

# National Assessment Governing Board Committee on Standards, Design and Methodology

Friday, August 3, 2018  
9:30 am – 12:00 pm

## AGENDA

---

9:30 – 9:35 am	Welcome and Review of Agenda  <i>Andrew Ho, COSDAM Chair</i>	
9:35 – 10:25 am	Design Considerations for Studies to Review and Revise the NAEP Mathematics and Reading Achievement Level Descriptions (SV #5)  <i>Sharyn Rosenberg, Assistant Director for Psychometrics Sunny Becker, HumRRO</i>	Attachment A
10:25 – 11:10 am	Uses of NAEP (SV #3)  <i>Sharyn Rosenberg Andrew Ho</i>	To be sent under separate cover
11:10 am – 12:00 pm	<b>CLOSED SESSION</b> : Briefing on 2017 NAEP Writing Assessment  <i>Helena Jia, Educational Testing Service</i>	
	Information Item  Update on Implementing the Strategic Vision (SV #2-10)	Attachment B

---

## **Design Considerations for Studies to Review and Revise the NAEP Mathematics and Reading Achievement Level Descriptions (SV #5)**

The primary recommendation from the recent evaluation of NAEP achievement levels (National Academies of Sciences, Engineering, and Medicine, 2017) was to evaluate the alignment, and revise if needed, the achievement level descriptions (ALDs) for NAEP mathematics and reading assessments in grades 4, 8, and 12:

*Recommendation #1: Alignment among the frameworks, the item pools, the achievement-level descriptors, and the cut scores is fundamental to the validity of inferences about student achievement. In 2009, alignment was evaluated for all grades in reading and for grade 12 in mathematics, and changes were made to the achievement-level descriptors, as needed. Similar research is needed to evaluate alignment for the grade 4 and grade 8 mathematics assessments and to revise them as needed to ensure that they represent the knowledge and skills of students at each achievement level. Moreover, additional work to verify alignment for grade 4 reading and grade 12 mathematics is needed.*

In its formal response to this evaluation, the Board agreed to conduct studies to achieve this goal and noted that the revision of the updated Board policy on NAEP achievement levels will address the larger issue of specifying a process and timeline for conducting regular recurring reviews of the achievement level descriptions in all subjects and grades.

The current draft of the revised Board policy on NAEP achievement levels (to be discussed during a plenary session at the upcoming August Board meeting) specifies that empirical data shall be used to review and revise content ALDs for reporting. In addition, these reporting ALDs shall be written in terms of what students at each level *do* know and *can* do rather than what they *should* know and *should* be able to do.

As part of the Technical Support contract, Governing Board staff requested that the Human Resources Research Organization (HumRRO) organize an expert panel meeting to solicit technical input on considerations for: 1) conducting studies to review and revise the mathematics and reading ALDs at grades 4, 8, and 12, as referenced in the Board’s formal response to the evaluation of NAEP achievement levels; and 2) implementing reporting ALDs more generally, as referenced in the draft revised policy statement.

On July 12-13, the following panelists were convened in Alexandria, VA: **Dr. Susan Davis-Becker** (ACS Ventures, LLC), **Dr. Karla Egan** (EdMetric, LLC), **Dr. Steve Ferrara** (Measured Progress), **Dr. Ed Haertel** (Stanford University), **Dr. Andrew Kolstad** (P20 Strategies, LLC), **Dr. Susan Loomis** (Consultant), **Dr. Barbara Plake** (University of Nebraska-Lincoln), and **Dr. Laurie Wise** (HumRRO).

Due to the proximity of the expert panel meeting to the August Governing Board meeting, formal meeting minutes are not yet available but they will be shared with COSDAM members later in August. During the upcoming August COSDAM meeting, Dr. Sharyn Rosenberg of the Governing Board staff and Dr. Sunny Becker of HumRRO will share key takeaways from the expert panel meeting to inform COSDAM discussion on next steps and recommendations for conducting studies to review and revise the math and reading ALDs.

### Strategic Vision Activities Led by COSDAM

During the November 2016 Board meeting, a [Strategic Vision](#) was formally adopted to guide the Board’s work over the next several years. For each activity led by COSDAM, information is provided below to describe the current status and recent work, planned next steps, and the ultimate desired outcomes. Please note that many of the Strategic Vision activities require collaboration across committees and with NCEC, but the specific opportunities for collaboration are not explicitly referenced in the table below. In addition, the activities that include contributions from COSDAM but are primarily assigned to another standing committee (e.g., framework update processes) or ad hoc committee (i.e., exploring new approaches to postsecondary preparedness) also have not been included below.

The Governing Board’s Assistant Director for Psychometrics, Sharyn Rosenberg, will answer any questions that COSDAM members have about ongoing or planned activities.

<b>Strategic Vision Activity</b>	<b>Current Status and Recent Work</b>	<b>Planned Next Steps</b>	<b>Desired Outcome</b>
<p>SV #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments</p> <p><i>Incorporate ongoing linking studies to external measures of current and future achievement in order to evaluate the NAEP scale and add meaning to the NAEP achievement levels in reporting. Consider how additional work could be pursued across multiple subject areas, grades, national and international assessments, and longitudinal outcomes</i></p>	<p>Ongoing linking studies include: national NAEP-ACT linking study; longitudinal studies at grade 12 in MA, MI, TN; longitudinal studies at grade 8 in NC, TN; NAEP-TIMSS linking study; NAEP-HSLS linking study; NAEP Validity Studies (NVS) studies</p> <p>Informational update on current studies was provided in the March 2018 COSDAM materials</p> <p>As of June 2018, analyses are currently underway for the national NAEP-ACT linking study, with presentation to COSDAM tentatively planned for November 2018</p>	<p>Complete ongoing studies</p> <p>Decide what new studies to take on</p> <p>Decide how to use and report existing and future results</p> <p>Complete additional studies</p>	<p>NAEP scale scores and achievement levels may be reported and are better understood in terms of how they relate to other important indicators of interest (i.e., other assessments and milestones)</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV #3: Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice</p> <p><i>Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results (COSDAM with R&amp;D and ADC)</i></p> <p><i>Develop a statement of the intended and unintended uses of NAEP data using an anticipated NAEP Validity Studies Panel (NVS) paper and the Governing Board's research as a resource (COSDAM with NCES)</i></p> <p><i>Disseminate information on technical best practices and NAEP methodologies, such as training item writers and setting achievement levels</i></p>	<p>Ina Mullis of the NVS panel spoke with COSDAM at the March 2017 Board meeting and is working on a white paper about the history and uses of NAEP</p> <p>During the upcoming August 2018 Board meeting, COSDAM will discuss how to use information from an ongoing study to inform a policy statement on intended and appropriate uses of NAEP</p> <p>This idea was generated during the August 2017 COSDAM discussion of the Strategic Vision activities</p>	<p>Use research to draft short document of intended and appropriate uses for COSDAM discussion (November 2018)</p> <p>NCES produces documentation of validity evidence for intended uses of NAEP scale scores</p> <p>Governing Board produces documentation of validity evidence for intended uses of NAEP achievement levels</p> <p>Work with NCES and R&amp;D to refine list of technical topics for dissemination efforts</p>	<p>Board adopts formal statement or policy about intended uses of NAEP. The goal is to increase appropriate uses and decrease inappropriate uses (in conjunction with dissemination activities to promote awareness of the policy statement)</p> <p>Stakeholders benefit from NAEP technical expertise</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV# 5: Develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends</p> <p><i>Consider new approaches to creating and updating the achievement level descriptors and update the Board policy on achievement levels</i></p>	<p>Input for the policy revision was provided through a panel of standard setting experts, a literature review on considerations for creating and updating achievement level descriptors (ALDs), and a technical memo on developing a validity argument for the NAEP achievement levels (early 2018)</p> <p>COSDAM discussed the policy revision during the May and March 2018 Board meetings</p> <p>Full Board will discuss the draft revised policy during the upcoming August 2018 Board meeting</p>	<p>Seek external feedback and public comment (September 2018)</p> <p>Full Board call to discuss revised draft policy (October 2018)</p> <p>Board action on revised policy statement (November 2018)</p>	<p>Board has updated policy on achievement levels that meets current best practices in standard setting and is useful for guiding the Board's achievement levels setting work</p>
<p>SV# 7: Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics</p> <p><i>Support development and publication of multiple papers exploring policy and technical issues related to NAEP Long-Term Trend. In addition to the papers, support symposia to engage researchers and policymakers to provide stakeholder input into the Board's recommendation</i></p>	<p>White papers commissioned, symposium held in Washington, DC (March 2017), and follow-up event held at American Educational Research Association (AERA) annual conference (April 2017)</p> <p>Full Board and Executive Committee discussions (March, May, and August 2017) and webinar on secure LTT items and p-values from 2012 administration (October 2017).</p>	<p>Per the discussion and next steps at the March 2018 Executive Committee meeting, COSDAM will discuss design considerations for the next administration of LTT. Potential design considerations will be dependent on the schedule for conducting the next LTT assessment (TBD)</p>	<p>Determine whether changes to the NAEP LTT schedule, design and administration are needed (led by Executive Committee and NCES)</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV# 9: Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation’s evolving needs, the Board’s priorities, and NAEP funding</p> <p><i>Pending outcomes of stakeholder input (ADC activity), evaluate the technical implications of combining assessments, including the impact on scaling and trends</i></p>	<p>COSDAM presentation and discussion on initial considerations for combining assessments</p> <p>Full Board presentation and discussion on efficiencies in what and how to measure student knowledge and skills (March 2018)</p> <p>Small group discussions during the May 2018 Board meeting</p> <p>The upcoming August 2018 Board meeting includes a plenary session on the assessment schedule, focused on Social Studies</p>	<p>Additional discussion planned for November 2018, with Board action on the NAEP Assessment Schedule tentatively scheduled for March 2019</p>	<p>Determine whether new assessment schedule should include any consolidated frameworks or coordinated administrations</p>
<p>SV# 10: Develop new approaches to measure the complex skills required for transition to postsecondary education and career</p> <p><i>Continue research to gather validity evidence for using 12<sup>th</sup> grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college</i></p>	<p>Several studies are ongoing (see activities under SV# 2)</p> <p>Per COSDAM discussion at August 2017 meeting, additional studies are on hold until at least November 2018 pending Board decision on how to move forward with findings from Ad hoc Committee on Measures of Postsecondary Preparedness</p>	<p>Decide whether additional research should be pursued at grade 8 to learn more about the percentage of students “on track” to being academically prepared for college by the end of high school or whether additional research should be conducted with more recent administrations of NAEP and other tests</p> <p>Decide whether Board should make stronger statement and/or set “benchmarks” rather than using “plausible estimates”</p>	<p>Statements about using NAEP as an indicator of academic preparedness for college continue to be defensible and to have appropriate validity evidence</p>