**NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)**

**NATIONAL ASSESSMENT OF**

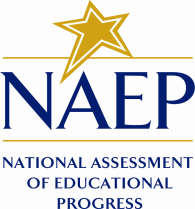
**EDUCATIONAL PROGRESS**

***WAVE 2 SUBMITTAL FOR 2015***

***VOLUME I***

***SUPPORTING STATEMENT***

***OMB# 1850***–***0790 v.40***



**Grade 4**

Student — Core, Science, TBA (Technology Based Assessments) Start-ups in Reading, Mathematics, Science

Knowledge and Skills Appropriate (KaSA) - (Puerto Rico version),

National Indian Education Study (NIES) Survey Questions

Teacher Questionnaires — Science, KaSA (Puerto Rico version), NIES

School Questionnaires — Science, KaSA (Puerto Rico version), NIES

**Grade 8**

Student — Core, Science, TBA Start-ups in Reading, Mathematics, Science

KaSA - (Puerto Rico version),

NIES Survey Questions

Teacher Questionnaires — Science, KaSA (Puerto Rico version), NIES

School Questionnaires — Science, KaSA (Puerto Rico version), NIES

**Grade 12**

Student — Core, Science, TBA Start-ups in Reading, Mathematics, Science

School Questionnaires — Science

June 12, 2014

Contents

[1. Explanation for This Submittal 1](#_Toc388343881)

[Table 1: List of Components in Wave 2 1](#_Toc388343882)

[2. Overview of Wave 2 NAEP 2015 Assessments 2](#_Toc388343883)

[3. Sampling Information 2](#_Toc388343884)

[4. Information Pertaining to the 2015 Questionnaires in This Submittal 2](#_Toc388343885)

[Table 2: School Survey Questionnaire Structures - 2015 NAEP Assessments 3](#_Toc388343886)

[5. 2015 Wave 2 Burden Information 4](#_Toc388343887)

[Table 3: Total Burden for Wave 2 5](#_Toc388343888)

[Table 4: Wave 2 Questionnaires – Survey Per Respondent Burden Time 6](#_Toc388343889)

[Table 5: Estimated Burden for NAEP 2015 Activities Described in This Submittal (Wave 2) 7](#_Toc388343890)

[6. How, by Whom, and for What Purpose the Data Will Be Used 8](#_Toc388343891)

[7. Estimates of Costs to the Federal Government 8](#_Toc388343892)

[Table 6: Administration Cost Estimates (Wave 2 subjects) 8](#_Toc388343893)

[Appendix A: Committee Lists 9](#_Toc388343894)

[Appendix B: Sample Parent/Guardian Notification Letter 12](#_Toc388343895)

[Appendix C: List of New/Revised Items (Science, NIES) 13](#_Toc388343896)

Appendix D: School Coordinator Responsibilities

Appendix E: Sample MyNAEP System Instructions for Completion of SD and ELL Inclusion Information (from 2014 Version)

Appendix F: NIES Cognitive Interview Reports

Appendix G: NAEP 2015 Sample Design Memo

NAEP Main 2015 Wave 2 Student Surveys Gr4,8,12

NAEP Main 2015 Wave 2 Teacher Surveys Gr4,8

NAEP Main 2015 Wave 2 School Surveys Gr4,8,12

NAEP Main 2015 Wave 2 Assessment Feedback Forms

# 1. Explanation for This Submittal

This document contains supplemental information pertaining to the 2014-2016 National Assessment of Educational Progress (NAEP) clearance proposal. NAEP is administered by the National Center for Education Statistics (NCES) in the Institute for Education Sciences of the U.S. Department of Education. The National Assessment Governing Board (henceforth referred to as the Governing Board) sets policy for NAEP and determines the content framework for each assessment. The system clearance was approved in March 2013 (OMB# 1850-0790 v.36), and the terms of clearance state that NCES will publish a notice in the Federal Register allowing a 30-day public comment period on the details of each collection concurrent with submission to OMB.

The 2015 submittal is divided into two waves to meet scheduling and question development requirements. The first wave contained the core,[[1]](#footnote-2) reading, mathematics, and KaSA (Knowledge and Skills Appropriate)[[2]](#footnote-3) descriptions, burden, and survey questionnaires (student, teacher, and school). Wave 2 contains the descriptions, burden, and where relevant questionnaires for the following:

* science assessment (paper and pencil);
* technology-based assessment (TBA)[[3]](#footnote-4) studies for mathematics, reading, and science;
* science pilot for ICTs (interactive computer tasks**)** and HOTs (hands-on tasks**)** assessments[[4]](#footnote-5); and
* the National Indian Education Study (NIES) – special study;
* KaSA study (in Puerto Rico) – special study; and
* Information and burden regarding activities of school coordinators.

## Table 1: List of Components in Wave 2

| **Component** |
| --- |
| **Student** |
| Grade4 — Core, Science (paper-and-pencil, TBA, ICTs and HOTs), KaSA (PR[[5]](#footnote-6)), NIES |
| Grade 8 — Core, Science (paper-and-pencil TBA, ICTs and HOTs), KaSA (PR), NIES |
| Grade 12 — Core, Science (paper-and-pencil TBA, ICTs and HOTs) |
|  |
| **Teacher** |
| Grade 4 — Classroom Organization and Instruction (COI) - Science;[[6]](#footnote-7) KaSA (PR), NIES |
| Grade 8 — Background, Education, and Training (BET) - Science; Classroom Organization and Instruction (COI) - Science; KaSA (PR), NIES |
|  |
| **School** |
| Grade 4 — Science[[7]](#footnote-8) ; KaSA (PR), NIES |
| Grade 8 — Science; KaSA (PR), NIES |
| Grade 12 — Science |

# 2. Overview of Wave 2 NAEP 2015 Assessments

Much of the following broad overview of the 2015 NAEP assessments was included as part of the 2014 – 2016 system clearance submittal. The Governing Board determines NAEP policy and assessment schedule, and future Governing 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 remains consistent. The NAEP assessments contain two kinds of questions: *cognitive* (assessment questions that measure student knowledge of an academic subject) and *survey* (contextual questions that gather demographic information, as well as classroom instructional procedures). The Governing Board is responsible for approving all of NAEP’s survey questions, as well as the cognitive items.

The main NAEP assessment reports current achievement levels and trends in student achievement at grades 4, 8, and 12 for the nation and, for certain assessments, states and select urban districts. These assessments follow subject-area [frameworks](http://nces.ed.gov/nationsreportcard/frameworks.asp) developed by the Governing Board and use the latest advances in assessment methodology. The subject-area frameworks evolve to match instructional practices.

# 3. Sampling Information

The 2015 Sampling Design Memo[[8]](#footnote-9) (see appendix G) provides specific sampling information regarding the 2015 NAEP assessments. It includes information on

* Assessment types
* Primary Sampling Units Selection
* Stratification and Oversampling
* Overlap Control of Samples
* Substitute Samples
* Student Sampling Information
* Weighting Requirements

# 4. Information Pertaining to the 2015 Questionnaires in This Submittal

**Student Questionnaires**

Core — the first survey question block for all students contains core questions, many of which are related to demographic information. The core section was included in Wave 1 but is also included in Wave 2 as part of the overall science assessments.

Science — the subject-specific questions contained in the operational, pilot, and special study science administrations are trend questions and some previously piloted new items, at grades 4 and 8, and trend questions at grade 12.

KaSA (Puerto Rico) — Spanish versions of the KaSA survey questions will be administered in Puerto Rico. The questions included in Wave 2 are the adapted English versions of these questions. The grade 4 and 8 KaSA survey questions are the same as the mathematics survey questions plus three additional KaSA-related questions, which were part of the Wave 1 submittal.

National Indian Education Study (NIES) will be conducted as part of the 2015 assessments in reading and mathematics at grades 4 and 8. The national sample includes students from public and nonpublic schools that have both large and small American Indian/Alaska Native (AI/AN) student populations. The administration of the 2015 NAEP assessment will be followed with the administration of a questionnaire specifically designed for the NIES study. Questionnaire data will be linked to NAEP performance data. Refer to appendix F for reports associated with cog labs conducted in 2013 in preparation for the 2015 NIES administration.

Membership of the committees that helped define the cognitive and survey questions pertaining to the 2015 subjects in Wave 2 is provided in this document, in appendix A.

**Teacher Questionnaires**

Wave 2 materials include science, KaSA (Puerto Rico), and NIES teacher questionnaire components for teachers of those students participating in the grades 4 and 8 science, KaSA (Puerto Rico), and NIES administrations. In 2015, teacher questionnaires will not be administered at grade 12.

Science Grade 4 Teacher – This questionnaire will contain a BET section[[9]](#footnote-10) and a COI section. The operational COI questions in the science assessments are trend or previously piloted questions.

KaSA (Puerto Rico) — Spanish versions of the KaSA survey questions will be administered in Puerto Rico. The questions included in Wave 2 are the adapted English versions of these questions.

NIES – Teachers of grade 4 and 8 students participating in the NIES survey (administered with reading and mathematics) will be asked to complete an NIES questionnaire.

The plan is for the teacher questionnaires (excluding Puerto Rico) to be completed online in 2015. If grade 8 teachers teach more than one subject, the online questionnaire system will administer the appropriate BET and COI questions to the teacher.

**School Questionnaires**

Table 2 depicts the composition of the 2015 school questionnaires. The science, KaSA (Puerto Rico), and NIES components are part of the Wave 2 submission, as the other components were in Wave 1. The shaded components indicate Wave 2 materials in Wave 2. The plan is for the school questionnaires (excluding Puerto Rico) to be completed online in 2015.

## Table 2: School Survey Questionnaire Structures - 2015 NAEP Assessments

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Section 1 | Section 2 | Section 3 | Section 4 | Section 51 | Section 62 |
| 4 | SCP | Reading | Mathematics | Science | Charter School | NIES |
| 8 | SCP | Reading | Mathematics | Science | Charter School | NIES |
| 12 | SCP | Reading | Mathematics | Science | Charter School |  |

*note*: SCP = School Characteristics and Policies; NIES = National Indian Education Study; Shaded sections are part of the Wave 2 materials. The KaSA Math Puerto Rico adapted versions are also included.

1 this section is only completed by Charter schools.

2 this section is only administered to schools with students participating in the NIES.

Refer to appendix C for a list of new questions contained in student, teacher, and school questionnaires.

**School Personnel Assessment Responsibilities**

E-filing – Demographic data are collected for potential students who may participate in NAEP. This sample information is gathered at the state, district, or school level. If gathered at the district or school level, that burden is included in the burden calculation.

Pre-Assessment and Assessment Activities – Each school participating in NAEP has a designated staff member to serve as its NAEP school coordinator. Pre-assessment and assessment activities include such functions as finalizing student samples, verifying student demographics, reviewing accommodations, and planning logistics for the assessment.

NAEP is moving in the direction of paperless administrations. In 2014, a new electronic pre-assessment visit system (known as MyNAEP) was developed so that school coordinators could provide requested administration information online, including logistical information, updates of student and teacher information, and the completion of inclusion and accommodation information.

A sample brochure communication (from 2014) from the NAEP state coordinators to the participating schools describing the pre-assessment and e-filing activities is included as appendix D and will be finalized prior to the 2015 assessment year. It outlines the school coordinator’s responsibilities.

SD and ELL information – The SD and ELL inclusion information is provided by either the school coordinator or teachers/school personnel most knowledgeable about the school’s SD and ELL students. This information will then be entered into the MyNAEP system by the school coordinator. With the MyNAEP system, inclusion guidelines can now be customized on a state-by-state basis. The SD and ELL information provided can be formatted with appropriate skip patterns and consistency checks, allowing field staff to monitor exclusions in real time. The types of SD and ELL information gathered will be the same as was previously obtained on the SD and ELL worksheets. See appendix E for instructions from the MyNAEP system that deal with collecting SD and ELL information.

**Assessment Feedback Activities**

School Coordinator Debriefing Interview – After each assessment, the field staff will meet with the school coordinator for a debriefing interview. The purpose of this interview is to obtain feedback on

* how well the assessment went in that school,
* usefulness of NAEP materials (publications, letters, etc.),
* school staff feedback,
* preparation activities,
* strategies utilized for increasing participation, and
* any issues that were noted.

Post-assessment Follow-up Survey–As part of the on-going quality control of the assessment process, 25 percent of the schools will be randomly selected for an additional follow-up survey. Survey questions solicit feedback on pre-assessment, assessment, and procedural processes. A sample post-assessment follow-up survey, which will be updated for 2015, is included in the attached “NAEP Main 2015 Wave 1 Assessment Feedback Forms.pdf” document.

# 5. 2015 Wave 2 Burden Information

The Wave 2 burden includes student, teacher, and school survey burden; school coordinator burden; and school personnel burden for completion of SD and ELL information for the science, TBA start-ups, and special study components of the 2015 main NAEP administration. The total burden for the Wave 2 materials is shown in Table 3.

## Table 3: Total Burden for Wave 2

|  |  |  |
| --- | --- | --- |
| **Respondent Category** | **Number of Respondents** | **Total Burden Hours** |
| Student | 389,000 | 169,750 |
| Teacher | 42,414 | 19,093 |
| School | 7,292 | 5,646 |
| School Coordinator (for pre-assessment activities, e-filing and assessment feedback) | 18,076 | 44,799 |
| School Personnel (for SD & ELL data completion) | 18,076 | 31,189 |
| **Total** | **474,858** | **270,477** |

Further breakdown of the survey per-respondent and overall burden times are included in Tables 4 and 5, respectively, and include the following categories:

Students[[10]](#footnote-11) – For the science paper-and-pencil administrations, students complete assessment booklets that contain two 25-minute cognitive blocks; these are followed by two contextual question sections which include core and subject-specific items that require a total of 15 minutes to complete.

For the TBA start-up assessments and the ICT/HOTs science assessments, students are presented two 30-minute cognitive sections followed by a 15-minute survey questionnaire section, which includes core and subject-specific items.

Time estimates for the special studies questionnaires are 15 minutes for the NIES questionnaire and no additional time for the KaSA questions (the three additional questions are completed as part of the core questionnaire for KaSA students).

Additional student burden time is included for receiving instructions, reading directions, etc. For paper-and-pencil assessments, this time is estimated at 10 minutes. For computer-based assessments, this time is estimated at 15 minutes because it includes time for taking a tutorial on using the system.

Appendix B includes a sample parental notification letter regarding NAEP. The letter will be adapted for each grade/subject combination and the school principal may edit it. However, the information regarding confidentiality and the appropriate law reference will remain unchanged.

Teachers – In 2015, teachers will be asked to complete questions about their teaching background, education, training, and classroom organization and instruction. At fourth-grade, the teacher burden is estimated at 30 minutes because most teachers teach multiple subjects and, therefore, will complete the questionnaire for all subject areas. The eighth-grade teacher burden is estimated to be 20 minutes for most teachers (who only teach one subject area), and 30 minutes for an estimated 10 percent who may teach more than one subject. For those teachers completing an NIES questionnaire, the teacher burden is estimated to be 20 minutes at both grades 4 and 8. Science, KaSA (Puerto Rico), and NIES teacher questionnaire components are included with Wave 2.

Principals/Administrators – The school administrators in the sampled schools will be asked to complete a school questionnaire. The school questionnaire burden is estimated to be 30 minutes. The NIES school questionnaire burden is 30 minutes for the schools that have students participating in the NIES study.

School Personnel: Pre-Assessment, Electronic Filing, Inclusion, and Assessment Feedback Activities

Pre-Assessment Activities – As described in section 4, school personnel perform multiple activities in preparation for the assessment, including information gathering, communication of teacher and student information, and review of NAEP procedures. These pre-assessment activities are estimated to require two hours of school personnel time.

E-filing – If the survey sample information needed for e-filing is obtained at the school or district level, school or district personnel will incur burden estimated at one hour per school. We used 32 percent of schools to estimate the e-filing burden because in the most recent state and national NAEP assessment approximately 32 percent of schools and districts participated in the e-filing process.

School Personnel: SD and ELL Inclusion Activities – SD and ELL burden is the average number of hours school personnel spend on completing the SD/ELL information for students identified as SD and/or ELL (estimated at 10 minutes per student). The overall SD/ELL burden is a factor of the number of students identified as SD/ELL. Based on most recent data, 22 percent of grade 4 students, 17 percent of grade 8, and 13 percent of grade 12 students were identified as SD/ELL.

## Table 4: Wave 2 Questionnaires – Survey Per Respondent Burden Time

|  |  |
| --- | --- |
| **Respondent Category** | **Time per Respondent** |
| **Grade 4** | |
| Student Core + Subject-specific Questions | 15 minutes |
| Student NIES Questions | 15 minutes |
| Student Directions and Set-up (paper-and-pencil administrations) | 10 minutes |
| Student Directions and Set-up (TBA administrations) | 15 minutes |
| Teacher Questionnaire | 30 minutes |
| KaSA (PR) Teacher Questionnaire | 20 minutes |
| NIES Teacher Questionnaire | 20 minutes |
| School Questionnaire | 30 minutes |
| KaSA (PR) School Questionnaire | 30 minutes |
| NIES School Questionnaire | 30 minutes |
| **Grade 8** | |
| Student Core + Subject-specific Questions | 15 minutes |
| Student NIES Questions | 15 minutes |
| Student Directions and Set-up (paper-and-pencil administrations) | 10 minutes |
| Student Directions and Set-up (TBA administrations) | 15 minutes |
| Teacher Questionnaire (one subject) | 20 minutes |
| Teacher Questionnaire (more than one subject) | 30 minutes |
| KaSA (PR) Teacher Questionnaire | 20 minutes |
| NIES Teacher Questionnaire | 20 minutes |
| School Questionnaire | 30 minutes |
| KaSA (PR) School Questionnaire | 30 minutes |
| NIES School Questionnaire | 30 minutes |
| **Grade 12** | |
| Student Core + Subject-specific | 15 minutes |
| Student Directions and Set-up (paper-and-pencil administrations) | 10 minutes |
| Student Directions and Set-up (TBA administrations) | 15 minutes |
| School Questionnaire | 30 minutes |

Assessment Feedback Activities – As described in section 4, school personnel will participate in a School Coordinator Debriefing Interview immediately following the assessment. The estimated burden for this interview is 7 minutes. In addition, 25 percent of the school personnel will be contacted for a more in-depth Post-assessment Follow-up Survey. The burden for this survey is estimated at 10 minutes per school.

All 2015 school personnel activities (pre-assessment activities, e-filing, SD and ELL information collection, and feedback activities) are included as part of this Wave 2 submittal. Therefore, the burden for school personnel who complete them is included with Wave 2 for all 2015 assessments (i.e., those included in Wave 1 and those included in Wave 2).

## Table 5: Estimated Burden for NAEP 2015 Activities Described in This Submittal (Wave 2)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment / Grade** | **Students** | | | **Teachers** | | | **School Questionnaire (school principals)** | | | **School Coordinator**  Pre-assessment, e-filing, & assessment feedback | | **SD/ELL (school personnel)** | | | **Total Burden (in hours)** |
| **# of Students** | **Avg. minutes per response** | **Burden (in hrs)** | **# of Teachers** | **Avg. minutes per response** | **Burden (in hrs)** | **# of Schools** | **Avg. minutes per response** | **Burden (in hrs)** | **# of Schools** | **Burden1 (in hrs)** | **# of Schools** | **Avg. minutes per response** | **Burden2 (in hrs)** |
| **Grade 4** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science, TBA startups (Reading, Math, Science), Science ICT & HOTs, KaSA (PR), NIES | 164,000 | 25-30 | 70,083 | 19,433 | 30 | 10,383 | 3,239 | 30 | 2,619 | 3,239 | 8,027 | 3,239 | 10 min  per student | 6,013 | 97,126 |
| School personnel burden for pre-assessment and assessment feedback activities for Wave 1 schools |  |  |  |  |  |  |  |  |  | 5,731 | 14,203 | 5,731 | 10 min  per student | 10,413 | 24,616 |
| **Grade 8** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science, TBA startups (Reading, Math, Science), Science ICT & HOTs, KaSA (PR), NIES | 169,000 | 25-30 | 72,583 | 22,981 | 20 | 8,710 | 2,873 | 30 | 2,436 | 2,873 | 7,119 | 2,873 | 10 min  per student | 4,788 | 95,637 |
| School personnel burden for pre-assessment and assessment feedback activities for Wave 1 schools |  |  |  |  |  |  |  |  |  | 4,622 | 11,455 | 4,622 | 10 min  per student | 8,047 | 19,502 |
| **Grade12** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Science, TBA startups (Reading, Math, Science), Science ICT & HOTs | 56,000 | 25-30 | 27,083 |  |  |  | 1,181 | 30 | 591 | 1,181 | 2,927 | 1,181 | 10 min  per student | 1,213 | 31,814 |
| School personnel burden for pre-assessment and assessment feedback activities for Wave 1 schools |  |  |  |  |  |  |  |  |  | 431 | 1,068 | 431 | 10 min  per student | 715 | 1,783 |
| **Total** | ***389,000*** |  | *169,750* | ***42,414*** |  | *19,093* | ***7,292*** |  | *5,646* | ***18,076*** | *44,799* | ***18,076*** |  | *31,189* | **270,477** |

*Note*: Due to rounding, some totals may differ slightly from sum of subtotals. The **number of total respondents and responses is 474,858 each**.

1 Pre-assessment burden is 2 hrs, e-filing is 1 hr (for 32% of schools, based on recent data), school coordinator debriefing is 7 min, and post-assessment follow-up survey is 10 min (for 25% of the schools).

2SD and ELL burden is the number of hours that school personnel spend to complete the SD/ELL information for each student identified as SD and/or ELL (estimated at 10 minutes per student). Based on most recent data, 22 percent of grade 4 students, 17 percent of grade 8, and 13 percent of grade 12 students were identified as SD/ELL.

# 6. How, by Whom, and for What Purpose the Data Will Be Used

The purpose of NAEP is to collect and report assessment data on student achievement in the subject areas assessed for use in monitoring educational progress. In addition to reporting overall results of student performance and achievement, NAEP also reports student performance results for various subgroups of students and on various educational factors. The Governing Board sets guidance for what is asked in the questions. NCES is responsible for developing the questions and for selecting the final set of questions. The questions are designed to (a) provide the information for disaggregating data according to categories specified in the legislation,[[11]](#footnote-12) (b) provide contextual information that is subject specific (e.g., reading, mathematics) and has an impact and known relationship to student achievement, and (c) provide policy-relevant information specified by the Governing Board. An expanded description of the purposes of the data is provided in the system clearance submittal.

# 7. Estimates of Costs to the Federal Government

Table 6 provides estimates for the Wave 2 portion of the 2015 administrations.

## Table 6: Administration Cost Estimates (Wave 2 Subjects)

|  |  |  |
| --- | --- | --- |
| **Activity** | **Provider** | **Estimated Costs** |
| Printing, packaging, and distribution phases of the administration including:   * prepare and package the assessment and all auxiliary materials * distribute assessment booklets and materials to the test administrators for each school | Pearson (the Materials, Distribution, Processing and Scoring [MDPS] contractor) | $2.5 M |
| Web support and maintenance related to the TBA assessments | Fulcrum IT Services | $1.3M |
| Field administration, including administration of assessments and data collection from the field | Westat (the Data Collection contractor and the NAEP Support and Service Center [NSSC] contractor) | $5.0M |
| **Totals** |  | **$8.8 M** |

# Appendix A: Committee Lists

**NAEP Survey Questionnaires Standing Committee**

**Name Affiliation**

Gerunda Hughes Howard University

David Kaplan University of Wisconsin-Madison

Henry Levin Teachers College, Columbia University

Stanley Presser University of Maryland

Leslie Rutkowski Indiana University Bloomington

Rob Santos Urban Institute, Washington, DC

Norbert Schwarz University of Michigan

Jonathon Stout Lock Haven University

Roger Tourangeau Westat, Rockville, MD

Ting Yan University of Michigan Institute for Social Research

**NAEP Mathematics Committee**

**Name Affiliation**

Lourdes Latorre Alvarado Escuela Segunda Unidad Botijas #1,Orocovis, PR

Jennifer Alvarez Sultana Elementary School, Ontario CA

Daniel Chazan University of Maryland

Herb Clemens Ohio State University

Carl Cowen Indiana University-Purdue University

Julie Guthrie Texas Education Agency, Austin, TX

Kathleen Heid Penn State University

Mark Howell Gonzaga College High School, Washington, DC

Russ Keglovits Nevada Department of Education, Carson City, NV

Carolyn Maher Rutgers University

Michele Mailhot Maine Department of Education

Brian Nelson Curtis Corner Middle School, Wakefield, RI

Matthew Owens Spring Valley High School, Columbia, SC

Carole Phillip Alice Deal Middle School, Washington, DC

Ann Trescott St. Michael’s School, Poway, CA

**NAEP** **Reading Committee**

**Name Affiliation**

Marilyn Adams Brown University

Peter Afflerbach University of Maryland

Patricia Alexander University of Maryland

Margretta Browne Richard Montgomery High School, Silver Spring, MD

Julie Coiro The University of Rhode Island

Valerie Harrison Claflin University, Orangeburg, SC

Karen Malone Fort Wingate High School, Fort Wingate, NM

Pamela Mason Harvard Graduate School of Education

Margaret McKeown University of Pittsburgh

P. David Pearson The University of California, Berkeley

Monica Verra-Tirado Florida Department of Education

Karen Wixson University of North Carolina

Victoria Young Texas Education Agency, Austin, TX

Zynia Zepeda Gadsden Elementary, Gadsen, AZ

**NAEP** **Science Committee**

**Name/Position Affiliation**

Alicia Cristina Alonzo Michigan State University

Mary Thandi Buthelezi Wheaton College

Susan Craft Hanahan High School, Hanahan, SC

George Deboer American Association for the Advancement Of Science, Washington, DC

Alex Decaria Millersville University

Ibari Igwe Consultant

Michelle Lombard Kenmore Middle School, Arlington VA

Ellen Mingione Consultant

Brett Moulding Utah Partnership for Effective Science Teaching and Learning, Ogden UT

Amy Pearlmutter Littlebrook Elementary School, Princeton NJ

Steve Semken Arizona State University

Gerald Wheeler National Science Teacher Association

David White Vermont Department Of Education

**NAEP** **Science ICT Committee**

**Name Affiliation**

Melissa Collins John P. Freeman Optional School, Memphis, TN

Sergio De Alba R.M. Miano Elementary School, Los Banos, CA

George Deboer AAAS Project 2061, Washington, DC

Janice Gobert Worcester Polytechnic Institute

Charlie Gutierrez Austin Independent School District, Austin, TX

Ibari Igwe Consultant

Eric Klopfer Massachusetts Institute of Technology

Jim Minstrell FACET Innovations LLC, Seattle, WA

Brett Moulding Utah Partnership for Effective Science Teaching and Learning, Ogden UT

Jerome Shaw University of California, Santa Cruz

Mike Steiner Chetek-Weyerhaeuser Area School District, Chetek, WI

Holly Sullivan Lugoff-Elgin High School, Lugoff, SC

Ted Willard National Science Teachers Association, Arlington, VA

**NAEP** **National Indian Education Study Technical Review Panel**

**Name Affiliation**

Henry Braun Lynch School of Education, Boston College

Robert Cook Native Achievement Initiative, Teach for America, Summerset, SD

Steve Culpepper University of Illinois at Urbana Champaign

Susan Faircloth Pennsylvania State University

Rebecca Izzo-Manymules University of New Mexico

Debora Norris Arizona Department of Educational Bin #32

CHiXapkaid (Michael Pavel) University of Oregon

Martin Reinhardt Northern Michigan University

Tarajean Yazzi-Mintz Wakanyeja ECE Initiative, Denver CO

# Appendix B: Sample Parent/Guardian Notification Letter

**NAEP (NAEP Assessment Year) PARENT/GUARDIAN NOTIFICATION LETTER**

(School Letterhead)

**(Insert Date Here)**

Dear Parent or Guardian:

We are pleased to notify you that (school name) has been selected to represent schools across the nation by participating in the National Assessment of Educational Progress (NAEP). First administered in 1969, NAEP is the largest nationally representative assessment of what students know and can do in various subject areas. It is administered by the National Center for Education Statistics, within the U.S. Department of Education. NAEP is different from state assessments because it provides a common measure of student achievement across the country. The results of NAEP are released as The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public.

In our school, the NAEP assessment will be given on (date) in (subject)*.* Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some questions about themselves and their educational experience. These questions provide contextual information for the assessment, as well as information that may be related to students’ learning. If you would like to view sample subject area and student questions, please visit <http://nationsreportcard.gov/parents.asp>.

It will take about (assessment time) minutes for most students to participate in the assessment. The results are completely confidential (in accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347), and the information provided will be used for statistical purposes only. Your child’s grades will not be affected. Your child may be excused from participation for any reason, is not required to complete the assessment, and may skip any question. While NAEP is voluntary, we depend on student participation to provide an accurate measure of student achievement that will inform improvements in education. Your child will represent many other students, so participation is very important.However, if you do not want your child to participate, please notify me in writing by (date).

There is no need to study in preparation for NAEP. We do, however, ask parents to encourage their children to do their best and get plenty of rest the night before the assessment. A brochure that explains what participation in NAEP means for you and your child is available at <http://nces.ed.gov/nationsreportcard/pdf/parents/2012469.pdf>. Should you have questions, please contact me at (telephone number) or at (e-mail address).

We are excited that our school will be participating in NAEP and pleased that your child (may be/has been) selected. We know that (school name)'s students will help us show what our nation’s students know and can do.

Sincerely,

School Principal

# Appendix C: List of New/Revised Items (Science, NIES)[[12]](#footnote-13)

**List of New or Revised Items - Science**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Grade** | **New Operational Items** |
| Science Student  L1SB1 | 4 | 2, 3, 4, 5, 6, 16, 17, 19, 27, 28, 29 |
| Science Student  L2SB1 | 8 | 2a-g, 3b-d, 5g, 6, 8, 10, 11, 12, 13e-f, 14a-c, 15, 16, |
| Science Student  L3SB1 | 12 | 5e-f, 7a-g, 8b-d, 10g, 11, 13, 15, 16, 17, 18a-c, 19, 20 |
| Science Teacher  L1TQ-COIS | 4 | 2, 3, 4, 5a-c, 6d-e, 9f, 9j, 10a-l, 11c, 13c, 16a-c |
| Science Teacher  L2TQ-COIS | 8 | 2, 3, 4, 5a-c, 6d-e, 9f, 9j, 10a-l, 11c, 14c, 17a-c |
| Science School  L1SQ-S | 4 | 1, 2a-d, 3, 4a-c, 5i, 9a-b, 10c, 11a-c, 12a-c |
| Science School  L2SQ-S | 8 | 1, 2a-d, 3, 4a-c, 5i, 9a-b, 10c, 11a-c, 12a-c |
| Science School  L3SQ-S | 12 | 1, 4, 5a-d, 6, 7a-c, 8i, 9, 10a-j, 11a-b, 12c, 13a-c, 14a-c |

*Note: Revised items are considered “new” items because they have not been administered in previous operational questionnaires.*

**List of New or Revised Items - NIES**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Grade** | **New Operational Items** |
| NIES Student  L1AIB | 4 | 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 28 |
| NIES Student  L2AIB | 8 | 2, 3, 4, 8, 9, 10, 11, 13a-d, 14a-d, 15, 16, 17, 18a, 19a-d, 20a-c, 24, 25d, 26e-f, 28a-f |
| NIES Teacher  L1TQ-AI | 4 | 2, 5a-e, 6, 7, 8, 9, 13a-i, 14, 15a-b, 18, 19a-b, 22a-d, 23a-i |
| NIES Teacher  L2TQ-AI | 8 | 4a-e, 5, 6, 7, 8, 11a-i, 15a-b, 21a-b, 24a-d, 25, 26, 27a-k |
| NIES School  L1SQ-AI | 4 | 3, 4, 5, 6, 9a-k, 11a-e, 16a-j, 17f-g |
| NIES School  L2SQ-AI | 8 | 3, 4, 5, 6, 9a-k, 11a-e, 16a-l, 17f-g, 19, 21 |

*Note: Revised items are considered “new” items because they have not been administered in previous operational questionnaires.*

1. NCES collects student question data, referred to as core questions, that are required by law (20 U.S.C. § 9622; i.e., race, ethnicity, and socioeconomic status) and provide a context for reporting student performance. [↑](#footnote-ref-2)
2. KaSA study booklets will be administered to representative student samples in both national schools (included in Wave 1) and Puerto Rico (included in Wave 2 submittal) in grades 4 and 8. [↑](#footnote-ref-3)
3. In 2015, NAEP will begin to study the transition of reading, mathematics, and science to technology-based assessments (TBA). The TBA reading and mathematics survey questions are the same as the reading and math survey questions submitted with Wave 1. These questions will not be submitted again with Wave 2. The versions used in the science TBA are the same as the versions used in the science paper-and-pencil administration (included in Wave 2 submittal). [↑](#footnote-ref-4)
4. Science ICT and HOTs will contain the same survey questions as the science paper-and-pencil versions. [↑](#footnote-ref-5)
5. An adapted version of the questions will be administered in Spanish in Puerto Rico, given that Spanish rather than English is the primary language in Puerto Rico. [↑](#footnote-ref-6)
6. The Background, Education, and Training (BET) portion of the grade 4 teacher questionnaire was included in Wave 1. [↑](#footnote-ref-7)
7. The School Characteristics and Policies and Charter School portions of the School questionnaires were included in Wave 1. [↑](#footnote-ref-8)
8. The draft 2015 Sampling Memo (dated 2-26-2014) contains the most recent 2015 sampling information. [↑](#footnote-ref-9)
9. The Grade 4 BET includes reading, mathematics, and science and was part of the Wave 1 submittal. [↑](#footnote-ref-10)
10. The time for the cognitive sections is not part of the burden calculation. [↑](#footnote-ref-11)
11. Education Sciences Reform Act of 2002 (ESRA), National Assessment of Educational Progress (20 USC § 9622). [↑](#footnote-ref-12)
12. New/revised items have been pretested in cog labs prior to operational use. Cog lab reports for science items were previously submitted to OMB. Appendix F contains the cog lab report for NIES questions. [↑](#footnote-ref-13)