

## **Draft Resolution on Maintaining Trend with the Transition to Digital Based Assessments**

Over the past year, the Board has had several discussions about the importance of maintaining trend with the shift towards digital based assessments (DBA). The following is an excerpt from the COSDAM minutes from November 21, 2014:

“COSDAM members emphasized the critical importance of the 2017 NAEP results and maintenance of trend, given all of the changes occurring in state assessments. Terry Holliday stated that if the cost of moving to TBA is that we lose the trend, then NAEP’s gold standard will be undermined. There was consensus that everything possible must be done upfront to maintain the trend, and that the question should be reframed as *how* rather than *whether* trend can be maintained. There was considerable discussion about the extent to which the trend decision is a policy issue. It is unlikely that the data from the bridge studies will be definitive, and the narrative around the trend decision (including any caveats) will be as important as the trend decision itself.”

The Board staff proposed that a Resolution be developed to formally document and articulate the Board’s position on the importance of maintaining trend during the transition to DBA. COSDAM members provided input on the development of such a Resolution during the March 2015 COSDAM meeting. In addition, Governing Board staff sought input from NCES staff.

The proposed Resolution will be discussed during the COSDAM meeting and during a full Board session on May 15<sup>th</sup>, and it will then be revised if necessary. Following the May Board meeting, feedback will be gathered from external groups. The Board would take action on a final Resolution during the August 2015 Board meeting.

**Draft Resolution**  
**Maintaining NAEP Trend with the Transition to Digital-Based Assessments (DBA)**  
**5/6/15**

Whereas P.L. 107-279 Title III Section 302 (5) includes as the duties of this Board to (G) develop guidelines for reporting and disseminating results, and (I) take appropriate actions needed to improve the form, content, use, and reporting of results, and,

Whereas P.L. 107-279 Title III Section 303 (2) states that the Commissioner of Education Statistics shall conduct a national assessment and collect and report assessment data, including achievement data trends, in a valid and reliable manner on student academic achievement, and,

Whereas P.L. 107-279 Title III Section 303 (2) states that the purpose of state assessments is the “reporting of trends,” with repeated emphasis on “including achievement data trends,” and,

Whereas Goal 1 of the Governing Board’s *General Policy: Conducting and Reporting The National Assessment of Educational Progress*, adopted unanimously by the Board in 2013, is, “to serve as a **consistent** external, independent measure of student achievement by which results across education systems can be compared at points in time **and over time**” (emphasis added), and,

Whereas NAEP stands for the National Assessment of Educational **Progress** (emphasis added), and,

Whereas state tests and state testing policies continue to differ among states, and such tests and policies change over time, and,

Whereas biennial state-level NAEP trends are the only representative measure of educational progress that is comparable across states and stable over time, and,

Whereas NCES is designing and implementing the DBA transition with the goal of maintaining trends, including 1) a pilot DBA administration and a full paper-and-pencil administration in 2015 and 2) a full DBA administration and a state-level paper-and-pencil administration in 2017; and,

Whereas NCES will examine data and conduct analyses from both 2015 and 2017 to determine whether trend interpretations based on the DBA results are scientifically defensible;

Whereas NCES will explore additional analysis and reporting options, with involvement of the Governing Board, on the potential interpretations of trends for use in reporting the 2017 Reading and Mathematics results with the transition from paper and pencil to DBA administration; now, therefore, be it

*Resolved*, That, unless scientifically indefensible, unbroken state-level and national trends be reported, by average scores, percentiles, and percentages at and above the *Basic, Proficient, and Advanced* achievement levels, to describe educational progress in Reading and Mathematics from 2015 to 2017.