



NAEP in Colorado

Important NAEP Dates

| 2013-2014 School Year | |
|---|---|
| Date | Activity |
| May- Aug | Superintendents, District Assessment Coordinators, and principals are notified of schools that have been selected for assessments in 2013 NAEP. NAEP District Contacts are identified and informed of this, as well. |
| Late Aug -Sept | School Administrators/NAEP School Coordinators are required to register on-line for the <i>MySchool</i> web site and complete the “PROVIDING SCHOOL INFORMATION FORM” on the site. Detailed information on these tasks is provided to School Administrators/NAEP School Coordinators and NAEP District Contacts. |
| Sept - Oct | Permission is required from the district superintendent/designee in order for CDE to access the Student October Count Data for the NAEP State Coordinator (NSC) to electronically file the student lists for the participating schools. The required form is sent to the appropriate District Contacts. The schools will have their lists submitted by Pam A. Sandoval, CO NAEP State Coordinator using the Student October Count Data. |
| Oct- winter break | NAEP State Coordinator provides detailed information on completing all necessary information on the MyNAEP site in preparation for the assessment date and provides support, as needed. |
| Dec to 2 to 3 weeks before actual assessment date | School Coordinator holds phone conferences with the contracted NAEP supervisor to ensure all necessary information has been completed online at MyNAEP site in preparation for the assessment date. Parents are notified students have been selected for 2014 NAEP assessment. School Coordinators enters in the MyNAEP site confirmation that parent letter(s) were sent at least ten days prior to assessment date. NAEP State Coordinator follows up, as needed. |
| Jan 27 – Mar 7, 2014 | NAEP 2014 testing window. See chart, below. NSC visits testing at schools. |

| Colorado 2014 NAEP | |
|--|---|
| Assessment window: January 27 – March 7, 2014 | |
| Grade | Assessment Subjects/Types |
| Grade 8 | Technology and Engineering Literacy (TEL), CBA U.S. History, Geography, paper and pencil Civics, Science, paper and pencil |
| Grade 12 | Science, paper and pencil |

CBA = Computer-based assessment

*Each selected student is tested in one subject, only.

Overview

NAEP, the National Assessment of Educational Progress, is also known as “The Nation’s Report Card.” NAEP has been an operational assessment since 1969. Historically, Colorado’s NAEP average scores in reading and mathematics tend to be significantly higher than or equal to national public school average scores.

In 2003, for the first time, participation in NAEP was linked to Title I funding by the federal “No Child Left Behind” Act (legislative language follows). Within Colorado, NAEP will select a sample of schools to participate as described below. **Colorado and its schools selected for NAEP must participate in 4th and 8th grade assessments in reading and mathematics to receive state and district Title I funding.**

While participation is required to receive Title I funding, no sanctions or awards are given for performance on the NAEP. However, Colorado’s NAEP results are required to be used as confirmatory evidence for any trends identified in TCAP results under the new legislation, so it is important that Colorado schools and students do their best on the NAEP.

Sampling Process

NAEP does not assess every child in order to minimize testing burden. Instead, it selects a sample of student’s representative of Colorado as a whole. During the 2014 assessment cycle, Colorado NAEP will be conducting the following assessments:

1. Grade 8 Computer-based Technology and Engineering Literacy (TEL) assessment (laptops are provided for this) *
2. Grade 8 U.S. History, Geography, Civics, Science, paper- pencil assessments*
3. Grade 12 Science, paper- pencil assessment*

*Each of these assessments/studies is based on a representative sample of the student population of the state and the nation and none are designed to produce individual district, school or student data. For further information on these assessments, please visit the National Center for Educational Statistics Web

site at <http://nces.ed.gov/nationsreportcard> or check our Colorado Department of Education NAEP Web site at: <http://www.cde.state.co.us/assessment/CoNAEP.asp>

Why is student participation valuable?

NAEP does not attempt to assess every student in the United States; rather, NAEP uses a representative sample. The students selected represent the geographic, racial, ethnic, and socio-economic diversity that is America's student body, today. Participation is important because each student's performance represents hundreds of other similar students.

To select the representative sample of Colorado students, NAEP uses a process called, "*Systematic sampling with probability proportional to size.*" The NSC does not select the schools to be tested. Statisticians in the national NAEP office perform this process. In systematic sampling, schools are grouped based on factors such as type of location (i.e., rural, suburban), minority enrollment, school size, and achievement on the TCAP. From within each of these groups, a sample of schools is drawn. This type of sampling allows statisticians to account for clustering effects when they analyze the test results. It also minimizes administration costs.

Sometimes it may seem as if the samples are not selected from a representative sample, as some schools are selected multiple years in a row. This happens when a school has a unique quality within the state, and without that school, the sample would not be representative of the state. For example, a school with very high achievement with student population demographics typically associated with lower achievement would be important to include if the sample is to be representative.

Administration Process

Once a school has been selected and agrees to participate in NAEP, most of the administration work is done by a NAEP subcontractor. The subcontractor is not housed at CDE and is under the supervision of the national NAEP office. The NSC in collaboration with the IMS department at CDE submits the student list for the selected grade at each of the schools using the Student October Count data. District Superintendent permission is required for this list submission. School administrators and teachers do not have to be involved in the actual administration of the assessment. Schools are responsible to identify students who may need accommodations. There is some flexibility in the assignment of a testing day within the window.

Selected students only test in one subject area and will be exposed to about 90 minutes of testing which includes two 25 minute blocks of test questions and two short surveys about instructional, educational and home factors. The computer-based TEL assessment will take up to 120 minutes. Most subject tests can take place simultaneously in the same area/room. Copies of the survey questions are available prior to the assessment date for review by interested teachers and parents.

In order to assess an entire domain such as mathematics in only 90 minutes per student, NAEP uses a process called matrix sampling. They divide what would be about an 8 hour assessment into 25 minute blocks and have each student take only two of the blocks. This minimizes testing burden on an individual student, which is an important consideration in the design of NAEP. As a result, the design does not yield results at the student or school level. (One student does not take items from the entire domain, and within a school, only a few students will take any given block.) NAEP computes reliable results at the state level with sophisticated statistical processes. Therefore, the only results released are at state, regional, and national levels, and stakes for students and schools are minimized.

Accommodations are allowed by NAEP. Most of the NAEP accommodations are the same as the TCAP accommodations. Most students that take the TCAP general assessment are included in the NAEP sampling frame for selection. If a school is selected for NAEP, the school will receive detailed information regarding NAEP accommodations.

NAEP Frameworks

The NAEP frameworks are not the same as the TCAP frameworks. Like the TCAP, the NAEP assessment frameworks were developed by educators. All NAEP items are reviewed by educators, community members, parents, and curriculum specialists from each state. Also like the TCAP, NAEP includes both multiple choice and constructed response items.

Frameworks for the NAEP assessments in mathematics and reading are located at: <http://nces.ed.gov/nationsreportcard/frameworks.asp>. In addition, the NAEP Question tool, at <http://nces.ed.gov/nationsreportcard/itmrls/>, includes thousands of released items with student responses, item statistics, and scoring guides.

NAEP Resources

The National Center for Educational Statistics has a Web site that will answer many questions about NAEP, <http://nces.ed.gov/nationsreportcard/>. On this Web site, one will find frequently asked questions, results from previous administrations of NAEP, copies of the frameworks, released items, and references for reports published by NAEP. Of course, one can also contact the CDE NAEP State Coordinator listed in the contact section of the Office of Student Assessments for NAEP information.

Legislative Language

“Title I — Improving The Academic Achievement Of The Disadvantaged...

Part A — Improving Basic Programs Operated by Local Educational Agencies...

SEC. 1111. STATE PLANS...

(c) OTHER PROVISIONS TO SUPPORT TEACHING AND LEARNING- Each State plan shall contain assurances that—

...

(2) the State will, beginning in school year 2002-2003, participate in biennial State academic assessments of 4th and 8th grade reading and mathematics under the National Assessment of Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the costs of administering such assessments;

...

(g) PENALTIES-

...

(2) FAILURE TO MEET REQUIREMENTS ENACTED IN 2001- If a State fails to meet any of the requirements of this section, other than the requirements described in paragraph (1), then the Secretary may withhold funds for State administration under this part until the Secretary determines that the State has fulfilled those requirements...

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS...

(b) PLAN PROVISIONS-

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include —

...

(F) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994; ...”

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 1111-1112, 115 Stat. 1425 (2002).

A copy of this legislation is also located at:

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1111>