National Assessment Governing Board

Assessment Development Committee

March 4, 2016

AGENDA

10:15 – 10:25 am	Welcome, Introductions, and Agenda Overview Introduction of New Committee Member *Shannon Garrison, Chair*	

10:25 – 10:50 am	Update on NAEP Topics
	• Technology and Engineering Literacy (TEL) Report Release Activities
	    Mary Crovo, Deputy Executive Director
	    Cary Sneider, ADC Vice Chair
	
	• NAEP Mathematics Framework and the Common Core State Standards
	    Mary Crovo
	
	• NAEP Item Review Schedule
	    Mary Crovo
		Attachment A
		
		Attachment B
		
		Attachment C

10:50 am – 12:00 pm	**Closed Session** Review of NAEP Mathematics Tasks in Grades 4 and 8 *Shannon Garrison*	Secure material provided under separate cover
12:00 – 12:45 pm	**Closed Session** Update on NAEP Transition to Digital-Based Assessments (DBA) *Eunice Greer, NCES*	Attachment D

Update on NAEP Topics:

Technology and Engineering Literacy (TEL) Report

Release Activities

At its March 4, 2016 meeting, the Assessment Development Committee (ADC) will receive an update on release activities for the 2014 NAEP Technology and Engineering Literacy (TEL) Report Card.

Throughout the TEL cycle, the ADC has received briefings on various TEL topics such as assessment administration, contextual variables analysis, achievement levels setting, and web-based report development. On the latter topic, ADC has met twice in joint session with the Reporting and Dissemination (R&D) Committee to provide input and feedback to NCES on the TEL report content and format.

A release plan for the TEL report is included on the following pages of Attachment A. At their Friday, March 4, 2016 meeting, the R&D Committee will take formal action on the TEL release plan, followed by full Board action on Saturday, March 5.

The TEL release plan is included in the ADC materials as an informational topic. Taken together, the activities surrounding the TEL release include pre-release communications and outreach strategies, embargoed briefings, an in-person release event at the Michigan Science Center in Detroit, and several post-release panels with diverse stakeholders. One of these post-release panels, led by ADC Vice Chair Cary Sneider, will feature assessment and subject field experts who will discuss TEL contextual variables and other related issues for an audience comprising primarily educators, researchers, and assessment experts.

The goal of these activities is to provide various stakeholders with a comprehensive overview of the TEL assessment, followed by findings and data to help ensure accurate reporting to the public and deeper understanding of results.

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Nation's Report Card: 2014 Technology and Engineering Literacy

The 2014 National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy (TEL) Report Card will be released to the general public through a series of in-person events in May 2016. Following a review and approval of the report's results, three events will be arranged in Detroit.

The first event, to be simultaneously webcast for a national audience, will involve the initial release of report results at the Michigan Science Center and would include a data presentation by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by Governing Board member Tonya Matthews and Chair Terry Mazany; and comments from other panelists as well as from a select group of students who will take part of the assessment and describe their experience performing the scenario-based tasks designed to solve real-world problems. The event, slated to be 60-90 minutes, will also include a conversational Q&A session that would include questions submitted via livestream. Full accompanying data will be posted on the Internet at the scheduled time of release.

The second event, also to be held at the Michigan Science Center and simultaneously webcast for a national audience shortly after the first event, will feature a panel from various industries discussing TEL in the context of the workplace. The event, also slated to be about 60-90 minutes, will entail a conversational Q&A session that would include questions submitted via livestream. An archived version of the webcasts of these two events, with closed captioning, will be posted on the Governing Board website at www.nagb.org.

The third event will be held at Wayne State University and feature assessment and subject field experts, led by Board member Cary Sneider, who will discuss TEL contextual variables and other related trends and issues for a primarily educator, research, and assessment audience. The event would feature robust discussions and interaction by attendees and would be scheduled for about 3 hours.

The 2014 TEL Report Card will present findings from a representative sample of about 21,500 8th-graders nationwide. Results, which will be presented in terms of scale scores, percentiles, and NAEP achievement levels, will be for the nation only. Data will be presented for all students and by demographic and socioeconomic groups, such as race/ethnicity and gender. Contextual information (i.e., student and school survey data) with findings of interest will also be reported.

DATE AND LOCATION

The release event will occur in May 2016. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

ACTIVITIES BEFORE RELEASE

In the weeks and months before the release events, the Governing Board will work to inform various audiences and stakeholder groups about the TEL assessment to provide important context and information before results are public. The efforts could include production and distribution of materials such as one-pagers and infographics, presentations, social media campaigns, webinars, and online chats.

In the days preceding the release, the Governing Board and NCES will offer in-person briefings to U.S. Congressional staff in Washington, DC; a conference call for appropriate media as defined by the Governing Board's Embargo Policy; and an embargoed data website available to Congressional staff, approved senior representatives of the National Governors Association and the Council of Chief State School Officers, and approved media. The goal of these activities is to provide these stakeholders with a comprehensive overview of findings and data to help ensure accurate reporting to the public and deeper understanding of results.

REPORT RELEASE

The Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—http://nationsreportcard.gov—and at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will also be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, the TEL Framework, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts—which could include such strategies as an online chat, major presentation, webinar, or social media campaign—that would target communities and audiences with an interest in STEM. The goal of these activities is to further extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these areas.

NAEP Mathematics Framework and the

Common Core State Standards

Following the release last October of the 2015 NAEP Mathematics Report Card for grades 4 and 8, Board members discussed issues relating to the relationship between the NAEP Mathematics Framework and the Common Core State Standards in Mathematics. To gain more insight into this issue, we have planned a session at the annual meeting of the National Council on Measurement in Education (NCME), scheduled for April 10, 2016. Following remarks from two prominent panelists with differing views on the issue, Michael Cohen and Chester Finn, Board Chair Terry Mazany will engage the audience in a question and answer session. The session description from the NCME program appears below. Board staff will be on hand to takes notes on the presentations and Q&A session. The ADC will receive an update on this session at the May 2016 Board meeting.

Should the NAEP Mathematics Framework be Revised to Align with

the Common Core State Standards?

Organizer/Chair: Bill Bushaw, National Assessment Governing Board

Moderator: Terry Mazany, Chicago Community Trust

Presenters:

   Michael P. Cohen, Achieve

   Chester E. Finn, Fordham Institute

The 2015 National Assessment of Educational Progress (NAEP) results showed declines in mathematics scores at grades 4 and 8 for the nation and several states and districts. The release of the 2015 NAEP results prompted discussion about the extent to which the results may have been affected by differences between the content of the NAEP mathematics assessments and the Common Core State Standards in mathematics. The National Assessment Governing Board wants to know what you think. The presenters will frame the issue and then audience members will engage in a thorough discussion providing important insights to Governing Board members.

Assessment Development Committee
Item Review Schedule
November 2015 – August 2016
(Updated 2/8/16)

Review Package to Board	Board Comments to NCES	Survey/ Cognitive	Review Task	Approx. Number Items	Status
11/20/15	12/16/15	Cognitive	2019 Math (4, 8) Pilot (SBT) Draft builds	4 tasks	✓
1/8/16	1/22/16	Cognitive	2019 Reading (8) Pilot (SBT) Draft builds	2 tasks	✓
1/25/16	2/16/16	Cognitive	2019 Reading (12) Pilot (SBT) Concept sketches	2 sketches	✓
2/23/16	3/11/16	Cognitive	2019 Math (4, 8) Pilot (SBT)	4 tasks	Review at 3/4/16 ADC meeting
2/24/16	3/11/16	Cognitive	2019 Math (12) Pilot (SBT) Concept sketches	3 - 4 sketches	✓
4/28/16	5/20/16	Survey	2018 Social Sciences (8) Pilot	130-140	
4/28/16	5/20/16	Cognitive	2019 Reading (4) Pilot (SBT) Draft builds	2 tasks	
4/28/16	5/20/16	Cognitive	2018 US History (8) Pilot (DI)	80	
4/28/16	5/20/16	Cognitive	2018 Civics (8) Pilot (DI)	80	
4/28/16	5/20/16	Cognitive	2018 Geography (8) Pilot (DI)	80	
4/28/16	5/20/16	Cognitive	2019 Reading (4, 8) Pilot (DI)	70-75	

NOTE: "SBT" indicates Scenario-Based Task
    "DI" indicates Discrete Item

*The item count may be adjusted downward

Review Package to Board	Board Comments to NCES	Survey/ Cognitive	Review Task	Approx. Number Items	Status
4/28/16	5/20/16	Cognitive	2019 Math (4, 8) Pilot (DI)	260*	
4/28/16	5/20/16	Cognitive	2019 Reading (8) Pilot (SBT)	2 tasks	
4/28/16	5/20/16	Cognitive	2019 Reading (12) Pilot (DI) Passage Review	4 passages	
6/2/16	6/23/16	Survey	2017 Math (4, 8) Operational	130-150	
6/2/16	6/23/16	Survey	2017 Reading (4, 8) Operational	130-150	
6/2/16	6/23/16	Survey	2017 Writing (8) Operational	130-150	
6/2/16	6/23/16	Survey	2017 Writing (4) Operational	40	
6/27/16	7/15/16	Survey	2019 Science (4, 8, 12) Pilot Initial item pool review Tentative	100-110	
7/20/16	8/12/16	Cognitive	2017 Reading (4, 8) Operational (DI)	25-30	
7/20/16	8/12/16	Cognitive	2017 Writing (4) Operational (DI)	22	
7/20/16	8/12/16	Cognitive	2017 Writing (8) Operational (DI)	3	
7/21/16	8/12/16	Cognitive	2017 Math (4, 8) Operational (DI)	210	
7/20/16	8/12/16	Cognitive	2019 Reading (4) Pilot (SBT)	2 tasks	

NOTE: "SBT" indicates Scenario-Based Task
    "DI" indicates Discrete Item

*The item count may be adjusted downward

Update on Digital-Based Assessment Development

NAEP's transition from a paper and pencil assessment to one that is being presented on tablets (i.e. Digital-Based Assessment) continues to move ahead along several paths.

- The 2015 administration of NAEP's reading and mathematics items in paper and pencil and tablet modes began in January of 2015 was an essential part of the 2015 Digital-Based Assessment (DBA) transition study.
- Results for try-outs and cognitive labs are contributing to our understandings as well. Analyses of student performance data, along with tryout and cognitive lab data are currently underway.
- Concurrently, the piloting of new DBA items in reading and mathematics as part of the 2016 NAEP assessment is underway.

This session will address two topics of interest to the Assessment Development Committee:

1) It will provide the Assessment Development Committee with a status update on DBA development for reading, mathematics, U.S. history, geography, and civics assessments.

2) It will summarize how emerging data, the Reading Framework, and contemporary, research-based understandings of texts and comprehension should inform and guide the development of discrete items and scenario-based tasks for reading.