

NAEP 2007 Writing Report for New Jersey

Toward a More Inclusive NAEP: Students With Disabilities and English Language Learners

It is important to assess all students chosen through the sampling process, including students with disabilities (SD) and students who are classified by their schools as English language learners (ELL). Some students sampled for participation in NAEP can be excluded from the sample according to carefully defined criteria.

School staff make the decisions about whether to include an SD or ELL student in a NAEP assessment, and which testing accommodations, if any, they should receive. The NAEP program furnishes tools to assist school personnel in making those decisions.

A sampling procedure is used to select students at each grade being tested. Students are selected on a random basis, without regard to SD or ELL status. Once the students are selected, the schools identify those who have SD or ELL status. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Inclusion in NAEP of an SD or ELL student is encouraged (a) if that student participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or took the state's alternate assessment, or needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (One of the examples of testing accommodations not allowed for NAEP is extending testing over several days because NAEP administrators are in each school for only one day.)

The results displayed in this report and in other publications of the NAEP 2007 writing results are based on representative samples that include SD and ELL students who were assessed either with or without accommodations, based on NAEP's guidelines.

Percentages of students excluded from NAEP may vary considerably across states and within a state across years. Comparisons of results across states and within a state across years should be interpreted with caution if the exclusion rates vary widely. The percentages of assessed students classified as SD or ELL, as well as their NAEP performance in each participating state and jurisdiction, are available in an interactive database at the NAEP website at <http://nces.ed.gov/nationsreportcard/naepdata/>.

Prior to 1998, no testing accommodations were made available to the samples of students with disabilities and the English language learners in state NAEP writing assessments that served as the basis for reported results. In the 1996 national and 2000 national and state mathematics and reading assessments, NAEP researchers drew a second representative sample of schools. Accommodations were made available for students in this sample who required them, provided the accommodation did not change the nature of what was tested. For example, students could be assessed one-on-one or in small groups, receive extended time, or use a large-print test booklet. In mathematics, students had the option of having the test questions read aloud in English or using a bilingual English-Spanish test booklet. However, in the mathematics assessment, students were not allowed to use calculators for any questions on which calculators were not permitted. NAEP has used these comparable samples to study the effects of allowing accommodations for students categorized as SD or ELL in the assessments. A series of technical research papers covering various NAEP subject areas has been published with the results of these comparisons (see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp#research>). In writing, when a new framework was introduced in 1998, accommodations were permitted and have continued to be permitted in the subsequent assessments.

Table 1 displays the percentages of students with disabilities and English language learners in New Jersey identified, excluded, and assessed under standard and accommodated conditions at grade 8.

Table 2 shows the percentages of students assessed in New Jersey by disability status and their performance on the NAEP assessment in terms of average scale scores and percentages performing below *Basic*, at or above *Basic*, at or above *Proficient*, and at *Advanced* for grade 8.

Table 3 presents the percentages of students assessed in New Jersey by ELL status, their average scale scores, and their performance in terms of the percentages below *Basic*, the percentages at or above *Basic*, at or above *Proficient*, and at *Advanced*.

Table 4 presents the percentages of students with disabilities and English language learners in each participating state identified, excluded, and assessed with and without accommodations at grade 8.

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The Nation's Report Card 2007 State Assessment

**Table
1**

Eighth-grade public school students identified as students with disabilities (SD) and/or English language learners (ELL) in NAEP writing, as a percentage of all students, by assessment year and testing status: 2007

Year and testing status		SD and/or ELL		SD		ELL	
		New Jersey	Nation	New Jersey	Nation	New Jersey	Nation
2007	Identified	18	18	15	13	3	7
	Excluded	3	3	2	3	1	1
	Assessed under standard conditions	2	6	1	3	1	4
	Assessed with accommodations	13	9	12	8	1	2

NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

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**Table
2**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by students with disabilities (SD) status, assessment year, and jurisdiction: 2007

SD status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
SD							
2007	Nation (public)	11*	118*	46*	54*	6*	#
	New Jersey	14	139	24	76	18	#
Not SD							
2007	Nation (public)	89*	159*	9*	91*	33*	2*
	New Jersey	86	181	3	97	62	8

Rounds to zero.

* Value is significantly different from the value for the same group in New Jersey.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for students with disabilities in the NAEP samples and by differences in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

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**Table
3**

Percentage of assessed eighth-grade public school students, average scale scores, and percentage at or above achievement levels in NAEP writing, by English language learners (ELL) status, assessment year, and jurisdiction: 2007

ELL status, year, and jurisdiction		Percentage of students	Average scale score	Below Basic	At or above Basic	At or above Proficient	At Advanced
ELL							
2007	Nation (public)	6*	120	42	58	5	#
	New Jersey	2	‡	‡	‡	‡	‡
Not ELL							
2007	Nation (public)	94*	156*	11*	89*	32*	2*
	New Jersey	98	176	5	95	57	7

Rounds to zero.

‡ Reporting standards not met.

* Value is significantly different from the value for the same group in New Jersey.

NOTE: The NAEP grade 8 writing scale ranges from 0 to 300. Achievement levels correspond to the following points on the NAEP writing scale: below *Basic*, 113 or lower; *Basic*, 114–172; *Proficient*, 173–223; and *Advanced*, 224 and above. All differences were tested for statistical significance at the .05 level using unrounded numbers. Detail may not sum to totals because of rounding. Performance comparisons may be affected by differences in exclusion rates for English language learners in the NAEP samples and by differences in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.

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**Table
4**

Eighth-grade public school students with disabilities and/or English language learners identified, excluded, and assessed in NAEP writing, as a percentage of all students, by jurisdiction: 2007

State/jurisdiction	Identified	Excluded	Assessed	Assessed without accommodations	Assessed with accommodations
Nation (public)	18	3	15	6	9
Alabama	14	2	12	8	3
Arizona	19	3	16	10	6
Arkansas	16	2	14	4	10
California	27	2	25	20	5
Colorado	15	3	12	4	8
Connecticut	14	2	13	3	9
Delaware	16	5	11	3	8
Florida	19	3	17	2	15
Georgia	13	2	11	3	8
Hawaii	19	1	18	8	11
Idaho	14	2	12	6	6
Illinois	17	3	14	3	11
Indiana	16	3	13	3	10
Iowa	16	2	15	3	12
Kansas	17	4	13	4	9
Kentucky	15	6	9	2	6
Louisiana	14	2	12	1	10
Maine	20	4	16	4	12
Massachusetts	22	6	16	3	13
Michigan	16	4	12	3	9
Minnesota	17	2	15	6	9
Mississippi	10	2	9	1	7
Missouri	15	2	12	3	9
Montana	16	2	14	4	10
Nevada	21	3	18	11	7
New Hampshire	20	3	17	5	12
New Jersey	18	3	15	2	13
New Mexico	27	5	23	13	9
New York	19	3	17	1	16
North Carolina	18	2	16	3	13
North Dakota	16	5	10	3	7
Ohio	15	4	11	2	9
Oklahoma	19	4	15	6	9
Pennsylvania	18	3	15	4	11
Rhode Island	21	3	19	5	13
South Carolina	15	3	12	5	8
Tennessee	13	3	10	5	5
Texas	18	7	12	8	4
Utah	19	3	16	9	7
Vermont	22	4	18	5	13
Virginia	18	6	12	4	8
Washington	16	4	12	5	7
West Virginia	16	1	15	5	9
Wisconsin	18	4	14	3	11
Wyoming	16	3	13	5	8
Other jurisdictions					
DoDEA ¹	11	2	9	3	6

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Writing Assessment.