

National Assessment Governing Board
Friday, March 1, 2019

Closed Session: NAEP Assessment Schedule and Budget

On Friday, March 1, 2019 from 2:30 – 4:30 p.m. the Governing Board will meet in closed session for two hours to discussion potential changes to the NAEP Assessment Schedule through the year 2030 and the related budgetary implications for the program. The Board will discuss how best to achieve its policy priorities of utility, frequency, and efficiency through the NAEP Assessment Schedule while also accounting for the various constraints which impact those decisions. Action on extending the full NAEP Assessment Schedule through the year 2030 is planned for the May meeting.

Immediately following this closed briefing and discussion, the Board will reconvene in open session at 4:30 pm to take action on conducting the Long-Term Trend assessment in 2020 (*refer to the Executive Committee tab for additional information*).

Summary of Board Discussions to Date:

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. 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, TUDA) for each assessment." The current Schedule of Assessments (attached) was approved in November 2015 and extends through 2024.

The 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.

During the May 2018 Board meeting, Governing Board members engaged in small group discussions to consider various approaches for implementing the assessment schedule priorities of utility, frequency, and efficiency. In its discussion, the Board generally agreed that it is desirable to increase state and TUDA administrations for Reading, Mathematics, Science, and Writing in particular.

During the August 2018 Board meeting, there was a plenary presentation and discussion of several potential approaches to increase the efficiency of the U.S. History, Civics, Geography, and Economics assessments. Relative benefits and costs of each approach were discussed, including potential implications for trends, achievement levels, and reporting. Several Board members noted that a consolidated social studies framework that would result in an overall social studies score and achievement levels may be too broad to be meaningful, helpful, or actionable. There was some support for separate assessments and trends in Civics and U.S. History to be maintained (even if the administrations are coordinated to produce results about interrelationships) and possibly prioritized over Geography and Economics.

At the November 2018 meeting, the Board discussed examples of how the Board's approved priorities of frequency, utility, and efficiency could be applied to the NAEP Assessment Schedule. Per the Board's request, this draft proposal was developed with consideration for operational constraints but without budgetary limits. The draft was offered for the Board's consideration to discuss extending the NAEP Assessment Schedule through the year 2030. In this meeting, the Board emphasized the importance of communicating with stakeholder groups about potential changes to the NAEP Assessment Schedule and to ascertain the support of Congress, states and districts about conducting more voluntary NAEP assessments. Board members also noted the importance of ensuring that any changes to the schedule align with the information needs of the dashboard recommended by the Ad Hoc Committee on Measures of Postsecondary Preparedness.



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 Tribal 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* TECHNOLOGY AND ENGINEERING LITERACY	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	U.S. HISTORY CIVICS GEOGRAPHY 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	ARTS FOREIGN LANGUAGE 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.