

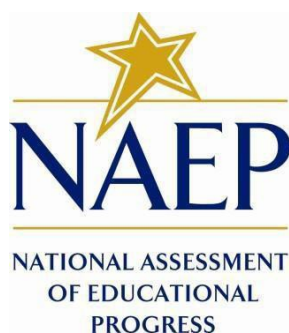
*NATIONAL CENTER FOR EDUCATION STATISTICS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS*

*National Assessment of Education Progress (NAEP)
2022 Materials Update #1*

Appendix D1

NAEP 2022 Communications and Recruitment Materials

OMB# 1850-0928 v.24



June 2021
edited August 2021

Appendix D1 will be updated and submitted in two separate amendments. Amendment 1 includes initial communication materials. Amendment 2 will be submitted by 2021 and will include final communication materials 2022. V.24 of this document changes only the COVID-19 Protocol documents below. A subsequent v. 25 with the final materials update for this administration of NAEP will be submitted in late August 2021.

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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



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This publication was prepared for the National Center for Education Statistics by Hager Sharp under contract ED-IES-13-C-0025.

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?

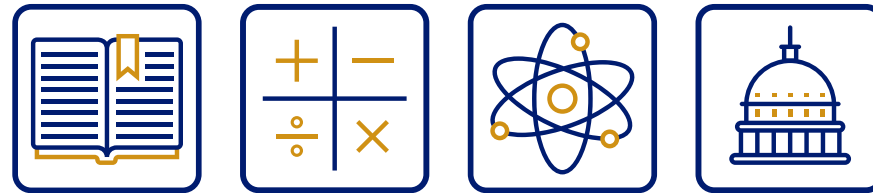
States have their own assessments, which are designed to provide individual student data about achievement based on different content standards, unique to each state. NCES administers the same NAEP assessment in every state, providing educators, policymakers, and parents with a common measure of student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

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.

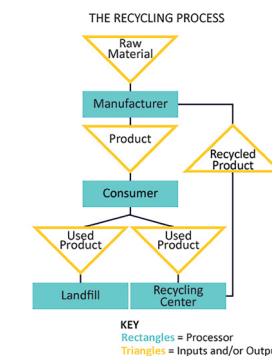


What is the length of the pen?

- 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?

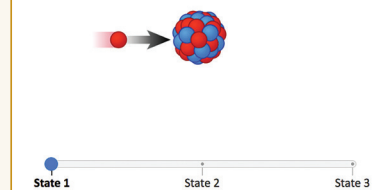
Select 1 of the 4 choices below.

- 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.

Appendix D1-1a: An Overview of NAEP for Private School

An Overview of NAEP for Private Schools



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

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

What is the length of the pen?

A 72 millimeters

B 78 millimeters

C 82 millimeters

D 88 millimeters

E 92 millimeters

4th Grade Mathematics

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

THE RECYCLING PROCESS

Raw Material

Manufacturer

Product

Consumer

Used Product

Used Product

Landfill

Recycling Center

Recycled Product

KEY
Rectangles = Processor
Triangles = Inputs and/or Outputs

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

Select 1 of the 4 choices below.

A Recycling causes people to consume more raw materials.

B Recycling directly stimulates consumer demand for recycled products.

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

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

8th Grade Technology and Engineering Literacy

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

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

State 1 State 2 State 3

What type of nuclear reaction occurs, and why?

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

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

C Fission, because two smaller nuclei are produced.

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

12th Grade Science

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

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

Frequently Asked Questions

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

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

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

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

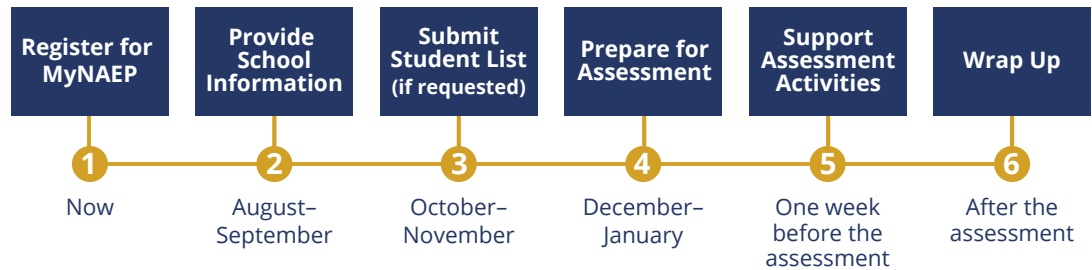
2022

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

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

Each school participating in NAEP 2022 has a designated staff member to serve as the NAEP school coordinator. You have been selected to serve as the coordinator and liaison for all NAEP assessment activities in your school. Thank you in advance for helping to prepare for this important assessment!

MyNAEP Activity Timeline



You will need to complete the following activities:

1. Register for the MyNAEP website (now).

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

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

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

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

NAEP requires a complete list of students in the selected grade(s). NAEP uses the list to draw a random sample of students who will participate in the assessment and to collect demographic information. The **Submit Student List** section will appear for schools that need to prepare and upload this list in the fall. 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

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 learners (SD/EL).

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/EL Student Information** section about how SD/EL 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 2022 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 (1 week before the assessment).

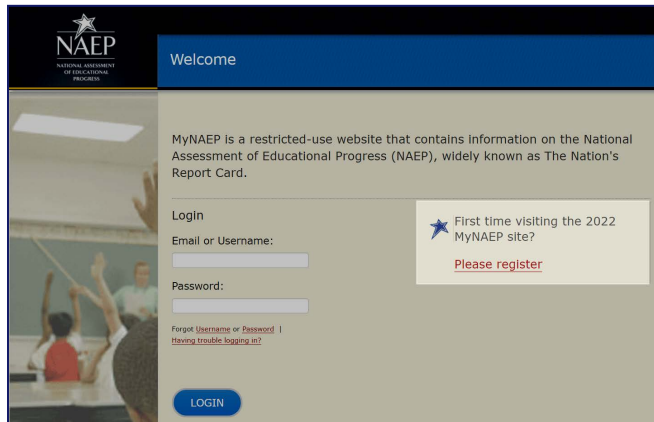
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. You and the teachers of selected students are encouraged to remain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

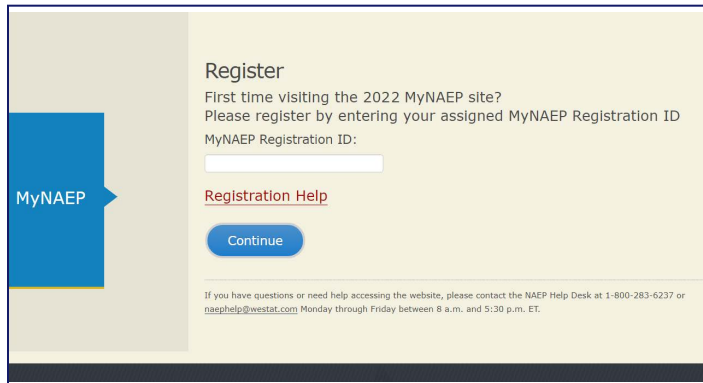
Shred all confidential hardcopy materials at the end of the school year.

How to Register and Access MyNAEP

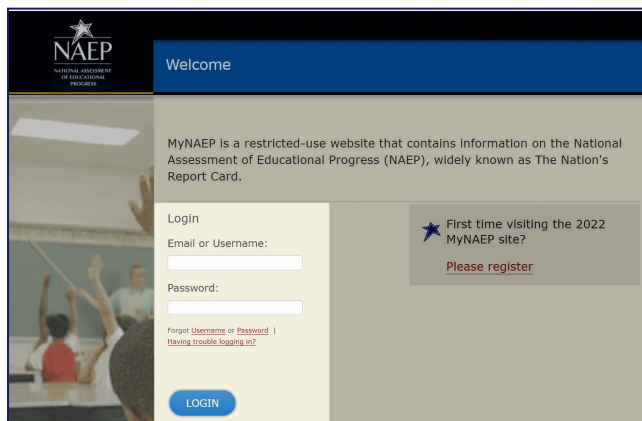
- 1 Go to www.mynaep.com. On the right side of the screen, select **Please register**.



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



- 3 Complete the registration form and create a password to access MyNAEP. MyNAEP is a secure website that contains confidential information, so all users will be prompted to accept a 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.



4. Complete the tasks listed within the Prepare for Assessment menu (February–March).

*In February, 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 learners (SD/EL).

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/EL Student Information** section about how SD/EL students will participate in the assessment and the accommodations they will receive.

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

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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).

Shred all confidential hardcopy materials at the end of the school year.

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 scheduled assessment date is 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 key tasks for the weeks leading up to the assessment.

The screenshot shows the MyNAEP For Schools interface. At the top, there is a navigation bar with the NAEP logo, the text 'MyNAEP For Schools', and user information for 'Mona Lee' at 'Judkins Elementary'. A blue banner displays the assessment date: 'Age 17: 5/17/2022'. The left sidebar contains a menu with the following items: 'Home', 'Provide School Information' (with sub-items: 'School Contact Information', 'School Characteristics Information', 'Student Attendance and NAEP Representative Protocols'), 'Prepare for Assessment', 'Support Assessment Activities', and 'Wrap Up'. The main content area is titled 'Provide School Information' and includes the text: 'Please use the links below to ensure that NAEP has the most up-to-date information about your school.' Below this, there is a section 'Complete the following:' with three items, each marked with a checkmark: 'School Contact Information' (with sub-items: School name and address, Shipping address, Principal contact information, School coordinator contact information), 'School Characteristics Information' (with sub-items: Student enrollment, Charter school status, Date school adjourns for winter break in December, Date school returns from winter break in January, School calendar type (traditional or year round), School start and end times), and 'Student Attendance and NAEP Representative Protocols' (with sub-items: Student Attendance, NAEP Representative Protocols).

Online Resources

Information for selected schools	http://nces.ed.gov/nationsreportcard/participating/schools.aspx
<i>Introducing NAEP to Teachers</i> video	https://youtu.be/zR1_pUdSlFg
<i>Introducing NAEP to Students</i> video	https://youtu.be/8drjkhe0iQU
<i>What Every Parent Should Know About NAEP</i> video	https://youtu.be/RurH739zdN0
Sample questions booklets	http://nces.ed.gov/nationsreportcard/about/booklets.aspx
NAEP Questions Tool	http://nces.ed.gov/nationsreportcard/nqt
Information for parents	http://nces.ed.gov/nationsreportcard/parents
Assessment frameworks	https://www.nagb.gov/naep-frameworks/frameworks-overview.html
Long-term trend assessments	https://nces.ed.gov/nationsreportcard/ltr/

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.

Appendix D1-3: School Coordinator Responsibilities, A Guide to MyNAEP, Private Schools (Grade based)

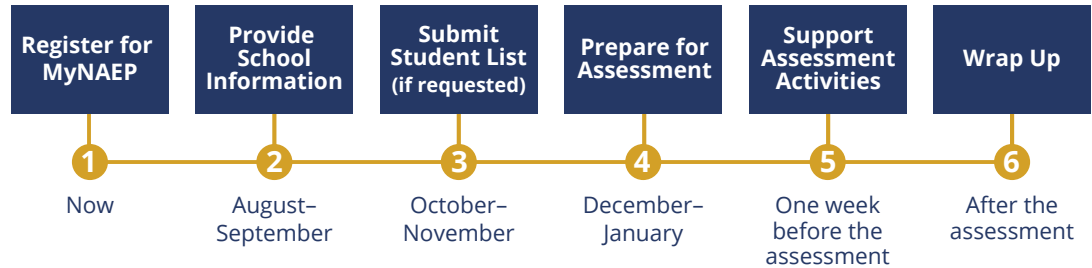
Note: this document contains two enclosures mentioned throughout the contact materials in Appendix D2, both the "School Coordinator Responsibilities: A Guide to MyNAEP" and "MyNAEP Registration Instructions"

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

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

Each school participating in NAEP 2022 has a designated staff member to serve as the NAEP school coordinator. You have been selected to serve as the coordinator and liaison for all NAEP assessment activities in your school. Thank you in advance for helping to prepare for this important assessment!

MyNAEP Activity Timeline



You will need to complete the following activities:

1. Register for the MyNAEP website (now).

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

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

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

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

NAEP requires a complete list of students in the selected grade(s). NAEP uses the list to draw a random sample of students who will participate in the assessment and to collect demographic information. The **Submit Student List** section will appear for schools that need to prepare and upload this list in the fall. 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

Find us on:



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

*If you submit your data electronically, the NAEP representative responsible for administering NAEP in your school will contact you in December 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 learners (SD/EL).

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/EL Student Information** section or submit information to the NAEP representative about how SD/EL 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 2022 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 (1 week before the assessment).

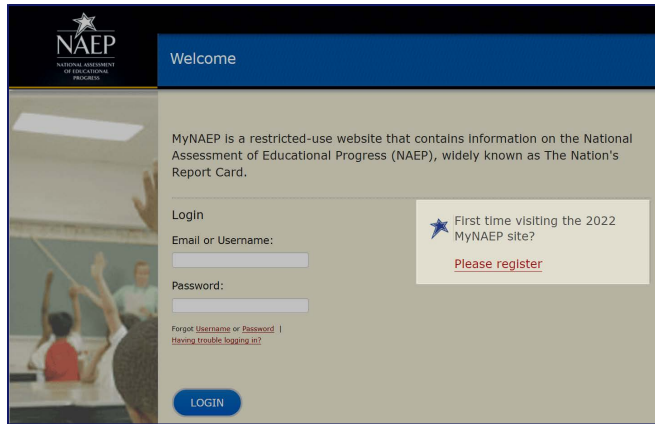
Prior to the assessment day, you need to remind teachers and students about the assessment and ensure that students attend the sessions. Appointment cards can be created and printed from the **Support Assessment Activities** section. Your NAEP representative can print these and send to you if you prefer.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

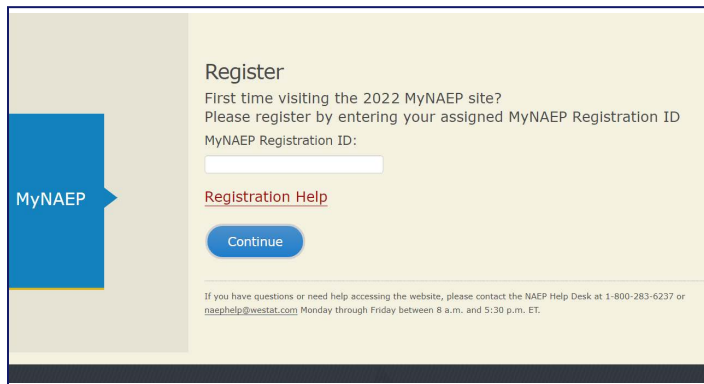
Shred all confidential hardcopy materials at the end of the school year.

How to Register and Access MyNAEP

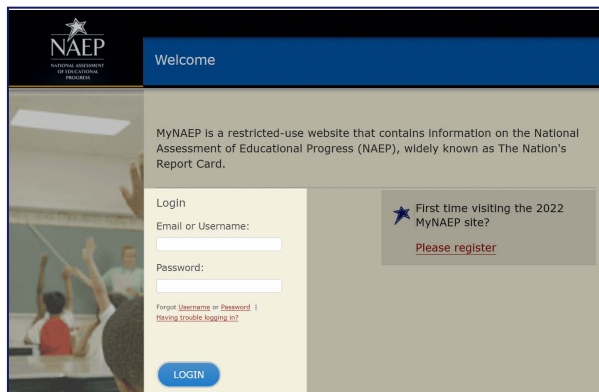
- 1 Go to www.mynaep.com. On the right side of the screen, select **Please register**.



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



- 3 Complete the registration form and create a password to access MyNAEP. MyNAEP is a secure website that contains confidential information, so all users will be prompted to accept a 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.

Online Resources

Information for private schools, including a private school video	https://nces.ed.gov/nationsreportcard/participating/private_nonpublic.aspx
<i>Introducing NAEP to Teachers</i> video	https://youtu.be/zR1_pUdSlFg
<i>Introducing NAEP to Students</i> video	https://youtu.be/8drjkhe0iQU
<i>What Every Parent Should Know About NAEP</i> video	https://youtu.be/RurH739zdN0
Sample questions booklets	http://nces.ed.gov/nationsreportcard/about/booklets.aspx
NAEP Questions Tool	http://nces.ed.gov/nationsreportcard/nqt
Information for parents	http://nces.ed.gov/nationsreportcard/parents
Assessment frameworks	https://www.nagb.gov/naep-frameworks/frameworks-overview.html
Digitally based assessments	https://nces.ed.gov/nationsreportcard/dba/

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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

Visit <https://nces.ed.gov/nationsreportcard/about/covid19.aspx> for more information about NAEP COVID-19 protocols.

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, the NAEP mathematics and reading assessments will be administered to a representative sample of students at grades 4 and 8. Results will be released at the national and state levels for the mathematics and reading assessments at grades 4 and 8. Each student will be assessed in only one subject.

In addition to subject-area questions, students will complete NAEP survey questions that provide valuable information about participating students' educational experiences and opportunities to learn both in and out of the classroom. NCES is exploring the possibility of an online survey questionnaire for students participating in distance learning and will work closely with schools to administer the questionnaire to remote students.

NAEP representatives will bring all necessary materials to schools on assessment day, including sanitized 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 will be assessed in 2021.

Grade	Subject	Format	Assessment Window
Grade 4	Mathematics Reading	Tablet	January 25 to March 19, 2021
Grade 8	Mathematics Reading		

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 that 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 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.

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.

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.

The Public, Private, and Charter Schools Dashboard is available at 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 were released in April 2019. Below are highlights from these interactive reports, available at 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 assessment results at 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 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 assessment 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? Including transition time, directions and tutorials, and completion of survey questions, it takes approximately 2 hours for students to complete the NAEP assessment. 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.

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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 -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 students in public school on specific items. Released items generally come with a scoring guide, sample student responses, and performance data. Students can try NAEP questions by visiting https://www.nationsreportcard.gov/sample_questions.aspx.

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

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

Highlights of the NAEP 2021 Program

Visit [link to NAEP COVID-19 landing page](#) for more information about NAEP COVID-19 protocols.

From January 25 to March 19, 2021, NAEP field staff will administer assessments in public and private schools across the country. The assessment will be administered at grades 4 and 8 in mathematics and reading.

Students will take only one subject. NAEP representatives will bring all materials and equipment to the school on assessment day, including sanitized tablets on which students take the assessment. The total time away from the classroom will be approximately 2 hours. This includes transition time, directions and tutorials, and completion of survey questions.

It's important to know that...

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

Inclusion 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. SD and ELL teachers who work with the 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 school results and for two groups of private schools, Catholic and other private schools.

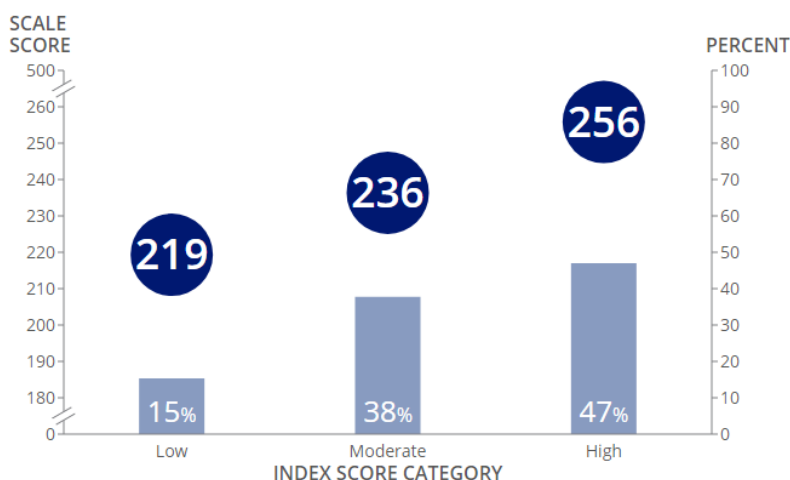
NAEP also disseminates contextual information from data collected on student survey questionnaires. This information can be used to inform parents, the public, and education policymakers about our students' educational experiences inside and outside the classroom. You can access data from previous assessments 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.

Highlights of NAEP 2019 Mathematics and Reading

The NAEP 2019 mathematics and reading results include both achievement and survey questionnaire data for students in grades 4 and 8 across the country. The national results combine data from students assessed in public and private schools. Some highlights of these results are included.

Fourth-grade students were asked about their confidence in performing concrete mathematics-related tasks, such as estimating the weight of five apples using pounds or finding how much carpet was needed to cover a floor when given its length and width. Their responses were used to create a confidence index. About 47 percent of students reported high levels of confidence, and 38 percent and 15 percent reported moderate or low levels, respectively. Comparing this index to achievement, students reporting higher levels of confidence in their mathematics ability scored higher in mathematics on average than those reporting lower levels.

Percentage and average score of fourth-grade students assessed in NAEP mathematics, by students' confidence in mathematics knowledge and skills index score category: 2019

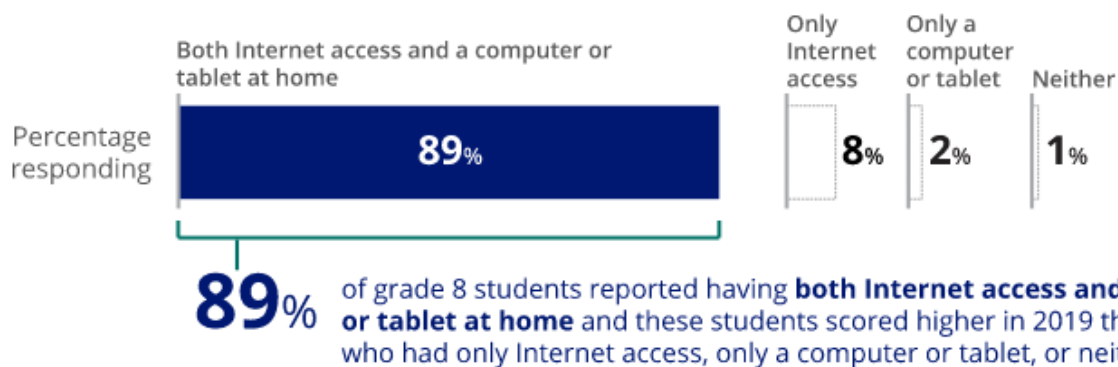


53% of grade 4 students reported **low to moderate** levels of confidence in mathematics knowledge and skills and scored lower than students who reported high levels of confidence.

[GRAPH 1, data source: <https://www.nationsreportcard.gov/mathematics/survey-questionnaires/?grade=4> –must credit “Nation’s Report Card;” scale score is a 0 to 500 scale]

The NAEP survey questionnaires ask about subject area knowledge, as well as technology both inside and outside the classroom. Among eighth-graders assessed in reading, for instance, 89 percent reported having both internet access and a computer or a tablet at home. Only 1 percent of students reported having neither. Those students with both internet access and a computer or tablet at home scored higher on NAEP reading assessments in 2019.

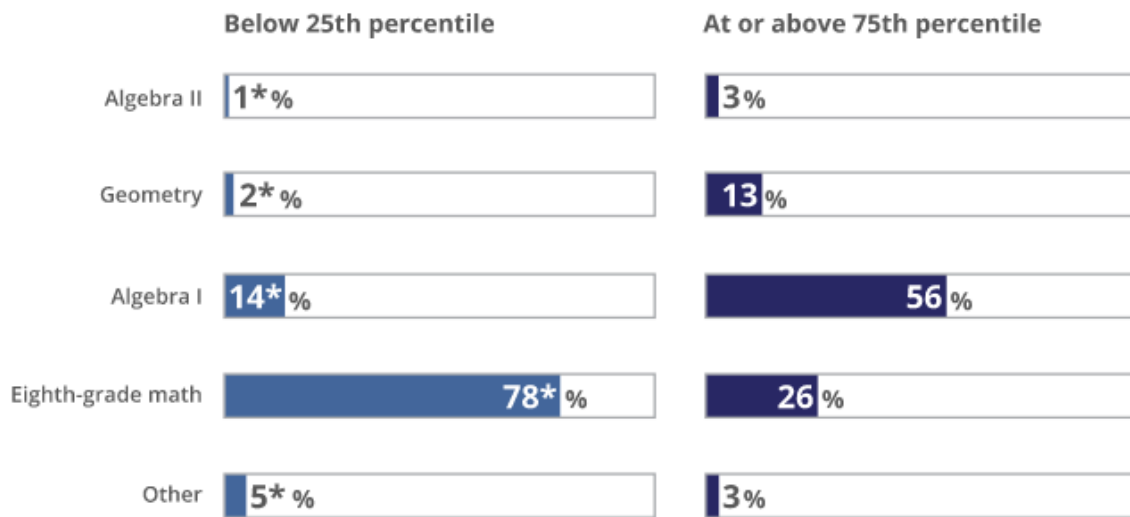
Percentage of eighth-grade students assessed in NAEP reading, by whether they have Internet access and digital devices available at home for them to use: 2019



[GRAPH 2, data source: <https://www.nationsreportcard.gov/reading/survey-questionnaires/?grade=8> –must credit “Nation’s Report Card”]

NAEP achievement results are also reported as percentiles. The percent of eighth-grade students assessed in mathematics whose achievement fell below the 25th percentile and at or above the 75th percentile are compared based on what math class they were taking during the school year they were assessed. The results show a larger percentage of lower-performing students taking either an eighth-grade math course (78 percent versus 26 percent) or other math course (5 percent versus 3 percent). However, a larger share of higher-performing students reported taking algebra I (56 percent versus 14 percent), geometry (13 percent versus 2 percent), or algebra II (3 percent versus 1 percent).

Percentage of eighth-grade students assessed in NAEP mathematics who reported on the math class taken during the current school year, by percentiles: 2019



* Significantly different ($p < .05$) from students performing at or above the 75th percentile.

[GRAPH 3, data source: <https://www.nationsreportcard.gov/mathematics/survey-questionnaires/?grade=8> –must credit “Nation’s Report Card”]

**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.*

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 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"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. Select the <i>Magnification</i> accommodation if students need all assessment content magnified.
Individual Testing Experience	Math 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"> Students have earbuds to reduce distractions. Students interact directly with tablet. Tested with other selected students. Refer to the accommodation <i>Preferential Seating</i> to minimize distractions for testing with other students.
Directions Read Aloud/Text-to-Speech (English)	Math 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 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 Reading	All students respond on NAEP-provided tablets.
Color Theming	Math Reading	<p>Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items. Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast.
Scratchwork/Highlighter Capability	Math Reading	Allows freehand drawing and highlighting on the screen for most content.
Elimination Capability	Math Reading	<p>Students can gray out answer choices for multiple-choice items.</p> <ul style="list-style-type: none"> This tool is not available for constructed-response items.
Volume Adjustment	Math Reading	Students can raise or lower voice-over volume using the tablet's volume buttons.
Closed Captioning	Math Reading	All voice-over narration is closed-captioned.
Scratch Paper	Math 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**

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

**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 Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device. • Noise buffers, study carrel, blinder, special lighting, adaptive furniture. • Stress ball or sensory fidget item.
Preferential Seating	Math Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session. • Front of the class, close to the test administrator, etc.
Cueing to Stay on Task	Math Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses. • Redirect to stay on task, reminders to stay on task, prompts to stay on task. • Provide verbal encouragement, reinforcement, refocus. • Track test items.
Scribe	Math Reading	<p>Scribe provided by the school. Student responds orally or by pointing to their answers, a scribe records the student's responses in the tablet.</p>
Directions Only Presented in Sign Language	Math Reading	A qualified sign language interpreter at the school signs the general directions, directions within the assessment, Tutorial, Help, and Student Questionnaire screens.
Presentation in Sign Language	Math	A qualified sign language interpreter at the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in Sign Language	Math Reading	Student signs their responses to a scribe, provided by the school , who records the responses in the tablet (select <i>Scribe</i> accommodation).
Braille Version of the Test	Math 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"> • Students can use a scribe to record their answers (select <i>Scribe</i> accommodation). • Students can use a Braille output device provided by the school.
Other (specify)	Math Reading	Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP.

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Please 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"> • Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor. • Select the <i>Magnification</i> accommodation if students need all assessment content magnified.
Individual Testing Experience	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"> • Students have earbuds to reduce distractions. • Students interact directly with tablet. • Tested with other selected students. • Refer to the accommodation <i>Preferential Seating</i> to minimize distractions for testing with other students.
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) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> • This tool is not available for the tutorial and some items. • Select the accommodation <i>High Contrast for Visually Impaired Students</i> if students need all content in high contrast.
Scratchwork/Highlighter Capability	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"> • This tool is not available for constructed-response items.
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 Students with Disabilities (SD)
Grade 8 Civics and U.S. History (Social Studies)
Digitally Based Assessment on Tablet**

Accommodation Provided by Test Delivery System	Subject	Description
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"> • If state test is untimed, students <u>may or may not</u> require extended time on NAEP. • Most students are able to complete the NAEP cognitive sections in the time allowed.
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"> • Magnifies all assessment content. • Students use screen magnification software to scroll over any portion of the screen to magnify the content on the screen including all tools, toolbars, menus, calculator, and equation editor.
Low Mobility Version of the Test	Social Studies	<p>Provides a test form with items that are keyboard navigable or accessible with an alternate input device provided by the school and that do not require the use of the mouse or touch pad.</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>
Accommodation Provided Outside Test Delivery System	Subject	Description
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"> • Refer to the UDE <i>Individual Testing Experience</i> and accommodation <i>Preferential Seating</i> to determine if separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Familiar Person Present in Testing Room	Social Studies	<p>The aide who regularly works with the student 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>Provided by the school.</p> <ul style="list-style-type: none"> • Cutout, masking, color overlays, line reader, or place marker.
Special Equipment	Social Studies	<p>Provided by the school.</p> <ul style="list-style-type: none"> • FM system, amplification equipment, auditory amplification device. • Noise buffers, study carrel, blinder, special lighting, adaptive furniture. • Stress ball or sensory fidget item.

**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>Provided by the school.</p> <ul style="list-style-type: none"> Seating to reduce distractions within the regular testing session. Front of the class, close to the test administrator, etc.
Cueing to Stay on Task	Social Studies	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> Monitor for understanding, monitor placement of responses. Redirect to stay on task, reminders to stay on task, prompts to stay on task. Provide verbal encouragement, reinforcement, refocus. Track test items.
Scribe	Social Studies	<p>Scribe provided by the school. Student responds orally or by pointing to their answers, a scribe records the student's responses in the tablet.</p>
Directions Only Presented in Sign Language	Social Studies	A qualified sign language interpreter at the school signs the instructions included in the session script.
Presentation in Sign Language	Social Studies	A qualified sign language interpreter at the school signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in Sign Language	Social Studies	Student signs their responses to a scribe, provided by the school , who records the responses in the tablet (select <i>Scribe</i> accommodation).
Braille Version of the Test	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"> Students can use a scribe to record their answers (select <i>Scribe</i> accommodation). Students can use a Braille output device provided by the school.
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.

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 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 two sections: (1) universal design elements that will be available to **all students**, and (2) accommodations. NAEP accommodations are only allowed for a student on an Individualized Education Program (IEP) or Section 504 Plan. The person most knowledgeable about the student's disability should determine how the student should be included on NAEP.

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

- 1) For mathematics: calculator, manipulatives, and multiplication charts are **not allowed** on the NAEP assessment. The NAEP long-term trend (LTT) mathematics assessment measures the ability to carry out mathematic computations using paper and pencil.
- 2) For reading: Read Aloud Occasional or Most or All is **not allowed** on the NAEP assessment. The NAEP LTT 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 the state assessments, so multiple-day testing is not supported. Students complete three 15-minute sections in mathematics or reading and a 5-minute student questionnaire on student experiences inside and outside of the classroom.
- 4) Graphic organizers are **not allowed** on the NAEP assessment.

**NAEP Universal Design Elements for Students with Disabilities (SD)
Age 17 Math and Reading
Paper-and-Pencil Assessments**

Universal Design Element	Subject	Description
Marks/Writes Directly in Test Book	Math Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Directions Explained/Clarified	Math Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Scratch Paper	Math Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

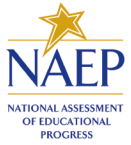
**NAEP Accommodations for Students with Disabilities (SD)
Age 17 Math and Reading
Paper-and-Pencil Assessments**

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

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

Accommodation	Subject	Description
Braille Version of the Test	Math Reading	<p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Students can use a scribe to record their answers (select <i>Scribe</i> accommodation). • Student can use a Braille output device provided by the school.
Directions Only Presented in Sign Language	Math Reading	A qualified sign language interpreter, provided by the school , signs the instructions included in the session script.
Presentation in Sign Language	Math	A qualified sign language interpreter, provided by the school , signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in Sign Language	Math Reading	Student signs their responses to a scribe, provided by the school , who records the responses in the booklet (select <i>Scribe</i> accommodation).
Other (specify)	Math Reading	Any accommodation not listed above. Please check with your NAEP State Coordinator to see if other accommodations are allowed on NAEP.

New Moldavia NAEP 2022 Long-Term Trend Inclusion Policy
Age 9 Math and Reading
Students with Disabilities (SD)



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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 of the **New Moldavia** state assessments. The following are the expectations for inclusion on NAEP:

- 1) For mathematics: calculator, manipulatives, and multiplication charts are **not allowed** on the NAEP assessment. The NAEP long-term trend (LTT) mathematics assessment measures the ability to carry out mathematic computations using paper and pencil.
- 2) For reading: Read Aloud Occasional or Most or All is **not allowed** on the NAEP assessment. The NAEP LTT 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 the state assessments, so multiple-day testing is not supported. Students complete three 15-minute sections in mathematics or reading and a 5-minute student questionnaire on student experiences inside and outside of the classroom.
- 4) Graphic organizers are **not allowed** on the NAEP assessment.

**NAEP Universal Design Elements for Students with Disabilities (SD)
Age 9 Math and Reading
Paper-and-Pencil Assessments**

Universal Design Element	Subject	Description
Marks/Writes Directly in Test Book	Math Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Directions Explained/Clarified	Math Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Scratch Paper	Math Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

**NAEP Accommodations for Students with Disabilities (SD)
Age 9 Math and Reading
Paper-and-Pencil Assessments**

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

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

Accommodation	Subject	Description
Braille Version of the Test	Math Reading	<p>A paper-based embossed Braille form. NAEP uses contracted Unified English Braille (UEB) for all subjects. For the mathematics assessment, NAEP uses UEB plus Nemeth.</p> <ul style="list-style-type: none"> • Students can use a scribe to record their answers (select <i>Scribe</i> accommodation). • Student can use a Braille output device provided by the school.
Directions Only Presented in Sign Language	Math Reading	A qualified sign language interpreter, provided by the school , signs the instructions included in the session script.
Presentation in Sign Language	Math	A qualified sign language interpreter, provided by the school , signs the instructions included in the session script and some or all of the test questions or answer choices for the student.
Response in Sign Language	Math Reading	Student signs their responses to a scribe, provided by the school , who records the responses in the booklet (select <i>Scribe</i> accommodation).
Other (specify)	Math Reading	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 EL Inclusion Policy

The **New Moldavia Department of Education** expects that most English learners will be included on the National Assessment of Educational Progress (NAEP). **Only English 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 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 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 Learners (EL)
Grades 4 and 8 Math & Reading
Digitally Based Assessment on Tablet**

Universal Design Element	Subject	Description
Zooming	Math Reading	Enlarges some content onscreen up to two times (2X) the default text/image size on the screen while preserving clarity, contrast, and color. <ul style="list-style-type: none"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor.
Individual Testing Experience	Math Reading	Read Aloud and other UDE and accommodations are provided through the tablet and will not distract other students in the room. <ul style="list-style-type: none"> Students have earbuds to reduce distractions. Students interact directly with tablet. Tested with other selected students. Refer to the accommodation <i>Preferential Seating</i> to minimize distractions for testing with other students.
Directions Read Aloud/Text-to-Speech (English)	Math 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 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 Reading	All students respond on NAEP-provided tablets.
Color Theming	Math Reading	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <ul style="list-style-type: none"> This tool is not available for the tutorial and some items.
Scratchwork/Highlighter Capability	Math Reading	Allows freehand drawing and highlighting on the screen for most content.
Elimination Capability	Math Reading	Students can gray out answer choices for multiple-choice items. <ul style="list-style-type: none"> This tool is not available for constructed-response items.
Volume Adjustment	Math Reading	Students can raise or lower voice-over volume using the tablet’s volume buttons.
Closed Captioning	Math Reading	All voice-over narration is closed-captioned.
Scratch Paper	Math Reading	Administrators inform students that scratch paper (and pencil) is available upon request.

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

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

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

Accommodation Provided Outside Test Delivery System	Subject	Description
Preferential Seating	Math Reading	<p>Provided by the school.</p> <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session. • Front of the class, close to the test administrator, etc.
Cueing to Stay on Task	Math Reading	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses. • Redirect to stay on task, reminders to stay on task, prompts to stay on task. • Provide verbal encouragement, reinforcement, refocus • Track test items.
Bilingual Dictionary (in any language)	Math	<p>A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions.</p> <ul style="list-style-type: none"> • Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list.
Other (specify)	Math 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 learners will be included on the National Assessment of Educational Progress (NAEP). **Only English 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 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 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 Learners (EL)
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"> Does not include the tutorial, toolbar, item tabs, scrollbars, calculator, and equation editor.
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"> Students have earbuds to reduce distractions. Students interact directly with tablet. Tested with other selected students. Refer to the accommodation <i>Preferential Seating</i> to minimize distractions for testing with other students.
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) Option 2: white text on black background Option 3: black text on beige background</p> <ul style="list-style-type: none"> This tool is not available for the tutorial and some items.
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"> This tool is not available for constructed-response items.
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 English Learners (EL)
Grades 8 Civics and U.S. History (Social Studies)
Digitally Based Assessment on Tablet**

Accommodation Provided by Test Delivery System	Subject	Description
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"> If state test is untimed, students <u>may or may not</u> require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allowed.
Directions Only Translated to Spanish	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"> Must be paired with <i>Directions Only Translated to Spanish</i>
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"> Must be paired with the <i>Spanish/English Version of the Test</i>
Accommodation Provided Outside Test Delivery System	Subject	Description
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"> Refer to the UDE <i>Individual Testing Experience</i> and accommodation <i>Preferential Seating</i> to determine if separate location is needed. May be in the same room but in a specific location or a different room. Can be individual or with a small group of students.
Familiar Person Present in Testing Room	Social Studies	<p>The aide who regularly works with the student must be present in the testing room during time of assessment.</p> <ul style="list-style-type: none"> Only trained NAEP staff may conduct the assessment session.
Uses Template	Social Studies	<p>Provided by the school.</p> <ul style="list-style-type: none"> Cutout, masking, color overlays, line reader, or place marker.
Special Equipment	Social Studies	<p>Provided by the school.</p> <ul style="list-style-type: none"> FM system, amplification equipment, auditory amplification device. Noise buffers, study carrel, blinder, special lighting, adaptive furniture. Stress ball or sensory fidget item.

**NAEP Accommodations for English Learners (EL)
Grades 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>Provided by the school.</p> <ul style="list-style-type: none"> • Seating to reduce distractions within the regular testing session. • Front of the class, close to the test administrator, etc.
Cueing to Stay on Task	Social Studies	<p>Provided by a school staff member.</p> <ul style="list-style-type: none"> • Monitor for understanding, monitor placement of responses. • Redirect to stay on task, reminders to stay on task, prompts to stay on task. • Provide verbal encouragement, reinforcement, refocus. • Track test items.
Bilingual Dictionary (in any language)	Social Studies	<p>A handheld electronic or hardcopy bilingual dictionary provided by the school in any language that contains English translations of words but does not contain definitions.</p> <ul style="list-style-type: none"> • Also known as a word-for-word dictionary, word-to-word translation dictionary, or a bilingual word list.
Other (specify)	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>

The **New Moldavia Department of Education** expects that most English learners will be included on the National Assessment of Educational Progress (NAEP). **Only English 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 learners should participate in NAEP with or without NAEP 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 two sections: (1) universal design elements that will be available to **all students** and (2) accommodations. NAEP accommodations are only allowed for English learners. The person most knowledgeable about the student's English proficiency should determine how the student should be included on NAEP.

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

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow 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 long-term trend (LTT) 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 LTT 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 the state assessments, so multiple-day testing is not supported. Students complete three 15-minute sections in mathematics or reading and a 5-minute student questionnaire on student experiences inside and outside of the classroom.
- 4) Graphic organizers are **not allowed** on the NAEP assessment.

**NAEP Universal Design Elements for English Learners (EL)
Age 17 Math and Reading
Paper-and-Pencil Assessments**

Universal Design Element	Subject	Description
Marks/Writes Directly in Test Book	Math Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Directions Explained/Clarified	Math Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Scratch Paper	Math Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

**NAEP Accommodations for English Learners (EL)
Age 17 Math and Reading
Paper-and-Pencil Assessments**

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

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

New Moldavia NAEP 2022 Long-Term Trend Inclusion Policy
Age 9 Math and Reading
English Learners (EL)



The **New Moldavia Department of Education** expects that most English learners will be included on the National Assessment of Educational Progress (NAEP). **Only English 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 learners should participate in NAEP with or without NAEP 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 two sections: (1) universal design elements that will be available to **all students** and (2) accommodations. NAEP accommodations are only allowed for English learners. The person most knowledgeable about the student's English proficiency should determine how the student should be included on NAEP.

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

Please note all assessments are not the same and are developed to measure specific constructs. Therefore, NAEP may not allow 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 long-term trend (LTT) 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 LTT 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 the state assessments, so multiple-day testing is not supported. Students complete three 15-minute sections in mathematics or reading and a 5-minute student questionnaire on student experiences inside and outside of the classroom.
- 4) Graphic organizers are **not allowed** on the NAEP assessment.

**NAEP Universal Design Elements for English Learners (EL)
Age 9 Math and Reading
Paper-and-Pencil Assessments**

Universal Design Element	Subject	Description
Marks/Writes Directly in Test Book	Math Reading	All students write directly in the test book. NAEP does not have Scantron or bubble sheets.
Directions Explained/Clarified	Math Reading	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Scratch Paper	Math Reading	Administrators inform students that they can use the white space in the test booklet as scratch paper.

**NAEP Accommodations for English Learners (EL)
Age 9 Math and Reading
Paper-and-Pencil Assessments**

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

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

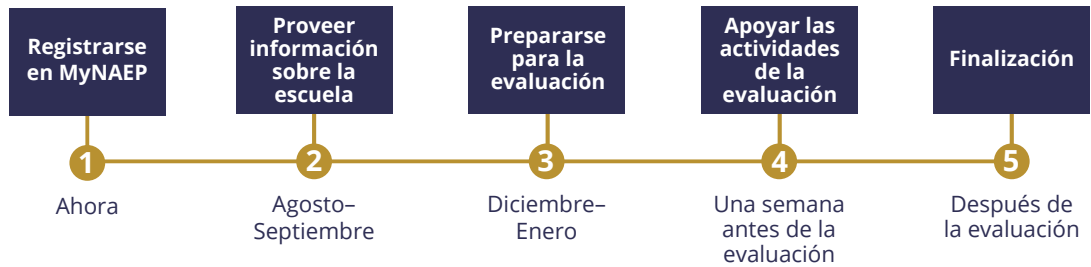
**Appendix D1-2-S-PR (Spanish version): School
Coordinator Responsibilities, A Guide to MyNAEP, Puerto
Rico**

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

Cada escuela participante en NAEP de 2022 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



Deberá completar las siguientes actividades:

1. Registrarse en el sitio web MyNAEP (ahora).

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 del personal de la escuela se pueden registrar para tener acceso a la página, pero únicamente los coordinadores escolares tendrán acceso total. Regístrese en www.mynaep.com/es-pr ingresando el número de registro asignado a su escuela. Para información detallada sobre cómo registrarse, consulte la página 3.

2. Completar y enviar la información de la escuela (agosto-septiembre).

Vaya a la página **Proveer información sobre la escuela** en MyNAEP para ingresar y enviar la información de contacto y las 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.

3. Completar las tareas que se indican a continuación para prepararse para la evaluación (diciembre-enero).

Recibir el paquete de preevaluación e iniciar los preparativos finales para la evaluación.

En diciembre, un representante de NAEP se comunicará con usted para programar una visita de preevaluación. Poco después, usted recibirá el paquete de preevaluación, el cual contiene el Formulario de estudiantes de Puerto Rico seleccionados para NAEP y las instrucciones para hacer los preparativos finales para la evaluación. 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.



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 de 2022 para estudiantes con impedimentos (EI) y estudiantes aprendices del español (AE).
- 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 para la evaluación indicando los detalles de la logística el 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.

Actualizar el Formulario de los estudiantes de Puerto Rico seleccionados para NAEP de 2022.

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 de Puerto Rico seleccionados para NAEP y sus datos demográficos, incluyendo mes y año de nacimiento, género, raza/grupo étnico, condición del almuerzo escolar y clasificación de estudiantes con impedimentos o de estudiantes aprendices del 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 de 2022 para estudiantes EI/AE.

El paquete de preevaluación también contendrá los formularios de trabajo (*worksheets*) para los estudiantes aprendices del español o los estudiantes con impedimentos. Revise las instrucciones para distribuir y completar estos formularios de trabajo y después distribúyalos a la persona mejor informada acerca de cómo se administran 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 estudiantes seleccionados para participar en NAEP

deben ser informados por escrito que su hijo(a) fue seleccionado. Una copia electrónica de la carta de notificación a los padres/tutores está disponible en la sección de Notificar a padres, madres o tutores para descargar, imprimir y distribuir.

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 le haya proporcionado los nombres del director y los maestros de matemáticas de la escuela al representante de NAEP, él o ella preparará los cuestionarios para ellos. Usted será responsable de distribuir los cuestionarios impresos 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 para la evaluación para planificar el día de la evaluación.

Para asegurarse de que el día de la evaluación trascorra sin problemas, complete el Formulario de información para la evaluación para proporcionar información acerca de la logística de la evaluación, incluyendo el lugar y la hora, 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**.

4. Apoyar las actividades del día de la evaluación (una semana antes de la evaluación).

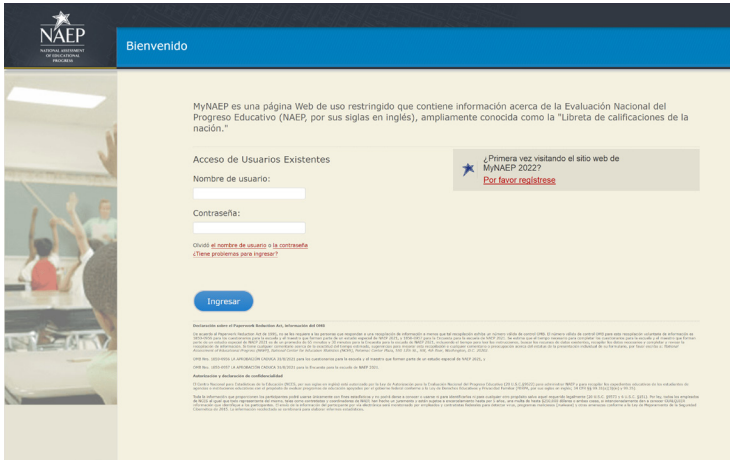
Antes del día de la evaluación, recuérdelos a los maestros y a los estudiantes sobre la evaluación y asegúrese de que los estudiantes asistan a las sesiones. En la sección Apoyar las actividades de la evaluación puede crear e imprimir tarjetas de cita para la evaluación. Se recomienda que usted y los maestros de los estudiantes seleccionados permanezcan en el salón de clases durante la evaluación. Si la asistencia de los estudiantes de la muestra es inferior al 90 por ciento, será necesaria una sesión de reposición, y el representante de NAEP programará otra fecha para administrar la evaluación a los estudiantes que estuvieron ausentes.

5. Finalización (después de la evaluación).

Destruya todos los materiales impresos confidenciales al final del año escolar.

Cómo registrarse y acceder al sitio web MyNAEP

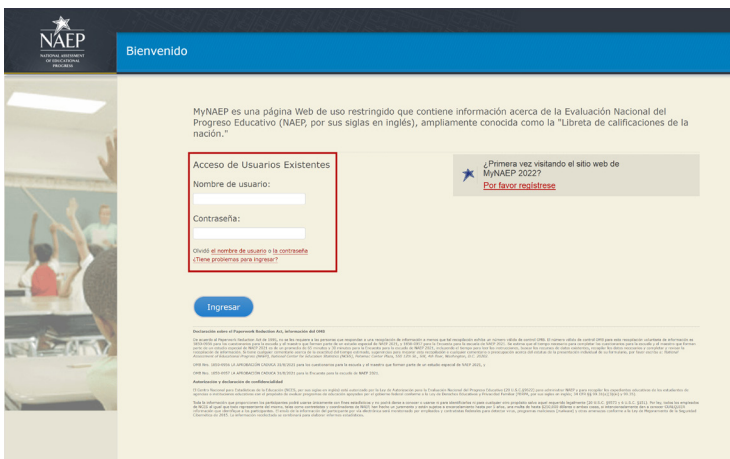
- 1 Visite www.mynaep.com/es-pr. Seleccione **Por favor regístrese**, en la parte derecha de la pantalla.



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



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



Características de MyNAEP

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

- 1 Los enlaces de **Ayuda** y **Contacto** le facilitan la información de contacto del personal de NAEP.
- 2 Utilice la sección **Proveer información sobre la escuela** para confirmar la dirección de su escuela, la información de contacto y otras características.
- 3 El grado o los grados seleccionados y la fecha programada de evaluación en su escuela se muestran en el banner azul.
- 4 El menú de **Preparare para la evaluación** tiene siete tareas clave para las semanas previas a la evaluación. Estas tareas estarán disponibles a partir de diciembre.

Recursos útiles en línea

Información para las escuelas	http://nces.ed.gov/nationsreportcard/puertorico
<i>Introducing NAEP to Teachers Video</i> (en inglés)	https://youtu.be/zR1_pUdSlFg
<i>Introducing NAEP to Students Video</i> (en inglés)	https://youtu.be/8drjkheOiQU
<i>Lo que todos los padres deben saber video</i> acerca de NAEP (en inglés)	https://youtu.be/RurH739zdNO
Folleto de ejemplos de preguntas (en inglés)	http://nces.ed.gov/nationsreportcard/about/booklets.aspx
NAEP Questions Tool (en inglés)	https://nces.ed.gov/nationsreportcard/nqt
Información para los padres	https://nces.ed.gov/nationsreportcard/parents/spanish.aspx
Información para las escuelas seleccionadas (en inglés)	http://nces.ed.gov/nationsreportcard/about/schools.aspx
Marcos teóricos de la evaluación (en inglés)	https://www.nagb.org/naep-frameworks/frameworks-overview.html

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 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

Información para maestros sobre NAEP 2021

[Page One Sidebar] NAEP es una parte esencial de la educación en Estados Unidos y Puerto Rico.

NAEP es un programa 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. 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, los cuales proporcionan una mayor comprensión de las experiencias educativas y de los factores que podrían estar relacionados con el aprendizaje estudiantil.

[Body Text]

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

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

Visite [\[Insert link to Spanish translated versión of landing page\]](#) para más información sobre los protocolos de NAEP relacionados con el COVID-19.

¿Qué es NAEP?

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

Durante la primavera de 2021, la evaluación de matemáticas de NAEP se les administrará a los estudiantes de 4.º y 8.º grado en Puerto Rico.

Además de las preguntas correspondientes a cada materia, los estudiantes completarán cuestionarios de contexto de NAEP que proporcionan información valiosa sobre sus experiencias educativas y las oportunidades que tienen para aprender tanto dentro como fuera del salón de clases. NCES está explorando la posibilidad de crear un cuestionario de contexto en línea para los estudiantes que están participando en el aprendizaje a distancia y trabajará en estrecha colaboración con las escuelas para administrar este cuestionario a los estudiantes a distancia.

El día de la evaluación los representantes de NAEP llevarán a las escuelas todos los materiales 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.

Para más información sobre NAEP (en inglés), visite la página <http://nces.ed.gov/nationsreportcard>.

Encuéntrenos en:   

NAEP y los maestros

¿De qué manera los maestros son aliados fundamentales para NAEP? Los maestros hacen una enorme contribución al motivar a sus estudiantes a que participen y a que hagan lo mejor que puedan. Cuando los estudiantes participan en NAEP y hacen su mejor esfuerzo, nosotros obtenemos la medición más exacta posible del rendimiento estudiantil en todo el país. Para más información acerca de NAEP y para ver las Preguntas Frecuentes para maestros (en inglés), visite la página: <https://nces.ed.gov/nationsreportcard/educators>.

¿Cómo pueden los maestros usar los recursos y los datos de NAEP para ayudar a los estudiantes? Por medio de la herramienta de preguntas NAEP Questions Tool (en inglés), pueden ver las preguntas de matemáticas de NAEP 2017 para 4.º y 8.º grado que fueron publicadas, crear evaluaciones personalizadas para sus clases y comparar el rendimiento de sus estudiantes con los resultados a nivel nacional. Los maestros, estudiantes y padres de familia pueden acceder a la información y comparar los resultados de varios grupos demográficos. La mayoría de las preguntas publicadas incluyen una guía de puntuación, ejemplos de respuestas de los estudiantes e información sobre el rendimiento (en inglés). Visite la página <https://nces.ed.gov/nationsreportcard/nqt> para más información. También puede ver información sobre Puerto Rico, incluyendo ejemplos de preguntas (en español), en la página <https://nces.ed.gov/nationsreportcard/puertorico/sp.aspx>.

¿Por qué se les pide a los estudiantes, maestros y directores escolares que completen cuestionarios de contexto? Los cuestionarios de contexto de NAEP proporcionan información valiosa que contribuye a contextualizar los resultados del rendimiento de los estudiantes y facilita una comparación más significativa entre grupos de estudiantes. También proporciona datos y perspectivas importantes que les permiten a los educadores, legisladores e investigadores comprender mejor las experiencias educativas y las necesidades de los estudiantes en Estados Unidos y en Puerto Rico.

En 2021, a los estudiantes que participarán en NAEP se les pedirá que completen cuestionarios de contexto. Los estudiantes pueden omitir cualquier pregunta dejando la respuesta en blanco. A los maestros también se les pedirá que completen cuestionarios de contexto. Dichos cuestionarios para maestros recopilan información sobre la capacitación de los docentes y las prácticas institucionales. Estos cuestionarios se administrarán mediante un formato en línea, pero los maestros pueden solicitar una versión en papel. A los directores o administradores escolares se les pide que completen un cuestionario de contexto que proporciona información sobre las políticas y características de las escuelas.

Para conocer más acerca de los cuestionarios de contexto de NAEP y para ver los cuestionarios para estudiantes, maestros y escuelas administrados en años anteriores (en inglés), visite la página https://nces.ed.gov/nationsreportcard/experience/survey_questionnaires.aspx.

¿De qué manera los paneles de control en línea de NAEP les ayudan a los maestros a explorar los resultados de la evaluación para diferentes materias? El Panel de Control de Disparidad en el Rendimiento les permite a los usuarios explorar disparidades en los logros que revelan diferencias significativas en las puntuaciones de las evaluaciones entre dos grupos de estudiantes (p. ej., entre estudiantes hombres y mujeres o entre estudiantes blancos y afroamericanos). Puede también revisar los resultados nacionales más recientes en todas las materias de NAEP y las experiencias educativas de los estudiantes según el tipo de escuela a través del nuevo Panel de Control de Escuelas Públicas, Privadas y Semiautónomas (*Charter*).

Vea el Panel de Control de Disparidad en el Rendimiento (en inglés) en la página https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx.

El Panel de Control de Escuelas Públicas, Privadas y Semiautónomas (*Charter*) (en inglés) está disponible en https://www.nationsreportcard.gov/dashboards/schools_dashboard.aspx.

Los resultados de NAEP

En 2021, la evaluación de matemáticas de NAEP será administrada a los estudiantes de 4.º y 8.º grado de Puerto Rico. NAEP publica los resultados de distintos grupos demográficos en vez de los resultados individuales de estudiantes o escuelas. La información se publica según la raza/grupo étnico, género, 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.

Puede acceder a datos de evaluaciones anteriores (en inglés) en la página <https://nces.ed.gov/nationsreportcard/naepdata> y explorar los resultados más recientes en <https://www.nationsreportcard.gov>.

Resultados recientes de NAEP en Puerto Rico

La evaluación de matemáticas de NAEP de 2019 para 4.º y 8.º grado

Las puntuaciones promedio en matemáticas de los estudiantes de cuarto y octavo grado en Puerto Rico fueron más bajas en 2019 comparadas con 2017.

Vea los resultados de la evaluación de matemáticas de 2019 en Puerto Rico (en inglés), incluidas en el informe de matemáticas de NAEP de 2019 en <https://www.nationsreportcard.gov/mathematics/states/scores/?grade=4>.

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.º y 8.º grado a nivel nacional y estatal en matemáticas y lectura cada dos años y en otras materias de manera periódica. El programa NAEP TUDA, que mide los logros de los estudiantes en algunos de los distritos urbanos más grandes del país, comenzó en 2002.

Desde 2003, a todas las jurisdicciones que reciben fondos de Título I, 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 en 2003 era administrar la evaluación de matemáticas de NAEP utilizando los mismos procedimientos que se usaban en otras jurisdicciones porque 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 puntuación) es consistente con la de otras jurisdicciones. NAEP no está diseñada para recolectar o informar los resultados individuales de ningún estudiante, clase o escuela en particular.

Para conocer más sobre la historia de NAEP en Puerto Rico (en español), visite la página https://nces.ed.gov/nationsreportcard/puertorico/default_sp.aspx.

¿Por qué se considera a NAEP como el estándar de oro? Desde el desarrollo de los marcos teóricos y las preguntas de la evaluación hasta la publicación de los resultados, NAEP aporta una alta calidad técnica y representa las ideas más innovadoras de los especialistas de contenido y de evaluación, del personal de educación estatal y de los maestros de todo el país. NAEP es un recurso confiable que mide el progreso estudiantil y que contribuye a fundamentar las decisiones políticas que mejoran la educación en Estados

Unidos y sus jurisdicciones.

¿Cómo se seleccionan las escuelas y los estudiantes para NAEP? Un proceso de muestreo cuidadosamente diseñado garantiza que las escuelas y los estudiantes seleccionados para NAEP representan a todas las escuelas y los estudiantes en Puerto Rico y en Estados Unidos. Para asegurar que la muestra represente a todos los estudiantes de las escuelas en Puerto Rico, se permiten una amplia gama de acomodados para estudiantes con impedimentos y estudiantes con limitaciones lingüísticas en español.

¿Qué pueden esperar los maestros y los estudiantes? Incluyendo el tiempo de desplazamiento, las instrucciones y tutoriales y el tiempo necesario para completar los cuestionarios de contexto, a los estudiantes les toma aproximadamente 2 horas completar la evaluación NAEP. Los maestros no necesitan preparar a sus estudiantes para que tomen la evaluación, pero sí deben motivarlos a que hagan su mejor esfuerzo. Los representantes de NAEP proporcionan bastante apoyo al trabajar juntamente con el coordinador designado en su escuela para organizar todas las actividades de la evaluación.

“El equipo de NAEP que vino a nuestra escuela hizo que el proceso de la evaluación transcurriera sin problemas. Todos los miembros del equipo trabajaron como docentes anteriormente y tuvieron interacciones positivas con nuestros estudiantes. La evaluación digital que tomaron nuestros estudiantes los mantuvo participando activamente a lo largo de la sesión”.

-- Kimberly Wilborn, orientadora académica, Escuela Secundaria Sandburg, Escuelas Públicas del Condado de Fairfax, Alexandria, Virginia

Más información sobre NAEP

Para leer sobre el programa de NAEP en Puerto Rico y para ver los informes sobre las evaluaciones de matemáticas anteriores (en español), visite la página https://nces.ed.gov/nationsreportcard/puertorico/default_sp.aspx.

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

Explore los resultados de Puerto Rico en la evaluación de matemáticas de 2019 (en inglés), disponibles en el informe de la evaluación de matemáticas de NAEP de 2019 en <https://www.nationsreportcard.gov/mathematics/states/scores/?grade=4>.

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

Vea una visión general (en inglés) sobre cómo NAEP hizo la transición a evaluaciones digitales en <https://nces.ed.gov/nationsreportcard/dba>.

Para información sobre futuras evaluaciones de NAEP, descargar informes de NAEP y ver ejemplos de las preguntas, visite <https://nces.ed.gov/nationsreportcard>.

Si necesita ayuda adicional, llame al Centro de Ayuda de NAEP (*Help Desk*) al 800-283-6237.

Para la información de contacto del Coordinador Estatal de NAEP (en inglés), visite <https://nces.ed.gov/nationsreportcard/states> y seleccionar su estado o jurisdicción en el menú desplegable.

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 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.

El trabajo detallado aquí fue apoyado por la Evaluación Nacional del Progreso Educativo (91990019C0045) según fue administrada por el Centro Nacional para Estadísticas de la Educación, Departamento de Educación de Estados Unidos.
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Appendix D1-4-S-PR (Spanish version): Templates for State-Specific
SD Inclusion Policy, Puerto Rico (New)

El Departamento de Educación de Puerto Rico espera que la mayoría de los estudiantes aprendices del español (AE) se incluyan en la Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés). **Únicamente se pueden excluir de NAEP a los estudiantes aprendices del 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 aprendices del 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 aprendices del 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 durante varios días deben tomar las evaluaciones de NAEP en un día y con descansos según sea necesario. NAEP es mucho más corta que la mayoría de las evaluaciones estatales, por ello no se ofrece la opción de presentar la evaluación en varios días.

Elementos de diseño universal de NAEP para estudiantes aprendices del español (AE)
Matemáticas - 4.º y 8.º grado
Evaluaciones digitales en una tableta

Elemento de diseño universal	Materia	Descripción
Aumentar	Matemáticas	<p>Agranda algún contenido de la pantalla hasta 2 veces el tamaño normal del texto o de la imagen, al tiempo que mantiene la claridad, el contraste y el color.</p> <ul style="list-style-type: none"> No incluye el tutorial, la barra de herramientas, las pestañas de elementos, las barras de desplazamiento, la calculadora y el editor de ecuaciones.
Experiencia de evaluación individual	Matemáticas	<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"> Los estudiantes tienen audífonos para reducir las distracciones. Los estudiantes interactúan directamente con la tableta. Es evaluado con otros estudiantes seleccionados. Consulte el acomodo <i>Asiento preferencial</i> para minimizar las distracciones durante la prueba con otros estudiantes.
Instrucciones leídas en voz alta/Texto a voz (español)	Matemáticas	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	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	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	Todos los estudiantes contestan en tabletas proporcionadas por NAEP.
Tematización por color	Matemáticas	<p>Opción 1: texto de color negro sobre fondo blanco (estándar) Opción 2: texto de color blanco sobre fondo negro Opción 3: texto de color negro sobre fondo beige</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para el tutorial ni para algunas preguntas.
Trabajo en borrador/función de resaltador	Matemáticas	Permite dibujar a mano y resaltar en la pantalla para casi todo el contenido.
Función de eliminación	Matemáticas	<p>Les permite a los estudiantes esconder opciones de respuesta en las preguntas de opción múltiple.</p> <ul style="list-style-type: none"> Esta herramienta no está disponible para preguntas de respuesta construida.
Ajuste del volumen	Matemáticas	Los estudiantes pueden subir o bajar el volumen usando los botones de volumen de la tableta.
Subtítulos	Matemáticas	Toda la narración tiene subtítulos.

Papel borrador

Matemáticas

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

Acomodos de NAEP para estudiantes aprendices del español (AE)
Matemáticas - 4.º y 8.º grado
Evaluaciones digitales en una tableta

Acomodo proporcionado por el sistema de presentación de pruebas	Materia	Descripción
Tiempo extra	Matemáticas	<p>A los estudiantes se les da hasta tres veces el tiempo asignado para completar la evaluación.</p> <ul style="list-style-type: none"> • Si la prueba estatal no tiene límite de tiempo, los estudiantes <u>pueden, o no</u>, necesitar tiempo extendido para NAEP. • La mayoría de los estudiantes pueden completar las secciones cognoscitivas de NAEP en el tiempo permitido.
Acomodo proporcionado fuera del sistema de presentación de pruebas	Materia	Descripción
Descansos durante la evaluación	Matemáticas	<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	<p>El estudiante es evaluado en un lugar aparte para satisfacer las necesidades de evaluación según corresponda.</p> <ul style="list-style-type: none"> • Consulte el elemento de diseño universal <i>Experiencia de evaluación individual</i> y el acomodo de <i>Asiento preferencial</i> para determinar si se necesita un lugar aparte. • Puede estar en el mismo salón, pero en un lugar específico o en un salón diferente. • Puede estar apartado individualmente o con un pequeño grupo de estudiantes.
Persona conocida presente en el salón de la evaluación	Matemáticas	<p>El/la asistente que normalmente trabaja con el estudiante debe estar presente en el salón de la evaluación durante la misma.</p> <ul style="list-style-type: none"> • Únicamente personal capacitado de NAEP puede realizar la sesión de evaluación
Usa plantilla	Matemáticas	<p>Proporcionada por la escuela.</p> <ul style="list-style-type: none"> • Recorte, cubre pantallas, cubierta de color, lector de línea, o marcador de lugar
Equipo especial	Matemáticas	<p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Sistema de frecuencia modulada, equipo de amplificación, dispositivo de amplificación auditiva • Amortiguadores de ruido, cubículo de estudio, anteojeras, iluminación especial, mueble adaptable • Pelota u objetos anti estrés
Asiento preferencial	Matemáticas	<p>Proporcionado por la escuela.</p> <ul style="list-style-type: none"> • Ubicación para reducir las distracciones dentro de la sesión de prueba regular • Al frente del salón, cerca del administrador de la prueba, etc.
Acomodo proporcionado fuera del sistema de presentación de pruebas	Materia	Descripción

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

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 de Puerto Rico.** 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) **No está permitido** el uso de materiales didácticos manipulables y tablas de multiplicación en la evaluación NAEP de matemáticas.
- 2) Los estudiantes que presentan las evaluaciones estatales durante varios días deben tomar las evaluaciones de NAEP en un día y con descansos según sea necesario. NAEP es mucho más corta que la mayoría de las evaluaciones estatales, por ello no se ofrece la opción de presentar la evaluación en varios días.
- 3) **No está permitido** el uso de organizadores gráficos en la evaluación NAEP.

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

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

Papel borrador

Matemáticas

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

Acomodo proporcionado por el sistema de presentación de pruebas	Materia	Descripción
Tiempo extra	Matemáticas	<p>A los estudiantes se les da hasta tres veces el tiempo asignado para completar la evaluación.</p> <ul style="list-style-type: none"> • Si la prueba estatal no tiene límite de tiempo, los estudiantes <u>pueden, o no</u>, necesitar tiempo extendido para NAEP. • La mayoría de los estudiantes pueden completar las secciones cognoscitivas de NAEP en el tiempo permitido.
Ampliación	Matemáticas	<p>Ampliación de más de dos veces el tamaño del texto o gráficos predeterminado en la pantalla.</p> <ul style="list-style-type: none"> • Amplía todo el contenido de la evaluación. • El software de ampliación en la pantalla les permite a los estudiantes desplazarse sobre una porción de la misma para ampliar el contenido, incluyendo todas las herramientas, barras de herramientas, menús, la calculadora y el editor de ecuaciones.
Versión de movilidad reducida de la evaluación	Matemáticas	<p>Proporciona un formato de evaluación con preguntas que se pueden navegar usando el teclado o un dispositivo de entrada proporcionado por la escuela y que no requiere el uso del ratón ni del teclado táctil</p>
Versión con calculadora de la evaluación	Matemáticas	<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>
Versión de impedimento auditivo de la prueba	Matemáticas	<p>Todo el contenido auditivo tiene subtítulos.</p>
Contraste alto para estudiantes con problemas de visión	Matemáticas	<p>Proporciona un formato de evaluación en el que todo es compatible con el contraste alto.</p>
Acomodo proporcionado fuera del sistema de presentación de pruebas	Materia	Descripción
Descansos durante la evaluación	Matemáticas	<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	<p>El estudiante es evaluado en un lugar aparte para satisfacer las necesidades de evaluación según corresponda.</p> <ul style="list-style-type: none"> • Consulte el elemento de diseño universal <i>Experiencia de evaluación individual</i> y el acomodo de <i>Asiento preferencial</i> para determinar si se necesita un lugar aparte. • Puede estar en el mismo salón, pero en un lugar específico o en un salón diferente. • Puede estar apartado individualmente o con un pequeño grupo de estudiantes.

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 ។ បើសិនជាចាំ បាច់ សមរម្យក៏ជួយបកប្រែសេចក្តីជូនដំណឹងនេះក៏ខាន ។
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.

Appendix D1-8- Instructions for the School Coordinator

Instructions for the School Coordinator

Completing Preassessment Activities for NAEP 2021

Thank you for your support of the National Assessment of Educational Progress (NAEP) for 2021. We look forward to working with you to make NAEP a positive experience at your school. This begins with completing activities before the assessment.

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

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

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

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

December 7, 2020

December 7, 2020, the sections of Prepare for Assessment on MyNAEP will be available to schools. At that time you can begin to complete the preassessment tasks listed below by selecting the Prepare for Assessment link.

Review and Verify List of Students Selected for NAEP

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

- Update missing or incorrect student demographic data.
- Update missing or incorrect classifications for students with disabilities (SD), students with 504 plans, and English language learners (ELL).
- Indicate if there are students attending your school who have been displaced from their regular school by an event such as a fire or hurricane.
- Identify how students are attending classes such as full time in-person, part-time, or full-time virtual learner.

Complete SD/ELL Student Information

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

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

Plan for Assessment Day

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

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

Notify Parents/Guardians

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

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

Manage Questionnaires

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

- Identify who will complete Teacher Questionnaires and record their email addresses and which subjects they teach.
- Confirm who will complete the School Questionnaire.
- Send welcome emails and questionnaire links to questionnaire recipients.

Encourage Participation

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

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

January 4, 2021

January 4, 2021, the remaining section of Prepare for Assessment on MyNAEP will be available to schools.

Update Student List

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

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

1 week before assessment

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

Support Assessment Activities

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

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

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

Remember to visit the MyNAEP for Schools website at www.mynaep.com to receive details about the assessment activities in your school.

What Is NAEP?

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

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

This publication was prepared for the National Assessment of Educational Progress by Westat under contract (91990019C0047) to the National Center for Education Statistics, U.S. Department of Education

Find us on:



2022 NAEP

The coronavirus (COVID-19) pandemic continues to pose significant challenges for state agencies, districts, and schools, while also affecting us all personally. NAEP representatives' top priority is to protect the health and safety of students and school staff.

Our COVID-19 mitigation protocol has been developed using CDC guidelines with the input of health professionals. These protocols are intended to be flexible to adapt to the changing landscape presented by COVID-19. NAEP representatives will work with districts and schools to ensure that their COVID-19 protocols are also followed.

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Provided Personal Protective Equipment (PPE)

NAEP will provide representatives with PPE:



**Disposable
Masks**



**Face
Shields**



**Disposable
Gloves**



**Hand
Sanitizer**



**Sanitizing Spray &
Disposable Towels**

To the extent federal, state, or local agencies recommend the use of additional PPE, NAEP will ensure that representatives are provided with the same.



Sanitizing and PPE Protocols

During the assessment day, NAEP representatives will:



**sanitize testing
equipment**



**don and remove PPE
according to CDC
guidelines**

All used sanitizing towels and PPE will be discarded in NAEP-supplied trash bags and removed from the school by NAEP representatives.



NAEP Representative COVID-19 Protocol Training

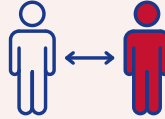
All field staff will be trained on COVID-19 protocols, including the following:



Donning and removal of PPE



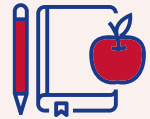
Proper disposal of used PPE



Social distancing requirements



Sanitizing testing equipment



Other school protocols



Health Protocols for NAEP Representatives

- 1** NAEP representatives will be required to perform a COVID-19 Daily Checklist of their health and symptoms before reporting for work at a school.
- 2** Before entering school buildings, NAEP representatives will have their temperature taken using a noncontact thermometer and acknowledge that they are symptom-free.
- 3** NAEP field representatives are required to be fully vaccinated (subject to state and federal laws and regulations) and will provide proof of vaccination upon request, when entering schools.
- 4** Field representatives will be tested weekly using an at-home COVID-19 PCR testing protocol. NAEP will monitor compliance and results. Field representatives testing positive will self-isolate until cleared to return to work.



School Protocols

NAEP representatives will follow any and all school-specific required COVID-19 protocols, which may include but are not limited to the following:

- 1** Temperature checks and other symptom assessments by the school upon arrival at the school
- 2** Additional school-required PPE
- 3** Social distancing guidelines of staff and students
- 4** Additional sanitizing requirements

Appendix D1-6-S- NAEP COVID 19 Website Text and Protocols in Spanish

NAEP DE 2022

La pandemia del coronavirus (COVID-19) continúa planteando desafíos significativos para las agencias estatales, los distritos y las escuelas, al tiempo que nos afecta a todos personalmente. La principal prioridad de los representantes de NAEP es proteger la salud y la seguridad de los estudiantes y el personal escolar.

Nuestro protocolo de mitigación del COVID-19 se ha desarrollado utilizando las pautas de los CDC con el aporte de profesionales de la salud. Estos protocolos están destinados a ser flexibles para adaptarse al panorama cambiante que presenta el COVID-19. Los representantes de NAEP trabajarán con los distritos y las escuelas para garantizar que también se sigan sus protocolos relacionados con el COVID-19.

Encuentre la lista completa de protocolos de NAEP en el documento “Protocolos para el COVID-19”

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El equipo de protección personal (EPP) que se brinda

NAEP brindará el EPP al representante de NAEP:



**Mascarillas
Desechables**



**Protector
Facial**



**Guantes
Desechables**

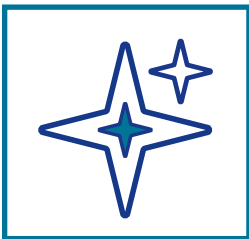


**Gel
Antiséptico**



**Paños y Espray
Desinfectantes**

En la medida en que las agencias federales, estatales o locales recomienden el uso de EPP adicional, NAEP se asegurará de que el representante de NAEP reciba lo mismo.



Protocolos del EPP y desinfección

Varias veces durante el día de la evaluación, el representante de NAEP seguirá los protocolos para:



Desinfectar el equipo de prueba y los maletines para el equipo



Ponerse nuevos guantes y mascarillas entre las sesiones de evaluación

Todos los paños desinfectantes y el EPP usado se desechará en bolsas de basura que suministra NAEP y el representante de NAEP lo sacará de la escuela.



Adiestramiento del representante de NAEP sobre el protocolo para el COVID-19

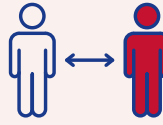
Todo el representante de NAEP recibirá adiestramiento sobre los protocolos para el COVID-19, incluidos los siguientes:



Colocación y retirada del EPP



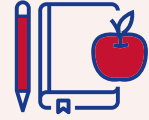
Cómo botar de manera adecuada el EPP usado



Distanciamiento social en todo momento



Desinfectar el equipo de prueba y los maletines para el equipo

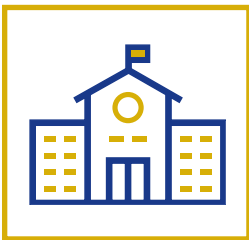


Otros protocolos de la escuela



Protocolos de salud para los representantes de NAEP

- 1** Los representantes de NAEP deberán completar una lista de verificación diaria de su salud y síntomas de COVID-19 antes de presentarse a trabajar a una escuela.
- 2** Antes de ingresar a los planteles escolares, los representantes de NAEP se tomarán la temperatura con un termómetro de no contacto y reconocerán que no presentan síntomas.
- 3** Los representantes de campo de NAEP deben estar completamente vacunados (de acuerdo con las leyes y reglamentos estatales y federales) y proporcionarán una prueba de vacunación cuando se les solicite, al ingresar a las escuelas.
- 4** Los representantes de campo se someterán a pruebas semanales utilizando un protocolo de pruebas PCR de COVID-19 en casa. NAEP supervisará el cumplimiento y los resultados. Los representantes de campo que den positivo se auto aislarán hasta que se les autorice a volver al trabajo.



Protocolos de la escuela

El representante de NAEP seguirá todos y cada uno de los protocolos específicos que requieren las escuelas para el COVID-19, incluyendo, entre otros: siguientes:

- 1** Controles de temperatura y otras evaluaciones de síntomas por parte de la escuela cuando lleguen a la escuela
- 2** EPP adicional que requiere la escuela
- 3** Pautas de distanciamiento social del personal y los estudiantes
- 4** Requisitos de desinfección adicionales

Appendix D1-7-S- NAEP Overview Brochure in Spanish

¿Por qué es importante la participación de los estudiantes?

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

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

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

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

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

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

Conozca más acerca de estos cuestionarios 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.



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ies.ed.gov

Encuéntrenos en:   

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

Visión General de NAEP



¿Qué es NAEP?

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

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

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

¿En qué se diferencia NAEP de las evaluaciones estatales?

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



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

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

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

¿Qué materiales evalúa NAEP?

NAEP incluye una variedad de materias en los grados 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.

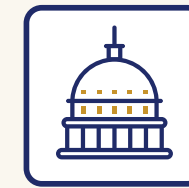
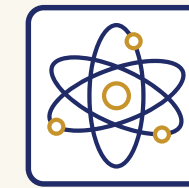
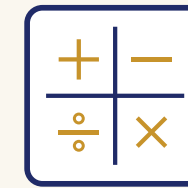
Para mejorar la experiencia del estudiante, las nuevas preguntas y características interactivas permiten que los estudiantes participen plenamente en los mismos tipos de actividades que encuentran en entornos de aprendizaje digital, lo que les permite usar multimedia para resolver problemas del mundo 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



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

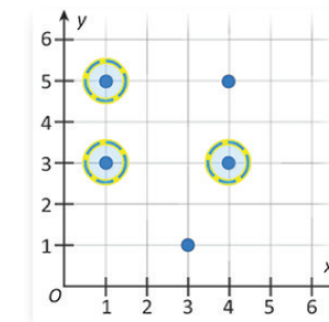
En una evaluación digital de 4º grado que se administra en una tableta, los estudiantes pueden usar su dedo o un lápiz óptico para seleccionar las respuestas en la pantalla táctil.

Cinco puntos están marcados en la cuadrícula.

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

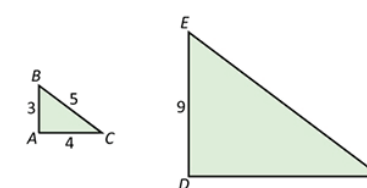
¿Cuál es una de esas maneras?

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 | ← |