

**National Assessment Governing Board**

**Meeting of December 6-7, 2013**

**Arlington, VA**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Attending**

David Driscoll, Chair  
Susan Pimentel, Vice Chair  
Lucille Davy  
Lou Fabrizio  
Anitere Flores  
Rebecca Gagnon  
Shannon Garrison  
Andrew Ho  
Terry Holliday  
Brent Houston  
Hector Ibarra  
Tom Luna  
Terry Mazany  
Tonya Miles  
Dale Nowlin  
Joseph O'Keefe, S.J.  
W. James Popham  
B. Fielding Rolston  
Cary Sneider  
Leticia Van de Putte  
John Easton, Ex-Officio

**National Assessment Governing Board Members Not Attending**

Andrés Alonso  
Doris Hicks

**National Assessment Governing Board Staff**

Cornelia Orr, Executive Director  
Mary Crovo, Deputy Executive Director  
Michelle Blair  
Dora Drumgold  
Larry Feinberg  
Ray Fields  
Stephaan Harris

Munira Mwalimu  
Tisha Phillips  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott

**Attending Speakers**

Angela Glymph, National Center for Education Statistics (NCES)  
Marcella Goodridge-Keiller, Office of the General Counsel  
Deirdre Knapp, Human Resources Research Organization (HumRRO)  
Chris Minnich, Executive Director, Council of Chief State School Officers (CCSSO)  
Steven Paine, Partnership for 21<sup>st</sup> Century Skills  
Jim Pellegrino, University of Illinois at Chicago  
Marshall Smith, Education Consultant  
Ebony Walton Chester, NCES  
Martin West, Harvard Graduate School of Education  
Patricia Wright, Virginia Superintendent of Public Instruction and NAGB/CCSSO Policy Task Force Chair

**National Center for Education Statistics (NCES) Staff**

Jack Buckley, Commissioner  
Peggy Carr, Associate Commissioner  
Janis Brown  
Gina Broxterman  
Samantha Burg  
Jing Chen  
Jamie Deaton  
Patricia Etienne  
Elvira Germino Hausken  
Arnold Goldstein  
Eunice Greer  
Dan McGrath  
Taslina Rahman  
Bill Ward  
Grady Wilburn

**American Institutes for Research (AIR) Staff**

Victor Bandeira de Mello  
George Bohrnstedt  
Marcus Broer  
Kim Gattis  
Cadelle Hemphill  
Fran Stancavage

**CRP, Inc.**

Shamai Carter  
Sondra Gaines  
Kathy Smoot  
Edward Wofford

**Educational Testing Service (ETS) Staff**

Jonas Bertling  
Jay Campbell  
Amy Dresher  
Steve Lazer  
John Mazzeo  
Andreas Oranje  
Kathleen Scalise  
Greg Vafis  
Lisa Ward

**Fulcrum IT**

Scott Ferguson

**Hager Sharp**

David Hoff  
Joanne Lim  
Debra Silimeo  
Melissa Spade Cristler

**Human Resources Research Organization (HumRRO)**

Sheila Schultz  
Steve Sellman  
Lauress Wise

**Optimal Solutions Group**

Rukayat Akinbuji  
Yvette Clinton  
Craig Streit

**Pearson Educational Measurement**

Connie Smith  
Brad Thayer

### **Reingold**

Amy Buckley  
Valerie Marrapodi

### **Westat**

Chris Averett  
Keith Rust  
Dianne Walsh

### **Widmeyer Communications**

Jason Smith

### **Other Attendees**

Alan Friedman, Friedman Consultants  
Catherine Gewertz, Education Week  
Ray Hart, Council of the Great City Schools  
Margaret Hilton, National Research Council  
Mary Moran, U.S. Department of Education, OESE  
Kirsten Taylor Carr, Council of Chief State School Officers  
Amy Yamashiro, Education Research Institute, Inc.

### **Call to Order**

The December 6, 2013, session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:31 a.m.

### **Approval of the December 2013 Agenda and the August 2013 Board Meeting Minutes**

Chairman David Driscoll reviewed the December 2013 Board agenda and requested a motion for approval. Joseph O'Keefe moved for Board approval. The motion was seconded and passed unanimously.

Mr. Driscoll noted that the August 2013 Board meeting minutes were circulated to members for review. Lou Fabrizio moved for Board approval of the August 2013 Board meeting minutes. The motion was seconded by Anitere Flores and passed unanimously.

### **Oath of Office and Remarks from New Board Member**

Chairman Driscoll administered the oath of office to new Board member Lucille Davy and reappointed members Tonya Miles, Jim Popham and Leticia Van de Putte.

Mr. Driscoll reported that Doris Hicks, who was not in attendance, was also reappointed to the Governing Board for another term.

Chairman Driscoll asked new member Lucille Davy to provide remarks.

Ms. Davy stated that she is honored to join the Governing Board and looks forward to working with Board members. She stated that the Governing Board has greatly influenced educational policy and brought many education issues to the forefront.

Ms. Davy stated that NAEP is and will continue to be the gold standard of assessments. NAEP has made it clear that state standards and assessments vary across the country and that all students do not have access to the same educational opportunities. She added that NAEP has provided a key signal for education reform that is currently underway in the country.

Ms. Davy commented that as the new Common Core State Standards are implemented by participating states across the country, more than a handful of different assessments will be used to measure student performance. She feels that NAEP will be even more critical for the nation because it is the only tool that measures student achievement and provides a valid state by state comparison.

### **Chairman's Report**

Mr. Driscoll stated as he nears the end of his term as chairman, he has taken time to reflect on the history of the Governing Board. He stated that NAEP was established to report student achievement in America. Originally the work was carried out by contractors but leaders such as Senators Edward Kennedy and Lamar Alexander felt the mission was so great that there needed to be an independent group with broad representation to set policy for NAEP.

As Mr. Driscoll considers the progress made over the years, he knows that there is still plenty of work to do to increase parent engagement and assessment literacy, and to fulfill his call to make a difference.

Mr. Driscoll stated that the Board has not been successful in telling the full story of student achievement in America. He believes the reason is that results are presented only at certain times during the year which results in limited media coverage during a brief period. He feels that bolder steps are needed to convey the message to the public. He remarked that each member plays a specific role but the Governing Board has a collective responsibility to tell the NAEP story from a common perspective.

Mr. Driscoll urged the Board to look more deeply at NAEP results and consider the many underlying messages. He stated that over the next few meetings, he will meet with the Board and the committees to discuss strategies to address this need.

## **Executive Director's Report**

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

- Ray Fields, Assistant Director for Policy and Research, will retire in early January 2014. The Board will conduct a targeted recruitment effort for his replacement.
- The Governing Board has received guidance from the U.S. Department of Education's General Counsel on providing meals at meetings. Attendees can expect to see slight changes in upcoming Board meeting agendas to ensure compliance with the guidance.
- The following 2014 meetings are scheduled:
  - The Education Summit for Parent Leaders - will be held on January 13, 2014 in Arlington, VA.
  - The Board's 25<sup>th</sup> Anniversary Meeting will be held on February 26, 2014, preceding the March Quarterly Board meeting.
  - The Quarterly Board meeting originally scheduled for December 4-6, 2014 will now be held on November 20-22, 2014.
- The Assessment Literacy Work Group, a subgroup of the Committee on Standards, Design and Methodology (COSDAM) has kicked off its work. Members include Lucille Davy, Lou Fabrizio, Andrew Ho, and Jim Popham.
- Sharyn Rosenberg represented the Governing Board at the "The Next Generation of Testing: Common Core Standards, Smarter Balanced, PARCC and the Nationwide Testing Movement" meeting. Discussions at the conference included the Board's body of work on standard setting for the writing assessment, and the preparedness research work.
- The NAEP-TIMSS Linking Study results were released on October 24, 2013. The study provides a comparison of eighth grade student performance in the U.S. with students in other countries which has previously been presented to the Governing Board.
- The 2013 Reading and Mathematics Grades 4 and 8 National and State Reports were released via webinar on November 7, 2013. Board members Leticia Van de Putte and William D. Waileich, Executive Director of the Association for Middle Level Education served as panelists. Board members Brent Houston and Dale Nowlin issued written statements on the results.
- The 2013 Reading and Mathematics Grades 4 and 8 Trial Urban District Assessment (TUDA) results will be released on December 18, 2013. The Board will receive a closed-session briefing at the Saturday, December 7 session.
- The 2013 Reading and Mathematics Grade 12 National and State Reports will be released in April 2014.

- The Technology and Engineering Literacy Assessment (TEL) will be administered in 2014. Printed copies of the framework are now available. The assessment results will be released in early 2015.

Ms. Orr acknowledged the work of the planning committee for the Parent Summit, and noted that this has been a major collaborative effort on the part of Governing Board staff, current and former Governing Board members, and contractor staff.

Ms. Orr thanked Terry Mazany for securing funding from the Spencer Foundation for the working lunch at the Parent Summit. She added that former Governing Board members Amanda Avallone and Kathi King helped design the afternoon hands-on workshops.

### **National Center for Education Statistics (NCES) Update**

Mr. Driscoll announced that this will be Commissioner Jack Buckley's last Board meeting. Mr. Buckley will join the College Board staff. Mr. Driscoll remarked that Mr. Buckley has been a terrific partner with the Board. He thanked Mr. Buckley for his professionalism and support.

Jack Buckley provided an update on the following NCES activities:

- NCES completed a re-organization within the Institute for Education Sciences (IES) in September 2013. There are now three divisions: Assessment, Sample and Survey, and Administrative Data. The Administrative Data division is new and will incorporate work on providing grants through the State Longitudinal Data Systems program.

The reorganization will decrease the burden on state, district, and school partners, and increase efficiency in data analysis including data reported for program and grant monitoring purposes.

- Results from the Program for International Assessment of Adult Competencies (PIAAC) were released in October 2013. This assessment in numeracy, literacy, and digital problem solving compares the basic skills and broad range of competencies of adults (ages 16-65) in 23 countries. The U.S. results ranked below the international average.
- Results from the Trends in International Mathematics and Science Study (TIMSS) Linking Study were released. The Study provides international benchmarks for all U.S. states in Grade 8 mathematics and science using 2011 NAEP data. Mr. Buckley highlighted the new web tools created to enhance reporting.
- The 2013 Mathematics and Reading Interactive Report Card, the first online, interactive NAEP Report Card was released on November 7, 2013. The Governing Board will receive a demonstration on the tool at the Saturday December 7, 2013 session.
- NCES has developed an inventory of ED's data in response to a government-wide open data initiative. This database allows the general public access to data collected by the

government. Public data inventories were released in November 2013. Inventories are searchable by metadata and actual data elements.

- Results from the Program for International Student Assessment (PISA) were released on December 3, 2013. PISA assesses 15-year olds in reading, mathematics, and science literacy. The U.S. average math score remains lower than the Organization for Economic Cooperation and Development (OECD) average, and the U.S. average science and reading scores remain the same as the OECD average. There was some improvement since 2006 at the 10<sup>th</sup> and 25<sup>th</sup> percentiles. Results are available for three states—Connecticut, Florida, and Massachusetts.

### **Institute for Education Sciences (IES) Update**

John Easton, Director of the Institute of Education Sciences (IES) commented that Jack Buckley has been an incredibly creative and energetic force inside the Center during the last three years that he served as Commissioner of NCES.

Mr. Easton stated that the search for a replacement is underway. In the meantime, he will serve as the Acting Commissioner for NCES as well as the Director of the Institute of Education Sciences. He is hopeful that a new Commissioner will be named by May 2014.

Mr. Easton outlined IES' four major responsibilities: 1) Assessment, 2) Statistics, 3) Research and 4) Evaluation. NCES performs the first two functions.

Mr. Easton discussed a recent study released in September 2013 entitled "Effectiveness of Secondary Math Teachers" from Teach for America (TFA) and the Teaching Fellows Program conducted for the National Center for Education Evaluation and Regional Assistance.

The TFA evaluation was a randomized control trial study conducted in 45 schools and 11 districts across eight states. One hundred and eleven classrooms were matched and a comparison study of TFA teachers with other teachers who taught the same math course content at the same grade level, class period and school simultaneously. The breakdown of the major comparison sample was: 66 TFA teachers versus 70 comparison teachers, and TFA teachers taught 123 classes versus 125 classes for comparison teachers.

Mr. Easton reported that the results of the study found that many of TFA teachers exceeded the comparison teachers in math content knowledge by a full standard deviation even though they were less likely to have majored in math, or had taken fewer math college-level courses. It was predicted that TFA teachers would do worse because of their lack of experience which is typically the single greatest predictor of student performance.

Mr. Easton highlighted the differences in effectiveness between TFA teachers and comparison teachers 1) from traditional and alternative routes to certification; 2) by experience level of comparison teacher; and 3) within middle schools and high schools.

In all cases, there was a positive impact for TFA teachers and even stronger at the high school level because that is where a teacher's math content knowledge really matters.



Mr. Easton emphasized the strength of the randomized controlled trial. The limitation of the study is that it is difficult to explain why TFA teachers have better performing students, and the large variability in performance of teachers in some places than others cannot be explained.

Following the presentation, Board members engaged in discussion.

### **Recess for Committee Meetings**

The first session of the December 6, 2013 Board meeting recessed for committee meetings from 9:52 a.m. until 1:14 p.m.

### **Working Lunch Session: Using NAEP Data for Key Education Indicators**

Marshall Smith, Education Consultant, gave a presentation on his recommendations for using NAEP data to develop key education indicators. He stated that the goal of the analyses is to review background variables in NAEP and create a composite variable to capture larger concepts related to education.

Mr. Smith commented that there is a wealth of data on school conditions, and background variables provide an important source of information, but the excessive number of questions has very little educational value. He suggested that indicators related to achievement and other school characteristics do not exist. He recommended and provided examples of three areas for consideration—teacher quality, technology use, and school climate.

Mr. Smith also recommended NAEP should consider reducing the number of background variables, developing an indicator framework, and convening an expert panel to develop individual and composite key education indicators and accompanying NAEP contextual items.

Mr. Smith indicated that his final report will be submitted in January 2014 and will include examples of possible key education indicators to include:

- Teacher Quality
- School Climate for Learning
- Student Motivation
- Technology
- Socio-Economic Status (SES)

Mr. Smith responded to questions from Board members following his presentation.

### **Meeting Recessed and Reconvened**

The December 6, 2013 Board meeting recessed at 1:56 p.m. and reconvened at 2:06 p.m.

## **Remarks from the Council of Chief State School Officers (CCSSO)**

Chris Minnich, Executive Director, CCSSO, stated that he appreciates the opportunity to provide input to the Governing Board as they make important decisions about the future of NAEP.

Mr. Minnich reported that recent polls indicate that approximately 75% of teachers support the adoption of the Common Core and College and Career Readiness Standards. Another survey found that 7 out of 10 teachers are confident that the Common Core will prepare their students for college and the workforce. As states transition to the new standards and assessments, teachers have expressed concern about implementing the standards.

Mr. Minnich reviewed the “typical” timeline for state implementation of the Common Core:

- 2010: States adopted the standards
- 2011-2012: Administrator awareness around the standards
- 2012-2013: Teacher awareness around the standards
- 2013-2014: Standards are used in all classrooms for the first time; Professional development for teachers continues.
- 2014-2015: New summative assessments and professional development continues

Mr. Minnich stated that CCSSO is concerned about making sure instructional materials are aligned to the standards and that the materials that school districts purchase are representative of the new standards. CCSSO has created a guide to assist states in making those decisions. States are collectively acting on:

- Reviewing Instructional Materials
- Providing Instructional Supports
- Connecting Career Technical Education (CTE) to the Common Core
- Providing English Language Learners and Students with Disabilities Learner Access to Common Core
- Emphasizing College and Career Readiness
- Supporting Assessment Consortia Activities

Mr. Minnich stated that one of the areas of concern for CCSSO is the career tech education connection to the Common Core. There is a real opportunity to focus on the career aspect. College and career readiness are terms that are used a great deal but more time needs to be dedicated to ensure connections are being made between career technical education and the Common Core.

Mr. Minnich stated that as the conversation shifts to college and career readiness, NAEP and the Governing Board will need to take an active role in this important discussion. Currently, NAEP provides the only trend data for the country, and findings from NAEP research on college and career readiness can help create an understanding of what it means to meet these expectations.

CCSSO is committed to ensuring states select high quality assessments. To further this goal, CCSSO released a set of high quality assessment principles that will drive states to make good decisions about better assessments. When states are faced with choosing between costs and quality, these principles should serve as a resource as they make their selection.

## **Annual Briefing from the Governing Board/CCSSO Policy Task Force**

Pat Wright, Virginia Superintendent of Public Instruction and Policy Task Force Chair, provided the annual update to the Governing Board about Task Force discussions and recommendations.

Ms. Wright stated that the role of the Task Force is to discuss policy issues relevant to NAEP and provide guidance to the Governing Board from the state education agency perspective.

She stated the Task Force is composed of 12 state education agency leaders and is managed by CCSSO through a contract from NAGB. Members include chiefs, deputy superintendents, state assessment directors and public information officers.

Ms. Wright highlighted the Task Force's impact on the Board's policy decisions around the work on inclusion and exclusion rates. She stated that based on a discussion during the joint Board committees on Friday morning, she will revisit the topic with the Task Force to provide the Board with additional recommendations to consider.

Ms. Wright highlighted the importance of having a good state communications director to explain the role and purpose of NAEP to the media, and to translate the technical issues into lay terms making them accessible to a larger audience.

Ms. Wright stated that the Task Force meets regularly; two in person meetings, and 4 WebEx meetings annually.

Ms. Wright outlined the outreach efforts over the past year:

- A Task Force member attended the March and December 2013 Board meetings
- A joint meeting with the Business Policy Task Force at which areas of mutual concern were discussed, including:
  - Mathematics and reading state assessments
  - Grade 12 NAEP preparedness reporting
  - Technology and Engineering Literacy Assessment (TEL)
  - Writing grade 4 computer-based assessment.

Ms. Wright outlined recent Task Force discussion topics and their recommendations:

### **1. NAEP Schedule of Assessments**

- **High Priority Assessments**

Mathematics and reading state level assessments are critical, especially as states move to implementing college and career ready standards. It is very important for NAEP to maintain trend data.

Technology and Engineering Literacy Assessment (TEL) is very relevant, and needs to be continued. This is an area that states cannot afford to test, but it is very important for our nation's students.

The Writing Grade 4 Computer-Based assessment is important as more states are administering writing assessments online to younger students.

- Lower Priority Assessments

Grade 12 NAEP should not be given as frequently since motivation is a key factor.

Long Term Trend - NAEP has a role in providing states with longitudinal data, but not all trend data are valuable. Focus on maintaining long term trend on those items that are still relevant today. Much of the Long-Term Trend content is tested in main NAEP.

## **2. Grade 12 NAEP Preparedness Initiatives:**

- Preparedness research helps clarify interpretations of NAEP achievement levels.
- Recommendation: Refine the Board's definition of preparedness.

## **3. NAEP Contextual Questions:**

- The Task Force applauds the Board renaming background questions to contextual questions. States come under pressure on privacy issues so contextual questions are more characteristic of the types of questions that are asked. Use of contextual questions should also lead to some association with student achievement results that are reported, rather than cause and effect relationships.

## **4. Common Core State Assessment:**

- NAEP has to stay relevant. It's very important for the Common Core states and non-consortium states, because all states are implementing new assessments. NAEP is the primary data point that states use to align their standards.
- The Task Force suggested collection and communication of NAEP information and dissemination to key policy makers, state boards, and legislators to generate attention and increase use by constituents.

## **Meeting Recessed and Reconvened**

The December 6, 2013 Board meeting recessed at 2:50 p.m. and reconvened at 3:05 p.m.

## **Panel Presentation: Assessing Learning and Innovation Skills**

Mr. Driscoll stated that Governing Board members engaged in several "blue sky" discussions and identified topics that the Board might pursue. One idea that is consistently expressed by business leaders from across the country is that skills that are essential to student success and are needed in the workplace. The skills identified are critical thinking, problem solving, communication and collaboration. It was suggested that the Board receive additional information from experts on measuring these types of 21<sup>st</sup> century skills.

Mr. Driscoll moderated a panel discussion on the assessment of learning and innovation skills, also known as 21<sup>st</sup> century skills. Panelists included Deirdre Knapp, Human Resources Research Organization (HumRRO); Steven Paine, Partnership for 21<sup>st</sup> Century Skills; James Pellegrino, University of Illinois at Chicago; and Martin West, Harvard Graduate School of Education. These experts provided their perspectives on the latest research and work in this area.

Mr. Paine, President of the Partnership for 21<sup>st</sup> Century Skills (P21) (soon to be renamed Partnership for 21<sup>st</sup> Century Learning and Innovation) provided background information on P21. He commented that P21's mission is to serve as a catalyst to keep 21<sup>st</sup> Century Skills at the center of U.S. K-12 education by building collaborative partnerships among education, business, community, and government leaders.

P21 was funded originally by a \$1 million grant from the Department of Education, in conjunction with seven other companies/organizations. The current membership includes 30 businesses and organizations.

Mr. Paine stated that the focus of the organization is to lead with content. He emphasized the need to ensure the 4 Cs- (critical thinking, communication, collaboration and creativity) are embedded within content. In addition to the core subjects, P21 supports the Common Core State Standards because they can be supplemented with the kinds of process skills that should be embedded in the teaching of that content.

Mr. Paine stated that when P21 was organized and founded, the agenda was somewhat aspirational but today it is mission critical. They believe there is compelling evidence to support teaching 21<sup>st</sup> century learning competencies. Mr. Paine drew attention to a 2012 RAND Corporation study "Nine Lessons on How to Teach 21<sup>st</sup> Century Skills and Knowledge" and encouraged Board members to review the study and consider how those skills can be assessed.

The second speaker, Martin West, a researcher at the Harvard University School of Education, discussed the context for his thinking on the issue of "Measuring Non-Cognitive Traits of Students and the Impact of Schooling." He stated that there is growing evidence that various non-cognitive traits predict academic success, long-term success, and labor market outcomes. There is also a growing interest in non-cognitive traits among researchers. Despite the enthusiasm, there is still a lack of consensus about which non-cognitive traits matter and why. For example, what impact do schools and teachers have on those non-cognitive traits, and how they can be reliably measured?

Mr. West highlighted examples of some challenges of his research and implications for the Board's work in the area. Survey instruments were used to gather data on non-cognitive traits from as many 8<sup>th</sup> graders in public schools in Boston. The research administered a battery of surveys including measures of non-cognitive traits: conscientiousness, self-control, grit, and growth. The research found a positive correlation between these measures of students' non-cognitive capacities and both the level at which they are achieving in 8<sup>th</sup> grade, as well as the amount of progress in achievement between the 4<sup>th</sup> and the 8<sup>th</sup> grades.

He stated that students' test scores improved more rapidly at the "no excuses" approach charter schools, than in district schools. He added that when you look at measures of conscientiousness, self-control, and grit, there were lower level gains.

Mr. West outlined two possible explanations:

- Boston's charter schools, despite their success in raising test scores and their "no excuses" approach, actually have large negative effects on student non-cognitive traits;
- Measures of those traits that tend to be based on student self-reports suffer from reference bias, and are influenced by the social context.

Mr. West discussed the paradoxical findings of this type of research:

- A mathematical evaluation showing the KIPP middle schools are having positive effects on test scores and on homework time completed, but no effects on student reported self-control and persistence.
- Rowland Fryer and Will Dobbie wrote a paper on the Harlem Promise Academies showing positive effects on a number of long-term outcomes, but statistically significant negative effects on student reported grit.
- Large-scale international assessment – positive within country correlations between student math self-concept and math performance. Negative cross country correlations between average math self-concept and average math achievement.

Mr. West stated that possible solutions to better measure these constructs are:

- Using anchoring vignettes - a method to provide students with a description of different prototypical behaviors and ask them to rate those behaviors
- Teacher/Parent reports
- Develop performance tasks or find other ways to track actual student behavior

Mr. West suggested that the Board and NAEP should proceed with caution in this area, but there is a real opportunity for NAEP to contribute to the ongoing and important measurement agenda.

The next panelist, Deirdre Knapp an industrial organizational psychologist and expert in performance management from HumRRO, presented research findings from work she performed for the National Research Council for an Assessment of 21<sup>st</sup> Century Skills workshop. She stated that the perspective that she brings is to promote cross discipline examination of the issue and bridge the school-to-work setting.

Ms. Knapp stated that she was part of a committee established to identify speakers and conduct a workshop to explore the current research, development, administration, and evaluation of assessments that may be able to measure 21<sup>st</sup> century skills. Speakers were invited to discuss measurement methods used to assess these skills. The work was organized into three categories: cognitive, interpersonal, and intrapersonal skills.

Ms. Knapp outlined the conclusions of the work:

- Cognitive skills - defined as non-routine problem solving, critical thinking, and systems thinking. These skills can be assessed, but not independent of a content area.

- Interpersonal skills - defined as communication, social, teamwork skills, cultural sensitivity. These skills are not generally amenable to large-scale testing, especially not high-stakes testing. Use of these types of skills can be integrated into the classroom, and measurement in a formative classroom-level assessment process is feasible.
- Intrapersonal Skills - defined as self-management. It is fairly difficult to distinguish between intrapersonal skills and personality attributes.

Ms. Knapp stated that additional observations included:

- Not letting assessment get ahead of teacher preparation and practice;
- Establish priorities among assessment goals;
- Narrow the constructs of interest;
- Since NAEP is not high stakes for students, assessment of inter/intrapersonal skills is more feasible, but with many challenges.

The final presenter, James Pellegrino of the University of Illinois at Chicago, presented conclusions from the National Research Council (NRC) report referenced by Ms. Knapp, *Education for Life and Work, Developing Transferable Knowledge and Skills in the 21<sup>st</sup> Century*.

The NRC committee was tasked with the following:

- 1) define a set of key skills referred to as “deeper learning” or “21<sup>st</sup> century skills”
- 2) describe how they relate to each other
- 3) review some of the research on the importance of these skills with respect to adult outcomes
- 4) discuss issues of teaching and assessment
- 5) identify features of interventions that develop them

Mr. Pellegrino outlined clarifying terms of the report:

- Deeper learning refers to the process of learning for transfer. A process that develops or leads to a knowledge base that enables an individual to take what they have learned and be able to apply it in new situations, that is, to transfer it.
- The product of a deeper learning process is transferable knowledge and skills. That includes content knowledge, as well as procedural knowledge, and knowing how, when, where, and why to apply knowledge to answer questions and solve problems.
- This transferable knowledge is referred to as “21st century competencies” to reflect that both skills and knowledge are included.

Mr. Pellegrino stated that the three broad domains of competence, cognitive, intrapersonal and interpersonal, are intertwined.

Mr. Pellegrino remarked that the report concluded that all three domains call for deeper learning, or developing knowledge which involves deep principles in these domains and disciplines which are the kinds of knowledge and skills that will lead to transfer.

An effective instructional environment that promotes these competencies can be designed. Some of the instructional challenges are 1) teachers and administrators are often unfamiliar with instructional principles that support deeper learning; 2) teacher preparation programs need to support future teaching toward deeper learning and to promote these competencies; and 3) teachers need the supports of ongoing professional development.

Mr. Pellegrino stated that the challenges of assessing these competencies are enormous. Current educational policies and accountability systems rely on the kinds of assessments that focus primarily on what is known as more shallow forms of learning, that are easily scored and quantified, and are not optimal for assessing many of these 21<sup>st</sup> century skills. The assessments that are being developed by PARCC and Smarter Balanced are moving more in that direction.

Ms. Knapp additionally commented that to promote competencies with disciplinary standards at the core of 21<sup>st</sup> century skills, it is important for large-scale, high stakes assessments to emphasize these kinds of skills as part of their accountability system. She added that there is a tremendous opportunity for the Board to explore issues such as how to incorporate some of these competencies into revised NAEP frameworks in the content areas, and how to include them in future NAEP assessments. The Board could also consider exploring the development of special assessments that focus on intrapersonal, interpersonal, and more complex cognitive competencies.

Board member Andrew Ho stated that he appreciates that the panel has expressed caution, but framed the idea of measuring 21<sup>st</sup> century skills as an opportunity. Even in a time of limited resources, he thinks the Board should stay nimble and keep looking forward. He recalled discussions about the idea of an innovations laboratory in the “Future of NAEP” white paper, and suggested that it would provide a vehicle to seek advice from experts. The Board would not need to invest heavily in a fixed long-term project, but would have an experimental slot in either the contextual questionnaire or maybe framed in our assessment.

Cary Sneider stated that the Board will be very pleased with the NAEP Technology and Engineering Literacy assessment because there is a very strong effort to measure, in particular, collaboration and cooperation skills.

Terry Mazany asked the panelists what would they advise the Board in terms of a road map of distributed development, so it would not all be borne by one institution. And also, what unique role could NAGB play relative to supporting the work of others in this area?

Steven Paine responded that this area is really important to the business sector, and there is room for collaboration with organizations that have a common interest.

Jim Pelligrino remarked that some testing companies have begun to do some interesting things, but in some instances their commercial desires are ahead of the current practice. He stated that it is possible that the Board could serve as a gatekeeper in this process so that we do not end up with sets of measures without validity with respect to competency.

Jack Buckley commented that there are two distinct lines of development that a body like the Governing Board could pursue in this area: 1) give a traditional NAEP assessment, but examine



the contextual questionnaire, and work to build one or two scales along the lines of non-cognitive traits; 2) and develop a new framework to define 21st century skills and how they should be measured.

John Easton stated that IES and its research centers understand the importance and relevance of this area, and are eager to become involved. He noted they signaled their interest in research on these topics in their last round for applications. He added that the Board should keep this in mind as they deliberate next steps.

Terry Holliday stated that there are some states now currently working on this issue. Kentucky recently released a request for information that will probably attract responses from the best thinkers in the market. They are also working through the chiefs with the Innovation Lab Network, a group of states that are looking closely at possible amendments to waivers to allow slight changes to their assessment accountability models. Their work can be dispersed to draw partnerships together without relying on NAEP or the Board to shoulder costs.

Mr. Driscoll concluded by stating the Governing Board will need to think about next steps.

### **Meeting Recessed and Reconvened:**

The December 6, 2013 Board meeting recessed at 4:17 p.m. and reconvened at 4:31 p.m.

### **Annual Ethics Briefing**

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

Ms. Goodridge-Keiller highlighted key sections of the *Ethics Primer* included in the Board briefing materials and suggested that members review the document which summarized ethics guidance.

Ms. Goodridge-Keiller explained to Governing Board members that they are considered “special government employees” (SGE) and not regular federal employees because they serve for only 130 days or less within a 365-day period. She noted that ethics rules and regulations apply in a limited manner because of their appointment classification as SGEs.

Ms. Goodridge-Keiller reviewed the criminal conflict of interest statutes that apply to Governing Board members. She also covered the standards of ethical conduct for employees of the Executive Branch to include fundraising, acceptance of gifts, speaking engagements, lobbying, misuse of position, teaching, speaking and writing activities, and interaction with foreign entities.

Following her presentation, Ms. Goodridge-Keiller answered questions from Board members. She encouraged members to contact her with any questions or concerns regarding ethics rules and regulations.

### **Meeting Recess**

The December 6, 2013 Board meeting concluded at 4:55 p.m.

### **Meeting Reconvened**

The December 7, 2013 Board meeting convened at 8:30 a.m.

### **Closed Session**

### **Briefing and Discussion: 2013 Reading and Mathematics Report Cards for Trial Urban District Assessment (TUDA)**

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on December 7, 2013 from 8:30 a.m. to 9:15 a.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) 2013 Reading and Mathematics Trial Urban District Assessment (TUDA) results.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), noted that TUDA is a collaborative effort between NCES, the National Assessment Governing Board and the Council of the Great City Schools. Selected urban districts, varying in location and demographic makeup, voluntarily participate in TUDA. Results provide a common yardstick for comparing participating district's performance. Twenty one urban districts participate in TUDA.

Ms. Carr described the TUDA samples and noted that results are reported as average scale scores and achievement levels. The performance of 21 urban districts is compared to the average performance of public schools in the nation and also to the average of large cities, a comparison peer group for the assessed districts.

Ms. Carr highlighted the following TUDA results in reading and mathematics at grades 4 and 8.

- District score changes between 2011 and 2013;
- Reading and math scores changes since 2011;
- Score comparisons to large city districts and the nation's public schools;
- Percentages at or above basic for large cities; and
- Overall score changes since 2003.

Ms. Carr reported that the TUDA results will be released on December 18, 2013. Results will be posted online on the new Report Card website.

### **Meeting Recessed and Reconvened**

The December 7, 2013 Board meeting recessed at 9:18 a.m. and reconvened at 9:35 a.m.

### **Interactive Inside NAEP: New Computer-Based Reporting for 2013**

Angela Glymph and Ebony Walton Chester provided an overview of the interactive NAEP reporting tool for the Nation's Report Card.

Ms. Glymph reported that NCES developed this interactive tool to keep pace with innovative technology used in other areas of the NAEP program, and to engage users with the data.

The 2013 Reading and Mathematics Report Card release marks the first time in the history of NAEP that the web was used as the primary vehicle for reporting results. The interactive tool includes more features than printed reports of the past. The digital reports maintain the same look and feel as the printed reports, and the site allows the same access to materials and data that accompanied the printed reports.

Ms. Glymph outlined the five key guiding principles used to develop the reporting site and explained how each was applied to the site's construction:

1. Smooth transition from print to digital, that is, maintain the Nation's Report Card brand and ensure that existing NAEP consumers were able to access the same data available in past print reports.
2. Incorporate user-friendly design features that are easy to navigate and intuitive to use.
3. Allow quick access to data and make the data easy to understand.
4. Use interactive graphics and offer customizable data.
5. Connect the dots for users by providing the context of various statistics that NAEP reports, including scale scores and achievement levels.

Ms. Glymph and Ms. Walton Chester provided a demonstration of the interactive features. They discussed the rationale for the use of the interactive graphics and design elements on the new site. They noted that the site attracted an increased number of visitors since the last release in 2011, many of whom were new to NAEP. The interactive features and multi-media materials set records for NAEP downloads on YouTube and Twitter.

Board members commented on the tool and provided feedback on the new site design. Ms. Glymph and Ms. Walton Chester thanked members for their input and stated that they are in the process of testing and working out technical issues to meet user's needs.

### **Meeting Recessed and Reconvened**

The December 7, 2013 Board meeting recessed at 10:25 a.m. and reconvened at 10:35 a.m.

### **Committee Reports and Board Actions**

The Chairs of the standing Committees summarized the discussions of their respective Committees. The following discussions took place and actions were adopted as summarized below:

- The Board delegated authority to the Reporting and Dissemination Committee to develop and approve a release plan for the grade four computer-based writing assessment.
- In the Committee on Standards, Design and Methodology (COSAM) meeting, Terry Holliday presented the following motion on behalf of the Committee on Standards, Design and Methodology (COSDAM), which was seconded by Jim Popham:  
“The procurement for the TEL achievement level setting should be delayed until the full Board can have a discussion about whether TEL should remain in the NAEP schedule beyond 2014.”

In the COSDAM meeting there was considerable discussion about various aspects of the motion. The motion did not carry; two were in favor and four were against. Concerns were raised about allocating resources to TEL assessments in future years, after the 2014 grade 8 assessment is administered, given the NAEP budget constraints.

Following discussions, Terry Holliday presented the following revised motion, which was seconded by Lucille Davy:

“Given the constraints anticipated in the NAEP budget for the foreseeable future, and the associated need to deliberate on values and trade-offs for subjects and grades to be assessed at the state and national levels, the full Board should discuss in plenary session at the earliest possible time the choices to be made for the schedule of assessments in 2015 and beyond.”

All six COSDAM members present voted in favor of this motion.

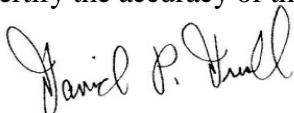
- The Reporting and Dissemination Committee voted unanimously to recommend Governing Board approval of the release plan for the NAEP 2013 TUDA Mathematics and Reading Report Cards, as appended in Attachment A to its report.
- The Assessment Development Committee and the Reporting and Dissemination committees voted unanimously to recommend that the Governing Board approve the revised Contextual Information Framework, subject to minor editorial revisions.

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

### **Meeting Adjourned**

The December 7, 2013 session of the Board meeting adjourned at 11:26 a.m.

I certify the accuracy of these minutes.

  
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David Driscoll

February 18, 2014  
Date