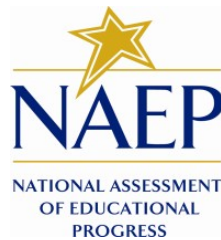# NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2016 MAIN NAEP ADMINISTRATION

VOLUME I
SUPPORTING STATEMENT

OMB# 1850–0790 v.42

Grade 4
Student Core, Reading, Mathematics, Proof of Concept Study
Survey Questions
Teacher Questionnaires
School Questionnaires

Grade 8
Student Core, Arts, Reading, Mathematics, Writing, Proof of Concept Study
Survey Questions
Teacher Questionnaires
School Questionnaires

Grade 12
Student Core, Writing Survey Questions
School Questionnaires

6/25/15
8/28/2015 revised

Contents

1. Explanation for This Submittal

This document contains supplemental information pertaining to the 2014-2016 National Assessment of Educational Progress (NAEP) system clearance proposal. NAEP is administered by the National Center for Education Statistics (NCES) within the Institute for Education Sciences of the U.S. Department of Education. The National Assessment Governing Board (henceforth referred to as the Governing Board) sets policy for NAEP and determines the content framework for each assessment. The system clearance package was submitted in November 2012 and approved in March 2013 (OMB #1850-0790 v.36). The terms of clearance for OMB approvals state that NCES will publish a notice in the Federal Register allowing a 30-day public comment period on the details of each collection concurrent with submission to OMB.

The 2016 submittal consists of only one wave, which will include all subjects and special studies to be administered in the main NAEP 2016 administration. This wave contains the descriptions, burden, and/or survey questionnaires for the following:
- core[1];
- digitally-based assessment (DBA)[2] studies for mathematics, reading, and writing;
- paper and pencil administration of arts (music and visual arts); and
- information and burden regarding activities of school coordinators.

The special studies for 2016 include:
- Puerto Rico DBA Proof of Concept (POC) Study[3] at grades 4 and 8.

The operational arts assessment will be delivered in paper-and -pencil format, while the mathematics, reading, and writing pilots, as well as the POC study, will be delivered in DBA formats. Table 1 lists the components of the 2016 Main NAEP assessments and, through the part number in the last column, their location in the instrument documents included in this submission.

Table 1: List of 2016 Main NAEP Components

	Component	Part
Student	Grade 4 — Core, Reading, Mathematics, Puerto Rico POC[4]	1a
	Grade 8 — Core, Reading, Mathematics, Writing, Arts, Puerto Rico POC	1b
	Grade 12 — Core, Writing	1c
Teacher	Grade 4 — Background, Education, Training (BET); Classroom Organization and Instruction (COI) - Reading, Mathematics Puerto Rico POC – BET and COI (Math)	2a
	Grade 8 — Reading- Reading BET; Reading COI Mathematics- Mathematics BET; Mathematics COI Writing - Writing BET; Writing COI Puerto Rico POC – BET and COI (Math)	2b
School	Grade 4 — School Characteristics and Policies (SCP), Reading, Mathematics, Charter School Puerto Rico POC – SCP, Math, Charter School	3a

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[1] NCES collects student survey data, referred to as core questions, which are required by law (20 U.S.C. § 9622; i.e., race, ethnicity, and socioeconomic status) and which provide context for reporting student performance.
[2] In 2016, NAEP will continue to prepare for the transition of reading, mathematics, and writing to digitally-based assessments (DBA) for operational use in 2017. These pilots will be administered on touch-screen devices (tablets).
[3] The purpose of the POC study in Puerto Rico is to alert NCES to issues related to the preparation for administering mathematics in Puerto Rico in 2017.
[4] The Puerto Rico POC Study will include the following types of survey questions: core, mathematics, Computer Access and Familiarity Study (CAFS), and study-specific. An adapted version of the core questions will be administered in Spanish in Puerto Rico, given that Spanish rather than English is the primary language in Puerto Rico.

	Component	Part
	Grade 8 — SCP, Reading, Mathematics, Writing, Charter School SCP, Arts, Charter School Puerto Rico POC – SCP, Math, Charter School	3b
	Grade 12 — SCP, Writing, Charter School	3c
School Coordinators	Assessment Feedback Forms	4

2. Overview of NAEP 2016 Assessments

Much of the following broad overview of the 2016 NAEP assessments was included as part of the 2014–2016 system clearance submittal. The Governing Board determines NAEP policy and assessment schedule, and future Governing Board decisions may result in changes to some aspects of an assessment (e.g., which subjects are assessed in which years). However, the overall methodology and assessment process remains consistent. The NAEP assessments contain two kinds of questions: *cognitive* (assessment questions that measure student knowledge of an academic subject) and *survey* (questions that gather demographic information, as well as classroom instructional procedures).

The main NAEP assessment reports current achievement levels and trends in student achievement at grades 4, 8, and 12 for the nation and, for certain assessments, states and select urban districts. These assessments follow subject-area frameworks developed by the Governing Board and use the latest advances in assessment methodology. The subject-area frameworks evolve to match instructional practices.

3. Sampling Information

The 2016 Sampling Design Memo[5] (appendix G) provides specific sampling information regarding the 2016 NAEP assessments. It includes information on the following:

- Assessment Types
- Primary Sampling Units Selection
- Stratification and Oversampling
- Overlap Control of Samples
- Substitute Samples
- Student Sampling Information
- Weighting Requirements

4. Information Pertaining to the 2016 Questionnaires[6] in This Submittal

Student Questionnaires

<u>Core</u> – the first survey question block for all students contains core questions, many of which are related to demographic information. The 2016 core questions are comprised of trend and new questions for the arts operational assessment and the pilot DBA administrations. However, not all pilot core questions will be given to each student, rather individual students will receive subsets of the core questions.

<u>Arts</u> – music and visual arts subject-specific questions are comprised of trend questions at grade 8.

<u>Mathematics</u> – mathematics subject-specific questions are comprised of new pilot questions and trend questions at grades 4 and 8.

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[5] The 2016 Sampling Memo draft (dated 2-25-2015) contains sampling information at the time of this submission. Estimates of the number of students being assessed have changed since 2/15 and the most recent estimates are in the burden tables of this submission.

[6] Cognitive Lab results reports regarding the pretesting of the core, reading, mathematics, and writing questions are provided in appendix F.

<u>Reading</u> – reading subject-specific questions are comprised of new pilot questions and trend questions at grades 4 and 8.

<u>Writing</u> – writing subject-specific questions are comprised of new pilot questions and trend questions at grades 8 and 12.

<u>Mathematics POC Study in Puerto Rico</u> — student survey questions will consist of three components:
- existing core and subject-specific questions (adapted for Puerto Rico);
- existing items from the 2015 Computer Access and Familiarity Study (CAFS); and
- new items developed for the POC study.

The committees that helped define the cognitive and survey questions pertaining to the 2016 subjects are listed in this document in appendix A.

Teacher Questionnaires

Teachers of students participating in the NAEP assessments at grades 4 and 8 are administered a teacher questionnaire[7]. Teacher questionnaires are comprised of multiple sections, which include:

<u>Background, Education, and Training</u> (BET; also referred to as the teacher core) – the BET questions for arts consist of trend questions, while the BET questions in the DBA pilot administrations (mathematics, reading, writing) consist of both new and trend questions.

<u>Classroom Organization and Instruction (COI)</u> – the COI questions for arts are trend questions, while the BET questions in the DBA pilot administrations (mathematics, reading, and writing) consist of both new and trend questions.

Teacher questionnaires are primarily completed online. If a grade 8 teacher teaches more than one subject, the online questionnaire system will administer the appropriate BET and COI questions to that teacher.

<u>Giving Back Questions</u> – At the end of the online teacher questionnaires, there will be two 'giving back' questions. These questions are related to whether the teacher would like to receive summative reports regarding the teacher questionnaires.

School Questionnaires

School questionnaires are comprised of multiple sections, which include the following:

<u>School Characteristics and Policies (SCP; also referred to as the school core)</u> – one version of SCP questions will be given at each grade. The SCP questions are comprised of trend or pilot questions.

<u>Arts</u> – the school questions in arts are comprised of trend questions.

<u>Reading, Mathematics, Writing</u> – the school questions in mathematics, reading, and writing are comprised of both new and trend questions related to those subjects.

<u>Charter School</u> – charter school questions are comprised of trend questions that were administered in previous assessments. The charter school section is to be completed only if the school is a charter school.

As with the teacher questionnaires, the 2016 school questionnaires will be primarily completed online and will ask if administrators would like to receive summative reports related to the school questionnaires.

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[7] Note: There are no teacher questionnaires for the grade 8 arts assessments or for grade 12 subjects.

Appendix C indicates the new/revised/trend questions contained in the various questionnaires (student, teacher, and school). Table 2 depicts the composition of the 2016 school questionnaires.

Table 2: School Survey Questionnaire Structures - 2016 NAEP Assessments

Grade	Subject(s)	Section 1	Section 2	Section 3	Section 4	Section 5
4	Reading, Math	SCP	Reading	Mathematics	Charter School*	N/A
	Puerto Rico POC	SCP	Mathematics	N/A	N/A	N/A
8	Arts	SCP	Arts	Charter School	N/A	N/A
8	Reading, Math, Writing	SCP	Reading	Mathematics	Writing	Charter School*
	Puerto Rico POC	SCP	Mathematics	N/A	N/A	N/A
12	Writing	SCP	Writing	Charter School*	N/A	N/A

SCP = School Characteristics and Policies
Note: The Charter School section is only completed by Charter schools.
*The Charter School questions will be in a separate section when administered for the assessments. However, for this submittal the charter school questions for the pilot DBA subjects were included as part of the core (SCP) section.

School Personnel Assessment Responsibilities

E-filing – Demographic data are collected for potential students who may participate in NAEP. This sample information is gathered at the state, district, or school level (see appendix H for a sample Data Security Agreement between NAEP and state Departments of Education used in the e-filing process). If gathered at the district or school level, that burden is included in the burden calculation.

Pre-Assessment and Assessment Activities – Each school participating in NAEP has a designated staff member to serve as its NAEP school coordinator. Pre-assessment and assessment activities include functions such as finalizing student samples, verifying student demographics, reviewing accommodations, and planning logistics for the assessment.

NAEP is moving in the direction of paperless administrations. An electronic pre-assessment visit system (known as MyNAEP) was developed so that school coordinators would provide requested administration information online, including logistical information, updates of student and teacher information, and the completion of inclusion and accommodation information.

The communication brochure sent from NAEP state coordinators to the participating schools describing the school coordinator's responsibilities with pre-assessment and e-filing activities is included under appendix D.

Students with Disabilities (SD) and English Language Learners (ELL) Information – The SD and ELL inclusion information is provided by either the school coordinator or the teachers/school personnel most knowledgeable about the school's SD and ELL students. This information will then be entered into the MyNAEP system by the school coordinator. With the MyNAEP system, inclusion guidelines can now be customized on a state-by-state basis. The SD and ELL information provided can be formatted with appropriate skip patterns and consistency checks, allowing field staff to monitor exclusions in real time. The types of SD and ELL information gathered will be the same as was previously obtained on the SD and ELL worksheets. See appendix E for instructions from the MyNAEP system that deal with collecting SD and ELL information.

Assessment Feedback Activities

School Coordinator Debriefing Interview – After each assessment, the field staff will meet with the school coordinator for a debriefing interview. The purpose of this interview is to obtain feedback on the following:
- how well the assessment went in that school

- usefulness of NAEP materials (publications, letters, etc.)
- school staff feedback
- preparation activities
- strategies utilized for increasing participation
- any issues that were noted

<u>Post-assessment Follow-up Survey</u> – As part of the on-going quality control of the assessment process, 25 percent of the schools will be randomly selected for an additional follow-up survey. Survey questions solicit feedback on pre-assessment, assessment, and procedural processes. A sample of a post-assessment follow-up survey is included in the *Part 4 2016 Main NAEP Assessment Feedback Forms* document.

5. Burden Information for 2016

The nature of NAEP is that samples of students alternate from a relatively low volume in national-level only administration years, to a substantial volume increase in state-level administration years. These state-level administration years include one or more assessments that support the reporting of results by state and certain urban districts. In 2016, NAEP will conduct national-level assessments and a special study (the Puerto Rico POC Study), so that the estimated burden is much lower than in 2015 NAEP. The total combined burden for the 2016 assessments is provided in Table 3.

Table 3: Total Burden for 2016

Respondent Category	Number of Respondents	Total Burden Hours
Student	58,550	28,742
Teacher	10,264	4,021
School Administrators	1,793	897
School Coordinator (pre-assessment activities, e-filing, & assessment feedback)	1,793	4,731
School Personnel (for SD & ELL data completion)	1,793	1,765
Total	**74,193**	**40,156**

Note: Some totals may differ slightly from sum of subtotals, due to rounding.

The respondent burden times include the following categories (see tables 4 and 5 for details):

<u>Students</u>[8] – Students in fourth-, eighth-, and twelfth grades complete assessments that commonly contain two cognitive blocks. The total cognitive time for the arts assessments varies from 58-104 minutes, while the DBA pilot subjects are comprised of 60 minutes of cognitive assessment time. In addition to the cognitive testing, survey questionnaire blocks totaling 15 minutes are also administered. For the Puerto Rico POC Study, the assessment consists of 80 minutes of cognitive time and 25 minutes of survey questions.

The survey questions are comprised of core questions (many of which are related to demographic information) and subject-specific questions. Additional student burden is included for time to read directions, distribute test booklets, and take system tutorials. For paper-and-pencil assessments, this additional burden is estimated at 10 minutes. For the DBA assessments, additional burden is estimated at 15 minutes.

Appendix B includes a sample parental notification letter regarding NAEP. The letter will be adapted for each grade/subject combination and the school principal may edit it; however, information regarding confidentiality and the appropriate law reference will remain unchanged.

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[8] The time for the cognitive sections is not included in the burden calculation.

Teachers – In 2016, teachers will be asked to complete questions about their teaching background, education, training, and classroom organization and instruction. At grade 4, the teacher burden is estimated at 30 minutes, as most teachers teach multiple subjects and, therefore, will complete the questionnaire for all subject areas. The grade 8 teacher burden is estimated to be 20 minutes for most teachers who only teach a single subject area, and 30 minutes for the small percentage (10 %) of those who may teach more than one subject. There are no teacher questionnaires for arts or for teachers of students taking the grade 12 assessments.

Principals/Administrators – The school administrators of the sampled schools will be asked to complete a school questionnaire. The school questionnaire burden is estimated at 30 minutes for all three grades.

School Personnel: Pre-Assessment, Electronic Filing, Inclusion, and Assessment Feedback Activities

 Pre-Assessment Activities – As described in section 4, school personnel perform multiple activities in preparation for the assessment, including information gathering, communication of teacher and student information, and review of NAEP procedures. These pre-assessment activities are estimated to require two hours of school personnel time.

E-filing – If the survey sample information needed for e-filing is obtained at the school or district level, school or district personnel will incur burden estimated at one hour per school. We used 48 percent of schools to estimate the e-filing burden because in the most recent national-only NAEP assessment approximately 48 percent of schools and districts participated in the e-filing process.

School Personnel: SD and ELL Inclusion Activities – SD and ELL burden is the average number of hours school personnel spend on completing the SD/ELL information for students identified as SD and/or ELL. This is estimated at 10 minutes per student. The overall SD/ELL burden is a factor of the number of students identified as SD/ELL. Based on most recent data, 22 percent of grade 4 students, 17 percent of grade 8, and 13 percent of grade 12 students were identified as SD/ELL[9].

Table 4: 2016 Survey Questionnaires - Per Respondent Burden Time

Grade	Respondent Category	Time per Respondent
Grade 4	Student Core + Reading	15 minutes
	Student Core + Mathematics	15 minutes
	Student Core, Mathematics, CAFS, and study-specific for POC in Puerto Rico	25 minutes
	Student Directions and Set-up	15 minutes
	Teacher Questionnaire	30 minutes
	School Questionnaire	30 minutes
Grade 8	Student Core + Arts	15 minutes
	Student Core + Reading	15 minutes
	Student Core + Mathematics	15 minutes
	Student Core + Writing	15 minutes
	Student Core, Mathematics, CAFS, and study-specific for POC in Puerto Rico	25 minutes
	Student Directions and Set-up	10 minutes (arts) 15 minutes (DBA subjects)
	Teacher Questionnaire (single subject)	20 minutes
	Teacher Questionnaire (more than one subject)	30 minutes
	School Questionnaire	30 minutes

[9] The most recent data on the percent of students identified as SD/ELL are from 2013 and 2014(see the NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx, under the variable "Student disability or English Language Learner status."

Grade 12	Student Core + Writing	15 minutes
	Student Directions and Set-up	15 minutes
	School Questionnaire	30 minutes

Table 5: Estimated Burden for NAEP 2016 Questionnaires

Assessment / Grade	Students			Teachers			School Questionnaire (school principals)			School Coordinator Pre-assessment, e-filing, & assessment feedback		SD/ELL (school personnel)			Total Burden (in hours)
	# of Students	Avg. minutes per response	Burden (in hrs)	# of Teachers	Avg. minutes per response	Burden (in hrs)	# of Schools	Avg. minutes per response	Burden (in hrs)	# of Schools	Burden[1] (in hrs)	# of Schools	Avg. minutes per response	Burden[2] (in hrs)	
Grade 4															
DBA pilots (Reading, Mathematics), PR-POC Mathematics)	18,150	30 DBA subj. 40 PR POC	9,142	2,856	30	1,428	476	30	238	476	1,256	476	10 min per student	666	12,730
Grade 4 Totals	**18,150**		**9,142**	**2,856**		**1,428**	**476**		**238**	**476**	**1,256**	**476**		**666**	**12,730**
Grade 8															
Arts, DBA pilots (Reading, Mathematics, Writing), PR-POC Mathematics)	33,650	25-Arts 30-DBA subj. 40-PR POC	16,225	7,408	20 or 30[3]	2,593	926	30	463	926	2,443	926	10 min per student	953	22,677
Grade 8 Totals	**33,650**		**16,225**	**7,408**		**2,593**	**926**		**463**	**926**	**2,443**	**926**		**953**	**22,677**
Grade 12															
DBA pilots (Writing)	6,750	30	3,375				391	30	196	391	1,032	391	10 min per student	146	4,749
Grade 12 Totals	**6,750**		**3,375**				**391**		**196**	**391**	**1,032**	**391**		**146**	**4,749**
Totals	**58,550**		**28,742**	**10,264**		**4,021**	**1,793**		**897**	**1,793**	**4,731**	**1,793**		**1,765**	**40,156**

Note: Some totals may differ slightly from sum of subtotals due to rounding.

Note: The number of total respondents and responses is 74,193 each.

[1] Pre-assessment burden is 2 hours, e-filing burden is 1 hour (for 48% of schools, based on recent data; for all other schools e-filing is carried out by contracted NAEP state coordinators at the respective State Education Agencies), school coordinator debriefing is 7 minutes and post-assessment follow-up survey is 10 minutes (for 25% of the schools).

[2] SD and ELL burden is the number of hours that school personnel spend to complete the SD/ELL information for each student identified as SD and/or ELL (estimated at 10 minutes per student). The overall SD/ELL burden is a factor of the number of students identified as SD/ELL. Based on most recent data, 22% of grade 4 students, 17% of grade 8, and 13% of grade 12 students were identified as SD/ELL.

[3] It is estimated that 90% of the grade 8 teachers teach one subject and, thus, have 20 minutes of burden, while about 10% of the grade 8 teachers teach more than one subject and, thus, have 30 minutes of burden.

6. How, by Whom, and for What Purpose the Data Will Be Used

The purpose of NAEP is to collect and report assessment data on student achievement in the subject areas assessed for use in monitoring educational progress. In addition to reporting overall results of student performance and achievement, NAEP also reports student performance results for various subgroups of students and on various educational factors. The Governing Board sets guidance for what is asked in the questions. NCES is responsible for developing the questions and for selecting the final set of questions. The questions are designed to (a) provide the information for disaggregating data according to categories specified in the legislation,[10] (b) provide contextual information that is subject specific (e.g., reading, mathematics) and has an impact and known relationship to student achievement, and (c) provide policy-relevant information specified by the Governing Board. An expanded description of the purposes of the data is provided in the system clearance submittal.

7. Estimates of Costs to the Federal Government

Table 6 provides estimates for the 2016 administrations.

Table 6: Administration Cost Estimates

Activity	Provider	Estimated Cost
Printing, packaging, and distribution phases of the administration including: • prepare and package the assessment and all auxiliary materials • distribute assessment booklets and materials to the test administrators for each school	Pearson (the Materials, Distribution, Processing and Scoring [MDPS] contractor)	$2 million
Field administration including: • administration of assessments and data collection from the field	Westat (the Data Collection contractor and the NAEP Support and Service Center [NSSC] contractor)	$5.4 million
Technology support and maintenance including • web operations • maintenance costs related to the support of the technology-based assessments	Fulcrum IT Services	$4.5 million
Total		**$11.9 million**

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[10] Education Sciences Reform Act of 2002 (ESRA), National Assessment of Educational Progress (20 USC § 9622).

Appendix A: Committee Lists[11]

NAEP Survey Questionnaires Committee

Name	Affiliation
Angela Duckworth	University of Pennsylvania
Hunter Gehlbach	Harvard University
Gerunda Hughes	Howard University
David Kaplan	University of Wisconsin-Madison
Henry Levin	Teachers College, Columbia University
Stanley Presser	University of Maryland
Leslie Rutkowski	Indiana University Bloomington
Rob Santos	Urban Institute, Washington, DC
Norbert Schwarz	University of Michigan
Jonathon Stout	Lock Haven University
Roger Tourangeau	Westat, Rockville, MD
Akane Zusho	Fordham University

NAEP Mathematics Committee

Name	Affiliation
Jennifer Alvarez	Sultana Elementary School, Ontario CA
Daniel Chazan	University of Maryland
Herb Clemens	Ohio State University
Carl Cowen	Indiana University-Purdue University
Julie Guthrie	Texas Education Agency, Austin, TX
Kathleen Heid	Penn State University
Mark Howell	Gonzaga College High School, Washington, DC
Russ Keglovits	Nevada Department of Education, Carson City, NV
Carolyn Maher	Rutgers University
Michele Mailhot	Maine Department of Education
Brian Nelson	Curtis Corner Middle School, Wakefield, RI
Matthew Owens	Spring Valley High School, Columbia, SC
Carole Phillip	Alice Deal Middle School, Washington, DC
Melisa M. Ramos Trinidad	Educación Bilingüe Luis Muñoz Iglesias, Fernández, Cidra, PR
Ann Trescott	St. Michael's School, Poway, CA

NAEP Reading Committee

Name	Affiliation
Marilyn Adams	Brown University
Peter Afflerbach	University of Maryland
Patricia Alexander	University of Maryland
Margretta Browne	Richard Montgomery High School, Silver Spring, MD
Julie Coiro	University of Rhode Island
Valerie Harrison	Claflin University, Orangeburg, SC
Karen Malone	Fort Wingate High School, Fort Wingate, NM
Pamela Mason	Harvard Graduate School of Education
Margaret McKeown	University of Pittsburgh
P. David Pearson	University of California, Berkeley
Jenny Thomson	University of Sheffield, United Kingdom

[11] There is currently not an active Arts committee.

Monica Verra-Tirado	Florida Department of Education
Karen Wixson	University of North Carolina
Victoria Young	Texas Education Agency, Austin, TX
Zynia Zepeda	Gadsden Elementary, Gadsen, AZ

NAEP Writing Committee

Name	*Affiliation*
Arthur Applebee	University at Albany, SUNY
Diane August	Center for Applied Linguistics, Washington, DC
Margretta Browne	Montgomery County Public Schools, Silver Spring, MD
Robert Crongeyer	Robla School, Sacramento, CA
Elyse Eidman-Aadahl	University of California
Nikki Elliot-Schuman	Smarter Balance Assessment Consortium
Rayna Goldfarb	Abraham Lincoln High School, Philadelphia, PA
Carol Jago	UCLA
Charles Macarthur	University of Delaware
Michael McCloskey	Johns Hopkins University
Norma Mota-Altman	San Gabriel High School, Alhambra, CA
Sandra Murphy	University of California – Davis
Drew Sterner	Tamanend Middle School, Warrington, PA
Sherry Swain	National Writing Project, Berkeley, CA
Victoria Young	Texas Education Agency

Appendix B: Sample Parent/Guardian Notification Letter

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NAEP **(NAEP Assessment Year)** PARENT/GUARDIAN NOTIFICATION LETTER

(School Letterhead)

(Insert Date Here)

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Dear Parent or Guardian:

We are pleased to notify you that (school name) has been selected to represent schools across the nation by participating in the National Assessment of Educational Progress (NAEP). First administered in 1969, NAEP is the largest nationally representative assessment of what students know and can do in various subject areas. It is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education. NAEP is different from state assessments because it provides a common measure of student achievement across the country. The results of NAEP are released as The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public.

In our school, the NAEP assessment will be given on (date) in (subject). Your child (may be/has been) selected to take the assessment. In addition to subject area questions, students will be asked some questions about themselves and their educational experience. These questions provide contextual information for the assessment, as well as information that may be related to students' learning. If you would like to view sample subject area and student questions, please visit http://nationsreportcard.gov/parents.asp.

It will take about (assessment time) minutes for most students to participate in the assessment. The results are completely confidential (in accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347), and the information provided will be used for statistical purposes only. Your child's grades will not be affected. Your child may be excused from participation for any reason, is not required to complete the assessment, and may skip any question. While NAEP is voluntary, we depend on student participation to provide an accurate measure of student achievement that will inform improvements in education. Your child will represent many other students, so participation is very important. However, if you do not want your child to participate, please notify me in writing by (date).

There is no need to study in preparation for NAEP. We do, however, ask parents to encourage their children to do their best and get plenty of rest the night before the assessment. A brochure that explains what participation in NAEP means for you and your child is available at http://nces.ed.gov/nationsreportcard/pdf/parents/2012469.pdf. Should you have questions, please contact me at (telephone number) or at (e-mail address).

We are excited that our school will be participating in NAEP and pleased that your child (may be/has been) selected. We know that (school name)'s students will help us show what our nation's students know and can do.

Sincerely,

School Principal

Appendix C: List of New/Revised/Trend Items

Since the majority of items for the following questionnaires (Core, Mathematics, Reading, and Writing – lists 1-4) are new or revised, we have listed the trend items in these lists. All other items are new/revised.

1. List of Core Trend Items (2016 Pilot)

Questionnaire	Grade	Trend Items
Core Student	4	1, 2, 3, 4a, 4b, 4c, 4d, 4e, 5, 6, 7, 8, 9, 10
Core Student	8	1, 2, 3, 4a, 4b, 4c, 4d, 4e, 5, 6, 7, 8, 9, 10
Core Student	12	1, 2, 3, 4a, 4b, 4c, 4d, 4e, 5, 6, 7, 8, 9, 10, 11, 12
Core Teacher	4	1, 2, 3, 5, 6, 7, 8, 9, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h, 9i, 10, 11, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, 11j, 11k, 11l, 12, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 13, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 14, 14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h, 14i, 14j, 14k, 14l, 15, 16, 16a, 16b, 16c, 16d, 16e
Core Teacher	8	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 11a, 11b, 11c, 11d, 11e, 11f, 11g, 11h, 11i, VH240204 12, 13, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13i, 13j, 13k, 13l, 14, 14a, 14b, 14c, 14d, 14e, 14f, 14g, 14h, 14i, 15, 15a, 15b, 15c, 15d, 15e, 15f, 15g, 16, 16a, 16b, 16c, 16d, 16e, 16f, 16g, 16h, 16i, 16j, 16k, 16l, 17, 17a, 17b, 17c, 17d, 17e, 17f, 17g, 17h, 17i, 17j, 17k, 17l, 18, 18a, 18b, 18c, 18d, 18e, 19, 19a, 19b, 19c, 19d, 19e, 19f
Core School	4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 14a, 14b, 14c, 14d, 14e, 15, 16, 16a, 16b, 17, 19, 19a, 19b, 20, 21, 22, 23, 39,40, 41, 42, 43, 44, 45, 46, 46a, 46b, 46c, 46d, 46e, 46f, 46g, 46h, 46i
Core School	8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 14a, 14b, 14c, 14d, 14e, 15, 16, 16a, 16b, 17, 19, 19a, 19b, 20, 21, 22, 23, 39, 40, 41, 42, 43, 44, 45, 46, 46a, 46b, 46c, 46d, 46e, 46f, 46g, 46h, 46i
Core School	12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 14a, 14b, 14c, 14d, 14e, 15, 16, 16a, 16b, 17, 19, 19a, 19b, 20, 21, 22, 23, 23a, 23b, 23c, 23d, 23e, 24, 39, 40, 41, 42, 43, 44, 45, 46, 46a, 46b, 46c, 46d, 46e, 46f, 46g, 46h, 46i

Note: Trend items are items that have been administered in previous operational questionnaires.

2. List of Mathematics Trend Items (2016 Pilot)

Questionnaire	Grade	Trend Items
Math Student	4	6, 8
Math Student	8	3, 6a, 6b, 6c, 6f, 6g, 6h, 6I, 7a, 7b
Math Teacher	4	1, 5 , 8a, 12a, 12b, 12c, 12d
Math Teacher	8	1, 3, 7a, 11a, 11b, 11c, 11d
Math School	4	3a, 3b, 3c, 3d, 4, 5, 6a, 6b, 6c, 6d, 6e, 7a, 7c, 7d, 7e, 7h
Math School	8	3a, 3b, 3c, 3d, 5a, 5c, 5d, 5e, 5h

Note: Trend items are items that have been administered in previous operational questionnaires.

3. List of Reading Trend Items (2016 Pilot)

Questionnaire	Grade	Trend Items
Reading Student	4	5, 7, 9, 11, 13, 15, 18, 20, 32, 33, 34
Reading Student	8	5, 7, 9, 11, 13, 15, 17, 20, 22, 34, 35, 36

Reading Teacher	4	2, 4, 5, 7, 9, 9a, 9b, 9c, 9d, 13, 13a, 13b, 13c, 13d, 13e, 14, 14a, 14b, 14c, 14d, 14e, 16, 16a, 16b, 16c, 16d, 16e, 16f, 16g, 16h, 17, 17a, 17b, 17c, 17d, 17e, 17f
Reading Teacher	8	2, 3, 5, 7, 9, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 13, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 15, 15a, 15b, 15c, 15d, 15e, 15f, 17, 17a, 17b, 17c, 17d, 18, 18a, 18b, 18c, 18d, 18e,
Reading School	4	1, 3, 4, 4a, 4b, 8, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h
Reading School	8	1, 3, 4, 4a, 4b, 5, 5a, 5b, 5c, 5d, 5e, 5f, 6, 6a, 6b, 6c, 6d, 6e, 6f, 7, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 8, 8a, 8b, 8c

Note: Trend items are items that have been administered in previous operational questionnaires.

4. List of Writing Trend Items (2016 Pilot)

Questionnaire	Grade	Trend Items
Writing Student	8	11, 11a, 11b, 11c, 13, 13a, 13b, 13c, 13d, 22, 22a, 22b, 23, 23a, 23b, 24, 25, 26
Writing Student	12	11, 11a, 11b, 11c, 13, 13a, 13b, 13c, 13d, 22, 22a, 22b, 23, 23a, 23b, 24, 25, 26
Writing Teacher	8	3, 3a, 3b, 3c, 14a, 14b, 14c, 14d, 16c
Writing School	8	6b, 6c, 6d, 6e, 6f, 7, 7a, 7b
Writing School	12	6b, 6c, 6d, 6e, 6f, 7, 7a, 7b

Note: Trend items are items that have been administered in previous operational questionnaires.

For lists 5-7 (Arts, Puerto Rico POC), we have listed the new items since the majority of these questionnaires contain trend items.

5. List of Core New/Revised Items (Arts)

Questionnaire	Grade	Trend Items
Arts Core School	8	13

Note: New/Revised items are items that have not been administered in previous operational questionnaires.

6. List of Core New/Revised Items (Puerto Rico POC)

Questionnaire	Grade	Trend Items
PR Core School	4	13
PR Core School	8	13

Note: New/Revised items are items that have not been administered in previous operational questionnaires.

7. List of New/Revised Study Specific Items (Puerto Rico POC)

Questionnaire	Grade	Trend Items
Study-Specific Student	4	All items
Study-Specific Student	8	All items

Note: New/Revised items are items that have not been administered in previous operational questionnaires.

There are no new or revised items for the Math components of the PR POC Grades 4 and 8 student, teacher, and school questionnaires. There are also no new or revised items for the CAFS Grades 4 and 8 student questionnaires.