

# National Assessment Governing Board

Friday, May 18, 2018

## Implementing the NAEP Assessment Schedule Priorities

Setting the National Assessment of Educational Progress (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. According to the Governing Board's [General Policy on Conducting and Reporting NAEP](#), the Board "periodically establishes a dependable, publicly announced assessment schedule of at least ten years in scope. The schedule specifies the subject or topic (e.g., High School Transcript Study), grades, ages, assessment year, and sampling levels (i.e., national, state, Tribal Urban District Assessment (TUDA)) for each assessment." The current Schedule of Assessments (attached) was approved in November 2015 and extends through 2024.

The Governing Board's Strategic Vision includes 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 during several Board meetings over the past year. These discussions culminated in the adoption of a Resolution on Board Priorities for the NAEP Assessment Schedule (attached) at the March 2018 Board meeting.

In order to achieve the priorities of utility, frequency, and efficiency, Governing Board members have suggested exploring the feasibility of covering multiple subjects within a single assessment. During the March 2018 Board meeting, Governing Board and NCEC staff described three potential approaches to designing NAEP assessments: distinct frameworks and administrations; consolidated frameworks; and coordinated administrations.

- 1) **Distinct frameworks and administrations for each subject** (current NAEP design):
  - Each assessment uses different samples of students
  - No connections among subjects even when administered in same window
  - Not possible to relate achievement on one subject to another subject
  - Best opportunity for maintaining scale score trends and achievement levels
  - Reflects priority for breadth
  
- 2) **Consolidated frameworks** (a change to what we are measuring):
  - New framework would cover multiple subjects
  - Single administration of new assessment with items covering multiple subjects
  - Overall scale score and achievement levels for the consolidated framework
  - New framework likely would be at larger grain size than current frameworks
  - New trend lines and achievement levels likely needed
  - Important to make sure that reporting of new construct would be meaningful
  - Fewer frameworks and assessments would lead to efficiencies

3) **Coordinated administrations** (a change to how we are measuring):

- Frameworks remain distinct but students would receive items from multiple assessments
- Change to student test-taking experience (with possibility of additional time)
- Research needed to determine whether scale score trends could be maintained
- Results include information about each subject and interrelationships (how performance on one subject relates to performance on another subject)
- Not clear whether this would be more or less efficient than current design

On Friday afternoon, May 18<sup>th</sup>, the Board will engage in initial discussions about how to implement the Resolution on Board Priorities for the Assessment Schedule. Following a brief presentation in the plenary session, Board members will react to potential alternatives in small group discussions. The breakout discussions will be led by Governing Board members, with Governing Board staff and NCEC staff participating as appropriate. The three designated breakout group facilitators (Greg Cizek, Fielding Rolston, and Linda Rosen) will report the group's discussions at the end of the day on Friday, when the Board reconvenes in a plenary session.

No Board action on the NAEP Assessment Schedule is expected at this time.



## National Assessment Governing Board Resolution on Priorities for the NAEP Assessment Schedule

**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 and conduct the Long-Term Trend assessment in reading and mathematics for ages 9, 13, and 17;

**Whereas**, the NAEP Authorization Act specifies that beyond the requirements listed above, to the extent time and resources allow, NAEP shall assess and report achievement trends in additional 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 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 and revised 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 to ensure NAEP results are impactful and policy-relevant:

- **Utility** – include more voluntary state and Trial Urban District Assessments and continue to align the schedule of NAEP administrations with international assessments in the same subjects to enable actionable comparisons of districts, states, and other nations;
- **Frequency** – commit to assess subjects other than reading and mathematics at least every 4 years to provide additional measures of student academic progress at regular intervals; and
- **Efficiency** – find cost-effective ways to administer NAEP while to the degree possible maintaining a breadth of subjects on the schedule in order to continue reporting progress in student achievement;

**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.

## Schedule Information by Subject

### Reading

- NAEP legislation specifies every 2 years at grades 4 and 8 for nation and states; NCLB/ESSA requires states to partake
- NAEP legislation specifies every 4 years at grade 12 for nation
- Administration has included voluntary TUDAs for grades 4 and 8 since 2002
- Administered at national level only for grade 12, and for 11-13 states voluntarily participated in 2009 and 2013
- Grade 12 assessment used to estimate % of students academically prepared for college
- Current trend lines begin in 1992
- Administration coincides with PIRLS (grade 4) once every 10 years

### Math

- NAEP legislation specifies every 2 years at grades 4 and 8 for nation and states; NCLB/ESSA requires states to partake
- NAEP legislation specifies every 4 years at grade 12 for nation
- Administration has included voluntary TUDAs for grades 4 and 8 since 2003
- Administered at national level only for grade 12, and for 11-13 states voluntarily participated in 2009 and 2013
- Grade 12 assessment used to estimate % of students academically prepared for college
- Current trend lines begin in 1990 for grades 4 and 8; 2005 for grade 12
- Administration coincides with every administration of TIMSS (4 year cycle)

### Science

- Has been administered approximately every 4 years at all 3 grades
  - 1996, 2000, 2005, 2009, 2011 (grade 8 only), 2015
- Administered to the nation, states, and (usually) voluntary TUDAs for grades 4 and 8
- Administered at national level only for grade 12
- Current trend lines begin in 2009
- Since 2011, administration has coincided with every administration of TIMSS

### Writing

- Has been administered approximately every 4 years at grades 8 and 12; much less frequently at grade 4
  - Grade 4: 1992, 1998, 2002, 2017
  - Grade 8: 1992, 1998, 2002, 2007, 2011, 2017
  - Grade 12: 1992, 1998, 2002, 2007, 2011
- Under current framework (beginning with 2011 administration), has been administered to the nation only
- Previous framework included administration to states and voluntary TUDAs in 1998 (states only), 2002, 2007

## History

- Has been administered at the national level approximately every 4 years at grade 8; less frequently at grades 4 and 12
  - Grade 4: 1994, 2001, 2006, 2010
  - Grade 8: 1994, 2001, 2006, 2010, 2014, 2018
  - Grade 12: 1994, 2001, 2006, 2010

## Civics

- Has been administered at the national level approximately every 4 years at grade 8; less frequently at grades 4 and 12
  - Grade 4: 1998, 2006, 2010
  - Grade 8: 1998, 2006, 2010, 2014, 2018
  - Grade 12: 1998, 2006, 2010

## Geography

- Has been administered at the national level approximately every 4 years at grade 8; less frequently at grades 4 and 12
  - Grade 4: 1994, 2001, 2010
  - Grade 8: 1994, 2001, 2010, 2014, 2018
  - Grade 12: 1994, 2001, 2010

## Technology and Engineering Literacy (TEL)

- Has been administered at national level for grade 8 only in 2014 and 2018
- Framework covers all 3 grades

## Economics

- Framework covers grade 12 only
- Has been administered at national level in 2006 and 2012

## Arts

- Framework covers all 3 grades but administered at national level for grade 8 only
  - 1997, 2008, 2016
- Framework includes 4 areas (Dance, Music, Visual Arts, and Theatre) but only Music and Visual Arts have been included in operational assessment
- New framework is needed for transition to DBA; not feasible to complete in time for 2024 administration

## Foreign Language

- Framework to measure Spanish language proficiency adopted in 2000
- Pilot test conducted in 2003 but assessment never administered operationally

## High School Transcript Study

- Supplemental data collection to grade 12 Math and Science administrations
- NCES has been working to determine the feasibility of conducting this study for grade 8 and at the state level

## Long-Term Trend (LTT)

- Legislation notes continuing for Reading and Math, but no periodicity specified
- Periodicity has varied but generally has been at least every 4 years until 2012



# 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
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.