

*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

Appendix J1

2017 Communications and Recruitment Materials

*Request for Clearance for
NAEP Assessments for 2017-2019*

OMB# 1850-0928 v.4

Revision to a previously approved package (1850-0928 v.3)

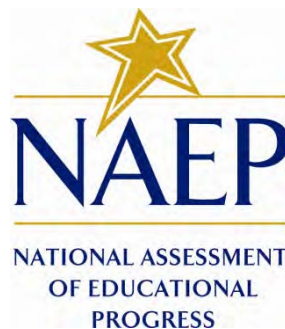


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Appendix J1-1: NAEP Participation Letter for Chiefs

**Early May NAEP 2017 Notification Letter From
CHIEF STATE SCHOOL OFFICER TO DISTRICT SUPERINTENDENT**
Red text should be customized before mail merge: **highlighted text** represents mail merge fields

Dear **District Superintendent name**,

I am pleased to notify you that **number** schools in your district have been selected to participate in the 2017 administration of the National Assessment of Educational Progress (NAEP). NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. Selected schools represent schools across **state name** and the nation, and their participation provides NAEP an accurate picture of student performance. **School District** will play an important role by participating, and I know that we can count on your full support to make this a meaningful experience for your schools and students.

Selected schools are notified in advance so that principals can place the assessment window (January 30 to March 10, 2017) on their calendars and incorporate NAEP into the planned school program. A few additional schools within **School District** may be selected for the NAEP 2017 assessments. Your NAEP State Coordinator will contact you soon should this happen. Starting in June, each school will receive its assessment date. Schools may work with the NAEP State Coordinator if there is a conflict with the scheduled assessment date.

Note: Only need to include the red text below for districts that have both assessment programs.

The NAEP 2017 administration will include two main assessment programs. Each school will participate in only one program. The attached List of District Schools Selected for NAEP shows the assessment program for each selected school in **School District**.

- Program 1
 - Grades 4 and 8: Mathematics and reading
- Program 2
 - Grade 4: Mathematics, reading, and writing
 - Grade 8: Civics, geography, mathematics, reading, U.S. history, and writing

For **Program 1**, NAEP will administer mathematics and reading assessments to students in grades 4 and 8. National and state-level results will be released as The Nation's Report Card. Most students will take the assessment on tablets with keyboards provided by NAEP representatives. A small subset of students will take paper-and-pencil versions of the assessment. NAEP is administering the assessments via both tablets and paper booklets to evaluate any differences in student performance.

Note: Only need to include the red text in this paragraph for districts with writing/pilot assessment schools.

For **Program 2**, NAEP will also administer writing assessments on tablets with keyboards at grades 4 and 8. National-level results from the writing assessments will be included in The Nation's Report Card. Some students in these schools will be selected for pilot assessments on tablets for mathematics and reading at grades 4 and 8, and civics, geography, and U.S. history at grade 8 only. Results from these pilot assessments will not be released but will be used to inform future NAEP assessments.

Other special studies may occur in a few schools as well. As in previous years, NAEP representatives will provide significant support to schools, bring all necessary materials and equipment, including tablets, and administer the assessment.

The list of selected schools from your district is attached and includes the assessment program for each school. Please include the NAEP assessment window (January 30 to March 10, 2017) on your district test calendar. Information about NAEP can be found in the enclosures listed below and at <http://nces.ed.gov/nationsreportcard>. **Name**, our NAEP State Coordinator, will contact your staff with additional information.

Thank you for supporting this important assessment, and for helping accomplish our goal of 100 percent participation.

Sincerely,

Name of Chief State School Officer

Enclosures: List of District Schools Selected for NAEP
Facts for Districts

CC: State Testing Director
District Testing Director
NAEP State Coordinator

**Appendix J1-2: NAEP Sample Endorsement Letter for Private
School Organizations**

NAEP 2017 Sample Endorsement Letter
From Private School Organization to Private School Administrator
Red text should be customized and letter should be finalized on organization letterhead

Spring 2016

Dear Administrator:

I am writing to encourage you to participate in the 2017 National Assessment of Educational Progress (NAEP). Your decision has important implications for the entire private school community.

First administered in 1969, NAEP is the largest continuing and nationally representative measure of private and public school student achievement across the country. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States. Your school's participation will help make it possible for private school data to be reported and contribute to the picture of education across the nation and to future policy decisions. NAEP has consistently shown across subjects and over time that students in private schools score higher than students in public schools.

Private schools account for about 23 percent of all schools in the nation and educate approximately 9 percent of all school children across the country; therefore, it is important that our students' performance be included in all data that describe the condition of education in the United States. The participation of a single private school in NAEP can be the determining factor in whether or not data are reported for our nation's students who receive their instruction in private schools. With your support, private schools can achieve excellent participation, and private school results can be reported.

A NAEP representative will contact you to discuss assessment details. In the meantime, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard> for complete information about NAEP, including sample questions and previous results. For information specifically for private schools, including a short video in which heads of school and teachers discuss their experiences with NAEP, visit <http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>.

Note that NAEP representatives will administer the assessment and provide all materials and equipment necessary to conduct the assessment. All NAEP representatives submit to an FBI clearance process and sign an oath of confidentiality. In addition, the scores of individual schools and students are never identified, as results are only reported for categories of schools and students.

For the benefit of the private school community and to provide the most accurate information about student achievement in the United States, I strongly urge you to participate. Our goal is 100 percent participation, and I am counting on you to help us reach that goal.

If you have questions or concerns about participating in NAEP, please contact [private school organization contact person and contact information or] Donna Biggerstaff at 1-866-442-0695 or at DonnaBiggerstaff@NAEPMail.westat.com.

Sincerely,

[Name]
Private School Organization
Title

**Appendix J1-3: NAEP State Coordinator Selection Notification Letter
to Principal**

**May NAEP 2017 Notification Letter From
NAEP STATE COORDINATOR TO SCHOOL PRINCIPAL: For Mathematics & Reading Operational Schools**
Red text should be customized before mail merge; **highlighted text** represents mail merge fields

Dear Principal,

I am pleased to inform you that **school name** has been selected to represent schools across **state name** and the nation by participating in the 2017 administration of the National Assessment of Educational Progress (NAEP). NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. It is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education. As part of the NAEP 2017 program, students will participate in mathematics and reading assessments. National and state-level results will be released as The Nation's Report Card.

Most students will take the assessment on tablets with keyboards provided by NAEP representatives. A subset of students will take paper-and-pencil versions of the assessment. NAEP is administering the assessments via both tablets and paper booklets to evaluate any differences in student performance. Each student will be assessed in only one subject.

For now, I am writing only to notify you of the assessment. In June, I will send you an assessment date. If the date presents a conflict for your school, we will work together to identify an alternate. Our goal is to schedule the assessment prior to the beginning of the school year so that you may include it on your 2016-2017 school calendar.

At the beginning of the school year, I will send you detailed assessment information and will ask you to identify a school coordinator, **provide a student list**, and submit additional information. NAEP representatives will provide significant support to your school, bring all materials and equipment, including the tablets, and administer the assessment. Outlined below is a broad overview of the assessment:

- **Subjects:** Mathematics and reading
- **Grade:** **4 or 8**
- **Tablet sessions:** Two sequential sessions of about 25 students each. Each session will last approximately 120 minutes (including transition time and instructions).
- **Paper booklet sessions:** One session of about 12 students. The session will last approximately 90 minutes, and must be conducted in a separate space from the tablet sessions.
- **Assessment administrator:** NAEP representatives
- **Assessment window:** January 30–March 10, 2017

More information about NAEP can be found in the enclosures listed below and at <http://nces.ed.gov/nationsreportcard/about/schools.asp>. If you have questions, please contact me at **telephone number** or via email at **email address**.

Our chief state school officer, **name**, and your district superintendent, **name**, support NAEP and look forward to your school's participation. We know that we can count on you to help reach our goal of 100 percent participation.

Sincerely,

NAEP State Coordinator

Enclosures: *Facts for Principals* – [Link for electronic mailing](#)

CC: District Test Director

**May NAEP 2017 Notification Letter From
NAEP STATE COORDINATOR TO SCHOOL PRINCIPAL: For Writing & Pilot Schools**
Red text should be customized before mail merge; **highlighted text** represents mail merge fields

Dear Principal,

I am pleased to inform you that **school name** has been selected to represent schools across the nation by participating in the 2017 administration of the National Assessment of Educational Progress (NAEP). NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. It is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education. As part of the NAEP 2017 program, students will participate in a writing assessment. Results from the writing assessment will be reported in The Nation's Report Card. In addition, some students may also be selected to take **civics, geography, mathematics, reading, and U.S. history** pilot assessments. Results from the pilots will be used to inform future NAEP assessments.

Students will use tablets with keyboards provided by NAEP to complete the assessment. Each student will be assessed in only one subject. As NAEP transitions to digitally based assessments, results from the pilots will help determine how to maximize the use of tablets.

For now, I am writing only to notify you of the assessment. In June, I will send you an assessment date. If the date presents a conflict for your school, we will work together to identify an alternate. Our goal is to schedule the assessment prior to the beginning of the school year so that you may include it on your 2016-2017 school calendar.

At the beginning of the school year, I will send you detailed assessment information and will ask you to identify a school coordinator, **provide a student list**, and submit additional information. NAEP representatives will provide significant support to your school, bring all materials and equipment, including the tablets, and administer the assessment. Outlined below is a broad overview of the assessment:

- **Subjects:** **Civics, geography, mathematics, reading, U.S. history, and writing**
- **Grade:** **4 or 8**
- **Sessions:** Two sequential sessions of approximately 25 students each
- **Session Duration:** Approximately 120 minutes for students, including transition time and instructions
- **Assessment administrator:** NAEP representatives
- **Assessment window:** January 30–March 10, 2017

More information about NAEP can be found in the enclosures listed below and at <http://nces.ed.gov/nationsreportcard/about/schools.asp>. If you have questions, please contact me at **telephone number** or via email at **email address**.

Our chief state school officer, **name**, and your district superintendent, **name**, support NAEP and look forward to your school's participation. We know that we can count on you to help reach our goal of 100 percent participation.

Sincerely,

NAEP State Coordinator

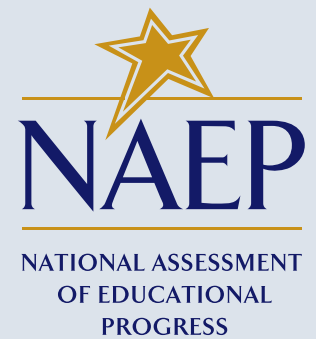
Enclosures: *Facts for Principals* – [Link for electronic mailing](#)

CC: District Test Director

Appendix J1-4: NAEP Facts for Districts Brochure

NAEP 2017

Facts for Districts



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

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

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

- Amneris Montalvo, NAEP School Coordinator, Citrus Grove Middle School, Miami, FL

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

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

In 2017, students participating in NAEP will be assessed on tablets with keyboards in mathematics, reading, and writing. A small number of fourth- and eighth-grade students will take paper-and-pencil versions of the mathematics and reading assessments to help NAEP evaluate any differences in student performance between the two types of administration. It will be the first time that NAEP will report state and TUDA data collected via tablets. Some eighth-grade students may participate in pilot digitally based assessments in civics, geography, and U.S. history. National, state, and TUDA-level results will be released for the mathematics and reading assessments. National results for the writing assessment will also be released. Information collected from the pilots will be used to prepare for the full transition to digitally based assessments by the end of the decade.

Each student will be assessed in only one subject and in one type of administration. NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location. Schools will not need to provide internet access.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every 2 years and in other subjects in alternating years. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. Students, teachers, and schools are asked to complete a survey questionnaire in order to provide a more complete understanding of the results and overall student performance. NAEP is not designed to collect or report results for individual students, classrooms, or schools.

Special studies are also conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, secondary analyses of NAEP results, and evaluations of various technical procedures.

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

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

NAEP is designed to cause minimal disruption of classroom instruction. It takes 90 to 120 minutes for students to complete NAEP assessment activities, including transition time and directions. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your district's schools by working with the designated coordinator in each school to organize assessment activities.

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

District and school staff can also

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

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



Get NAEP on the go with the *NAEP Results* mobile app
Download it today on the iTunes or Google Play stores

Find us on:

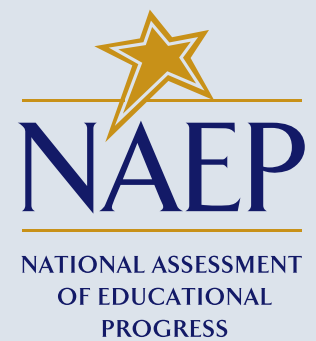


Appendix J1-5: NAEP Facts for Principals Brochures

NAEP 2017

Facts for Principals

Mathematics and Reading



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

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

"As an assistant principal and school assessment coordinator who has experienced NAEP at two schools, I enjoyed working with the NAEP representatives. Their professionalism, responsiveness, and guidance made life simple for me and my students."

- Timothy Fifer, Assistant Principal, Delta Middle School, Delta County School District, CO

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

NAEP is designed to be minimally disruptive to schools, and NAEP representatives will provide significant support to your school on assessment day. As principals, you make an important contribution to the program by selecting and empowering a NAEP school coordinator, meeting with teachers and students who will participate in the assessment, and encouraging your students to participate and do their best. You are essential partners in NAEP. When students participate and give their best effort, we get the most accurate measure possible of student achievement across the country.

In 2017, the NAEP mathematics and reading assessments will be administered on tablets with keyboards to students at grades 4 and 8. A small number of students, in a session separate from those taking the assessment on tablets, may take paper-and-pencil assessments in these subjects. Administering these assessments via both tablet and paper and pencil will help NAEP evaluate any differences in student performance between the two types of administration. Results will be released at the national, state, and TUDA levels. It will be the first time that NAEP will report state and TUDA data collected via tablets. Each student will be assessed in only one subject and in one type of administration. NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location. Schools will not need to provide internet access.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state level in mathematics and reading every 2 years and in other subjects in alternating years. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. Students, teachers, and schools are asked to complete a questionnaire in order to provide a more complete understanding of the results and overall student performance. NAEP is not designed to collect or report results for individual students, classrooms, or schools.

Special studies are also conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, secondary analyses of NAEP results, and evaluations of various technical procedures.

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

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

NAEP is designed to cause minimal disruption of classroom instruction. It takes up to 120 minutes for students to complete NAEP assessment activities, including transition time and directions and completion of a student questionnaire. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your school by working with the designated coordinator in your school to organize assessment activities.

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

District and school staff can also

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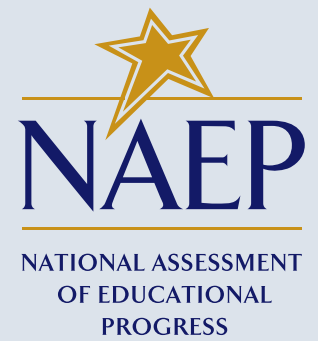
Find us on:



NAEP 2017

Facts for Principals

Writing and Pilot Digitally Based Assessments



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- ▶ To provide a better understanding of educational experiences and factors that may be related to students' learning, students, teachers, and principals who participate in NAEP are asked to complete contextual questionnaires.

"As an assistant principal and school assessment coordinator who has experienced NAEP at two schools, I enjoyed working with the NAEP representatives. Their professionalism, responsiveness, and guidance made life simple for me and my students."

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In 2017, NAEP will be administered on tablets with keyboards at grades 4 and 8.

Students will participate in writing assessments as well as pilot digitally based assessments in mathematics and reading. Students in grade 8 will also participate in pilot assessments in civics, geography, and U.S. history. Each student will be assessed in only one subject. Only results from the writing assessment will be released. Information collected from the pilots will be used to prepare for the full transition to digitally based assessments by the end of the decade. NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location. Schools will not need to provide internet access.



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Special studies are also conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, secondary analyses of NAEP results, and evaluations of various technical procedures.

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

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District and school staff can also

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- ▶ access information designed for teachers, students, and parents.

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

Appendix J1-6: Introduction to NAEP Brochure

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences


NAEP
NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

U.S. Department of Education
NCES 2010-468

An Introduction to **NAEP**

National Assessment of
Educational Progress



"NAEP is a necessary tool and way for my colleagues and me to make sure that the expectations that we have for teaching, learning, and ultimately student achievement, are where they belong."

Brian Dassler, Principal
KIPP Renaissance High School, New Orleans, LA

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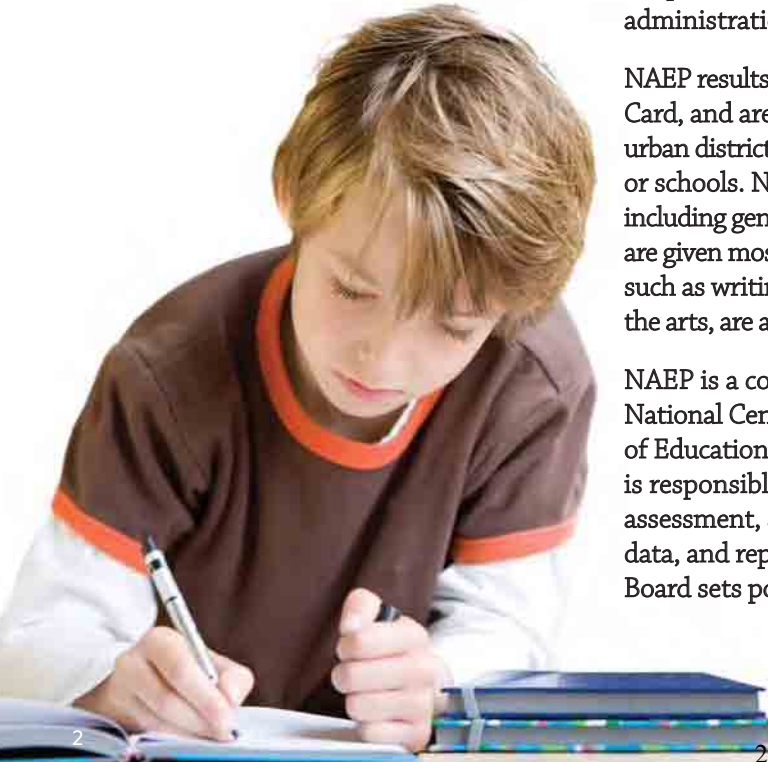


The National Assessment of Educational Progress (NAEP) is a continuing and nationally representative assessment of what our nation’s students know and can do. NAEP has often been called the “gold standard” of assessments because it is developed using the best thinking of assessment and content specialists, education experts, and teachers from around the nation.

NAEP provides a common measure of student achievement across the country. Because states have their own unique assessments with different content and standards, it is impossible to use them as a means for comparing state achievement. Such comparisons are possible with NAEP, however, because the questions and administration of the assessment are the same across all states.

NAEP results are released for a variety of subjects as The Nation’s Report Card, and are available for the nation, and in some cases, states and urban districts. There are no results for individual students, classrooms, or schools. NAEP reports results for different demographic groups, including gender, socioeconomic status, and race/ethnicity. Assessments are given most frequently in mathematics and reading. Other subjects, such as writing, science, U.S. history, civics, geography, economics, and the arts, are assessed periodically.

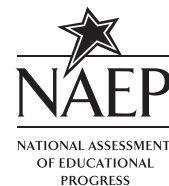
NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences of the U.S. Department of Education. NCES is responsible for developing test questions, administering the assessment, scoring student responses, conducting analyses of the data, and reporting the results. The National Assessment Governing Board sets policy for NAEP.



“NAEP is an important part of schools across the country today. With NAEP, we can see how students in the United States are performing in various subject areas.”

Nicole B. Brown, Assistant Principal
Montgomery County Public Schools, Silver Spring, MD

Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States. NAEP is a trusted resource and has been providing valid and reliable data on student performance since 1969.



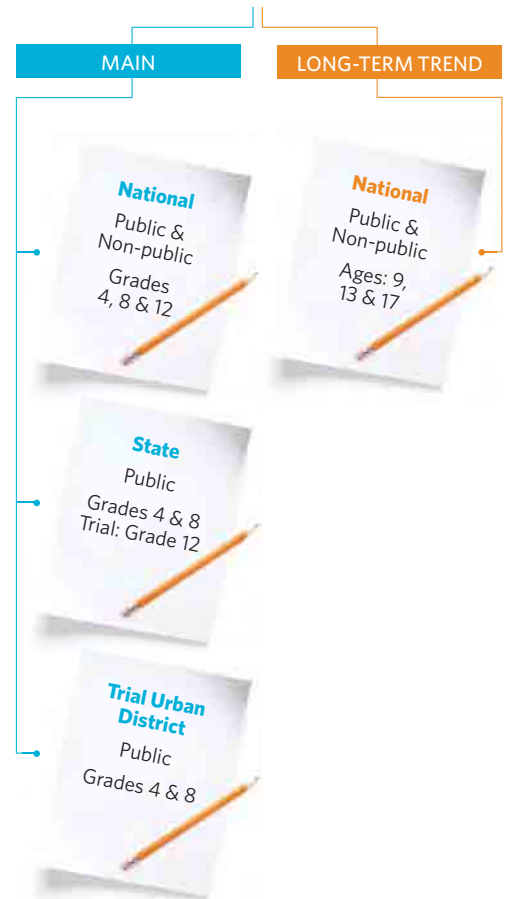
NAEP Components

There are two types of assessments, main NAEP and long-term trend NAEP.

Main NAEP is administered to fourth-, eighth-, and twelfth-graders across the country in a variety of subjects. National results are available for all assessments and subjects. Results are available for states and select urban districts in some subjects for grades 4 and 8. The Trial Urban District Assessment (TUDA) is a special project developed to determine the feasibility of reporting district-level NAEP results for large urban districts. In 2009 a trial state assessment was administered at grade 12.

Long-term trend NAEP is administered to 9-, 13-, and 17-year-olds every four years nationally. Long-term trend assessments measure student performance in mathematics and reading, and allow the performance of today’s students to be compared with students since the early 1970s.

In addition to main and long-term trend assessments, there are a number of NAEP special studies that are conducted periodically. These include research and development efforts such as the High School Transcript Study and the National Indian Education Study. For more information on NAEP special studies, visit <http://nces.ed.gov/nationsreportcard/studies>.





INTRODUCTION

DEVELOPMENT

PARTICIPATION

REPORTING

RESOURCES

The development of a NAEP assessment takes a substantial amount of time and incorporates feedback from a wide array of experts. The process for developing NAEP assessments is comprehensive, deliberate, and inclusive.

NAEP Frameworks

Each NAEP assessment is built from a content framework that specifies what students should know and be able to do in a given grade. The National Assessment Governing Board, which sets NAEP policy, oversees the creation of the NAEP frameworks. The Governing Board, appointed by the U.S. Secretary of Education, consists of 26 members, including governors, state legislators, local and state school officials, educators, business representatives, and members of the general public.

The frameworks reflect ideas and input from subject area experts, school administrators, policymakers, teachers, parents, and others. NAEP frameworks also describe the types of questions that should be included and how they should be designed and scored. Multiple-choice and open-ended questions test a wide range of students' knowledge and skills and are presented in a variety of formats. Most assessments are administered in a paper-and-pencil based format. However, NAEP is beginning to move in the direction of computer-based assessments, starting with the writing assessment at grades 8 and 12. The frameworks are periodically updated by the Governing Board to reflect a variety of factors, such as curriculum and assessment reform. They are available online at <http://www.nagb.org/>.

“NAEP makes state-to-state comparisons reliable. Right now every state has different state standards and different criteria for meeting those standards.”

Barbara Browning, Principal
Rockton District #140, Rockton, IL

Question Development

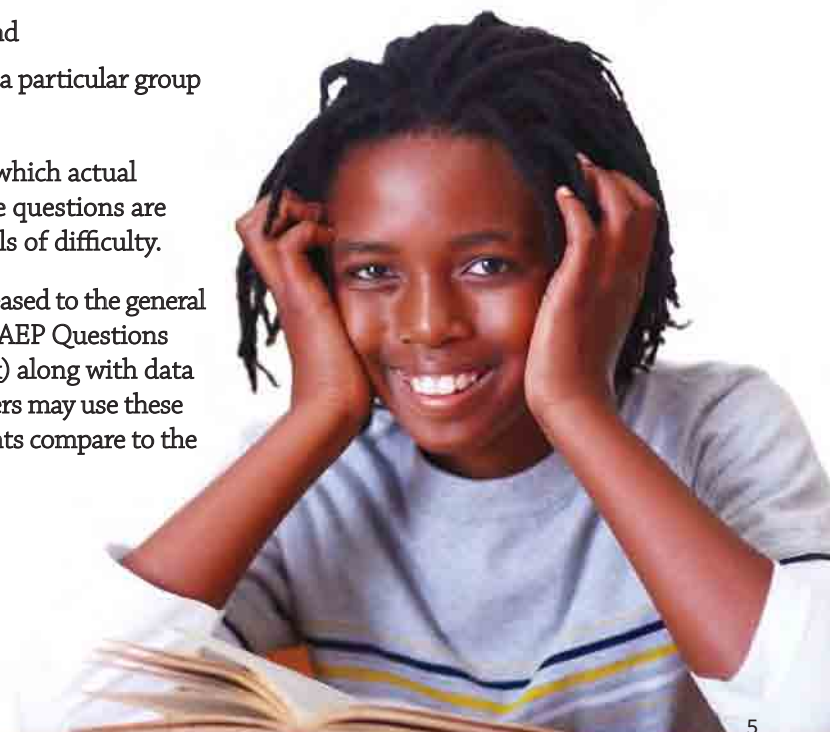
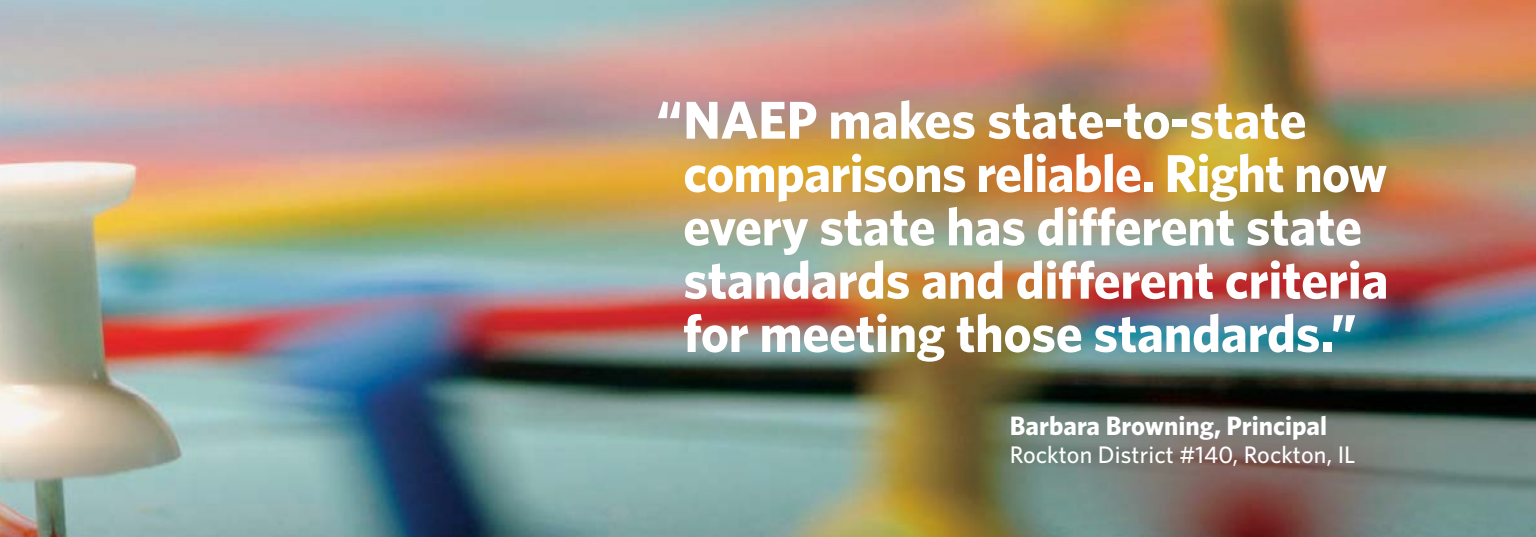
Once a framework is completed, NCES develops the questions that students will be asked on the assessment. More than 300 people are involved in developing and reviewing the questions for each assessment, including representatives from the framework committee, representatives from states and districts, curriculum specialists, university education faculty, state assessment directors, state content specialists, and experts in the assessment’s subject area.

After the questions are written, a process of reviews and updates begins to ensure complexity, diversity of opinions and input, and attention to quality. Reviewers examine each question for:

- > consistency with the framework,
- > consideration for what students are being taught, and
- > bias that would make a question more difficult for a particular group of students to answer.

Questions also undergo extensive pilot testing, in which actual responses from students are gathered to ensure the questions are measuring skills with fairness and appropriate levels of difficulty.

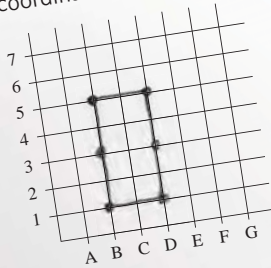
After each assessment, some NAEP questions are released to the general public. These questions are available online in the NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrlsx>) along with data on how students performed on each question. Teachers may use these questions in their classrooms to see how their students compare to the nation, their state, or urban district (as results allow).



4th Grade Mathematics

Sample Question

On the grid below, plot the points that have coordinates (B, 1), (B, 3), and (D, 5).



Plot 3 more points on the grid so that when you connect all 6 points you will make a rectangle.

List the coordinates for the 3 new points.

(B, 5) (D, 3) (D, 1)

Connect the 6 points to show your rectangle.

How are assessments scored?

To make sure the scoring is reliable and consistent, NCES:

- > develops detailed scoring guides,
- > recruits and trains qualified and experienced scorers, and
- > monitors and reviews the quality and consistency of each scorer's decisions.

Computers score multiple-choice questions. Open-ended questions require written answers and a different approach to scoring. Using the scoring guides, trained scorers evaluate open-ended responses. For example, the guidelines explain how to decide whether a student's response to the question is "extended," "satisfactory," "partial," "minimal," or "incorrect." Scoring guides for released questions are available in the NAEP Questions Tool.

8th Grade Reading

Sample Question

For the following question, students read a story about how a young girl's science fair project on gauging the accuracy of her city's parking meters ended up impacting the lives of many citizens throughout her state.

Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.

Response rated as "Extensive"

Ellie Lammer got cheated out of her money, and then decided that she wasn't going to give up, she was going to do experiments and take this problem to the next level. This shows perseverance, because she chose to keep going with the problem even though it was time-consuming, to help people.

She also chose to prove the meters wrong by timing them using a stop watch. This shows intelligence, because she knew what methods to use in order to prove the meters inaccurate.

Response rated as "Essential"

She did her science fair project on meters to see how many other people got cheated. Which means she cares about other people and not just her self. At the end of her article it said she enjoyed being a super star, but she wanted something more in life. She wants to be someone important.

12th Grade Science Sample Question

The following multiple-choice question from the twelfth-grade science assessment required conceptual understanding in the field of life science.

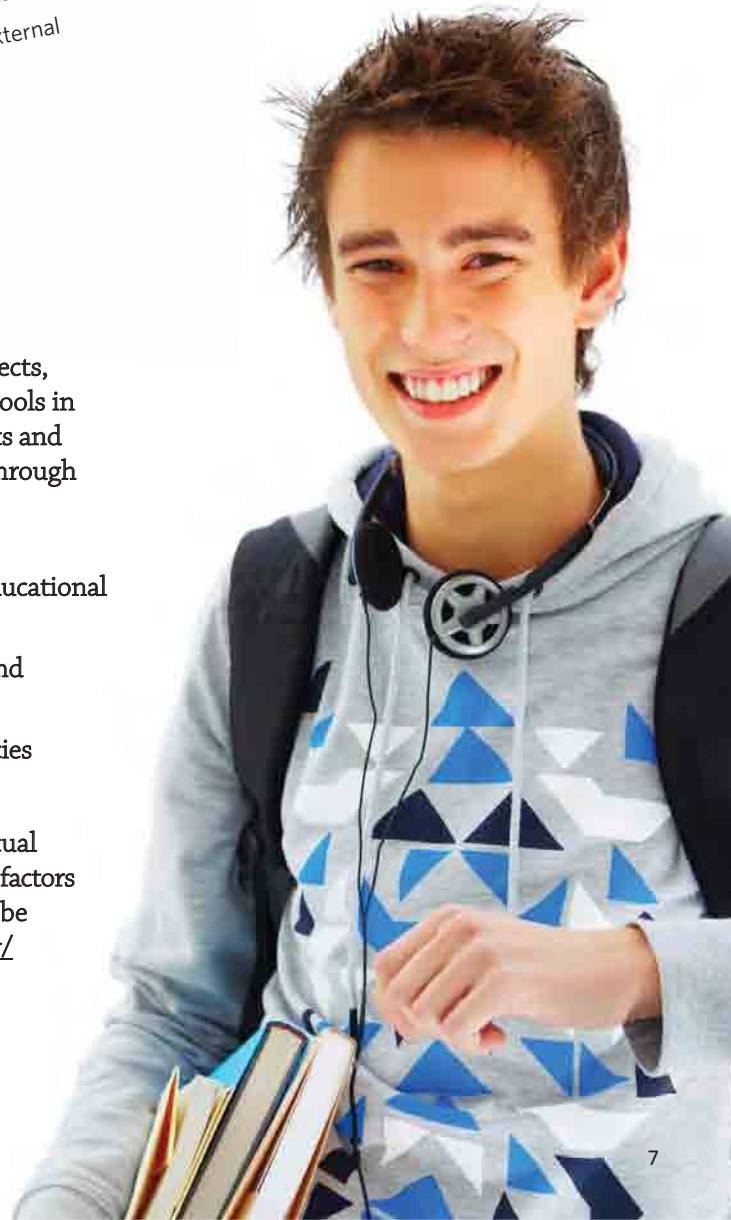
- Which is a function of a neuron?
- (A) It carries oxygen to other cells.
 - (B) It secretes digestive enzymes.
 - (C) It removes foreign particles from the bloodstream.
 - (D) It receives signals from the internal and external environments.

Questionnaires for Students, Teachers and Schools

In addition to assessing student achievement in various subjects, NAEP collects information from students, teachers, and schools in order to provide a more complete understanding of the results and overall student performance. This information is collected through the following:

- > Student questionnaires collect information on students' demographic characteristics, classroom experiences and educational support.
- > Teacher questionnaires gather data on teacher training and instructional practices.
- > School questionnaires gather information on school policies and characteristics.

The results of these questionnaires help to provide contextual information for the assessments, as well as information about factors that may be related to students' learning. These results can be analyzed using the NAEP Data Explorer: <http://nces.ed.gov/nationsreportcard/naepdata>.




NAEP is able to provide valuable information on student performance, thanks to the voluntary participation of selected schools and students. Their participation enables NAEP to provide the most accurate and representative picture of how students are performing across the country.

Who takes NAEP?

Since NAEP does not report data for individual schools or students, it is not necessary to assess every student in the United States. NCES uses a sampling procedure to ensure that those selected to participate in NAEP will be representative of the geographical, racial, ethnic, and socioeconomic diversity of schools and students across the nation.

First, schools are selected to be representative of schools across the states and nation, on the basis of characteristics such as school location, minority enrollment, level of school achievement, and average income of the geographic area. Then, within each school, students are randomly selected to participate.



“I was very impressed with NAEP’s implementation. All the parents, teachers, and the children at the school felt very comfortable.”

Linda Cobb, Principal
Fair Lawn School Districts, Fair Lawn, NJ

How many students participate in NAEP?

When assessing performance for the nation only, approximately 6,000 to 20,000 students per grade from across the country are assessed for each subject. The numbers of schools and students vary from year to year, depending on the number of subjects and questions to be assessed. For assessments that report state results, NAEP typically selects 3,000 students in approximately 100 schools in each state for each grade and subject.

Why is participation important?

NAEP is the only measure of how the students across the nation are performing in various subject areas. It informs us how student performance has changed over time, and allows states to compare their progress with that of other states and the nation as a whole. Without student participation, NAEP would not be as representative as it needs to be to provide fair, accurate, and useful information on student achievement.

Why are some schools selected more frequently than others?

Each year, a new sample of schools is selected. A school’s participation in the past has no relation to whether it will be selected again in the future. To ensure that the student sample represents students from large and small schools in the appropriate proportions, large schools are more likely to be selected than small ones. If a school is chosen frequently, typically it is because the school’s enrollment in the grade is larger than other schools in the state.

On Assessment Day

- > NAEP is administered during regular school hours.
- > NAEP staff will bring necessary materials to the schools on assessment day.
- > Each student is only assessed in one subject area.
- > Students spend approximately 90 - 120 minutes taking the assessment, including filling out the student questionnaire, which provides contextual information such as the amount of reading they do and what types of classes they take.

Are there accommodations for students with disabilities and for English language learners?

The goal of offering accommodations is to include as many students as possible in an assessment. This increases the representativeness of the results for students in the United States.

Test accommodations are provided for students with disabilities and English language learners who cannot fairly and accurately demonstrate their abilities under normal administration procedures. Accommodations are changes in the way a test is given, such as responding to a question in a different format or having alterations in the test setting or timing.

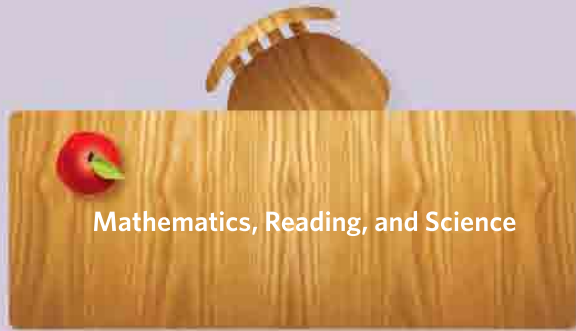
The most frequent accommodations used in NAEP are:

- > extended time,
- > small group administration,
- > reading the question aloud,
- > having breaks during the test administration.

However, even with accommodations, there are still some students who cannot participate in NAEP. The percentage of students included, excluded, and accommodated varies by jurisdiction. These variations should be considered when comparing student performance among the nation, states, and select urban districts.

When are the assessments given?

Main NAEP is conducted between the last week of January and the first week in March every year. Long-term trend assessments take place every four years; during the same academic year, 13-year-olds are assessed in the fall, 9-year-olds in the winter, and 17-year-olds in the spring.



A Typical Testing Session

Every year, NAEP assessments are given in multiple subjects in the same classroom. This is a diagram of a typical classroom, with the teacher's desk at the top and 30 student desks. The diagram shows the distribution of the test booklets.

Students sitting next to each other don't take the same test. NAEP administers all the subjects together in the same classroom. This sketch of a classroom shows thirty students – the target for a NAEP session.



After an assessment is given and the responses are scored and analyzed, work turns to making the complex statistical results useful to the general public. NAEP results are used by policymakers, principals, teachers, and parents to inform the discussion over education.

The results of NAEP are released as The Nation's Report Card. Report cards provide results for the nation, state, and urban districts (as they are available). Results are provided as scale scores and achievement levels. The results are reported in each jurisdiction by gender, socioeconomic status, race/ethnicity, and other demographic information.

Results for the nation reflect the performance of students attending public schools, private schools, Bureau of Indian Education schools, and Department of Defense schools. Results for states and other jurisdictions reflect the performance of students in public schools only.

Scale Scores

Scale scores report what students know and can do. The results are generally reported on 0-300 or 0-500 point scales. Because NAEP scales are developed independently for each subject, scores cannot be compared across subjects.

In addition to reporting an overall score for each grade assessed, scores are reported at five percentiles to show trends in results for students performing at lower (10th and 25th percentiles), middle (50th percentile), and higher (75th and 90th percentiles) levels.

“As a teacher, my constant focus is to help students make progress in the classroom. NAEP helps with this mission by creating a common measure of student achievement across the country.”

Iris Garcia, Teacher

Biscayne Elementary Community School, Miami Beach, FL

Achievement Levels

Achievement levels are standards showing what students should know and be able to do along the continuum of performance. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board sets specific achievement levels for each subject and grade. NAEP results are reported as percentages of students performing at or above the *Basic* and *Proficient* levels and at the *Advanced* level.

- > *Basic* denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- > *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- > *Advanced* represents superior performance.

Where can results be found?

NAEP results are available at <http://nationsreportcard.gov>. Here, users can browse or download the latest report cards, individual state and select district profiles, and access resources and online data tools that will enable them to view more extensive results, such as results by demographic groups.

Statistical Significance

Because NAEP results are based on samples, there is a margin of error surrounding each score or percentage. Differences that are larger than the margin of error are statistically significant. Significant increases or decreases from one assessment year to the next indicate that student performance has changed. Only differences that are statistically significant are discussed in NAEP reports. When interpreting NAEP results, it is important to consider whether apparent differences are statistically significant.

A number of online tools are available to explore national, state, and select urban district NAEP data for various demographic groups.

NAEP Data Explorer

The NAEP Data Explorer (NDE) is a dynamic, interactive tool used to explore assessment results for a number of various subjects, grades, and jurisdictions. It allows users to create custom statistical tables, graphics, and maps using NAEP data. Student performance in the context of gender, race/ethnicity, public or private school, teacher experience, and many other factors can be examined using data gathered from students, teachers, and schools that have participated in NAEP.

To access the NDE, visit:

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



The NDE has four different databases:

- › **Main NAEP** provides national results for various subjects since 1990. State and select urban district results are provided in mathematics, reading, science, and writing.
- › **Long-Term Trend** provides national data on 9-, 13-, and 17-year-olds for mathematics and reading since the 1970s.
- › **High School Transcript Study** provides national results for graduating seniors on NAEP assessments in mathematics and science. Results relate transcript data, such as courses taken and grade point average, to NAEP results.
- › **National Indian Education Study** provides results that report on the condition of education for American Indian and Alaska Native students at grades 4 and 8 in the United States.

“The Nation’s Report Card describes student achievement in ways that inform policymakers and educators. It’s a really valuable resource.”

Jodi Chesman, Teacher
Montgomery County Public Schools, Rockville, MD



To access the NAEP Questions Tool (NQT), visit:
<http://nces/ed.gov/nationsreportcard/itmlsx>

NAEP Questions Tool

The NAEP Questions Tool (NQT) is a database of more than 2,000 questions from past assessments, in nine subject areas, that have been released to the public and will not be used again on NAEP assessments. The NQT allows you to:

- > search for questions by subject, grade, difficulty, and other characteristics,
- > view student responses,
- > create customized reports, and more.

You can also view scoring guides and performance data, such as the percentage of students nationwide and in your state who answered the question correctly, for most questions.

NAEP Item Maps

NAEP Item Maps display sample NAEP questions, or items, along with the scale score for students who would likely answer the question correctly. They help answer questions, such as, “What does it mean for a student to be *Basic*, *Proficient*, or *Advanced* in terms of what they know and can do?” or “What does a particular score indicate about what a student knows?”

The item maps illustrate the knowledge and skills demonstrated by students performing at different scale scores on a given assessment. They also help to provide a context for understanding NAEP results by showing concrete examples of what students at various achievement levels likely know and can do in a subject.

To access the NAEP Item Maps, visit:
<http://nces.ed.gov/nationsreportcard/itemmaps/>



To access the NAEP State Comparisons tool, visit:
<http://nces.ed.gov/nationsreportcard/statecomparisons>

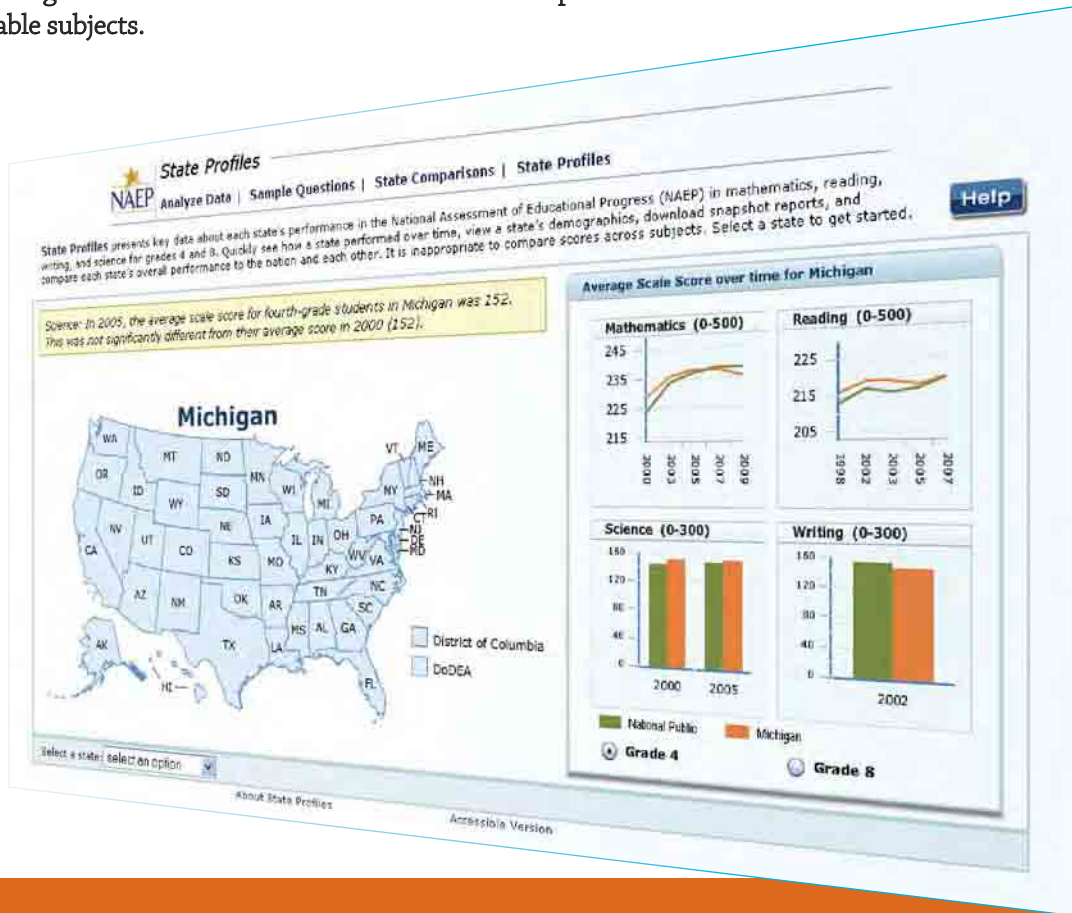
NAEP State Comparisons

NAEP State Comparisons allows for sorting and comparing state results. This includes the ability to create tables and maps that compare states and jurisdictions based on the average scale scores for selected groups of public school students within a single assessment year, or compare the change in performance between two assessment years. The tool also displays whether the selected results are statistically different from one another.

State Profiles

State Profiles allows users to explore key data about a state's performance on NAEP. Users can view how a state performed over time and compare each state's overall performance to the nation and other states. Snapshot reports can also be quickly generated and downloaded. The profiles provide easy access to all NAEP data for participating states and links to the most recent state snapshots for all available subjects.

To access the NAEP State Profiles, visit:
<http://nces.ed.gov/nationsreportcard/states/>



NAEP State Coordinators

NAEP is conducted in partnership with states. The NAEP program provides funding for a full-time NAEP State Coordinator (NSC) in each state. He or she serves as the liaison between NAEP, the state education agency, and the schools selected to participate.

NSCs provide many important services for the NAEP program. NSCs:

- > coordinate the NAEP administration in the state,
- > assist with the analysis and reporting of NAEP data, and
- > promote public understanding of NAEP and its resources.

To find the name and email address of your NAEP State Coordinator, choose your state from the map at <http://nces.ed.gov/nationsreportcard/states/>.

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

You can also contact the National Center for
Education Statistics (NCES) at:

National Center for Education Statistics
Assessment Division - 8th Floor
1990 K Street NW
Washington, DC 20006
Phone: 202-502-7420
<https://nces.ed.gov/nationsreportcard/contactus.asp>

To order copies of The Nation's Report Card or
other NAEP publications, contact ED Pubs at:

ED Pubs
U.S. Department of Education
P.O. Box 22207
Alexandria, VA 22304
www.EDPubs.gov

www.ed.gov



nces.ed.gov

Appendix J1-7: An Overview of NAEP

National Assessment of Educational Progress An Overview of NAEP



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 provided 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 in some cases, urban districts. NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), located within the U.S. Department of Education's Institute of Education Sciences.

How is NAEP different from state assessments?

NAEP serves a different role than state assessments. States have their own unique assessments which are designed to provide individual student data about achievement on different content standards. NCES administers the same NAEP assessment in every state. This provides a common measure of achievement 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 state assessments, students, teachers, and principals who participate in NAEP are also asked to complete contextual questionnaires. This information provides a better understanding of students' educational experiences and factors that may be related to their learning. To learn more about these questionnaires, visit <http://nces.ed.gov/nationsreportcard/bgquest.aspx>.



- ▶ The NCES NAEP website provides more extensive information about the assessment: <http://nces.ed.gov/nationsreportcard>
- ▶ NAEP Tools on the Web provide quick and easy access to NAEP assessment data, previously administered NAEP questions, performance comparisons, and more: <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>
- ▶ Full copies of all reports are available on The Nation's Report Card website: <http://nationsreportcard.gov>

What subjects does NAEP assess?

Main NAEP assessments are conducted in a range of subjects with fourth-, eighth-, and twelfth-grade students across the country. Mathematics and reading are assessed every two years, and science and writing are assessed every four years. Other subjects are assessed periodically, including the arts, civics, economics, geography, technology and engineering literacy, and U.S. history.

Long-term trend NAEP measures student performance in mathematics and reading, and is designed to ensure comparability across the years. The long-term trend assessment makes it possible to chart educational progress since the early 1970s. The assessment is given to 9-, 13-, and 17-year-olds every four years.

NAEP special studies, such as the High School Transcript Study, are conducted periodically in addition to main and long-term trend assessments. The National Assessment Governing Board, which sets NAEP policy, determines the assessment schedule and what content should be measured. To download a detailed PDF version of the assessment schedule, please visit <http://www.nagb.org/newsroom/assessment-schedule.htm>.

What can schools and students expect when participating in NAEP?

- ▶ NAEP is administered to students during regular school hours. Students spend between 90 and 120 minutes taking the assessment.
- ▶ Each student is assessed in one subject area and is asked to provide contextual information, such as the amount of reading they do, the types of classes they take, and their experiences with technology.
- ▶ Accommodations are provided for students with disabilities and/or English language learners.
- ▶ Student results are confidential. All materials are brought to and taken from the school by NAEP representatives on assessment day.



Why is student participation important?

The participation of all selected students enables NAEP to obtain an accurate picture of how students are performing in the United States. Since NAEP is not designed to report results for individual schools or students, it is not necessary for every student in every school to take the assessment. Instead, NCES uses a sampling procedure to ensure that NAEP participants are representative of the geographical, racial/ethnic, and socioeconomic diversity of schools and students across the country. Each participating student represents hundreds of other students. Their participation is vital for valid information on student achievement to be collected and shared. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess student progress and develop ways to improve education across the country.

How is NAEP using technology to measure and report the skills of a new generation of students?

As computers and digital tools play an increasingly important role in today's classroom, NAEP is advancing with technology-based assessments. The goal is to be paperless by the end of the decade. Through the following innovative assessments, NAEP is collecting new types of data that provide depth in our understanding of what students know and can do, including how they engage with technology to approach problem solving.

- ▶ **TECHNOLOGY AND ENGINEERING LITERACY (TEL) ASSESSMENT:** TEL is a new frontier for NAEP and large-scale assessment. It is a computer-based, cross-curricular assessment that challenges students to perform interactive tasks and engage in solving problems within realistic scenarios. TEL gauges how well students understand and apply technology and engineering principles to real-life situations. To learn more about TEL, visit <http://nces.ed.gov/nationsreportcard/tel>.
- ▶ **WRITING ASSESSMENT:** The writing assessment is administered on a computer and asks students to respond to writing prompts delivered in multimedia formats, including short videos and audio. In addition to writing scores, assessment results provide information about the extent to which students engaged in certain actions on the computer as they responded to these tasks, such as thesaurus tool usage. Results and contextual information are available at <http://nces.ed.gov/nationsreportcard/writing>.
- ▶ **SCIENCE INTERACTIVE COMPUTER TASKS (ICTs):** The NAEP science assessment includes ICTs that challenge students to solve scientific problems and perform experiments, often by simulation. ICTs provide students more opportunities than a paper-and-pencil assessment to demonstrate skills involved in doing science, without many of the logistical constraints associated with a natural or laboratory setting. The full library of released ICTs from the 2009 assessment is available at http://nationsreportcard.gov/science_2009/ict_tasks.asp.

After each assessment, some NAEP questions are released to the general public along with data on how students performed on each question. The following are examples of NAEP questions and actual correct responses from students.

4th Grade Reading

For the following question, students read a passage from the story "Tough as Daisy," which is about a young girl who has moved to a new school and must prove she is a good enough wrestler to be on the team.

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

What this tells me about Daisy is she is confident and strong. She never gives up. She never thinks she is bad at anything.

8th Grade Science

This multiple-choice question measures students' performance in the Earth and space sciences content area.

These funnels were filled with equal volumes of pebbles, fine sand, and coarse sand, as shown in the diagram below. The same amount of water was poured into each funnel.



Which correctly lists the order in which the water passed through the funnels, from fastest to slowest?

- A Pebbles, fine sand, coarse sand
- B Pebbles, coarse sand, fine sand
- C Fine sand, coarse sand, pebbles
- D Coarse sand, pebbles, fine sand

12th Grade Mathematics

The following is a short constructed-response question from the algebra content area.

If $f(x) = x^2 + x$ and $g(x) = 2x + 7$, what is an expression for $f(g(x))$?

$f(2x+7) = (2x+7)^2 + (2x+7)$



Find us on:



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

www.ed.gov



ies.ed.gov

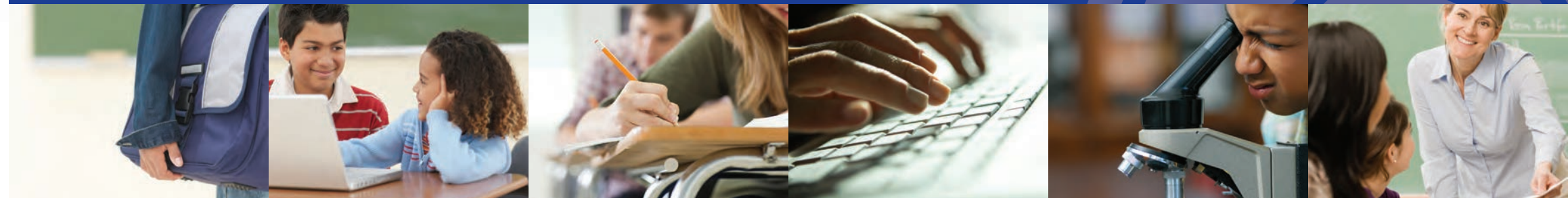
Appendix J1-8: An Overview of NAEP for Private Schools

National Assessment of Educational Progress
An Overview of NAEP
For Private Schools

How is NAEP using technology to measure and report the skills of a new generation of students?

As computers and digital tools play an increasingly important role in today's classroom, NAEP is advancing with technology-based assessments. The goal is to be paperless by the end of the decade. Through the following innovative assessments, NAEP is collecting new types of data that provide depth in our understanding of what students know and can do, including how they engage with technology to approach problem solving.

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- ▶ **WRITING ASSESSMENT:** The writing assessment is administered on a computer and asks students to respond to writing prompts delivered in multimedia formats, including short videos and audio. In addition to writing scores, assessment results provide information about the extent to which students engaged in certain actions on the computer as they responded to these tasks, such as thesaurus tool usage. Results and contextual information are available at <http://nces.ed.gov/nationsreportcard/writing>.
- ▶ **SCIENCE INTERACTIVE COMPUTER TASKS (ICTs):** The NAEP science assessment includes ICTs that challenge students to solve scientific problems and perform experiments, often by simulation. ICTs provide students more opportunities than a paper-and-pencil assessment to demonstrate skills involved in doing science, without many of the logistical constraints associated with a natural or laboratory setting. The full library of released ICTs from the 2009 assessment is available at http://nationsreportcard.gov/science_2009/ict_tasks.asp.



Find us on:



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

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what public and private students in the United States know and can do in various subjects. Since 1969, NAEP has provided a common measure of student achievement across the country. The results are released as The Nation's Report Card. Results are generally reported for two groups of private schools: Catholic and other private schools. NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), located within the U.S. Department of Education's Institute of Education Sciences.

Why assess private schools?

Private schools have been participating in NAEP for decades and are an integral part of providing a complete picture of U.S. education. Private school data make an important contribution to the picture of education in the United States and to future policy decisions. Private schools represent about 24 percent of schools in the nation and educate approximately 9 percent of the nation's students. NAEP has consistently demonstrated how the performance of students in private schools compares positively to the performance of students in public schools and to the rest of the nation.



- ▶ The NCES NAEP website provides more extensive information about the assessment: <http://nces.ed.gov/nationsreportcard>
- ▶ For specific information about private school participation in NAEP, visit: <http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>
- ▶ NAEP Tools on the Web provide quick and easy access to NAEP assessment data, previously administered NAEP questions, performance comparisons, and more: <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>
- ▶ Full copies of all reports are available on The Nation's Report Card website: <http://nationsreportcard.gov>

What subjects does NAEP assess?

Main NAEP assessments are conducted in a range of subjects with fourth-, eighth-, and twelfth-grade students across the country. Mathematics and reading are assessed every two years, and science and writing are assessed every four years. Other subjects are assessed periodically, including the arts, civics, economics, geography, technology and engineering literacy, and U.S. history.

Long-term trend NAEP measures student performance in mathematics and reading, and is designed to ensure comparability across the years. The long-term trend assessment makes it possible to chart educational progress since the early 1970s. The assessment is given to 9-, 13-, and 17-year-olds every four years.

NAEP special studies, such as the High School Transcript Study, are conducted periodically in addition to main and long-term trend assessments. The National Assessment Governing Board, which sets NAEP policy, determines the assessment schedule and what content should be measured. To download a detailed PDF version of the assessment schedule, please visit <http://www.nagb.org/newsroom/assessment-schedule.htm>.

What can schools and students expect when participating in NAEP?

- ▶ NAEP is administered to students during regular school hours. Students spend between 90 and 120 minutes taking the assessment.
- ▶ Each student is assessed in one subject area and is asked to provide contextual information, such as the amount of reading they do, the types of classes they take, and their experiences with technology.
- ▶ Accommodations are provided for students with disabilities and/or English language learners.
- ▶ Student results are confidential. All materials are brought to and taken from the school by NAEP representatives on assessment day.



Why is student participation important?

The participation of all selected students enables NAEP to obtain an accurate picture of how public and private school students are performing in the United States. Since NAEP is not designed to report results for individual schools or students, it is not necessary for every student in every school to take the assessment. Instead, NCES uses a sampling procedure to ensure that NAEP participants are representative of the geographical, racial/ethnic, and socioeconomic diversity of schools and students across the country. Each participating student represents hundreds of other students. Their participation is vital for valid information on student achievement to be collected and shared. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess student progress and develop ways to improve education across the country.

After each assessment, some NAEP questions are released to the general public along with data on how students performed on each question. The following are examples of NAEP questions and actual correct responses from students.

4th Grade Reading

For the following question, students read a passage from the story "Tough as Daisy," which is about a young girl who has moved to a new school and must prove she is a good enough wrestler to be on the team.

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

What this tells me about Daisy is she is confident and strong. She never gives up. She never thinks she is bad at anything.

8th Grade Science

This multiple-choice question measures students' performance in the Earth and space sciences content area.

These funnels were filled with equal volumes of pebbles, fine sand, and coarse sand, as shown in the diagram below. The same amount of water was poured into each funnel.



Which correctly lists the order in which the water passed through the funnels, from fastest to slowest?

- A Pebbles, fine sand, coarse sand
- B Pebbles, coarse sand, fine sand
- C Fine sand, coarse sand, pebbles
- D Coarse sand, pebbles, fine sand

12th Grade Mathematics

The following is a short constructed-response question from the algebra content area.

If $f(x) = x^2 + x$ and $g(x) = 2x + 7$, what is an expression for $f(g(x))$?

$f(2x+7) = (2x+7)^2 + (2x+7)$

**Appendix J1-9: NAEP Save-the-Date Letter from NAEP State Coordinator
to School Principal**

**NAEP 2017 Save-the-Date Letter From
NAEP STATE COORDINATOR TO SCHOOL PRINCIPAL – For All Sampled Schools**
Red text should be customized before mail merge; **highlighted text** represents mail merge fields

Save the date! NAEP is coming on **(assessment date)**.

Dear Principal:

In **May**, I notified you that your school was selected to participate in the 2017 administration of the National Assessment of Educational Progress (NAEP). This letter includes the scheduled assessment date for your school.

Your school's grade **(4 or 8 or 12)** students will take the assessment for about 120 minutes on **(assessment date)**. Please place the NAEP assessment date on your **2016-2017** school calendar. **Approximately (estimated student sample) students from your school will be selected to participate, but that number will vary, depending on actual fall 2016 student enrollment.** NAEP representatives will provide significant support to your school, bring all necessary materials and equipment, and administer the assessment.

If you have questions or a conflict with the scheduled assessment date, please contact me at **(telephone number)** or **(email address)** by **(date)**. I will send you more information about preparing for the assessment **at the beginning of the school year.**

NAEP provides a common measure of student achievement across the country and is used to inform education policies and practices. Schools and students have an important role in ensuring that NAEP provides accurate results. Our goal is 100 percent participation in this important assessment, and we know that we can count on you to help us reach it.

Sincerely,

NAEP State Coordinator

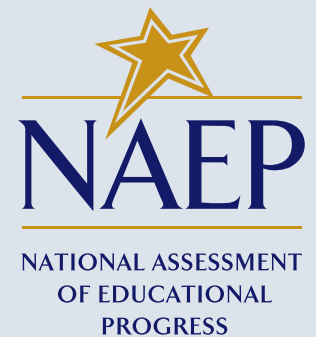
CC: District Test Coordinator

Enclosure: *NAEP in Your School 2017*

Appendix J1-10: NAEP in Your School Brochure

NAEP 2017 In Your School

Mathematics and Reading



WHAT IS NAEP?

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

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

NAEP will be administered on tablets with keyboards to a sample of fourth- and eighth-grade students in your school between January 30 and March 10, 2017. Students will be assessed in mathematics and reading. It will be the first time that NAEP will report state and TUDA district data collected via tablets. A small number of students may take paper-and-pencil assessments in these subjects. Administering these assessments via both tablet and paper and pencil will help NAEP evaluate any differences in student performance.

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

National and state results will be reported for grades 4 and 8. The twenty-seven districts participating in the Trial Urban District Assessment (TUDA) will receive district-level results. The results of NAEP are used by teachers, principals, parents, policymakers, and researchers to assess students' progress in various subject areas and develop ways to improve education in the United States.

What is involved?

Each student will be assessed in only one subject and in one type of administration. Students will spend about 120 minutes completing the assessment, including transition time and directions. They will be asked to complete a questionnaire that aims to get a better understanding of their educational experiences, such as the amount of reading they do and the types of classes they take.

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

How many students will be assessed?

Nationally, approximately 360,000 students will be assessed in fourth grade and 360,000 in eighth grade.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

Who will be responsible for coordinating and administering NAEP?

Your NAEP State Coordinator, NAEP representatives, and school staff will work together to coordinate and administer the assessment. A staff person in your school will need to be assigned to serve as the school coordinator and be the primary contact for the assessment. This person should be:

- ▶ familiar with how students participate in statewide assessments; and
- ▶ comfortable using a computer to collect and enter student information online.

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

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

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

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

Each principal will be responsible for:

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

The school coordinator will be responsible for:

- ▶ confirming the scheduled assessment date with the NAEP State Coordinator;
- ▶ registering for the MyNAEP website and providing information about the school;
- ▶ overseeing the submission of an electronic list of fourth- or eighth-grade students;
- ▶ using the MyNAEP website to prepare for the assessment;
- ▶ informing parents of the assessment (more information will be provided on how to complete this task);
- ▶ communicating with the NAEP representative to finalize assessment preparations;
- ▶ organizing the availability of school space for the assessment, including room(s), desks or tables, and an adequate number of electrical outlets in the assessment location (the school will not need to provide Internet access); and
- ▶ collaborating with school staff to ensure a high rate of student participation.

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



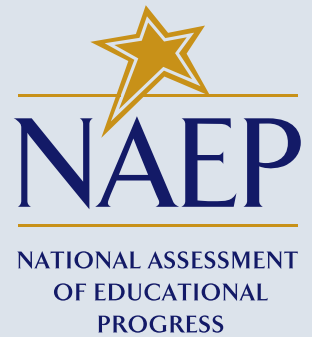
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Find us on:



NAEP 2017 In Your School

Writing and Pilot Digitally Based Assessments



WHAT IS NAEP?

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

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

NAEP will be administered on tablets with keyboards to a sample of fourth- and eighth-grade students between January 30 and March 10, 2017. Students will participate in writing assessments as well as pilot assessments in mathematics and reading. Students in grade 8 will also participate in pilot assessments in civics, geography, and U.S. history.

National results from the writing assessment will be reported for grades 4 and 8. Information collected from the pilots will be used to prepare for the full transition to digitally based assessments by the end of the decade.

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

What is involved?

Each student will be assessed in only one subject. Students will spend approximately 120 minutes completing the assessment, including transition time and directions. They will be asked to complete a questionnaire that aims to get a better understanding of their educational experiences, such as the amount of reading they do and the types of classes they take.

The school principal and grade 4 and 8 teachers of the subjects being assessed will also complete a questionnaire. These questionnaires are designed to help provide contextual information for the results, as well as information about factors that may be related to students' learning.

Additional information will be collected about how students with disabilities and English language learners will participate in the assessment and the accommodations they will receive.

How many students will be assessed?

Nationally, approximately 56,100 students will be assessed in fourth grade and 76,800 in eighth grade.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

Who will be responsible for coordinating and administering NAEP?

Your NAEP State Coordinator, NAEP representatives, and school staff will work together to coordinate and administer the assessment. A staff person in your school will need to be assigned to serve as the school coordinator and be the primary contact for the assessment. This person should be:

- ▶ familiar with how students participate in statewide assessments; and
- ▶ comfortable using a computer to collect and enter student information online.

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

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

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

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

Each principal will be responsible for:

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

The school coordinator will be responsible for:

- ▶ confirming the scheduled assessment date with the NAEP State Coordinator;
- ▶ registering for the MyNAEP website and providing information about the school;
- ▶ overseeing the submission of an electronic list of fourth- or eighth-grade students;
- ▶ using the MyNAEP website to prepare for the assessment;
- ▶ informing parents of the assessment (more information will be provided on how to complete this task);
- ▶ communicating with the NAEP representative to finalize assessment preparations;
- ▶ organizing the availability of school space for the assessment, including room(s), desks or tables, and an adequate number of electrical outlets in the assessment location (the school will not need to provide Internet access); and
- ▶ collaborating with school staff to ensure a high rate of student participation.

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

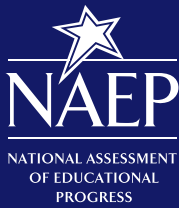


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Appendix J1-11: NAEP in Your Private School



2017

NAEP in Your Private School

Mathematics and Reading Assessments

What is NAEP?

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

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- NAEP is considered the gold standard of assessments because of its high technical quality. From developing frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists and teachers from around the nation.
- The schools and students participating in NAEP make an important contribution by representing other schools and students across the country.
- NAEP monitors academic progress over time and reports on student achievement nationally. The results are released as The Nation's Report Card.

Why assess private schools?

Private school data are essential for examining the picture of education in the United States and informing future policy decisions. Private schools represent about 23 percent of schools in the nation and educate approximately 9 percent of the nation's students. NAEP has consistently demonstrated how the performance of students in private schools compares positively to the performance of students in public schools.

Why participate in NAEP?

Your school has been selected to represent other private schools across the nation. Your participation is needed to ensure a complete picture of the academic progress of the nation's students, and it is vital that all selected students participate in NAEP. Schools, students, and teachers who participate in NAEP provide a valuable community service and enable The Nation's Report Card to provide a more inclusive picture of what our nation's students know and can do in key subject areas.

NAEP has the support of numerous private school organizations, including the National Association of Independent Schools (NAIS), the National Catholic Educational Association (NCEA), and the Council for American Private Education (CAPE).

The NAEP 2017 program in your school

From January 30 to March 10, 2017, NAEP will be administered in schools across the country. Students at grades 4 and 8 will participate in mathematics and reading assessments conducted on tablets. A small number of students may take paper and pencil assessments in these subjects. NAEP is administering the assessments via both tablets and paper booklets to evaluate any differences in student performance between the two types of administration. Each student will be assessed in only one subject and in one type of assessment administration. NAEP representatives will bring all materials and equipment, including tablets, to the school on assessment day. Students will spend approximately 120 minutes completing the assessment, which includes transition time and directions and completion of a student questionnaire. The questionnaire provides contextual information about students' opportunities to learn inside and outside the classroom as well as their educational experiences.

The school principal and the grade 4 and 8 teachers of the subjects being assessed will also be asked to complete a questionnaire. NAEP collects information from schools and teachers to provide a more complete understanding of the results. Topics such as classroom experience, teacher training, and school policies can be valuable information for education stakeholders who need to gain a better picture of student performance.

The results of the assessment will be released as The Nation's Report Card.

Continued on next page

For more information about NAEP visit:

- Program overview
<http://nces.ed.gov/nationsreportcard>
- Private school participation
<http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>

“Private schools have participated in NAEP for decades, and the Council for American Private Education (CAPE) supports NAEP and encourages your participation.”

Joe McTighe
Executive Director, CAPE

What are the responsibilities of NAEP representatives?

NAEP representatives work directly with schools and are responsible for

- Confirming the assessment date and time with the school
- Providing schools with instructions for preparing a list of eligible students from which a random sample will be selected for participation in the assessment
- Providing schools with information about notifying parents of selected students
- Providing resources, guidelines, and support to assist the school coordinator in completing activities and finalizing assessment arrangements
- Bringing all assessment materials and equipment, including tablets, to the school on assessment day
- Conducting the assessments
- Responding to questions from the school throughout the assessment period

What are the responsibilities of the principal and school coordinator?

The principal is responsible for

- Including the NAEP assessment date on the school calendar
- Designating a school coordinator to work with NAEP representatives and to prepare for the assessment
- Informing school staff about NAEP and why participation is critically important
- Completing the school questionnaire

The school coordinator is responsible for

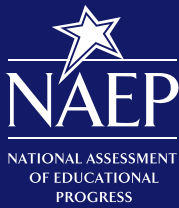
- Confirming that the suggested assessment date works with the school calendar
- Securing space for the assessment to take place
- Supporting teachers’ access to the teacher questionnaires
- Providing a list of eligible students from which a random sample will be selected for participation in the assessment (student names will always be kept confidential)
- Informing parents
- Completing preassessment activities with guidance and support from NAEP representatives
- Ensuring that students attend the session on the assessment date

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NAEP in Your Private School

Writing and Pilot Assessments

2017

What is NAEP?

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- The schools and students participating in NAEP make an important contribution by representing other schools and students across the country.
- NAEP monitors academic progress over time and reports on student achievement nationally. The results are released as The Nation's Report Card.

Why assess private schools?

Private school data are essential for examining the picture of education in the United States and informing future policy decisions. Private schools represent about 23 percent of schools in the nation and educate approximately 9 percent of the nation's students. NAEP has consistently demonstrated how the performance of students in private schools compares positively to the performance of students in public schools.

Why participate in NAEP?

Your school has been selected to represent other private schools across the nation. Your participation is needed to ensure a complete picture of the academic progress of the nation's students, and it is vital that all selected students participate in NAEP. Schools, students, and teachers who participate in NAEP provide a valuable community service and enable The Nation's Report Card to provide a more inclusive picture of what our nation's students know and can do in key subject areas.

NAEP has the support of numerous private school organizations, including the National Association of Independent Schools (NAIS), the National Catholic Educational Association (NCEA), and the Council for American Private Education (CAPE).

The NAEP 2017 program in your school

From January 30 to March 10, 2017, NAEP will be administered in schools across the country. Students in grades 4 and 8 will participate in writing assessments as well as pilot assessments in mathematics and reading. Students in grade 8 will also participate in pilot assessments in civics, geography, and U.S. history. All assessments will be administered on tablets. Each student will be assessed in only one subject. NAEP representatives will bring all materials and equipment, including tablets, to the school on assessment day. Students will spend approximately 120 minutes completing the assessment, which includes transition time and directions and completion of a student questionnaire. The questionnaire provides contextual information about students' opportunities to learn in and outside of the classroom as well as their educational experiences.

The school principal and the grade 4 and 8 teachers of the subjects being assessed will also be asked to complete a questionnaire. NAEP collects information from schools and teachers to provide a more complete understanding of the results. Topics such as classroom experience, teacher training, and school policies can be important information for education stakeholders who need to gain a better picture of student performance.

The results of the writing assessment will be released as The Nation's Report Card. Although the results of the pilot assessments will not be released, the pilots will provide valuable information to inform future assessments.

Continued on next page

For more information about NAEP visit:

- Program overview
<http://nces.ed.gov/nationsreportcard>
- Private school participation
<http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>

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NAEP representatives work directly with schools and are responsible for

- Confirming the assessment date and time with the school
- Providing schools with instructions for preparing a list of eligible students from which a random sample will be selected for participation in the assessment
- Providing schools with information about notifying parents of selected students
- Providing resources, guidelines, and support to assist the school coordinator in completing activities and finalizing assessment arrangements
- Bringing all assessment materials and equipment, including tablets, to the school on assessment day
- Conducting the assessments
- Responding to questions from the school throughout the assessment period

What are the responsibilities of the principal and school coordinator?

The principal is responsible for

- Including the NAEP assessment date on the school calendar
- Designating a school coordinator to work with NAEP representatives and to prepare for the assessment
- Informing school staff about NAEP and why participation is critically important
- Completing the school questionnaire

The school coordinator is responsible for

- Confirming that the suggested assessment date works with the school calendar
- Securing space for the assessment to take place
- Supporting teachers’ access to the teacher questionnaires
- Providing a list of eligible students from which a random sample will be selected for participation in the assessment (student names will always be kept confidential)
- Informing parents
- Completing preassessment activities with guidance and support from NAEP representatives
- Ensuring that students attend the session on the assessment date

Find us on:



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



**Appendix J1-12: NAEP Assessment Details Letter from NAEP
State Coordinator to Principal**

**Early Fall NAEP 2017 Assessment Details Letter
NAEP STATE COORDINATOR TO PRINCIPALS**

Red text should be customized before mail merge, **highlighted text** represents mail merge fields.

Dear **principal name**:

At the end of the school year, I notified **school name** of its selection to participate in the National Assessment of Educational Progress (NAEP). I am following up with you to provide additional information about the upcoming assessment.

To prepare for the assessment, please:

- Place the NAEP assessment date, **assessment date**, on your school calendar.
- Review the enclosed *School Coordinator Responsibilities: A Guide to MyNAEP* and designate a school coordinator to serve as the liaison for all NAEP activities in your school. **Give the enclosed NAEP folder to your designated school coordinator.** The school coordinator should
 - ✓ **know how to collect student information**, such as birth dates, demographic information, and if any students have withdrawn;
 - ✓ **be comfortable using a computer**, since all assessment preparation activities will be completed online; and
 - ✓ **be familiar with how students participate in statewide assessments.**

A NAEP representative responsible for administering the assessment will contact your school coordinator in early December. During the assessment, we would appreciate the presence of a school staff person as an observer in each session. A staff member's presence can have a positive impact on students' motivation and performance.

Again, I would like to express my appreciation for your assistance with this very important assessment of our nation's students. Our chief state school officer, **name**, supports NAEP and encourages your students' participation.

I look forward to collaborating with you and your school coordinator to ensure the successful administration of NAEP 2017. If you would like to access the MyNAEP site (www.mynaep.com), please register with this ID number: **MyNAEP Registration ID**. MyNAEP is a protected site, so you will create your own password. Should you have questions, please contact me at **telephone number** or **email address**.

Sincerely,

NAEP State Coordinator

Enclosures: NAEP folder for your school coordinator, including the following:
Letter to your school coordinator
School Coordinator Responsibilities: A Guide to MyNAEP
MyNAEP Registration Instructions
Student List Submission Instructions
Parent/Guardian Notification Letter

**Appendix J1-13: NAEP Assessment Details Letter from NAEP
State Coordinator to School Coordinator**

Early Fall NAEP 2017 Assessment Details Letter
NAEP STATE COORDINATOR TO SCHOOL COORDINATOR

Red text should be customized before mail merge, **highlighted text** represents mail merge fields.

Dear School Coordinator:

Welcome to the 2017 National Assessment of Educational Progress (NAEP). I look forward to working with you to coordinate NAEP in your school. A sample of your grade **grade** students will be taking **assessment subjects** assessments on **assessment date**.

As school coordinator, you will have a number of responsibilities critical to making NAEP a success. The MyNAEP website is designed to assist you with these responsibilities. The timeline below indicates when you will need to complete specific MyNAEP sections.

- *August-September* – Register at www.mynaep.com with the following registration ID: **MyNAEP Registration ID**. Answer the questions in the **Provide School Information** section by **date**. For instructions, see the enclosed *School Coordinator Responsibilities: A Guide to MyNAEP*.
- *October-November* – Prepare and submit a list of all grade **grade** students electronically in the **Submit Student List** section by **date**. Please see the enclosed *Student List Submission Instructions*.
- *December-January* – An assigned NAEP representative who is responsible for administering the assessment will contact you in early December. At that time, you will log onto the MyNAEP site with the representative and discuss how to complete the **Prepare for Assessment** section. Major tasks are highlighted below.
 - Provide information about students with disabilities and English language learners (SD/ELL) so that assessment administrators can plan appropriate testing accommodations. You can request MyNAEP access for your school’s SD/ELL specialists on the **Complete SD/ELL Student Information** page so that they can assist with this task.
 - Notify parents/guardians that their children have been selected for the assessment. A sample parent/guardian notification letter **is enclosed and** will be available on the MyNAEP website for you to customize and print on your school letterhead.
 - Schedule assessment sessions and reserve space at your school. The NAEP team will be transporting heavy cases of tablets; please select assessment locations that are on the first floor or accessible by elevator.
 - Update the student list to add any new students who have enrolled since the fall. NAEP will draw a random sample from this group to ensure that all students have an opportunity to be selected for NAEP.
- *One week before the assessment* – Visit the **Support Assessment Activities** section to print student appointment cards and notify teachers in advance so they know when to release students.
- *May 1* – Confirm that all confidential hardcopy NAEP materials have been shredded.

During the assessment, we would appreciate the presence of a school staff person as an observer in each session. A staff member's presence can have a positive impact on students' motivation and performance.

More information about your responsibilities is provided in the enclosed *Guide to MyNAEP*. Additional information about NAEP can be found at <http://nces.ed.gov/nationsreportcard>.

Thank you in advance for your cooperation and effort in helping to coordinate this important assessment. If you have any questions, please feel free to contact me at **telephone number** or **email address**.

Sincerely,

NAEP State Coordinator

Enclosures: NAEP folder, including the following:
School Coordinator Responsibilities: A Guide to MyNAEP
Student List Submission Instructions
Parent/Guardian Notification Letter

Appendix J1-14: School Coordinator Responsibilities: A Guide to MyNAEP

School Coordinator Responsibilities

A Guide to MyNAEP

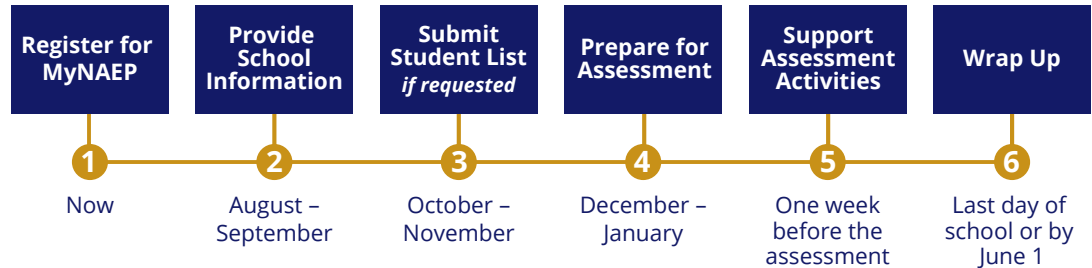
2017

The MyNAEP website provides participating schools with a convenient way to prepare for the upcoming National Assessment of Educational Progress (NAEP).

- MyNAEP will serve as your primary resource and action center throughout the assessment process.
- MyNAEP offers school coordinators an electronic way to prepare for the assessment at their own pace.
- The MyNAEP menu is a virtual checklist of all activities that school coordinators need to complete throughout the school year. It is important to check in regularly to make sure your school is on track with preparations.
- Visit the MyNAEP website to get started: www.mynaep.com.

Each school participating in NAEP 2017 has a designated staff member to serve as the NAEP school coordinator. You have been selected to serve as coordinator and liaison for all NAEP assessment activities in your school. Thank you in advance for helping to prepare for this important assessment!

MyNAEP Activity Timeline



In the fall, you will need to complete the following activities:

Register for the MyNAEP website.

MyNAEP provides you with all of the information your school needs to participate in NAEP, including information about what to expect at each stage. Multiple school staff members may register to access the site, but only school coordinators and principals will have full access. Register at www.mynaep.com by entering your school's assigned registration ID. For detailed instructions on how to register, see page 3.

Complete and submit school information.

Go to the **Provide School Information** section to enter and submit your school's contact and characteristic information, including your school's name, address, and the number of students enrolled in the selected grade. Providing up-to-date information about your school ensures that materials can be accurately prepared for the assessment.

Continued on page 2

Prepare and submit a list of your school's students in the selected grade level (if requested).

NAEP requires a complete list of students in the selected grade. NAEP uses the list to draw a random sample of students who will participate in the assessment and to collect demographic information. The **Submit Student List** section will appear for schools that need to prepare and upload this list in the fall. Student names will always be kept confidential, and individual student responses and scores on NAEP are never reported.

In December, the NAEP representative responsible for administering NAEP in your school will contact you and discuss how to complete the following tasks listed under the Prepare for Assessment menu:

Review student information and prepare for the assessment of students with disabilities and English language learners (SD/ELL).

Visit the **Review and Verify List of Students Selected for NAEP** section to review the student sample and identify any students who cannot take the assessment. You will also need to review demographic information and provide updates in case any information is missing or inaccurate. To ensure that NAEP reflects the educational progress of all students, you will need to submit information in the **Complete SD/ELL Student Information** section about how SD/ELL students will participate in the assessment and the accommodations they will receive.

Inform parents/guardians of student participation.

By law, parents/guardians of students selected to participate in NAEP must be notified in writing of their child's selection prior to the administration of the assessment. An electronic copy of the Parent/Guardian Notification Letter is available in the Notify Parents section to download, print, and distribute.

Manage the completion of questionnaires by school staff.

You are responsible for managing the completion of online questionnaires designed to provide contextual information for the assessment results. You can assign, email, and monitor questionnaires for completion through the **Manage Questionnaires** section of MyNAEP.

Plan assessment day logistics.

Assessment day details, including the location(s) and start time of the assessment, and how students and teachers will be notified, need to be entered via the **Plan for Assessment Day** section.

Promote the importance of NAEP with school staff and students.

Teachers are essential for motivating students to do their best on NAEP. Students selected to take NAEP represent thousands of students across the country, so it is vital that they participate and do their best. Online resources, short videos, and strategies for promoting NAEP are all available in the **Encourage Participation** section.

Update the student list to reflect January 2017 enrollment.

All eligible students must have an opportunity to be selected. In January, visit the **Update Student List** section and upload an Excel file of students currently enrolled in the selected grade or add new students to the original list submitted in the fall. NAEP may draw a random sample of newly identified students to select students who were not on the original list.

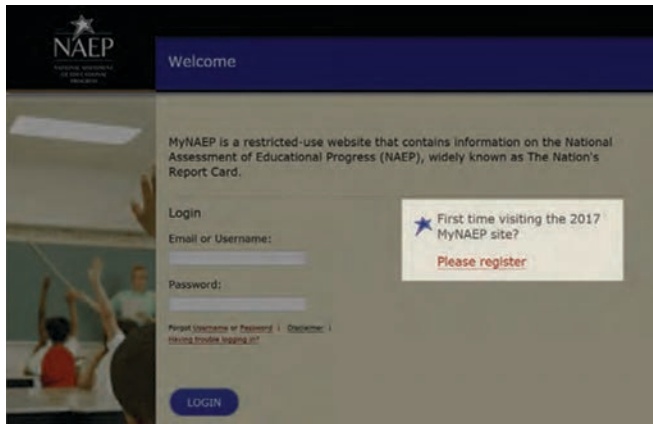
On the assessment date, you will meet your NAEP representative and assessment team and be responsible for the following:

Ensure that students attend the session.

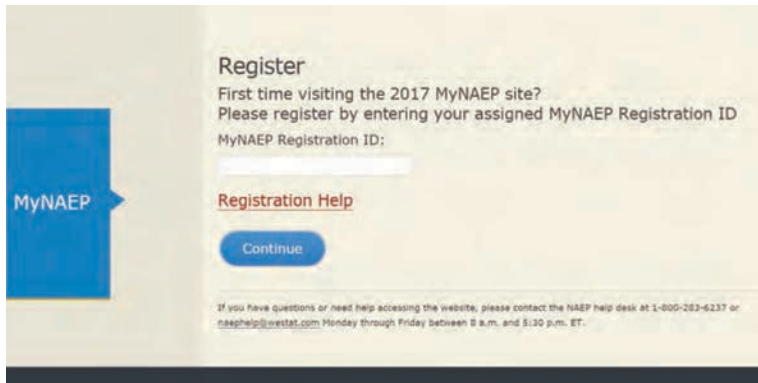
Prior to the assessment start time, you need to be available to ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. You and the teachers of selected students are encouraged to remain in the room during the assessment. If attendance of sampled students is less than 90 percent, a makeup session will be necessary, and the NAEP representative will schedule another date to administer the assessment to the students who were absent. After the assessment, please safeguard all NAEP materials until the last day of school and confirm that all materials have been shredded.

How to Register and Access MyNAEP

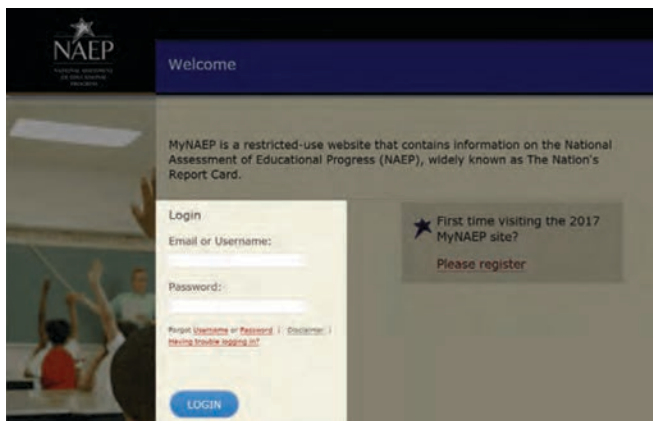
- 1 Go to www.mynaep.com. On the right side of the screen, select **Please register**.



- 2 Enter the MyNAEP registration ID included in the letter or email sent by your NAEP representative and select Continue. If you cannot locate your registration ID, contact your NAEP representative or the NAEP help desk at 800-283-6237 or naephelp@westat.com. Multiple school staff can use the registration ID to register for the website. For detailed instructions, select **Registration Help**.



- 3 Complete the registration form and create a password to access MyNAEP. MyNAEP is a secure website that contains confidential information, so all users will be prompted to accept a confidentiality agreement. A username will be automatically generated and emailed to you. Links are available on the login page in case you forget your username or password.



MyNAEP Resources

The diagram below identifies key features that will help you update information easily throughout the school year.

- 1 The **Help** and **Contact Us** links put you in touch with video tutorials, live help, contact information for NAEP staff, and more.
- 2 Your school's selected grade(s) and scheduled assessment date are shown in the blue banner.
- 3 Use the **Provide School Information** section to confirm your school's address, contact information, and other characteristics.
- 4 Check marks indicate sections that are already complete, and the color changes from white to green when NAEP staff confirm the information in January.
- 5 The **Prepare for Assessment** menu has seven key tasks for the weeks leading up to the assessment. These tasks will become available starting in December.

Online Resources

| | |
|---|---|
| Information for selected schools | http://nces.ed.gov/nationsreportcard/about/schools.aspx |
| <i>Introducing NAEP to Teachers</i> video | http://nces.ed.gov/nationsreportcard/videos/teachervideo |
| <i>Introducing NAEP to Students</i> video | http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx |
| <i>What Every Parent Should Know About NAEP</i> video | http://nces.ed.gov/nationsreportcard/videos/parentvideo |
| Sample Questions booklets | http://nces.ed.gov/nationsreportcard/about/booklets.aspx |
| NAEP Questions Tool | http://nces.ed.gov/NationsReportCard/nqt |
| Information for parents | http://nces.ed.gov/nationsreportcard/parents |
| Assessment frameworks | http://www.nagb.org/publications/frameworks.html |

Appendix J1-15: Templates for State-Specific SD Inclusion Policy



**New Moldavia NAEP 2017 Inclusion Policy
Students with Disabilities (SD)**



**Grades 4 and 8 Mathematics and Reading Digitally Based Assessments on Tablet
Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments**

The **New Moldavia Department of Education** expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet (or met) participation criteria for the <Name of Alternate Assessment based on Alternate Achievement Standards> may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact <NSC name>, NAEP State Coordinator at <email address> or <phone number>.

Grades 4 and 8 Mathematics and Reading Digitally Based Assessments on Tablet 

Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP digitally based assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Zooming | Mathematics and Reading | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: Does not include the toolbar, item tabs, scrollbars, calculator, and equation editor.</i> |
| One-on-One/Small Group | Mathematics and Reading | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics and Reading | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics and Reading | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics and Reading | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |
| Scratchwork/Highlighter Capability | Mathematics and Reading | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|-------------------------|---|
| Elimination Capability | Mathematics and Reading | Allows students to gray out answer choices for multiple-choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics and Reading | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics and Reading | All voice-over narration is closed captioned. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|---|---|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Magnification | Mathematics and Reading | For students requiring magnification of all assessment content, including tools, menus, calculator, and equation editor. Screen magnification software allows students to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i> |
| Low Mobility Version of the Test | Mathematics and Reading | This accommodation provides a test form with items that are keyboard navigable and do not require the use of the mouse or touch-pad. |
| Calculator Version of the Test | Mathematics Not Available for Reading | This accommodation provides a mathematics test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. Calculator Version of the Test is only available for mathematics. |
| High Contrast for Visually Impaired Students | Mathematics and Reading | This accommodation is for visually impaired students who require high contrast of all content. A special form is provided with all content that is compatible with high contrast, white text on black background. |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|---|--|
| Breaks During Testing | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Mathematics and Reading | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics and Reading | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Responds Orally to a Scribe | Mathematics and Reading | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses on the tablet |
| Presentation in Sign Language | Mathematics Not Allowed for Reading | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. Presentation in Sign Language is not allowed for reading passages or test questions. <i>NOTE: If a student needs directions signed for reading, please select "Other (specify)" and note the needed accommodation.</i> |
| Response in Sign Language | Mathematics and Reading | This accommodation requires that the hearing impaired student signs his/her responses to a scribe provided by the school who records the responses on the tablet. |
| Braille Version of the Test | Mathematics and Reading | This accommodation provides a paper-and-pencil Braille test form. Braille Version of the Test is only available for mathematics and reading. <i>NOTE: If a student needs to respond in Braille, select "Other (specify)" and note the needed accommodation. The student records his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school, or uses a scribe to record the answers (see Responds Orally to a Scribe accommodation).</i> |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments



The following table lists the NAEP paper-and-pencil accommodations for students with disabilities. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|--|---|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i> |
| Small Group | Mathematics and Reading | Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. |
| One-on-One | Mathematics and Reading | This accommodation requires that the student is assessed individually in an area free of distractions. |
| Read Aloud in English – Directions Only | Mathematics and Reading | For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i> |
| Read Aloud in English – Occasional | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read Aloud in English – Occasional is not allowed for reading. |
| Read Aloud in English – Most or All | Mathematics Not Allowed for Reading | For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read Aloud in English – Most or All is not allowed for reading. |
| Breaks During Test | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Calculator Version of the Test | Mathematics Not Available for Reading | NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. Calculator Version of the Test is only available for mathematics. |
| Must Have an Aide Administer the Test | Mathematics and Reading | This accommodation requires that a school staff member familiar to the student administer or be present during the session. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---------------------------------|--|--|
| Responds Orally to a Scribe | Mathematics and Reading | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet. |
| Large Print Version of the Test | Mathematics and Reading | NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent. |
| Magnification Equipment | Mathematics and Reading | This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Presentation in Braille | Mathematics and Reading | This is a Braille version of the booklet. |
| Response in Braille | Mathematics and Reading | This accommodation requires that the visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school , or uses a scribe to record the answers (see Responds Orally to a Scribe accommodation). |
| Presentation in Sign Language | Mathematics Not Allowed for Reading | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. Presentation in Sign Language is not allowed for reading passages or test questions. <i>NOTE: If a student needs directions signed for reading, please select "Other (specify)" and note the needed accommodation.</i> |
| Response in Sign Language | Mathematics and Reading | This accommodation requires that the hearing-impaired student sign his/her responses to a scribe provided by the school who records the responses in the student's booklet (see Responds Orally to a Scribe accommodation). |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

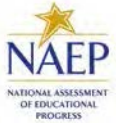
Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.
- 2) Only students who require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test.
- 3) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



**New Moldavia NAEP 2017 Inclusion Policy
Students with Disabilities (SD)**



Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet

The **New Moldavia Department of Education** expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet (or met) participation criteria for the <Name of Alternate Assessment based on Alternate Achievement Standards> may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact <NSC name>, NAEP State Coordinator at <email address> or <phone number>.

Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet



Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--|---|
| Zooming | Mathematics, Reading, Writing, Social Studies | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc.</i> |
| One-on-One/Small Group | Mathematics, Reading, Writing, Social Studies | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics, Reading, Writing, Social Studies | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics, Writing, Social Studies Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics, Reading, Writing, Social Studies | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics, Reading, Writing, Social Studies | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |
| Scratchwork/Highlighter Capability | Mathematics, Reading, Writing, Social Studies | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Elimination Capability | Mathematics, Reading, Social Studies Not Available for Writing | Allows students to gray out answer choices for multiple choice items. Elimination Capability is not available for writing because there are no multiple choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics, Reading, Writing, Social Studies | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics, Reading, Writing, Social Studies | All voice-over narration is closed captioned. |
| Electronic Spellcheck and Thesaurus | Writing Not Allowed for Mathematics, Reading, or Social Studies | Incorporated into the interface with automatic and user-prompted activation options. Electronic Spellcheck and Thesaurus is only allowed for writing. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|--|---|
| Extended Time | Mathematics, Reading, Writing, Social Studies | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Magnification | Mathematics, Reading, Writing, Social Studies | For students requiring magnification of all assessment content, including tools, menus, calculator, and equation editor. Screen magnification software allows students to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i> |
| Low Mobility Version of the Test | Mathematics, Reading, Writing, Social Studies | This accommodation provides a test form with items that are keyboard navigable and do not require the use of the mouse or touch-pad. |
| Calculator Version of the Test | Mathematics Not Available for Reading, Writing, Social Studies | This accommodation provides a mathematics test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. Calculator Version of the Test is only available for mathematics. |
| Hearing Impaired Version of the Test | Writing Not Allowed for Mathematics, Reading, Social Studies | This accommodation provides a test form that has all auditory content closed captioned. Hearing Impaired Version of the Test is only needed for writing. |
| High Contrast for Visually Impaired Students | Mathematics, Reading, Writing, Social Studies | This accommodation is for visually impaired students who require high contrast of all content. A special form is provided with all content that is compatible with high contrast, white text on black background. |

| NAEP Accommodation Provided Outside Test Delivery System Available to Students on an IEP or Section 504 Plan | NAEP Subject | NAEP Accommodation Description |
|--|---|--|
| Breaks During Testing | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics, Reading, Writing, Social Studies | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics, Reading, Writing, Social Studies | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics, Reading, Writing, Social Studies | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Responds Orally to a Scribe | Mathematics, Reading, Social Studies Not Allowed for Writing | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses on the tablet. Responds Orally to a Scribe is not allowed for writing. |
| Presentation in Sign Language | Mathematics, Writing, Social Studies Not Allowed for Reading | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. Presentation in Sign Language is not allowed for reading passages or test questions. <i>NOTE: If a student needs directions signed for reading, please select "Other (specify)" and note the needed accommodation</i> |
| Response in Sign Language | Mathematics, Reading, Social Studies Not Allowed for Writing | This accommodation requires that the hearing impaired student signs his/her responses to a scribe provided by the school who records the responses on the tablet. Response in Sign Language is not allowed for writing. |
| Braille Version of the Test | Mathematics and Reading Not Allowed for Writing or Social Studies | This accommodation provides a paper-and-pencil Braille test form. Braille Version of the Test is only available for mathematics and reading. <i>NOTE: If a student needs to respond in Braille, select "Other (specify)" and note the needed accommodation. The student records his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school, or uses a scribe to record the answers (see Responds Orally to a Scribe accommodation).</i> |
| Other (specify) | Mathematics, Reading, Writing, Social Studies | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

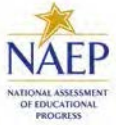
Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.
- 2) Only students who require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test.
- 3) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



**New Moldavia NAEP 2017 Inclusion Policy
Students with Disabilities (SD)**



**Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet
Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments**

The **New Moldavia Department of Education** expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet (or met) participation criteria for the <Name of Alternate Assessment based on Alternate Achievement Standards> may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact **<NSC name>**, NAEP State Coordinator at **<email address>** or **<phone number>**.

Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet 

Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|--|--|---|
| Zooming | Mathematics, Reading, Writing, Social Studies | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc.</i> |
| One-on-One/Small Group | Mathematics, Reading, Writing, Social Studies | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics, Reading, Writing, Social Studies | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics, Writing, Social Studies Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics, Reading, Writing, Social Studies | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics, Reading, Writing, Social Studies | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Scratchwork/Highlighter Capability | Mathematics, Reading, Writing, Social Studies | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |
| Elimination Capability | Mathematics, Reading, Social Studies Not Available for Writing | Allows students to gray out answer choices for multiple choice items. Elimination Capability is not available for writing because there are no multiple choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics, Reading, Writing, Social Studies | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics, Reading, Writing, Social Studies | All voice-over narration is closed captioned. |
| Electronic Spellcheck and Thesaurus | Writing Not Allowed for Mathematics, Reading, or Social Studies | Incorporated into the interface with automatic and user-prompted activation options. Electronic Spellcheck and Thesaurus is only allowed for writing. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|--|---|
| Extended Time | Mathematics, Reading, Writing, Social Studies | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Magnification | Mathematics, Reading, Writing, Social Studies | For students requiring magnification of all assessment content, including tools, menus, calculator, and equation editor. Screen magnification software allows students to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i> |
| Low Mobility Version of the Test | Mathematics, Reading, Writing, Social Studies | This accommodation provides a test form with items that are keyboard navigable and do not require the use of the mouse or touch-pad. |
| Calculator Version of the Test | Mathematics Not Available for Reading, Writing, Social Studies | This accommodation provides a mathematics test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. This accommodation provides a mathematics test form that permits the use of a calculator. The calculator is an onscreen calculator provided as part of the assessment system. Calculator Version of the Test is only available for mathematics. |
| Hearing Impaired Version of the Test | Writing Not Allowed for Mathematics, Reading, Social Studies | This accommodation provides a test form that has all auditory content closed captioned. Hearing Impaired Version of the Test is only needed for writing. |
| High Contrast for Visually Impaired Students | Mathematics, Reading, Writing, Social Studies | This accommodation is for visually impaired students who require high contrast of all content. A special form is provided with all content that is compatible with high contrast, white text on black background. |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|---|---|
| Breaks During Testing | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics, Reading, Writing, Social Studies | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics, Reading, Writing, Social Studies | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics, Reading, Writing, Social Studies | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Responds Orally to a Scribe | Mathematics, Reading, Social Studies Not Allowed for Writing | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses on the tablet. Responds Orally to a Scribe is not allowed for writing. |
| Presentation in Sign Language | Mathematics, Writing, Social Studies Not Allowed for Reading | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. Presentation in Sign Language is not allowed for reading passages or test questions. <i>NOTE: If a student needs directions signed for reading, please select "Other (specify)" and note the needed accommodation</i> |
| Response in Sign Language | Mathematics, Reading, Social Studies Not Allowed for Writing | This accommodation requires that the hearing impaired student signs his/her responses to a scribe provided by the school who records the responses on the tablet. Response in Sign Language is not allowed for writing. |
| Braille Version of the Test | Mathematics and Reading Not Allowed for Writing or Social Studies | This accommodation provides a paper-and-pencil Braille test form. Braille Version of the Test is only available for mathematics and reading. <i>NOTE: If a student needs to respond in Braille, select "Other (specify)" and note the needed accommodation. The student records his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school, or uses a scribe to record the answers (see Responds Orally to a Scribe accommodation).</i> |
| Other (specify) | Mathematics, Reading, Writing, Social Studies | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments



The following table lists the NAEP paper-and-pencil accommodations for students with disabilities. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan.

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|--|---|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed, but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i> |
| Small Group | Mathematics and Reading | Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. |
| One-on-One | Mathematics and Reading | This accommodation requires that the student is assessed individually in an area free of distractions. |
| Read Aloud in English – Directions Only | Mathematics and Reading | For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' IEPs or 504 Plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as an IEP or 504 requirement, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i> |
| Read Aloud in English – Occasional | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read Aloud in English – Occasional is not allowed for reading. |
| Read Aloud in English – Most or All | Mathematics Not Allowed for Reading | For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read Aloud in English – Most or All is not allowed for reading. |
| Breaks During Test | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Calculator Version of the Test | Mathematics Not Available for Reading | NAEP has a mathematics calculator assessment booklet available for students who require a calculator for a mathematics assessment. Calculator Version of the Test is only available for mathematics. |
| Must Have an Aide Administer the Test | Mathematics and Reading | This accommodation requires that a school staff member familiar to the student administer or be present during the session. |
| Responds Orally to a Scribe | Mathematics and Reading | This accommodation requires that the student respond orally to a scribe provided by the school or respond by pointing to his/her answers. The scribe then records the student's responses in the assessment booklet. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---------------------------------|---|--|
| Large Print Version of the Test | Mathematics and Reading | NAEP provides large-print booklets to students who are visually impaired. These are assessment booklets that have been enlarged to 129 percent. |
| Magnification Equipment | Mathematics and Reading | This is a lens or system provided by the school that enhances visual function. Magnification devices include eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs. Some students use closed-circuit television to enlarge print and display printed material with various image enhancements on a screen. |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Presentation in Braille | Mathematics and Reading | This is a Braille version of the booklet. |
| Response in Braille | Mathematics and Reading | This accommodation requires that the visually impaired student record his/her answers using a Braille output device, a slate and stylus, or an electronic Braille note taker provided by the school , or uses a scribe to record the answers (see Responds Orally to a Scribe accommodation). |
| Presentation in Sign Language | Mathematics Not Allowed for Reading | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. Presentation in Sign Language is not allowed for reading passages or test questions. <i>NOTE: If a student needs directions signed for reading, please select "Other (specify)" and note the needed accommodation.</i> |
| Response in Sign Language | Mathematics and Reading | This accommodation requires that the hearing-impaired student sign his/her responses to a scribe provided by the school who records the responses in the student's booklet (see Responds Orally to a Scribe accommodation). |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

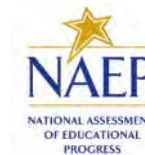
Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.
- 2) Only students who require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test.
- 3) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



New Moldova NAEP 2017 Inclusion Policy
Students with Disabilities (SD)
Grade 8 Writing Comparability Study Laptop Assessment



The **New Moldova Department of Education** expects that most students with disabilities will be included on the National Assessment of Educational Progress (NAEP). **Only students who meet (or met) participation criteria for the <Name of Alternate Assessment based on Alternate Achievement Standards> may be excluded from any NAEP assessment.** All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations.

Several accommodations provided on the **New Moldova** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for a student on an Individualized Education Plan (IEP) or Section 504 Plan. If you have questions about the NAEP accommodations, please contact **<NSC name>**, NAEP State Coordinator at **<email address>** or **<phone number>**.

Grade 8 Writing Comparability Study Laptop Assessment



| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--------------|---|
| Zooming | Writing | Text size options are provided for writing prompts and responses. Students can change between three sizes, ranging from approximately 14-point font to approximately 48-point font. Forty-eight point font is approximately ¾-inch tall. Note: This only enlarges prompts and responses, NOT additional stimuli, tool icons, menus, etc. <i>NOTE: Does not include the toolbar, item tabs, scrollbars, etc.</i> |
| One-on-One/Small Group | Writing | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the laptop and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the laptop and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 15 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Read Aloud/Text-to-Speech (English) | Writing | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer to Respond | Writing | All students respond on NAEP-provided laptops. |
| Color Theming (Adjusting Contrast or Colors) | Writing | Students have a choice of three color options, or skins, including one high-contrast option. |
| Highlighter Writing Prompts | Writing | A yellow highlighter tool is built into the computer interface. |
| Volume Adjustment | Writing | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume. |
| Closed Captioning | Writing | All voice-over narration is closed captioned. |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--------------|--|
| Electronic Spellcheck and Thesaurus | Writing | Incorporated into the interface with automatic and user-prompted activation options. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|--|--------------|---|
| Extended Time | Writing | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Magnification | Writing | For students requiring magnification of all assessment content, including tools, and menus. Screen magnification software allows students to scroll over a portion of the screen to magnify the content on the screen. <i>NOTE: See Zooming under universal design elements to determine if students need additional magnification.</i> |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to Students on an IEP or Section 504 Plan</i> | NAEP Subject | NAEP Accommodation Description |
|---|--------------|--|
| Breaks During Testing | Writing | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Writing | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Writing | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Writing | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Writing | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Writing | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Writing | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |

| | | |
|-------------------------------|---------|---|
| Presentation in Sign Language | Writing | This accommodation requires that a qualified sign language interpreter at the school sign the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Other (specify) | Writing | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.
- 2) Only students who require a calculator for testing in their IEP or Section 504 Plans are eligible for the NAEP calculator version of the test.
- 3) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.

Appendix J1-16: Templates for State-Specific ELL Inclusion Policy



New Moldavia NAEP 2017 Inclusion Policy
English Language Learners (ELL)
Grades 4 and 8 Mathematics and Reading Digitally Based Assessments on Tablet
Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments

The **New Moldavia Department of Education** expects that most English language learners will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact **NSC name**, NAEP State Coordinator at **email address** or **phone number**.

Grades 4 and 8 Mathematics and Reading Digitally Based Assessments on Tablet

Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for English language learners.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Zooming | Mathematics and Reading | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: Does not include the toolbar, item tabs, scrollbars, calculator, and equation editor.</i> |
| One-on-One/Small Group | Mathematics and Reading | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics and Reading | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics and Reading | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics and Reading | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|-------------------------|---|
| Scratchwork/Highlighter Capability | Mathematics and Reading | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |
| Elimination Capability | Mathematics and Reading | Allows students to gray out answer choices for multiple-choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics and Reading | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics and Reading | All voice-over narration is closed captioned. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|--|---|--|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students may or may not require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Directions Translated to Spanish | Mathematics and Reading | All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. Directions Translated to Spanish is available for mathematics and reading. |
| Directions Only Read Aloud/Text-to-Speech (Spanish) | Mathematics and Reading | Must be paired with Directions Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. Directions Translated to Spanish is available for mathematics and reading. |
| Spanish/English Version of the Test | Mathematics Not Allowed for Reading | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. Spanish/English Version of the Test is only available for mathematics. |
| Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All | Mathematics Not Allowed for Reading | Must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is only available for mathematics. |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|---|-------------------------|--|
| Breaks During Testing | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |

| NAEP Accommodation Provided Outside Test Delivery System Available to ELL | NAEP Subject | NAEP Accommodation Description |
|---|---|--|
| Must Be Tested in a Separate Session | Mathematics and Reading | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics and Reading | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions, a location where there is access to special equipment, or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Bilingual Dictionary (in any language) | Mathematics Not Allowed for Reading | This is a hand-held electronic or hard-copy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." Bilingual Dictionary is not allowed for reading. |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments



The following table lists the NAEP paper-and-pencil accommodations for English language learners. NAEP accommodations are only allowed for English language learners.

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|--|--|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i> |
| Small Group | Mathematics and Reading | Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. |
| One-on-One | Mathematics and Reading | This accommodation requires that the student be assessed individually in an area free of distractions. |
| Read Aloud in English – Directions Only | Mathematics and Reading | For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' education plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as a required accommodation, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i> |
| Read Aloud in English – Occasional | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read Aloud in English – Occasional is not allowed for reading. |
| Read Aloud in English – Most or All | Mathematics Not Allowed for Reading | For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read aloud in English – Most or All is not allowed for reading. |
| Breaks During Test | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Have an Aide Administer the Test | Mathematics and Reading | This accommodation requires that a school staff member familiar to the student administer or be present during the session. |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|---|--|
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing To Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or non-verbal cue to begin a task or to refocus on a task. |
| Bilingual Dictionary (in any language) | Mathematics Not Allowed for Reading | This is a hand-held electronic or hard copy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." Bilingual Dictionary is not allowed for reading. |
| General Directions Only Read Aloud in Spanish | Mathematics and Reading | This accommodation requires that the general session script instructions be read aloud in Spanish. Session script directions are the same for all students. |
| Spanish/English Version of the Test | Mathematics Not Allowed for Reading | NAEP has bilingual mathematics Spanish/English assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. Spanish/English Version of the Test is not allowed for reading. |
| Test Items Read Aloud in Spanish | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use a bilingual Spanish/English assessment booklet (see Spanish/English Version of the Test accommodation). Test Items Read Aloud in Spanish is not allowed for reading. |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

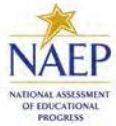
Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the New Moldavia state assessment should be included in the NAEP reading assessment without the accommodation.

- 2) Students who receive multiple-day testing on the New Moldavia state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



**New Moldavia NAEP 2017 Inclusion Policy
English Language Learners (ELL)**



Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet

The **New Moldavia Department of Education** expects that most English language learners will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact **<NSC name>**, NAEP State Coordinator at **<email address>** or **<phone number>**.

Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet



Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for English language learners.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--|---|
| Zooming | Mathematics, Reading, Writing, Social Studies | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc.</i> |
| One-on-One/Small Group | Mathematics, Reading, Writing, Social Studies | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics, Reading, Writing, Social Studies | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics, Writing, Social Studies Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics, Reading, Writing, Social Studies | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics, Reading, Writing, Social Studies | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |
| Scratchwork/Highlighter Capability | Mathematics, Reading, Writing, Social Studies | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Elimination Capability | Mathematics, Reading, Social Studies Not Available for Writing | Allows students to gray out answer choices for multiple choice items. Elimination Capability is not available for writing because there are no multiple choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics, Reading, Writing, Social Studies | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics, Reading, Writing, Social Studies | All voice-over narration is closed captioned. |
| Electronic Spellcheck and Thesaurus | Writing Not Allowed for Mathematics, Reading, or Social Studies | Incorporated into the interface with automatic and user-prompted activation options. Electronic Spellcheck and Thesaurus is only allowed for writing. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|---|---|--|
| Extended Time | Mathematics, Reading, Writing, Social Studies | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (30 minutes per section).</i> |
| Directions Translated to Spanish | Mathematics, Reading, and Writing Not Allowed for Social Studies | All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. Directions Translated to Spanish is available for mathematics, reading, and writing. |
| Directions Only Read Aloud/Text-to-Speech (Spanish) | Mathematics, Reading, and Writing Not Allowed for Social Studies | Must be paired with Directions Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. Directions Translated to Spanish is available for mathematics, reading, and writing. |
| Spanish/English Version of the Test | Mathematics Not Allowed for Reading, Writing, Social Studies | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. Spanish/English Version of the Test is only available for mathematics. |
| Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All | Mathematics Not Allowed for Reading, Writing, Social Studies | Must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is only available for mathematics. |

| NAEP Accommodation Provided Outside Test Delivery System Available to ELL | NAEP Subject | NAEP Accommodation Description |
|---|--|--|
| Breaks During Testing | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics, Reading, Writing, Social Studies | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics, Reading, Writing, Social Studies | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics, Reading, Writing, Social Studies | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Bilingual Dictionary (in any language) | Mathematics, Writing, Social Studies Not Allowed for Reading | This is a hand-held electronic or hard-copy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." Bilingual Dictionary is not allowed for reading. |
| Other (specify) | Mathematics, Reading, Writing, Social Studies | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

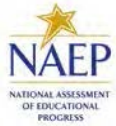
Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.

- 2) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



New Moldavia NAEP 2017 Inclusion Policy
English Language Learners (ELL)



Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet
Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments

The **New Moldavia Department of Education** expects that most English language learners will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP-allowed accommodations. If you have questions about the NAEP accommodations, please contact **<NSC name>**, NAEP State Coordinator at **<email address>** or **<phone number>**.

Grades 4 and 8 Mathematics, Reading, Writing, and Grade 8 Social Studies Digitally Based Assessments on Tablet



Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for English language learners.

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--|---|
| Zooming | Mathematics, Reading, Writing, Social Studies | Tool to enlarge content onscreen up to 2 times the default text/image size. Students can change text sizes ranging from approximately 12-point font to approximately 24-point font. Twenty-four point font is approximately 1/3-inch tall. <i>NOTE: This only enlarges the items, NOT the tool icons, menus, calculator, equation editor, etc.</i> |
| One-on-One/Small Group | Mathematics, Reading, Writing, Social Studies | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the tablet and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the tablet and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 25 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Directions Only Read Aloud/Text-to-Speech (English) | Mathematics, Reading, Writing, Social Studies | General directions are read aloud to all students. Directions within the assessment can be selected and read aloud by the system using text-to-speech. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Mathematics, Writing, Social Studies Not Allowed for Reading | Students select some or all text to be read aloud by the system using text-to-speech. Read Aloud/Text-to-Speech (English) – Occasional or Most or All is not allowed for reading passages or reading items. |
| Use a Computer/Tablet to Respond | Mathematics, Reading, Writing, Social Studies | All students respond on NAEP-provided tablets. |
| Color Theming | Mathematics, Reading, Writing, Social Studies | Students have a choice of three color contrast options, including one high-contrast option. The default is black text on white background and the two other options are white text on black background and black text on beige background. <i>NOTE: This tool is not available for the tutorial and some items. If students need all content in high contrast, please select the accommodation High Contrast for Visually Impaired Students.</i> |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|---|---|
| Scratchwork/Highlighter Capability | Mathematics, Reading, Writing, Social Studies | Allows freehand drawing and highlighting on the screen. The scratchwork/highlighter tool is available for most content. |
| Elimination Capability | Mathematics, Reading, Social Studies Not Available for Writing | Allows students to gray out answer choices for multiple choice items. Elimination Capability is not available for writing because there are no multiple choice items. <i>NOTE: This tool is not available for constructed-response items.</i> |
| Volume Adjustment | Mathematics, Reading, Writing, Social Studies | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume using a control on the tablet. |
| Closed Captioning | Mathematics, Reading, Writing, Social Studies | All voice-over narration is closed captioned. |
| Electronic Spellcheck and Thesaurus | Writing Not Allowed for Mathematics, Reading, or Social Studies | Incorporated into the interface with automatic and user-prompted activation options. Electronic Spellcheck and Thesaurus is only allowed for writing. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|--|--|---|
| Extended Time | Mathematics, Reading, Writing, Social Studies | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may</u> or <u>may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (30 minutes per section).</i> |
| Directions Translated to Spanish | Mathematics, Reading, and Writing Not Allowed for Social Studies | All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English. Directions Translated to Spanish is available for mathematics, reading, and writing. |
| Directions Only Read Aloud/Text-to-Speech (Spanish) | Mathematics, Reading, and Writing Not Allowed for Social Studies | Must be paired with Directions Translated to Spanish. All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. Directions Translated to Spanish is available for mathematics, reading, and writing. |
| Spanish/English Version of the Test | Mathematics Not Allowed for Reading, Writing, Social Studies | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English. Spanish/English Version of the Test is only available for mathematics. |
| Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All | Mathematics Not Allowed for Reading, Writing, Social Studies | Must be paired with the Spanish/English Version of the Test. All Spanish translated content is text-to-speech enabled. Read Aloud/Text-to-Speech (Spanish) – Occasional or Most or All is only available for mathematics. |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|---|--|--|
| Breaks During Testing | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Mathematics, Reading, Writing, Social Studies | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Mathematics, Reading, Writing, Social Studies | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics, Reading, Writing, Social Studies | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Mathematics, Reading, Writing, Social Studies | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Bilingual Dictionary (in any language) | Mathematics, Writing, Social Studies Not Allowed for Reading | This is a hand-held electronic or hard-copy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." Bilingual Dictionary is not allowed for reading. |
| Other (specify) | Mathematics, Reading, Writing, Social Studies | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Grades 4 and 8 Mathematics and Reading Paper-and-Pencil Assessments



The following table lists the NAEP paper-and-pencil accommodations for English language learners. NAEP accommodations are only allowed for English language learners.

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|--|--|
| Extended Time | Mathematics and Reading | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed (25 minutes per section).</i> |
| Small Group | Mathematics and Reading | Generally, a small group session includes no more than five students. A student can be assigned to a small group session because he/she requires one, or because one or more of the accommodations he/she typically requires must be administered in a separate session to minimize distractions to other students in the regular session. |
| One-on-One | Mathematics and Reading | This accommodation requires that the student be assessed individually in an area free of distractions. |
| Read Aloud in English – Directions Only | Mathematics and Reading | For this accommodation, students may have the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English so that students understand what to do. <i>NOTE: Some students' education plans stipulate that they should receive this accommodation. For those students, this will be coded as an accommodation. Students who do not have this as a required accommodation, but who need the general directions (the same for all students) and/or the subject-specific directions read aloud, repeated, or reworded in any way in English can request this by raising his or her hand during the session, and it will not be recorded as an accommodation.</i> |
| Read Aloud in English – Occasional | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in English. Read Aloud in English – Occasional is not allowed for reading. |
| Read Aloud in English – Most or All | Mathematics Not Allowed for Reading | For this accommodation, students may request to have most or all of the assessment booklet read aloud to them in English. Read aloud in English – Most or All is not allowed for reading. |
| Breaks During Test | Mathematics and Reading | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Have an Aide Administer the Test | Mathematics and Reading | This accommodation requires that a school staff member familiar to the student administer or be present during the session. |
| Uses Template | Mathematics and Reading | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |

| NAEP Accommodation | NAEP Subject | NAEP Accommodation Description |
|---|---|--|
| Special Equipment | Mathematics and Reading | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Mathematics and Reading | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing To Stay on Task | Mathematics and Reading | This accommodation requires that a school staff member provide students with a verbal or non-verbal cue to begin a task or to refocus on a task. |
| Bilingual Dictionary (in any language) | Mathematics Not Allowed for Reading | This is a hand-held electronic or hard copy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. It is sometimes referred to as a "word-for-word" dictionary, "word-to-word translation dictionary," or a "bilingual word list." Bilingual Dictionary is not allowed for reading. |
| General Directions Only Read Aloud in Spanish | Mathematics and Reading | This accommodation requires that the general session script instructions be read aloud in Spanish. Session script directions are the same for all students. |
| Spanish/English Version of the Test | Mathematics Not Allowed for Reading | NAEP has bilingual mathematics Spanish/English assessment booklets available for students who require them. When a bilingual booklet is open, one page has the directions and questions in Spanish, and the facing page will have the same directions and questions in English. Because of the size, the booklets are printed in a set of two. Students may mark their answers on either page and in either language. Spanish/English Version of the Test is not allowed for reading. |
| Test Items Read Aloud in Spanish | Mathematics Not Allowed for Reading | For this accommodation, students may request to have words, phrases, or sentences read aloud to them in Spanish. This requires the student to use a bilingual Spanish/English assessment booklet (see Spanish/English Version of the Test accommodation). Test Items Read Aloud in Spanish is not allowed for reading. |
| Other (specify) | Mathematics and Reading | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.

- 2) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.



New Moldavia NAEP 2017 Inclusion Policy
English Language Learners (ELL)
Grade 8 Writing Comparability Study Laptop Assessment



The **New Moldavia Department of Education** expects that most English language learners will be included on the National Assessment of Educational Progress (NAEP). **Only English language learners who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP-allowed accommodations.

Several accommodations provided on the **New Moldavia** assessments are not necessary for the NAEP assessments because they are available for all students through universal design elements. The chart below is divided into three sections: (1) universal design elements that will be available to **all students**, (2) accommodations provided **by the test delivery system**, and (3) accommodations provided **outside the test delivery system**. NAEP accommodations are only allowed for English language learners. If you have questions about the NAEP accommodations, please contact **<NSC name>**, NAEP State Coordinator at **<email address>** or **<phone number>**.

Grade 8 Writing Comparability Study Laptop Assessment

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--------------|--|
| Zooming | Writing | Text size options are provided for writing prompts and responses. Students can change between three sizes, ranging from approximately 14-point font to approximately 48-point font. Forty-eight point font is approximately ¾-inch tall. Note: This only enlarges prompts and responses, NOT additional stimuli, tool icons, menus, etc. <i>NOTE: Does not include the toolbar, item tabs, scrollbars, etc.</i> |
| One-on-One/Small Group | Writing | Unnecessary due to the mode of test administration. All students are interacting on a one-on-one basis with the laptop and will have earbuds to reduce distractions. Read Aloud and other accommodations will be provided through the laptop and will not distract other students in the room. <i>NOTE: Students will be tested in the regular session with up to 15 other students. If students need to be assessed in a smaller group, please select the accommodation Must Be Tested in a Separate Session.</i> |
| Read Aloud/Text-to-Speech (English) | Writing | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer to Respond | Writing | All students respond on NAEP-provided laptops. |
| Color Theming (Adjusting Contrast or Colors) | Writing | Students have a choice of three color options, or skins, including one high-contrast option. |
| Highlighter Writing Prompts | Writing | A yellow highlighter tool is built into the computer interface. |
| Volume Adjustment | Writing | Some portions of the assessment feature audio, such as text-to-speech or multimedia item content. Students may raise or lower the volume. |
| Closed Captioning | Writing | All voice-over narration is closed captioned. |

| NAEP Universal Design Element <i>Available to All Students</i> | NAEP Subject | NAEP Universal Design Element Description |
|---|--------------|--|
| Electronic Spellcheck and Thesaurus | Writing | Incorporated into the interface with automatic and user-prompted activation options. |

| NAEP Accommodation Provided by Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|---|--------------|---|
| Extended Time | Writing | This accommodation requires that students be given extra time to complete the assessment. <i>NOTE: If state test is untimed, students <u>may or may not</u> require extended time on NAEP. NAEP is a timed but not a "speeded" test (it is not designed to evaluate how many questions a student can answer in a limited amount of time). Generally, most students are able to complete the NAEP cognitive sections in the time allowed.</i> |
| Directions Only Read Aloud/Text-to-Speech (Spanish) | Writing | This accommodation requires that all general instructions and the student questionnaire (same for all students) read by the test administrator or provided by the computer, including the tutorial, be read aloud in Spanish. In addition, the writing ancillaries will be provided in Spanish; however, read aloud option is not available for these ancillary materials. |

| NAEP Accommodation Provided Outside Test Delivery System <i>Available to ELL</i> | NAEP Subject | NAEP Accommodation Description |
|--|--------------|--|
| Breaks During Testing | Writing | This accommodation requires that the student be allowed to take breaks as requested or at predetermined intervals during the assessment. This also could mean that the student is allowed to take the assessment in more than one sitting during a single day. |
| Must Be Tested in a Separate Session | Writing | This accommodation requires that the student be tested away from other students in a separate testing area. <i>NOTE: This could be a small group or one-on-one.</i> |
| Must Have an Aide Present in the Testing Room | Writing | This accommodation requires that the aide the student regularly works with be present in the testing room while the assessment is being conducted. <i>NOTE: Only trained NAEP staff may conduct the assessment session.</i> |
| Uses Template | Writing | This is a cutout or overlay provided by the school that is used to focus a student's attention on one part of a screen by obscuring the other parts of the screen. |
| Special Equipment | Writing | This is a study carrel or portable screen provided by the school used to limit distractions for a student. It may also include special light and furniture used by the student. |
| Preferential Seating | Writing | This accommodation requires that the student sit in a designated area for the assessment, such as away from other students to limit distractions; a location where there is access to special equipment; or close to the front of the room so the student can see or hear more easily. |
| Cueing to Stay on Task | Writing | This accommodation requires that a school staff member provide students with a verbal or nonverbal cue to begin a task or to refocus on a task. |
| Other (specify) | Writing | Any accommodations not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Please keep in mind that NAEP does not produce results for individual students or schools, unlike the **New Moldavia** state assessments. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow all accessibility features and accommodations the <New Moldavia> state assessments allow. The following are the expectations for inclusion on NAEP:

- 1) Students who have the read aloud accommodation for the reading comprehension section on the <New Moldavia> state assessment should be included in the NAEP reading assessment without the accommodation.
- 2) Students who receive multiple-day testing on the <New Moldavia> state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than the state assessments, so multiple-day testing is not offered. Students take up to 60 minutes of subject matter content and answer survey questions about their educational experiences.

Appendix J1-17: NAEP DBA Sample Parent Letter

NAEP 2017 PARENT/GUARDIAN NOTIFICATION LETTER
Mathematics, reading, and writing assessments
(School Letterhead)
(Insert Date Here)

Dear Parent or Guardian:

(School name) will participate in the National Assessment of Educational Progress (NAEP) on **(date)**. NAEP is the largest nationally representative and continuing assessment of what students know and can do in various subjects. It is administered by the National Center for Education Statistics, within the U.S. Department of Education. NAEP is different from our state assessment because it provides a common measure of student achievement across the country. The results are released as The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public.

Your child **(will/might)** take a mathematics, reading, or writing assessment. The assessment also asks students questions about their daily routine and their educational experiences. For example, students are asked if there is a computer at home and about the amount of reading they do. Student responses are anonymous, and they provide context and meaning to the assessment results. Please visit <http://nces.ed.gov/nationsreportcard/about/booklets.asp> to review sample questions.

The assessment takes about 120 minutes for most students. The results are completely confidential (in accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347).

The information collected is used for statistical purposes only.

- Your child's grades will not be affected.
- Students may be excused for any reason, are not required to complete the assessment, and may skip any question.
- While the assessment is voluntary, NAEP depends on student participation to help policymakers improve education. 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, but please encourage your child to do their best. 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>. Contact **(name)** at **(telephone number)** or at **(email address)** if you have any questions.

We are excited that our school is participating in NAEP. We know that **(school name)**'s students will show what our nation's students know and can do.

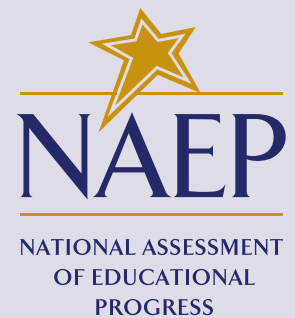
Sincerely,

School Principal

Appendix J1-18: NAEP Facts for Teacher Brochure

NAEP 2017

Facts for Teachers



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

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

"As an educator, I find the contextual information that NAEP provides to be particularly valuable. It helps me take a closer look at the factors related to student achievement across the country."

Ann M. Finch, Dover Middle School, Dover, AR

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

As teachers, you are essential partners in NAEP. You make an important contribution by encouraging your students to participate and do their best. When students take part in NAEP and give their best effort, we get the most accurate measure possible of student achievement across the country.

Teachers can use NAEP questions as an educational resource in the classroom. With the NAEP Questions Tool, you can view released NAEP items, create customized assessments for your classroom, and compare your students' performance with national results. Most released items include a scoring guide, sample student responses, and performance data. Visit <http://nces.ed.gov/nationsreportcard/nqt> to learn more.

NAEP Digitally Based Assessments

The NAEP program has evolved to address the changing educational landscape through its transition to digitally based assessments. An increasing number of schools are making digital tools an integral part of the learning environment. These changes reflect that the knowledge and skills needed for future postsecondary success involve the use of new technologies. In 2017, NAEP will be administered on touch-screen tablets at grades 4 and 8. Students will participate in writing assessments as well as assessments in mathematics and reading. Students in grade 8 will also participate in pilot assessments in U.S. history, geography, and civics. These new, digitally based assessments allow NAEP to collect new types of data that provide depth in our understanding of what students know and can do in various subjects.

NAEP's digitally based assessments will use new testing methods and item types that reflect the growing use of technology in education. Some questions may include multimedia, such as audio and video. Other questions may allow the use of embedded technological features (such as an onscreen calculator) to form a response or may engage students in solving problems within realistic scenarios.



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

Find us on:   

NAEP DBA Tutorials Available Online

In support of the transition from paper-and-pencil assessments to digitally based assessments (DBA) administered to students on touch-screen tablets, NAEP has created tutorials for students, parents, and teachers to review before the scheduled DBA assessment. The subject-specific tutorials are designed to teach students about the system, tools, and features they will use to take the tablet-based assessment. To view tutorials for the 2015 and 2016 assessments, visit: <http://nces.ed.gov/nationsreportcard/dba/default.aspx>. Check back later this fall to view updates for the 2017 assessments.

The New NAEP Technology and Engineering Literacy Assessment

Because of the growing importance of technology and engineering in the educational landscape, NAEP has created the first-ever technology and engineering literacy (TEL) assessment. This interactive, digitally based assessment measures what students know about technology and engineering in the same way that NAEP already assesses their knowledge and capabilities in reading, mathematics, science, and other subjects.

In 2014, the TEL assessment was administered to a national sample of eighth-grade students in public and private schools. In addition to responding to short-answer and multiple-choice questions, students were asked to perform a variety of computer-based tasks to solve problems within scenarios that reflect realistic situations. These scenario-based tasks are an innovative component of NAEP. The TEL assessment was accompanied by a questionnaire that focuses on students' opportunities to learn about technology and engineering both inside and outside the classroom. The TEL assessment results were released in May 2016. To explore the results and view sample scenario-based tasks, visit www.nationsreportcard.gov/tel.



The NAEP Program

The following assessments will be administered in 2017:

- Civics, geography, and U.S. history—Grade 8
- Mathematics—Grades 4 and 8
- Reading—Grades 4 and 8
- Writing—Grades 4 and 8

All of the above assessments will be administered in a digitally based format. Most fourth- and eighth-grade students will take the mathematics and reading assessments on tablets with keyboards. A subset of students will take paper-and-pencil versions of these two assessments. Some students will also take pilot digitally based assessments in mathematics and reading. Civics, geography, and U.S. history will be administered as pilot digitally based assessments. Results from the pilots will not be released but will be used to prepare for the full transition to digitally based assessments by the end of the decade.

Each student will be assessed in only one subject and format. NAEP representatives will bring all necessary materials and equipment to schools on assessment day. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location; schools will not need to provide internet access.

To learn more about digitally based assessments, visit <http://nces.ed.gov/nationsreportcard/dba>.

Recent NAEP Findings

2014 TEL Assessment Results—Grade 8

43% of eighth-grade students performed at or above *Proficient* in TEL.

Female students outperformed male students overall. They scored an average of 151 versus an average score of 149 for their male peers.

Students in city schools scored lower overall compared to their peers in suburban, town, and rural schools.

2014 TEL Survey Questionnaire Results—Grade 8

76% of students reported studying technology or engineering topics in their mathematics, science, social studies, or history class.

74% of students reported that they learned about or discussed choices people make that affect the environment as part of their school work at least sometimes.

77% of students reported building or testing a model in school to see if it solves a problem.

Visit http://www.nationsreportcard.gov/tel_2014 for complete results from the TEL assessment and to view TEL sample tasks that were used in the assessment.



NAEP Survey Questionnaires

Each year, students who take the NAEP assessments also complete NAEP survey questionnaires. These survey questionnaires are used to collect contextual information about students' opportunities to learn in and outside of the classroom as well as their educational experiences. NAEP survey questionnaires can provide a rich database for educators, policymakers, and researchers to conduct in-depth analyses and put student achievement results into context. It also allows for meaningful comparison between student groups and offers a better understanding of the context in which students learn.

NAEP survey questionnaires are voluntary. While respondents are encouraged to answer as many questions as they feel comfortable with, they can skip any part of the survey questionnaire by leaving the response to a question blank.

Here are two questions from the NAEP teacher survey questionnaire for the 2015 mathematics assessment:

1. How many hours of mathematics instruction do your students receive in a typical week?
 - A. Less than 3 hours
 - B. At least 3 hours, but less than 5 hours
 - C. At least 5 hours, but less than 7 hours
 - D. 7 or more hours
2. Are computers available for use by you or your students?
 - A. Yes, computers are available to my students and to me.
 - B. Yes, I have access to computers, but my students do not.
 - C. No, neither my students nor I have access to computers at school.

To learn more about NAEP survey questionnaires, visit <https://nces.ed.gov/nationsreportcard/bgquest.aspx>.

It's important to know that...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every 2 years and in other subjects in alternating years. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. NAEP is not designed to collect or report results for individual students, classrooms, or schools.

Special studies are also conducted periodically.

They are administered as part of NAEP and require no additional effort from schools and students. These studies often involve special data collection procedures in the field, secondary analyses of NAEP results, and evaluations of various technical procedures.

NAEP is considered the gold standard of assessments because of its high technical quality.

From the development of frameworks and questions to the reporting of results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation. NAEP is administered by highly trained representatives, most of whom are former teachers or principals. NAEP is a trusted resource that measures student progress and helps inform policy decisions that improve education in the United States.

NAEP is designed to cause minimal disruption of classroom instruction. It takes up to 120 minutes for students to complete NAEP assessment activities, including transition time, directions, and completion of a student questionnaire. You do not need to prepare your students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support by working with your school's designated coordinator to organize assessment activities.

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

NAEP Results

Since 1969, NAEP has produced many reports chronicling the performance of fourth-, eighth-, and twelfth-grade students. Information is reported by race/ethnicity, gender, type of school, and by both achievement level and scale scores. You can access data from previous assessments at <http://nces.ed.gov/nationsreportcard/naepdata> and explore the most recent results at <http://nationsreportcard.gov>.

NAEP also disseminates information from data collected on student, teacher, and school survey questionnaires. This information can be used to inform parents, the public, and education policymakers about our nation's educational environment. Learn more about these results at <http://nces.ed.gov/nationsreportcard/bgquest.aspx>.

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



“The NAEP team that arrived at our school made the assessment process painless. Everyone on the team previously worked as an educator and interacted well with all of our students. The technology-based assessment our students took kept them actively engaged throughout the session.”

— Kimberly Wilborn, Assessment Coach, Sandburg Middle School, Alexandria, VA

More About NAEP

To hear teachers share their thoughts about why NAEP results are important, view the video *Introducing NAEP to Teachers* at <http://nces.ed.gov/nationsreportcard/videos/teachervideo>.

To learn what NAEP means for schools selected to participate, visit <http://nces.ed.gov/nationsreportcard/about/schools.asp>.

To learn about upcoming NAEP assessments, download NAEP reports, and access sample questions, visit <http://nces.ed.gov/nationsreportcard>.

Call the NAEP help desk at 800-283-6237.

Contact your NAEP school coordinator by visiting <http://nces.ed.gov/nationsreportcard/states>.

The work reported herein was supported under the National Assessment of Educational Progress (ED-07-CO-0078, ED-07-CO-0107) as administered by the National Center for Education Statistics, U.S. Department of Education.

Photo Credits: ©



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

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

**Appendix J1-19: NAEP State Coordinator Selection Notification Letter
to Principal, Writing Comparability Study**

**May NAEP 2017 Notification Letter From
NAEP STATE COORDINATOR TO SCHOOL PRINCIPAL: For Writing Comparability Study Schools**
Red text should be customized before mail merge; **highlighted text** represents mail merge fields

Dear Principal,

I am pleased to inform you that **school name** has been selected to represent schools across the nation by participating in the 2017 administration of the National Assessment of Educational Progress (NAEP). NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects. It is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education.

As part of the 2017 program, NAEP is administering the assessment via both tablets and laptops to compare any differences in student performance. Students at your school have been selected to participate in the laptop administration of the comparison study. Results from the study will not be released, but will be used to inform future NAEP assessments.

For now, I am writing only to notify you of the assessment. In June, I will send you an assessment date. If the date presents a conflict for your school, we will work together to identify an alternate. Our goal is to schedule the assessment prior to the beginning of the school year so that you may include it on your 2016-2017 school calendar.

At the beginning of the school year, I will send you detailed assessment information and will ask you to identify a school coordinator, **provide a student list**, and submit additional information. NAEP representatives will provide significant support to your school, bring all materials and equipment, including the laptops, and administer the assessment. Outlined below is a broad overview of the assessment:

- **Subjects:** Writing
- **Grade:** 8
- **Sessions:** Two sequential sessions of approximately 15 students each
- **Session Duration:** Approximately 120 minutes for students, including transition time and instructions
- **Assessment administrator:** NAEP representatives
- **Assessment window:** April 24–May 19, 2017

More information about NAEP can be found in the enclosures listed below and at <http://nces.ed.gov/nationsreportcard/about/schools.asp>. If you have questions, please contact me at **telephone number** or via email at **email address**.

Our chief state school officer, **name**, and your district superintendent, **name**, support NAEP and look forward to your school's participation. We know that we can count on you to help reach our goal of 100 percent participation.

Sincerely,

NAEP State Coordinator

Enclosures: *Facts for Principals* – [Link for electronic mailing](#)

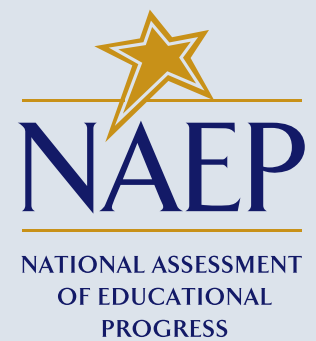
CC: District Test Director

**Appendix J1-20: NAEP Facts for Principals Brochure, Writing
Comparability Study**

NAEP 2017

Facts for Principals

Writing Comparability Study



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

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

"As an assistant principal and school assessment coordinator who has experienced NAEP at two schools, I enjoyed working with the NAEP representatives. Their professionalism, responsiveness, and guidance made life simple for me and my students."

- Timothy Fifer, Assistant Principal, Delta Middle School, Delta County School District, CO

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

NAEP is designed to be minimally disruptive to schools, and NAEP representatives will provide significant support to your school on assessment day. As principals, you make an important contribution to the program by selecting and empowering a NAEP school coordinator, meeting with teachers and students who will participate in the assessment, and encouraging your students to participate and do their best. You are essential partners in NAEP. When students participate and give their best effort, we get the most accurate measure possible of student achievement across the country.

The first operational writing digitally based assessment was administered on laptops in 2011. However, the writing assessment will shift delivery mode from laptops to tablets for the 2017 operational administration. As part of the NAEP 2017 program, a writing comparability study will be administered to a sample of approximately 3,000 grade 8 students in 120 schools. The study includes administering writing tasks via laptop to help NAEP evaluate any differences in student performance between tablet and laptop administrations. The study administration will be conducted from April 24 to May 19, after the main NAEP assessment window. NAEP representatives will bring all necessary materials and equipment to schools on assessment day and administer the assessment to two groups of up to 15 students each. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location. Schools will not need to provide internet access.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state level in mathematics and reading every 2 years and in other subjects in alternating years. In 2002, NAEP began the TUDA program, which measures what students know and can do in some of the nation's large urban districts. Students, teachers, and schools are asked to complete a questionnaire in order to provide a more complete understanding of the results and overall student performance. NAEP is not designed to collect or report results for individual students, classrooms, or schools.

Special studies are also conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, secondary analyses of NAEP results, and evaluations of various technical procedures.

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

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

NAEP is designed to cause minimal disruption of classroom instruction. It takes up to 120 minutes for students to complete NAEP assessment activities, including transition time and directions and completion of a student questionnaire. Teachers do not need to prepare their students to take the assessment but should encourage them to do their best. NAEP representatives provide significant support to your school by working with the designated coordinator in your school to organize assessment activities.

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

District and school staff can also

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

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



Get NAEP on the go with the *NAEP Results* mobile app
Download it today on the iTunes or Google Play stores

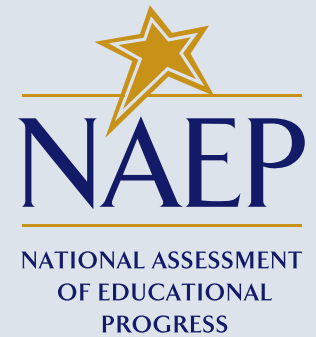
Find us on:



**Appendix J1-21: NAEP in Your School Brochure, Writing
Comparability Study**

NAEP 2017 In Your School

Writing Comparability Study



WHAT IS NAEP?

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

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

The NAEP writing comparability study will be administered to a sample of eighth-grade students in your school between April 24 and May 19, 2017.

The first writing digitally based assessment was administered on laptops in 2011. However, the writing assessment will shift delivery mode from laptops to tablets in 2017. The comparability study includes administering writing tasks via laptop to help NAEP evaluate any differences in student performance between tablet and laptop administrations.

Information collected from the study is part of an effort to adjust to ongoing shifts in digital technologies that will characterize digitally based assessments.

What is involved?

Students will spend approximately 120 minutes participating in the study, including transition time, directions, and responding to writing tasks. They will also be asked to complete a questionnaire that aims to get a better understanding of their educational experiences, such as the amount of writing they do and the types of classes they take.

The school principal and grade 8 teachers will also complete a questionnaire. These questionnaires are designed to help provide contextual information for the results, as well as information about factors that may be related to students' writing achievement.

Additional information will be collected about how selected students with disabilities and English language learners might participate in the assessment.

How many students will be assessed?

Nationally, approximately 3,000 students will be assessed in eighth grade.



For more information about NAEP, visit:
www.nces.ed.gov/nationsreportcard

It's important to know...

Who will be responsible for coordinating and administering NAEP?

Your NAEP State Coordinator, NAEP representatives, and school staff will work together to coordinate and administer the assessment. A staff person in your school will need to be assigned to serve as the school coordinator and be the primary contact for the assessment. This person should be:

- ▶ familiar with how students participate in statewide assessments; and
- ▶ comfortable using a computer to collect and enter student information online.

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

- ▶ working with schools to confirm the assessment date;
- ▶ communicating with principals about the importance of NAEP and student participation;
- ▶ providing schools with instructions for preparing a list of eighth-grade students and information about notifying parents of participating students;
- ▶ providing guidance for including students with disabilities and English language learners; and
- ▶ responding to questions from the school community throughout the assessment period.

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

- ▶ selecting a random sample of students from the school list of eighth-graders;
- ▶ verifying information that the school coordinator has provided via the MyNAEP website, which will serve as the primary resource and action center throughout the NAEP assessment process;
- ▶ working with the school coordinator to finalize assessment logistics;
- ▶ bringing all assessment materials to the school on the scheduled day; and
- ▶ conducting the assessment.

Each principal will be responsible for:

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

The school coordinator will be responsible for:

- ▶ confirming the scheduled assessment date with the NAEP State Coordinator;
- ▶ registering for the MyNAEP website and providing information about the school;
- ▶ overseeing the submission of an electronic list of fourth- or eighth-grade students;
- ▶ using the MyNAEP website to prepare for the assessment;
- ▶ informing parents of the assessment (more information will be provided on how to complete this task);
- ▶ communicating with the NAEP representative to finalize assessment preparations;
- ▶ organizing the availability of school space for the assessment, including room(s), desks or tables, and an adequate number of electrical outlets in the assessment location (the school will not need to provide Internet access); and
- ▶ collaborating with school staff to ensure a high rate of student participation.

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



Get NAEP on the go with the NAEP Results mobile app
Download it today on the iTunes or Google Play stores

Find us on:



Appendix J1-22: An Introduction to NAEP for Private School Brochure

An Introduction to NAEP for Private Schools



“CAPE supports NAEP as an accurate measure of student achievement in the United States. Participation is essential for producing private school results. We urge schools to do so.”

Joe McTighe
Executive Director, Council for American
Private Education (CAPE)



An Introduction to NAEP for Private Schools

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what our nation's students in public and private schools know and can do in a variety of subjects such as mathematics, reading, science, and writing. NAEP provides a common measure of student achievement across the country. It is referred to as the gold standard of assessments because of its high technical quality and because it represents the best thinking of assessment specialists, education experts, teachers, and content specialists from around the nation. NAEP results are released as The Nation's Report Card.

Teachers, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United

States. NAEP is a trusted resource and has been providing valid and reliable data on student performance since 1969.

NAEP is an essential measure of student achievement in both public and private schools. Note the following:

- The schools and students selected to take the assessment represent the diversity of our nation's schools and students.
- NAEP reports on student achievement nationally. NAEP is not designed to provide individual school and student scores. NAEP follows strict confidentiality guidelines that prohibit the identification of participating schools and students.

How are schools selected?

Each year, a new sample of schools is drawn for NAEP. The sample is based on data from the Private School Universe Survey (PSS). The PSS collects and stores data on more than 30,000 private schools in the 50 states and the District



of Columbia. The number of private schools sampled for NAEP varies from year to year, depending on the number of subjects being assessed and the extent of reporting for different types of private schools.

Who determines the content of NAEP?

The National Center for Education Statistics (NCES), a division within the U.S. Department of Education's Institute of Education Sciences, administers the assessment. NCES is responsible for the development of the questions, the administration of the assessment, scoring, conducting analyses, and reporting the results. Each NAEP assessment is built from a content framework that specifies what students should know and be able to do in a given subject and grade. The National Assessment Governing Board, which sets policy for NAEP, oversees the creation of the NAEP frameworks.

The NAEP program

NAEP has evolved to address the changing educational landscape through its transition to digitally based assessments. Digitally based assessments allow NAEP to collect new types of data that provide depth in understanding of what students know and can do in core academic subjects. NAEP digitally based assessments use new testing methods and question types that reflect the growing use of technology in education. Some questions may include multimedia, such as audio and video. Other questions may allow the use of embedded technological features, such as an onscreen calculator, to form a response, or may engage students in solving problems within realistic scenarios.

NAEP is administered by highly trained representatives, most of whom are former teachers or principals. NAEP representatives bring all materials and equipment to the school on assessment day. Individual students take NAEP in one subject only.



The Importance of Private School Participation

Private schools have participated in NAEP for decades and are an integral part of providing a complete picture of U.S. education.

Private schools represent about 25 percent of schools in the nation and educate approximately 10 percent of our nation's students. Without the participation of private schools in NAEP, any report of trends in student achievement at the elementary, middle, and high school levels would be incomplete. By participating, your students have an important role in representing thousands of other private school students throughout the country.

NAEP has consistently demonstrated over time and across subjects that the performance of students in private schools compares positively to that of students in public schools and the rest of the nation. The performance of students attending private schools can be examined

on the NAEP website at <http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>.

On this site you can also view a short four-minute video and hear heads of schools and teachers discuss their experiences with NAEP and the value of NAEP for private schools.

"In the interest of compiling a complete picture of private education in America, SBACS encourages Baptist schools to join other non-public schools by participating in NAEP projects."

Edward E. Gamble
Executive Director, Southern Baptist
Association of Christian Schools



“The Lutheran Church – Missouri Synod strongly encourages Lutheran schools who are invited to participate in NAEP to do so and to contribute our data in order to provide a complete picture of private education in America.”

Terry L Schmidt
Director of Schools, The Lutheran Church-Missouri Synod

Endorsements

For many years, more than 30 national, regional, and state private school organizations have provided letters endorsing private school participation in NAEP. These organizations include the Council for American Private Education, the National Catholic Educational Association, the Association of Christian Schools International, and the National Association of Independent Schools. These organizations value the data that NAEP provides and encourage their member schools to participate.

Private school results

NAEP results for private schools are generally reported for overall private schools, Catholic

schools (in which 40 percent of all private school students are educated), and Other Private (non-Catholic) schools. Some years, when school samples are large enough, and depending on the level of participation, results for other groups of students can be reported.

While private school participation is an integral component of reporting national NAEP results, results specifically for overall private schools can only be reported when 70 percent of schools selected for NAEP participate in the assessment.

“The NAEP survey results can be a very useful tool to Jewish Day Schools, who can utilize the data to encourage parents to provide their children with a private, rather than a public, school education.”

Rabbi Dovid Nojowitz
**National Director, The National Society
for Hebrew Day Schools**

Participation

It is vitally important that private school students are represented in reports of our nation’s educational progress. Once you have agreed to participate, a local NAEP representative will work directly with your designated school coordinator to make assessment arrangements.

What is involved?

NAEP assessments are generally conducted between the last week in January and the first week in March. NAEP representatives work with each school to identify an assessment date within this time period that best fits the school’s schedule. NAEP representatives bring all materials and equipment, including tablets, to the school on assessment day. Schools only need to provide space for the assessment and electrical outlets.

Students in schools selected to take the assessments will spend approximately 120 minutes, including transition time and directions, completing the assessments as well as the student questionnaire. The questionnaire

provides contextual information about students’ opportunities to learn in and outside of the classroom as well as their educational experiences.

Each principal will be asked to

- designate a school coordinator, and
- include the NAEP assessment date on the school calendar.

The NAEP representative will then work with the school coordinator to complete various tasks highlighted below.

- **Register on the MyNAEP website.** Schools selected for NAEP can access detailed information about the assessment on this site. Schools may choose to register for the MyNAEP website by following these simple steps:
 - Go to www.mynaep.com.
 - On the right side of the screen, select Please register.
 - Enter your MyNAEP registration ID.

“The National Catholic Educational Association encourages Catholic schools to participate in NAEP and to use the results, which are an independent measure of student achievement, as a benchmark against which to measure success and to discover areas that need improvement.”

Thomas Burnford
Interim President, National Catholic
Educational Association

More information, including the school-specific MyNAEP registration ID, is sent to schools at the beginning of each school year.

- **Provide a list of eligible students.** NAEP uses a complete list of students in the selected grade to draw a random sample of students to participate in the assessment.
- **Inform parents.** By law, before the administration of the assessment, parents of students selected for NAEP must be informed that their child may be (or has been) selected, may be excused from participation for any reason, and is not required to finish the assessment or answer all test questions.





- **Complete other preassessment activities with guidance and support from the NAEP representative.** In December, the NAEP representative responsible for administering NAEP in your school will contact you and discuss how best to complete various tasks to prepare for the assessment.
- **Ensure that students attend the session on assessment day.** The school coordinator should be available prior to the assessment start time to ensure that students report to the session for which they are selected. The school coordinator and/or teachers of selected students are encouraged to remain in the room during

“ACTS supports NAEP. It is the crucial results obtained from NAEP that allow Christian and private schools to document and track the academic levels and compare those with public education.”

R. Jay Nelson
Executive Director, Association of
Christian Teachers and Schools

the assessment, although they are not required to do so.



What are the responsibilities of the NAEP representatives?

NAEP representatives work directly with schools. All NAEP staff have completed a thorough qualifications review, including submitting fingerprints for an FBI clearance and signing an oath of confidentiality. A NAEP representative will be assigned to provide the school coordinator with instructions and guidance for completing preassessment activities and ensuring a successful assessment, and lead the team of NAEP staff on the day of assessment.

Private school results online

NAEP assesses a representative sample of private school students at grades 4, 8, and 12. Several different breakdowns of results are available depending on the years and level of participation.

With high levels of private school student participation, NAEP can help provide answers to important questions such as the following:

- How has private school student performance in NAEP subjects changed over time?

- How does the performance of students in private schools compare to the performance of public school students?
- How do coursetaking patterns relate to student performance?

Additional data tools. Along with an overview of NAEP data for private schools, more specific results are available through the NAEP Data Explorer at <http://nces.ed.gov/nationsreportcard/naepdata>. Teachers can use the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx> to see how student performance compares nationally on specific items.

An interactive approach to reporting

NAEP results are easy to access in an interactive website at <http://nationsreportcard.gov>. The results from past assessments in a wide variety of subjects at grades 4, 8, and 12 for public and private school students can be explored in more detail with interactive graphics, downloadable data, and enhanced features for viewing results.

“Christian schools form a vital part of American education opportunities. When Christian schools actively engage with NAEP, they have an opportunity to show their impact through the resulting data. That’s just one reason ACSI urges Christian schools to participate in NAEP testing.”

Dan Egeler
President, Association of Christian
Schools International

Online Resources

| If you want to... | Visit... |
|---|---|
| Find out more information about NAEP in general | http://nces.ed.gov/nationsreportcard |
| Learn more about the role of private schools in NAEP | http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp |
| View a short 4-minute video about the value of private school participation in NAEP | http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp |
| Read about the content development of the assessment | http://www.nagb.org |
| Locate assessment results | http://nces.ed.gov/nationsreportcard/naepdata |
| View sample questions | http://nces.ed.gov/nationsreportcard/itmrlsx |