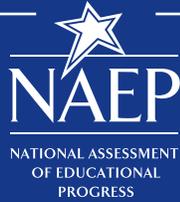


# Measure Up

## FOR PRIVATE SCHOOLS

NAEP NEWS FOR THE SCHOOL COMMUNITY



### IN THIS EDITION

WHAT'S HAPPENING IN THE WORLD OF NAEP FOR PRIVATE SCHOOLS?

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## WINTER 2014



### WHAT'S HAPPENING IN THE WORLD OF NAEP FOR PRIVATE SCHOOLS?

#### FALL 2013

- NAEP representatives continued to help private schools selected for NAEP 2014 prepare for the assessment.
- Results from the NAEP 2013 mathematics and reading assessments for public and private school students in grades 4 and 8 were released on November 7.

#### WINTER 2014

- Grade 8 students in private schools selected for NAEP 2014 will be assessed in civics, geography, U.S. history, technology and engineering literacy (TEL), and science pilots. Individual students will be assessed in only one subject.

#### SPRING/SUMMER 2014

- NAEP 2014 assessments will be scored.
- Schools selected to participate in NAEP 2015 will be notified.



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

Find us on:

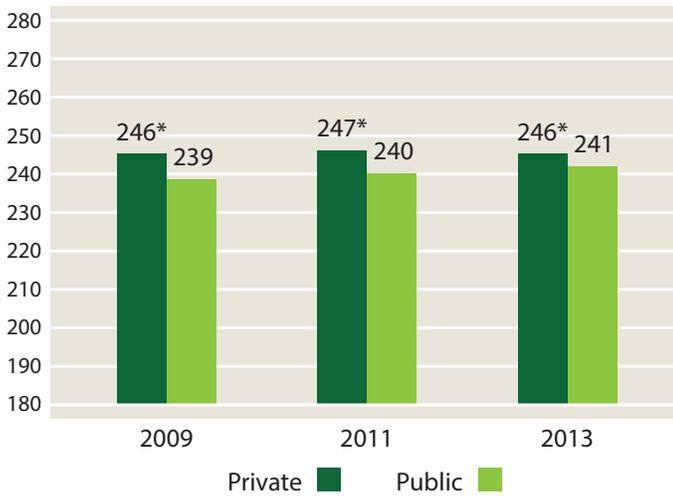


## NAEP 2013 MATHEMATICS AND READING RESULTS SHOW PRIVATE SCHOOL STUDENTS SCORE HIGHER THAN PUBLIC SCHOOL STUDENTS

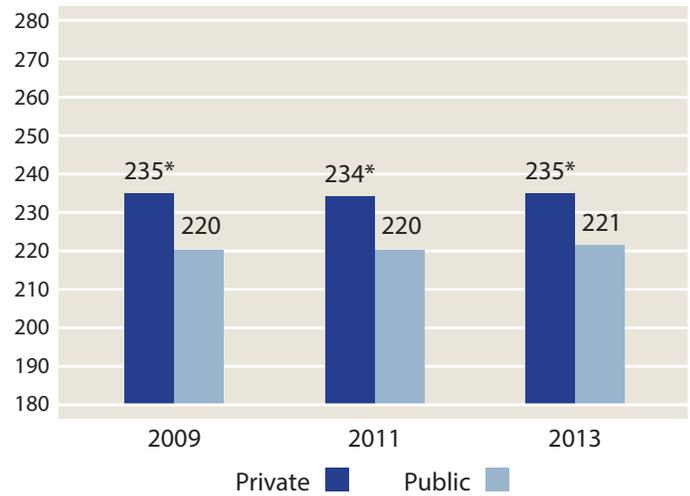
Students in public and private schools nationwide were assessed in mathematics and reading during winter 2013. Results from the assessments were recently released and show that, as in past NAEP assessments, private school students continue to score higher than public school students at grades 4 and 8 in both mathematics and reading.

The following graphs compare the average scale scores (on a scale of 0-500) in mathematics and reading of private and public school students over three NAEP assessments beginning in 2009.

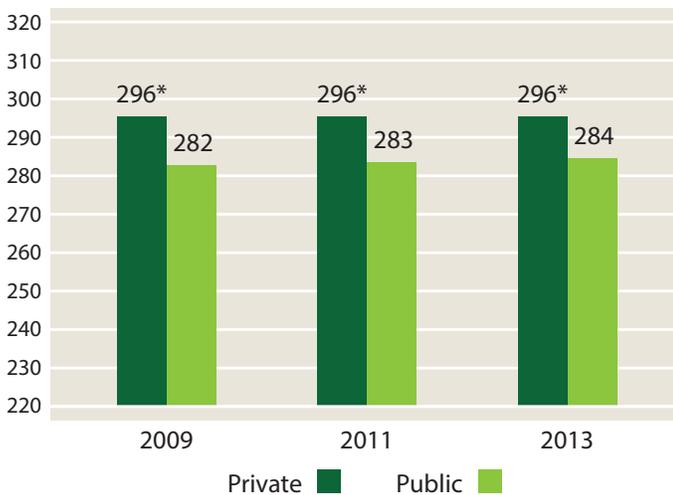
**Trend in fourth-grade NAEP mathematics average scores**



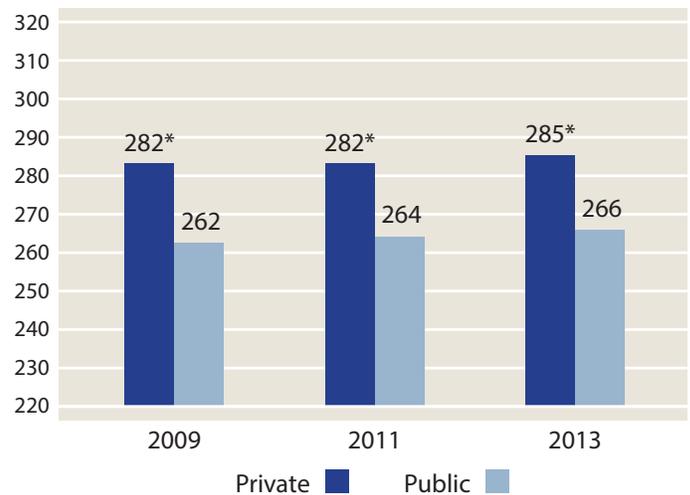
**Trend in fourth-grade NAEP reading average scores**



**Trend in eighth-grade NAEP mathematics average scores**



**Trend in eighth-grade NAEP reading average scores**



\* Significantly different ( $p < .05$ ) from public schools within the same grade. NAEP scale scores in mathematics and reading range from 0 to 500.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Mathematics and Reading Assessments.

Learn more about NAEP 2013 Mathematics and Reading results by visiting:  
[http://nationsreportcard.gov/reading\\_math\\_2013/#/](http://nationsreportcard.gov/reading_math_2013/#/).

## GRADE 8 READING – SAMPLE ITEM

The following sample question from the 2013 reading assessment measured eighth-grade students' comprehension of the essay "Fun" by Suzanne Britt Jordan. To read the essay's full text, visit [http://nationsreportcard.gov/reading\\_math\\_2013/partial/fun.html](http://nationsreportcard.gov/reading_math_2013/partial/fun.html).

# FUN

by Suzanne Britt Jordan

Somewhere along the line people got the modern idea that fun was there for the asking, that people deserved fun, that if we didn't have a little fun every day we would turn into (sakes alive!) puritans.

"Was it fun?" became the question that overshadowed all other questions: good questions like: Was it moral? Was it kind? Was it honest? Was it beneficial? Was it generous? Was it necessary? And (my favorite) was it selfless?

When the pleasure got to be the main thing, the fun fetish was sure to follow. Everything supposed to be fun. If it wasn't fun, then we were going to make it fun, or else.

What is the author implying in this paragraph?

- A. It is possible to have fun in a wide range of activities.
- B. A person's reputation is based on how much fun the person has.
- C. Most daily activities are less important than we think.
- D. We should not expect everything in life to be fun.

**Correct answer: D**

Sixty-one percent of students were able to use their understanding of the essay to recognize the implicit message in the paragraph.

Percentage of eighth-grade students in each response category: 2013

Choice A	Choice B	Choice C	Choice D	Omitted
29	6	4	61	#
# Rounds to zero.				
NOTE: Detail may not sum to totals because of rounding.				

The following paragraph is from the essay.

*Think of all the things that got the reputation of being fun. Family outings were supposed to be fun. Education was supposed to be fun. Work was supposed to be fun. Walt Disney was supposed to be fun. Church was supposed to be fun. Staying fit was supposed to be fun.*

To view this and other released NAEP items visit <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>

## NAEP 2014 TECHNOLOGY AND ENGINEERING LITERACY ASSESSMENT

Between January 27 and March 7, 2014, approximately 20,000 eighth-grade students in public and private schools will participate in the first-ever technology and engineering literacy (TEL) assessment. TEL aims to measure whether students are able to apply technology and engineering skills to real-life situations. The assessment is computer-based and uses interactive scenario-based tasks to gauge what students know and can do.

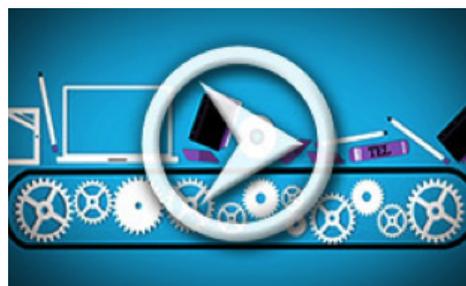
Visit <http://nces.ed.gov/nationsreportcard/tel> to:

- Watch a video overview.
- Learn more about TEL and scenario-based tasks.
- Try a sample TEL task.
- Review the TEL framework and learn more about the knowledge and skills TEL aims to measure.

### Watch a Video Overview



### Learn More About TEL and Scenario-Based Tasks



### Try a Sample TEL Task



# NAEP Behind the Scenes

Learn more about the people who work behind the scenes to make NAEP the gold standard among assessments.



**In this interview we talk with Jason Nicholas, senior statistician and NAEP analysis support manager, whose primary responsibility is to provide support to state and district representatives as well as private school organization leaders in understanding, analyzing, and reporting NAEP data.**

## ***How long have you worked on the NAEP program? What position did you hold prior to joining NAEP?***

I have been with the NAEP Support and Service Center (NSSC) since 2005. The NSSC is a NAEP contractor that provides training and support to state and large urban district representatives and to private school organization leaders. Prior to joining the NSSC, I was the NAEP State Coordinator in the Wyoming State Department of Education, responsible for coordinating the administration of NAEP and promoting understanding of the program, ensuring the quality of the assessment, and analyzing and reporting results. My prior experiences include teaching junior high mathematics through graduate-level statistics and working as a statistician in the fields of agriculture and human resources.

## ***What in your past training and experience best prepared you for your current job?***

My college education in statistics has served me well in the reporting and analysis of NAEP, while my time in the classroom has provided me with the grounding of how schools work and the intricacies of teaching.

## ***What is the most satisfying part of your job? What is the most challenging?***

The most satisfying part of my job is helping others. Through the NSSC, I am able to help individuals in multiple facets of the NAEP program and I find it very rewarding to pass on my knowledge. I find the NAEP activity cycles to be challenging. The NAEP program is in a constant state of being in multiple cycles. While some assessments are field testing and getting off the ground, others are in the data collection phase or are completed and in the midst of reporting results. Staying up to speed with multiple assessments in various phases is quite challenging.

## ***NAEP produces a lot of data about many components of student performance. How do you go about making sense of all the data and not getting lost in the details?***

It is similar to being in any research setting. You first have to have a question or hypothesis in mind; you use the tools available to analyze the data and then come to a conclusion from the results of your analysis. You have to stay focused on the question of interest and stay with it until you have a conclusion. You then move on to the next question or hypothesis.

## ***What do you find most interesting about NAEP data? About private school data?***

I find the NAEP data interesting for its consistency over time and for being able to provide trend data and comparisons between states that no other assessment can. I think the NAEP private school data are interesting in that no other assessment provides overall insight into what our nation's private schools are doing in regard to student achievement.

## ***What cautions/advice/suggestions would you give to private schools who want to learn more about private school performance on NAEP?***

My strongest piece of advice is to become familiar with the [NAEP Data Explorer \(NDE\)](#), which is the user interface to the NAEP data warehouse. The NDE not only allows users to explore achievement information but also rich contextual data from questionnaires filled out by students, teachers, and building administrators. There is no other data source like it.

For more information on private school participation in NAEP visit:  
<http://nces.ed.gov/nationsreportcard/about/nonpublicschools.aspx>