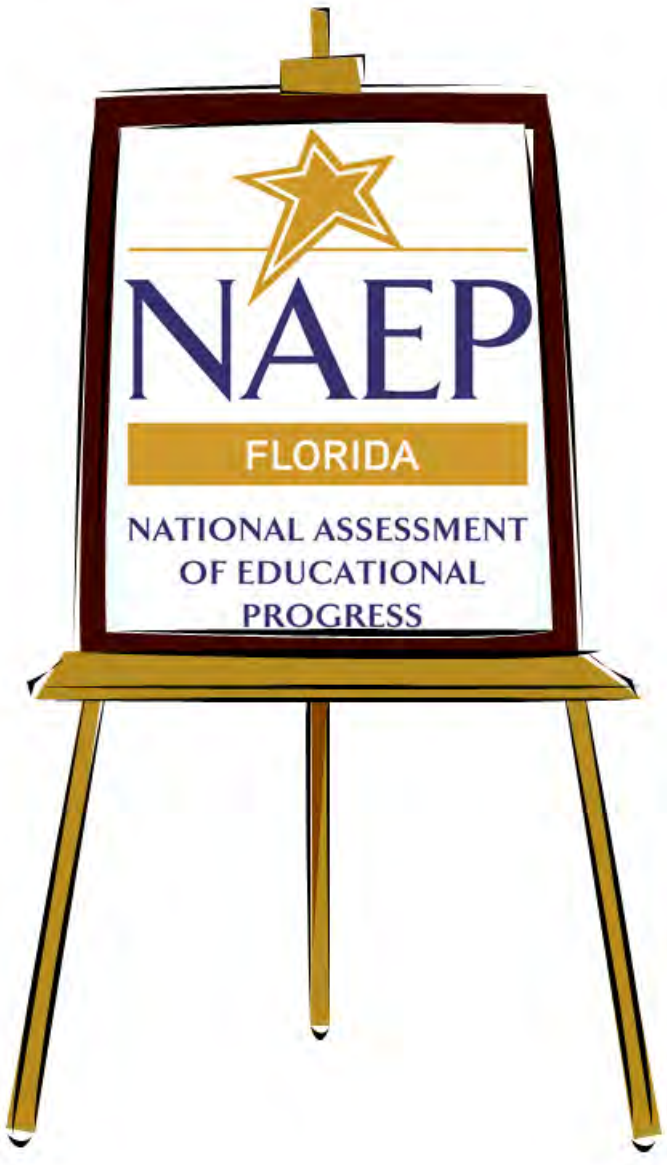

# NAEP

# NAEP 101

## Language Arts October 2012

# NAEP 101

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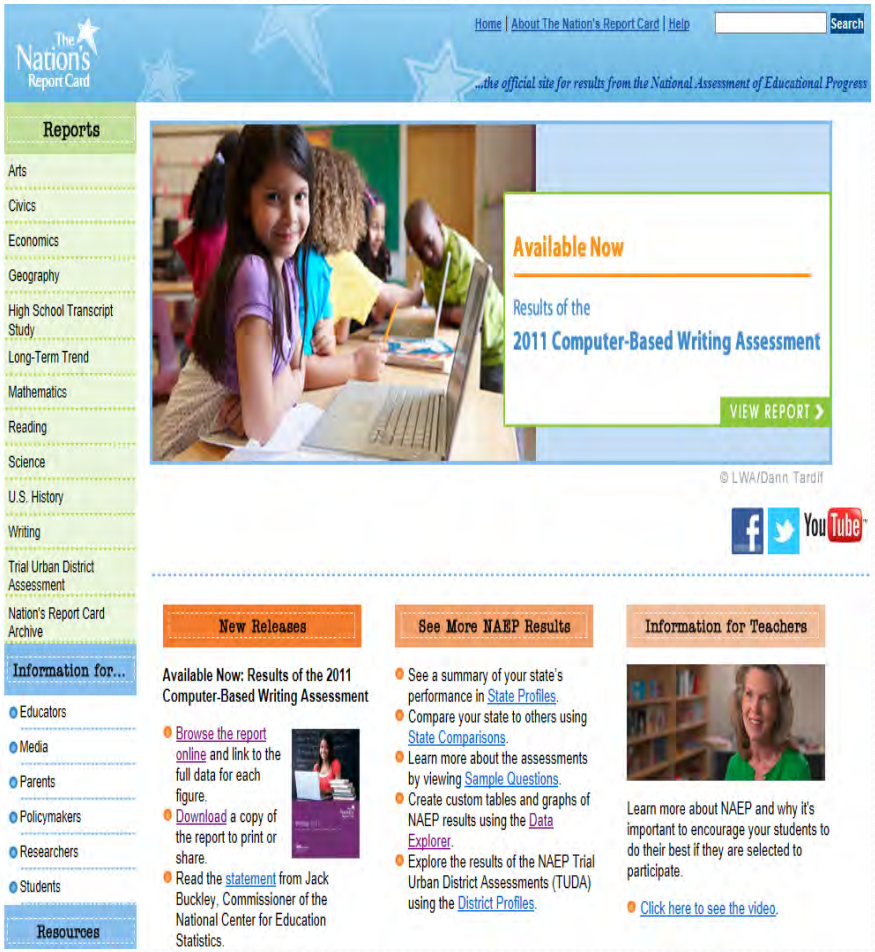
# The Nation's Report Card

## http://nationsreportcard.gov/

Provides an overview of NAEP, NAEP data, sample questions, state profiles, and a vast array of other information.



# What is the National Assessment of Educational Progress (NAEP)?


- Authorized by Congress in 1969 as a national assessment to measure student performance and determine if students are learning what they should be learning.
- A *reliable* way of determining areas of strengths and weaknesses in the American school system.
- Added state-level assessments in 1990 to provide participating states with grades 4 and 8 results in reading, mathematics, science, and writing.
- Provides comparisons between states and the nation.
- Florida has participated in every state-level NAEP since 1990, except in 2000.

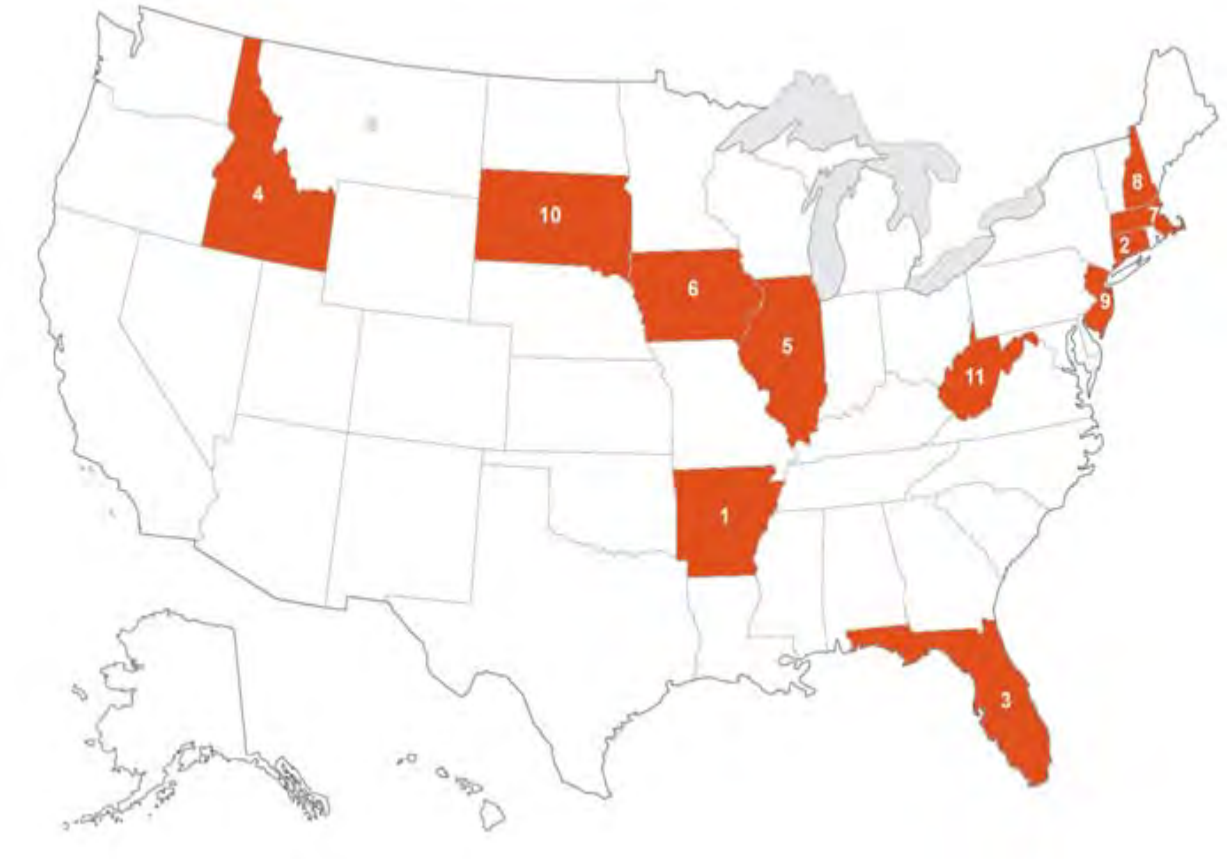
# TUDA Districts 2013

**The Trial Urban District Assessment (TUDA) began 10 years ago, and has grown from 5 to 21 large urban cities.**

# Grade 12 State-Level NAEP

In 2009, the option to participate in grade 12 state-level NAEP in reading and mathematics was offered and Florida was one of 11 states to volunteer.

This assessment is offered every 4 years.



# Grade 12 State-Level NAEP

Demographics of 11 states participating in 2009 NAEP and two additional states that will participate in 2013 NAEP.

| STATE | # ENROLLED | WHITE | AA | HISPANIC | Per-pupil expenditures | Pupil/teacher Ratio |
|---|---|---|---|---|---|---|
| AR | 482,114 | 65% | 22% | 10% | $8,853 | 14 |
| CT | 560,546 | 62% | 13% | 19% | $15,260 | 13 |
| FL | 2,643,347 | 43% | 23% | 28% | $8,747 | 15 |
| ID | 275,859 | 79% | 1% | 16% | $7,194 | 18 |
| IL | 2,091,654 | 51% | 18% | 23% | $11,120 | 16 |
| IA | 495,775 | 82% | 5% | 9% | $10,010 | 14 |
| MA | 955,563 | 68% | 8% | 15% | $14,478 | 14 |
| NH | 194,711 | 90% | 2% | 4% | $12,405 | 13 |
| NJ | 1,402,548 | 52% | 17% | 22% | $17,064 | 13 |
| SD | 126,128 | 80% | 2% | 3% | $8,881 | 13 |
| WV | 282,879 | 92% | 5% | 1% | $10,828 | 14 |
| New states participating in 2013 | | | | | | |
| MI | 1,587,067 | 70% | 19% | 6% | $10,171 | 18 |
| TN | 987,422 | 67% | 24% | 6% | $8,055 | 15 |

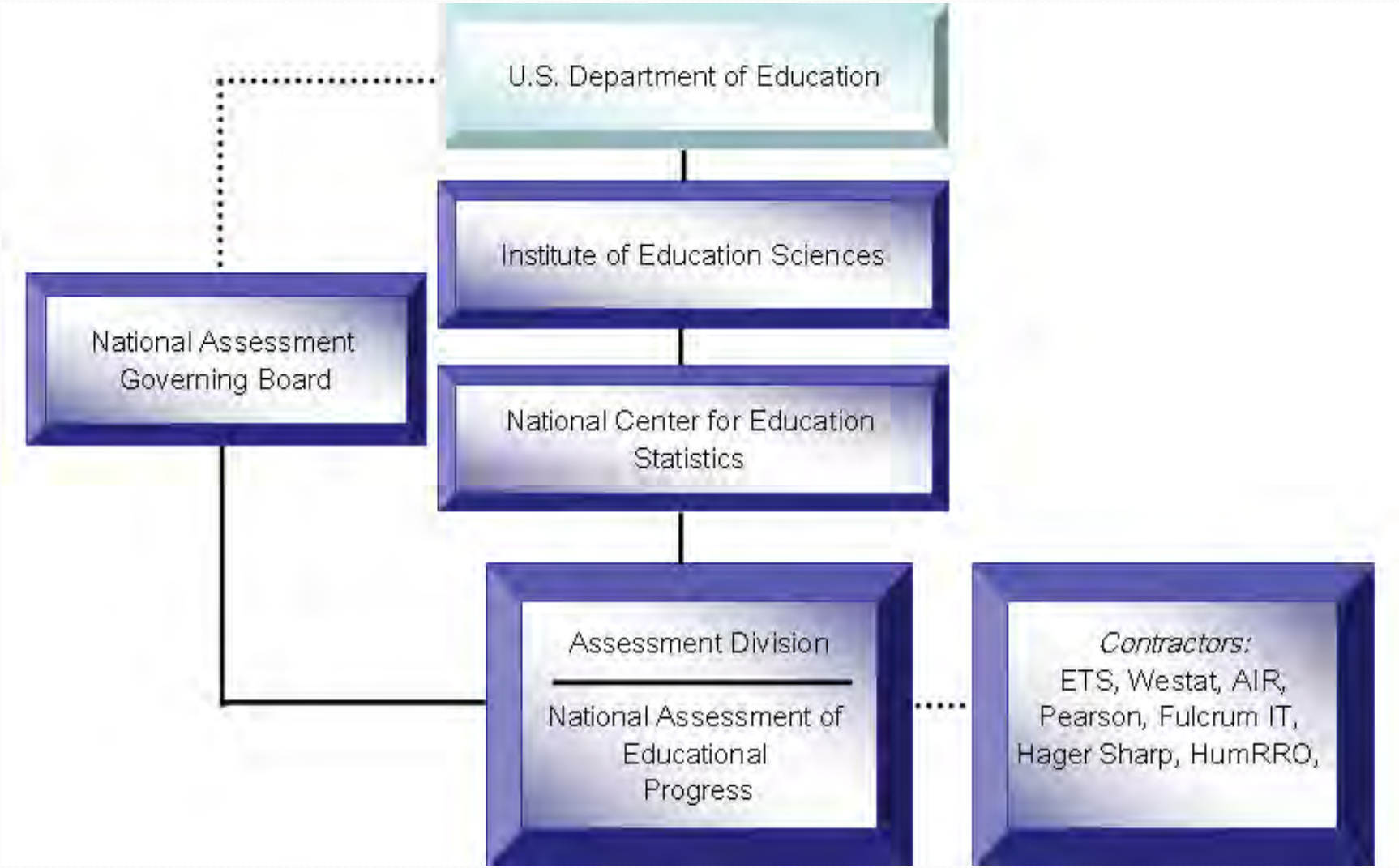
SOURCE: Common Core of Data, 2010-2011 school year

# No Child Left Behind

- Beginning in 2003, No Child Left Behind (NCLB) required all states to participate in NAEP.


- States, districts, and schools that receive Title I funds must participate in NAEP if selected.
- Names of students and schools that are selected to participate must be kept confidential and student names must not leave the school.
- Parents/Guardians must be notified.

# Organization of NAEP



# National Assessment Governing Board (NAGB)

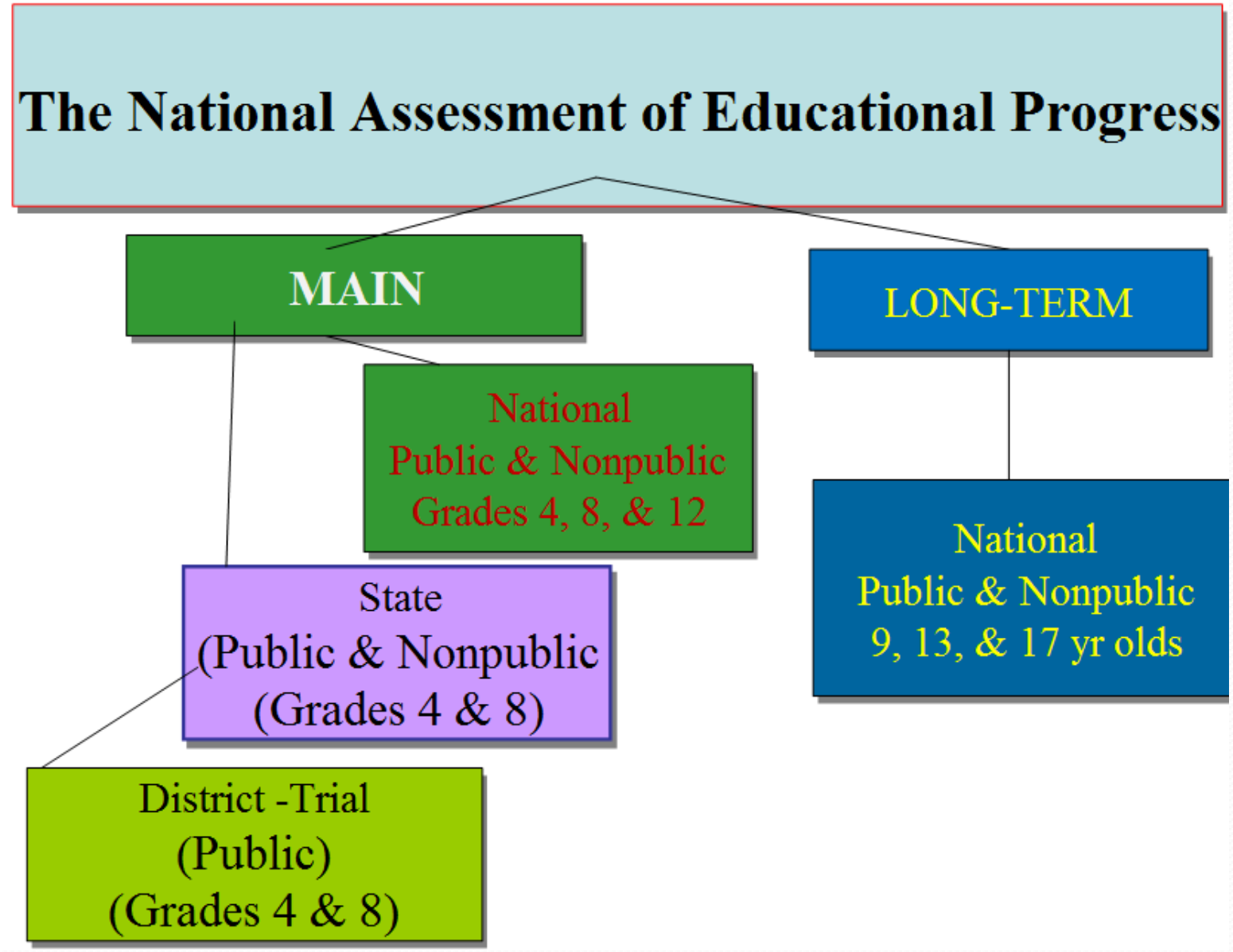
- Congress created the 26-member Governing Board in 1988 to set policy for NAEP.
- The Secretary of Education appoints NAGB board members, but the board is independent of the U.S. Department of Education.
- Since 1990, NAGB has set levels of achievement, guided the development of NAEP frameworks, and determined the content to be assessed.
- NAGB determines the appropriateness of assessment items and ensures they are free from bias.

# NAEP and International Assessments in Florida

**Florida State Statute 1008.22 (2)**

**"The Commissioner of Education shall direct Florida school districts to participate in the administration of NAEP, or similar national or international assessment program…"**

# NAEP Components



# Why NAEP?

- NAEP state-level assessment results can be used to compare student performance across states, whereas individual statewide assessments vary from state to state.

- SAT and ACT results are insufficient to measure student performance across states because they are administered to a self-selected group.

- NAEP assesses a sample of students in a sample of schools in 52 jurisdictions (50 states, Washington D.C., and the Department of Defense activity schools), Puerto Rico, and 21 TUDAs.

# How do NAEP and FCAT 2.0 Differ?

FCAT 2.0:

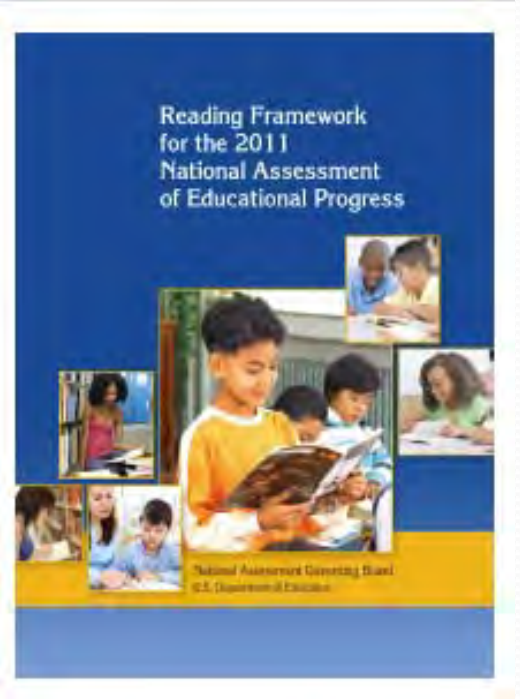
- Satisfies NCLB requirements
- Reports results for all students, schools, and districts
- Consequences for students and schools

NAEP:

- Monitors student performance on a national and state level
- Reports results for student populations (race/ethnicity, gender, ELL, SD, NSLP)
- Does not provide student or school results

# NAEP Frameworks and Test Items

- NAGB develops the NAEP Frameworks and the test item specifications based on the frameworks. http://nces.ed.gov/nationsreportcard/frameworks.asp
- Test items are developed by teachers, subject-area specialists, and assessment experts, and are then reviewed for quality, bias, and sensitivity by content-area experts.
- Multiple-choice and both short and extended constructed-response questions are included in the assessment.
- No one student takes the entire NAEP assessment.
- Each student receives one booklet in one subject containing approximately 16 to 2 questions.



# NAEP Assesses Many Subjects

- Primary Subjects for national and state-level NAEP
  - Reading and Mathematics (every odd-numbered year)
  - Writing and Science on a rotating basis (every fourth odd-numbered year)
- National NAEP (every even-numbered year)
  - Civics
  - U.S. History
  - Geography
  - Economics
  - Technology and Engineering Literacy (TEL) Assessment
  - Arts
- Special Studies
  - Long-term Trend NAEP (every fourth year in even-numbered years)
  - High School Transcript Study (HSTS) (every fourth year in odd-numbered years)

# Technology and Engineering Literacy Assessment (TEL)

Special study designed to explore the use of technology, especially the use of the computer, as a tool to enhance the quality and efficiency of educational assessments.

# TEL

## Video Clips of Sample Scenarios

TECHNOLOGY AND ENGINEERING LITERACY
NAEP 2014

Sample Scenarios for the 2014 National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy Framework and Test Item Specifications

This set of example videos demonstrates the types of interactivity and functionality of tools that students might be expected to use as they respond to short and long scenarios that will be developed for the Technology and Engineering Literacy Assessment. Long scenarios can be created by increasing the complexity of the task in a short scenario so that students need to complete several steps to respond to it. Conversely, short scenarios might be created from a long scenario by breaking the series of steps in the long task into discrete, shorter ones. The content of the examples is not meant to represent the content that will be assessed.

Click on an image to view each example.

**Ecosystems:**

**In this scenario** students observe organisms interacting in an ecosystem. The tasks were designed for grade 8. In the NAEP Technology and Engineering Literacy Assessment, students might investigate how organisms in an ecosystem are affected by a pollutant

**Force & Motion:**

**In this scenario** students use simulations in a problem solving activity. While designed for middle school science, such a simulation could be adapted for the NAEP Technology and Engineering Literacy Assessment to study how the design of the technological system (transportation) affects the environment positively by making it possible to contain forest fires and rescue people and also negatively because of the cutting of trees and the disruption of wildlife habitat.


**Population Data:**

**In this scenario** a population of small birds—chortlers—is declining. Students are asked to use various tools to analyze data to determine possible causes for the population decrease and present findings on the impacts on the chortlers.


**Plant Growth:**

**In this scenario** students use their knowledge about the engineering design process and various tools to explore the factors that affect plant growth in a greenhouse. In the NAEP Technology and Engineering Literacy Assessment, students might be asked to evaluate different greenhouse designs.

http://www.nagb.org/assets/documents/publications/frameworks/tech2014-framework/ch_video/index.html

# Long-term Trend (LTT)

- LTT assessments are designed to give information on the changes in the basic achievement of America's youth in reading and mathematics from 1969 to the present.
- LTT is administered nationally and reports student performance at ages 9, 13, and 17.

# LTT Sample Reading Question Age 9

Like the early colonial women settlers of the backwoods, frontier women made everything their families needed. Most began work at daybreak and did not rest until late evening. They cooked, spun cloth, made clothing, raised children, and tried to keep their dirt homes clean. They cleared and plowed fields, tended and harvested crops, milked the cows, raised hogs, rode and trained horses, and did just about every chore on the farm. The women not only worked, They also made most of their own tools. To make pitchforks, they attached handles to deer antlers. Many of the women learned to use a knife well enough to carve spoons, forks, and bowls out of animal bones. They fashioned cups and containers out of vegetable gourds and animal horns.

Which statement best describes the frontier women?

a. They lived dangerous lives and tamed the West.
b. They hunted to provide food for their families.
c. They frequently worried about the safety of their homes.
d. They worked hard and possessed many skills.

# High School Transcript Study (HSTS)


## What is the High School Transcript Study?

The High School Transcript Study (HSTS) collects and analyzes transcripts from a representative sample of America's public and private high school graduates. The study is designed to inform the public about the types of courses that graduates take during high school, how many credits they earn, and their grade point averages (GPAs). The HSTS also explores the relationship between course-taking patterns and student achievement, as measured by the National Assessment of Educational Progress (NAEP). High school transcript studies have been conducted periodically for nearly two decades, permitting the reporting of trends in coursetaking and GPA as well as providing information about recent high school graduates. In addition to collecting transcripts, the HSTS collects student information such as gender, graduation status, and race/ethnicity and information about the schools studied.

# HSTS

- Conducted during the summer of every 4th odd-numbered year.
- Westat staff will revisit the 110 grade 12 schools that are in Florida's 2013 NAEP sample to obtain final transcripts of graduating seniors who participated in the assessment.
- Because transcripts for HSTS are collected from the same students in the same sample of schools in which the NAEP grade 12 assessments are given, the results from the HSRS and NAEP assessment can be linked.

# Analysis and Reporting

**NAEP reports results by average scale scores and by achievement levels:**

- **Average Scale Scores**
  - Reading and Mathematics, 0 - 500
  - Science and Writing, 0 – 300
- **Achievement Level Scores**
  - *Advanced* – superior performance
  - *Proficient* – solid academic performance demonstrating competency over challenging subject matter
  - *Basic* – partial mastery of prerequisite knowledge and skills that are fundamental for proficient work

(Below Basic - not an achievement level but reports scale scores that represent incomplete knowledge and skills necessary for proficient work)

# Proficient vs. Proficiency

The definitions of "proficient" set by states and by NAEP have no observable agreement.*

* Robert Linn, Large-Scale Assessment Conference, San Antonio, TX, June 2005

Robert Linn is a distinguished professor emeritus of education in the research and evaluation methods program at the University of Colorado at Boulder.

# Sampling

- NAEP uses a complicated Multi-Stage Stratified Random Sampling method.

- Schools are grouped by type of location and minority enrollment and then ordered by a measure of achievement.

- A proportional sample is then selected that is representative of the entire student population. Sample includes students with disabilities (SD) and English language learners (ELLS).

- Larger schools that educate more students and are ethnically diverse have a higher chance of being selected for NAEP than does a small school.

# How Does Florida's Population Differ from the Nation's?

| | Florida | National Public |
|---|---|---|
| White 2003 | 51%* | 61% |
| White 2011 | 45%* | 54% |
| Hispanic 2003 | 19%* | 15% |
| Hispanic 2011 | 27%* | 22% |
| African-American 2003 | 27%* | 17% |
| African-American 2011 | 22%* | 16% |
| NSLP 2003 | 46%* | 36% |
| NSLP 2011 | 55%* | 48% |
| SD 2003 | 14%* | 10% |
| SD 2011 | 13%* | 10% |
| ELL 2003 | 6% | 5% |
| ELL 2011 | 4%* | 5% |

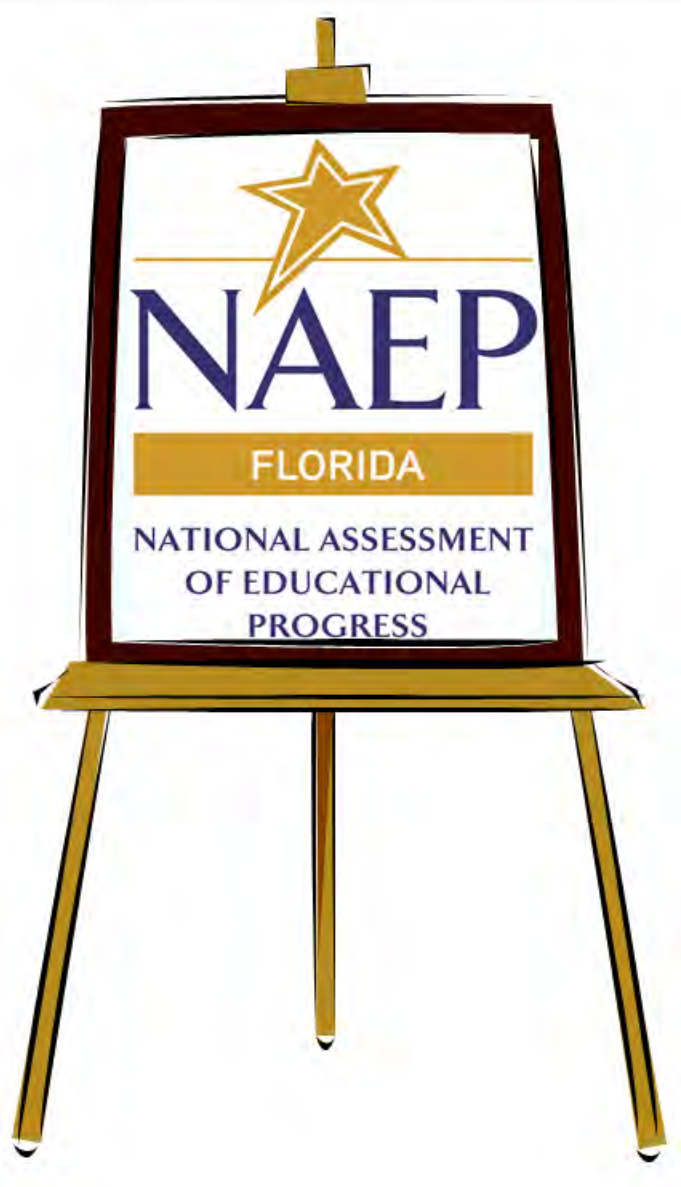
*Significantly different from National Public

# NAEP Inclusions and Accommodations

- Prior to 1998, NAEP did not provide accommodations for Students with Disabilities (SD) and English Language Learners (ELL).
- On March 6, 2010, NAGB adopted a policy requiring states to assess 95% of the students selected for the sample and at least 85% of the SD and ELL included in the sample.
- NAEP's most frequent accommodations include:
  - Extra testing time
  - Individual or small-group administrations
  - Large-print booklets
  - Heritage language, word-to-word dictionaries

- NAEP accommodations do *not* include:
  - Reading passages or questions aloud on the NAEP reading assessment
  - Using heritage language, word-to-word dictionaries on the reading assessment

For additional information on NAEP accommodations for SDs and ELLs access http://nces.ed.gov/nationsreportcard/about/inclusion.asp




# NAEP 2011 Reading Results

# Snapshot Reports

The Nation's Report Card Reading 2011 State Snapshot Report

Florida
Grade 4
Public Schools

**Overall Results**

- In 2011, the average score of fourth-grade students in Florida was 225. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in Florida in 2011 (225) was not significantly different from their average score in 2009 (226) and was higher than their average score in 1992 (208).
- In 2011, the score gap between students in Florida at the 75th percentile and students at the 25th percentile was 43 points. This performance gap was narrower than that of 1992 (49 points).
- The percentage of students in Florida who performed at or above the NAEP *Proficient* level was 35 percent in 2011. This percentage was not significantly different from that in 2009 (36 percent) and was greater than that in 1992 (21 percent).
- The percentage of students in Florida who performed at or above the NAEP *Basic* level was 71 percent in 2011. This percentage was not significantly different from that in 2009 (73 percent) and was greater than that in 1992 (53 percent).

**Achievement-Level Percentages and Average Score Results**


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
• Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp

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

**Compare the Average Score in 2011 to Other States/Jurisdictions**


† Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Florida (225) was
- lower than those in 5 states/jurisdictions
- higher than those in 28 states/jurisdictions
- not significantly different from those in 18 states/jurisdictions

**Average Scores for State/Jurisdiction and Nation (public)**


* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp

**Results for Student Groups in 2011**

| Reporting groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 49 | 236 | 83 | 43 | 12 |
| Black | 35 | 209 | 54 | 17 | 2 |
| Hispanic | 39 | 220 | 67 | 30 | 8 |
| Asian | 3 | 240 | 96 | 56 | 26 |
| American Indian/Alaska Native | # | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 3 | 230 | 83 | 46 | 11 |
| Gender | | | | | |
| Male | 51 | 224 | 67 | 32 | 7 |
| Female | 49 | 226 | 75 | 39 | 10 |
| National School Lunch Program | | | | | |
| Eligible | 62 | 216 | 63 | 24 | 4 |
| Not eligible | 38 | 239 | 96 | 63 | 18 |

# Rounds to zero. ‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

**Score Gaps for Student Groups**

- In 2011, Black students had an average score that was 25 points lower than White students. This performance gap was narrower than that in 1992 (33 points).
- In 2011, Hispanic students had an average score that was 15 points lower than White students. This performance gap was not significantly different from that in 1992 (15 points).
- In 2011, female students in Florida had an average score that was higher than male students by 7 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was narrower than that in 1998 (29 points).

ies NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

The Nation's Report Card Reading 2011 State Snapshot Report

Florida
Grade 8
Public Schools

**Overall Results**

- In 2011, the average score of eighth-grade students in Florida was 262. This was not significantly different from the average score of 264 for public school students in the nation.
- The average score for students in Florida in 2011 (262) was not significantly different from their average score in 2009 (264) and was higher than their average score in 1998 (255).
- In 2011, the score gap between students in Florida at the 75th percentile and students at the 25th percentile was 45 points. This performance gap was not significantly different from that of 1998 (46 points).
- The percentage of students in Florida who performed at or above the NAEP *Proficient* level was 30 percent in 2011. This percentage was not significantly different from that in 2009 (32 percent) and was greater than that in 1998 (23 percent).
- The percentage of students in Florida who performed at or above the NAEP *Basic* level was 73 percent in 2011. This percentage was not significantly different from that in 2009 (76 percent) and was greater than that in 1998 (67 percent).

**Achievement-Level Percentages and Average Score Results**


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
• Accommodations not permitted. For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp

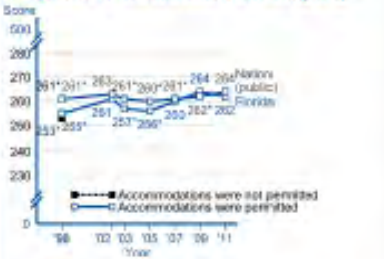
NOTE: Detail may not sum to totals because of rounding.

**Compare the Average Score in 2011 to Other States/Jurisdictions**


† Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in Florida (262) was
- lower than those in 30 states/jurisdictions
- higher than those in 9 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

**Average Scores for State/Jurisdiction and Nation (public)**

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NOTE: For information about NAEP accommodations, see http://nces.ed.gov/nationsreportcard/about/inclusion.asp

**Results for Student Groups in 2011**

| Reporting groups | Percent of students | Avg. score | Percentages at or above Basic | Percentages at or above Proficient | Percent at Advanced |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 45 | 270 | 80 | 36 | 3 |
| Black | 22 | 246 | 57 | 14 | 1 |
| Hispanic | 27 | 259 | 71 | 27 | 2 |
| Asian | 3 | 280 | 90 | 49 | 10 |
| American Indian/Alaska Native | # | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or more races | 3 | 265 | 77 | 30 | 2 |
| Gender | | | | | |
| Male | 51 | 257 | 69 | 25 | 1 |
| Female | 49 | 267 | 78 | 34 | 3 |
| National School Lunch Program | | | | | |
| Eligible | 55 | 254 | 65 | 20 | 1 |
| Not eligible | 45 | 273 | 93 | 41 | 4 |

# Rounds to zero. ‡ Reporting standards not met.

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**Score Gaps for Student Groups**

- In 2011, Black students had an average score that was 22 points lower than White students. This performance gap was not significantly different from that in 1998 (26 points).
- In 2011, Hispanic students had an average score that was 11 points lower than White students. This performance gap was not significantly different from that in 1998 (17 points).
- In 2011, female students in Florida had an average score that was higher than male students by 9 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 19 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (24 points).

ies NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Reading Assessments.

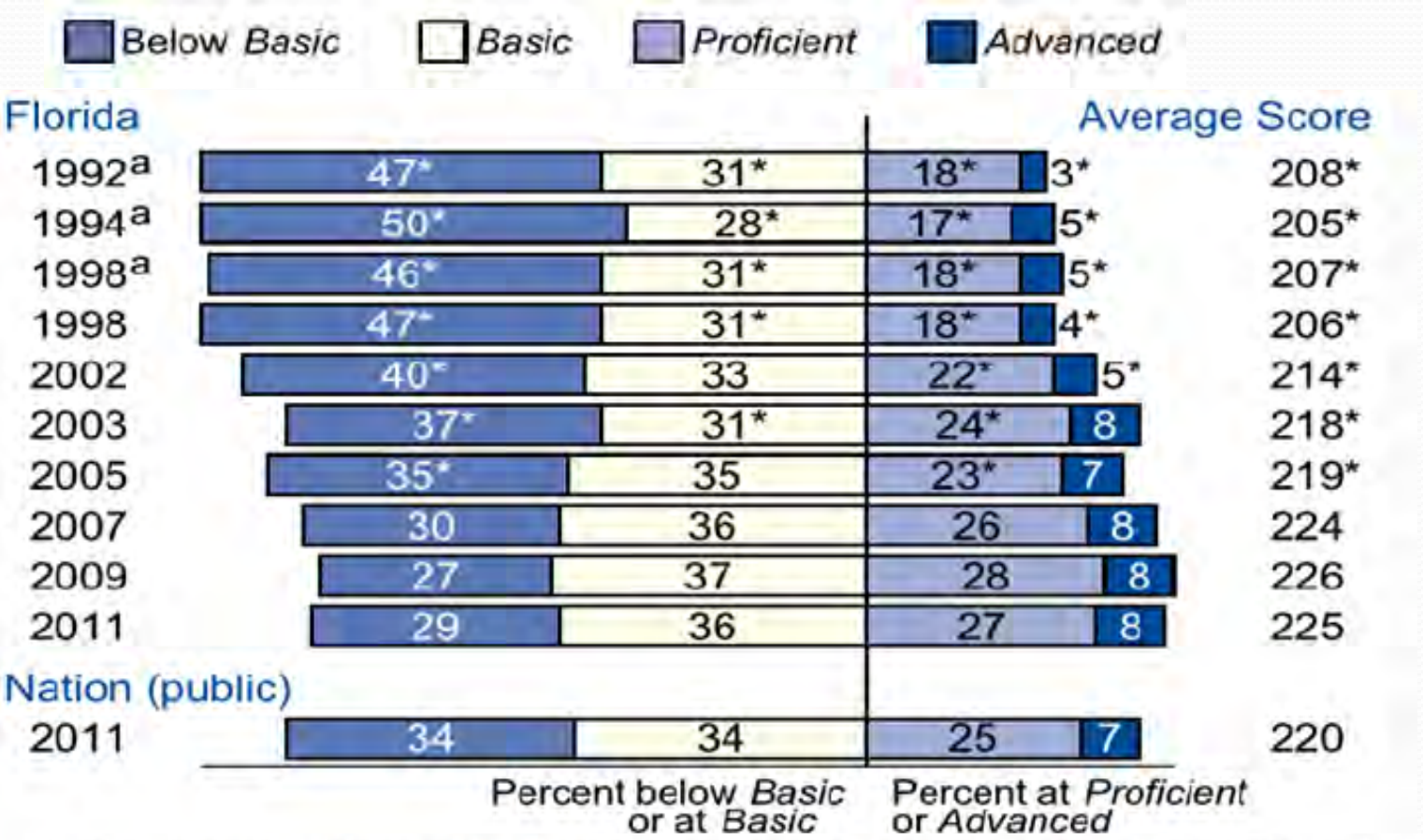
# The Nation's Report Card Reading 2011 State Snapshot Report

**Florida**

**Grade 4**

**Public Schools**

**Achievement Level Percentages and Average Scale Scores**

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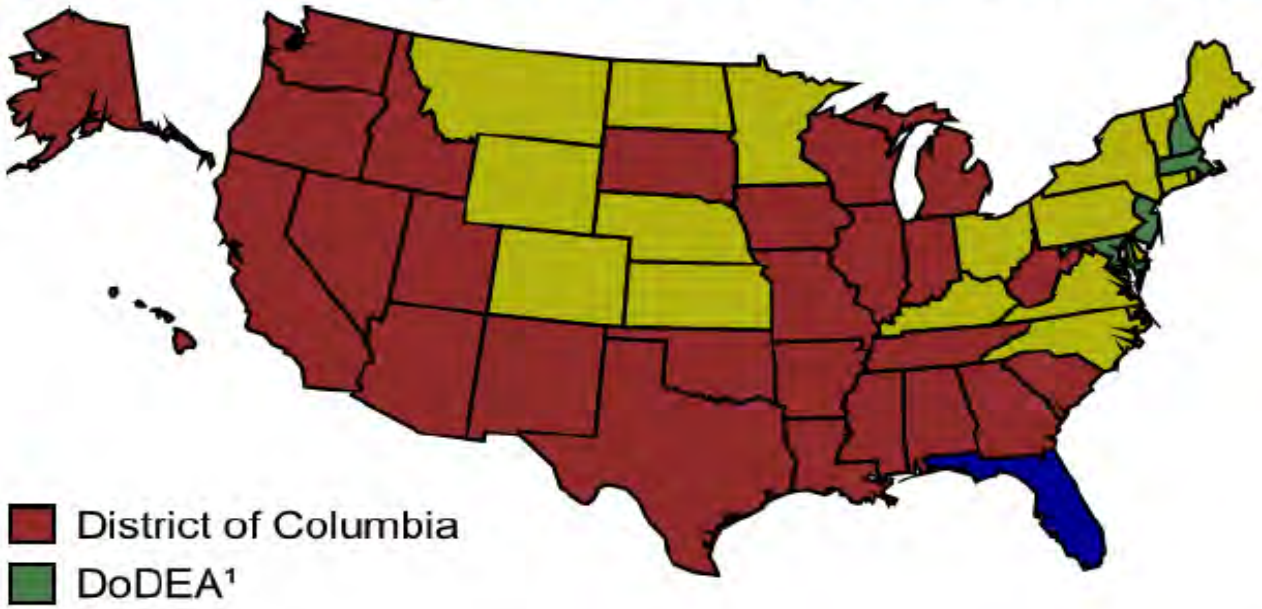
**Florida**

**Grade 4**

**Public Schools**

## Compare the Average Score in 2011 to Other States/Jurisdictions

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In 2011, the average score in **Florida** (225) was

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- higher than those in 28 states/jurisdictions
- not significantly different from those in 18 states/jurisdictions

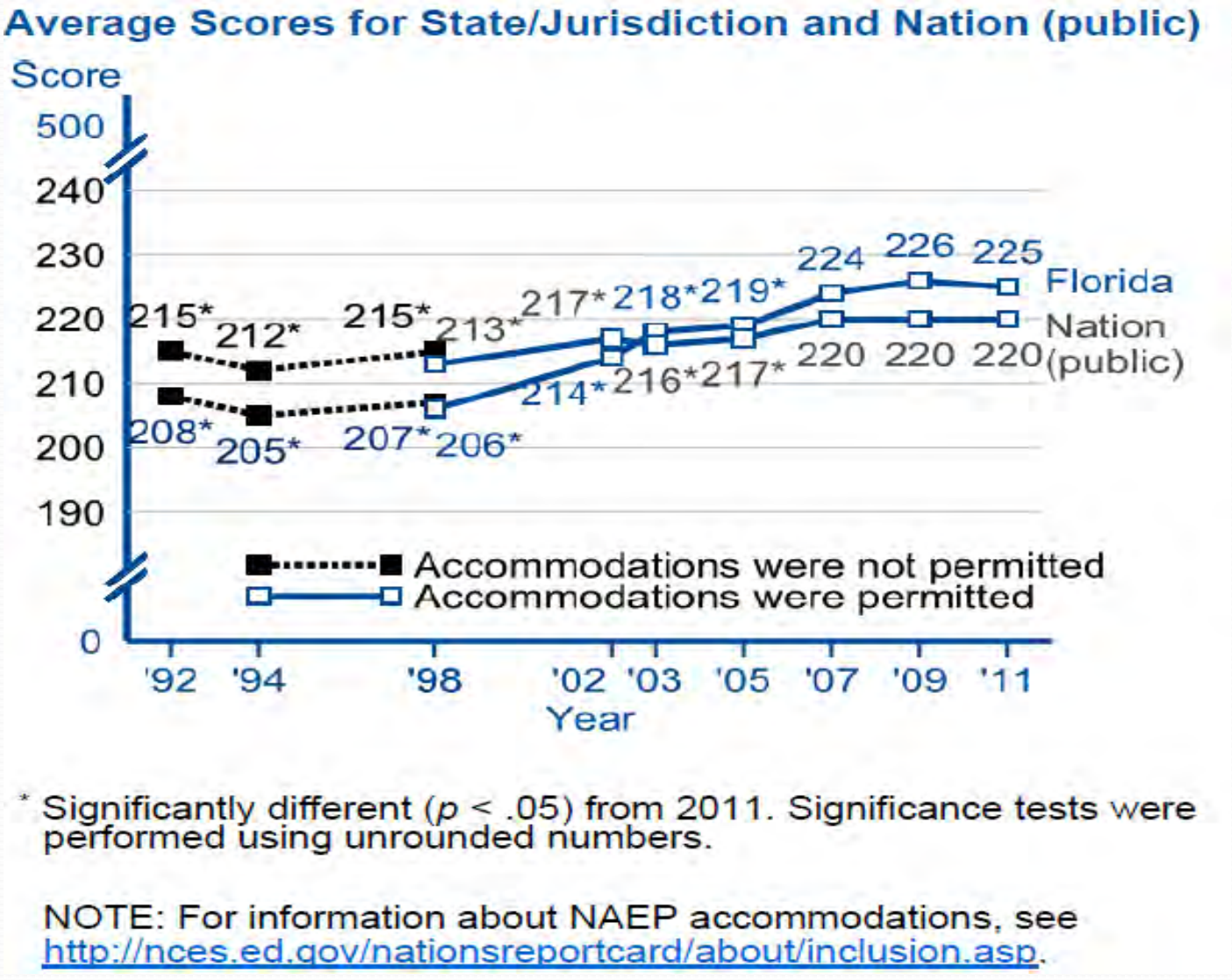
# The Nation's Report Card Reading 2011 State Snapshot Report

**Florida**

**Grade 4**

**Public Schools**

**In 2005, 2007, 2009, and 2011, Florida had an average scale score significantly higher than the Nation (public).**

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The Nation's Report Card

# Reading 2011 State Snapshot Report

**Florida**

**Grade 4**

**Public Schools**

## Results for Student Groups in 2011

| Reporting groups | Percent of students | Avg. score | Percentages at or above *Basic* | *Proficient* | Percent at *Advanced* |
|---|---|---|---|---|---|
| Race/Ethnicity | | | | | |
| White | 40 | 235 | 83 | 48 | 12 |
| Black | 25 | 209 | 54 | 17 | 2 |
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| Asian | 2 | 246 | 88 | 58 | 26 |
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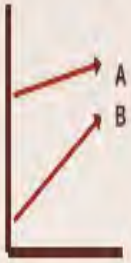
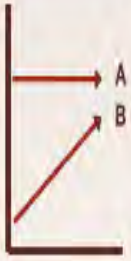
# Achievement Gaps
# Grade 8
# Reading

# Ways Gaps Can Narrow

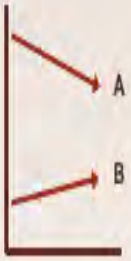



The average scores of *both* groups increase, while the score of the lower performing group increases even more.




The average scores of the *higher* performing group does not change, while the score of the lower performing group increases.


The average scores of *both* groups do not change, but the gap narrows.



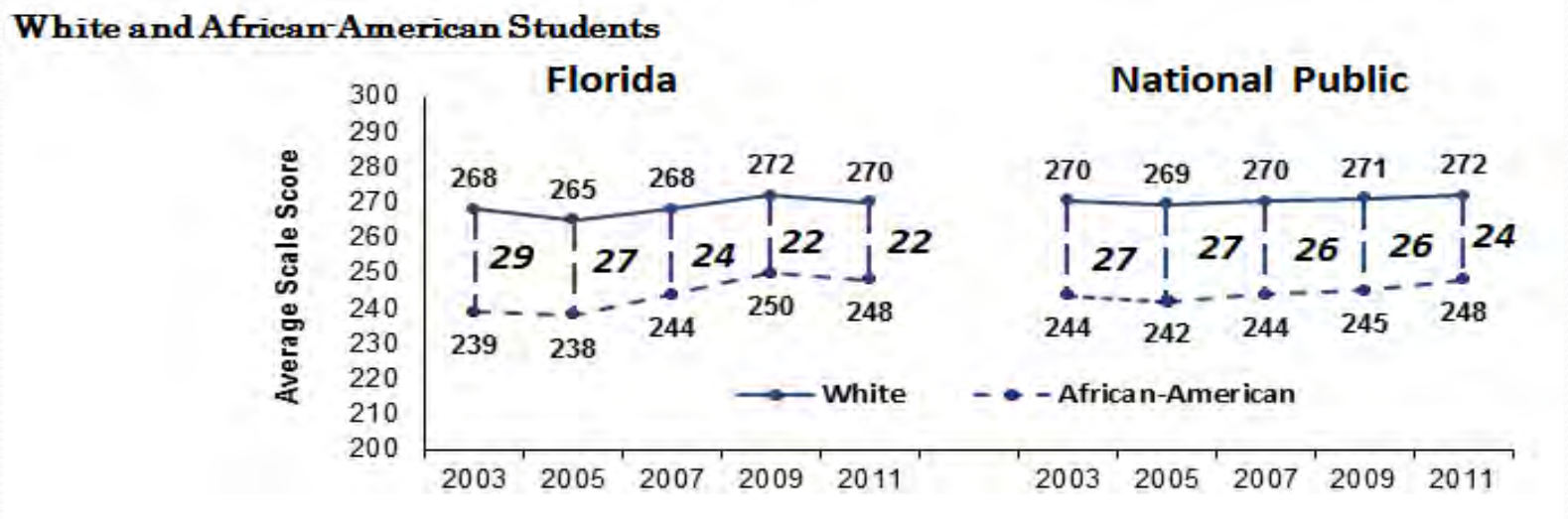

The average scores of the *higher* performing group declines, while the score of the lower performing group increases.


The average scores of the *higher* performing group declines, while the score of the lower performing group does not change.


The average scores of *both* groups decline, but the score of the higher performing group declines even more.

# Gaps in Average Scale Scores

**NAEP 2011 Reading, Grade 8**
**Florida vs. National Public Race/Ethnicity**
**Average Scale Scores**



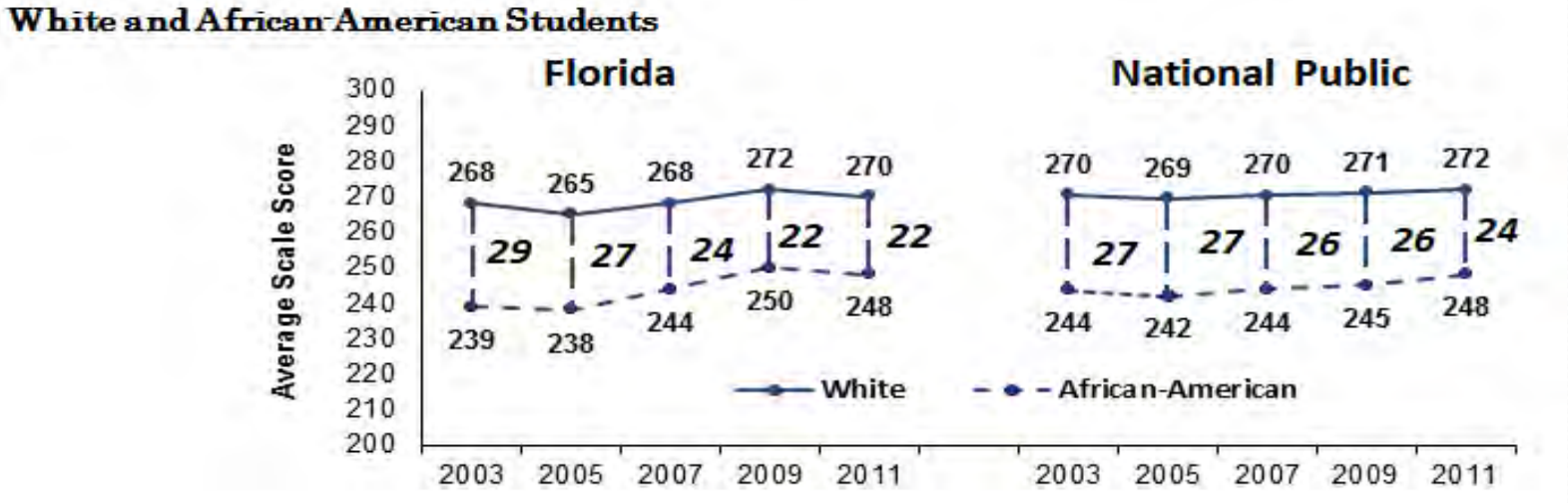

**Scores can be compared in 5 ways:**

1. Were the gains (or loses) in scores between 2003 and 2011 significant for Florida (FL) and for the National Public (NP) White (W) and African-American (AA) students?
   1. **FL W – 268 to 270 not sig dif; NP W – 270 to 272 stat sig**
   2. **FL AA – 239 to 248 stat sig; NP AA – 244 to 248 stat sig**
2. Did Florida's W and/or AA students score significantly higher (or lower) than the NP's in 2011?
   1. **FL W not sig dif from NP W in 2011 (270 vs. 272)**
   2. **FL AA not sig dif from NP AA in 2011 (248 vs. 248)**

not sig dif= not significantly different
stat sig = statistically significant

# Gaps in Average Scale Scores

**NAEP 2011 Reading, Grade 8**
**Florida vs. National Public Race/Ethnicity**
**Average Scale Scores**



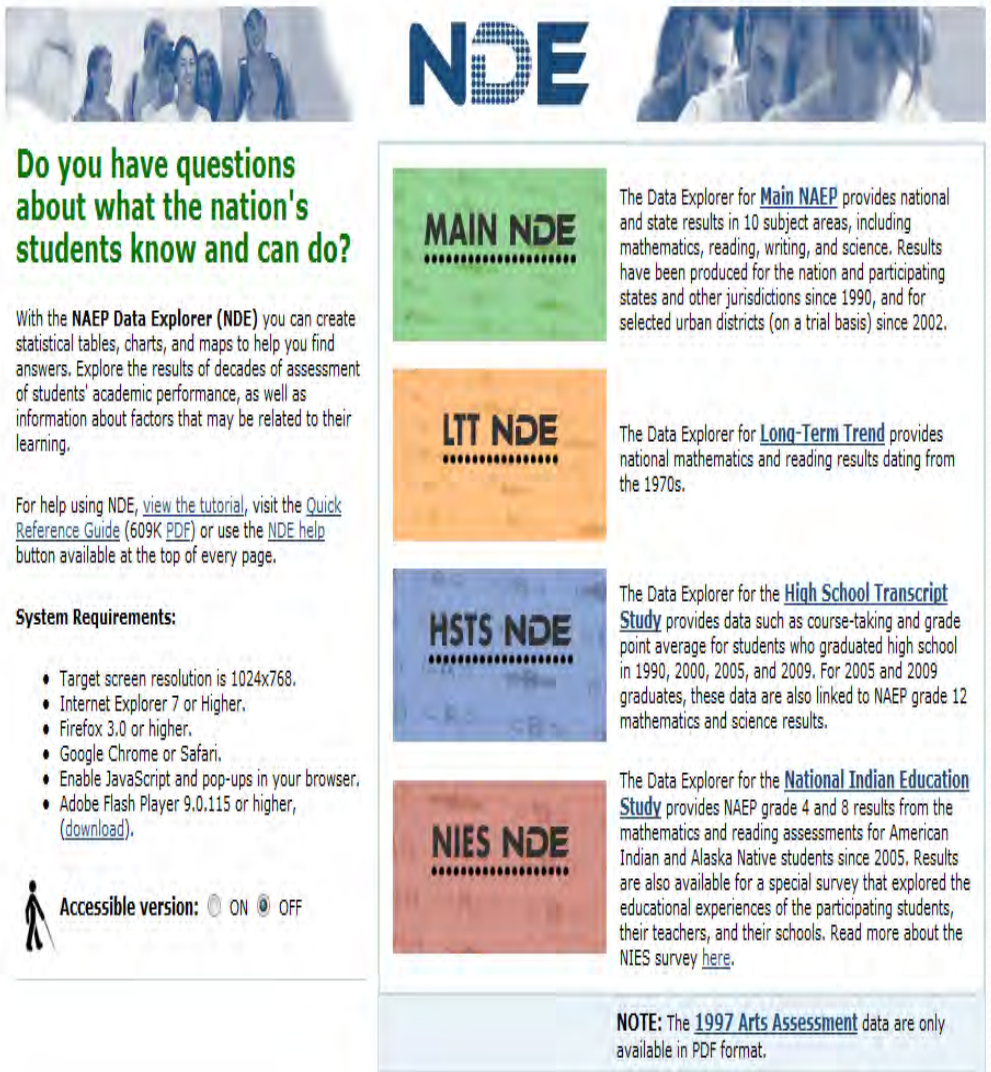

**Scores can be compared in 5 ways:**

3. Was the change in FL's scores for W or AA between 2003 and 2011 significantly greater (or smaller) than the change in the NP scores?
   1. **FL W change of 2 pts between 2003 and 2011 not sig dif from NP W change of 2 pts**
   2. **FL AA change of 9 pts between 2003 and 2011 not sig dif from NP AA change of 4 pts**
4. Did the gap between FL's and the NP W and AA students narrow (or widen) between 2003 and 2011?
   1. **7 pt narrowing of the gap between FL W and AA students between 2003 and 2011 was stat sig (29 vs. 22)**
   2. **3 pt narrowing of the gap between NP W and AA students between 2003 and 2011 was stat sig (27 vs. 24)**
5. Was the difference in the change of the gap between FL's and the NP W and AA students significant? **No sig dif between 7 and 3 pt change in gaps**

# NAEP Data Explorer

http://nces.ed.gov/nationsreportcard/naepdata/

- Analyzes NAEP data
- Creates statistical tables and graphs
- Examines state performance over time
- Examines subgroup performance
- Compares Florida's results to the Nation's and other states
- Compares Miami-Dade and Hillsborough County results to those of the other TUDAs and Large Cities



# Quick Reference Guide to NAEP Data Explorer (NDE)

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## NAEP Data Explorer

### WHAT IS THE NAEP DATA EXPLORER?

The NAEP Data Explorer (NDE) is a dynamic, interactive tool used to explore assessment results for various subjects, grades, and jurisdictions. It allows users to create custom statistical tables, graphics, and maps using NAEP data. Student performance in the context of gender, race/ethnicity, public or private school, teacher experience, and hundreds of other factors can be examined using data gathered from students, teachers, and schools that have participated in NAEP.


### WHAT CAN I USE IT FOR?

The NDE is a powerful statistical tool that encompasses many analytical functions, such as sophisticated searching, data comparison, and chart and table creation. The NDE is easy to use, whether you are looking for single-year data or conducting a cross-tabulation. Get the data you want, how and when you want it.

### How Do I Access the NDE?

1. You can access the NDE by visiting http://nces.ed.gov/nationsreportcard/naepdata or by clicking **Analyze Data** on the NAEP home page at http://nces.ed.gov/nationsreportcard.
2. Select the database you want and start exploring!
   - **Main NAEP** provides national results for various subject areas since 1990. State and selected urban district results are provided since 2002 in mathematics, reading, science, and writing.
   - **Long-Term Trend** provides national data on 9-, 13-, and 17-year-olds for reading since 1971 and mathematics since 1978.
   - **High School Transcript Study** provides national results for graduating seniors on NAEP assessments in science and reading. Results are also available for transcript data, such as courses taken and grade point average.

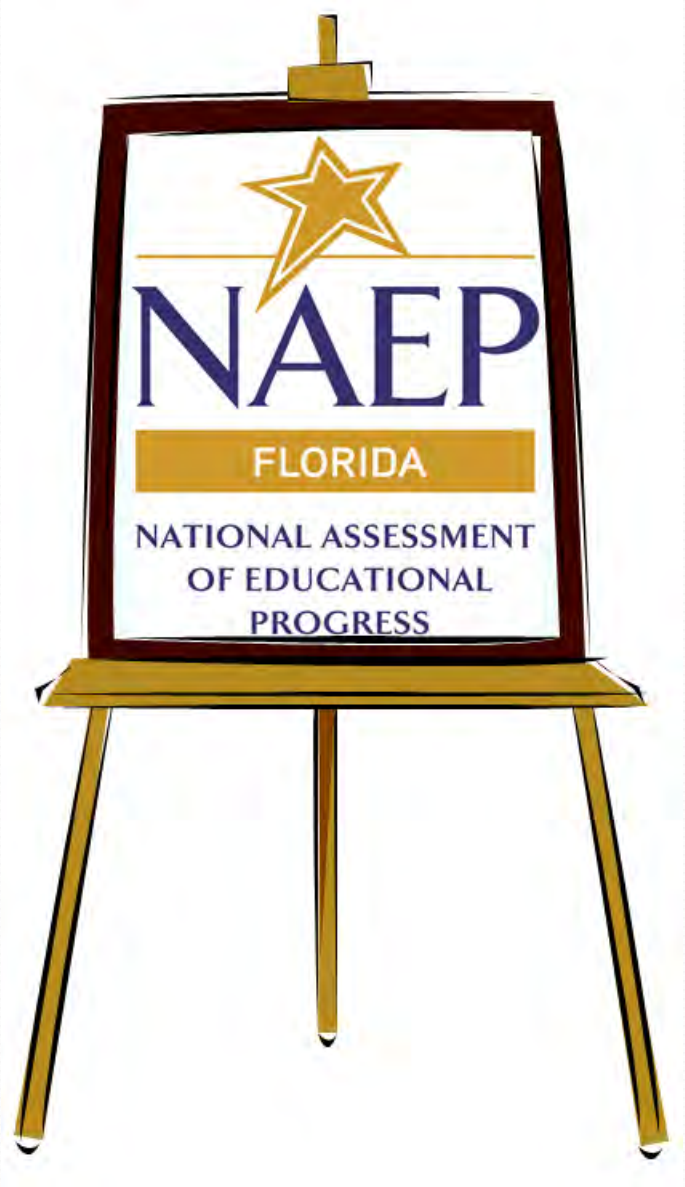
### How Do I Use It?

There are four sections for each version of the NDE, which allow you to narrow your results and build customized reports.

1. **Select Criteria**
   - Choose criteria for analysis, such as subject, grade, year, measure, jurisdiction, and in certain cases, framework.
2. **Select Variables**
   - Choose variables in the areas of major reporting groups; instructional content and practice; and student, teacher, and community factors.

**TIP:** You can also search for variables using keywords.

3. **Edit Reports**
   - Give the report a title, select various format and statistical options, and custom design the layout.
4. **Build Reports**
   - Preview data tables.
   - Create a chart or run a significance test or gap analysis on your results.




# Computer-Based Writing Assessment

## Grades 8 and 12 National Public

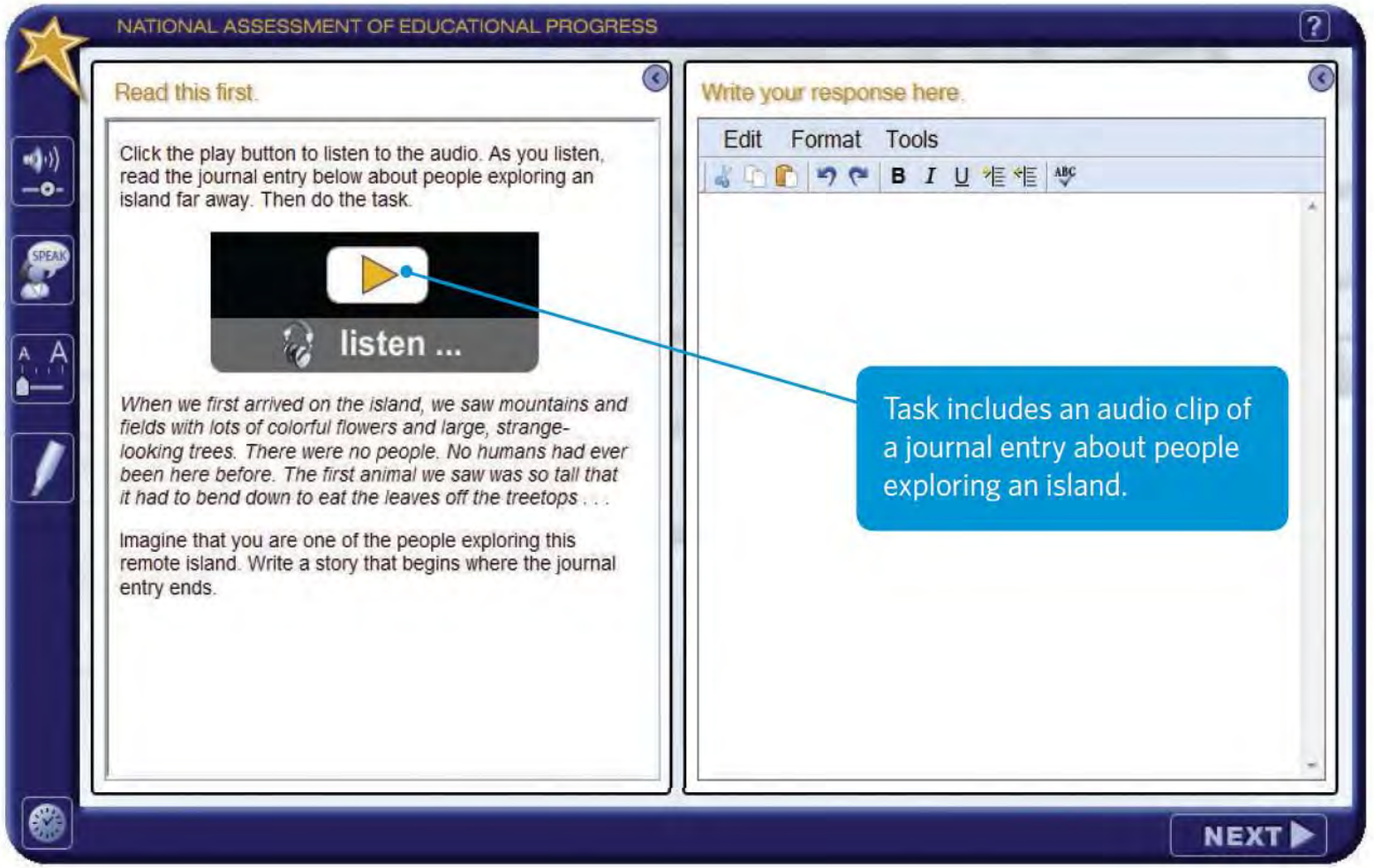
# NAEP 2011 Computer-Based Writing Assessment Grades 8 and 12 National Public

- First NAEP computer-based assessment in writing
- 24,100 grade 8 students and 28,100 grade 12 students participated
- Prompts reflected writing situations common to both academic and workplace settings
- Scales for grades 8 and 12 were developed separately and range from 0–300, with a mean set at 150
- National results available at http://nationsreportcard.gov/writing_2011/writing_2011_report/

# NAEP 2011 Computer-Based Writing Assessment Grade 8: Writing to Convey Experience

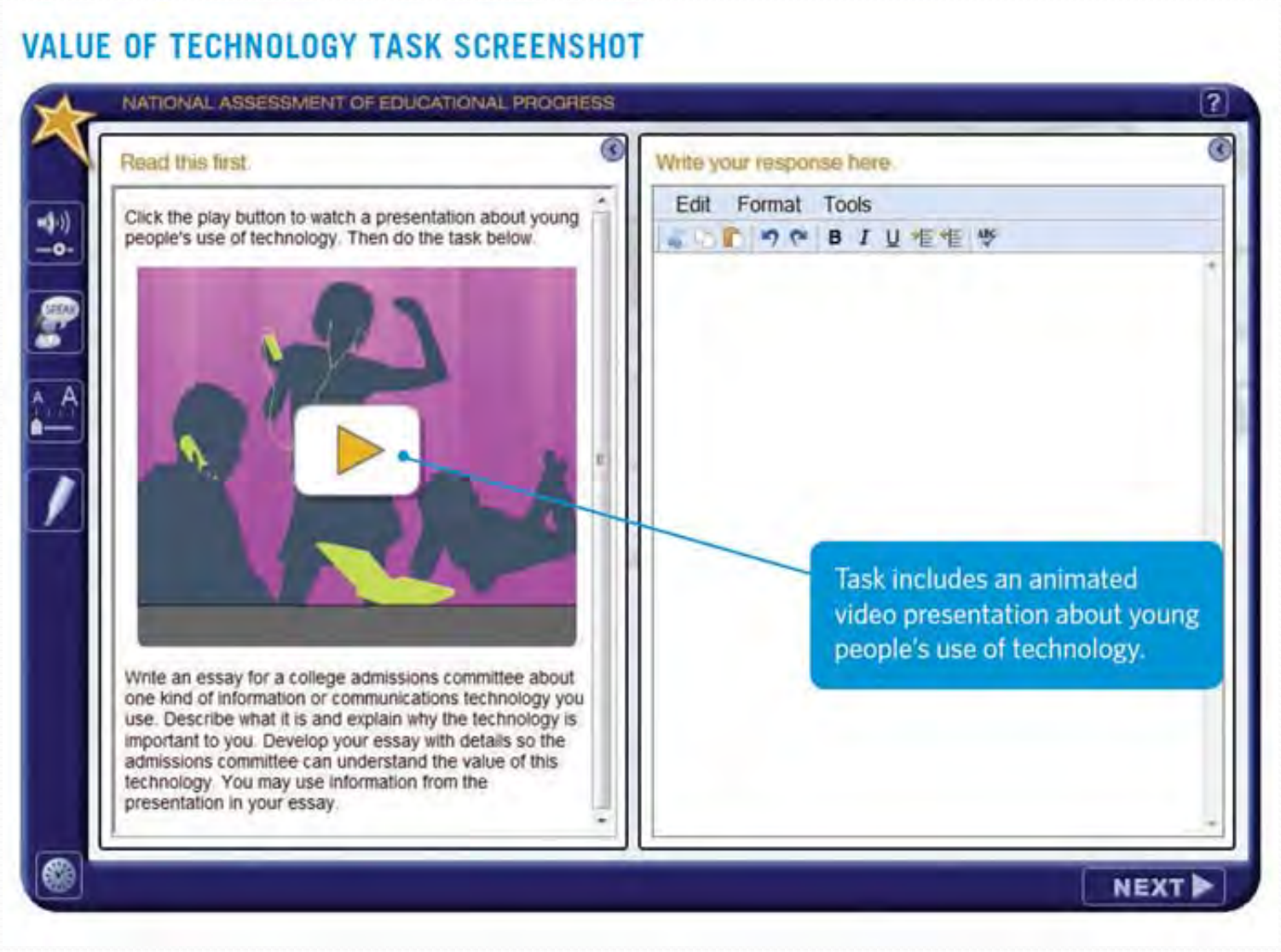
http://nces.ed.gov/nationsreportcard/itmrlsx/detail.aspx?subject=writing

LOST ISLAND TASK SCREENSHOT



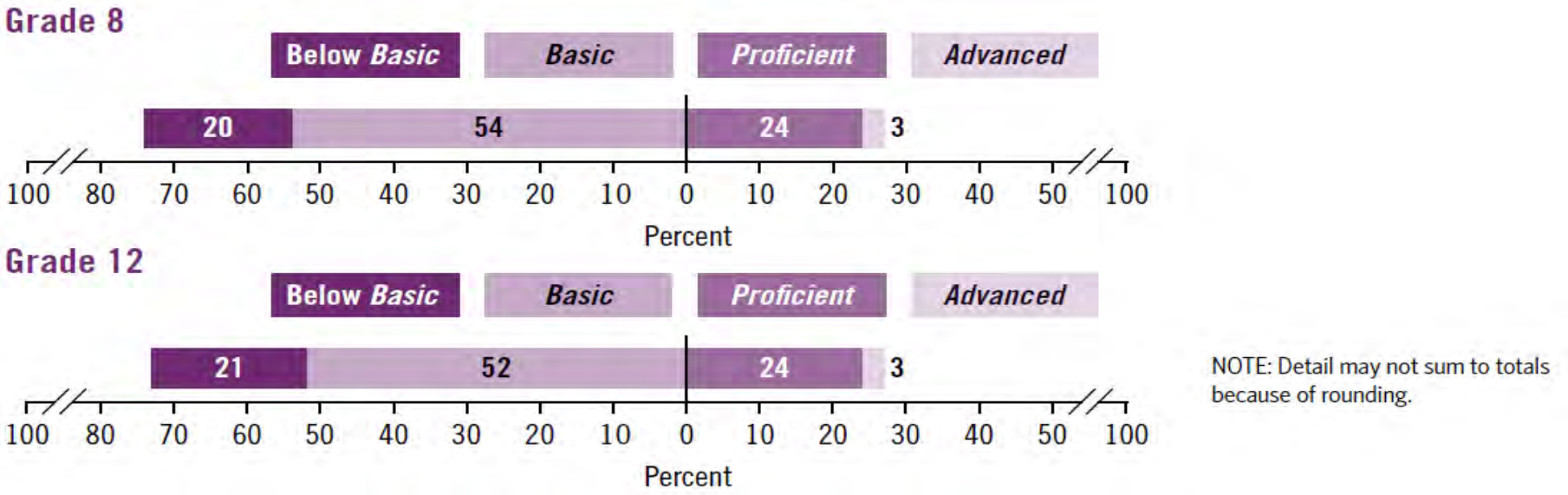
# NAEP 2011 Computer-Based Writing Assessment Grade 12: Writing to Explain

http://nces.ed.gov/nationsreportcard/itmrlsx/detail.aspx?subject=writing



# NAEP 2011 Computer-Based Writing Assessment Grades 8 and 12 National Public Results

- **27%** of students in both grades 8 and 12 performed at or above *Proficient*.
- **54%** of grade 8 students and **52%** of grade 12 students performed at the *Basic* level.
- *Proficient* level represents solid academic performance for each grade assessed. Students performing at this level have clearly demonstrated the ability to accomplish the communicative purpose of their writing.
- *Basic* level denotes partial mastery of the prerequisite knowledge and skills that are fundamental for proficient work at each grade.




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

# NAEP 2011 Computer-Based Writing Assessment Grades 8 and 12 National Public Results

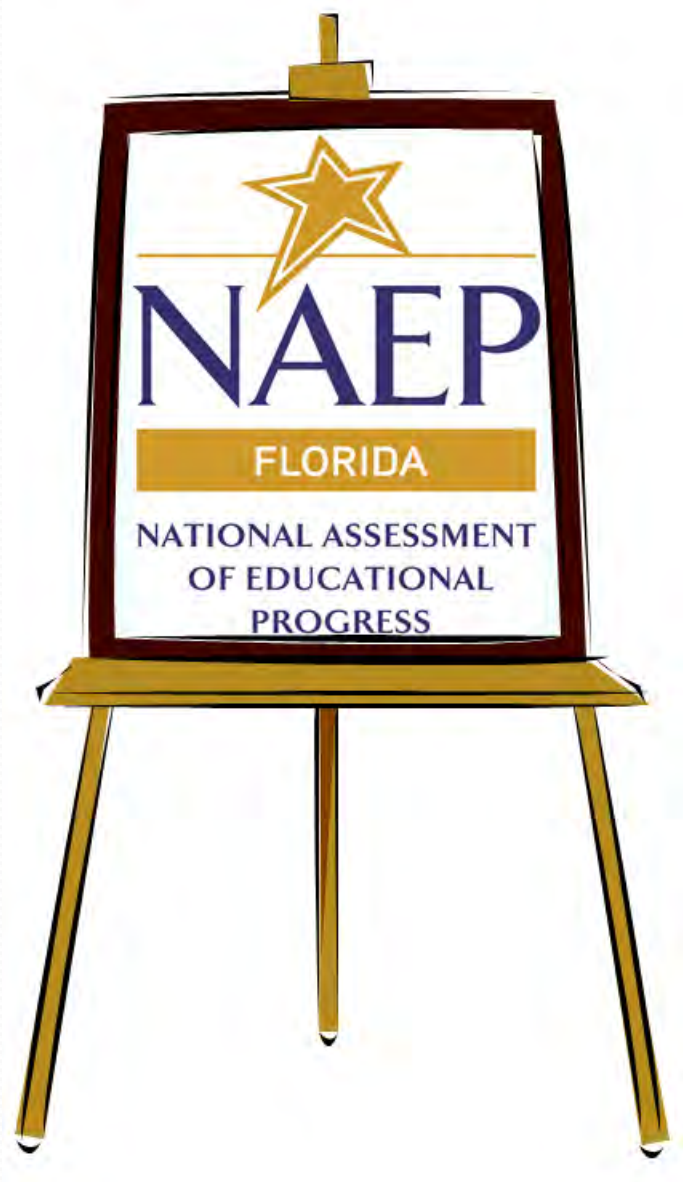
## Use of Word-Processing Tools

| Among grade 8 students who scored below the 25th percentile | Among grade 8 students who scored above the 75th percentile |
|---|---|
| **5%** used the backspace key more than 500 times<br>**31%** right-clicked to access spell-check 1-10 times<br>**45%** accessed the text-to-speech function more than 3 or more times | **41%** used the backspace key more than 500 times<br>**57%** right-clicked to access spell-check 1-10 times<br>**18%** accessed the text-to-speech function 3 or more times |

| Among grade 12 students who scored below the 25th percentile | Among grade 12 students who scored above the 75th percentile |
|---|---|
| **10%** used the back-space key more than 500 times | **67%** used the backspace key more than 500 times |
| **49%** right-clicked to access spell-check 1-10 times | **68%** right-clicked to access spell-check 1-10 times |

# NAEP 2011 Computer-Based Writing Assessment Grades 8 and 12 National Public Results

- Data collected from the assessment provided information about the extent to which students engaged in 23 unique actions on the computer as they responded to the writing prompts.
- Examples include: cut, delete, paste, scroll, text-to-speech, use spell-check, use back-space key.



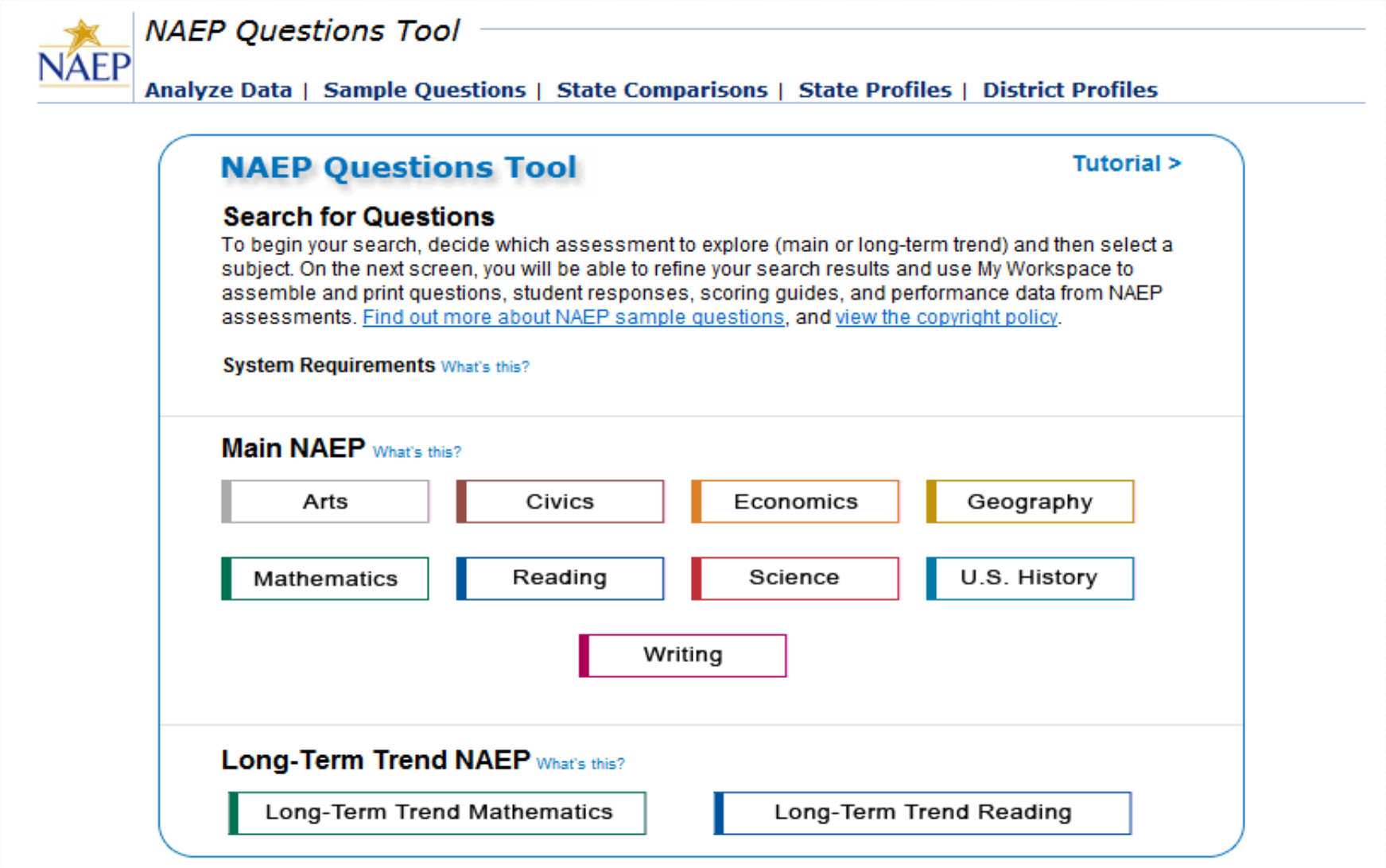

# NAEP Released Test Items - A Valuable Resource for Teachers

# NAEP Questions Tool

## http://nces.ed.gov/nationsreportcard/itmrls

- Contains over 1,000 released items from many content areas
- Sorts items by domains, objectives, cognitive ability, and difficulty level
- Includes multiple-choice and both short- and extended-response items
- Reports student performance on a specific question by states and subgroups

# NAEP Questions Tool



# Searching for Questions

Search Results (495 of 495) | My Workspace (0)

Add All Questions | Remove All Questions | Print/Save List | Show/Hide

| Year | Grade | Block | # | Type | Difficulty | Description |
|---|---|---|---|---|---|---|
| 2011 | 4 | R1 | 1 | MC | Medium | Daisy: Infer aspect of main character |
| 2011 | 4 | R1 | 2 | MC | Easy | Daisy: Recognize explicit story details |
| 2011 | 4 | R1 | 3 | MC | Easy | Daisy: Infer character trait |
| 2011 | 4 | R1 | 4 | SCR | Easy | Daisy: Infer character trait based on what character says |
| 2011 | 4 | R1 | 5 | SCR | Easy | Daisy: Use paragraph to provide explanation |
| 2011 | 4 | R1 | 6 | SCR | Medium | Daisy: Determine reason for story event |
| 2011 | 4 | R1 | 7 | ECR | Hard | Daisy: Provide character description with story support |
| 2011 | 4 | R1 | 8 | MC | Medium | Daisy: Interpret word as used in story |
| 2011 | 4 | R1 | 9 | MC | Easy | Daisy: Interpret word as used in story |
| 2011 | 4 | R1 | 10 | SCR | Medium | Daisy: Contrast two story characters |
| 2011 | 4 | R1 | 11 | MC | Medium | Daisy: Evaluate how author reveals character feelings |
| 2011 | 4 | R4 | 1 | MC | Easy | Daddy: Recognize main purpose of article |
| 2011 | 4 | R4 | 2 | MC | Easy | Daddy: Recognize explicit information |
| 2011 | 4 | R4 | 3 | SCR | Easy | Daddy: Identify two pieces of evidence |
| 2011 | 4 | R4 | 4 | MC | Medium | Daddy: Interpret word as used in article |
| 2011 | 4 | R4 | 5 | SCR | Medium | Daddy: Connect ideas to explain major idea |
| 2011 | 4 | R4 | 6 | MC | Easy | Daddy: Interpret word as used in article |
| 2011 | 4 | R4 | 7 | ECR | Medium | Daddy: Connect ideas with text support |

View Question Detail

# Refining Search

# Questions

**Question Information**

- **Description:** Daisy: Infer aspect of main character
- **Grade:** 4
- **Year:** 2011
- **Block & Number:** Block R1 Question #1
- **Type of Question:** Multiple Choice
- **Difficulty:** Medium (57.22% Correct)
- **Content Classification:**
  - **Content Area (2009 and on):** Literary
  - **Cognitive Target (2009 and on):** Integrate/Interpret

Question | Key/Scoring Guide | National Data | Jurisdiction Data

**Show Reading Passage**

1. What is the main problem Daisy faces in this story?

A. She has to make new friends at school.
B. She has to perform in front of huge crowds.
C. She has to prove that she is a good wrestler.
D. She has to wrestle against strong boys.

# Quick Reference Guide to NAEP Questions Tool (NQT)

NAEP
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## NAEP Questions Tool

### WHAT IS THE NAEP QUESTIONS TOOL?

The NAEP Questions Tool (NQT) is a database of more than 2,000 questions, in nine subject areas, from past assessments that have been released to the public and will not be used again on NAEP assessments. The NQT allows you to search for questions by subject, grade, difficulty, and other characteristics; view student responses; create customized reports, and more. You can also view scoring guides and performance data, such as the percentage of students nationwide and in your state who answered a question correctly, for most questions.

### How Do I Access the NQT?

There are two ways to access the NQT:

- You can access the NQT directly by visiting http://nces.ed.gov/nationsreportcard/itmrlsx.
- Or, from the NAEP home page (http://nces.ed.gov/nationsreportcard) by clicking Sample Questions and then selecting Questions Tool.

### Searching for Questions

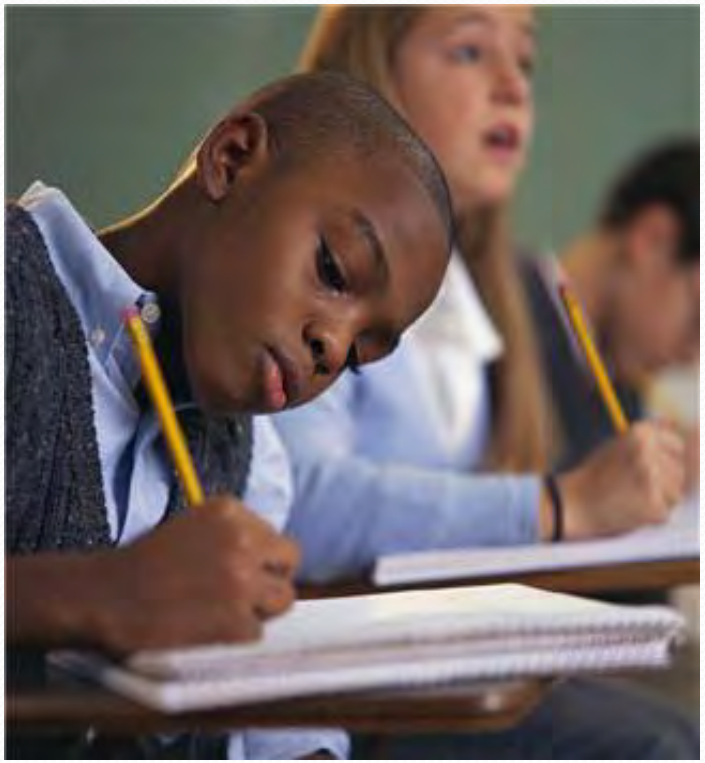
Select a subject to begin your search.

You will then be directed to the Search Results window:

The window is separated into two panes (Refine Search and Search Results) to allow you to refine your search results while still viewing some question details. You can learn more about how to refine search results on the next page.

# NAEP Practice Tests

http://www.fldoe.org/asp/naep/naep-pt.asp



**Grade 4**

- Reading (Word, 1MB)
- Mathematics (Word, 606KB)
- Science (Word, 677KB)

**Grade 8**

- Reading (Word, 984KB)
- Algebra (Word, 248KB)
- Data Analysis and Probability (Word, 330KB)
- Geometry (Word, 376KB)
- Measurement (Word, 444KB)
- Number Properties and Operations (Word, 250KB)
- Earth Space Sciences (Word, 416KB)
- Life Science (Word, 716KB)
- Physical Science (Word, 302KB)

**Grade 12**

- Reading (Word, 531KB)
- Algebra (Word, 467KB)
- Data Analysis and Probability (Word, 400KB)
- Geometry (Word, 418KB)
- Measurement (Word, 334KB)
- Number Properties and Operations (Word, 413KB)
- Earth Space Sciences (Word, 555KB)
- Life Science (Word, 723KB)
- Physical Science (Word, 328KB)

# International Assessments

- Offer a unique opportunity to make international comparisons and analyze the progress of student achievement
- Determine areas of need for additional instruction
- Each assessment is based on a separate and unique framework and set of items

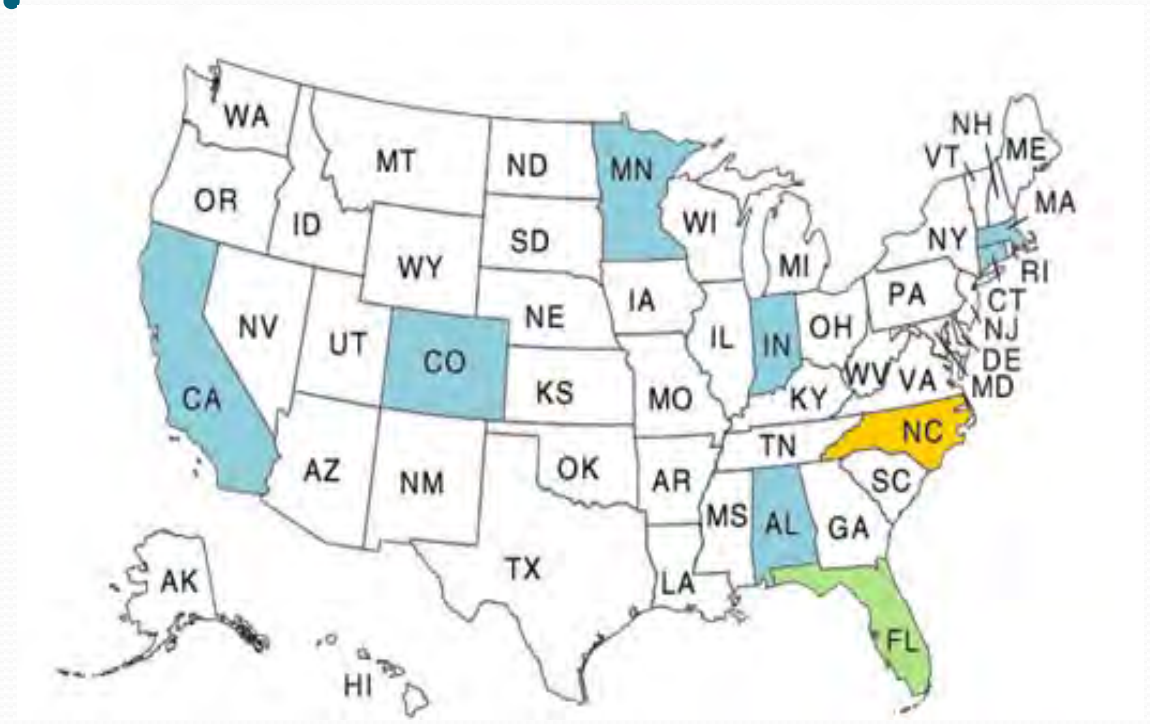
# International Assessments

| Questions | PIRLS | TIMSS | PISA |
|---|---|---|---|
| Name | Progress in International Reading Literacy Study | Trends in International Mathematics and Science | Program for International Student Assessment |
| What year did the study begin? | 2001 | 1995 | 2000 |
| How often is the study conducted? | Every 5 years | Every 4 years | Every 3 years |
| When will the study be conducted next? | 2016 | 2015 | 2012 |
| How many jurisdictions usually participate in the assessment? | 58 education systems | Grade 4: 60 total<br>Grade 8: 59 total | 65 education systems |
| What is the target population? | Fourth-graders | Fourth- and eighth-graders | 15-year-olds |
| How many U.S. participants were in the most recent study? | 15,361 | Grade 4: 17,051<br>Grade 8: 30,254 | 11,725 |
| What is assessed? | Reading literacy | Mathematics, science | Reading, mathematical, and scientific literacy, with one subject assessed in depth at each administration (on a rotating basis) and the other two subjects as minor domains |
| Are state-level data available? | Yes, Florida will receive state-level data for PIRLS 2011. | For a few participating states in 1999, 2007, and 2011. For TIMSS 2011*, 9 states will receive state-level data (AL, CA, CT, CO, FL, IN, MA, MN, and | Yes, Connecticut, Florida, and Massachusetts will receive state-level data for PISA 2012 |
| Are district-level data available? | No | For a few participating districts in 1995, 1999, and 2011. Hillsborough and Miami-Dade will receive projected TIMSS scores in mathematics | No |

* The TIMSS Benchmarking studies provide an opportunity for states and school districts to assess the comparative international standing of their students' achievement. The participating states and districts administered the assessments following the same guidelines for the main TIMSS assessments, but separately from the U.S. national samples.

Link posted at http://www.fldoe.org/asp/naep/iah.asp

# TIMSS, PIRLS, and PISA Participation – Race to the Top




NAEP-TIMSS Linking Study Validation States – AL, CA, CT, CO, IN, MA, MN

NAEP-TIMSS Linking Study Validation State; also participating in grade 4 state-level TIMSS – NC

NAEP-TIMSS Linking Study Validation State; also participating in grade 4 state-level TIMSS and PIRLS – FL

State-level PISA – CT, FL, and MA

TIMSS and PIRLS results will be released December 2012

PISA results will be released December 2013

# Trend in International Mathematics and Science (TIMSS)

- Measures student learning in mathematics and science at grades 4 and 8 every 4 years since 1995. http://nces.ed.gov/timss/
- Administered Spring 2011
- Compares achievement of American students to that of students in more than 55 countries and jurisdictions
- For results for TIMSS 2007, go to:

http://timss.bc.edu/timss2007/sciencereport.html

http://timss.bc.edu/timss2007/mathreport.html

# Progress in International Reading Literacy Study (PIRLS)

- Measures students' reading comprehension of literary and informational text at grade 4 every 5 years since 2001. http://nces.ed.gov/surveys/pirls/
- Compares achievement of American students to that of students in more than 55 countries and jurisdictions
- For PIRLS 2011, Florida is the only state that will receive state-level data
- Includes student, teacher, and principal questionnaires to measure key aspects of students' home and school environment as well as school and teacher practices related to reading instruction
- Examples of released PIRLS items can be viewed at http://nces.ed.gov/pubs2008/2008017_2.pdf

# Program for International Student Assessment (PISA)

- 15-year-old students are assessed in reading, mathematics, and scientific literacy every 3 years since 2000. http://nces.ed.gov/surveys/pisa/
- One subject assessed in depth at each administration (mathematics in 2012)
- Measures how well students can apply knowledge and skills to problems within real-life contexts as they approach the end of compulsory education rather than a direct measure of attained curriculum knowledge.

# International Data Explorer

## http://nces.ed.gov/surveys/international/ide/

- Analyzes TIMSS, PIRLS, and PISA data
- Creates statistical tables and graphs
- Compares the performance of the United States with that of the other participating jurisdictions

# Florida's NAEP Website

## http://www.fldoe.org/asp/naep


**NAEP Links**

- 2012-2013 NAEP Program
- 2012 Program for International Student Assessment
- NAEP Practice Tests
- Long-Term Trend Assessments
- NAEP Results
  - 2011 Mathematics State Results, Grades 4 and 8
  - 2011 Reading State Results, Grades 4 and 8
  - 2011 Science State Results, Grade 8
  - 2011 Hillsborough County TUDA Results, Grades 4 and 8
  - 2011 Miami-Dade County TUDA Results, Grades 4 and 8
  - 2009 Science Results, Grades 4 and 8
  - 2009 Grade 12 Results
  - 2007 Writing Results, Grade 8
- Overview and Resources
- Presentations, Newsletters, and Press Releases
- Previous Administrations
  - 2011-2012 NAEP Program
- Nation's Report Card
- NAEP Data Explorer
- NAEP Questions Tool
- Sample Questions Booklets for Grades 4, 8, and 12
- Background Questionnaires

# Social Networking Websites

# Florida NAEP State Coordinator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**Florida Department of Education**
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**Michele.Sonnenfeld@fldoe.org**
**http://www.fldoe.org/asp/naep/**