

**Baseline TAH 4th-5th Grade (N=18) NAEP Teacher Content Assessment  
Summary of Results – December 16, 2008**

Eighteen fourth and fifth grade school teachers participating in the Oakland Unified School District’s Teaching American History (TAH) project successfully completed the baseline administration of the NAEP Teacher Content Assessment. Project staff created the assessment from a bank of 358 U.S. history/social science questions made available online from the National Assessment for Educational Progress (NAEP). The assessment was administered by an evaluator from the Center for Evaluation and Research (CER) at Mills College on November 6, 2008. Teachers were given as much time as needed to complete the assessment, which were then taken to CER for scoring.

The scoring system was developed by CER and implemented by a member of the CER evaluation team. The 20-question assessment included 10 multiple-choice and 10 short answer questions with a total value of 40 points. The assessment was developed to address one of two TAH GPRA (Government Performance and Results Act) Performance Measures. GPRA Performance Measure 1.1 focuses on student academic achievement while GPRA Performance Measure 1.2 hopes to demonstrate “an increased understanding of American history through the use of nationally validated tests of American history that can be directly linked to their participation in the Teaching American History program.”

Eighteen fourth and fifth grade teachers completed the baseline administration of the NAEP Teacher Content Assessment. The results are summarized in Table 1 below:

**Table 1: Baseline Grade 4-5 NAEP Results by Mean, Median, Minimum and Maximum Score N=18**

	Sum of MC Questions (10 points possible)	Sum of Short Answer Questions (30 points possible)	Total Score (40 points possible)	Total Percent Correct
Mean	8.3	25.8	34.1	85.3
Median	9	27.5	36	90
Minimum	4	18	22	55
Maximum	10	30	40	100

Table 1 shows that the average score on the assessment was 34.1 out of 40 points and the median score was 36 points. The lowest score recorded was 22 points while the highest score was 40 points (100%). The total scores from all 18 teachers are presented in Table 2.

**Table 2: Baseline Grade 4-5 NAEP Results by Total Score (40 points possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22	1	5.6	5.6	5.6
24	1	5.6	5.6	11.1
27	1	5.6	5.6	16.7
30	1	5.6	5.6	22.2
31	1	5.6	5.6	27.8
33	1	5.6	5.6	33.3
35	1	5.6	5.6	38.9
36	4	22.2	22.2	61.1
37	1	5.6	5.6	66.7
38	4	22.2	22.2	88.9
39	1	5.6	5.6	94.4
40	1	5.6	5.6	100.0
Total	18	100.0	100.0	

The NAEP assessment consisted of 10 multiple-choice questions that were valued at one point each. Teachers averaged 8.3 of 10 correct (83%) while the median score was 9 correct. The multiple-choice scores from all the teachers are presented in Table 3 below:

**Table 3: Baseline Grade 4-5 Results Showing Amount of Multiple-Choice Questions Correct (10 Points Possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	1	5.6	5.6	5.6
5	1	5.6	5.6	11.1
7	2	11.1	11.1	22.2
8	4	22.2	22.2	44.4
9	5	27.8	27.8	72.2
10	5	27.8	27.8	100.0
Total	18	100.0	100.0	

Five teachers got all 10 of the multiple-choice questions correct. The low score was 4 of 10 (40%). Of the 10 multiple choice questions, only one question was answered correctly by all 18 teachers. There were six questions that were answered correctly by more than 80% of the teachers. Those questions are presented in Table 4:

**Table 4: One-Point Multiple-Choice Questions that were Answered Correctly by more than 80% of Teachers N=18**

One-point Multiple-Choice Question	1 = Correct	0 = Incorrect
1. Question 4: Reason why Sinaguan Indians build their homes in cliffs	100.0%	0.0%
2. Question 10: First U.S. Census	94.4%	5.6%
3. Question 2: Powerful social class in Spain's American colonies	88.9%	11.1%
4 (tie). Question 1: Indian homes	83.3%	16.7%
4 (tie). Question 6: Hamilton on the Articles of the Confederation	83.3%	16.7%
4 (tie). Question 9: Why indentured servants were different	83.3%	16.7%

Four of the multiple-choice questions were answered correctly by less than 80% of the teachers. Question 5, which asked respondents to identify the purpose of British colonial mercantilism, garnered the most incorrect responses with seven. The four questions that received the most incorrect responses are presented in Table 5:

**Table 5: One-Point Multiple-Choice Questions that were Answered Correctly by less than 80% of Teachers N=18**

One-point Multiple-Choice Question	1 = Correct	0 = Incorrect
1. Question 5: Mercantilism described	61.1%	39.9%
2. Question 8: Give reason for shift from indentured servants to slaves	66.7%	33.3%
3 (tie). Question 3: Activities of Sinaguan people living in cliff house	77.8%	22.2%
3 (tie). Question 7: Consequence of Seven Years' War	77.8%	22.2%

The NAEP assessment contained 10 short answer questions that were valued at three points each for a total of 30 points. The project used a three-point scoring guide that was based on NAEP guidelines to score the short answer questions. The scoring guide used four rating levels that ranged from 0 (lowest) to 3 (highest): The rating levels enabled respondents to earn partial credit for incomplete or partially correct scores. The

rating levels included: 0) Incomplete, missing, or wrong; 1) Only partially correct, complete and substantial; 2) Mostly correct and complete; and 3) Complete, accurate and substantial. Table 6 displays the scores from all 18 teachers for the 10 short answer questions.

**Table 6: Baseline Grade 4-5 Results Showing Point Totals for Short Response Questions (30 Points Possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18	1	5.6	5.6	5.6
19	1	5.6	5.6	11.1
20	1	5.6	5.6	16.7
22	2	11.1	11.1	27.8
23	1	5.6	5.6	33.3
26	1	5.6	5.6	38.9
27	2	11.1	11.1	50.0
28	3	16.7	16.7	66.7
29	4	22.2	22.2	88.9
30	2	11.1	11.1	100.0
Total	18	100.0	100.0	

Two teachers (one fourth grade and one fifth grade) scored 30 of 30 possible points (100%) for the highest scores, while the lowest score was 18 of 30 (60%). Teachers averaged 25.8 points out of 30 and the median score was 27.5 points. Of the ten short answer questions, three were answered correctly by at least 80% of the teachers. All ten short answer questions are presented from easiest to hardest in Table 7 below:

**Table 7: Three-Point Questions Listed in Order from Easiest to Hardest N=18**

Three-point Short Answer Question	3 = Complete, accurate & substantial	2 = Mostly correct & complete	1 = Only partially correct, complete & substantial	0 = Incomplete, missing or wrong
1. Question 17 : Sources for American Revolution report	88.9%	11.1%	0.0%	0.0%
2. Question 8: Cemetery – What learned from it?	83.3%	16.7%	0.0%	0.0%
3. Question 15: Source of information 100 years ago	83.3%	5.6%	11.1%	0.0%
4. Question 20: Diary of Elizabeth Fuller	77.8%	22.2%	0.0%	0.0%
5. Question 11: North/South products	72.2%	11.1%	11.1%	5.6%
6. Question 14: Indians vs. White Americans views on land ownership	66.7%	22.2%	11.1%	0.0%
7. Question 12: Demographics within the 13 British colonies	61.1%	33.3%	5.6%	0.0%
8. Question 13: Pioneers moved West	61.1%	27.8%	11.1%	0.0%
9. Question 18: Importance of Boston Tea Party	56.6%	44.4%	0.0%	0.0%
0. Question 16: 3/5 Compromise	50.0%	16.7%	5.6%	27.8%

Sixteen of 18 (88.9%) teachers received three points for correctly answering Question 17. Question 17 asked respondents to give three sources, not including social studies books, for a written report about the kinds of work that people did during the

American Revolution. To receive three points, the respondent correctly identified three appropriate sources of information. Appropriate sources included library books, the Internet, encyclopedias, diaries, local newspapers from that time, an almanac, biographies, historical journals, Google, Cobblestone magazine, letters from that time, and online museums. Partial credit was given when the respondent correctly identified one or two sources or when other sources were incorrect or absent. Examples of \*incorrect sources included film or videos from the time, interviews with people alive at that time, and social studies books (\*incorrect sources are from NAEP guidelines).

Respondents received the lowest scores on Question 16, on the 3/5 Compromise, when only 8 of 16 respondents (50%) received the entire three points. To receive three points on Question 16, respondents needed to accurately identify and explain the debate between the North and the South over the counting of slaves for purposes of representation. The respondent understood that southern states wanted slaves counted (since this increased the number of votes they received in the House of Representatives) while northern states did not want slaves counted. Respondents were required to make the connection to representation/political power clear.

One respondent earned a three by writing: "The Northern position was not to count the slave population because it would give the Southern states a population advantage and therefore more representation in Congress. If slaves couldn't vote, the Northerners argued, they shouldn't count in a population count. The Southern states supported it because it gave the South more representation in Congress and they didn't have to give slaves the right to vote." A two point answer accurately identified the debate, and the arguments made by northern and southern states over how to count slaves for the purposes of representation, without mentioning the desire of the southern states to increase their voting power in the House. One respondent received a two by answering, "If a black person was counted as one entire person, their [North] population advantage would be largely eliminated. If a black person counted as an entire person [South] it could be inferred they were equal." To receive one point, respondents identified the position of either the North or South but not both, or one is wrong, or the response is confused, or fails to state the northern and southern positions on this issue, but does correctly identify the issue. One respondent who received a one wrote: "Northerners were opposed arguably for economic reasons. Southerners wanted to maintain their control over slaves so as not to jeopardize the plantations." In addition, 27.8% of teachers left Question 16 blank and received a 0 score.

## TAH Group Results

Overall, 43 teachers completed the baseline NAEP Teacher Content Assessment in the fall of 2008. Of the 43, 18 were in the fourth/fifth grade group, 12 were in the eighth grade group, and 13 were in the 11th grade group. Each group was administered a NAEP assessment that was made especially for that grade level (the assessment for grades 4 and 5 was combined). An overview of the group results are presented in Table 8 below.

**Table 8: Baseline NAEP Assessment (All Grades) Results by Mean, Median, Minimum and Maximum Score N=43**

	Sum of MC Questions (10 points possible)	Sum of Short Answer Questions (30 points possible)	Total Score (40 points possible)	Total Percent Correct
Mean	9	26.1	35.1	87.8
Median	10	27.0	36.0	90.0
Minimum	4	18	22	55.0
Maximum	10	30	40	100.0

Table 8 shows that the average score on the assessment was 35.1 out of 40 points and the median score was 36 points. The lowest score recorded was 22 points while the highest score was 40 points (100%).

The project plans to administer a follow-up assessment to all three groups of participants in the spring of 2009. The results will address GPRA Performance Measure 1.2 and will be included in the Annual Performance Report required by the United States Department of Education.