



DISTRICT OF
COLUMBIA

NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

School Coordinator Manual for NAEP 2019 Administration

Table of Contents

Introduction to NAEP	3
What is NAEP?.....	3
How is NAEP Different from State Assessments?	3
Length of Assessment	3
Questionnaires.....	4
Assessment Timeline.....	4
NAEP in District of Columbia.....	4
Getting Started on the MyNAEP For Schools Website	5
• Register for MyNAEP	5
• Provide School Information	7
Prepare for Assessment	9
• Review and Verify List of Students Selected For NAEP.....	11
• Complete SD/ELL Student Information.....	16
• Notify Parents	31
• Manage Questionnaires.....	34
• Plan for Assessment Day.....	38
• Encourage Participation.....	43
• Update Student List	46
NAEP Frequently Asked Questions (FAQs).....	51
• NAEP and Its Uses	51
• NAEP Results	53
• Administration of NAEP	55
• Duties of the School Coordinator	56
• NAEP Assessment Sample Design	57
Glossary of Terms.....	59

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Since 1969, NAEP has served as a common measure of student achievement across the country. The results are released as [The Nation's Report Card](#) and are available for the nation, states, and some urban districts. NAEP is a congressionally mandated project administered by the National Center of Education Statistics (NCES).

- [Sample questions](#) booklets are general information booklets about the NAEP assessment. The booklets give teachers and the parents of participating students an opportunity to examine the types of questions students will be answering. The sample questions booklets contain many of the components of the actual test, including instructions, sample subject-area questions and student responses from previous NAEP assessments, and survey questions about the student's activities and characteristics related to education and the subject being assessed.
- NAEP also posts thousands of released sample questions online through the [NAEP Questions Tool](#).

How is NAEP Different from State Assessments?

NAEP serves a different role than state assessments. Each state adopts its own assessments, which are designed to provide individual student data about achievement on state content standards. NCES administers the same NAEP assessments in every state. This provides a common measure that allows for comparisons of achievement to the nation and among states and participating urban districts. NAEP does not report results for individual students. Unlike most state assessments, NAEP asks students, teachers, and principals to complete contextual questionnaires. This information provides greater understanding of students' educational experiences and factors that may be related to their learning.

Length of Assessment

- NAEP takes about two hours for most students, including instructions and dismissal.

Questionnaires

- In addition to assessing subject-area achievement, NAEP collects information that serves to fulfill reporting requirements of federal legislation and to provide a context for reporting student performance. The legislation requires that, whenever feasible, NAEP include information on special groups (e.g., information reported by race, ethnicity, socio-economic status, gender, disability, and limited English proficiency). NAEP collects information through student, teacher, and school questionnaires.
 - Student questionnaires – completed by participating students; information collected on student demographic characteristics, classroom experiences, and educational support
 - Teacher questionnaires – completed by teachers of NAEP subjects for grades 4 and 8; information collected on teacher training and instructional practices
 - School questionnaires– completed by principal or principal’s designee; information collected on school policies and characteristics.
- [NAEP survey questionnaires](#) provide information to help better understand the context in which students learn to aid in improving the educational system.

Assessment Timeline

- Selected districts and schools are notified in May of the school year preceding the NAEP assessment
- School coordinator selection occurs in September of the school year of the NAEP assessment
- Assessment window – last week of January to first week of March
- NAEP occasionally conducts special studies at other times in the school year

NAEP in the District of Columbia

Your primary contact for questions about NAEP is District of Columbia’s NAEP State Coordinator (NSC), Swea Hart with the Office of the State Superintendent of Education. You can reach her at (202) 374-7148 or swea.hart@dc.gov. In December, a NAEP representative will contact each school selected for NAEP. The NAEP representative works with the school coordinator to plan for NAEP and leads the NAEP team that administers NAEP in the school.

MyNAEP

Step-by-Step Instructions

Registering for MyNAEP

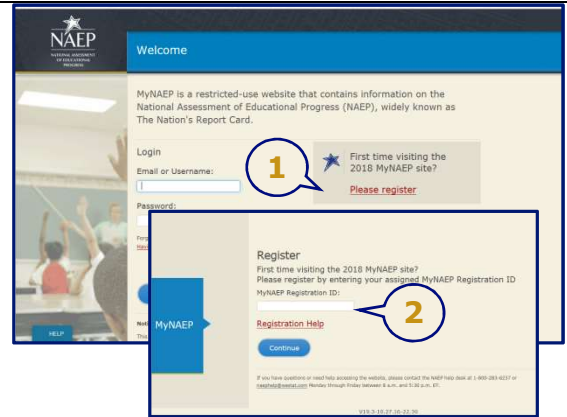
Important Information Needed to Register:

1. MyNAEP Registration ID

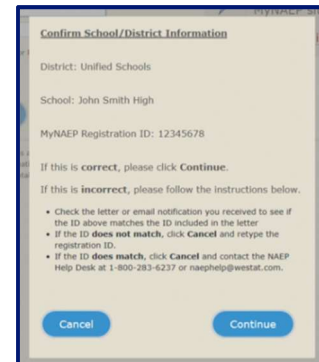


Estimated Time To Complete: 7 minutes

- 1 Go to <https://www.mynaep.com> and select the **Please register** link.
- 2 Enter the **MyNAEP Registration ID** and select **Continue**.



- 3 A confirmation window will appear to ensure that you are registering for the correct school or district. Select **Continue** if the information is correct. If the information is incorrect, follow the instructions in the window and select **Cancel**.



- 4 The next screen will ask if you are the School Principal for the school shown.
If you are the School Principal, select **Yes**.
Otherwise, select **No**.
The next screen will ask if you are the assigned NAEP School Coordinator for your school.
If you are the assigned NAEP School Coordinator, select **Yes**.
Otherwise, select **No**.



A school may have only one designated School Coordinator. Principals and School Coordinators are the only school personnel with full access to MyNAEP.

5 The registration form will appear. Enter your name, phone number, and email address.

Create your own password **using the following criteria.**

- Must have 8-14 characters
- Needs **at least one of each:**
 - uppercase letter
 - lowercase letter
 - numerical digit
 - special character
(*!,~%#@#\$%?^+=&)

Sample password: KnightsR#1
Select **Register.**

6 The system will generate a new username (even if you were registered from a previous year). You will need your email **or** system-generated username **and** password to access MyNAEP throughout the year. Select **Continue.**

If you ever forget your password, you may reset it using the **Forgot Password** link on the login screen.

7 The next step asks you to accept and agree to the **MyNAEP Confidentiality Agreement.** All school personnel that register for MyNAEP must accept a confidentiality agreement. Please review and accept the agreement to access the site.

8 **If you have more than one MyNAEP Registration ID to register?** Follow the **Register More Schools** link in the upper right-hand section of the blue banner. **Enter** the school MyNAEP registration ID number then select **Submit.** Repeat the school contact information verification as needed for each grade level.

Afterwards, you will be able to access your assigned schools with a dropdown menu. This allows you to have one School Coordinator account to toggle between schools.

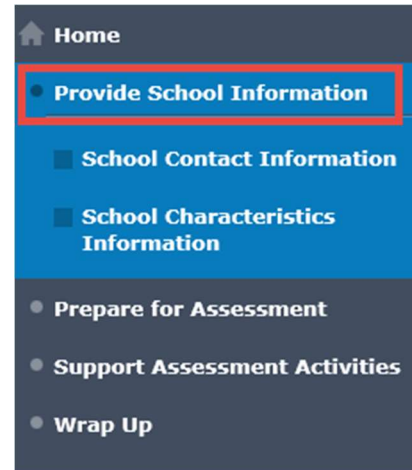
MyNAEP

Step-by-Step Instructions

Provide School Information

Important information needed about your school:

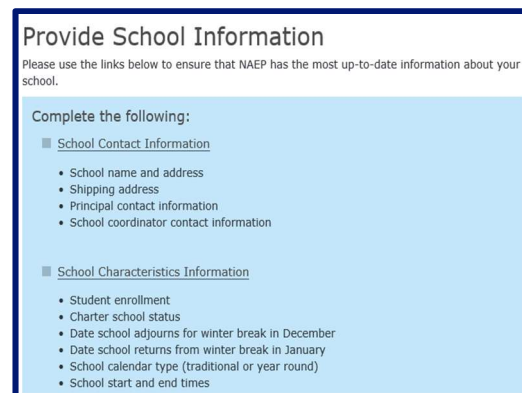
1. **School Contact Information:**
 - a. School name and address
 - b. Shipping address
 - c. Principal contact information
 - d. School Coordinator contact information
2. **School Characteristics Information:**
 - a. Student enrollment
 - b. Date school adjourns for winter break in December
 - c. Date students return from winter break in January
 - d. School start and end time
 - e. School calendar type (traditional or year-round)



Estimated Time To Complete: 10 minute

- 9 Select **Provide School Information** from the left-hand menu of the home screen. Use the links to enter your school's contact and characteristics information.

Use the links to **confirm** or **enter** information.



Provide School Information

Please use the links below to ensure that NAEP has the most up-to-date information about your school.

Complete the following:

- School Contact Information
 - School name and address
 - Shipping address
 - Principal contact information
 - School coordinator contact information
- School Characteristics Information
 - Student enrollment
 - Charter school status
 - Date school adjourns for winter break in December
 - Date school returns from winter break in January
 - School calendar type (traditional or year round)
 - School start and end times

- 10 Click on the link to be directed to the **School Contact Information** page. Once you have reviewed the information, make necessary revisions, click the **Submit** button.

You will see a white checkmark for **School Contact Information**.

- 11 Click on the link to the **School Characteristics Information** section. Provide total class enrollment for the grade (4, 8, or 12) being tested. Your NAEP State Coordinator, Swea.Hart@dc.gov, will be alerted each time you make a change, and they have to review and approve every entry.

Be sure to only include grade specific enrollment, not your school's total enrollment.

12 Provide the MyNAEP system with the dates for the following events:

- Date school adjourns for winter break in December
- Date students return from winter break in January

After your date entries, select **Save and Continue**.

The screenshot shows a form titled "Full Screen Mode" with the instruction "Please enter your grade 8 enrollment." Below this is a text input field containing "115". The next section is "Date that grade 8 adjourns for winter break in December" with a date picker set to "12/16/2016". The final section is "Date that grade 8 returns from winter break in January" with a calendar dropdown set to "January, 2017" and a date selected as "1/2/2017". At the bottom right, there are two buttons: "Save" and "Save and Continue".

13 Provide the MyNAEP system with the school day start and end times on **assessment day**.

- Start time for the school day (round to the nearest 5 mins)
- End time for the school day (round to the nearest 5 mins)

After your date entries, select **Save and Continue**.

The screenshot shows a form titled "Full Screen Mode" with the instruction "Your school's assessment date is scheduled for [data not available]. What time will school start for grade 8 on that day?" Below this is a time picker set to "07:55 AM". The next section is "What time will the school day end for grade 8 on [data not available]?" with a time picker set to "03:45 PM". At the bottom, there are five buttons: "Back to Beginning", "Back", "Save", "Save and Continue", and "Exit".

14 Provide the MyNAEP system with your school's year-round school calendar.

- Does your school follow a year-round calendar?
Yes/No

After your entry, select **Save and Continue**.

The screenshot shows a form titled "Full Screen Mode" with the heading "School Characteristics Information". The first question is "Is your school a charter school for grade 8?" with radio buttons for "No" (selected) and "Yes". The second question is "Does your grade 8 follow a year-round calendar with multiple tracks of students?" with radio buttons for "No" (selected) and "Yes". At the bottom, there are five buttons: "Back to Beginning", "Back", "Save", "Save and Continue", and "Exit".

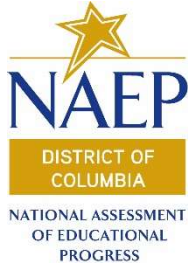
15 Review the data you entered. Make any changes, by selecting the **Back** button. If the data are correct, select the **Submit** button.

The screenshot shows a summary of the entered data in a table format:

Enrollment - grade 8:	115
Date adjourns for break - grade 8:	12/16/2016
Date returns from break - grade 8:	1/2/2017
School start time - grade 8:	7:55 am
School end time - grade 8:	3:45 pm

Below the table, there is a message: "Please review the data you entered above. If you need to make changes, select the **Back** button. If the data are correct, select the **Submit** button." At the bottom, there are four buttons: "Back to Beginning", "Back", "Submit", and "Exit".

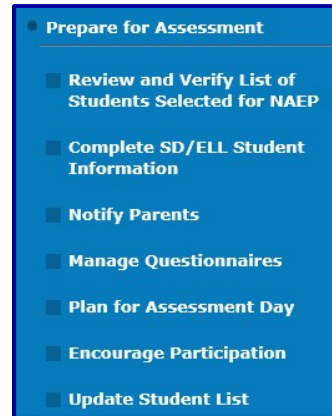
Congratulations! You have completed the Provide School Information task.



MyNAEP Step-by-Step Instructions Prepare for Assessment

Select the **Prepare for Assessment** link from the menu on the left side of MyNAEP home page. In **Prepare for Assessment** you will have access to several School Coordinator activities.

Your NAEP Representative will contact you in November to schedule two phone calls. In the first call, your NAEP Representative will describe the planning activities in **Prepare for Assessment** and schedule the second call. In the second call, your NAEP Representative will review the information you entered in **Prepare for Assessment** with you. The second phone call is referred to as the **Preassessment Review Call**.



The list of NAEP-sampled students in your school will become available in **Prepare for Assessment** on **December 3, 2018**. After the list is available, there are several activities that you must complete to ensure a successful NAEP administration.

All these activities must be completed prior to the **Preassessment Review Call**:

- Review and Verify List of Students Selected for NAEP
- Complete SD/ELL Student Information
- Notify Parents
- Manage Questionnaires
- Plan for Assessment Day
- Encourage Participation
- Update Student List (available Jan. 1, 2019)

Once you complete each task, a **WHITE** checkmark will be displayed beside each activity under the **Prepare for Assessment** menu. This checkmark will turn **GREEN** once confirmed by the NAEP Representative during your **Preassessment Review Call**.

Notice: Each MyNAEP page has a reference number in the upper right-hand corner of the screen. This reference number may be helpful during the **Preassessment Review Call** or in asking questions.

Scheduled Preassessment Review Call

Note: this date will be scheduled with your NAEP Representative during the first call in early December.

Date: _____

Time: _____

NAEP Representative's Name: _____

NAEP Representative's Email: _____

NAEP Representative's Phone : _____

What to Expect in the Preassessment Review Call?



Estimated time to complete: 1 hour

- 1** Your NAEP Representative may have questions about the information supplied in the **Review and Verify List of Students Selected for NAEP** section. For example, the NAEP Representative may ask you to confirm any reason(s) entered for students who cannot take NAEP or any updates to the demographic information.

 - 2** The NAEP Representative will go over the accommodations assigned in the **Complete SD/ELL Student Information** section. The NAEP Representative may have specific questions for each student so it is important that you have access to the specific needs for each SD and/or ELL student selected for NAEP.

 - 3** The NAEP Representative will review the information supplied in the **Notify Parents** section. The NAEP Representative will verify that the notification letter has been uploaded, the date the letter was sent, what distribution method you used, whether the letter was modified and whether the parents or guardians of all students or only sampled students were notified.

 - 4** The NAEP Representative will verify the list of teachers and the grades and subjects taught by each teacher in the **Manage Questionnaires** section. All questionnaires must be completed by assessment day.

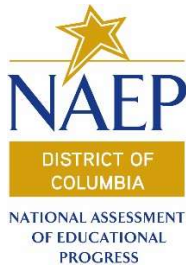
 - 5** The NAEP Representative will review your plans for assessment day entered in the **Plan for Assessment Day** section.

 - 6** The NAEP Representative will ask questions about how you plan to prepare your school for the assessment and whether you will implement any strategies listed in the **Encourage Participation** section.

 - 7** The NAEP Representative will confirm any newly sampled students from the **Update Student List** process in early January and will verify all student demographics (e.g., gender, race/ethnicity, school lunch status, SD and/or ELL classification) for newly sampled students. The NAEP Representative will also verify that the parents/guardians of newly sampled students have been notified.

 - 8** The NAEP Representative will end the call by asking where the Red NAEP Storage Envelope can be located should you be unavailable when the materials are needed on assessment day. Should you have any questions about the assessment, make sure to ask them at this time.
-

Note: Once the **Preassessment Review Call** has been completed, the checkmarks beside each activity in **Prepare for Assessment** will turn green and you will be unable to make revisions to these sections. If any changes are necessary after the **Preassessment Review Call**, please contact your NAEP Representative.



MyNAEP

Step-by-Step Instructions

Review and Verify Students Selected to Take NAEP

Purpose of this preassessment activity:

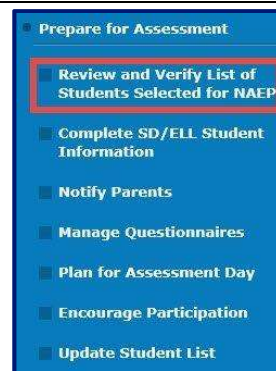
1. Verify and/or correct the following student demographic information
2. Identify any student(s) who cannot take NAEP



Estimated time to complete: 3 hours max.

- 1** Go to <https://www.mynaep.com> and select **Prepare for Assessment**. Under this menu you will have access to several School Coordinator tasks.

Select the **Review and Verify List of Students Selected for NAEP** link on the left-hand menu.



In this section, you will need to verify the accuracy of the following information for each student:

- First Name*
- Last Name*
- Month of Birth
- Year of Birth
- Gender
- Race/Ethnicity
- Student Disability Status
- English Language Learner Status
- Reason Student Cannot Take NAEP, if applicable

* The names of the students CANNOT be changed in the MyNAEP system. If there are corrections needed to names, please discuss with your NAEP representative.

- 2** Watch the **Review and Verify List of Students Selected for NAEP** Tutorial. Close out of the tutorial once you have finished viewing.

(If you would rather make your corrections online without first noting on a printed worksheet, proceed to **Step 6**).



Reasons Students Cannot Take NAEP

You will need to verify if any selected students cannot take NAEP for the following reasons.

- Withdrawn
- Graduated
- Expelled
- Does not attend any academic classes on campus
- Home schooled and receives limited services on campus
- Student listed more than once
- Not in tested grade
- Foreign exchange student
- Student deceased
- Long-term illness/homebound
- Chronic truant
- Parent notified about NAEP and refused NAEP testing
- Student notified about NAEP and refused NAEP testing
- Enrolled in U.S. schools less than one full academic year before the NAEP assessment and cannot access NAEP (applies only to English language learners)
- Meets (or met) participation criteria for one or more state alternate assessments (applies only to students with disabilities)

Other Resources:

- State Inclusion Guidelines
- Access to current school data or school data specialist (to check and obtain missing data)
- School attendance staff for information about students currently not attending school

Notes:

If a student has a Section 504 Plan and requires an accommodation for NAEP, change his or her **Student with a Disability** status to "Yes, 504."

Other information such as NAEP accommodations needed for Students with Disabilities, Students on a Section 504 Plan, and English Language Learners will be entered in the **Complete SD/ELL Student Information** section under the **Prepare for the Assessment** menu.

3 Select **Print Reports**.

4 Select **Print Worksheet** to access the **NAEP 2019 Worksheet for Students Selected for NAEP** in order to manually record your corrections. A report similar to that shown here will appear. Make needed corrections/updates on the report for reference when entering data into MyNAEP system.

Reminder: Keep all confidential reports in your NAEP storage envelope and store in a secure location.

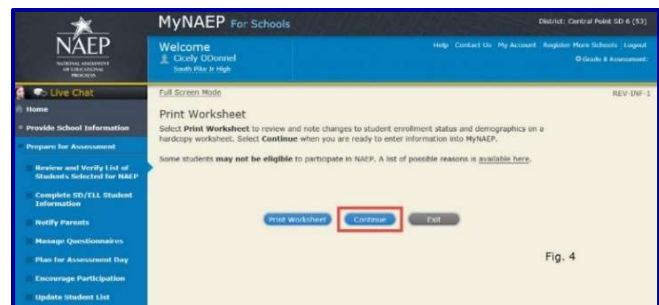
NAEP 2019 Worksheet for Students Selected for NAEP							
School Name: Maxwell Colony Elementary District Name: Rankin Co School Dist NAEP ID: 4010221							07/31/2018 5:14 PM
Student Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/Ethnicity
Adams, Eli	85883	DS0401/01	Math-Tablet	03	2008	Female	White, not Hispanic
Anderson, Asipeli	85884	DS0401/02	Math-Tablet	03	2009	Female	White, not Hispanic
Arocha, Lucas	85885	DS0401/03	Reading - Tablet	01	2008	Female	Black or African American, not Hispanic
Arzola, Ryan	85886	DS0401/04	Math-Tablet	10	2008	Female	Hispanic, of any race
Barrett, Kaiya	85888	DS0401/05	Math-Tablet	05	2009	Male	Black or African American, not Hispanic
Berban, Elizabeth	85889	DS0401/06	Math-Tablet	06	2009	Male	Black or African American, not Hispanic
Canepa, Mason	85891	DS0401/07	Reading - Tablet	01	2009	Female	Black or African American, not Hispanic
Castro, Michael	85892	DS0401/08	Math-Tablet	05	2009	Female	Black or African American, not Hispanic
Christiansen, Ayana	85893	DS0401/09	Math-Tablet	01	2009	Male	Black or African American, not Hispanic
Clarke, Miguel	85894	DS0401/10	Math-Tablet	08	2009	Female	Black or African American, not Hispanic


- 5 Once all corrections have been made to the hard copy report, log into MyNAEP and go to **Review and Verify List of Students Selected for NAEP** under the **Prepare for Assessment** menu.

Note: If a student has a Section 504 Plan **and requires** an accommodation for NAEP, change his or her **Student with a Disability** status to "Yes, 504." All other students with a Section 504 Plan should be coded as "No, not SD."


- 6 Select **Review and Verify Student Information**, then select **Continue** to proceed to the page to make any necessary corrections.

(screen code: REV-INFO-1)



- 7 Review all demographic data for the students. Select the  pencil icon next to the student's name to enter a student's correct or missing information.

(screen code: REV-INFO-2)

- 8 You can scroll through this list of students and sort the columns by clicking on the column header. If there are missing data for a student, there will be an  icon in the column. Hover over the icon to see how many students have missing data. Select the column header with the missing data and the missing data will filter to the top.

Here is an example of a student who cannot take the NAEP assessment because she was expelled. The pencil icon next to Mia Alexopoulos's name was selected. Under the **Reason Student Cannot Take NAEP** section, **Expelled** was selected.

Name: ALEXOPOULOS, MIA
 Student ID: [text box]
 Session/Line #: DB0801/01
 Subject: Math
 Month of Birth: 09
 Year of Birth: 2001
 Gender: Female
 Race/Ethnicity: White, not Hispanic
 School Lunch Status: Free lunch
 Student with a Disability: No, not SD
 Reason Student Cannot Take NAEP: Expelled
 English Language Learner: No, not ELL
 Don't see your reason listed? Select the [Contact Us](#) link and ask your NAEP field representative for assistance.

Buttons: Save, Close, Reset

9 Once you have corrected any missing or incorrect information for each student, and, if needed, indicated a reason a student cannot take NAEP, select the **Save** button to proceed. If you fail to provide all necessary information for each student, the following warning message will appear: **Responses will not be saved since all required questions are not answered.**

10 If any category needs a correction, select the dropdown menu next to the category needing revision. Each dropdown menu contains a list of options acceptable for this category. **Save** after each correction is made.

Name: ACOSTA, DYAMOND
 Student ID: [text box]
 Session/Line #: DB0401/01
 Subject: Math
 Month of Birth: 05
 Year of Birth: 2004
 Gender: Female
 Race/Ethnicity: Hispanic, of any race
 School Lunch Status: Free lunch
 Student with a Disability: No, not SD
 English Language Learner: [dropdown]
 Reason Student Cannot Take NAEP: [dropdown]
 Don't see your reason listed? Select the [Contact Us](#) link and ask your NAEP field representative for assistance.

Buttons: Save, Close, Reset

Select **Close** to exit the popup.

11 Once you have corrected any missing or incorrect information for each student, select the **Save** button to proceed. If you fail to provide all necessary information for each student, the following warning message will appear: **Responses will not be saved since all required questions are not answered.**

12 If you try to proceed and student information is still missing, warnings will appear. Examples of possible warnings include:

- The field "Student with a Disability" must be filled in.
- The field "English Language Learner" must be filled in.
- The field "Race/Ethnicity" must be filled in.

You cannot continue until you have provided information for each sampled student.

13 For any corrected or updated information supplied in this section, all modifications to the **NAEP 2019 Worksheet for Students Selected for NAEP** will show in blue highlights.

SEL Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/Ethnicity	School Lunch Status	Student with a Disability	English Language Learner	Reason Student Cannot Take NAEP
DELANE, CHRISTINA	DB0801/01	Reading 10	2009	Male	Black or African American	Free lunch	No, not SD	No, ELL			
ALEXOPOULOS, MIA	DB0801/01	Math 09	2001	Female	White	Free lunch	No, not SD	No, Formally ELL (K-12 reporting)	Expelled		
LI, TING-RUTHIE	DB0801/02	Reading 09	2001	Female	Asian	Free lunch	No, not SD	No, Formally ELL (K-12 reporting)			
MARQUIS, DONOVAN	DB0801/04	Math 11	2001	Male	Hispanic	Free lunch	No, not SD	No, Formally ELL (K-12 reporting)			
REYER, NATALIE	DB0801/05	Reading 11	2001	Female	Hispanic	Free lunch	No, not SD	No, Formally ELL (K-12 reporting)			
BRIGGS, KARMIDA	DB0801/08	Writing 01	2002	Female	White	Free lunch	No, not SD	No, Formally ELL (K-12 reporting)	Expelled		
BURDETTE, ELINA	DB0801/07	Math 07	2001	Female	Black or African American	Free lunch	Yes, TYP	No, Formally ELL (K-12 reporting)			

Select **Continue** when all revisions are completed. (screen code: REV-INFO-2)

- 14** You will next be asked to identify any students in this list enrolled in your school because they were displaced from another district or state by a disaster. The default entry for each student is "No." After updating to "Yes" or "Information unavailable" for all displaced students, select **Continue**.

Review and Verify Student Information

Identify Displaced Students

Due to natural disasters, families may be forced from their homes, displacing students who have enrolled outside their home district or state. For reporting purposes, NAEP is collecting information about displaced students.

Are any of the students listed below enrolled in your school because they were displaced from another district or state by a disaster, such as a hurricane?

Name	Student ID	Session/Line #	Subject	Is this a displaced student?
LAST 001, FIRST 001		DA0801/01	Math - Tablet	No
LAST 002, FIRST 002		DA0801/02	Reading - Tablet	No

(screen code: REV-INFO-6)

- 15** To print the **NAEP 2019 Summary Report for Students Selected for NAEP** for use during the **Preassessment Review Call** with your NAEP representative, select **Print Summary**.

Print Summary Back to Beginning Back Submit Exit

(screen code: REV-INFO-7)

- 16** If you are satisfied with the **NAEP 2019 Summary Report for Students Selected for NAEP**, select the **Submit** button to indicate you are finished with this section.

- 17** You may print a confidential copy of your updates at any time by selecting **Print Reports**, then by selecting **Print Summary Report**.

(screen code: REV-REP-1)

Prepare for Assessment

Review and Verify List of Students Selected for NAEP

NAEP reports results for student demographic groups, so it is important to collect accurate data. Review the list of students to be tested at your school and update their enrollment status and demographic information as needed.

Complete the following:

- Watch the Review and Verify List of Students Selected for NAEP Tutorial (8:01)
- Review and Verify Student Information
- Print Reports

Additional Resources

- Information Needed to Review and Verify List of Students Selected for NAEP
- Dept. of Agriculture Memo Authorizing Release of NSLP to NAEP

Print Reports

Before entering student data in the system
Print this worksheet and use it to review and verify student enrollment status and demographics before entering the data into the system.

Print Worksheet

After entering student data in the system
Select Print Summary Report to print a record of the student information entered in the system. Keep this report in the NAEP Storage Envelope and refer to it during the preassessment review call.

Print Summary Report

Select Submit to indicate you are finished with this section.

Exit Submit

Congratulations! You have now reviewed and verified your NAEP-selected students in preparation for your Preassessment Review Call.

You should note a **WHITE** checkmark beside the **Review and Verify List of Students Selected for NAEP** under the **Prepare for Assessment** menu. This checkmark will turn to **GREEN** once confirmed by the NAEP representative during your Preassessment Review Call.

Thank you for your timely completion of this preassessment activity!

MyNAEP

Step-by-Step Instructions

Complete SD and ELL Student Information

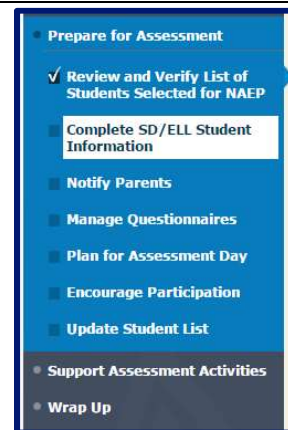
Purpose of this preassessment activity:

1. Review and download District of Columbia's NAEP Inclusion Policy,
2. Include students with disabilities (SD) and English language learners (ELL) to the fullest extent possible,
3. Provide information about how SD and/or ELL students are assessed and the accommodations these students will need to access the NAEP-assigned subject.



Estimated time to complete: 3 hours max.

- 1 Go to <https://www.mynaep.com> and **select** the **Prepare for Assessment** tab. Select **Complete SD/ELL Student Information**.



In this section you will provide information for students with disabilities (SD) and English language learners (ELL), to ensure that NAEP-selected students can be included in the assessment. NAEP provides accommodations only for SD (IEP and/or section 504 plan) and ELL students.

NOTE: This section only includes students whose SD status is "Yes, IEP" or "Yes, 504" and/or students whose ELL status is "Yes, ELL" in the **Review and Verify Information for Students Selected for NAEP** section. If you do not see a student sampled for NAEP who you are certain is SD and/or ELL, you must return to the **Review and Verify Information for Student Selected for NAEP** section and correct their status.

- 2 Watch **Complete SD/ELL Student Information** Tutorial.
- 3 Select the **Review NAEP Inclusion Policy** link to learn about what accommodations are permitted in your state and to review NAEP's participation expectations.
- 4 **Download** the **SD/ELL Inclusion Policies**. **Verify** (Yes/No) that you downloaded the documents, and select **Submit** to continue with this preassessment activity.

Review NAEP Inclusion Policy

New Moldavia NAEP 2019 Inclusion Policy for Students with Disabilities and English Language Learners

The policy provides inclusion expectations, lists the NAEP accommodations, and describes how the accommodations are administered.

- [New Moldavia NAEP 2019 Inclusion Policy Students with Disabilities Math and Reading- \(976 KB, DOCX\)](#)
- [New Moldavia NAEP 2019 Inclusion Policy for ELL Math and Reading- \(975 KB, DOCX\)](#)

We expect most students with disabilities and English language learners to participate. The only students eligible for exclusion are:

- Students who meet (or met) participation criteria for the Dynamic Learning Maps-DLM
- English language learners who have been enrolled in U.S. schools less than 1 full academic year before the NAEP assessment and cannot access NAEP

All other SD and ELL students should participate with or without NAEP accommodations.

Monitoring Exclusions

Your NAEP State Coordinator will monitor exclusions and may contact you regarding excluded students. If you have any questions about how to include a student, contact your NAEP State Coordinator, Jane Doe, at StateCoordinator52@mynaep.com.

I downloaded and reviewed the Training 52 NAEP 2019 Inclusion Policy for Students with Disabilities and English Language Learners.

Yes No

Submit

Exit



Obtain the answers to the following questions:

Student with Disability section:

- **What is the student's disability?** • Specific learning disability • Hearing impairment/deafness • Speech or language impairment • Intellectual Disability • Emotional disturbance, • Orthopedic impairment • Traumatic brain injury • Autism • Developmental delay (age 9 or younger) • Visual impairment/ blindness • Other health impairment (e.g., ADHD)
 - Only for students whose **SD Classification** is **Yes, IEP.**
- **What is the degree of this student's disability(ies)?** • mild • moderate • profound/severe • don't know
- **At what grade level does this student perform in the NAEP subject?** • at or above grade-level • one year below grade-level • two or more years below grade level • not receiving instruction in this subject • don't know
- **How is the student assessed on state or classroom assessments in the NAEP subject?** • without accommodations • with accommodations • Meets (or met) participation criteria for Multi-State Alternate Assessment (MSAA).
- **How should student be assessed on NAEP?**
 - without accommodations • with accommodations • do not test
 - (If appropriate) What Universal Design elements and/or accommodations does the student need to access NAEP?
 - (If appropriate) Why is the student excluded from NAEP?
 - (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

English Language Learner section:

- **What is the student's primary language?** • Spanish • other
- **Including this year, how long has this student been receiving academic instruction primarily in English?** • does not receive academic instruction primarily in English • less than 1 year • 1 to 2 years • 2 to 3 years • 3 years or more • don't know
- **At what grade level does this student perform in the NAEP subject?** • at or above grade-level • one year below grade-level • two or more years below grade level • not receiving instruction in this subject • don't know
- **For each item below, how would you characterize this student's English proficiency?**
 - **Listening comprehension in English?** • ELL advanced • ELL intermediate • ELL beginning • no proficiency • don't know
 - **Reading comprehension in English?** • ELL advanced • ELL intermediate • ELL beginning • no proficiency • don't know
 - **Speaking comprehension in English?** • ELL advanced • ELL intermediate • ELL beginning • no proficiency • don't know
 - **Writing comprehension in English?** • ELL advanced • ELL intermediate • ELL beginning • no proficiency • don't know
- **How long has the student been enrolled in U.S. schools?** • One academic year or more • Less than one academic year
- **How should student be assessed on NAEP?**
 - without accommodations • with accommodations • do not test
 - (If appropriate) What Universal Design elements and/or accommodations does the student need to access NAEP?
 - (If appropriate) Why is the student excluded from NAEP?
 - (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

For this NAEP preassessment activity, there are **two ways** to provide testing information for your NAEP-sampled students in the MyNAEP system:

(1) The School Coordinator designates one or more persons most familiar with how SD and/or ELL students are tested to enter the accommodations and participation in the system,

Or

(2) The School Coordinator enters the accommodation and participation information in the system.

Option 1: Give Access to SD and/or ELL Specialists

- 5 To designate another staff person to complete the SD and/or ELL information needed, select the **Give Access to SD and/or ELL Specialists** link.
 - SD/ELL specialist will only see this section under **Prepare for Assessment** when entering the **MyNAEP** site.

- 6 **Enter** in contact information (first and last name) and a school email address for each designated SD/ELL specialist (**Step 1**).

- 7 Select what access this specialist should be given, either SD Access and/or ELL Access (**Step 2**). Select **Save** after entering all of the name(s) and email addresses (**Step 3**).

- 8 Select the **Send Email** button next to the name of each specialist (**Step 4**). This action will create a time stamp for the date the email was sent shown in the **Email Sent Date** column. A MyNAEP popup message will appear notifying you that a registration message was sent to the SD/ELL specialist.

- 9 Select **Submit** when you are finished. (**Step 5**)

COMP-SPEC-1

Give Access to SD and/or ELL Specialists

The person most familiar with how students with disabilities (SD) and English language learners (ELL) are tested should provide the information for these students. Complete and submit the information below to give access to the **Complete SD/ELL Student Information** section for one or more SD/ELL specialists.

For confidentiality reasons, access is limited to you and five additional school staff.

- Enter all names and email addresses then select **Save**.
- Select the **Send Email** button for each record.
- Select **Submit**.

#	First Name	Last Name	Email Address	SD Access	ELL Access	Send Email	Email Sent Date
1	Julie	Smith	jsmith@mynaep.edu	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Send Email	
2				<input type="checkbox"/>	<input type="checkbox"/>	Send Email	
3				<input type="checkbox"/>	<input type="checkbox"/>	Send Email	
4				<input type="checkbox"/>	<input type="checkbox"/>	Send Email	
5				<input type="checkbox"/>	<input type="checkbox"/>	Send Email	

Save
Submit
Exit

Option 2: School Coordinator Completes SD/ELL Student Information

- 10** Based on the demographics of your students there are three potential sections to provide student information.
- Provide Information for Students who are Both SD and ELL
 - Provide Information for SD (IEP or 504 Plan) Only
 - Provide Information for ELL Only

For illustrative purposes, this section of the manual will only describe the **Provide Information for SD (IEP or 504 Plan) Only** and **Provide Information for ELL Only** steps.

Provide SD (IEP or 504 Plan) Information

- 11** Review the District of Columbia’s NAEP Inclusion Policy to see the Universal Design Elements and allowable Accommodations for NAEP. Use this policy to determine how your SD students should participate on the NAEP assessment. Allowable accommodations may differ based on the NAEP-selected subject and grade.
-
- 12** Follow the **Print Reports** link in order to manually record student information before entering the data into the MyNAEP system. Select the print buttons to download these pre-reports and select **Submit** or **Exit** to leave this view.

Print Reports
COMP-REP-1

Before entering student data in the system
Print the worksheets to record student information.

Print Worksheet for SD Only
Print Worksheet for ELL Only
Print Worksheet for Both SD and ELL

After entering student data in the system
Select **Print Summary Report** to print a record of the student information entered in the system. Keep this report in the NAEP Storage Envelope and refer to it during the preassessment review call. Print the **Exclusion Report** to discuss with the NAEP State Coordinator.


Print SD Only Summary Report
Print ELL Only Summary Report
Print Both SD and ELL Summary Report
Print Exclusion Report

Select **Submit** to indicate you are finished with this section.

Exit
Submit

SD) Only 08/17/2017 8:54 AM						
School Name: Central Middle District Name: Central Point SD 6 NAEP ID: 5020125						
A	B	C	D	E	F	G
				Record the student's disability(ies). <ul style="list-style-type: none"> •Specific learning disability •Hearing impairment/deafness •Speech or language impairment •Intellectual disability •Emotional disturbance •Orthopedic impairment •Traumatic brain injury •Autism •Development delay (age 9 or younger) •Visual impairment/blindness •Other health impairment (specify) 	What is the degree of this student's disability(ies)? <ul style="list-style-type: none"> •Profound/Severe •Moderate •Mild •Don't know 	At what grade level does this student perform in the NAEP subject? <ul style="list-style-type: none"> •At or above grade level •One year below grade level •Two or more years below grade level •Not receiving instruction in this subject •Don't know
Student Name	Session/Line #	SD Classification	NAEP Subject			
Anderson, Tikyah	DP0801/04	Yes, IEP	Science - Tablet			
Quintero, Jonathan	DP0801/37	Yes, IEP	Reading - Tablet			
Sanchez, Odalys	DP0801/40	Yes, IEP	Science - Tablet			
Stephenson, Christian	DP0801/43	Yes, IEP	Reading - Tablet			
Voges-Haupt, Elizabeth	DP0801/46	Yes, IEP	Science - Tablet			

- 13** To provide student access information for SD students, select the **Provide Information for SD (IEP or 504 Plan) Only** link. After the **Print Worksheet** screen (screen code: COMP-SD-2), select **Continue**.

14 Select the  pencil icon next to the student name to enter a (1) student’s IDEA information, (2) degree of disability, and (3) their grade-level performance in their NAEP-selected subject.

Note: You may scroll through this list of students and sort the columns by clicking on the column header.

SD Details

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name:

- Which of the following **IDEA categories** best describes each student’s identified disability(ies)?
- What is the degree of each student’s disability(ies)?
- At what grade level does this student perform in the NAEP subject?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	SD classification	NAEP subject	IDEA Disability(ies)	Degree of disability(ies)	Grade level performance in NAEP subject
	ANDERSON, TIKYAH LEIGHANN	DP0801/04	Yes, IEP	Science - Tablet			
	QUINTERO, JONATHAN WALTER	DP0801/37	Yes, IEP	Reading - Tablet			
	SANCHEZ, ODALYS	DP0801/40	Yes, IEP	Science - Tablet			
	STEPHENSON, CHRISTIAN	DP0801/43	Yes, IEP	Reading - Tablet			
	VOGES-HAUPT, ELIZABETH R	DP0801/46	Yes, IEP	Science - Tablet			

Back to Beginning Back Continue Exit

15 In the next popup screen, enter the information from the hard copy printed worksheet.

16 Provide relevant disability information for the NAEP-selected subject for each student shown.

From the IDEA categories listed, select all that apply.

Complete the questions about the degree of each student’s disabilities and the grade level at which each student performs in the NAEP subject.

If a student does not take the NAEP subject, use the student’s English or reading performance.

Select **Save** and **Close** to go back to the **SD Details** page.

Student name: BERMEJO-FLORES, MATTHEW

Session/Line #: DS0801/04

SD classification: Yes, IEP

NAEP subject: Reading - Tablet

Which of the following **IDEA categories** best describes each student’s identified disability? Select all that apply.

- Specific learning disability
- Hearing impairment/ deafness
- Speech or language impairment
- Intellectual disability
- Emotional disturbance
- Orthopedic impairment
- Traumatic brain injury
- Autism
- Developmental delay (age 9 or younger)
- Visual impairment/ blindness
- Other health impairment (Specify)

What is the degree of each student’s disability(ies)? Profound/Severe ▾

At what grade level does this student perform in the NAEP subject? Two or more years below grade level ▾

Save Close Reset

17 When finished providing NAEP testing information for all SD students on the first three NAEP SD detail questions, select **Continue**.

Note: If you fail to provide all of the necessary information for each student, the following warning message will appear:

If you try to proceed and student information is still missing, warnings will appear. For example:

- *Please select at least one IDEA category.
- Degree of disability * Required.
- Grade-level in the NAEP subject * Required.

18 In this MyNAEP section, determine how students should participate in NAEP.

Full Screen Mode COMP-SD-4

Provide Information for SD (IEP or 504 Plan) Only

How Students Should Participate


For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training 30 NAEP 2017 Inclusion policy](#) prior to completing.

- How is each student assessed on the state or classroom assessments in the NAEP subject?
- How should each student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Why is the student excluded from NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	SD classification	NAEP subject	How is student assessed on the state or classroom assessments?	How should the student be assessed on NAEP?	Universal design elements	NAEP accommodations
<input checked="" type="checkbox"/>	ALVAREZ, ERICA CHRISTINA	DS0801/01	Yes, 504	Math - Tablet	With accommodations	With accommodations allowed by NAEP	*Use a Computer to Respond	*Extended Time
<input checked="" type="checkbox"/>	BERMEJO-FLORES, MATHEW	DS0801/04	Yes, IEP	Reading - Tablet	With accommodations	With accommodations allowed by NAEP	N/A	*Magnification *Requires a snack during testing

Back to Beginning Back Continue Exit

19 Select the  pencil icon next to the student name to enter a student's testing participation information. *From the list of options, select **how the student assessed on the state or classroom assessments.***

- With accommodations
- Without accommodations
- Meets (or met) participation criteria for Multi-State Alternate Assessment (MSAA)

20 From the list of options in the next question, determine **how the student should be assessed on NAEP.**

- Without accommodations
- With accommodations allowed by NAEP
- Do not test

Note: Your selections may prompt additional questions (1) **Why is the student excluded?** and (2) **Whose decision to exclude?**

Student name ADAMS, ELI M

Session/Line # DS0401/01

SD classification Yes, IEP

NAEP subject Math - Tablet

How is student assessed on the state or classroom assessments? Meets (or met) participation criteria for Oregon Extended Assessment

How should the student be assessed on NAEP? Do not test

Reason student cannot take NAEP Meets (or met) participation criteria for the Oregon Extended Assessment

Save Close Reset

Student name: BROWN, JAILAN ZACHARY
 Session/Line #: DA0801/07
 SD classification: Yes, IEP
 NAEP subject: Reading - Tablet
 How is student assessed on the state or classroom assessments?: Meets (or met) participation criteria for Dynamic Learning Maps-DLM
 How should the student be assessed on NAEP?: Do not test
 Reason student cannot take NAEP: Meets (or met) participation criteria for the Dynamic Learning Maps-DLM
 Other Reason

Buttons: Save, Close, Reset

Student name: BROWN, JAILAN ZACHARY
 Session/Line #: DA0801/07
 SD classification: Yes, IEP
 NAEP subject: Reading - Tablet
 How is student assessed on the state or classroom assessments?: With accommodations
 How should the student be assessed on NAEP?: Do not test
 Reason student cannot take NAEP: Other Reason
 Other reason: Reason not listed - Contact your NAEP State/TUDA Coordinator
 Whose decision to exclude?: Parent/Student decision

Buttons: Save, Close, Reset

21 To identify accommodations needed for the student to access NAEP, make sure under the **how should the student be assessed on NAEP** question that the following answer choice be selected:

- With accommodations allowed by NAEP.


The **Add Accommodation** link will appear. Click the link to add the required accommodations.

22 Determine what universal design elements and accommodations the student requires for the NAEP-subject area and choose all that apply.

Note: For a description of how each universal design element and accommodation works, place your cursor over the name of each accommodation.

23 Select the **NAEP Universal Design Elements** (i.e., offered to **All Students**) and the **NAEP Accommodations** (i.e., only offered to **SD students who require them for testing**) needed for each student. Make your selections and select **Save**. Your NAEP representative will finalize specific plans such as what type of template is needed during your Preassessment Review Phone Call.













What universal design elements and accommodations does **LERNER, CAMERON JOSEPH** require for the **NAEP Science - Tablet** assessment? Choose all that apply.

NOTE: Hover over the  icon for a description of the universal design element and accommodation for NAEP.

- Student does not require any NAEP universal design elements or accommodations

NAEP Universal Design Elements - Offered to All Students

Identify any universal design elements that the student would typically need during testing. These elements are available to all students.

- Zooming 
- Individual Testing Experience 
 - All students have earbuds to reduce distractions
 - Interact directly with tablet
 - Tested with up to 25 other students
- Directions Read Aloud/Text-to-Speech (English) 
- Directions Explained/Clarified 
- Read Aloud/Text-to-Speech (English) - Occasional or Most or All 
- Use a Computer/Tablet to Respond 
- Color Theming 
- Scratchwork/Highlighter Capability 
- Elimination Capability 
- Volume Adjustment 
- Closed Captioning 
- Scratch Paper 

NAEP Accommodations - Only Offered to SD Students Who Require Them for Testing

Identify any accommodations that the student's IEP or 504 Plan requires for testing. These allowed accommodations are only provided to students who need them.

- Extended Time 
 - If state test is untimed, students may or may not require extended time on NAEP
 - Most students are able to complete the NAEP cognitive sections in the time allowed
- Magnification 
- Low Mobility Version of the Test 
- Hearing Impaired Version of the Test 
- High Contrast for Visually Impaired Students 
- Breaks During Test 
- Separate Location 
 - Tested in a separate room away from other students
 - Individually or with up to 5 other students
- Familiar Person Present in Testing Room 
- Uses Template 
 - Cutout; masking; color overlays; line reader; or place marker
- Special Equipment 
 - FM system; amplification equipment; auditory amplification device
 - Noise buffers; study carrel; blinder; special lighting; adaptive furniture
 - Stress ball or sensory fidget item
- Preferential Seating 
 - Location with minimal distractions; reduce distractions; quiet location or setting
 - Front of class; close to test administrator
- Cueing to Stay on Task 
 - Monitor for understanding; monitor placement of responses
 - Redirect to stay on task; reminders to stay on task; prompts to stay on task
 - Verbal encouragement; reinforcement; refocus
 - Track test items
- Scribe 
- Directions Only Presented in Sign Language 
- Presentation in Sign Language 
- Response in Sign Language 
- Braille Version of the Test 
- Other (specify) 

Save

Close

Reset

24 If the necessary accommodation is not listed, select **Other (specify)**. You will be notified whether the accommodation is allowed or not allowed by NAEP. Your NAEP representative will contact you to discuss how the student should be assessed on NAEP.

25 Select **Close** and move on to the next student.

26 **Complete** and **repeat** this information for all SD (or 504) students needing accommodations. Select **Submit** when you are finished with this section.

SD Exclusions Contrary to NAEP Inclusion Policy

27 If in **Step 20**, a student was excluded for another reason besides meets (or met) participation criteria for the Multi-State Alternate Assessment (MSAA), the **Exclusions Contrary to NAEP Inclusion Policy** window will open.

Exclusions Contrary to Training 50 NAEP 2018 Inclusion Policy
The student(s) listed below are excluded contrary to the Training 50 NAEP 2018 Inclusion Policy for Students with Disabilities. Please review the [Training 50 NAEP 2018 Inclusion Policy](#).

Your NAEP State Coordinator may contact you to discuss these exclusions. You can print a list of these excluded students from the **Print Reports** section.

Select **Back** to make any changes for the students on the previous screen.

All columns can be sorted by selecting the column header.

Student name	Session /Line #	SD Classification	NAEP subject	How should the student be assessed on NAEP?	Why can't the student participate on NAEP	Accommodations Not Allowed on NAEP	Requires Other Accommodation(s)(Specify)	Other reason (specify)
BROWN, HADON JOSEPH	PB0801/05	Yes, IEP	Social Studies - Paper	Do not test	Other Reason (specify)			example - should not happen!

Open for a parent/student decision?

Student name: BROWN, HADON JOSEPH
Session/Line #: PB0801/05
SD classification: Yes, IEP
NAEP subject: Social Studies - Paper
How is student assessed on the state or classroom assessments?: With accommodations
How should the student be assessed on NAEP?: Do not test
Why is student excluded? Other Reason (specify):
Other reason (specify): example - should not happen!
Whose decision to exclude? School decision

Student name: BROWN, HADON JOSEPH
Session/Line #: PB0801/05
SD classification: Yes, IEP
NAEP subject: Social Studies - Paper
How is student assessed on the state or classroom assessments?: With accommodations
How should the student be assessed on NAEP?: With accommodations allowed by NAEP
What accommodations does the student need?:
[Add accommodations](#)

Exclusions will be monitored. It is possible you will be contacted to discuss any exclusion decisions that are not in accordance with the policy.

28 Once you have provided, reviewed and verified the SD information for your students, print the **Provide Information for SD Only Summary Report** to verify the data entered in the system. This report will be used during the **Preassessment Review Call** with your NAEP representative.

29 Select **Submit** to indicate you are finished with the **Provide Information for SD Only** section. At this point, changes can still be made if you need to make updates later.

Provide ELL Information

- 1** Select **Provide Information for ELL Only** link.

- 2** Review the District of Columbia NAEP Inclusion Policy to see the **Universal Design Elements** and allowable **Accommodations for NAEP**. Use this policy to determine how your ELL students should participate on the NAEP assessment.

- 3** Follow the **Print Reports** link in order to manually record student information before manually entering in data into the MyNAEP system. Select the print buttons to download these pre-reports and select **Submit** or **Exit** to leave this view.

Print Reports
COMP-REP-1

Before entering student data in the system
Print the worksheets to record student information.

Print Worksheet for SD Only
Print Worksheet for ELL Only
Print Worksheet for Both SD and ELL

After entering student data in the system
Select **Print Summary Report** to print a record of the student information entered in the system. Keep this report in the NAEP Storage Envelope and refer to it during the preassessment review call. Print the **Exclusion Report** to discuss with the NAEP State Coordinator.

Print SD Only Summary Report
Print ELL Only Summary Report
Print Both SD and ELL Summary Report
Print Exclusion Report

Select **Submit** to indicate you are finished with this section.

Exit
Submit

NAEP 2019 Worksheet for English Language Learners (ELL) Only 08/07/2018 3:15 PM

School Name: Maxwell Colony Elementary District Name: Rankin Co School Dist NAEP ID: 4010221

A	B	C	D	E	F	G	H			
							For each item listed below, how would you characterize this student's English proficiency? •No proficiency •ELL beginning •ELL intermediate •ELL advanced •Don't know			
					Including this year, how long has this student been receiving academic instruction primarily in English? •Does not receive academic instruction primarily in English •Less than 1 year •1 to 2 years •2 to 3 years •3 years or more •Don't know	At what grade level does this student perform in the NAEP subject? •At or above grade level •One year below grade level •Two or more years below grade level •Not receiving instruction in this subject •Don't know				
Student Name	Session/Line #	ELL Classification	NAEP Subject	What is the student's primary language?			Listening comprehension in English	Reading English	Speaking English	Writing English
Arocha, Lucas	DS0401/03	Yes, ELL	Reading - Tablet							

- 4** To provide student access information for ELL students, select the **Provide Information for ELL Only** link. After the **Print Worksheet** screen (screen code: COMP-ELL-2), select **Continue**.

- 5** Review all ELL information for your students. Make any necessary corrections and provide ELL Details and participation information for each identified student.

- 6** Select the pencil icon next to each student's name to enter their (1) primary language, (2) length of academic instruction, (3) grade-level performance in the NAEP-selected subject, and (4) English proficiency in listening comprehension, reading, speaking, and writing.

Note: You can scroll through this list of students and sort the columns by clicking on the column header.

ELL Details

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training 50 NAEP 2018 inclusion policy](#) prior to completing.

- What is the student's primary language?
- Including this year, how long has this student been receiving academic instruction primarily in English?
- At what grade level does this student perform in the NAEP subject?
- How would you characterize this student's English proficiency in listening comprehension, reading, speaking, and writing?

▶ All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	ELL classification	NAEP subject	Primary language	Other primary language (Specify)	Academic instruction primarily in English	Grade level performance in NAEP subject	English proficiency listening	English proficiency reading	English proficiency speaking
	AVALOS, JULIE	PB0801/02	Yes, ELL	Social Studies - Paper							
	BENITEZ, MICHAEL PAYNE	PB0801/04	Yes, ELL	Social Studies - Paper							
	LUNA, KARINA	PB0801/24	Yes, ELL	Social Studies - Paper							
	MEDINA, ...	DS0801/14	Yes, ELL	Social Studies - Paper							

7 In the next popup screen, input the information from the hard copy printed worksheet.

8 Responses to every question should be provided based on the educational judgement of a person who knows the student best.

Student name: DURAN, CESAR OCTAVIO
Session/Line #: DS0801/13
ELL classification: Yes, ELL
NAEP subject: Math - Tablet

What is the student's primary language? [Dropdown]
Including this year, how long has this student been receiving academic instruction primarily in English? [Dropdown]
Grade level performance in NAEP subject: [Dropdown]
How would you characterize this student's English proficiency in listening comprehension in English? [Dropdown]
How would you characterize this student's English proficiency in reading English? [Dropdown]
How would you characterize this student's English proficiency in speaking English? [Dropdown]
How would you characterize this student's English proficiency in writing English? [Dropdown]

Buttons: Save, Close, Reset

Select **Save** and **Close** to go back to the **ELL Details** page. **Repeat** Steps 6-8 this for each identified student.

9 Once you have provided ELL information for each student, select **Continue**.

10 The next MyNAEP page (screen code: COMP-ELL-4) will ask for information regarding the student's enrollment in U.S. schools and for participating in the NAEP assessment. Identify if the student has been enrolled in U.S. schools for more or less than 1 full academic school year.

- 1 full academic year or more before the NAEP assessment
- Less than 1 full academic year before the NAEP assessment

11 From the list of options in the next question, determine **how the student should be assessed on NAEP**.

- Without accommodations
- With accommodations allowed by NAEP
- Do not test

Note: If **Do not Test** is selected, the response will generate two remaining questions: (1) **Why is the student excluded?** and (2) **Whose decision to exclude?**

How Students Should Participate

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training 50 NAEP 2018 inclusion policy](#) prior to completing.

- How long has each student been enrolled in U.S. schools? (One full academic year is defined as one full school year before the assessment)
- How should the student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Why is the student excluded from NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	ELL classification	NAEP subject	How long has this student been enrolled in U.S. schools?	How should the student be assessed on NAEP?	Universal design elements	NAEP accommodations
	AVALOS, JULIE	PB0801/02	Yes, ELL	Social Studies - Paper				
	BENITEZ, MICHAEL PAYNE	PB0801/04	Yes, ELL	Social Studies - Paper				
	LUNA, KARINA	PB0801/24	Yes, ELL	Social Studies - Paper				

If you try to proceed and student information is still missing, ***Required** warnings will appear. You cannot **Continue** until all information is provided for each sampled student.

- 12** To identify accommodations needed for the student to access NAEP, make sure under the **how should the student be assessed on NAEP** question that the following answer choice was selected:

- With accommodations allowed by NAEP

Student name: AVALOS, JULIE

Session/Line #: PB0801/02

ELL classification: Yes, ELL

NAEP subject: Social Studies - Paper

How long has this student been enrolled in U.S. schools?

How should the student be assessed on NAEP?

- 13** Determine what universal design elements and accommodations the student requires for the NAEP-subject area and choose all that apply.

Note: For a description of how each universal design element and accommodation, place your cursor over the name of each accommodation.

- 14** Select the **NAEP Universal Design Elements** (i.e., offered to **All Students**) and the **NAEP Accommodations** (i.e., only offered to **ELL students who require them for testing**) needed for each student. Make your selections and select **Save**. Your NAEP representative will finalize specific plans such as what type of template is needed during your Preassessment Review Phone Call.

COLORADO GUADIANA, FRANCISCO JAVIER - NAEP Reading - Tablet - Universal Design Elements/Accommodations

What universal design elements and accommodations does **COLORADO GUADIANA, FRANCISCO JAVIER** require for the **NAEP Reading - Tablet** assessment? Choose all that apply.

NOTE: For a description of how each universal design element and accommodation is conducted on NAEP, place your cursor over the name of each accommodation.

Student does not require any NAEP universal design elements or accommodations

NAEP Universal Design Elements - Offered to All Students
Identify any universal design elements that the student would typically need during testing. These elements are available to all students.

Zooming ⓘ

Individual Testing Experience ⓘ

- All students have earbuds to reduce distractions
- Interact directly with tablet
- Tested with up to 25 other students

Directions Read Aloud/Text-to-Speech (English) ⓘ

Directions Explained/Clarified ⓘ

Use a Computer/Tablet to Respond ⓘ

Color Theming ⓘ

Scratchwork/Highlighter Capability ⓘ

Elimination Capability ⓘ

Volume Adjustment ⓘ

Closed Captioning ⓘ

Scratch Paper ⓘ

NAEP Accommodations - Only Offered to ELL Students Who Require Them for Testing
Identify any accommodations that the student's ELL Plan requires for testing. These allowed accommodations are only provided to students who need them.

Extended Time ⓘ

- If state test is untimed, students may or may not require extended time on NAEP
- Most students are able to complete the NAEP cognitive sections in the time allowed

Directions Only Translated to Spanish ⓘ

Directions Read Aloud/Text-to-Speech (Spanish) ⓘ

Breaks During Test ⓘ

Separate Location ⓘ

- Tested in a separate room away from other students
- Individually or with up to 5 other students

Familiar Person Present in Testing Room ⓘ

Uses Template ⓘ

- Cutout; masking; color overlays; line reader; or place marker

Special Equipment ⓘ

- FM system; amplification equipment; auditory amplification device
- Noise buffers; study carrel; blinder; special lighting; adaptive furniture
- Stress ball or sensory fidget item

Preferential Seating ⓘ

- Location with minimal distractions; reduce distractions; quiet location or setting
- Front of class; close to test administrator

Cueing to Stay on Task ⓘ

- Monitor for understanding; monitor placement of responses
- Redirect to stay on task; reminders to stay on task; prompts to stay on task
- Verbal encouragement; reinforcement; refocus
- Track test items

Other (specify) ⓘ

Save Close Reset

15 If the necessary accommodation is not listed, select **Other (specify)**. You will be notified whether the accommodation is allowed or not allowed by NAEP. Your NAEP representative will contact you to discuss how the student should be assessed on NAEP.

16 Select **Close** and move on to the next student.

17 **Complete** and **repeat** this information for all ELL students needing accommodations. Select **Submit** when you are finished with this section.

ELL Exclusions Contrary to NAEP Inclusion Policy

18 If in **Step 13**, a student was excluded for another reason besides the **Enrolled in the U.S. for less than one academic school year**, the **Exclusions Contrary to NAEP Inclusion Policy** window will open.

Full Screen Mode COMP-ELL-5

Exclusions Contrary to Training 50 NAEP 2018 Inclusion Policy
 The students listed below are excluded contrary to the Training 50 NAEP 2018 Inclusion Policy for English Language Learners. Please review the [Training 50 NAEP 2018 inclusion policy](#).

Your NAEP State Coordinator may contact you to discuss these exclusions. You can print a list of these excluded students from the **Print Reports** section.

Select **Back** to make any changes for the student on the previous screen.
 All columns can be sorted by selecting the column header.

Student name	Session (Line #)	ELL Classification	NAEP subject	How should the student be assessed on NAEP?	Why can't the student participate on NAEP?	Accommodations Not Allowed on NAEP	Requires Other Accommodation(s) (Specify)	Other reason (Specify)
PRECIADO, ABIGAIL	DS0801/16	Yes, ELL	Social Studies - Tablet	Do not test	Other Reason (specify)			Example -Should not Happen

Student name: PRECIADO, ABIGAIL
 Session/Line #: DS0801/16
 ELL classification: Yes, ELL
 NAEP subject: Social Studies - Tablet
 How long has this student been enrolled in U.S. schools?:
 How should the student be assessed on NAEP?:
 Why is student excluded?
 Other reason (specify):
 Whose decision to exclude?:

➔

Student name: PRECIADO, ABIGAIL
 Session/Line #: DS0801/16
 ELL classification: Yes, ELL
 NAEP subject: Social Studies - Tablet
 How long has this student been enrolled in U.S. schools?:
 How should the student be assessed on NAEP?:
 What accommodations does the student need?:

Exclusions will be monitored. It is possible you will be contacted to discuss any exclusion decisions that are not in accordance with this policy.

19 Once you have provided, reviewed, and verified the ELL information for your students, print the **Provide Information for ELL Only Summary Report**. This report will be used during the **Preassessment Review Call** with your NAEP representative.

20 Select **Submit** to indicate you are finished with the **Provide Information for ELL Only** section. At this point, changes can still be made if you need to make updates later.

Thank you for your timely completion of this preassessment School Coordinator activity!

MyNAEP

Step-by-Step Instructions

Notify Parents

Purpose of this preassessment activity:

1. Ensure all parents/guardians of NAEP selected students are notified about the assessment, and
2. Notify parent/guardians about the assessment at least one week before the school's assessment date.

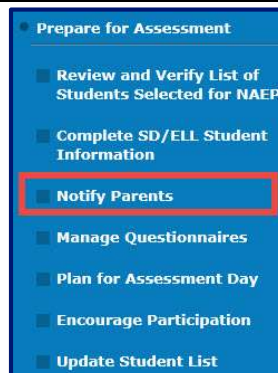
Obtain the following information to complete this preassessment activity:

- Customized parent/guardian notification letter saved on your computer
- Your participating students' parent/guardian contact information
- Answers to the following questions:
 - When did you notify parents/guardians?
 - How were parents/guardians notified?
 - Other than updating placeholder text specific to your school, did you make any changes to the notification letter?
 - Who received a notification?
 - Who distributed the letter home to parents/guardians?



Estimated Time To Complete: 1 hour

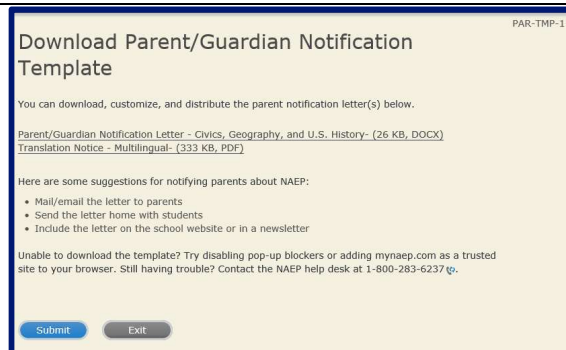
- 1 Go to <https://www.mynaep.com> and under the **Prepare for Assessment** tab, select **Notify Parents** (Fig. 1).



- 2 Watch the **Notify Parents Tutorial**. The video will show how to complete this preassessment activity on MyNAEP.

- 3 Select **Download Parent/Guardian Notification Template**. Review the suggestions for notifying parents about NAEP (screen code: PAR-TMP 1).

Review the posted **Translation Notice-Multilingual** document that you may use if parental/guardian notification in another language besides English or Spanish is needed.



4 Save a copy of the letter on your local computer and select **Submit**.

Note: If you are unable to download the template, try disabling popup blockers or adding www.mynaep.com as a trusted site to your internet browser. If you continue to have trouble downloading the parent letter document from MyNAEP, contact your NAEP State Coordinator, Swea.Hart@dc.gov, or contact the NAEP Help Desk at 1-800-283-6237.

5 On the local saved copy of your school’s parent letter follow the allowable customization and directions permitted in the District.

6 Print the customized letter on your school’s letterhead. **Scan** and save the letter on your computer, so you have an electronic copy to upload into the MyNAEP system.

7 Under the **Prepare for Assessment** tab within the **Notify Parents** section in MyNAEP click the **Upload Letter** link (screen code: PAR-UPLD-1).

8 Type in the **date** that you plan on distributing the notification (**Step 1**).

Note: You will receive an email reminder on that day to send your notification.

9 Click the **Browse** button (**Step 2**). Locate the saved final letter on your computer. Click **Open**.

Notice the uploaded file displayed below the browse area. If you need to change the letter after you uploaded it or you uploaded the incorrect file, click Delete to remove the error. Select **Submit** (**Step 3**).

Upload Letter PAR-UPLD-1

1. When do you plan on distributing the letter?
 1

2. Please upload the letter that you distributed to parents and guardians.
Select Choose File or Browse... to locate and upload your file.
 No file chosen **2**
Unable to upload your letter? Try removing any large graphics such as school letterhead. Or you can give your NAEP representative a hardcopy on assessment day.

3

10 After you have sent the notification, select **Verify Parent/Guardian Notification** link on the **Prepare for Assessment – Notify Parents** landing page. (screen code: PAR-VER-1).

11 Type in the **date** that you actually sent the notification home (**Step 1**).

12 Indicate how you sent the notification home (**Step 2**). You may choose more than one option.

13 Select either **Yes** or **No** for whether or not you made any changes to the notification (**Step 3**). Changes to placeholder text do NOT count as changes for this question.

14 Select the appropriate button for **who received** the notification (**Step 4**).

15 Type in the **name of the person** who distributed the notification (**Step 5**). Select **Submit**.

The screenshot shows a web form titled "Verify Parent/Guardian Notification" with a sub-header "Please tell us a few details about how you notified parents of the assessment." The form contains five numbered steps: 1. A date input field. 2. A list of notification methods: "Mailed/emailed letter to parents", "Sent letter home with students", "Posted notice in newsletter", and "Other". 3. A "Yes/No" selection for changes to the letter. 4. Radio buttons for "Parents/guardians of sampled students only" and "Parents/guardians of all grade 8 students". 5. A text input field for the user's name. At the bottom are "Save", "Submit", and "Exit" buttons.

This section in MyNAEP is available but you cannot verify that you have sent the parent letter home until the letter has actually been distributed to parents/guardians.

You will inform the NAEP Representative and update the MyNAEP website with how parents/guardians were notified, the date, what revisions were made to the NAEP-provided letter template, and if all parents or only parents of participating students were notified of voluntary student participation in the NAEP assessment. Letters may be sent home to parents using the same method other important messages are sent home, which includes online newsletter, e-mail, or by postal service as long as the communication is accessible by all parents/guardians of participating students.

Federal law requires that parents be notified that their child has been selected for the NAEP assessment and that student participation is voluntary. The NAEP representative must verify that a copy of your school's notification letter has been sent home to all sampled students. The NAEP representative will need to receive a copy of the letter, uploaded to either the MyNAEP site or hard copy given on assessment day. If the NAEP representative cannot verify that the letter notifies parents that student participation is voluntary and that the letter has been distributed, the NAEP assessment team cannot administer the NAEP assessment and a new assessment date will have to be scheduled. The status of your school's parent/guardian notification letter is monitored by the NAEP State Coordinator, Swea Hart, and your NAEP Representative.

Congratulations!
You have completed the **Notify Parents activity on the MyNAEP website.**
Thank you for your timely completion of this preassessment activity!

MyNAEP

Step-by-Step Instructions

Manage Questionnaires

Purpose of this preassessment activity:

1. Identify school and teacher respondents for the NAEP school and teacher questionnaires.
2. Monitor questionnaire status to ensure completion by assessment day.

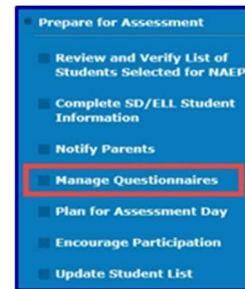
Obtain the following information to complete this preassessment activity:

- Names and email addresses of the following people:
 - School Administrator or designated staff member
 - Teachers in the NAEP-sampled grade(s) and subject(s), and
 - SD/ELL Teachers who are the teachers of record for students in the NAEP-sampled grade(s) and subject(s).
 - Teachers of mathematics and reading for students with American Indian or Alaska Native as the race category.



Estimated Time To Complete: 1 hour

- 1 Go to <https://www.mynaep.com> and under **Prepare for Assessment** on the left-hand menu, select **Manage Questionnaires**.



- 2 Watch the **Manage Questionnaires Tutorial**. The video will show how to complete this preassessment activity on MyNAEP.

- 3 Click on **Identify Questionnaire Respondents** to enter teacher and school administrator information.
(screen code: QX-RES-1)

If all teachers use the same email domain, check the box and enter that domain. Select the **Save** button to apply that domain for all teachers.

Check this box if all your teachers use the same email domain.

- For example, @myschool.edu
- What email domain do they use? @
- Select **Save** to save the domain for all teachers.

- 4 Click on **Add Teacher** to enter the names, email addresses, and the NAEP subject(s) taught for all teachers of record for students in the NAEP-sampled grade, including special education or English language learner teachers. After you have entered information for each teacher, click on **Save and Continue**.

Identify Questionnaire Respondents

Check this box if all your teachers use the same email domain.

- For example, @myschool.edu
- What email domain do they use? @
- Select **Save** to save the domain for all teachers.

Save

Select the **Add Teacher** button to enter contact information for all teachers who teach **math**, **reading**, and **writing** to **grade 8** students.

- Please include special education, ESL, and resource teachers who teach these subjects to **grade 8** students.
- Make sure each name and email address is correct.
 - Select the **pencil** to make corrections.
 - Select the red **x** to **delete** a teacher.
- When finished entering all teachers, select **Save and Continue**.

Edit	Delete	First Name	Last Name	Email	Subject
<div style="display: flex; justify-content: space-around; margin-top: 10px;"> Add Teacher Save and Continue Exit </div>					

- 5 For each student classified as **American Indian or Alaska Native**, select his/her **math teacher** and **reading teacher** from the drop-down list. If the teacher does not appear in the drop-down. Return to **step 4** and add the teacher to the list.

Full Screen Mode QX-RES-3

Identify Questionnaire Respondents-NIES

This year, NAEP is also collecting information from teachers who teach **Math** or **Reading** to American Indian or Alaska Native students. These teachers will complete an additional brief National Indian Education Study questionnaire.

The following grade 8 students were selected for NAEP and have been identified as American Indian or Alaska Native. Please select each student's math and reading teacher from the drop down list in the corresponding Math Teacher and Reading Teacher columns. Up to 10 students will be displayed at a time. Click the **Save** button frequently to avoid losing data. To see the next page of students (if applicable), click the **Next 10 Records** button.

For more information about the National Indian Education Study, watch the [NIES video](#) or read the [NIES brochure](#).

First Name	Last Name	Sex	Race	Birth Month	Birth Year	Math Teacher	Reading Teacher
ADRIAN	AVALOS	Male	American Indian or Alaska Native	05	2004	<input type="text"/>	<input type="text"/>
JUSTIN	MAY	Male	American Indian or Alaska Native	12	2004	<input type="text"/>	<input type="text"/>

Back
Save
Save and Continue
Exit

- 6 If the contact information for the school questionnaire respondent (the principal or another school official) is not already showing or is incorrect, click on the pencil icon to enter the correct information. (screen code: QX-RES-2)

Then, click on **Save** to view the updated information and **Submit** to confirm. You should now see a white checkmark in front of **Identify Questionnaire Respondents**.

Identify Questionnaire Respondents

The **School Questionnaire** is used to gather information concerning school administration, staffing patterns, curriculum, and student services. It should be completed by the **principal or another school official**.

Make any necessary updates to the contact information of the School Questionnaire recipient by selecting the **Edit Pencil**. Make any updates in the pop-up box and select **Save**. When finished with all updates, select **Submit**.

Edit	First Name	Last Name	Email
	j	doe	jdoe@school.edu

Back
Submit
Exit

Complete the following:

- [Watch Manage Questionnaires Tutorial \(4:15\)](#)
- [Identify Questionnaire Respondents](#)
- [Send Welcome Emails and Questionnaires](#)
- [Monitor Questionnaire Completion and Send Reminder Emails](#)
- [Print Reports](#)

- 7 Click on **Send Welcome Emails and Questionnaires**. Click on **Send** in the "Send Welcome Email" column for each respondent. When a respondent verifies the welcome email by opening it and clicking on a link, a check will appear in the box in the "Welcome Email Verified" column. The respondent will then receive access to the online questionnaire.
(screen code: QX-WEL-1)

First Name	Last Name	Questionnaire Type	Email	Send Welcome Email	Send Date	Welcome Email Verified
Jane	Smith	School	jane.smith@school.edu	Send		<input type="checkbox"/>
Jane	Doe	Teacher - Grade 8	jane.doe@school.edu	Send		<input type="checkbox"/>

- 8 Click **Exit** to go back to the landing screen.

The white checkmark will only appear until all respondents have verified the welcome email. You may need to ask respondents to check their junk, spam, and/or clutter folders on email. You also have the option to print the **Welcome Email Reminder** to give to respondents as you discuss the need to verify emails and complete the questionnaire.

- 9 To monitor questionnaire completion, select the **Monitor Questionnaire Completion and Send Reminder Emails** link.

- 10 In the **Monitor Questionnaire Completion and Send Reminder Emails** screen you can view the date the respondents received access to the online questionnaires in the **Date Questionnaire Sent** column.

Edt.	Delete	Teacher #	First Name	Last Name	Questionnaire Type	Email	Date Questionnaire Sent	Send Reminder	Status
<input checked="" type="checkbox"/>		00	J	doe	School	jdoe@school.edu		Send	Welcome Email Sent
<input checked="" type="checkbox"/>		01	Jane	Doe	Teacher - Grade 8	jane.doe@school.edu		Send	Welcome Email Sent

[Print Hard Copy Reminder](#)

[Add Teacher](#) [Exit](#)

You will see one of the following entries in the **Status** column for each respondent:

- **Welcome Email Not Sent** - The respondent has been identified in MyNAEP but has not been sent a welcome email.
- **Welcome Email Sent** - The respondent has been identified in MyNAEP and has been sent a welcome email but has not confirmed that their email address is correct.
- **Not Started** - The respondent has verified their email address but has not opened the link to the questionnaire.
- **In Progress** - The respondent has started completing the questionnaire.
- **Completed** - The respondent has completed and submitted the questionnaire.

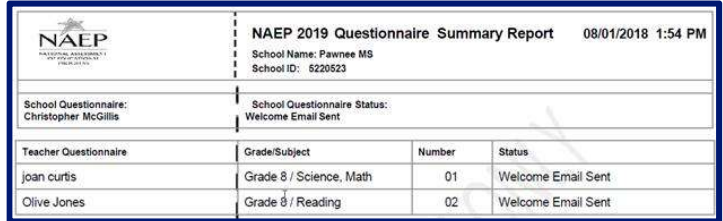
Note: The system will automatically send respondents weekly reminders until the questionnaire status is "Completed" or until the NAEP representative brings a hard copy of the questionnaire on assessment day. However, if a respondent

requests a new hyperlink to the questionnaire, you can send this information by clicking on **Send** in the **Send Reminder** column for that respondent.

You also have the option to print the **Hard Copy Reminder** to give to respondents as you discuss the need to verify emails and/or complete the questionnaire.

(screen code: QX-MON-1)

-
- 11** To print a report including the status of every questionnaire, select the **Print Reports** link. This will produce a PDF summary report.



NAEP 2019 Questionnaire Summary Report		08/01/2018 1:54 PM	
School Name: Pawnee MS		School ID: 5220523	
School Questionnaire: Christopher McGillis		School Questionnaire Status: Welcome Email Sent	
Teacher Questionnaire	Grade/Subject	Number	Status
joan curtis	Grade 8 / Science, Math	01	Welcome Email Sent
Olive Jones	Grade 8 / Reading	02	Welcome Email Sent

Congratulations! You have completed the Manage Questionnaire task.

Thank you for your timely completion of this preassessment activity!

MyNAEP

Step-by-Step Instructions

Plan for Assessment Day

Purpose of this preassessment activity:

1. Record assessment details to set the time(s) and location(s) for testing.
2. Provide instructions for the NAEP team to ensure that assessment day runs smoothly.

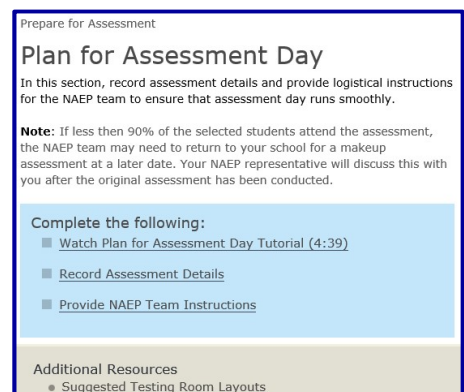
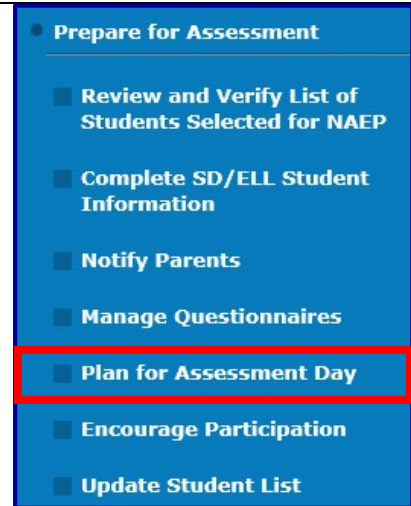


Estimated time to complete: 45 minute

- 1 Go to <https://www.mynaep.com> and select **Plan for Assessment Day** from the left-hand menu under the **Prepare for Assessment** section. Watch the Plan for Assessment Day video tutorial.

Information needed for **Plan for Assessment Day**:

- Lunch schedule
- Start times and locations for each test session
- Test session assignment for individual students in schools with multiple test sessions
- Parking information for NAEP team
- School sign-in procedures for NAEP team
- Availability of first floor testing location or elevator
- Best location to unload testing equipment
- Your location when the NAEP team arrives
- School communication procedure for school closings or delays
- Any traumatic events from the last year that may impact student performance
- Availability of principal or another staff member to introduce NAEP on assessment day
- Plan for using student appointment cards
- Policy on student cell phones in testing locations
- Emergency contact information for the NAEP representative in case of emergency during the assessment
- Any scheduled events on assessment day (e.g. fire drills, assemblies, etc.)
- Your school's student restroom break policy
- Availability of school staff member to remain in test location
- Plan for using certificates of community service (grade 8)
- Plan for dismissing students after the assessment



- Your location for post-assessment debriefing interview

- 2** Please choose the location(s) for testing carefully. The NAEP team will be transporting heavy cases of materials. Please select assessment locations that are on the first floor or accessible by elevator.

Please review the document **Suggested Test Room Layouts** posted under **Additional Resources** for more information about selecting test locations. The NAEP team will always leave the location the way they found it.



Issues to Consider in Selecting Test Locations Tablet Testing

- Each group will take approximately 120 minutes. Students finish at different times and may be dismissed individually or as a group. If students will be dismissed as a group, they may bring books to read after completing the test, since they cannot review their work after submitting it.
- NAEP will assess about 25 students per group.
- NAEP representatives will need access to the room 60 minutes before the assessment to set up.
- Space has enough seats for all students in the session.
- Space is free of distractions and interruptions.
- Space is on the first floor or is elevator-accessible.
- Students will use 12-inch tablets, which are most stable on flat desks and tables.
- Rooms with other equipment in the work area – such as computer labs or science labs – may not provide enough space.
- Space has board available for the NAEP team to write some information that students will need.
- Space has at least one electrical outlet that is easily accessible.

-
- 3 Select the **Record Assessment Details** link to enter the time the sampled student are scheduled for lunch, include the length of time for their break.

Record Assessment Details

Students will take NAEP on **paper**.

Review the information below, then record locations and start times for each session.

Testing Locations

Select locations that...

- have enough seats and adequate space for all students
- are free of distractions and interruptions
- have a board available for the NAEP team to write information

Time Requirements

- Locations should be available 60 minutes before the start time so that the NAEP team can set up.
- Sessions will last about 90 minutes.

Enter the time that grade 4 students take their lunch break, and include the length of their lunch break.

-
- 4 Provide the location and start time for each test session. Then, click on **Save and Continue**.

Please allow 45 minutes between sessions for equipment refresh.

Tablet Sessions

Session	Assessment Date	Number of Students	Location	Start Time
DP0801-A	2/6/2018	25	<input type="text"/>	<input type="text"/> : <input type="text"/> : <input type="text"/>
DP0801-B	2/6/2018	25	<input type="text"/>	<input type="text"/> : <input type="text"/> : <input type="text"/>

- 5 Assign students to a specific test session. The system randomly assigns students to the first session (**Group A**) or the second session (**Group B**). You can change a student's assignment by changing the letter in the "Group" column. **The maximum number of students in a group for tablet test sessions is 25.** After assigning each student to a specific group, click on **Submit**.

Session/Line#	Last Name	First Name	Assessment Date	Start Time	Location	Extended Time	Group
DA1201/01	ABDI	OLIVIA	2/6/2019				B ▼
DA1201/02	ALEXANDER	AARON	2/6/2019				A ▼
DA1201/03	ANDRADE	CAMRI	2/6/2019				B ▼
DA1201/04	ASHCROFT	GERGO	2/6/2019				A ▼
DA1201/05	BHOLA	RODERRICK	2/6/2019				B ▼
DA1201/06	BOWERS	JAZMINNE	2/6/2019				A ▼
DA1201/07	BROOKS	ALIXIS	2/6/2019				B ▼
DA1201/08	CHENG	KEEGHAN	2/6/2019				A ▼
DA1201/09	CIVIELLO	KARLA	2/6/2019				B ▼
DA1201/10	CRAMER	SYLIS	2/6/2019				A ▼

Group

B ▼

A ▼

B ▼

A ▼

B ▼

A ▼

B ▼

A ▼

B ▼

A ▼

- 6 Select the **Provide NAEP Team Instructions** link to provide instructions for the NAEP assessment team to follow before, during and after the assessment. The questions from this section are listed below.

After providing the NAEP team with instructions for before, during, and after the assessment, click on **Submit**.

Prepare for Assessment

Plan for Assessment Day

In this section, record assessment details and provide logistical instructions for the NAEP team to ensure that assessment day runs smoothly.

Note: If less than 90% of the selected students attend the assessment, the NAEP team may need to return to your school for a makeup assessment at a later date. Your NAEP representative will discuss this with you after the original assessment has been conducted.

Complete the following:

- Watch Plan for Assessment Day Tutorial (4:39)
- Record Assessment Details
- Provide NAEP Team Instructions

Additional Resources

- Suggested Testing Room Layouts

Provide NAEP Team Instructions

1. Where should the team park?
2. The team will bring their NAEP ID badges and check in at the front office. Do they need to follow any other school protocols?
3. The team will be bringing in several cases of tablets or laptops for testing the sampled students. Does your school have a suitable testing location on the first floor? If not, is there an available elevator that we can use when we arrive 60-90 minutes before testing is scheduled to begin (usually early morning)?
4. Where is the best place for the team to unload the equipment for testing that is closest to the testing location?
5. Before the assessment, your NAEP representative will need to briefly meet with you. Where will you be?
6. How and by what time does your school announce closings or delays?
7. The NAEP team wants to be sensitive to any special needs your students may have. Have there been any traumatic events with the students, the school, or the community during the last year?

-
8. Students respond more positively when they know that the school administration supports NAEP. Can the principal or other school staff member take a moment during the daily announcements or before the assessment to introduce NAEP, reinforce its importance, and ask students to do their best?
 9. NAEP provides appointment cards to remind students of the assessment. You can print out the cards yourself or we can mail them to you. Which do you prefer?
 10. The law prohibits students from photographing or sharing NAEP questions. What assistance can school staff provide to ensure the security of NAEP questions, specifically what assistance can be provided to eliminate or limit the presence of cell phones in the testing location?
 11. In case of an emergency, who should the NAEP team contact for assistance?
 12. Is there anything scheduled, such as a fire drill or assembly, that might interrupt the assessment?
 13. Are there any procedures or protocols that the NAEP team should follow in the event of an emergency situation such as a lock-down or an extreme weather event?
 14. How should the NAEP team handle restroom breaks? Do students need hall passes?
 15. The presence of a school staff member in the assessment session can have a positive effect on student performance. Is it possible for a school staff member to remain in the room(s) during the assessment? If not, how should NAEP representatives address disruptive students?
 16. NAEP grants 90 minutes of community service to students in grade 8 or grade 12 who take the assessment. How would you like to distribute the certificates of community service?
 17. Students taking the tablet assessment may be dismissed either as a group once the last student is finished (students with extended time or late arrivals will be dismissed later, if needed), or individually as they finish after 70 minutes of testing. For either option, students may bring a book to read or complete schoolwork if they finish early. Which dismissal option do you prefer for the students taking the tablet assessment?
 18. How should the NAEP team dismiss students who receive extended time, which may take up to three times as long?
 19. Where should the NAEP team send students after the assessment?
 20. After the assessment, your NAEP representative will need to briefly meet with you and access the red NAEP storage envelope. Where will you be?
-

Congratulations! You have recorded assessment details and provided NAEP team instructions.

Thank you for your timely completion of this preassessment activity!

MyNAEP

Step-by-Step Instructions

Encourage Participation

Purpose of this preassessment activity:

1. Plan activities to notify participating students of the importance of doing their best on NAEP.
2. Plan activities to notify teachers and other staff to encourage students to arrive on time and to do their best on NAEP.
3. Document activities the school has completed or will be doing to notify students and school staff about the importance of NAEP.



To ensure a successful administration of NAEP, it is important that everyone involved is informed and prepared. Selected students will represent their peers across the state and the nation, so it is vital that they meaningfully participate. Teachers are essential for motivating these students to do their best on NAEP. Schools that implement strategies to encourage participation have higher student participation and engagement.

NOTE: If less than 90 percent of the participating students attend the assessment, the NAEP team must return to your school for a makeup session at a later date. Use the resources in this section to encourage students to attend and to do their best on NAEP.



Estimated time to complete: 1 hour

- 1 Go to <https://www.mynaep.com> and select **Prepare for Assessment**.

Under this menu you will have access to several School Coordinator tasks. Select the **Encourage Participation** link on the left-hand menu.

Prepare for Assessment

Encourage Participation

NAEP is successful because of your support, and we want NAEP to be a positive experience for everyone involved at your school. The more that teachers, parents, and students know about NAEP, the more smoothly assessment day will go.

If less than 90% of the selected students attend the assessment, the NAEP team may need to return to your school for a makeup assessment at a later date. Use the resources in this section to encourage students to attend and to do their best on NAEP.

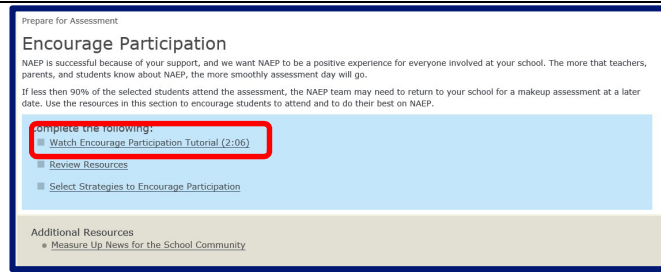
Complete the following:

- [Watch Encourage Participation Tutorial \(2:06\)](#)
- [Review Resources](#)
- [Select Strategies to Encourage Participation](#)

Additional Resources

- [Measure Up News for the School Community](#)

2 Watch the **Encourage Participation Tutorial** (video length: 2:06 mins).

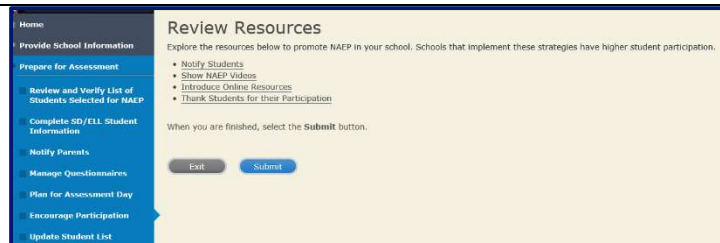
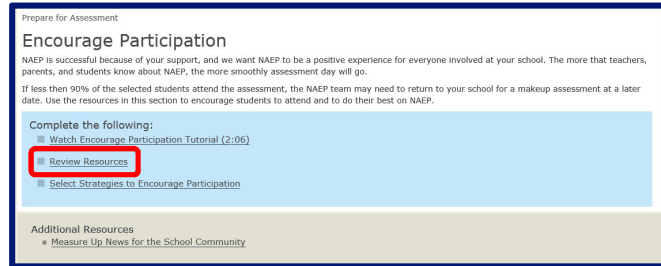


3 Select **Review Resources**

The resources include:

- ideas to notify students
- links to NAEP videos
- links to NAEP online information
- ideas to thank students for their participation

(Screen Code: ENC-RES-1)

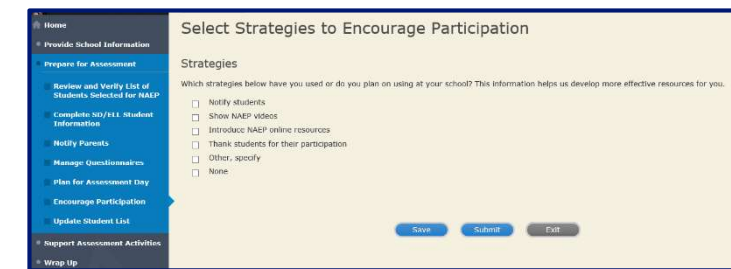
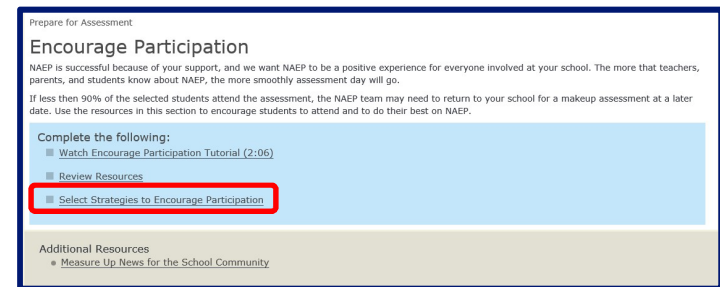


4 **Select Strategies to Encourage Participation**

Use this section to document the strategies completed or planned to be implemented to encourage student participation.

You may asked about these strategies again in your post-assessment interview with the NAEP representative.

(Screen Code: ENC-STRAT-1)



Links to online resources

Videos

See what real students and teachers have to say about NAEP. These videos share information about how NAEP results are used, and how students and teachers can make a difference through their participation.

Introducing NAEP to Teachers (4:27)

<http://nces.ed.gov/nationsreportcard/about/schools.aspx>

Introducing NAEP to Students (4:36)

<http://nces.ed.gov/nationsreportcard/about/schools.aspx>

What Every Parent Should Know About NAEP (4:51)

<http://nces.ed.gov/nationsreportcard/videos/parentvideo/index.asp>

NAEP Online

The Nation's Report Card website has resources for all audiences.

<http://www.nationsreportcard.gov/>

Nation's Report Card: Student's page

<http://nces.ed.gov/nationsreportcard/students/>

Students selected for NAEP can test themselves and answer real assessment questions for different subject areas.

<http://www.nationsreportcard.gov/testyourself.aspx>

Nation's Report Card: Educator's page

<http://nces.ed.gov/nationsreportcard/educators/>

Teachers can create their own tests using NAEP assessment items, and can also explore NAEP results.

<http://nces.ed.gov/nationsreportcard/itmrlsx/>

Nation's Report Card: Parent's page

<http://nces.ed.gov/nationsreportcard/parents/>

Congratulations! You have now planned how you will encourage student participation in preparation for your Preassessment Review Call.

Thank you for your timely completion of this preparing for the assessment School Coordinator activity!

Purpose of this preassessment activity:

1. Ensure that all students have an opportunity to be sampled for the NAEP assessment.
2. Upload an Excel file listing all currently enrolled students in the NAEP sampled grade during the first week back from winter break



Estimated time to complete: 1 hour

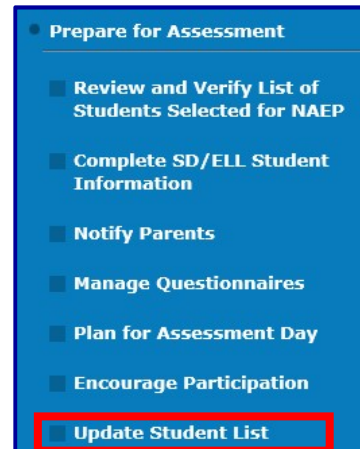
Obtain the following information to complete this preassessment activity:

List of ALL currently enrolled students in the NAEP sampled grade, including:

- First name
- Middle Name (optional)
- Last name
- Month of Birth
- Year of Birth
- State Secure Student ID (optional, but highly recommended)

- 1** Go to <https://www.mynaep.com> and under **Prepare for Assessment**, select **Update Student List**.

The student list must include ALL currently enrolled students in the NAEP-sampled grade.



- 2** Watch the **Update Student List Video Tutorial**.

Prepare for Assessment

Update Student List

A list of **grade 8** students was submitted in the fall, and NAEP selected students from this list to participate. **Any new students, or students who were mistakenly left off this list last fall, must have an opportunity to be selected.**

In this section you will upload a list all currently enrolled grade 8 students. The updated list should reflect **January 2019 enrollment**.

After you submit the current list, you will receive email notifications when you need to complete additional steps.

Complete the following:

- [Watch Update Student List Tutorial \(8:29\)](#)
- [Give Access for Student Data Specialist \(optional\)](#)
- [Submit Current List](#)

- 3 Optional: To designate another school staff person to complete this section, select **Give Access to Student Data Specialist**.

Enter the name and email address for the student data specialist, and select **Send Email**.

(Screen Code: INES-SPE 1-1)

The screenshot shows a web interface for 'Give Access for Student Data Specialist'. At the top, there is a navigation bar with 'Welcome School Coordinator McKee' and 'USL-SPEC-1'. Below the navigation bar, the title 'Give Access for Student Data Specialist' is displayed. The main content area contains a table with three columns: 'First Name', 'Last Name', and 'Email Address'. Each column has a text input field. To the right of the 'Email Address' field is a 'Send Email' button. Below the table are three buttons: 'Save', 'Submit', and 'Exit'.

- 4 A registration email will be sent to the **Student Data Specialist** containing instructions on how to gain access to the MyNAEP website.

The screenshot shows an email with the following content:
Subject: MyNAEP Registration Instructions for Student Data Specialists
To: Student Data Specialist

Dear [DataSpecialist],

The National Assessment of Educational Progress, or NAEP, will assess your grade [SMPGRADE] students on [ASSMT DATE].

Your NAEP school coordinator, [SCName], has designated you to serve as a **Student Data Specialist**. NAEP needs to ensure that all eligible students have a chance to be selected for the assessment. This means updating the list of all students in the grade to reflect current enrollment.

Please register for the MyNAEP website and complete the Update Student List section.

1. Go to <https://www.mynaep.com>.
2. Select **Please register** on the right side of the screen.
3. Enter the following registration ID: [MyNAEP registration ID]
4. Select **Continue** to start the registration process. **Be sure to use this email address to register.** [specialist email address].
5. After completing the registration form, you will be prompted to accept a confidentiality agreement. Please read and accept the agreement as MyNAEP is a secure site with confidential student information that must be kept secure.
6. You will then have access to the MyNAEP site. Select **Prepare for Assessment** on the left-hand menu to access the **Update Student List** section. This is where you will access a video tutorial and instructions for this task.

The MyNAEP website provides participating schools and districts with a convenient way to prepare for the NAEP assessment. If you have questions or need assistance, please contact the NAEP Help Desk at 1-800-283-6237 or naephelp@westat.com.

- 5 **Provide** your designated **Student Data Specialist** with the following step-by-step instructions on how to complete this preassessment activity

Submit Current List of Students to MyNAEP

- 6 Click on **Submit Current List**. You can choose to read instructions, download an Excel template, or read tips for formatting the Excel file. When you have an Excel file of current students ready to upload, click on **Continue**.

The screenshot shows the 'Update Student List' page. At the top, it says 'Prepare for Assessment' and 'Update Student List'. Below that, it states: 'A list of **grade 8** students was submitted in the fall, and NAEP selected students from this list to participate. **Any new students, or students who were mistakenly left off this list last fall, must have an opportunity to be selected.**' It then says: 'In this section you will upload a list all currently enrolled grade 8 students. The updated list should reflect **January 2019 enrollment**.' Below that, it says: 'After you submit the current list, you will receive email notifications when you need to complete additional steps.' At the bottom, there is a section titled 'Complete the following:' with three items: 'Watch Update Student List Tutorial (8:29)', 'Give Access for Student Data Specialist (optional)', and 'Submit Current List'.

- 7** To upload the Excel file with the current student list, first indicate whether or not the file includes column headers with data labels. Next, enter the date the student list was produced. Then, click on **Browse** to select the file you wish to upload. Finally, click on **Upload** to submit the list to NAEP.

The following steps illustrate the process for current lists submitted in the preferred format using the NAEP Excel template from **Step 6**. If your list does not use the preferred format, you will need to follow the instructions that appear on the screen rather than the steps below.

Submit Current List

Upload File

1. Does your student data file contain column headers? Yes
2. Date list is accurate as of: (mm/dd/yyyy)
3. Select **Choose File** or **Browse** to locate and select the file on your computer. This must be an Excel file containing all currently enrolled grade 8 students at your school.
4. Select the **Upload** button.

File Name:

- 8** You will be asked to indicate whether the student names in your current list are entered in multiple columns (for example, a last name column and a first name column) or in one column. Select the correct option and click on **Save and Continue**

Submit Current List

How is each student name formatted in your Excel file?

Split across **multiple** columns (regardless of order)

For example:

First Name	Last Name
Rosa	Parks

 or

First Name	Middle Name	Last Name
Rosa	Louise	Parks

Contained within a **single** column (regardless of order)

For example:

Name
Rosa Parks

 or

Name
Rosa Louise Parks

- 9** You will be asked to indicate whether the dates of birth in your current list are entered in multiple columns (for example, a month column and a year column) or in one column. Select the correct option and click on **Save and Continue**.

Submit Current List

How is date of birth formatted in your Excel file?

Split across **multiple** columns (regardless of order)

For example:

Month	Year
1	2015

 or

Month	Day	Year
1	20	2015

Contained within a **single** column (regardless of order)

For example:

Date of Birth
1/20/2015

- 10** You will be asked to indicate how month of birth is formatted in your current list. Select the correct option and click on **Save and Continue**.

Submit Current List

How is month of birth formatted in your Excel file?

As a number (1 or 01)

As a word (January) or an abbreviation (Jan.)

- 11** You will be asked to indicate how year of birth is formatted in your current list (**Fig. 10**). Select the correct option and click on **Save and Continue**.

Submit Current List

How is **year of birth** formatted in your Excel file?

As four digits (2016)

As two digits (16)

Buttons: Back, Save, Save and Continue, Exit

- 12** You will be asked to identify the data contained in each column of your current list. Your list's column headings are on the left. The NAEP column headings are on the right. Select the NAEP column headings that match your list's data and click on **Save and Continue**.

Submit Current List

Identify Your Columns

NAEP needs to know what student data is in each column of your Excel file. We have matched your column headings (on the left) with our required categories (on the right). For example, if your file has a column called "Name," the system already matched that to our "First Name" category.

- Review the matches in the table below, making any changes by selecting the drop-down menu.
- If your Excel file contains information that NAEP doesn't need (like homework), mark those columns as **Not Applicable**.

Fig: Do the column headings on the left display student data (e.g., Row#) instead of column headings (e.g., Name)?

- Select the **Back to Beginning** button.
- On the **Upload File** screen, specify that your file does not contain column headers by selecting **No** for question number 1.

Your file's column headings	NAEP's column headings	Clear
Student ID	State Unique Student ID	▼
First Name	First Name	▼
Middle Name	Middle Name	▼
Last Name	Last Name	▼
Month of Birth	Month of Birth	▼
Year of Birth	Year of Birth	▼

Buttons: Back to Beginning, Back, Save and Continue, Exit

- 13** You will be asked to complete a final review of your data. Confirm that student names and birth dates are in the correct columns. Then, click on **Submit**.

Submit Current List

Final Review

You're almost done!

- Check to make sure that student names are in the appropriate columns and that months and years of birth appear correctly.
- Select the **Edit pencil** to make changes to individual students.
- If something looks wrong and you need to upload a new file, select **Start Over**.
- To complete this task, select **Submit**.

Edit	Row	State Unique Student ID	First Name	Middle Name	Last Name	Month of Birth	Year of Birth
<input checked="" type="checkbox"/>	2		ARTURO		ABEJA	2	2002
<input checked="" type="checkbox"/>	3		ANDREW		AGUILAR-ROMERO	7	2003
<input checked="" type="checkbox"/>	4		KAWRABAN		ALBRIGHT	1	2003
<input checked="" type="checkbox"/>	5		BRADLEY		ALDEN	10	2002
<input checked="" type="checkbox"/>	6		AREYON		ALMONTE	11	2002
<input checked="" type="checkbox"/>	7		GABRIELLE		ALONSO	7	2001
<input checked="" type="checkbox"/>	8		EVAN		ALVAREZ	1	2002
<input checked="" type="checkbox"/>	9		JOSMAR		ALVAREZ FLORES	12	2002
<input checked="" type="checkbox"/>	10		CAITLIN		ALVAREZMONTES	5	2003
<input checked="" type="checkbox"/>	11		TIANNA		ALVAREZ-	12	2002

Buttons: Start Over, Back, Submit, Exit

MyNAEP System Sends Emails

- 14** You will be notified by email whether or not additional students are selected to participate in NAEP. If no students are selected, you will receive the email in.

OR

You will receive an email confirming that new students have been added to the NAEP sample.

To: SC and Data Specialist
Subject: No New Students Selected to Participate in NAEP

Dear [SC Name and Data Specialist name]:

Thank you for completing the Update Student List section of MyNAEP.

No new students have been selected to participate in NAEP.

If you have any questions, please contact your NAEP representative or the NAEP Help Desk (1-800-283-6237 or NAEPHelp@westat.com).

OR

If additional students are selected to participate in NAEP, you need to **follow the instructions in the email and in Steps 15-16 to enter the necessary demographic data and to plan how to administer NAEP to those newly-added students.**

To: SC and Data Specialist
Subject: New Students Selected to Participate in NAEP

Dear [SC Name and Data Specialist Name]:

[# newly sampled students] additional students have been selected to participate in NAEP. Please view these students and complete the following tasks in the Update Student List section of MyNAEP before [PRC DATE].

- Provide Demographic Data for Newly Selected Students
- Complete SD/ELL Information for Newly Selected Students
- Notify Parents of Newly Selected Students

If you have any questions, contact your NAEP representative or the NAEP Help Desk (1-800-283-6237 or NAEPHelp@Westat.com).

15 If new students have been added, 3 new links for updating student information will appear.

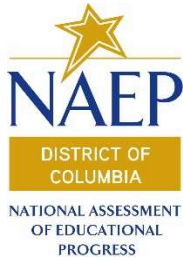
- [Provide Demographic Data for Newly Selected Students](#)
- [Complete SD/ELL Information for Newly Selected Students](#)
- [Notify Parents of Newly Selected Students](#)

16 Follow these links to provide information for these newly added students. Newly added students will require the following information:

- Demographic data,
- SD/ELL student information, and
- Notification to parents/guardians.

Congratulations! You have updated the student list to reflect newly enrolled or identified students.

Thank you for your timely completion of this preassessment activity!



Frequently Asked Questions (FAQs)

NAEP and Its Uses

What is NAEP?

NAEP, or the National Assessment of Educational Progress, produces the [Nation's Report Card](#) to inform the public about the academic achievement of elementary and secondary students in the United States. Sponsored by the National Center for Education Statistics within the U.S. Department of Education, NAEP assessments have been conducted periodically since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects. NAEP collects and reports academic achievement at the national level, and for certain assessments, at the state and trial urban district levels. The results are widely reported by the national and local media, and are an integral part of our nation's evaluation of the condition and progress of education.

What are the goals of the NAEP program?

NAEP has two major goals: to compare student achievement in states and other jurisdictions and to track changes in achievement of fourth-, eighth-, and twelfth-graders over time in mathematics, reading, writing, science, and other content domains.

Why is NAEP important?

Long considered to be the "gold standard" of assessments, NAEP serves as the federal government's official measure of how well students in states and across the nation are performing in core academic subjects over time.

What is the difference between state NAEP and national NAEP?

The NAEP sample in each state is designed to be representative of the students in that state. At the state level, results are reported for public school students only and are broken down by several demographic groupings of students. When NAEP is conducted at the state level, results are also reported for the nation. The national NAEP sample is then composed of all the state samples of public school students, as well as a national sample of nonpublic school students. If there are states that do not participate, a certain number of schools and students are selected to complete the national-level sample.

For assessments conducted at the national level only, samples are designed to be representative of the nation as a whole. Data are reported for public and nonpublic school students as well as for major demographic groups of students.

What are the key differences between NAEP and state assessments?

State assessments are designed to test all except the most cognitively disabled students in grades 3 -8 and high school, while NAEP assessments are administered to representative samples of 4th, 8th, and 12th graders. State tests

measure students' knowledge of state standards. NAEP measures the cumulative knowledge of students and not necessarily what they have been taught in the current school year. NAEP requires essay and short-answer responses. As the National Assessment Governing Board stresses "*NAEP and state assessments serve different purposes and are used together to inform educational policy.*"

Are the data confidential?

Federal law dictates complete privacy for all test takers and their families. Under the National Assessment of Educational Progress Authorization Act (Public Law 107-279 III, section 303), the Commissioner of the National Center for Education Statistics (NCES) is charged with ensuring that NAEP tests do not question test-takers about personal or family beliefs or make information about their personal identity publicly available.

After publishing NAEP reports, NCES makes data available to researchers but withholds students' names and other identifying information. The names of participating students are not allowed to leave the schools after NAEP assessments are administered. Because it might be possible to deduce from data the identities of some NAEP schools, researchers must promise, under penalty of fines and jail terms, to keep these identities confidential.

Who evaluates NAEP?

Because NAEP findings have an impact on the public's understanding of student academic achievement, precautions are taken to ensure the reliability of these findings. In its current legislation, as in previous legislative mandates, Congress has called for an ongoing evaluation of the assessment as a whole. In response to these legislative mandates, the National Center for Education Statistics (NCES) has established various panels of technical experts to study NAEP, and panels are formed periodically by NCES or external organizations, such as the National Academy of Sciences, to conduct evaluations.

What subjects does NAEP assess and how are the subjects chosen?

Since its inception in 1969, NAEP has assessed numerous academic subjects, including mathematics, reading, science, writing, the arts, civics, economics, geography, technology and engineering literacy, and U.S. history.

Beginning with the 2003 assessments, NAEP national and state assessments are conducted in mathematics and reading at least once every two years at grades 4 and 8. The results are released six months after administration, in the fall of that year. Results from all other assessments are released about one year after administration, usually in the spring of the following year.

Since 1988, the National Assessment Governing Board has selected the subjects assessed by NAEP. Furthermore, the Governing Board oversees creation of the frameworks that underlie the assessments and the specifications that guide the development of the assessment instruments. The framework for each subject area is determined through a collaborative development process that involves teachers, curriculum specialists, subject-matter specialists, school administrators, parents, and members of the general public.

What process is used to develop the assessments?

To meet the nation's growing need for information about what students know and can do, the NAEP assessment instruments must meet the highest standards of measurement reliability and validity. They must measure change over time and must reflect changes in curricula and instruction in diverse subject areas.

Developing the assessment instruments is a complex process that consumes most of the time during the interval between assessments. In addition to conducting pilot tests, developers oversee numerous reviews of the assessment instruments by internal NAEP measurement experts and by the National Assessment Governing Board.

NAEP Results

What results does NAEP provide?

Subject-matter achievement is reported in two ways—scale scores and achievement levels—so that student performance can be more easily understood. NAEP scale scores provide a numeric summary of what students know and can do in a particular subject and are presented for groups of students. Achievement levels categorize student achievement as Below Basic, Basic, Proficient, and Advanced, using ranges of performance established for each grade. Achievement levels are used to report results in terms of a set of standards for what students should know and be able to do.

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth-graders) and groups within those populations (e.g., male students or Hispanic students). NAEP does not provide individual scores for the students or schools assessed.

Because NAEP scales are developed independently for each subject, scale score and achievement level results cannot be compared across subjects. However, these reporting metrics facilitate performance comparisons within a subject from one group of students to another in the same grade.

How are the results reported to the public?

NAEP has developed a number of web-based tools that provide direct access to assessment results at the state and national level.

- [The Nation's Report Card](#) is a website developed especially to display the results of each assessment in a clear format and comprehensive manner. To locate this useful information, there are links to the most recent results from any subject on this website.
- The [NAEP Data Explorer](#) and [State Comparisons](#) provide comprehensive information on student performance.
- The [NAEP Questions Tool](#) and [Item Maps](#) provide student responses, scoring guides, and other information on the questions that have been released to the public.

How does NAEP reliably score millions of student-composed responses?

While multiple-choice questions allow students to select an answer from a list of options, constructed-response questions require students to provide their own answers. Qualified and trained raters score constructed-response questions.

Scoring a large number of constructed responses with a high level of reliability and within a limited time frame is essential to NAEP's success. In a typical year, over three million constructed responses are scored. To ensure reliable, quick scoring, NAEP takes the following steps:

- develops focused, explicit scoring guides that match the criteria delineated in the assessment frameworks;
- recruits qualified and experienced scorers, trains them, and verifies their ability to score particular questions through qualifying tests;
- employs an image-processing and scoring system that routes images of student responses directly to the scorers so they can focus on scoring rather than paper routing;
- monitors scorer consistency through ongoing reliability checks; and
- documents all training, scoring, and quality control procedures in the technical reports.

How does NAEP analyze the assessment results?

Data for national and state NAEP assessments in most subjects are analyzed by a process involving the following steps:

- **Check Item Data and Performance:** The data and performance of each item are checked in a number of ways, including scoring reliability checks, item analyses, and differential item functioning (DIF), to assure fair and reliable measures of performance in the subject of the assessment.
- **Set the Scale for Assessment Data:** Each subject assessed is divided into subskills, purposes, or content domains specified by the subject framework. Separate scales are developed relating to the content domains in an assessment subject area. A special statistical procedure, Item Response Theory scaling, is used to estimate the measurement characteristics of each assessment question.
- **Estimate Group Performance Results:** Because NAEP must minimize the burden of time on students and schools by keeping assessment administration brief, no individual student takes more than a small portion of the assessment for a given content domain. NAEP uses the results of scaling procedures to estimate the performance of groups of students (e.g., of all fourth-grade students in the nation, of female eighth-grade students in a state).
- **Transform Results to the Reporting Scale:** Results for assessments conducted in different years are linked to reporting scales to allow comparison of year-to-year trend results for common populations on related assessments.
- **Create a Database:** A database is created and used to make comparisons of all results, such as scale scores, percentiles, percentages at or above achievement levels, and comparisons between groups and between years for a group. All comparisons are subjected to testing for statistical significance, and estimates of standard errors are computed for all statistics.

To ensure reliability of NAEP results, extensive quality control and plausibility checks are carefully conducted as part of each analysis step. Quality control tasks are intended to verify that analysis steps have not introduced errors or artifacts into the results. Plausibility checks are intended to encourage thinking about the results, whether they make sense, and what story they tell.

What contextual data are provided in NAEP?

In addition to assessing subject-area achievement, NAEP collects information to fulfill reporting requirements of federal legislation and to provide a context for reporting student performance. The legislation requires that, whenever feasible, NAEP include information on special groups (e.g., information reported by race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency).

As part of most NAEP assessments, several types of questionnaires are used to collect information. The questionnaires appear in separately timed blocks of questions in the assessments, such as the student questionnaires, or, as in the case of questionnaires for the teachers, schools, and students with disabilities or who are classified as English language learners, they are administered separately.

When will the results be available?

Beginning with the 2003 assessment, results in mathematics and reading are to be released six months after the administration of the assessments, except when either of these assessments is based on a new framework. Results from all other assessments will be released one year after administration.

Can my school get school-level or individual student-level results?

No. By design, information will not be available at these levels. Reports traditionally disclose state, regional, and national results. In 2002, NAEP began to report (on a trial basis) results from several large urban districts in the Trial Urban District Assessment (TUDA), but school-level results are not reportable. Because NAEP is a large-group assessment, each student takes only a small part of the overall assessment. In most schools, only a small portion of the total grade enrollment is selected to take the assessment and these students may not reliably or validly represent the total school population. Only when the student scores are aggregated at the state or national level are the data considered reliable and valid estimates of what students know and can do in the content area; consequently, school- or student-level results are never reported.

Administration of NAEP

Does the state select the schools that will participate in NAEP?

No. As part of a contract with the U.S. Department of Education, Westat, a statistical survey research organization located in Rockville, MD, selects the schools and students that will participate in NAEP.

How are schools selected for NAEP?

NAEP uses a multistage sampling design with probability of selection proportional to school size to choose samples of schools and students. Samples are selected from groups of schools that have been classified according to variables such as

the extent of urbanization, the percentage of minority enrollment, and school-level performance results on state assessments.

Who are the students assessed by NAEP?

The national results are based on a representative sample of students in public schools, private schools, Bureau of Indian Education schools, and Department of Defense schools. Private schools include Catholic, Conservative Christian, Lutheran, and other private schools. The state results are based on public school students only.

Who administers the NAEP to students?

NAEP representatives, contractors for the U.S. Department of Education, administer all assessment sessions. School officials, including classroom teachers, may observe the assessments. The NAEP representatives will bring all necessary testing materials and hardware including computers.

How many schools and students participate in NAEP and when are the data collected during the school year?

The number of students selected to be in a NAEP sample depends on whether it is a national-only sample or a combined state and national sample. In the national-only sample, there are approximately 10,000 to 20,000 students. In a combined national and state sample, there are approximately 2,500 students per grade and subject from participating jurisdictions.

Other NAEP special studies can occur at different points throughout the school year.

The numbers of schools and students for each recent assessment are available on the website for The Nation’s Report Card. Technical information about this may be found in Study Design and the Data Collection Plan.

Duties of the School Coordinator

What are the responsibilities of selected schools?

Schools are responsible for identifying students who may need accommodations, planning testing locations, grouping the students taking the assessment, notifying parents, and getting students to their testing locations. School administrators and teachers are not required to be involved in the actual administration of the assessment; however, school staff members are encouraged to observe assessment sessions.

NAEP requires that parents of students selected for NAEP assessments be notified in writing that their child has been or may be selected for the assessment and that each child’s participation is voluntary. Prior to the assessment, a dated copy of the information given to parents must be provided to the NAEP representatives. A sample parent notification letter that may be adapted to satisfy this requirement is available.

How are students with disabilities and English language learners included in the NAEP assessments?

The NAEP program has always endeavored to assess all students selected as a part of its sampling process. In all NAEP schools, accommodations will be

provided as necessary for students with disabilities (SD) and/or English language learners (ELL).

Inclusion in NAEP of an SD or ELL student is encouraged if that student (a) participated in the regular state academic assessment in the subject being tested, and (b) if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations. (Examples of accommodations not allowed in NAEP are giving the reading assessment in a language other than English, or reading the reading passages aloud to the student. Also, extending testing over several days is not allowed for NAEP because NAEP administrators are in each school only one day.)

How can educators use NAEP resources such as frameworks, released questions, and reports in their work?

NAEP materials such as frameworks, released questions, and reports have many uses in the educational community. For instance, frameworks can serve as models for designing an assessment or revising curricula. Also, released constructed-response questions and their corresponding scoring guides can serve as models of innovative assessment practices.

If a student is selected for NAEP, must he/she participate?

Student participation in NAEP is voluntary. Under federal law, parental notification by schools prior to testing is required to inform families that students who are sampled for the assessment may opt not to participate. To ensure that our state is part of NAEP, and that educators, parents, policymakers, and citizens can learn how our state performs compared to other states and the nation as a whole, it is very important that the students selected for NAEP actually participate.

How much time is required of students participating in NAEP?

The total assessment time required of students varies from 90 minutes to two hours, depending on the subject being assessed. The school's NAEP representative will provide detailed information about the time required for the assessment.

NAEP Assessment Sample Design

Each assessment cycle, a sample of students in designated grades within both public and private schools throughout the United States is selected for assessment. In addition, in state assessment years, such as 2018-2019, the samples of students in each state are large enough to support state-level estimates. In all cases, the selection process utilizes a probability sample design in which every school and student has a chance to be selected, and standard errors can be calculated for the derived estimates.

Public School Selection in State Assessment Years

The selection of a sample of public school students for state assessment involves a complex multistage sampling design with the following stages:

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- Select public schools within the designated areas,
 - Select students in the relevant grades within the designated schools, and
 - Allocate selected students to assessment subjects.

The Common Core of Data (CCD) file, a comprehensive list of operating public schools in each jurisdiction that is compiled each school year by the National Center for Education Statistics (NCES), is used as the sampling frame for the selection of sample schools. In addition to the CCD list, a sample of jurisdictions is reviewed to determine if there are any newly formed public schools that were not included in the lists used as sampling frames. Considerable effort is expended to increase the survey coverage by locating public schools not included in the most recent CCD file.

As part of the selection process, public schools are combined into groups on the basis of various school characteristics related to achievement. These characteristics include the physical location of the school, extent of minority enrollment, state-based achievement scores, or median income of the area in which the school is located. Grouping schools by such selected characteristics provides a more ordered selection process with improved reliability of the assessment results.

On average, a sample of roughly 100 grade-eligible public schools is selected within each jurisdiction; within each school, about 50 students are selected for assessment. Both of these numbers may vary somewhat, depending on the number and enrollment size of the schools in a jurisdiction, and the scope of the assessment in the particular year. Students are sampled from a roster of individual names, not by whole classrooms. The total number of schools selected is a function of the number of grades to be assessed, the number of subjects to be assessed, and the number of states participating.

National-Only Assessment Years

In years when the NAEP samples are intended only to provide representation at the national level and not for each individual state, the public and private school selection process is somewhat different. Rather than selecting schools directly from lists of schools, the first stage of sampling involves selecting a sample of some 50 to 100 geographic primary sampling units (PSUs). Each PSU is composed of one or more counties or metropolitan statistical areas. They vary in size considerably, and generally about 1,000 PSUs are created in total, from which a sample is selected. Within the set of selected PSUs, public and private school samples are selected using similar procedures to those described above for the direct sampling of schools from lists. The samples are clustered geographically, which results in a more efficient data collection process. The selection of PSUs is not necessary when the sample sizes are large in each state, as in state assessment years.

For more information about sampling, see: National Center for Educational Statistics. NAEP Technical Documentation. *NAEP Assessment Sample Design*. Retrieved from http://nces.ed.gov/nationsreportcard/tdw/sample_design/

Accommodation. A change in how a test is presented, in how it is administered, or in how the test taker is allowed to respond. This term generally refers to changes that do not substantially alter what the test measures. The proper use of accommodations does not substantially change academic level or performance criteria. Appropriate accommodations are made to provide equal opportunity to demonstrate knowledge. The most frequently used accommodations in NAEP are large-print booklets, extended time in regular test sessions, reading questions aloud in regular sessions, small groups, one-on-one sessions, scribes or use of computers to record answers, bilingual booklets (mathematics assessment only), and bilingual dictionaries (not for the reading assessment). In NAEP, accommodations may be provided to certain students with disabilities (SD) and/or English language learners (ELL), as specified in the student's Individualized Education Program (IEP).

Achievement levels. Performance standards set by the National Assessment Governing Board that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels, Basic, Proficient, and Advanced, measure what students should know and be able to do at each grade assessed. See each NAEP subject for a detailed description of what students should know and be able to do at each level at grade 4, 8, or 12.

Advanced. One of the three NAEP achievement levels, denoting superior performance at each grade assessed. See each NAEP subject for a detailed description of what students should know and be able to do at grade 4, 8, or 12 at the Advanced level. The cut scores determining each level are available with these descriptions.

Assessment administrator (AA). A trained proctor (supplied by NAEP) who administers the assessments in a particular session.

Balanced Incomplete Block (BIB) booklet design. A complex variant of matrix sampling in which items are administered so that each pair of items is dispensed to a nationally representative sample of respondents in a specific pattern.

Basic. One of the three NAEP achievement levels, denoting partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. NAEP also reports the proportion of students whose scores place them below the Basic achievement level. See each NAEP subject for a detailed description of what students should know and be able to do at grade 4, 8, or 12

at the Basic level. The cut scores determining each level are available with these descriptions.

Block. A group of assessment items created by dividing the item pool for a grades into subsets. Blocks are used in the implementation of the BIB spiral sample design.

Booklet. The assessment instrument created by combining blocks of assessment items.

Composite scale. An overall subject-area scale based on the weighted average of the scales that are used to summarize performance on the primary dimensions of the curricular framework for the subject-area assessment. For example, the mathematics composite scale is a weighted average of five content-area scales: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions. These five scales correspond to the five content-area dimensions of the NAEP mathematics framework.

Confidence intervals. An interval on a scale (e.g., score scale, percent scale) that indicates where the true value (e.g., average, percentage) most likely is located. Because NAEP is a survey with an educational measurement component, there is only an estimate of the true value available. The interval indicates how far the estimate could be from the true value, or, how reliable the estimate is. A smaller interval indicates a more reliable estimate.

Constructed-response item. A non-multiple-choice item that requires some type of written or oral response.

Cut score. The minimum score required for performance at each NAEP achievement level. NAEP cut scores are determined through a standard-setting process that convenes a cross-section of educators and interested citizens from across the nation. The group determines what students should know and be able to do relative to a body of content reflected in the framework. The National Assessment Governing Board then adopts a set of cut scores on the scale that defines the lower boundaries of Basic, Proficient, and Advanced.

Educational Testing Service (ETS). The item development, instruments, database, and data analysis contractor for NAEP.

Effect size. A way to compare the scores for two groups or for the same group under two different conditions that takes into account how variable the scores are; the standardized mean difference is the most common example.

E-file. An Internet-based method by which states, districts, and schools may provide data files identifying eligible students to NAEP.

English language learners (ELL). A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term limited-English-proficient (LEP). "Limited

English Proficient" is also the terminology used in NAEP technical documentation prior to the 2005 NAEP assessment.

Excluded students. Sampled students classified as either English language learners (ELL) or students with disabilities (SD) and determined by the school to be unable to participate because they meet specific criteria.

Field director (FD). Westat home office staff member who coordinates and oversees all aspects of NAEP field procedures.

Field manager (FM). Westat field staff member hired to coordinate all NAEP field activities with the State Departments of Education and the Westat home office staff.

Field supervisor (FS). Westat field staff member hired to manage assessment teams, to select the samples of students to be assessed, and to send NAEP materials to the participating schools.

Field test. Items in NAEP mathematics and reading assessments at grades 4 and 8 go through two phases of pretesting: pilot testing and field testing. A field test is the second phase of pretesting and is given one year prior to the operational NAEP assessment. After the field test, the development for the assessment instruments for the following year is finalized. The instruments are then administered to a nationally representative sample of students, and the analytical steps for estimating the distribution parameters of items by population and reporting groups are conducted. NOTE: Previously, the term "field test" referred to the first phase of item pretesting in all NAEP subject-area assessments. However, beginning with the 2003 assessments, the term applies only to reading and mathematics. The phase of pretesting formerly referred to as a field test, beginning in 2003 and for all future assessments, will be referred to as the "pilot test." All items in NAEP assessments are pilot tested, but only reading and mathematics are field tested.

Gender. NAEP results are reported separately for males and females, based on students' self-reported gender.

Grade enrollment. The number of students within an assessed grade.

High School Transcript Study (HSTS). A periodic study developed by NCES to provide the Department of Education and other educational policymakers with information about current course offerings and students' course-taking patterns in the nation's secondary schools.

Individualized Education Program (IEP). A written statement for each individual with a disability that is developed, reviewed, and revised in accordance with Title 42 U.S.C. Section 1414(d).

Item map. Item maps illustrate the knowledge and skills demonstrated by students performing at different scale scores on a given assessment. Item maps provide concrete examples of what students at various achievement levels likely know and can do in a subject.

Limited English proficient (LEP). A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the term English language learners, or ELL. Beginning with the NAEP 2005 assessment, the terminology changed to "English language learners," or "ELL."

Long-term trend (LTT). NAEP assessments that are designed to give information on the changes in the basic achievement of America's youth. They are administered nationally and report student performance at ages 9, 13, and 17 in mathematics and reading. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the long-term trend instrument does not evolve based on changes in curricula or in educational practices.

Multiple-choice item. An item that consists of one or more introductory sentences followed by a list of response options that include the correct answer and several incorrect alternatives.

Multi-stage sample design. Indicates more than one stage of sampling. The following is an example of three-stage sampling: (1) sample of counties (primary sampling units or PSUs), (2) sample of schools within each sample county, and (3) sample of students within each sample school.

NAEP. The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, geography, civics, the arts, and other subjects.

NAEP State Coordinator (NSC). Staff member of participating state Department of Education who works with field staff to coordinate all NAEP activities in the state. Full-time federally funded coordinators are also responsible for coordinating NAEP activities in their state including promoting understanding of NAEP and coordinating assessment administrations.

National Assessment Governing Board (NAGB). Independent organization whose members are appointed by the U.S. Secretary of Education. The Governing Board provides overall policy direction to the NAEP program. It is an independent, bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

National Indian Educational Study (NIES). A two-part study designed to describe the condition of education for American Indian/Alaska Native students in the United States.

National School Lunch Program (NSLP). A federally assisted meal program that provides low-cost or free lunches to eligible students. It is sometimes referred to as the free/reduced-price lunch program. Free lunches are offered to

those students whose family incomes are at or below 130 percent of the poverty level; reduced-price lunches are offered to those students whose family incomes are between 130 percent and 185 percent of the poverty level.

New school. A school selected from the new school sampling frame, created to update the NAEP school frame to account for newly constructed or newly eligible schools not on the original NAEP school frame.

Newly identified students. Students that were not on their school's original list from which the original sample was subsequently drawn.

Pearson. The materials and scoring contractor for NAEP.

Pilot test. A pretest of items to obtain information regarding clarity, difficulty levels, timing, feasibility, and special administrative situations. The pilot test is performed before revising and selecting the items to be used in the assessment, or in the case of math and reading at grades 4 and 8, before selecting items to be used in the field test.

Population. In the case of NAEP, the population of interest is the entire collection of American students in public or private schools at grades 4, 8, or 12. The small samples of students that NAEP selects for the assessment permit inferences about academic performance to be made for all school students at the three grade or age levels.

Primary sampling unit (PSU). The basic geographic sampling unit for NAEP; can be either a single county or a set of contiguous counties.

Proficient. One of the three NAEP achievement levels, representing solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. See each NAEP subject for a detailed description of what students should know and be able to do at grade 4, 8, or 12 at the Proficient level. The cut scores determining each level are available with the descriptions.

Race, race/ethnicity. In order to allow comparisons across years, assessment results presented are based on information for six mutually exclusive racial/ethnic categories: White, Black, Hispanic, Asian/Pacific Islander, American Indian (including Alaska Native), and Two or more races. In all NAEP assessments, data about student race/ethnicity is collected from two sources: school records and student self-reports. Before 2002, NAEP used students' self-report of their race and ethnicity on a background questionnaire as the source of race/ethnicity data. In 2002, it was decided to change the student race/ethnicity variable highlighted in NAEP reports. Starting in 2002, NAEP reports of students' race and ethnicity are based on the school records, with students' self-report used only if school data are missing. Information based on student self-reported race/ethnicity will continue to be reported in the NAEP Data Explorer for assessments after 2001.

Region. One of four geographic areas used in gathering and reporting data, and a NAEP student group. Prior to 2003, the four regions were Northeast, Central, Southeast, and West. Beginning with the 2003 assessment, the National Assessment Governing Board changed the definitions of the four geographic regions used in reporting NAEP results to match those used by the Census: Northeast, South, Midwest, and West. The states composing the pre-2003 regions (defined by the Office of Business Economics, U.S. Department of Commerce) can be found in contemporaneous reports.

The regions as defined in 2003 are Northeast Region: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. South Region: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Midwest Region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. West Region: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Note that the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the U.S., the Department of Defense Dependents Schools (DoDDS) overseas, American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands are not associated with any region. For regions used for the National Indian Education Study (NIES), see the entry for region (NIES).

Released item. Test question that has been made available to the public. After each assessment, NCES releases nearly one-third of the questions. Released questions often serve as models for teachers who wish to develop their own classroom assessments.

Sample. A subset of a population whose characteristics are studied to gain information about the entire population. NAEP assesses a representative sample of students each year, rather than the entire population of students.

Scale score. A score, derived from student responses to assessment items, that summarizes the overall level of performance attained by that student. While NAEP does not produce scale scores for individual students, NAEP does produce summary statistics describing scale scores for groups of students. NAEP subject area scales typically range from 0 to 500 (reading, mathematics, U.S. history, and geography) or from 0 to 300 (science, writing, and civics).

School coordinator. A school coordinator is appointed by each school to be the primary contact for NAEP staff at a school. This person assists in making plans for the assessment at a school by notifying students and teachers and securing space for the assessment.

School questionnaire. A questionnaire completed for each school by the principal or other official. It is used to gather information concerning school administration, staffing patterns, curriculum, and student services.

Section 504. Section 504 of the Rehabilitation Act of 1973, as amended (Title 29 U.S.C. 794 Section 504), prohibits discrimination on the basis of handicap in federally assisted programs and activities.

Significantly different, statistically significant, statistically significant difference. Statistical tests are conducted to determine whether the changes or differences between two result numbers are statistically significant. The term "significant" does not imply a judgment about the absolute magnitude or educational relevance of changes in student performance. Rather, it is used to indicate that the observed changes are not likely to be associated with sampling and measurement error, but are statistically dependable population differences. NAEP uses widely accepted statistical standards in analyzing data. For instance, this website discusses only findings that are statistically significant at the .05 level. However, some differences that are statistically significant appear small, particularly in recent assessment years, when the sample sizes have been larger.

Socioeconomic status (SES). A combination of social and economic factors that are used as an indicator of household income and/or opportunity. NAEP uses eligibility for the Department of Agriculture's National School Lunch Program (NSLP) as a measure of socioeconomic status.

Student group. Groups of the student population identified in terms of specific demographic or background characteristics. Some of the major student groups used for reporting NAEP results are those defined by students' gender, race or ethnicity, highest level of parental education, and type of school (public or nonpublic). Information gathered from NAEP background questionnaires also makes it possible to report results based on variables such as course-taking, home discussions of school work, and television-viewing habits. The High School Transcript Study uses these student groups in presenting results.

Student ID number. A unique identification number assigned to each respondent to preserve his or her anonymity. NAEP does not record the names of any respondents.

Student sample. A portion of a population, or a subset from a set of units, that is selected by some probability mechanism for the purpose of investigating the properties of the population.

Students with disabilities (SD). A student with a disability may need specially designed instruction to meet his or her learning goals. A student with a disability will usually have an Individualized Education Plan (IEP), which guides his or her special education instruction. Students with disabilities are often referred to as special education students and may be classified by their school as learning disabled (LD) or emotionally disturbed (ED). The goal of NAEP is that students who are capable of participating meaningfully in the assessment are assessed, but some students with disabilities selected by NAEP may not be able to participate, even with the accommodations provided.

Teacher questionnaire. A questionnaire completed by selected teachers of sampled students. It is used to gather information concerning years of teaching

experience, frequency of assignments, use of teaching materials, and availability and use of computers.

Trial Urban District Assessment (TUDA). NAEP began the urban school district assessment on a trial basis in 2002, in a few large urban districts in participating states. The purpose of the TUDA is to allow reporting of NAEP results for large urban school districts and to allow the NAEP program to evaluate the usefulness of NAEP data to cities of different sizes and demographic compositions.

United States territories. The following territories, which are under the jurisdiction of the federal government of the United States, have been included in one or more NAEP administrations: American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

Westat. The supplier of customized sampling, data collection, and weighting procedures for NAEP.

National Center for Education Statistics (NCES). (2016). Retrieved from <http://nces.ed.gov/nationsreportcard/glossary.asp?nav=Y>
