

Briefing on 2022 NAEP Long-Term Trend Results

The working lunch will feature a briefing by Grady Wilburn of the National Center for Education Statistics (NCES) on the results of the special 2022 NAEP Long-Term Trend assessments.

Background

Beginning in the 1970s, the NAEP program has monitored student performance in mathematics and reading through the Long-Term Trend (LTT) assessments. This assessment program within NAEP represents the nation's only continuous source of data on student achievement through a half-century. Nationally representative age-based cohorts of students participate in this assessment of basic skills, which is administered with pencil and paper. The last LTT assessment was fielded to 9-year-olds and 13-year-olds in the 2019-2020 school year.

This 2022 LTT assessment deviates from the typical LTT assessment schedule. Originally, the Governing Board expected that NCES would administer the LTT to 17-year-olds in spring 2022, to resume assessing the 17-year-old cohort who could not participate when assessment operations prematurely ceased in response to the pandemic in March 2020.

However, at the August 2021 quarterly meeting of the National Assessment Governing Board, the Board amended the assessment schedule to administer the 9-year-old LTT assessment in the 2021-2022 school year instead. By assessing 9-year-olds immediately prior to school closures in 2020 and again in 2021-22 when most schools reopened with traditional full-time schedules, NAEP captured student performance at two timepoints with the narrowest temporal boundaries of COVID-19 potential impacts.

Comparing and contrasting scores from the 2019-2020 school year with 2022 will lend invaluable insights into how COVID-19 shaped student learning for the youngest participants in the LTT assessment.