 

**NAEP Results Exploration Worksheet**

The National Assessment of Education Progress (NAEP) scores assess fourth-, eighth-, and twelfth-grade students’ comprehension in core subjects based on assessment questions. It is administered in the 50 states, District of Columbia, and the Department of Defense Education Agency. The scores are used to measure student achievement and evaluate if they are performing below, at, or above grade level.

Use the links below to explore the NAEP scores by different categories, including scores by districts, demographics, and core subjects. Next, use the guided questions in the table to help navigate through the information, identify trends, and inspire questions for further investigations. Select one state or jurisdiction in your region and use the following questions with at least one of the subject/grade combinations (e.g., 4th grade reading) to gain the most insights.

[The Nation's Report Card (nationsreportcard.gov)](https://www.nationsreportcard.gov/)has many different ways to access information in tables, reports, and dashboards.
Here are a few direct links that might be helpful**.**

* [State performance compared to nation](https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2022R3)
* [NAEP Reading: State Average Scores (nationsreportcard.gov)](https://www.nationsreportcard.gov/reading/states/scores/?grade=4)
* [State achievement results math](https://www.nationsreportcard.gov/mathematics/states/achievement/?grade=4https://www.nationsreportcard.gov/mathematics/states/achievement/?grade=4)
* [District performance](https://www.nationsreportcard.gov/profiles/districtprofile?chort=1&sub=MAT&sj=XQ&sfj=NL&st=MN&year=2022R3)
* [Achievement gaps dashboard](https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx)

| **Question**  | **4th grade reading** | **8th grade reading** | **4th grade mathematics** | **8th grade mathematics** |
| --- | --- | --- | --- | --- |
| 1. How did the state’s performance **compare to the nation in 2022** (e.g., not significantly different, significantly higher or lower)?
 |  |  |  |  |
| 1. How did the state’s average scores **change between 2019 and 2022,** (e.g., no change, increase, decrease? What was the magnitude of change)?
 |  |  |  |  |
| 1. How does the state compare to national results in the **percent at or above NAEP proficiency** (e.g., no significant difference, higher percent, lower percent)?
 |  |  |  |  |
| 1. In 2022, in the state where are the **largest gaps between groups** (e.g., race, gender, eligible for school lunch/poverty) in terms of average scores? In terms of percent at or above proficient?
 |  |  |  |  |
| 1. What is the **trend over the past 20 years** and how does the state’s pattern **compare to the national** trend? Is introduction of state reforms in standards/curricula/ professional development apparent in the trend line?
 |  |  |  |  |
| 1. If the state you selected includes one or more of the **Trial Urban Districts Assessment (TUDA)** **districts**, how did the change in district scores compare to the change in state scores between 2019–22?
 |  |  |  |  |
| 1. What are your observations about the **effect of lost learning time** in the state within the context of long-term trends? Are there areas where the state results are **departing from national trends**? How is the state **responding to results** in terms of interventions?
 |  |  |  |  |
| 1. If time permits, what are your observations based on **differences in results of the several states** in your region?
 |  |  |  |  |

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Dwyer, C. (2022). *NAEP Results Exploration Worksheet*. Comprehensive Center Network.

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