


PAPERWORK REDUCTION ACT CHANGE WORKSHEET

National Assessment of Educational Progress (NAEP) 2019 and 2020 Long-Term Trend (LTT)
Update 3

Agency/Subagency U.S. Department of Education, Institute of Education Sciences		OMB Control Number 1850-0928 v.17
Enter only items that change		
	Current Record	New Record
Agency form number(s)	NA	NA
Annual reporting and record keeping hour burden		
Number of respondent	523,697	523,697
Total annual responses	642,087	642,087
Percent of these responses collected electronically	93%	93%
Total annual hours	322,765	322,765
Difference		
Explanation of difference		
Program change	0	
Adjustment	NA	
Annual reporting and record keeping cost burden (in thousands of dollars)		
Total annualized capital/startup costs	NA	NA
Total annual costs (O&M)	NA	NA
Total annualized cost requested	NA	NA
Difference		
Explanation of difference		
Program change	0	
Adjustment	NA	
Other change**		
<p>The National Assessment of Educational Progress (NAEP), conducted by the National Center for Education Statistics (NCES), is a federally authorized survey of student achievement at grades 4, 8, and 12 in various subject areas, such as mathematics, reading, writing, science, U.S. history, civics, geography, economics, technology and engineering literacy (TEL), and the arts. The National Assessment of Educational Progress Authorization Act (Public Law 107-279 Title III, section 303) requires the assessment to collect data on specified student groups and characteristics, including information organized by race/ethnicity, gender, socio-economic status, disability, and limited English proficiency. It requires fair and accurate presentation of achievement data and permits the collection of background, noncognitive, or descriptive information that is related to academic achievement and aids in fair reporting of results. The intent of the law is to provide representative sample data on student achievement for the nation, the states, and subpopulations of students and to monitor progress over time. The nature of NAEP is that burden alternates from a relatively low burden in national-level administration years to a substantial burden increase in state-level administration years when the sample has to allow for estimates for individual states and some of the large urban districts. The request to conduct NAEP 2019 and 2020 was approved in September 2018 with the latest update to the NAEP 2020 plan, consisting of the Long Term Trend (LTT) assessment to be conducted during the 2019-20 school year, approved in August 2019 (OMB# 1850-0928 v.10-16). The LTT assessments are based on nationally representative samples of 9-, 13-, and 17-year old students, and have been used by NAEP since the early 1970s to provide measures of students' educational progress over long time periods to allow for analyses of national trends in students' performance in mathematics and reading. NAEP 2019 data collection has been concluded. This request updates Part A, Part B, Appendix D3, and Appendix F to remove references to current or future submissions. The final version of the Long-Term Trend (LTT) Content of the MyNAEP System (Appendix J5) now includes revised screenshots to match previously approved text.</p>		
Signature of Senior Official or designee: 	Date: August 23, 2019	For OIRA Use <hr/> <hr/>

**This form cannot be used to extend an expiration date
OMB 83-C