

# NAEP – The Nation's Report Card

## MATH

1.	New Hampshire	43%
2.	Minnesota	42%
	<b>VERMONT</b>	<b>42%</b>
4.	Connecticut	41%
	Kansas	41%
	Massachusetts	41%
	North Carolina	41%

# Naep 1992 Mathematics Report Card For The Nation And The States

**National Center for Education  
Statistics**



## **Naep 1992 Mathematics Report Card For The Nation And The States:**

**NAEP 1992 Mathematics Report Card for the Nation and the States** Ina V. S. Mullis,1993 This report presents the mathematics assessment results from the 1992 National Assessment of Educational Progress NAEP The assessment included nearly 250 000 fourth eighth and twelfth grade students attending approximately 10 000 schools across the nation and the states Students performance is categorized into three achievement levels Basic Proficient and Advanced Among the major findings were that 1 for the nation there were statistically significant increases in average mathematics proficiency in all grades and in both public and private schools from 1990 to 1992 2 despite these positive findings 60 percent of the students in grades 4 8 and 12 were estimated to be at or above the Basic level on the 1992 mathematics assessment 3 considerable variation in performance existed within and across states and territories 4 increases in mathematics proficiency between 1990 and 1992 did little to alter the relative standings of the demographic groups 5 gains were noted in the content areas of numbers and operations measurement geometry data analysis and algebra and 6 one fifth of the 4th graders two thirds of the 8th graders and 90 percent of the 12th graders demonstrated ability in solving two step problems involving multiplication and division Chapter 1 contains overall achievement results for the states by grade and by state Chapter 2 contains results for the nation and states by the demographic groups of race ethnicity White Black Hispanic Asian Pacific Islander American Indian gender type of community advantaged urban disadvantaged urban extreme rural and other parents highest level of education and type of school public Catholic private Chapter 3 contains national and state mathematical content areas of estimation numbers and operations measurement geometry statistics algebra and functions The four appendices one third of the document discuss NAEP s anchor level results the guidelines for sample participation state contextual background factors and an overview of the procedures used in the 1992 mathematics assessments MDH [Executive Summary of the NAEP 1992 Mathematics Report Card for the Nation](#) ,1993 **Executive Summary of the NAEP 1992 Mathematics**

**Report Card for the Nation** ,1993 **Monthly Catalog of United States Government Publications** ,2000

*Publications from the Office of Educational Research and Improvement* ,1997 **Monthly Catalogue, United States Public Documents** ,1993 *Equal Educational Opportunity Project Series* United States Commission on Civil Rights,1996

**The National Education Goals Report: State reports** United States. National Education Goals Panel,1993

*Programs and Plans of the National Center for Education Statistics* National Center for Education Statistics,1995

[Designing Assessment for Mathematics](#) Eileen Depka,2007-05-31 Clearly demonstrates how to design rubrics for math a content area that desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example

for immediate use in the classroom Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today s world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of Designing Rubrics for Mathematics Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to s for student created rubrics Internet resource links for rubric development mathematical focal points and standards Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance *Resources in Education* ,1997-07 Proceedings of the Joint Conference on Standard Setting for Large-scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES): Proceedings ,1995

**Proceedings of the Joint Conference on Standard Setting for Large-scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES): Executive summary** ,1995 **Equity and Excellence in Educational Testing and Assessment** Michael T. Nettles,Arie L. Nettles,2012-12-06 5 TABLE I Average Reading Proficiency and Achievement Levels by Race/Ethnicity Grades 4 8 and 12 1992 Reading Assessment Percentage of Student At or Above Percentage of Average Proficient Basic Below Basic Advanced I Students Proficiency I Grade 4 White 71 226 6 31 68 J2 69 16 193 0 Black 7 31 Hispanic 9 202 2 13 41 59 Asian Pacific Islander 2 216 2 21 55 45 American Indian 2 208 2 15 50 50 Grade 8 70 White 268 3 34 77 23 Black 16 238 0 8 44 56 Hispanic 10 242 I 13 49 51 Asian/Pacific Islander 3 270 6 38 77 23 American Indian 1 251 I 18 60 40 Grade 12 White 72 297 4 43 82 18 Black 15 272 0 16 54 46 9 277 Hispanic 1 21 61 39 Asian Pacific Islander 4 291 4 39 74 26 American Indian 0 272 I 24 S2 48 Source National Assessment of Educational Progress NAEP 1992 Reading Assessment Reprinted from NAEP 1992 Reading Report Card for the Nation and the States I be reading at the advanced level A much higher percent of White Americans are performing at the proficient and advanced levels **The National Education Goals Report** United States. National Education Goals Panel,1995 This document one of four volumes comprising the 1995 Goals Report is the fifth in a series of annual reports This core report for 1995 focuses on approximately two dozen indicators that show the progress made by the United States toward the National Education Goals National performance has improved in five areas gotten

worse in seven and in eight areas no significant changes in national performance have occurred Progress has occurred in the areas of student readiness and mathematics achievement participation in Advanced Placement examinations such as English mathematics science and history and early prenatal care However there has been some decline in the area of providing safe environments conducive to learning The report focuses on the essential role that families play in helping to achieve the National Education Goals and suggests ways in which schools can involve them in partnerships State and national progress on the core indicators is presented in detail Twenty five figures and eight tables as well as the 1995 National Education Goals Report Questionnaire are included Appendices contain technical notes and a list of the National Education Goals panel staff

**LMI Bridging the Achievement Gap** John E. Chubb, Tom Loveless, 2004-05-13 The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966 The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement Black and Hispanic students are much less likely than white students to graduate from high school acquire a college or advanced degree or earn a middle class living They are also much more likely than whites to suffer social problems that often accompany low income While educators have gained an understanding of the causes and effects of the education achievement gap they have been less successful in finding ways to eliminate it until now This book provides for the first time in one place evidence that the achievement gap can be bridged A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites Bridging the Achievement Gap brings together the findings of renowned education scholars who show how various states school districts and individual schools have lifted the achievement levels of poor and minority students The most promising strategies include focusing on core academic skills reducing class size enrolling students in more challenging courses administering annual achievement assessment tests creating schools with a culture of competition and success and offering vouchers in big city school districts While implementing new educational programs on a large scale is fraught with difficulties these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap

**Digest of Education Statistics**, 1996 Contains information on a variety of subjects within the field of education statistics including the number of schools and colleges enrollments teachers graduates educational attainment finances Federal funds for education libraries international education and research and development Data for the National Education Goals Report: The national data United States. National Education Goals Panel, 1995

*Encyclopedia of Mathematics Education* Louise Grinstein, Sally I. Lipsey, 2001-03-15 This single volume reference is designed for readers and researchers investigating national and international aspects of mathematics education at the elementary secondary and post secondary levels It contains more than 400 entries arranged alphabetically by headings of greatest pertinence to mathematics education The scope is comprehensive encompassing all major areas of mathematics

education including assessment content and instructional procedures curriculum enrichment international comparisons and psychology of learning and instruction     *The National Education Goals Report* ,1995

## **Naep 1992 Mathematics Report Card For The Nation And The States** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Naep 1992 Mathematics Report Card For The Nation And The States**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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