

# National Assessment Governing Board Assessment Development Committee

**August 2-3, 2012**

## **AGENDA**

<b>Thursday, August 2, 2012</b>		
9:00 am – 3:30 pm	<p><b>Closed Session</b>  <b>ACTION:</b> Review of Secure NAEP Technology and Engineering Literacy (TEL) Tasks and Items  <i>Lonnie Smith, ETS</i>  <i>Committee Discussion</i></p>	Secure material provided under separate cover
3:30 – 4:00 pm	<p><b>Open Session</b>            Discussion of NAEP Preparedness Reporting  <i>Mary Crovo, Governing Board Staff</i></p>	Material provided under separate cover
<b>Friday, August 3, 2012</b>		
10:00 – 11:00 am	<p>NAEP Background Questions—Follow-up to Expert Panel Recommendations  <b>Joint Meeting with Reporting and Dissemination Committee</b>  <i>Larry Feinberg , Governing Board Staff</i>  <i>Mary Crovo</i></p>	See Reporting and Dissemination Committee Materials, Attachment A
11:00 – 11:45 am	<p><b>Closed Session</b>            NAEP Mathematics Special Study: Knowledge and Skills Appropriate Study (KaSA)  <i>Gloria Dion, ETS</i></p>	Attachment A
11:45 am – 12:30 pm	<p><b>Closed Session</b>            2011 NAEP Grade 4 Computer-Based Writing Pilot: Preliminary Results and Lessons Learned  <i>Holly Spurlock, NCES</i></p>	Attachment B
Information Item	NAEP Item Review Schedule	Attachment C



## **Knowledge and Skills Accessible Study (KaSA)**

The range of performance levels that must be assessed and reported by NAEP has expanded considerably in recent years, especially with the introduction of the Trial Urban District Assessment as well as the focus on the NAEP Mathematics assessment of Puerto Rico in grades 4 and 8. Attempts to administer and report on the operational item pool in Puerto have proven to be challenging, particularly given the misalignment of the NAEP Mathematics instrument for student groups with abilities near the lower end of the ability scale. To address this issue, NCES developed the Knowledge and Skills Accessible (KaSA) study with the goals of measuring low performing groups with reasonable accuracy and reporting results from Puerto Rico on the NAEP scale. Note that the desire to better measure low performing groups is a more general goal, beyond Puerto Rico.

As part of the study, KaSA items were developed to address a targeted subset of the NAEP Mathematics Framework, based on the appropriateness of subtopics and objectives. The KaSA items were then translated into Puerto Rican Spanish for administration to a representative sample of public school students in Puerto Rico in 2011. As the goal of the study was to report average scores for Puerto Rico on the main NAEP Mathematics scale, newly developed blocks of KaSA items were spiraled with regular operational blocks. To further strengthen the desired link between KaSA and the main assessment, as well as to investigate other potential uses of KaSA items outside of Puerto Rico, a special national U.S. sample also took the KaSA blocks along with regular operational blocks.

The presentation will discuss the purpose and design of the 2011 KaSA study, review the approach to item development, and look at preliminary results.

### *Study Implications*

The development of KaSA and similar efforts serve the goal of enabling NAEP instruments to measure a wider range of abilities accurately and to provide exemplars of what students typically know and can do at various levels of the lower end of the performance scale.



## Update on NAEP 2012 Grade 4 Writing Pilot

NAEP conducted its first Writing Computer-Based Assessment (WCBA) with nationally representative samples of 8<sup>th</sup> and 12<sup>th</sup> grade students in 2011. This was followed by a pilot test for NAEP's first WCBA with national samples of 4<sup>th</sup> grade students in 2012. The WCBA was designed to measure students' ability to write using word processing software with commonly available tools on a computer. The assessment incorporated a short tutorial followed by two writing prompts and a background questionnaire. The 2011 assessment was based on the Governing Board's new 2011 NAEP Writing Framework.

This presentation will examine student performance results from the 2012 grade 4 WCBA pilot. It will also examine the two broad types of student actions that were collected during the WCBA administration: 1) those that pertain to how students dealt with the writing interface; and 2) those that pertain to the actions students took in composing written responses in a word processing environment on a computer.

A range of data will be presented in the closed session, including:

- 2012 score distributions of 4<sup>th</sup> grade students;
- data pertaining to 4<sup>th</sup> grade students' on-task behavior in relation to answering writing prompts;
- frequency of using word processing tools and system tools by 4<sup>th</sup> grade students; and
- field observations from the grade 4 WCBA administration.

**Assessment Development Committee**  
**Item Review Schedule**  
**June 2012 – December 2012**  
*(Updated 7/13/12)*

Review Package to Board	Board Comments to NCES	Background/ Cognitive	Review Task	Approx Number Items	Status
April 12	April 25	Background	2013 Operational Reading & Mathematics (12)	215 items (4 blocks)	✓
April 25	May 8	Background	2014 Technology & Engineering Literacy (TEL) (8)	<60 items (275 with all subitems)	✓
May 3	May 24	Cognitive	2014 Technology & Engineering Literacy (TEL) (8)	21 tasks (pre-clearance)	✓
May 29	June 19	Cognitive	2015 Pilot Mathematics (4, 8)	200 items (12 blocks)	✓
June 26	July 11	Background	2015 Science	88 items (351 with all subitems)	✓
July 5	July 25	Cognitive	2015 Pilot Reading (4, 8)	250 items (12 blocks)	✓
July 19	August 9	Cognitive	2014 Technology and Engineering Literacy (TEL) (8)	21 Tasks, 175 items	Review at August Board Meeting
July 19	August 8	Cognitive	2013 Operational Mathematics (12)	54 items (4 blocks)	
July 19	August 8	Cognitive	2013 Operational Reading (12)	30 items (3 blocks)	
November (TBD)	December (TBD)	Cognitive	2015 Pilot Science (4,8,12)	Approximately 320 items	

✓ Completed