This document is scheduled to be published in the
Federal Register on 2026-11-17 and available online at
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BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

[Docket No.: ED-2026-SCC-3334]

Agency Information Collection Activities; Comment Request; National Assessment of Educational Progress (NAEP) 2028

AGENCY: Institute of Education Sciences (IES), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act (PRA) of 1995, the Department is proposing a revision of a currently approved information collection request (ICR).

DATES: Interested persons are invited to submit comments on or before **[INSERT DATE 60 DAYS AFTER DATE OF PUBLICATION IN THE *FEDERAL REGISTER*]**.

ADDRESSES: To access and review all the documents related to the information collection listed in this notice, please use http://www.regulations.gov by searching the Docket ID number ED-2026-SCC-3334. Comments submitted in response to this notice should be submitted electronically through the Federal eRulemaking Portal at

http://www.regulations.gov by selecting the Docket ID number or via postal mail, commercial delivery, or hand delivery. If the regulations.gov site is not available to the public for any reason, the Department will temporarily accept comments at ICDocketMgr@ed.gov. Please include the docket ID number and the title of the information collection request when requesting documents or submitting comments. Please note that comments submitted after the comment period will not be accepted. Written requests for information or comments submitted by postal mail or delivery should be addressed to the National Center for Education Statistics, U.S. Department of Education, 400 Maryland Ave, SW, LBJ, Room 5C125, Washington, D.C. 20202.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Matt Soldner, 202-453-7441.

SUPPLEMENTARY INFORMATION: The Department, in accordance with the Paperwork Reduction Act of 1995 (PRA) (44 U.S.C. 3506(c)(2)(A)), provides the general public and Federal agencies with an opportunity to comment on proposed, revised, and continuing collections of information. This helps the Department assess the impact of its information collection requirements and minimize the public's reporting burden. It also helps the public understand the Department's information collection requirements and provide the requested data in the desired format. The Department is soliciting comments on the proposed information collection request (ICR) that is described below. The Department is especially interested in public comment addressing the following issues: (1) is this collection necessary to the proper functions of the Department; (2) will this information be processed and used in a timely manner; (3) is the estimate of burden accurate; (4) how might the Department enhance the quality, utility, and clarity of the information to be collected; and (5) how might the Department minimize the burden of

this collection on the respondents, including through the use of information technology. Please note that written comments received in response to this notice will be considered public records.

Title of Collection: National Assessment of Educational Progress (NAEP) 2028

OMB Control Number: 1850-0928

Type of Review: A revision of a currently approved ICR

Respondents / Affected Public: Individuals and Households; State, Local, and Tribal Governments

Total Estimated Number of Annual Responses: 1,136,015

Total Estimated Number of Annual Burden Hours: 686,022

Abstract: The National Assessment of Educational Progress (NAEP) 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, and civics.

NAEP is conducted by the National Center for Education Statistics (NCES) in the Institute of Education Sciences of the U.S. Department of Education. As such, NCES is responsible for designing and executing the assessment, including designing the assessment procedures and methodology, developing the assessment content, selecting the final assessment content, sampling schools and students, recruiting schools,

administering the assessment, scoring student responses, determining the analysis procedures, analyzing the data, and reporting the results.

The National Assessment Governing Board (henceforth referred to as the Governing Board or NAGB), appointed by the Secretary of Education but independent of the Department, is a bipartisan group whose members include governors, state legislators, local and state school officials, educators, business representatives, and members of the general public. The Governing Board sets policy for NAEP and is responsible for developing the frameworks and test specifications that serve as the blueprint for the assessments.

NAEP consists of two assessment programs: the NAEP Long-term Trend (LTT) assessment and the main NAEP assessment. The LTT assessments are given at the national level only and are administered to students at ages 9, 13, and 17 in a manner that is very different from that used for the main NAEP assessments. LTT reports mathematics and reading results that present trend data since the 1970s.

The main NAEP assessments report current achievement levels and trends in student achievement at grades 4, 8, and 12 for the nation and, for certain assessments (e.g., reading and mathematics), states and select urban districts (i.e., Trial Urban District Assessment, or TUDA). The main NAEP assessments provide results on subject-matter achievement, instructional experiences, and school environment for different student populations (e.g., all fourth-graders) and groups within those populations (e.g., sex [male and female students], race/ethnicity groups). Neither Main NAEP nor LTT provides scores for individual students or schools.

The NAEP assessments contain two different types of items: “cognitive” assessment items, which measure what students know and can do in an academic subject, and “survey” or “non-cognitive” items, which gather information such as demographic variables, as well as construct-related information, such as courses taken. The survey portion includes a collection of data from students, teachers, and school administrators. Since NAEP assessments are administered uniformly using the same sets of test forms across the nation, NAEP results serve as a common metric for all states and select urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

The possible universe of student respondents for NAEP 2028 is estimated to be 12 million at grades 4, 8, and 12, attending the approximately 154,000 public and private elementary and secondary schools in 50 states and the District of Columbia, and Bureau of Indian Education and Department of War Education Activity (DoWEA) schools, as well as fourth-grade and eighth-grade public schools in Puerto Rico.

This request is to conduct NAEP in 2028, specifically in grades 4, 8, and 12 in reading and mathematics in the mainland U.S. and in grades 4 and 8 in mathematics in Puerto Rico. In addition, civics in grade 8 and a pilot mathematics assessment in grades 4 and 8 are part of the administration. Several special studies are also part of the 2028 administration including Multi-stage Testing (MST) conducted in reading and mathematics at grades 4 and 8 for the pilot assessments, National Indian Education Study (NIES) conducted in conjunction with the operational reading and mathematics assessments at grades 4 and 8, and a High School Transcript Study conducted in conjunction with the operational mathematics assessment at grade 12. NAEP will

administer the assessment using school devices. For private and/or public schools that cannot meet the minimum specification for the use of school devices, NAEP will provide Chromebooks.

This submission is the 60-day submission for the 2028 NAEP Clearance package. Examples of typical materials for the NAEP administration are available in this package. Final materials will be included in the 30-day Clearance Package and future amendments.

Ross Santy,
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Office of Planning, Evaluation and Policy Development

[FR Doc. 2026-23391 Filed: 11/16/2026 8:45 am; Publication Date: 11/17/2026]