

NAEP Budget and Assessment Schedule

At the August 2015 meeting, the National Assessment Governing Board unanimously approved a resolution to make a public statement advocating for full NAEP funding to protect the program.

The Governing Board reaffirmed its priorities for the NAEP Assessment Schedule, which are incorporated into the resolution by stating what might be lost (i.e. fewer subjects and grades assessed, fewer state and district results) with inadequate funding. The Board's priorities are the following, in this order:

1. Transition to DBA and maintaining trend: state validation studies;
2. Assess broad-based curricular areas with a priority for STEM;
3. Provide state-level data in curriculum areas beyond reading and mathematics; and
4. Include more TUDAs.

At the August 2015 Board meeting, the Executive Committee met in closed session to receive updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. The Committee affirmed that likely modifications to the Assessment Schedule, jointly proposed by Governing Board staff and NCES, were a suitable reflection of the Board's budget priorities in light of the tentative budget numbers.

At the November 2015 meeting, the Board will review revised costs and estimates for NAEP in closed session, review the Assessment Schedule, and take action on the NAEP Assessment Schedule if needed.

Governing Board's Priority Order for NAEP Activities:

1. Transition to DBA and maintain trend: state validation studies
2. Assess broad-based curricular areas with a priority for STEM
3. Provide state level data in curriculum areas beyond reading and mathematics
4. Include more TUDAs



National Assessment of Educational Progress Schedule of Assessments

Approved March 6, 2015 – Edited to show possible modifications due to budget constraints, as discussed at the August 2015 Board Meeting

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, 12	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8, 12 8, 12 8, 12 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	Long-term Trend (postponed to 2024)	~		
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.



National Assessment Governing Board Resolution on the Imperative for Increased NAEP Funding

Whereas, the National Assessment of Educational Progress (NAEP)—also known as The Nation’s Report Card—is authorized by Congress and is the largest nationally representative and continuing assessment of what our nation’s elementary and secondary students know and can do;

Whereas, since 1969, NAEP has been the country’s foremost resource for measuring student progress and identifying differences in student achievement across various student subgroups;

Whereas, in a time of ever-changing state standards and assessments, the need for NAEP as the only national measure to compare student achievement across states and select large urban districts is greater than ever;

Whereas, the overwhelming, voluntary participation of states and select urban districts in non-mandatory NAEP assessments is a testament to the usefulness of and demand for NAEP results;

Whereas, the nation relies on NAEP to monitor whether students are prepared with the academic rigor, technological skills, critical thinking, and global perspectives necessary to meet the demands of the twenty-first century through assessments in a broad range of subjects;

Whereas, NAEP must innovate to keep pace with the changing world of education and technology by transitioning to digital-based assessments (DBA) which provide new ways to measure student achievement that are more precise, more engaging, and better capture a wider range of knowledge and skills than can typically be measured with paper-and pencil tests;

Whereas, it is of paramount importance to invest in technology to maintain stringent protections to ensure consistent and fair assessment conditions with DBA by providing uniform digital devices and uninterrupted, secure connectivity in the near-term;

Whereas, without additional resources to support the costly but necessary transition to DBA while simultaneously maintaining its ability to report trends, NAEP will be dramatically compromised in its ability to fulfill its mission as it will be reduced to measuring a narrower range of subjects, testing fewer grade levels, and administering fewer assessments at the state level;

Therefore, the National Assessment Governing Board resolves that timely and significant increases of funds are necessary to ensure that The Nation’s Report Card continues to provide policymakers, parents, principals, teachers, and researchers with the nation’s only continuous and objective measure of student progress in a wide range of subjects and grades at the national, state, and select large urban district levels, capturing the full scope of academic rigor, technological proficiency, critical thinking, and global perspectives necessary for success in the twenty-first century.