

## Baseline TAH 8th Grade (N=12) NAEP Teacher Content Assessment Summary of Results – December 16, 2008

Twelve middle school teachers participating in the Oakland Unified School District's Teaching American History (TAH) project successfully completed a 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 October 28, 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." Results from the baseline administration of the NAEP Teacher Content Assessment are presented in the following tables:

**Table 1: Baseline Grade 8 NAEP Results by Mean, Median, Minimum and Maximum Score N=12**

	Sum of MC Questions (10 points possible)	Sum of Short Answer Questions (30 points possible)	Total Score (40 points possible)	Total Percent Correct
Mean	9.4	27.4	36.8	92.1
Median	10	28	37.5	93.8
Minimum	6	24	32	80.0
Maximum	10	30	39	97.5

Table 1 shows that the average score on the assessment was 36.8 out of 40 points and the median score was 37.5 points for the 8th grade group. The lowest score recorded was 32 points while the highest score was 39 points (97.5%). The total scores from all 12 teachers are presented in Table 2.

**Table 2: Baseline Grade 8 NAEP Results by Total Score (40 points possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	8.3	8.3	8.3
34	1	8.3	8.3	16.7
35	1	8.3	8.3	25.0
36	2	16.7	16.7	41.7
37	1	8.3	8.3	50.0
38	2	16.7	16.7	66.7
39	4	33.3	33.3	100.0
Total	12	100.0	100.0	

The NAEP assessment consisted of 10 multiple-choice questions that were valued at one point each. Teachers averaged 9.4 of 10 correct (94%) while the median score was 10 correct. The multiple-choice scores from all the teachers are presented in Table 3 below:

**Table 3: Baseline Grade 8 Results Showing Amount of Multiple-Choice Questions Correct (10 Points Possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6	1	8.3	8.3	8.3
9	3	25.0	25.0	33.3
10	8	66.7	66.7	100.0
Total	12	100.0	100.0	

Eight teachers got all 10 of the multiple-choice questions correct. The low score was 6 of 10 (60%). Of the 10 multiple choice questions, 6 questions were answered correctly by all 12 teachers. Those questions are presented in Table 4:

**Table 4: One-Point Multiple-Choice Questions that were Answered Correctly by All Teachers N=12**

One-point Multiple-Choice Question	1 = Correct	0 = Incorrect
1. Question 4: U.S. foreign policy toward which area	100.0%	0.0%
2. Question 5: Hamilton on the Articles of the Confederation	100.0%	0.0%
3. Question 6: Main reason Great Britain supported the confederacy during the Civil War	100.0%	0.0%
4. Question 10: Primary Lowell factory system workers	100.0%	0.0%
5. Question 16: Consequence of Boston Tea Party	100.0%	0.0%
6. Question 19: Consequence of the Seven Years' War	100.0%	0.0%

Four of the multiple-choice questions received incorrect responses. Question 7, seeking to identify the main issue of the Lincoln-Douglas debates, garnered the most incorrect responses with three. The four questions that garnered incorrect responses are presented in Table 5:

**Table 5: One-Point Multiple-Choice Questions that were Answered Incorrectly by One or More Teachers N=12**

One-point Multiple-Choice Question	1 = Correct	0 = Incorrect
1. Question 7: Lincoln-Douglas debates	75.0%	25.0%
2. Question 17: Cause of Boston Tea Party	83.3%	16.7%
3. Question 13: Mercantilism described	91.7%	8.3%
4. Question 14: Main effect of Eli Whitney's cotton gin	91.7%	8.3%

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 on the following page displays the scores from all 12 teachers for the 10 short answer questions.

**Table 6: Baseline Grade 8 Results Showing Point Totals for Short Response Questions (30 Points Possible)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24	1	8.3	8.3	8.3
25	1	8.3	8.3	16.7
26	3	25.0	25.0	41.7
28	2	16.7	16.7	58.3
29	4	33.3	33.3	91.7
30	1	8.3	8.3	100.0
Total	12	100.0	100.0	

One 8th grade teacher scored 30 of 30 possible points (100%) for the highest score, while the lowest score was 24 of 30 (80%). Teachers averaged 27.4 points out of 30 and the median score was 28 points. Of the ten short answer questions, six were answered correctly by at least 75% 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=12**

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 12 : Two reasons people immigrate to U.S.	100.0%	0.0%	0.0%	0.0%
2. Question 8: North/South products	91.7%	8.3%	0.0%	0.0%
3. Question 15: How railroads encouraged westward expansion	91.7%	8.3%	0.0%	0.0%
4. Question 3: Indians vs. White Americans views on land ownership	83.3%	16.7%	0.0%	0.0%
5. Question 11 : Importance of the invention of the steel plow in U.S.	83.3%	16.7%	0.0%	0.0%
6. Question 18: Western U.S. change due to rail roads	83.3%	16.7%	0.0%	0.0%
7. Question 1: North/South causes of civil war	75.0%	25.0%	0.0%	0.0%
8. Question 9: Painting of life on the Western frontier	66.7%	25.0%	8.3%	0.0%
9. Question 20: Identify reasons for South's loss	66.7%	25.0%	0.0%	8.3%
0. Question 2: Slaves and sharecropping	41.7%	41.7%	16.7%	0.0%

All teachers received three points for correctly answering Question 12. Respondents received three points from Question 12 for stating two reasons why people had immigrated to the United States over the years, and for identifying a group of immigrants that corresponded with the two reasons. One respondent wrote: "The Irish came in the 19th Century because of the famine in Ireland. The Chinese came in the 18th Century as part of a much larger Chinese diaspora triggered by overpopulation and economic downturns. Both migrations had a strong push factor." Another teacher received three points for writing, "The Irish came because of the potato famine. Immigrants from Peru, Chile, and Mexico came to California in 1848 for the Gold Rush."

Respondents received the lowest scores on Question 2, when only 5 of 12 respondents (41.7%) received the entire three points. To receive three points on Question 2, respondents needed to accurately define sharecropping and explain the link

between the rise of sharecropping and specific Reconstruction policies or explain specific ways in which the failure to give ex-slaves land led them to accept sharecropping. One respondent earned a three by writing: "Sharecropping is, I think, a system in which tenant farmers are given a percentage of a crop that they cultivate. The rest goes to the owner of the land. Douglass explains that because ex-slaves did not have the means to own land, nor were they given any, they were forced into sharecropping." A two point answer accurately defined sharecropping and the response linked the use of sharecropping to general economic conditions faced by ex-slaves but did not link the use of sharecropping to the failure of Reconstruction policy or to the failure of Reconstruction to bring about land reform. One respondent received a two by answering, "Sharecropping is when a person or family rents land from a landowner. The renter pays the landowner a large portion of what is grown on the land. This concept was created after emancipation because many ex-slaves only knew how to farm, were unable to buy land thus stayed on the farms that had been slave plantations." The two-point answer was correct but did not mention the failure of Reconstruction and its policies. Respondents who received one point were able to define sharecropping or showed an understanding of sharecropping, but did not explain its rise or link it to economic conditions. One respondent who received a "1" wrote: "Sharecropping was a dominant economic system in the South post-Reconstruction. Former slaves worked land as tenants, and then had to give part of their crop to the landowner. Many sharecroppers were in permanent debt to the landowner."

### 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.