

(NCES) and the NAEP assessment development contractor(s). The framework development and update process also produces recommendations for contextual variables, which supports NCES' development of the questionnaires administered to students, teachers, and schools to help the public understand the achievement results in each subject. By engaging NAEP's audiences, partners, and stakeholders in the panels that provide recommendations for NAEP frameworks and seeking public comment, NAEP frameworks reflect content valued by the public as important to measure.

All responses will be taken into consideration before finalizing the updated NAEP Mathematics Assessment Framework for Board adoption. Once adopted, the framework will be used to guide assessment development and reporting for the 2025 NAEP Mathematics Assessment.

Additional information (including the materials referenced below) can be found on the project website at <https://www.naepframeworkupdate.org>.

Proposed Updated Mathematics Framework for the 2025 National Assessment of Educational Progress

The proposed revised framework can be downloaded from the framework project website at <https://www.naepframeworkupdate.org>.

Existing Mathematics Framework for the National Assessment of Educational Progress

The existing framework (adopted in 2006) can be downloaded from the Governing Board website at <https://www.nagb.gov/naep-frameworks/mathematics.html>.

Governing Board's Periodic Review and Updating of NAEP Frameworks

Governing Board policy articulates the Board's commitment to a comprehensive, inclusive, and deliberative process to determine and update the content and format of all NAEP assessments. For each NAEP assessment, this process results in a NAEP framework, outlining what is to be measured and how it will be measured. Periodically, the Governing Board reviews existing NAEP frameworks to determine if changes are warranted. Each NAEP framework development and update process considers a wide set of factors, including but not limited to reviews of recent research on teaching and learning, changes in state and local standards and assessments, and the latest perspectives on the nation's future

needs and desirable levels of achievement.

In 2018, the Board initiated a review of the NAEP Mathematics Framework. To inform its discussions about the extent to which the NAEP Mathematics Framework needs revisions, the Board decided it would be prudent to gather and analyze mathematics curricular standards for grades K through 8 in all 50 states, the District of Columbia, and the Department of Defense Education Activity. The Governing Board's NAEP Mathematics Framework review used this analysis of state standards along with expert commentary to determine whether a framework update was required and the type of updates that may be needed. As a result of this review, the Governing Board initiated a framework update process for the NAEP Mathematics Assessment. Learn more about the review at <https://www.nagb.gov/focus-areas/framework-development/framework-development-mathematics.html>.

Summary of Proposed Revisions

Compared to the existing NAEP Mathematics Framework for the 2009—2017 NAEP Mathematics Assessments, the proposed updated framework reflects the following changes:

- The grade 4 version of six objectives were removed (two objectives each in Number and Operations; Geometry; and Data Analysis, Statistics, and Probability). One objective was added to grade 4 in Algebra.
- Three grade 8 objectives were edited, one was deleted in Number and Operations, and one was added in Algebra.
- Descriptions of objectives in grade 12 were edited. In Measurement, one objective was made optional, and one new optional objective was added.
- Distribution of items for each content area at grades 4 and 12 remains the same. In grade 8, the proportion of items in Data Analysis, Statistics, and Probability was increased 5% (to 20%) and for Algebra decreased by 5% (to 25%).
- A new chapter on Mathematical Practices describes and illustrates the assessment of five mathematical practices through which students engage in knowing and doing mathematics. This chapter replaces the previous chapter on Mathematical Complexity and removed the need for the subtopic of "Reasoning" (this subtopic was introduced in 2009 for Number and Operations; Geometry, Data Analysis, Statistics, and Probability; Algebra). The objectives in that subtopic have been removed.

- The two chapters on item formats and assessment design were merged into a single chapter, Overview of the Assessment Design, and updated extensively to reflect current and future digital platform use and the new item option of scenario-based tasks.

- Continuing the policy established for the 2017 digital administration of NAEP, students will have access to a calculator emulator in blocks of items designated as "calculator blocks": four-function for grade 4, scientific for grade 8. The one change in 2025 will be that the grade 12 calculator will include a graphing emulator.

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You may also access documents of the Department published in the **Federal Register** by using the article search feature at www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated: April 22, 2019.

Lesley Muldoon,

Executive Director, National Assessment Governing Board, U.S. Department of Education.

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DEPARTMENT OF EDUCATION

[Docket No.: ED-2019-ICCD-0015]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; William D. Ford Federal Direct Loan Program (Direct Loan Program) Promissory Notes

AGENCY: Federal Student Aid (FSA), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is proposing a revision of an existing information collection.

DATES: Interested persons are invited to submit comments on or before May 28, 2019.

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–2019–ICCD–0015. 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](http://www.regulations.gov) site is not available to the public for any reason, ED 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 by fax or email and those 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 Director of the Information Collection Clearance Division, U.S. Department of Education, 550 12th Street SW, PCP, Room 9086, Washington, DC 20202–0023.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Beth Grebeldinger, 202–377–4018.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), 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. ED is soliciting comments on the proposed information collection request (ICR) that is described below. The Department of Education 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: William D. Ford Federal Direct Loan Program (Direct Loan Program) Promissory Notes.

OMB Control Number: 1845–0007.

Type of Review: A revision of an existing information collection.

Respondents/Affected Public: Individuals or Households.

Total Estimated Number of Annual Responses: 9,862,685.

Total Estimated Number of Annual Burden Hours: 4,021,534.

Abstract: The Department is requesting that three separate ICR packages be combined into a single ICR using OMB Control Number 1845–0007. The three separate ICR packages cover: The Direct Subsidized Loan and Direct Unsubsidized Loan Master Promissory Note, 1845–0007; the Direct PLUS Loan Master Promissory Note and Direct PLUS Loan Endorser Addendum, 1845–0068; and the Direct Consolidation Loan Application and Promissory Note and Related Forms, 1845–0053. We are streamlining all of the forms by eliminating duplicative and obsolete information, reordering items to present information in a more logical order, using plain language to present information more clearly, adding information about the new cancer treatment deferment, updating information about the borrower defense discharge provisions to show changes made through the November 1, 2016 regulation. For the PLUS master promissory note (MPN) we are revising the information and instruction section to clarify who qualifies as a “parent”. The promissory notes serve as the means by which an individual applies for and agrees to repay a Federal Direct Loan. It also informs the borrower of the terms and conditions of the Direct Loan and includes a statement of borrower's rights and responsibilities. Instructions explain how to complete the applications. The additional forms for the Direct Consolidation Loan allows the borrower to list all loans that they wish to include that would not fit on the application, and add other loans within the allowed time frame once the Consolidation Loan is made. The LVC for the Consolidation Loan serves as the means by which the Department obtains information needed to pay off the holders of the loans being consolidated.

Dated: April 23, 2019.

Kate Mullan,

PRA Coordinator, Information Collection Clearance Program, Information Management Branch, Office of the Chief Information Officer.

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DEPARTMENT OF EDUCATION

[Docket No.: ED–2019–ICCD–0052]

Agency Information Collection Activities; Submission to the Office of Management and Budget for Review and Approval; Comment Request; Magnet Schools Assistance Program Application for Grants (1894–0001)

AGENCY: Office of Innovation and Improvement (OII), Department of Education (ED).

ACTION: Notice.

SUMMARY: In accordance with the Paperwork Reduction Act of 1995, ED is proposing an extension of an existing information collection.

DATES: Interested persons are invited to submit comments on or before May 28, 2019.

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–2019–ICCD–0052. 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](http://www.regulations.gov) site is not available to the public for any reason, ED 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 by fax or email and those 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 Director of the Information Collection Clearance Division, U.S. Department of Education, 550 12th Street SW, PCP, Room 9086, Washington, DC 20202–0023.

FOR FURTHER INFORMATION CONTACT: For specific questions related to collection activities, please contact Tiffany McClain, 202–401–0003.

SUPPLEMENTARY INFORMATION: The Department of Education (ED), 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