

Historical Chronology of NAEP

- 1963** Francis Keppel, the U.S. Commissioner of Education from 1962 to 1965, was concerned about the lack of information regarding the academic achievement of American students. He hired Ralph W. Tyler, a psychologist and the nation’s most prominent education evaluator, to form a committee to make recommendations on how to obtain the information. Tyler proposed periodically assessing a small sample of different students rather than trying to test all students on the national level; however, several influential educational associations were opposed to any student assessment data being collected and released at the state level, because they feared that the results would be used to make improper and harmful comparisons.
- 1963–1969** The National Assessment of Educational Progress (NAEP) was designed as a voluntary, cooperative program to measure student achievement and progress over time.
- 1968–1969** The first NAEP was administered and primarily funded by the Carnegie Corporation of New York and the Ford Foundation and its Fund for the Support of Education. The assessment content areas were citizenship, science, and writing, and they were administered to 17-year-old students in April and 13- and 9-year-olds in December.
- 1969–1970** The federal government became the source of half of the funding for the assessment project. The other half was provided by the Carnegie and Ford foundations.
- 1971–1973** The Education Commission of the States (ECS), under the direction of the U.S. Office of Education (USOE), assumed full funding of the NAEP project. USOE transferred oversight to the National Center for Education Statistics (NCES) in August 1971.
- Early 1980s** NAEP was redesigned to cover four subject areas— mathematics, reading, science, and writing—on a more frequent and regular schedule. In addition to the traditional assessment of 9-, 13-, and 17-year-olds, which became known as the Long-term Trend (LTT) NAEP, children in grades 3, 7, and 11 were assessed. LTT NAEP has remained unchanged since its first administration (1971 for reading and 1973 for mathematics). NAEP funding was converted from a grant to a contract.
- 1984** Before 1984, the NAEP assessments were administered in the fall of one year through the spring of the next. Beginning with 1984, NAEP was administered after the new year, in the winter. LTT NAEP continued assessing 13-year-old students in the fall, 9-year-old students in the winter, and 17-year-old students in the spring.
- 1985** The National Achievement Comparison Project was a special project that took place in Florida, Tennessee, and Virginia to link these states to the nation through a special subset of grade 11 NAEP Reading test items.
- 1986** NAEP assessed by both age (9, 13, and 17) and grade level (4, 8, and 11).
Eight southern states, including Florida, began a three-year test of a sample of their students using NAEP reading and/or writing achievement tests. This assessment was guided by the Southern Regional Education Board (SREB).

- 1986–1987** A NAEP study group headed by Tennessee Governor Lamar Alexander and H. Thomas James recommended that the U.S. Department of Education (USDOE) change grade-level sampling from grade 11 to grade 12. They also recommended adding a state-level NAEP to the assessment program on a trial basis. The Council of Chief State School Officers (CCSSO) proposed that NAEP develop state-level assessments in the core subjects of literacy, reading, and writing; mathematics, science, and technology; and civics, geography, and history.
- 1988** The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100—297) to the Elementary and Secondary Education Act (ESEA) further expanded the NAEP program by increasing the number of educational subjects assessed and authorizing state assessments on a trial basis (Trial State Assessments [TSAs]) in mathematics and reading. This legislation also authorized NAEP to report achievement level data on a basis that ensures valid, reliable trend reporting and information on special groups. A 25-member National Assessment Governing Board (NAGB) was established by Congress as the independent overseer of NAEP (P.L. 100-297) to, among other tasks, develop assessment objectives, write test specifications, identify appropriate achievement goals for each age and grade in each subject, and formulate policy guidelines for NAEP. The NAEP grade-level sampling was officially changed from grade 11 to grade 12.
- 1990** Florida State Statute 229.57(2), now 1008.22(2), was adopted, directing the Commissioner of Education “to provide for school districts to participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated.”
- 1990–1992** As part of the TSA, Florida was one of 40 states that volunteered to have their grade 8 students assessed in mathematics in 1990. In 1992, both grade 4 and 8 students were assessed in mathematics and grade 4 students were also assessed in reading. NAGB adopted three student performance standards (*Basic*, *Proficient*, and *Advanced*) to be used when reporting NAEP data. They were used for the first time to report the 1992 NAEP Mathematics data.
- 1994** The Improving America’s Schools Act of 1994 introduced design changes that expanded the data that NAEP gathered to include mathematics and reading assessments for students in grades 4, 8, and 12 and also added state assessments as a regular feature of NAEP. However, due to budget issues, only the grade 4 reading assessment was funded.
- 1996** Congress dropped the “trial” status of the NAEP state assessments. State NAEP for grades 4 and 8 mathematics and grade 8 science were administered. Hands-on performance tasks such as science kits and mathematical manipulatives were added to the assessment. NAEP began offering accommodations on a trial basis for students with disabilities (SD) and English language learners (ELL). This was the last year that LTT Writing was administered.
- 1997** NAGB adopted a schedule for national and state NAEP through the year 2010. Every other year, state NAEP was scheduled for grades 4 and 8, alternating between mathematics/science and reading/writing and (beginning with reading/writing in 1998).

- 1998** NAEP initiated assessments on an annual schedule and replaced age-based samples with grade-only samples (except for the LTT assessment, which continued to use age-based samples). NAEP first offered accommodations to SD and ELL students. Results were reported in two ways: accommodations not permitted and accommodations permitted.
- A permanent and stable pattern of state NAEP assessments in mathematics, reading, science, and writing, and was announced by NAGB.
- 1999** LTT NAEP was administered to 9-, 13-, and 17-year-old students. This was the last year LTT Science was administered.
- 2000** The Florida Department of Education (FDOE) decided not to participate in state NAEP so as to lessen the burden on the schools. This was the year that Florida's own assessment program was substantially expanded.
- The NAEP Questions Tool (NQT) was placed online in a public website, offering access to released questions, scoring guides, and performance data.
- 2001** The No Child Left Behind Act of 2001 (NCLB) was passed by Congress in May and June, 2001, and later signed into law by President George W. Bush on January 8, 2002. NCLB required states/districts that received Title 1 funding to participate in NAEP, beginning with the 2002-03 academic year. The NAEP Data Explorer (NDE) and State Profiles were placed online in a public website, permitting many secondary analyses which had formerly required training and licensing.
- 2002** State and national NAEP were administered in grades 4 and 8 in reading and writing. The Trial Urban District Assessment (TUDA) program was initiated as a study to determine the feasibility of including large urban districts as a regular component of NAEP. There were six large urban districts in the original sample: Atlanta, Chicago, District of Columbia, Houston, Los Angeles, and New York City. School personnel were no longer required to administer NAEP; contractors were hired by NCES to administer the 2002 assessment and all subsequent assessment administrations.
- A federally funded NAEP State Coordinator (NSC) position was created by NCES to enhance the profile of NAEP and to help administer a much-expanded assessment program than what was implemented prior to NCLB.
- 2003** State and national NAEP were given in grades 4 and 8 in mathematics and reading. Florida was the only state to have a significant increase in grade 4 reading between 2002 and 2003.
- Four large urban districts were added to the TUDA program: Boston, Charlotte, Cleveland, and San Diego. Results for the 2003 assessments were the first to be reported under NCLB requirements.
- 2004** LTT NAEP was administered to 9-, 13-, and 17-year-old students.

- 2005** State and national NAEP were administered in grades 4 and 8 in mathematics, reading, and science. Austin was added as a TUDA. During the summer, the High School Transcript Study (HSTS) was conducted. The HSTS collected information contained on a student's high school record, using the information to examine course-taking patterns and to predict future education outcomes. Results for reading and mathematics were published in October 2005, and the results for science were released in April 2006.
- 2006** National NAEP was administered in civics, economics (grade 12 only), and U.S. history.
- 2007** State and national NAEP were administered in grades 4 and 8 in mathematics and reading. Grade 8 students were also assessed in writing and grade 12 students participated in reading and writing national assessments.
- 2008** National NAEP was administered in grades 4, 8, and 12 in mathematics, reading, and science. Grade 8 students also participated in an arts assessment. The LTT was administered to 9-, 13-, and 17-year-old students.
- 2009** State and national NAEP were administered in grades 4 and 8 in mathematics, reading, and science. Grade 12 students participated in the same three subjects at the national level. Eleven states participated in a Grade 12 State Pilot in mathematics and reading: Arkansas, Connecticut, **Florida**, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota, and West Virginia. Seven large urban districts were added to the TUDA program: Baltimore; Detroit; Fresno, CA; Louisville, KY; **Miami (Dade County)**; Milwaukee; and Philadelphia.
- 2010** National NAEP was administered in grades 4 and 8 in civics, geography, history, mathematics, U.S. history, and writing. Grade 12 participated in civics, geography, U.S. history, and writing. A sample of grade 8 and 12 students participated in a computer-based writing assessment. NAGB issued a policy statement concerning the participation in NAEP of SD and ELL students: the proportion of all students excluded from any NAEP assessment was not to exceed 5% and not less than 85% of students classified as SD or ELL were to be included in NAEP.
- Florida included NAEP in its [Race to the Top](#) (RTTT) application for federal funds. Increasing the percentage of students scoring at or above *Proficient* on NAEP by 2015 was stated as one of the three primary goals listed in the application.
- 2011** Three large urban districts were added to the TUDA program: Dallas, Albuquerque, and **Hillsborough County (Tampa)**. TUDA, state, and national NAEP were administered in grades 4 and 8 in reading and mathematics. State and national NAEP were administered in grade 8 science. The NAEP assessment schedule for 2011 was changed by NAGB to replace writing with science. The change was made to coordinate the administration of NAEP and the Trends in International Mathematics and Science Study (TIMSS). Both TIMSS and the Progress In International Reading Literacy Study (PIRLS) were administered in Florida as state-level assessments. Results of the NAEP-TIMSS Linking Study were released December 2012. Results of the NAEP-TIMSS validation study will be published in spring of 2013.
- The legislature amended Florida State Statute 1008.22(2) to include mandatory participation in international assessments.

2012 LTT NAEP was administered to 9-, 13-, and 17-year-old students in mathematics and reading. NAEP 2012 was comprised of computer-based writing that was administered to grade 4 students and economics that was administered at grade 12.

A pilot of the Technology and Engineering Literacy (TEL) Assessment was administered on a very limited basis. Miami-Dade County volunteered to be one of the participants.

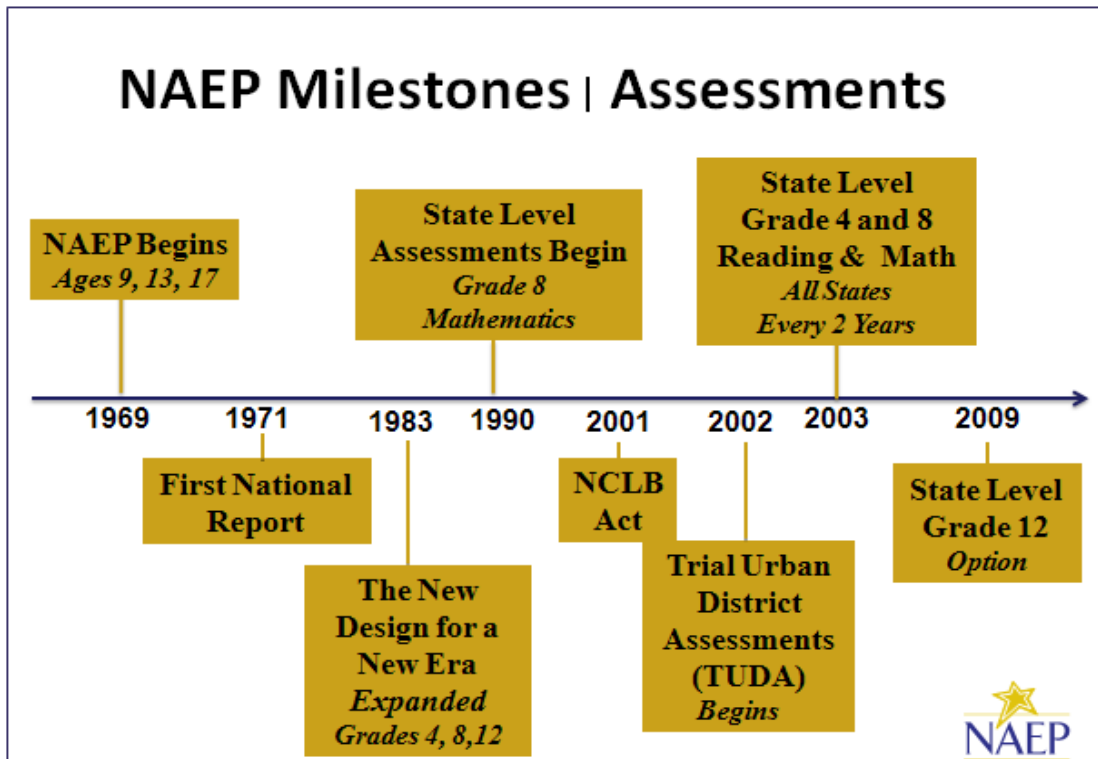
The Program for International Student Assessment (PISA) was administered in Florida as a state-level assessment in October. Results will be available in 2014.

NAGB proposed that NAEP evolve incrementally to be fully computer-based by 2022, assuming that NAEP administrations could be conducted using school-based computers.

2013 TUDA, state, and national NAEP were administered in mathematics and reading to grades 4 and 8. As a continuation of the Grade 12 State Pilot, state and national NAEP were administered in Florida in mathematics and reading at grade 12. The grade 12 mathematics assessment was also administered to a limited number of grade 9, 10, and 11 students in Florida and Massachusetts as part of a NAEP-PISA validation study. The Technology and Engineering Literacy (TEL) Assessment was administered as a pilot study at a limited number of grade 8 schools.

2014 National NAEP was administered at grades 4, 8, and 12 in civics, geography, and U.S. history. The TEL assessment was administered at grade 8.

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