

# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of May 12-13, 2011**

**May 12, 2011**

**Closed Session**

In accordance with the provisions of exemption (9) (B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 12, 2011 from 11:30 a.m. to 4:15 p.m.

**Attendees:** ADC – Kathi King (Chair), Alan Friedman (Vice Chair), Shannon Garrison, Hector Ibarra, Henry Kranendonk, Susan Pimentel; Governing Board Staff – Cornelia Orr, Mary Crovo, Michelle Blair; NCES – Peggy Carr, Suzanne Triplett, Brenda Wolff; NESSI – Kim Gattis, Teresa Neidorf; ETS – Greg Vafis, Lonnie Smith, Andreas Oranje; HumRRO – Laress Wise, Steve Sellman; Fulcrum IT – Scott Ferguson, Saira Brenner; Pearson – Connie Smith; Westat – Dianne Walsh; Portland State University – Cary Sneider.

#### **Review of Technology and Engineering Literacy (TEL) Tasks**

The Assessment Development Committee (ADC) met in closed session to receive a briefing on development work for the 2014 Technology and Engineering Literacy (TEL) assessment. This assessment will be administered at the national level at grade 8.

Lonnie Smith of ETS provided an overview of the TEL development steps. After ADC approval of the TEL task sketches (brief descriptions of the TEL tasks), the work proceeds to an intense item development process consisting of the following steps:

- ETS staff begin the production of detailed programming specifications for the computer-based tasks.
- These specifications are given to the software development team, which begins the iterative process of programming the tasks for computer delivery.
- Reviews of the tasks are then performed for consistency with the TEL Framework, grade-level appropriateness, bias and sensitivity, and other factors.
- Cognitive labs are conducted to try out the tasks and items in a one-on-one setting using a think-aloud interviewer protocol.
- Small scale tryouts are held to further refine the tasks.
- This process results in a fully programmed version of the tasks which will be submitted for ADC review in 2012.

- There will be a small-scale pilot test of the TEL tasks in 2012, a large-scale pilot in 2013, and the operational administration in 2014.

The ADC then heard a brief presentation from Cary Sneider of Portland State University, who is a current member of the TEL Standing Committee. Mr. Sneider provided his views on the TEL development process from the perspective as former co-chair of the TEL Framework Planning Committee. Mr. Sneider noted that the TEL developers understood the Framework and its requirements and that the TEL tasks were consistent with the Board-adopted TEL Framework.

The ADC then proceeded to review the preliminary TEL “task sketches” for grade 8. The ADC was very impressed by the high-quality, innovative, and engaging TEL tasks. NCES and its contractors have done an extraordinary amount of development work for TEL. The ADC commented that the tasks reflect the vision for the TEL assessment as articulated in the Board-adopted framework for this new subject area. ADC members had a number of suggestions for improving the TEL task sketches; however most of the comments were minor in nature. Comments on the task sketches will be provided in writing to NCES by May 18, 2011.

### **May 13, 2011            Closed Session**

In accordance with the provisions of exemption (9) (B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 13, 2011 from 10:00 a.m. to 12:00 noon.

**Attendees:** ADC – Kathi King (Chair), Alan Friedman (Vice Chair), Shannon Garrison, Hector Ibarra, Henry Kranendonk, Susan Pimentel; Governing Board Staff – Mary Crovo; NESSI – Teresa Neidorf; ETS – Steve Lazer, Jay Campbell, Greg Vafis, Hilary Persky; Fulcrum IT – Scott Ferguson, Saira Brenner; Pearson – Brad Thayer.

### **Science Hands-on Tasks (HOTs)**

The ADC met in closed session to receive a briefing from Hilary Persky of ETS, and to engage in a “hands-on” experience with several Science HOTs tasks. The 2010 HOTs and ICTs (Interactive Computer Tasks) report is scheduled for release this summer. ADC appreciated the opportunity to work with the science kits given to students and to engage in the hands-on investigations that measure science knowledge and scientific inquiry skills.

### **2013 Computer-Based Writing Assessment**

ADC members received new information in a closed session on a 4<sup>th</sup> grade “usability study” of the NAEP computer-based assessment platform. The purpose of the study was to survey a small sample of 4<sup>th</sup> graders to determine if they could interact with the NAEP word processing software, to examine their use of the word processing tools, and to

measure their keyboarding skills. Findings from this study are being used to improve the NAEP writing platform to make it more user-friendly to 4<sup>th</sup> graders. Cognitive labs are currently planned to gather additional information on 4<sup>th</sup> graders' responses to pilot writing prompts on the computer. The ADC will receive a briefing on the cognitive lab results in August. Finally, the ADC heard about the planned 2012 computer-based writing pilot at 4<sup>th</sup> grade. Included in the pilot will be a study of how well 4<sup>th</sup> graders respond to writing prompts on the computer compared to in a paper-and-pencil mode.

## **May 13, 2011            Open Session**

**Attendees:** ADC – Kathi King (Chair), Alan Friedman (Vice Chair), Shannon Garrison, Hector Ibarra, Henry Kranendonk, Susan Pimentel; Governing Board Staff – Mary Crovo; NESSI – Teresa Neidorf; ETS – Steve Lazer, Jay Campbell, Greg Vafis, Hilary Persky; Fulcrum IT – Scott Ferguson, Saira Brenner; Pearson – Brad Thayer.

### **Foreign Language and World History**

The purpose of this session was to provide the ADC with information related to two additional subjects being proposed for the NAEP Assessment Schedule—world history and foreign language. ADC members received a briefing on previous development work conducted in these two subject areas when they appeared in an earlier version of the Assessment Schedule, for national-level administrations at grade 12. The briefing also presented the rationale behind the Board's decision to delay implementation of these two assessments.

In a presentation to the Executive Committee on May 12, 2011 the proposed Assessment Schedule includes foreign language in 2020 and world history in 2022. While that may seem far into the future, initial planning for such assessments would need to occur in the next three to four years.

**Foreign Language** – ADC members heard a presentation from Jay Campbell of ETS on the framework, test development, and pilot test of a NAEP foreign language assessment that occurred between 1999 and 2003. The assessment was pilot tested in Spanish at the 12<sup>th</sup> grader. The design called for the use of technology to implement a two-stage design to measure students reading, writing, listening, and speaking skills.

The assessment did not proceed to the operational level due to several factors. For example, the technology at the time was not up to the vision of the assessment outlined in the framework. There were some issues with sampling students, particularly native language speakers; difficulties in scaling the assessment; and pilot results showing that students did not perform as well on the items as expected.

If the Board decides to re-introduce foreign language on the NAEP assessment schedule in the future, the existing framework and “lessons learned” from this early pilot would provide a good foundation for further development. And the technology available now and in the near future will enable the Board to address many of the framework’s design specifications.

### **World History –**

The Board’s Schedule of Assessments originally included world history in 2005; however the Board acted to delay the assessment and commission a comprehensive “issues paper” in 2002. The reasoning behind this decision was the diversity of opinions in the field on the status of world history instruction, standards, and assessments. The Board commissioned Professor Robert Bain of the University of Michigan to write a paper that outlined issues, challenges, and options for moving forward with development of a 12<sup>th</sup> grade world history framework for NAEP. The paper also included a status report at the time of state standards, assessments, and the AP World History assessment. Dr. Bain presented his paper to the Board in May 2004 for review and discussion. Based on that discussion, the Board determined that the next opportunity to schedule a world history assessment was in 2012, due to funding and other considerations.

The Governing Board issued a request for proposals (RFP) in June 2008 to seek a contractor to develop a world history framework for NAEP. Unfortunately, proposals submitted in response to that RFP were determined to be of low quality and the Board decided to focus its attention on the Technological Literacy framework development, which was the next procurement in the schedule. [Note: The Technological Literacy assessment was renamed to the Technology and Engineering Literacy (TEL) assessment.] World History was deferred for consideration at a later date.

**ACTION ITEM:** ADC Chair, Kathi King, requested action by the Committee on the item review conducted on May 12, 2011.

- **ACTION:** Under its standing delegation of authority, the ADC approved the task sketches for the Technology and Engineering Literacy Assessment (TEL), with revisions to be communicated in writing to NCES by May 18, 2011.

**NAEP Item Review Schedule**

Mary Crovo of the Governing Board staff briefed the ADC on item review activities for the summer and fall of 2011. The Committee will convene several times during the summer and fall to review items in mathematics. At the August 2011 Board meeting, ADC members will review items in reading, economics, writing, and TEL.

I certify the accuracy of these minutes.

  
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Kathi King, Chair

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5-31-11  
Date