



This is the official record of Board actions and Committee reports for the quarterly meeting of the National Assessment Governing Board on December 5-7, 2013 in Arlington, VA. The resolutions adopted have been designated as action items. They are as follows:

- Contextual Information Framework for the National Assessment of Educational Progress, as revised to incorporate the Board Policy Statement on NAEP Background Questions and the Use of Contextual Data, which was approved in August 2012. The term for these questions and data is changed from background to contextual to avoid any misimpression of intrusiveness. Substantive changes from the 2003 framework are minor but generally make a more positive statement about the value and use of contextual information in NAEP.
- Release plan for the 2013 Trial Urban District Assessment (TUDA) in Reading and Mathematics, to be issued together in an online webinar during December.

Also, if operationally feasible, the Board directed staff to work with the Council of the Great City Schools to recommend an additional urban district, in accordance with eligibility criteria, to participate in TUDA 2015 to replace Milwaukee, which has declined to take part again. A teleconference meeting of the Board was held in early January 2014 to make a final decision.

Several other issues were addressed by Board Committees that may entail follow-up by NCES. These were to be discussed further by Governing Board and NCES staff. Specific items include:

- At a joint meeting of the Committees on Standards, Design and Methodology (COSDAM) and Reporting and Dissemination, Board staff was asked to work with NCES to consider possible changes in exclusion policy for students with disabilities (SD) and English language learners (ELL). Consideration should be given to the impact on test administration and reported results of any changes in practice for dealing with students that are allowed an accommodation on state tests that is not permitted on NAEP.
- Members of the Assessment Development Committee requested that they be more involved in the preparation of web-based information on the Technology and Engineering Literacy (TEL) assessment to ensure a sound match with TEL framework targets.
- The Assessment Development Committee expressed general support for the NCES recommendation that split samples and overlap years be used in the transition from paper-and-pencil to technology-based assessments in reading and mathematics. The Committee noted that there will be challenges in scaling and reporting that should be addressed by other Board committees in the coming months.