

## Motion on Reporting 12<sup>th</sup> Grade Academic Preparedness for College

The Committee on Standards, Design and Methodology (COSDAM) recommended adoption of the motion provided below.

The National Assessment Governing Board approved the motion on August 3, 2013.

### Background

- COSDAM has responsibility for overseeing the Governing Board's program of research on 12<sup>th</sup> grade academic preparedness for college and job training.
- COSDAM has reviewed:
  - the research results completed during 2010-2012,
  - the staff-prepared validity argument developed in support of inferences proposed,
  - the independent technical reviews of the validity argument, and
  - a staff-prepared prototype intended to exemplify how the research on 12<sup>th</sup> grade academic preparedness for college would be reported.
- The inferences proposed in the motion below are intended as preliminary statements for reporting purposes and specifically not as performance standards for academic preparedness for college.
- Governing Board staff have worked and will continue to work collaboratively with staff of the National Center for Education Statistics to prepare the full explanatory text about the NAEP 12<sup>th</sup> grade academic preparedness initiative.
- The prototype document in the Board materials is a starting point for what may be said about the preparedness initiative in the report of the NAEP 12<sup>th</sup> grade reading and mathematics administered in 2013, with adjustments to the text and format to be made as needed.
- Further research to be conducted during 2013-2015 will be considered by COSDAM and the National Assessment Governing Board to make adjustments, as appropriate, to the statements in the motion below.

### Motion

The National Assessment Governing Board approves the following statements for use in the reporting of the NAEP 12<sup>th</sup> Grade Reading and Mathematics assessments administered in 2013.

**Reading:** Given the design, content, and characteristics of the NAEP 12<sup>th</sup> grade reading assessment, and the strength of relationships between NAEP scores and NAEP content to other relevant measures of college academic preparedness:

**the percentage of students scoring at or above a score of 302 on Grade 12 NAEP in reading is a plausible estimate of the percentage of students who possess the knowledge, skills, and abilities in reading that would make them academically prepared for college.**

A score of 302 corresponds to the cut-score for the Proficient achievement level in 12<sup>th</sup> grade reading.

In 2013, XX% of 12<sup>th</sup> graders nationally scored at or above 302 in reading.

**Mathematics:** Given the design, content, and characteristics of the NAEP 12<sup>th</sup> grade mathematics assessment, and the strength of relationships between NAEP scores and NAEP content to other relevant measures of college academic preparedness,

**the percentage of students scoring at or above a score of 163 on the Grade 12 NAEP scale in mathematics is a plausible estimate of the percentage of students who possess the knowledge, skills, and abilities in mathematics that would make them academically prepared for college.**

A score of 163 in mathematics is between the cut-scores for the Basic and Proficient achievement levels in 12<sup>th</sup> grade mathematics.

In 2013, XX% of 12<sup>th</sup> graders nationally scored at or above 163 in mathematics.