

### 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 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 will collect and report information on student trends and performance in 2011–2012 at the national level.

“NAEP is an important resource that helps us understand how student achievement is improving throughout the country. We can also use NAEP’s sample questions as a way to gauge and compare our own students’ progress.”

— Amanda Rowell, Freedom Hill Elementary School, Vienna, VA

**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, reading, writing, and economics. All students take a portion of the same NAEP assessment in a given subject and are measured in the same manner within a subject. The results of NAEP are reported 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.**

Teachers of grade 4 students participating in the writing computer-based pilot study and teachers of 13-year-old students participating in the long-term trend assessments will be asked to complete a short survey focusing on teaching experience. Economics department chairs will be asked to complete a short survey as well. School coordinators will distribute them in hard copy, or the surveys may be completed online at <http://www.naepq.com>. NAEP will use 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>. Your NAEP school coordinator is your school’s liaison for all NAEP assessment activities and can provide additional guidance and information.



## It is important to know that...

### Assessments will be administered in the following subject areas in the 2011–2012 school year:

- Mathematics long-term trend—Ages 9, 13, and 17
  - Reading long-term trend—Ages 9, 13, and 17
  - Mathematics—Grade 12 (pilot)
  - Reading—Grade 12 (pilot)
  - Economics—Grade 12
  - Writing—Grade 4 (pilot)
- ▶ Mathematics long-term trend and reading long-term trend are assessed by NAEP every four years at ages 9, 13, and 17.
- ▶ Mathematics and reading are pilot assessments in preparation for the NAEP 2013 mathematics and reading assessments at grade 12.
- ▶ Economics was assessed by NAEP in 2006 for the first time.
- ▶ Writing is a computer-based assessment at grade 4 designed to measure writing achievement using word processing software with commonly available tools.

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. Assessment specialists, researchers, teachers, and others from a variety of organizations make up the Governing Board.

### NAEP causes minimal disruption for teachers and

**students.** No advance preparation is necessary. Trained field staff, employed by contractors of NCES, administer NAEP.

**Students are asked a variety of questions.** NAEP assessments include multiple-choice and constructed-response questions. Content experts help review test questions before they are included in the assessment. Students also are asked questions regarding a variety of areas such as television viewing, computer usage, reading habits, class sizes, 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. NCES will publish results for the 2011–2012 NAEP mathematics long-term trend, reading long-term trend, and economics assessments.

**Participation is very important.** Selected students represent the geographic, racial/ethnic, and socioeconomic diversity of the nation's schools. 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 books, extended time, and small-group testing. Teachers of SD and ELL students selected for the assessment will be 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. Reported results are based on demographic groups and not on individual students or schools.



## NAEP findings...

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>.

## Past NAEP Findings...

### Mathematics long-term trend

- ▶ Students at age 9 who reported spending two hours or less on homework the day before scored higher than those spending more than two hours.
- ▶ Students at age 13 who reported spending more than an hour or two on homework the day before scored higher than those spending less than one hour.
- ▶ Students at age 17 who reported often discussing mathematics in class scored higher than students discussing mathematics in class less frequently.

### Reading long-term trend

- ▶ Students at age 9 who reported that their reading teachers read part of a new selection aloud at least more than half the time scored higher than those students whose teachers did not.
- ▶ Students at age 13 who reported reading for fun on their own time—even as seldom as a few times a year—scored higher than students never reading in such a manner.
- ▶ Students at age 17 who reported that their teacher wrote notes on their papers almost every time scored higher than students whose teacher hardly ever did.

### Economics

- ▶ Twelfth-grade students who reported that they were asked once or twice a month to write long answers to questions in economics scored better than students who reported being asked to do so once or twice a year.

### Writing

- ▶ Fourth-graders who are often asked by their teacher to define their purpose and audience when writing score better than students who are rarely asked to do so.





“I always encourage my students to do their best when participating in NAEP because they represent other students just like them. They realize that it is essential to demonstrate what they know and have learned so that we have an accurate understanding of student achievement in the U.S.”

— Laura Poole, Middletown Elementary School, Middletown, MD

## 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>).

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