

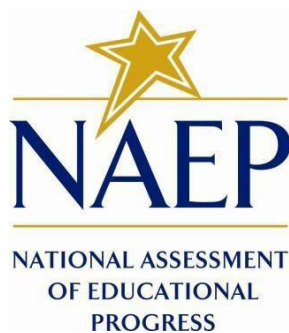
*NATIONAL CENTER FOR EDUCATION STATISTICS  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Education Progress (NAEP)  
2021*

*Appendix D1*

*NAEP 2021 Communications and Recruitment Materials*

*OMB# 1850-0928 v.20*



June 2020

Appendix D1 has been updated with available (noted as NEW in the Table of Contents) communication and recruitment materials for 2021. Appendix D1 will be updated with final communication and recruitment materials for 2021 and submitted to OMB in Amendment #2 by October 2020.

The following areas may need to change from 2019 to 2021:

- Update year/date
- Update assessment window
- Update subjects and grades to be assessed
- Update calendar year and schedule
- Remove references to any activity different from 2019 activities (e.g. removing 2019 special studies)
- Potential changes to some of the accommodation descriptions
- Pending final design, update testing times, assessment length and assessment session details

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## **Appendix D1-1: NAEP Overview Brochure**

### Why is student participation important?

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

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

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

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

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

### What other data are collected during a NAEP assessment?

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

Students complete questionnaires that provide information on their opportunities to learn in and outside of the classroom, educational experiences, and a variety of other topics, including socioeconomic status and technology use. Students may skip any question by leaving a response blank.

Teachers responsible for the subject of the administered assessment complete questionnaires that gather information on teacher trainings and instructional practices.

School questionnaires, usually completed by the principal or assistant principal, gather information on school policies and characteristics.

Learn more about these questionnaires here: <http://nces.ed.gov/nationsreportcard/bgquest.aspx>

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 National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant'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.



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# An Overview of NAEP



## What is NAEP?

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

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

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

### How is NAEP different from state assessments?

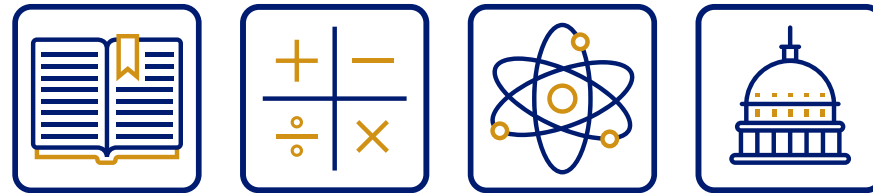
States have their own assessments, which are designed to provide individual student data about achievement based on different content standards, unique to each state. NCES administers the same NAEP assessment in every state, providing educators, policymakers, and parents with a common measure of student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



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

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

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



### What subjects does NAEP assess?

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

### How are NAEP results reported?

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

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

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

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

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

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

### How are NAEP results used?

Policymakers, researchers, and educators use NAEP results to inform educational improvements across the nation, within states and TUDA districts, and for various student groups. Parents, media, and the general public use NAEP results to monitor educational progress in their communities and compare performance with other regions of the country. NAEP also provides states with a benchmark to target important efforts that raise the bar for student achievement and ensure that students have equal opportunities to succeed.

Learn how NAEP data are used to inform policy and practice in different states: [https://nces.ed.gov/nationsreportcard/about/policy\\_practice.aspx](https://nces.ed.gov/nationsreportcard/about/policy_practice.aspx)

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

#### 4th Grade Mathematics

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

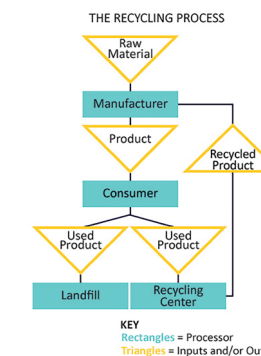


What is the length of the pen?

- A  72 millimeters
- B  78 millimeters
- C  82 millimeters
- D  88 millimeters
- E  94 millimeters

#### 8th Grade Technology and Engineering Literacy

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



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

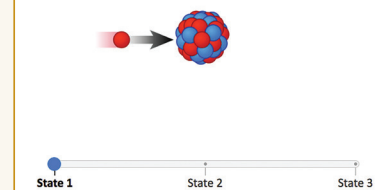
Select 1 of the 4 choices below.

- A  Recycling causes people to consume more raw materials.
- B  Recycling directly stimulates consumer demand for recycled products.
- C  Recycling provides an incentive to discover new sources of raw materials.
- D  Recycling allows products to be made from fewer raw materials.

#### 12th Grade Science

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

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



What type of nuclear reaction occurs, and why?

- A  Fusion, because more high-energy particles are produced.
- B  Fusion, because a high-energy particle combines with a large nucleus.
- C  Fission, because two smaller nuclei are produced.
- D  Fission, because mass is neither created nor destroyed during the process.

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

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



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

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

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

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

### **What is involved?**

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

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



## About NAEP

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

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

**NAEP reports on results for different demographic groups rather than for individual students or schools.** NAEP uses a carefully designed sampling process to ensure that the schools and students selected are representative of schools and students across the United States.

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

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

## About NIES

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

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

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

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

### For more information:

- ▶ Call the NIES Information Line at 1-888-747-NIES (6437)
- ▶ Email [nies\\_information@tribaltechllc.com](mailto:nies_information@tribaltechllc.com)

### To learn more, visit:

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

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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 National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant'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.

**Appendix D1-2: School Coordinator Responsibilities, A Guide to MyNAEP,  
Public Schools**

Note: this document contains two enclosures mentioned throughout the contact materials in Appendix D2, both the "School Coordinator Responsibilities: A Guide to MyNAEP" and "MyNAEP Registration Instructions"



# School Coordinator Responsibilities

A Guide to MyNAEP

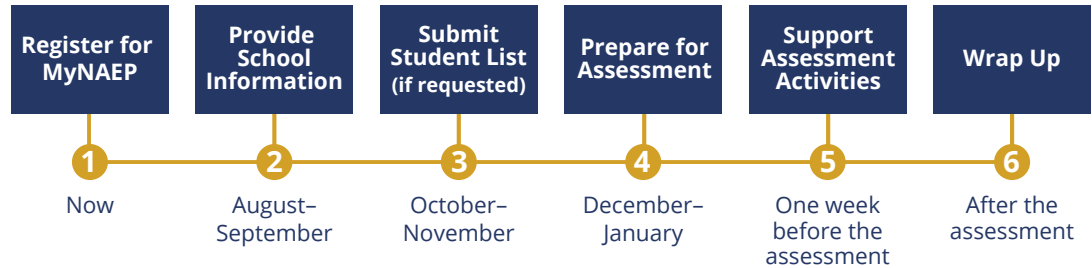
2021

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

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

*Each school participating in NAEP 2021 has a designated staff member to serve as the NAEP school coordinator. You have been selected to serve as coordinator and liaison for all NAEP assessment activities in your school. Thank you in advance for helping to prepare for this important assessment!*

## MyNAEP Activity Timeline



## You will need to complete the following activities:

### 1. Register for the MyNAEP website (now).

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

### 2. Complete and submit school information (August-September).

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

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

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

Continued on page 2



For more information about NAEP, visit [www.nces.ed.gov/nationsreportcard](http://www.nces.ed.gov/nationsreportcard)

Find us on:



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

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

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

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

*Inform parents/guardians of student participation.*

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

*Manage the completion of questionnaires by school staff.*

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

*Plan assessment day logistics.*

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

*Promote the importance of NAEP with school staff and students.*

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

*Update the student list to reflect January 2021 enrollment.*

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



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

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

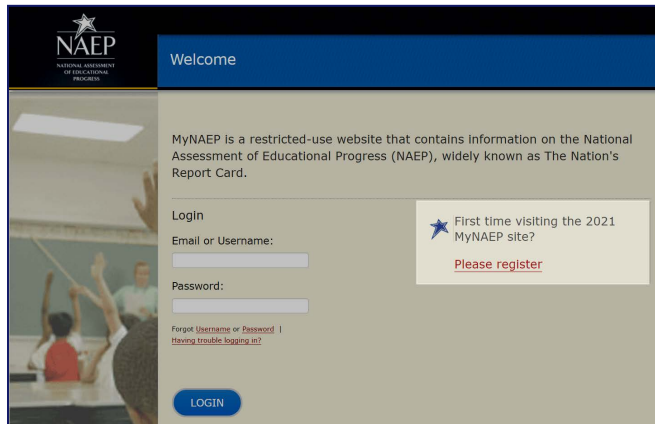
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. You and the teachers of selected students are encouraged to remain in the room during the assessment. If attendance of sampled students is less than 90 percent, a makeup session will be necessary, and the NAEP representative will schedule another date to administer the assessment to the students who were absent.

#### 6. Wrap Up (after the assessment).

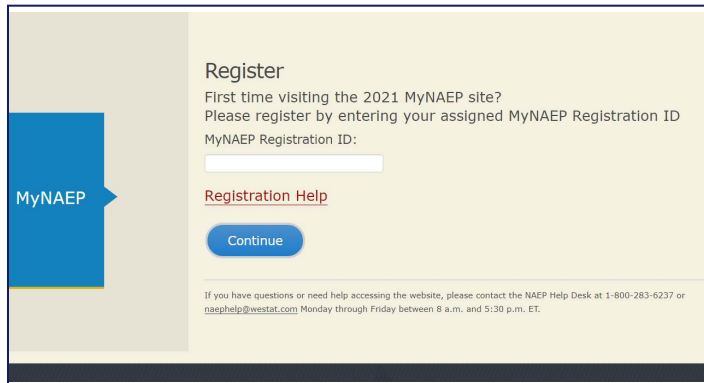
Safeguard all confidential hardcopy materials until the date noted on the NAEP storage envelope. Shred all materials after the specified date.

# How to Register and Access MyNAEP

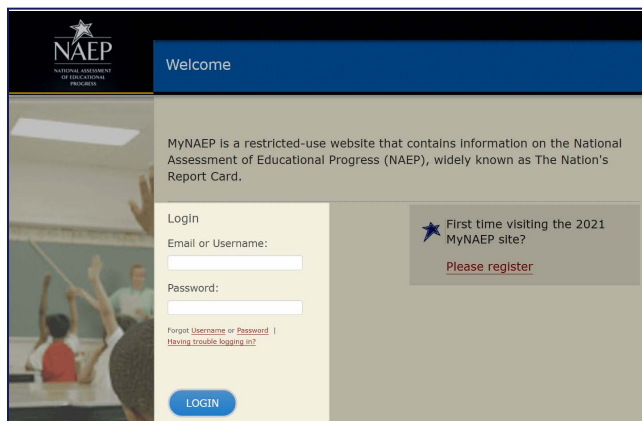
- 1 Go to [www.mynaep.com](http://www.mynaep.com). On the right side of the screen, select **Please register**.



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



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



## MyNAEP Resources

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

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

## Online Resources

|   |   |
|---|---|
| Information for selected schools                      | <a href="http://nces.ed.gov/nationsreportcard/participating/schools.aspx">http://nces.ed.gov/nationsreportcard/participating/schools.aspx</a> |
| <i>Introducing NAEP to Teachers</i> video             | <a href="http://nces.ed.gov/nationsreportcard/videos/teachervideo">http://nces.ed.gov/nationsreportcard/videos/teachervideo</a>               |
| <i>Introducing NAEP to Students</i> video             | <a href="http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx">http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx</a>       |
| <i>What Every Parent Should Know About NAEP</i> video | <a href="http://nces.ed.gov/nationsreportcard/videos/parentvideo">http://nces.ed.gov/nationsreportcard/videos/parentvideo</a>                 |
| Sample Questions booklets                             | <a href="http://nces.ed.gov/nationsreportcard/about/booklets.aspx">http://nces.ed.gov/nationsreportcard/about/booklets.aspx</a>               |
| NAEP Questions Tool                                   | <a href="http://nces.ed.gov/nationsreportcard/nqt">http://nces.ed.gov/nationsreportcard/nqt</a>   |
| Information for parents                               | <a href="http://nces.ed.gov/nationsreportcard/parents">http://nces.ed.gov/nationsreportcard/parents</a>                                       |
| Assessment frameworks                                 | <a href="https://www.nagb.gov/naep-frameworks/frameworks-overview.html">https://www.nagb.gov/naep-frameworks/frameworks-overview.html</a>     |
| Digitally Based Assessments                           | <a href="https://nces.ed.gov/nationsreportcard/dba/">https://nces.ed.gov/nationsreportcard/dba/</a>   |

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 participants. Electronic submission of participant's information will be monitored for threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

### **Appendix D1-3: School Coordinator Responsibilities, A Guide to MyNAEP, Private Schools**

**Note: this document contains two enclosures mentioned throughout the contact materials in Appendix D2, both the "School Coordinator Responsibilities: A Guide to MyNAEP" and "MyNAEP Registration Instructions"**

# Private School Coordinator Responsibilities

A Guide to MyNAEP

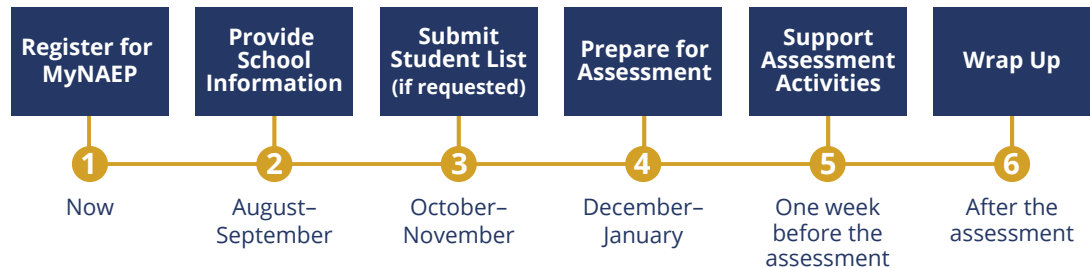
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- Visit the MyNAEP website to get started: [www.mynaep.com](http://www.mynaep.com).

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## MyNAEP Activity Timeline



## You will need to complete the following activities:

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

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

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

NAEP requires a complete list of students in the selected grade(s). NAEP uses the list to draw a random sample of students who will participate in the assessment, and to collect demographic information. The **Submit Student List** section will appear for schools that need to prepare and upload this list in the fall. Individual student names, responses, and scores on NAEP are never reported. 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). If you prefer, a NAEP representative will visit your school in January to collect the data and make the preassessment arrangements.

Continued on page 2



For more information about NAEP, visit [www.nces.ed.gov/nationsreportcard](http://www.nces.ed.gov/nationsreportcard)

Find us on:



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

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

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

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

*Inform parents/guardians of student participation.*

By law, parents/guardians of students selected to participate in NAEP must be notified in writing of their child’s selection prior to the administration of the assessment. An electronic copy of the Parent/Guardian Notification Letter is available in the **Notify Parents** section to download, print, and distribute. Your NAEP representative can also make this letter available if it is more convenient.

*Manage the completion of questionnaires by school staff.*

You are responsible for managing the completion of online survey questionnaires designed to provide contextual information for the assessment results. You can assign, email, and monitor questionnaires for completion through the **Manage Questionnaires** section of MyNAEP. If you prefer, your NAEP representative can provide hardcopies of the questionnaires.

*Plan assessment day logistics.*

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

*Promote the importance of NAEP with school staff and students.*

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

*Update the student list to reflect January 2021 enrollment.*

All eligible students must have an opportunity to be selected. If you submit your student list electronically in the fall, then you will visit the **Update Student List** section and upload an Excel file of students currently enrolled in the selected grade(s) or add new students to the original list submitted in the fall. NAEP may draw a random sample of newly identified students to select students who were not on the original list. If your NAEP representative collects the student data in person, you can skip this step.



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

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

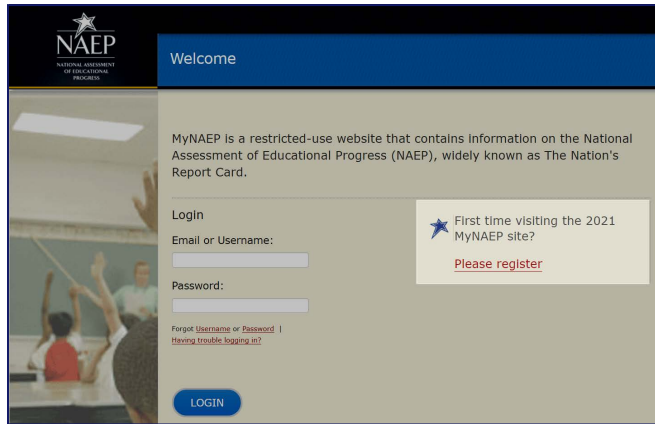
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. Your NAEP representative can print these and send to you if you prefer. You and the teachers of selected students are encouraged to remain in the room during the assessment. If attendance of sampled students is less than 90 percent, a makeup session will be necessary, and the NAEP representative will schedule another date to administer the assessment to the students who were absent.

#### 6. Wrap Up (after the assessment).

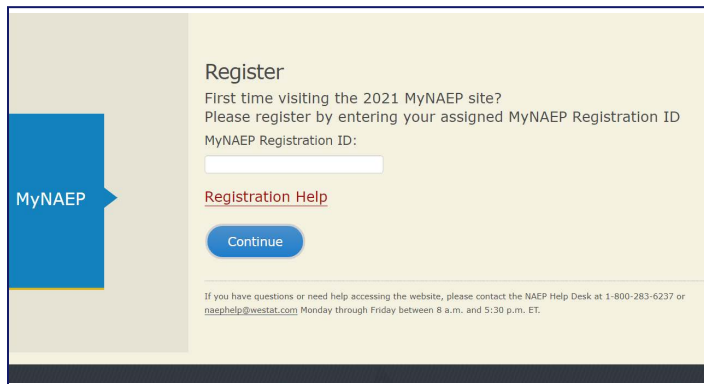
Safeguard all confidential hardcopy materials until the date noted on the NAEP storage envelope. Shred all materials after the specified date.

# How to Register and Access MyNAEP

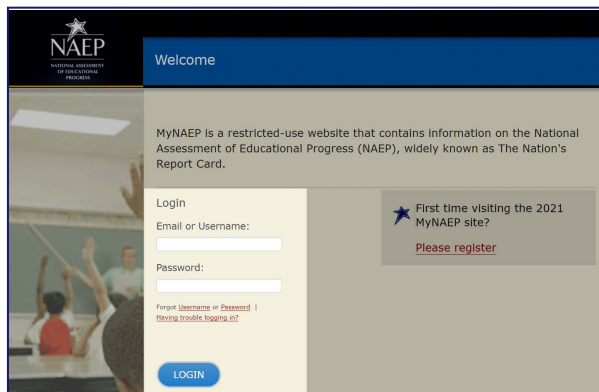
- 1 Go to **www.mynaep.com**. On the right side of the screen, select **Please register**.



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



- 3 Complete the registration form and create a password to access MyNAEP. MyNAEP is a secure website that contains confidential information, so all users will be prompted to accept a data security agreement. A username will be automatically generated and emailed to you. Links are available on the login page in case you forget your username or password. You can write your username and password on the label above for easy access, and be sure to keep it in a secure place.





## MyNAEP Resources

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

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

The screenshot shows the MyNAEP For Schools interface. The top navigation bar includes 'Home', 'Provide School Information', 'Prepare for Assessment', and 'Support Assessment Activities'. The 'Provide School Information' section is highlighted in blue and contains two sub-sections: 'School Contact Information' and 'School Characteristics Information', both marked with checkmarks. The 'Prepare for Assessment' section is highlighted in grey and contains seven tasks. The main content area shows the 'Provide School Information' form with a list of tasks to complete, including 'School Contact Information' and 'School Characteristics Information'.

## Online Resources

|   |   |
|---|---|
| Information for private schools, including a private school video | <a href="https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx">https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx</a> |
| <i>Introducing NAEP to Teachers</i> video                         | <a href="http://nces.ed.gov/nationsreportcard/videos/teachervideo">http://nces.ed.gov/nationsreportcard/videos/teachervideo</a>                                     |
| <i>Introducing NAEP to Students</i> video                         | <a href="http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx">http://nces.ed.gov/nationsreportcard/videos/naepstudent.aspx</a>                             |
| <i>What Every Parent Should Know About NAEP</i> video             | <a href="http://nces.ed.gov/nationsreportcard/videos/parentvideo">http://nces.ed.gov/nationsreportcard/videos/parentvideo</a>                                       |
| Sample Questions booklets   | <a href="http://nces.ed.gov/nationsreportcard/about/booklets.aspx">http://nces.ed.gov/nationsreportcard/about/booklets.aspx</a>                                     |
| NAEP Questions Tool   | <a href="http://nces.ed.gov/nationsreportcard/nqt">http://nces.ed.gov/nationsreportcard/nqt</a>   |
| Information for parents   | <a href="http://nces.ed.gov/nationsreportcard/parents">http://nces.ed.gov/nationsreportcard/parents</a>   |
| Assessment frameworks   | <a href="https://www.nagb.gov/naep-frameworks/frameworks-overview.html">https://www.nagb.gov/naep-frameworks/frameworks-overview.html</a>                           |
| Digitally Based Assessments                                       | <a href="https://nces.ed.gov/nationsreportcard/dba/">https://nces.ed.gov/nationsreportcard/dba/</a>   |

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 participants. Electronic submission of participant'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 used to produce statistical reports.

**Appendix D1-4: Facts for Teachers, Public Schools, and Private Schools**

## NAEP 2021 Facts for Teachers (U.S.)

### [Page One Sidebar]

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

NAEP is a congressionally mandated program administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences.

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

NAEP serves a different role than state assessments. While states have their own unique assessments with different content standards, the same NAEP assessment is administered in every state, providing a common measure of student achievement.

Depending on the type of NAEP assessment that is administered, the data can be used to compare and understand the performance of demographic groups within your state, the nation, other states, and districts that participate in the Trial Urban District Assessment (TUDA). NAEP is not designed to collect or report results for individual students, classrooms, or schools.

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

### [Body Text]

#### [Quote]

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

Ann M. Finch, Assessment Specialist, Arkansas Department of Education

#### **What is NAEP?**

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

In spring 2021, NAEP grade-based assessments—referred to as main NAEP—will be administered in mathematics and reading at grades 4 and 8, and in civics and U.S. history at grade 8 only. Also, a representative sample of students at age 17 will take the long-term trend assessments in mathematics and reading. Results will be released at the national, state, and TUDA levels for the mathematics and reading assessments at grades 4 and 8. National results will be released for the civics and U.S. history assessments at grade 8 and the long-term trend assessments at age 17. Each student will be assessed in only one subject.

NAEP representatives will bring all necessary materials to schools on assessment day, including tablets with keyboards for digitally based assessments. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location—schools will not need to provide internet access. The table below shows which subjects and students groups will be assessed in 2021.

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| <b>The NAEP 2021 Program</b> |                     |                     |               |                                    |
|------------------------------|---------------------|---------------------|---------------|------------------------------------|
| <b>Age or Grade</b>          | <b>Subject</b>      | <b>Type of NAEP</b> | <b>Format</b> | <b>Assessment Window</b>           |
| <b>Grade 4</b>               | <b>Mathematics</b>  | <b>Main NAEP</b>    | <b>Tablet</b> | <b>January 25 to March 5, 2021</b> |
|                              | <b>Reading</b>      |                     |               |                                    |
| <b>Grade 8</b>               | <b>Civics</b>       |                     |               |                                    |
|                              | <b>Mathematics</b>  |                     |               |                                    |
|                              | <b>Reading</b>      |                     |               |                                    |
|                              | <b>U.S. History</b> |                     |               |                                    |
| <b>Age 17</b>                | <b>Mathematics</b>  |                     |               |                                    |
|                              | <b>Reading</b>      |                     |               |                                    |

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

### **NAEP and Teachers**

**How are teachers essential partners in NAEP?** You make an important contribution by encouraging your students to participate and do their best. When students take part in NAEP and give their best effort, we get the most accurate measure possible of student achievement across the country. To learn more about NAEP and view FAQs for teachers, visit <https://nces.ed.gov/nationsreportcard/educators>.

**How can teachers use NAEP resources and data to help students?** With the NAEP Questions Tool, you can view released NAEP items, create customized assessments for your classroom, and compare your students' performance with national results. Teachers, students, and parents can access information and also compare results for various demographic groups. Most released items include a scoring guide, sample student responses, and performance data. Visit <https://nces.ed.gov/nationsreportcard/nqt> to learn more.

**Why are students, teachers, and principals asked to complete survey questionnaires?** NAEP survey questionnaires provide valuable information about participating students' educational experiences and opportunities to learn both in and out of the classroom. This information helps put student achievement results into context and allows for meaningful comparison between student groups. It also provides important data and insight for educators, policymakers, and researchers to better understand the educational experiences and needs of students in the United States.

In 2021, students participating in NAEP will be asked to complete survey questionnaires. Students may skip any question by leaving a response blank. Teachers of students participating in the main NAEP assessments will also be asked to complete survey questionnaires. NAEP teacher survey questionnaires gather information on teacher training and instructional practices. These questionnaires will be delivered via an online format, but teachers can request a paper-and-pencil version. Principals or school administrators of students participating in the main NAEP assessments are asked to complete a survey questionnaire that provides information about school policies and characteristics. There are no teacher or school questionnaires in the long-term trend assessments.

To learn more about NAEP survey questionnaires and view student, teacher, and school questionnaires from previous years, visit [https://nces.ed.gov/nationsreportcard/experience/survey\\_questionnaires.aspx](https://nces.ed.gov/nationsreportcard/experience/survey_questionnaires.aspx).

**How do the NAEP online dashboards help teachers explore NAEP results across subjects?** The Achievement Gaps Dashboard lets users explore achievement gaps that reveal significant differences in assessment scores between two groups of students (e.g., male and female students or White and Black students). You can also examine the latest national results in all the NAEP subjects and students' educational experiences by school type with the new Public, Private, and Charter Schools Dashboard.

View the Achievement Gaps Dashboard at [https://www.nationsreportcard.gov/dashboards/achievement\\_gaps.aspx](https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx).

The Public, Private, and Charter Schools Dashboard is available at [https://www.nationsreportcard.gov/dashboards/schools\\_dashboard.aspx](https://www.nationsreportcard.gov/dashboards/schools_dashboard.aspx).

### **NAEP Results**

Depending on the assessment year and subjects assessed, NAEP reports results at the national, state, and TUDA levels. NAEP results are reported for different demographic groups rather than for individual students or schools. Information is reported by race/ethnicity, gender, type of school, and by both achievement level and scale scores. Within a school, just some of the student population participates, and student responses are combined with those from other participating students to produce the results.

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

### **Recent NAEP Results**

*Results from the NAEP assessments are released as they become available, following comprehensive scoring and analysis. Civics, geography, and U.S. history results were released in April 2020; mathematics and reading results were released in October 2019; and technology and engineering literacy results in April 2019. Below are highlights from these interactive reports, available at [www.nationsreportcard.gov](http://www.nationsreportcard.gov).*

#### **2018 Civics, Geography, and U.S. History Assessments at Grade 8**

Although the average civics score for eighth-grade students in 2018 was not statistically different compared to 2014, the previous assessment year, the 2018 average score was higher in comparison to the first civics assessment in 1998.

The average geography score for eighth-grade students in 2018 was 3 points lower compared to the previous assessment year in 2014, and was not statistically different in comparison to the first geography assessment in 1994.

The average U.S. history score for eighth-grade students in 2018 was 4 points lower compared to 2014, the previous assessment year; however, the 2018 average score was higher in comparison to the first U.S. history assessment in 1994.

The White – Hispanic score gap in 2018 narrowed by 10 points in civics and by 8 points in geography compared to 1998 and 1994, respectively. The White – Black gap also narrowed by 5 points in geography compared to 1994.

Learn more about the 2018 civics, geography, and U.S. history results at [www.nationsreportcard.gov](http://www.nationsreportcard.gov).

#### **2019 Mathematics Assessment at Grades 4 and 8**

In 2019, the average mathematics score for the nation’s fourth-grade students was 1 point higher compared to 2017 and 27 points higher compared to 1990, the first assessment year. While the average mathematics score for eighth-grade students in 2019 was 1 point lower compared to 2017, it was 19 points higher than in 1990.

Average mathematics scores were also higher in 2019 for fourth-grade students in five TUDA (Trial Urban District Assessment) districts than in 2017: Clark County (NV), Cleveland, Denver, Detroit, and the District of

Columbia (DCPS). For eighth-grade students, the 2019 average mathematics scores were higher in four TUDA districts than in 2017: Denver, the District of Columbia (DCPS), Guilford County (NC), and Shelby County (TN).

View details of the 2019 mathematics assessment results at <https://www.nationsreportcard.gov/mathematics>.

### **2019 Reading Assessment at Grades 4 and 8**

Average reading scores were 1 point lower for fourth-graders and 3 points lower for eighth-graders in 2019 compared to 2017, but were higher for both grades compared to the first reading assessment in 1992.

Average reading scores were also lower in 2019 for fourth-grade students in three TUDA districts than in 2017: Jefferson County (KY), Miami-Dade, and Milwaukee. For eighth-grade students, average reading scores were lower in 2019 than in 2017 in eleven TUDA districts: Albuquerque, Austin, Boston, Chicago, Dallas, Duval County (FL), Fort Worth, Hillsborough County (FL), Los Angeles, Milwaukee, and Philadelphia.

Learn more about the 2019 reading assessment results at <https://www.nationsreportcard.gov/reading>.

### **2018 Technology and Engineering Literacy (TEL) Assessment at Grade 8**

The TEL assessment measures whether students are able to apply technology and engineering skills to real-life situations using interactive, scenario-based tasks. In 2018, the average overall TEL score for eighth-grade students was 2 points higher compared to 2014, the previous assessment year.

Compared to 2014, eighth-grade students also scored higher in all three TEL content areas (Technology and Society, Design and Systems, and Information and Communication Technology) and in all three practices (Understanding Technological Principles, Developing Solutions and Achieving Goals, and Communicating and Collaborating).

The average score in TEL overall was 5 points higher for females than their male peers.

To learn more about the 2018 TEL results, visit <https://www.nationsreportcard.gov/tel/>.

**Now Available!** View the *National Indian Education Study 2015: A Closer Look* online at <https://nces.ed.gov/nationsreportcard/subject/publications/studies/pdf/2019048.pdf>.

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. Students in grades 4 and 8 are currently assessed at the national and state levels in mathematics and reading every two years and in other subjects periodically. The NAEP TUDA program, which measures student achievement in some of the nation's large urban districts, began in 2002. NAEP long-term trend assessments allow the performance of today's students to be compared with students since the early 1970s and are administered periodically to 9-, 13-, and 17-year-olds.

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

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

**What can teachers and students expect?** NAEP is designed to cause minimal disruption of classroom

instruction. The total time away from the classroom will be approximately 2 hours for students participating in main NAEP and approximately 90 minutes for students participating in the long-term trend assessments. This includes transition time, directions and tutorials, and the completion of survey questions. Teachers do not need to prepare their students to take the assessment, but should encourage students to do their best. NAEP representatives provide significant support by working with your school's designated coordinator to organize assessment activities.

**[Quote]**

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

-- Kimberly Wilborn, Guidance Counselor, Sandburg Middle School, Fairfax County Public Schools, Alexandria, Virginia

**More About NAEP**

Learn what NAEP means for schools that are selected to participate and get the latest NAEP news in *Measure Up: NAEP News for the School Community*, available online at <https://nces.ed.gov/nationsreportcard/about/schools.aspx>.

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

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

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

To find your NAEP state coordinator's contact information, visit <https://nces.ed.gov/nationsreportcard/states> and select your state or jurisdiction from the drop-down menu.

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 participants. Electronic submission of participant'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.

The work reported herein was supported under the National Assessment of Educational Progress (91990019C0045) as administered by the National Center for Education Statistics, U.S. Department of Education.

Photo Credit: 3898: © xxx. Photo is for illustrative purposes only. Any person depicted in the photo is a model.

## **NAEP 2021 FACTS FOR TEACHERS IN PRIVATE SCHOOLS, AGE 17 LTT -TEXT ONLY REVIEW**

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

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

**The National Assessment of Educational Progress (NAEP)** is the largest continuing and nationally representative assessment of what students in public and private schools know and can do in various subjects. First administered in 1969, NAEP collects and reports information on student trends and performance and compares the achievement of students in public schools with that of students in private schools. Private schools represent about 25 percent of the schools in the nation, educate approximately 9 percent of the nation's students, and are a critical component of the NAEP program. Private school data are essential to providing a complete and accurate picture of education in the United States and to informing future policy decisions. The results of NAEP are released to the public as The Nation's Report Card.

### **All About NAEP**

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

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

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

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

### **Highlights of the NAEP 2021 Program**

From March 15 and continuing through May 21, 2021, NAEP field staff will administer the long-term trend assessments in mathematics and reading in schools across the country. Long-term trend results can be linked to NAEP assessments first administered in the early 1970s, allowing us to measure progress over a span of nearly 50 years.

Selected age 17 students will participate in paper-based mathematics or reading assessments, and each student will be assessed in only one subject. NAEP representatives will bring all materials and equipment to the school on



assessment day. Students will spend up to 90 minutes completing the assessment. This includes transition time, directions, and completion of a student survey questionnaire. The questionnaire provides valuable information about students' educational experiences and opportunities to learn both inside and outside of the classroom. There will be no school or teacher questionnaires for the long-term trend assessment.

### **It's important to know that...**

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

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

**NAEP data are used for statistical purposes only.** No one involved in administering NAEP keeps personal information on teachers or students after the assessments are completed. There are no results for individual students, classrooms, or schools.

### **How NAEP reports results**

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

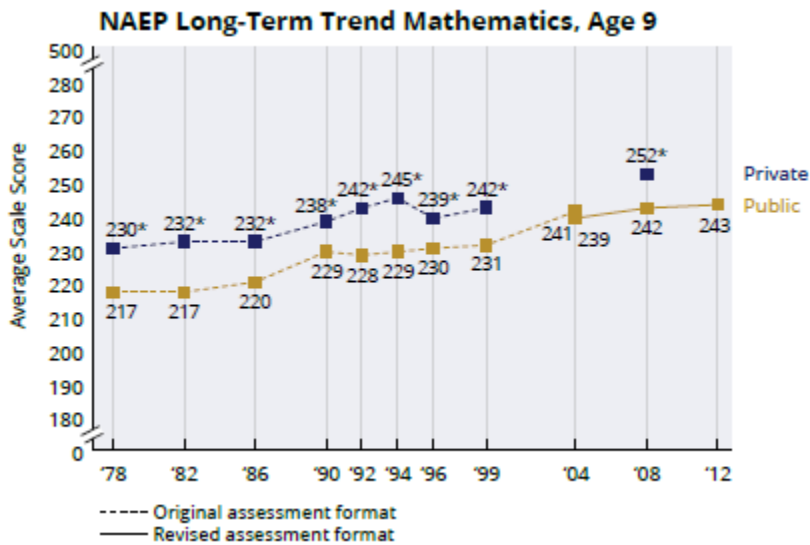
NAEP also disseminates contextual information from data collected on student survey questionnaires. This information can be used to inform parents, the public, and education policymakers about our students' educational experiences inside and outside the classroom. You can access data from previous assessments at <https://www.nationsreportcard.gov/ndecore/xplore/nde> and explore the most recent results at <http://nationsreportcard.gov>. For a quick, but detailed, look at results for private schools, explore the NAEP Private School Quick Data tool at [http://nces.ed.gov/nationsreportcard/about/private\\_school\\_quick\\_data.aspx](http://nces.ed.gov/nationsreportcard/about/private_school_quick_data.aspx).

### **Highlights of the NAEP Long-Term Trend Mathematics Assessment: 1978–2012**

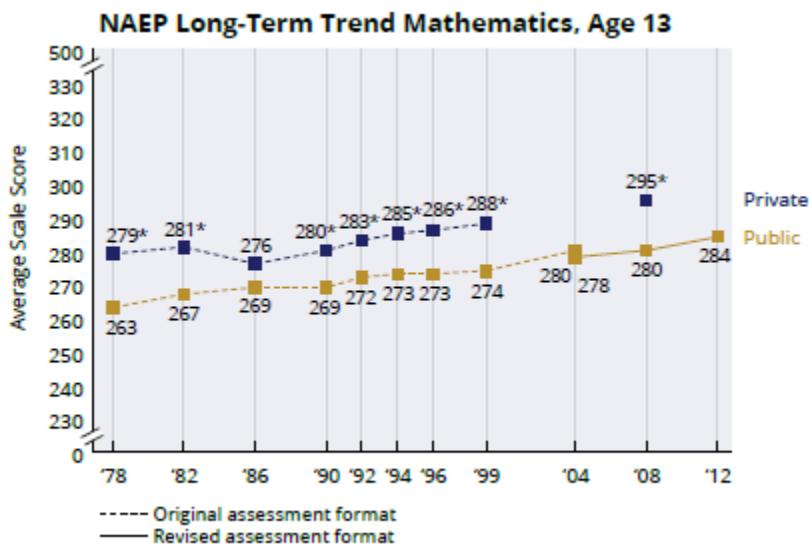
The mathematics long-term trend assessments were conducted in various years between 1978 and 2012, measuring performance on objectives developed by nationally representative panels of mathematics specialists, educators, and other interested parties.

Students in private schools generally performed higher on average than students in public schools in mathematics for all three age groups, which includes 9-, 13-, and 17-year-olds. Statistically significant differences between private and public schools are shown with an asterisk.

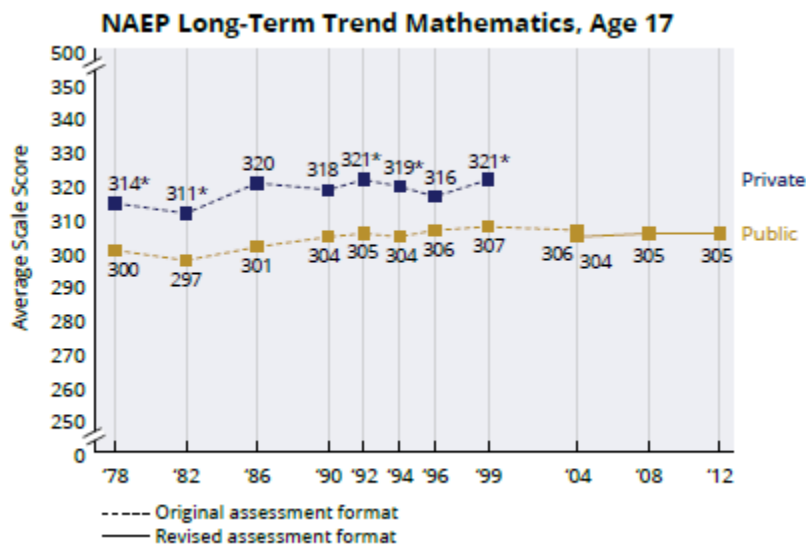
[GRAPH 1, data source: <\\westat.com\dfs\NSSC\Private Schools\NAEP Results Brochure\NAEP LTT Results\Mike's Materials\Data for Jason's Review\Private\LTT Mathematics Age 9.Xls>] –DO NOT INCLUDE BRACKETS IN



[GRAPH 2, data source: [\\westat.com/dfs/NSSC/Private Schools/NAEP Results Brochure/NAEP LTT Results/Mike's Materials/Data for Jason's Review/Private/LTT Mathematics Age 13.Xls](http://westat.com/dfs/NSSC/Private%20Schools/NAEP%20Results%20Brochure/NAEP%20LTT%20Results/Mike's%20Materials/Data%20for%20Jason's%20Review/Private/LTT%20Mathematics%20Age%2013.Xls)] –DO NOT INCLUDE BRACKETS IN BROCHURE, FOR REFERENCE ONLY



[GRAPH 3, data source: [\\westat.com/dfs/NSSC/Private Schools/NAEP Results Brochure/NAEP LTT Results/Mike's Materials/Data for Jason's Review/Private/LTT Mathematics Age 17.Xls](http://westat.com/dfs/NSSC/Private%20Schools/NAEP%20Results%20Brochure/NAEP%20LTT%20Results/Mike's%20Materials/Data%20for%20Jason's%20Review/Private/LTT%20Mathematics%20Age%2017.Xls)] –DO NOT INCLUDE BRACKETS IN BROCHURE, FOR REFERENCE ONLY



[IN A BOX:]

\*Significantly different ( $p < .05$ ) from public schools in the same year.

NOTE: NAEP scale scores in long-term trend mathematics and reading range from 0 to 500.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1978–2012 Long-Term Trend Mathematics Assessments.

*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). 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 participants. Electronic submission of participant'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.*

## **Appendix D1-5: Templates for State-Specific SD Inclusion Policy**

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

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

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

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

- 1) For mathematics: manipulatives and multiplication charts are **not allowed** on the NAEP assessment.
- 2) For reading: read aloud occasional or most or all is **not allowed** on the NAEP assessment. The NAEP reading assessment measures reading comprehension by asking students to read passages written in English and to answer questions about what they have read. Because this is an assessment of reading comprehension and not listening comprehension, NAEP does not allow passages or items to be read aloud to students as testing accommodations.
- 3) Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.
- 4) Graphic organizers are **not allowed** on the NAEP assessment.

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

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

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

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

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

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



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

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

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

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

- 1) Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.
- 2) Graphic organizers are **not allowed** on the NAEP assessment.

**NAEP Universal Design Elements for Students with Disabilities (SD)  
Grade 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

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

**NAEP Accommodations for Students with Disabilities (SD)  
Grade 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

| <b>Accommodation Provided by Test Delivery System</b>      | <b>Subject</b> | <b>Description</b>  |
|--|----------------|---|
| Extended Time  | Social Studies | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> <li>• If state test is untimed, students <u>may or may not</u> require extended time on NAEP.</li> <li>• Most students are able to complete the NAEP cognitive sections in the time allowed.</li> </ul>   |
| Magnification  | Social Studies | <p>Magnification greater than two times (2X) the default text or graphic size on the screen.</p> <ul style="list-style-type: none"> <li>• Magnifies all assessment content.</li> <li>• Students use screen magnification software to scroll over any portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor.</li> </ul>   |
| Low Mobility Version of the Test                           | Social Studies | <p>Provides a test form with items that are keyboard navigable or accessible with an alternate input device <b>provided by the school</b> and that do not require the use of the mouse or touch pad.</p>  |
| Hearing Impaired Version of the Test                       | Social Studies | <p>All auditory content is closed-captioned.</p>  |
| High Contrast for Visually Impaired Students               | Social Studies | <p>Provides a test form with all content that is compatible with high contrast.</p>   |
| <b>Accommodation Provided Outside Test Delivery System</b> | <b>Subject</b> | <b>Description</b>  |
| Breaks During Test   | Social Studies | <p>Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.</p>   |
| Separate Location  | Social Studies | <p>Student is tested in a separate location to meet testing needs as appropriate.</p> <ul style="list-style-type: none"> <li>• Refer to the UDE <i>Individual Testing Experience</i> and accommodation <i>Preferential Seating</i> to determine if separate location is needed.</li> <li>• May be in the same room but in a specific location or a different room.</li> <li>• Can be individual or with a small group of students.</li> </ul> |
| Familiar Person Present in Testing Room                    | Social Studies | <p>The <b>aide who regularly works with the student</b> must be present in the testing room during time of assessment. Only trained NAEP staff may conduct the assessment session.</p>  |
| Uses Template  | Social Studies | <p><b>Provided by the school.</b></p> <ul style="list-style-type: none"> <li>• Cutout, masking, color overlays, line reader, or place marker.</li> </ul>  |
| Special Equipment  | Social Studies | <p><b>Provided by the school.</b></p> <ul style="list-style-type: none"> <li>• FM system, amplification equipment, auditory amplification device.</li> <li>• Noise buffers, study carrel, blinder, special lighting, adaptive furniture.</li> <li>• Stress ball or sensory fidget item.</li> </ul>  |

**NAEP Accommodations for Students with Disabilities (SD)  
Grade 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

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

## **Appendix D1-6: Templates for State-Specific ELL Inclusion Policy**

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

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

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

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

- 1) For reading: read aloud occasional or most or all is **not allowed** on the NAEP assessment. The NAEP reading assessment measures reading comprehension by asking students to read passages written in English and to answer questions about what they have read. Because this is an assessment of reading comprehension and not listening comprehension, NAEP does not allow passages or items to be read aloud to students as testing accommodations.
- 2) For reading: bilingual dictionaries (in any language) are **not allowed** on the NAEP assessment, because the NAEP reading assessment measures reading comprehension in English.
- 3) Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.

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

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

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

| <b>Accommodation Provided by Test Delivery System</b>          | <b>Subject</b>  | <b>Description</b>   |
|--|-----------------|--|
| Extended Time  | Math<br>Reading | Students are given up to three times (3X) the allotted time to complete the assessment. <ul style="list-style-type: none"> <li>If state test is untimed, students <u>may or may not</u> require extended time on NAEP.</li> <li>Most students are able to complete the NAEP cognitive sections in the time allowed.</li> </ul>   |
| Directions Only Translated to Spanish                          | Math<br>Reading | All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English.  |
| Directions Read Aloud/Text-to-Speech (Spanish)                 | Math<br>Reading | All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish. <ul style="list-style-type: none"> <li>Must be paired with <i>Directions Only Translated to Spanish</i></li> </ul>  |
| Spanish/English Version of the Test                            | Math            | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English.  |
| Read Aloud/Text-to-Speech (Spanish)- Occasional or Most or All | Math            | All Spanish translated content is text-to-speech enabled. <ul style="list-style-type: none"> <li>Must be paired with the <i>Spanish/English Version of the Test</i></li> </ul>   |
| <b>Accommodation Provided Outside Test Delivery System</b>     | <b>Subject</b>  | <b>Description</b>   |
| Breaks During Test   | Math<br>Reading | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.   |
| Separate Location  | Math<br>Reading | Student is tested in a separate location to meet testing needs as appropriate. <ul style="list-style-type: none"> <li>Refer to the UDE <i>Individual Testing Experience</i> and accommodation <i>Preferential Seating</i> to determine if separate location is needed.</li> <li>May be in the same room but in a specific location or a different room.</li> <li>Can be individual or with a small group of students.</li> </ul> |
| Familiar Person Present in Testing Room                        | Math<br>Reading | The <b>aide who regularly works with the student</b> must be present in the testing room during time of assessment. <ul style="list-style-type: none"> <li>Only trained NAEP staff may conduct the assessment session.</li> </ul>  |
| Uses Template  | Math<br>Reading | <b>Provided by the school.</b> <ul style="list-style-type: none"> <li>Cutout, masking, color overlays, line reader, or place marker</li> </ul>   |
| Special Equipment  | Math<br>Reading | <b>Provided by the school.</b> <ul style="list-style-type: none"> <li>FM system, amplification equipment, auditory amplification device.</li> <li>Noise buffers, study carrel, blinder, special lighting, adaptive furniture.</li> <li>Stress ball or sensory fidget item.</li> </ul>  |



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

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

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

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

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

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

- 1) Students who receive multiple-day testing on the state assessments should take the NAEP assessments in 1 day with breaks as needed. NAEP is much shorter than most state assessments, so multiple-day testing is not supported.

**NAEP Universal Design Elements for English Language Learners (ELL)  
Grade 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

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

**NAEP Accommodations for English Language Learners (ELL)  
Grades 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

| <b>Accommodation Provided by Test Delivery System</b>         | <b>Subject</b> | <b>Description</b>  |
|---|----------------|---|
| Extended Time   | Social Studies | <p>Students are given up to three times (3X) the allotted time to complete the assessment.</p> <ul style="list-style-type: none"> <li>If state test is untimed, students <u>may or may not</u> require extended time on NAEP.</li> <li>Most students are able to complete the NAEP cognitive sections in the time allowed.</li> </ul>   |
| Directions Only Translated to Spanish                         | Social Studies | All directions are provided in Spanish and English, including the tutorial. A toggle button is available on the screens to go back and forth between Spanish and English.   |
| Directions Read Aloud/Text-to-Speech (Spanish)                | Social Studies | <p>All Spanish translated content is text-to-speech enabled. The tutorial is also available in Spanish.</p> <ul style="list-style-type: none"> <li>Must be paired with <i>Directions Only Translated to Spanish</i></li> </ul>  |
| Spanish/English Version of the Test                           | Social Studies | All content is provided in Spanish and English. A toggle button is available on the screens to go back and forth between Spanish and English.   |
| Read Aloud/Text-to-Speech (Spanish)-Occasional or Most or All | Social Studies | <p>All Spanish translated content is text-to-speech enabled.</p> <ul style="list-style-type: none"> <li>Must be paired with the <i>Spanish/English Version of the Test</i></li> </ul>   |
| <b>Accommodation Provided Outside Test Delivery System</b>    | <b>Subject</b> | <b>Description</b>  |
| Breaks During Test  | Social Studies | Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.  |
| Separate Location   | Social Studies | <p>Student is tested in a separate location to meet testing needs as appropriate.</p> <ul style="list-style-type: none"> <li>Refer to the UDE <i>Individual Testing Experience</i> and accommodation <i>Preferential Seating</i> to determine if separate location is needed.</li> <li>May be in the same room but in a specific location or a different room.</li> <li>Can be individual or with a small group of students.</li> </ul> |
| Familiar Person Present in Testing Room                       | Social Studies | <p>The <b>aide who regularly works with the student</b> must be present in the testing room during time of assessment.</p> <ul style="list-style-type: none"> <li>Only trained NAEP staff may conduct the assessment session.</li> </ul>  |
| Uses Template   | Social Studies | <p><b>Provided by the school.</b></p> <ul style="list-style-type: none"> <li>Cutout, masking, color overlays, line reader, or place marker.</li> </ul>  |
| Special Equipment   | Social Studies | <p><b>Provided by the school.</b></p> <ul style="list-style-type: none"> <li>FM system, amplification equipment, auditory amplification device.</li> <li>Noise buffers, study carrel, blinder, special lighting, adaptive furniture.</li> <li>Stress ball or sensory fidget item.</li> </ul>  |

**NAEP Accommodations for English Language Learners (ELL)  
Grades 8 Civics and U.S. History (Social Studies)  
Digitally Based Assessment on Tablet**

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

## \*\*\*\*\*Appendix D1-12: An Overview of NAEP for Private Schoon

# An Overview of NAEP for Private Schools



NATIONAL ASSESSMENT  
OF EDUCATIONAL  
PROGRESS

Appendix D1 NAEP 2021

## What is NAEP?

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

### Why assess private schools?

Private schools have participated in NAEP for decades and are an integral part of providing a complete picture of education in the United States. Private school data make an important contribution to our understanding of the condition of education in the United States and to future policy decisions. Without the participation of private schools, there would be no Nation's Report Card. NAEP has consistently demonstrated that the performance of private school students compares favorably to that of public school students.

### What subjects does NAEP assess?

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

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

The National Assessment Governing Board, which sets NAEP policy, determines the assessment schedule and what content should be measured. To download a detailed PDF version of the assessment schedule, please visit <https://www.nagb.org/about-naep/assessment-schedule.html>.

### What are NAEP digitally based assessments?

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

Digitally based assessments allow NAEP to collect new types of data that provide depth in our understanding of what students know and can do in various subjects. New technologies and universal design features are improving NAEP's ability to offer accommodations to increase student participation. In a digital environment, features like adjusting font size and using a highlighter tool are available to all students during the test administration. To learn more about digitally based assessments, visit <http://nces.ed.gov/nationsreportcard/dba>.

- The NCES NAEP website provides more extensive information about the assessment: <http://nces.ed.gov/nationsreportcard>
- For specific information about private school participation in NAEP, visit: <http://nces.ed.gov/nationsreportcard/about/nonpublicschools.asp>
- The NAEP website features a number of tools and applications designed to provide quick and easy access to NAEP assessment data, previously

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



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

What is the length of the pen?

A  72 millimeters

B  78 millimeters

C  82 millimeters

D  88 millimeters

E  92 millimeters

#### 4th Grade Mathematics

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

THE RECYCLING PROCESS

Raw Material

Manufacturer

Product

Consumer

Used Product

Used Product

Landfill

Recycling Center

Recycled Product

KEY  
Rectangles = Processor  
Triangles = Inputs and/or Outputs

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

Select 1 of the 4 choices below.

A  Recycling causes people to consume more raw materials.

B  Recycling directly stimulates consumer demand for recycled products.

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

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

#### 8th Grade Technology and Engineering Literacy

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

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

State 1      State 2      State 3

What type of nuclear reaction occurs, and why?

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

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

C  Fission, because two smaller nuclei are produced.

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

#### 12th Grade Science

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

\*The 4th grade and 12th grade questions are not released assessment questions, but represent what students might be asked during a NAEP digitally based assessment. The 8th grade sample question was released from the 2014 NAEP technology and engineering literacy assessment.  
Appendix D1 NAEP 2021

# Frequently Asked Questions

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

- NAEP is administered to students during regular school hours. Each student is assessed in one subject area. Students spend about 120 minutes taking the assessment, including time to complete a survey questionnaire.
- NAEP representatives will bring all necessary materials, including tablets or other devices for digitally based assessments, to the schools on assessment day.
- Allowable accommodations are provided as necessary for students with disabilities and/or English language learners.
- NAEP data are private and used for statistical purposes only. There are no results for individual students, classes, or schools.\*

## Why is private school student participation important?

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

## What are NAEP survey questionnaires?

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

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



\*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 participants. Electronic submission of participant'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.

Find us on:



**Appendix D1-1-S-PR (Spanish version): NAEP Overview Brochure**

## ¿Por qué es importante la participación de los estudiantes?

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

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

La evaluación de NAEP se administra a los estudiantes durante el horario escolar normal. Cada estudiante es evaluado en una materia. A los estudiantes les toma de 90 a 120 minutos completar la evaluación, incluyendo el tiempo para completar un cuestionario de contexto.

El día de la evaluación, los representantes de NAEP llevarán todos los materiales necesarios a las escuelas, incluyendo tabletas o computadoras portátiles para las evaluaciones digitales.

Se proporcionan acomodos, según sea necesario, para los estudiantes con impedimentos o para los estudiantes que están aprendiendo el idioma inglés (ELL) (y para NAEP en Puerto Rico incluir a estudiantes con limitaciones lingüísticas en español [ELLE]).

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

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

Los estudiantes completan cuestionarios que proporcionan información sobre sus oportunidades de aprendizaje dentro y fuera del aula, sus experiencias educativas y una variedad de otros temas. Por ejemplo, el nivel socioeconómico y el uso de la tecnología. Los estudiantes pueden omitir cualquier pregunta dejando la respuesta en blanco.

Los maestros que enseñan la materia que se está administrando en la evaluación, completan cuestionarios que recopilan información sobre capacitaciones de maestros y prácticas de enseñanza.

Los cuestionarios escolares, generalmente completados por el director o subdirector, recopilan información sobre las políticas y características de la escuela.

Conozca más acerca de estos cuestionarios aquí (en inglés): <http://nces.ed.gov/nationsreportcard/bgquest.aspx>

Toda la información que proporcionen los participantes podrá usarse únicamente con fines estadísticos y no podrá darse a conocer o usarse ni para identificarlos ni para cualquier otro propósito salvo aquel requerido legalmente (20 U.S.C. §9573 y 6 U.S.C. §151). Por ley, todos los empleados del Centro Nacional de Estadísticas de la Educación (NCES, por sus siglas en inglés) al igual que todo representante del mismo, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionadamente dan a conocer CUALQUIER información de identificación de los participantes. El envío de información de los participantes por vía electrónica será monitoreado por empleados y contratistas federales para detectar virus, programas maliciosos (malware) y otras amenazas conforme a la Ley de Mejoramiento de la Seguridad Cibernética de 2015. La información recolectada se combinará para elaborar informes estadísticos.



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



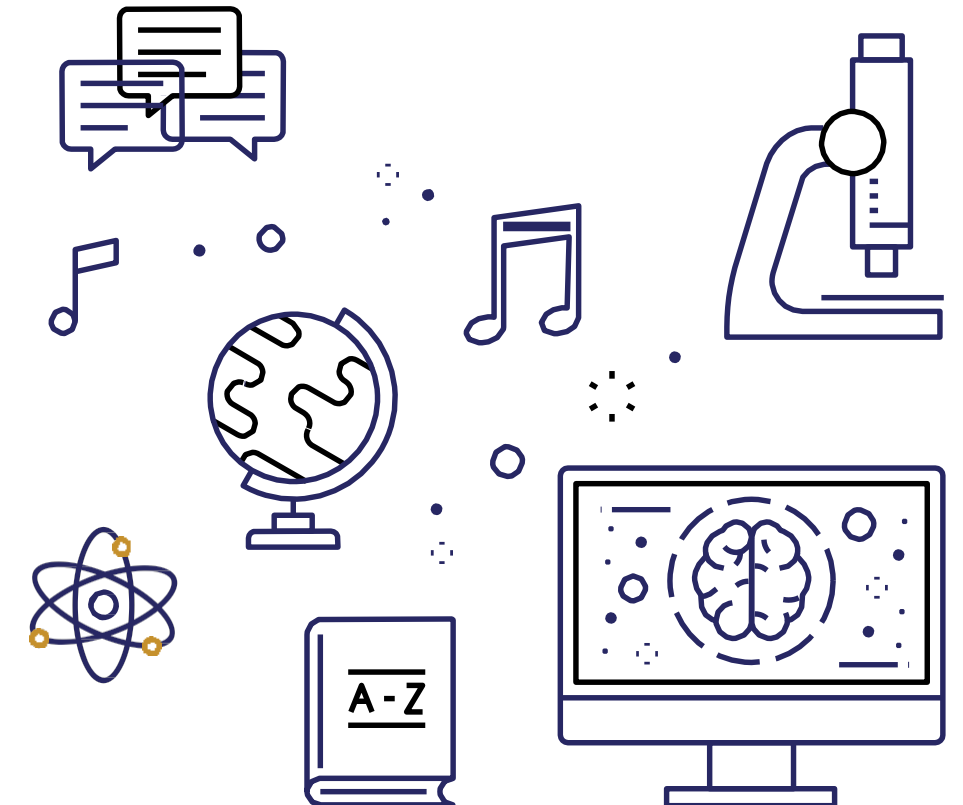
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Encuétrenos en:



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# Visión General de NAEP



## ¿Qué es NAEP?

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

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

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

## ¿En qué se diferencia NAEP de las evaluaciones estatales?

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



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

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

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

## ¿Qué materiales evalúa NAEP?

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

## ¿Cómo se reportan los resultados de NAEP?

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

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

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

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

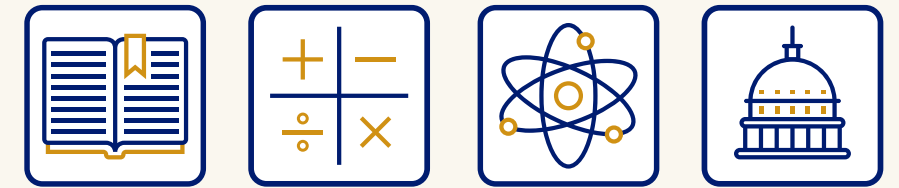
Para mejorar la experiencia del estudiante, las nuevas preguntas y características interactivas permiten que los estudiantes participen plenamente en los mismos tipos de actividades que encuentran en entornos de aprendizaje digital, lo que les permite usar multimedia para resolver problemas del mundo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

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

## ¿Cómo se utilizan los resultados de NAEP?

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

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



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

### Matemáticas de 4º grado

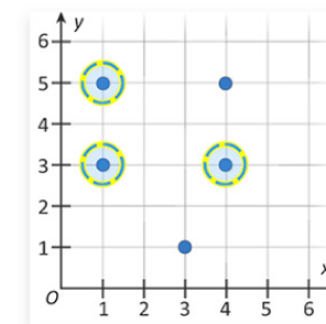
En una evaluación digital de 4º grado que se administra en una tableta, los estudiantes pueden usar su dedo o un lápiz óptico para seleccionar las respuestas en la pantalla táctil.

Cinco puntos están marcados en la cuadrícula.

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

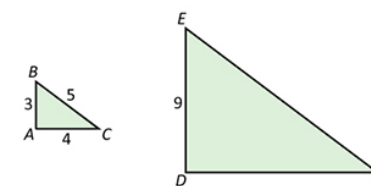
¿Cuál es una de esas maneras?

Selecciona tres puntos para mostrar tu respuesta.



### Matemáticas de 8º grado

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



El triángulo ABC es semejante al triángulo DEF.

¿Cuál es el perímetro del triángulo DEF?

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

**Appendix D1-2-S-PR (Spanish version): School  
Coordinator Responsibilities, A Guide to MyNAEP, Puerto  
Rico**

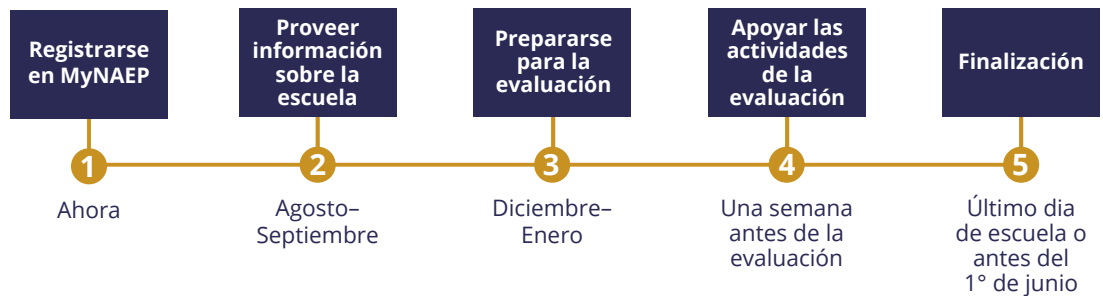
El sitio web MyNAEP les ofrece a las escuelas y distritos participantes una manera conveniente de prepararse para la próxima Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés).

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

- Visite el sitio web MyNAEP para comenzar: [www.mynaep.com/es-pr](http://www.mynaep.com/es-pr)

*Cada escuela participante en NAEP 2021 tiene un miembro del personal designado para cumplir la función de coordinador escolar para NAEP. Usted ha sido seleccionado(a) como coordinador(a) y punto de contacto para todas las actividades de NAEP en su escuela. Gracias de antemano por su ayuda en la preparación para esta importante evaluación.*

### Programa de trabajo de MyNAEP



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

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

### Completar y enviar la información de la escuela.

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

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

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

Continuado en la página 2



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

Encuéntrenos en:



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

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

- Actualizar el Formulario de estudiantes de Puerto Rico seleccionados para NAEP.
- Completar el Formulario de NAEP 2021 para estudiantes con impedimentos (EI) y estudiantes con limitaciones lingüísticas en español (ELLE).
- Informar a los padres/tutores de los estudiantes en los grados seleccionados y completar el Formulario de notificación a los padres
- Identificar al director de la escuela y a todos los maestros de matemáticas de los estudiantes en el grado seleccionado para poder distribuir los cuestionarios
- Completar el Formulario de Información de la Evaluación indicando los detalles de la logística del día de la evaluación
- Completar el Formulario para promover la participación

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

## La preparación para la evaluación incluye:

### Actualizar el Formulario de los estudiantes de Puerto Rico seleccionados para NAEP 2021.

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

### Completar el Formulario de NAEP 2021 para estudiantes EI/ELLE.

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

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

## Informar a los padres o tutores.

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



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

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

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

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

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

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



# Cómo registrarse y acceder al sitio web MyNAEP

- 1 Visite [www.mynaep.com/es-pr](http://www.mynaep.com/es-pr). Seleccione **Por favor regístrese**, en la parte derecha de la pantalla.



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



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



## Características de MyNAEP

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

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

- 3 El grado o los grados seleccionados y la fecha programada de evaluación en su escuela se muestran en el banner azul.
- 4 Use la página **Proveer información sobre la escuela** para proveer los datos de contacto de su escuela y la cantidad de estudiantes en el grado seleccionado.

## Recursos útiles de otros sitios web de NAEP

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

El Centro Nacional para Estadísticas de la Educación (NCES, por sus siglas en inglés) está autorizado por la Ley de Autorización para la Evaluación Nacional del Progreso Educativo (20 U.S.C. §9622) para administrar NAEP y para recopilar los expedientes educativos de los estudiantes de agencias o instituciones educativas con el propósito de evaluar programas de educación apoyados por el gobierno federal conforme a la Ley de Derechos Educativos y Privacidad Familiar (FERPA, por sus siglas en inglés; 34 CFR §§ 99.31(a)(3)(iii) y 99.35). Toda la información que proporcionen los participantes podrá usarse únicamente con fines estadísticos y no podrá darse a conocer o usarse ni para identificarlos ni para cualquier otro propósito salvo aquel requerido legalmente (20 U.S.C. §9573 y 6 U.S.C. §151). Por ley, todos los empleados de NCES al igual que todo representante del mismo, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionadamente dan a conocer CUALQUIER información que te identifique. El envío de tu información de los participantes por vía electrónica será monitoreado por empleados y contratistas federales para detectar virus, programas maliciosos (malware) y otras amenazas conforme a la Ley de Mejoramiento de la Seguridad Cibernética de 2015. La información recolectada se combinará para elaborar informes estadísticos.

**Appendix D1-3-S-PR (Spanish version): Facts for Teachers, Puerto Rico**

# 2019

## Información para maestros

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

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

Appendix D1 NAEP 2021

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

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

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

### El programa de NAEP

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

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



Para más información sobre NAEP, visite [http://nces.ed.gov/nationsreportcard/puertorico/index\\_sp.asp](http://nces.ed.gov/nationsreportcard/puertorico/index_sp.asp)

Encuéntrenos en:



## NAEP y los maestros

### **Ustedes, como maestros, son aliados**

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

### **Los maestros pueden usar las preguntas de NAEP como un recurso educativo útil en el salón de clases.**

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

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

### **Los estudiantes, maestros y directores que participan en una evaluación de NAEP completan cuestionarios de contexto de manera voluntaria.**

Los estudiantes pueden responder tantas preguntas como les parezca y pueden omitir cualquier pregunta dejándola en blanco. Los cuestionarios de contexto de NAEP proporcionan información valiosa sobre las

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

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

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

## Los resultados de NAEP

NAEP informa los resultados de distintos grupos demográficos en vez de los resultados individuales de estudiantes o escuelas. La información se reporta según la raza/etnia, el género, el tipo de escuela, y según el nivel de rendimiento y las escalas de puntuación. En una escuela, solamente algunos de los estudiantes participan y sus respuestas se combinan con las de otros estudiantes participantes para producir los resultados. Toda la información obtenida de los resultados de las evaluaciones NAEP se usará exclusivamente con fines estadísticos.\*

\*Toda la información que proporcionen los participantes podrá usarse únicamente con fines estadísticos y no podrá darse a conocer o usarse ni para identificarlos ni para cualquier otro propósito salvo aquel requerido legalmente (20 U.S.C. §9573 y 6 U.S.C. §151). Por ley, todos los empleados del Centro Nacional de Estadísticas de la Educación (NCES, por sus siglas en inglés) al igual que todo representante del mismo, tales como contratistas y coordinadores de NAEP, han hecho un juramento y están sujetos a encarcelamiento hasta por 5 años, una multa de hasta \$250,000 dólares o ambas cosas, si intencionadamente dan a conocer CUALQUIER información de identificación de los participantes. El envío de información de los participantes por vía electrónica será monitoreado por empleados y contratistas federales para detectar virus, programas maliciosos (*malware*) y otras amenazas conforme a la Ley de Mejoramiento de la Seguridad Cibernética de 2015. La información recolectada se combinará para elaborar informes estadísticos.

## Resultados recientes en Puerto Rico

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

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

Para ver más resultados de Puerto Rico en 2017 (en inglés), visite [http://www.nationsreportcard.gov/reading\\_math\\_2015/#mathematics/state?grade=4](http://www.nationsreportcard.gov/reading_math_2015/#mathematics/state?grade=4).

### Es importante saber que...

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

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

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

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

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

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

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

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

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

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



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

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

## Más información sobre NAEP

Si desea leer sobre el programa de NAEP en Puerto Rico y ver informes sobre evaluaciones anteriores de matemáticas (en español), visite [https://nces.ed.gov/nationsreportcard/puertorico/default\\_sp.aspx](https://nces.ed.gov/nationsreportcard/puertorico/default_sp.aspx). Vea un resumen (en español) de los resultados de la evaluación de matemáticas de 2013 en Puerto Rico, en la página [www.nationsreportcard.gov/subject/puerto\\_rico\\_2013/media/pdf/PR\\_summary\\_spanish2.pdf](http://www.nationsreportcard.gov/subject/puerto_rico_2013/media/pdf/PR_summary_spanish2.pdf).

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

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

Vea una visión general (en inglés) de cómo NAEP hizo la transición a las evaluaciones digitales en <https://www.youtube.com/watch?v=-Rj4k0I6h2c>.

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

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

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



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**Appendix D1-4-S-PR (Spanish version):** Templates for State-Specific  
SD Inclusion Policy, Puerto Rico



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

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

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

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

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

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

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

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

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

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

**Appendix D1-5-S-PR (Spanish version):** Templates for State-Specific ELL  
Inclusion Policy, Puerto Rico

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

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

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

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

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

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

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

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

Papel borrador

Matemáticas-  
Tableta

Los administradores les informarán a los estudiantes que papel borrador (y lápiz) está disponible a solicitud.



**Acomodos de NAEP para estudiantes con limitaciones lingüísticas en español (ELLE)  
Matemáticas - 4º y 8º grado  
Evaluaciones digitales en una tableta**

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

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

**Appendix D1-7-ML (Multilingual version): Translation notice**

**Dear Parents/Guardians: This important notice concerns an upcoming activity at your child's school. If necessary, please have the notice translated.**

|                    |  |
|--------------------|--|
| عربي               | الذباء الاعزاء اولياء الامور المهمه الاخطار نشاطهخي قادم مدرسهفن طفلكم ظرورا كاعلو ترجماهجونر هذا هظارالا  |
| ខ្មែរ              | ជូនចំពោះម្ចាស់បិតា/អ្នកអាណាព្យាបាល : សេចក្តីជូនដំណឹងដ៏សំខាន់នេះទាក់ទងនឹងសកម្មភាពដែលនឹងកើតមានឡើងនៅពេលខាងមុខ នៅតាមសាលារៀនរបស់កូនលោកអ្នក ។ បើសិនជាចាំបាច់ សូមរកអ្នកជួយបកប្រែសេចក្តីជូនដំណឹងនេះកុំខាន ។                          |
| 中文                 | 亲爱的家长们/监护人们：本通知非常重要，它是关于您孩子的学校近期将举办的一项活动。如果必要的话，请您找人翻译这份通知。  |
| FRANÇAIS           | Chers parents/gardiens: Cette importante notification concerne une prochaine activité à l'école de votre enfant. Si nécessaire, veuillez traduire cette notification.  |
| DEUTSCH            | Liebe Eltern! Diese Mitteilung enthält wichtige Informationen über eine Aktivität in der Schule, an dem Ihr Kind demnächst teilnehmen würde. Bei Bedarf, lassen Sie diese Mitteilung bitte übersetzen!                       |
| Ελληνικά           | Σεβασμενη Γονης / Επιτροποι, Αυτο το σπουδαιω γραμα ειναι κατι που θα ειναι για το παιδιε σου στο σκολιω. Σε παρα καλο, να μεταφερεις η να μιλεισεις η να γραπσις τουτο το γραμα στα Ελληνικα.                               |
| KREYÒL AYISYEN     | Chè Paran/Granmoun ki responsab timoun lan: Notis enpòtan sa konsène yon aktivite ki pral fèt nan lekòl pitit ou an. Si nesesè, tanpri fè yon moun tradui notis sa a pou ou.   |
| עברית              | הורים האפורטרופוס על ילדים יקרים: הודעה חשובה זו קשור לפעילות שתתבצע בבית ספר של ילדיכם. במידת הצורך אנא דאגו לתרגום ההודעה.   |
| ILOKANO            | Inay-ayat nga nagannac/taga-aw-awir: Daytoy importante nga bannawag quet maipanggep iti sumarsaruno nga aramid dita escuelaan ti anac yo. No casapulan, ipabaga iyo ti sabale nga sao daytoy nga bannawag.                   |
| ITALIANO           | Cari Genitori/Guardiani: Questo avviso importante riguarda un'attività imminente nella scuola di tuo/a figlio/a. Se necessario, la prego di far tradurre l'avviso.   |
| 日本語                | 父兄／保護者各位：この通知書は、近く行われる予定のお子様の学校活動に関するものです。重要な通知ですので日本語に翻訳してもらってお読みください。  |
| 한국어                | 부모님/보호자분께: 본 통지문은, 귀댁 자녀의 앞으로 있을 학교 활동에 관한 것입니다. 필요하시다면 통역의 도움을 받으셔서, 통지문의 내용을 검토하여 주시기 바랍니다.  |
| POLSKI             | Szanowni Rodzice/Opiekunowie: To jest ważna informacja dotycząca aktywności, które będą miały niedługo miejsce w szkole Państwa dziecka. Jeżeli jest to konieczne, prosimy o przetłumaczenie tej informacji.                 |
| PORTUGUÊS (BRASIL) | Caros pais/guardiões: Este aviso importante refere-se a uma atividade a ser realizada na escola de seu(sua) filho(a). Se necessário, favor pedir para que alguém o traduza.  |
| ROMÂNĂ             | Stimați părinți/tutori: Această înștiințare importantă se referă la o activitate școlară ce va avea loc la școala copilului dumneavoastră. Dacă este necesar, vă rugăm să obțineți/solicitați traducerea ei în limba română. |
| РУССКИЙ            | Дорогие Родители/Опекуны: Это важное сообщение касается приближающейся деятельности в школе вашего ребёнка. Если необходимо пожалуйста попросите когонибудь перевести это сообщение.   |
| SOMALI             | Waaaliinta/masuuliinta ubadka: Ogaysiiskaan muhiimka ah wuxuu ku saabsan yahay arrimaha iman doona ee laga qaban doono dugsiiga ilmahaaga.   |
| ESPAÑOL            | Estos padres/guardianes: Este importante aviso está relacionado con una actividad a realizarse en la escuela de su niño o niña. De ser necesario, por favor haga que le traduzcan este aviso.                                |
| TAGALOG            | Minamahal na magulang/tagapag-alaga: Ang abisong ito ay napakaimporante. Ito ay tungkol sa isang gawain sa eskuwela para sa inyong batang anak/alaga. Mangyaring ipasalin ang abisong ito.                                   |
| TÜRKÇE             | Sevgili Veliler: Bu önemli bildiri çocuğunuzun okulunda uygulanacak olan bir aktivite ile ilgilidir. Gerekirse bildiriyi tercüme ettiriniz.  |
| УКРАЇНСЬКА         | Шановні батьки/опікуни. Це важливе повідомлення стосується майбутньої діяльності у школі вашої дитини. Якщо необхідно, попросайте перекласти це повідомлення.  |
| آردو               | پیارے والدین یہ زروری نوٹس آپ کے بچے کے سکول میں ہونے والے کام کے متعلق ہے اگر ضرورت ہو تو اس کا ترجمہ کروالین   |
| TIẾNG VIỆT         | Kính gửi quý vị phụ huynh/Quý vị giám hộ: Thông báo này rất quan trọng. Nội dung là quan tâm về sinh hoạt sắp tới của con quý vị tại trường. Nếu cần thiết, xin nhờ người nào hiểu tiếng Anh dịch thông báo này cho quý vị.  |