

NAEP 2018 National Assessment of Education Progress Overview & Update

Kim Ackermann
Texas NAEP State Coordinator

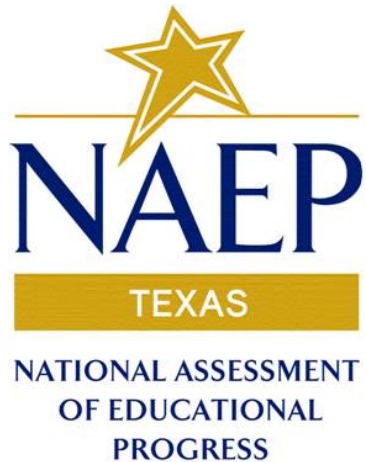
Agenda

- NAEP defined
- Overview of 2018
- Digitally Based Assessments
- 21st Century Reporting
- 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 2018 Program Overview


Overview of NAEP 2018


- Continue transition to Digitally Based Assessments (DBAs) for all content areas
- National only
 - Operational assessments
 - Pilots
 - Special studies


NAEP 2018 Program

	Grade 4	Grade 8	Grade 12
		 National Results	
		 National Results	
		 National Results	
		 National Results	
	 Study/ORF	 Study	 Pilot
	 Pilot	 Pilot	 Study/Pilot
			 Pilot

Assessment Details

 = tablet administration, **1 or 2 sessions** of about **25 students** each, lasting approximately **120 minutes**

 = paper administration, **1 or 2 sessions** of about **25 students** each, lasting approximately **90 minutes**

 = laptop administration, **2 sessions** of about **15 students** each, lasting approximately **120 minutes**

Assessment Window

- 1/29/18 – 3/9/18

NAEP 2018 Operational:

Social Studies

- Digitally based (DBA) and paper and pencil (PBA) in the same schools, except small schools
- Bridge to analyze mode effect of transition from PBA to DBA
- DBA civics, geography and US history spiraled together—about 120 minutes
- PBA geography and US history spiraled together—about 90 minutes
- PBA civics separate—about 90 minutes

NAEP 2018 Operational: TEL

- Grades 8
- All DBA
 - About 120 minutes
 - NAEP-provided laptops
 - Two sequential sittings of 15 students per school
- Administered in separate sample of schools

NAEP 2018 Pilots

- Subjects
 - Mathematics, reading, and science at grade 12
 - Science at grades 4, 8 and 12
- 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
 - Science—integrated pilot to include HOTS

Hands-on Science Tasks

- Student perform tasks with science equipment
 - Can be in same setting as other students



Special Studies

Reading Scenario Based Tasks-Discrete Items

- Grades 4, 8, 12
- Spiraled with DBA pilots at all grades, so transparent to schools
- Purpose: Examine students' performance and processes on SBTs in comparison with discrete blocks using the same texts and items as the SBTs, without any of the SBT features

Special Studies

Oral Reading Fluency (ORF) Study

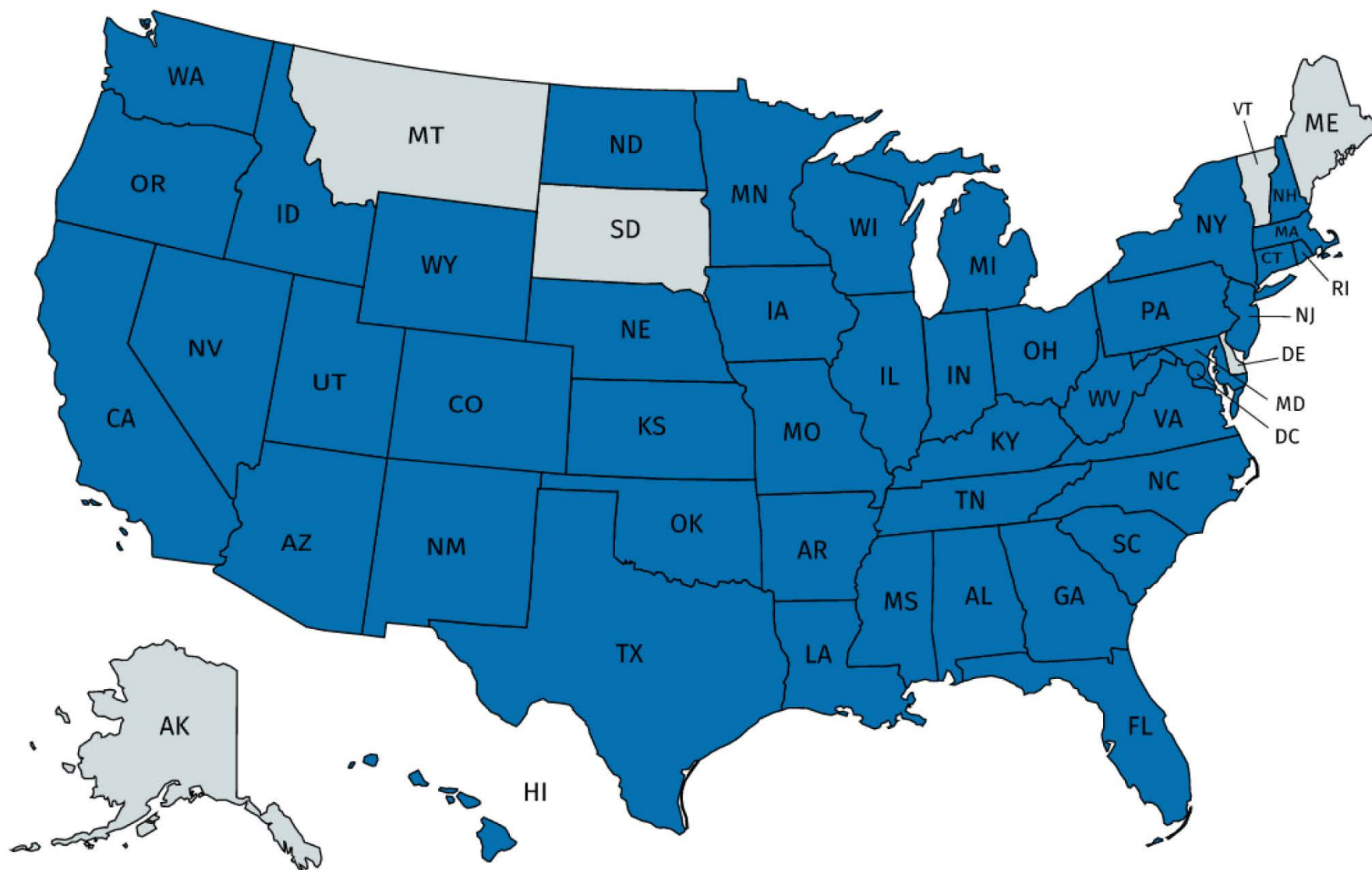
- Grade 4
- Purpose:
 - Follow-up to NAEP 2002 Oral Reading Study and 2017 ORF proof of concept, with plan to be operational in 2019
 - Possible that results will be reported from the 2018 study
 - Measure basic reading skills such as decoding, word recognition, and fluency
- Administered in a separate session in some (depending on enrollment) of the DBA pilot/SBT-DI schools
- Maximum session size is 12 students
- Administration:
 - Students take reading assessment
 - Followed by 15-minute technology-administered oral reading (i.e., students read aloud through microphone)

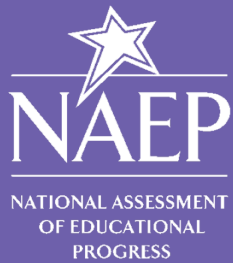
NAEP 2018 Sample Sizes

Approximate # of Public School Students

Subjects	Grade 4	Grade 8	Grade 12
Civics DBA		7,200	
Geography DBA		7,200	
US History DBA		9,000	
Civics PBA		7,200	
Geography PBA		7,200	
US history PBA		9,000	
TEL		14,400	
Science DBA pilot	16,100	15,900	17,500
Reading DBA SBT-DI	2,200	2,200	2,200
Mathematics DBA pilot			10,500
Reading DBA pilot			4,500
ORF	2,000		
Total Public School Students	20,300	79,300	34,700
Estimated Total Schools	520	2,050	870

States With Schools Sampled for NAEP 2018





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?

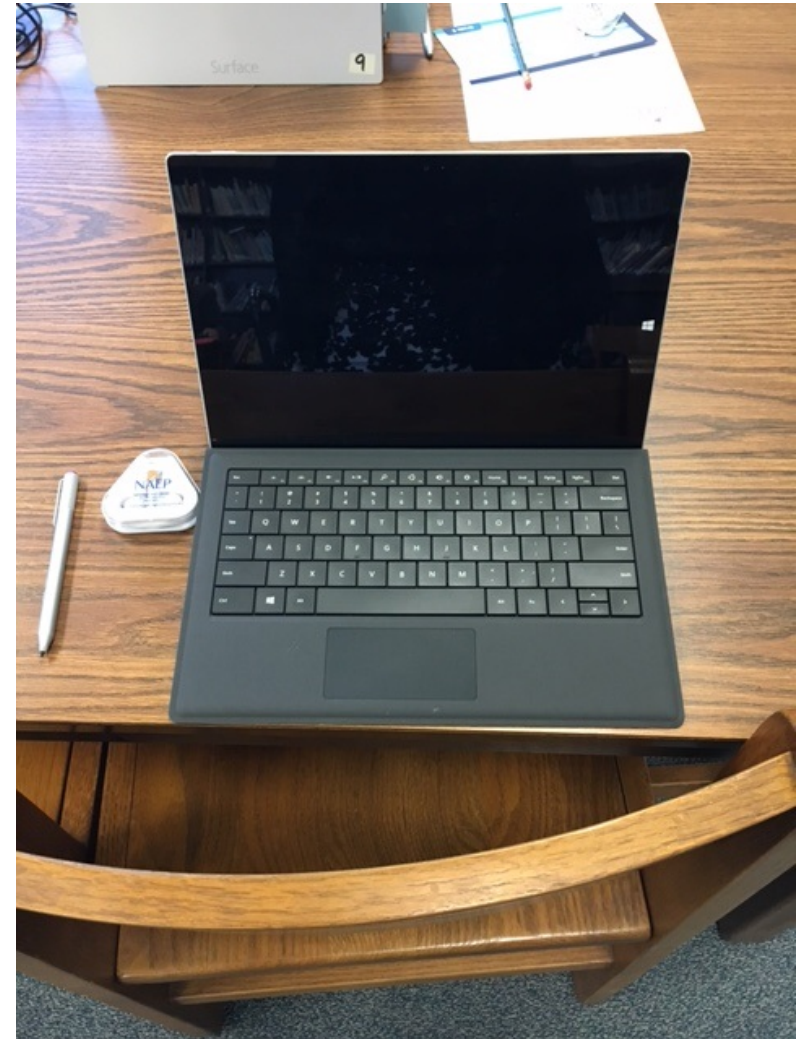
- The NAEP program is in the midst of transitioning all of its assessments to digitally based content and delivery.
- Beginning in 2017, the NAEP mathematics, reading, and writing assessments will be administered to students throughout the nation on NAEP-provided tablets. Additional subjects will be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

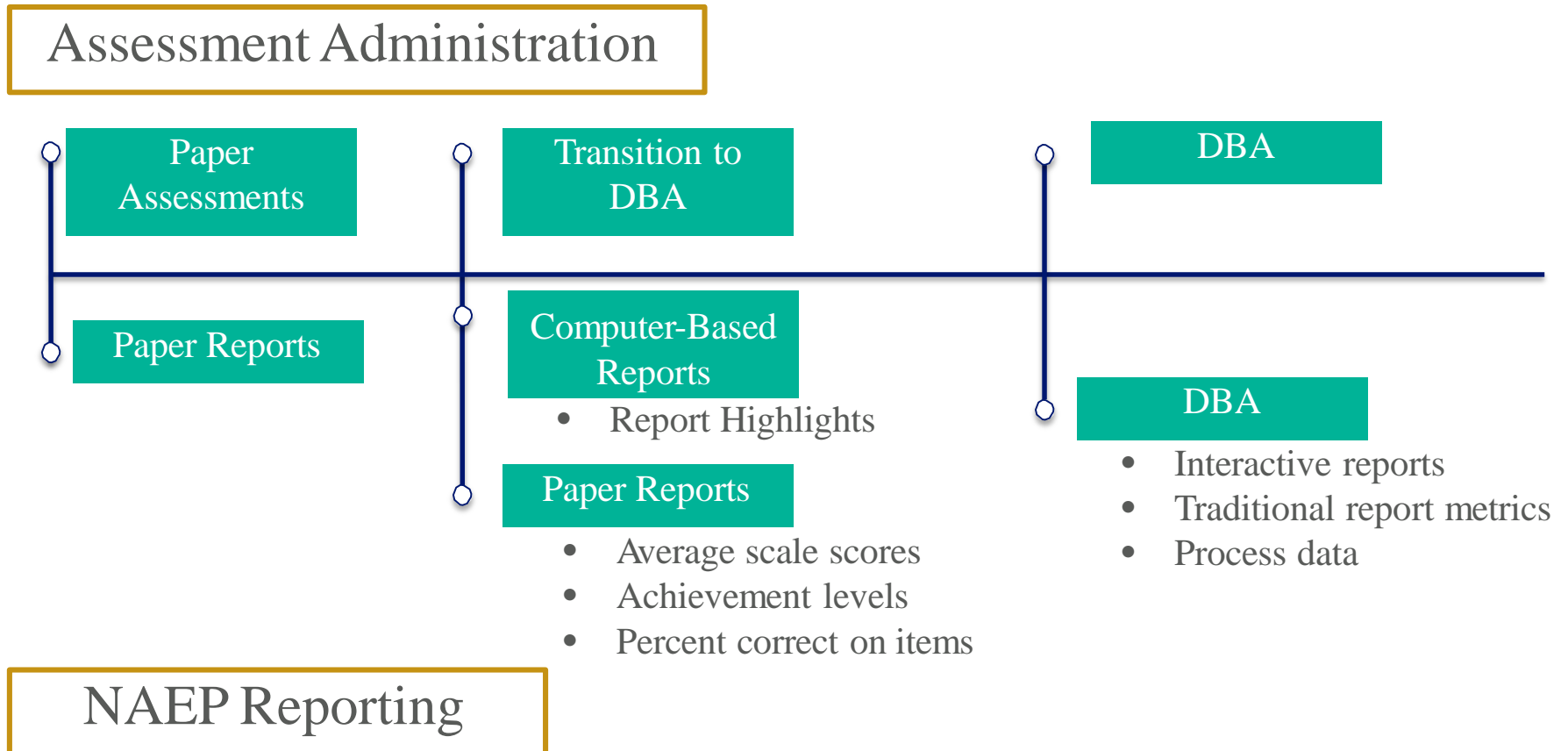
- Student and school identifying information is never reported or shared by NAEP. As an additional protection against the disclosure of school or student data, confidentiality protocols are followed prior to any tabulation, analysis, or dissemination of NAEP data.

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.

Transition to Digital Reporting

Transitions in NAEP Administration and Reporting



Reporting: Paper vs. Digital





The
Nation's
Report Card

Science in Action

Hands-On and Interactive Computer Tasks From the 2009 Science Assessment
National Assessment of Educational Progress at Grades 4, 8, and 12

 **ies** NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences
U.S. Department of Education
NCES 2012-468

Reporting: Paper vs. Digital


 REPORTS DASHBOARDS DATA TOOLS NEWS ROOM FOCUS ON NAEP SAMPLE QUESTIONS

2015 | Science Assessment

Home National Results State Results About

SHARE Science scores **up** at grades 4 and 8, **no change** at grade 12



Score increase from 2009



No significant score change from 2009

EXPLORE 4TH GRADE SCORES

EXPLORE 8TH GRADE SCORES

EXPLORE 12TH GRADE SCORES

The average NAEP science scores for the nation increased 4 points between 2009 and 2015 in both grades 4 and 8, but did not change significantly at grade 12. Scores for most student groups at grades 4 and 8 were higher in 2015 compared to 2009, but were not significantly different at grade 12. At grades 4 and 8, Black and Hispanic students made greater gains than White students, causing the achievement gap to narrow in comparison to 2009. Explore [national score gaps](#).

Compared to 2009, scores were higher at grades 4 and 8 in all three [science content areas](#) (physical science, life science, and Earth and space sciences) in 2015, while there were no significant changes in content area scores at grade 12.

OVERVIEW OF RESULTS

Watch an overview video or explore a PDF overview of the science assessment results.




Science Results

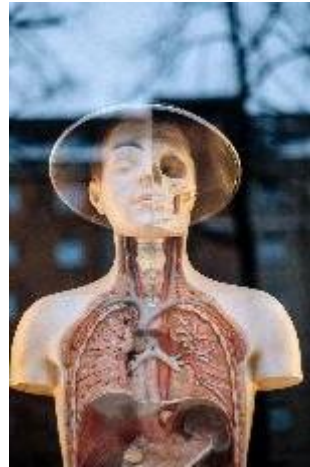
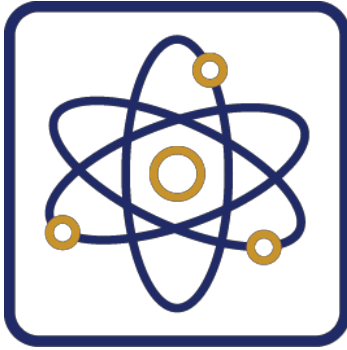
Read a quick summary of the 2015 performance.

 (PDF - 5.1MB)

NAEP 2015 Science Results: Grades 4, 8, & 12



2009 NAEP Science Assessment



- The 2009 NAEP science assessment evolved to include interactive computer tasks (ICTs)
- The assessment will move from computers to touch-enabled devices


Challenges & Tactics: Science

Challenge #1: Display how students engaged in problem solving in a science environment

Tactic: Created sections of the report that mirrored the tasks



2009 Science ICTs


[Home](#) | [About The Nation's Report Card](#) | [Help](#)
 [Search](#)

...the official site for results from the National Assessment of Educational Progress

Science 2009

- Interactive Computer and Hands-on Tasks Overall Summary
- In-Depth Investigation of Three Tasks**
- Complete Task Library
- Technical Notes

Information for...

- Educators
- Media
- Parents
- Policymakers
- Researchers
- Students


Resources

- About The Nation's Report Card
- Data Tools
- FAQ
- Glossary
- Contacts

In-Depth Investigation of Three Tasks

See how prior science knowledge relates to students' abilities to perform investigations

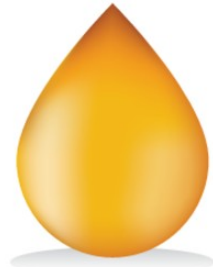
An extended interactive computer task (ICT) at grade 4, a short ICT at grade 8, and a hands-on task (HOT) at grade 12 were examined in-depth. Explore the results below to see how students' prior knowledge or ability to make predictions related to their ability to perform experiments and draw conclusions.



GRADE 4 Mystery Plants

Students designed three investigations, made observations, and drew conclusions based on their data to learn that different types of plants may have different needs for sunlight and nutrients. The set of investigations moved from the expected outcome that a plant needs lots of sunlight to grow, to possibly unexpected outcomes that more sunlight or nutrients are not necessarily beneficial. The task required students to use science principles and scientific inquiry.


[VIEW GRADE 4 RESULTS](#)



GRADE 8 Bottling Honey

Students conducted simulated investigations of the effect of temperature on the flow of liquids, beginning with simple experiments and progressing to more complex ones. They determined the optimum temperature, within a given range, for bottling honey in the least amount of time while using the least energy. The task emphasized using scientific inquiry and technological design.

[VIEW GRADE 8 RESULTS](#)



GRADE 12 Maintaining Water Systems

Students selected the best site for building a new town based on the quality of the water supply. They conducted water tests, matched pollutants with the appropriate process in a water treatment plant, and described the scientific process by which each pollutant could be removed. The task was based on the framework practice of scientific inquiry and required the students to demonstrate their depth of scientific knowledge.

[VIEW GRADE 12 RESULTS](#)

PART A:

Investigating the flow rates of liquids

- 1** ▶ Students perform two simple experiments

— DETAILED RESULTS

- 2** Students design an investigation

— DETAILED RESULTS

- 3** Students interpret their data

— DETAILED RESULTS

PART B:

Engaging in real-life scenarios

- 4** Students explore the flow rate of honey

- 5** Students select the best temperature for bottling honey

Students began this task by performing two simple experiments in order to respond to the following multiple-choice questions:

Question:

Which liquid flows most slowly at 20 degrees Celsius?

- A) Corn syrup
- B) Honey
- C) Water
- D) Olive oil

Question:

Which liquid has the same flow rate at 30 degrees Celsius as water at 30 degrees?

- A) Olive oil
- B) Corn syrup
- C) Honey

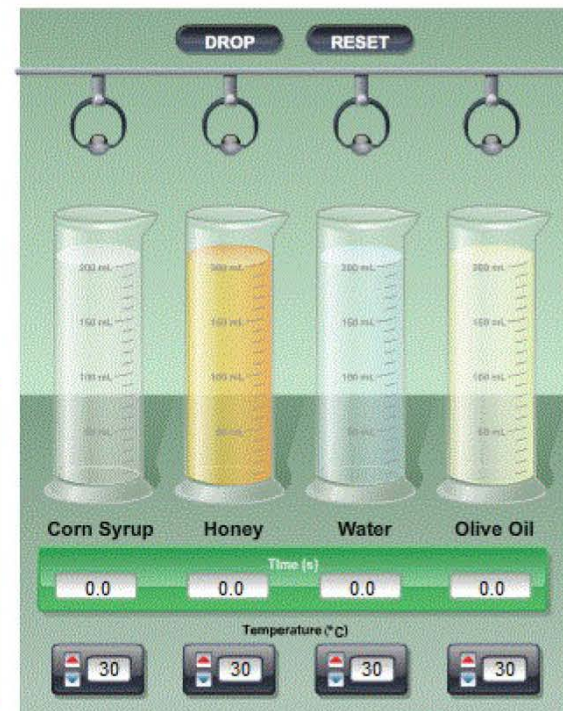
Results:

88 percent of students answered **both** multiple-choice questions correctly

54 percent answered **both** questions correctly and explained their answer to question 2

Try it yourself

Click the "DROP" button below.



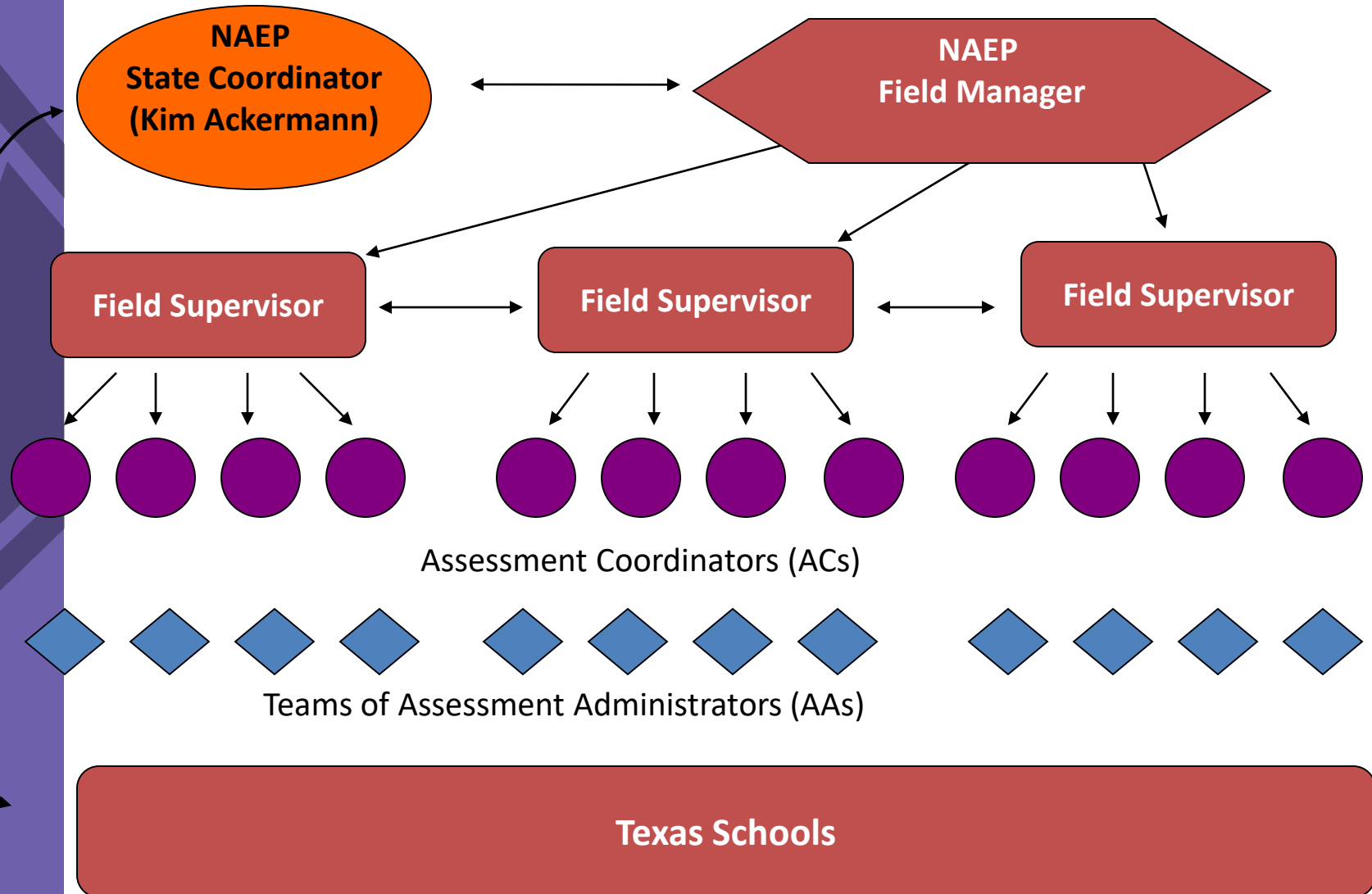
Reporting Challenges

- Effective process for transferring data
- Evaluating the time students spend on each task
- Interpret and explain the wealth of new data
- Identify ways to communicate complicated data across audiences
- Report data that are meaningful to multiple audiences

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.

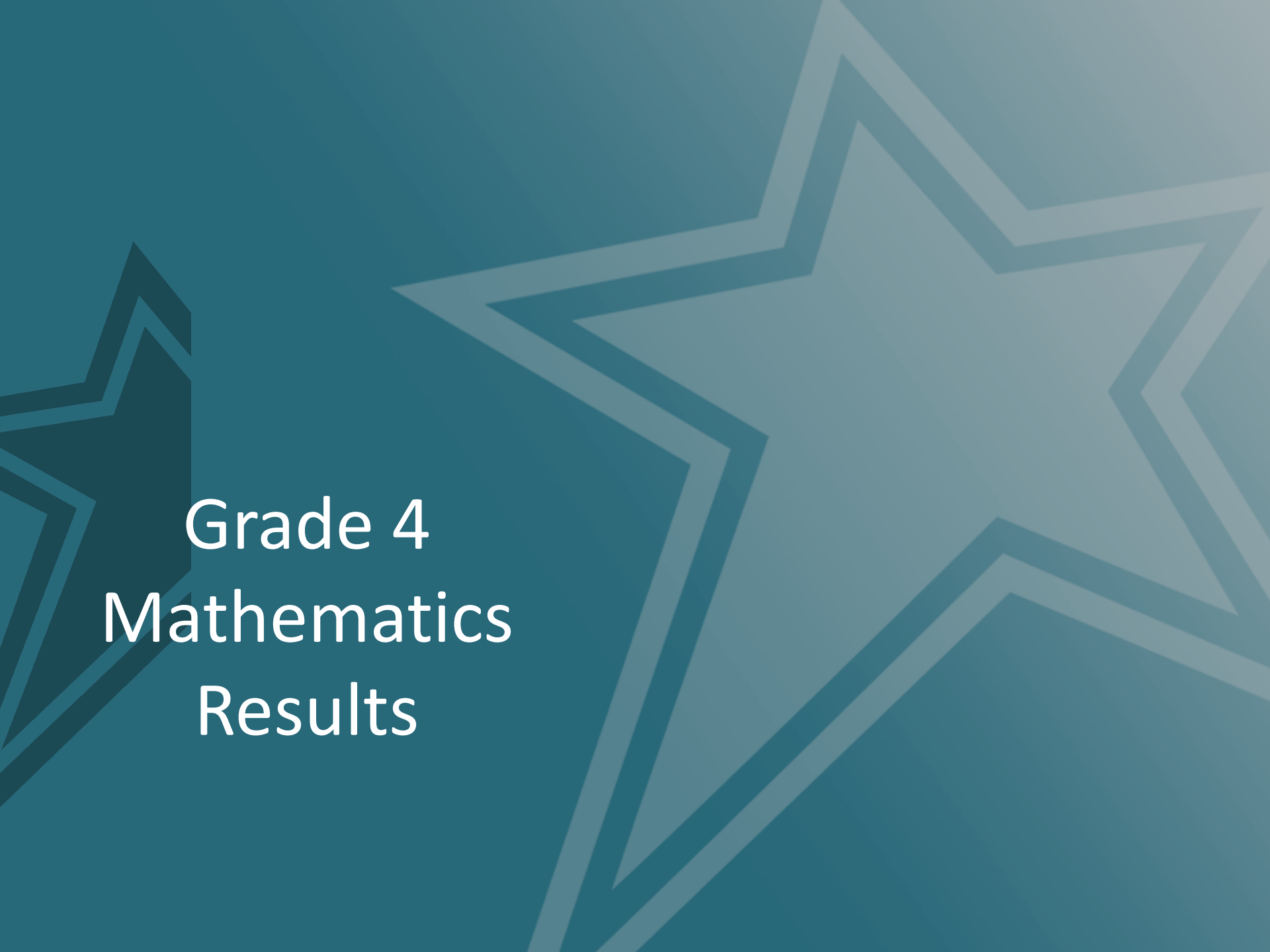
Texas Trial Urban District Assessment (TUDAs)

- 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

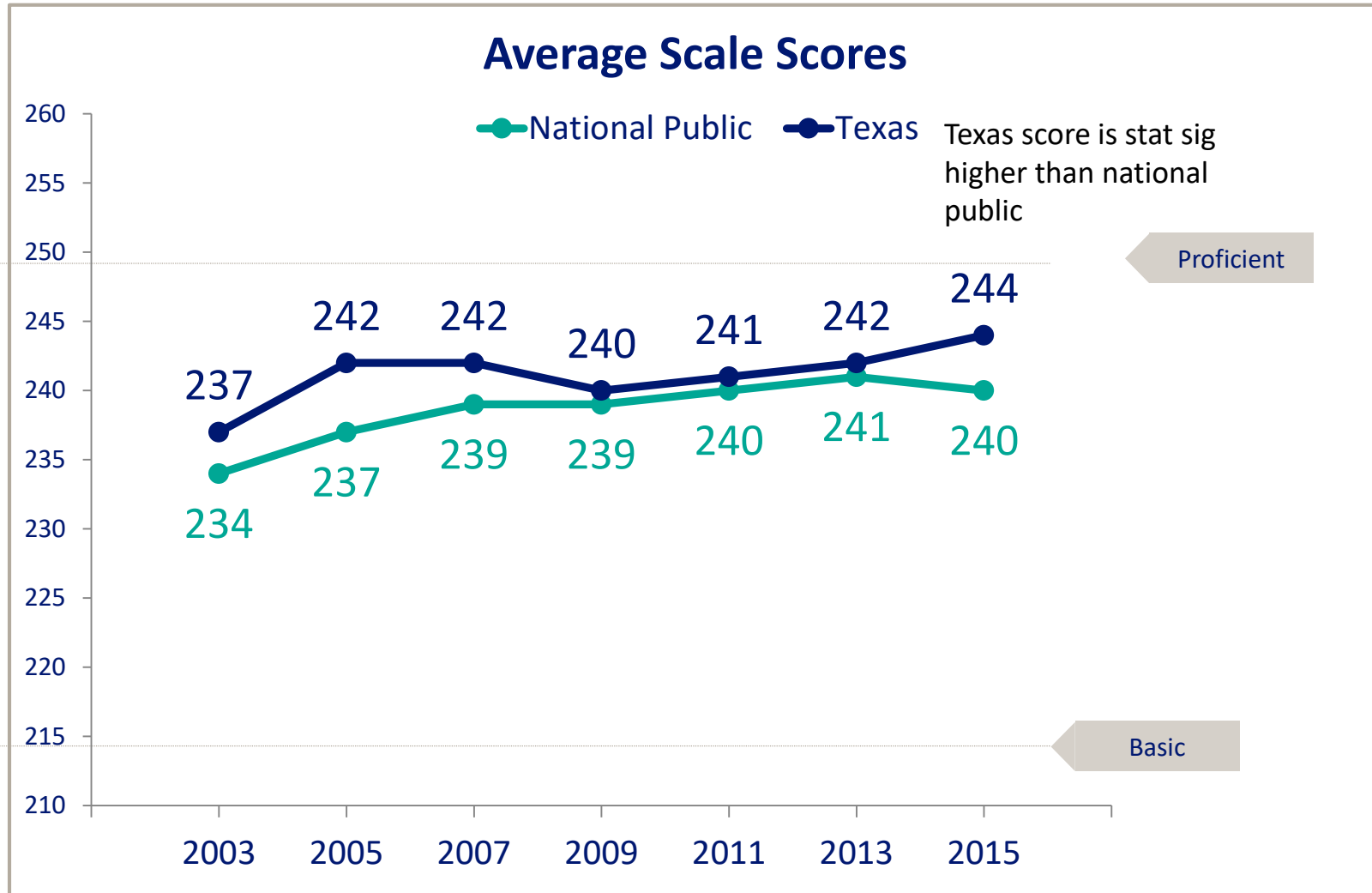


- The results of NAEP are released as The Nation's Report Card.
 - The report card provides national, state, and district-level results, results for different demographic groups, inclusion information, and sample questions.
- NAEP Results are reported in two formats
 - Average Scale Scores
 - » Numeric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

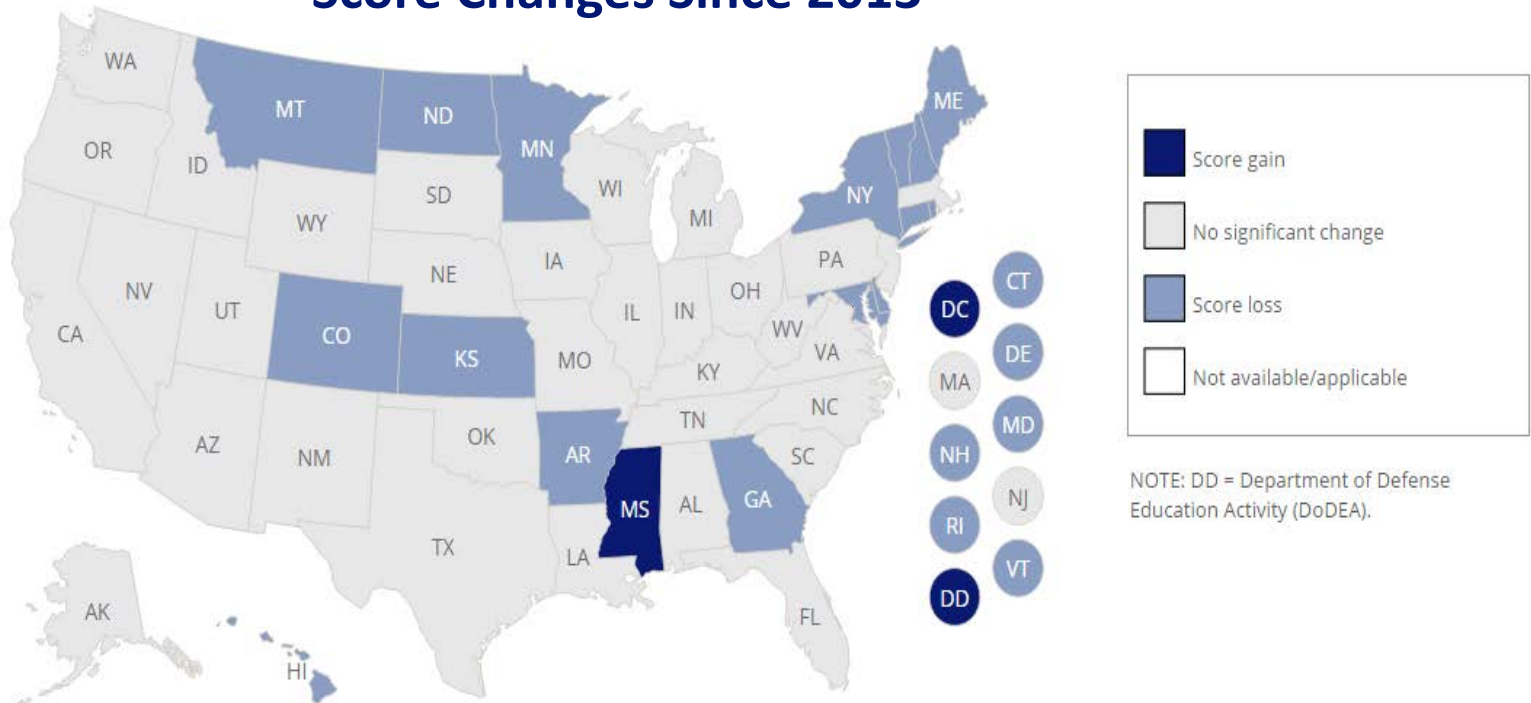
Grade 4 Mathematics Results

- 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

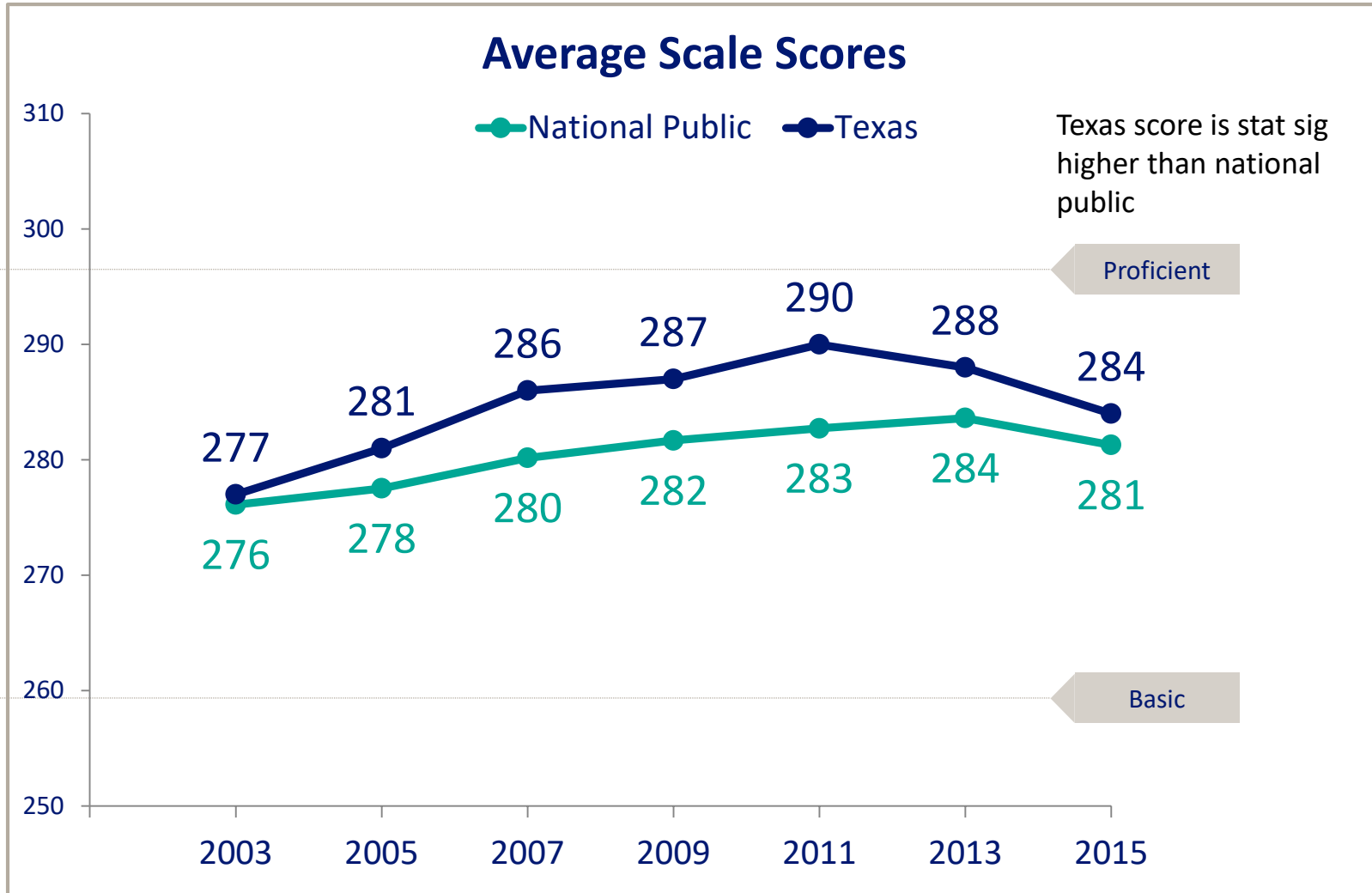
Score Changes Since 2013





Grade 8 Mathematics Results

Grade 8 Mathematics Results



NOTE: Observed differences are not necessarily statistically significant.

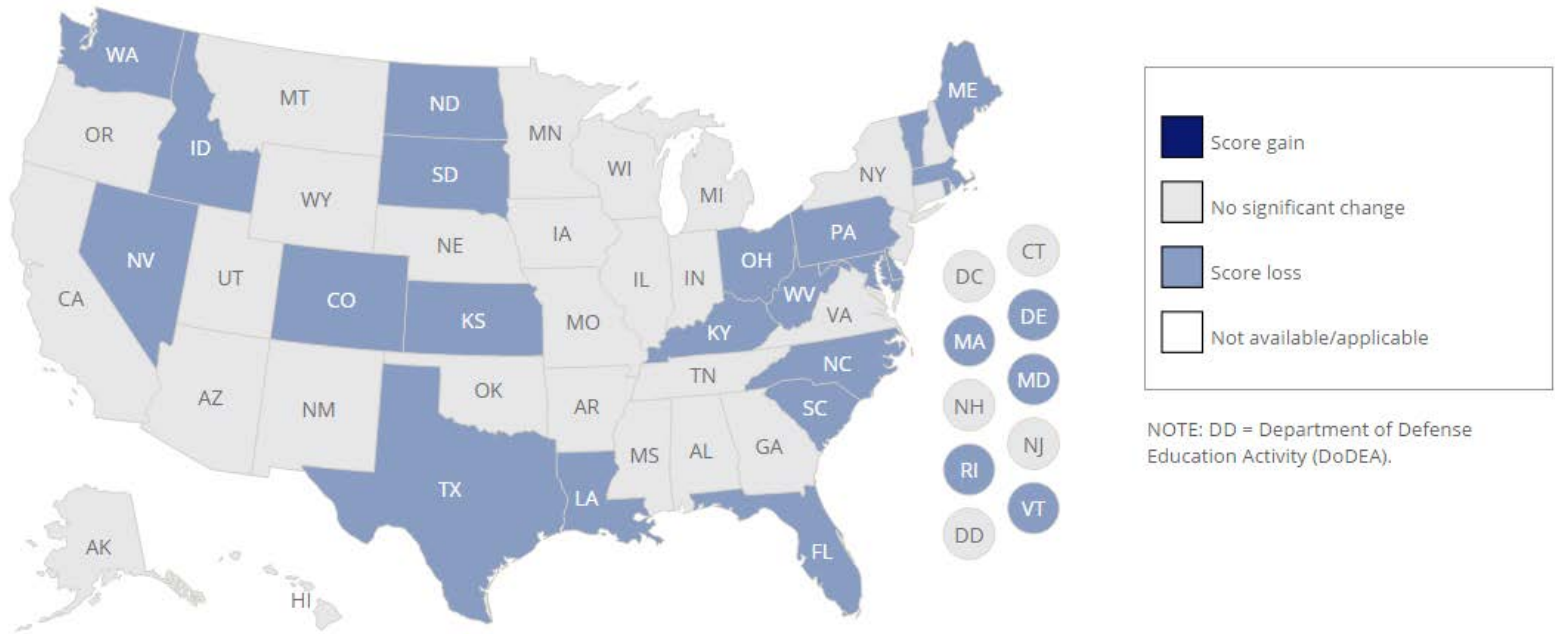
Grade 8 Mathematics Results

- 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  No change in scores	Grade 8	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

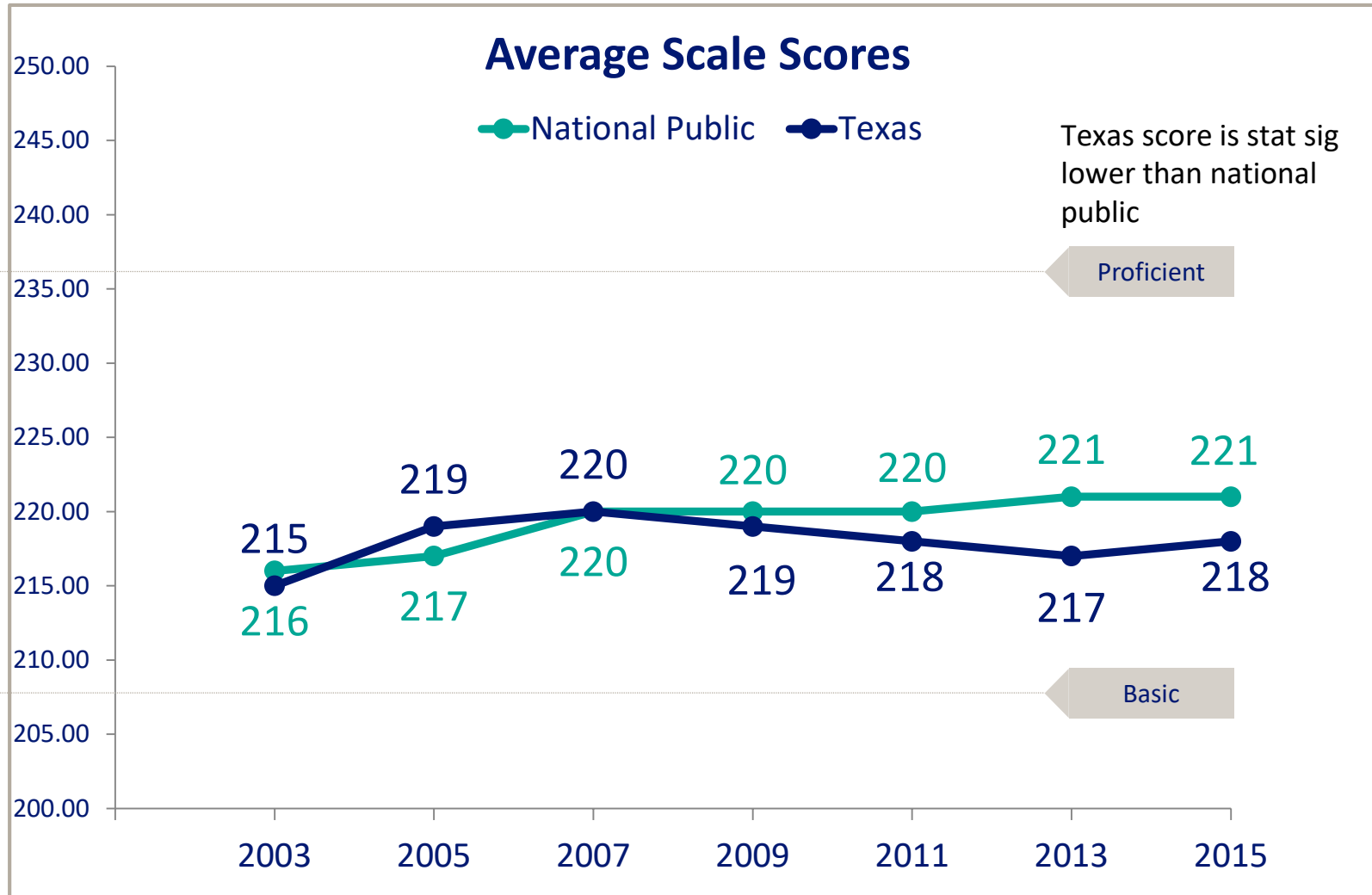
DoDEA = Department of Defense Education Activity.

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.

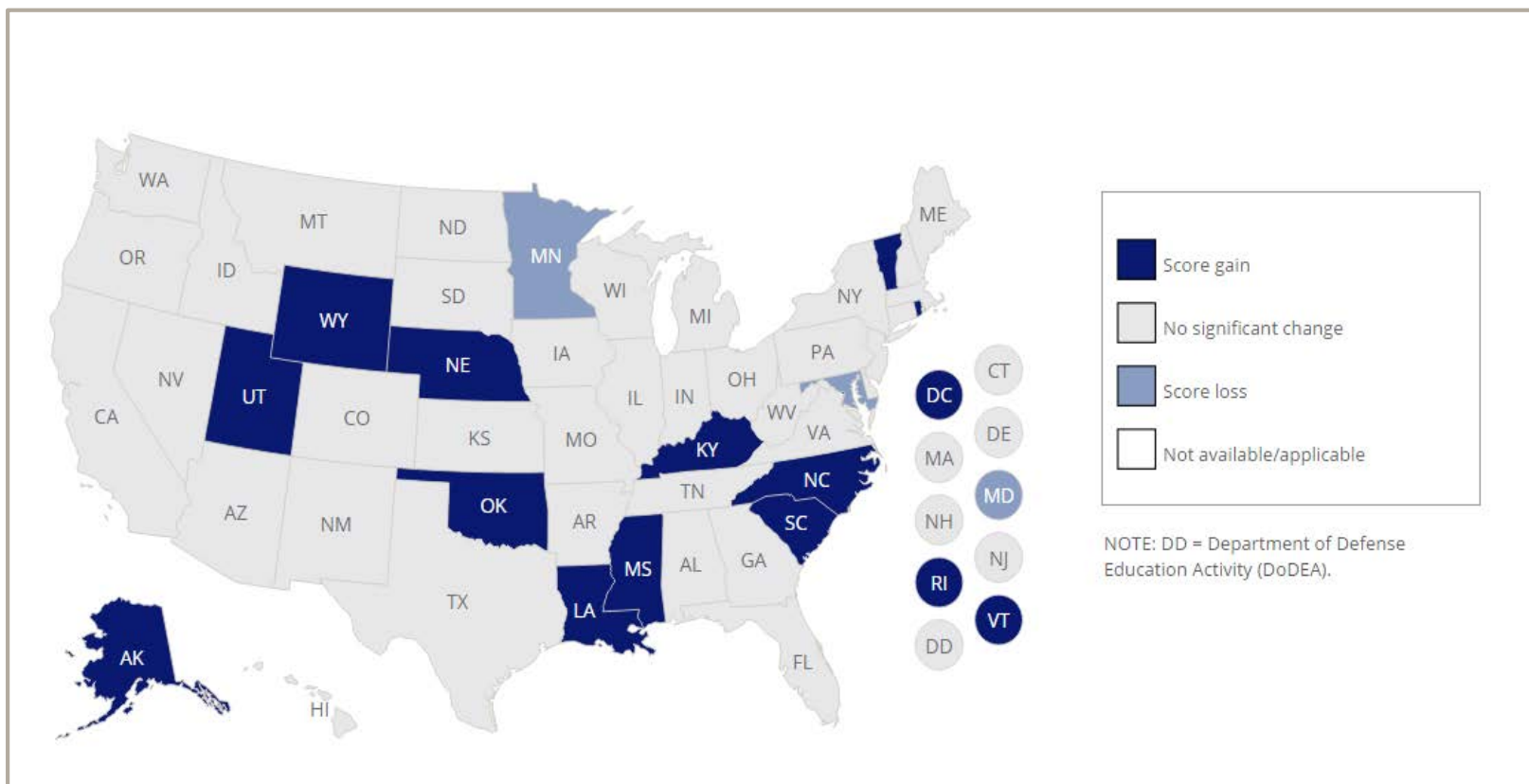
Grade 4 Reading Results

- 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

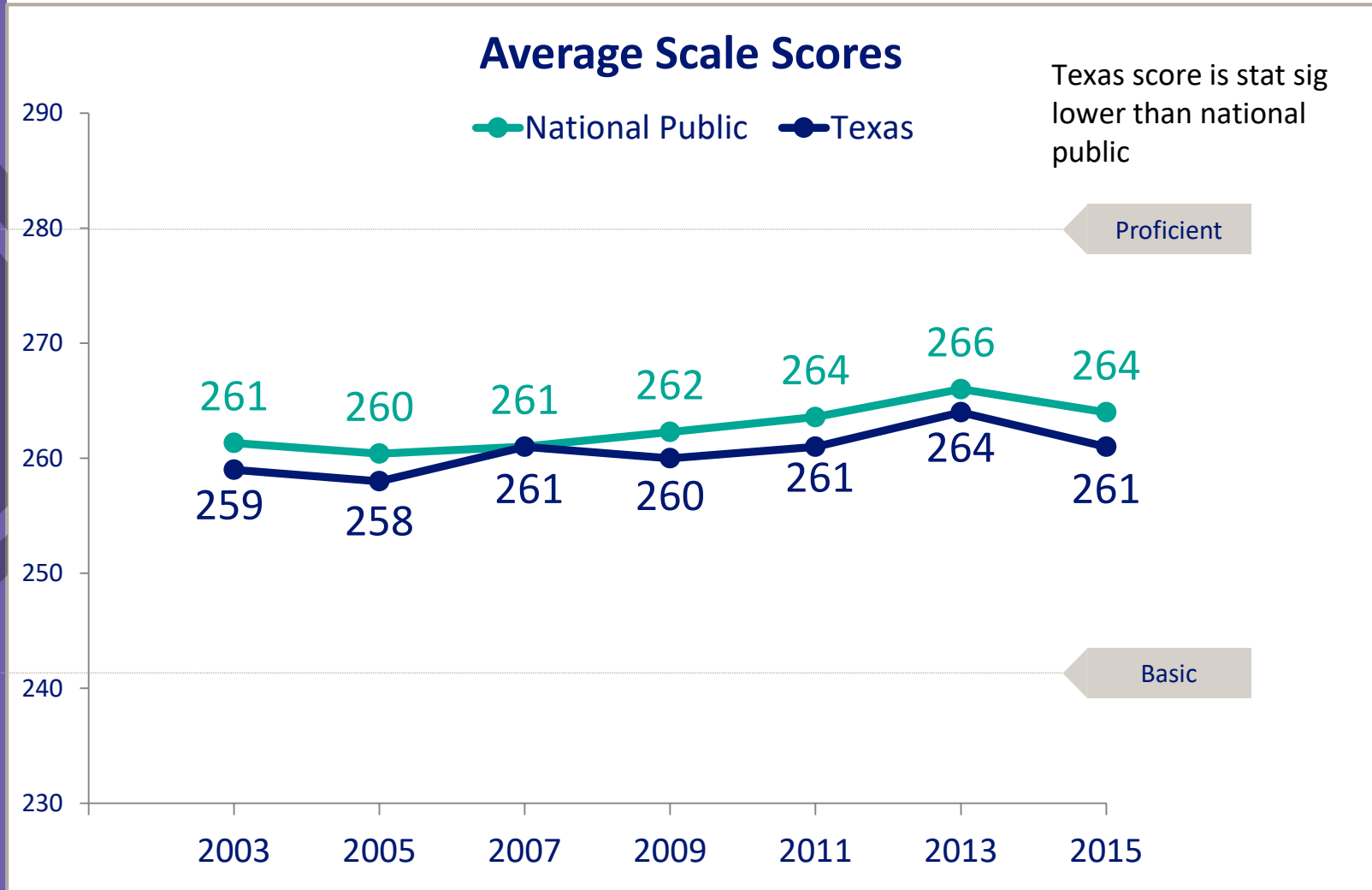
Score Changes Since 2013





Grade 8 Reading Results

Grade 8 Reading Results



NOTE: Observed differences are not necessarily statistically significant.

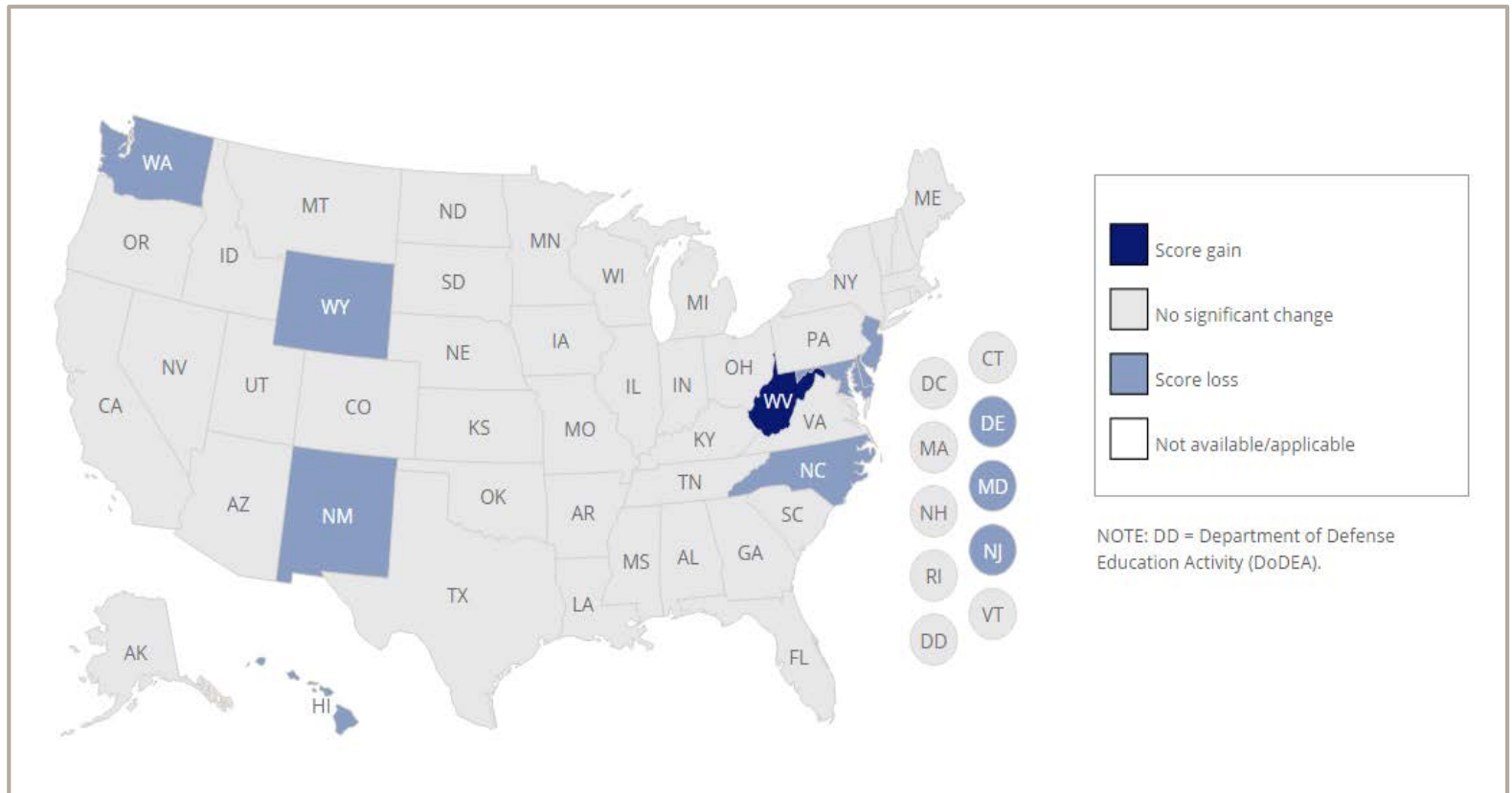
Grade 8 Reading Results

- 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 8 ↑ Score increase		Grade 4 West Virginia	
GRADE 8 ◆ No change in scores	Grade 8 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.

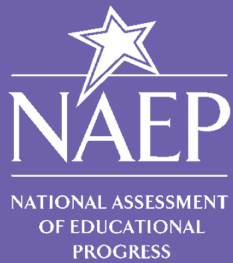
Trial Urban District Assessment (TUDA)

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			Miami-Dade	
GRADE 8  No change in scores	Grade 8	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

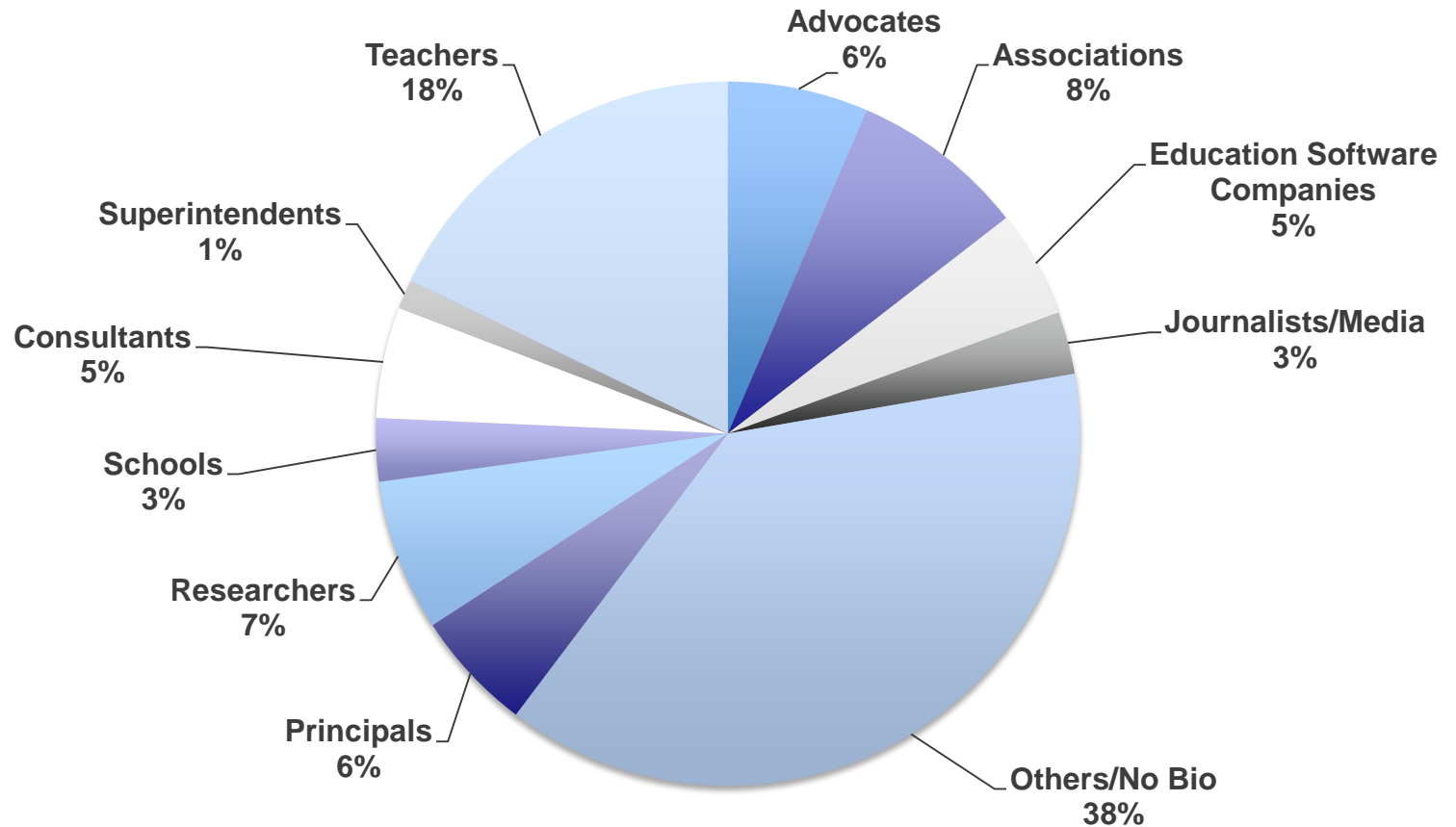
NAEP on Social Media

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
 

 NAEP
 @NAEP_NCES

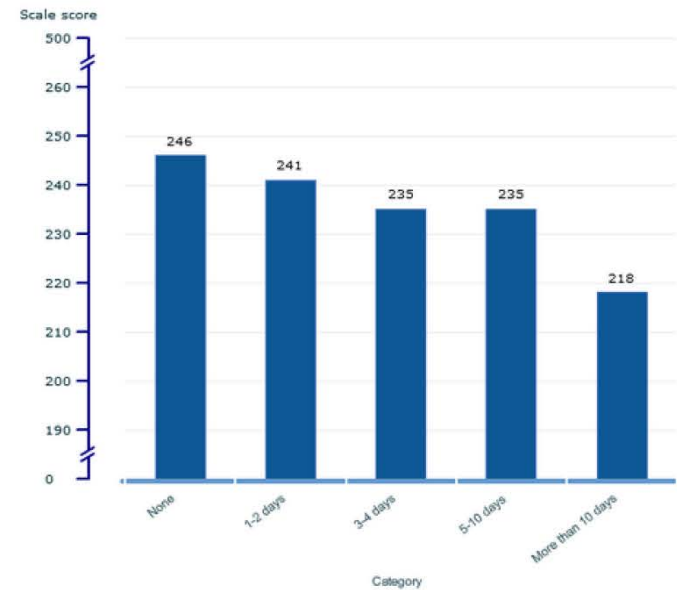

 Follow

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 [8018101] for year and jurisdiction: 2003, 2005, 2007, 2009, 2011, and 2013 2013, National



RETWEETS
55

FAVORITES
16



1:50 PM - 3 Sep 2014



NAEP on Facebook



NAEP on YouTube



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

1,302 views • 6 months ago

CC



**An Introduction to the
National Indian Education...**

836 views • 6 months ago

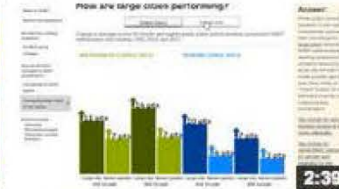
CC



**2013 Trial Urban District
Assessment Summary**

418 views • 1 year ago

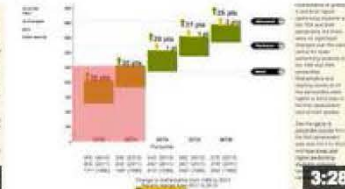
CC



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

131 views • 1 year ago

CC



**Are Students Making
Progress in Mathematics...**

268 views • 1 year ago

CC



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

285 views • 1 year ago

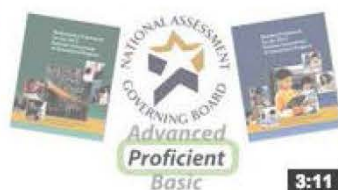
CC



**An Introduction to the NAEP
2013 Mathematics and...**

5,877 views • 1 year ago

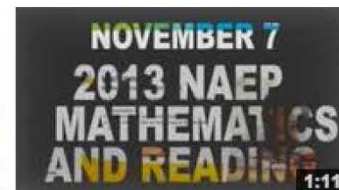
CC



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

151 views • 1 year ago

CC



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

351 views • 1 year ago

CC



Exploring a TEL Task

611 views • 1 year ago

CC

- Visit NAEP:
 - <http://nationsreportcard.gov>
- Follow NAEP:



What is Up and Coming in International Assessments

International Studies in 2018

Assessment	Subjects	Grade or Age Level	Sampled Schools	Sampled Students	Administration Window	Recruitment
eTIMSS Field Test	Mathematics and Science	4 and 8	About 40 per grade level	2 classes	March-April 2018	May 2017
ICILS Main Study	Computer Literacy	8	About 320	30 students 20 teachers	March-April 2018	May 2017
PISA Main Study	Reading, Mathematical and Science Literacy	15-year olds	About 280	Up to 52 students	Fall 2018	Spring 2018
TALIS Main Study	N/A Teacher only online survey	Teachers of grades 7, 8, and/or 9	About 280	Up to 20 teachers	Spring 2018	Fall 2017

PISA Overview

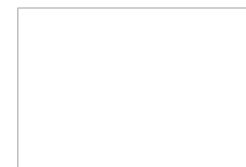
- Rotating topics: reading, mathematics, and science literacy; other subjects also offered (problem solving, financial literacy)
- Administered every 3 years
- Target population: Students aged 15 years (mostly in grades 9 and 10)
- Coordinated by the Organization for Economic Cooperation and Development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

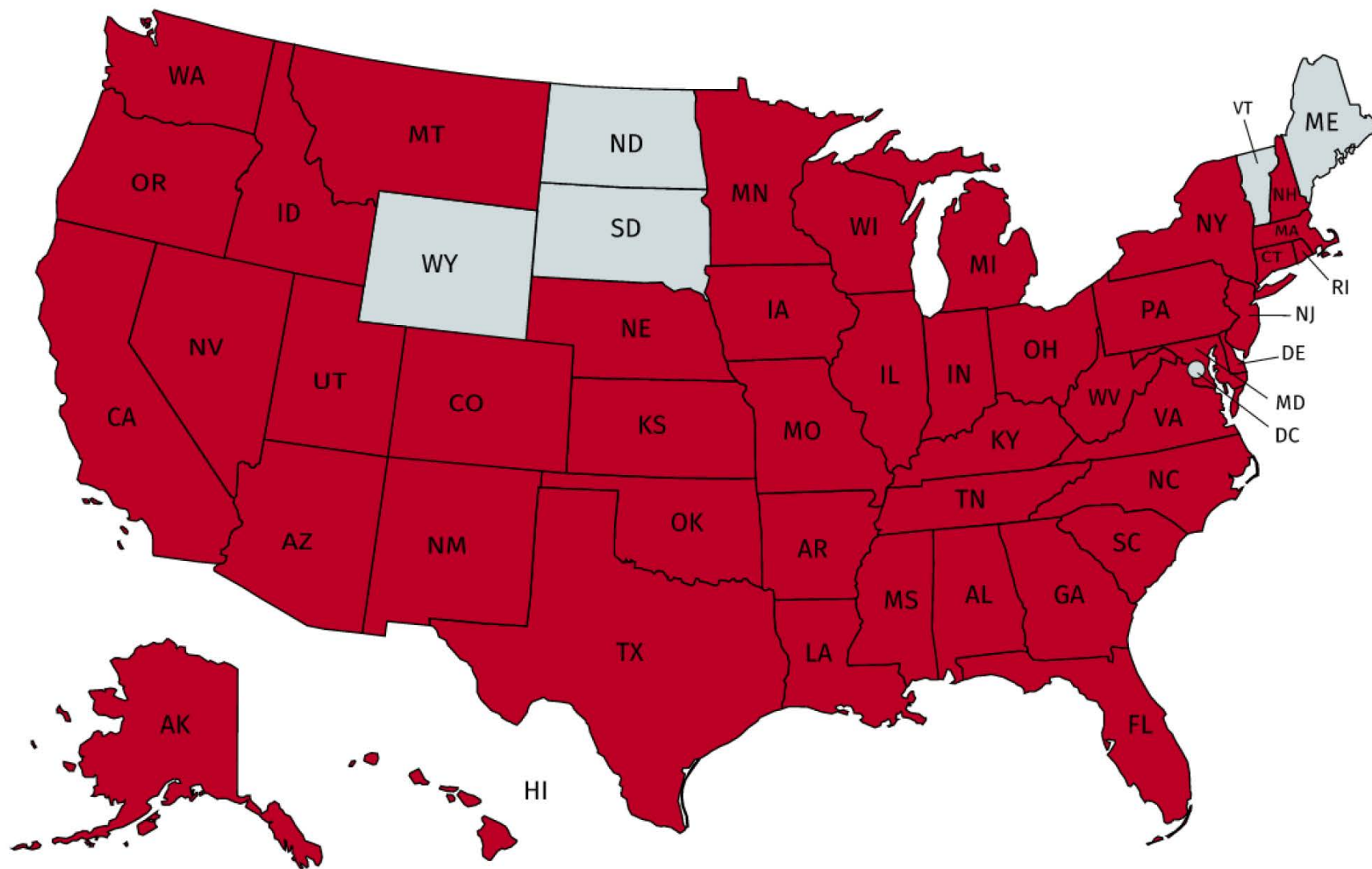




International Computer and Information Literacy Study (ICILS)

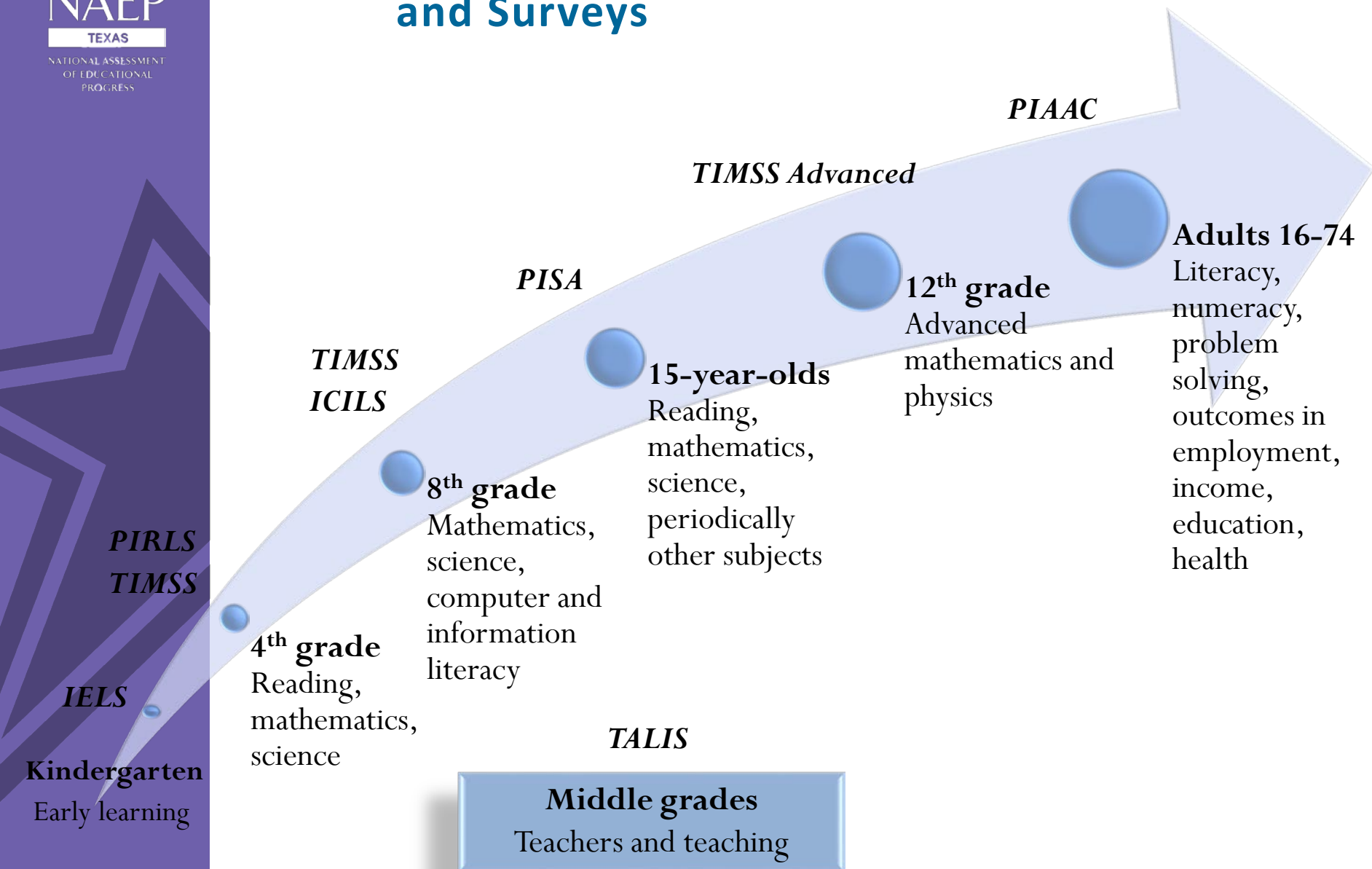
- Computer-based assessment for 8th-graders and questionnaires for students, teachers, and principals
- Assessment:
 - Computer and information literacy (CIL): *“an individual's ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in society”*
 - » **Digital information** – focuses on understanding computers, gathering information, producing information, and digital communications
 - » **Computational thinking** – focuses on conceptualizing problems and operationalizing solutions, the style of thinking used when programming a computer or developing an application for another type of digital device

States with Schools Sampled for ICILS 2018





NCES International Assessments and Surveys



International Activities Program

What's available on the website?


 INSTITUTE OF
EDUCATION SCIENCES

NATIONAL CENTER FOR
EDUCATION STATISTICS

[Publications & Products](#) |
 [Surveys & Programs](#) |
 [Data & Tools](#) |
 [Fast Facts](#) |
 [School Search](#) |
 [News & Events](#) |
 [About Us](#)


 International Activities Program

[IAP Publications & Products](#) |
 [Staff](#) |
 [TIMSS](#) |
 [PISA](#) |
 [PIRLS](#) |
 [PIAAC](#) |
 [TALIS](#) |
 [CivEd](#) |
 [Contact Us](#)



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


Make
 your own tables and charts with the International Data Explorer


Dig
 into our library of ready-made tables


View
 our bibliography of international education articles


Training
 International Data Training

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

For More Information

NCES

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

NCES International Activities Program

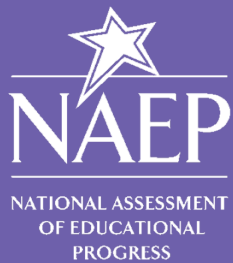
- <http://nces.ed.gov/surveys/international/>

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

- Texas Education Agency – Student Assessment
 - Kim Ackermann, NAEP Coordinator
 - Kim.Ackermann@tea.texas.gov
 - 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.