



NAEP and State of Ohio Assessments

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuous assessment of what America’s students know and can do. Since 1969, NAEP has measured the academic progress of students nationwide. NAEP assesses fourth-, eighth- and 12th-grade students in subjects such as reading, mathematics, science, writing and U.S. history. The results of NAEP are published as The Nation’s Report Card and include information on student performance for the nation, states, and in some cases, urban districts.

As part of No Child Left Behind (NCLB), Ohio must administer annual assessments based on its academic content standards in mathematics, reading and science at varying grade levels. Direct comparisons of state-to-state results cannot be made with these assessments. NCLB requires that states receiving Title I funding, such as Ohio, participate in NAEP mathematics and reading assessments in grades four and eight every other year. NAEP asks the same questions and is administered in the same way in every state. Because the same assessment is administered nationwide, it provides a common yardstick for measuring student progress and makes state comparisons possible. While NAEP’s and Ohio’s assessments may differ in scope and content, both can be used to assess progress and develop ways to improve education in America and Ohio.

	NAEP	State of Ohio Assessments
<i>Purpose</i>	<ul style="list-style-type: none"> Measures student performance nationally and reports changes over time Provides results for the nation, states and some urban districts Allows comparisons between states and the nation 	<ul style="list-style-type: none"> Measures progress of schools, districts and the state toward adequate yearly progress (AYP) goals as required by NCLB Provides state, district, school and individual student data Tracks progress toward state education goals Assesses individual state content standards
<i>Frameworks</i>	<ul style="list-style-type: none"> The National Assessment Governing Board develops a content framework that specifies what students should know and be able to do at a given grade level Not aligned to any particular content standards Reflects the knowledge and experience of subject-area experts, school administrators, policymakers, teachers, parents and others 	<ul style="list-style-type: none"> Set and defined by State Board of Education on its content standards Includes involvement of a diverse group of stakeholders, including policymakers and educators
<i>Achievement Levels (also referred to as Performance Standards)</i>	<ul style="list-style-type: none"> The National Assessment Governing Board sets the NAEP achievement levels – Basic, Proficient and Advanced Proficient is defined as “competency over challenging subject matter” 	<ul style="list-style-type: none"> Set and defined by State Board of Education Proficient is defined as “at grade level” performance

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<i>About the Assessment</i>	<ul style="list-style-type: none"> • Includes multiple-choice, short constructed-response, extended-response and computer-based questions • Assesses students with disabilities and English language learners based on NAEP-allowable accommodations • Administered by NAEP field staff during regular school hours 	<ul style="list-style-type: none"> • Consists of a variety of formats, such as multiple-choice, constructed-response and alternate assessments • Assesses students with disabilities and English language learners according to the State Board of Education's accommodation policy • Administered by school and district personnel
<i>Assessment Participation</i>	<ul style="list-style-type: none"> • A representative sample of students in grades four and eight from each state participate in reading and mathematics every other year • National and state samples of fourth-, eighth-, and 12th-graders are periodically assessed in other subject areas such as science, writing, U.S. history and civics • Student participation is required per Ohio Revised Code • Students with disabilities and English language learners who require test accommodations other than those allowed by NAEP can be excluded 	<ul style="list-style-type: none"> • All students in grades three through eight and 10 in reading and mathematics every year • Students in grades five, eight and 10 are assessed in science and social studies* • Students in grades four, seven and 10 are assessed in writing* • Offers alternative or modified assessments, when necessary, to students with disabilities and English language learners • Participation is required for all public schools
<i>Assessment Results</i>	<ul style="list-style-type: none"> • Used by President, Congress and state leaders to develop ways to improve education in America • Makes comparisons between states and the nation • Makes trend comparisons over time • Does not report performance for individual schools, students or most school districts 	<ul style="list-style-type: none"> • Used by Governor, state legislature, state leaders and state educators for setting education policy and examining school and group performance • Used by teachers, parents and other school staff to examine individual student performance • Aids in making local decisions about curriculum and instruction • May be used for promotion/retention decisions and/or graduation requirements

NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education.

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

*House Bill 1 suspended the administration of grades 4 and 7 writing and grades 5 and 8 social studies assessments for two years. These assessments will not be offered during school years 2009-10 and 2010-11.