



NAEP 2017

National Assessment of Education Progress Overview & Update

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Agenda

- NAEP defined
- Overview of 2017
- Digitally Based Assessments
 - Transition and Development
 - eNAEP
- Latest Results – 2015
- NAEP on Social Media
- International Update
- Resources



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

NAEP 2017 Assessment Components

	Subject/Study	Grades
Operational Assessments	Mathematics	4, 8
	Reading	4, 8
	Writing	4, 8
Pilots and Start-ups	Mathematics	4, 8
	Reading	4, 8
	Civics	8
	Geography	8
	US History	8
Special Studies	Knowledge and Skills Appropriate (KaSA): Math	4, 8
	Multi-Stage Testing (MST): Math	4,8
	Computer Accessibility and Familiarity Study (CAFS)	4, 8
	Writing Laptop Comparability Study	8
	Oral Reading Fluency (ORF) Study	4

NAEP 2017 Operational Assessments

- Mathematics
 - Grades 4 and 8
 - National, state, TUDA
- Reading
 - Grades 4 and 8
 - National, state, TUDA
- Writing
 - Grades 4 and 8
 - National

NAEP 2017 Operational: Mathematics and Reading

- Mathematics and reading spiraled together
- Digitally based (DBA) and paper and pencil (P&P) in the same school in all jurisdictions
 - Continue to study mode effect at the jurisdiction level
 - Approximately 80% DBA and 20% P&P

NAEP 2017 Operational: Mathematics and Reading

DBA

- Standard DBA sections:
 - Two 30 -minute cognitive sections
 - One 15-minute student questionnaires section
- NAEP-provided tablets
- Two sequential sittings of 25 students per school (typical)

P&P

- Standard P&P sections:
 - Two 25-minute cognitive sections
 - One 15-minute student questionnaires section
- Separate sitting of 12 students per school (typical), slightly more for TUDAs

NAEP 2017 Operational: Writing

- Grades 4 and 8
- All DBA
 - Standard DBA sections:
 - Two 30 -minute cognitive sections
 - One 15-minute student questionnaire section
 - NAEP-provided tablets
 - Two sequential sittings of 25 students per school
- Administered in separate sample of schools along with pilots and start-ups

NAEP 2017 Pilots and Start-ups

Subjects

- Mathematics and reading at grade 4
- Mathematics, reading, civics, geography, US history at grade 8

Civics, geography, and US history

- First time DBA: Start-up with trans-adapted items
- Pilot new items

All DBA

- Standard DBA sections:
 - Two 30 -minute cognitive sections (Note: No separate civics section!)
 - One 15-minute student questionnaire section
- NAEP-provided tablets
- Two sequential sittings of 25 students per school

Special Studies

Knowledge and Skills Appropriate (KaSA) Study

- Mathematics only, grades 4 and 8
- Administered in Puerto Rico and special national sample on mainland
- On mainland:

DBA KaSA spiraled within the pilot assessments

P&P KaSA spiraled with P&P in mathematics and reading operational assessments

Special Studies

Computer Accessibility and Familiarity Study (CAFS)

- Grades 4 and 8
- Administration similar to NAEP 2015
- Small sample of schools/students
 - 150-175 schools per grade level
- Additional short student questionnaire administered at end of both DBA and P&P sessions to all sampled students

NAEP 2017 Math & Reading Operational Sample Sizes

Subjects	Grade 4	Grade 8
Mathematics DBA	141,000	141,000
Mathematics P&P	37,500	37,500
Mathematics KaSA P&P	3,000	3,000
Reading DBA	141,000	141,000
Reading P&P	37,500	37,500
Total Students	360,000	360,000
Estimated Total Schools	7,500	7,339

Note: These sample sizes are the targeted yield number of students. Approximately 15% at grade 4 and 20% at grade 8 additional students will be sampled to account for ineligible schools and students, and absent students.

NAEP 2017 State*/TUDA** Sample Sizes

Approximate # of Public School Students

Subjects	Grade 4	Grade 8
Mathematics DBA	2,200	2,200
Mathematics P&P	500	500
Mathematics KaSA P&P	50	50
Reading DBA	2,200	2,200
Reading P&P	500	500
Total Students	5,400	5,400
Estimated Total Schools (Typical)	100-125	100-120

***These sample sizes are the targeted yield number of students. Approximately 15% at grade 4 and 20% at grade 8 additional students will be sampled to account for ineligible and absent students.**

****TUDA samples are somewhat smaller, and vary by whether they are a large or small TUDA.**

NAEP 2017 Math and Reading Operational Sample Sizes

Target # of Public School Students per School

- States
 - 62 students, take all up to 70
 - 50 students DBA, 12-20 students P&P
- Large TUDAs*
 - 66 students, take all up to 75
 - 50 students DBA, 16-25 students P&P
- Small TUDAs*
 - 74 students, take all up to 80
 - 50 students DBA, 25-30 students P&P
- *New York, Los Angeles, Chicago, Miami-Dade, and Houston are “Large TUDAs”. All the others are “Small TUDAs”. New TUDAs will split between large and small.

Typical NAEP 2017 Administration Model

- Assessment teams
 - 1 AC and 3 AAs
- DBA sessions
 - 1 AC and 2 AAs
 - 2 consecutive sittings of 25 students
- P&P sessions
 - 1 AA
 - Separate sitting of 12 students

NAEP 2017 Math & Reading Operational Multi-hit Schools

Administration Model

- Send as many teams and tablets to schools as necessary to administer all assessments in one day
- For example, a school with multi-hit = two
 - 100 students sampled for DBA and 24 students P&P
 - Two assessment teams with equipment
 - Two ACs + 4 AAs, with 50 tablets
 - One to two AAs for P&P
 - Two sequential sittings of 50 students for DBA

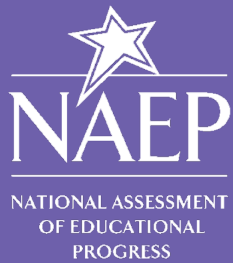
Other Special Studies

Writing Laptop Comparability Study

- Grades 8
- NAEP 2011 operational writing administered on laptops
- Evaluate the transition to tablet administration
- Administered to a small additional sample of schools after the main study window
- About 3,000 students nationwide
 - About 120 schools
 - 30 students per school

NAEP 2017 Questionnaires

- Student Questionnaires:
 - Core plus subject-specific
 - All assessments, operational and pilot
 - Administered in eNAEP for DBA and on paper in P&P
- Teacher and School Questionnaires
 - All assessments, operational and pilot
 - Administered online
 - NAEP to provide more information and resources about the value and purpose of the questionnaires.



2017

Digital-Based Assessments

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.

What's happening now?

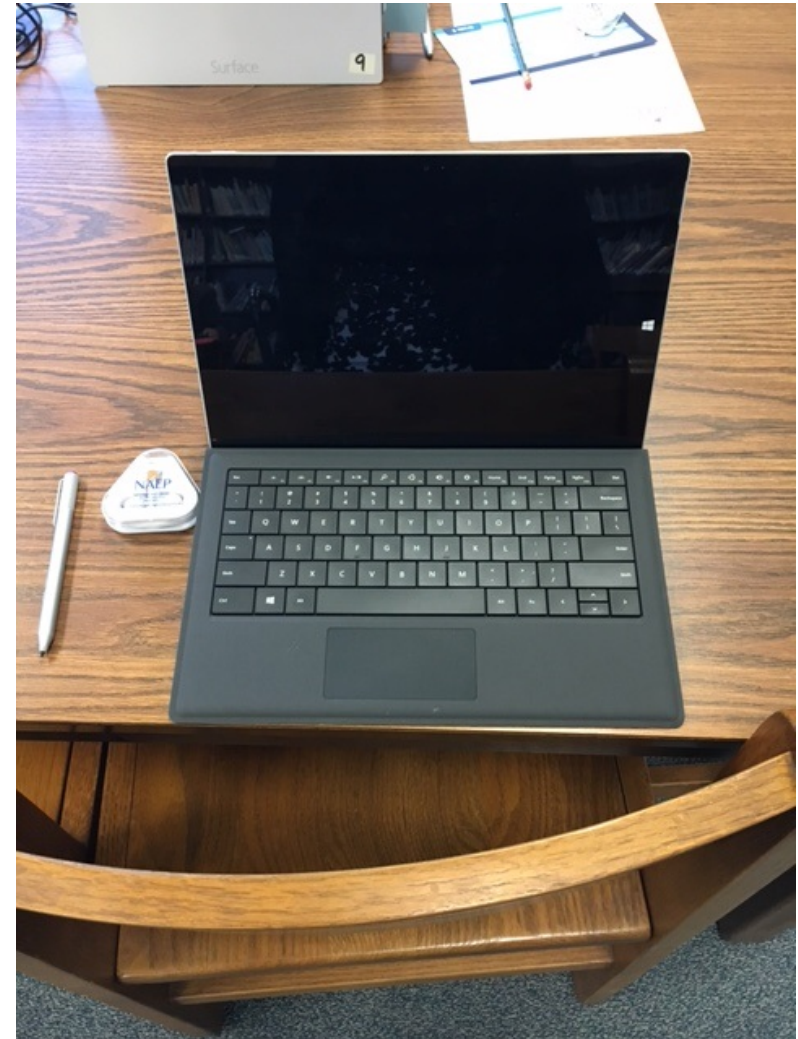
- The NAEP program is in the midst of transitioning all of its assessments to digitally based content and delivery.
- Beginning in 2017, the NAEP mathematics, reading, and writing assessments will be administered to students throughout the nation on NAEP-provided tablets. Additional subjects will be 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.

The Tablet

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



The NAEP Interface

DBA Tutorials

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.

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

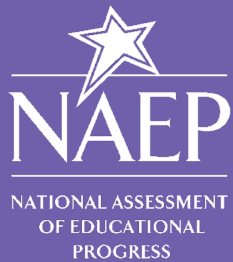
- NAEP's digitally based assessments will use new testing methods and item types that reflect the growing use of technology in education. Some questions may include multimedia, such as audio and video.
- Other questions may allow the use of embedded technological features (such as an onscreen calculator) to form a response, or may engage students in solving problems within realistic scenarios.

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.

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.
- Federal law dictates complete privacy for all test takers and their families. Under the National Assessment of Educational Progress Authorization Act (Public Law 107-279 III, section 303), the Commissioner of the National Center for Education Statistics (NCES) is charged with ensuring that NAEP tests do not question test takers about personal or family beliefs or make information about their personal identity publicly available.
- After publishing NAEP reports, NCES makes data available to researchers but withholds students' names and other identifying information. The names of all participating students are not allowed to leave the schools after NAEP assessments are administered. Because it might be possible to deduce from data the identities of some NAEP schools, researchers must promise, under penalty of fines and jail terms, to keep these identities confidential.



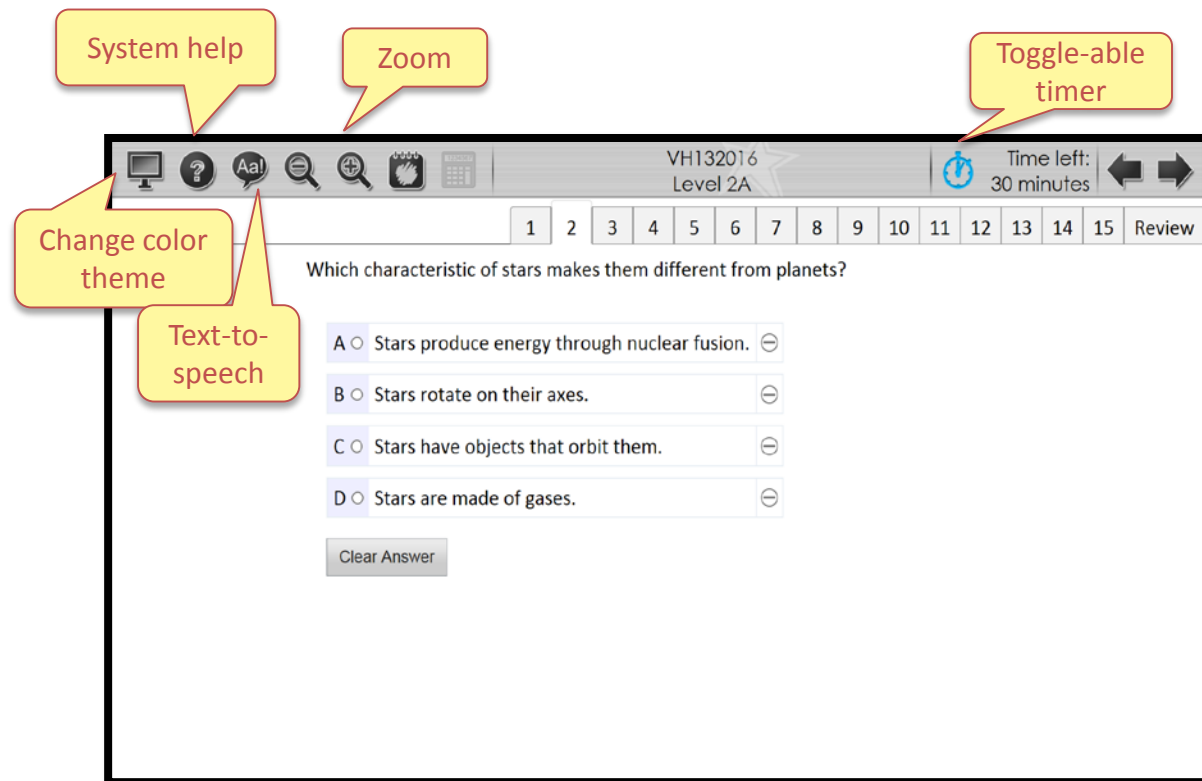
2017

Digital-Based Assessments: Transition and Development

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 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

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.

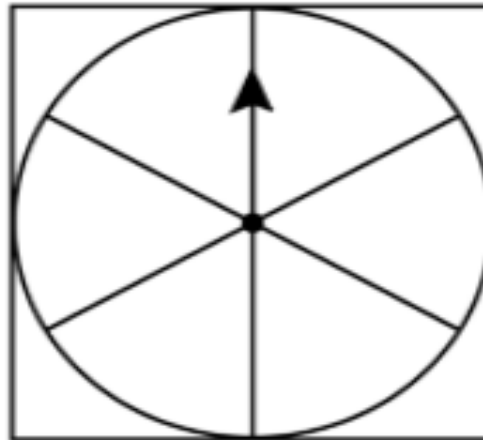
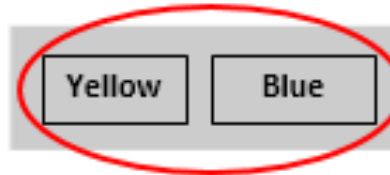
The teacher bought 1 box, 9 packages, 12 cards, and 5 single buttons.

How many buttons did the teacher buy altogether?

Answer: buttons.

Matching (Drag and Drop)

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



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

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 ?

$c =$ _____ $d =$ _____

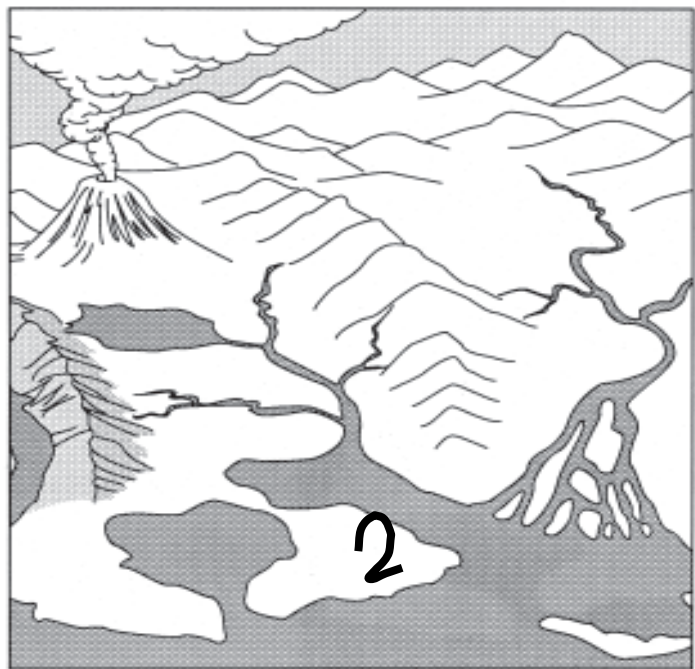
- (b) If j and k are different prime numbers less than 10 and the sum $j + k$ is a prime number less than 10, what is one possible pair of values for j and k ?

$j =$ _____ $k =$ _____

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



Paper-and-pencil layout



 Water

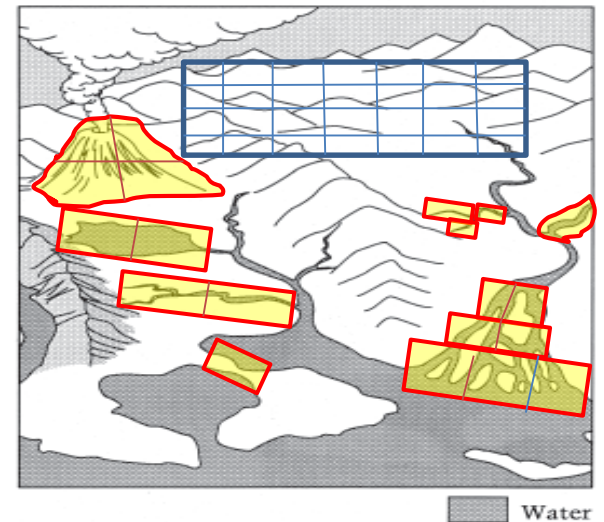
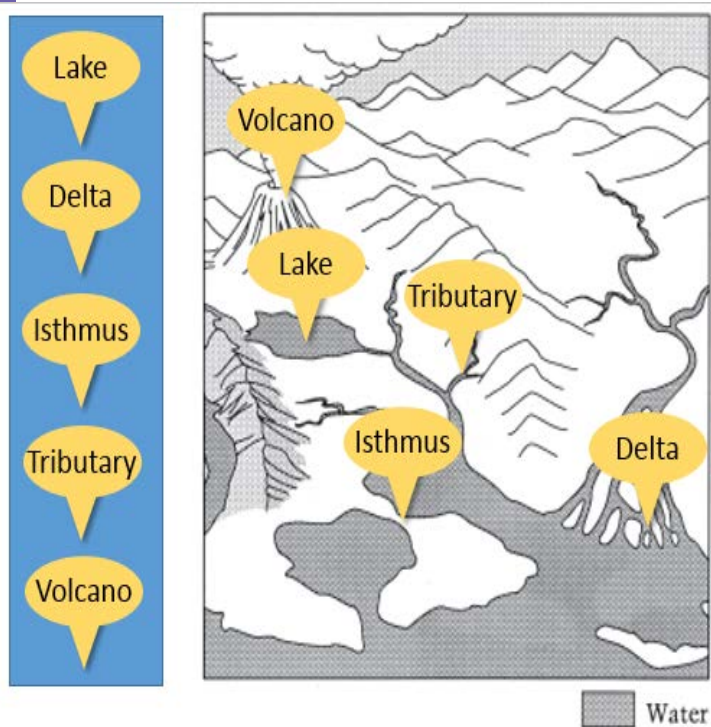
6.

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



5.

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).



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. . . .

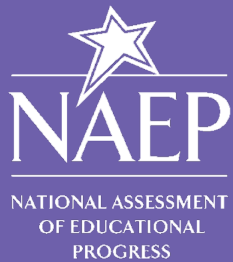
There was the constant idea that you had to be doing something to help. It did filter down to the neighborhood: home-front mobilization. We had a block captain. . . .

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
<p>Source H: This is a quotation taken from an interview with Mike Royko, who became a journalist in Chicago.</p> <p>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.</p> <p>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. . . .</p> <p>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. . . .</p> <p>The world was very simple. I saw Hitler and Mussolini and Tojo: those were the villains. We were the good guys. . .</p>						<p>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.</p> <div></div>									



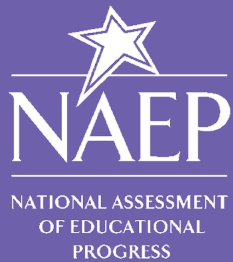
2017

Reporting Improvements

What's Available

- There are a variety of tools available to further explore the state results.
- The [state profiles](#) page provides data for each state and links to one-page, printable summaries of state performance (known as "snapshots").
- The [state comparisons](#) page provides tables and maps that compare states and jurisdictions based on the average scale scores for selected groups of public school students within a single assessment year or between two assessment years.
- The [NAEP Data Explorer](#) allows users to search for state results by student demographic groups and hundreds of other variables. Trend data in mathematics and reading are available for all 50 states back to 2003, and for most states back to the first state assessment in the 1990s at grades 4 and 8 and back to 2009 for 11 states at grade 12.

Improved Interface Nations Report Card

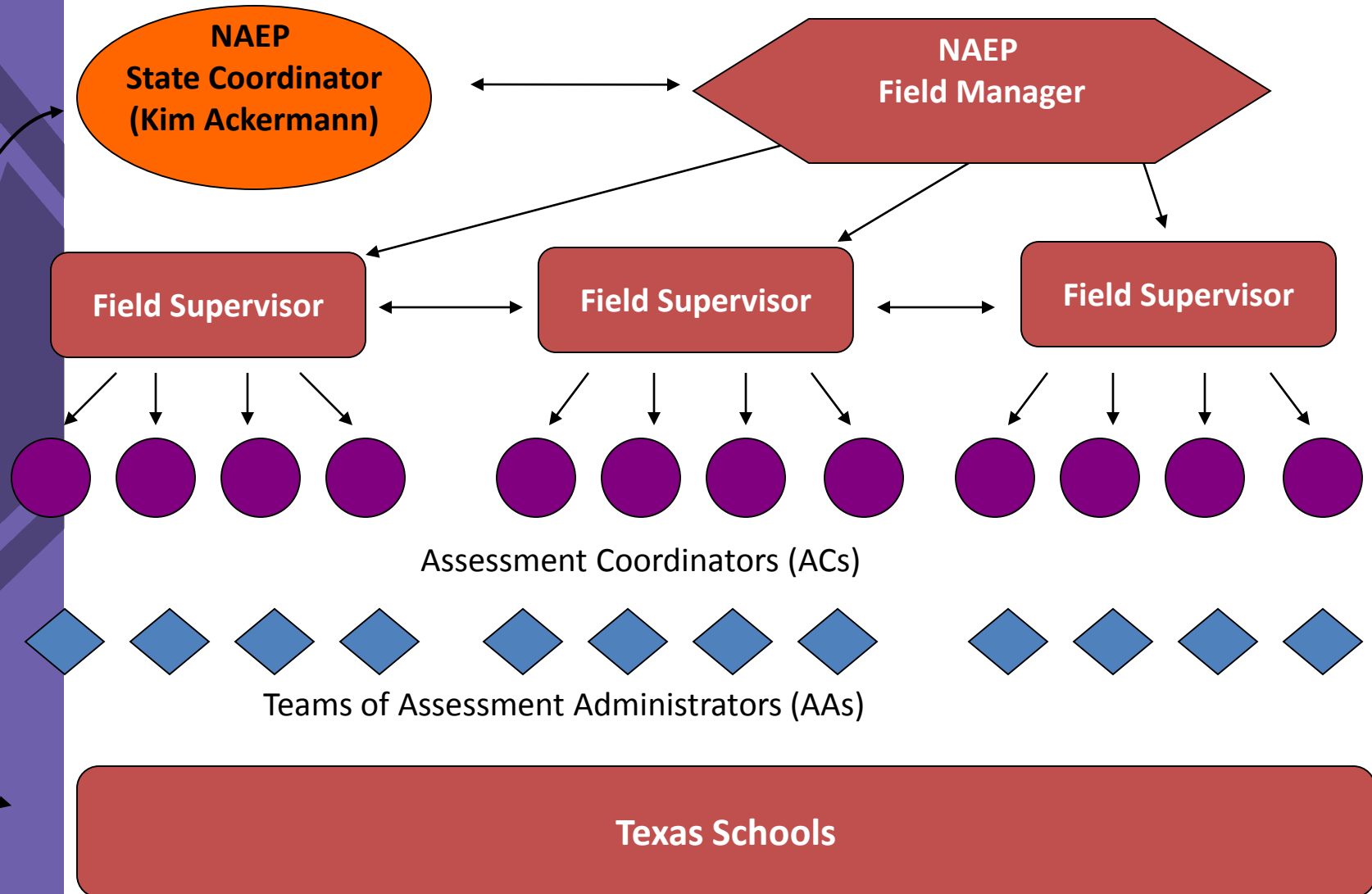


2017

Texas

NAEP 2015 Results

NAEP Team Structure in Texas



Texas Trial Urban District Assessment (TUDAs)

- The Trial Urban District Assessment (TUDA) is a special project of the National Center for Education Statistics, the National Assessment Governing Board, and the Council of the Great City Schools to determine the feasibility of reporting district-level results for the National Assessment of Educational Progress (NAEP). TUDA results in mathematics and reading are based on representative samples of students in grades 4 and 8 in each participating urban district.
- Districts are invited by the National Assessment Governing Board to participate in the assessment based on a selection process that considers a number of factors including the district's size and racial/ethnic diversity. For example, districts eligible to participate in the TUDA assessments must be large cities with a population of 250,000 or more in addition to having a majority (50 percent or more) of their student population being Black or Hispanic or eligible for the National School Lunch program. The maximum number of districts participating in a given assessment year is based on the level of Congressional funding for the program.


Texas Trial Urban District Assessment (TUDAs)

- Texas has 4 TUDA districts:
 - Austin ISD
 - Dallas ISD
 - Houston ISD
 - Fort Worth 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

NAEP Results

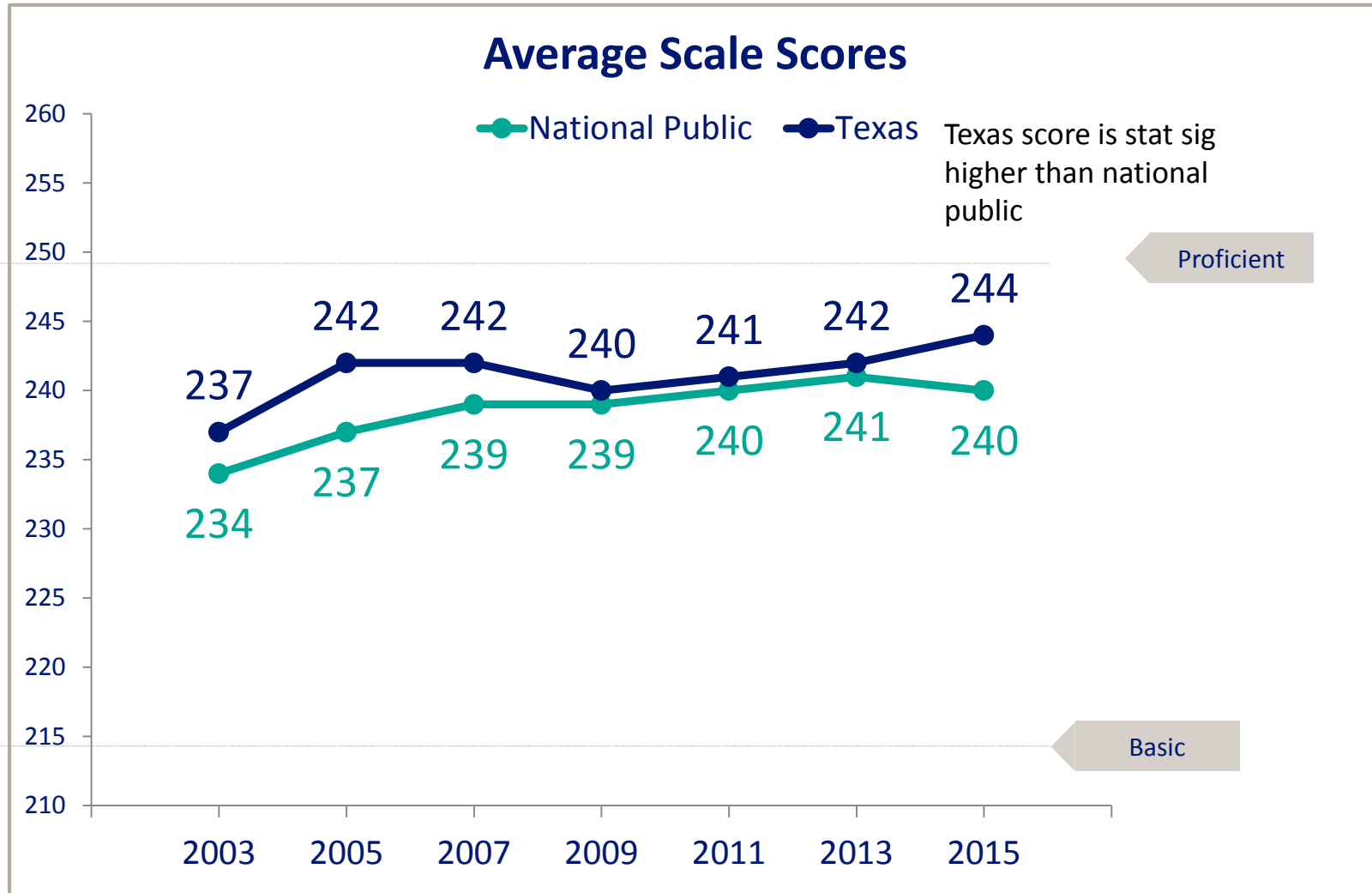


- The results of NAEP are released as The Nation's Report Card.
 - The report card provides national, state, and district-level results, results for different demographic groups, inclusion information, and sample questions.
- NAEP Results are reported in two formats
 - Average Scale Scores
 - » Numeric 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



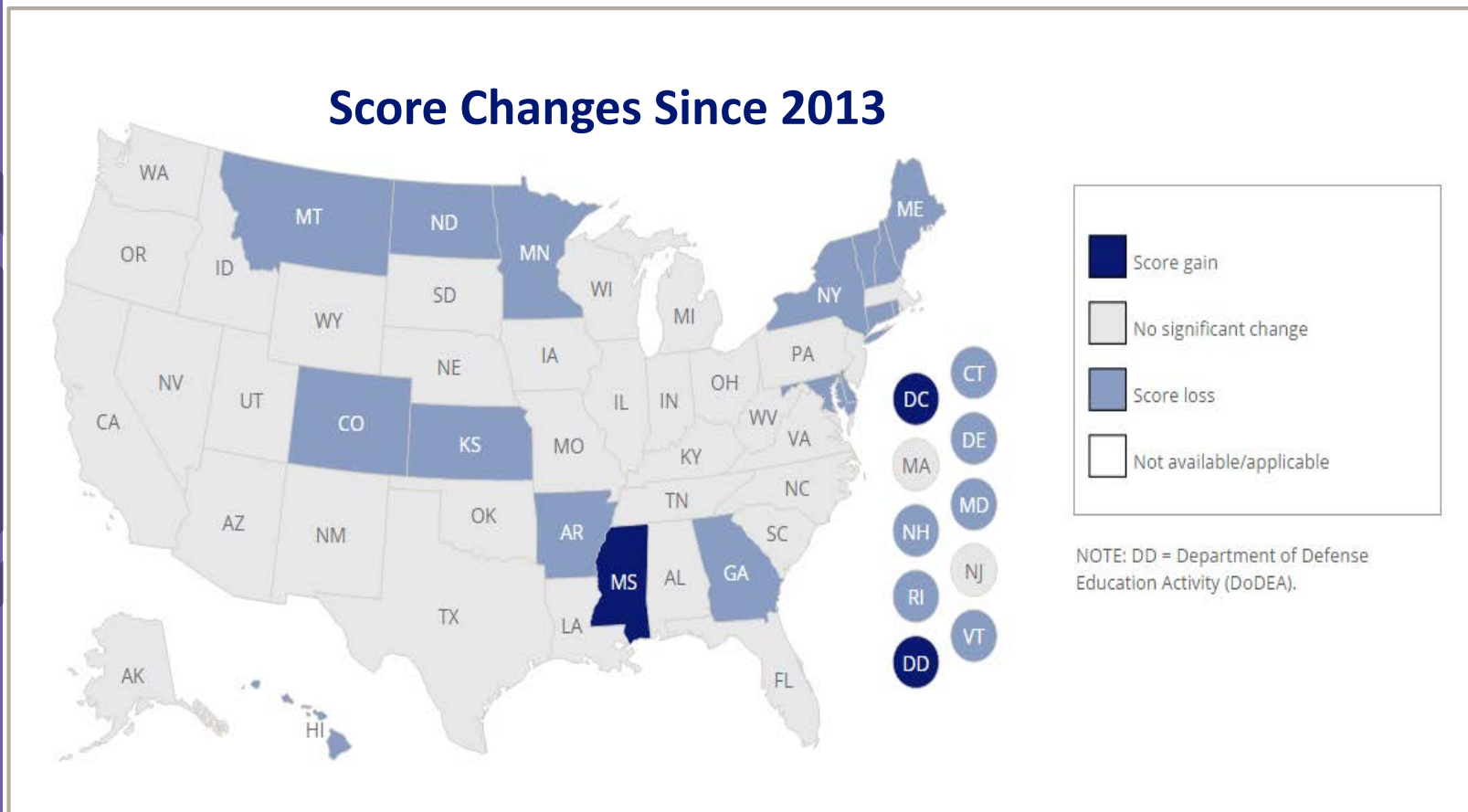
NOTE: Observed differences are not necessarily statistically significant.


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)						

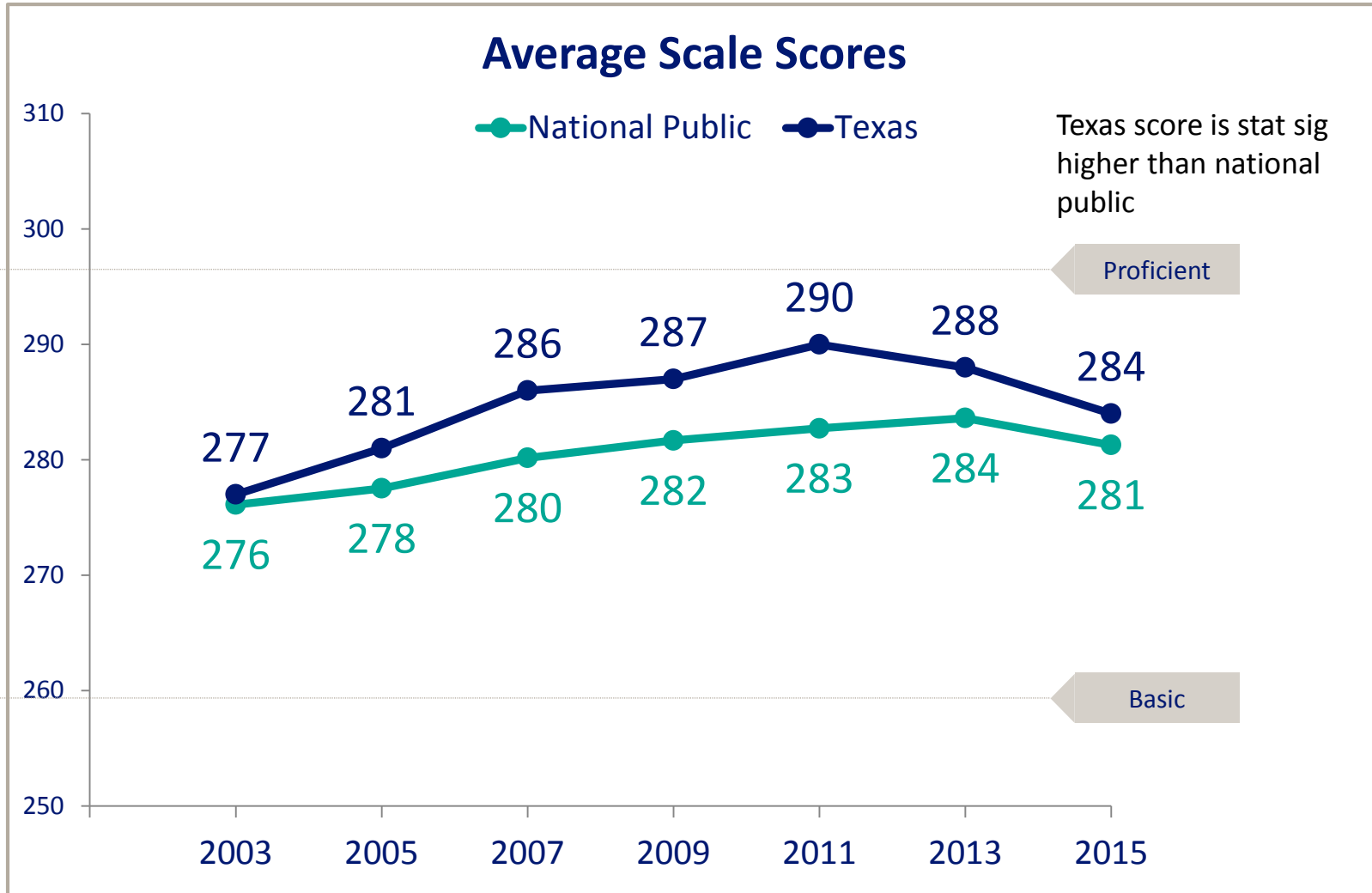
Grade 4 Mathematics Results





Grade 8 Mathematics Results

Grade 8 Mathematics Results



NOTE: Observed differences are not necessarily statistically significant.

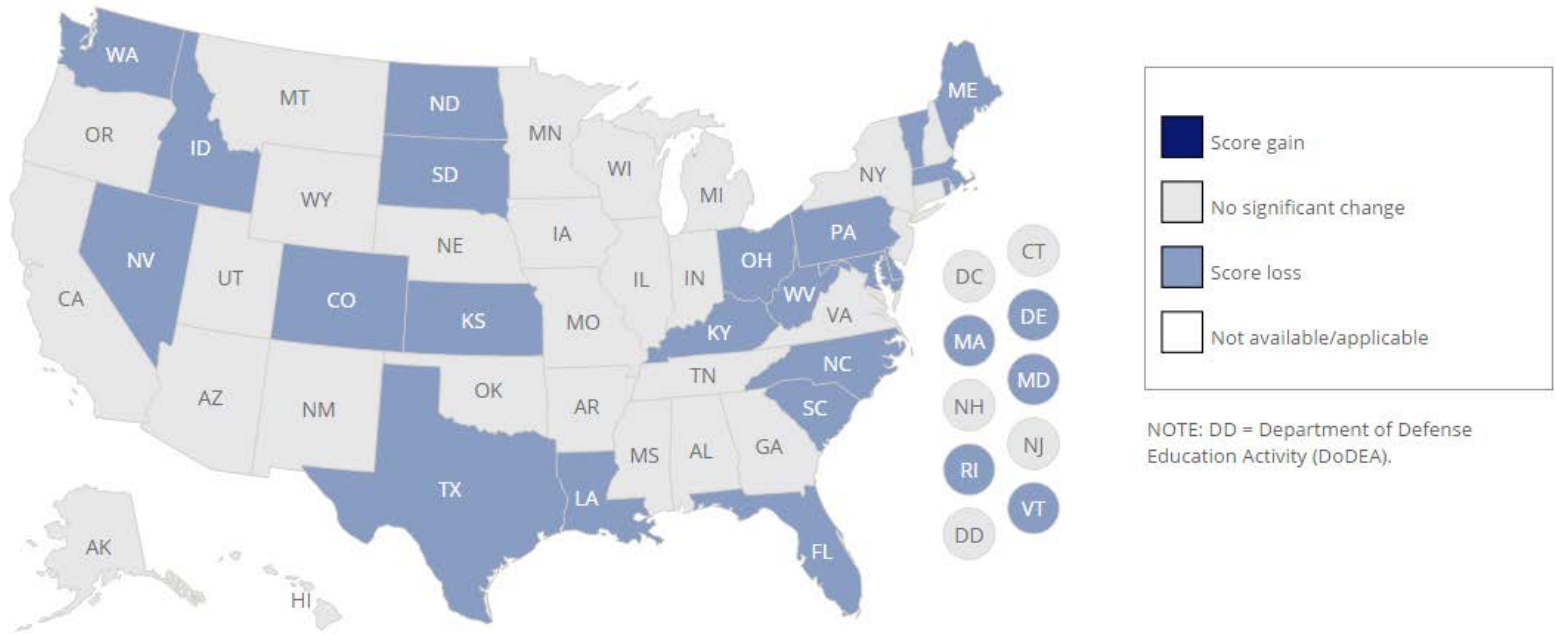
Grade 8 Mathematics Results

- 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.						

Grade 8 Mathematics Results

Score Changes Since 2013




Summary

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

		GRADE 4 ↑ Score increase	GRADE 4 ◆ No change in scores	GRADE 4 ↓ Score decrease
		Grade 4		
GRADE 8 ↑ Score increase	Grade 8			
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

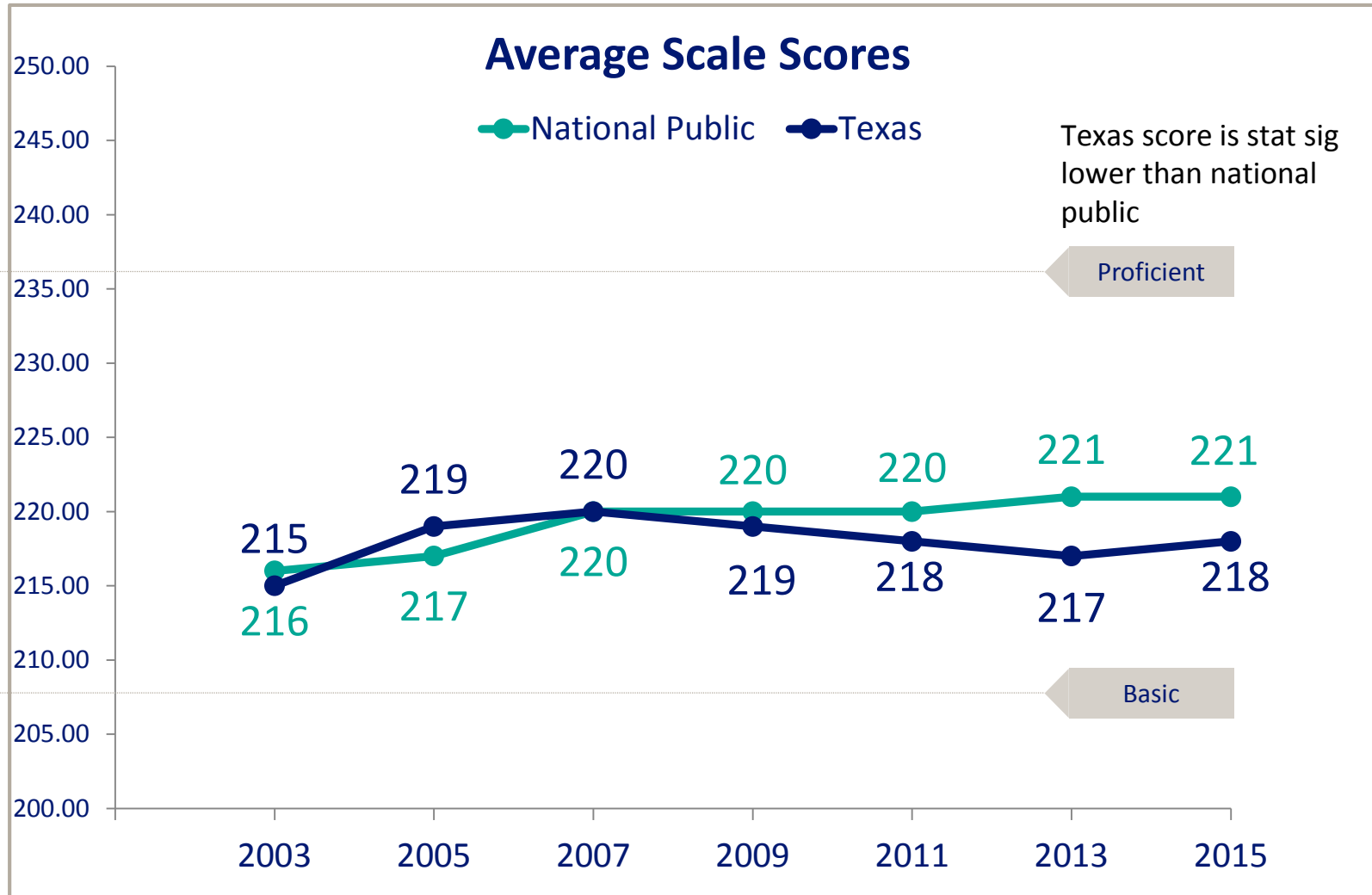
DoDEA = Department of Defense Education Activity.

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.

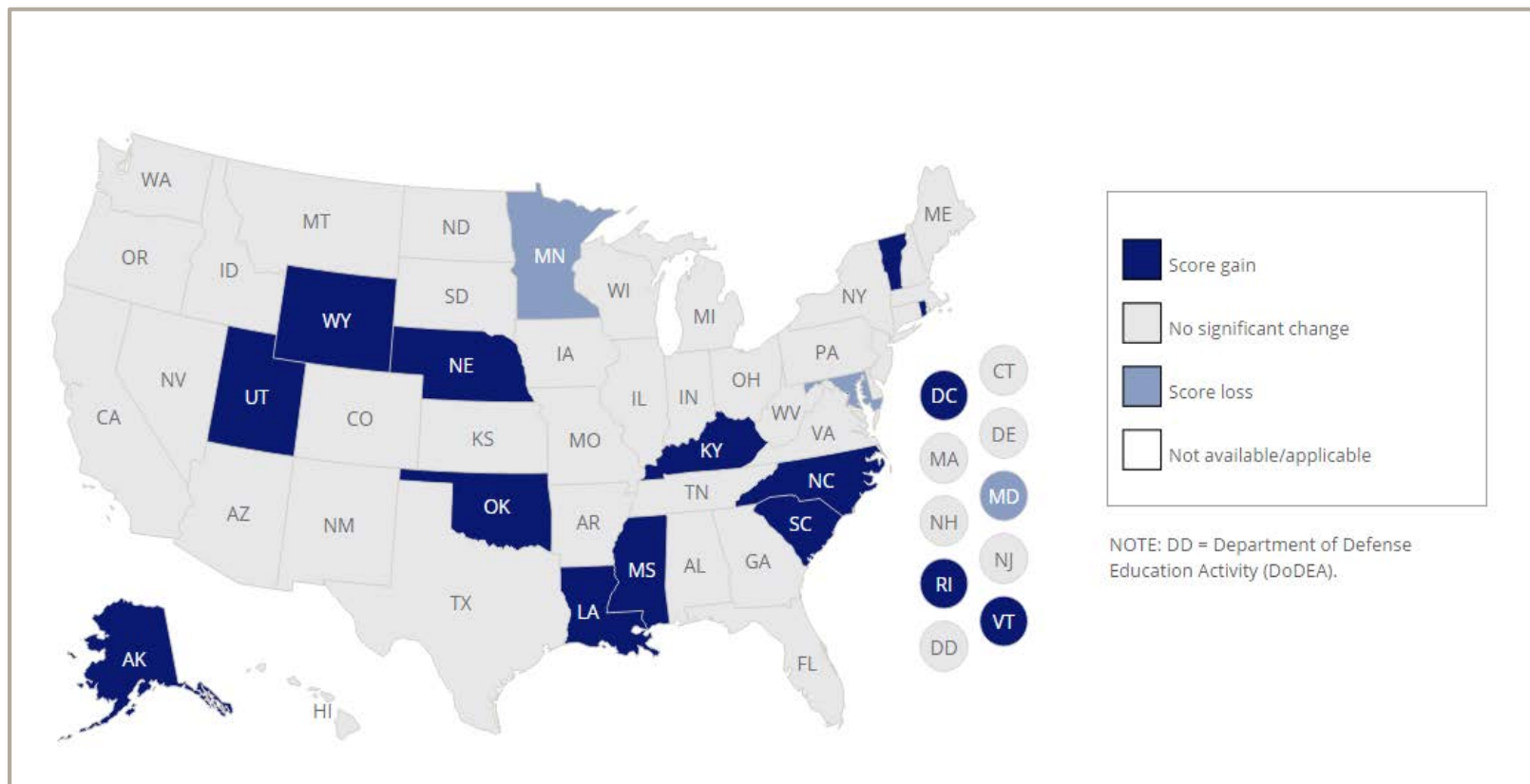
Grade 4 Reading Results

- 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.						

Grade 4 Reading Results

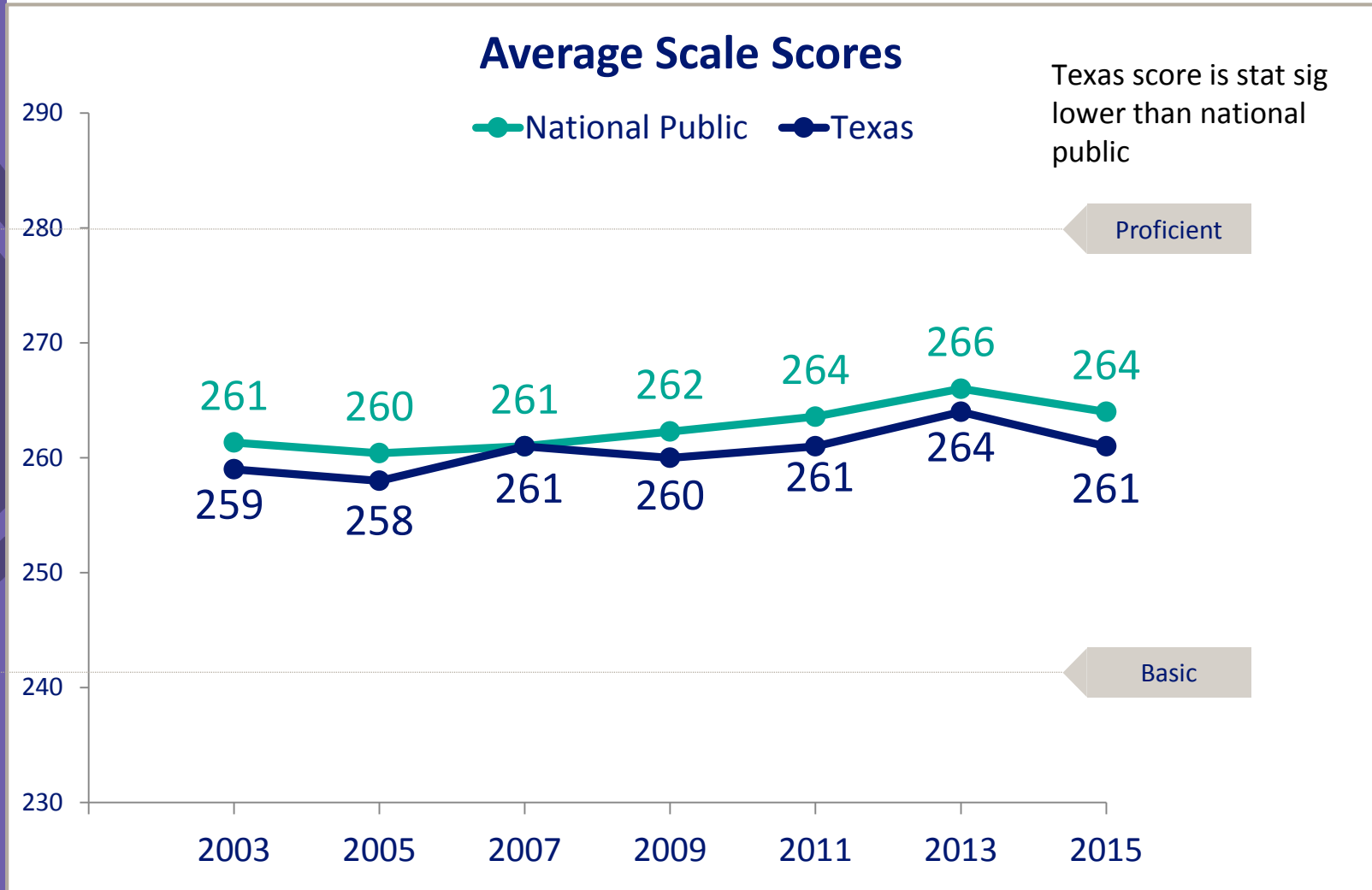
Score Changes Since 2013



A large, stylized, five-pointed star graphic is positioned on the right side of the slide. The star is composed of multiple concentric outlines, creating a layered effect. The color of the star transitions from a dark blue on the left to a lighter blue on the right, matching the background gradient.

Grade 8 Reading Results

Grade 8 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

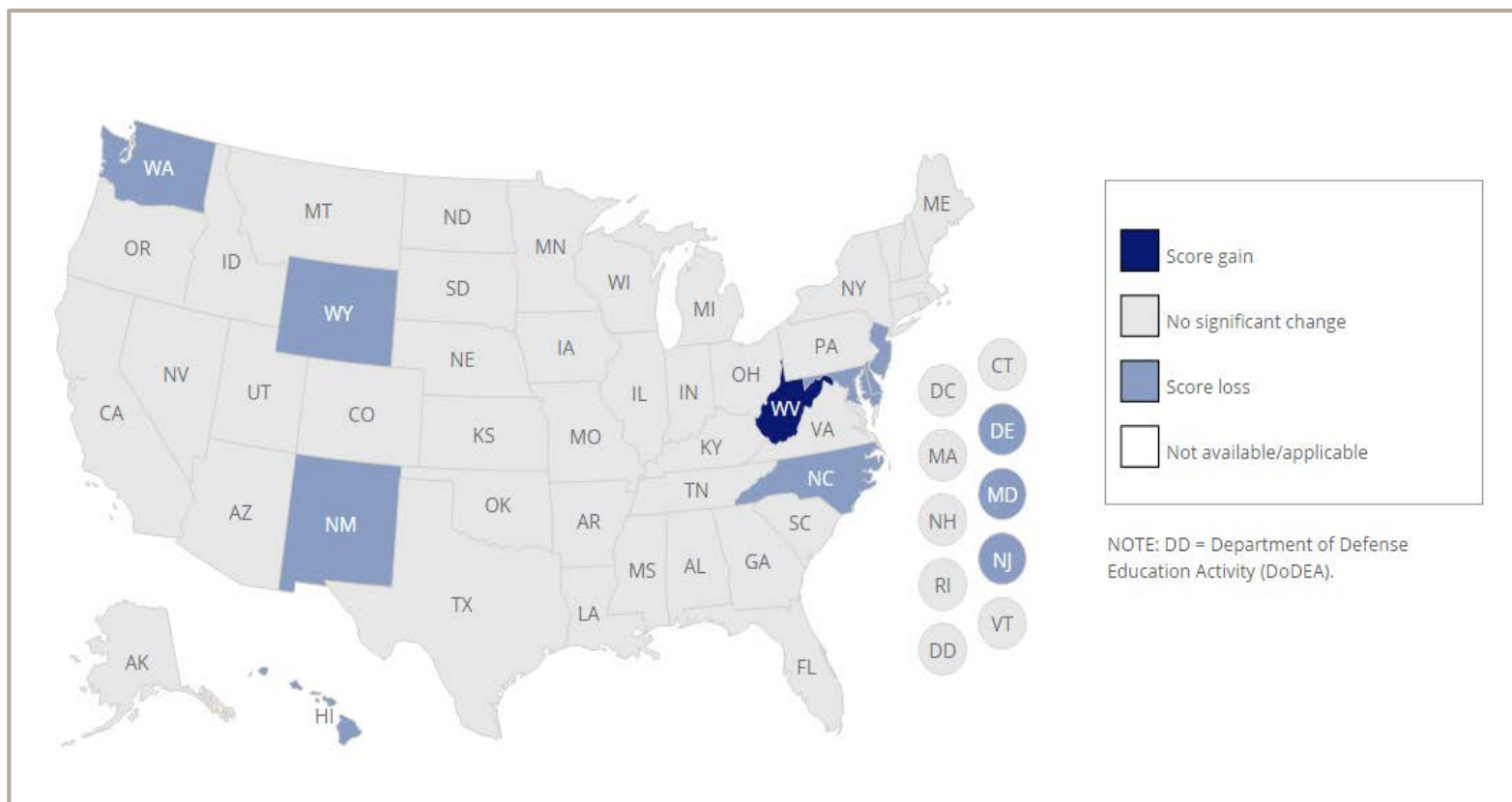
Grade 8 Reading Results

- 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.						

Grade 8 Reading Results

Score Changes Since 2013



Reading Summary

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

	GRADE 4 ↑ Score increase	GRADE 4 ◆ No change in scores	GRADE 4 ↓ Score decrease
	Grade 4		
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.

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

Trial Urban District Assessment (TUDA)

Mathematics

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

		GRADE 4 ↑ Score increase	GRADE 4 ◇ No change in scores	GRADE 4 ↓ Score decrease
		Grade 4		
GRADE 8 ↑ Score increase	Grade 8		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.

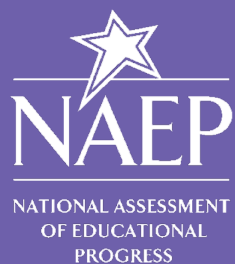
Trial Urban District Assessment (TUDA)

Reading

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

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

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



2017

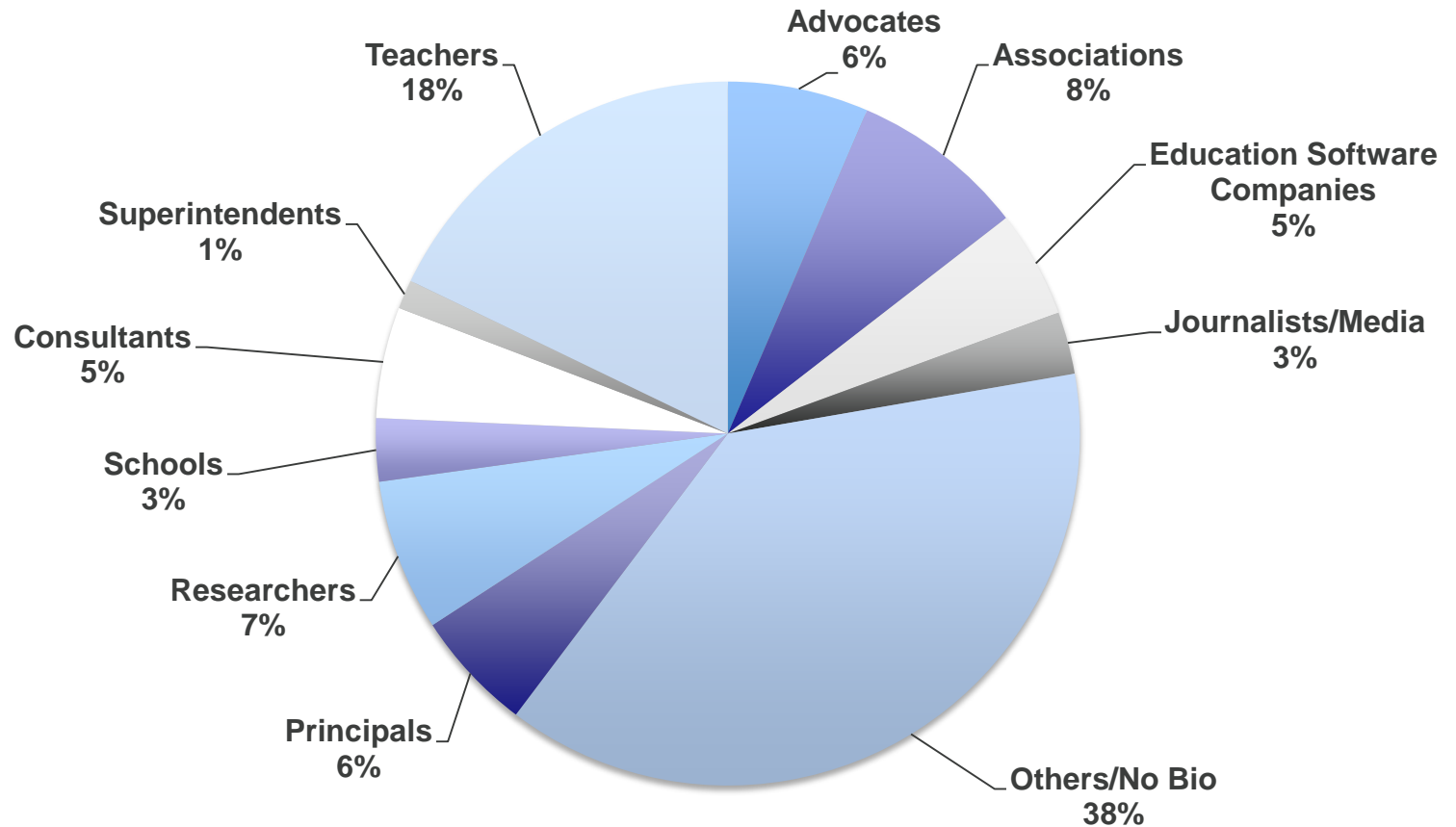
NAEP on Social Media

Current Landscape


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



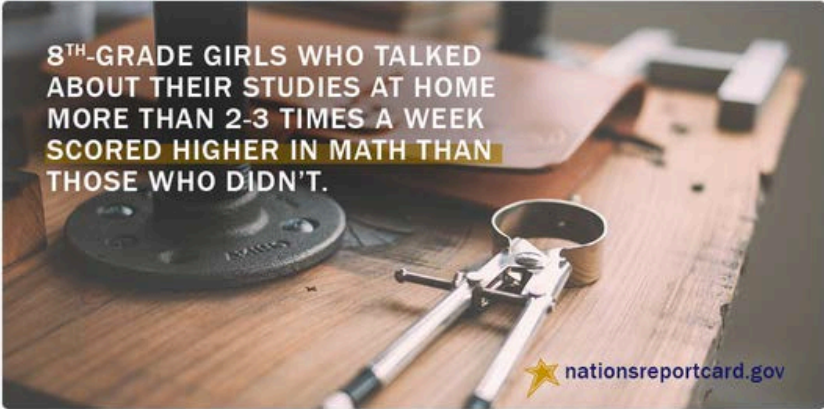
Who Are Our Twitter Followers?







NAEP on Twitter



NAEP @NAEP_NCES · Mar 8

Fun math fact of the day. #IWD2015






 14
  3






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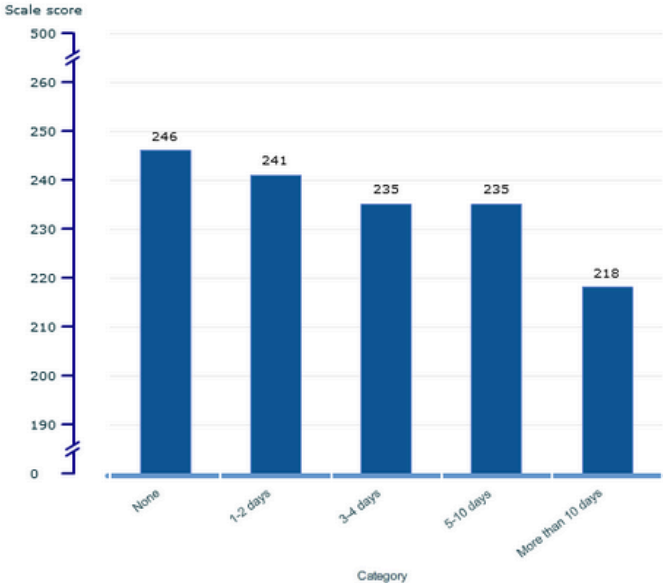
 @NAEP_NCES

How often 4th-graders missed school in the past month vs. how they scored on math. #attendance







Average scale scores for mathematics, grade 4 by days absent from school in the last month [B018101] for year and jurisdiction: 2003, 2005, 2007, 2009, 2011, and 2013 2013, National



Category	Scale score
None	246
1-2 days	241
3-4 days	235
5-10 days	235
More than 10 days	218

RETWEETS **55**
 FAVORITES **16**



1:50 PM - 3 Sep 2014



NAEP on Facebook



National Assessment of Educational Progress (NAEP)

December 12, 2014 · 🌐

Our field staff are hard at work preparing for NAEP 2015!

👍 Peggy Sue Roosa, Becky Flatter, Sherran Osborne and 9 others like this.



Lori Copeland Austin Great people at the help desk.

👍 1 · December 12, 2014 at 10:42am

NAEP on YouTube



**Private Schools and NAEP:
A National Conversation**

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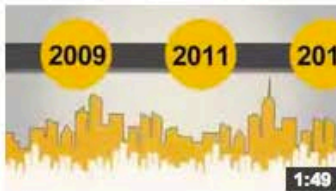
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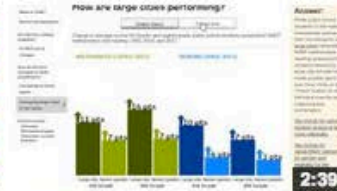
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**2013 Trial Urban District
Assessment Summary**

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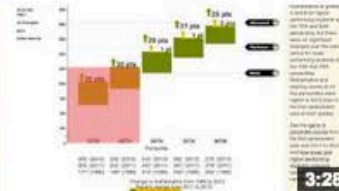
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**2013 Trial Urban District
Assessment Video Site...**

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Progress in Mathematics...**

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**How are States Performing
in Mathematics and...**

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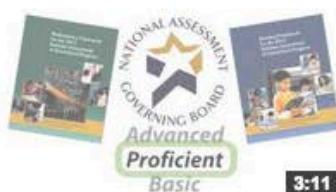
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2013 Mathematics and...**

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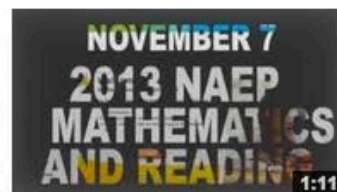
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**What Knowledge and Skills
Do Students Have in...**

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**2013 NAEP Mathematics
and Reading: A Preview**

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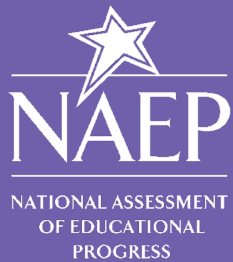
Exploring a TEL Task

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2017

What is Up and Coming in International Assessments

International Studies in 2017

Assessment	Subjects	Grade or Age Level	Administration Window	Recruitment
eTIMSS Pilot	Mathematics and Science	4 & 8	April—May 2017	Early Fall 2016
ICILS* Field Test	Computer Literacy	8	April—May 2017	Early Fall 2016
PISA Field Test	Reading, Mathematical and Science Literacy	15-year olds	April—May 2017	Early Fall 2016

*International Computer and Information Literacy Study

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)

PISA Overview

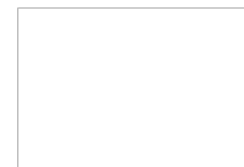
- Rotating topics: reading, mathematics, and science literacy; other subjects also offered (problem solving, financial literacy)
- Administered every 3 years
- Target population: Students aged 15 years (mostly in grades 9 and 10)
- Coordinated by the Organization for Economic Cooperation and Development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

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

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



International Activities Program

What's available on the website?


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Highlights From TIMSS 2011
 Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context

TIMSS 2011 report
 Among 45 countries that participated in TIMSS 2011 at grade 4, only 3 outperformed the U.S. average of 541 in mathematics while 5 scored higher than the U.S. average of 544 in science.

[TIMSS 2011 report](#) |
 [TIMSS 2011 percentiles](#) |
 [PISA 2012 report](#) |
 [PIAAC 2012 report](#) |
 [International Data Explorer](#)


 Program for the International Assessment of Adult Competencies
 [See 2012 Results](#)


 Progress in International Reading Literacy Study
 [See 2011 Results](#)


 Program for International Student Assessment
 [See 2012 Results](#)


 Trends in International Mathematics and Science Study
 [See 2011 Results](#)


 Teaching and Learning International Survey
 [See 2013 Results](#)


Read
 summaries from the International Data Explorer


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 your own tables and charts with the International Data Explorer


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Training
 International Data Training

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For More Information

NCES

<http://nces.ed.gov/>

NCES International Activities Program

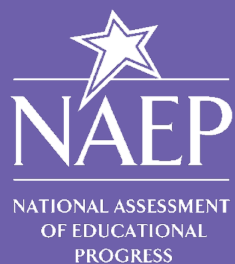
- <http://nces.ed.gov/surveys/international/>

International Table Library

<http://nces.ed.gov/surveys/international/table-library.asp>

International Data Explorer

<http://nces.ed.gov/surveys/international/ide/>



2017

NAEP Resources

- 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/>

- 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/>

Contact Information

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 - 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.