

*NAEP'S READING FRAMEWORK,  
DATA, TEST QUESTIONS, AND MUCH MORE*

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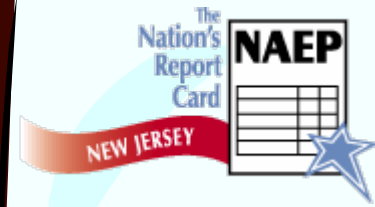
National Assessment of Educational Progress (NAEP)

NJDOE Literacy Conference  
and  
Standards Institute  
August 10, 2005

*Barbara Smey-Richman, EdD.  
New Jersey NAEP Coordinator*

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Hi! I'm from the "DOE"  
and I'm here to talk  
about NAEP!



*Barbara Smey  
Richman, EdD.*

*New Jersey  
NAEP Coordinator*

# Agenda Highlights

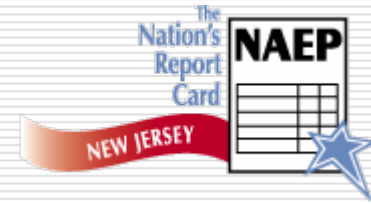
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- What is NAEP?
  - NAEP/NJ Assessments
  - NAEP Reading/Writing Frameworks
  - NAEP Data and Results
  - NAEP Questions Tool
  - Questions and Answers
-

# What is NAEP?

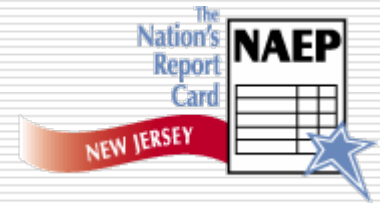
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NAEP is a congressionally mandated survey designed to evaluate student achievement in various subject areas

NAEP began tracking national student performance in 1971 and individual state performance in 1992

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# What is NAEP?

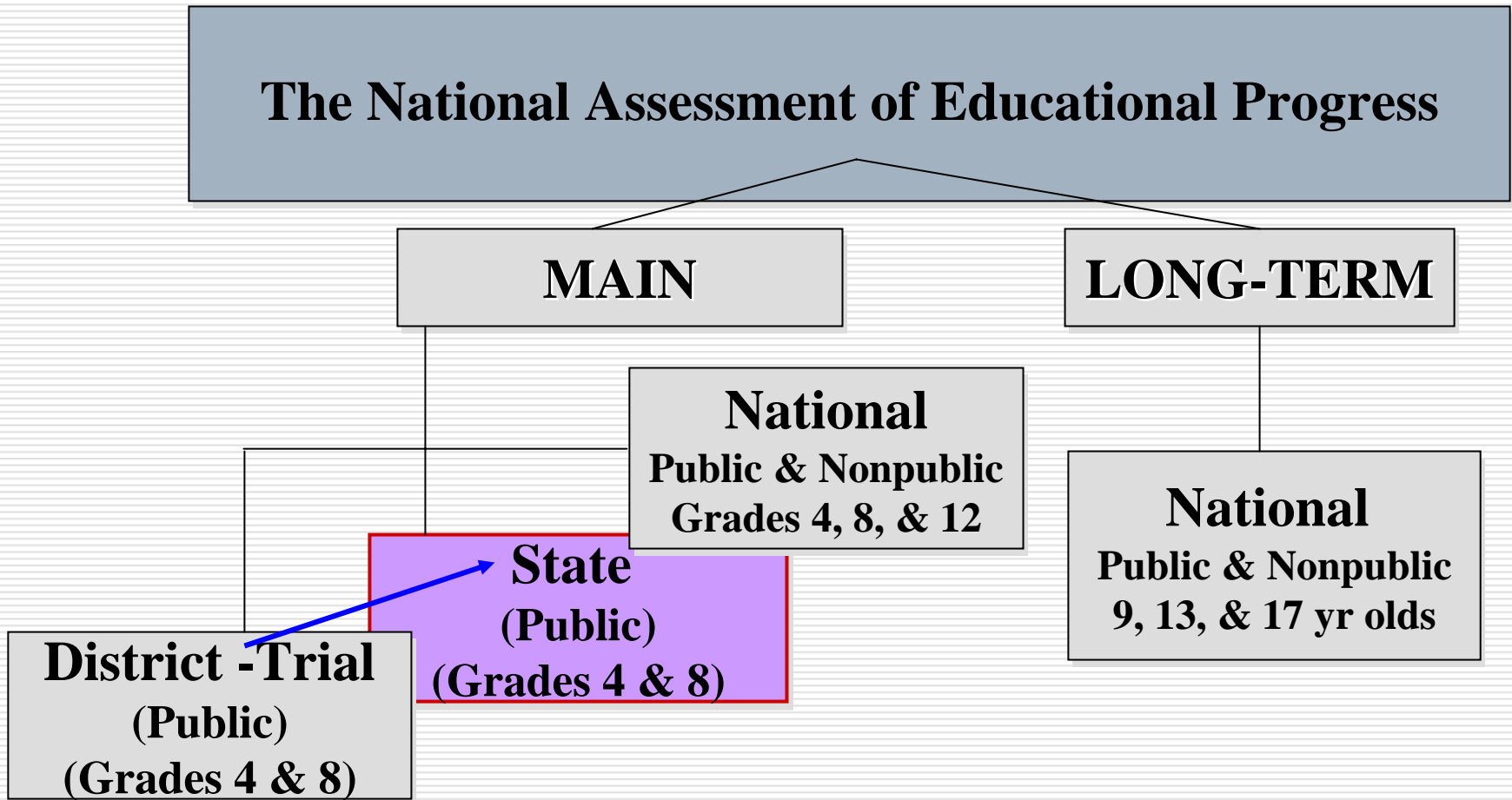
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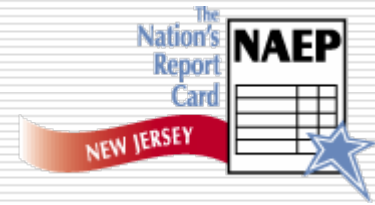
NAEP's goal is to produce national and state-level results for student populations

NAEP is **not** a program to test individual students or schools. It does not report student, school or district results

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# NAEP Has Many Components





# What is State NAEP?

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Is a biennial assessment that provides estimates of student performance for the 50 states, Washington, DC, and Puerto Rico

Starting in 2003, NCLB requires school participation at grades 4 and 8 if the district receives Title 1 funds

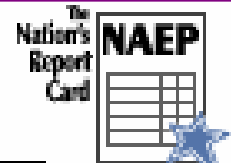
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# NAEP 2005: Recent Assessment

Reading, Math & Science tests in grades 4, 8 and 12.

National Assessment of Educational Progress

## THE NATION'S REPORT CARD



Thank You to  
NAEP 2005 Participants!

NAEP staff is grateful to the thousands of schools selected from across the nation that participated in NAEP 2005.

Now that all the data are in, preparations for reporting results this fall are underway.

### NJ Participation

Over a six-week period, students in more than 300 NJ schools participated in NAEP 2005.



# *FAQ: How are Students Selected?*

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## Multi-Stage Stratified Random Sampling

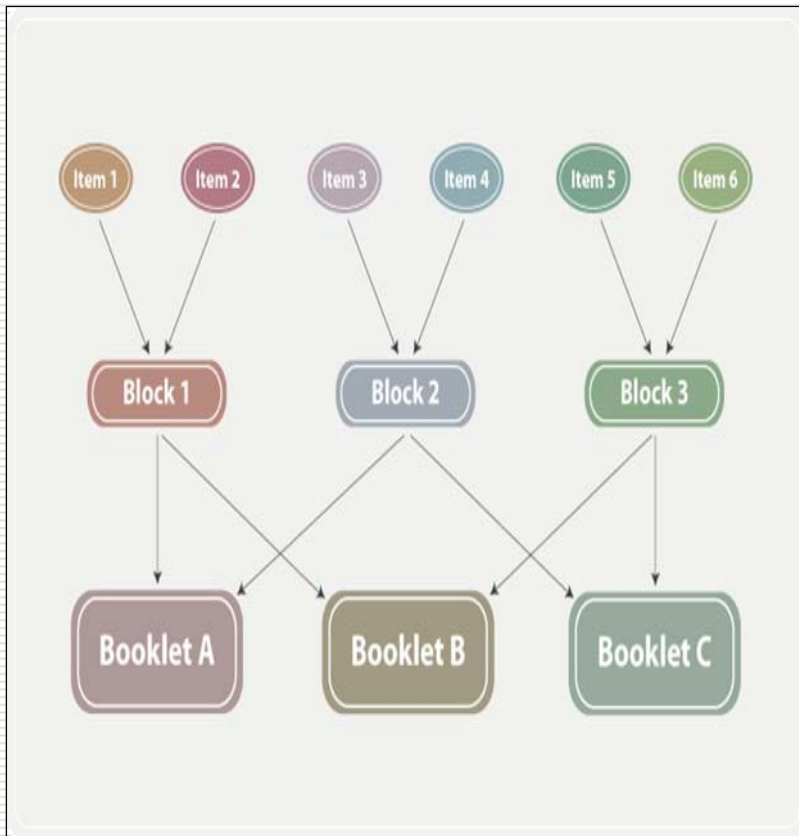
- Selection of schools
- Selection of students within schools

## Sample Size for State NAEP years

- Approximately equal sample sizes for each state
  - About 100 schools for each grade and subject
  - About 3,000 assessed students for each grade and subject (i.e., about 9,000 NJ students in 2005)
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# *Booklet Design: Matrix Sampling*

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- Ea. student gets a small part of the test
- Booklets differ in difficulty; are not comparable
- Booklets are too short to yield a student result

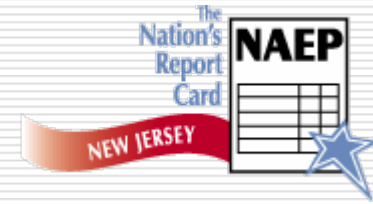
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*Long Tests (7 hrs.) -- Short Booklets (50 mins.)*

*The NAEP tests have multiple choice and open-ended questions and ask background questions to help put student achievement in context!!*



# NAEP TESTS 2003-2012



Year	National	State
2003	Reading, Mathematics	Reading, Mathematics
2004	Foreign Language, Long-term Trend <i>(Cancelled)</i>	
2005	Reading, Mathematics, Science	Reading, Mathematics, Science
2006	U.S. History, Civics, Economics	
2007	Reading, Mathematics, Writing	Reading, Mathematics, Writing
2008	Arts, Long-term Trend	
2009	Reading, Mathematics, Science	Reading, Mathematics, Science
2010	World History, Geography	
2011	Reading, Mathematics, Writing	Reading, Mathematics, Writing
2012	Civics, Foreign Language, Long-term Trend	





*NAEP  
and  
New Jersey  
Assessments*

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# Comparing NAEP & New Jersey

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## Language Arts Literacy

- Combined Tests
- Combined Scores only

## Reading and Writing

- Separate R/W Tests
  - Separate R/W Scores
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# NAEP & New Jersey Differences

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Test differences yield different results:

- Test length (NAEP: 50 mins. per student; 7 hours complete test)
  - Content and skills assessed (NAEP: wider domain of knowledge tested; a longer test and thus more items than a state test)
  - Alignment with NJ's instruction & content coverage (NAEP: national view, not aligned with state standards, and does not respond to curriculum changes)
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# NAEP & New Jersey Differences

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Test differences include *(continued)*:

- Item difficulty and formats (NAEP: *different content specifications & proportion of multiple choice items; shorter reading passages*)
  - Methods for setting achievement levels (NAEP's *process of setting cut points is more complex than that of most states*)
  - Student motivation (NAEP: *does not have any consequences associated with student results*)
-



# Cautionary Note

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## Consequently:

- Proficient performance is defined uniquely for each large scale assessment
- The definitions of "proficient" set by states and by NAEP have no observable agreement\*

# Cautionary Note

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Difficult to compare results across tests and grade levels

- **Because each assessment (including the grade-level tests -- grades 4 and 8) is created as a separate test, not as a group**
  - Without understanding this, the general public may reach invalid conclusions when interpreting data from large-scale assessments
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# Test Primer: Equating

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## Horizontal Equating

Test developers use anchor items to allow comparisons of results for

- one subject area and
- at one grade level across years

Correct: To examine trends for 4<sup>th</sup> graders across years (NAEP 1998, 2003, and NAEP 2005)

Incorrect: To compare NAEP grade 4 and 8 reading scores with each other

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# Test Primer: Equating

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## Vertical Equating

Test developers use anchor items to allow comparisons of results for

- one subject area and
- at two (or more) grade levels across years

NAEP and NJ tests are not vertically equated

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# What Is The Relationship Between NAEP & State Tests?

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## QUESTION:

Can NAEP be used to confirm state tests? \*

\* Sharif Shakrani, National Assessment Governing Board (NAGB), Large Scale Assessment Conference (June 2005)

## ANSWER:

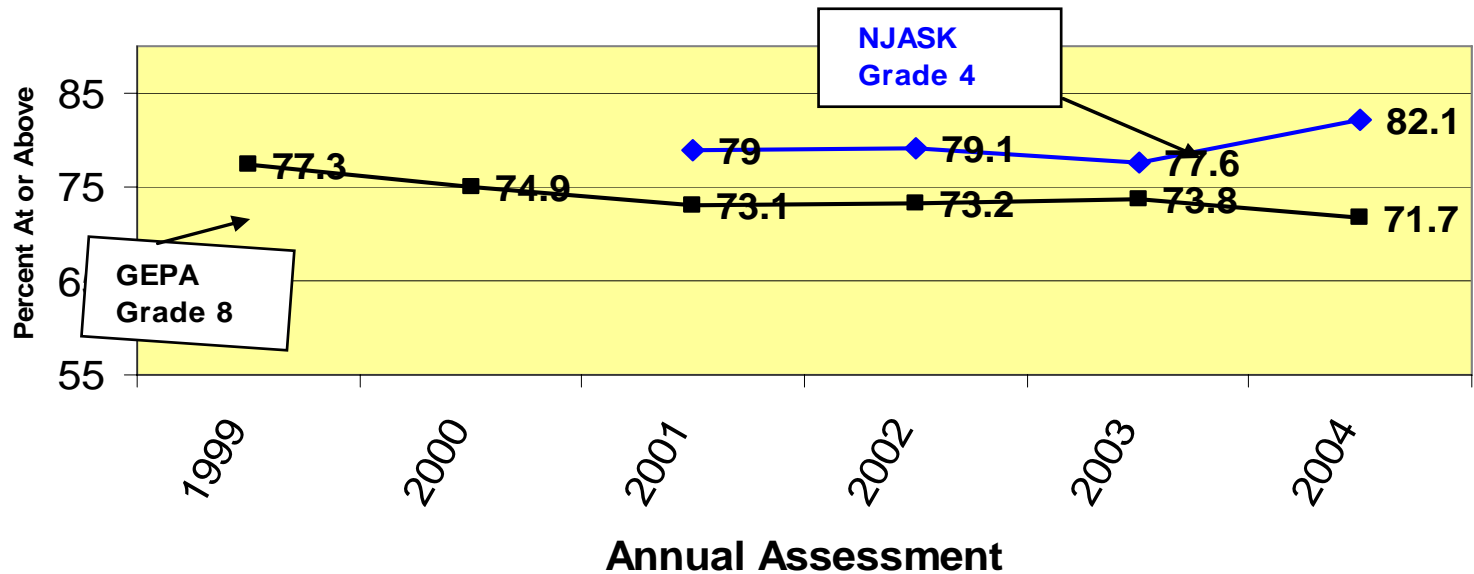
No, because NAEP and state tests differ greatly

NAEP is an independent measure and not aligned with state tests

NAEP should be used to confirm "trends found in state data"

# What are the Trends in NJ's Data?

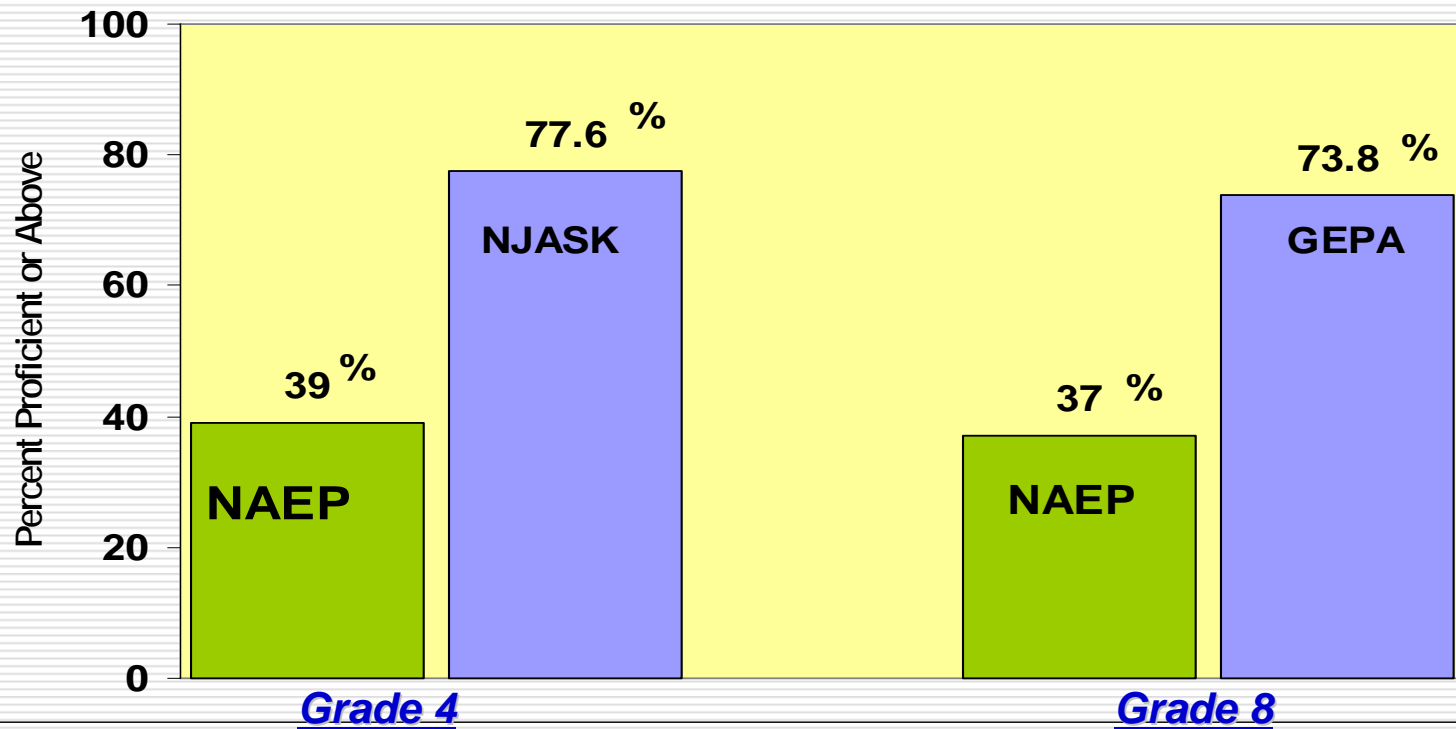
**New Jersey State Assessments: Percent Proficient and Above at Grades 4 and 8 (1999-2004)**



++Note: For LAL, 2001 was the standard setting year for the ESPA and NJ ASK4.

# New Jersey NAEP & State Tests

NAEP Reading and New Jersey Language Arts Literacy  
(2003): Different Tests Yields Different Results



# What Is The Relationship Between NAEP & State Tests?

## QUESTION

*Does NAEP's reading assessment measure the same "common core of comprehension" as NJ's LAL tests?*

## ANSWER

Maybe!!

Special analyses show that in 2003, NJ LAL and NAEP reading scores for schools in the NAEP sample were highly correlated

\* Unpublished document sponsored by the National Center for Educational Statistics (NCES), 2005



# What Is The Relationship Between NAEP & State Tests?

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- NAEP is the only common yardstick for measuring student performance across states
- NAEP can be used as a “serious discussion tool” for state accountability\*\*
- NAEP may be used as a measure of academic growth and the closing of achievement gaps. States attaining achievement gains may qualify for additional flexibility with NCLB and AYP (Education Secretary Margaret Spelling)+

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\*\* No Child Left Behind legislation

+ For example, Spelling's speech, “New Path for No Child Left Behind,” April 18, 2005



NAEP  
Reading And  
Writing  
Frameworks

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# NAEP Frameworks

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NAEP assessment frameworks provide:

1. A theoretical basis for the test, and
  2. Directions for item development, specifically
    - *what kind of exercises should be included*
    - *how exercises should be designed, and*
    - *how student responses should be scored*
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# NAEP Frameworks

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## NAEP frameworks

- Do not include content standards (e.g., NJ CCCS) to guide instruction
  - Result from a comprehensive national process and represent a national view
  - Tend to be *less sensitive* to curricular reforms than state tests that are aligned to content standards
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# *NAEP Frameworks*

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Whatever you want to know about NAEP,  
start with the NAEP web sites:

NCES: [Can download copies of frameworks]

➤ <http://nces.ed.gov/nationsreportcard/>

The New Jersey NAEP:

➤ <http://www.nj.gov/njded/assessment/naep/>

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# *NAEP Reading Framework*

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Framework's theoretical basis specifies

- Three contexts or purposes for reading
  - Four aspects of reading that characterize the way that students respond to text
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# NAEP's Context For Reading\*

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<b><u>CONTEXT:</u></b> <b>READING FOR</b>	<b>DESCRIPTION</b>	<b>TYPES OF TEXT</b>
<b>Literary Experience</b> <i>(Understanding)</i>	Readers explore events, characters, themes, settings, plots, actions and the language of literary works by reading <b>continuous narrative text</b>	Novels, short stories, poems, plays, legends, biographies, myths, and folklore
<b>Information</b> <i>(Retrieving Information)</i>	Readers gain information to understand the world by reading <b>continuous expository text</b>	Magazines, newspapers, textbooks, essays and speeches
<b>Perform a Task</b> <i>(Following Instructions)</i>	Readers apply what they learn from forms of <b>non-continuous text</b>	Bus or train schedules, directions for games and repairs, classroom procedures, maps etc.

\*Source: 2003 Reading Framework, p. 2

# Proportion of NAEP Items By Context and Grade\*

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<b>GRADE</b>	<b>For Literary Experience</b>	<b>For Information</b>	<b>To Perform a Task</b>
4	55%	45%	No Scale
8	40%	40%	20%
12	35%	45%	20%

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\*Source: 2003 NAEP Reading Framework, p. 10.



# ASPECTS OF READING\*

<b>ASPECT (Processes)</b>	<b>QUESTIONS INCLUDE:</b>
<b><u>Forming a General Understanding</u></b> <i>(Literal understanding though consideration of the <b>text</b> in its entirety)</i>	Write a paragraph telling what the story is about. Which of the following is the best statement of the theme?
<b><u>Developing Interpretation</u></b> <i>(Linking specifics within the text to each other)</i>	What event marked a change in the plot? What caused the event? Why did the character do ____?
<b><u>Making Reader/Text Connections</u></b> (a (Applying something in the text to real world situations)	Colonists lived in different ways than we do today. Explain two differences. Would you have liked living in colonial times.
<b><u>Examining Content &amp; Structure</u></b> (Evaluating the effect of the content, organization, and form)  <small>* Source: 2003 NAEP Reading Framework, pp. 11-14.</small>	Compare this article to that one. How useful would this be for ____? Why? Does the author use ____ (irony, humor, personification) effectively? Explain. What other information would you need to find out about ____?

## *Proportion of Time Students Spend on NAEP Items By Aspects of Reading and Grade\**

<b>GRADE</b>	<b>Forming a General Understanding/ Developing Interpretations</b>	<b>Marking Reader/Text Connections</b>	<b>Examining Content and Structure</b>
4	60%	15%	25%
8	55%	15%	30%
12	50%	15%	35%

\*Source: 2003 NAEP Reading Framework, p. 14.

# Sample NAEP Reading Questions By Context and Aspects

<u>Context</u> Reading for:	<u>Aspect:</u> Forming a <i>General Understanding</i>	<u>Aspect:</u> <i>Developing Interpretation</i>	<u>Aspect:</u> Making <i>Reader/Text Connection</i>	<u>Aspect:</u> Examining <i>Content and Structure</i>
<b>Literary Experience</b>	What is the story/plot about?	How did this character change?	What other character had a problem similar to Bill's?	What is the mood?
<b>Information</b>	What is the author's viewpoint?	<i>What caused this change?</i>	<i>What historical event is similar to this one?</i>	<i>Is this author biased? Explain.</i>
<b>To Perform a Task</b>	<i>What time can you get a nonstop flight to Boston?</i>	<i>What must you do before step 3?</i>	<i>Describe when you would omit step 5?</i>	<i>Is the information in the brochure easy to use?</i>

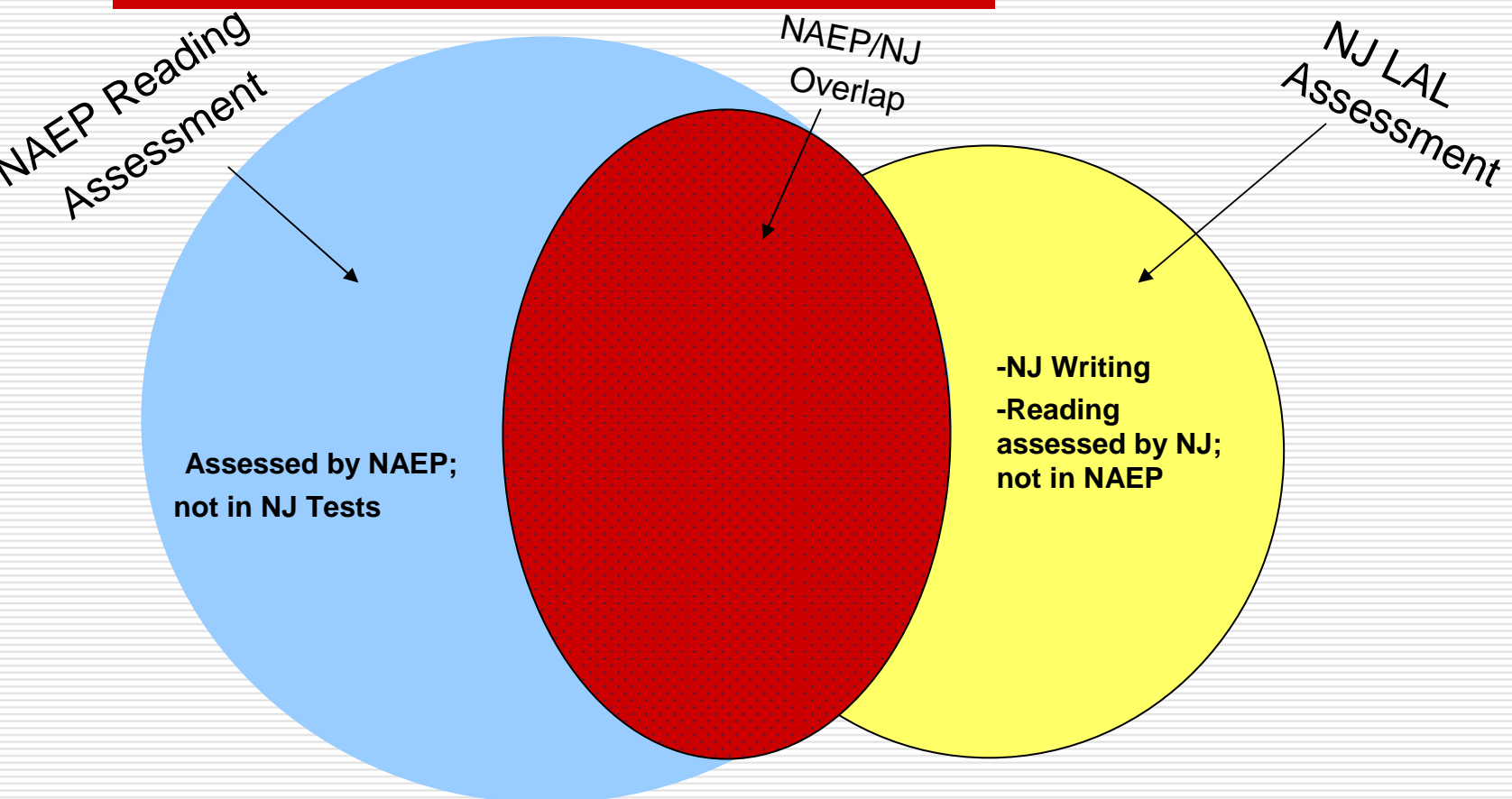
# New Jersey's Matrix\* of Reading Clusters and Skills

<i>LAL Clusters</i>	<i>Reading Skills Descriptions</i>
<b>Working with Text</b> (NJASK) <b>Interpreting Text</b> (GEPA & HSPA) <i>(Formulating meaning)</i>	Recognition of <b>central idea</b> or <b>theme</b> Recognition of details that <b>support</b> the main idea <i>Extrapolation</i> of information <i>following directions</i> <i>Paraphrase, retell</i> , or interpret meanings of words, phrases, or sentences from the text Recognition of <i>organizational structure</i> of text Recognition of a <i>purpose</i> for reading
<b>Analyzing/            Critiquing Text</b>	<b><i>Questioning</i></b> Make tentative <i>predictions</i> of meaning (text) Forming of <i>opinions</i> Make <i>judgments</i> and draw <i>conclusions</i> from the text <i>Interpretation of conventions</i> of print and literary forms; use of figurative language/literacy devices
<b>Extending            Understanding of Text</b>	Some extensions of understanding will include actions such as: <b>Problem solving, decision making, and creation of original work</b>

\* *Directory of Test Specifications, Language Arts Literacy (1998), pp. 6-7.*

# NAEP/NJ Overlap: Conceptual Model

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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.

# NAEP WRITING FRAMEWORK

## NAEP Purposes for Writing:

<u>Narrative Writing:</u>	Telling a story; fosters imagination and creativity
<u>Informative Writing:</u> <i>(Not in NJ tests, but may be incorporated in persuasive writing)</i>	Informing the reader; may involve reporting on events or analyzing concepts
<u>Persuasive Writing:</u>	Persuading the reader to take action or bring about change

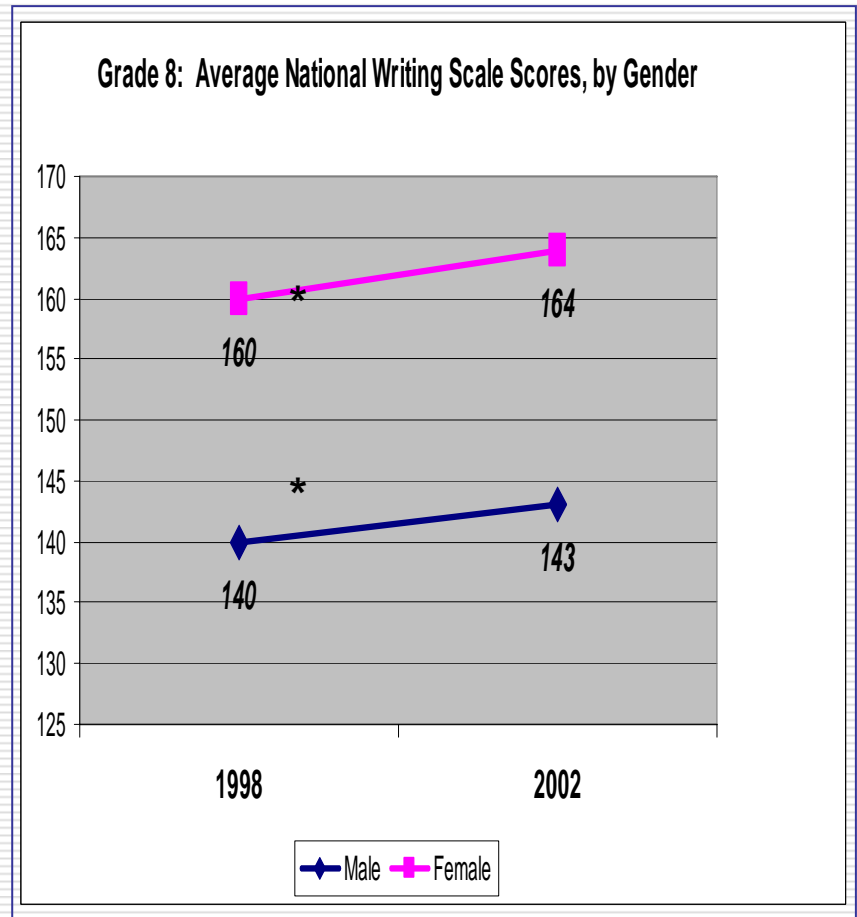
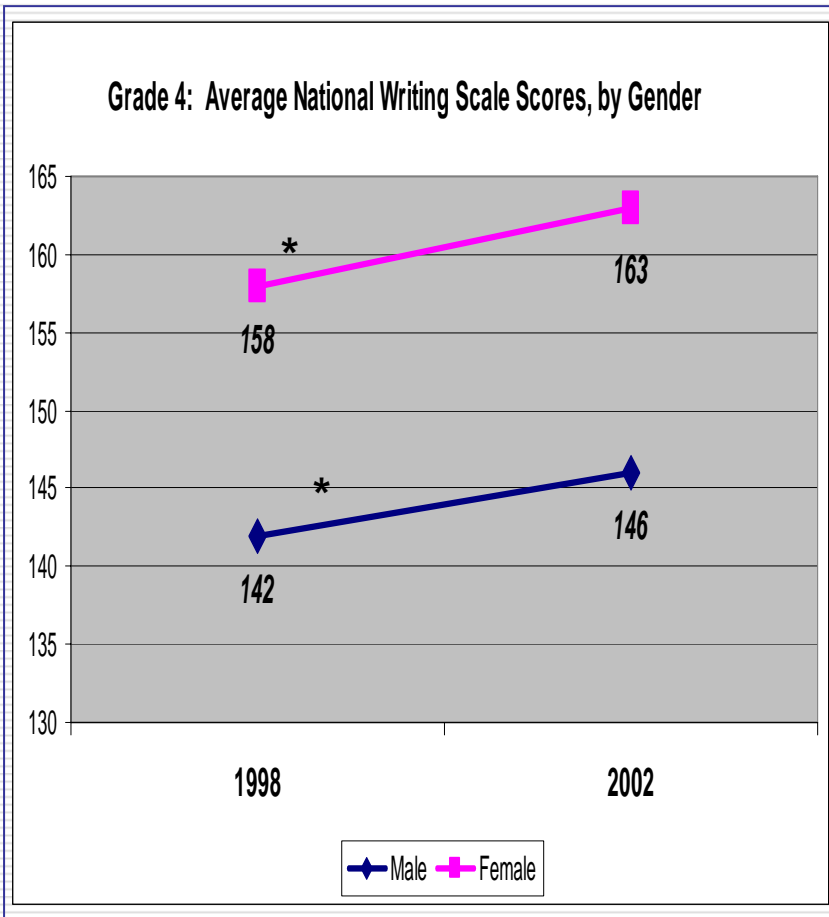
## Writing Assessment Schedule:

1998	National and state <b>NJ did not participate</b>
2002	National and state <b>NJ did not participate</b>
2006	<b>Pilot assessment</b> , grades 8 and 12
2007	State and national
2011	State and national

# Does NAEP Detect a Gender Gap in Writing?

**Grade 4:** 1998 (16 pts difference)  
2002 (17 pts)

**Grade 8:** 1998 (20 pts difference)  
2002 (21 pts)



\* Significantly different from 2002.

Source: *The Nation's Report Card Writing 2002*, p. 41.



# NAEP DATA AND RESULTS



# Ways of Reporting Results

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Scale Scores\*

Achievement Levels

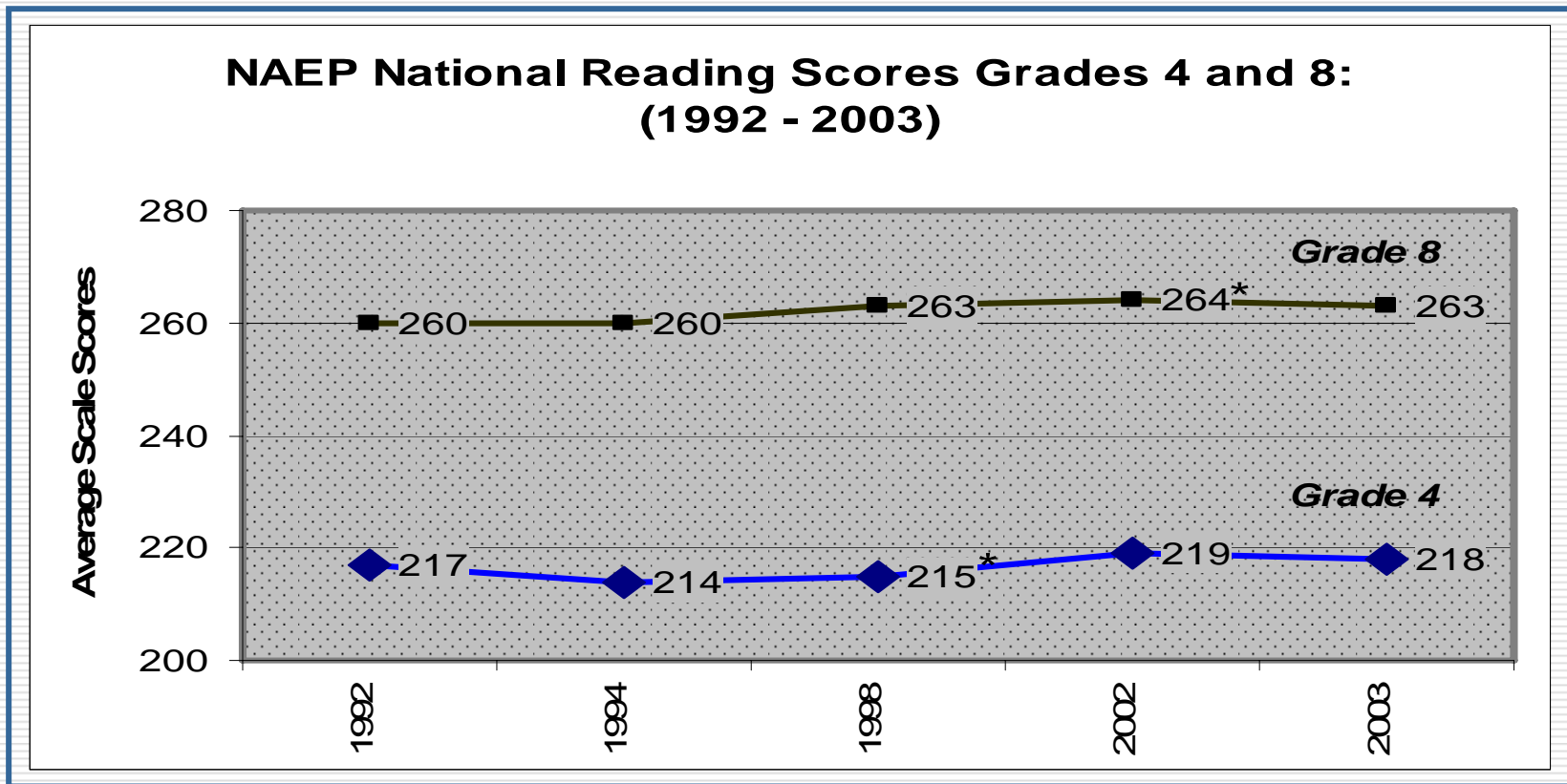
Data Disaggregated by

- Sub groups (e.g., race, gender, school lunch, SD, LEP)
- State and regional comparisons
- Background factors (i.e., school, teacher, and student factors)

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\* NAEP average reading scale scores are reported on a 0-500 scale; NJ average LAL scale scores are reported on a 100-300 scale.

# Are the Nation's Reading Scores Improving? (Main NAEP)




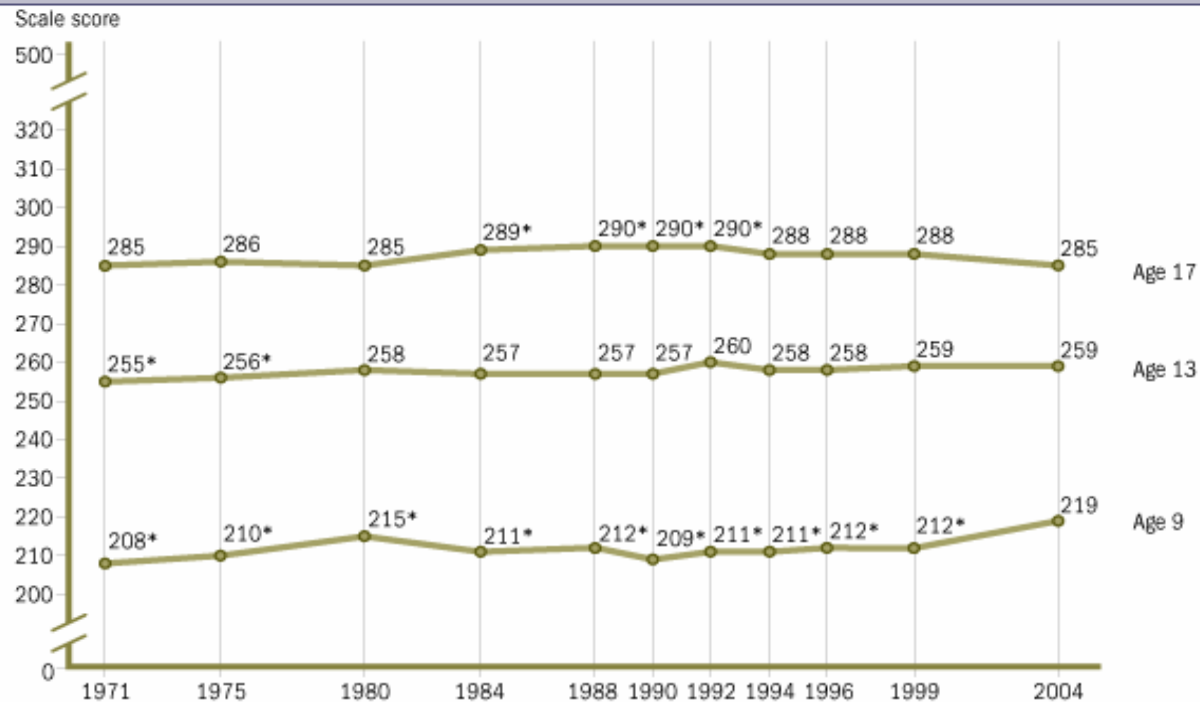
\* Significant different from 2003

**Note:** Average reading scores are reported on a 0-500 scale.  
Data were not collected at grade 8 in 2000.

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



Trends in average reading scale scores for students ages 9, 13, and 17: 1971–2004 



View data with standard errors for [age 9](#), [age 13](#), and [age 17](#).

## Key Findings:

**9-yr olds:** The scale score is higher in 2004 than any previous test

**13-yr olds:** The scale score in 2004 is **higher than in 1971**, but no different from the 1990 test score

\* 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.

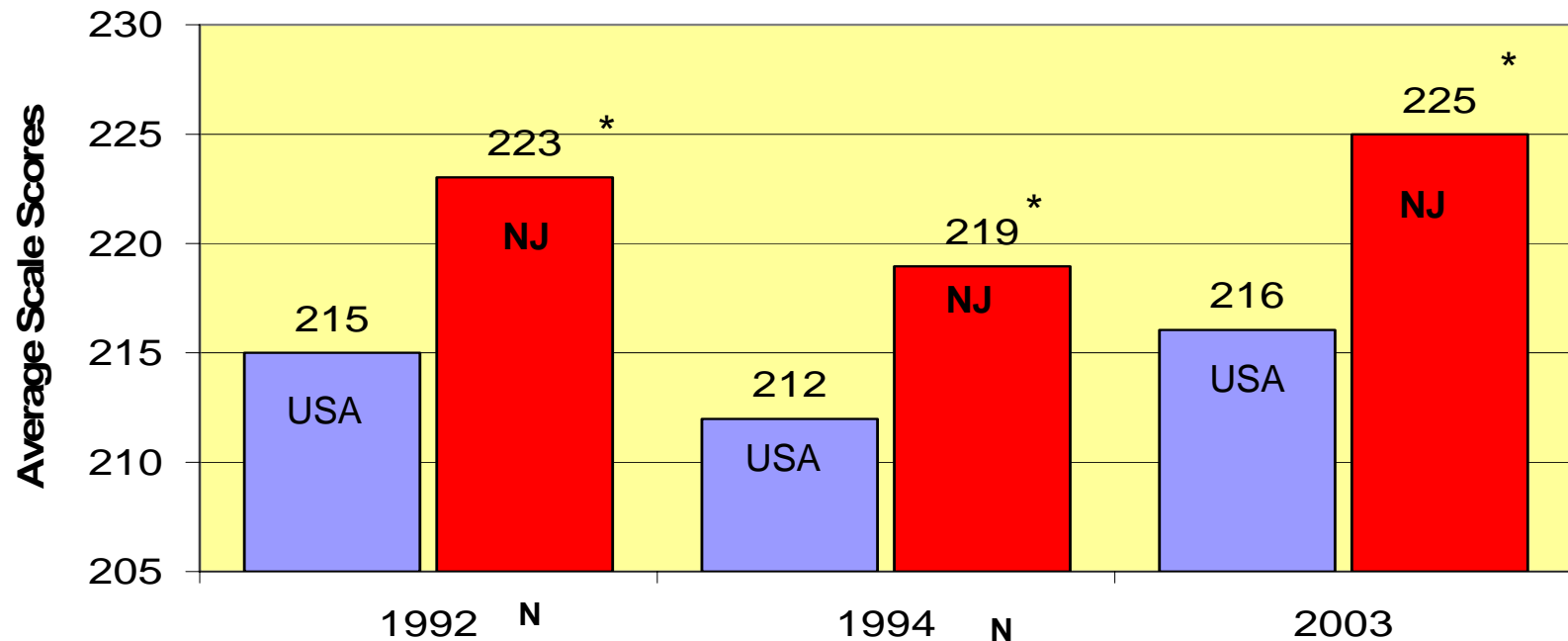
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We Have  
Reason  
To  
Cheer!!

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# How Do New Jersey 4<sup>th</sup> Graders Compare to the Nation on NAEP?

**NAEP Reading Grade 4:  
New Jersey Scores Are Higher Than The Nation**



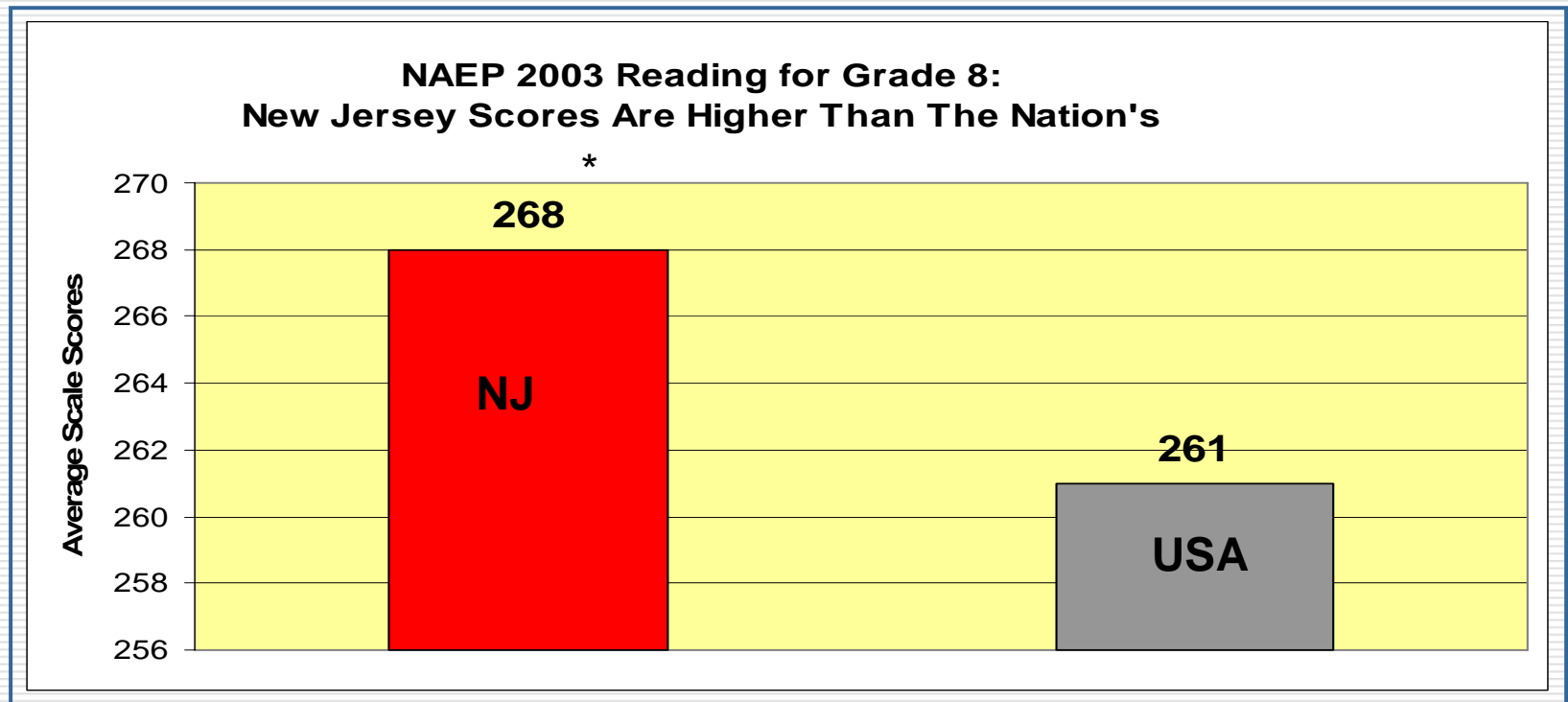
**Note:** Average reading scores are reported on a 0-500 scale.

•Significantly different from the nation.

•N – accommodations not permitted..

# How Do NJ 8<sup>th</sup> Graders Compare to the Nation on NAEP?

*No NAEP data are available for the N J eighth-grade students prior to the 2003 assessment, because of low participation rates.*



**Note:** Average reading scores are reported on a 0-500 scale.

\* Significantly different from the nation.

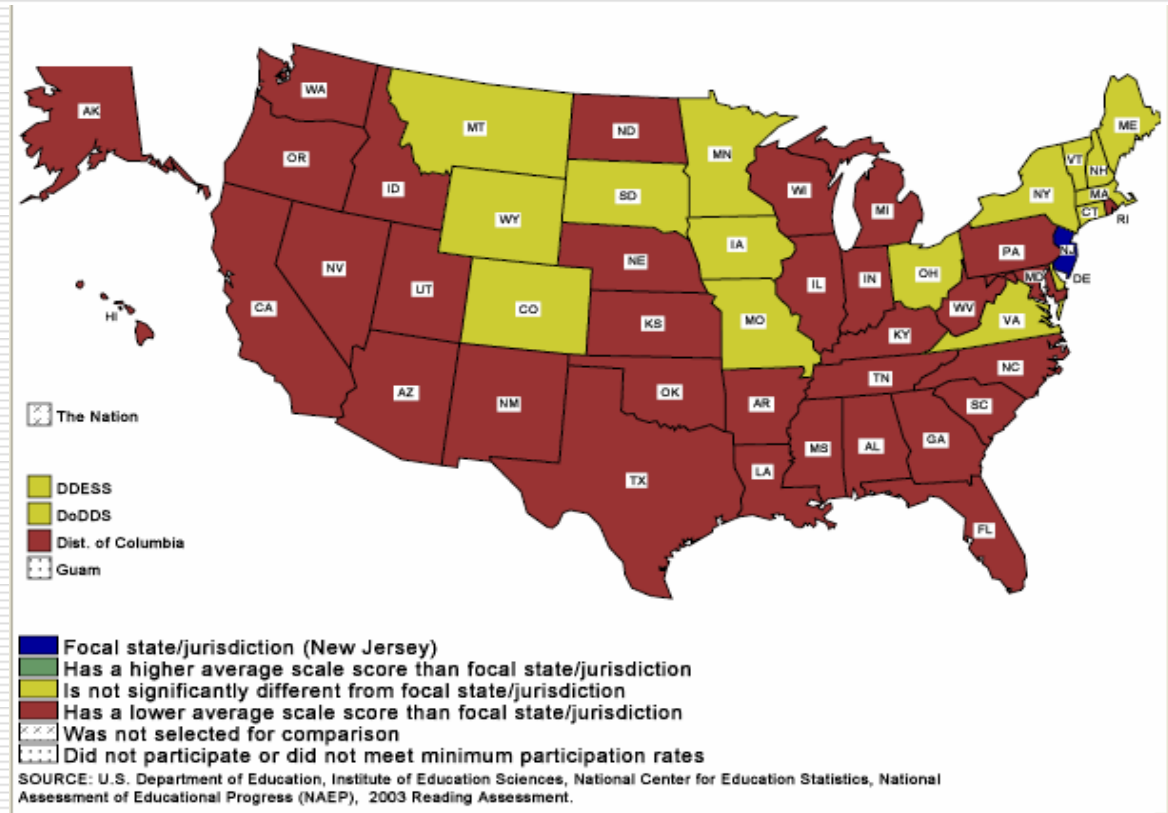
# NAEP DATA

NJ scale scores were:

- ✓ Equal to 18 jurisdictions, and
- ✓ Higher than 34 jurisdictions.

Note: The scale scores for the Northeast and Midwest census groups were significantly higher than those of the West and South census groups.

## NAEP 2003: Comparison of 4th-grade Reading Scale Scores

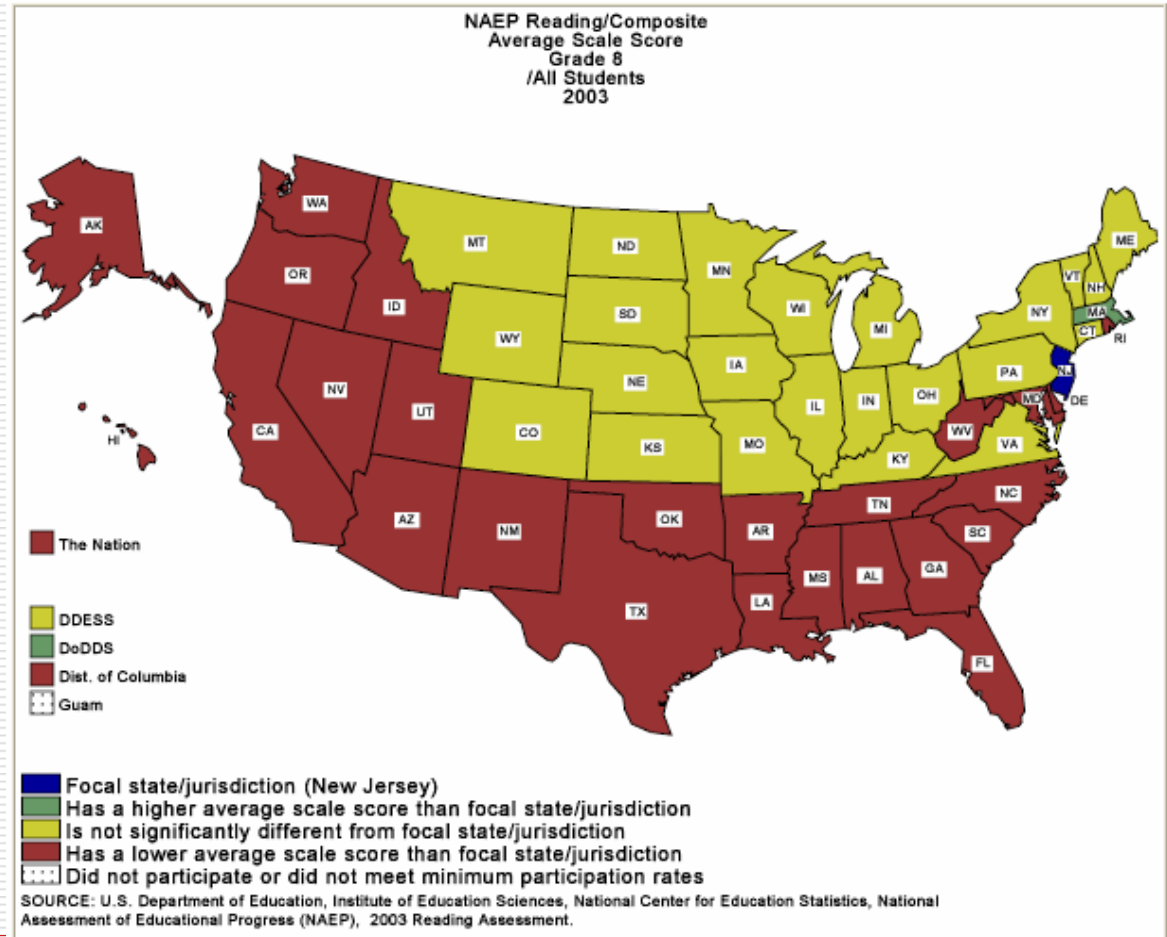


# NAEP DATA

NJ scale scores were:

- ✓ Lower than 1 jurisdiction
- ✓ Equal to 24 jurisdictions, and
- ✓ Higher than 26 jurisdictions

## NAEP 2003: Comparison of 8th-grade Reading Scale Scores





# A Close-Up Look at Average Scale Scores

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NAEP uses average scale scores (measure of **central tendency**) for comparisons and trends

But, what do scale scores tell us about students?

- Is NJ's 225 scale score for 4<sup>th</sup> grade reading good or bad?
  - What did the NJ students need to do to get this score?
-

# Achievement Level is a Way to Give Scores Meaning

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## Achievement Levels

Reported in terms of **percentages of students** reaching levels of achievement

## Level Descriptors

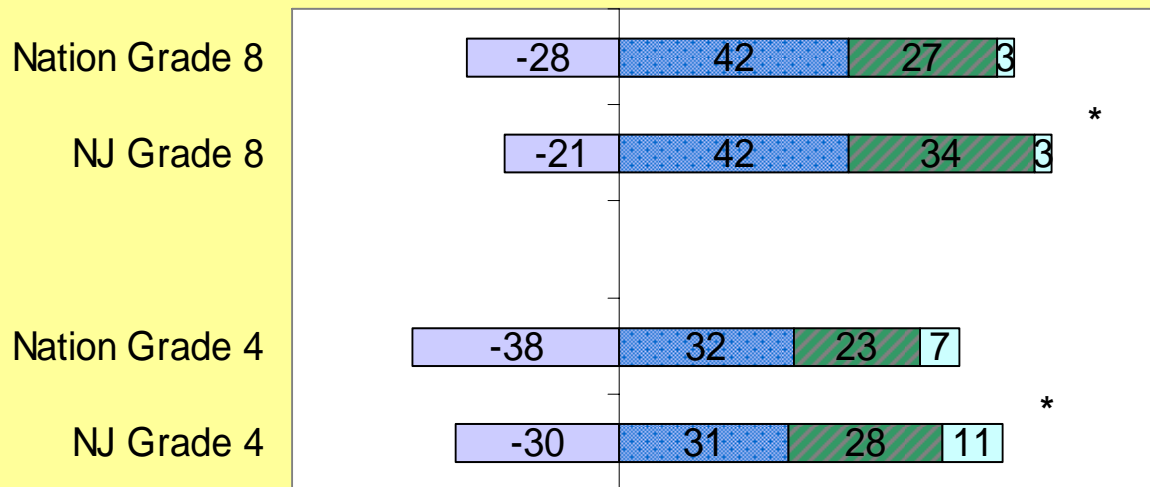
- **Basic:** Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work
- **Proficient:** Solid academic performance -- demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge, and analytical skills.
- **Advanced:** Superior performance.

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-**Below Basic:** Incomplete knowledge and skills necessary for proficient work

# What Percent of NJ Students Are At or Above Proficient?

**NAEP 2003 Reading Achievement Levels for Grades 4 and 8: New Jersey with the Nation**



Below Basic
  Basic
  Proficient
  Advanced

At/Above Proficient:

39% = NJ G4

37% = NJ G8

NJ students **higher** than US

\* Significantly different from the nation.

NAEP Achievement levels correspond to the following points: Below, 207, Basic 208-237; Proficient, 238-267, and Advanced 268 or above

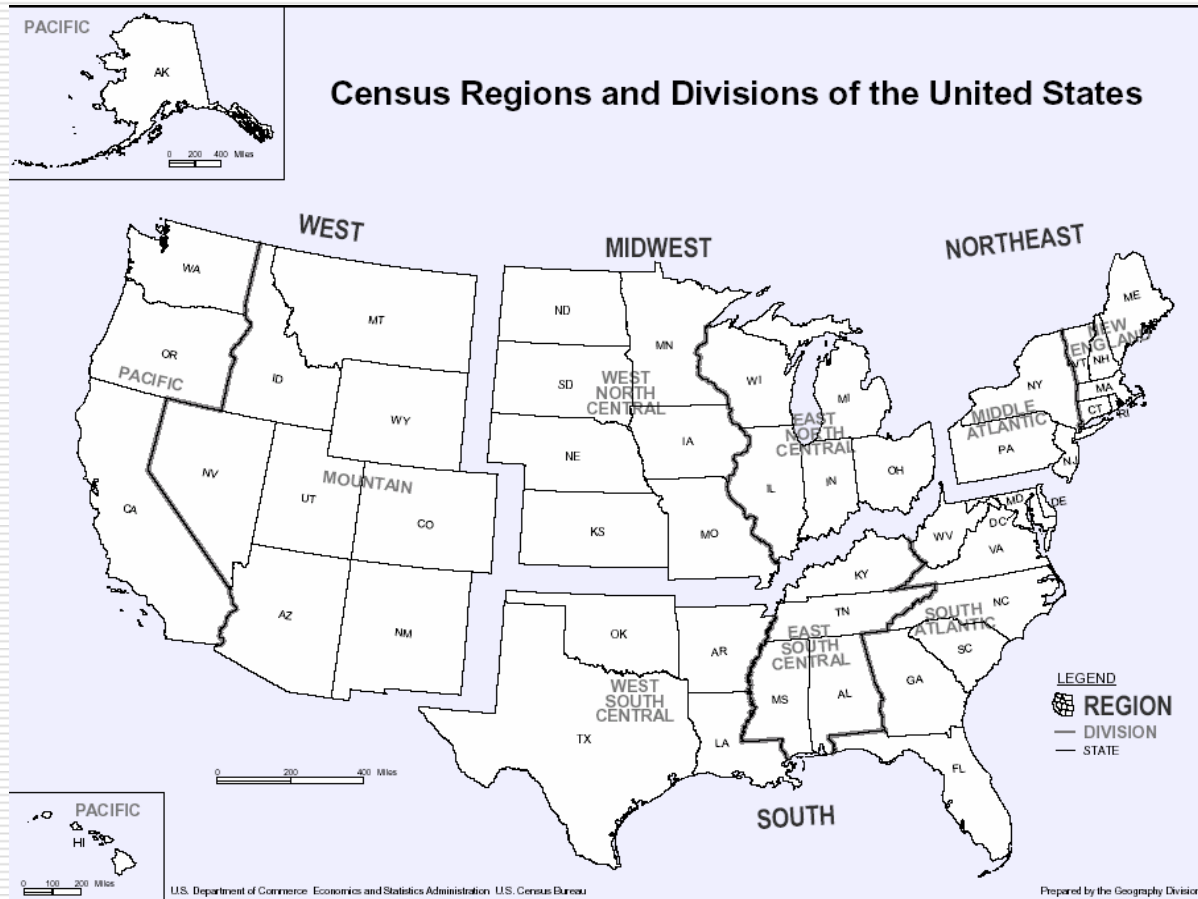
**Note:** Average reading scores are reported on a 0-500 scale.

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# Comparing Jurisdictions With Similar Demographics

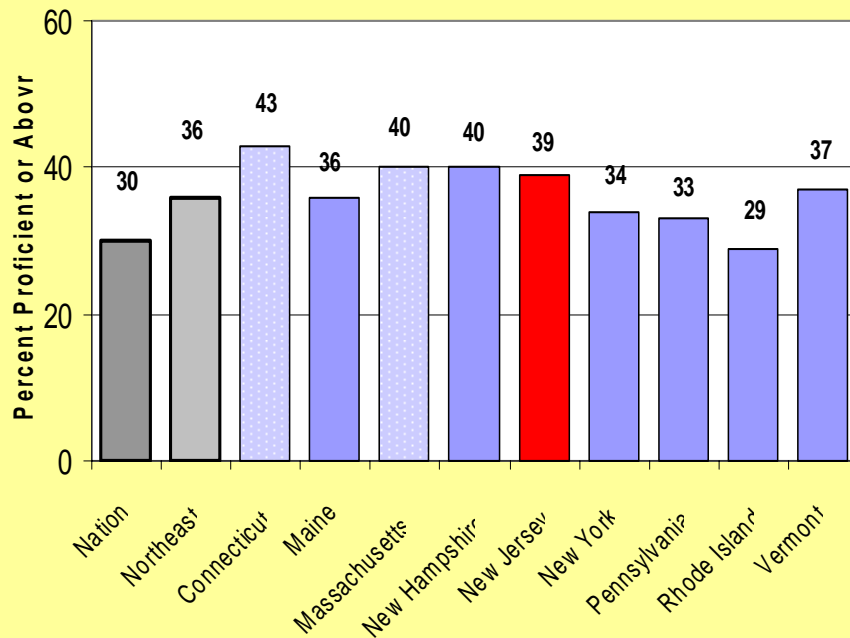


# NJ Is Like States in Northeast

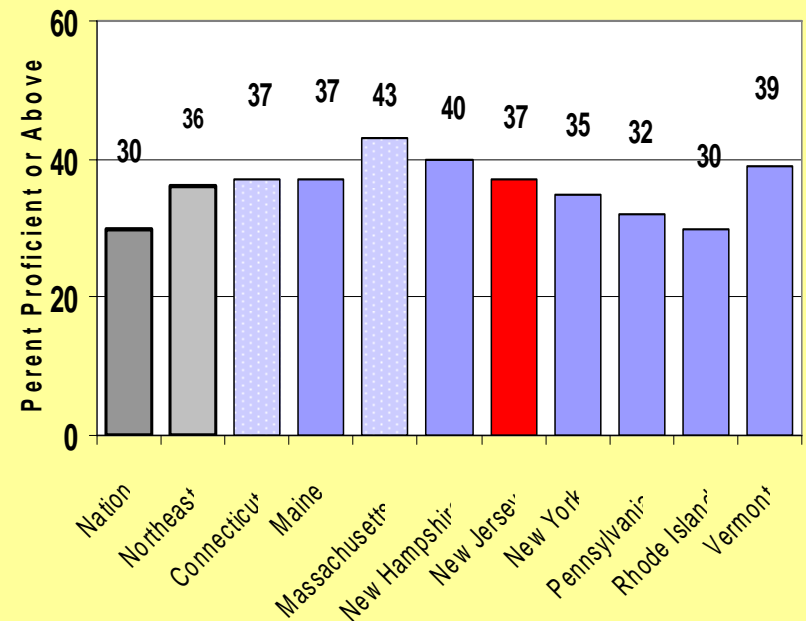


# How Does New Jersey Compare with the Northeast?

NAEP 2003 Grade 4 Reading: Proficient or Above for New Jersey and the Northeast Census Group



NAEP 2003 Grade 8 Reading: Proficient or Above for New Jersey and the Northeast Census Group



# State Pubic School Facts 2003\*

		<u>NJ</u>	<u>CT</u>	<u>MA</u>	<u>Nation</u>
<b>Student</b>	White	58.6	69.0	75.1	58.7
	Black	17.8	13.6	8.8	17.0
	Hispanic	16.6	14.1	11.2	18.8
	Poverty (NSLP)	27.2	25.4	26.2	38.5
<b>School</b>	Teacher Salary	53,872	53,962	51,942	N/A
	Operating Expend.	12,568	11,057	10,460	7,995
<b>Community</b>	Median Family \$\$	59,774	58,438	54,359	46,128
	Adults w/ Bachelor's	29.8	31.4	33.2	24.4

\*Source: Information from [www.Schoolmatters.com](http://www.Schoolmatters.com)

# Achievement Gaps

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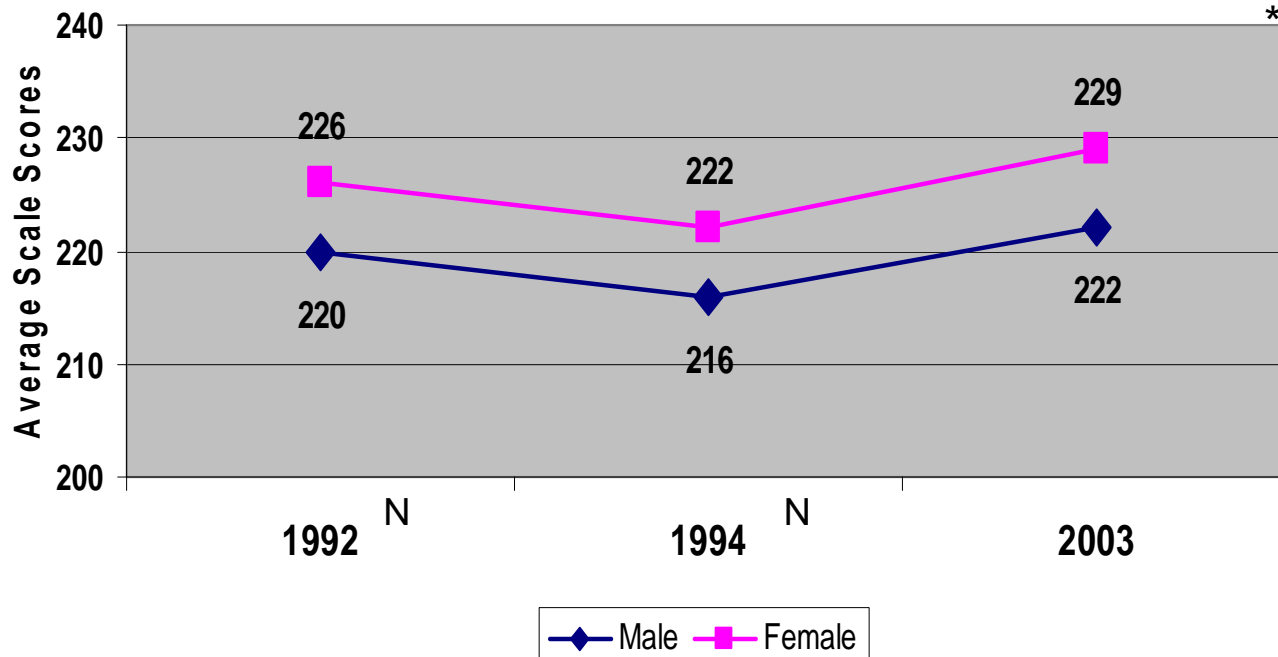
## Subgroup Analyses:

- Gender
  - Students with a Disability (SD)
  - Race/ethnicity (R/E)
  - Limited English Proficient (LEP)
  - National School Lunch Program (NSLP) [i.e., Economically Disadvantaged]
  - School location [i.e., central city, urban fringe/large towns and rural]
-



# Achievement Gaps -- Gender

NAEP Grade 4: Average New Jersey Reading Scale Scores  
(1992, 1994 and 2003)



\* Females significantly higher than males.

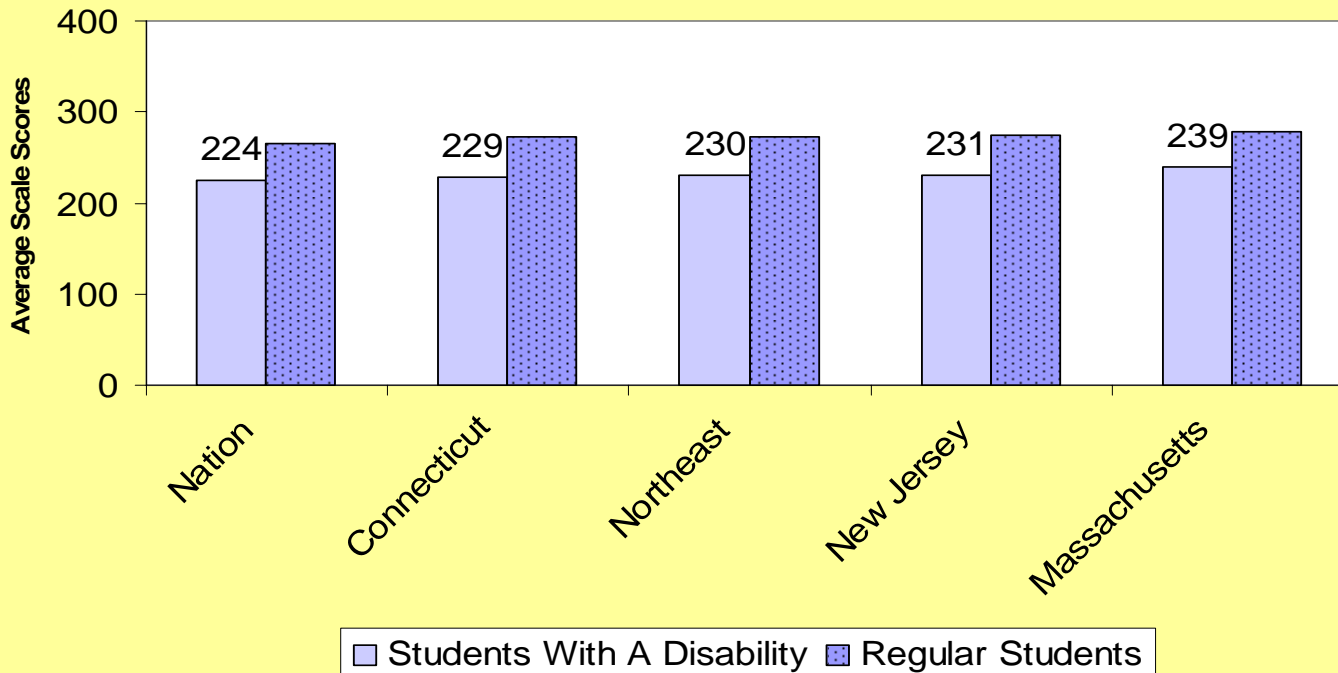
*NJ boys  
scored lower  
than NJ girls  
(7 pts) in  
2003*

*The gender  
gap remains  
stable (6 to 7  
pts) for the  
decade*

N -- Accommodations not permitted in 1992 and 1994,

# Achievement Gaps -- Students with a Disability

NAEP 2003: Grade 8 Reading, By Regular and Students with a Disability



NJ's SD scored **higher** than their counterparts in the **Nation**

NJ's SD scored the **same** as their counterparts in the **Northeast, CT and MA**

MA's SD scored **higher** than their counterparts in **CT, the Northeast and the Nation**

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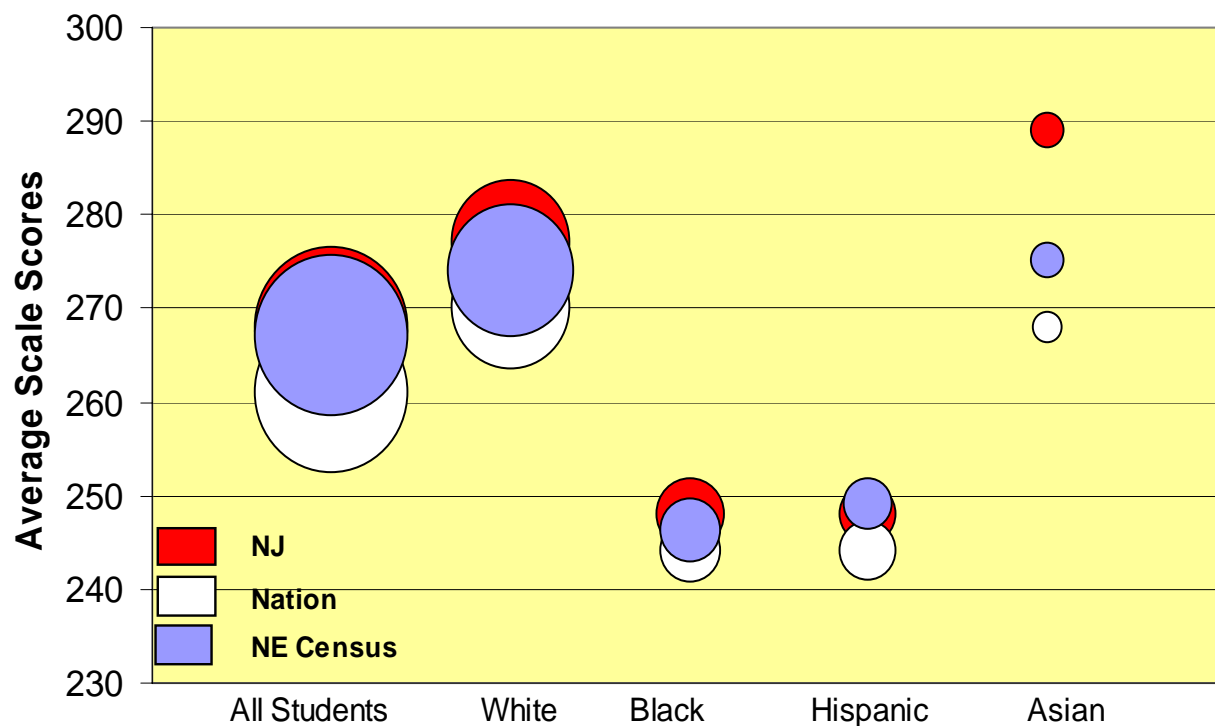
Question:

Can NAEP Provide  
Data About  
Students In the  
Abbott Districts?



# Achievement Gaps -- Race/Ethnicity

NAEP 2003: Grade 8 Reading For The Nation, Northeast and New Jersey, by Racial/Ethnic Groups



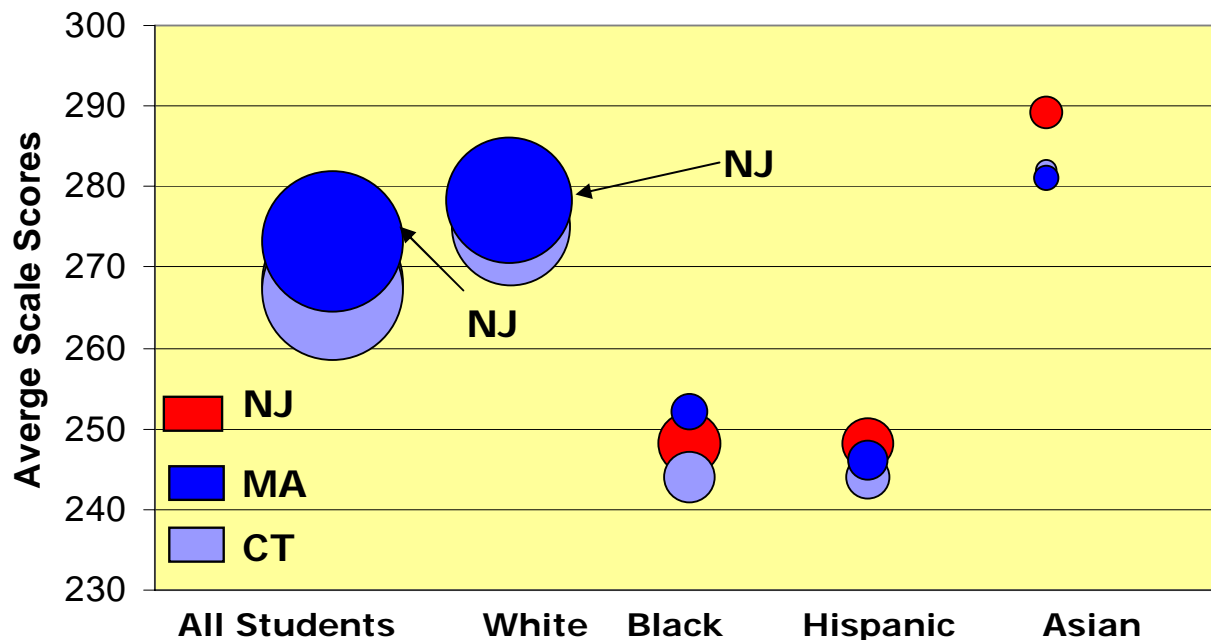
NJ White and Asian students scored **higher** than their peers in the Nation and NE

NJ Black and Hispanic students scored the **same as** their peers in Nation & NE

NE White and Hispanic students scored **higher** than their peers in the Nation

# Achievement Gaps -- Race/Ethnicity

NAEP 2003: Grade 8 Reading for New Jersey, Connecticut, Massachusetts, By Race/Ethnicity



For all states, White students scored **higher** than Black and Hispanic students

In NJ only, Asian students scored **higher** than White students

There is **no difference** in how NJ racial groups scored as compared to their counterparts in the other states

# Achievement Gaps -- Limited English Proficient (LEP)

## Grade 4

### Reading 2003

	LEP Scale Scores	Row Percent	Not LEP Scale Scores	Row Percent
NJ	186 (4.7)! SE (Small sample)	2%	226	98%
NE	188 (2.1) SE	3%	224	97%
Nation	186 (.8) SE	8%	219	92%

## Grade 8

### Reading 2003

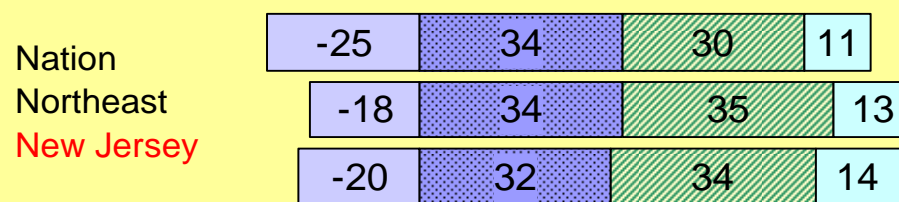
	LEP Scale Scores	Row Percent	Not LEP Scale Scores	Row Percent
NJ	++	2%	269	98%
NE	22 1	2%	268	98%
	22 2	5%	263	95%

++ Sample size is insufficient to permit a reliable estimate.

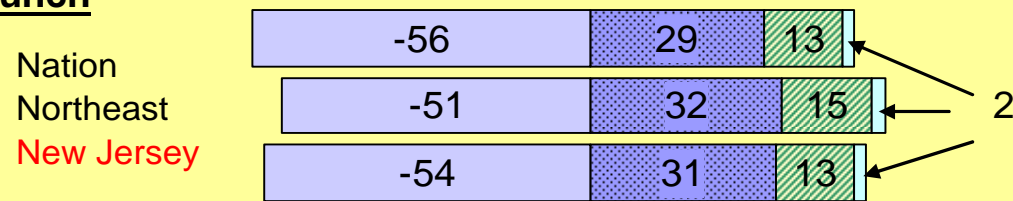
# Achievement Gaps -- National School Lunch Program (NSLP)

NAEP 2003 Grade 4 Reading Achievement Levels, By National School Lunch Program Status

**Not Eligible**



**Eligible**  
**Rec. F/R Lunch**

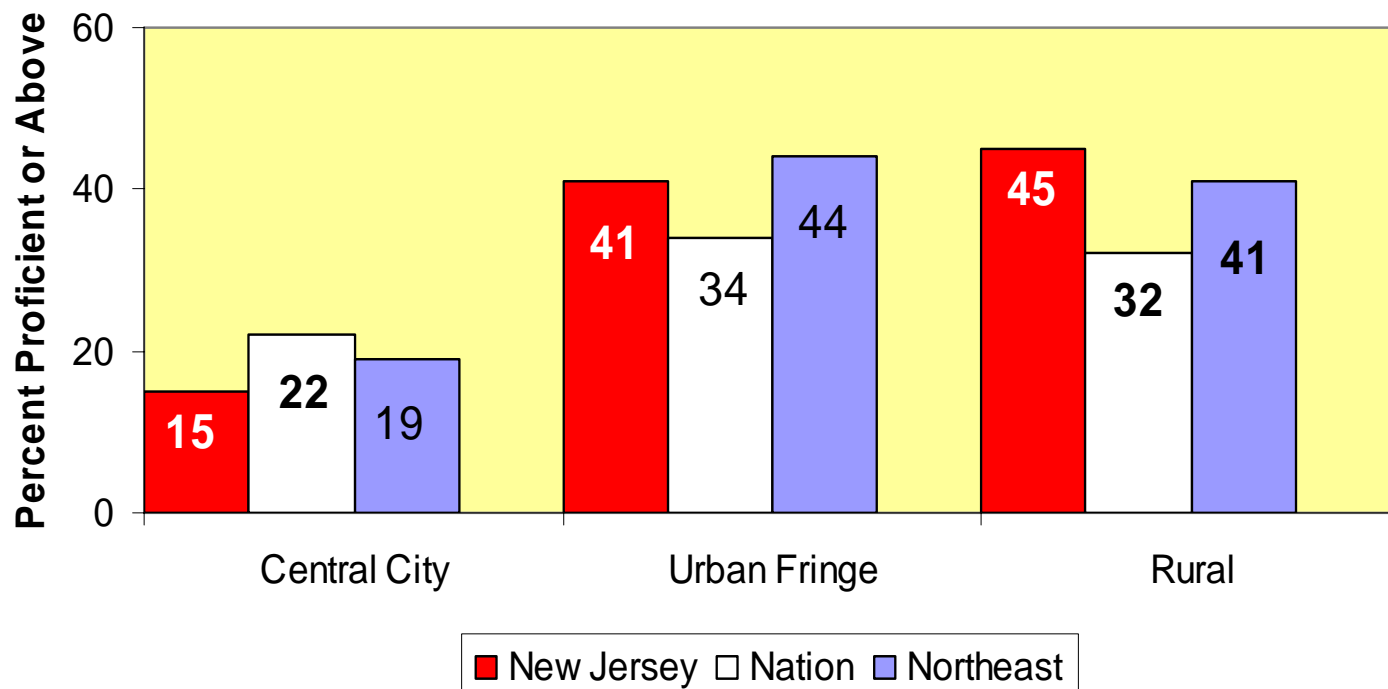


Percentages



# Achievement Gaps -- School Location

NAEP 2003: Grade 4 Reading for the Nation, Northeast and New Jersey, By Location



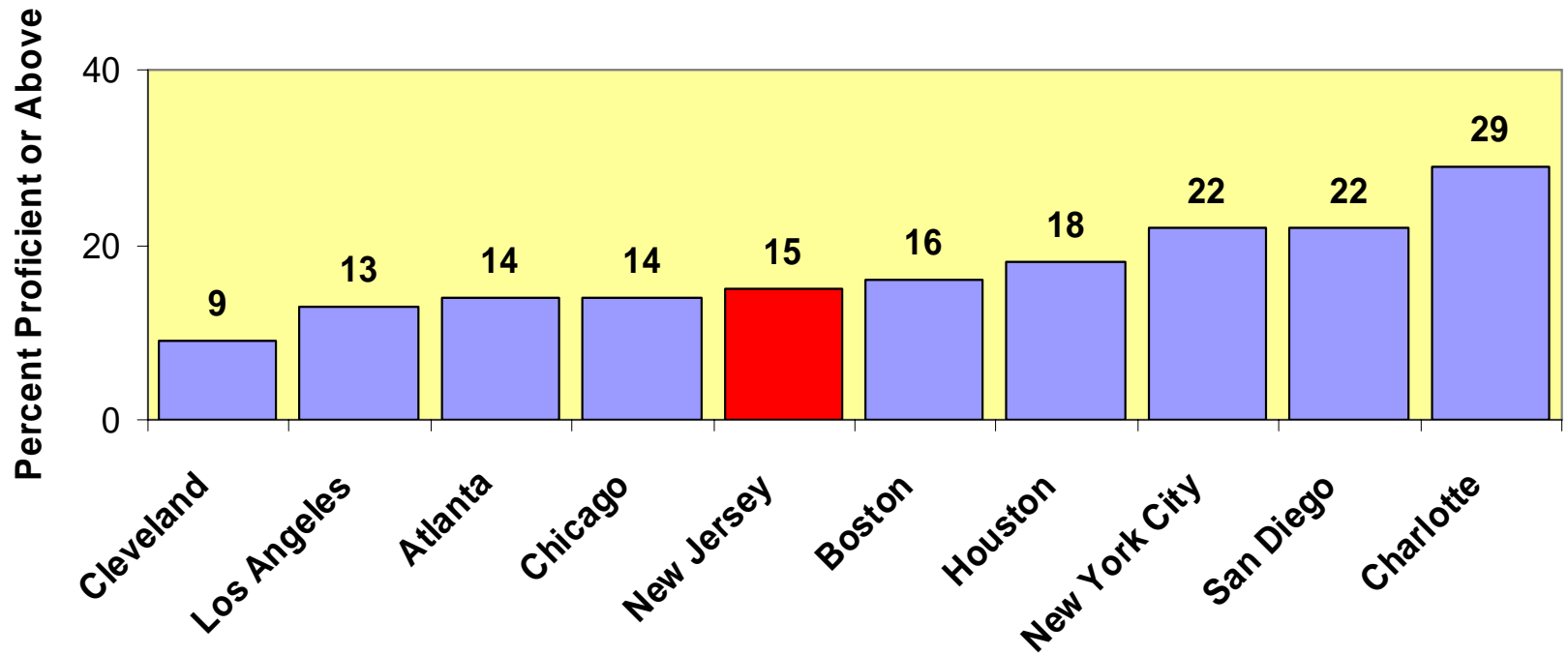
NJ CC - No difference when compared to the Nation or NE

Fringe & Rural - NJ and NE higher than the Nation



# Achievement GAPS -- School Location

NAEP 2003: Grade 4 Reading for Urban Districts and New Jersey's Central Cities



# Coming Soon NAEP Data Explorer\*

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- Anticipated release: **October 2005**
- Provides on-line access to NAEP results
- Allow users to create tables and graphs to analyze and report NAEP results
- (URL: <http://nces.ed.gov/nationsreportcard/>)

\* *Will replace the NAEP Data Tool*

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QUESTIONS?

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NAEP

QUESTIONS

TOOL


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# NAEP Questions Tool

- Located under “Useful Links” on the New Jersey NAEP web site:

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

<b>Assessment &amp; Evaluation</b>	<b>NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)</b>	
▶ <a href="#">Assessment Schedule</a>	<a href="#">NAEP: Overview</a>   <a href="#">NAEP: New Jersey</a>   <a href="#">Useful Links</a>   <a href="#">NAEP 2005</a>	
▶ <a href="#">Historical Context</a>	<b>New Jersey NAEP</b>	
▶ Statewide Assessments » <a href="#">Elementary School</a> » <a href="#">Middle School</a> » <a href="#">High School</a> > <a href="#">Special Review Assessment</a>	<i>Barbara Smey-Richman</i> NAEP State Coordinator	Tel: (609) 984-1540 Fax: (609) 984-6032
	Welcome to the New Jersey Department of Education's web page for the National Assessment of Educational Progress (NAEP). This web page provides an <i>overview</i> of the NAEP.	



# NAEP QUESTIONS TOOL

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▼ ABOUT NAEP...	▼ SUBJECT AREAS...	HELP	SITE MAP	CONTACT US	GLOSSARY	NEWSFLASH
NAEP QUESTIONS	NAEP DATA	STATE PROFILES	PUBLICATIONS			

## NAEP Questions

The Nation's Report Card (home)

[NAEP Questions](#)

[Tool Help](#)

### Quick Search

Select a subject ▼    Select a grade (default to All) ▼ (optional)

**Search**

### Advanced Search

Within a subject, search for questions by grade, content classification, question type, difficulty, and other subject-specific variables.

Select a subject ▼

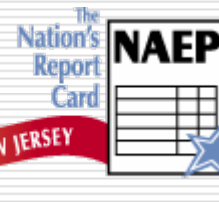
**Continue...**

# *GROUP INSTRUCTION*

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Let's Work  
Though Some  
Examples  
Together!!





# CONTACT INFORMATION

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Barbara Smey-Richman, EdD  
New Jersey Department of Education  
Office of Evaluation and Assessment

Tel: (609) 984-1540

Fax: (609) 599-6732

Email: [Barbara.Smey-Richman@doe.state.nj.us](mailto:Barbara.Smey-Richman@doe.state.nj.us)

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# *NAEP Web Sites*

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Whatever you want to know about NAEP,  
start with the NAEP web sites:

*NCES:*

<http://nces.ed.gov/nationsreportcard/>

*The New Jersey NAEP:*

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

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Thank You For  
Your Interest in  
NAEP, the  
Nation's Report  
Card

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