NATIONAL ASSESSMENT GOVERNING BOARD

ASSESSMENT DEVELOPMENT COMMITTEE MEETING AGENDA

Friday, November 20, 2026

8:30 – 10:30 am EST

Lincoln

8:30 – 8:35 am	**Welcome and Review of Agenda** *Patrick Kelly, Chair*	
8:35 – 9:35 am	**Update on NAEP Civics Framework** *Andrew Bell, WestEd* *Mark Loveland, WestEd*	Attachment A
9:35 – 9:50 am	**Evaluating the 2026 NAEP Contextual Questionnaires** *Nadia McLaughlin, NCES*	Attachment B
9:50 – 10:30 am	**Plans for NAEP Long-Term Trend (LTT) Content Documentation (CLOSED)** *Sharyn Rosenberg, Assistant Director for Assessment Development*	Attachment C
Information Item	**Item Review Schedule**	Attachment D

Plans for Long-Term Trend (LTT) Content Documentation (Closed Session)

November 20, 2026

Goal

The goal of this session is to discuss plans for moving forward with work to document the content of the NAEP Long-Term Trend (LTT) assessments in reading and mathematics for ages 9, 13, and 17, including a contract to convene content experts in support of the work.

Overview

The National Assessment of Educational Progress program includes two distinct assessment programs—LTT NAEP and main NAEP. While main NAEP is required by statute every two years in grades 4 and 8 and every four years in grade 12, the statute states that the frequency of the LTT administration will be determined by the Board.

Both assessments measure learning over time but differ in key ways: (1) the NAEP LTT assessment measures national reading and mathematics performance at ages 9, 13 and 17, whereas main NAEP assessments sample students by grade and provide national, state, and district-level data; (2) LTT trend lines date back to the early 1970s, and main NAEP trend lines start in the early 1990s; (3) LTT measures more basic skills, while main NAEP hews more closely to current trends in education (sample items that have been released can be found here); (4) LTT assessments are based on limited descriptions of content in objectives booklets from the 1970s and 1980s and main NAEP assessments are based on comprehensive assessment frameworks that are updated over time; (5) main NAEP assessments in reading and mathematics occur every two years, as required by law, yet the periodicity for LTT is not specified.

During the 1970s and 1980s, each LTT assessment was developed using “objectives booklets” developed by the Education Commission of the States (ECS) and Educational Testing Service (ETS). The objectives booklets were much less comprehensive and descriptive than the NAEP assessment frameworks that were later developed by the Governing Board for main NAEP assessments. The objective booklets and items were updated somewhat for each administration throughout the 1970s and 1980s.

Once the Governing Board was established in 1989 and took over the responsibility for determining NAEP assessment content, no further changes to LTT objectives booklets or assessment items were made during the 1990s. The Governing Board established assessment frameworks for main NAEP in several content areas, and attention was focused on item development for the new assessments. During this time, LTT assessments existed in math, reading, science, and writing (for ages 9, 13, and 17).

There was a large amount of item development in preparation for the 2004 LTT assessments. Approximately 70 percent of the LTT items administered in 2004 were newly developed; among the 30 percent of older items, 10 percent were released after the 2004 administration and 10 percent were released after the 2008 administration. Additional new items were administered in 2008 and 2012 but there have been no new items in operational LTT administrations since 2012.

Over time, some items must be retired. Over the last few years, NCES has indicated that the continued viability of LTT is threatened by the lack of a "framework" to create new items. Guidance on what LTT is and should be measuring is needed in order to develop new items. There was a previous effort in the early 2000s to document the LTT content by trying to "retrofit" frameworks based on the existing item pools, but the work was never finished and the key takeaways are unclear. During previous discussions on the future of LTT in 2018, the Board agreed that such content documentation should be pursued once again, but other activities were prioritized in the following years.

Board leaders recently convened to discuss the future of NAEP LTT and determined that it is important to pursue documentation of the LTT content to inform Board deliberations in May and August 2027. A procurement process is currently underway for a contract to support the work of convening content experts to review the 2025 LTT reading and mathematics assessments for ages 9, 13, and 17 and provide descriptions of what content is being measured.

During this ADC session, Board staff Sharyn Rosenberg will provide an overview of the planned work for documenting the content of the LTT assessments and seek feedback and guidance from the Committee. The session is closed because it includes information on the procurement process for this work.

Update on the 2032 NAEP Civics Framework

November 20, 2026

Goal

The update of the 2032 NAEP Civics Framework is currently underway; representatives from the Civics Content Advisory Group and the Civics Framework Development Panel will brief the full Board on the current status of the work during a plenary session on November 19 (see plenary session materials). The goal of this ADC session is to discuss upcoming work and plans in more detail for project activities occurring between now and the March 2027 quarterly Board meeting.

Background

Following the August Board meeting, two contracts were awarded to support the work of updating the NAEP Civics Framework: contract number 91995926F0006 was awarded to Democracy International to support the work of the Civics Content Advisory Group, and contract number 91995926F0007 was awarded to WestEd to support all other aspects of the process, including convening the Framework Development Panel, Technical Advisory Committee (TAC), and Educator Advisory Committee (EAC).

The Framework Development Panel is charged with developing drafts of the project documents and engaging in detailed deliberations to determine how to reflect the Board charge and Content Advisory Group guidance in an updated framework. They will use a synthesis document that WestEd project staff created (combining content from the 1998-2028 NAEP Civics Framework and the 1998-2028 Assessment and Exercise Specifications) as a starting point for discussions about what should be retained, revised, deleted, or added to produce the updated 2032 NAEP Civics Framework. The Framework Development Panel will convene again in person in mid-December and late January, in addition to asynchronous work and virtual meetings, to produce an outline of the 2032 NAEP Civics Framework that can be shared for public comment from mid-March to mid-April (beginning shortly after the March 2027 quarterly Board meeting).

The Civics Content Advisory Group (CAG) consists of 10 civics content and policy experts and is charged with providing feedback to the Framework Development Panel throughout the process of updating the 2032 NAEP Civics Framework, including initial guidance on how to implement the Board charge and approach the update. Two CAG members are attending each meeting of the Framework Development Panel, and the CAG meets virtually following each panel meeting to discuss issues and outcomes from the meeting and to determine what feedback to provide from a content perspective.

The Technical Advisory Committee (TAC) consists of 6 measurement experts and is charged with providing feedback to the Framework Development Panel on technical issues for the framework update, including assessment design and the development of the 2032 NAEP Civics Assessment and Item Specifications. Two TAC members are

attending each meeting of the Framework Development Panel, and the TAC meets virtually following each panel meeting to discuss issues and outcomes and to determine what feedback to provide from a measurement perspective.

The Educator Advisory Committee (EAC) consists of 8 classroom teachers and other educators of civics and is charged with providing feedback to the Framework Development Panel from additional practitioners. Two EAC members are attending each meeting of the Framework Development Panel, and the EAC meets virtually following each panel meeting to discuss issues and outcomes from the meeting and determine what feedback to provide from a practitioner perspective.

Overview of the November ADC meeting session

WestEd project director Mark Loveland and content lead Andrew Bell will provide an overview of recent work and planned next steps to work towards the major project milestone of seeking public comment on a draft outline of the NAEP Civics Framework beginning mid-March 2027.

IES Institute of Education Sciences

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Evaluating the 2026 NAEP Contextual Questionnaires

To ensure the ongoing utility of the NAEP contextual questionnaires, the National Center for Education Statistics' (NCES) initiated a thorough evaluation of the 2026 NAEP mathematics and reading grades 4 and 8 contextual questionnaires. The evaluation is guided by several key objectives: examining the usefulness of questionnaire data for NAEP reporting needs, evaluating the relevance of questionnaire topics to current and emerging issues in the educational landscape, and reducing burden on teachers and school administrators who complete the questionnaires. NCES expects to complete internal reviews and finalize recommendations for the 2028 NAEP contextual questionnaires in the coming months.

This presentation aims to provide the Assessment Development Committee (ADC) with a high-level overview of NCES' goals, processes, and timelines for evaluating the 2026 NAEP contextual questionnaires. ADC and R&D contextual questionnaire reviews are planned for the March 2027 Governing Board meeting, where members will be asked to consider recommendations for the 2028 NAEP contextual questionnaires.

Institute of Education Sciences

Assessment Development Committee
Item Review Schedule
October 2026 – July 2027
As of October 23, 2026

Review Package to Board	Board Comments to NCES	Survey/ Cognitive	Review Task	Approx. Number Items	Status
10/5/2026 (Off-cycle)	10/28/2026 (Off-cycle)	Cognitive	Reading (4 & 8) 2030 Operational (2029 pilot) *(Concept Sketches/Passages)*	17-25 Concept sketches w/ 31-45 passages	✓
2/17/2027	3/12/2027	Cognitive	Math (4, 8, & 12) 2028 Operational *(Clearance)*	TBD *(Flagged Items Only)*	
2/17/2027	3/12/2027	Cognitive	Reading (4, 8, & 12) 2028 Operational (*Clearance*)	TBD *(Flagged Items Only)*	
2/17/2027	3/12/2027	Survey	Math (12) 2028 Operational *(Clearance)*	TBD *(Flagged Items Only)*	
2/17/2027	3/12/2027	Survey	Reading (12, FRIP 4) 2028 Operational *(Clearance)*	TBD *(Flagged Items Only)*	
4/28/2027	5/21/2027	Cognitive	Math (4 & 8) 2030 Operational (2028 pilot) (Clearance)	1 SBT 205 DIs	
4/28/2027	5/21/2027	Survey	Math (4 & 8) 2030 Operational (2028 pilot) (Clearance)	TBD	
6/11/2027 (Off-cycle)	7/9/2027 (Off-cycle)	Survey	Reading (4 & 8) 2030 Operational (2029 pilot) *(Preliminary)*	TBD	

**Item counts are expressed at the sub-item level and include all respondent groups (i.e., student, teacher, and school).*