

## Teacher's Guide

### **NAEP IS IMPORTANT TO EDUCATION IN THE UNITED STATES.**

- ▶ The National Center for Education Statistics (NCES), within the U.S. Department of Education, administers NAEP, a program mandated and funded by Congress. The President, Congress, and policymakers use NAEP results to develop ways to improve education.
- ▶ Subject frameworks are developed by the National Assessment Governing Board with input from subject area experts, school administrators, policymakers, parents, and others.
- ▶ NAEP collects and reports information on student trends and performance at the national, state, and district levels.
- ▶ NAEP data are used by educators and state leaders to compare results with their own state assessments, which may differ widely from state to state.



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

Find us on:



**"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, Dover Middle School, Dover, AR

**The National Assessment of Educational Progress (NAEP)** is the largest continuing and nationally representative assessment of what our students know and can do in subjects such as mathematics and reading. All students take the same NAEP assessment in a given subject and are measured in the same manner within a subject. The results of NAEP are released to the public as The Nation's Report Card.

**Teachers play a vital role.** Teachers encouraging students to be involved and do their best is important because the participation of every student selected is essential to ensure that national performance is accurately portrayed.

**Teachers promote understanding of what influences student learning.** Mathematics and reading teachers of fourth- or eighth-grade students selected to participate in the assessment are asked to complete a short survey focusing on educational background, teaching experience, professional development, and classroom practices. School coordinators will distribute them in hard copy, or the surveys may be completed online at <http://www.naepq.com>. NAEP uses this information to report on current instructional activities in the nation's classrooms.

**Teachers can use NAEP as a resource in the classroom.** Sample test questions and student responses, scoring guides, and more detailed information about the questions are available online at <http://nces.ed.gov/nationsreportcard/itmrlsx>. Students can sample NAEP questions at the NAEP Learning Tree (<http://nationsreportcard.gov/students.asp>). Your NAEP school coordinator is your school's liaison for all NAEP assessment activities and can provide additional guidance and information.



NAEP has a new video designed for teachers, which provides an overview of the assessment as well as tips on what teachers can do to support students selected to participate. See it at <http://nces.ed.gov/nationsreportcard/about/schools.asp>.

# It is important to know that...

**Assessments will be administered in the following subject areas in 2013:**

- Mathematics—Grades 4, 8, and 12
  - Reading—Grades 4, 8, and 12
  - Technology and Engineering Literacy—Grade 8 (pilot)
- Mathematics and reading are assessed by NAEP every two years at grades 4 and 8.
- Mathematics and reading at grade 12 are currently scheduled to be assessed every two years, beginning in 2013.
- Technology and Engineering Literacy (TEL), a new subject area, will be administered as a computer-based pilot in 2013 at grade 8 in preparation for the 2014 assessment.

NCES will release results for the 2013 NAEP mathematics and reading assessments as The Nation's Report Card. See <http://nces.ed.gov/nationsreportcard/about/current.asp> for more information.

## Frameworks guide the development of NAEP

**assessments.** Specific frameworks (<http://nces.ed.gov/nationsreportcard/frameworks.asp>) define the knowledge and skills to be measured. The National Assessment Governing Board ([www.nagb.org](http://www.nagb.org)), which oversees and sets policy for NAEP, develops the frameworks. Governors, state legislators, local and state school officials, principals, teachers and education specialists, business representatives, parents, and members of the general public make up the 26-member Governing Board.

**NAEP causes minimal disruption for teachers and students.** No advance preparation for teachers or for students is necessary. Trained NAEP representatives, employed by contractors of NCES, administer NAEP.

**Students are asked a variety of questions.** NAEP assessments include multiple-choice and constructed-response questions, and the computer-based TEL pilot also includes scenario-based tasks. Content experts help review test questions before they are included in the assessment. Students also respond to questionnaires regarding a variety of areas such as usage of computers and other technology, reading habits, and the content of their courses. Responses help provide context for the NAEP results.

**Each student takes only a portion of the full assessment.** Students are randomly selected to participate in one of the subjects and will spend approximately 90-120 minutes taking the assessment.

**Participation is very important.** Selected students

represent the geographic, racial/ethnic, and socioeconomic diversity of the nation's schools.

While student participation in NAEP is not mandatory and participating students may omit any question, full participation is essential to ensure an accurate picture of student achievement nationwide.

**Including all students is essential.** To ensure that student achievement is accurately reported, NAEP encourages the participation of students with disabilities (SD) and English language learners (ELL). Many accommodations are allowed during the assessment, such as large-print booklets, extended time, and small-group testing. Teachers of SD and ELL students selected for the assessment are asked to provide information to determine how these students will be assessed on NAEP.

**NAEP is confidential.** No one involved in administering NAEP keeps personal identification information on teachers or students after the assessments are completed and the booklets leave the school. NAEP results are released for a variety of subjects as The Nation's Report Card and are available for the nation and, in some cases, states and urban districts. 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 the performance of 9-, 13-, and 17-year-olds, and fourth-, eighth-, and twelfth-grade students. Information is reported by race/ethnicity, gender, type of school, and by both achievement level and scale scores.

NAEP also disseminates information from data collected on student, teacher, and school questionnaires. This information can be used to inform parents, the public, and education policymakers about our nation's educational environment. You can access data from previous assessments at <http://nces.ed.gov/nationsreportcard/naepdata> and explore the most recent results at <http://nationsreportcard.gov>.

## Recent NAEP Findings...

### 2011 MATHEMATICS

- ▶ Students at grade 4 whose teachers reported assigning 15 minutes of mathematics homework daily scored higher than those who were assigned either less homework or more homework.
- ▶ Students at grade 8 who reported spending more than an hour or two on homework the day before scored higher than those spending less than one hour.

### 2009 MATHEMATICS

- ▶ Students at grade 12 who reported often discussing mathematics in class scored higher than students discussing mathematics in class less frequently.

### 2011 READING

- ▶ Students at grade 4 whose teachers reported having a class discussion at least once a week about something that the class had read scored higher than those having discussions less frequently.
- ▶ Students at grade 8 whose class wrote at least once or twice a month or more frequently about something that the class had read scored higher than those never or hardly ever writing about what they had read.

### 2009 READING

- ▶ Students at grade 12 whose class explained almost every day what they had read scored higher than those whose class explained twice a month or less frequently what they had read.





“NAEP and its resources can be very helpful in the classroom. The data is informative and the sample questions are great resources for any teacher. Plus, in my statistics class, we can discuss how NAEP is a practical example of how sampling and statistics provide valuable and important information in the ‘real world.’ ”

— Terry Allmon, McClellan High School, Little Rock, AR

## For more information...

**Online:** Download NAEP reports, access sample questions, and learn about upcoming assessments at <http://nces.ed.gov/nationsreportcard>.

**Phone:** Call the NAEP Help Desk at 800-283-6237.

**In your school:** Contact your NAEP School Coordinator.

**In your state:** Contact your NAEP State Coordinator (<http://nces.ed.gov/nationsreportcard/states>).

To view the NAEP Teacher Video, *Introducing NAEP to Teachers*, visit: <http://nces.ed.gov/nationsreportcard/about/schools.asp>.

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