

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

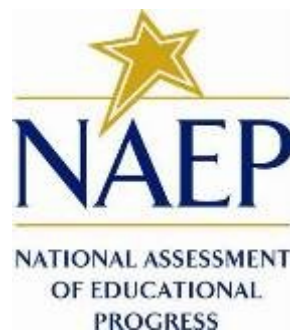
*National Assessment of Educational Progress (NAEP)  
2019 and 2020*

*Long-Term Trend (LTT) 2020 Update Emergency Clearance*

*Appendix J5*

*Long Term Trend 2020 Content of the MyNAEP System*

*OMB# 1850-0928 v.14*



March 2019

The text provided in this document reflects the final text for the 2020 LTT MyNAEP system, but the screenshots provided reflect the 2019 MyNAEP system. The final screenshots for LTT 2020 MyNAEP will be provided as a non-substantive change request by August 2019.

Please note that throughout this document, references to Appendix D3-16 and/or D3-17 (templates for state specific SD and/or ELL inclusion policy, respectively) refer to documents that, per the note in Appendix D, will be submitted for review in June 2019, with an associated 30-day public comment period.

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**Description of MyNAEP:** The school coordinators are responsible for preparing for the Long-term trend (LTT) assessment in their school using the MyNAEP system, which is an online secure site that provides participating schools with a convenient way to prepare for the upcoming assessment. MyNAEP serves as the primary resource and action center throughout the assessment process. The site also offers school coordinators an electronic way to prepare for the assessment at their own pace. The NAEP field representative will schedule an initial call to pre-review the major areas of the MyNAEP system with the school coordinator. A description of the tasks completed in the MyNAEP system can be found in Part B. The content of the MyNAEP system is included in this appendix.

### **Notes on the organization of Appendix J5**

- Red text indicates descriptive notes and references to Appendices other than J5
- Green text indicates text from hyperlinks or references within this document.
- The Additional Resources section of this document (beginning on page 64) contains the text of hyperlinks

## **MyNAEP Login Screen**

Welcome

MyNAEP is a restricted-use website that contains information on the National Assessment of Educational Progress (NAEP), widely known as The Nation's Report Card.

Login

Email or Username:

Password:

Forgot [Username](#) or [Password](#)

Having trouble logging in?

First time visiting the 2019 MyNAEP site?

[Please register](#)

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 270 minutes for schools that do not submit student sample information or 390 minutes for schools that submit student sample information manually, plus an additional 10 minutes for each student identified as SD or ELL, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0928 APPROVAL EXPIRES 9/30/2021

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).

All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). 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 each student's 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.

Notice: You are accessing a U.S. Government information system. This warning banner provides privacy and security notices consistent with applicable federal laws, directives, and other federal guidance for accessing this Government system, which includes all devices/storage media attached to this system. This system is provided for Government-authorized use only. Unauthorized or improper use of this system is prohibited and may result in disciplinary action and/or civil and criminal penalties. If you have questions or need help accessing the website, please contact the NAEP help desk at 1-800-283-6237 or [naephelp@westat.com](mailto:naephelp@westat.com) Monday through Friday between 8 a.m. and 5:30 p.m. ET.

## Screenshot

**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

## Welcome

MyNAEP is a restricted-use website that contains information on the National Assessment of Educational Progress (NAEP), widely known as The Nation's Report Card.

Login

Email or Username:

Password:

[Forgot Username or Password](#) | [Having trouble logging in?](#)

**LOGIN**

★ First time visiting the 2019 MyNAEP site?  
[Please register](#)

[Chat](#)

According to the Paperwork-Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0928. The time required to complete this information collection is estimated to average 270 minutes for schools that do not submit student sample information or 390 minutes for schools that submit student sample information manually, plus an additional 10 minutes for each student identified as SD or ELL, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202.

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All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). 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 each student's 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.

# Home page

Welcome to the National Assessment of Educational Progress!

The MyNAEP website will help you prepare for the assessment.

Assessment Details

Age:

Subject(s):

Assessment Date:

Preassessment Review Call Date:

NAEP Representative:

MyNAEP Registration ID:

NAEP School Coordinator:

\*If a school coordinator name does not appear above, then no one is currently assigned as school coordinator. Notify your NAEP State Coordinator, \_\_\_\_\_, at \_\_\_\_\_ if this information is missing. School coordinators must register their own MyNAEP account.

Prepare for Assessment

It's time to prepare for your school's upcoming assessment date.

- The first step is to watch this quick [tutorial video \(https://bcove.video/2rHlh6v\)](https://bcove.video/2rHlh6v), which will give you an overview of the [Prepare for Assessment](#) menu.
- Complete the activities in the menu before your scheduled preassessment review call.

What's Next?

Download teacher notification letters and student appointment cards in the [Support Assessment Activities](#) section.

## Screenshot

The screenshot shows the MyNAEP For Schools website interface. At the top, the NAEP logo is on the left, and the user's name 'John Jaronsky' and school 'Porter Elementary School' are displayed. The main content area is titled 'Welcome to the National Assessment of Educational Progress!' and includes sections for 'Assessment Details', 'Prepare for Assessment', and 'What's Next?'. The 'Assessment Details' section lists: Grade: 4, Subject(s): mathematics and reading, Assessment Date: Thursday 2/14/2019, Preassessment Review Call Date, NAEP Representative, MyNAEP Registration ID: 90J52348, and NAEP School Coordinator: John Jaronsky. A note below states that if a school coordinator name is missing, users should notify the NAEP State Coordinator, Jane Akins, at StateCoordinatorJ5@mynaep.com. The 'Prepare for Assessment' section includes a tutorial video link and instructions to complete activities before the preassessment review call. The 'What's Next?' section mentions securing NAEP documents in a storage envelope.

# Provide School Information

Provide School Information

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

Complete the following:

## [School Contact Information](#)

- School name and address
- Shipping address
- Principal contact information
- School coordinator contact information

## [School Characteristics Information](#)

- Student enrollment
- Charter school status
- Date school adjourns for winter break in December (**Note: for age 17, this will read: “Date school adjourns for spring break”**)
- Date school returns from winter break in January (**Note: for age 17, this will read: “Date school returns from spring break”**)
- School calendar type (traditional or year round)
- School start and end times

## Screenshot

The screenshot displays the MyNAEP For Schools web application. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chilli Central School District (15)' are on the right. A blue navigation bar contains 'Welcome John Jaronsky, Porter Elementary School' and links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Grade 4 Assessment: 2/14/2019' indicator is also present. A left sidebar menu includes 'Live Chat', 'Home', 'Provide School Information' (highlighted), '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 the same instructions and lists as the text above, with checkboxes for 'School Contact Information' and 'School Characteristics Information'.

# Prepare for Assessment

## Prepare for Assessment

The list of students selected for NAEP will become available in early December (**Note: for age 13, this will read: “September”**). The school coordinator will need to complete some activities after the list is available. Completion of these activities will ensure a successful administration of NAEP. Use the links in the checklist on the left-hand menu under Prepare for Assessment to:

- Review and verify the list of students selected for NAEP
- Complete information about how students with disabilities and English language learners will participate in NAEP
- Notify parents/guardians of sampled students
- ~~Manage school and/or teacher questionnaires~~ **Note: there are no school or teacher questionnaires for the long-term trend assessments (LTT), so the Manage Questionnaires will not be listed on the left-hand menu.**
- Plan assessment day logistics
- Encourage participation and motivate students to do their best

Complete the following activity upon return from winter break... (**Note: this text and the bullet point below will not be shown for age 13 since it is assessed in the fall and an updated list is not needed.**)

- Update the student list to include any new age [9/17] students at your school

Your NAEP representative will contact the school coordinator in early December (**Note: for age 13, this will read: “September”**) to explain how to complete these activities and to schedule a preassessment review call. Please complete all activities before the preassessment review call date.

A storage envelope and the *Instructions for School Coordinator* brochure will be mailed in early December (**Note: for age 13, this will read: “September”**). **Store any printed reports that include student names and information in the NAEP Storage Envelope.**

## Additional Resources

- [Instructions for the School Coordinator \(see Additional Resources section of this document\)](#)

## Screenshot

The screenshot shows the MyNAEP For Schools website. The header includes the NAEP logo and the text 'MyNAEP For Schools'. The user is logged in as John Jaronsky at Porter Elementary School. The main content area is titled 'Prepare for Assessment' and contains the following text:

The list of students selected for NAEP will become available in early December. The school coordinator will need to complete some activities after the list is available. Completion of these activities will ensure a successful administration of NAEP. Use the links in the checklist on the left-hand menu under Prepare for Assessment to:

- Review and verify the list of students selected for NAEP
- Complete information about how students with disabilities and English language learners will participate in NAEP
- Notify parents/guardians of sampled students
- ~~Manage school and/or teacher questionnaires~~
- Plan assessment day logistics
- Encourage participation and motivate students to do their best

Complete the following activity upon return from winter break...

- Update the student list to include any new grade 4 students at your school

Your NAEP representative will contact the school coordinator in early December to explain how to complete these activities and to schedule a preassessment review call. Please complete all activities before the preassessment review call date.

A storage envelope and the *Instructions for School Coordinator* brochure will be mailed in early December. **Store any printed reports that include student names and information in the NAEP Storage Envelope.**

Additional Resources

- [Instructions for the School Coordinator](#)
- [Digitally-based Assessments](#)



# Review and Verify List of Students Selected for NAEP

Note: The student list is initially submitted outside of the MyNAEP system and the information is loaded into MyNAEP for the school coordinator to review and verify for accuracy.

Prepare for Assessment

Review and Verify List of Students Selected for NAEP

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

Complete the following:

- [Watch the Review and Verify List of Students Selected for NAEP Tutorial](https://bcove.video/2fEo6iA) (5:36) (<https://bcove.video/2fEo6iA>)
- [Review and Verify Student Information](#)
- [Print Reports](#)

Additional Resources

- [Information Needed to Review and Verify List of Students Selected for NAEP School Coordinator](#) (see [Additional Resources section of this document](#))
- [Dept. of Agriculture Memo Authorizing Release of NSLP to NAEP School Coordinator](#) (see [Additional Resources section of this document](#))

## Screenshot

The screenshot displays the MyNAEP For Schools web application interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chili Central School District (J5)' are on the right. A navigation bar includes 'Welcome John Jaronsky, Porter Elementary School' and links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Live Chat' button is visible on the left. A sidebar menu on the left lists various assessment-related tasks, with 'Review and Verify List of Students Selected for NAEP' highlighted. The main content area shows the title 'Review and Verify List of Students Selected for NAEP' and a brief explanation of the process. Below this, a light blue box contains the instruction 'Complete the following:' followed by three bullet points: 'Watch the Review and Verify List of Students Selected for NAEP Tutorial (5:36)', 'Review and Verify Student Information', and 'Print Reports'. At the bottom, a light green box titled 'Additional Resources' lists two links: 'Information Needed to Review and Verify List of Students Selected for NAEP' and 'Dept. of Agriculture Memo Authorizing Release of NSLP to NAEP'.

## Review and Verify Student Information

Review and Verify Student Information

Print Worksheet – REV-INFO-1

Select **Print Worksheet** to review and note changes to student enrollment status and demographics on a hardcopy worksheet. Select **Continue** when you are ready to enter information into MyNAEP.

Some **students may not be eligible** to participate in NAEP. A list of possible reasons [is available here](#).

(Note: the content of the list is provided below for convenience of reviewing this appendix)

Reasons Student Cannot Take NAEP:

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

*Screenshot*

## Review and Verify Student Information

Demographic Data-REV-INFO-2

**Note:** School coordinators will be asked to review and verify student demographic information (as shown in the screenshot below), and also to indicate whether students were displaced from a natural disaster (screen REV-INFO-6).

Review all demographic data for the students listed below.

Select the **Edit pencil** next to the student name to enter a **student's correct or missing information**, or **indicate a reason the student cannot take NAEP**.

- If a student has a **Section 504 Plan and requires an accommodation to be tested**, change his or her Student with a Disability status to **Yes, 504**.
- If there are missing data for a student, there will be an icon in the column. Hover over the icon to see how many students have missing data.
- All columns can be sorted by clicking on the column header. Missing data will filter to the top.

## Screenshot

MyNAEP For Schools District: Churchville-Chili Central School District (15)

Welcome Help Contact Us My Account Register More Schools Logout  
 John Jaronsky Grade 4 Assessment: 2/14/2019  
 Porter Elementary School

Full Screen Mode REV-INFO-2

## Review and Verify Student Information

### Demographic Data

Review all demographic data for the students listed below.

Select the **Edit pencil** next to the student name to enter a **student's correct or missing information**, or indicate a **reason the student cannot take NAEP**.

- If a student has a **Section 504 Plan and requires an accommodation to be tested**, change his or her Student with a Disability status to **Yes, 504**.
- If there is missing data for a student, there will be an **⚠** icon in the column. Hover over the **⚠** icon to see how many students have missing data.
- All columns can be sorted by clicking on the column header. Missing data will filter to the top.

Edit	Name	Student ID	Session/Line #	Subject	Month of Birth	Year of Birth	Gender	Race/Ethnicity	Student with a Disability	English Language Learner	Reason Student Cannot Take NAEP
			DS0401/01		05	2009	Male	Hispanic, of any race	No, not SD	No, not ELL	
			DS0401/02		03	2009	Female	Hispanic, of any race	No, not SD	No, not ELL	
			DS0401/03		01	2008	Male	Hispanic, of any race	Yes, IEP	No, not ELL	
			DS0401/04		02	2008	Female	Hispanic, of any race	No, not SD	Information unavailable	
			DS0401/05		11	2008	Male	Hispanic, of any race	No, not SD	Information unavailable	
			DS0401/06		02	2009	Female	Two or More Races (Non-Hispanic)	No, not SD	No, not ELL	
			DS0401/07		04	2009	Female	Hispanic, of any race	Yes, IEP	No, not ELL	

Back to Beginning Back Continue Exit

## Review and Verify Student Information-REV-INFO-6

### Identify Displaced Students

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

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

# Screenshot

The screenshot shows the MyNAEP For Schools interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chilli Central School District (J5)' are on the right. Below this is a blue navigation bar with 'Welcome John Jaronsky, Porter Elementary School' and links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Grade 4 Assessment: 2/14/2019' indicator is also present.

The main content area is titled 'Review and Verify Student Information' and includes a sub-section 'Identify Displaced Students'. A text block explains that due to natural disasters, families may be forced from their homes, displacing students. It asks if any of the listed students were displaced from another district or state by a disaster, such as a hurricane.

Name	Student ID	Session/Line #	Subject	Is this a displaced student?
		DS0401/01		No <input type="checkbox"/>
		DS0401/02		No <input type="checkbox"/>
		DS0401/03		No <input type="checkbox"/>
		DS0401/04		No <input type="checkbox"/>
		DS0401/05		No <input type="checkbox"/>
		DS0401/06		No <input type="checkbox"/>
		DS0401/07		No <input type="checkbox"/>
		DS0401/08		No <input type="checkbox"/>
		DS0401/09		No <input type="checkbox"/>
		DS0401/10		No <input type="checkbox"/>
		DS0401/11		No <input type="checkbox"/>
		DS0401/12		No <input type="checkbox"/>

At the bottom of the interface, there are five buttons: 'Back to Beginning', 'Back', 'Save', 'Save and Continue', and 'Exit'.

Review and Verify Student Information

Print Summary Report-REV-INFO-7

Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call.

Select **Submit** when you are finished with this section.

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The top navigation bar includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chilli Central School District (J5)'. A user profile for John Jaronsky at Porter Elementary School is displayed, along with links for Help, Contact Us, My Account, Register More Schools, and Logout. The current assessment is identified as 'Grade 4 Assessment: 2/14/2019'. The left sidebar contains a 'Live Chat' button and a menu with categories: Home, Provide School Information, Prepare for Assessment (highlighted), Support Assessment Activities, and Wrap Up. The 'Prepare for Assessment' section lists several tasks, with 'Review and Verify List of Students Selected for NAEP' selected. The main content area is titled 'Review and Verify Student Information' and includes a 'Print Summary Report' section. This section instructs the user to select 'Print Summary' to print a record of student information and to select 'Submit' when finished. At the bottom of the main content area, there are five buttons: 'Print Summary', 'Back to Beginning', 'Back', 'Submit', and 'Exit'. The page ID 'REV-INFO-7' is visible in the top right corner.

## Print Reports

Print Reports – REV-REP-1

### Before entering student data in the system

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

### After entering student data in the system

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

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The top navigation bar is identical to the previous screenshot. The left sidebar is also identical. The main content area is titled 'Print Reports' and includes two sections: 'Before entering student data in the system' and 'After entering student data in the system'. The first section instructs the user to print a worksheet to review and verify student enrollment status and demographics. A 'Print Worksheet' button is provided. The second section instructs the user to select 'Print Summary Report' to print a record of student information. A 'Print Summary Report' button is provided. At the bottom of the main content area, there are two buttons: 'Exit' and 'Submit'. The page ID 'REV-REP-1' is visible in the top right corner.

**Sample of information included in the worksheet and summary report** (note the worksheet is a resource to assist school coordinator in collecting the information that will be contained in the summary report)

<b>Worksheet for Students Selected for NAEP</b>											
School Name: Frontier Middle School District Name: Rankin Co School Dist NAEP ID: 0120261											
Student Name	Student ID	Session/ Line #	Subject	Month of Birth	Year of Birth	Gender	Race/Ethnicity Race/Ethnicity	School Lunch Status	Student with a Disability Status	English Language Learner Status	Reason Student Cannot Take NAEP
		DS0801/01		08	2005	Male	Information unavailable	Information unavailable	No, not SD	No, not ELL	

## Complete SD/ELL Student Information

Note: In this section the school coordinator will provide information to determine how students participate in NAEP (i.e., without accommodations, with accommodations, or do not test). The school coordinator will provide the Individuals with Disabilities Education Act (IDEA) disability status, English proficiency, primary language, grade-level performance, and accommodations, using the state-specific NAEP inclusion policies (see Appendices D3-16 and D3-17 for templates of the SD and ELL inclusion policies, which are customized by the NAEP State Coordinators). The purpose of providing this information is to make sure students have appropriate supports to access the NAEP assessment.

Prepare for Assessment

Complete SD/ELL Student Information

To ensure that NAEP reflects the educational progress of all students, **students with disabilities (SD) and English language learners (ELL) must be included to the fullest extent possible.**

NAEP provides accommodations only for SD and ELL. Therefore, this section only includes students whose SD status is "Yes, IEP" or "Yes, 504" or ELL status is "Yes, ELL." **Changes to these status codes can only be made in the Review and Verify List of Students Selected for NAEP section.**

The information that you provide in this section indicates how students will participate in NAEP and the accommodations they will receive.

Complete the following:

- [Watch Complete SD/ELL Student Information Tutorial \(5:59\) \(https://bcove.video/2fECUxM\)](https://bcove.video/2fECUxM)
- [Review NAEP Inclusion Policy](#)
- [Give Access to SD and/or ELL Specialist\(s\) \(optional\)](#)
- [Provide Information for Students Who Are Both SD and ELL](#)
- [Provide Information for SD \(IEP or 504 Plan\) Only](#)
- [Provide Information for ELL Only](#)
- [Print Reports](#)
- [Create Accommodation Sessions \(Field Staff Only\)](#)

Additional Resources

- [Inclusion on NAEP Fact Sheet](#)
- [Letter from Department of Education Encouraging Inclusion](#)
- [Information Needed to Include SD/ELL Students](#)



# Screenshot

**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

**MyNAEP For Schools** District: Churchville-Chili Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout  
Grade 4 Assessment: 2/14/2019

Live Chat

- Home
- Provide School Information
- Prepare for Assessment**
  - Review and Verify List of Students Selected for NAEP
  - Complete SD/ELL Student Information**
  - Notify Parents
  - Manage Questionnaires
  - Plan for Assessment Day
  - Encourage Participation
  - Update Student List
- Support Assessment Activities
- Wrap Up

Prepare for Assessment

## Complete SD/ELL Student Information

To ensure that NAEP reflects the educational progress of all students, **students with disabilities (SD) and English language learners (ELL) must be included to the fullest extent possible.**

NAEP provides accommodations only for SD and ELL. Therefore, this section only includes students whose SD status is "Yes, IEP" or "Yes, 504" or ELL status is "Yes, ELL." **Changes to these status codes can only be made in the Review and Verify List of Students Selected for NAEP section.**

The information that you provide in this section indicates how students will participate in NAEP and the accommodations they will receive.

Complete the following:

- [Watch Complete SD/ELL Student Information Tutorial \(5:59\)](#)
- [Review NAEP Inclusion Policy](#)
- [Give Access to SD and/or ELL Specialist\(s\) \(optional\)](#)
- [Provide Information for Students Who Are Both SD and ELL](#)
- [Provide Information for SD \(IEP or 504 Plan\) Only](#)
- [Provide Information for ELL Only](#)
- [Print Reports](#)

Additional Resources

- [Inclusion on NAEP Fact Sheet](#)
- [Letter from Department of Education Encouraging Inclusion](#)
- [Information Needed to Include SD/ELL Students](#)

## Review NAEP Inclusion Policy

Review NAEP Inclusion Policy-COMP-INCL 1-1

NAEP Inclusion Policy for Students with Disabilities and English Language Learners

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

[SD Inclusion Policy \(See Appendix D3-16\)](#)

[ELL Inclusion Policy \(See Appendix D3-17\)](#)

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

Students who meet (or met) participation criteria for the State Alternate Assessment

English language learners who have been enrolled in U.S. schools less than 1 full academic year before the NAEP assessment and cannot access NAEP

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

Monitoring Exclusions

Your NAEP State Coordinator will monitor exclusions and may contact you regarding excluded students. If you have any questions about how to include a student, contact your NAEP State Coordinator, NAME, at EMAIL ADDRESS.

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

Yes    No

### Screenshot

The screenshot displays the MyNAEP For Schools interface. At the top, the header includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chilli Central School District (J5)'. A navigation bar contains links for 'Welcome', 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. The user is identified as 'John Jaronsky' from 'Porter Elementary School', with a 'Grade 4 Assessment: 2/14/2019' indicator.

The main content area is titled 'Review NAEP Inclusion Policy' and is categorized as 'COMP-INCL 1-1'. It features a sidebar with navigation options: 'Home', 'Provide School Information', 'Prepare for Assessment' (highlighted), 'Support Assessment Activities', and 'Wrap Up'. Under 'Prepare for Assessment', the selected option is 'Review and Verify List of Students Selected for NAEP'. Other options include 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day', 'Encourage Participation', and 'Update Student List'.

The main content area contains the following text:

**Training J5 NAEP 2019 Inclusion Policy for Students with Disabilities and English Language Learners**

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

- Training J5 SD Inclusion Policy
- Training J5 ELL Inclusion Policy

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

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

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

**Monitoring Exclusions**

Your NAEP State Coordinator will monitor exclusions and may contact you regarding excluded students. If you have any questions about how to include a student, contact your NAEP State Coordinator, Jane Akins, at StateCoordinatorJ5@mynaep.com.

I downloaded and reviewed the Training J5 NAEP 2019 Inclusion Policy for Students with Disabilities and English Language Learners.

Yes     No

Select the Submit button to record your response above.

Buttons for 'Submit' and 'Exit' are located at the bottom of the form.

## Give Access to SD and/or ELL Specialists

Please complete the Review and Verify List of Students Selected for NAEP section before giving access to SD and/or ELL Specialists

### Give Access to SD and/or ELL Specialists-COMP-SPEC 1-1

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

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

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

### Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the user's name (John Jaronsky, Porter Elementary School), and the district (Churchville-Chilli Central School District (J5)). The main content area is titled 'Give Access to SD and/or ELL Specialists' and contains instructions and a table for entering student information.

**Give Access to SD and/or ELL Specialists**

Please complete the **Review and Verify List of Students Selected for NAEP** section **before** giving access to SD and/or ELL Specialists.

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

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

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

	First Name	Last Name	Email Address	SD Access	ELL Access	Send Email	Email Sent Date
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	

## Provide Information for Students Who Are Both SD and ELL

Print Worksheet-COMP-BOTH-2

Select **Print Worksheet** to record the information for each student on a hardcopy worksheet. Select **Continue** when you're ready to enter information into MyNAEP.

Review the [NAEP inclusion policy](#) (see [Appendices D3-16 and D3-17](#)) to see the universal design elements and accommodations for NAEP, and to determine how students should participate.

### Screenshot

The screenshot displays the MyNAEP For Schools web application interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' is in the center. The user is identified as John Jaronsky from Porter Elementary School. The district is Churchville-Chili Central School District (J5). The current assessment is Grade 4 Assessment, dated 2/14/2019. The main content area is titled 'Print Worksheet' and contains the same instructions as the text above. At the bottom of the main content area, there are three buttons: 'Print Worksheet', 'Continue', and 'Exit'. A left-hand navigation menu is visible, with 'Prepare for Assessment' selected. The top right corner of the page shows 'Full Screen Mode' and 'COMP-BOTH-2'.

## ELL Details-COMP-BOTH-3


For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [NAEP inclusion policy](#) (see [Appendices D3-16 and D3-17](#)) prior to completing.

- What is the student's primary language?
- Including this year, how long has this student been receiving [academic instruction primarily in English](#)? (note a hover note displays in the system that reads: Instructor presents academic content in English and the student receives only occasional translation of words or explanation of ideas/concepts in his/her native language.)
- At what [grade level](#) (note a hover note displays in the system that reads: For example, a grade 4 student is selected to take the NAEP math assessment who performs at a second-grade level should be marked as two or more years below grade level.) does this student perform in the NAEP subject?
- How would you characterize this student's [English proficiency](#) (note a hover note displays in the system that reads: How this student's English language proficiency compares to other ELLS in the same grade.) in listening comprehension, reading, speaking, and writing?

All columns can be sorted by selecting the column header.

## Screenshot

The screenshot shows the MyNAEP For Schools interface for a user named John Jaronsky at Porter Elementary School. The page is titled "ELL Details" and provides instructions for recording student information. A table lists student details with columns for Student name, Session/Line #, ELL classification, NAEP subject, Primary language, Other primary language (Specify), Academic instruction primarily in English, Grade level performance in NAEP subject, and four categories of English proficiency (listening, reading, speaking, writing). The table contains one row for student DS0401/43, who is classified as "Yes, ELL". Navigation buttons for "Back to Beginning", "Back", "Continue", and "Exit" are visible at the bottom.

Student name	Session/Line #	ELL classification	NAEP subject	Primary language	Other primary language (Specify)	Academic instruction primarily in English	Grade level performance in NAEP subject	English proficiency listening	English proficiency reading	English proficiency speaking	English proficiency writing
	DS0401/43	Yes, ELL									

## SD Details-COMP-BOTH-4

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

- Which of the following [IDEA categories \(see list below\)](#) best describes each student's identified disability(ies)?
  - Autism
  - Deaf-blindness
  - Developmental delay
  - Emotional disturbance
  - Hearing impairment, including deafness
  - Intellectual disability
  - Multiple disabilities
  - Orthopedic impairment
  - Other health impairment
  - Specific learning disability
  - Speech or language impairment
  - Traumatic brain injury
  - Visual impairment, including blindness
- What is the [degree](#) (note that in the system a hover note appears that reads: The response should be based on the knowledge of the person most familiar with this student's disability(ies) and based on the professional judgment how it/they might compare to other students with similar) of each student's disability(ies)?

All columns can be sorted by selecting the column header.

## Screenshot

The screenshot displays the MyNAEP For Schools interface. The top navigation bar includes the NAEP logo, the user's name (John Jaronsky), and the school (Porter Elementary School). The main content area is titled "SD Details" and contains instructions for recording student information. A table with columns for Edit, Student name, Session/Line #, SD classification, NAEP subject, IDEA Disability(ies), and Degree of disability(ies) is shown. Below the table are buttons for "Back to Beginning", "Back", "Continue", and "Exit".

MyNAEP For Schools  
District: Churchville-Chilli Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help Contact Us My Account Register More Schools Logout  
Grade 4 Assessment: 2/14/2019

Full Screen Mode COMP-BOTH-4

### SD Details

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training J5 NAEP 2019 inclusion policy](#) prior to completing.

- Which of the following IDEA categories best describes each student's identified disability(ies)? (Note: This question is not applicable to students marked as Yes, 504.)
- What is the degree of each student's disability(ies)?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	SD classification	NAEP subject	IDEA Disability(ies)	Degree of disability(ies)
		DS0401/43	Yes, IEP			

Back to Beginning Back Continue Exit

## How Students Should Participate-COMP-BOTH-5

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [NAEP inclusion](#) (see [Appendices D3-16 and D3-17](#)) prior to completing.

- How is each student assessed on the state or classroom assessments in the NAEP subject?
- How should each student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Reason student cannot take NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

### Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the user name 'John Jaronsky' at 'Porter Elementary School', and the district 'Churchville-Chili Central School District (J5)'. The main content area is titled 'How Students Should Participate' and contains the following text:

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training J5 NAEP 2019 inclusion policy](#) prior to completing.

- How is each student assessed on the state or classroom assessments in the NAEP subject?
- How should each student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Reason student cannot take NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	SD classification	ELL classification	NAEP subject	How long has this student been enrolled in U.S. schools?	How is student assessed on the state or classroom assessments?	How should the student be assessed on NAEP?	Universal design elements	NAEP accommodations
		DS0401/43	Yes, IEP	Yes, ELL	Math - Tablet	1 full academic year or more before the NAEP assessment	With accommodations	Do not test-excluded contrary to NAEP policy	N/A	N/A

At the bottom of the page, there are four buttons: 'Back to Beginning', 'Back', 'Continue', and 'Exit'.

## Print Summary Report-COMP-BOTH-8

Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call.

Select **Submit** when you are finished with this section.

### Screenshot

The screenshot displays the MyNAEP For Schools web application interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' is in the center. The user is identified as John Jaronsky from Porter Elementary School. The district is Churchville-Chili Central School District (J5). The current assessment is Grade 4, dated 2/14/2019. A navigation menu on the left includes options like Home, Provide School Information, Prepare for Assessment, Review and Verify List of Students Selected for NAEP, Complete SD/ELL Student Information, Notify Parents, Manage Questionnaires, Plan for Assessment Day, Encourage Participation, Update Student List, Support Assessment Activities, and Wrap Up. The main content area is titled 'Print Summary Report' and contains the following text: 'Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call. Select **Submit** when you are finished with this section.' Below the text are five buttons: 'Print Summary Report', 'Back to Beginning', 'Back', 'Submit', and 'Exit'. The page is in 'Full Screen Mode' and the identifier 'COMP-BOTH-8' is visible in the top right corner.



## Provide Information for SD (IEP or 504 Plan) Only

Print Worksheet-COMP-SD-2

Select **Print Worksheet** to record the information for each student on a hardcopy worksheet. Select **Continue** when you're ready to enter information into MyNAEP.

Review the [NAEP inclusion policy](#) (see appendix D3-16) to see the universal design elements and accommodations for NAEP, and to determine how students should participate.

### Screenshot

The screenshot displays the MyNAEP For Schools interface. The header includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chilli Central School District (J5)'. The user is identified as 'John Jaronsky' from 'Porter Elementary School'. The main content area is titled 'Print Worksheet' and contains the following text: 'Select **Print Worksheet** to record the information for each student on a hardcopy worksheet. Select **Continue** when you're ready to enter information into MyNAEP.' Below this, it says 'Review the [Training J5 NAEP 2019 inclusion policy](#) to see the universal design elements and accommodations for NAEP, and to determine how students should participate.' At the bottom of the content area are three buttons: 'Print Worksheet', 'Continue', and 'Exit'. A left sidebar contains a navigation menu with options like 'Home', 'Provide School Information', 'Prepare for Assessment', 'Review and Verify List of Students Selected for NAEP', 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day', 'Encourage Participation', 'Update Student List', 'Support Assessment Activities', and 'Wrap Up'. The top right of the content area shows 'Full Screen Mode' and 'COMP-SD-2'.

SD Details-COMP-SD-3

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

- Which of the following [IDEA categories](#) (see list below) best describes each student's identified disability(ies)? (Note: This question is not applicable to students marked as Yes, 504.)
  - Autism
  - Deaf-blindness
  - Developmental delay
  - Emotional disturbance
  - Hearing impairment, including deafness
  - Intellectual disability
  - Multiple disabilities
  - Orthopedic impairment
  - Other health impairment
  - Specific learning disability
  - Speech or language impairment
  - Traumatic brain injury
  - Visual impairment, including blindness

- What is the [degree](#) (note that in the system a hover note appears that reads: The response should be based on the knowledge of the person most familiar with this student's disability(ies) and based on the professional judgment how it/they might compare to other students with similar) of each student's disability(ies)?
- At what [grade level](#) (note that in the system a hover note appears that reads: For example, a grade 4 student is selected to take the NAEP math assessment who performs at a second-grade level should be marked as two or more years below grade level) does this student perform in the NAEP subject?

All columns can be sorted by selecting the column header.

## Screenshot

**MyNAEP For Schools** District: Churchville-Chili Central School District (15)

Welcome John Jaronsky Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout

Grade 4 Assessment: 2/14/2019

Full Screen Mode COMP-SD-3

### SD Details

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

- Which of the following IDEA categories best describes each student's identified disability(ies)? (Note: This question is not applicable to students marked as Yes, 504.)
- What is the degree of each student's disability(ies)?
- At what grade level does this student perform in the NAEP subject?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	SD classification	NAEP subject	IDEA Disability (ies)	Degree of disability(ies)	Grade level performance in NAEP subject
		DS0401/03	Yes, IEP				
		DS0401/07	Yes, IEP				
		DS0401/11	Yes, IEP				
		DS0401/12	Yes, IEP				
		DS0401/14	Yes, IEP				
		DS0401/17	Yes, IEP				
		DS0401/21	Yes, IEP				
		DS0401/35	Yes, IEP				

Back to Beginning | Back | Continue | Exit

## How Students Should Participate-COMP-SD-4

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [NAEP inclusion policy](#) (see appendix D3-16) prior to completing.

- How is each student assessed on the state or classroom assessments in the NAEP subject?
- How should each student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Reason student cannot take NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

## Screenshot

The screenshot shows the MyNAEP For Schools interface for Churchville-Chili Central School District (J5). The user is John Jaronsky at Porter Elementary School, logged in for the Grade 4 Assessment on 2/14/2019. The main content area is titled 'How Students Should Participate' and contains instructions and a list of questions. Below the instructions is a table with columns for Edit, Student name, Session/Line #, SD classification, NAEP subject, How is student assessed on the state or classroom assessments?, How should the student be assessed on NAEP?, Universal design elements, and NAEP accommodations. The table lists six students with their respective assessment details.

Edit	Student name	Session/Line #	SD classification	NAEP subject	How is student assessed on the state or classroom assessments?	How should the student be assessed on NAEP?	Universal design elements	NAEP accommodations
		DS0401/03	Yes, IEP	Math - Tablet	With accommodations	With accommodations allowed by NAEP	*Directions Read Aloud/Text-to-Speech (English)	*Breaks During Test *Extended Time
		DS0401/07	Yes, IEP	Reading - Tablet	With accommodations	Do not test-excluded contrary to NAEP policy	N/A	N/A
		DS0401/11	Yes, IEP	Math - Tablet	Without accommodations	Without accommodations	N/A	N/A
		DS0401/12	Yes, IEP	Reading - Tablet	With accommodations	With accommodations allowed by NAEP	*Scratchwork/Highlighter Capability	*Low Mobility Version of the Test
		DS0401/14	Yes, IEP	Reading - Tablet	Without accommodations	Without accommodations	N/A	N/A
		DS0401/17	Yes, IEP	Reading	With accommodations	With	*Directions Read	N/A

Navigation buttons at the bottom: Back to Beginning, Back, Continue, Exit.

## Print Summary Report-COMP-SD-7

Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call.

Select **Submit** when you are finished with this section.

### Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the text "MyNAEP For Schools", and the district name "District: Churchville-Chili Central School District (J5)". The user is identified as "John Jaronsky" from "Porter Elementary School". The page title is "Print Summary Report". The main content area contains the following text: "Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call." and "Select **Submit** when you are finished with this section." Below the text are five buttons: "Print Summary Report", "Back to Beginning", "Back", "Submit", and "Exit". The left sidebar contains a navigation menu with options like "Live Chat", "Home", "Provide School Information", "Prepare for Assessment", "Review and Verify List of Students Selected for NAEP", "Complete SD/ELL Student Information", "Notify Parents", "Manage Questionnaires", "Plan for Assessment Day", and "Encourage Participation".

## Provide Information for ELL Only

### Print Worksheet-COMP-ELL-2

Select **Print Worksheet** to record the information for each student on a hardcopy worksheet. Select **Continue** when you're ready to enter information into MyNAEP.

Review the [NAEP inclusion policy](#) (see appendix D3-17) to see the universal design elements and accommodations for NAEP, and to determine how students should participate.

### Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the text "MyNAEP For Schools", and the district name "District: Churchville-Chili Central School District (J5)". The user is identified as "John Jaronsky" from "Porter Elementary School". The page title is "Print Worksheet". The main content area contains the following text: "Select **Print Worksheet** to record the information for each student on a hardcopy worksheet. Select **Continue** when you're ready to enter information into MyNAEP." and "Review the [Training J5 NAEP 2019 inclusion policy](#) to see the universal design elements and accommodations for NAEP, and to determine how students should participate." Below the text are three buttons: "Print Worksheet", "Continue", and "Exit". The left sidebar contains a navigation menu with options like "Live Chat", "Home", "Provide School Information", "Prepare for Assessment", "Review and Verify List of Students Selected for NAEP", "Complete SD/ELL Student Information", "Notify Parents", "Manage Questionnaires", "Plan for Assessment Day", "Encourage Participation", "Update Student List", "Support Assessment Activities", and "Wrap Up".

## ELL Details-COMP-ELL-3

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [NAEP inclusion policy](#) (see appendix D3-17) prior to completing.

- What is the student's primary language?
- Including this year, how long has this student been receiving [academic instruction primarily in English](#)? (note a hover note displays in the system that reads: Instructor presents academic content in English and the student receives only occasional translation of words or explanation of ideas/concepts in his/her native language.)
- At what [grade level](#) (note a hover note displays in the system that reads: For example, a grade 4 student is selected to take the NAEP math assessment who performs at a second-grade level should be marked as two or more years below grade level) does this student perform in the NAEP subject?
- How would you characterize this student's [English proficiency](#) (note a hover note displays in the system that reads: How this student's English language proficiency compares to other ELLS in the same grade.) in listening comprehension, reading, speaking, and writing?

All columns can be sorted by selecting the column header.

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the user name John Jaronsky, and the school Porter Elementary School. The main content area is titled "ELL Details" and contains the same instructions and list of questions as the text above. Below the instructions is a table with the following columns: Edit, Student name, Session/Line #, ELL classification, NAEP subject, Primary language, Other primary language (Specify), Academic instruction primarily in English, Grade level performance in NAEP subject, English proficiency listening, English proficiency reading, English proficiency speaking, and English proficiency writing. The table lists five students with session/line numbers DS0401/18, DS0401/36, DS0401/37, DS0401/39, and DS0401/40, all with "Yes, ELL" classification. At the bottom of the interface are buttons for "Back to Beginning", "Back", "Continue", and "Exit".

Edit	Student name	Session/Line #	ELL classification	NAEP subject	Primary language	Other primary language (Specify)	Academic instruction primarily in English	Grade level performance in NAEP subject	English proficiency listening	English proficiency reading	English proficiency speaking	English proficiency writing
		DS0401/18	Yes, ELL									
		DS0401/36	Yes, ELL									
		DS0401/37	Yes, ELL									
		DS0401/39	Yes, ELL									
		DS0401/40	Yes, ELL									

## How Students Should Participate-COMP-ELL-4

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [NAEP inclusion policy](#) (see appendix D3-17) prior to completing.

- How long has each student been enrolled in U.S. schools? (One full academic year is defined as one full school year before the assessment)
- How should the student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Reason student cannot take NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

## Screenshot

The screenshot shows the MyNAEP For Schools interface for the Churchville-Chili Central School District (J5). The user is John Jaronsky at Porter Elementary School. The page is titled 'How Students Should Participate' for the assessment 'COMP-ELL-4'. The main content area contains the following text and table:

For each student listed below, record the following information by selecting the **Edit pencil** next to the student name. Review the [Training J5 NAEP 2019 inclusion policy](#) prior to completing.

- How long has each student been enrolled in U.S. schools? (One full academic year is defined as one full school year before the assessment)
- How should the student be assessed on NAEP?
- (If appropriate) What universal design elements and accommodations does the student need to access NAEP?
- (If appropriate) Reason student cannot take NAEP?
- (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

All columns can be sorted by selecting the column header.

Edit	Student name	Session/Line #	ELL classification	NAEP subject	How long has this student been enrolled in U.S. schools?	How should the student be assessed on NAEP?	Universal design elements	NAEP accommodations
		DS0401/18	Yes, ELL	Reading - Tablet	1 full academic year or more before the NAEP assessment	With accommodations allowed by NAEP	**Directions Read Aloud/Text-to-Speech (English)	**Directions Read Aloud/Text-to-Speech (Spanish) **Directions Only Translated to Spanish
		DS0401/36	Yes, ELL	Math - Tablet	1 full academic year or more before the NAEP assessment	Do not test-excluded contrary to NAEP policy	N/A	N/A
		DS0401/37	Yes, ELL	Math - Tablet	Less than 1 full academic year before the NAEP assessment	Do not test	N/A	N/A
		DS0401/39	Yes, ELL	Math - Tablet	1 full academic year or more before the NAEP assessment	Without accommodations	N/A	N/A

At the bottom of the interface, there are four buttons: 'Back to Beginning', 'Back', 'Continue', and 'Exit'.

## Print Summary Report-COMP-ELL-6

Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call.

Select **Submit** when you are finished with this section.

### Screenshot

The screenshot displays the MyNAEP For Schools web application interface. At the top left is the NAEP logo (National Assessment of Educational Progress). The header includes the text "MyNAEP For Schools" and "District: Churchville-Chili Central School District (15)". A navigation bar contains links for "Help", "Contact Us", "My Account", "Register More Schools", and "Logout". Below this, a "Welcome" message is shown for "John Jaronsky" at "Porter Elementary School", along with a "Grade 4 Assessment: 2/14/2019" indicator. A left sidebar menu lists navigation options: "Live Chat", "Home", "Provide School Information", "Prepare for Assessment" (highlighted), "Review and Verify List of Students Selected for NAEP", "Complete SD/ELL Student Information", "Notify Parents", and "Manage Questionnaires". The main content area is titled "Print Summary Report" and includes the text: "Select **Print Summary** to print a record of the student information entered into MyNAEP. Keep this report in the **NAEP Storage Envelope** and refer to it during the preassessment review call. Select **Submit** when you are finished with this section." At the bottom of the main area are five buttons: "Print Summary Report", "Back to Beginning", "Back", "Submit", and "Exit". The top right corner of the main area shows "Full Screen Mode" and "COMP-ELL-6".

## Print Reports

Print Reports-COMP-REP-1

### Before entering student data in the system

Print the worksheets to record student information.

### After entering student data in the system

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

## Screenshot

The screenshot displays the MyNAEP For Schools web application interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chill Central School District (J5)' are on the right. A navigation bar includes 'Welcome John Jaronsky, Porter Elementary School' and links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Live Chat' button is visible on the left sidebar. The main content area is titled 'Print Reports' and is labeled 'COMP-REP-1'. It is divided into two sections: 'Before entering student data in the system' and 'After entering student data in the system'. The first section contains three buttons: 'Print Worksheet for SD Only', 'Print Worksheet for ELL Only', and 'Print Worksheet for Both SD and ELL'. The second section contains four buttons: 'Print SD Only Summary Report', 'Print ELL Only Summary Report', 'Print Both SD and ELL Summary Report', and 'Print Exclusion Report'. At the bottom, there is a 'Submit' button and an 'Exit' button, with the instruction 'Select Submit to indicate you are finished with this section.'



## Sample of information contained in worksheets and reports:

(Note: the worksheets are resources to assist teachers in collecting the information that will be contained in the summary reports)

### Both SD and ELL

Worksheet Page 1

NAEP 2019 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL)									
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281									
							H		
							For each item listed below, how would you characterize this student's English proficiency?		
							<ul style="list-style-type: none"> <li>•No proficiency</li> <li>•ELL beginning</li> <li>•ELL intermediate</li> <li>•ELL advanced</li> <li>•Don't know</li> </ul>		
A	B	C	D	E	F	G			
					Including this year, how long has this student been receiving academic instruction primarily in English?	At what grade level does this student perform in the NAEP subject?			
Student Name	Session/ Line #	ELL Classification SD Classification	NAEP Subject	What is the student's primary language?	<ul style="list-style-type: none"> <li>•Does not receive academic instruction primarily in English</li> <li>•Less than 1 year</li> <li>•1 to 2 years</li> <li>•2 to 3 years</li> <li>•3 years or more</li> <li>•Don't know</li> </ul>	<ul style="list-style-type: none"> <li>•At or above grade level</li> <li>•One year below grade level</li> <li>•Two or more years below grade level</li> <li>•Not receiving instruction in this subject</li> <li>•Don't know</li> </ul>	Listening comprehension in English	Reading English	Speaking English
	DS0401/43	Yes, ELL Yes, IEP							

Place this document in the red NAEP Storage Envelope

Turn page over to complete additional questions for these students.

Page 1 of 3

NAEP 2019 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL)					
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281					
I	J	K	L	M	N
Student Name	Session/ Line #	ELL Classification SD Classification	NAEP Subject	Record the student's disability(ies).  <ul style="list-style-type: none"> <li>• Specific learning disability</li> <li>• Hearing impairment/deafness</li> <li>• Speech or language impairment</li> <li>• Intellectual disability</li> <li>• Emotional disturbance</li> <li>• Orthopedic impairment</li> <li>• Traumatic brain injury</li> <li>• Autism</li> <li>• Development delay (age 9 or younger)</li> <li>• Visual impairment/blindness</li> <li>• Other health impairment (specify)</li> </ul>	What is the degree of this student's disability(ies)?  <ul style="list-style-type: none"> <li>• Profound/Severe</li> <li>• Moderate</li> <li>• Mild</li> <li>• Don't know</li> </ul>
	DS0401/43	Yes, ELL Yes, IEP			

FOR AUTHORIZED USE ONLY

Place this document in the red NAEP Storage Envelope

Turn page over to complete additional questions for these students.

(Note: "New Moldavia" will be replaced with the respective name of the state)

NAEP 2019 Worksheet for Both Students with Disabilities (SD) and English Language Learners (ELL)							
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281							
P	Q	R	S	T	U	V	W
Student Name	Session/ Line #	ELL Classification SD Classification	NAEP Subject	How long has the student been enrolled in U.S. schools?  <ul style="list-style-type: none"> <li>•One academic year or more</li> <li>•Less than one academic year</li> </ul>	How is student assessed on state or classroom assessments in the NAEP subject?  <ul style="list-style-type: none"> <li>•Without accommodations</li> <li>•With accommodations</li> <li>•Meets (or met) participation criteria for New Moldavia Alternate Assessment</li> </ul>	How should the student be assessed on NAEP subject?  <ul style="list-style-type: none"> <li>•Without accommodations</li> <li>•With accommodations</li> <li>•Do not test</li> </ul>	What Universal Design elements and/or accommodations does the student need to access NAEP?
	DS0401/43	Yes, ELL Yes, IEP					

FOR AUTHORIZED USE ONLY

**For SD Only**

Worksheet Page 1

NAEP 2019 Worksheet for Students with Disabilities (SD) Only						
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281						
A	B	C	D	E	F	G
Student Name	Session/ Line #	SD Classification	NAEP Subject	Record the student's disability(ies).  <ul style="list-style-type: none"> <li>•Specific learning disability</li> <li>•Hearing impairment/deafness</li> <li>•Speech or language impairment</li> <li>•Intellectual disability</li> <li>•Emotional disturbance</li> <li>•Orthopedic impairment</li> <li>•Traumatic brain injury</li> <li>•Autism</li> <li>•Development delay (age 9 or younger)</li> <li>•Visual impairment/blindness</li> <li>•Other health impairment (specify)</li> </ul>	What is the degree of this student's disability(ies)?  <ul style="list-style-type: none"> <li>•Profound/Severe</li> <li>•Moderate</li> <li>•Mild</li> <li>•Don't know</li> </ul>	At what grade level does this student perform in the NAEP subject?  <ul style="list-style-type: none"> <li>•At or above grade level</li> <li>•One year below grade level</li> <li>•Two or more years below grade level</li> <li>•Not receiving instruction in this subject</li> <li>•Don't know</li> </ul>
	DS0401/03	Yes, IEP				
	DS0401/07	Yes, IEP				
	DS0401/11	Yes, IEP				
	DS0401/12	Yes, IEP				
	DS0401/14	Yes, IEP				
	DS0401/17	Yes, IEP				
	DS0401/21	Yes, IEP				
	DS0401/35	Yes, IEP				

Turn page over to complete additional questions for these students.

Place this document in the red NAEP Storage Envelope

(Note: "New Moldavia" will be replaced with the respective name of the state)

NAEP 2019 Worksheet for Students with Disabilities (SD) Only						
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281						
H	I	J	K	L	M	N
Student Name	Session/ Line #	SD Classification	NAEP Subject	How is student assessed on state or classroom assessments in the NAEP subject?  <ul style="list-style-type: none"> <li>•Without accommodations</li> <li>•With accommodations</li> <li>•Meets (or met) participation criteria for New Moldavia Alternate Assessment</li> </ul>	How should student be assessed on NAEP?  <ul style="list-style-type: none"> <li>•Without accommodations</li> <li>•With accommodations</li> <li>•Do not test</li> </ul>	What Universal Design elements and/or accommodations does the student need to access NAEP?
	DS0401/03	Yes, IEP				
	DS0401/07	Yes, IEP				
	DS0401/11	Yes, IEP				
	DS0401/12	Yes, IEP				
	DS0401/14	Yes, IEP				
	DS0401/17	Yes, IEP				
	DS0401/21	Yes, IEP				
	DS0401/35	Yes, IEP				

**For ELL Only**

Worksheet Page 1

NAEP 2019 Worksheet for English Language Learners (ELL) Only										
School Name: Porter Elementary School District Name: Churchville-Chill Central School District NAEP ID: J510281										
							H			
							For each item listed below, how would you characterize this student's English proficiency?			
							<ul style="list-style-type: none"> <li>•No proficiency</li> <li>•ELL beginning</li> <li>•ELL intermediate</li> <li>•ELL advanced</li> <li>•Don't know</li> </ul>			
A	B	C	D	E	F	G				
Student Name	Session/ Line #	ELL Classification	NAEP Subject	What is the student's primary language?	Including this year, how long has this student been receiving academic instruction primarily in English?  <ul style="list-style-type: none"> <li>•Does not receive academic instruction primarily in English</li> <li>•Less than 1 year</li> <li>•1 to 2 years</li> <li>•2 to 3 years</li> <li>•3 years or more</li> <li>•Don't know</li> </ul>	At what grade level does this student perform in the NAEP subject?  <ul style="list-style-type: none"> <li>•At or above grade level</li> <li>•One year below grade level</li> <li>•Two or more years below grade level</li> <li>•Not receiving instruction in this subject</li> <li>•Don't know</li> </ul>	Listening comprehension in English	Reading English	Speaking English	Writing English
	DS0401/18	Yes, ELL								
	DS0401/36	Yes, ELL								
	DS0401/37	Yes, ELL								
	DS0401/39	Yes, ELL								

Turn page over to complete additional questions for these students.

Place this document in the red NAEP Storage Envelope

NAEP 2019 Worksheet Report for English Language Learners (ELL) Only						
School Name: Porter Elementary School District Name: Churchville-Chili Central School District NAEP ID: J510281						
I	J	K	L	M	N	O
Student Name	Session/ Line #	ELL Classification	NAEP Subject	How long has the student been enrolled in U.S. schools?  •One academic year or more •Less than one academic year	How should student be assessed on NAEP?  •Without accommodations •With accommodations •Do not test	What Universal Design elements and/or accommodations does the student need to access NAEP?
	DS0401/18	Yes, ELL				
	DS0401/36	Yes, ELL				
	DS0401/37	Yes, ELL				
	DS0401/39	Yes, ELL				
	DS0401/40	Yes, ELL				
	DS0401/45	Yes, ELL				

FOR AUTHORIZED USE ONLY

Place this document in the red NAEP Storage Envelope

## Create Accommodation Sessions (Field Staff Only)

COMP-ACCOM-1

The Submit button will be greyed out until you have **green** checkmarks for all the following links:

- Provide Information for Students Who Are Both SD and ELL
- Provide Information for SD (IEP or 504 Plan) Only
- Provide Information for ELL Only

Once you select Submit, the system will create accommodation sessions based on the accommodations recorded for each student.

**Do not** select Submit until you have confirmed the SD/ELL data for each student, as you can only complete this task once.

### Screenshot

The screenshot displays the MyNAEP For Schools web application interface. The header includes the NAEP logo (National Assessment of Educational Progress) on the left, the title 'MyNAEP For Schools' in the center, and the district name 'District: Churchville-Chili Central School District (J5)' on the right. Below the header, there is a 'Welcome' section for 'Porter Elementary School' with links for 'Help', 'Contact Us', 'My Account', and 'Logout'. The main content area is titled 'COMP-ACCOM-1' and features a prominent red warning: 'Do not proceed with this task until the Preassessment Review Call'. Below this warning, the text states: 'The Submit button will be grayed out until you have green checkmarks for all of the following links:'. A bulleted list follows: 'Provide Information for Students Who Are Both SD and ELL', 'Provide Information for SD (IEP or 504 Plan) Only', and 'Provide Information for ELL Only'. The text continues: 'Once you select Submit, the system will create accommodation sessions based on the accommodations recorded for each student.' and 'Do not select Submit until you have confirmed the SD/ELL data for each student, as you can only complete this task once.' At the bottom of the main content area, there are two buttons: 'Submit' and 'Exit'. On the left side, there is a navigation menu with categories: 'Home', 'Provide School Information', 'Prepare for Assessment' (which is expanded to show sub-items: 'Review and Verify List of Students Selected for NAEP', 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day', 'Encourage Participation', and 'Update Student List'), 'Support Assessment Activities', and 'Wrap Up'. A 'Live Chat' icon is also visible in the top left of the main content area.



# Notify Parents

Note: In this section the school coordinator will download and customize the parent notification letter (see Appendix D3-7 [public schools] and D3-8 [private schools] for the template of the letter), upload the customized letter to the system, and certify the date parents were notified. This is to ensure that parents/legal guardians are notified of their student's selection to participate in NAEP, which is a requirement of the Reauthorized Elementary and Secondary Education Act (ESEA).<sup>1</sup>

Prepare for Assessment

Notify Parents

All parents and guardians of selected students must be notified in writing before NAEP can conduct the assessment.

Complete the following:

- [Watch Notify Parents Tutorial \(3:46\) \(https://bcove.video/2xyrOUA\)](https://bcove.video/2xyrOUA)
- [Download Parent/Guardian Notification Template](#)
- [Upload Letter](#)
- [Verify Parent/Guardian Notification](#)

Additional Resources

- [Parent's page on Nation's Report Card website](#)
- [What Every Parent Should Know About NAEP: PDF version](#)
- [What Every Parent Should Know About NAEP: Video version](#)
- [Sample Questions Booklets](#)

## Screenshot

The screenshot displays the MyNAEP For Schools web application. The header includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chili Central School District (J5)'. The user is identified as John Jaronsky from Porter Elementary School, with a 'Grade 4 Assessment: 2/14/2019' indicator. The main navigation sidebar lists various steps, with 'Prepare for Assessment' selected. The 'Notify Parents' section is active, showing instructions: 'All parents and guardians of selected students must be notified in writing before NAEP can conduct the assessment.' Below this, a light blue box lists tasks to complete: 'Watch Notify Parents Tutorial (3:46)', 'Download Parent/Guardian Notification Template', 'Upload Letter', and 'Verify Parent/Guardian Notification'. A grey box below provides 'Additional Resources' with links to the Nation's Report Card website, PDF and video versions of parent information, and sample question booklets.

<sup>1</sup> Please note that parents/legal guardians are required to receive notification of student participation but NAEP does not require explicit parental consent (*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*).

## Download Parent/Guardian Notification Template

Download Parent/Guardian Notification Template-PAR-TMP-1

You can download, customize, and distribute the parent notification letter(s) below.

[Parent/Guardian Notification Letter](#) (see [Appendices D3-7 and D3-8](#))

Here are some suggestions for notifying parents about NAEP:

- Mail/email the letter to parents
- Send the letter home with students
- Include the letter on the school website or in a newsletter

Unable to download the template? Try disabling pop-up blockers or adding mynaep.com as a trusted site to your browser. Still having trouble? Contact the NAEP help desk at 1-800-283-6237.

### Screenshot

The screenshot displays the MyNAEP For Schools interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' is in the center. The right side of the header shows the user's district: 'Churchville-Chili Central School District (J5)'. Below the header, a blue navigation bar contains 'Welcome John Jaronsky, Porter Elementary School' and links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Grade 4 Assessment: 2/14/2019' indicator is also present. A left sidebar menu lists various tasks such as 'Live Chat', 'Home', 'Provide School Information', 'Prepare for Assessment', 'Review and Verify List of Students Selected for NAEP', 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day', 'Encourage Participation', 'Update Student List', 'Support Assessment Activities', and 'Wrap Up'. The main content area is titled 'Download Parent/Guardian Notification Template' and includes the same text and list of suggestions as the text above. At the bottom of the content area are 'Submit' and 'Exit' buttons. The page ID 'PAR-TMP-1' is visible in the top right corner of the content area.

## Upload Letter

Upload Letter-PAR-UPLD-1

1. When do you plan on distributing the letter?

2. Please upload the letter that you distributed to parents and guardians. If you distributed the letter in more than one language, just upload the English version.

Select Choose File or Browse... to locate and upload your file.

SC chose to provide hard copy parent letter

Unable to upload your letter? Try removing any large graphics such as school letterhead. Or you can give your NAEP representative a hardcopy on assessment day.

### Screenshot

The screenshot shows the MyNAEP For Schools interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chili Central School District (J5)' are on the right. A blue navigation bar contains 'Welcome', 'Porter Elementary School', 'Help', 'Contact Us', 'My Account', 'Logout', and 'Grade 4 Assessment: 2/14/2019'. A left sidebar lists navigation options: Home, Provide School Information, Prepare for Assessment (highlighted), Review and Verify List of Students Selected for NAEP, Complete SD/ELL Student Information, Notify Parents, Manage Questionnaires, Plan for Assessment Day, Encourage Participation, Update Student List, Support Assessment Activities, and Wrap Up. The main content area is titled 'Upload Letter' and includes the following text: '1. When do you plan on distributing the letter?' with an empty text box; '2. Please upload the letter that you distributed to parents and guardians. If you distributed the letter in more than one language, just upload the English version.'; 'Select Choose File or Browse... to locate and upload your file.'; a 'Choose File' button with 'No file chosen' text; a checkbox for 'SC chose to provide hard copy parent letter'; and a note: 'Unable to upload your letter? Try removing any large graphics such as school letterhead. Or you can give your NAEP representative a hardcopy on assessment day.' At the bottom are 'Submit' and 'Exit' buttons. The page ID 'PAR-UPLD-1' is in the top right corner.

## Verify Parent/Guardian Notification

Verify Parent/Guardian Notification-PAR-VER-1

Please tell us a few details about how you notified parents of the assessment.

1. When did you notify parents?

2. How did you notify them?

Mailed/mailed letter to parents

Sent letter home with students

Posted notice in newsletter

Other

\*If you answered Other to the above question, please explain.

3. Other than updating the placeholder text, did you make any changes to the letter?

Yes    No

4. Who received a notification?

Parents/guardians of sampled students only

Parents/guardians of all age X students

5. Please certify that you notified parents and guardians of the assessment by typing your name in the box.

# Screenshot

The screenshot shows the MyNAEP For Schools interface. At the top left is the NAEP logo (National Assessment of Educational Progress). The top right shows the district name: Churchville-Chili Central School District (J5). Below the logo, the user is identified as John Jaronsky at Porter Elementary School. The top navigation bar includes links for Help, Contact Us, My Account, Register More Schools, and Logout. A secondary bar indicates the current assessment: Grade 4 Assessment: 2/14/2019. On the left, a sidebar menu lists various tasks under 'Prepare for Assessment', with 'Review and Verify List of Students Selected for NAEP' being the active section. The main content area is titled 'Verify Parent/Guardian Notification' and includes a 'Full Screen Mode' indicator and a reference code 'PAR-VER-1'. The form contains five numbered questions regarding parent notification methods and a text box for an explanation if 'Other' was selected. At the bottom, there are 'Save', 'Submit', and 'Exit' buttons.

NAEP  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

MyNAEP For Schools

District: Churchville-Chili Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout

Grade 4 Assessment: 2/14/2019

Live Chat

Home

Provide School Information

Prepare for Assessment

- Review and Verify List of Students Selected for NAEP
- Complete SD/ELL Student Information
- Notify Parents
- Manage Questionnaires
- Plan for Assessment Day
- Encourage Participation
- Update Student List

Support Assessment Activities

Wrap Up

Full Screen Mode

PAR-VER-1

## Verify Parent/Guardian Notification

Please tell us a few details about how you notified parents of the assessment.

- When did you notify parents?
- How did you notify them?
  - Mailed/emailed letter to parents
  - Sent letter home with students
  - Posted notice in newsletter
  - Other

**\*If you answered Other to the above question, please explain.**

- Other than updating the placeholder text, did you make any changes to the letter?
  - Yes
  - No
- Who received a notification?
  - Parents/guardians of sampled students only
  - Parents/guardians of all grade 4 students
- Please certify that you notified parents and guardians of the assessment by typing your name in the box.

Save Submit Exit

# Plan for Assessment Day

Note: In this section the school coordinator will determine assessment session times and locations, share cell phone policy to ensure security of NAEP items, and make a plan to encourage student participation. This is meant to ensure that the school is prepared for a successful administration of NAEP. There will be no digitally based assessments for long-term trend assessments.

Prepare for Assessment

Plan for Assessment Day

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

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

Complete the following:

- [Watch Plan for Assessment Day Tutorial \(4:39\)](https://bcove.video/2fDAvDb) (<https://bcove.video/2fDAvDb>)
- [Record Assessment Details](#)
- [Provide NAEP Team Instructions](#)

Additional Resources

- [Suggested Testing Room Layouts](#)

## Screenshot

The screenshot shows the MyNAEP For Schools website interface. At the top, the NAEP logo is on the left, and the text 'MyNAEP For Schools' and 'District: Churchville-Chilli Central School District (J5)' are on the right. Below the logo, the text 'NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS' is visible. The main header area includes a 'Welcome' message for John Jaronsky at Porter Elementary School, along with navigation links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A 'Grade 4 Assessment: 2/14/2019' indicator is also present. The left sidebar contains a 'Live Chat' button and a menu with options: 'Home', 'Provide School Information', 'Prepare for Assessment' (highlighted), 'Review and Verify List of Students Selected for NAEP', 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day' (highlighted with a blue arrow), 'Encourage Participation', 'Update Student List', 'Support Assessment Activities', and 'Wrap Up'. The main content area displays the 'Plan for Assessment Day' section, which includes the same text and note as the document above. Below this, there is a light blue box containing the 'Complete the following:' section with three bullet points: 'Watch Plan for Assessment Day Tutorial (4:39)', 'Record Assessment Details', and 'Provide NAEP Team Instructions'. At the bottom, a grey box contains the 'Additional Resources' section with one bullet point: 'Suggested Testing Room Layouts'.

## Record Assessment Details

### Text for schools with Paper-only sessions:

Students will take NAEP on paper.

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

#### Testing Locations

Select locations that...

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

#### Time Requirements

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

Enter the time that age X students take their lunch break, and include the length of their lunch break

### Screenshot

The screenshot displays the MyNAEP For Schools web application. The header includes the NAEP logo, the user name John Jaronsky from Porter Elementary School, and the district name Churchville-Chilli Central School District (J5). The main content area is titled "Record Assessment Details" and contains instructions for paper sessions, testing location requirements, and time requirements. A table lists two sessions: PA0801 with 16 students and PA0802 with 2 students, both on 1/31/2019. The table has columns for Session, Assessment Date, Number of Students, Location, and Start Time. The interface includes a sidebar with navigation options like "Home", "Provide School Information", "Prepare for Assessment", and "Support Assessment Activities".

MyNAEP For Schools District: Churchville-Chilli Central School District (J5)

Welcome John Jaronsky Porter Elementary School Grade 4 Assessment: 2/14/2019

Full Screen Mode PLN-DET-1

### Record Assessment Details

Students will take NAEP on **paper**.

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

#### Testing Locations

Select locations that...

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

#### Time Requirements

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

Enter the time that grade 8 students take their lunch break, and include the length of their lunch break.

Session	Assessment Date	Number of Students	Location	Start Time
PA0801	1/31/2019	16	<input type="text"/>	<input type="text"/> : <input type="text"/> : <input type="text"/>
PA0802	1/31/2019	2	<input type="text"/>	<input type="text"/> : <input type="text"/> : <input type="text"/>

<  >

Save Submit Exit

### Record Assessment Details-PLN-DET-4

#### Combined Sessions

You've combined one or more sessions together.

To help the NAEP team conduct the assessment as smoothly as possible, please review these guidelines:

- check the Number of Students column and make sure that your assessment location has enough seats

- ask if a school staff member can help monitor room entrances during the assessment
- provide a microphone for the NAEP team to use while giving instructions to the students

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The top navigation bar includes the NAEP logo, 'MyNAEP For Schools', and links for 'Welcome', 'Help', 'Contact Us', 'My Account', and 'Logout'. A left sidebar contains a 'Live Chat' button and a menu with options like 'Home', 'Provide School Information', 'Submit Student List', and 'Prepare for Assessment'. The main content area is titled 'Record Assessment Details' and shows 'Combined Sessions'. It includes a table with columns for 'Combined Sessions', 'Assessment Date', 'Number of Students', 'Location', and 'Start Time'. Below the table are buttons for 'Back to Beginning', 'Back', 'Submit', 'Continue', and 'Exit'.

Full Screen Mode PLN-DET-4

### Record Assessment Details

#### Combined Sessions

You've combined one or more sessions together.

To help the NAEP team conduct the assessment as smoothly as possible, please review these guidelines:

- check the Number of Students column and make sure that your assessment location has enough seats
- ask if a school staff member can help monitor room entrances during the assessment
- provide a microphone for the NAEP team to use while giving instructions to the students

Combined Sessions	Assessment Date	Number of Students	Location	Start Time
Paper Sessions PAD401, PAD402	2/1/2019	26	library	9:15 am

[Back to Beginning](#)
[Back](#)
[Submit](#)
[Continue](#)
[Exit](#)



## Provide NAEP Team Instructions

Provide NAEP Team Instructions

Before the Assessment-PLN-TEAM-1

1. Where should the team park?
2. The team will bring their NAEP ID badges and check in at the front office. Do they need to follow any other school protocols?
3. The team will be bringing in materials for testing the sampled students. Does your school have a suitable testing location on the first floor? If not, is there an available elevator that we can use when we arrive 60-90 minutes before testing is scheduled to begin (usually early morning)?
4. Where is the best place for the team to unload the equipment for testing that is closest to the testing location?
5. Before the assessment, your NAEP representative will need to briefly meet with you. Where will you be?
6. How and by what time does your school announce closings or delays?
7. The NAEP team wants to be sensitive to any special needs your students may have. Have there been any traumatic events with the students, the school, or the community during the last year?
8. Students respond more positively when they know that the school administration supports NAEP. Can the principal or other school staff member take a moment during the daily announcements or before the assessment to introduce NAEP, reinforce its importance, and ask students to do their best?

Yes

No

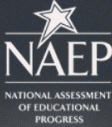
9. NAEP provides appointment cards (available in the [Support Assessment Activities section](#)) to remind students of the assessment. You can print out the cards yourself or we can mail them to you. Which do you prefer?

I'll print the cards myself

Please mail the cards to me

I won't be using them

# Screenshot



**MyNAEP** For Schools

District: Churchville-Chili Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help Contact Us My Account Register More Schools Logout  
Grade 4 Assessment: 2/14/2019

Live Chat

Home

- Provide School Information
- Prepare for Assessment**
  - Review and Verify List of Students Selected for NAEP
  - Complete SD/ELL Student Information
  - Notify Parents
  - Manage Questionnaires
  - Plan for Assessment Day**
  - Encourage Participation
  - Update Student List
- Support Assessment Activities
- Wrap Up

Full Screen Mode

PLN-TEAM-1

## Provide NAEP Team Instructions

### Before the Assessment

- Where should the team park?
- The team will bring their NAEP ID badges and check in at the front office. Do they need to follow any other school protocols?
- Where is the best place for the team to unload the equipment for testing that is closest to the testing location?
- Before the assessment, your NAEP representative will need to briefly meet with you. Where will you be?
- How and by what time does your school announce closings or delays?
- The NAEP team wants to be sensitive to any special needs your students may have. Have there been any traumatic events with the students, the school, or the community during the last year?
- Students respond more positively when they know that the school administration supports NAEP. Can the principal or other school staff member take a moment during the daily announcements or before the assessment to introduce NAEP, reinforce its importance, and ask students to do their best?  
 Yes  
 No
- NAEP provides appointment cards (available in the [Support Assessment Activities section](#)) to remind students of the assessment. You can print out the cards yourself or we can mail them to you. Which do you prefer?  
 I'll print the cards myself  
 Please mail the cards to me  
 I won't be using them

## Provide NAEP Team Instructions

### During the Assessment-PLN-TEAM-2

1. The law prohibits students from photographing or sharing NAEP questions. Please assist us with one of these security measures:

- Notify students that cell phones are banned from the testing location
- Notify students that cell phones must be turned off and placed under their seats
- No assistance can be provided

2. In case of an emergency, who should the NAEP team contact for assistance?

3. Is there anything scheduled, such as a fire drill or assembly, that might interrupt the assessment?

4. Are there any procedures or protocols that the NAEP team should follow in the event of an emergency situation such as a lock-down or an extreme weather event?

5. Once the students have begun reading the booklet directions, late students cannot be admitted. What instructions should the NAEP team give to students who arrive too late?

6. How should the NAEP team handle restroom breaks? Do students need hall passes?

7. Is it possible for a school staff member to remain in the room(s) during the assessment? If not, how should NAEP representatives address disruptive students?

# Screenshot

The screenshot displays the MyNAEP For Schools web application. The header includes the NAEP logo, the title 'MyNAEP For Schools', and the district name 'District: Churchville-Chill Central School District (J5)'. A user profile for John Jaronsky at Porter Elementary School is shown. The main navigation menu on the left lists various assessment preparation steps, with 'Prepare for Assessment' selected. The main content area is titled 'Provide NAEP Team Instructions' and contains seven numbered questions for school staff to answer. Each question has a corresponding text input field. At the bottom, there are three buttons: 'Save', 'Save and Continue', and 'Exit'.

**NAEP**  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

**MyNAEP For Schools** District: Churchville-Chill Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout  
Grade 4 Assessment: 2/14/2019

Live Chat

Full Screen Mode PLN-TEAM-2

## Provide NAEP Team Instructions

### During the Assessment

1. The law prohibits students from photographing or sharing NAEP questions. Please assist us with one of these security measures:
  - Notify students that cell phones are banned from the testing location
  - Notify students that cell phones must be turned off and placed with their belongings
  - No assistance can be provided
2. In case of an emergency, who should the NAEP team contact for assistance?
3. Is there anything scheduled, such as a fire drill or assembly, that might interrupt the assessment?
4. Are there any procedures or protocols that the NAEP team should follow in the event of an emergency situation such as a lock-down or an extreme weather event?
5. Once the students have begun reading the booklet directions, late students cannot be admitted. What instructions should the NAEP team give to students who arrive too late?
6. How should the NAEP team handle restroom breaks? Do students need hall passes?
7. Is it possible for a school staff member to remain in the room(s) during the assessment? If not, how should NAEP representatives address disruptive students?

Save Save and Continue Exit

## Provide NAEP Team Instructions

### After the Assessment-PLN-TEAM-3

1. NAEP grants 90 minutes of community service to students who take the assessment. How would you like to distribute the certificates of community service?

The NAEP team should give the certificates to students after the assessment

The NAEP team should give the certificates to me

We will not be offering certificates of community service to students

2. Students taking the paper assessment must be dismissed all together at the end of each session.

3. How should the NAEP team dismiss students who receive extended time, which may take up to three times as long?

4. Where should the NAEP team send students after the assessment?

5. After the assessment, your NAEP representative will need to briefly meet with you and access the red NAEP storage envelope. Where will you be?

**(Note: School coordinators store student and teacher lists in the red NAEP storage envelope. The envelope and its contents are destroyed by the school at the end of the schools year.)**

## Screenshot

The screenshot shows the 'MyNAEP For Schools' web application. The header includes the NAEP logo, the title 'MyNAEP For Schools', and the district name 'District: Churchville-Chill Central School District (15)'. The user is identified as John Jaronsky at Porter Elementary School, with a 'Grade 4 Assessment: 2/14/2019' indicator. A navigation menu on the left lists various tasks, with 'Plan for Assessment Day' selected. The main content area is titled 'Provide NAEP Team Instructions' and contains a section for 'After the Assessment' with five numbered questions. Each question has a corresponding text input field. At the bottom, there are buttons for 'Back to Beginning', 'Back', 'Save', 'Submit', and 'Exit'.

NAEP  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

MyNAEP For Schools  
District: Churchville-Chill Central School District (15)

Welcome  
John Jaronsky  
Porter Elementary School

Help Contact Us My Account Register More Schools Logout  
Grade 4 Assessment: 2/14/2019

Live Chat  
Full Screen Mode  
PLN-TEAM-3

### Provide NAEP Team Instructions

#### After the Assessment

1. NAEP grants 90 minutes of community service to students who take the assessment. How would you like to distribute the certificates of community service?

The NAEP team should give the certificates to students after the assessment  
 The NAEP team should give the certificates to me  
 We will not be offering certificates of community service to students

2. Students taking the paper assessment must be dismissed all together at the end of the session.

**Additional Notes:**

3. How should the NAEP team dismiss students who receive extended time, which may take up to three times as long?

4. Where should the NAEP team send students after the assessment?

5. After the assessment, your NAEP representative will need to briefly meet with you and access the red NAEP storage envelope. Where will you be?

Back to Beginning Back Save Submit Exit

# Encourage Participation

Note: In this section the school coordinator can access resources to encourage participation among students to ensure that the administration is successful.

Prepare for Assessment

Encourage Participation

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

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

Complete the following:

- [Watch Encourage Participation Tutorial \(2:06\)](https://bcove.video/2xyGZwU) (<https://bcove.video/2xyGZwU>)
- [Review Resources](#)
- [Select Strategies to Encourage Participation](#)

Additional Resources

- [Measure Up News for the School Community](#) (see [Appendix D3-19](#))

## Screenshot

The screenshot shows the MyNAEP For Schools website interface. At the top, the NAEP logo is on the left, and the text "MyNAEP For Schools" is in the center. On the right, it says "District: Churchville-Chilli Central School District (J5)". Below the logo, there is a "Welcome" message for John Jaronsky at Porter Elementary School. A navigation bar includes links for "Help", "Contact Us", "My Account", "Register More Schools", and "Logout". A "Live Chat" button is visible on the left. The main content area is titled "Encourage Participation" and contains the same text as the previous sections. A sidebar on the left lists various assessment preparation steps, with "Encourage Participation" highlighted. At the bottom, there are "Additional Resources" including "Measure Up News for the School Community" and "Digitally-based Assessments".

## Review Resources

ENC-RES-1

Explore the resources below to promote NAEP in your school. Schools that implement these strategies have higher student participation.

- [Notify Students](#)
- [Show NAEP Videos](#)
- [Introduce Online Resources](#)
- [Thank Students for their Participation](#)

When you are finished, select the **Submit** button.

### Screenshot

The screenshot displays the MyNAEP For Schools web application. The header includes the NAEP logo (National Assessment of Educational Progress) and the text 'MyNAEP For Schools'. The user is identified as John Jaronsky from Porter Elementary School, and the current assessment is Grade 4, dated 2/14/2019. The main content area is titled 'Review Resources' and contains the same text and list of resources as the previous section. At the bottom of this section are two buttons: 'Exit' and 'Submit'. A sidebar on the left lists various navigation options, with 'Prepare for Assessment' selected.

Encourage Participation

Notify Students about NAEP-ENC-STDT-1

It's important for students to know the importance of NAEP and that they have been selected to represent their peers across the country. Use the templates below to share information about NAEP, its importance, and details about the upcoming assessment.

- [Sample Morning Announcements](#)
- [Sample Student Notification Letter](#)
- [Social Media Posts](#)

Note: See appendix D3-19

### Screenshot

**MyNAEP For Schools** District: Gasconade Co. R-II (15)

Welcome **Jeannette McKee MS** Help Contact Us My Account Logout

Grade 8 Assessment: 2/13/2019

**Notify Students About NAEP** ENC-STDT-1

It's important for students to know the importance of NAEP and that they have been selected to represent their peers across the country. Use the templates below to share information about NAEP, its importance, and details about the upcoming assessment.

- [Sample Morning Announcements - Grade 8- \(39 KB, DOCX\)](#)
- [Sample Student Notification Letter - Grade 8- \(39 KB, DOCX\)](#)
- [Social Media Posts - Grade 8- \(55 KB, DOCX\)](#)

Exit

## Encourage Participation

### Videos-ENC-VID-1

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

- [Introducing NAEP to Teachers \(4:27\) \(https://youtu.be/zR1\\_pUdSIFg\)](https://youtu.be/zR1_pUdSIFg)
- [Introducing NAEP to Students \(4:36\) \(https://youtu.be/8drjkhe0iQU\)](https://youtu.be/8drjkhe0iQU)
- [What Every Parent Should Know About NAEP \(4:51\) \(https://youtu.be/RurH739zdN0\)](https://youtu.be/RurH739zdN0)

## Screenshot

**MyNAEP For Schools** District: Churchville-Chili Central School District (15)

Welcome **John Jaronsky** Help Contact Us My Account Register More Schools Logout

Porter Elementary School Grade 4 Assessment: 2/14/2019

**Videos** ENC-VID-1

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

- [Introducing NAEP to Teachers \(4:27\)](#)
- [Introducing NAEP to Students \(4:36\)](#)
- [What Every Parent Should Know About NAEP \(4:51\)](#)

Exit



## Encourage Participation

### NAEP Online-ENC-INOR-1

The [Nation's Report Card](https://nces.ed.gov/nationsreportcard/) website has resources for all audiences. (<https://nces.ed.gov/nationsreportcard/>)

[Nation's Report Card: Student's page](https://nces.ed.gov/nationsreportcard/students/) (<https://nces.ed.gov/nationsreportcard/students/>)

Students selected for NAEP can test themselves and [answer real assessment questions](https://nces.ed.gov/nationsreportcard/nqt/) (<https://nces.ed.gov/nationsreportcard/nqt/>) for different subject areas.

[Nation's Report Card: Educator's page](https://nces.ed.gov/nationsreportcard/educators/) (<https://nces.ed.gov/nationsreportcard/educators/>)

Teachers can [create their own tests](https://nces.ed.gov/nationsreportcard/nqt/) (<https://nces.ed.gov/nationsreportcard/nqt/>) using NAEP assessment items, and can also explore NAEP results.

[Nation's Report Card: Parent's page](https://nces.ed.gov/nationsreportcard/parents/) (<https://nces.ed.gov/nationsreportcard/parents/>)

Parents can review [what participation in NAEP means for their child](https://nces.ed.gov/nationsreportcard/parents/#sec2) (<https://nces.ed.gov/nationsreportcard/parents/#sec2>) and how results from assessments are used.

## Screenshot

The screenshot shows the MyNAEP For Schools website interface. The top navigation bar includes the NAEP logo, the text "MyNAEP For Schools", and the district name "District: Churchville-Chili Central School District (15)". The user is logged in as John Jaronsky from Porter Elementary School. The main content area is titled "NAEP Online" and contains the following text:

The [Nation's Report Card](https://nces.ed.gov/nationsreportcard/) website has resources for all audiences.

**Nation's Report Card: Digitally Based Assessments**  
Learn how NAEP is using new technologies to assess students in a digital environment. Introduce this [brief interactive tutorial](#) to students selected for the tablet assessments, so that they can become familiar with how to use the on-screen interactive tools.

**Nation's Report Card: Student's page**  
Students selected for NAEP can test themselves and [answer real assessment questions](https://nces.ed.gov/nationsreportcard/nqt/) for different subject areas.

**Nation's Report Card: Educator's page**  
Teachers can [create their own tests](https://nces.ed.gov/nationsreportcard/nqt/) using NAEP assessment items, and can also explore NAEP results.

**Nation's Report Card: Parent's page**  
Parents can review [what participation in NAEP means for their child](https://nces.ed.gov/nationsreportcard/parents/#sec2) and how results from assessments are used.

The interface also features a sidebar with navigation options: Home, Provide School Information, Prepare for Assessment (with sub-options like Review and Verify List of Students Selected for NAEP, Complete SD/ELL Student Information, Notify Parents, Manage Questionnaires, Plan for Assessment Day, Encourage Participation, and Update Student List), Support Assessment Activities, and Wrap Up. There is also a Live Chat button and an Exit button.

## Thank Students for Their Participation

Schools have been very creative in the variety of incentives used to encourage students to “show up” for the NAEP assessment. Many of their strategies did not cost the school anything. Examples of incentives that schools implemented include:

- extra credit;
- reduced-price or free school event tickets;
- raffle of gift certificates; and
- certificate for community service (provided by NAEP)

Work with your principal to consider ways to thank students for their participation.

## Screenshot

The screenshot shows the MyNAEP For Schools interface. At the top left is the NAEP logo (National Assessment of Educational Progress). The header includes 'MyNAEP For Schools' and 'District: Churchville-Chili Central School District (J5)'. A navigation bar contains links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. Below this, a user profile for 'John Jaronsky' at 'Porter Elementary School' is shown, along with 'Grade 4 Assessment: 2/14/2019'. A sidebar on the left lists navigation options: Home, Provide School Information, Prepare for Assessment (highlighted), Review and Verify List of Students Selected for NAEP, Complete SD/ELL Student Information, Notify Parents, Manage Questionnaires, Plan for Assessment Day, Encourage Participation, Update Student List, Support Assessment Activities, and Wrap Up. The main content area is titled 'Thank Students for Their Participation' (ENC-THANK-1) and contains text about school incentives and a list of examples: extra credit, reduced-price or free school event tickets, raffle of gift certificates, and certificate for community service. An 'Exit' button is located at the bottom of the main content area.

## Encourage Participation

### Select Strategies to Encourage Participation

#### ENC-STRAT-1

Which strategies below have you used or do you plan on using at your school? This information helps us develop more effective resources for you.

- Notify students
- Show NAEP videos
- Introduce NAEP online resources
- Thank students for their participation
- Other, specify
- None

# Screenshot

The screenshot displays the MyNAEP For Schools web application. At the top left is the NAEP logo (National Assessment of Educational Progress). The header includes the text 'MyNAEP For Schools' and 'District: Churchville-Chili Central School District (J5)'. A navigation bar contains links for 'Help', 'Contact Us', 'My Account', 'Register More Schools', and 'Logout'. A user profile for 'John Jaronsky' at 'Porter Elementary School' is shown, along with the current assessment: 'Grade 4 Assessment: 2/14/2019'. A left sidebar menu lists various tasks, with 'Encourage Participation' selected. The main content area is titled 'Select Strategies to Encourage Participation' and contains a list of strategies with checkboxes. At the bottom of the content area are 'Save', 'Submit', and 'Exit' buttons. The page ID 'ENC-STRAT-1' is visible in the top right corner.

NAEP  
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PROGRESS

MyNAEP For Schools

District: Churchville-Chili Central School District (J5)

Welcome  
John Jaronsky  
Porter Elementary School

Help Contact Us My Account Register More Schools Logout

Grade 4 Assessment: 2/14/2019

Live Chat

Full Screen Mode ENC-STRAT-1

## Select Strategies to Encourage Participation

### Strategies

Which strategies below have you used or do you plan on using at your school? This information helps us develop more effective resources for you.

- Notify students
- Show NAEP videos
- Introduce NAEP online resources
- Thank students for their participation
- Other, specify
- None

Save Submit Exit

## Update Student List

**Note:** In this section the school coordinator will identify any newly enrolled students since the original list of students was provided in the fall. Schools selected for the age 13 long-term trend assessment will not need to do this task. The school coordinator will upload a current list of students via Excel or review original list and add newly enrolled students. This is meant to ensure all students have an opportunity to be sampled so NAEP can assess a representative sample of students.

Prepare for Assessment

Update Student List

A list of **[9/17]-year-old** students was submitted in the fall, and NAEP selected students from this list to participate. **Any new students, or students who were mistakenly left off this list last fall, must have an opportunity to be selected.**

In this section you will upload a list of all currently enrolled [9/17]-year-old students. The updated list should reflect **current enrollment**.

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

Complete the following:

- [Watch Update Student List Tutorial \(8:29\) \(https://bcove.video/2xj4v1r\)](https://bcove.video/2xj4v1r)
- [Give Access for Student Data Specialist \(optional\)](#)
- [Submit Current List](#)

Additional Resources

- [Student List Requirements and Instructions](#)

**Screenshot**

## Update Student List

### Give Access for Student Data Specialist

INES-SPE 1-1

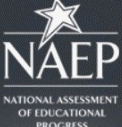
The person at your school most familiar with creating a report of currently enrolled X-year-old students should submit the current roster. The roster must be an **Excel** file, and it should include the following information for each student.

- Student ID (optional, no SSNs)
- First name
- Middle name/initial (optional)
- Last name
- Month of birth
- Year of birth

Use the table below if you would like to designate a student data specialist to complete this task.

- After entering the name and email information select Save
- Then select the Send Email button
- Select Submit

Screenshot



# MyNAEP For Schools

District: Churchville-Chill Central School District (J5)

Welcome **John Jaronsky**  
Porter Elementary School

[Help](#) | [Contact Us](#) | [My Account](#) | [Register More Schools](#) | [Logout](#)

Grade 4 Assessment: 2/14/2019

Live Chat

- Home
- Provide School Information
- Prepare for Assessment
  - Review and Verify List of Students Selected for NAEP
  - Complete SD/ELL Student Information
  - Notify Parents
  - Manage Questionnaires
  - Plan for Assessment Day
  - Encourage Participation
  - Update Student List
- Support Assessment Activities
- Wrap Up

INES-SPE 1-1

## Give Access for Student Data Specialist

The person at your school most familiar with creating a report of currently enrolled grade 4 students should submit the current roster in early January. The roster must be an **Excel** file, and it should include the following information for each student.

- Student ID (optional, no SSNs)
- First name
- Middle name/initial (optional)
- Last name
- Month of birth
- Year of birth

Use the table below if you would like to designate a student data specialist to complete this task.

- After entering the name and email information select Save
- Then select the Send Email button
- Select Submit

First Name	Last Name	Email Address	Send Email	Email Sent Date
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input type="button" value="Send Email"/>	

## Submit Current List

Submit Current List

Prepare File-USL-SUB-1

NAEP needs a complete and current list of all X-year-old students (**not just new students**). The list should reflect **January 2020 enrollment** and will help NAEP identify any students who have enrolled since the fall of 2019. Include all students, even students who are commonly excluded from other testing programs.

To prepare your list:

- Read the [instructions](#).
- Download the [Excel template](#).
- Read [tips](#) for formatting the Excel file.
- Select **Continue** when you are ready to upload your file.

**Note:** the details for the bullets above can be found in the **Additional Resources** section of this document under **Student List Requirements and Instructions** section of this document.

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chilli Central School District (J5)'. The user is identified as John Jaronsky from Porter Elementary School. The main content area is titled 'Submit Current List' and 'USL-SUB-1'. It contains instructions for preparing a file for grade 4 students, emphasizing January 2019 enrollment. A list of steps is provided, and two buttons, 'Continue' and 'Exit', are visible at the bottom of the instructions.

Submit Current List

Upload File-USL-SUB-2

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

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the text 'MyNAEP For Schools', and the district name 'District: Churchville-Chili Central School District (J5)'. The user is identified as John Jaronsky from Porter Elementary School. The main content area is titled 'Submit Current List' and includes a 'Live Chat' button, a 'Full Screen Mode' indicator, and the code 'USL-SUB-2'. The 'Prepare for Assessment' section is active, showing a list of tasks: 'Review and Verify List of Students Selected for NAEP', 'Complete SD/ELL Student Information', 'Notify Parents', 'Manage Questionnaires', 'Plan for Assessment Day', 'Encourage Participation', and 'Update Student List'. The 'Upload File' section contains instructions: 1. Does your student data file contain column headers? (Yes/No dropdown), 2. Date list is accurate as of: (calendar icon) (mm/dd/yyyy), 3. Select **Choose File** or **Browse** to locate and select the file on your computer. This must be an Excel file containing all currently enrolled grade 4 students at your school. 4. Select the **Upload** button. Below the instructions is a 'File Name:' input field with a 'Browse...' button, and a large blue 'Upload' button. At the bottom are 'Back' and 'Exit' buttons.

### Submit Current List-USL-SUB-3

How is each **student name** formatted in your Excel file?

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

For example:

First Name      Last Name

Rosa              Parks

or

First Name      Middle Name      Last Name

Rosa              Louise              Parks

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

For example:

Name

Rosa Parks

or

Name

Rosa Louise Parks



# Screenshot

NAEP  
NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

MyNAEP For Schools

District: Churchville-Chili Central School District (15)

Welcome  
John Jaronsky  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout

Grade 4 Assessment: 2/14/2019

Live Chat

Home

- Provide School Information
- Prepare for Assessment
  - Review and Verify List of Students Selected for NAEP
  - Complete SD/ELL Student Information
  - Notify Parents
  - Manage Questionnaires
  - Plan for Assessment Day
  - Encourage Participation
  - Update Student List
- Support Assessment Activities
- Wrap Up

Full Screen Mode

USL-SUB-3

## Submit Current List

How is each **student name** formatted in your Excel file?

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

For example:

First Name	Last Name
Rosa	Parks

 or 

First Name	Middle Name	Last Name
Rosa	Louise	Parks

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

For example:

Name
Rosa Parks

 or 

Name
Rosa Louise Parks

Back Save Save and Continue Exit

## Submit Current List-SCR-SUB-4

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

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

For example:

Month Year  
1 2015

or

Month Day Year  
1 20 2015

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

For example:

Date of Birth  
1/20/2015

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The top navigation bar includes the NAEP logo, the user's name (John Jaronsky), school (Porter Elementary School), and district (Churchville-Chilli Central School District (J5)). The main content area is titled "Submit Current List" and asks "How is **date of birth** formatted in your Excel file?". There are two radio button options: "Split across **multiple** columns (regardless of order)" and "Contained within a **single** column (regardless of order)". The first option is selected. Below the first option, there are two examples: "For example: Month Year or Month Day Year" with corresponding table representations: 

Month	Year
1	2015

 and 

Month	Day	Year
1	20	2015

. The second option has an example: "For example: Date of Birth" with a table: 

Date of Birth
1/20/2015

. At the bottom, there are four buttons: "Back", "Save", "Save and Continue", and "Exit".

## Submit Current List-SCR-SUB-8

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

As a number (1 or 01)

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

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The top navigation bar includes the NAEP logo, the user's name (John Jaronsky), school (Porter Elementary School), and district (Churchville-Chilli Central School District (J5)). The main content area is titled "Submit Current List" and asks "How is **month of birth** formatted in your Excel file?". There are two radio button options: "As a number (1 or 01)" and "As a word (January) or an abbreviation (Jan.)". Both options are unselected. At the bottom, there are four buttons: "Back", "Save", "Save and Continue", and "Exit".

## Submit Current List-USL-SUB-9

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

As four digits (2016)

As two digits (16)

## Screenshot

The screenshot shows the MyNAEP For Schools interface. The main content area displays the question: "How is **year of birth** formatted in your Excel file?". Below the question are two radio button options: "As four digits (2016)" and "As two digits (16)". At the bottom of the options are four buttons: "Back", "Save", "Save and Continue", and "Exit". The interface includes a navigation menu on the left with options like "Home", "Provide School Information", "Prepare for Assessment", "Review and Verify List of Students Selected for NAEP", "Complete SD/ELL Student Information", and "Notify Parents". The top right shows the user "John Jaronsky" from "Porter Elementary School" and the assessment "Grade 4 Assessment: 2/14/2019".

## Submit Current List

### Identify Your Columns-USL-SUB-5

NAEP needs to know what student data is in each column of your Excel file.

We have matched your column headings (on the left) with our required categories (on the right). For example, if your file has a column called "FName," the system already matched that to our "First Name" category.

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

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

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

# Screenshot

The screenshot shows the MyNAEP For Schools interface. The header includes the NAEP logo, the user's name (John Jaronsky), and the school (Porter Elementary School). The main content area is titled "Submit Current List" and contains instructions for identifying columns in an Excel file. A table maps the user's file column headings to NAEP's column headings. The table is as follows:

Your file's column headings	NAEP's column headings	Clear
FIRSTNAME	First Name	▼
MIDDLENAME	Middle Name	▼
LASTNAME	Last Name	▼
Month_of_Birth	Month of Birth	▼
Year_of_Birth	Year of Birth	▼

At the bottom of the page, there are buttons for "Back to Beginning", "Back", "Save", "Save and Continue", and "Exit".

## Submit Current List

### Final Review-USL-SUB-13

You're almost done!

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

## Screenshot

**MyNAEP For Schools** District: Churchville-Chilli Central School District (15)

Welcome **John Jaronsky**  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout

Grade 4 Assessment: 2/14/2019

Full Screen Mode USL-SUB-13

### Submit Current List

Final Review

You're almost done!

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

Edit	Row	State Unique Student ID	First Name	Middle Name	Last Name	Month of Birth	Year of Birth
	2					5	2009
	3					10	2008
	4					10	2008
	5					3	2009
	6					6	2008
	7					1	2008
	8					2	2008
	9					9	2009
	10					11	2008
	11					9	2009

Start Over | Back | Submit | Exit

### Submit Current List

Thank You – USL-SUB-14

Thank you for submitting your list. You will soon receive an email letting you know if any additional students are selected to participate in NAEP.

## Screenshot

**MyNAEP For Schools** District: Churchville-Chilli Central School District (15)

Welcome **John Jaronsky**  
Porter Elementary School

Help | Contact Us | My Account | Register More Schools | Logout

Grade 4 Assessment: 2/14/2019

Full Screen Mode USL-SUB-14

### Submit Current List

### Thank You

Thank you for submitting your list. You will soon receive an email letting you know if any additional students are selected to participate in NAEP.

Exit

# Support Assessment Activities

## Support Assessment Activities

Help students remember the date, time, and location of the assessment. Use the link below to print **Student Appointment Cards** and distribute them to the students.

Circulate the *Measure Up* newsletter and **Teacher Notification Letter**. Attach the **Listing of Sampled Students** to the letter so that teachers can direct students to the correct assessment location. This list is private and should be returned to you and placed in the red **NAEP Storage Envelope** after the assessment.

Complete the following:

- [Print Student Appointment Cards \(see Additional Resources section of this document\)](#)
- [Print Teacher Notification Letter for distribution to teachers \(see Additional Resources section of this document\)](#)
- [Print Listing of Sampled Students](#)

## Additional Resources

- [Measure Up News for the School Community \(see Appendix D3-19\)](#)
- [Facts for Teachers \(see Appendix D3-15\)](#)

## Screenshot

The screenshot displays the MyNAEP For Schools website interface. At the top, the NAEP logo is on the left, and the text "MyNAEP For Schools" and "District: Churchville-Chili Central School District (15)" are on the right. Below the header, a blue navigation bar contains "Welcome John Jaronsky Porter Elementary School" and links for "Help", "Contact Us", "My Account", "Register More Schools", and "Logout". A "Grade 4 Assessment: 2/14/2019" indicator is also present. A left sidebar menu includes "Live Chat", "Home", "Provide School Information", "Prepare for Assessment", "Support Assessment Activities" (highlighted), and "Wrap Up". The main content area features the heading "Support Assessment Activities" followed by instructions to help students remember assessment details. A light blue box highlights the tasks: "Complete the following:" with links to "Print Student Appointment Cards", "Print Teacher Notification Letter for distribution to teachers", and "Print Listing of Sampled Students". Below this, an "Additional Resources" section lists "Measure Up News for the School Community" and "Facts for Teachers".

## **Wrap Up**

### Wrap Up

The final task remaining for you is to securely store and eventually dispose of all NAEP materials. Please safeguard all materials until the date noted on the red NAEP storage envelope. You will receive an email reminder at that time to destroy the contents of the storage envelope in a secure manner.

### *Screenshot*

**Note: The following content is the text that displays after clicking on the hyperlinks listed in the preceding pages of this document**

## Additional Resources

### Prepare for Assessment

Instructions for the School Coordinator brochure

#### Instructions for the School Coordinator

Completing Preassessment Activities for NAEP 2019–2020

Thank you for your support of the National Assessment of Educational Progress (NAEP) for 2019-2020. We look forward to working with you to make NAEP a positive experience at your school. This begins with completing activities before the assessment.

For the upcoming assessments, the MyNAEP for Schools website will serve as your primary resource to prepare for the assessment. MyNAEP provides you with an electronic way to complete the preassessment tasks at your own pace. Visit the MyNAEP website at [www.mynaep.com](http://www.mynaep.com) to get started. If you have not yet registered for MyNAEP, refer to the School Coordinator Responsibilities: A Guide to MyNAEP brochure you received earlier this fall for instructions, or your NAEP representative can assist you.

Your NAEP representative will follow up with you very soon to review the activities listed in this brochure and answer any questions you may have about completing these tasks. There are short video tutorials for each task, and we recommend reviewing them before completing the tasks.

If you need assistance before then, contact the NAEP help desk at 1-800-283-NAEP (6237) or by email at [NAEPHelp@westat.com](mailto:NAEPHelp@westat.com).

Thank you for your support of the National Assessment of Educational Progress!

December X, 2019 (Note: for age 13, this will read: September X, 2019)

On December X, 2019 (Note: for age 13, this will read: September X, 2019), the sections of Prepare for Assessment on MyNAEP will be available to schools. At that time you can begin to complete the preassessment tasks listed below by selecting the Prepare for Assessment link.

Review and Verify List of Students Selected for NAEP

In this section, you will review the list of students selected for NAEP for accuracy and completeness. This section must be completed before completing the SD/ELL student information.

- Update missing or incorrect student demographic data.



- Update missing or incorrect classifications for students with disabilities (SD), student with 504 plans, and English language learners (ELL).
- Identify any students who cannot take NAEP.
- Indicate if there are students who have been displaced from their regular school by an event such as a fire or hurricane.

### Complete SD/ELL Student Information

In this section, you will review the list of students identified as SD and/or ELL and provide information on what accommodations (if any) students require for NAEP.

- Review NAEP inclusion policy.
- Identify up to five specialists at your school to provide information for students with disabilities and English language learners.
- Indicate how each student identified as SD and/or ELL should be assessed on NAEP.

### Notify Parents/Guardians

By law, the parents/guardians of the students selected for NAEP must be notified in writing before the assessments can take place. In this section, you are given instructions for notifying parents/guardians about the assessment and will confirm that parents/guardians of the students selected for NAEP have been notified.

- Notify parents/guardians as soon as possible using the Parent/Guardian Notification Letter ([see Appendices D3-7, D3-8, D3-20, and D3-21](#)) available to download in this section (available in both English and Spanish).
- Verify parent/guardian notification.
- Upload your Parent/Guardian Notification Letter and indicate when you plan to send the letter.

### Plan for Assessment Day

In this section, you will provide information to help the NAEP team plan for assessments at your school.

- Review the student group assignments for testing and provide the start time(s) and testing location(s).
- Answer questions necessary to plan the assessment logistics.

### Encourage Participation

In this section, you will review strategies that can help motivate students to participate on NAEP. There are links to videos and other promotional materials.

- Record what strategies you plan to use in your school.
- Note that makeup sessions may be needed if the assessment is canceled due to weather or if attendance at the assessment is less than 90 percent.

### Update Student List

In this section, you will update the list of students currently enrolled in the selected age group. NAEP will use this list to identify students who were not included on the original list of students submitted to NAEP in the fall.

- You will be notified if any new students have been selected for NAEP as a result of updating the student list. For any newly selected students, complete the “Provide Demographic Data for Newly Selected Students,” “Complete SD/ELL Information for Newly Selected Students” (if necessary), and “Notify Parents of Newly Selected Students.”

### 1 week before assessment

Approximately 1 week before your assessment, visit the Support Assessment Activities section.

### Support Assessment Activities

In this section, you have access to material for notifying students and faculty about the NAEP assessment.

- Print Student Appointment Cards to distribute to students to notify them of the date, time, and location of the assessment.
- Print the Teacher Notification Letter and distribute to all teachers. This letter provides the date, time, and location for each assessment session.
- Print the List of Students Selected for NAEP and the Measure Up newsletter and distribute them, along with the Teacher Notification Letter, to all teachers for the selected age group.

Thank you for helping us make NAEP in your school a success!

Remember to visit the MyNAEP for Schools website at [www.mynaep.com](http://www.mynaep.com) to receive details about the assessment activities in your school.

What Is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects. NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

For more information, visit <http://nces.ed.gov/nationsreportcard> or contact the NAEP help desk at 1-800-283-NAEP (6237) or by email at [NAEPHelp@westat.com](mailto:NAEPHelp@westat.com).

## Instructions for the School Coordinator

### 1 week before assessment

Approximately 1 week before your assessment, visit the [Support Assessment Activities](#) section.

### Support Assessment Activities

In this section, you have access to material for notifying students and faculty about the NAEP assessment.

- Print Student Appointment Cards to distribute to students to notify them of the date, time, and location of the assessment.
- Print the Teacher Notification Letter and distribute to all teachers. This letter provides the date, time, and location for each assessment session.
- Print the List of Students Selected for NAEP and the *Measure Up* newsletter and distribute them, along with the Teacher Notification Letter, to all teachers for the sampled grade.

### Thank you for helping us make NAEP in your school a success!

Remember to visit the MyNAEP for Schools website at [www.mynaep.com](http://www.mynaep.com) to receive details about the assessment activities in your school.

### What Is NAEP?

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects. NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

For more information, visit <http://nces.ed.gov/nationsreportcard> or contact the NAEP help desk at 1-800-283-NAEP (6237) or by email at [NAEPHelp@westat.com](mailto:NAEPHelp@westat.com).

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### Completing Preassessment Activities for NAEP 2019

Thank you for your support of the National Assessment of Educational Progress (NAEP) for 2019. We look forward to working with you to make NAEP a positive experience at your school. This begins with completing activities before the assessment.

For the upcoming assessments, the MyNAEP for Schools website will serve as your primary resource to prepare for the assessment. MyNAEP provides you with an electronic way to complete the preassessment tasks at your own pace. Visit the MyNAEP website at [www.mynaep.com](http://www.mynaep.com) to get started. If you have not yet registered for MyNAEP, refer to the *School Coordinator Responsibilities: A Guide to MyNAEP* brochure you received earlier this fall for instructions, or your NAEP representative can assist you.

Your NAEP representative will follow up with you very soon to review the activities listed in this brochure and answer any questions you may have about completing these tasks. There are short video tutorials for each task, and we recommend reviewing them before completing the tasks.

If you need assistance before then, contact the NAEP help desk at 1-800-283-NAEP (6237) or by email at [NAEPHelp@westat.com](mailto:NAEPHelp@westat.com).

Thank you for your support of the National Assessment of Educational Progress!



2019

### December 3, 2018

On December 3, 2018, the sections of Prepare for Assessment on MyNAEP will be available to schools. At that time you can begin to complete the preassessment tasks listed below by selecting the Prepare for Assessment link.

### Review and Verify List of Students Selected for NAEP

In this section, you will review the list of students selected for NAEP for accuracy and completeness. This section must be completed before completing the SD/ELL student information.

- Update missing or incorrect student demographic data.
- Update missing or incorrect classifications for students with disabilities (SD), students with 504 plans, and English language learners (ELL).
- Indicate if there are students attending your school who have been displaced from their regular school by an event such as a fire or hurricane.
- For some grade 4 and 8 schools, identify students who will participate in the National Indian Education Study, or NIES.

### Complete SD/ELL Student Information

In this section, you will review the list of students identified as SD and/or ELL and provide information on what accommodations (if any) students require for NAEP.

- Review NAEP inclusion policy.
- Identify up to five specialists at your school to provide information for students with disabilities and English language learners.
- Indicate how each student identified as SD and/or ELL should be assessed on NAEP.

### Notify Parents/Guardians

By law, the parents/guardians of the students selected for NAEP must be notified in writing before the assessments can take place. In this section, you are given instructions for notifying parents/guardians about the assessment and will confirm parents/guardians of the students selected for NAEP have been notified.

- Notify parents/guardians as soon as possible using the Parent/Guardian Notification Letter available to download in this section (available in both English and Spanish).
- Verify parent/guardian notification.
- Upload your Parent/Guardian Notification Letter and indicate when you plan to send the letter.

### Manage Questionnaires

In this section, you will identify school staff members to complete online NAEP questionnaires and ensure questionnaires are completed by the assessment date.

- Identify who will complete Teacher Questionnaires and record their email addresses and which subjects they teach.
- Confirm who will complete the School Questionnaire.
- Send welcome emails and questionnaire links to questionnaire recipients.
- Monitor completion of the questionnaires.
- Grade 12 schools do not complete Teacher Questionnaires.

Note that in schools selected for either the National Indian Education Study or the Computer Access and Familiarity Study, school and teacher questionnaires may contain additional questions specific to these special studies.

### Plan for Assessment Day

In this section, you will provide information to help the NAEP team plan for assessments at your school.

- Review the student group assignments for testing and provide the start time(s) and testing location(s).
- Answer questions necessary to plan the assessment logistics.

### Encourage Participation

In this section, you will review strategies that can help motivate students to participate on NAEP. There are links to videos and other promotional materials.

- Record what strategies you plan to use in your school.
- Note that makeup sessions may be needed if the assessment is canceled due to weather or if attendance at the assessment is less than 90 percent.

### January 2, 2019

On January 2, 2019, the remaining section of Prepare for Assessment on MyNAEP will be available to schools.

### Update Student List

In this section, you will update the list of students currently enrolled in the selected grade. NAEP will use this list to identify students who were not included on the original list of students submitted to NAEP in the fall.

- You will be notified if any new students have been selected for NAEP as a result of updating the student list. For any selected students, complete the "Provide Demographic Data for Newly Selected Students," "Complete SD/ELL Information for Newly Selected Students" (if necessary), and "Notify Parents of Newly Selected Students."

## Review and Verify List of Students Selected for NAEP

### Information Needed to Review and Verify List of Students Selected for NAEP

Information Needed to Review and Verify List of Students Selected for NAEP

You will review and confirm the following information for each selected student on your list. Please collect this information in advance.

- Age
- Enrollment status (**have any students withdrawn?**)
- If the student is **foreign exchange**, or **does not attend classes on campus**
- Student ID (**optional**)
- Month of Birth
- Year of Birth
- Gender
- Race/ethnicity
- National School Lunch Program eligibility status – **only if the information is shown** (reduced price lunch, free lunch, student not eligible)
- Student with disability classification (IEP, 504)
- English Language Learner (Limited English Proficiency) status

Determine if any selected students cannot take NAEP

Please use the reasons in the bulleted list below to determine if any selected students cannot take NAEP.

- Withdrawn
- Graduated
- Expelled
- Does not attend any **academic** classes in campus
- Home schooled and receives limited services on campus
- Student listed more than once
- Not in selected age group
- Foreign exchange student
- Student deceased
- Long-term illness/homebound (will not be in school during NAEP testing).
- Parent notified about NAEP and refused NAEP testing.
- Student notified about NAEP and refused NAEP testing.
- Student meets (or met) participation criteria for the state alternate assessment (student is currently eligible or was eligible in the past to take the state alternate assessment).
- Student is classified as an English language learner and has been enrolled in U.S. schools less than 1 full academic year before the NAEP assessment and cannot access NAEP.

Review and verify student demographic information

NAEP collects demographic information to report results for student groups. Please collect the information described below for each sampled student.

- Race/Ethnicity:
  - **Hispanic, of any race:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish (but not Portuguese) culture of origin, regardless of race.
  - **White, not Hispanic:** A person having origins in any of the original peoples of Europe (except Spain), North Africa, or the Middle East.
  - **Black or African American, not Hispanic:** A person having origins in any of the Black peoples

of Africa.

- **Asian, not Hispanic:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, including, for example, Cambodia, China, Japan, India, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native, not Hispanic:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Native Hawaiian or Pacific Islander, not Hispanic:** A person having origins in any of the original people of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Two or More Races (Non-Hispanic):** A person who identifies with two or more of the non-Hispanic categories above.
- School Lunch Status – if column appears:
  - **Student not eligible to participate:** Student is not eligible for free or reduced-price lunch.
  - **Free lunch:** Student is eligible for free lunch. Schools participating in Provisions 2 or 3 of the National School Lunch Program (NSLP) should code all students as “free lunch.”
    - If it is not possible to distinguish between “free” and “reduced price” for some students, code these students as eligible for free lunch.
  - **Reduced price lunch:** Student is eligible for reduced-price lunch.
  - **School not participating:** School does not participate in the NSLP. When used, this code must be applied to all students.

Review and verify classifications of Students with Disabilities (SD) and English Language Learners (ELL)

Please indicate each student’s SD/ELL classification with these codes.

- Students with disabilities (SD):
  - **Yes, IEP:** Student has a formal Individualized Education Plan (IEP) or the student’s IEP is in progress.
  - **Yes, 504:** Student has a 504 plan and needs accommodations to participate in NAEP (if the student does not need accommodations to be tested on NAEP, classify the student as No, not SD).
  - No, not SD
- English language learners (ELL):
  - Yes, ELL
  - **No, Formerly ELL:** Student is monitored for state reporting.
  - No, not ELL

## Dept. of Agriculture Memo Authorizing Release of NSLP to NAEP

This memo replaces the United States Department of Agriculture (USDA) Letter

**Date:** School Year 2019–20

**To:** School Nutrition Program Personnel

**From:** National Assessment of Educational Progress (NAEP)

**Subject:** Policy on Limited Disclosure of Children's Eligibility Information to NAEP

As stated in the Eligibility Manual for School Meals (Section 5 - Confidentiality and Disclosure, Disclosure Requirements), school food authorities may disclose, without parent/guardian consent, children's names and eligibility status (whether they are eligible for free meals or free milk or reduced price meals) to persons directly connected with the administration or enforcement of a Federal or State education program, such as NAEP, as permitted by section 9(b)(6)(A)(ii)(I) of the Richard B. Russell National School Lunch Act.

The relevant section from page 88 of the Eligibility Manual for School Meals is shown below:

Because NAEP is a Federal education program, LEAs may disclose, without parent or guardian consent, children's names and eligibility status to persons directly connected to the administration or enforcement of NAEP. Additionally, LEAs may disclose children's names and eligibility status to persons directly connected with the administration or enforcement of State educational assessment programs to the extent the State assessment is part of the NAEP. Other State education programs may access participants' names and eligibility status, without parent or guardian consent. However, in both situations, the program must be established at the State (not local) level.

The term "persons directly connected" for the purpose of disclosure to NAEP includes Federal, State, and local program operators responsible for NAEP administration or compliance, and their contractors. This does not imply that these persons have routine access to participants' eligibility status. There must be a "need to know" relating to the administration or enforcement of a Federal education program or for legitimate NAEP purposes.

The above information is available on the FNS website at <https://www.fns.usda.gov/2017-edition-eligibility-manual-school-meals>.

## Complete SD/ELL Student Information

### Inclusion on NAEP Fact Sheet

#### Inclusion on NAEP

Students with Disabilities and English Language Learners

#### WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics and reading.

NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

#### The Importance of Inclusion

The responses of students with disabilities and English language learners on NAEP represent those of hundreds of other similar students. Without them, information about how to best meet the educational needs of these students would be lost. NAEP incorporates inclusive policies and practices into every aspect of the assessment, including selection of students, participation in the assessment administration, and valid and effective accommodations. Such best practices are essential to ensuring an inclusive assessment that yields meaningful NAEP results for all students with disabilities and English language learners. By representing their peers across the nation on NAEP, students with disabilities and English language learners help to ensure that NAEP results can be used to inform efforts to improve educational programs.

To ensure that the National Assessment of Educational Progress (NAEP) reflects the educational progress of all students, students with disabilities and English language learners must be included to the fullest extent possible.

#### Selection

Students with disabilities and English language learners are selected to participate in NAEP just like any other student. NAEP is administered to a sample of students who represent the student population of the nation as a whole and of individual states and districts participating in the Trial Urban District Assessment (TUDA). Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Regardless of race/ethnicity, socioeconomic status, disability, status as an English language learner, or any other factors, every student has the same chance of being chosen.

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

For More Information Contact your NAEP State Coordinator with specific questions about including students with disabilities and English language learners. Details of the National Assessment Governing Board's policy on testing and reporting results on students with disabilities and English language learners on NAEP are available at <http://www.nagb.org/publications/inclusion-special-population-naep.pdf>. Current NAEP accommodations and inclusion policies are posted on the website at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

#### Participation

Many students with disabilities and English language learners are able to participate in the assessment administration alongside their peers.

Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration without high-stakes consequences. Since NAEP does not produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

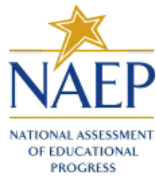
## Accommodations

Students with disabilities and English language learners are provided with testing accommodations so that they can demonstrate their content knowledge and skills on NAEP. NAEP offers a comprehensive set of accommodations to increase access to testing for students with disabilities and English language learners. To ensure that appropriate accommodations are determined for individual students, NAEP relies on school staff to make inclusion and accommodations decisions for those students selected for the assessment.

The accommodations allowed on NAEP and those allowed in states are often similar, but there may be some differences. Sometimes these differences result from the way that the subject being measured is defined in the NAEP frameworks. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions, because decoding words is part of what the NAEP framework is measuring.

Your NAEP State Coordinator has developed inclusion guidelines for including students with disabilities and English language learners on NAEP and provided them to schools selected for the assessment. These instructions will highlight any differences between NAEP and your state's policies and provide guidance on how to include and accommodate sampled students.





## Inclusion on NAEP

*Students with Disabilities and English Language Learners*

### WHAT IS NAEP?

- The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics and reading.
- NAEP is congressionally mandated, and was first administered in 1969 to measure student achievement nationally. Teachers, principals, parents, policymakers, and researchers all use NAEP results to assess progress and develop ways to improve education in the United States.

### The Importance of Inclusion

**The responses of students with disabilities and English language learners on NAEP represent those of hundreds of other similar students.** Without them, information about how to best meet the educational needs of these students would be lost. NAEP incorporates inclusive policies and practices into every aspect of the assessment, including selection of students, participation in the assessment administration, and valid and effective accommodations. Such best practices are essential to ensuring an inclusive assessment that yields meaningful NAEP results for all students with disabilities and English language learners. By representing their peers across the nation on NAEP, students with disabilities and English language learners help to ensure that NAEP results can be used to inform efforts to improve educational programs.

### Selection

**Students with disabilities and English language learners are selected to participate in NAEP just like any other student.** NAEP is administered to a sample of students who represent the student population of the nation as a whole and of individual states and districts participating in the Trial Urban District Assessment (TUDA). Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Regardless of race/ethnicity, socioeconomic status, disability, status as an English language learner, or any other factors, every student has the same chance of being chosen.

To ensure that the National Assessment of Educational Progress (NAEP) reflects the educational progress of all students, students with disabilities and English language learners must be included to the fullest extent possible.

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

### For More Information

Contact your NAEP State Coordinator with specific questions about including students with disabilities and English language learners. Details of the National Assessment Governing Board's policy on testing and reporting results on students with disabilities and English language learners on NAEP are available at <http://www.nagb.org/publications/inclusion-special-population-naep.pdf>. Current NAEP accommodations and inclusion policies are posted on the website at <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

### Participation

**Many students with disabilities and English language learners are able to participate in the assessment administration alongside their peers.**

Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration without high-stakes consequences. Since NAEP does not produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

### Accommodations

**Students with disabilities and English language learners are provided with testing accommodations so that they can demonstrate their content knowledge and skills on NAEP.** NAEP offers a comprehensive set of accommodations to increase access to testing for students with disabilities and English language learners. To ensure that appropriate accommodations are determined for individual students, NAEP relies on school staff to make inclusion and accommodations decisions for those students selected for the assessment.

The accommodations allowed on NAEP and those allowed in states are often similar, but there may be some differences. Sometimes these differences result from the way that the subject being measured is defined in the NAEP frameworks. For example, NAEP does not allow read-aloud of any part of the NAEP reading test except the instructions, because decoding words is part of what the NAEP framework is measuring.

Your NAEP State Coordinator has developed inclusion guidelines for including students with disabilities and English language learners on NAEP and provided them to schools selected for the assessment. These instructions will highlight any differences between NAEP and your state's policies and provide guidance on how to include and accommodate sampled students.

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# Letter from Department of Education Encouraging Inclusion



## UNITED STATES DEPARTMENT OF EDUCATION

Dear Principal or Administrator:

Thank you for allowing your school to participate in the National Assessment of Educational Progress (NAEP). These assessments are vital to measuring the academic skills and progress of the students in our nation and in each state.

As you know, the Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities participate in state and district wide assessment programs through regular assessments, including with appropriate accommodations when necessary, or alternate assessments. The Elementary and Secondary Education Act (ESEA) likewise requires the participation of students with disabilities in the student academic assessments required under that Act, and also requires that English learners, as well as other groups of students, participate in those state assessments. The law allows for reasonable accommodations on assessments administered to English learners. Although federal law does not explicitly specify similar requirements regarding the participation of students with disabilities and English learners in NAEP, the NAEP program has been working very hard to make its sample of students taking the assessments as representative as possible of all students. We are asking you to ensure that the greatest possible number of students with disabilities and English learners in your school, who are selected to participate, do in fact take the assessments.

Please keep in mind that NAEP does not produce results for individual students or schools, as your state or district tests might. All results are summarized only at the national and state levels (and for a few large urban districts). 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.

We want to include as many students as possible in the picture NAEP provides for us. For this reason, we ask you to do all you can to help ensure the participation of students who are selected for NAEP whenever possible, including students with disabilities and English learners. Students taking the NAEP are able to use most of the testing accommodations they usually receive in other tests (e.g., extended time, small group testing). Most students with disabilities and English learners are indeed able to participate in NAEP with their fellow students.

NAEP is one of the most visible and important indicators of educational performance in this country, and we very much appreciate your support in making NAEP as inclusive as possible.

A handwritten signature in black ink that reads "Libia S. Gil".

Libia Socorro Gil, Ph.D.  
Assistant Deputy Secretary and  
Director  
Office of English Language Acquisition

A handwritten signature in black ink that reads "Michael K. Yudin".

Michael K. Yudin  
Acting Assistant Secretary  
Office of Special Education and Rehabilitative Services

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-6510

[www.ed.gov](http://www.ed.gov)

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

## Information Needed to Include SD/ELL Students

### Information Needed to Include Students with Disabilities

You will enter the following information for each sampled student classified as a **student with disability**.

- The IDEA category that best describes the student's disability. The following categories are used by the Individual with Disabilities Education Act (IDEA).
  - Specific learning disability
  - Hearing impairment/deafness
  - Visual impairment/blindness
  - Speech or language impairment
  - Intellectual disability
  - Emotional disturbance
  - Orthopedic impairment
  - Traumatic brain injury
  - Autism
  - Development delay (age 9 or younger)
  - Other health impairment (specify)
- The degree of each student's disability.
  - Mild
  - Moderate
  - Profound/Severe
- Grade-level performance for the subject to be assessed.
  - At or above grade level
  - One year below grade level
  - Two or more years below grade level
  - Not receiving instruction in the designated subject (math or reading)
- How is the student assessed on the state assessment? If your state does not offer a state assessment, use classroom assessments as a reference point.
  - With accommodations
  - Without accommodations
  - With an alternate assessment, etc.
- Testing accommodations that each student typically receives.

### Information Needed to Include English Language Learners

You will enter the following information for each sampled student classified as an **English Language Learner** (Limited English Proficiency).

- Each student's primary language.
- How long has each student received academic instruction in English?
  - Does not receive instruction primarily in English
  - Less than 1 year
  - 1 to 2 years
  - 2 to 3 years
  - 3 years or more
- Grade-level performance for the subject to be assessed.
  - At or above grade level
  - One year below grade level
  - Two or more years below grade level
  - Not receiving instruction in the designated subject (math or reading)

- Each student's English proficiency for listening, reading, speaking and writing.
  - No proficiency
  - Beginning
  - Intermediate
  - Advanced
- How long has each student been enrolled in U.S. schools?
  - Less than 1 full academic year
  - 1 full academic year or more
- Testing accommodations that each student typically receives.

## Notify Parents

### Parent's page on Nation's Report Card website

This resource is a hyperlink to the NCES site: <https://nces.ed.gov/nationsreportcard/parents/>.

IES · NCES National Center for Education Statistics

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## Parents and Guardians

En Español >

### The Nation's Report Card: It's More Than Just a Test

Our children take tests for everything, but the National Assessment of Educational Progress (NAEP)—also called The Nation's Report Card—is unique.

The Nation's Report Card is a resource—a national wakeup call—because it offers a window into the state of our education system and what our children are learning. The results provide educators, policymakers, elected officials, and parents across the country with invaluable information regarding how our children are doing compared to other children in participating large urban districts, other states, and the nation.

When our children participate, they are helping to inform decisions about how to improve education in your state and in our country. The participation of your child can and often does lead to change.

### NAEP Sparks Change Across the Country

#### Connecticut

In Connecticut, NAEP survey questionnaire data revealed that grade 12 African American and Hispanic students were less likely than their White and Asian/Pacific Islander peers to take advanced mathematics courses. These data informed early efforts to address uneven opportunity to learn and reduce achievement gaps. Today, Connecticut's accountability system includes an expectation that all students have the chance to experience challenging coursework in high school.

Related Information

- Overview of NAEP >
- How Schools and Students Are Selected >
- Inclusion of SD/ELL Students >
- How Assessments are Administered in Schools >
- Digitally Based Assessments >
- Experience an Assessment >
- Sample Question Booklets >
- Explore Assessment Data >
- The Nation's Report Card

### What Every Parent Should Know About NAEP: PDF version

This brochure is available here on the NCES website: <http://nces.ed.gov/nationsreportcard/pdf/parents/2012469.pdf>.

### What Every Parent Should Know About NAEP: Video version

This video is available here on the NCES website: <http://nces.ed.gov/nationsreportcard/videos/parentvideo/>.

### Sample Questions Booklets

This resource is a hyperlink to all the sample questions booklets posted on the NCES site:

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

## Plan for Assessment Day

### Suggested Testing Room Layouts

#### Room Layouts for NAEP Paper Sessions

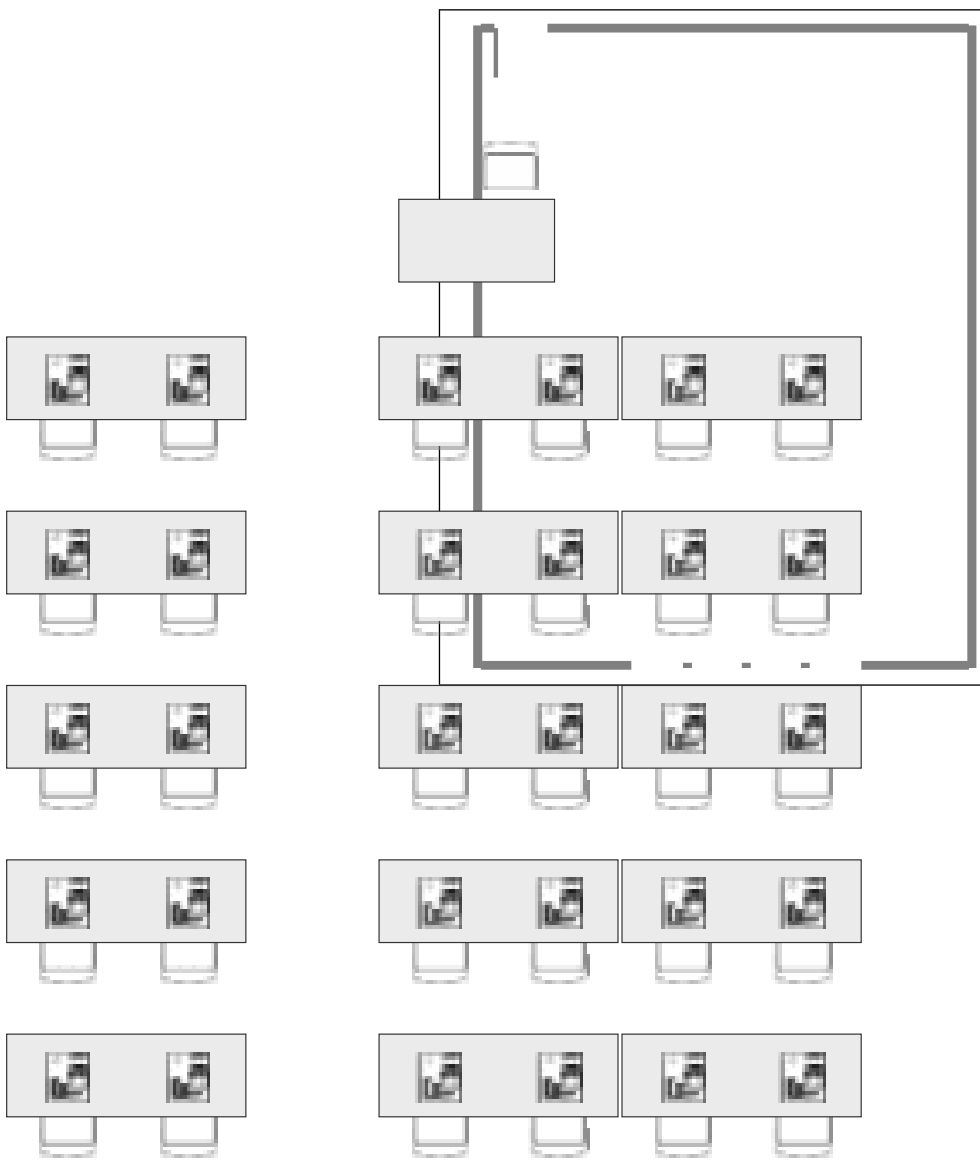
The following pages contain a series of diagrams that illustrate how NAEP staff may set up a room for paper assessments. The diagrams encompass the following setups:

- Classroom Style
- Library or Media Center
- Cafeteria

Your NAEP representative will determine the best arrangement based on the characteristics of the room you identify. If setting up for the assessment requires rearranging any furniture, the NAEP team will put back the furniture when they are finished.

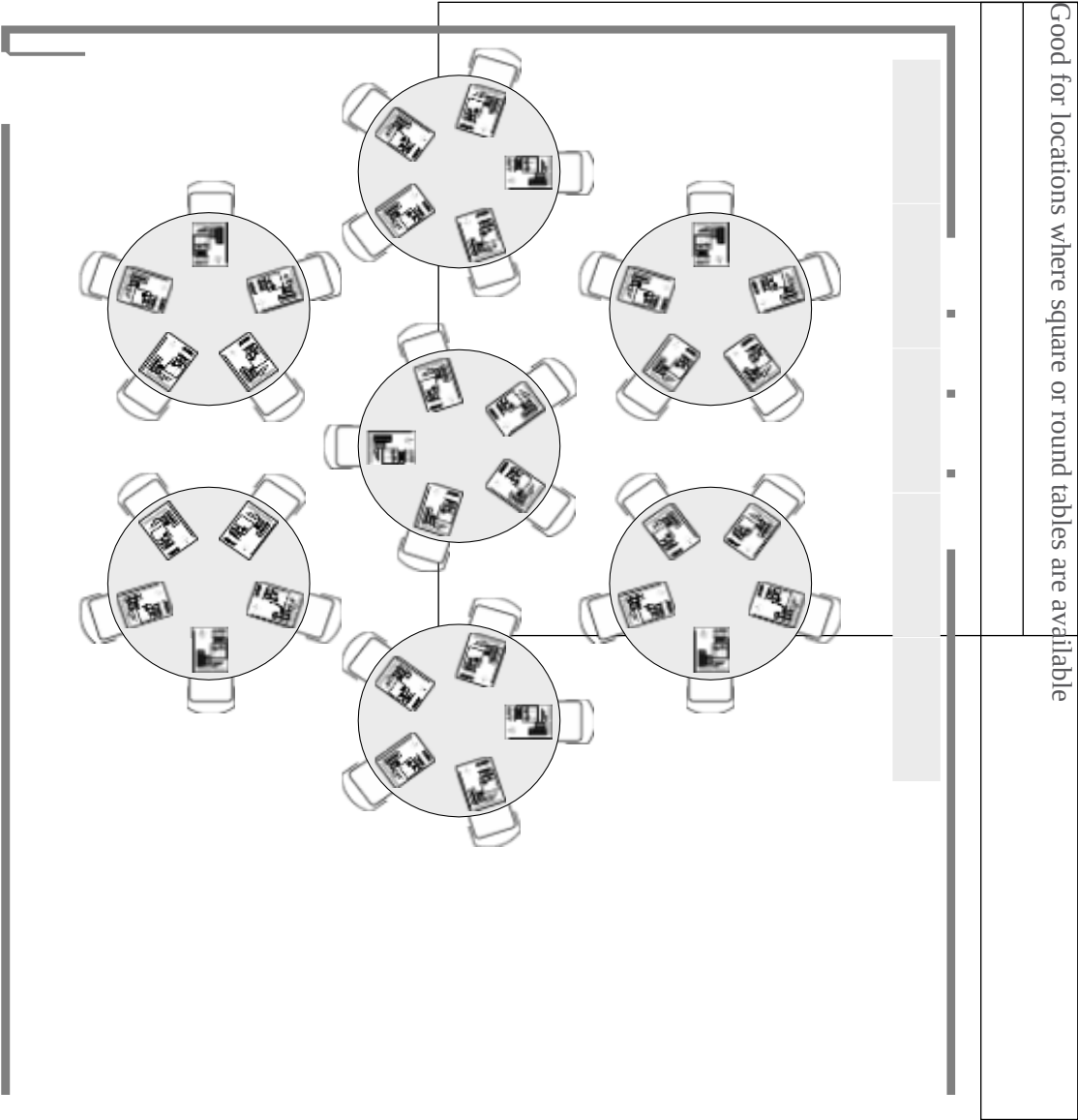
#### Classroom Style

Students in rows, facing the same direction  
Good for classrooms



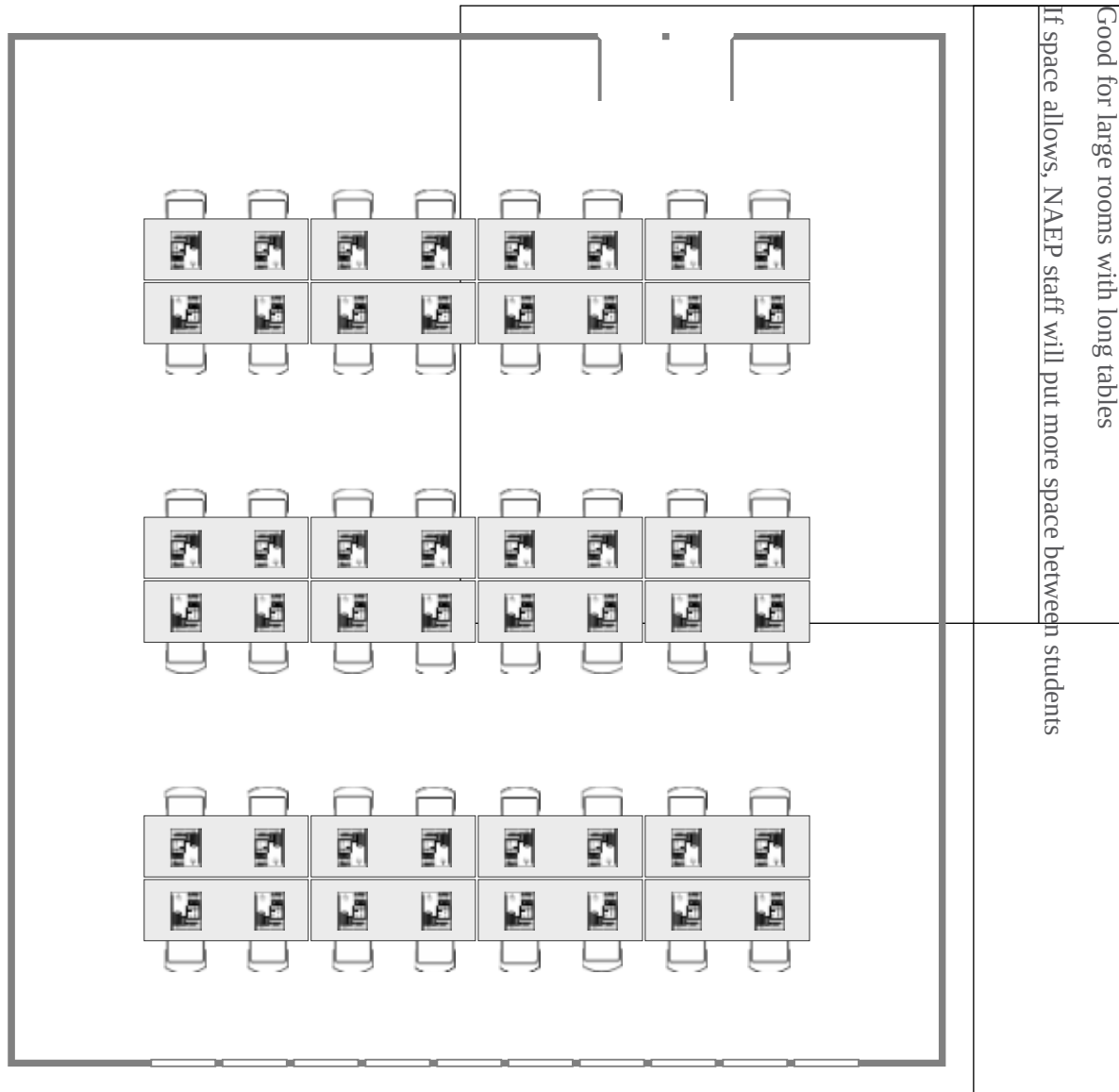


Library or Media Center



Good for locations where square or round tables are available

## Cafeteria



Good for large rooms with long tables

If space allows, NAEP staff will put more space between students

## **Encourage Participation**

### *Measure Up: NAEP News for the School Community*

This resource is a hyperlink to the Measure Up newsletter posted on the NCES website:

[https://nces.ed.gov/nationsreportcard/subject/about/pdf/schools/naep\\_measure\\_up\\_for\\_public\\_schools\\_spr\\_sum\\_2018.pdf](https://nces.ed.gov/nationsreportcard/subject/about/pdf/schools/naep_measure_up_for_public_schools_spr_sum_2018.pdf)

## Update Student List

### Student List Requirements and Instructions

#### Instructions for Preparing a Current List of Students

##### Part I: Requirements



NAEP needs a complete and current list of **all students** in the selected age group to be assessed (**not just new students**).

- The list should reflect current enrollment.
- The list should include the correct age group.
  - **For age 9 assessments:** students who are 9 years old as of 1/1/2020, with birth dates between January–December 2010
  - **For age 17 assessments:** students who are 17 years old as of 10/1/2020, with birth dates between October 2002–September 2003
- The list will help NAEP identify any students that were not included on the original list submitted in the fall of 2019.
- Include all students, even students who are commonly excluded from other testing programs.
- Your student list **must be a Microsoft Excel file** (version 95 or later). If your student information is available in a different format, you can simply copy and paste the data into Excel.
- If you need assistance, call the NAEP Help Desk at 1-800-283-6237.

Include the following information for each student in the selected age group.

- ✓ Student first name
- ✓ Student last name
- ✓ Month of birth
- ✓ Year of birth

If available, please include...

- ✓ Student middle name/initial
- ✓ State unique student ID (**do not use the student's Social Security number**)

##### Part II: List Format

You will need to answer questions about your Excel file's format during the upload process. Will your file have all student information in separate columns? Good! That means you're using the preferred format, pictured below.

	A	B	C	D	E
1	First Name	Middle Name	Last Name	Month of Birth	Year of Birth
2	Riley	R	Armstrong	3	2006
3	Logan	D	Barker	4	2007
4	Alexander	Michael	Brown	12	2006
5	Austin	Todd	Brown	6	2006
6	Brian	Matthew	Campbell	3	2007

NAEP will also accept student names and birth dates formatted in **single columns**.

- During the upload, you'll tell us how student names and birthdates are formatted.
- You will specify the order of student names, whether or not the student name column includes middle names, and how the names are separated (**by a space, comma, or other character**). Middle names and initials are optional. The example below is **last name, first name**.
- The same idea applies to birth dates, too. The example below is **mm/dd/yyyy**.

	A	B
1	Name	Birthdate
2	Armstrong, Riley	3/18/2006
3	Barker, Logan	4/15/2017
4	Brown, Alexander	12/2/2006

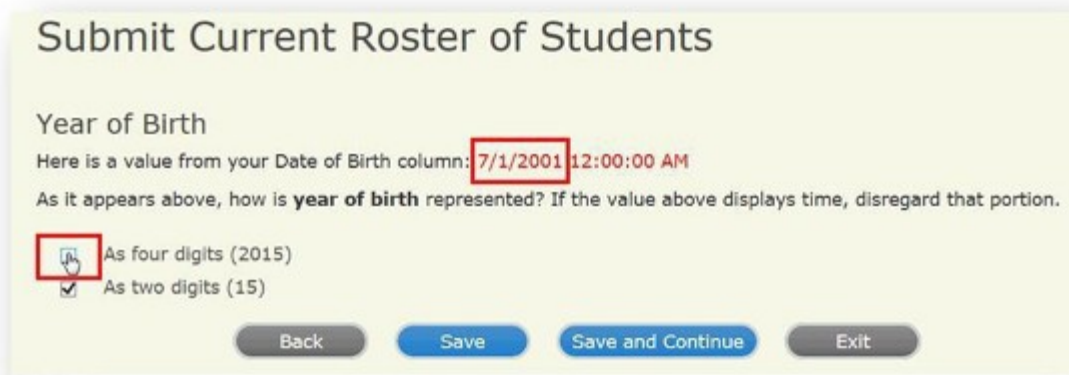
### Part III: Pre-upload Checklist

**Formatting errors can cause the file upload to fail.** Save time by using this pre-upload checklist. If you can check off everything on this list, then you're ready to upload your file.

- The file was prepared after January 1st and contains all currently enrolled students in the selected age group.
- Blank rows do not start until after the last student record. There are no blank cells or rows within the required student information (blanks for middle names and student IDs are ok).
- The file has only one worksheet with data on it. The extra worksheets are blank.
- The file does not have any footers or images at the bottom.
- The header for my file is in a single row, and there are no images at the top.
- The filename ends with **.xls or .xlsx**.
- I understand how student names are formatted in my file.
- I understand how month and year of birth are formatted in my file.

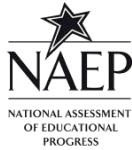
### Part IV: Special Situations & Tips

- The first row of data in your file will be read as the column headers. Each succeeding row will be considered a student record.
- Use the most current enrollment information available, so that all students have an equal opportunity to be selected for NAEP.
- If more than one age group is being assessed at your school, submit separate Excel files for each age group.
- Year-round schools with multiple tracks of students should not include any students who will be on break on the scheduled assessment date.
- **If MyNAEP cannot process your file, try selecting the Back button and revising your answers about how the Excel file is formatted.** In the example below, the user checked the wrong box for the number of digits in the birth year. The red text at the top of the screen will display the number of digits in the birth year (in this case, four).



# Support Assessment Activities

## Teacher Notification Letter



### TEACHER NOTIFICATION LETTER

TO: Teachers of X-year-old Students

Date: XX/XX/XXXX

FROM: NAEP representative

SUBJECT: National Assessment of Educational Progress (NAEP)

Thank you for the excellent work that you and your students have invested in learning and achievement. We are pleased that students from your school have been selected to represent thousands of students across our country by participating in the National Assessment of Educational Progress (NAEP) assessment.

This assessment monitors what U.S. students know and can do in key subject areas at the elementary, middle, and high school levels. Since 1969, NAEP has provided U.S. educators and the public with reliable profiles of student achievement. This is possible because of dedicated teachers like you who support and participate in this assessment.

Please take note of the attached lists, which contain the names of the selected students and their session numbers. It is critical to the results of the study that all students selected for NAEP attend the correct session on time. We appreciate your assistance.


Each NAEP assessment session will take 90 minutes, including transition time and directions. The sessions are scheduled for:

SESSION	DATE	TIME	LOCATION
DS0401A	Thursday, XX/XX/XXXX		
DS0401B	Thursday, XX/XX/XXXX		

Please contact your school's NAEP coordinator for additional information about the assessment. For additional information, sample questions, NAEP publications, and classroom data tools, visit the NAEP website <http://nces.ed.gov/nationsreportcard/>.

We look forward to working with you. Thank you, again, for helping us show the world the achievement of our nation's students by your support of NAEP - The Nation's Report Card.

Appointment Cards

	Appointment for <b>Aich, Alexandria</b> on <b>Monday, 02/04/2019</b>
<b>Please go to Rm 105 at 7:45 am.</b>	
<i>Cell phone policy: Cell phones must be turned off and placed with your belongings.</i>	
NAEP School ID: 1223003	Session: PA0801