

National Assessment Governing Board

Assessment Development Committee

Report of August 2-3, 2012

August 2, 2012

Closed Session

9:00 am – 3:30 p.m.

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 August 2, 2012 from 9:00 a.m. to 3:30 p.m.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Bill Ward, Elvira Germino Hausken; AIR – Kim Gattis, Yan Wang; ETS – Greg Vafis, Lonnie Smith; HumRRO – Steve Sellman; Optimal Solutions – Mark Patridge, Erin Twamley; Fulcrum IT – Jud Cole, Lori Rokus, Scott Ferguson.

Review of Secure NAEP TEL Tasks and Items

The Assessment Development Committee (ADC) met in closed session to review 21 computer-based tasks and 175 discrete items for the NAEP Technology and Engineering Literacy (TEL) pilot test in 2013. The pilot test will be conducted in grade 8 in preparation for the 2014 national TEL assessment in that same grade.

This meeting marked the final opportunity for ADC members to review the 21 complex TEL tasks prior to the 2013 pilot test. Beginning in 2010 the ADC reviewed outlines of task concepts, and subsequently in 2011 they reviewed preliminary computer-based renditions of the tasks. In several Board meetings the ADC reviewed fully developed tasks with complete graphics and functionality. At its May 2012 meeting, the ADC had provided extensive comments on the TEL tasks. At this August review ADC members commented on the many improvements to the tasks and felt the tasks would be very engaging to students.

Members also commented that the tasks represent an excellent assessment of the complex skills outlined in the TEL Framework in the three content areas: design and systems; technology and society; and information and communication technology. The ADC also noted that the computer-based review of the tasks went very smoothly and commended NCES and NAEP contractors for improvements in facilitating the online, secure materials for ADC reviewers. During the ADC's discussion of the 21 tasks, members noted areas for fine-tuning of the graphics, items, and scoring rubrics on some of the tasks.

Following review of the TEL tasks, the ADC discussed the 175 discrete TEL items which they saw for the first time. Some of these items contained animated graphics, while other items were more traditional multiple choice or short answer questions. ADC members had extensive comments on the discrete items such as noting when the item did not accurately measure the targeted objective in the TEL Framework. Other comments related to distracters in multiple choice items and scoring rubrics for constructed response items.

ADC action on the TEL tasks and items was taken in open session on August 3, 2012.

August 2, 2012 Open Session 3:30 – 4:00 p.m.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Other Governing Board Members – Eileen Weiser; Governing Board Staff – Mary Crovo, Michelle Blair, Cornelia Orr, Larry Feinberg, Ray Fields; NCES – Bill Ward, Elvira Germino Hausken; Widmeyer Communications – Jacqui Lipson, Neby Ejigu; AIR – Kim Gattis; ETS – Greg Vafis; HumRRO – Steve Sellman; Optimal Solutions – Mark Patridge; Fulcrum IT – Jud Cole, Lori Rokus, Scott Ferguson.

Discussion of NAEP Preparedness Reporting

In open session the ADC discussed draft materials on preparedness and strategies for reporting on the Board’s program of 12th grade preparedness research. This discussion was intended to carefully examine the draft materials developed thus far, and to obtain ADC members’ response to the materials and reporting strategies in advance of the full Board preparedness session scheduled for August 4, 2012.

ADC members expressed concerns that the draft preparedness report chapters did not clearly communicate the nature of the research studies and the key findings. It was noted that the material seems to be written for researchers. For example, the draft contains too much jargon that will not be well understood by the intended audience of policymakers. Members raised the following question: since we do not have definitive findings from the 2009 research studies, is it worthwhile to release this policy report now? They concluded that the research to date did not result in solid evidence on using NAEP to report on the preparedness of 12th graders for college and job training. The ADC expressed serious doubt about the usefulness of releasing an interim preparedness report at this time.

ADC members felt strongly that the preparedness research findings to date do not conform to the Board’s rigorous, “gold standard” level of work. Members also stated that given the inconclusive nature of this report, it may be misused and misinterpreted. In addition, reporting at this time may detract from the Board’s ongoing program of preparedness research, as well as future reporting in this area.

ADC Chair Alan Friedman thanked the members for their comments and noted that he will present the ADC's views at the full Board discussion of preparedness scheduled for August 4, 2012.

August 3, 2012 Joint Open Session 10:00 – 11:00 a.m.

Joint Meeting of the Assessment Development Committee and the Reporting and Dissemination Committee

ADC members met with the R&D Committee to discuss the Expert Panel Report on NAEP Background Questions. A summary of this session is included in the Reporting and Dissemination Committee report.

August 3, 2012 Open Session 10:55 – 11:00 a.m.

In open session the ADC took the following action based on the TEL task and item review conducted on August 2, 2012.

ACTION: The Assessment Development Committee approves the tasks and discrete items for the 2013 Technology and Engineering Literacy (TEL) pilot test to be conducted at grade 8, with changes in the tasks and items to be communicated in writing to NCES.

August 3, 2012 Closed Session 11:00 a.m. – 12:30 p.m.

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 August 3, 2012 from 11:00 a.m. to 12:30 p.m..

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Suzanne Triplett, Holly Spurlock, Bobbi Woods; AIR – Kim Gattis; ETS – Rebecca Moran, Greg Vafis; Fulcrum IT – Scott Ferguson, Lori Rokus, Jud Cole; HumRRO – Wanda Buckland; CCSSO – Kirsten Taylor; Hager Sharp – Joanne Lim; Pearson – Brad Thayer.

NAEP Mathematics Special Study: Knowledge and Skills Appropriate Study (KaSA)

Rebecca Moran of ETS briefed the ADC on the KaSA special study in mathematics. During the briefing Ms. Moran presented the goals and purpose of the study, secure

KaSA test questions, embargoed student performance results, and implications for future use of the KaSA model.

The KaSA study was undertaken to expand the range of item difficulty since the main NAEP assessment does not measure well at the lower end of the score distribution and is not well aligned with the performance of students in Puerto Rico. Ms. Moran noted that the purpose of the study was to measure low performing groups with reasonable accuracy and to enable the reporting of Puerto Rico results on the NAEP scale. She also explained that the desire to better measure low performing groups with NAEP assessments is a more general goal, beyond Puerto Rico, and that KaSA items would be added to the full existing range of items to improve the assessment's overall measuring abilities. It was noted that adding KaSA items would not alter the overall difficulty of the NAEP mathematics assessment.

As part of the study, KaSA items were developed to address a targeted subset of the NAEP Mathematics Framework, based on the appropriateness of subtopics and objectives. The KaSA items were then translated into Puerto Rican Spanish for administration to a representative sample of public school students in Puerto Rico in 2011 at grades 4 and 8.

ADC members discussed the KaSA items presented during the briefing and noted the performance of students in the national sample and the Puerto Rico sample. Members raised questions about the policy implications for NAEP in assessing Puerto Rican students in the future. In addition, ADC members asked about ways NAEP could report in more detail so that future assessment results from Puerto Rico could be more meaningful to parents, teachers, and policymakers. Finally, the ADC comments on potential uses of the KaSA methodology combined with computer-adaptive testing for the overall NAEP sample to provide the most helpful information on student performance across the spectrum.

2012 Grade 4 Computer-Based Writing Pilot: Preliminary Results and Lessons Learned

Holly Spurlock of NCEP provided an embargoed briefing on preliminary results of the large-scale pilot conducted at grade 4 in 2012. These results represent the first national-level computer-based writing assessment of 4th graders anywhere in the U.S.

Ms. Spurlock reported that more than 500 schools and 13,000 students participated in the computer-based writing pilot. The goal of the study was to determine whether 4th graders could demonstrate their writing skills on 30-minute computer-based tasks. Students used laptops provided by NAEP and wrote their responses using a word processor developed specifically for the NAEP assessment.

The study examined student engagement, performance on different types of writing tasks, use of word processing tools, and other variables. For example, students could use

commonly available tools such as cut and paste, copy, bold, and a thesaurus, among other tools. Many accommodations for students with disabilities and English language learners were provided directly on the computer platform including text to speech and enlarged text. This provision eliminated the need for many separate testing sessions for special needs students.

The ADC members were very interested in the 4th grade performance data and asked about plans for reporting findings from this pilot test. Members felt that this information will be extremely valuable to schools, policymakers, and the Common Core Standards assessment consortia as computer-based performance testing moves to the lower elementary grades.

Holly Spurlock stated that NCES plans to issue a technical report on the 4th grade writing pilot and is considering other means of sharing this important data with a broader audience. The ADC requested information on these reporting strategies at their November/December 2012 meeting.

I certify the accuracy of these minutes.



Alan Friedman, Chair

8/16/2012

Date