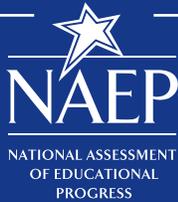


Measure Up

FOR PRIVATE SCHOOLS

NAEP NEWS FOR THE SCHOOL COMMUNITY



IN THIS EDITION

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

NAEP 2016 ASSESSMENT

THE NAEP EXPERIENCE

NAEP BEHIND THE SCENES

SPRING/SUMMER 2015



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

SPRING/SUMMER 2015

- Results from the NAEP 2014 assessments conducted in grade 8 in U.S. history, geography, and civics will be released.
- The NAEP 2015 assessments conducted in grades 4, 8, and 12 are being scored in scoring centers across the country.
 - Mathematics assessments are being scored in Mesa, Arizona.
 - Reading assessments are being scored in Columbus, Ohio, and Virginia Beach, Virginia.
 - Science assessments are being scored in Lansing, Michigan.
- Private schools selected for NAEP 2016 will be notified and begin preparing for the assessment.

FALL 2015

- Results of the NAEP 2015 assessments in grades 4 and 8 mathematics and reading will be released.
- NAEP representatives will help private schools selected for NAEP 2016 prepare for the assessment.

THANK YOU!

Thank you to all private schools that participated in the NAEP 2015 assessment. It is only because of participation by schools like yours that NAEP is able to report results for private schools.



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

Find us on:



NAEP 2016 ASSESSMENT

NAEP will administer an arts assessment to grade 8 students. The assessment measures students' knowledge and skills in the arts by asking them to observe, describe, analyze, and evaluate existing works of music and visual art and to create original works of visual art. Each student will be assessed in only one subject. NAEP will also administer pilot assessments in mathematics, reading, and writing conducted on tablets. Students will use tablets with keyboards to complete a mathematics or reading assessment in grades 4 and 8, or a writing assessment in grades 8 and 12. Each student will be assessed in only one subject.

Sample Question – Music

The sample question below from the arts assessment conducted in grade 8 in 2008 asked students to identify the sound of an instrument. The music played for this question comes from the opening of "Rhapsody in Blue" by American composer George Gershwin. The audio is available at http://www.nationsreportcard.gov/arts_2008.

At the beginning of the piece, a solo is played on

- (A) a flute
- (B) an oboe
- (C) a saxophone
- (D) a clarinet

The correct answer is D.

Percentage of private school students in each response category at grade 8: 2008

Choice A	Choice B	Choice C	Choice D	Omitted
12	29	21	38	#

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Arts Assessment.

Learn more about the arts assessment at <http://nces.ed.gov/nationsreportcard/arts>.

See more about these and other questions at http://www.nationsreportcard.gov/arts_2008.

Sample Question – Visual Arts

In the arts assessment conducted in grade 8 in 2008, students were given a packet containing two prints. Each print showed an image of a self-portrait created by a twentieth-century artist. Self-portrait A is by Kathe Kollwitz, and self-portrait B is by Egon Schiele. Students applied their knowledge of aesthetic properties to the two artworks, and also considered the relationships between these properties and the expressive qualities of each work. After students answered questions about the prints, they were asked to create their own self-portrait.



Self-portrait A
Source: National Gallery of Art



Self-portrait B
Source: Galerie St. Etienne

Which statement describes a technical similarity between self-portraits A and B?

- (A) The figure in each work is seen from the same point of view.
- (B) Both works combine loose gestural lines with careful drawing.
- (C) The compositions in both works are symmetrical.
- (D) Both works rely on light and shadow to emphasize depth.

The correct answer is B.

Percentage of private school students in each response category at grade 8: 2008

Choice A	Choice B	Choice C	Choice D	Omitted
6	40	5	49	#

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. Read about Deborah DeBisschop, the director of the Lower School at The Master's School in

West Simsbury, Connecticut, which serves students in an early childhood program through twelfth grade.

How long have you been a teacher?

I adored the 10 years I spent as an early childhood educator. This is my fourth year enjoying my new role as an administrator, or as my students might say, as a “teacher of teachers.”

Why did you choose to teach at a private school? What role do you think private schools play in the education system in the U.S.?

I teach at The Master's School because here children have the opportunity to become who God intends them to be. Teaching at a private school provides me the freedom to engage and challenge the whole child and to ensure that each student is taught not to conform to a common cultural mindset but is individually supported and challenged to develop mastery. Private schools provide parents choices outside of the prevailing cultural norms as to how their child is educated.

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

Responsible testing and data collection allows educators to objectively analyze student growth and to be reflective regarding the efficacy of their curricular choices and instructional practices.

What do you tell your students when they are chosen to participate? What would you tell a parent whose child had been selected to participate in NAEP?

We explained to students that NAEP is curious as to how students in our school are learning and that the testing

would provide them with that information. I also share that it provides parents with evidence of their child's growth, which provides them the confidence that their investment in a private school education has merit.

As you know, students don't need to prepare for the NAEP exam because scores aren't reported at the student level. How do you think this affects students' experience on NAEP?

We have a deeply held philosophy, that standardized testing is one important measure of student response to an engaging, rich, and rigorous curriculum. Our students, who are never required to prepare for standardized tests, saw the NAEP testing as an important way to show what they understand and are able to do. Their reaction to the experience was therefore familiar and positive.

What were your overall thoughts about the NAEP assessment in your classroom?

It was a positive and relaxed experience for the students. The interruption was minimal, as the testing was planned well in advance, allowing teachers the opportunity to ensure that instructional goals were well met. As an educator, I appreciated the opportunity to participate in providing valuable data representing the accomplishment of the private school student. The team who oversaw the test administration, an accomplished group of retired administrators and teachers, was professional, sensitive, and appropriate. It was a pleasure to be in their company. They understood and were impressed with the rare and remarkable ways in which we teach and our students' response to instruction. They blessed us when they shared their impression that our students are confident and competent because they are well known, well taught, and well loved. They got us!

To learn more about private school participation in NAEP, visit <http://nces.ed.gov/nationsreportcard/about/nonpublicschools.aspx>.

Did your private school participate in NAEP? Would you like to tell us about your experience? Send us an email at MeasureUpforPrivateSchools@westat.com

NAEP Behind the Scenes

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



In this interview, we talk with Rebecca Moran, who works at Educational Testing Service (ETS) in Princeton, New Jersey. ETS leads the item development and data analysis and reporting of results for NAEP.

Describe your current role as it relates to NAEP.

I have two main roles on NAEP, and both are very exciting. First, I am responsible for directing assessment design and implementation activities across the NAEP subject-area assessments. The transition from paper to digitally based assessments presents many opportunities for enhancing the value of NAEP results, since the digital platform can allow us to measure knowledge and skills that couldn't be effectively measured with a paper test. A simple example of that is the possibility of assessing students' ability to use a spreadsheet to manipulate and analyze data. But developing and implementing a digitally based assessment requires that we closely coordinate a lot of different activities, from item development to the development of the test delivery system to the plans for using psychometric models to analyze the data and subsequently report the results. My job is to facilitate collaboration across different groups of people working on the NAEP assessments so that we're all working toward the same vision and design for each subject-area assessment.

I'm also the director for the NAEP science interactive computer task (ICT) project. The science ICTs are immersive, scenario-based activities and experiments that students work through to demonstrate their understanding of science principles. I'm responsible for overseeing all aspects of the development of these ICTs, from developing the science content to programming all of the interactive and multimedia features of the tasks and keeping everything moving according to the schedule.

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

Having spent a number of years as a NAEP psychometrician,

I developed a deep knowledge of the technical aspects and details of the program. But I have always been interested in trying to make those technical details understandable and accessible—in plain language—to other NAEP colleagues and stakeholders. I spent a lot of time “translating” information between, for example, item developers and psychometricians to help them understand how the work of one group has implications for the other. Being able to break down silos and bridge gaps in understanding has been a critical part of my current job.

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

My job is satisfying in many ways. I am lucky to work with a NAEP “family” of extremely capable and dedicated colleagues from whom I am always learning. It is rewarding to see all of the pieces come together to form a high-quality NAEP assessment that yields critical information about student achievement in our nation.

It can be a challenge to bring together groups of people with very different expertise and interests and keep everyone moving forward with a common goal in mind, especially when goals, priorities, and timelines are shifting. NAEP keeps us on our toes! We are constantly revisiting our assumptions and adjusting our plans.

From your perspective, what is the value of NAEP for private schools? Why do you think they should participate?

Without the participation of private schools, NAEP cannot truly be “The Nation’s Report Card,” as NAEP results will not be fully representative of students and schools nationwide. Private schools are a unique and important part of the full picture of student achievement in our nation. By participating in NAEP, private schools can make a critical contribution to the national dialogue about educational progress. The design of the NAEP assessment and the administration procedures reflect the program’s goal to minimize burden on participating schools and students. I think private schools should know that their time and participation in NAEP is highly valued and respected.

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