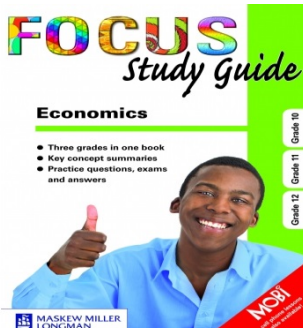
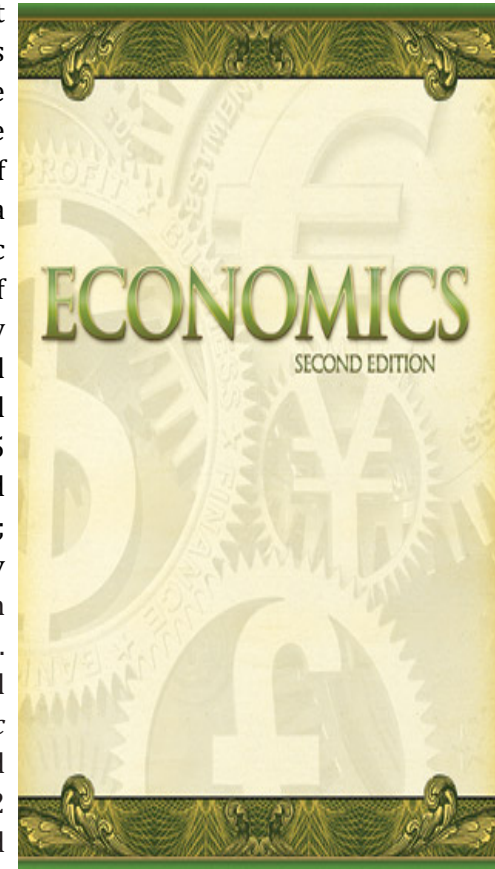


The
Nation's
Report Card

Economics 2012

ABSTRACT *Report 2012*

The National Assessment of Educational Progress' (NAEP) *Economics 2012* report measured twelfth-grade students' knowledge about economic concepts and skills along with their ability to use the knowledge in real-life situations. The participants were a nationally representative sample of 10,900 twelfth-grade students in 480 public and private schools. Responses were compared to those of students from the first *Economics 2006* assessment, which consisted of a nationally representative sample of 11,500 twelfth-grade students in 590 public and nonpublic high schools. The assessment measured students' understanding of a wide range of topics in three main content areas: a) market economy—how individuals and business make economic choices; b) national economy—overall conditions in the U.S. economy; and c) international economy—how national economies interact with one another. The assessment design consisted of 195 questions which were divided into ten 25-minute sections. Each section contained between 18 and 21 questions (multiple-choice and constructed-response); students responded to questions in two of the sections. Key findings of the study showed that scores increased for some lower-performing student groups, even though the overall average score for twelfth-graders did not change significantly. When compared to *Economics 2006*: Hispanic students increased their overall average scores, and a larger percentage performed at or above the *Basic* achievement level; students with parents who did not finish high school scored higher in 2012 than 2006; and lower-performing students made gains in 2012 when compared to 2006, with no significant change in the score for middle-and higher-performing students.



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 12