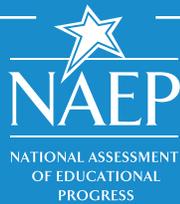


Measure Up

NAEP NEWS FOR THE SCHOOL COMMUNITY



INSIDE THIS EDITION

THANK YOU!

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SPRING/SUMMER 2014



THANK YOU!

Thanks to all schools that participated in the NAEP 2014 assessments and helped to make it a success! The NAEP 2014 assessments were administered between January and March and assessed students in civics, geography, technology and engineering literacy, U.S. history, and science pilots.

WHAT'S HAPPENING IN THE WORLD OF NAEP?

MAY 2014

- NAEP 2013 Mathematics and Reading assessment results released for grade 12.

SPRING/SUMMER 2014

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

WINTER 2015

- The NAEP 2015 Program
 - Subjects: mathematics, reading, and science
 - Grades: 4, 8, and 12
 - Some schools will take paper and pencil assessments, and others will take the pilot technology-based assessment. Results will only be released for the paper-and-pencil assessments.



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

Find us on:



THE NAEP 2015 TRIAL URBAN DISTRICT ASSESSMENT PROGRAM

The NAEP 2015 Trial Urban District Assessment (TUDA) will be conducted in reading and mathematics at grades 4 and 8 for 21 urban districts. TUDA is intended to focus attention on urban education and measure educational progress within participating large urban districts. TUDA results are based on the same mathematics and reading assessments used to report national and state results, thus allowing students' performance in the 21 participating districts to be compared to the performance of their peers in the nation's large cities as well as their home state.

TRIAL URBAN DISTRICT ASSESSMENT (TUDA) PARTICIPANTS: 2002 – 2015

INITIAL YEAR PARTICIPATING	DISTRICTS IN TUDA
2002	Atlanta, Chicago, District of Columbia, Houston, Los Angeles, New York City
2003	Boston, Charlotte, Cleveland, San Diego
2005	Austin Independent School District
2009	Baltimore, Detroit, Fresno, Jefferson County (Louisville, KY), Miami-Dade, Milwaukee*, Philadelphia
2011	Albuquerque, Dallas, Hillsborough (Hillsborough, FL)
2015	Duval County (Jacksonville, FL)

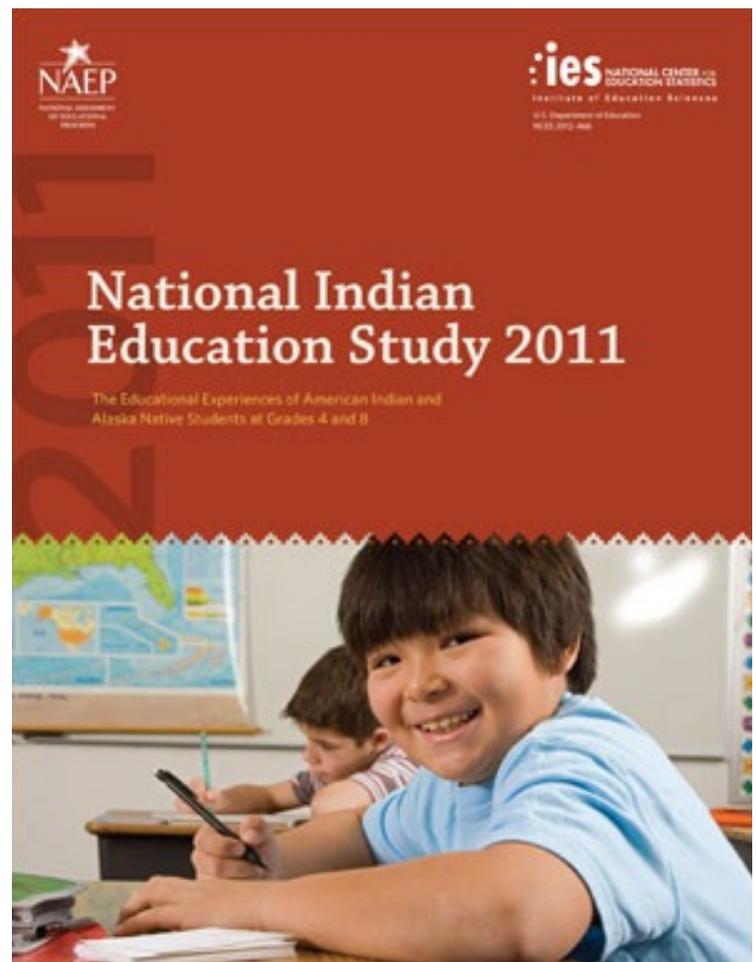
NOTE: Listed districts continue to participate in successive assessment years unless noted.

* Not participating in the Trial Urban District Assessments scheduled for 2015.

2015 NATIONAL INDIAN EDUCATION STUDY

In 2015, American Indian and Alaska Native students participating in the NAEP mathematics and reading assessments at grades 4 and 8 will also be included in the National Indian Education Study (NIES). NIES is administered as part of the NAEP to allow more in-depth reporting on the achievement and experiences of American Indian/Alaska Native students in grades 4 and 8. Students will participate in NIES by completing the NAEP mathematics or reading assessment and a short questionnaire. Teachers and school administrators will also be asked to complete a questionnaire.

[Learn more and see results](#) from previous NIES studies.



TRANSITION TO TECHNOLOGY-BASED ASSESSMENTS

In the past decade, NAEP has progressed from administering assessments via paper-and-pencil to include technology-based assessments in [writing](#), [technology and engineering literacy \(TEL\)](#), and [science interactive computer tasks](#).

In 2015, NAEP will begin to transition the mathematics, reading, and science assessments from paper and pencil to technology-based assessments. Some schools will take the traditional paper and pencil assessment, while other schools will be asked to take a pilot technology-based assessment on tablets. Each student will take NAEP in only one format and one subject. Results will be released from the paper and pencil assessments only. Information collected from the pilots will not be released, but will be used to prepare for future assessments.

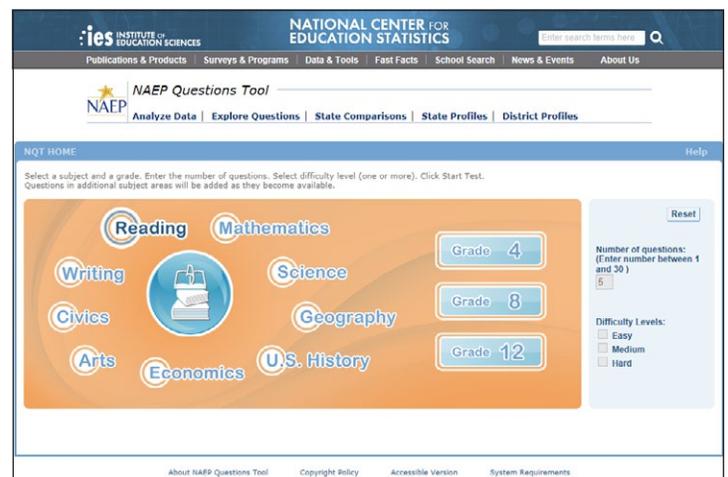
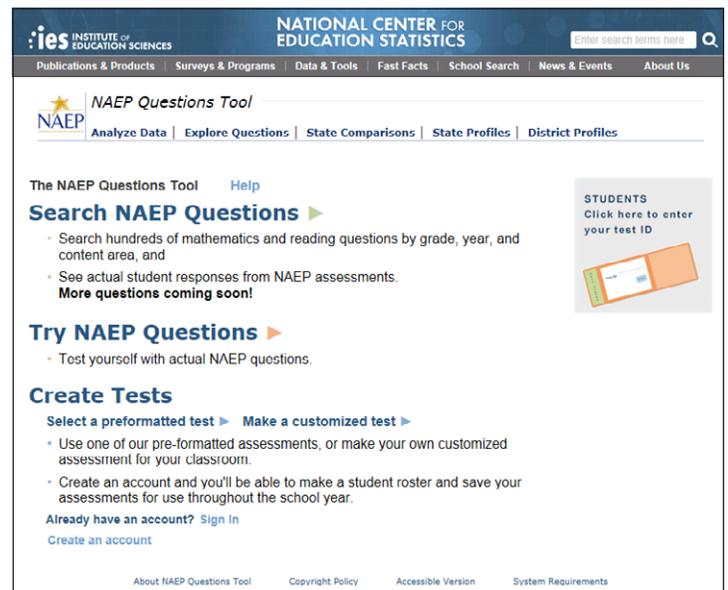
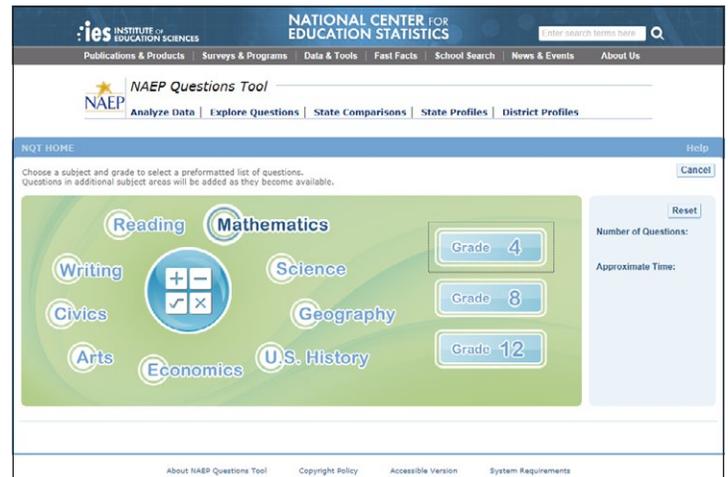
EXPLORE THE ENHANCED NAEP QUESTIONS TOOL

The NAEP Questions Tool (NQT) is a database of more than 3,000 questions, in nine subject areas, from past assessments that have been released to the public and will not be used again on NAEP assessments. NCES has developed an enhanced version of the NQT that expands on its current features to make the tool more useful. You can now use the enhanced NQT to:

- sort and select NAEP questions more easily with a new “drag and drop” viewing option,
- “Test yourself” on any NAEP subject with a more customizable quiz function,
- create online, self-scoring quizzes that students can login to take any time, and
- compare results to how students performed across the nation.

The enhanced NQT contains math and reading items back to 2005. By June 2014, all questions for all subjects will be available.

The NQT can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students, in your district, state and nationally, know and can do.



NAEP 2013 GRADE 12 MATHEMATICS AND READING RELEASE

More than 92,000 twelfth-graders were assessed in either reading or mathematics in 2013. The national sample of schools and students was drawn from across the country. The results from the assessed students were combined to provide accurate estimates of the overall performance of students in the nation and in the 13 states that participated in the twelfth-grade state pilot program: Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, Michigan, New Hampshire, New Jersey, South Dakota, Tennessee, and West Virginia.

Standards established by the National Assessment Governing Board required that school participation rates for the original state samples were at least 85 percent for results to be reported. All 13 states met this requirement with participation rates of 90 to 100 percent.

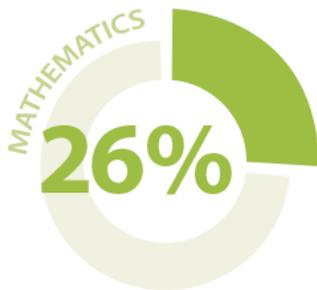
NATIONAL ACHIEVEMENT LEVELS IN 2013

Students performing at or above *Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Twenty-six and 38 percent of twelfth-graders performed at or above the Proficient level in mathematics and reading, respectively, in 2013.

The percentages of racial/ethnic groups performing at or above *Proficient* in 2013 ranged from 7 to 47 percent in mathematics, and 16 to 47 percent in reading. Higher percentages of Asian/Pacific Islander and White students performed at or above the *Proficient* level in both mathematics and reading. A higher percentage of students whose parents graduated from college performed at or above *Proficient* level in both mathematics and reading in 2013 compared to students whose parents graduated from high school.

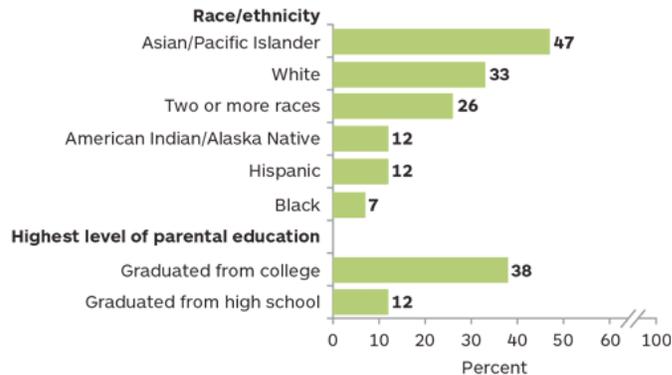
Percentage of students at or above the *Proficient* level in 2013

OVERALL

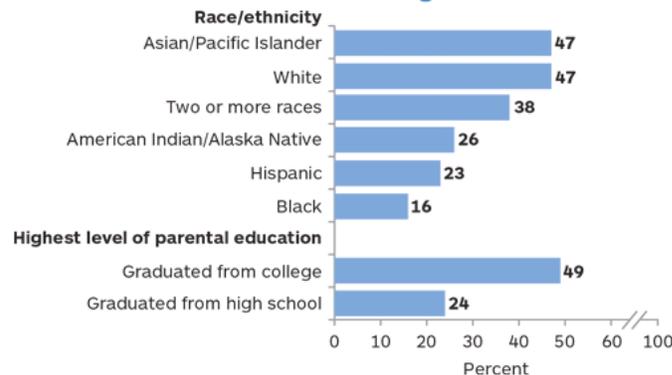


SELECTED STUDENT GROUPS

Mathematics



Reading



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992-2013 Mathematics and Reading Assessments.

SCORE GAINS FROM 2009 TO 2013

Four of the 11 grade 12 states that participated in both 2009 and 2013 scored gains in mathematics and/or reading. Score gains in mathematics for Idaho and West Virginia increased by 3 points while Arkansas and Connecticut saw a 4 point increase. Arkansas and Connecticut saw a 5 and 6 point score increase in reading, respectively, and were the only states to see score gains in 2013 in both subjects. None of the participating states scored significantly lower in 2013 than in 2009.

STATE ACHIEVEMENT GAPS

Racial/ethnic score gaps narrowed from 2009 to 2013 in two of the pilot states and widened in one state. The White – Black score gap in mathematics narrowed from 2009 to 2013 in Arkansas and widened in Iowa. The White – Black score gap in reading narrowed from 2009 to 2013 in Connecticut. There were no significant changes in the White – Hispanic score gaps in any of the pilot states.

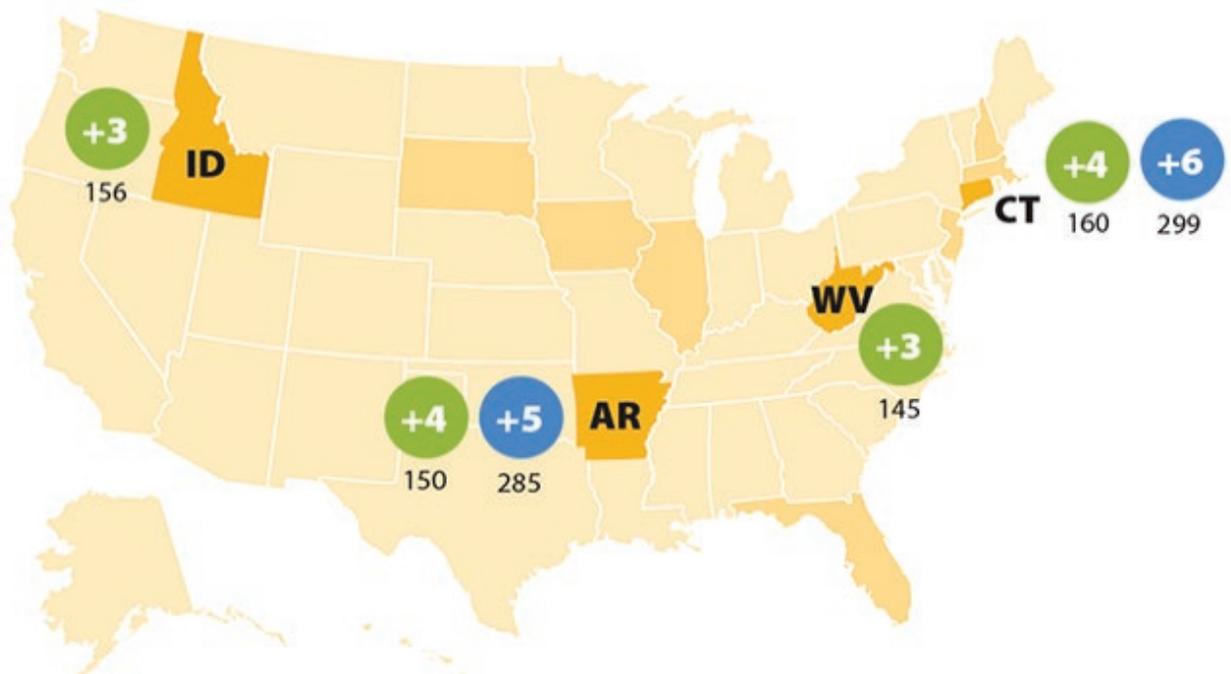
See a [map of changes in score gaps for racial/ethnic groups in the pilot states for the in 2009 and 2013](#).

See how average scores and score [gaps for racial/ethnic groups in the pilot states compare to the results for public school students in the nation](#).

Score gains from 2009 to 2013

MATHEMATICS

4 of 11 pilot states scored higher in 2013 than in 2009



READING

2 of 11 pilot states scored higher in 2013 than in 2009

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2013 Mathematics and Reading Assessments.

NATIONAL AND INTERNATIONAL ASSESSMENT ADMINISTRATIONS

The NAEP assessments for mathematics, reading, and science are coordinated with [three National Center for Education Studies \(NCES\) international assessments](#): Progress in International Reading Literacy Study (PIRLS), Program for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS).

The coordination of the assessments will allow for comparisons between [international assessments and NAEP](#).

The table below illustrates the national, international assessments, and longitudinal studies NCES will recruit for, administer and release results for during the 2014-2015 school year: [Early Childhood Longitudinal Program \(ECLS\)](#), [High School Longitudinal Study \(HSLs\)](#), and [Middle Grades Longitudinal Study of 2016-2017 \(MGLS\)](#).

 2014-2015			
National and International Assessment Activities			
RECRUIT	During the 2014–2015 school year, NCES will recruit for, administer, and release the results of national and international assessments, as well as other longitudinal studies, at grades K through 12.		
ADMINISTER			
RELEASE			
Summer 2014	Fall 2014	Winter 2014/2015	Spring 2015
	ECLS-K:2011 <small>Grade 4</small>		ECLS-K:2011 <small>Grade 4</small>
MGLS:2017 <small>Math and Reading Field Test: Grades 6, 7, and 8</small>			MGLS:2017 <small>Math and Reading Field Test: Grades 6, 7, and 8</small>
NAEP 2015 <small>Math, Reading, and Science: Grades 4, 8, and 12 Math, Reading, and Science Pilot Technology-Based Assessments: Grades 4, 8, and 12</small>	PISA 2015 <small>Math, Reading, Science, Collaborative Problem Solving, and Financial Literacy: Age 15</small>		
TIMSS 2015 <small>Math and Science: Grades 4 and 8 Advanced Math and Physics: Grade 12</small>			PIRLS 2016 <small>Reading Field Test: Grade 4</small>
NAEP 2011 <small>Black-White Achievement Gaps in Math and School Racial Composition: Grade 8</small>	ECLS-K:2011 <small>Restricted-Use Data: Grade 2</small>	NAEP 2015 <small>Math, Reading, and Science: Grades 4, 8, and 12</small>	TIMSS 2015 <small>Math and Science: Grades 4 and 8 Advanced Math and Physics: Grade 12</small>
PISA 2012 <small>Financial Literacy: Age 15</small>	NAEP <small>Black Male Student Math and Reading: Grade 8</small>	NAEP 2015 <small>Math, Reading, and Science Pilot Technology-Based Assessments: Grades 4, 8, and 12</small>	ECLS-K:2011 <small>Public-Use Data: Grade 2</small>
		HSLs:09 <small>2013 Update Collection</small>	NAEP 2014 <small>Civics, Geography, and U.S. History: Grade 8</small>
<small> ECLS-K:2011 — Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 HSLs:09 — High School Longitudinal Study of 2009 MGLS:2017 — Middle Grades Longitudinal Study of 2016-2017 NAEP — National Assessment of Educational Progress </small>			

NAEP SCORING

The NAEP uses a combination of multiple-choice and constructed-response items (questions) in its assessment instruments. For multiple-choice items, students are required to select an answer from a list of options; responses are electronically scanned and scored. For constructed-response items, students are required to provide their own answers; responses are scanned and then scored by qualified and trained scorers using a scoring guide and an electronic image-processing and scoring system.

Scoring all NAEP items in an objective, consistent, and valid fashion is a key program goal. There are a number of steps in the NAEP scoring process that occur during three general phases: scoring guide development and pilot, first operational scoring, and subsequent operational scoring. In all phases of scoring, quality control and validity checks are implemented in the scanning, processing, and scoring of multiple-choice items. To learn more about NAEP scoring, visit http://nces.ed.gov/nationsreportcard/contracts/item_score.asp.

NAEP Behind The Scenes

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

INTERVIEW WITH SCOTT BECKER ON SCORING FOR NAEP



Scott Becker is the Senior Project Manager for NAEP Scoring for Pearson. His primary responsibility is to provide support for the scoring of NAEP constructed-response items. Pearson prints and distributes NAEP assessment materials; and scans and scores assessment responses.

How long have you worked on the NAEP program?

"I've worked on NAEP in various roles since 2003. I started as a scorer on NAEP reading in March of 2003 at Pearson's Virginia Beach scoring site. I served as a NAEP trainer for both reading and writing from 2005-2007. In August of 2007, I moved to Iowa City to begin my role as project manager for Pearson's federal programs team. As the senior project manager for NAEP scoring, I provide support for the scoring of constructed-response items across all NAEP subject areas."

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

My experiences as both a NAEP scorer and trainer have given me an excellent understanding of the NAEP scoring process from the ground up, which allows me to effectively serve the needs of both the NAEP program and the Pearson staff responsible for actually scoring NAEP student responses.

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

The most satisfying part of my job is finding satisfying solutions to the complex needs of the many different stakeholders involved in NAEP constructed-response scoring. The NAEP scoring process involves many different players with many different schedules and needs. Meshing all these moving pieces together in a coherent fashion that produces the best quality NAEP scoring in an appropriate timeframe is very rewarding.

The most challenging part of my job is adjusting quickly to the many changes and adjustments that always seem to crop up. NAEP scoring is never dull!

Who scores NAEP items? How are scorers trained? Where are NAEP items scored?

NAEP constructed-response scorers all have 4-year college degrees. Beyond this single similarity they represent a broad spectrum of the American workforce. Some are recent college graduates while others are already retired from successful careers and everything in between.

NAEP scoring teams typically include 10-12 scorers and one supervisor. The team is led by a trainer who has spent several weeks mastering the content of the specific items the team will be scoring. Trainers lead their teams through paper training sets that present scorers with the item itself, the scoring guide explaining the various score categories for the item, and numerous examples of scored student responses demonstrating how the scoring guide should be applied.

NAEP items are scored at various Pearson scoring sites around the country. In any given year, NAEP may be scored at any or all of the following locations: Mesa, Arizona; Virginia Beach, Virginia; Columbus, Ohio; and Lansing, Michigan.

ONLINE RESOURCES

THANK YOU!

National Assessment of Education Progress (NAEP) <http://nces.ed.gov/nationsreportcard>

2015 NATIONAL INDIAN EDUCATION STUDY (NIES)

National Indian Education Study <http://nces.ed.gov/nationsreportcard/nies>

TRANSITION TO TECHNOLOGY-BASED ASSESSMENTS

NAEP Writing Computer-Based Assessments <http://nces.ed.gov/nationsreportcard/writing/cba.aspx>

Technology & Engineering Literacy Assessment <http://nces.ed.gov/nationsreportcard/tel>

Interactive Computer and Hands-On Tasks http://nationsreportcard.gov/science_2009/ict_summary.aspx

THE ENHANCED NAEP QUESTIONS TOOL

The NAEP Questions Tool <http://nces.ed.gov/nationsreportcard/nqt>

NAEP 2013 GRADE 12 MATHEMATICS AND READING RELEASE

The interactive Nation's Report Card http://www.nationsreportcard.gov/reading_math_g12_2013/#/

State achievement levels http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-performance

State score changes http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-gains

State achievement gaps http://www.nationsreportcard.gov/reading_math_g12_2013/#/state-gaps

NATIONAL AND INTERNATIONAL ASSESSMENT ADMINISTRATIONS

International Activities Program <http://nces.ed.gov/surveys/international>

Early Childhood Longitudinal Program (ECLS) <http://nces.ed.gov/ecls/kindergarten2011.asp>

High School Longitudinal Study of 2009 (HSLs:09) <http://nces.ed.gov/surveys/hsls09>

The Middle Grades Longitudinal Study of 2016-17 (MGLS:2017) <http://nces.ed.gov/surveys/mglsl>

NAEP SCORING

NAEP Item Scoring http://nces.ed.gov/nationsreportcard/contracts/item_score.asp

