



Why NAEP is important for Oregon

Each year some Oregon schools participate in the [National Assessment of Educational Progress](#) (NAEP). In odd years, such as 2025, the National Center for Education Statistics (NCES) selects a small number of Oregon schools for national assessments. In even years such as 2024, NCES [selects a much larger number](#) of Oregon schools to produce state results in math and reading.

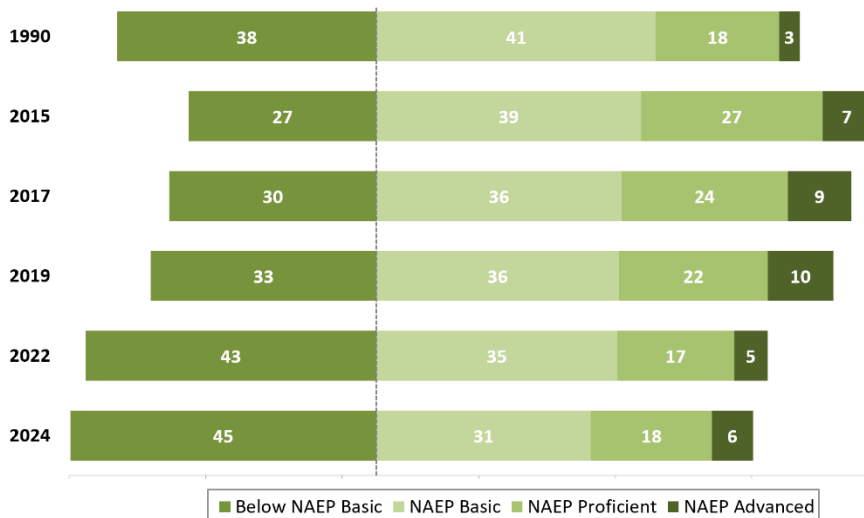
School leaders, teachers, parents, and students in Oregon often ask why participation in NAEP is worth their time and energy. This brief summarizes how NAEP provides Oregon with valuable information not available from other sources.

- NAEP has been a stable measure of student achievement since 1990;
- NAEP is the only source of comparable achievement data from all 50 states;
- NAEP informs educators, policymakers, parents and the public about the rigor of Oregon's expectations for students.

NAEP: A Stable Measure of Student Achievement

NAEP has maintained assessment trend lines for over 30 years. Oregon's NAEP results date back to 1990, when 8th graders participated in the first state-level NAEP math assessment. The grade 4 NAEP math trend line for Oregon begins in 1996, while the reading trend lines start in 1998. NAEP maintains the consistent administrative and technical procedures necessary to measure the same knowledge and skills over time.

Oregon Grade 8 NAEP Math Achievement Levels¹



There is value in having an historical perspective on achievement. In 2024, Oregon recorded the highest percentage of students scoring below the NAEP basic level in the history of the assessment. Students who do not reach the NAEP Basic level cannot demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level. These students may require extensive support to reach grade level expectations.

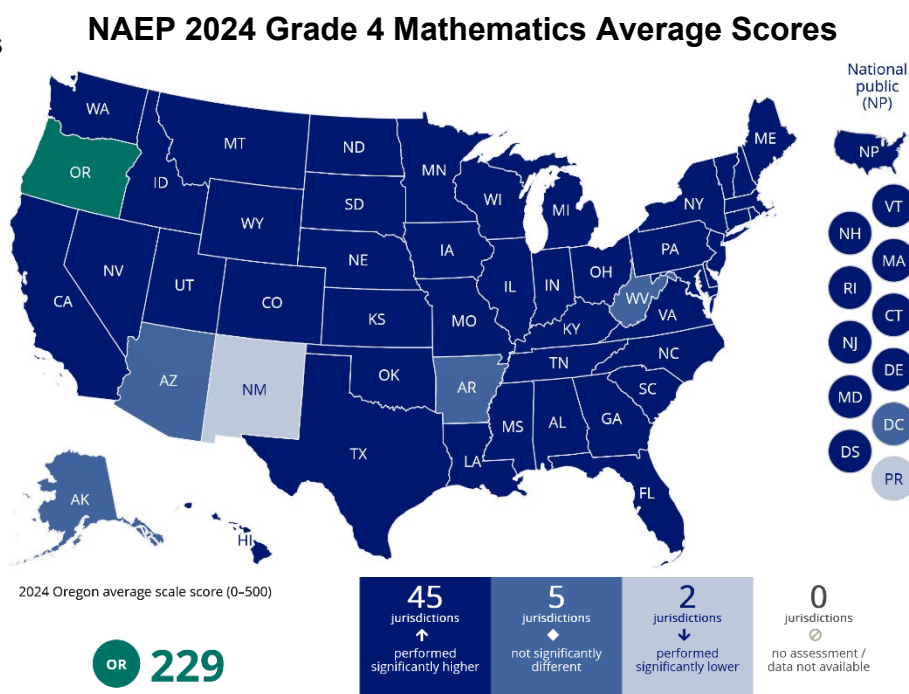
The percentages of students performing below the NAEP Basic level in 2024 were 33% in grade 4 math; 45% in grade 8 math; 48% in grade 4 reading; and 35% in grade 8 reading.

Additional information about NAEP trends in Oregon is available in [the Oregon Statewide Report Card](#) and from the [NAEP website](#).

NAEP: The Only Source of Comparable Achievement Data From All States

NAEP delivers the same assessments in the same way in every state. The content tested by NAEP is defined in [assessment frameworks](#) written by national committees that include content experts, teachers, school administrators, parents, and members of the general public.² The NAEP assessments are designed to be “curriculum neutral” since content may be taught in different ways in different states and districts. Thousands of NAEP test items have been released for public use through the online [NAEP Questions Tool](#).

State comparisons show that Oregon has weak relative performance at grade 4. The average NAEP math score for Oregon 4th graders is higher than average score in just two jurisdictions, New Mexico and Puerto Rico, while the average NAEP reading score in Oregon is higher than average scores in only two states. The average NAEP math score for Oregon 8th graders is above average scores in six jurisdictions, while the average NAEP reading score is higher than in seven jurisdictions.



NAEP: A Common Scale for Comparing State Expectations for Students

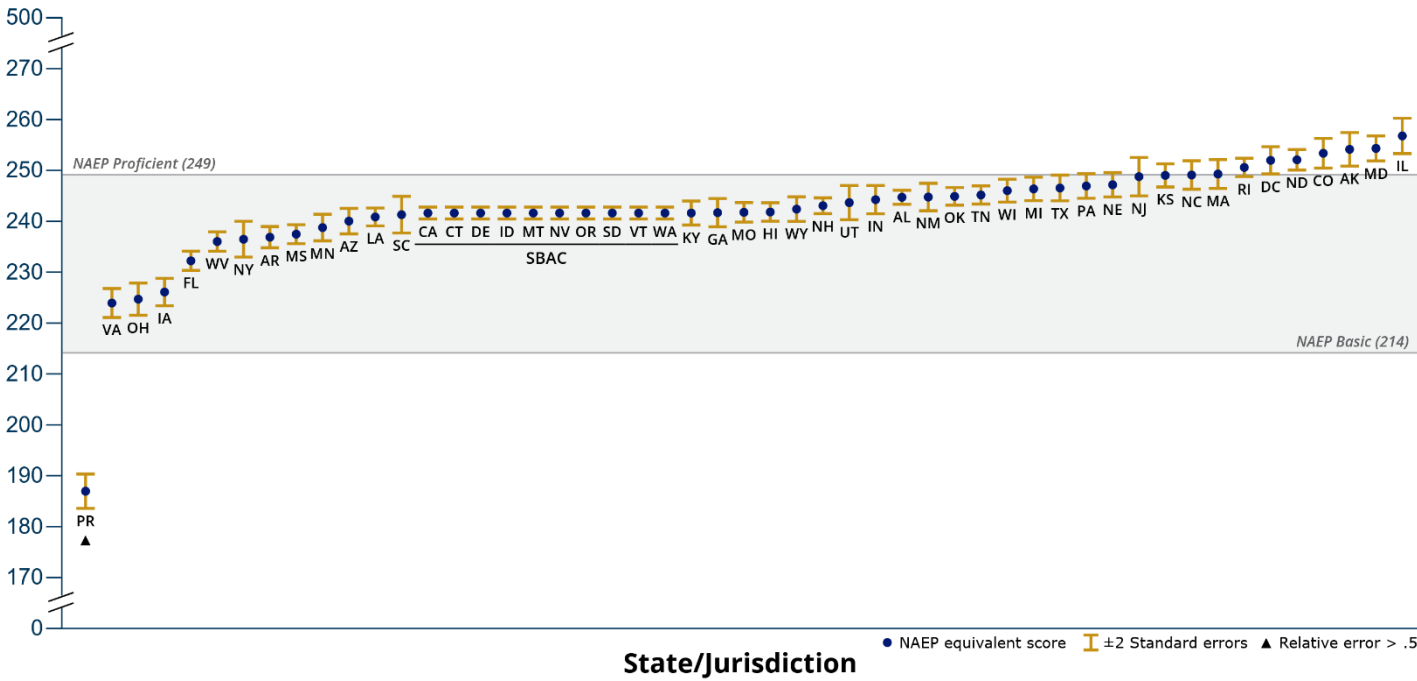
Because NAEP delivers the same assessments in the same way in every state, NAEP can serve as a common measure for comparing state expectations for student performance. State expectations are operationalized as achievement standards, which are the cut scores set on state assessments. NAEP [research](#) shows that achievement standards are very different in different states. NAEP illustrates this by mapping state assessment proficiency cut scores onto the common NAEP scale.

The [Data Tool: Mapping State Proficiency Standards Onto NAEP Scales, 2007–22](#) shows that Oregon’s expectations for students on the state assessments in mathematics and English language arts assessments administered in the 2021-22 school year fell in the middle of the range of expectations across states. The graphs below illustrate the NAEP score estimates for state assessment proficiency cut scores for grade 4 mathematics and grade 8 reading.

NAEP equivalent scores of state/jurisdiction grade 4 mathematics standards for proficient performance, by state/jurisdiction: 2022



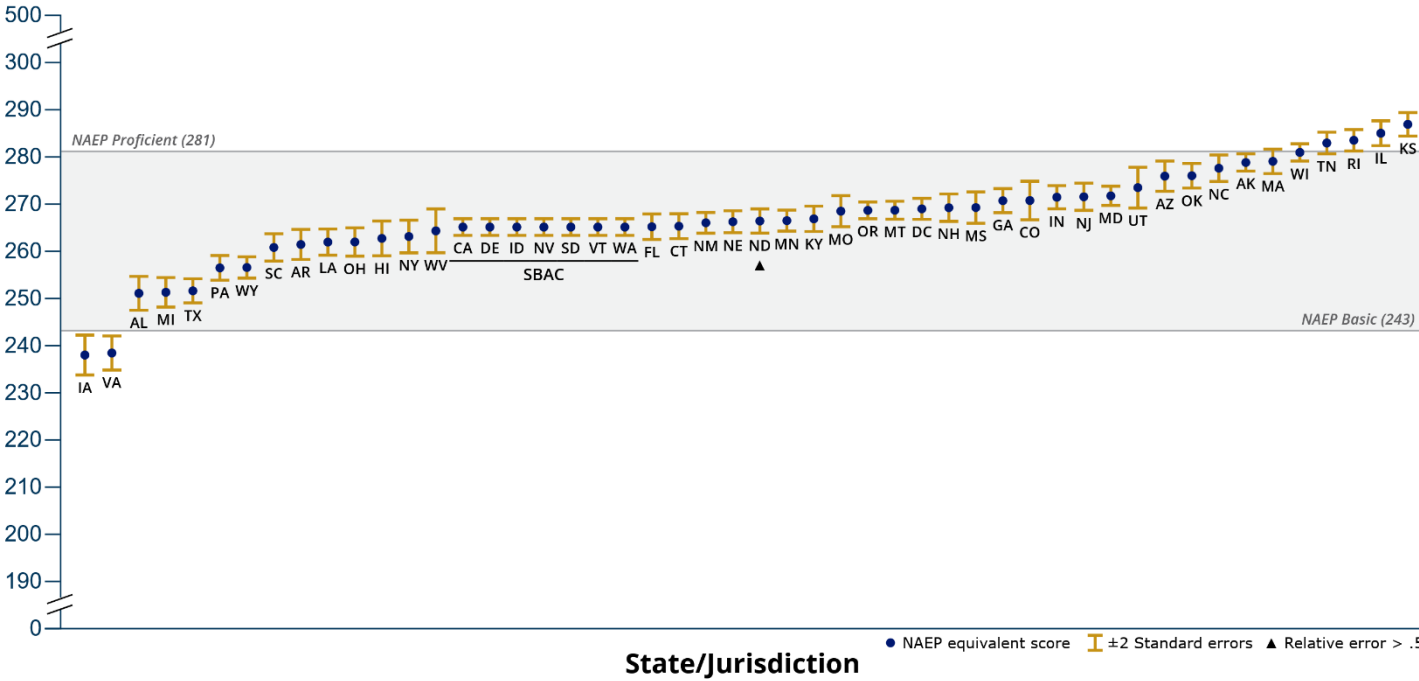
NAEP Equivalent Score



NAEP equivalent scores of state/jurisdiction grade 8 reading standards for proficient performance, by state/jurisdiction: 2022



NAEP Equivalent Score



NAEP has served a unique role in American education since its creation in 1969. By providing a stable measure delivered in the same way across states, NAEP allows policymakers to make important comparisons of student performance over time and across state lines. In May 2015, the [National Assessment Governing Board](#) unanimously adopted a resolution to maintain NAEP trends even as state tests and testing policies continue to differ and to change over time.

For more information, contact Oregon's NAEP State Coordinator, Beth LaDuca, at beth.laduca@ode.oregon.gov or (971) 208 – 0091.

Endnotes

1 Accommodations were not permitted for the 1990 assessment. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected assessment years, Mathematics Assessments.

2 The NAEP frameworks were written prior to the development of the Common Core State Standards. The NAEP Validity Studies Panel examined the relationship between the NAEP reading, writing, and math frameworks and the Common Core State Standards in a [2013 report](#) which recommended “. . .that NAEP continue to play its historical role as an independent monitor.”