

National Assessment Governing Board

Meeting of March 2–3, 2018

Washington, DC

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

Tonya Matthews, Acting Chair

Dana Boyd

Gregory Cizek

Tyler Cramer

Frank Fernandes

Rebecca Gagnon

Shannon Garrison

James E. Geringer

Andrew Ho

Carol Jago

Dale Nowlin

Joseph O’Keefe, S.J.

Alice Peisch

Fielding Rolston

Linda Rosen

Cary Sneider

Ken Wagner

Chasidy White

Joseph Willhoft

Thomas Brock (ex-officio)

Governing Board Members Absent

John Engler, Chairman

Alberto Carvalho

Terry Mazany

Jeanette Nuñez

Beverly Perdue

National Assessment Governing Board Staff

William (Bill) Bushaw, Executive Director

Lisa Stooksberry, Deputy Executive Director

Michelle Blair

Lily Clark
Stephaan Harris
Laura LoGerfo
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Enis Dogan
Pat Etienne
Eunice Greer
Linda Hamilton
Elvira Hausken
Dan McGrath
Michael Moles
Holly Spurlock
Ebony Walton Chester
William Ward
Grady Wilburn

American Institutes for Research (AIR)

Markus Broer
Kim Gattis
Cadelle Hemphill
Young Yee Kim
Fran Stancavage

Council of the Great City Schools

Raymond Hart

CRP, Inc.

Shamai Carter
Arnold Goldstein
Subin Hona
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS)

Jonas Bertling
Jay Campbell
Gloria Dion

Amy Dresher
Kadriye Ercikan
Robert Finnegan
John Mazzeo
Emilie Pooler
Luis Saldivia
Karen Wixson
Helena Yue Lia

Fulcrum IT

Saira Brenner
Anderson Davis
Scott Ferguson
Kevin Price

Hager Sharp

Melissa Cristler
David Hoff
Joanne Lim
Debra Silimeo
Kellé Wyatt

Human Resources Research Organization (HumRRO)

Monica Gribben
Thanos Patelis
Arthur Thacker
Anne Woods

Optimal Solutions Group

Brian Cramer
Nana Dompok
Sarah Guile

Pearson

Marc Johnson
Tim O'Neil
Cathy White
Llana Williams

The Hatcher Group

Amy Battjer
Ann Bradley
Robert Johnston

Westat

Chris Averett

Rick Rogers

Lisa Rodriguez

Keith Rust

Dianne Walsh

Other Attendees/Speakers

Fen Chou, Council of Chief State School Officers (CCSSO)

Shelley Loving-Ryder, Assistant Superintendent, Student Assessment and School Improvement Division, Virginia Department of Education and Chair, CCSSO NAEP Policy Task Force

Scott Norton, Deputy Executive Director of Programs, CCSSO

Call to Order

The March 2, 2018, session of the National Assessment Governing Board meeting was called to order by Acting Chair Tonya Matthews at 8:30 a.m.

Opening Remarks

Acting Chair Matthews acknowledged recent appointments and activities of Board members. She invited new Board member, Dana Boyd, to introduce herself.

Dana Boyd is an elementary school principal in El Paso, Texas. She has taught first, second, and third graders. She served as an assistant principal prior to her current role. Ms. Boyd was named Texas Teacher of the Year in 2007. In 2016, she was named the National Distinguished Principal for Texas. She brings her focus on equity issues to the Board, particularly an interest in providing equal opportunities for racial/ethnic minorities.

Ms. Matthews kicked off the meeting by sharing one of her favorite cartoons, a teacher telling a group of different animals that to be fair they all must take the same exam. The animals, ranging from a fish to a bird to an elephant and others, are told to climb the tree. Like the teacher in the cartoon, the Governing Board wants a fair and equitable assessment, but Ms. Matthews posited that we should ask the question differently. NAEP could ask students to get to the top of the tree, without rules, caveats, or specifying how to get there (i.e., climbing or otherwise). Ms. Matthews used the cartoon to ask Governing Board members to think broadly and ambitiously so that NAEP does not limit students in demonstrating what they can do.

Acting Chair Matthews requested a motion for approval of the March 2018 agenda. Jim Geringer moved for approval. The motion was seconded by Joseph O'Keefe and passed unanimously.

Acting Chair Matthews requested a motion for approval of the November 2017 minutes. Joseph Willhoft moved the motion. Rebecca Gagnon seconded the motion which then passed unanimously.

Update on Council of Chief State School Officers (CCSSO) and CCSSO and Governing Board's Joint State Policy Task Force (SV #1)

Scott Norton provided the Governing Board with an update on CCSSO activities over the past year. He reported that state chiefs of education have been working with the Aspen Institute on issues of educational equity. Efforts to create a common definition of educational equity were endorsed by the chiefs—"educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income." Mr. Norton stated that the work led to the development of ten areas that the chiefs are engaging in around equity, documented in *Leading for Equity: Opportunities for State Education Chiefs*. Some of the areas include measuring what matters, valuing people, and starting early.

CCSSO recently developed their 2017 – 2020 Strategic Plan. With equity at the center, the plan focuses on programmatic activities, standards and assessments, the teacher workforce, school and district leaders, supporting state chiefs, and internal organization.

Shelley Loving-Ryder provided an update on behalf of the joint CCSSO and Governing Board State Policy Task Force. The 12-person Task Force provides the Governing Board with state perspectives on NAEP. Members include chiefs, deputy superintendents, assessment directors, and public information officers. Task Force members serve as ambassadors for NAEP, and hosted a session at the National Conference on Student Assessment in June 2017 and plan to convene a session at the upcoming National School Public Relations Association meeting in July 2018.

Over the past year the Task Force has provided policy input on numerous Governing Board efforts. Members of the Task Force offered guidance on the Board-funded study of state mathematics standards, which is designed to better understand how each state's standards align with the NAEP Mathematics Framework; importantly, this study considers the mathematics standards used in all states, not just those that adopted the Common Core State Standards (CCSS).

In discussions on the draft NAEP Assessment Schedule priorities, the Task Force supported administering assessments as frequently as possible. The group agreed that conducting reading and mathematics assessments every two years is a critical priority. The Task Force values the opportunity for studies linking state NAEP results to international benchmarks because the information is useful in developing and revising state policies, programs, and plans, yet is too expensive for states to collect independently. Ms. Loving-Ryder noted that the Governing Board's revision of the draft priorities reflects the Task Force's feedback to avoid

“comparability” as a priority given its various meanings; the Governing Board reworded the priority as “utility”.

The Task Force reviewed and supports the draft NAEP Framework Development Policy, which the Board will take action on at this meeting. Ms. Loving-Ryder expressed the group’s support for the proposed policy to periodically review NAEP frameworks.

Members of the Task Force have shown interest in the Governing Board’s Strategic Vision, including the activities around post-secondary preparedness. Ms. Loving-Ryder noted that states are facing the issue of trying to understand what it is they are preparing students for after high school. The Task Force hopes that the Governing Board’s work on this topic will provide a model for states. Further, the Task Force looks forward to the opportunity to provide input to the work of the Governing Board’s Ad Hoc Committee on Measures of Postsecondary Preparedness.

In closing, Ms. Loving-Ryder expressed eagerness for the 2017 NAEP Reading and Mathematics Report Cards release. The Task Force recommends that the Governing Board be very clear in explaining that the delay in reporting the results is due to the transition to digitally-based assessments, not because there is something wrong with the results. This is especially important because the timing of the release will occur when some state legislatures are in session and some states will be administering their own high-stakes assessments.

Following the presentation, Board members engaged in discussion and asked questions.

Ken Wagner emphasized that for states, increasing equity requires doing things differently. He emphasized the importance of partnerships in addition to high-quality instruction, standards, and assessments. Mr. Wagner encouraged the Board to continue innovating in its equity work.

Jim Geringer asked in what areas the Governing Board could improve. First, Ms. Loving-Ryder asked the Board to continue linking NAEP to international assessments. She also suggested sharing more Board meeting presentations with states, such as the livestreamed international panel at the November 2017 quarterly meeting. A third area is helping states use NAEP scores appropriately. Mr. Norton suggested the Board make a continued effort to educate the public on the meaning of “Proficient” on NAEP, particularly focusing on differences in how states and NAEP define the term.

Board members wondered how states value NAEP state-level assessments compared to national assessments and which subject areas might be combined to allow for more state-level results. From a state perspective, the NAEP state assessments are more meaningful. However, national assessments have a role and purpose. Mr. Norton acknowledged the difficult tradeoffs involved in the Board’s NAEP Assessment Schedule decisions and offered the possibility of CCSSO initiating a conversation between state chiefs and the Governing Board to gather additional feedback on which NAEP assessments are most meaningful for states.

Andrew Ho inquired about states' interest in the mapping studies that compare state proficiency to the NAEP scale and in international linking opportunities. Mr. Norton replied that mapping plots provide valuable information for states to know how their standards line up with NAEP standards, and some states have adjusted their standards in response to the comparison. However, he advised that states must be mindful of the different purposes of NAEP and state assessments when trying to understand the different proficiency rates. Mr. Norton and Ms. Loving-Ryder agreed that states find the international linking through NAEP useful, especially because it is too expensive for states to do independently. Virginia used international comparisons to show that the state not only does well relative to other states but also compares favorably to other countries.

Greg Cizek asked about the states' interest in the questionnaire data provided by international assessments. Ms. Loving-Ryder responded that while the Task Force supports the Governing Board's priority to include international comparisons, it has not had detailed discussions about the contextual data.

Mr. Cizek inquired about the states' involvement in twelfth grade state-level NAEP in reading and mathematics. From a state perspective, according to Ms. Loving-Ryder, the concern is around motivating students. Mr. Norton suggested that the Task Force could discuss how to promote the importance of twelfth-grade NAEP assessments to provide a status of students leaving K-12 programs.

Carol Jago asked about trends in high school assessments. CCSSO recently completed a project with Education First to collect information on what states are doing in assessment. In general, Mr. Norton noted that states have raised their standards and improved their assessments in the past five years.

Board members asked what states are doing to measure post-secondary preparedness and if states have different preparedness needs. Ms. Loving-Ryder commented that states are struggling to define post-secondary readiness. Many states have attempted to create a college-ready score, but most are measures of content knowledge and miss other important skills, such as how to apply content and adapt to novel situations. The Task Force is excited about the post-secondary preparedness work of the Ad Hoc Committee, especially defining "ready for what?" Mr. Norton noted that CCSSO has a resource in its career-readiness initiative with ten states – New Skills for Youth – which are grants funded by J.P. Morgan Chase. The group has not addressed assessments yet but has acknowledged differences across states in defining readiness. Thomas Brock of the Institute for Education Sciences (IES) suggested looking at other sources of data and information IES can provide, citing high school GPA as one of the best predictors of college performance.

Tyler Cramer asked if there is any pending litigation related to equity of assessments. Although the panelists did not know of any specific cases, they indicated that litigation is common. One issue to consider in the future is a requirement of the Every Student Succeeds Act for states to

report school-level funding. CCSSO funds the Financial Transparency Working Group (FTWG) with the Edunomics Lab to help states prepare for the new reporting requirement. Mr. Geringer noted the difference between adequacy of funding equity/per pupil expenditures versus the adequacy of opportunity/course availability at schools.

Linda Rosen asked if states have the information they need to respond to less than satisfactory NAEP results. Mr. Norton responded that chiefs have requested more information in advance of the April release of the 2017 NAEP Mathematics and Reading results; CCSSO is interested in creating communication templates and webinars to help their constituents prepare for the release.

Recess for Committee Meetings

The first session of the March 2, 2018 Governing Board meeting recessed at 9:49 a.m. for committee meetings.

Meeting Reconvened

The Governing Board reconvened in closed session at 12:45 p.m.

Briefing and Discussion: 2017 National Assessment of Educational Progress (NAEP) Grades 4 and 8 Reading and Mathematics Report Cards

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 2, 2018, the National Assessment Governing Board met in closed session from 12:45 p.m. to 4:15 p.m. to receive a briefing and discuss the 2017 Nation's Report Card results in Reading and Mathematics at Grades 4 and 8.

Grady Wilburn of the National Center for Education Statistics (NCES) presented an overview of the assessments and highlighted the 2017 NAEP Reading and Mathematics results.

The NAEP Reading and Mathematics assessments were administered on tablets from late January through early March, 2017. The national sample consisted of approximately 298,000 students at grade 4 and approximately 286,000 students at grade 8. Results are available for the nation, all 50 states, the District of Columbia, and the Department of Defense Educational Activity (DoDEA). In addition, there are results for the 27 school districts that participated in the Trial Urban District Assessment (TUDA) on a voluntary basis. Performance is reported as average scale scores (0-500 scale) and by achievement levels (Basic, Proficient, and Advanced).

The following results were highlighted:

- Scale scores in 2017 compared to 2015, and compared to the first assessment year (1990/1992), for the nation; all states and jurisdictions; and the 21 TUDAs that also participated in 2015

- The percentage of students in the nation performing at or above Proficient in 2017, and the range of the percentage of students at or above Proficient across the states and TUDAs

The presentation of results for the nation included:

- 2017 scale score results by percentiles (10th, 25th, 50th, 75th, 90th), as compared to 2015 results and to the first assessment year
- The percentage of students performing at or above Proficient in 2017, as compared to 2015 and to the first assessment year
- 2017 results and trends for selected student groups

The presentation of results for states and TUDAs included:

- For each subject and grade, the number of states/TUDAs with score increases, decreases, and no statistically significant changes from 2015 to 2017

Contextual results from the survey questionnaires were highlighted:

- Index of enjoyment of complex problems compiled from students' responses to several questions on this topic in the contextual questionnaire
- Access to digital devices in school and specific types of digital devices for student use

Mr. Wilburn highlighted important aspects of the transition to digitally-based assessments (DBA). This transition to DBA addresses a major change in students' lives, such as the ever-expanding role of technology, and allows for greater efficiency in assessment administration. Mr. Wilburn outlined the steps taken to allow for appropriate and accurate comparisons across assessment years and modes. Mr. Wilburn described the linking process from 2013 to 2019, depicting use of two standard linking models.

Mr. Wilburn concluded the briefing by describing some of the process data the DBA platform allows NCES to collect. Mr. Wilburn showed an example of process data—how students refer to the reading passage while answering questions about the content of the passage.

Governing Board members engaged in a question and answer session on the briefing. The first session of the March 2, 2018 closed meeting adjourned at 2:30 p.m.

The Governing Board then convened in three closed session breakout group discussions to discuss the results. The breakout discussions took place from 2:30 p.m. to 3:30 p.m.

Recess for Break

The March 2, 2018 Governing Board meeting recessed at 3:30 p.m.

Meeting Reconvened

The Governing Board reconvened in closed session at 3:45 p.m.

Breakout Session Highlights and Discussion

The Governing Board reconvened in closed session to receive highlights from the breakout session leaders on the group discussions. Each of the three breakout leaders (Dale Nowlin, Alice Peisch, and Rebecca Gagnon in place of Ken Wagner) shared summaries of their groups' discussions. Members discussed what content in the Report Cards should be highlighted at the April 10th release to the public so as to provide context, utility, and understanding of the results.

2017 NAEP Grade 4 Writing Assessment and Achievement Levels

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 2, 2018, the National Assessment Governing Board met in closed session from 4:15 p.m. to 5:15 p.m. to receive a briefing on the 2017 NAEP Writing assessment and achievement levels setting process at grade 4 and to review secure NAEP test questions.

Carol Jago, who served on the Writing Framework Committee prior to becoming a Governing Board member, provided a brief overview of the NAEP Writing Framework development. She noted that the Writing Framework Committee felt that writing using a computer was conceptually distinct from writing on paper, and that this framework is very different from the two previous writing frameworks that focused on writing types such as descriptive and narrative writing. In contrast, the current NAEP Writing Framework characterizes writing as having different communicative purposes: to persuade, to explain, and to convey experience – real or imagined. She explained that the framework committee consisted of a diverse and prominent group of writing professionals.

In 2007, the Board adopted the current writing framework. The first administration of the writing assessment under this framework took place in 2011 for grades 8 and 12. There was a pilot of the grade 4 assessment in 2012, and it had been planned for operational administration in 2013. However, due to budgetary constraints, the grade 4 assessment was postponed until 2017. Achievement levels were established for grades 8 and 12 in 2012, and now the Board needs to set achievement levels for grade 4.

Ms. Jago noted that one of the most contentious decisions that the framework committee grappled with was whether the assessment should include a spell check tool; ultimately this was included to allow for an authentic experience of writing on a computer using commonly available tools. Finally, Ms. Jago emphasized that NAEP is assessing first draft writing. Students only have 30 minutes to compose responses to each of two prompts (60 minutes total).

Hilary Persky of Educational Testing Service (ETS), standing in for Eunice Greer of NCES, provided a demonstration of three writing prompts – one for each communicative purpose.

Andrew Ho, Chair of the Committee on Standards, Design and Methodology (COSDAM), referenced the Governing Board's congressionally-mandated responsibility to set achievement levels for NAEP. The Board will be asked to take action on the writing achievement levels at grade 4 at the upcoming May 2018 Board meeting. Therefore, the purpose of the session was to provide the Governing Board with the necessary background information to inform that planned action.

Mr. Ho defined achievement level setting as the process of determining cut scores that separate four categories of performance on the NAEP scale – below Basic, Basic, Proficient, and Advanced. He noted that NAEP achievement level setting is a broadly inclusive activity. Panelists include teachers, other educators, and members of the general public. The process is reviewed by a broad constituency, and a Design Document is shared for public comment, in addition to being reviewed by COSDAM. Mr. Ho explained that the panel produces recommendations, but the Governing Board makes the final determination on the cut scores.

Sharyn Rosenberg, Assistant Director for Psychometrics, provided a brief overview of the Writing grade 4 achievement level setting project, for which she serves as Project Officer. The contract to produce achievement level recommendations was awarded to Pearson in August 2016 as a result of a competitive bidding process. The entire achievement level setting process takes about two years, and included a field trial conducted in San Antonio in June 2017 to try out the standard setting software developed for this project. A pilot study was conducted in Atlanta in November 2017 for a full run-through of all procedures and materials to make sure everything worked as intended. The operational meeting was conducted in Atlanta in February 2018, where the panel made recommendations on achievement levels for the Governing Board review and action.

Ms. Rosenberg noted that many different people and organizations have been involved in this work in addition to Pearson staff and subcontractors, including Governing Board staff, COSDAM, NCES staff and contractors, and standard setting experts who serve on the Technical Advisory Committee on Standard Setting (TACSS). The TACSS has met several times throughout the project, spending approximately 100 hours reviewing various activities, materials, and reports.

Extensive outreach to potential nominators ultimately resulted in the selection of 30 outstanding panelists for the 3.5 day operational meeting. Panelists received extensive training throughout the process and engaged in a Body of Work methodology, where they classified samples of student responses to two prompts by evaluating the demonstrated knowledge and skills in comparison to the achievement level descriptions for NAEP grade 4 writing. Panelists had an opportunity in between the three rating rounds to discuss their classifications; however, each panelist's classifications were independent and consensus was not required. Panelists also were presented with impact data (i.e., the percentage of students classified within and at or above each achievement level based on the 2017 administration). Finally, panelists were asked to make recommendations for exemplar bodies of work – sets of student responses that would serve as good examples of performance within each achievement level.

Ms. Rosenberg concluded by noting that a webinar is planned with COSDAM in April 2018 to review the panelists' recommendations and to prepare for the upcoming action planned for the May 2018 Board meeting.

Meeting Adjourned

The March 2, 2018 session of the meeting adjourned at 5:15 p.m.

Meeting Convened: CLOSED SESSION

The March 3, 2018 Board meeting convened at 8:30 am in closed session.

Nominations for Board Terms Beginning October 1, 2018

The Governing Board received a report from the Nominations Committee Chair, Fielding Rolston, on the slates of finalists recommended by the Committee for the following open positions in four categories for Board terms beginning on October 1, 2018:

1. Eighth Grade Teacher
2. Fourth Grade Teacher
3. General Public Representative
4. Secondary School Principal

Governing Board members reviewed the slate of candidates and engaged in a question and answer session.

Meeting Reconvened: OPEN SESSION

The March 3, 2018 Governing Board meeting convened at 8:50 a.m. in open session.

ACTION: Nominations for Board Terms Beginning October 2018

Acting Chair Matthews asked for a motion to accept the slates of finalists in four categories for Board terms beginning October 1, 2018, to be delivered to Secretary DeVos. Fielding Rolston moved the motion. Rebecca Gagnon seconded the motion which then passed unanimously.

Fielding Rolston made the motion for the nominating committee to request delegation of authority to review and take action on the final slate of candidates in the category of Chief State School Officer for the submission to the Secretary of Education. Rebecca Gagnon seconded the motion; Board members unanimously passed the motion. Ms. Matthews noted that the committee will keep the Board informed on the action.

Efficiencies in What and How NAEP Measures Student Knowledge and Skills (SV #9)

Executive Director Bill Bushaw introduced a presentation on clarifying what and how NAEP measures student knowledge and skills. The Strategic Vision assigns a proactive, rather than a reactive, approach to determining the NAEP Assessment Schedule. There is a close and often overlapping relationship between the responsibilities of the Governing Board and those of NCES. For example, both the Governing Board and NCES have some involvement in assessment design and reporting. Other areas, such as frameworks and achievement levels, are clearly Governing Board responsibilities and operational aspects such as test administration, sampling, and item development are the purview of NCES.

Sharyn Rosenberg and Enis Dogan (NCES) described multiple approaches to answering the following questions: *What should be measured? How should we measure it? What can we say about it?* They requested that Board members stop using the phrase “combining assessments” because it is a vague term that can mean very different things. Instead, they articulated three different approaches to designing NAEP assessments: 1) distinct frameworks and administrations for each subject (the current NAEP design); 2) consolidated frameworks (a change to what we are measuring); and 3) coordinated administrations (a change to how we are measuring). Science and Technology and Engineering Literacy (TEL) were used as examples to illustrate the three approaches.

Ms. Rosenberg described the current approach of distinct frameworks and administrations, which are not connected in any way. Even when multiple assessments are administered in the same year, they use different samples of students. Each student is assessed on only one subject – for example, science or TEL. There is no way to relate science achievement to TEL achievement or to report a combined science and TEL score. This approach reflects a priority for breadth on the Nation’s Report Card. It also offers the best possibility for maintaining trends and achievement levels. However, budget cuts in recent years have led to several subjects being administered in a piecemeal fashion, infrequently, or in one grade only. Moving forward, if separate subjects are desired, some assessments might need to be cut altogether to stay within budget. If there is a desire to keep subjects distinct but still have more state-level data, a new approach could use smaller state-level samples than what NAEP currently uses for reading and mathematics.

In contrast, Ms. Rosenberg explained that consolidated frameworks represent a change to what NAEP measures. Using the example of science and TEL frameworks, a new framework would be created that includes content from both science and TEL – the new framework could be called STEL or it could still be called Science but would represent a different definition of science than the current framework. Under this approach, there would be a single administration of a new assessment that includes science and TEL items. Results would be reported in terms of an overall score (i.e., STEL or science) and could possibly also include science and TEL subscales. Any subscales would likely be different from those currently reported in the Science Report Card and TEL Report Card, because the consolidated framework would cover less content. It would not be possible to assess all current science and TEL content in one assessment given the constraints of

the budget and administration logistics. New trend lines would likely be started and new achievement levels would likely be set. This approach could allow TEL to be administered more frequently than the current schedule and at the state level. Ms. Rosenberg noted that there would be some upfront costs to create a new consolidated framework.

Key questions for considering consolidated frameworks include: Are the results more or less actionable than under the current frameworks and assessments? What claims about performance can stakeholders make? Does the new content make sense from a content perspective? Is the construct meaningful? Will stakeholders support the new construct?

A third approach is coordinated administrations. Mr. Dogan described this approach as maintaining distinct frameworks but administering the assessments in way that supports a correlation between performance on two different assessments, for example, science and TEL. The coordinated administration would change the test-taking experience. For example, students could take one block from one assessment, such as science, and another block from a different assessment, such as TEL. Alternatively, the administration could include three blocks and a longer test-taking experience, with two blocks of one subject and one of a second subject. The coordinated administration approach may allow the maintenance of trends and achievement levels, depending on whether the change in the test experience supports the trend or not. This would require additional psychometric exploration. There could be other additional costs such as transferring assessments like TEL from laptops to tablets and ensuring that subject-specific digital tools are made available only when they are needed. A larger student sample may be needed to estimate the correlation between blocks within subjects.

Ms. Rosenberg explained that the next step is for the Board to consider whether to explore consolidating frameworks or coordinating administrations for any subjects. There are also additional subject-specific considerations that would need to be explored if there is a particular interest in one of these new approaches. She indicated that the decision to pursue any consolidated frameworks or coordinated administrations should include a content rationale and a reporting perspective. These ideas have implications for upcoming Board conversations about the NAEP Assessment Schedule, starting in May 2018.

Mr. Bushaw thanked the Board for being proactive and looking toward the future, while supporting improved student achievement as efficiently and effectively as possible.

Board member comments included consideration of burden. Linda Rosen noted that changing frameworks would add to the Governing Board workload, particularly of the Assessment Development Committee (ADC). Tyler Cramer expressed concern about additional burden on school districts if sample sizes are increased. There was a sense of urgency, but also a desire to be deliberate and strategic. Ken Wagner cautioned that any changes should be implemented “as fast as we can, but as slow as we must.”

Several Board members expressed a desire to reduce the number of NAEP frameworks and subjects that are assessed. Ken Wagner disagreed with the idea that if you do not test a particular subject then it means it is not important. Greg Cizek noted that some assessments administered only occasionally may not be served well by NAEP. Dale Nowlin suggested looking at what the Board would want the NAEP Assessment Schedule to look like if starting from scratch. Cary Sneider suggested looking at the frameworks in a more nuanced way than subject by subject. For example, there are TEL items that could fit in social studies, science, and reading assessments. Consolidation by subject may be too broad. There was consensus among Board members that it will be very important to engage multiple stakeholders as soon as the Board has a general direction of what to do with the NAEP Assessment Schedule, prior to making any final decisions.

Acting Chair Tonya Matthews summarized five major themes from the discussion: 1) Be mindful of the impact on the work of the Board as well as burden for schools and districts; 2) Be open-minded and creative about integrating subjects; 3) Be more deliberate and less reactive; 4) Be relevant; and 5) Engage stakeholders.

Recess for Break

The March 3, 2018 Governing Board meeting recessed at 9:59 a.m.

Meeting Reconvened

The Governing Board reconvened in open session at 10:16 a.m.

ACTION: National Assessment Governing Board Resolution on Priorities for the NAEP Assessment Schedule (SV #9)

Acting Chair Matthews mentioned that one of the key responsibilities of the Board is to set the NAEP Assessment Schedule. She introduced the Executive Committee's proposed resolution to guide future changes to the NAEP Assessment Schedule, which lists three policy priorities: utility, frequency, and efficiency. She summarized the priorities and highlighted Board discussions to explore implementing them.

Frank Fernandes was credited for his suggestion, which the Executive Committee embraced, to modify the language of the frequency priority to "commit to" rather than "ensure" that non-mandated assessments are conducted at least every four years. Joseph O'Keefe requested that the language in the frequency priority be changed from "subjects beyond" to "subjects other than" and Ms. Matthews agreed.

Mr. O'Keefe made a motion to accept the priorities as amended, and Ms. Gagnon seconded the motion. The resolution was unanimously approved by the Board and is appended to these minutes.

Committee Reports

Acting Chair Matthews asked the committee leadership to report on their meeting outcomes. Following the highlights provided by committee chairs, the committee reports were accepted unanimously by the Board and are appended to these minutes.

ACTION: NAEP Framework Development Policy (SV #5)

Shannon Garrison presented an overview of the Framework Development Policy. She reiterated that the Governing Board is responsible for determining content that should be assessed on NAEP. Every NAEP assessment has a Board-adopted framework to outline what should be measured; how this content is most appropriately measured; and how much students should know and be able to do at the Basic, Proficient, and Advanced achievement levels.

Currently, several frameworks need updates to adapt thoroughly to digitally-based assessments. Some frameworks may also require updates to address other factors, such as changes in how the field defines the content area. When these updates are pursued, the specification documents and subject-specific contextual variables will be reviewed as extensions of the framework.

Ms. Garrison recalled that in early 2017 a working group of members from ADC and the COSDAM started to look at the framework updates, in light of the Board's Strategic Vision to pursue innovative approaches. These cross-committee discussions highlighted that the existing Framework Development Policy, adopted in 2002, focuses exclusively on creating new frameworks, either for a new subject or to replace an existing framework. Responsively, the ADC started revising the policy to create additional guidance for reviewing and updating frameworks.

The ADC shared a policy draft for Board feedback in November followed by a teleconference in January 2018 to collect additional questions and feedback from Board members. Ms. Garrison stated that the feedback was used to refine the policy, and these revisions were included in the advance meeting materials for Board action.

The policy keeps the framework development process inclusive, pulling from a wide cross section of stakeholders. In terms of revision, the policy commits that the Board will conduct a framework review at least once every 10 years. This review will begin with the ADC gathering feedback from external subject matter experts regarding whether new developments in the subject area require a framework update. In some instances, additional research and guidance will be sought to prepare the ADC's recommendations for Board consideration. The recommendation will address whether the framework requires no changes, minor clarifications, or an update.

Ms. Garrison elaborated that if an update is needed, the ADC's recommendation will include a draft charge for the framework panels that will be convened for the update process. This process is typically implemented by a contractor. For a major revision, the framework panels could

include up to 30 members, but smaller revisions would involve fewer people. In the initial meeting for update process, the Visioning Panel would discuss current and future directions of the field relative to the framework, surfacing high-level recommendations for updates. To reflect recommendations in detail, half of the Visioning Panel meets subsequently as the Development Panel to draft the revised framework documents for public comment and Governing Board action. All frameworks and updates are subject to full Board approval. After approval, the adopted documents are presented to NCES to guide assessment development and administration. With overlapping membership, the revised Framework Development Policy for Board action creates more continuity across the framework panels.

In summarizing the policy revisions, Ms. Garrison indicated that the new policy adds flexibility and details regarding what is involved in updating the frameworks; a routine monitoring process that allows the Committee to investigate if framework changes are needed or not; and guidance regarding how NAEP trends and educational assessments will factor into deliberations by the Board and the framework panels convened to develop detailed recommendations for updates. The revised policy also removes redundancies and shifts contractor protocols out of the policy and into a procedures manual.

Ms. Garrison turned everyone's attention to a needed edit in the draft framework policy document. She pointed out that Principle 3, Guideline (b) states there may be some major shifts in a subject area that prompt the Board to initiate a review sooner than ten years. Ms. Garrison clarified that the Board would make the decision, not the Visioning Panel, and informed the Board of one additional revision to convey this as clearly as possible. Ms. Garrison called for discussion of the document.

Linda Rosen asked for clarification on the achievement level descriptions (ALDs) at the Basic, Proficient, and Advanced levels, specifically whether the ALDs would be stated in terms of what students should be able to do or if they would be stated in terms of what students can do. Ms. Rosen also inquired about how ALDs may be updated over time. Andrew Ho mentioned that the ADC oversees development of the content ALDs, which are statements about what students should know and be able to do. COSDAM oversees the process of operationalizing the ALDs with actual scores. When the Governing Board begins revision of its policy on achievement levels, there may be a proposal to add a version of ALDs for NAEP reporting to include statements about what students do know and are able to do based on their performance on NAEP.

Ken Wagner asked about whether there would be a theory guiding what the Board is interested in learning from NAEP contextual variables. Ms. Garrison noted that different research in the various subject areas undergirds the NAEP contextual questions, and some of this research has been used to guide the different indices being developed from groups of questions. She agreed that better coordination between committees could support a more unified approach, and that these discussions would need to start possibly six years in advance to be reflected in NAEP questionnaire development.

Mr. Ho stressed trend considerations as an important factor for the framework panels to discuss because the Board risks a framework being altered so much that it can no longer report trends – changes should only be made if they are necessary. Ms. Garrison and Cary Sneider clarified that the Board, via recommendation of the ADC, will determine whether and how changing conditions warrant framework updates and whether to convene a Visioning Panel to start an update process. The recommendation comes from ADC, based on work with experts. The recommendation will be presented to the full Board, and the Board will make the decision on whether to conduct a framework update project. In the ADC discussions with experts, one focus of committee questions was about the level of disruption, given how heavily NAEP trends are used.

Additional discussion followed regarding the exact language used in the document. Ms. Garrison made a motion to approve the Framework Development Policy for NAEP assessments with the changes described. Ms. Gagnon seconded the motion, and it was unanimously approved. The policy document is appended to these minutes.

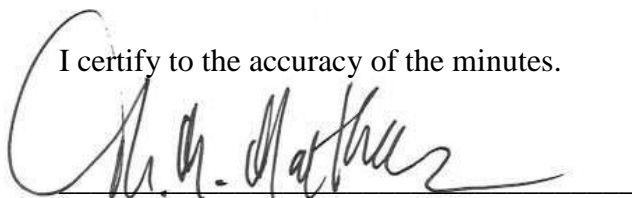
May Board Meeting Preview: Montgomery, Alabama

Chasidy White presented highlights of Alabama in preparation for the May 2018 Board meeting in Montgomery, Alabama. In addition to providing some history and historical sites of note in Montgomery and the surrounding area, Ms. White introduced the First in Flight Program of the Pike County School System. She showed a video demonstrating the unique aspects of the school system. Board members who arrive early enough will visit the school on Thursday morning, May 17th. Ms. White recommended several activities to enjoy during the stay in Alabama, including Bryan Stevenson's National Memorial for Peace and Justice and the Montgomery Biscuits minor league baseball team. She described a panel scheduled for Friday morning with Secretary Ross from Alabama's Department of Early Childhood Education and the president of the state senate, Del Marsh, to present on pre-K education in Alabama, the topic of a Harvard documentary.

Meeting Adjourned

The March 3, 2018 session of the meeting adjourned at 11:43 a.m.

I certify to the accuracy of the minutes.



Vice Chair Tonya Matthews

April 26, 2018

Date

National Assessment Governing Board

Executive Committee

Report of Thursday, March 1, 2018

Executive Committee Members: Tonya Matthews (Vice Chair), Rebecca Gagnon, Andrew Ho, Joseph O’Keefe, Fielding Rolston, Cary Sneider, Joseph Willhoft.

Executive Committee Members Absent: John Engler (Chair), Terry Mazany.

Other Board Members: Dana Boyd, Tyler Cramer, Frank Fernandes, Jim Geringer, Alice Peisch, Linda Rosen.

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Tony White.

NCES Staff: Enis Dogan, Pat Etienne, Eunice Greer, Dan McGrath, Michael Moles, Holly Spurlock, Bill Tirre.

U.S. Department of Education Budget Service Staff: Hillary Tabor.

Other Attendees: AIR: Kim Gattis, Fran Stancavage. CRP, Inc.: Arnold Goldstein. ETS: Jay Campbell, Gloria Dion, Emelie Pooler, Karen Wixson. Hager Sharp: Debra Silimeo. Hatcher Group: Ann Bradley, Robert Johnson. Optimal Solutions Group: Brian Cramer. Pearson: Llana Williams, Cathy White.

1. Welcome and Agenda Overview

Vice Chair Tonya Matthews called the meeting to order at 4:30 p.m. and explained that she was serving as acting chair for the March meeting, as Chair Engler would not be able to attend.

2. Executive Director Search

Bill Bushaw provided the committee with a summary of the planned approach to search for and select a new Executive Director for the Governing Board, in preparation for his retirement in August. He announced that Chair Engler named immediate past chair, Terry Mazany, to lead the search committee. Mr. Bushaw thanked the many Board members who offered to serve on the search committee, in addition to their many other Board responsibilities, and noted that the details regarding who will serve on the search committee are forthcoming.

The call for applications was expected to be announced in late March and be open for six weeks. The Board will use an online system, adapted from the online portal used for Board member nominations, to accept and review all applications. The search committee will travel to Washington, DC to conduct in-person interviews on June 7. The timeline for the Board’s approval of the new Executive Director is for the Executive Committee to take action in late

June, and the Board to take action in early July. The new Executive Director is expected to begin employment in early August.

The Executive Committee engaged in a brief discussion in support of the proposed process and requested the opportunity for the Board to provide input to the position description before it is made public.

3. Executive Director's Report

Bill Bushaw provided the Executive Committee with a brief overview of the staff's outreach efforts since the past Board meeting. He announced the launch of the new Trial Urban District Assessment (TUDA) Task Force which was created in partnership with the Council of the Great City Schools and will meet for the first time on March 16, 2018. The TUDA Task Force will play a similar and complementary role to the Board's State Policy Task Force—a joint effort with the Council of the Chief State School Officers.

In addition, the Board has launched two new videos to highlight the work of Board members in overseeing the Nation's Report Card, and a compilation video highlighting the Board's international assessment expert panel at the November 2017 meeting. More social media efforts are planned for these videos and others, such as the NAEP Results in Rural America.

Finally, Mr. Bushaw noted that the newly appointed Commissioner of the National Center for Education Statistics (NCES), James Lynn Woodworth, is expected to begin working very shortly. In addition, Congress is expected to vote in on the nomination of Mark Schneider to serve as Director of the Institute of Education Sciences in the coming weeks.

4. Long-Term Trend (SV#7)

Joe Willhoft led the Executive Committee in discussion related to the Board's Strategic Vision priority to, "research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics." He provided a brief summary of the differences between main NAEP and LTT and an overview of the Board's activities and discussions in 2017 on this topic.

At the Executive Committee meeting in August 2017, Board members discussed several options for proceeding with LTT as well as the possibility of pursuing a statutory change to cease administration of LTT. While there was no consensus among the Board about which option was preferred, members generally supported the approach of administering LTT at least one more time. In conclusion of the August discussion, the Board expressed a desire to better understand 1) the content of the LTT assessment, 2) the costs involved with various options being discussed for future administrations of LTT, 3) the technical requirements of transadapting LTT to a digitally-based assessment (DBA), and 4) the future branding opportunities for LTT.

Since that meeting, the Board has made progress on exploring two of those requested items. In October 2017, NCES hosted a closed webinar for Board members to view a sample of secure LTT items along with information about the percentage of students who answered each item

correctly in 2012. Mr. Willhoft noted that though people sometimes refer to the LTT as a “basic” test, student performance suggests otherwise.

The November 2017 Executive Committee meeting included a closed briefing on the NAEP budget and included cost estimates for the LTT options. This briefing from Acting Commissioner Peggy Carr revealed that the costs associated with transadapting and continuing the LTT assessment in the DBA environment are relatively small with minimal impact to assessment schedule.

Mr. Willhoft noted that the Board still needs to explore the future branding opportunities and work with NCES to consider the technical requirements of transadapting LTT. He then suggested that the Executive Committee task the Board’s standing committee with specific assignments to move this work forward. He proposed the following next steps that were developed with staff and NCES:

- ADC – develop a content outline of what LTT assessments measure;
- R&D – consider rebranding LTT to better explain the results and differentiate LTT from main NAEP;
- COSDAM – work with NCES to explore whether any special studies are desired for the next LTT; and
- Executive Committee – revise the Board’s 2002 LTT policy & incorporate Board decisions on the NAEP Assessment Schedule.

The Executive Committee expressed support for the proposed committee assignments.

Members acknowledged that several of these activities will take a long time to complete and are interrelated. Therefore, the committee discussed the importance of the Board having substantive discussions as the work progresses; these should occur annually and may benefit from the small group discussion format in addition to plenary sessions. The committee suggested that future Executive Committee conference calls on this topic be inclusive of all Board members and noted that as the work progresses it may be an appropriate issue for the Executive Committee to engage with at a future retreat.

5. ACTION: Resolution on Governing Board Priorities (SV #9)

Vice Chair Matthews introduced the Executive Committee’s proposed resolution on priorities for the Governing Board, noting that the Board developed these priorities through discussions at the May, August, and November 2017 Board meetings.

Mr. Willhoft questioned if the Board should use the language “ensure” in the resolution, given that the Board cannot guarantee that all subjects will be assessed at least every four years. This prompted a discussion where the committee affirmed that the Board should consider the resolution binding; therefore, the language should be modified to reflect the fact that the while Board will strive to achieve this priority regarding frequency, it is not guaranteed. Members discussed the importance in having a resolution which guides Board decisions and maintains

the trust of NAEP's stakeholders by acknowledging the uncertainties; it was noted that the Board may need to seek additional resources to achieve its priorities or be forced to make difficult decisions about what remains on the NAEP Assessment Schedule.

Frank Fernandes recommended replacing "ensure" with "commit to;" the Executive Committee resoundingly accepted this change. Joseph O'Keefe offered another modest adjustment to the draft. With those edits, the Executive Committee unanimously approved the Resolution on Policy Priorities for the Governing Board to be conferred to the full Board for action.

6. Governing Board Budget & Contracts Overview

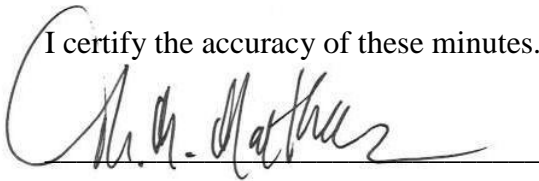
Lisa Stooksberry introduced this brief overview on the Governing Board Budget and Contracts by thanking Chair Engler for suggesting this topic, as it enables the Board to learn more about the critical but often unseen contributions that staff Munira Mwalimu and Tony White make on behalf of the Governing Board.

Ms. Stooksberry provided a high-level summary of the Governing Board's annual appropriations amount and the breakdown of how those resources are allocated. Ms. Mwalimu then provided more detail on the Board's contracts. She provided a summary of all of the Governing Board's current contracts. For each contract, she noted the lead staff person, how the work relates to the Governing Board's legislative mandate, and which Strategic Vision priority it relates too, if appropriate.

In closing, Vice Chair Matthews thanked the staff for their hard work to achieve the Board's mission through contracts and acknowledged the important contributions of Board members who serve on the contract review panels.

Vice Chair Matthews adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.



Tonya Matthews, Vice Chair

April 26, 2018

Date



Approved March 3, 2018

National Assessment Governing Board Resolution on Priorities for the NAEP Assessment Schedule

Whereas, The Nation’s Report Card—also known as the National Assessment of Educational Progress (NAEP)—is mandated by Congress to conduct a national assessment and report data on student academic achievement and trends in public and private elementary schools and secondary schools (P.L. 107-279);

Whereas, the NAEP Authorization Act requires that NAEP be administered in public and private schools in reading and mathematics at least every 2 years in grades 4 and 8 and every 4 years in grade 12 and conduct the Long-Term Trend assessment in reading and mathematics for ages 9, 13, and 17;

Whereas, the NAEP Authorization Act specifies that beyond the requirements listed above, to the extent time and resources allow, NAEP shall assess and report achievement trends in additional subjects in grades 4, 8, and 12;

Whereas, the Every Student Succeeds Act mandates that states participate in the biennial reading and mathematics NAEP assessments in grades 4 and 8;

Whereas, Congress supported the establishment and expansion of the NAEP Trial Urban District Assessment (TUDA) to provide NAEP results for select large urban districts;

Whereas, NAEP provides national, state, and local policymakers and practitioners with consistent, external, independent measures of student achievement through which results across education systems can be compared at points in time and over time;

Whereas, the National Assessment Governing Board and the National Center of Education Statistics (NCES) continuously work to enhance NAEP’s form (e.g. transitioning to digital-based assessments) and content (e.g. the Technology and Engineering Literacy assessment) to reflect the modern expectations of what students know and can do;

Whereas, Congress authorized the National Assessment Governing Board to determine the NAEP subjects to be assessed;

Whereas, it is the National Assessment Governing Board’s policy, in consultation with NCES, to periodically establish a dependable, publicly announced NAEP Schedule of Assessments spanning at least ten years, and specifying the subjects, grades, ages, assessment years, sampling levels (e.g., national, state, TUDA), and introduction of new and revised frameworks for each assessment;

Whereas, on November 18, 2016 the National Assessment Governing Board unanimously adopted its Strategic Vision which included a priority to *“Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board priorities, and NAEP funding”*;

Therefore, as the National Assessment Governing Board anticipates extending the NAEP Schedule of Assessments into the future, it will uphold all of the aforementioned requirements and make decisions informed by each of the following priorities to ensure NAEP results are impactful and policy-relevant:

- **Utility** – include more voluntary state and Trial Urban District Assessments and continue to align the schedule of NAEP administrations with international assessments in the same subjects to enable actionable comparisons of districts, states, and other nations;
- **Frequency** – commit to assess subjects other than reading and mathematics at least every 4 years to provide additional measures of student academic progress at regular intervals; and
- **Efficiency** – find cost-effective ways to administer NAEP while to the degree possible maintaining a breadth of subjects on the schedule in order to continue reporting progress in student achievement;

Furthermore, the National Assessment Governing Board recognizes that any change to the NAEP Schedule of Assessments requires consideration of the fiscal, technical, and operational implications.

National Assessment Governing Board
Ad Hoc Committee on Measures of Postsecondary Preparedness
Report of Thursday, March 1, 2018

Ad Hoc Committee Members: Terry Mazany (Chair), Carol Jago, Jim Geringer, Tonya Matthews, Dale Nowlin, Alice Peisch, Bev Perdue, Fielding Rolston, Linda Rosen, Ken Wagner.

Ad Hoc Committee Member Absent: Alberto Carvalho, Chasidy White.

Other Board Members: Dana Boyd, Tyler Cramer, Rebecca Gagnon.

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Munira Mwalimu, Tessa Regis, Sharyn Rosenberg, Angela Scott, Tony White.

NCES Staff: Enis Dogan, Elvira Germino Haasken, Bill Tirre.

Other Attendees: U.S. Department of Education Budget Service Staff: Hillary Tabor. CCSSO Task Force: Shelley Loving Ryder. AIR: Markus Broer, Kim Gattis, Fran Stancavage. ETS: Emilie Pooler. HumRRO: Sunny Becker, Monica Gribben, Thanos Patelis, Art Thacker. Optimal Solutions Group: Brian Cramer. Pearson: Cathy White, Llana Williams.

1. Welcome and Overview of Committee's Charge

Chair Mazany began the meeting by reviewing the charge to the Ad Hoc Committee on Measures of Postsecondary Preparedness, which includes reporting recommendations to the Board by November 2018. The charge specifies that as the committee seeks to expand the value of NAEP, it may consider opportunities that extend beyond the bounds of the current NAEP law. Chair Mazany emphasized that while the group should not approach lightly the gravity of recommending a change in the law, looking beyond the statute is helpful to generate innovative ideas. He summarized the following research questions, which the committee is using to guide its efforts:

1. Work of the future (readiness for what?)
2. Requisite skills for future work (skills for what?)
3. Measures of preparedness (measures for what?)

Executive Director Bill Bushaw posited that the Board's previous efforts to explore readiness for job-training pathways may have been unsuccessful, in part, because the research was focused exclusively on NAEP's reading and mathematics results. He suggested that the committee's interest in looking beyond these traditional academic indicators may be more fruitful. He also commented on the important distinction between credentialing individual students (which is beyond NAEP's purview), and developing a report card with national and possibly state level

results, similar to the Governing Board's 2015 reporting that 37% of 12th graders were academically prepared for college at national level.

2. Reflections on the Industry Expert Panel Meeting

On February 22, 2018, the Governing Board's contractor HumRRO arranged for a panel meeting of industry experts to advise on the committee's three research questions noted above. Chair Mazany thanked Linda Rosen for her role in recommending the following impressive and diverse group of panelists:

- Paula Collins - Vice President, Worldwide Government Relations, Texas Instruments;
- Marcelino Ford-Livene - General Manager, Global Programs and Alliances, Intel Corporation;
- Scott Heimlich - Vice President, Amgen Foundation;
- Chauncy Lennon - Managing Director and Head of Workforce Initiatives, Global Philanthropy, JPMorgan Chase & Co.; and
- Reginald McGregor - Manager, Research & Technology Strategy Group, Rolls-Royce Corporation.

Chair Mazany lauded the high attendance of committee members at the meeting (seven of the 12 attended); he thanked Thanos Patelis and HumRRO for facilitating the meeting and rapidly drafting a summary to inform the committee's discussion. He offered five key takeaways from the industry expert panel meeting to begin the committee's discussion and invited reactions and comments:

1. *All future jobs will require interaction with technology, where "Data is the new oil"*
2. *Collaboration: working with people, and working with data and technology*
3. *Creativity and problem solving: What do you do when the button breaks?*
4. *Adaptability & competencies matter more than content knowledge (i.e., Google)*
5. *Post-secondary education/credentials are required, students need to think about career paths in high school; consider how NAEP's assessments of grade 8 skills could inform postsecondary preparedness*

Generally the committee agreed with these takeaway points from the expert panel meeting.

Committee members noted that NAEP's Technology and Engineering Literacy (TEL) assessment is the closest NAEP gets to assessing competencies and other skills such as problem-solving. However, TEL does not measure all of the skills youth will need to be prepared for "anything," adding that a full postsecondary preparedness measure would also address creativity (#3 above).

The group discussed the importance of competencies (#4 above), but clarified that content knowledge is not less important. Rather, the panelists suggested that students are assumed to

have the necessary content knowledge, and the competencies are the next level of what youth need to be able to know and do.

The industry panel and committee members noted the importance of adaptability for youth to be prepared for the new and changing jobs that they will experience (#4 above). Workers will need to adapt to the anticipated decline of service jobs (which will require people to re-skill) and the expected growth of new jobs that are not yet known (which will require skills with new technologies that cannot be taught yet). Tonya Matthews underscored this point by referencing an unattributed quote, “in the history of time, technology has never changed this fast before, and it will never be this slow again.”

Ken Wagner noted the work that Rhode Island and nine other states are doing to expand high-quality career focused education with JP Morgan Chase’s New Skills for Youth grants. He stressed that the Governing Board should use its position to highlight the criticality of college and career pathways for all students, given that nearly all jobs require post-secondary training (#5 above). He expressed interest in using a portfolio approach within NAEP to support a broader assessment of post-secondary preparedness.

The committee discussed its desire for NAEP to lead the field, while noting the limitation of NAEP not being a suitable tool to provide actionable feedback for individual students. Committee members emphasized the importance of NAEP continuing to report academic progress with its established assessments, while also leading the education sector in innovative and more equitable ways to measure and report on postsecondary readiness. States look to NAEP in developing their own standards and frameworks; therefore a new NAEP report card would impact education systems over time, particularly if state results are reported.

Linda Rosen requested a summary be developed of what actions were taken by states as a result of NAEP’s 2015 academic preparedness reporting; Bill Bushaw agreed to explore this but predicted that there would be limited findings on state behavior given the preparedness metric was reported at the national level only. Mr. Wagner noted that the grade 12 national results help states by providing political cover for reform efforts.

Chair Mazany observed the group’s consensus to be bold with its exploration and recommendations. He summarized the group’s intent to develop a new approach to reporting on postsecondary readiness in a way that would enhance NAEP, and not diminish or disrupt the program’s established and relied-upon reporting of reading and mathematics trends.

The conversation then turned to how the ad hoc committee might accomplish the goal to develop a new measure that includes competencies, integration of content/learning, and deep content knowledge; some suggested utilizing existing NAEP resources beyond the cognitive assessments (e.g. contextual variables, High School Transcript Study, para/process data from NAEP) and other NCES data.

Chair Mazany urged the committee to consider what the new desired media headlines would be as the result of a new postsecondary readiness report to help inform its recommended approach.

3. Discussion of the Requisite Skills for Future Work

Chair Mazany began the committee's discussion of the requisite skills for future work (research question #2) by highlighting this quote by Christopher Dede from the reading materials:

A 2012 report by the National Research Council posits that a combination of cognitive, interpersonal, and intrapersonal skills—flexibility, creativity, initiative, innovation, intellectual openness, collaboration, leadership, and conflict resolution—are essential for keeping up in the 21st century. I would argue that instead of preparing students for careers, we should focus on inculcating skills that are transferable across many roles.

The group concurred that measuring these 21st century skills are important, noting that some of these skills are currently included in the Technology and Engineering Literacy assessment.

The committee then began discussing how it might to proceed with developing recommendations to incorporate this broad set of skills into the Nation's Report Card. Several members emphasized the value of soliciting the expertise of students who have recently graduated to discuss their perspectives on what it means to be prepared for anything beyond high school.

To increase the likelihood of ultimate adoption of the committee's final recommendations, a committee member suggested that they seek input from the full Governing Board early on. Several members also expressed interest in reviewing the NAEP statute to identify any potential misalignment with the committee's possible recommendations; though Chair Mazany noted that the committee must first define its recommendations for the legislative analysis to be completed.

The committee reiterated its desire to be bold and to not constrain its thinking at this stage. Several members offered examples of extant NAEP and NCES data that could be used to inform a postsecondary preparedness measures that would not require the development of a new "test" to report if America's high school graduates are ready for the work demands of 2030.

4. Discussion of Next Steps

Bill Bushaw provided an overview of the committee's planned meetings and expert panel consultations to develop recommendations for the November 2018 Board meeting. He highlighted the plans for expert panel meetings on April 19 featuring higher education innovators and June 21 featuring futurists.

Committee members offered suggestions of individual experts to serve on the panels. Rebecca Gagnon mentioned the importance of including the community college perspective on the higher education panel. Linda Rosen advised that the futurist panel include an expert in the future of assessments. Tonya Matthews suggested that retrospective review could be conducted to see how adults today are successful in jobs that were not anticipated when they were in elementary school.

Chair Mazany invited the committee's final comments about its next steps. Several members commented that NAEP already has numerous resources to address the domains under

consideration, and perhaps the recommendation would be to repackage existing measures rather than creating a new assessment. Alice Peisch noted that they will need to determine if the measures exist or if the Governing Board needs to create them.

Chair Mazany adjourned the ad hoc committee meeting at 1:30 p.m.

I certify the accuracy of these minutes.


Terry Mazany, Chair

April 14, 2018

Date

National Assessment Governing Board
Assessment Development Committee
Report of March 1 - 2, 2018

March 1, 2018

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Dana Boyd, Frank Fernandes, Dale Nowlin, and Chasidy White.

Governing Board Staff: Lisa Stooksberry and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Enis Dogan, Eunice Greer, Elvira Germino-Hausken, Nadia McLaughlin, and Mike Moles.

Other Attendees: AIR: Fran Stancavage. ETS: Jay Campbell, Gloria Dion, Emily Pooler, Luis Saldiva, Karen Wixson. Pearson: Cathy White, Llana Williams. U.S. Department of Education Budget Service: Hillary Tabor. Virginia Department of Education: Shelley Loving-Ryder.

Welcome and Introductions

ADC Chair Shannon Garrison called the meeting to order at 11:15 a.m. and welcomed attendees, after introductions. She then shared updates, along with an overview of the agenda.

Chair Garrison opened the meeting with a reference to the Committee's teleconference in late January 2018, designed as an additional opportunity to hear Board member questions and concerns regarding the revision of the Governing Board Framework Development Policy for NAEP assessments. As a result of the robust discussion, the ADC further revised the policy with clarification on the distinction between the framework creation process versus the framework updating process and with a note that initial discussions shall consider whether framework revisions are worth the risk to current NAEP trends. The policy principles were also reordered to group related aspects of the process. Board action is scheduled for Saturday, March 3, 2018. Ms. Garrison thanked the Committee for the discussions and reviews to shape this important guide for future framework activities.

Ms. Garrison noted that the ADC is beginning to prepare content recommendations for Board action. Most immediately, she invited the Committee to reflect on the upcoming panel discussion of the NAEP Reading Framework. She noted that there are many critical questions to address in framework revisions generally. In these continuing discussions, the Committee will need to carefully consider advantages and disadvantages in the array of possible revisions.

NAEP Civics, Geography, U.S. History, and Economics Assessments: Future Outreach (SV #5)

Chasidy White provided an overview of future outreach related to NAEP frameworks in Civics, Geography, U.S. History, and Economics, while Michelle Blair reviewed how stakeholders were engaged in the past to develop each framework. Ms. White noted that social studies is not among mandated subject areas in states. Requirements in the Every Student Succeeds Act (ESSA) prioritize English language arts and mathematics. In many schools, regimented durations for these mandated areas and principals' directives further diminish student learning opportunities for social studies, even if teachers have the desire to teach it. Ms. White stated that having separate NAEP assessments provides an affirming message that these subject areas are important. She said that consolidating these frameworks or assessing items from the different areas within one scenario-based task could reinforce a message that these areas are not important.

In summarizing current trends, Ms. White noted that in some states, social studies areas have been added to high school graduation requirements. Other states have attempted to integrate reading and mathematics learning goals into social studies standards. All of these state initiatives typically involve extensive discussion and debate. The Committee agreed that the Board should ensure that NAEP frameworks retain emphasis on applications and practices, such as historical thinking and interpretation.

The Committee discussed how the Board arrived at separated frameworks in the social studies. Ms. Blair noted that the Long Term Trend (LTT) NAEP assessment included these areas as separate disciplines in the 1970s, although the LTT NAEP assessments now address reading and mathematics exclusively. Ms. Blair also said that the communities working in these areas are distinct, and this shaped the Board's approach to these content areas. Ms. White noted that outreach and feedback from recent Report Card releases for these assessments also reflects these distinctions in the communities for each subject area.

The ADC discussed the extent to which these distinctions are also prominent in other fields. Cary Sneider noted that separate professional associations represent teachers of physics, biology, and chemistry, respectively. Meanwhile, associations devoted to elementary and middle school teachers tend to address science as one discipline. Considering the reporting outcomes for NAEP, these distinctions can remain intact because results can still include separate subscores for each subarea, whether for science or social studies. More generally, discussion with the Governing Board Reporting and Dissemination Committee (R&D) can help determine whether subscores should be a more prominent feature of all NAEP Report Card releases.

The ADC also considered whether streamlining NAEP frameworks is an appropriate goal and suggested continued evaluation of this goal. In creating the Next Generation Science Standards, Mr. Sneider noted that states and science educators made a decisive effort to reduce breadth as a strategy to enhance the depth and quality of instruction and learning in science. If streamlining is

pursued, the ADC asserted that there would need to be a sufficient number of items to enable subscale reporting. Discussion with NCES and the Governing Board Committee on Standards, Design and Methodology (COSDAM) can help the ADC grapple with these measurement challenges. Outreach with content stakeholders will inform the level of specificity in subarea that is most useful to policymakers, researchers, and educators.

The advances in assessment enabled by digital-based assessment (DBA) are opportunities for NAEP to provide more meaningful information to the field. While frameworks require updates to account for DBA and updates may be needed to address new developments in each discipline, recent Board deliberations have prioritized being able to assess NAEP subject areas more frequently. In the last few administrations, NAEP U.S. History, Civics, and Geography assessments have only been done at grade 8. Being able to assess at grades 4, 8, and 12 more frequently is a goal that is important to all NAEP stakeholders. The ADC also noted that outreach is critically important for the Committee to prepare NAEP content recommendations that balance all factors and constraints. This input will need to address the ongoing tension between how thoroughly to test versus how often to test. A key objective is to preserve the integrity of NAEP, and this can only be accomplished through inclusive processes that address all viewpoints.

The ADC requested future Committee discussion to develop and evaluate options before pursuing a framework project. In addition to a discussion with COSDAM and NCES, an expert panel could assist in identifying options to consider. As needed, outreach can ensure that this panel has a balanced membership and represents expertise for the issues that need to be addressed. Additional outreach can then be used to determine the feasibility of the options.

NAEP Science and Technology and Engineering Literacy Assessments: Future Outreach (SV #5)

Cary Sneider led discussions on issues to address in future outreach related to NAEP frameworks in Science and Technology and Engineering Literacy (TEL). He commented that several of the issues to be considered are parallel to those just discussed for NAEP frameworks in Civics, Geography, U.S. History, and Economics.

Mr. Sneider noted that he served on the framework committee convened to draft the current NAEP Science Framework developed in 2009. He also participated in the later efforts to draft the NAEP TEL Framework and the Next Generation Science Standards (NGSS).

Mr. Sneider reviewed the history of the NAEP Science Framework, discussing developments that prompted the development of the 2009 NAEP Science Framework. This framework replaced the previous one that extended back to 1990, breaking the achievement trends reported for that previous framework and starting a new trend line that extends from 2009 to present. Mr. Sneider noted that the 2009 framework was not a fundamental departure from its predecessor in terms of

content, but it reflected important shifts in the field. He also noted the national discussions that raised the importance of TEL and led to its addition to the NAEP Schedule of Assessments.

After summarizing the milestones leading to the development of the NGSS, Mr. Sneider reviewed the structure of the NGSS. It focuses on 12 core ideas across grade levels and reflects less breadth – an agreed-upon goal at the outset of the NGSS development, which was led by states. He noted that engineering concepts are deeply infused in NGSS, which represents a major change relative to previous science standards. NAEP TEL includes three main content areas: Technology & Society, Design & Systems, and Information & Communication Technology (ICT). TEL includes more Technology & Society content than NGSS, with ICT being largely absent from NGSS altogether.

Mr. Sneider summarized the latest information on NGSS adoption across the country, including states that have adopted similar standards. He asked the Committee to consider how NAEP should address the convergence in science curricula occurring across the country. Mr. Sneider suggested that if outreach for NAEP Civics, Geography, U.S. History, and Economics assessments starts first, there should be an effort to begin conversations that will inform next steps for the NAEP Science and TEL assessments. For example, it would be helpful to know whether stakeholders view that some or all of the TEL subarea on Technology & Society addresses student achievement goals in Civics, Geography, U.S. History, or Economics.

Ms. Garrison noted that NAEP must represent all states. Therefore, the Committee requested information about the standards in states that have not adopted NGSS. The Committee also discussed the previous AIR alignment study that compared NGSS with the NAEP Science and TEL frameworks. The ADC expressed interest in learning more about how much of the non-alignment in that study is from grade-level sequencing differences relative to NAEP. Mr. Sneider suggested that if closer alignment with NGSS is desired, the content reviewers who participated in the recent NAEP-NGSS alignment study could provide information on the types of changes to pursue.

The Committee agreed to continue discussing NAEP's position in the nation's continuum of science assessments.

Closed Session 3:20 p.m. – 3:35 p.m.

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Dana Boyd, Frank Fernandes, Dale Nowlin, and Chasidy White.

Governing Board Staff: Lisa Stooksberry and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Enis Dogan, Danielle Ferguson, Eunice Greer, Elvira Germino-Hausken, and Nadia McLaughlin.

Other Attendees: AIR: Kim Gattis. ETS: Jay Campbell, Gloria Dion, Emily Pooler, Luis Saldiva, Karen Wixson. Pearson: Cathy White, Llana Williams.

In accordance with the provisions of exception (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on March 1, 2018 from 3:20 p.m. to 3:35 p.m. to review secure NAEP test questions in reading. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Reading Cognitive Items

The ADC met in closed session to review two blocks of NAEP Reading cognitive items for the 2019 NAEP Reading Assessment at grades 4 and 8. The Committee previously reviewed these items before they were piloted. Therefore, this item review focused primarily on the Committee's questions from the previous review and the pilot data for those items. The Committee was satisfied that their previous concerns were addressed and requested a clarification for one of the scoring rubrics. The ADC thanked NCES for their work to develop and propose a stellar set of items for the next administration of the NAEP Reading Assessment.

Under its delegated authority from the Board, the Committee approved the items with comments to NCES.

ACTION: The Assessment Development Committee approves NAEP items in reading at grades 4 and 8 with changes to be communicated in writing to NCES.

March 2, 2017

Assessment Development Committee (ADC) Members: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Dana Boyd, Frank Fernandes, Carol Jago, Dale Nowlin, and Chasidy White.

Governing Board Staff: Lisa Stooksberry and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Bill Ward.

Other Attendees: AIR: Kim Gattis, Fran Stancavage. Dallas Independent School District: Doretha Allen (via video). ETS: Jay Campbell, Gloria Dion, Hilary Persky, Emily Pooler, Luis Saldiva, Karen Wixson. Fulcrum: Anderson Davis, Scott Ferguson. Hager Sharp: Joanne Lim. Houghton Mifflin Harcourt: Francie Alexander. HumRRO: Monica Gribben, Drew McGuckin. Louisiana Department of Education: Whitney Whealdon (via video). Optimal Solutions Group: Sarah Guile. Pearson: Cathy White, Llana Williams. University of Michigan: Nell Duke (via video). University of Texas at Austin: James Hoffman (via video). Virginia Department of Education: Shelley Loving-Ryder. Westat: Lisa Rodriguez.

Panel Discussion: NAEP Assessment of Reading Comprehension (SV #5)

Chair Garrison called the meeting to order at 10:05 a.m. After introductions, she welcomed everyone and expressed that she was eager to begin discussions with our distinguished guests about NAEP's assessment of reading comprehension. Ms. Garrison noted that this discussion will assist the Committee in preparing a recommendation to the Board on the NAEP Reading Framework.

As moderator, Carol Jago began the session with opening remarks, noting that the current NAEP Reading Framework reflects the state of the field in 2003 and used the knowledge base and research available at the time. She introduced the experts joining the Committee:

- Chief Research Officer at Houghton Mifflin Harcourt and former Board member ***Francie Alexander***
- Teacher leader, ***Doretha Allen***, from Dallas Independent School District
- Literacy scholars, ***Nell Duke***, from the University of Michigan; and ***Jim Hoffman***, from the University of Texas – Austin.
- Louisiana State English Language Arts Director: ***Whitney Whealdon***

As a member of the inaugural Governing Board and the 2003 framework drafting committee, Ms. Alexander, who joined the ADC in person, shared historical remarks along with her perspective on whether and how the NAEP Reading Framework should be changed. Then, the other panelists, who joined via video, took about five minutes to add their respective comments about the framework. Ms. Jago then invited questions from members of the Committee.

Overall, the panelists' comments highlighted that the core of the framework is solid. At the same time, several important advances need to be reflected. While NAEP frameworks are assessment frameworks rather than curriculum frameworks, panelists noted that the NAEP Reading Framework signals what is valued. The current framework, for example, has been part of the shift toward non-fiction and poetry becoming more prominent in reading instruction. Panelists highlighted potential opportunities for NAEP leadership, including ways to make the framework document more accessible to wider audiences.

The panelists provided wide-ranging comments, noting advances in brain research, the rising importance of skills needed to process large amounts of information, and a new understanding of how reading digitally differs from reading print-based media. The field has also started to refine the distinctions of reading at different levels, e.g., deep reading as opposed to surface reading. The discussion noted possibilities for expanding how argumentation and multiple-text tasks are handled in the NAEP Reading Framework. Several points suggested opportunities to refine the articulation of the cognitive processes in the framework. Panelists also discussed potential enhancements in how NAEP addresses the prior knowledge that students bring to reading passages.

In reacting to the various ideas raised, the ADC posed several questions to the panel.

Regarding the scope of suggested revisions, the Committee asked:

- To what extent are panelists' suggestions representative of tweaks versus larger changes? Do suggested changes represent a rationale for an entirely new framework?
- What should remain as is and what should be changed? Is there anything that should be added or deleted from the content represented in the framework?

Regarding trends in reading comprehension, the Committee raised questions:

- What are the trends related to integrated assessments? To what extent is it appropriate to include fictional texts that connect with science or social studies?
- To what extent should reading be a bridge to other subject areas, such as geography and economics?
- Which parts of reading comprehension have remained stable over the years? Is there enough continuity to allow for the possibility of continued reporting of NAEP trends in students' reading achievement?
- Given that states have not included school performance metrics for ESSA that address social emotional learning (SEL), is it appropriate for NAEP to integrate SEL considerations into frameworks?
- With state assessments focused on English language arts (ELA), should NAEP consider assessing ELA as a single assessment with subscores for reading and writing or as separate assessments for reading and writing?
- How could the current research regarding reading for surface, deep, and transfer influence the reading framework?
- To what extent should reading comprehension include video or visual texts?

Regarding the prior knowledge readers bring to various texts, the ADC inquired:

What are strategies to address the dilemma of a "cold" read versus a "warm" read? Are videos or avatars helpful to introduce a text and create the sense of a warm read?

Considering the accessibility and use of the framework document, the Committee asked:

How does this document support educators in considering how they can improve the practice of reading instruction?

Concluding the session, Ms. Jago and the Committee expressed gratitude to the panelists for their rich and thoughtful comments and looked forward to receiving the summary papers capturing their recommendations. The Committee will review the papers to determine next steps.

ADC Activities in the Strategic Vision: Next Steps

The Committee reviewed the larger set of ADC activities in the Strategic Vision and addressed a few open questions. The Committee agreed that the content and the format of the Reading Expert Panel Discussion worked very well. At the May 2018 Board meeting, the ADC will host a parallel session with experts in mathematics. The Committee reflected on how to optimize the format for the May ADC sessions, given that a Committee recommendation for the NAEP Mathematics Framework will be needed by August.

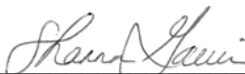
The Committee considered upcoming framework activities as noted in the current NAEP Schedule of Assessments. The schedule lists 2024 assessments in Arts and Foreign Language and indicates that both assessments may need updated frameworks. While these are important areas, limited time and resources urged the Committee to agree that current priorities center on reading, mathematics, and other subject area assessments.

The NAEP Schedule also indicates new frameworks may be needed for Civics, Geography, and U.S. History assessments in 2022. The Committee will explore whether those assessments can be administered under the current frameworks. Updated frameworks cannot be completed in time for the 2022 administration.

The Board has been deliberating the future of the NAEP Long Term Trend (LTT) assessment. Part of this work will involve developing content descriptions of these assessments. The ADC talked about initial ideas for this work, so that it can be as useful as possible for LTT deliberations and other efforts to provide more information about the knowledge and skills demonstrated by lower performing students on NAEP.

The session was adjourned at 12:31 p.m.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

April 5, 2018
Date



Adopted: March 3, 2018

National Assessment Governing Board

Framework Development

Policy Statement

It is the policy of the National Assessment Governing Board to conduct a comprehensive, inclusive, and deliberative process to determine and update the content and format of all assessments under the National Assessment of Educational Progress (NAEP). The primary result of this process shall be an assessment framework (hereafter, “framework”) with objectives to guide development of NAEP assessments for students in grades 4, 8, and 12 that are valid, reliable, and reflective of widely accepted professional standards.

The Governing Board, through its Assessment Development Committee, shall monitor the framework development and update processes to ensure that the final Governing Board-adopted framework, specifications, contextual variables documents, and their development processes comply with all principles and guidelines of the Governing Board Framework Development Policy.

Introduction

Since its creation by Congress in 1988, the Governing Board has been responsible for determining the content and format of all NAEP assessments. The Governing Board has carried out this important statutory responsibility by engaging a broad spectrum of stakeholders in developing recommendations for the knowledge and skills NAEP should assess in various grades and subject areas. From this comprehensive process, the Governing Board develops a framework to outline the content and format for each NAEP assessment at grades 4, 8, and 12. Development of a framework for a new assessment is guided by the schedule of NAEP assessments adopted by the Governing Board.

Under provisions of the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)), Congress authorized the Governing Board to continue its mandate for determining the content and format of valid and reliable assessments based on widely

accepted professional testing standards and active participation of stakeholders. This mandate aligns with the purpose of NAEP, which is to provide fair and accurate measurement of student academic achievement.

Given this mandate, the Governing Board must ensure that the highest standards of test development are employed in framework development to support the validity of educational inferences made using NAEP data. The Governing Board Item Development Policy details principles and guidelines for NAEP assessment items, and the Governing Board has final authority on the appropriateness of all assessment items.

By law, NAEP assessments shall not evaluate personal beliefs or publicly disclose personally identifiable information, and NAEP assessment items shall be secular, neutral, and non-ideological and free from racial, cultural, gender, or regional bias.

To develop the recommended framework for Board adoption, the Governing Board convenes stakeholders to identify the content and design for each NAEP assessment.

In this process, involved stakeholders include:

| | |
|-----------------------------|-----------------------------------|
| Teachers | Policymakers |
| Curriculum Specialists | Business Representatives |
| Content Experts | Parents |
| Assessment Specialists | Users of Assessment Data |
| State Administrators | Researchers and Technical Experts |
| Local School Administrators | Members of the Public |

This Policy complies with the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)) and the documents listed below which express widely accepted technical and professional standards for test development. These standards reflect the agreement of recognized experts in the field, as well as the policy positions of major professional and technical associations concerned with educational testing. A procedures manual shall provide additional detail about how this Policy is implemented.

The Standards for Educational and Psychological Testing. (2014). Washington, DC: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Code of Fair Testing Practices in Education. (2004). Washington, DC: Joint Committee on Testing Practices.

National Center for Education Statistics (NCES) Statistical Standards. (2012).

Principles for Framework Development

Principle 1: Elements of Frameworks

Principle 2: Development and Update Process

Principle 3: Framework Review

Principle 4: Resources for the Process

Principle 5: Elements of Specifications

Principle 6: Role of the Governing Board

Guidelines for the Principles

Principle 1: Elements of Frameworks

The Governing Board is responsible for developing a framework for each NAEP assessment. The framework shall define the scope of the domain to be measured by delineating the knowledge and skills to be tested at each grade, the format of the NAEP assessment, and the achievement levels.

Guidelines

- a) The framework shall determine the extent of the domain and the scope of the construct to be measured for each grade level in a NAEP assessment. The framework shall provide information to the public and test developers on three key aspects of the assessment:
 - What is to be measured, including definitions of the constructs being assessed and reported upon and descriptions of the purpose(s) of the assessment;
 - How that domain of content is most appropriately measured in a large-scale assessment, including the format requirements of the items and the assessment, the content and skills to be tested at each grade, sample items for each grade to be tested, the weighting of the item pool in terms of content and cognitive process dimensions, and any additional requirements for the assessment administration unique to a given subject area, such as provision of ancillary materials and uses of technology; and
 - How much of the content domain, in terms of knowledge and skills, should students know and be able to do at the basic, proficient, and advanced levels in achievement level descriptions for each grade to be tested. The achievement level descriptions shall be based on the Governing Board's policy definitions for basic, proficient, and advanced achievement and shall incorporate the content and process dimensions of the assessment at each grade.
- b) The framework shall determine the construction of items for each NAEP assessment. The achievement level descriptions in each framework shall also be used in the level-setting process.
- c) The framework shall focus on important, measurable indicators of student achievement to inform the nation about what students know and are able to do without endorsing or advocating a particular instructional approach.
- d) Content coverage in each subject and grade shall be broad, inclusive of content valued by the public as important to measure, and reflect high aspirations for student achievement. (See *Principle 4* for more detail on the factors balanced in content coverage.)
- e) Frameworks shall be written to be clear and accessible to educators and the general public. The framework shall contain sufficient information to inform all stakeholders about the nature and scope of the given assessment. Following Governing Board adoption, the framework shall be widely disseminated.

Principle 2: Development and Update Process

The Governing Board shall develop and update frameworks through a comprehensive, inclusive, and deliberative process that involves active participation of stakeholders.

Guidelines

- a) In accordance with the NAEP statute, framework development and update processes shall be fair and open through active participation of stakeholders representing all major constituents in the various NAEP audiences, as listed in the introduction above.
 - *Framework panels* shall reflect diversity in terms of gender, race/ethnicity, region of the country, and viewpoints regarding the content of the assessment under development.
 - *Public comment* shall be sought from various segments of the population to reflect many different views, as well as those employed in the specific content area under consideration.
- b) Framework development and update processes shall be executed primarily via two panels: a Visioning Panel with a subset of members continuing as the Development Panel. This process shall result in three documents: a recommended framework, assessment and item specifications, and recommendations for contextual variables that relate to the subject being assessed. For each framework,
 - *The Framework Visioning Panel* shall formulate high-level guidance about the state of the field to inform the process, providing these in the form of guidelines. The major part of the Visioning Panel work will be at the beginning to provide initial guidance for developing a recommended framework. The Visioning Panel shall be comprised of the stakeholders referenced in the introduction above. At least 20 percent of this panel shall have classroom teaching experience in the subject areas under consideration. This panel may include up to 30 members with additional members as needed.
 - *The Framework Development Panel* shall develop drafts of the three project documents and engage in the detailed deliberations about how issues outlined in the Visioning Panel discussion should be reflected in a recommended framework. As a subset of the Visioning Panel, the Development Panel shall have a proportionally higher representation of content experts and educators, whose expertise collectively addresses all grade levels designated for the assessment under development. Educators shall be drawn from schools across the nation, including individuals who work with students from high-poverty and low-performing schools, as well as public and private schools. This panel may include up to 15 members, with additional members as needed.
- c) In addition to a recommended framework, the framework development or update process shall result in assessment and item specifications (see *Principle 5*) and recommendations on

related contextual variables to be collected from students, teachers, and school administrators. Recommendations shall take into account burden, cost, quality of the data to be obtained, and other factors. (See the Governing Board [Policy on Collecting and Reporting Contextual Data](#).)

- d) The scope and size of a framework development project shall determine the size of framework panels and the number of panel meetings needed. A framework update project may require smaller panels and fewer meetings if a smaller scope is anticipated for recommended revisions. Each project shall begin with a review of major issues in the content area. For a framework update, the project shall also begin with an extensive review of the current framework, and the Visioning Panel shall discuss the potential risk of changing frameworks to trends and assessment of educational progress. (See 4.b).
- e) Framework development and updating shall be comprehensive in approach and conducted in an environment that is open, balanced, and even-handed. Panels shall consider all viewpoints and debate all pertinent issues in formulating the content and design of a NAEP assessment, including findings from research. Reference materials shall represent multiple views.
- f) For each project, protocols shall be established to support panel deliberations and to develop a unified proposal for the content and design of the assessment. Written summaries of all hearings, forums, surveys, and panel meetings shall be made available in a timely manner to inform deliberations.

Principle 3: Framework Review

Reviews of existing frameworks shall determine whether an update is needed to continue valid and reliable measurement of the content and cognitive processes reflected in evolving expectations of students.

Guidelines

- a) At least once every 10 years, the Governing Board, through its Assessment Development Committee (ADC), shall review the relevance of assessments and their underlying frameworks. In the review, the ADC shall solicit input from experts to determine if changes are warranted, making clear the potential risk of changing frameworks to trends and assessment of educational progress. The Board may decide based on the input that the framework does not require revision, or that the framework may require minor or major updates. To initiate updates, the ADC shall prepare a recommendation for full Board approval. Minor updates include clarifications or corrections that do not affect the construct defined for the assessment. Major updates shall include the convening of a Visioning Panel (see *Principle 2*). Framework revisions shall also be subject to full Board approval.
- b) Within the 10 year period for an ADC review, major changes in the states' or nation's educational system may occur that relate to one or more NAEP frameworks. In this instance, the ADC will determine whether and how changing conditions warrant an update

and the Governing Board via recommendation may convene a Visioning Panel to revise or replace the framework. Before framework panels are convened, special research and analysis may also be commissioned to inform the updates to be considered.

- c) If the Visioning Panel recommends major updates, then a subset of panel members shall continue as the Development Panel to develop the draft framework and assessment and item specifications, in accordance with *Principle 2*. Regular reports will be provided to the ADC and the recommended framework update shall be subject to full Board approval.
- d) When a framework update is conducted, framework Visioning and Development Panel recommendations shall describe the extent to which adjustments in the achievement level descriptors (see *1.a*) and contextual variables (see *2.c*) are needed. (See the Governing Board [Policy on Achievement Levels](#) and the Governing Board [Policy on Collecting and Reporting Contextual Data](#) for additional details.)

Principle 4: Resources for the Process

Framework development and update processes shall take into account state and local curricula and assessments, widely accepted professional standards, exemplary research, international standards and assessments, and other pertinent factors and information.

Guidelines

- a) The NAEP framework development and update processes shall be informed by a broad, balanced, and inclusive set of factors. The framework shall reflect current curricula and instruction, research regarding cognitive development and instruction, and the nation's future needs and desirable levels of achievement. This delicate balance between “what is” and “what should be” is at the core of the NAEP framework development process.
- b) An initial compilation of resources shall summarize relevant research, advantages and disadvantages of the latest developments, and trends in state standards and assessments for the content area. This compilation shall also summarize how stakeholders have used previous NAEP student achievement trends in the assessment area. The compilation may include public comment. Using this compilation as a springboard, framework panel deliberations shall begin by thoroughly identifying major policy and assessment issues in the content area.
- c) The framework panels shall also consider a wide variety of resources as deliberations proceed, including but not limited to curriculum guides and assessments developed by states and local districts, widely accepted professional standards, scientific research, other types of research studies in the literature, key reports having significant national and international interest, international standards and assessments, other assessment instruments in the content area, and prior NAEP frameworks, if available.
- d) Technical experts shall be involved to uphold the highest technical standards for development of the NAEP framework and specifications. As a resource to the framework

panels, these experts shall respond to technical issues raised during panel deliberations.

- e) In balancing the relative importance of various sources of information, framework panels shall consider direction from the Governing Board, the role and purpose of NAEP in informing the public about student achievement, the legislative parameters for NAEP, constraints of a large-scale assessment, technical assessment standards, issues of burden and cost-effectiveness in designing the assessment, and other factors unique to the content area.

Principle 5: Elements of Specifications

The specifications document shall be developed for use by NCES as the blueprint for constructing the NAEP assessment and items.

Guidelines

- a) The assessment and item specifications shall produce an assessment that is valid, reliable, and based on relevant widely accepted professional standards. The specifications shall also be consistent with Governing Board policies regarding NAEP design, such as groupings of items, test administration conditions, and accommodations for students with disabilities and English language learners (see the Governing Board [Policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#)). The specifications shall be reviewed by technical experts involved in the process, prior to submission to the Governing Board.
- b) The primary audience for the specifications, or assessment blueprint, shall be NCES and the contractor(s) responsible for developing the assessment and the test questions.
- c) The specifications shall evolve from the framework and shall be written in sufficient detail so that item writers can develop high-quality questions based on the framework objectives for grades 4, 8, and 12, where applicable. The specifications shall include, but not be limited to detailed descriptions of:
 - the content and process dimensions, including the weighting of those dimensions in the pool of questions at each grade;
 - types of items;
 - guidelines for stimulus material;
 - types of response formats;
 - scoring procedures;
 - achievement level descriptions;
 - administration conditions;
 - ancillary or additional materials, if any;
 - considerations for special populations;
 - sample items, including a substantial number and range of sample items with scoring guidelines for each grade level; and
 - any unique requirements for the given assessment.
- d) Special studies, if any, to be conducted as part of the assessment shall be described in the

specifications. This description shall provide an overview of the purpose and rationale for the study, the nature of the student sample(s), and a discussion of the instrument and administration procedures.

Principle 6: Role of the Governing Board

The Governing Board, through its Assessment Development Committee, shall monitor all framework development and updates. The result of this process shall be recommendations for Governing Board action in the form of three key documents: the framework; assessment and item specifications; and contextual variables that relate to the subject being assessed.

Guidelines

- a) The Assessment Development Committee (ADC) shall be responsible for monitoring framework development and updates that result in recommendations to the Governing Board on the content and format of each NAEP assessment. The ADC will provide direction to the framework panels, via Governing Board staff. This guidance shall ensure compliance with the NAEP law, Governing Board policies, Department of Education and government-wide regulations, and requirements of the contract(s) used to implement the framework project.
- b) When a framework Visioning Panel is to be convened, the ADC shall develop a charge for the panel, and the charge shall be subject to full Board approval. The charge will outline any special considerations for an assessment area.
- c) The ADC shall receive regular reports on the progress of framework development and updates.
- d) In initiating a framework update, the Governing Board shall balance needs for stable reporting of student achievement trends. Regarding when and how an adopted framework update will be implemented, the Board may consider the NAEP Assessment Schedule, cost and technical issues, and research and innovations to support possibilities for continuous trend reporting.
- e) At the conclusion of the framework development or update process, the Governing Board shall take final action on the recommended framework, specifications, and contextual variables. The Governing Board shall make the final decision on the content and format of NAEP assessments.
- f) Following adoption by the Governing Board, the final framework, specifications, and contextual variables shall be provided to the National Center for Education Statistics (NCES). These documents, which include the achievement level descriptions for Basic, Proficient, and Advanced performance definitions, are provided to NCES to guide development of NAEP test questions and questionnaires.

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of March 2, 2018

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Greg Cizek, Jim Geringer, Alice Peisch, Linda Rosen, and Ken Wagner.

Governing Board Staff: Sharyn Rosenberg and Lisa Stooksberry.

NCES Staff: Jing Chen, Pat Etienne, and Holly Spurlock.

Other Attendees: American Institutes for Research: Markus Broer and Young Yee Kim. CRP: Subin Hona. EdMetric: Karla Egan. Educational Testing Service: Kadriye Ercikan and John Mazzeo. HumRRO: Thanos Patelis and Arthur Thacker. Optimal Solutions Group: Brian Cramer. Pearson: Marc Johnson and Tim O’Neil. Westat: Rick Rogers and Keith Rust.

Welcome, Introductions, Review of Agenda, and Overview of COSDAM Priorities

Chair Andrew Ho called the meeting to order at 10:05 a.m. and noted that all COSDAM members were present with the exception of Bev Perdue. Mr. Ho stated that a major goal for 2018 is to revise and approve the Board’s policy on setting achievement levels for NAEP. The primary reasons for the policy revision are to address some of the issues raised in the evaluation of NAEP achievement levels and to ensure that the policy reflects current best practices in the field of standard setting.

Best Practices in Achievement Levels Setting

Thanos Patelis of the Human Resources Research Organization (HumRRO), the project director for the Technical Support contract, described several recommendations from a 2-day, in-person meeting of experts in achievement levels setting. Mr. Patelis highlighted the following suggestions: 1) the policy should be a statement of high level guidance, and procedural details should be relegated to a new “processes and procedures” manual; 2) NAEP should develop publicly accessible interpretative guides for using achievement level results; 3) the NAEP policy definitions for *Basic*, *Proficient*, and *Advanced* should not be changed; and 4) the Board should provide clarification on the meaning of “general public” standard setting panelists and consider reducing their number. Mr. Patelis noted that this is not an exhaustive list of feedback, and the report from the expert panel meeting, available in the COSDAM materials, contains several additional recommendations for the committee’s consideration.

Next, Karla Egan of EdMetric presented her review of the literature on achievement level descriptions (ALDs). She suggested that the Board consider: 1) developing multiple types of ALDs for different purposes, including item writing, standard setting, and reporting; 2) using “can” statements for reporting instead of the “should” statements that are in the current NAEP ALDs; and 3) writing descriptors for the lowest category (below *Basic*) which does not currently have a policy definition.

Finally, Art Thacker of HumRRO provided a brief description of his technical memo about developing a validity argument for the NAEP achievement levels, with the following suggested steps: 1) make intended inferences explicit; 2) investigate how stakeholders typically use the achievement levels; 3) create an interpretative guide; 4) craft claims necessary to support expected inferences; and 5) organize evidence for each claim into a validity argument.

Identifying Revision Goals for the Board Policy on Achievement Levels Setting

During and following the short presentations, COSDAM members engaged in a rich discussion about various aspects of the policy. There was general agreement with the expert panel that there is too much detail in the current policy. It was suggested that the Board balance stability and flexibility in the policy revision. That is, aspects of the standard setting that are most important, such as representation of panelists, should not vary too much across different standard settings. On the other hand, it is possible to make a statement to that effect rather than specifying exact percentages or numbers of different types of panelists. As the committee moves forward with the policy revision, it will be important to determine what should be codified for stability while allowing for flexibility to incorporate new developments in standard setting.

In terms of the standard setting participants, there was extensive discussion about the category of “general public” panelists. The current policy specifies, “one-third will represent the public, non-educator sector, for example, scholars, employers, parents, and professionals in occupations related to the content area” (p. 6). In practice, subject-matter expertise has been a requirement and these panelists have had some professional experience in the content area. COSDAM members discussed whether there should be general public panelists who do not possess subject matter expertise, and whether the number of general public panelists should be reduced. Some raised concerns that non-educators may have trouble making informed judgments about the knowledge and skills necessary for performance in a content area domain. Others noted that the general public was already represented on the Board itself, which is ultimately responsible for setting achievement levels. However, members acknowledged that it could be problematic to reduce perceived or actual general public participation in the development of the Nation’s Report Card. Sharyn Rosenberg, the Assistant Director for Psychometrics, will consult documentation from previous NAEP standard settings to provide additional information about how the background of general public panelists may have affected their participation in the process. COSDAM members generally agreed that the policy should better clarify what is meant by “general public,” and that if the current practice is maintained, there may not be a compelling reason to reduce the number of panelists in this category.

COSDAM members discussed whether or not the Board should consider developing a policy definition and content ALDs for performance below the *Basic* achievement level. In the current policy, only *Basic*, *Proficient*, and *Advanced* are considered achievement levels. The percentage of students whose performance is below the *Basic* level is reported but not described.

COSDAM members did not see a compelling reason to develop a description for below *Basic*. They noted that it is difficult to develop an informative description when the bottom of the category starts at zero; any statements would need to be in terms of what students sometimes or may be able to do. The NAEP item maps do include items below *Basic* and therefore provide some information about performance in this range.

Some COSDAM members raised questions about whether it is appropriate for the NAEP ALDs to be written as what students “should” do rather than what they “can” do. Prior to conducting the standard setting, “should” statements indicate the performance that is expected at each level; but after the cut scores are established, “should” statements indicate that not every student has demonstrated every skill in a given category. It may be more informative to develop separate reporting ALDs that are written in terms of “can” statements, but this would need to be based on data produced following a standard setting. That is, panels of content experts could use an item mapping approach to summarize the knowledge and skills that are typical of students in each achievement level and produce reporting ALDs for NAEP.

COSDAM members agreed that it would be helpful to develop interpretative guides and noted that strong communication and clear reporting are keys to guarding against unintended inferences. There was a suggestion to provide both examples and non-examples; that is, both appropriate and inappropriate examples of interpreting NAEP achievement levels. It is important to explain what evidence there is to justify a given use, rather than only focusing on score meaning and interpretation. A research study that is currently underway by HumRRO as part of the Technical Support contract should help to inform this effort. It would be helpful to engage in discussion with the Reporting and Dissemination (R&D) Committee on some of these issues.

Finally, COSDAM members agreed that the policy should not require gathering public comment on the cut scores, since it is not feasible to release those data prior to the official release of the Nation’s Report Card. Public comment on the ALDs and the Design Document should be sufficient throughout the standard setting process. Multiple stakeholders are engaged in the process through the standard setting panels and by representation on the Governing Board, which has the ultimate responsibility for establishing NAEP achievement levels.

In closing, Mr. Ho noted that he will work with Mr. Willhoft and Ms. Rosenberg to produce a revised draft of the policy to be discussed at the next COSDAM meeting in May. He also invited COSDAM members to send specific edits to Ms. Rosenberg in a Word document using “tracked changes” by the middle of March.

Mr. Ho adjourned the COSDAM meeting at 12:30 pm.

I certify the accuracy of these minutes.

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

Andrew Ho, Chair

March 16, 2018

Date

National Assessment Governing Board Reporting and Dissemination Committee

**Report of March 2, 2018
10:30 am – 12:45 pm
The Watergate Hotel, Washington, DC**

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Tyler Cramer, Tonya Matthews, Fielding Rolston

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

National Center for Education Statistics Staff: Linda Hamilton, Dan McGrath, Ebony Walton

Contractors: Cadelle Hemphill (AIR); Arnold Goldstein, Edward Wofford (CRP, Inc.); Jonas Bertling (ETS); James Elias, David Hoff, Debra Silimeo, Kellé Wyatt (Hager Sharp); Amy Battjer, Ann Bradley, Robert Johnston, Luke Telander (Hatcher Group); Nana A. Dompree (Optimal Solutions Group); Chris Averett, Keith Rust (Westat)

Other: Fen Chou, Scott Norton (Council of the Chief State School Officers)

Chair Rebecca Gagnon convened the Reporting and Dissemination (R&D) Committee at 10:35 am.

Findings from Communications Audit

The R&D Committee meeting kicked off with a presentation by the Governing Board’s communications contractors, The Hatcher Group. Robert Johnston and Luke Telander, both presenting for Hatcher, shared findings from Hatcher’s audit of the Governing Board’s communications efforts and social media channels. The audit comprised interviews with several stakeholders and external partners, as well as thorough checks of statistics from the website and social media accounts. Reporting and Dissemination Committee Vice Chair, Father Joseph O’Keefe, inquired whether any representatives from the business community or the private school sector participated in the audit. None did. Father O’Keefe recommended that any follow-up discussions include representatives from these groups.

Mr. Johnston shared highlights from the extensive and comprehensive audit report, which he distributed to R&D members. Based on the findings from the audit, Mr. Johnston made several suggestions to improve navigation of the Governing Board’s website, such as making content easier to find, removing stock photos to ensure greater authenticity, and adding a *Latest Results* web page and drop-down menu. In the interviews with The Hatcher Group’s staff, Governing

Board stakeholders requested more time with Governing Board members and staff to learn the utility, value, impact, and importance of NAEP data. These external partners expressed interest in gaining early access to NAEP data—which does not fall under the Governing Board’s purview—and in working with Governing Board staff to decipher and clarify results when the data are released. The interviewed stakeholders confirmed their enthusiastic support for the Governing Board’s work and want to help disseminate the Governing Board’s messaging.

The Hatcher Group imparted lessons they learned about the influencers who follow the Board’s social media outreach. By knowing who the influencers are, the Board staff and communications contractors can determine what the influencers need to amplify the Board’s messaging effectively. The Customer Relations Management tool, procured as part of the communications contract, facilitates ‘social listening’ which allows the Board to tap into ongoing conversations among these influencers without implicitly or explicitly endorsing any particular viewpoint. To leverage ongoing social conversations as a means to enhance the Governing Board’s profile, the Board can post new graphics and/or recycle and repurpose extant material to fit what topics are trending, such as access and equity issues which often gain the most traction.

The Hatcher Group is exploring additional avenues to boost the Governing Board’s share of the social media audience. First, the emailed monthly newsletter is accompanied by different subject lines to learn which kind of subject line entices more click-throughs to the website. Second, The Hatcher Group recommended strategically purchasing Facebook ads to increase awareness among the civic-engaged stakeholders who still use Facebook. Reporting and Dissemination Committee member Tyler Cramer noted that when he recently spoke before a group of western state legislators, not one had heard of NAEP. There exists a critical need to expand the reach of NAEP.

R&D members engaged in a lively conversation about the audit’s findings. As part of the burgeoning outreach on NAEP’s value, Father O’Keefe added that the Board and its contractors should not underestimate the use of NAEP as a tool in improving classroom instruction. Tonya Matthews raised important questions about the kind of influence the Governing Board is seeking to develop and strengthen: Should the Governing Board’s brand and Board members’ profiles be spotlighted, or should the emphasis fall squarely and primarily on NAEP? Should the Board re-engineer assessment broadly, or make sure NAEP results do not vanish from the public consciousness after NAEP Day?

NAEP Day Cometh

The R&D Committee then turned to NAEP Day. National and state results will be released in the morning. Tonya Matthews will emcee the event, which will be both in-person and live-streamed on April 10. The new Commissioner of NCES or the Associate Commissioner for Assessment will present a summary of the results. Governing Board member and Commissioner of Elementary and Secondary Education in Rhode Island, Ken Wagner, will moderate a panel of state chiefs to discuss their state policies that may be related to their state NAEP scores. Sue Pimentel, former Governing Board member and nationally renowned reading expert, will

moderate a panel of reading experts to discuss how and why NAEP reading results have not changed substantially over time.

The afternoon of April 10 will focus on the Trial Urban District Assessment (TUDA) program, emceed again by Tonya Matthews and led by Governing Board member and Superintendent of Miami-Dade County Public Schools, Alberto Carvalho. The TUDA session will feature TED-like presentations by four TUDA leaders, discussing what they do in their districts that they believe relates to NAEP performance.

In the weeks after NAEP Day, follow-up events, activities, social media posts, and artifacts will focus on contextual data. Graphics, styled in a “Did You Know?” format, will point to states or districts that have improved. To disseminate these products, the Governing Board will partner with the National Governors Association, National Conference of State Legislatures, Education Writers Association, and organizations invested in informal education and after-school activities.

Father Joseph O’Keefe again noted that private schools should be included in these partnership efforts. Often, private school representatives ask him what NAEP means for their sector. Representatives from the plethora of diverse private schools perceive themselves as heterogeneous. Private schools are less likely to participate in NAEP, because they do not see results for their specific category within the private school sector. But the inability to post results for these specific subgroups derives from their low participation; without sufficient sample size, NCES cannot report the subgroup. Father O’Keefe urged the Governing Board staff to conduct greater and deeper outreach with the private school sector.

Data Reporting Issues

When Hatcher concluded their thoughtful presentations, the committee shifted to R&D member Tyler Cramer, who shared some of his concerns about student mobility and about presenting TUDA data. When the R&D members next review the core contextual questionnaires, Mr. Cramer suggested the questionnaire be amended to include an item to students about whether they were enrolled in the same district for at least three years.

Mr. Cramer also distributed copies of a graph to visualize the NAEP data by both achievement and growth. Ms. Matthews expressed interest in this type of graph, which might help some of the more challenged urban districts like Detroit show where they are gaining. Too often such districts are presented with only negative news when the results are initially released. Both R&D Chair Gagnon and R&D Committee member Fielding Rolston noted that Minneapolis and Tennessee produce graphs that capture the same information in the same way.

Echoing these sentiments, Dan McGrath of the National Center for Education Statistics complimented the graph for its richly informative display of data but explained that such a graph may be best developed by the districts and states. Mr. McGrath also explained that the cohort analyses, which Mr. Cramer also presented, cannot be conducted with the NAEP data. Subtracting grade 4 NAEP scores from grade 8 scores collected four years later sounds

appropriate intuitively, but those scores reflect the performances of different students and may not be interpreted as longitudinal data would be. However, analysts can consider the relative standing for districts or states over time, e.g., district X was in the middle of the TUDA rankings for grade 4 reading scores four years ago, but four years later, they are closer to the top for grade 8 average reading achievement.

High School Transcript Study

Last, but not least, Linda Hamilton of NCES provided a useful refresher on the methodology, content, and components of the NAEP High School Transcript Study (HSTS). She highlighted the immense utility and value of the study and encouraged Board members and staff to peruse the data available through the HSTS NAEP Data Explorer. Everyone agreed that this is a rich source of data that should be used more often by more people. Before concluding, Ms. Hamilton shared exciting news about electronic transcript collection and the Middle School Transcript Study that has been piloted in some TUDAs. The Committee members asked if NAEP transcript data could be appended to data from State Longitudinal Data Systems, to which Ms. Hamilton responded that NCES will consider that idea.

The committee meeting concluded at 12:50 pm.

I certify the accuracy of these minutes.


Rebecca Gagnon, Chair

4/25/18

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of March 3, 2018

Nominations Committee Members: Fielding Rolston (Chair), Jim Geringer, Andrew Ho, Tonya Matthews, Terry Mazany, Joseph O’Keefe, S.J., Cary Snider

Board member absent: Terry Mazany

Board Staff: Bill Bushaw, Munira Mwalimu, Tessa Regis, Lisa Stooksberry.

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 March 3, 2018 from 7:30 to 8:15 a.m.

Nominations Committee chair, Fielding Rolston, called the meeting to order at 7:30 a.m., welcomed everyone, noted Terry Mazany’s absence, reviewed the agenda, and moved into the review of the presentation to be made to the Board later that morning. He also reminded the committee that the Board will discuss finalists in closed session and take action on those finalists in open session.

The committee reviewed finalists in four categories: Grade 4 Teacher, Grade 8 Teacher, Secondary School Principal, and General Public Representative. These finalists were identified by the committee’s actions on January 18, 2018.

In the fifth category, Chief State School Officer, Mr. Rolston opened a discussion for a new timeline and the degree to which staff should conduct outreach to seek additional candidates for the vacancy. Mr. Rolston reminded the group that this was an "out of cycle" nomination due to passing of The Honorable Mitchell Chester, noting that it would be useful to remind Board members of this unique circumstance. Further, Mr. Rolston suggested it would be important to let the Board know that there were not many candidates in the pool, which is not unusual in this category.

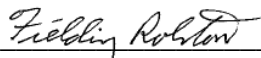
The committee discussed its approach to the nominations process, noting that members approach it with integrity. The committee agreed that any new nominees must meet the qualified or highly-qualified bar to move forward. If new nominees are not qualified they will not move forward.

The committee discussed whether the five original finalists should remain on the list and, if so, an augmented slate of finalists would be put forward. Mr. Bushaw reminded the group that six names are submitted to the Secretary.

The committee expressed interest in the recommendation by Mr. Ho that at its May meeting the group review the Governing Board legislation and by-laws. It will be helpful to the committee for everyone to more fully understand the requirements for finalists. In May, the committee would also like to discuss how to secure nominees from the Secretary's office early in the nominations cycle.

Mr. Rolston thanked the Nominations Committee members for their work and commended staff for facilitating the committee's activities.

I certify the accuracy of these minutes.



Fielding Rolston, Chair

April 30, 2018
Date