NAEP Data Tools on the Web

Results and Tools

Mississippi Education and Technology Innovation Symposium (METIS)
July 17-19, 2019

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VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
What is NAEP?

• The National Assessment of Educational Progress (NAEP) is the largest continuing and nationally representative assessment of what our nation’s students know and can do in various subjects.

• A survey designed to produce national, state, and select urban district level results.
  – NAEP results are for populations of students, not for individual students nor schools.
  – Measures student performance nationally and reports change over time.
  – Allows for comparisons between states and the nation.
NAEP Subjects

- Civics
- Geography
- Mathematics*
- Music
- Reading*
- Science
- U.S. History
- Visual Arts
- Vocabulary
- Writing

*Reading and Mathematics are tested every NAEP administration.
NAEP School Selection

- Identify Schools
- Classify Schools
- Arrange Schools
- List Schools
- Select Schools
- Confirm Schools

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
NAEP Student Selection

• The MDE uploads a list of ALL students in grades 4, 8, and 12 that are enrolled in the selected schools.

• NCES selects a random student sample that best reflects the student population of the school.

• School Coordinators review and verify the student list and add newly enrolled students.

• Students are not selected by the MDE.
NAEP Administration

- Assessments are administered by a team of 3-4 NAEP representatives.

- NAEP is administered digitally on NCES owned equipment including a tablet with an attached keyboard, stylus, and earbuds.

- Two sequential sessions are administered with approximately 25 students each.
Student Workstation
NAEP Results
• NAEP results are presented in two ways:
  – Achievement Level (Basic, Proficient, Advanced)
  – Scale Score (0-500)

• Results are reported for students overall and for selected demographic groups such as race/ethnicity, gender, disability, EL status, and eligibility for the National School Lunch Program (NSLP).
Average Scale Score

Average Scale Scores – 4th Grade Mathematics

- National Public
- State

Average Scale Scores – 8th Grade Mathematics

- National Public
- State

Average Scale Scores – 4th Grade Reading

- National Public
- State

Average Scale Scores – 8th Grade Reading

- National Public
- State
At or Above Proficient - Mathematics

% of Students Scoring At or Above Proficient

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Math</td>
<td>26</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>21</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>
At or Above Proficient - Reading

% of Students Scoring At or Above Proficient

Grade 4 Reading
- 2013: 21%
- 2015: 26%
- 2017: 27%

Grade 8 Reading
- 2013: 20%
- 2015: 20%
- 2017: 25%
2017 Successes

• Students in MS outpaced the nation in growth from 2007-2017.

• MS was 1st in the nation (tied with Washington state) for the highest growth in 8th grade reading from 2015-2017.

• Percentage of students scoring Proficient or above in 8th grade reading significantly higher than in 2015.
Similarities with MAAP
English Language Arts

• Percentages of passages by text type and grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

Taken from NAEP 2017 Framework

• Passage length for grades 4, 8, and 12

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of Passage Lengths (Number of Words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>200-800</td>
</tr>
<tr>
<td>8</td>
<td>400-1,000</td>
</tr>
<tr>
<td>12</td>
<td>500-1,500</td>
</tr>
</tbody>
</table>

Taken from NAEP 2017 Framework
## English Language Arts

### Cognitive Targets for Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Locate/Recall</th>
<th>Integrate/Interpret</th>
<th>Critique/Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>45</td>
<td>35</td>
</tr>
</tbody>
</table>

Taken from NAEP 2017 Framework
Mathematics

• Content Areas
  – Number Properties and Operations
  – Measurement
  – Geometry
  – Data Analysis, Statistics, and Probability
  – Algebra

• Complexity of Math Items

![Pie Chart]

- Moderate Complexity: 50 Items
- High Complexity: 25 Items
- Low Complexity: 25 Items
NAEP Tools on the Web
### NAEP Questions Tool - Search

#### Search Results (29):
- **Subject:** Mathematics, **Grade:** 4, **Years:** 2017
- **Content Classifications:** All, **Types:** All, **Difficulty Levels:** All

#### Selected Questions (0)

<table>
<thead>
<tr>
<th>#</th>
<th>Actions</th>
<th>Question ID</th>
<th>Description</th>
<th>Grade</th>
<th>Year</th>
<th>Block</th>
<th>Difficulty</th>
<th>Type</th>
<th>Content Classification</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2017-4M1 #1</td>
<td>Connect decimal numbers to area models</td>
<td>4</td>
<td>2017</td>
<td>4M1</td>
<td>Easy</td>
<td>SR</td>
<td>Number properties and operations</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2017-4M1 #2</td>
<td>Compare heights of objects in a figure</td>
<td>4</td>
<td>2017</td>
<td>4M1</td>
<td>Easy</td>
<td>MC</td>
<td>Measurement</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2017-4M1 #3</td>
<td>Interpret and complete a pictograph given a table</td>
<td>4</td>
<td>2017</td>
<td>4M1</td>
<td>Easy</td>
<td>SR</td>
<td>Data analysis, Statistics, and Probability</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>2017-4M1 #4</td>
<td>Divide a 3-digit whole number by a 1-digit whole number</td>
<td>4</td>
<td>2017</td>
<td>4M1</td>
<td>Medium</td>
<td>SCR</td>
<td>Number properties and operations</td>
<td>No</td>
</tr>
</tbody>
</table>
Decide if each of the following fractions is less than $\frac{1}{2}$, equal to $\frac{1}{2}$, or greater than $\frac{1}{2}$.

Drag each fraction into a box to show your answer.

Less than $\frac{1}{2}$

Equal to $\frac{1}{2}$

Greater than $\frac{1}{2}$
Solution:

Sample Correct Response:

Correct placement:

Less than $\frac{1}{2}$:

- $\frac{1}{3}$
- $\frac{2}{3}$
- $\frac{2}{6}$

Equal to $\frac{1}{2}$:

- $\frac{4}{8}$

Greater than $\frac{1}{2}$:

- $\frac{2}{3}$
- $\frac{4}{6}$

Score and Description

Correct
Six fractions correctly placed

Partial
Four or five fractions correctly placed

Incorrect
Fewer than four fractions correctly placed
Performance Data

Average scale scores and percentages for grade 4 mathematics, by Compare fractions to a given fraction, all students and jurisdiction: 2017

<table>
<thead>
<tr>
<th>All students</th>
<th>Year</th>
<th>Jurisdiction</th>
<th>Incorrect</th>
<th>Partial</th>
<th>Correct</th>
<th>Omitted</th>
<th>Off task</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>2017</td>
<td>National</td>
<td>222</td>
<td>47</td>
<td>246</td>
<td>20</td>
<td>266</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td></td>
<td>218</td>
<td>48</td>
<td>243</td>
<td>24</td>
<td>261</td>
</tr>
</tbody>
</table>

# ROUNDS TO ZERO.
* REPORTING STANDARDS NOT MET.
NOTE: The NAEP Mathematics scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
Do you think that the innkeeper changes in the story? Use specific information from the beginning and end of the story to support your opinion.
# Score and Description

## Extensive

Responses at this level provide an opinion about whether the innkeeper changes, and use specific information from both the beginning and end of the story to support the opinion.

- Yes, I think that the innkeeper changes very much in the story. At the beginning, the innkeeper took pity on the hungry poor boy, he says, “I’ll see what I can spare,” and give the boy food. At the end of the story, the innkeeper tried to take advantage of the rich man by demanding, “ten thousand aitches.” for the eggs. Over the course of the story, the innkeeper changed from a kind man, willing too feed a poor boy, to a greedy man who wanted to unfairly take the man’s money.
- I don’t believe he changes in the story because, even 10 years before he grumbled about giving the boy rations. When the boy grew up to be a wealthy merchant, the innkeeper was eager to take his money. So, throughout the entire story, the man shows greed.
- Yes, because 1st he gives the boy food sense he was poor, then he gave a ridiculous price and wants to be in court with the boy

## Essential

Responses at this level provide an opinion about whether the innkeeper changes and make an explicit statement about the innkeeper’s character, but use specific information from only one part of the story to support the opinion.

- I think that the innkeeper did change since in the beginning of the story, he spared some food to the merchant, but in the middle, the innkeeper began to sound greedy.
- Yes, because at the beginning the innkeeper was a little nice because he helped the boy out but in the middle the innkeeper got really greedy but at the end he learned a valuable lesson

## Partial

a) Responses at this level provide an opinion about whether the innkeeper changes, but support the opinion with only general reference to the story.

- I think he did not change because he was so greedy.
- Yes because the innkeeper was nice at first, then when the merchant comes back he starts to be greedy.

OR

b) Responses provide specific information about the innkeeper from only one part of the story, but do not make an explicit statement about the innkeeper’s character.

- No, Because in the Beginning he gives a boy five boiled eggs to eat. He spares food. And he make the boy successful. The innkeeper gave a boy food than that.
Sample Responses

Extensive - Student Response

Yes, I definitely think the innkeeper changes in the story. Towards the beginning of the story, it says “I'll see what I can spare,” the innkeeper grumbled. He took five boiled eggs out of a large bowl and put them on a plate with some stale bread. ‘Here,’ he said plopping the platter in front of the boy.” This shows that the innkeeper was kind and charitable because he gave some of his food away to a boy who needed it more than he did. But, towards the end of the story, the innkeeper got greedy. He had said “That'll be thousand akches.” This shows greediness because out of the kindness of his heart, the boy came back to pay. The innkeeper capitalized on this opportunity by asking for much more money than what he gave was worth.

No because at the beginning of the story, he was a little bit mad about giving the boy five boiled eggs for free. Later in the story, the innkeeper is still greedy and wants way more money that the amount he lost that day.

The first response suggests the innkeeper changes from kind, at the beginning of the story, to greedy, at the end. The response uses an example from the beginning of the story to illustrate the innkeeper's initial kindness and an example from later in the story to illustrate his greed. The second response suggests the innkeeper is greedy at the beginning of the story because he was reluctant to give the boy the eggs for free and remained greedy at the end of the story because he wants more money for the eggs than they cost him.

Essential - Student Response

I think that he stayed the same through the story because he was mean and not nice and he put a money price that is way to high for five eggs and one piecde of stale bread.

No. I think that his primary concern throughout the story is himself, although he did feed the boy, so he isn't heartless.
Average scale scores and percentages for grade 8 reading, by Evaluate character development using text support from beginning and end of a story, all students and jurisdiction: 2017

<table>
<thead>
<tr>
<th>All students</th>
<th>Year</th>
<th>Jurisdiction</th>
<th>Unsatisfactory</th>
<th>Partial</th>
<th>Essential</th>
<th>Extensive</th>
<th>Omitted</th>
<th>Off task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average scale score</td>
<td>Percentage</td>
<td>Average scale score</td>
<td>Percentage</td>
<td>Average scale score</td>
<td>Percentage</td>
</tr>
<tr>
<td>All students</td>
<td>2017</td>
<td>National</td>
<td>230</td>
<td>14</td>
<td>255</td>
<td>22</td>
<td>274</td>
<td>23</td>
</tr>
<tr>
<td>Mississippi</td>
<td>231</td>
<td>17</td>
<td>248</td>
<td>23</td>
<td>263</td>
<td>22</td>
<td>277</td>
<td>36</td>
</tr>
</tbody>
</table>

# Rounds to zero.
‡ Reporting standards not met.
NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
NAEP Questions Tool - Home

Search Questions
- Explore thousands of questions by grade, year, and content area.
- See sample student responses and data.

Test Yourself
- Try answering some of the same questions that students have responded to on actual NAEP assessments.
- See how your scores compare to those of students across the nation.

Create Tests
- Select a subject and grade and get a pre-selected assessment, or make all the choices yourself and create your own customized assessment.

already have an account? Sign In
Make a roster and save your selection. Create an account

enter your student test ID to take your assessment

About NAEP Questions Tool  Copyright Policy  Accessible Version  System Requirements  Help
NAEP Questions Tool - Create

NAEP Questions Tool

Choose a subject and grade to select a preformatted list of questions.

- Reading
- Mathematics
- Writing
- Science
- Civics
- Arts
- Geography
- U.S. History
- LTT Reading
- LTT Mathematics
- Economics

Number of Questions: 28
Approximate Time: 28 Minutes

Grade 4
Grade 8
Grade 12

OK
NAEP Questions Tool - Create

Publish Test

Print the following test tickets for distribution to each test taker.

Test ID: K5B-365
Go to http://nces.ed.gov/NationsReportCard/nqt/Link/Test/
Enter this TestID on the test entry page.

Test ticket for student 2E2-483
Test: Pop Quiz 2
5 Questions
7 Minutes
Due Date: 4/30/2019
11:59:59 PM

Test ticket for student 6F7-795
Test: Pop Quiz 2
NAEP Questions Tool - Take a Test

**Search Questions**
- Explore thousands of questions by grade, year, and content area.
- See sample student responses and data.

**Test Yourself**
- Try answering some of the same questions that students have responded to on actual NAEP assessments.
- See how your scores compare to those of students across the nation.

**Create Tests**
- Select a subject and grade and get a pre-selected assessment, or make all the choices yourself and create your own customized assessment.

Enter your student test ID to take your assessment.
Enter and confirm your Test ID to start your test.

Test ID:  

Enter  Cancel
Try NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Enter and confirm your Test ID to start your test.

Test ID: CONFIRMED

Not Your Test? Cancel

Student ID: 0H6-396

Test: Reading_Sample

7 Questions
9 Minutes

Due Date: 09-01-2019

Start Test Exit
Granddaddy

by T. C. Roth

The tip of my fishing pole jolted twice and then bent in half as the line went tight. "Hey, Granddaddy!" I shouted. "It's Walter!"

I could hear footsteps like castanets on the loose stones of the riverbank. "Can't be Walter," he said, arriving at my side. "Old Walter wouldn't be caught dead going after some youngster's worm. He had him on my line."
How can this help teachers?

• The MAAP assessments are similar to the NAEP assessments in content, design, and delivery.
  – NQT gives teachers access to high quality assessment items.
  – Users can analyze student performance over time on a common assessment.
  – Performance Data and state comparisons allow teachers to see how MS students are doing compared to the nation and other states. What are we doing well and where can we make improvements?
Additional Resources

**Resources**

**The Nation’s Report Card Site:** Check here to see upcoming, current, and past report findings.  
http://www.nationsreportcard.gov/

**Data Explorer:** Analyze NAEP data and create your own tables and graphics.  
http://nces.ed.gov/nationsreportcard/naepdata/

**Questions Tool:** Search, sort, and print sample questions. You can also test yourself using actual questions students answered and check out detailed item maps to see what students at each achievement level are likely to know and can do.  
http://nces.ed.gov/nationsreportcard/itmrlsx/

**State Comparisons:** Compare state performance by various demographic groups.  
http://nces.ed.gov/nationsreportcard/statecomparisons/

**State Profiles:** See NAEP performance results and student demographics for each state.  
http://nces.ed.gov/nationsreportcard/states/

**District Profiles:** Compare results of urban districts assessed by NAEP with each other and public school students in large cities.  
http://nces.ed.gov/nationsreportcard/districts/

**Schedule of Assessments:** Get updated on which subjects and grades are being tested and when. NAEP is usually given from January to March in a given year. https://www.nagb.gov/about-naep/assessment-schedule.html

To contact the National Assessment Governing Board, call 202-357-6938 or visit www.nagb.gov.
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