

Trial Urban District Assessment (TUDA)

Frequently Asked Questions

2015 NAEP Mathematics and Reading

What is The Nation's Report Card™?

The Nation's Report Card™ presents results from the National Assessment of Educational Progress (NAEP). [NAEP](#) is a continuing and nationally representative assessment of what our nation's students know and can do in mathematics, reading, science, writing, geography, U.S. history, civics, and other subjects. Standard administration practices are implemented to provide a uniform measure of student achievement. NAEP results can be used by teachers, principals, parents, policymakers, and researchers to assess progress and develop ways to improve education in the United States.

NAEP is a congressionally authorized project of the National Center for Education Statistics (NCES), within the Institute of Education Sciences (IES) of the U.S. Department of Education. The [National Assessment Governing Board](#), an independent, bipartisan board, sets policy for the NAEP program.

What is the NAEP Trial Urban District Assessment?

The Trial Urban District Assessment (TUDA) is a special project of the National Center for Education Statistics (NCES), the National Assessment Governing Board (NAGB), and the Council of the Great City Schools (CGCS). [TUDA](#) is intended to focus attention on urban education and measure educational progress within participating large urban districts. TUDA results are based on the same mathematics and reading assessments used to report national and state results, allowing the comparison of student performance in the 21 participating districts against their peers at the district, state and national level.

How many districts participate in the NAEP TUDA reading and mathematics assessments?

Twenty-one districts participated in the 2015 mathematics and reading assessments, including three from Florida: Miami-Dade, Hillsborough County, and Duval County. Miami-Dade and Hillsborough County were added in 2009 and 2011 respectively. In 2015, Duval County replaced Milwaukee. Six new TUDA's will be added for NAEP 2017. See list below.

The following chart lists district participation in TUDA by year. The numbers in parentheses represent the total number of districts that participated each year. A district's first year is indicated with italics and an asterisk.

2002 (6)	2003 (10)	2005 (11)	2007 (11)
<i>Atlanta*</i>	Atlanta	Atlanta	Atlanta
<i>Chicago*</i>	<i>Boston*</i>	<i>Austin*</i>	Austin
<i>District of Columbia (DCPS)*</i>	<i>Charlotte*</i>	Boston	Boston
<i>Houston*</i>	Chicago	Charlotte	Charlotte
<i>Los Angeles*</i>	<i>Cleveland*</i>	Chicago	Chicago
<i>New York City*</i>	District of Columbia (DCPS)	Cleveland	Cleveland
	Houston	District of Columbia (DCPS)	District of Columbia (DCPS)
	Los Angeles	Houston	Houston
	New York City	Los Angeles	Los Angeles
	<i>San Diego*</i>	New York City	New York City
		San Diego	San Diego

2009 (18)	2011 (21)	2013 (21)	2015 (21)
Atlanta	<i>Albuquerque</i>	Albuquerque	Albuquerque
Austin	Atlanta	Atlanta	Atlanta
<i>Baltimore City*</i>	Austin	Austin	Austin
Boston	Baltimore City	Baltimore City	Baltimore City
Charlotte	Boston	Boston	Boston
Charlotte	Charlotte	Charlotte	Charlotte
Chicago	Chicago	Chicago	Chicago
Cleveland	Cleveland	Cleveland	Cleveland
<i>Detroit*</i>	<i>Dallas</i>	Dallas	Dallas
District of Columbia (DCPS)	Detroit	Detroit	Detroit
<i>Fresno*</i>	District of Columbia (DCPS)	District of Columbia (DCPS)	District of Columbia (DCPS)
Houston	Fresno	Fresno	<i>Duval County* (FL)</i>
<i>Jefferson County* (KY)</i>	<i>Hillsborough County* (FL)</i>	Hillsborough County (FL)	Fresno
Los Angeles	Houston	Houston	Hillsborough County (FL)
<i>Miami-Dade*</i>	Jefferson County (KY)	Jefferson County (KY)	Houston
<i>Milwaukee*</i>	Los Angeles	Los Angeles	Jefferson County (KY)
New York City	Miami-Dade	Miami-Dade	Los Angeles
<i>Philadelphia*</i>	Milwaukee	Milwaukee	Miami-Dade
San Diego	New York City	New York City	New York City
	Philadelphia	Philadelphia	Philadelphia
	San Diego	San Diego	San Diego

Six new TUDA districts being added to the NAEP 2017 assessment:

- Clark County (Includes **Las Vegas**, NV)
- **Denver** Public Schools (CO)
- **Fort Worth** Independent School District (TX)
- Guilford County (**Greensboro**, NC)
- **Milwaukee** Public Schools (WI)
- Shelby County (Includes **Memphis**, TN)

Are the districts included in the recently released national and state NAEP results?

Yes. Students in the TUDA samples are also included as part of the state and national samples. For example, results reported for students in Los Angeles also contributed to the results reported for California and the Nation. The districts' results are weighted so that their contribution to state results reflects the district's proportion of students in the state's student population.

What process is used to develop the assessments?

TUDA results are based on the same mathematics and reading assessments used to report national and state results. The content of each NAEP assessment is based on a subject framework that is revised or replaced periodically to reflect new developments in the field and to keep assessments in line with current instructional practices.

NCES is responsible for developing NAEP questions based on framework specifications. The questions are developed in consultation with classroom teachers, curriculum specialists, and test development specialists. The questions are then pilot-tested in schools across the country before being included in the NAEP assessments.

What are “Large City” and “large cities,” and why are they used as a point of comparison?

“Large City” and “large cities” are interchangeable terms for the same sample drawn from large cities nationwide. Large City results are used as a benchmark for comparing urban district results, just like the national public sample is used as a benchmark for comparing state results. Referred to as “large central cities” in previous TUDA reports, Large City includes public schools located in the urbanized areas of cities and certain counties with populations of 250,000 or more. Large City is not synonymous with “inner city.”

Schools in participating NAEP TUDA are also included in the results for large cities. Students in the 21 TUDA districts represent nearly half of the students who attend schools in large cities nationally. Urban districts are compared to large cities because of their similar demographics; TUDA districts and large cities generally have higher concentrations of Black and/or Hispanic students, lower-income students, and English language learners than in the nation as a whole.

What subject areas are assessed?

In 2015, NAEP assessed mathematics and reading in grades 4 and 8.

The 2015 NAEP mathematics assessment tested students on five content areas: (1) number properties and operations, (2) measurements, (3) geometry, (4) data analysis, statistics and probability, and (5) algebra. The proportion of the assessment questions devoted to each of the five mathematics content areas varied by grade to reflect the developmental differences of students.

The table below lists what percentage of the 2015 NAEP mathematics assessment was devoted to each of the five content areas at grades 4 and 8.

Mathematics Content Areas	Grade 4	Grade 8
Number properties and operations	40%	20%
Measurements	20%	15%
Geometry	15%	20%
Data analysis, statistics and probability	10%	15%
Algebra	15%	30%

The 2015 NAEP reading assessment was designed to measure student reading comprehension across literary and informational texts and divided into three cognitive target areas in order to assess students’ reading ability: (1) locate and recall, (2) integrate and interpret, and (3) critique and evaluate. The proportion of the assessment questions devoted to each of the three cognitive targets varied by grade to reflect the developmental differences of students.

The table below lists what percentages of the 2015 NAEP reading assessment were devoted to each of the three cognitive target areas at grades 4 and 8.

Reading Cognitive Target Areas	Grade 4	Grade 8
Locate and recall	30%	20%
Integrate and interpret	50%	50%
Critique and evaluate	20%	30%

What types of questions did students answer?

In both the NAEP mathematics and reading assessments, students answered multiple-choice and constructed-response questions. In the reading assessment, students read a passage and responded to a series of related questions.

Sample questions are available on the [NAEP Questions Tool](#), including sample student responses, a scoring guide, and students' performance results on the questions. Teachers can use these questions to create classroom quizzes and compare their students' performances to their district, state and the Nation.

How many schools and students participated?

The NAEP 2015 mathematics and reading TUDA assessment results are based on representative samples of fourth- and eighth-grade public school students from 21 participating urban districts.

The following two charts list how many students and schools participated in the TUDA NAEP 2015 reading and mathematics assessments at grades 4 and 8.

Mathematics Participation		
Grade	Students	Schools
Grade 4	25,900	1,110
Grade 8	25,100	900

Reading Participation		
Grade	Students	Schools
Grade 4	25,600	1,110
Grade 8	23,800	900

NOTE: The number of schools is rounded to the nearest ten and the number of students to the nearest hundred.

How are the results reported?

District, state and national student performances are reported in two ways—as average scale scores and as percentages performing at or above each of three achievement levels.

While both NAEP mathematics and reading results are reported on a 0–500 scale, average scores are calculated on separate scales and cannot be compared across subject or grade levels.

NAEP achievement levels are established by the National Assessment Governing Board (NAGB) and define a set of standards of what students should know and be able to do in each subject area assessed. Achievement-level results are reported as the percentages of students performing at or above the *Basic*, *Proficient*, and *Advanced* levels. The Governing Board defines *Proficient* performance as “competency over challenging subject matter” and should not be interpreted as an equivalent to grade level performance.

What results are reported?

The mathematics and reading TUDA assessments provide district results, comparing them to the Nation and Large City results as well as to each district's corresponding state results for fourth- and eighth-grade public school students.

Results are provided for students overall and by selected demographic characteristics such as race/ethnicity and student eligibility for the National School Lunch Program (NSLP). Results are also available based on information collected from the student, teacher and school background questionnaires. NAEP does not provide individual scores for participating students or schools.

Are results for private schools included in this report?

TUDA results and comparisons with Large City and the Nation include only public school students.

Are students with disabilities (SD) and English language learners (ELL) included in the NAEP samples?

NAEP has always aimed to assess all students selected as a part of its sampling process, including students who are classified as SD and/or ELL by their schools. The decision to exclude any of these students from NAEP is made by school personnel. School personnel are encouraged to use inclusion criteria provided by NAEP and may discuss their inclusion decisions with their district assessment coordinators or NAEP field staff. Wherever possible, students are encouraged to participate using allowable testing accommodations.

Participating TUDA districts varied in their percentages of SD and/or ELL identified students that were excluded or assessed for NAEP 2015. The tables below present Large City's percentages of SD and/or ELL identified students in 2015.

Mathematics SD/ELL Inclusion		
SD and/or ELL	Grade 4	Grade 8
Identified	32%	24%
Excluded	2%	2%
Assessed	29%	21%
Without Accommodations	12%	7%
With Accommodations	17%	15%

Reading SD/ELL Inclusion		
SD and/or ELL	Grade 4	Grade 8
Identified	31%	24%
Excluded	3%	2%
Assessed	28%	22%
Without Accommodations	12%	8%
With Accommodations	16%	14%

NOTE: Detail may not sum to totals because of rounding.

All specific district information can be found in the appendices of the report cards.

What testing accommodations are offered?

Accommodations are adaptations to standard testing procedures that remove participation barriers

without changing assessment content. NAEP allows SD and ELL students to use most of the same testing accommodations they receive on state or district tests.

There are several NAEP accommodations that are allowed on the mathematics assessment, but not on the reading assessment. Some examples include the reading aloud of assessment questions, the use of a heritage-language word-to-word dictionary, and the signing of test questions. For both mathematics and reading assessments, allowing extra time, giving the assessment in a small-group setting, and administering the assessment one-on-one were the three most commonly used accommodations.

What are the Governing Board inclusion goals? Did districts meet the inclusion goals in 2015?

NAGB, the organization that sets policy for NAEP, has been exploring ways to ensure that NAEP continues to appropriately and consistently include as many students as possible across jurisdictions. In March 2010, the Governing Board adopted a new policy, *NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL)*. This policy was the culmination of work with experts in testing and curriculum alongside those who work with exceptional children and students learning to speak English. The policy aims to:

- Maximize participation of sampled students in NAEP;
- Reduce variation in exclusion rates for SD and ELL students across states and districts;
- Develop uniform national rules for including students in NAEP; and
- Ensure that NAEP is fully representative of SD and ELL students.

The policy defines specific inclusion goals for NAEP samples. At the national, state and district levels, the goal is to include 95 percent of selected students, and 85 percent of those who are identified as SD or ELL. All districts that participated in the 2015 mathematics and reading assessments met the 95 percent overall inclusion goal.

The following two charts list the TUDA districts that did *not* meet the 85% SD and ELL inclusion goals.

Mathematics	
Grade 4 SD	Cleveland, Dallas, Detroit, Houston, Philadelphia, and Sand Diego
Grade 4 ELL	All districts met 85% ELL inclusion goal
Grade 8 SD	Detroit
Grade 8 ELL	District of Columbia Public Schools

Reading	
Grade 4 SD	Atlanta, Austin, Baltimore City, Dallas, Detroit, Houston, Jefferson County (KY), Philadelphia
Grade 4 ELL	District of Columbia Public Schools, Jefferson County (KY), Miami-Dade County
Grade 8 SD	Baltimore City, Dallas, Detroit, Houston, Miami-Dade County
Grade 8 ELL	Cleveland, District of Columbia Public Schools, Miami-Dade County , Philadelphia

What additional results are available?

There are a variety of tools available on the [The Nation's Report Card website](#) that allow for further exploration of the results.

- The [NAEP Data Explorer](#) allows users to examine results by student demographics and

questionnaire responses completed by students, teachers and school administrators.

- The [NAEP Questions Tool](#) provides a sample of actual questions students answered. The tool also has performance results on all publicly released NAEP questions.

Links to other NAEP resources:

[NAEP Data Release Website](#)

[NAEP Frameworks](#)

[NAEP Achievement Levels](#)