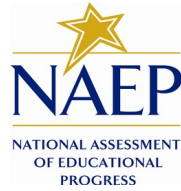


# **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**



## **Volume I SUPPORTING STATEMENT FOR WAVE 1 SUBMITTAL FOR 2010**

**(PART OF 2008–2010 SYSTEM CLEARANCE PROPOSAL  
OMB# 1850-0790)**

**Student Grade 4 Core Questions**  
**Student Grade 4 Civics Questions**  
**Student Grade 4 Geography Questions**  
**Student Grade 4 U.S. History Questions**  
**Student Grade 4 Writing Questions**  
**Student Grade 4 Mathematics Questions** (Accessibility Special Study)  
**Teacher Grade 4 Questions** (Background, Education, and Training (BET), Writing, Civics, Geography, U.S. History)  
**School Grade 4 Questions** (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

**Student Grade 8 Core Questions**  
**Student Grade 8 Civics Questions**  
**Student Grade 8 Geography Questions**  
**Student Grade 8 U.S. History Questions**  
**Student Grade 8 Writing Questions**  
**Student Grade 8 Mathematics Questions** (Accessibility Special Study)  
**Teacher Grade 8 Writing Questions** (Background, Education, and Training (BET), Writing)  
**Teacher Grade 8 Civics, Geography, U.S. History Questions** (Background, Education, and Training (BET), Civics, Geography, U.S. History)  
**School Grade 8 Questions** (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

**Student Grade 12 Core Questions**  
**Student Grade 12 Civics Questions**  
**Student Grade 12 Geography Questions**  
**Student Grade 12 U.S. History Questions**  
**Student Grade 12 Writing Questions**  
**School Grade 12 Questions** (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

April 3, 2009

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## **Explanation and Burden Information for This Submittal**

This document contains supplemental information pertaining to the 2008–2010 National Assessment of Educational Progress (NAEP) System Clearance proposal. The System Clearance package was submitted in January 2007 and approved in May 2007 with OMB #1850-0790. The terms of clearance for OMB approvals state that each subsequent submittal activity under the System Clearance is to be submitted to OMB.

This submittal contains burden information and the actual background questionnaires for the following components of the 2010 assessments:

### **Grade 4**

Student Grade 4 Core Questions  
Student Grade 4 Civics Questions  
Student Grade 4 Geography Questions  
Student Grade 4 U.S. History Questions  
Student Grade 4 Writing Questions  
Student Grade 4 Mathematics Questions (Accessibility Special Study)  
Teacher Grade 4 Questions (Background, Education, and Training (BET), Writing, Civics, Geography, U.S. History)  
School Grade 4 Questions (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

### **Grade 8**

Student Grade 8 Core Questions  
Student Grade 8 Civics Questions  
Student Grade 8 Geography Questions  
Student Grade 8 U.S. History Questions  
Student Grade 8 Writing Questions  
Student Grade 8 Mathematics Questions (Accessibility Special Study)  
Teacher Grade 8 Writing Questions (Background, Education, and Training (BET), Writing)  
Teacher Grade 8 Civics, Geography, U.S. History Questions (Background, Education, and Training (BET), Civics, Geography, U.S. History)  
School Grade 8 Questions (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

### **Grade 12**

Student Grade 12 Core Questions  
Student Grade 12 Civics Questions  
Student Grade 12 Geography Questions  
Student Grade 12 U.S. History Questions  
Student Grade 12 Writing Questions  
School Grade 12 Questions (School Characteristics and Policies (SCP), Writing, Civics, Geography, U.S. History, Charter School)

These specific questionnaires are the initial group (Wave 1) of questionnaires submitted for approval for usage in 2010. A second group of questionnaires (Wave 2) will be submitted as part of the overall 2010 OMB submission. Wave 2 will contain Student with Disabilities (SD) and English Language Learner (ELL) questionnaires.

### **2010 Wave 1 Burden Information**

The Wave 1 submittal contains all of the questionnaires being used in the 2010 student assessments. It contains the grades 4, 8, and 12 core (demographic) and subject-specific student background questionnaires; the grades 4 and 8 teacher questionnaires; and the grades 4, 8, and 12 school questionnaires. (Note: the core questions were cleared in 2007 as part of the original system clearance submittal. However, one new question has been added to the core section. Students will be asked to record their 5 digit zip code as the last question in the core section. This item has been added as a means of gathering SES (socio economic status) information.

The Wave 1 burden information (see chart on page 7) is listed by grade and includes the following:

#### Grade 4

- Student response burden is .25 hours (15 minutes) for the total background questionnaire sections (core and subject specific). At grade 4, the estimated total number of students for the operational civics, geography, U.S. history, pilot writing, and mathematics accessibility special study assessments is 30,000, resulting in 7,500 hours of student burden.
- Teacher response burden for the teacher questionnaire is .33 hours (20 minutes). (Only teachers at grades 4 and 8 complete surveys.) The estimated number of teachers completing questionnaires at grade 4 is 1,800 for a response burden of 600 hours.
- The response burden for school personnel completing the school questionnaires is .5 hours (30 minutes). The estimated number of school personnel completing questionnaires at grade 4 is 600 for a response burden of 300 hours.
- The total burden for questionnaires at grade 4 (not including SD and ELL) is 8,400 hours.

## Grade 8

- Student response burden is .25 hours (15 minutes) for the total background questionnaire sections (core and subject specific). At grade 8, the estimated total number of students for the operational civics, geography, U.S. history, pilot writing, and mathematics accessibility special study assessments is 38,000, resulting in 9,500 hours of student burden.
- Teacher response burden for the teacher questionnaire is .33 hours (20 minutes). (Only teachers at grades 4 and 8 complete surveys.) The estimated number of teachers completing questionnaires at grade 8 is 2,280, for a response burden of 760 hours.
- The response burden for school personnel completing the school questionnaires is .5 hours (30 minutes). The estimated number of school personnel completing questionnaires at grade 8 is 760, for a response burden of 380 hours.
- The total burden for questionnaires at grade 8 (not including SD and ELL) is 10,640 hours.

## Grade 12

- Student response burden is .25 hours (15 minutes) for the total background questionnaire sections (core and subject specific). At grade 12, the estimated total number of students for the operational civics, geography, U.S. history, and pilot writing assessments is 35,000, resulting in 8,750 hours of student burden.
- There are no teacher questionnaires at grade 12.
- The response burden for personnel completing the school questionnaires is .5 hours (30 minutes). The estimated number of school personnel completing questionnaires at grade 12 is 700, for a response burden of 350 hours.
- The total burden for questionnaires at grade 12 (not including SD and ELL) is 9,100 hours.

The total combined burdens for the Wave 1 materials are:

Respondent Category	Number of Respondents	Number of Hours of Burden
Student	103,000	25,750
Teacher	4,080	1,360
School	2,060	1,030
<b>Totals</b>	<b>109,140</b>	<b>28,140</b>

See the following tables for a summary of Wave 1 burden estimates.

### Wave 1 Questionnaires - Single Survey Burden Times

<b>Grade 4</b>	
Student Grade 4 Civics Questions	15 minutes
Student Grade 4 Geography Questions	15 minutes
Student Grade 4 U.S. History Questions	15 minutes
Student Grade 4 Writing Questions	15 minutes
Student Grade 4 Mathematics Accessibility Special Study Questions	15 minutes
Teacher Grade 4 Questions	20 minutes
School Grade 4 Questions	30 minutes
<b>Grade 8</b>	
Student Grade 8 Civics Questions	15 minutes
Student Grade 8 Geography Questions	15 minutes
Student Grade 8 U.S. History Questions	15 minutes
Student Grade 8 Writing Questions	15 minutes
Student Grade 8 Mathematics Accessibility Special Study Questions	15 minutes
Teacher Grade 8 Questions	20 minutes
School Grade 8 Questions	30 minutes
<b>Grade 12</b>	
Student Grade 12 Civics Questions	15 minutes
Student Grade 12 Geography Questions	15 minutes
Student Grade 12 U.S. History Questions	15 minutes
Student Grade 12 Writing Questions	15 minutes
School Grade 12 Questions	30 minutes

**Wave 1****Estimated Burden for NAEP 2010 Assessments Contained in This Submittal****by Grade Level**

Components	Number of Students	Student Burden (in hours)	Number of Teachers	Teacher Burden (in hours)	Number of Schools	School Burden (in hours)	Total Burden (in hours)
<b>Grade 4</b>							
*Core							
Civics	6,000	1,500	360	120	120	60	<b>1,680</b>
Geography	6,000	1,500	360	120	120	60	<b>1,680</b>
U.S. History	6,000	1,500	360	120	120	60	<b>1,680</b>
Writing (pilot)	9,000	2,250	540	180	180	90	<b>2,520</b>
Mathematics (Accessible Book Study)	3,000	750	180	60	60	30	<b>840</b>
<b>Totals</b>	<b>30,000</b>	<b>7,500</b>	<b>1,800</b>	<b>600</b>	<b>600</b>	<b>300</b>	<b>8,400</b>
<b>Grade 8</b>							
*Core							
Civics	8,000	2,000	480	160	160	80	<b>2,240</b>
Geography	8,000	2,000	480	160	160	80	<b>2,240</b>
U.S. History	10,000	2,500	600	200	200	100	<b>2,800</b>
Writing (pilot)	9,000	2,250	540	180	180	90	<b>2,520</b>
Mathematics (Accessible Book Study)	3,000	750	180	60	60	30	<b>840</b>
<b>Totals</b>	<b>38,000</b>	<b>9,500</b>	<b>2,280</b>	<b>760</b>	<b>760</b>	<b>380</b>	<b>10,640</b>
<b>Grade 12</b>							
*Core							
Civics	8,000	2,000			160	80	<b>2,080</b>
Geography	8,000	2,000			160	80	<b>2,080</b>
U.S. History	10,000	2,500			200	100	<b>2,600</b>
Writing (pilot)	9,000	2,250			180	90	<b>2,340</b>
<b>Totals</b>	<b>35,000</b>	<b>8,750</b>			<b>700</b>	<b>350</b>	<b>9,100</b>
<b>Grand Totals</b>	<b>103,000</b>	<b>25,750</b>	<b>4,080</b>	<b>1,360</b>	<b>2,060</b>	<b>1,030</b>	<b>28,140</b>

\* NOTE: Student core questions are separate for the OMB submission, but their burden is not computed separately. All students take core questions which are part of the overall 15-minute background question burden.

Total respondents	109,140
Total burden	28,140

## **Overview of NAEP 2008–2010 Assessments**

The following broad overview of the 2008–2010 NAEP assessments was included as part of the initial System Clearance submittal. The National Assessment Governing Board (the Governing Board) determines NAEP policy and the assessment schedule, and future Board decisions may result in changes to some aspects of an assessment (e.g., which subjects are assessed in which years). However, the overall methodology and assessment process will remain constant. In the 2010 assessment year, questionnaires will be administered to students at grades 4, 8, and 12; to teachers at grades 4 and 8; and to school administrators at grades 4, 8, and 12.

The 2010 assessments consist of the following:

- Operational assessments in civics, geography, and U.S. history in grades 4, 8, and 12;
- Pilot assessments for writing at grades 4, 8, and 12 (grade 4 will be administered in a paper-and-pencil version; grades 8 and 12 will be administered on computer); and
- A mathematics accessible booklet study at grades 4 and 8. For study details, see page 13 of this supporting statement.

## **Qualitative Testing of New Questions**

Prior to pilot testing new types of background variable questions, Educational Testing Service (ETS), a NAEP contractor, employs different methods of qualitative testing to ensure that these questions are consistent with the framework and directions provided by the National Center for Education Statistics (NCES) and are age-appropriate for the target population. One such method, formal cognitive laboratory procedure, involves interviewing students, teachers, or administrators to determine whether newly developed questions are functioning as intended. Specifically, this procedure is used to ensure the comprehensibility of the questions, clarify wording, enhance construct validity, and identify and reduce sensitive or intrusive wording.



For most of the new questions included in this package, the cognitive laboratory procedure was conducted. In addition, these new questions were presented for review to the Background Variable Standing Committee. Subject-specific questions were also presented for review by the Content Area Standing Committees (civics, geography, U.S. history and writing). Additionally, ETS consulted with other staff members who were former teachers and researchers specializing in classroom activities for their respective grades and subjects.

### **How, By Whom, and For What Purpose the Data Will Be Used**

In the original request to the Office of Management and Budget (OMB) for system clearance, the National Center for Education Statistics (NCES) requested approval of the data-gathering instruments to be used in the 2008–2010 national and state assessments.

This submittal applies to the first set of questionnaires containing the operational, pilot, and special study questions for the students, teachers, and school administrators that will be submitted for the 2010 assessments.

The purpose of NAEP is to gather data on student achievement in the subject areas assessed for use in monitoring education progress; combined with the program’s increasing visibility, the program must develop the most reliable and valid instruments possible. To do so, NAEP has employed the following strategies in recent assessment cycles:

- A. Small-scale pilot testing of new materials and test administration techniques,
- B. Pilot testing items to determine which items best measure the constructs under consideration, and
- C. Full-scale operations.

Background item development follows the same pattern as that of cognitive item development, although fewer items with less duplication are piloted and the resulting data are used to refine the questions. General guidance for item development is provided by the Governing Board. NCES develops the questionnaires and requests input from the Governing Board prior to submission to OMB at two stages of development: (1) prior to pilot testing and (2) after NCES and its contractors make selections for the operational assessment based on pilot data.

The questions are designed to provide:

- the information for disaggregating data according to categories specified in the legislation,
- contextual information that is subject specific (e.g., reading, mathematics) and has an impact on and known relationship to achievement, and
- policy-relevant information specified by NCES and the Governing Board.

In all assessment years, questionnaires are generally administered to students at grades 4, 8, and 12; teachers at grades 4 and 8; and school administrators at grades 4, 8, and 12. SD and ELL questionnaires are completed by teachers or administrators of students identified as learning disabled or as English Language Learners. (The 2010 SD and ELL questionnaires will be submitted in the Wave 2 submittal.)

## **Estimates of Costs to the Federal Government**

### **Administration Cost Estimates**

The following estimates apply to the 2010 administration costs:

- \$3.0 million for the printing, packaging, and distribution phases of the administrations.
- \$2.1 million for the cost of the 2010 field supervisors and assessment administrators to go into schools to administer the assessment, including travel expenses. This is not broken down by waves here because materials for the two waves of OMB submission are used concurrently during field administration.
- \$450 thousand for web operations and maintenance costs related to support of the 2010 assessments.
- Given that Wave 1 (the first submittal of 2010 questionnaires which includes all questionnaires except the SD and ELL questionnaires) and Wave 2 (for 2010 includes SD and ELL questionnaires) are in the field at the same time, the cost for administering Wave 1 is estimated to be about 95 percent of the total cost of administering the assessment, or about \$5.275 million. The Wave 2 component's costs are estimated to be \$.275 million.

## **Information for the 2010 Components Contained in Wave 1 Submittal: Student, Teacher, and School Questionnaires**

### **Student Background Questionnaires**

#### Civics, Geography, U.S. History

The civics, geography, and U.S. history items included in the OMB submission contain three types of items: 1) trend items updated for 2010, 2) pilot items from 2009, and 3) trend items from the last operational assessment (2006 for civics and U.S. history and 2001 for geography). The updated 2010 trend items reflect trend items that have been updated to reflect general item writing guidelines that have been implemented since the operational questionnaires were last given (such as no matrix items at grade 4 and question stems that include all three subjects rather than the one or two specific subjects that were previously administered). At this time, the data from the pilot tests has not yet been analyzed. NCES' recommendation is to include all trend and pilot items in the OMB package and at a later date (after analysis is complete) to resubmit to OMB the actual subset of social studies questions (approximately 25-40 items per grade) that will be used in the 2010 operational assessments. The burden estimates reflect this final subset of items not the entire pool of items contained in this submittal.

The reasoning behind this plan is that there may be items in the 2009 pilot assessments or the previous operational items that should be included in the 2010 operational assessment. However, until the data analysis confirms the usefulness and validity of the piloted questions we will not finalize the 2010 versions of these questionnaires. Since civics, geography, and U.S. history assessments are given every four years, NCES wants to include useful items from 2009 or earlier so as to provide the most relevant and timely background items possible. Thus the civics, geography, and U.S. history questions contained in Volume II are divided into updated trend, pilot, and previous trend sections.

Pilot item development was based on multiple sources of review: (a) the existing questionnaire items of civics (assessments in 2006 and 1998), geography (assessments in 2001 and 1994), and U.S. history (assessment in 2006 and 2001); (b) item performance based on the operational data from the last assessments for each of the subjects; (c) the issue papers of other subjects, mainly reading and mathematics; and (d) the 2009 operational items of other subjects, mainly reading

and mathematics. During the last few assessment cycles, not all of the civics, geography, and U.S. history subjects were assessed in a single assessment year. Thus, updating and making comparable questionnaire items across these three subjects was one of the major activities of the pilot item development process. Additionally, in an effort to standardize the questionnaire items across different subjects, the issues identified for the 2009 operational assessments (e.g., student engagement, availability of instructional resources, teacher preparation) were also used as the basis for item development of the civics, geography, and U.S. history pilot assessments. The response options were also standardized for consistency.

The trend (or revised trend) items are also included in Volume II. They were drawn from the last assessments for each of the subjects. Some standardization effort was also made on the trend items, especially for teacher and school questionnaires. For example, some questions in the 2006 teacher and school questionnaires referred only to civics and U.S. history since geography wasn't included in the 2006 assessment. Such questions were revised to include geography. In addition, the fourth-grade civics and U.S. history student questionnaires in the previous assessment included questions in a "matrix" format, and they were revised to "stand-alone" items.

In many cases, the same variables were included in the pilot and trend versions since many of the pilot items were revised from the previous assessments. Thus, data from the pilot assessments that were field-tested in 2009 will be analyzed prior to final item selections. For student variables, frequencies of responses on each item and the relationship between student variables and the achievement scores will be examined; for teacher and school variables, frequencies of the responses on each item will be reviewed. NCES and Governing Board reviews will inform the final selections of the civics, geography, and U.S. history items for the 2010 assessments.

## Writing

Writing was last assessed at the 4th-grade level in 2002 and at the 8th- and 12th-grade levels in 2007. The existing background questionnaire items for students, teachers, and schools pertaining to writing were reviewed as the first step of background item development. Items deemed relevant to the new Writing framework were included in the proposed questions.

Newly proposed background items were drafted based on several research documents and recent journal articles on student writing practices and learning. After the initial draft was developed, the items underwent several steps of internal review processes typically employed for background questionnaire item writing: readability, content review (by writing specialists), editorial and fairness review, data analyst review, and cognitive lab review. The Writing Standing Committee and the Background Variable Standing Committee (see [Appendix A](#) for lists of committee members) then reviewed the items. After the committee reviews, NCES conducted a review to ensure that the proposed items were developmentally appropriate and valid measures of the targeted constructs. In the final stage, the items were again reviewed by fairness reviewers to ensure that they were free from gender and racial/ethnic bias, and inappropriate language or stereotypes. In addition, professional editors reviewed the items for clarity and style.

## Special Study: Mathematics Accessible Booklet Study

NAEP frequently includes additional studies in regular assessments to investigate content issues, delivery options, linking to other NCES surveys, or reporting variables. One special study will be conducted as part of the 2010 NAEP assessment, namely, the Mathematics Accessible Booklet Study.

The purpose of this study is to increase measurement precision near the lower end of the NAEP scale. The study will include samples of students in both grades 4 and 8 who will be given special mathematics assessment booklets. Though structured to fit the common booklet model (two 25-minute cognitive sections followed by two background sections), these booklets will differ somewhat from operational mathematics booklets in content and difficulty only. The background questions that will be administered as part of these assessments will be the same core and mathematics-specific questions that were administered as part of the 2009 operational mathematics assessment. Those questions were cleared as part of the 2009 OMB submittal but are included again for the 2010 submittal.

### **Teacher Background Questionnaires**

Teachers of grades 4 and 8 students participating in the main NAEP assessments are administered a questionnaire. No teacher questionnaire will be administered at grade 12. At grade 4, a single teacher questionnaire will be administered across all subjects assessed based on the structure of the schools. At grade 8, teacher questionnaires will be administered for subject-specific areas.

The NAEP 2010 Teacher Questionnaires are composed of multiple parts: Background, Education, and Training (Part I); and one or more Classroom Organization and Instruction components that are subject-specific. Given the structure of elementary school, the grade 4 teacher questionnaire contains multiple subjects in the subject-specific sections of a single questionnaire. The grade 8 teacher questionnaires focus on a single subject (or, as is the case for 2010, on multiple related subjects such as civics, geography, and U.S. history), utilizing multiple forms of questionnaires.

The following table depicts the layout for the 2010 teacher questionnaires:

Teacher Background Questionnaires for the NAEP 2010 Assessments

Grade	Type	Section 1	Section 2	Section 3
4	Civics, Geography, & U.S. History, (Operational)  Writing (Pilot)	BET	COI (CIVICS, GEOGRAPHY, U.S. HISTORY)	COI <sub>WRITING</sub> (Pilot)
8	US History, Civics, & Geography (Operational)	BET	COI (CIVICS, GEOGRAPHY, U.S. HISTORY)	
	Writing (Pilot)	BET	COI <sub>WRITING</sub> (Pilot)	

BET – Background, Education, and Training

COI – Classroom Organization and Instruction

### School Questionnaires

School questionnaires will be administered at each grade. A single school questionnaire will be administered in all subjects assessed. Each grade-specific questionnaire will include operational (civics, geography, and U.S. history) and pilot (writing) background variables. A section with Charter School questions will be included as the last section in the school questionnaires. (This is only completed if the school is a charter school).

### School Background Questionnaires for the NAEP 2010 Assessments

Grade	Section 1	Section 2	Section 3	Section 4
4	SCP	Civics, Geography, U.S. History (Operational)	Writing (Pilot)	Charter School (Operational)
8	SCP	Civics, Geography, U.S. History (Operational)	Writing (Pilot)	Charter School (Operational)
12	SCP	Civics, Geography, U.S. History (Operational)	Writing (Pilot)	Charter School (Operational)

SCP – School Characteristics and Policies

The development activities for the teacher and school questionnaires entailed reviews of (a) past Issue Papers (the frameworks for background questionnaire development) for the various subjects, (b) past operational questionnaires for teachers and schools, (c) past pilot questionnaires for the teacher and school questionnaires, and (d) item performance results based on the operational data and the pilot testing.



## Appendix A: Committee Lists

### Civics, Geography, U.S. History Standing Committee Lists

#### U.S. HISTORY STANDING COMMITTEE:

Keith Barton	University of Cincinnati, OH
Cosby Hunt	Bell Multicultural High School, Washington, DC
Linda Levstik	University of Kentucky, KY
Louisa Moffitt	Marist School, GA
Alana Murray	Loiederman Middle School, MD
Amanda Prichard	Carmody Middle School, CO
Caleb Perkins	Washington State Department of Education, WA
Kim Rasmussen	Auburn Washburn USD, WA
Tina Reynolds	Woodfill Elementary School, KY
Larry Starr	Nebraska Department of Education, NE
Kathleen Steeves	George Washington University, Washington, DC
Diana Turk	New York University, NY
Rebecca Valbuena	Stanton Elementary School, CA
Bruce VanSledright	University of Maryland

#### CIVICS STANDING COMMITTEE:

Pamela Allender	Retired Teacher, CA
Susie Burroughs	Mississippi State University, MS
Cheree Davis	Baltimore Talent Development High School, MD
Roger Derosiers	Boston University, MA
Michael Fischer	Center for Civic Education, CA
Lewis Huffman	South Carolina Department of Education, SC
Peter Levine	University of Maryland, MD
Kimberly Loisel	Howard County Public Schools, MD
John Patrick	Indiana University, IN
Richard Ochoa	Alta High School, UT
Donna Phillips	Robert Frost Middle School, MD
Joseph Stewart, Jr.	Clemson University, SC
Marcie Taylor-Thoma	Maryland State Department of Education, MD
Mary Lee Webeck	Holocaust Museum, TX
Judy Wooster	Amangansett School, NY

#### GEOGRAPHY STANDING COMMITTEE:

Sarah Bednarz	Texas A&M University
Kim Crews	National Council for Geographic Education, DC
Roger Downs	Penn State University, PA
Gwen Faulkner	National Geographic Society, DC
Briavel Holcomb	Rutgers University, NJ
Gail Ludwig	University of Missouri, MO
Lauren Mitterman	Gibraltar School, WI
Paul Nagel	Northwestern State College, LA
David Palmer	Eaglecrest High School, CO
Harris Payne	Department of Curriculum and Learning, NE
Martha Sharma	Geography Consultant, SC
Joe Stoltman	Western Michigan University, MI
Kelly Swanson	Johnson Senior High School, MN
Carol Warren	Arizona State Department of Education, AZ

## Writing and Background Variables Standing Committee Lists

### WRITING STANDING COMMITTEE

Arthur Applebee	University at Albany, SUNY Albany, NY 12222
Diane August	Center for Applied Linguistics Washington, D.C. 20016-1867
Margretta Browne	Montgomery County Public Schools Silver Spring, MD 20902
Elyse Eidman-Aadahl	University of California Berkeley, CA 94720
Nikki Elliot-Schuman	Office of Superintendent of Public Instruction Olympia, Washington 98504
Rayna Goldfarb	Abraham Lincoln High School Philadelphia, PA 19136
Carol Jago	California Reading and Literature Project, UCLA Los Angeles, CA 90095-1521
Charles Macarthur	University of Delaware Newark, DE 19716
Michael McCloskey	Johns Hopkins University Baltimore, MD 21218
Norma Mota-Altman	San Gabriel High School Alhambra, CA 91801
Sandra Murphy	University of California Davis Walnut Creek, CA 94596
Drew Sterner	Tamanend Middle School Warrington, PA 18976
Victoria Young	Texas Education Agency Student Assessment Division Austin TX 78701

### WRITING WORKING GROUP:

Arthur Applebee	University at Albany, Albany, NY
Gail Hawisher	University of Illinois at Urbana-Champaign
Carol Jago	California Reading and Literature Project at UCLA
Michael McCloskey	Johns Hopkins University, Baltimore, MD
Michael Russell	Boston College, Boston, MA
Victoria Young	Texas Education Agency, Student Assessment Division, Austin, TX

**BACKGROUND VARIABLES STANDING COMMITTEE — REGULAR MEMBERS:**

Lizanne Destefano	University of Illinois, IL
Claudia Buchman	Ohio State University, OH
Robert Hauser	University of Wisconsin-Madison, WI
Henry Levin	Columbia University, NY
Samuel Lucas	University of California-Berkeley, CA
Andrew Sum	Northeastern University, MA
William Walstad	University of Nebraska-Lincoln, NE

**CONTENT COMMITTEE LIAISONS:**

Patricia Alexander	University of Maryland, MD (Reading Committee)
Arthur Applebee	University at Albany, NY (Writing Committee)
Kathleen Heid	Penn State University, PA (Mathematics Committee)
Peter Levine	University of Maryland, MD (Civics Committee)
Linda Levstik	University of Kentucky, KY (U.S. History Committee)
Senta Raizen	WestEd, DC (Science Committee)