

NAEP and State Assessments

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuous assessment of what America’s students know and can do. Since 1969, NAEP has measured the academic progress of students nationwide. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, writing, and U.S. history. The results of NAEP are published as The Nation’s Report Card and include information on student performance for the nation, states, and in some cases, urban districts.

As part of No Child Left Behind (NCLB), each state must administer annual assessments based on its academic content standards in mathematics, reading, and science at varying grade levels. Direct comparisons of state-to-state results cannot be made with these assessments. NCLB requires that states receiving Title I funding participate in NAEP mathematics and reading assessments in grades 4 and 8 every other year. NAEP asks the same questions and is administered in the same way in every state. Because the same assessment is administered nationwide, it provides a common yardstick for measuring student progress and makes state comparisons possible. While NAEP and state assessments may differ in scope and content, both can be used to assess progress and develop ways to improve education in America.

	NAEP	State Assessments
Purpose	<ul style="list-style-type: none"> Measures student performance nationally and reports changes over time Provides results for the nation, states, and some urban districts Allows comparisons between states and the nation 	<ul style="list-style-type: none"> Measure progress of schools, districts, and the state toward adequate yearly progress (AYP) goals as required by NCLB Provide state, district, school, and individual student data Track progress toward state education goals Assess individual state content standards
Frameworks	<ul style="list-style-type: none"> The National Assessment Governing Board develops a content framework that specifies what students should know and be able to do at a given grade level Not aligned to any particular content standards Reflects the knowledge and experience of subject-area experts, school administrators, policymakers, teachers, parents, and others 	<ul style="list-style-type: none"> Set and defined by each state based on its content standards Include involvement of a diverse group of stakeholders, including policymakers and educators
Achievement Levels (also referred to as “Performance Standards”)	<ul style="list-style-type: none"> The National Assessment Governing Board sets the NAEP achievement levels—<i>Basic</i>, <i>Proficient</i>, and <i>Advanced</i> <i>Proficient</i> is defined as “competency over challenging subject matter” 	<ul style="list-style-type: none"> Set and defined by each state <i>Proficient</i> is defined as “at grade level” Performance

NAEP and State Assessments

	NAEP	State Assessments
About the Assessment	<ul style="list-style-type: none"> • Includes multiple-choice, short constructed-response, extended-response, and computer-based questions • Assesses students with disabilities and English language learners based on NAEP allowable accommodations • Administered by NAEP field staff during regular school hours 	<ul style="list-style-type: none"> • Consist of a variety of formats, which vary by state, such as multiple-choice, constructed-response, performance events, portfolios, alternative assessments, and computer-based assessments • Assess students with disabilities and English language learners according to the state’s accommodation policy • Administered by school and district personnel during regular school hours
Assessment Participation	<ul style="list-style-type: none"> • A representative sample of students in grades 4 and 8 from each state participate in reading and mathematics every other year • National and state samples of fourth-, eighth-, and twelfth-graders are periodically assessed in other subject areas such as science, writing, U.S. history, and civics • Student participation is voluntary but highly encouraged • Students with disabilities and English language learners who require test accommodations other than those allowed by NAEP can be excluded 	<ul style="list-style-type: none"> • All students in grades 3 through 8 are assessed every year in reading and mathematics • Students in grades 3 through 8 are assessed at least once in elementary (3-5) school and once in middle (6-8) school in science • High school students are assessed at least once in reading, mathematics, and science • Offer alternative or modified assessments, when necessary, to students with disabilities and English language learners • Participation is required for all schools
Assessment Results	<ul style="list-style-type: none"> • Used by the President, Congress, and state leaders to develop ways to improve education in America • Makes comparisons between states and the nation • Makes trend comparisons over time • Does not report performance for individual schools, students, or most school districts 	<ul style="list-style-type: none"> • Used by governors, state legislatures, state leaders, and state educators for setting education policy and examining school and group performance • Used by teachers, parents, and other school staff to examine individual student performance • Aid in making local decisions about curriculum and instruction • May also be used for promotion/retention decisions and/or graduation requirements • May be used to inform state accreditation decisions

NAEP is a congressionally-mandated project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education.

For more information, visit <http://nces.ed.gov/nationsreportcard>

2007 NAEP Scale Scores and Achievement Levels

NAEP Scale Scores

Subject	Scale Range
Grade 4 Mathematics	0-500
Grade 4 Reading	0-500
Grade 8 Mathematics	0-500
Grade 8 Reading	0-500

NAEP Achievement Levels

Advanced	This level signifies superior performance .
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Basic	This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

***Below Basic: Non-mastery of fundamental skills**

For more information on the National Assessment of Educational Progress (NAEP) please visit The Nation's Report Card website at <http://nces.ed.gov/nationsreportcard>.



2007 READING: GRADE 4

		Average Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
Overall	TN	216	39	34	21	6
	Nation	220	34	34	24	7
White	TN	224	29	37	26	7
	Nation	230	23	36	31	10
Black	TN	192	68	24	7	1
	Nation	203	54	32	12	2
Hispanic	TN	203	47	34	16	4
	Nation	204	51	32	14	3
Eligible for National School Lunch Program	TN	202	56	30	12	2
	Nation	205	50	33	14	2
Students with Disabilities (SD)	TN	203	54	21	16	9
	Nation	190	64	23	10	2
English Language Learners (ELL)	TN	‡	‡	‡	‡	‡
	Nation	188	70	23	6	1

‡ Reporting standards not met

Note: Reporting standards for Asian/Pacific Islander and American Indian students were not met – the sample size of students was too small.

SD Participation Rate (% included on test)	TN	36.17
	Nation	65.6
ELL Participation Rate (% included on test)	TN	54.75
	Nation	80.0



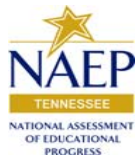
2007 READING: GRADE 8

		Average Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
Overall	TN	259	29	46	24	2
	Nation	261	27	43	27	2
White	TN	267	20	48	30	2
	Nation	270	17	44	35	3
Black	TN	240	52	40	8	0
	Nation	244	46	42	11	0
Hispanic	TN	252	33	49	18	0
	Nation	246	43	43	14	1
Eligible for National School Lunch Program	TN	247	42	44	14	0
	Nation	247	42	43	15	1
Students with Disabilities (SD)	TN	228	62	23	13	2
	Nation	226	66	27	7	0
English Language Learners (ELL)	TN	‡	‡	‡	‡	‡
	Nation	222	71	25	4	0

‡ Reporting standards not met

Note: Reporting standards for Asian/Pacific Islander and American Indian students were not met – the sample size of students was too small.

SD Participation Rate (% included on test)	TN	40.21
	Nation	65.6
ELL Participation Rate (% included on test)	TN	70.57
	Nation	77.3



2007 MATHEMATICS: GRADE 4

		Average Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
Overall	TN	233	24	47	26	3
	Nation	239	19	43	33	5
White	TN	240	14	50	33	4
	Nation	248	9	40	43	8
Black	TN	214	50	41	9	0
	Nation	222	37	48	14	1
Hispanic	TN	222	33	52	14	1
	Nation	227	31	48	20	1
Eligible for National School Lunch Program	TN	223	36	47	16	1
	Nation	227	30	49	20	1
Students with Disabilities (SD)	TN	219	42	39	16	3
	Nation	220	40	40	17	2
English Language Learners (ELL)	TN	204	58	38	4	0
	Nation	217	44	43	12	1

Note: Reporting standards for Asian/Pacific Islander and American Indian students were not met – the sample size of students was too small.

SD Participation Rate (% included on test)	TN	58.69
	Nation	80.4
ELL Participation Rate (% included on test)	TN	84.57
	Nation	92.3



2007 MATHEMATICS: GRADE 8

		Average Scale Score	% Below Basic	% Basic	% Proficient	% Advanced
Overall	TN	274	36	41	19	4
	Nation	280	30	39	24	7
White	TN	282	25	45	25	5
	Nation	290	19	41	32	9
Black	TN	254	62	31	6	1
	Nation	259	53	36	10	1
Hispanic	TN	264	49	37	11	2
	Nation	264	46	39	13	2
Eligible for National School Lunch Program	TN	262	50	37	11	1
	Nation	265	45	39	14	2
Students with Disabilities (SD)	TN	246	68	16	13	2
	Nation	246	67	25	7	1
English Language Learners (ELL)	TN	‡	‡	‡	‡	‡
	Nation	245	70	24	5	1

‡ Reporting standards not met

Note: Reporting standards for Asian/Pacific Islander and American Indian students were not met – the sample size of students was too small.

SD Participation Rate (% included on test)	TN	46.75
	Nation	70.1
ELL Participation Rate (% included on test)	TN	92.75
	Nation	88.9