



# NAEP

## NAEP 101

## Mathematics 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.

The screenshot shows the homepage of the National Assessment of Educational Progress (NAEP) website. At the top, there is a navigation bar with links for Home, About The Nation's Report Card, and Help, along with a search box. Below the navigation bar is a main content area featuring a large image of students in a classroom. A prominent banner reads "Available Now Results of the 2011 Computer-Based Writing Assessment" with a "VIEW REPORT" button. To the left of the main content is a vertical navigation menu with categories such as Reports, Arts, Civics, Economics, Geography, High School Transcript Study, Long-Term Trend, Mathematics, Reading, Science, U.S. History, Writing, Trial Urban District Assessment, and Nation's Report Card Archive. Below the menu are sections for "Information for..." (Educators, Media, Parents, Policymakers, Researchers, Students) and "Resources". On the right side of the page, there are three columns: "New Releases" with a link to the 2011 Computer-Based Writing Assessment results; "See More NAEP Results" with a list of links for State Profiles, State Comparisons, Sample Questions, Data Explorer, and District Profiles; and "Information for Teachers" with a video thumbnail and a link to see the video.

# 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 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. Also provides comparisons between states and the Nation.
- Florida has participated in every state-level NAEP since 1990, except in 2000.



# TUDA Districts 2013

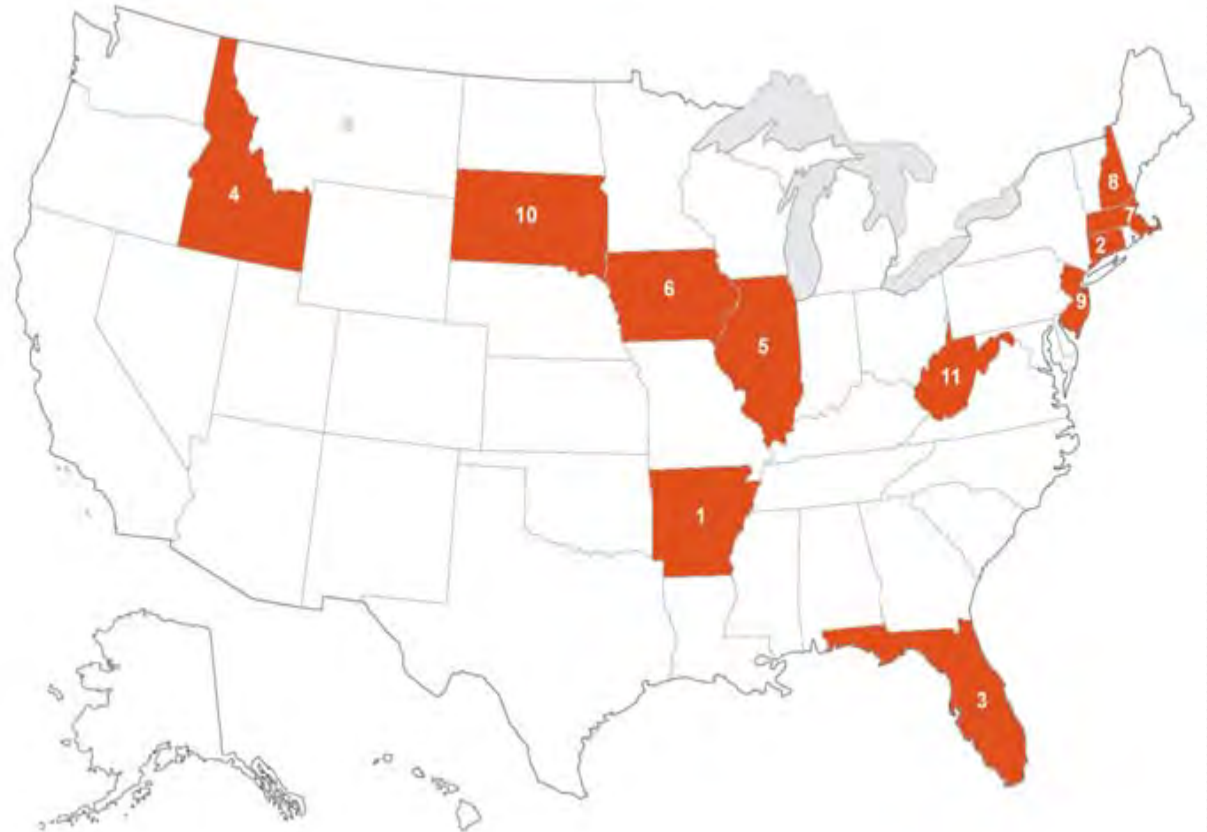
The Trial Urban District Assessment (TUDA) began 10 years ago, and has grown from 5 to 21 large urban cities.



# 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 the 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
<b>New states participating in 2013</b>						
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

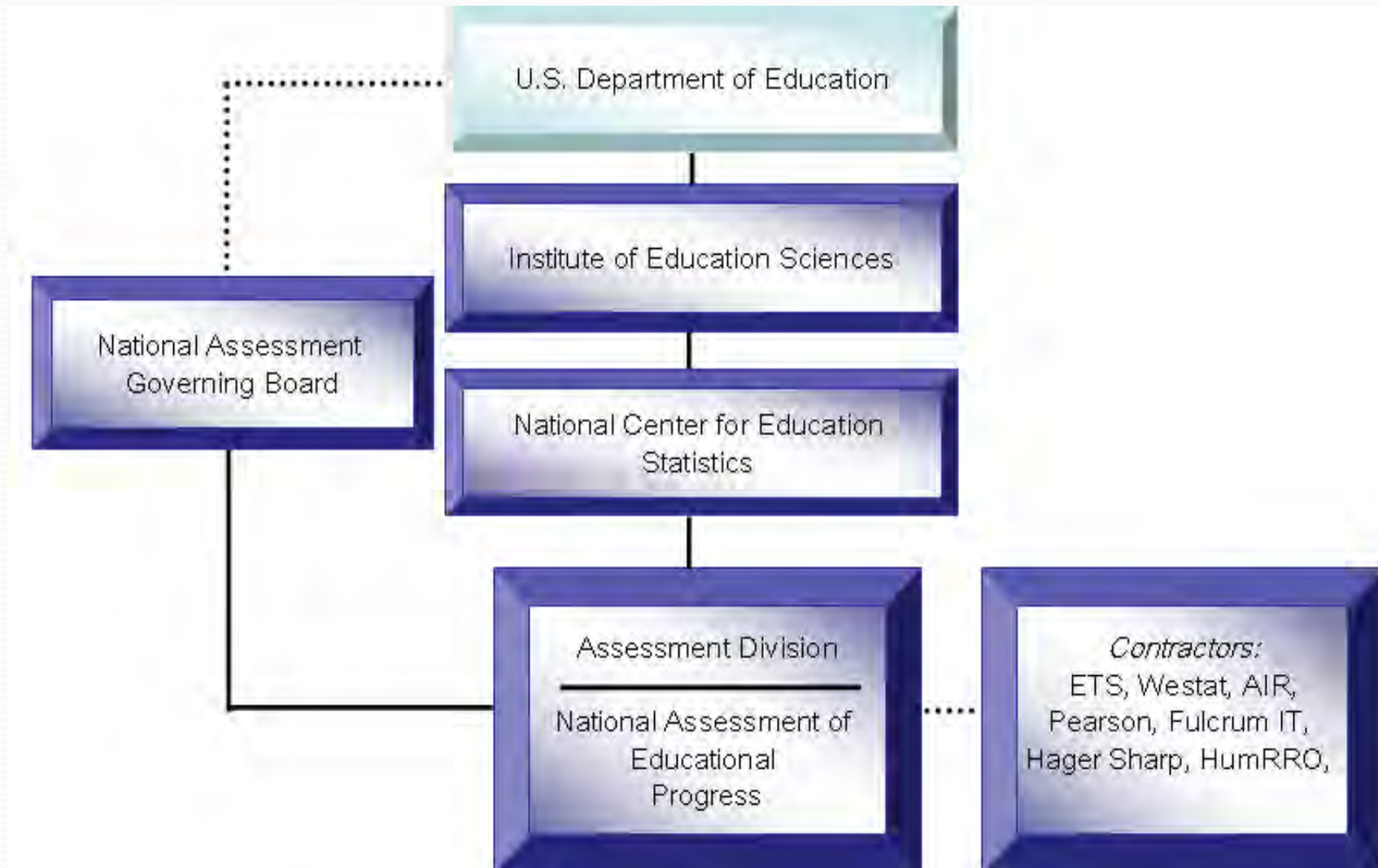
# No Child Left Behind

- 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

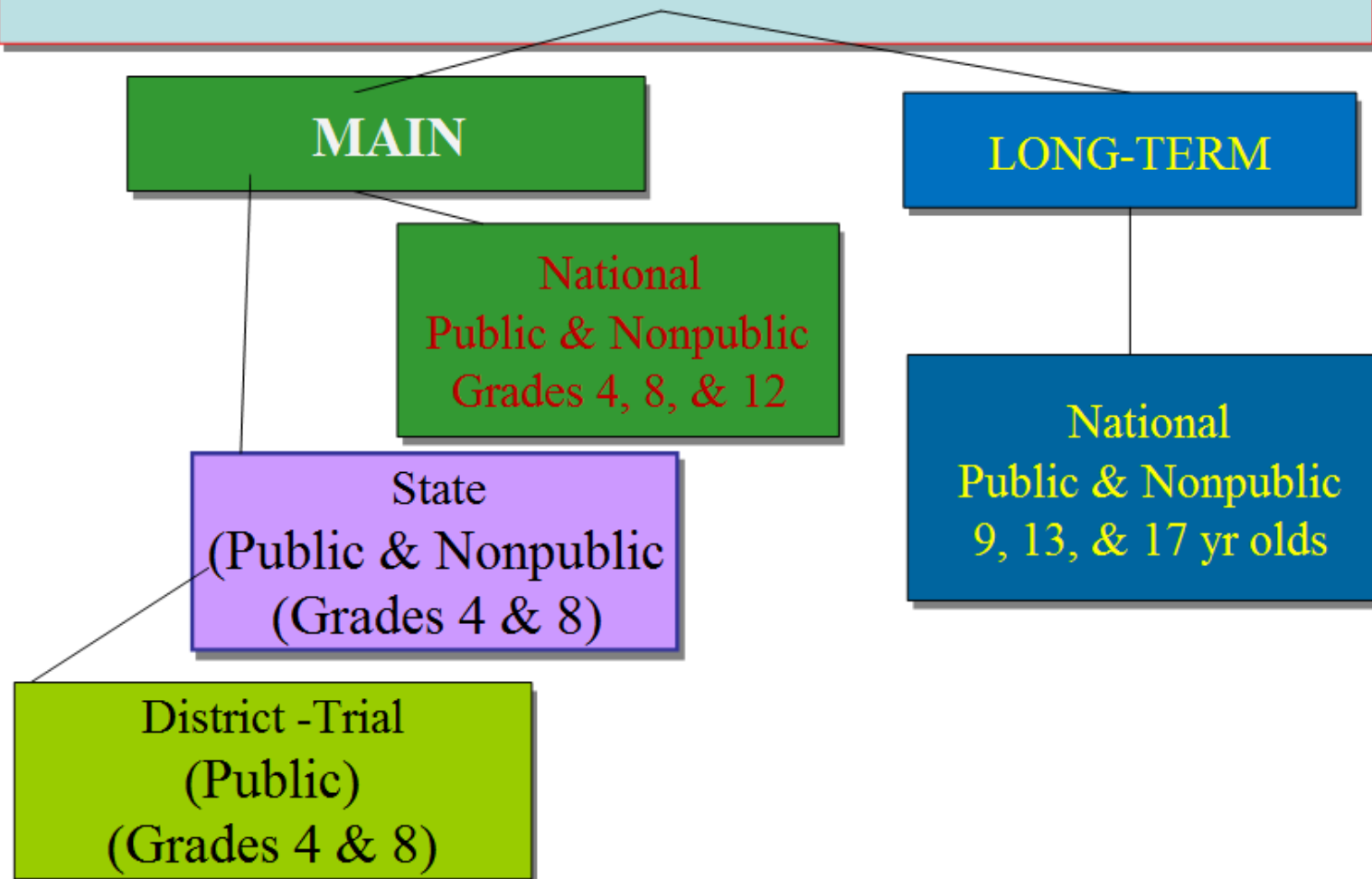
Florida State Statute  
1008.22 (2)

**“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

## The National Assessment of Educational Progress



# 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:

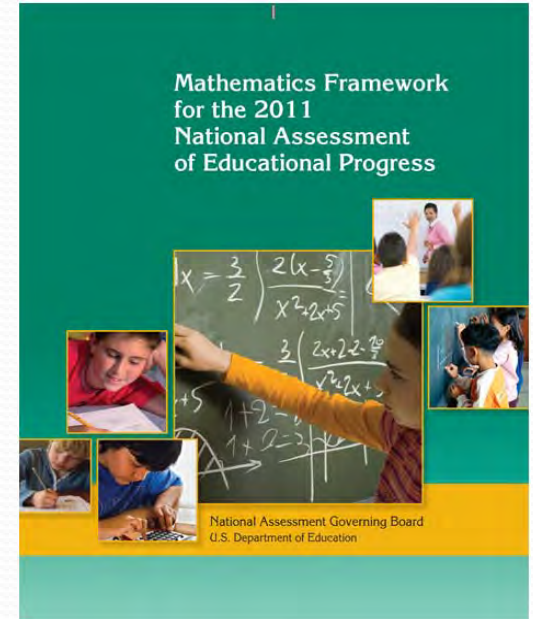
- Satisfies NCLB requirements
- Reports results for all students, schools, and districts
- Consequences for students and schools

## 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 20 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.



## Video Clips of Sample Scenarios



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



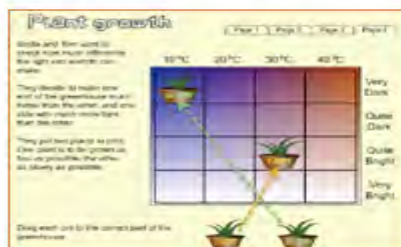
### Force & Motion:

**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](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 Mathematics Questions

Age 9

$$\begin{array}{r} 38 \\ 74 \\ \text{Add: } 66 \\ +75 \\ \hline \end{array}$$

ANSWER: 253

Age 13

Write as a decimal:

$$\frac{136}{100} = \underline{1.36}$$

Age 17

9 is 12% of what number?

- A. .75
- B. 1.08
- C. 75
- D. 108

The correct answer is C.

# 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 4<sup>th</sup> 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	50%*	62%
White 2011	45%*	54%
Hispanic 2003	19%*	15%
Hispanic 2011	27%*	23%
African-American 2003	27%*	17%
African-American 2011	22%*	16%
NSLP 2003	43%*	36%
NSLP 2011	55%*	48%
SD 2003	13%*	11%
SD 2011	13%	11%
ELL 2003	6%*	5%
ELL 2011	5%	6%

\*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 Mathematics Results

# Snapshot Reports

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

Florida Grade 4 Public Schools

### Overall Results

- In 2011, the average score of fourth-grade students in Florida was 240. This was not significantly different from the average score of 240 for public school students in the nation.
- The average score for students in Florida in 2011 (240) was not significantly different from their average score in 2009 (242) and was higher than their average score in 1992 (214).
- In 2011, the score gap between students in Florida at the 75th percentile and students at the 25th percentile was 36 points. This performance gap was narrower than that of 1992 (42 points).
- The percentage of students in Florida who performed at or above the NAEP Proficient level was 37 percent in 2011. This percentage was not significantly different from that in 2009 (40 percent) and was greater than that in 1992 (13 percent).
- The percentage of students in Florida who performed at or above the NAEP Basic level was 64 percent in 2011. This percentage was not significantly different from that in 2009 (66 percent) and was greater than that in 1992 (52 percent).

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



- Department of Defense Education Activity (overseas and domestic schools): 219\*
- In 2011, the average score in Florida (240) was:
  - lower than those in 21 states/jurisdictions
  - higher than those in 13 states/jurisdictions
  - not significantly different from those in 17 states/jurisdictions

### Results for Student Groups in 2011

Reporting group	Percent of students	Avg. score	Percentages at or above	Percent at or above
Race/Ethnicity			Basic	Proficient
White	40	250	62	52
Black	25	226	70	18
Hispanic	29	236	61	31
Asian	3	259	90	66
American Indian/Alaska Native	#	#	#	#
Native Hawaiian/Pacific Islander	#	#	#	#
Two or more races	3	242	60	30
Gender				
Male	51	240	63	30
Female	49	240	64	35
National School Lunch Program				
Eligible	62	232	70	26
Not eligible	38	252	62	11

# 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.

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 Mathematics Assessments.

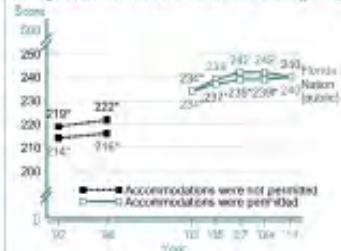
### Achievement-Level Percentages and Average Score Results



- \* 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.

### 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>.

### Score Gaps for Student Groups

- In 2011, Black students had an average score that was 23 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 14 points lower than White students. This performance gap was not significantly different from that in 1992 (16 points).
- In 2011, male students in Florida had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 20 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).

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

Florida Grade 8 Public Schools

### Overall Results

- In 2011, the average score of eighth-grade students in Florida was 278. This was lower than the average score of 283 for public school students in the nation.
- The average score for students in Florida in 2011 (278) was not significantly different from their average score in 2009 (279) and was higher than their average score in 1990 (255).
- In 2011, the score gap between students in Florida at the 75th percentile and students at the 25th percentile was 47 points. This performance gap was not significantly different from that of 1990 (49 points).
- The percentage of students in Florida who performed at or above the NAEP Proficient level was 28 percent in 2011. This percentage was not significantly different from that in 2009 (29 percent) and was greater than that in 1990 (12 percent).
- The percentage of students in Florida who performed at or above the NAEP Basic level was 68 percent in 2011. This percentage was not significantly different from that in 2009 (70 percent) and was greater than that in 1990 (43 percent).

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



- Department of Defense Education Activity (overseas and domestic schools): 219\*
- In 2011, the average score in Florida (278) was:
  - lower than those in 36 states/jurisdictions
  - higher than those in 8 states/jurisdictions
  - not significantly different from those in 7 states/jurisdictions

### Results for Student Groups in 2011

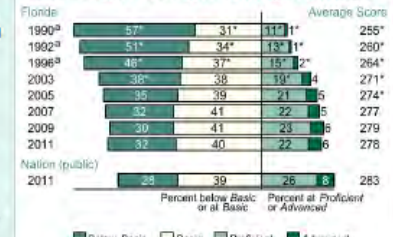
Reporting group	Percent of students	Avg. score	Percentages at or above	Percent at or above
Race/Ethnicity			Basic	Proficient
White	45	287	79	37
Black	22	259	46	11
Hispanic	27	274	65	22
Asian	3	314	94	66
American Indian/Alaska Native	#	#	#	#
Native Hawaiian/Pacific Islander	#	#	#	#
Two or more races	3	283	76	32
Gender				
Male	51	278	68	29
Female	49	277	68	27
National School Lunch Program				
Eligible	55	267	57	16
Not eligible	45	291	81	42

# 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.

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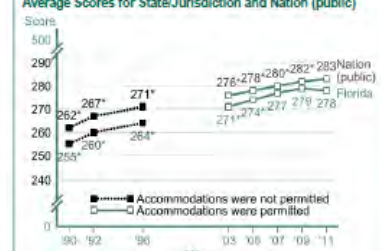
### Achievement-Level Percentages and Average Score Results



- \* Significantly different ( $p < .05$ ) from state's results in 2011. Significance tests were performed using unrounded numbers.
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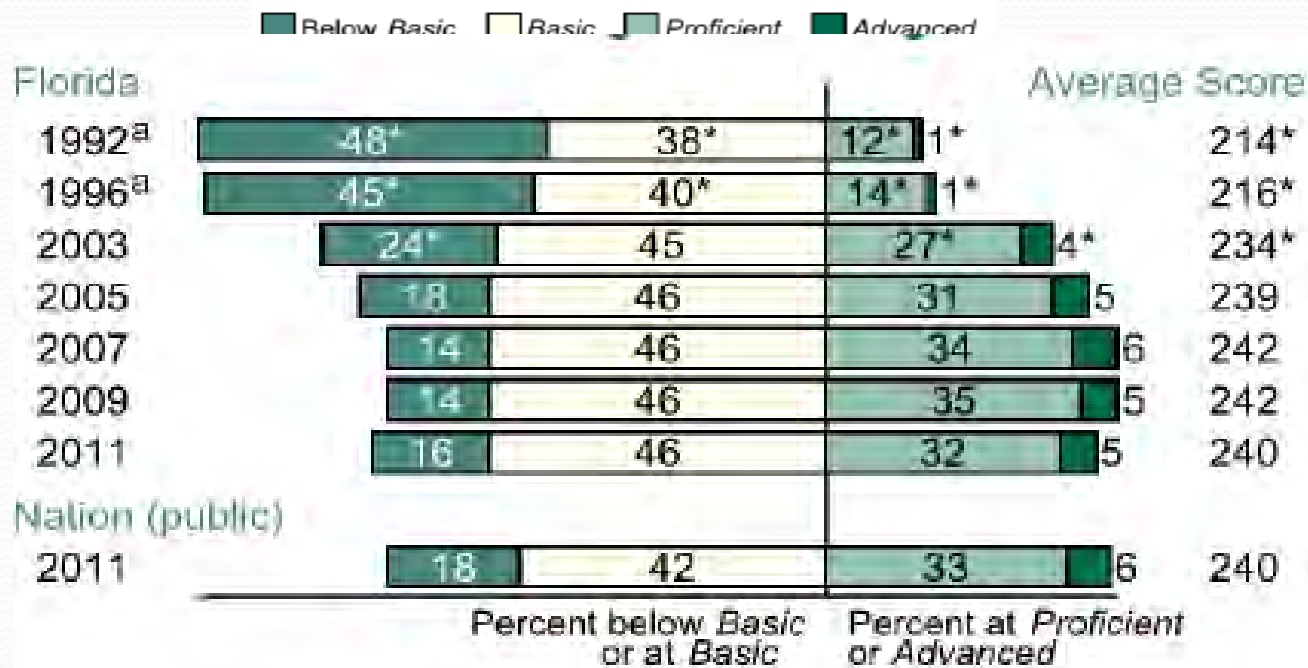
NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

### Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1990 (34 points).
- In 2011, Hispanic students had an average score that was 14 points lower than White students. This performance gap was not significantly different from that in 1990 (16 points).
- In 2011, male students in Florida had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 24 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 (27 points).

Florida  
Grade 4  
Public Schools

## Achievement Level Percentages and Average Scale Scores

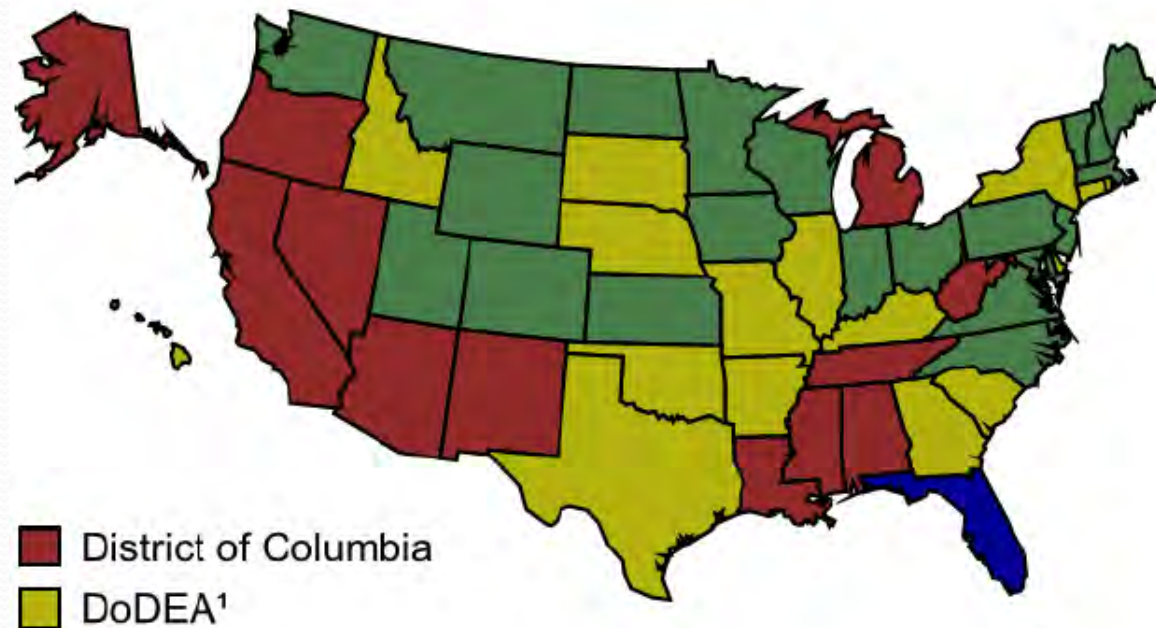


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<sup>a</sup> Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

## Comparison of Florida's Average Scale Score in 2011 to Other States/Jurisdictions

Florida  
Grade 4  
Public Schools



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

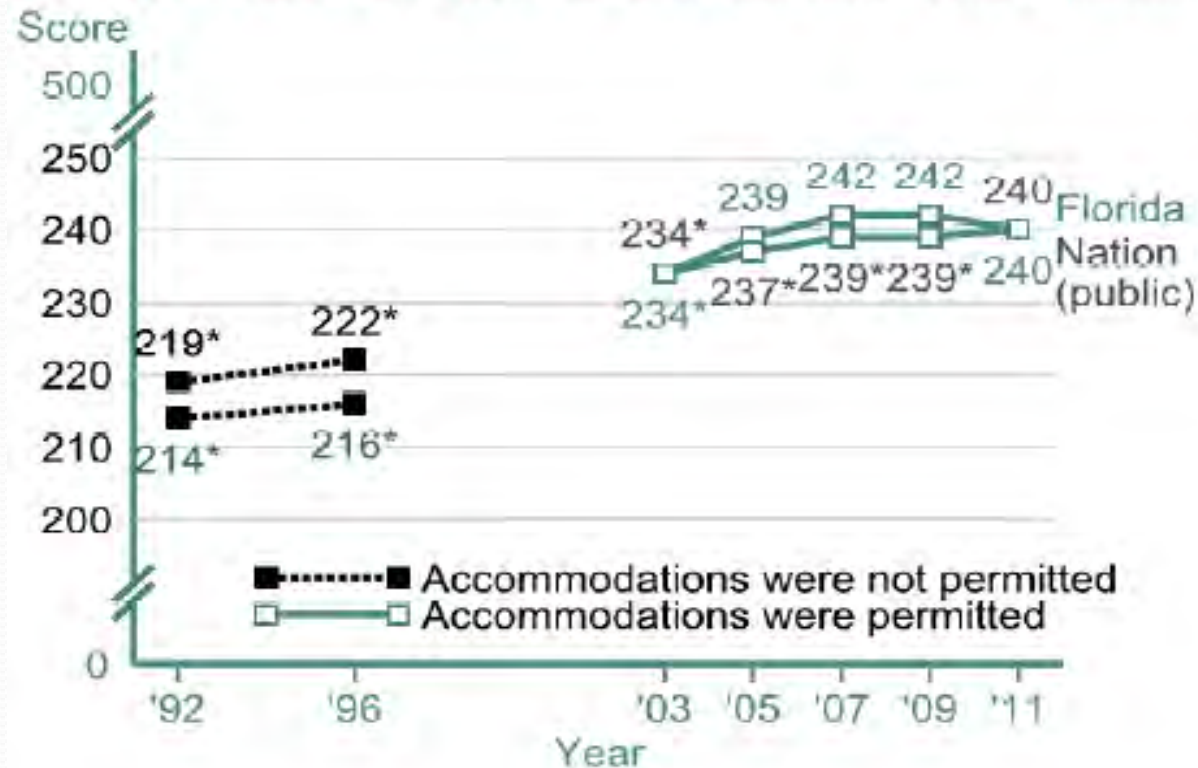
In 2011, the average score in **Florida** (240) was

- lower than those in 21 states/jurisdictions
- higher than those in 13 states/jurisdictions
- not significantly different from those in 17 states/jurisdictions

Florida  
Grade 4  
Public Schools

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

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		Percent at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	40	250	92	52	9
Black	25	226	70	18	1
Hispanic	29	236	81	31	3
Asian	3	258	96	66	17
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	242	88	38	8
<b>Gender</b>					
Male	51	240	83	38	6
Female	49	240	84	36	5
<b>National School Lunch Program</b>					
Eligible	62	232	78	26	2
Not eligible	38	252	93	56	11

# Rounds to zero.

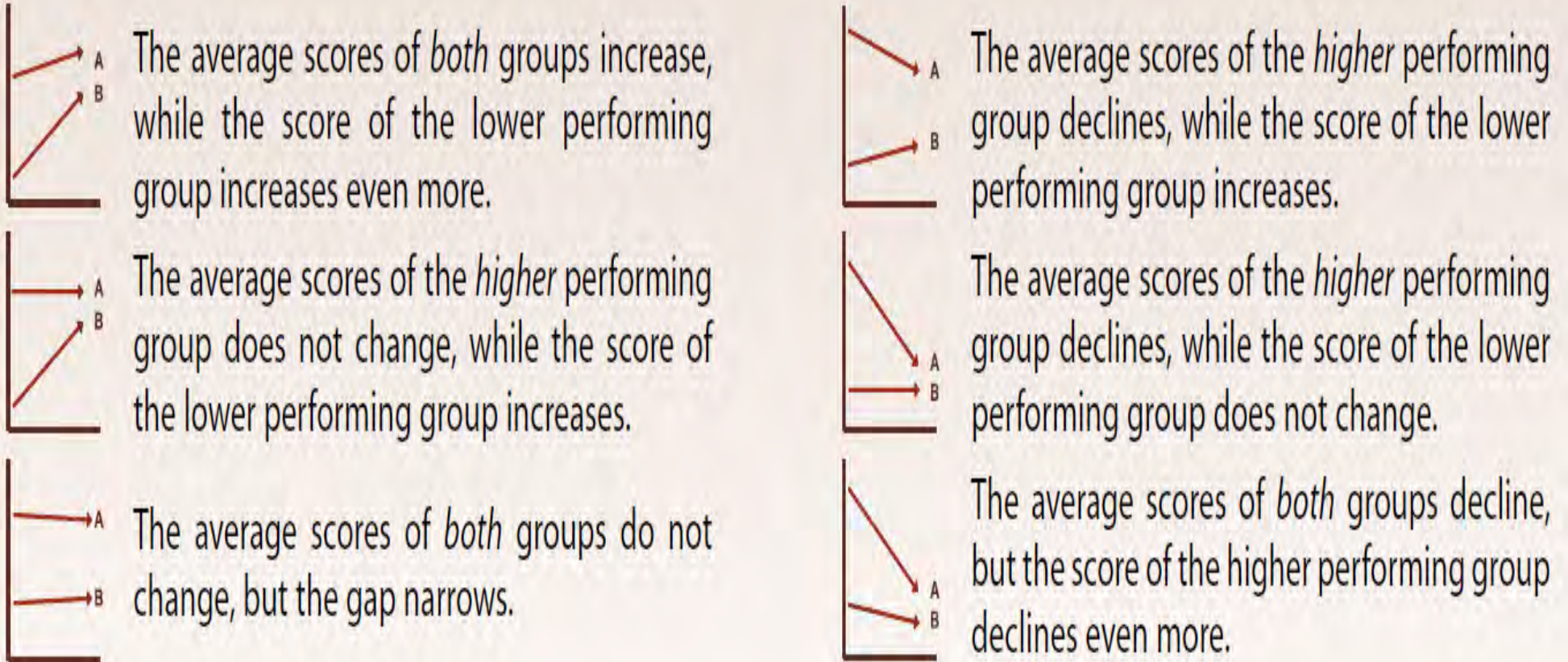
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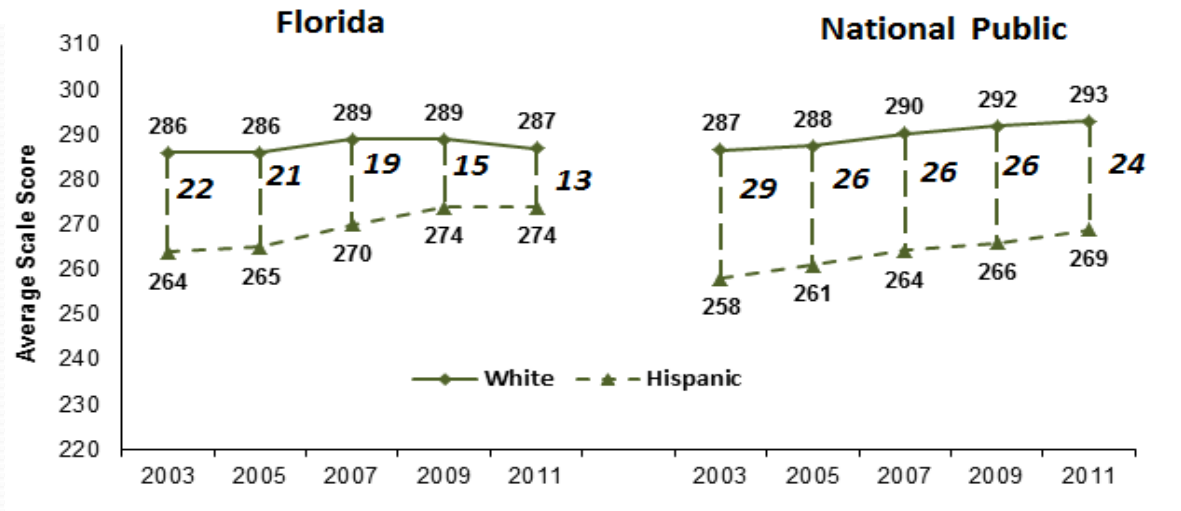
# Achievement Gaps Grade 8 Mathematics

# Ways Gaps Can Narrow



# Gaps in Average Scale Scores

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



Scores can be compared in 5 ways:

- Were the gains (or losses) in scores between 2003 and 2011 significant for Florida (FL) and for the National Public (NP) White (W) and Hispanic (H) students?
  - FL W - 286 to 287 not sig dif; NP W - 287 to 293 stat sig increase
  - FL H - 264 to 274 stat sig increase; NP H - 258 to 269 stat sig increase
- Did FL's W and/or H students score significantly higher (or lower) than the NP's in 2011?
  - FL W sig lower than NP W in 2011 (287 vs. 293)
  - FL H sig higher than NP H in 2011 (274 vs. 269)

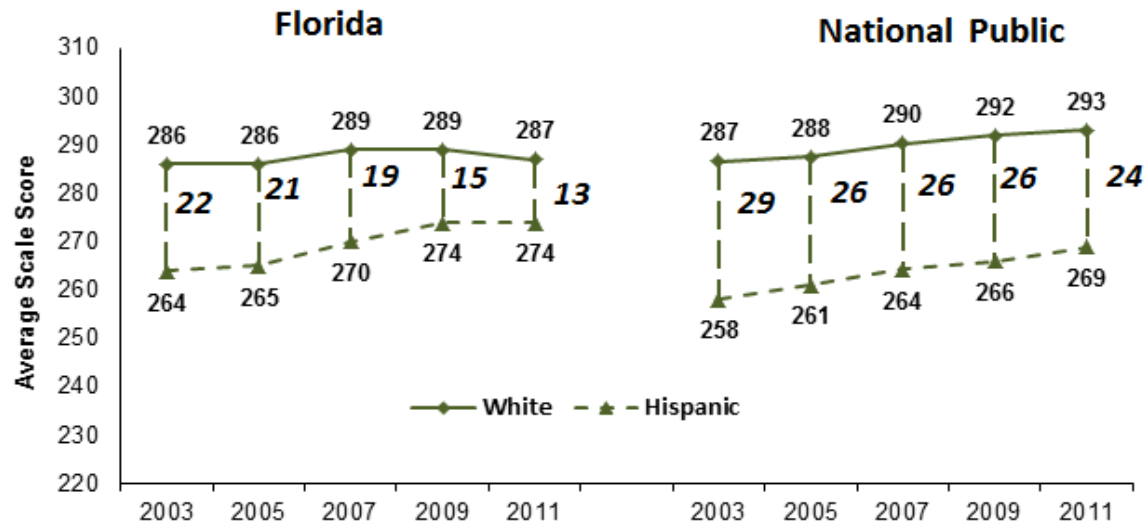
not sig dif= not significantly different  
 stat sig = statistically significant

# Gaps in Average Scale Scores

NAEP 2011 Mathematics, Grade 8

Florida vs. National Public Race/Ethnicity

Average Scale Scores



Scores can be compared in 5 ways (continued):

3. Was the change in FL's scores for W or H between 2003 and 2011 significantly greater (or smaller) than the change in the NP scores?
  1. FL W change of 1 pt between 2003 and 2011 sig lower than NP W change of 5 pts
  2. FL H change of 10 pts between 2003 and 2011 not sig dif from NP H change of 11 pts
4. Did the gap between FL's and the NP W and H students narrow (or widen) between 2003 and 2011?
  1. 9 pt narrowing of the gap between FL W and H students between 2003 and 2011 was stat sig (22 vs.13)
  2. 5 pt narrowing of the gap between NP W and H students between 2003 and 2011 was stat sig (29 vs.24)
5. Was the difference in the change of the gap between 2003 and 2011 between FL's and the NP W and H students significant? No sig dif between 9 and 5 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



**Do you have questions about what the nation's students know and can do?**

With the **NAEP Data Explorer (NDE)** you can create statistical tables, charts, and maps to help you find answers. Explore the results of decades of assessment of students' academic performance, as well as information about factors that may be related to their learning.

For help using NDE, [view the tutorial](#), visit the [Quick Reference Guide \(609K PDF\)](#) or use the [NDE help](#) button available at the top of every page.

#### System Requirements:

- Target screen resolution is 1024x768.
- Internet Explorer 7 or Higher.
- Firefox 3.0 or higher.
- Google Chrome or Safari.
- Enable JavaScript and pop-ups in your browser.
- Adobe Flash Player 9.0.115 or higher, ([download](#)).



Accessible version:  ON  OFF

## NDE



The Data Explorer for [Main NAEP](#) provides national and state results in 10 subject areas, including mathematics, reading, writing, and science. Results have been produced for the nation and participating states and other jurisdictions since 1990, and for selected urban districts (on a trial basis) since 2002.



The Data Explorer for [Long-Term Trend](#) provides national mathematics and reading results dating from the 1970s.



The Data Explorer for the [High School Transcript Study](#) provides data such as course-taking and grade point average for students who graduated high school in 1990, 2000, 2005, and 2009. For 2005 and 2009 graduates, these data are also linked to NAEP grade 12 mathematics and science results.



The Data Explorer for the [National Indian Education Study](#) provides NAEP grade 4 and 8 results from the mathematics and reading assessments for American Indian and Alaska Native students since 2005. Results are also available for a special survey that explored the educational experiences of the participating students, their teachers, and their schools. Read more about the NIES survey [here](#).

**NOTE:** The [1997 Arts Assessment](#) data are only available in PDF format.

# Quick Reference Guide to NAEP Data Explorer (NDE)



## 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.
- 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.

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



# NAEP Released Test Items - A Valuable Resource for Teachers



# NAEP Grade 4 Mathematics

Every 30 minutes Dr. Kim recorded the number of bacteria in a test tube.

Time	Number of Bacteria
1:00 P.M.	600
1:30 P.M.	1,190
2:00 P.M.	2,390
2:30 P.M.	4,800

Which best describes what happened to the number of bacteria every 30 minutes?

- a. The number of bacteria increased by 500
- b. The number of bacteria increased by 1,000
- c. The number of bacteria doubled
- d. The number of bacteria tripled

Description: Identify the growth relationship from a table

Content Area: Algebra

Difficulty: Hard

Complexity: Moderate

# NAEP Grade 4 Mathematics

C is the Correct Answer

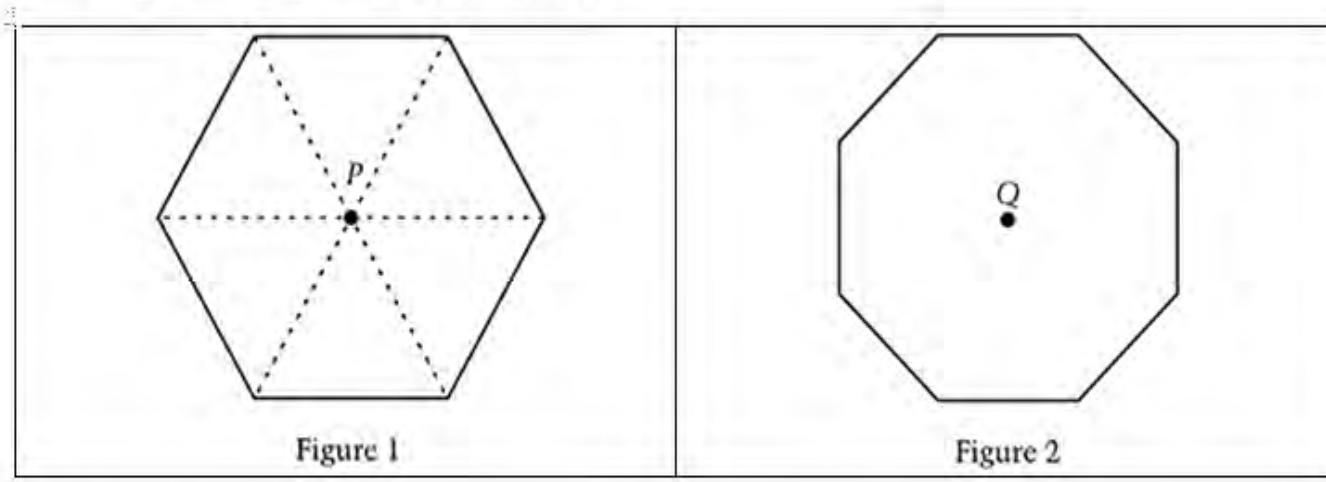
Why might  
students  
choose A?

Answers	Percent chosen by Florida's participating students
*C	35%
A	31%
B	18%
D	14%
Omitted	2%

# NAEP Grade 8 Geometry

Figure 1 below is a regular hexagon with its center at point  $P$ . The dotted lines divide the hexagon completely into 6 congruent triangles sharing a vertex at point  $P$ .

Figure 2 below is a regular octagon with its center at point  $Q$ . The octagon can be completely divided into congruent triangles sharing a vertex at point  $Q$ .



The division should produce

- Sixteen congruent equilateral triangles
- Sixteen congruent isosceles triangles.
- Eight congruent right triangles.
- Eight congruent equilateral triangles.
- Eight congruent isosceles triangles.

**Description:** Analyze subdivision of regular polygons

**Difficulty:** Hard

**Complexity:** Moderate

# NAEP Grade 8 Geometry

## E is the Correct Answer

Why might students choose D?

Answers	Percent chosen by Florida's participating students
*E	32%
A	10%
B	12%
C	14%
D	30%

# NAEP Grade 12 Algebra

What is the solution to the system of equations  $\begin{cases} 3x - 2y = -7 \\ x + y = 11 \end{cases}$  ?

Answer:  $x =$  \_\_\_\_\_  $y =$  \_\_\_\_\_

**Solution:**

Answer:  $x = 3$   $y = 8$

**Description:** Solve a system of linear equations

**Difficulty:** Medium

**Complexity:** Low

Sample solution by elimination:

$$\begin{array}{r} 3x - 2y = -7 \\ x + y = 11 \end{array}$$

$$\begin{array}{r} 3x - 2y = -7 \\ 2[x + y = 11] \end{array}$$

$$\begin{array}{r} 3x - 2y = -7 \\ 2x + 2y = 22 \\ \hline 5x = 15 \\ x = 3 \end{array}$$

$$\begin{array}{r} 3 + y = 11 \\ y = 8 \end{array}$$

Sample solution by substitution:

$$\begin{array}{r} 3x - 2y = -7 \\ x + y = 11 \Rightarrow y = 11 - x \end{array}$$

$$\begin{array}{r} 3x - 2(11 - x) = -7 \\ 3x - 22 + 2x = -7 \\ 5x - 22 = -7 \\ 5x = 15 \\ x = 3 \end{array}$$

$$\begin{array}{r} 3 + y = 11 \\ y = 8 \end{array}$$

# NAEP Grade 12 Algebra

## Score & Description

### Correct

Both values correct

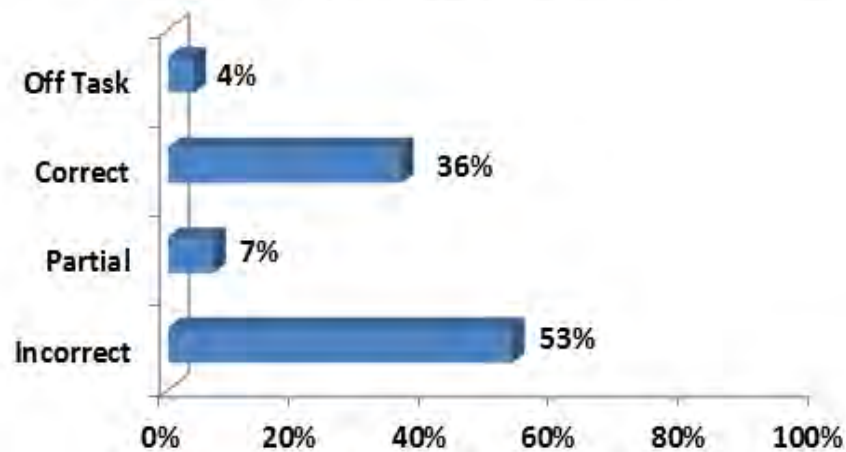
### Partial

One correct value only

### Incorrect

Incorrect response

Percentage of Florida's Students



# 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

The screenshot shows the homepage of the NAEP Questions Tool. At the top, there is a header for the Institute of Education Sciences, U.S. Department of Education, with a search bar and navigation links like NewsFlash, Staff, Contact, Site Index, and Help. Below this is a navigation menu with categories like Publications & Products, Surveys & Programs, Data Tools, Tables & Figures, Fast Facts, School, College, & Library Search, Annual Reports, and What's New? The main content area features a large heading "NAEP Questions" and a sub-heading "The Nation's Report Card (home)". A section titled "Explore NAEP Questions" contains a paragraph about the availability of sample questions and a "What's New?" sidebar. Below this are four interactive tiles: "Questions Tool >>" (circled in red), "Item Maps >>", "Test Yourself >>", and "Scoring >>". Each tile includes a representative image and a brief description of the tool's function.

Institute of Education Sciences U.S. Department of Education  
NewsFlash Staff Contact Site Index Help

**ies** NATIONAL CENTER FOR EDUCATION STATISTICS

Search  NCES

Publications & Products Surveys & Programs Data Tools Tables & Figures Fast Facts School, College, & Library Search Annual Reports What's New? KIDSONLINE

ABOUT NAEP... SUBJECT AREAS... HELP SITE MAP CONTACT US GLOSSARY NEWSFLASH

SAMPLE QUESTIONS ANALYZE DATA STATE PROFILES PUBLICATIONS

## NAEP Questions

The Nation's Report Card (home)

### Explore NAEP Questions

After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools and find out more about NAEP.

**What's New?**

- 2006 [civics](#), [economics](#), and [U.S. history](#) assessments
- 207 multiple-choice and 67 constructed-response questions from the 2006 civics, economics, and U.S. history assessments now available in the Questions Tool

**Questions Tool >>**  
Explore a database of released NAEP questions, student responses, question-level data, and scorer's commentary.

**Item Maps >>**  
See examples of what students at each achievement level are likely to know and can do in a subject.

**Test Yourself >>**  
Try out actual questions administered to students in the NAEP assessments.

**Scoring >>**  
Learn how NAEP questions are scored.

Explore the latest released questions from the 2006 [civics](#), [economics](#), and [U.S. history](#) assessments.

# NAEP Questions Tool



## NAEP Questions Tool

[Analyze Data](#) | [Sample Questions](#) | [State Comparisons](#) | [State Profiles](#) | [District Profiles](#)

### NAEP Questions Tool

[Tutorial >](#)

#### Search for Questions

To begin your search, decide which assessment to explore (main or long-term trend) and then select a subject. On the next screen, you will be able to refine your search results and use My Workspace to assemble and print questions, student responses, scoring guides, and performance data from NAEP assessments. [Find out more about NAEP sample questions](#), and [view the copyright policy](#).

[System Requirements](#) What's this?

#### Main NAEP What's this?

Arts

Civics

Economics

Geography

Mathematics

Reading

Science

U.S. History

Writing

#### Long-Term Trend NAEP What's this?

Long-Term Trend Mathematics

Long-Term Trend Reading



# Searching for Questions

Search Results (950 of 950) My Workspace (0)

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

<input type="checkbox"/>	Year ▼	Grade ▲	Block ▲	# ▲	Type ▲	Difficulty ▲	Description
<input checked="" type="checkbox"/>	2011	4	M8	2	MC	Easy	Identify a figure that is not symmetric (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	3	MC	Easy	Identify appropriate unit for measuring length (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	4	MC	Easy	Solve a story problem involving division (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	5	SCR	Easy	Multiply two decimal numbers (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	6	MC	Easy	Identify the most likely outcome from a given spinner (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	7	MC	Medium	Solve a story problem involving multiplication (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	8	MC	Easy	Determine the sum of numbers represented on a number line (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	9	MC	Medium	Compare numbers of cubes in two solids (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	10	MC	Medium	Determine scale used in drawing (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	11	SCR	Medium	Solve an arithmetic problem with large numbers (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	12	MC	Medium	Determine distance between centers of adjacent squares (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	13	SCR	Medium	Create a pictograph of a set of data (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	14	MC	Hard	Identify the growth relationship from a table (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	15	SCR	Medium	Solve a story problem involving time (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	16	MC	Medium	Identify best unit for measuring a liquid quantity (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	17	SCR	Medium	Write calculator directions for how to solve problem (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	18	MC	Hard	Solve a story problem involving quarts and gallons (calculator available)
<input checked="" type="checkbox"/>	2011	4	M8	19	ECR	Hard	Solve arithmetic problem using multiple operations (calculator available)

View Question Detail

# Refining Search

## Select Grade, Type, Difficulty

### Grade ⓘ

- Grade 4 (344)
- Grade 8 (393)
- Grade 12 (213)

### Type ⓘ

- Multiple Choice (630)
- Short Constructed Response (277)
- Extended Constructed Response (43)

### Difficulty ⓘ

- Easy (358)
- Medium (288)
- Hard (304)

## Select Content Classifications

### Content Area ⓘ

- Number properties and operations (298)
- Measurement (165)
- Geometry (165)
- Data analysis and probability (131)
- Algebra (191)

### Complexity (2005 and on) ⓘ

- Low (276)
- Moderate (154)
- High (8)

### Ability (1990-2003) ⓘ

- Conceptual understanding (181)
- Procedural knowledge (134)
- Problem solving (197)

## Select Years

### Framework 2 ⓘ

- 2011 (98)
- 2009 (92)
- 2007 (107)
- 2005 (141)

### Framework 1 ⓘ

- 2003 (126)
- 1996 (83)
- 1992 (191)
- 1990 (112)

## Perform Keyword Search

Search question descriptions for subject-specific keywords, e.g., calculator.

# Questions

Question

Key/Scoring Guide

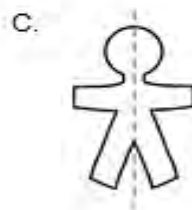
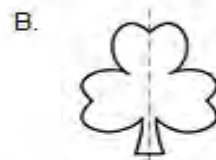
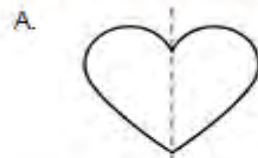
National Data

Jurisdiction Data

## Question Information

- **Description:** Identify a figure that is not symmetric (calculator available)
- **Grade:** 4
- **Year:** 2011
- **Block & Number:**  
Block M8 Question #2
- **Type of Question:** Multiple Choice
- **Difficulty:** Easy (95.89% Correct)
- **Content Classification:**
  - **Content Area:**  
Geometry
  - **Complexity (2005 and on):**  
Low

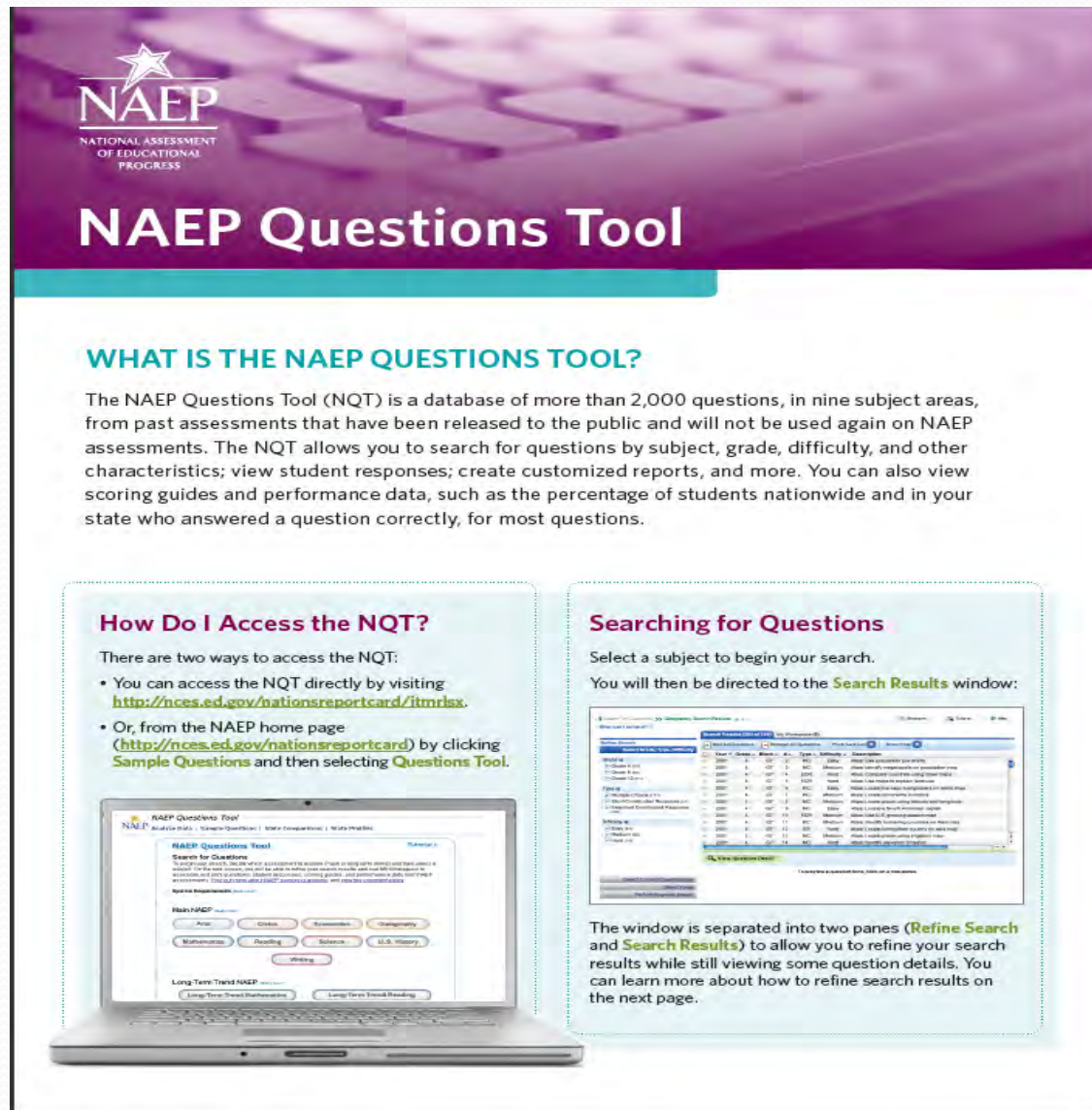
2. Which decoration CANNOT be folded along the dotted line so that both parts match?



Did you use the calculator on this question?

- Yes  No

# Quick Reference Guide to NAEP Questions Tool (NQT)



The image displays the NAEP Questions Tool interface. At the top, the NAEP logo (National Assessment of Educational Progress) is visible. Below it, the title "NAEP Questions Tool" is prominently displayed. The main content area is divided into two sections: "How Do I Access the NQT?" and "Searching for 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

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

## Grade 8

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- [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
<b>Name</b>	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 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 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)

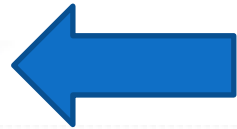
- Measures student learning in mathematics and science at grades 4 and 8 every 4 years since 1995. <http://nces.ed.gov/timss/>
- Administered Spring 2011
- Compares achievement of American students to that of students in more than 55 countries and jurisdictions
- For results for TIMSS 2007, go to:  
<http://timss.bc.edu/timss2007/sciencereport.html>  
<http://timss.bc.edu/timss2007/mathreport.html>



# TIMSS Released Mathematics Test Item Grade 8

If  $x = -3$ , what is the value of  $-3x$ ?

- (A) -9
- (B) -6
- (C) -1
- (D) 1
- (E) 9



United States was 1 of 19 countries/  
jurisdictions to score higher than the  
international average.

Additional examples of released mathematics TIMSS  
items are available at  
<http://nces.ed.gov/timss/educators.asp>

## Overall Percent Correct

Hong Kong, SAR	84	▲
Korea, Republic of	84	▲
Chinese Taipei	83	▲
Singapore	80	▲
Estonia	77	▲
Japan	74	▲
Russian Federation	73	▲
Hungary	69	▲
Israel	67	▲
Serbia and Montenegro	65	▲
United States	65	▲
Belgium (Flemish)	63	▲
Armenia	62	▲
Latvia	61	▲
Lithuania	60	▲
Slovak Republic	58	▲
Bulgaria	57	▲
Moldova, Republic of	54	▲
Netherlands	54	▲
Romania	51	○
Slovenia	51	○
Lebanon	49	○
<b>International average</b>	<b>48</b>	



# NAEP-TIMSS Linking Study

- All states' grade 8 NAEP 2011 results in mathematics and science will be projected onto the TIMSS scoring scale.
- Actual TIMSS scores for Florida, because we paid to be over-sampled and receive state-level results, will be compared to projected TIMSS scores to ensure validity of the linking study.
- TIMSS results for Florida (and 8 other states) will be released at the same time as the TIMSS international and national results in late 2012.
- Results of the linking study-with projected TIMSS scores-will be released in early 2013.

# NAEP-TIMSS Linking Study



## GRADE 8 MATHEMATICS & SCIENCE NAEP-TIMSS International Linking Study

**WHAT IS NAEP?**

The National Assessment of Educational Progress (NAEP) is the only nationally representative assessment of what our nation's students know and can do in core subjects.

**WHAT IS TIMSS?**

The Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely data on the mathematics and science achievement of U.S. fourth- and eighth-grade students compared to that of students in other countries.

In 2011, NCES will conduct a special study to link the mathematics and science results of the National Assessment of Educational Progress (NAEP) and the Trends in International Mathematics and Science Study (TIMSS).

**The NAEP-TIMSS 2011 International Linking Study in grade 8 mathematics and science** offers an exciting opportunity for states, where NAEP scores will be placed on the TIMSS mathematics and science scale to provide a comparison between states and more than 50 participating countries. NAEP and TIMSS will both be administering assessments in grade 8 in 2011 enabling the link between the two assessments to occur.

In addition to the NAEP grade 8 state-level results, which include comparisons to participating states and the nation and NAEP trend comparisons from 1992 to 2011, states will receive a projected TIMSS score and comparisons to participating countries.



Additional information about TIMSS is available at <http://nces.ed.gov/timss/>.

# Program for International Student Assessment (PISA)

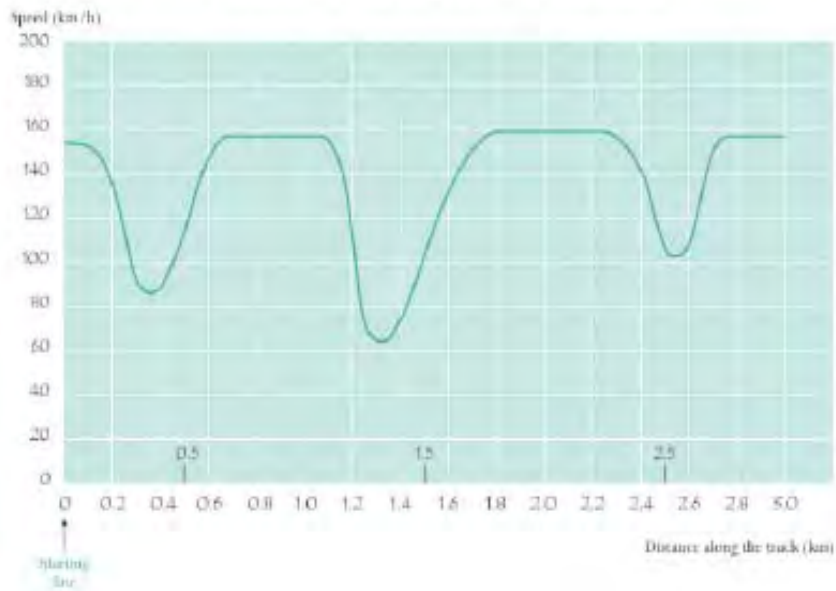
- 15-year-old students are assessed in reading, mathematics, and scientific literacy every 3 years since 2000. <http://nces.ed.gov/surveys/pisa/>
- One subject assessed in depth at each administration (mathematics in 2012)
- Measures how well students can apply knowledge and skills to problems within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



# PISA Released Mathematics Test Item

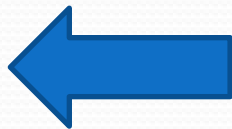
## Question 1: SPEED OF A RACING CAR

Speed of a racing car along a 3 km track (second lap)



What is the approximate distance from the starting line to the beginning of the longest straight section of the track?

- A. 0.5 km.
- B. 1.5 km.
- C. 2.3 km.
- D. 2.6 km.



### Overall Percent Correct

Iceland	84	▲
Japan	83	▲
France	82	▲
Finland	82	▲
Liechtenstein	77	○
Korea, Republic of	77	▲
Australia	76	▲
United Kingdom	75	▲
New Zealand	74	○
Canada	73	▲
Czech Republic	73	○
Russian Federation	73	○
Norway	72	○
Belgium	72	○
Sweden	71	○
Denmark	70	○
Latvia	70	○
Austria	70	○
<b>OECD average</b>	<b>69</b>	
Switzerland	68	○
Spain	68	○
Ireland	67	○
Germany	66	○
Luxembourg	66	○
Portugal	63	○
United States	63	○



# 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

The screenshot shows the homepage of the International Data Explorer (IDE) website. At the top, there is a navigation bar for the National Center for Education Statistics (NCES) and the Institute of Education Sciences (IES). Below this is a search bar and a menu with links to Publications & Products, Surveys & Programs, Data & Tools, Fast Facts, School Search, News & Events, and About Us. The main header features the IAP logo and the text "International Data Explorer" with sub-links for IAP, PISA, PIRLS, and TIMSS, and a "Contact Us" link. Below the header is a banner image showing students and the IDE logo. The main content area is divided into three columns. The left column has a heading "Do you have questions about U.S. students' knowledge and skills in comparison to their international peers?" followed by a paragraph explaining the IDE's purpose and a "System Requirements" section with a list of technical specifications. The middle column contains three large images for PISA USA, PIRLS, and TIMSS USA. The right column contains three text blocks, each describing the data provided for PISA, PIRLS, and TIMSS respectively. At the bottom, there is an "Accessible version" section with a radio button set to "ON", a "Need help or have suggestions?" section with a link to a help page, and a "Find out more about the international assessments" section with a link to a data products page. A footer at the very bottom provides an email address for suggestions: [NCESinternational@ed.gov](mailto:NCESinternational@ed.gov).

**Do you have questions about U.S. students' knowledge and skills in comparison to their international peers?**

With the **International Data Explorer (IDE)** you can create statistical tables and charts to help you find answers. Explore student performance in reading, mathematics, and science, as well as contextual data including student demographics, instructional experiences, and school characteristics.

**System Requirements:**

- Target screen resolution is 1024x768.
- Internet Explorer 7 or Higher.
- Firefox 3.0 or higher.
- Google Chrome or Safari.
- Enable JavaScript and pop-ups in your browser.
- Adobe Flash Player 9.0.115 or higher, ([download](#)).
- Exports of files to Microsoft Office require Office 2003 or later.
- Exports of files to PDF can be read with Adobe Acrobat Reader.
- Screen reader software should be Jaws 8.0 or higher.

**Accessible version:**  ON  OFF

**Need help or have suggestions?**  
For help using the IDEs, visit [PIRLS help](#), [PISA help](#), [TIMSS help](#) or use the IDE help button available at the top of every page.

Find out more about the [international assessments](#) and access public use data files at [Data Products](#).

We welcome your suggestions for how to improve the IDE. Please send an email to [NCESinternational@ed.gov](mailto:NCESinternational@ed.gov).

# Florida's NAEP Website

<http://www.fldoe.org/asp/naep>

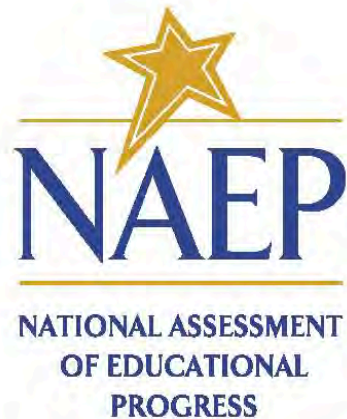


## NAEP Links

- [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



**Find Us on Facebook  
and Twitter!**



**Like NAEP on Facebook here:**

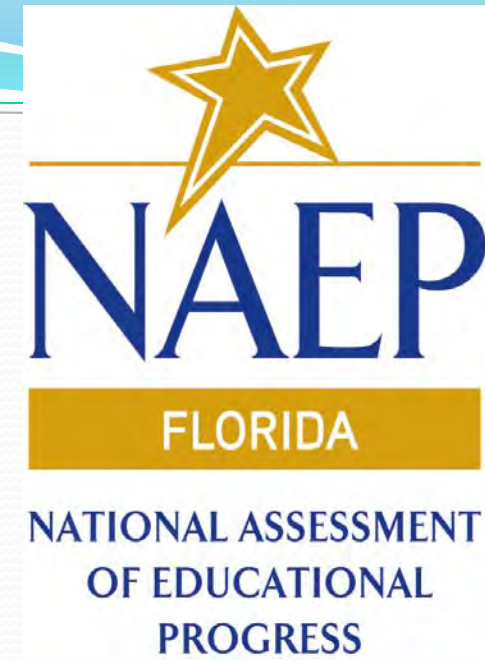
[www.facebook.com/NationalAssessmentofEducationalProgress](http://www.facebook.com/NationalAssessmentofEducationalProgress)



**Follow NAEP (@NAEP\_NCES) on Twitter here:**

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# Florida NAEP State Coordinator



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