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*U.S. Performance Across International Assessments of Student Achievement* Stephen Provasnik 2009 The "Condition of Education" summarizes important developments and trends in education using the latest available data. For the 2009 edition, the National Center for Education Statistics (NCES) prepared this supplemental report to take a closer look at U.S. student performance on international assessments. This special analysis examines the performance of U.S. students in reading, mathematics, and science compared with the performance of their peers in other countries that participated in the Progress in International Reading Literacy Study (PIRLS), the Program for International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS). It identifies which of these countries have outperformed the United States, in terms of students' average scores and then percentage of students reaching internationally benchmarked performance levels, and which countries have done so consistently. Major findings for reading include: (1) In PIRLS 2006, the average U.S. 4th-graders' reading literacy score (540) was above the PIRLS scale average of 500, but below that of 4th-graders in 10 of the 45 participating countries, including 3 Canadian provinces; and (2) Among the 28 countries that participated in both the 2001 and 2006 PIRLS assessments, the average reading literacy score increased in 8 countries and decreased in 6 countries; in the rest of these countries, including the United States, there was no measurable change in the average reading literacy score between 2001 and 2006; the number of these countries that outperformed the United States increased from 3 in 2001 to 7 in 2006. Major findings in mathematics include: (1) The 2007 TIMSS results

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showed that U.S. students; average mathematics score was 529 for 4th-graders and 508 for 8th-graders; both scores were above the TIMSS scale average, which is set at 500 for every administration of TIMSS at both grades, and both were higher than the respective U.S. score in 1995; and (2) In PISA 2006, U.S. 15-year-old students' average mathematics literacy score of 474 was lower than the Organization for Economic Cooperation and Development (OECD) average of 498, and placed U.S. 15-year-olds in the bottom quarter of participating OECD nations, a relative position unchanged from 2003. In science, major findings include: (1) The 2007 TIMSS results showed that U.S. students' average science score was 539 for 4th-graders and 520 for 8th-graders; both scores were above the TIMSS scale average, which is set at 500 for every administration of TIMSS at both grades, but neither was measurably different than the respective U.S. score in 1995; and (2) In PISA 2006, U.S. 15-year-old students' average science literacy score of 489 was lower than the OECD average of 500, and placed U.S. 15-year-olds in the bottom third of participating OECD nations; fifteen-year-old students in 16 of the 29 other participating OECD-member countries outperformed their U.S. peers in terms of average scores. Technical notes about the data sources, methodology, and standard errors are appended. (Contains 42 footnotes, 17 figures and 17 tables.) [For "The Condition of Education 2009. NCES 2009-081," see ED505415].

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