

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

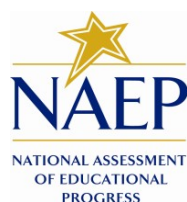
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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

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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 reading, mathematics, and KaSA (Knowledge and Skills Appropriate)² 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 studies for mathematics, reading, and science;
- science pilot for ICTs (interactive computer tasks) and HOTs (hands-on tasks) assessments⁴; 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
Grade 4 — Core, Science (paper-and-pencil, TBA, ICTs and HOTs), KaSA (PR ⁵), 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 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 ; KaSA (PR), NIES
Grade 8 — Science; KaSA (PR), NIES
Grade 12 — Science

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.

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.

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).

⁴ Science ICT and HOTs will contain the same survey questions as the science paper-and-pencil versions.

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.

⁶ The Background, Education, and Training (BET) portion of the grade 4 teacher questionnaire was included in Wave 1.

⁷ The School Characteristics and Policies and Charter School portions of the School questionnaires were included in Wave 1.

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 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 Memo⁸ (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

⁸ The draft 2015 Sampling Memo (dated 2-26-2014) contains the most recent 2015 sampling information.
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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 section⁹ 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 5 ¹	Section 6 ²
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

⁹ The Grade 4 BET includes reading, mathematics, and science and was part of the Wave 1 submittal.

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	0477

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

Students¹⁰ – 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.

¹⁰ The time for the cognitive sections is not part of the burden calculation.

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	Burden ¹ (in hrs)	# of Schools	Avg. minutes per response	Burden ² (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
Grade 12															
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 (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: <ul style="list-style-type: none"> • 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

¹¹ Education Sciences Reform Act of 2002 (ESRA), National Assessment of Educational Progress (20 USC § 9622).
 2015 Wave 2 Supporting Statement

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, Gadsden, 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
Tarajeen 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

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.

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.