NAEP’S READING FRAMEWORK,
DATA, TEST QUESTIONS, AND MUCH MORE

National Assessment of Educational Progress (NAEP)

NJDOE Literacy Conference
and
Standards Institute
August 10, 2005

Barbara Smey-Richman, EdD.
New Jersey NAEP Coordinator
Hi! I’m from the “DOE” and I’m here to talk about NAEP!

Barbara Smey Richman, EdD.
New Jersey NAEP Coordinator
Agenda Highlights

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

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

What is NAEP?

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.
The National Assessment of Educational Progress

MAIN

National
Public & Nonpublic
Grades 4, 8, & 12

State
(Public)
(Grades 4 & 8)

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

LONG-TERM

National
Public & Nonpublic
9, 13, & 17 yr olds
What is State NAEP?

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.
NAEP 2005: Recent Assessment

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

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?

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)
Booklet Design: Matrix Sampling

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>National</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Reading, Mathematics</td>
<td>Reading, Mathematics</td>
</tr>
<tr>
<td>2004</td>
<td>Foreign Language, Long-term Trend (Cancelled)</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Reading, Mathematics, Science</td>
<td>Reading, Mathematics, Science</td>
</tr>
<tr>
<td>2006</td>
<td>U.S. History, Civics, Economics</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Reading, Mathematics, Writing</td>
<td>Reading, Mathematics, Writing</td>
</tr>
<tr>
<td>2008</td>
<td>Arts, Long-term Trend</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Reading, Mathematics, Science</td>
<td>Reading, Mathematics, Science</td>
</tr>
<tr>
<td>2010</td>
<td>World History, Geography</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Reading, Mathematics, Writing</td>
<td>Reading, Mathematics, Writing</td>
</tr>
<tr>
<td>2012</td>
<td>Civics, Foreign Language, Long-term Trend</td>
<td></td>
</tr>
</tbody>
</table>
NAEP and New Jersey Assessments
Comparing NAEP & New Jersey

Language Arts Literacy
- Combined Tests
- Combined Scores only

Reading and Writing
- Separate R/W Tests
- Separate R/W Scores
NAEP & New Jersey Differences

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)*
NAEP & New Jersey Differences

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

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*

* Linn, Robert, *Large-Scale Assessment Conference, San Antonio, TX, June 2005*
Cautionary Note

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
Test Primer: Equating

Horizontal Equating
Test developers use anchor items to allow comparisons of results for
- one subject area and
- at one grade level across years


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

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
What Is The Relationship Between NAEP & State Tests?

**QUESTION:**

Can NAEP be used to confirm state tests? *

**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”

* Sharif Shakrani, National Assessment Governing Board (NAGB), Large Scale Assessment Conference (June 2005)
What are the Trends in NJ’s Data?


++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

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEP</td>
<td>39 %</td>
</tr>
<tr>
<td>NJASK</td>
<td>77.6 %</td>
</tr>
<tr>
<td>GEPA</td>
<td>73.8 %</td>
</tr>
<tr>
<td>NAEP</td>
<td>37 %</td>
</tr>
</tbody>
</table>
What Is The Relationship Between NAEP & State Tests?

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does NAEP’s reading assessment measure the same “common core of comprehension” as NJ’s LAL tests?</strong></td>
<td><strong>Maybe!!</strong> Special analyses show that in 2003, NJ LAL and NAEP reading scores for schools in the NAEP sample were highly correlated</td>
</tr>
</tbody>
</table>

* Unpublished document sponsored by the National Center for Educational Statistics (NCES), 2005
What Is The Relationship Between NAEP & State Tests?

- **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.

** 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
NAEP Frameworks

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
NAEP Frameworks

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
NAEP Frameworks

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

**NCES:** [Can download copies of frameworks]


The New Jersey NAEP:

NAEP Reading Framework

Framework’s theoretical basis specifies

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

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

*Source: 2003 Reading Framework, p. 2*
## Proportion of NAEP Items By Context and Grade*

<table>
<thead>
<tr>
<th>GRADE</th>
<th>For Literary Experience</th>
<th>For Information</th>
<th>To Perform a Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>55%</td>
<td>45%</td>
<td>No Scale</td>
</tr>
<tr>
<td>8</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>12</td>
<td>35%</td>
<td>45%</td>
<td>20%</td>
</tr>
</tbody>
</table>

# ASPECTS OF READING*

<table>
<thead>
<tr>
<th>ASPECT (Processes)</th>
<th>QUESTIONS INCLUDE:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forming a General Understanding</strong></td>
<td>Write a paragraph telling what the story is about.</td>
</tr>
<tr>
<td>(Literal understanding though consideration of the text</td>
<td>Which of the following is the best statement of the theme?</td>
</tr>
<tr>
<td>in its entirety)</td>
<td></td>
</tr>
<tr>
<td><strong>Developing Interpretation</strong></td>
<td>What event marked a change in the plot? What caused the event? Why did the character do ____?</td>
</tr>
<tr>
<td>(Linking specifics within the text to each other)</td>
<td></td>
</tr>
<tr>
<td><strong>Making Reader/Text Connections</strong> (a)</td>
<td>Colonists lived in different ways than we do today. Explain two differences. Would you have liked living in colonial times.</td>
</tr>
<tr>
<td>(Applying something in the text to real world situations)</td>
<td></td>
</tr>
<tr>
<td><strong>Examining Content &amp; Structure</strong> (Evaluating the effect</td>
<td>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 ____?</td>
</tr>
<tr>
<td>of the content, organization, and form)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

## Sample NAEP Reading Questions By Context and Aspects

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>What is the story/plot about?</td>
<td>How did this character change?</td>
<td>What other character had a problem similar to Bill’s?</td>
<td>What is the mood?</td>
</tr>
<tr>
<td>To Perform a Task</td>
<td>What time can you get a nonstop flight to Boston?</td>
<td>What must you do before step 3?</td>
<td>Describe when you would omit step 5?</td>
<td>Is the information in the brochure easy to use?</td>
</tr>
</tbody>
</table>
# New Jersey's Matrix* of Reading Clusters and Skills

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

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:

<table>
<thead>
<tr>
<th>Writing Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Writing:</strong></td>
<td>Telling a story; fosters imagination and creativity</td>
</tr>
<tr>
<td><strong>Informative Writing:</strong></td>
<td>Informing the reader; may involve reporting on events or analyzing concepts</td>
</tr>
<tr>
<td><strong>Persuasive Writing:</strong></td>
<td>Persuading the reader to take action or bring about change</td>
</tr>
</tbody>
</table>

### Writing Assessment Schedule:

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>National and state</td>
</tr>
<tr>
<td></td>
<td>NJ did not participate</td>
</tr>
<tr>
<td>2002</td>
<td>National and state</td>
</tr>
<tr>
<td></td>
<td>NJ did not participate</td>
</tr>
<tr>
<td>2006</td>
<td>Pilot assessment, grades 8 and 12</td>
</tr>
<tr>
<td>2007</td>
<td>State and national</td>
</tr>
<tr>
<td>2011</td>
<td>State and national</td>
</tr>
</tbody>
</table>
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.

NAEP DATA AND RESULTS
Ways of Reporting Results

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)

* 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)

NAEP National Reading Scores Grades 4 and 8: (1992 - 2003)

* 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

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.

View data with standard errors for age 9, age 13, and age 17.

* Significantly different from 2004.

We Have
Reason
To
Cheer!!
How Do New Jersey 4th 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 8th Graders Compare to the Nation on NAEP?

No NAEP data are available for the NJ 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

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

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.
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

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 4th 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

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.

- **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

- Nation Grade 8:
  - Below Basic: -38%
  - Basic: 32%
  - Proficient: 23%
  - Advanced: 7%

- NJ Grade 8:
  - Below Basic: -30%
  - Basic: 31%
  - Proficient: 28%
  - Advanced: 11%

- Nation Grade 4:
  - Below Basic: -28%
  - Basic: 42%
  - Proficient: 27%
  - Advanced: 3%

- NJ Grade 4:
  - Below Basic: -21%
  - Basic: 42%
  - Proficient: 34%
  - Advanced: 3%

NJ students higher than US

At/Above Proficient:
- 39% = NJ G4
- 37% = NJ G8

* Significantly different from the nation.

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

<table>
<thead>
<tr>
<th>State</th>
<th>Percent Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
<td>30</td>
</tr>
<tr>
<td>Northeast</td>
<td>36</td>
</tr>
<tr>
<td>Connecticut</td>
<td>43</td>
</tr>
<tr>
<td>Maine</td>
<td>36</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>40</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>40</td>
</tr>
<tr>
<td>New Jersey</td>
<td>39</td>
</tr>
<tr>
<td>New York</td>
<td>34</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>33</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>29</td>
</tr>
<tr>
<td>Vermont</td>
<td>37</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>State</th>
<th>Percent Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation</td>
<td>30</td>
</tr>
<tr>
<td>Northeast</td>
<td>36</td>
</tr>
<tr>
<td>Connecticut</td>
<td>37</td>
</tr>
<tr>
<td>Maine</td>
<td>37</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>43</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>40</td>
</tr>
<tr>
<td>New Jersey</td>
<td>37</td>
</tr>
<tr>
<td>New York</td>
<td>35</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>32</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>30</td>
</tr>
<tr>
<td>Vermont</td>
<td>39</td>
</tr>
</tbody>
</table>
# State Public School Facts 2003*

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

*Source: Information from wwwSchoolmatters.com
Achievement Gaps

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.

* Females significantly higher than males.

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

Average Scale Scores

- Nation: 224
- Connecticut: 229
- Northeast: 230
- New Jersey: 231
- Massachusetts: 239

Students With A Disability Regular Students
Question: Can NAEP Provide Data About Students In the Abbott Districts?
Achievement Gaps -- Race/Ethnicity

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

Source: NAEP 2003 Reading Assessment
Achievement Gaps -- 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)

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 2003</td>
<td>Reading 2003</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEP Scale Scores</td>
</tr>
<tr>
<td></td>
<td>Row Percent</td>
</tr>
<tr>
<td></td>
<td>Not LEP Scale Scores</td>
</tr>
<tr>
<td></td>
<td>Row Percent</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>(4.7)!</td>
</tr>
<tr>
<td></td>
<td>SE</td>
</tr>
<tr>
<td></td>
<td>(Small sample)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>(2.1)</td>
</tr>
<tr>
<td></td>
<td>SE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Nation</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>(.8) SE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

++ 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**

<table>
<thead>
<tr>
<th>Status</th>
<th>Nation</th>
<th>Northeast</th>
<th>New Jersey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-25</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>-18</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>-20</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Eligible Rec. F/R Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-56</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>-51</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>-54</td>
<td>31</td>
<td>13</td>
</tr>
</tbody>
</table>

**Percentages**

- **Basic**
- **Below Basic**
- **Proficient**
- **Advanced**
Achievement Gaps -- School Location

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

- Central City
  - New Jersey: 15
  - Nation: 22
  - Northeast: 19

- Urban Fringe
  - New Jersey: 41
  - Nation: 34
  - Northeast: 44

- Rural
  - New Jersey: 45
  - Nation: 32
  - Northeast: 41

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

Percent Proficient or Above

Cleveland 9
Los Angeles 13
Atlanta 14
Chicago 14
New Jersey 15
Boston 16
Houston 18
New York City 22
San Diego 22
Charlotte 29
Coming Soon
NAEP Data Explorer*

- 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
QUESTIONS?
NAEP QUESTIONS TOOL
NAEP Questions Tool

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

http://www.nj.gov/njded/assessment/naep/
NAEP QUESTIONS TOOL

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

Let's Work Though Some Examples Together!!
CONTACT INFORMATION

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Office of Evaluation and Assessment

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Email: Barbara.Smey-Richman@doe.state.nj.us
NAEP Web Sites

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