NJ Hispanics, but Not White Students 2005-2007

New Jersey -- Reading 2005 and 2007 Grade 8
Percent At or Above Scale Score Points for Whites and Hispanics

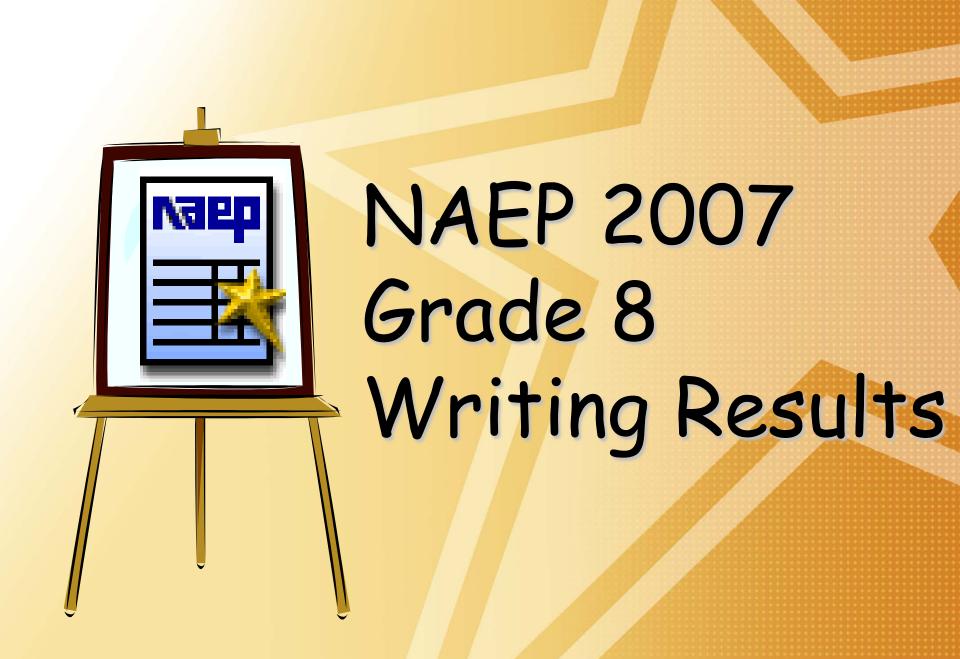




Economic Status: NJ Poverty, Grade 4 (2003 and 2005)

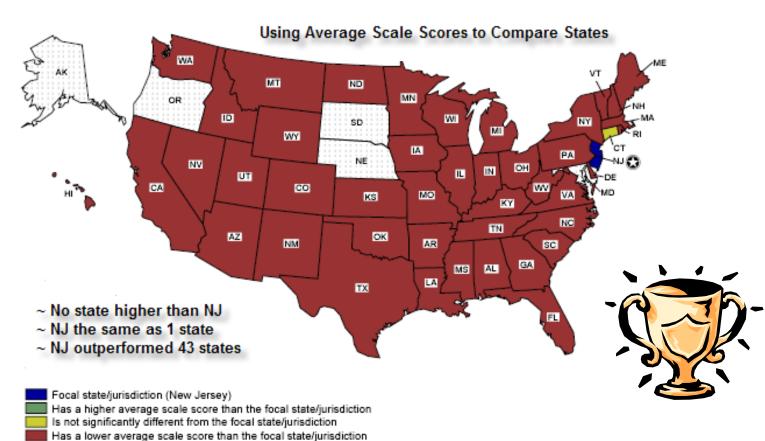






Grade 8 Writing, 2007 (Scale Scores)

Did not participate or did not meet minimum participation rates

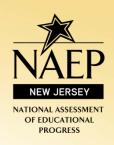






How Did the NJ Subgroups Perform?

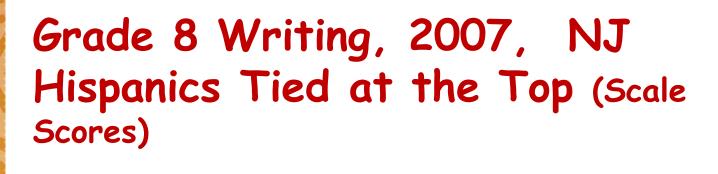


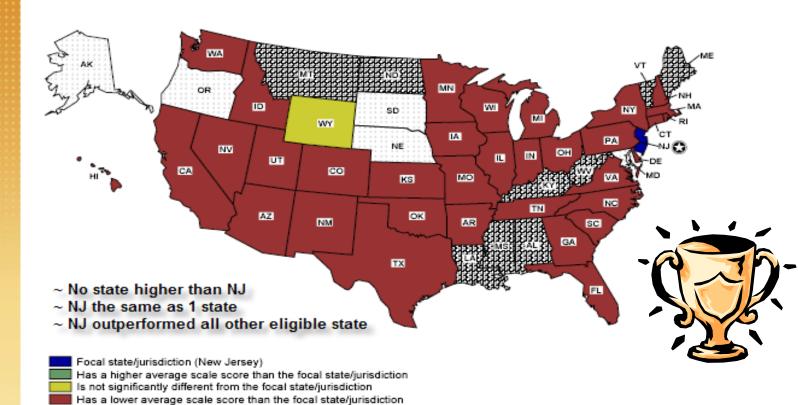


Grade 8 Writing, 2007, NJ Better than US Subgroups (Scale Scores)

Average Scale Score	NJ	US Public	NJ vs US
Overall	175	154	ψ
Males	168	144	ψ
Females	183	164	ή
White	184	162	ή
Black	152	140	ή
Hispanic	162	141	ή
Asian/Pacific Islander	191	166	ψ
Eligible for Free-Reduced Lunch	155	141	ψ
Not Eligible for Free-Reduced Lunch	183	164	ψ
Students with Disabilities	139	118	ή
Students without Disabilities	181	159	ψ







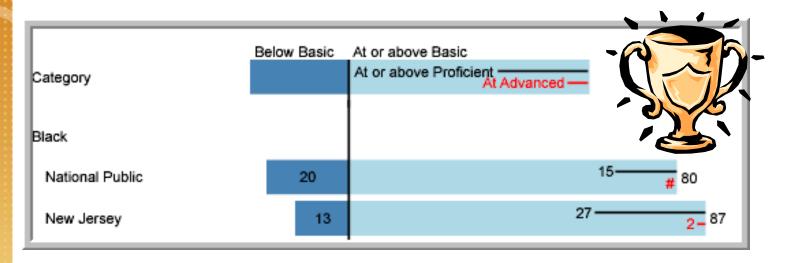
Did not participate or did not meet minimum participation rates

Sample size is insufficient to permit a reliable estimate

Was not selected for comparison

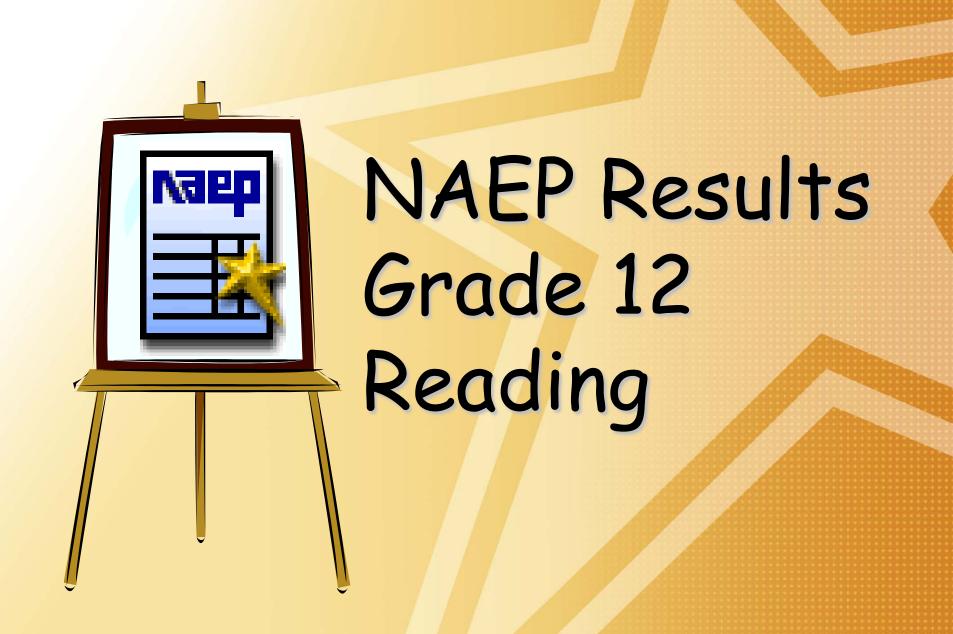


Grade 8 Writing, 2007, New Jersey and US Black Students



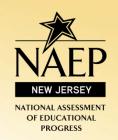
- ·NJ Black students performed higher than the US Black students
- ·NJ Black students performed similar to the average for all US
- 87% NJ Black students were at or above Basic (grade-level)
- 13% NJ Black students were below Basic (below grade-level)





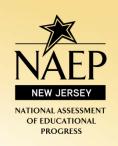
NAEP's 12th-Grade Assessments Include >>

- High School Transcript Study (most recent results in 2005)
- NAEP Long-Term Trend (since the 1970's)
- NAEP Grade 12 Reading, national results (most recent results in 2007)
- > NAEP 2009 Grade 12 State Assessment

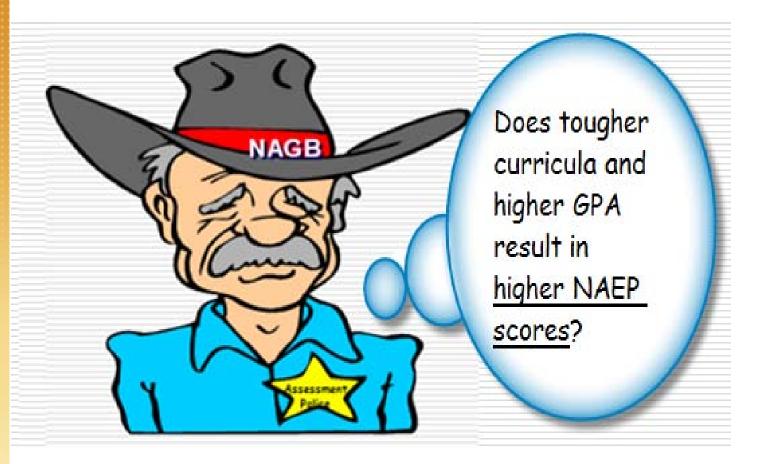


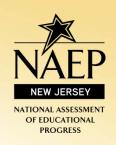


- > Graduates completed more rigorous curriculum than previous graduates
 - 41% took college prep
 - 10% took <u>AP</u> or International Baccalaureate Program
- > The overall grade-point average (GPA)
 - climbed since 1990 and
 - was <u>2.98</u> in 2005

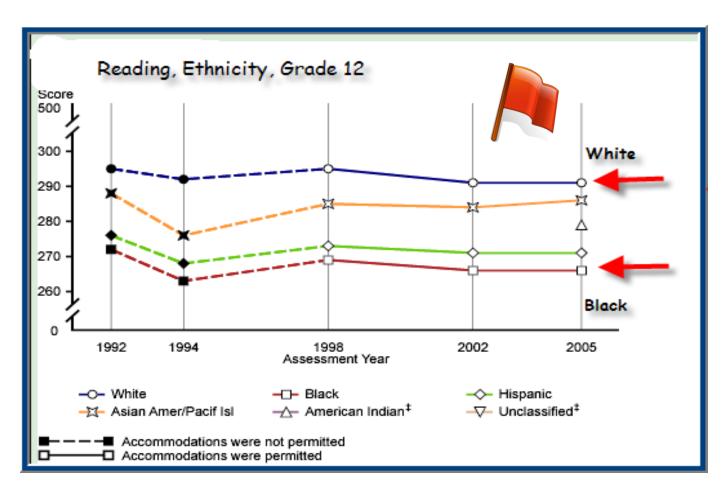


NAEP Grade 12



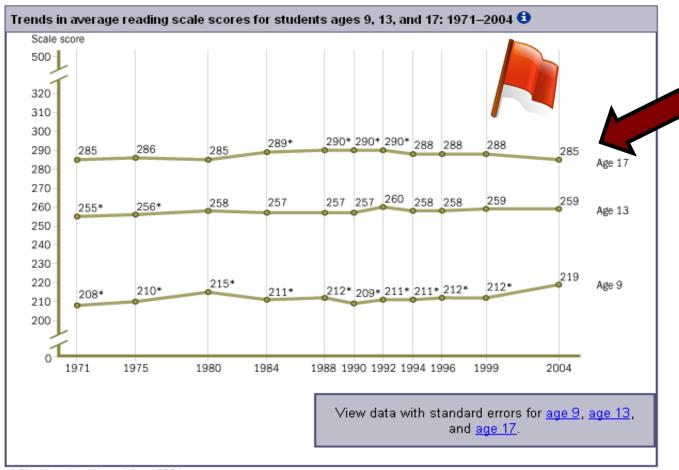


Reading: US Scores for Whites & Blacks Lower in 2005 than in 1992, Grade 12 (Main NAEP)





Are the Nation's Reading Scores Improving? (Long-term Trend) (2004)

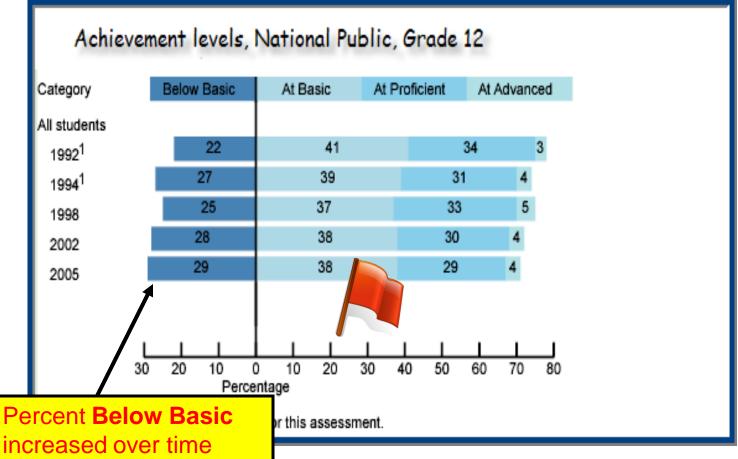


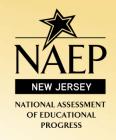
^{*} Significantly different from 2004.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1971–2004 Long-Term Trend Reading Assessments.



US Grade 12 Reading: Achievement Levels <u>Lower</u> in 2005 than in 1992 (Main NAEP)





Question?

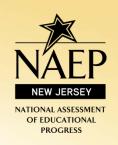
Does this

downward trend

for 12th- graders

apply to the New
Jersey students?



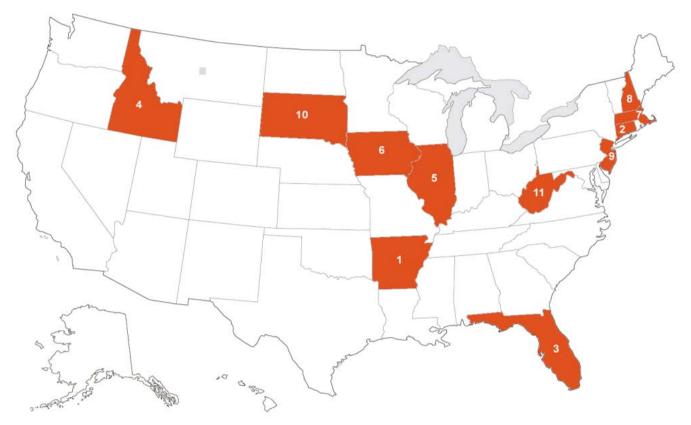


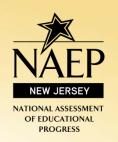


- This is the first-ever 12th grade statelevel NAEP in reading and mathematics
- 2009 NAEP will provide baseline data for the *Transforming Secondary Education in New Jersey* initiative:
 - Personalized-learning plans for all students
 - End-of-year competency testing
 - Preparedness for the workplace and a post-secondary school education



NJ Selected to Participate in the 2009 Grade 12 State NAEP?





1. Arkansas

4. Idaho

2. Connecticut

5. Illinois

3. Florida

6. lowa

7. Massachusetts

8. New Hampshire

9. New Jersey

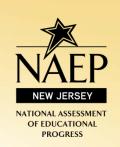
10. South Dakota

11. West Virginia

116

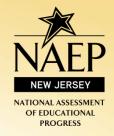
State Context is Everything

- The eleven states are <u>not</u> a representative sample of the nation's public schools
- The demographic composition of the eleven states varies
- ➤ Data taken from the *Common Core* of Data 2006-07 unless otherwise noted

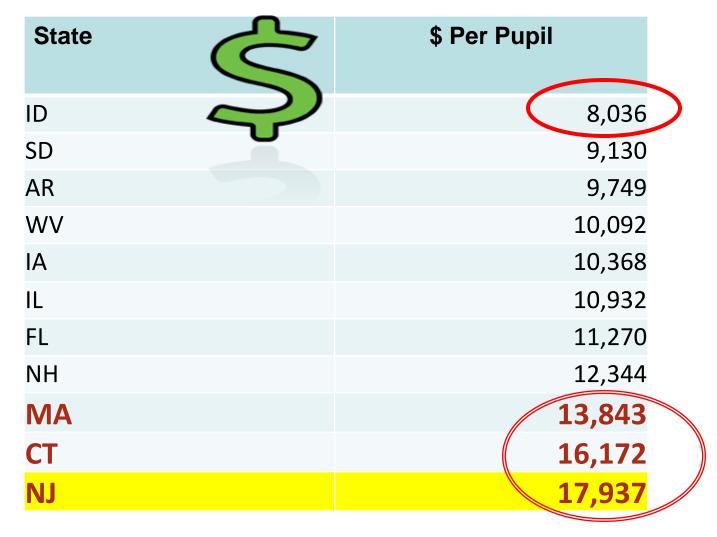


Student Poverty (all grades, from the Common Core of Data (CCD) 2006

State	Percent Eligible for F/R Lunch
AR	58.65
WV	49.59
FL	45.20
IL	37.50
ID	37.26
IA	32.10
MA	28.92
SD	28.88
NJ	27.28
СТ	27.25
NH	17.66

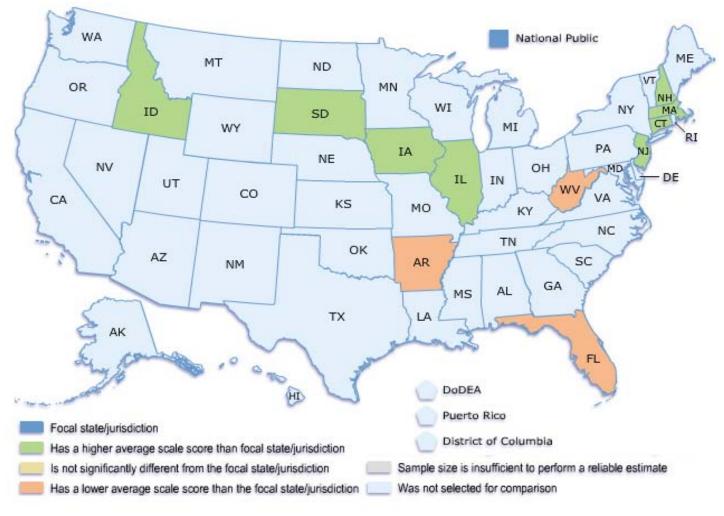


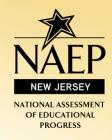
State Per-Pupil Expenditures (CCD, 2006)





2005 Grade 8 Reading: Will the Same Pattern Persist for 12th-graders in 2009?





Question?

Where can I find the NAEP student results?





Easy Entry Point for the NAEP Online Data and Questions Tools



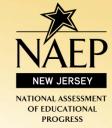


NEW JERSEY
NATIONAL ASSESSMEN

OF EDUCATIONAL PROGRESS

Session Handouts Provide More Information about the NAEP Results

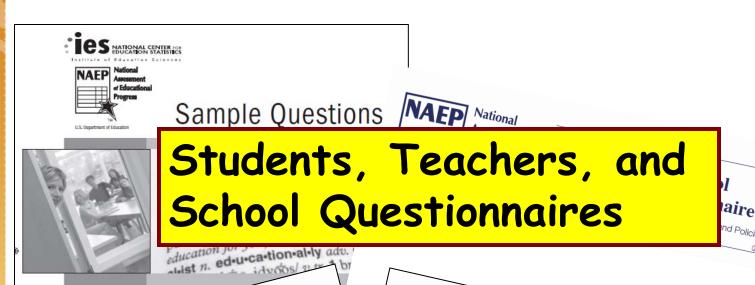






NAEP Questionnaires Grades 4 & 8

NAEP Questionnaires:



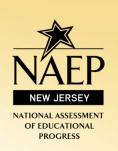
NAEP questionnaires are important because they provide a "rich" source of background information linked to students' NAEP scores



Disclaimers About the Use of NAEP Questionnaire Information

- The background data are descriptive, <u>not</u> "scientific" in nature
- Do not use these data to attribute causality
- The data may suggest the need for further investigation into the relationship between
 - student achievement and
 - factors influencing achievement
- The background-questionnaire data are available on the *NAEP Data Explore* at

http://nces.ed.gov/nationsreportcard/naepdata/



Student: Affective Disposition/ Difficulty of Assessment

Student Questionnaire, Grade 8 NAEP 2007 Reading

Q: How hard was this test compared to most other tests you have taken this year in school?"

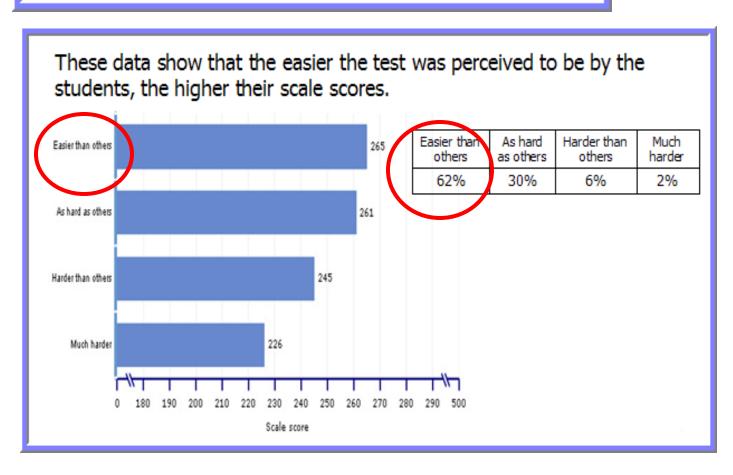
Students chose from the following options:

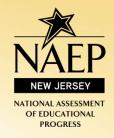
- Easier than other tests
- About as hard as other tests
- Harder than other tests
- Much harder than other tests



Student: Perception of the Test Difficulty

Student Questionnaire, Grade 8 NAEP 2007 Reading







Teacher Questionnaire, Grade 8 NAEP 2007 Reading

Q: Which best describes how language art instruction is organized for 8th graders at your school?

Teachers chose one from the following:

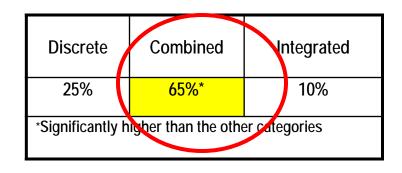
- Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects. [Discrete]
- Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject [Combined].
- Language arts lessons are primarily integrated with instruction in other subjects. [Integrated]



<u>Teacher</u>: Most 8th-Graders Experience Combined LAL Classrooms

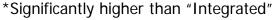
Teacher Questionnaire, Grade 8 NAEP 2007 Reading

NAEP 2007 data shows that 65% of Grade 8 students were in "Combined" language arts classes.



The students in primarily "Integrated" courses scored lower than their peers.







Measure Up Newsletters Include More Examples of NAEP Results:





> Grade 4:

4th-graders who had a class discussion about something the class had read at least once a week scored higher than students who had a class discussion once or twice a month

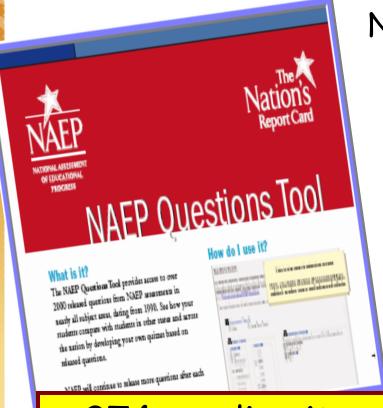
> Grade 8:

8th graders who read
 at least 11 pages
 each day in school or
 for homework scored
 higher than those who
 read 10 or fewer pages





A Quick Reference Guide to the NAEP Questions Tool (NQT)



NAEP Questions Tool provides easy access to:

- NAEP questions
- Student responses
- Scoring guides

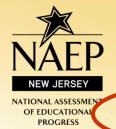


- 374 reading items/also writing items
- · 2,000 items for all subjects



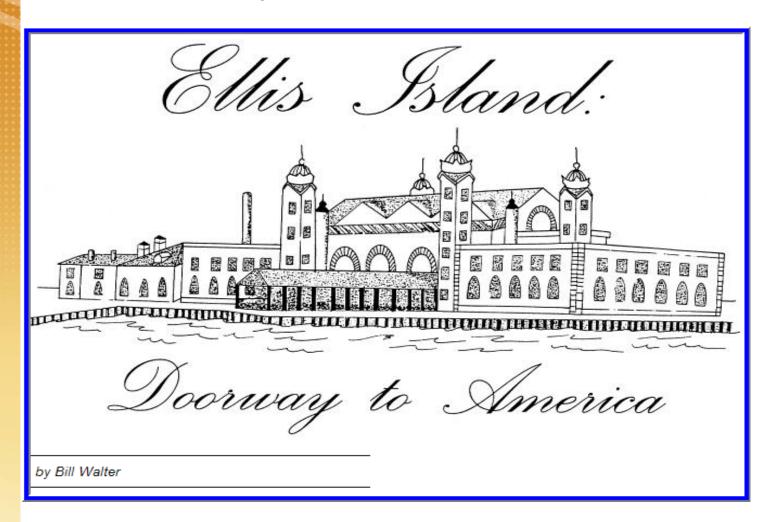
Easy Entry Point for the NAEP Questions Tool

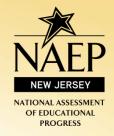


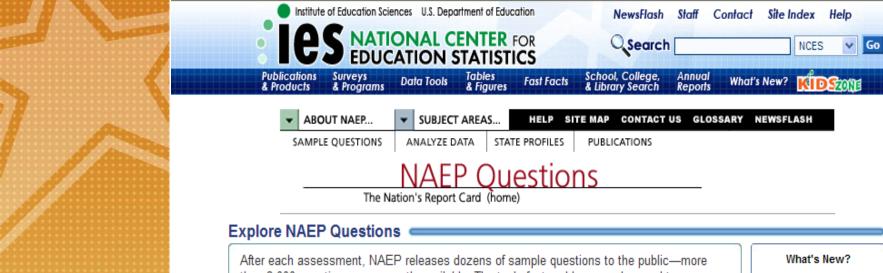


URL: http://www.nces.ed.gov/nationsreportcard/itmrls/

Is This Passage Similar to Those Released by NJDOE?







After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools and find out more about NAEP.



Explore a database of released NAEP questions, student responses, question-level data, and scorer's commentary.

Item Maps >>



See examples of what students at each achievement level are likely to know and can do in a subject.

Test Yourself >>



Try out actual questions administered to students in the NAEP assessments.

Scoring >>



Learn how NAEP questions are scored.

- == 2006 civics, economics, and <u>U.S. history</u> assessments
- 207 multiple-choice and 67 constructedresponse questions from the 2006 civics, economics, and U.S. history assessments now available in the Questions Tool

Explore the latest released questions from the 2006 civics, economics, and U.S. history assessments.



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

NCES HEADLINES

- Problem Solving in Technology-Rich Environments: A NAEP Report
- Comparative Indicators of Ed in the US & Other G-8 Countries: 2006
- Persistence and Attainment of 2003-04 BPS: After Three Years

The Search Results Provide a List of Questions to be Selected

Search Results Modify Search

60 results returned for:
Subject: Reading
Grade: 4, 8
Year: 2005

10 20 50 100 per page | Show All
Accessible Sort
Click column header to sort, drag to reorder.

Year
Grade Block No. Type Diff.
We Print Folder: Empty
Add All Questions
Remove All Questions
View Print Folder

Descrip

Click column header to sort, drag to reorder.										
Year 🕶	Grade 🔺	Block _	No. 📥	Type 🔺	Diff. 🔺	% Correct -	Description		In Folder	
2005	4	R3	1	CR	Easy	70.47	Beetle: Who			
2005	4	R3	2	MC	Easy	76.82	Beetle: Des well-manne			
2005	4	R3	3	CR	Med.	51.09	Beetle: Per beetle			
2005	4	R3	4	CR	Hard	25.89	Beetle: Is b			
2005	4	R3	5	MC	Med.	50.51	Beetle: Des wise			
2005	4	R3	6	CR	Hard	28.08	Beetle: Wha			
2005	4	R3	7	ECR	Med.	42.87	Beetle: Rat's different feelings			
2005	4	R3	8	MC	Med.	46.84	Beetle: Beetle chooses color - of world			
2005	4	R3	9	CR	Med.	53.17	Beetle: Nev title	v and different	5	
2005	4 (8)	R7	1	MC	Easy	71.62	Ellis Island: struggle	Passage is about		
2005	4 (8)	R7	2	CR	Easy	75.86	Ellis Island	Click box to		
2005	4 (8)	R7	3	CR	Hard	30.25	Pais Island	question to	•	
								folder		



Ellis Island

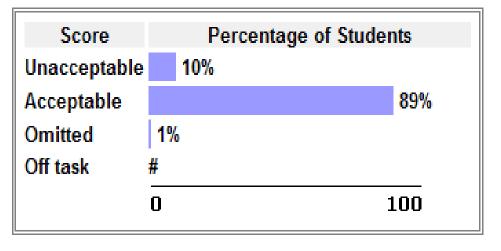
Tool Help and Tutoria

1 - **20** | 21 - 40 | 41 - 60

Ellis Island Passage: Student Results, Grade 8

How did the immigrants probably feel when Question they saw the Statue of Liberty?

2005 National Performance Results

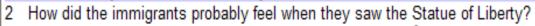




- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

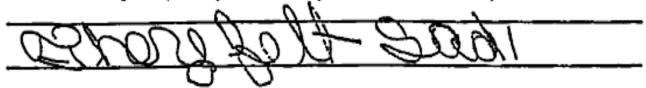


Ellis Island: Are these student responses acceptable? (Grade 8)



Happy and sad

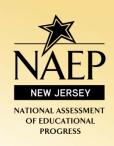
2 How did the immigrants probably feel when they saw the Statue of Liberty?



Unacceptable - Student Response

Scorer Comments:

Both responses provide feelings, but they are unexplained and have no relation to the text. The first response provides an appropriate feeling the immigrants may have had upon seeing the Statue of Liberty, happy, but contradicts that feeling with an inappropriate feeling, sad. The second response provides only the feeling of sad, which is unexplained and is not text-based.





2 How did the immigrants probably feel when they saw the Statue of Liberty?

They felt happy. They were crying becouse they made it to America

2 How did the immigrants probably feel when they saw the Statue of Liberty?

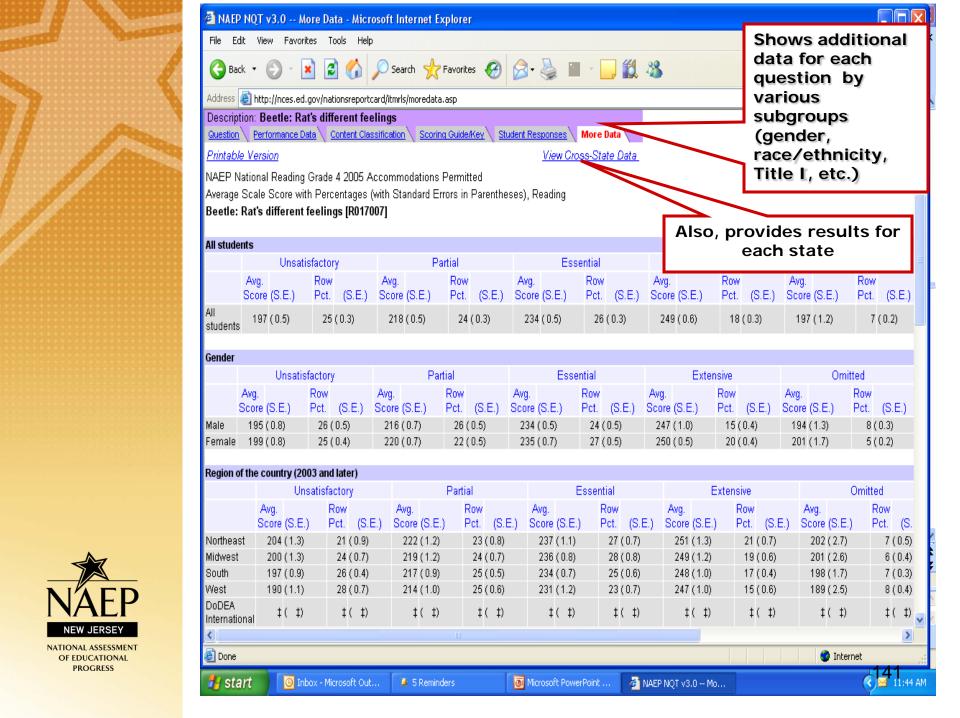
I think they felt very happy It see land After all the Time on the Righ sea

Acceptable - Student Response

Scorer Comments:

Both responses provide feelings that are explained in relation to the text. The first response provides a positive feeling and explains that feeling in relation to the immigrants reaching their destination of America. The second response provides a positive feeling and explains that feeling in relation to the immigrants arriving on land after a difficult journey at sea.

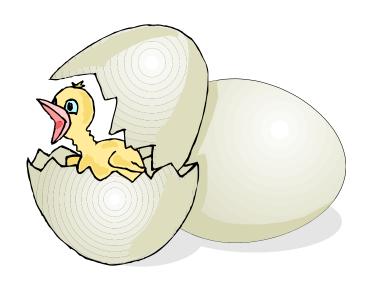






Rationale: NAEP Tracks Student Achievement Trends for Policymakers



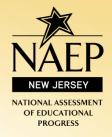


1969

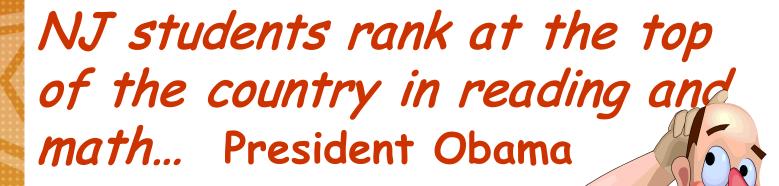


Rationale: State-NAEP Makes the Comparisons of Student Scores Across States Possible





July 16, 2009 (PNC Bank Arts Center, Holmdel, NJ)



- > Is this accurate?
- > What is the evidence?
- ➤ What facts might refute this generalization?



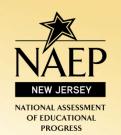
Results: NAEP and the NJ State Assessments Differ Greatly





Language Arts Literacy





"Proficient" -- no observable similarity

NAEP Released Test Items Are A Valuable Resource for Teachers



NAEP Reading & Writing Items
Are Easily
Accessible
Online

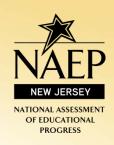
NJ NAEP Portal

PROGRESS

http://www.nj.gov/njded/assessment/naep

NAEP Results Are Only Possible Because of the Cooperation of Districts, Schools and Students







NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Contact Me for Further NAEP Information or Training

Barbara Smey-Richman, Ed.D.
New Jersey Department of Education
Office of State Assessments
P.O. Box 500
Trenton, NJ 08625-0500

Tel: (609) 984-1540

Fax: (609) 984-6032

Email: barbara.smey-richman@doe.state.nj.us

