

# **National Assessment Governing Board**

## **Partially Closed Session**

### **Report of August 5, 2011**

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on August 5, 2011 from 12:45 p.m. to 1:45 p.m. to receive a briefing on the 2005-2009 Mapping State Proficiency Standards onto the National Assessment of Educational Progress (NAEP) scales.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided an overview of the 2005-2009 state mapping study, noting that this study is the 4<sup>th</sup> in the series of state mapping studies conducted in 2003 and 2005.

Ms. Carr noted that each state administers its own tests and standards, and reports student performance using cut scores set individually by each state. The 2005-2009 study maps state proficiency standards onto the NAEP scale to provide a common metric for understanding the state proficiency standards with NAEP achievement.

The following three questions are answered in the study:

1. How do 2009 state proficiency performance standards match up to the NAEP proficiency standards?
2. For states that changed their assessment system or their performance standards, how do the 2005-2007 results compare to the 2009 results using NAEP as a common metric?
3. For states that didn't change their assessment system or their performance standards, does NAEP corroborate the changes in student performance that the state reported?

Ms. Carr explained the mapping methodology used for the comparisons and noted that the method links the states' distribution points to the NAEP equivalent scores. She explained how the comparisons can be understood.

Ms. Carr then highlighted the 2009 Reading and Mathematics scores at grades 4 and 8. She depicted charts of all the state results mapped to the NAEP scale. The charts enabled a comparison of each state's standards with each other and with NAEP's performance standards.

Ms. Carr highlighted the patterns observed from the study results and clarified how the variations could be understood when mapped on the NAEP scale. She reported that the study also analyzed the impact of changes made by some states in reading and mathematics testing systems and their impact on the where the state standards map onto the NAEP scales. When states made no changes in their assessment systems or performance standards, Dr. Carr compared student performance changes reported by the states with the changes reported by NAEP to show the extent to which NAEP was able to corroborate the student progress reported by the states.

I certify the accuracy of these minutes.

*Mary Frances Taymans*

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Mary Frances Taymans, Vice Chair

8-6-2011

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Date