

National Assessment of Educational Progress

Trends in the Performance of Advanced Students

National Assessment of Educational Progress

- Administered by the [National Center for Education Statistics](#)
- Funded by the U.S. Congress
- Began testing nationally representative samples of students in 1969
- Began testing state level samples of students in 1990
- Current state level assessments in math, reading, science
- Based on assessment frameworks developed through the [National Assessment Governing Board](#) by national panels including teachers, university faculty, content area specialists, testing experts, policymakers, and business and public representatives
- Consists of multiple choice and constructed response items

Differences in NAEP and OAKS

NAEP	OAKS
Paper and pencil	Computer adaptive
Two 25 minute blocks	Untimed, 40 to 50 items
Low stakes for schools	High stakes for schools
Multiple choice and constructed response items	Multiple choice and interactive computer items
Representative samples of 4 th and 8 th graders	At least 95% of students in grades 3-8 and grade 11
Results comparable across states and to national public schools	Results not comparable to other states
Designed to assess NAEP Frameworks	Designed to assess state standards

NAEP State Assessments

Item distribution for the NAEP reading assessment

Grade	Multiple Choice	Short Constructed Response	Extended Constructed Response
4	50%	40%	10%
8,12	40%	45%	15%

Item distribution for the NAEP math and science assessments

Grade	Multiple Choice	Constructed Response
4, 8, 12	50%	50%

NAEP National Assessments

Item distribution for the NAEP civics and economics assessments

Multiple Choice	Short Constructed Response	Extended Constructed Response
60%	30%	10%

Item distribution for the NAEP geography and U.S. history assessments

Multiple Choice	Constructed Response
50%	50%

NAEP Headlines

THE WALL STREET JOURNAL.

National Test Shows Little Progress in Grasping Democracy, U.S. Role in World

The CHRISTIAN SCIENCE
MONITOR

No improvement for fourth-graders on national math test

HUFF POST EDUCATION

Federal Civics Test Shows Little Progress

REUTERS

Only a quarter of U.S. students proficient in geography: report

The New York Times

Few Students Show Proficiency in Science, Tests Show

NAEP Achievement Level Descriptors

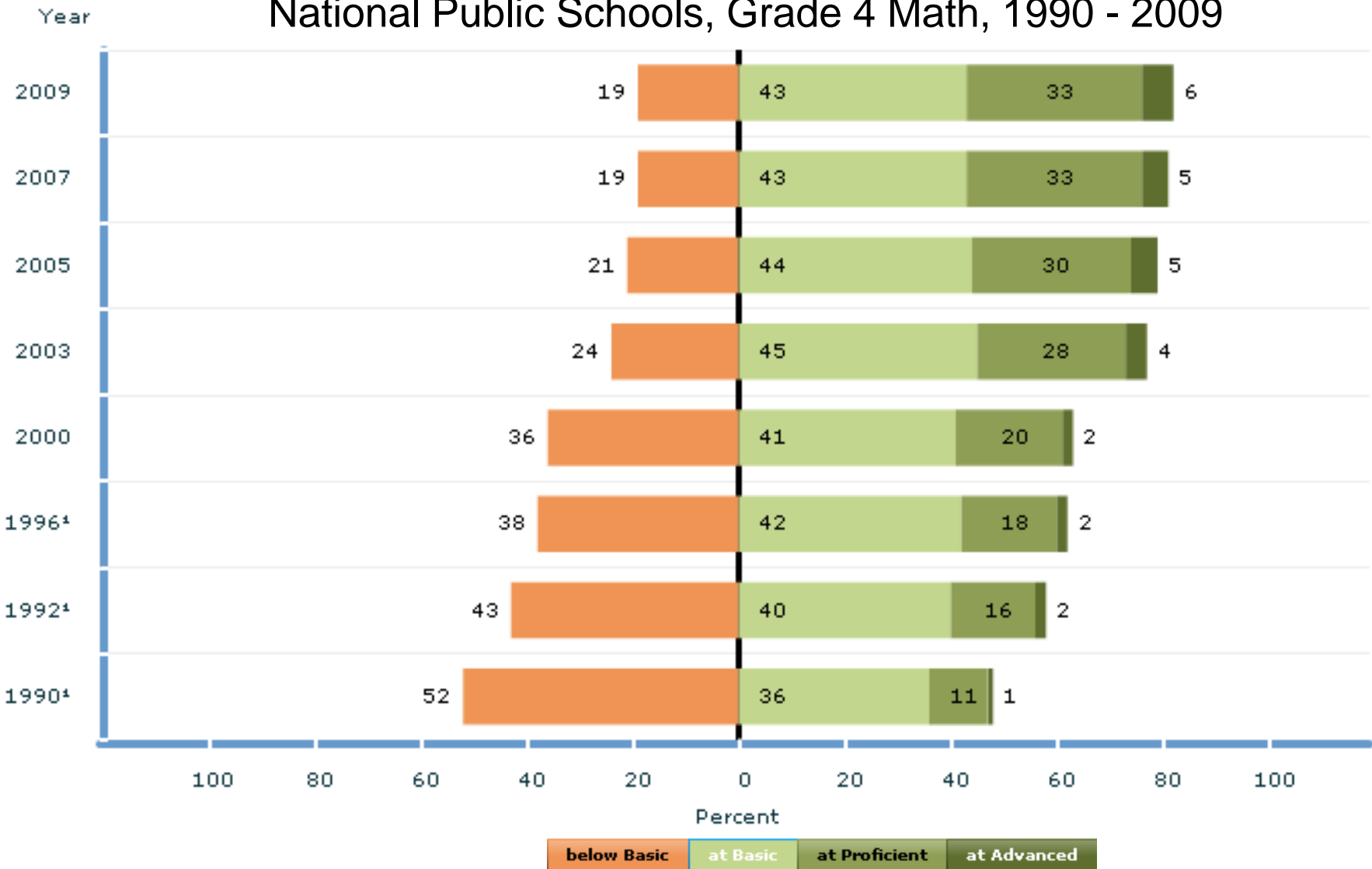
Advanced – superior performance

Proficient – solid academic performance, demonstrating competency over challenging subject matter, including knowledge, application of knowledge to real-world situations, and analytical skills

Basic – partial mastery of prerequisite knowledge and skills fundamental for proficient work

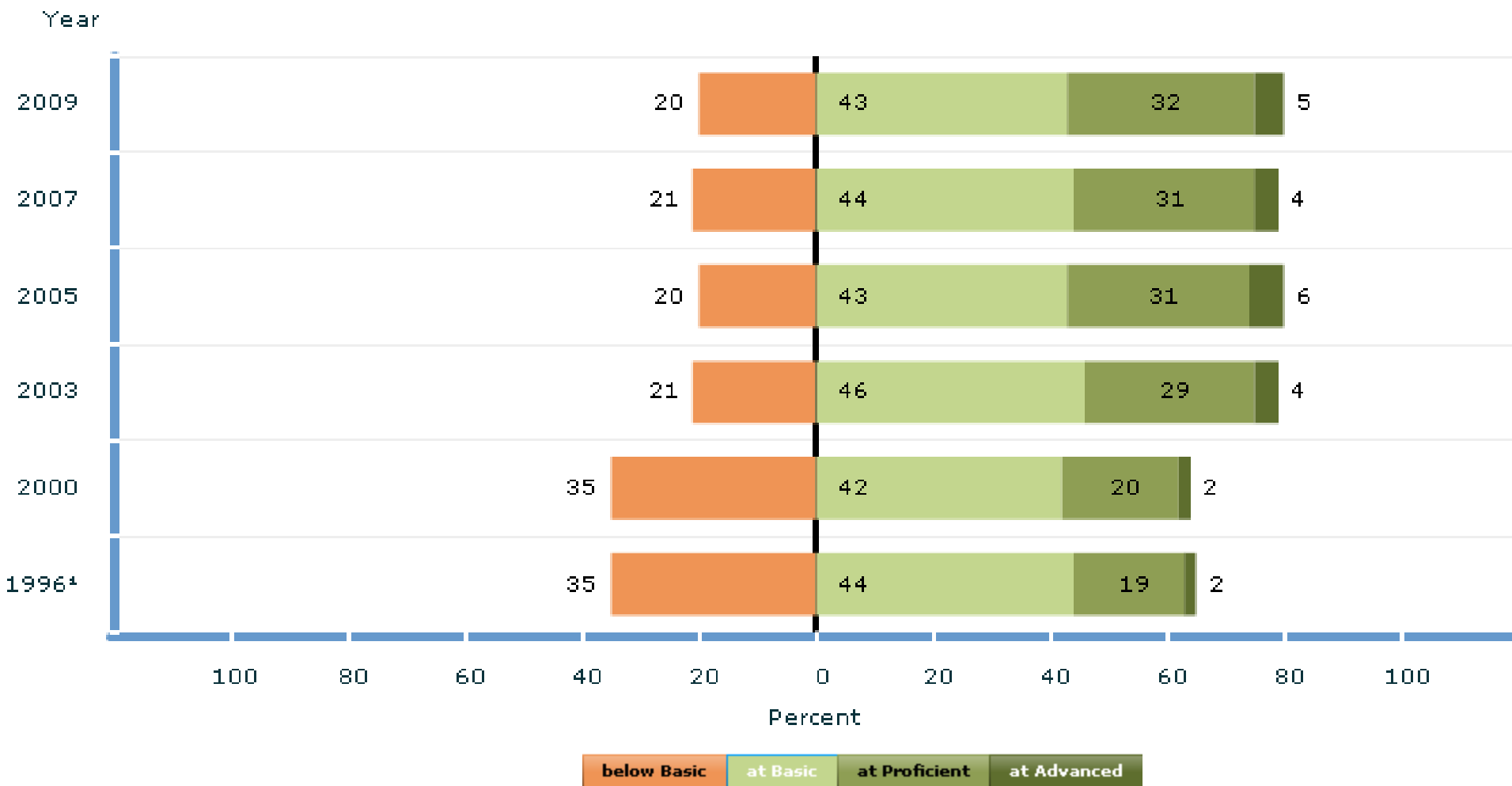
NAEP Math Achievement Levels

National Public Schools, Grade 4 Math, 1990 - 2009



NAEP Math Achievement Levels

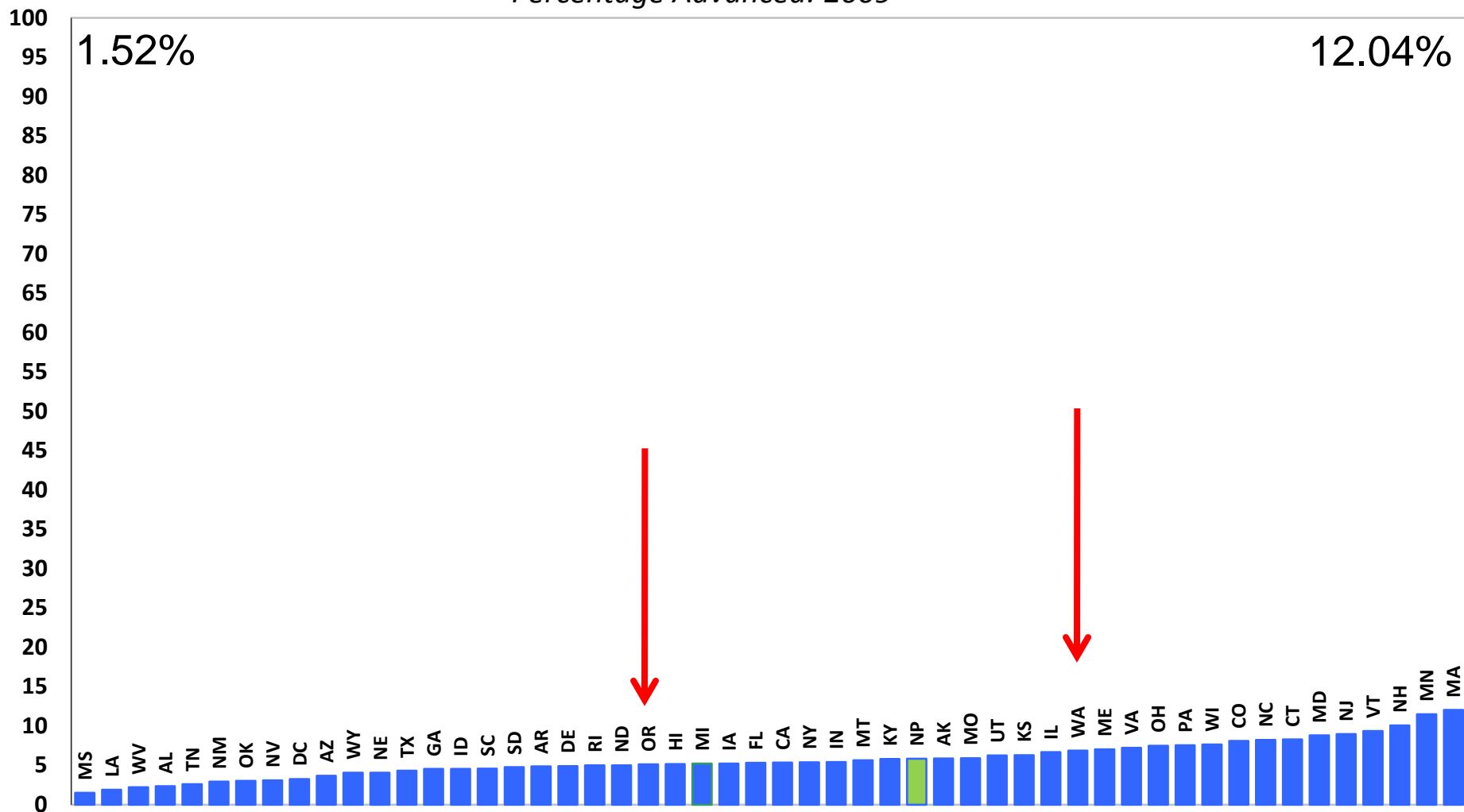
Oregon Public Schools, Grade 4 Math, 1996 - 2009



NAEP Math Achievement Levels

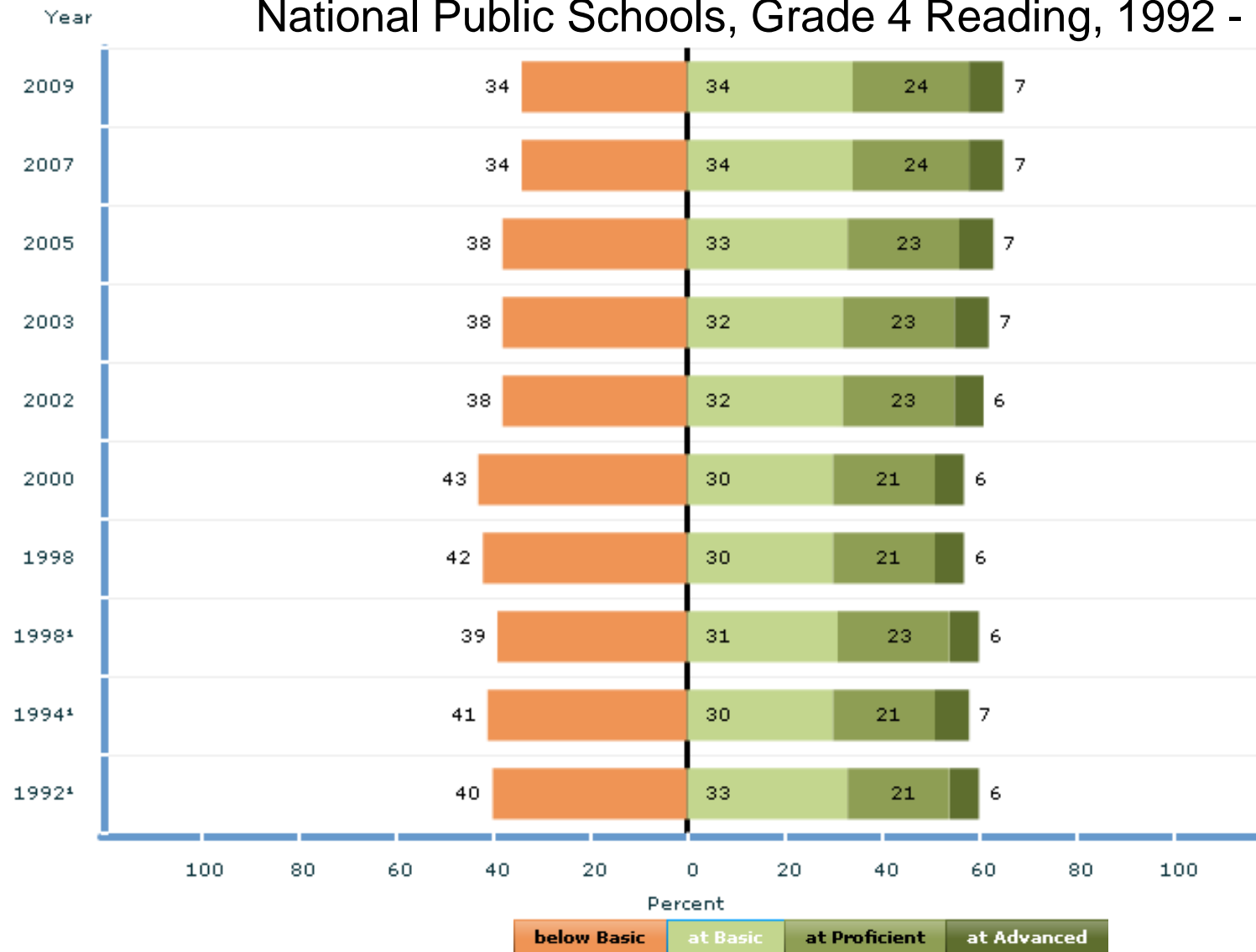
NAEP Mathematics Grade 4 — Overall

Percentage Advanced: 2009



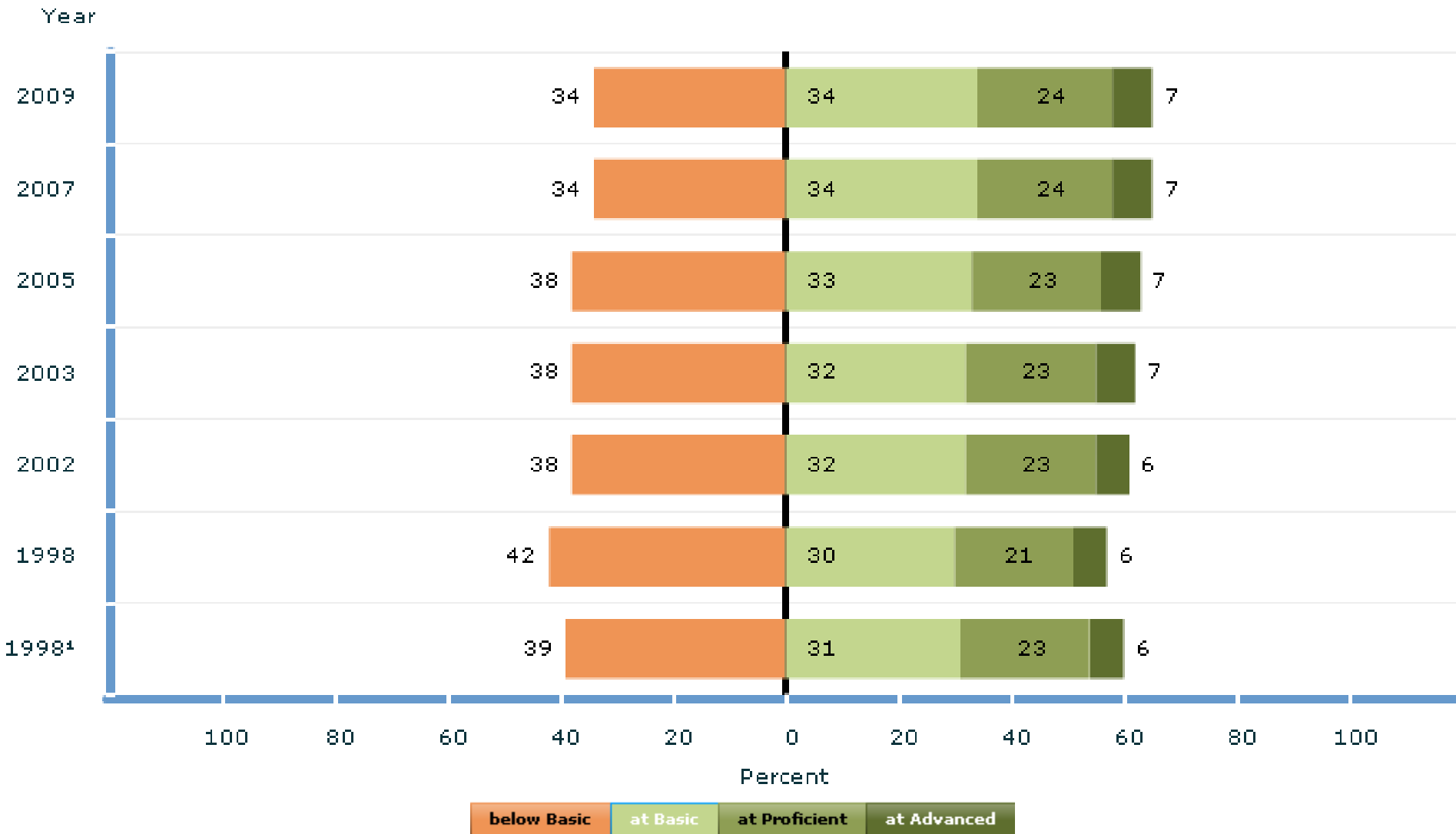
NAEP Reading Achievement Levels

National Public Schools, Grade 4 Reading, 1992 - 2009



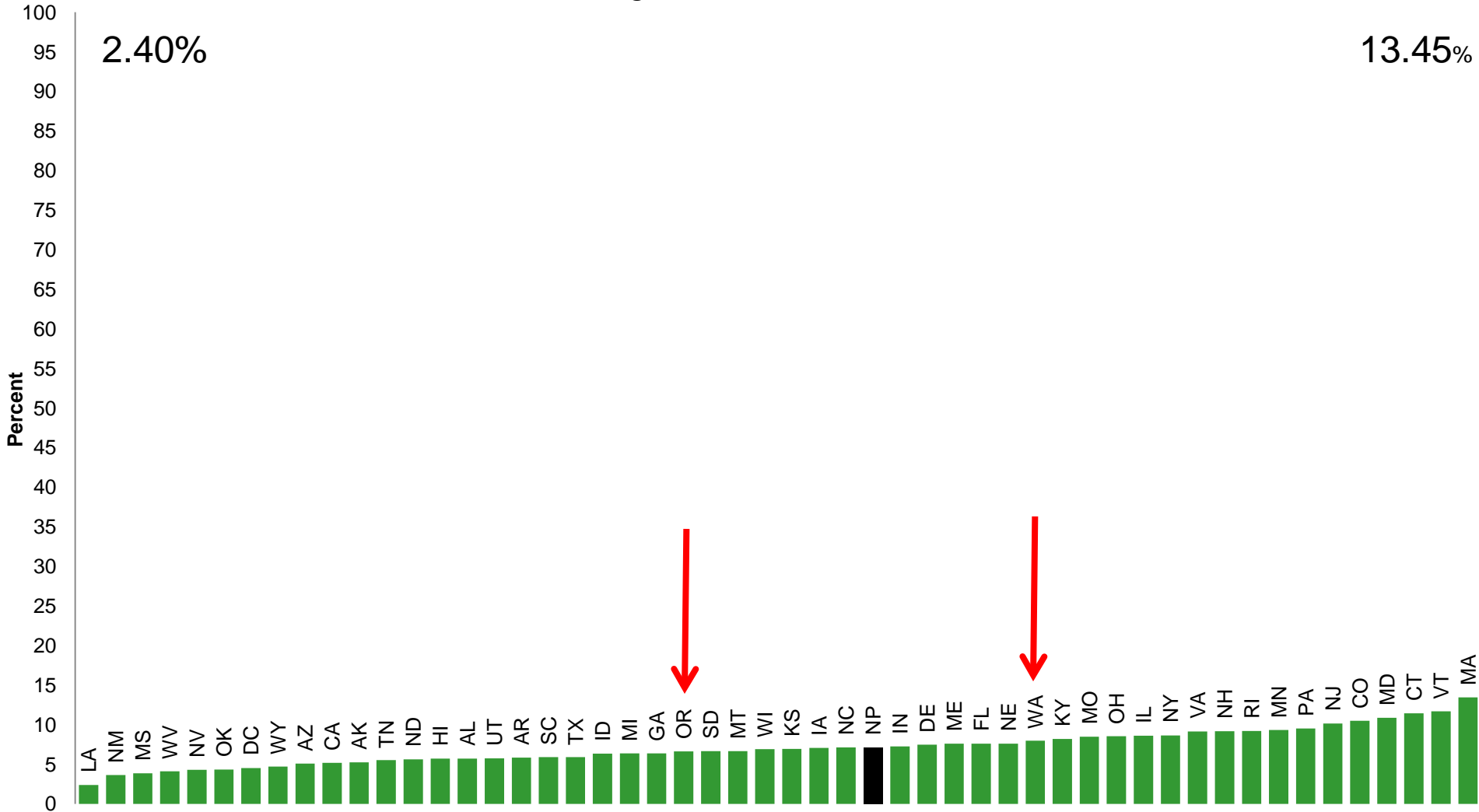
NAEP Reading Achievement Levels

Oregon Public Schools, Grade 4 Reading, 1992 - 2009



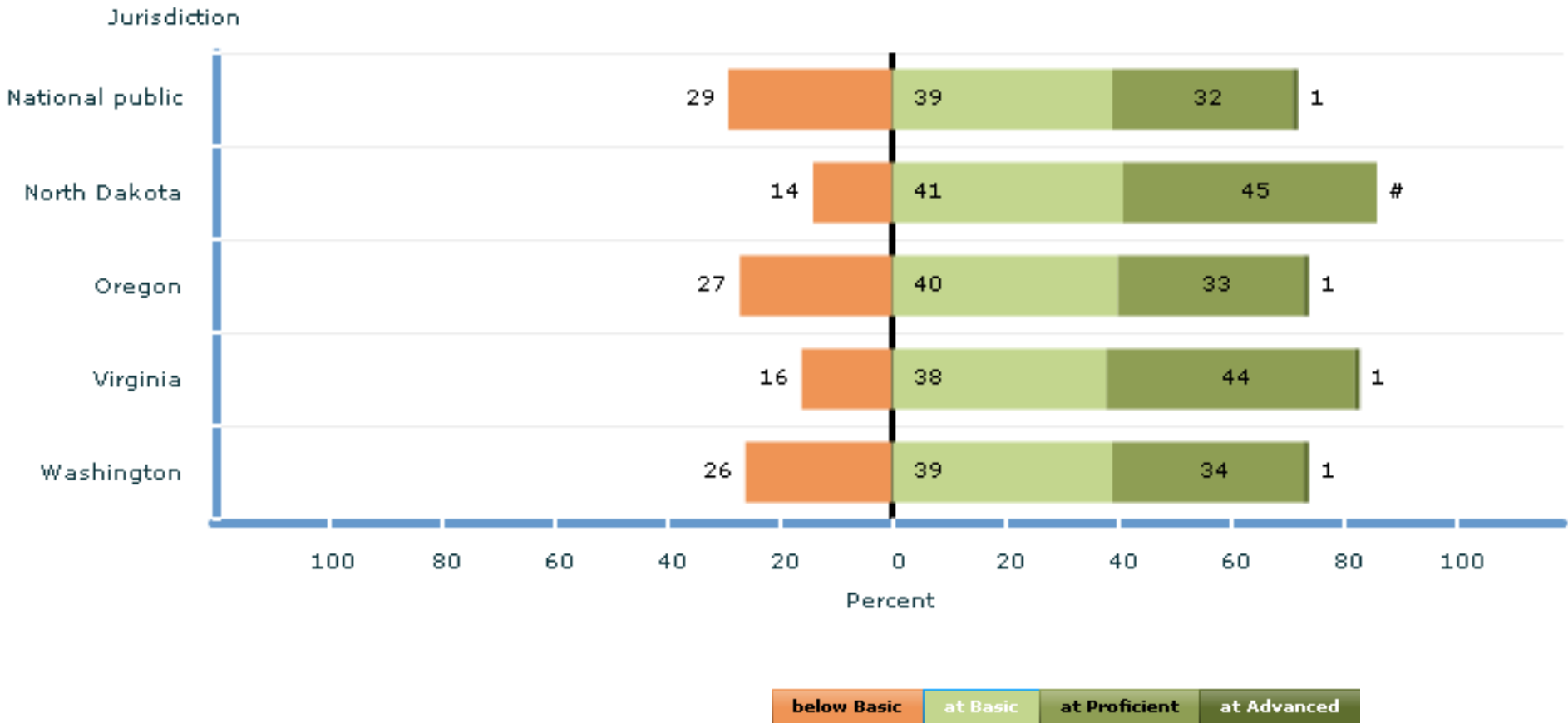
NAEP Reading Achievement Levels

NAEP Reading Grade 4 — Overall
Percentage Advanced: 2009



NAEP Science Achievement Levels

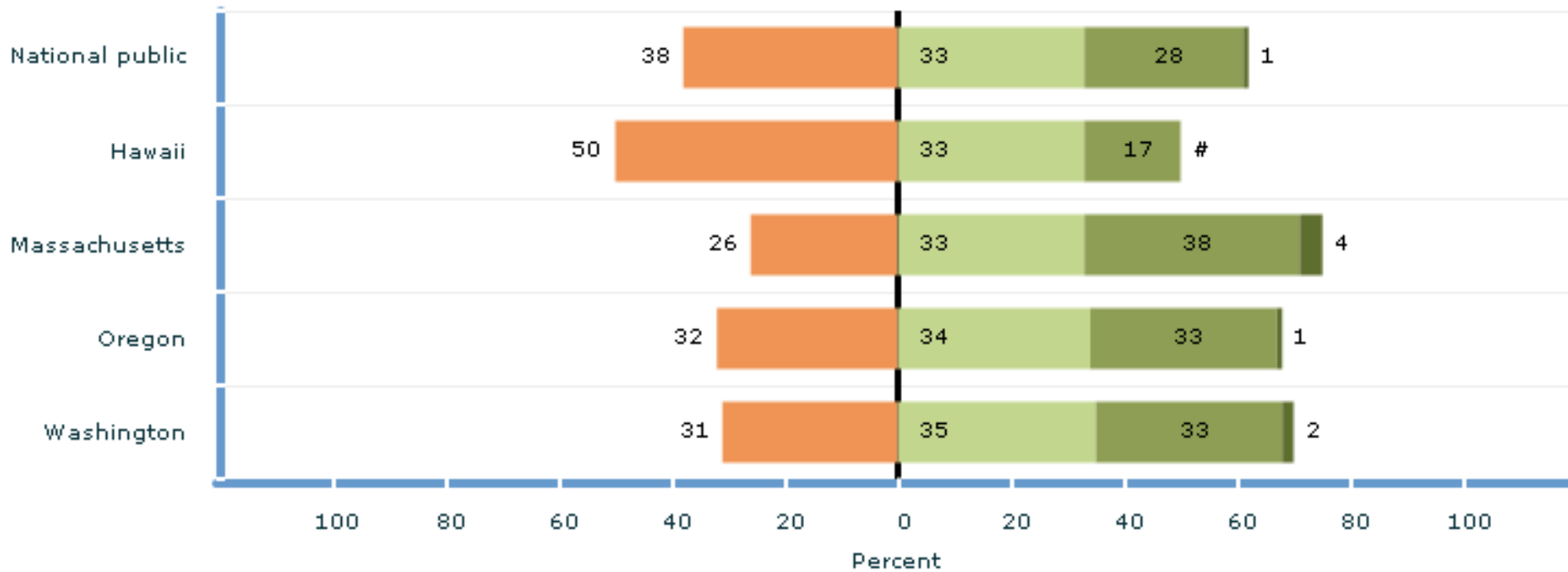
Grade 4 Science 2009



NAEP Science Achievement Levels

Grade 8 Science 2009

Jurisdiction



below Basic at Basic at Proficient at Advanced

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

Gender	2003 % of Advanced	2009 % of Advanced
Female	37%	41%
Male	63%	59%

National Public Schools, Grade 8 Reading

Gender	2003 % of Advanced	2009 % of Advanced
Female	69%	67%
Male	31%	33%

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

Free/Reduced Lunch	2003		2009	
	Of Advanced	Of Population	Of Advanced	Of Population
Eligible	10%	44%	12%	48%
Not Eligible	86%	52%	87%	51%

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

Race/Ethnicity	2003		2009	
	Of Advanced	Of Population	Of Advanced	Of Population
American Indian/Alaska Native	< 1%	1%	< 1%	1%
Asian/Pacific Islander	11%	4%	15%	5%
Black	2%	17%	2%	16%
Hispanic	4%	19%	5%	22%
White	82%	58%	76%	54%

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

SD or ELL Status	2003		2009	
	Of Advanced	Of Population	Of Advanced	Of Population
Student with Disability	3%	10%	4%	11%
ELL student	1%	8%	1%	9%
Student both SD and ELL	0%	2%	0%	1%
Student neither SD nor ELL	96%	81%	95%	79%

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

School Title I Funding	2009	
	Of Advanced	Of Population
None	58%	32%
Targeted	23%	24%
School wide	19%	44%

Students at the NAEP Advanced Level

National Public Schools, Grade 4 Math

Teacher Years of Experience	2009	
	Of Advanced	Of Population
0 – 4 years	16%	21%
5 – 9 years	24%	24%
10 – 19 years	33%	31%
20+ years	27%	24%

NAEP Data for Parents and the Public

Oregon District Report Cards

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

The National Assessment of Educational Progress (NAEP) provides state level results for grades 4 and 8. Results are based on representative samples of students. NAEP does not provide results for individual students, schools, or districts in Oregon. The table below lists the most recently available NAEP data for reading and mathematics. Small differences between results for Oregon and the U.S. may not be statistically significant. For more information, see <http://nces.ed.gov/nationsreportcard>.

2009 NAEP RESULTS			Advanced	Proficient	Basic	Below Basic	Students with	Participation Rates
			%	%	%	%	Disabilities	English Language Learners
Reading	Grade 4	Oregon	7	24	35	35	80	90
		United States	7	24	34	34	70	84
	Grade 8	Oregon	3	31	43	24	81	89
		United States	2	28	43	26	70	83
Math	Grade 4	Oregon	5	32	43	20	86	94
		United States	6	33	43	19	83	94
	Grade 8	Oregon	8	28	38	25	80	94
		United States	7	25	39	29	77	92

NAEP Data for Parents and the Public

Oregon Statewide Report Card

2009 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	24	35	35	~
	United States	7	24	34	34	~
Economically Disadvantaged	Oregon	2	15	33	50	~
	United States	2	15	34	49	~
Limited English Proficient	Oregon	#	3	19	77	90
	United States	#	6	23	71*	84
Students with Disabilities	Oregon	3	10	21	66	80
	United States	2	9	21	68	70
Asian/Pacific Islander	Oregon	14	29	29	28	~
	United States	17	32	30	21	~
Black (not of Hispanic origin)	Oregon	3	14	30	53	~
	United States	2	13	32	53	~
Hispanic origin	Oregon	2	10	28	59	~
	United States	2	14	32	52*	~
American Indian/Alaska Native	Oregon	3	14	39	44	~
	United States	5	17	30	48	~
White (not of Hispanic origin)	Oregon	7	28	36	28	~
	United States	10*	31*	36	23*	~
Multi-Racial/Multi-Ethnic	Oregon	~	~	~	~	~
	United States	~	~	~	~	~

Explore NAEP Questions

After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools or print a [quick reference guide](#) to find out more about NAEP.

Questions Tool >>



Explore a database of released NAEP questions.

Item Maps >>



See what students at each achievement level are likely to know and can do.

Test Yourself >>



Try out actual questions administered to students in the NAEP assessments.

Scoring >>



Learn how NAEP questions are scored.

Item Maps >>



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2009 Grade 4

NAEP Reading Scale

Content Classifications:

Literary

Informational

500



340

332 Make and support judgment about author's craft and support with information from text—Critique/evaluate (CR)

330

326 [Use information to explain causal relations in a process](#)—Integrate/interpret (CR)

320

310

309 [Use specific information to describe and explain a process](#)—Integrate/interpret (CR)

301 Evaluate subheading and informational text and use information to support evaluation—Critique/evaluate (CR)

300

299 Make complex inferences about historical person's motivation and support with central idea—Critique/evaluate (CR)

292 [Use information across paragraphs to make complex inference about story event](#)—Integrate/interpret (CR)

290

280

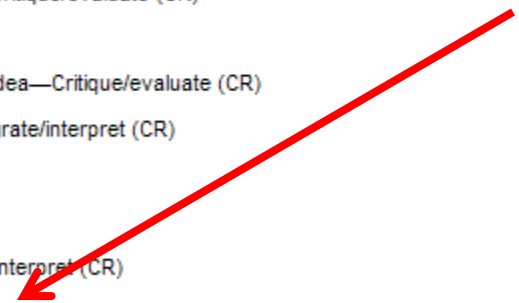
279 [Provide comparison of character traits across two texts of different genres](#)—Integrate/interpret (CR)

273 [Recognize meaning of a word used to describe a story setting](#)—Integrate/interpret (MC)

270

268 [Describe main story character using text support](#)—Integrate/interpret (CR)

268 **Advanced**



NAEP Item Maps

9. On page 2, the author of the story says that Willy hears only " **eerie** silence." This means that Willy
- A. finds the silence strange and frightening
 - B. believes the silence will go away soon
 - C. wonders what causes the silence
 - D. feels alone in the silence

NAEP Item Maps

2009 Grade 4

NAEP Science Scale

Content Classifications:

● Earth & Space Sciences

■ Physical Science

▲ Life Science

300



☐ 300

■ 293 Investigate the speed of a runner—Complete (CR)

☐ 290

▲ 285 [Design an investigation to compare types of bird food](#)—Satisfactory (CR)

☐ 280

● 278 [Predict the shape of the Moon](#) (MC)

☐ 270

■ 264 Determine the source of sound during an investigation about the pitch of sounds (MC)

▲ 264 [Explain differences between related individuals](#)—Complete (CR)

☐ 260

▲ 253 Identify what an organism needs to live—Complete (CR)

250

☐ 240

● 233 Draw a conclusion about differences in air temperatures based on data (MC)

☐ 230

▲ 226 [Explain differences between related individuals](#)—Partial (CR)

224 *Advanced*

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Explore a database of released NAEP questions.

See video preview. 

Expose students to items of varying cognitive demand

Math

Complexity (2005 and on)

- Low (227)
- Moderate (109)
- High (4)

Science

Knowing and Doing Science

- Scientific Investigation (30)
- Practical Reasoning (49)
- Conceptual Understanding (184)

Reading

Cognitive Target (2009 and on)

- Locate/Recall (13)
- Integrate/Interpret (35)
- Critique/Evaluate (12)

U.S. History

Cognitive Level

- Historical Knowledge and Perspective (138)
- Historical Analysis and Interpretation (222)


Expose students to items of varying difficulty

- Definitions of difficulty levels

Easy = Answered correctly by at least 60% of students

Medium = Answered correctly by 40 to 59% of students

Hard = Answered correctly by fewer than 40% of students

Difficulty 

Easy (322)

Medium (252)

Hard (278)

Expose students to constructed response items

U.S. history grade 4 constructed response item



1. Directly on the world map above, circle two countries where the United States has sent soldiers to fight a war.

Then in the space below explain why the United States sent people to fight in the two places that you circled.

Expose students to constructed response items

Complete Response

Place 1

America went to war with Mexico to acquire California, Texas, and the New Mexico territories

Place 2

America went to war with Iraq to repel Saddam Hussein's attack on Kuwait

Scorer Comments:

The response identifies two countries to which the U.S. has sent troops to fight a war (Mexico in the Mexican War and Iraq in the First Gulf War) and correctly explains why.

Expose students to constructed response items

Essential Response

Place 1

In Iraq we sent people to fight
because we thought they had weapons
of mass destruction

Place 2

We sent soldiers to Germany
because they attacked us first

Scorer Comments:

The response correctly identifies two countries to which the U.S. has sent troops to fight a war. The explanation for Iraq is acceptable, but the explanation for Germany is incorrect and does not specify World War II.

Expose students to constructed response items

Partial Response

Place 1

United states sent soldiers to
Great Britian because US wanted
to defeat them.

Place 2

China because U.S wanted to get
financial aid from them

Scorer Comments:

The response identifies two creditable countries, but both explanations are incorrect. The U.S. has not sent soldiers to Britain to fight the British or to China to extract financial aid.

Explore NAEP Questions

After each assessment, NAEP releases dozens of sample questions to the public—more than 2,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do. Explore the tools or print a [quick reference guide](#) to find out more about NAEP.

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Questions Tool >>



Explore a database of released NAEP questions.

See video preview. 

NAEP Questions Tool

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

NAEP Questions Tool

[Tutorial >](#)

Search for Questions

To begin your search, decide which assessment to explore (main or long-term trend) and then select a subject. On the next screen, you will be able to refine your search results and use My Workspace to assemble and print questions, student responses, scoring guides, and performance data from NAEP assessments. [Find out more about NAEP sample questions](#), and [view the copyright policy](#).

System Requirements [What's this?](#)

Main NAEP [What's this?](#)

Arts

Civics

Economics

Geography

Mathematics

Reading

Science

U.S. History

Writing


Long-Term Trend NAEP [What's this?](#)

Long-Term Trend Mathematics

Long-Term Trend Reading

NAEP Questions Tool

Search for Questions >> **History Search Results** ● ● ●

 Bookmark

 Tutorial

 Help

What can I do here? 

Refine Search

Select Grade, Type, Difficulty

Grade

- Grade 4 (142)
- Grade 8 (179)
- Grade 12 (170)

Type

- Multiple Choice (329)
- Short Constructed Response (118)
- Extended Constructed Response (44)

Select Content Classifications

Select Years

Perform Keyword Search

Search Results (491 of 491)

My Workspace (0)

Add All Questions Remove All Questions

<input type="checkbox"/>	Year ▼	Grade ▲	Block ▲	# ▲	Type ▲	Difficulty ▲	Description
<input checked="" type="checkbox"/>	2010	4	H3	1	MC	Medium	Understand why Europeans sought new trade in the 1400s
<input checked="" type="checkbox"/>	2010	4	H3	2	MC	Hard	Who built the missions in the Southwest?
<input checked="" type="checkbox"/>	2010	4	H3	3	ECR	Hard	Identify and evaluate sources of information on Native Americans
<input checked="" type="checkbox"/>	2010	4	H3	4	SCR	Medium	Enter events on a time line.
<input checked="" type="checkbox"/>	2010	4	H3	5	MC	Medium	Why did the Pilgrims want to leave England?
<input checked="" type="checkbox"/>	2010	4	H3	6	SCR	Hard	How were Native Americans affected by European settlers?
<input checked="" type="checkbox"/>	2010	4	H3	7	MC	Hard	Identify the historical context of a short text passage.
<input checked="" type="checkbox"/>	2010	4	H3	8	MC	Medium	Identify a role of women during the American Revolution
<input checked="" type="checkbox"/>	2010	4	H3	9	MC	Medium	Use a map to explain the purpose of the Lewis and Clark expedi
<input checked="" type="checkbox"/>	2010	4	H3	10	MC	Hard	Use a map to identify the relationship between western migratio
<input checked="" type="checkbox"/>	2010	4	H3	11	SCR	Medium	Identify a photo of President Lincoln and give two reasons he wa
<input checked="" type="checkbox"/>	2010	4	H3	12	MC	Medium	Identify the meaning of J.F.K. "ask not" speech.

NAEP Questions Tool

Refine Search

Select Grade, Type, Difficulty

Type ⓘ

- Multiple Choice (559)
- Short Constructed Response (255)
- Extended Constructed Response (38)

Difficulty ⓘ

- Easy (322)
- Medium (252)
- Hard (278)

Select Content Classifications

Select Years

Perform Keyword Search

Refine Search

Select Grade, Type, Difficulty

Select Content Classifications

Content Area ⓘ

- Number properties and operations (271)
- Measurement (148)
- Geometry (145)
- Data analysis and probability (118)
- Algebra (170)

Complexity (2005 and on) ⓘ

- Low (227)
- Moderate (400)

Select Years

Perform Keyword Search

Refine Search

Select Grade, Type, Difficulty

Select Content Classifications

Select Years

Perform Keyword Search

Search question descriptions for subject-specific keywords, e.g., calculator.

Refine Search

Select Grade, Type, Difficulty

Select Content Classifications

Select Years

Framework 2 ⓘ

- 2009 (92)
- 2007 (107)
- 2005 (141)

Framework 1 ⓘ



- 2003 (126)
- 1996 (83)
- 1992 (191)
- 1990 (112)













Perform Keyword Search

NAEP Questions Tool

Search Results (491 of 491)

My Workspace (3)

Add All Questions
 Remove All Questions
 | Print/Save List 
 Show/Hide 

<input type="checkbox"/>	Year ▼	Grade ▲	Block ▲	# ▲	Type ▲	Difficulty ▲	Description
	2010	4	H3	11	SCR	Medium	Identify a photo of President Lincoln and give two reasons he wa
	2010	4	H3	12	MC	Medium	Identify the meaning of J.F.K. "ask not" speech.
	2010	4	H3	13	SCR	Hard	Give two reasons why people immigrate to the U.S.
	2010	4	H3	14	MC	Medium	Identify the message of Aung San Suu Kyi speech about political
	2010	4	H3	15	MC	Medium	Understand a purpose of the Bill of Rights.
	2010	4	H3	16	MC	Easy	Read a pie chart about immigration.
	2010	4	H4	1	MC	Hard	Where did American Indians' ancestors come from?
	2010	4	H4	2	MC	Easy	How did most American colonists earn a living?
	2010	4	H4	3	SCR	Medium	Understand the importance of certain colonial jobs
	2010	4	H4	4	MC	Easy	Interpret a map of the colonial economy
	2010	4	H4	5	MC	Hard	Understand why cities grew in certain locations
	2010	4	H4	6	SCR	Hard	Use map to explain a difference between the colonial and mode

NAEP Questions Tool

My Work

Create a Document

1. Select Content. (Choose one or more.)



Questions

Answers (keys/scoring guides)

Student Responses






Performance Summary Data

2. Select Format. (Choose one.)

 HTML  Word

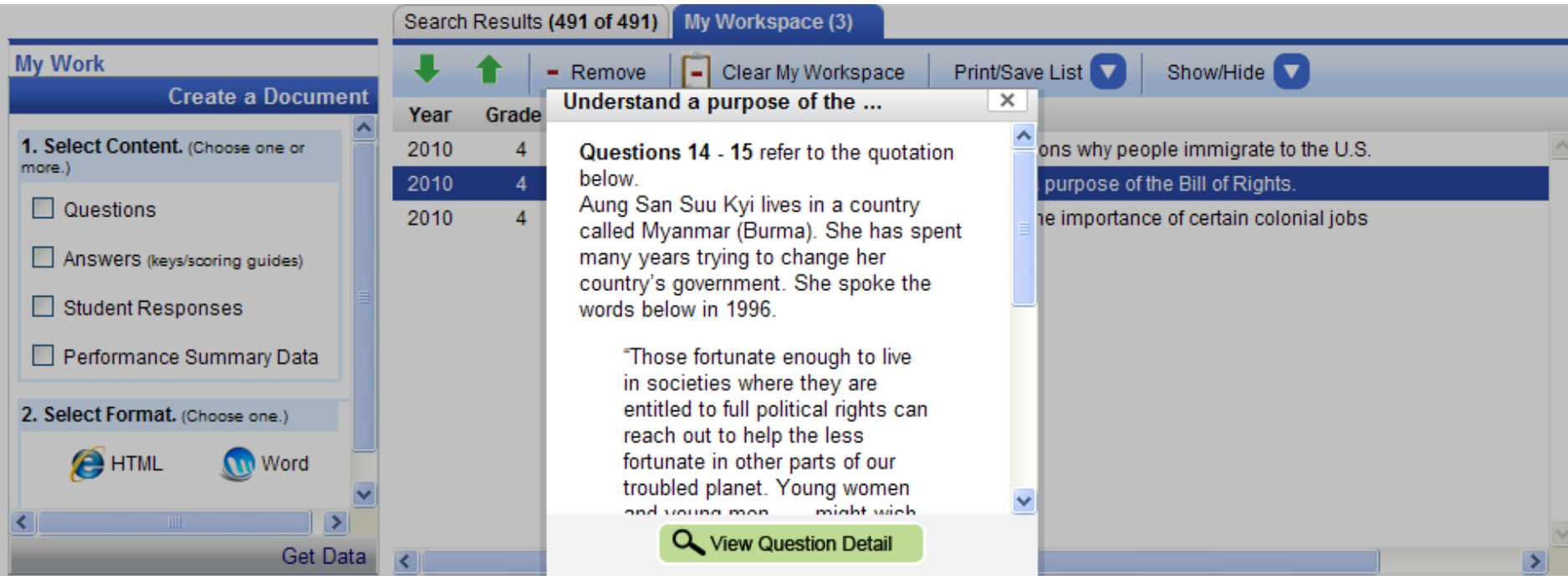
Get Data

Search Results (491 of 491) **My Workspace (3)**



- Remove
 Clear My Workspace
Print/Save List 
Show/Hide 

Year	Grade	Block	#	Type	Difficulty	Description
2010	4	H3	13	SCR	Hard	Give two reasons why people immigrate to the U.S.
2010	4	H3	15	MC	Medium	Understand a purpose of the Bill of Rights.
2010	4	H4	3	SCR	Medium	Understand the importance of certain colonial jobs

NAEP Questions Tool



Search Results (491 of 491) My Workspace (3)

↓ ↑ - Remove Clear My Workspace Print/Save List Show/Hide

Year	Grade
2010	4
2010	4
2010	4

Understand a purpose of the ...

Questions 14 - 15 refer to the quotation below.

Aung San Suu Kyi lives in a country called Myanmar (Burma). She has spent many years trying to change her country's government. She spoke the words below in 1996.

"Those fortunate enough to live in societies where they are entitled to full political rights can reach out to help the less fortunate in other parts of our troubled planet. Young women and young men ... might wish

[View Question Detail](#)

ons why people immigrate to the U.S.

purpose of the Bill of Rights.

the importance of certain colonial jobs

My Work

Create a Document

1. Select Content. (Choose one or more.)

- Questions
- Answers (keys/scoring guides)
- Student Responses
- Performance Summary Data


2. Select Format. (Choose one.)

HTML
 Word

Get Data

NAEP Questions Tool

Question | Key/Scoring Guide | National Data

 Print

Question Information

- **Description:** Understand a purpose of the Bill of Rights.
- **Grade:** 4
- **Year:** 2010
- **Block & Number:**
Block H3 Question #15
- **Type of Question:** Multiple Choice
- **Difficulty:** Medium (55.84%)

Aung San Suu Kyi lives in a country called Myanmar (Burma). She has spent many years trying to change her country's government. She spoke the words below in 1996.

"Those fortunate enough to live in societies where they are entitled to full political rights can reach out to help the less fortunate in other parts of our troubled planet. Young women and young men . . . might wish to cast their eyes beyond their own frontiers. . . . Please use your liberty to promote [help] ours."

15. What document helps to give Americans what Aung San Suu Kyi wants her people to have?
- A. The Mayflower Compact
 - B. The Gettysburg Address
 - C. The Star-Spangled Banner
 - D. The Bill of Rights


NAEP Questions Tool

Question Information

- **Description:** Understand a purpose of the Bill of Rights.
- **Grade:** 4
- **Year:** 2010
- **Block & Number:**
Block H3 Question #15
- **Type of Question:** Multiple Choice
- **Difficulty:** Medium (55.84%)

Question | Key/Scoring Guide | **National Data**

Totals | Gender | Race/Ethnicity | School Lunch Program | Type of Location

 Print

National average scale score and percentage of students in each response category in NAEP U.S. History at grade 4: 2010

Understand a purpose of the Bill of Rights.

All students

	A		B		C		D *		Omitted	
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)
All students	193(2.7)	13(0.9)	206(3.6)	9(0.7)	200(4.6)	19(1.2)	222(1.6)	56(1.5)	‡(†)	3(0.5)

‡ Reporting standards not met.

† Not applicable

Performance Summary

[More Data](#)



This Day In History



4 October

In 1957, the Soviet Union launched the first artificial satellite, *Sputnik*, into orbit around the Earth.

Mind Benders



What king can you make if you take
the head of a lamb
the middle of a pig
the hind of a buffalo
and the tail of a dragon?
[Get Answer!](#)

Student Poll



Did you travel outside of your home state this summer?

- Yes
- No
- Not Sure

[vote](#)

[view results](#)

[Suggestions?](#) | [Archives](#)

Welcome to the NCES KIDS' ZONE

The NCES Kids' Zone provides information to help you learn about schools; decide on a college; find a public library; engage in several games, quizzes and skill building about math, probability, graphing, and mathematics; and to learn many interesting facts about education.

DID YOU KNOW?

Between 1985 and 2008, public school enrollment rose 26 percent, from 39.4 million to 49.8 million. [\(more info\)](#)

THE WORD OF THE DAY

mollify -(v.). To allay the anger of; placate. To lessen in intensity; temper. To reduce the rigidity of; soften.

THE QUOTE OF THE DAY

"Of course everybody likes and respects self-made men. It is a great deal better to be made in that way than not to be made at all."- Oliver Wendell Holmes Sr.

SEEKING YOUR SUGGESTIONS

Calling All Kids! We would like to hear from you to find out what other types of activities you would like to see on the NCES Kids' Zone! Please send your comments or suggestions to kidszone@ed.gov



Data Snapshot

The average number of instructional computers in public schools:



The number of computers in public schools has increased. In 2005, the average public school contained 154 instructional computers, compared with 90 in 1998.

[more](#)



DARE TO COMPARE

DARE TO compare



So, how do you compare with students nationally and from around the world?

Pick a subject, a grade and how many questions you want to see (600+ currently in database), then click the **Show Questions** button below.

Where did these questions come from?

What's New

We recently added new questions for 4th grade Math and 8th grade Science! Check back often if you Dare to Compare!

Subject

Civics

Grade

4th grade

Questions

10

Show Questions

DARE TO COMPARE

DARE TO
compare



Answer the questions by clicking on any of the available buttons below each question.

When you are finished, click the **Show Answers** button at the bottom of the page.

History, 4th grade

1. Why were most early sawmills and flourmills located on rivers and streams?

- Water was needed to cool hot machinery.
- Waterwheels powered the cutting and grinding machines.
- People thought it was safer to live near rivers.
- It was easiest to expand the mills if they were near rivers.

2. The first Spanish explorers who reached the Americas were looking for

DARE TO COMPARE



Percent Correct:

100%

10 out of 10 Correct

Try Again?

History, 4th grade

For more fun information about each question, click on the *Results Around the World* or *National Performance Results* icons.



National
Performance
Results

✓ CORRECT!!!

- 1. Why were most early sawmills and flourmills located on rivers and streams?**

(Correct Answer)

Waterwheels powered the cutting and grinding machines.

National
Performance
Results

Regional Data

Did You Know

Links



THE BIG PICTURE

National Performance Results

Select a region of
The United States by
clicking on the map

National
45%

Results based on past NAEP assessments

Regional Data

Did You Know

Links

Did You Know?

The idea of using water as a means of power for doing different jobs has continued to develop since the days of water-powered cutting and grinding machines. Paper manufacturer, H.F. Rogers, built the first hydroelectric power plant in 1882 on the Fox River in Appleton, Wisconsin. When the plant was built, it only generated enough power to light Rogers house, the plant itself, and a nearby building. Today, the Hoover Dam hydroelectric power plant, located on the Colorado River between Nevada and Arizona, generates enough electricity to power cities in Arizona, Nevada, and California.

Regional Data

Did You Know

Click on the globes below to visit these



Overview of Water Power



The Hoover Dam



The world's first hydroelectric power plant

Thank You!

For more information, contact your
NAEP State Coordinator,
Beth LaDuca,
at beth.laduca@state.or.us
or 503-947-5836.

U.S. Math Performance in Global Perspective: How well does each state do at producing high-achieving students?

http://www.hks.harvard.edu/pepg/PDF/Papers/PEPG10-19_HanushekPetersonWoessmann.pdf

High-Achieving Students in the Era of No Child Left Behind

<http://www.edexcellence.net/publications-issues/publications/high-achieving-students-in.html>