

# NAEP Data Tools on the Web

Results and Tools

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



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

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NAEP State Coordinator

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# Mississippi Department of Education

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## VISION

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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

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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



# Agenda

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- What is NAEP?
- NAEP Results
- Similarities with MAAP
- Data Tools on the Web

# Background

## 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.
- There are two types of assessments, main NAEP and long-term trend NAEP
- NAEP provides a common measure of student achievement across the country.
  - Because the questions and administration are the same, this allows for a comparison across states.

# What is NAEP?

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## The Nation's Report Card

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National Assessment of  
Educational Progress

## NAEP Subjects

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

\*Reading and Mathematics are tested every NAEP administration.



## NAEP School and Student Selection

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- Schools are selected by NCES to be representative of schools across the states and nation based on characteristics such as location, minority enrollment, level of achievement, etc.
- The list of schools is verified by the NAEP State Coordinator at MDE.
- Within each school, students are randomly selected to participate.

## NAEP Administration

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- Assessments are administered by a team of 3-4 NAEP representatives. The team leader works with a School Coordinator to make sure the administration is successful.
- 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



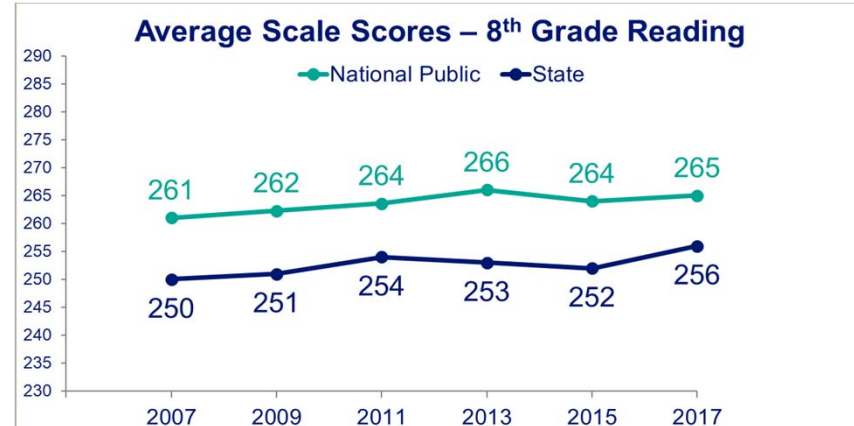
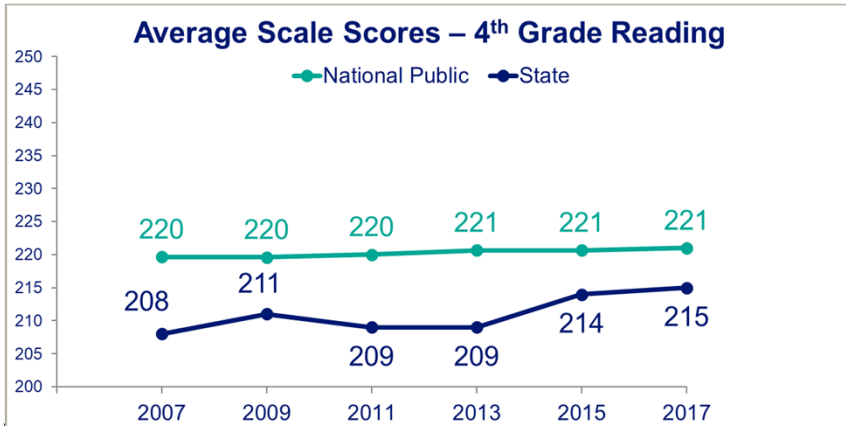
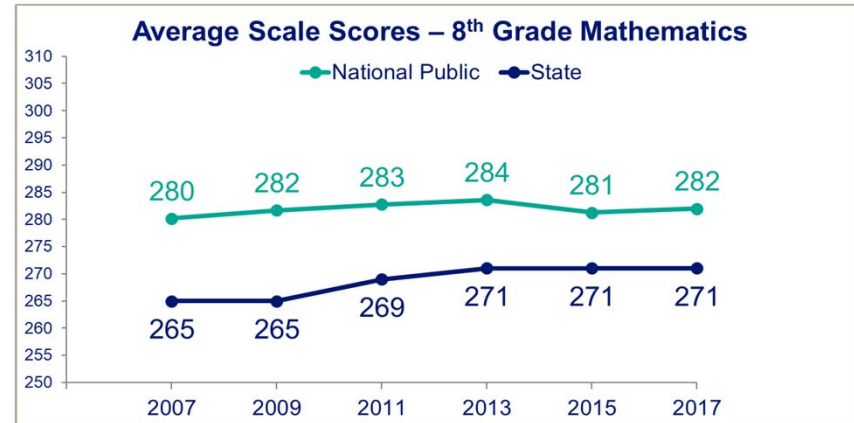
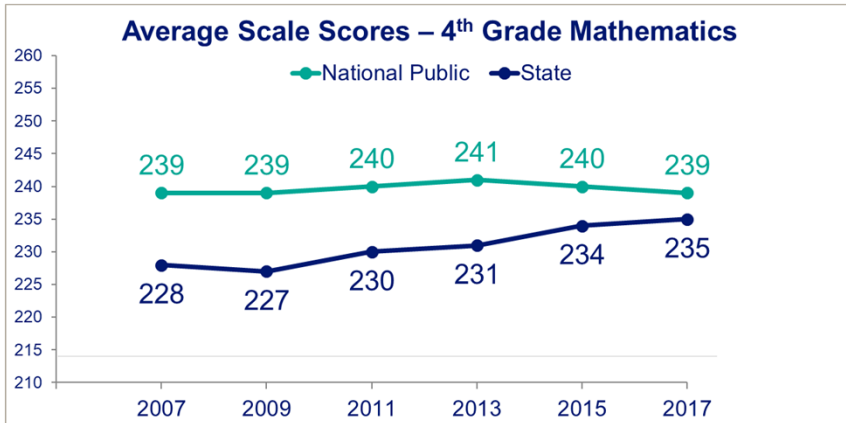
# NAEP Results

## NAEP Results

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- 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).

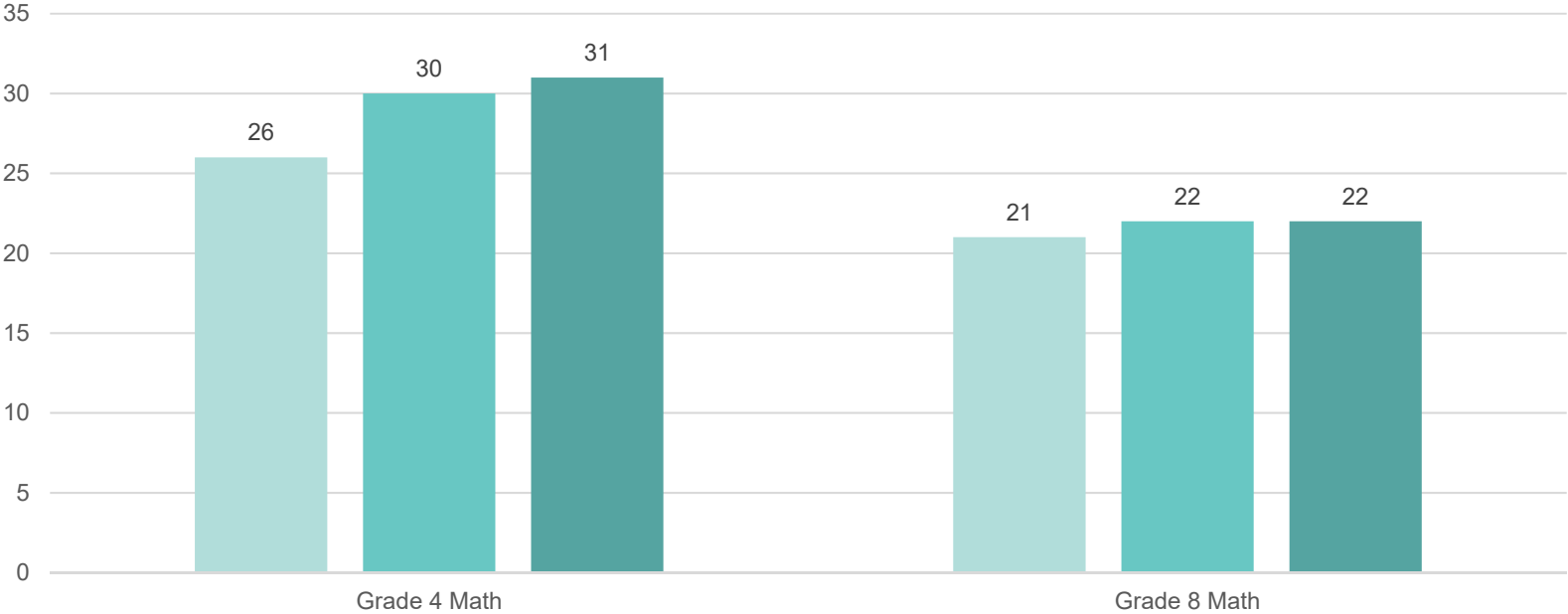
# Average Scale Score



# At or Above Proficient - Mathematics

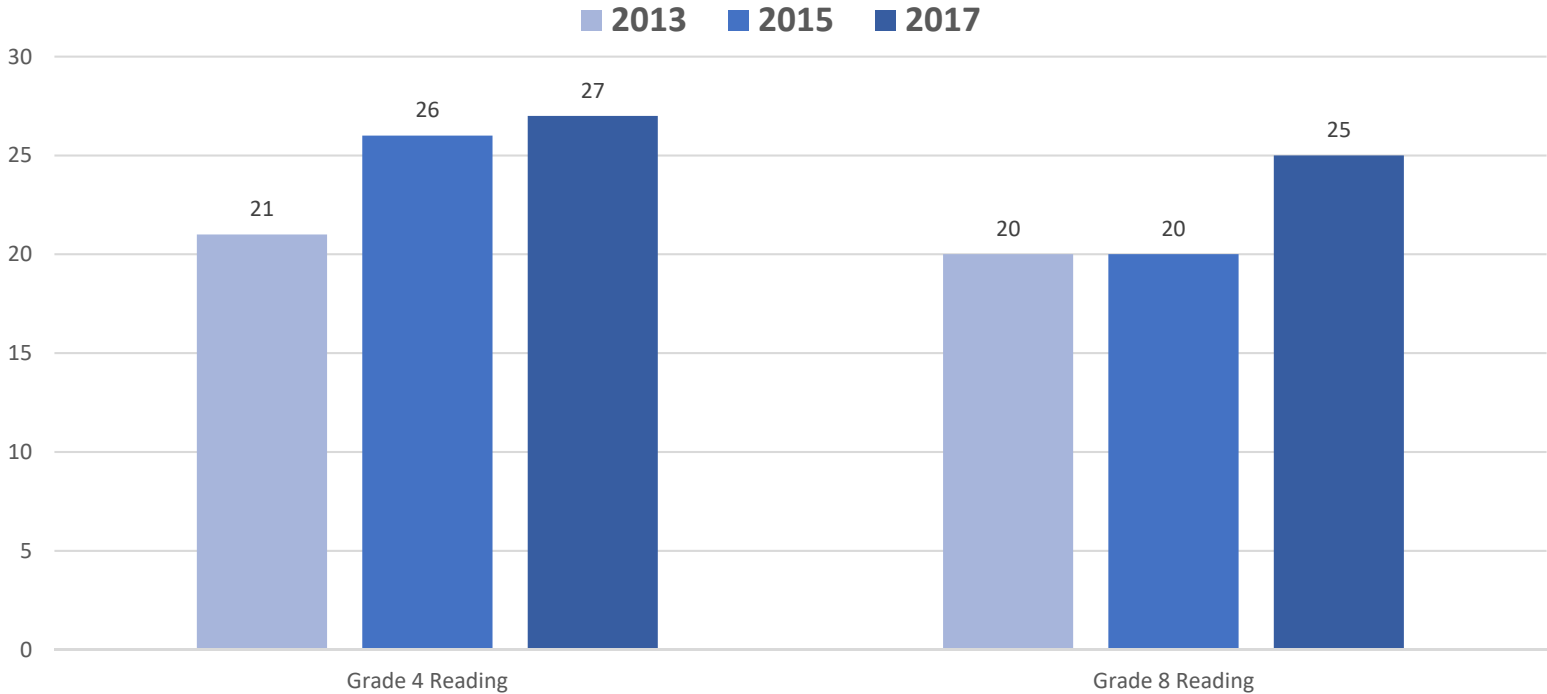
% of Students Scoring At or Above Proficient

■ 2013 ■ 2015 ■ 2017



# At or Above Proficient - Reading

% of Students Scoring At or Above Proficient





## 2017 Successes

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- Students in MS outpaced the nation in growth from 2007-2017.
- MS was 1<sup>st</sup> in the nation (tied with Washington state) for the highest growth in 8<sup>th</sup> grade reading from 2015-2017.
- Percentage of students scoring Proficient or above in 8<sup>th</sup> grade reading significantly higher than in 2015.

## Why is NAEP important?

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- NAEP provides measurement of progress over time and allows for comparison between states and the nation.
- Data from NAEP help inform educational improvements.
- Companies use NAEP data to help in determining where they may expand their business.

# Similarities with MAAP

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# English Language Arts

- Percentages of passages by text type and grade

Grade	Literary	Informational
4	50	50
8	45	55
12	30	70

Taken from NAEP 2017 Framework

- Passage length for grades 4, 8, and 12

Grade	Range of Passage Lengths (Number of Words)
4	200-800
8	400-1,000
12	500-1,500

Taken from NAEP 2017 Framework

# English Language Arts

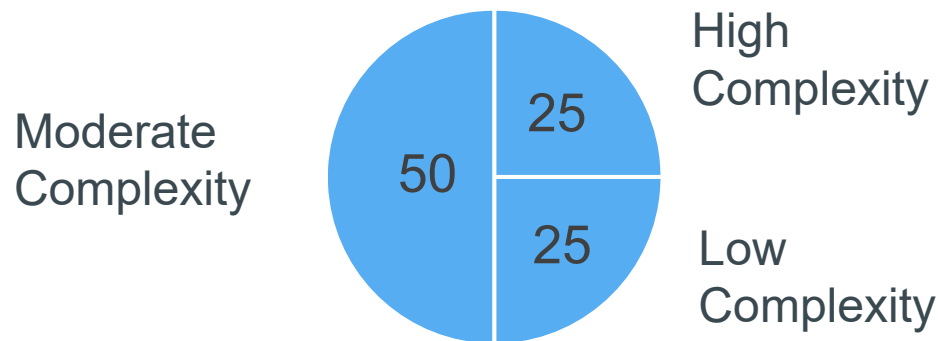
- Cognitive Targets for Reading

Grade	Locate/Recall	Integrate/Interpret	Critique/Evaluate
4	30	50	20
8	20	50	30
12	20	45	35

Taken from NAEP 2017 Framework

# Mathematics

- Content Areas
  - Number Properties and Operations
  - Measurement
  - Geometry
  - Data Analysis, Statistics, and Probability
  - Algebra
- Complexity of Math Items



# NAEP Tools on the Web

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# Tools on the Web

The Nation's Report Card

REPORTS DASHBOARD DATA TOOLS NEWS ROOM FOCUS ON NAEP SAMPLE QUESTIONS

## Data Tools

PRINT

State/District Tools Results and Comparisons	Data Explorer Custom Reports	Item Maps Student Achievement	Questions Tool Assessment Questions
<p>Use the <b>State Profiles</b> tool to find key data about your state and see tables and maps that compare the results of states/jurisdictions.</p> <p>Results for districts that participate in the Trial Urban District Assessment are available in the <b>District Profiles</b> tool.</p> <p><a href="#">STATE PROFILES</a></p> <p><a href="#">DISTRICT PROFILES</a></p>	<p>Use the NAEP Data Explorer (NDE) to explore assessment results for various subjects, grades, and jurisdictions. The NDE allows you to create custom statistical tables, graphics, and maps using NAEP data.</p> <p>The NDE lets you create an account and save reports, copy and edit existing reports, and save, share, or export statistical tests and charts.</p> <p><a href="#">CREATE REPORTS</a></p>	<p>Find out what it means for students to perform at <i>Basic</i>, <i>Proficient</i>, or <i>Advanced</i> achievement levels by exploring the NAEP Item Maps. Question descriptions are placed on the NAEP scale for each subject and help indicate which questions students performing at a particular score point are likely to be able to answer.</p> <p><a href="#">VIEW MAPS</a></p>	<p>Explore thousands of released questions from the NAEP assessments, and see actual scoring guides, student responses, and scoring commentary. Try answering some of the questions or creating sample assessments for your classroom.</p> <p><a href="#">TRY QUESTIONS</a></p>



# NAEP Questions Tool Home



NAEP Questions Tool

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

## NAEP Questions Tool

Already have an account? [Sign In](#)  
Make a roster and save your selections. [Create an account](#)

### Search Questions

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

search

### 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.

try

### 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**.

pre-selected

customized

enter your student test ID to take your assessment

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<https://nces.ed.gov/nationsreportcard/nqt/>

# NAEP Questions Tool - Search



NAEP Questions Tool

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

NQT HOME Help

Select subject and grade(s) to get started. OK Cancel Reset

**Subject:** Reading **Grade:**  Grade 4  Grade 8  Grade 12 **Questions available:**  
Get Count

Select any of the available options below to further narrow your search results.

**Content Classifications**

- Contexts for Reading (1992-2007)
  - Reading for Literary Experience
  - Reading for Information
- Aspects of Reading (1992-2007)
  - Forming a General Understanding
  - Developing Interpretation
  - Making Reader/Text Connections
  - Examining Content and Structure
- Content Area (2009 and on)
  - Literary
  - Informational
  - Vocabulary
- Cognitive Target (2009 and on)
  - Locate/Recall
  - Integrate/Interpret
  - Critique/Evaluate

**Types**

- Types
  - Multiple Choice - MC
  - Short Constructed Response - SCR
  - Extended Constructed Response - ECR

**Years**

- All Years
  - 2017
  - 2013
  - 2011
  - 2009
  - 2007
  - 2005
  - 2003
  - 2002
  - 2000
  - 1998
  - 1994
  - 1992

**Difficulty Levels**

- Difficulty
  - Easy
  - Medium
  - Hard

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# NAEP Questions Tool - Search



NAEP Questions Tool

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NQT HOME
View List
Help

[CREATE ACCOUNT](#) [SIGN IN](#)

To add questions to your list, check the box next to each description. To add new questions, click on Search Questions. To view text and details for the highlighted item, click "Show Question". To print HTML, PDF, or Word, select "Download."

Search Options
Download
Publish Test Online
Keyword Search: 
Go

**Search Results (29):**    **Subject: Mathematics, Grade: 4, Years: 2017**    **Selected Questions (0)**  
Content Classifications: All, Types: All, Difficulty Levels: All

[Select All Items](#)   [Clear All Selections](#)

#	Actions	Question ID	Description	Grade	Year	Block	Difficulty	Type	Content Classification	Online
1	<input type="checkbox"/>	2017-4M1 #1	Connect decimal numbers to area models	4	2017	4M1	Easy	SR	Number properties and operations	No
2	<input type="checkbox"/>	2017-4M1 #2	Compare heights of objects in a figure	4	2017	4M1	Easy	MC	Measurement	No
3	<input type="checkbox"/>	2017-4M1 #3	Interpret and complete a pictograph given a table	4	2017	4M1	Easy	SR	Data analysis, Statistics, and Probability	No
4	<input type="checkbox"/>	2017-4M1 #4	Divide a 3-digit whole number by a 1-digit whole number	4	2017	4M1	Medium	SCR	Number properties and operations	No

Show Question   eNAEP   Mathematics in Puerto Rico

◀ 1 of 29 ▶

# Show Question

4	<input type="checkbox"/>	2017-4M1 #4	Divide a 3-digit whole number by a 1-digit whole number	4	2017	4M1	Medium	SCR	Number properties and operations	No
5	<input type="checkbox"/>	2017-4M1 #5	Identifies a number pattern that follows a given rule	4	2017	4M1	Medium	MC	Algebra	No
6	<input type="checkbox"/>	2017-4M1 #6	Compare fractions to a given fraction	4	2017	4M1	Medium	SR	Number properties and operations	No

[Hide Question](#) [eNAEP](#) [Mathematics in Puerto Rico](#) ◀ 6 of 29 ▶

[Question](#) [Key/Scoring Guide](#) [Sample Responses](#) [Performance Data](#)

Show: [Attributes](#) [Print](#)

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.

$\frac{1}{3}$

$\frac{2}{3}$

$\frac{2}{6}$

$\frac{4}{6}$

$\frac{2}{8}$

$\frac{4}{8}$

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

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

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

[Clear Answer](#)

# Key/Scoring Guide

Question   Key/Scoring Guide   Sample Responses   Performance Data

Print

**Solution:**

Sample Correct Response:  
Correct placement:

Less than $\frac{1}{2}$			Equal to $\frac{1}{2}$	Greater than $\frac{1}{2}$	
$\frac{1}{3}$	$\frac{2}{6}$	$\frac{2}{8}$	$\frac{4}{8}$	$\frac{2}{3}$	$\frac{4}{6}$

**Score and Description**

**Correct**  
Six fractions correctly placed

**Partial**  
Four or five fractions correctly placed

**Incorrect**  
Fewer than four fractions correctly placed

# Performance Data

Question    Key/Scoring Guide    Sample Responses    Performance Data

Print

Report Options

Chart

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

All students	Year	Jurisdiction	Incorrect		Partial		Correct		Omitted		Off task	
			Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage
All students	2017	National	222	47	246	20	268	32	219	1	#	#
		Mississippi	218	48	243	24	261	27	#	1	#	#

# 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.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

# Show Question

Question   Key/Scoring Guide   Sample Responses   Performance Data

Show:   Attributes   Reading Passage   [Print](#)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- Review

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.

# Key/Scoring Guide

Question	Key/Scoring Guide	Sample Responses	Performance Data
----------	-------------------	------------------	------------------

Print

## 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 akches." 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, through out the entire story, the man shows greed.*
- *Yes, because 1st he gives the boy food sense he was poor, then he gave a rediculus 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 thik 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

Question

Key/Scoring Guide

Sample Responses

Performance Data

Print

## 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 begining 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 throw 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 piecie of stal bread.

No. I think that his primary concern throughout the story is himself, although he did feed the boy, so he isn't heartless.

# Performance Data

Question

Key/Scoring Guide

Sample Responses

Performance Data

Print

Report Options

Chart

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

All students	Year	Jurisdiction	Unsatisfactory		Partial		Essential		Extensive		Omitted		Off task	
			Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage	Average scale score	Percentage
All students	2017	National	230	14	255	22	274	23	285	39	227	1	#	#
		Mississippi	231	17	248	23	263	22	277	36	#	2	#	#

# 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.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

# NAEP Questions Tool - Home



NAEP Questions Tool

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## NAEP Questions Tool

Already have an account? [Sign In](#)

Make a roster and save your selections. [Create an account](#)

### Search Questions

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

search

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- Try answering some of the same questions that students have responded to on actual NAEP assessments.
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try

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

pre-selected

customized

enter your student test ID to take your assessment

# NAEP Questions Tool - Create



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NQT HOME Help

Select subject and grade(s) to get started

Subject:  Grade:  Grade 4  Grade 8  Grade 12 **Questions available**

Select any of the available options below to further narrow your search results

**Content Classifications**

- ▾  Content Area
  - Number properties and operations
  - Measurement
  - Geometry
  - Data analysis, Statistics, and Probability
  - Algebra
- ▾  Ability (1990-2003)
  - Conceptual understanding
  - Procedural knowledge
  - Problem solving
- ▾  Complexity (2005 and on)
  - Low
  - Moderate
  - High

**Types**

- ▾  Types
  - Multiple Choice - MC
  - Selected Response - SR
  - Short Constructed Response - SCR
  - Extended Constructed Response - ECR

**Years**

- ▾  All Years
  - 2017
  - 2013
  - 2011
  - 2009
  - 2007
  - 2005
  - 2003
  - 1996
  - 1992
  - 1990

**Difficulty Levels**

- ▾  Difficulty
  - Easy
  - Medium
  - Hard

# NAEP Questions Tool - Create



NAEP Questions Tool

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**NQT HOME** Help

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

**Reading**   **Mathematics**

**Writing**   **Science**

**Civics**   **Geography**

**Arts**   **U.S. History**

**LTT Reading**   **LTT Mathematics**

**TEL**   **Economics**

Reset

Number of Questions:  
**28**  
**Questions**

Approximate Time:  
**28 Minutes**

**OK**

# NAEP Questions Tool - Create

**Publish Test**

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

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Go to  
<http://nces.ed.gov/NationsReportCard/nqt/Link/Test/>

**Test ID: K5B-365**  
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

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Go to  
<http://nces.ed.gov/NationsReportCard/nqt/Link/Test/>

Test ticket for student 6F7-785

Test: **Pop Quiz 2**

# NAEP Questions Tool - Take a Test



NAEP Questions Tool

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search

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try

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

pre-selected

customized

enter your student test ID to take your assessment

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# NAEP Questions Tool – Take a Test

**Try NAEP** NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS [Help](#)

Enter and confirm your Test ID to start your test.

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**Test ID:**

**Enter** **Cancel**

Copyright Policy



# NAEP Questions Tool – Take a Test

**Try NAEP** NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS Help

Enter and confirm your Test ID to start your test.

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**Test ID: CONFIRMED**

Not Your Test?

Student ID: 0H6-996

Test: **Reading\_Sample**

7 Questions  
9 Minutes

**Due Date:** 09-01-2019

Copyright Believ

# Reading Quiz

Try NAEP

## Try NAEP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS


HELP

Prev QUESTION: 1 of 7 Next

### Granddaddy

by T. C. Roth

The tip of my fishing pole jerked 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. I've had him on my line

At the beginning of the story, what does Granddaddy say about the fish named Walter?

- Walter has never been seen before.
- Walter is too smart to catch.
- Walter is the biggest fish in the river.
- Walter does not like worms.

# NAEP Questions Tool – Test Results

## Test Results

jennifer.robinson@mdek12.org ▼

Select options below to choose report contents. Select report to view, print or download results. Only Item lists that have test administrations will appear in Item List dropdown. Only test administrations that have test results will appear in the Test Admins dropdown.

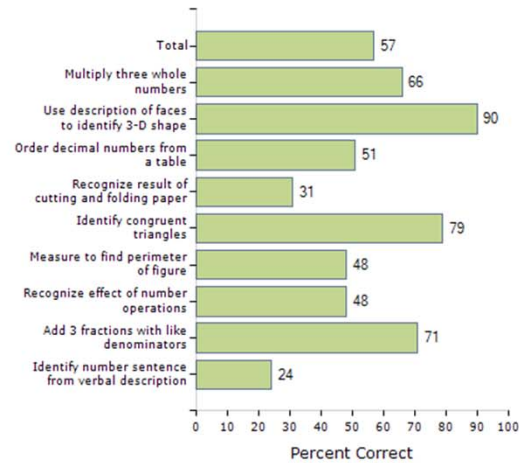
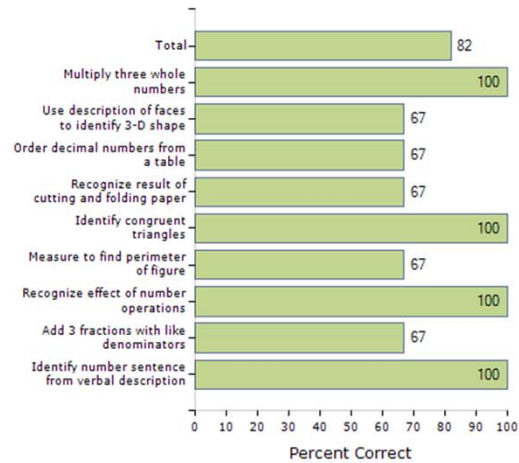
Item List: **Mathematics, Grade 4** ▼ Test Administration: **Pop Quiz** ▼ [Download](#)

Select Report: **Comparison** ▼ [Get Chart](#) [Get Table](#) [Print](#)

Jurisdiction: **Mississippi** ▼ Gender: **All** ▼ Race/ethnicity: **All** ▼ After making your selections, click Get Chart or Get Table button to refresh.

**Comparison Report**  
**Administration:** Pop Quiz  
**Roster:** Pop Quiz-Roster  
**Due Date:** No due date

**NAEP results for selected items**  
 Mississippi, Gender=All, Race/ethnicity=All



## 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](http://www.nagb.gov).



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## Questions?

Scan the QR code with your phone and type them in!

- Be sure to enter your email address if you want to see the quiz results!





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