

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of August 7, 2015

COSDAM Committee Members: Lou Fabrizio (Chair), Fielding Rolston (Vice Chair), Mitchell Chester, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and Jim Popham.

Governing Board Staff: Sharyn Rosenberg and Michelle Blair.

NCES Staff: Jing Chen, Pat Etienne, Lauren Harrell, Bill Tirre, and Amy Yamashiro.

Other Attendees: Institute of Education Sciences: Governing Board ex officio member Ruth Neild. AIR: George Bohrnstedt and Young Yee Kim. CRP: Subin Hona. ETS: Steve Lazer, Rebecca Moran, Andreas Oranje. Hager Sharp: Melissa Spade Cristler. HumRRO: Laress Wise. NORC at the University of Chicago: Rolf Blank and Bronwyn Nichols. Optimal Solutions Group: Rukayat Akinbiyi. P20 Strategies: Andrew Kolstad. Pearson: Kelly Burling and Ross Holstein. U.S. Department of Education: Judith Anderson. Westat: Keith Rust and Dianne Walsh. Widmeyer: Siobhan Mueller.

1. Introductions and Review of Agenda

Chair Lou Fabrizio called the meeting to order at 10:30 a.m. and welcomed members and guests. He noted that this would be the last COSDAM meeting for Terry Holliday and himself. Mr. Fabrizio reviewed the agenda.

2. Content Alignment Studies of Grade 8 NAEP and ACT Explore in Reading and Mathematics

Rolf Blank of NORC at the University of Chicago presented results from content alignment studies conducted between the 2013 grade 8 Reading and Mathematics Frameworks and assessments in NAEP and ACT Explore. He began by noting that the Governing Board has performed extensive research on NAEP and academic preparedness for college at grade 12, but the studies with Explore are a first attempt to extend this work to grade 8 and to increase understanding about the extent to which students are *on track* for being academically prepared for college by the end of high school.

Mr. Blank described the study tasks, which consisted of framework analysis reports and a Content Alignment Institute (CAI). For the framework analysis reports, subject matter experts performed initial comparisons and provided descriptions of the similarities and differences

between the NAEP frameworks and the ACT College Readiness Standards. The CAI consisted of a 5-day in-person meeting with replicate panels, following a study design that was previously developed for the Board's preparedness research content alignment studies by Norman Webb.

Mr. Blank presented selected findings from the studies. There was considerable overlap between the content of grade 8 NAEP and Explore, particularly in Mathematics. For Reading, there were some differences in the degree of emphasis and level of complexity of the NAEP and Explore items coded by the panelists in the CAI.

Jim Popham asked what directions were used when asking panelists to make their judgments during the CAI. He requested that the specific instructions given to the panelists be included in the final reports before they are posted on the Governing Board website later this fall.

3. Statistical Linking Studies of Grade 8 NAEP and ACT Explore in Reading and Mathematics

Andreas Oranje of Educational Testing Service (ETS) presented results from statistical linking studies conducted between the 2013 grade 8 Reading and Mathematics assessments in NAEP and Explore. The purpose of the studies was to locate the points on the NAEP scale that correspond with the ACT Explore benchmarks for college readiness in Reading and Mathematics. These studies were conducted via data sharing agreements with three states: Kentucky, North Carolina, and Tennessee.

The correlations between the grade 8 NAEP and Explore scores are about 0.7 for Reading and 0.8 for Mathematics; projection was used as the linking methodology, since the correlations were not sufficiently high for concordance. The NAEP Proficient cut scores at grade 8 correspond closely (but not exactly) to the Explore benchmarks, for both Reading and Mathematics. The studies found that approximately 30-35 percent of grade 8 students in these three states are on track to be academically prepared for college by the end of high school.

COSDAM members discussed possibilities for conducting future research with state partners, for example by linking NAEP with assessments that are aligned to the Common Core State Standards. Mitchell Chester expressed interest in providing data from Massachusetts that can be linked to NAEP. There was a discussion about the value of longitudinal data in particular. In future meetings, COSDAM will continue to discuss results of the longitudinal preparedness research studies with state partners that are currently underway.

Andrew Ho requested that future linking studies examine how other assessments reflect on the NAEP scale, rather than limiting the analyses to projecting NAEP onto other scales. COSDAM members requested a future agenda topic to consider staff proposals for forging additional state partnerships.

CLOSED SESSION 11:45 am – 12:30 pm

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4. Project Update for Technology and Engineering Literacy Achievement Levels Setting

In a closed session, Kelly Burling of Pearson provided an update about the status of the Technology and Engineering Literacy (TEL) achievement levels setting (ALS). Project director Steve Fitzpatrick was unable to attend this Governing Board meeting.

A second pilot study was conducted with 29 panelists from June 1-5, 2015 in San Antonio. Overall, the meeting went well; the Technical Advisory Committee on Standard Setting (TACSS) agreed that the second pilot study fulfilled its intended goals. The Excel-based procedure that was developed to replace the previous standard setting software functioned as intended. Some minor improvements to the process will be made in preparation for the final operational study.

Mr. Popham noted that Cary Sneider had convinced him that the TEL Framework does measure knowledge and skills that can be taught. He suggested telling the standard setting panelists that the TEL Framework contains objectives that can be taught.

COSDAM members briefly discussed the pilot study results and possible changes to procedures for the final study. The operational ALS meeting will be held from September 28 – October 2, 2015 and COSDAM will be briefed on the study results during a webinar in early November. The Board is scheduled to take action on the TEL achievement levels during the November 2015 Board meeting.

Mr. Fabrizio adjourned the COSDAM meeting at 12:30 p.m.

I certify the accuracy of these minutes.

Louis M. Fabrizio

Lou Fabrizio, Chair

9-2-15

Date