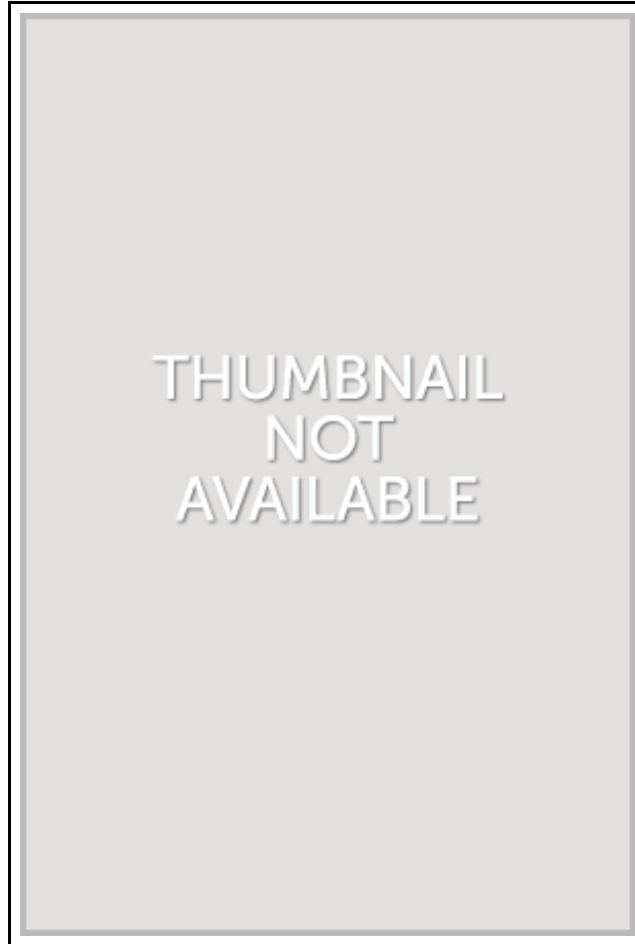


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 176 pages. OCLC Number: (OCoLC)70126091 Subject: Educational tests and measurements -- United States. Excerpt: . . . 1. Introduction The National Center for Education Statistics (NCES) provides information to assist policymakers, researchers, educators, and the public in obtaining a comprehensive picture of what U. S. students know and can do in key subject areas. Information on such learning outcomes can be valuable in helping to inform policy, monitor and benchmark progress, and identify factors for improving student achievement, among other benefits. National-level data on student achievement in the United States comes primarily from two sources: the National Assessment of Educational Progress (NAEP) - otherwise known as the Nations Report Card - and the United States participation and collaboration in international assessments, such as the Trends in International Mathematics and Science Study (TIMSS), the Program for International Student Assessment (PISA), and the Progress in International Reading 1 NAEP has been assessing fourth-, eighth-, and twelfth-grade students Literacy Study (PIRLS). performance in reading, mathematics, science, and other subjects at regular intervals for over 30 years. The international assessments allow the United States to benchmark its performance to other countries - in fourth-and eighth-grade mathematics and science in TIMSS, in fourth-grade reading literacy in PIRLS, and in 15 year-olds reading, mathematical and scientific literacy in PISA. This comparative element is increasingly important as the marketplace in which U. S. students will have to compete becomes more global. While these assessments may appear to be similar in terms of the age or grade of the students assessed and the subject matter of the assessment, each was designed to serve a different purpose and is based on a unique framework. In order to...

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