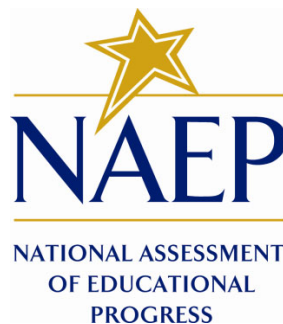


National Center for Education Statistics  
National Assessment of Educational Progress

*Volume I*  
*Supporting Statement*

*National Assessment of Educational Progress (NAEP)*  
*2025 Field Test*

OMB# 1850-0803 v.~~358~~361



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### Attachments

Volume II: Survey Questionnaires for the NAEP 2025 Field Test

Appendix A: Communication and Recruitment Materials for the NAEP 2025 Field Test

Appendix B: Assessment Management System (AMS) Materials for the NAEP 2025 Field Test

## 1 SUBMITTAL-RELATED INFORMATION

This material is being submitted under the generic National Center for Education Statistics (NCES) clearance agreement (OMB# 1850-0803), which provides for NCES to conduct various procedures (e.g., focus groups, cognitive interviews, usability testing) to test new methodologies, question types, or delivery methods to improve survey and assessment instruments and study procedures. This submission includes a request to conduct a Field Test in 2025.

## 2 BACKGROUND AND RATIONALE

The National Assessment of Educational Progress (NAEP) is a federally authorized survey (the National Assessment of Educational Progress Authorization Act; 20 U.S.C. §9622) 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, and the arts. NAEP is conducted by NCES, which is part of the Institute of Education Sciences, within the U.S. Department of Education. NAEP's primary purpose is to assess student achievement in the different subject areas and collect survey questionnaire (i.e., non-cognitive) data from students, teachers, and principals to provide context for the reporting and interpretation of assessment results.

NAEP is continuing to explore all options for how the assessment will be delivered in the future. NAEP is working towards the planned transition from providing digital devices (Surface Pro tablets and Chromebooks in the 2024 NAEP Administration) to using the devices available in schools (e.g., desktops, laptops, tablets with keyboards, etc.). Under the current NAEP administration model, field staff bring in all equipment needed for the administration, including the tablets and a router, if necessary. However, as a cost-saving measure and to allow students to test on the devices with which they are most familiar, the Field Test will primarily assess students on the devices that they use for assessments in school. Additionally, for comparison purposes, some students in the Field Test will be assessed using NAEP provided devices using NAEP Private Network (NPN).

The 2025 Field Test will be an extension of the 2024 SBE PoC (OMB# 1850-0803 v.347), but it will be conducted on a larger scale. This Field Test will provide an opportunity to evaluate the eNAEP system on a more diverse set of devices in more areas of the U.S. and including private schools and domestic Department of Defense Education Activity (DoDEA) schools. This test will provide more opportunities to review NAEP Application procedures and understand technical infrastructure on school-based devices in mainland U.S. private and public schools, Puerto Rico, and DoDEA schools. Additionally, the Field Test will fine tune all logistical processes and tryout refinements learned from the 2024 SBE PoC.

The purpose of the Field Test is to understand the logistical implications of transitioning to a new administration model on a large scale. The results of this study will be scored and used for statistical purposes only; therefore, student performance results will not be publicly reported, but they will be used to inform future decisions about the NAEP administration model. Key areas of focus for the study will be to understand:

- The support needed to work with schools and districts during the pre-assessment window to ensure that school devices and infrastructure is ready to deliver the NAEP assessment during future administrations;
- How to troubleshoot the diverse challenges the program expects to encounter using non-uniform devices and infrastructure across various schools; and,
- How to train field staff for a variety of administration scenarios.

In addition, the Field Test will be a small-sample item-level preliminary examination of the 2026 Bridge Study between NAEP-provided devices and school-provided devices. The 2026 design will be described in more detail in the future package to be submitted under OMB# 1850-0928. In short, the NAEP program will transition operationally to assessments administered on school-provided devices (e.g., desktops, laptops, tablets with keyboards). Schools that do

not meet NAEP’s minimum specifications will continue to be assessed on NAEP-provided devices. In order to accurately evaluate that scores from the two different device types are comparable, a bridge study will be conducted in 2026.

However, the 2026 bridge study is not as simple as comparing the two different types of schools (i.e., the school-provided qualified schools assessing on school devices and the schools not qualified to assess on school devices which assess on NAEP-provided devices), given they are different samples and might have different characteristics. Therefore, some schools that qualify to be assessed on school devices will be assessed on NAEP-provided devices. This will establish a common population (schools that qualify for assessment on school devices) linking.

Given this design for 2026 and that the 2025 Field Test is a small-sample item-level preliminary examination of the 2026 Bridge Study, the Field Test will be limited to only those schools that are qualified to participate on school-provided devices. In addition, a portion of the 2025 Field Test schools will participate using NAEP-provided devices, even though they qualify to use school-provided devices. Having this information earlier will allow preliminary analysis procedures to be considered prior to the operational bridge study in 2026.

This submission is a revision to the ~~initial~~ Field Test Change Request #1 OMB package which was approved in ~~June~~ October 2024 (OMB# 1850-0803 v.353358), following the clearance of the original submission (OMB# 1850-0803 v.353) in June 2024. This Change Request #2 includes: ~~all final communication, recruitment materials, and student and teacher questionnaire items that were not available for the initial submission~~ minor updates to the burden for the Day of Assessment Activities in Scenario 1; NAEPq Welcome Screen screenshots in English and Spanish to show what users will see if they access NAEPq prior to its opening on January 14, 2025; added communication materials in Appendix A; and added revised AMS Manage Questionnaire screens in Appendix B; and added the new Technical Logistics NAEP Application Troubleshooting Guide in Appendix B.

### 3 RECRUITMENT AND DATA COLLECTION

#### 3.1 SAMPLING PLAN AND CHARACTERISTICS

Westat Sampling and Data Collection (SDC) will execute a multi-stage multi-phase sampling plan for the 2025 Field Test. Phase 1 will determine schools that are eligible to participate in the Field Test, and has two stages of sampling. In Stage 1, 108 Primary Sampling Units (counties or groups of counties) are selected using a stratified probability proportionate-to-size design. The PSU frame partitions the nation’s counties into about 1,000 PSUs based on a spatial clustering algorithm (Schneider et al, 2023) designed to reduce travel costs while limiting design effects on estimates. PSUs were grouped into eight primary strata by geography and further divided into substrata. The stratification process had two goals: (1) efficient estimation of student achievement, and (2) representation of NAEP reporting subgroups, such as race/ethnicity and EL status. LASSO regression was applied to identify PSU characteristics highly correlated with student performance in recent assessments, and to generate an index to distinguish PSUs based on homogeneity. The index was used to group similar PSUs into substrata within the primary strata. A sample of 108 PSUs was selected for the 2025 Field Test. In Stage 2, over 2000 sampled schools will be selected in each grade 4 or 8 in the mainland U.S. and Puerto Rico combined, and in grade 12 in the mainland U.S.

Once selected for Phase 1, schools will be screened for Field Test eligibility status using the School Technology Survey (STS). The STS will be administered at the district level to determine if selected schools are eligible to participate on school devices (i.e., that they meet the minimum specifications, as indicated in the survey). Once the eligibility status is known for the Phase 1 participating schools, a sub-sample of eligible schools, between 330 and 430 in the mainland U.S. depending on the grade, plus 70 per grade in Puerto Rico, will be selected in Phase 2. In addition, as part of Phase 2 the NAEP Administration Model will be assigned, Scenario 1: School-Provided Devices or Scenario 2: NAEP-Provided Devices. Stage 3 of the sampling process will be to select the students for the 2025 Field Test. The sample sizes for Phases 1 and 2 are shown in Table 1.

Recruitment of the sampled schools will be managed by Westat-NAEP State Service Center (NSSC). Participation is required for grades 4 and 8 mathematics and reading assessments as part of Title 1 requirements. Additionally, to those required, state coordinators will reinforce sampling of all grades, 4, 8, and 12 by informing schools they are in the sample and what this activity entails. State coordinators will work closely with their sampled schools by providing frequent communication to ensure schools are knowledgeable about the process and prepared for the assessment. Also, Westat-NSSC will support state coordinators and their state education agencies in notifying and preparing schools for the assessment.

School recruitment will be uniform across locales, demographics, and types of schools. State coordinators provide support for schools in planning and discharge of the assessment. Each individual state is unique and each of the state coordinators knows the best routes for working with their schools, including which schools may need extra attention in preparing for the NAEP Field Test.

**Table 1. Sample Sizes of Schools**

Population/Grade	Phase 1 Sampled Schools	Phase 2 Sampled Schools	Phase 2 Expected Participating Schools	Expected Assessed Students
Mainland grade 4	2,100	340	276	10,750
Mainland grade 8	2,050	332	269	10,750
Mainland grade 12	2,650	429	307	10,750
Puerto Rico grade 4	90	70	50	1,000
Puerto Rico grade 8	90	70	50	1,000

## 3.2 STUDY DESIGN AND DATA COLLECTION

For the Field Test, districts will be asked to identify individuals to complete tasks necessary to prepare for the assessment. Districts or their designee will complete the School Technology Survey between early June and through the month of August. The Phase II sampling will occur in September. Districts and schools will be notified of their selection in early October. Between early October and late November, schools will submit their student lists for the assessment. Schools will receive preassessment notifications in November (Appendices A27-A30, A-46). The sampled schools will complete their preassessment activities which will include downloading the eNAEP Application if applicable, prior to their Assessment Planning Meeting (APM).

Preassessment processes will help to verify that the NAEP Application is installed and confirmed on selected school provided devices. Prior to the assessment schools will complete technical logistics which will provide information needed to support the administration, this document ~~was included~~ approved in ~~this~~ Change Request #1 (Appendix B12). The eNAEP download center instructions will be shared with participating schools to support application installation and validation, this ~~is was~~ also included approved in ~~this~~ Change Request #1 (Appendices A48 and A49).

Students will be provided a tutorial on the eNAEP assessment delivery system, and then they will be asked to complete two 30-minute cognitive blocks of NAEP mathematics or reading content for mainland U.S. and two mathematics cognitive blocks for Puerto Rico. Students in both mainland U.S. and in Puerto Rico will be asked to complete 20-minutes of survey questionnaires. In total, the study will require approximately 95 minutes for students (15 minutes to read directions, log on to the digital device, and view a tutorial) and 80 minutes of assessment time (60 minutes for cognitive items and 20 minutes for survey questionnaire items).

In addition, feedback will be obtained after the assessment about the following activities such as: the school technology survey and sampling procedures, device preparations, preassessment and assessment observations by field staff, and

other tasks that are required to be completed by the schools and districts. These details have been finalized and ~~are~~ were approved included in this Change Request #1 (Appendices B20 and B21).

Qualitative data about the logistics of administering NAEP using school devices will be evaluated to inform decision-making about how to deliver NAEP most effectively in the 2026 operational assessment.

## 4 CONSULTATIONS OUTSIDE THE AGENCY

The NAEP State Coordinators will serve as liaisons between the state education agency and NAEP, coordinating NAEP activities in their states. The NAEP State Coordinators will collaborate with schools within their states who will be part of the 2025 Field Test sample. Westat is the current NAEP State Service Center (NSSC) and Sampling and Data Collection (SDC) contractor for NAEP. The NAEP contracts currently expire in the latter half of calendar year 2024. The expectation is that the next Data Collection contractor will administer the 2025 Field Test. ETS is the current NAEP Platform Development (NPD) contractor for the development and ongoing support of NAEP digitally based assessments delivered on the eNAEP platform (the assessment delivery system used for this study), as well as the current item development (ID) for the development of the cognitive and survey questions. The next scoring contractor will perform constructive-response scoring. The next Design, Analysis and Reporting (DAR) contractor will analyze the data.

## 5 JUSTIFICATION FOR SENSITIVE QUESTIONS

Throughout the item and debriefing question development processes, effort has been made to avoid asking for information that might be considered sensitive or offensive.

**Consistency with 5 CFR 1320.5:** No special circumstances are involved. This data collection observes all requirements of 5 CFR 1320.5.

In March 2024, the Office of Management and Budget (OMB) announced revisions to Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity (SPD 15) and published the revised SPD15 standard in the Federal Register (89 FR 22182). NAEP expedited the implementation of the revised SPD 15 standards and added a revised race and ethnicity survey questionnaire item into this 2025 Field Test data collection activity. Volume II contains the final survey questionnaire instruments that include the updated SPD15 standard for student and teacher items. NAEP will be conducting a study embedded in the Field Test to investigate the collection of these data using the new questions at both the student and teacher respondent levels.

For students, NAEP will administer both the 1997 and the 2024 versions of the race/ethnicity items, though to different individuals. Specifically, the grades 4, 8, and 12 Mathematics Core student questionnaire will include the revised SPD 15 Figure 3 simplified version, while the grades 4, 8, and 12 Reading Core student questionnaire will include the 1997 version of the race and ethnicity items. This study for students will provide the NAEP team and NCES information on the implementation and trend reporting of information collected from minors using the revised SPD items. Specifically, the study will provide information about:

- whether students have questions about the new wording, which can inform the development of any associated system or administrator help that might need to be provided to students;
- how long it takes students to respond to the 2024 wording, compared to the 1997 wording, which can inform overall questionnaire length and burden;
- how frequently Hispanic students also select a race category or categories, which can inform plans for trend analysis and reporting;

- how the distribution of race/ethnicity reported by students using the 2024 item compares to the distribution of race/ethnicity for these same students using data from school records, or school-reported data, which were collected under the 1997 standards;
- how the difference in distribution of race/ethnicity between the data reported by students using the 2024 item and school records (for those same students) compares to the difference in distribution between data reported by students using the 1997 item and school records; and
- how the distribution of reported race/ethnicity categories for each of the three reporting approaches recommended by OMB for multiple responses using the 2024 items compares to the distribution of data collected under the 1997 wording.

For teacher respondents, all grade 4 teachers will be responding to the revised SPD 15 Figure 3 simplified version of the race and ethnicity item, while all grade 8 teachers will be responding to the revised SPD 15 Figure 1 version of the race and ethnicity item (structured as a Figure 3 item, followed up as appropriate with breakout items based on the minimal racial categories). This study will provide the NAEP team and NCES information about factors such as response rates and response time, as well as comparisons to the distribution of race/ethnicity from previous years, which will ultimately inform NAEP data collection plans moving forward. NCES made an intentional research design decision to administer Figure 3 for the grade 4 teachers because it is most similar to the 1997 wording. Using this similar wording will allow us to compare to the historical distribution to Figure 3. Finally, because of the timeframe of this package, Figure 3 has been programmed for the 2025 Field Test and pivoting to a different version at this time would be difficult.

In addition to questionnaires, NAEP also collects race and ethnicity data from rosters that NAEP receives from schools. These roster data are proxy data, reported by institutions. Because of this, NAEP and NCES are reliant on the ability of those third-party recordkeepers to report their data in compliance with SPD 15. NCES and the Department of Education are currently working with the National Assessment Governing Board (NAGB) and the National Forum of Education Statistics (the Forum), as well as other stakeholders, to establish timelines for compliance for all school systems across the country. Thus, the roster templates for the race and ethnicity information for the 2025 Field Test will collect data consistent with the SPD 15 standards published in 1997.

## 6 PAYING RESPONDENTS

The study will take place during regular school hours, and thus there will not be any monetary incentive for the participating students or schools.

## 7 ASSURANCE OF CONFIDENTIALITY

### Paperwork Reduction Act Statement

National Center for Education Statistics (NCES) conducts the National Assessment of Educational Progress to evaluate federally supported education programs. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of \$250,000, or both if he or she willfully discloses ANY identifiable information about you. Electronic submission of your information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015.

NCES estimates the time required to complete this information collection to average 95 minutes including the time to review instructions and complete and review the information collection. This voluntary information collection was



reviewed and approved by OMB (Control No. 1850-0803). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or any comments or concerns regarding the status of your individual submission, please write to: *National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), Potomac Center Plaza, 550 12th St., SW, 4th floor, Washington, DC 20202*, or send an email to: [nces.information.collections@ed.gov](mailto:nces.information.collections@ed.gov).

OMB No. 1850-0803 APPROVAL EXPIRES 6/30/2025.

## 8 ESTIMATE OF HOURLY BURDEN

Approximately 34,250 students from 952 schools will participate in the 2025 Field Test. Table 2 details the estimated burden.

Student burden is estimated to require up to 35 minutes: 15 minutes of student burden accounts for time to read directions, log on to the digital device, and view a tutorial; 20 minutes to respond to the survey questionnaire, which includes a 5-minute technical debrief section of the questionnaire (Volume II).

Staff burden will be dependent on if schools are selected to provide devices for students to take the Field Test or if NAEP devices and NAEP private network will be provided for the assessment. Below indicates the assumed burden estimates for the phase 1 sampling and then based on the roles and responsibilities in these two different scenarios:

- **Phase 1 sampling.**
  - *Initial Communication*—District Superintendent, District Assessment Coordinator and School Administrators receive initial school technology survey notification that schools have been sampled for NAEP, ensure that School Technology Survey is completed, make sure that registration for the Assessment Management System is complete, and determine roles for assessment. Estimated burden for these activities is 60 minutes (Appendices A1-A4).
- **Scenario 1-participating schools using school-provided devices.**
  - *Secondary Communication*—Confirmation of participation activities with an estimated burden of 3 minutes (Appendices A10-A11).
  - *Pre-assessment Activities*—This includes the Technology Coordinator and School Coordinator. The estimated time assumes two individuals require a total of 6 hours to find and prepare devices for the assessment, install the eNAEP Application onto devices, and attend an Assessment Planning meeting.
  - *Day of Assessment Activities*—School Coordinator and Technology Coordinator will provide support on the day of the assessment to troubleshoot any issues with devices, provide a swap out if necessary, and work through any network issues. Estimated burden for the assumed two individuals is 60 minutes per individual, 120 minutes total.
  - *Post Assessment Activities*—After the administration, Technology Coordinator and School Coordinator will ensure the removal of the eNAEP Application from student devices and provide feedback about the assessment process. Estimated burden is 80 minutes for the assumed two individuals to remove the eNAEP Application from student devices and provide feedback about the assessment process.
  - *Submission of Samples*—Survey sample information is collected from schools in the form of lists of potential students who may participate in NAEP. This sample information can be gathered manually or electronically at the school, district, or state level. If done at the school or district level, some burden will be incurred by school personnel. It is estimated that it will take 2 hours, on average, for school personnel to complete the submission process. Based on recent experience, it is estimated that 26 percent of the schools or districts will complete the submission process (based on the data from 2019).



- *SD and EL*—information is provided by school personnel concerning students identified as SD and/or EL. This information will be used by those personnel to determine the appropriate accommodations for students. Approved accommodations for the 2025 Field Test ~~are included~~were approved in this Change Request #1 (Appendices A42-A45). The burden for school administrators is estimated at 15 minutes, on average, for each student identified as SD and/or EL.
- *Parent/legal guardian*—Parents/legal guardians of participating students will receive communication materials explaining the study. Reading these initial communication materials is estimated to require 3 minutes of burden time.
- *Teachers*—The teachers of fourth- and eighth-grade students sampled for the 2025 Field Test are asked to complete questionnaires about their teaching background, education, training, and classroom organization. Average fourth and eighth-grade teacher burden is estimated to be 20-minutes.
- *Principals/Administrators*—The school administrators in the sampled schools are asked to complete a questionnaire. The core items are designed to measure school characteristics and policies that research has shown are highly correlated with student achievement. Subject-specific items concentrate on curriculum and instructional services. The burden for school administrators is determined in the same manner as burden for teachers (see above) and is estimated to average 20-minutes per principal/administrator.
- *Additional School Staff*—Schools who choose to assess all 50 sampled students at once in one or two locations are asked to provide an additional staff member to ensure that the assessment runs smoothly. This individual may provide additional technology or classroom management support. Based on the 2024 School Based Equipment Proof of Concept Study, it is estimated that 45 percent of the schools will choose to assess all 50 students at one time. The burden for this individual would be ~~60~~120 minutes.

- **Scenario 2- participating schools using NAEP-provided devices.**

- *Secondary Communication*—Confirmation of participation activities with an estimated burden of 3 minutes (Appendices A10-A11).
- *Pre-assessment Activities*—Completed by the School Coordinator. Estimated burden for these activities is 2 hours with the assumption that one individual will prepare for the NAEP assessment and attend an Assessment Planning meeting.
- *Day of Assessment Activities*—The School Coordinator will review any updates that have occurred since the Assessment Planning Meeting. These could be updates to student information, such as accommodations or new refusals, or dismissal protocols. Estimated burden is 60 minutes total for the assumed one individual.
- *Post Assessment Activities*—After the administration, the School Coordinator will provide feedback about the assessment process with an estimated burden of 20 minutes.
- *Submission of Samples*—Survey sample information is collected from schools in the form of lists of potential students who may participate in NAEP. This sample information can be gathered manually or electronically at the school, district, or state level. If done at the school or district level, some burden will be incurred by school personnel. It is estimated that it will take 2 hours, on average, for school personnel to complete the submission process. Based on recent experience, it is estimated that 26 percent of the schools or districts will complete the submission process (based on the data from 2019).
- *SD and EL*—information is provided by school personnel concerning students identified as SD and/or EL. This information will be used by those personnel to determine the appropriate accommodations for students. Approved accommodations for the 2025 Field Test ~~are included~~were approved in this Change Request #1 (Appendices A42-A45). The burden for school administrators is estimated at 15 minutes, on average, for each student identified as SD and/or EL.

- *Parent/legal guardian*—Parents/legal guardians of participating students will receive communication materials explaining the study. Reading these initial communication materials is estimated to require 3 minutes of burden time.
- *Teachers*—The teachers of fourth- and eighth-grade students sampled for the 2025 Field Test are asked to complete questionnaires about their teaching background, education, training, and classroom organization. Average fourth and eighth-grade teacher burden is estimated to be 20-minutes.
- *Principals/Administrators*—The school administrators in the sampled schools are asked to complete a questionnaire. The core items are designed to measure school characteristics and policies that research has shown are highly correlated with student achievement. Subject-specific items concentrate on curriculum and instructional services. The burden for school administrators is determined in the same manner as burden for teachers (see above) and is estimated to average 20-minutes per principal/administrator.

**Table 2a: Estimate of Hourly Burden (Phase 1) for the 2025 Field Test**

		Mainland	Puerto Rico	Total
School Initial contact activities (Receiving notification letter, completing of STS, etc.)	# of Schools	6,800	180	6,980
	Avg. minutes per response	60	60	N/A
	Burden (in hours)	6,800	180	6,980

**Table 2b: Estimate of Hourly Burden (Phase 2) for the 2025 Field Test**

		Scenario 1 - School provided devices		Scenario 2 - NPN		
		Mainland	Puerto Rico	Mainland	Puerto Rico	Total
School Secondary contact activities (notification of participation, scenario assignment)	# of Schools	653	77	199	23	952
	Avg. minutes per response	3	3	3	3	N/A
	Burden (in hours)	33	4	10	1	48
Students	# of Students	24,736	1,534	7,514	466	34,250
	4th grade	8,245	767	2,505	233	11,750
	8th grade	8,245	767	2,505	233	11,750
	12th grade	8,245		2,505		10,750
	Avg. minutes per response	35	35	35	35	N/A
	Burden (in hours)	14,429	895	4,383	272	19,979
Teachers (4th/8th grade)	# of Teachers	1,460	268	444	82	2,254
	Avg. minutes per response	20	20	20	20	N/A
	Burden (in hours)	487	89	148	27	751
School Questionnaire (school principal)	# of Schools	653	77	199	23	952
	Avg. minutes per response	20	20	20	20	N/A
	Burden (in hours)	218	26	66	8	318
Preassessment Activities (Technology Coordinator and/or School Coordinator)	# of Staff	1,307	154	199	23	1,682
	Avg. minutes per response	180	180	120	120	N/A
	Burden (in hours)	3,921	462	397	46	4,826
Preassessment, sample submission, & assessment feedback (school coordinator)	# of School Coord.	653	77	199	23	952
	Burden (in hours) <sup>1</sup>	3,302	389	1,003	116	4,810
Day of assessment activities	# of Staff <sup>3</sup>	1,601	154	199	23	1,977
	Avg. minutes per response	60	60	60	60	N/A
	Burden (in hours) <sup>1</sup>	1,601	154	199	23	1,977
Post-assessment activities	# of Staff	1,307	154	199	23	1,682
	Avg. minutes per response	40	40	20	20	N/A
	Burden (in hours) <sup>1</sup>	871	103	66	8	1,048
Parents/legal guardians	# of Parents	24,736	1,534	7,514	466	34,250
	Avg. minutes per response	3	3	3	3	N/A
	Burden (in hours)	1,237	77	376	23	1,713
SD/EL (school personnel)	# of Schools	653	77	199	23	952
	# of SD/EL Students <sup>2</sup>	5,359	376	1,628	114	7,478
	Avg. minutes per response	15	15	15	15	N/A
	Burden (in hours)	1,340	94	407	29	1,870
Total Burden in Hours		27,439	2,293	7,055	553	37,340

		Scenario 1 - School provided devices		Scenario 2 - NPN		Total
		Mainland	Puerto Rico	Mainland	Puerto Rico	
School Secondary contact activities (notification of participation, scenario assignment)	# of Schools	653	77	199	23	952
	Avg. minutes per response	3	3	3	3	N/A
	Burden (in hours)	33	4	10	1	48
Students	# of Students	24,736	1,534	7,514	466	34,250
	4th grade	8,245	767	2,505	233	11,750
	8th grade	8,245	767	2,505	233	11,750
	12th grade	8,245		2,505		10,750
	Avg. minutes per response	35	35	35	35	N/A
	Burden (in hours)	14,429	895	4,383	272	19,979
Teachers (4th/8th grade)	# of Teachers	1,460	268	444	82	2,254
	Avg. minutes per response	20	20	20	20	N/A
	Burden (in hours)	487	89	148	27	751
School Questionnaire (school principal)	# of Schools	653	77	199	23	952
	Avg. minutes per response	20	20	20	20	N/A
	Burden (in hours)	218	26	66	8	318
Preassessment Activities (Technology Coordinator and/or School Coordinator)	# of Staff	1,307	154	199	23	1,682
	Avg. minutes per response	180	180	120	120	N/A
	Burden (in hours)	3,921	462	397	46	4,826
Preassessment, sample submission, & assessment feedback (school coordinator)	# of School Coord.	653	77	199	23	952
	Burden (in hours) <sup>1</sup>	3,302	389	1,003	116	4,810
Day of assessment activities	# of Staff <sup>3</sup>	1,601	154	199	23	1,977
	Avg. minutes per response	120	120	60	60	N/A
	Burden (in hours) <sup>1</sup>	3,202	308	199	23	3,732
Post-assessment activities	# of Staff	1,307	154	199	23	1,682
	Avg. minutes per response	40	40	20	20	N/A
	Burden (in hours) <sup>1</sup>	871	103	66	8	1,048
Parents/legal guardians	# of Parents	24,736	1,534	7,514	466	34,250
	Avg. minutes per response	3	3	3	3	N/A
	Burden (in hours)	1,237	77	376	23	1,713
SD/EL (school personnel)	# of Schools	653	77	199	23	952
	# of SD/EL Students <sup>2</sup>	5,359	376	1,628	114	7,478
	Avg. minutes per response	15	15	15	15	N/A
	Burden (in hours)	1,340	94	407	29	1,870
Total Burden in Hours		29,040	2,447	7,055	553	39,095

Total burden hours\*: ~~51,300~~ 46,075 Total number of respondents\*: 93,864 Total number of responses\*: 100,389

\*Note: Reflects responses from Tables 2a and 2b

## Notes for 2025 Field Test table in Tables 2

1. The burden for the school coordinator is as follows: Preassessment burden is 4.5 hours, sample submission burden is 2 hours (for 26% of schools in 2022 based on 2019 data), and the post-assessment follow-up survey is 2 minutes. For the purposes of the calculation of burden, we consider the performance of all of these tasks to constitute 1 response.
2. The estimated percent of SD/EL students is 27% and 22% at grades 4 and 8 (based on the NAEP 2022 sample), respectively, and 16% at grade 12 (based on the NAEP 2019 sample).
3. The estimated burden for staff on the day of assessment is expressed in the burden table and is dependent on the assigned NAEP assessment model. The technology activities will be completed by the technology coordinator and school coordinator in scenario 1; in scenario 2, the activities will only need to be completed by the school coordinator. The estimated time assumes two individuals will be performing the tasks in scenario 1 and 1 person in scenario 2. In addition, in scenario 1, schools may choose to assess all 50 sampled students at one time. It is estimated based on the SBE PoC that approximately 45% of schools who will participate in the 2025 Field Test will choose this. Those who make this choice are to provide an additional staff member to ensure that the assessment runs smoothly.

## 9 COST TO FEDERAL GOVERNMENT

As seen in Table 3, the estimated cost to the Federal Government is \$9,650,000.

**Table 3: Estimate of Costs**

Activity	Estimated Cost
Data collection activities	\$5,100,000
Development of cognitive and survey questionnaires items	\$550,000
Development and support of the eNAEP test delivery system	\$950,000
Creation of data files and scoring of constructed-response items	\$2,250,000
Data analysis	\$800,000
<b>Total</b>	<b>\$9,650,000</b>

## 10 PROJECT SCHEDULE

Table 4 provides the overall study schedule.

**Table 4: Schedule**

Activity	Date
Sampling (Phase 1 and Phase 2) and completion of the School Technology Survey	June-September 2024
Assessment details and notifications to sampled schools	October 2024
Pre-assessment Activities	October 2024-January 2025
2025 Field Test Administration Window	January 27, 2025-March 7, 2025
Scoring and Analysis	March-December 2025