NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

State Guide to NAEP Participation

2013

OVERVIEW OF STATE PARTICIPATION IN NAEP

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what our nation's students know and can do in core subjects such as mathematics, reading, science, and writing. NAEP 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. NAEP reports on the progress of the nation's fourth-, eighth-, and twelfth-graders.

Since its inception, NAEP has been a partnership between the federal government and the states. While states did not receive individual reports, they supported NAEP national assessments through the participation of their schools in the national samples. Beginning in 1990, states have had the opportunity to receive results in mathematics, reading, science, and writing at grades 4 and 8, allowing for comparisons over time to the nation and other states. Since 2003, all states have participated in the state NAEP mathematics and reading assessments.

The NAEP 2013 Assessment Program

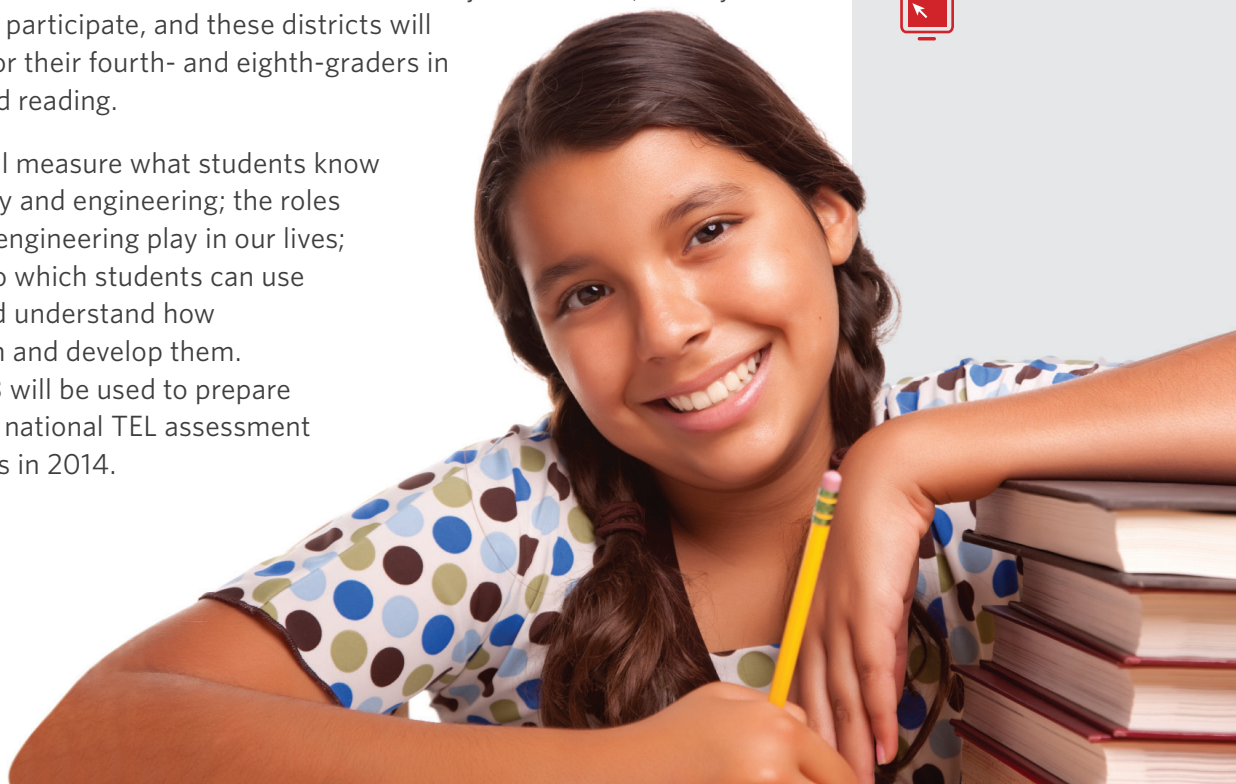
In 2013, the NAEP program will include assessments in mathematics and reading. Results for the nation will be reported at grades 4, 8, and 12; results for all states will be reported for grades 4 and 8. At grade 12, thirteen states will receive state-level results.

Under the Elementary and Secondary Education Act Reauthorization of 2001, state applications for Title I funds must include an assurance that states will participate in the biennial NAEP mathematics and reading assessments at grades 4 and 8 and that the state results will be reported.

In addition, your schools and students may be selected to participate in the NAEP Trial Urban District Assessment (TUDA), the technology and engineering literacy (TEL) pilot, or other special studies.

A primary goal of NAEP TUDA is to measure what students in the nation's large urban districts know and can do in academic subjects. In 2013, twenty-one districts will participate, and these districts will receive results for their fourth- and eighth-graders in mathematics and reading.

The TEL pilot will measure what students know about technology and engineering; the roles technology and engineering play in our lives; and the extent to which students can use technologies and understand how engineers design and develop them. The pilot in 2013 will be used to prepare for the first-ever national TEL assessment of eighth-graders in 2014.



This publication provides an overview of the NAEP 2013 assessments for state officials to promote understanding of the activities that will take place during the assessment. It also outlines the key components and requirements of the assessment process.

Additional information on the NAEP program and the data collection process is available from the NAEP state coordinators, in the brochure *An Introduction to NAEP*, and through the NAEP website (http://nces.ed.gov/nationsreportcard).

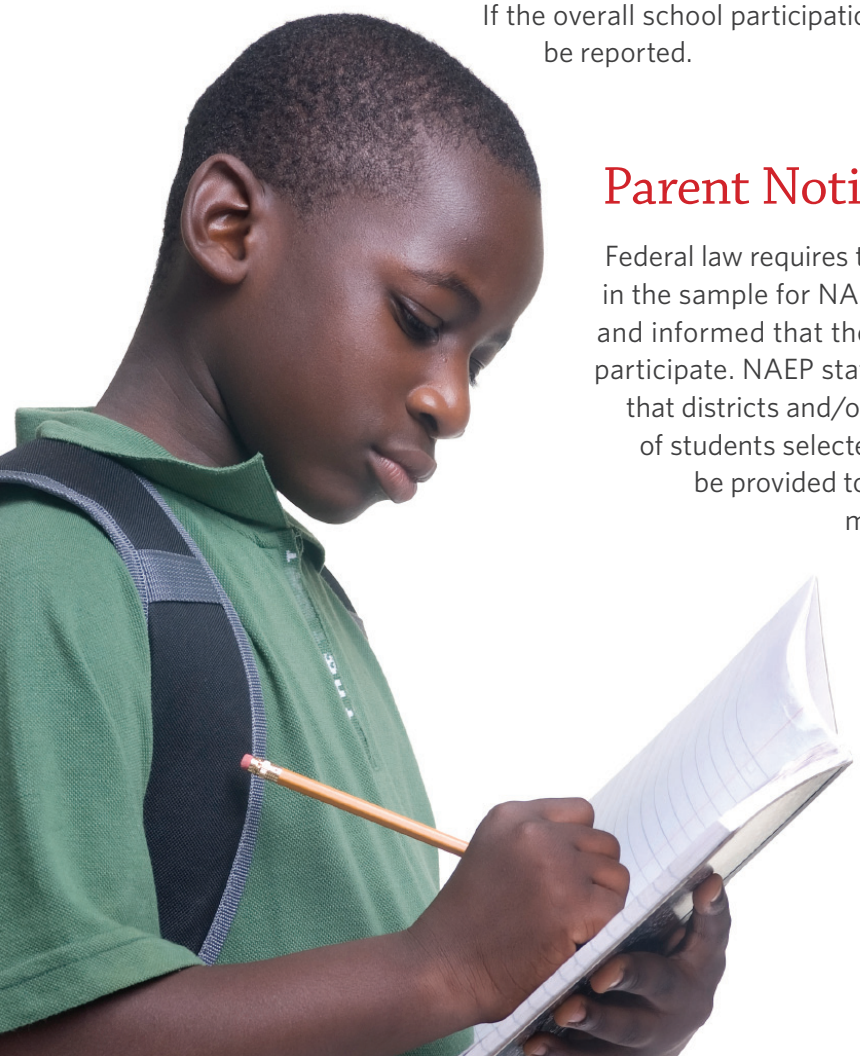
School and Student Participation

The NAEP 2013 state assessments will be administered to state representative samples. The goal is to include 3,000 students per subject per grade. States with districts participating in the TUDA program will have additional schools and students in the sample to ensure a representative district sample.

The NAEP data collection contractor will draw the sample for each state from a list of schools formed from the most recently available information. The NAEP state coordinator works to ensure the list of schools is accurate. As appropriate, demographic variables of racial and ethnic composition, type of location, median income, and school achievement on state tests may be used to help define which schools are selected within each state.

Students are randomly selected from a list of all students enrolled in each school at the time of the assessment. The NAEP contractor works directly with the NAEP state coordinator on the submission of the student lists.

To ensure the sample is representative of the state's population, 85 percent of the schools selected for the sample must participate in the assessment at each grade. If the overall school participation rate standard is not met, state results will not be reported.



Parent Notification

Federal law requires that parents or guardians of students selected in the sample for NAEP must be notified about the assessment and informed that they may choose not to allow their children to participate. NAEP state coordinators are responsible for ensuring that districts and/or schools provide this information to all parents of students selected to participate in NAEP. Sample letters will be provided to the NAEP state coordinators and may be modified to meet individual state needs.

NAEP 2013 Assessment Content

Each NAEP assessment is based on a framework that describes the specific knowledge and skills that should be assessed. The National Assessment Governing Board oversees the creation of the NAEP frameworks, with input from subject area experts, school administrators, policymakers, teachers, parents, and others. NAEP frameworks also describe the types of questions that should be included and how they should be designed and scored. The full text of each assessment framework is available at the Governing Board website (http://www.nagb.org/publications/frameworks.htm).

The mathematics framework for NAEP 2013 is the same framework that was used for the 2005, 2007, 2009, and 2011 mathematics assessments at grades 4 and 8. This mathematics framework, approved by the Governing Board, replaces the framework first used for the 1990 mathematics assessment and subsequent mathematics assessments through 2005. Trends in state achievement for participating states can be measured since 1992 for grade 4 and since 1990 for grade 8. For 2009, the Governing Board adopted a new mathematics framework that would enable NAEP to report on how well prepared twelfth-grade students are for postsecondary education and training. Trends in achievement for participating states at grade 12 can be measured since 2009.

The framework for grades 4 and 8 is based on five mathematics content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. For grade 12, the geometry and measurement content areas have been combined into one because the majority of measurement topics at this level are geometric in nature. Questions are categorized according to mathematical complexity. Mathematical complexity describes what level of cognitive demand (low, moderate, or high) is required for students to answer each question correctly. Students in the assessment respond to both multiple-choice and constructed-response questions designed to assess the framework objectives.

The reading framework for NAEP 2013 is the same framework that was used for the 2009 and 2011 reading assessments at grades 4 and 8 and the 2009 assessment at grade 12. This is the second reading framework approved by the Governing Board and replaces the framework first used for the 1992 reading assessment and subsequent reading assessments through 2007. Based on special analyses, trends in state achievement for participating states can be measured since 1992.

The reading framework specifies that two types of texts be included on the assessment: literary texts and informational texts. The framework also specifies that vocabulary knowledge will be assessed in the context of a passage. Vocabulary items function both as a measure of passage comprehension and as a test of readers' specific knowledge of a word's meaning as intended by the passage author. The framework also identifies three cognitive targets, or behaviors and skills, for questions from both literary and informational texts: Locate/Recall, Integrate/Interpret, and Critique/Evaluate. To measure these cognitive skills, students respond to both multiple-choice and constructed-response items.

The 2014 NAEP TEL framework broadly defines technological and engineering literacy as the capacity to use, understand, and evaluate technology as well as to understand technological principles and strategies needed to develop solutions and achieve goals.

This framework guides the development of the TEL assessment and defines what students should know and be able to do with technology. The assessment is designed to assess three interconnected areas of technological and engineering literacy:

- Technology and Society
- Design and Systems
- Information and Communication Technology

The framework focuses on literacy as the level of knowledge and competencies needed by all students and citizens; that is, students who are literate about technology and engineering can function in a technological society. The focus of the framework is not on whether students have the ability to engineer or produce technology in the professional sense. Therefore, TEL does not address technical knowledge of specific technologies, nor does it measure types of engineering expertise taught in specialized courses to prepare some students for postsecondary engineering studies.

Validation and Reporting

The National Center for Education Statistics (NCES) will report results of the NAEP 2013 assessment program.

- NAEP state and TUDA coordinators will receive selected data for review, which will include exclusion rates and demographic data. Because state participation is mandatory for the grade 4 and 8 mathematics and reading assessments, no formal approval process is required for results to be published; that is, a state is deemed to have given its permission to release its data if the state has

submitted an application for Title I funds. In contrast, state participation in the twelfth grade is voluntary; therefore, a state participating in the NAEP 2013 grade 12 mathematics and reading assessments will review preliminary results before agreeing to have the state results published.

- Whenever possible, results for each participating jurisdiction will be analyzed and reported in a manner that permits comparisons over time and to other participating jurisdictions and the nation.

NAEP Reports and the Release of Results

The Governing Board facilitates the initial public release of NAEP reports and determines the date and time for the release. To assist state participation in the release of the results, each state will be given the date and time of the national press conference so that state press conferences can be coordinated with the release of national and state results.

States may prepare and release reports of their state results either concurrently with or subsequent to the official public release.

All assessment results are embargoed until the time of the national release by the NCES Commissioner. This means that no individual or party may share or disclose NAEP results prior to the initial public release of NAEP reports by NCES. Mathematics and reading results for grades 4 and 8 will be released approximately 6 months after the assessment, followed by the mathematics and reading results for grade 12 about 1 year after the assessment.

For More Information

For more information about participating in the 2013 state assessment program, contact your NAEP state coordinator and/or Gina Broxterman (Gina.Broxterman@ed.gov), Assessment Division, NCES (202-502-7822). For further information about:

- NAEP, visit http://nces.ed.gov/nationsreportcard
- Results, visit http://nationsreportcard.gov
- Frameworks, visit http://www.nagb.org

Find us on:

Released questions from previous assessments are available online by using the NAEP Questions Tool. NAEP Item Maps can also be examined at the NAEP website (http://nces.ed.gov/nationsreportcard/itmrlsx).

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