NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

State Guide to NAEP Participation

2017

OVERVIEW OF STATE PARTICIPATION IN NAEP

First administered in 1969, the National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation's students know and can do in various subjects such as mathematics, reading, science, and writing. NAEP reports on the progress of the nation's fourth-, eighth-, and twelfth-grade students. Elected officials, policymakers, educators, and researchers all use NAEP resources and results to develop ways to improve education in the United States.

Since its inception, NAEP has been a partnership between the federal government and the states. While they did not receive individual state reports, states supported NAEP national assessments through the participation of their schools in the national samples. Beginning in 1990, states have had the opportunity to receive results in mathematics, reading, science, and writing at grades 4 and 8, allowing for comparisons over time to the nation and other states. Since 2003, all states have participated in the state NAEP mathematics and reading assessments.

NAEP is administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences (IES).

The NAEP 2017 Assessment Program

The NAEP program in 2017 will include digitally based assessments in mathematics, reading, and writing in grades 4 and 8. For mathematics and reading, it will be the first time that NAEP will report state-level data collected via tablets. NAEP representatives will bring all necessary materials and equipment to schools. Schools will not need to provide Internet access.

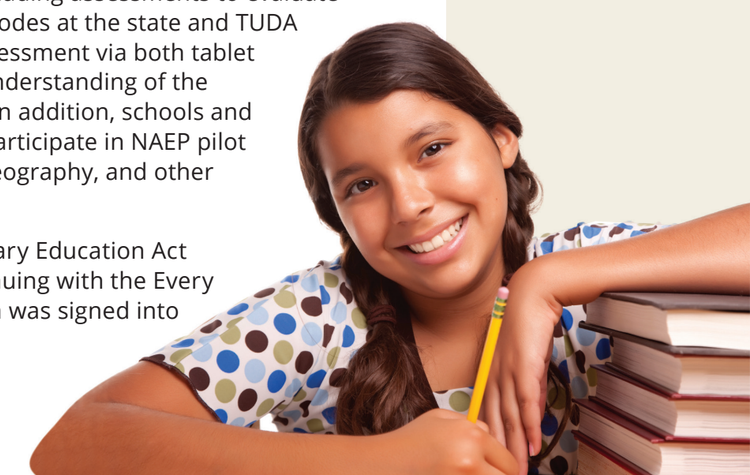
In 2017, states will again participate in mathematics and reading assessments, and up to 27 districts will participate in the NAEP Trial Urban District Assessment (TUDA) in grades 4 and 8. A primary goal of NAEP TUDA is to measure what students in the nation's large urban districts know and can do in academic subjects.

Some fourth- and eighth-grade students will take paper-and-pencil versions of the mathematics and reading assessments to evaluate the differences between the two modes at the state and TUDA district level. Administering the assessment via both tablet and paper and pencil will inform understanding of the implications for reporting trends. In addition, schools and students may also be selected to participate in NAEP pilot testing in U.S. history, civics, and geography, and other special studies.

Under the Elementary and Secondary Education Act Reauthorization of 2001 and continuing with the Every Student Succeeds Act (ESSA), which was signed into

This publication provides an overview of the NAEP 2017 assessments for state officials to promote understanding of the activities that will take place during the assessment cycle.

Additional information on the NAEP program and the data collection process is available from the NAEP state coordinators, and through the NAEP website (http://nces.ed.gov/nationsreportcard).



law in December 2015, state applications for Title I funds must include an assurance that states will participate in the biennial NAEP mathematics and reading assessments at grades 4 and 8 and that state results will be reported.

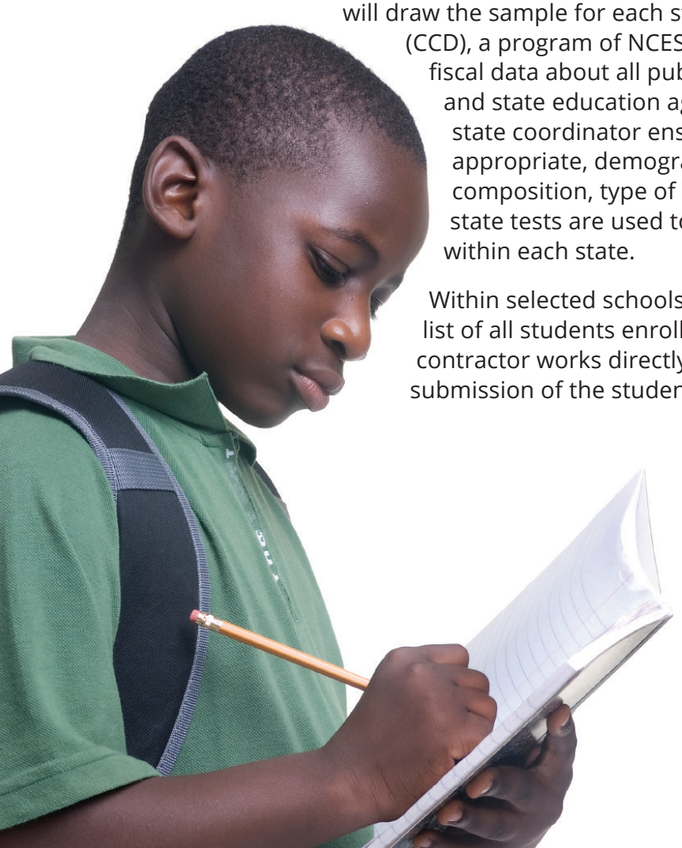
Additional information on the NAEP program and the data collection process is available from your state's NAEP state coordinator and through the NAEP website (http://nces.ed.gov/nationsreportcard).

School and Student Participation

The NAEP 2017 state assessments will be administered to representative state samples of public school students at grades 4 and 8. States that have districts participating in the NAEP Trial Urban District Assessment will have more schools and students in the sample in order to have a representative TUDA sample.

The NAEP contractor responsible for sampling and data collection will draw the sample for each state from the Common Core of Data (CCD), a program of NCES that annually collects fiscal and non-fiscal data about all public schools, public school districts, and state education agencies in the United States. The NAEP state coordinator ensures the list of schools is current. As appropriate, demographic variables of racial and ethnic composition, type of location, and school achievement on state tests are used to help define which schools are selected within each state.

Within selected schools, students are randomly selected from a list of all students enrolled in the grade to be assessed. The NAEP contractor works directly with the NAEP state coordinator on the submission of the student lists.



Parent Notification

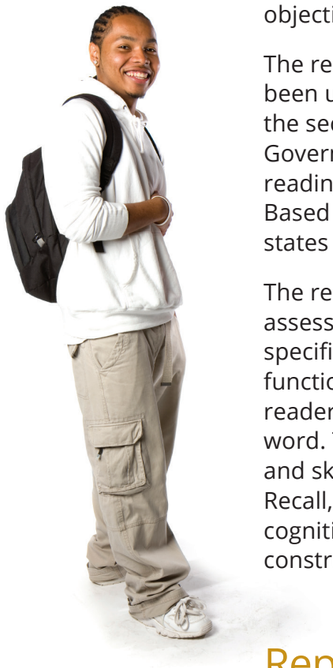
Federal law requires that parents or guardians of students selected for the NAEP sample must be notified about the assessment and informed that they may choose not to allow their children to participate. NAEP state coordinators are responsible for ensuring that districts and/or schools provide this information to all parents of students selected to participate in NAEP. Sample letters will be provided to the NAEP state coordinators for tailoring to state needs.

NAEP 2017 Mathematics and Reading Assessment Content

Each NAEP assessment is based on a framework that describes the specific knowledge and skills that should be assessed. The National Assessment Governing Board oversees the creation of the NAEP frameworks, with input from subject area experts, school administrators, policymakers, teachers, parents, and others. NAEP frameworks also describe the types of questions that should be included and how they should be designed and scored. NAEP frameworks are available at the National Assessment Governing Board website (http://www.nagb.org/publications/frameworks.html).

The mathematics framework for NAEP 2017 is the same framework that has been used since 2005 for mathematics assessments at grades 4 and 8. This mathematics framework, approved by the National Assessment Governing Board, replaces the framework first used for the 1990 mathematics assessment and subsequent mathematics assessments through 2005. Trends in state achievement for participating states can be measured since 1992 for grade 4 and 1990 for grade 8.

The framework calls for questions based on five mathematics content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. Questions are also categorized according to mathematical complexity. Mathematical complexity describes what level of cognitive demand (low, moderate, or high) is required for students to answer each question correctly.



Students in the assessment respond to both multiple-choice and constructed-response questions designed to assess the framework objectives.

The reading framework for NAEP 2017 is the same framework that has been used since the 2009 reading assessments at grades 4 and 8. This is the second reading framework approved by the National Assessment Governing Board and replaces the framework first used for the 1992 reading assessment and subsequent reading assessments through 2007. Based on special analyses, trends in state achievement for participating states can be measured since 1992 for grades 4 and 8.

The reading framework specifies two types of texts be included on the assessment: literary texts and informational texts. The framework also specifies that vocabulary knowledge will be assessed. Vocabulary items function both as a measure of passage comprehension and as a test of readers' understanding of how the text influences the meaning of the word. The framework also specifies three cognitive targets, or behaviors and skills, for items from both literary and informational texts: Locate/Recall, Integrate/Interpret, and Critique/Evaluate. To measure these cognitive skills, students respond to both multiple-choice and constructed-response items.

Reporting

Prior to the release of the NAEP 2017 national and state results, NAEP state coordinators will receive selected data for review, which will include exclusion rates and demographic data. Because state participation is mandatory for the mathematics and reading assessments, no formal approval process is required for results to be published; that is, a state is deemed to have given its permission to release its results if the state has submitted an application for Title I funds.

Results for each participating state will be analyzed and reported in a manner that permits comparisons both over time and to other participating states and the nation. In preparation of the release, NAEP works with the NAEP state coordinators to analyze the data and assist in understanding the results.

NAEP Reports and the Release of Results

The National Assessment Governing Board facilitates the initial public release of NAEP reports and determines the date and time for the release. To assist state participation in the release of the results, each state will be given the date and time of the national release so that state releases can be coordinated with the release of national and state results.

States may prepare and release reports of their state results either concurrently with or subsequent to the official public release.

All assessment results are embargoed until the time of the national release by the NCES Commissioner. This means that no individual or party may share or disclose NAEP results prior to the initial public release of NAEP reports by NCES.

For More Information

For more information about participating in the 2017 state assessment program, contact your NAEP state coordinator and/or Gina Broxterman (Gina.Broxterman@ed.gov), Assessment Division, NCES (202-245-7791). Further information about NAEP is available at http://nationsreportcard.gov and http://nces.ed.gov/nationsreportcard. Information about the National Assessment Governing Board is available at http://www.nagb.org.

Find us on:

Released questions from previous assessments are available online by using the NAEP Questions Tool. NAEP Item Maps can also be examined at the NAEP website (http://nces.ed.gov/nationsreportcard/itmrlsx).

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