

Washington NAEP News

September 2006

The National Assessment of Educational Progress

Measuring Student Progress for 40 Years

In 1964, NAEP began with a grant from the Carnegie Corporation to set up the Exploratory Committee for the Assessment of Progress in Education. The first national assessments were conducted in 1969. Voluntary assessments for states began in 1990, and in 2002, selected urban school districts joined in the assessment. In 2003, NCLB mandated participation in NAEP Assessments as a prerequisite to receipt of Title I funds. In 2005, the NAEP assessments in reading, mathematics and science were administered to over 1 million students in 56 states and jurisdictions.



NAEP 2007 is Coming!

Who will take NAEP? NAEP 2007 will be administered to a statewide and national sample of students in grades 4, 8, and 12. The No Child Left Behind (NCLB) Act requires districts and schools that are selected to participate in all activities for the grades 4 and 8 reading and mathematics assessments. Kathryn Sprigg, NAEP State Coordinator, will send more information to selected districts and schools in September 2006.

What will NAEP assess? NAEP 2007 will assess Mathematics, Reading, and Writing. In addition, some special studies will be conducted concurrently with the regular assessments. One such study is the National Indian Education Study, commissioned by the Office of Indian Education.

When will NAEP be administered? The NAEP 2007 administration window will be January 22 – March 2.

Where can you find additional information? Visit <http://nces.ed.gov/nationsreportcard> for additional results. For information about NAEP in Washington, visit <http://www.k12.wa.us/assessment/NAEP/overview.aspx> or contact Kathryn Sprigg, Washington NAEP State Coordinator.

NAEP: Myth or Truth?

Myth: The NAEP State Coordinator selects the districts/schools to be assessed.

Truth: The national office under the U.S. Department of Education uses a *Sample Design* which is drawn from all of the school districts in the state. Specific schools are chosen based upon a number of variables, e.g., location, population, percent of minority students. All schools are considered for inclusion. All selected schools must participate unless they do not have the grade to be assessed (e.g., an elementary school chosen for the Grade 12 assessment).

Myth: The school must provide testing administrators and proctors for the assessments.

Truth: No school personnel are required to give the tests. All testing administrators and proctors are trained, contracted Westat employees who come to the school and administer the assessments. (Westat is the NAEP administration contractor for the National Center for Education Statistics.)

Myth: The NAEP assessment is an all-day test and students test in all subjects.

Truth: The assessment takes approximately 90 minutes, including set-up and test collection. Each student takes only one subject area test.

WASL vs. NAEP... What's the difference?

Want to know more about what NAEP measures?



Visit the National Center for Education Statistics (NCES) website at <http://nces.ed.gov/Nationsreportcard>

WASL	State NAEP	National NAEP
<ul style="list-style-type: none"> Administered to all Washington students in grades 3 – 8 and high school Multiple choice and open ended items Administered annually with one re-test for high school students Subjects assessed are reading, writing, mathematics, and science (grades 5, 8, high school) Administered annually by local teachers Individual student, school, district, and state results reported 	<ul style="list-style-type: none"> Administered to a representative sample of students in each state at grades 4 and 8 Multiple choice and open ended items Administered in odd numbered years Tests administered in multiple subject areas simultaneously, although each student takes only one test Administered by NAEP Field Staff in a single testing session of approximately 90 minutes State and national results reported 	<ul style="list-style-type: none"> Administered to a representative sample of students at grades 4, 8, and 12 Multiple choice and open ended items Administered yearly Tests administered in multiple subject areas simultaneously, although each student takes only one test Administered by NAEP Field Staff in a single testing session of approximately 90 minutes National and regional (Northeast, Southeast, Central, and West) results reported

How does Washington Compare?

NAEP reports data in a variety of formats that show student performance using scale scores, percentiles, and percentages of students at basic, proficient, and advanced achievement levels. For additional NAEP results, visit <http://nces.ed.gov/nationsreportcard>. For Washington State reports, visit <http://www.k12.wa.us/assessment/NAEP/Reports.aspx>.

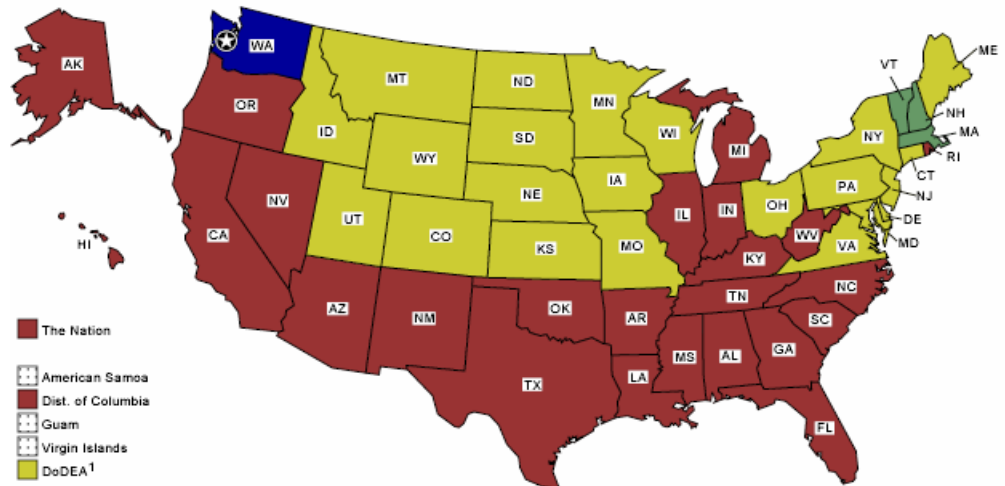
In 2007, NAEP will be administered to students in all 50 states and in United States jurisdictions including Puerto Rico and the Department of Defense schools.

Grade 4 Reading 2005 Average Scale Scores

NAEP Scale = 0 – 500

NAEP Reading Grade 4 - Reading
Difference in Average Scale Score Between Jurisdictions
For All students [TOTAL] = All students
2005

Color



- Focal state/jurisdiction (Washington)
- Has a higher average scale score than the focal state/jurisdiction
- Is not significantly different from the focal state/jurisdiction
- Has a lower average scale score than the focal state/jurisdiction
- Did not participate or did not meet minimum participation rates
- Was not selected for comparison

¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessments.

NAEP is the only ongoing, nationally representative assessment that can be used to compare students' progress across states.

Highlights of NAEP 2007

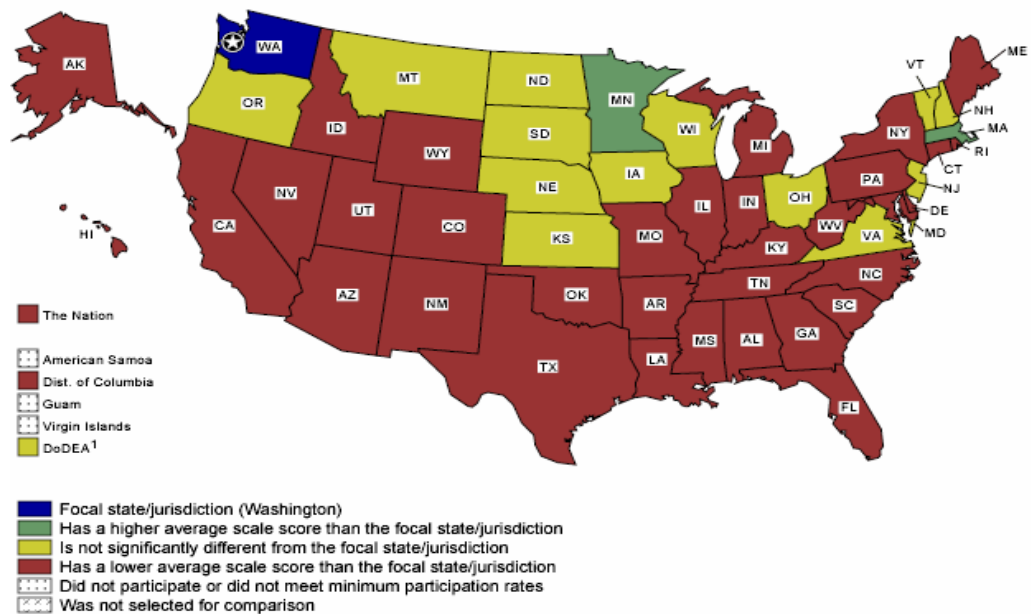
Assessments will be conducted in grade 4 in reading and mathematics, in grade 8 in reading, writing and mathematics, and in grade 12 in reading and writing between January 22 and March 2, 2007.

Grade 8 Mathematics 2005 Average Scale Scores

NAEP Scale = 0 – 500

NAEP Mathematics Grade 8 - Mathematics
Difference in Average Scale Score Between Jurisdictions
For All students [TOTAL] = All students
2005

Color



¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessments.

For Washington State Reports go to:
<http://www.k12.wa.us/assessment/NAEP/Reports.aspx>

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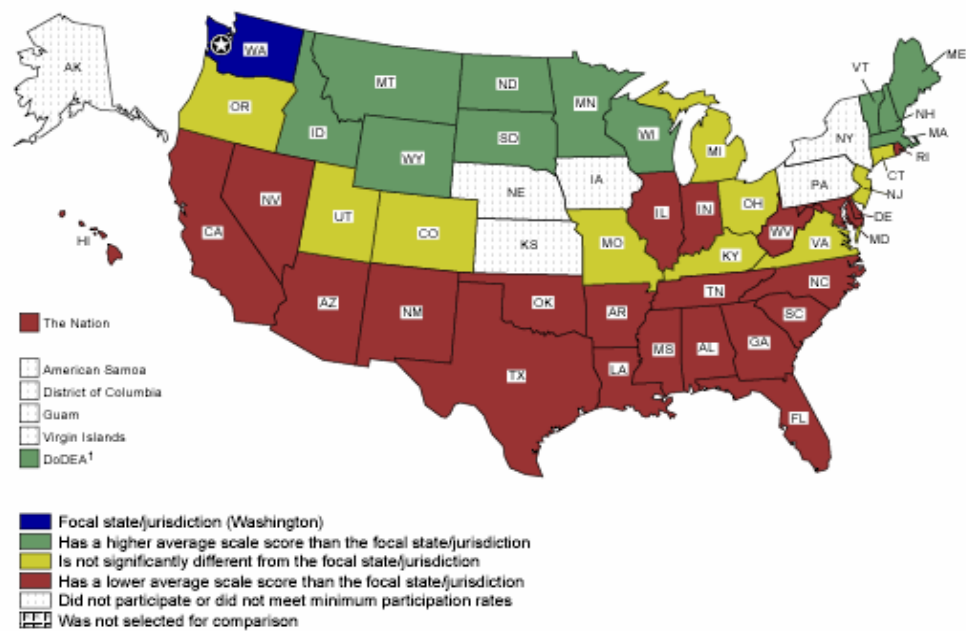
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Grade 8 Science 2005 Average Scale Scores

NAEP Scale = 0 – 300

2005



¹ Department of Defense Education Activity schools (domestic and overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessments.

61

The percent of fourth-graders whose **teachers assigned science projects that took a week or more.***

80

The percent of fourth-graders who agreed **that reading was one of their favorite activities.**

90

The percent of fourth-graders who **talked about what they had read** at least once or twice a week.*

97

The percent of eighth-graders whose **teachers spent at least three hours a week** on mathematics instruction.*

* Reported for the nation

Washington State NAEP Results Show That . . .

- Fourth – grade students whose teachers assigned hands-on science activities regularly scored higher than students whose teachers did not assign hands-on science activities.
- Fourth – grade students who regularly had an opportunity to discuss what they've read in class scored higher than students who did not have an opportunity for class discussions.
- Fourth – grade students who used a regular calculator for mathematics scored higher than students who did not use a calculator.
- Fourth – grade students whose teachers assigned week long science projects scored higher than students who did not do extended projects.
- Fourth – grade students who wrote long answers on assignments and tests at least once or twice monthly scored higher on the reading assessment than students who wrote long answers one or two times per year.
- Fourth – grade students who are asked to do science demonstrations at least once or twice monthly scored higher than students whose teachers did not regularly assign science demonstrations.
- Eighth grade students who reported they write long answers on science tests at least once or twice per year scored higher than students who reported that they never did so.
- Eighth – grade students who participated in class discussions about something the class had read at least once or twice per year scored higher than students who reported never or hardly ever having a class discussion.
- Eighth – grade students who took integrated or sequential mathematics classes scored higher than students who took stand alone types of mathematics classes.
- Eighth – grade students who agreed that science is useful for problem solving scored higher than students who disagreed with the statement.
- Eighth – grade students who were asked to explain or support their understanding of what they read at least one or two times monthly scored higher than students who were never asked to do so.
- Eighth – grade students who regularly use a calculator to work on teacher led mathematics problems scored higher than students who never or hardly ever do so.
- Eighth – grade students whose teachers asked them to do hands-on science activities at least once or twice per month scored higher than students who did not have the opportunity to do hands-on activities.

For Washington State Reports go to:

<http://www.k12.wa.us/assessment/NAEP/Reports.aspx>.