

National Assessment Governing Board
Meeting of November 30 – December 1, 2012
Washington, DC

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Susan Pimentel, Vice Chair
Andrés Alonso
Lou Fabrizio
Anitere Flores
Alan Friedman
Rebecca Gagnon
Shannon Garrison
Doris Hicks
Andrew Ho
Terry Holliday
Brent Houston
Hector Ibarra
Thomas Luna
Terry Mazany
Tonya Miles
Dale Nowlin
Joseph O’Keefe
James Popham
Fielding Rolston
Cary Sneider
Blair Taylor

John Easton (ex-officio)

National Assessment Governing Board Members Absent

Leticia Van de Putte

National Assessment Governing Board Staff

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

National Center for Education Statistics (NCES) Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Gina Broxterman
Janis Brown
Samantha Burg
Jing Chen
Jamie Deaton
Pat Etienne
Angela Glymph
Arnold Goldstein
Eunice Greer
Elvira Germino Hausken
Dana Kelly
Andy Kolstad
Kashka Kubzdela
Dan McGrath
Taslina Rahman
Emmanuel Sikali
Holly Spurlock
Bill Tirre
Suzanne Triplett
Ebony Walton
Bill Ward
Gray Wilburn
Bobbi Woods

American Institutes for Research (AIR) Staff

Kim Gattis
Cadelle Hemphill
Teresa Neidorf
Gary Phillips
Sharyn Rosenberg
Fran Stancavage

CRP, Inc.

Shamai Carter
Sondra Gaines
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS) Staff

Jay Campbell
Amy Dresher
Andy Latham
Steve Lazer
Andreas Oranje
Greg Vafis

Fulcrum IT

Saira Brenner
Jud Cole
Scott Ferguson
Teagan O'Bar
Lori Rokus
Michael Scharf

Hager Sharp

Jo Anne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Lauress Wise
Steve Sellman
Sheila Schultz

Pearson Educational Measurement

Connie Smith
Brad Thayer

Reingold

Amy Buckley
Valerie Marrapodi

Westat

Chris Averett
Shep Roey
Keith Rust
Dianne Walsh

Widmeyer Communications

Neby Ejigu

Attending Speakers

Deborah Sigman, Council of Chief State School Officers (CCSSO)/NAGB Policy Task Force
Vice Chair and Deputy Superintendent, California Department of Education
Marcella Goodridge-Keiller, Office of the General Counsel

Others/Attendees

Bob Franklin
Heather Koons, MetaMetrics
Mark Partridge, Optimal Solutions Group
Robin Marion, Optimal Solutions Group
John Melnicki, Harbor Lane Associates
Larry Snowwhite, McGraw-Hill Education
Kirsten Taylor, CCSSO
Terry Vendlinski, SRI
Lisa Ward

Call to Order

The November 30, 2012, session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:32 a.m.

Approval of the Agenda and the August 2012 Board Meeting Minutes

Chairman David Driscoll reviewed the December 2012 Board agenda and requested a motion for approval. Susan Pimentel moved for Board approval. The motion was seconded by Shannon Garrison and passed unanimously.

Mr. Driscoll noted that the August 2012 Board meeting minutes were circulated to members for review. He requested a motion for approval of the minutes. A motion was made by Lou Fabrizio to approve the August 2012 Board meeting minutes. The motion was seconded by Alan Friedman and passed unanimously.

Remarks from New Board Members

Chairman Driscoll welcomed new Board members and asked each member to provide remarks.

Rebecca Gagnon stated that she is from Minneapolis, Minnesota and currently serves on the Minneapolis School Board. She is the mother of three children who attend public schools in Minneapolis. Ms. Gagnon remarked that the inequality in the Minneapolis school system sparked her interest and passion for education policy in Minneapolis. Ms. Gagnon stated that the city's highest achieving and lowest achieving schools are located within two miles of each other. She also noted that the state has a very large achievement gap. Ms. Gagnon said she looks forward to engaging in discussions on policy issues at the national level.

Terry Mazany stated that he is President and CEO of the Chicago Community Trust, a 98 year-old community foundation with assets of \$1.8 billion dollars, of which a substantial amount is invested in improving public education in Metropolitan Chicago. Mr. Mazany noted that former Mayor of Chicago, Richard Daley, asked him to provide leadership as interim CEO of Chicago Public Schools after Mayor Daley announced that he would not seek reelection as mayor. The Chicago Community Trust supported the appointment as part of its civic responsibility to the city. Mr. Mazany served on the Chicago Public Schools strategic planning committee when Secretary Arne Duncan led that school system. Mr. Mazany noted that his other experience includes working as Associate Superintendent for Curriculum and Instruction for Oakland Public Schools, as well as working with Detroit Public Schools and the California Leadership Academy. Mr. Mazany closed by saying he welcomes the opportunity to contribute to the vital work of the Governing Board.

Andrew Ho reported that he is an Assistant Professor at Harvard University Graduate School of Education and that he has been involved with NAEP for many years. His doctoral dissertation advisor at Stanford University was former Board member, Edward Haertel. Mr. Ho explained that his dissertation examined state test score trends in comparison to NAEP trends. Mr. Ho also received an IES grant to conduct secondary analysis of NAEP data. He added that his general interest lies in accountability metrics. He recently participated on a panel and series of discussions on the Future of NAEP for NCES. Mr. Ho stated that he looks forward to his work on the Board and taking NAEP into the future.

Joseph O'Keefe stated that he is a Professor at the Lynch School of Education at Boston College and he represents the private school community on the Board. Father O'Keefe stated that he started work at Boston College in 1991 and has served as dean and a faculty member. His current projects include research on faith based schools in the U.S. and their involvement with underserved populations. Father O'Keefe indicated he has also served on numerous boards, and that he is delighted to work with the Governing Board.

Mr. Driscoll announced that Anitere Flores was reappointed by Secretary Duncan to serve a second term on the Board in the category of Republican state legislator.

Executive Director's Report

Cornelia Orr, Executive Director of the Governing Board, reported on the following activities:

- The Executive Committee held its annual planning meeting on September 6, 2012 in Baltimore, Maryland.
- The 2011 NAEP Computer Based Writing release event was held on September 14, 2012. Governing Board Vice Chair Susan Pimentel, along with NAEP Writing Framework panelists Beverly Chin and Arthur Applebee participated in the release.
- A K-12 Science Assessment Workshop sponsored by the National Academies was held on September 16, 2012. Peggy Carr and Alan Friedman made presentations on the Governing Board's work on Technology and Engineering Literacy (TEL) Assessment, Science Interactive Computer Tasks (ICTs), and Hands-on Tasks (HOTs).
- Nominations to serve on the Governing Board closed on October 12, 2012 for terms beginning on October 1, 2013. A record number of nominations were submitted this year. The 2013 Board nominations are in four categories: elementary school principal, testing and measurement expert, Democratic state legislator, and two general public representatives.
- The joint meeting of the Council of Chief State School Officers (CCSSO) and NAGB Policy Task Force and the NAEP Business Policy Task Force was rescheduled from October 29, 2012 to January 8, 2013 due to super storm Sandy. The Task Forces will provide input on various issues including preparedness, NAEP background information, the TEL assessment, and other topics. Their recommendations will be shared with the Board at the next quarterly meeting.
- The new Board Member Orientation was held on November 9, 2012 in Washington, DC. Rebecca Gagnon, Andrew Ho, Terry Mazany, and Joseph O'Keefe attended the one-day meeting, which included their swearing-in ceremony with Secretary Duncan. New members also received information on various Board policy issues and operations.

- Plans for the NAEP Parent Summit are underway. Governing Board staff is working with a producer to recruit and screen speakers and panelists for the one day event to take place in Washington, DC in the spring. The final date for the Summit will be announced soon.
- A presentation she made on 12th Grade Preparedness Research to the Education Information Management Advisory Consortium (EIMAC) Assessment Task Force. She also met with Department of Defense policy staff to discuss the Board's preparedness research work related to job training.
- Calls were made to states regarding Longitudinal Data Systems for preparedness work in 2013.
- The PARCC and Smarter Balanced Assessment Consortia have issued policy definitions about college and career readiness. The PARCC definition centers on what it means to be "successful," while the Smarter Balanced consortium defines knowledge and skill sets necessary to be ready for college.
- A NAEP Preparedness Symposium is scheduled to be held in Charleston, West Virginia on December 6, 2012.
- The NAEP Reading Vocabulary Report will be released on December 6, 2012. Board member Brent Houston and former Board member Francie Alexander will participate in the release. They will be joined by Margaret McKeown, a leading researcher in vocabulary assessment and instruction. Ms. McKeown has been involved in the Board's Reading Framework development and the NAEP reading committee.

Ms. Orr reported on the following Board operational items:

- Work is continuing on negotiating data sharing agreements with states for the 2013 preparedness research studies;
- Lease renegotiations are underway for a ten-year office lease of the Board staff offices at the current location on North Capitol Street N.W., Washington DC;
- Interviews are underway to fill the two vacant positions for Board staff– Assistant Director of Psychometrics and Contract Specialist;
- Planned procurements for 2013 include contract awards for the Board's communication needs and for the website work;
- The FY 2013 budget submission is on hold as we are operating under a continuing resolution, based on 2012 budget allocations. If the proposed budget passes, there may be a five to eight percent reduction in funding.

Chairman's Report

Chairman Driscoll remarked that the Board's work is becoming increasingly challenging. In addition to ongoing work and special initiatives, it is imperative for the Board to make a

difference for the nation's students and to have a major impact in closing the achievement gap. Mr. Driscoll stated that the Governing Board is at an interesting turning point in public education, which represents a great opportunity for the Board. The top down approach to policy making needs to be matched with involvement by those who are affected at the state and local levels. There is a high level of interest by many who want to solve the current problems in education, but to achieve success, stakeholders will need to collaborate and work as partners. Mr. Driscoll urged the Board to consider how its work can help the entire country come together and turn things around for the nation's students.

Mr. Driscoll stated that he looks forward to bringing back the "NAEP 101" series to the Saturday morning Board meeting agenda to provide a basic knowledge of NAEP topics.

National Center for Education Statistics (NCES) Update

Jack Buckley, Commissioner NCES provided an update on the following NCES activities:

- The 2011 NAEP Writing Report Card was released in September 2012. The writing assessment is administered at the national level. It represents NAEP's first operational computer-based assessment to measure grade 8 and 12 students' ability to write on a computer using commonly available word processing tools.
- Results for the International Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading and Literacy Study (PIRLs) will be released on December 11, 2012. The PIRLS study assesses grade 4 reading and compares performance of students across the nation and one state (Florida) to 60 countries worldwide. The TIMSS study compares performance of U.S. students in grades 4 and 8 in mathematics and science to a broad set of international competitors.
- The 2013 reading and mathematics NAEP data collection will sample students in grades 4 and 8 at the national and state levels, and in 21 Trial Urban Districts. Reading and mathematics are also being assessed in grade 12 at the national level and in 13 states that volunteered to participate in the grade 12 pilot. There is a 6-month reporting period for the grades 4 and 8 results.
- The Early Childhood Longitudinal Study follows 19,000 kindergartners through 5th grade and measures academic, social and physical development. The fall second grade data collection ends soon, and preparations are being made for the spring second grade testing. Once those students enter the sixth grade, the Middle Grades Longitudinal Study will begin to assess a nationally representative cohort of 6th grade students in 2016-2017.
- The NAEP-TIMSS Linking Study is a new study to project grade 8 mathematics and science TIMSS scores for all 50 states and the District of Columbia. A highlights report will be released in spring 2013, and the technical report will be released in summer 2013.

- The Pilot for the Technology and Engineering Literacy (TEL) will be conducted in 2013 in preparation for the operational assessment in 2014. A nationally representative sample of 8th graders will participate in the TEL pilot and operational administration of this completely computer-based assessment.
- The Integrated Postsecondary Education Data System (IPEDS) is a mandatory annual data collection from every Title IV College or University. Improvements in the data collection will allow better measurement of distance education.
- The National Adult Training and Education Survey (NATES) is part of the Household Education Survey Program, an effort that aids in measuring the President's 2020 college completion goal of one year of postsecondary education for all Americans.

Institute of Education Sciences (IES) Update

John Easton, Director of the Institute of Education Sciences (IES) provided an update on IES work.

Mr. Easton reported that an IES sponsored symposium was held on August 9, 2012 on value-added measures (VAMs), and measuring teacher effectiveness. Mr. Easton noted that the field of research in this area has expanded over the last few years. IES decided to bring together a diverse group of experts to provide input on this topic from various perspectives, and to determine how to pursue the most reliable and unbiased measure of teacher effectiveness. Each expert submitted a two-page brief summarizing the author's views on the most important research developments in the last five years. The briefs, which are available on the IES website, were used to form the agenda and frame the day-long discussion.

Mr. Easton highlighted the new IES research program called "Partnerships and Collaborations Focused on Problems of Practice and Policy." The program will combine two current research programs: Evaluation of State and Local Programs and Policies, and the Research-Practitioner Partnerships in Education Research with a new topic, Continuous Improvement Research in Education. The program represents a different approach in research for IES by looking at how to make systems work as a whole instead of in isolation, and formulating interventions that drive improvement based on careful measurement and experience.

Recess for Committee Meetings

The first session of the November 30, 2012 Board meeting recessed for committee meetings from 9:28 a.m. until 12:30 p.m.

Meeting Reconvened

Closed Session

NAEP/TIMSS Linking Study and the Mathematics Curriculum Study

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 November 30, 2012 from 12:15 p.m. to 1:45 p.m. to receive two briefings from the National Center for Education Statistics. The first briefing was on the National Assessment of Educational Progress (NAEP) on the Mathematics Curriculum Study and the second briefing was on the Trends in International Math and Science Study (TIMSS) linking study.

Mathematics Curriculum Study

Peggy Carr, Associate Commissioner, and Jack Buckley provided a briefing on embargoed results from the Mathematics Curriculum Study.

Ms. Carr reported that the Mathematics Curriculum Study explored the content and challenge of high school algebra and geometry courses from the 2005 NAEP High School Transcript Study. The study involved a review of transcripts from 17,800 graduates from 550 high schools, using over 120 Algebra 1, geometry and integrated mathematics textbooks.

Results will be reported by topics, levels, and scores. Study methods involved analyses of textbooks, courses, and student data. Ms. Carr highlighted results by curriculum topics and course level—beginner, intermediate and rigorous. She pointed out the limitations of the study, noting that the analysis was based on only public high school graduates and did not include private school students. The students who had taken algebra in middle school rather than high school—about 20 percent of the population—could not be included in the study of the high school algebra curriculum.

NAEP/TIMSS Linking Study

Jack Buckley, Commissioner, National Center for Education Statistics (NCES) provided an embargoed briefing on preliminary results of the TIMSS Linking Study.

Mr. Buckley stated that the study goal was to project TIMSS math and science scores for the U.S. states that participated in the NAEP 2011 assessments, so that states can compare their students' performance to the TIMSS performance of students in the more than 60 countries that participate in TIMSS. TIMSS does not have an ongoing state component, and it would be too costly to have every state participate in TIMSS.

Mr. Buckley described the study design in linking NAEP and TIMSS, both of which were administered at the national level. TIMSS was administered not only nationally, but also in nine states. In addition, a set of braided booklets was administered in NAEP and TIMSS testing windows at the national level. Mr. Buckley described the sample sizes for the study. He then highlighted the methodology for the analysis which used three approaches—calibration, statistical projection and statistical moderation. Study results were provided as projected 2011 mathematics and science average scores for nine states.

The study will provide an explanatory analysis of differences. Mr. Buckley highlighted the 2011 accommodation and exclusion rates for NAEP Math and Science and TIMSS mathematics and science. He also summarized the estimated scores using various adjustments for factors such as differences in accommodations and in racial/ethnic distributions between NAEP and TIMSS.

Mr. Buckley reported that the Highlights Report will be released in spring 2013 and the Technical Report will be released in summer 2013.

Open Session

The third session of November 30, 2012 Board meeting convened in open session at 2:08 p.m.

Annual Briefing from the Council of Chief State School Officers (CCSSO) and Governing Board Policy Task Force

Deborah Sigman, Vice Chair of the CCSSO Policy Task Force and Deputy Superintendent of Public Instruction for the California Department of Education, provided an update on the work of the Task Force.

Ms. Sigman stated that the role of the CCSSO Policy Task Force is to provide state input, feedback, and recommendations to the Governing Board on NAEP policy areas and issues. She added that the Task Force is composed of 12 state education agency leaders representing chiefs, deputy superintendents, state assessment directors, and public information officers. The diversity of the Task Force lends itself to lively and engaged discussions and differing perspectives on NAEP issues. The Task Force meets twice yearly in-person, and by Web-Ex four times per year. Task Force members also participate in various outreach activities.

Ms. Sigman highlighted the topics discussed over the past year and highlighted the following Task Force recommendations:

- **Grade 12 NAEP Preparedness Initiative** - The Governing Board should proceed with the release of the report on NAEP Preparedness. The Board is encouraged to be careful with the timing of the release, and make sure there is a solid communications strategy in place.

- **NAEP Background Questions** - the target audience for information from background questions and the intended uses of background questions should inform future directions for questionnaires.
- **Board Initiatives on Raising Achievement and Closing Gaps** - provide in-depth focus reports with objective analysis of topic areas that relate directly to NAEP achievement.
- **NAEP Schedule of Assessments** - focus on assessments where there is a great need and where NAEP can take the lead in innovative assessment design. Consider the type of data states are seeking and how NAEP can help provide that information.

Chairman Driscoll thanked Ms. Sigman for the Task Force's involvement and challenged the group to offer ways in which they can expand their role going forward, and provide input on issues that confront the Board.

Demonstration of Online Grade 12 Preparedness Technical Report and Plans for Future Research Studies

Cornelia Orr and Mary Crovo, Governing Board Executive Director and Deputy Executive Director, respectively, reported on the status of the online NAEP 12th Grade Academic Preparedness Technical Report and plans for future research studies.

Ms. Orr stated that NAEP is uniquely positioned to report on academic preparedness because it is the only test at 12th grade that includes a nationally representative sample, and NAEP legislation mandates the Board constantly focus on improving the form and use of NAEP.

Ms. Orr reported that the Governing Board has been working on the 12th grade preparedness initiative for a decade. The research agenda is rigorous, comprehensive, and methodical. Much of the work that is currently under review is preceded by work on revised frameworks and advice from a technical committee on the kinds of studies the Board should undertake. She added that the purpose of the research is to determine whether it is feasible to use grade 12 NAEP as a national and state indicator of academic preparedness. The Board does not presume that college and career readiness are the same thing.

Ms. Orr stated that over 30 interrelated studies were conducted in five research areas. The study types include the following:

- 1) Content Comparison
- 2) Statistical Relationships
- 3) Judgmental Standard Setting
- 4) Survey of Postsecondary Institutions, and
- 5) Benchmarking.

The collective information from the studies will contribute to informing the validity of the research on NAEP 12th grade preparedness. Ms. Orr reported that eleven states volunteered to participate to

learn how their students performed on 12th grade NAEP. Participating states include Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota and West Virginia.

Ms. Orr shared findings of the reading and mathematics academic preparedness research studies on NAEP-SAT linking. She reported that after reviewing the research and examining the best options for reporting, it was decided that the Board would release an online technical report. A website has been developed to release all of the technical reports. The website provides an overview of the Governing Board's work, describes the five study categories, contains an overview and summary of the findings in each category, and provides links to the final reports.

Mary Crovo demonstrated the features and navigation tools of the online Preparedness Technical Report. She explained that the website is primarily for the educational research and measurement community, state assessment staff, and others related to the Common Core Assessment Consortia. Ms. Crovo noted that the audience will expand going forward in 2013.

Ms. Crovo thanked Board members, NCES, and Widmeyer Communications staff who contributed to the preparation of the technical report and the website's development.

Board members shared comments on the web content and provided suggestions for improving the layout and usefulness of the site.

Ms. Orr discussed the following plans for data collection in 2013:

- Repeat the national linking studies with SAT and ACT
- Involve two more states – Tennessee and Michigan
- Conduct more longitudinal research
- Review course requirements for college
- Review the grade 12 Reading and Mathematics Frameworks for career relevance
- Conduct content alignment studies with Compass
- Pursue job training research
- Examine the trajectory for academic preparedness – grade 8 NAEP linkages to the ACT
- Explore exam using state longitudinal data

Ms. Orr stated that the overall conclusion of the Board's research is that it has been rigorous, comprehensive, methodically sound, and well documented. She added that the Board is cautiously optimistic about using NAEP to report on preparedness of 12th graders, but more evidence and state data are needed. The research suggests that NAEP content may not be well aligned with job training requirements.

Meeting Recess and Reconvened

The November 30, 2012 Board meeting recessed at 3:30 p.m. and reconvened at 3:49 p.m.

Annual Ethics Briefing for Governing Board Members

Marcella Goodridge-Keiller, of the Department of Education Office of the General Counsel, provided the annual ethics briefing to Governing Board members.

Ms. Goodridge-Keiller highlighted key sections from the *Ethics Primer* included in the Board briefing book. She asked Board members to review the material which summarizes ethics guidance for members. Ms. Goodridge-Keiller stated that Board members are classified as “special government employees” because they do not serve more than 130 days in a given year. Ethics rules and regulations apply to Board members in a limited manner due to their appointment terms.

Ms. Goodridge-Keiller highlighted rules pertaining to the federal conflict of interest statute and the standards of ethical conduct. Topics covered included fundraising, acceptance of gifts, lobbying congress, misuse of position, political activities, teaching and writing activities, speaking engagements, and interaction with foreign governments.

Following the presentation, Ms. Goodridge-Keiller answered questions from Board members. She concluded her presentation by encouraging members to contact her should they have questions or concerns on ethics related issues.

Meeting Recess

The November 30, 2012 Board meeting concluded at 4:18 p.m.

Meeting Reconvened

The December 1, 2012 Board meeting convened at 8:30 a.m.

Closed Session

Demonstration of Computer-Based Tasks for NAEP Technology and Engineering Literacy (TEL) Grade 8

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on December 1, 2012 from 8:30 a.m. to 10:00 a.m. to receive a demonstration of computer-based tasks and test materials for the NAEP 2014 Technology and Engineering Literacy (TEL) Assessment at grade 8. During this closed session, Board members were provided with specific test materials for review and discussion which are not available for release to the general public.

Board members Alan Friedman and Cary Snider provided a briefing on the development of the 2014 NAEP Technology and Engineering Literacy (TEL) Framework. William Ward of NCES and Lonnie Smith of ETS provided a demonstration of secure computer-based tasks for NAEP TEL grade 8 assessment.

Mr. Friedman provided an overview of the project. He explained that in the last decade the Board decided that a new assessment on technology and engineering literacy was needed to assess students' understanding of technology and engineering in everyday life. There has been the assumption that science in the school curriculum meant science, technology, and engineering. Mr. Friedman stated that there is a crucial distinction between the two, and the public needs to understand these topics. Mr. Friedman stated that the assessment was designed to cover a broad range of applicable content to assess what students know and can do with technology. WestEd served as the project lead in organizing the framework development process. Input was received from professional organizations, teachers, researchers, business representatives, policymakers and others on how to define technology and what is important for students to know. Framework panel members included those who worked and taught engineering and technology, policy makers, and business leaders. Over 2,000 people were involved in providing input in the development process.

The 2014 NAEP TEL Framework broadly defines technological and engineering literacy as the capacity to use, understand, and evaluate technology, as well as to understand technological principles and strategies needed to develop solutions and achieve goals. This Framework guided the development of the TEL assessment and defines what students should know and be able to do in the areas of technology and engineering literacy.

Cary Sneider, Co-chair of the TEL Framework Planning Committee described the framework development and item specifications process. He reported that the TEL framework was completed in 2010. Mr. Sneider stated that the project challenges stemmed from two major perspectives: those who emphasize technology as computers, and those who are interested in a wide range of technologies. To address these viewpoints, the framework was designed to cover three content areas for the assessment:

1. Information and Communication Technology
2. Design and Systems
3. Understanding Technology in Society

Additionally, the framework specifies three practice areas that students are expected to demonstrate when responding to test questions:

1. Understanding Technological Principles
2. Developing Solutions and Achieving Goals
3. Communicating and Collaboration

William Ward, NCES TEL task leader, provided an overview of the assessment design noting that the Framework broadly defines technology and engineering literacy. Mr. Ward shared a video produced by NCES that communicates and defines the TEL assessment for the general public, parents and teachers. Results from the TEL 2014 assessment will include the following:

- Overall composite score for TEL and the three TEL content areas;
- Scores for each TEL practice area; and
- Indirect measures targeting problem-solving processes as well as outcomes that will be used for expanded reporting.

To achieve the reporting goals, the assessment will include discrete items, multiple choice, short constructed response, and new selected response types such as drag and drop. Scenario-based tasks that model real world situations will comprise 80 percent of the total testing time. The TEL computer-based assessment will offer innovative and interactive assessment tools that use a wide variety of audio, video, and animation to help convey information to students.

Lonnie Smith of ETS demonstrated secure TEL tasks from the three content areas which illustrated the assessment's ability to test student's understanding and application of principles in different contexts. Mr. Smith reported that the entire assessment will be delivered via computer.

Board members engaged in a question and answer session with panel members.

Meeting Recess and Reconvened

The December 1, 2012 meeting recessed at 10:05 a.m. and reconvened in open session at 10:20 a.m.

Board Discussion: Making a Difference Initiatives

Chairman Driscoll stated that during the last year, the Board has generated many ideas during its discussions on how it can make a difference for the nation's students. He pledged to develop tangible and measurable results within the next few months.

Mr. Driscoll remarked that the Board has done remarkable work over the years on assessments and that NAEP serves an important role. NAEP has continuously measured student achievement and provides trend data dating back to 1972. The two testing consortia are struggling with the issue of developing questions for the Common Core State Standards Assessments. He stated that the Board needs to publicize its work and showcase the important contributions NAEP can offer to various audiences. Mr. Driscoll added that NAEP background data provide significant information, and its expanded use should be explored as another avenue to make a difference.

Board members then discussed the making a difference initiatives. Shannon Garrison stated that in the two years that she has served as a member, she has noticed that the Board is making a difference. She said one of the greatest challenges the Board must address is planning more outreach to teachers and principals. Ms. Garrison added that the Board has many great resources, but increased efforts are needed to get information on NAEP to a wider audience.

Mr. Driscoll stated that the Board must harness its collective power and connections to make a difference. There is a great deal of information to share and the Board must work to develop effective strategies to communicate more broadly.

Ms. Pimentel stated that the Board should get a little more edgy in reporting NAEP results, particularly when the results are flat and gaps persist. She suggested the use of background questions to highlight other information. She added that the Board should take the lead on the

defining proficiency. It is important to the country, and NAEP's proficient level has been the standard for many state tests.

Mr. Mazany remarked that packaging a message for education reform leaders that emphasizes rigor and equity in opportunity could drive improvement in classroom instruction.

Andrew Ho suggested that the Board increase the use of social media tools to raise visibility and attract more attention to the Board's work and initiatives.

Jack Buckley reminded Board members that as they move forward in their work, they should think of NAEP as a mirror, and at the center it should still reflect the performance of America's children, which is the purpose of the program, that is, to be an accurate, valid, and reliable measurement tool.

Planning the 2013 Education Summit for Parent Leaders

Mr. Driscoll drew Board member's attention to the document shared with Board members by Ray Fields that captures feedback and suggestions for potential presenters, panelists, authors of papers, and ideas on issues for the Board to address at the Parent Summit. He encouraged Board members to submit comments and provide suggestions for summit participants. A final date for the Parent Summit will be announced soon.

Board member Fielding Rolston requested that Board staff share notes from the fall 2012 Executive Committee retreat on the discussion regarding important issues that the Board should consider over the next five to ten years.

Committee Reports and Board Actions

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

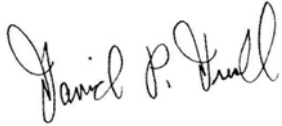
The Board delegated authority to the Executive Committee to take action on its behalf to make changes in the NAEP Schedule of Assessments for 2014 and beyond, if such decisions are required by budget actions and contract awards prior to the March 2013 Governing Board meeting.

The full text of the action items are provided in the full Committee reports appended to these minutes.

Meeting Adjourned

The December 1, 2012 session of the Board meeting adjourned at 11:21 a.m.

I certify the accuracy of these minutes.

A handwritten signature in cursive script, appearing to read "David P. Driscoll".

David P. Driscoll, Chairman

February 14, 2013
Date

National Assessment Governing Board

Executive Committee

Report of November 29, 2012

Attendees: David Driscoll, Chair, Susan Pimentel, Vice Chair, Andrés A. Alonso, Lou Fabrizio, Alan Friedman, Shannon Garrison, Tonya Miles, Fielding Rolston. Other Board Members: Rebecca Gagnon, Doris R. Hicks, Andrew Ho, Terry Holliday, Brent Houston, Hector Ibarra, Terry Mazany, Dale Nowlin, Joseph O’Keefe, S.J., Jim Popham. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Larry Feinberg, Stephaan Harris, Michelle Blair, Tessa Regis, Angela Scott. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Andrew Kolstad, Drew Malizio, Arnold Goldstein. ETS: Jay Campbell, Amy Dresher, Greg Vafis, Andres Oranje. HumRRO: Laress Wise, Steve Sellman. Westat: Keith Rust, Chris Averett. AIR: Kim Gattis, Cadelle Hemphill, Sharon Rosenberg. Reingold: Amy Buckley. Hager Sharp: Debra Silimeo. Pearson: Brad Thayer, Connie Smith.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. He recognized new Board members Rebecca Gagnon, Andrew Ho, Father Joseph O’Keefe, and Terry Mazany. Mr. Driscoll said that the next six months would be particularly important, mentioning the planning for the Board’s 25th anniversary, the education summit for parent leaders, the Board’s “making a difference” initiative, and the revision of Board policy. Mr. Driscoll praised Kentucky’s courageous adoption of rigorous new standards and assessments, led by Terry Holliday, Kentucky Commissioner of Education and Governing Board member. Mr. Driscoll made special note of the well-planned communications that helped gain public understanding and support for the initiative, particularly in light of disappointing initial test results.

2. Committee Issues and Challenges

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, said the Committee will be welcoming new member Andrew Ho. The Committee will receive two updates on the NAEP 12th grade academic preparedness research. The first update will be on the survey of postsecondary education institutions’ use of tests and cut scores to determine first-year students’ need for remedial/developmental versus credit-bearing courses. The second update will be on the course content analyses for college and job training programs comparing course pre-requisites and NAEP. This will be followed by a discussion on initial plans for preparedness research that would be conducted in connection with the 2013 NAEP assessments. Finally, the Committee will receive an update from NCES on the status of the NAEP-TIMSS statistical linking conducted in 2011 and options for reporting the outcomes of the linking study.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, said the Committee will address three main topics. The first topic is to discuss the plans for reporting information from the pilot for the NAEP 4th grade computer-based writing assessment. At its last meeting, the ADC requested a follow-up on the type of information that could be reported from this innovative assessment, the first-ever large-scale computer-based writing assessment at grade 4. ADC members believe that states, teachers, and parents—as well as the Common Core Assessment Consortia—will be very interested in the “lessons learned” from this grade 4 pilot. In addition, the NAEP writing assessment was able to capture information on students’ word processing strategies in grades 4, 8, and 12. These findings are also of great interest – including data on how students used different word processing tools in their writing.

The second topic will be an update on TEL. The ADC has been working on the development of the Technology and Engineering Literacy (TEL) assessment since 2008. During the past few years, the Committee has spent an enormous amount of time reviewing the dynamic, computer-based TEL tasks along with other TEL items. In its meeting on November 30, 2012, the Committee will hear about final preparations for the 2013 TEL pilot study at grade 8, which will lead to the 2014 operational assessment.

Mr. Friedman noted that the full Board is scheduled to receive an in-depth closed briefing on TEL in plenary session on December 1, 2012. The briefing is designed to familiarize all Board members with the TEL content, assessment design, and the exciting tasks that students will encounter. The TEL assessment marks a new era for NAEP computer-based testing. The Committee is very confident that the long development effort undertaken by the Board, NCES, and NAEP contractors will result in a ground-breaking new assessment.

For the third topic, the Committee will meet in closed session to review preliminary outlines for Science Interactive Computer Tasks (ICTs) being developed for the 2015 NAEP Science Assessment. The recent “Science in Action” report of the ICTs and HOTs (hands on tasks) from 2009 showed how much important information can be gathered from these engaging science tasks.

Reporting and Dissemination Committee (R & D)

Andrés Alonso, R & D Chair, said the Committee will review the details of the September 2012 webinar release event for the 2011 NAEP Writing Report Card, including the traditional and social media coverage. The Committee will also review the NCES projected schedule for future NAEP reports through fall 2013. NCES will also discuss upcoming and possible focused reports that use NAEP data to explore a particular population or trend. This includes the long-anticipated Mega States Report, which examines student performance in the five most populous states, scheduled for release in February 2013.

The Committee will also discuss a planning document prepared by Reingold, the Board’s communications contractor and NAGB staff on possible strategies and activities for outreach to parent leaders and parent organizations. The document is built around four of the recommendations from the report of the Ad Hoc Committee on NAEP Parent Engagement, approved by the full Board in May 2012. The discussion is designed to provide initial

Committee feedback on suggested activities and priorities, which will guide development of a parent outreach plan to be presented for Board approval in 2013. The Committee will also address challenging policy issues related to the participation of Puerto Rico in the 4th and 8th grade state-level mathematics assessments and NAEP reporting on English language learners and students with disabilities.

Nominations Committee

Tonya Miles, Chair of the Nominations Committee, said that there are upcoming Board vacancies in four categories for the 2013 Nominations Cycle, for Board terms beginning on October 1, 2013:

- Elementary school principal
- General public representative (2 openings)
- State legislator (Democrat)
- Testing and measurement expert

With the exception of Alan Friedman in the General Public category, all current incumbents are eligible for reappointment to a second term. Unfortunately, Alan is completing the last year of his second 4-year term and cannot be reappointed.

The Board's annual "call for nominations" was distributed in August 2012 and nominations were due in October. This year, nominations outreach was focused on a more prominent web presence (including a very engaging video from Chairman Driscoll) and increased emphasis on social media. Approximately 6,000 letters inviting nominations were emailed via Constant Contact and a record number of nominations have been received—nearly 200. This represents a 32% increase over the number of nominations received for the 2012 nominations cycle. There has been an accompanying increase in minority nominees and nominees from rural states, compared to previous years.

The Nominations Committee will now begin its intensive review of all nominees. In March 2013, the Nominations Committee will present recommendations for slates of six candidates for each upcoming vacancy. After Board action in March 2013, the final slates of candidates will be forwarded to Secretary Duncan for his decision on Board appointments.

3. Report on First Meeting of Ad Hoc Committee on NAEP Background Information

Terry Holliday, Chair of the Ad Hoc Committee on NAEP Background Information provided an overview of the Committee's three main tasks:

- (1) monitoring implementation of the Board policy statement on background questions and contextual data adopted August 2012;
- (2) recommending changes to the NAEP Background Information Framework adopted August 1, 2003; and
- (3) recommending a permanent organizational structure for Board consideration of background questions and the reporting of contextual data.

At its initial meeting of November 29, 2012, the Ad Hoc Committee heard presentations on a potential SES index, proposals for reporting on charter schools, and NCES plans for carrying out the Board resolution on implementing background questions, adopted at the August 2012 Board

meeting. The Ad Hoc Committee will present its recommendations to the Governing Board by the August 2013 Board meeting.

4. Governing Board 25th Anniversary Planning

Mary Crovo, Deputy Executive Director, said that the Governing Board 25th anniversary commemoration would be in December 2013, in connection with the quarterly Board meeting. A planning committee has been appointed, comprised of current Governing Board members and alumni. The planning committee, chaired by Alan Friedman, includes current members Shannon Garrison, Terry Mazany, Tonya Miles and Fielding Rolston. The alumni on the planning committee are Amanda Avallone, Michael Guerra, Mark Musick, Michael Nettles, Mary Frances Taymans, and Eileen Weiser. Planning will begin in January 2013. All Board members were invited to make recommendations for the 25th anniversary program.

5. Education Summit for Parent Leaders

Cornelia Orr, Executive Director, provided an update on the planning for the Education Summit for Parent Leaders. Conducting such a summit was one of five recommendations made by the Ad Hoc Committee on NAEP Parent Engagement, chaired by Tonya Miles. The Reporting and Dissemination Committee will begin planning for implementing the four other recommendations at its meeting on November 30, 2012. An invitation for First Lady Michelle Obama to address the summit has been forwarded to the White House. An individual with experience as a TV news producer has been contracted to assist in identifying potential speakers, panelists, and authors of commissioned papers. The target timeframe for the summit is March or April of 2013.

6. Executive Committee Retreat September 2012 Planning Meeting

Chairman David Driscoll provided an overview of the Executive Committee day-long meeting in Washington, DC on September 6, 2012. The purpose of the meeting was to receive information about and discuss issues that are long-term in nature. No decisions were made or votes taken by the Executive Committee during the meeting. The topics of discussion included: reauthorization of NAEP and ESEA; NAEP and the roles of the Governing Board, IES, and NCES; the NAEP schedule—setting priorities in an uncertain budget environment; what the Board should do to direct public attention to improving achievement and closing achievement gaps; NAEP proficient and 12th grade academic preparedness; updating Board policy on *Redesigning the National Assessment of Educational Progress*; planning for the Board's 25th anniversary; and the role of NAEP and the Governing Board in relation to Common Core State Standards and Assessments. Mr. Driscoll said that the Executive Committee viewed two issues that are fundamental to NAEP operations as needing clarification: the respective roles of the Board and IES/NCES in the process of developing the NAEP annual budget requests and in reporting NAEP results. Mr. Driscoll said that he is confident that clarifying these issues can be addressed collaboratively with IES and NCES.

7. Updating Governing Board Policy: Reviewing the Past, Looking to the Future

The Executive Committee has determined that the Board's policy on *Redesigning the National Assessment of Educational Progress* should be reviewed and revised as appropriate. Ray Fields, Assistant Director for Policy and Research, prepared an analysis of the policy for Committee discussion and to provide guidance to staff for revision. Following Executive Committee discussion, Mr. Fields was directed to prepare a draft for consideration by the March 2013 Board meeting. The goal is to have a draft that can be distributed for comment by the May 2013 Board meeting.

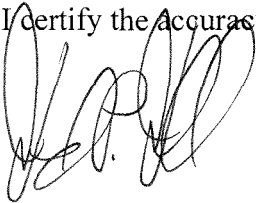
ACTION ITEM

8. Status of FY 2013 Appropriation for NAEP and the Governing Board

Ray Fields said that the FY 2013 appropriation for NAEP and the Governing Board is under a Continuing Resolution (CR) through March 27, 2013. The CR funding levels are about \$129 million for NAEP and about \$8.7 million for the Governing Board. President Obama and leaders in Congress are currently negotiating to avert the so-called "fiscal cliff" of tax increases and budget reductions that would go into effect on January 2, 2013. Absent action by Congress, the budget reductions would result in cuts to the NAEP and Governing Board budgets of about 8%. If this occurs, action may be needed prior to the March 2013 Board meeting to revise the NAEP schedule of assessments for 2014 and beyond.

Consequently, the Executive Committee passed the attached resolution, asking the Governing Board for a delegation of authority to act on the Board's behalf prior to the March 2013 Board meeting, to make decisions on the changes to the NAEP schedule of assessments in 2014 and beyond.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

December 1, 2012

Date

Action Item: Delegation of Authority

Draft Resolution*

Whereas, the FY 2013 funding for the National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board is under a continuing resolution through March 27, 2013; and

Whereas, absent action by Congress, the Budget Control Act of 2011 would, as of January 2, 2013, result in cuts estimated at approximately 8 percent of the NAEP and Governing Board appropriations in FY 2013; and

Whereas, the National Center for Education Statistics (NCES) is reviewing contract bids for NAEP operations that are scheduled to be awarded by the end of December 2012; and

Whereas, the status of the FY 2013 appropriation and contract awards may have an impact on the NAEP schedule of assessments for 2014 and beyond that would require action by the Governing Board prior to the March 2013 Governing Board meeting; and

Whereas, the National Assessment Governing Board may delegate authority to the Executive Committee to act on its behalf;

Therefore, the National Assessment Governing Board hereby delegates authority to the Executive Committee to act on behalf of the Governing Board, prior to the March 2013 Board meeting, to make decisions on changes to the NAEP schedule of assessments in 2014 and beyond, as necessary, in consultation with NCES.

*The resolution was adopted unanimously by the National Assessment Governing Board on December 1, 2012

National Assessment Governing Board

Assessment Development Committee

Report of November 30, 2012

November 30, 2012

Open Session

9:30 – 10:40 am

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Bobby Woods, Suzanne Triplett, Eunice Greer, Arnold Goldstein, Bill Ward, Elvira Germino Hausken, Bill Tierre, Kaska Kubzdela; AIR – Kim Gattis, Teresa Neidorf; ETS – Jay Campbell, Greg Vafis, Lonnie Smith, Andy Latham, Aaron Rogat; HumRRO – Sheila Schulz; Optimal Solutions Group– Mark Partridge; Fulcrum IT – Scott Ferguson, Jud Cole, Lori Rokus, Saira Brenner, Michael Scharf, Teagan O’Bar; Pearson – Connie Smith; Westat – Dianne Walsh; Hager Sharp – Joann Lim; SRI – Terry Vendlinski.

Plans for Reporting on the 2012 Grade 4 Computer-Based Writing Pilot Test

Arnold Goldstein of NCES briefed the Assessment Development Committee (ADC) on plans to report findings and “lessons learned” from the recent grade 4 computer-based pilot test of the NAEP writing assessment.

While NAEP traditionally does not report findings from pilot tests, at its August 2012 meeting the ADC had requested that information from the grade 4 pilot be made widely available. This pilot test involved a large, nationally representative sample and NAEP is the first program to conduct a large-scale pilot test of 4th grade writing using computers.

Mr. Goldstein outlined several research questions that are being studied in terms of developing a report on this pilot study:

1. Do 4th grade students have the skills to respond to writing prompts on a computer-based assessment?
2. Are there any limitations on students’ skills that effect the quality of their responses, and can scorers be trained to score reliably, given these limitations?
3. What have we learned in the test design and development process that can inform future assessments?
4. Are there opportunities to report more and different information about what students know and can do, related to the data we can collect on students’ actions on the computer?

Some considerations for reporting this information include whether there were unexpected patterns in student response rates, response frequencies, scoring reliability, or performance by subgroups. The writing pilot information may also inform decisions on the appropriate length of time for computer-based writing tasks for students of this age group. Of particular interest to educators, policymakers, and the general public would be information on young

students' use of editing tools, typing speed, use of references such as a thesaurus, and other observable data collected during the pilot (e.g., number of words in their written responses).

ADC members engaged in a question and answer session with Mr. Goldstein following the briefing. The Committee was very interested in the reporting timeline. Mr. Goldstein stated that a spring 2013 release could be possible. Members also noted that typing speed for 4th graders was not as important as word count and students' use of editing tools. Many students will write a phrase or a sentence, then pause to think about what they have written or perhaps use an editing tool to improve their writing. This will affect their typing speed overall, therefore the total word count will be much more important information to report.

The ADC was also interested in the types of background questions included as part of this computer-based assessment. In particular, background questions related to students' in-school and out-of-school use of computers would be very important to analyze in comparison to their writing scores and related data such as use of word processing tools.

Finally, the ADC encouraged NCES to think "outside the box" in terms of the format for this report. Besides being primarily an online report, the Committee asked for innovative ideas on effective and expedient ways to report this valuable information on 4th grade writing using a computer. At their March 2013 meeting, the ADC requested an update on this topic, along with an outline of the proposed report.

Update on NAEP Technology and Engineering Literacy (TEL) Assessment

William Ward of NCES provided an update on development work leading up to the 2013 grade 8 pilot test of the Technology and Engineering Literacy (TEL) assessment. Approximately 15,000 grade 8 students in about 600 schools will be tested nationwide.

Mr. Ward noted that the design of the TEL pilot includes an extra block of discrete test questions that students can take if they finish the first two blocks of cognitive TEL items. Since there are so many background questions to be pilot tested, the TEL design also will incorporate the spiraling of background questions so that more data can be collected using this approach.

Mr. Ward reviewed several informational flyers developed to communicate to the public, parents, and school-based staff regarding the purpose and content of this innovative, computer-based assessment. The Committee then viewed the newly-released TEL video, which ADC Chair Alan Friedman had helped to develop. ADC members were extremely pleased with the TEL materials and the video in particular. The Committee stated that the video was extremely engaging, and it communicated TEL concepts in a very clear manner.

ADC members then engaged in a lengthy discussion about the importance of communicating with school principals about the purpose and value of NAEP. Members felt that not enough is being done by the NAEP program as a whole to reach principals about NAEP's many benefits, the data it can provide, and the online tools that teachers can use. It was noted that unless a principal is aware of NAEP, it is unlikely that teachers in that school will use NAEP resources. A number of the school-based ADC members spoke from their experience as principals and teachers about the importance of communicating more

effectively with principals about NAEP. In addition to the Board's parent outreach work, the ADC felt that an increased effort to reach principals is an important initiative to pursue.

November 30, 2012

Closed Session

10:40 am – 12:00 pm

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Bobby Woods, Suzanne Triplett, Eunice Greer, Arnold Goldstein, Bill Ward, Elvira Germino Hausken, Bill Tierre, Kaska Kubzdela; AIR – Kim Gattis, Teresa Neidorf; ETS – Jay Campbell, Greg Vafis, Lonnie Smith, Andy Latham, Aaron Rogat; HumRRO – Sheila Schulz; Optimal Solutions Group– Mark Partridge; Fulcrum IT – Scott Ferguson, Jud Cole, Lori Rokus, Saira Brenner, Michael Scharf, Teagan O'Bar; Pearson – Connie Smith; Westat – Dianne Walsh; Hager Sharp – Joann Lim; SRI – Terry Vendlinski.

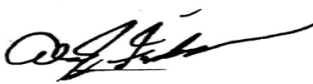
Review of Secure Science Interactive Computer Tasks (ICTs)

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 November 30, 2012 from 10:40 a.m. to 12:00 p.m.

Jay Campbell of ETS introduced the review session with a brief overview of the design for the 2015 NAEP Science assessment. ETS is working collaboratively with SRI and Fulcrum IT to develop a new generation of Interactive Computer Tasks (ICTs) using an evidence-centered design approach. This methodology is similar to that used for the Technology and Engineering Literacy (TEL) assessment. Mr. Campbell noted that the main construct to be measured by the Science ICTs is scientific inquiry. In the future the ICTs will be integrated into the main NAEP Science scale for reporting, as well as having a separate ICT report. In 2019 there will be an opportunity to report on trends in student performance on the ICTs between 2015 and 2019.

The ADC then reviewed secure draft task outlines for the NAEP 2015 Science interactive computer tasks (ICTs) to be piloted in 2014. The ADC reviewed task outlines in grades 4, 8, and 12. Some of the task outlines also had story boards, which the ADC also reviewed. The Committee members provided detailed comments on all eight Interactive Computer Tasks. Written comments from this review session will be provided to NCES by December 5, 2012. The next set of ICT draft outlines will be reviewed via teleconference in January 2013.

I certify the accuracy of these minutes.



Alan Friedman, Chair

12-21-12

Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

November 30, 2012

OPEN SESSION 9:30-10:45 a.m.

COSDAM Members: Lou Fabrizio (Chair), Fielding Rolston (Vice Chair), Andrew Ho, Terry Holliday, Tonya Miles, and Jim Popham.

Governing Board Staff: Cornelia Orr, Ray Fields, and Michelle Blair.

Other Attendees: John Q. Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Commissioner Jack Buckley, Janis Brown, Samantha Burg, Jing Chen, Patricia Etienne, Andrew Kolstad, and Taslima Rahman. AIR: Gary Phillips, Sharyn Rosenberg, and Fran Stancavage. ETS: Steve Lazer, John Mazzeo, and Andreas Oranje. Hager Sharp: Melissa Spade. HumRRO: Carrie Wiley and Laress Wise. McGraw-Hill Education: Larry Snowwhite. MetaMetrics: Heather Koons. Westat: Keith Rust. Widmeyer: Nebyat Ejigu.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 9:35 a.m. He welcomed members and guests and extended a special welcome to the newest member of COSDAM, Andrew Ho.

NAEP 12th Grade Academic Preparedness Research

Mr. Fabrizio noted that COSDAM has discussed and received progress updates on the Board's academic preparedness initiative on an ongoing basis. He invited Cornelia Orr to give an overview of today's discussion of the initiative. Cornelia noted three main components to this discussion session: (1) receiving updates on academic preparedness research relative to the 2009 grade 12 NAEP results; (2) discussing plans for reporting these results including a review of draft text for the technical report website which will include a compilation of documents from the various studies completed to date; and (3) reviewing proposed plans for academic preparedness research using the 2013 NAEP grade 12 assessments in reading and mathematics. Some of the information that will be presented to the full Board later today overlaps with the content of this session, but COSDAM will have an opportunity to examine these pieces in more depth.

Updates from the 2009 Research: Higher Education Survey Ray Fields provided an overview of the survey study of higher education institutions in the United States which was conducted via a contract with Westat. Using a nationally representative sample of 2-year and 4-year postsecondary education institutions, respondents were asked to identify the standardized tests and cut scores used to place students in entry-level credit bearing non-remedial courses in Fall

2011. For 2-year institutions, the study focused on student placement in 4-year transfer programs. For 4-year institutions, the focus was on student placement in liberal arts and sciences. The unit of analysis was the college campus. After summarizing the methodology and some of the challenges confronted in the study, Mr. Fields discussed the key conclusion: variability in cut scores used for the same test was quite high.

Andrew Ho complimented the presentation's focus on variability; merely examining lower versus higher ranked institutions was seen as less informative. Terry Holliday commented that the study's focus on cut scores resonates with the performance descriptor language being prepared by the Common Core Assessment Consortia, which includes an emphasis on when students are "just academically prepared."

Mr. Fields outlined follow-up work to be conducted in relation to the study, such as comparing the means and medians from the survey study with the results from the linking studies in the Board's program of academic preparedness research. Next steps also include conducting additional analyses to examine other variables in the study. The Committee offered additional ideas:

- Develop a percentile distribution of cut scores and describe the institutions that fall at particular percentiles along the distribution.
- Examine the semi-interquartile range.
- Conduct regression analyses to examine other characteristics. However, it is important to avoid using these analysis results to explain why some institutions have higher cut scores than others.

Updates from the 2009 Research: Course Content Analyses Next, Michelle Blair provided an overview of the course content analyses being conducted for job training programs and college. These studies are being conducted to address two objectives: (1) Develop rich descriptions of the content of these courses; and (2) Compare these descriptions with various aspects of NAEP, including items and NAEP performance level descriptions. Panels of course instructors and content experts are being convened to review and code course artifacts—syllabi, text books, assignments, and exams. Work for the job training program coursework is largely complete—data analyses and report drafting are underway. It is anticipated that a report will be shared with COSDAM in spring 2013. Work for the college coursework is just getting started, and there will be ongoing updates provided to COSDAM as the work moves forward. Jim Popham asked about whether the studies had a replicability component as a validity and accuracy of coding check. Ms. Blair answered that this was not currently incorporated into the research design. Ms. Orr noted this as something that we could explore incorporating into these studies.

Plans for Reporting 2009 Research Studies Mr. Fabrizio and Ms. Orr invited the Committee to share feedback on how well the online technical report communicates to its intended audiences. Mr. Popham noted the lack of context provided to orient the audience to why the Board is conducting these analyses. He commented that the Board needs to ensure that the research objectives are conveyed clearly. In cases where study results match the planned outcomes, the report should explain the expected policy implications of the findings. Mr. Ho stated that we should clarify that we are describing a research agenda with various components, some of which

are more similar to white papers and very specific to the NAEP context, and some of which are more general with broader applicability. Currently, the way in which the sets of studies are connected is not entirely clear. We should also clarify that some of the findings are preliminary in nature. Ms. Orr said that incorporating more information from the Technical Panel that shaped the Board's research program would be a good way to respond to several of these clarity issues. Jack Buckley commented that we probably need a framework for academic preparedness rather than undertaking all of this research to essentially "retrofit" NAEP to academic preparedness. Tonya Miles responded to Mr. Buckley by saying we need a context statement to help audiences understand this general underpinning of the Board's academic preparedness research effort.

The Committee also commented that the key conclusions appear too isolated, and some effort should be made to help readers make appropriate connections between the research studies. For a policymaker audience, the Committee acknowledged the report would not be widely received. However, the target audience is the research community, and the Committee agreed that for researchers the tone of the report was appropriate.

Plans for 2013 Academic Preparedness Research Studies Cornelia Orr presented an overview of proposed study plans for Phase 2 of the academic preparedness research program. Two additional states have been added to the states participating in the assessment: Michigan and Tennessee. These two states and others of the original 11 will also participate in the longitudinal data analyses relative to grade 12 NAEP results. In addition for 2013, the Board will replicate the statistical linking of the grade 12 NAEP with the SAT and undertake a linking study with the ACT assessment. Consideration also is being given to a statistical linking study for grade 8 NAEP and the EXPLORE assessment.

There were positive comments about the grade 8 linking effort with EXPLORE as a new element of the Board's research program. However, several Committee members stated that continuing academic preparedness research in the career area did not appear to be a productive course. As Mr. Fabrizio summarized, the focus on academic preparedness for college is yielding some strong evidence, and this seems to be a more appropriate focus for NAEP. The initial objective was to explore if there was anything else grade 12 NAEP could report relative to academic preparedness. This exploration has yielded limited results for job training academic preparedness, with much more positive indications for college academic preparedness. The members did not think it was necessary to stop work on studies that are already funded and underway, but cautioned the staff (by consensus of the Committee members) about beginning new work in the area of academic preparedness for job training programs as it was unlikely to be of benefit to the Board. Mr. Ho noted that it was helpful for the Board and the field to know that NAEP was not as well suited to identifying entry into job training programs.

In terms of refining future research plans, one recommendation as noted earlier was to add a replicability component as a further validity check to make sure the course content descriptions developed through the Board's research appropriately capture the content of the courses.

CLOSED SESSION 10:45 a.m. –11:50 a.m.

COSDAM Members: Lou Fabrizio (Chair), Fielding Rolston (Vice Chair), Andrew Ho, Terry Holliday, Tonya Miles, and Jim Popham.

Governing Board Staff: Cornelia Orr, Ray Fields, and Michelle Blair.

Other Attendees: John Q. Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Commissioner Jack Buckley, Samantha Burg, Jing Chen, Patricia Etienne, Dana Kelley, Andrew Kolstad, Kashka Kubzdele, Daniel McGrath, Taslima Rahman, and William Tirre. AIR: Gary Phillips, Sharyn Rosenberg, and Fran Stancavage. ETS: Steve Lazer, John Mazzeo, and Andreas Oranje. HumRRO: Carrie Wiley and Laress Wise. Westat: Keith Rust.

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 November 30, 2012 from 10:45 a.m. to 11:50 a.m. to discuss information regarding a report including secure data and results of research conducted to establish a statistical link between NAEP and TIMSS. Premature disclosure of these results would significantly impede implementation of the NAEP and TIMSS assessment programs.

NAEP/TIMSS Linking Study

In November 2009, the Governing Board unanimously adopted a resolution in support of studies to statistically link NAEP mathematics and science assessments to international assessments in 2011, including the Trends in International Mathematics and Science Study (TIMSS). The Board noted that the timing of this assessment presented a unique opportunity to have U.S. students take both NAEP and one of the international assessments in the same grade and subject, enabling statistical linking of the two sets of results. Accordingly, the Governing Board added 8th grade science at the national and state levels to the NAEP schedule of assessments in 2011 and moved the state and national science assessments to a once every four year schedule in 2015 and thereafter, to provide opportunities for future linking studies between NAEP and TIMSS.

The goal of conducting the NAEP-TIMSS linking study is to enable states to interpret their NAEP results in an international context, with the possibility of translating the state's 8th grade NAEP scores in mathematics and science into TIMSS-equivalent scores. Laress Wise delivered a presentation on the methodology and challenges in the NAEP/TIMSS Linking Study.

After the presentation, Mr. Fabrizio asked about the final analysis and reporting option that NCES is considering. Mr. Buckley reported that this is still being determined and that the main objective is to provide states with information regarding their "international neighborhood," that is, what are the international peers of each state in terms of student achievement.

Mr. Ho asked about whether the most appropriate direction of the linking effort was to place NAEP on the TIMSS scale or vice versa. The current NAEP-TIMSS linking study is based on

the former, but this seems problematic given that NAEP is a more precise estimate of U.S. student achievement than TIMSS with lower standard errors.

Ms. Miles asked about the expected policy implications for specific states. Mr Buckley responded that international comparisons are already being made with weaker data so the present study can potentially provide a firmer foundation for these ongoing conversations. Mr. Popham commented that the question of what to do with this information is an opportunity for the Board to take a leadership role by providing appropriate guidance on how the data can be used.

TIMSS results are soon to be released, and these results have already been shared confidentially with participating states. Ms. Blair asked about the timeline. Mr. Buckley responded that NCES anticipates a spring 2013 release with some follow-up reports shortly thereafter.

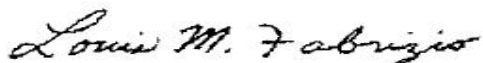
OPEN SESSION 11:50 a.m.

Future Agenda Topics

At 11:50 am, Mr. Fabrizio resumed the open session of the Committee meeting by asking for suggestions for future agenda topics. Mr. Popham reiterated his earlier suggestion to add instructional sensitivity to the COSDAM agenda. Mr. Fabrizio noted that this topic could warrant an eventual joint session with the Assessment Development Committee.

Mr. Ho suggested empirical standard setting as an information item for a future COSDAM agenda to keep the Committee up to date on the latest developments in the field.

I certify the accuracy of these minutes.



Lou Fabrizio, Chair

December 18, 2012

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 30, 2012

Attendees: Committee Members – Chair Andrés Alonso, Vice Chair Tom Luna, Anitere Flores, Rebecca Gagnon, Terry Mazany, Father Joseph O’Keefe, and Blair Taylor; Governing Board Staff – Larry Feinberg, Ray Fields, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Gina Broxterman, Ebony Walton Chester, Jamie Deaton, Angela Glymph, Arnold Goldstein, Emmanuel Sikali, and Grady Wilburn; AIR – Cadelle Hemphill; CCSSO – Kirtsen Taylor; CRP – Edward Wofford; Hager Sharp – Debra Silimeo; HumRRO – Steve Sellman; Optimal Solutions Group – Robin Marion; Reingold Communications – Amy Buckley, Erin Fenn, Valerie Marrapodi, and Greg Orrison; Westat – Chris Averett.

1. Review of Recent NAEP Release: 2011 Writing Report Card

Stephaan Harris, of the Governing Board staff, and Amy Buckley, of Reingold Communications, provided a recap of the webinar release on September 14, 2012 of the NAEP Writing 2011 Report Card. The Internet release had 251 participants nationwide. In the 48 hours afterwards, 18 original articles appeared in 209 media outlets in 43 states, the District of Columbia, the United Kingdom, and Australia.

The presentation focused on event process and materials in order to provide important basic information to the three new Board members who were not familiar with NAEP releases. Topics included the press release, media advisory, and stakeholder outreach to encourage social media promotion.

Member Terry Mazany asked how the participation level compared to other recent webinars, and if the Board reached out to education bloggers. Ms. Buckley said that as Writing 2011 only had national data, the attendance of 251 was below that of webinars for reports with state and/or urban district data that on average reached the mid-300 level and occasionally as high as 500. Ms. Buckley said bloggers are part of the Board’s outreach efforts. For media coverage, Chair Andrés Alonso noted that the usual “horserace” perspective of performance seemed to be avoided, perhaps because there was no trend and just national data. Mr. Mazany asked how successfully messages in the materials appeared in media stories. Ms. Buckley said that aspects such as this being NAEP’s first computerized writing assessment and gender gaps seemed to appear in many stories.

2. Projected Schedule for Future NAEP Reports

Angela Glymph, of the National Center for Education Statistics (NCES), presented the Committee with a list of upcoming NAEP releases going into 2013, including the 2011 TIMSS-NAEP Linking Study, 2005 Math Course Content Study, the Mega-States report, 2012

Economics, and 2013 Math and Reading—both national/state and Trial Urban District Assessment (TUDA).

To elaborate on the report finalization and release process, Ms. Glymph said NCES works with Mr. Harris and Reingold staff to coordinate the release events for each report. Mr. Harris said that in terms of Board review, typically the Committee Chair and Vice Chair, along with Board Chair David Driscoll, provide feedback and editing requests upon seeing the first initial draft submitted to NAGB staff from NCES. Chair Alonso said that the Committee should set aside time to discuss what it wants to provide as guidance in terms of report content and development, as well as messaging. Member Rebecca Gagnon said that Board input at an earlier phase would be preferential.

Committee members asked for more details about several of the future reports, including their format and what data might be collected. Several members pointed out that reports such as the 2012 Long Term Trend and the TIMSS Linking Study, with state data, could attract wide attention from media, policymakers, and other stakeholders. Member Blair Taylor said the Board should consider special outreach to civil rights groups with reports such as Mega-States, which would provide NAEP performance by race in the nation's five most populous states.

3. Update on Mega-States and Other Focused Reports

Ebony Walton Chester, of NCES, briefed the Committee on plans for the Mega-States report, which will be ready for release during February 2013.

This report was first proposed by David Gordon, former chair of the Reporting and Dissemination Committee. It was endorsed by the Governing Board in November 2009, and has been delayed several times and gone through a number of different iterations. Committee members felt the version shown at this meeting was very clearly done.

The report pulls together NAEP results for the nation's five most-populated states: California, Texas, New York, Florida, and Illinois. It covers the four subjects for which state-level data are available—mathematics, reading, science, and writing, and provides results going back to the first state-level NAEP in 1990.

Most of the report will be delivered over the Internet rather than in print. It may serve as the prototype for other NAEP reports in the future.

The Committee discussed the release of the Mega-States report, the plan for which was approved in March 2011. Stephaan Harris, of the Board staff, said the release probably would include an event in Sacramento, CA, which is the capital of California, by far the largest of the mega-states, and where David Gordon lives. In addition, there will be a webinar tied into the live event. Members said the report should attract a great deal of interest in the states involved. Anitere Flores suggested that there be live events in other states too. Board staff will consider cost, efficiency, and impact in making specific plans for the release.

NCES is making plans for four other focused reports to be published in 2013. Two of these are quite substantial—Black male students and gender gaps. Both were provided for in the Board resolution on background information adopted in August 2012. Member Blair Taylor said it would be helpful to involve members of organizations interested in these issues in advisory committees before the reports are prepared. This was suggested in the August resolution and follows the practice used in preparing the NAEP reports on American Indian Education. Associate Commissioner Peggy Carr said NCES would work with Governing Board staff in convening such advisory committees.

There will also be two briefer focused reports during 2013—a summary of results of three NAEP Social Studies assessments (U.S. history, geography, and civics) and an explanation Simpson’s Paradox, in which averages for subgroups may increase while overall national results are unchanged.

In addition, based on the Board resolution, NCES has made preliminary plans for two other focused reports, to be released during 2014—private schools and charter schools. These will include data from the 2013 assessments.

4. Planning for Parent Outreach Activities

Governing Board staff and Amy Buckley, of Reingold Communications, made a presentation on plans for outreach to parent groups and leaders—an effort that now falls into the responsibility of the Committee. Ray Fields, of NAGB staff, gave the Committee background on the Board’s Ad Hoc Committee on NAEP Parent Engagement, including its recommendations that the Board approved in May. Mr. Harris discussed the planning document in the Board materials, which included suggested activities based on the recommendations. Ms. Buckley discussed some details of these activities as well as the messages to be used in presentations to parent leaders, including the goal of improving student achievement and reducing gaps and the connection of educational achievement to adult earnings and the economic standing of the United States compared to other countries.

Ms. Buckley discussed several major outreach strategies, including development of a relationship map that connects Board members to target audiences; co-sponsoring panels, forums, and workshops; targeting education journalists or publications and pitching parent-focused articles; developing materials such as parent leader testimonials and one-pagers on background variables; hosting a blog on the NAGB web-site; and preparing a newsletter and social media content for parent leaders.

Committee members discussed various aspects of parent outreach and what should be kept in mind. Chair Alonso voiced concern that because parents are so inundated with information on the Common Core, it might be difficult for NAEP to get their attention when it does not provide results for individual students or schools. Mr. Taylor suggested it might be difficult for some parents to grasp the importance or relevance of how student achievement in the United States compares to other countries. Ms. Gagnon said it is important to ensure the racial diversity of the parent groups and leaders the Board approaches for outreach, as well as moving from traditional PTAs to legislative or policy-oriented local groups that involve active parents.

Committee members also discussed important allies and institutions that could help spread our message to parent leaders, including libraries, foundations, and civil rights groups. Mr. Mazany said that in reaching out to parents, there must be core branding, tailored to various audiences, that identifies NAEP as a reliable source of honest information on student achievement.

END NOTE

The Committee had extended discussions on all the issues with which it dealt. Members, both new and old, asked probing questions, and were looking for points on which the Board could make decisions and have an impact. As a result, two topics at the end of the agenda were not reached—NAEP in Puerto Rico and implementation of the policy, adopted in 2010, on NAEP testing of students with disabilities (SD) and English language learners (ELL). The Committee will hold a teleconference on these issues during January. The policy on NAEP testing of SD and ELL students is a topic that deserves to be discussed and thought through carefully, particularly the practical impact it may have on NAEP operations in the schools.

I certify the accuracy of these minutes.



Andrés Alonso, Chair

December 19, 2012

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of December 1, 2012

Attendees: Tonya Miles (Chair), Alan Friedman, Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Susan Pimentel, Fielding Rolston, Cary Sneider; Board Staff – Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on December 1, 2012 from 7:15 a.m. to 8:15 a.m.

Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda.

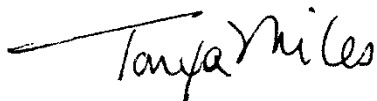
Deputy Executive Director, Mary Crovo, reported on the status of nominations for five Board positions for terms beginning on October 1, 2013:

1. Elementary School Principal
2. General Public Representative (2 positions)
3. State Legislator (Democrat)
4. Testing and Measurement Expert

It was reported that the 2013 call for nominations resulted in substantial numbers of nominees in each category and a 32 percent increase in total nominations compared to 2012. Approximately 6,000 letters were sent seeking nominations for this cycle with more than 98 percent distributed via email. The percentage of minority nominees increased from 23 percent of the pool in 2012 to 26 percent in 2013. In terms of the optional personal statement, 52 percent of this year's nominees provided that information, which was a slight increase from 2012.

The Committee then discussed the timeline and rating process for evaluating the pool of nominees, as well as the qualifications of the nominees in each of the four categories. Committee members will rate the nominees during the next several months to prepare the slates of finalists for Board action at the March 2013 quarterly meeting.

I certify the accuracy of these minutes.



Tonya Miles, Chair

12-21-12

Date

National Assessment Governing Board

Partially Closed Session

Report of May 18, 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 May 18, 2012 from 12:30 p.m. to 2:00 p.m. to receive a briefing on the following items:

- 2011 NAEP Writing Assessment
- Demonstration of Computer-Based Writing Assessment
- Writing Achievement Levels for Grades 8 and 12

2011 NAEP Writing Assessment

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Computer-Based Assessment.

Demonstration of Computer Based Writing Assessment

Ms. Holly Spurlock provided demonstration of the computer-based writing assessment. She described the three purposes of writing:

- (1) To persuade the reader;
- (2) To explain by expanding the reader's understanding; and
- (3) To convey experience, real or imagined.

Ms. Spurlock described the design of the assessment and reported on the time allocations for assessment administration. She provided the distribution of the four types of prompts—text, visual, audio, and video, and highlighted the components of the writing assessment. Ms. Spurlock demonstrated a prompt via animation of a student experience. She described the various elements of the assessment administration.

Hilary Persky, ETS, provided a briefing on secure NAEP writing tasks and student responses. She noted that the tasks provided opportunities for writing to various audiences and took advantage of video and audio technology. Ms. Persky illustrated example questions and responses at Grade 8 (to persuade) and provided two examples at Grade 12 (to convey and to explain).

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

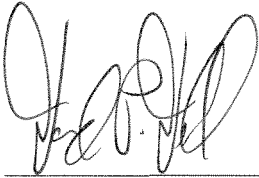
2011 NAEP Writing Achievement Levels at Grades 8 and 12

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Achievement Levels and discussed the timeline which began in September 2010. He noted that the Board will be requested to take final action of the writing achievement levels at the Saturday, May 19, 2012 session of the Board meeting.

Susan Loomis, Governing Board staff provided an overview of the achievement level setting process at grades 8 and 12. She explained the various components of the ALS process and noted that for the first time, the process was totally computerized. This greatly increased the efficiency of the ALS process.

Ms. Luz Bay, Measured Progress demonstrated the software used by panelists in the achievement level setting process.

I certify the accuracy of these minutes.



David Driscoll, Chairman

5/19/12

Date