

**National Assessment Governing Board**

**Meeting of March 2-3, 2012**

**New Orleans, LA**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

David Driscoll, Chair  
Mary Frances Taymans, Vice Chair  
David Alukonis  
Lou Fabrizio  
Alan Friedman  
Shannon Garrison  
Doris Hicks  
Terry Holliday  
Brent Houston  
Hector Ibarra  
Tonya Miles  
Dale Nowlin  
Sonny Perdue  
Susan Pimentel  
Andrew Porter  
Fielding Rolston  
Cary Sneider  
Leticia Van de Putte

John Easton (ex-officio)

**National Assessment Governing Board Members Absent**

Andreas Alonso  
Anitere Flores  
Tom Luna  
Jack Markell  
James Popham  
Blair Taylor  
Eileen Weiser

### **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**

Peggy Carr, Associate Commissioner  
Arnold Goldstein  
Steve Gorman  
Andrew Kolstad  
Drew Malizio  
Brenda Wolff

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

George Bohrnstedt  
Fran Stancavage

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

Donnell Butler  
Jay Campbell  
Gloria Dion  
David Freund  
Stephen Lazer  
Andreas Oranje

### **Hager Sharp**

Lisa Jacques  
Debra Silimeo

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

Steve Sellman  
Laurens Wise

### **Education Statistics Support Institute Network (ESSIN)**

Kim Gattis  
Cadelle Hemphill

### **Measured Progress**

Luz Bay

### **Pearson Educational Measurement**

Brad Thayer

### **Reingold**

Amy Buckley

### **Westat**

Chris Averett  
Nancy Caldwell  
Marcie Hickman  
Dianne Walsh

### **Widmeyer Communications**

Jason Smith

### **Attending Speakers**

Edward Haertel, Jacks Family Professor of Education, Stanford University  
Honorable Cynthia Willard-Lewis, Louisiana State Senate  
Andreas Schleicher, Division Head, Organization for Economic Cooperation and Development (OECD)  
Marshall Smith, Former Undersecretary of Education, Chair, Expert Panel on NAEP  
Background Questions

### **Others**

Shamai Carter, CRP, Inc.  
Linda Hamilton, Optimal Solutions Group  
Paula Prah, Data Recognition Corporation  
Eleanor Sanford-Moore, MetaMetrics, Inc.  
Kathy Smoot, CRP, Inc.  
Joel Thornton, Chief of Staff, Georgia Department of Education and representative, NAGB  
CCSSO Policy Task Force

## **Call to Order**

The March 2, 2012 session of the National Assessment Governing Board was called to order by Chair David Driscoll at 8:30 a.m.

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

Chairman David Driscoll reviewed the March 2012 agenda and highlighted time changes for two of the sessions due to a delay in the arrival of Louisiana speaker Senator Cynthia-Willard Lewis. Lou Fabrizio moved for approval of the agenda. The motion was seconded by Andrew Porter and passed unanimously.

Mr. Driscoll noted that the December 2011 minutes were circulated to members for their review. He requested a motion for approval of the minutes; Andrew Porter moved for approval of the minutes. The motion was seconded by Lou Fabrizio and passed unanimously.

## **Executive Director's Report**

Cornelia Orr, Executive Director of the Governing Board, reported that the following Board members recently had op-eds and an interview in major media outlets:

- Board member Anitere Flores wrote an article titled “Miami Dade Students National Scores Show Signs of Promise,” published in the *Miami Herald* on January 10, 2012.
- Board Chair David Driscoll wrote “Stand Up for NAEP,” published in the *Washington Post Answer* on February 7, 2012. Mr. Driscoll responded to an article written by James Harvey that was critical of the National Assessment of Educational Progress (NAEP) achievement levels. Ms. Orr stated that she had responded to this op-ed via an article published in *Education Week*.
- Mr. Driscoll was featured in a video interview on the Trial Urban District Assessment (TUDA) results, achievement levels, achievement gaps, and using NAEP to make a difference.

Ms. Orr informed Board members that assistance from Board staff is available for writing op-eds. She highlighted the links to Board presentations, reports and activities posted on Facebook.

Ms. Orr reported on the following activities, publications and outreach activities:

- The TUDA Report Card was released in Baltimore on December 7, 2012. The event was hosted by Board member Andrés Alonso.
- Work on the writing achievement levels setting is continuing.

- Former Board member Greg Cizek recently published a book titled “Setting Performance Standards - Foundations, Methods, and Innovations.” Susan Loomis, Board staff and former Board members Edward Haertel and Mark Reckase wrote chapters in the book.
- Board member Jim Popham co-authored an article entitled “Tests Helping Teachers” published in the *American School Board Journal*. The article discusses development of the Wyoming assessment program and provides data on recent test administrations to determine whether the goal of evaluating the state’s schools to achieve the goal of stimulating better instruction has been met.

Ms. Orr discussed recent and upcoming outreach activities on 12<sup>th</sup> Grade Preparedness:

- Senator Lamar Alexander sent a video message for the NAEP Preparedness Symposium held in November 2011 in Nashville, TN.
- Preparedness symposia have been scheduled on April 10 in Jackson, MS, April 18 in Tallahassee, FL, and on a date to be determined in Springfield, IL.
- The report on NAEP 12<sup>th</sup> Grade Preparedness will be released in summer 2012.
- The NAEP Science Framework was rated an A-minus in the *State of State Science Standards* report released by the Fordham Institute. The rating reviewed K-12 science standards for fifty states and the District of Columbia.
- Governing Board staff members have been observing NAEP testing, primarily on the fourth grade computer-based writing pilot. Reports from the field note how engaged students are and how well they handle the computer.

Ms. Orr recognized Board staff Michelle Blair for being elected program chair of NAEP Studies Special Interest Group of the American Educational Research Association for 2012–2014.

Ms. Orr reported that Mary Crovo made a presentation at the National Endowment of the Arts (NEA) Research Symposium in February. The presentation focused on NAEP’s innovative assessments in the arts and also on new computer-based assessments such as Technology and Engineering Literacy (TEL).

Ms. Orr reported that the winter newsletter was sent to current and former Board members. She congratulated Board members for making the transition to electronic Board book materials. Ms. Orr noted that members would receive an electronic survey after the meeting and she encouraged members to provide feedback.

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

John Easton, Director, IES, provided an overview of the State Longitudinal Data System (SLDS) grant program administered by NCES. He commented that the program has been in existence for several years and provides federal support to states on a competitive basis to develop statewide longitudinal data systems that enable states to track student performance.

Mr. Easton stated that the department has placed great emphasis on developing systems that allow tracking students not only from K through 12 but also through post-secondary education and the workforce. He added that grants supplement the core K-12 system and help with decision making, research and evaluation of student progress through the system.

Mr. Easton reported that the first set of competitive grants was awarded in fiscal year 2006, totaling \$53 million dollars. Fourteen states were awarded funds ranging from \$1.5 to \$5.8 million. Over the years the process has become more competitive as the pool of funds has significantly increased. To date, NCES has awarded 74 grants totaling \$515 million dollars.

The SLDS competition for Fiscal Year 2012 restricts eligibility to 30 states that did not receive SLDS grants in June 2010 from funds appropriated under the American Recovery and Reinvestment Act (ARRA). The application process was based on three criteria:

- 1) states that need assistance building their basic K-12 system
- 2) states that link early childhood to K-12
- 3) states that link post-secondary and workforce to K-12

Mr. Easton remarked that almost all eligible 30 states applied, and awards will be made based on the quality of the applications.

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

John Easton provided the NCES update, in Jack Buckley's absence. Mr. Easton noted that instead of delivering Mr. Buckley's full report, he would limit his update to the following two NCES activities:

- Common Education Data Standards (CEDS) – NCES has partnered with a number of organizations to create common education data elements that are voluntary and serve as guidance for states and others who are building interoperable education data systems.
- On February 28, 2012, NCES sponsored a symposium on testing integrity and prevention of irregularities. The symposium was attended by experts who shared information and focused on four important issues in academic testing:
  - 1) prevention of test irregularities;
  - 2) detection and analysis of testing irregularities;
  - 3) response and investigation of alleged cheating, and
  - 4) practices and procedures for computer based assessments.

The event attracted over 600 participants via webcast. Mr. Easton remarked that while the symposium was not intended to generate recommendations, it brought experts together to interact and create a record of presentations as a resource for users to consult for information on these issues.

### **Chairman's Remarks**

Mr. Driscoll remarked that this is the Board's first paperless meeting and the transition seemed to go very well. He requested members to contact Cornelia Orr or Mary Crovo if they had any transition issues.

Mr. Driscoll reported that it is unlikely that there will be any action on the reauthorization of the Elementary and Secondary Education Act (ESEA) during the current legislative session, making the results of the next presidential election key in the reauthorization process. He added that he hopes more progress will be made on reauthorization after the election.

Mr. Driscoll reported that the Governing Board is planning to celebrate its 25<sup>th</sup> anniversary in 2013. He noted that a committee will be appointed to plan the anniversary events.

Mr. Driscoll reported that he plans to appoint a committee to review the document developed under former chairman Bill Randall's leadership in 1996 that is the source of a significant number of Governing Board's foundational policies for NAEP, to recommend changes as appropriate. He noted that this document is an important part of the Board's history. He said that these policies have served NAEP well, but that the education landscape has changed since 1996. Current education reform activities such as the Common Core State Standards and assessments, international comparisons, assessment technology, and the educational challenges the nation faces suggest that this is an appropriate time for the board to review these policies.

Mr. Driscoll thanked Board member Doris Hicks for hosting the Board meeting in New Orleans. He remarked that members who attended the Dr. Martin Luther King, Jr. Charter School visit were warmly received and deeply moved by the students, staff and faculty. He added that he did not realize what a large impact the visit would have on him, Board members and staff. Mr. Driscoll commented that he has visited many school across the nation and has three criteria to judge a good school—1) the relationship between the adults and students; 2) teachers and school leaders with a clear plan and goal in the classrooms; and 3) student engagement. He remarked that he witnessed a remarkable relationship between the teachers and students at Martin Luther King Charter School. Teachers demonstrated that they had clear objectives from pre-K to 12. Every class was purposeful and had exciting things going on and the students were highly engaged. Mr. Driscoll stated that what impressed him most were the 27 members of the senior class who all indicated they planned to go to college.

Mr. Driscoll stated that Dr. Martin Luther King, Jr. Charter School would be a "remarkable success story anywhere in the country," but particularly so because the school is located in the Lower 9<sup>th</sup> Ward in New Orleans, an area that suffered great devastation from Hurricane Katrina. Mr. Driscoll remarked that the mini-tour of the area on the way back to the hotel revealed that the school stands in the center of the neighborhood and is a "beacon of hope" as the area continues to rebuild and restore major services. The school not only provides a tremendous education, but it is also a source for healing. Mr. Driscoll stated that what he witnessed was one of the great stories in America. He added that Doris Hicks' passion and leadership are remarkable and she is truly a hero.

Board member Doris Hicks thanked Mr. Driscoll and stated that the success of her school should be attributed to her excellent team.

### **Welcome Remarks**

Ms. Hicks announced that Superintendent Patrick Dobard could not address the Board due to a last minute schedule change; however Senator Cynthia Willard-Lewis would provide the welcome. Ms. Hicks introduced the Senator.

Senator Cynthia Willard-Lewis stated that New Orleans is very proud of the Dr. Martin Luther King, Jr. Charter School for Science and Technology. She reported that an estimated 400,000 citizens have returned to New Orleans since Hurricane Katrina. The Senator was glad to hear that the Board toured the Lower 9<sup>th</sup> Ward and heard from many of the community's passionate and energetic champions, as well as the school's focused and committed students. She noted that while much progress has been made, there is still a lot of work to be done to rebuild the entire community. Ms. Willard-Lewis remarked that they are often asked how the children are doing in the aftermath of such great devastation, and she reminds them that the students of New Orleans are still in crisis, with poverty rates at the highest level in the nation among children under five years old.

Ms. Willard-Lewis stated that one of the city's greatest challenges has been to ensure that the billions of dollars of Federal Emergency Management Agency (FEMA) funds is spent on rebuilding thriving urban centers to include senior citizen facilities, safety services and health centers so that citizens can access essential services in their own community. The first priority was to rebuild the school because "when a school comes back, the families will come." She stated that Doris Hicks and her team have worked very hard despite early debates of whether it was important to rebuild the Lower 9<sup>th</sup> Ward. She added that many students carry scars of the devastation, separation and loss of family and classmates, and are living in transitional housing. For many students, school has proven to be a stabilizing force in their lives—a place where they are helped in their healing, and where they can experience success and opportunities.

Ms. Willard-Lewis challenged the Board to consider the spirit of the New Orleans' founders as they deliberate on educational policy issues that will affect the nation's next generation of students. She stated that the city's early founders encountered swamp land but imagined building a great city. Like New Orleans' founders, the Board will face setbacks and challenges, but must place great emphasis on the resiliency of the human spirit. The Board should hold fast to their desire to make a difference for the nation's students.

### **Recess for Committee Meetings**

The first session of the March 2, 2011 Board meeting recessed for committee meetings from 9:35 a.m. to 12:15 p.m.

## **Meeting Reconvened**

### **Closed Session**

## **Hands-On and Interactive Computer Tasks from the 2009 NAEP Science Assessment**

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 March 2, 2012 from 12:15 p.m. to 1:20 p.m. to receive a briefing on the Hands-On and Interactive Computer Tasks from the 2009 NAEP Science Assessment.

Peggy Carr, Associate Commissioner, National Center of Education Statistics (NCES) provided the briefing for the Board. Ms. Carr reported that 4th, 8th and 12th grade students were assessed in Science in 2009. Students answered test questions via paper and pencil for the main science assessment. As a special study, nationally representative samples of students in grades 4, 8, and 12 also took either the Hands-on Tasks (HOT), or interactive computer tasks (ICT). Ms. Carr reported that the HOTs were first introduced in 1996 and the ICTs were administered for the first time in 2009.

The special study of HOTs and ICTs allows NAEP to test scientific inquiry via real and computer-simulated science experiments. Students may take one 40-minute Hands-on Task. If a student is selected to participate in the ICT component, he/she takes two 20-minute or one 40-minute computer based science task.

Ms. Carr discussed background variables for teachers and highlighted video clips with samples of tasks that students were asked to perform. Ms. Carr summarized results based on gender and racial/ethnic groups. She reported that there has been positive feedback from both students and teachers on the HOTs and ICTs.

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

## **Meeting Recess**

The Board recessed for a break on March 2, 2012 at 1:20 p.m.

## **Open Session**

The third session of the March 2, 2012 Board meeting convened in open session at 1:45 p.m.

## **NCES Initiative on the Future of NAEP**

Edward Haertel, Professor, Stanford University and former Governing Board member provided a briefing on the NCES initiative on the Future of NAEP.

In late 2010, NCES began a strategic planning process to provide guidance for making fundamental changes to the technical and operational components of NAEP. Dr. Haertel is working with a panel of experts to prepare a draft report by March 31, 2012. Mr. Haertel reported that NCES hosted two events—in August 2011 and in January 2012—as a part of its long range strategic plan to receive input from professionals in a broad array of disciplines, and those working in education state and district policy, assessment, and curriculum on how to transition NAEP into the next decade and beyond. Mr. Haertel was requested to serve as Chair of a panel on the Future of NAEP. The panel of diverse experts was charged with summarizing the thought provoking discussions that emerged out of the NAEP summit held in August 2011. Mr. Haertel stated that the audience for the report is NCES staff, Governing Board members, NAEP alliance contractors, policy makers, researchers, and the public.

Mr. Haertel highlighted aspects of the project which began in October 2011. He noted that his PowerPoint presentation to the Board reflects some of the current thinking of the panel. However, the final report may not include some of the ideas discussed at the Board meeting.

The report will include five topics:

1. NAEP infrastructure
2. NAEP content frameworks
3. NAEP and technology
4. Embedded assessments
5. NAEP reporting

Mr. Haertel summarized each of the areas discussed by the Panel as summarized below:

### **NAEP Infrastructure**

Mr. Haertel stated that environmental factors such as globalization, rapid changes in technology and expectations of what the nation's students know and can do create a changing environment for NAEP. In addition, increased interest in preparing students for a changing world, the Common Core State Standards, PARCC and SBAC assessments, state participation, and non-traditional education settings all contribute to the evolving "assessment ecosystem."

NAEP is a complex system involving multiple organizations in alliance with various intersecting areas of expertise. Since its inception, NAEP has adapted to new demands but because of embedded processes and interconnections, it will be difficult to make changes. Within this complex system, the research and development component is critical, because not only does NAEP provide information about student achievement, it is also a source of assessment innovation and ongoing research in sampling. NAEP methodology has been emulated worldwide in other assessments.

Mr. Haertel stated that for a long time there has been a call to link NAEP to international assessments such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). He suggested changes in NAEP's design to facilitate linkages which may prove to be technologically stronger and more accurate to provide state-level international linking data. Mr. Haertel added that explicit attention should be given to NAEP and its relationship to the Common Core State Standards.

The Future of NAEP Panel discussed an Innovations Laboratory that would strengthen and systemize NAEP research and development to build stronger links to other programs. An access point would be allowed to vet new ideas and support both in-house and third party studies. Other purposes of the Innovations Lab would include expanding the range of constructs assessed, responding to demands for new kinds of information about various student capabilities, and enabling NAEP to serve these new purposes such as linking to other assessments.

### **NAEP Content Frameworks**

Mr. Haertel reported that the Panel's discussions focused on the relationship of NAEP content frameworks to the Common Core State Standards. The panel rejected two obvious options of replacing the NAEP Frameworks in reading and mathematics with the Common Core State Standards, and to construct a Common Core State Standards scale within NAEP because it is not clear what an assessment aligned with the Common Core will measure. A better option would be to clarify the distinctive functions of the NAEP Frameworks relative to the Common Core State Standards. Mr. Haertel noted that there is value to having multiple content frameworks to amplify the message that what is taught matters, and to distinguish what each test measures.

Mr. Haertel suggested that NAEP should consider possibly replacing the framework development panels with standing committees of content experts. The content experts would monitor NAEP content in different areas on a continuous basis, making incremental changes from year to year versus the current practice of changing a framework every ten years or so.

### **NAEP and Technology**

Technology influences the way teachers teach and the way students learn. Technology will also impact the assessments, and the potential for deeper linkages to massive data sources that exist outside of NAEP. One of the Panel's touchstone questions was how NAEP would monitor the full range of complex activities students pursue in modern learning environments.

Adaptive and computer based assessments will allow for more efficient information and the ability to tailor assessments to the wide range of skills students can demonstrate. The Panel recommended that NAEP should look far ahead by focusing on ideas that are on the horizon, rather than make incremental changes.

Categories of technology and assessment include: assessing old constructs in new ways and assessing new constructs. It may be possible to construct assessment tasks that go

beyond the small self-contained packages of stimulus materials and questions that students currently take. Students can also be tested in virtual contexts in which they interact over time in a more complex manner and with richer stimulus configurations which would allow NAEP to measure new constructs.

Further, NAEP can use technology to expand the current use of state data to improve efficiency with state samples, and expand the initial efforts linking NAEP scales to state assessment scales. Another idea the Panel discussed was to consider building and maintaining integrated longitudinal data structures. One concern is that some schools may use more advanced technologies which would make it hard to assess students who are not afforded the same technological tools. The Panel suggested that thought be given to linking state assessment scales to the NAEP scale more broadly and systematically.

### **Embedded Assessments**

Embedded assessments are the most recent version of the long-standing desire to build stronger linkages between externally mandated assessments and ongoing instruction. Mr. Haertel noted that standardization is much weaker than with regular assessments and it presents a challenge where there is no standard curriculum. He added that embedded assessments are used successfully in other parts of the world, but currently NAEP is not designed to incorporate this methodology.

### **Reporting**

There is a need to revisit achievement levels and to encourage active research to develop better methods of reporting, and make more use of technology in NAEP reports. NAEP's traditional function of providing a quality assessment is critically important. There is a need to better communicate the meaning and expectation of achievement levels, and how the data are being interpreted.

NAEP serves as a low stakes audit for validity which has been valuable over the years. NAEP will continue to be a source of assessment innovation that is critically needed to fulfill the promise of the new Common Core State Standards assessment consortia. It is hoped that NAEP will serve additional purposes and become the backbone of the new "assessment ecosystem," anchoring connections in the world of assessment to provide cohesive set of findings.

### **Report of the Expert Panel on NAEP Background Questions**

Marshall S. Smith, Chair of the Expert Panel on NAEP Background Questions, presented the panel's report, *NAEP Background Questions: An Underused National Resource*. The six-member panel was convened by the Board in November 2011. Its charge was 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 understanding student achievement and developing education policy.

Mr. Smith is a former U.S. Under Secretary of Education and former dean of the Graduate School of Education at Stanford University. He said the NAEP background variables represent a potentially critical national information resource. Among their potential uses, he said, would be to describe the educational resources available to students with different home backgrounds; to track progress in implementing key changes in education policy, curriculum, and technology; and to identify the factors differentiating performance in high-achieving and high-growth states and urban districts, similar to the analyses of background variables in the international assessments of PISA (Program of International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study).

In recent years, Mr. Smith said, the use of background questions has dwindled in the main NAEP report cards and few special reports that feature them have been published. As a result, primary access to the background data collected by NAEP has been through the on-line NAEP Data Explorer. Mr. Smith said the panel felt this Internet tool was very useful for professional researchers but not for most educators, policymakers, and the public.

Also, as part of efforts to update or improve the questions, Mr. Smith said many of the background questions have been changed over time so they have become less useful in measuring changes in school practices and student work habits and behavior. He said there is a need for a consistent set of questions to allow reporting of important trends.

Altogether the expert panel made several dozen specific recommendations. Mr. Smith said these include:

- Redesign the background questionnaires with coherent clusters of questions in important areas.
- Improve the variables that describe socio-economic status.
- Include some questions from TIMSS and PISA to make international comparisons.
- To obtain richer data, rotate questions in different years, divide assessment samples, and consider some increase in student questionnaire length.
- Reinstitute the analysis and regular reporting on NAEP background questions by means of online tables or separate publications similar to those produced in previous decades.

Mr. Smith said the separately published reports should focus on key education factors and issues. These might include resources in school, learning opportunities out-of school, and topics of current interest such as implementation of the Common Core State Standards and online learning. In all cases, the reports should be descriptive and not use NAEP data to make causal interpretations. Mr. Smith said that if the Common Core develops high quality, comparable states tests, it would be important for NAEP to show its continuing value by using the background questions to produce significant data and interesting reports.

Mr. Smith said the expert panel recognized that implementing its recommendations would require time, money, and personnel. He said some savings could be achieved by eliminating duplicative questions and other low-priority items, but he said a strong case could be made for new resources. He suggested that NCES and Governing Board staff make recommendations on priorities for implementing the expert panel report at the next Board meeting.

Board members asked a number of questions about the report.

Board chairman David Driscoll thanked Mike Smith and the expert panel for the report and said it would be considered carefully by the Governing Board.

### **Meeting Recessed and Reconvened**

The Friday, March 2, 2012 session recessed at 3:30 p.m. and reconvened at 3:35 p.m.

### **Report of the Ad Hoc Committee on NAEP Parent Engagement**

Tonya Miles, Chair, Ad Hoc Committee on NAEP Parent Engagement, provided an overview of the recommendations from the Committee's summary report "Reaching Parents with NAEP Resources." Ms. Miles thanked fellow Committee members Lou Fabrizio, Shannon Garrison, Doris Hicks, Hector Ibarra, Blair Taylor and former Board members Henry Kranendonk and Warren Smith for their work. She also thanked Governing Board staff member Ray Fields for his support of the Committee.

Ms. Miles stated that the Committee was established to promote the Governing Board's initiative to "make a difference" in raising public awareness about the status of student achievement in the U.S. The mission of the Ad Hoc Committee was to convey to parents a sense of urgency about the need to improve achievement for all students and close achievement gaps by race, ethnicity, and income level, using NAEP data and resources. She noted that it is important for parents to understand the implication of persistent achievement gaps in the U.S. Ms. Miles remarked that the initiative is crucial for the nation's future. Parental involvement in education is essential because parents are the primary advocates for their children.

Ms. Miles reported that in November 2010, she was appointed by Board Chairman Driscoll to lead the initiative. The Committee's major activities from March 2011 to February 2012 included three teleconferences, three in-person meetings, an outreach meeting, and meetings with three national parent organizations to solicit feedback on draft materials and presentations.

The following recommendations of the Ad Hoc Committee were highlighted by Ms. Miles:

1. Specify the target audience—National, State and Local Parent Leaders and Parent Organizations;
2. Establish relationships with recognized parent and community based organizations;
3. Develop presentations and materials targeted to parents for use by Governing Board members and others;
4. Develop parent pages on the Governing Board and NAEP websites and
5. Conduct a parent education summit in late Summer/Early Fall 2012.

Ms. Miles remarked that the recommendations recognize that parents have a significant stake in the quality of their local schools and most immediately in their own children's achievement. The recommendations are designed to help reach parents in feasible, innovative and meaningful ways across all income levels in urban, rural and suburban areas.

The recommendations are aimed at fostering the ability of parents to use NAEP data and resources to ask thoughtful questions about state and local education policy and achievement results and begin a productive conversation with state and local education leaders seeking to improve achievement and close achievement gaps.

Ms. Miles stated that work on some of the recommendations is currently underway. She asked Board members to provide feedback and recommendations for the Parent Education Summit which is proposed to take place in Washington, DC. The target audience for the summit would be parents and community leaders, parent organizations, and leaders in education, business, civil rights, religious communities and legislative policy. The plan calls for the First Lady, Michelle Obama, and former First Lady Laura Bush to address the gathering.

Ms. Miles stated that this initiative is within the Board's legislative authority and that she was hopeful the recommendations will be adopted as an ongoing part of the Board's work and the NAEP program.

### **Making a Difference Discussion**

David Driscoll remarked that he will continue to re-challenge Board members to push continuously to make a difference in improving student achievement and raise awareness. He reiterated the urgency of bringing change in student improvement. He noted that the Governing Board has a unique opportunity, appropriate tools, and access to information that audiences need to know in order to make a difference. Parents and students are crucial in this effort. The challenge lies in connecting the tools to the audiences. For example, released NAEP test questions could be used by teachers and parents to better understand what students need to do in order to be proficient and succeed.

Mr. Driscoll stated the need to cultivate support to make connections. Parents are turned off about student performance results from other countries such as Singapore and Finland because there is no connection. The crucial question is how does one make the connections? We can connect to some extent with data, whether it is compelling or not if we can find the way to do so because there is a clear connection between a student's educational attainment level and the income a student will earn. This message needs to be made very clear, and it needs to come from state and local people, not just from top down. Mr. Driscoll reiterated the importance of establishing the connections. He added that this may be a marketing or public relations issue.

Mr. Driscoll reported that comments shared by the participants at the Wednesday outreach dinner that they had visited the Board website for information surprised him and led him to access the Board website which he had not done for a while. He noted that while the information is interesting, the web pages are a little dense and provide typical information such as past reports. While this is good information, it is not exciting information for parents or teachers.

Mr. Driscoll suggested that the Board needs to continue to push the envelope and not just accept who we are, but, to get out of being a bureaucratic entity and make real connections. He suggested adding for example, a video demonstrating how teachers such as Shannon Garrison are using the NAEP test questions with their students as a learning activity which could create more excitement about learning. Mr. Driscoll encouraged Board members to explore solutions at all levels to include higher level policy changes. He recognized that the Governing Board has to work within legislative constraints; however some activities can be undertaken within the Board's authorities.

Susan Pimentel asked whether the Ad Hoc Committee had received parent feedback on the Board website. Ray Fields responded that the website feedback had not been requested specifically. However feedback received on the draft PowerPoint presentations from the Public Education Network and local Parent Teacher Associations (PTA) was very detailed and helpful. The representatives were very engaged and excited about the data they were shown. The diverse group also responded positively to the question on data stereotyping by noting that they did not believe that the NAEP data conveyed stereotypes. Mr. Fields said that Ms. Tonya Miles was planning to make a presentation at the PTA legislative conference, which would be the first live event to secure parent input.

Ms. Pimentel recommended development of a specific parent page for quick access on information specifically directed to them. Stephaan Harris, Governing Board staff, responded that the redesigned web site has specific pages configured for specific stakeholder groups including parents, policy makers, the business community and the media.

Mr. Driscoll shared the successful parent outreach event held in August 2011 in Washington DC. He reported that the event was very well attended, and was represented by a diverse population. Mr. Driscoll suggested that similar events be convened to get parents excited and encouraged to visit the website for more information.

Shannon Garrison suggested convening focus groups to secure feedback through organizations such as the National PTA, local PTAs and other parent organizations. Cary Sneider supported the idea of improving the website and making it more accessible. He added that it was important to have face-to-face connections and conduct presentations as well. Mr. Sneider reiterated the need for caution, in not engaging in advocacy activities and actions that were outside the Board's legislative mandates. The Board can disseminate information, but cannot advocate activities and actions. Mr. Sneider suggested the use of partnerships where the Board provides information and partners provide ideas on proposed activities. For example, information and follow up presentations can be made at teacher conferences such as the National Science Teachers Association (NSTA) for science releases. If the information is disseminated at a planned conference, it is part of a larger presentation and others can advocate. Similar informational events could be held at events convened by

parent organizations such as family science and family engineering programs and others can advocate for messages that reach parents. In addition, Board members around the country can support this effort.

Mr. Driscoll noted that while he recognized the need to ensure that the Board works within its legal mandates, it is important to convey the message to act urgently to address the nation's ongoing need to improve academic achievement. The message must reach people who can do something about it, including state and local officials, parents, and students themselves.

Alan Friedman stated that there is an issue about how to convince people, which is a real problem. The challenge is to develop ways to have a positive message at the end. The message to communicate is the need to work hard, how to work, and use best practices on how data are being used to improve education. This would not be an endorsement of any particular program or activity, but a means to provide information such as examples of studies based on NAEP procedures that can improve education.

Mr. Driscoll remarked that Martin Luther King Charter School, for example, had motivational messages throughout the whole school about expectations and everybody understood the message. The messages were very positive messages as they conveyed that staff is there to help, but students must do their part too. Mr. Driscoll shared a comment from Mary Frances Taymans that even the simple message—to make sure that NAEP data we collect are used—is a powerful message.

Mary Frances Taymans drew Board members' attention to Tab 5 of the briefing materials on Making a Difference that provided a list of prioritized initiatives agreed upon at the Board's December 2011 meeting. She stated that there was strong agreement around the speaker's kit, the parent initiative, and focused reports. Work on developing the speaker's kit is already underway. However, speakers need to be identified. Ms. Taymans suggested sending a survey to Board members to identify speakers who are willing to make presentations and share information on NAEP, and assist in identifying professional entities such as foundations and venues for national conferences where presentations could be made. Ms. Taymans noted that Board member Terry Holliday suggested sharing NAEP data with state assessment directors via webinars, meetings, or symposia. She noted that each Board member has the opportunity to make some links and connections, and staff would help by providing resource materials for the presentations. Ms. Taymans added that the op-ed pieces are also in great demand from the public. She noted that Mr. Driscoll, Mr. Friedman, and Ms. Flores had published op-ed pieces that provided information and stimulated discussions, thereby making a difference.

Hector Ibarra reported that he had submitted a proposal to the National Science Teachers Association (NSTA) six months ago to conduct a presentation on the HOTs and ICTs. The proposal was accepted and Mr. Ibarra was planning to lead a presentation in Indianapolis in March 2012.

## **Announcements**

Mr. Driscoll highlighted the agenda for the Saturday morning session which would begin with a closed session at 8:30 a.m. to vote on a recommendation made by the Nominations Committee. Mr. Driscoll noted that future Board meetings will now always start at 8:30 or thereafter, and not earlier, beginning with the May 2012 Board meeting. He also reminded Board members of the plans for a group working dinner on Friday evening. Cornelia Orr mentioned that the purpose of the informal meeting opportunity is for members to discuss issues the Board is considering that cut across the specific responsibilities of individual committees.

## **Meeting Recessed and Reconvened**

The Friday, March 2, 2012 session of the Board meeting recessed at 4:30 p.m. and reconvened on Saturday, March 3, 2012 at 9:00 a.m.

## **Closed Session**

## **Board Action on Nominations for Terms Beginning October 2012**

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 March 3, 2012 from 8:30 a.m. until 9:00 a.m.

Chair David Driscoll called the meeting to order. Nominations Committee Chair David Alukonis thanked members of the Nominations Committee for reviewing the large number of letters and resumes during the last several months. Mr. Alukonis also expressed appreciation to Governing Board staff for supporting the work of the Committee.

For Board terms beginning on October 1, 2012 there are openings in five categories:

1. General public representative
2. State legislator (Republican)
3. Testing and measurement expert
4. Local school board member
5. Non-public administrator/policymaker

The Governor (Republican) position is also open for 2012 and Board staff has worked with the National Governors Association to seek a nominee in this category.

Mr. Alukonis discussed the high quality and diversity of nominations received for 2012. Following additional discussion, Mr. Alukonis recommended a slate of finalists for each category. This information will be provided to the full Board for action during the Board's open session on March 3, 2012. Pending Board approval, the slate of finalists will be delivered to Secretary Arne Duncan in April 2012.

## **12<sup>th</sup> Grade Academic Preparedness Report**

Lou Fabrizio provided an historical overview on the Board's work on 12<sup>th</sup> Grade Preparedness Studies.

Mr. Fabrizio reported that the Board has been working for almost a decade on 12th grade preparedness issues. The preparedness work was initiated in 2002, and the 12th Grade NAEP Commission was established in 2003 when the Board passed a resolution on reporting 12th grade preparedness. In 2006, ACHIEVE was asked to review the grade 12 reading and math frameworks and recommend any changes needed for assessing preparedness of 12<sup>th</sup> graders for post-secondary activities in both college and career training. In 2009, the Board approved the preparedness research plan. Mr. Fabrizio emphasized the point that it is often presumed that preparedness for college and job training are the same. However, this is not an assumption that the Board is making in its work on 12<sup>th</sup> grade preparedness. Further, in determining the feasibility of using the 12th grade NAEP as the indicator of academic preparedness the word "academic" is emphasized because it is important to make sure that we are always clear that we are talking about *academic preparedness*.

Data on 12th grade results are very critical as 12<sup>th</sup> grade is a transition point to college or the work force. Mr. Fabrizio noted that while ACT and SAT provide individual student data, unlike NAEP, these tests are not based on nationally representative samples. NAEP is the "gold standard" and we need to continue to live up to that standard. However, the Board needs to be careful that what the Board does is based on the Board's Congressionally-mandated responsibility. Improving the form and usefulness of NAEP is part of the Board's congressional mandate.

The Board's Technical Panel on 12<sup>th</sup> Grade Preparedness Research provides expertise on the high level and complex issues. The Panel made several recommendations and suggested the use of a multi-pronged approach to reporting; maximizing the information; doing the work iteratively; and focusing on academic skills. The results of the research studies are being reviewed and the evidence is being confirmed before any statements can be made about 12<sup>th</sup> grade NAEP preparedness.

Mr. Fabrizio drew Board members attention to the preparedness materials in the Board briefing book. Preparedness for college references qualifying for placement in college credit courses without the need for remedial course work. It is not about graduation from college in four years. For job training the definition references qualifying for a job-training program without the need for remediation, not that the student is going to get the job or that that standard ensures that a student will get the job.

Mr. Fabrizio noted that there are many other definitions such as "habits of mind," core academic skills, ability to apply them, employability skills, technical job skills. In previous meetings, the Board has received briefing on college readiness using ACT and SAT data.

These two do not reference the same preparedness points. Mr. Fabrizio suggested that these distinctions are important for Board members to have as talking points so members can reference the definitions when they are asked questions about the Board's preparedness work. He indicated that Ms. Orr has assured him that members will be provided with the references.

Mr. Fabrizio reported that the Board's 12<sup>th</sup> grade preparedness research is based on results from five different types of studies:

- (1) Content alignment studies to compare NAEP content with other assessments;
- (2) Statistical relationship studies to determine how and to what degree the different assessment instruments correlate with each other and scores on NAEP that represent score on the other tests;
- (3) Judgmental Standard Setting studies which involve bringing panelists together to make decisions about points on the NAEP scale that determine levels of student achievement;
- (4) A survey of postsecondary institutions which has yielded an amazing 86-percent-response rate;
- (5) Benchmarking studies. Benchmarking studies are conducted to determine how different reference groups perform on NAEP.

Eleven states volunteered to participate in the 12th grade NAEP reading and math assessments. Data from the samples at the national and state-level NAEP are being linked to other data that is available.

Mr. Fabrizio reported that follow-up studies on preparedness for college coursework and job training programs will be conducted in 2013. Three more states—Illinois, Michigan and Tennessee will be added. These additions will provide access to other state assessments besides the data available from Florida.

Ms. Orr showed a slide on the kinds of studies that are being linked to the NAEP scale. She noted that efforts are being made to “triangulate” the information collected and have mutually confirmed information as it shows up on the NAEP scale. Cornelia Orr shared the research findings in detail. She reminded the Board that the Committee on Standards, Design and Methodology has been reviewing the results in great detail over the last several years. This is the general approach for evaluating the validity of research findings from the separate studies.

Ms. Orr stated that at the December 2011 Board meeting, the Board was provided with data on the content alignment studies that involved the ACT, SAT and ACCUPLACER. These data were quite similar to NAEP. However, NAEP was much broader so there are some differences. A similar analysis was done with NAEP and WorkKeys. These studies indicated that some of the content was similar but some was not. NAEP is much broader and WorkKeys is more applied. NAEP does not place a priority assessing achievement related to work place situations because that is not NAEP's primary focus.

Ms. Orr reported that the entire sample of students who had taken the SAT by June 2009 was matched to the 2009 grade 12 NAEP nationally representative samples. The correlation for mathematics is higher and reading is lower. The state representative sample of NAEP examinees was also matched to the Florida database of all students to allow analysis of their post-secondary performances in college. The statistical relationships between student performance on NAEP and other tests taken by Florida students (ACT, ACCUPLACER, and the SAT) tend to be consistent with the findings from the national-level linking studies for NAEP and SAT. Ms. Orr indicated that in looking at the feasibility of reporting NAEP results, two methods of linking data are used—statistical projections (referred to as prediction or regression) and concordance studies. The correlational data show reading NAEP and SAT critical reading performances as less closely related. We can only report on statistical projections for reading, but we can report concordance scores for mathematics NAEP and SAT.

Ms. Orr indicated that the data gathered from the judgmental standards setting process yielded cut scores that did not seem reasonable when evaluated with information from other studies and with the anecdotal information received from the panelists who participated in the standard setting studies. The study design included pairs of replicate panels to provide evidence of the reliability of results across the two matched panels. Results for three pairs of replicate panels seemed quite close, but the other panels did not replicate each other very well. Further, the cut scores to represent minimal preparedness seemed relatively high, based on panelist's comments about performance expectations for students. Staff decided not to report any links to the NAEP scale based on cut scores produced in these judgmental standards setting studies.

Other studies are being considered in the future to better understand the requirements for job training programs, and a study has already been implemented to look at the content of the job training programs for the five occupations included in the judgmental standard setting studies for 2009 NAEP. There is hope of better understanding the reading and mathematics knowledge and skills that students need at the beginning and end of the training programs that will provide information about the relationship to the content of the NAEP in reading and mathematics and performance on the NAEP scale.

A trial benchmarking study of a special group of Texas freshmen was conducted but the study did not work out well because most of the entering college students did not show up to take the NAEP. There has been no additional work in this area so this will not be a factor in reporting. Ms. Orr reiterated the viewpoint shared by Andreas Schleicher on the importance of collecting follow-up data. It is therefore useful to have Florida's agreement to partner with the Board on this work.

Ms. Orr provided an update on plans for the 12<sup>th</sup> grade preparedness report. The findings are being vetted with the Technical Advisors for 12<sup>th</sup> Grade Preparedness Research and other research groups for NAEP. An in-person meeting of the Technical Advisors is scheduled in April 2012 for the technical experts to review thoroughly the technical reports and documentation and determine if the right conclusions are being drawn from the data. There will be two types of 12<sup>th</sup> Grade Preparedness reports—a Technical Report and a General Public Report for the lay audience.

Ms. Orr recognized Jason Smith from Widmeyer Communications, the contractor assisting the Board with preparing the reports. The reports will be web-based and will provide links to the 12<sup>th</sup> grade preparedness research studies. The public report will be available in print. Both reports are to be issued in 2012.

Plans for additional preparedness research for the 2013 grade 12 NAEP are underway. A data sharing relationship with additional 12th grade states that are ACT states is planned. Additional states will be added as data are available so there is stronger information, especially with other systems that now have longitudinal data. Longitudinal data will enhance information. Ms. Orr hoped that ultimately science and writing will be added to the research studies.

Ms. Orr expressed cautious optimism on the feasibility of reporting preparedness of 12th grade students using NAEP data. Questions remain about how to do the reporting. For example should the preparedness indicator be aligned to achievement levels? Should a different point be chosen and report separately. Ms. Orr challenged the Board to think about these issues. There is no recommendation yet on the data to be reported and the statements that we can make. More information will be provided after the technical advisors have reviewed the data. Ms. Orr stated that anecdotal feedback from the judges on the standard setting panels indicated that NAEP content may not be well aligned with the job training requirements.

Ms. Orr concluded her presentation by stating that the 12<sup>th</sup> grade preparedness research work has been rigorous, comprehensive and sound. Research is well documented, and the documentation will be available when the reports are posted online. Talking points will be provided for Board members.

Mr. Driscoll thanked Mr. Fabrizio and the Committee for their work. Board members then engaged in a question and answer session.

### **Program for International Student Assessment**

Andreas Schleicher, Head of Indicators and Analysis, Organization for Economic Cooperation and Development (OECD) provided an overview of the Program for International Student Assessment (PISA) and summarized assessment results.

Mr. Schleicher reported that the program surveys 15 year-old students in science, reading and mathematics skills in 74 industrialized nations in the world. The two hour assessment tests students' ability to creatively apply knowledge in novel settings. A large number of tasks on the assessment are open ended. China and India do not have representative samples in PISA because only nine provinces in China and two provinces in India participate.

The PISA program began in 1998 and measured learning outcomes and examined policies that affect quality, equity and efficiency. Twenty eight countries participated in the first assessment in 2000. PISA has now expanded and is more advanced in many ways. Every three years, PISA reassesses the goals of participating countries.

Mr. Schleicher highlighted the following aspects of the PISA program each year:

- 2000 Assessments covered science, reading and math skills. Participating countries were not concerned with their rankings as much as finding out what individual, institutionalized and systemic factors were associated with quality, equity and efficiency in education. Countries were also interested in extending the range of competencies through which quality is assessed.
- 2003 PISA assessed problem solving skills in reading, math and science.
- 2006 Advanced technology made it possible for electronic delivery of assessments which opened interesting avenues to extending the survey.
- 2009 Improvements were made in monitoring educational progress and effectively measuring dimensions of outcomes. Digital literacy was also assessed.
- 2012 PISA compared individual school performance to international schools.
- 2015 The goal for 2015 is to assess collaborative skills because interpersonal skills have become increasingly important in the workplace.

Mr. Schleicher reported that PISA collects a significant amount of student background data, as well as data from parents, principals, and systems. The data are used to review school policies, practices, and most importantly, institutional factors that explain performance differences.

Mr. Schleicher reviewed the key principles of performing international assessments:

1. “Crowd sourcing” and collaboration.
2. Cross-national relevance and transferability of policy experiences
3. Triangulation across different stakeholder perspectives
4. Advanced methods with different grain sizes

Mr. Schleicher highlighted PISA reporting areas:

- Linking tables that compare performance of 15 year-olds in participating countries
- Proficiency levels explained in normative terms to easily interpret student performance at different levels
- Longitudinal data that provides very important data to report trajectories of students
- Social background data to measure the relationship between background, parental occupation, parental income, and parental education on the impact on outcomes
- Performance by task type
- Quality and performance equity

Mr. Schleicher illustrated PISA results via charts and noted that the U.S. has similar performance on TIMSS and PISA—average scores in reading, slighter lower in science, and significantly lower in mathematics. He added that U.S. students perform better in suburban schools than in urban schools, whereas it is the exact opposite in other countries. Overall, a large proportion of U.S. students did not reach the PISA baseline of proficiency. Longitudinal data for the U.S. is lower when excluding immigrants because the U.S. has slightly above average proportion of immigrants compared to other countries.

Mr. Schleicher reported that in some countries poverty is not a good predictor of student achievement. Countries spend similar amounts on education but prioritize spending differently on student learning hours, teacher development, teacher salaries, and class size. Overall, the U.S. spends more per pupil but the amount that is allocated to classrooms is less than in other countries. Mr. Schleicher noted that analysis of PISA results show interesting patterns that help users determine variations in performance among countries which can stimulate debate, discussion and further research. The learning climate, teacher behavior, parental expectations, grade repetition, and equity are also factors that are looked at in PISA.

Mr. Schleicher asked the Board whether they knew if student performance at age 15 has an impact on student success later in life. He reported that this question was studied in PISA. In 2000, Canada studied 30,000 students who had taken PISA and since then followed them for 15 years. He noted that similar studies were done in Australia, Denmark, Uruguay and Switzerland. Results indicated that performance in school at age 15 is a good predictor of success four years later. He added that assessment items that measured higher order cognitive skills proved to be the best predictor for student success in getting accepted to university or getting a higher paying job at age 19 or 21.

Mr. Driscoll asked Mr. Schleicher to comment on what Mr. Schleicher viewed as priority actions to get parents to realize America has a problem and how they can make a difference. Mr. Schleicher responded that the reports alone will not attract a lot of attention after the first day. He commented that sustained analytical research which heavily relies on background variables is important. He suggested the Board focus on explaining outcomes and highlighting system features that have a positive impact on student performance.

### **Recess**

The Saturday, March 3, 2012 session recessed at 10:10 a.m. and reconvened at 10:25 a.m.

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

The Board received highlights of discussions from the standing Committees. The following resolutions were adopted as action items:

- Release plan for the NAEP 2011 Science Report Card in grade 8 for the nation and the states, to be released in April and May 2012.
- Approval of the following cognitive and background questions:

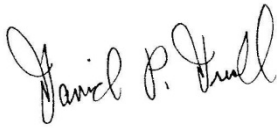
- Pilot Civics cognitive items in grades 4, 8, and 12 for the 2014 assessment.
- Technology and Engineering Literacy (TEL) computer-based tasks in grade 8 for the 2014 assessment.
- Pilot U.S. History, Civics, and Geography background questions for students, teachers, and schools in grades 4, 8, 12 for the 2014 assessment.
- Pilot Reading and Mathematics background questions for students, teachers, and schools in grades 4 and 8 for the 2015 assessment.

The Committee reports are appended to these minutes.

**Meeting Adjourned**

The March 3, 2012 session of the Board meeting adjourned at 10:55 a.m.

I certify the accuracy of these minutes.



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David Driscoll Chairman

May 10, 2012

Date

# **National Assessment Governing Board**

## **Executive Committee**

### **Report of March 1, 2012**

**Attendees:** David Driscoll, Chair, Mary Frances Taymans, Vice Chair, David Alukonis, Lou Fabrizio, Alan Friedman, Susan Pimentel, Tonya Miles. Other Board Members: Shannon Garrison, Brent Houston, Hector Ibarra, Dale Nowlin, Fielding Rolston, Cary Sneider. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Susan Loomis, Michelle Blair, Stephaan Harris, Larry Feinberg. IES: John Q. Easton. NCES Staff: Peggy Carr, Brenda Wolff, Andrew Kolstad, Suzanne Triplett. ETS: Jay Campbell, David Freund. HumRRO: Laureess Wise, Steve Sellman. Westat: Dianne Walsh, Chris Averett, Marcie Hickman. Measured Progress: Luz Bay. AIR: George Bohrnstedt, Kim Gattis, Fran Stancavage. Optimal Solutions Group: Linda Hamilton. Hager Sharp: Debra Silimeo, Lisa Jacques.

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

Chair David Driscoll called the meeting to order at 4:30 p.m. He mentioned the Board members' visit earlier on March 1 to Dr. Martin Luther King, Jr. Charter School. He recognized Governing Board member Doris Hicks, the school Chief Executive Officer, and thanked her for the inspiring and moving experience. Mr. Driscoll also gave a brief preview of three matters that would come before the Executive Committee at the May 2012 meeting: (1) initiation of the process of nominating a Board member to serve as Vice Chair for the term beginning October 1, 2012; (2) Executive Director Cornelia Orr's contract renewal; and (3) planning for the Governing Board's 25<sup>th</sup> anniversary in 2013.

#### **2. Committee Issues and Challenges**

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

##### **Committee on Standards, Design and Methodology (COSDAM)**

Lou Fabrizio, COSDAM Chair, said the Committee will address two main areas at the March 2012 meeting: the NAEP 12<sup>th</sup> grade preparedness research and achievement levels for the 2011 writing assessment. Mr. Fabrizio emphasized the fact that the Governing Board has been carefully pursuing the preparedness initiative for 8 years, and this has been a regular topic on the COSDAM agenda over the same period. The first cycle of preparedness research is coming to a close in the next few months. The Committee will be discussing findings across the completed studies to consider the extent to which the findings are mutually confirmatory. There will be a presentation to the Board on the preparedness research to help everyone understand what we have found and what we think it means.

A briefing on the writing achievement levels will be conducted in closed session. Writing is the first fully computer-based assessment for NAEP, and Measured Progress, the achievement level-setting contractor, developed a fully computerized achievement levels-setting process for the writing NAEP. Governing Board staff and panelists felt the software worked well.

Based on the results of the writing achievement levels pilot study, staff recommended that the achievement levels descriptions (ALDs) be re-evaluated and possibly revised. The descriptions used in the pilot study appeared to be too ambiguous in some respects and the results were not considered reasonable. COSDAM recommended that if changes were required for the ALDs, then another small-scale study should be implemented prior to the operational study to set the NAEP achievement levels. The results of that study, as well as the operational achievement levels-setting panel meetings implemented in early February, will be presented to COSDAM for consideration. The results have been reviewed by the Technical Advisory Committee for Standard Setting, and the advisors found the results of the panel studies to be technical sound and reasonable.

The schedule calls for the Governing Board to set achievement levels for the 2011 NAEP writing assessment in grades 8 and 12 at the May 2012 meeting. During the March 2012 meeting, COSDAM will consider whether any additional information is needed to prepare for setting the achievement levels in May 2012.

#### **Assessment Development Committee (ADC)**

Alan Friedman, ADC Chair, said the Committee met on February 29, 2012 from 9:00 a.m. to nearly 5:00 p.m. in closed session to review:

- 300 Civics items at grades 4, 8, and 12 for the 2013 pilot test
- 12 computer-based task demonstrations for the 2014 Technology and Engineering Literacy (TEL) assessment at grade 8

Mr. Friedman said that the Civics items were challenging. For example, the multiple choice items measure concepts beyond factual recall and many items use original source documents. He said that the Technology and Engineering Literacy tasks are dynamic, engaging, and test very important concepts in new ways that take full advantage of computer-based technology.

In open session the ADC reviewed nearly 1,000 background items for students, teachers, and schools in the subject areas of Civics, U.S. History, and Geography. These questions are being proposed for the 2013 pilot. Mr. Friedman said the wording of background questions must be unchanged in order to maintain trend, but changes in education and society can make the wording out-of-date or inaccurate. The Committee is focused on the issue of ensuring that the wording of the background questions ensures the validity of the information NAEP reports. In connection with the background questions, the Committee discussed one of the Board's Making a Difference initiatives – preparing focused NAEP reports on important topics. The Committee suggests that the Board explore ideas for NAEP focused reports that highlight the rich information provided by background variables.

Mr. Friedman said the Committee reviewed all of the items electronically on iPads or laptops. Significant savings were achieved that otherwise would have been spent on printing, shipping, and shredding item review booklets. An estimated 30,000 pages were not printed, the equivalent of four trees.

On March 2, the ADC will review background questions for reading and mathematics. The Committee will also hear about an "X-prize competition" sponsored by the Hewlett Foundation. The prize--\$100,000--will be awarded for automated student essay scoring software. Finally, the ADC will meet in closed session to receive an update about the computer-based special study in mathematics.

### **Reporting and Dissemination Committee**

Sr. Mary Frances Taymans provided the Committee update in the absence of Chair Eileen Weiser and Vice Chair Tom Luna. She said that an important focus would be on implementation of "Making a Difference Initiatives," including the speakers' tool kit, the PowerPoint presentation for parents, and focused NAEP reports. Marshall Smith, chair of the NAEP Background Questions Expert Panel will provide an overview of the panel's report and recommendations. There will be an update on private school participation and reporting by Arnold Goldstein, staff member of the National Center for Education Statistics (NCES). Mr. Goldstein will also provide updates on the projected schedule for NAEP reports and on the implementation of the Board's Policy on NAEP Testing and Reporting on Students with Disabilities and English-Language Learners. Amy Buckley, staff of Reingold, Inc., the Board's communications contractor, will present a review of the release of the 2011 Trial Urban District Assessment results for 2011. The only action item taken up by the Committee will be the release plan for the NAEP 2011 Science Report Card.

### **Nominations Committee**

David Alukonis, Chair of the Nominations Committee, said that the Committee has reviewed over 150 resumes during the past several months, for Board vacancies for the term beginning October 1, 2012. The Committee will present its slate of final candidates on March 3, 2012. The five openings are in the following Board categories:

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

After Board action on March 3, the final slates of candidates will be forwarded to Secretary Duncan's office.

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

Tonya Miles reported on the March 1, 2012 meeting of the Ad Hoc Committee on NAEP Parent Engagement, its final meeting. 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 the Committee has approved its report and recommendations, which will be presented to the Governing Board on March 2, 2012. Ms. Miles acknowledged the support and vision of Chairman Driscoll for appointing the Committee. She thanked the Committee members and staff for their hard work over the last year.

#### **4. Updating Board Policy Statement: “Redesigning the National Assessment of Educational Progress”**

Chairman Driscoll acknowledged the important impact the Board’s policy statement entitled “Redesigning the National Assessment of Educational Progress” had in guiding the Board’s work. However, he said, the educational environment NAEP serves today has changed substantially since 1996, when the Governing Board adopted this policy statement. Mr. Driscoll said it is time to take a fresh look at the policy statement and that he would appoint a committee to review and update it. Mr. Driscoll also mentioned that the Executive Committee would be used in the future as a forum for discussing issues that cut across the Board’s committees. Examples of potential topics he cited included NAEP and the Common Core Assessments, NAEP and PISA, and the future of NAEP.

#### **CLOSED SESSION**

#### **5. NAEP Budget, Assessment Schedule, and Contract Cost Estimates: FY 2013 and Beyond**

The Executive Committee met in closed session from 5:00 p.m. to 6:00 p.m. Governing Board Executive Director Cornelia Orr and NCES Associate Commissioner Peggy Carr discussed contractor costs and contract options under NAEP and Governing Board contracts.

The meeting was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and is therefore protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

The President’s FY 2013 budget request contains a \$5 million reduction for NAEP from the FY 2012 level of \$129.6 million and a \$1 million reduction for the Governing Board.

While the FY 2013 appropriation for NAEP will not be known for at least several months, a number of program options and budget scenarios were presented. While it is prudent and essential to prepare for budget contingencies, no change to the NAEP schedule of assessments is being proposed. Given the uncertainty of the budget outlook for NAEP, the goal is to take steps that are necessary now to optimize the Board’s choices in the future while minimizing impact on the schedule of assessments. The development of new items for the 2014 assessments in U.S. history, civics, geography, and economics has begun. Alternatively, it is still possible to conduct

the 2014 assessments in these subjects with current items. Doing so will save costs without affecting the feasibility of conducting the assessments in these subjects scheduled for 2014. Therefore, the development of new items in these subjects is being put on hold.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read "David Driscoll", written over a horizontal line.

David Driscoll, Chair

March 2, 2012

Date

# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of February 29 and March 2, 2012**

**February 29, 2012**

**Closed Session 9:00 a.m. – 3:00 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 February 29, 2012 9:00 a.m. to 3:00 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, Michelle, Blair; AIR – Kim Gattis; ETS – Greg Vafis, Lonnie Smith.

#### **NAEP Civics Cognitive Pilot Items**

The Assessment Development Committee (ADC) began its closed session with a review of secure Civics pilot items at grades 4, 8, and 12. These items are proposed for pilot testing in 2013, in preparation for the 2014 operational assessment. Members commented that the questions were engaging and challenging at all grade levels. A number of questions contained original documents, photographs, political cartoons, or data presented in chart or graph form. Many items that used original source material required students to analyze and interpret the content and provide evidence to support their reasoning. In addition, members commented that many multiple choice questions tested sophisticated concepts beyond factual recall. While ADC had many comments on improvements to the items, overall members were very pleased with the breadth and quality of the Civics pilot items at each grade level.

#### **NAEP Technology and Engineering Literacy (TEL) Tasks**

In the second portion of the closed session, ADC members reviewed secure computer-based tasks being developed for the 2014 grade 8 Technology and Engineering Literacy (TEL) assessment. Lonnie Smith of ETS presented the current development timeline and an update on work that has occurred since the ADC last met in December 2011.

Mr. Smith noted that 21 interactive computer tasks are being developed for the 2013 TEL pilot test representing all three content areas of the TEL Framework: Design and Systems; Information and Communication Technology; and Technology and Society. Draft versions all tasks have been completed, although work is underway to gather input from external reviews. There will be a small-scale tryout of the tasks in March and April of 2012, with further task revisions based on the tryout. In May the ADC will engage in

a hands-on independent review of the completed tasks and items. Final ADC approval of all TEL tasks and items will occur at the August 2012 Board meeting.

Mr. Smith then presented the ADC with updated TEL tasks for review and discussion. ADC members were informed of ways in which their comments from the December 2011 review had been incorporated into each of the revised tasks. Members expressed their enthusiasm for the TEL tasks and commented that the graphics, sequencing, and content of the tasks were excellent. Members had a number of comments on the tasks, but most comments were in the category of “fine tuning” the directions or graphics for clarity.

**February 29, 2012**

**Open Session**

**3:00 – 4:45 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, Michelle, Blair; AIR – Kim Gattis; ETS – Greg Vafis, Lonnie Smith, Donnell Butler; Optimal Solutions Group – Linda Hamilton.

#### **NAEP U.S. History, Civics, and Geography Pilot Background Questions**

During the open session, the ADC reviewed pilot background questions in U.S. History, Civics, and Geography for the 2013 pilot test, in preparation for the 2014 assessments. While there were a number of questions in the review materials, there was substantial overlap among the social studies subject area questions. One key issue addressed in the ADC discussion related to how the term “computer” is defined and interpreted in the student background questions, particularly when there is an increasing array of digital devices that can be called a “computer.” ETS staff responded that alternate wording had been studied in cognitive labs and that new terminology would be used that was grade appropriate.

ADC members also discussed the desire to change and update certain questions to ask about more relevant information, and how these changes may affect trendlines. In some cases the ADC decided that it was more important to maintain trend, while in other cases they felt that revised questions were more appropriate to measure a given variable. A third issue discussed by the ADC related to the response scale associated with various questions. Members preferred the newer numerical version of the response scale (e.g., percentages of time spent on an activity) as opposed to the older version of questions that used a Likert-type scale to measure frequency (e.g., most of the time, all of the time, etc.). Changes were made to the background questions to reflect the ADC discussion in these and other areas.

The ADC also commented on improvements to the cognitive and background review booklets for online review in the future. It would be preferable to have embedded links in each question to view the pilot data (where available), rather than having separate pages in the PDF document. NCES and NAEP contractors will consider this format recommendation in planning for future item review documents.

**March 2, 2012**

**Open Session**

**9:45 a.m. – 11:30 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, Michelle, Blair; NCES – Suzanne Triplett; AIR – Kim Gattis, Fran Stancavage; ETS – Greg Vafis, Gloria Dion, Donnell Butler, Andreas Oranje; Pearson – Brad Thayer; Data Recognition Corp. – Paula Prah; HumRRO – Laurie Wise; Westat – Chris Averett.

### **NAEP Reading and Mathematics Pilot Background Questions**

ADC members met in open session to discuss background questions for students, teachers, and schools in reading and mathematics. These items are proposed for pilot testing in 2014, in preparation for 2015 operational assessments at grades 4 and 8.

During the item review, ADC members noted that there are many more subject-specific questions for reading and math on the student background questionnaires than for the social studies subjects, particularly at 4<sup>th</sup> and 8<sup>th</sup> grades. This is partially due to the fact that in those grades students are mostly asked about social studies, as opposed to U.S. history, civics, or geography. Members noted that the more in-depth subject area questions provide a richer source of information on background variables.

As in the February 29, 2012 discussion on social studies background questions, ADC members commented on the use of the term “computer” and how that terminology should change going forward to be more inclusive of other types of digital tools. The issue of numerical response scales was also raised by the ADC. For some questions, ADC members offered alternate examples that they thought would be clearer to students when asking about instructional practices.

### **ACTION:**

**Under delegated authority from the Governing Board, the Assessment Development Committee approves the following cognitive and background questions, with changes to be communicated in writing to the National Center for Education Statistics:**

- **Pilot Civics cognitive items in grades 4, 8, and 12 for the 2014 assessment**
- **Technology and Engineering Literacy (TEL) computer-based tasks in grade 8 for the 2014 assessment**
- **Pilot U.S. History, Civics, and Geography background questions for students, teachers, and schools in grades 4, 8, and 12 for the 2014 assessment**
- **Pilot Reading and Mathematics background questions for students, teachers, and schools in grades 4 and 8 for the 2015 assessment**

### **Briefing on Hewlett Foundation Automated Student Essay Scoring Prize**

Mark Shermis, Professor at the University of Akron, provided a detailed briefing (via phone) to the ADC on this “X-prize” to develop software for scoring student responses to open-ended test question. Mr. Shermis the subject matter expert on the Hewlett competition and has considerable experience in automated essay scoring research.

The purpose of the competition is to determine if machine scoring can play a role in scoring new assessments being developed by the Common Core State Standards assessment consortia. Both PARCC and Smarter Balanced assessment consortia are collaborating on the Hewlett Foundation competition. The competition is currently in the first of three phases. In Phase 1, vendors were invited to use software to evaluate long student essays from six states. A total of 22,000 student essays were used in this phase of the competition. Phase 2 will explore how software can be used to evaluate students’ short answer responses and Phase 3 will address the scoring of responses to math questions.

Mr. Shermis provided detailed information on how this rigorous competition is organized and reported that nine vendors are competing in Phase 1. While the results of this phase are not yet public, Mr. Shermis reported on agreement statistics and other measures of quality of vendors’ scoring engines. He noted that many of the vendors have met the criteria established to measure agreement with the assigned scores on these various types of student essays. Complete findings from Phase 1 of the competition are scheduled for release in mid-April 2012.

ADC members engaged in a question and answer session to ask Mr. Shermis about additional details and findings of the competition. Members asked about the viability of automated scoring for the variety of NAEP questions. The ADC requested an update on the Hewlett competition at their May 2012 meeting.

### **March 2, 2012                      Closed Session      11:30 a.m. – 12:15 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 March 2, 2012 11:30 a.m. to 12:15 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, Michelle, Blair; NCES – Suzanne Triplett; AIR – Kim Gattis, Fran Stancavage, ETS – Greg Vafis, Donnell Butler, Andreas Oranje; ETS – Greg Vafis, Gloria Dion, Donnell Butler, Andreas Oranje; Pearson – Brad Thayer; HumRRO – Laurie Wise; Westat – Chris Averett.

## Update on NAEP Mathematics Computer-Based Study

Gloria Dion of ETS provided a briefing to the ADC on a NAEP special study to examine the feasibility of computer-based adaptive testing. The study was conducted at the 8<sup>th</sup> grade as part of the 2011 NAEP assessment. Ms. Dion reported that the study design involved students being administered a set of multiple-choice math questions via computer. This “routing block” was broadly representative in terms of NAEP math content areas and contained a range of questions of varying difficulty levels.

The routing block items were scored “on the fly” and students were then presented with a second-stage block (hard, medium, or easy in item difficulty) depending on the student’s performance on the routing block. A control group of students were randomly assigned a second stage block. The student was designed to determine whether a two-stage computer adaptive approach would improve measurement, increase student engagement, and allow for meaningful interpretation of student performance across a wider range of student achievement.

Ms. Dion shared some preliminary findings from this special study during her presentation to the ADC. It appears from these early findings that there was an increase in measurement precision for the group of students who received a second-stage block based on performance in the routing block. Additional analyses are currently underway to examine factors related to student engagement and other data collected as part of this study. ADC members commented on the applicability to future NAEP assessments in mathematics and other subjects. The Committee requested an update on additional findings from the mathematics computer-based study at their May 2012 meeting.

I certify the accuracy of these minutes.



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Alan Friedman, Chair

March 15, 2012

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Date

# National Assessment Governing Board

## Committee on Standards, Design and Methodology

March 2, 2012

**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, Andy Porter, Fielding Rolston, and Leticia Van de Putte.

**Governing Board Staff:** Susan Loomis and Ray Fields.

**Other Attendees:** NCES: Andrew Kolstad. AIR: George Bohrnstedt. ETS: Steven Lazer and Andreas Oranje. HumRRO: Laress Wise. Measured Progress: Luz Bay. MetaMetrics: Eleanor E. Sanford-Moore. Westat: Nancy Caldwell and Marcie Hickman. Widmeyer: Jason Smith.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 9:50 a.m. and welcomed members and guests. Mr. Fabrizio noted that neither Governor Jack Markell nor Jim Popham would be able to attend this meeting of COSDAM.

Mr. Fabrizio noted that there were only two topics on the agenda for this meeting, and both were important topics requiring considerable discussion. Mr. Fabrizio reminded everyone of the closed session on the achievement levels for the 2011 writing NAEP beginning at 11:30 a.m.

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

Over half of the meeting time was devoted to discussion of Grade 12 NAEP Preparedness Research results. Mr. Fabrizio noted that there would be a presentation to the full Board on Saturday morning to share information with the members that COSDAM has been reviewing and discussing for the preparedness research project. He then asked Susan Loomis to introduce the Committee members to the topic and direct members to documents for discussion.

Ms. Loomis mentioned the lengthy period of study on the issue of 12<sup>th</sup> grade preparedness by the Governing Board. She noted that Andy Porter, finishing his second term on the Board, is the most tenured member of COSDAM. Prior to his membership on the Governing Board, Mr. Porter wrote a report for the Board on college preparedness in 2004. She also noted that John Easton was a member of COSDAM when the Board first became engaged in the issue of reporting 12<sup>th</sup> grade preparedness. Now, the first cycle of research for the 2009 NAEP is ending and staff are preparing to report results, planned for the summer/fall of 2012.

1. **NAEP-Florida Study:** Ms. Loomis 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 sample of Florida students who were in grade 12 in 2009. Sufficient numbers of the Florida grade 12 sample had scores on the ACT, SAT, and ACCUPLACER tests to link their scores in mathematics and in reading to the NAEP assessments in these two subjects. In addition, the Governing Board staff arranged an agreement with the

Florida Department of Education (FLDOE) to provide data on students in their post-secondary years for this preparedness research project. The analyses of data for Florida in relation to performance on NAEP have been presented to COSDAM at several previous meetings, and the report prepared for the March 2012 COSDAM meeting was a final report including all of the information to be reported for Florida performances on the 2009 NAEP.

ETS staff have reported to COSDAM at several previous meetings, and ETS researchers were on hand to answer any questions regarding the research on the statistical relationship for the NAEP state representative sample of Florida 12<sup>th</sup> graders and their performance on other tests and their performance in their first year of college. The freshman year post-secondary data are only for students attending a public institution in the state of Florida. Governing Board staff still expect to get data for students attending private and out-of-state colleges. Ms. Loomis stated that Florida had just recently provided data for the second post-secondary year, and those analyses will begin in the near future.

Mr. Fabrizio clarified that there were no new analyses in the report; the purpose of this session was to provide a final opportunity for COSDAM to ask questions or recommend further analysis of the Florida data. There were no questions specifically regarding the statistical analyses for Florida data and NAEP performance; however, Terry Holliday had a more general question regarding the purpose of the statistical relationship studies for NAEP with Florida data and how those results would be useful. His questions helped to focus discussion on how the results would be useful to states and why states would want to participate in 12<sup>th</sup> grade NAEP. Discussion of these questions helped to clarify the purpose for the preparedness research, in general.

2. Judgmental Standard Setting Studies: Susan Loomis summarized the findings of the judgmental standard setting studies and the conclusions of the Governing Board staff regarding the results of the studies. She noted that the staff recommendation is that reference points or cut scores on the NAEP scale not be reported for these studies. Staff reached this conclusion because the results do not appear to be reasonable and are not consistent with other data sources.

Andy Porter noted that the finding that the current NAEP assessments are not well aligned to the requirements of the job training programs seems entirely likely. He noted that a good assessment of college preparedness would not necessarily be a good assessment of job training preparedness. Mr. Easton questioned whether the assessment developed for the Program for International Student Assessment (PISA) would likely be a better measure of student preparedness for job training programs than NAEP.

Additional research is underway to produce more information regarding the outcomes of the judgmental standard studies. WestEd and the Educational Policy Improvement Center (EPIC) are conducting this research for the Governing Board to delineate the knowledge, skills, and abilities in mathematics and reading required for students entering these job training programs and how these compare to the knowledge, skills, and abilities (KSAs) assessed by grade 12 NAEP. Materials are being collected for courses taken by students entering the job training programs included in the studies—approximately 20 job training programs for each of the five occupational areas and for each subject: course syllabi, tests, assignments during the early part of the course, and text books are being examined to compare to the NAEP assessment objectives, items that represent “preparedness” at the cut scores, and the descriptions used to set the cut scores for academic preparedness in the job training programs for each occupational area. The same types

of materials will be collected from a course taken at completion of the job training program to develop descriptions of the mathematics and reading skills required by students completing the programs. Ms. Loomis shared data from only two job training programs in the automotive master technician occupational area for which the first set of analysis has been completed. Based on comparisons of course components for those two programs relative to 12<sup>th</sup> grade NAEP framework components, about three-fourths of the KSAs included in the NAEP objectives for the grade 12 mathematics assessment are absent from the course materials for the two programs. For reading, however, slightly over half of the 12<sup>th</sup> grade framework objectives are represented by KSAs included in the beginning courses for these two programs.

In response to Terry Holliday's question about why Kentucky would want to participate in grade 12 NAEP when they already have data on ACT and WorkKeys performance for their students, Andy Porter responded that NAEP is a nationally representative test that provides the opportunity to compare performance of KY students to that of students in other states. The ACT data do not provide this. Andy also noted that having more than one definition of preparedness is helpful, so KY would benefit from data about both ACT and NAEP benchmarks.

Mr. Fabrizio reminded COSDAM that all of the results across all the studies need to be considered together.

3. Survey of Placement Tests and Scores in Higher Education: Ray Fields noted that the results of the survey are still being verified, but he did provide some details on the response rates by types of institutions, in addition to the 86% overall response rate. He reported that 91% of the 4-year public institutions in the sample responded, and 89% of the 2-year public institutions responded. Rates were a bit lower for private 4-year institutions (86%) and 2-year private institutions (76%). Final results will be available for consideration by the Technical Advisors for 12<sup>th</sup> Grade Preparedness Research at the April 5, 2012 meeting, and by COSDAM in May 2012.

4. Reporting Results of Preparedness Research for 2009 NAEP: Ms. Loomis reviewed plans for reporting results in two separate reports—a “public report” of about 40 pages directed to a general audience and giving the overall findings; and a “technical report” including far more detail and linking readers to source documents reporting on each of the research. Both reports will be available as on-line documents and the public report will be available in print.

Governing Board staff will produce a report in the form of a validity framework including statements of findings and the evidence in support of those findings ranging from the general to the specific findings. This document will be presented to the Technical Advisors for Grade 12 NAEP Preparedness Research in their April 5, 2012 meeting and to other NAEP technical advisory groups and others with interest in NAEP preparedness research. These reviews will be collected for reporting to COSDAM in May 2012.

Mr. Fields raised the issue of consequential validity and asked how the fact that there are no individual student scores involved in our reporting might impact the decisions on what to report. This led to more discussion about the findings and how to report them.

In response to a hypothetical statement by John Easton that the Board would ultimately be setting policy on preparedness, Mr. Fields noted that this research is not necessarily aimed at setting a

standard for academic preparedness. The results reported may not be expressed in the form of a “standard.” Mr. Easton suggested that this research would be used as a resource for Board policy.

Mr. Easton cautioned that the advice of the Technical Advisors should not be considered as “conclusive” because the Board needs to consider recommendations from various sources. Committee members agreed that this is an important point for staff to consider when interacting with the advisory groups.

Ms. Loomis and Mr. Fields will work to frame the preparedness statements and evidence in support of those statements and to have them vetted so the results of this process are ready to report to COSDAM in May 2012.

**CLOSED SESSION 11:30 a.m. – 12:15 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, Andy Porter, Fielding Rolston, and Leticia Van de Putte.

**Governing Board Staff:** Susan Loomis.

**Other Attendees:** NCES: Andrew Kolstad. AIR: George Bohrnstedt. ETS: Steve Lazer. Measured Progress: Luz Bay.

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 March 2, 2012 from 11:30 a.m. to 12:15 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 second field trial and the operational achievement levels-setting (ALS) study for the 2011 NAEP in writing by Luz Bay, Assistant Vice President for Client Services at Measured Progress and Project Director for the NAEP Writing Achievement Levels-Setting Process. Ms. Loomis, working with writing experts, had modified the achievement levels descriptions as a result of the findings from the pilot study and the comments of panelists in that study. The revised descriptions were tried out in a field trial conducted at Measured Progress offices in Dover, New Hampshire. Panelists for both grades 8 and 12 were recruited for the study—approximately 20 for each grade. Panelists were recruited from among the consultants who score assessments for Measured Progress. This role apparently impacted their judgments in this very scaled-back process lasting only one day, rather than four days. She noted additional modifications to the process that were implemented in the field trial to provide panelists more experience with student performances and scoring rubrics in the training stages of the process. The achievement levels descriptions were further modified, as a result of feedback from the panelists in the second field trial.

Apparently, the additional work on the achievement levels descriptions was effective, because panelists were generally pleased with the achievement levels descriptions. The results of the ALS study and a special study were reported to the Technical Advisory Committee on Standard Setting February 23-24, 2012, and they found the results to be well documented, technically sound, and reasonable with respect to other data on writing achievement levels.

Ms. Bay noted that the panelists for NAEP achievement levels-setting are always selected because of their outstanding accomplishments. For example, teachers have typically received awards for their teaching excellence. Ms. Bay stated that the panelists for the 2011 writing achievement levels-setting process were especially outstanding. She provided information on the publications by several panelists and noted other accomplishments of the outstanding panelists.

A study was conducted at the end of the achievement levels-setting panel meeting to provide a basis of comparing performance on the 2007 writing NAEP to the 2011 writing NAEP. For the study, 2011 achievement levels descriptions were used as the criteria for classifying student performance on the 2007 assessment into the levels of achievement.

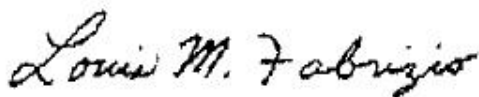
COSDAM was asked to consider how to represent student performance relative to the achievement levels. Ms. Loomis explained that the Board has considered selection of exemplar performances to be one of the major outcomes of the achievement levels-setting process. Panelists are asked to make recommendations regarding specific examples of student responses to represent performance at each level. The Technical Advisory Committee for Standard Setting had recommended criteria for selecting the examples, and selections were presented to COSDAM.

Luz Bay had prepared printed copies of the recommended exemplar performances. The recommendation is to represent performance at each achievement level with one student booklet judged by panelists to represent that level. This would result in one “booklet” of writing responses (2 tasks each) for each achievement level and grade—a total of 6 booklets (12 responses). Staff of the National Center for Education Statistics have expressed concern that this will require too much print space to report the exemplar performances. After considerable discussion, the conclusion was that the details of presenting this performance in the Nation’s Report Card can be resolved. COSDAM agreed that this is the preferred way to report performance relative to the achievement levels for Writing 2011 because it is consistent with the process for setting the writing achievement levels.

The Board is scheduled to take action on the 2011 Writing NAEP achievement levels at the May 2012 meeting in San Antonio.

The COSDAM meeting was opened at 12:15 p.m. at which time Mr. Fabrizio adjourned the meeting.

I certify the accuracy of this report.



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Lou Fabrizio, Chair

March 12, 2012

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Date

# **National Assessment Governing Board**

## **Reporting and Dissemination Committee**

### **Report of March 2, 2012**

**Attendees:** Committee Members – Acting Chair Mary Frances Taymans, David Alukonis, Sonny Perdue; Other Board Member – Board Chairman David Driscoll; Governing Board Staff – Executive Director Cornelia Orr, Larry Feinberg, and Stephaan Harris; NCES – Associate Commissioner Peggy Carr, Arnold Goldstein, and Brenda Wolff; CCSSO-NAGB Policy Task Force – Joel Thornton; ETS – Donnell Butler and David Freund; Reingold – Amy Buckley; HagerSharp – Lisa Jacques and Debra Silimeo; HumRRO – Steve Sellman; AIR – Cadelle Hemphill and Fran Stancavage; Westat – Dianne Walsh and Marcie Hickman.

#### **1. Expert Panel Report on NAEP Background Questions**

The Committee heard from Marshall S. Smith, chairman of the expert panel appointed by the Board to recommend improvements in the NAEP background questions and how they might be better used in NAEP reporting.

Over the past 25 years the National Assessment has asked hundreds of background or noncognitive questions of the students, teachers, and schools in its samples. These are meant to enrich the reporting of NAEP's academic results, but for more than a decade little use has been made of them in NAEP reports.

Smith said the six-member panel believes the background questions are “a potentially critical national information resource” that is “largely underused.” The panel said the background questionnaires could be used to describe school and home resources that support learning; track implementation of policy initiatives, such as the Common Core State Standards; and identify factors associated with high-performing and high-growth states and urban districts. The panel said this effort “would parallel the extensive reporting of background factors in PISA (Program for International Student Assessment) and TIMSS (Trends in International Student Assessment)” that have had considerable impact in recent years.

Smith said the panel also recommended that the Governing Board establish a separate standing committee to review all background questions and plans to improve their use. Currently, consideration of NAEP background questions is divided between the Assessment Development Committee, which handles subject-specific questions, and the Reporting and Dissemination Committee, which reviews the general interest questions about students, teachers, and schools.

Other specific recommendations from the expert panel include:

- Redesign the background questionnaires around coherent clusters of questions in high-priority areas.
- Improve the variables that describe socio-economic status.
- Rotate questions in different years, divide assessment samples, and lengthen questionnaires to obtain richer data.
- Include some questions from PISA and TIMSS to provide international comparisons.
- Use data in analytical reports that focus on key education issues, such as implementation of the Common Core, teacher evaluations, and online learning.

Committee member Sonny Perdue expressed particular interest in the panel's recommendation that the background questionnaires include some items about student motivation and out-of-school learning as factors with substantial impact on academic achievement. He also expressed interest in a suggestion by Mr. Smith that NAEP might conduct regular assessments of students in kindergarten or first grade that would show the wide differences among children entering school.

**Members discussed what the next steps should be in the Board's consideration of the expert panel report. The Committee asked NCES to comment on the panel recommendations. Board staff is requested to obtain comment from interested organizations and the public. The Committee would also like to receive staff recommendations on which specific points it believes the Board should endorse with priorities and an implementation plan to be discussed at the next Governing Board meeting in May 2012. Members believe it would be a good idea for the Reporting and Dissemination Committee to meet jointly in May with the Assessment Development Committee to consider the expert panel report.**

## **2. Implementation of Making a Difference Initiatives: Speaker's Tool Kit, Presentation for Parents, and Focused Reports**

Amy Buckley, of Reingold, the Board's communications contractor, discussed the work performed thus far in developing NAEP and Board-related materials for parents and parent groups and a speaker's tool kit for Board members to use in presentations to promote NAEP and Board activities.

The Board conducted an outreach event in August 2011 to provide information about the Ad Hoc Committee on NAEP Parent Engagement. Since then draft materials have been developed to reach parents and parent groups. These include a PowerPoint presentation about NAEP that can be customized for local presentations; state and urban district assessment profiles that focus on student achievement and incorporate related data, such as high school and college completion rates; and a targeted web page for parents on the Board website.

Ms. Buckley said the Board has been soliciting input from parent groups and others involved in developing education data messages for a parent audience. Beginning in February and continuing into the spring, the Board is sponsoring several meetings to solicit feedback from parent groups on how to present information that has impact and is actionable, giving parents a call to action based on NAEP findings. Last month Reingold arranged two sessions with groups assembled through the PTA and the Public Education Network. Another planned session will focus on Hispanic parents for whom Spanish-language materials may be prepared. In the past, Ms. Buckley said, NAEP has usually been promoted to a broad public audience. She said targeting particular groups may have more impact.

Committee member David Alukonis said even though it would be desirable to increase the use and impact of NAEP among both parent groups and local and state policy-makers, there are sometimes barriers between these two constituencies. Thus, the Board needs to present hard-hitting information that will resonate with parents.

Ms. Buckley said that the speaker's toolkit, a prominent suggestion in the communications plan approved by the Board, will consist of a presentation template on NAEP that Board members can adapt depending on where they speak. The Board Vice Chair, Sister Mary Frances Taymans, who was serving as acting chair of the Reporting and Dissemination Committee, noted that member Shannon Garrison had made a very well-received presentation at a social studies conference last fall. She said members of the audience were surprised at the wide range of data and released test questions that are available from NAEP.

Acting Chair Taymans sought the views of Committee members on what would be appropriate to ask current and former Board members about their availability to present to various groups on NAEP. Mr. Alukonis suggested a formal survey. **The Committee requested staff to survey Governing Board members and alumni before the May meeting about organizations and conferences to which they have connections that might be interested in hearing presentations about NAEP. Members will be asked whether they would be willing to make presentations themselves.**

Arnold Goldstein, of NCES, discussed a list of 11 fairly brief focused reports that NCES issued during the 1990s on particular aspects of NAEP. In addition, he said several longer reports were prepared about different topics in mathematics education. He said the focused reports were discontinued when the frequency and scale of state-NAEP increased after 2000, but NCES now has plans to revive them. Three focused reports will be issued during the next few months. The topics are: results of NAEP social studies assessments in U.S. history, civics, and geography; Simpson's paradox in which subgroups improve but overall scores are unchanged because the proportion of students in low-scoring groups has increased; and 12<sup>th</sup> grade NAEP participation and engagement.

Larry Feinberg, of the NAGB staff, noted that preparing NAEP reports that focus on important education issues was a major recommendation of the Expert Panel on

NAEP Background Questions. A list of possible topics was included in the briefing materials for the Committee meeting. Executive Director Cornelia Orr said one topic of considerable current interest might be a report on 21<sup>st</sup> century skills, using NAEP released questions with performance data that illustrate widely-desired competencies in communication, collaboration, creativity, and critical thinking. Gov. Perdue said it would be valuable to have a report focusing on learning outside of school, including after-school activities and at home.

**Members will be asked to consider topics for focused reports in preparation for the May Committee meeting at which time a priority list of such reports will be recommended for Board consideration. Some of these special reports might be funded and issued by the Governing Board itself.**

### **3. Private School Participation and Reporting**

Arnold Goldstein, of NCES, briefed the Committee on private school participation in the 2011 NAEP. In both fourth and eighth grades school participation rates exceeded the 70 percent required for NAEP reporting for private schools overall and for three categories of private schools—Catholic, Conservative Christian, and Lutheran. But participation rates in the “other private” category were just 42 percent at grade 4 and 46 percent at grade 8. As a result, no data were published for this group, which includes independent private schools that often have been reluctant to participate in NAEP. Private schools have been part of national NAEP since the assessment began in 1969.

Mr. Goldstein noted that, according to new NCES figures, enrollment in all types of private schools fell from 2007 to 2009. The decline overall was 7 percent to about 4.7 million students. Over the past 20 years student enrollment has dropped by about 24 percent in Catholic schools and 19 percent in Lutheran schools, but has risen in the three other large categories: Non-sectarian, Conservative Christian, and Other Religious (not Conservative Christian, Catholic, or Lutheran). Catholic schools accounted for 44 percent of private school enrollment in 2009 compared to almost 55 percent 20 years earlier. Over the past two decades the proportion of U.S. elementary and secondary students attending private schools has decreased from 11 to 9 percent.

Students in all categories of private schools reported by NAEP continue to score higher than those in public school. Limited information on private school results is included in the NAEP Report Cards. Even though complete data are available through the NAEP Data Explorer on the web, NAEP has not published a separate report on private schools since the 2005 assessment. A brief summary report on private schools is distributed to schools in the NAEP sample.

Mr. Goldstein said there will be no special oversampling of private schools in the 2013 NAEP. This would permit results to be reported for private schools overall and for Catholic schools, but not for any other category of private schools.

**Committee members said a separate NAEP report on private schools should be considered after all 2011 results are released.**

#### **4. Review of Recent NAEP Release: TUDA 2011**

Stephaan Harris, of the NAGB staff, discussed the release of the 2011 NAEP Mathematics and Reading reports for the Trial Urban District Assessment (TUDA). The release took place on December 7, 2011 at City Springs Elementary/Middle School in Baltimore, with a panel that included Board members Andrés Alonso and Tonya Miles; NCES Commissioner Jack Buckley; and Council of the Great City Schools Executive Director Michael Casserly. The TUDA results received substantial media coverage.

Ms. Buckley, of Reingold Communications, said there were 315 participants in the event either in person or through the live webcast. Twenty-six stakeholder groups promoted the event beforehand on their websites or through social media. She said the reports received news coverage in 258 print, broadcast and online media stories with 117 local news stories in TUDA districts. The Board press release on TUDA results was used online nearly 240 times. Ms. Buckley said 70 reporters in 19 urban districts, received access to embargoed materials in advance of the release. Some 26 journalists participated in a conference call before the release in which embargoed data were discussed.

Ms. Buckley said the majority of event participants were from education groups and state and local education departments. Mr. Harris said there was an embargo breach by the Christian Science Monitor as a result of an unintentional error. He said the reporter writing the story finished it a day before the official release and told her editor about the embargo. The release time was included in the actual story. However, a morning editor did not pay attention to the embargo notice and posted the story on the Monitor's web site about an hour before the 10 a.m. release. The reporter apologized and wrote a letter to Cornelia Orr and Jack Buckley, explaining the mistake. Ms. Orr said the reporter would be allowed access to embargoed NAEP data in the future but would be removed from the distribution list if another breach occurred.

Ms. Buckley said Reingold and the Board need to develop ways to increase the interest of higher education and business in NAEP reports, since participation in the releases by persons in those categories has been slight. Acting Chair Taymans said special efforts should be made to target these groups. In response to a question by Gov. Perdue on how the Board reaches out to business, Mr. Harris said chambers of commerce, business roundtables, and corporations are on the database lists for advisories about new NAEP reports. Ms. Buckley said business groups are among those selected for follow-up phone calls and e-mails requesting social media and website promotion of the release event. Ms. Orr said business leaders are invited to the outreach events before each Board meeting. She said business is a critical group for NAEP, and would be a key audience for the upcoming Board report on 12<sup>th</sup> grade preparedness.

Mr. Harris said Reingold is assisting the Board in planning a webinar on TUDA results that will focus on how urban districts are preparing for the Common Core State Standards and how NAEP data can be a useful resource in doing so. He said the webinar would be held in late March or April. It will include Mr. Casserly, an NCES representative, and the superintendents or other leaders of two TUDA districts – Chicago and Albuquerque, NM.

## **5. Projected Schedule for Future NAEP Reports**

Mr. Goldstein discussed the list of NAEP reports and related NCES publications planned for release during 2012. He said the report linking 8<sup>th</sup> grade NAEP to the 2011 mathematics and science results for TIMSS (Trends in International Mathematics and Science Study) would be ready in December even though essential data are not expected until July or August, creating a tight timeline. He added that a revised draft of the Mega-States report will be available for Board review in April or May and should be ready for release in July.

## **6. Release Plan for NAEP 2011 Science Report Card**

Mr. Harris reviewed a release plan prepared by Board staff for the NAEP 2011 Science Report Card, which is expected to be released in April or May. The plan proposed a release over the Internet via webinar with pre-release briefings for Congressional staff. Embargoed access would be offered to journalists and officials of the Council of Chief State School Officers and the National Governors' Association. There would be follow-up activities in-person and online to science and education stakeholders to extend the life of the report.

Vice Chair Taymans requested Reingold to look into the cost and logistics of making the Internet release more visual and interactive. Ms. Buckley will provide this information to the Board staff.

**ACTION: Committee members recommended the release plan for the 2011 NAEP Science Report Card be presented to the full Board for approval, as appended in Attachment A.**

## **7. Policy on NAEP Testing and Reporting on Students with Disabilities and English-Language Learners**

Mr. Goldstein, of NCES, updated the Committee on actions taken to implement the policy on NAEP testing and reporting on students with disabilities (SD) and English language learners (ELL) that was adopted by the Board in March 2010. The reporting phase is being implemented in the Report Cards for the 2011 assessments. Also, additional efforts were made in 2011 to increase inclusion. Overall exclusion rates reached record lows, although variations among states and urban districts continued.

The new rules for testing SD and ELL students will be introduced in 2013. In preparation, pilot tests of the new decision trees are being conducted in 2012. Also, special studies have been conducted on offering only calculator-active booklets to SD students who use calculators on state mathematics tests and on special test booklets targeting lower proficiency levels.

Mr. Goldstein said offering only calculator-active booklets had just a slight impact on exclusion rates but raised serious technical and logistical concerns. He said the

targeted booklets, called KaSA (Knowledge and Skills Appropriate), did provide better measurement of students at the lower end of the performance distribution. He said these booklets will be used as part of another research study in 2013 to examine the impact on trends, but not in the operational assessment.

Committee members briefly discussed a letter from Florida Education Commissioner Gerard Robinson requesting further action because of the continued differences in SD and ELL inclusion rates in the states and districts participating in NAEP. Mr. Robinson proposed that the Board's SD and ELL participation goals be turned into standards for reporting. Members said the issue would be discussed further during the next Committee meeting in May.

I certify the accuracy of these minutes.



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Mary Frances Taymans, Acting Chair

3-23-12

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Date

**NATIONAL ASSESSMENT GOVERNING BOARD  
RELEASE PLAN FOR  
NAEP SCIENCE 2011 REPORT**

***The Nation's Report Card in Science 2011***

The Nation's Report Card in Science 2011 will be released to the general public in April or May 2012. Following review and approval of the report's results, the release will be arranged as an online, interactive webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and a science education expert. Full accompanying data will be posted on the Internet at the scheduled time of release.

The Report Card presents results of the National Assessment of Educational Progress (NAEP) from a representative sample of about 122,000 8th graders at the national and state levels. Results will be reported in terms of scale scores and the percentage of students at or above achievement levels. In addition to results for the nation as a whole, the report will include national and state level NAEP results for various demographic groups. Information about the Science Framework will be included, along with examples of questions and student responses.

This assessment was purposely scheduled for 2011 so that the data could be linked with the Trends in International Mathematics and Science Study (TIMSS) that was also administered in 2011. The NAEP-TIMSS linking report will be issued following release of the international TIMSS results in December 2012.

**DATE AND LOCATION**

The release event for media and the public will occur in April or May 2012. The exact date and location will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

**EVENT FORMAT**

- Introductions and opening statement by a member of the National Assessment Governing Board

- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by a science education expert
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website.

## **EMBARGOED ACTIVITIES BEFORE RELEASE**

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings to U.S. Congressional staff in Washington, DC. Representatives of governors, state education agencies, and appropriate media will have access to a special website with embargoed data after signing the Governing Board's embargo agreement.

## **REPORT RELEASE**

The Commissioner of Education Statistics will publicly release the report on the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and various other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, publications and related materials will be posted on the Board's web site at [www.nagb.org](http://www.nagb.org). The site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

## **ACTIVITIES AFTER THE RELEASE**

The Governing Board's communications contractor, Reingold-Ogilvy, will work with Board staff to coordinate an in-person or online event designed to extend the life of the NAEP Science results by featuring current topics that would be of great interest and relevance to stakeholders. The event will be designed for organizations, officials, and individuals in the fields of education and policy who have an interest in science education and assessment.

# **National Assessment Governing Board**

## **Partially Closed Session**

### **Report of March 2, 2012**

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 March 2, 2012 from 12:15 p.m. to 1:30 p.m. to receive a briefing on the Hands-On and Interactive Computer Tasks from the 2009 National Assessment of Educational Progress (NAEP) Science Assessment..

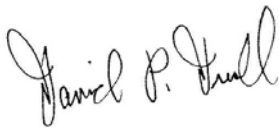
Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided background information on the science tasks. She noted that the tasks involved both real and simulated scientific experiments. Ms. Carr described the sample and stated that results were available at the national level only.

Ms. Carr reported that student performance was reported as percentage correct on individual tasks and percentage correct for all students across multiple tasks. She highlighted sample tasks at grades 4, 8, and 12 and summarized key discoveries at grades 4 and 12.

Results by overall student performance on the Interactive Computer Tasks and the Hands-On Tasks were also highlighted. Ms. Carr reported that score gaps were reported by ethnicity, gender and eligibility for the National Student Lunch Program.

Ms. Carr concluded the briefing by sharing student and coordinator feedback on the science tasks.

I certify the accuracy of these minutes.



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David Driscoll, Chairman

March 25, 2012  
Date

# National Assessment Governing Board

## Nominations Committee (Closed Session)

### Report of March 3, 2012

**Attendees:** David Alukonis (Chair), Alan Friedman, Doris Hicks, Hector Ibarra, Tonya Miles, Susan Pimentel, Andrew Porter, Mary Frances Taymans; Other Board members – Cary Sneider; Board staff – Cornelia Orr, 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 March 3, 2012 from 7:30 to 8:15 a.m.

Nominations Committee Chair David Alukonis called the meeting to order and provided an overview of the meeting agenda. Mr. Alukonis thanked members of the Nominations Committee for reviewing the large number of letters and resumes during the last several months. Mr. Alukonis also expressed appreciation to Governing Board staff for supporting the work of the Committee.

For Board terms beginning on October 1, 2012 there are openings in five categories:

1. General public representative
2. State legislator (Republican)
3. Testing and measurement expert
4. Local school board member
5. Non-public administrator/policymaker

The Governor (Republican) position is also open for 2012 and Board staff have worked with the National Governors Association to seek a nominee in this category.

In February, the Nominations Committee held a teleconference to begin its review and discussion of the large pool of nominees for this cycle. Following additional discussion, the Nominations Committee recommended a slate of finalists for each category. This information will be provided to the full Board for action at the Board's closed session on March 3, 2012. Pending Board approval, the slate of finalists will be delivered to Secretary Arne Duncan in April 2012. The Committee discussed the high quality and diversity of nominations received for 2012 and offered recommendations for enhancements to the 2013 Nominations cycle.

**ACTION: The Nominations Committee recommends the slate of 2012 finalists to the Governing Board for approval at the March 3, 2012 meeting.**

I certify the accuracy of these minutes.



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David Alukonis, Chair

03/07/2012

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Date