



National Assessment Governing Board

Approved Unanimously on May 16, 2015

Resolution on Maintaining NAEP Trends with the Transition to Digital-Based Assessments (DBA)

Whereas, P.L. 107-279 Title III Section 302 (5) includes as the duties of this Board to (G) develop guidelines for reporting and disseminating results, and (I) take appropriate actions needed to improve the form, content, use, and reporting of results, and,

Whereas, P.L. 107-279 Title III Section 303 (2) states that the Commissioner of Education Statistics shall conduct a national assessment and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement, and,

Whereas, P.L. 107-279 Title III Section 303 (2) states that the purpose of state assessments is the “reporting of trends,” with repeated emphasis on “including achievement data trends,” and,

Whereas, Goal 1 of the Governing Board’s *General Policy: Conducting and Reporting The National Assessment of Educational Progress*, adopted unanimously by the Board in 2013, is, “to serve as a **consistent** external, independent measure of student achievement by which results across education systems can be compared at points in time **and over time**” (emphasis added), and,

Whereas, NAEP stands for the National Assessment of Educational **Progress** (emphasis added), and,

Whereas, state tests and state testing policies continue to differ among states, and such tests and policies change over time, and,

Whereas, biennial state-level NAEP trends are the only representative measure of educational progress that is comparable across states and stable over time, and,

Whereas, NCES is designing and implementing the DBA transition with the goal of maintaining trends, including 1) a pilot DBA administration and a full paper-and-pencil administration in 2015 and 2) a full DBA administration and a state-level paper-and-pencil administration in 2017; and,

Whereas, NCES will examine data and conduct analyses from both 2015 and 2017 to determine whether trend interpretations based on the DBA results are scientifically defensible;

Whereas, NCES will explore additional analysis and reporting options, with involvement of the Governing Board, on the potential interpretations of trends for use in reporting the 2017 Reading and Mathematics results with the transition from paper and pencil to DBA administration;

Now, therefore, the National Assessment Governing Board resolves that, unless scientifically indefensible, unbroken state-level and national trends be reported, by average scores, percentiles, and percentages at and above the Basic, Proficient, and Advanced achievement levels, to describe educational progress in Reading and Mathematics from 2015 to 2017.