

NAEP 2022 Facts for Teachers

What Is NAEP?

The National Assessment of Educational Progress (NAEP) is an integral measure of academic progress over time. It is the largest nationally representative and continuing assessment of what our nation's students know and can do in various subjects such as civics, mathematics, reading, science, technology and engineering literacy, U.S. history, and writing. The program also provides valuable insights into students' educational experiences and opportunities to learn in and outside of the classroom. Elected officials, policymakers, and educators all use NAEP results to develop ways to improve education.

NAEP is a congressionally mandated program administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences.

“As an educator, I find the contextual information that NAEP provides to be particularly valuable. It helps me take a closer look at the factors related to student achievement across the country.”

—Ann M. Finch, Assessment Specialist, Arkansas Department of Education



What NAEP assessments will be administered in 2022?

The NAEP 2022 program will include grade-based assessments—referred to as main NAEP—for grades 4 and 8, as well as the long-term trend assessment for 9-year-olds. Students will complete subject-area questions in civics, mathematics, reading, or U.S. history. Each student will be assessed in one subject only.

The table below provides more details on the NAEP 2022 program.

Age or Grade	Type of NAEP Assessment	Subject	Format	Assessment Window
Grade 4	Main	Mathematics Reading	Tablet	January 24– March 4, 2022
Grade 8	Main	Civics Mathematics Reading U.S. History		
Age 9	Long-term trend	Mathematics Reading	Paper and Pencil	January 10– March 18, 2022

Results will be released at the national, state, and select urban district levels for the main NAEP mathematics and reading assessments at grades 4 and 8. National results will be released for the civics and U.S. history assessments at grade 8 and the long-term trend assessment at age 9.

Students, teachers, and principals participating in main NAEP will also be asked to complete survey questionnaires to provide a better understanding of factors that may be related to students' learning. Student survey questionnaires will provide valuable information about students' opportunities to learn both in and outside of the classroom, as well as how they have accessed learning during the COVID-19 pandemic.

While there will not be a teacher questionnaire for the long-term trend assessment, there will be a questionnaire for principals that will be delivered in an online format; a paper-and-pencil version is also available upon request.

What can teachers and students expect?

It takes approximately 2 hours for students to complete the main NAEP assessment and approximately 70 minutes to complete the long-term trend assessment. This includes transition time, directions and tutorials, and completion of survey questionnaires. A broad range of accommodations are provided for students with disabilities and English learners. Teachers do not need to prepare their students to take the assessment, but they should encourage students to do their best.

Who will administer NAEP? What do schools need to provide on the day of the assessment?

NAEP representatives will administer the NAEP assessment and provide significant support to schools on assessment day. They will wear necessary personal protective equipment (PPE) and follow all school-specific health protocols. NAEP representatives will also bring all necessary materials and equipment, including sanitized tablets with keyboards. Schools will only need to provide space for students to take the assessment, desks or tables, and an adequate number of electrical outlets in the assessment location. Schools will not need to provide internet access.

How are schools and students selected for NAEP?

Schools are selected as part of a carefully designed sampling process that ensures NAEP-selected schools and students are representative of all schools and students across the United States.

How is NAEP different from our state assessment?

NAEP serves a different role than state assessments. While states have their own unique assessments with different content standards, the same NAEP assessment is administered in every state, providing a common measure of student achievement.

NAEP and Teachers

How are teachers essential partners in NAEP?

Schools and students selected to participate in NAEP represent schools and students across the country. Teachers make an important contribution by encouraging their students to participate and to give their best effort; this helps ensure that NAEP results provide the most accurate measure possible of student achievement across the country. To learn more about NAEP and view FAQs for teachers, visit <https://nces.ed.gov/nationsreportcard/educators/>.

Why are students, teachers, and principals asked to complete survey questionnaires?

In addition to subject-area questions, students participating in NAEP are asked to complete survey questionnaires. Results from these questionnaires help put student achievement results into context, allow for meaningful comparison between student groups, and offer important insights for educators, policymakers, and researchers to better understand students' educational experiences in the United States.



Teachers of students participating in the main NAEP assessments are also asked to complete survey questionnaires. NAEP teacher survey questionnaires gather information on teacher training and instructional practices. These questionnaires will be delivered via an online format, but teachers can request a paper-and-pencil version.

Principals or school administrators of students participating in the main NAEP assessments are asked to complete a survey questionnaire that provides information about school policies and characteristics. These questionnaires will also be delivered via an online format, but a paper-and-pencil version is available upon request.

To learn more about NAEP survey questionnaires and view student, teacher, and school questionnaires from previous years, visit https://nces.ed.gov/nationsreportcard/experience/survey_questionnaires.aspx.

How can teachers use NAEP resources and data to help students?

You can use the NAEP Questions Tool (<https://nces.ed.gov/nationsreportcard/nqt>) to view released NAEP items and create customized assessments for your classroom. You can compare your students' performance with their peers in your state and across the nation. Teachers, students, and parents can access information and also compare results for various demographic groups. Most released items include a scoring guide, sample student responses, and performance data.

The NAEP Data Explorer (<https://www.nationsreportcard.gov/ndecore>) is a powerful tool that allows you to examine the relationships between student performance and factors like instructional practices, school resources, and more.

How do the NAEP online dashboards help teachers explore NAEP results and more?

The Achievement Gaps Dashboard lets users explore achievement gaps that reveal significant differences in assessment scores between two groups of students (e.g., male and female students or White and Black students). You can also examine the latest national results in all the NAEP subjects and students' educational experiences by school type with the new Public, Private, and Charter Schools Dashboard.

View the Achievement Gaps Dashboard at https://www.nationsreportcard.gov/dashboards/achievement_gaps.aspx.

The Public, Private, and Charter Schools Dashboard is available at https://www.nationsreportcard.gov/dashboards/schools_dashboard.aspx.

The new Monthly School Survey Dashboard (<https://ies.ed.gov/schoolsurvey/>) offers a monthly snapshot of learning opportunities (i.e., remote only, hybrid, or full-time in-person instruction) and attendance rates at schools across the country during the COVID-19 pandemic. Survey results were collected from February through June 2021.

How long has NAEP been around?

NAEP was first administered in 1969 to measure student achievement nationally. In 1990, NAEP was administered at the state level for the first time. The NAEP Trial Urban District Assessment (TUDA) program, which measures student achievement in some of the nation's large urban districts, began in 2002. The program has come to be recognized as the gold standard of large-scale assessments due to its high technical quality and rigorous design and methodology.

NAEP Results

The results of NAEP are released as The Nation's Report Card. Depending on the assessment, NAEP results are available for the nation, states, and select urban districts that participate in TUDA. Results are also available for different student groups based on factors such as race/ethnicity, gender, school location, and more. NAEP is not designed to collect or report results for individual students, classrooms, or schools. Within a school, just some of the student population participates, and student responses are combined with those from other participating students to produce the results.

You can access data from previous assessments at <https://nces.ed.gov/nationsreportcard/naepdata> and explore the most recent results at <https://www.nationsreportcard.gov/>.

As part of main NAEP, students in grades 4 and 8 are scheduled to be assessed at the national and state levels in mathematics and reading every 2 years. Under the Elementary and Secondary Education Act, districts and states that receive Title I funds are required to participate in these biennial assessments. Other subjects are assessed periodically. NAEP long-term trend assessments allow the performance of today's students to be compared with students since the early 1970s and are administered periodically to 9-, 13-, and 17-year-olds.

Recent NAEP Results

Results from the NAEP assessments are released as they become available, following comprehensive scoring and analysis. National Indian Education Study (NIES) results and science results were both released in May 2021; mathematics and reading results for twelfth-graders were released in October 2020; civics, geography, and U.S. history results were released in April 2020; mathematics and reading results were released in October 2019; and technology and engineering literacy results were released in April 2019. Below are highlights from these interactive reports, which are available at www.nationsreportcard.gov.

2019 National Indian Education Study at Grades 4 and 8

The 2019 National Indian Education Study (NIES) surveyed students, teachers, and school principals in the United States about the experiences of American Indian/Alaska Native (AI/AN) students in grades 4 and 8. Because AI/AN students' experiences may vary depending on the types of schools they attend, results are reported for three mutually exclusive categories of schools and for an overall category: low-density public schools (where less than 25 percent of all the students in the school were AI/AN); high-density public schools (where 25 percent or more of all the students in the school were AI/AN); Bureau of Indian Education (BIE) schools; and all AI/AN students (includes all AI/AN students sampled throughout the nation in public, private, BIE, and Department of Defense schools).

- Most American Indian and Alaska Native (AI/AN) students across grades 4 and 8 and school types reported having at least “a little” knowledge of their AI/AN tribe or group. AI/AN fourth-grade students reported similar extents of cultural knowledge across school types, but higher percentages of AI/AN eighth-graders who attended BIE schools reported “some” or “a lot” of knowledge than those in low- (i.e., less than 25 percent AI/AN students) or high-density (i.e., 25 percent or more AI/AN students) public schools.
- AI/AN students across grades and school types identified their family members as the most common sources of knowledge on their AI/AN, histories, traditions, and languages—with teachers being the second most commonly reported source of such knowledge.
- AI/AN eighth-graders who attended BIE schools reported higher percentages of interest in reading about cultures than those in low- or high-density public schools.
- At both grades, AI/AN students who attended BIE schools reported more exposure to their Heritage languages with their families and in school in general than students who attended low- or high-density public schools.

Learn more about this study and explore the full 2019 NIES report at <https://nces.ed.gov/nationsreportcard/nies/>.



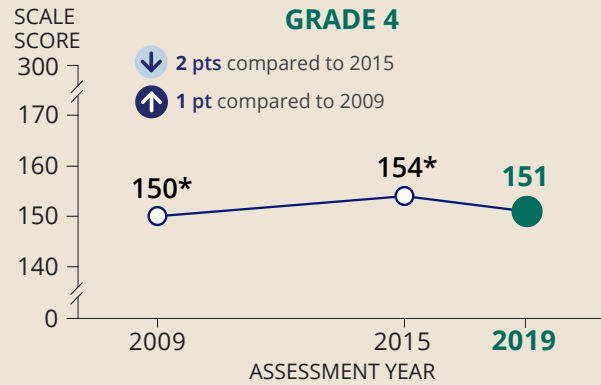
2019 Science Assessment at Grades 4, 8, and 12

- The average science score for fourth-grade students in 2019 was 2 points lower compared to 2015, while the average score was 1 point higher compared to 2009.
- The average science score of 154 for eighth-grade students in 2019 was not significantly different compared to 2015 but was 4 points higher compared to 2009.
- The average science score of 150 for twelfth-grade students in 2019 was not significantly different compared to 2015 nor was it different compared to 2009.

The figures to the right illustrate the 2019 science assessment results mentioned here. For more details, view the full report at www.nationsreportcard.gov/science/?grade=4.

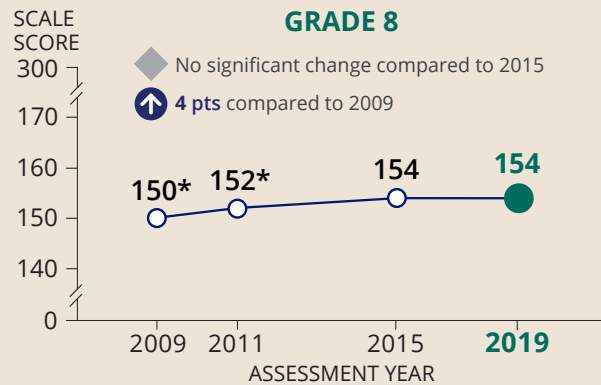


Average scores in NAEP science for fourth-grade students: 2009, 2015, and 2019



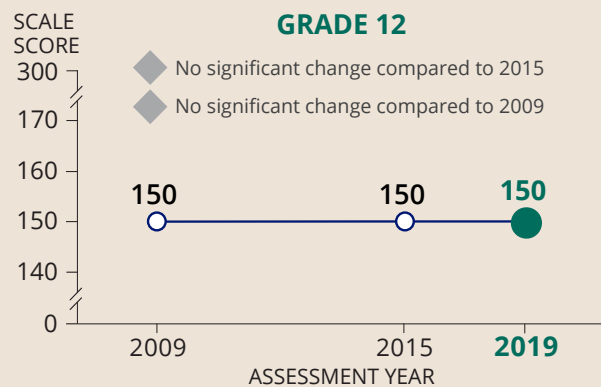
* Significantly different ($p < .05$) from 2019.

Average scores in NAEP science for eighth-grade students: 2009, 2011, 2015, and 2019



* Significantly different ($p < .05$) from 2019.

Average scores in NAEP science for twelfth-grade students: 2009, 2015, and 2019



2019 Mathematics and Reading Assessments at Grade 12

- While there was no significant change in the average mathematics score for twelfth-grade students in comparison to 2005, scores were higher for several student groups. Student performance by race/ethnicity showed that average mathematics scores in 2019 were higher than in 2005 for White, Hispanic, and Asian/Pacific Islander students as well as for students of two or more races.
- The average reading score for twelfth-grade students was 2 points lower in comparison to 2015 and 7 points lower when compared to the average score of the first reading assessment in 1992. Compared to the first reading assessment in 1992, average reading scores at grade 12 were also lower for several student groups in 2019. Scores in 2019 decreased for White and Black students, male and female students, public school students, and students across parental education levels.

For more details, explore the full mathematics report at <https://www.nationsreportcard.gov/mathematics?grade=12> and the full reading report at <https://www.nationsreportcard.gov/reading?grade=12>.

2018 Civics, Geography, and U.S. History Assessments at Grade 8

- Although the average civics score for eighth-grade students in 2018 was not statistically different compared to 2014, the previous assessment year, the 2018 average score was higher in comparison to the first civics assessment in 1998.
- The average geography score for eighth-grade students in 2018 was 3 points lower compared to the previous assessment year in 2014 and was not statistically different in comparison to the first geography assessment in 1994.
- The average U.S. history score for eighth-grade students in 2018 was 4 points lower compared to 2014, the previous assessment year; however, the 2018 average score was higher in comparison to the first U.S. history assessment in 1994.
- The White–Hispanic score gap in 2018 narrowed by 10 points in civics and by 8 points in geography compared to 1998 and 1994, respectively. The White–Black score gap also narrowed by 5 points in geography compared to 1994.

Access the full reports at:

<https://www.nationsreportcard.gov/civics/>

<https://www.nationsreportcard.gov/geography/>

<https://www.nationsreportcard.gov/ushistory/>



2019 Mathematics Assessment at Grades 4 and 8

- In 2019, the average mathematics score for the nation's fourth-grade students was 1 point higher compared to 2017 and 27 points higher compared to 1990, the first assessment year. While the average mathematics score for eighth-grade students in 2019 was 1 point lower compared to 2017, it was 19 points higher than in 1990.
- Average mathematics scores were also higher in 2019 for fourth-grade students in five TUDA districts than in 2017: Clark County (NV), Cleveland, Denver, Detroit, and the District of Columbia (DCPS). For eighth-grade students, the 2019 average mathematics scores were higher in four TUDA districts than in 2017: Denver, the District of Columbia (DCPS), Guilford County (NC), and Shelby County (TN).

The full mathematics report for grade 4 is available at <https://www.nationsreportcard.gov/mathematics/?grade=4>. The report for grade 8 is available at <https://www.nationsreportcard.gov/mathematics?grade=8>.

2019 Reading Assessment at Grades 4 and 8

- Average reading scores were 1 point lower for fourth-graders and 3 points lower for eighth-graders in 2019 compared to 2017, but were higher for both grades compared to the first reading assessment in 1992.
- Average reading scores were also lower in 2019 than in 2017 for fourth-grade students in three TUDA districts: Jefferson County (KY), Miami-Dade, and Milwaukee. For eighth-grade students, average reading scores were lower in 2019 than in 2017 in 11 TUDA districts: Albuquerque, Austin, Boston, Chicago, Dallas, Duval County (FL), Fort Worth, Hillsborough County (FL), Los Angeles, Milwaukee, and Philadelphia.

Explore the full reading report for grade 4 at <https://www.nationsreportcard.gov/reading/?grade=4> and for grade 8 at <https://www.nationsreportcard.gov/reading?grade=8>.

2018 Technology and Engineering Literacy (TEL) Assessment at Grade 8

The TEL assessment measures whether students are able to apply technology and engineering skills to real-life situations using interactive, scenario-based tasks.

- In 2018, the average overall TEL score for eighth-grade students was 2 points higher compared to 2014, the previous assessment year.
- Compared to 2014, eighth-grade students also scored higher in all three TEL content areas (Technology and Society, Design and Systems, and Information and Communication Technology) and in all three practices (Understanding Technological Principles, Developing Solutions and Achieving Goals, and Communicating and Collaborating).
- The average score in TEL overall was 5 points higher for female students than their male peers.

To learn more, view the full TEL report at <https://www.nationsreportcard.gov/tel/>.

More About NAEP

To learn about upcoming NAEP assessments, download NAEP reports, and access sample questions, visit nces.ed.gov/nationsreportcard. Explore the latest NAEP results at [nationsreportcard.gov](https://nces.ed.gov/nationsreportcard).

Visit nces.ed.gov/nationsreportcard/about/covid19.aspx for more information about NAEP COVID-19 protocols.

Learn what NAEP means for schools that are selected to participate and get the latest NAEP news in *Measure Up: NAEP News for the School Community*, available online at <https://nces.ed.gov/nationsreportcard/about/schools.aspx>.

To hear teachers share their thoughts about why NAEP results are important, view the video *Introducing NAEP to Teachers* at <https://nces.ed.gov/nationsreportcard/participating/schools.aspx>.

To find your NAEP state coordinator's contact information, visit <https://nces.ed.gov/nationsreportcard/states> and select your state or jurisdiction from the drop-down menu.

For additional assistance, call the NAEP help desk at 800-283-6237.

"The NAEP team that arrived at our school made the assessment process painless. Everyone on the team previously worked as an educator and interacted well with all of our students. The technology-based assessment our students took kept them actively engaged throughout the session."

—Kimberly Wilborn, Guidance Counselor, Sandburg Middle School, Fairfax County Public Schools, Alexandria, Virginia



National Center for Education Statistics (NCES) conducts the National Assessment of Educational Progress to evaluate federally supported education programs. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant's information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015.

The work reported herein was supported under the National Assessment of Educational Progress (91990019C0045) as administered by the National Center for Education Statistics, U.S. Department of Education.

Photo Credits: © 4007_BoyWithDownSyndromeTeacher; © 4009_TeenageStudentsWithTeacherInBiologyClass; © 4062_CuteStudentsSmilingHallwayTeacher; © 4030_RioGrandeCountry_iStock-867629464 © 4064_StudyingRoboticArmFemaleStudentsTeacher; © 4065_BrazilDayPencilsAppleMagnifyGlassBlackboardInternational.