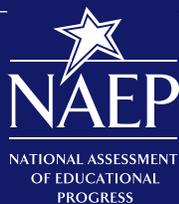


Measure Up

for Private Schools

NAEP News for the School Community



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Thank You to NAEP 2017 Participating Private Schools!

Thank you to all private schools that participated in the NAEP 2017 assessment. NAEP 2017 was an exciting year for the NAEP program as it transitioned from paper and pencil to digitally based assessments for mathematics and reading at grades 4 and 8. It is only because of participation by schools like yours that NAEP is able to report results for the nation's students overall and for students in private schools. Stay up-to-date on release plans for the NAEP 2017 assessments and information about the NAEP 2018 assessments by reading *Measure Up for Private Schools: NAEP News for the Private School Community*.

What's Happening in the World of NAEP for Private Schools?

Spring/Summer 2017

- Results from the NAEP 2016 music and visual arts assessments were released on April 25, 2017.
- The NAEP 2017 assessments conducted in grades 4 and 8 will be scored in scoring centers across the country.
- Private schools selected for NAEP 2018 will be notified.

Fall 2017

- NAEP representatives will help private schools selected for NAEP 2018 prepare for the assessment.

Winter 2018

- Results from the NAEP 2017 mathematics and reading assessments conducted in grades 4 and 8 will be released.
- Private school students selected for NAEP 2018 will take the assessment between January 29 and March 9, 2018.



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

Find us on:

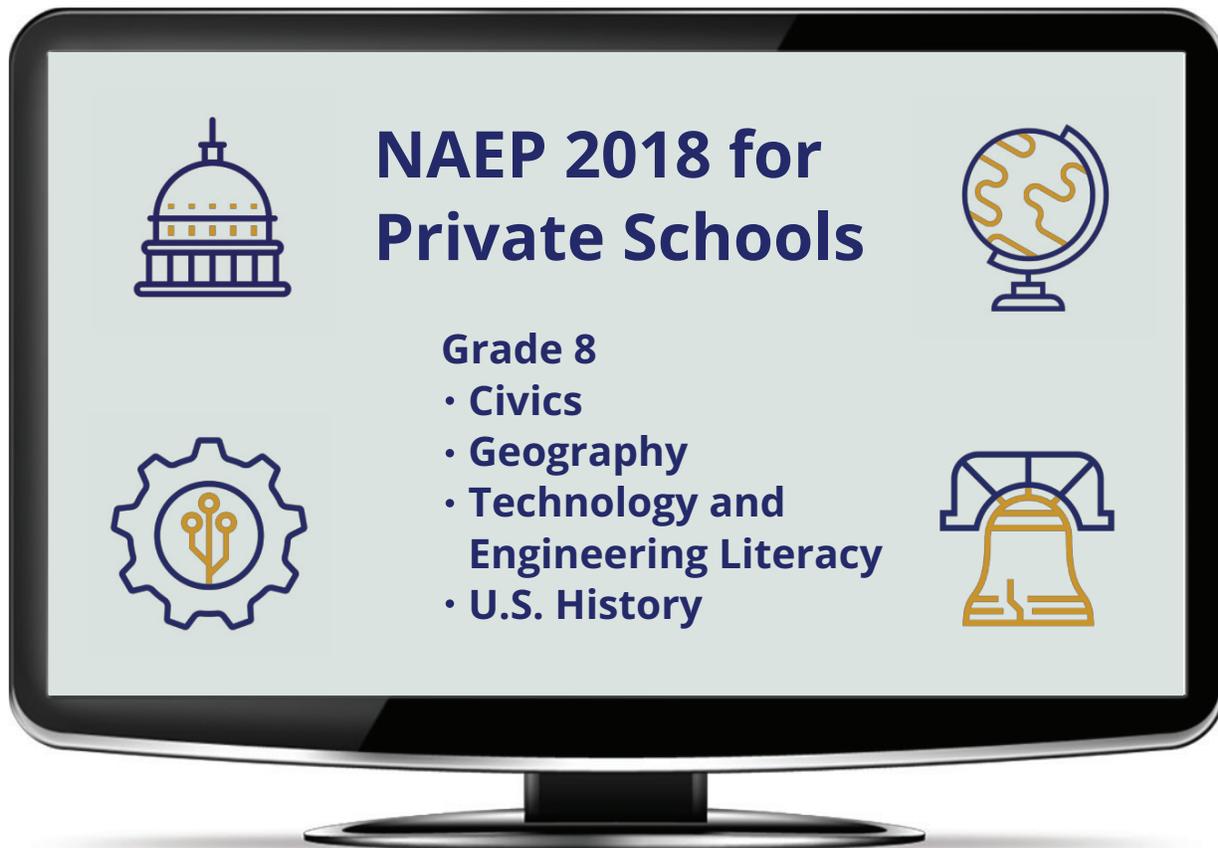


The NAEP 2018 Assessments

In 2018, the NAEP assessments will be administered to students throughout the nation in public and private schools. In some schools, grade 8 students will participate in digitally based assessments conducted on tablets in civics, geography, and U.S. history. A small number of students may take paper and pencil assessments to evaluate any differences in student performance between the two types of assessment administration. Each student will be assessed in only one subject and in one type of administration. At other schools, grade 8 students will participate in an innovative technology and engineering literacy (TEL) assessment administered on a laptop. First administered in 2014, the TEL assessment measures students' capacity to use, understand, and evaluate technology as well as understand technological principles and strategies. To learn more about the TEL assessment, visit <http://nces.ed.gov/nationsreportcard/tel>.

Students will spend about 120 minutes completing the assessment, which includes transition time, directions, and completion of a questionnaire. The questionnaire provides valuable information about students' educational experiences and opportunities to learn both inside and outside of the classroom. NAEP representatives will bring all necessary materials and equipment to schools on assessment day, including tablets or laptops. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location; the school's internet, networks, or computers will not be needed.

To learn more about the NAEP 2018 program for private schools, visit <https://nces.ed.gov/nationsreportcard/about/nonpublicschools.aspx>.



The information each student provides will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, student responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every National Center for Education Statistics (NCES) employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about students. Electronic submission of student information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Music and Visual Arts 2016

The NAEP 2016 music and visual arts results were released on April 25, 2017. The music assessment consisted of multiple-choice and constructed-response questions. Constructed-response questions required students to generate answers that ranged from a few words or sentences to a paragraph or more. The visual arts assessment also consisted of multiple-choice and

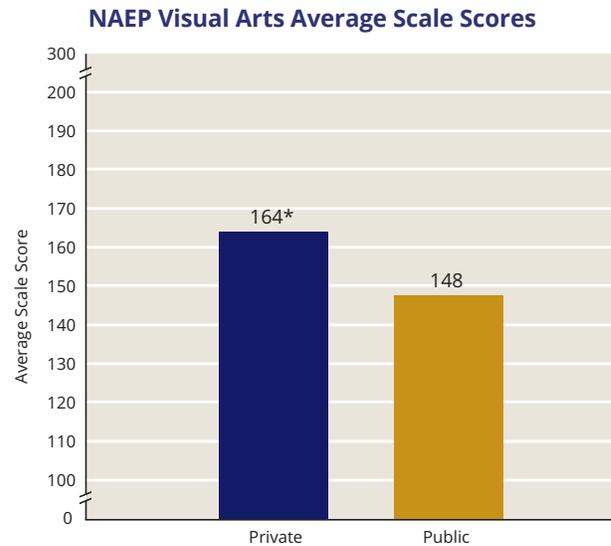
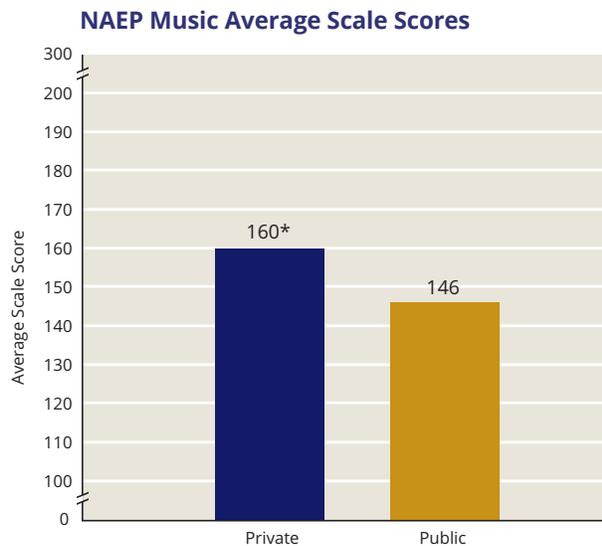
constructed-response questions. The constructed-response questions included not only questions that required students to generate written answers but also questions that asked students to create original works of visual art. Many of these visual arts questions contained multiple parts. Examples of the two kinds of exercises, creating and responding, are noted below.

Art Subject	Kind of Exercise	
	Creating: assessed with performance tasks	Responding: assessed with written exercises and multiple choice questions
Music	Listen to a rhythmic pattern and then complete the measure.	Listen to pieces of music and then analyze, interpret, critique, and place the pieces in historical context.
Art	Using oil pastels, a mirror, and a charcoal pencil, create a self-portrait that communicates to a viewer something important about one's personality.	Study artworks and then do exercises exploring aesthetic properties and expressive aspects of the works.

Music and Visual Arts 2016

National Public and Private School Student Performance

In 2016, grade 8 students from private schools on average had higher scale scores than students from public schools in both music and visual arts.



*Significantly different (p<.05) from public schools. NAEP scale scores in music and visual arts range from 0 to 300.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2016 Music and Visual Arts Assessments.

More NAEP 2016 Music and Visual Arts Results for Private Schools

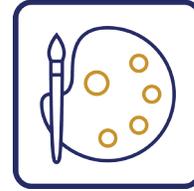
National Public and Private School Student Performance

NAEP also collects information that provides context for reporting student performance, such as owning a musical instrument or making artwork outside of school, in addition to assessing subject-area achievement. Students, teachers, and school administrators provide information on various factors that may influence achievement.



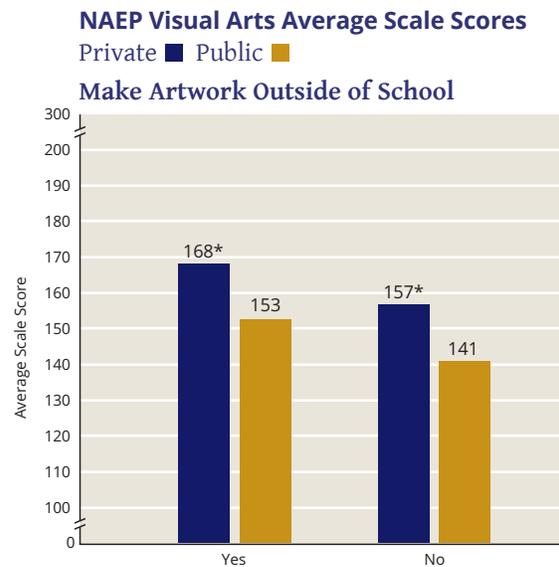
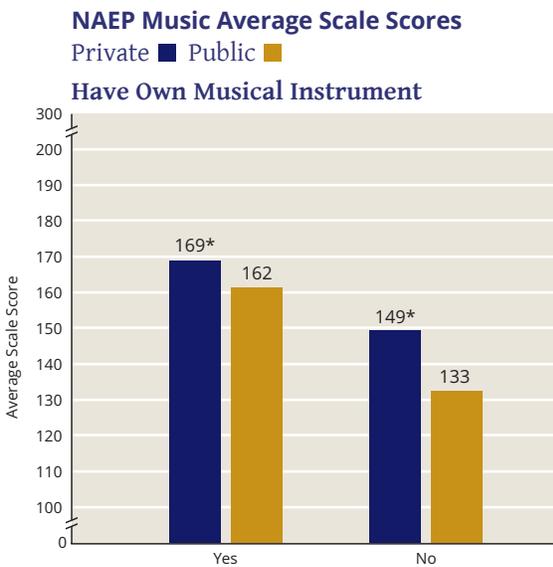
Music

Students who took the music assessment were asked to respond to the question, “Do you have your own musical instrument?” Students in private schools who indicated they had their own musical instrument scored higher on average than their counterparts in public schools. Similarly, private school students who do not have their own musical instrument scored higher on average than their peers in public schools who do not have their own musical instrument.



Visual Arts

Students who took the visual arts assessment were asked, “When you are not in school, do you ever make artwork, not in connection with schoolwork?” Regardless of how students responded to the question, students in private schools scored higher on average than students in public schools who answered the same way.



*Significantly different (p<.05) from public schools. NAEP scale scores in music and visual arts range from 0 to 300.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2016 Music and Visual Arts Assessments.

More Information

Explore more NAEP results for private schools using the NAEP Data Explorer at <https://nces.ed.gov/nationsreportcard/naepdata> or using the NAEP Private School Quick Data Tool at https://nces.ed.gov/nationsreportcard/about/private_school_quick_data.asp

NAEP Behind the Scenes

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



In this edition of *Measure Up for Private Schools*, we interview two assessment experts at Educational Testing Service (ETS), the NAEP contractor responsible for developing NAEP assessment items and for NAEP reporting, and a content specialist at Pearson, the NAEP contractor tasked with scoring NAEP items.

Brent Sandene is an assessment specialist at ETS and has worked on NAEP since 1994. Brent leads the development of the music assessment.

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

Prior to joining ETS/NAEP I had experience teaching K-12 vocal, general, and instrumental music, which gave me a thorough understanding of pedagogy and curriculum issues for various levels. My undergraduate, master's, and doctoral programs in music education gave me a good understanding of assessment, research methods, and statistics, which are very important for NAEP test development.

The results of the arts assessment were recently released. Tell us a little bit about the music assessment. What does it assess? How is this assessment different and similar from other NAEP assessments?

The music assessment includes questions that assess students' ability to analyze and describe music that they hear, to demonstrate their knowledge of musical notation, and to provide critiques of recorded musical performances. We also include questions that ask about the role of music in society.

The music assessment may be different from other NAEP assessments because of the nature of the subject matter itself. The types of questions that are included in any arts assessment include an assessment of students' knowledge and skills, but these may be assessed in unique ways or by wording questions differently than in other assessments. We are also heavily reliant on providing some type of stimulus material (such as audio or printed music) for the questions. Many other NAEP

assessments also use a wide variety of subject-appropriate stimulus material as the basis for the questions being asked.

Describe the music assessment from the student perspective.

I think almost all students love some type of music. For some students it may be an unexpected surprise to be taking an assessment in the arts, so they might not know what to expect. I think students find it interesting to be exposed to a wide range of musical styles and genres, even if some questions are about a type of music that is not part of their daily life experience.

Some of the students who do not read music notation understandably may find some questions difficult, but there are many questions that rely solely on students' perception of music—and their ability to describe those perceptions clearly—using musical vocabulary that relies on a different set of skills. The assessment was designed so that students would be provided with many ways to demonstrate their knowledge and skills in music.

What are some of the challenges in assessing music?

What are some of the rewards?

One challenge was to develop questions that were accessible to students from a wide range of musical backgrounds and levels of experience. It is very rewarding to observe the students successfully participating in the assessment, to see the responses that they provide, and ultimately, to see the results of the assessment when they are reported.

What is the value of NAEP for private schools? Why should they participate?

The arts are an essential part of a balanced school curriculum. The fact that music and the other arts are part of NAEP sends the important message to students, teachers, and the general public that students' knowledge of the arts should be assessed and reported. Many private schools have outstanding music programs, and it is important for the students in these schools to demonstrate what they have achieved.

NAEP Behind the Scenes

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



Hilary Persky is a principal assessment designer at ETS, where she has worked since the early 1990s. Hilary leads the development of the visual arts assessment.

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

One of the great things about being part of NAEP is that the program sets the standard for cutting edge large-scale measurement. This has meant having an opportunity to work on innovative assessments across subject areas as, for example, the project has embraced extended tasks measuring scientific inquiry and digitally based assessment. It has also meant collaborating with many remarkable internal and external experts: faculty who teach elementary social studies, writing teachers, visual artists, dance educators, and cognitive scientists exploring how students develop as readers and writers. And, NAEP requires its developers to attend to all aspects of the program; you can't develop effective instruments without grasping what NAEP reports, how the folks who administer the assessments do their work, and what it's like to actually assign scores to student responses. It's a soup to nuts program in that way. I see all of these as forms of preparation for my current work.

The results of the arts assessment were recently released. Tell us a little bit about the visual arts assessment. What does it assess? How is this assessment different and similar from other NAEP assessments?

I think the fundamental idea of the visual arts assessment is that measuring visual arts means measuring an understanding of how art communicates meaning, skills in using visual forms and tools to communicate meaning, and the process of doing so. Each assessment "block," that is, a group of questions and activities to be completed within a set timeframe, is built around a theme, for example, memory. That means students reflect on and answer questions about works of art and their historical and social contexts, their visual features, their subject matter in light of a given theme. Then, students use different media to create (and sometimes

plan) works on that theme after having had time to do that reflecting. Finally, kids think about what they have made and how they communicated meaning on that theme. Interestingly, to me, when we first did the assessment, it was quite different from many other NAEP assessments (although for sure we benefitted from the work being done on the NAEP science hands-on tasks). But now, I think other subjects are incorporating components closer to the problem-solving nature of the arts assessment.

Describe the visual arts assessment from the student perspective.

My hope is that students enjoy the experience of being able to think about art and create art, to engage in a bit of the art-making process. As a quick example, we have what I think is a terrific activity that asks students to glue a postcard of a work into their test booklets and then draw arrows to aspects of the work they think the artist wants you to notice. Students are so creative in their responses, and of course the intention is to get kids looking and thinking about the work before creating their own.

What are some of the challenges in assessing visual arts? What are some of the rewards?

Timing, timing, timing: how to squeeze so much into a short time frame! It's interesting to see what students observe and react to. And many of their artworks are fascinating, and some are very beautiful. I remember lots of them that I saw during the course of scoring and the solutions kids came up with to communicate ideas and feelings.

What is the value of NAEP for private schools? Why should they participate?

I think I would agree with my colleague Brent, here: "The arts are an essential part of a balanced school curriculum." The NAEP assessment lets the general public know, lets educators and policymakers know, lets students know, that the arts are important: the arts offer a different way of seeing the world, experiencing it, and contributing to it.

NAEP Behind the Scenes

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



Rob Heinzman is a content specialist at Pearson, where he has worked since 2006. Rob first started working on NAEP in 2015. Rob oversees scoring of the arts assessment.

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

Over the past ten years at Pearson I've gained a deep familiarity with scoring procedures for multiple types of assessments across several content areas. Also, because I have experience in varied roles within scoring, I'm attuned to the particular needs of our content staff. I know how to speak their language because I've sat in their chair.

The results of the arts assessment were recently released. Tell us a little about your role in scoring the arts assessment.

As a content specialist, my primary responsibilities are project administration and content oversight to facilitate the accurate and reliable scoring of constructed-response items. For the 2016 arts assessment, I led train-the-trainer sessions, mentored and supervised Pearson staff, and collaborated with ETS content leads to maintain familiarity with both the arts framework and individual content decisions. A major portion of my time was spent monitoring the quality of scoring for both trend and current year items.

How is scoring the arts assessment similar and different from other assessments?

Many arts items bear a similarity to what one might find in a reading assessment; scoring guides provide specific evaluative criteria and include examples that represent broad categories of response types. The intent of these rubrics is not to capture every single permutation that one might encounter. Instead, they are meant to supply raters with a touchstone whereby they can extrapolate scoring principles and apply them to individual student responses. Just as in a reading assessment, determining the correct score often comes down to a decision about whether a particular student formulation can be aligned with the scoring guide. On the other hand, the arts

assessment includes items that are wholly unlike those found in other subject areas. The framework calls for "creating" exercises that provide a platform for students to generate their own imaginative works. While most of our scoring is computer based, these items required scorers to actually handle student artwork. This entailed specific material handling procedures to ensure that the "responses" were routed efficiently to scorers but also to guarantee that nothing was lost or damaged.

What are some of the challenges in scoring the visual arts and music items? What do you enjoy most about scoring this assessment?

Visual arts and music items tend to elicit personal interpretations of the meanings of particular works of art or musical selections. It is important to grant students the latitude to incorporate individual perspectives into their critical judgments of the aesthetic properties and expressive aspects of these works. At the same time, this allowance promotes a diversity of response types, making it more challenging to categorize them into discrete score levels. Content staff took great care to ensure that the scoring criteria was consistently applied to each unique response.

The most enjoyable aspect of scoring the arts assessment was the opportunity to evaluate original works of student art. These creations provided tangible representations of their personalities, and it was genuinely exciting to behold such personal objects. Moreover, it drove home the importance of the assessment and the responsibility of honoring the students' individual expressions by providing accurate scores.

What is the value of NAEP for private schools? Why should they participate?

It's well known that NAEP is the gold standard of student assessment. For the test to provide a far-reaching and authentic picture of academic progress, it is vital to include a true representation of our nation's students. Since private schools make up a significant percentage of the nation's educational institutions, their participation helps guarantee that NAEP reflects the diversity of the country.

The NAEP Experience

Private school teachers and staff discuss their experiences with NAEP



In this section, we interview private school teachers, principals, heads of school, or other school staff who had experience with NAEP in their private school as a NAEP school coordinator. In this issue we feature Tom Schlich, the principal of Peoria Christian Middle School in Peoria Heights, Illinois.

Tell us a little about your school.

Peoria Christian Middle School's mission is to support the Christian home and church by preparing students to lead Christ-like lives through a biblical approach to education. We serve students in fifth through eighth grade.

How long have you been an educator? Why did you choose to work at a private school?

I have been in education for 36 years. I chose private Christian education because I know it is dedicated to leading and maturing students in faith.

What role do you think private schools play in the education system in the United States?

The educational structure of our culture provides for the broadest penetration into the social fabric of our culture; schools are central to our communities and provide us with great potential for impact.

Had you heard of NAEP before your school was selected to participate?

Yes, I had previous experience with NAEP testing and was very aware of the valuable role that NAEP plays in assessing the educational progress of our youth.

Why do you think it is important for private schools to participate in NAEP?

Private schools play a vital role in shaping the hearts and minds of students. I believe that private school participation is necessary for the assessment to be a true reflection of the youth of our nation.

What did you tell your students when they were chosen to participate?

I let our students and parents know that they will be

contributing to a picture of the success of our nation's educational efforts and that their participation would help us improve.

What would you tell a parent whose child had been selected to participate in NAEP?

I would tell the parent that the information collected is used for statistical purposes only and that it would give our students the opportunity to represent the efforts of Christian schools all over our country.

As you know, students don't need to prepare for the NAEP exam. NAEP is not designed to report scores for individual students or schools. How do you think this affects students' experience on NAEP?

It was a very positive experience for our students. They are very familiar with standardized tests, but I believe that knowing the scores aren't reported helped to put them at ease for taking the NAEP test. I also believe that utilizing technology for the testing was a very important experience for our students.

How did NAEP affect instructional time in the classroom?

The impact on our instructional time was minimal, largely due to the efficiency of the NAEP people doing the testing.

Tell us a little bit about preparations prior to the assessment. Did the NAEP representative walk you through the steps of things you needed to do?

The materials and preparation help that were provided made every step of the process very easy. They were very professional and personable throughout the whole process.

Did the students seem engaged during the assessment? What were your overall thoughts about the NAEP assessment in your school?

I could see that our students were very engaged during the assessment. I believe that the NAEP assessment provided our students with a great opportunity to contribute towards the improvement of education in our country. It was a very positive experience for us.