

National Assessment Governing Board

**Meeting of November 20-21, 2015
Arlington, VA**

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Terry Mazany, Chair
Lucille Davy, Vice Chair
Alberto Carvalho
Frank Fernandes
Rebecca Gagnon
James Geringer
Doris Hicks
Andrew Ho
Tonya Miles
Dales Nowlin
James Popham
Fielding Rolston
Linda Rosen
Cary Sneider
Chasidy White
Joe Willhoft
Ruth Curran Neild (ex-officio, Institute of Education Sciences)

National Assessment Governing Board Members Absent

Mitchell Chester
Anitere Flores
Shannon Garrison
Carol Jago
Tonya Matthews
Ronnie Musgrove
Joseph O'Keefe

National Assessment Governing Board Staff

Bill Bushaw, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Lily Clark
Dora Drumgold
Stephaan Harris
Laura LoGerfo

Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES) Staff

Peggy Carr, Acting Commissioner
Gina Broxterman
Samantha Burg
Jing Chen
Mary Coleman
Jamie Deaton
Alison Deigan
Patricia Etienne
Elvira Germino Hausken
Eunice Greer
Linda Hamilton
Lauren Harrell
Dana Kelly
Shawn Kline
Lydia Malley
Daniel McGrath
Michael Moles
Emmanuel Sikali
Holly Spurlock
Brad Thayer
Ebony Walton
William Ward
Grady Wilburn
Amy Yamashiro

American Institutes for Research (AIR) Staff

George Bohrnstedt
Markus Broer
Kim Gattis
Cadelle Hemphill
Young Yee Kim
Teresa Neidorf

CRP, Inc.

Shamai Carter
Arnold Goldstein
Subin Hona
Kathy Smoot
Edward Wofford

District Communications Group

Meredith Davis
Carol May
Chelsea Radler
Lyn Schultes

Educational Testing Service (ETS) Staff

Jonas Bertling
Jay Campbell
Amy Dresher
Robert Finnegan
Steve Lazer
John Mazzeo
Andreas Oranje
Rebecca Moran
Greg Vafis
Karen Wixson

Fulcrum IT

Nicholas Cottrell
Scott Ferguson
Kevin Price

Hager Sharp

James Elias
Joanne Lim
Ashley Parker
Debra Silimeo

Human Research Resources Organization (HumRRO)

Hillary Michaels
Sheila Schultz
Steve Sellman
Laurens Wise

Optimal Solutions

Rukayat Akinbiyi
Brian Cramer
Sam Toriola

Pearson Educational Measurement

Kelly Burling
Steve Fitzpatrick
Llana Hines
Cathy White

Reingold, Inc.

Ethan Clark
Valerie Marrapodi

Westat Staff

Chris Averett
Greg Binzer
Keith Rust
Dianne Walsh

Widmeyer Communications

Siobhan Mueller
Jason Smith

Other Attendees

Shelley Loving-Ryder, Virginia Department of Education and Governing Board/Council of
Chief State School Officers Policy Task Force Vice Chair
Jagir Patel, U.S. Department of Education, Budget Service

Call to Order

The November 20, 2015 session of the National Assessment Governing Board was called to order by Chairman Terry Mazany at 8:30 a.m.

Approval of November 2015 Agenda and August 2015 Board Meeting Minutes

Chair Mazany reviewed the November 2015 agenda and requested a motion for approval. Rebecca Gagnon moved for Board approval. The motion was seconded by Tonya Miles and passed unanimously.

Mr. Mazany requested approval of the minutes from the August 2015 Board meeting. Rebecca Gagnon moved for Board approval. The motion was seconded by Cary Sneider and passed unanimously.

Opening Remarks

Chair Mazany began his remarks by extending his appreciation of the talent and leadership brought by the Board's four new members: Alberto Carvalho, Linda Rosen, Joe Willhoft, and Carol Jago.

- Alberto Carvalho (local school superintendent) is the Superintendent of Miami-Dade County Public Schools and will serve on the Reporting and Dissemination Committee.

- Linda Rosen (business representative) is the Chief Executive Officer for Change the Equation and will serve on the Committee on Standards, Design and Methodology (COSDAM).
- Joe Willhoft (testing and measurement expert) is the former Executive Director of the Smarter Balanced Assessment Consortium and former Washington State Director of Testing and will serve on COSDAM.
- Carol Jago (curriculum specialist), is a longtime English language arts teacher and author and will serve on the Assessment Development Committee (ADC).

Chair Mazany noted that these members began their term on October 1, and that three members attended an orientation session immediately after the late October release event for the 2015 Nation's Report Card for Mathematics and Reading.

Chair Mazany then administered the Oath of Office to Board members Dale Nowlin, Fielding Rolston, and Cary Sneider for their second term on the Board.

Chair Mazany's opening remarks focused on the revolution taking place in learning. He highlighted the fact that learning takes place everywhere in the community, not just in school, and that access to computers and the Internet is changing the way children learn. He noted the example of the newly formed organization called Collective Shift, funded by the MacArthur Foundation, which is creating a credentialing system to recognize students' learning accomplishments occurring throughout cities in a variety of places and modes. He posited that empowering students to select educational activities based on their areas of interest may be an antidote to the continual drop in some students' engagement the longer they are in school.

Chair Mazany remarked that learning is being transformed from something young people do into something they live, and this has implications for the National Assessment of Educational Progress (NAEP), the Board's Strategic Plan, and the nature of assessment. He underscored that the Technology and Engineering Literacy (TEL) assessment and digital-based assessment (DBA) are both important steps toward re-conceptualizing what and how we assess, and how we communicate that to the public.

Board members engaged in a brief discussion of the Chairman's remarks.

Executive Director's Report

Bill Bushaw updated the Governing Board on events that have taken place since the August 2015 Board meeting:

- The 2015 NAEP Reading and Mathematics Report Cards release event was held on October 28 at Tyler Elementary School in Washington, D.C. Mr. Bushaw thanked NCES staff for their efforts to simultaneously release national, state, and Trial Urban District Assessment (TUDA) data at the event.

- Governing Board staff have continued outreach to numerous partner groups. Common themes have emerged from these discussions which include the following: many organizations already use and disseminate NAEP data; NAEP is respected and considered the gold standard of assessments; and organizations want to work with the Governing Board to increase the use of NAEP data.
- In August, a Congressional briefing was held to provide the U.S. House Education and the Workforce Committee staff with more information about the NCES report: Mapping State Proficiency Standards onto NAEP Scales: Results from the 2013 NAEP Reading and Mathematics Assessments.
- In September, the Governing Board staff and Rebecca Gagnon, Reporting and Dissemination Committee Chair, hosted a media roundtable where experienced education reporters discussed their information needs related to NAEP.
- In October, new Board members attended an orientation session and were administered the Oath of Office by Deputy Secretary of Education John King.
- TEL achievement level setting occurred in late September and early October.
- The American Educational Research Association approved several Governing Board proposals to be presented at its annual conference scheduled in April 2016.

Chair Mazany thanked Mr. Bushaw for his leadership in building and strengthening partnerships on behalf of the Governing Board, noting that these partnerships are a priority for the Strategic Planning Initiative.

Institute of Education Sciences (IES) Update

Ruth Neild, Deputy Director for Policy and Research, IES, provided an overview of the National Forum on Education Statistics (the Forum), a voluntary collaborative group of state and district employees who work together to improve the quality, comparability, and utility of elementary and secondary education data. The Forum has three standing committees — National Education Statistics Agenda Committee (NESAC); the Policies, Programs and Implementation (PPI) Committee; and the Technology (TECH) Committee. Each standing committee establishes working committees to develop products in response to identified needs. Current working group topics include: data disaggregation, education data privacy, data visualization, and virtual education. The Forum's published products can be accessed via the NCES website.

Chair Mazany thanked Ms. Neild and noted that the Forum was a great example of a collaborative platform linking researchers and data contributors.

Several Board members asked questions and commented on points in Ms. Neild's presentation.

National Center for Education Statistics (NCES) Update

Peggy Carr, Acting Commissioner of NCES, provided an overview of NCES' reorganization, which combined administrative data and K-12 data governance with NCES's assessment division. She noted that the reorganization provides an opportunity to improve the policies and operational aspects of producing assessments, by taking advantage of the similarities in the programs' collection of administrative data and the transition to digital-based assessments.

Ms. Carr informed the Board about the upcoming international assessment releases planned. The Trends in International Mathematics and Science Study (TIMSS) is expected to be released in November 2016 and the Program for International Student Assessment (PISA) results are planned to be released in December 2016.

Recess for Committee Meetings

The first session of the November 20, 2015 Board meeting recessed for Committee meetings at 9:52 a.m., which were held until 12:30 p.m.

Meeting Reconvened: CLOSED SESSION

The Board and staff reconvened in closed session at 12:50 p.m.

Briefing on Achievement Levels for the NAEP Technology and Engineering Literacy (TEL) Assessment at Grade 8

Mr. Mazany introduced the closed session by noting that achievement levels setting is a responsibility assigned to the Board by Congress. He advised the Board that it will be asked to take action on the achievement level cut scores and exemplar items for the new TEL assessment at grade 8, in preparation for the spring 2016 release of results.

Andrew Ho noted that the significance of the Governing Board setting achievement levels is that it has only occurred eleven times in the Board's history. He highlighted that while a contractor and expert panelists recommend cut scores to the Board, the final policy decision rests with the Governing Board. He stated that COSDAM is involved in overseeing this work, which was contracted to Pearson. Mr. Ho introduced Steve Fitzpatrick of Pearson, who serves as Project Director for the TEL achievement levels setting project for grade 8.

Mr. Fitzpatrick provided an overview of the operational standards setting process for NAEP TEL. He summarized the three fundamental components of the achievement levels setting process:

1. the achievement level descriptions (ALDs) that define the knowledge and skills that students are expected to have or that characterize the Basic, Proficient, and Advanced

achievement levels for TEL in grade 8 (which were approved by the Board in August 2014);

2. the cut scores on the NAEP scale that represent Basic, Proficient, and Advanced performance as described by ALDs; and
3. exemplar items to illustrate the type of performance that characterizes each achievement level.

He then provided a brief overview of the procedures used to develop the panel recommendations during the meeting in San Antonio, TX from September 28 to October 2, 2015. A member of the Technical Advisory Committee on Standard Setting (TACSS) attended the meeting to observe all of the procedures.

The results of the meeting, including the panelist recommendations regarding achievement level cut scores and exemplar items were presented to the Governing Board.

Mr. Ho presented the unanimous recommendation from COSDAM regarding the proposed TEL achievement level cut scores and exemplar items for the Board's consideration.

The Governing Board engaged in discussion on the COSDAM recommendations.

Briefing and Discussion: 2015 Trial Urban District Assessment (TUDA) Report Card in Reading and Mathematics

Chair Mazany opened the session by noting that the October 28, 2015 press event was the first time that national, state, and TUDA results were released together. This was done in response to the Board's recommendation to release all three types of results at once so as to present the public with a more holistic view of the NAEP findings. He commended the hard work of NCES staff and contractors to make the release a success and noted the impressive in-person attendance at the release event and the nearly 500 people who participated online, along with the significant press coverage. Chair Mazany remarked that reactions to the NAEP release suggested that TUDA results are becoming a very important data set for showing trends in urban district performance relative to national and state level NAEP scores.

Chair Mazany then turned over the session to Grady Wilburn of NCES, who presented highlights of the TUDA results released in October and discussed plans to add information to the TUDA Report Card in early 2016. Mr. Wilburn provided an overview of the 2015 results and highlighted trends in scores, which indicate that some large cities are making gains in reading and math performance and, in some cases, outpacing national gains. While the national and state NAEP scores in 2015 for both fourth and eighth grade math and eighth grade reading declined, TUDA results varied. Six TUDA districts had score gains and 10 districts had score declines in at least one subject or grade, compared to 2003. Mr. Wilburn noted the overall improvement in TUDA scores since 2003, when TUDA began.

NAEP score gains in large cities (of which TUDA districts comprise nearly half) outpaced those made by the national public schools. For example, the nation's eighth grade math scores declined by about three points in 2015; however, the gap between large city and the national public school scores narrowed from 14 points in 2003 to 8 points, almost cutting the gap in half. Compared to 2003 TUDA scores, fewer students scored below the basic achievement level, which Mr. Wilburn noted as a promising trend.

The presentation included analyses of variations of student performance within TUDA districts. Mr. Wilburn observed that Miami-Dade's overall score increase was accompanied by a significant increase in scores for Hispanic students. San Diego's TUDA score decline was accompanied by a decrease in scores by students who identified as black, Hispanic, Asian, or two or more races. Chicago was the only TUDA district to increase its overall eighth grade math scores significantly, along with the scores of their white and Hispanic students, compared to 2013 results.

Mr. Wilburn noted that the TUDA results section of the NAEP website will be expanded to include a district trends page and a district comparison page. The district trends page will display trends in NAEP scale scores and achievement levels, including a score gap tool to look at changes in NAEP scores for different student populations and a tool to show changes in student demographics for TUDA districts. The district comparison page will enable users to compare a TUDA district's performance to other jurisdictions, including the national public, large city, state, and other TUDA districts. It will include a score gap tool to demonstrate where gaps exist and how they are changing over time, and a demographic table to compare the NAEP performance of students, including those with disabilities or who are English language learners, across multiple jurisdictions.

Board members engaged in a question and answer session and discussion of the results.

Annual Briefing from the Council of Chief State School Officers/Governing Board Policy Task Force

Chair Mazany introduced Shelley Loving-Ryder, Vice Chair of the Council of Chief State School Officers (CCSSO)/Governing Board's joint Policy Task Force.

Ms. Loving-Ryder explained that the Policy Task Force was established in 2007 to provide the Governing Board with state input and feedback on NAEP policy issues. The Task Force meets six times a year, with two in-person and four webinar meetings. Its 12 members are senior-level state education officials, and currently include one chief, five deputies, three assessment directors, and three public information officers.

The Policy Task Force suggested that the Governing Board continue to educate various groups about the purpose of NAEP and provide examples of how to use NAEP data appropriately. For example, the Policy Task Force encourages the Governing Board to provide educators, policymakers, reporters, and others with exportable graphics of NAEP Report Card data that can be easily incorporated into other documents; use plain language on NAEP webpages to help

build visitors' understanding of NAEP; explore new reporting for NAEP achievement gap data to inform policy decisions; and continue its work in assessment literacy to clarify the differences in content and structure between state assessments and NAEP. The Policy Task Force noted that it is beneficial to have the Governing Board and NCES provide states with early pre-briefings of embargoed NAEP results.

Ms. Loving-Ryder noted that states look to NAEP to provide new assessment models, different ways of sampling, and new technologies to assess old and new constructs. NAEP's biennial reading and math assessments continue to be an important external reference as states adopt the next generation of assessments.

The Policy Task Force made five recommendations to the Board:

1. Address public concerns about the amount of time devoted to testing and how NAEP test administrations can be responsive to this issue.
2. Maintain the broad coverage of subject areas, in addition to reading and mathematics, as NAEP is the only national assessment that addresses other content areas.
3. Continue to incorporate NAEP linking studies on international assessments; NAEP is the only way for some states to access data on international comparisons.
4. Consider privacy issues associated with contextual questions and clarify the purpose of contextual data and how they will be used. It is important for NAEP to ensure transparency regarding which data NAEP collects and how they will be used, given the new data NAEP can collect as a result of DBA implementation.
5. Provide a model that will help states define and predict academic preparedness and college and career readiness.

Several Board members offered comments and suggestions related to the presentation.

Jim Popham observed that it would be valuable to hear more examples of good state uses of NAEP data. He agreed with Mary Crovo's suggestion to convene a panel of NAEP State Coordinators to report on innovative ways they use NAEP data.

Mr. Ho remarked that partnerships with states have given the Board access to multiple linking studies, which have been valuable because states track students longitudinally, including college outcomes. In response to the Policy Task Force's recommendations regarding privacy concerns, Mr. Ho noted that the Board needs a better method of reminding people that NAEP does not report the scores of individual students.

Ms. Gagnon reiterated the need for an analysis to review how stakeholders, including states, have used NAEP.

Joe Willhoft remarked that different education sectors do not talk to one another, which has led NAEP and states to have different definitions of the word “proficient,” and to use two different terms – “preparedness” and “readiness” – to define the same thing. He expressed a need for increasing awareness of NAEP’s purpose and value in many parts of the country beyond Washington, D.C.

Jim Geringer suggested that it would be valuable for NAEP to gather evidence, beyond anecdotal stories, to identify how NAEP data can be appropriately and effectively used.

Fielding Rolston remarked that when Tennessee compared its scores on internal state tests and assessments to NAEP, the results drove the state to adopt higher standards and expectations, and transitioned Tennessee from a state with inferior standards to the nation’s fastest improving state.

Frank Fernandes commented that the Board should consider the concerns surrounding Common Core State Standards, information use, and actions taking place in Washington, D.C., as it builds partnerships with states.

Chair Mazany closed the session by thanking Ms. Loving-Ryder for her thoughtful presentation.

Annual Ethics Briefing for Governing Board Members

This session was cancelled. Board members were notified that they would fulfill their annual training requirements by reviewing the Ethics Primer provided in the Board materials and attesting to completion via signature on the sign-in sheet circulated at the meeting or email communication to the Office of General Counsel.

Meeting Recessed

The November 20, 2015 Board meeting recessed at 4:30 p.m.

Meeting Convened: CLOSED SESSION

The November 21, 2015 Board meeting convened at 8:30 a.m. in closed session.

Nominations for 2016

The Governing Board received a report from the Nominations Committee Chair, Tonya Miles, on the slate of finalists recommended unanimously by the Committee for the open position of State Chief School Officer. Board members discussed the recommended slate of finalists in closed session.

Meeting Reconvened: OPEN SESSION

The November 21, 2015 Board meeting reconvened in open session at 8:34 a.m.

ACTION: Nominations for 2016

Chair Mazany invited the Board to consider the slate of finalists for the open position of Chief State School Officer, which was discussed in closed session.

Mr. Rolston moved to approve the Nomination Committee's recommendation and Ms. Gagnon seconded the motion which passed unanimously.

ACTION: TEL Achievement Levels Setting

Mr. Ho summarized COSDAM's decision process and resulting unanimous recommendation regarding achievement level cut scores and exemplar items for the new TEL assessment at grade 8.

Chair Mazany noted that TEL assesses different types of student knowledge and skills; therefore, the public's perception and acceptance of the new NAEP assessment should be considered when the Board votes on TEL standards.

Mr. Ho motioned for Board approval of the cut scores and exemplar items as recommended by COSDAM for reporting the performance of eighth grade students on the 2014 NAEP TEL. Ms. Davy seconded the motion which was approved by a majority vote of 13, with 3 members opposing the motion.

Meeting Reconvened: CLOSED SESSION

The November 21, 2015 Board meeting reconvened in closed session at 8:45 a.m.

NAEP Budget and Assessment Schedule

Chair Mazany provided an overview of the closed session to consider the NAEP Schedule of Assessments and budget. At the March 2015 meeting, the Governing Board voted to modify the Assessment Schedule to protect the policy priorities of the Board in light of budget estimates. In August 2015, in anticipation of likely action at its November meeting, the Board discussed the joint NCES and Governing Board staff recommendation for further cuts to the Assessment Schedule based on budget projections.

Ms. Carr presented the Board with updated actual contract costs and independent government cost estimates for subjects to be assessed to implement the NAEP Schedule of Assessments for

2014 – 2024. She provided the Board with budget estimates factoring in the proposed cuts to the Assessment Schedule.

Board members engaged in a detailed discussion with Ms. Carr regarding the specific assumptions underlying the budget projections, noting potential future policy and operational decisions which may have further cost implications to implement the NAEP Assessment Schedule.

Meeting Reconvened: Open Session

The November 21, 2015 Board meeting reconvened in open session at 9:29 a.m.

Action: NAEP Schedule of Assessments and Budget

Chair Mazany asked for a motion to approve the proposed NAEP Schedule of Assessments.

A motion was made by Ms. Gagnon to approve the proposed modifications to the NAEP Assessment Schedule. Mr. Rolston seconded the motion. The motion passed by majority vote with one abstention.

Update on Future of NAEP Activities

Chair Mazany introduced Patricia Etienne from NCES, who provided an overview of the Future of NAEP initiative. Ms. Etienne discussed NCES actions adopted in response to the recommendations, and presented elements of the NCES strategic plan.

NCES held three Future of NAEP Summits (August 2011, January 2012, and January 2013). A white paper entitled, "Looking Ahead - Leading Assessment into the Future," summarized participants' discussions and recommendations for NAEP in four areas—new technologies, reporting, assessments, and infrastructure—many of which NCES is now implementing.

As a result of the technology-related recommendations, NCES established the Digital Transition Advisory Council (DTAC) in 2014 to help keep NCES abreast of the ever-changing technology environment. NCES and the Governing Board decided to fully transition math and reading to digital-based assessments (DBA) simultaneously to ensure both subjects are fully operational in 2017. DBA for social studies will follow in 2018 and for science in 2019.

NCES responded to the assessment recommendations by fine-tuning the psychometric and statistical guidelines to maximize and strengthen the information gathered across the performance distribution. NCES developed Knowledge and Skills Accessible (KaSA) items that enable NAEP to more precisely measure student performances on the lower end of the performance distribution.

The Survey Assessment Innovations Lab (SAIL) was created in response to the infrastructure recommendations. It is dedicated to exploring innovations in assessment technology. Ms. Etienne showed a video to demonstrate SAIL's tablet-based virtual science lab. NCES hosts the annual NAEP Innovation Symposium to identify innovative areas of assessment and has introduced new communication channels to inform states, districts, and the general public about lessons learned and best practices in assessment.

There are five goals in NCES' strategic plan: strengthen the utility of NAEP data; adopt new approaches for assessment content; lead in assessment innovation; enhance communication; and improve operational processes. These elements are complementary to the Governing Board's draft Strategic Plan, and both plans share the vision to continue NAEP's role as a leader in assessment design.

Board members engaged in a discussion on the information presented.

Mr. Willhoft noted that as NAEP develops new DBAs, the new frameworks should reflect what a DBA assessment can say about students' performance that was not possible in the paper-and-pencil mode of assessment.

Ms. Carr remarked that an NCES briefing on evidence-centered design (ECD) would help the Board understand how ECD filters into the development of items, as well as the impact it has on budgets and the contracting process.

Mr. Ho elaborated on his views of NAEP's primary purpose, which is the interpretation of scores and tracking trends by demographic groups as well as state and large district level data. He advocated continuing NAEP's legacy of innovation by finding new ways to assess, digging deeper into broad subject areas, and providing linkages to data from other countries. He suggested that NCES and the Governing Board routinely keep each other informed of their respective activities and accomplishments as they implement their strategic plans.

Lucille Davy suggested that incorporating Long-Term Trend NAEP within main NAEP may help ensure that Common Core standards are sufficiently represented, and would provide stronger linkages to other large-scale assessments, including international assessments.

Dale Nowlin commented that the KaSA items on NAEP may serve as way to measure 21st century skills in the future.

Chair Mazany noted the close alignment of the Governing Board and NCES' strategic priorities and advised the Governing Board to use the NCES plan as a guiding document for its Strategic Planning Initiative.

Update on the Governing Board's Strategic Initiative

Ms. Davy recapped the seven overarching goals outlined in the Strategic Planning Framework document approved by the Board at the August 2015 meeting. These goals were identified as

values to be upheld throughout the Strategic Plan's development and implementation. She noted that these goals include the importance of innovating for NAEP and collaborating with NCES, which is why the Board invited NCES to provide updates on *The Future of NAEP* activities in the preceding session.

Ms. Davy summarized the Strategic Plan Framework's four priorities:

1. Develop messaging strategies to improve the understanding of NAEP within the context of high-quality assessments;
2. Increase efficiencies to effectively use NAEP funds;
3. Innovate assessment design to keep NAEP at the forefront; and
4. Strengthen external partnerships to promote and support the resources NAEP offers.

Ms. Davy introduced the Draft Strategic Plan Activities document as a potential way to implement the Board's four identified priorities. She then invited Board members to offer their recommendations on how to achieve the Strategic Plan priorities.

Ms. Rolston suggested that using NAEP funds effectively and efficiently requires assuring all current assessments constantly deliver value, and that when the value disappears, the resources be used for something else important.

Mr. Geringer encouraged the Governing Board and NCES to align their strategic plans, as both organizations will end up with a better product as a result. He suggested that the Governing Board strive to make NAEP information usable and actionable for educators.

Mr. Sneider noted that more has to be done to motivate the education community to generate ideas in response to NAEP information. He suggested the Board send editors of teachers' journals short embargoed articles that could be published just after a release of NAEP results, to give teachers time to understand the released items and use them in class. He noted that a benefit of TEL is that the items are exciting and teachers can use them for instruction and assessment.

Ms. Gagnon recommended exploring additional ways to support NAEP State Coordinators, and noting her support of the earlier recommendation to convene a panel of coordinators (as suggested earlier in the meeting). She noted it would be beneficial to better understand NAEP State Coordinators' communications and professional development needs to more effectively promote the use of NAEP at the state and local levels.

Linda Rosen emphasized that the corporate community is willing to invest in education, and looks to NAEP for guidance on which investments will have the best return and the most impact. Therefore, she suggested that the Governing Board take the opportunity to provide input to influence those decisions, where appropriate.

Mr. Ho suggested refining the Board's Strategic Plan structure to more easily distinguish between the different levels, values, priorities, strategies, and activities. He noted that the historic declines in the recent release highlighted the need to quickly distribute NAEP data to researchers who know the difference between a defensible and an indefensible interpretation. Mr. Ho also noted the value of leveraging secondary NAEP data, and that by entering into strategic partnerships and announcing the availability of, and providing data licenses to use NAEP data, the Governing Board and NCES will be able to promote the use of NAEP data in policy and other recommendations.

Tonya Miles reflected on the importance of NCES's Future of NAEP implementation and the benefit of NCES and the Governing Board collaborating on their mutual strategic planning efforts for the benefit of the NAEP program.

Mr. Fernandes encouraged the Board to use NAEP to not only describe progress but also to identify and promote actions to serve as models for educational practices in classrooms; he noted the value of partnerships in achieving this goal given the Board's Congressional mandate.

Chair Mazany emphasized the importance of NCES and the Governing Board continuing to find opportunities to collaborate where appropriate, such as through increased awareness of forthcoming NCES reports and participation of select Governing Board members or staff in NCES activities that are open to the public. He noted that value of braiding together Governing Board and NCES ideas to promote NAEP innovation to more efficiently use public dollars.

Reports and Board Actions

The standing committee chairs summarized the discussions of their respective committees. The following reports were accepted unanimously by the Board.

- Ms. Davy, Vice Chair of the Executive Committee, summarized the topics addressed in the committee meeting and reported that the committee refrained from expanding the TUDA program for 2017, in the absence of a new budget for fiscal year 2016 which Congress is expected to pass in December, 2015.
- Mr. Sneider, Vice Chair of the Assessment Development Committee (ADC), reported that the committee met jointly with the Reporting and Dissemination Committee to discuss plans for the TEL release. The ADC also received briefings on and discussed capturing, analyzing, and reporting process data from the DBA assessments; an overview of the design for maintaining trend as NAEP transitions to DBA in reading and math; and support for the Strategic Plan's emphasis on greater use of contextual variables.
- Mr. Ho, Chair of the Committee on Standards, Design and Methodology, noted the priorities he established for the work of the Committee. He summarized the agenda topics for the Committee's meeting, and noted the unanimous COSDAM recommendation and subsequent Board adoption of the TEL achievement level cut scores and exemplar items.

- Ms. Gagnon, Chair of the Reporting and Dissemination (R&D) Committee, reported on the joint meeting with ADC to discuss the upcoming TEL release and noted numerous other NAEP-related reports, data releases, and events that R&D discussed.
- Ms. Miles, Chair of the Nominations Committee did not provide a committee report, in light of the Board discussion and action on nominations earlier in the day.

The full text of the action items are provided in the Committee reports.

Chair Mazany concluded the meeting by acknowledging the important work of the many NAEP contractors and Governing Board staff.

Meeting Adjourned

Chair Mazany adjourned the meeting at 12:12 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

2/21/16

Date

National Assessment Governing Board

Executive Committee

Report of November 19, 2015

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Andrew Ho, Tonya Miles, Fielding Rolston, Cary Sneider.

Other Board Members: Alberto Carvalho, Frank Fernandes, James Geringer, Doris Hicks, Dale Nowlin, Jim Popham, Linda Rosen, Chasidy White, Joe Willhoft.

Governing Board Staff: Bill Bushaw, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Sharyn Rosenberg, Angela Scott, Anthony White.

NCES Staff: Peggy Carr, Pat Etienne, Dana Kelly, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer.

U.S. Department of Education Staff: Jagir Patel.

Other Attendees: AIR: George Bohrnstedt, Kim Gattis. ETS: Jay Campbell. Fulcrum: Mike Slattery. CRP: Arnold Goldstein.

1. Welcome and Agenda Overview

Chair Mazany called the meeting to order at 4:30 p.m. Mr. Mazany provided an overview of the agenda and noted that a portion of the Executive Committee meeting would occur in closed session. He formally welcomed to the Executive Committee leadership Lucille Davy (Board Vice Chair), Andrew Ho (Committee on Standards Design and Methodology Chair), and Joseph O’Keefe, in absentia (Reporting and Dissemination Vice Chair). Mr. Mazany congratulated Rebecca Gagnon on her appointment to Chair of the Reporting and Dissemination Committee.

2. Plans for 2017 Trial Urban District Assessment

Executive Director Bill Bushaw provided an update to the Committee regarding plans for the 2017 Trial Urban District Assessment (TUDA), which will be administered at the 4th and 8th grade levels in reading and mathematics. Mr. Bushaw noted that, in partnership with the Council of the Great City Schools, the Governing Board secured commitments from all 21 districts that volunteered to participate in the 2015 TUDA to continue with the program in 2017. He advised the Committee to maintain the program at its current size, despite the Board’s desire to expand the program, given the current fiscal constraints and unlikelihood of increased NAEP appropriations. He noted that Board action was not needed, as all 21 districts have already been approved by the Board to participate in TUDA.

3. Governing Board Updates

- a. **Funding Resolution-** In August 2015 the Governing Board unanimously approved the Resolution on the Imperative for Increased NAEP Funding. Mr. Bushaw reported to the Committee that the resolution has been a valuable resource for staff in partnership and outreach meetings to explain the important work of NAEP, the Governing Board's ambitions, and the challenges ahead.
- b. **Updates on Congressional Activity** - Lily Clark provided the Executive Committee with updates on the following Congressional activities of interest:
 - *Elementary and Secondary Education Act (ESEA) Reauthorization* – In July 2015, the House and Senate each passed ESEA reauthorization bills. On the morning of November 19, 2015 the Conference Committee passed the “Every Student Succeeds Act”. The bill is expected to become law. Though the bill language was not public at the time of the meeting, it was expected to maintain the current NAEP participation requirements in reading and mathematics.
 - *NAEP Reauthorization* – The reauthorization of the Education Sciences Reform Act (the “Strengthening Education Through Research Act”), which authorizes NAEP, was not on the Congressional schedules for action in either the House or Senate.
 - *NAEP Appropriations* – Congress has yet to pass a fiscal year 2016 budget. The continuing resolution expires on December 11, 2015. Congress approved overall discretionary funding caps for 2016, which provide for increases compared to fiscal year 2015; however the total appropriations amount for agencies and programs, such as NAEP, are still unknown.
- c. **Board Meeting Locations** - Deputy Executive Director Mary Crovo provided the Committee with an historical overview of the Governing Board meeting locations that have occurred outside of the Washington, DC area since 1989. She solicited invitations from members to host a Board meeting in their home regions in 2017.

4. Strategic Planning Initiative

Vice Chair Lucille Davy provided an overview of the Strategic Planning Initiative materials provided to Board members in advance of the meeting. She highlighted the draft Strategic Plan, which incorporated feedback from the Executive Committee's recent teleconference as well as input from the Governing Board staff and NCES. Ms. Davy invited discussion regarding the content of the draft Strategic Plan. Executive Committee members engaged in a brief discussion in support of the draft Strategic Plan, with several members commenting that the draft was an accurate reflection of Board discussions to date and the intended direction for its future work.

5. Nominations Committee Update

Nominations Committee Chair Tonya Miles noted that the Board was expected to take action on a slate of finalists for the Chief State School Officer position on Saturday morning, November 21. She explained that the Secretary of Education had requested an expedited process for this Board opening, as the position became vacant on October 1, 2015. The Nominations Committee will develop the slates of finalists for the remaining open positions for terms beginning October 1, 2016 in accordance with its standard timelines, which call for Board action in March 2016.

CLOSED SESSION 5:15 pm – 6:00 pm

Executive Committee Members: Terry Mazany (Chair), Lucille Davy (Vice Chair), Rebecca Gagnon, Andrew Ho, Tonya Miles, Fielding Rolston, Cary Sneider.

Other Board Members: Alberto Carvalho, Frank Fernandes, James Geringer, Doris Hicks, Dale Nowlin, Jim Popham, Linda Rosen, Chasidy White, Joe Willhoft.

Governing Board Staff: Bill Bushaw, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Sharyn Rosenberg, Angela Scott, Anthony White.

NCES Staff: Peggy Carr, Pat Etienne, Dan McGrath, Michael Moles, Holly Spurlock, Brad Thayer.

U.S. Department of Education Staff: Jagir Patel.

6. NAEP Budget and Assessment Schedule

The Executive Committee met in closed session from 5:15 p.m. to 6:00 p.m. The Executive Committee schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Chair Mazany began the closed session by stating that the Board would take action on the Assessment Schedule on Saturday morning November 21. He emphasized the Board's responsibility to maintain the NAEP program by making reductions to the NAEP Assessment Schedule required for financial reasons. The Assessment Schedule communicates to the public what the Board thinks are the most important subjects to measure, and the Board must make these difficult decisions without full knowledge of the true costs or future appropriation amounts.

Mr. Bushaw provided an overview of the Board's budget priorities, which are:

1. Transition to digital-based assessments and maintain trend (including state validation studies);

2. Assess broad-based curricular areas with a priority for science, technology, engineering, and mathematics (STEM);
3. Provide state level data in curriculum areas beyond reading and mathematics; and
4. Include more TUDAs.

Mr. Bushaw described how those priorities guided the joint Governing Board staff and NCES recommended cuts and postponements to the Assessment Schedule (which were originally presented for discussion at the August 2015 Board meeting).

The Executive Committee received updated NAEP budget costs and projections to implement the Assessment Schedule from Acting NCES Commissioner Peggy Carr. The Committee affirmed that the proposed modifications to the Assessment Schedule were a suitable reflection of the aforementioned Board priorities and would be appropriate action in light of the updated budget information.

Mr. Mazany adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

December 24, 2015

Date



National Assessment of Educational Progress

Schedule of Assessments

Approved November 21, 2015

The *National Assessment of Educational Progress (NAEP) Authorization Act* established the National Assessment Governing Board to set policy for NAEP, including determining the schedule of assessments. (P.L. 107-279)

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2014	U.S. History* Civics* Geography* TECHNOLOGY AND ENGINEERING LITERACY	8 8 8 8		
2015	Reading* Mathematics* Science**	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8
2016	Arts*	8		
2017	Reading Mathematics Writing	4, 8 4, 8 4, 8	4, 8 4, 8	4, 8 4, 8
2018	U.S. History Civics Geography Technology and Engineering Literacy	8 8 8 8		
2019	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8	4, 8 4, 8
2020				
2021	Reading Mathematics Writing	4, 8 4, 8 4, 8, 12	4, 8 4, 8 8	4, 8 4, 8
2022	U.S. HISTORY CIVICS GEOGRAPHY Economics Technology and Engineering Literacy	8, 12 8, 12 8, 12 12 8, 12		
2023	Reading Mathematics Science High School Transcript Study	4, 8, 12 4, 8, 12 4, 8, 12	4, 8 4, 8 4, 8	4, 8 4, 8 4, 8
2024	ARTS FOREIGN LANGUAGE Long-term Trend	8 12 ~		

NOTES:

*Assessments not administered by computer. Beginning in 2017 all operational assessments will be digitally based.

**Science in 2015 consisted of paper-and-pencil and digital-based components.

~Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics. Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.

National Assessment Governing Board
Assessment Development Committee
Report of November 20, 2015

Joint Meeting with Reporting and Dissemination Committee on Reporting of the Technology and Engineering Literacy Assessment

Assessment Development Committee Members: Cary Sneider (Vice Chair), Frank Fernandes, Doris Hicks, Dale Nowlin, Chasidy White.

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Alberto Carvalho, Terry Mazany, Tonya Miles.

Governing Board Staff: Bill Bushaw, Lily Clark, Mary Crovo, Stephaan Harris, Laura LoGerfo, Tony White.

NCES Staff: Peggy Carr, Halima Adenegan, Gina Broxterman, Mary Coleman, Jamie Deaton, Elvira Germino Hausken, Eunice Greer, Linda Hamilton, Lydia Malley, Dan McGrath, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Bill Ward, Grady Wilburn.

Other Attendees: AIR: Kim Gattis, Cadelle Hemphill, Teresa Neidorf, Young Yee Kim. CRP: Arnold Goldstein, Edward Wofford. DCG: Meredith Davis, Chelsea Radler, Lyn Schultes. ETS: Jonas Bertling, Jay Campbell, Robert Finnegan, Rebecca Moran. Fulcrum: Scott Ferguson. Hager Sharp: James Elias, Joanne Lim, Ashley Parker, Debra Silimeo. HumRRO: Hillary Michaels, Sheila Schultz, Steve Sellman. Optimal Solutions: Brian Cramer, Sam Toriola. Pearson: Cathy White. Reingold: Valerie Marrapodi. Westat: Chris Averett, Greg Binzer.

1. Joint Meeting with Assessment Development Committee on Plans for Reporting the 2014 Technology and Engineering Literacy (TEL) Assessment Results

Reporting and Dissemination Committee (R&D) Chair Rebecca Gagnon called the meeting to order at 10:00 am. The first item on the agenda was the joint meeting of the Assessment Development and Reporting and Dissemination Committees to review progress made on the website that will report findings from the new NAEP Technology and Engineering Literacy Assessment, or TEL. It is expected that the TEL results will be released in April 2016.

After a brief welcome by Rebecca Gagnon, an introduction by Cary Sneider, Vice Chair of the Assessment Development Committee (ADC), as well as an overview provided by Mary Crovo, Dan McGrath of NCES and Robert Finnegan of ETS presented the plans to report TEL results.

Robert Finnegan reminded the committees about the four primary recommendations they made at the joint ADC and R&D meeting in March 2015 on how to improve the design of the TEL release website:

- Provide a high-level introduction on why and how TEL measures important skills and knowledge
- Focus on the tasks which reflect the innovative nature of the TEL assessment items
- Emphasize findings on the contextual variables
- Provide patterns of performance on the scenario based tasks

New features on the website design presented at the November 2015 joint meeting directly responded to the feedback provided by committee members in March. Generally, the website will introduce TEL and give an overview, then invite visitors to dig deeply into the assessment through various options presented on the home page.

More specifically, the site will offer a guided tour of each type of TEL assessment task and its associated results as well as a more ala carte experience. The home page will host a motion graphic which will explain what TEL is and its importance and will entice users to delve more deeply into exemplar tasks. The "Explore the Tasks" function prominent on the home page will allow people to take a task and describe tasks with visuals, video clips, survey results, and score information. "Performance Profiles" – similar to item maps but enriched with additional detail such as relevant contextual variable data—will be available on the release site as well. Results will be presented not only by overall score but also in the three subareas.

The site's pages will emphasize direct links to findings from contextual variables most relevant to a task and its items, such as coursework in TEL areas, activities in and out of school, etc. The site will include disaggregated data, such as gender gaps as well as differences by race/ethnicity and school location. The TEL assessment includes index variables from survey results, which will be presented on the TEL website through innovative bubble charts that Jonas Bertling of ETS debuted at the March 2015 meeting, which the committee members unanimously praised. In late January 2016, R&D members will have two weeks to review and comment on the draft report site, followed by a conference call in early February to consolidate R&D feedback and feedback from ADC. After which, NCES will revise the website and submit the site for an expedited review by IES in February. Following R&D signoff on the report, the TEL Report Card is expected to be released in April 2016.

Rebecca Gagnon thanked the presenters, praised the developers for integrating the Board's feedback, and expressed appreciation for how the navigation of the site is a process, which mirrors what TEL asks participants to do on the assessment itself. Ms. Gagnon then opened the floor to questions.

Cary Sneider asked whether it was possible to see a draft version of the website before the two-week window of review opens in late January. In this case, because TEL is new and differs dramatically from other NAEP Report Cards, it would be helpful if ADC members could review

the site for content related to explanations of performance on the TEL tasks. Dan McGrath of NCES expressed that, while difficult, NCES would try to meet this request and understood the need for adequate Board review time. Mr. McGrath cautioned that the time contractors need to make changes can be more complicated and extensive, because of the website delivery model, and changes may hold important implications for the release timeline.

Peggy Carr, Acting Commissioner of NCES, noted that changes must be in line with NCES and OMB standards, to which both Mr. Sneider and Ms. Gagnon reassured Ms. Carr that the committees understood that requirement.

Mr. Sneider then pivoted to suggestions for disseminating the results. He suggested that many professional organizations (e.g., The International Technology and Engineering Educators Association [ITEEA], National Science Teachers Association [NSTA], even the National Council of Teachers of English [NCTE]) would love to feature a simple summary of TEL results in their respective journals, which would help extend the TEL message. But these journals require a six-month lead time. Thus R&D could submit placeholders to such journals, for placement of an article after the TEL results are released. Dale Nowlin, an ADC member, concurred and suggested that publishing in these journals might attract teachers to peruse the TEL website.

Ms. Gagnon was pleased with NCES' and ETS' commitment to increase user friendliness for the TEL Report Card release site, like embedding links to reduce unnecessary scrolling and minimizing required clicks to access information more easily. Ms. Gagnon added recommendations, such as containing each web page to one specific topic and sending users to other pages when branching to other ideas. Mr. Sneider and the rest of the committees' membership agreed with these suggestions. The joint session ended at 10:50 am.

Assessment Development Committee Meeting

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Doris Hicks, Dale Nowlin, Chasidy White.

Governing Board Staff: Mary Crovo.

NCES Staff: Jamie Deaton, Allison Deigan, Eunice Greer, Elvira Germino Hausken, Shawn Kline, Lydia Malley, Holly Spurlock, Ebony Walton, William Ward.

Other Attendees: AIR: Kim Gattis, Young Yee Kim, Teresa Neidorf. CCSSO Policy Task Force: Shelley Loving-Ryder. CRP: Ed Wofford. ETS: Jonas Bertling, Jay Campbell, Rebecca Moran, Greg Vafis, Karen Wixson. Fulcrum: Kevin Price. Hager Sharp: Joanne Lim. HumRRO: Sheila Schultz. Optimal Solutions: Brian Cramer. Pearson: Kathy White. Widmeyer: Siobhan Mueller.

2. Update on NAEP Digital-Based Assessments (DBA)

Assessment Development Committee Vice Chair, Cary Sneider, convened the ADC meeting at 11:00 am. The ADC heard a presentation from Eunice Greer of NCES on capturing, analyzing, and reporting "process data" from NAEP digital-based assessments. In addition to the student's response to an item, NAEP captures the associated keystrokes of the student's interactions with that task or item. Process data are the digital trails students leave when they interact with NAEP tasks and items on the DBA platform. For example, this could be button clicks or keystrokes. Process data also can show what part of the screen the student activates during a task. And there is also time stamp data to indicate how quickly or slowly a student progressed on an item or task.

The design of interactive elements and analysis of process data are strongly grounded in cognitive theory and research. Ms. Greer noted that this analysis work is in a research and development mode at present, with a future possibility of reporting process data for NAEP DBA assessments.

As one example of process data reporting, the ADC saw how multi-colored horizontal bars were generated in a graphic display that showed when a student is given a reading passage and items. NAEP can generate a multicolored bar to show how long students spent reading the passage, when they began to take the items, when or if they referred back to the passage, and other process data. The bars differ for students and response patterns can be interpreted from the aggregate process data. For various subjects—reading, math, science—there is a unique graphic display such a colored bar or line graph, showing patterns of student responses and various process data.

Although these process data analyses are in the preliminary stages, they hold great potential for informing task and item development, and serving as a resource for expanded and enriched reporting. Process data can also show the type and frequency of use for various NAEP accommodations by students with disabilities and English language learners during the assessment.

Holly Spurlock of NCES emphasized that there are no formal timelines or plans at present for this type of process data reporting, given the research and development that is ongoing in this area. The ADC had a number of questions during this DBA presentation and requested an update in March 2016.

Closed Session: 11:30 am - 12:30 pm

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Doris Hicks, Dale Nowlin, Chasidy White.

Governing Board Staff: Mary Crovo.

NCES Staff: Jamie Deaton, Allison Deigan, Eunice Greer, Elvira Germino Hausken, Shawn Kline, Lydia Malley, Holly Spurlock, Ebony Walton, William Ward.

Other Attendees: AIR: Kim Gattis, Young Yee Kim, Teresa Neidorf. CRP: Ed Wofford. ETS: Jonas Bertling, Jay Campbell, Rebecca Moran, Greg Vafis, Karen Wixson. Fulcrum: Kevin Price. Hager Sharp: Joanne Lim. HumRRO: Sheila Schultz. Optimal Solutions: Brian Cramer. Pearson: Llana Hines, Kathy White.

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 November 20, 2015 from 11:30 am to 12:30 pm to receive a briefing on additional analyses of the 2015 NAEP data in grades 4 and 8. This briefing included discussion of secure NAEP data and test items which have not yet been publicly released.

3. Additional Analysis of NAEP 2015 Data: Focus on Frameworks and Items

The ADC met in closed session from 11:30 am to 12:30 pm to discuss additional analyses of the 2015 data in grades 4 and 8. Rebecca Moran of ETS presented an overview of the design for maintaining trend as NAEP transitions to digital based assessments (DBA) in Reading and Mathematics in 2017. The core focus of this design is how NAEP can maintain trend from paper and pencil to DBA. The ADC spent considerable time viewing preliminary data and secure items from the 2015 bridge study at grades 4 and 8 in Reading. The Mathematics data analysis is still underway.


The ADC also discussed the recent NAEP Validity Studies (NVS) Panel study comparing NAEP Mathematics items to Common Core standards. NVS is an independent panel of experts that addresses research on validity considerations for NAEP. NVS is overseen by the American Institutes for Research (AIR) under contract to the National Center for Education Statistics.

ADC members noted the diverse views currently circulating about whether NAEP should align its Mathematics Framework to the Common Core. A similar set of questions arose in response to the recent study by AIR that compared the NAEP Technology and Engineering Literacy (TEL), Science, and Mathematics Framework with the Next Generation Science Standards (NGSS).

Additional comparison studies between NAEP and the Common Core are planned and many individuals have raised cautions about changing NAEP content right away, given the DBA transition and importance of maintaining trendlines in 2017 in Reading and Mathematics. Many

states are in the process of developing their own assessments now and the degree of alignment with Common Core has not been documented. The Board will continue to monitor this issue carefully and engage in additional outreach to relevant groups to explore this issue further. The Board will discuss updates on this topic in March 2016.

I certify the accuracy of these minutes.


Cary Snider, Vice Chair

December 8, 2015
Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of November 20, 2015

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Lucille Davy, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

Governing Board Staff: Sharyn Rosenberg, Michelle Blair, and Lily Clark.

NCES Staff: Samantha Burg, Jing Chen, Pat Etienne, Lauren Harrell, Dana Kelly, Brad Thayer, and Amy Yamashiro.

Other Attendees: AIR: George Bohrnstedt and Markus Broer. ETS: Amy Drescher, Steve Lazer, and Andreas Oranje. Hager Sharp: David Hoff. HumRRO: Laress Wise. NISS: Enis Dogan. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Steve Fitzpatrick. Westat: Keith Rust and Dianne Walsh.

1. Introductions and Review of Agenda

Chair Andrew Ho called the meeting to order at 10:00 a.m. and welcomed members and guests, including new COSDAM members Linda Rosen and Joe Willhoft. Mr. Ho noted three priorities for his tenure as COSDAM chair: maintaining trends; creating linkages with other assessments; and forging partnerships – in particular with NCES.

CLOSED SESSION 10:05 am – 12:10 pm

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Lucille Davy, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

Governing Board Staff: Sharyn Rosenberg, Michelle Blair, and Lily Clark.

NCES Staff: Samantha Burg, Jing Chen, Pat Etienne, Lauren Harrell, Dana Kelly, Brad Thayer, and Amy Yamashiro.

Other Attendees: AIR: George Bohrnstedt and Markus Broer. ETS: Amy Drescher, Steve Lazer, and Andreas Oranje. Hager Sharp: David Hoff. HumRRO: Laress Wise. NISS: Enis

Dogan. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Kelly Burling and Steve Fitzpatrick (TEL ALS session only). Westat: Keith Rust and Dianne Walsh.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on November 20, 2015 from 10:05 am to 12:10 pm in order to review and discuss reports including secure data and results of research conducted to maintain trends with the transition to digital-based assessments and research conducted to set achievement levels cut scores for the National Assessment of Educational Progress in Technology and Engineering Literacy.

2. Update on Maintaining Trends with the Transition to Digital-Based Assessments (DBA)

In a closed session, Andreas Oranje of Educational Testing Service provided an update on plans and analyses related to maintaining trends with the transition to digital-based assessments in Reading and Mathematics. In 2015, the paper-based assessments in Reading and Mathematics were administered to approximately 2,200 students per state and used for reporting NAEP results. In addition, digital-based assessments were administered to approximately 10,000 students nationally as part of the DBA start-up process, for the purpose of conducting bridge studies (examining potential differences in student performance attributable to the mode of administration) and exploring how trends can be maintained. In 2017, digital-based assessments will be administered to approximately 2,200 students per state in Reading and Mathematics. In addition, paper-based assessments will be administered to approximately 500 students per state as part of additional bridge studies.

Mr. Oranje presented a framework for trend reporting under different potential outcomes of the bridge studies. The extent to which there are differences in student performance across modes (by state and/or by student group) will inform interpretation of trend results and necessary caveats. Mr. Oranje noted that external data (such as post-hoc cognitive labs, contextual questionnaire results, and state assessment practices) may help inform the interpretation of any potential differences in student performance.

Mr. Oranje presented embargoed analyses from initial comparisons between the 2015 paper-based Reading results at grades 4 and 8 and the digital-based Reading results at those grades. He noted that the Mathematics results have not yet been completed but should be available for the March 2016 COSDAM meeting.

COSDAM members discussed the preliminary results and potential implications for reporting in 2017 and 2019. One question raised was whether we might consider reporting an average of the results from paper-based assessments and digital-based assessments. Some members were concerned about whether such results would be actionable.

3. Resolution for Governing Board Approval of NAEP Technology and Engineering Literacy (TEL) Achievement Levels for Grade 8 (ACTION)

In a closed session, Mr. Ho began by noting that this is the twelfth time that the Governing Board is setting achievement levels since 1992. COSDAM has discussed the TEL achievement levels setting at every quarterly Board meeting since August 2014, just after the contract was awarded to Pearson. Most recently, COSDAM members participated in two webinars (on November 3rd and November 17th) to discuss the results from the operational achievement levels setting meeting that was held in San Antonio from September 28 – October 2, 2015.

Sharyn Rosenberg of the Governing Board staff provided a brief summary of the achievement level results and COSDAM webinar discussions. COSDAM members were comfortable with the decision reached during the webinar on November 17, 2015 and discussed how the COSDAM recommendation should be presented to the full Board. There were no comments on the exemplar item recommendations.

OPEN SESSION 12:10 – 12:30 pm

The COSDAM meeting was opened at 12:10 p.m. at which time Mr. Ho asked for a motion to approve the cut scores and exemplar items for reporting performance of 8th grade students on the 2014 National Assessment of Educational Progress for Technology and Engineering Literacy (TEL).

Jim Popham moved, and Fielding Rolston seconded, the following motion:

The Committee on Standards, Design, and Methodology approves the cut scores and exemplar items at each level for reporting the results of the NAEP TEL for grade 8 starting with the Nation's Report Card for 2014.

The Committee unanimously approved the motion, and will recommend approval to the full Board on Saturday, November 21, 2015.

4. NAEP Linking Studies

COSDAM members had a brief discussion about previous efforts to link NAEP to other assessments and data sources. There was discussion about NAEP and the Common Core State Standards, both in terms of whether the Board should consider revising the NAEP Mathematics Framework and whether linking studies with consortia assessments should be pursued.

George Bohrnstedt of the NAEP Validity Studies panel (NVS) noted that they have had preliminary discussions with CCSSO about conducting linking studies between NAEP and consortia assessments in a few states.

During future Board meetings, COSDAM will continue to discuss opportunities for linking studies.

Mr. Ho adjourned the COSDAM meeting at 12:30 p.m.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to be 'A. Ho', is written over a horizontal line.

Andrew Ho, Chair

December 8, 2015

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of November 21, 2015

Nominations Committee Members: Tonya Miles (Chair), Lucille Davy, Doris Hicks, Andrew Ho, Fielding Rolston, Cary Sneider.

Governing Board Staff: Bill Bushaw, 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 November 21, 2015 from 7:30 a.m. to 8:10 a.m.

Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. The first order of business involved discussion of the chief state school officer vacancy on the Board. There are two state chief positions on the Board, but only one of those positions is currently filled. Mitchell Chester of Massachusetts, appointed in 2014 for a four-year term, is the current state chief on the Board.

The Governing Board's 2016 annual "call for nominations" ended on October 31, 2015. However, Secretary Duncan has requested that the Board expedite recommendations on a slate of finalists for one of the 2016 categories—chief state school officer. The Secretary would like to fill this vacancy in early 2016 instead of waiting until October of that year.

Mary Crovo presented information on the chief state school officer nominees received for 2016, which were independently evaluated by three members of the Nominations Committee per the usual protocol. The Nominations Committee members engaged in a discussion regarding the nominees. Following that discussion, the Committee was briefed on the pool of nominees received for the other six positions for 2016: general public representative; non-public policymaker; state legislator (Democrat); state legislator (Republican); testing and measurement expert; and local school board member.

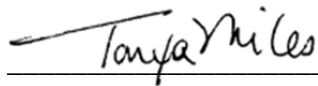
According to the nominations calendar for this cycle, Board action on the chief state school officer finalists will occur at the November 2015 meeting. Following evaluation of the other nominees by the Nominations Committee between December 2015 and January 2016, finalists for the six positions will be recommended for action at the March 2016 Board meeting.

In open session on November 21, 2015 at 8:10 am the Nominations Committee unanimously approved the following motion:

ACTION: The Nominations Committee recommends a slate of finalists to the Board for the chief state school officer position, to forward to the Secretary of Education for appointment of a new state chief in early 2016.

Ms. Miles thanked the Nominations Committee for their work on the chief state school officer finalists and commended staff for facilitating the expedited review process.

I certify the accuracy of these minutes.



Tonya Miles, Chair

December 7, 2015

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 20, 2015

Joint Meeting with Assessment Development Committee on Reporting of the Technology and Engineering Literacy Assessment

Assessment Development Committee Members: Cary Sneider (Vice Chair), Frank Fernandes, Doris Hicks, Dale Nowlin, Chasidy White.

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Alberto Carvalho, Terry Mazany, Tonya Miles.

Governing Board Staff: Bill Bushaw, Lily Clark, Mary Crovo, Stephaan Harris, Laura LoGerfo, Tony White.

NCES Staff: Peggy Carr, Halima Adenegan, Gina Broxterman, Mary Coleman, Jamie Deaton, Elvira Germino Hausken, Eunice Greer, Linda Hamilton, Lydia Malley, Dan McGrath, Emmanuel Sikali, Holly Spurlock, Ebony Walton, Bill Ward, Grady Wilburn.

Other Attendees: AIR: Kim Gattis, Cadelle Hemphill, Teresa Neidorf, Young Yee Kim. CRP: Arnold Goldstein, Edward Wofford. DCG: Meredith Davis, Chelsea Radler, Lyn Schultes. ETS: Jonas Bertling, Jay Campbell, Robert Finnegan, Rebecca Moran. Fulcrum: Scott Ferguson. Hager Sharp: James Elias, Joanne Lim, Ashley Parker, Debra Silimeo. HumRRO: Hillary Michaels, Sheila Schultz, Steve Sellman. Optimal Solutions: Brian Cramer, Sam Toriola. Pearson: Cathy White. Reingold: Valerie Marrapodi. Westat: Chris Averett, Greg Binzer.

1. Joint Meeting with Assessment Development Committee on Plans for Reporting the 2014 Technology and Engineering Literacy (TEL) Assessment Results

Reporting and Dissemination Committee (R&D) Chair Rebecca Gagnon called the meeting to order at 10:00 am. The first item on the agenda was the joint meeting of the Assessment Development and Reporting and Dissemination Committees to review progress made on the website that will report findings from the new NAEP Technology and Engineering Literacy Assessment, or TEL. It is expected that the TEL results will be released in April 2016.

After a brief welcome by Rebecca Gagnon, an introduction by Cary Sneider, Vice Chair of the Assessment Development Committee (ADC), as well as an overview provided by Mary Crovo, Dan McGrath of NCES and Robert Finnegan of ETS presented the plans to report TEL results.

Robert Finnegan reminded the committees about the four primary recommendations they made at the joint ADC and R&D meeting in March 2015 on how to improve the design of the TEL release website:

- Provide a high-level introduction on why and how TEL measures important skills and knowledge
- Focus on the tasks which reflect the innovative nature of the TEL assessment items
- Emphasize findings on the contextual variables
- Provide patterns of performance on the scenario based tasks

New features on the website design presented at the November 2015 joint meeting directly responded to the feedback provided by committee members in March. Generally, the website will introduce TEL and give an overview, then invite visitors to dig deeply into the assessment through various options presented on the home page.

More specifically, the site will offer a guided tour of each type of TEL assessment task and its associated results as well as a more ala carte experience. The home page will host a motion graphic which will explain what TEL is and its importance and will entice users to delve more deeply into exemplar tasks. The "Explore the Tasks" function prominent on the home page will allow people to take a task and describe tasks with visuals, video clips, survey results, and score information. "Performance Profiles" – similar to item maps but enriched with additional detail such as relevant contextual variable data—will be available on the release site as well. Results will be presented not only by overall score but also in the three subareas.

The site's pages will emphasize direct links to findings from contextual variables most relevant to a task and its items, such as coursework in TEL areas, activities in and out of school, etc. The site will include disaggregated data, such as gender gaps as well as differences by race/ethnicity and school location. The TEL assessment includes index variables from survey results, which will be presented on the TEL website through innovative bubble charts that Jonas Bertling of ETS debuted at the March 2015 meeting, which the committee members unanimously praised.

In late January 2016, R&D members will have two weeks to review and comment on the draft report site, followed by a conference call in early February to consolidate R&D feedback and feedback from ADC. After which, NCES will revise the website and submit the site for an expedited review by IES in February. Following R&D signoff on the report, the TEL Report Card is expected to be released in April 2016.

Rebecca Gagnon thanked the presenters, praised the developers for integrating the Board's feedback, and expressed appreciation for how the navigation of the site is a process, which mirrors what TEL asks participants to do on the assessment itself. Ms. Gagnon then opened the floor to questions.

Cary Sneider asked whether it was possible to see a draft version of the website before the two-week window of review opens in late January. In this case, because TEL is new and differs dramatically from other NAEP Report Cards, it would be helpful if ADC members could review the site for content related to explanations of performance on the TEL tasks. Dan McGrath of NCES expressed that, while difficult, NCES would try to meet this request and understood the

need for adequate Board review time. Mr. McGrath cautioned that the time contractors need to make changes can be more complicated and extensive, because of the website delivery model, and changes may hold important implications for the release timeline.

Peggy Carr, Acting Commissioner of NCES, noted that changes must be in line with NCES and OMB standards, to which both Mr. Sneider and Ms. Gagnon reassured Ms. Carr that the committees understood that requirement.

Mr. Sneider then pivoted to suggestions for disseminating the results. He suggested that many professional organizations (e.g., The International Technology and Engineering Educators Association [ITEEA], National Science Teachers Association [NSTA], even the National Council of Teachers of English [NCTE]) would love to feature a simple summary of TEL results in their respective journals, which would help extend the TEL message. But these journals require a six-month lead time. Thus R&D could submit placeholders to such journals, for placement of an article after the TEL results are released. Dale Nowlin, an ADC member, concurred and suggested that publishing in these journals might attract teachers to peruse the TEL website.

Ms. Gagnon was pleased with NCES' and ETS' commitment to increase user friendliness for the TEL Report Card release site, like embedding links to reduce unnecessary scrolling and minimizing required clicks to access information more easily. Ms. Gagnon added recommendations, such as containing each web page to one specific topic and sending users to other pages when branching to other ideas. Mr. Sneider and the rest of the committees' membership agreed with these suggestions. The joint session ended at 10:50 am.

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Alberto Carvalho, Terry Mazany, Tonya Miles

Governing Board Staff: Bill Bushaw, Stephaan Harris, Laura LoGerfo, Tony White

NCES Staff: Halima Adenegan, Gina Broxterman, Linda Hamilton, Dan McGrath, Grady Wilburn

Other Attendees: AIR: Cadelle Hemphill. CCSSO Policy Task Force: Shelley Loving-Ryder. CRP: Subin Hona. DCG: Meredith Davis, Chelsea Radler, Lyn Schultes. ETS: Robert Finnegan. Fulcrum: Scott Ferguson. Hager Sharp: James Elias, David Hoff, Joanne Lim, Ashley Parker, Debra Silimeo. HumRRO: Hillary Michaels, Steve Sellman. Optimal: Sam Toriola. Reingold: Valerie Marrapodi. Westat: Chris Averett, Greg Binzer. Widmeyer: Siobhan Mueller, Jason Smith.

2. Introduction of New Member

After the ADC members departed and R&D reconvened, the newest R&D member, Alberto Carvalho, superintendent of Miami-Dade County Public Schools, introduced himself. He is in his eighth year of overseeing the fourth largest school system in the country, providing

leadership stability typically rare among urban school districts. His district has succeeded on many fronts, including winning the prestigious Broad Prize, and he has won Superintendent of the Year at the state and national level.

Mr. Carvalho noted that his district remained stable in grade 8 math on the 2015 Nation's Report Card, bucking the overall national trend and the TUDA trends. He then explained how Miami-Dade dug into the NAEP data to investigate concerns about the possible alignment between the NAEP Mathematics Framework and his district's standards and implementation in the district's schools. The Miami-Dade staff recommended observing more data points in the trend line over the next four years.

3. Updates on Reports and Events

Update on Focused Reporting. Laura LoGerfo, Assistant Director for Reporting and Dissemination on the Governing Board staff, updated the committee on the focused reporting work. She is drafting a statement of work through which the Governing Board will hire a contractor to analyze NAEP data, especially the contextual variables, and interesting trends, such as performance by region and public-private-charter school issues. Products from these analyses will be developed into various reporting formats including infographics or short analyses with engaging visuals.

Briefing on Media Roundtable. Stephaan Harris, Public Affairs Specialist on the Governing Board staff, and Ms. LoGerfo provided a summary of the media roundtable they coordinated in September 2015. Five journalists who cover NAEP attended and the goal was to see what the Governing Board can do better to communicate NAEP findings to media. The outlets represented included Education Week, USA Today, Hechinger Report, Washington Examiner, and Education Writers' Association.

The journalists provided very helpful feedback, for example suggesting an emphasis on using social media to push out data, requesting sample questions for easy consumption by their audiences, making reports more streamlined, and alerting reporters well in advance of when reports will be likely released. In response to this last recommendation, Ms. LoGerfo created a targeted release schedule that will be posted on the Governing Board website.

The media participants also asked Board staff why the Board wanted to increase outreach and awareness of NAEP to a broader audience as opposed to reaching out more effectively to stakeholders who are already aware of NAEP to develop their deeper knowledge. The discussion also touched on issues of data privacy and the risks of associating NAEP with anti-testing sentiment (especially as the journalists perceived NAEP as existing above the fray). This sparked a thoughtful dialogue among R&D Committee members about differentiated outreach to various stakeholder groups.

School Composition and the Black-White Achievement Gap Report from NCES. Laura LoGerfo recapped the School Composition and the Black-White Achievement Gap report NCES released in late September. The report used the 2011 grade 8 NAEP mathematics scores to examine the achievement gap within the context of schools' demographic composition. Ms. Gagnon asked if anyone had noted that the report's focus on only Black and white students was

too narrow. Grady Wilburn from NCES replied that this report is a template that will be used for the same analyses and reporting with other racial/ethnic categories.

Briefing on October Release of Nation's Report Card: 2015 Reading and Mathematics.

Stephaan Harris then briefed the committee on the October 28 event to release the 2015 NAEP national, state, and TUDA results in reading and mathematics for grades 4 and 8. He said the event attracted more than 100 attendees in person and 500 webcast watchers, and garnered over 2,600 media stories—all records for a NAEP release. Tonya Miles commented that she appreciated how the release felt like a real conversation, since the panelists were so engaged with the data and with the dynamic discussion. The Governing Board's Executive Director, Bill Bushaw, added that staff will be coordinating follow-up events for the release, including a post-release event specific to TUDA with the Council of the Great City Schools.

The committee members used this review of the release event to discuss potential strategies to improve the Board's outreach and reporting. Mr. Carvalho started the conversation by sharing some of the communications strategies his team in Miami-Dade employs. His district invests a lot of time educating media and pitches data in a disaggregated way, translating all materials to Spanish. They also follow up the news cycle with editorials to continue the NAEP coverage in Miami. He recommended that the Governing Board should work with the Council of the Great City Schools' Michael Casserly to convene the Chief Communication Officers of TUDA districts to discuss the TUDA data.

Ms. Miles thought meeting with local education officials to help shape messages would reap benefits to the Governing Board and to the districts. Additionally, the discussion of links between NAEP performance and the Common Core in some media coverage raised the need for more discussion on revisiting the NAEP frameworks.

Reporting and Dissemination Strategies

The R&D Committee then launched into a discussion about outreach, reporting, and communications strategies. The committee started acknowledging the intersection of three recent endeavors: (1) the R&D communications plan approved in 2014; (2) the assessment literacy outreach; and (3) the Board's overall strategic planning and framework. Chair Gagnon asked how R&D should leverage the similarities and streamline any overlapping proposals.

Developing and leveraging external partnerships—common to all three endeavors—constituted a critical focus of this discussion. Addressing a suggestion from the media roundtable that the Board must choose between better informing those who know something about NAEP or attracting new and unfamiliar audiences, Ms. Miles suggested the Board do both. She posited that if the Board does not inform these audiences, the media or others will.

Board Chair Mazany raised the importance of understanding the type of information—and the context of sharing that information—so people receive the message intuitively, basically creating momentum to induce action. Mr. Mazany added that the Board is not chartered for action, but can facilitate others translating ideas into action through its reporting. Mr. Mazany and Ms. Miles perceived external partner organizations as legs to carry and voices to amplify the Board's messaging on NAEP. Ms. Gagnon proposed a crucial first step to this work is analyzing how various stakeholders are using NAEP data, a procurement the Board staff will pursue.

Update: Implementing Communications Plan. The committee then reviewed a draft infographic that staff and the Board’s communications contractor, DCG, created in response to a request by R&D Vice Chair Father Joseph O’Keefe to have a NAEP 101 explainer to share with various audiences unfamiliar with NAEP. The prototype, not yet public, also fits into the Board’s work in assessment literacy, since the infographic explains NAEP within the context of the overall testing landscape. Committee members responded favorably to the infographic, and many members felt it successfully positioned NAEP in the constellation of assessments but sufficiently distinguished NAEP from the others.

The R&D committee will engage in a separate conversation on assessment literacy, but the committee discussed steps to take in the meantime, including gathering examples of groups promoting assessment literacy and meeting with the National Parent Teacher Association to learn how the Governing Board can support their assessment literacy efforts with parent leaders. Ms. Gagnon proposed that the R&D committee internalize the assessment literacy working group’s recommendations, which included ensuring stakeholders understand what information the Board reports, and lead by example in how the Board disseminates NAEP results.

Several committee members suggested continuing outreach efforts with partners already engaged in assessment literacy work to learn their understanding of not only why assessment literacy is critical to various stakeholder groups (e.g., parents, policymakers, students) but also *what* understandings are critical. This will determine the landscape of the conversation, then, if coordination is appropriate, the Board should act as a resource and support those external partners who would shoulder the burden of the dissemination.

Ms. Gagnon recommended that R&D agree on a template for website releases as an expected standard for all releases. The implementation of this template would allow Governing Board staff and R&D members to address dissemination of content as opposed to the technicalities of the delivery model. The template should include: (1) ways to increase user friendliness like embedded links to allow for easy site navigation; (2) graphic-intensive webpages to enhance streamlined text; (3) disaggregated data; and (4) data on contextual variables. Bill Bushaw informed R&D that Board staff would be discussing these issues at an upcoming retreat with NCES.

Lastly, staff will work on a survey to send to all Board members to solicit what groups and affiliations they have that the R&D Committee can leverage, along with Board members’ preferred ways to become involved in general outreach efforts.

Ms. Gagnon adjourned the Reporting and Dissemination Committee meeting at 12:20 p.m.

I certify the accuracy of these minutes.



Rebecca Gagnon, Chair

December 10, 2015

Date

National Assessment Governing Board

Closed Session

November 20, 2015

Briefing on Achievement Levels for the NAEP Technology and Engineering Literacy (TEL) Assessment at Grade 8

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 6, 2015, the National Assessment Governing Board met in closed session from 12:50 p.m. to 2:20 p.m. to receive a briefing on the Achievement Levels for the National Assessment of Educational Progress (NAEP) Technology and Engineering Literacy (TEL) Assessment at Grade 8.

Mr. Mazany introduced the closed session by noting that achievement levels setting is a responsibility assigned to the Board by Congress. He advised the Board that it will be asked to take action on the achievement level cut scores and exemplar items for the new TEL assessment at grade 8, in preparation for the spring 2016 release of results.

Andrew Ho noted that the significance of the Governing Board setting achievement levels is that it has only occurred eleven times in the Board's history. He highlighted that while a contractor and expert panelists recommend cut scores to the Board, the final policy decision rests with the Governing Board. He stated that the Board's Committee on Standards, Design and Methodology (COSDAM) is involved in overseeing this work, which was contracted to Pearson. Mr. Ho introduced Steve Fitzpatrick of Pearson, who serves as Project Director for the TEL achievement levels setting project for grade 8.

Mr. Fitzpatrick provided an overview of the operational standards setting process for NAEP TEL. He summarized the three fundamental components of the achievement levels setting process:

1. the achievement level descriptions (ALDs) that define the knowledge and skills that students are expected to have or that characterize the Basic, Proficient, and Advanced achievement levels for TEL in grade 8 (which were approved by the Board in August 2014);
2. the cut scores on the NAEP scale that represent Basic, Proficient, and Advanced performance as described by ALDs; and
3. exemplar items to illustrate the type of performance that characterizes each achievement level.

He then provided a brief overview of the procedures used to develop the panel recommendations during the meeting in San Antonio, TX from September 28 to October 2, 2015. A member of the Technical Advisory Committee on Standard Setting (TACSS) attended the meeting to observe all of the procedures.

The results of the meeting, including the panelist recommendations regarding achievement level cut scores and exemplar items were presented to the Governing Board.

Mr. Ho presented the unanimous recommendation from COSDAM regarding the proposed TEL achievement level cut scores and exemplar items for the Board's consideration.

The Governing Board engaged in discussion on the COSDAM recommendations.

I certify the accuracy of these minutes.



Terry Mazany, Chair

2/21/16

Date

National Assessment Governing Board

Partially Closed Session

November 21, 2015

National Assessment Governing Board Nominations for 2016

CLOSED SESSION

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 met in closed session on November 21, 2015 from 8:30 a.m. to 8:34 a.m. to consider nominations for 2016.

The Governing Board received a report from the Nominations Committee Chair, Tonya Miles, on the slate of finalists recommended unanimously by the Committee for the open position of State Chief School Officer. Board members discussed the recommended slate of finalists in closed session.

OPEN SESSION

Following the closed session, from The November 21, 2015 Board meeting reconvened in open session at 8:34 a.m.

Chair Mazany invited the Board to consider the slate of finalists for the open position of Chief State School Officer, which was discussed in closed session.

Mr. Rolston moved to approve the Nomination Committee's recommendation and Ms. Gagnon seconded the motion which passed unanimously.

The full text of the action item is provided in the Nominations Committee report.

The November 21, 2015 session adjourned at 8:45 a.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

2/21/16

Date

National Assessment Governing Board

Partially Closed Session

November 21, 2015

National Assessment of Educational Progress Budget and Assessment Schedule

CLOSED SESSION

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on November 21, 2015, the National Assessment Governing Board met in closed session from 8:45 a.m. to 9:29 a.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) Budget and Assessment Schedule.

Chair Mazany provided an overview of the closed session to consider the NAEP Schedule of Assessments and budget. At the March 2015 meeting, the Governing Board voted to modify the Assessment Schedule to protect the policy priorities of the Board in light of budget estimates. In August 2015, in anticipation of likely action at its November meeting, the Board discussed the joint NCES and Governing Board staff recommendation for further cuts to the Assessment Schedule based on budget projections.

Ms. Carr presented the Board with updated actual contract costs and independent government cost estimates for subjects to be assessed to implement the NAEP Schedule of Assessments for 2014–2024. She provided the Board with budget estimates factoring in the proposed cuts to the Assessment Schedule.

Board members engaged in a detailed discussion with Ms. Carr regarding the specific assumptions underlying the budget projections, noting potential future policy and operational decisions which may have further cost implications to implement the NAEP Assessment Schedule.

The closed session concluded at 9:29 a.m.

OPEN SESSION

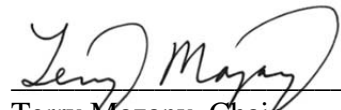
Following the closed session, from 9:29 a.m. to 9:45 a.m., the Board met in open session to take action on the proposed NAEP Schedule of Assessments.

Chair Mazany asked for a motion to approve the proposed NAEP Schedule of Assessments. A motion was made by Ms. Gagnon to approve the proposed modifications to the NAEP Assessment Schedule. Mr. Rolston seconded the motion. The motion passed by majority vote with one abstention.

The full text of the action item is provided in the Executive Committee report and the NAEP Assessment Schedule appended to these minutes.

The November 21, 2015 session adjourned at 9:45 a.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

2/21/16
Date