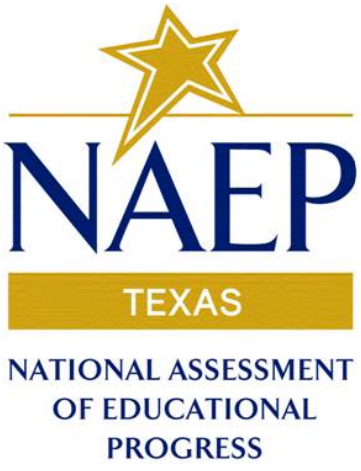

NAEP 2016 - The beginning of digitally based assessments

Kim Ackermann
Texas NAEP State Coordinator

NAEP TEXAS
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Agenda

- Digitally Based Assessments
  - Transition and Development
  - eNAEP
- MyNAEP
- Overview of 2016
- Latest Results – 2015
- NAEP on Social Media
- International Update
- Resources

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What is NAEP?

- Congressionally mandated since 1969
- Assesses reading, math, science, writing, social studies, economics, arts (grades 4, 8, & 12)
- A representative sample of students
- Low stakes: used to make comparisons between states and measure student progress over time

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NAEP's Digitally Based Assessments

- Digitally Based Assessments (DBA)
- As computers and digital tools play an increasingly important role in today's classrooms, the National Assessment of Educational Progress (NAEP) is advancing with digitally based assessments (DBAs) to measure what the nation's students know and can do.

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What's happening now?

- The NAEP program is in the midst of transitioning all of its assessments to digitally based content and delivery.

- Beginning in 2017, the NAEP mathematics, reading, and writing assessments will be administered to students throughout the nation on NAEP-provided tablets. Additional subjects will be administered on tablets in 2018 and 2019.

What can schools and students expect when participating in DBAs?

- During testing, all necessary equipment (tablets, ear buds, and administrative equipment) will be provided by NAEP. The only resources a school will need to provide will be space, desks or tables, and electricity.

- Students will be provided a tutorial that will help them understand how to use the equipment and tools and enter their responses. Non-cognitive questionnaires that record the learning experiences of students will also be administered to students on tablets.

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Universal Design

- Technology allows more students than ever to participate in NAEP because of universal design features for accessibility.

- DBAs will feature tools such as zooming and text-to-speech, where appropriate by subject. These tools will provide students with disabilities and English language learners the support they may need.

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Transitioning from Paper and Pencil to Digitally Based Assessment

- Key Recommendations and Feedback
  - Digital Divide
    - » Examine comparability across subgroups, regions
    - » How digital technology is defined currently and will be defined in the future
  - Item Development
    - » Comparison of old and new processes
  - Scoring
    - » Recommended blended approach to human and machine scoring

How will NAEP leverage new technologies to measure and analyze skills?

- NAEP's digitally based assessments will use new testing methods and item types that reflect the growing use of technology in education. Some questions may include multimedia, such as audio and video.

- Other questions may allow the use of embedded technological features (such as an onscreen calculator) to form a response, or may engage students in solving problems within realistic scenarios.

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How will NAEP's digitally based assessments be administered in schools?

- NAEP will be administered on tablets with an attached keyboard, stylus, and earbuds.

- NAEP representatives will set up and administer the assessment, as well as provide all necessary equipment. Internet access is not required. Schools will only need to provide:
  - spaces for students to take the assessment,
  - desks or tables, and
  - an adequate number of electrical outlets in the assessment location

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How does NAEP protect the personal information of students and schools?

- Student and school identifying information is never reported or shared by NAEP. As an additional protection against the disclosure of school or student data, confidentiality protocols are followed prior to any tabulation, analysis, or dissemination of NAEP data.

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How are NAEP data protected against data breaches?

- NAEP data are stored in systems in a locked-down environment at a secure hosting facility that has strict measures in place to prevent unauthorized online access. Shortly before, during, and after assessments, data are transmitted through secure encrypted channels between NAEP systems, servers, and assessment administration devices. Data on those devices are also encrypted and the devices are secured against unauthorized use.

Digital-Based Assessments: Transition and Development

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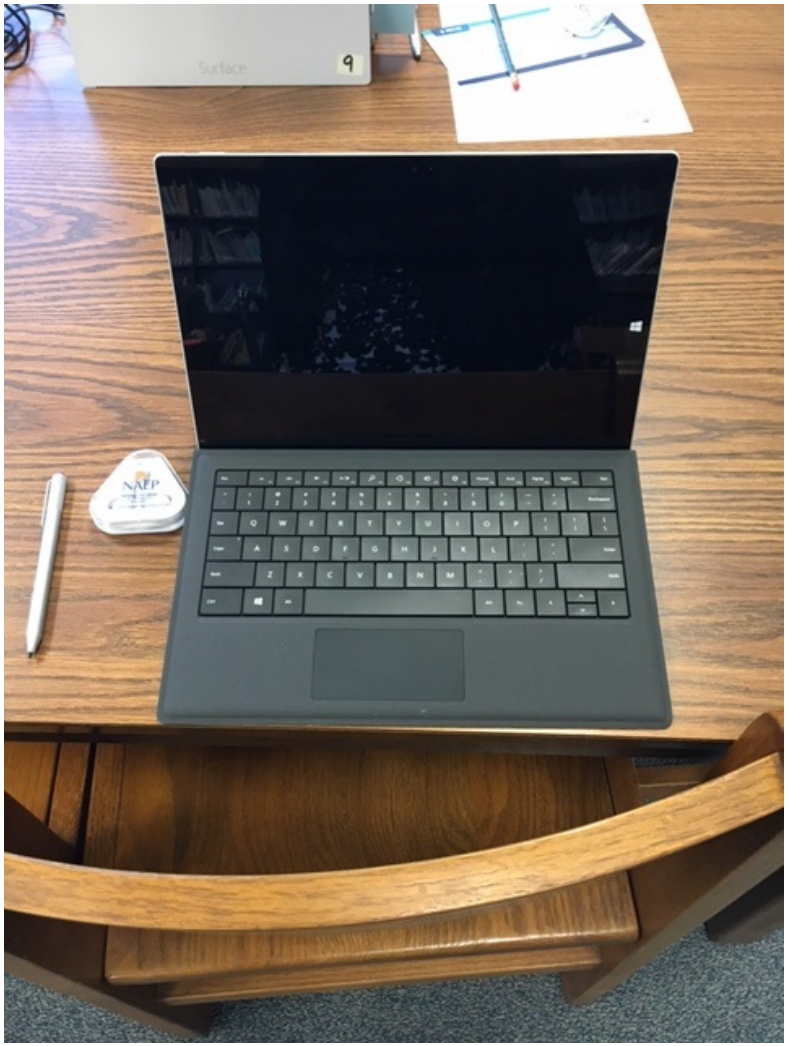
Important Notes

- It is a balancing act: Want to maintain NAEP's trends and relevance
- Conservative approach to trans-adapting legacy (existing paper-based) content
- Slow introduction of new items and item types designed for DBA
- Role of frameworks: The goal is not to modify, adjust, or expand them—it is to measure them better (more reliably, comprehensively)

The Tablet

- Laptop-like form factor with attached keyboard
- Touchscreen
- Trackpad
- “Active” stylus



Microsoft Surface Pro 3

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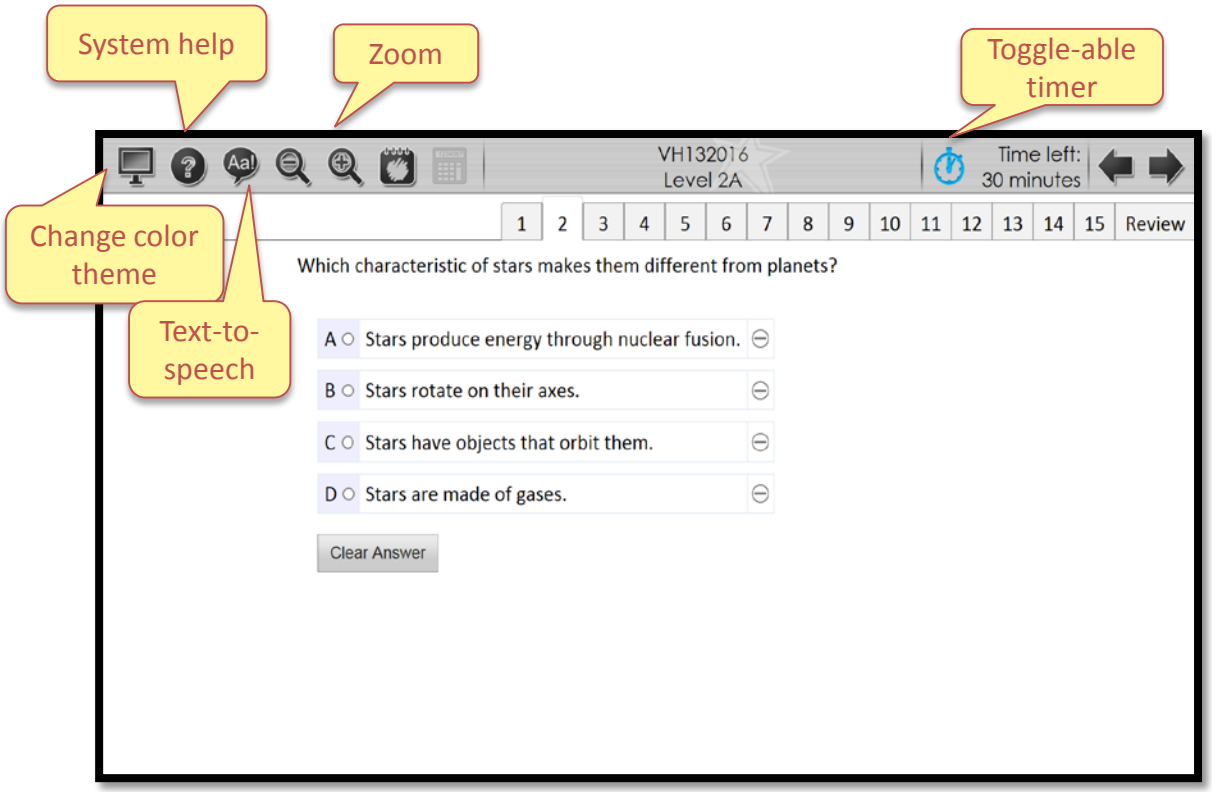
eNAEP

- The application that presents NAEP assessments to students & collects their responses
- Design informed by usability testing



DBA Item Types

- Single-select multiple choice
- Multiple-select multiple choice
- Fill in the blank
- Extended text
- Matching (drag and drop)
- Zones
- Composite

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Fill in the Blank

HOW BUTTONS ARE SOLD

Type	Number of Buttons
Box of buttons	1,000 buttons
Package of buttons	100 buttons
Card of buttons	10 buttons
Single button	1 button

The art teacher bought buttons for a project.

The teacher bought 1 box, 9 packages, 12 cards, and 5 single buttons.

How many buttons did the teacher buy altogether?

Answer: _____ buttons.

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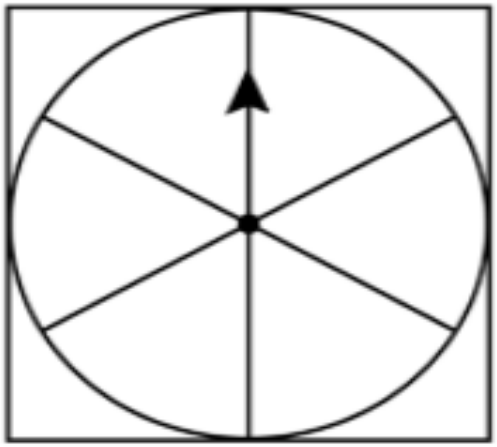
Matching (Drag and Drop)

The circular spinner shown is divided into 6 congruent sectors. The sectors are yellow or blue.

Yellow Blue



Drag either Yellow or Blue into each sector so that the probability of spinning the arrow once and landing on yellow is $\frac{1}{3}$.

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Composite: Zone + Extended Text

In Mr. Bell's classes, the students voted for their favorite juice beverage.

The results are shown in the table.

Select the row of the table that shows the most popular juice beverage overall.

	Class 1	Class 2	Class 3
Orange	11	8	9
Apple	8	9	12
Grape	7	11	8

Explain how you arrived at your selection.

Composite:
Fill in the Blank + Extended Text

16. (a) If c and d are different prime numbers less than 10 and the sum $c + d$ is a composite number greater than 10, what is one possible pair of values for c and d?

$c =$ _____ $d =$ _____

(b) If j and k are different prime numbers less than 10 and the sum $j + k$ is a prime number less than 10, what is one possible pair of values for j and k?

$j =$ _____ $k =$ _____

(c) If s and t are different prime numbers greater than 10, explain why the sum $s + t$ cannot be a prime number.

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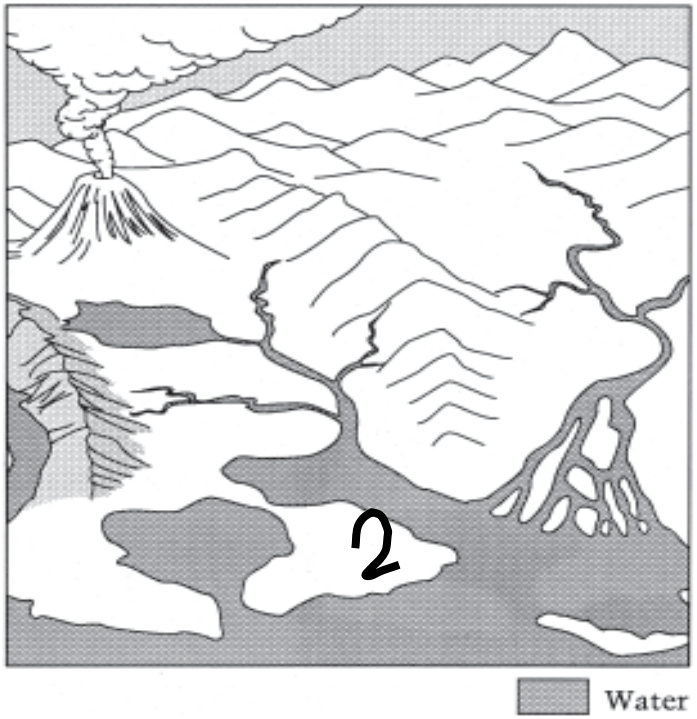
Paper-and-pencil layout

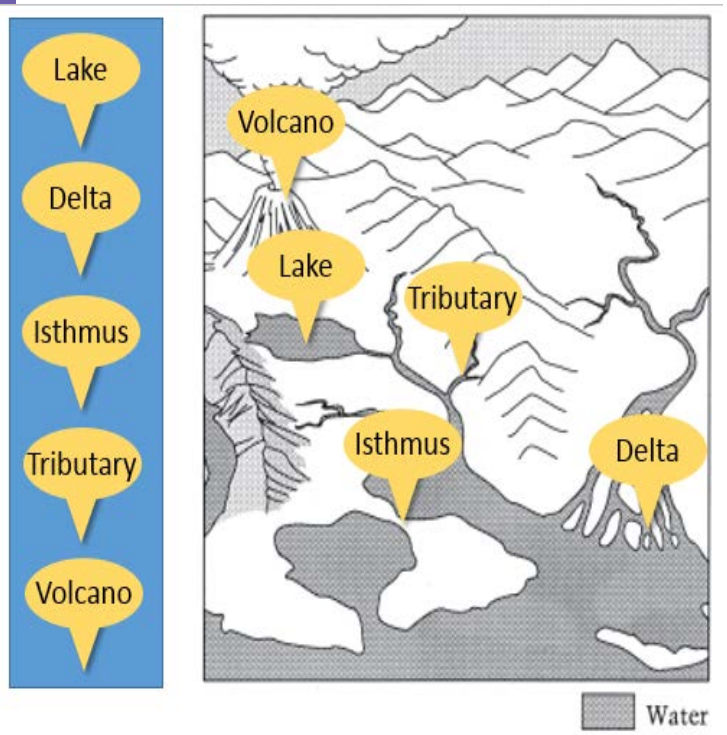


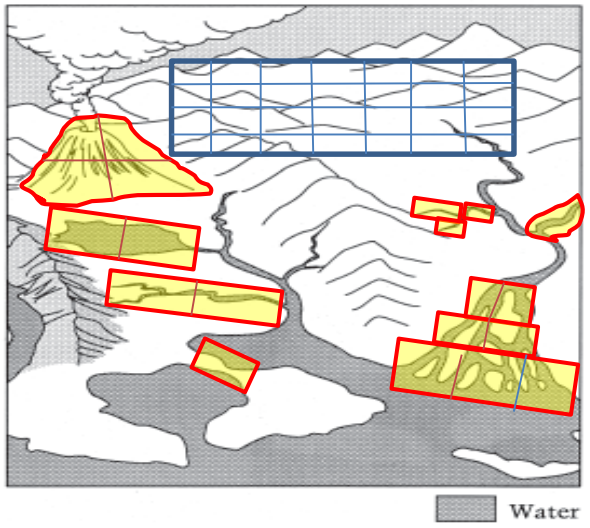
6.

1. Lake
2. Delta
3. Isthmus
4. Tributary
5. Volcano

Identify each landform and body of water listed above by writing the number next to that feature in the correct place on the map above (for example, write a "5" on the volcano).

DBA layout





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Paper-and-pencil layout

Source H: This is a quotation taken from an interview with Mike Royko, who became a journalist in Chicago.

I was nine years old when the war started. It was a typical Chicago working-class neighborhood. It was predominantly Slavic, Polish. . . . In those days they put out extras. I remember the night the newsboys came through the neighborhood. . . . Germany had invaded Poland: '39. It was the middle of the night, my mother and father waking. People going out in the streets in their bathrobes to buy the papers. In our neighborhood with a lot of Poles, it was a tremendous story.

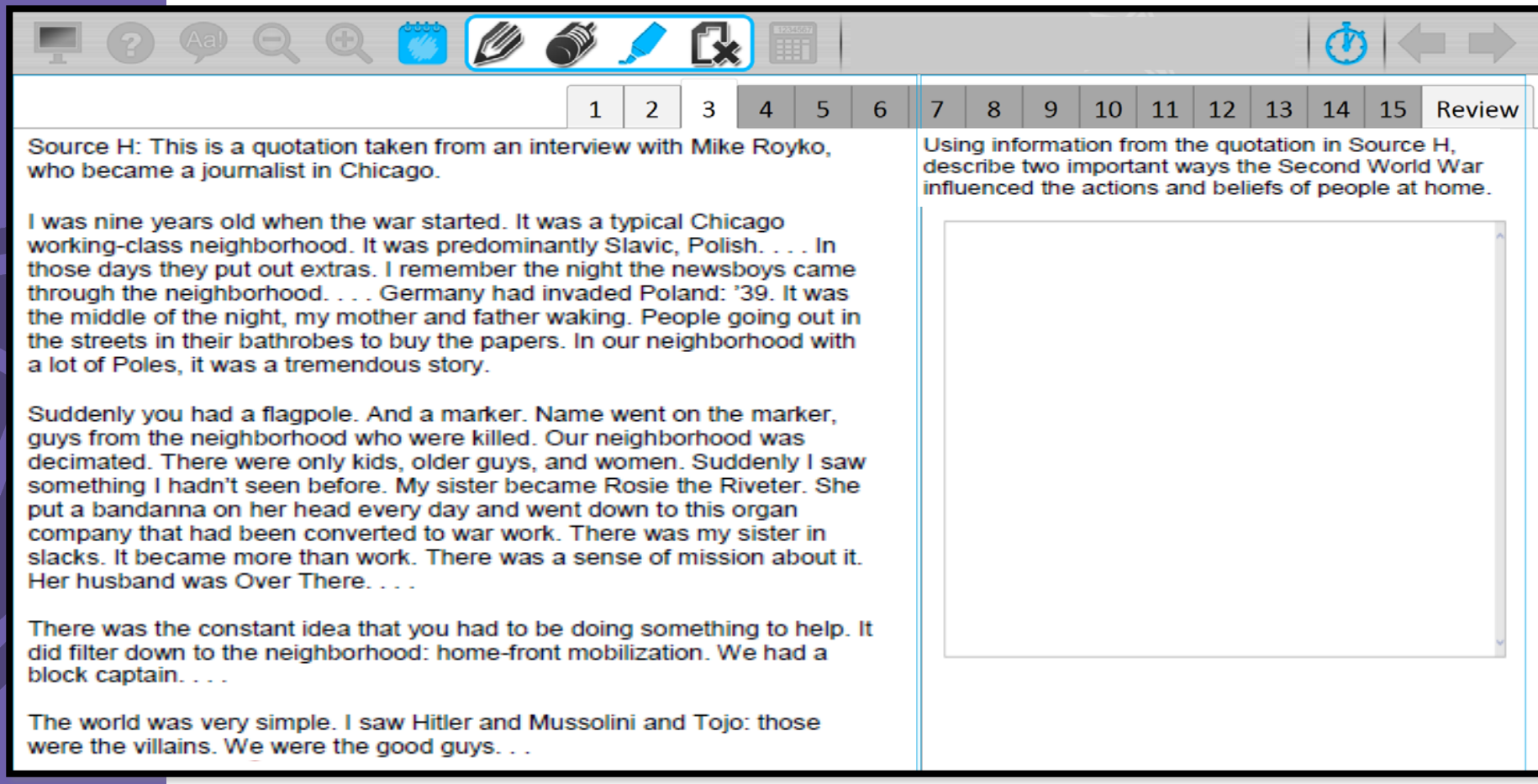
Suddenly you had a flagpole. And a marker. Name went on the marker, guys from the neighborhood who were killed. Our neighborhood was decimated. There were only kids, older guys, and women. Suddenly I saw something I hadn't seen before. My sister became Rosie the Riveter. She put a bandanna on her head every day and went down to this organ company that had been converted to war work. There was my sister in slacks. It became more than work. There was a sense of mission about it. Her husband was Over There. . . .

There was the constant idea that you had to be doing something to help. It did filter down to the neighborhood: home-front mobilization. We had a block captain. . . .

The world was very simple. I saw Hitler and Mussolini and Tojo: those were the villains. We were the good guys. . .

14. Using information from the quotation in Source H, describe two important ways the Second World War influenced the actions and beliefs of people at home.

DBA Layout


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Review
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Using information from the quotation in Source H, describe two important ways the Second World War influenced the actions and beliefs of people at home.

MyNAEP

Evolving and Improving

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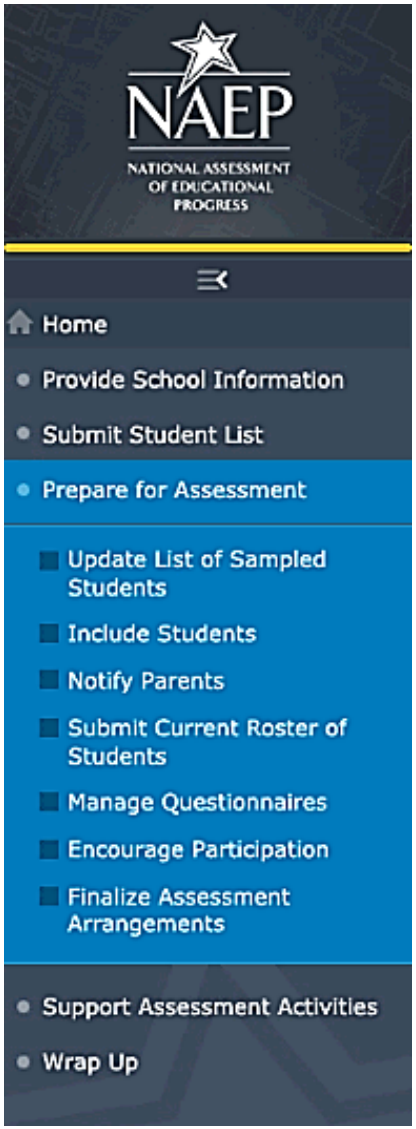
Purpose of MyNAEP

- Provides participating schools with a convenient way to prepare for NAEP
- Serves as the primary resource and action center throughout the assessment process
- Website's menu is a virtual checklist of activities that schools need to complete

MyNAEP Virtual Checklist



- Left hand menu includes all the activities that the School Coordinator needs to prepare for the assessment
- Schools will receive a check mark when they have completed activities

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Simplify User-Interface

- MyNAEP 2016 includes many improvements
  - Simplify user-interface based on feedback
  - Use “waves” to take advantage of time
  - Revisit system architecture decisions
  - Increase automated testing
- Gathering feedback from Principals’ Panel, and focus groups of field staff and school coordinators
- Adding dedicated User Interface designer to team

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User-Interface Designer

- Act as the user-advocate during the development process, subjecting early-stage designs to usability testing
- Offer implementation suggestions from a user-centered perspective
- Define the navigation, information organization, interaction design and user flow for a more intuitive user experience
- Develop and communicate interface design through wireframes or simple prototypes

Use “Waves”

- School coordinators have approximately three weeks to finalize their work in January
- In 2015, we had a large spike in usage in a short window
- In 2016, we had trial “waves”
  - » Divide school coordinators into three cohorts
  - » Assign each cohort to a specific week, based on assessment date
  - » This is optional… school coordinators can use the system any time

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Increase Automated Testing

- Functional testing
  - » Ensures the software works as expected
- Performance testing
  - » Ensures the software works as fast as expected
- Load testing
  - » Ensures the software performs with as many users as expected
  - – Soak testing
    - » Ensures the software performs over a long period of time

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MyNAEP

- MyNAEP Prepare for the Assessment

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2016

NAEP Assessments

NAEP 2016 Assessment Components

Operational Assessments	Grade(s)
Arts	8
DBA Pilot	
Mathematics, Reading	4, 8
Writing	8, 12
Special Studies	
Proof of Concept (Puerto Rico)	4, 8
DBA Usability Studies	4, 8, 12

NAEP 2016 Operational Assessment

Arts

- Last administered in 2008
- Major components:
  - Music & Visual Arts*
- Grade 8 only, national sample only
- Public and private schools
- 8,000 students, 250 schools

*Administered in same school, in separate sessions

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DBA (Digitally Based Assessment) Pilot

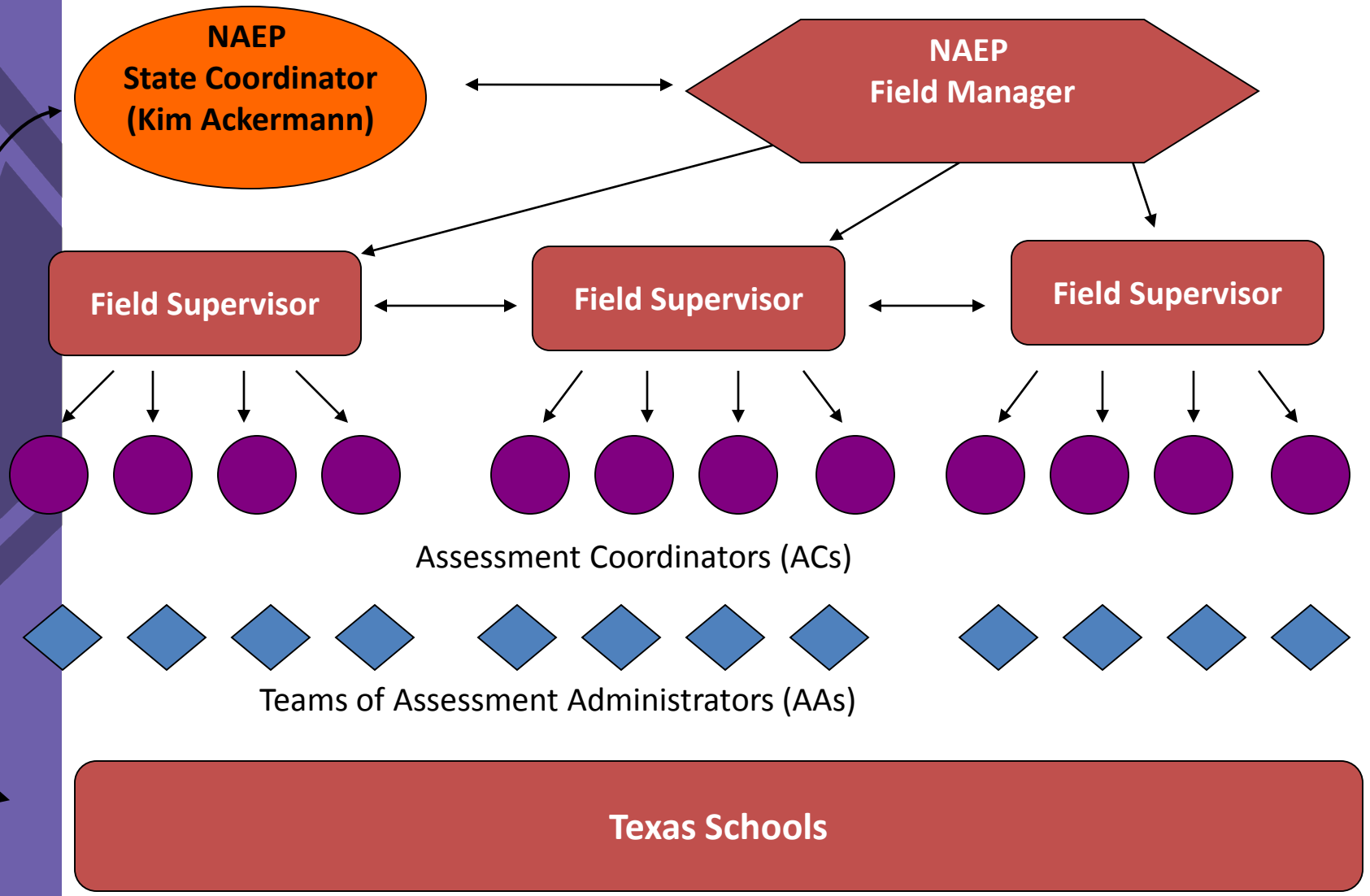
Reading, Mathematics, and Writing

- Grades 4: reading, mathematics
  - spiraled together
- Grade 8: reading, mathematics, writing
  - spiraled together

Texas

NAEP 2015 Results

NAEP Team Structure in Texas



Texas Trial Urban District Assessment (TUDAs)

- Texas has 3 TUDA districts:
  - Austin ISD
  - Dallas ISD
  - Houston ISD
- The TUDA program began in 2002 with 6 urban districts participating in the NAEP reading and writing assessments
- In 2009, 18 districts participated in mathematics, reading, and science. Currently there are 21 districts participating

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Trial Urban District Assessment (TUDAs)District Assessment

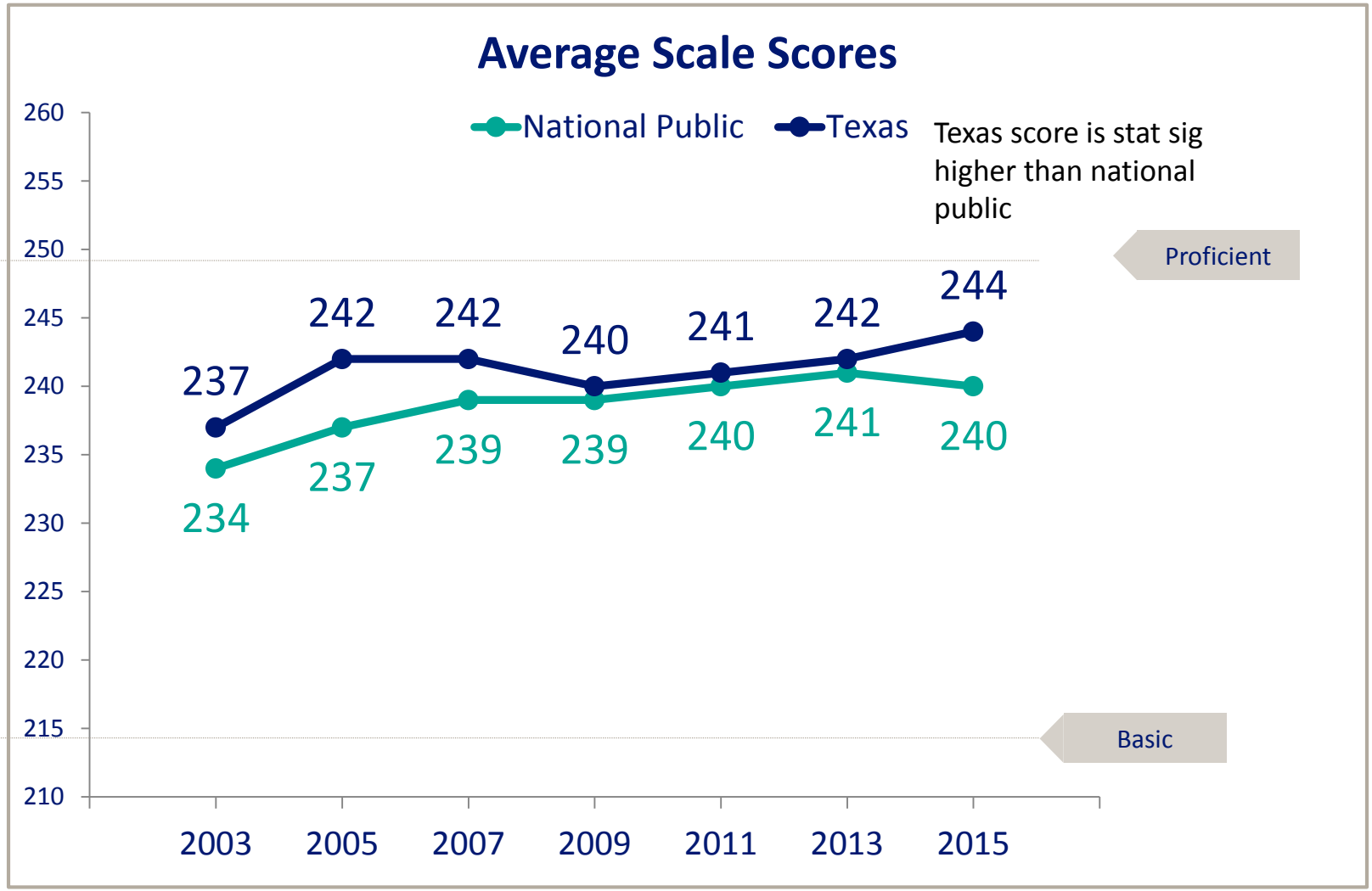
NAEP Results

- The results of NAEP are released as The Nation's Report Card.
  - The report card provides national, state, and district-level results, results for different demographic groups, inclusion information, and sample questions.

- NAEP Results are reported in two formats
  - Average Scale Scores
    - Numeric scale
    - 0 – 500 on mathematics and reading assessments
    - Scores cannot be compared across content areas
  - Achievement Levels
    - Categorical scale
    - Below Basic, Basic, Proficient, Advanced

Grade 4 Mathematics Results

Grade 4 Mathematics Results



NOTE: Observed differences are not necessarily statistically significant.

Grade 4 Mathematics Results

- Texas rank overall - 11th
- 2013 – 27th

		Ethnicity				
Year	**Jurisdiction**	White	African American	Hispanic	Asian/Pacific Island	American Indian
2015	National Public	248	224	230	256	228
	Texas	255[1] (4th)	233[1] (2nd)*	239[1] (4th)	271[1]	‡
2013	National Public	250	224	230	258	228
	Texas	255 (6th)	231 (5th)	235 (14th)	272	‡

[1] Statistically significantly higher than 2015 national public

‡ Reporting standards not met.

* Second to the DOD (Department of Defense Schools)

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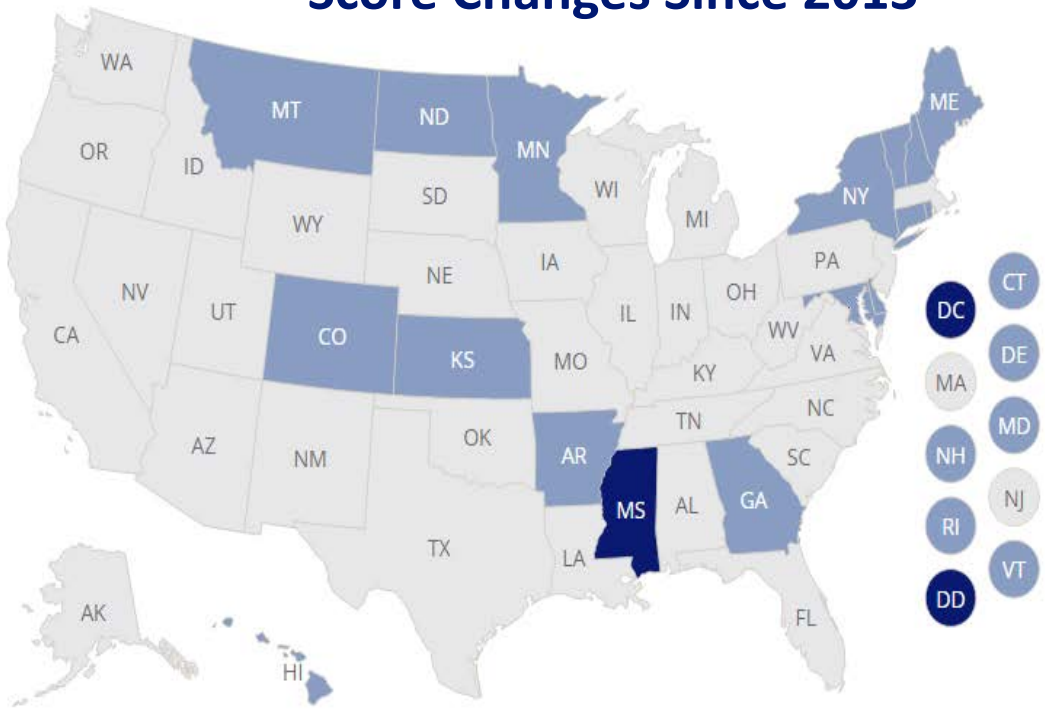
Grade 4 Mathematics Results

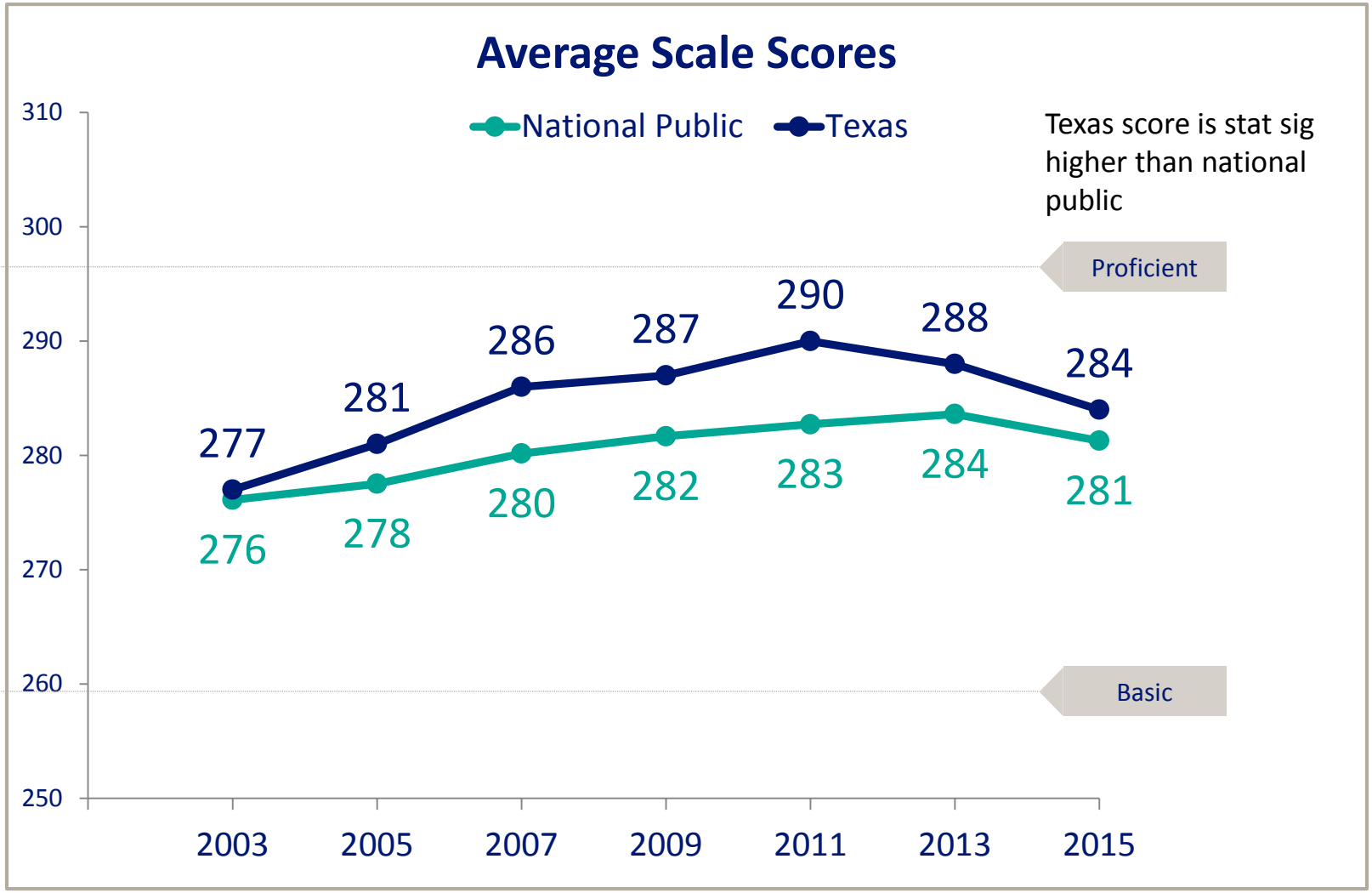
Score Changes Since 2013



NOTE: DD = Department of Defense Education Activity (DoDEA).

Grade 8 Mathematics Results

Grade 8 Mathematics Results



NOTE: Observed differences are not necessarily statistically significant.

Grade 8 Mathematics Results

- Texas rank overall – 23rd
- 2013 – 16th

		Ethnicity				
Year	**Jurisdiction**	White	African American	Hispanic	Asian/Pacific Island	American Indian
2015	National Public	291	260	269	305	267
	Texas	298[1] (6th)	267[1] (6th)	277[1] (4th)	312	‡
2013	National Public	293	263	271	306	270
	Texas	300 (5th)	273 (4th)	281 (4th)	319	‡

[1] Statistically significantly higher than 2015 national public

‡ Reporting standards not met.

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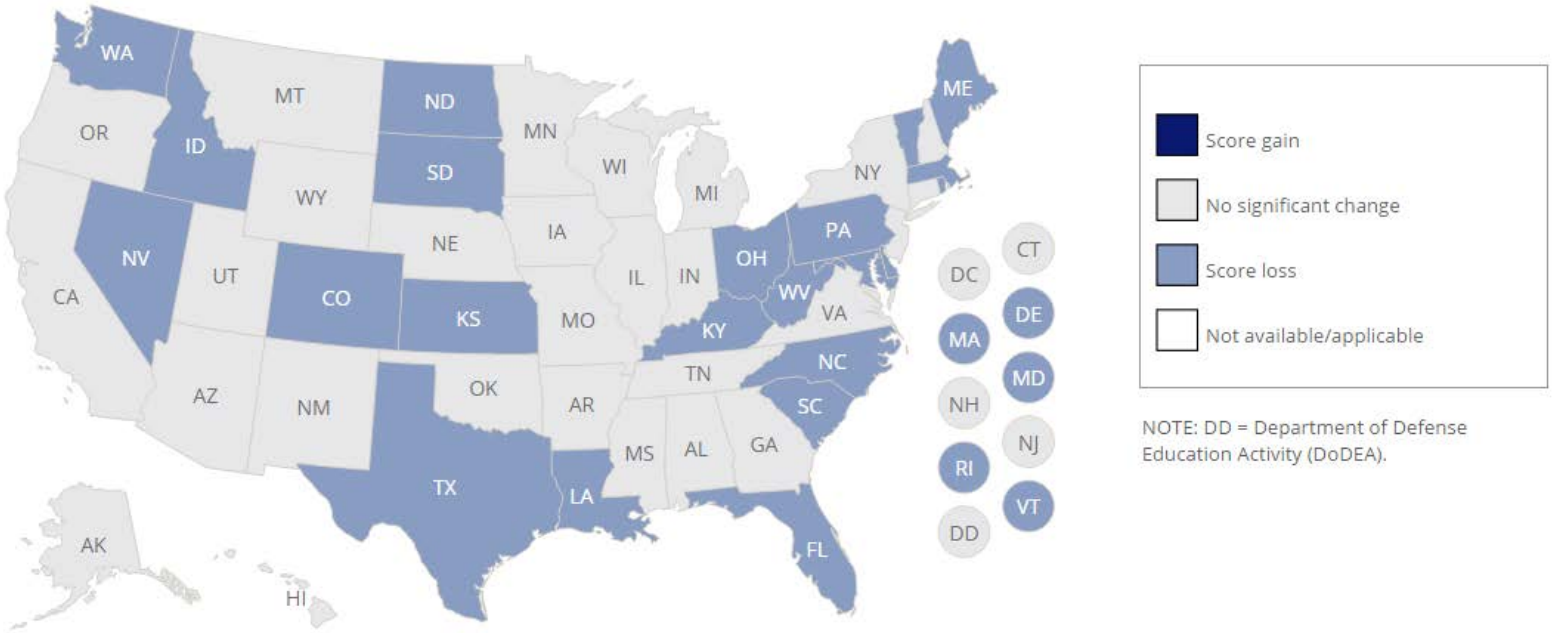
Grade 8 Mathematics Results

Score Changes Since 2013



NOTE: DD = Department of Defense Education Activity (DoDEA).

NAEP TEXAS
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Summary

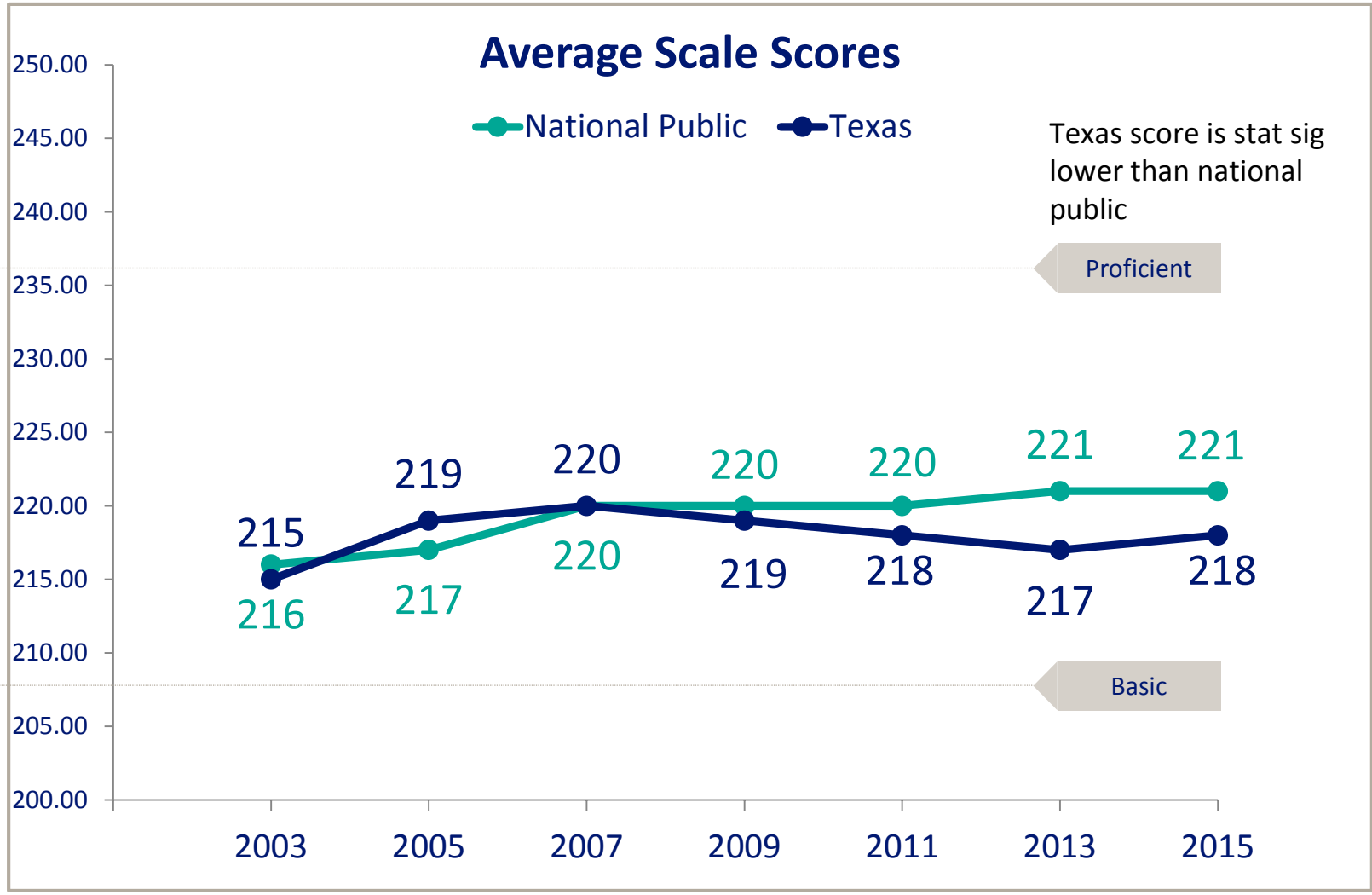
Change in average mathematics scores between 2013 and 2015 for public school students, by state/jurisdiction

Grade 8 \ Grade 4	GRADE 4 ↑ Score increase	GRADE 4 ◆ No change in scores	GRADE 4 ↓ Score decrease
GRADE 8 ↑ Score increase			
GRADE 8 ◆ No change in scores	District of Columbia Mississippi DoDEA	Alabama Alaska Arizona California Illinois Indiana Iowa Michigan Missouri Nebraska New Jersey New Mexico Oklahoma Oregon Tennessee Utah Virginia Wisconsin Wyoming	Arkansas Connecticut Georgia Hawaii Minnesota Montana New Hampshire New York
GRADE 8 ↓ Score decrease		Florida Idaho Kentucky Louisiana Massachusetts Nevada North Carolina Ohio Pennsylvania South Carolina South Dakota Texas Washington West Virginia	**Nation (public)** Colorado Delaware Kansas Maine Maryland North Dakota Rhode Island Vermont

DoDEA = Department of Defense Education Activity.
NOTE: A blank cell indicates that no state/jurisdiction fell within that category.

Grade 4 Reading Results

Grade 4 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

Grade 4 Reading Results

- Texas rank overall – 40th
- 2013 – 41st

Ethnicity						
Year	**Jurisdiction**	White	African American	Hispanic	Asian/Pacific Island	American Indian
2015	National Public	232	206	208	238	206
	Texas	235 (12th)	205 (23rd)	210 (23rd)	248	‡
2013	National Public	231	205	207	235	206
	Texas	233 (12th)	209 (14th)	206 (35th)	252	‡

‡ Reporting standards not met.

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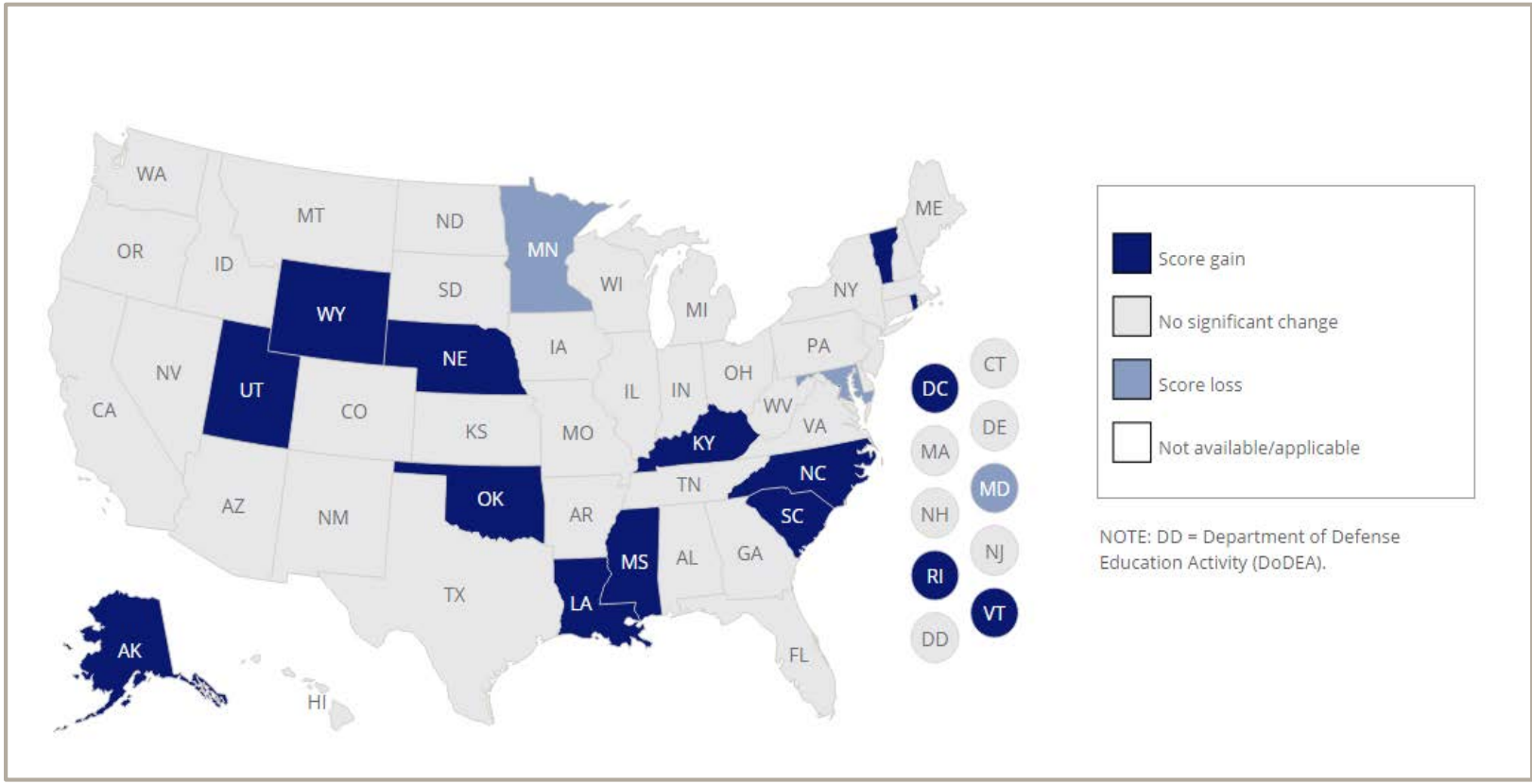
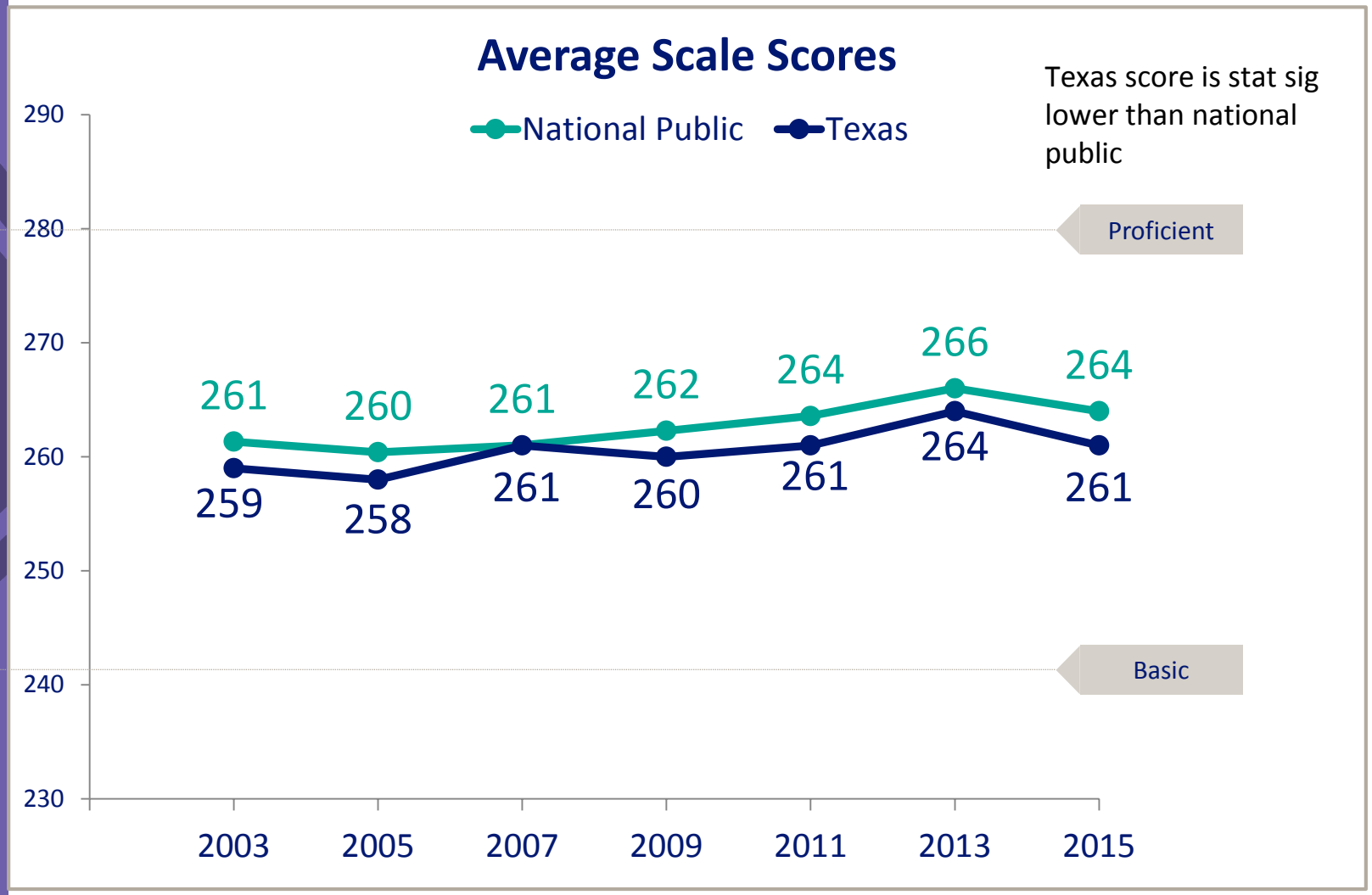
Grade 4 Reading Results

Score Changes Since 2013



Grade 8 Reading Results

Grade 8 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

Grade 8 Reading Results

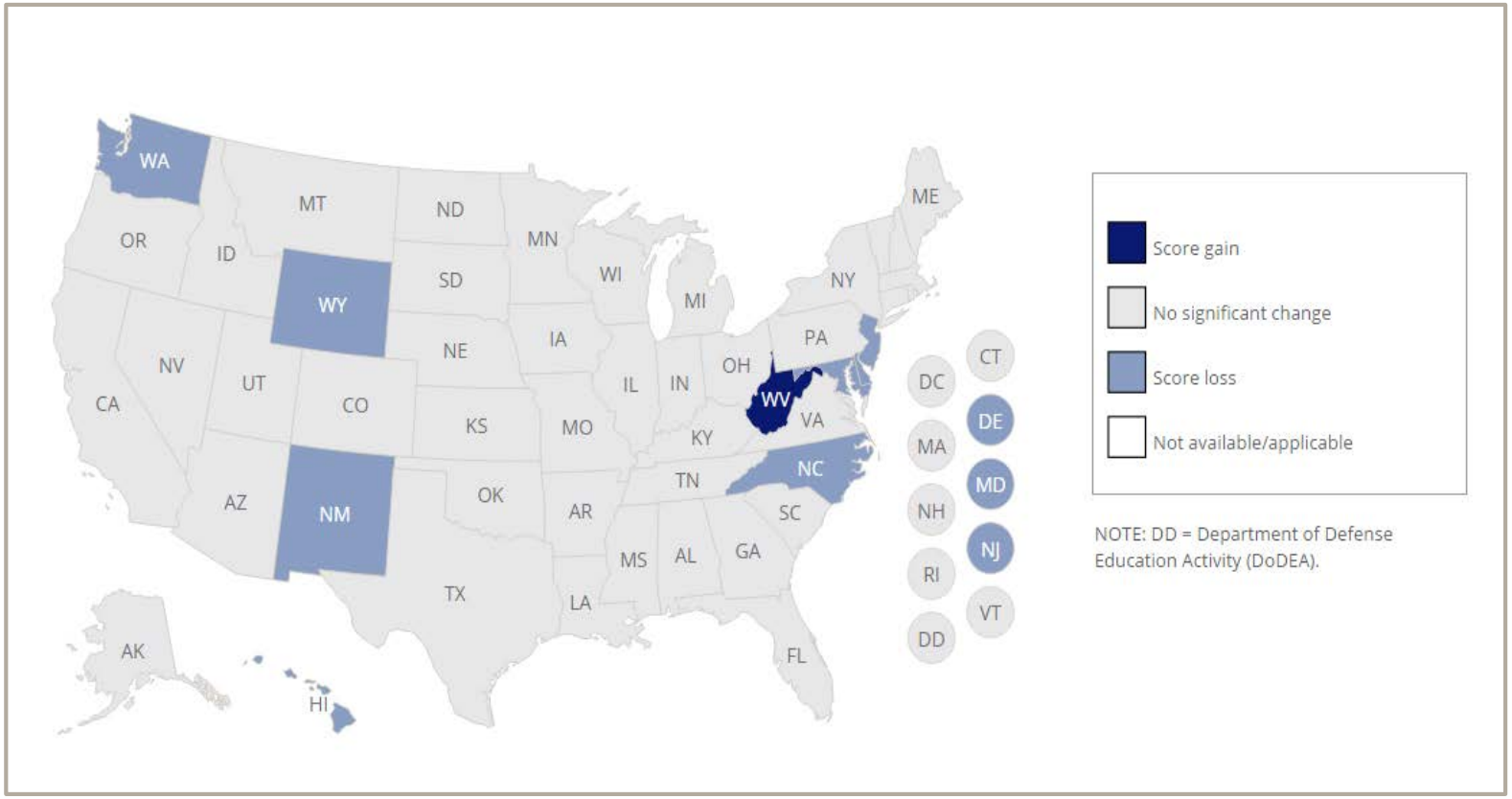
- Texas rank overall – 39th
- 2013 – 38th

Ethnicity						
Year	**Jurisdiction**	White	African American	Hispanic	Asian/Pacific Island	American Indian
2015	National Public	273	247	253	279	253
	Texas	274 (21st)	251 (9th)	252 (35th)	283	‡
2013	National Public	275	250	255	279	252
	Texas	279 (9th)	253 (14th)	255 (29th)	285	‡
‡ Reporting standards not met.						

NAEP TEXAS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Grade 8 Reading Results

Score Changes Since 2013



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Reading Summary

Change in average reading scores between 2013 and 2015 for public school students, by state/jurisdiction

Grade 8 \ Grade 4	GRADE 4 ↑ Score increase	GRADE 4 ◆ No change in scores	GRADE 4 ↓ Score decrease
GRADE 8 ↑ Score increase		West Virginia	
GRADE 8 ◆ No change in scores	Alaska District of Columbia Kentucky Louisiana Mississippi Nebraska Oklahoma Rhode Island South Carolina Utah Vermont	Alabama Arizona Arkansas California Colorado Connecticut Florida Georgia Idaho Illinois Indiana Iowa Kansas Maine Massachusetts Michigan Missouri Montana Nevada New Hampshire New York North Dakota Ohio Oregon Pennsylvania South Dakota Tennessee Texas Virginia Wisconsin DoDEA	Minnesota
GRADE 8 ↓ Score decrease	North Carolina Wyoming	**Nation (public)** Delaware Hawaii New Jersey New Mexico Washington	Maryland

DoDEA = Department of Defense Education Activity.
NOTE: A blank cell indicates that no state/jurisdiction fell within that category.

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National Takeaways

- Results described as “historic”
- First time in NAEP history, 3 out of the 4 grade/subject combinations declined
- First decline in mathematics results since 1990
- Performed extensive quality control analysis to ensure data validity

NAEP TEXAS
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Trial Urban District Assessment (TUDA) Mathematics

Change in average mathematics scores between 2013 and 2015 for public school students, by participating district

Grade 8 \ Grade 4	GRADE 4 ↑ Score increase	GRADE 4 ◆ No change in scores	GRADE 4 ↓ Score decrease
GRADE 8 ↑ Score increase		Chicago	
GRADE 8 ◆ No change in scores	District of Columbia (DCPS) Miami-Dade	**Large City** Austin Boston Charlotte Cleveland Detroit Fresno Jefferson County (KY)	Albuquerque Atlanta Baltimore City Los Angeles New York City Philadelphia San Diego
GRADE 8 ↓ Score decrease	Dallas	Hillsborough County (FL) Houston	**Nation (public)**

NOTE: A blank cell indicates that no district fell within that category.

NAEP TEXAS
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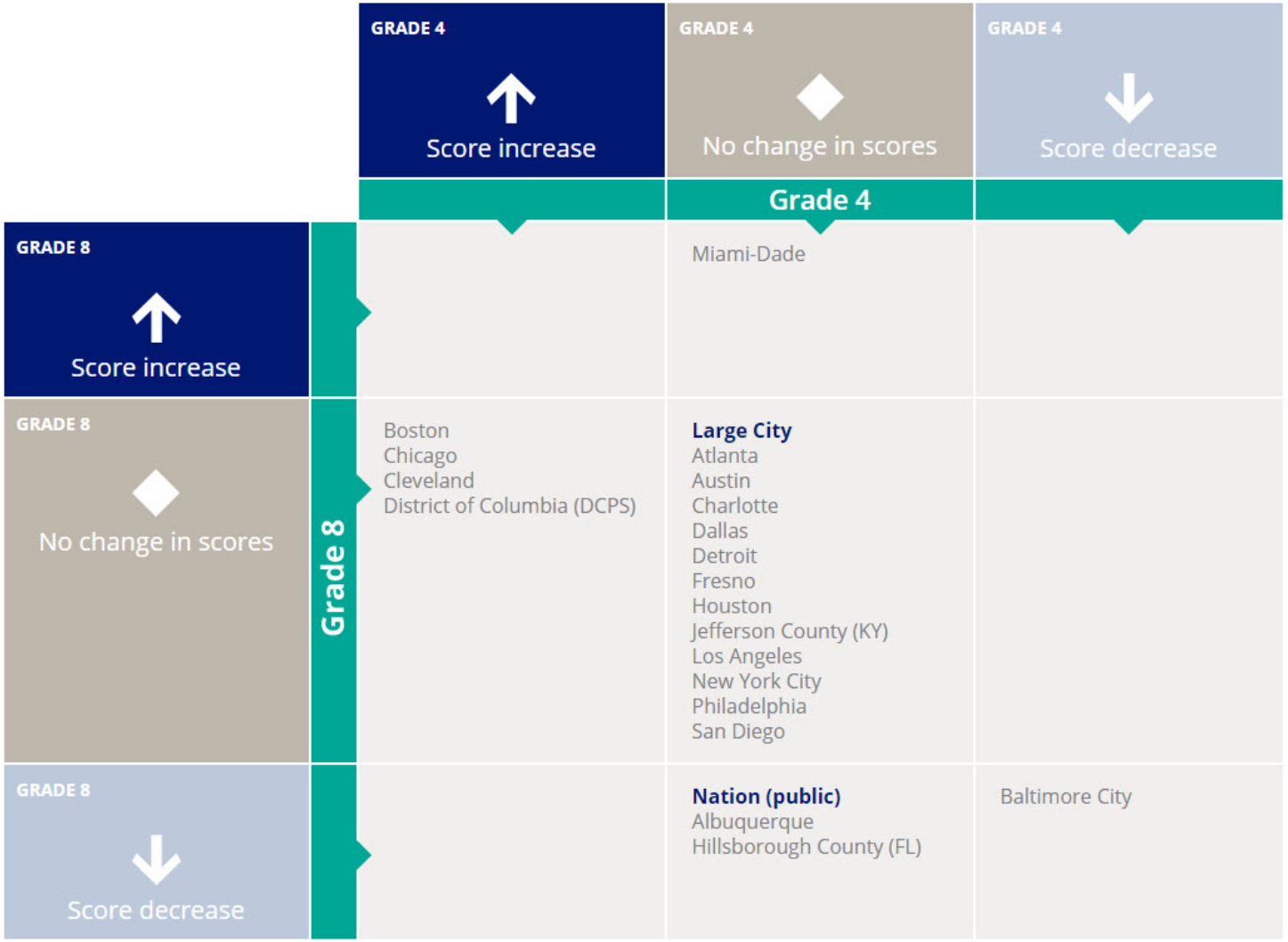
Trial Urban District Assessment (TUDA) Reading

Change in average reading scores between 2013 and 2015 for public school students, by participating district



NOTE: A blank cell indicates that no district fell within that category.

NAEP

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2016

NAEP on Social Media

Current Landscape

- Since 2011, NAEP has gained…
- 7,800+ Twitter followers
- 1,600+ Facebook fans
- 190+ YouTube subscribers
- 50 Vine followers

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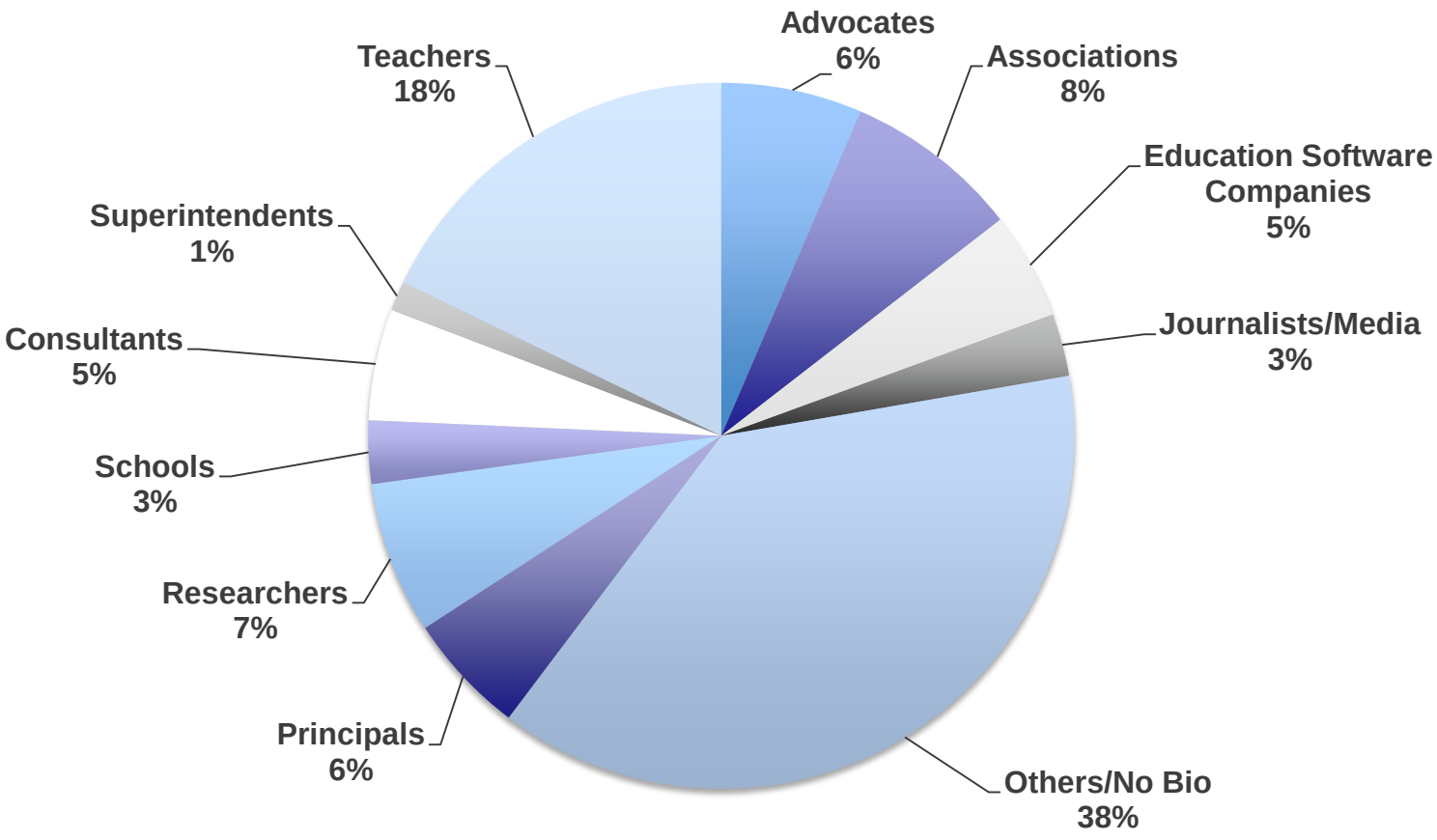
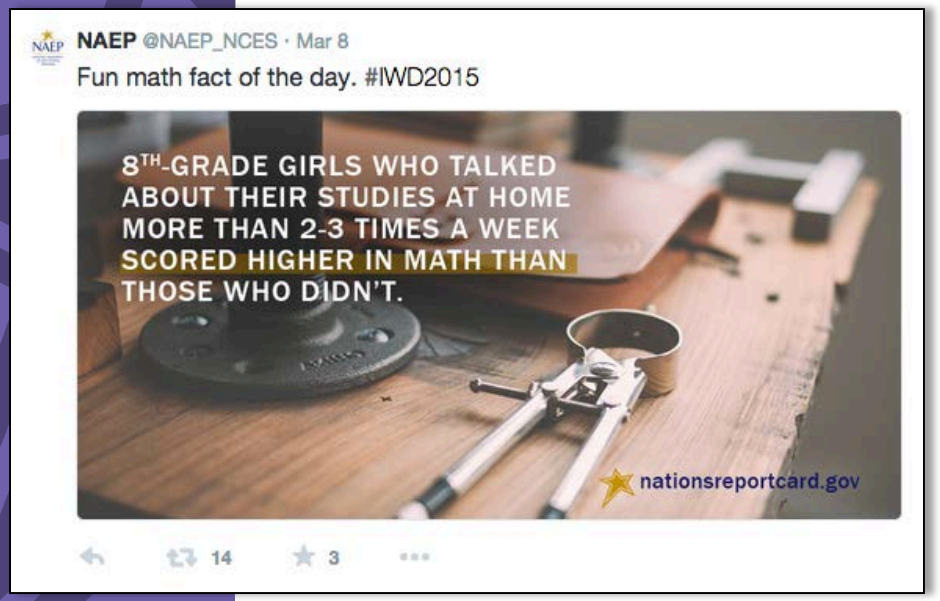
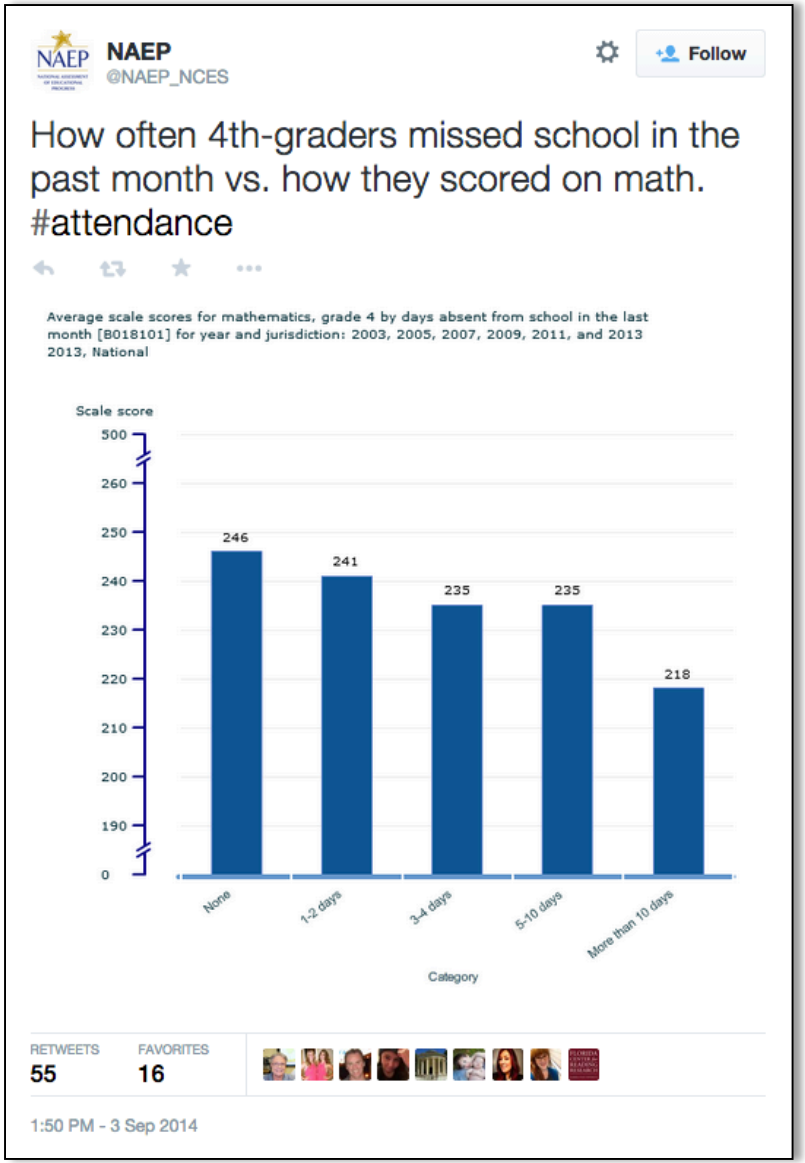
Who Are Our Twitter Followers?



NAEP on Twitter





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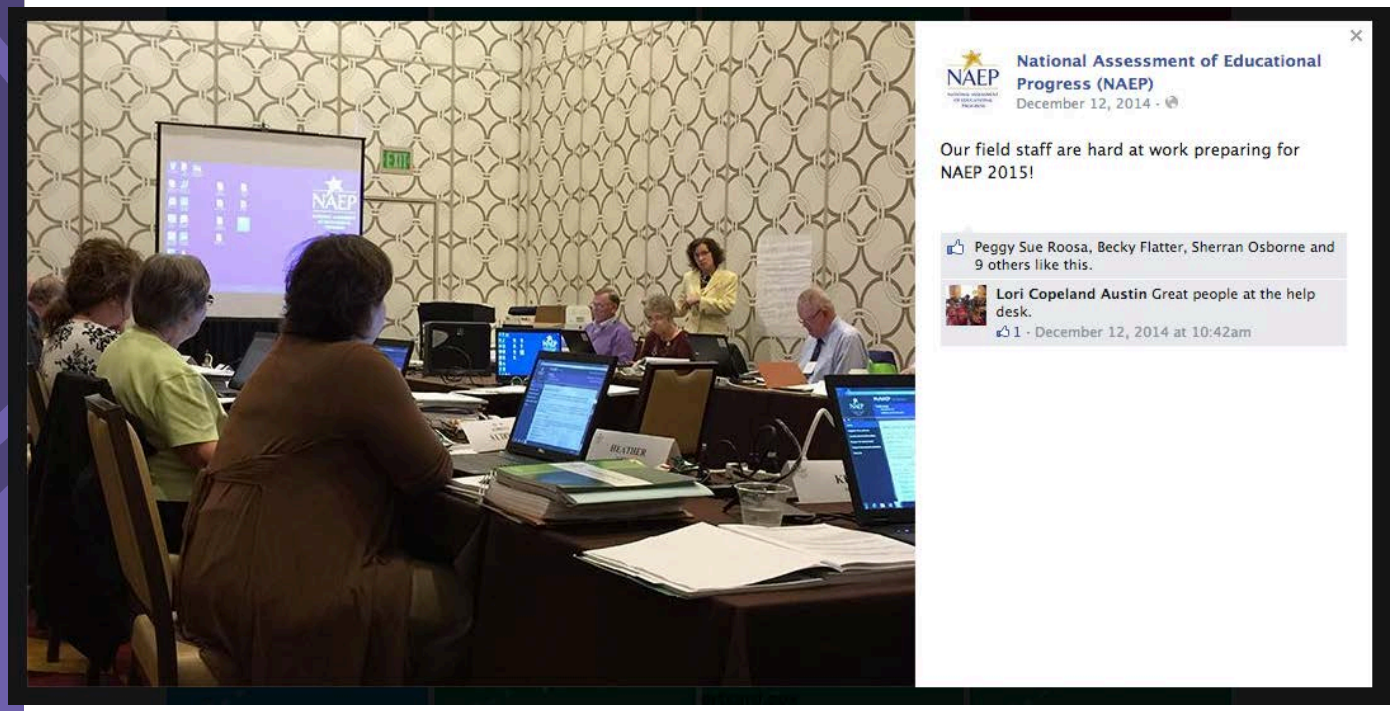
NAEP on Facebook



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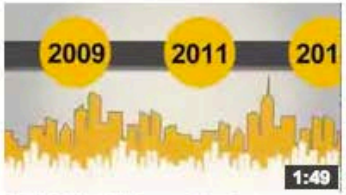
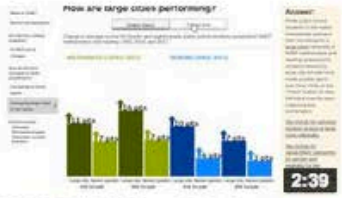
NAEP on YouTube

Private Schools and NAEP: A National Conversation
1,302 views • 6 months ago
CC

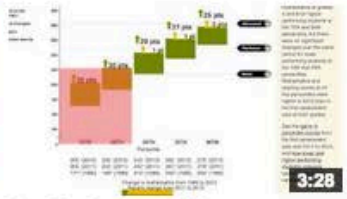
An Introduction to the National Indian Education...
836 views • 6 months ago
CC



2013 Trial Urban District Assessment Summary
418 views • 1 year ago
CC



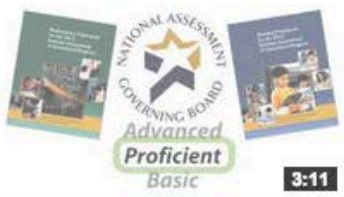
2013 Trial Urban District Assessment Video Site...
131 views • 1 year ago
CC



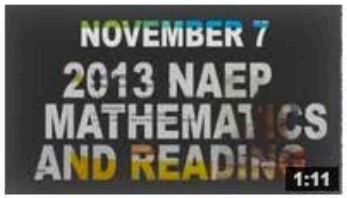
Are Students Making Progress in Mathematics...
268 views • 1 year ago
CC

How are States Performing in Mathematics and...
285 views • 1 year ago
CC

An Introduction to the NAEP 2013 Mathematics and...
5,877 views • 1 year ago
CC



What Knowledge and Skills Do Students Have in...
151 views • 1 year ago
CC



2013 NAEP Mathematics and Reading: A Preview
351 views • 1 year ago
CC

Exploring a TEL Task
611 views • 1 year ago
CC

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2016

NAEP Resources

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- The NAEP Data Explorer (NDE) is a web-based application for accessing NAEP data. http://nces.ed.gov/nationsreportcard/naepdata/

- The NAEP State Comparisons Tool lists states and jurisdictions according to average scale scores of students overall and average scale scores of selected student subgroups for a specific year. http://nces.ed.gov/nationsreportcard/nde/statecomp/

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- The NAEP Questions Tool enables users to explore more than 2000 released questions, student responses, and question-level data across multiple content areas. http://nces.ed.gov/nationsreportcard/ITMRLS/

- NAEP Item Maps help to illustrate what students know and can do in NAEP subject areas by positioning descriptions of individual assessment items along the NAEP scale at each grade level. http://nces.ed.gov/nationsreportcard/itemmaps/

Contact Information

- Texas Education Agency – Student Assessment
  - Kim Ackermann, NAEP Coordinator
  - Kim.Ackermann@tea.texas.gov
  - 512-463-9536

- www.mynaep.com (MySchool Web Site)

- NAEP Help Desk 1-800-283-6237 or naephelp@westat.com Monday through Friday between 8 a.m. and 5 p.m. ET.

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- Visit NAEP:
  - http://nationsreportcard.gov

- Follow NAEP:

What is Up and Coming in International Assessments

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Overview of International Student Assessments

- PISA
  Program for International Student Assessment
  (3 years/cycle)
- TIMSS
  Trends in International Mathematics and Science Study
  (4 years/cycle)
- PIRLS
  Progress in International Reading Literacy Study
  (5 years/cycle)

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PISA Overview

- Rotating topics: reading, mathematics, and science literacy; other subjects also offered (problem solving, financial literacy)
- Administered every 3 years
- Target population: Students aged 15 years (mostly in grades 9 and 10)
- Coordinated by the Organization for Economic Cooperation and Development (OECD)
- International contractors, led by ETS
- Last administered 2015. Results to be released December 2016

TIMSS Overview

- Trends in mathematics and science achievement
- Students in grade 4, 8, and 12
- Administered every 4 years at grades 4 and 8
- Coordinated by the International Association for the Evaluation of Educational Achievement (IEA)
- International contractors, led by Boston College
- National contractors, led by Westat
- Main Study March 30 - May 15, 2015

Results for TIMSS and TIMSS Advanced available December 2016

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PIRLS Overview

- Coordinated by the International Association for the Evaluation of Educational Achievement (IEA) and Study Directors located at Boston College
- In 2011, 53 education systems participated
- Literacy at grade 4 (informational and literary texts)
- Open-ended and multiple-choice format questions
- Student, teacher, and school questionnaires
- Field Test Spring 2015; Main Study March/June 2016; Results: December 2017

PIRLS USA

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International Activities Program

What's available on the website?

http://nces.ed.gov/surveys/international/

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For More Information

NCES
http://nces.ed.gov/

NCES International Activities Program
- http://nces.ed.gov/surveys/international/

International Table Library
http://nces.ed.gov/surveys/international/table-library.asp

International Data Explorer
http://nces.ed.gov/surveys/international/ide/

ies NATIONAL CENTER FOR EDUCATION STATISTICS