



National Academy of Education

Workshop Series on Methods and Policy Uses of International Large-Scale Assessments (ILSA)

Workshop II: Reporting, Interpretation, and Policy Uses

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International Assessments

PIRLS, TIMSS

4th grade
Reading,
mathematics,
science

iELS

Kindergarten
Early learning

PISA

15-year-olds
Reading, mathematics, science,
periodically other subjects—
financial literacy, collaborative
problem solving

TIMSS, ICILS

8th grade
Mathematics, science,
computer and
information literacy

TALIS

Middle grades
Teachers and
teaching

TIMSS Advanced

12th grade
Advanced
mathematics and
physics

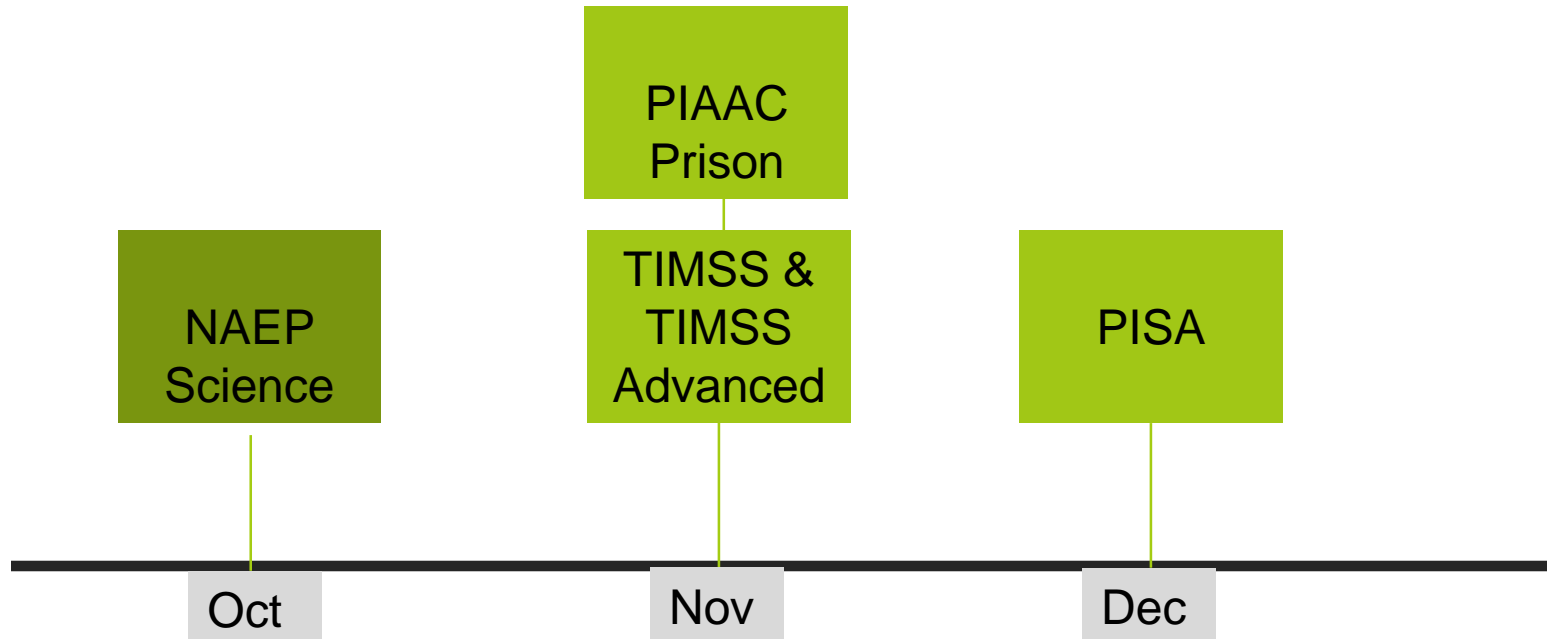
PIAAC

*Adults 16—
74+*

Literacy,
numeracy,
problem
solving,
outcomes in
employment,
income,
education,
health

2016
Q4

NCES Assessment Reports



LEGEND



NAEP Report Cards



International Reports

U.S. 15-year-olds below OECD average in mathematics literacy

Shanghai-China	613	Norway	489	Croatia	471
Singapore	573	Portugal	487	Israel	466
Hong Kong-China	561	Italy	485	Greece	453
Chinese Taipei	560	Spain	484	Serbia, Republic of	449
Korea, Republic of	554	Russian Federation	482	Turkey	448
Macao-China	538	Slovak Republic	482	Romania	445
Japan	536	United States	481	Cyprus	440
Liechtenstein	535	Lithuania	479	Bulgaria	439
Switzerland	531	Sweden	478	United Arab Emirates	434
Netherlands	523	Hungary	477	Kazakhstan	432
Estonia	521			Thailand	427
Finland	519			Chile	423
Canada	518			Malaysia	421
Poland	518			Mexico	413
Belgium	515			Montenegro, Republic of	410
Germany	514			Uruguay	409
Vietnam	511			Costa Rica	407
Austria	506			Albania	394
Australia	504			Brazil	391
Ireland	501			Argentina	388
Slovenia	501			Tunisia	388
Denmark	500			Jordan	386
New Zealand	500			Colombia	376
Czech Republic	499			Qatar	376
France	495			Indonesia	375
OECD average	494			Peru	368
United Kingdom	494				
Iceland	493				
Latvia	491				
Luxembourg	490				

 Average higher than U.S. average

 Average not measurably different from U.S. average

 Average lower than U.S. average

Challenges for NCEs

- Participation rates in assessments
- Resource limitations to meet demands
 - Small area estimates
 - State results
 - Reporting subgroups
- Transition to digital-based assessment
- Social media