



States Use of NAEP

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Overview

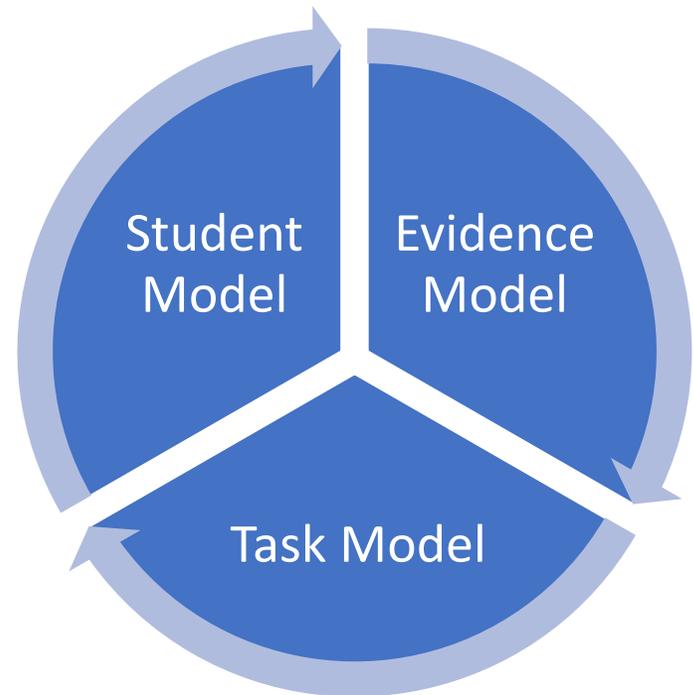
- Common state uses of NAEP
 - As part of standard setting
 - Item-writing models
 - Monitoring educational trends
- Some things states should consider
 - Percentile displays
 - Item maps
- Some challenges for states
 - Communicating different assessment results
 - Policymaking

Standard Setting

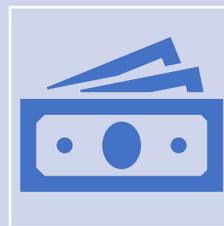
- Standard setting is the deliberative process of matching descriptions of performance to test scores.
- Many states use NAEP by:
 - Embedding NAEP items in state tests
 - Using NAEP results as part of contextual information
- Both are very important ways to inform states' standard-setting studies.



Item Writing and Item Quality



Many states and their assessment partners look to NAEP for examples of high-quality items and high-quality processes for creating items and tasks.



Obviously, states don't have the NCES budget, but it is still helpful to have model items and tasks.

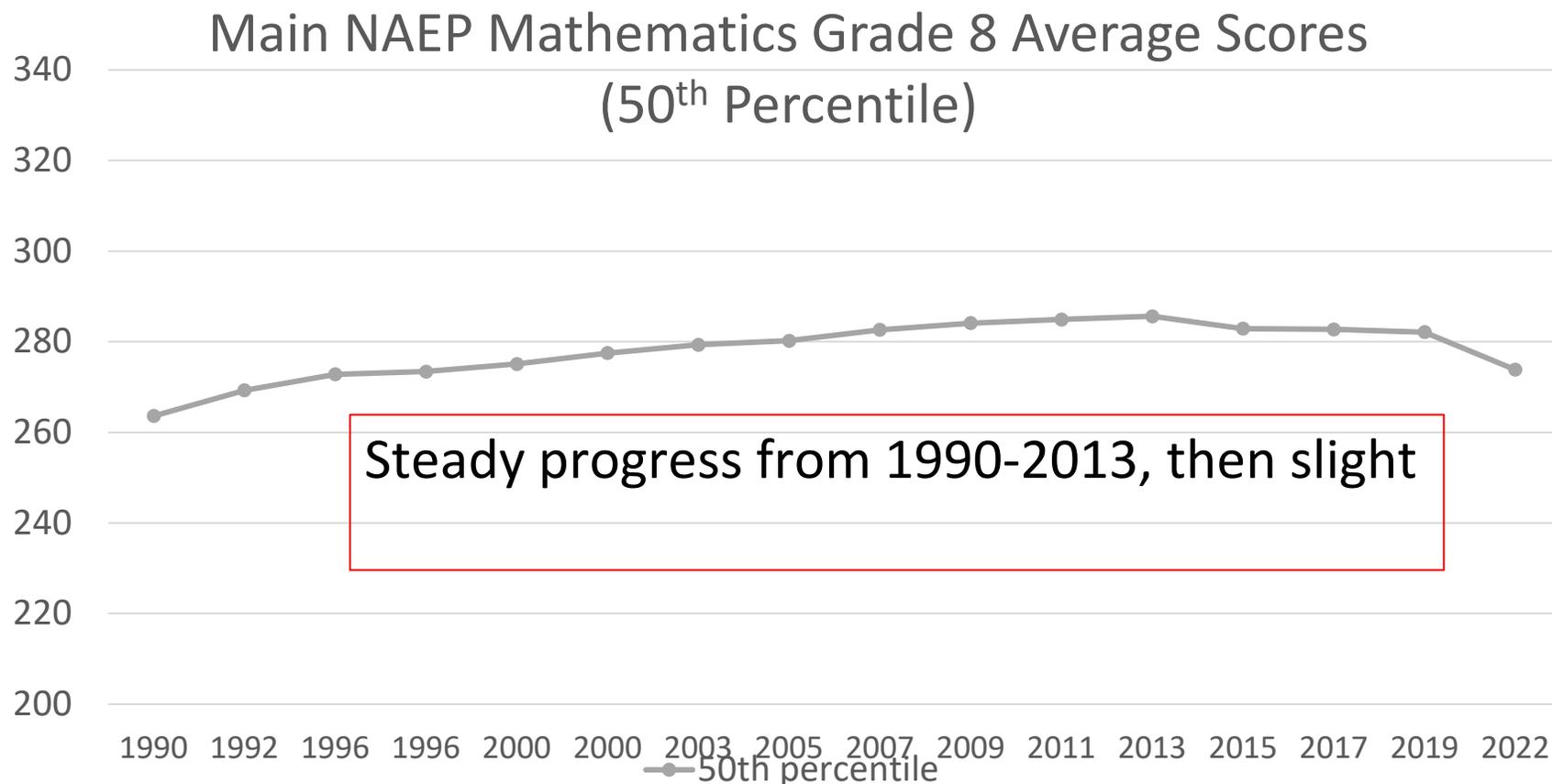
Monitoring Educational Trends



- Large-scale assessments are generally the most effective instruments for monitoring educational trends.
- The state assessment results in 2021 and 2022, and NAEP in 2022, provided a critical “national” picture of the effects of the pandemic on student learning.

Monitoring Long-Term Educational Trends

NAEP is our most trusted monitor of long-term academic achievement in the U.S.



The Mississippi “Miracle”

- It wasn't a miracle. It was amazing leadership and tons of hard work!
- Nobody, except those closest to the work, believed what was happening.
- It was the credible NAEP results that made everyone else stand up and take notice!

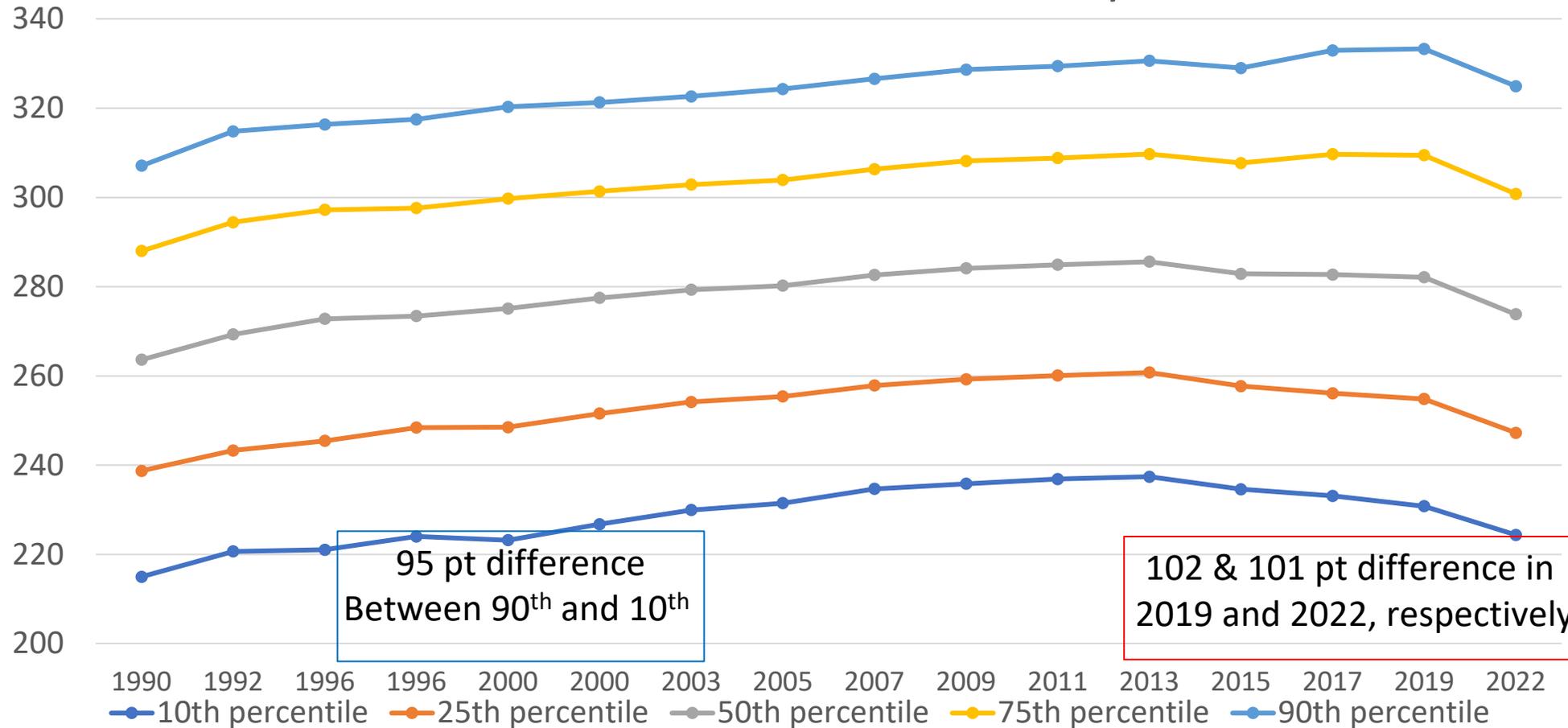


Some Things for States to Consider

- There are some things done with NAEP data that I do not see done very commonly in states.
- There are likely some very compelling reasons why that's the case.
- Nevertheless, I will talk about two relatively simple things I'd like to see more of:
 - Percentile displays
 - Item maps

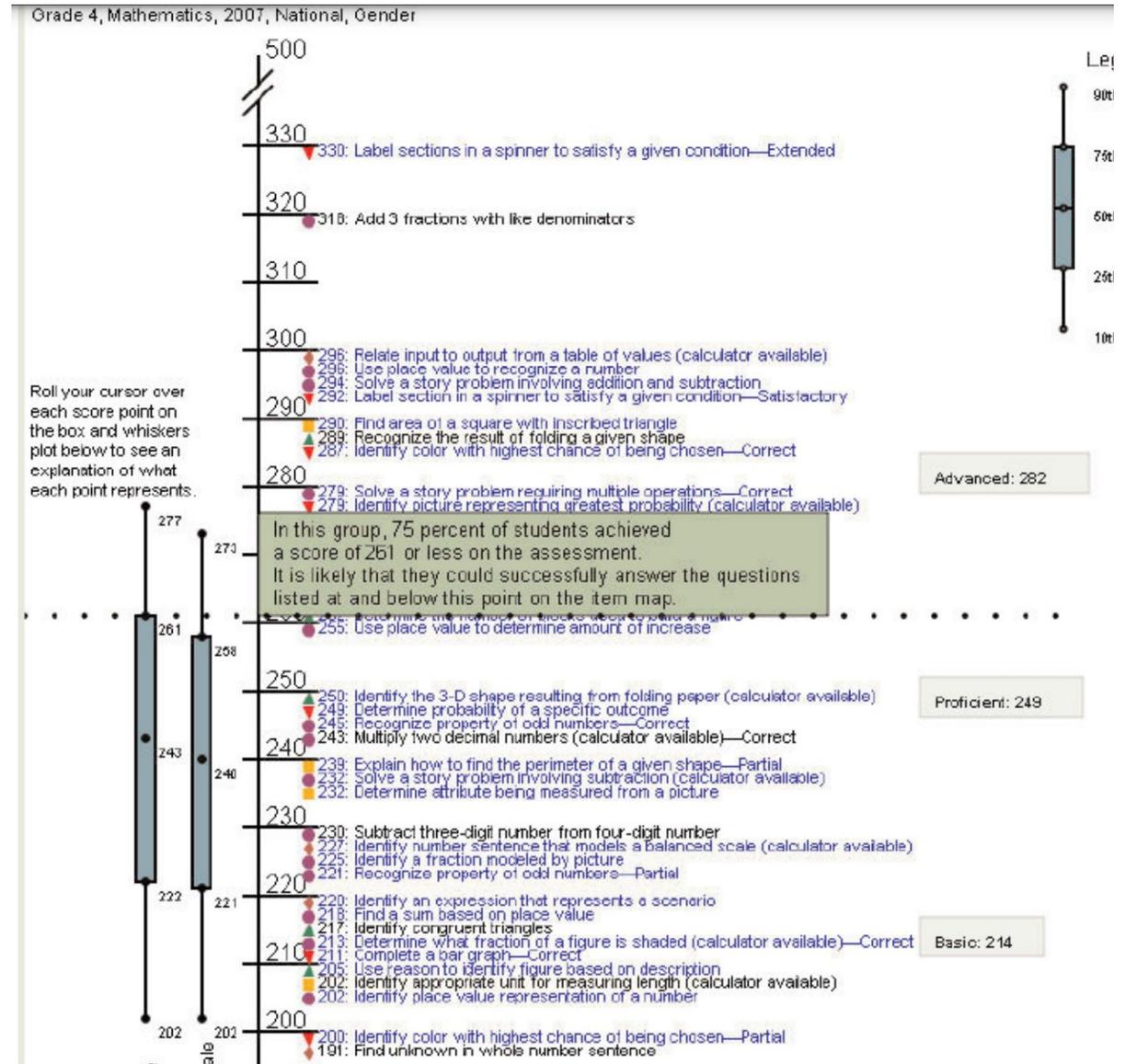
These percentile displays are a straightforward and eye-opening way of communicating the magnitude of opportunity gaps. They should be part of every aggregate assessment report!

Main NAEP Mathematics Grade 8 Scores by Percentiles



Item Maps (aka Wright Maps)

- Item maps, when done well, are a vehicle for communicating test scores in ways that educators and other stakeholders can easily (relatively) grasp.



Yes, there are some challenges too





Communicating with Two (three) Watches

“If you have one watch, you always know the time. If you have two, you’re never quite sure” (Felt, 1989).

- The Long-term Trend and Main NAEP are built from different content frameworks and have different measurement targets. We were not surprised to see different results.
- Your state tests are yet another watch and likely your most important watch

Differences Between State and NAEP Scores

Some reasons that also posed communication challenges:

- Slightly to noticeably different content assessed.
- Different achievement levels.
- Different motivational conditions (could be significant).
- Different sample characteristics.





NAGB Wants NAEP to be Policy-Relevant

- We want NAEP to be useful to state policymakers.
- The Mississippi case is a good example of NAEP as an outcome variable but not necessarily as a motivator for policy initiation.
- I think the percentile displays should motivate state-level policy discussions.
- **What do you think?**