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Nota di contenuto	""Front Matter""; ""Acknowledgments""; ""Contents""; ""1 Introduction""; ""2 Background""; ""3 NAEPa€™s Influence on State Instructional and Assessment Programs""; ""4 Comparisons with National Benchmarks: Pros and Cons""; ""5 Factors That Influence Interest In District-Level NAEP""; ""6 Summing Up: Issues to Consider and Resolve""; ""References""; ""APPENDIX A Workshop on District-Level Reporting for NAEP Agenda and Participants""; ""APPENDIX B Background Information on NAEP""
Sommario/riassunto	The National Assessment of Education Progress (NAEP) has earned a reputation as one of the nation's best measures of student achievement in key subject areas. Since its inception in 1969, NAEP has summarized academic performance for the nation as a whole and, beginning in 1990, for the individual states. Increasingly, NAEP results get the attention of the press, the public, and policy makers. With this increasing prominence have come calls for reporting NAEP results below the national and state levels. Some education leaders argue that NAEP can provide important and useful information to local educators and policy makers. They want NAEP to serve as a district-level indicator

of educational progress and call for NAEP results to be summarized at the school district level. Reporting District-Level NAEP Data explores with various stakeholders their interest in and perceptions regarding the likely impacts of district level reporting.
