

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 to develop ways to improve education.
- ▶ Subject frameworks are developed by the National Assessment Governing Board with input from assessment and content specialists, education experts, and teachers.
- ▶ NAEP collects and reports information on student trends and performance at the national, state, and local 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.

“Our school benefitted greatly by participating in NAEP because of the resources, teaching ideas, and motivational techniques presented to us by our NAEP State Coordinator and school staff.”

— Donna Jones, Haleyville Elementary School, Haleyville, AL

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, science, writing, and economics. All students take a portion of the same NAEP assessment in a given subject and are measured in the same manner. The results of NAEP are reported to the public as The Nation's Report Card and are available for the nation, states, and a selected number of urban districts.

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 fourth- or eighth-grade students who are selected to participate in the assessment will be asked to complete a short survey focusing on teaching experience. School coordinators will distribute the survey in hard copy. The survey may also be completed online at <http://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.



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

It is important to know that...

Assessments will be administered in the following subject areas in 2011:

- ▶ Mathematics—Grades 4 and 8
 - ▶ Reading—Grades 4 and 8
 - ▶ Writing—Grades 8 and 12
 - ▶ Economics—Grade 12 (pilot study)
 - ▶ Science—Grade 8
- ▶ Mathematics and reading are assessed by NAEP every two years at grades 4 and 8.
- ▶ Writing is a computer-based assessment at grades 8 and 12 designed to measure writing achievement using word processing software with commonly available tools.
- ▶ Economics is a pilot study in preparation for the NAEP 2012 economics assessment for grade 12 students.
- ▶ Science is a special study being administered only at grade 8 to link the mathematics and science results of the National Assessment of Educational Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS).
- ▶ 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), 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. While results of the pilot and special studies are for evaluation only, NCES will publish results for the 2011 NAEP mathematics, reading, science, and writing 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, or small-group or one-on-one 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; region, state, or selected urban district; and 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...

2009 MATHEMATICS

- ▶ Fourth-grade students whose mathematics teachers reported setting specific progress goals with individual students once or twice a week scored significantly better than students whose teachers reported having such discussions once or twice a month.
- ▶ Eighth-grade students whose mathematics teachers reported discussing every day or almost every day the student's current level of performance scored significantly better than students whose teachers reported having such discussions once or twice a month.

2009 READING

- ▶ Fourth-grade students whose teachers reported giving students time at least once a week to read books of their own choosing, as part of reading instruction, scored significantly better than students whose teachers reported not giving students time for such reading.
- ▶ Eighth-grade students whose English or language arts teachers reported meeting with students individually at least once a week to review their work and evaluate their progress scored significantly better than those students whose teachers reported meeting students individually for such purposes less often.

2005 SCIENCE

- ▶ Eighth-grade students who reported ever having done a science project in school that took a week or more scored significantly higher than students who reported never having done such a project.

2007 WRITING

- ▶ Eighth-grade students whose teachers reported helping them at least once a week to understand new words, as part of reading instruction in language arts, scored significantly better than students whose teachers reported helping them with new words in such a way less often.
- ▶ Twelfth-grade students in 2007 who reported that paper organization was moderately or very important when their teacher graded their writing scored significantly higher than students who claimed it was not very important.

2006 ECONOMICS

- ▶ Twelfth-grade students who reported that they were asked once or twice a month to write long answers to questions or assignments in their current or most recent class that included economics scored significantly better than students who reported being asked to do so once or twice a year.



“I am always seeking new ways to help my students work to their potential in the classroom. NAEP sample questions help me to compare how my students are progressing in comparison to students across the country.”

— 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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