National Assessment Governing Board
Reporting and Dissemination Committee

May 13, 2016
10:00 am – 12:15 pm

AGENDA

10:00 – 10:15 am	**ACTION**: Release Plan for The Nation's Report Card: 2015 Science
	    Stephaan Harris, Public Affairs Specialist
	    Laura LoGerfo, Assistant Director for Reporting and Analysis
		Attachment A

10:15 – 10:45 am	Revisiting Board Reporting Policy and Guidelines *Laura LoGerfo*	Attachment B
10:45 – 11:05 am	Review of Assessment Literacy Work *Stephaan Harris*	Attachment C

11:05 am – 12:00 pm	Core Contextual Data: Development and Review Process
	    James Deaton, National Center for Education Statistics
	    Jonas Bertling, ETS
		Attachment D

12:00 – 12:15 pm	Information Items: • Communications Update • Progress on Procurements • Projected Schedule of NAEP Releases	Attachment E

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

The Nation's Report Card: 2015 Science

The 2015 National Assessment of Educational Progress (NAEP) Science Report Card will be released to the general public through an in-person event, scheduled for September or October 2016. Following a review and approval of the report's results, the event will be arranged in Washington, DC or another major city in a venue that complements the subject matter.

The event, to be simultaneously webcast for a national audience, will involve the initial release of report results by the Acting Commissioner of the National Center for Education Statistics (NCES); moderation and comments by at least one Governing Board member; and comments from at least one expert in science education and assessment. The event, slated to be 60-90 minutes, will also include a conversational Q&A session that would include questions submitted via livestream. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2015 Science Report Card will present findings from a representative sample of about 115,400 4th-graders, 110,900 8th-graders, and 11,000 12th-graders nationwide. Results will be presented in terms of average scores, subscales in each content area (physical science, life science, and earth and space science), and NAEP achievement levels. Results for grades 4 and 8 will be available for the nation, 47 states and one jurisdiction (Department of Defense Schools); results for grade 12 will be for the nation only. Data will be presented for all students and by demographic and socioeconomic groups, such as race/ethnicity and gender. Contextual information (i.e., student and school survey data) with findings of interest will also be reported.

DATE AND LOCATION

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

ACTIVITIES BEFORE RELEASE

In the weeks before the release event, the Governing Board will work to inform various audiences and stakeholder groups about the science assessment through a range of efforts that could include production and distribution of materials such as one-pagers, one-on-one meetings with partner organizations in the field, social media campaigns, and webinars.

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

REPORT RELEASE

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

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor will work with Board staff to coordinate additional post-release communications efforts—which could include such strategies as the production of infographics, online social media chats, and presentations—that would target communities and audiences with an interest in science as well as the general field of STEM (science, technology, engineering, and mathematics). The goal of these activities is to further extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these areas.

**Governing Board Guidelines for Releasing, Reporting,
and Disseminating NAEP Results**

Background
In August 2006, the Governing Board produced a Policy Statement on the *Reporting, Release, and Dissemination of NAEP Results*, which was accompanied by specific guidance on releasing NAEP results, entitled *Guidelines for the Initial Release of The Nation's Report Card*. The Policy Statement delineates the responsibilities for the NAEP program held by the National Center for Education Statistics and by the National Assessment Governing Board. This statement also covers principles that drive the preparation, content, release, and dissemination of *The Nation's Report Card*. The *Guidelines for the Initial Release of The Nation's Report Card* outline the procedures for releasing NAEP data and the elements necessary for inclusion in an initial release of NAEP results.

At the March 2016 meeting of the Reporting and Dissemination (R&D) Committee, members requested that Board staff suggest revisions to the *Policy Statement* and *Guidelines* that would lead to an efficient and effective process for the reporting and dissemination of NAEP results and to eliminate outdated language in these documents which no longer bear relevance (e.g., references to print reports).

In reflecting upon this task, Board staff collaborated with NCES staff and suggest a different approach, hoping that there is an opportunity here and now to be broader and bolder. The R&D Committee members can take advantage of this moment in the Board's work—developing a Strategic Plan to guide Board innovation and action for the next five years—and of this moment in the evolution of reporting. Since 2013, NCES has released NAEP reports only online, with each release improving on the format, structure, navigation, as well as breadth and depth of accessible content of the prior report. What is the next frontier?

Rather than present a revised version of the 2006 *Guidelines* and *Policy Statement*, staff recommend this session at the May 2016 R&D Committee meeting take a different and more innovative approach. The following questions should jumpstart a rich discussion:

- Currently, NCES includes an overwhelming amount of data on the Report Card website. What about highlighting certain findings and curating what graphics are presented?

- Currently, all of the NAEP data, visual depictions of the data, and data for secondary analysis in online data tools are released at the same time. This exemplifies transparency in reporting but also results in limited traffic to the report card site after the release. What about a more flexible release? For example, releasing some data on one day and releasing other data subsequently? Or perhaps following a release similar to current practice with a subsequent release to include other data or deeper analysis?

- Currently, journalists tell us that they do not know when to anticipate a NAEP release. At the September 2015 media roundtable, participants requested a schedule of releases so they could request in advance NAEP-dedicated space in their newspapers or on their sites. What about making the schedule of release more predictable? This would be similar to how the Bureau of Labor Statistics releases certain data on predictable dates, facilitating media coverage.

- Currently, NAEP results are presented by type: overall scores, subgroup results, trend data, etc. What about organizing the report by type of questions stakeholders and target audience members are seeking? This might include a section for national media who need overall results, a centralized report for TUDA data so district personnel can compare their progress with their peer districts, a resource for states to compare their progress and learn from others' progress, a component of the data designed for those who wish to explore the data on their own, and a site for leaders to learn to what subgroups attention should be drawn, etc.

- Currently, online NAEP Report Cards are accessed by specific assessment subject and year. What about organizing NAEP data by topic area, providing diverse avenues to view the data and deepening levels of complexity within a given subject? Such an approach to draw in extra data would occur after an initial release date but become a handy, centralized resource for stakeholders. For example, stakeholders interested in STEM could view infographics from the science, math, and TEL assessments, use interactive tools to explore data from each of these assessments further, and for serious analysts, analyze data directly through a user-friendly interface. Note: caveats warning against drawing inappropriate cross-subject comparisons would be required.

- Currently, NAEP reporting focuses only on NAEP data. What about considering other data sources alongside NAEP data, such as international data? Not links per se, but not isolating NAEP in reporting.

- Currently, the familiar look to each release site expedites navigation through the report card, and as such changes to the interface may require viewers to re-learn the website in its entirety. What about discussing what level and type of improvement justify changing the report site with new navigation and presentation?

Review of Assessment Literacy Work

At its last several meetings, the Reporting and Dissemination Committee (R&D) has discussed various aspects of assessment literacy—informing audiences about the National Assessment of Educational Progress (NAEP) and its unique uses and features in context of other assessments in the testing and education landscape. Because the Committee advises Governing Board staff on outreach and dissemination efforts for NAEP, members have discussed possible effective means to promote assessment literacy through a variety of communications strategies, such as material production and website pages.

R&D Chair Rebecca Gagnon requested that the Board's communications contractor, the District Communications Group (DCG), perform a survey of major assessment literacy campaigns of other groups and entities to gain a better understanding of ongoing national efforts and which audiences those are targeting. A highlight of the findings, including a chart featuring results by organization, types of materials, messages, target audiences, and connections to NAEP, are below.

Assessment Literacy Landscape Audit

Summary

- DCG reviewed 35 organizations, including assessment consortia, national education organizations, universities, local and state education agencies, and the private sector.
- The materials DCG found ranged from academic research and policy reports to infographics and a video series.
- Assessment literacy is an active and ongoing conversation. Many materials DCG found were published within the last year.
- Teachers are by far the most common target audience for materials about assessment literacy, followed by parents and researchers.
- Common messages include distinguishing between different types and uses of assessments (especially formative vs. summative), the over-testing burden and limitations of high-stakes testing, and the importance of improving assessment literacy among teachers in an assessment-driven education landscape.
- NAEP does not feature in the vast majority of the existing assessment literacy materials, though the Governing Board has relationships with many of the organizations that publish materials.

Organization	Types of Materials	Messages	Target Audience	Mention of/Connections to NAEP
American Institutes for Research	Website, project reports	Innovating assessment methods; state/district/local assessments	State assessment officials, teachers	No
American Intercontinental University	Blog	Types and uses of tests ("Formative/Summative")		No
American Psychological Association	Online brochure/website	Types and uses of tests; appropriate use of tests; limitations of high-stakes testing approaches; call for more research	Researchers	No
Association for Middle Level Education (formerly National Middle School Association)	Website, printable article	Types and uses of tests ("Formative/Summative")	Education students/future teachers	No
Association for Supervision and Curriculum Development	Article	The long-term importance of assessment literacy itself, especially among teachers; teacher training/Instructional; assessment methodology;	Teachers, researchers	No mention, but Jim Popham published an article in their journal.
Buros Center for Testing at the University of Nebraska–Lincoln	Website, videos, glossaries, conferences, webinars, academic articles, standards	Detailed reference and critical texts on existing tests	Test administrators, researchers, teachers	No
California Digital Chalkboard	Online instructional modules	Types and uses of tests, pro-Common Core	Teachers	No
Center for American Progress	Report (34 pages)	Over testing (especially at district level); pro-Common Core	Policymakers	No
Center on Enhancing Early Learning Outcomes	Report (24 pages)	Types and uses of tests ("Formative/Summative")	Policymakers	No
Council of the Great City Schools	Report (164 pages)	Test burden/over testing; appropriate uses of tests	Policymakers	Yes (References NAEP as an independent reference point of student progress; emphasizes NAEP is not a testing burden as time required to take it is "negligible."; and declares NAEP is reflective of the public school population.)
Data Quality Campaign	Webinar	Differences between data literacy and assessment literacy; teacher training/Instructional	Teachers	No
Educators Technology	Infographic	Types and uses of tests ("Formative/Summative")	Parents, teachers	No
Edudemic	Article	Types and uses of tests ("Formative/Summative")	Teachers	No

Organization	Types of Materials	Messages	Target Audience	Mention of/Connections to NAEP
ETS (Educational Testing Service)	Report (18 pages), website	Pro-assessment; designing assessment methodology; promoting their assessment model	Teachers	Not in most materials, but the site describes how ETS contracts with NCES to design NAEP questions and a few items of NAEP-based research.
Fair Test	Website, fact sheet	Anti-standardized testing; limitations of high-stakes testing approaches	Parents	No
Future Forward Colorado	Infographic	Components of a "good" assessment	Parents	No
Harvard Education Publishing Group	Blog	The long-term importance of assessment literacy itself	Researchers, education students/future teachers	No mention, but Jim Popham published on this blog.
Illinois State Board of Education	Frequently Asked Questions	Explaining PARCC; benefits of assessments; facts about a specific type of test	Parents	No
Kentucky Department of Education	Presentation	Teacher training/instructional: incorporating assessments into practice, explaining the role of assessments to others	Teachers	No
McGraw Hill Education	Infographic	Types and uses of tests ("Formative/Summative"),	Parents, consumers, teachers	No
Measured Progress	Website, *Assessment Insights* Newsletter, blog, webinars	Promoting their assessment model; teacher training/instructional	State assessment officials, teachers, researchers	No mention, but in disclosures, it mentions a previous contract with the Governing Board.
Michigan Assessment Consortia	Report (20 pages), audience-specific guides	The long-term importance of assessment literacy itself, creating common assessment literacy standards for education stakeholders	Students, parents, teachers, administrators, district officials, state policymakers	No
Monroe County Intermediate School District	Website	Types and uses of tests ("Formative/Summative")	Parents	No
National Center for the Improvement of Educational Assessment	Events, lectures, research, maps	Assessment methodology	National and state assessment administrators and agencies; researchers; test developers	No
National Conference on Student Assessment, hosted by the Council of Chief State School Officers	Event	Equitable assessments and closing the achievement gap (2016 theme)	State and local education agencies, universities, test developers (from their website)	No mention, but the Governing Board staff has presented at their conference previously.
	Position paper	Types and uses of tests	Parents	No

Organization	Types of Materials	Messages	Target Audience	Mention of/Connections to NAEP
National Middle School Association		("Formative/Summative"), pro-assessment		
National PTA	Web articles, guide to assessments in Maryland (6 pages)	Limitations of high-stakes testing approaches; types and uses of tests; enhancing student performance on tests; relationship with Common Core; benefits of Common Core assessments; staying involved	Parents	No
Northern Ohio Research and Training Technology Hub	Five-part video series and slide show	Teacher training/Instructional; pairing assessments with instruction	Teachers	No
Northwest Evaluation Association and AssessmentLiteracy.org	Blogs, infographic, "Make Assessments Matter" reports (40 pages) and survey	Types and uses of tests ("Formative/Summative"); anti-state testing; anti-summative testing; pro-formative assessments; "For every student, multiple measures"	Parents, teachers, administrators	Not in most materials, but in passing on AssessmentLiteracy.org, which incorrectly suggests NAEP is a "high stakes" summative test.
Pearson/Assessment Training Institute	Articles, posters, fact sheets, DVDs, white papers, book chapters	Empowering educators, "Assessments for learning," pro-assessment in classrooms; improving achievement through assessment	Teachers primarily, parents	No
Smarter Balance	Website, webinars, Frequently Asked Questions, fact sheets	Pro-Common Core, types and uses of tests ("Formative/Summative"), computer-based testing,	Test administrators, parents	No
University of Montana	Dissertation	Low level of teacher and principal assessment literacy after a survey	Researchers	No
University of North Carolina School of Education	Article	Types and uses of tests ("Formative/Summative"),	Researchers, teachers, education students/future teachers	No
University of Texas at Austin, Learning Sciences	Website	Teacher training/instructional; types and uses of tests ("Formative/Summative," (high-stakes/low-stakes"))	Researchers, education students/future teachers	No

Core Contextual Questionnaires: Development and Review Process

NCES has developed new core contextual questions for the 2017 operational administration coinciding with NAEP's transition to digitally based assessments. These include the following five modules: (1) socio-economic status; (2) technology use; (3) school climate; (4) grit; and (5) desire for learning.

During the Reporting & Dissemination (R&D) committee meeting at the May 2016 board meeting, NCES will briefly review the development and review process, which allows for input from R&D at three stages: (1) prior to cognitive lab testing; (2) prior to pilot testing; and (3) prior to operational. The Committee's first review of these new questions occurred at the August 2014 board meeting, prior to the cognitive labs. The second review occurred during the May 2015 board meeting, prior to pilot testing. The final Committee review is scheduled for June 2016 in preparation for the 2017 operational assessments.

At the May 2016 Board meeting, NCES will present high-level findings from the 2016 pilot of the new contextual modules with a specific focus on findings for the piloted student questionnaire indices. This will include a summary of lessons learned from frequency data, factor analyses, and timing data.

The table below represents a timeline for R&D's review of core contextual modules for 2017 NAEP.

R&D reviews and activities: 2017 Core Item Development

STAGES	DATES	TASKS	COMPLETE
ITEM DEVELOPMENT & PRE-TESTING	08/2014	R&D review of existing item pool and draft items	✔
PILOT	05/2015	R&D clearance review for pilot	✔
OPERATIONAL	05/2016	Presentation of main pilot findings to R&D	
	06/2016	R&D clearance review for operational (combined with focused review of additional questions proposed for piloting in 2017 in response to R&D's comments during 05/2015 review)	

Upcoming NAEP Reports as of April 2016

Initial NAEP Releases

2015 Grade 12 Mathematics and Reading National	April 2016
2014 Technology & Engineering Literacy Report Card	May 2016
2015 Mathematics Report Card - Puerto Rico Results	June 2016
2015 Science Report Card	September 2016

Other NAEP Reports

Focus on NAEP: Sampling	May 2016
From Algebra to Zoology: How Well Do Students Report Mathematics and Science Course Taking?	May 2016
Focus on NAEP: Simpsons Paradox	June 2016
Focus on NAEP 12th Grade Participation & Engagement	July 2016