



The science assessment in the National Assessment of Educational Progress (NAEP) of USA

^{1,2}Helan WU, ¹Yau-yuen YEUNG and ¹May-hung CHENG

¹Department of Mathematics, Science, Social Sciences and Technology
The Hong Kong Institute of Education, HONG KONG

²Department of Physics, East China Normal University
Shanghai, P. R. CHINA

Email: helanwu@126.com

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Abstract

This article provides a brief review on the science assessment in the National Assessment of Educational Progress (NAEP) of USA in the last decade (1996, 2000 and 2005). It focuses on some key elements of the assessment framework and assessment criteria of NAEP and critically examines certain assessment items as selected from those three rounds of assessment exercise. Besides, there is a concise analysis on the educational implications of NAEP.

Keywords: National Assessment of Educational Progress, science assessment, students' learning outcomes.