

**National Assessment Governing Board**

**Meeting of December 2-3, 2011**

**Washington, DC**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

Mary Frances Taymans, Vice Chair

Andrés Alonso

David Alukonis

Lou Fabrizio

Anitere Flores

Alan Friedman

Shannon Garrison

Doris Hicks

Terry Holliday

Brent Houston

Hector Ibarra

Tom Luna

Tonya Miles

Dale Nowlin

Sonny Perdue

Susan Pimentel

James Popham

Andrew Porter

Fielding Rolston

Cary Sneider

Blair Taylor

Eileen Weiser

John Easton (ex-officio)

**National Assessment Governing Board Members Absent**

David Driscoll, Chairman

Jack Markell

Leticia Van de Putte

### **National Assessment Governing Board Staff**

Cornelia Orr, Executive Director  
Mary Crovo, Deputy Executive Director  
Michelle Blair  
Lawrence Feinberg  
Ray Fields  
Stephaan Harris  
Susan Loomis  
Munira Mwalimu  
Tessa Regis  
Angela Scott

### **National Center for Education Statistics (NCES) Staff**

Jack Buckley, Commissioner  
Peggy Carr, Associate Commissioner  
Janis Brown  
Gina Broxterman  
Samantha Burg  
Jing Chen  
Jamie Deaton  
Angela Glymph  
Arnold Goldstein  
Steve Gorman  
Eunice Greer  
Andrew Kolstad  
Drew Malizio  
Emmanuel Sikali  
Holly Spurlock  
Ebony Walton  
Grady Wilburn  
Brenda Wolff

### **American Institutes for Research (AIR) Staff**

Fran Stancavage

### **Educational Testing Service (ETS) Staff**

Jay Campbell  
Amy Drescher  
David Freund  
Madeleine Keehner  
Stephen Lazer  
John Mazzeo  
Rebecca Moran  
Greg Vafis

### **Fulcrum IT**

Scott Ferguson

### **Hager Sharp**

Lisa Jacques  
Joanne Lim  
Siobhan Mueller  
Alan Richard  
Debra Silimeo

### **Human Research Resources Organization (HumRRO)**

Monica Gribben  
Sheila Schultz  
Steve Sellman

### **NAEP Education Statistics Services Institute (NESSI)**

Kim Gattis  
Cadelle Hemphill  
Teresa Neidorf  
Burhan Ogut  
Sharyn Rosenberg

### **Pearson Educational Measurement**

Brad Thayer  
Connie Smith

### **Reingold**

Amy Buckley  
Valerie Marrapodi

### **Westat**

Chris Averett  
Nancy Caldwell  
Bob Patchen  
Keith Rust  
Dianne Walsh

### **Attending Speakers**

Honorable Arne Duncan, Secretary, U.S. Department of Education  
Jamie Fasteau, Deputy Director of Education Policy, House Education and Workforce Committee  
Marcella Goodridge-Keiller, Office of the General Counsel, U.S. Department of Education  
Kati Haycock, President, The Education Trust  
Ricki Price-Baugh, Director of Academic Achievement, Council of the Great City Schools  
Brad Thomas, Senior Education Policy Advisor, House Education and the Workforce Committee  
Christopher Toppings, Professional Staff Member, Senate Health, Education, Labor and Pensions Committee  
Pat Wright, Superintendent, Virginia Department of Public Instruction

### **Others**

Elham Eid Alldredge, Data Recognition Corporation  
Herb Baum, Data Recognition Corporation/  
Luz Bay, Measured Progress  
Heather Koons, MetaMetrics, Inc.  
Jacqueline Lipson, Widmeyer Communications  
Jennifer Ranji, Office of Governor Jack Markell  
Jason Smith, Widmeyer Communications  
Larry Snowwhite, McGraw-Hill Education

### **Call to Order**

The December 2, 2011 session of the National Assessment Governing Board was called to order by Vice Chair Mary Frances Taymans at 8:19 a.m.

### **Approval of the Agenda and the August 2011 Board Meeting Minutes**

Vice Chair Mary Frances Taymans announced that Chairman David Driscoll will be absent from this meeting due to the death of a family member.

Ms. Taymans reviewed the agenda and noted that updates from the National Center for Education Statistics (NCES) and the Institute for Education Sciences (IES) would be rescheduled to Saturday, December 3 in order to accommodate the agenda item on the new members' oath of office and the Secretary's remarks. Andrew Porter moved for approval of the revised agenda. The motion was seconded by Lou Fabrizio and passed unanimously.

Ms. Taymans noted that the Board minutes include the “Making a Difference” discussions at the August 2011 Board meeting. This material will be a useful reference at this meeting. Andrew Porter moved for approval of the August 2011 Board minutes. The motion was seconded by Doris Hicks and passed unanimously.

### **Announcements**

Ms. Taymans recognized the following recent accomplishments:

- Executive Director Cornelia Orr received the 2011 Distinguished Alumni Award from Florida State University College of Education. Ms. Orr was recognized for her work in government and public service. Ms. Orr was honored along with five other award recipients at a dinner in Tallahassee in October.
- Shannon Garrison will represent the United States as a torchbearer at the 2012 Summer Olympic Games in London, England.
- Anitere Flores gave birth to a baby boy, Lucas Ignatio, on October 17.
- Lou Fabrizio welcomed his first grandchild, Aubrey, who was born on November 26.

### **Introduction of New Board Members and Remarks**

Ms. Taymans welcomed newly appointed Board members Andrés Alonso, Terry Holliday, Dale Nowlin, Fielding Rolston and Cary Sneider. In addition, Ms. Taymans congratulated Lou Fabrizio and Susan Pimentel on their reappointment for a second term.

Ms. Taymans reported that all new Board members attended an orientation meeting in Washington, DC on October 31. She added that each member brings a great deal of expertise and insight on the work of the Governing Board. The new members shared brief remarks on their background and work.

### **Executive Director's Report**

Cornelia Orr, Executive Director of the Governing Board, provided the following updates:

- The Governing Board will move to electronic delivery of the quarterly Board meeting materials beginning with the March 2012 meeting. An electronic survey will be sent to all Board members prior to the March meeting to solicit feedback in preparation for the transition.
- Board members and staff participated in the following outreach activities:
  - 12<sup>th</sup> Grade NAEP Symposia in Boston, MA on October 24, 2011 and in Nashville, TN on November 18, 2011. These events focused on how NAEP can be an indicator of preparedness of the nation’s students for college and careers. Ms. Orr added that the Board plans to release the report on 12<sup>th</sup> Grade Preparedness in summer 2012.

- On December 3, Shannon Garrison will deliver a presentation on NAEP civics, geography and U.S history to the National Council for the Social Studies.
- David Driscoll and Cornelia Orr provided a brief overview of NAEP at the Council of Chief State School Officer's (CCSSO) Annual Policy Forum and Business meeting in November 2011.
- A meeting of the Expert Panel on NAEP Background Questions was convened in Washington, DC on November 16, 2011.
- Work on the Ad Hoc Committee on NAEP Parent Engagement is ongoing.
- Ms. Orr provided a briefing on the Board's preparedness research at the Parent Education Network Conference in Washington, DC.
- Mary Crovo and Arnold Goldstein of NCES provided a briefing at the Lasallian Conference, a large network of Catholic schools, to connect educators with the NAEP frameworks and other resources.

Ms. Orr made the following announcements:

- Leticia Van de Putte was recently recognized by the United Way of San Antonio for 20 years of public service.
- Steve Gorman is retiring from National Center for Education Statistics (NCES). Mr. Gorman, a long-time member of the NCES staff, worked for many years at NCES, and then worked for NAGB for a short time on the Voluntary National Test (VNT) before returning to NCES.
- The 2011 TUDA Reading and Mathematics Reports are scheduled for release in the first week of December in Baltimore.

### **Oath of Office and Remarks by Arne Duncan, U.S. Secretary of Education**

Ms. Taymans welcomed U.S. Secretary of Education Arne Duncan.

Secretary Duncan then administered the oath of office to new members Andrés Alonso, Terry Holliday, Dale Nowlin, Fielding Rolston and Cary Sneider, and reappointed members Lou Fabrizio and Susan Pimentel. Secretary Duncan congratulated new members on their appointment to the Board.

Secretary Duncan thanked the Governing Board for its leadership and remarked that there are amazing changes and progress in education in the country. The Secretary attributed these changes to the higher Common Core State Standards adopted by 46 states, and the Common Core Assessment Consortia. Secretary Duncan remarked that he is confident that NAEP will continue to be the "truth teller" about student performance. He reiterated the importance of the Board's work and importance of continuing to spread the word about NAEP in order to increase public recognition of NAEP among parents, policy makers and community leaders.

Secretary Duncan remarked that he enjoys the current popular debate on education policy but he is of the viewpoint that two real challenges are complacency and accountability. Stakeholders need to continue to develop solutions on how better to serve the nation's students. Parents will need to be challenged and they need to demand accountability in order to seek better outcomes. Board members engaged in a question and answer session with Secretary Duncan.

### **Panel Discussion: Using NAEP to Make a Difference**

Kati Haycock, President, Education Trust and Ricki Price-Baugh, Director of Academic Achievement, Council of the Great City Schools, led a panel discussion on how NAEP can be used to foster improved student achievement and close achievement gaps.

Ms. Haycock stated that the Education Trust has closely followed the Board's work and is one of the biggest users of NAEP data in the country. Ms. Haycock stated that over the last several decades, NAEP has become an increasingly important tool to report on student achievement. She added that NAEP has also brought attention to states with low expectations and highlighted achievement gaps in the country by identifying areas of progress and areas that lag behind. NAEP also has provided an independent and high-quality barometer of how much our students are learning both nationally and state-wide.

Ms. Haycock stated that the recommendations on Making a Difference included in the Board briefing book are good. She remarked that the Board's focus and overarching goal should be to shift NAEP results from a one-day story in the media to an ongoing story that engages the public, education policy makers and educators. She added that more outreach is needed using new media to better explain what the results mean to all stakeholders.

Ms. Haycock remarked that the roles of the Board and NAEP will likely change leading up to and shortly after implementation of the new Common Core State Standards and assessments. Ms. Haycock made the following suggestions for the Board:

1. Work with state officials to use NAEP data in public conversations about what to expect with the results on the new Common Core assessments.
2. Highlight the importance of state level results on NAEP as a reliable indicator of student performance until the Common Core is fully implemented and tested for a few years.
3. Use NAEP data to confirm trends in student learning at the state and national levels.
4. Continue to use NAEP results to highlight performance and comparisons to international students.
5. Increase attention on NAEP assessments in subjects other than math, science and reading.
6. Continue to analyze data to highlight areas across the country where gains in student performance are being made, and identify what can be learned from those results.

Ms. Price-Baugh discussed a research project “Pieces of the Puzzle: Factors in the Improvement of Urban School Districts on NAEP” recently completed by the Council of the Great City Schools (CGCS). Ms. Baugh stated that the extensive research project funded by the Gates Foundation, used NAEP trend data of large city schools participating in the Trial Urban District Assessment (TUDA). The goal of the study was to identify which urban school districts showed significant gains, as compared to the nation, and to examine the factors which contributed to significant improvement. The study looked at background variables, specific student groups, and overall performance.

Ms. Price-Baugh described the methodology of the research process and noted that the findings of the study are very encouraging because they suggest steps that CGCS could take to accelerate progress in urban schools.

Ms. Price-Baugh outlined the following study findings:

- Large city schools made statistically significant gains in reading and math at both fourth and eighth grade levels. These gains were significantly greater than those of the nation, thus narrowing the gap between NAEP and the nation by statistically significant margins in both content areas.
- Large cities made significant gains with all student groups in all subjects and grades except for Asian-American and Pacific Islander students.
- Fourth and eighth graders performed better when reading literary passages than when reading informational materials.
- Eighth grade students performed better in life science versus chemistry and physics.
- Eighth grade students performed better in the content areas of geometry and algebra than in number sense, data and measurement.

Ms. Price-Baugh stated that the omission rates in the NAEP data revealed that students were not being taught to deal with questions that required analysis or argument based on complex text. The data also indicated that while a number of states have standards that are as rigorous as the NAEP frameworks, students were not being taught at that level.

The results of the CGCS study serve as a strong indicator of where the Council will need to focus its work in preparation for the Common Core State Standards assessments. In addition, the study findings point to more detailed studies of student performance which can help identify underlying practices and determine improvements that can be made to instructional programs.

Ms. Haycock and Ms. Price-Baugh responded to questions from Board members.

### **Recess for Committee Meetings**

The first session of the December 2, 2011 Board meeting recessed for committee meetings from 10:06 a.m. to 12:00 p.m.



## **Meeting Reconvened**

### **Closed Session**

## **Briefing and Discussion: 2011 Reading and Mathematics Report Cards for the Trial Urban District Assessment (TUDA)**

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 December 2, 2011 from 12:52 p.m. to 1:39 p.m. to receive a briefing on the following report: 2011 Reading and Mathematics Report Cards for the Trial Urban District Assessment (TUDA).

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided an overview of the 2011 Reading and Mathematics Report Cards for the Trial Urban District Assessment (TUDA). Ms. Carr stated that the Trial Urban District Assessment (TUDA) is a collaboration of the National Center for Education Statistics (NCES), the National Assessment Governing Board (NAGB), and the Council of the Great City Schools (CGCS).

Ms. Carr noted that participation is voluntary and reported that 900 to 2,700 public school students from 21 urban districts participated in the assessment. Trend data are available for 18 districts that participated from 2002 to 2009. The 21 districts included in the 2011 TUDA reports are: Albuquerque, Atlanta, Austin, Baltimore, Boston, Charlotte, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Fresno, Houston, Hillsborough County Florida, Jefferson County Kentucky, Los Angeles, Miami-Dade Milwaukee, New York, Philadelphia, and San Diego.

Ms. Carr highlighted the 2011 Reading and Mathematics scores at grades 4 and 8. Using charts, Ms. Carr illustrated the results of TUDA as compared to student performance in large cities and nationwide by both scale scores and achievement levels. She also highlighted results of trend data from 2003 to 2009, and discussed background variables, including the correlation between years of teaching experience and student performance.

Board members engaged in a question and answer session on the TUDA results.

## **Meeting Recess**

The Board recessed for a break on December 2, 2011 at 1:39 p.m.

## **Open Session**

The third session of the December 2, 2011 Board meeting convened in open session at 2:22 p.m.

## **Perspectives from Capitol Hill: A Conversation with Congressional Staff**

Congressional staff from the Senate, Health, Education, Labor and Pensions (HELP) Committee, and the House Education and the Workforce Committee provided an update on the reauthorization of the Elementary and Secondary Education Act (ESEA).

Bethany Little, HELP Committee Education Policy Director for Chairman Harkin, reported that a bipartisan bill was passed by the U.S. Senate HELP committee to reauthorize ESEA. Ms. Little noted that there were very few, if any changes in the role of NAEP and NAGB. She added that "...10 years [after passage of NCLB] people are still well served by the sets of decisions that are being made by this Board, [and] that [Congress has had] very little push to make things significantly different in the work that is ESEA related as it relates to NAEP and NAGB..."

Ms. Little reported that there has not been any Senate activity regarding reauthorization of the Institute of Education Sciences (IES).

Brad Thomas, Senior Education Policy Advisor for Education and the Workforce Committee Chairman Kline stated that he looks forward to strong bipartisan support in the House on ESEA reauthorization. With respect to NAEP, he said that "...going forward NAEP is going to continue to be a driving force for reform and an important part of the spirit of reauthorization even if we don't get into a lot of the nuts and bolts of NAEP itself...there is a consensus around the reauthorization [of ESEA] that we need to return more control to the states and the local communities, but with that we want good transparent data that communities and parents can use to evaluate their school's performance. And NAEP is going to continue to be sort of a standard to be used to do that...you could certainly make an argument that NAEP has driven more of the reform over the last several years than even No Child Left Behind just because of the spotlight that it has shined on what educational achievement means in states, and I think that's going to continue to be the case."

Mr. Thomas reported that a recent subcommittee hearing focused on introducing new committee members to the role and work of IES, and discussion of key issues and topics on the reauthorization. The issues include education research, evaluation, and differences in research standards outlined in ESEA and educational practice standards in the classroom.

Christopher Toppings, HELP Committee Professional Staff Member for Ranking Member Enzi, highlighted one of the few provisions affecting NAEP in the HELP Committee ESEA bill—to study the feasibility of assessing and reporting on migrant students. He cited the absence of changes to NAEP as evidence of the importance and relevance of NAEP data.

Jamie Fasteau, Deputy Director of Education Policy for Education and the Workforce Committee Ranking Member Miller, stated that this is an exciting time for assessments. If it were not for NCLB, the discussion and focus on assessments may not have happened. She noted that the work the Governing Board is doing on 12<sup>th</sup> Grade NAEP and preparedness is critical and that there is interest in including this in the reauthorization because that is where the nation is trending. She added that one of the strengths of NAEP is its capacity to report achievement trends over long periods of time, which is important in informing national policy.

Board members engaged in discussions and clarifications with the congressional staff. The staff members noted that the conversations will inform legislative work on the reauthorization.

### **Update from the Council of Chief State School Officers (CCSSO)/National Assessment Governing Board Policy Task Force**

Pat Wright, Task Force Chair and Superintendent, Virginia Department of Public Instruction, provided the annual briefing to the Board on the work of the CCSSO/NAGB Task Force.

Ms. Wright stated that the purpose of the Task Force is to provide state input, feedback, and recommendations to the Governing Board on NAEP policy areas and projects. The Task Force is comprised of 12 state education leaders representing chiefs, deputy superintendents, state assessment directors, and public information officers. The Task Force holds two in-person meetings and four annual WebEx meetings.

Ms. Wright highlighted policy recommendations made by the Task Force on inclusion and accommodations that the Board has implemented. She outlined the following policy issues being addressed by the Task Force. NAEP Reporting; NAEP Schedule of Assessments; International Benchmarking; Inclusion and Accommodations; NAEP and the Common Core; Grade 12 NAEP Preparedness Initiative; and Board Initiatives on raising student achievement and closing achievement gaps.

Ms. Wright shared the following recommendations in detail.

- **Role of NAEP:** The Board should keep NAEP viable because it is the most reliable source of data on student performance, and serves as an external validation tool for most states. Ms. Wright commented that the Board should continue international benchmarking which is currently the only source for linking data. States cannot replicate international assessments so NAEP can play a very important role in providing international comparisons.
- **Future Computer Based NAEP Assessments:** The Board should review policies of states that have implemented online programs and try to replicate the architectural infrastructure. It is important to take advantage of technology that already exists in schools and that students are comfortable using.
- **12<sup>th</sup> Grade Preparedness:** Ms. Wright remarked that the Task Force anticipates communication challenges because of the similarities and differences between NAEP's academic "preparedness" and the term "readiness." It will be important to communicate a clear message because of implications for setting state and local policy.

- **Board Initiatives on Raising Achievement and Closing Gaps:** NAEP should serve as a resource to guide policy at the national, state, and local levels instead of focusing on school-based implementation activities.

Board members engaged in a question and answer session following Pat Wright's presentation.

### **Meeting Recessed and Reconvened**

The Friday, December 2, 2011 session of the Board meeting recessed at 3:59 p.m. and reconvened at 4:18 p.m.

### **Annual Ethics Briefing for Governing Board Members**

Marcella Goodridge-Keiller, Office of the General Counsel, provided the annual ethics briefing to new and returning Board members. Ms. Goodridge-Keiller stated that members of the Governing Board are classified as "special government employees" because they are not expected to serve more than 130 days within a 365 day period. She noted that the ethics rules and regulations apply to members to a limited degree.

Ms. Goodridge-Keiller directed Board members to review the Ethics Primer included in the Board briefing books. The primer summarizes the ethics guidance for members. Ms. Goodridge-Keiller reviewed sections on conflicts of interest, ethical conduct, waivers, post-employment activities, accepting and soliciting gifts, publishing, political activities, and foreign gifts and decorations. Following her presentation, Board members engaged in a question and answer session with Ms. Goodridge-Keiller.

### **Meeting Recess**

The December 2, 2011 session of the National Assessment Governing Board concluded at 5:01 p.m.

### **Meeting Reconvened**

The December 3, 2012 session of the Board meeting convened at 8:38 a.m.

### **Institute for Education Sciences (IES) Update**

John Easton, Director of the Institute for Education Sciences (IES) provided an update on the What Works Clearinghouse. Mr. Easton reported that the Clearinghouse serves as a central source for solid evidence about programs, policies, practices and products. He added that it is a trusted and objective source of high quality evidence on a particular intervention. Users include practitioners and researchers. The Clearinghouse does not perform research, but on occasion reviews research performed by university based scholars.

The What Works Clearinghouse offers three major types of products:

1. Intervention Reports
2. Reviews on Individual Studies
3. Practice Guides

Mr. Easton highlighted the products and new sections of the redesigned What Works Clearinghouse website. He stated that the changes make it easier to navigate the site. Mr. Easton reported that the current Clearinghouse contract is up for rebid. A new contract will be awarded in spring 2012.

### **National Center for Education Statistics (NCES) Update**

Peggy Carr, Associate Commissioner, NCES provided an update on the following NCES activities and releases:

The NCES-sponsored Future of NAEP Summit was held in August 2011. The two day summit provided an opportunity for NCES staff to collaborate with experts in several fields and disciplines and engage in discussions on how to modernize and improve upon NAEP to maintain the gold standard into the next decade. Presenters at the summit included Russell Beauregard, Manager of Research and Design Education Market Platforms Group, Intel Corporation; Jere Confrey, Joseph D. Moore Distinguished Professor of Mathematics Education at North Carolina State University; Jeremy Roschelle, Director of the Center for Technology in Learning at SRI International; and Michael Russell, Vice-President of Innovation, Measured Progress.

- Edward Haertel, former Governing Board member and Jacks Family Professor of Education and Associate Dean for Faculty Affairs at Stanford University will lead a team of experts to produce a white paper on a vision of the NAEP assessments in 2020.
- A follow-up summit is planned for January 2012. NAEP state coordinators, TUDA coordinators, members of the Governing Board and staff, Council of Chief State School Officers, and the Council of the Great City Schools staff will have the opportunity to participate and provide input.

### **Ms. Carr provided updates on the following releases and activities:**

- The 2011 Mathematics and Reading Report Cards were released on November 1, 2011 via webinar.
- Cornelia Orr and Jack Buckley joined former Governor Bob Wise with the Alliance for Excellent Education for a webinar on the 2011 NAEP Reading and Mathematics report cards.
- The 2011 Trial Urban District Assessment (TUDA) Report in Mathematics and Reading was released on December 7, 2011.

- The deadline for applications for the State Longitudinal Data Systems grant was December 15. The grants aid states in developing statewide longitudinal systems.
- The High School Longitudinal Study 2009 is ongoing. The study focuses on understanding students' trajectories from the beginning of high school into post-secondary education, the workforce and beyond. The study followed a cohort of over 20,000 ninth graders from over 900 schools, into their post-secondary years to provide information on what students decided to pursue after high school. This is a two-stage adaptive study. In summer 2013, students and parents will be surveyed for information on college applications, acceptance and financial aid data.
- High school transcript data will be collected in the fall of 2013.
- The High School 2002 Education Longitudinal Study follows a cohort of 16,000 students through high school into post-secondary education and the workforce. In 2012, a fourth wave of data will be collected. Data includes high school transcripts and post-secondary transcripts.
- A contract was awarded to collect school boundary data from 400 of the largest school districts in the nation. Results will ultimately allow NCES to link individual schools to data collected by surveys such as the American Community Survey (ACS).
- Indicator Reports released or planned to be released are as follows:
  - Projections of Education Statistics to 2020: released on September 21, 2011. Forecasts indicate an increase in levels of enrollment for all education levels through the end of the decade.
  - America's Youth: Transition to Adulthood: released on December 20, 2011. This report describes trends affecting the current generation of youth and young adults in the U.S.
  - America's Children: released on July 8, 2011. This is an annual report of 22 agencies that compiles statistics on children and families.
  - Youth Indicators: This is a report that studies transition of youth and young adults from high school through college, from ages 14 to 24. The report will include information on achievement, transition to the workforce and college, health data, family structure, and economic situations which place school transitions into a broader context or related information.
- Gaps in Access and Persistence Study (GAPS): This is a congressionally mandated report that focuses on the progress and transition of black, Hispanic, Pacific Islanders, American Indian, Alaskan native males from elementary schools through college, and provides information on factors associated with their success in obtaining college degrees.
- Comparative Indicators of Education in the United States and Other G8 Countries 2011.
- Program for the International Assessment of Adult Competencies (PIAAC): This is a household survey conducted in the U.S. and 24 countries to survey adult literacy, numeracy and problem solving. The study is coordinated by the Organization for Economic Cooperation and Development (OECD) and is administered to approximately 5,000 individuals between the ages of 16 and 65 in each of the participating countries.

- Fast Response Surveys: This is a district level survey on dropout prevention services and programs for the 2010/2011 school year.
- Students with Disabilities at Post-Secondary Institutions. This is a quick response survey on students with disabilities at Tier 4, degree granting, post-secondary institutions for the 2008-2009 academic years.

### **Briefing on Committee Discussions: Making a Difference**

Vice Chair Mary Frances Taymans opened the discussion by stating the objective of the session is to address the urgent need to close achievement gaps and improve student performance. Ms. Taymans added that the Board will work individually and as a body, within its parameters to identify initiatives that will make a difference and achieve the highest impact. She noted that the key is timing and that the Board should take advantage of existing efforts and create new opportunities for engagement.

Ms. Taymans invited the chairs of the Board's three standing committees to summarize their discussions on proposed activities for implementing Making a Difference initiatives.

Lou Fabrizio, chair, Committee on Standards, Design and Methodology (COSDAM), stated that the Committee ranked the proposals as follows:

1. Topic #6 – NAEP Presentations for Parents
2. Topic #4 – NAEP Speaker's Tool Kit & Resources
3. Topic #9 – Focused Reports and Studies

Mr. Fabrizio stated that during the committee's discussions, John Easton, Director of IES, proposed an additional initiative as suggested by Kati Haycock of the Education Trust, to have NAEP provide support to the states in preparation for reporting results from the Common Core State Standards.

Eileen Weiser, chair, Reporting and Dissemination Committee (R&D) stated that committee members considered their primary role and discussed each proposal as a communications activity. During their discussions they looked at NCES' current and developing projects, products, and strategies, and took into consideration the purpose of NAEP and whether each proposal supports NAEP's role in measuring student achievement, advances NAEP goals, and the fit with existing NAEP communications. Committee members emphasized the importance of avoiding communications issues that could adversely impact NCES, IES, and the Governing Board. Ms. Weiser reported that the Reporting and Dissemination Committee ranked the proposals as follows:

1. Topic #4 – NAEP Speaker's Tool Kit & Resources
2. Topic #6 – NAEP Presentations for Parents
3. Topic #7 – Tell about TEL
4. Topic #9 – Focused Reports and Studies

Ms. Weiser remarked that NAEP can continue to make a difference by providing an independent measure of achievement in states and districts, and spotlight important education issues and trends. She added that the Board must be careful to not provide information on NAEP that conflict with the Common Core State Standards. Over the next three to four years as the Common Core State Standards and 12<sup>th</sup> grade preparedness measures are implemented, it will be important for the Board to align with those efforts.

Alan Friedman, chair, Assessment Development Committee (ADC) stated that the committee discussed ideas that support all of the initiatives. He added that the Board should work in partnership with those involved in the development and analysis of the Common Core State Standards, since it will be a part of the national picture.

Mr. Friedman reported that ADC placed a high priority on:

1. Topic #5 – NAEP Resources for Teachers
2. Topic #4 – NAEP Speakers Tool Kit
3. Topic #9 – Focused Reports and Studies

Vice Chair Mary Frances Taymans provided a summary of each committee's response to the initiatives. She noted that topic #4 – NAEP Speaker's Tool Kit and Resources and topic #9 – Focused Reports and Studies received the strongest support among the three committees. Ms. Taymans opened the discussion to all Board members.

Eileen Weiser stated that the Reporting and Dissemination Committee is currently searching for creative ways to use existing NAEP data and to determine if there is a need for new data collection on topics such as suspensions and expulsions which are not currently tracked at the national level. In addition, the Committee is exploring information on alternative learning initiatives such as digital learning.

Alan Friedman remarked that there is a great deal of enthusiasm among the Assessment Development Committee members about the Speakers Toolkit, and the possibility of merging it with the Teacher Resource Kit. He stated that there is such power in NAEP but it is not fully realized until there is a release. He noted that it would be helpful to use the same type of printed collateral documents when members have speaking engagements to various audiences. The committee discussed the possibility of setting up a speaker's bureau to schedule speaking engagements for members and others who are knowledgeable about NAEP. Mr. Friedman added that it would be a good opportunity to explain the similarities and differences between NAEP and the Common Core State Standards.

Mr. Friedman commented that topic #7 – Tell about TEL is an important initiative but it is too soon to implement since the first TEL assessment takes place in 2014. Mr. Friedman suggested exploring linkages to other assessments to determine students' ability to apply science.



Lou Fabrizio stated that he supports the suggestion by Kati Haycock to provide advance notice to the states on how well students might perform on Common Core State Standards assessments based on NAEP results.

Shannon Garrison emphasized that more time should be provided to debate the topics to allow for more participation on varying points of view and levels of expertise. She stated that a lengthy exchange would help to clarify what is possible, and allow more time for discussion on the limitations of reporting. Ms. Garrison suggested that forming partnerships, like those developed through the work on the Ad Hoc Committee on Parent Engagement, could create a new avenue to spread the Board's message.

Andrés Alonso stated that NAEP is making a difference and a better question would be "What are the next steps?" Considering part of NAEP's role is to release information on student performance, can NAEP show meaningful correlations without causation, in the context of policymaking decisions? He noted for example that TUDA results are actionable in the context of the policy framework. Mr. Alonso also suggested the Board consider NAEP's role in mining the wealth of data that is currently available and making it accessible and useful to the states.

Cary Sneider noted that although NAEP data does support only correlational claims, evidence can be derived from correlational data, and in the case of NAEP strong inferences can be drawn from that data (such as the correlation between time learning science and test scores, or teacher PD and test scores). Mr. Sneider suggested a good next step would be to hold a brainstorming session on the initiatives that are of the highest priority to the Board, and determine if it is possible to develop some strong statements supported by NAEP evidence.

Susan Pimentel commented that the Focus Reports initiative would provide the opportunity to delve into the substantive issues such as areas where students show strengths and weaknesses. She noted that if the Board compares NAEP data to Common Core State Standards, it could inform changes in the curriculum, tools, and training.

Hector Ibarra commented that the Board is in a unique position and has an opportunity to connect NAEP and the Common Core State Standards, particularly with the international assessments such as PISA, PIRLS, and TIMSS.

Brent Houston stated that he understood Jim Popham's concern of not having test questions that measure the effect of quality instruction on a particular item. Mr. Houston stated he strongly supports merging the Resources for Teachers with the Speakers Toolkit because they are resources that can help teachers make more of a difference. Mr. Houston added that he also understands the correlation between the availability of information and making it accessible. He remarked that his school recently held a meeting prior to NAEP testing and it was well attended by parents and students. He and his faculty members were able to answer questions parents had about what NAEP measures, and share NAEP resources which increased their understanding of the assessments.

Peggy Carr stated that in the 1990's NCES produced summaries similar to the suggested Focus Reports, and they still receive requests for this information. Staff is working on reviving a series that analyzes NAEP data in depth. Ms. Carr suggested that NCES staff compile a list of reports and activities that are currently available to provide context of what is possible in the future and share that information with the Board.

Ms. Carr reported that NCES will be able to produce correlational data for students who took the reading, math and science assessments with the TIMSS.

Dale Nowlin remarked that the current conversation among teachers and principals is about the Common Core State Standards and he feels there is the opportunity to make a connection with NAEP for greater visibility.

John Easton stated that he had a conversation with Jack Buckley and Peggy Carr about doing more to provide an overview of the assessment results. He remarked that the large number of releases last year has prohibited NCES from producing such documents.

Doris Hicks remarked that the committee and working dinner discussions were very rich but noted that it is very important to revisit the initial charge to make sure the discussions stay focused and the exchange of ideas lead to fulfilling the Chairman's Making a Difference charge.

Jennifer Ranji commented that she appreciates the full discussion and supports the priorities discussed but noted that there is a difference between implementing these initiatives and accomplishing the goal of increasing student achievement and closing achievement gaps. She added that this is a process, which involves peeling back layers that will reveal options and the Board will need to reevaluate next steps at each stage.

### **Committee Reports and Board Actions**

The Board received highlights of discussions from the standing Committees. The Committee reports are appended to these minutes. The following action items were approved:

- Postponement of the 4<sup>th</sup> grade writing assessment, which was scheduled for 2013 at the national level only. Under a NAEP assessment schedule previously adopted by the Board, NAEP will assess writing again in 2017 at grades 4, 8, and 12 with both national and state samples at all three grades.

- The National Center for Education Statistics (NCES) was requested to determine promptly whether the 11 states that participated in 12<sup>th</sup> grade NAEP in 2009 wish to participate in the 2013 mathematics and reading assessments. NCES was also asked to identify other states to participate in the 12<sup>th</sup> grade NAEP for 2013, in consultation with the Governing Board, and contingent on the availability of funds. NCES will develop budget options for including additional states. The Board delegated authority to the Executive Committee to consider these options and make decisions about the budget and state participation in the 12<sup>th</sup> grade NAEP assessments, if action is needed before the next Governing Board meeting in March 2012.
- Background questions and task sketches for the grade 8 assessment in Technology and Engineering Literacy (TEL) were approved with revisions. This action was taken by the Assessment Development Committee under a standing delegation of authority from the full Governing Board. The revisions will be provided in writing to NCES by mid-December 2011.

### **Meeting Adjourned**

The December 3, 2011 session of the Board meeting adjourned at 10:55 a.m.

I certify the accuracy of these minutes.



Mary Frances Taymans, Vice Chair

February 15, 2012

Date





This is the official record of Board actions and Committee reports for the quarterly meeting of the National Assessment Governing Board on December 1-3, 2011 in Washington, DC.

The resolutions adopted have been designated as action items. They are as follows:

- Postponed the 4th grade writing assessment, which had been scheduled for 2013 at the national level only. Under a schedule previously adopted by the Board, NAEP will assess writing again in 2017 at grades 4, 8, and 12 with both national and state samples in all three grades.
- Requested the National Center for Education Statistics (NCES) to determine promptly whether the 11 states that participated in 12th grade NAEP in 2009 wish to take part in the 2013 mathematics and reading assessments. NCES was also asked to identify other states to participate in 12th grade NAEP for 2013, in consultation with the Governing Board and contingent on the availability of funds. NCES was asked to develop budget options for including additional states. The Board delegated authority to the Executive Committee to consider these options and make decisions about the budget and state participation in the 12th grade NAEP of 2013, if action is needed before the next Governing Board meeting in March 2012.
- Approved with revisions background questions and task sketches for the grade 8 assessment in Technology and Engineering Literacy (TEL). The action was taken by the Assessment Development Committee under a standing delegation from the full Governing Board. The revisions have been provided in writing to NCES.

After input from its three standing Committees, the Board prioritized three of the Making a Difference proposals: NAEP speaker's tool kit and resources; NAEP presentation for parents; and focused reports and studies. Board staff will work closely with NCES to maximize resources and avoid duplication as work moves forward on these initiatives. Topics for possible focused reports will be discussed at the Board meeting in March.

Several other issues were addressed by Board Committees that may entail follow-up by NCES. These will be discussed further by Governing Board and NCES staff. New items were:

- Results are anticipated soon of research on the blocks of targeted questions for low-scoring students (KaSA). The research will impact plans for resuming the NAEP mathematics assessment in Puerto Rico in 2013 and may also affect the testing of students with disabilities (SD) and other generally low-scoring groups.
- The Expert Panel on NAEP Background Questions, convened by the Board, is scheduled to report at the March 2012 meeting. It may need additional materials and may request comment from NCES on some of the issues that arise.

# **National Assessment Governing Board**

## **Executive Committee**

### **Report of December 1, 2011**

**Attendees:** Mary Frances Taymans, Acting Chair, David Alukonis, Lou Fabrizio, Alan Friedman, Susan Pimentel, Tom Luna, Tonya Miles, Eileen Weiser. Other Board Members: Andrés A. Alonso, Shannon Garrison, Hector Ibarra, Dale Nowlin, Cary Sneider. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Susan Loomis, Michelle Blair, Stephaan Harris, Larry Feinberg. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Brenda Wolff, Drew Malizio, Steve Gorman, Andrew Kolstad, Suzanne Triplett. ETS: Jay Campbell, David Freund, Amy Drescher. HumRRO: Steve Sellman. Pearson: Connie Smith, Bread Thayer. NAEP ESSI: Kim Gattis. Westat: Nancy Caldwell, Chris Averett. Measured Progress: Luz Bay. AIR: Fran Stancavage. Data Recognition Corporation: Elham-Eid Alldredge. Hager Sharp: Debra Silimeo, Lisa Jacques.

#### **1. Call to Order**

Acting Chair Mary Frances Taymans called the meeting to order at 4:30 p.m. She stated that Chair David Driscoll was absent due to the death of his brother and expressed the sympathy of the Board for Mr. Driscoll's loss. She welcomed new Committee Chairs Alan Friedman (Assessment Development Committee (ADC)), and Eileen Weiser (Reporting and Dissemination Committee (R&D)); new Committee Vice Chairs Susan Pimentel (ADC) and Tom Luna (R&D), and new Board members present, Andrés Alonso, Dale Nowlin and Cary Sneider.

#### **2. Executive Committee Discussion of November 9, 2011**

Acting Chair Taymans reviewed the items discussed by the Executive Committee on November 9, 2011, directing Committee members to the report in the Board briefing book. The purpose was to consider the overall functions, organization, and activities of the Board. The Executive Committee members discussed

- How the Board does its work
- The NAEP Assessment Schedule
- The "Making a Difference" initiative
- The outlook for NAEP reauthorization
- NAEP in relation to the Common Core State Standards and Assessments

No formal actions were taken during this discussion.

### **3. Committee Issues and Challenges**

Acting Chair Taymans invited the Chairs of the Board's standing committees to describe the issues and challenges their committees will be addressing.

Alan Friedman, ADC Chair, discussed the new Technology and Engineering Literacy assessment (TEL), a completely computer-based assessment, with pilot testing scheduled for 2013 at the 8th grade, and operational testing to occur in 2014. Only national-level results will be available from this first TEL assessment. Some of the challenges in developing the TEL assessment relate to the cross-curricular nature of the innovative TEL Framework. The content and skills specified in the framework are not taught in a single class. This is very different from other NAEP assessments. For example, the TEL content may be covered in science, engineering, information technology, or even history courses. Given the richness and complexity of the assessment tasks envisioned, there are issues that will need to be addressed with respect to how student performance will be put on a scale and how results will be reported. Executive Director Cornelia Orr cited this as an example of issues meriting discussion by the Committee on Standards, Design and Methodology (COSDAM), and the R&D Committee.

Lou Fabrizio, Chair of COSDAM, discussed issues related to the 12<sup>th</sup> grade NAEP preparedness research. The Committee has been reviewing the research results and is beginning to grapple with defining a process for determining whether the research results support statements about 12<sup>th</sup> grade academic preparedness, what the specific statements should be, and how a coherent validity argument in support of those statements should be fashioned.

Eileen Weiser, Chair of the R and D Committee, addressed the importance of the "Making a Difference" proposals reflecting the Board's collective sense of urgency over the need for improvement in student achievement and the appropriate role of NAEP in addressing this sense of urgency. Considerations include whether the proposals deal with information that aligns with NAEP goals and priorities, and whether any of these proposals have a potential to backfire with the public, educators or policy makers. Another set of issues relate to the Committee's initiative to make NAEP background variables more useful and relevant. The challenge is to accomplish this while keeping the number of questions reasonable and not implying that causality exists when it is correlations that are being reported.

David Alukonis, Chair of the Nominations Committee, said that there are five Board vacancies for the term beginning October 1, 2012. These are

- General Public
- Local School Board Member
- Testing and Measurement Specialist
- State Legislator
- Non-Public School Representative

At the March 2012 Board meeting, the Committee will present slates of 6 candidates for each vacancy for Board consideration to recommend for submission to Secretary Duncan.

#### **4. ACTION ITEMS: NAEP Schedule of Assessments**

Mary Crovo provided background on the need to take action on the NAEP Schedule of Assessments. In November of 2009, the Governing Board unanimously passed a resolution in support of conducting linking studies in 2011 between NAEP and the international assessments—Trends in Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS). This presented a unique opportunity, since all three of these assessment programs were to be administered in 2011.

The Governing Board concluded that linking NAEP with these international assessments would serve the public good by enabling states to interpret their 2011 NAEP results in an international context. Consequently, the Governing Board also changed the schedule of assessments, adding 8<sup>th</sup> grade science at the national and state levels in 2011, and moving NAEP science assessments from its previous four-year schedule to align with the four-year cycle of TIMSS testing (e.g., 2011, 2015, 2019, etc.).

The Department of Education had requested an additional \$5 million for NAEP in FY 2011 and again in FY 2012 to support the linking studies, and additional funds for the NCES division that oversees TIMSS and PIRLS, for the same purpose. Congress did not provide these funds in FY 2011. The respective House and Senate bills for FY 2012 recommend funding for NAEP at the FY 2011 levels; thus it appears unlikely that the additional \$5 million will be appropriated in FY 2012.

The Governing Board in previous meetings has been briefed by NCES on non-schedule related NAEP program activities that have been adjusted or postponed to absorb some of the costs related to the linking studies. The Governing Board also has discussed options for amending the NAEP Schedule of Assessments under the scenario in which Congress did not provide additional funds for the linking studies by the December 2011 Board meeting. While none of the options were considered desirable, the option that was proposed is to postpone the 4<sup>th</sup> grade writing assessment in 2013, which currently is scheduled at the national level only.

Action is needed at the December 2011 Board meeting because December 2011 is when NCES begins the planning process with its contractors for the 2013 assessments and must know what subjects and grades will be assessed and what the sampling requirements will be, i.e., whether assessments will be conducted at the national, state, and Trial Urban District levels.

Consequently, the following resolution was passed unanimously, for consideration by the full Board

**The Executive Committee recommends that the National Assessment Governing Board revise the NAEP Schedule of Assessments by postponing the conduct of the 2013 4<sup>th</sup> grade writing assessment at the national level.**



Following this discussion and action, Ray Fields presented a second issue, having to do with the process for identifying volunteers for the 12<sup>th</sup> grade state assessments in reading and mathematics scheduled for 2013. Governing Board staff and NCES staff have been discussing the needed steps and timeline. The identification of states that will participate at 12<sup>th</sup> grade in 2013 is an important factor in planning for the next phase of the NAEP 12<sup>th</sup> grade preparedness research. There is a consensus that the 11 pioneering states that volunteered in 2009 should be given an opportunity to participate in 2013. Three additional states have been identified that have been working on postsecondary academic preparedness and whose participation would be beneficial to the Board's program of preparedness research: California, Michigan, and Tennessee. These states have indicated some interest in volunteering for 2013. A limiting factor is that no additional funds are expected to be appropriated for expanding the number of states participating at the 12<sup>th</sup> grade in 2013.

Consequently, the Executive Committee unanimously passed the resolution at Attachment A for consideration by the full Board.

## **5. Ad Hoc Committee on NAEP Parent Engagement**

Tonya Miles reported on the December 1, 2011 meeting of the Ad Hoc Committee on NAEP Parent Engagement. Ms. Miles began by stating the Committee mission—

to develop recommendations to increase parent awareness about the urgency to improve the levels of student achievement in the U.S. and the urgency to reduce the size of achievement gaps by race, ethnicity, and income levels.

Ms. Miles said that Brenda Wolff made a presentation on the work NCES has done since the August 2011 meeting to make the NAEP website more accessible to parents and to develop a wide range of NAEP-related materials targeted for parents. Committee member Blair Taylor presented a proposal for a business/community pilot project in Los Angeles, through the Los Angeles Urban League, for reaching parents and community leaders directly. Representatives of the Public Education Network (PEN), Amanda Brown, Adam Brown, and Arnold Fege, introduced their organization to the Committee as a first step toward identifying opportunities for collaboration. Amy Buckley presented a draft PowerPoint presentation for parents. Lou Fabrizio led a discussion to explore whether opportunities exist to assist states in using NAEP data as a part of state report cards required under Title I. Finally, the Committee reviewed its preliminary recommendations and approved their presentation as preliminary recommendations to the Governing Board. The preliminary recommendations are:

- Specify the Target Audience
- Establish Relationships with Interested, Recognized Parent Organizations
- Develop Parent Pages on the Governing Board and NAEP Websites
- Develop Presentations/Materials Targeted to Parents for Use by Board Members and Others
- Enlist Champions and Implement a Related Communications Strategy
- Conduct Community/Business Pilot in Collaboration with the Los Angeles Urban League

## 6. Staff Updates

Mary Crovo provided a brief update on the Governing Board/CCSSO Task Force, referring Committee members to the briefing book tab for the presentation to be made in plenary session on December 2, 2011 by Task Force Chair Patricia Wright, Superintendent of Public Instruction for the Commonwealth of Virginia.

Ray Fields reported that all 21 of the districts that participated in the 2011 Trial Urban District Assessment program submitted signed agreements to participate in 2013. Because there is no need to decide on replacement districts for 2013, no action is required by the Governing Board.

Mr. Fields stated that FY 2012 appropriation bills for education have been reported out of the respective House and Senate Appropriations Committees. Both bills would provide level funding at the FY 2011 levels of \$129.1 million for NAEP and \$8.7 million for the Governing Board.

Mr. Fields reported on the activities of the Board's NAEP 12<sup>th</sup> Grade Preparedness Commission. On April 25, 2011, Governor Musgrove and Eileen Weiser made a presentation on the NAEP 12<sup>th</sup> grade preparedness research at the Michigan Governor's Education Summit. They also had meetings with Governor Snyder and his education advisors, and with members of the Michigan State Board of Education and staff. Governor Musgrove and Commission Vice Chair, Greg Jones, made a presentation to the California State Board of Education on May 11, 2011. In addition, three regional symposia have been conducted: on June 20, 2011 in Sacramento, California; on October 24, 2011, in Boston, Massachusetts; and on November 18, 2011 in Nashville, Tennessee.

Mr. Fields played a video of the address to the Nashville symposium made by Senator Lamar Alexander. Senator Alexander's address highlights his long support for NAEP and its rigorous standards and the connection between bi-partisan policy for ESEA reauthorization that fosters "college and career ready" as a goal for all high school students and the Board's academic preparedness initiative.

I certify the accuracy of these minutes.



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Sr. Mary Frances Taymans, Acting Chair

December 7, 2011

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Date

## **Resolution for a Delegation of Authority to the Executive Committee**

Whereas, the National Assessment of Educational Progress (NAEP) conducted in 2009 a pilot of the first ever state-level assessments at the 12<sup>th</sup> grade in reading and mathematics;

Whereas, 11 states volunteered in 2009 to participate in the 12<sup>th</sup> grade state pilot;

Whereas, the NAEP Schedule of Assessments provides for the conduct of state assessments at the 12<sup>th</sup> grade in reading and mathematics in 2013;

Whereas, the National Assessment Governing Board is conducting a program of research to make NAEP an indicator of academic preparedness for college and job training;

Whereas, an essential aspect of the 12<sup>th</sup> grade preparedness research involves collaborative relationships with states that will enhance the preparedness research;

Whereas, the National Center for Education Statistics will begin planning for the 2013 assessments in December 2011 and needs decisions on the states that will participate in 12<sup>th</sup> grade state NAEP before the March 2012 Board meeting; and

Whereas, the addition of state volunteers at the 12<sup>th</sup> grade will have implications for the NAEP budget and the NAEP Schedule of Assessments;

Therefore, the National Assessment Governing Board:

1. Requests the National Center for Education Statistics to take immediate steps to:
  - a. determine whether the 11 states that volunteered for 12<sup>th</sup> grade state NAEP in 2009 will participate in 2013;
  - b. identify, in consultation with the Governing Board, other states to participate in 12<sup>th</sup> grade state NAEP in 2013, conditioned upon the availability of funds to support their participation;
  - c. develop options for the NAEP budget providing for the addition of these other states in 12<sup>th</sup> grade state NAEP in reading and mathematics in 2013; and
2. Delegates authority to the Executive Committee to act on behalf of the Governing Board before the March 2012 Board meeting in making decisions about the budget and Schedule of Assessment options developed by the National Center for Education Statistics in 1.c above.

# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of December 1-2, 2011**

**December 1, 2011      Closed Session      11:30 a.m. – 2:30 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 December 1, 2011 from 1130 a.m. to 2:30 p.m.

**Attendees:** ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Other Governing Board Members – Tonya Miles; Governing Board Staff – Mary Crovo, Cornelia Orr, Michelle, Blair; NCES – Bill Ward, Holly Spurlock, Elvira Germino-Hauske; NAEP/ESSI – Teresa Neidorf, Kim Gattis; ETS – Greg Vafis, Jay Campbell, Lonnie Smith; HumRRO – Sheila Schulz; Fulcrum IT – Lori Rokus, Scott Ferguson, Jud Cole; Pearson – Connie Smith; Westat – Chris Averett, Bob Patchen.

#### **NAEP Technology and Engineering Literacy (TEL) Task Sketches**

The Assessment Development Committee (ADC) began its closed session with an update on development work for the 2014 grade 8 Technology and Engineering Literacy (TEL) assessment. Lonnie Smith of ETS presented the current development timeline and a summary of revisions to secure TEL task sketches, on which the ADC had provided comments at its August 2011 meeting. The task sketches are being developed for the 2013 pilot.

ADC members noted that NCES and NAEP contractors had made excellent changes to improve the task sketches, and that the tasks should be very engaging to students. The next portion of the closed session involved demonstration of the secure TEL computer-based task sketches followed by ADC review and discussion of each task. During this discussion ADC members commented on the interesting range of topics that covered historic, current, and future scenarios related to the three TEL content areas. Committee members had a number of comments and revisions on the TEL task sketches, which will be communicated to the National Center for Education Statistics (NCES) in writing.

In addition ADC members discussed the possibility of having a TEL task that could be available prior to the 2014 assessment. This would be a task that was not planned for use in the TEL operational administration. The task would not be fully developed, but would be complete enough to provide some context on the type of computer-based task students would encounter on the TEL assessment. Board staff will work with NCES and its contractors to pursue this idea.

**December 1, 2011**

**Open Session**

**2:30 p.m. – 4:00 p.m.**

**Attendees:** ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Other Governing Board Members – Tonya Miles; Governing Board Staff – Mary Crovo, Michelle, Blair; NCES – Bill Ward, Holly Spurlock, Elvira Germino-Hausken, Jamie Deaton; ETS – Greg Vafis, Jay Campbell, Lonnie Smith, Donnell Butler; HumRRO – Sheila Schulz; Fulcrum IT – Lori Rokus, Scott Ferguson, Jud Cole; Pearson – Connie Smith; Westat – Chris Averett, Bob Patchen.

### **NAEP Technology and Engineering Literacy (TEL) Background Questions**

ADC members met in open session to review student and school background questions for the TEL assessment. The ADC had a number of comments on these background questions to clarify definitions of terms used, to delete questions that were not important, and to reclassify questions in terms of the three TEL content areas. In addition the ADC asked NCES and NAEP contractors to propose a strategy for collecting at least a small portion of information about TEL from classroom teachers. While the Committee understands the issues that preclude using a separate teacher questionnaire for TEL, members felt there was important information about school-based TEL content that could only be provided by teachers. Comments on the TEL student and school background questions will be provided to NCES in writing.

**December 2, 2011**

**Open Session**

**10:15 a.m. – 11:45 a.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 – Bill Ward, Holly Spurlock; ETS – Greg Vafis, Jay Campbell, Lonnie Smith, Hilary Persky, Madeleine Keehner; HumRRO – Sheila Schulz; NAEP ESSi – Kim Gattis, Teresa Neidorf; Fulcrum IT – Lori Rokus, Scott Ferguson, Jud Cole; Pearson – Connie Smith; Westat – Nancy Caldwell, Bob Patchen; Hager Sharp – Siobhan Mueller.

In open session the ADC took action on the task sketches and background questions for the Technology and Engineering Literacy (TEL) assessment. This material was reviewed by the ADC during its meeting on December 1, 2011.

**ACTION: The Assessment Development Committee approves the task sketches and background questions for the NAEP Technology and Engineering Literacy assessment, with changes to be communicated to NCES in writing by December 8, 2011.**

## **Overview of Framework Development**

Mary Crovo of the Governing Board staff provided an overview of the ADC's schedule for upcoming item review. The review schedule in the December 2011 briefing materials covers a period from September 2011 to August 2012 in eight subject areas. ADC members will meet via teleconference as well as in conjunction with quarterly Board meetings. ADC members also received an overview of NAEP development work in the various subject areas. Board staff provided an updated version of the timeline showing framework and specifications development, pilot testing, operational testing, and related activities in all 12 NAEP subjects. The timeline also indicates where NAEP has been able to maintain trend, as in reading, and where trendlines have been broken, as with the new computer-based writing assessment.

## **Update on 2009 NAEP Science Report on Interactive Computer Tasks (ICTs) Compared to Reporting for the 2014 Technology and Engineering Literacy (TEL) Assessment**

Jay Campbell of ETS presented a Power Point showing the similarities and differences between reporting of the Science ICTs, compared to reporting for the 2012 TEL assessment. Science ICTs were new for the 2009 assessment. ICTs were not included in the main NAEP science scale, but will be reported as a special report scheduled for release in spring 2012. The ICTs are fully computer based and involved students responding to test questions related to short and long scenarios, such as simulations and experiments. Sample sizes for the ICTs were relatively small. The national sample for ICTs, for example, was 2,000 students at each grade (4, 8, and 12).

TEL is a separate assessment that will be administered at the national level in grade 8 only, but with larger samples of students than the Science ICTs component. TEL is also fully computer-based and is being developed using an evidence-centered design approach that incorporates reporting strategies into the earliest stages of test development.

Mr. Campbell summarized the major similarities and differences in reporting ICTs compared to TEL. While both assessments will provide national results, TEL reporting will be far more extensive. For example, NAEP will report scale scores in terms of a composite and subscales, as well as achievement levels for TEL. Both ICTs and TEL reports will provide sample tasks and performance information and descriptions of investigative paths taken by students in working on the tasks. ICTs reporting will include partial information on student subgroups and contextual factors. However this information will be more extensive in TEL reporting due to the larger student sample size. ADC members engaged in a question and answer session with Mr. Campbell and commented on various types of valuable information that both ICTs and TEL reporting will provide for the public, educators, and policymakers.

## **Making a Difference Initiatives**

ADC Chair, Alan Friedman, facilitated a lengthy Committee discussion of the nine initiatives proposed in response to Board Chair David Driscoll's Making a Difference initiative. Each initiative was discussed in turn by the Committee. Members raised issues related to connections with the Common Core State Standards assessment consortia, how NAEP can be made more useful for parents and teachers, how Governing Board resources would be allocated to certain initiatives, and how the Board can make effective use of its contractors to assist in carrying out some of these initiatives. Members also added their own suggestions for improving some of the initiatives, such as reaching out to the general public via radio for the Item a Day idea and using "crowd sourcing" to invite others to develop apps for NAEP.

At the conclusion of the discussion, the Committee expressed its preference for the following initiatives: Item a Day, NAEP Speaker's Tool Kit, Resources for Teachers, and Focus Reports. Several initiatives were rated in a "second tier" in terms of preferences: Tell about TEL and NAEP Apps (applications). The ADC was fully supportive of Resources for Parents, but considered this initiative well underway due to the progress being made by the Board's Ad Hoc Committee on NAEP Parent Engagement.

## **December 2, 2011          Closed Session      11:45 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 December 2, 2011 from 11:45 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 – Bill Ward, Holly Spurlock; ETS – Greg Vafis, Jay Campbell, Lonnie Smith, Hilary Persky, Madeleine Keehner; HumRRO – Sheila Schulz; NAEP ESSI – Kim Gattis, Teresa Neidorf; Fulcrum IT – Lori Rokus, Scott Ferguson, Jud Cole; Pearson – Connie Smith; Westat – Nancy Caldwell, Bob Patchen; Hager Sharp – Siobhan Mueller.

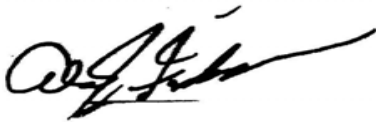
## **Update on 2011 Writing Assessment and Grade 4 Cognitive Labs**

Holly Spurlock of NCES presented a closed session briefing to the ADC on some preliminary findings from the NAEP computer-based Writing assessment. The assessment was administered to national samples of students in grades 8 and 12 in early 2011. Ms. Spurlock described the Writing assessment and noted that it was designed according to the Board-adopted 2011 Writing Framework to measure how well students write on the computer using commonly available word processing tools. In addition to the writing achievement scores, the assessment also captures information on student participation and engagement, use of student accommodations, and students' use of the

word processing tools. The ADC received preliminary data related to all of this information from the 2011 Writing assessment. Ms. Spurlock summarized this portion of the closed briefing by stating that student engagement was high across the grades and that the use of separate accommodation sessions was reduced due to accommodations being built into the computer platform. Ms. Spurlock also summarized findings from the data on student use of word processing tools during the assessment.

The second portion of the closed Writing assessment briefing focused on information learned from the grade 4 cognitive labs. These one-on-one sessions use a “think aloud” protocol to explore how students respond to pilot writing tasks on the computer. These cognitive labs were conducted to see how well students understood the writing tasks and accompanying stimulus material and whether there were any obstacles in the tasks that may interfere with their performance. NCES and its contractors used the cognitive labs to revise the grade 4 writing tasks in preparation for the 2012 pilot assessment. This pilot will be the first of its kind using a national sample of elementary students engaged in a computer-based writing assessment. Ms. Spurlock shared some findings from the cognitive labs and then showed several 4<sup>th</sup> grade writing prompts. She pointed out how the tasks will be revised based on results of the cognitive labs. The ADC members engaged in a discussion of the cognitive lab results and commented on the value of these findings for further Writing assessment development work. Committee members also noted that 4<sup>th</sup> graders seemed generally to understand the writing tasks and how to respond using the NAEP-provided computers.

I certify the accuracy of these minutes.



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Alan Friedman, Chair

12-12-11

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Date



# **National Assessment Governing Board**

## **Committee on Standards, Design and Methodology**

### **Report of December 2, 2011**

**COSDAM Attendees:** Lou Fabrizio (Chair), Tonya Miles (Vice Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Andy Porter, Fielding Rolston, and Jennifer Ranji (representing Governor Jack Markell).

**Governing Board Staff:** Executive Director Cornelia Orr, Susan Loomis, Michelle Blair, and Ray Fields.

**Other Attendees:** NCES: Commissioner of Education Statistics Jack Buckley, Janis Brown, Jing Chen, Steve Gorman, Eunice Greer, Andrew Kolstad, Drew Malizio, Bill Tirre, and Ebony Walton. AIR: Fran Stancavage. Data Recognition Corporation and REDA International Inc: Herbert Baum. ETS: Dave Freund, Steven Lazer, John Mazzeo, and Rebecca Moran. Hager Sharp: Joanne Liu. HumRRO: Monica Gribben. Measured Progress: Luz Bay. MetaMetrics: Heather Koons and Malbert Smith. NAEP ESSI: Burhan Ogut and Sharyn Rosenberg. Pearson: Connie Smith. Virginia Department of Education and Chair of the CCSSO/NAGB Policy Task Force: Pat Wright. Westat: Keith Rust.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:20 a.m. and welcomed members and guests. Mr. Fabrizio welcomed two new members to the Governing Board and to COSDAM: Fielding Rolston and Terry Holliday. Leticia Van de Putte was unable to attend, and Jennifer Ranji attended as Governor Markell's representative.

Mr. Fabrizio reminded everyone of the closed session beginning at noon and the need to stay on schedule when discussing the other topics on the agenda.

#### **2009 Grade 12 NAEP Preparedness Research**

Almost half of the meeting time was devoted to discussion of Grade 12 NAEP Preparedness Research results. Mr. Fabrizio referred attendees to Attachment A of the COSDAM briefing materials for the overview of the program of preparedness research adopted by the Board in March 2009.

1. **NAEP-SAT Linking Study:** Mr. Fabrizio noted that the first topic on the agenda was an informational item to present a written report describing the procedures and highlighting results of the analyses conducted by ETS for establishing the statistical relationships for grade 12 NAEP in both reading and mathematics with the grade 12 students having taken the SAT by June 2009. Susan Loomis reminded members that ETS staff have reported to COSDAM at several of the last meetings, and she noted that ETS researchers were on hand to answer any questions regarding the research on the statistical relationship for the national NAEP sample with the SAT.

There were no questions, but Andy Porter noted that the high correlation (.91) between NAEP and SAT math provides some indication that motivation of 12<sup>th</sup> graders for performance on NAEP does not appear to be the problem that many assume to be the case. He also noted the finding that the knowledge, skills, and abilities needed for job training in occupations is not the same as that for performance on NAEP seems entirely reasonable.

2. NAEP-Florida Data: Rebecca Moran of ETS presented results for the study of statistical relationships of NAEP with data from the Florida Department of Education (FLDOE) Data Warehouse. The results included information about average NAEP scores for Florida students who meet the SAT “college success” benchmark and those who do not. The SAT benchmark is 1550 for the composite score and 500 for each of the separate tests in mathematics, critical reading, and writing. The data for Florida students revealed the same general findings as for the NAEP-SAT national samples. The range of preparedness is near the Proficient cut score for grade 12 NAEP in both reading and mathematics.

Andy Porter requested clarification about the meaning of the NAEP data for Florida and the importance of the research findings. Ms. Moran noted that the Florida data are of limited value in that the data are for only one state; but, she noted that the data are very useful in providing the mutually confirmatory evidence sought for overall results. The overall pattern of findings based on the data from Florida reflected the statistical relationships based on the national sample for NAEP with the SAT. Terry Holliday noted that it is important for states to have the data on NAEP in relation to the SAT, ACT, and other assessments, and the FLDOE data represents a start in providing that information.

At the conclusion of Ms. Moran’s presentation, Mr. Porter suggested that the results perhaps show that performance at the NAEP Proficient achievement level by 12<sup>th</sup> graders is a good indicator of preparedness for college. This observation was consistent with the findings across the analyses of statistical relationships based on the national NAEP sample and on the Florida NAEP sample.

John Easton noted the difference between the average NAEP score for Florida students who attended a two-year versus a four-year college after high school. He wondered if it would be necessary to report preparedness for two-year and four-year colleges separately. Ms. Loomis noted that students in Florida who need remediation must take the remedial courses in two-year colleges; no remedial courses are offered in the four-year colleges and universities. This might tend to increase the difference in achievement of students entering the two types of institutions immediately after high school. Cornelia Orr further noted that the distinction between two-year and four-year colleges in Florida is blurred and differs from that in most other states. Some colleges that were formerly community colleges and continue to function primarily as a two-year college now offer a bachelor’s degree in some programs. Remedial courses are offered in that special category of Florida’s public four-year colleges.

3. Judgmental Standard Setting Studies: Susan Loomis provided an overview of the key findings from the judgmental standard setting studies. COSDAM meet on November 4, 2011 via a webinar for a comprehensive review of findings. The Committee received a report in advance of that meeting, and the December briefing materials included selected highlights of the findings.

The studies were designed to set a cut score to represent the minimal level of academic preparedness required for students to be placed in a credit-bearing college course of the sort that satisfies a general education requirement OR the minimal level of academic preparedness required for students to enter a job training program in one of five different occupations: automotive master technicians; computer support specialists; licensed practical nurses; heating, air conditioning and ventilation technicians; and pharmacy technicians. Replicate panels were used for each study to provide information about the reliability of the results. Ms. Loomis reported that the replicate panels produced similar results (replicated) in some cases, but certainly not for all. The panelists had difficulties with the tasks of describing the knowledge, skills, and abilities required for correctly answering the questions on NAEP. Panelists noted that many items seemed inappropriate for the requirements needed by students in their programs. A special study was conducted at the last operational session that collected information on the items panelists rated as “irrelevant.”

Additional research is underway to produce more information regarding the outcomes of the judgmental standard studies. Materials are being collected for courses taken by students entering the job training programs included in the studies: course syllabi, tests, reading assignments, and text books are being examined to compare to the NAEP items that represent “preparedness” at the cut scores and to compare to the descriptions used to set the cut scores for academic preparedness in the job training programs for each occupational area.

Jim Popham expressed appreciation for the openness and frankness with which staff discussed the findings of the judgmental standard setting studies and appreciation for the effort to collect more information to better understand the results of the studies. But, he also expressed concern about the use of an assessment developed for what he considered to be an entirely different purpose to measure preparedness. John Easton questioned whether a different assessment should be developed to measure preparedness. Andy Porter indicated that he still sees potential for reporting preparedness on NAEP—especially for college. He noted that Achieve had worked with the Board to modify the frameworks for measuring preparedness. Lou Fabrizio noted, however, that Achieve focuses on “high trajectory jobs” that are high-paying and likely require more training than the occupational areas the Governing Board has examined.

4. Validity Framework: In addition to reviewing findings from the preparedness research studies, COSDAM was asked to discuss what the findings mean and how they contribute to our understanding of preparedness. A validity framework is being developed by Board staff that will present statements of findings and the evidence from the various studies that will be offered in support of the statements.

Ms. Loomis reminded the Committee of the general approach adopted by the Board to conduct the broad array of studies to collect evidence to be evaluated for mutual confirmation. She noted that the validity framework has been presented to the Committee on a few previous occasions for Committee input on the organization, level of detail, and so forth. At this meeting, staff asked COSDAM to discuss what the results show and to recommend statements about preparedness findings the Board wants to make and feels are supported by the research findings.

Ray Fields reiterated these points and elaborated on ideas that COSDAM might consider for reporting.

- a.) A score of 150 on the NAEP math scale represents the score at which the 25<sup>th</sup> percentile for Florida students who needed no remediation in mathematics intersects with the score at the 75<sup>th</sup> percentile for Florida students who needed remediation in mathematics. He asked COSDAM to consider whether this might serve as an indicator of minimal preparedness.
- b.) Given the data linking NAEP and SAT performance, it would be possible to report on “prepared for success” for grade 12 NAEP. The statistical studies have produced a score on NAEP representing high probabilities (.50, .67, and .80) of scoring at the SAT benchmark that represents a freshman year grade-point average of B- or higher. “Prepared for freshman year success” seems a possibility for NAEP reporting.
- c.) As noted earlier by Mr. Porter, it also seems possible to interpret the Proficient achievement level for grade 12 in terms of preparedness. The NAEP proficient cut score is approximately the same as the reference point for the SAT college success benchmark score.

Jim Popham stated that he had carefully reviewed the validity framework. He noted that it is very important to distinguish the level of confidence or uncertainty associated with the study findings and not simply talk about “relevance” of NAEP for reporting preparedness.

Andy Porter suggested that staff consider using the standard setting method developed by former COSDAM Chair Ed Haertel and implemented by Pearson for the Achieve algebra II tests. That procedure includes having panelists not only set cut scores, but also review additional evidence and recommend an overall cut score based on the entire compilation of evidence. Ms. Loomis noted that this procedure is used for reviewing NAEP achievement levels results, except the review of additional evidence is by COSDAM and the Governing Board, rather than the standard setting panels. She also noted that the current plan for vetting the findings of the NAEP grade 12 preparedness research includes a comprehensive review of findings across all studies by technical advisors, content experts, and representatives of NAEP stakeholder groups, as well as by COSDAM and the Governing Board.

Mr. Porter noted that a vetting process was not likely to produce the same outcome as the standard setting procedure he was recommending. Mr. Fabrizio stated that COSDAM needs a clear recommendation based on a determination of statements and propositions about preparedness on NAEP that are supported by the evidence generated by the studies. COSDAM asked staff to develop a plan for producing a clear recommendation and report back to the Committee in March 2012.

Terry Holliday asked about how NAEP will report on preparedness if preparedness for NAEP is not the same as for states. He noted that states should be given advance notice if there is the possibility of having NAEP report that only half as many students are “prepared” as the number reported by other studies—possibly including the results for the Common Core State Standards when the two consortia’s assessments are administered.

### **Making a Difference**

Each standing committee was asked to schedule 20-30 minutes for discussion of the proposed actions the Governing Board might take to “Make a Difference” in raising student achievement and closing achievement gaps. COSDAM had very little time to discuss this topic since a closed session was scheduled to begin only about 10 minutes later. Mr. Fabrizio suggested that COSDAM members write their ratings and report them to him. Tonya Miles urged COSDAM colleagues to think broadly and not be focused on concerns about the limitations to Governing Board authority because staff could sort through what is/is not allowed for Board action.

Jim Popham objected to the activity on the grounds that the charge needed to be clarified before requesting members to rate preferences and priorities for reporting. He noted that the statement of the goal in the “Making a Difference” tab was not the same as that in the summary for COSDAM and the other committees. He noted the difference between a goal to close achievement gaps and a goal to raise awareness of the need to close achievement gaps. Ms. Miles said that she agreed in some respects, but she could also see one as a subset of the other. She mentioned that there are some things that the Board cannot do. But, with the data that are available, she felt that the Board has a responsibility to share the data with others and to encourage them to use the data to make a difference.

Mr. Fabrizio reiterated his request for COSDAM members to give him their ratings before the start of the morning session on December 3, 2012. Mr. Popham again objected and expressed his feeling that this important issue was being treated as a triviality. Mr. Porter asked to have Mr. Popham’s objections noted in the report by Mr. Fabrizio to the Board, and Mr. Fabrizio assured everyone that this was his intention, and that it was also his intention to carry out the request of Chairman Driscoll to have the Committee provide their ratings of the proposals.

John Easton recommended adding Kati Haycock’s suggestion from her Friday morning presentation to the Governing Board to have NAEP provide support to states in preparation for having results from the Common Core State Standards, and his recommendation was generally accepted by the members. Mr. Fabrizio reviewed the 10 proposals to be rated by each COSDAM member.

The members submitted their ratings, the results were tallied, and Mr. Fabrizio presented the COSDAM ratings to the Governing Board for discussion in a general session on Saturday, December 3, 2011.

**CLOSED SESSION 12:00 - 12:30 p.m.**

**Achievement Levels for 2011 Writing NAEP at Grades 8 and 12**

**COSDAM Attendees:** Lou Fabrizio (Chair), Tonya Miles (Vice Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Andy Porter, Fielding Rolston, and Jennifer Ranji (representing Governor Markell).

**Governing Board Staff:** Executive Director Cornelia Orr and Susan Loomis.

**Other Attendees:** NCES: Jing Chen, Steve Gorman, Eunice Greer, Andrew Kolstad, Drew Malizio, and Bill Tirre. ETS: John Mazzeo and Rebecca Moran. Hager Sharp: Joanne Liu. HumRRO: Monica Gribben. Measured Progress: Luz Bay. Pearson: Connie Smith.

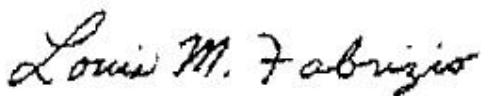
In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on December 2, 2011 from 12:00 p.m. to 12:30 p.m. in order to review and discuss reports including secure data and results of research conducted to set achievement levels cut scores for the National Assessment of Educational Progress in writing.

The Committee was briefed on the field trial and pilot study for the writing achievement levels-setting process by Luz Bay, Assistant Vice President for Client Services at Measured Progress and Project Director for the NAEP Writing Achievement Levels-Setting Process. She provided recommendations developed from the field trial that were incorporated in the design of the process implemented for the pilot study. The goal of the pilot study was to implement the procedure exactly as planned for the operational achievement levels setting (ALS) process scheduled for February 2012. Ms. Bay provided information on the computerized version of the Body of Work (BoW) standard setting process developed for the NAEP writing ALS and called BoWTIE (Body of Work Technological Integration and Enhancement). She showed results of the pilot study and results of a special study conducted at the end of the pilot study. For the special study, panelists used the achievement levels descriptions developed for the 2011 writing NAEP with the BoW methodology for classifying Bodies of Work (student test booklets) from the 2007 writing NAEP in grades 8 and 12.

COSDAM supported Ms. Loomis' recommendation to conduct an additional review of the writing achievement level descriptions by content experts prior to the operational study. If that review results in recommended changes to the descriptions, Mr. Popham recommended that a small-scale panel study be conducted using the revised descriptions prior to the operational achievement levels-setting process scheduled for February 7-10, 2012. The Board is scheduled to take action on the 2011 Writing NAEP achievement levels at its May 2012 meeting.

The COSDAM meeting was re-opened at 12:30 p.m. Mr. Fabrizio then adjourned the meeting.

I certify the accuracy of this report.



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Louis M. Fabrizio, Chair

12-8-11

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Date

# **National Assessment Governing Board**

## **Reporting and Dissemination Committee**

### **Report of December 2, 2011**

**Attendees:** Committee Members –Eileen Weiser (chair), Tom Luna (vice chair), Andres Alonso, David Alukonis, Anitere Flores, Sonny Perdue, and Blair Taylor. NAGB Staff – Larry Feinberg, Stephaan Harris, and Michelle Blair; NCES – Commissioner Jack Buckley, Jonathan Beard, Gina Broxterman, Samantha Burg, James Deaton, Angela Glymph, Arnold Goldstein, Emmanuel Sikali, Grady Wilburn, and Brenda Wolff; AIR – Fran Stancavage; ETS – Amy Drescher, Dave Freund and Steve Lazer; HagerSharp – Lisa Jacques and Debra Silimeo; HumRRO – Steve Sellman; NESSI – Kim Gattis and Cadille Hemphill; Reingold – Amy Buckley and Valerie Marrapodi; Westat – Keith Rust and Dianne Walsh; Widmeyer Communications – Jason Smith and Jacqui Lipson.

#### **1. Making a Difference Proposals**

The Committee had an extensive discussion of the nine Making a Difference proposals prepared by Governing Board staff and included in the agenda materials. Most of the proposals are communications activities.

The Committee chair, Eileen Weiser, asked Amy Buckley, a vice president of Reingold, the Board's communications contractor, how well each proposal fit with the Board's existing communications strategy. The Committee asked Brenda Wolff, of NCES, whether the agency, which administers NAEP operations, had similar products and activities or was developing them. The Committee also considered whether the proposals support NAEP's role in measuring and reporting on student achievement; whether they advance national or NAEP goals and priorities; and whether they might cause confusion or conflict that would adversely impact NAEP and the Board.

The Committee endorsed the following proposals:

#4 - NAEP speakers tool kit and resources

#6 - NAEP presentation for parents

#7 - Tell about TEL, but this should wait until assessment administration nears in 2014.

#9 Focused reports and studies

The speaker's tool kit and presentation for parents would be helpful for Board and NAEP communications activities. Some resources have already been developed for speeches, presentations, and op ed articles, including work being done for the Board's 12th Grade

Preparedness Commission. The presentation for parents is already under development as part of the work of the Ad Hoc Committee on NAEP Parent Engagement.

The Committee believes the assessment of Technology and Engineering Literacy (TEL), with its many non-traditional elements, should be explained to a wide public audience. However, this activity should take place near the time the assessment is being administered and reported to have a substantial impact.

Focused reports are a highly desirable effort to increase the usefulness of NAEP data and reporting, and extend NAEP's public mission and role. These special-issue reports could analyze or repackage existing data or may be based on new studies with background question modules on particular topics and possibly special research samples. The reports could help NAEP play a more important role in public discussions of important education issues.

Potential topics might include school discipline, using data on suspensions and expulsions; a follow-up to NAEP's 2003 report on charter schools, which have grown considerably since then; and digital learning in its many varieties.

The Committee spent substantial time thinking through how all the proposals fit with the primary purpose of NAEP: to provide sound, timely information on the academic achievement of American students.

Discussion points included:

1. Committee member David Alukonis noted that because NAEP is a representative sample assessment which does not give results for individual students and schools, the program operates at the wholesale level rather than retail. NAEP could prepare an app for mobile computing devices, such as smartphones and tablets, that would allow teachers to use released items and assessment frameworks for planning and testing instruction. But NAEP cannot provide usable data for individual classrooms, and it cannot train teachers to use data.
2. As an assessment giving only large-group results, NAEP cannot provide data for individual schools or districts except for large districts in the Trial Urban District Assessment (TUDA). Member Andres Alonso noted that teachers and principals are mainly interested in state test results because those impact them directly. NAEP data cannot have a direct impact on individual students and schools and is unlikely to gain the close and continuing attention of parents and schools. However, by providing an independent measure of achievement in states and districts and by spotlighting important education issues and trends, NAEP can make an enormous difference in which issues gain public attention and action, and in how these issues are framed and perceived.
3. Developing major efforts to gain public attention for NAEP would conflict with the launch of the Common Core state standards and tests. This might create a wasteful competitive situation, and could cause public confusion. Most states are already preparing to implement the Common Core standards. Two large groupings of states are



developing new assessments based on the standards that are scheduled to be used in the 2014-2015 school year.

On the other Making a Difference proposals the Committee concluded as follows:

- #1 and # 3 – These ideas, question-a-day and Jeopardy, are general public awareness efforts that are not likely to be productive. They would not be an efficient use of NAEP resources and staff.
- #2 – The grade 12 quiz is unlikely to be used much, particularly because of the development of Common Core assessments. Also, as proposed, the quiz would allow only item-by-item comparisons with NAEP results and give no overall score (which would not be meaningful because of how NAEP is constructed).
- #5 – NAEP resources for teachers would be limited by significant legal and practical concerns about the role of NAEP in shaping classroom instruction. Existing resources, such as assessment frameworks and released questions, are helpful to those who wish to use them and could be further improved.
- #8 - NAEP apps might only be worthwhile for particular content. It is unlikely that the general public, business leaders, or policymakers would use apps to access material that is already available on the NAEP Data Explorer. NCES has prepared a prototype app, and the Board should track how that is used and develops. An app is not valuable in itself but only as a means to convey particular information to an interested audience. Holding a focus group to determine the audience would be the next necessary step.

## **2. Update on 12th Preparedness Reports**

The Committee received an update on plans for the Governing Board's reports on the preparedness of 12th graders for college and job training. Widmeyer Communications has been awarded a contract to provide design, data presentation, and publication assistance for the two reports anticipated. The first report will present highlights of the preparedness studies, based on the 2009 NAEP in reading and mathematics. It will include the proportion of 12th graders, both overall and in various demographic subgroups, who attain one or more preparedness reference points on the NAEP scale. How many reference points to report on is an important issue that the Board will have to determine in the next few months. The second report will provide full technical documentation of all the studies conducted.

Jason Smith, director of Widmeyer's K-12 education programs, discussed his firm's role in conceptualizing and designing the reports. The highlights report will be available both in print and on line and include attractive graphics and data displays, aimed at making the findings available to a wide public audience. The technical report will be online only, and will be organized to permit ready access to the complex information involved.

Larry Feinberg, of the Governing Board staff, will be author of the general public report. Michelle Blair, of the Board staff, will supervise preparation of the technical report. It is anticipated that the reports will be released in early summer of 2012.

The Committee asked for a joint meeting with the Committee on Standards, Design and Methodology (COSDAM) to discuss 12th grade preparedness reporting either in March or May 2012, depending when major issues must be considered and resolved.

### **3. Update on Previously-Discussed Reports**

Arnold Goldstein, of NCES, presented an update on plans for three NAEP reports that have been discussed by the Committee at a number of previous meetings.

He said a new draft of the mega-states report, which the Committee initiated two years ago, will be available by March 2012. The report will provide NAEP data and trends across the curriculum in the nation's five largest states--California, Texas, New York, Florida, and Illinois. Data from the 2011 National Assessment in reading, mathematics, and science will be added to the report, and other changes in design and content requested by the Board will be incorporated. NCES expects the report to be available for release in early summer of 2012. The report will largely be presented on the Internet with a fairly short highlights document in print.

Mr. Goldstein said the report on the rigor of the Algebra I and Geometry courses taken by various subgroups of students is now undergoing external review for the Institute of Education Sciences. Even though information for the report was collected in 2005, the most recent transcript study in 2009 showed the same striking pattern--major differences in the average NAEP score of different student subgroups taking courses with the same title, which may explained by differences in course content that the study is examining. NCES expects the report to be ready for release in the spring of 2012.

Mr. Goldstein presented a PowerPoint showing design highlights of the report on Hands-on and Interactive Computer Tasks from the special study in the 2009 NAEP science assessment. This report will be entirely online. All the tasks administered will be released with considerable detail about how students answered them. Release is expected in spring of 2012.

### **4. Release of 2011 NAEP Reading and Mathematics Report Cards**

Stephaan Harris, of the Governing Board staff, and Amy Buckley of Reingold, Inc., the Board's communications contractor, reviewed the release of NAEP 2011 Reading and Mathematics Report Cards. These reports were made public together on November 1, 2011. The release was conducted entirely by webinar with no in-person event. There was a briefing for reporters the day before the release with information embargoed until the webinar began.

Ms. Buckley said press coverage was extensive, including newspapers across the country and television news. However, by far the largest potential audience was via online newspapers and websites. The websites using the NAEP story have an audience of 229.5 million people, compared to an audience of 50.5 million for broadcast stations and print daily newspapers.

Blogs mentioning the NAEP release have an audience of 12 million. In the first week after the release, NAEP results received coverage in 1,365 print, broadcast, and online media outlets.

A record number of reporters--112 from 25 states--were given access to embargoed materials before the release. A record 37 reporters took part in the pre-release briefing in a telephone conference call. The embargo was broken by five hours by two news websites, one operated by a newspaper, the other by a television station. In both cases, Mr. Harris said the breaches were inadvertent when embargo codings of the Associated Press were ignored. He said in the future the Associated Press has agreed not to transmit stories on NAEP results to its clients until the time set for release instead of sending the stories earlier with codings on when the embargo is to be lifted.

The release webinar had a record attendance of 480 participants. About 75 percent of attendees were affiliated with state education departments, education organizations, or higher education institutions. Journalists accounted for 11 percent, including television networks and news magazines. In addition, there were more than 1,000 mentions of NAEP reading and math results on the day of release via social media, such as Facebook and Twitter.

## **5. Projected Schedule for Future NAEP Reports and Related Releases**

Angela Glymph, of NCES, reviewed that schedule of future NAEP releases included in the briefing materials for the Committee meeting. She said the expected release of the NAEP 2011 Science Report Card for grade 8, including state and national results, has been moved up a month to April 2012 in order to meet the NCES performance plan goal of 12 month reporting. The report on meaning vocabulary, based on special samples in 2011 reading assessment, has been delayed three months until June 2012.

The Committee noted that two interesting reports will be released by NCES later this month that are related to the National Assessment though outside the NAEP program. Arts Education in Public Elementary and Secondary Schools compares classroom data from 1999-2000 and 2009-10. The other, America's Youth: Transitions to Adulthood, analyzes information on youths aged 14-24 from 1980, 1990, 2000, and 2010.

## **6. Update on Expert Panel on NAEP Background Questions**

In response to a Committee request, Governing Board staff has convened a six-member expert panel on improving NAEP background questions. The panel held an all-day meeting in Washington on November 16, 2011, and will continue its work over the next three months by teleconference and the Internet. The group's report is due February 15, 2012.

The panel chair, Marshall (Mike) Smith, former U.S. Under Secretary of Education and former dean of the Stanford Graduate School of Education, will present the report to the Reporting and Dissemination Committee at its March meeting. The Board may wish to have him address the plenary session.

Larry Feinberg, of the NAGB staff, reviewed the charge to the expert panel, which notes that non-cognitive or background questions have been asked by NAEP for more than 25 years but little use has been made of them in NAEP reports for the past decade. Responses to all background questions are available through the NAEP Data Explorer on the Internet.

The panel has been asked to recommend how to make better use of existing background questions, and to propose an analytic agenda or framework for additional topics and questions that would be useful in developing education policy, and of value to the public.

Two examples of the use of background questions in the 2011 NAEP Report Cards are included the briefing materials for the Committee meeting. One shows that 4th graders who read for fun almost every day score higher in reading than those reading less and that female students read for fun much more frequently than males. The second reports that more 4th graders have teachers not permitting calculators during math lessons in 2011 than in previous years.

Both examples involve factors related to academic achievement, and allow the public to consider educational change. Showing more such relationships would enrich NAEP reports. Because it is a cross-sectional survey, NAEP must be careful not to attribute causation through single-factor correlations of its data. However, it can usefully report on how widely different practices and resources are used among different groups of students in national, state, and district-level samples.

## **7. NAEP in Puerto Rico: Research and Planning for 2013**

The Committee received a briefing from Emmanuel Sikali, of NCES, on research conducted on targeted blocks of questions for low-scoring students that will have an important bearing on whether the NAEP assessment of mathematics will be resumed in Puerto Rico in 2013.

Puerto Rico students were tested by NAEP in 2003, 2005, and 2007, but average results were so low that changes over time could not be reported accurately on the NAEP scale. To deal with this problem, NCES has developed four blocks of items at both 4th and 8th grades that are targeted at the lower end of the scale while conforming to the content specifications of the NAEP framework. These were administered in a special study in 2011 both in Spanish translation in Puerto Rico and in English to a special-purpose national sample on the U.S. mainland. Results should be analyzed in the next few months.

The targeted blocks are called KaSA for Knowledge and Skills Appropriate assessment. If they can be placed on the regular NAEP scale, they could be used for an operational assessment in Puerto Rico in 2013 and might also be used with other groups of groups of students to gain more definition at the lower-end of end of the scale. This would reduce the extent of testing error or uncertainty and by providing more differentiation at the lower portion of the scale allow NAEP to more accurately report whether achievement has changed.

Member Andres Alonso stressed that it would be important that any targeted blocks of questions allow the students taking them to be compared to NAEP's full national sample with no change in standards or expectations. He also questioned why the Puerto Rico students in the research study were given 35 minutes to answer each block of questions instead of the standard 25 minutes allowed elsewhere.

#### **8. Additional Item**

Because of lack of time the Committee deferred discussion of Private School Participation and Reporting to the March 2012 meeting.

I certify the accuracy of these minutes.



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Eileen Weiser, Chair

12-13-11

Date

# National Assessment Governing Board

## Nominations Committee (Closed Session)

### Report of December 3, 2011

**Attendees:** David Alukonis (Chair), Alan Friedman, Doris Hicks, Hector Ibarra, Tonya Miles, Susan Pimentel, Andrew Porter, Mary Frances Taymans, Eileen Weiser; Other Board Members – Andres Alonso; Board Staff – Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on December 3, 2011 from 7:15 a.m. to 8:15 a.m.

Nominations Committee Chair, David Alukonis, called the meeting to order and reviewed the agenda.

Deputy Executive Director, Mary Crovo, reported on the status of nominations for five Board positions for terms beginning on October 1, 2012:

1. General Public Representative
2. Local School Board Member
3. Non-Public School Administrator or Policymaker
4. State Legislator (Republican)
5. Testing and Measurement Expert

It was reported that the 2011 – 2012 call for nominations resulted in substantial numbers of nominees in each category. Approximately 4,500 letters were sent seeking nominations for this cycle with 95 percent distributed via email. The percentage of minority nominees increased from 17 percent of the pool in 2010 – 2011 to 23 percent in 2011- 2012. Nearly 80 percent of this year's nominations were submitted via email, up from 70 percent last year. In terms of the optional personal statement, nearly 50 percent of this year's nominees provided that information.

The Committee then discussed the timeline and rating process for evaluating the pool of nominees, as well as the qualifications of the nominees in each of the five categories. Committee members will rate the nominees during the next six weeks to prepare the slates of finalists for Board action at the March 2012 quarterly meeting.

I certify the accuracy of these minutes.



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David Alukonis, Chair

12-13-11

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Date