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What is the "No Child Left Behind Act" and how does it relate to the release of the current assessment?

The [No Child Left Behind Act](#) was signed into legislation in January 2002 and reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA). Under this legislation, the Commissioner of Education Statistics is to conduct national and state NAEP assessments at least every two years in reading and mathematics in grades 4 and 8. These assessments must be conducted in the same year. In addition, national assessments in reading and mathematics in grade 12 are to be conducted at regularly scheduled intervals, and state assessments may be.

To the extent that time and money allow, NAEP will be conducted in grades 4, 8, and 12 at regularly scheduled intervals in additional subjects including writing, science, history, geography, civics, economics, foreign language, and arts.

Further information is available on the [NAEP site](#).

How many schools and students participate in NAEP?

The number of students selected to be in a NAEP sample depends on whether it is a national-only sample or a combined state and national sample. In the national-only sample, there are approximately 10,000 to 20,000 students. In a combined national and state sample, there are approximately 3,000 students per participating jurisdiction from approximately 100 schools. Typically, 45 to 55 jurisdictions participate in such an assessment.

Are some students excluded from the NAEP assessments?

NAEP has always endeavored to assess all students selected as a part of its sampling process, including students who are classified by their schools as students with disabilities (SD) and/or as English-language learners (ELL) or limited English proficient (LEP). (LEP students are sometimes called English language learners). The decision to exclude any of these students is made by school personnel. School personnel are encouraged to use inclusion criteria provided by NAEP and may discuss their inclusion decisions with NAEP field staff. Some students may participate with testing accommodations.

According to the current [criteria](#), a student with a disability is to be included in the NAEP assessment except in the following cases:

1. The student's IEP team determines that the student cannot participate; OR,
2. The student's cognitive functioning is so severely impaired that she or he cannot participate; OR,
3. The student's IEP requires that the student has to be tested with an accommodation or adaptation

that NAEP does not allow (see the list of NAEP [accommodations](#)).

Read more [about the NAEP inclusion policy](#).

How can I look at sample questions from the assessment?

Sample questions can be accessed through the links in the navigation bar on the left-hand side of this page. Access to the NAEP Questions Tool is available through the [Downloads and Tools](#) page.

How are results reported?

Achievement is reported in two ways: as scale scores and as achievement levels.

Average scale scores are derived from the overall level of performance of groups of students on NAEP assessment items. NAEP subject area average scale scores are typically expressed on 0-500 (reading, mathematics, history, and geography) or 0-300 (science, writing, and civics) scales. When used in conjunction with interpretive aids, such as item maps, they provide information about what a particular aggregate of students in the population knows and can do. (See the [Downloads and Tools](#) page for access to the NAEP item maps.)

Achievement levels are performance standards set by the [National Assessment Governing Board](#) (NAGB) that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public.

The levels, which include [Basic](#), [Proficient](#), and [Advanced](#), measure what students should know and be able to do at each grade assessed. See subject-specific information on the [NAEP website](#) for a detailed description of what students should know and be able to do at each level at grade 4, 8, or 12.

NAEP provides results about subject-matter achievement, instructional experiences, and school environment and reports these results for populations of students (e.g., fourth-graders) and groups of those populations (e.g., male students or Hispanic students). NAEP does *not* provide individual scores for the students or schools assessed.

Because NAEP scales are developed independently for each subject, scale score and achievement level results cannot be compared across subjects. However, these reporting metrics greatly facilitate performance comparisons within a subject from year to year and from one group of students to another in the same grade.

Is participation in NAEP voluntary?

The 2001 Elementary and Secondary Education Act legislation requires states who receive Title I funding to participate in state NAEP in reading and mathematics at grades 4 and 8. State participation in other state NAEP subjects, science and writing, remains voluntary. NAEP is voluntary for students, but

required for districts that receive Title I funding. Learn more about NAEP and [why participation is important](#).

Are the data confidential?

Federal law also dictates complete privacy for all test takers and their families. Under the [No Child Left Behind Act of 2001](#), P.L. 107-110 Title VI, Part C, Section 411 (5)(A), the Commissioner is charged with ensuring that NAEP tests do not question test-takers about personal or family beliefs or make information about their personal identity publicly available.

After publishing NAEP reports, the National Center for Education Statistics (NCES) makes data available to researchers but withholds students' names and other identifying information. The names of all participating students are not allowed to leave the schools after NAEP assessments are administered. Although it might be possible for researchers to deduce the identities of some NAEP schools, they must swear, under penalty of fines and jail terms, to keep these identities confidential.

Does NAEP report individual or school-level scores?

No. By design, information is not available at these levels. Reports traditionally disclose state, regional, and national results. In 2002, NAEP began to report (on a trial basis) results from several large urban districts ([Trial Urban District Assessments](#)), after the release of state and national results. Because NAEP is a large-group assessment, each student takes only a small part of the overall assessment. In most schools, only a small portion of the total grade enrollment is selected to take the assessment and these students may not reliably or validly represent the total school population. Only when the student scores are aggregated at the state or national level are the data considered reliable and valid estimates of what students know and can do in the content area; consequently, school- or student-level results are never reported.

What subjects does NAEP assess and how are the subjects chosen?

Since its inception in 1969, NAEP assessments have been conducted in numerous academic subjects, including [mathematics](#), [science](#), [reading](#), [writing](#), [geography](#), [U.S. history](#), [civics](#), and the [arts](#). In addition to these subjects, NAEP is developing assessments in [world history](#), [economics](#), and [foreign language](#).

Beginning with the 2003 assessments, NAEP conducts national and state assessments at least once every two years in reading and mathematics in grades 4 and 8. Results from these assessments are released 6 months after administration. These assessments are conducted in the same year and initial results are released in the fall of that year. Results from all other assessments are released about one year after administration, usually in the spring of the following year.

Since 1988, the [National Assessment Governing Board \(NAGB\)](#) has selected the subjects assessed by NAEP. Furthermore, NAGB oversees creation of the frameworks that underlie the assessments and the specifications that guide the development of the assessment instruments. The framework for each subject area is determined through a collaborative development process that involves teachers, curriculum specialists, subject-matter specialists, school administrators, parents, and members of the general public.

How are state tests different from the National Assessment of Educational Progress?

Most state tests measure student performance on the state's own curriculum standards, i.e., on what policymakers and citizens consider important for students to know and be able to do. State tests allow comparisons of results over time within the state, and in most cases give individual student scores so that parents can know how their child is performing. State tests do not provide comparisons of results with other states or the nation. NAEP is the only assessment that allows comparison of results from one state with another, or with results for the rest of the nation. The NAEP program helps states answer such questions as: How does the performance of students in my state compare with the performance in other states with similar resources or students? How does my state's performance compare with the region's? Are my state's gains in student performance keeping up with the pace of improvement in other states? The term "proficiency" used in relation to performance on state tests does not have the same meaning as the term *Proficient* on the NAEP achievement levels because the criteria used to determine proficiency are different. Together, state achievement tests and NAEP help educators and policymakers have a comprehensive picture of student performance.

What is the NAEP Assessment?

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in your state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 30 years. The results are widely reported by the national and local media. Learn [more](#) about NAEP.

Does NAEP replace the state tests that my child takes every year?

No. The achievement tests that your state requires each year are different from NAEP assessments.

Why do we need both the state achievement tests and NAEP?

Most state tests measure student performance on the state's own curriculum standards, i.e. what the state considers important for their students to know and be able to do. State tests allow comparisons of results over time within the state, and in most cases give individual student scores so that parents can know how their child is performing. State tests do not provide comparisons of results with other states or the nation.

NAEP is the only assessment that allows you to compare results from one state with those of another, or with results for the rest of the nation. NAEP helps states answer such questions as: How does the performance of students in my state compare with the performance in other states with similar resources or students? How does my state's performance compare with the region's? Are my state's gains in student performance keeping up with the pace of improvement in other states?

Together, state achievement tests and NAEP help educators and policymakers have a comprehensive picture of student performance.

Why does my state participate in NAEP?

One reason a state chooses to participate in NAEP is that it considers NAEP data to be a valuable source of information. Some states use NAEP results to supplement the information they get from their own tests. NAEP permits your state to directly compare how it performs relative to the nation and other states. Since 1992, more than 40 states have participated in every state NAEP assessment.

Another reason for state participation was new for NAEP 2003. The [*No Child Left Behind*](#) legislation passed by the U.S. Congress in 2001 requires that states receiving federal "Title I" education funds participate in NAEP [reading](#) and [mathematics](#) assessments at grades 4 and 8 every two years (view the [assessment schedule](#)).

How many schools in my state have been selected?

In a typical state, 100 schools are selected in grade 4, and 100 schools in grade 8. These schools are selected to represent the demographic and geographic composition of the state. Get [more](#) information about how schools are selected and how NAEP is administered.

How was my child selected?

Your child was randomly selected to participate. Your child represents students in your state attending schools with [similar characteristics](#).

Within a selected school and grade, 25 to 30 students are chosen for each subject tested. All of the data from selected students from all of the schools are then combined to represent all students in the state. The participation of every student selected helps ensure the most accurate measure of student performance in [your state](#) and [the nation](#).

Does my child have to take NAEP?

No. Unlike your state's assessment, which is mandatory for students, NAEP is voluntary for students. However, your child represents hundreds of students in your state. If all selected students participate, NAEP provides a very accurate measurement of your state's overall achievement.

States want their NAEP results to be accurate and fair indicators of how well their students are doing. The results are widely publicized. Your state's performance on NAEP is often presented in comparison with that in other states and the nation, as is the progress that your state makes from one NAEP assessment year to another. Your state board of education and your legislature use the NAEP results for planning programs to address specific needs in your state. The amount of federal funding that your state receives may also be affected by participation in NAEP.

Learn [more](#) about why your participation in NAEP is important.

What types of questions are asked on NAEP?

A NAEP assessment is divided into two sections: subject-specific test questions and questions about student backgrounds and educational experiences.

• Test questions are asked to measure fourth-, eighth-, twelfth-graders' knowledge and skills in a

variety of subjects, including [reading](#), [mathematics](#), [writing](#), [science](#), [U.S. history](#), [geography](#), [civics](#), and the [arts](#). Each of these subjects is tested periodically, and students are asked questions on only one subject per assessment.

- Background questions are asked to get information about students' gender, race and ethnicity, and other topics. The questions are required by Congress to provide a more informative picture of how different groups of students are performing. NAEP is prohibited by law from asking about personal or family beliefs and attitudes.

The questions are either multiple choice, where the students choose from a few possible answers, or open-ended format, where the students write their own responses. By law, all NAEP questions are secular, neutral, and non-ideological.

To see background questions and examples of test questions previously asked on NAEP, view the [demonstration booklets](#). A sample booklet was available for viewing at your child's school if it was selected to participate. Also, more than a thousand sample test questions are available in the [NAEP Questions Tool](#).

Additional information is collected from the principals and teachers at participating schools. Information about classroom practices, teacher training, school environment, and other topics provide a better understanding of the environment in which students learn. You can view [all background questions for the 2003 assessment](#) on the NAEP web site or in your child's school if it was selected to participate.

Does my child have to answer all of the questions?

No. Children do not have to answer any question on NAEP with which they are uncomfortable, and can stop taking the assessment at any time. NAEP does not ask about personal or family beliefs and attitudes.

Will my child's answers be kept confidential?

Yes. Your child's name will not be associated with the completed assessment booklet. After students complete the assessment, their names are physically removed from the booklets and are never associated with the booklet or a test score.

The assessment is confidential. It is against federal law to identify any student participating in NAEP. The law specifies severe penalties for anyone revealing the identity of the children taking NAEP. In its 30-year history, that security has never been broken.

Will taking NAEP affect my child's grade?

No. NAEP does not calculate individual students' scores. Just as the government does not have access to information about how your child performs on NAEP, neither does your school, nor your child's teacher.

Will I get to see the results of my child's test?

No. There are no individual student results. Instead, NAEP combines all student responses to provide information on the performance of groups of students. NAEP reports overall results for the nation, the

states, and for groups of students, such as males and females.

Find out how your state performed by clicking on your state in the [NAEP State Profiles](#). If you'd like to explore the results in more detail, either visit the major results pages for [mathematics](#), [reading](#), and other subjects, or use the [NAEP Data Tool](#).

How long does the NAEP assessment take?

From beginning to end, NAEP assessments take less than 90 minutes. This includes setting up, taking the assessment, and getting back to instructional activities.

Will my child have to leave the classroom to take NAEP?

In schools where all students are included in the assessment, NAEP is given in the classroom. In other schools, NAEP works with school officials to find the most appropriate place to give the assessment.

Will my child's teacher spend class time helping students get ready for NAEP?

No. Special preparation is not necessary or expected. There are no scores for individual students or schools, so teachers do not have an incentive to help students practice for any NAEP test.

What are the benefits to my child for taking the assessment?

NAEP is an important measure of student achievement that can help ensure our children are receiving the best education possible. Parents or guardians, educators, and policymakers at the local, state, and national levels can learn a lot from the results of NAEP assessments. This information will help them to make decisions about education now and in the future. If your child has been selected to participate, he or she will help provide the most accurate picture of how students are performing in your state.

Participating in NAEP may also be personally helpful to your child. Students and teachers have reported that taking a NAEP assessment helps to sharpen test-taking skills. NAEP provides an opportunity to practice answering high-quality questions in a low-stress environment. NAEP does not count toward a student's grade, and does not provide individual results for students or schools. Children do not need to spend any time preparing for NAEP, and do not need to worry if they do not finish the assessment or do not know an answer to a question.

Read [more about NAEP](#) and about [why your child's participation is important](#).

Where can I see the assessment that my child will take?

[Demonstration booklets](#) containing sample test questions and all background questions are available on the NAEP web site. In addition, more than a thousand released NAEP questions are on the NAEP web site in the easy-to-use [NAEP Questions Tool](#).

These sources provide you with a very good picture of the assessment that your child may take. However,

you may arrange to see the actual test questions on this year's assessment. To view assessment questions that have not yet been made public, please contact your NAEP State Coordinator, whose name can be found through your state's [profile](#), or send a written request to the [National Assessment Governing Board \(NAGB\)](#) either by e-mailing NAGB@ed.gov or by mailing to:

National Assessment Governing Board
800 North Capitol Street, N.W., Suite 825
Washington, D.C. 20002-4233

Who gives NAEP to my child?

There are about 3,000 people nationwide who administer the assessment. Many of these individuals are retired teachers. All NAEP administrators undergo rigorous security clearances. They are also trained in confidentiality and security procedures. In all cases, teachers are encouraged to remain in the testing area with their students.

Your state also has a NAEP coordinator, who helps answer questions about NAEP and who communicates with NAEP administrators. To find your NAEP State Coordinator, select your state or other jurisdiction from the [NAEP State Profiles](#).

May my child with disabilities participate in NAEP? His/her IEP does not specifically address NAEP.

The decision to include students with disabilities in NAEP assessments is made by school personnel, who decide whether students can meaningfully be assessed with or without accommodations based on information in a student's Individualized Education Program (IEP). Generally, children who are included in the state or local testing program are included in NAEP, if selected.

Special-needs students use the same accommodations in NAEP assessments that they use in their usual classroom testing unless the accommodation would make it impossible to measure the ability, skill, or proficiency being assessed (for instance, reading aloud to a student in a reading assessment) or the accommodation is not possible for the NAEP program to administer. For instance, extending testing over several days is not used for NAEP because NAEP administrators are in each school only one day. Some of the most common NAEP accommodations for students with disabilities are large-print books, extended time, small-group or one-on-one testing, oral reading of directions, and use of an aide for transcribing responses.

English is not my child's native language. Will he or she be able to take NAEP?

Probably. NAEP tries to be as inclusive as possible. If a child has received academic instruction in English for three years or more (including the present year), he or she is expected to participate in NAEP if selected. Students with fewer than three years of English instruction should also participate in NAEP if selected, unless their school decides they are incapable of participating in the assessment in English. Sometimes accommodations are allowed. One of the most common accommodations for students classified as limited English proficient (LEP) is extended time to answer assessment questions.

May my child take NAEP if he or she was not selected?

No. Through a careful process, NAEP selects the smallest number of students possible that are needed to represent your state fairly and accurately. This way, the time and effort of participants and administrators are kept at a minimum, and NAEP is able to obtain an accurate and useful measure of student performance.

Where can I get additional information?

There are several ways to get more information about NAEP. The NAEP web site, for example, has a lot of information about the assessment. The web site is updated frequently, so please check back often. If your child was selected for NAEP, the principal in your child's school was given information before the assessment, and your state's NAEP Coordinator also has information about NAEP. You'll find the name of your State Coordinator in your [state's profile](#) or by calling (202) 502-7420. You may also contact Sherran Osborne in the U.S. Department of Education at sherran.osborne@ed.gov or (202) 502-7420.

What if I want to make suggestions about the assessment?

Your suggestions are welcomed because they help us improve NAEP to better serve the children and teachers who give their time in taking the tests. Your questions also help NAEP as it tries to provide the best information possible to state education leaders, the U.S. Department of Education, and Congress. Your comments can be made through the NAEP web site's [Contact Us](#), by contacting your NAEP State Coordinator (find your coordinator in the NAEP [State Profiles](#)), or by calling Sherran Osborne at NCES, (202) 502-7420.

We hope that these resources will address any questions or concerns you may have. If, however, you do not feel that your concerns have been adequately resolved, you may file a formal complaint by writing to the [National Assessment Governing Board \(NAGB\)](#). Send e-mail to NAGB@ed.gov or mail NAGB at:

National Assessment Governing Board
800 North Capitol Street, N.W., Suite 825
Washington, D.C. 20002-4233.

Include a description of your complaint, along with your name and your mailing address. NAGB will send you a letter in the mail acknowledging receipt of your complaint. It will then be considered through a formal review process. At the conclusion of this process, you will be sent a written response by mail. For more information on the NAEP complaint review process, please go to http://www.nagb.org/release/policies_procedures.doc (Microsoft Word document).

What is the schedule for NAEP?

National Assessment of Educational Progress Schedule of Assessments

Year	National Assessment (Usually at grades 4, 8, and 12)	State Assessment (Usually at grades 4 and 8)	When Administered
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2005	Reading Mathematics Science	Reading Mathematics Science	January-March 2005 January-March 2005 January-March 2005
2006	U.S. History Economics (12 only) Civics		January-March 2006 January-March 2006 January-March 2006
2007	Reading (4 and 8 only) Mathematics (4 and 8 only) Writing (8 and 12 only)	Reading Mathematics Writing (8 only)	January-March 2007 January-March 2007 January-March 2007

NOTE: The assessment schedule is based on conservative estimates of costs and anticipated appropriations.

Who is assessed by NAEP?

- NAEP assesses representative samples of students in certain grades or at certain ages in public and nonpublic schools in the United States.
- For the national assessments, NAEP samples students from grades 4, 8, and 12 in public and nonpublic schools.
- For long-term trend assessments, NAEP samples students at ages 9, 13, and 17.
- For the state assessments, NAEP samples students from grades 4 and 8 and assesses students in reading, mathematics, writing, and science. As part of the *No Child Left Behind* legislation, NAEP assesses fourth- and eighth-grade students every 2 years in reading and mathematics (beginning in 2003).
- NAEP does not provide scores for individual students; instead it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., grade 4) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on samples of these student populations of interest.

How many students are selected for the state and national assessments?

- For the state assessments, NAEP samples approximately 2,500 to 3,000 students in the state in each grade for each subject area. To do this, NAEP samples about 100 to 200 schools in the state at each grade (4 and 8), and students are sampled within those schools.
- From each school, NAEP samples 30 students for each subject. In 2005, 60 students were sampled from each school in states not participating in the science assessment, and 90 students were assessed from each school in states participating in all three state subject assessments—reading, mathematics and science. At grade 4, schools could elect to assess all students (up to 120).
- In 2005, sample sizes for reading, mathematics, and science assessments were increased in four states. California received a triple sample (three times the normal sample size); Texas a double sample; and New York and Florida received a 50 percent increase. This was due to recognition that these states have diverse populations, and increasing sample sizes will allow meaningful breakdowns

of the results at finer levels than have been possible in the past. Increasing sample sizes in these large states will also improve the precision of national estimates, overall as well as by demographic subgroups.

- ÿ Ten urban districts participated in the Trial Urban District Assessment (TUDA) in 2005. The sampling design for TUDA districts provides for oversampling. For the four largest TUDA districts—New York City, Los Angeles, Chicago, and Houston—the target student sample sizes are three-quarters the normal size of the state sample. For the other six districts (Atlanta, Austin, Boston, Charlotte, Cleveland, San Diego), the target student sample sizes are half the normal size of the state sample. The larger samples allow reliable reporting about subgroups in these districts.
- ÿ Students in the TUDA samples are considered part of the state and national samples. For example, the data for students tested in the Chicago sample will be used to report results for Chicago, and will also contribute to Illinois' estimates and to the national estimates, with appropriate weights. Chicago has approximately 20 percent of the students in Illinois, therefore Chicago will contribute 20 percent and the rest of the state will contribute 80 percent to Illinois' results.
- ÿ The national samples for the 2005 reading and mathematics assessments contain the combined sample of students assessed in reading and mathematics in each state. Beginning with the 2002 assessments, NAEP has selected a combined sample of public schools for state and national NAEP rather than selecting separate state and national samples. This approach reduces the burden on states and schools by decreasing the total number of schools participating in state and national NAEP. The full data set is analyzed together, allowing all data to contribute to the final results, and setting a single scale for the assessment and improving the reliability of the national estimates.
- ÿ The national sample for 2005 science consists of the combined sample of students assessed in each state that participated in the state science assessment, plus a sample of students from the states that did not participate in the state assessment. The following states did not participate in the science assessment: Alaska, Iowa, Kansas, Nebraska, New York (except New York City), Pennsylvania, and the District of Columbia. Including the state-specific samples of students in the national samples improves the reliability of the national estimate.
- ÿ The design of the 2005 national sample for science is similar to the design for 2002 (when only some states participated in the state-by-state assessment), whereas the 2005 national sample design for reading and mathematics is similar to the 2003 design (when all states participated in the state-by-state assessments).
- ÿ A separate, national sample of nonpublic schools is also selected for grades 4, 8, and 12. This sample is designed to produce national estimates and estimates for the major types of nonpublic schools (Catholic, Conservative Christian, and Lutheran).

How does NAEP select the schools and the students for the assessments?

- ÿ As the Nation's Report Card, NAEP must report accurate results for populations of students and subgroups of these students (e.g., minority students, students from low-income families). To ensure accurate results, the relatively small samples of students must be truly representative of the entire student population in the nation (for the national assessments) or the state (for the state assessments) or

the district (for the TUDA assessments).

- ÿ NAEP uses a multistage sampling design that relies on stratification (i.e., classification into groups having similar characteristics) to choose samples of schools and student populations. To ensure an accurate representation of public schools, the samples are randomly selected from groups of schools that have been stratified by variables such as the extent of urbanization, percentage of minority enrollment, and school level results on state achievement tests. For national assessments not involving state-by-state samples, region of the country and median household income of the area where the school is located are also used. A similar approach is used for nonpublic schools, but using somewhat different characteristics.
- ÿ NAEP selects a representative sample of students by first randomly selecting schools and then selecting the students within those schools who will participate in a given NAEP assessment. Every school has some known chance of being selected
- ÿ for the sample. Within a selected school, all students within a participating grade have an equal chance of being selected. The probability of students and schools being selected into the sample varies based on factors such as grade, subject, public and nonpublic school status, and so on. Those probabilities are important in producing NAEP results, and NAEP takes them into account in the calculation of results through the process of applying sampling weights.

Why are some schools always selected?

- ÿ NAEP usually selects 100 public schools for each subject at each grade for the state’s sample—each school would then represent about 1 percent of the students in public schools in the grade being assessed in that state. If a school is chosen repeatedly, typically it is because they have more than about 1 percent of the state’s enrollment in the grade. Other schools, with about 0.5–1 percent of the enrollment, are selected frequently though not *always*—however, it probably seems like *always* to those schools.

Why does NAEP use sampling? What are the benefits of sampling for NAEP?

- ÿ Sampling minimizes the assessment time required per student while allowing complete coverage of the subject being assessed. In order to have a valid and reliable assessment of the NAEP content, several hundred assessment questions are needed. Testing a student on the entire collection of assessment questions that make up each NAEP assessment is too time consuming and impractical. Hence, no single student takes the entire assessment.
- ÿ Sampling produces accurate estimates of student achievement while reducing the amount of time and cost to administer and score the assessment. Administering NAEP to all students in a state or the nation would be very expensive—there are many constructed-response questions, which are very expensive to score.
- ÿ NAEP does not report data for individual students, schools, or districts—except for a few districts participating in the TUDA assessment—and, therefore, it is not necessary to assess and report results

for every student in every school.

What is matrix sampling and what are its advantages for NAEP?

Y In matrix sampling, different portions from the entire pool of assessment questions are printed in separate booklets and administered to different but equivalent samples of students. Matrix sampling allows NAEP to assess the entire subject area within a reasonable amount of testing time.

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