



# Why NAEP is important for Oregon

Each year some Oregon schools participate in the [National Assessment of Educational Progress](#) (NAEP). In even years such as 2018, the National Center for Education Statistics (NCES) selects a small number of Oregon schools for national assessments in subjects including the arts, social studies, or technology and engineering literacy. In odd years such as 2019, NCES [selects a much larger number](#) of Oregon schools to produce state results in math and reading.

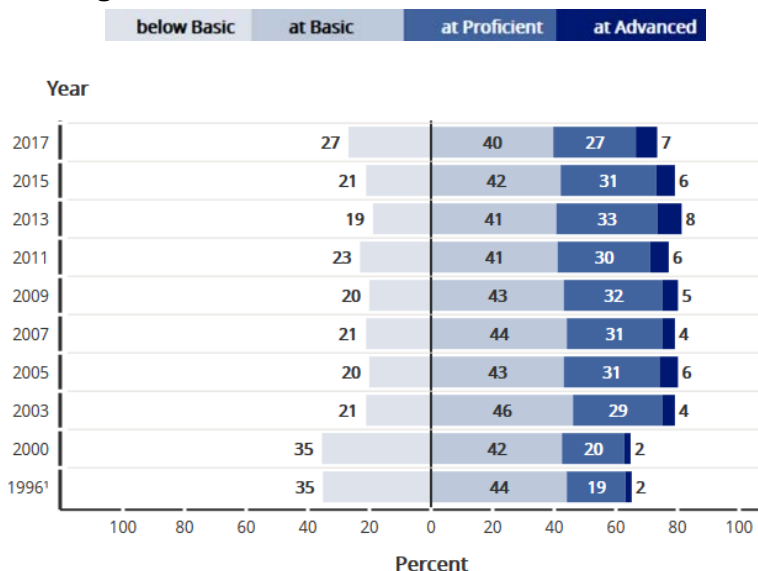
School leaders, teachers, parents, and students in Oregon often ask why participation in NAEP is worth their time and energy. This brief summarizes how NAEP provides Oregon with valuable information not available from other sources.

- 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 25 years. Oregon’s NAEP results date back to 1990, when 8<sup>th</sup> 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 4 NAEP Math Achievement Levels<sup>1</sup>**



There is value in having an historical perspective on achievement. For example, the most NAEP improvement in Oregon has occurred in 4<sup>th</sup> grade math. The percentage of Oregon 4<sup>th</sup> graders performing at the lowest NAEP achievement level, below basic, has decreased significantly since 1996<sup>1</sup>, from 35% to 27%. However, most of that improvement happened between the 2000 and 2003 assessments. Between 2015 and 2017, the percentage at below basic actually increased.

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

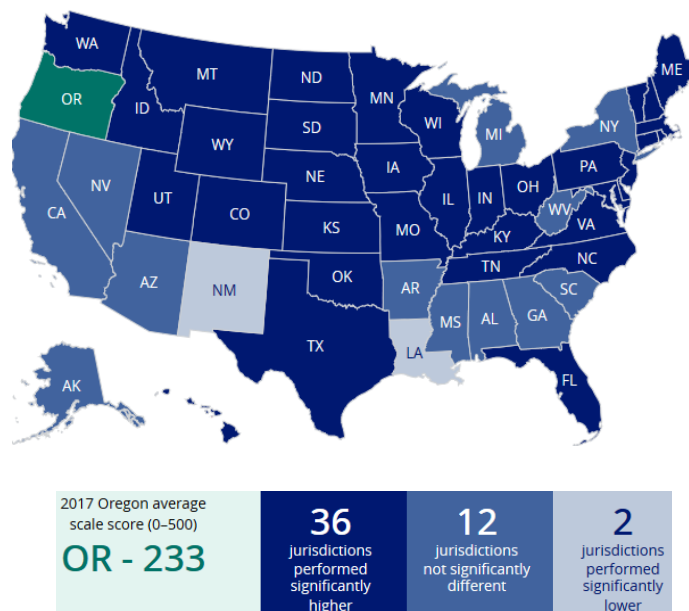
## NAEP: The Only Source of Comparable Achievement Data From All States

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.<sup>2</sup> 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 4<sup>th</sup> graders is higher than average scores in just two other states, while the average NAEP reading score in Oregon is higher than only four states. The average NAEP math score for Oregon 8<sup>th</sup> graders is above average scores in seventeen states, and the average NAEP reading score is above average scores in sixteen states.

Although Oregon student performance in grade 4 math improved more over time than performance in other NAEP grades and subjects, many other states, including Washington and Idaho, had higher student achievement in 2017. More improvement in Oregon is possible.

NAEP 2017 Grade 4 Math Average Scores

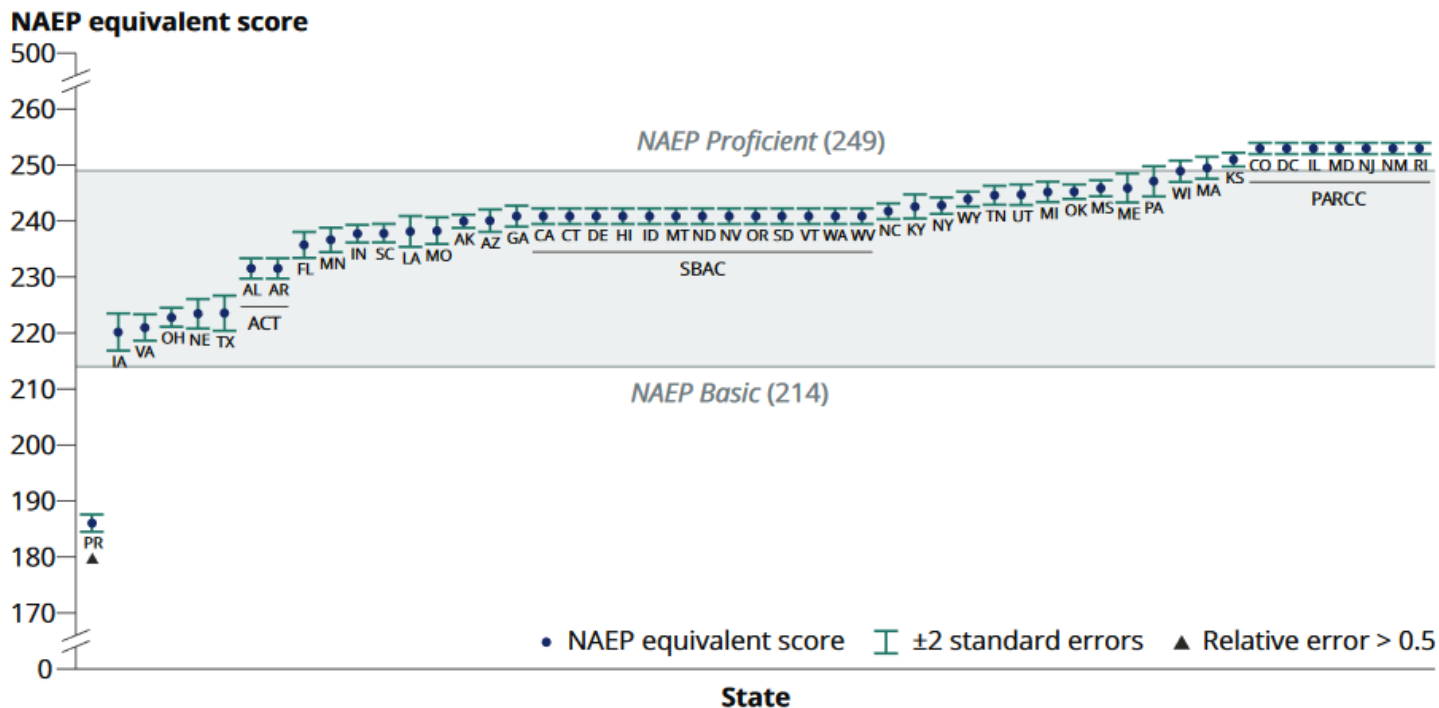


## NAEP: A Common Scale for Comparing State Expectations for Students

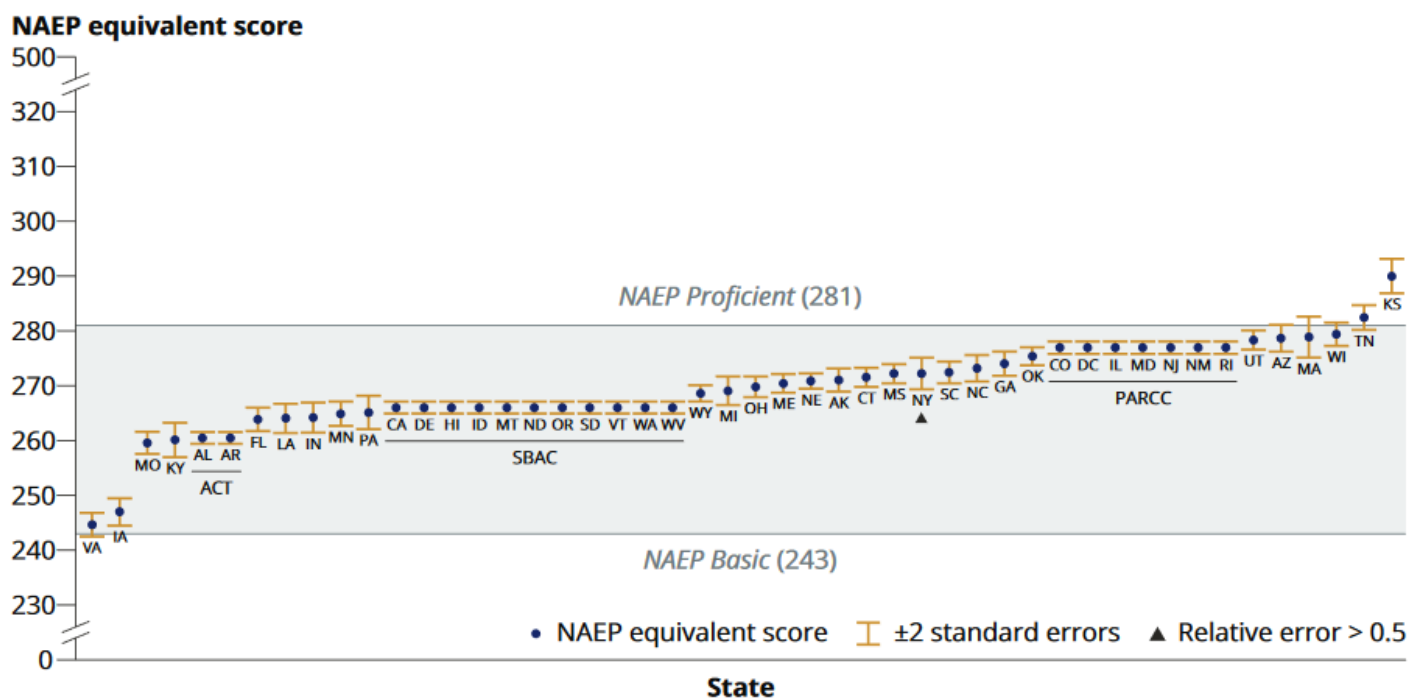
Because NAEP delivers the same assessments in the same way in every state, NAEP can serve as a common measure for comparing state expectations for student performance. State expectations are operationalized as achievement standards, which are the cut scores set on state assessments. NAEP [research](#)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

The report [Mapping State Proficiency Standards Onto NAEP Scales: Results from the 2017 NAEP Reading and Mathematics Assessments](#) shows that Oregon’s expectations for students on the Smarter Balanced mathematics and English language arts assessments administered in the 2016 - 2017 school year fell in the middle of the range of expectations across states. In the graphs below for grade 4 math and grade 8 reading, states that shared a common assessment in 2016 - 2017 are labeled with the acronym for the common assessment: SBAC for [Smarter Balanced Assessment Consortium](#); PARCC for the [Partnership for Assessment of Readiness for College and Careers](#); and ACT for [ACT Aspire](#).

## NAEP equivalent scores of state grade 4 mathematics standards for proficient performance, by state: 2017



## NAEP equivalent scores of state grade 8 reading standards for proficient performance, by state: 2017



Source: [Mapping State Proficiency Standards Onto NAEP Scales: Results from the 2017 NAEP Reading and Mathematics Assessments](#)

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@state.or.us](mailto:beth.laduca@state.or.us) or (503) 947 – 5836.

#### Endnotes

1 Accommodations were not permitted for the 1996 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), 1996, 2000, 2003, 2005, 2007, 2009, 2011, 2013, 2015 and 2017 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.”

3 Bandeira de Mello, V., Rahman, T., Fox, M.A., and Ji, C.S. (2019). *Mapping State Proficiency Standards Onto NAEP Scales: Results From the 2017 NAEP Reading and Mathematics Assessments* (NCES 2019-040). U.S. Department of Education, Washington, DC: Institute of Education Sciences, National Center for Education Statistics. Retrieved 30 August 2019 from the [NAEP Mapping Study website](#).