



# Similarities and Differences Between the 2019 NAEP Reading Assessment and 2026 NAEP Reading Framework

Area	2019 NAEP Reading Assessment (based on 2009 Framework)*	2026 NAEP Reading Framework Update
<b>Definition</b>	Reading is an active and complex process that involves: <ul style="list-style-type: none"> <li>• Understanding written text.</li> <li>• Developing and interpreting meaning from text.</li> <li>• Using meaning as appropriate to type of text, purpose, and situation.</li> </ul>	Reading comprehension is making meaning with text, a complex process shaped by many factors, including readers' abilities to: <ul style="list-style-type: none"> <li>• Engage with text in print and multimodal forms;</li> <li>• Employ personal resources that include foundational reading skills, language, knowledge, and motivations;</li> <li>• Extract, construct, integrate, critique, and apply meaning in activities across a range of social and cultural contexts.</li> </ul>
<b>Comprehension Targets</b>	Locate and Recall Integrate and Interpret Critique and Evaluate	Locate and Recall Integrate and Interpret Analyze and Evaluate Use and Apply
<b>Disciplinary Contexts</b>	Literary Text Informational Text – more general, but includes social studies, science, and other topics	Literature Contexts Social Studies Contexts Science Contexts

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<b>Purposes</b>	Specific purposes for each question communicated to students only for scenario-based tasks (introduced in 2019 following the transition to digital assessment)	Broad Purposes <ul style="list-style-type: none"> <li>• Reading to Develop Understanding</li> <li>• Reading to Solve Problems</li> </ul> Specific purposes for each question communicated to students on <b>all</b> assessment tasks
<b>Text Types</b>	Literary Texts Informational Texts	Literature Texts Social Studies Texts Science Texts
<b>Text Source</b>	Authentic	Authentic except in rare instances
<b>Text Format</b>	Digital texts as of 2017 <ul style="list-style-type: none"> <li>• Static – non-moving print, graphics, or images on screen</li> <li>• Dynamic – navigation across modes (print, video, other) or nonlinear locations (hypertext link)</li> </ul>	Digital texts <ul style="list-style-type: none"> <li>• Static – non-moving print, graphics, or images on screen</li> <li>• Dynamic – expanded navigation across modes (print, video, other) or nonlinear locations (hypertext link)</li> </ul>
<b>Text Complexity</b>	Determined by: <ul style="list-style-type: none"> <li>• Expert judgment</li> <li>• Passage length</li> <li>• Two or more research-based readability measures</li> </ul>	Determined by: <ul style="list-style-type: none"> <li>• Expert judgment</li> <li>• Passage length</li> <li>• Quantitative and qualitative research-based complexity measures</li> </ul>
<b>Language Structures and Vocabulary</b>	Vocabulary assessed Potential for sub-score	Language structures and vocabulary assessed No sub-score

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<p><b>Universal Design Elements (UDE)</b> – features that allow NAEP to be usable by <i>all</i> students</p>	<p>Tools and support features (implemented when assessment transitioned from paper to digital in 2017):</p> <ul style="list-style-type: none"> <li>• Task-based UDEs <ul style="list-style-type: none"> <li>– Highlighting and notetaking</li> <li>– Text-to-speech on Directions and Help Screens</li> <li>– Zoom-in and selection of color schemes</li> <li>– Sequential directions and transitions for reading collection of texts</li> <li>– Look-back buttons to return to relevant section of text</li> <li>– Graphic organizers</li> <li>– Item foreshadowing</li> <li>– Multi-part response frames</li> <li>– Resetting by providing correct response to answered questions</li> </ul> </li>   <li>– Task characters (avatars that act as partners in simulated settings)</li>   <li>– Text providing brief topic previews</li> <li>– Limited pop-up notes for definitions of vocabulary</li> </ul>	<p>[Differences compared with current framework/assessment are listed in <b>bold</b>; all others are already part of the assessment]</p> <p>Types of UDEs and possible examples:</p> <ul style="list-style-type: none"> <li>• Task-based UDEs <ul style="list-style-type: none"> <li>– Highlighting and notetaking</li> <li>– Text-to-speech on Directions and Help Screens</li> <li>– Zoom-in and selection of color schemes</li> <li>– Sequential directions and transitions for reading collection of texts</li> <li>– Look-back buttons to return to relevant section of text</li> <li>– Graphic organizers</li> <li>– Item foreshadowing</li> <li>– Multi-part response frames</li> <li>– Resetting by providing correct response to answered questions</li> <li>– <b>Samples of student writing as examples</b></li> </ul> </li>   <li>• Motivational UDEs <ul style="list-style-type: none"> <li>– Explicit connections between broad and specific purposes</li> <li>– Task characters that provide oral or written directions, act as peers or experts, or serve as an audience</li> </ul> </li>   <li>• Informational UDEs <ul style="list-style-type: none"> <li>– Text providing brief topic previews</li> <li>– Limited pop-up notes for definitions of words or phrases</li> </ul> </li> </ul>

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<b>Reporting</b>	<p>Overall scale score and achievement levels (<i>NAEP Basic, NAEP Proficient, NAEP Advanced</i>)</p> <p>Disaggregation by gender, race/ethnicity, socioeconomic status, English learner status, state, region, type of community, public or nonpublic school, and literary and informational texts</p> <p>Data collected from student, teacher, and administrator questionnaires on contextual variables of interest</p> <p>Some data collected from students' test taking behaviors (process data)</p>	<p>Overall scale score and achievement levels (<i>NAEP Basic, NAEP Proficient, NAEP Advanced</i>)</p> <p>Disaggregation by all existing categories, adding:</p> <ul style="list-style-type: none"> <li>• Disciplinary contexts</li> <li>• Socioeconomic status within race/ethnicity</li> <li>• Former English learners (ELs) as well as current ELs and non-ELs</li> </ul> <p>Data collected from student, teacher, and administrator questionnaires on expanded set of contextual variables</p> <p>Data collected from students' test taking behaviors (process data) on expanded set of contextual variables</p>

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