

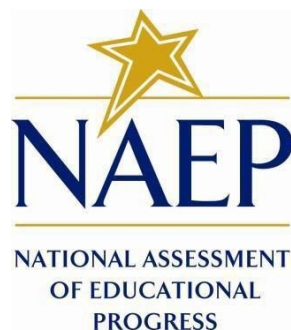
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Education Progress (NAEP)
2019 and 2020*

Appendix D1

*NAEP 2019 Communications and Recruitment
Materials*

OMB# 1850-0928 v.12



August 2018
Revised September 2018

Notice

Appendices D1 and D2 provide the communication and recruitment materials to be used in NAEP 2019. The communication and recruitment materials to be used in NAEP 2020 will be closely aligned to those from 2019 and will be a subset of these materials. The final versions of 2020 communication materials and data collection instruments will be submitted by October 2019.

The NAEP website, for which links are provided throughout Appendices D1 and D2, uses language that describes the study and its data security procedures consistent with the description presented here.

The confidentiality citation has been updated in September 2018. The following materials were distributed prior to that time and reflect the previous confidentiality citation (as approved in OMB #1850-0928 v.9): Appendices D1-1, D1-2, D1-3, D1-4, D1-5, D1-6, D1-10, D1-11, D1-12, and D2-1 through D2-16 appendices. Updated versions of all communication and recruitment materials to be used henceforth will reflect the new confidentiality citation as reflected in Part A of this package (OMB #1850-0928 v.10).

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Appendix D1-1: NAEP Overview Brochure
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

Why is student participation important?

NAEP assesses a sample of students across the country to be representative of all students in the United States. Students who are selected represent the nation's geographic, racial, ethnic, and socioeconomic diversity. Each student's participation is critical for providing an accurate and complete picture of student achievement.

Federal and state policymakers and researchers use NAEP results to assess student progress and develop ways to improve education across the country and ensure that all students have the opportunity to succeed.

What is it like for students and schools to participate in NAEP?

▶ NAEP is administered to students during regular school hours. Each student is assessed in one subject area. Students spend between 90 and 120 minutes taking the assessment, including time to complete a survey questionnaire.

▶ NAEP representatives will bring all necessary materials, including tablets or laptops for digitally based assessments, to the schools on assessment day.

▶ Allowable accommodations are provided as necessary for students with disabilities and/or English language learners.

▶ Student responses on NAEP are confidential, and the privacy of each participating school and student is essential.*

What other data are collected during a NAEP assessment?

NCES includes survey questionnaires as part of NAEP to collect information that helps put the results into context. There are three types of survey questionnaires:

- ▶ Students complete questionnaires that provide information on their opportunities to learn in and outside of the classroom, educational experiences, and a variety of other topics, including race, ethnicity, socioeconomic status, and technology use. Students may skip any question by leaving a response blank.
- ▶ Teachers responsible for the subject of the administered assessment complete questionnaires that gather information on teacher trainings and instructional practices.
- ▶ School questionnaires, usually completed by the principal or assistant principal, gather information on school policies and characteristics.

Learn more about these questionnaires and how responses are kept confidential here: <http://nces.ed.gov/nationsreportcard/bgquest.aspx>

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal Security Agency with the Cybersecurity Enhancement of 2015. The collected information will be combined across respondents to produce statistical reports.



An Overview of NAEP



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

Find us on:   

What is NAEP?

The National Assessment of Educational Progress (NAEP), often called The Nation's Report Card, is the largest nationally representative and continuing assessment of what students in public and private schools in the United States know and are able to do in various subjects. Since 1969, NAEP has been a common measure of student achievement across the country in mathematics, reading, science, and many other subjects. Depending on the assessment, NAEP report cards provide national, state, and some district-level results, as well as results for different demographic groups.

NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES), located within the U.S. Department of Education's Institute of Education Sciences. NAEP data are also used in special studies conducted by NCES. These have included comparisons of proficiency standards across state assessments; insights from high school transcripts, including courses taken and credits earned; and in-depth looks at how different demographic groups perform across different types of schools.

The National Assessment Governing Board, an independent, bipartisan organization made up of governors, state school superintendents, teachers, researchers, and representatives of the general public, sets policy for NAEP.

How is NAEP different from state assessments?

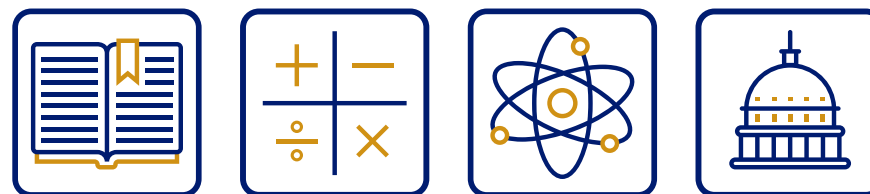
States have their own assessments, which are designed to provide individual student data about achievement based on different content standards, unique to each state. NCES administers the same NAEP assessment in every state, providing educators, policymakers, and parents with a common measure of student achievement that allows for direct comparisons among states and participating urban districts.



The NAEP website provides more extensive information about the assessment: <http://nces.ed.gov/nationsreportcard>

NAEP results are available on The Nation's Report Card website: <http://nationsreportcard.gov>

The NAEP website features many tools and applications designed to provide quick and easy access to NAEP assessment data, examples of the types of questions students answer, performance comparisons, and more: <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>
Appendix D1 NAEP 2019-2020



What subjects does NAEP assess?

NAEP includes a range of subjects at grades 4, 8, and 12 to provide a comprehensive look at the wide array of academic areas that are a part of a student's education. Subjects include civics, economics, geography, mathematics, music and visual arts, reading, science, technology and engineering literacy, U.S. history, and writing.

How are NAEP results reported?

NAEP results are reported for the nation and, in most cases, for states, as well as for selected urban districts that participate in the Trial Urban District Assessment (TUDA). Results are reported as scores and as percentages of students reaching NAEP achievement levels—*Basic, Proficient, and Advanced*.

NAEP monitors overall educational progress for the nation, states, TUDA districts, and for different groups of students, including students with disabilities and English language learners. NAEP is not designed to provide results for individual students or schools.

How is technology being used to measure and report student skills?

An increasing number of schools are making digital technologies an integral component of the learning environment. To assess students in more effective and engaging ways that mirror their classroom experiences, NAEP assessments have transitioned from traditional paper-and-pencil to a digital format.

To enhance the student experience, new interactive questions and features immerse students in the same types of activities they encounter in digital learning environments, which allow students to use multimedia to solve real-world problems. In a digital environment, helpful tools and features are built directly into the testing platform, making the assessment more accessible than ever for students. Digitally based assessments also provide new types of data that can deepen our understanding of what students know and are able to do in various subjects.

Learn more about digitally based assessments here: <http://nces.ed.gov/nationsreportcard/dba>

The following are examples of the types of NAEP questions and features students may encounter when participating in digitally based assessments.*

4th Grade Mathematics

Students use the online ruler to measure objects and then answer multiple-choice questions in a grade 4 mathematics digitally based assessment administered on a tablet.

What is the length of the pen?

A 72 millimeters

B 78 millimeters

C 82 millimeters

D 88 millimeters

E 92 millimeters

8th Grade Technology and Engineering Literacy

In 2014, NAEP administered the first-ever technology and engineering literacy assessment on laptops. This question assessed grade 8 students' understanding of the recycling process and its impact on society.

THE RECYCLING PROCESS

Raw Material

Manufacturer

Product

Consumer

Used Product

Used Product

Landfill

Recycling Center

Recycled Product

KEY
Rectangles = Processor
Triangles = Inputs and/or Outputs

According to the diagram shown, which of the following is a major effect of the recycling process?

Select 1 of the 4 choices below.

A Recycling causes people to consume more raw materials.

B Recycling directly stimulates consumer demand for recycled products.

C Recycling provides an incentive to discover new sources of raw materials.

D Recycling allows products to be made from fewer raw materials.

12th Grade Science

Students can use an online slider to observe changes in a nuclear reaction and then answer this multiple-choice question in a grade 12 science digitally based assessment administered on a tablet.

Use the slider to view the nuclear reaction that occurs when a high-energy particle collides with a large nucleus.

State 1 State 2 State 3

What type of nuclear reaction occurs, and why?

A Fusion, because more high-energy particles are produced.

B Fusion, because a high-energy particle combines with a large nucleus.

C Fission, because two smaller nuclei are produced.

D Fission, because mass is neither created nor destroyed during the process.

* The 4th grade and 12th grade questions are not released assessment questions, but represent what students might be asked during a NAEP digitally based assessment. The 8th grade sample question was released from the 2014 NAEP technology and engineering literacy assessment.

**Appendix D1-2: National Indian Education Study (NIES) Facts for Associate
Deputy Directors, Education Program Administrators, and Education
Line Officers**

[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

2019 Facts for Associate Deputy Directors, Education Program Administrators, and Education Line Officers



National Assessment of Educational Progress

NIES helps to provide a more complete picture of the status of education for American Indian and Alaska Native (AI/AN) students in the United States.

- ▶ Results from NIES are a reliable source of data on AI/AN students, especially for educators, administrators, and policymakers who address the educational needs of students.
- ▶ NIES data draw from a nationally representative sample of AI/AN students from public, private, Bureau of Indian Education (BIE), and Department of Defense schools.
- ▶ NIES data document the academic progress of AI/AN students and describe their cultural and language experiences both in school and wider communities.

The **National Indian Education Study (NIES)** describes the status of education for American Indian and Alaska Native (AI/AN) students in the United States. NIES is conducted in conjunction with the National Assessment of Educational Progress (NAEP) and will be administered in schools across the country between January 28 and March 8, 2019.

As educational leaders, you are essential partners contributing to the success of this study. You can support NIES by explaining to your principals and other school staff why the study is important. You can help by contacting school principals to offer your support and endorsing NIES when communicating with school staff. You may receive additional mailings with informational documents about NIES and NAEP.

What is involved?

NIES has two main components. The first component is the NAEP mathematics and reading assessments at grades 4 and 8. The second component is a survey specific to NIES that investigates how students' Native traditions, languages, and cultures are integrated in the students' everyday lives. There is a survey given to students in this study as well as a survey for their teachers and school administrators.

To review the survey used in 2009, 2011, and 2015, visit <http://nces.ed.gov/nationsreportcard/nies/questionnaire.aspx>. The survey was developed, in large part, through the guidance of a technical review panel composed of AI/AN educators and researchers from across the country.



About NAEP

The National Assessment of Educational Progress (NAEP) was first administered in 1969 to measure student achievement nationally. Since 1990, NAEP has also been administered at the state level. Fourth- and eighth-grade students are currently assessed at the national and state levels in mathematics and reading every 2 years, and in other subjects periodically.

NAEP is the only measure that allows for valid comparisons of student performance to be made across states and select urban districts. A state's own assessment is a valuable tool for providing information on student performance in that particular state. Because state assessments vary from state to state, their results cannot be used to compare student performance across the country. Results from NAEP can be compared, however, because the same assessment is given to students across the nation.

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.

NAEP is designed to cause minimal disruption of instruction. It will take approximately 120 minutes for students to complete NAEP, including transition time, directions, and completion of a survey questionnaire. Teachers do not need to prepare their students to take the assessment. NAEP staff members administer the assessment and work with your designated NAEP school coordinator to organize assessment activities.

NAEP results are easily accessible online. To view results for the nation, states, and select urban districts, compare results for various demographic groups, and access information designed for teachers, students, and parents, visit <http://nces.ed.gov/nationsreportcard>.

About NIES

NIES was first administered in 2005 to collect information on academic achievement and educational experiences of AI/AN students. In 2005, about 30 BIE schools per grade were included in the NIES sample. Beginning in 2007, all BIE schools serving grade 4 and/or 8 students were included in the NIES sample, and this will continue for NIES 2019. NIES was conducted every 2 years until 2011. The study is now conducted every 4 years.

The NIES survey questionnaires are designed to cause minimal disruption in the classroom. Students may take up to 20 minutes to complete the survey; teachers and principals may need slightly longer.

NIES measures and documents the academic achievements of AI/AN students. Because NIES occurs on an ongoing basis, the study provides information on how AI/AN students progress in mathematics and reading over time.

NIES 2015 results are currently available online at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017161>.

For more information:

- ▶ Call the NIES Information Line at 1-888-747-NIES (6437)
- ▶ Email nies_information@tribaltechllc.com

To learn more, visit:

- ▶ NIES Website <http://nces.ed.gov/nationsreportcard/nies>
- ▶ NIES Data Explorer <http://nces.ed.gov/nationsreportcard/niesdata>
- ▶ National Assessment of Educational Progress (NAEP) <http://nces.ed.gov/nationsreportcard>
- ▶ National Center for Educational Statistics (NCES) <http://nces.ed.gov>
- ▶ Office of Indian Education (OIE) <http://www.ed.gov/about/offices/list/oese/oie/index.html>

The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information is used to produce statistical reports.

Appendix D1-3: National Indian Education Study (NIES) Endorsement Letters
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Washington, D.C. 20240

IN REPLY REFER TO:

[DATE]

[Prefix] [First_Name] [Last_Name], Principal
[School_Name]
[School_Address_1] [School_Address_2]
[School_City], [School_State] [School_Zip]

Dear [Prefix] [Last_Name]:

The 2019 National Indian Education Study (NIES) will be conducted between January 28 and March 8, 2019 as part of the National Assessment of Educational Progress (NAEP). As the NIES sample includes all Bureau of Indian Education (BIE) funded schools serving grade 4 and 8 students, we are requesting [School_Name]'s participation in the study. This federally-funded study focuses on the academic achievement in mathematics and reading, as well as educational experiences, of American Indian students at grades 4 and 8. NIES is conducted by the National Center for Education Statistics at the request of the U.S. Department of Education's Office of Indian Education within the Office of Elementary and Secondary Education.

[School_Name]'s participation will help ensure that results from the study are meaningful and accurate. It also provides BIE-level data on student performance and educational experiences. Your school's participation will further strengthen the validity of the study. Department of Education representatives will provide significant support to your school, bring all necessary materials and equipment, and administer the study.

A representative from Tribal Tech, LLC (Tribal Tech), an American Indian-owned contractor, will contact you with additional information and address any questions you may have. We hope that by connecting with you now, the study will be easier to include on your 2018-2019 school calendar. Tribal Tech will contact you—or a coordinator appointed by you—again in the fall to confirm a date and prepare study arrangements.

Additional information about this study, including copies of all previous NIES reports, can be found on the NIES website at <http://nces.ed.gov/nationsreportcard/nies>. Should you have any immediate questions or concerns regarding the study, please call the NIES information number at 888-411-NIES(6437), or send an e-mail to nies_information@tribaltechllc.com.

We look forward to working with you on this worthwhile endeavor to advance the quality of education for all American Indian students. On behalf of the BIE, I want to thank you for your time and consideration.

Sincerely,

Mr. Tony Dearman, Director
Bureau of Indian Education

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports



Joseph K. Lumsden Bahweting School

1301 Marquette Avenue
Sault Ste. Marie, Michigan 49783

Dr. Theresa Kallstrom, Superintendent

Website: www.jklschool.org
Telephone: 906-635-5055
Fax: 906-635-3805

January 22, 2018

Dear [Prefix] [Last_Name]:

The National Indian Education Study (NIES) will be conducted between January 28 and March 8, 2019. It is the largest educational study in the nation of American Indian and Alaska Native (AI/AN) students and the only nationwide study that explores Native cultures and academic achievement. Over 16,000 AI/AN students participated in the last NIES, which is held every four years.

I am a teacher and coordinator of Anishinaabe language and culture at Joseph K. Lumsden Bahweting School, a Bureau of Indian Education (BIE) grant funded school in Michigan. I also serve on the NIES Technical Review Panel, which is composed of AI/AN educators and researchers from across the country. The findings can be used as a tool to understand where our students succeed and where there is room to grow, while respecting the languages, cultures, and traditions that have been rooted in American Indian tribes and Alaska Native villages for thousands of years.

A representative from Tribal Tech, LLC (Tribal Tech), an American Indian-owned contractor, will be contacting you with additional information about the study and to address any questions you may have. Information about NIES, including survey questions and previous NIES reports, can be found on the NIES website at <http://nces.ed.gov/nationsreportcard/nies>. If you have any questions or concerns, please call the NIES information number at 888-411-NIES(6437) or send an e-mail to nies_information@tribaltechllc.com.

I encourage you to take part in this important study that can help your students, teachers, and community. Your school's participation will help ensure results from the study are meaningful and accurate. The more we understand, the more successful we can become.

Miigwech! (Thank you)

Sincerely,

Chris Gordon, Ph.D.

Anishinaabe

Teacher/Coordinator of Anishinaabe Language and Culture
Joseph K. Lumsden Bahweting School

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31 (a)(3)(iii) and 99.35). The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Appendix D1 NAEP 2019-2020



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

[DATE]

[Prefix] [First_Name] [Last_Name], Principal
[School_Name]
[School_Address_1] [School_Address_2]
[School_City], [School_State] [School_Zip]

Dear [Prefix] [Last_Name]:

The Office of Indian Education (OIE) is pleased to announce the National Indian Education Study (NIES) will take place between January 28 and March 8, 2019. The study, funded by the U.S. Department of Education's OIE since its inception in 2005, examines the educational experiences of grade 4 and 8 American Indian and Alaska Native (AI/AN) students across the country. We want to have as complete an understanding as possible about how AI/AN students are performing academically as well as explore the role native language and culture plays in their lives.

Having been previously conducted in 2005, 2007, 2009, 2011, and 2015, NIES has repeatedly provided policymakers and educators with critical information about the performance and educational experiences of AI/AN students. The study consists of two components: (1) an assessment of mathematics and reading achievement of students in grade 4 and 8, and (2) a survey for grade 4 and 8 students, their teachers, and principals of the schools they attend. The survey was developed in large part through in-person consultation with a technical review panel composed of American Indians from across the country representing different areas and perspectives in education.

A representative from Tribal Tech, LLC (Tribal Tech), an American Indian owned contractor, will be contacting you with additional information about the study and to address any questions you may have. Information about NIES, including all previous reports, can be found on the NIES website at <http://nces.ed.gov/nationsreportcard/nies>. If you have any questions, please call the NIES information number at 888-411-NIES(6437) or send an e-mail to nies_information@tribaltechllc.com.

NIES serves as an important role in improving the education of our AI/AN youth, and we very much would like you to be a part of the process of moving these improvements forward. I know I can count on you to help accomplish our goal of 100 percent participation.

Sincerely,

Tara Ramsey, Acting Director
Office of Indian Education
Office of Elementary and Secondary Education
U.S. Department of Education

www.ed.gov

400 MARYLAND AVE., SW, WASHINGTON, DC 20202

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.



Tribal Education Departments
National Assembly

[DATE]

[Prefix] [First_Name] [Last_Name], Principal
[School_Name]
[School_Address_1] [School_Address_2]
[School_City], [School_State] [School_Zip]

Dear [Prefix] [Last_Name]:

The National Indian Education Study (NIES) will be conducted between January 28 and March 8, 2019. The study is designed to describe the condition of education for American Indian and Alaska Native (AI/AN) students in the United States. NIES is the only nationwide study that explores Native cultures and academic achievement.

Tribal Education Departments National Assembly (TEDNA), a national non-profit membership organization for Tribal education agencies and departments, supports NIES as a valuable study providing critical information to policymakers, advocates, and other stakeholders about the academic performance and educational experiences of AI/AN students. Native communities benefit from direct feedback from Native students about their daily experiences in schools, from reading and mathematics to language and culture.

A representative from Tribal Tech, LLC (Tribal Tech), an American Indian-owned contractor, will be contacting you with additional information about the study and to address any questions you may have. Information about NIES, including frequently asked questions, can be found on the NIES website at <http://nces.ed.gov/nationsreportcard/nies>. If you have any questions or concerns, please call the NIES information number at 888-411-NIES(6437) or send an e-mail to nies_information@tribaltechllc.com.

I strongly encourage you to take part in this important study that can help bring educators together to explore ways to improve schools, promote Native languages and cultures, and more effectively advocate for our children and communities. With your school's support, this study can help strengthen the voices of our communities.

Sincerely,

Quinton Roman Nose, Executive Director

Cheyenne & Arapaho Tribes

Tribal Education Departments National Assembly
309 NW 13th Street, Suite 103, Oklahoma City, OK 73103
(405) 563-7912 | qromannose@tedna.org

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Appendix D1 NAEP 2019-2020

Appendix D1-4: 2019 National Indian Education Study (NIES) Flyer
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

NATIONAL INDIAN EDUCATION STUDY



The National Indian Education Study is designed to describe the condition of education for American Indian and Alaska Native students in the United States.

The National Indian Education Study (NIES) collects information on academic achievement and educational experiences of fourth- and eighth-grade American Indian and Alaska Native (AI/AN) students. The results from the study have been used in congressional testimony and help assess the progress of educational achievement among Native students in mathematics and reading.

NIES is designed to report results for the nation, for states that have relatively large populations of AI/AN students, and by school types. Because AI/AN students' experiences may vary depending on the types of schools they attend, results are also reported for three mutually exclusive categories: low density public schools (where less than 25 percent of students are AI/AN), high density public schools (where 25 percent or more students are AI/AN), and Bureau of Indian Education schools. Results from NIES will assist in monitoring the progress of academic achievement to better serve Native students across the nation.

ASSESSMENT

Component I of the study consists of the mathematics and reading portions of the National Assessment of Educational Progress (NAEP), which is administered to students nationwide. The results of NAEP are released as The Nation's Report Card and are available for the nation, states, and in some cases, urban districts. NAEP representatives coordinate with individual schools to schedule and administer the 120-minute digital assessment.

SURVEY

Component II of the study is an Indian education survey questionnaire. The survey questionnaire is administered to AI/AN students, their teachers, and school principals. It includes questions about the inclusion of Native languages and cultural perspectives in the curriculum and about interactions between the school and Native communities. The survey questionnaire is administered immediately following the NAEP assessment. Students are given 20 minutes to complete the survey; teachers and principals may need slightly longer. NIES data provide a better understanding of how cultural influences can affect the educational experiences of AI/AN students.





BACKGROUND

NIES is conducted as a part of NAEP, which was expanded to allow for more in-depth reporting on the achievement and experiences of AI/AN students. The study is conducted by the U.S. Department of Education’s National Center for Education Statistics within the Institute of Education Sciences, at the request of the U.S. Department of Education’s Office of Indian Education within the Office of Elementary and Secondary Education. A Technical Review Panel, whose members include AI/AN teachers, administrators, and researchers from across the country, provides substantial input on the study. NIES is also supported by the Bureau of Indian Education, U.S. Department of the Interior.

SCHEDULE

May–September 2018 Schools selected to participate are notified, an assessment date is reserved between January 28 and March 8, 2019, and a school coordinator is appointed.

December 2018–January 2019 School coordinators complete the fourth- and eighth-grade student information materials and arrange logistics for conducting the assessment.

January–March 2019 Experienced NAEP representatives visit the schools to administer the assessment and the survey.

WHERE CAN I GET MORE INFORMATION?

| | |
|--|---|
| NIES Information Line or Email | 1-888-411-NIES (6437) or nies_information@tribaltechllc.com |
| NIES website | http://nces.ed.gov/nationsreportcard/nies |
| National Assessment of Educational Progress (NAEP) | http://nces.ed.gov/nationsreportcard |
| National Center for Education Statistics | http://nces.ed.gov |
| Office of Indian Education | http://www.ed.gov/about/offices/list/oese/oie/index.html |

Results from previous NIES studies can be found on the National Indian Education Study website and through the NAEP Data Explorer: <http://nces.ed.gov/nationsreportcard/naepdata>.

This publication was prepared for the National Indian Education Study by Tribal Tech, LLC under contract ED-IES-15-C-0044 for the National Center for Education Statistics, U.S. Department of Education.

**Appendix D1-5: School Coordinator Responsibilities, A Guide to MyNAEP, Public
Schools**

[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

School Coordinator Responsibilities

A Guide to MyNAEP

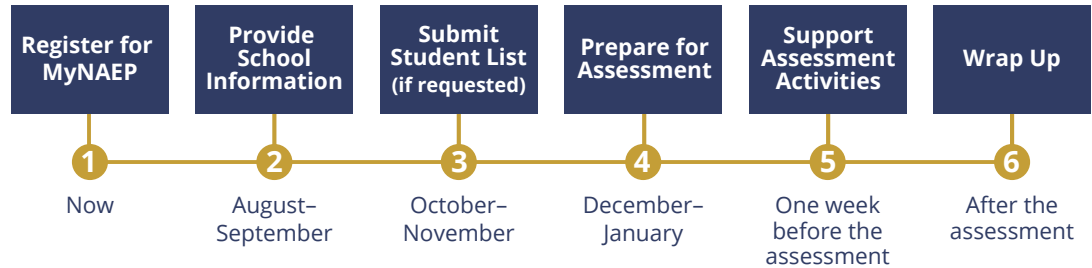
2019

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 2019 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



You will need to complete the following activities:

1. Register for the MyNAEP website (now).

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.

2. Complete and submit school information (August–September).

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

3. Prepare and submit a student list (if requested, October–November).

NAEP requires a complete list of students in the selected grade(s). 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 be kept confidential, and individual student responses and scores on NAEP are never reported.*

Continued on page 2



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

Find us on:



4. Complete the tasks listed within the Prepare for Assessment menu (December–January).

*In December, the NAEP representative responsible for administering NAEP in your school will contact you to schedule a preassessment review call 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 survey 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(s) 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 hundreds 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 2019 enrollment.

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



*The NAEP representative will contact you for the preassessment review call to confirm information entered into MyNAEP. Most preassessment review calls are scheduled in January. Be sure to finish **all Prepare for Assessment** menu tasks **before the call** to prevent multiple calls or rescheduling.*

5. Support Assessment Day Activities (one week before the assessment).

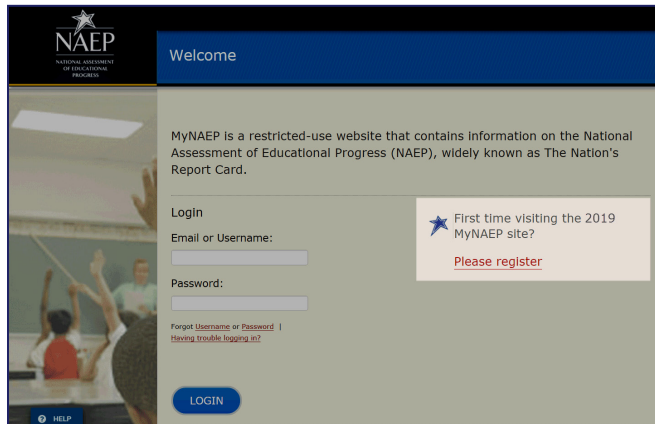
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. You and the teachers of selected students are encouraged to remain 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.

6. Wrap Up (after the assessment).

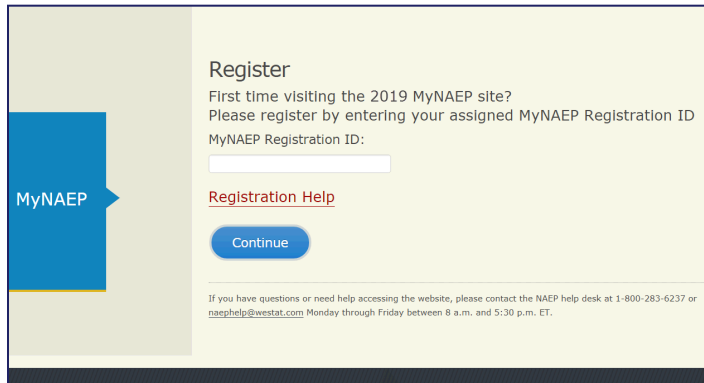
Please safeguard all materials until the date noted on the NAEP storage envelope, and confirm that all materials have been shredded.

How to Register and Access MyNAEP

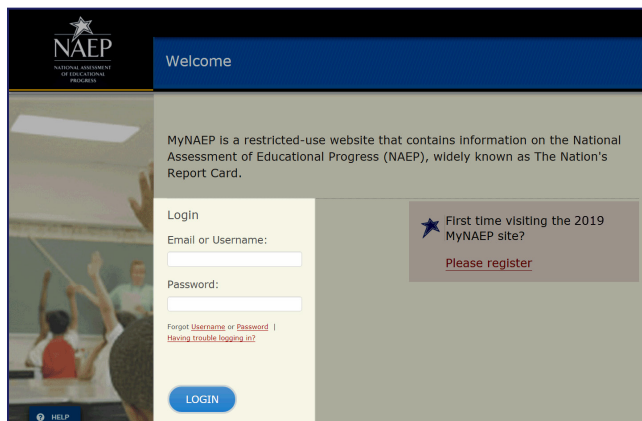
- 1 Go to www.mynaep.com. On the right side of the screen, select **Please register**.



- 2 Enter the MyNAEP registration ID included in the letter or email sent by your NAEP coordinator and select **Continue**. If you cannot locate your registration ID, contact your NAEP coordinator 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 | https://nces.ed.gov/nationsreportcard/participating/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 | https://www.nagb.gov/focus-areas/naep-frameworks.html |
| Digitally Based Assessments | https://nces.ed.gov/nationsreportcard/dba/ |

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

**Appendix D1-6: 2109 School Coordinator Responsibilities, A Guide to MyNAEP,
Private Schools**
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

Private School Coordinator Responsibilities

A Guide to MyNAEP

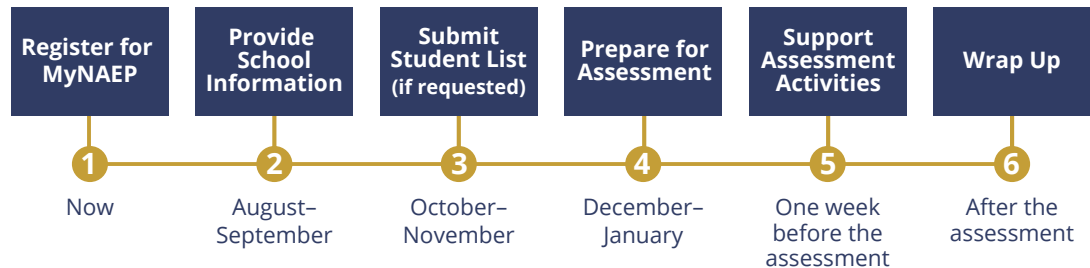
2019

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 2019 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



You will need to complete the following activities:

Register for the MyNAEP website (now).

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 (August-September).

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

Prepare and submit a student list (if requested, October-November).

NAEP requires a complete list of students in the selected grade(s). 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 be kept confidential, and individual student responses and scores on NAEP are never reported.* If you prefer, a NAEP representative will visit your school in January to collect the data and make the preassessment arrangements.

Continued on page 2



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

Find us on:



Complete the tasks listed within the Prepare for Assessment menu (December–January).

*If you submit your data electronically, in December the NAEP representative responsible for administering NAEP in your school will contact you and discuss how to complete the following tasks under the **Prepare for Assessment** menu (the student data can be collected in person if you prefer):*

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 or submit information to the NAEP representative 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. Your NAEP representative can also make this letter available if it is more convenient.

Manage the completion of questionnaires by school staff.

You are responsible for managing the completion of online survey 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. If you prefer, your NAEP representative can provide hardcopies of the questionnaires.

Plan assessment day logistics.

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

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 hundreds 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 2019 enrollment.

All eligible students must have an opportunity to be selected. If you submitted your student list electronically in the fall, 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. If your NAEP representative collected the student data in person in January, you can skip this step.



The NAEP representative will contact you for the preassessment review call to confirm information entered into MyNAEP. Most preassessment review calls are scheduled in January.

Support Assessment Day Activities (one week before the assessment).

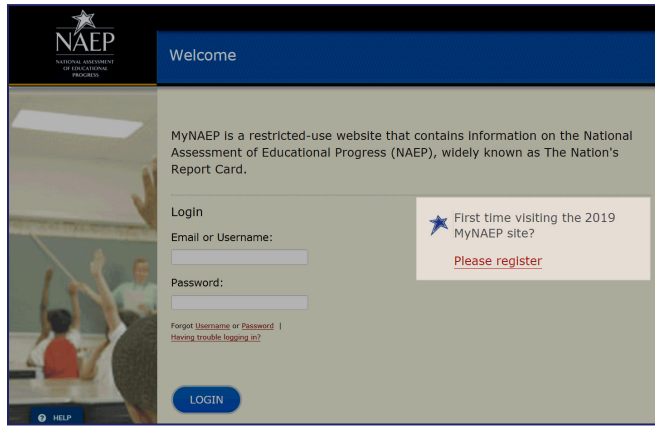
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. Your NAEP representative can print these and send to you if you prefer. 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.

Wrap Up (after the assessment).

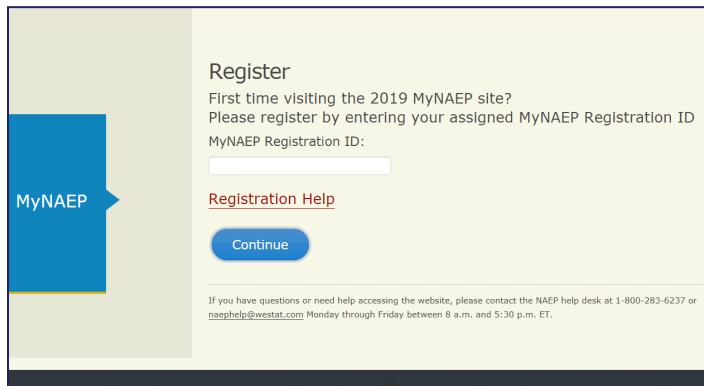
Please safeguard all materials until the date noted on the NAEP storage envelope, and confirm that all materials have been shredded.

How to Register and Access MyNAEP

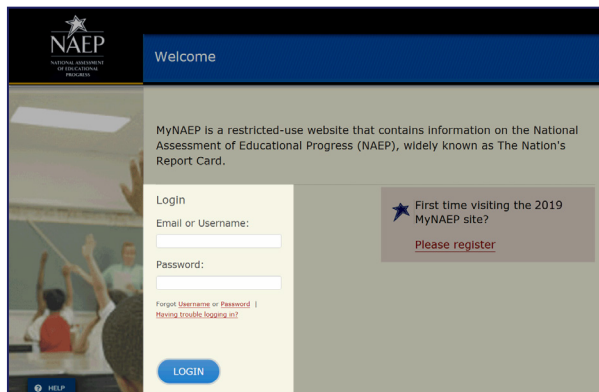
- 1 Go to www.mynaep.com. On the right side of the screen, select **Please register**.



- 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. You can write your username and password on the label above for easy access, and be sure to keep it in a secure place.



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.

The screenshot shows the MyNAEP For Schools interface. At the top, it says 'MyNAEP For Schools' and 'District: Central Point SD 6 (J9)'. Below that, there's a 'Welcome' section for 'Mona Lee' at 'Judkins Middle'. A blue banner indicates 'Grade 8 Assessment: 2/16/2018'. The left navigation menu includes 'Live Chat', 'Home', 'Provide School Information', 'School Contact Information', 'School Characteristics Information', 'Prepare for Assessment', 'Support Assessment Activities', and 'Wrap Up'. The main content area is titled 'Provide School Information' and contains a list of tasks to complete, such as 'School Contact Information' and 'School Characteristics Information'. Numbered callouts 1 through 5 highlight specific features: 1 (Help/Contact Us links), 2 (Grade 8 Assessment date), 3 (Provide School Information section), 4 (Check marks on completed sections), and 5 (Prepare for Assessment menu).

Online Resources

| | |
|---|---|
| Information for private schools and to watch the private school video | https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx |
| Information for selected schools | https://nces.ed.gov/nationsreportcard/participating/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 | https://www.nagb.gov/focus-areas/naep-frameworks.html |
| Digitally Based Assessments | https://nces.ed.gov/nationsreportcard/dba/ |

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Appendix D1-7: Facts for Teachers, Public Schools, and Private Schools
(New versions included for approval)

2019 Facts for Teachers (U.S. version)

Side bar text:

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

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.

Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.

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). NAEP is not designed to collect or report results for individual students, classrooms, or schools.

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 survey questionnaires.

[Quote]

"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, Assessment Specialist, Arkansas Department of Education



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 various subjects such as mathematics, reading, science, and writing. The results of NAEP are released as The Nation's Report Card.

In 2019, students in participating schools will take the NAEP assessments in mathematics, reading, and science. The NAEP science assessment will include hands-on tasks in which students use materials and laboratory equipment to perform actual science experiments. NAEP will also administer pilot assessments in 2019. Information collected from pilots will be used to ensure that future NAEP assessments continue to be a reliable measure of student achievement.

Most students will take the NAEP assessments on tablets, while a small subset of students will take paper-and-pencil versions. Administering assessments via both tablets and paper booklets helps to evaluate any difference in student performance between the two types of administration. Learn more about the NAEP digitally based assessments at <https://nces.ed.gov/nationsreportcard/dba>. To view NAEP tutorials, visit https://enaep-public.naepims.org/2018/Tutorial_Intro_Webpage/index.html. To explore science hands-on tasks online, visit https://www.nationsreportcard.gov/science_2009/ict_tasks.aspx?tab_id=tab2&subtab_id=Tab_1#tabsContainer.

NAEP representatives will bring all necessary materials and equipment to schools on assessment day, including tablets with keyboards. 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. NAEP representatives provide significant support by working with your school's designated coordinator to organize assessment activities. The table below shows the subjects that will be assessed in 2019.

The NAEP 2019 Program (January 28 to March 8, 2019)

| Grade | Subject | Format | |
|----------------|---------------------|--|--|
| | |  Tablet |  Paper/Pencil |
| Grades 4 and 8 | Mathematics | ✓ | |
| | Mathematics (Pilot) | ✓ | |
| | Reading | ✓ | |
| | Reading (Pilot) | ✓ | |
| | Science | ✓ | ✓ |
| Grade 12 | Mathematics | ✓ | ✓ |
| | Reading | ✓ | ✓ |
| | Science | ✓ | ✓ |

2019 NAEP Pilot Assessments

In 2019, NAEP will administer mathematics and reading pilot assessments on tablets to students in grades 4 and 8. Results from these pilot assessments will be used to inform NAEP assessments. By participating in pilots, schools and students take an active role in how NAEP is administered and how other students will experience the assessment.

2019 NAEP Special Studies

NAEP special studies are administered as part of NAEP and often involve special data collection procedures in the field, in-depth analyses of NAEP results, and evaluations of various technical procedures. The following special studies will be conducted in 2019:

- American Indian and Alaska Native (AI/AN) students participating in the NAEP mathematics and reading assessments at grades 4 and 8 will also be included in the National Indian Education Study (NIES). NIES describes the condition of education for AI/AN students in the United States and its connection with native culture. Students will participate in NIES by completing the NAEP mathematics or reading assessment and a short survey questionnaire, including questions about their educational experiences and opportunities to learn about their AI/AN culture and traditions.
- The High School Transcript Study will analyze transcripts from a sample of high school graduates. This study provides information about coursetaking patterns and examines relationships with educational achievements through the link to NAEP data.
- Some students may also be selected to answer additional contextual questions, as part of the NAEP student survey questionnaire, for other special studies to help put NAEP achievement results into context and better understand how well education is meeting the needs of all students.

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

NAEP and Teachers

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. To learn more about NAEP and view FAQs for teachers, visit <https://nces.ed.gov/nationsreportcard/educators>.

Teachers can use NAEP questions as a helpful 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. Teachers, students, and parents can access information and also compare results for various demographic groups. Most released items include a scoring guide, sample student responses, and performance data. Visit <https://nces.ed.gov/nationsreportcard/nqt> to learn more.

NAEP survey questionnaires are voluntarily completed by students, teachers, and principals who participate in a NAEP assessment. In 2019, students will be asked to complete the mathematics, reading, and science survey questionnaires. They may answer as many questions as they like and may skip any question by leaving a response blank. NAEP survey questionnaires provide valuable information about participating students' educational experiences and opportunities to learn both in and out of the classroom. This information helps put student achievement results into context and allows for meaningful comparison between student groups. It also provides important data and insight for educators, policymakers, and researchers to better understand the educational experiences and needs of students in the United States.

Teachers will also be asked to complete mathematics, reading, and science survey questionnaires. NAEP teacher survey questionnaires gather information on teacher training and instructional practices. These questionnaires will be delivered via an online format, but teachers can request a paper-and-pencil version. Principals or school administrators are asked to complete a survey questionnaire that provides information about school policies and characteristics.

Students who participate in the National Indian Education Study (NIES) in 2019 will also be asked to complete a survey questionnaire. The NIES survey questionnaire includes questions that explore the role of AI/AN culture in students' lives and school experiences. The NIES teacher questionnaire collects information about teachers' backgrounds and instructional practices as they relate to the education of AI/AN students. Principals or school administrators are asked to complete the school questionnaire, which collects information about school factors associated with the education of AI/AN students.

To learn more about NAEP survey questionnaires and view student, teacher, and school questionnaires from previous years, visit https://nces.ed.gov/nationsreportcard/experience/survey_questionnaires.aspx. To view previous NIES survey questionnaires, visit <https://nces.ed.gov/nationsreportcard/nies/questionnaire.aspx>.

NAEP Results

Results of the NAEP 2019 assessments will be released for the nation, states, and Tribal Urban District Assessment (TUDA) districts for the mathematics and reading assessments at grades 4 and 8. National results will be released for the science assessment at grades 4, 8, and 12 and the mathematics and reading assessments at grade 12.

Since 1969, NAEP has produced many reports chronicling the performance of fourth-, eighth-, and twelfth-grade students. NAEP results are reported for different demographic groups rather than for individual students or schools. Information is reported by race/ethnicity, gender, type of school, and by both achievement level and scale scores. Within a school, just some of the student population participates, and student responses are combined with those from other participating students to produce the results. Student responses on NAEP are confidential, and the privacy of each participating school and student is essential. Names of participating students never leave the school and are not associated with the digital or paper test booklet after the student takes the assessment.*

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

You can access data from previous assessments at <https://nces.ed.gov/nationsreportcard/naepdata> and explore the most recent results at <https://www.nationsreportcard.gov>.

Recent Results

2017 Mathematics and Reading Assessments at Grades 4 and 8

Nation: The average reading score for eighth-grade students was higher compared to 2015, the previous assessment year, but there was no significant change in the average score for reading at grade 4 or for mathematics at either grade. Compared to the initial assessments in the early 1990s, average scores for both subjects were higher at both grades.

States: Across the states/jurisdictions, average scores for most states were unchanged from 2015 in both mathematics and reading at grades 4 and 8. Average reading scores for eighth-grade students increased in 10 states/jurisdictions compared to 2015.

TUDA Districts: Compared to 2015, average scores in mathematics and reading changed in few participating TUDA districts, except for mathematics at grade 4, where four districts (Duval County FL, Fresno, Miami-Dade, and San Diego) had increases, and four districts (Charlotte-Mecklenburg, Cleveland, Dallas, and Detroit) had decreases in scores compared to 2015.

View the 2017 mathematics and reading assessment results for the nation, states, and 27 TUDA districts, and learn more about the first-ever digitally based assessment results in an overview video at https://www.nationsreportcard.gov/reading_math_2017_highlights.

Coming in 2019! Look for the results of the 2018 civics, geography, U.S. history, and technology and engineering literacy assessments in spring 2019 at <https://www.nationsreportcard.gov>.

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 periodically. The NAEP TUDA program, which measures student achievement in some of the nation's large urban districts, began in 2002.

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

A carefully designed sampling process ensures that NAEP-selected schools and students are representative of all schools and students across the United States. To ensure that the sample represents all students in the nation's schools, a broad range of accommodations are allowed for students with disabilities and English language learners.

NAEP is designed to cause minimal disruption of classroom instruction. Including transition time, directions, and the completion of a survey questionnaire, it takes approximately 120 minutes for students to complete digital assessments and up to 90 minutes for students to complete paper-and-pencil assessments. Each student will be assessed in one format and one subject only. 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 by working with your school’s designated coordinator to organize assessment activities.

[Quote]

“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, Guidance Counselor, Sandburg Middle School, Alexandria, Virginia

More About NAEP

Learn what NAEP means for schools that are selected to participate and get the latest NAEP news in *Measure Up: NAEP News for the School Community*, available online at

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

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

Watch an overview of how NAEP transitioned to digitally based assessments at

<https://www.youtube.com/watch?v=-RJ4k0I6h2c>.

To learn about upcoming NAEP assessments, download NAEP reports, and access sample questions, visit

<https://nces.ed.gov/nationsreportcard>.

For additional assistance, call the NAEP help desk at 800-283-6237.

To find your NAEP state coordinator, visit <https://nces.ed.gov/nationsreportcard/states>, select your state on the map, and scroll down to contact information.

NAEP 2019 FACTS FOR TEACHERS IN PRIVATE SCHOOLS -TEXT ONLY REVIEW

I'm thankful for the opportunity for our school to participate in NAEP because I believe it leads to useful outcomes for individual schools, private schools specifically, and education generally in our country. I would strongly encourage all private schools to participate if selected, as the data shared will be useful locally and nationally.

— Dr. James A. Thomas, President of Columbia Academy, Columbia, TN

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what students in public and private schools know and can do in various subjects. First administered in 1969, NAEP collects and reports information on student trends and performance and compares the achievement of students in public schools with that of students in private schools. Private schools represent about 26 percent of the schools in the nation, educate approximately 9 percent of the nation's students, and are a critical component of the NAEP program. Private school data are essential to providing a complete and accurate picture of education in the United States and to informing future policy decisions. The results of NAEP are released to the public as The Nation's Report Card.

All About NAEP

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

Teachers can use NAEP questions as a resource in the classroom. Teachers can use the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/nqt> to create online self-scoring tests for students and see how the performance of students in private schools compares nationally with that of public school students on specific items. Released items generally come with a scoring guide, sample student responses, and performance data. Students can try NAEP questions by visiting https://www.nationsreportcard.gov/sample_questions.aspx.

Teachers can watch the NAEP teacher video. The video provides an overview of the assessment as well as tips on how to support students selected to participate. Watch the video at <http://nces.ed.gov/nationsreportcard/videos/teachervideo>.

Teachers can also view the private school video. Teachers and heads of school describe their experiences with the NAEP assessment and the value of NAEP to private schools in an online video, *Private Schools and NAEP: A National Conversation*. Watch the video at https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx.

Highlights of the NAEP 2019 Program

In 2019, the following NAEP assessments will be administered to students throughout the nation:

- Grades 4 and 8 mathematics and reading
- Grades 4 and 8 mathematics (pilot), reading (pilot), and science
- Grade 12 mathematics, reading, and science

Assessments will be administered in a digitally based format. Fourth- and eighth-grade students will take the

mathematics and reading assessments on NAEP-provided tablets with keyboards. A small subset of students will also take paper-and-pencil versions of the grade 12 assessments and the grade 4 and 8 science assessments to evaluate any differences in student performance between the two types of administration. Results from pilot assessments will be used to ensure that future NAEP assessments continue to be a reliable measure of student achievement.

Each student will be assessed in only one subject and format. Students will spend about 120 minutes completing the assessment, which includes transition time, directions, and completion of a survey questionnaire. The questionnaire provides contextual information about students' opportunities to learn inside and outside of the classroom as well as their educational experiences. 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>.

It's important to know that...

NAEP causes minimal disruption for teachers and students. No advance preparation for teachers or for students is necessary. Trained NAEP representatives, employed by a contractor to the National Center for Education Statistics, administer NAEP.

Including all students is essential. To ensure that student achievement is accurately reported, students with disabilities (SD) and English language learners (ELL) are encouraged to participate in NAEP assessments. Many accommodations are allowed during the assessment, such as extended time, breaks during the test, and a separate setting. Teachers of SD and ELL students selected for the assessment are asked to provide information to determine how these students will be assessed on NAEP.

NAEP is confidential. No one involved in administering NAEP keeps personal information on teachers or students after the assessments are completed. There are no results for individual students, classrooms, or schools.

How NAEP reports results

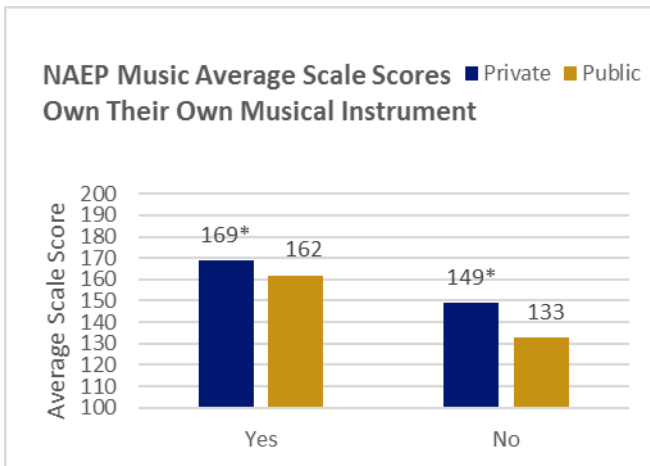
Since 1969, NAEP has produced many reports chronicling trends over time in student performance. Results for private schools are generally reported as overall private schools results and for two groups of private schools, Catholic and other private schools.

NAEP also disseminates contextual 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. You can access data from previous assessments at <https://www.nationsreportcard.gov/ndecore/xplore/nde> and explore the most recent results at <http://nationsreportcard.gov>. For a quick, but detailed, look at results for private schools, explore the NAEP Private School Quick Data tool at http://nces.ed.gov/nationsreportcard/about/private_school_quick_data.aspx.

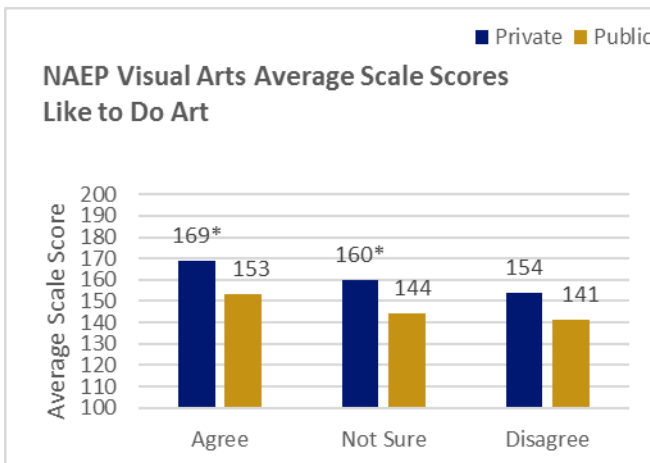
Highlights of the Recent NAEP Release: Music and Visual Arts Assessment

In April 2017, NAEP released results of the nationally representative 2016 music and visual arts assessment for eighth-graders. The assessment used multiple-choice and constructed-response questions and asked students to create original works of visual art. Highlights of the results included:

- Students in private schools had an average music scale score of 160, which was higher than that of public school students (146).
- In visual arts, private school students had an average scale score of 164, also higher than public school students (148).
- Fifty-six percent of private school students own their own musical instrument. Private school students who own their own musical instrument had an average scale score in music of 169 compared to 162 for public school students who own their own instrument.



- Fifty-one percent of private school students agree they like to do art, and those students had an average visual arts scale score of 169 compared to 153 for students in public schools who agreed to the same.



The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she

willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Appendix D1-8: Templates for State-Specific SD Inclusion Policy
(New versions included for approval)

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**.

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.

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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for Students with Disabilities (SD)
Grades 4 and 8 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|---|---|
| Zooming | Math-Tablet Reading-Tablet Science-Tablet | <p>Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color.</p> <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet Science-Tablet | <p>Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room.</p> <ul style="list-style-type: none"> All students have earbuds to reduce distractions Interact directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet Science-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet Science-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet Science-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet Science-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet Science-Tablet | <p>Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet Science-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet Science-Tablet | <p>Students can gray out answer choices for multiple-choice items.</p> <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet Science-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet Science-Tablet | All voice-over narration is closed captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet Science-Tablet | Administrators inform students that scratch paper (and pencil) is available on request. |

**NAEP Accommodations for Students with Disabilities (SD)
Grades 4 & 8 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|---|--|
| Extended Time | Math-Tablet Reading-Tablet Science-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Magnification | Math-Tablet Reading-Tablet Science-Tablet | Magnification greater than two times (2X) the default text or graphic size on the screen. <ul style="list-style-type: none"> Magnifies all assessment content. Students use screen magnification software to scroll over any portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. |
| Low Mobility Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad. |
| Calculator Version of the Test | Math-Tablet | Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided via the test delivery system. |
| Hearing Impaired Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | All auditory content is closed-captioned. |
| High Contrast for Visually Impaired Students | Math-Tablet Reading-Tablet Science-Tablet | Provides a test form with all content that is compatible with high contrast. |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet Science-Tablet | Students allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet Science-Tablet | <ul style="list-style-type: none"> Tested in a separate room away from other students Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet Science-Tablet | The aide who regularly works with the student must be present in the testing room during time of assessment. <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |

| Accommodation Provided Outside Test Delivery System | Subject | Description |
|---|---|---|
| Special Equipment | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Preferential Seating | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by the school.</p> <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Scribe | Math-Tablet Reading-Tablet Science-Tablet | <p>Scribe provided by the school. Student responds orally or by pointing to his or her answers to a scribe who records the student's responses in the tablet.</p> |
| Directions Only Presented in Sign Language | Math-Tablet Reading-Tablet Science-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script. |
| Presentation in Sign Language | Math-Tablet Science-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Math-Tablet Reading-Tablet Science-Tablet | Student signs his or her responses to a scribe provided by the school who records the responses in the tablet (select <i>Scribe</i> accommodation). |
| Braille Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | <p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Student can use a scribe to records his or her answers (select <i>Scribe</i> accommodation). • Student can use a Braille output device provided by the school. |
| Other (specify) | Math-Tablet Reading-Tablet Science-Tablet | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

**NAEP Universal Design Elements for Students with Disabilities (SD)
Grades 4 and 8 Science
Paper-and-Pencil Assessments**

| Universal Design Element | Subject | Description |
|------------------------------------|---------------|--|
| Marks/Writes Directly in Test Book | Science-Paper | All students write directly in the test book. NAEP does not have Scantron or bubble sheets. |
| Directions Explained/Clarified | Science-Paper | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Scratch Paper | Science-Paper | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for Students with Disabilities (SD)
Grades 4 and 8 Science
Paper-and-Pencil Assessments**

| Accommodation | Subject | Description |
|---------------------------------------|---------------|--|
| Extended Time | Science-Paper | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Small Group | Science-Paper | <p>Group includes no more than five students. A student can be assigned to a small group session because:</p> <ul style="list-style-type: none"> Student requires this accommodation. One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session. |
| One-on-One | Science-Paper | Student is assessed individually in an area free of distractions. |
| Read Aloud in English-Directions Only | Science-Paper | <p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <ul style="list-style-type: none"> Some students' IEPs or 504 Plans stipulate this as an accommodation. This will be coded as an accommodation for these students. 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. |
| Read Aloud in English-Occasional | Science-Paper | Student may request to have words, phrases, or sentences read aloud in English. |
| Read Aloud in English-Most or All | Science-Paper | Student may request to have most or all of the assessment read aloud in English. |

| Accommodation | Subject | Description |
|--|----------------|--|
| Breaks During Test | Science-Paper | Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day. |
| Use Computer or Typewriter to Respond | Science-Paper | Student records answers using a computer or typewriter provided by the school. |
| Familiar Person Present or Administer the Test | Science-Paper | School staff member familiar to the student must be present or administer the test during the assessment. |
| Scribe | Science-Paper | Scribe provided by the school. Student responds orally or by pointing to his or her answers to a scribe who records the student's responses in the booklet. |
| Large Print Version of the Test | Science-Paper | NAEP provides large-print booklets to visually impaired students. <ul style="list-style-type: none"> Assessment booklets enlarged by 129 percent |
| Magnification Equipment | Science-Paper | Lens or system provided by the school that enhance visual function. Magnification devices include: <ul style="list-style-type: none"> Eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs Closed-circuit television to enlarge print and display printed material with various image enhancements on a screen |
| Uses Template | Science-Paper | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Science-Paper | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Science-Paper | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |
| Cueing to Stay on Task | Science-Paper | Provided by a school staff member. <ul style="list-style-type: none"> Monitor for understanding, monitor placement of responses Redirect to stay on task, reminders to stay on task, prompts to stay on task Provide verbal encouragement, reinforcement, refocus Track test items |

| Accommodation | Subject | Description |
|--|---------------|--|
| Presentation in Braille | Science-Paper | A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth. |
| Response in Braille | Science-Paper | Student can use a scribe to records his or her answers (select <i>Scribe</i> accommodation) or use a Braille output device provided by the school . |
| Directions Only Presented in Sign Language | Science-Paper | A qualified sign language interpreter provided by the school signs the instructions included in the session script. |
| Presentation in Sign Language | Science-Paper | A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Science-Paper | Student signs his or her responses to a scribe provided by the school who records the student's responses in the booklet (select <i>Scribe</i> accommodation). |
| Other (specify) | Science-Paper | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

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**.

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.

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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for Students with Disabilities (SD)
Grade 12 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|---|--|
| Zooming | Math-Tablet Reading-Tablet Science-Tablet | Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet Science-Tablet | Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room. <ul style="list-style-type: none"> All students have earbuds to reduce distractions Interact directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet Science-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet Science-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet Science-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet Science-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet Science-Tablet | Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet Science-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet Science-Tablet | Students can gray out answer choices for multiple-choice items. <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet Science-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet Science-Tablet | All voice-over narration is closed-captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet Science-Tablet | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for Students with Disabilities (SD)
Grade 12 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|---|--|
| Extended Time | Math-Tablet Reading-Tablet Science-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Magnification | Math-Tablet Reading-Tablet Science-Tablet | Magnification greater than two times (2X) the default text or graphic size on the screen. <ul style="list-style-type: none"> Magnifies all assessment content. Students use screen magnification software to scroll over any portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. |
| Low Mobility Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad. |
| Calculator Version of the Test | Math-Tablet | Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided via the test delivery system. |
| Hearing Impaired Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | All auditory content is closed-captioned. |
| High Contrast for Visually Impaired Students | Math-Tablet Reading-Tablet Science-Tablet | Provides a test form with all content that is compatible with high contrast. |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet Science-Tablet | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet Science-Tablet | <ul style="list-style-type: none"> Tested in a separate room away from other students Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet Science-Tablet | The aide who regularly works with the student must be present in the testing room during time of assessment. <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |

| Accommodation Provided Outside Test Delivery System | Subject | Description |
|--|---|---|
| Preferential Seating | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by the school.</p> <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Scribe | Math-Tablet Reading-Tablet Science-Tablet | <p>Scribe provided by the school. Student responds orally or by pointing to his or her answers to a scribe who records the student’s responses in the tablet.</p> |
| Directions Only Presented in Sign Language | Math-Tablet Reading-Tablet Science-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script. |
| Presentation in Sign Language | Math-Tablet Science-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Math-Tablet Reading-Tablet Science-Tablet | Student signs his or her responses to a scribe provided by the school who records the responses in the tablet (select <i>Scribe</i> accommodation). |
| Braille Version of the Test | Math-Tablet Reading-Tablet Science-Tablet | <p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Student can use a scribe to records his or her answers (select <i>Scribe</i> accommodation). • Student can use a Braille output device provided by the school. |
| Other (specify) | Math-Tablet Reading-Tablet Science-Tablet | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

**NAEP Universal Design Elements for Students with Disabilities (SD)
Grade 12 Math, Reading, & Science
Paper-and-Pencil Assessments**

| Universal Design Element | Subject | Description |
|------------------------------------|--|--|
| Marks/Writes Directly in Test Book | Math-Paper Reading-Paper Science-Paper | All students write directly in the test book. NAEP does not have Scantron or bubble sheets. |
| Directions Explained/Clarified | Math-Paper Reading-Paper Science-Paper | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Scratch Paper | Math-Paper Reading-Paper Science-Paper | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for Students with Disabilities (SD)
Grade 12 Math, Reading, & Science
Paper-and-Pencil Assessments**

| Accommodation | Subject | Description |
|---------------------------------------|--|--|
| Extended Time | Math-Paper Reading-Paper Science-Paper | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Small Group | Math-Paper Reading-Paper Science-Paper | <p>Group includes no more than five students. A student can be assigned to a small group session because:</p> <ul style="list-style-type: none"> Student requires this accommodation. One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session. |
| One-on-One | Math-Paper Reading-Paper Science-Paper | Student is assessed individually in an area free of distractions. |
| Read Aloud in English-Directions Only | Math-Paper Reading-Paper Science-Paper | <p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <ul style="list-style-type: none"> Some students' IEPs or 504 Plans stipulate this as an accommodation. This will be coded as an accommodation for these students. 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. |
| Read Aloud in English-Occasional | Math-Paper Science-Paper | Student may request to have words, phrases, or sentences read aloud in English. |
| Read Aloud in English-Most or All | Math-Paper Science-Paper | Student may request to have most or all of the assessment read aloud in English. |

| Accommodation | Subject | Description |
|--|--|--|
| Breaks During Test | Math-Paper Reading-Paper Science-Paper | Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day. |
| Calculator Version of the Test | Math-Paper | Provides a test form that permits the use of a calculator. |
| Use Computer or Typewriter to Respond | Math-Paper Reading-Paper Science-Paper | Student records answers using a computer or typewriter provided by the school. |
| Familiar Person Present or Administer the Test | Math-Paper Reading-Paper Science-Paper | School staff member familiar to the student must be present or administer the test during the assessment. |
| Scribe | Math-Paper Reading-Paper Science-Paper | Scribe provided by the school. Student responds orally or by pointing to his or her answers to a scribe who records the student's responses in the booklet. |
| Large Print Version of the Test | Math-Paper Reading-Paper Science-Paper | NAEP provides large-print booklets to visually impaired students. <ul style="list-style-type: none"> Assessment booklets enlarged by 129 percent |
| Magnification Equipment | Math-Paper Reading-Paper Science-Paper | Lens or system provided by the school that enhance visual function. Magnification devices include: <ul style="list-style-type: none"> Eyeglass-mounted magnifiers, freestanding or handheld magnifiers, enlarged computer monitors, or computers with screen-enlargement programs Closed-circuit television to enlarge print and display printed material with various image enhancements on a screen |
| Uses Template | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Paper Reading-Paper Science-Paper | Provided by a school staff member. <ul style="list-style-type: none"> Monitor for understanding, monitor placement of responses Redirect to stay on task, reminders to stay on task, prompts to stay on task Provide verbal encouragement, reinforcement, refocus Track test items |

| Accommodation | Subject | Description |
|--|--|--|
| Presentation in Braille | Math-Paper Reading-Paper Science-Paper | A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth. |
| Response in Braille | Math-Paper Reading-Paper Science-Paper | Student can use a scribe to records his or her answers (select <i>Scribe</i> accommodation) or use a Braille output device provided by the school . |
| Directions Only Presented in Sign Language | Math-Paper Reading-Paper Science-Paper | A qualified sign language interpreter provided by the school signs the instructions included in the session script. |
| Presentation in Sign Language | Math-Paper Science-Paper | A qualified sign language interpreter provided by the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Math-Paper Reading-Paper Science-Paper | Student signs his or her responses to a scribe provided by the school who records the student's responses in the booklet (select <i>Scribe</i> accommodation). |
| Other (specify) | Math-Paper Reading-Paper Science-Paper | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

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**.

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.

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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for Students with Disabilities (SD)
Grades 4 and 8 Math & Reading
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|-------------------------------|---|
| Zooming | Math-Tablet Reading-Tablet | <p>Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color.</p> <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet | <p>Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room.</p> <ul style="list-style-type: none"> All students have earbuds to reduce distractions Student interacts directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet | <p>Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet | <p>Students can gray out answer choices for multiple-choice items.</p> <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet | All voice-over narration is closed-captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for Students with Disabilities (SD)
Grades 4 & 8 Math & Reading
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|-------------------------------|--|
| Extended Time | Math-Tablet Reading-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> • If state test is untimed, students may or may not require extended time on NAEP. • Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Magnification | Math-Tablet Reading-Tablet | Magnification greater than two times (2X) the default text or graphic size on the screen. <ul style="list-style-type: none"> • Magnifies all assessment content. • Students use screen magnification software to scroll over any portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor. |
| Low Mobility Version of the Test | Math-Tablet Reading-Tablet | Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad. |
| Calculator Version of the Test | Math-Tablet | Provides a test form that permits the use of a calculator. The calculator is an onscreen calculator provided via the test delivery system. |
| Hearing Impaired Version of the Test | Math-Tablet Reading-Tablet | All auditory content is closed-captioned. |
| High Contrast for Visually Impaired Students | Math-Tablet Reading-Tablet | Provides a test form with all content that is compatible with high contrast. |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet | <ul style="list-style-type: none"> • Tested in a separate room away from other students • Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet | The aide who regularly works with the student must be present in the testing room during time of assessment. <ul style="list-style-type: none"> • Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet | Provided by the school. <ul style="list-style-type: none"> • Cutout, masking, color overlays, line reader, or place marker |

| Accommodation Provided Outside Test Delivery System | Subject | Description |
|---|-------------------------------|---|
| Special Equipment | Math-Tablet Reading-Tablet | <p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Preferential Seating | Math-Tablet Reading-Tablet | <p>Provided by the school.</p> <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Tablet Reading-Tablet | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Scribe | Math-Tablet Reading-Tablet | <p>Scribe provided by the school. Student responds orally or by pointing to his or her answers to a scribe who records the student’s responses in the tablet.</p> |
| Directions Only Presented in Sign Language | Math-Tablet Reading-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script. |
| Presentation in Sign Language | Math-Tablet | A qualified sign language interpreter at the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student. |
| Response in Sign Language | Math-Tablet Reading-Tablet | Student signs his or her responses to a scribe provided by the school who records the responses in the tablet (select <i>Scribe</i> accommodation). |
| Braille Version of the Test | Math-Tablet Reading-Tablet | <p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics and science assessments, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Student can use a scribe to records his or her answers (select <i>Scribe</i> accommodation). • Student can use a Braille output device provided by the school. |
| Other (specify) | Math-Tablet Reading-Tablet | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

Appendix D1-9: Templates for State-Specific ELL Inclusion Policy
(New versions included for approval)

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 one (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**.

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.

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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for English Language Learners (ELL)
Grades 4 and 8 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|---|--|
| Zooming | Math-Tablet Reading-Tablet Science-Tablet | Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet Science-Tablet | Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room. <ul style="list-style-type: none"> All students have earbuds to reduce distractions Student interacts directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet Science-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet Science-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet Science-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet Science-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet Science-Tablet | Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet Science-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet Science-Tablet | Students can gray out answer choices for multiple-choice items. <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet Science-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet Science-Tablet | All voice-over narration is closed captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet Science-Tablet | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for English Language Learners (ELL)
Grades 4 & 8 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|---|--|
| Extended Time | Math-Tablet Reading-Tablet Science-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Directions Only Translated to Spanish | Math-Tablet Reading-Tablet Science-Tablet | 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 Read Aloud/Text-to-Speech (Spanish) | Math-Tablet Reading-Tablet Science-Tablet | All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. <ul style="list-style-type: none"> Must be paired with <i>Directions Only Translated to Spanish</i> |
| Spanish/English Version of the Test | Math-Tablet Science-Tablet | 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. |
| Read Aloud/Text-to-Speech (Spanish)- Occasional or Most or All | Math-Tablet Science-Tablet | All Spanish translated content is text-to-speech enabled. <ul style="list-style-type: none"> Must be paired with the <i>Spanish/English Version of the Test</i> |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet Science-Tablet | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet Science-Tablet | <ul style="list-style-type: none"> Tested in a separate room away from other students Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet Science-Tablet | The aide who regularly works with the student must be present in the testing room during time of assessment. <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |

| Accommodation Provided Outside Test Delivery System | Subject | Description |
|---|---|---|
| Cueing to Stay on Task | Math-Tablet Reading-Tablet Science-Tablet | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Bilingual Dictionary (in any language) | Math-Tablet Science-Tablet | <p>A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions.</p> <ul style="list-style-type: none"> • Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list |
| Other (specify) | Math-Tablet Reading-Tablet Science-Tablet | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

**NAEP Universal Design Elements for English Language Learners (ELL)
Grades 4 and 8 Science
Paper-and-Pencil Assessments**

| Universal Design Element | Subject | Description |
|------------------------------------|---------------|--|
| Marks/Writes Directly in Test Book | Science-Paper | All students write directly in the test book. NAEP does not have Scranton or bubble sheets. |
| Directions Explained/Clarified | Science-Paper | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Scratch Paper | Science-Paper | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for English Language Learners (ELL)
Grades 4 and 8 Science
Paper-and-Pencil Assessments**

| Accommodation | Subject | Description |
|---------------------------------------|---------------|---|
| Extended Time | Science-Paper | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Small Group | Science-Paper | <p>Group includes no more than five students. A student can be assigned to a small group session because:</p> <ul style="list-style-type: none"> Student requires this accommodation. One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session. |
| One-on-One | Science-Paper | Student is assessed individually in an area free of distractions. |
| Read Aloud in English-Directions Only | Science-Paper | <p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <ul style="list-style-type: none"> Some students' education plans stipulate this as an accommodation. This will be coded as an accommodation, for these students. Students who do not have this in an education plan 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. |
| Read Aloud in English-Occasional | Science-Paper | Student may request to have words, phrases, or sentences read aloud in English. |
| Read Aloud in English-Most or All | Science-Paper | Student may request to have most or all of the assessment read aloud in English. |

| Accommodation | Subject | Description |
|--|---------------|--|
| Breaks During Test | Science-Paper | Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day. |
| Use Computer or Typewriter to Respond | Science-Paper | Student records answers using a computer or typewriter provided by the school. |
| Familiar Person Present or Administer the Test | Science-Paper | School staff member familiar to the student must be present or administer the test during the assessment. |
| Uses Template | Science-Paper | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Science-Paper | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Science-Paper | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |
| Cueing to Stay on Task | Science-Paper | Provided by a school staff member. <ul style="list-style-type: none"> Monitor for understanding, monitor placement of responses Redirect to stay on task, reminders to stay on task, prompts to stay on task Provide verbal encouragement, reinforcement, refocus Track test items |
| Bilingual Dictionary (in any language) | Science-Paper | A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. <ul style="list-style-type: none"> Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list |
| General Directions Only Read Aloud in Spanish | Science-Paper | The general session script instructions are read aloud in Spanish. Session script is the same for all students. |
| Spanish/English Version of the Test | Science-Paper | Spanish/English version of the booklet. <ul style="list-style-type: none"> One page has the directions and questions in Spanish, and the facing page has the same directions and questions in English. Students may mark their answers on either page and in either language. |
| Test Items Read Aloud in Spanish | Science-Paper | Students may request to have words, phrases, or sentences read aloud in Spanish. <ul style="list-style-type: none"> This requires the student to use a bilingual Spanish/English assessment booklet (select <i>Spanish/English Version of the Test</i>). |
| Other (specify) | Science-Paper | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

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 one (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**.

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.

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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for English Language Learners (ELL)
Grade 12 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|---|---|
| Zooming | Math-Tablet Reading-Tablet Science-Tablet | <p>Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color.</p> <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet Science-Tablet | <p>Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room.</p> <ul style="list-style-type: none"> All students have earbuds to reduce distractions Student interacts directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet Science-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet Science-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet Science-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet Science-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet Science-Tablet | <p>Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if student needs all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet Science-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet Science-Tablet | <p>Students can gray out answer choices for multiple-choice items.</p> <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet Science-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet Science-Tablet | All voice-over narration is closed-captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet Science-Tablet | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for English Language Learners (ELL)
Grade 12 Math, Reading, & Science
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|---|--|
| Extended Time | Math-Tablet Reading-Tablet Science-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet Science-Tablet | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet Science-Tablet | <ul style="list-style-type: none"> Tested in a separate room away from other students Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet Science-Tablet | The aide who regularly works with the student must be present in the testing room during the time of assessment. <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Math-Tablet Reading-Tablet Science-Tablet | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Tablet Reading-Tablet Science-Tablet | Provided by a school staff member. <ul style="list-style-type: none"> Monitor for understanding, monitor placement of responses Redirect to stay on task, reminders to stay on task, prompts to stay on task Provide verbal encouragement, reinforcement, refocus Track test items |
| Bilingual Dictionary (in any language) | Math-Tablet Science-Tablet | A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. <ul style="list-style-type: none"> Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list |
| Other (specify) | Math-Tablet Reading-Tablet Science-Tablet | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

**NAEP Universal Design Elements for English Language Learners (ELL)
Grade 12 Math, Reading, & Science
Paper-and-Pencil Assessments**

| Universal Design Element | Subject | Description |
|------------------------------------|--|--|
| Marks/Writes Directly in Test Book | Math-Paper Reading-Paper Science-Paper | All students write directly in the test book. NAEP does not have Scranton or bubble sheets. |
| Directions Explained/Clarified | Math-Paper Reading-Paper Science-Paper | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Scratch Paper | Math-Paper Reading-Paper Science-Paper | Administrators inform students that scratch paper (and pencil) is available on request. |

**NAEP Accommodations for English Language Learners (ELL)
Grade 12 Math, Reading, & Science
Paper-and-Pencil Assessments**

| Accommodation | Subject | Description |
|---------------------------------------|--|--|
| Extended Time | Math-Paper Reading-Paper Science-Paper | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Small Group | Math-Paper Reading-Paper Science-Paper | <p>Group includes no more than five students. A student can be assigned to a small group session because:</p> <ul style="list-style-type: none"> Student requires this accommodation. One or more of the student's accommodations must be administered in a separate location to minimize distractions to other students in the regular session. |
| One-on-One | Math-Paper Reading-Paper Science-Paper | Student is assessed individually in an area free of distractions. |
| Read Aloud in English-Directions Only | Math-Paper Reading-Paper Science-Paper | <p>General directions (the same for all students) and/or subject-specific directions are read aloud, repeated, or reworded in any way in English so that the student understands what to do.</p> <ul style="list-style-type: none"> Some students' education plans stipulate this as an accommodation. This will be coded as an accommodation for these students. Students who do not have this in an education plan 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. |
| Read Aloud in English-Occasional | Math-Paper Science-Paper | Student may request to have words, phrases, or sentences read aloud in English. |

| Accommodation | Subject | Description |
|--|--|--|
| Read Aloud in English-Most or All | Math-Paper Science-Paper | Student may request to have most or all of the assessment read aloud in English. |
| Breaks During Test | Math-Paper Reading-Paper Science-Paper | Student is allowed to take breaks as requested or at predetermined intervals during the assessment. This could also mean that the student can take the assessment in more than one sitting during a single day. |
| Use Computer or Typewriter to Respond | Math-Paper Reading-Paper Science-Paper | Student records answers using a computer or typewriter provided by the school. |
| Familiar Person Present or Administer the Test | Math-Paper Reading-Paper Science-Paper | School staff member familiar to the student must be present or administer the test during the assessment. |
| Uses Template | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> • Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item |
| Preferential Seating | Math-Paper Reading-Paper Science-Paper | Provided by the school. <ul style="list-style-type: none"> • Location with minimal distractions, reduce distractions, quiet location or setting • Front of the class, close to the test administrator |
| Cueing to Stay on Task | Math-Paper Reading-Paper Science-Paper | Provided by a school staff member. <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Bilingual Dictionary (in any language) | Math-Paper Science-Paper | A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions. <ul style="list-style-type: none"> • Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list |
| General Directions Only Read Aloud in Spanish | Math-Paper Reading-Paper Science-Paper | The general session script instructions are read aloud in Spanish. Session script is the same for all students. |
| Other (specify) | Math-Paper Reading-Paper Science-Paper | Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP. |

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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 receive multiple-day testing on the 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.

**NAEP Universal Design Elements for English Language Learners (ELL)
Grades 4 and 8 Math & Reading
Digitally Based Assessment on Tablet**

| Universal Design Element | Subject | Description |
|---|-------------------------------|---|
| Zooming | Math-Tablet Reading-Tablet | <p>Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color.</p> <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified. |
| Individual Testing Experience | Math-Tablet Reading-Tablet | <p>Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room.</p> <ul style="list-style-type: none"> All students have earbuds to reduce distractions Interact directly with tablet Tested with up to 25 other students |
| Directions Read Aloud/Text-to-Speech (English) | Math-Tablet Reading-Tablet | All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens. |
| Directions Explained/Clarified | Math-Tablet Reading-Tablet | Students can raise their hand at any time and ask the test administrator to clarify or explain directions. |
| Read Aloud/Text-to-Speech (English) – Occasional or Most or All | Math-Tablet | Students select some or all text to be read aloud by the system using text-to-speech. |
| Use a Computer/Tablet to Respond | Math-Tablet Reading-Tablet | All students respond on NAEP-provided tablets. |
| Color Theming | Math-Tablet Reading-Tablet | <p>Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast. |
| Scratchwork/Highlighter Capability | Math-Tablet Reading-Tablet | Allows freehand drawing and highlighting on the screen for most content. |
| Elimination Capability | Math-Tablet Reading-Tablet | <p>Students can gray out answer choices for multiple-choice items.</p> <ul style="list-style-type: none"> This tool is not available for constructed-response items. |
| Volume Adjustment | Math-Tablet Reading-Tablet | Students can raise or lower voice-over volume using the tablet's volume buttons. |
| Closed Captioning | Math-Tablet Reading-Tablet | All voice-over narration is closed-captioned. |
| Scratch Paper | Math-Tablet Reading-Tablet | Administrators inform students that scratch paper (and pencil) is available upon request. |

**NAEP Accommodations for English Language Learners (ELL)
Grades 4 & 8 Math & Reading
Digitally Based Assessment on Tablet**

| Accommodation Provided by Test Delivery System | Subject | Description |
|--|-------------------------------|--|
| Extended Time | Math-Tablet Reading-Tablet | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed. |
| Directions Only Translated to Spanish | Math-Tablet Reading-Tablet | 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 Read Aloud/Text-to-Speech (Spanish) | Math-Tablet Reading-Tablet | All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. <ul style="list-style-type: none"> Must be paired with <i>Directions Only Translated to Spanish</i> |
| Spanish/English Version of the Test | Math-Tablet | 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. |
| Read Aloud/Text-to-Speech (Spanish)- Occasional or Most or All | Math-Tablet | All Spanish translated content is text-to-speech enabled. <ul style="list-style-type: none"> Must be paired with the <i>Spanish/English Version of the Test</i> |
| Accommodation Provided Outside Test Delivery System | Subject | Description |
| Breaks During Test | Math-Tablet Reading-Tablet | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day. |
| Separate Location | Math-Tablet Reading-Tablet | <ul style="list-style-type: none"> Tested in a separate room away from other students Individually or with up to five other students |
| Familiar Person Present in Testing Room | Math-Tablet Reading-Tablet | The aide who regularly works with the student must be present in the testing room during time of assessment. <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session. |
| Uses Template | Math-Tablet Reading-Tablet | Provided by the school. <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker |
| Special Equipment | Math-Tablet Reading-Tablet | Provided by the school. <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device Noise buffers, study carrel, blinder, special lighting, adaptive furniture Stress ball or sensory fidget item |
| Preferential Seating | Math-Tablet Reading-Tablet | Provided by the school. <ul style="list-style-type: none"> Location with minimal distractions, reduce distractions, quiet location or setting Front of the class, close to the test administrator |

| Accommodation Provided Outside Test Delivery System | Subject | Description |
|---|-------------------------------|---|
| Cueing to Stay on Task | Math-Tablet Reading-Tablet | <p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items |
| Bilingual Dictionary (in any language) | Math-Tablet | <p>A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions.</p> <ul style="list-style-type: none"> • Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list |
| Other (specify) | Math-Tablet Reading-Tablet | <p>Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP.</p> |

Appendix D1-10: Best Practices
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

Dear **School Principal**,

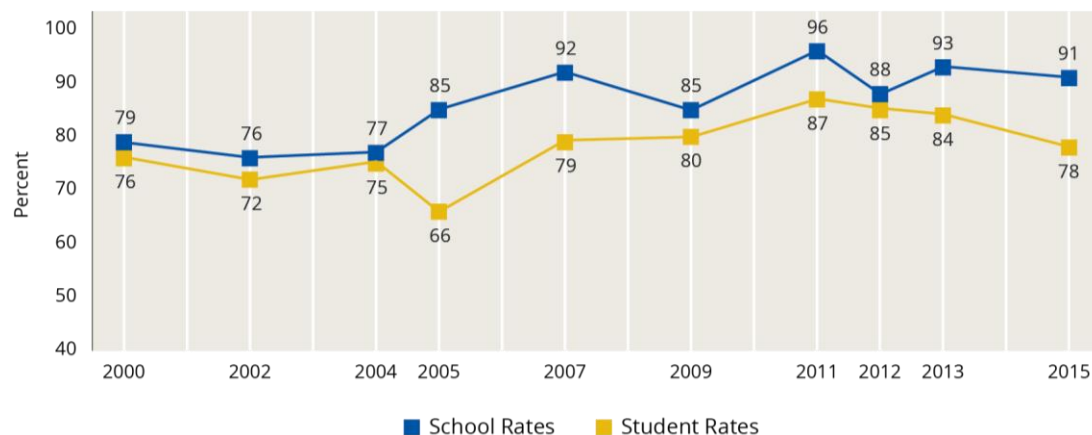
The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative measure of student achievement. Students will participate in mathematics, reading, and science assessments. National results in mathematics, reading, and science will be released as The Nation’s Report Card.

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

Twelfth-grade participation

Historically, twelfth-grade student participation in NAEP has been a challenge. Student participation reached an all-time low in 2005—only 66 percent of sampled seniors participated. Both low participation and low motivation can undermine the validity and credibility of NAEP results for high school students. As the graph below demonstrates, NAEP participation has increased significantly with the implementation of *Best Practices* in 2007. Although the graph shows a small decline in subsequent years, student participation rates are still far better than 2005. Each year, strategies and resources from *Best Practices* offer schools an opportunity to renew efforts to engage students to participate.

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



Recommendations from the Secondary School Principals’ Working Group

Best Practices was created after NCES convened a Secondary School Principals’ Working Group in 2005 to address twelfth-grade participation rates. After discussing participation rates, student motivation, and high school student results, the working group concluded that the results did not reflect the true level of achievement of their students. The working group also concluded that high school principals and other school leaders could help improve participation rates by obtaining teacher buy-in and motivating students to take the assessment and do their best, and that best practices for achieving high participation should be

shared with principals. Their recommendations set the stage for the initial *Best Practices* prepared for the 2007 assessment.

Preparing for NAEP 2019

Each year, NAEP resources and strategies are provided to promote the importance of NAEP to parents, teachers, and students. These resources and strategies are updated with each grade 12 administration of NAEP to reflect lessons learned from administrators like you.

This year, *Best Practices: Strategies for Supporting Twelfth-Grade NAEP Participation* is digital—organized around the theme of “NAEP and Your School: A Winning Combination!” You can download more than 15 customizable resources and templates directly from www.mynaep.com. These resources are listed below.

| Prepare & Schedule | Work with Teachers | Motivate Students | Inform Parents |
|--|---|---|--|
| Student Notification Letter | <i>Introducing NAEP to Teachers</i> Video | <i>Introducing NAEP to Students</i> Video | Parent/Guardian Notification Letter |
| Morning Announcement Template | Talking Points for Principals to Teachers | Talking Points for Teachers to Students | Talking Points for Principals and Teachers to Parents |
| Social Media Posts | <i>Measure Up</i> Newsletter | Certificate of Community Service | The Nation’s Report Card Website |
| <i>NAEP in Your School</i> | Introducing NAEP to Teachers PowerPoint | Introducing NAEP to Students PowerPoint | Introducing NAEP to Parents PowerPoint |
| <i>Facts for Principals</i> Announcement PowerPoint Slide | NAEP Questions Tool | Twelfth-Grade Incentive Ideas | <i>What Every Parent Should Know About NAEP</i> Brochure |

In addition, you will receive four emails in the months leading up to the assessment. Each email will highlight effective strategies for encouraging participation and will link to the above resources.

What is in your box?

Your *Best Practices* box contains a lanyard and flash drive for downloading resources and customizable templates from www.mynaep.com.

If you have any questions about *Best Practices* or the upcoming NAEP assessment, please contact me at **NSC email** or **NSC phone number**. The NAEP 2019 assessment is another opportunity to show the public and everyone around the world, what our seniors know and can do in core subjects.

Sincerely,

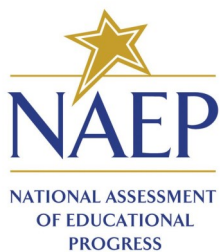
NSC Name

Subject: Prepare & Schedule

Timeframe: Week of 10/15/18

To: School Principal

CC: School Coordinator



Best Practices

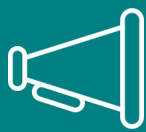
Strategies for Supporting
Twelfth-Grade NAEP Participation

NAEP and Your School: A Winning Combination!

ANNOUNCE | NOTIFY | EMPOWER

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

Strategy 1: ANNOUNCE



Use the [sample social media posts](#) to announce that NAEP is coming to your school in 2019. Also post a message on your school's website about NAEP.

Remind teachers and students of the assessment in the morning announcements using the [sample morning announcement templates](#). Teachers should dismiss selected students prior to the assessment using the student appointment cards on www.mynaep.com in the **Support Assessment Activities** section.

Strategy 2: NOTIFY



Use the sample [student notification letter](#) to notify selected students of their participation in the NAEP assessment and to give more details about the importance of NAEP.

Schedule NAEP on the annual school calendar. This allows NAEP to be recognized as a part of your school's schedule of activities and helps avoid scheduling conflicts.

Notify students and staff by including the [announcement PowerPoint slide](#) on classroom monitors/screens.

Strategy 3: EMPOWER



Learn more about NAEP 2019 by accessing [Facts for Principals](#).

Empower your NAEP school coordinator to effectively prepare for the assessment by providing the [NAEP in Your School](#) fact sheet.

INCREASING STUDENT PARTICIPATION

Six strategies are associated with a statistically significant improvement in average student participation rates. In the months leading up the assessment, you will receive information on how to implement the strategies below.



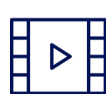
ANNOUNCE NAEP prior to assessment day to parents, students, and faculty.



RECOGNIZE STUDENTS that participated at a school awards assembly or other announcement.



HOLD A MEETING with seniors to explain the importance of NAEP using the resources shared in *Best Practices* emails.



EXPLAIN THE IMPORTANCE of NAEP to teachers using the PowerPoint presentation and video.



INVITE TEACHERS to attend assessment sessions.

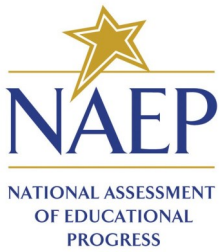


GIVE STUDENTS an item, such as tickets to a school event, yearbook, etc., to thank them for participating in NAEP.



[Discover More Strategies and Resources](#)

Subject: Work with Teachers
Timeframe: Week of 11/5/18
To: School Principal
CC: School Coordinator



Best Practices

Strategies for Supporting
Twelfth-Grade NAEP Participation

NAEP and Your School: A Winning Combination!

SHARE | PROVIDE | USE

Teachers are essential in motivating students to do their best on NAEP. It is important that teachers understand that NAEP is a valuable tool to show the nation what high school students know and can do in core subjects. Teachers may be reluctant to devote instructional time to an assessment, but it is important to have students participate and do their best on NAEP to ensure an accurate picture of high school student achievement.

Strategy 1: SHARE



Hear what real educators are saying about NAEP by watching the [Introducing NAEP to Teachers](#) video. In this 5-minute video, teachers will learn more about the impact of NAEP, online resources, and strategies they can use to motivate students to do their best on the assessment.

Present the [Introducing NAEP to Teachers](#) PowerPoint presentation at a faculty meeting.

Strategy 2: PROVIDE



Give teachers the [Measure Up](#) newsletter. It includes information about upcoming NAEP activities, results from recently released NAEP assessments and how they are being used, and how NAEP's online tools can be used as a classroom resource.

Strategy 3: USE



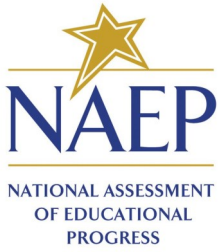
Refer to the [Talking Points from Principals to Teachers](#) to answer teachers' questions about NAEP. Principals can use these talking points to reiterate why teachers should encourage their students to participate.

Use the [NAEP Questions Tool](#) to supplement classroom instruction, provide additional insight into the content of the assessment, design classroom assessments, and show what students nationally or in your state or district know and can do in core subjects.



[Discover More Strategies and Resources](#)

Subject: Motivate Students
Timeframe: Week of 12/3/18
To: School Principal
CC: School Coordinator



Best Practices

Strategies for Supporting
Twelfth-Grade NAEP Participation

NAEP and Your School: A Winning Combination!

GIVE | REMIND | THANK

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

Strategy 1: GIVE



Invite selected students to participate in NAEP using the specially designed invitations that were sent to your school earlier in the fall.

Give students who have been selected to take NAEP an opportunity to ask questions after showing the 5-minute video [Introducing NAEP to Students](#).

Strategy 2: REMIND



Use the [Talking Points from Teachers to Students](#) to remind students of their important role in the NAEP assessment.

Remind students of what to expect when they take NAEP by sharing the [Introducing NAEP to Students](#) PowerPoint presentation at an assembly or student meeting.

Strategy 3: THANK



Thank students who participated in NAEP at a school awards assembly and give them a [Certificate of Community Service](#).

Choose from the [twelfth-grade incentive ideas](#) to thank students for their participation in NAEP.



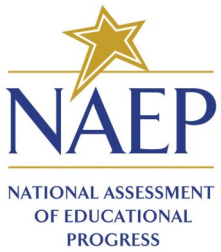
[Discover More Strategies and Resources](#)

Subject: Inform Parents

Timeframe: Week of 1/7/19

To: School Principal

CC: School Coordinator



Best Practices

Strategies for Supporting
Twelfth-Grade NAEP Participation

NAEP and Your School: A Winning Combination!

INFORM | ENCOURAGE | INVITE

NAEP is the largest continuing and nationally representative measure of student achievement. NAEP results provide valuable feedback to educators, elected officials, and policymakers who work to maintain and improve the quality of our educational system. Since NAEP is designed to assess a representative sample of our nation's students, the accuracy of NAEP relies on the support of parents and the full participation of their twelfth-graders and the school.

Strategy 1: INFORM



Inform parents of their student's selection to participate in NAEP 2019 and provide them with a copy of the [Parent/Guardian Notification Letter](#).

Use the [Talking Points From Principals and Teachers to Parents](#) to answer questions from parents.

Strategy 2: ENCOURAGE



Direct parents to [The Nation's Report Card](#) website for more information.

Encourage parents to call or email their student's principal or the NAEP school coordinator to ask questions or receive additional information.

Strategy 3: INVITE

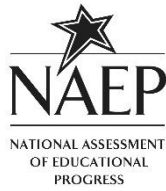


Invite parents to learn more about the NAEP assessment by showing the [Introducing NAEP to Parents](#) PowerPoint presentation at a parent-teacher organization meeting.

Provide parents with the [What Every Parent Should Know About NAEP](#) brochure to read and learn more about NAEP.



[Discover More Strategies and Resources](#)



It is with great pleasure that we inform you of your selection to participate in the 2019 National Assessment of Educational Progress (NAEP)! NAEP, also known as The Nation's Report Card, represents students across the country to show what they have learned in various subjects. Not every student is selected to take the assessment, but you have been chosen to participate in a mathematics, reading, or science assessment to represent hundreds of students like yourself all across the country.

We know that you will do your best and look forward to seeing you at the assessment. Thank you!

Text for the box insert (business card holder, left-hand inside page).

Your support matters! When principals like you encourage twelfth-graders to participate in the National Assessment of Educational Progress (NAEP) and do their best, you are helping NAEP capture a complete and accurate picture of what high school seniors throughout the country know and can do in a variety of subjects.

Appendix D1-11: References for Best Practices

[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

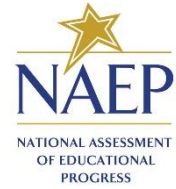
References to Appendix D1-10 Best Practices, Page

The table below is a recreation of the table shown in the Best Practices in Appendix D1-10, on page 85. Below each communication material title, a notation provides a reference to the page number in Appendix D1 or if it is located in Appendix D2.

| Prepare & Schedule | Work with Teachers | Motivate Students | Inform Parents |
|---|--|--|---|
| Student Notification Letter (Page 79) | Introducing NAEP to Teachers Video (https://youtu.be/zR1_pUdSIFg) . Script (Page 155) | Introducing NAEP to Students Video (https://youtu.be/8drjkh0iQU) Script (Page 159) | Parent/Guardian Notification Letter (Appendix D2-11 to D2-12) |
| Morning Announcement Template (Page 80) | Talking Points for Principals to Teachers (Page 84) | Talking Points for Teachers to Students (Page 85) | Talking Points for Principals and Teachers to Parents (Page 88) |
| Social Media Posts (Page 81) | Measure Up Newsletter (Page 99) | Certificate of Community Service (Page 86) | The Nation's Report Card Website (https://www.nationsreportcard.gov/) |
| NAEP in Your School (Appendix D2-8 and D2-9) | Introducing NAEP to Teachers PowerPoint (Page 103) | Introducing NAEP to Students PowerPoint (Page 120) | Introducing NAEP to Parents PowerPoint (Page 137) |
| Facts for Principals (Appendix D2-2) | NAEP Questions Tool (https://nces.ed.gov/nationsreportcard/nqt/) | Twelfth-Grade Incentive Ideas (Page 87) | What Every Parent Should Know About NAEP Brochure (Page 89) |
| Announcement PowerPoint Slide (Page 98) | | | |

Notification Letter

For Students



Dear Student:

Congratulations! You have been selected to participate in this year's National Assessment of Educational Progress, also known as NAEP. As a select participant, your test results will be part of what's called The Nation's Report Card! It is the most important assessment of what students from across the country know and can do in a variety of subject areas. It is different from our state assessments because it represents high school students across the country, not just those here in [state]. It is also different from the SAT and ACT because it focuses on student progress across several grade levels.

Not every student is selected to take it, but you have been chosen to represent thousands of your peers in this important assessment. Your participation will provide a snapshot of what students from across the country have learned in school, which in turn will inform major decisions about how to improve the education system in the United States. In short, it's important that you take part and give it your best effort!

You will take NAEP at [time, date, location] with other selected students. NAEP takes around 120 minutes, and you don't need to study for it. You will take a mathematics, reading, or science assessment. Upon completion of the assessment, you will receive a Certificate of Community Service. Your scores will be anonymous and will NOT affect your grades or academic record in any way.

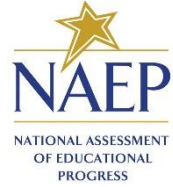
If you have any questions or would like to review sample questions, please ask [insert name of school contact person]. He/she will be happy to help. You can also visit <http://nces.ed.gov/nationsreportcard/students> for more information.

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

Sincerely,

(School Principal)

School Announcement



Templates

Initial morning announcement

Good morning, students and teachers. I'm excited to announce that our school has been selected to participate in the 2019 National Assessment of Educational Progress, also known as NAEP. It is the largest continuing and nationally representative assessment of what students across the country know and can do in a variety of subjects. Some of our 12th-graders have been selected to take assessments in math, reading, and science. To those who have been selected for this important test, you have all our support, and I have NO doubt that you will represent us well! More details to follow as we move closer to our school's assessment day. Thank you in advance for your involvement.

Morning announcement used in month leading up to NAEP assessment (possibly read once per week or biweekly)

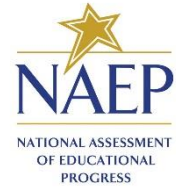
Good morning, students and teachers. The countdown to the NAEP assessment is under way. We are only ___ days away from NAEP Day on [Date], when some of our 12th-graders will take this important assessment to measure our nation's educational progress. Students and teachers, if you have any questions, please reach out to ___ our School's NAEP coordinator. Thank you.

Morning announcement for day of NAEP assessment

Good morning, students and teachers. NAEP Day is finally here! I would like to remind everyone that today some of our 12th-graders will be participating in the National Assessment of Educational Progress. Teachers, please be sure to release those students 5 minutes before the assessment is scheduled to begin. For those students who are participating, please report to your designated locations on time. You are playing an important role in our nation's ability to measure what students across the country are learning. What's more, by taking the assessment, you are having an impact on the future of education for the students who follow you. Do your best, and good luck. Thank you.




Social Media

Sample Announcements





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



In addition, you can follow NAEP’s social media accounts as we regularly share resources, results, and tools for working with NAEP that states also share on their pages to prepare for participation in the assessments. Find our social media accounts below.

-  <https://www.facebook.com/NationalAssessmentofEducationalProgress/>
-  https://twitter.com/@NAEP_NCES
-  <https://www.youtube.com/user/TheNationsReportCard>



Scheduling Information

|  Facebook |  Twitter |
|---|--|
| Our school will have the chance to make a difference in education on [DATE] ! Learn why our participation in NAEP is important at http://1.usa.gov/1kVxTKI . | We’re excited to announce our school will participate in #NAEP on [DATE] ! Learn about this national assessment at http://1.usa.gov/1kVxTKI . |
| A group of our 12th-graders will represent thousands of others across the country on [DATE] ! Known as The Nation’s Report Card, NAEP is the largest nationally representative and continuing assessment of what students in the United States know and can do in a variety of subjects. Learn more at http://1.usa.gov/1jVs1Wt . | #NAEP will be administered to select 12th-graders at our school on [DATE] . To learn more about the program, visit http://1.usa.gov/Ugb2Ct . Something big is happening on [DATE] . A group of our 12th-graders will participate in #NAEP that day! Learn more at http://1.usa.gov/1jFG4zn . |



Information for Teachers

|  Facebook |  Twitter |
|--|--|
| <p>Teachers, how much do you know about NAEP? What does NAEP mean for you and your students? Hear what other teachers are saying at https://youtu.be/zR1_pUdSIFg.</p> | <p>#Teachers, do you know why our #student participation in #NAEP is important? Find out: http://1.usa.gov/WiTIxT.</p> |
| <p>NAEP results help us better understand how our students are performing academically across the United States. Learn more about why participation is important at http://1.usa.gov/WiTIxT.</p> | <p>Some of our 12th-graders have been selected to participate in #NAEP! Discover what other #teachers are saying at http://youtu.be/zR1_pUdSIFg.</p> |
| | <p>#Teachers, find out the types of questions your #students will see on #NAEP with the NAEP Questions Tool: http://1.usa.gov/1rx7VSt.</p> |

Information for Students

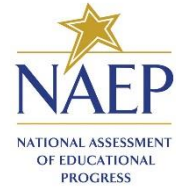
|  Facebook |  Twitter |
|---|---|
| <p>12th-graders, don't forget! If you have been selected to take NAEP, your participation is essential for understanding what students across the country have learned in school. Warm up your mental gears by checking out the NAEP Test Yourself tool at http://bit.ly/2cm6NBa.</p> | <p>The "AEP" in #NAEP does not stand for "Atomic Endangered Penguins!" Hear what other students have to say at http://youtu.be/8drjkhe0iQU.</p> |
| <p>What is NAEP? Learn the answer to this question and more at https://youtu.be/8drjkhe0iQU.</p> | <p>You don't have to study for #NAEP, but your participation is still important. Find out why: http://bit.ly/2ciTxeH.</p> |
| | <p>Curious about the types of questions you can expect to see on #NAEP? Check out the NAEP Test Yourself tool at http://bit.ly/2cm6NBa.</p> |

Information for Parents

|  Facebook |  Twitter |
|---|--|
| <p>Parents, if your 12th-grader has been selected to take NAEP, he or she will represent thousands of other students across the United States. Discover other reasons why participation is so important at http://1.usa.gov/WiTIxT.</p> | <p>Mark your calendars, parents! Our school will participate in #NAEP on [DATE]. Learn more about the assessment at http://1.usa.gov/1zRr5HH.</p> |
| <p>Do you have any burning questions about NAEP and your child's involvement? The wait is over! Learn the answers to your questions and more by visiting http://1.usa.gov/1rnbygh.</p> | <p>If your child has been selected to participate in #NAEP, find more information about the assessment at http://1.usa.gov/1rnbygh.</p> |
| | <p>Why is your child's participation in #NAEP important? Find out by visiting http://1.usa.gov/WiTIxT.</p> |

Talking Points

Principals to Teachers



What is NAEP?

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

Why should I encourage my students to participate?

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

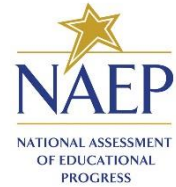
- Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.
- NAEP provides a common measure of student achievement across the country.
- NAEP data can be used to compare and understand the performance of demographic groups within your state, the nation, and select urban districts.
- Teachers can use sample NAEP questions and scoring guides as a resource for understanding student performance.

What do I have to do?

Your students will need to be out of class for about 120 minutes for the assessment. You do not have to do anything to prepare for the assessment; you just need to release students from class and encourage them to do their best. Each student represents thousands of other high school students across the nation, so it is important that they participate and do their best.

Talking Points

Principals and Teachers to Students



What is NAEP?

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

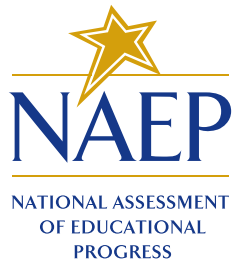
Why should I participate?

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

What do I have to do?

You will take the test with other selected students. The test takes only about 120 minutes. Students will be assessed in mathematics, reading, and science. Each student will be assessed in only one subject. Your scores will be anonymous and will not affect your grades or academic record in any way. Instead, they will be combined with the scores of other students to produce overall results. You should do your best because you were selected to represent students just like you across the country. When NAEP results are reported in the news, they influence the public’s opinion of what high school students across the United States know and can do in a variety of subjects.

Certificate of Community Service



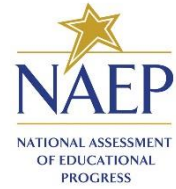
This is to verify that *(Name of Student)* _____
has completed 1½ hours of community service by participating in the National Assessment of Educational Progress (NAEP). NAEP is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects. Since each sampled student represents many others throughout the state and country, each student's participation is critical to NAEP's success.



Peggy Carr, Ph.D., Acting Commissioner
National Center for Education Statistics
U.S. Department of Education

Find us on:   

Incentive Ideas



For students who participate in NAEP

Student incentives can help boost NAEP participation rates in your school. Here are some examples of strategies used by school principals over the past 10 years.

Raffle for prizes

Students who choose to participate can be entered into a raffle for a special prize. Some possible prizes are listed below.

- Free prom tickets
- Special parking space for a day or week
- Free yearbook
- Free yearbook space/page
- Gift card(s) from local businesses

Free food

Some schools offer a simple breakfast as a thank you to participating students—bagels, donuts, coffee, orange juice. Another option is pizza for lunch, or snacks for after the assessment.

Extra credit

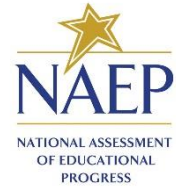
Drop a low homework score, or add extra credit to a test, quiz, or project.

Graduation pin

Create and distribute a pin or honor tag to be worn during graduation.

Talking Points

Principals and Teachers to Parents



What is NAEP?

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

Why should I encourage my child to participate?

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

What does my child have to do?

If your child is selected to participate in the assessment, he or she will need to be out of class for about 120 minutes. The results are anonymous and your child's grades won't be affected. We encourage students to get a good amount of sleep the night before and to eat breakfast that morning. Please encourage your child to do his or her best.

Where can I find more information on NAEP?

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

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

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

The Nation's Report Card

What Every Parent Should Know About NAEP

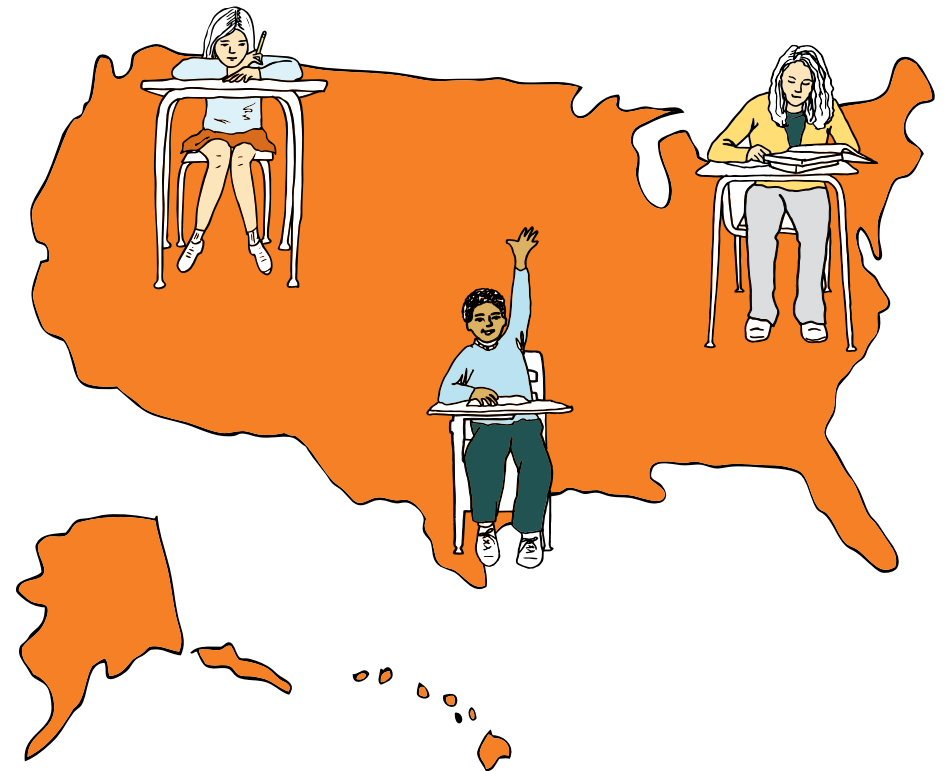


You've probably heard of The Nation's Report Card.

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

It's more than just a test.

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



“[T]he definitive source... for state-to-state comparisons in educational achievement...”

EDUCATION WEEK

-Influence: A Study of the Factors of Educational Achievement

“Only 12% of U.S. high school seniors are proficient in the legacy of America’s past.”

abc NEWS



“...higher math scores are “undoubtedly” a **sign of the success of math instruction** in classrooms...”

THE WALL STREET JOURNAL

“...urban school districts have steadily increased their scores since 2003...”

The Miami Herald

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

“NAEP is the gold standard of student assessments.”

The Washington Post

-The Washington Post editorial board

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

MILWAUKEE · WISCONSIN
JOURNAL SENTINEL

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

ASBURY PARK
PRESS

“Today’s NAEP results confirm that **we have a crisis on our hands** when it comes to civics education.”

The New York Times

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

LAWRENCE
JOURNAL-WORLD

NAEP: The Big Picture

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

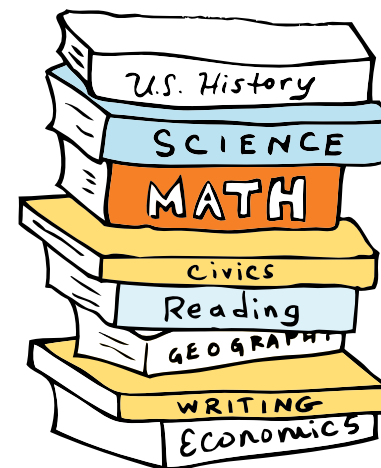
- Participating large urban districts
- Other states
- The nation
- The rest of the world!



NAEP in a Nutshell

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


How would my child stack up?



Use real NAEP questions to find out.

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

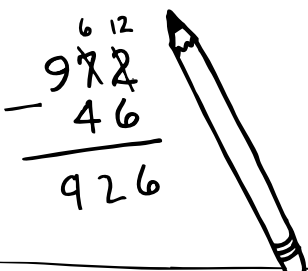
U.S. History



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

34 percent of fourth-grade students answered correctly.

Mathematics



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

76 percent of fourth-grade students answered correctly.



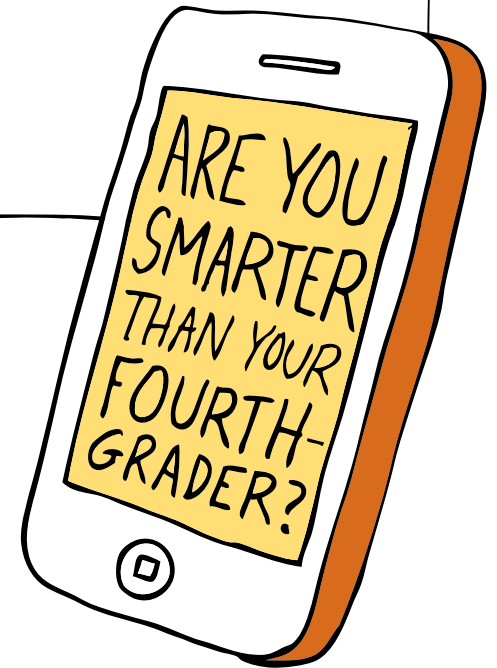
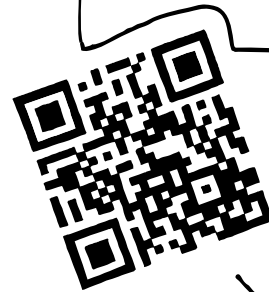
I tried
my best.
Mom said it
was important!

Give it a try. Test yourself!

Science

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

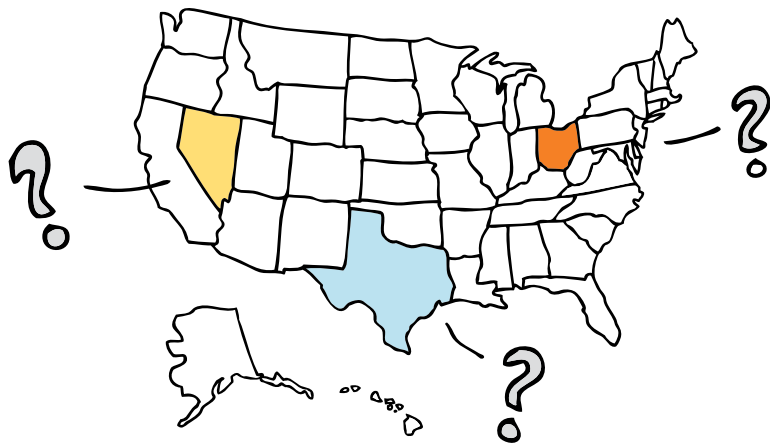
**Do you know
the answer?
Find out online!**



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

See how your state measures up.

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



Go beyond the scores.

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



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

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



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

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



Find out if your child is prepared for the future.

Look at the full picture.

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

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



NAEP Sparks Change Across the Country

Detroit, Michigan



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

North Carolina



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

Visit The Nation's Report Card online. www.nces.ed.gov/nationsreportcard

Dig deeper into topics such as:

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

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



This document was prepared for the National Center for Education Statistics under Contract No. ED-07-DO-0338 with Hager Sharp.

www.ed.gov



ies.ed.gov

What is the Nation's Report Card?



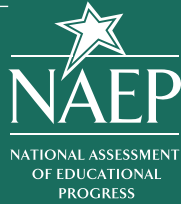
- A program that measures student achievement in major subject areas across the nation at grades 4, 8, and 12.
- It is also known as **NAEP**, which stands for the **National Assessment of Educational Progress**.
- NAEP is coming to our school on <assessment date>. Stay tuned for details!



<https://nationsreportcard.gov/>

Measure Up

NAEP News for the School Community



In This Edition

What's Happening in the World of NAEP?

What Subjects Does NAEP Assess?

The NAEP 2018 Assessments

NAEP Student Survey Questionnaires

NCES: Commemorating 150 Years of Innovation

Winter 2018



What's Happening in the World of NAEP?

Winter 2018

- Assessment window: January 29–March 9, 2018
- Grades 4 and 8: Reading special studies and science pilot assessments
- Grade 8: Civics, geography, technology and engineering literacy (TEL), and U.S. history assessments
- Grade 12: Mathematics, reading, and science pilot assessments

What Subjects Does NAEP Assess?

NAEP assessments are conducted in a range of subjects at grades 4, 8, and 12 across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, including the arts, civics, economics, geography, technology and engineering literacy (TEL), and U.S. history, are assessed periodically. NAEP assessment results are reported at the national, state, and some urban district levels. For more information on the subjects NAEP administers, visit <https://nces.ed.gov/nationsreportcard/subjectareas.aspx>.

Learn more about the NAEP digitally based assessments at <https://nces.ed.gov/nationsreportcard/dba> and view *Going Digital: NAEP Assessments for the Future* at <https://www.youtube.com/watch?v=-Rj4k0l6h2c>. To view NAEP tutorials, visit <https://enaep-public.naepims.org/2017/EN/welcome.html>.



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

Appendix D4 | NAEP 2019-2020

Find us on:



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THE NAEP 2018 Assessments

Civics, geography, and U.S. history

The NAEP civics, geography, and U.S. history assessments will be administered to eighth-grade students on NAEP-provided tablets. A small number of eighth-grade students, in a session separate from those taking the assessments on tablets, may take paper-and-pencil assessments in civics, geography, and U.S. history. Administering these assessments via both tablet and paper and pencil will help evaluate any differences in student performance between the two types of administration.

Technology and engineering literacy (TEL)

The TEL assessment measures students' capacity to use, understand, and evaluate technology as well as understand technological principles and strategies. In 2018, eighth-grade students who take this interactive assessment will be asked to complete computer simulations of technology and engineering scenario-based tasks set in a variety of real-world contexts.

To view a sample grade 8 TEL question, please see the image below. To view sample scenario-based tasks and explore the results of the 2014 TEL assessment, visit https://www.nationsreportcard.gov/tel_2014.

Pilot assessments and special studies

Reading special studies and science pilot assessments on tablets at grades 4 and 8.

Students in grade 12 will take mathematics, reading, and science pilot assessments. Science pilot assessments will include hands-on tasks in which students use materials and laboratory equipment to perform actual science experiments. To explore hands-on tasks online, visit https://www.nationsreportcard.gov/science_2009.

NAEP special studies are conducted periodically. They are administered as part of NAEP and often involve special data collection procedures in the field, in-depth analyses of NAEP results, and evaluations of various technical procedures. Results from these pilot assessments and special studies will be used to inform NAEP assessments. For more information about NAEP special studies, visit <http:wces.ed.gov/nationsreportcard/studies>.

NAEP-NTPS Linking Study

A small number of schools will participate in a pilot linking study to explore the feasibility of administering both NAEP and the National Teacher and Principal Survey (NTPS) to a common set of teachers and schools as part of the NAEP administration. The NAEP and NTPS questionnaires gather data that contribute to a better understanding of educational progress, as well as teacher and school staff experiences across the nation. The linking study will include selected schools, teachers, and principals

that participate in NAEP pilot administrations. To learn more about this linking study and why participation is important, view the NAEP-NTPS Linking Study Facts for Schools PDF at https://nces.ed.gov/nationsreportcard/subject/about/pdf/schools/naep_ntps_linking_study_facts_for_schools.pdf.

NAEP survey questionnaires

NAEP survey questionnaires are voluntarily completed by students, teachers, and principals who participate in a NAEP assessment. Learn more about the NAEP student survey questionnaires from the teacher fact sheet on the next page. The fact sheet can also be printed single-sided on one page.

According to the diagram shown, which of the following is a major effect of the recycling process?

Select 1 of the 4 choices below.

A Recycling causes people to consume more raw materials.

B Recycling directly stimulates consumer demand for recycled products.

C Recycling provides an incentive to discover new sources of raw materials.

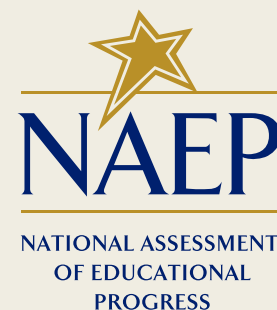
D Recycling allows products to be made from fewer raw materials.

8th Grade Technology and Engineering Literacy

In 2014, NAEP administered the first-ever technology and engineering literacy assessment on laptops. This question assessed grade 8 students' understanding of the recycling process and its impact on society.

NAEP STUDENT SURVEY QUESTIONNAIRES

Facts for Teachers



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

- ▶ NAEP is a congressionally mandated project administered by the National Center for Education Statistics, within the U.S. Department of Education's Institute of Education Sciences.
- ▶ NAEP is considered the gold standard of assessments because of its high technical quality. From development to reporting results, NAEP represents the best thinking of assessment and content specialists, state education staff, and teachers from around the nation.
- ▶ NAEP serves a different role than state assessments. States have their own unique assessments with different content standards. The same NAEP assessment is administered in every state, providing a common measure of student achievement across the country.
- ▶ Depending on the type of NAEP assessment that is administered, the data can be used to compare and understand the performance of different student groups within the nation, your state, other states, and large urban districts that participate in the Trial Urban District Assessment.

What are NAEP survey questionnaires?

NAEP survey questionnaires are administered to students, teachers, and school administrators as part of the NAEP assessment and collect contextual information to provide a better understanding of educational experiences and factors that are related to students' learning both in and out of the classroom. Student questionnaires only take 15 minutes to complete.

What types of questions will my students be asked?

To better determine how education is meeting the needs of all student groups, NAEP survey questionnaires gather student information on a variety of topics, including race, ethnicity, socioeconomic status, technology use, and school climate. In addition, approximately half of the questions reflect the subject of the NAEP assessment the student has completed.

NAEP ensures that the questions are grounded in educational research and that the responses can provide information relevant to the subject being assessed.

Why is it important for my students to complete the questionnaire?

Your students' responses help put student achievement results into context and allow for meaningful comparison between student groups. Each student's answers, along with the answers from other participating students across the nation, highlight what it takes to improve education in the United States. Policymakers, researchers, and educators like yourself can use the data to better understand the education experiences and needs of various demographic groups. Explore survey questionnaire data with the NAEP Data Explorer at <https://nces.ed.gov/nationsreportcard/naepdata>.

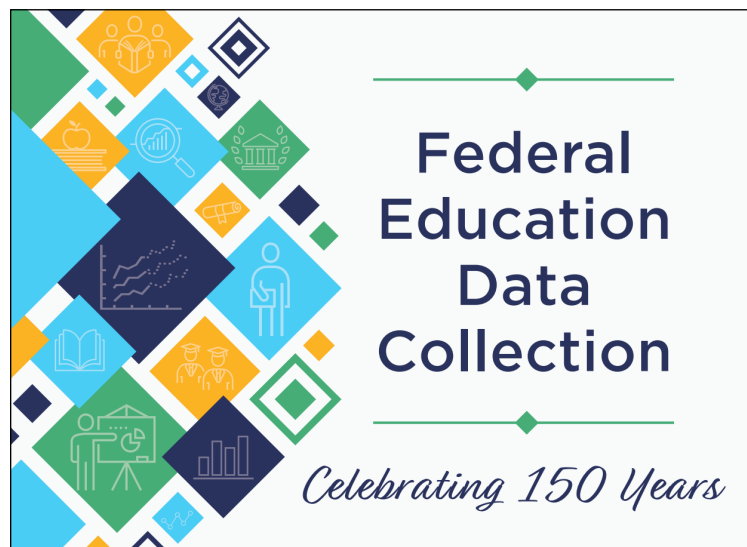
Are my students required to participate? How does NAEP ensure their privacy?

Participation is voluntary, and students may skip any question. NAEP survey questionnaire responses are confidential.* All participants in the NAEP assessment are assigned a unique identification number to ensure that they cannot be linked to any personally identifiable information. Responses are combined with data from all other students, and no data on any individual student can ever be identified.



To learn more about NAEP survey questionnaires and view actual questionnaires, visit https://nces.ed.gov/nationsreportcard/survey_questionnaires.aspx.

NCES: Commemorating 150 Years of Innovation



On November 15, 2017, the American Educational Research Association, American Statistical Association, and Council of Professional Associations on Federal Statistics gathered for a forum entitled, “The National Center for Education Statistics: Commemorating 150 Years of Innovation—And Exploring Future Opportunities.” The following is excerpted from the introduction presented by Dr. Peggy Carr, Acting Commissioner, National Center for Education Statistics (NCES).

The first federal office of education was created in 1867 by Congress to collect “such statistics and facts as shall show the condition and progress of education in the States and territories and shall aid the people of the United States in the establishment and maintenance of efficient school systems.” Today, 150 years later, NCES is proud to celebrate this mission and to continue to report on the condition of education in the United States relative to other nations with relevant, timely, and high quality data.

The U.S. Department of Education was created during a period of rapid technological and economic and social change, with the end of the Civil War, reconstruction, and the Industrial Revolution. The first Morrill Land Grant Act of 1862 granted federally controlled lands to states

to establish land grant colleges. Many states expanded their free common schooling, and the Federal Freedman’s Bureau opened publicly funded schools across the south, providing the opportunity of formal education for the first time to many former slaves. At that time, President Andrew Johnson signed the legislation creating NCES. Educators have been advocating for decades for the creation of an agency to monitor and report on the condition and progress of the growing country’s education system. During the annual meeting of the National Association of School Superintendents in Washington, D.C. in 1866, the superintendents drafted the bill [to create a federal agency] and Congressman James A. Garfield of Ohio, a former teacher who later became President, championed the bill in the House. Henry Bernard, a prominent Connecticut educator who advocated that the 1840 census gather data on illiteracy and on the existence and condition of educational institutions, became the first commissioner.

Over time there have been name changes, such as the Bureau of Education and the Office of Education, and changes in departments: the Department of Interior, then the Department of Health, Education and Welfare, and now the Department of Education.

From its beginning 150 years ago, NCES is now the third largest of the 13 primary federal statistical agencies. It is the source of education statistics for policymakers, researchers, educators, parents, students and media. NCES provides deeper insights into our educational system through longitudinal surveys; reliable, independent benchmarks for states, localities, and the institutions across this country; and data for the international benchmarkings.

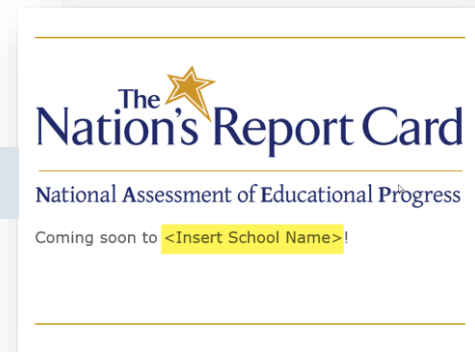
To view the complete recording of “The National Center for Education Statistics: Commemorating 150 Years of Innovation—And Exploring Future Opportunities” forum, visit <https://www.youtube.com/watch?v=J99BECLsr-M>. View the “Federal Education Data Collection: Celebrating 150 Years” report at https://nces.ed.gov/surveys/annualreports/pdf/Fed_Ed_Data_Collection_Celebrating_150_Years.pdf.

*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Before you use this presentation...

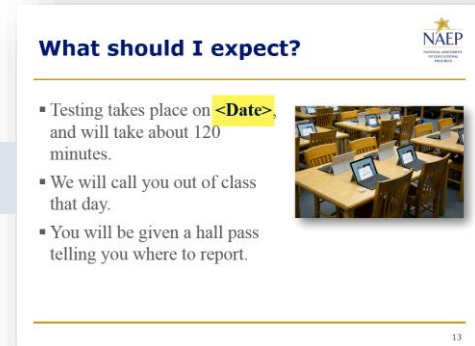
1. Insert your **school name** on **slide #2**.
2. Include the **assessment date** on **slide #12**.
3. Insert your **school name** on **slide #13**.
4. Delete this slide after making the above updates.

Slide #2




The Nation's Report Card
National Assessment of Educational Progress
Coming soon to <Insert School Name>!

Slide #12



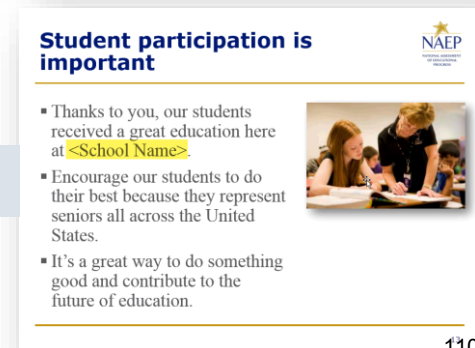
What should I expect?

- Testing takes place on <Date> and will take about 120 minutes.
- We will call you out of class that day.
- You will be given a hall pass telling you where to report.




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Slide #13



Student participation is important

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



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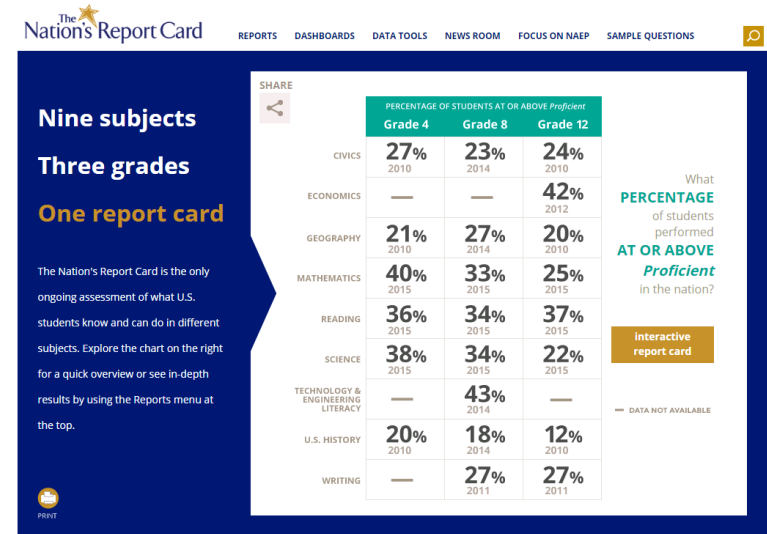
The Nation's Report Card

National Assessment of Educational Progress

Coming soon to <Insert School Name>!

What is the Nation's Report Card?

- A program that measures student achievement in major subject areas across the nation at grades 4, 8, and 12.
- It is also known as **NAEP**, which stands for the **National Assessment of Educational Progress**.
- Our school has been selected to represent schools across the country.



<https://nationsreportcard.gov/>

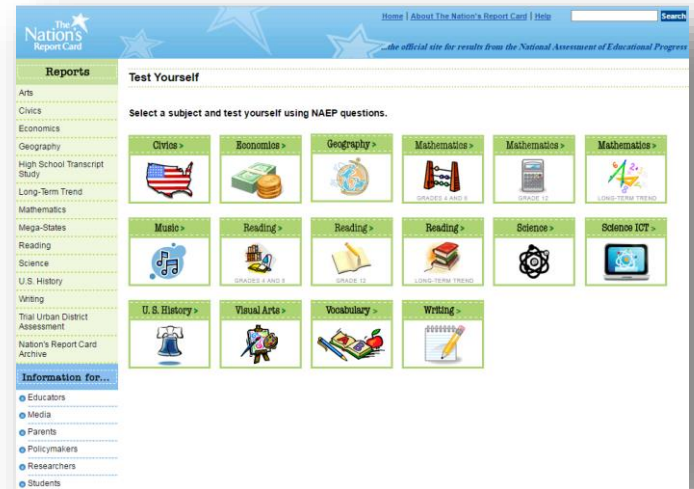
What is included on the NAEP test?

- Seniors will take a mathematics, reading, or science assessment on a tablet.
 - Each student will take **one subject only**.
- The tablets include a keyboard, stylus, and earbuds. NAEP representatives will bring all equipment, and will administer the assessment.



What is included on the NAEP test?

- Questions are multiple-choice, short answer, or essay.
- Questions about how teachers teach, students' educational experiences, and other information.
- Sample questions are available online.



<https://nationsreportcard.gov/testyourself.aspx>

Sample Mathematics Question

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

A 0

B $\frac{4}{5}$

C 1

D $\frac{6}{5}$

E $\frac{24}{5}$

84% of students answered correctly during the 2013 assessment.

Sample Reading Excerpt

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

FUN by Suzanne Britt Jordan

From *The New York Times*, used with permission.

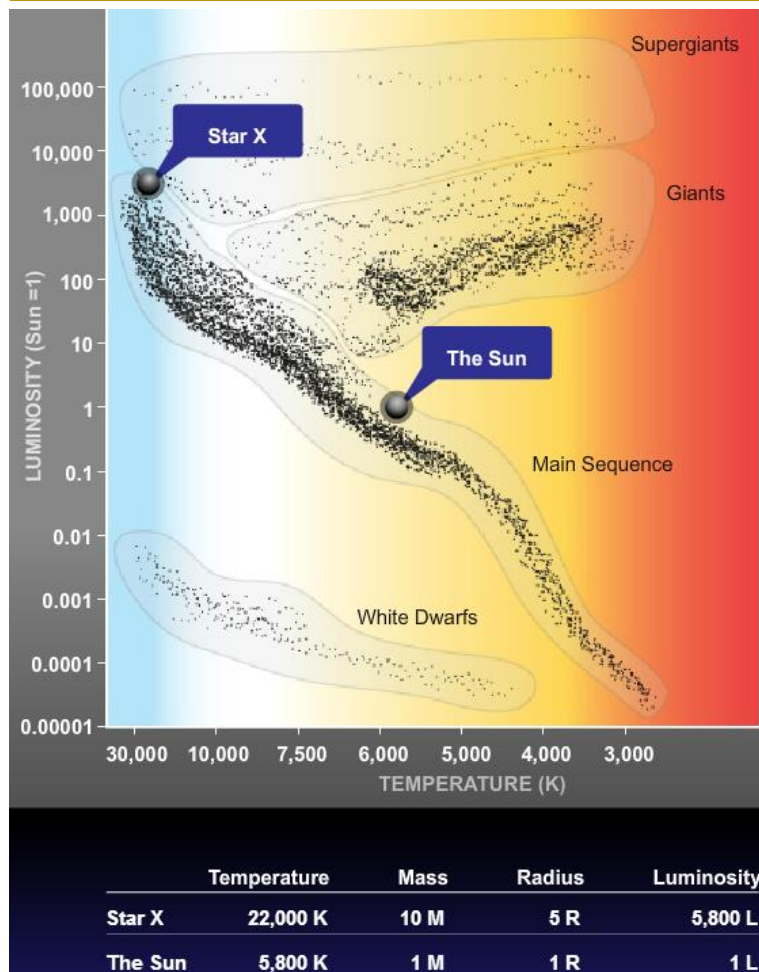
Sample Reading Question

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

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

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

Sample Science Question



Use the information on the left and your knowledge of processes that occur in stars to predict what stages you expect each star to go through as it ages.

What future stages will the Sun likely go through?
Select all that apply.

- A** Giant
- B** Supergiant
- C** White dwarf
- D** Planetary nebula
- E** Supernova

25% of students had an acceptable response to this question during the 2009 assessment.

Hands-on Science Tasks

- Students selected for the science assessment will use a kit to perform experiments and will use tablets to enter their observations.



How do I prepare my students for NAEP?

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

What should students expect?

- Testing takes place on **<Date>**, and will take about 120 minutes.
- We will call students out of class that day.
- Students will receive a hall pass telling them where to report.



Student participation is important

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



Principals play an important role too

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

NAEP is important

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



Find out more

- Visit NAEP:

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

- Follow NAEP:



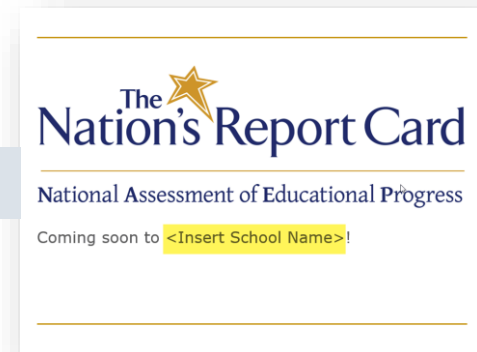
A word from your peers!

Here's a quick [video](#) made just for teachers...

Before you use this presentation...

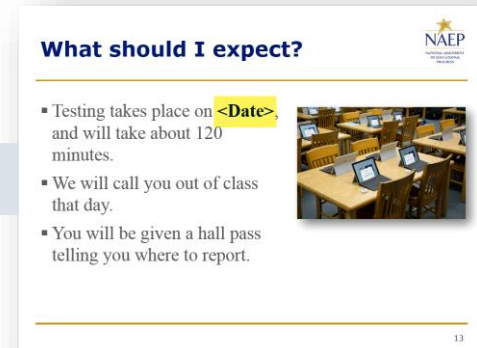
1. Insert your **school name** on **slide #2**.
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3. Insert your **school name** on **slide #15**.
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Slide #2




The Nation's Report Card
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Coming soon to <Insert School Name>!

Slide #13



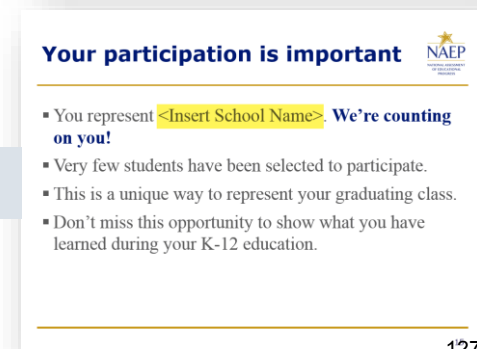
What should I expect?

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Slide #15



Your participation is important

- You represent <Insert School Name>. We're counting on you!
- Very few students have been selected to participate.
- This is a unique way to represent your graduating class.
- Don't miss this opportunity to show what you have learned during your K-12 education.

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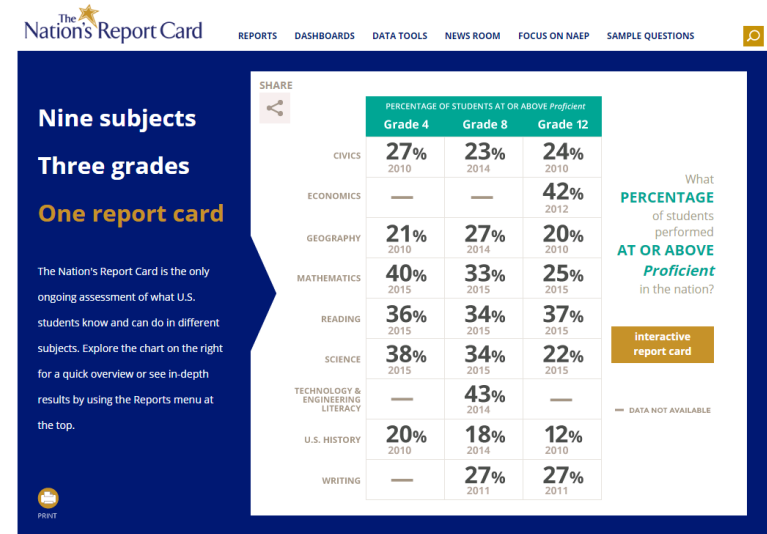
The Nation's Report Card

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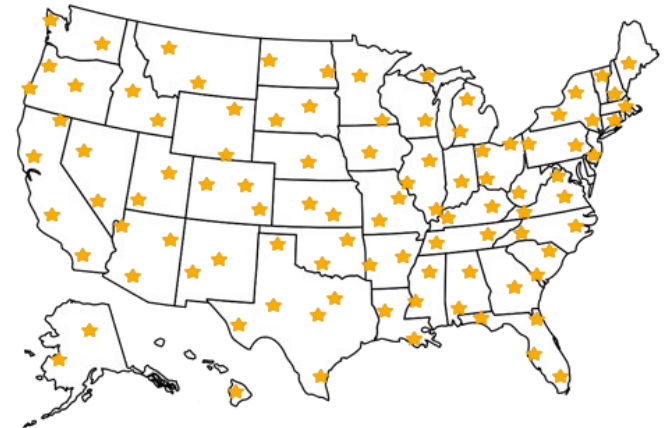
- A program that measures student achievement in major subject areas across the nation at grades 4, 8, and 12.
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<https://nationsreportcard.gov/>

Does everyone take the NAEP test?

- No! **Very few high schools are selected for NAEP.**
 - First, schools are selected to represent other schools across the nation.
 - Then, a small group of students is randomly selected.



When you participate, **you represent hundreds of students like you** all across the country.

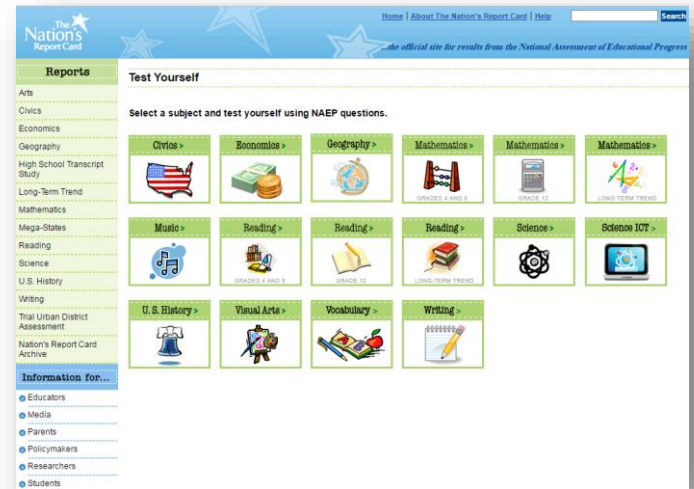
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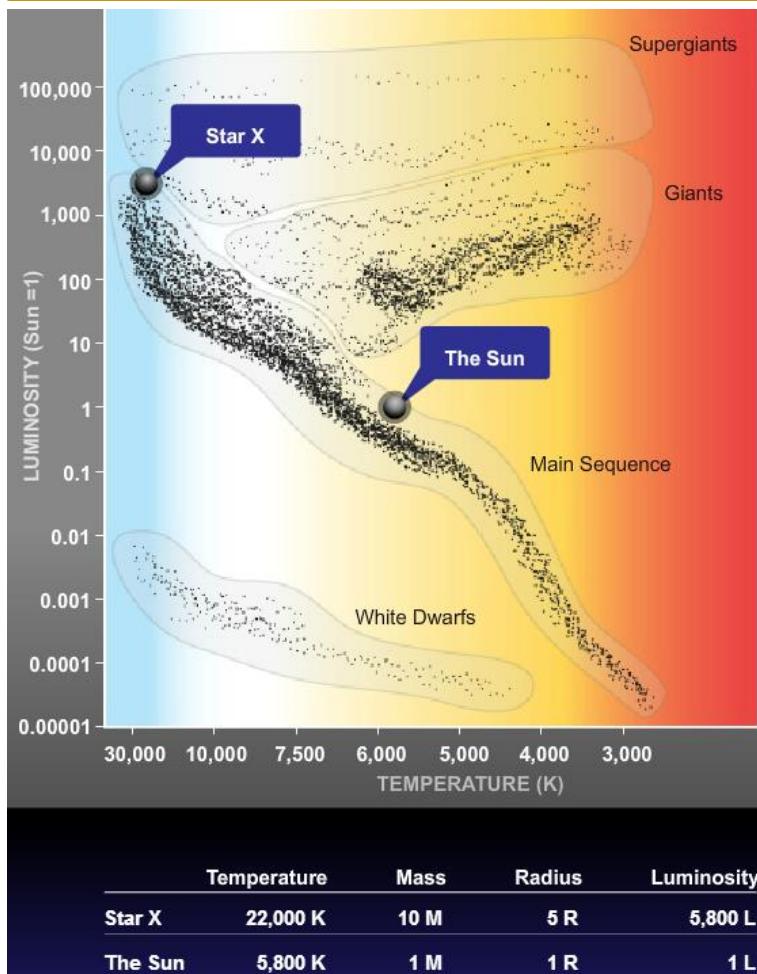
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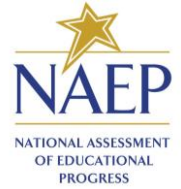
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- We will call you out of class that day.
- You will be given a hall pass telling you where to report.



NAEP is important

- NAEP is the **only** national measure of what students know and can do in a variety of subjects.
- Important decisions about education are made using NAEP results.
- We want you to do your best because you represent seniors all across the United States.
- You can contribute to improving the quality of education **for all students** in the United States.

Your participation is important



- You represent <Insert School Name>. **We're counting on you!**
- Very few students have been selected to participate.
- This is a unique way to represent your graduating class.
- Don't miss this opportunity to show what you have learned during your K-12 education.

Find out more

- Visit NAEP:

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

- Follow NAEP:



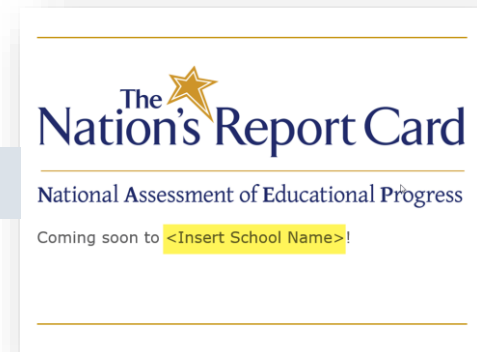
A word from your peers!

Here's a quick [video](#) made just for students...

Before you use this presentation...

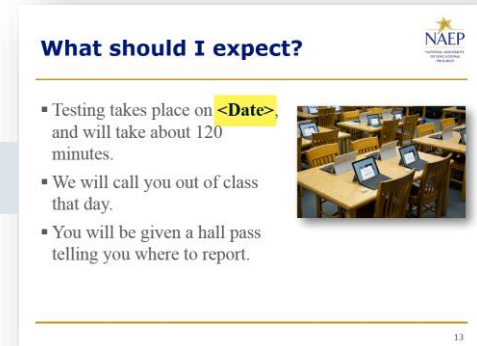
1. Insert your **school name** on **slide #2**.
2. Include the **assessment date** on **slide #9**.
3. Insert **contact information** on **slide #18**.
4. Delete this slide after making the above updates.

Slide #2




The Nation's Report Card
National Assessment of Educational Progress
Coming soon to <Insert School Name>!

Slide #9



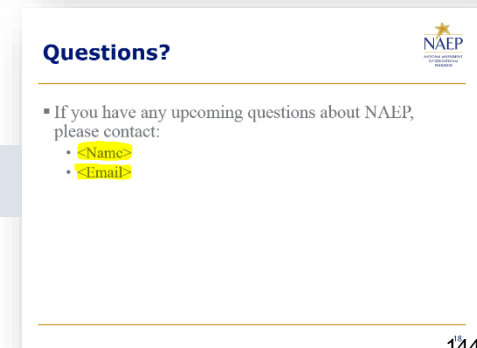
What should I expect?

- Testing takes place on <Date> and will take about 120 minutes.
- We will call you out of class that day.
- You will be given a hall pass telling you where to report.



13

Slide #18



Questions?

- If you have any upcoming questions about NAEP, please contact:
 - <Name>
 - <Email>

144

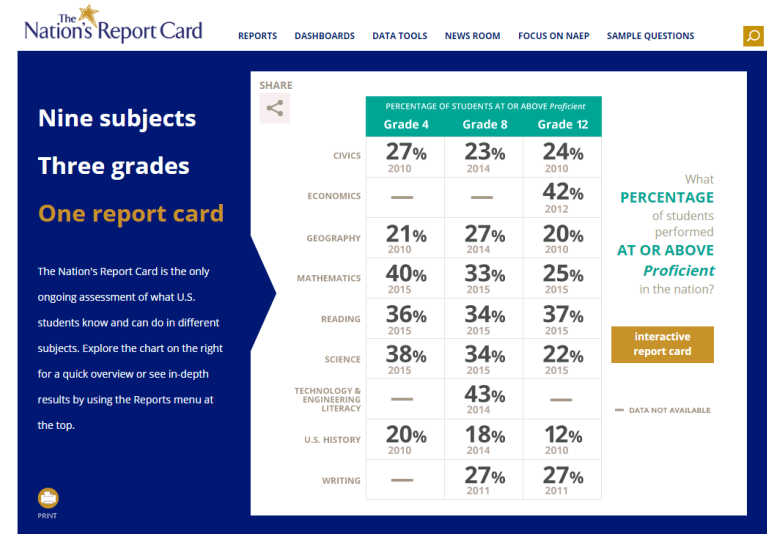
The Nation's Report Card

National Assessment of Educational Progress

Coming soon to <Insert School Name>!

What is the Nation's Report Card?

- A program that measures student achievement in major subject areas across the nation at grades 4, 8, and 12.
- It is also known as **NAEP**, which stands for the **National Assessment of Educational Progress**.



<https://nationsreportcard.gov/>

NAEP in a Nutshell

- Often called the **gold standard** of assessments.
- First administered in 1969.
- The subjects most frequently assessed are...
 - mathematics,
 - reading,
 - science,
 - and writing.
- Accommodations are provided so that as many students as possible can participate.

Does everyone take the NAEP test?

- **No! Very few high schools are selected for NAEP.**
 - First, schools are selected to represent other schools across the nation.
 - Then, a small group of students is randomly selected.



When students participate, **they represent hundreds of other students** all across the county.

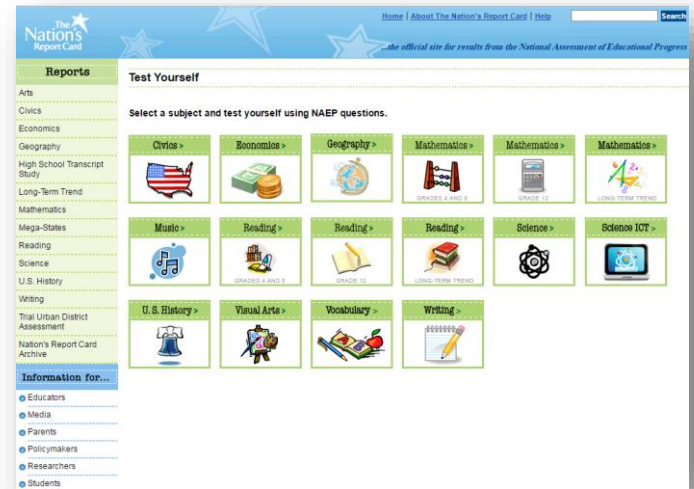
What is included on the NAEP test?

- Seniors will take a mathematics, reading, or science assessment on a tablet.
 - Each student will take **one subject only**.
- The assessment also asks questions about daily routines and their educational experiences.
 - For example, students are asked if there is a computer at home and about the amount of reading they do.



What is included on the NAEP test?

- Questions are multiple-choice, short answer, or essay.
- Questions about how your teachers teach, students' educational experiences, and other information.
- Sample questions are available online.



<https://nationsreportcard.gov/testyourself.aspx>

Sample Mathematics Question

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

A 0

B $\frac{4}{5}$

C 1

D $\frac{6}{5}$

E $\frac{24}{5}$

84% of students answered correctly during the 2013 assessment.

What should students expect?

- Testing takes place on **<Date>**, and will take about 120 minutes.
- Students will be given a hall pass with the testing location and time on it.



Good news! No studying or prep required.

- **Students are encouraged to try their best.**
- Students can skip any questions on the test.
- Scores will be **anonymous**.
 - Will not affect grades or academic record
 - Scores are combined to show what seniors know across the nation

Student participation is important

- We want to encourage our students to do their best because they represent seniors all across the United States.
- It's a great way to do something good and contribute to the future of education.



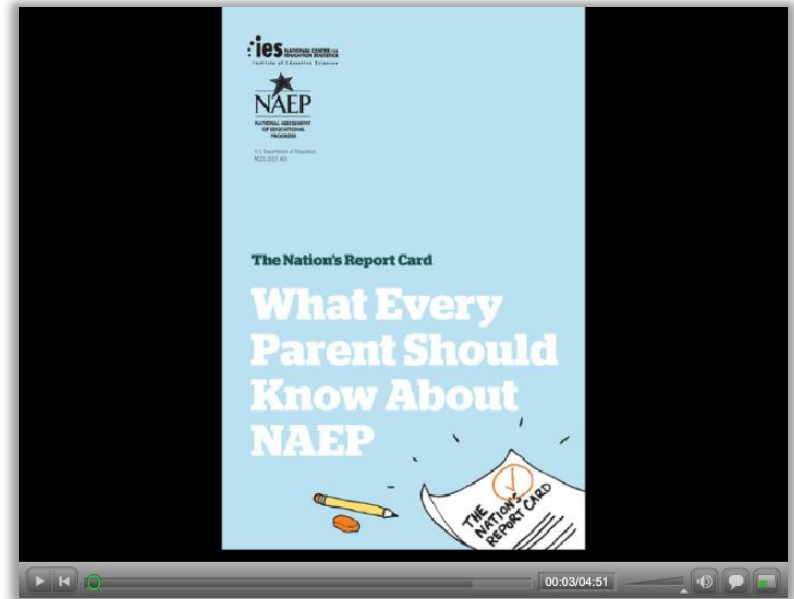
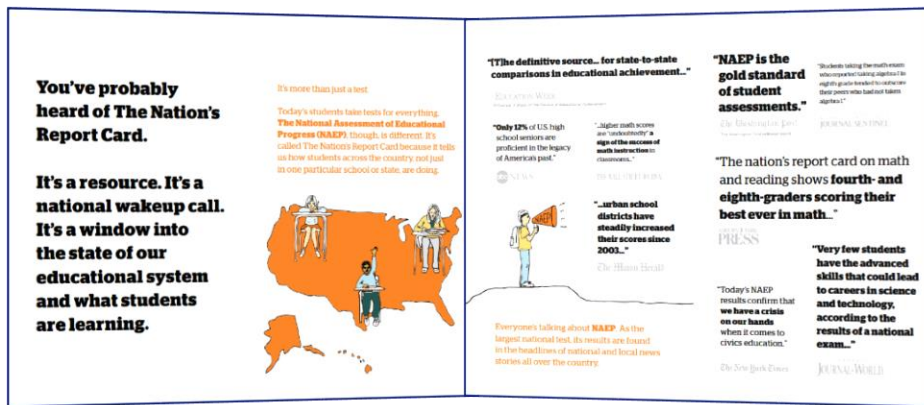
NAEP is important

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



Resources for Parents

What Every Parent Should Know About NAEP: Brochure & Video



<https://nces.ed.gov/nationsreportcard/pdf/parents/2012469.pdf>

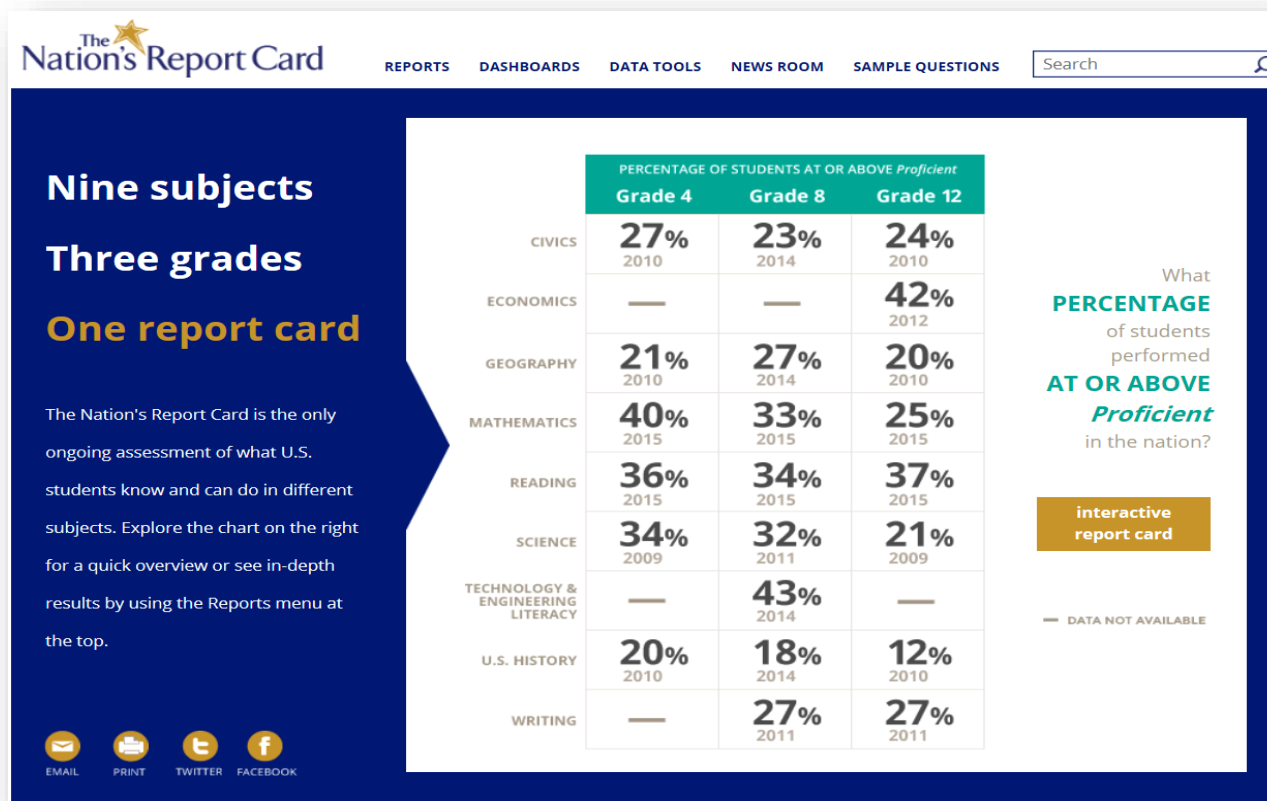
<http://nces.ed.gov/nationsreportcard/videos/parentvideo/>

FAQs for Parents: NAEP Website



<https://nces.ed.gov/nationsreportcard/parents/faq.aspx#sec1>

The Nation's Report Card Website: **Assessment Results**



The Nation's Report Card

REPORTS DASHBOARDS DATA TOOLS NEWS ROOM SAMPLE QUESTIONS Search

Nine subjects
Three grades
One report card

The Nation's Report Card is the only ongoing assessment of what U.S. students know and can do in different subjects. Explore the chart on the right for a quick overview or see in-depth results by using the Reports menu at the top.

EMAIL PRINT TWITTER FACEBOOK

| | PERCENTAGE OF STUDENTS AT OR ABOVE <i>Proficient</i> | | |
|-----------------------------------|--|-------------|-------------|
| | Grade 4 | Grade 8 | Grade 12 |
| CIVICS | 27% 2010 | 23% 2014 | 24% 2010 |
| ECONOMICS | — | — | 42% 2012 |
| GEOGRAPHY | 21% 2010 | 27% 2014 | 20% 2010 |
| MATHEMATICS | 40% 2015 | 33% 2015 | 25% 2015 |
| READING | 36% 2015 | 34% 2015 | 37% 2015 |
| SCIENCE | 34% 2009 | 32% 2011 | 21% 2009 |
| TECHNOLOGY & ENGINEERING LITERACY | — | 43% 2014 | — |
| U.S. HISTORY | 20% 2010 | 18% 2014 | 12% 2010 |
| WRITING | — | 27% 2011 | 27% 2011 |

What **PERCENTAGE** of students performed **AT OR ABOVE Proficient** in the nation?

interactive report card

— DATA NOT AVAILABLE

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

Sample Questions Booklets

Sample Questions Booklets

Sample Questions booklets are general information booklets about the NAEP assessments. They are given to schools participating in NAEP assessments so that administrators and teachers will have an idea of what to expect during an assessment. In addition, the booklets give teachers and the parents of participating students an opportunity to examine the types of questions students will be answering.

The Sample Questions booklets contain many of the features of the actual test booklets, including instructions, sample subject-area questions and student responses from previous NAEP assessments, and questions about the student's activities and characteristics related to education and the subject being assessed. Also included is a description of the framework for each subject assessed and a description of the [NAEP Questions Tool](#). The [subject-area questions and the survey questionnaires](#) are described below.

Sample Questions booklets for upcoming and recent assessments and field tests are available below in [PDF format](#). When the size of a booklet is especially large, the PDF is broken into pieces to make it easier to download. Note that prior to 2006, Sample Questions booklets were referred to as "demonstration booklets." Beginning with the 2006 assessments—civics, economics, and U.S. history—the booklets are referred to as Sample Questions booklets.

| Assessment Year | Subject(s) |
|-----------------|--|
| | mathematics, reading, and writing at grade 4 (8.4 MB) mathematics, reading, and writing at grade 8 (2.6 MB) |

Looking for the TEL survey questionnaires?

- [Grade 8 Student](#) (204.14 KB)
- [Grade 8 School](#) (223.89 KB).

[Explore more survey questionnaires.](#)

<https://nces.ed.gov/nationsreportcard/about/booklets.aspx>

Questions?

- If you have any upcoming questions about NAEP, please contact:
 - <Name>
 - <Email>

Introducing NAEP to High School Students

Video Script

Know why are you are here?

No. *Laughter.*

I have no idea.

Can I get a hint?

How do you feel about tests?

I'm not the best test taker.

It depends on the type of test.

Preparing for them is not the funnest thing in the world.

Um, well, tests are not necessarily my friend.

Tests are never fun.

But I do try, because nobody likes to fail at anything.

Have you ever heard of NAEP?

No, I have not.

NAEP?

I've never heard of NAEP. I really don't know what NAEP is.

National...something...education? I don't know. *Laughter.*

I don't know what the "A" would stand for...

Atomic Endangered Penguins?

Have I ever heard of NAEP? No, what is it?

The National Assessment of Educational Progress.

There we go. *Laughter.* OK.

It's a test administered to high school seniors, randomly chosen from across the country, uh, to assess what they've learned throughout their education so far.

It's just kind of like a reflection of how we're doing.

Like, testing helps them compare, like, the level of the learning experiences and kind of what they're doing.

It's interesting to see, like, what states know what in comparison to other ones I guess.

I believe that the test is pretty much for people to see what states or what cities, you know, are doing the best in, what they to improve in.

And it compares each state with one another.

The more knowledge we have about our school system, the better prepared we will be to help improve it.

The results are used to make important decisions about the future of our education.

I think it'd be really useful. I think that, um, I think as Americans we have a right to know how we're doing.

So this is pretty important.

Have you ever heard of the Nation's Report Card?

Girl on left: I have heard of that. Yeah, I've heard of the Nation's Report Card.

Girl on right: The nation has a grade?

Girl on left: Yeah! I think it's, like, something like how well schools are doing in general?

It's a good way to, like, check on, uh, which state is, like, top dog and everything.

So there needs to be some kind of way to – some kind of universal way – to see if these states have, and how they match up towards – match up with each other.

If that's what they need to make policies and help our education system...

If me taking this test can help improve the education system, then I'm for it.

How long do you think it takes?

Maybe 3 or 4 hours?

It's probably 6 hours, maybe.

I think it would have to be a little shorter, like maybe 2 hours.

90 minutes

That'd be heartwarming.

It's only 90 minutes? OK.

Oh really? That's surprising! That's not bad. Maybe I would take it then.

That's a movie.

That's the perfect length for me!

Will this count against me?

I just wouldn't stress about it as much, since it's not, like, it doesn't count towards a grade for school or, like, colleges don't see it.

What kind of subjects are on the test? Like, what it's going to be all about.

Math, Reading, Science, Writing, Economics, US History, Civics

But, you'll only take one subject.

In 90 minutes, I guess there would really only be enough time to in depth cover maybe only one subject.

You just want to know what I know.

I think everyone should at least try their best on this exam, because you should represent your state.

Taking this test seriously even though it's not directly benefitting you, its benefiting our world and people who come up behind you and, yes. I think you should do your best.

I would take a test if it were for the greater good. Even if it wasn't necessarily just my greater good – you know, for the greater good of myself, like, I think, I think I would still do it.

You can prove to yourself that you can do it!

And if you completed it and you know you did something right then, uh, you know, you should have a good feeling about yourself.

It's short. Um, it's helpful and you're not really getting graded.

I mean, I think that's the way to look at it.

It's worth the 90 minutes to do.

NAEP allows us to see what our nation's students know and can do.

When you participate, you are helping to inform decision about how to improve the U.S. education system.

Thanks.

Introducing NAEP to Teachers

Video Script

When the light bulb goes on and you see that they understand something, then they can apply it to their lives. That's the most rewarding.

A teacher embodies a lot of great things: a counselor, sometimes you're their support system, a sister...

It's really about building a relationship with students and being in this environment that is not only inspiring, but it energizes me. It makes me feel like I have a purposeful career.

Tests are an unfortunate reality.

As soon as they do a test, they just, kind of, freak out.

I think everyone complains about tests.

We do test a lot here. But they need it. We need it. You know, the data is very informative.

It's really difficult as an educator to assess where you are compared to the rest of the country, compared to the rest of the world, unless you have a baseline.

NAEP is important as each state has its own assessment, its own way of figuring out how their students are doing.

If someone is doing well in California, I want to know what they're doing. What resources are they using that I may not be using in the classroom that I can push my students to that next level?

It's all about comparing to see how we rate and hopefully we're all on the same page.

You can compare the knowledge of specific subjects across state lines.

As soon as I get that e-mail, I run to my principal's office and share the good news with him: that we are going to take part in this test.

This student just came to me and said, "Hey, you know, I'm going to take the NAEP testing." It was one day, it was for one class period and he came back and it was just fine.

So not even two hours...it's a 90-minute test.

You do not need to prep them. They don't need to prep for the test.

And while they might not get specific results back, student specific, but the state's going to get results back and the student can be like, "You know, I was a part of that."

So, who's using the data? School districts are using the data. The Department of Education is using the data. The President is using the data.

This is really important, not only for them but for their sisters, their brothers coming up, people behind them in their school, funding.

I would probably tell the student that it was used to gauge the United States. I would try to encourage her to take it more as a personal assessment of herself, but being used in the service of her country.

I would encourage every teacher to let that student experience the test because they might learn or grow, even from the assessment.

I definitely tell the students that I understand that they are being expected to take numerous assessments, numerous tests throughout the year, but that this is really important for them, that they should only try their best...

And when you come back, we'll catch you up with what you've missed in class.

I think that letting the students know that the questions are available online would be a huge motivation piece because I think when they hear ‘test,’ they’re scared. But I think if they have a chance to, you know, see what they’re being tested on, just like reviewing for a test in the classroom, they feel a little bit better.

I could prepare myself this wonderful little test as a pre-assessment.

A sample quiz online that the students could take? Oh, absolutely, yes. That would be really great.

It’s going to impact the students when you let them know that, “Hey, it’s bigger than you. It’s a bigger picture and you get to be a part of that.”

It is anonymous and we just want to see their competence: what they’ve achieved, what they’ve learned...

With the support from teachers like me, it would encourage students to participate and then hopefully get better and more comprehensive data.

It’s great that you’re being chosen for NAEP testing because you’re a part of humanity. You’re a part of a bigger thing for education in general.

Appendix D1-12: An Overview of NAEP for Private Schools
[Approved for NAEP 2019 (OMB# 1850-0928 v.9)]

An Overview of NAEP for Private Schools



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

Appendix D1 NAEP 2019-2020

What is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what students in public and private schools 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 private schools overall and for two groups of private schools, Catholic and Other Private schools, provided minimum participation benchmarks are met. NAEP is a congressionally mandated project conducted 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 participated in NAEP for decades and are an integral part of providing a complete picture of education in the United States. Private school data make an important contribution to our understanding of the condition of education in the United States and to future policy decisions. Without the participation of private schools, there would be no Nation's Report Card. NAEP has consistently demonstrated that the performance of private school students compares favorably to that of public school students.

What subjects does NAEP assess?

NAEP assessments are conducted in a range of subjects at grades 4, 8, and 12 across the country. Assessments are given most frequently in mathematics, reading, science, and writing. Other subjects, including civics, economics, geography, music and visual arts, technology and engineering literacy, and U.S. history, are assessed periodically.

NAEP special studies are conducted periodically in addition to main assessments. They are administered as part of NAEP and often involve special data collection procedures in the field, in-depth analyses of NAEP results, and evaluations of various technical procedures. For more information about NAEP special studies, visit <http://nces.ed.gov/nationsreportcard/studies>.

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 are NAEP digitally based assessments?

An increasing number of schools are making digital tools an integral component of the learning environment, reflecting that the knowledge and skills needed for future postsecondary success involve the use of new technologies. NAEP is evolving to address this changing educational landscape through its transition to digitally based assessments; pencil-and-paper assessments are being replaced by devices such as touchscreen tablets.

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. New technologies and universal design features are improving NAEP's ability to offer accommodations to increase student participation. In a digital environment, features like adjusting font size and using a highlighter tool are available to all students during the test administration. To learn more about digitally based assessments, visit <http://nces.ed.gov/nationsreportcard/dba>.

- 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>
- The NAEP website features a number of tools and applications designed to provide quick and easy access to NAEP assessment data, previously

Appendix D1 NAEP 2019-2020

- administered NAEP questions, performance comparisons, and more: <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>
- To quickly access private school results, visit the private school quick data tool at https://nces.ed.gov/nationsreportcard/about/private_school_quick_data.aspx
- NAEP results are also available on The Nation's Report Card website: <http://nationsreportcard.gov>

The following are examples of the types of NAEP questions and features students may encounter when participating in digitally based assessments.*

What is the length of the pen?

A 72 millimeters

B 78 millimeters

C 82 millimeters

D 88 millimeters

E 92 millimeters

4th Grade Mathematics

Students use the online ruler to measure objects and then answer multiple-choice questions in a grade 4 mathematics digitally based assessment administered on a tablet.

THE RECYCLING PROCESS

Raw Material

Manufacturer

Product

Consumer

Used Product

Used Product

Landfill

Recycling Center

Recycled Product

KEY

Rectangles = Processor

Triangles = Inputs and/or Outputs

According to the diagram shown, which of the following is a major effect of the recycling process?

Select 1 of the 4 choices below.

A Recycling causes people to consume more raw materials.

B Recycling directly stimulates consumer demand for recycled products.

C Recycling provides an incentive to discover new sources of raw materials.

D Recycling allows products to be made from fewer raw materials.

8th Grade Technology and Engineering Literacy

In 2014, NAEP administered the first-ever technology and engineering literacy assessment on laptops. This question assessed grade 8 students' understanding of the recycling process and its impact on society.

Use the slider to view the nuclear reaction that occurs when a high-energy particle collides with a large nucleus.

State 1

State 2

State 3

What type of nuclear reaction occurs, and why?

A Fusion, because more high-energy particles are produced.

B Fusion, because a high-energy particle combines with a large nucleus.

C Fission, because two smaller nuclei are produced.

D Fission, because mass is neither created nor destroyed during the process.

12th Grade Science

Students can use an online slider to observe changes in a nuclear reaction and then answer this multiple-choice question in a grade 12 science digitally based assessment administered on a tablet.

*The 4th grade and 12th grade questions are not released assessment questions, but represent what students might be asked during a NAEP digitally based assessment. The 8th grade sample question was released from the 2014 NAEP technology and engineering literacy assessment.

Frequently Asked Questions

What can private schools and students expect when participating in NAEP?

- NAEP is administered to students during regular school hours. Each student is assessed in one subject area. Students spend about 120 minutes taking the assessment, including time to complete a survey questionnaire.
- NAEP representatives will bring all necessary materials, including tablets or other devices for digitally based assessments, to the schools on assessment day.
- Allowable accommodations are provided as necessary for students with disabilities and/or English language learners.
- Student responses on NAEP are confidential, and the privacy of each participating school and student is essential.*

Why is private school student participation important?

The participation of all selected students enables NAEP to provide the most accurate and representative picture of student performance. NAEP uses a carefully designed sampling procedure for the assessment to be representative of public and private schools and students throughout the United States. Each participating student represents hundreds of other students. These students represent the geographic, racial, ethnic, and socioeconomic diversity that is our nation's student body. Districts, states, policymakers, and researchers all use NAEP results to assess student progress and develop ways to improve education across the country.

What are NAEP survey questionnaires?

NAEP survey questionnaires are voluntarily completed by students, teachers, and principals who participate in a NAEP assessment. Students may answer as many questions as they like and may skip any question by leaving a response blank. NAEP survey questionnaires provide valuable information about participating students' educational experiences and NAEP 2019-2020

out of the classroom. Student survey questionnaires take no more than 15 minutes to complete and are administered at the end of the NAEP assessment. To learn more about these questionnaires, visit <http://nces.ed.gov/nationsreportcard/bgquest.aspx>.



*The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Find us on:



Appendix D1-1-S-PR (Spanish version): NAEP Overview Brochure
(New version included for approval)

¿Por qué es importante la participación de los estudiantes?

NAEP evalúa a una muestra de estudiantes procedentes de todo el país que sea representativa de todos los estudiantes de los Estados Unidos. Los estudiantes seleccionados representan la diversidad geográfica, racial, étnica y socioeconómica del país. La participación de cada estudiante es fundamental para proporcionar un panorama preciso y completo del desempeño estudiantil y para garantizar que los legisladores, investigadores y educadores tengan datos fiables con que desarrollar mejoras a la educación.

¿Qué pueden esperar los estudiantes y las escuelas cuando participan en NAEP?

- ▶ La evaluación de NAEP se administra a los estudiantes durante el horario escolar normal. Cada estudiante es evaluado en una materia. A los estudiantes les toma de 90 a 120 minutos completar la evaluación, incluyendo el tiempo para completar un cuestionario de contexto.
- ▶ El día de la evaluación, los representantes de NAEP llevarán todos los materiales necesarios a las escuelas, incluyendo tabletas o computadoras portátiles para las evaluaciones digitales.
- ▶ Se proporcionan acomodos, según sea necesario, para los estudiantes con impedimentos o para los estudiantes que están aprendiendo el idioma inglés (ELL) (y para NAEP en Puerto Rico incluir a estudiantes con limitaciones lingüísticas en español [ELLE]).
- ▶ Las respuestas de los estudiantes en NAEP son confidenciales y la privacidad de cada escuela y alumno participante es esencial.*

¿Qué otros datos se recopilan durante la evaluación de NAEP?

NCES incluye cuestionarios de contexto como parte de NAEP para recopilar información que da contexto a los resultados. Hay tres tipos de cuestionarios de contexto:

- ▶ Los estudiantes completan cuestionarios que proporcionan información sobre sus oportunidades de aprendizaje dentro y fuera del aula, sus experiencias educativas y una variedad de otros temas. Por ejemplo, el nivel socioeconómico y el uso de la tecnología. Los estudiantes pueden omitir cualquier pregunta dejando la respuesta en blanco.
- ▶ Los maestros que enseñan la materia que se está administrando en la evaluación, completan cuestionarios que recopilan información sobre capacitaciones de maestros y prácticas de enseñanza.
- ▶ Los cuestionarios escolares, generalmente completados por el director o subdirector, recopilan información sobre las políticas y características de la escuela.

Conozca más acerca de estos cuestionarios y cómo se mantiene la confidencialidad de las respuestas aquí (en inglés): <http://nces.ed.gov/nationsreportcard/bgquest.aspx>

* La información que cada estudiante dé se usará únicamente con fines estadísticos. Conforme a las disposiciones de protección de la información confidencial del Título V, subtítulo A, de la Ley pública 107-347 y otras leyes federales aplicables, las respuestas de los estudiantes se mantendrán de manera confidencial y no se darán a conocer de manera que otras personas, aparte de empleados o agentes, puedan identificarlos. Por ley, todos los empleados del NCES al igual que todo agente, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionalmente dan a conocer CUALQUIER información que pueda identificar a un estudiante. Empleados y contratistas federales monitorearán la información de los estudiantes que se envíe por medios electrónicos a fin de detectar virus, programas maliciosos (malware) y otras amenazas, conforme a la Ley de mejoramiento de la seguridad cibernética de 2015. La información recolectada de todos los participantes se combinará para elaborar informes estadísticos.



Encuéntrenos en:   

Esta publicación fue preparada para el Centro Nacional de Estadísticas de la Educación por Hager Sharp bajo contrato ED-IES-13-C-0025.

Visión General de NAEP



¿Qué es NAEP?

La Evaluación Nacional de Progreso Educativo (NAEP, por sus siglas en inglés), también conocida como la Libreta de Calificaciones de la Nación, es la evaluación continua y nacionalmente representativa más grande acerca de lo que los estudiantes en las escuelas públicas y privadas en los Estados Unidos saben y pueden hacer en diferentes materias. Desde 1969, NAEP ha proporcionado una medida común de los logros estudiantiles de todo el país en matemáticas, lectura, ciencias y muchas otras materias. Dependiendo de la evaluación, las libretas de calificaciones de NAEP proporcionan resultados a nivel nacional, estatal y de algunos distritos, así como también para diferentes grupos demográficos.

NAEP es un proyecto del Centro Nacional para Estadísticas de la Educación (NCES, por sus siglas en inglés), parte del Instituto de Ciencias de la Educación del Departamento de Educación de Estados Unidos, y autorizado por el Congreso. Los datos de NAEP también se usan en estudios especiales realizados por NCES. Estos han incluido comparaciones de estándares de competencia en evaluaciones estatales; información procedente de los certificados académicos de las escuelas secundarias, incluyendo los cursos tomados y los créditos obtenidos; y análisis a fondo del desempeño de diferentes grupos demográficos en diferentes tipos de escuelas.

La Junta Regidora de la Evaluación Nacional, una organización bipartidista independiente conformada por gobernadores, superintendentes de escuelas estatales, maestros, investigadores y representantes del público en general, establece las normas de NAEP.

¿En qué se diferencia NAEP de las evaluaciones estatales?

Cada estado tiene sus propias evaluaciones, que están diseñadas para proporcionar información individual acerca de sus logros basados en distintos estándares de contenido, únicas para cada estado. NCES administra la misma evaluación de NAEP en cada estado, lo cual les proporciona a los educadores, legisladores y padres de familia una medida común de los logros estudiantiles que permite hacer comparaciones entre los estados y distritos urbanos participantes.



El sitio Web de NAEP proporciona información más detallada acerca de la evaluación (en inglés): <http://nces.ed.gov/nationsreportcard>

Los resultados de NAEP están disponibles en el sitio Web de la Libreta de Calificaciones de la Nación (en inglés): <http://nationsreportcard.gov>

El sitio Web de NAEP ofrece muchas herramientas y aplicaciones diseñadas para proporcionar un acceso rápido y fácil a los datos de la evaluación de NAEP, ejemplos de los tipos de preguntas que responden los estudiantes, comparaciones de rendimiento y mucho más (en inglés): <http://nces.ed.gov/nationsreportcard/about/naeptools.asp>

¿Qué materiales evalúa NAEP?

NAEP incluye una variedad de materias en los grados 4^o, 8^o y 12^o para proporcionar una visión integral de la amplia gama de áreas académicas que forman parte de la educación de un alumno. Las materias incluyen educación cívica, economía, geografía, matemáticas, música y artes visuales, lectura, ciencias, tecnología e ingeniería, historia de los Estados Unidos y escritura.

¿Cómo se reportan los resultados de NAEP?

Los resultados de NAEP son reportados para la nación y, en la mayoría de los casos, para los estados y para los distritos urbanos seleccionados que participan en la Evaluación Piloto de Distritos Urbanos (TUDA, por sus siglas en inglés). Los resultados se reportan como puntajes y porcentajes de los estudiantes que alcanzan los niveles de logros de NAEP: *Básico*, *Competente* y *Avanzado*.

NAEP monitorea el progreso educativo general a nivel nacional, estatal y de los distritos de TUDA y para diferentes grupos de estudiantes, incluyendo los estudiantes con impedimentos y a estudiantes que están aprendiendo el idioma inglés (ELL) (y para NAEP en Puerto Rico incluir a estudiantes con limitaciones lingüísticas en español [ELLE]). NAEP no está diseñada para proporcionar los resultados individuales de estudiantes o escuelas.

¿Cómo se está utilizando la tecnología para medir e informar las destrezas de los estudiantes?

Una cantidad creciente de escuelas están haciendo de las tecnologías digitales un componente esencial del entorno de aprendizaje. Para evaluar a los estudiantes de maneras más efectivas e interesantes que reflejen sus experiencias en el salón de clases, las evaluaciones de NAEP han hecho la transición del formato tradicional de papel y lápiz a un formato digital.

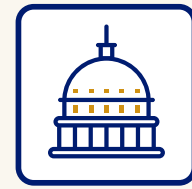
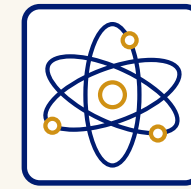
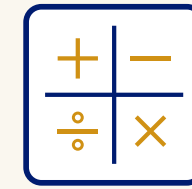
Para mejorar la experiencia del estudiante, las nuevas preguntas y características interactivas permiten que los estudiantes participen plenamente en los mismos tipos de actividades que encuentran en entornos de aprendizaje digital, lo que les permite usar multimedia para resolver problemas del mundo real. En un entorno digital, se integran directamente en la plataforma de evaluación herramientas y características útiles que la hacen más accesible que antes para los estudiantes. Las evaluaciones digitales también proporcionan nuevos tipos de datos que pueden profundizar nuestra comprensión de lo que los estudiantes saben y pueden hacer en diferentes materias.

Obtenga más información acerca de las evaluaciones digitales aquí (en inglés): <http://nces.ed.gov/nationsreportcard/dba>

¿Cómo se utilizan los resultados de NAEP?

Los legisladores, investigadores y educadores usan los resultados de NAEP para desarrollar mejoras educativas en todo el país, en los estados y distritos TUDA, y para varios grupos de estudiantes. Los padres de familia, los medios de comunicación y el público usan los resultados de NAEP para monitorear el progreso educativo en sus comunidades y para comparar el rendimiento con el de otras regiones del país. NAEP también les proporciona a los estados un punto de referencia para direccionar esfuerzos importantes que elevan los estándares de desempeño estudiantil y garantizan que los estudiantes tengan igualdad de oportunidades para ser exitosos.

Conozca cómo se emplean los datos de NAEP para desarrollar políticas y prácticas en diferentes estados (en inglés): https://nces.ed.gov/nationsreportcard/about/policy_practice.aspx



A continuación, se incluyen dos ejemplos de los tipos de preguntas y características de NAEP que verán los estudiantes cuando participen en pruebas digitales.

Matemáticas de 4^o grado

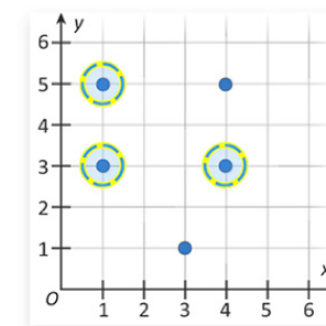
En una evaluación digital de 4^o grado que se administra en una tableta, los estudiantes pueden usar su dedo o un lápiz óptico para seleccionar las respuestas en la pantalla táctil.

Cinco puntos están marcados en la cuadrícula.

Hay más de una manera de conectar tres puntos para formar un triángulo rectángulo.

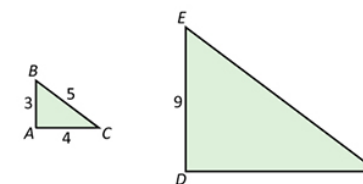
¿Cuál es una de esas maneras?

Selecciona tres puntos para mostrar tu respuesta.



Matemáticas de 8^o grado

En una evaluación digital de 8^o grado administrada en una tableta, los estudiantes pueden utilizar una calculadora digital para contestar preguntas de opción múltiple.



El triángulo ABC es semejante al triángulo DEF.

¿Cuál es el perímetro del triángulo DEF?

- | | | | |
|----------------------------------|---|----|---|
| <input type="radio"/> | A | 50 | ⊖ |
| <input checked="" type="radio"/> | B | 36 | ⊖ |
| <input type="radio"/> | C | 24 | ⊖ |
| <input type="radio"/> | D | 21 | ⊖ |
| <input type="radio"/> | E | 18 | ⊖ |

**Appendix D1-5-S-PR (Spanish version): School Coordinator
Responsibilities, A Guide to MyNAEP, Puerto Rico
(New version included for approval)**

El sitio web MyNAEP les ofrece a las escuelas y distritos participantes una manera conveniente de prepararse para la próxima Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés).

- MyNAEP le servirá como un centro de recursos y actividades en el transcurso del proceso de evaluación.
- El menú MyNAEP es una lista de verificación virtual de todas las actividades que los coordinadores de la escuela deberán completar durante el año escolar, de manera que es importante consultarlo periódicamente para asegurarse de que la escuela esté al día con los preparativos.
- Visite el sitio web MyNAEP para comenzar: www.mynaep.com/es-pr

Cada escuela participante en NAEP 2019 tiene un miembro del personal designado para cumplir la función de coordinador escolar para NAEP. Usted ha sido seleccionado(a) como coordinador(a) y punto de contacto para todas las actividades de NAEP en su escuela. Gracias de antemano por su ayuda en la preparación para esta importante evaluación.

Programa de trabajo de MyNAEP



Al inicio del año escolar usted será responsable de: Registrarse en el sitio web MyNAEP.

MyNAEP le proporcionará lo que su escuela necesita para participar en NAEP, incluyendo información acerca de lo que puede esperar en cada etapa. Varios miembros de la escuela se pueden registrar para tener acceso a la página, pero únicamente los coordinadores escolares tendrán acceso total. Regístrese en www.mynaep.com/es-pr ingresando el número de registro que su representante de NAEP le asignó. Para información detallada sobre cómo registrarse, consulte la página 3.

Completar y enviar la información de la escuela.

Vaya a la página **Proveer información sobre la escuela** en MyNAEP para ingresar y enviar la información de contacto y características de su escuela, incluyendo el nombre, la dirección y la cantidad de estudiantes matriculados en el grado seleccionado. Proporcionar información actualizada acerca de su escuela asegura que los materiales sean preparados adecuadamente para la evaluación.

Antes de la fecha de la evaluación, usted será responsable de: Recibir el paquete de preevaluación e iniciar los preparativos finales para la evaluación.

A mediados de diciembre, el representante de NAEP de su escuela, un miembro del personal de NAEP empleado por un contratista del Departamento de Educación de Estados Unidos para trabajar directamente con las escuelas, se comunicará con usted para programar una visita de preevaluación en enero. Poco después, usted recibirá el paquete de preevaluación, el cual contiene el formulario de los estudiantes seleccionados en Puerto Rico y las instrucciones para hacer los preparativos finales para la evaluación de NAEP. Su representante de NAEP le llamará a los pocos días, después de que reciba el paquete, para contestar cualquier pregunta que tenga acerca de los materiales. Antes de la visita de preevaluación, es importante que revise todos los materiales y que complete las tareas necesarias descritas en el Paquete de preevaluación.

Continuado en la página 2



Para más información sobre NAEP visite <http://nces.ed.gov/nationsreportcard/puertorico>

Encuéntrenos en:



Reunirse con el representante de NAEP durante la visita de preevaluación programada.

En enero, su representante de NAEP visitará su escuela para realizar las actividades de preevaluación. Antes de esa visita, usted debe completar las siguientes actividades:

- Actualizar el Formulario de estudiantes de Puerto Rico seleccionados para NAEP.
- Completar el Formulario de NAEP 2019 para estudiantes con impedimentos (EI) y estudiantes con limitaciones lingüísticas en español (ELLE).
- Informar a los padres/tutores de los estudiantes en los grados seleccionados y completar el Formulario de notificación a los padres
- Identificar al director de la escuela y a todos los maestros de matemáticas de los estudiantes en el grado seleccionado para poder distribuir los cuestionarios
- Completar el Formulario de Información de la Evaluación indicando los detalles de la logística del día de la evaluación
- Completar el Formulario para promover la participación

Durante la reunión, su representante de NAEP recogerá los materiales completos y los revisará con usted antes de trabajar de manera independiente con la información para preparar la reunión en persona con usted. Durante la reunión en persona, su representante de NAEP confirmará toda la información que usted proporcionó para las actividades mencionadas anteriormente. Estas actividades se describen en más detalle.

La preparación para la evaluación incluye:

Actualizar el Formulario de los estudiantes de Puerto Rico seleccionados para NAEP 2019.

NAEP informa resultados para varios grupos de estudiantes, de manera que es importante que los datos demográficos de los estudiantes seleccionados sean completos y exactos. Revise detenidamente el formulario de estudiantes seleccionados para Puerto Rico y sus datos demográficos, incluyendo mes y año de nacimiento, género, raza/origen étnico, condición del almuerzo escolar y clasificación de estudiantes con impedimentos o de estudiantes que están aprendiendo español. Igualmente, indique si alguno de los estudiantes seleccionados se ha dado de baja o no cumple con los requisitos.

Completar el Formulario de NAEP 2019 para estudiantes EI/ELLE.

El paquete también contendrá los formularios de trabajo (worksheets) para los estudiantes identificados con limitaciones lingüísticas en español o los estudiantes con impedimentos. Revise las instrucciones para distribuir y completar estos formularios de trabajo (worksheets) y

después distribúyalos a la persona mejor informada acerca de cómo se les hacen las pruebas a estos estudiantes en las evaluaciones de Puerto Rico.

Informar a los padres o tutores.

Por ley, antes de administrar la evaluación, los padres o tutores de los niños seleccionados para participar en NAEP deben ser informados de que su niño puede ser excusado de participar por cualquier motivo, no está obligado a terminar la evaluación y puede dejar de responder cualquier pregunta de la prueba. Su Coordinador de NAEP en Puerto Rico le proporcionará un ejemplo de la Carta de Notificación para los Padres o Tutores e información adicional acerca de los requisitos que usted debe cumplir.



Identificar al personal de la escuela adecuado y supervisar que los cuestionarios se completen.

Proporcione el nombre y el correo electrónico del director(a) de la escuela y de los maestros de matemáticas de los grados seleccionados en el Listado de director y maestros para NAEP. Una vez que usted haya proporcionado los nombres del director y de los maestros de matemáticas de la escuela al representante de NAEP, este preparará los cuestionarios para ellos. Usted será responsable de distribuirlos y de asegurarse de que se contesten los cuestionarios de la escuela y de los maestros a tiempo para el día de la evaluación.

Completar el Formulario de Información de la Evaluación para planificar el día de la evaluación.

Para asegurarse de que el día de la evaluación transcurra sin problemas, complete el Formulario de Información de la Evaluación para proporcionar información acerca de la logística de la evaluación, incluyendo el lugar y la hora de la evaluación, la logística de la escuela y posibles fechas de reposición.

Completar el Formulario para promover la participación y fomentar la importancia de NAEP.

La directiva de la escuela y los maestros son esenciales para motivar a los estudiantes para que hagan su mejor esfuerzo en NAEP. Los estudiantes seleccionados para tomar NAEP representarán a miles de estudiantes en Estados Unidos y Puerto Rico, por lo tanto, es sumamente importante que participen y hagan su mejor esfuerzo. Las estrategias para promover NAEP están disponibles en la página **Promover la participación**.

Cómo registrarse y acceder al sitio web MyNAEP

- 1 Visite www.mynaep.com/es-pr. Seleccione **Por favor regístrese**, en la parte derecha de la pantalla.



- 2 Ingrese el número de registro de MyNAEP que se incluye en la carta o correo electrónico que le envió su Coordinador de NAEP y seleccione Continuar. Si tiene alguna pregunta, por favor comuníquese con su representante de NAEP o con la línea de atención de NAEP llamando al 800-283-6237 o escribiendo a naephelp@westat.com. Varios empleados de la escuela pueden usar el número de registro para registrarse en el sitio web. Para instrucciones detalladas, seleccione **Ayuda para registrarse**.



- 3 Complete el formulario de registro y cree una contraseña para ingresar a MyNAEP. MyNAEP es un sitio web seguro que contiene información confidencial, por lo tanto, a los usuarios se les pedirá que acepten un acuerdo de confidencialidad. El nombre de usuario se generará automáticamente y se le enviará por correo electrónico. Hay enlaces disponibles en la página de ingreso en caso de que olvide su nombre de usuario o su contraseña.



Características de MyNAEP

El diagrama a continuación identifica características clave que le ayudarán a actualizar la información fácilmente durante el año escolar.

- 1 Los enlaces de **Ayuda y Contacto** le facilitan la información de contacto del personal de NAEP.
- 2 Si tiene alguna pregunta, comuníquese con la línea de atención de NAEP por teléfono o por correo electrónico.

3 El grado o los grados seleccionados y la fecha programada de evaluación en su escuela se muestran en el banner azul.

4 Use la página **Proveer información sobre la escuela** para proveer los datos de contacto de su escuela y la cantidad de estudiantes en el grado seleccionado.

Recursos útiles de otros sitios web de NAEP

| | |
|---|---|
| Información para las escuelas | http://nces.ed.gov/nationsreportcard/puertorico |
| <i>Introducing NAEP to Teachers</i> Video (en inglés) | http://nces.ed.gov/nationsreportcard/videos/teachervideo |
| <i>Introducing NAEP to Students</i> Video (en inglés) | http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx |
| <i>Lo que todos los padres deben saber</i> video acerca de NAEP | http://nces.ed.gov/nationsreportcard/videos/parentvideo |
| Folleto de Ejemplos de Preguntas | http://nces.ed.gov/nationsreportcard/about/booklets.aspx |
| NAEP Questions Tool (en inglés) | http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx |
| Información para los padres | http://nces.ed.gov/nationsreportcard/parents |
| Información para las escuelas seleccionadas (en inglés) | http://nces.ed.gov/nationsreportcard/about/schools.aspx |
| Marcos teóricos de la evaluación (en inglés) | http://www.nagb.org/publications/frameworks.html |

*La información que cada estudiante dé se usará únicamente con fines estadísticos. Conforme a las disposiciones de protección de la información confidencial del Título V, subtítulo A de la Ley pública 107-347 y otras leyes federales aplicables, las respuestas de los estudiantes se mantendrán de manera confidencial y no se darán a conocer de manera que otras personas, aparte de empleados o agentes, puedan identificarlos. Por ley, todos los empleados del NCES al igual que todo agente, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionadamente dan a conocer CUALQUIER información que pueda identificar a un estudiante. Empleados y contratistas federales monitorearán la información de los estudiantes que se envíe por medios electrónicos a fin de detectar virus, programas maliciosos (malware) y otras amenazas, conforme a la Ley de mejoramiento de la seguridad cibernética de 2015. La información recolectada de todos los participantes se combinará para elaborar informes estadísticos.

Appendix D1-7-S-PR (Spanish version): Facts for Teachers. "Rwgtvq" Tleq
"" (New version for approval)

2019

Información para maestros

NAEP es una parte esencial de la educación de Estados Unidos y Puerto Rico.

- NAEP es un proyecto autorizado por el Congreso y administrado por el Centro Nacional para Estadísticas de la Educación (NCES, por sus siglas en inglés), parte del Departamento de Educación de Estados Unidos y el Instituto de Ciencias de la Educación.
- Los funcionarios electos, los legisladores y los educadores usan los resultados de NAEP para desarrollar maneras de mejorar la educación.
- NAEP desempeña un papel diferente al de las evaluaciones estatales y locales. Si bien cada estado tiene su propia y única evaluación, con diferentes estándares de contenido, la misma evaluación NAEP se administra en todos los estados, proporcionando una medida común de los logros de los estudiantes.
- Dependiendo del tipo de evaluación NAEP que se administre, los datos se pueden usar para comparar y entender el rendimiento de grupos demográficos en su estado, en el país, en otros estados y en distritos que participan en la Evaluación Piloto de Distritos Urbanos (TUDA, por sus siglas en inglés). NAEP no está diseñada para recolectar o informar los resultados individuales de ningún estudiante, clase o escuela en particular.
- A los estudiantes, maestros y directores que participan en NAEP, se les pide que completen cuestionarios de contexto que proporcionan una mayor comprensión de las experiencias educativas y de los factores que podrían estar relacionados con el aprendizaje estudiantil.

Appendix D1 NAEP 2019-2020

“Como educadora, considero que la información contextual que proporciona NAEP es particularmente valiosa. Me ayuda a analizar más detenidamente los factores relacionados con los logros de los estudiantes en el país”.

Ann M. Finch, especialista en evaluaciones, Departamento de Educación de Arkansas

La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés) es la evaluación continua y nacionalmente representativa más grande acerca de lo que los estudiantes de nuestro país saben y pueden hacer en diferentes materias, tales como matemáticas, lectura, ciencias y escritura. Los resultados de NAEP se publican en un informe conocido como la Libreta de Calificaciones de la Nación. En Puerto Rico, solamente se administra la evaluación de matemáticas.

El programa de NAEP

En 2019, los estudiantes de cuarto y octavo grado en Puerto Rico tomarán la evaluación de matemáticas en tabletas. El día de la evaluación, los representantes de NAEP llevarán a las escuelas todos los materiales y equipos necesarios, incluyendo tabletas con teclados. Las escuelas únicamente tendrán que proporcionar un espacio para que los estudiantes tomen la evaluación, pupitres o mesas y una cantidad adecuada de enchufes eléctricos en el lugar de la evaluación; las escuelas no necesitan proporcionar acceso a Internet. Los representantes de NAEP brindan un gran apoyo al trabajar con el coordinador que se le haya designado a su escuela para organizar todas las actividades de la evaluación.

Para aprender más sobre las pruebas digitales (en inglés), visite <http://nces.ed.gov/nationsreportcard/dba>. Para ver los tutoriales de NAEP (en español), visite https://enaep-public.naepims.org/2018/Tutorial_Intro_Webpage_es/index.html.



Para más información sobre NAEP, visite http://nces.ed.gov/nationsreportcard/puertorico/index_sp.asp

Encuéntrenos en:



NAEP y los maestros

Ustedes, como maestros, son aliados imprescindibles para NAEP. Ustedes hacen una gran contribución al motivar a los estudiantes a que participen y a que hagan lo mejor que puedan. Cuando los estudiantes participan en NAEP y hacen su mayor esfuerzo, nosotros obtenemos la medición más precisa posible del rendimiento estudiantil en Puerto Rico y Estados Unidos. Para aprender más acerca de NAEP y para ver las Preguntas frecuentes para maestros (en inglés), visite <https://nces.ed.gov/nationsreportcard/educators>.

Los maestros pueden usar las preguntas de NAEP como un recurso educativo útil en el salón de clases. Usando la herramienta NAEP Questions Tool, pueden ver las preguntas de matemáticas de NAEP 2017 para los grados 4° y 8° que fueron publicadas (en inglés y en español), crear evaluaciones personalizadas para su clase y comparar el rendimiento de sus estudiantes con los resultados nacionales. Los maestros, estudiantes y padres pueden acceder a información y también comparar los resultados de varios grupos demográficos. La mayoría de las preguntas que se han publicado incluyen una guía de puntuación, ejemplos de respuestas de los estudiantes e información de rendimiento. Para más información, visite <http://nces.ed.gov/nationsreportcard/nqt/> (en inglés).

También pueden ver información sobre Puerto Rico, incluyendo ejemplos de preguntas (en español), en la página http://nces.ed.gov/nationsreportcard/puertorico/index_sp.asp.

Los estudiantes, maestros y directores que participan en una evaluación de NAEP completan cuestionarios de contexto de manera voluntaria. Los estudiantes pueden responder tantas preguntas como les parezca y pueden omitir cualquier pregunta dejándola en blanco. Los cuestionarios de contexto de NAEP proporcionan información valiosa sobre las

experiencias educativas y las oportunidades de aprendizaje de los estudiantes participantes, tanto dentro como fuera del salón de clases. Esta información ayuda a contextualizar los resultados del rendimiento de los estudiantes y permite hacer una comparación significativa entre grupos de estudiantes. También les proporciona datos y perspectivas importantes a los educadores, legisladores e investigadores que les permiten comprender mejor las experiencias y las necesidades educativas de los estudiantes en Estados Unidos y en Puerto Rico.

En 2019, se les solicitará a los maestros en Puerto Rico que completen el cuestionario de contexto de matemáticas. Los cuestionarios de contexto de NAEP para maestros recogen información sobre la capacitación de maestros y las prácticas docentes. Estos cuestionarios de contexto se administrarán en formato digital, pero los maestros pueden solicitar una versión impresa.

Para obtener más información sobre los cuestionarios de contexto de NAEP, leerlos y ver ejemplos de preguntas (en inglés), visite <https://nces.ed.gov/nationsreportcard/bgquest.aspx>.

Los resultados de NAEP

NAEP informa los resultados de distintos grupos demográficos en vez de los resultados individuales de estudiantes o escuelas. La información se reporta según la raza/etnia, el género, el tipo de escuela, y según el nivel de rendimiento y las escalas de puntuación. En una escuela, solamente algunos de los estudiantes participan y sus respuestas se combinan con las de otros estudiantes participantes para producir los resultados. Las respuestas de los estudiantes en NAEP son confidenciales y la privacidad de cada escuela y estudiante participante es fundamental.* Los nombres de los estudiantes participantes jamás se dan a conocer fuera de la escuela y no se vinculan con el folleto digital o impreso de evaluación después de que el estudiante la toma.*

*La información que cada estudiante dé se usará únicamente con fines estadísticos. Conforme a las disposiciones de protección de la información confidencial del Título V, Subtítulo A de la Ley pública 107-347 y otras leyes federales aplicables, las respuestas de los estudiantes se mantendrán de manera confidencial y no se darán a conocer para evitar que otras personas, aparte de empleados o agentes, puedan identificarlos. Por ley, todos los empleados del NCES al igual que todo agente, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionadamente dan a conocer CUALQUIER información que pueda identificar a un estudiante. Empleados y contratistas federales monitorearán la información de los estudiantes que se envíe por medios electrónicos a fin de detectar virus, programas maliciosos (malware) y otras amenazas, conforme a la Ley de mejoramiento de la seguridad cibernética de 2015. La información recopilada de todos los participantes se combinará para elaborar informes estadísticos.

Resultados recientes en Puerto Rico

Las evaluación de matemáticas de 2017 para los grados 4° y 8°

La puntuación promedio en matemáticas de los estudiantes en Puerto Rico fue más alta en 2017 con respecto a 2015. Sin embargo, no hubo un cambio significativo en las puntuaciones promedio de los estudiantes de octavo grado comparado con 2015.

Para ver más resultados de Puerto Rico en 2017 (en inglés), visite http://www.nationsreportcard.gov/reading_math_2015/#mathematics/state?grade=4.

Es importante saber que...

NAEP se administró por primera vez en 1969 para medir el rendimiento estudiantil a nivel nacional. En 1990, NAEP se administró a nivel estatal por primera vez. Actualmente, se evalúa a los estudiantes de 4° y 8° grado a nivel nacional y estatal en matemáticas y lectura cada 2 años, y en otras materias en años alternos. El programa de Evaluación Piloto de Distritos Urbanos (TUDA), que mide los logros de los estudiantes en algunos de los distritos urbanos más grandes de la nación, se inició en 2002.

A partir de 2003, a todas las jurisdicciones que reciben fondos de Título 1, incluyendo Puerto Rico, se les ha requerido que participen en NAEP en cuarto y octavo grado cada dos años. El objetivo principal de la administración experimental en Puerto Rico de 2003 era administrar la evaluación de matemáticas de NAEP utilizando los mismos procedimientos que se usan en otras jurisdicciones, dado que los resultados de la evaluación de Puerto Rico se comparan a lo largo del tiempo y con los resultados de otras jurisdicciones.

La administración de NAEP en Puerto Rico (el contenido, los tipos de preguntas, el muestreo y la administración, y los procedimientos de calificación) es consistente con la de otras jurisdicciones. NAEP no está diseñada para recoger o informar los resultados individuales de ningún estudiante, clase o escuela en particular.

Para conocer más sobre la historia de NAEP en Puerto Rico, visite <https://nces.ed.gov/nationsreportcard/puertorico/> (en inglés).

NAEP es considerada el estándar de oro en evaluaciones debido a su alta calidad técnica.

Desde el desarrollo de los marcos teóricos y las preguntas de la evaluación hasta la publicación de los resultados, NAEP cuenta con especialistas de contenido y de evaluación, personal de educación estatal y maestros de todo el país de alta calidad y experiencia. NAEP es un recurso confiable que mide el progreso estudiantil y que contribuye a fundamentar decisiones sobre políticas que ayudan a mejorar la educación en Estados Unidos y sus jurisdicciones.

Un proceso de muestreo cuidadosamente diseñado garantiza que las escuelas y los estudiantes seleccionados para NAEP representan a todas las escuelas y estudiantes en Estados Unidos y Puerto Rico.

Para asegurar que la muestra represente a todos los estudiantes de las escuelas del país, NAEP permite varios acomodos para estudiantes con impedimentos y estudiantes con limitaciones lingüísticas en español.

NAEP está diseñada de tal manera que la interrupción de la instrucción es mínima.

A los estudiantes les toma aproximadamente 130 minutos completar las evaluaciones digitales, incluyendo el tiempo de transición, las instrucciones y el completar un cuestionario de contexto. Cada estudiante será evaluado en un solo formato y en una sola materia. Los maestros no necesitan preparar a sus estudiantes para que tomen la evaluación, pero deberían animarlos a que hagan su mejor esfuerzo. Los representantes de NAEP brindan un gran apoyo al trabajar conjuntamente con el coordinador que se le haya designado a su escuela para organizar todas las actividades de la evaluación.



“El equipo de NAEP que fue a nuestra escuela hizo que el proceso de evaluación transcurriera sin mayores dificultades. Todos los miembros del equipo habían trabajado anteriormente como docentes y tuvieron una buena interacción con nuestros estudiantes. Las evaluaciones digitales que tomaron nuestros estudiantes les permitieron participar activamente durante toda la sesión”.

Kimberly Wilborn, consejera escolar, escuela intermedia Sandburg, Alexandria, Virginia

Más información sobre NAEP

Si desea leer sobre el programa de NAEP en Puerto Rico y ver informes sobre evaluaciones anteriores de matemáticas (en español), visite https://nces.ed.gov/nationsreportcard/puertorico/default_sp.aspx. Vea un resumen (en español) de los resultados de la evaluación de matemáticas de 2013 en Puerto Rico, en la página www.nationsreportcard.gov/subject/puerto_rico_2013/media/pdf/PR_summary_spanish2.pdf.

Puede usar la herramienta NAEP Questions Tool para ver ejemplos de preguntas de matemáticas para los grados 4° y 8° (en inglés) en <https://nces.ed.gov/nationsreportcard/nqt/>.

Para escuchar qué piensan los maestros sobre la importancia de los resultados de NAEP, vea el video *Introducing NAEP to Teachers* (en inglés) visitando <http://nces.ed.gov/nationsreportcard/videos/teachervideo>.

Vea una visión general (en inglés) de cómo NAEP hizo la transición a las evaluaciones digitales en <https://www.youtube.com/watch?v=-RJ4k0I6h2c>.

Para obtener información sobre las próximas evaluaciones NAEP, descargar informes y ver ejemplos de las preguntas (en inglés), visite <http://nces.ed.gov/nationsreportcard>.

Si necesita asistencia adicional, llame al Centro de Ayuda al 800-283-6237.

Para encontrar a su coordinador estatal de NAEP, visite <https://nces.ed.gov/nationsreportcard/states> (en inglés), seleccione su estado en el mapa y desplácese hacia abajo en la pantalla para ver la información de contacto.



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Appendix D1-8-S-PR (Spanish version): Templates for State-Specific SD
Inclusion Policy.
(New version included for approval)

El Departamento de Educación de Puerto Rico espera que la mayoría de los estudiantes con impedimentos (EI) se incluyan en la Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés). **Únicamente se pueden excluir de la evaluación NAEP a los estudiantes que cumplen (o cumplieron) con los criterios de participación de META-Alternativa.** Los demás estudiantes con impedimentos deben participar en NAEP con o sin los acomodados permitidos por NAEP. Si tiene alguna pregunta sobre los acomodados de NAEP, por favor comuníquese con **NSC name**, Coordinador(a) Estatal de NAEP escribiendo a **email address** o llamando al **phone number**.

Varios acomodados que se facilitan en las evaluaciones en Puerto Rico no son necesarios en las evaluaciones digitales de NAEP ya que están disponibles para todos los estudiantes mediante elementos de diseño universal. La tabla a continuación se divide en tres secciones: (1) elementos de diseño universal que estarán disponibles para **todos los estudiantes**, (2) acomodados facilitados por el **sistema de presentación de pruebas** y (3) acomodados facilitados **fuera del sistema de presentación de pruebas**. Los acomodados de NAEP únicamente se les permiten a los estudiantes que tienen un Plan Educativo Individualizado (PEI) o Plan de la Sección 504.

Recuerde que NAEP no produce resultados para estudiantes o escuelas a nivel individual, a diferencia de las evaluaciones estatales de Puerto Rico. En otras palabras, las evaluaciones de NAEP no imponen consecuencias ni para el estudiante ni para la escuela, en cambio, están dirigidas puramente a proporcionar una perspectiva del desempeño y progreso educativos.

Por favor, tenga en cuenta que todas las evaluaciones no son idénticas y que se crean para medir constructos específicos. Por lo tanto, es posible que NAEP no ofrezca todas las funciones de accesibilidad y los acomodados que se permiten en las evaluaciones estatales de Puerto Rico. Las expectativas de inclusión de NAEP son:

- 1) Los estudiantes que presentan las evaluaciones estatales de Puerto Rico durante varios días deben tomar las evaluaciones de NAEP en un día y con descansos según sea necesario. NAEP es mucho más corta que las evaluaciones estatales, por ello no se ofrece la opción de presentar la evaluación en varios días. El contenido relacionado con la materia y contestar preguntas acerca de sus experiencias educativas les toma a los estudiantes un máximo de 60 minutos.

Elementos de Diseño Universal para Estudiantes con Impedimentos (EI)
Matemáticas - 4º y 8º grado
Evaluaciones digitales en una tableta

| Elemento de diseño universal | Materia | Descripción |
|---|---------------------|--|
| Aumentar | Matemáticas-Tableta | <p>Agranda el contenido de la pantalla hasta 2 veces el tamaño normal del texto o de la imagen, al tiempo que mantiene la claridad, el contraste y el color.</p> <ul style="list-style-type: none"> No incluye el tutorial, la barra de herramientas, las pestañas de elementos, las barras de desplazamiento, la calculadora y el editor de ecuaciones. Seleccione el acomodo de <i>Aumentar</i> si los estudiantes necesitan que se amplíe todo el contenido de la evaluación. |
| Experiencia de evaluación individual | Matemáticas-Tableta | <p>Leer en voz alta y otros elementos de diseño universal y acomodos se facilitarán mediante la tableta y no distraerán a otros estudiantes en el salón.</p> <ul style="list-style-type: none"> Todos los estudiantes tienen audífonos para reducir las distracciones El estudiante interactúa directamente con la tableta Es evaluado con un máximo de 25 estudiantes |
| Instrucciones leídas en voz alta/Texto a voz (español) | Matemáticas-Tableta | Todas las instrucciones de la evaluación están disponibles en texto a voz, incluyendo las instrucciones generales, las instrucciones durante la evaluación, el tutorial, la ayuda y las pantallas del cuestionario del estudiante. |
| Instrucciones explicadas/aclaradas | Matemáticas-Tableta | Los estudiantes pueden levantar la mano en cualquier momento y pedirle al administrador de la evaluación que aclare o explique las instrucciones. |
| Lectura en voz alta/Texto a voz (español) - Ocasional, casi todo o todo | Matemáticas-Tableta | Los estudiantes seleccionan parte del texto o todo el texto para que el sistema de texto a voz lo lea en voz alta. |
| Usar una computadora o tableta para contestar | Matemáticas-Tableta | Todos los estudiantes contestan en tabletas proporcionadas por NAEP. |
| Tematización por color | Matemáticas-Tableta | <p>Opción 1: texto de color negro sobre fondo blanco (estándar) Opción 2: texto de color blanco sobre fondo negro Opción 3: texto de color negro sobre fondo beige</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para el tutorial ni para algunas preguntas. Si los estudiantes necesitan que todo el contenido esté en un contraste alto, seleccione el acomodo <i>Contraste alto para estudiantes con problemas de visión</i>. |
| Trabajo en borrador/función de resaltador | Matemáticas-Tableta | Permite dibujar a mano y resaltar en la pantalla para casi todo el contenido. |
| Función de eliminación | Matemáticas-Tableta | <p>Les permite a los estudiantes esconder opciones de respuesta en las preguntas de opción múltiple.</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para preguntas de respuesta construida. |
| Ajuste del volumen | Matemáticas-Tableta | Los estudiantes pueden subir o bajar el volumen usando los botones de volumen de la tableta. |
| Subtítulos | Matemáticas-Tableta | Toda la narración tiene subtítulos. |
| Papel borrador | Matemáticas-Tableta | Los administradores les informarán a los estudiantes que papel borrador (y lápiz) está disponible a solicitud. |

Acomodos de NAEP para estudiantes con impedimentos (EI)
Matemáticas - 4º y 8º grado
Evaluaciones digitales en una tableta

| Acomodo proporcionado por el sistema de presentación de pruebas | Materia | Descripción |
|---|---------------------|--|
| Tiempo extra | Matemáticas-Tableta | A los estudiantes se les da hasta tres veces el tiempo asignado para completar la evaluación. <ul style="list-style-type: none"> Si la prueba estatal no tiene límite de tiempo, los estudiantes pueden, o no, necesitar tiempo extendido para NAEP. La mayoría de los estudiantes pueden completar las secciones cognoscitivas de NAEP en el tiempo permitido. |
| Ampliación | Matemáticas-Tableta | Ampliación de más de dos veces el tamaño del texto o gráficos predeterminado en la pantalla. <ul style="list-style-type: none"> Amplía todo el contenido de la evaluación. El software de ampliación en la pantalla les permite a los estudiantes desplazarse sobre una porción de la misma para ampliar el contenido, incluyendo todas las herramientas, barras de herramientas, menús, la calculadora y el editor de ecuaciones. |
| Versión de movilidad reducida de la evaluación | Matemáticas-Tableta | Proporciona un formato de evaluación con preguntas que se pueden navegar usando el teclado o un dispositivo de entrada proporcionado por la escuela y que no requiere el uso del ratón ni del teclado táctil |
| Versión con calculadora de la evaluación | Matemáticas-Tableta | Proporciona un formato de evaluación que permite el uso de una calculadora. Ésta es una calculadora en pantalla que se facilita como parte del sistema de evaluación. |
| Contraste alto para estudiantes con problemas de visión | Matemáticas-Tableta | Proporciona un formato de evaluación en el que todo es compatible con el contraste alto. |
| Acomodo proporcionado fuera del sistema de presentación de pruebas | Materia | Descripción |
| Descansos durante la evaluación | Matemáticas-Tableta | A los estudiantes se les permite tomar descansos cuando lo pidan o a intervalos predeterminados durante la evaluación. Los estudiantes pueden tomar la evaluación en más de una sesión durante un solo día. |
| Lugar aparte | Matemáticas-Tableta | <ul style="list-style-type: none"> Evaluado en un salón apartado de otros estudiantes. Individualmente o hasta con otros cinco estudiantes. |
| Persona conocida presente en el salón de la evaluación | Matemáticas-Tableta | El/la asistente que normalmente trabaja con el estudiante debe estar presente en el salón de la evaluación durante la misma. <ul style="list-style-type: none"> Únicamente personal capacitado de NAEP puede realizar la sesión de evaluación. |
| Usa plantilla | Matemáticas-Tableta | Proporcionada por la escuela. <ul style="list-style-type: none"> Recorte, cubre pantallas, cubierta de color, lector de línea o marcador de lugar. |

| Acomodo proporcionado fuera del sistema de presentación de pruebas | Materia | Descripción |
|---|-------------------------|---|
| Equipo especial | Matemáticas- Tableta | <p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Sistema de frecuencia modulada, equipo de amplificación, dispositivo de amplificación auditiva. • Amortiguadores de ruido, cubículo de estudio, anteojeras, iluminación especial, muebles adaptables • Pelota u objetos anti estrés |
| Asiento preferencial | Matemáticas- Tableta | <p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Ubicación con pocas distracciones, limita las distracciones, lugar tranquilo. • Al frente del salón, cerca del administrador de la prueba. |
| Señas para que los estudiantes se mantengan enfocados | Matemáticas- Tableta | <p>Proporcionado por personal de la escuela.</p> <ul style="list-style-type: none"> • Monitorear la comprensión, monitorear la ubicación de las respuestas • Redirigir para mantener la concentración en la tarea, recordatorios para mantener el enfoque en la tarea, indicaciones para permanecer en la tarea • Proporcionar estímulo verbal, refuerzo, reenfoque • Dar seguimiento a los elementos de la prueba |
| Escribiente | Matemáticas- Tableta | <p>Escribiente proporcionado por la escuela. El/la estudiante responde de manera oral o señalando sus respuestas a un escribiente para que éste anote las respuestas en la tableta.</p> |
| Instrucciones solamente presentadas en lenguaje de señas | Matemáticas- Tableta | <p>Un intérprete capacitado en lenguaje de señas de la escuela le comunica por señas al estudiante las instrucciones incluidas en la guía de la sesión.</p> |
| Presentación en lenguaje de señas | Matemáticas- Tableta | <p>Un intérprete capacitado en lenguaje de señas de la escuela le comunica por señas al estudiante las instrucciones incluidas en la guía de la sesión y algunas o todas las preguntas u opciones de respuestas de la evaluación.</p> |
| Respuesta en lenguaje de señas | Matemáticas- Tableta | <p>El/la estudiante señala sus respuestas a un escribiente proporcionado por la escuela y éste las ingresa en la tableta (seleccione el acomodo <i>Escribiente</i>).</p> |
| Otro (especifique) | Matemáticas- Tableta | <p>Todo acomodo que no se mencione anteriormente. Consulte con su coordinador(a) estatal de NAEP para averiguar si se permiten otros acomodados en NAEP.</p> |

Appendix D1-9-S-PR (Spanish version): Templates for State-Specific ELL
Inclusion Policy.
(New version included for approval)

El Departamento de Educación de Puerto Rico espera que la mayoría de los estudiantes con limitaciones lingüísticas en español (ELLE) se incluyan en la Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés). **Únicamente se pueden excluir de NAEP a los estudiantes con limitaciones lingüísticas en español que han estado matriculados en una escuela en Puerto Rico por menos de 1 año académico completo antes de la evaluación de NAEP y que no pueden tener acceso a NAEP.** Los demás estudiantes con limitaciones lingüísticas en español deben participar en NAEP con o sin los acomodos permitidos por NAEP. Si tiene alguna pregunta sobre los acomodos de NAEP, por favor comuníquese con **NSC name**, Coordinador(a) Estatal de NAEP escribiendo a **email address** o llamando al **phone number**.

Varios acomodos que se facilitan en las evaluaciones en Puerto Rico no son necesarios en las evaluaciones de NAEP ya que están disponibles para todos los estudiantes mediante elementos de diseño universal. La tabla a continuación se divide en tres secciones: (1) elementos de diseño universal que estarán disponibles para **todos los estudiantes**, (2) acomodos facilitados **por el sistema de presentación de pruebas** y (3) acomodos facilitados **fuera del sistema de presentación de pruebas**. Los acomodos de NAEP únicamente se permiten para los estudiantes con limitaciones lingüísticas en español.

Recuerde que NAEP no produce resultados para estudiantes o escuelas a nivel individual, a diferencia de las evaluaciones estatales de Puerto Rico. En otras palabras, las evaluaciones de NAEP no imponen consecuencias ni para el estudiante ni para la escuela, en cambio, están dirigidas puramente a proporcionar una perspectiva del desempeño y progreso educativos.

Por favor, tenga en cuenta que todas las evaluaciones no son idénticas y que se crean para medir constructos específicos. Por lo tanto, es posible que NAEP no ofrezca todas las funciones de accesibilidad y los acomodos que se permiten en las evaluaciones estatales de Puerto Rico. Las expectativas de inclusión de NAEP son:

- 1) Los estudiantes que presentan las evaluaciones estatales de Puerto Rico durante varios días deben tomar las evaluaciones de NAEP en un día y con descansos según sea necesario. NAEP es mucho más corta que las evaluaciones estatales, por ello no se ofrece la opción de presentar la evaluación en varios días. El contenido relacionado con la materia y contestar preguntas acerca de sus experiencias educativas les toma a los estudiantes un máximo de 60 minutos.

Elementos de diseño universal de NAEP para estudiantes con limitaciones lingüísticas en español (ELLE)

Matemáticas - 4º y 8º grado Evaluaciones digitales en una tableta

| Elemento de diseño universal | Materia | Descripción |
|---|---------------------|--|
| Aumentar | Matemáticas-Tableta | <p>Agranda el contenido de la pantalla hasta 2 veces el tamaño normal del texto o de la imagen, al tiempo que mantiene la claridad, el contraste y el color.</p> <ul style="list-style-type: none"> No incluye el tutorial, la barra de herramientas, las pestañas de elementos, las barras de desplazamiento, la calculadora y el editor de ecuaciones. Seleccione el acomodo de <i>Aumentar</i> si los estudiantes necesitan que se amplíe todo el contenido de la evaluación. |
| Experiencia de evaluación individual | Matemáticas-Tableta | <p>Leer en voz alta y otros elementos de diseño universal y acomodados se facilitarán mediante la tableta y no distraerán a otros estudiantes en el salón.</p> <ul style="list-style-type: none"> Todos los estudiantes tienen audífonos para reducir las distracciones El estudiante interactúa directamente con la tableta Es evaluado con un máximo de 25 estudiantes |
| Instrucciones leídas en voz alta/Texto a voz (español) | Matemáticas-Tableta | <p>Todas las instrucciones de la evaluación están disponibles en texto a voz, incluyendo las instrucciones generales, las instrucciones durante la evaluación, el tutorial, la ayuda y las pantallas del cuestionario del estudiante.</p> |
| Instrucciones explicadas/aclaradas | Matemáticas-Tableta | <p>Los estudiantes pueden levantar la mano en cualquier momento y pedirle al administrador de la evaluación que aclare o explique las instrucciones.</p> |
| Lectura en voz alta/Texto a voz (español) - Ocasional, casi todo o todo | Matemáticas-Tableta | <p>Los estudiantes seleccionan parte del texto o todo el texto para que el sistema de texto a voz lo lea en voz alta.</p> |
| Usar una computadora o tableta para contestar | Matemáticas-Tableta | <p>Todos los estudiantes contestan en tabletas proporcionadas por NAEP.</p> |
| Tematización por color | Matemáticas-Tableta | <p>Opción 1: texto de color negro sobre fondo blanco (estándar) Opción 2: texto de color blanco sobre fondo negro Opción 3: texto de color negro sobre fondo beige</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para el tutorial ni para algunas preguntas. Si los estudiantes necesitan que todo el contenido esté en un contraste alto, seleccione el acomodo <i>Contraste alto para estudiantes con problemas de visión</i>. |
| Trabajo en borrador/función de resaltador | Matemáticas-Tableta | <p>Permite dibujar a mano y resaltar en la pantalla para casi todo el contenido.</p> |
| Función de eliminación | Matemáticas-Tableta | <p>Les permite a los estudiantes esconder opciones de respuesta en las preguntas de opción múltiple.</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para preguntas de respuesta construida. |
| Ajuste del volumen | Matemáticas-Tableta | <p>Los estudiantes pueden subir o bajar el volumen usando los botones de volumen de la tableta.</p> |
| Subtítulos | Matemáticas-Tableta | <p>Toda la narración tiene subtítulos.</p> |

| | | |
|----------------|-------------------------|--|
| Papel borrador | Matemáticas- Tableta | Los administradores les informarán a los estudiantes que papel borrador (y lápiz) está disponible a solicitud. |
|----------------|-------------------------|--|

Acomodos de NAEP para estudiantes con limitaciones lingüísticas en español (ELLE)

Matemáticas - 4º y 8º grado

Evaluaciones digitales en una tableta

| Acomodo proporcionado por el sistema de presentación de pruebas | Materia | Descripción |
|--|---------------------|---|
| Tiempo extra | Matemáticas-Tableta | <p>A los estudiantes se les da hasta tres veces el tiempo asignado para completar la evaluación.</p> <ul style="list-style-type: none"> • Si la prueba estatal no tiene límite de tiempo, los estudiantes pueden, o no, necesitar tiempo extendido para NAEP. • La mayoría de los estudiantes pueden completar las secciones cognoscitivas de NAEP en el tiempo permitido. |
| Acomodo proporcionado fuera del sistema de presentación de pruebas | Materia | Descripción |
| Descansos durante la evaluación | Matemáticas-Tableta | A los estudiantes se les permite tomar descansos cuando lo pidan o a intervalos predeterminados durante la evaluación. Los estudiantes pueden tomar la evaluación en más de una sesión durante un solo día. |
| Lugar aparte | Matemáticas-Tableta | <ul style="list-style-type: none"> • Evaluado en un salón apartado de otros estudiantes. • Individualmente o hasta con otros cinco estudiantes. |
| Persona conocida presente en el salón de la evaluación | Matemáticas-Tableta | <ul style="list-style-type: none"> • El/la asistente que normalmente trabaja con el estudiante debe estar presente en el salón de la evaluación durante la misma. Únicamente personal capacitado de NAEP puede realizar la sesión de evaluación. |
| Usa plantilla | Matemáticas-Tableta | <p>Proporcionada por la escuela.</p> <ul style="list-style-type: none"> • Recorte, cubre pantallas, cubierta de color, lector de línea, o marcador de lugar. |
| Equipo especial | Matemáticas-Tableta | <p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Sistema de frecuencia modulada, equipo de amplificación, dispositivo de amplificación auditiva. • Amortiguadores de ruido, cubículo de estudio, anteojeras, iluminación especial, mueble adaptable • Pelota u objetos anti estrés |
| Asiento preferencial | Matemáticas-Tableta | <p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Ubicación con pocas distracciones, limita las distracciones, lugar tranquilo. • Al frente del salón, cerca del administrador de la prueba. |
| Acomodo proporcionado fuera del sistema de presentación de pruebas | Materia | Descripción |
| Señas para que los estudiantes se mantengan enfocados | Matemáticas-Tableta | <p>Proporcionado por personal de la escuela.</p> <ul style="list-style-type: none"> • Monitorear la comprensión, monitorear la ubicación de las respuestas • Redirigir para mantener la concentración en la tarea, recordatorios para mantener el enfoque en la tarea, indicaciones para permanecer en la tarea • Proporcionar estímulo verbal, refuerzo, reenfoque • Dar seguimiento a los elementos de la prueba |

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| Diccionario bilingüe (en cualquier idioma) | Matemáticas- Tableta | Diccionario bilingüe portátil electrónico o impreso proporcionado por la escuela , en cualquier idioma, que contiene traducciones de palabras al español pero que no contiene definiciones. <ul style="list-style-type: none"> A veces también se le llama diccionario de "palabra por palabra", "diccionario de traducción de palabra por palabra" o "lista bilingüe de palabras" |
| Otro (especifique) | Matemáticas- Tableta | Todo acomodo que no se mencione anteriormente. Consulte con su coordinador(a) estatal de NAEP para averiguar si se permiten otros acomodados en NAEP. |