

S. Teacher Notification Letter

The Teacher Notification Letter (shown below) is provided for the school coordinator to use to inform the teachers of students selected for the assessment. You will provide the school coordinator with a copy of this letter during the preassessment visit. School officials can copy or modify this letter as they wish and distribute it to all teachers of students who will be participating in the assessment.

**NAEP 2007-2008 LONG-TERM TREND
TEACHER NOTIFICATION LETTER**

Date: _____

TO: Teachers of Age _____ Students

FROM: _____, NAEP Representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent hundreds of thousands of students across our country by participating in the 2007-2008 Long-Term Trend administration of the National Assessment of Educational Progress (NAEP).

NAEP monitors what American students know and can do in key subject areas at the elementary, middle, and high school levels and provides reliable student achievement profiles to American educators and citizens. NAEP is the only ongoing nationally representative assessment to chart trends in students' achievement across our nation. For more than 35 years, NAEP has been successful because of the support of teachers whose students participated in the assessment.

Each NAEP assessment session will take about 90 minutes. The assessments are scheduled for:

SESSION #	DATE	TIME	LOCATION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

It is very important to the results of the study that all students selected for NAEP attend the correct session. The attached list of students indicates the session each student must attend. Please assist us by seeing that students attend the sessions on time.

Please contact your school's NAEP school coordinator for additional information about the assessment. For background information, sample questions, and NAEP publications, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard>.

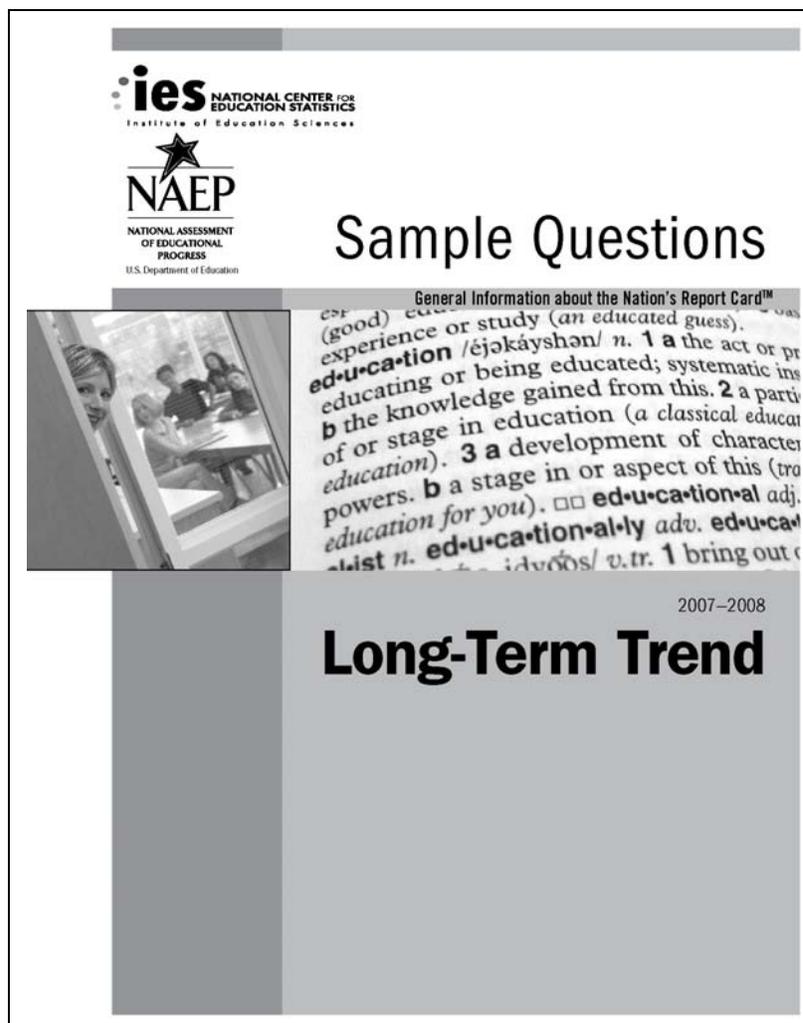
We look forward to working with you, and we thank you for helping us to show the world the achievement of American students.

T. NAEP 2007-2008 Publications

There are a number of NAEP publications that you will use or provide to the schools as needed during your NAEP assignment. These publications come in many formats, from one-page color brochures to small booklets. Below is a list and short descriptions of the most common NAEP publications you will use. You will be provided with a small supply of these documents in your bulk supplies.

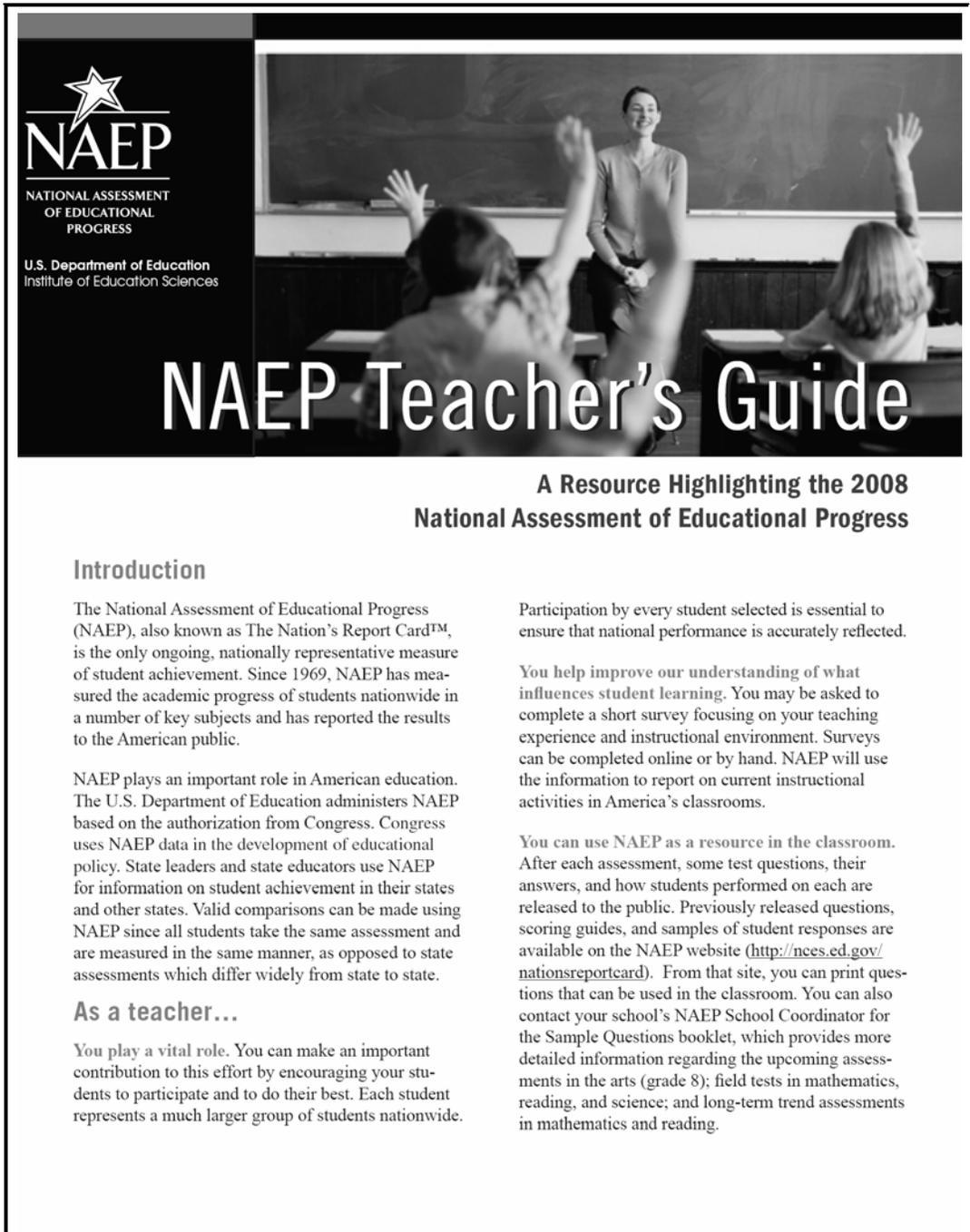
1. LTT Sample Questions Booklet

The *LTT Sample Questions Booklet* contains actual student background questions and examples of the types of cognitive questions in the assessment booklets. Since the cognitive questions in the assessment booklets need to remain secure and are not released to the public, Sample Questions Booklets have been developed for school staff, parents, and other persons interested in the types of questions asked on the NAEP assessment. There is one Sample Questions Booklet for all ages. See Chapter 1 for more information on the NAEP Guidelines for Reviewing Assessment Materials.



2. *Teacher's Guide to NAEP*

This color brochure provides teachers with facts about NAEP, including why their participation is important and information on how to encourage their students to participate and do their best on NAEP. You will provide each school coordinator with one of these brochures for each teacher of age-eligible students in the school.



The image shows the cover of a brochure titled "NAEP Teacher's Guide". The top half features a black and white photograph of a teacher standing at the front of a classroom, smiling, with several students in the foreground raising their hands. To the left of the photo is the NAEP logo, which includes a star and the text "NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS" and "U.S. Department of Education Institute of Education Sciences". Below the photo, the title "NAEP Teacher's Guide" is written in large, white, sans-serif font. Underneath the title, the subtitle "A Resource Highlighting the 2008 National Assessment of Educational Progress" is centered. The bottom half of the brochure contains three columns of text: "Introduction", "As a teacher...", and a column of three short paragraphs.

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS
U.S. Department of Education
Institute of Education Sciences

NAEP Teacher's Guide

**A Resource Highlighting the 2008
National Assessment of Educational Progress**

Introduction

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card™, is the only ongoing, nationally representative measure of student achievement. Since 1969, NAEP has measured the academic progress of students nationwide in a number of key subjects and has reported the results to the American public.

NAEP plays an important role in American education. The U.S. Department of Education administers NAEP based on the authorization from Congress. Congress uses NAEP data in the development of educational policy. State leaders and state educators use NAEP for information on student achievement in their states and other states. Valid comparisons can be made using NAEP since all students take the same assessment and are measured in the same manner, as opposed to state assessments which differ widely from state to state.

As a teacher...

You play a vital role. You can make an important contribution to this effort by encouraging your students to participate and to do their best. Each student represents a much larger group of students nationwide.

Participation by every student selected is essential to ensure that national performance is accurately reflected.

You help improve our understanding of what influences student learning. You may be asked to complete a short survey focusing on your teaching experience and instructional environment. Surveys can be completed online or by hand. NAEP will use the information to report on current instructional activities in America's classrooms.

You can use NAEP as a resource in the classroom. After each assessment, some test questions, their answers, and how students performed on each are released to the public. Previously released questions, scoring guides, and samples of student responses are available on the NAEP website (<http://nces.ed.gov/nationsreportcard>). From that site, you can print questions that can be used in the classroom. You can also contact your school's NAEP School Coordinator for the Sample Questions booklet, which provides more detailed information regarding the upcoming assessments in the arts (grade 8); field tests in mathematics, reading, and science; and long-term trend assessments in mathematics and reading.

3. Measure Up Flyer

This four-page color flyer provides information for teachers about NAEP results, sample questions, and other topics of interest. A version for public elementary, middle, and high schools has been developed. You will distribute this flyer to each public school coordinator at the preassessment visit, unless the NAEP State Coordinator has already done so. A version has also been developed for private schools, which you will provide at the preassessment visit.



Volume 6, Issue 4-4

Measure Up

Fall 2007

Assessment news for middle school teachers

LONG-TERM TREND:
Three decades of student performance in reading and mathematics

The NAEP program includes the long-term trend and the main assessments. The long-term trend component uses assessments that remain substantially unchanged each time a subject is assessed, allowing students' progress to be measured over a long period of time. The main assessment, on the other hand, is periodically updated to reflect contemporary changes in educational policies, methods, and institutions, and results in shorter trend times. Additionally, students are sampled by age for long-term trend (9-, 13-, and 17-year-olds) and by grade 4, 8, and 12 for the main assessments. (Additional key differences between NAEP's long-term trend and main assessments are discussed on page 4.) The last long-term trend assessment was administered in 2004. Key findings are listed below.

- ★ In 2004, the average reading score of 13-year-olds was higher than the average score in 1971, but the difference by year was not as large as it was in 1971.
- ★ Between the (1971) and (1997) and (2004) reading scores, the average 13-year-old in any grade the first long-term assessment.
- ★ In 2004, the 13-year-old in mathematics and 6 points.

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



Volume 6, Issue 4-4

Measure Up

Fall 2007

Assessment news for high school teachers

LONG-TERM TREND:
Three decades of student performance in reading and mathematics

The NAEP program includes the long-term trend and the main assessments. The long-term trend component uses assessments that remain substantially unchanged each time a subject is assessed, allowing students' progress to be measured over a long period of time. The main assessment, on the other hand, is periodically updated to reflect contemporary changes in educational policies, methods, and institutions, and results in shorter trend times. Additionally, students are sampled by age for long-term trend (9-, 13-, and 17-year-olds) and by grade 4, 8, and 12 for the main assessments. (Additional key differences between NAEP's long-term trend and main assessments are discussed on page 4.) The last long-term trend assessment was administered in 2004. Key findings are listed below.

- ★ In mathematics, both the White and Black and 17-year-olds in 2004 were higher than in 1978 and 2004, and the percentage of students taking second year algebra increased from 37 percent in 1978 to 53 percent in 2004.
- ★ In 2004, the percentage of Black and Hispanic 17-year-olds who reported they had taken second-year algebra had doubled from the percentages reported in 1978.
- ★ The percentage of Hispanic 17-year-olds taking calculus quadrupled between 1978 and 2004, from 3 to 12 percent.

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



Volume 1, Issue 2, Grades 4, 8, and 12

Measure Up

Spring 2007

Assessment News for Private Schools

Grade 8 – The Arts Revisited

In 1997, grade 8 students participated in the NAEP assessment of the arts. Students from the 1997 assessment were assigned tasks related to skill or knowledge in traditional performance, use of media to create visual art, or expressive forms of music. Students were also asked to explain, describe, interpret, and evaluate works of art. Fast forward to the winter of 2006 and 800 grade 8 students will have the opportunity to participate in an assessment of the arts in tasks related to music and visual arts.

An Example From the Visual Arts Component of the 1997 Arts Assessment: "The Kitchen"

Students were first introduced to the idea that a common object can be transformed into a contemporary sculpture. They were then asked to sketch a series of designs for building a sculpture using a kitchen object, such as a urinal. Students then described how they organized and interpreted a kitchen object and attached meaning to their interpretation. Once the ideas were outlined, students created three-dimensional sculptures and integrated shapes, details, and textures by creating plasterine and/or wire. The last part of the task was for students to respond to their two- or three-dimensional designs and complete a self-evaluation by answering multiple-choice and constructed-response questions.

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

W. Bulk Security Checklist

It is your responsibility to keep track of and account for all booklets assigned to you, both those included in Session Boxes and those sent to you in Pearson bulk supplies. Each time you use a booklet from your bulk supplies, you must record the:

- date you received the booklet from Pearson (Received);
- date you used the booklet (Date Issued);
- School ID and Session ID in which the booklets were used (School/Session);
- date and time you returned the booklet to Pearson (Date/time Returned); and
- tracking number of the package in which the booklet was sent to Pearson (Tracking Number).

At the end of the field period, you must return this completed form to your field manager.

NAEP LTT 07/08 Bulk Security Checklist					
Supervisor:	Mr. Smith			Seq. #	001
Region #:	IA01				
Bundle #	Received	Date Issued	School/Session	Date/Time Returned	Tracking Number
Book ID's					
90001					
2310000091					
0010000000					
1900000001					
2040000060					
0900450680					
1157534689					
0091123794					
2171234567					
1360005594					
0340023364					
2340078532					
1310000666					
0160011189					
2043333365					
0204444835					
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80001					
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1910000001					
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1167534689					
0101123794					
2181234567					
1350005594					
0360023364					
2320078532					
1300000666					
0170011189					
2053333365					
0214444835					
1370452189					

Instructions: This form is for your use only. Do not return to Pearson.
 Each time you use a booklet from this bundle, you must record the date used, the name and ID of the school, the session and line number it was assigned to and the tracking number of the package in which it was returned to Pearson. All unused booklets from this bundle must have the tracking number of the package in which it was returned to Pearson.

This completed form must be returned to your field manager at the end of the assessment period.