

National Center for Education Statistics Assessment Activities: 2024-2025



RECRUIT
ADMINISTER
RELEASE

During the 2024-2025 school year, the National Center for Education Statistics (NCES) will recruit for, administer, and release the results of national and international assessments, as well as longitudinal and other studies, at grades K through 12.

Summer 2024	Fall 2024	Winter 2024/2025	Spring 2025
	ECLS-K:2024 Math, Reading, and Executive Function Main Study: <i>Spring First Grade (national)</i>		ECLS-K:2024 Math, Reading, and Executive Function Main Study: <i>Spring First Grade (national)</i>
HS&B:22 Base Year Data, Math and Reading: <i>Grade 9</i>		HS&B:22 First Follow-Up Full-Scale Study: <i>Grade 12</i>	
NAEP 2025 Long-Term Trend Math and Reading: <i>Age 13</i>	NAEP 2025 Long-Term Trend Math and Reading: <i>Age 13</i>		
NAEP 2025 Long-Term Trend Math and Reading: <i>Ages 9 and 17</i>		NAEP 2025 Long-Term Trend Math and Reading: <i>Ages 9 and 17</i>	
		NAEP 2024 Math and Reading: <i>Grades 4, 8, and 12</i>	
		NAEP 2024 Science: <i>Grade 8</i>	
PISA 2025 Math, Reading, and Science: <i>Age 15</i>			PISA 2025 Math, Reading, and Science: <i>Age 15</i>
		TIMSS 2023 Math and Science: <i>Grades 4 and 8</i>	TIMSS 2027 Field Test: <i>Grades 4 and 8</i>
		ICILS 2023 Information and Computer Literacy and Computational Thinking: <i>Grade 8</i>	

ECLS-K:2024—Early Childhood Longitudinal Study, Kindergarten Class of 2023-24
HS&B:22—High School and Beyond Longitudinal Study of 2022
ICILS—International Computer and Information Literacy Study

NAEP—National Assessment of Educational Progress
PIRLS—Progress in International Reading Literacy Study
PISA—Program for International Student Assessment

TIMSS—Trends in International Mathematics and Science Study

National and International Assessment Activities

The Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024) provides important information about children's knowledge, skills, and socioemotional development during elementary school. Data are collected from children, parents/guardians, teachers, and school administrators to provide a complete picture of children's learning experiences over the course of the study. The study data will allow researchers, policymakers, and educators to study how child, home, classroom, school, and community factors at various points in children's lives relate to development, and guide practice and policies that increase every child's chances of doing well in school.

<https://nces.ed.gov/ecls/>

The High School and Beyond Longitudinal Study of 2022 (HS&B:22) is a national longitudinal study of ninth-grade students and their families, teachers, school administrators, and guidance counselors. HS&B:22 will help educators, parents, researchers, and policymakers better understand the factors that contribute to student success. After the base-year collection in 2022, a follow-up is planned for spring 2026 when most students will be at the end of high school.

<http://surveys.nces.ed.gov/hsb22>

The International Computer and Information Literacy Study (ICILS) is an international comparative study that uses an innovative, computer-based assessment to evaluate students' computer and information literacy—their ability to use computers to investigate, create, and communicate effectively at home, at school, and in the community.

<http://nces.ed.gov/surveys/icils/>

The Middle Grades Longitudinal Study of 2017-2018 (MGLS:2017) was the first study to follow a nationally representative sample of students as they move through the middle grades. Data on the academic progress, experiences, and lives of mainstream and special needs students during these critical years allowed researchers to examine associations between contextual factors and student outcomes. There was a special focus on socioemotional functioning, executive function, transition to high school, and later education and career outcomes.

<http://nces.ed.gov/surveys/mgls>

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what students in the United States know and can do in various subject areas. It most frequently assesses mathematics and reading. Other subjects, such as civics, science, U.S. history, and writing, are assessed periodically. The results are released as The Nation's Report Card.

The NAEP long-term trend assessment measures student performance in mathematics and reading and allows the performance of today's students to be compared with students since the early 1970s. The assessment is administered periodically to 9-, 13-, and 17-year-olds.

NAEP: <http://nces.ed.gov/nationsreportcard>

The Progress in International Reading Literacy Study (PIRLS) examines the reading achievement and reading behaviors and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries. PIRLS 2021 offered the PIRLS assessment of literacy and informational reading in a digital format. The International Association for the Evaluation of Educational Achievement (IEA) coordinates PIRLS.

<http://nces.ed.gov/surveys/pirls>

The Program for International Student Assessment (PISA) is a system of international assessments that measures 15-year-old students' reading, mathematics, and science literacy. PISA also includes measures of general or cross-curricular competencies, such as problem solving. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling. PISA is coordinated by the Organization for Economic Cooperation and Development (OECD).

<http://nces.ed.gov/surveys/pisa>

The Teaching and Learning International Survey (TALIS) is an international study of teachers, teaching, and learning environments. TALIS offers an opportunity for teachers and school principals to provide their perspectives on the state of education in their own countries, allowing for a global view of teachers and the education systems in which they work. TALIS is coordinated by the Organization for Economic Cooperation and Development (OECD) and is administered to teachers in grades 7, 8, and 9 in the United States.

<http://nces.ed.gov/surveys/talis/>

The Trends in International Mathematics and Science Study (TIMSS) provides reliable and timely data on the mathematics and science achievement of U.S. fourth- and eighth-grade students compared to that of students in other countries and jurisdictions. TIMSS is coordinated by the International Association for the Evaluation of Educational Achievement (IEA).

<http://nces.ed.gov/timss/>