

## National and International Assessment Activities

**RECRUIT**

**ADMINISTER**

**RELEASE**

**During the 2015–2016 school year, NCES will recruit for, administer, and release the results of national and international assessments, as well as other longitudinal studies, at grades K through 12.**

Summer 2015	Fall 2015	Winter 2015/2016	Spring 2016
<b>MGLS:2017</b>		<b>MGLS:2017</b>	<b>ECLS-K:2011</b>
Math and Reading Field Test: <i>Grades 6, 7, and 8</i>		Math and Reading Field Test: <i>Grades 6, 7, and 8</i>	<i>Grade 5</i>
<b>NAEP 2016</b>	<b>ECLS-K:2011</b>	<b>NAEP 2016</b>	<b>PIRLS 2016</b>
Arts: <i>Grade 8</i>	<i>Grade 5</i>	Arts: <i>Grade 8</i>	Reading: <i>Grade 4</i>
Math and Reading Pilot Digitally Based Assessments: <i>Grades 4 and 8</i>	<b>PISA 2015</b>	Math and Reading Pilot Digitally Based Assessments: <i>Grades 4 and 8</i>	
Writing Pilot Digitally Based Assessment: <i>Grades 8 and 12</i>	Math, Reading, Science, Collaborative Problem Solving, and Financial Literacy: <i>Age 15</i>	Writing Pilot Digitally Based Assessment: <i>Grades 8 and 12</i>	
<b>PIRLS 2016</b>		<b>ECLS-K:2011</b>	
Reading: <i>Grade 4</i>		Restricted-Use Data: <i>Grade 3</i>	
<b>HSLs:09</b>	<b>NAEP 2014</b>	<b>NAEP 2015</b>	
2013 Update and High School Transcripts	Technology and Engineering Literacy (National): <i>Grade 8</i>	Math and Reading (Trial Urban District Assessment): <i>Grades 4 and 8</i>	
<b>NAEP</b>	<b>NAEP 2015</b>		
Black Males Report: <i>Grade 8</i>	Math and Reading (State and National): <i>Grades 4 and 8</i>		

**ECLS-K:2011** — Early Childhood Longitudinal Study, Kindergarten Class of 2010-11

**HSLs:09** — High School Longitudinal Study of 2009

**MGLS:2017** — Middle Grades Longitudinal Study of 2016-2017

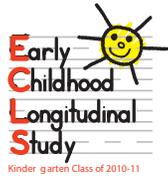
**NAEP** — National Assessment of Educational Progress

**PIRLS** — Progress in International Reading Literacy Study

**PISA** — Program for International Student Assessment

**TIMSS** — Trends in International Mathematics and Science Study

# National and International Assessment Activities



**The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)** will provide comprehensive and reliable data about children's early learning and development, transition into kindergarten, and progress through school. The data collected over the years will allow researchers, policymakers, and educators to study how child, home, classroom, school, and community factors at various points in the child's life relate to cognitive, social, and emotional development, as well as physical growth.

<http://nces.ed.gov/ecls/kindergarten2011.asp>



**The High School Longitudinal Study of 2009 (HSLS:09)** is a nationally representative, longitudinal study of more than 21,000 ninth-graders in 944 schools who will be followed throughout their secondary and postsecondary years. The study focuses on understanding students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. It was most recently conducted in 2013, when most students had just graduated high school, and will be conducted again in 2016.

<http://nces.ed.gov/surveys/hsls09>



**The Middle Grades Longitudinal Study of 2016-2017 (MGLS:2017)** will be the first study to follow a nationally representative sample of students as they move through the middle grades. Data on the academic progress, experiences, and lives of mainstream and special needs students during these critical years will allow researchers to examine associations between contextual factors and student outcomes. There will be a special focus on socioemotional functioning, executive function, transition to high school, and later education and career outcomes.

<http://nces.ed.gov/surveys/mgls>



**The National Assessment of Educational Progress (NAEP)** is the largest nationally representative assessment of what students in the United States know and can do in various subject areas. It most frequently assesses mathematics and reading. Other subjects, such as writing, science, U.S. history, civics, geography, economics, and the arts, are assessed periodically. The results are released as The Nation's Report Card.

<http://nces.ed.gov/nationsreportcard>



**The Progress in International Reading Literacy Study (PIRLS)** is an international comparative study of the reading literacy of young students. PIRLS studies the reading achievement and reading behaviors and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries. In 2011, students in 53 education systems participated in PIRLS. The next administration will be in spring of 2016. The International Association for the Evaluation of Educational Achievement coordinates PIRLS.

<http://nces.ed.gov/surveys/pirls>



**The Program for International Student Assessment (PISA)** is a system of international assessments that measures 15-year-old students' reading, mathematics, and science literacy. PISA also includes measures of general or cross-curricular competencies, such as problem solving. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

<http://nces.ed.gov/surveys/pisa>



**The Trends in International Mathematics and Science Study (TIMSS)** provides reliable and timely data on the mathematics and science achievement of U.S. fourth- and eighth-grade students compared to that of students in other countries and jurisdictions. In 2015, the U.S. also participated in TIMSS Advanced, assessing the achievement of twelfth-graders, who had taken advanced mathematics or physics.

<http://nces.ed.gov/timss>