

NAEP 2010 Teacher's Guide



NAEP is important to education in the United States.

- ▶ Congress provides funding to the U.S. Department of Education to administer NAEP and uses its data in the development of educational policy.
- ▶ The assessment frameworks are developed with input from assessment and content specialists, education experts, and teachers. NAEP monitors and reports on student trends and achievement nationally.
- ▶ Some results are also available for states and selected urban districts. NAEP data are used comparatively by state leaders and educators as all students take the same assessment in a given subject and are measured in the same manner (state assessments may differ widely from state to state).

“NAEP is an important resource that helps us understand how student achievement is improving throughout the country. We can also use NAEP’s sample questions as a way to gauge and compare our own students’ progress.”

— Amanda Rowell, Freedom Hill Elementary School, Vienna, VA

The National Assessment of Educational Progress (NAEP) is the only ongoing nationally representative assessment of what our students know and can do in core subjects such as civics, geography, U.S. history, mathematics, reading, science, and writing. The results of NAEP are reported to the public as The Nation’s Report Card, and are available for the nation, states, and in some cases, urban districts.

As a teacher, you play a vital role. Your important contribution to this effort is encouraging your students to participate and do their best. The participation of every student selected is essential to ensure that national performance is accurately portrayed.

You help improve our understanding of what influences student learning. If your students are selected to participate in the assessment and you teach fourth or eighth grade, you will be asked to complete a short survey focusing on your teaching experience. Surveys can be completed online at <http://naepq.com> or by hand. NAEP will use this information to report on current instructional activities in the nation’s classrooms.

You can use NAEP as a resource in the classroom. Previously released test questions, samples of student responses, scoring guides, and more detailed information about the questions are available online at <http://nces.ed.gov/nationsreportcard/itmrsls>, or by asking your NAEP School Coordinator for the Sample Questions booklet.



It is important to know...

In 2010, assessments will be administered in the following subject areas:

- ▶ Civics
- ▶ Geography
- ▶ U.S. History
- ▶ Mathematics special study (grades 4 and 8 only)
- ▶ Writing pilot

Frameworks guide the development of NAEP. Specific frameworks define the knowledge, skills, and types of questions to be measured in the assessments. The National Assessment Governing Board, which oversees and sets policy for NAEP, develops these frameworks. The Governing Board draws from many individuals and organizations including assessment specialists, researchers, teachers, and others.

Writing is a pilot assessment in 2010. The writing assessment (grades 4, 8, and 12) is based on a newly developed writing framework and will be piloted at a limited number of schools in preparation for the larger 2011 assessment. For the first time, computer-based writing will be assessed in grades 8 and 12, using word processing software with commonly available tools. For more details, visit <http://www.nagb.org/publications/frameworks/2011naep-writing-framework.doc>.

Students are asked a variety of questions. NAEP assessments feature multiple-choice and constructed-response questions. Content experts designated by state education agencies help review test questions before they are included in the assessment. In addition, students are asked questions regarding a variety of relevant areas such as television viewing, computer usage, reading habits, their class sizes, and the content of their courses. This information helps provide context for the NAEP results.

NAEP is designed to cause minimal disruption for teachers and students. No advance preparation is necessary. Trained field staff, employed by contractors of the U.S. Department of Education, administer NAEP.

Each student takes only a portion of the full assessment. Students are randomly selected to participate in one of the subjects and will spend approximately 90 minutes taking the assessment. The writing assessment may take longer in some cases. While results of the pilot and special studies are for evaluation only, NAEP will publish results for the 2010 civics, geography, and U.S. history assessments.

Participation is voluntary and very important. Student participation in NAEP is not mandatory, and participating students may omit any question or part of the assessment. The NAEP sampling process is designed to select students to represent the geographic, racial/ethnic, and socioeconomic diversity of the nation's schools. Full participation is essential to ensure an accurate picture of student achievement nationwide.

Including all students is essential. To ensure that student achievement is accurately reported, NAEP encourages the participation of students with disabilities and English language learners (SD/ELL). Many accommodations are allowed during the assessment. Teachers of SD/ELL students selected for the assessment will be asked to provide information to determine how these students will be assessed on NAEP.

NAEP is confidential. No one involved in administering NAEP keeps personal identification information on schools, teachers, or students after the tests are completed and the booklets leave the school. Reported results are based on demographic groups and not on individual students or schools.



NAEP findings...

For over 40 years NAEP has produced many reports, chronicling trends over time in the performance of 9-, 13-, and 17-year-olds and fourth-, eighth-, and twelfth-grade students. Information is reported, for example, by race/ethnicity, gender, region or state, and type of school; and by both achievement level and scale scores.

NAEP also disseminates information from data collected on student, teacher, and school questionnaires. This information can be used to inform parents, the public, and education policymakers about our nation's educational environment. You can access data from previous assessments at <http://nces.ed.gov/nationsreportcard/naepdata>.

Past NAEP Findings...

2006 Civics

- ▶ Fourth-grade students whose teachers reported having students participate in debates or panel discussions in civics class once or twice a month scored higher than students whose teachers did not have students participate in debates or panel discussions.
- ▶ Eighth-grade students whose teachers had them participate in mock trials, role-playing, or dramatization in civics class scored better than students whose teachers did not use such instructional methods.
- ▶ Twelfth-grade students who indicated they discussed current events in social studies scored higher than students who indicated that they did not discuss current events.

2001 Geography

- ▶ Fourth-grade students whose teachers reported that they taught maps and globes almost every day scored higher than students whose teachers reported teaching maps and globes once or twice a week.
- ▶ Eighth-grade students whose teachers reported that they taught maps and globes in geography at least once or twice a week scored better than students whose teachers reported teaching maps and globes once or twice a month.
- ▶ Twelfth-grade students who selected geography as one of their favorite subjects had higher scores than students who did not favor geography.

2006 U.S. History

- ▶ Fourth-grade students who reported that they discussed the material presented in history or social studies at least once or twice a month received higher scores than students reporting they did not discuss such materials.
- ▶ Eighth-grade students who reported reading extra material not in the regular textbook, such as biographies or historical stories, scored better in history than students who reported they did not.
- ▶ Twelfth-grade students who reported working on group projects once or twice a month in history or social studies scored better than students who did not work on group projects.

2007 Mathematics

- ▶ Fourth-grade students of teachers who reported that they assessed student progress in mathematics using individual or group projects or presentations at least once or twice a month received higher scores than students whose teachers reported assessing student progress using individual or group projects or presentations one to two times a year or less.
- ▶ Eighth-grade students who reported that they clearly understood what their math teacher was asking them to do almost daily scored better than students who reported having a clear understanding twice a month or less.

2002, 2007 Writing

- ▶ Fourth-grade students in 2002 who reported that they sometimes or often discussed their writing with their teachers scored higher than students who reported rarely or never doing so.
- ▶ Eighth-grade students in 2007 asked by their teacher to write more than one draft of a paper, scored higher than students whose teacher did not ask them to write more than one draft.
- ▶ Twelfth-grade students in 2007 who reported that paper organization was moderately or very important when their teacher graded their writing scored higher than students claiming it was not very important.

NOTE: These results cannot be used to establish a cause-and-effect relationship between student achievement and instructional environment or teaching experience. A complex mix of educational and socioeconomic factors may interact to affect student performance.





For more information...

Online: Download NAEP reports, access sample questions, and learn about upcoming assessments at <http://nces.ed.gov/nationsreportcard>.

Phone: Call the NAEP Help Desk at 800-283-6237.

In your school: Contact your NAEP School Coordinator.

In your state: Contact your NAEP State Coordinator (<http://nces.ed.gov/nationsreportcard/states>).

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“I always encourage my students to do their best when participating in NAEP because they represent other students just like them. They realize that it is essential to demonstrate what they know and have learned so that we have an accurate understanding of student achievement in the U.S.”

— Yaglin Sensat, West Hialeah Gardens Elementary School, Miami, FL