2025 NAEP Reading Framework Update
National Assessment of Educational Progress (NAEP)

- Congressionally-mandated independent measure of student achievement
- Reports group-level performance (no results for individual students or schools)
- Reports scale scores and achievement levels
- Provides state-level and district-level results in several subject areas
NAEP Frameworks

• Describe the content and format of a NAEP assessment
  o What to measure at grades 4, 8, and 12
  o How to measure it
  o How achievement levels are to be represented

• Written for educators, policymakers, and the public
NAEP Framework Update Process

Visioning Panel

Development Panel

Guidelines

Technical Advisory Committee

Public Feedback

Governance Board Policy Feedback

Development Panel

Draft Framework

Final Framework

Governing Board Action
Reading Framework Panel Representation

Categories
• Teachers
• State and District Directors
• Policymakers from Educational Organizations
• Content Specialists
• Business Representatives
• Researchers and Technical Experts

Organizations
National Council of Teachers of English
Council of the Great City Schools
National School Boards Association
National Association of Elementary School Principals
National Association of Secondary School Principals
The College Board
International Literacy Association
Literacy Research Association
National Center on Education and the Economy
Bureau of Indian Education
Issues Informing Visioning Panel

• Reflect *new theoretical and research-based understandings*

• Update texts and tasks to reflect *contemporary expectations*

• Maintain separate NAEP Reading and NAEP Writing assessments, and address *integration of reading and writing*

• Account for the *interplay between knowledge and reading comprehension*

• Optimize use of *digitally-based assessment*

• Represent *students' reading achievement more equitably*
Panel Guidelines for Framework Update

Overarching Equity Frame – Ensure that the NAEP Reading Framework, Assessment, and reporting equitably represent and account for the learning opportunities, cultural and linguistic resources, and assets of diverse learners.

1. Expand the construct of reading
2. Expand the definition of text
3. Extend the range of comprehension tasks that require knowledge application, including writing from sources
4. Augment and expand the cognitive targets and the approach to reporting performance on them.
5. Expand how meaning vocabulary is defined and measured
Sociocultural Model of Reading Comprehension

Global Sociocultural Contexts: Economy, Policy, Culture

Local Sociocultural Contexts: Home, Communities, Classrooms, Schools

Text
- Genre
- Discourse Structures
- Complexity

Activity
- Purpose
- Tasks
- Process
- Consequences

Reading Comprehension

Reader
- Knowledge
- Language
- Affect & Agency

Cultural Practices
- Income, Race, Power, Language
Purpose-Driven Assessment

Before starting to read, students will be given a purpose:

• **why** they are reading a passage
• **what** they will be doing in response after they finish

Purpose will be either to:

• read for understanding; or
• read to solve a problem
Purposes and Disciplinary Contexts

Each assessment block will organize students’ activities in two ways:

**Purposes**
- Reading to Develop Understanding
- Reading to Solve a Problem

**Disciplinary Contexts**
- Reading to Engage in Literature
- Reading to Engage in Science
- Reading to Engage in Social Studies
Additional Comprehension Target

Students will now be asked to **Use and Apply** the reading to a culminating task, such as making a recommendation, developing a website, etc.

This adds **Use and Apply** to the 3 existing comprehension targets:

- **Locate and Recall**
- **Integrate and Interpret**
- **Critique and Evaluate**
Dynamic and Multimodal Text

The 2025 NAEP Reading Framework greatly expands text types and textual environments:

- Multimedia and multimodal texts within static, dynamic, and complex textual environments
- Digital forms of text that require navigation as well as comprehension skills
- Multiple representations of the same idea
Readers’ Background Knowledge

The 2025 NAEP Reading Framework accounts for students’ differential knowledge by:

• Using questionnaire items in the assessment block to determine test-takers’ knowledge about topics they will read about

• Providing necessary background knowledge on novel topics

• Enabling reporting about whether comprehension varies by:
  • Amount of background knowledge
  • Use of scaffolds (such as a video clip) for novel topics
Reader Engagement, Effort, and Perceptions

The 2025 NAEP Reading Framework augments the standard contextual questionnaire variables with *explanatory variables* to:

- Know how interested students were in the passages they read
- Know how much effort students felt they expended
- Know how students perceive their school and community resources and support
Expanded Reporting

The 2025 NAEP Reading Framework calls for several expansions to enhance the explanatory capacity of NAEP:

- Reporting sub-scores for literary, science, and social studies contexts
- Identifying English learners as current or former English learners
- Including explanatory variables, through block-specific measures and enhanced analysis of process data
- Providing more nuance to reporting of race/ethnicity by SES
## Summary of Changes

<table>
<thead>
<tr>
<th>Current Framework</th>
<th>Draft 2025 Framework</th>
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<tbody>
<tr>
<td>Subset of tasks purpose-driven</td>
<td>All assessment tasks: purpose-driven</td>
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<tr>
<td>Reporting sub-scores for: literary text and informational text</td>
<td>Reporting sub-scores for: reading literature, reading science, and reading social studies</td>
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<td>Cognitive targets: Locate/Recall; Integrate/Interpret; and Critique/Evaluate</td>
<td>Comprehension targets: Locate and Recall; Integrate and Interpret; Analyze and Evaluate; and Use and Apply</td>
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<tr>
<td>Passages span diverse topics to be as engaging as possible to the full range of students in the grades assessed</td>
<td>Accounting for differential knowledge by administering short probes to determine test-takers’ knowledge about topics and providing necessary background knowledge on novel topics</td>
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<td>Reporting contextual information alongside student achievement</td>
<td>Reporting and explaining student achievement with contextual information on engagement, effort, and experience with reading tasks</td>
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# Framework Update Milestones

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<tr>
<th>Milestone</th>
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<tr>
<td>Governing Board Approves Project</td>
<td>March 2019</td>
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<tr>
<td>Project Kickoff</td>
<td>June 2019</td>
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<tr>
<td>Visioning Panel Meeting</td>
<td>October 2019</td>
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<td>Development Panel Meetings</td>
<td>November 2019 – June 2020</td>
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<td><strong>Public Comment Period</strong></td>
<td><strong>June 22 – July 23, 2020</strong></td>
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<tr>
<td>Governing Board Deliberates on Policy Issues</td>
<td>August 2020</td>
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<tr>
<td>Final Development Panel Meeting, Responding to Public Comment &amp; Governing Board to Finalize Framework</td>
<td>September 2020</td>
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<tr>
<td>Governing Board Action on Final Framework</td>
<td>November 2020</td>
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2025 NAEP Framework Update

www.NAEPFrameworkUpdate.org
We Need Your Feedback!

To download the Framework draft and provide feedback: www.NAEPFrameworkUpdate.org/framework-draft

To find more outreach events: www.NAEPFrameworkUpdate.org/outreachevents

For questions, email naepreading@wested.org