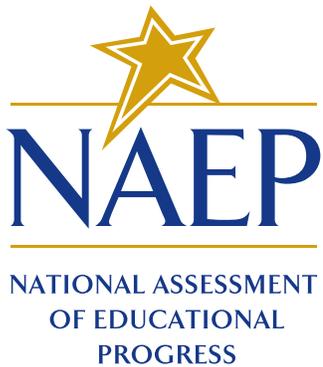




Paper & Pencil
Assessment



Best Practices

Guide for Supporting
Twelfth-Grade NAEP Participation

2015

“

The NAEP *Best Practices Guide* provided high-quality, user-friendly information. The guide is intuitively assembled, informative, and most helpful. Thanks to the *Best Practices Guide*, Oakwood High School's NAEP testing process went very smoothly.

— Joseph R. Boyle, Jr., Principal, Oakland High School, Dayton OH

”

NAEP 2015 Best Practices Guide

Introduction



Since 2006, the *Best Practices Guide for Supporting Twelfth-Grade NAEP Participation* has been shared with educators across the country. The guide is updated each year to reflect lessons learned to promote the importance of NAEP with teachers, students, and parents and increase student participation. Principals and teachers have found these strategies to be effective tools for encouraging student motivation and participation.

The *Best Practices Guide* provides resources and strategies to increase twelfth-grade student motivation and participation. There are icons throughout the guide to represent the type of document or media that are available. The following is a list of icons you'll see:



Microsoft Word



PDF



Video



Microsoft PowerPoint

This guide includes sections on the *Twelfth-Grade Challenge* and details on how to *Effectively Prepare and Schedule for NAEP*, *Encourage Teachers to Support NAEP*, and *Motivate Students to Participate and Do Their Best on NAEP*. Additionally, this guide contains information on NAEP in your state and how to inform parents.

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Your School Is Very Important

to The Nation's Report Card!



The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative measure of student achievement.

NAEP 2015 will be administered to a nationally representative sample of twelfth-graders. These students will participate in a national mathematics, reading, or science assessment, the results of which will be reported in The Nation's Report Card.

NAEP results provide valuable feedback to educators, elected officials, and policymakers who work to maintain and improve the quality of our educational system. Since NAEP is designed to assess a representative sample of our nation's students, the accuracy of NAEP relies on the full participation of you, your students, and teachers.

Over the past several years, as principals across the country have implemented these and other strategies, the high school student participation rate on NAEP has increased dramatically.

“

The *Best Practices Guide* was very useful for getting our school's students prepared to take NAEP. It contained all the information that I needed to know so that I could disseminate it to students and staff. The videos and PowerPoints were...well produced, and they made my presentation to the students easy to do, saving me valuable time and energy.

— Donald A. Sylvan, President, Jewish Education Service of North America

”

The Twelfth-Grade Challenge

History of Grade 12 Participation

Historically, twelfth-grade student participation in NAEP has been a challenge. However, twelfth-grade participation in NAEP has increased dramatically in recent years due to schools implementing proven strategies to support student participation and engagement. These strategies are described in the *Best Practices Guide*, provided to high schools participating in NAEP each year. Student participation increased 18 percentage points from a low of 66 percent in 2005 to 84 percent in 2013. The graph below shows the NAEP twelfth-grade school and student participation rates from 2000 to 2013.

When NAEP results are released, there is considerable discussion about the results in the media and among policymakers. Both low participation and low motivation can undermine the validity and credibility of NAEP results for high school students. The National Center for Education Statistics (NCES), which administers NAEP, and the National Assessment Governing Board, which sets policy for NAEP, have been concerned about participation and motivation of high school seniors to do their best on NAEP.

To address participation rates, NCES convened a Secondary School Principals Working Group in 2005. After discussing participation rates, student motivation, and high school student results, the Principals Working Group concluded that the results did not reflect the true level of achievement of their students. The Principals Working Group also concluded that high school principals and other school leaders could help improve participation rates by obtaining teacher buy-in and motivating students to show up and do their best, and that best practices for achieving high participation should be shared with principals. Their recommendations set the stage for the initial *Best Practices Guide* prepared for the 2007 assessment.

In this section you will find information about the strategies that work to increase student participation rates. Additional information, including NAEP in the news, highlighting the importance of NAEP, and recommendations from the Principals Working Group, is in the section “More on the Twelfth-Grade Challenge.”

NAEP School and Student Participation Rates for Public Schools: Grade 12



The Twelfth-Grade Challenge

Strategies That Work

Even though student participation has increased greatly in recent years, efforts to support student participation and engagement need to be renewed each year. Based on recommendations from the Secondary School Principals Working Group, NCES implemented a broad set of strategies aimed at increasing student participation and engagement for the NAEP assessments.

Strategy highlights

Notify schools early that they have been selected to participate in NAEP to allow administrators to include the assessment on school calendars for the following year.

Provide flexible scheduling on assessment day to ensure that seniors are in school and available at the time of the assessment. This includes conducting multiple assessment sessions throughout the day.

Develop a *Best Practices Guide* with tips for administrators and teachers to improve student participation.

Implement communication and outreach efforts by NAEP State Coordinators and NAEP representatives to share best practices ideas and tools and to discuss and confirm strategies that the school selected to use.

How did these strategies support grade 12 public school student participation rates in recent years?



The results indicate a broad improvement in student participation.



The overall student participation rate improved to 84 percent in 2013, an increase of 18 percentage points from the low of 66 percent in 2005.



Participation rates improved in all geographic regions.



Improvements were seen across all racial/ethnic groups, for both genders, and among students eligible for free/reduced-price lunch as well as students who were not eligible for free/reduced-price lunch.



Increases in student participation were observed in small, medium, and large schools¹ and in schools located in rural, suburban, and urban locations.²

¹Small schools have fewer than 300 seniors. Medium schools have between 300 and 600 seniors. Large schools have more than 600 seniors.

²Location codes were developed to describe a school's location ranging from large city to rural. The codes are based on a geographic database maintained by the U.S. Census Bureau.

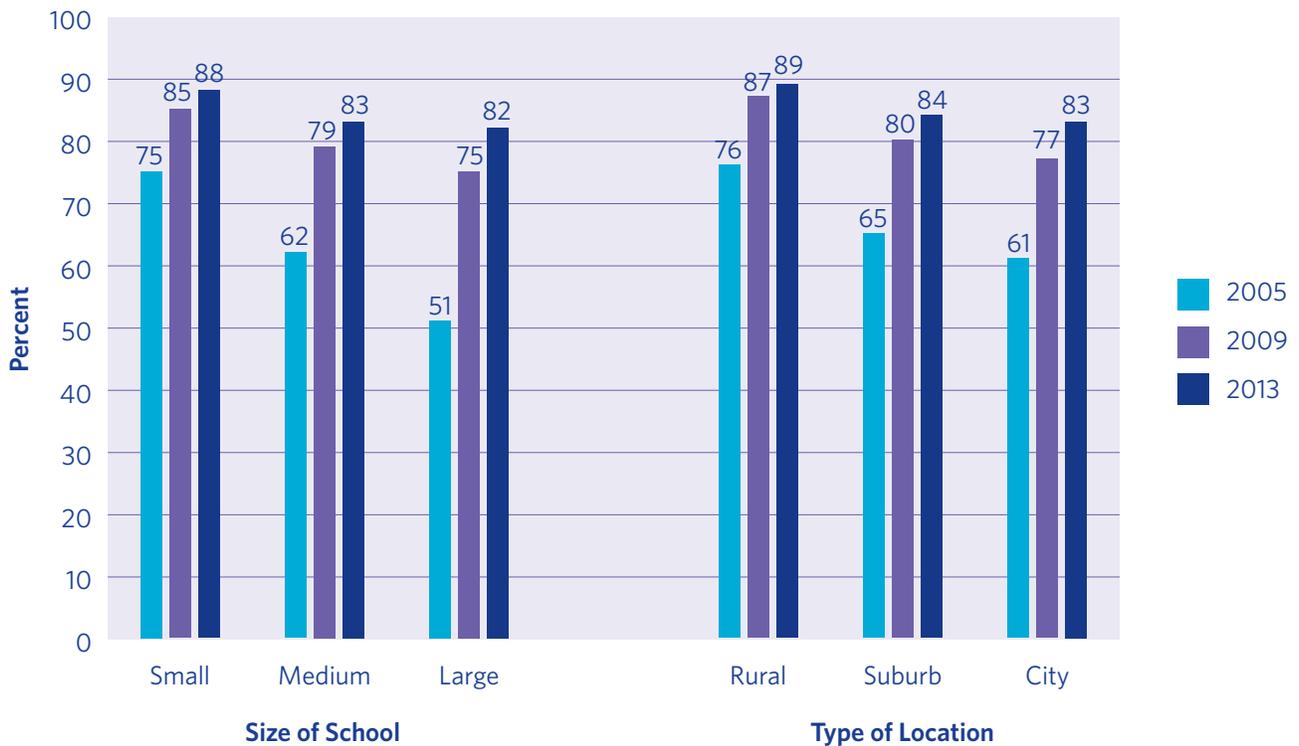
What is the impact of grade 12 strategies on student participation?

The most recent administration of grade 12 mathematics and reading was 2013. Data were collected on which strategies were implemented in each school. While NAEP did not conduct an experiment to investigate causality, a comparison of average student participation rates for schools that used each strategy versus those that did not gives an indication of impact. This section describes strategies schools used based on data from NAEP assessments in 2005, 2009, and 2013. While some strategies were implemented in almost all schools, others were selected by smaller numbers of high school principals and other school leaders.

Six strategies emerged that were associated with a statistically significant difference in average student participation rates between schools that used the strategy and those that did not:

- 1 announce NAEP prior to assessment day to parents, students, and faculty;
- 2 recognize students that participated at a school awards assembly or other announcement;
- 3 hold a meeting with seniors to explain the importance of NAEP using the resources in the *Best Practices Guide*;
- 4 explain the importance of NAEP to teachers using the PowerPoint presentation and video in the *Best Practices Guide*;
- 5 invite teachers to attend assessment sessions; and
- 6 give students an item, such as tickets to a school event, yearbook, etc., for participating in NAEP.

Grade 12 Student Participation Rates for Public Schools by Size of School and Type of Location



Number of Strategies Used by Schools and Their Student Participation Rates

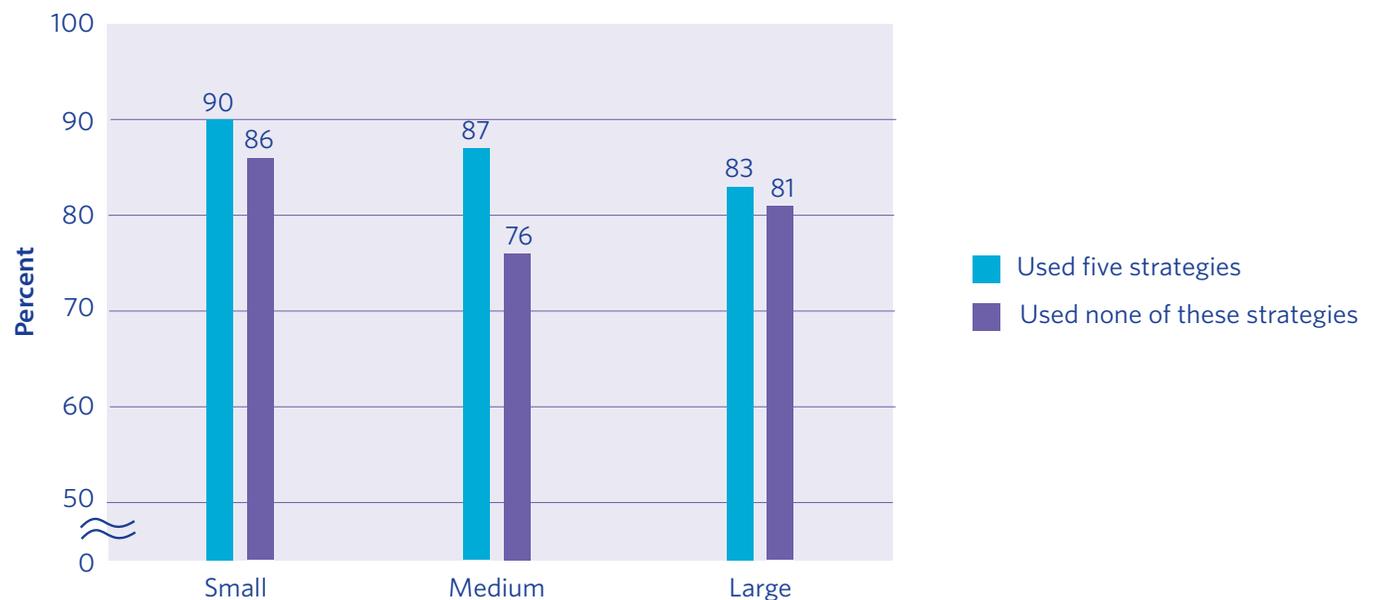
Number of Strategies	Student Participation Rate
None of these strategies	82%
One strategy	85%
Two strategies	85%
Three strategies	87%
Four strategies	89%
Five strategies	90%
Six strategies	94%

Average student participation rates tended to increase with the number of strategies used, especially among medium-sized schools.

In general, the relationship between use of these strategies and average student participation rates held for small, medium, and large schools.

The majority of schools used more than one strategy, and average participation rates tended to increase with the number of strategies that were used, especially among medium schools. For example, the student participation rate for medium schools was 87 percent when those schools implemented five of the six strategies. This is 11 percentage points higher than the rate for medium schools that used none of these six strategies.

NAEP 2013 Student Participation Rates: Five Strategies vs. None, by Size of School



What did we learn?

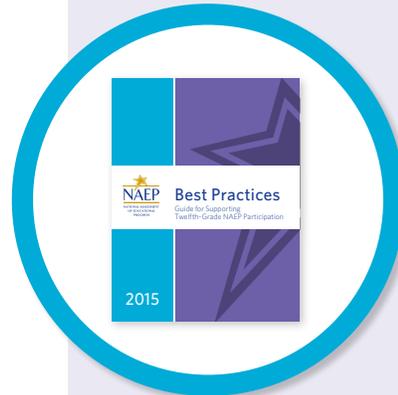
Students take their cues from YOU.

School leadership has the most influence on students and their participation, and perhaps even their motivation to try their best. In schools where leadership implemented strategies that demonstrated their commitment to NAEP, student participation was higher.

NAEP State Coordinators reported that schools recognized that NCES was serious about the problem of student participation and that they put extraordinary effort into improving the situation, including early sample notifications, a professional *Best Practices Guide*, customized materials for schools, and personal communications with schools. It appears that leadership at all levels had an impact on participation, from NAEP to states, states to districts and schools, and school leadership to teachers and students.

In summary

- **Use of universal strategies** that are provided to all schools, such as early sample notification and the *Best Practices Guide*, are important to increasing buy-in.
- **Increase communications with faculty and students** about the importance of NAEP.
- **Combine multiple strategies** for an approach that works best.



High School Senior Motivation Focus Group

Research Summary

Background

During February and March 2008, focus groups were held around the country with high school seniors to explore what motivates and influences them, especially as it relates to participation and engagement in NAEP.

Respondents were recruited to ensure a mix of various criteria, including gender, ethnicity, plans after high school, and academic ranking. Students were recruited from schools in urban, suburban, and rural areas.

Findings

- Students generally responded positively to the idea of NAEP and understood the need for strong participation and engagement.
- Students are aware that states are compared to each other and that the United States is compared to other countries on educational progress.
- Students thought that a better understanding of the test and knowledge about it before assessment day would improve participation and engagement. This information should include the subject areas to be assessed and the types of questions to be asked.
- Most students indicated that if they chose to participate, they would do their best.
- Students indicated that flexibility in scheduling the time of the assessment would be beneficial. Many students were concerned about making up missed work from classes.
- Recognition of students who participated is a motivator for some students. Examples include a statement at graduation, a certificate, or community service hours.
- Students in all groups indicated that providing food at the test site would encourage them to show up.
- Students indicated that their motivation, in general, comes from within. Teachers and parents can provide positive feedback and recognition of a job well done.

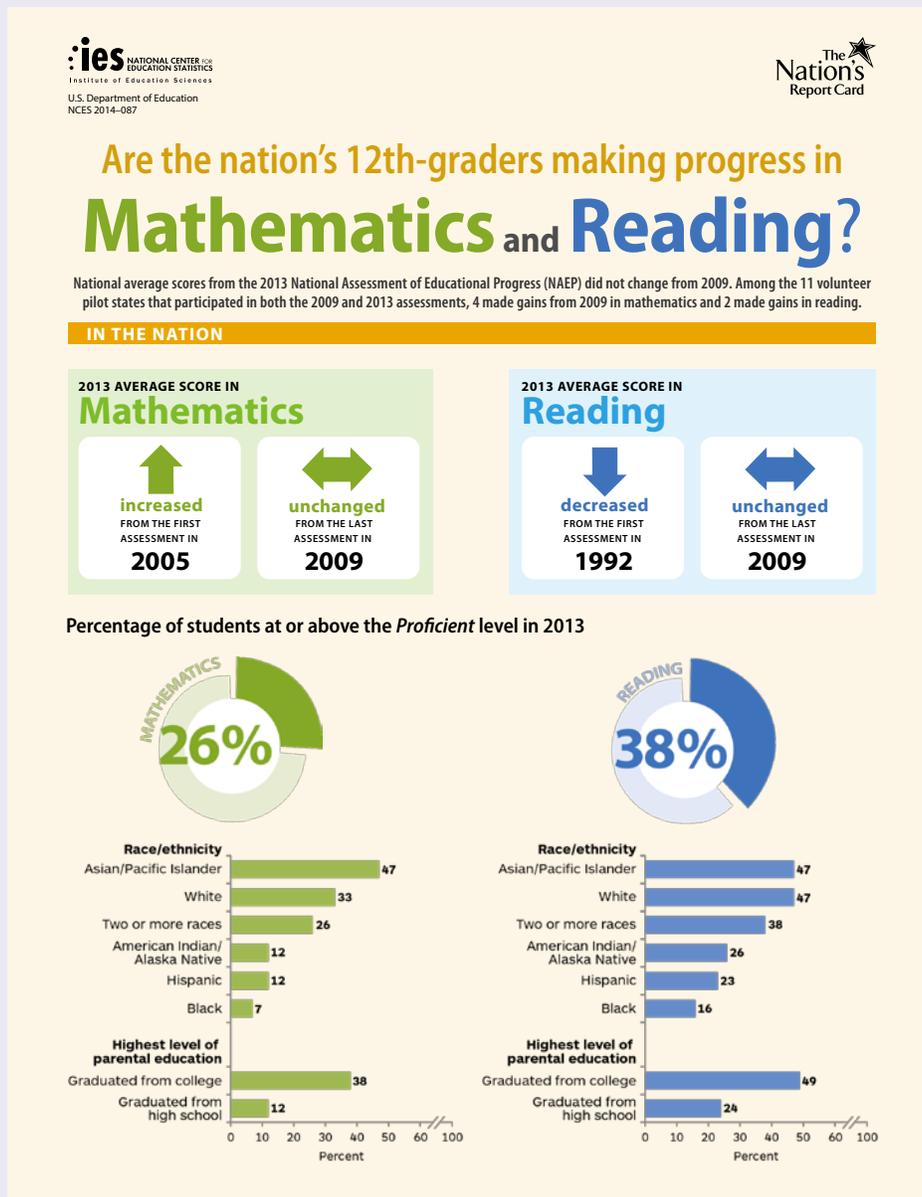
Source: National Assessment of Educational Progress High School Senior Motivation Focus Group Research. Topline Report. Maria Ivancin, lead researcher.

NAEP 2013 Grade 12

Mathematics and Reading Results



The National Assessment of Educational Progress results are released as the Nation's Report Card. The NAEP 2013 Grade 12 Mathematics and Reading Results were released last spring. Find out if the nation's 12th-graders are making progress in mathematics and reading. To dig deeper into the results visit www.nationsreportcard.gov.



Effectively Prepare for and Schedule NAEP

Planning for NAEP activities in advance can help ensure a successful administration. The actual day of the assessment runs most smoothly when your school staff is prepared to accommodate the assessment. Your NAEP State Coordinator is available to answer any questions you have as you prepare for and schedule the assessment.

The following suggestions are small but helpful steps you can take to best prepare for the administration of NAEP in your school.

Include NAEP on the annual school calendar. This allows for

- NAEP to be recognized as a part of your school's schedule of activities; and
- teachers to save the date to avoid scheduling conflicts.

Empower your NAEP school coordinator to effectively prepare for the assessment by

- giving the school coordinator authority to work with school staff;
- notifying school staff of the school coordinator's roles and responsibilities; and
- providing the school coordinator with adequate time to complete NAEP activities.

By empowering your NAEP school coordinator to plan for the assessment, you will help ensure a smooth administration.

Encourage your NAEP school coordinator to

- work with NAEP staff to provide a flexible schedule of sessions so as many students as possible can be assessed;
- provide and share a plan with sampled students and their teachers so students know in advance what to do and where to go;
- use the MyNAEP website at www.mynaep.com to track assessment activities, prepare for the assessment, and communicate with your NAEP State Coordinator and NAEP representative; and
- access the electronic resources in the *Best Practices Guide* from the flash drive or the MyNAEP website to download and customize.

Announce NAEP prior to the assessment day to parents, students, and faculty. Use the sample social media posts to announce that NAEP is coming to your school in 2015. Also post a message on your school's website about NAEP.

Notify students of their selection to participate in the assessment using the sample student notification letter.

Make an announcement on the day of the assessment using the sample announcement.

- Remind teachers and students of the assessment in the morning announcement.
- Remind teachers to release sampled students prior to the assessment.

Social Media

Sample Announcements



If your school uses Twitter and/or Facebook to communicate with parents, students, and teachers, you can use this useful channel to communicate the importance of the assessment to teachers and to encourage student participation. The following tweets and Facebook posts are available for you to customize before posting to your school's social media channels. When customizing, Facebook posts containing 200 characters of text or less and tweets containing less than 110 characters of text work best.



FACEBOOK



TWITTER

Schedule Information

<p>Our school will have the chance to make a difference in education on [DATE]! Learn why our participation in NAEP is important at http://1.usa.gov/1kVxTKI.</p>	<p>We're excited to announce our school will participate in #NAEP on [DATE]! Learn about this national assessment at http://1.usa.gov/1kVxTKI.</p>
<p>A group of our twelfth-graders will represent thousands of others across the country on [DATE]! Known as The Nation's Report Card, NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do. Learn more at http://1.usa.gov/1jVs1Wt.</p>	<p>#NAEP will be administered to select seniors at our school on [DATE]. To learn more about the program, visit http://1.usa.gov/Ugb2Ct.</p> <p>Something big is happening on [DATE]. A group of our seniors will participate in #NAEP that day! Learn more at http://1.usa.gov/1jFG4zn.</p>

Information for Teachers

<p>Teachers, how much do you know about NAEP? What does NAEP mean for you and your students? Hear what other teachers are saying at http://youtu.be/zR1_pUdSIFg.</p>	<p>#Teachers, do you know why our #student participation in #NAEP is important? Find out: http://1.usa.gov/WiTIxT.</p>
<p>NAEP results help us better understand how our students are performing academically across the United States. Learn more about why participation is important at http://1.usa.gov/WiTIxT.</p>	<p>Some of our seniors have been selected to participate in #NAEP! Discover what other #teachers are saying at http://youtu.be/zR1_pUdSIFg.</p> <p>#Teachers, find out the types of questions your #students will see on #NAEP with the NAEP Questions Tool: http://1.usa.gov/1rx7VSt.</p>



FACEBOOK



TWITTER

Information for Students

<p>Seniors, don't forget! If you have been selected to take NAEP, your participation is essential for understanding what students across the country have learned in school. Warm up your mental gears by checking out the NAEP Test Yourself tool at http://1.usa.gov/1mXg5mT.</p>	<p>The "AEP" in #NAEP does not stand for "Atomic Endangered Penguins!" Hear what other students have to say at http://youtu.be/8drjkhe0iQU.</p>
<p>What is NAEP? Learn the answer to this question and more at http://youtu.be/8drjkhe0iQU.</p>	<p>You don't have to study for #NAEP, but your participation is still important. Find out why: http://1.usa.gov/1z36Ncl.</p>
	<p>Curious about the types of questions you can expect to see on #NAEP? Check out the NAEP Test Yourself tool at http://1.usa.gov/1mXg5mT.</p>

Information for Parents

<p>Parents, if your twelfth-grader has been selected to take NAEP, he or she will represent thousands of other students across the United States. Discover other reasons why participation is so important at http://1.usa.gov/WiTlxT.</p>	<p>Mark your calendars, parents! Our school will participate in #NAEP on [DATE]. Learn more about the assessment at http://1.usa.gov/1zRr5HH.</p>
<p>Do you have any burning questions about NAEP and your child's involvement? The wait is over! Learn the answers to your questions and more by visiting http://1.usa.gov/1rnbygh.</p>	<p>If your child has been selected to participate in #NAEP, find more information about the assessment at http://1.usa.gov/1rnbygh.</p>
	<p>Why is your child's participation in #NAEP important? Find out by visiting http://1.usa.gov/WiTlxT.</p>

Student Notification Letter

Sample



It's important for students to know the importance of NAEP and that they have been selected to represent their peers across the country. Customize and use this student letter to inform students about the NAEP 2015 assessment.

Dear Student:

You have been selected to participate in the 2015 National Assessment of Educational Progress, also known as NAEP. It is the largest continuing and nationally representative assessment of what students across the country know and can do in a variety of subject areas. It is different from our state assessments, the SAT, and ACT because it represents high school students across the country, not just those here in [state] or those who plan to go on to college. The results of NAEP are released as The Nation's Report Card.

Not every student is selected to take it, but you have been chosen to represent thousands of high school students across our nation. Your participation will provide a snapshot of what students across the country have learned in school. This snapshot will help inform major decisions about how to improve the education system in the United States, so it's important that you take part and give your best effort.

You will take NAEP [time, date, location] with other selected students. NAEP takes 90 minutes, and you don't need to study for it. You will take a mathematics, reading, or science assessment. Upon completion of the assessment, you will receive a Certificate of Community Service. Your scores will be anonymous and will not affect your grades or academic record in any way.

If you have any questions or would like to review sample questions, please ask [insert name of school contact person]. He/she will be happy to help. You can also visit <http://nces.ed.gov/nationsreportcard/students> for more information.

We are fortunate that our school has been selected to participate in NAEP. We know that you will do your best and help us accurately represent the achievement of our students.

Sincerely,

(School Principal)

Morning Announcement

Sample



Make sure everyone at your school knows NAEP is important and seniors are participating in the assessment. Use this announcement the morning of the NAEP assessment.

Good morning, students and teachers. I would like to remind everyone that, today, some of our students will be participating in the National Assessment of Educational Progress. Teachers, please be sure to release those students 5 minutes before the assessment is scheduled to begin. For those students who are participating, please report to your designated locations on time. Every student selected to participate plays an important role in measuring what students across the entire country have learned in school. You have a chance to have an impact on future education policy to improve education across the nation. It is important to participate and do your best. Thank you.



Facts for Principals



Learn what NAEP 2015 means for principals by reading Facts for Principals.



2015

Facts for Principals

NAEP is an integral part of education in the United States.

- ▶ Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.
- ▶ NAEP is a congressionally mandated project administered by the National Center for Education Statistics, within the U.S. Department of Education and the Institute of Education Sciences.
- ▶ NAEP serves a different role than state assessments. States have their own unique assessments with different content standards. The same NAEP assessment is administered in every state, providing a common measure of student achievement.
- ▶ Depending on the type of NAEP assessment that is administered, the data can be used to compare and understand the performance of demographic groups within your state, the nation, other states, and districts that participate in the Trial Urban District Assessment (TUDA).
- ▶ Students, teachers, and principals who participate in NAEP are asked to complete contextual questionnaires that provide a better understanding of educational experiences and factors that may be related to students' learning.

“The NAEP representatives do everything they can to ensure the assessment isn’t burdensome to our school, and they provide helpful resources for principals, teachers, and students. By participating, we contribute valuable information about what our country’s students know and can do.”

– Matthew G. Gonzales, Assistant Principal, Smoky Hill High School, Cherry Creek Schools

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what our nation’s students know and can do in subjects such as mathematics, reading, science, and writing. The results of NAEP are released as The Nation’s Report Card.

As principals, you are essential partners in NAEP. You make an important contribution by selecting and empowering a NAEP school coordinator, meeting with teachers and students who will participate in the assessment, and encouraging your students to participate and do their best. When students take part in NAEP and give their best effort, we get the most accurate measure possible of student achievement across the country.

In 2015, NAEP assessments will be administered in mathematics, reading, and science. Each student will take NAEP in one subject only, and NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for the assessment and desks or tables.

The NAEP 2015 Program

- ▶ **Subjects:** mathematics, reading, and science
- ▶ **Grades:** 4, 8, and 12
- ▶ **Results:** national, state, and TUDA results for grades 4 and 8; only national results for grade 12

For more information about NAEP, visit: <http://nces.ed.gov/nationsreportcard>

Find us on:



It's important to know that...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every 2 years and in other subjects in alternating years. Grade 12 students are assessed in a variety of subjects, and results are typically released at the national level. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. In 2015, 21 districts will participate and receive district-level NAEP results in mathematics, reading, and science at grades 4 and 8. NAEP does not report results for individual students, classrooms, or schools.

NAEP is considered the gold standard of assessments because of its high technical quality. From the development of frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation. NAEP is a trusted resource that measures student progress and helps inform policy decisions that improve education in the United States.

NAEP is designed to cause minimal disruption of classroom instruction. It takes approximately 90 to 120 minutes for students to complete NAEP assessment activities, including transition time and directions. They are also asked to complete the student questionnaire, which provides contextual information such as the amount of reading students do and what types of classes they take. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your district's schools by working with the designated coordinator in each school to organize assessment activities.

Special studies are also conducted periodically. In 2015, American Indian and Alaska Native students participating in the NAEP mathematics and reading assessments at grades 4 and 8 will also be included in the National Indian Education Study (NIES). NIES describes the condition of education for American Indian and Alaska Native students in the United States and its connection with native culture.

Students will participate in NIES by completing the NAEP mathematics or reading assessment and a short questionnaire. Teachers and school administrators will also be asked to complete a questionnaire.

A small number of students who take NAEP may also be selected to answer additional contextual questions for other special studies.

NAEP reports on results for different demographic groups rather than for individual students or schools. NAEP uses a carefully designed sampling process to ensure that the schools and students selected are representative of schools and students across the United States. To ensure that the sample represents all students in the nation's schools, NAEP allows a broad range of accommodations for students with disabilities and English language learners.

Released NAEP items can be used as a helpful educational resource in the classroom. Teachers can use the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmlrsx/landing.aspx> to see how students' performance compares nationally on specific items. Released NAEP items generally come with a scoring guide, sample student responses, and performance data.

School staff can also:

- ▶ view results for the nation over time,
- ▶ compare results for various demographic groups, and
- ▶ access information designed for teachers, students, and parents.

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> to access this information and more.



Get NAEP on the go with the *NAEP Results* mobile app!

This publication was prepared for the National Assessment of Educational Progress by Hager Sharp under contract ED-HES-13-C-0025 to the National Center for Education Statistics, U.S. Department of Education.

Facts for Districts



Learn what NAEP 2015 means for district by reading Facts for Districts.



2015

Facts for Districts

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- ▶ Depending on the type of NAEP assessment that is administered, the data can be used to compare and understand the performance of demographic groups within your state, the nation, other states, and districts that participate in the Trial Urban District Assessment (TUDA).
- ▶ Students, teachers, and principals who participate in NAEP are asked to complete contextual questionnaires that provide a better understanding of educational experiences and factors that may be related to students' learning.

“The NAEP representatives were informative and provided specific instructions when administering the assessment. Their professionalism and knowledge before the assessment ensured that the students had a positive experience with NAEP.”

– Amneris Montalvo, Teacher, Citrus Grove Middle School, Miami, FL

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what our nation's students know and can do in subjects such as mathematics, reading, science, and writing. The results of NAEP are released as The Nation's Report Card.

District staff play an essential role in NAEP. Superintendents and district staff can work closely with principals to explain the importance of the assessment to teachers and students selected for participation. When students take part in NAEP and give their best effort, we get the most accurate measure possible of student achievement across the country.

In 2015, NAEP will begin to transition the mathematics, reading, and science assessments from paper and pencil to technology-based assessments. Some schools will take the traditional paper and pencil assessment, while other schools will be asked to take a pilot technology-based assessment on tablets. Results will only be released from paper and pencil assessments. Each student will take NAEP in one format and one subject only, and NAEP representatives will bring all necessary materials and equipment to schools. Schools will only need to provide space for the assessment, desks or tables, and an adequate number of electrical outlets in the location (if necessary); schools will not need to provide Internet access.

The NAEP 2015 Program

Paper and Pencil Assessments

- ▶ **Subjects:** mathematics, reading, and science
- ▶ **Grades:** 4, 8, and 12
- ▶ **Results:** national, state, and TUDA results for grades 4 and 8; only national results for grade 12

Pilot Technology-Based Assessments

- ▶ **Subjects:** mathematics, reading, and science
- ▶ **Grades:** 4, 8, 12
- ▶ **Results:** information collected from the pilots will not be released but will be used to prepare for future assessments

 For more information about NAEP, visit: <http://nces.ed.gov/nationsreportcard>

Find us on:   

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NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every 2 years and in other subjects in alternating years. Grade 12 students are assessed in a variety of subjects, and results are typically released at the national level. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. In 2015, 21 districts will participate and receive district-level NAEP results in mathematics, reading, and science at grades 4 and 8. NAEP does not report results for individual students, classrooms, or schools.

NAEP is considered the gold standard of assessments because of its high technical quality. From the development of frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation. NAEP is a trusted resource that measures student progress and helps inform policy decisions that improve education in the United States.

NAEP is designed to cause minimal disruption of classroom instruction. It takes approximately 90 to 120 minutes for students to complete NAEP assessment activities, including transition time and directions. Students are assessed in only one subject area. They are also asked to complete the student questionnaire, which provides contextual information such as the amount of reading students do and what types of classes they take. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your district's schools by working with the designated coordinator in each school to organize assessment activities.

Special studies are also conducted periodically. In 2015, American Indian and Alaska Native students participating in the NAEP mathematics and reading assessments at grades 4 and 8 will also be included in the National Indian Education Study (NIES). NIES describes the condition of education for American Indian and Alaska Native students in the United

States and its connection with native culture. Students will participate in NIES by completing the NAEP mathematics or reading assessment and a short questionnaire. Teachers and school administrators will also be asked to complete a questionnaire.

A small number of students who take NAEP may also be selected to answer additional contextual questions for other special studies.

NAEP reports on results for different demographic groups, rather than for individual students or schools. NAEP uses a carefully designed sampling process to ensure that the schools and students selected are representative of schools and students across the United States. To ensure that the sample represents all students in the nation's schools, NAEP allows a broad range of accommodations for students with disabilities and English language learners.

Released NAEP items can be used as a helpful educational resource in the classroom. Teachers and district staff can use the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx> to see how students' performance compares nationally on specific items. Released NAEP items generally come with a scoring guide, sample student responses, and performance data.

District and school staff can also:

- ▶ view results for the nation over time,
- ▶ compare results for various demographic groups, and
- ▶ access information designed for teachers, students, and parents.

Visit the NAEP website at <http://nces.ed.gov/nationsreportcard> to access this information and more.



Get NAEP on the go with the *NAEP Results* mobile app!

This publication was prepared for the National Assessment of Educational Progress by Hager Sharp under contract ED-IES-C-0025 to the National Center for Education Statistics, U.S. Department of Education.

NAEP in Your School



Learn more about the 2015 assessments in NAEP in Your School.



2015

GRADES 4, 8, AND 12 MATHEMATICS, READING, AND SCIENCE

NAEP in Your School

WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP) is an essential measurement of student achievement in the United States.

- ▶ First administered in 1969, NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics, reading, science, and writing.
- ▶ The schools and students participating in NAEP represent other schools and students across the country.
- ▶ NAEP is considered the gold standard of assessments because of its high technical quality. From developing frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation.
- ▶ NAEP monitors academic progress over time and reports on student achievement nationally. In some subjects and grades, results are also available for states and TUDA districts.

NAEP will be administered to a sample of fourth-, eighth-, or twelfth-grade students in your school between January 26 and March 6, 2015. Selected students will be assessed in mathematics, reading, or science.

Under the Elementary and Secondary Education Act, districts and states receiving Title I funding are required to participate in the biennial NAEP mathematics and reading assessments in grades 4 and 8.

National results will be reported for grades 4, 8, and 12. All states will receive results in mathematics and reading at grades 4 and 8. Most states will receive fourth- and eighth-grade results in science. The twenty-one districts participating in the Trial Urban District Assessment (TUDA) will receive district-level NAEP results for grades 4 and 8 in mathematics and reading. Results for grade 12 will be released at the national level only.

The results of NAEP are used by teachers, principals, parents, policymakers, and researchers to assess students' progress in various subject areas and develop ways to improve education in the United States.

What is involved?

Each student will participate in one subject and take only a portion of the entire assessment. Students will spend about 90 minutes completing the assessment, including transition time and directions. They will also be asked to complete a questionnaire that aims to get a better understanding of their educational experiences, such as the amount of reading they do and the types of classes they take.

The school principal and grades 4 and 8 teachers of the subjects being assessed will also complete a questionnaire. These questionnaires are designed to help provide contextual information for the results, as well as information about factors that may be related to students' learning. Additional information will be collected about how selected students with disabilities and English language learners would participate in the assessment.

How many students will be assessed?

Nationally, approximately 397,000 students will be assessed in fourth grade, 397,000 in eighth grade, and 44,000 in twelfth grade.

 For more information about NAEP, visit:
<http://nces.ed.gov/nationsreportcard>

Find us on:
  

Who will be responsible for coordinating and administering NAEP?

Your NAEP State Coordinator, NAEP representatives, and school staff will work together to coordinate and administer the assessment.

A staff person in your school will need to be assigned to serve as the school coordinator and be the primary contact for the assessment. This person should be familiar with how students participate in statewide assessments and also be comfortable collecting and entering student information online using a computer.

The NAEP State Coordinator works at your state Department of Education and will be responsible for:

- ▶ Working with schools to confirm the assessment date;
- ▶ Communicating with principals about the importance of NAEP and student participation;
- ▶ Providing schools with instructions for preparing a list of fourth-, eighth-, or twelfth-grade students and information about notifying parents of participating students;
- ▶ Providing guidance for including students with disabilities and English language learners; and
- ▶ Responding to questions from the school community throughout the assessment period.

NAEP representatives are employed by a U.S. Department of Education contractor to work directly with schools and will be responsible for:

- ▶ Selecting a random sample of students from the school list of fourth-, eighth-, or twelfth-graders;
- ▶ Verifying information that the school coordinator has provided via the MyNAEP website, which will serve as the primary resource and action center throughout the NAEP assessment process;
- ▶ Working with the school coordinator to finalize assessment logistics;
- ▶ Bringing all assessment materials to the school on the scheduled day; and
- ▶ Conducting the assessment.

Each principal will be responsible for:

- ▶ Assigning a school staff member to serve as school coordinator;
- ▶ Including the NAEP assessment date on the school calendar;
- ▶ Empowering the designated school coordinator to work with the NAEP representative and the NAEP State Coordinator to prepare for the assessment; and
- ▶ Informing school staff and students about NAEP and why student participation is critically important.

The school coordinator will be responsible for:

- ▶ Confirming the scheduled assessment date with the NAEP State Coordinator;
- ▶ Registering for the MyNAEP website and providing information about the school;
- ▶ Submitting an electronic list of fourth-, eighth-, or twelfth-grade students;
- ▶ Using the MyNAEP website to prepare for the assessment;
- ▶ Informing parents of the assessment (the NAEP State Coordinator will provide additional information about how this should be accomplished);
- ▶ Communicating with the NAEP representative to finalize assessment preparations;
- ▶ Providing school space for the assessment and desks or tables; and
- ▶ Working with school staff to ensure a high rate of student participation in the assessment.

Detailed information about the school coordinator's responsibilities will be sent at the beginning of the school year.



Get NAEP on the go with the *NAEP Results* mobile app!

This publication was prepared for the National Assessment of Educational Progress by Hager Sharp under contract ED-HES-13-C-0025 to the National Center for Education Statistics, U.S. Department of Education.

Encourage Teachers

to Support NAEP

Teachers are essential to motivating students to do their best on NAEP. It is important that teachers understand that NAEP is a valuable tool to show the nation what high school students know and can do. Teachers may be reluctant to lose instructional time to an assessment, but without having students participate in and do their best on NAEP, the general public and policymakers will not have an accurate picture of the achievement of our nation's high school students.

Here are some suggestions on how to gain teacher support:

Show the 5-minute NAEP video, *Introducing NAEP to Teachers*, and the *Introducing NAEP to Teachers* PowerPoint presentation at a faculty meeting. The PowerPoint presentation is customized specifically for your school and shares essential information about NAEP and emphasizes the importance of student participation. Invite teachers to discuss how to encourage students to do their best on NAEP.

Provide the electronic version of the *Measure Up* newsletter available on the MyNAEP website. Issues include information about

- upcoming NAEP activities,
- results from recently released NAEP assessments and how they are being used, and
- how NAEP's online tools can be used as a resource for the classroom.

Use the Talking Points to answer teachers' questions about NAEP.

Encourage teachers to find us on:



Download the *NAEP Results* mobile app.



Get NAEP on the go with the *NAEP Results* mobile app!

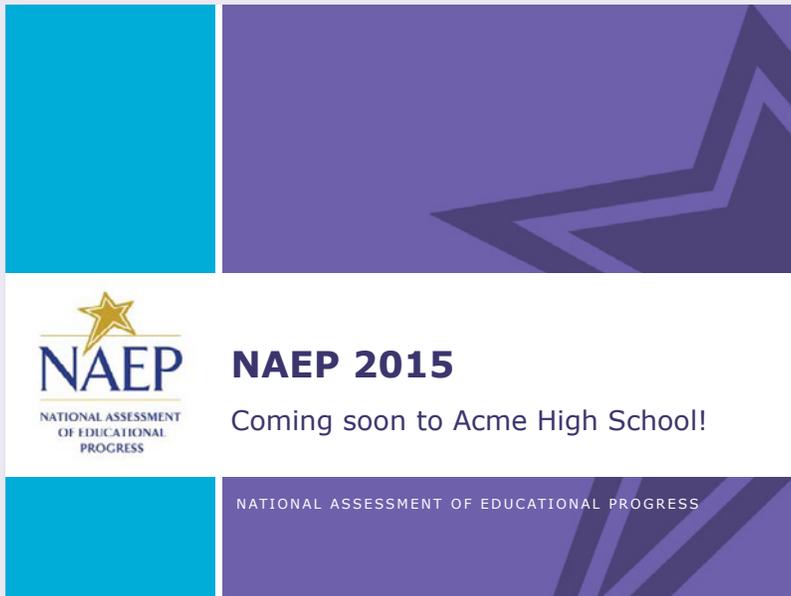
Schools that explained the importance of NAEP to teachers using the resources in the *Best Practices Guide*, such as the video and PowerPoint presentation, had higher student participation than schools that did not.

Introducing NAEP to Teachers

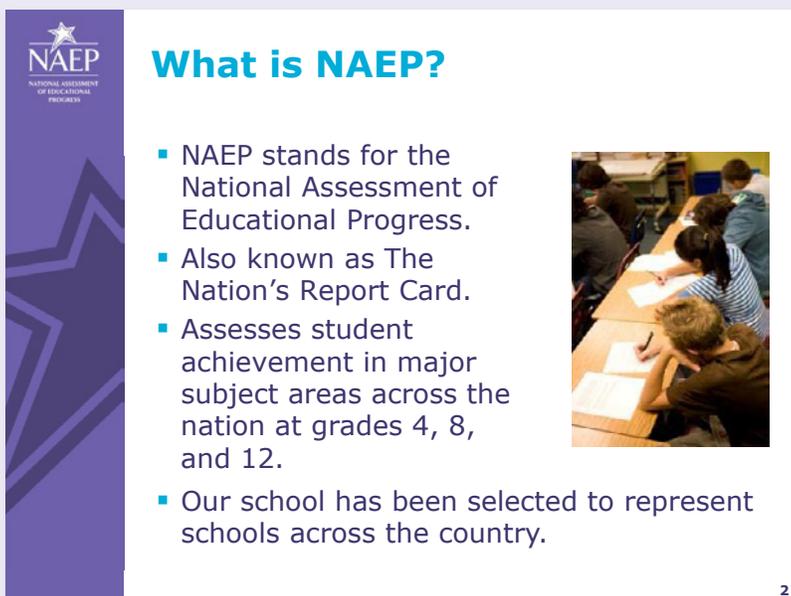
PowerPoint Presentation



It is important for teachers to understand the importance of NAEP and encourage student participation. Share this PowerPoint presentation, customized specifically for your school, with your teachers.



Schools that shared this presentation to teachers in 2013 had a positive impact on student participation.



What is on the test?

- Seniors will take a mathematics, reading, or science assessment.
- Questions are multiple-choice, short answer, or essay.
- Students can write answers in the test book.
- Also includes questions about how teachers teach, students' educational experiences, and other information.



3

Sample Mathematics Question

If $f(x) = \frac{x-1}{x}$, what is $f(5)$?

- A 0
- B $\frac{4}{5}$
- C 1
- D $\frac{6}{5}$
- E $\frac{24}{5}$

84% of students answered correctly during the 2013 assessment.

4

Sample Reading Excerpt

"I don't mean to put a damper on things. I just mean we ought to treat fun reverently. **It is a mystery. It cannot be caught like a virus. It cannot be trapped like an animal.** The god of mirth is paying us back for all those years of thinking fun was everywhere by refusing to come to our party. I don't want to blaspheme fun anymore. **When fun comes in on little dancing feet, you probably won't be expecting it.** In fact, I bet it comes when you're doing your duty, your job, or your work. It may even come on a Tuesday."

FUN by Suzanne Britt Jordan
From *The New York Times*, used with permission.

5

Sample Reading Question

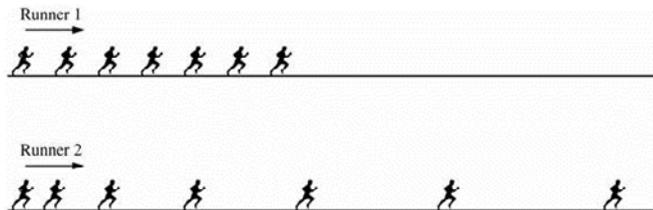
Explain what the author means when she says, "Fun is a rare jewel."

She means that fun is not something that exists everywhere in everything. Rare jewels are precious and cherished, not something found in common, everyday life. She is saying that fun is just like that, that it should be precious and savoured when it becomes available.

78% of students wrote an acceptable response to this question during the 2013 assessment.

6

Sample Science Question

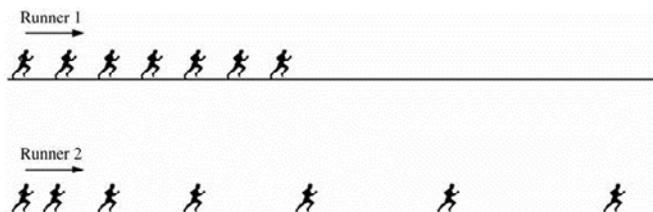


The picture above shows the positions of two runners at **one-second intervals** as they move from left to right. For each runner, indicate whether the runner's speed seems to be constant, increasing, or decreasing.

Explain how you can tell this from the pictures.

7

Sample Science Question



Runner 1's speed is constant because the intervals are equal. Runner 2's speed is increasing because the intervals increase in length, making his speed quicker.

46% of students wrote an acceptable response to this question during the 2005 assessment.

8



How do I prepare my students for NAEP?

- There's no need for students to study or prepare.
- Students should be encouraged to try their best to answer each question. NAEP just wants to know how much seniors know about the subject area.
- Scores will be anonymous, and will not affect grades or academic records in any way.
- Scores will be combined with other students' scores to show what seniors know about the subject area across the nation.

9



What should students expect?

- Testing takes place on **January 26, 2015**, and will take about 90 minutes.
- We will call students out of class that day.
- Students will receive a hall pass telling them where to report.



10



Student participation is important

- Selected students represent other seniors across the nation.
- Important decisions about education are made using the results of these tests.
- NAEP results are used by the media and policymakers to judge the quality of our nation's high schools.
- Students can contribute to improving the quality of education for every student in the United States.



11



Principals play an important role too

- Principals will be given a survey to complete about our school's...
 - Demographic characteristics
 - Course requirements
 - Teachers
 - Teacher training on new content and teaching approaches
- This information, along with the student assessment, gives a broad picture of how students are taught across the nation.

12



NAEP is important

- Thanks to you, our students received a great education here at Acme High School.
- Encourage our students to do their best because they represent seniors all across the United States.
- It's a great way to do something good and contribute to the future of education.



13



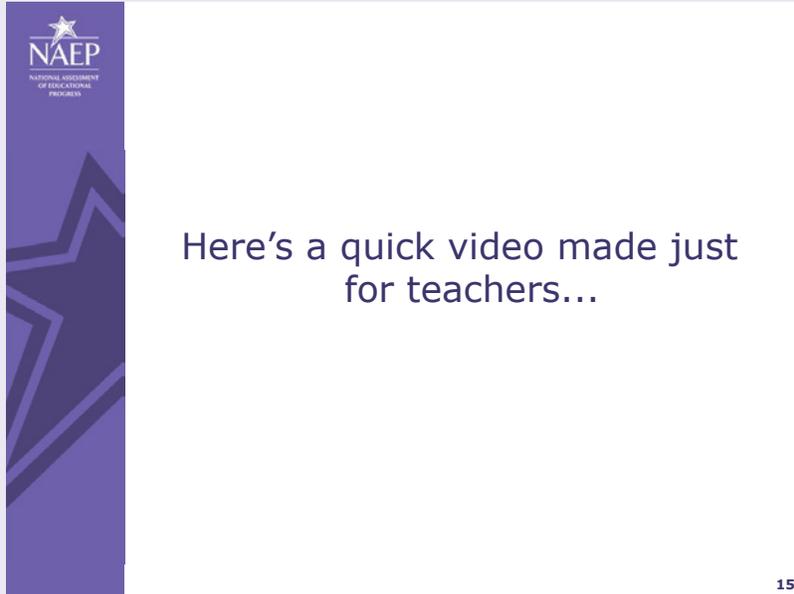
Find out more

- Visit NAEP:
<http://nces.ed.gov/nationsreportcard/educators/>

- Follow NAEP:



14



Introducing NAEP to Teachers

Video



Teachers play an integral role in the lives of students, and their encouragement makes a big difference. Share this short video with faculty and staff to hear what real educators are saying about the National Assessment of Educational Progress. Learn more about the impact of NAEP, the online resources that are available for teachers, and the strategies teachers can use to motivate students to try their best on the assessment.

Schools that showed this video to teachers in 2013 had a positive impact on student participation.



Principals to Teachers

Talking Points

In 2013, the talking points for teachers had a positive impact on student participation.

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment that shows what students across the country know and can do in various subjects. It is different from our state assessments and even the SAT and ACT because it represents high school students across the country, not just those here in our state or those who plan to go on to college.

Why should I encourage my students to participate?

NAEP is an important and integral part of education in the United States. The results of NAEP are released as The Nation's Report Card. Encouraging your students to participate and do their best gives them the opportunity to show how well our nation's students perform.

- Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.
- NAEP provides a common measure of student achievement across the country.

- NAEP data can be used to compare and understand the performance of demographic groups within your state, the nation, and select urban districts.
- Teachers can use sample NAEP questions and scoring guides as a resource for understanding student performance.

What do I have to do?

Your students will need to be out of class for about 90 minutes for the assessment. You do not have to do anything to prepare for the assessment; you just need to release students from class and encourage them to do their best. Each student represents thousands of other high school students across the nation.

Measure Up



Stay up-to-speed with NAEP news by reading Measure Up: NAEP News for the School Community. In this issue, read about the NAEP 2013 Grade 12 Mathematics and Reading release.

Measure Up
NAEP NEWS FOR THE SCHOOL COMMUNITY

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

INSIDE THIS EDITION

- THANK YOU!
WHAT'S HAPPENING IN THE WORLD OF NAEP
NAEP 2015 TUDA PROGRAM
2015 NATIONAL INDIAN EDUCATION STUDY
TRANSITION TO TECHNOLOGY-BASED ASSESSMENTS
THE ENHANCED NAEP QUESTIONS TOOL
NAEP 2013 GRADE 12 MATHEMATICS AND READING RELEASE
NATIONAL AND INTERNATIONAL ASSESSMENT ADMINISTRATIONS
NAEP SCORING
NAEP BEHIND THE SCENES

SPRING/SUMMER 2014



THANK YOU!

Thanks to all schools that participated in the NAEP 2014 assessments and helped to make it a success! The NAEP 2014 assessments were administered between January and March and assessed students in civics, geography, technology and engineering literacy, U.S. history, and science pilots.

WHAT'S HAPPENING IN THE WORLD OF NAEP?

MAY 2014

- NAEP 2013 Mathematics and Reading assessment results released for grade 12.

SPRING/SUMMER 2014

- NAEP 2014 assessments will be scored.
- Schools selected to participate in NAEP 2015 will be notified.

WINTER 2015

- The NAEP 2015 Program
 - Subjects: mathematics, reading, and science
 - Grades: 4, 8, and 12
 - Some schools will take paper and pencil assessments, and others will take the pilot technology-based assessment. Results will only be released for the paper-and-pencil assessments.



For more information about NAEP, visit:
<http://nces.ed.gov/nationsreportcard>

Find us on:



THE NAEP 2015 TRIAL URBAN DISTRICT ASSESSMENT PROGRAM

The NAEP 2015 Trial Urban District Assessment (TUDA) will be conducted in reading and mathematics at grades 4 and 8 for 21 urban districts. TUDA is intended to focus attention on urban education and measure educational progress within participating large urban districts. TUDA results are based on the same mathematics and reading assessments used to report national and state results, thus allowing students' performance in the 21 participating districts to be compared to the performance of their peers in the nation's large cities as well as their home state.

TRIAL URBAN DISTRICT ASSESSMENT (TUDA) PARTICIPANTS: 2002 – 2015

INITIAL YEAR PARTICIPATING	DISTRICTS IN TUDA
2002	Atlanta, Chicago, District of Columbia, Houston, Los Angeles, New York City
2003	Boston, Charlotte, Cleveland, San Diego
2005	Austin Independent School District
2009	Baltimore, Detroit, Fresno, Jefferson County (Louisville, KY), Miami-Dade, Milwaukee*, Philadelphia
2011	Albuquerque, Dallas, Hillsborough (Hillsborough, FL)
2015	Duval County (Jacksonville, FL)

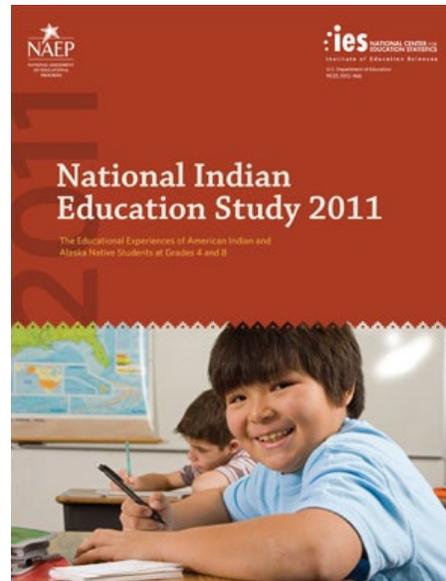
NOTE: Listed districts continue to participate in successive assessment years unless noted.

* Not participating in the Trial Urban District Assessments scheduled for 2015.

2015 NATIONAL INDIAN EDUCATION STUDY

In 2015, American Indian and Alaska Native students participating in the NAEP mathematics and reading assessments at grades 4 and 8 will also be included in the National Indian Education Study (NIES). NIES is administered as part of the NAEP to allow more in-depth reporting on the achievement and experiences of American Indian/Alaska Native students in grades 4 and 8. Students will participate in NIES by completing the NAEP mathematics or reading assessment and a short questionnaire. Teachers and school administrators will also be asked to complete a questionnaire.

[Learn more and see results](#) from previous NIES studies.



TRANSITION TO TECHNOLOGY-BASED ASSESSMENTS

In the past decade, NAEP has progressed from administering assessments via paper-and-pencil to include technology-based assessments in [writing](#), [technology and engineering literacy \(TEL\)](#), and [science interactive computer tasks](#).

In 2015, NAEP will begin to transition the mathematics, reading, and science assessments from paper and pencil to technology-based assessments. Some schools will take the traditional paper and pencil assessment, while other schools will be asked to take a pilot technology-based assessment on tablets. Each student will take NAEP in only one format and one subject. Results will be released from the paper and pencil assessments only. Information collected from the pilots will not be released, but will be used to prepare for future assessments.

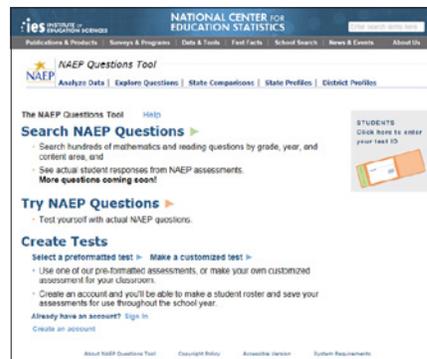
EXPLORE THE ENHANCED NAEP QUESTIONS TOOL

The NAEP Questions Tool (NQT) is a database of more than 3,000 questions, in nine subject areas, from past assessments that have been released to the public and will not be used again on NAEP assessments. NCES has developed an enhanced version of the NQT that expands on its current features to make the tool more useful. You can now use the enhanced NQT to:

- sort and select NAEP questions more easily with a new “drag and drop” viewing option,
- “Test yourself” on any NAEP subject with a more customizable quiz function,
- create online, self-scoring quizzes that students can login to take any time, and
- compare results to how students performed across the nation.

The enhanced NQT contains math and reading items back to 2005. By June 2014, all questions for all subjects will be available.

The NQT can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students, in your district, state and nationally, know and can do.



NAEP 2013 GRADE 12 MATHEMATICS AND READING RELEASE

More than 92,000 twelfth-graders were assessed in either reading or mathematics in 2013. The national sample of schools and students was drawn from across the country. The results from the assessed students were combined to provide accurate estimates of the overall performance of students in the nation and in the 13 states that participated in the twelfth-grade state pilot program: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, Michigan, New Hampshire, New Jersey, South Dakota, Tennessee, and West Virginia.

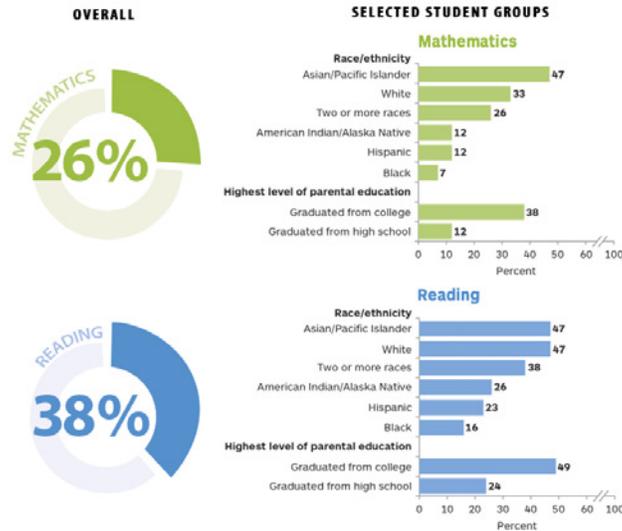
Standards established by the National Assessment Governing Board required that school participation rates for the original state samples were at least 85 percent for results to be reported. All 13 states met this requirement with participation rates of 90 to 100 percent.

NATIONAL ACHIEVEMENT LEVELS IN 2013

Students performing at or above *Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Twenty-six and 38 percent of twelfth-graders performed at or above the *Proficient* level in mathematics and reading, respectively, in 2013.

The percentages of racial/ethnic groups performing at or above *Proficient* in 2013 ranged from 7 to 47 percent in mathematics, and 16 to 47 percent in reading. Higher percentages of Asian/Pacific Islander and White students performed at or above the *Proficient* level in both mathematics and reading. A higher percentage of students whose parents graduated from college performed at or above *Proficient* level in both mathematics and reading in 2013 compared to students whose parents graduated from high school.

Percentage of students at or above the *Proficient* level in 2013



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2013 Mathematics and Reading Assessments.

SCORE GAINS FROM 2009 TO 2013

Four of the 11 grade 12 states that participated in both 2009 and 2013 scored gains in mathematics and/or reading. Score gains in mathematics for Idaho and West Virginia increased by 3 points while Arkansas and Connecticut saw a 4 point increase. Arkansas and Connecticut saw a 5 and 6 point score increase in reading, respectively, and were the only states to see score gains in 2013 in both subjects. None of the participating states scored significantly lower in 2013 than in 2009.

STATE ACHIEVEMENT GAPS

Racial/ethnic score gaps narrowed from 2009 to 2013 in two of the pilot states and widened in one state. The White – Black score gap in mathematics narrowed from 2009 to 2013 in Arkansas and widened in Iowa. The White – Black score gap in reading narrowed from 2009 to 2013 in Connecticut. There were no significant changes in the White – Hispanic score gaps in any of the pilot states.

See a [map of changes in score gaps for racial/ethnic groups in the pilot states for the in 2009 and 2013](#).

See how average scores and score [gaps for racial/ethnic groups in the pilot states compare to the results for public school students in the nation](#).

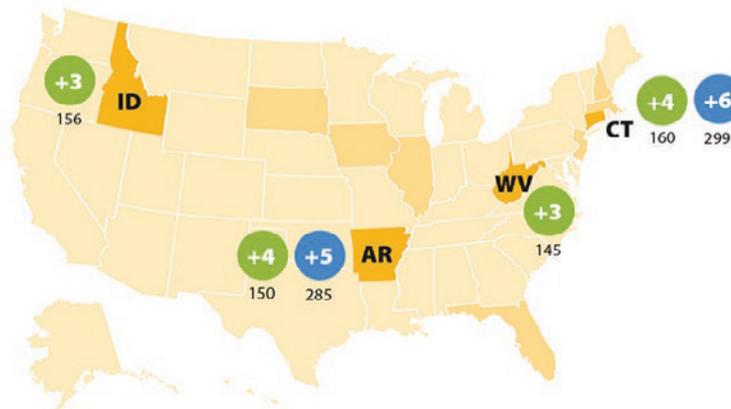
Score gains from 2009 to 2013

MATHEMATICS

4 of 11 pilot states scored higher in 2013 than in 2009

READING

2 of 11 pilot states scored higher in 2013 than in 2009



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2013 Mathematics and Reading Assessments.

NATIONAL AND INTERNATIONAL ASSESSMENT ADMINISTRATIONS

The NAEP assessments for mathematics, reading, and science are coordinated with [three National Center for Education Studies \(NCES\)](#), [international assessments](#); Progress in International Reading Literacy Study (PIRLS), Program for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS).

The coordination of the assessments will allow for comparisons between [international assessments and NAEP](#).

The table below illustrates the national, international assessments, and longitudinal studies NCES will recruit for, administer and release results for during the 2014-2015 school year: [Early Childhood Longitudinal Program \(ECLS\)](#), [High School Longitudinal Study \(HSL\)](#), and [Middle Grades Longitudinal Study of 2016-2017 \(MGLS\)](#).

2014-2015	
National and International Assessment Activities	
RECRUIT	During the 2014–2015 school year, NCES will recruit for, administer, and release the results of national and international assessments, as well as other longitudinal studies, at grades K through 12.
ADMINISTER	
RELEASE	
Summer 2014	Fall 2014
	ECLS-K:2011 Grade 4
MGLS:2017 Math and Reading Field Test: Grades 4, 7, and 8	
NAEP 2015 Math, Reading, and Science: Grades 4, 8, and 12 Math, Reading, and Science Pilot Technology-Based Assessments: Grades 4, 8, and 12	PISA 2015 Math, Reading, Science, Collaborative Problem Solving, and Financial Literacy: Apr. 25
TIMSS 2015 Math and Science: Grades 4 and 8 Advanced Math and Physics: Grade 12	
NAEP 2011 Black-White Achievement Gaps in Math and School Bus/Composition: Grade 8	ECLS-K:2011 Restricted Use Data: Grade 2
PISA 2012 Financial Literacy: Age 15	NAEP Black Male Student Math and Reading: Grade 8
	NAEP 2015 Math, Reading, and Science: Grades 4, 8, and 12
	HSL:09 2013 Update Collection
	Spring 2015
	ECLS-K:2011 Grade 4
	MGLS:2017 Math and Reading Field Test: Grades 4, 7, and 8
	PIRLS 2016 Reading Field Test: Grade 4
	TIMSS 2015 Math and Science: Grades 4 and 8 Advanced Math and Physics: Grade 12
	ECLS-K:2011 Public-Use Data: Grade 2
	NAEP 2014 Civics, Geography, and U.S. History: Grade 8

NAEP SCORING

The NAEP uses a combination of multiple-choice and constructed-response items (questions) in its assessment instruments. For multiple-choice items, students are required to select an answer from a list of options; responses are electronically scanned and scored. For constructed-response items, students are required to provide their own answers; responses are scanned and then scored by qualified and trained scorers using a scoring guide and an electronic image-processing and scoring system.

Scoring all NAEP items in an objective, consistent, and valid fashion is a key program goal. There are a number of steps in the NAEP scoring process that occur during three general phases: scoring guide development and pilot, first operational scoring, and subsequent operational scoring. In all phases of scoring, quality control and validity checks are implemented in the scanning, processing, and scoring of multiple-choice items. To learn more about NAEP scoring, visit http://nces.ed.gov/nationsreportcard/contracts/item_score.asp.

NAEP Behind The Scenes

Learn more about the people who work behind the scenes to make NAEP the gold standard among assessments.

INTERVIEW WITH SCOTT BECKER ON SCORING FOR NAEP



Scott Becker is the Senior Project Manager for NAEP Scoring for Pearson. His primary responsibility is to provide support for the scoring of NAEP constructed-response items. Pearson prints and distributes NAEP assessment materials; and scans and scores assessment responses.

How long have you worked on the NAEP program?

"I've worked on NAEP in various roles since 2003. I started as a scorer on NAEP reading in March of 2003 at Pearson's Virginia Beach scoring site. I served as a NAEP trainer for both reading and writing from 2005-2007. In August of 2007, I moved to Iowa City to begin my role as project manager for Pearson's federal programs team. As the senior project manager for NAEP scoring, I provide support for the scoring of constructed-response items across all NAEP subject areas."

What in your past training and experience best prepared you for your current job?

My experiences as both a NAEP scorer and trainer have given me an excellent understanding of the NAEP scoring process from the ground up, which allows me to effectively serve the needs of both the NAEP program and the Pearson staff responsible for actually scoring NAEP student responses.

What is the most satisfying part of your job? What is the most challenging?

The most satisfying part of my job is finding satisfying solutions to the complex needs of the many different stakeholders involved in NAEP constructed-response scoring. The NAEP scoring process involves many different players with many different schedules and needs. Meshing all these moving pieces together in a coherent fashion that produces the best quality NAEP scoring in an appropriate timeframe is very rewarding.

The most challenging part of my job is adjusting quickly to the many changes and adjustments that always seem to crop up. NAEP scoring is never dull!

Who scores NAEP items? How are scorers trained? Where are NAEP items scored?

NAEP constructed-response scorers all have 4-year college degrees. Beyond this single similarity they represent a broad spectrum of the American workforce. Some are recent college graduates while others are already retired from successful careers and everything in between.

NAEP scoring teams typically include 10-12 scorers and one supervisor. The team is led by a trainer who has spent several weeks mastering the content of the specific items the team will be scoring. Trainers lead their teams through paper training sets that present scorers with the item itself, the scoring guide explaining the various score categories for the item, and numerous examples of scored student responses demonstrating how the scoring guide should be applied.

NAEP items are scored at various Pearson scoring sites around the country. In any given year, NAEP may be scored at any or all of the following locations: Mesa, Arizona; Virginia Beach, Virginia; Columbus, Ohio; and Lansing, Michigan.

ONLINE RESOURCES

THANK YOU!

National Assessment of Education Progress (NAEP) <http://nces.ed.gov/nationsreportcard>

2015 NATIONAL INDIAN EDUCATION STUDY (NIES)

National Indian Education Study <http://nces.ed.gov/nationsreportcard/nies>

TRANSITION TO TECHNOLOGY-BASED ASSESSMENTS

NAEP Writing Computer-Based Assessments <http://nces.ed.gov/nationsreportcard/writing/cba.aspx>

Technology & Engineering Literacy Assessment <http://nces.ed.gov/nationsreportcard/tel>

Interactive Computer and Hands-On Tasks http://nationsreportcard.gov/science_2009/ict_summary.aspx

THE ENHANCED NAEP QUESTIONS TOOL

The NAEP Questions Tool <http://nces.ed.gov/nationsreportcard/nqt>

NAEP 2013 GRADE 12 MATHEMATICS AND READING RELEASE

The interactive Nation's Report Card http://www.nationsreportcard.gov/reading_math_g12_2013/#/

State achievement levels http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-performance

State score changes http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-gains

State achievement gaps http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-gaps

NATIONAL AND INTERNATIONAL ASSESSMENT ADMINISTRATIONS

International Activities Program <http://nces.ed.gov/surveys/international>

Early Childhood Longitudinal Program (ECLS) <http://nces.ed.gov/ecls/kindergarten2011.asp>

High School Longitudinal Study of 2009 (HSL:09) <http://nces.ed.gov/surveys/hsls09>

The Middle Grades Longitudinal Study of 2016-17 (MGLS:2017) <http://nces.ed.gov/surveys/mgls>

NAEP SCORING

NAEP Item Scoring http://nces.ed.gov/nationsreportcard/contracts/item_score.asp

This publication was prepared for the National Assessment of Educational Progress by Westat under contract (ED-IES-13-C-0020) to the National Center for Educational Statistics, U.S. Department of Education.



Get NAEP on the go with the NAEP Results mobile app!

Motivate Students

to Participate in and Do Their Best on NAEP

Students selected for NAEP represent hundreds of other students like themselves. National results can be compromised if students at your school do not fully participate in the testing process. Your encouragement will convey the importance of the assessment and produce results that accurately measure what twelfth-graders know and can do.

Discussions with principals and an analysis of student participation data from past assessments reveal that schools that use multiple strategies have higher participation rates than schools that do not. Focus groups of seniors confirm the importance of these strategies. Principals in past assessments have found the following to be effective in engaging students to take the assessment.

Share information about NAEP with your twelfth-graders.

- Hold a short meeting with students to explain NAEP and how important it is for all selected students to participate.
- Show the 5-minute NAEP video, *Introducing NAEP to Students*, and the *Introducing NAEP to Students* PowerPoint presentation, that is customized specifically for your school, to your sampled high school students at an assembly or student meeting. Post the video and PowerPoint on your school website. The video could also be shown on school television.
- Mention NAEP as an important upcoming activity during a school assembly or on the school website.
- Include information about NAEP in student newsletters or newspapers.
- Use the Talking Points to answer students' common questions about NAEP.

Consider ways to thank students for their participation.

- Recognize students who participated in NAEP. Examples include:
 - providing NAEP honor tags to wear during graduation;
 - providing free tickets to school events.

Give a pep talk to participating students at the beginning of each assessment session. At that time, you can

- personally introduce the NAEP representatives, since students demonstrate greater focus when they are familiar with the test administrators;
- show the NAEP video, *Introducing NAEP to Students*;
- encourage students to do their best; and
- remind students that, by participating, they represent thousands of other high school students across the nation.

Invite teachers to attend assessment sessions. Their presence helps validate the assessment and further motivates the students.

Inform students that they can find additional resources and past results by visiting the NAEP website, <http://nces.ed.gov/nationsreportcard/students>.

Encourage students to find us on:



Download the *NAEP Results* mobile app.



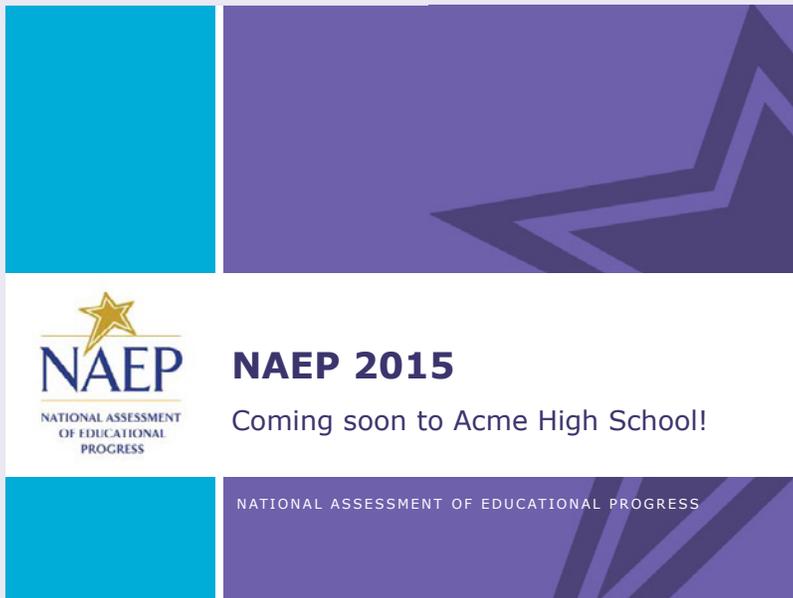
Get NAEP on the go with the *NAEP Results* mobile app!

Introducing NAEP to Students

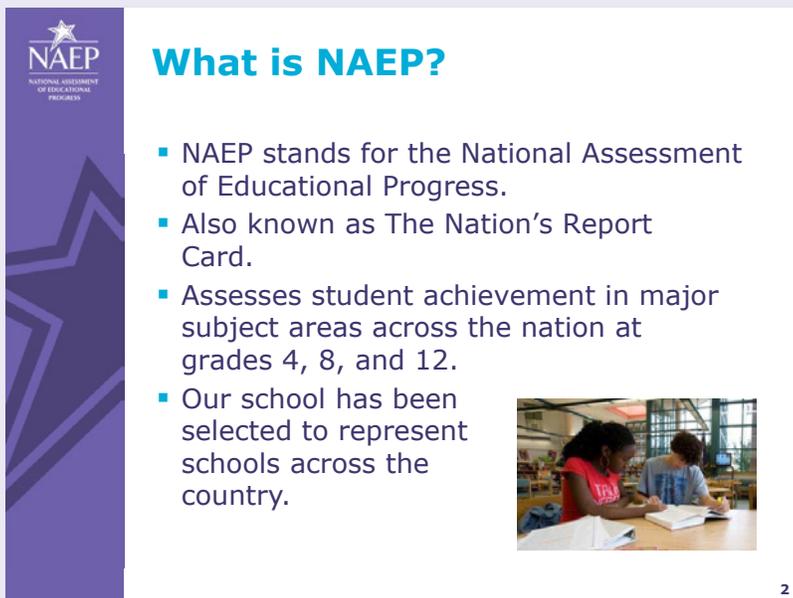
PowerPoint Presentation



It is important for students to understand the importance of NAEP and know what to expect for the assessment. Share this PowerPoint presentation, customized specifically for your school, with your students.



Meeting with students to explain the importance of NAEP had a positive impact on student participation in 2013. Use this PowerPoint presentation as a resource for a student meeting.



What is on the test?

- Seniors will take a mathematics, reading, or science assessment.
- Questions are multiple-choice, short answer, or essay.
- You can write your answers in the test book.
- Questions about how your teachers teach, your educational experiences, and other information.



3

Sample Mathematics Question

If $f(x) = \frac{x-1}{x}$, what is $f(5)$?

- Ⓐ 0
- Ⓑ $\frac{4}{5}$
- Ⓒ 1
- Ⓓ $\frac{6}{5}$
- Ⓔ $\frac{24}{5}$

84% of students answered correctly during the 2013 assessment.

4



Sample Reading Excerpt

"I don't mean to put a damper on things. I just mean we ought to treat fun reverently. **It is a mystery. It cannot be caught like a virus. It cannot be trapped like an animal.** The god of mirth is paying us back for all those years of thinking fun was everywhere by refusing to come to our party. I don't want to blaspheme fun anymore. **When fun comes in on little dancing feet, you probably won't be expecting it.** In fact, I bet it comes when you're doing your duty, your job, or your work. It may even come on a Tuesday."

FUN by Suzanne Britt Jordan
From *The New York Times*, used with permission.

5



Sample Reading Question

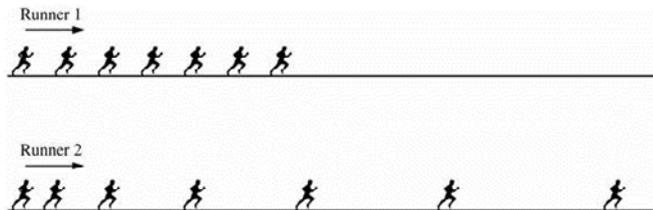
Explain what the author means when she says, "Fun is a rare jewel."

She means that fun is not something that exists everywhere in everything. Rare jewels are precious and cherished, not something found in common, everyday life. She is saying that fun is just like that, that it should be precious and savoured when it becomes available.

78% of students wrote an acceptable response to this question during the 2013 assessment.

6

Sample Science Question

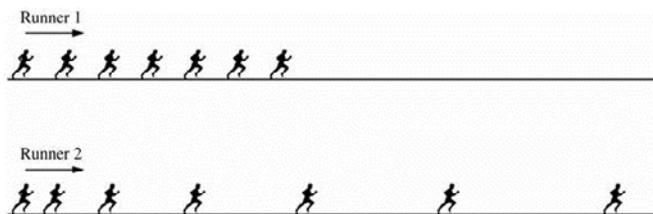


The picture above shows the positions of two runners at **one-second intervals** as they move from left to right. For each runner, indicate whether the runner's speed seems to be constant, increasing, or decreasing.

Explain how you can tell this from the pictures.

7

Sample Science Question



Runner 1's speed is constant because the intervals are equal. Runner 2's speed is increasing because the intervals increase in length, making his speed quicker.

46% of students wrote an acceptable response to this question during the 2005 assessment.

8



How should I prepare for NAEP?

- Good news! **You don't have to study.**
- Just try your best to answer each question.
- Your scores will be anonymous, and will not affect your grades or academic record in any way.
- Your scores will be combined with other students' scores to show what seniors know about the subject areas across the nation.



9



What should I expect?

- Testing takes place on **January 26, 2015**, and will take about 90 minutes.
- We will call you out of class that day.
- You will be given a hall pass telling you where to report.



10



Your participation is important

- You represent seniors across the country.
- Important decisions about education are made using the results of these tests.
- You can contribute to improving the quality of education for all students in the United States.



11



NAEP is important

- You have received a great education here at Acme High School.
- We want you to do your best because you represent seniors all across the United States.
- It's a great way to do something good and contribute to the future of education.



12



Find out more

- Visit NAEP:
<http://nces.ed.gov/nationsreportcard/students>

- Follow NAEP:



13



Here's a quick video made just
for students...

14

Introducing NAEP to Students

Video



What is the National Assessment of Educational Progress, and why should students care? See what real students have to say about NAEP and why their participation is important. Show this video to students in your school who have been selected to take NAEP so that they can learn more about the assessment, how the results are used, and how they can make a difference.

Meeting with students to explain the importance of NAEP had a positive impact on student participation in 2013. Use this video as a resource for a student meeting.



Assembly Announcement

Sample



It is important for students to participate in NAEP and do their best. Use this assembly announcement to explain the importance of student participation in NAEP.

I am pleased to announce that our school has been selected to participate in the National Assessment of Educational Progress, also known as NAEP. You may have heard of NAEP. The results are called The Nation's Report Card because it measures student achievement across the country. It is important because the results help the President, Congress, and all of our educators make decisions about how to improve our education system. Not every student will be asked to take part in the assessment, so for those of you who are chosen to participate, we encourage you to take it seriously and do your best. You will represent other students like yourselves, and you have a chance to have an impact on the future education policy decisions in the United States. Every student that is selected to participate makes a difference. We will be providing more information for students and teachers in the upcoming weeks. Thank you.



School Newsletter - NAEP 2014 is Coming!

Sample



It is important for students to participate in NAEP and do their best. Use this newsletter to share the importance of NAEP and details about the upcoming assessment.

The sample newsletter features a purple header with the year '2015' and a blue geometric graphic. Below the header is the NAEP logo (National Assessment of Educational Progress) and the word 'Newsletter'. The main content is organized into two columns. The left column contains a section titled 'What is NAEP?' with a paragraph of text. The right column contains four sections: 'Why is NAEP important?', 'What subjects will NAEP assess?', 'Who will take NAEP?', and 'When will NAEP be administered?'. At the bottom of the right column is a section titled 'Where can you find additional information?' with two lines of text and two URLs. At the very bottom of the newsletter is a social media link: 'Find NAEP on:' followed by icons for Facebook, Twitter, and YouTube.

2015

NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Newsletter

What is NAEP?
The National Assessment of Educational Progress, also known as NAEP, is the largest nationally representative assessment of what students across the country know and can do in a variety of subjects. It has been around since 1969, and allows us to compare student progress over time.

Why is NAEP important?
The results of NAEP are released as The Nation's Report Card and they help the President, Congress, and all of our educators make decisions about how to improve our education system.

What subjects will NAEP assess?
Students will be assessed in mathematics, reading, or science. The assessment will take approximately 90 minutes of student time.

Who will take NAEP?
NAEP 2015 will be administered to a nation-wide sample of students, including [number] students here at [school name].

When will NAEP be administered?
NAEP 2015 will be administered here on [date].

Where can you find additional information?
Watch the NAEP student video: <http://nces.ed.gov/nationsreportcard/videos/naepstudent.asp>
Visit the NAEP website: <http://nces.ed.gov/nationsreportcard/students>

Find NAEP on:

School Newspaper Article

Sample



It is important for students to participate in NAEP and do their best. Use this newspaper article to share information about NAEP, its importance, and details about the upcoming assessment.

The Nation's Report Card and You

Soon you may notice some of your classmates receiving hall passes to excuse them from class on [assessment date]. You will probably wonder: What are they for, and? Where are these students going?

These students have been chosen to participate in the National Assessment of Educational Progress, also known as NAEP. You may be thinking that NAEP is just another test, but it's not. NAEP is different from our state assessments, the SAT, and ACT because it represents all high school students across the country, not just those who plan to go on to college.

Ever heard of The Nation's Report Card? That's NAEP: the assessment results are released as The Nation's Report Card, and they help the President, Congress, and all of our educators make decisions about how to improve our education system. NAEP is what the general public will hear about on the news when reporters discuss what high school students are learning.

The actual assessment takes about 90 minutes. During that time, students

will be assessed in mathematics, reading, and science. All students will be asked questions about their educational experiences that may be related to performance, such as homework and reading habits. Student scores are anonymous and will not affect student grades or academic records in any way. Instead, they will be combined with the scores of other students to produce results that reflect student capabilities nationwide.

Students who are selected to participate in NAEP have an important job to do. NAEP will provide a national snapshot of what students have learned in school, and it is essential that students take it seriously, try their best, and answer all the questions they can.

If you would like to see questions or results from past NAEP assessments and learn more about NAEP and why it is important for students, check out NAEP on Twitter and Facebook, or visit <http://nces.ed.gov/nationsreportcard/students>.

Certificate

of Community Service

Does your school require students to collect community service hours? NAEP provides a Certificate of Community Service for students participating in NAEP.



Principals and Teachers to Students

Talking Points

In 2013, the talking points for students had a positive impact on student participation.

What is NAEP?

NAEP stands for the National Assessment of Educational Progress. You may know it as The Nation's Report Card. It's the largest continuing and nationally representative assessment of what students across the country know and can do in various subjects. It is different from our state assessments and even the SAT and ACT because it represents all high school students across the country, not just those here in our state or those who plan to go on to college.

Why should I participate?

NAEP is important. The results of NAEP are released as The Nation's Report Card and they help the President, Congress, and all of our educators make decisions about how to improve our educational system. By participating, you have the ability to influence those decisions and contribute to the quality of education for future students. Not all students take the assessment. You have been chosen to represent other high school students in our school, in our state, and across the country. It is important that you take part and put forth your best effort.

What do I have to do?

You will take the test with other selected students. The test takes only about 90 minutes. Students will be assessed in mathematics, reading, and science. Each student will be assessed in only one subject.

Your scores will be anonymous and will not affect your grades or academic record in any way. Instead, they will be combined with the scores of other students to produce overall results. You should do your best because you were selected to represent students just like you across the country. When NAEP results are reported in the news, they influence the public's opinion of what high school students across the United States know and can do.

More on the Twelfth-Grade Challenge

Low participation and low motivation can undermine the validity and credibility of the results from the National Assessment of Educational Progress (NAEP) for high school seniors. This section includes participation rate data from strategies used in NAEP 2013, the last time NAEP assessed mathematics and reading at twelfth grade. In addition, this section includes examples of NAEP in the news to illustrate the importance of NAEP and how the media reports on The Nation's Report Card.

The National Center for Education Statistics (NCES), which administers NAEP, and the National Assessment Governing Board, which sets policy for NAEP, have been concerned about the participation of high school seniors in NAEP and their motivation to do their best. In response to this issue, NCES convened a Secondary School Principals Working Group in 2005. This section also includes the working group's recommendations.

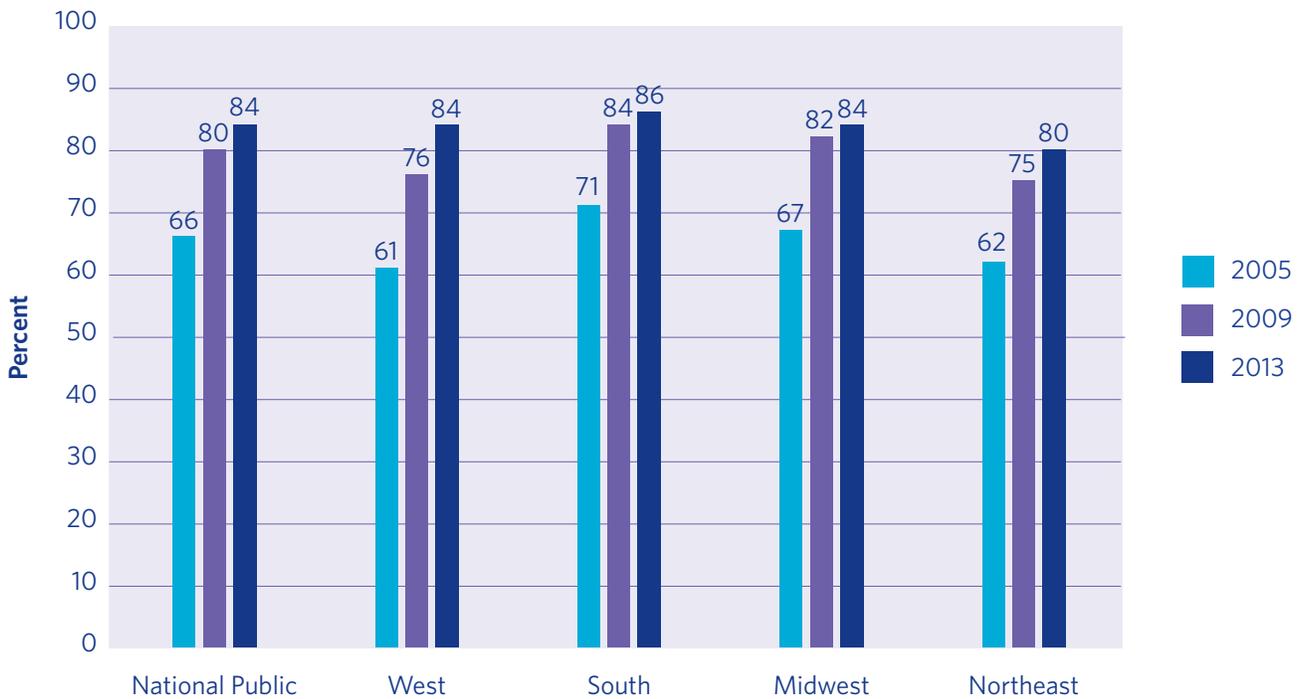


Grade 12 Student Participation

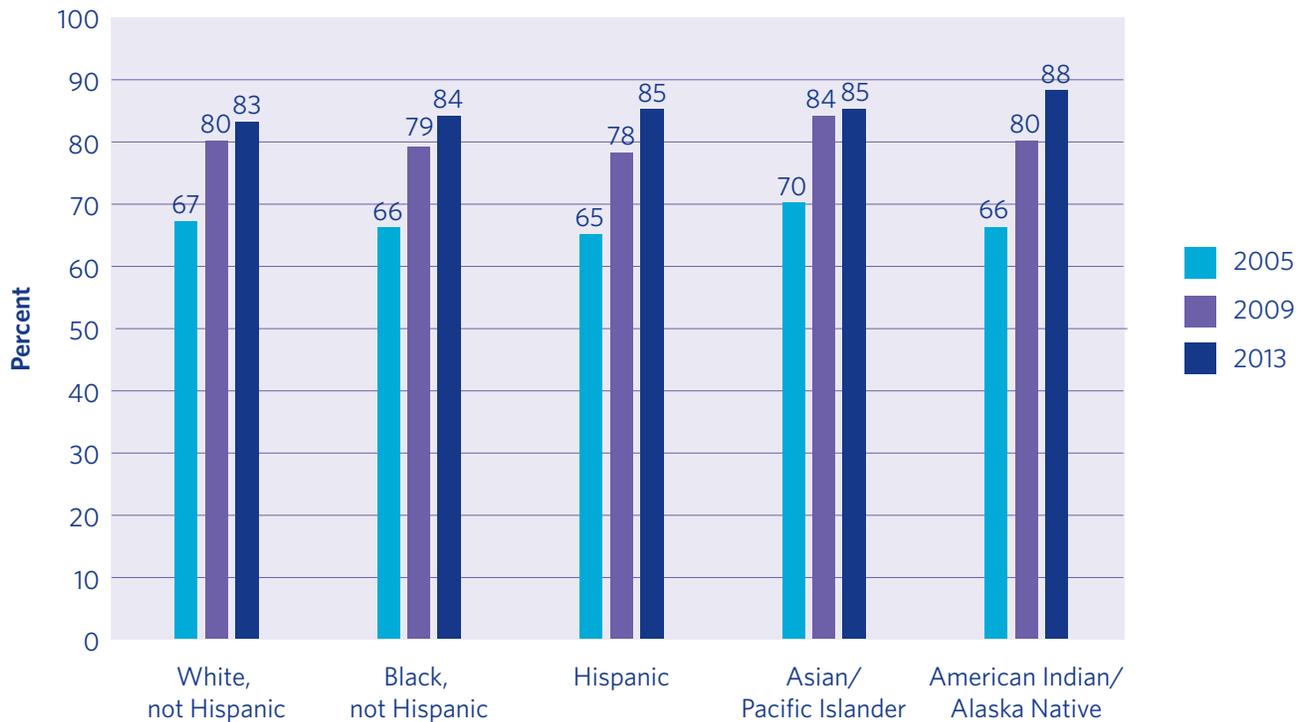
Increased Across the Board from 2005

Student participation increased from 2005 to 2013. This section illustrates the relationship between the strategies used from the *Best Practices Guide* and participation of students.

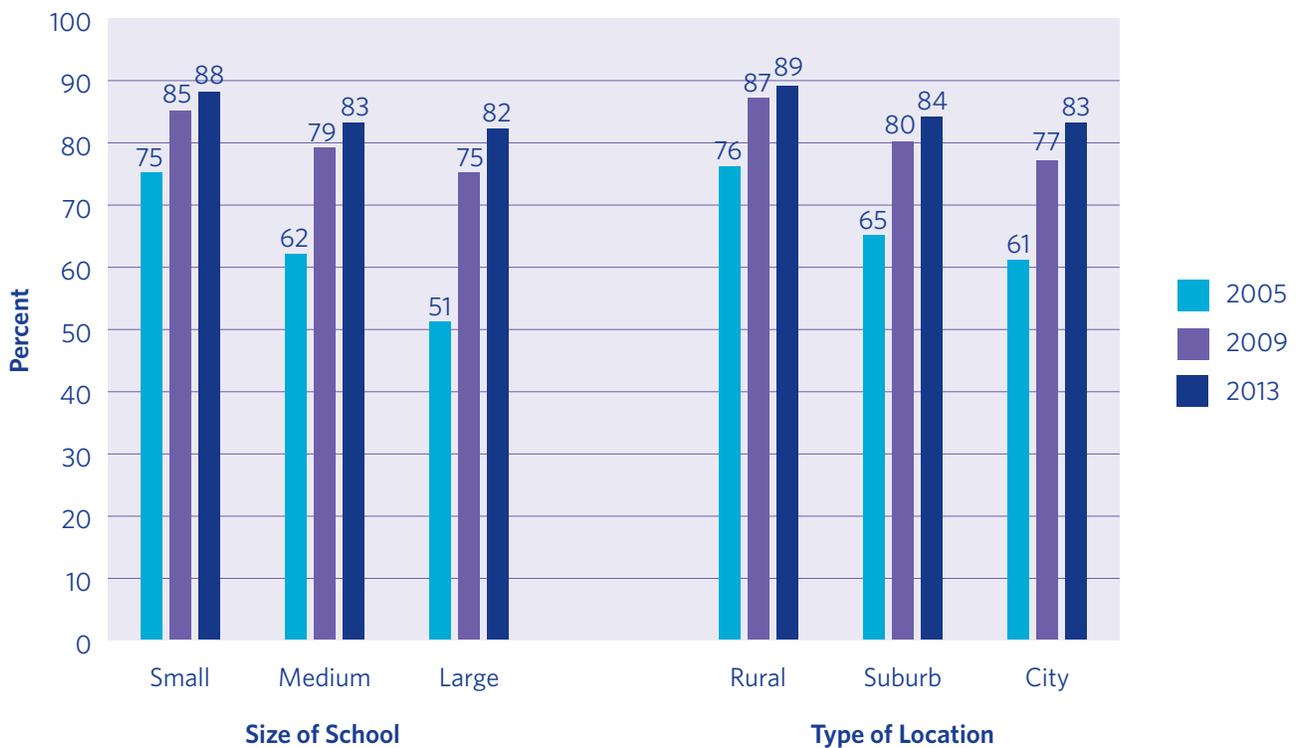
Grade 12 Student Participation for Public Schools by Geographic Region



Grade 12 Student Participation for Public Schools by Race/Ethnicity



Grade 12 Student Participation for Public Schools by Size of School and Type of Location



Types of Strategies

Used by High Schools

Public high schools used a variety of strategies to improve the participation and engagement of their seniors. Six strategies emerged that were associated with a statistically significant difference in average student participation rates between schools that used the strategies and those that did not. They include the following:

Announce NAEP prior to assessment day to parents, students, and faculty;

Recognize students who participated at a school awards assembly or other announcement;

Hold a meeting with seniors to explain the importance of NAEP using the resources in the *Best Practices Guide*;

Explain the importance of NAEP to teachers using the PowerPoint presentation and video in the *Best Practices Guide*;

Invite teachers to attend the assessment session; and

Give students an item, such as a ticket to a school event, yearbook, etc. for participating in NAEP.

In general, the relationship between use of these strategies and average student participation rates held for small, medium, and large schools. Small schools have fewer than 300 seniors. Medium schools have between 300 and 599 seniors. Large schools have more than 600 seniors.

The majority of public high schools used more than one of these six strategies. Average participation rates tended to increase with the number of strategies that were used, especially among large high schools.

Number of Strategies Used by Schools and Their Student Participation Rates

Number of Strategies	Student participation rate
None of these strategies	82%
One strategy	85%
Two strategies	85%
Three strategies	87%
Four strategies	89%
Five strategies	90%
Six strategies	94%

Use of Strategies by High Schools

More is More!



Strategies from the *Best Practices Guide* have improved the overall student participation rate to 84 percent in 2013, an increase of 18 percentage points from the low of 66 percent in 2005.

NAEP 2013

Average Student Participation Rates

Using six strategies

94%

vs.

Using no strategies

82%



Average student participation rates increased with the number of strategies used

Student Participation Rates Using vs. Not Using Strategies

Medium-sized Schools

Announce

NAEP prior to assessment day

83%
Using



79%
Not using

Recognize

students who participate

86%
Using



83%
Not using

Meet

with students

84%
Using



81%
Not using

Explain

importance of NAEP to teachers

87%
Using



82%
Not using

Invite

teachers to attend assessment

84%
Using



83%
Not using

Give

students an item

86%
Using



82%
Not using

NAEP in the News

Video



What does the media have to say about NAEP and the academic progress of high school students? This is a short video that shows how the media reported on the last grade 12 release.

NAEP in the News

Goals to Improve Participation and Engagement in 12th-Grade NAEP



NCES convened a Secondary School Principals Working Group in 2005 to address participation rates. Read this summary to see their recommendations to improve student participation and engagement.



Goals to Improve Participation and Engagement in 12th Grade NAEP

THE SECONDARY SCHOOL PRINCIPALS WORKING GROUP

Statement of the Problem

- There has been a decline in 12th grade school and student participation in some NAEP assessments.
- Many students who do participate fail to try as hard as they can.
- The current participation rate of high school seniors in the NAEP assessment threatens the validity of NAEP data and may present a distorted picture of the condition of the nation's high schools.
- NAEP is in danger of underreporting the academic performance of America's high school students.

In 2005, The National Center for Education Statistics (NCES) convened a working group of public secondary school principals from across the country to tap into their knowledge of what works in their high schools and what may work in other schools. The principals were selected to represent a variety of school settings and sizes. The Working Group was charged with reviewing the issues detailed above, accumulating information about the problem, and making specific recommendations to NCES for improving school and student participation in NAEP assessments. Below are the members of the Working Group. On the reverse side are the Group's recommendations. NCES is in the process of implementing some recommendations and exploring the feasibility of others.

Principals Working Group Members

Tim Davis, Central High School, Rutherfordton, NC
Donald Wood Foucar, Helena High School, Helena, MT
Todd Harvey, Glasgow High School, Newark, DE
Charles Heinlein, St Mary's High School, St. Mary's, WV
Jean Massey, Northwest Rankin High School, Brandon, MS

Keith Maxey, Blue Springs South High School, Blue Springs, MO
John Modest, West Charlotte High School, Charlotte, NC
Linda S. Perie, retired principal, Snoqualmie, WA
Oscar A. Troncoso, Socorro High School, El Paso, TX

1. NAEP participation and results must be relevant and meaningful to primary stakeholders: students, schools, parents, and local districts.

RECOMMENDATIONS

- Provide direct and specific performance feedback to participating schools and students soon after the assessment.
- Focus communications to educate primary stakeholders about the importance of NAEP.
- Offer incentives and recognition that have value to stakeholders.

2. Expand the involvement and sense of ownership by the school and provide increased logistical support for administering NAEP.

RECOMMENDATIONS

- Incorporate NAEP into school calendars by notifying schools no later than May 1 in the year prior to the assessment.
- Provide early and frequent direct communication with the school.
- Provide a “best practices” toolkit and reimburse the school for incidental costs associated with administering NAEP.
- Test the entire class or grade to accommodate the diverse schedules of high school students with at least one alternative testing session.
- Principals or their designees should be a visible presence.

3. NAEP must become an integral part of the assessment environment in schools today.

RECOMMENDATIONS

- NAEP 12th grade assessments should have the same requirements as 4th and 8th grades under the No Child Left Behind Act.
- Redesign NAEP
 - Examine testing window (spring of junior year or fall of senior year).
 - Design the test—increasing the length if necessary—to make it possible to provide specific feedback to primary stakeholders.
 - Incorporate computer-based assessment.
 - Embed NAEP in other required tests.
- Undertake a national campaign targeted to higher education, the military, the business community, and policymakers.



This publication was prepared for the National Assessment of Educational Progress by Hager Sharp under contract ED-02-PO-2738 to the National Center for Education Statistics, U.S. Department of Education.

NAEP in Your State



How is NAEP data used in your state? Use these resource to find out more about the NAEP data available in your state.

**Arkansas
Grade 12
Public Schools**

Overall Results

- In 2013, the average score of twelfth-grade students in Arkansas was 150. This was lower than the average score of 152 for public school students in the nation.
- The average score for students in Arkansas in 2013 (150) was higher than their average score in 2009 (146).
- The score gap between higher performing students in Arkansas (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 38 points in 2013. This performance gap was not significantly different from that in 2009 (41 points).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 18 percent in 2013. This percentage was not significantly different from that in 2009 (16 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 64 percent in 2013. This percentage was greater than that in 2009 (59 percent).

Achievement-Level Percentages and Average Score Results

Year	Below Basic	Basic	Proficient	Advanced	Average Score
Arkansas 2009	41*	43	15	#	146*
Arkansas 2013	36	46	17	#	150
Nation (public) 2013	36	39	22	2	152

* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.
Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2013 to Other States/Jurisdictions

■ District of Columbia
■ DoDEA¹

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

In 2013, the average score in **Arkansas** (150) was

- lower than those in 9 states/jurisdictions
- higher than those in 2 states/jurisdictions
- not significantly different from that in 1 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)

* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2013

Reporting Groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	66	156	74	23	1
Black	21	130	36	3	#
Hispanic	9	143	55	10	#
Asian	2	†	†	†	†
American Indian/Alaska Native	1	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	1	†	†	†	†
Gender					
Male	50	151	66	21	1
Female	50	148	62	15	#

Rounds to zero. † Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2013, Black students had an average score that was 26 points lower than White students. This performance gap was narrower than that in 2009 (33 points).
- In 2013, Hispanic students had an average score that was 13 points lower than White students. This performance gap was not significantly different from that in 2009 (18 points).
- In 2013, male students in Arkansas had an average score that was higher than female students by 3 points.

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2013 Mathematics Assessments.

Best Practices 65

Guide for Supporting Twelfth-Grade NAEP Participation

NAEP in Your State



The Nation's Reading Report Card

2013 State Snapshot Report

Arkansas
Grade 12
Public Schools

Overall Results

- In 2013, the average score of twelfth-grade students in Arkansas was 285. This was lower than the average score of 287 for public school students in the nation.
- The average score for students in Arkansas in 2013 (285) was higher than their average score in 2009 (280).
- The score gap between higher performing students in Arkansas (those at the 75th percentile) and lower performing students (those at the 25th percentile) was 48 points in 2013. This performance gap was not significantly different from that in 2009 (50 points).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 33 percent in 2013. This percentage was greater than that in 2009 (29 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 72 percent in 2013. This percentage was greater than that in 2009 (68 percent).

Achievement-Level Percentages and Average Score Results

Year	Below Basic	Basic	Proficient	Advanced	Average Score
Arkansas 2009	32*	39	27	3	280*
Arkansas 2013	28	39	29	4	285
Nation (public) 2013	27	37	31	5	287

* Significantly different ($p < .05$) from state's results in 2013. Significance tests were performed using unrounded numbers.

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

Compare the Average Score in 2013 to Other States/Jurisdictions

District of Columbia
 DoDEA¹

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

In 2013, the average score in **Arkansas** (285) was

- lower than those in 8 states/jurisdictions
- higher than that in 1 state/jurisdiction
- not significantly different from those in 3 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)

* Significantly different ($p < .05$) from 2013. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2013

Reporting Groups	Percent of students	Avg. score	Percentages at or above		
			Basic	Proficient	Advanced
Race/Ethnicity					
White	66	292	80	40	4
Black	21	263	49	12	1
Hispanic	9	278	66	22	2
Asian	2	†	†	†	†
American Indian/Alaska Native	1	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	1	†	†	†	†
Gender					
Male	50	278	65	27	2
Female	50	291	79	39	5

Rounds to zero. † Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2013, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 2009 (28 points).
- In 2013, Hispanic students had an average score that was 14 points lower than White students. This performance gap was not significantly different from that in 2009 (18 points).
- In 2013, female students in Arkansas had an average score that was higher than male students by 14 points.

ies NATIONAL CENTER FOR EDUCATION STATISTICS
DIVISION OF EDUCATION STATISTICS

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2013 Reading Assessments.

Principals and Teachers to Parents

Talking Points

What is NAEP?

The National Assessment of Educational Progress, or NAEP, is often called the gold standard of assessments and has been around since 1969. It's called The Nation's Report Card because it tells us how students across the country are doing. It is different than any of the other tests your child takes in school – including state assessments and even the SAT and ACT – because it represents all high school students in the United States, not just those here in [state] or those who plan to go on to college. As the largest national test, the results are found in the headlines of national and local news stories all over the country.

Why should I encourage my child to participate?

NAEP is a window into the state of our educational system and what students are learning. It opens the door for parents to understand how well children like theirs are doing compared to other students in participating large urban districts, other states, the nation, and the rest of the world. Your child has been selected to represent other students like him/her across the country. Not every student or every school takes the test, and your child can help to show the country just how much all our high school students know and can do. The results of NAEP help the President, Congress, and educators make informed decisions about how to improve our educational system. When your child participates, he/she is making a difference.

What does my child have to do?

If your child is selected to participate in the assessment, he or she will need to be out of class for about 90 minutes. The results are anonymous and your child's grades won't be affected. We encourage students to get a good amount of sleep the night before and to eat breakfast that morning. Please encourage your child to do his/her best.

Where can I find more information on NAEP?

Visit The Nation's Report Card online at www.nces.ed.gov/nationsreportcard and dig deeper into topics such as:

- How your child was selected
- NAEP accommodations
- NAEP scoring

Access the NAEP parent brochure at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012469>.

Stay involved! Connect with NAEP online to be the first to know about upcoming assessments and reports.



Download the *NAEP Results* mobile app.

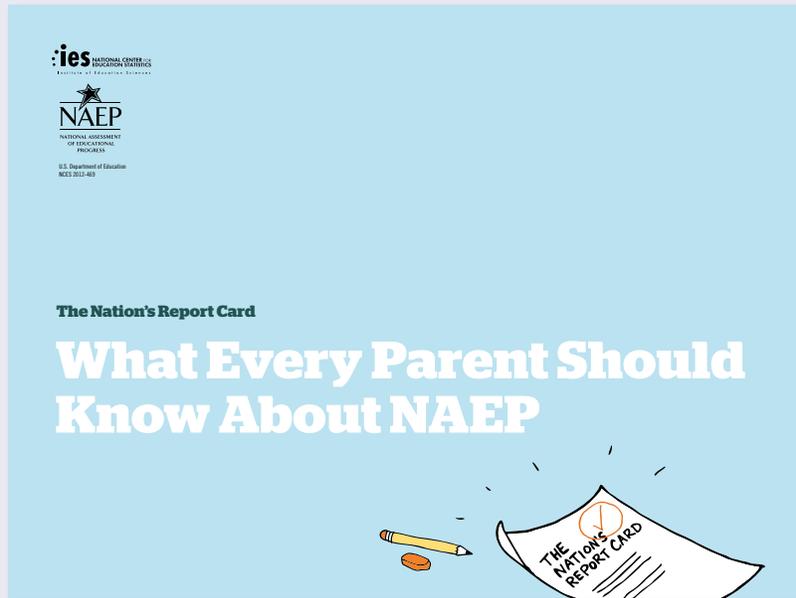


Get NAEP on the go with the *NAEP Results* mobile app!

Parent Brochure



Share this brochure with parents so they can discover more about the NAEP program and what the assessment will mean for their child.



You've probably heard of The Nation's Report Card.

It's a resource. It's a national wakeup call. It's a window into the state of our educational system and what students are learning.

It's more than just a test.

Today's students take tests for everything. **The National Assessment of Educational Progress (NAEP)**, though, is different. It's called The Nation's Report Card because it tells us how students across the country, not just in one particular school or state, are doing.



"The definitive source... for state-to-state comparisons in educational achievement..."

EDUCATION WEEK
Influence: A Study of the Factors of Educational Achievement

"Only 12% of U.S. high school seniors are proficient in the legacy of America's past."

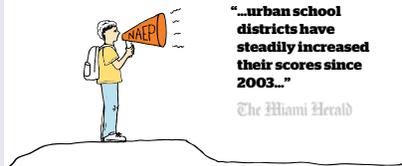


"...higher math scores are 'undoubtedly' a sign of the success of math instruction in classrooms..."

THE WALL STREET JOURNAL

"...urban school districts have steadily increased their scores since 2003..."

The Miami Herald



Everyone's talking about NAEP. As the largest national test, its results are found in the headlines of national and local news stories all over the country.

"NAEP is the gold standard of student assessments."

The Washington Post
The Washington Post editorial board

"Students taking the math exam who reported taking algebra I in eighth grade tended to outscore their peers who had not taken algebra I."

MILWAUKEE WISCONSIN JOURNAL SENTINEL

"The nation's report card on math and reading shows fourth- and eighth-graders scoring their best ever in math..."

ASHLEY & PARK PRESS

"Very few students have the advanced skills that could lead to careers in science and technology, according to the results of a national exam..."

"Today's NAEP results confirm that we have a crisis on our hands when it comes to civics education."

The New York Times

LANCASTER JOURNAL-WORLD

NAEP: The Big Picture

The Nation's Report Card opens the door for parents to understand how well children like theirs are doing compared to other students in:

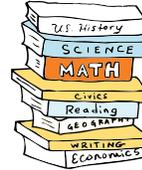
- Participating large urban districts
- Other states
- The nation
- The rest of the world!



NAEP in a Nutshell

- It is often called the gold standard of tests and has been around since 1969.
- The subjects most frequently tested are math, reading, science, and writing.
- Not every student or every school takes the test.
- The results are anonymous and if your child is asked to take it, his or her grades won't be affected.
- Accommodations are provided so that as many students as possible can participate.

How would my child stack up?



Use real NAEP questions to find out.

After each test, dozens of NAEP sample questions are released with The Nation's Report Card to show how real students performed in that subject.

U.S. History

As part of the U.S. history assessment, students were asked the purpose of the Declaration of Independence.

34 percent of fourth-grade students answered correctly.

Mathematics

$$\begin{array}{r} 612 \\ - 972 \\ \hline 926 \end{array}$$

As part of the math test, students were asked to subtract 46 from 972 and fill in their answer.

76 percent of fourth-grade students answered correctly.



I tried my best. Mom said it was important!

Give it a try. Test yourself!

Science

Lightning and thunder happen at the same time, but you see the lightning before you hear the thunder. Explain why this is so.

Do you know the answer? Find out online!

What do all of these NAEP results tell us about education?

See how your state measures up.

You can use NAEP results to compare your state to the nation, other states, and some large urban districts.



Go beyond the scores.

NAEP reports provide more than just results in school subjects and grades.

See See how students have performed over time, including by racial/ethnic groups and gender.

NAEP also looks at differences between the performances of groups of students, illuminating achievement gaps that exist among the nation's students.

Learn Learn which states are closing achievement gaps, and see whether your state is making progress.

NAEP examines the path to high school graduation by studying coursetaking and grades of America's most recent high school graduates.

Find Out Find out if your child is prepared for the future.

Look at the full picture.

NAEP also looks at the factors that may be related to learning—both inside and outside the classroom.

- ★ Fourth-graders who reported **reading for fun almost every day** scored higher on NAEP.
- ★ The percentage of twelfth-grade students who reported **studying the U.S. Constitution** in 2010 was lower than in 2006.
- ★ Eighth-graders who reported **taking algebra I** scored higher on average than students taking lower-level courses.
- ★ Since 1990, more high school graduates from each racial/ethnic group **completed a rigorous curriculum**.
- ★ 90 percent of fourth-graders who took the NAEP reading assessment in 2011 reported that they **had a home computer**.
- ★ More than any other single subject, **science was the key to reaching a higher curriculum level**.



NAEP Sparks Change Across the Country

Detroit, Michigan



In 2009, the NAEP assessment revealed that Detroit schoolchildren ranked the lowest in the nation in both grades 4 and 8. In response to the alarming results, *The Detroit Free Press* partnered with Detroit Public Schools (DPS) to create and implement a new reading initiative, *The Call to Action for a new Reading Corps*, which encouraged citizens to volunteer 100,000 hours collectively to tutor reading in DPS schools.

North Carolina



In 2005, results from the NAEP reading assessment revealed that eighth grade students in North Carolina scored below the national average. In response, the state deployed more than 200 literacy coaches to middle schools around the state to help teachers reach students with reading difficulties before they made the transition to high school.

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Parent Brochure

Video



Give parents a “virtual video tour” that brings the NAEP parent brochure to life!

The Big Picture

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Today's students take tests for everything. The National Assessment of Educational Progress (NAEP). Through it, different states compare The Nation's Report Card to see how they do in some particular education areas are doing.

Your State!

MD

the world

The Nation's Report Card

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