

National Assessment Governing Board

Meeting of May 17–18, 2013

Los Angeles, CA

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Susan Pimentel, Vice Chair
Lou Fabrizio
Anitere Flores
Alan Friedman
Rebecca Gagnon
Shannon Garrison
Andrew Ho
Terry Holliday
Hector Ibarra
Terry Mazany
Tonya Miles
Dale Nowlin
Joseph O’Keefe
James Popham
Fielding Rolston
Cary Sneider

John Easton (ex-officio)

National Assessment Governing Board Members Absent

Doris Hicks
Brent Houston
Tom Luna
Blair Taylor
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

National Center for Education Statistics (NCES) Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Janis Brown
Jay Campbell
Jamie Deaton
Arnold Goldstein
Andrew Kolstad
Dan McGrath
Bill Ward
Grady Wilburn

American Institutes for Research (AIR) Staff

George Bohrnstedt
Kim Gattis
Cadelle Hemphill
Fran Stancavage

CRP, Inc.

Shamai Carter
Monica Duda
Carolyn Rudd
Edward Wofford

Educational Testing Service (ETS) Staff

Amy Dresher
Andy Latham
Steve Lazer
Rebecca Moran
Andreas Oranje
Greg Vafis

Fulcrum IT

Saira Brenner

Hager Sharp

David Hoff
Debra Silimeo

Human Resources Research Organization (HumRRO)

Steve Sellman
Laurens Wise

Optimal Solutions Group

Sadaf Asrar
Robin Marion

Pearson Educational Measurement

Connie Smith
Brad Thayer

Reingold

Amy Buckley

Westat

Dianne Walsh
Rima Zobayan

Widmeyer Communications

Jason Smith

Attending Speakers

Gary Cook, Research Scientists, Wisconsin Center for Education Research
John E. Deasy, Superintendent, Los Angeles Unified School District
Deborah Sigman, Deputy Superintendent, California Department of Education

Others/Attendees

Michael Kravitz, Kids Reading to Succeed
Jennifer Presley, P20 Strategies
Julie Williams, California Department of Education

Call to Order

The May 17, 2013 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:31 a.m.

Approval of May 17-18, 2013 Agenda

Chairman David Driscoll reviewed the May 17-18, 2013 Board meeting agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Tonya Miles and passed unanimously.

Mr. Driscoll noted that the February–March 2013 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 meeting minutes. The motion was seconded by Cary Sneider and passed unanimously.

Welcome Remarks

Board Member Shannon Garrison welcomed the Governing Board to California.

Ms. Garrison thanked Board members who participated in the tour of her school, Solano Avenue Elementary, and reported that her fourth grade class was very excited about the Governing Board’s visit and they enjoyed the opportunity to host Board members.

Ms. Garrison stated that she is a fifth generation Californian, originally from Santa Rosa. She attended UCLA and began her teaching career in the Los Angeles Unified School District (LAUSD) 15 years ago at Solano Elementary School. Ms. Garrison stated that the students and parents from the small neighborhood school have formed a tight knit community.

Ms. Garrison reported that LA Unified is the second largest school district in the country, serving over 640,000 students in over 900 schools. She introduced John Deasy, Superintendent of LA Unified. She stated that Mr. Deasy is highly committed to providing a high quality education with a rigorous curriculum for every student.

Mr. Deasy welcomed Governing Board members and thanked Ms. Garrison for her work with the youth of Los Angeles. Mr. Deasy stated that he accepted the invitation to address the Governing Board because he supports the National Assessment of Educational Progress (NAEP) and its results have been instrumental in carrying out his education reform agenda.

He stated that before coming to LAUSD, he served as the Deputy Director of Education for the Bill and Melinda Gates Foundation, and prior to that he served as superintendent of schools in several cities.

Mr. Deasy reported that LA Unified is large and geographically diverse. The district runs the largest preschool program (birth to 5 years) and the largest adult education program (ages 18–24) in the country. Eighty-six percent of students live in poverty, 76% do not speak English as a first language at home, 16,000 students are homeless, and one-third are undocumented. Mr. Deasy described the student population by race and ethnicity stating that 77% are Latino, 10% black, 3% white, and the remaining are Asian.

Mr. Deasy views the task of school reform as a youth rights agenda with the goal of making sure every single student graduates and is college and workforce ready. His team developed a three part theory of action prior to launching the work:

- 1) Transform Human Capital: Careful thinking about who will teach, lead and participate in the school system. New processes were implemented to support the best way to serve students because they have the right to teachers and principals who are highly qualified and effective. Schools maintain autonomy in decisions related to hiring, firing, retention, promotion, and training.
- 2) Managing the System: Responsible management of the \$7 billion annual budget with a strong emphasis on performance management. The focus is on the California state targets—graduation within four years, grade level achievement in English/language arts and mathematics, reclassification for youth who do not speak English, reduction in suspension rates, improvement in parental engagement, and addressing student safety issues.
- 3) Public Choice in Schools: Parents and students are entitled to a highly functioning and successful school system no matter where they live in California. All schools, including charter schools, are rated yearly. LA Unified provides assistance to schools that are struggling and intervenes to close and reconstitute the lowest performing schools.

He stated that the school district has built 131 schools in the last 5 years, which is the largest public works project in the U.S. The district invited groups to write proposals to run the new schools. Students can attend school in any zone they choose.

He reported that after three years under his leadership, assessment results and student achievement are at their highest levels in every grade and every subject. Graduation rates have increased from 54 percent to 67 percent. Seventy-seven percent of students graduate in five years. Suspension rates have decreased by 50 percent.

Mr. Deasy outlined the school district's three initiatives:

- Implementing the Common Core State Standards (CCSS),
- Developing an English language learner master plan, and
- Focusing on educator growth and development.

He stated California has begun to implement the transition to the Smarter Balanced Assessment Consortium (SBAC) a year ahead of the cycle. NAEP data are used to determine their benchmark projection for the first year under the new consortium

assessment. He stated that NAEP has been a bridge to help people understand what quality work will look like under the SBAC.

He noted that LA Unified is grateful for the rigor and scientific precision of the Governing Board's work and for providing NAEP products for districts to use.

Mr. Deasy concluded by stating that what really matters is not the test scores, but the fact that every student believes in becoming a fully functioning member of society. It is important that students are successful because they represent America's future.

Board members engaged in a question and answer session following Mr. Deasy's remarks.

Executive Director's Report

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

- Dale Nowlin participated in the Math Curriculum Study released on March 12, 2013. The study explores the relationship between mathematics course content and student achievement.
- Terry Mazany served as a panelist at the NAEP 2012 Economics Report Card release on April 24, 2013. Results showed how well U.S. students at grade 12 understand economics and know the workings of the economy in three content areas: market, national and international. Other panelists included Nan Morrison, President and CEO of the Council for Economic Education (CEE) and Edward Alvarez, Assistant Principal, Thomas Edison Career and Technical Education High School in Jamaica, NY.
- The recommended slate of 2013 finalists for the Governing Board was delivered to Secretary of Education Arne Duncan for review and selection.
- The International Academy of the Visual Arts awarded Governing Board contractor Reingold, Inc. two Communicator Awards of Distinction for market effectiveness for their work on the Governing Board's 2013 Board nominations campaign and the release event for the 2011 Writing Report Card.
- Board member Hector Ibarra organized a strand of presentations about NAEP at the National Science Teachers Association (NSTA) National Conference on Science Education in San Antonio, TX in April. He, Peggy Carr and Cornelia Orr made presentations on *Using NAEP to Improve Science Education*, *Do HOTs*, *Observe ICT simulations*, and *Learn about Linking NAEP to TIMSS Results*, and *The First National Test of How Well Students Do in Technology and Engineering Literacy*, respectively.

- David Driscoll and Cornelia Orr presented a session on “NAEP and the Common Core Standards and Consortia Assessments” at the National School Boards Association (NSBA) in San Diego in April 2013.
- Michelle Blair and Cornelia Orr attended the annual conference hosted by the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME) in April 2013. NAEP and college and career readiness were prominent items on the agenda. Board member Andrew Ho, NCES Commissioner Jack Buckley and IES Director John Easton led sessions at the NCME conference.
- A targeted search to fill the position of Assistant Director of Psychometrics is still underway. The position was posted on the NCME job board for wider dissemination.
- The Governing Board’s budget was cut five percent, the same percentage for all Department of Education offices. No furloughs are currently planned for Department of Education employees.
- The Governing Board recently awarded a contract to the Human Resources Research Organization (HumRRO) for the evaluation of NAEP 12th grade Reading and Mathematics Frameworks and items as measures of academic preparedness for college and job training.
- The Governing Board is planning to award new contracts for communications and website support by the end of this fiscal year.

National Center for Education Statistics (NCES) Update

Jack Buckley, NCES Commissioner, provided the following updates:

- NCES recently awarded the 2013 to 2017 NAEP Alliance Contracts to the following organizations:
 - Educational Testing Service (ETS): Plan, coordinate, design, analyze, develop items, and report NAEP results
 - Westat: Sampling and data collection and supporting the NAEP State Service Center
 - Pearson: Materials distribution, processing, and scoring
 - Fulcrum: Information technology, web development, and technology management
 - Business Intelligence: Scheduling multiple NAEP projects
- NCES will explore innovative uses of technology over the next assessment cycle to improve NAEP constructs that can be measured, and to reduce costs associated with logistics, sampling, data collection, scoring, and training.

- NCES recognizes there are differences between delivering NAEP assessments using pencil and paper and computer-based assessments. Mr. Buckley added that any new solutions will focus on integrity and quality. He stated that NCES would like to release results sooner than the current 6 to 12 month targets.
- NCES is looking to expand its ability to offer computer-based assessments and explore other opportunities in that area, similar to the Technology and Engineering Literacy assessment. There are current innovations in automated and artificial intelligence scoring, sampling, and training.
- An Item Developing Tracking System (IDTS) is currently being developed. The system will contain complete data on all NAEP items and allow items to be displayed in different ways. System features will also include a browse and search function based on a certain set of criteria. Mr. Buckley reported that the Common Core State Standards assessment consortia are also exploring the need for a tracking system.

Mr. Buckley shared a video which highlighted potential innovations in NAEP analysis and the future of NAEP reporting. Future NAEP releases will include a printed report with highlights of the variety of data that will be available electronically.

Institute for Education Statistics (IES) Update

John Easton, IES Director, noted that the Institute has conducted three competitions which have been combined into a new program called Partners and Collaborations, which focus on problems of practice and policy:

- Evaluation of State and Local Policies and Programs – funded when a state or local agency works with researchers to create a rigorous evaluation design around a new program or policy introduced by the state.
- Researcher-Practitioner Partnerships – researchers and practitioners take an evidence-based approach to solve a problem identified by the practice community. The grants are modest and are funded for two years to allow preliminary exploratory analysis around a problem. Researchers and practitioners then decide how to move forward and either ask for more funding, or take over the research themselves.
- Continuous Improvement Research (CIR) in Education – four-year, research-based grants for researchers and practitioners that have established partnerships and a regimen of practices that show promise of success. The grants allow constant, adaptive iterations of rapid testing and analysis to produce a series of interventions or programs that, taken together, will lead to improved student outcomes. Maximum funding for CIR grants is \$2.5 million.

Mr. Easton stated that IES is adding a new center called the Research and Development Center on Knowledge Utilization. The five-year project will bring together a group of researchers and practitioners to network and study how to access good research and how to inform its use.

Mr. Easton announced that IES awarded 20 contracts through the Small Business Innovation Research (SBIR) awards, ranging from \$150,000 to \$1,050,000.

Chairman's Remarks

Chairman Driscoll stated that the Governing Board is faced with serious policy and fiscal issues. At the August 2013 meeting, the Board will need to make some tough decisions on the NAEP assessment schedule due to reductions in the NAEP budget. He noted that the Governing Board must deal with the financial constraints in a straight forward manner and focus on being transparent about how the NAEP program will change going forward.

Mr. Driscoll remarked that while NAEP is complimented for being the gold standard, the fact is that NAEP is still relatively unknown. Mr. Driscoll challenged Governing Board members to become more proactive about telling the NAEP story—what it is and why it is important.

Mr. Driscoll added that the upcoming Board decisions will offer an opportunity to affect NAEP policy issues and inform assessment efforts across the country in education. Mr. Driscoll added that this is an opportunity to stay true to the last 25 years of work on NAEP and make the assessment program stronger than ever.

Recess for Committee Meetings

The May 17, 2013 session of the Board meeting recessed at 9:39 a.m. to permit the Board's standing Committees to meet.

Meeting Reconvened

Closed Session

Briefing and Discussion: NAEP 2012 Long-Term Trend Report

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 17, 2013 from 12:55 p.m. to 1:39 p.m. to receive a briefing on the NAEP 2012 Long-Term Trend Report. Ms. Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided a briefing.

Ms. Carr stated that there are key differences between the Long-Term Trend Assessment and main NAEP. She explained that the Long Term Trend Assessment is based on a different framework than main NAEP, assesses students aged 9, 13, and 17, reports results using scale scores, and is administered in three different windows during the school year.

The 2012 Long-Term Trend Assessment focuses on reading and mathematics and was administered in 2011-2012 to 26,000 public and private school students in each of the age levels. Ms. Carr noted that the demographics in the country have changed since the last assessment, as well as the proportion of 13-year-olds in a typical grade.

Ms. Carr highlighted the results by scale scores, race/ethnicity, gender, and age groups. She also provided comparative data by percentile from the first assessment year to 2012.

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

Open Session

The May 17, 2013 meeting met in open session at 1:45 p.m.

Briefing on English Language Proficiency Testing

ASSETS Consortium – Assessment Services Supporting English Learners through Technology Services

Gary Cook, Research Scientist with the Wisconsin Center for Education Research, provided an overview of the World-Class Instructional Design and Assessment (WIDA) Consortium and the ASSETS Assessment Consortium.

Mr. Cook used a map to highlight the 31 member states in the WIDA Consortium that have adopted the WIDA English Language Development Standards. Three states are not members but have adopted the standards and are currently using the ACCESS for English Language Learners (ELL) assessment but do not participate in other consortium activities. Mr. Cook reported that the ASSETS assessment consortium is a grant program that delivers an on-line ELL proficiency assessment. There are 30 ASSETS member states in the consortium.

Mr. Cook noted that an update to the standards was released last year and it outlines the key components of the ASSETS assessment: (1) an on-line, on demand screener, (2) a variety of interim assessments delivered at the district level, and (3) an annual summative assessment.

WIDA plans to complete field testing in 2013 and pre-operational testing in 2014. The assessment will be fully operational in 2015-2016. Mr. Cook explained that there is a

formative assessment that WIDA is developing in partnership with UCLA which will be integrated into the standards as well as the interim and summative assessments.

Mr. Cook reported that the ELL assessment is currently delivered in five grade-level clusters: kindergarten, 1st through 2nd grade, 3rd through 5th grade, 6th through 8th grade, and 9th through 12th grade. Cluster-based assessments are typical for testing English Language proficiency. The assessments will measure the four language domains of listening, speaking, reading, and writing. All states take the four assessments and compile the results to form a composite score.

Mr. Cook noted that the goal is to have the assessments available online. WIDA also has an assessment called MODEL which is a mini version of the assessment and some states use it as a screening tool. The ACCESS 2.0 assessment will feature enhancements including listening and reading with constructed response items. Speaking and writing will be locally scored.

Mr. Cook discussed the issue of moving toward a common definition for English language learners (ELL). He stated that the Council of Chief State School Officers (CCSSO) has formed a group called the ELL Assessment Advisory Group, which provides advice and insight on ELL issues to the Smarter Balanced Assessment Consortium (SBAC) and the Partnership for the Assessment of Readiness for College and Careers (PARCC). So far, issues around accommodations and language complexity have been addressed.

Mr. Cook highlighted a paper that is soon to be published that outlines the issues and complexities of what it means to be an English language learner. The paper seeks to provide guidance in four areas: identifying an ELL, classification, proficiency assessment, and reclassification.

Mr. Cook stated that one of the ways WIDA is trying to ameliorate the variance across the country in how English learners are classified is to create a set of consensus home language survey questions, and a common set of English language performance descriptors. WIDA hopes to have the performance descriptors by the end of the year and with the survey completed in late fall.

ELPA21 Consortium – English Language Proficiency Assessment for the 21st Century

In Kenji Hakuta's absence, Mr. Cook provided the briefing on the ELPA21 Consortium – English Language Proficiency Assessment for the 21st Century.

Mr. Cook reported that ELPA21, a \$6.3 million Enhanced Assessment Grant, was awarded last September. Kenji Hakuta of Stanford University serves as the Principal Investigator for the project. There are 11 participating states and field tests are planned for 2014 and 2015. The operational deadline is the 2016 – 2017 school year.

The goal of ELPA21 is to build an English Language Proficiency (ELP) Assessment based on a common set of ELP standards that correspond to the Common Core State

Standards in English/language arts and mathematics. The standards are being developed in partnership with WestEd and the Stanford University Understanding Language Group. The standards are scheduled to be adopted this summer.

CCSSO has published a document called “The English Language Proficiency/Development Framework” which outlines the underlying academic language behind the Common Core State Standards and the Next Generation Science Standards. The document is designed to support states in their review of their English language proficiency standards, and align with the Common Core State Standards.

Mr. Cook reviewed the timeline for standards development and reported that the final ELP Standards will be available to states in the fall.

Mr. Cook reported that the ELPA 21 Consortium is governed by a Consortium Council that includes one representative from each member state. There is an Executive Board with one representative from Oregon and five at-large representatives from member states. CCSSO serves as the project management lead and will manage the work of the nine Task Management Teams.

Mr. Cook outlined the assessment design principles:

- Measure students’ level of English proficiency in four domains: reading, writing, speaking, and listening.
- Administer via computer. Use technology to optimize the testing experience for the student to reduce the turnaround time on reporting results.
- Incorporate “technology-enhanced” items.
- Provide a continuous K-12 vertical scale.

Mr. Cook stated that there are plans to develop a diagnostic screener and a fixed form summative assessment.

Board members engaged in a question and answer session.

California English Language Development Test

Deborah Sigman, Deputy Superintendent of Public Instruction, California Department of Education, provided an update on the California English Language Development Test (CELDT).

Ms. Sigman reported that 23% of California’s students are English language learners. Eighty-four percent of those students are Spanish, but more than 150 languages are spoken in California. The current assessment is the California English Language Development Test (CELDT). The assessment was developed in 1999, prior to Child Left Behind (NCLB). The state used one assessment for the initial screening and the annual assessment. California is not a part of the ASSETS or ELPA21 consortia because of policy issues, limited resources, and the timeline. However the state is a member of the

Smarter Balanced Assessment Consortium (SBAC) and spent the better part of last year developing their new standards which were adopted last fall.

Ms. Sigman stated that the home language survey is given to everyone – about 1.5 million students per year. Survey results are used as the primary source of information to identify a student as an English language learner or as initially fluent English proficient. California guidance requires the use of multiple criteria—teacher evaluation, parental opinion, and comparison of student performance in basic skills with native English speakers.

California is moving to a local control funding formula founded on base revenue, with supplemental funds for those districts with large populations of English learners, students in poverty, and foster youth.

Ms. Sigman indicated the need to have a common definition of English language learner. However, it is difficult to put into practice, particularly across states.

Ms. Sigman reviewed the timeline for California's English Language Arts English Language Development curriculum framework. She stated that California is working to have the new assessment in place by 2015–2016. The following timeline is in place:

- 2012 – Revised standards received legislative authority without funding
- 2013–2014 – Align current items to the new standards, develop request for proposals, develop pilot tests
- 2014–2015 – Conduct pilot tests
- Spring 2015 – Administer the assessment

Ms. Sigman stated that the new assessment will feature a screener and an annual summative assessment. The technology platform will be similar to the one used by the Smarter Balanced Assessment Consortium, and link the English Language Performance Assessments for California (ELPAC) to math and science standards.

Ms. Sigman stated that test contractor will develop an alignment process, look at levels of language complexity working with about 100 K-12 educators to accomplish the task, complete an external validation process, and finally develop the test blueprints.

Board members engaged in a question and answer session.

Board Policy Discussions

Draft Policy Statement on the Conduct and Reporting of NAEP

Board members Shannon Garrison and Alan Friedman led a discussion on the draft Policy Statement on the Conduct and Reporting of NAEP. Ms. Garrison stated that the Board adopted the current policy in 1996, and while it has served as a great compass for

the Board and NAEP's work, some policy areas are outdated. The new proposed policy takes into consideration the history and role of NAEP and the Board; the Board's work over the last 25 years; and NAEP's essential core functions and values. The policy will serve as a guide for how the Governing Board will conduct the program in the future.

Ms. Friedman stated that the first draft of the revised policy was presented to the Board for discussion at the March 2013 Board meeting. The subcommittee then sent a revised draft to the Executive Committee in April 2013. The final document will be presented to the Board for action at the August 2013 Board meeting.

Mr. Friedman stated that the final document should guide the Board in its decisions over the policy's lifetime so it is important to craft a strong policy, yet not restrain the Board from carrying out certain functions.

Board members commented on the draft and suggested the following changes:

Tonya Miles said she thought the policy is broad enough to address the Board's current and future work. The objectives are clear, but she suggested changing the word "objectives" to "goals" because whatever changes are made to the plans, policies, or procedures, the goals will remain intact.

Joseph O'Keefe suggested highlighting that children in all types of schools participate in NAEP. He said that one section of the policy mentions that private schools are included, but many state testing systems do not allow private school students to participate. He feels one of the assets of NAEP is that it represents all U.S. school children.

Jim Popham stated that it would be helpful to know which sections of the policy draft the subcommittee spent the most time deliberating so that other Board members could weigh in on the discussion. Mr. Friedman said the committee had a lengthy discussion on Objective 4 regarding achievement gaps. They also spent considerable time discussing the release and reporting of NAEP data, legislation and authorization for the Board, and areas related to the assignment of responsibility that ensure fairness to the Board, NCES, and NAEP.

Peggy Carr commented that under the section "Audiences for NAEP," the last sentence reads "to be relevant and useful to these audiences, NAEP results must be timely. Therefore, NAGB has set the goal of releasing NAEP results within 6 months of testing." She suggested clarifying what six months of testing means. Ms. Carr explained that six months for NCES is relative to when all data collection has been completed. Jack Buckley added that most NAEP initial releases are on a 12-month calendar. NCES is pushing to accelerate the timeline, but six-month reporting for every NAEP subject area report is impossible under the current NAEP budget.

Terry Mazany recommended adding a structural enhancement or introductory paragraph. He also noted that when thinking about areas of innovation, "test administration" should

be added to Objective 6 on framework development, item development, data collection, and related activities.

Mr. Ho agreed and stated that Objective 6 should include more in the psychometrics area. Mr. Ho offered language for the section.

Hector Ibarra commented that one of his concerns is the achievement gap area. He suggested adding a line that would acknowledge that NAEP is not well known, but that there is an urgency to increase awareness about the importance of NAEP among members of the general public.

Rebecca Gagnon said the word “oversees” should be changed to “oversee,” and under the audience section, a broader concept of the target audience should be included.

Susan Pimentel suggested adding more information about the use of NAEP background information and why it is collected.

Dale Nowlin said the sentence that reads “another audience is made up of those who use NAEP data” should be changed because our goal is that each audience uses the data but for different purposes at different levels.

Peggy Carr said the language should be changed in the second paragraph under Objective 4 where it states “NAEP monitors student achievement by gender, race, ethnicity and income.” NAEP currently collects proxy measures of socio-economic status (SES). The language should be revised to reflect the goal of developing a better SES measure.

Mr. Driscoll thanked the subcommittee members and Board staff member Ray Fields for their work on the draft.

Interpreting NAEP Proficient Using Preparedness Research Findings

Mr. Driscoll stated that the Committee on Standards, Design and Methodology has been working on the draft validity argument in support of the inferences proposed by the Governing Board staff for use in reporting NAEP 12th grade results.

Mr. Driscoll briefed the Board on the background of the research to provide context to the discussion on interpreting NAEP proficient using preparedness research findings. He stated that the work on preparedness began in 2002 when the Governing Board appointed a special commission to determine the feasibility of NAEP reporting on academic preparedness of 12th grade students for college and job training. At that time, interest in 12th grade NAEP was waning and there were issues surrounding student motivation. The commission issued its final report in March 2004, and strongly recommended assessing 12th grade NAEP at the state level and with a focus on academic preparedness.

Since that time, there has been a remarkable explosion of activity with over 30 preparedness research studies on college and job training. In addition, Board staff drafted a validity argument based on a model developed by Michael Kane, a psychometrician widely known for his work in the area of validity. Further, NAEP now has 12th grade state results and while most of the data reports on academic preparedness for college, there is not yet confirming research to support statements about career readiness.

COSDAM Chair Lou Fabrizio drew attention to the draft validity argument in Attachment E under the COSDAM tab in the Board meeting briefing book:

“12th grade students scoring at or above the proficient level on the 12th grade NAEP reading or math assessments are: (1) likely to be academically prepared for first year college courses; (2) likely to have a first year college GPA of B minus or better; and (3) not likely to need remedial developmental courses in reading or mathematics in college.”

Mr. Fabrizio stated there is evidence in the report that supports the validity argument. He invited Board members to provide feedback and suggest possible revisions to the argument. Mr. Fabrizio noted that the argument includes many limitations and caveats. He noted that concerns have been raised about possible misuse of the data. Only 13 states will receive 12th grade data so it is primarily looking at how these data can be used when presenting national results on 12th grade NAEP.

Andrew Ho commented that the commissioned research is good but cautious. College preparedness is not a well-defined concept which makes it hard to operationalize across jurisdictions and states standards, or to make meaningful linkages to those standards. To emphasize the Board’s work, it is necessary to go back to the knowledge skills and abilities that NAEP measures, and why it’s a defensible basis for talking about college preparedness, and, in support, state that there are some encouraging relationships with other measures of academic preparedness.

Board members engaged in discussion and provided feedback on the draft validity argument. The general consensus of the Board was that it is important to review the language in support of the findings and offer a substantive and clear argument based on the available data. The final argument will be presented for review and action at the August 2013 Board meeting.

Meeting Recess

The session of the May 17, 2013 Board meeting recessed 4:05 p.m. and reconvened at 4:16 p.m.

Discussion of Making a Difference Proposals

Understanding Educational Assessment

Board member Jim Popham presented his proposal on “Understanding Educational Assessment” to the Governing Board.

Mr. Popham commented that Mr. Driscoll made a very powerful presentation two years ago and challenged the Board to make a difference. Following that session, he began thinking about what he could do to make a difference in education across the country that would have a pervasive effect.

Mr. Popham stated he believes if one has to identify a reason why American schooling is not as good as it should be, it is because of poor decisions made as a function of assessment ignorance. Schools are being evaluated based on tests that were not designed for that purpose. He added that parents should demand more diagnostically oriented assessments but cannot do so because they have little knowledge of the topic.

Mr. Popham stated that he shared a book with Board members on teacher evaluation because he felt the country is on the brink of misusing test data to evaluate teachers, which he believes will have a negative impact overall.

Mr. Popham provided an overview of the fundamentals of assessments:

- Education tests are used to make valid inferences about a student’s status, to base our educational decisions on these inferences, and to improve educational quality.
- Many school leaders across the country do not understand the basics of educational testing and therefore, the educational decisions they make are almost certain to be inappropriate. In today’s climate, there are diverse users—teachers, school administrators, educational policy makers, parents, and students.

Mr. Popham suggested that the Board collaborate with NCES to initiate an Understanding Educational Assessment Campaign to bring awareness of NAEP, prominent international assessments, state accountability tests, classroom assessments, interim tests, and affective inventories.

Mr. Popham highlighted key areas of emphasis for the campaign to improve assessment literacy:

- Validity refers to inferences, not tests
- NAEP is a matrix-sampled “big signal” type of assessment
- Research has ratified the formative assessment process
- Evaluative tests are misused if their instructional sensitivity is unproven

Mr. Popham stated that his paper is included in the Board briefing book. The paper outlines the proposal at length and offers suggestions on ways of moving forward.

Outreach to Principals and School Systems

Board member Hector Ibarra stated that he nominated himself to serve on the Governing Board because he was concerned about student achievement and he wanted to make a difference. He commented that his elementary school teachers had a huge impact on his life.

Mr. Ibarra used the story “The Blind Man and Elephant” to illustrate the point that while many audiences have access to NAEP, they do not fully understand its complete function and purpose.

Mr. Ibarra presented an overview of Iowa’s current structure and awareness of NAEP. He stated that since 2003, almost 100% of Iowa schools have participated in NAEP. He added that even with that level of participation, stakeholders have limited knowledge of NAEP subjects tested, NAEP results, NAEP tools, and how to access or use NAEP data.

Mr. Ibarra stated that he conducted informal surveys to determine public awareness of NAEP. At a recent conference he attended, 33% of participants indicated they knew little about NAEP. An informal email survey indicated that over 90% of those polled knew little about NAEP. Mr. Ibarra stated that discussions with the Iowa NAEP State Coordinator revealed that the key to school and student participation in NAEP is the principal’s leadership.

Mr. Ibarra outlined some opportunities for action in outreach to principals and school systems that were implemented in Iowa:

- State Coordinator – Develop a network of contacts to promote NAEP understanding and awareness.
- School Systems – Convey the importance of school administrators having a role in setting the school culture and teachers having a role in carrying out the mission.
- Building Leadership – Focus on having principals and teachers learn more about NAEP and the online tools that NAEP makes available. Building leaders should also promote a “culture of caring” about students who participate in NAEP.
- Best Practices – Conduct webinars to help teachers and administrators better understand the NAEP process.
- State Goals – Conduct alignment studies of NAEP Frameworks and state standards.
- State Level – Develop a plan to help schools build on the importance of NAEP as one of the battery of school tests. Conduct an alignment study of NAEP Frameworks and Common Core State Standards. Label NAEP questions with the level of knowledge and rigor. Provide technical assistance, training, and support to state and local education agencies.

- Student Role – Help students recognize the importance they play in the NAEP testing process and how the data will be used to compare state and U.S. schools with those internationally.
- Principal/Teacher Re-certification and Teacher Preparation Programs – Include NAEP as a component of principal and teacher re-certification requirements, as well as in teacher preparation courses at the college level.

In summary, opportunities for action exist to promote understanding about NAEP, its relevance to the state assessment system, large scale assessment, and assessment literacy to various audiences.

Board members provided comments on both proposals. Mr. Driscoll thanked both Hector Ibarra and Jim Popham for accepting his challenge to make a difference. He noted that the consensus of the Board is that both ideas should be explored. The next step is to discuss how to make it happen and which committees will lead the work.

Meeting Adjourned

The May 17, 2013 session of the Board meeting adjourned at 5:16 p.m.

Meeting Reconvened

The May 18, 2013 session of the Board meeting convened at 8:31 a.m.

Governing Board “Blue Sky” Discussion

Mr. Driscoll invited Board members to participate in an open discussion to generate ideas for NAEP and the Governing Board.

Cary Sneider proposed the Governing Board do a cross-walk between the Next Generation Science Standards (NGSS) and the NAEP Science and Technology and Engineering Literacy (TEL) Frameworks. He stated he was inspired listening to David Driscoll’s response to a question posed at the outreach dinner, which is now that we have Common Core State Standards in English, why do we need NAEP? Mr. Sneider stated that he would like to be able to give a quantitative answer on the percentage of NAEP that assesses the NGSS.

Mr. Driscoll stated that some people have expressed that NAEP is going away, now that Common Core State Standards are here. But he urges the Board to be proactive because NAEP assesses many more subjects, along with the Long-term Trend data starting in the early 1970’s.

Andrew Ho agreed that it would be useful to do a crosswalk. He stated that there has been a rise in using NAEP as a validation tool for state assessments in the last 10-15 years. A crosswalk would provide a way to understand the differences between NAEP and state results, and try to reconcile them. Mr. Ho added that he would like to see greater use of the NAEP functions as outlined in Objective 1 of the draft policy (providing an external and independent measure of performance), which he feels is one of NAEP's crucial roles. He recognizes that it is not in the Board's charge to explain differences, but it can outline the framework for differences. This would not only reassert the value of NAEP results in the context of state trends, but also help the public to reconcile the differences.

Susan Pimentel commented that in her travels across the country, some educators have expressed that they do not feel their state assessment measures the same thing as NAEP but with the Common Core, the content will be relevant. The Board may want to explore the opportunity to do something around that correlation.

Ms. Pimentel added that there is a disconnection between the Common Core and the NAEP Writing assessment. The NAEP assessment consists mainly of what is called a decontextualized prompt, and writing needed for college and readiness involves writing from source material. In NAEP, the reading responses are not scored for writing, but only for ideas. As NAEP moves forward the Board should think about this issue, because when the scores are compared for NAEP and SBAC and PARCC, the assessments are testing two different things.

Ms. Pimentel stated that it would be nice if students could take a test similar to one given in California where students voluntarily complete an extra section and receive a report of how they are doing. It would be very meaningful for students.

Anitere Flores responded to Susan Pimentel's comment and agreed it would be good to provide student-level feedback via a website. These results could serve as a motivator for students.

Ms. Flores added that there will always be a role for NAEP, because the new Common Core consortia will test in all schools. NAEP provides a snapshot of what happens across the nation. It is important and the Board should not underestimate the importance of this difference.

Joseph O'Keefe stated that in his 22 years of educator preparation, the clarity about the use of tests, both for prospective teachers and principals, is largely absent. There is a big focus on state tests because that is where merit pay or evaluation of school success happens so NAEP may not be seen as useful. If the Board wants to be future oriented, it will be important to carefully raise the consciousness of future teachers, administrators, and parents.

Mr. Easton stated that currently there is an interest in non-cognitive skills and a range of things like collaborative problem-solving. He suggested the Board test the waters in some

of these areas and determine what can be measured reliably, and how the information can be helpful to schools across the county.

Rebecca Gagnon encouraged the Board to continue looking at how technology can reform testing, and explore ways to use tests for different purposes. One of the biggest challenges the Board is facing is how to make NAEP relevant to all stakeholders. Ms. Gagnon suggested developing a detailed plan of how NAEP is relevant, so that teachers, principals, parents, policymakers, and the public understand the relevance and rely on NAEP results.

Alan Friedman endorsed Anitere Flores' idea presented earlier. He stated that it is known that one of the difficulties is people not understanding what a good assessment looks like. The pervading image of assessment is multiple-choice questions and items that test rote memorization. The idea of letting students and parents test themselves via the web with a guarantee of privacy is a brilliant idea, and it offers a low cost way of clarifying what a Good assessment can look like.

Mr. Friedman added that the Board is modest when talking to the public. He notes that we are constrained because we are federal employees and we cannot do anything that would seem like lobbying. However, there is still an obligation to promote the role of NAEP and the Board.

Terry Holliday stated that he just spent a week with the Minister of Education in Finland and quite a few other teams from across the globe. Finland is very proud that it does not have a standardized testing system. If the U.S. were to copy Finland, we would do random assessments like NAEP, and put all of the money into formative assessments. This would save about \$150 billion in state testing, and that money could help teachers inform their practice.

Jim Popham stated that one of the weaknesses of NAEP is that there are no individual scores for students. He commented that this could be an advantage for a different kind of assessment. He added that since NAEP is positioned to collect data from which we cannot make individual inferences, the Board could explore the possibility of measuring a modest number of important affective attributes.

Dale Nowlin stated that his department will use the Bill and Melinda Gates Measures of Effective Teaching student perception survey. He suggested inviting those involved to address the Board at an upcoming meeting.

Terry Mazany endorsed all ideas that were presented. He noted the reality that our workforce is going to be majority/minority, and Latinos and African-Americans are not faring well in our public systems and higher education. The Board should do something about the nation's education needs, and really work on the policy Objective 4 (addressing the achievement gaps) and Objective 5 (releasing timely reports).

Fielding Rolston said that as he travels across Tennessee, he is struck by the number of teachers and principals who need more information and a better understanding of NAEP. He added that with budget cuts, it will be important for the Board to identify the things that do not add value and prune those ideas and activities. The Board has to look at how it tests and reports on students with disabilities and English language learners. It is a threat to the Board's credibility if those issues are not addressed.

Tonya Miles thanked Mr. Driscoll for his challenge to the Board to make a difference. She stated that she is encouraged by the exchange of ideas. She reminded the Board to keep track of the Parent Summit activities because it is an initiative that will carry the Board into the future.

Shannon Garrison stated that she would like to see more extensive reporting on the background variables. She also suggested the use of listservs to capture the public's attention and to disseminate information and data related to the background data on a daily or monthly basis.

Anitere Flores suggested including a presentation at the 25th Anniversary celebration that charts the progress of NAEP since its inception. She also added that NAEP should be made as relevant as the U.S. Census.

Cary Sneider commented that he has heard reports about using computer-adaptive testing to get finer-grained analysis of what students who score below basic can do. The Board may want to start using adaptive testing.

Ms. Garrison shared a request from her fourth grade class to update the "Test Yourself" questions on the computer. It would also be helpful if the test had different levels. Ms. Carr stated that request is simple to do and to consider it done.

Andrew Ho said the Board should explore automated scoring and having more NAEP released items available for students, teachers, and others.

Terry Mazany stated that NAEP's federal mandate creates many constraints and there are areas the Board needs to explore to be contemporary.

Jim Popham suggested a shift in the work model for Board members. He stated that more members should be called upon to assist in completing work between Board meetings.

Mr. Driscoll closed the session by summarizing the common themes that came out of the discussion:

- 1) The Board needs to expand into new areas.
- 2) Explore assessment in the affective domain.
- 3) Measure 21st century skills; and
- 4) Tell the NAEP story and prove NAEP's relevance.

Mr. Driscoll stated that the Board will need to think about the problems that persist—achievement gaps, the lack of assessment literacy, and the burden of too much assessment. He added that a couple of years from now, he would like for someone to say that the Board became nimble and found a way to lead education assessment in this country. Going forward the Board will need to rethink what it does now and set new priorities.

Committee Reports and Board Actions

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

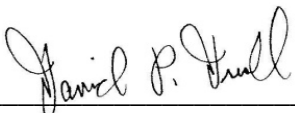
- Approved NAEP Science Interactive Computer Task (ICT) alpha and beta builds in grades 4, 8, and 12, with changes to be communicated in writing to the National Center for Education Statistics (NCES).
- Approved NAEP Science Hands on Task (HOT) for grade 12, with changes to be communicated in writing to NCES.
- Approved the release plan for the NAEP 2012 Long-Term Trend Report, as appended in Attachment A to this report.

Complete text of the action items is provided in the full Committee reports appended to these minutes.

Meeting Adjourned

The May 18, 2013 session of the Board meeting adjourned at 10:01 a.m.

I certify the accuracy of these minutes.



David Driscoll, Chairman

7/16/2013
Date

National Assessment Governing Board

Executive Committee

Report of May 16, 2013

Attendees: David Driscoll, Chair, Susan Pimentel, Vice Chair, Lou Fabrizio, Alan Friedman, Shannon Garrison, Tonya Miles, Fielding Rolston. Other Board Members: Rebecca Gagnon, Andrew Ho, Terry Holliday, Hector Ibarra, Terry Mazany, Joseph O'Keefe, S.J., W. James Popham, Cary Sneider. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Larry Feinberg, Stephaan Harris, Michelle Blair, Munira Mwalimu. NCES Staff: Jack Buckley, Peggy Carr, Andrew Kolstad, Arnold Goldstein, Jamie Deaton, Janis Brown, Dan McGrath, Grady Wilburn. ETS: Jay Campbell, Amy Drescher, Rebecca Moran, Andres Oranje. HumRRO: Laress Wise, Steve Sellman. Westat: Dianne Walsh. AIR: Kim Gattis, Cadelle Hemphill, George Bohrnstedt, Fran Stancavage. Reingold: Amy Buckley. Hager Sharp: Debra Silimeo, David Hoff. Pearson: Brad Thayer, Connie Smith. CRP, Inc.: Edward Wofford, C. Rudd. Fulcrum IT: Saira Brenner. Optimal Solutions Group: Sadaf Asrar, Robin Marion.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll commented on the inspiring Board visit to Solano Elementary School on May 15, 2013, hosted by Board member Shannon Garrison, who teaches 4th grade there. He said there was a significant turnout of local leaders for the May 15 outreach meeting. The attendees represented a wide range of perspectives and made many valuable comments and suggestions. Mr. Driscoll noted the fact that Andrés Alonso had resigned as superintendent of the Baltimore City Public Schools, that he had taken a teaching position at Harvard, and that Mr. Alonso was pleased that he would be able to continue serving as a Governing Board member.

2. Committee Issues and Challenges

Ad Hoc Committee on Background Information

Terry Holliday, Committee Chair, said that the Ad Hoc Committee on Background Information had met earlier in the day on May 16, 2013. The Committee heard presentations comparing the background questions used in NAEP, TIMSS, PISA, and PIRLS; on ways to improve the NAEP Data Explorer; and on potential focused NAEP reports. The Committee reviewed the NAEP background information framework that was adopted in May 2002. The Committee also discussed whether to establish a new Board committee on background information or to specify how the work should be divided among the current Board committees. Mr. Holliday said that the Committee would present its recommendations at the August 2013 Board meeting.

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, provided a brief overview of the Committee agenda. He said there would be a joint session with the Reporting and Dissemination Committee on the implementation of the Board policy on inclusion of students with disabilities and English

language learners. Mr. Fabrizio said that a key issue before the COSDAM is on how to set achievement levels for the 2014 NAEP Technology and Engineering Literacy (TEL) assessment. Setting achievement levels on this type of assessment requires careful consideration because it is new in so many ways. TEL is computer administered, cross-disciplinary, and based on evidence centered design. The objective for the May 2013 meeting is to gather the Committee members' perspectives on the challenges and issues that need to be addressed, which will be used by staff in developing the work statement for the TEL achievement level-setting procurement.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, reviewed the Committee agenda. On May 16, 2013, the ADC met in closed session to review interactive computer tasks (ICTs) in grades 4, 8, and 12 in preparation for the 2015 NAEP science assessment. On May 17, the ADC will meet first in closed session for a briefing on the 2013 computer-based TEL pilot at grade 8, which was administered January through March 2013. In open session, Mr. Friedman will speak about the recently released Next Generation Science Standards and their implications for the NAEP science and TEL assessments. The ADC will receive an update on plans to report lessons learned and key findings from the grade 4 computer-based writing pilot, as well as an update on assessment development activities under the new NAEP contracts.

Mr. Friedman highlighted a topic that had been prompted as a result of the Board discussion at the March 2013 meeting—whether to revisit the 2003 NAEP Foreign Language Framework. The ADC will begin considering whether this framework should be on a faster track for an assessment. It is currently on the staff-proposed NAEP assessment schedule for 2020.

The NAEP Foreign Language Framework and Specifications were originally developed by the Board between 1999 and 2000. Originally designed as a two-stage assessment, the NAEP Foreign Language Framework focuses on testing 12th grade students' Spanish language skills in reading, writing, listening, and speaking. The first stage includes a brief language screener as well as background questions. The main NAEP Foreign Language Assessment was designed to be administered to a targeted sample of 12th graders—both native Spanish speakers and students who had taken or were enrolled in Spanish language classes. The ADC discussion will address the challenges experienced in the 2003 foreign language pilot, including participation rates, complexity of the assessment design, the need for more sophisticated digital technology, and other issues. The ADC will consider whether it is time to revisit this framework, given NAEP's current computer-based assessment capabilities and the level of interest in testing students' Spanish language skills.

Reporting and Dissemination Committee (R & D)

David Driscoll, acting for Andrés Alonso, the R&D Chair, reviewed the Committee agenda. He noted that the Committee will be reviewing the Board Policy on Reporting, Release, and Dissemination of NAEP results, last updated in 2006. The chief issues are how the policy might be changed to accommodate two goals: (1) giving the Board the opportunity to have an earlier role in shaping the content of NAEP reports, and (2) making results and Internet data tools even more accessible to the public.

Mr. Driscoll said an action item to be addressed is the configuration of the fall releases for the 2013 Grade 4 and 8 NAEP Mathematics and Reading Report Cards. The Committee will decide how the reports will be released, whether in separate events for reading and mathematics or at a single event. Separate events would allow for more in-depth examination and discussion of each subject. A single event would emphasize comparisons between the states. If conducting separate release events is the decision, the reports would be released two or three weeks apart in late September or early October. The release of the 2013 TUDA Mathematics and Reading Report Cards will not be affected by this decision. They will be released together in December 2013.

Nominations Committee

Tonya Miles, Chair of the Nominations Committee, provided updates on the 2013 and 2014 nominations processes. The letters of commitment and resumes of the nominees approved by the Board in March 2013, for terms beginning on October 1, 2013, were presented to the Secretary's senior staff in April. There are five vacancies: elementary principal, testing expert, state legislator (Democrat) and two general public positions. Decisions by Secretary Duncan on these Board vacancies are expected in late summer or early fall.

Ms. Miles noted that the Board won recognition for the 2013 nominations outreach website as part of the 19th annual Communicator Awards. This national award was earned for exceptional marketing effectiveness. Ms. Miles commended the Board staff and Reingold, Inc., the Board's communications contractor, for this achievement.

On May 18, 2013, the Committee will begin planning the nominations outreach process for 2014, with the goal of generating more nominations, particularly from states that are under-represented in the nominee pool. The Committee will also work to expand the use of social media as part of the nominations outreach process. The six positions for 2014 are: chief state school officer, 4th grade teacher, 8th grade teacher, business/industry representative, general public representative, and secondary school principal.

3. Draft Policy Statement on the Conduct and Reporting of NAEP

Alan Friedman, Shannon Garrison, and Lou Fabrizio were appointed as members of a subcommittee to update the Board's 1996 policy statement "Redesigning the National Assessment of Educational Progress." Ms. Garrison and Mr. Friedman presented the draft policy for discussion by the Executive Committee, in preparation for presentation to the full Board on May 17, 2013.

This 1996 policy has served as a compass for the Board and NAEP. It contains many fundamental Board positions, such as setting 6 months as the goal for reporting NAEP results, defining the "general public" as the primary audience for NAEP reports, and adopting a 10-year schedule of assessments. Ms. Garrison observed that the educational environment NAEP serves has changed substantially since 1996, with the advent of regular state participation in NAEP reading and mathematics assessments under No Child Left Behind; the Common Core State

Standards and the two state-based assessment consortia; and the Governing Board's initiative on 12th grade academic preparedness for college and job training.

Ms. Garrison said the fundamentals of the policy are still intact and valid, but a number of provisions are out of date. Further, the purpose of the proposed policy is quite different from the current policy. The current policy, with "redesigning" being the operative word in its title, was intended to make NAEP more efficient, increase subject coverage, and provide student achievement results to the public more regularly. On the other hand, the proposed policy builds on the Board's and NAEP's experience of the last 25 years; acknowledges NAEP's history, role, essential core functions and associated values; and is intended to serve as an enduring guide for the conduct of the program long into the future.

Mr. Friedman discussed the timeline for review and revision of the policy. At the November 2012 Board meeting, the Executive Committee reviewed a set of questions about the currency of the 1996 policy. At the February-March 2013 Board meeting, the full Board discussed and refined recommendations for format, content, and policy revisions. The subcommittee met by teleconference several times after the February/March 2013 Board meeting to prepare a draft policy statement, taking into account the Board discussions and two rounds of comments from NCES. On April 11, the Executive Committee discussed an initial draft of the policy by conference call. At the May 2013 Board meeting, the draft will be discussed by the Executive Committee and by the full Board in plenary session. At the August 2013 Board meeting, a final draft of the policy will be presented for action by the full Board.

4. Interpreting NAEP Proficient Using Preparedness Research Findings

Lou Fabrizio, as COSDAM Chair, presented the draft validity argument for proposed inferences about 12th grade academic preparedness for college, prepared by staff.

Mr. Fabrizio said the Governing Board has been carefully examining the feasibility of NAEP reporting on academic preparedness for college and job training. This began with the March 2004 recommendations of a blue-ribbon panel the Board commissioned to look at the future of 12th grade NAEP. The Board Chair, David Driscoll, and former Board members Dave Gordon and Louis Ramos served on the panel before they were appointed to the Board; Ray Fields staffed the panel. The panel recognized NAEP as the only source of nationally representative 12th grade student achievement data and, because of its credibility, as a "truth teller" about student achievement. The panel cited the importance to the nation of knowing how well-prepared 12th graders are at the transition point to adult pursuits. They recommended continuing 12th grade NAEP, adding 12th grade state NAEP, implementing bold steps to improve school and student participation and engagement, and the transformation of grade 12 NAEP into a measure of 12th grade academic preparedness for college and job training.

The Board revised the 12th grade reading and mathematics frameworks for the 2009 assessments to make them measures of academic preparedness for college and job training. Recognizing validity as a central issue, the Board convened a technical panel to advise on validity research that would be the basis for potential statements about preparedness for use in NAEP reports.

The Board embraced the Technical Panel’s recommendations and initiated a comprehensive program of research based on the recommendations.

Phase 1 of this program of research is completed, with results from more than 30 studies. The Board reviewed the Phase 1 results and determined that the study reports and findings should be shared with the public; that a single preparedness cut score would not address the nuances observed in the data collected to date; that the research does not support conclusions about “prepared for job training” in relation to NAEP; and that the Phase 1 results should be released online in the form of a technical report.

The Phase 1 research has been analyzed and distilled by staff in the form of a validity argument to support a proposed interpretation of the 12th grade Proficient achievement levels for reading and mathematics. This draft validity argument is based on a model developed by Michael Kane, a renowned psychometrician and validity theorist. The model provides for the statement of a score interpretation; the propositions or assumptions underlying the score interpretation; and the evidence by which the propositions/assumptions can be evaluated.

COSDAM approved using the Kane model. Michael Kane is working with the Board as an advisor in developing this validity argument. General considerations in the use of the model are that validity is a continuing process and absolute “truth” is an unrealizable goal. Therefore, under Kane’s model, the plausibility of the validity argument is the criterion that must be met.

The draft validity argument is being discussed at the May 2013 Board meeting by the Executive Committee, COSDAM, and the full Board in plenary session. The purpose of these discussions is to review the Phase I preparedness research and results, and to provide feedback to staff on the draft validity argument in relation to the requirements of the Kane model.

The score interpretation being proposed addresses academic preparedness for college only because the research to date does not support statements about preparedness for job training.

Mr. Fabrizio said that Board feedback is needed on the following questions:

- Are the propositions/assumptions optimally framed?
- Does the evidence appropriately address the propositions/assumptions?
- Are there propositions/assumptions that should be added?
- Taken as a whole, does the argument seem to meet the plausibility criterion?
- Should the inferences be revised?

The score interpretation statement in this validity argument says:

12th grade students scoring at or above the Proficient achievement level on the 12th grade NAEP Reading or Mathematics Assessment are

- likely to be academically prepared for first year college courses,
- likely to have a first-year college GPA of B- or better, and
- not likely to need remedial/developmental courses in reading or mathematics in college.

CLOSED SESSION

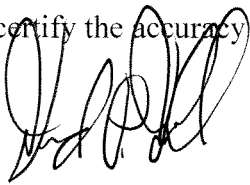
6. NAEP Contracts, Budget, and Schedule for 2013 and Beyond

The Executive Committee met in closed session from 5:30 p.m. to 6:30 p.m. Peggy Carr, NCES Associate Commissioner, discussed contractor costs and contract options under NAEP contracts for FY 2013 through FY 2017.

The Executive Committee received and discussed costs for specific activities under individual current contracts, and independent government cost estimates from the National Center for Education Statistics (NCES) staff on various options for proposed item development, data collection, scoring and analysis, and reporting of National Assessment of Educational Progress (NAEP) results for 2013-2017, and their implications on future NAEP activities. The costs of specific activities budgeted under current contracts would disclose financial information that is proprietary, protected under Section 552b(c)(4) of Title 5 U.S.C. The discussion of independent government cost estimates for the NAEP 2013-2017 contracts is necessary for ensuring that NAEP contracts meet congressionally mandated goals and adhere to Board policies on NAEP assessments available at www.nagb.org/policies.html. This part of the meeting must be conducted in closed session because public disclosure of this information would likely have an adverse financial effect on the NAEP program by providing contractors attending an unfair advantage in procurement and contract negotiations for NAEP. Discussion of this information would be likely to significantly impede implementation of a proposed agency action if conducted in open session. Such matters are protected by exemption 9(B) of section 552b of Title 5 U.S.C.

After the presentation and discussion by Executive Committee members, it was determined that the Governing Board will need to make decisions on the NAEP budget and schedule of assessments for 2015 at the August 2013 Board meeting. Governing Board and NCES staff will work collaboratively on options that will be presented for consideration at the August 2013 Board meeting.

I certify the accuracy of these minutes.



David Driscoll, Chair

05/17/13

Date

National Assessment Governing Board

Assessment Development Committee

Report of May 16-17, 2013

May 16, 2013

Closed Session

8:00 am – 1:45 pm

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 May 16, 2013 from 8:00 a.m. to 1:45 p.m.

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Other Board Members – Rebecca Gagnon; Governing Board Staff – Mary Crovo, Michelle Blair; AIR – Kim Gattis; ETS – Jay Campbell, Greg Vafis, Andy Latham, Shu-Kang Chen, Madeline Keehner; HumRRO – Steve Sellman; Fulcrum IT – Saira Brenner.

Review of Science Interactive Computer Tasks (ICTs)

Andrew Latham of ETS provided an overview of the NAEP Science ICT development process and timelines leading up to the 2015 operational Science assessment at grades 4, 8, and 12. The goal is to have a total 27 interactive computer tasks. The first portion of the meeting was spent reviewing the computer-based “beta builds” (later-stage, interactive computer-based versions) for a number of ICTs that were further along in development. ADC members had previously reviewed and commented on the task outlines and “alpha builds” (early-stage, screen shot versions) for these tasks. The second part of the Science ICT review involved a large number of alpha builds. ADC comments on the outlines for these alpha builds had been gathered previously.

The ADC was pleased overall with the topics, rigor, and timeliness of the proposed tasks. They commented that the tasks will measure important content and practices in science and will be very engaging to students. Members also commented on the match between the ICTs and the assessment targets from the NAEP Science Framework. A substantial number of comments were provided by the ADC on modifications to improve the tasks in terms of clarity, increasing the level of student engagement, providing a better match to the assessment targets, and other factors.

Action on the Science ICTs was taken in open session during the ADC’s May 17, 2013 meeting.

May 17, 2013

Closed Session

10:00 – 11:00 am

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 May 17, 2013 from 10:00 a.m. to 11:00 a.m.

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Arnold Goldstein, Jamie Deaton, Bill Ward; AIR – Kim Gattis; ETS – Jay Campbell, Greg Vafis, Shu Kang Chen, Madeline Keehner, Andy Latham; Westat – Dianne Walsh; Fulcrum IT – Saira Brenner; Pearson – Brad Thayer; Optimal Solutions – Sadat Asrar.

Review of a Science Hands on Task (HOT)

Based on a previous review, the ADC had requested a new grade 12 hands-on task be developed to replace one that was not deemed appropriate for 12th graders. The new hands-on task was discussed in the May 17 closed session. Comments were provided by ADC members related to the assessment targets measured, the equipment set-up, and other issues. Action on this HOT was taken in open session on May 17.

2013 Technology and Engineering Literacy (TEL) Pilot Test: Update and Preliminary Observations

William Ward of NCES provided a status report on the TEL pilot test, which was administered to 16,000 eighth-grade students in both public and private schools. The TEL pilot used an administration model similar to the one for the NAEP Writing computer-based assessment. Westat field staff brought laptops into the schools and students took the TEL assessment in two groups of 15 students, for a total of 30 students per school. The sample size for the TEL pilot was larger than is typical for NAEP pilot tests, due to additional analyses planned to help prepare for the 2014 operational assessment.

Mr. Ward shared preliminary observations from the TEL pilot, including the usefulness of universal design features that provide computer-based accommodations for students with disabilities and English language learners. For example, the computer-based TEL assessment allows adjustment of font size, text to speech, and other features to make the assessment more accessible. Such features also eliminate the need for many separate accommodated sessions since students needing these accommodations participate in the regular assessment setting. This reduces the time NAEP spends in a school and also lowers field staff administration costs.

The ADC also received information on preliminary observations from scoring the TEL tasks. Mr. Ward then shared some examples of the very positive feedback received from students, teachers, and school administrators on the TEL assessment.

ADC members were very pleased with the preliminary results from the 2013 TEL pilot, particularly the encouraging findings from scoring and the positive feedback expressed from those who participated in the assessment. ADC members requested an update at their August 2013 meeting on the TEL pilot and preliminary analyses.

May 17, 2013

Open Session

11:00 am – 12:30 pm

Attendees: ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Arnold Goldstein, Jamie Deaton, Bill Ward; AIR – Kim Gattis; ETS – Jay Campbell, Greg Vafis, Shu Kang Chen, Andy Latham; Fulcrum IT – Saira Brenner; AIR – Fran Stancavage; Optimal Solutions – Sadat Asrar; CRP – Carolyn Rudd, Edward Wofford.

Release of the Next Generation Science Standards (NGSS)

ADC Chair, Alan Friedman, gave a presentation on the recently-released NGSS and the implications for NAEP. The NGSS standards reflect a new consensus on STEM learning. Key features of the NGSS are: 1) disciplinary core ideas in science and engineering; 2) scientific and engineering practices; and 3) crosscutting concepts. The NGSS include eight Practices, such as: 1) asking questions (for science) and defining problems (for engineering); 2) developing and using models; and 3) planning and carrying out investigations. Mr. Friedman also outlined the crosscutting concepts in the NGSS including systems and system models, energy and matter, and structure and function, among others.

Response to the NGSS has been positive, including feedback from the National Academy of Sciences, the U.S. Department of Education, the National Science Foundation, and the National Science Teachers Association. The NGSS make engineering a priority, which was not the case in the previous national science standards. However, at this point there is no plan for developing an assessment of the NGSS and no practical model for implementing the standards.

Cary Sneider, who served as one of the NGSS authors, noted that many curriculum developers and textbook companies are beginning to work on materials aligned with the NGSS. He also mentioned that the NGSS require instruction in five subject areas at the high school level: biology, chemistry, physics, Earth/space science, and engineering. This is a major curriculum shift, since many states only require two or three science courses for a high school diploma.

Shannon Garrison commented that the NGSS also will have a major impact on elementary science education due to the shift toward more rigorous content and a substantial focus on higher order thinking skills

Mr. Friedman said that the NAEP Science and the NAEP Technology and Engineering Literacy (TEL) assessments appear to be well-aligned with the NGSS content. It will be important to examine future NAEP Science and TEL assessments, in addition to related NAEP background variables, for possible impacts on student performance in these areas as the NGSS are implemented.

Update on Reporting Grade 4 Computer-Based Writing Information

Arnold Goldstein of NCES updated the ADC on progress since their March 2013 meeting on reporting information from the grade 4 computer-based Writing pilot. In March the ADC had provided substantial feedback on the proposed reporting plans and gave input on both the substance and format of the planned reports.

Mr. Goldstein explained that the goal of the grade 4 Writing pilot report was to communicate what was learned in the development and implementation of the grade 4 assessment. The information will be shared via the website and the target audiences are the assessment community and assessment consumers. In terms of lessons learned, the report will describe how the grade 4 computer platform was determined, how well students interacted with the computer-based assessment, the types of writing prompts administered via computer, and how accommodations were administered on the computer. In terms of the reporting timeline, Mr. Goldstein said that the website should be ready for release later this summer.

ADC members felt that the report format was much improved in comparison to the version they reviewed in March. They thought the web mock-up Mr. Goldstein shared would be of interest to educators in addition to the assessment community. ADC members recommended that the online report examine the background variables in some depth. For example, how did students who reported no experience on the computer interact with the NAEP Writing platform? Members also noted that the website should link to existing writing prompts on the NAEP Questions Tool, scoring rubrics, and student responses. Since the 2013 Writing pilot website will not include student results or released tasks, teachers will want some examples of the kinds of prompts NAEP has used in the past, along with accompanying information that could be useful in the classroom.

Assessment Development under the New NAEP Contracts

William Ward of NCES gave a brief presentation on the new NAEP contracts, with a focus on assessment development activities. He reported that the new NAEP Alliance contracts were awarded in March 2013. Mr. Ward described the NAEP Alliance contractors, most of which remained the same as in the 2008-2012 contract cycle.

In addition to the major contractors, there are some new subcontractors such as IBM and SRI. IBM will work with several NAEP contractors on transitioning to computer-based assessments and other tasks. SRI will lead the evidence-centered design (ECD) work for mathematics. Mr. Ward explained that all new assessments will employ the ECD model,

as was used in TEL, to help ensure that NAEP results are as relevant, meaningful, and as actionable as possible.

Under the new contract, NCES is working to develop a dynamic NAEP-specific item development tracking system. The system will hold all of the cognitive and survey material and associated data, allowing for quick and efficient retrieval and reporting of item inventories, histories of individual items, and other information.

In the survey questionnaires, Mr. Ward explained that NCES will expand the research base and its application in development of new background questions. The expert panel in this area will be reconstituted with a new focus on expertise in survey methodology. New literature reviews will be conducted, particularly in the areas of educational practice and policy. International assessment information, such as that from TIMSS and PISA, will be considered during development of the new NAEP survey questions.

ADC members thanked Mr. Ward for his presentation on the new contracts and look forward to future briefings as the assessment development work moves forward.

Revisiting the NAEP Foreign Language Assessment

Governing Board staff member, Mary Crovo, provided an overview of the issues related to a possible “revisit” of the Board’s Foreign Language Framework, originally developed in the early 2000’s. Based on Board member comments at the February-March, 2013 meeting related to testing English language learners and assessing students’ skills in Spanish, the staff thought that the current Board members should be made aware of the Foreign Language Framework and possibilities for its use in NAEP’s evolving computer-based environment. Currently the Board’s proposed Schedule of Assessments includes Foreign Language in 2020.

The NAEP Foreign Language Framework and Specifications were originally developed between 1999 - 2000 under a contract to:

- Center for Applied Linguistics (CAL)
- American Council on the Teaching of Foreign Language (ACTFL)
- American Institutes for Research (AIR)

Members of the Foreign Language Framework development panels included educators, business representatives, government agency representatives (e.g., from the Defense Language Institute in Monterey), researchers, representatives of foreign language organizations, psychometricians, and members of the general public.

Originally designed as a two-stage assessment, the Foreign Language NAEP focused on testing 12th grade students’ Spanish language skills in reading, writing, listening, and speaking. A second component consisted of a brief paper-and-pencil (and also an electronically-delivered version) language screener for the two-stage Spanish assessment, and as a brief self-assessment in other languages. This component also contained the student background questions.

The main NAEP Foreign Language Assessment was designed to be administered to a targeted sample of 12th graders—both native Spanish speakers and students who had taken or were enrolled in Spanish language classes.

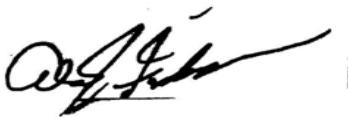
The ADC also heard about challenges experienced in the 2003 Foreign Language field test including concerns with participation rates, complexity of the assessment design, the need for more sophisticated digital technology, and other issues.

ADC members were very interested in the NAEP Foreign Language Framework, and felt that this subject area was a crucial one for NAEP given the increasingly global environment in which our students live. The Committee noted that it is important for NAEP to include a full range of subjects and not to scale back and test only a few content areas. Members discussed innovative ways in which the Foreign Language assessment could be administered via computer including online, real-time conversations and a brief online screening assessment of languages other than Spanish. However, given the Board's upcoming budget discussions this summer and likely decisions regarding the NAEP schedule, the ADC decided to postpone further discussion and planning for a Foreign Language assessment until after the August 2013 meeting.

The ADC took the following two actions in open session, both of which were approved unanimously.

- 1. ACTION: The Assessment Development Committee approves the NAEP Science Interactive Computer Task (ICT) alpha and beta builds in grades 4, 8, and 12 with changes to be communicated in writing to the National Center for Education Statistics (NCES).**
- 2. ACTION: The Assessment Development Committee approves the NAEP Science Hands on Task (HOT) for grade 12, with changes to be communicated in writing to NCES.**

I certify the accuracy of these minutes.



Alan Friedman, Chair

6-5-13

Date

National Assessment Governing Board Committee on Standards, Design and Methodology

May 17, 2013

JOINT MEETING WITH REPORTING AND DISSEMINATION COMMITTEE

Attendees

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

Reporting and Dissemination Committee Members: Acting Chair David Driscoll (Chairman of the Governing Board), Anitere Flores, Rebecca Gagnon, Terry Mazany, and Father Joseph O’Keefe;

Governing Board Staff: Executive Director Cornelia Orr, Michelle Blair, Larry Feinberg, Ray Fields, and Stephaan Harris;

Other Attendees: John Easton, Director of the Institute of Education Sciences and Ex Officio Governing Board member; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Janis Brown, Arnold Goldstein, Andrew Kolstad, Dan McGrath, and Grady Wilburn; AIR – George Bohrnstedt, Cadelle Hemphill, and Fran Stancavage; CRP – Carolyn Rudd and Edward Wofford; ETS – Amy Dresher, Steve Lazer, Rebecca Moran, and Andreas Oranje; Hager Sharp Communications – David Hoff and Debra Silimeo; HumRRO – Steve Sellman and Laress Wise; Optimal Solutions Group – Robin Marion; Pearson – Connie Smith; Reingold Communications – Amy Buckley; Westat – Rima Zobayan; Widmeyer Communications – Jason Smith; California Department of Education – Julie Williams (NAEP state coordinator); WCER – Gary Cook; Dr. Albert Wilburn, MD.

NAEP Testing and Reporting on Students with Disabilities and English Language Learners

The Committees considered two sets of issues: (1) implementation of the Board policy that deals with testing of English language learners (ELL), and (2) reporting options for exclusions, participation rates, and the adjusted scores, termed full-population estimates, which try to take into account the differences in exclusion rates between the states and districts participating in NAEP.

Grady Wilburn, of NCES, gave an update to the committees on these two topics. He noted that under the policy adopted in 2010, the only ELL students that schools may exclude from NAEP are those who have been in U.S. schools for less than one academic year. Even students in this category should not be excluded if NAEP offers a translation in their home language. Students who speak Spanish now account for about 80 percent of ELLs nationwide. NAEP offers Spanish translations of all its tests (in bilingual booklets) except for reading and writing, which under the frameworks adopted by the Board are reading and writing in English.

Mr. Wilburn said the decision tree incorporating the Board policy on which ELL students to test and how to test them was implemented smoothly in the 2013 NAEP. He said exclusion rates went down.

On the reporting issues Mr. Wilburn noted that a joint meeting of the two committees in March had received a full report on implementation of the policy on SD students. Under this policy the only students that may be excluded from NAEP by school personnel are those with the most significant cognitive disabilities who take alternate state assessments with alternate achievement standards, expected to be about 1 percent of enrollment. For practical reasons NCES decided that schools could also continue to exclude students with an individualized education program (IEP) or 504 plan that provides for accommodations on state tests that NAEP does not allow. The non-allowable accommodations in nearly all cases have been read-aloud on the NAEP reading assessment or calculator use on all sections of NAEP math.

In 2013 for the first time NCES permitted students with IEPs requiring calculator use to take calculator-active blocks on NAEP even if they would have been assigned non-calculator blocks as part of the normal NAEP sampling. Mr. Wilburn said a study in 2011 indicated that this would have little impact on results, and, in any case, the number of students involved is small.

By law, student participation in NAEP is voluntary. Parents can refuse to have their children participate for any reason. Under the Board policy, “students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures.”

NCES has said doing this would break trends, depress reported scores, and contravene sound psychometric procedures. Under long-standing practice, excluded students are omitted from any calculations of NAEP results, and have no effect on state or district averages. Adjustments are made for refusals or absent students (a much larger group) by reweighting the scores of those with similar characteristics, which tends to lower state and district averages.

There is another analytic procedure, called full-population estimates (FPE), which NCES has used for about a decade to adjust state and district results by imputing scores for excluded SD and ELL students based on the performance of similar SD and ELL students who are tested. Data showing year-to-year changes in the full-population estimates are published on the NAEP website for participating states and districts, but these are given little prominence and do not include the adjusted scores themselves. The FPE scores were provided to the Board at this meeting. They showed most state averages to be about 3 to 6 points lower than reported. In only a few cases were year-to-year changes significantly different.

George Bohrnstedt, of AIR, chair of the NAEP Validity Studies Panel, said his group is concluding a study which shows that FPEs provide less biased results than the current NAEP analysis method, which overstates true scores considerably more.

Another proposal considered for reporting is to publish a total participation rate, based on all students in a sample divided into those tested and not tested for any reason whether excluded,

absent, or refused. At present the reported participation rates are calculated after excluded students are subtracted from the number in the sample.

After considerable discussion, the Committees endorsed the following in regard to the reporting of 2013 NAEP results:

- 1. Continue previous analysis procedures for exclusions and refusals.**
- 2. Give greater prominence and easier accessibility to full-population estimates as part of the information available online at the time of data release.**
- 3. Provide additional information online on the proportion of students excluded because they use an accommodation on state tests that is not allowed on NAEP.**
- 4. Issue a special report after the main data release with a full discussion of exclusion, participation, and refusal issues that includes data on the total participation rate for each jurisdiction in NAEP.**

COSDAM MEETING

Following the joint COSDAM/R&D session, R&D committee members adjourned to their separate meeting room. Lou Fabrizio, COSDAM Chair called the meeting to order at 11:15 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, Associate Commissioner Peggy Carr, Janis Brown, and Andrew Kolstad. AIR: George Bohrndstedt and Fran Stancavage. ETS: Steve Lazer and Andreas Oranje. HumRRO: Laress Wise. Pearson: Connie Smith. Westat: Dianne Walsh. Widmeyer Communications: Jason Smith.

Preliminary Discussion on Setting NAEP Technology and Engineering Literacy (TEL) Achievement Levels

Mr. Fabrizio stated that setting achievement levels on a computer based, interactive and cross-disciplinary assessment such as TEL represents new terrain for educational assessment. Cornelia Orr noted that the Board was in a similar leadership position many years ago when the entire notion of achievement level setting for student assessments was a relatively new concept.

To determine the appropriate methodology to pursue in achievement level setting for the TEL assessment, the Board commissioned the development of an issues paper outlining what needs to be addressed. COSDAM's March 2013 meeting discussion was used to inform the drafting of this paper. The primary purpose of this meeting's discussion was to collect committee members'

perspectives on the issues outlined in the paper and to provide guidance to Board staff in preparing the associated procurement activities.

Mr. Fabrizio invited Andrew Ho to offer his comments in light of his recent related work. Mr. Ho applauded the paper's emphasis on the importance of providing plenty of feedback information to panelists in a clear way. Mr. Ho noted the briefing book method as a useful process to reference for this work.

Tonya Miles noted that the briefing material on evidence centered design (ECD) was not sufficiently clear in describing ECD in relation to TEL. Jack Buckley and Mr. Ho responded that the methodology associated with ECD essentially starts with claims (or inferences) to be reported and then rigorously cites the evidence from the assessment that will be used to support the claims, thereby making a more explicit connection between assessment development and eventual reporting. ECD represents an articulation of current best practices in the field of educational assessment.

The Committee discussed the applicability of the policy definitions of the NAEP achievement levels for the TEL assessment. Given the construct is labeled with the term "literacy" and there is not a unified presentation of TEL content in U.S. schools as a specific course or subject area, the Committee was not certain whether TEL achievement level definitions should be aspirational in nature with statements about what students *should know and be able to do* or whether TEL achievement levels should be more of a status description, providing the public with information about what students *do know and are able to do*. Relatedly, the Committee also echoed the difficulty of selecting appropriate panelists to participate in the achievement level setting, because there may be few, if any, instructors in TEL content. Steve Laser also noted it may be helpful to use a scale anchoring approach to inform the achievement level setting process given that this is a new construct. Mr. Ho noted that item maps are an important resource in the process.

Ms. Orr and Michelle Blair asked for Committee perspectives on the extent to which research should be incorporated into the achievement level setting activities. For example, there have been attempts to examine particular aspects of the process and the inputs to the process to help the Board determine whether the process was working well or should be enhanced in the future. Although conducting pilot or other research studies about the TEL standard setting methodology were not specifically addressed, other concerns about the standard setting process for TEL were discussed. Mr. Fabrizio noted that examining performance data from the assessment itself is critical to determining whether the process will produce strong defensible results. Mr. Ho said scaling analyses to investigate the unidimensionality of TEL are needed to support setting a cut score; Mr. Buckley noted the TEL assessment field test conducted in early 2013 was large in scope in order to provide early indications of any scaling issues.

The Committee agreed that more information is needed about how the assessment is functioning. In particular, the Committee expressed concern about whether scaling issues will challenge TEL achievement level setting efforts. The consensus of the Committee was to proceed with caution in light of these concerns.

Update on Evaluation of NAEP Achievement Levels Procurement

Mr. Fabrizio noted that Janis Brown, an NCES statistician, would provide the procurement update on the project to evaluate NAEP achievement levels. This is largely an information item; COSDAM last heard an update one year ago.

Ms. Brown noted that there have been different evaluation efforts in the past, which have each focused on different aspects of the NAEP program. This upcoming evaluation project will focus on NAEP reading and mathematics achievement levels. It is expected that U.S. Secretary of Education Arne Duncan will soon confirm whether the procurement activities relative to this evaluation project will be conducted within the Institute for Education Sciences (IES). In the current plan, key objectives of this evaluation effort are to:

- Propose how to operationalize the legislative mandate that achievement levels be “reasonable, valid and informative to the public”
- Identify, review and analyze extant evidence and gather additional evidence as needed
- Present collected evidence in a written report, discussing the strengths and weaknesses as well as the gaps in evidence
- Provide for an independent review of the draft report

A contract award is expected in September 2013, and the final report is expected in early 2015.

NAEP 12th Grade Academic Preparedness Research

Ms. Orr provided two brief updates on the Board’s preparedness research efforts. The Board just awarded a contract to review NAEP frameworks, primarily in relation to job training. This will help the Board determine how the frameworks may need to be updated or whether we need a new framework to address job training. Secondly, Ms. Orr announced that the final report from the Job Training Program Course Content Analysis is now available, and this should be a strong resource for the Board and the public. In particular, this research effort is more extensive than other similar efforts currently referenced in policymaking discussions.

Ms. Brown was available to respond to Committee questions on the research studies being conducted by NCES that are relevant to the Board’s preparedness initiative. These research studies include:

- (1) A NAEP Reading–Lexile® Linking Study to establish a link between the NAEP Reading assessment and the Lexile® scale, thereby developing a method to predict whether 8th-graders are on track for successful postsecondary outcomes at grade 12;
- (2) A NAEP–High School Longitudinal Study to create an overlap of NAEP and the 2009 High School Longitudinal Study (HSLs:09) samples, thereby enabling the background variable information from HSLs:09 to provide additional context for reporting of postsecondary outcomes; and
- (3) A Study Using Virginia Data to Examine the Relationship between NAEP Scores and Student Success in College and in the Labor Market.

The Committee indicated that the written briefing material did not prompt any questions at this time.

Interpreting NAEP Proficient Using Preparedness Research Findings

Continuing a discussion that began at the March 2013 COSDAM meeting, the Committee focused its attention on the draft validity argument developed to interpret the NAEP preparedness research findings prepared by Ray Fields. This draft validity argument proposes a specific interpretation of the 12th grade Proficient achievement levels for reading and mathematics relative to academic preparedness for college.

The structure of the validity argument is based on a model developed by Michael Kane, a renowned psychometrician and validity theorist. COSDAM earlier approved using the Kane model to organize the preparedness research findings and the statements supported by the findings. Mr. Kane is serving as an advisor to the Board in the development of the validity argument. The validity argument:

- presents the rationale for NAEP reporting on preparedness,
- stresses that this argument is for an interpretation of Proficient, not a new standard for preparedness,
- provides explicit limitations on interpretations, and
- addresses appropriate and inappropriate test uses and consequences

In the May 16, 2013 Executive Committee meeting, Mr. Fabrizio provided a detailed summary of the historical context leading up to the development of this validity argument and described the key aspects of the argument for the Board's examination. Mr. Fabrizio kicked off the COSDAM discussion by referring to these remarks, noting that COSDAM feedback will be used to refine the draft validity argument. Then the draft will be sent for independent external review by two technical experts. At the August 2013 Board meeting, the plan is for the validity argument to be presented for action by the full Board regarding its use in reporting grade 12 NAEP reading and mathematics results from the 2013 assessments.

Jim Popham asked what the purpose is of reporting NAEP results in relation to academic preparedness for college. Mr. Fields said that the nation uses various important indicators to monitor well-being and inform future policy. These include economic indicators, health indicators, air and water quality indicators, employment indicators, and the like. NAEP reporting on 12th grade academic preparedness will provide the nation a new indicator of the human capital potential of rising generations, a nation's most important resource.

Mr. Fabrizio and Mr. Buckley both commented that the caveats outlined in the validity argument may not receive sufficient attention, but Mr. Fabrizio was pleased that they were explicitly presented. Mr. Ho said there is a danger of people ignoring the caveats and misinterpreting the results. Mr. Fields responded that it is impossible to prevent all misinterpretation, but the Board can and must do all that it can to prevent misinterpretation.

Terry Holliday discussed how he would address questions about this topic at the state level. John Easton noted his earlier concerns, but expressed increased comfort with the way the validity argument is presented. Ms. Miles asked whether additional inferences might be added to the validity argument in the future. Mr. Fields said research findings from Phase 2 of the Board's Program of Preparedness Research might support revisions or additions to the inferences in the validity argument.

Ms. Orr noted that the Board's preparedness research findings provide external data and validity evidence about grade 12 achievement. She indicated that when the achievement levels were originally established by the Board, information like the findings of the preparedness research was not available for the Board to use in standard setting. Therefore, the achievement level descriptions were developed using the content of the NAEP frameworks and the professional judgment of informed educators. The key question for COSDAM is whether the preparedness research can be used to augment the meaning of the grade 12 achievement levels, especially the statements about NAEP Proficient.

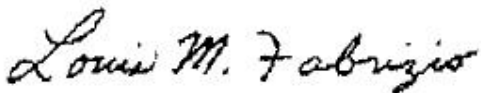
Mr. Popham asked the committee members for their thoughts on whether plausibility was a sufficient criterion for evaluating the validity argument. Mr. Ho then asked for clarification on what exactly would be added in reporting performance results for the NAEP Proficient level. Mr. Fields responded by reiterating the inference presented in the validity argument:

"12th grade students scoring at or above the Proficient achievement level on the 12th grade NAEP Reading or Mathematics Assessment are
-likely to be academically prepared for first year college courses,
-likely to have a first-year college GPA of B- or better, and
-not likely to need remedial/developmental courses in reading or mathematics in college"

Mr. Fabrizio commended the document for defining the target for the inference as "the typical student in the typical college" as a way of pre-empting the potential criticism that a wide range of selectivity exists in college admissions and placement.

Fielding Rolston said his primary concern was how these statements finally appear in the media, which may be different from how the statement appears in NAEP Report Cards. Mr. Fabrizio asked whether the Committee was comfortable with the overall direction of this validity argument and the prospective reporting which will be based on this validity argument. The Committee agreed that they were comfortable with the overall direction of the argument and the way in which caveats are outlined. However, the Committee expressed concern that the proposed inferences in the validity argument will be misinterpreted in secondary sources. The Committee was unanimous in supporting continued work on this topic and having the draft validity argument sent forward for additional review.

I certify the accuracy of these minutes.



Lou Fabrizio, Chair

6-14-2013

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of May 17, 2013

Attendees: Acting Committee Chair – David Driscoll (Chairman of the Governing Board); Committee Members – Anitere Flores, Rebecca Gagnon, Terry Mazany, and Father Joseph O’Keefe; Governing Board Staff – Larry Feinberg and Stephaan Harris; NCES – Associate Commissioner Peggy Carr, Arnold Goldstein, Dan McGrath and Grady Wilburn; AIR – Cadelle Hemphill; California Department of Education – Julie Williams; ETS – Amy Drescher and Rebecca Moran; HagerSharp – David Hoff and Debra Silimeo; HumRRO – Steve Sellman; Kids Reading to Succeed – Michael Kravitz; Optimal Solutions Group – Robin Marion; Reingold – Amy Buckley; Westat – Rima Zobayan.

1. Review of Board Policy and Guidelines on Reporting, Release, and Dissemination of NAEP Results

The Committee began discussions on how the Board’s NAEP release policy, last revised in 2006, might be updated to address two important goals: (1) having the Committee and the Board provide more big-picture input much earlier in the development of NAEP reports, and (2) making NAEP data and Internet tools even more accessible to the public.

In regard to report development, member Anitere Flores said decision-making by members in the early stages would be more beneficial than suggesting report changes later near the finalization period. Ms. Flores also said one possible strategy would be to solicit early feedback from NAGB members not on the Reporting and Dissemination Committee who have expertise in the subject at hand. Acting Committee Chair David Driscoll, who is Chairman of the Governing Board, suggested looking at recent NAEP reports to provide ideas on what aspects can be presented better in future reports, especially in making them more user-friendly for the general public.

Stephaan Harris, of Governing Board staff, said that for the upcoming special NAEP report on black male achievement, NCES offered to have at least one Committee member on a conference call to discuss report content. Mr. Harris suggested this might be a future model of member input for NAEP Report Card releases. Grady Wilburn, of NCES staff, said this might be possible with input likely having to come 7-8 months ahead of an initial Report Card draft.

For making NAEP results more accessible and improving dissemination strategies, Committee members had several suggestions. Father Joseph O’Keefe said the goals of NAEP should be made clearer when reports are released. He also suggested producing videos and other multimedia to simplify results, and tailoring these for various audiences. Ms. Flores said the Board should take advantage of events like NBC’s Education Nation TV series and panels to reach a broad audience. Mr. Harris noted that Board staff and Reingold Communications, the Board contractor, have been in contact with producers of that series for the last two years to encourage including NAEP as a topic and having NAGB or NCES representatives as speakers. Committee member Rebecca Gagnon said that tailoring results to respond to trends seen and discussed in states and districts and using Board members more in dissemination efforts would also be effective strategies.

2. Configuration of Fall Releases: NAEP 2013 Reading and Mathematics Report Cards

The issue before the committee was whether to have a separate or joint release this fall of the Reading and Mathematics Report Cards for the 2013 NAEP. These are being issued in two reports with two separate web home pages—one for reading and one for math. In both cases the reports will have national and state results for grades 4 and 8.

NAGB staff recommended separate releases during October 2013 with mathematics first followed by reading two to three weeks later. Larry Feinberg, of the Governing Board staff, said the argument for this was that separate releases would focus more attention on each subject rather than on comparisons between the states, and would allow more detailed discussion of patterns, trends, and issues in each subject area. Separate releases would provide two occasions for news coverage and public discussion of NAEP results.

Peggy Carr, of NCES, said the Center favored having a combined release, which has been the usual practice since state participation in reading and math NAEP at grades 4 and 8 was required under No Child Left Behind ten years ago. She said a combined release would tie into the heightened interest in education issues at back-to-school time in early fall. It would also better show the totality of what students do in school and would save money and staff resources.

In discussion Committee members felt that having a combined release would have the most public impact. They felt it would allow NAEP to talk more authoritatively about the state of American education. Ms. Gagnon said the tools that accompany the release to help people make greater use of NAEP data would be more important in promoting interest in NAEP than having two separate releases.

The Committee voted unanimously to have a combined released of the 2013 Reading and Mathematics Report Cards. According to the schedule NCES provided in the briefing materials, the expected release date would be in October.

Results for the Trial Urban District Assessment (TUDA) would be released in December 2013 with the two subjects combined. Grade 12 NAEP results would be released in spring 2014 with the two subjects combined.

3. Parent Outreach Activities

Committee members Terry Mazany and Ms. Gagnon updated the committee on plans for the Board's parent summit, planned for late October or early November to capitalize on the publicity from the planned October release of the 2013 NAEP Reading and Math Report Cards. The theme of the event is asking the right questions. There will be a focus on providing good NAEP resources for parent leaders, including multimedia presentations. Ms. Gagnon said the parent leaders in attendance might be invited back at a later date to show how they used NAEP as a resource for their groups and constituents.

The Committee also discussed the updated parent outreach plan, which was revised based on feedback at the last Committee meeting in March 2013 and a conference call afterward. Mr. Harris asked members to think about which strategies they see as priorities for the next 6-9 months, with the goal to present a final plan with a timeline for approval by the Committee and the full Board in August 2013.

Ms. Gagnon said devising an app and making extensive updates to the website to make information and resources more accessible to parents were important priorities. Mr. Mazany said that with the significant attention the Common Core State Standards Initiative is receiving, there is a concern that NAEP messaging might be crowded out. He said it is important to frame NAEP in a compelling narrative that can attract the attention of parent leaders. Fr. O'Keefe added that the private school community is often overlooked in NAEP's public outreach efforts. He said organizations such as the Council for American Private Education (CAPE) and the Office of Nonpublic Education in the U.S. Education Department would be good partners to convince private school administrators and parents of NAEP's importance.

4. Release Plan for NAEP 2012 Long-Term Trend Report

Mr. Harris reviewed the release plan proposed by Board staff for the NAEP 2012 Long-Term Trend Report Card. The plan calls for a webinar release event in June 2013. Committee members requested that they review the report in order to suggest important points and trends they feel should be emphasized in release materials, including the main press release and panelist statements.

ACTION: The Committee voted unanimously to recommend Governing Board approval of the release plan for the NAEP 2012 Long-Term Trend report, as appended in Attachment A to this report.

5. Information Items

The briefing materials provided to the Committee included the projected release schedule for future NAEP reports and a detailed review of two recent releases: the Economics 2012 Report Card and an analysis report on the content covered in high school Algebra 1 and Geometry courses, based on the 2005 High School Transcript Study.

I certify the accuracy of these minutes.



David Driscoll, Acting Committee Chair

6-4-13

Date

**NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP 2012 LONG TERM TREND REPORT**

The Nation's Report Card: Long Term Trend 2012

The 2012 Long Term Trend Report Card will be released to the general public during June 2013. Following a review and approval of the report's results, the release will be arranged as an online webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2012 National Assessment of Educational Progress (NAEP) Long Term Trend Report Card describes trends in 9-, 13- and 17-year-olds' achievement in mathematics and reading over the last four decades. The Report Card presents findings from a representative sample of 50,000 public and private school students at the national level. There were 12 previous reading assessments dating back to 1971, and 11 previous mathematics assessments dating back to 1973. The report summarizes trends in average scale scores for all students and also by categories of gender and race/ethnicity, along with background variables.

DATE AND LOCATION

The release event for the media and the public will occur in June 2013. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by a representative of the reading community and a representative of the mathematics community
- Questions from the webinar audience
- Program will last approximately 75 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website at www.nagb.org.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC; representatives of governors and state education agencies; and appropriate media as defined by the Governing Board's embargo policy. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions.

REPORT RELEASE

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

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor, Reingold, will work with Board staff to coordinate a communications effort, which could include a webinar, seminar, commentary, or social media initiative, to extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment.

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of May 18, 2013

Attendees: Tonya Miles (Chair), Alan Friedman, Shannon Garrison, 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 May 18, 2013 from 7:30 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 that letters and resumes of finalists for five Board positions for terms beginning in October 2013 were delivered to the Secretary's senior staff in April, following Board action at the March 2013 meeting. The Board received high praise from the Secretary's senior staff for the thoroughness of the nominations process. It is anticipated that Secretary Duncan will make a public announcement of new Board members in late summer or early fall of 2013. The Committee also received an update on the status of the two governor vacancies on the Board. Members discussed the caliber of the 2013 finalists, and the improvements to the nominations process this past year, particularly the website and social media outreach.

Ms. Miles then turned the discussion to the 2014 nominations cycle. There are six Board openings for terms beginning on October 1, 2014:

1. General Public Representative
2. Fourth-Grade Teacher
3. Eighth-Grade Teacher
4. Secondary School Principal
5. Business/Industry Representative
6. Chief State School Officer

The Committee discussed outreach strategies to seek nominations for terms beginning in October 2014. The process will begin in mid-August 2013. One new outreach strategy will focus on gathering audio recordings of Board member testimonials. This should result in more nominations and also should increase the level of knowledge about the Board and NAEP across a wider audience. Staff will contact all Board members with information on gathering audio recordings using smart phone or tablet technology. Nominations Committee members will have an opportunity to review a draft nominations "splash page" for the Governing Board website during the summer of 2013.

I certify the accuracy of these minutes.

A handwritten signature in black ink that reads "Tonya Miles". The signature is written in a cursive style with a long horizontal stroke at the beginning.

Tonya Miles, Chair

May 24, 2013

Date

National Assessment Governing Board

Partially Closed Session

Report of May 17, 2013

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 17, 2013 from 12:30 p.m. to 2:00p.m. to receive a briefing on the 2012 National Assessment of Educational Progress (NAEP) Long-Term Trend Assessments.

Peggy Carr, Associate Commissioner, National Center for Education Statistics, provided a briefing on Trends in Academic Progress in the NAEP Reading and Mathematics Assessments (Reading from 1971 to 2012 and Mathematics from 1973-2012).

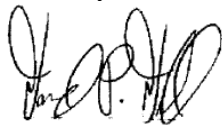
Ms. Carr pointed out key differences in the Long-Term Trend (LTT) Assessments and Main NAEP Assessments. She noted that LTT assessments are conducted at the national level in public and private schools, at ages 9, 13, and 17. Main NAEP assessments are conducted at national, state, and district levels. The Main NAEP assessments are conducted in public and private schools at grades 4, 8, and 12 and state assessments are administered in public schools at grades 4 and 8. The Trial Urban District Assessments are administered in public schools at grades 4 and 8.

Ms. Carr described key features of the 2012 Long-Term Trend Assessment. She noted that the LTT assessments focus on reading and mathematics. Over 26,000 public and private school students were assessed in each subject. The assessment was administered during the 2011-2012 school year with different testing windows—13-year-olds in the fall, 9-year-olds in the winter and 17-year-olds in the spring. Each student was allotted one hour testing time.

Ms. Carr provided highlights of the reading and mathematics LTT results by displaying trend lines. She highlighted results from prior NAEP LTT assessments with respect to shifting racial/ethnic demographics and changes in the proportions of 13 year-olds in a typical grade. Ms. Carr explained that score results are not reported by achievement levels but by anchor points.

Results were highlighted by race/ethnicity and gender and changes in scores from the first assessment years. Item maps will be used to show examples of what students know and can do. Ms. Carr provided an explanation on what the results mean by showing scale scores with descriptions of what the scores mean, and other data on score gaps. She then summarized the results in terms of score changes from the first assessment year (long-term) and score changes from 2008 (short-term) by subject and grade level. Ms. Carr reported that the projected release date for the LTT results is June 2013.

I certify the accuracy of these minutes.



David Driscoll, Chairman

5-20-13

Date