

**National Assessment Governing Board**

**Meeting of May 16-17, 2014**

**Boston, MA**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Attending**

David Driscoll, Chair  
Susan Pimentel, Vice Chair  
Andrés Alonso  
Lucille Davy  
Lou Fabrizio  
Rebecca Gagnon  
Shannon Garrison  
James Geringer  
Doris Hicks  
Andrew Ho  
Terry Holliday  
Brent Houston  
Hector Ibarra  
Tom Luna  
Terry Mazany  
Tonya Miles  
Ronnie Musgrove  
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**

Anitere Flores

### **National Assessment Governing Board Staff**

Cornelia Orr, Executive Director  
Mary Crovo, Deputy Executive Director  
Michelle Blair  
Dora Drumgold  
Stephaan Harris  
Munira Mwalimu  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott

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

Peggy Carr, Associate Commissioner  
James Deaton  
Elvira Germino Hausken  
Arnold Goldstein  
Dan McGrath  
Holly Spurlock  
Ebony Walton Chester  
William Ward  
Grady Wilburn

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

Kim Gattis  
Cadelle Hemphill  
Teresa Neidorf  
Fran Stancavage

### **CRP, Inc.**

Shamai Carter  
Carolyn Rudd  
Kathy Smoot  
Edward Wofford

### **Educational Testing Service (ETS) Staff**

Jonas Bertling  
Jay Campbell  
Amy Dresher  
Steve Lazer  
Rochelle Michel  
Rebecca Moran

Andreas Oranje  
Kathleen Scalise  
Greg Vafis

**Fulcrum IT**

Saira Brenner

**Hager Sharp**

David Hoff  
Debra Silimeo

**Human Resources Research Organization (HumRRO)**

Monica Gribben  
Steve Sellman  
Lauress Wise

**Optimal Solutions Group**

Lipika Ahuja  
Yvette Clinton

**Pearson Educational Measurement**

Connie Smith  
Brad Thayer

**Reingold**

Amy Buckley

**Westat**

Chris Averett  
Keith Rust  
Dianne Walsh

**Attending Speakers**

Dana Kelly, National Center for Education Statistics (NCES)

### **Call to Order**

The May 16, 2014 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:35 a.m.

Chairman David Driscoll asked the Board to observe a moment of silence to honor former Board member, Alan Friedman, who passed away on May 4, 2014. Mr. Driscoll spoke of Mr. Friedman's passion for science and remarked that one of his greatest achievements was his contribution to the Governing Board's work on the 2014 Technology and Engineering Literacy (TEL) Assessment.

Mr. Driscoll stated that the Board has drafted a resolution to honor Mr. Friedman, which will be presented for discussion and action at the Saturday morning session.

### **Board Appointments**

Mr. Driscoll administered the oath of office to newly appointed Board members—former Governors James Geringer and Ronnie Musgrove, and returning member Doris Hicks.

### **Approval of the May 2014 Agenda and the February–March 2014 Board Meeting Minutes**

Chairman David Driscoll reviewed the May 2014 agenda and requested a motion for approval. Cary Sneider moved for Board approval. The motion was seconded by Shannon Garrison and passed unanimously.

Mr. Driscoll noted that the February 28 - March 1, 2014 Board minutes were circulated to members for review. Lou Fabrizio moved for Board approval of the meeting minutes. The motion was seconded by Leticia Van de Putte and passed unanimously.

### **Welcome Remarks from Newly Appointed Board Members**

Mr. Driscoll invited new members, former Governors James Geringer and Ronnie Musgrove to provide some remarks.

James Geringer stated that he is both humbled and impressed by the opportunity to serve on the Board. Mr. Geringer attended Kansas State University and earned a bachelor's degree in mechanical engineering. Following graduation, he returned to Wyoming and worked as an engineer and contract administrator. He also worked as a full-time farmer. Mr. Geringer served in the Wyoming House of Representatives and the Wyoming State Senate, and served as Governor for two terms. He chaired the Education Commission of the States in 1999. He is currently chairman of the board of Complete College America, and a board member for the Association of Governing Boards of Colleges and Universities. He is also director of public policy and public sector strategies at the Environmental Systems Research Institute (ESRI).

Ronnie Musgrove stated that he is a practicing attorney from Tocowa, Mississippi. Mr. Musgrove chaired the Education Committee and the State Senate in Mississippi. He was also Governor of Mississippi where he successfully advanced initiatives that increased educational opportunities for students. Currently, Mr. Musgrove is also serving as a senior policy scholar for Johns Hopkins University. He stated that he appreciates the opportunity to serve on the Governing Board. He added that NAGB and NAEP will be more relevant than ever and will assume a more prominent role in the national debate on education and student achievement.

### **Welcome Remarks from Boston Board Member**

Father Joseph O’Keefe welcomed the Board to Boston and provided a brief history of events that took place at the Omni Parker House hotel.

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

John Easton, Director of IES, provided the following update:

Mr. Easton discussed a recent study “Improving At-Risk Learners’ Understanding of Fractions” conducted by the National Research and Development Center (NRDC) on Improving Mathematics Instructions for Students with Mathematics Difficulties. This is one of four research centers within the National Center for Special Education Research (NCSER) in the Institute of Education Sciences. The Centers conduct exploratory research, develop and test interventions, and play a national leadership role in educational research.

The study used randomized experimental design to examine the efficacy of a program called “Fraction Challenge Among At-Risk Fourth Grade Students.” There were 290 at-risk 4<sup>th</sup> graders who participated in the study from 53 classrooms in 13 schools. The 12-week intervention focused on a conceptual rather than procedural approach to learning fractions.

Mr. Easton explained that there were multiple assessments used to measure outcomes of the study – (1) 2010 Fraction Battery-Comparing Fractions, (2) 2010 Fraction Battery-Fraction Addition, (3) Fraction Number Line, and (4) 18 released fraction items from 1990-2009 NAEP assessments.

Mr. Easton compared the pretest results of the control group and the treatment group and noted that they were almost identical. The not-at-risk group scored higher. Post-test results showed scores for the control group and the treatment group increased. The scores for the not-at-risk group stayed almost the same as the treatment group.

Mr. Easton stated he liked the study for the following reasons:

- It was well designed and executed to understand the contrast between the measurement approach and the part-whole approach to teaching fractions.
- The evidence suggests that learning fractions leads to success in algebra and advanced math courses.

- The study attempts to explain why *Fraction Challenges* works and for whom.
- Researchers are actively sharing results with practitioners through IES regional education laboratories and presentations.
- Released NAEP items were used in the study.

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

John Easton, Acting Commissioner for NCES, provided the following update:

- 2014 Data Collection is complete for U.S. History, Civics, Geography, and the new TEL assessment, all of which were administered to national samples at grade 8. The scoring is complete and results from these assessments will be reported in 2015.
- Principal Panel – Peggy Carr, Deputy Commissioner, NCES, convened a panel that will meet during the next several years to provide input to NCES on how to make use of technology in assessments. The group is comprised of 10 principals from around the country.

Mr. Easton reported on the following international releases:

- **Teaching and Learning International Study (TALIS)** – a principal and teacher survey of 34 countries including the U.S. Results will be released by the Organization for Economic and Co-operation and Development (OECD) in June 2014.
- **Financial Literacy Study** – an international study by the OECD. Results will be released in July 2014.
- **Condition of Education Report** – will be submitted to Congress in June 2014. The report includes 42 indicators on the status and condition of education and will be available online.
- **Public High School Four-Year on-Time Graduation Rates and Event Drop-out Rates** – the report was released in April 2014. It marks the first time NCES has released in the same report, two different methods of calculating high school graduation rates.

### **Executive Director's Report**

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

- The NAEP grade 12 reading and mathematics national and state results were released via webcast on May 7, 2014 at Dunbar High School in Washington, DC. Susan Pimentel, Dale Nowlin and John Easton were panelists.
- The NAEP 12<sup>th</sup> Grade Preparedness release event was held on May 14, 2014 at Revere High School in Boston, MA. Mitchell Chester, Massachusetts Commissioner of Education, and David Driscoll were among the panelists.
- The finalists for Governing Board vacancies for terms beginning in October 2014, have been submitted to Secretary Arne Duncan.

- Chairman David Driscoll's last meeting is in August 2014. Announcement of the new Board chair is expected from the Secretary in the near future.
- The Assessment Literacy Work Group met via conference call on March 31<sup>st</sup> and April 28<sup>th</sup>, and face-to-face on May 13. Jim Popham has agreed to chair the Work Group.
- CCSSO Policy Task Force chair Pat Wright is retiring from the Virginia Department of Education. Vice Chair Deb Sigman will act as chair in the interim. Brenda Cassellius, Commissioner, Minnesota Department of Education, has joined the Task Force.

Ms. Orr reported on the following staff activities:

- Providing technical assistance to congressional staff who were working on the ESEA reauthorization.
- Professional Meetings – Michelle Blair, Cornelia Orr, and Sharyn Rosenberg attended American Education Research Association (AERA) and the National Council on Measurement in Education (NCME) conference on April 3-5 in Philadelphia.
- TEL Achievement Level Descriptions – a contract was awarded to WestEd to review the preliminary achievement levels descriptors. WestEd staff will convene a group of experts to provide commentary on the achievement level descriptions, as well as seek broad public input. The revised descriptions will be presented to the Board in August.
- TEL Achievement Level Setting – proposal evaluation process is currently underway. The contract awardee will be announced at the next Board meeting.
- Work continues on the phase II of the data-sharing agreements for preparedness research.
- Staffing Update
  - Dora Drumgold, Management Operations Specialist has assumed additional responsibilities for electronic records management.
  - Applications for Ray Fields' vacancy will be reviewed in May. The vacancy announcement for Larry Feinberg's position will be posted later this summer.
- The Board's 2016 budget submission is due on June 16.

Ms. Orr reviewed the major Board discussion topics for the meeting as outlined in the agenda, and the issues for discussion at the Board working dinner meeting.

Following Ms. Orr's presentation, the grade 12 preparedness video was shared with the Governing Board. This video was shown at the May 14 preparedness release event.

Mr. Driscoll added that the reauthorization bill for all of IES, including NAGB, has passed the House, and will now go to the Senate.

### **Recess for Committee Meetings**

The first session of the May 16, 2014 Board meeting recessed for committee meetings, which were held from 10:00 a.m. until 12:30 p.m.

## Open Working Lunch Session

### **Briefing and Discussion: 2012 PISA Report on Creative Problem Solving**

Dana Kelly, NCES, provided a briefing and led a discussion on the results of the 2012 Program for International Student Assessment (PISA) Report on Creative Problem Solving. Ms. Kelly stated that the purpose of the assessment is to examine how well 15-year-old students, nearing the end of compulsory schooling, can apply their knowledge gained in and out of school to real-life situations, specifically, problems where a method of solution is not immediately obvious.

The assessment is administered by OECD every three years in mathematics, reading and science. In 2012, problem solving and financial literacy were also assessed. The problem solving assessment was not a part of the main assessment, but an optional computer-based assessment. Ms. Kelly noted that 44 of the 65 OECD educational systems participated in the assessment. The assessment design allowed OECD to look at the relationship between problem solving and the other core subjects that PISA assesses.

Ms. Kelly stated that PISA defines problem solving as first recognizing that there is a problem situation, identifying the specific problem to be solved, planning and carrying out a solution, and continually monitoring and evaluating progress toward reaching a solution. Another aspect is a student's willingness to engage in problem solving. Responses to the background questionnaire measure student perseverance and openness to solving problems.

Ms. Kelly discussed the three main features of the problem solving assessment framework:

1. **The nature of the problem situation** – is determined by whether or not the information disclosed to the student at the outset is sufficient to solve the problem.
2. **The problem solving processes** – there are four cognitive processes involved in problem solving - exploring and understanding; representing and formulating; planning and execution; and monitoring and reflecting.
3. **The problem solving context** – solving problems in a technological or non-technological setting, with a personal or social focus.

Ms. Kelly described the six proficiency levels for reporting results from the PISA problem solving assessment. She then reviewed examples of items students encountered on the assessment, and illustrated what students can do at various levels. She summarized the following results:

- The top-performing education system was Singapore. Other education systems with higher than average scores than the United States were Korea, Japan, Macao, Hong Kong, and Shanghai.
- The U.S. average score was above the average score of the 28 OECD countries (out of 34) that participated in the problem solving assessment. Eighteen percent of U.S. students and 21% of students in OECD countries did not reach level 2. Twelve percent of U.S. students and 11% of students in OECD countries are top performers – Levels 5 & 6.



Ms. Kelly reported that U.S. students performed better than expected on interactive tasks, not as well as expected on planning and executing tasks; and better than expected on monitoring and reflecting tasks.

Ms. Kelly responded to questions from Board members following the presentation.

### **Meeting Recess**

The second session of the May 16, 2014 meeting recessed at 1:35 p.m. and reconvened to 1:45 p.m.

### **Overview and Board Discussion: Technology and Engineering Literacy (TEL) Assessment**

Cary Sneider, Vice Chair, Assessment Development Committee and Mary Crovo, Deputy Executive Director, Governing Board provided an update on the Technology and Engineering Literacy (TEL) Assessment and led a discussion with the Board.

Mr. Sneider reminded Board members that at the May 2014 meeting, he along with Lonnie Smith (ETS) and Bill Ward (NCES) provided an overview of the TEL Framework, presented an example task, and discussed how the assessment was developed. The development of the assessment has been a huge undertaking with input from standing committees, planning committees, teachers, principals, students, engineers, scientists, curriculum experts, and testing specialists.

Mr. Sneider explained the key reasons why it is important to expand the TEL assessment to grades 4 and 12 over time, as budgets allow:

- Many states are adopting new standards that address engineering and technology.
- NAEP can help determine how the new standards are being implemented over time. He highlighted that this was a recommendation made by the National Research Council in a recent report.

Mr. Sneider stated that NCES has contracted AIR to conduct a crosswalk between the NAEP frameworks in science, TEL, and mathematics to determine connections with the Next Generation Science Standards (NGSS). NAEP item pools will be reviewed to determine how effective NAEP could be in assessing implementation of the Next Generation Science Standards.

Mr. Sneider shared a quote by Alan Friedman taken from his two page essay about TEL. “TEL is the best opportunity the Board has at present, for expanding the constituency for NAEP, and for enhancing the standing of NAEP in the minds of the U.S. public, education policy makers and government.”

Mary Crovo provided an update on the administration of the TEL assessment. She reported that the assessment was administered between January and March 2014 to over 22,000 eighth graders in more than 800 public and private schools across our country. Student participation rates were

extremely high for this voluntary assessment, and reaction from students, principals and state leaders has been extremely positive.

The CCSSO Policy Task Force provided feedback and recommends the inclusion of TEL on the NAEP Schedule of Assessments, in grades 4 and 12 as planned. They support having NAEP assessments in each STEM subject— science, technology, engineering and mathematics. For decades, NAEP has had science and mathematics assessments, and now, the T and the E in STEM are measured with TEL. The state representatives on the Task Force commented that TEL represents a major step forward in assessment design and innovation, and they look forward to the release of tasks and data sharing.

Tonya Miles commented that she is excited about the sample size of the assessment and the response, and looks forward to the grade 4 and 12 assessments. She finds the feedback remarkable, particularly that of students who commented that the assessment has sparked their interest in exploring a STEM career.

Fielding Rolston asked about the hardware used and if NCES experienced any problems with the administration. Ms. Crovo responded that NCES arranged through their contractors, to bring laptop computers into the schools for the TEL administration instead of relying on school-based hardware and software. They also capitalized on lessons learned with the NAEP computer-based 2011 writing assessment, and the science interactive computer tasks (ICTs) in 2009.

Fr. Joseph O’Keefe stated that this assessment presents an opportunity to engage teachers because it is relevant to pedagogy.

Susan Pimentel stated the work on TEL assessment and ICT tasks for science is innovative and inspiring and is leading the way for what is possible with all assessments.

Mr. Sneider stated that there is great potential for teacher professional development, and more broadly, there are additional opportunities for NAGB to partner with others and use the TEL Framework while staying within the scope of the Board’s mission.

Governor Geringer stated in terms of pedagogy and professional development, technology has the potential, if used frequently in the classroom and culminating into an assessment, to move from being an episodic event to a continuous improvement vehicle in learning. Based on feedback, students and teachers can clearly see beyond the assessment so it would be interesting to see if someone picks up on that concept and it becomes a trend.

Tom Luna stated that during his visits to schools in his district to observe the Smarter Balanced Assessment field testing, he asked students for feedback. Students commented that they liked the new test because they were able to explain their answers, and the interactive format was more engaging than multiple choice tests.

Andrew Ho predicts that a valuable finding of the TEL results will be that there is a larger gap in performance between traditionally under-performing groups and reference groups than for math and reading. He also thinks that it will be more difficult to maintain trends with TEL than with

other assessments because of the rapid changes in technology and engineering. Mr. Ho commented that one of the challenges is to anticipate changes to frameworks and make frameworks more dynamic.

Mary Crovo responded that it will speak to the importance of NAEP if TEL can provide crucial information about gaps and trends in gaps for segments of the student population that are not well prepared to be 21<sup>st</sup> century citizens. The word literacy in the title of TEL is very important, because the assessment measures technology and engineering literacy for all students who will interact with emerging technologies, not just those who pursue STEM careers.

Cary Sneider added that AIR under contract to NCES is studying the relationship between the current and potential item pool for TEL, and the Next Generation Science Standards (NGSS) framework. We want to report on trends, but we also want the flexibility to make changes as needed.

Ms. Garrison stated that one of the exciting things as a teacher is being able to access underlying data. Information about how children approach problem solving can be used in the classroom to help students become more effective problem solvers. It is powerful to be able to learn from an assessment.

Mr. Sneider stated that ETS is already tracking assessment items to determine the strategies that our students are using, and what can be interpreted through their clicking patterns on the assessment. He added that hopefully when the items are released; it will spark an interest among curriculum developers and software developers to develop good instructional materials.

Mr. Holliday encouraged embedding more performance-based items in the assessments which would drive a continuous improvement process. He also suggested looking at student engagement, which would eventually inform state assessment and accountability systems.

Mr. Driscoll commented that the TEL assessment could be a great opportunity for working with science teachers.

### **NAEP Assessments in Puerto Rico: History and Context**

Arnold Goldstein of NCES provided an overview of the challenges and lessons learned from administering the NAEP Mathematics assessment in Puerto Rico over the past decade.

Mr. Goldstein stated that the No Child Left Behind Act requires Puerto Rico to participate in NAEP in order to receive Title I funds which support the education of disadvantaged students. It was noted that NAEP does not administer the Reading assessment in Puerto Rico. The language of instruction in Puerto Rico is Spanish, and the NAEP Reading assessment measures students' reading comprehension in English.

Mr. Goldstein reviewed the timeline of assessments for Puerto Rico.

- In 2003, the first assessment was administered in grades 4 and 8 Mathematics. The assessment was translated into Spanish, and included two 25 minute math blocks. The responses were scored with all others and a large portion of omitted questions, incorrect responses, as well as inconsistent responses were discovered so the results could not be reported.
- In 2005, changes in translation and instructions were introduced. More native speakers were appointed to the translation committee and the administration script was revised. Problematic items were eliminated and students were given an extra 10 minutes per block to accommodate the differences in the Spanish language versus English. A highlights report, Mathematics 2003 and 2005 was translated into Spanish, as well as a second report, focused on the math content areas, how well students performed on the various math sub-scales, numbers and operations, and geometry. The Spanish language translation of this report is entitled “Matematicas 2005.”
- The 2007 administration also presented challenges - a large portion of items were omitted by students, and data gathered included incorrect responses, and inconsistencies in responses. These issues made it impossible to report reliable trend scale score data so the results were reported in a technical item-based report entitled “Performance of Public School Students in Puerto Rico, Focus on the Content Areas.”
- No formal assessment was administered in 2009. Instead several studies were conducted to establish the basis for a renewed assessment in 2011. The studies included 1) curriculum alignment study, 2) student cognitive labs, 3) translation study, 4) teacher review study, 5) block assembly study, and 6) item fit study.
- In 2011, a new feature - the Knowledge and Skills Appropriate or KaSA was successfully introduced to improve measurement at the lower end of the NAEP scale. The results were verified by a replicating design in 2013. Results of this assessment will be reported at the end of 2014.

Mr. Goldstein noted the following results for 2011 and 2013:

- Students in Puerto Rico as well as on the mainland were more successful with KaSA items than operational NAEP items.
- Non-response rates were lower for KaSA items.
- Trend results were more consistent and the percent correct trend matched the scale score trend.
- Puerto Rican performance has been put on the NAEP scale, and the percentage of students at the various proficiency levels can be determined. Puerto Rico’s results now can be compared to other jurisdictions in the U.S.

Mr. Goldstein stated that NCES plans to release the results via an interactive web-based report similar to recent NAEP Report Cards. Sample questions will be released for each content area for Puerto Rico. The report will also include demographic and supplemental non-NAEP data, to provide a context for the results.

Mr. Goldstein reported that KaSA has enriched the entire NAEP assessment, not only for Puerto Rico, with items that better measure skills of lower performing students. He added that lessons learned from these KaSA studies that will help with the implementation of the adaptive multi-stage testing design for NAEP Mathematics in 2017. Mr. Goldstein stated that future results for Puerto Rico will be reported along with the nation in the regular NAEP Report Cards.

### **Meeting Recessed and Reconvened**

The May 16, 2014 meeting of the National Assessment Governing Board recessed at 3:33 p.m. and reconvened at 3:48 p.m.

### **Extending NAEP Reports: Follow-up Events and Initiatives**

Andrés Alonso, Chairman, Reporting and Dissemination Committee and David Driscoll led the discussion on how to extend NAEP reports beyond the report card release date, and create an on-going dialogue with various audiences on the meaning of the assessment results. Mr. Alonso stated that the Board has been working with Reingold to develop a communications plan to effectively communicate NAEP and Trial Urban District Assessment (TUDA) results for greatest impact, and define a measure of success. Outreach strategies in the communications plan will be developed after the Board approves the final draft of the plan in August.

Mr. Alonso discussed the three goals of the outreach effort and talked about strategies to achieve each:

1. Make a connection with target audiences
2. Engage audiences between report card releases
3. Maximize impact and awareness through innovation

Mr. Alonso asked the Board to comment on the draft plan and discuss the type of information they would find useful based on their roles.

Mr. Driscoll remarked that years ago the Board decided to take action to strengthen the communication and the relationship with the states by appointing NAEP ambassadors. He stated that the ongoing communication with NAEP State Coordinators made a big difference and is an example of a successful partnership.

In an effort to reach various audiences, Mr. Geringer suggested the Board create a summary of the top issues and the most recent NAEP results, and create vignettes of what each means with a list of questions. This will allow audiences to become involved with the questions and learn more about the issues.

Susan Pimentel stated that she likes the idea of linking the reporting of NAEP results to the Board's mission and vision, as opposed to thinking about every release as an event. She added that she feels the reports are better and more powerful since she joined the Board seven years

ago. The reports are not as large and seem to include the right information, particularly the correlations between the contextual variables from students and teachers and the final results.

Jim Popham remarked he has also noticed a positive change in reports in the time that he has served on the Board. He cautioned that the Board may be overestimating the information available. He stated that the Board faces a real dilemma in wanting to extend the impact of the results, because the Board's role is to report the data and is prohibited from directly impacting improvement.

Mr. Alonso stated that R&D committee members feel the current reporting of results does not tell the full story. The data are actionable without the need to point to causal relationships or the necessity for improvement. Mr. Alonso also stated that he feels we are sitting on a treasure trove of powerful tools and information, but the Board needs to create linkages to others who provide additional perspectives.

Shannon Garrison commented that we need to consider ways to report the contextual data without suggesting causal relationships. She noted that parents who attended the Ed Summit commented that the data are just numbers and many are not sure how to use the information available from NAEP.

Doris Hicks reminded the Board that important partnerships were formed through the work on the Education Summit for Parent Leaders, and suggested that the Board continue its outreach and build on the work that was started with those attendees and speakers.

Brent Houston stated that he understands that the Board cannot influence curriculum but as a member of the Board and a school principal, he has shared information on NAEP with his teachers at staff meetings. In doing so, he came to realize that many of them did not know about the website or the tools that are available. He added that his daily involvement with students and parents gives him a powerful voice, and he encouraged other Board members to share the information in their circles.

Tonya Miles commented that it is important for stakeholders to understand the data that are reported, and that this should spur action. She issued a charge to Chairman Driscoll to schedule a meeting with Secretary Arne Duncan to discuss the NAEP results and the Board's desire to not only report the data as congressionally mandated, but to do so in a meaningful way so that NAEP results lead to making a difference for the nation's students.

Chairman Driscoll requested that the Board consider hosting one of its meetings in Tennessee in 2015. He also stated that the Board should review the issues related to the large number of non-English speaking students in urban schools. The results of TUDA show the diversity in assimilating student population, which have increased over the years to include those who are English Language Learners (ELL), Former Limited English Proficient (FLEP), and Limited English Proficient (LEP).

### **Meeting Recess**

The May 16, 2014 session of the National Assessment Governing Board recessed at 4:34 p.m.

### **Meeting Reconvened**

The May 17, 2014 session of the National Assessment Governing Board convened at 8:37 a.m.

### **NAEP Outreach Video**

Hector Ibarra stated that Fielding Rolston shared with him a video produced by the Tennessee Department of Education to motivate students to do well on the NAEP assessment. He stated that Tennessee saw a measurable increase in NAEP scores on the grade 4 and 8 assessment.

Mr. Ibarra was inspired to approach the athletic leaders in his state to create a public service announcement for students. Mr. Ibarra played the video for the Governing Board. Mr. Ibarra encouraged Board members to consider a similar approach to promote the importance of NAEP in their states.

### **Resolution to Honor Alan Friedman**

David Driscoll read the resolution to honor former Board member, Alan Friedman, who passed away in May. Cary Sneider moved for inclusion of the resolution in the Board's minutes. The motion was seconded by Susan Pimentel and carried unanimously.

### **Board Discussion: NAEP Schedule of Assessments – Priorities for the Future**

Cornelia Orr summarized the Board's general policy on the NAEP Schedule of Assessments.

- The Board should establish a 10-year prospective schedule of assessments.
- The assessment schedule should include a wide range of subjects.
- As time and resources allow, assessments should be conducted in other subjects in addition to reading and math

Ms. Orr highlighted the historical changes to the NAEP assessment schedule

- 2003 – prior to the passage of NCLB – biennial assessments of reading and writing, and mathematics and science in the next biennium. Currently, biennial assessments in reading and mathematics.
- 2005 – Changes were made to shift periodicity. The Board decided to offer the High School Transcript Study every 4 years; U.S. history and civics, and geography every four years. Plans for TEL were underway, to be administered the first time in 2014.
- 2008 – Added grade 12 reading and mathematics for states (2009 & 2013)

- 2010 – Shifts in the Assessment Schedule were made to align mathematics and science with TIMSS.
- 2010 – Grade 4 writing was postponed and conducted later as a pilot study in 2011.
- Other assessments were postponed including state level writing assessment, world history, foreign language, High School Transcript Study and Long-Term Trend due to fiscal constraints for specific implementation challenges.
- 2007 and 2011 – The computer-based assessments in writing were conducted at the national level only and for grades eight and twelve only.
- 2014 – TEL and U.S. history, civics, and geography were conducted only at grade eight.

Ms. Orr stated that staff recommends the following:

- 1) Assess grades 4 and 8 reading and mathematics every 2 years, and grade 12 every 4 years;
- 2) Continue to cover a broad range of subject areas; and
- 3) Eventually, assess all subjects using technology based assessments.

Ms. Orr outlined the periodicity recommendations:

- Reading and mathematics grades 4 and 8 – every 2 years
- Reading and mathematics grade 12 – every 4 years
- Science and writing – every 4 years
- U.S. history, civics, and geography – every 4 years
- TEL – every 4 years
- Arts, economics, and foreign languages – at least twice in a 10 year period

Ms. Orr stated the staff is looking ahead to 2018 and discussed other constraints to the Assessment Schedule. For example, in 2016, the arts assessment will include existing items. In 2017, it is likely that the sample size for reading and mathematics will be reduced, and the staff recommends assessing U.S. history, civics, and geography only in grades 8 and 12, using existing items. Ms. Orr also noted that additional changes to the Assessment Schedule may be needed due to future budget constraints.

Ms. Orr also summarized the feedback received from CCSSO Policy Task Force:

- Writing is a critical skill students must develop to become college- and career-ready. The Task Force recommends administering the NAEP writing assessment at the state level more frequently, or at grade 8, if only one grade can be assessed.
- The NAEP TEL assessment fills a gap in state assessment systems and should be a priority.
- Maintain the Assessment Schedule in a broad range of subject areas.

Ms. Orr drew attention to the draft NAEP Assessment Schedule and discussion questions included in the Board briefing materials. Board members engaged in a question and answer session.



Tom Luna asked what changes were made to the Assessment Schedule as a result of budget cuts due to sequestration. Ms. Orr stated that the 2014 assessments in U.S. history, civics, and geography were given only to grade 8 students instead of 4, 8 and 12. The High School Transcript Study and the Long Term Trend were also postponed.

Terry Mazany asked if the development of TEL can be accelerated to include fourth grade in 2018. Mr. Orr responded that Board staff would consider it and were not prepared to talk about budget implications at this meeting.

Terry Holliday stated that Kentucky completed its third year of the Common Core State Standards assessment and the results from spring of 2013 coincided with the NAEP assessment. He mentioned that chief state school officers will want to focus on grades 4, 8 and 12 reading and mathematics to determine if 44 states are implementing Common Core State Standards.

Mr. Holliday indicated that NAEP provides external validation, and this should be the primary focus of NAEP. He added that he is very concerned about the possibility of losing the disaggregated demographic data provided by the TUDA. He added that it appears that the Board is pushing back its focus on writing, yet it is one of the key skill areas assessed on the Common Core. Mr. Holliday agreed with Mr. Popham that national-level data, whether or not it impacts what states do, and the perception of NAEP, could have ramifications for future decisions of the Board. Mr. Holliday suggested that staff further research the issue. Ms. Orr commented that staff has recommended continuing the TUDA assessment.

Mr. Driscoll stated that he has had a discussion with Mike Cohen, President, Achieve and Partnership for Assessment of Readiness for College and Careers (PARCC) where two issues were raised: the importance of writing and NAGB reviewing the NAEP Writing Framework.

Rebecca Gagnon asked why the Board chose to add 12<sup>th</sup> grade TEL and not 4th grade. Mary Crovo responded that the framework development committee recommended assessing grade 8 and the Board agreed after hearing the rationale. Grade 12 was ranked the next most important, then grade 4. Mr. Sneider stated that the Board should revisit the issue now that states are adopting the NGSS.

Ronnie Musgrove questioned why assessments for world history and other subjects have not been developed. Ms. Orr stated that it has been difficult to come to an agreement on what should be measured, and from which perspective. She added that the Board issued an RFP years ago to develop a framework in World History. The bids received were not of the quality the Board expected, and staff made the decision not to move forward with that work at that time.

Andrew Ho commented that he strongly objects to reducing the sample size in particular subjects. Strategically, it is important because many people believe that one of NAEP's primary roles is the gold standard check on proliferating, diversifying and changing state assessments. He added that there are two ways to think of national results—first, they get as much attention as state results. But national results lead people to ask about state results for those same subjects. Based on the response to TEL, it is important for NAEP to think about the future, along with maintaining precision.

Peggy Carr stated that she thinks Mr. Ho is recalling the focal/non-focal discussion which is still being considered based on budget projections. Ms. Carr explained that it means in a particular year, enough data would be collected to report out on a focal subject as usual, but for the non-focal subject, the sample size would be reduced and the results would not include the more detailed breakdowns.

Mr. Fabrizio suggested that each Board member receive a copy of the historical outline of changes that have been made to the NAEP Assessment Schedule. He also stated that he agrees that having state-level results is a big enhancement to the national results, and that sometimes NAEP needs to start at the national level, which can lead to a groundswell of support for moving toward the state level.

Dale Nowlin asked if there is a large enough pool of items to draw from, to include sample items with a release, when no new items are developed. Ms. Orr stated that she did not know but will check.

Leticia Van de Putte asked what instrumentation or graphing calculators can be used on NAEP. Ms. Crovo responded that the Board framework for mathematics allows NAEP to provide a four-function calculator at grade 4 and a scientific calculator to 8<sup>th</sup> and 12 grade students. However, students in grades 8 and 12 are allowed to bring their own calculators (including graphing calculators) if those instruments meet NAEP guidelines. The NAEP Mathematics assessment permits calculator use on only one-third of the items.

Lucille Davy asked if the Board could change the 2018 TEL assessment to grades 4 and 8 instead of grades 8 and 12. Mr. Driscoll responded that as a result of the discussion, the option is open.

Mr. Driscoll announced that the NAEP Schedule of Assessments will be brought before the Board in August 2014 for action.

### **Board Discussion: NAEP's Future Role – Ideas from the Board's 25<sup>th</sup> Anniversary Symposium**

Mr. Driscoll opened the session to discuss the remarks of former Governing Board chairman, Mark Musick. Mr. Musick shared his ideas on the themes of the 25<sup>th</sup> Anniversary at the May 2014 Board meeting; however there was insufficient time for discussion then. Mr. Musick commented on the Governing Board's dual role to report what the nation's students know and can do, and meet challenges to ensure NAEP continues to be the "gold standard" in student assessment. He stated that he appreciates the Board's attempt "to go beyond results and show how results are relevant."

Mr. Musick's themes presented at the Symposium were outlined briefly by Mr. Driscoll:

- Expand the reach and impact of NAEP.
- Maintain NAEP as the gold standard in assessment.
- Ensure the integrity of NAEP as the “truth teller.”
- Focus on the Board's role as an independent body, which is responsible for reporting on student achievement.
- Stay true to the Board's core mission, but look for ways to push the envelope on issues.
- Promote NAEP as a valuable tool in reporting academic achievement of the nation's students.
- Make NAEP results more accessible to a wider audience.

Mr. Driscoll invited Board members to comment on the ideas.

Mr. Popham stated that he uses one criterion in judging the Board's discussions or actions—is there a reasonable chance it will make a difference in the way students are educated? He commented that national test results will not necessarily prompt action at the state level.

Mr. Driscoll stated that NAGB and NAEP have a strong history of making decisions that overall have had an impact on state and national education. He pointed to examples of TUDA and TEL.

Ms. Pimentel stated that she agrees that state results are useful. Much useful information comes from the twelfth grade assessment in reading and mathematics. The contextual variables provide an opportunity for further Board exploration and a broader way to make a difference. The TEL assessment reveals new ways to assess that have not been thought about before. It will also impact teaching in the classroom.

Lucille Davy commented that as a state chief she found state data very helpful to compare student performance. The disaggregated data for New Jersey were alarming and persuasive. Ms. Davy stated that she feels the real challenge for the Board is to have an in-depth discussion on ideas that the Board can implement to influence education policy.

Terry Mazany stated that the Board keeps pushing the metaphor of “stick to our knitting” and he thinks that one of the things that NAEP does is to knit the country together. We are living in a time when there is increasing pressure to individualize the responsibility of education. NAEP is a countercurrent that emphasizes education as a public good, therefore, knitting together our country in a very important way.

Andrew Ho highlighted the need for partnerships. The Board is limited in its role, but it can achieve more of its mission by answering the questions that collaborators care about.

Mr. Driscoll stated that he has pushed the idea of “making a difference.” This Board meeting has helped to crystalize the idea that NAGB sets the conditions; but the states are responsible for the students, which limits the Board's role. The Board can push the envelope by creating partnerships to affect change and spur the actions of others.

Rebecca Gagnon emphasized the use of contextual variables reported along with the achievement scores, to tell the full story. She stated that it is one of the most important initiatives the Board has moving forward.

### **Meeting Recess**

The May 17, 2014 meeting of the National Assessment Governing Board recessed at 9:56 a.m. and reconvened at 10:13 a.m.

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

The Chairs of the standing Committees summarized the discussions of their respective Committees and took action on

- The Resolution in honor of former Board member, Alan Friedman, who died on May 4, 2014.

The full text of the action item is provided in the Committee reports, appended to these minutes.

### **Meeting Adjourned**

The May 17, 2014 session of the Board meeting adjourned at 10:47 a.m.

I certify the accuracy of these minutes.



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David Driscoll, Chair

7/18/2014  
Date

# **National Assessment Governing Board**

## **Executive Committee**

### **Report of May 15, 2014**

Members Attending: David Driscoll, Chair, Andrés Alonso, Lou Fabrizio, Shannon Garrison, Terry Mazany, Tonya Miles, Fielding Rolston, Cary Sneider. Other Board Members: Lucille Davy, Rebecca Gagnon, James Geringer, Doris Hicks, Andrew Ho, Hector Ibarra, James Popham. Governing Board Staff: Cornelia Orr, Mary Crovo, Michelle Blair, Stephaan Harris, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg. IES: John Q. Easton. NCES Staff: Peggy Carr, Jamie Deaton, Arnold Goldstein, Dan McGrath, Holly Spurlock. ETS: Jay Campbell, Amy Drescher. HumRRO: Monica Gribben. AIR: Kim Gattis, Fran Stancavage. Hager Sharp: David Hoff. Reingold: Amy Buckley. Fulcrum IT: Saira Brenner. Westat: Chris Averett, Keith Rust, Dianne Walsh. CRP: Carolyn Rudd, Edward Wofford.

#### **1. Call to Order and Announcements**

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll started the meeting by welcoming everyone to Boston. He extended a special welcome to the newest Board members: former Governor James Geringer (Wyoming) and former Governor Ronnie Musgrove (Mississippi).

Mr. Driscoll then acknowledged the recent passing of former Board member Alan Friedman. Mr. Driscoll noted that a memorial service for Mr. Friedman will be held at the New York Hall of Science on June 14, 2014. In honor of Mr. Friedman's exemplary service to the Board and NAEP, Mr. Driscoll proposed a draft resolution noting Mr. Friedman's contributions and legacy at the Governing Board. (See the draft motion appended as Attachment A.) Mr. Driscoll asked for a motion to bring this resolution for action by the full Board. The motion was moved and seconded.

Mr. Driscoll announced that he had appointed Board member Jim Popham to chair the Assessment Literacy Work Group. At the March 2014 Board meeting, Mr. Driscoll participated in the meeting of this Work Group and charged the group to focus on increased levels of understanding of target audiences for NAEP. Mr. Driscoll asked the Work Group to develop and finalize a plan by May 2015. The next steps will be for staff and contractors to implement.

Finally, Mr. Driscoll commented on the outstanding grade 12 academic preparedness release event on May 14, 2014, organized by the Governing Board, and held at Revere High School.

Cornelia Orr provided an overview of the May Board meeting plenary sessions. She noted that all of the sessions were open to the public (i.e., there were no closed sessions), and she also highlighted that there were more opportunities for Board discussion, relative to the March 2014 Board meeting topics. Some of the discussion items include:

- NAEP Technology and Engineering Literacy (TEL) assessment
- Strategies for extending public discussion on NAEP reports, which includes the Chair's goals in this area and the Governing Board communication plan

- Priorities for the NAEP Schedule of Assessments
- NAEP's future role – building on the Governing Board's recent 25<sup>th</sup> Anniversary Symposium

In addition, two informational briefings will be conducted:

- 2012 PISA Report on Creative Problem Solving
- NAEP Mathematics Assessment in Puerto Rico: history and context

## **2. Board Membership Updates: 2014 – 2015 Vice Chair Election and New Committee Assignments**

Mr. Driscoll summarized the annual process for election of the Board's Vice Chair. He announced that for the election of the 2014-2015 Vice Chair, Lou Fabrizio will lead the discussion and nomination process. Therefore, Mr. Fabrizio will be seeking input from Board members individually. At the August 2014 Board meeting, a nomination will be presented, and action will be taken to propose the nominated candidate to the full Board.

In terms of new Committee assignments, Mr. Driscoll stated that Governor Geringer will serve on the Committee on Standards, Design and Methodology (COSDAM), while Governor Musgrove will serve on the Reporting and Dissemination Committee (R&D). The Nominations Committee was also in need of additional members, in light of the upcoming 2015 cycle to fill a large number of positions. Therefore, Lucille Davy and Andrew Ho have been added to the Nominations Committee.

## **3. Committee Topics: Issues and Challenges**

### **Assessment Development Committee (ADC)**

ADC Chair Shannon Garrison noted that at the Committee meeting, the agenda includes an update on the NAEP TEL assessment as well as an update from NCES on the timeline, process, and issues related to a major milestone for NAEP: the transition to technology based assessments (TBA). Current paper and pencil assessments in Reading and Mathematics are planned for transition to TBA by 2017. Other ADC topics include: continuing discussions on the NAEP Read Aloud Study; considering options for future NAEP assessments in U.S. History, Civics, and Geography; and implementing new guidelines for NAEP contextual variables across subject areas.

Additionally, in the session completed Thursday afternoon, the ADC received a briefing on a comparison study between the Next Generation Science Standards (NGSS) relative to the NAEP Science, TEL, and Mathematics Frameworks. ADC Vice Chair Cary Schneider also shared with the Executive Committee an overview of the issues and proposed study methodology, noting that this comparison study will lay a foundation for answering important questions such as: How can NAEP reporting complement NGSS assessment efforts?

### **Committee on Standards, Design and Methodology (COSDAM)**

COSDAM Chair Lou Fabrizio noted that one of the major challenges that the Board has faced in recent years is the implementation of the March 2010 Governing Board policy on NAEP Testing and Reporting on Students with Disabilities (SD) and English Language Learners (ELL). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions, to promote sound reporting of comparisons and trends. Prior to 2010, schools excluded students with IEPs that called for accommodations on state tests that NAEP does not allow, primarily the read-aloud accommodation on the Reading assessment. Mr. Fabrizio noted that the current policy limits the grounds on which schools can exclude students to two categories: for SD, only those with the most significant cognitive disabilities; and for ELL, only those who have been in U.S. schools for less than a year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

Under NAEP data analysis procedures, Mr. Fabrizio stated that scores are estimated for students who refuse to take the assessment but not for students who are excluded from the assessment. Contrary to the Board policy, Mr. Fabrizio noted that NCES has continued to permit schools to exclude students whose IEPs called for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

There have been large increases in inclusion rates over the past several years, and the Board's first inclusion rate goal—95 percent of all students in each sample—was met in almost all states in 2013. However, 11 states and 8 urban districts failed to meet the Board's second goal of testing at least 85 percent of students identified as SD or ELL. After several joint sessions with the Reporting and Dissemination Committee on this issue, COSDAM will focus on alternative methods for estimating scores for students who are excluded for reasons not allowed under the current Board policy. The goal of the Committee's discussion is to account for the lack of participation of this important student group, so they can be considered appropriately when calculating NAEP scores. In a presentation from NCES, the alternative estimation methods will be summarized.

Mr. Fabrizio noted that the COSDAM agenda also includes a discussion of TBA and Trends, an update on academic preparedness research, and an update on the development of TEL Achievement Levels Descriptions.

### **Reporting and Dissemination Committee (R & D)**

R & D Chair Andrés Alonso outlined three major issues before the Committee. The first issue relates to the communications plan that the Committee hopes to approve at the August 2014 Board meeting. Committee discussion will focus on selecting key audiences for the Board's efforts, and how the Board should pursue outreach activities to make NAEP actionable and relevant.

The second topic before the Committee addresses contextual variables. Mr. Alonso said the Committee will discuss the research that led to the development of contextual variables and the

recommendation of five potential modules: Economic Status, Technology Use, School Climate, Grit, and Desire for Learning. The Committee is looking forward to reviewing questionnaires for these models at the August 2014 Board meeting.

Lastly, Mr. Alonso noted that the Committee will discuss the Board's media embargo policy on NAEP reports, including a review of staff research on how the leading media and journalism organizations define media. This will inform the Committee's deliberations on how to modify the Board's current policy to consider online and non-traditional media organizations as potential entities who can receive embargoed NAEP reports. Mr. Driscoll commented that the embargo policy relates to the Board's ongoing discussion of strategies for extending public discussion on NAEP reports.

### **Nominations Committee**

Nominations Committee Chair Tonya Miles started her overview of issues by reminding members of the Board action taken on the 2014 finalists at the March 2014 Board meeting. These finalists were in the following categories:

- 4<sup>th</sup> grade teacher
- 8<sup>th</sup> grade teacher
- Secondary school principal
- Chief state school officer
- General public representative

Finalist letters and resumes were delivered to Secretary Duncan in early April 2014. The announcement of 2014 appointments is anticipated in late summer or early fall. These newly appointed members will begin their Board service on October 1, 2014.

Ms. Miles noted that for the 2015 nominations cycle, the Committee has a larger than usual workload given that there are 8 anticipated Board member vacancies. In response to the 2015 workload, Chair Driscoll has added two new members to the Nominations Committee: Lucille Davy and Andrew Ho. The open categories for which the Board will be seeking nominations in 2015 include:

- Curriculum specialist (2 positions)
- 12th grade teacher
- State school board member
- Chief state school officer
- Testing and measurement specialist
- Business representative
- Local school superintendent

The recruitment process will kick off in early August with the Board's annual call for nominations.

### **4. Updates: NAEP Budget and NAEP Reauthorization**

Regarding the NAEP budget, Ms. Orr reported that since the March 2014 Board meeting, the President's budget request for fiscal year 2015 has been released, which includes an allocation



of \$124.6 million for NAEP. A House Bill addressing reauthorization of NAEP and the National Assessment Governing Board was put forward for a vote—Bill 4366 “Strengthening Education through Research Act.” The Bill includes a non-binding recommendation of \$132.0 million for NAEP. The Bill passed the House on May 8, 2014, with large bipartisan support. However, the Bill has not yet passed the Senate. Future closed session discussions about the NAEP budget will be needed by the Board, as it examines the proposed NAEP Assessment Schedule to be discussed by the Board on Saturday.

## **5. Future topic suggestions**

In discussing potential future topics for the Executive Committee, Mr. Driscoll noted the dual mission for NAEP as an increasingly compelling topic. He noted that at the recent outreach event held Boston, a common theme was related to concern about how to address a sense of apathy across the country regarding several education topics, including the achievement gap. There are potentially competing issues for the Board to address:

- How can the Board continue its important work in setting policy for NAEP?
- How can the Board also spur action on various achievement concerns that NAEP report cards and NAEP data highlight?

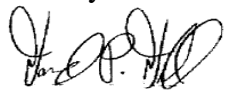
This important dual mission was a major theme in the Governing Board’s 25th Anniversary Symposium as well, as captured in the minutes, where the following recommendations for the Board emerged from the discussions:

- Expand the reach and impact of NAEP
- Maintain NAEP as the gold standard of assessment
- Ensure the integrity of NAEP as the truth teller
- Focus on the Board’s role as an independent body
- Stay true to the Board’s core mission but look for ways to push the envelope on issues
- Promote NAEP as a tool in promoting academic achievement
- Make NAEP more accessible to a wider audience

These calls to action should be carefully deliberated by the Board.

Mr. Driscoll adjourned the Executive Committee meeting at 5:20 p.m.

I certify the accuracy of these minutes.



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David P. Driscoll, Chair

June 16, 2014

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Date

# **National Assessment Governing Board Assessment Development Committee**

## **Report of May 15-16, 2014**

### **Closed Session – May 15, 2014**

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 15, 2014 from 12:00 Noon to 4:00 p.m. to review secure NAEP test questions.

**Attendees:** ADC – Shannon Garrison (Chair), Cary Sneider (Vice Chair), Doris Hicks, Hector Ibarra, Dale Nowlin; Other Board members – Tonya Miles; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Peggy Carr, Elvira Germino Hausken; AIR – Kim Gattis, Teresa Neidorf, Fran Stancavage; ETS – Greg Vafis, Kathleen Scalise, Jay Campbell, Rebecca Moran, Madeline Keehner; HumRRO – Monica Gribben; Fulcrum IT – Saira Brenner

The Assessment Development Committee (ADC) met in closed session to review Science interactive computer tasks in grades 4, 8, and 12. These dynamic, engaging tasks will be pilot tested in 2015. ADC members commented on the high quality measurement and engaging graphics of these interactive Science tasks. Comments were made related to fine tuning the tasks, and clarifying the Framework assessment targets measured by the tasks.

In open session, the ADC unanimously approved the following motion:

**ACTION: The Assessment Development Committee approves the NAEP 2015 Science interactive computer tasks at grades 4, 8, and 12 with minor revisions to the tasks, scoring criteria, and assessment targets. These revisions will be communicated in writing to the National Center for Education Statistics.**

### **Open Session – May 16, 2014**

**Attendees:** Shannon Garrison (Chair), Cary Sneider (Vice Chair), Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel; Governing Board Staff – Mary Crovo; NCES – Peggy Carr, Elvira Germino Hausken, William Ward, Grady Wilburn, Holly Spurlock, James Deaton, Ebony Walton Chester; AIR – Kim Gattis, Terre Neidorf; ETS – Jay Campbell, Greg Vafis, Rebecca Moran, Kathleen Scalise, Madeline Keehner, Jonas Bertling; Westat – Dianne Walsh; Optimal Solutions Group – Yvette Clinton; CRP – Ed Wofford; Pearson – Connie Smith

## **Technology and Engineering Literacy (TEL) Assessment Update**

William Ward of NCES began the briefing by describing the current TEL operational assessment. Between January and March 2014, the assessment was administered to a nationally representative sample of 22,000 eighth grade students in a total of 800 public and private schools. TEL is a completely computer-administered assessment.

In terms of the TEL assessment timeline, Mr. Ward reported that the 2014 data analysis is now underway from the January through March assessment. NCES anticipates that the TEL Report Card will be ready for release in March 2015. However, it was noted that the achievement levels for TEL will not be ready for Board approval until later in 2015. ADC members discussed advantages and disadvantages of releasing the initial TEL report without achievement level information. This is a topic that the Board's COSDAM Committee will need to address in the near future. It is also an issue for the Reporting and Dissemination Committee.

Mr. Ward presented information on plans to report a TEL composite score, along with subscores for each of the three TEL content areas. NCES also plans to report on the three TEL practices. Finally, Mr. Ward described some opportunities for in-depth reporting on how students performed on various TEL tasks in terms of problem solving skills and other areas.

ADC members discussed options for released TEL tasks and the pros and cons of those strategies. Options presented to the ADC included no released items, full release of TEL tasks vs. release of partial tasks, and releasing a complete TEL task along with some discrete items. As a hybrid approach, one TEL task could be released along with observational reporting from other tasks. ADC members noted that in a report-centered approach, NAEP should release the number and types of tasks and items that convey the important messages about the TEL assessment and findings. Members also asked whether the release of a partial TEL task means that task could be re-used in a future assessment. Various factors must be weighed carefully when considering releasing the TEL tasks and items. Such factors include cost, trend, re-use, demonstration value, and contribution to extended reporting. ADC members commented that it will be important to release some tasks and items that measure collaboration and communication, to provide examples to the public and the TEL community about how these skills are being tested by NAEP. Finally, it was noted that the use of TEL items along with both released and secure task and item descriptors will be an important component of the TEL Report Card.

Members discussed the TEL reporting issue at length. The use of key contextual variables should also play a major role in the TEL release. It was suggested that the Science interactive computer task (ICT) model be used for TEL reporting. In addition, the primary TEL report could be the initial release mode followed by smaller reports to extend the TEL message and findings to various audiences. At their August meeting, the ADC would like more information on TEL reporting in terms of the content.

## **Transitioning to NAEP Technology Based Assessments (TBA) in Reading and Mathematics**

Elivira Germino Hausken of NCES presented information on the TBA transition. The 2017 TBA subjects include Reading and Mathematics, however other subject areas are scheduled for TBA administrations in the coming years. For example, in Science all of the assessment components will be transitioned to a TBA setting and will be reported on the main NAEP Science scale. This includes the science test items, interactive computer tasks (ICTs), and hands-on tasks (HOTS).

Ms. Germino Hausken began with an overview of issues discussed with the Reading Standing Committee. This group represents experts in the field of reading instruction, assessment, and research. Various usability studies are underway to examine the impact of different ways to present and reference reading passages. Three formats of text presentation were studied: full screen, half screen, and half screen scroll. Students were also asked how they preferred to navigate between the text and the test questions. ADC members asked if students could switch between full and half screen display mode. More usability testing is underway to determine the best way to address the issues of text presentation and text referencing.

In Mathematics, the TBA issues being studied include online vs. hand-held calculator use, online “scratch paper” vs. giving students a blank piece of paper for scratch work, and equation editors. Different equation editors are being studied at the different grade levels, since the mathematics symbols and types of equations become more complex at higher grade levels. As with the Reading TBA issues, more Mathematics usability studies are in the process of being conducted.

ADC members commented on the importance of the work being done in the TBA transition, and the need to focus on maintaining the trendlines. More TBA information will be shared with the ADC at their August meeting.

## **Follow-up on the NAEP Read Aloud Study**

Grady Wilburn of NCES provided an update on this study, following the initial presentation at the ADC’s meeting on February 28, 2014. The principal investigator for the study was Jamal Abedi, of the University of California at Davis. NCES commissioned the study to examine the utility of read aloud on NAEP. Research questions included:

1. Does the read aloud help students with disabilities (SD) and English language learners (ELL)?
2. Does the read aloud help the non-target group (non-SD/ELL students)?
3. Does the accommodation help the target group more than it helps the non-target group?

The study also was intended to contribute to the research on the read-aloud provision.

At the present time, NCES is asking experts to comment on the study design, statistics, and methodology. Several peer reviews have been submitted so far, but additional reviews are due in

the coming weeks. Mr. Wilburn reported that to date, peer reviewers have not identified any major problems with the study. Plans call for the full set of peer reviews to be summarized in time for the ADC's August 2014 meeting.

ADC members noted some concerns with the study, including small sample sizes within the subgroups of students with disabilities. The Committee also expressed issues regarding the message that reading aloud reading passages would send to teachers of struggling readers. We do not want teachers to give up on struggling readers. While a small percentage of students cannot decode text, too many students receive a read aloud provision and are never taught to read. Members also discussed the option of reading aloud only the test questions. However, if students cannot read the reading passage, they are unlikely to be able to read the test questions. ADC members commented that reading the test questions seems more related to helping students focus on the assessment and not really about their ability to read printed text.

### **Options for NAEP Assessments in U.S. History, Civics, and Geography**

Governing Board staff member, Mary Crovo, provided a brief overview of the NAEP assessments in these subject areas. Throughout the Board's history, it has been important to have separate assessments in these subjects, as evidenced by the framework projects conducted by the Board in the 1990's. Some minor revisions have been undertaken since that time, however NAEP trendlines in all of these subjects were maintained.

Holly Spurlock then displayed the timeline for transitioning these subjects to a technology based assessment (TBA) platform. The first operational assessment would occur in 2018, with a pilot study scheduled for 2017. To realize testing and cost efficiencies, the TBA design calls for examining the NAEP frameworks in U.S. History, Civics, and Geography to look for areas of content overlap. There may be some areas of the frameworks that could be tested using the same stimulus material, such as an interactive map, video clip of an historic event, or audio clip of an important speech. Such "interactive stimulus tasks" or ISTs could be used as the basis for sets of test questions. An IST might be used in both U.S. History and Civics, with subject-specific test items developed that measure the respective framework objectives.

The next steps in the TBA transition for these subjects is for the content Standing Committees to review the NAEP frameworks for areas of content overlap and possible topics for some common ISTs.

ADC members commented on the availability of rich, original source material that is currently in the public domain. Such multi-media material could include video clips, interactive maps, and other materials to be used in developing NAEP ISTs. This would be both cost effective and provide efficiencies for test development. This type of material would be very engaging for students at all grade levels, and serve as an interesting source of innovative NAEP items in the TBA environment. Members expressed a high level of interest in the TBA work in these subject areas. This could provide more "gold standard" assessment examples that could be shared with teachers, parents, and policymakers.

## **NAEP and the Next Generation Science Standards (NGSS): A Comparison Study**

Teresa Neidorf of the American Institutes for Research (AIR) provided an overview of this planned study. In 2014, phase I of the study will focus on comparing NAEP frameworks in Science, TEL, and Mathematics to the NGSS. Future phases of the study would involve comparisons at the item level, when NGSS assessments become available. Ms. Neidorf illustrated the types of content areas in NAEP science, TEL, and Mathematics that correspond to specific areas of the NGSS.

ADC members noted that the study purposes should be labeled goals, to more accurately reflect the study process and outcomes. The National Research Council (NRC) report stated that a matrix sampling assessment approach is the best way to determine if the NGSS are being implemented in the states. NAEP can play an important role in this work.

In addition, the ADC provided feedback on the level of comparisons to be made to ensure that similar content is being matched across NAEP and NGSS. The NAEP Mathematics reasoning subareas should also be examined in relation to the NGSS content. Finally, it was recommended that the NAEP specifications documents should be examined as part of the content comparison study, since those detailed documents contain much of the rich content descriptions of what NAEP measures at grades 4, 8, and 12.

ADC members thought the overall design of the NAEP/NGSS study was well organized and comprehensive. They requested an update on the study at their August 2014 meeting.

## **Contextual Variables: Implementing New NAEP Guidelines**

At the request of the ADC, James Deaton of NCES provided a comprehensive overview of ways NCES is implementing the Board's new contextual variables policy. Mr. Deaton outlined implementation steps that are underway or in the planning stages for seven contextual variable guidelines. For clusters of questions, NCES is working to align the NAEP design with that of other large-scale surveys. This will also minimize the wording effects of individual questions. In terms of special studies, clusters of questions can be designed to focus on an area of interest. Such areas might include charter school questions or technology related questions. NCES is looking at ways to implement the guideline related to eliminating duplication and low priority questions. Data-driven decisions are being considered that examine qualitative and quantitative measures. Qualitative factors include sensitivity and relevance, whereas quantitative measures include percentage missing, response rate distribution, and correlation with achievement.

An opportunity has developed to implement the guideline related to using international contextual questions. NCES is now reorganized with international assessment staff and NAEP staff in one division. The program plans to use some TIMSS items for the 2015 NAEP Science assessment, for example. Mr. Deaton then described implementation plans for the guideline on preserving trend, and considerations needed when deciding whether to break trend. Next Mr. Deaton addressed the guideline that specified increasing the time for students to answer

contextual questions. With the advent of NAEP technology based assessments (TBA), students will have 15 minutes to respond to contextual questions. Finally, the guideline related to spiraling questions was described and TBA options were presented.

In closing, Mr. Deaton summarized the steps NCES is taking to address each of the seven contextual variable guidelines. ADC members commented on the high quality, responsive, and detailed presentation. It will be interesting to see the changes that are forthcoming in the NAEP contextual questions. The ADC noted that these questions are a rich source of NAEP information, and will be of great interest to the general public, teachers, and policymakers in the years ahead.

I certify the accuracy of these minutes.



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Shannon Garrison, Chair

6/3/2014

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Date

# **National Assessment Governing Board Committee on Standards, Design and Methodology**

**May 16, 2014**

**COSDAM Members:** Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, James Popham, and Leticia Van de Putte.

**Governing Board Staff:** Michelle Blair and Sharyn Rosenberg.

**Other Attendees:** John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Peggy Carr, Arnold Goldstein, Dana Kelly, Daniel McGrath, and Grady Wilburn. AIR: Fran Stancavage. CRP: Carolyn Rudd. ETS: Rochelle Michel and Andreas Oranje. HumRRO: Laress Wise. Optimal Solutions Group: Lipika Ahuja. Pearson: Brad Thayer. Westat: Keith Rust.

## **Introductions and Review of Agenda**

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:02 a.m. and welcomed members and guests. Mr. Fabrizio noted that the agenda was very full and included presentations on NAEP testing and reporting on students with disabilities, trends and the transition to technology-based assessments, academic preparedness research, and the development of achievement levels descriptions for Technology and Engineering Literacy. He welcomed former Wyoming Governor James Geringer to COSDAM and invited him to share some information about himself.

## **NAEP Testing and Reporting on Students with Disabilities**

Mr. Fabrizio noted that the session would focus on a particular challenge associated with the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions in which students are tested on NAEP to promote sound reporting of comparisons and trends. The policy limits the grounds upon which schools can exclude students to two categories—for SDs, only those with the most significant cognitive disabilities, and for ELLs, only those who have been in U.S. schools for less than one year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

The policy states, “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.” Under NAEP data analysis procedures, a weight class adjustment is used to account for students who refuse to take the assessment, but excluded



students have no impact on estimated scores. Contrary to the Board policy, NCES has continued to permit schools to exclude students whose Individualized Education Programs (IEPs) call for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

Grady Wilburn of the National Center for Education Statistics (NCES) and Rochelle Michel from Educational Testing Service (ETS) presented three alternative methods for adjusting scores for students who were excluded from NAEP, contrary to the Board policy. The first method, *“Expanded” population estimates*, would improve upon the methodology of the full population estimates (FPEs) and incorporate additional data from NAEP teacher and school contextual questionnaires and from school records (e.g., state test scores for individual students). The second method, *Modified participation A*, would involve administering only the contextual questionnaire to excluded students and using that additional information to predict how the students would have performed on the cognitive items. The third method, *Modified participation B*, would involve administering the contextual questionnaire in the selected subject (i.e., Reading) in conjunction with an assessment in a different subject (e.g., Mathematics) and using both sources of information to predict how the students would have done on the Reading assessment.

COSDAM members expressed serious reservations about implementing any of the three procedures due to the following reasons: current concerns about collecting student data; the potential for jeopardizing trend reporting; increased costs; and the threat of depressing scores due to a change in the population of tested students. There was general consensus that NCES’ current practices on this particular aspect of the policy—encouraging schools to include more students in NAEP even when they receive accommodations on their state tests that are not allowed on NAEP, but still allowing schools to exclude such students if they insist—was acceptable.

The committee asked whether it is possible to identify students who *do* take the NAEP Reading assessment despite receiving a read-aloud accommodation on their state tests. Peggy Carr, Associate Commissioner of NCES, noted that the SD questionnaire will be modified for 2015 to capture this information.

Andrew Ho suggested the following edit to the 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~~ be tracked and minimized to the extent possible.” The committee agreed with Mr. Ho’s suggestion.

Mr. Fabrizio asked that this recommendation be shared with the Reporting and Dissemination Committee in joint session during the August 2014 meeting.

## **Trends and the Transition to Technology-Based Assessments**

Andreas Oranje of Educational Testing Service (ETS) began with the question, “How can NAEP continue to fulfill a mission as *the* nation’s trend assessment in a landscape of disruptive innovation?” Mr. Oranje noted that the challenge of maintaining trend during the shift to technology-based assessments (TBA) is not limited to 2017, when the operational Reading and Mathematics assessments are expected to be technology-based for the first time. Maintaining trend may also be challenging with long term changes that are continuous and more gradual, including: changes to hardware and software of technological platforms, eventual shifts to using school equipment for administering NAEP, and inclusion of new item types.

Mr. Oranje reviewed the current short term plans for NAEP to transition to TBA. In 2015, the paper-based assessments will continue to be administered and used for reporting NAEP results. In addition, technology-based assessments will be administered as part of the TBA start-up process, for the purpose of conducting a mode study (examining potential differences in student performance attributable to the mode of administration) and exploring whether and how the trend can be maintained. The 2015 TBA start-up activities will be based on existing paper-based items that have been “trans-adapted,” or transferred to a technology platform. In 2016, pilot tests will be conducted using new TBA items that do not have current paper-based equivalents, such as scenario-based tasks. Criteria for deciding whether trends can be maintained given the TBA transition include the following question: *Will substantially different conclusions be reached for major student groups when comparing modes?*

For 2016, Andrew Ho suggested that the pilot testing of the new computer tasks could also include some of the existing items that were “trans-adapted” from paper to tablet, which would provide further evidence about the feasibility of maintaining trend in terms of the scaling of both item types. He urged that the proportion of “trans-adapted” items and new scenario-based tasks for the 2017 operational assessments not be locked in until the results from the 2016 pilot study are known.

Mr. Oranje reported that the results from the 2015 bridge studies are expected to be available in August 2015 and will provide an initial indication of the ease of maintaining trend with the transition to TBA. If the 2015 bridge study and the 2016 pilot study conclude that there are serious threats to maintaining trend, it is possible to slow down the transition to TBA by maintaining some paper-based assessments along with TBA and conducting additional studies. However, Mr. Oranje pointed out that this would involve substantial cost.

Mr. Oranje noted that the long term plans to account for more gradual changes in technology is to conduct many small experiments (i.e., A/B testing) rather than repeatedly conducting expensive bridge studies.

## **Update on Academic Preparedness Research**

Governing Board staff Sharyn Rosenberg began by noting that the phase one academic preparedness research culminated in the May 14, 2014 release of the 2013 grade 12 Mathematics

and Reading results in terms of academic preparedness for college. In accordance with the August 2013 resolution on reporting 12<sup>th</sup> grade academic preparedness for college: inferences were made only for college, not for job training; there was an emphasis on the preliminary nature of the inferences, which were referred to as “initial preparedness estimates” rather than “cut scores” or “benchmarks”; reporting of academic preparedness for college was at the national level only, not by state or student groups; and there was an emphasis on the continued research being conducted to help inform the reporting of the 2015 grade 12 results in Reading and Mathematics.

Ms. Rosenberg described the studies that are currently underway with state partners and ACT. She noted that a new technical advisory group was being formed to advise the Board on interpreting the results from the second phase of academic preparedness research (which is currently underway) and the integration of those results with the completed research from phase one. Current considerations include the possibility of conducting a standard setting procedure (e.g., evidence-based standard setting) to establish a grade 12 academic preparedness standard based on the research findings from phases one and two, and exploring the feasibility of reporting future grade 8 NAEP results for Reading and Mathematics in terms of being on track for academic preparedness for college.

A discussion ensued about the purpose and value of continuing to undertake new studies of NAEP and academic preparedness, particularly in a time of limited resources. Some committee members expressed the importance of using NAEP (as the only nationally representative assessment at grade 12) for estimating the percentage of students academically prepared for college. Other committee members argued that this is outside of the scope of NAEP’s core mission.

The committee also engaged in some discussion about the purpose of the grade 8 research, in particular the linking studies between NAEP and EXPLORE. Mr. Ho stated that the grade 8 research should not be used to report on the extent to which students are “on track” for academic preparedness for college; he argued that the notion of being “on track” is useful for individuals but difficult to interpret for the aggregate. Some committee members noted that the grade 8 studies were a potential source of information to evaluate the appropriateness of the NAEP achievement levels.

Jim Popham asked Governing Board staff to provide more information about the current status and timing of each study in the phase two academic preparedness research.

### **Update on Development of TEL Achievement Levels Descriptions**

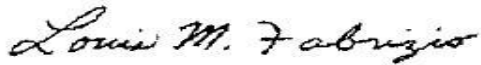
Ms. Rosenberg gave a brief update on the status of the Technology and Engineering Literacy (TEL) achievement levels descriptions (ALDs), which must be finalized before the achievement levels can be set. In April 2014, the contract to finalize the TEL ALDs at grade 8 was awarded to WestEd following a competitive bidding process. On May 1-2, a panel of TEL content experts was convened to review the preliminary TEL ALDs from the TEL Framework and revise the ALDs as necessary for the achievement levels setting process. Through May 30<sup>th</sup>, the revised

TEL ALDs are out for public comment via the Governing Board website, a website that has been set up by WestEd and was included in the Board materials ([www.naepaldreview.com](http://www.naepaldreview.com)), and a notice in the Federal Register. The TEL ALDs will be presented to COSDAM via teleconference in mid-July; they will be voted on by COSDAM and the full Board at the July 31 – August 2, 2014 meeting.

### **Information Items**

Ms. Rosenberg gave a brief overview of the two information items. She noted that the Request for Proposals (RFP) for the Evaluation of NAEP Achievement Levels procurement was released on May 9<sup>th</sup>. Ms. Rosenberg reported that the proposal evaluation process is currently underway for the TEL Achievement Levels Setting procurement. The committee had no questions about either information item.

I certify the accuracy of these minutes.



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Lou Fabrizio, Chair

June 5, 2014

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Date

# **National Assessment Governing Board Reporting and Dissemination Committee Report of May 16, 2014**

**Attendees:** Committee Members – Chairman Andres Alonso, Vice Chair Terry Mazany, Rebecca Gagnon, Tonya Miles, Gov. Ronnie Musgrove and Father Joseph O’Keefe; Governing Board Staff – Stephaan Harris and Cornelia Orr; NCES – Peggy Carr, Ebony Walton Chester, James Deaton, and Arnold Goldstein; AIR – Cadelle Hemphill; ETS – Jonas Bertling and Amy Dresher; Fulcrum Co. – Saira Brenner; HagerSharp – David Hoff and Debra Silimeo; HumRRO – Monica Gribben; Reingold – Amy Buckley; Westat – Chris Averett

## **1. Plans for Contextual Modules: SES Index, Technology Use, and Additional Possibilities**

The committee continued the discussion of the development of contextual questions called modules that can be summarized into indices on important factors related to academic achievement. Jamie Deaton, of NCES, and Jonas Bertling, of ETS, discussed various modules and extensive research used in informing the process of their recommendation of the five modules for development questions to be administered and used for 2017 assessments: socio-economic status (a composite of parent education, occupation, and income or wealth); technology use (including access, familiarity, and interest in computers or other information technology equipment); school climate (which may include safety, discipline, absenteeism, and students' feelings toward their school); grit (which may include perseverance and self-control, and might be measured through responses to vignettes and self-reported behavior in different situations); and desire for learning (which seeks to measure curiosity and motivation to learn)

Mr. Deaton said that factors captured in each module should have a clear relationship with student achievement, be malleable and actionable in terms of possible interventions in and outside the classroom, and be amenable for measurement with contextual questionnaires. He added that modules suggested for inclusion in the Core Contextual Questionnaires should focus on factors that are domain-general and not subject-specific.

Mr. Deaton discussed schematic models and key factors related to student achievement, including desire for learning, grit, and attitudes toward and familiarity with technology, as well as SES and school climate (categorized as “Opportunity to Learn”—describes whether a student is exposed to opportunities to acquire relevant knowledge and skills, both at school and outside of school). Mr. Deaton and Mr. Bertling then gave an overview of a variety of research models they explored and how the proposed five modules fit into those frameworks, which included the key achievement predictors in PISA 2012 and a meta-analysis of 42 noncognitive factors relevant to student achievement from Richardson et al. (2012)

Mr. Deaton and Mr. Bertling then discussed challenges and next steps. NAEP contextual questionnaires for students are shorter than those used in international assessments: core and subject-specific questions are at the 15-minute mark (core – 5 minutes, subject-specific-10 minutes). They reported that states tested for NAEP do not want to go past the 15-minute mark. So there are limits to how many questions can be added, which creates several possible scenarios in module development, including restricting the number of modules, blending select questions with the cognitive assessment, changing the core/subject-specific split, and creating a spiraling design, which NCES recommended as a way forward. Mr. Deaton had said having multiple questions on the same topic would create broader, more meaningful indicators than the single items on which NAEP has reported in the past. Aggregating questions into an index also would minimize the effect of the wording of any single question. Modules and indices are widely used in reporting on contextual factors in international assessments, such as TIMSS and PISA.

They then presented the Committee with a timeline. Committee members will review existing item pool and draft items at the next meeting. There will then be a Committee review in spring 2015 of items for a pilot assessment following pre-testing of new and revised items in cognitive labs and an analysis of pre-testing data and decisions for the pilot questionnaires. After pilot assessment and administration, the Committee will review items for operational reporting and administration in 2017.

Chair Alonso asked how modules can be incorporated around findings and communication efforts in order to make the variables malleable, actionable, and relevant. Mr. Bertling said if we see, for example, that 20 percent of students don't apply themselves in learning, educators can see those results and be induced to foster more student interest and curiosity. He added that establishing a trend line for some of these factors can give NAEP an advantage over other assessments like PISA since it is given on a more regular basis.

Committee member Father O'Keefe asked about age-appropriate modifications to modules and if gender differences in behavior can be assessed, especially when it comes to attention and motivation. Mr. Deaton said cognitive labs can get at how a fourth-grader conceptualizes grit, as opposed to eighth- and 12<sup>th</sup>-graders. Mr. Bertling said that indices provide robust reporting and covers other factors so gender differences can be balanced out.

Committee member Gagnon asked that since out of school time is a factor that can be in more than one module and seen in different questions, can a question be added in if school climate research affects that variable. Mr. Bertling said that having a trend measure depends on having an overlap, but indices help with trend lines and allow replacing and updating questions and maintaining trend. He added that usually one question is classified into one factor, but there are items related to technology, for example, that can be used across modules.

Committee member Tonya Miles asked which audiences would be best to receive the information based on what NCES and ETS studied. Mr. Deaton said policymakers could be a

prime audience, although he added findings can be fitted to parents, teachers, principals, and statisticians. Mr. Bertling said that depending on the factor, audiences can be targeted differently. School districts, for example, may be more interested in school climate. Holly Spurlock, of NCES, said that the data coming out of the module research is analogous to the extended reporting data coming out of the Technology and Engineering Literacy assessment. She said communications goals could drive development of the modules.

Committee member Gov. Musgrove asked when the module research was started if there was any hope of what we wanted to report. Ms. Spurlock said a number of panels are steering the work, heavily guided by research, but there hasn't been a definitive statement from the reporting side of what should come out.

Vice Chair Mazany and Ms. Gagnon discussed the importance of using the eventual contextual variables in public engagement. Vice Chair Mazany said NAEP can make an impact on education if we formulate a story on findings through the process and before the release, so that audiences understand the content and make connections. Ms. Gagnon said contextual questions are a goldmine and the Board and NCES have to be purposeful to use the questions in a viable way that keeps the long-term trend.

Mr. Deaton and Mr. Bertling said an advisory group meeting in April and another meeting in June or July will look at the impact of proposed topics and questions, and how to get better responses from items. So when the Committee sees the items at the next meeting, they will have gone through a comprehensive review.

## **2. Draft Communications Plan**

The Committee discussed again the communications plan, slated for formal approval by both the Committee and the full Board at the August meeting. Chairman Alonso focused the conversation around what our purpose is and what matters most in our work in relationship to make NAEP information actionable and relevant to the public. He said there needs to be a clear theory of action around solving the problem of not using NAEP data and resources in making connections for people, adding that generalizing the audience misses a needed level of specificity that can make a difference in developing effective strategies.

Father O'Keefe said that developing partnerships for outreach—a goal expressed by Board Chairman David Driscoll—was good but the Board shouldn't have so many partnerships that focus is scattered. He said outreach initiatives need to follow through to see if the intended audiences are using NAEP. He added there is a tremendous opportunity to promote NAEP questions, for example, as many schools don't know about NAEP or realize how useful it is.

Chair Alonso isolated four concerns for further discussion: the need for actionable tools, especially for parents; outreach follow-through; absence of general awareness and instrumental use of NAEP information; and targeting outreach in order to magnify results and inform the public. He said that because each of those concerns can generate multiple streams of action, we need to concentrate efforts and move in one direction, and keep building on those efforts.

Gov. Musgrove said that we do not have a designated person, entity, or group to explain the data within the limitations of the law, while Vice Chair Mazany said that going beyond repeating the data at releases could shift us into advocacy mode, which takes the Board over the line. Ms. Gagnon added that we need to connect the dots in our outreach and put different pieces of information together, giving the example of the graduation rate report that came out right around the findings of the NAEP preparedness research. NAGB Executive Director Cornelia Orr believed the most successful release event was for NAEP Civics, in which former Supreme Court Justice Sandra Day O'Connor was a panelist and brought attention to how and if civics was taught. She added the Board needs champions beyond release events.

Various members expressed various obstacles that needed to be overcome in communications. Chair Alonso said the public is weary of numbers, and said the Board needs to tell a story and build a narrative with the data so audiences can better relate. He added that NAEP data and contextual variables had a wealth of information that we are not communicating, such as the fact that the NAEP Grade 12 report showed children of non-educated parents in Massachusetts do better than students in Louisiana with college-educated parents. Ms. Gagnon added that exclusion rates, for example, are a big story and special education organizations can be reached with a compelling narrative

Committee member Tonya Miles said that some policymakers don't want to deal with failures that are revealed by some reports. Gov. Musgrove said few media do investigative stories on education issues and prefer quick sound bites. Ms. Gagnon, citing conversations from the Board's 25<sup>th</sup> anniversary event, said that many people are frozen in action because the problem seems bigger than they are. Committee member Tom Luna said most people don't care about news on scores unless it concerns their child or their school, and then they pay most attention to what their child's teacher says. To this point, Chair Alonso said that many parents tend to think other schools are lousy but never their school. He pointed to the fact that when he took over the troubled Baltimore school system, it had received an 83 percent approval rate.

Chair Alonso recommended that the three key audiences for the communications plan be teachers and administrators, parents, and policymakers. Partnerships, including presenting at key, influential groups, were endorsed by several members. Ms. Miles said perhaps a slogan or model is needed and agreed with the idea of using champions. Vice Chair Mazany said members could use their expertise and align themselves with relevant groups, such as Ms. Gagnon presenting at National School Board Association, Ms. Miles presenting at the PTA, and Governors Musgrove and Geringer presenting at the National Governors' Association.



Stephaan Harris, NAGB staff, and Amy Buckley, Reingold staff, will take the feedback and revise the communications draft that will incorporate further feedback from the Committee via a conference call, as well as NCES, before it is presented for review and approval at the next meeting.

### **3. Embargo Policy Review for NAEP Reports**

The committee briefly discussed the embargo policy on NAEP reports, continuing a discussion on how to classify media outlets in the “gray area” – new, online media and media connected to organizations – that have lobbied for embargo access to NAEP reports in the past and have been denied. Mr. Harris, who provided the Committee with research on how various national journalism groups define who media are, said the consensus is that there are no set best practices – different groups have their own definitions for their own reasons.

Chairman Alonso asked what potential harm was of expanding the Board’s policy to include media now denied access. Mr. Harris said that an overriding past and current Board concern was widening access to where many more groups, potentially dozens or hundreds more, would make the embargo process more difficult to manage and ensure embargo agreements would not be broken.

Chairman Alonso and Father O’Keefe expressed concern that an embargo rejection could alienate those outlets with large and influential audiences. Mr. Harris pointed out that many blogs and outlets denied access in the past still covered NAEP.

Vice Chair Mazany suggested that Board staff look into an informal advisory committee of media experts that can be consulted for requesting outlets that are in the gray area.

I certify the accuracy of these minutes.



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Andrés Alonso, Chair

6-17-14

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Date

# National Assessment Governing Board

## Nominations Committee (Closed Session)

### Report of May 17, 2014

**Attendees:** Tonya Miles (Chair), Lucille Davy, Doris Hicks, Andrew Ho, Brent Houston, Hector Ibarra, Joseph O’Keefe, 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 17, 2014 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. Ms. Miles welcomed new Nominations Committee members Lucille Davy and Andrew Ho. Board Chair, David Driscoll, added several new members since the 2015 nominations cycle will be a significant endeavor. Ms. Miles also requested a moment of silence in honor of past Nominations Committee member, Alan Friedman. Mr. Friedman passed away recently after a brief illness.

Ms. Miles asked the Board staff to review the 2014 nominations status. Deputy Executive Director, Mary Crovo, reported that letters and resumes of finalists for five Board positions were delivered to the Secretary’s senior staff in early April, following Board action at the March 2014 meeting. The five Board openings for terms beginning on October 1, 2014 are: General public representative; 4<sup>th</sup> grade teacher, 8<sup>th</sup> grade teacher, secondary school principal, and chief state school officer. It is anticipated that Secretary Duncan will make a public announcement of new Board members in late summer or early fall of 2014.

The Committee then discussed a draft 2015 nominations outreach plan developed by the Board’s communications contractor, Reingold. The plan outlines current, expanded, and new outreach initiatives to seek nominations for Board terms beginning in October 2015. For this cycle, there are eight categories for which the Board will be seeking nominations:

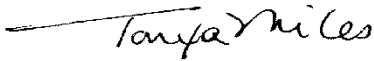
1. Chief state school officer
2. 12<sup>th</sup> grade teacher
3. Business representative
4. Curriculum specialist (two positions)
5. Testing and measurement expert
6. State school board member
7. Local school superintendent

Members discussed the outreach plan and expressed their agreement with the comprehensive approaches. It was decided that the personal statement should be mandatory in 2015, since this document has proven useful in rating nominees. There will now be three documents required to submit a nomination: a nomination letter, a full resume or c.v., and the personal statement. For the 2015 cycle, nominations will be due on October 31, 2014.

Nominations Committee members also provided ideas on groups to add to the nominations database for the August 2014 email notification, and for targeted outreach to ensure a broad base of nominations for each of the 2015 categories.

Members reinforced the idea that the Nominations outreach, because it is so extensive, serves to increase awareness of the Board, its mission, and its policy work.

I certify the accuracy of these minutes.



May 17, 2014

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Tonya Miles, Chair

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Date