

**National Assessment Governing Board**  
**Saturday November 18, 2017**

**Background on the Draft Resolution on Board Priorities**

Setting the NAEP Assessment Schedule is one of the Governing Board's most important statutory responsibilities. Historically, the Governing Board has amended the NAEP Assessment Schedule to reflect legislative changes to NAEP's authorization, new opportunities, and evolving expectations in what students should know and be able to do.

The National Assessment Governing Board's Strategic Vision adopted at the November 2016 Board meeting included a priority to: ***"Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding" (SV #9)***. To begin pursuing this strategic priority, Governing Board members engaged in small group and plenary discussions on this topic at the May 2017 Board meeting. From these sessions emerged a consensus on the primary questions for the Board's August discussions:

1. What is the value of providing NAEP national-only results?
2. What is an ideal interval between assessments?
3. Are there other domains of knowledge and skills the Governing Board should consider assessing?
4. Should the administration of some assessments be restructured, possibly providing subscale scores, i.e., science, technology and engineering literacy, and math (STEM); reading & writing (ELA); civics, geography, U.S. History and economics (social studies)?

At the August 2017 meeting, the Governing Board hosted a panel of policy experts to respond to these questions and offer guidance on the ideal NAEP Assessment Schedule. Following the panel, the Board met in small groups and a plenary session to further its discussion on priorities for the NAEP Assessment Schedule. The Executive Committee was tasked with developing proposed priorities reflective of these discussions; the resulting draft resolution is provided on the following two pages.

Once adopted, the Board priorities will be used to guide changes to the NAEP Assessment Schedule. This draft resolution is offered for discussion only, no Board action is planned at the November 2017 meeting.

## **National Assessment Governing Board Priorities Draft Resolution**

**Whereas**, The Nation’s Report Card—also known as the National Assessment of Educational Progress (NAEP)—is mandated by Congress to conduct a national assessment and report data on student academic achievement and trends in public and private elementary schools and secondary schools (P.L. 107-279);

**Whereas**, the NAEP Authorization Act requires that NAEP be administered in public and private schools in reading and mathematics at least every 2 years in grades 4 and 8, and every 4 years in grade 12;

**Whereas**, the NAEP Authorization Act specifies that beyond the requirements listed above, to the extent time and resources allow, NAEP shall continue to conduct the Long-Term Trend assessment in reading and mathematics for ages 9, 13, and 17 and assess and report achievement trends in other subjects in grades 4, 8, and 12;

**Whereas**, the Every Student Succeeds Act mandates that states participate in the biennial reading and mathematics NAEP assessments in grades 4 and 8;

**Whereas**, Congress supported the establishment and expansion of the NAEP Trial Urban District Assessment (TUDA) to provide NAEP results for select large urban districts;

**Whereas**, NAEP provides national, state, and local policymakers and practitioners with consistent, external, independent measures of student achievement through which results across education systems can be compared at points in time and over time;

**Whereas**, the National Assessment Governing Board and the National Center of Education Statistics (NCES) continuously work to enhance NAEP’s form (e.g. transitioning to digital-based assessments) and content (e.g. the Technology and Engineering Literacy assessment) to best reflect the modern expectations of what students know and can do;

**Whereas**, Congress authorized the National Assessment Governing Board to determine the NAEP subjects to be assessed;

**Whereas**, it is the National Assessment Governing Board’s policy, in consultation with NCES, to periodically establish a dependable, publicly announced NAEP Schedule of Assessments spanning at least ten years, and specifying the subjects, grades, ages, assessment years, sampling levels (e.g., national, state, TUDA), and introduction of new frameworks for each assessment;

**Whereas**, on November 18, 2016 the National Assessment Governing Board unanimously adopted its Strategic Vision which included a priority to *“Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board priorities, and NAEP funding”*;

**Therefore**, as the National Assessment Governing Board anticipates extending the NAEP Schedule of Assessments into the future, it will uphold all of the aforementioned requirements and make decisions informed by each of the following priorities:

- **Comparability** – enabling actionable comparisons by including more state and Tribal Urban District Assessments;
- **Frequency** – ensuring that subject assessments beyond reading and mathematics are conducted at least every 4 years to provide additional monitors of student academic progress at regular intervals; and
- **Efficiency** – maintaining a breadth of subjects on the schedule, but considering combinations of related subjects, while to the degree possible maintaining student achievement trend results in order to report progress over time;

**Furthermore**, the National Assessment Governing Board recognizes that any change to the NAEP Schedule of Assessments requires consideration of the fiscal, technical, and operational implications.



# National Assessment of Educational Progress

## Schedule of Assessments

Approved November 21, 2015

The *National Assessment of Educational Progress (NAEP) Authorization Act* established the National Assessment Governing Board to set policy for NAEP, including determining the schedule of assessments. (P.L. 107-279)

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2014	U.S. History* Civics* Geography* <b>TECHNOLOGY AND ENGINEERING LITERACY</b>	8 8 8 8		
2015	Reading* Mathematics* Science**	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2016	Arts*	8		
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8 8 8 8		
2019	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2020				
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	<b>U.S. HISTORY</b> <b>CIVICS</b> <b>GEOGRAPHY</b> Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	<b>ARTS</b> <b>FOREIGN LANGUAGE</b> Long-term Trend	8 12 ~		

**NOTES:**

\*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

\*\*Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics. Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.