



NAEP

NAEP 101

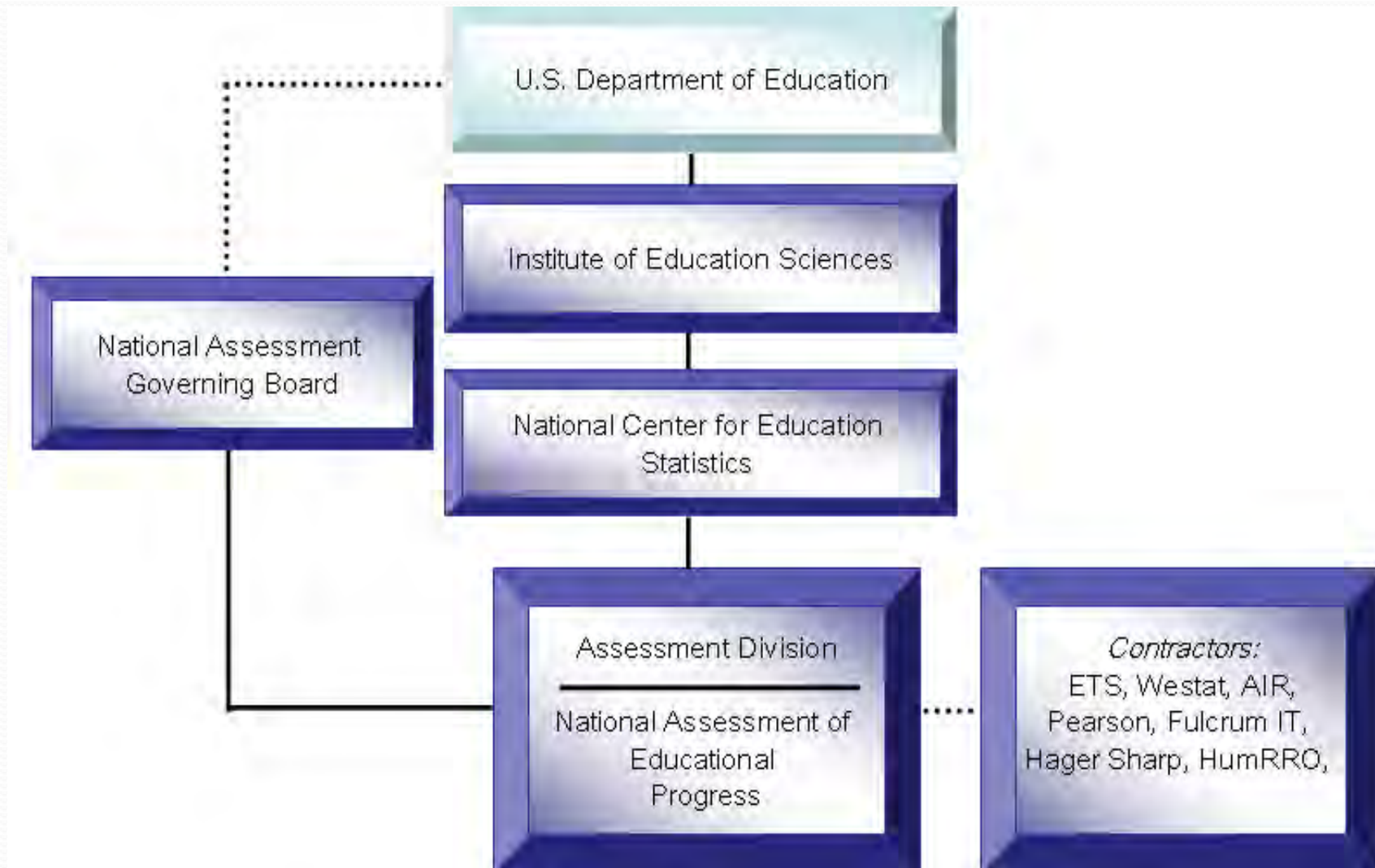
Social Studies October 2012

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.



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.

Why NAEP?

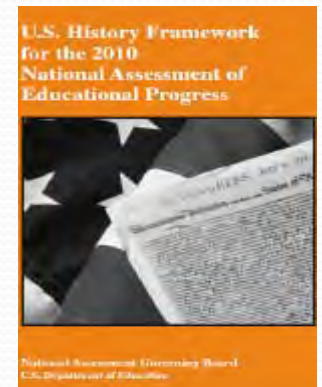
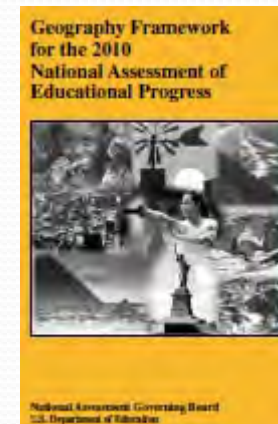
- NAEP state-level assessment results can be used to compare student performance across states, whereas individual statewide assessments vary from state to state.
- SAT and ACT results are insufficient to measure student performance across states because they are administered to a self-selected group.
- 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.

NAEP Frameworks and Test Items

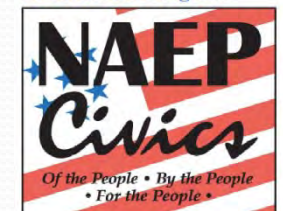
- NAGB develops the NAEP Frameworks and the test item specifications based on the frameworks.

<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.



Civics Framework
for the 2010
National Assessment of
Educational Progress



NAEP Civics Project
National Assessment Governing Board
U.S. Department of Education

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.

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

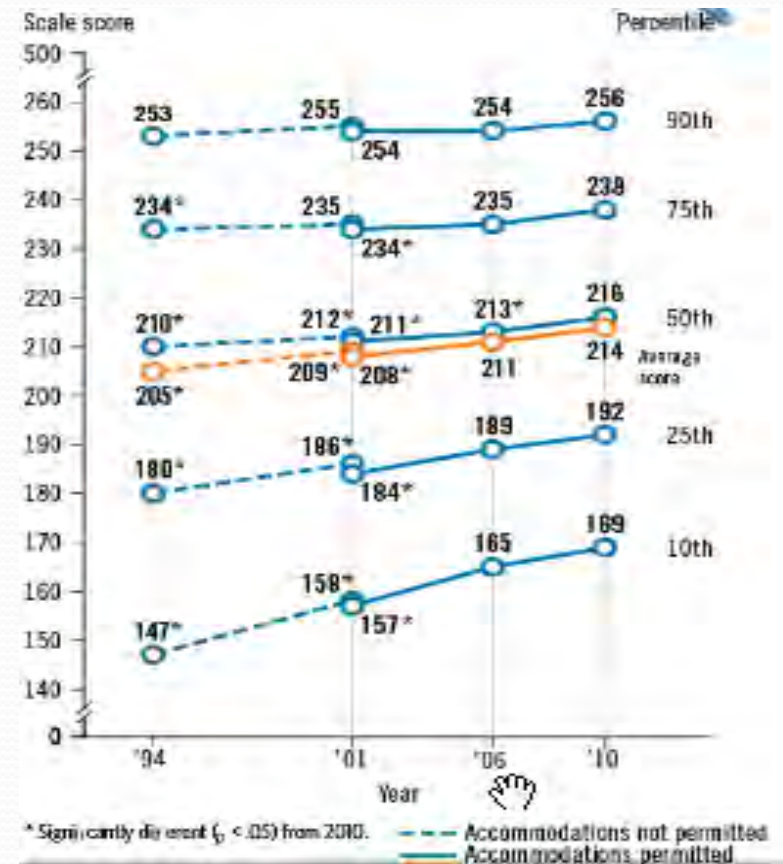


For additional information on NAEP accommodations for SDs and ELLs access <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>

U.S. History - Grade 4

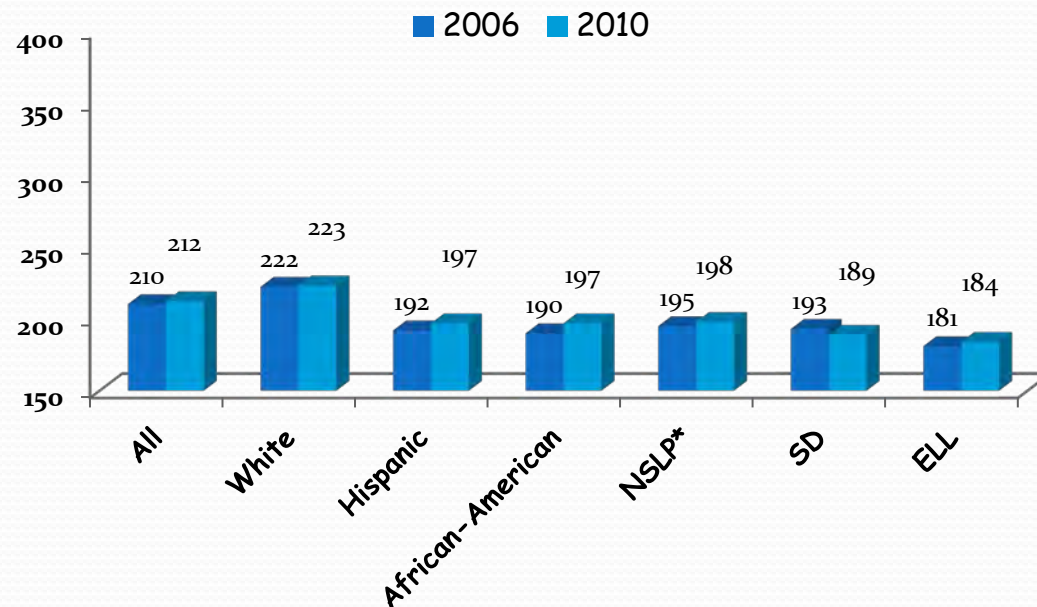
- The average grade 4 U.S. History score in 2010 was higher than in 1994.
- Some of the largest gains from 1994 to 2010 were made by the lowest performing students with a 22-point increase at the 10th percentile.
- There was no significant change in the average scale score from 2006 to 2010.

Trend in grade 4 U.S. History average scale scores and percentile scores



U.S. History - Grade 4

The only demographic group to have a significant increase in average scale scores between 2006 and 2010 were students eligible for the National School Lunch Program (NSLP).

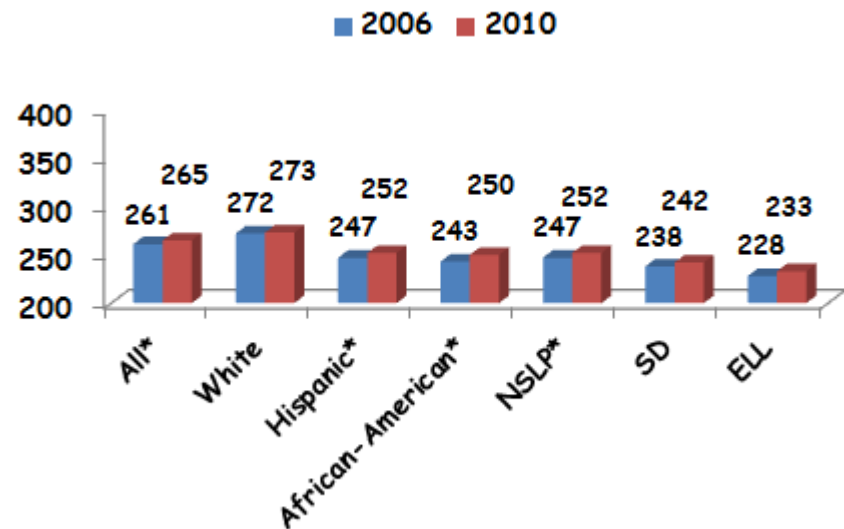


U.S. History - Grade 8

The average grade 8 U.S. History score in 2010 was higher than in previous years.

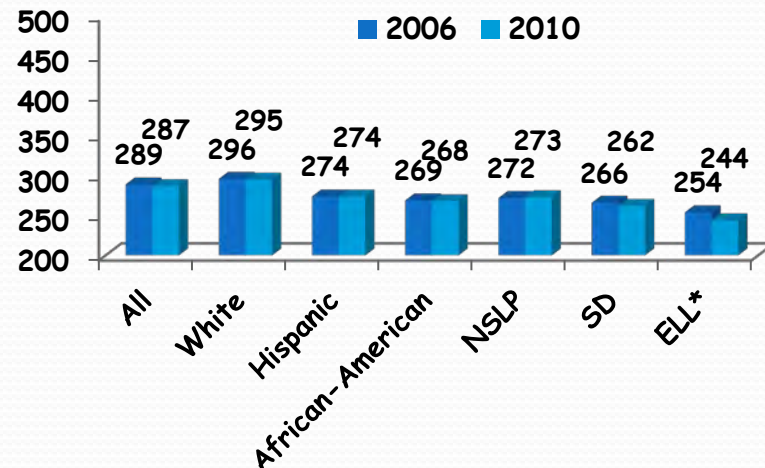


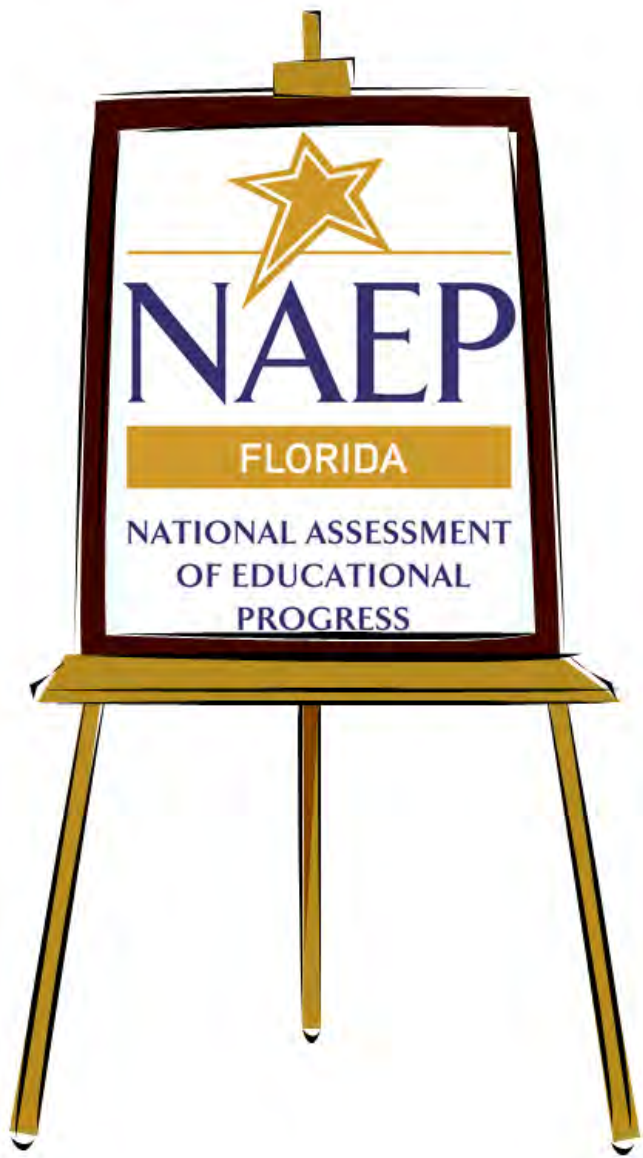
All students, Hispanic and African-American students, and students eligible for the NSLP had significant increases in their average scale scores between 2006 and 2010.



U.S. History - Grade 12

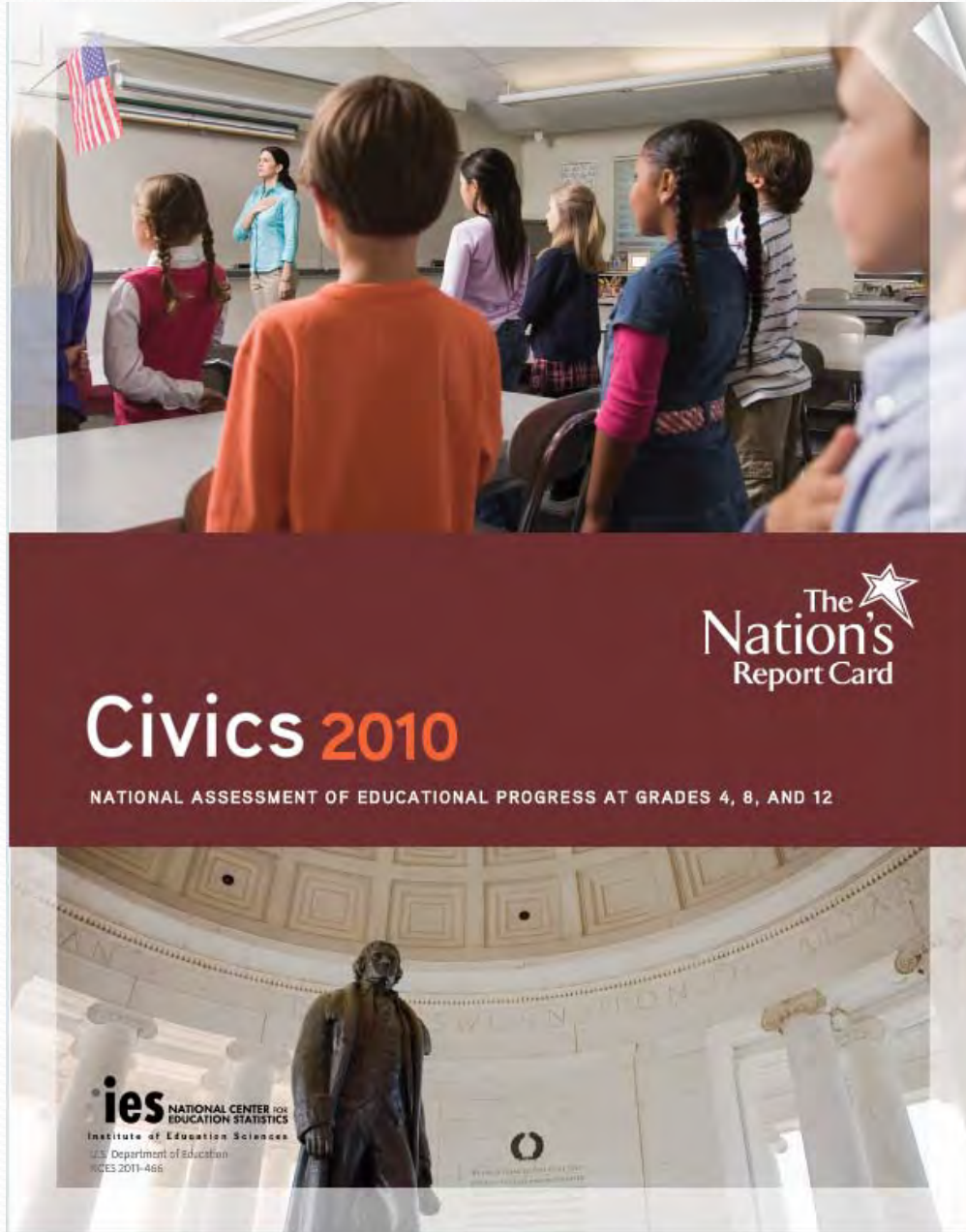
- The average grade 12 U.S. History score in 2010 was not significantly different from the score in 2006.
- No group had a significant increase in their average scale score between 2006 and 2010.
- English Language Learners (ELL) had a significant decrease in their average scale score between 2006 and 2010.





NAEP Civics Results

The Nation's Report Card

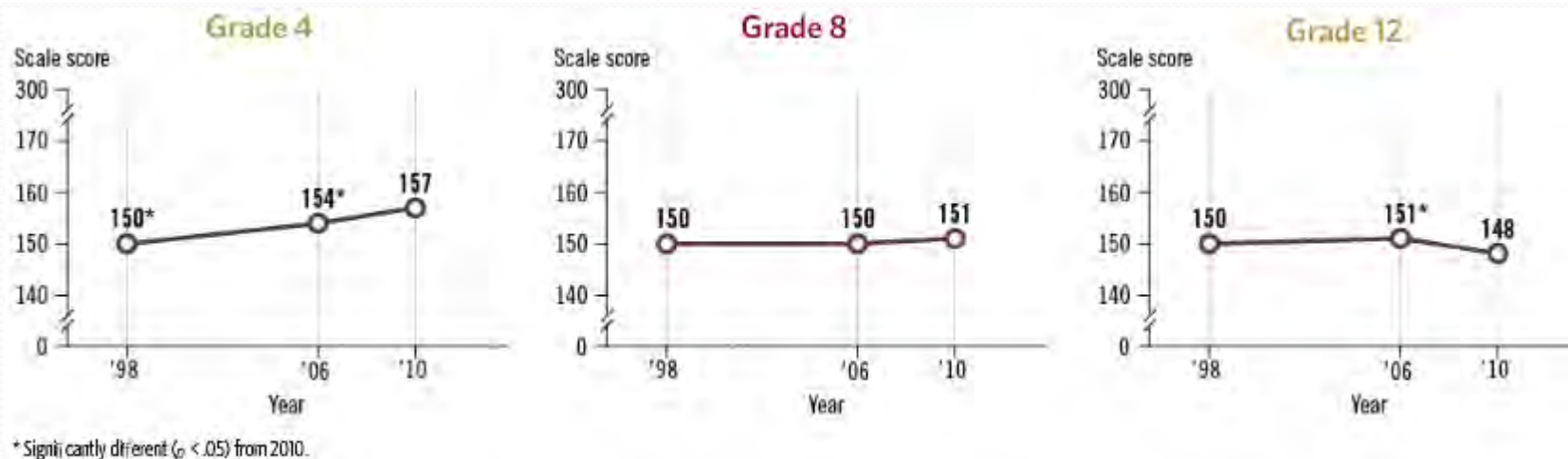


Civics - Grades 4, 8, and 12

Students made progress in civics at grade 4 but not at grades 8 and 12.

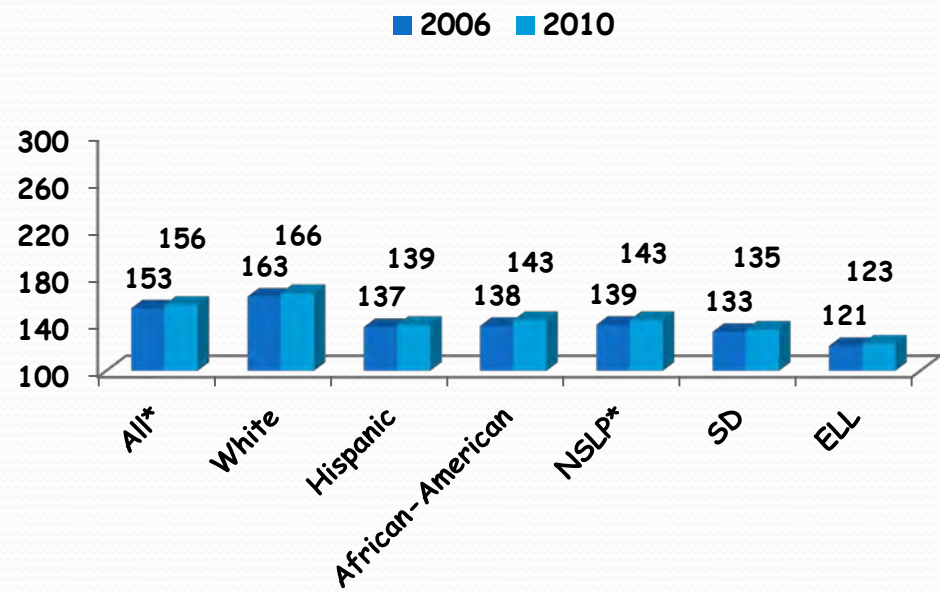
In comparison to earlier civics assessments in 1998 and 2006, the average scale score in 2010 was

- Higher than the scores in both years at grade 4,
- Not significantly different from the score in either year at grade 8, and
- Lower than the score in 2006 but not significantly different from the scores in 1998 at grade 12.



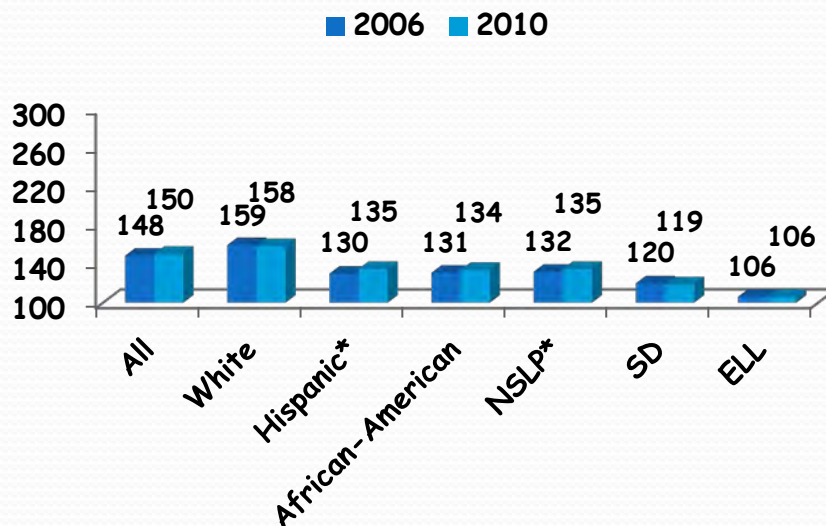
Civics - Grade 4

All students and students eligible for the NSLP are the only groups that had significant increases in their average scale scores between 2006 and 2010



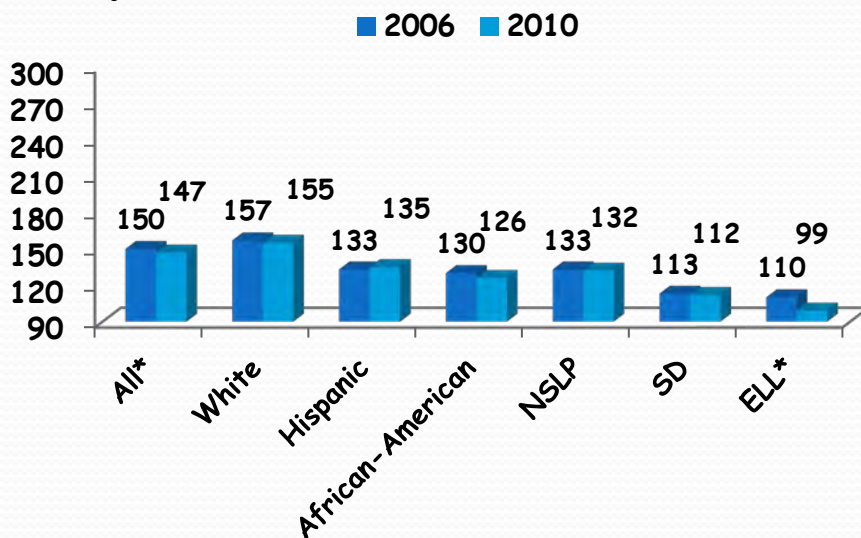
Civics - Grade 8

Hispanic students and students eligible for the NSLP are the only groups that had significant increases in their average scale scores between 2006 and 2010.



Civics - Grade 12

- No groups of students had significant increases in their average scale scores between 2006 and 2010.
- All students and English Language Learners (ELLs) had significant decreases in their average scale scores between 2006 and 2010.



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



MAIN 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.

LTT NDE

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

HSTS NDE

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.

NIES NDE

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 American History

Many historians believe that the ancestors of American Indians came from the continent of

- a. Africa
- b. **Asia**
- c. Europe
- d. Australia

Description: Where did American Indians' ancestors come from?

Historical Theme: Gathering of Peoples, Cultures, Ideas

Cognitive Level: Historical Knowledge and Perspective

Difficulty: Hard



NAEP Grade 8 American History

One important contribution that people from Mexico made to the development of the American West was that they introduced

- a. many of the techniques used in ranching
- b. many of the methods used to preserve food for shipment to market
- c. barbed-wire fences and railroad cattle cars
- d. a system for cultivating winter wheat

Description: Identify a contribution of Mexicans to the development of the American West.

Historical Theme: Gathering of Peoples, Cultures, Ideas

Cognitive Level: Historical Knowledge and Perspective

Difficulty: Medium

NAEP Grade 12 American History

Which is the famous book about conditions like those in the picture?

- a. *The Great Gatsby*,
F. Scott Fitzgerald
- b. *The Scarlet Letter*,
Nathaniel Hawthorne
- c. *The Grapes of Wrath*,
John Steinbeck
- d. *For Whom the Bell Tolls*,
Ernest Hemingway



Description: Identify a novel that dealt with conditions related to the dust bowl.

Historical Theme: Economic and Technological Changes

Cognitive Level: Historical Analysis and Interpretation

Difficulty: Medium

NAEP Grade 4 Civics

- Usually U.S. citizens elect a President by
- voting for delegates to national conventions
 - secret ballot on election day**
 - a recall vote in each state
 - extending a Vice President's term of office

Description: Identify how U.S. citizens vote for President

Content Area: Role of Citizens

Cognitive Domain: Explaining and Analyzing

Difficulty: Hard



NAEP Grade 8 Civics

Why would a registered voter in some states need to fill out a voter declaration card?

- a. In some states, people cannot vote in a primary election without declaring a party affiliation.
- b. In some states, people cannot vote in a general election without declaring a party affiliation.
- c. In some states, people must vote in a primary election before they can vote in a general election.
- d. In some states, people must vote for the candidate from their political party in a general election.

VOTER DECLARATION OF PARTY AFFILIATION

I, being a registered voter at the address listed below, do hereby declare that I desire to vote in the primary election of the _____
Political Party. (Name of Party)

Name: _____
Last First Middle

Residence: _____
Street Address Apt. No.

_____ Municipality County Zip Code

Signature or mark of registered voter _____ Date

DECLARATION MUST BE FILED NO LATER THAN 50 DAYS PRECEDING THE PRIMARY IN WHICH THE VOTER WISHES TO VOTE.

Marque aquí si usted desea recibir materiales de las elecciones en español.

Description: Know why registered voters need to complete registration card.

Content Area: Government Embodiment of American Democracy

Cognitive Domain: Explaining and Analyzing

Difficulty: Hard

NAEP Grade 12 Civics

What is one important difference between international and domestic politics?



- a. In international politics there is no single government with the authority to resolve disputes among nations; within a country the government normally has such authority.
- b. In international politics countries often have conflicting interests; within a country citizens have common interests.
- c. In international politics countries stay in alliances for long periods; within a country citizens change political parties often.
- d. In international politics countries never change borders; within a country the borders of states change often.

Description: Identify an important difference between international and domestic politics

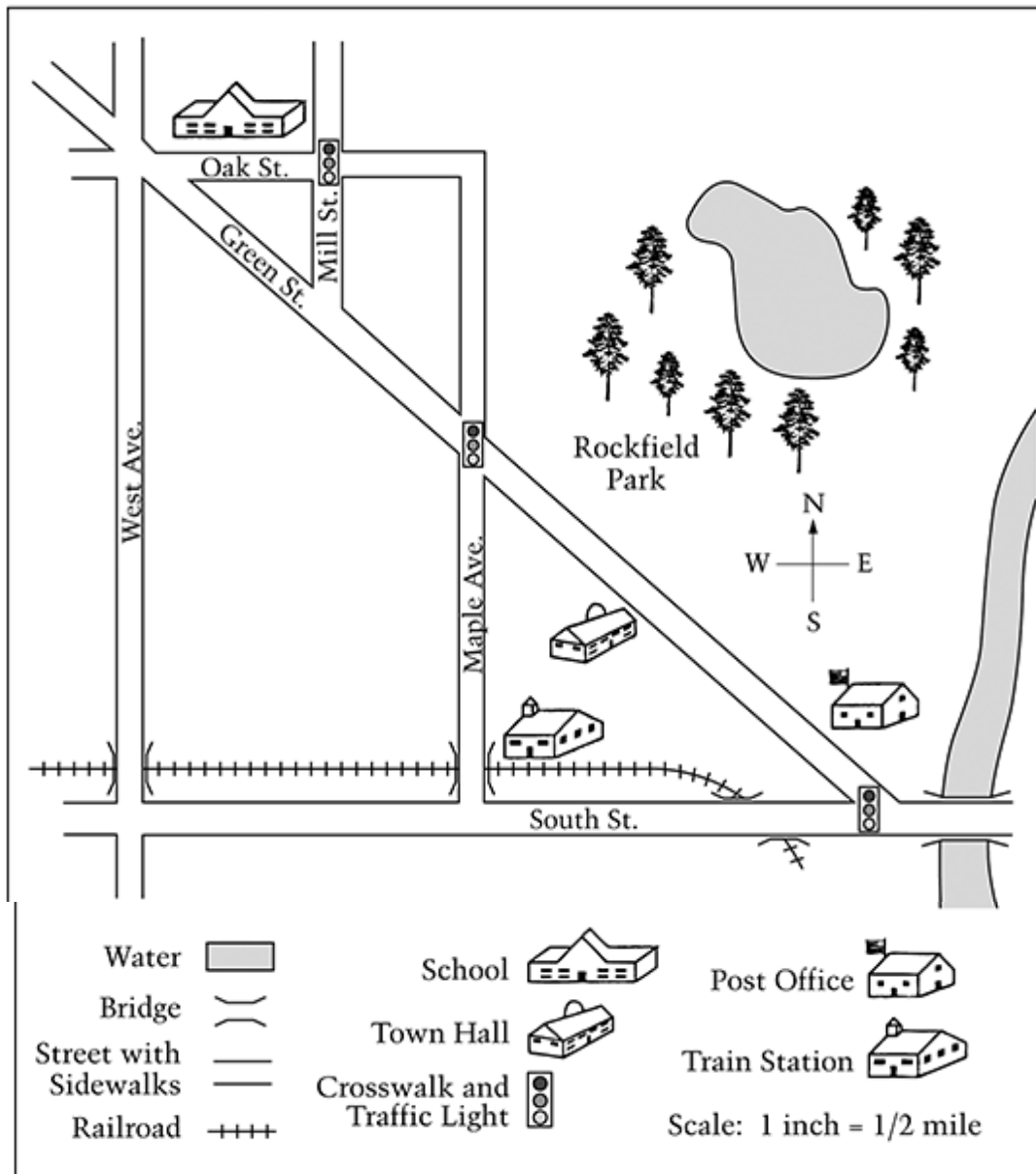
Content Area: U.S. Relationship to Other Nations

Cognitive Domain: Evaluate, Take, Defend

Difficulty: Medium

NAEP Grade 4 Geography

TOWN OF ROCKFIELD



At the Rockfield town meeting, the mayor tells the people that there is money in the town budget to put up one more traffic light. There is the same amount of traffic on all streets in town. Where is the traffic light needed most?

- The intersection of South St and West Ave
- The intersection of Oak St, Green St, and West Ave.**
- The intersection of Mill St and Green St
- The intersection of South St and Maple Ave

Description: Identify on map location for traffic light

Difficulty: Medium

Content Area: Spatial Dynamics and Connections

Cognitive Level: Applying

NAEP Grade 8 Geography



Early settlers on the North American Great Plains used sod to build houses such as the one shown above primarily because

- a. they did not have experience building with wood
- b. sod offered greater protection than wood from cold weather
- c. **there was little wood available for building**
- d. wood houses were vulnerable to prairie fires

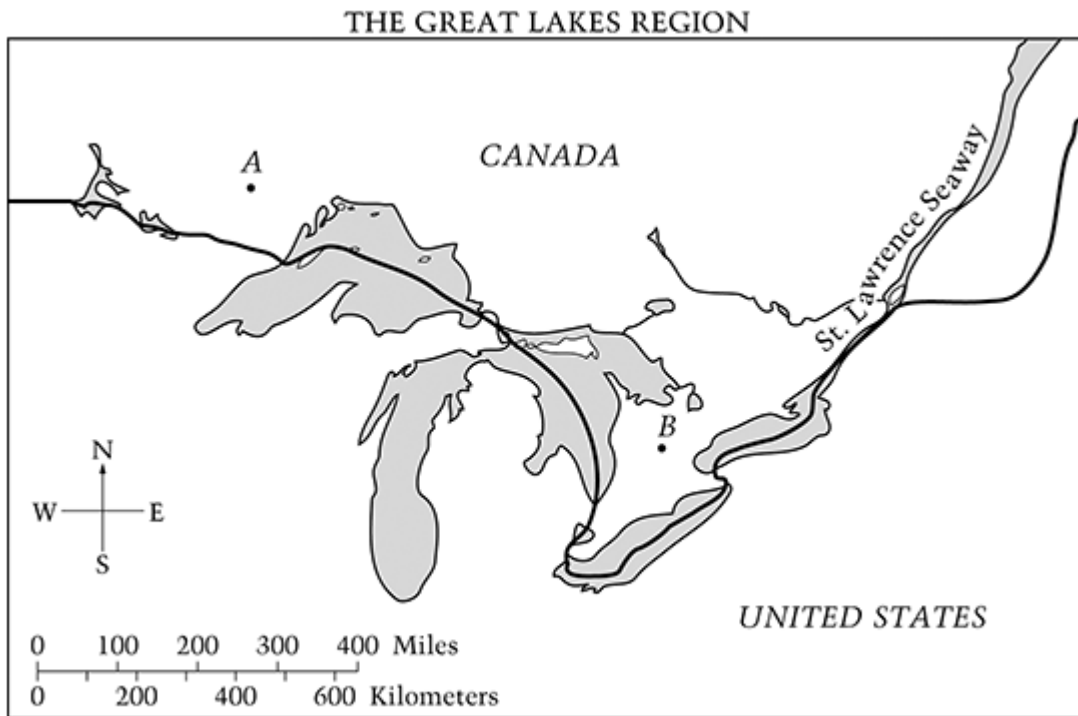
Description: Recognize why the Great Plains sod houses were built

Difficulty: Medium

Content Area: Environmental and Society

Cognitive Level: Knowing

NAEP Grade 12 Geography



How were the Great Lakes formed?

- Glaciation
- Volcanic activity
- Soil deposition
- Erosion

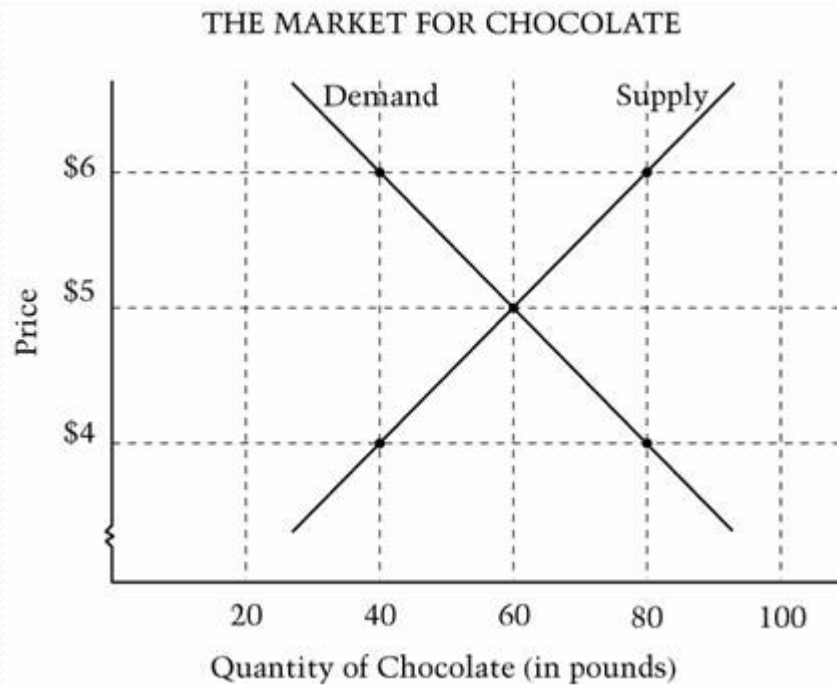
Description: Understand how the Great Lakes were formed

Difficulty: Medium

Content Area: Space and Place

Cognitive Level: Knowing

NAEP Grade 12 Economics



Description: Effect of price control on chocolate

Difficulty: Medium

Content Area: The Market Economy

Cognitive Level: Applying

Suppose that the government set the price of chocolate at \$6 per pound. Which of the following statements best describes an effect of this price control?

- There would be a surplus of 40 pounds of chocolate.
- Less chocolate would be demanded at \$4 than at \$6.
- Producers of chocolate would want the price set at \$4.
- There would be a shortage of 20 pounds of chocolate.

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 navigation links for Newsflash, Staff, Contact, Site Index, and Help. A search bar is also present. Below the header 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.

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 (491 of 491) My Workspace (0)

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

	Year ▼	Grade ▲	Block ▲	# ▲	Type ▲	Difficulty ▲	Description
	2010	4	H3	2	MC	Hard	Who built the missions in the Southwest?
	2010	4	H3	3	ECR	Hard	Identify and evaluate sources of information on Native Americans.
	2010	4	H3	4	SCR	Medium	Enter events on a time line.
	2010	4	H3	5	MC	Medium	Why did the Pilgrims want to leave England?
	2010	4	H3	6	SCR	Hard	How were Native Americans affected by European settlers?
	2010	4	H3	7	MC	Hard	Identify the historical context of a short text passage.
	2010	4	H3	8	MC	Medium	Identify a role of women during the American Revolution
	2010	4	H3	9	MC	Medium	Use a map to explain the purpose of the Lewis and Clark expedition
	2010	4	H3	10	MC	Hard	Use a map to identify the relationship between western migration and new states
	2010	4	H3	11	SCR	Medium	Identify a photo of President Lincoln and give two reasons he was important.

Refining Search

Select Grade, Type, Difficulty

Grade

- Grade 4 (142)
- Grade 8 (179)
- Grade 12 (170)

Type

- Multiple Choice (329)
- Short Constructed Response (118)
- Extended Constructed Response (44)

Select Years

- 2010 (133)
- 2006 (114)
- 2001 (94)
- 1994 (150)

Select Content Classifications

Historical Theme

- Change and Continuity in American Democracy (139)
- Gathering of Peoples, Cultures, Ideas (141)
- Economic and Technological Changes (124)
- Changing Role of America in the World (87)

Cognitive Level

- Historical Knowledge and Perspective (176)
- Historical Analysis and Interpretation (315)

Perform Keyword Search

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

Questions

Question Information

- **Description:** Understand that the Erie Canal led to an increase in New York City's importance.
- **Grade:** 8
- **Year:** 2010
- **Block & Number:**
Block H5 Question #9
- **Type of Question:** Multiple Choice
- **Difficulty:** Hard (30.16% Correct)
- **Content Classification:**
 - **Historical Theme:**
Economic and Technological Changes
 - **Cognitive Level:**
Historical Analysis and Interpretation

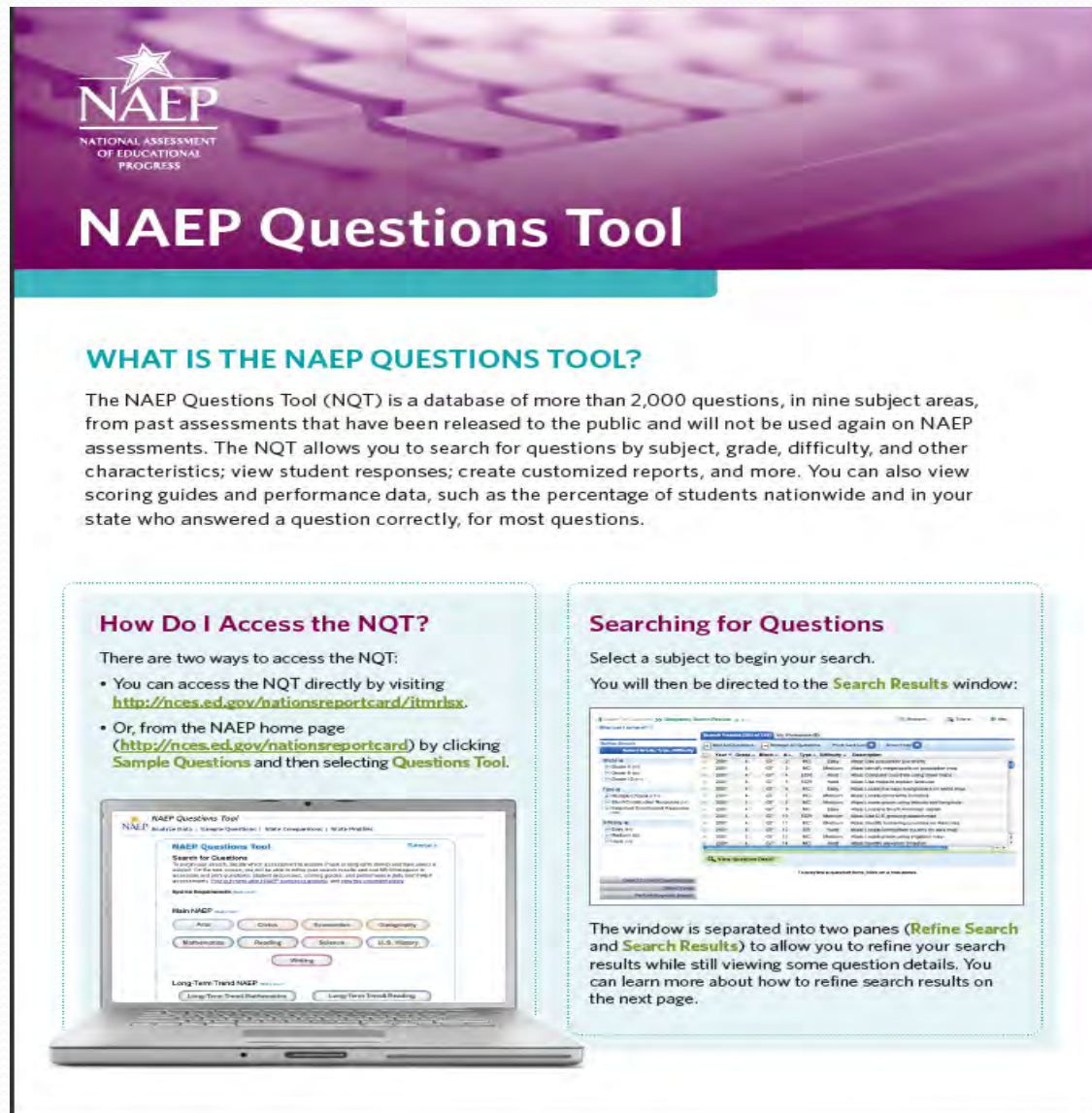
Question

Key/Scoring Guide

National Data

9. The opening of the Erie Canal led to
- A. an increase in the importance of cotton in the United States economy
 - B. an increase in the importance of New York as a commercial center
 - C. a decline in the importance of railroads
 - D. a decline in the earning power of midwestern farmers

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 titled "WHAT IS THE NAEP QUESTIONS TOOL?" and provides a brief overview of the tool's purpose and features. Below this, two callout boxes provide detailed instructions: "How Do I Access the NQT?" and "Searching for Questions". The "How Do I Access the NQT?" box lists two methods: direct access via a URL and access from the NAEP home page. The "Searching for Questions" box explains the search process and shows a screenshot of the search results window, which is divided into two panes: "Refine Search" and "Search Results".

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.

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 assessment 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 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>



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

The screenshot shows the homepage of the International Data Explorer (IDE) website. At the top, there is a navigation bar with the logo for the Institute of Education Sciences and the National Center for Education Statistics. 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 links to IAP, PISA, PIRLS, and TIMSS, along with a "Contact Us" link. Below the header, there are three main sections: "Do you have questions about U.S. students' knowledge and skills in comparison to their international peers?" which includes a brief description of the IDE and a list of system requirements; "PISA USA" which provides results for the United States and other participating countries from the administration of PISA in 2000, 2006, and 2009; "PIRLS" which provides results for the United States and other jurisdictions from the administration of PIRLS in 2001 and 2006; and "TIMSS USA" which provides results for the United States and 57 other jurisdictions from the administration of TIMSS in 2007. At the bottom, there is a section for "Need help or have suggestions?" and a link to "Data Products".

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.

Florida's NAEP Website

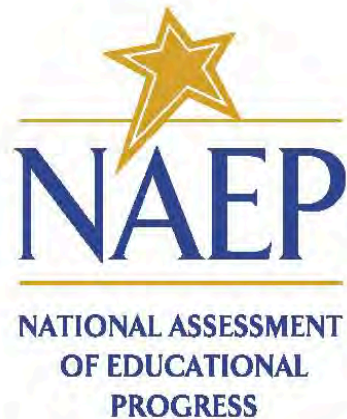
<http://www.fldoe.org/asp/naep>



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



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