

**National Assessment Governing Board**

**Meeting of March 1–2, 2019**

**Arlington, VA**

**OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Present**

Beverly Perdue, Chair  
Tonya Matthews, Vice Chair  
Dana Boyd  
Alberto Carvalho  
Gregory Cizek  
Tyler Cramer  
Rebecca Gagnon  
Paul Gasparini  
James Geringer  
Andrew Ho  
Carol Jago  
Julia Keleher  
Terry Mazany  
Mark Miller  
Dale Nowlin  
Joseph O’Keefe, S.J.  
Alice Peisch  
Fielding Rolston  
Linda Rosen  
Nardi Routten  
Cary Sneider  
Joe Willhoft  
Mark Schneider (ex-officio)

**Governing Board Member Absent**

Ken Wagner

### **National Assessment Governing Board Staff**

Lisa Stooksberry, Deputy Executive Director  
Michelle Blair  
Lily Clark  
Stephaan Harris  
Donnetta Kennedy  
Laura LoGerfo  
Munira Mwalimu  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott  
Anthony White

### **National Center for Education Statistics (NCES)**

James Lynn Woodworth, Commissioner  
Peggy Carr, Associate Commissioner  
Gina Broxterman  
Samantha Burg  
Jing Chen  
Ebony Walton Chester  
James Deaton  
Enis Dogan  
Patricia Etienne  
Eunice Greer  
Elvira Germino-Hausken  
Daniel McGrath  
Nadia McLaughlin  
Taslina Rahman  
Holly Spurlock  
William (Bill) Tirre  
William (Bill) Ward  
Grady Wilburn

### **American Institutes for Research (AIR)**

Alka Arora  
Markus Broer  
Jack Buckley  
Kim Gattis  
Cadelle Hemphill

Young Yee Kim  
Fran Stancavage

**CRP, Inc.**

Shamai Carter  
Arnold Goldstein  
Kathy Smoot

**Educational Testing Service (ETS)**

Marc Berger  
Jay Campbell  
Robert Finnegan  
Helena (Yue) Jia  
John Mazzeo  
Lisa Ward  
Karen Wixson

**Fulcrum IT**

Anderson Davis  
Scott Ferguson

**Hager Sharp**

David Hoff  
Joanne Lim  
Debra Silimeo

**Human Resources Research Organization (HumRRO)**

Monica Gribben  
Thanos Patelis  
Anne Woods

**Optimal Solutions Group**

Brian Cramer  
Sarah Guile  
Nicholas Linnen

**Pearson**

Cathy White

**The Hatcher Group**

Ann Bradley  
Robert Johnston

**Westat**

Greg Binzer  
Lisa Rodriguez  
Keith Rust

**WestEd**

Ann Edwards  
Mark Loveland

**Other Attendees/Speakers**

Myra Best, DigiLearn  
Jenna Epstein, Forum One  
Amy Jones, U.S. House Committee on Education and Labor  
Kara Marchione, U.S. Senate Committee on Health, Education, Labor and Pensions  
Jacque Chevalier Mosely, U.S. House Committee on Education and Labor  
Lesley Muldoon, CenterPoint Educational Solutions  
Timothy T. Shaw, Forum One

## **Call to Order**

The March 1, 2019, session of the National Assessment Governing Board (Governing Board) meeting was called to order by Chair Beverly Perdue at 8:00 a.m.

## **Briefing and Discussion: Executive Director Vacancy (CLOSED SESSION)**

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the National Assessment Governing Board met in closed session on Friday, March 1, 2019 from 8:00 a.m. to 8:25 a.m. to receive a briefing from the Executive Director Search Committee.

Governing Board Chair Beverly Perdue thanked Lisa Stooksberry for her service as Acting Executive Director since August 2018, which was necessitated by the retirement of former Executive Director Bill Bushaw.

Ms. Perdue called on Search Committee Chair Terry Mazany to provide a briefing on the search process. Mr. Mazany noted that the search firm engaged to conduct the search provided a strong pool of candidates from its national outreach. He briefed the Board on the candidate interview process and shared the qualifications and experience of the proposed candidate. Mr. Mazany noted that the Search Committee had provided a report to the Governing Board's Executive Committee via teleconference convened in February. At the teleconference meeting, the Executive Committee unanimously endorsed the Search Committee's recommendation of the final candidate to be presented to the Governing Board for approval.

Mr. Mazany called on Search Committee members Beverly Perdue, Linda Rosen, Father Joseph O'Keefe, Carol Jago, and Tonya Matthews to provide individual feedback on the search and the proposed candidate. Following their remarks, Mr. Mazany concluded by recognizing the efforts of Search Committee members. He thanked Lisa Stooksberry for her role in coordinating the process and representing the staff in the interviews. He also thanked Munira Mwalimu for leading the effort in engaging the services of the search firm.

The closed session adjourned at 8:24 a.m. following which the Governing Board convened in open session.

## **Action: Executive Director Vacancy**

The Governing Board met in open session on Friday, March 1, 2019 from 8:25 a.m. to 8:30 a.m. to take action on a recommendation from the Executive Committee to approve Lesley A. Muldoon as Executive Director of the Governing Board. Mr. Mazany moved to accept the recommendation of the Executive Committee. The motion was seconded by Linda Rosen and approved unanimously.

## **Welcome**

Ms. Perdue announced that Governor John Engler and Lieutenant Governor Jeanette Nuñez have resigned from the Governing Board. Fielding Rolston, Chair of the Nominations Committee, explained that because of the timing of these resignations, replacements for Mr. Engler and Ms. Nuñez will not be considered until the 2020 nominations cycle.

Ms. Perdue requested a motion for approval of the March 2019 Board meeting agenda. Rebecca Gagnon made the motion, and Fielding Rolston offered a second. The agenda was unanimously approved.

Ms. Perdue requested a motion for approval of the November 2018 Board meeting minutes. A motion to accept the minutes was made by Joe Willhoft and seconded by Rebecca Gagnon. No discussion ensued, therefore the minutes were approved.

Ms. Perdue reminded the Board of the approval of the revised policy on NAEP achievement level setting and announced that Gregory Cizek will chair an Achievement Levels Working Group with members from the Committee on Standards, Design and Methodology (COSDAM) and the Reporting and Dissemination (R&D) Committee. Ms. Perdue indicated that the Working Group will create a comprehensive plan for implementing the Board's formal response to the most recent evaluation of NAEP achievement levels, including priorities and timelines. The Working Group will present the plan for Board action in March of 2020. Mr. Cizek expressed his pleasure to be involved and thanked everyone for their participation.

## **Discussion with Congressional Staffers (CLOSED SESSION)**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 1, 2018, the Governing Board met in closed session from 8:40 a.m. to 10:00 a.m. to receive a briefing from Senate and House staff.

The briefing was provided by the following congressional staffers:

- Kara Marchione, Education Policy Director (Ranking Member Patty Murray, D-WA) U.S. Senate Committee on Health, Education, Labor and Pensions
- Jacque Chevalier Mosely, Education Policy Director, (Chairman Bobby Scott, D-VA), U.S. House Committee on Education and Labor
- Amy Jones, Education and Human Services Policy Director, (Ranking Member Virginia Foxx, R-NC)

Each speaker provided a briefing on their representatives' current policy and legislative priorities. The panelists emphasized the committees' focus on reauthorizing the Higher Education Act. The possibility of reauthorizing the Education Sciences Reform Act (which includes the NAEP Authorization Act) later this year was noted. In a discussion about the

Governing Board's exploration of developing a Postsecondary Preparedness Dashboard and a query about what data Congress needs to inform policies, panelists observed the opportunity to better align the standards of high school to the expectations of students for college. Panelists remarked on the challenge for Congress to appropriate sufficient funding for programs, especially given the budget spending limits.

The closed session adjourned at 10:00 a.m.

### **Committee Meeting Previews**

To acknowledge the teamwork across committees, chairs provided the following previews of the committee sessions:

- Carol Jago (Chair, Assessment Development Committee [ADC]) reported that the ADC met on Thursday, February 28, 2019 to review NAEP Reading and NAEP Technology and Engineering Literacy (TEL) concept sketches, as well as contextual questionnaires. In the Friday, March 1, 2019 committee meeting, the ADC will complete their review of the contextual questionnaires, hear an update of work to update the NAEP Mathematics Framework, and discuss the ADC's role in Strategic Vision activities.
- Andrew Ho (Chair, COSDAM) reported that COSDAM has three activities on its agenda. First, they will spend time discussing intended uses and common misuses of NAEP, ultimately to incorporate into a two- to three-page document they will develop in conjunction with the R&D Committee. Staff from ETS will report on a NAEP-ACT linking study. In closed session, members will be briefed on plans for the design and analysis of the NAEP Writing Assessment.
- Rebecca Gagnon (Chair, R&D Committee) informed members that the R&D Committee would begin with a closed session to review the 2018 TEL Report Card. In open session, they will discuss other NAEP releases scheduled in 2019. Following discussion of the releases, members will review the draft achievement levels interpretative guide and hear about progress on the postsecondary preparedness dashboard.

### **Recess for Break**

The March 1, 2019, Governing Board meeting recessed at 10:05 a.m. for a break, followed by committee meetings.

## **Working Lunch: Briefing and Discussion: 2018 NAEP Technology and Engineering Literacy Report Card for Grade 8 (CLOSED SESSION)**

Under the provisions of exemption 9(B) of § 552b of Title 5 U.S.C., on March 1, 2018, the Governing Board met in closed session from 1:00 p.m. to 2:30 p.m. to receive a briefing on results from the 2018 NAEP Technology and Engineering Literacy (TEL) Report Card at grade 8.

Grady Wilburn, Statistician at the National Center for Education Statistics (NCES), explained the 2018 NAEP TEL assessment results.

Mr. Wilburn's briefing covered the following areas:

- Overview of the NAEP TEL Assessment
- Highlights from the 2018 TEL results
- A deeper look at TEL student group performance
- Highlights from the TEL student contextual data

### Overview of the NAEP TEL Assessment

Mr. Wilburn described what the assessment measured and defined TEL as the “capacity to use, understand, and evaluate technological principles and strategies needed to develop solutions and achieve goals.”

The TEL content areas and practices were highlighted:

TEL Content Areas:

- Technology and Society
- Design and Systems
- Information and Communication Technology

TEL Practices:

- Understanding Technological Principles
- Developing Solutions and Achieving Goals
- Communicating and Collaborating

Mr. Wilburn noted that the assessment was administered between January 2018 and March 2018 to national samples of 15,400 eighth-graders in about 600 schools across the nation. The 2018 results are available for the nation (but not states) and are compared to the 2014 TEL results. Results are reported by average scale scores (0-300) for composite scores, content area and practice subscales, as well as by NAEP achievement levels.

Mr. Wilburn then described the assessment design and noted that both administrations of the grade 8 TEL assessment were administered on laptop computers (rather than the Microsoft Surface Pros used for other recent NAEP assessments). Students' knowledge, skills, and abilities



were measured through multimedia scenario-based tasks and interactive discrete questions. The assessment time totaled 60 minutes per student. In addition, survey questions were administered to students and school administrators, but not to teachers.

### 2018 TEL Assessment Results:

The following TEL results were highlighted:

- Average overall TEL score for 8th graders compared to 2014;
- Scores by each of the three content areas and TEL practices, emphasizing changes from the 2014 assessment results;
- Scores by student groups—race/ethnicity, gender, eligibility for national school lunch program, level of parental education, type of school, school location, region of the country, status as students with disabilities, and status as English language learners;
- Percentages of students at or above *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement levels compared to 2014.

Mr. Wilburn then provided a deeper look at student performance by student group, specifically by gender.

### Survey Questionnaire Results

Mr. Wilburn described contextual questionnaire responses on the following topics: course taking patterns related to technology and engineering; learning about and engaging in technology and engineering in school and outside school; and use of information and communication technology.

The following planned next steps were presented:

- 2021: Pilot assessment, grades 8 and 12
- 2022: Operational assessment, grades 8 and 12
- 2023: Reporting of grade 8 and 12 operational assessments

Mr. Wilburn concluded the briefing by reporting that results will be released in late April.

Governing Board members engaged in a question and answer session about the presented results. The closed session adjourned at 2:30 p.m.

The Governing Board took a 15-minute break and reconvened in closed session.

## **Briefing and Discussion of the NAEP Assessment Schedule and Budget (CLOSED SESSION)**

Under the provisions of exemption 9(B) of § 552b(c) of Title 5 of the United States Code, the Governing Board met in closed session from 2:45 p.m. to 4:45 p.m. to receive a briefing and discuss the NAEP Assessment Schedule and budget.

Lisa Stooksberry, Deputy Executive Director of the Governing Board, and Peggy Carr, Associate Commissioner of the Assessment Division at NCES led the briefing on the NAEP Assessment Schedule and budget.

Ms. Stooksberry explained that the goal of the session was for the Board to discuss its desired schedule of NAEP assessments through 2030 and understand the related cost implications and underlying resource constraints. She noted that the Board would take action on adding the 2020 Long-Term Trend administration at the conclusion of this session, and that action on extending the assessment schedule through 2030 was planned for the May 2019 Board meeting.

Ms. Carr presented independent government cost estimates for implementing the enacted and potential future NAEP Assessment Schedule. She explained the budgeting assumptions and cost drivers used to formulate the funding flow estimates. She further noted that the cost estimates for the proposed schedule may change, as NCES will be reviewing contract proposals for its next set of NAEP Alliance contracts in the spring.

Ms. Stooksberry recapped the presentation by highlighting key areas of discussion and next steps needed to inform budget decisions by NCES.

Board members engaged in a lengthy discussion on scheduling options for various subjects; utility of the assessments by states and districts; and cost implications. Members commended Ms. Carr for providing a briefing that was clear, comprehensive, and easy to understand.

### **Action: Approve Long-Term Trend for 2020**

The March 1, 2019, Governing Board meeting reconvened in open session at 4:46 p.m.

Chair Beverly Perdue requested a motion to approve amending the NAEP Assessment Schedule to include NAEP Long-Term Trend in 2020 at the request of and with funding from Congress. Father Joseph O'Keefe offered the motion and Rebecca Gagnon seconded it. The motion passed unanimously.

### **Recess**

The March 1, 2019, Governing Board meeting recessed at 4:50 p.m. for the day.

**Meeting Convened: Nominations for Board Terms Beginning October 1, 2019 (CLOSED SESSION)**

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the National Assessment Governing Board met in closed session on Saturday, March 2, 2019 from 8:30 a.m. to 9:10 a.m. to receive a briefing from Fielding Rolston, Chair of the Nominations Committee, for Board terms that begin October 1, 2019.

Mr. Rolston noted that for the 2019 cycle, there are eight vacancies in the following categories:

- Business Representative
- Chief State School Officer
- Curriculum Specialist – two positions
- Grade 12 Teacher
- Local School Superintendent
- State Board of Education
- Testing and Measurement Expert

Mr. Rolston reviewed the 2019 nominations process and timeline, which began during summer 2018. The final slate of candidates will be submitted to the Secretary of Education in April 2019 once commitment letters are received from the finalists.

Mr. Rolston reviewed the slate of finalists for terms that will begin October 1, 2019. He presented information about the nominations received by number of applicants, gender, race/ethnicity, and geographical representation. The final slate of candidates in each vacant category was described, along with a listing of proposed finalists.

Mr. Rolston mentioned that there are two other categories that recently became vacant. Governor Engler and Lieutenant Governor Jeanette Nunez have resigned from the Board. He proposed that the replacement of these two positions be conducted as part of the 2020 nominations cycle. Members discussed the nominations process and engaged in a question and answer session.

**Meeting Convened: OPEN SESSION**

The Governing Board meeting convened in open session at 9:13 a.m. on March 2, 2019.

**Action: Nominations for Board Terms Beginning October 1, 2019**

On behalf of the Nominations Committee, Fielding Rolston made a motion to approve the nominations reviewed in closed session and to forward them to the Secretary of Education, and to approve the plan for filling the vacancies left by the resignations of John Engler and Jeanette Nuñez. Joe Willhoft made a second, and the motion passed.

## **Recess for Break**

The March 2, 2019, Governing Board meeting recessed at 9:15 a.m. for a break and reconvened at 9:28 a.m.

## **Update of the NAEP Reading Framework**

Carol Jago presented the ADC recommendation to update the NAEP Reading Framework. Based on the framework review conducted by the ADC, the update should maximize the value of NAEP and address deeper assessment and reporting possibilities using digitally based assessment (DBA). As part of the presentation, Ms. Jago reminded fellow Board members of the congressional mandate for the Board to determine the content to be tested on NAEP and the Board's policy and process for developing and updating the content of NAEP assessments.

In summarizing recent activities undertaken related to the NAEP Reading Framework, Ms. Jago summarized the results of the 2018 ADC review of the NAEP Reading Framework, which involved expert papers and discussions with the experts. The ADC reached several conclusions as a result of the review. The review affirmed that the core of the current reading framework is sound. However, the expert commentary noted that there are advances that need to be captured in the NAEP Reading Assessment, particularly in ways to address prior knowledge, argumentation, and multiple texts. Advances in cognitive science regarding differences in digital versus print-based reading also pose fundamental issues involving the definition of text and other aspects of reading. Ms. Jago concluded by indicating that if the Board adopts a new framework next year, the content could be reflected in the 2025 NAEP assessment based on information from NCES.

Vice Chair Tonya Matthews thanked Ms. Jago for the presentation and asked for clarification about what constitutes reading content issues and what arose in the Committee's review of the framework. Ms. Jago responded that the two major issues raised in the review were the differences between digital and print reading and the impact of prior knowledge on reading comprehension. Cary Sneider added that reading content is not only the various types of text, but also the way in which people are asked to engage with texts. Dale Nowlin also clarified that reading content issues include how to vary emphasis on informational versus literary texts.

Acknowledging the inclusion of different types of text, some with visual components, Joe Willhoft expressed concern about accessibility for students with disabilities, and requested that this issue be closely monitored.

Linda Rosen mentioned a recent COSDAM discussion regarding what it means for the Board not to influence curriculum, and noted that this prohibition is mandated by law and was referenced in the ADC's work for the NAEP Reading Framework. Ms. Jago responded that the term influence implies that frameworks do not recommend curriculum or a scope and sequence. Mr. Sneider added that frameworks are sometimes a resource document for national and state initiatives.

Commissioner Lynn Woodworth indicated that states' use of NAEP frameworks as a resource does not constitute influence because they are voluntary uses. Hence, these uses relate to NAEP's impact, which is different from influence. He noted that the law enables jurisdictions to determine their own curricula.

Andrew Ho emphasized the challenge of avoiding unnecessarily large updates to NAEP frameworks that threaten the ability to report student achievement trends. He noted that this work involves balancing several Board priorities. Rebecca Gagnon mentioned content issues for reading and the students of today. She also agreed with Mr. Ho on the importance of maintaining the main NAEP Reading trend line, rather than relying solely on Long-Term Trend NAEP to provide student achievement trends in reading over time. Noting the policy decisions ahead, Terry Mazany and Mr. Sneider discussed the importance of the Governing Board's membership spanning so many stakeholders who are central to education.

Ms. Jago affirmed that the ADC recommendation and the Board's comprehensive framework updating process will ensure that all issues are carefully reviewed.

### **Committee Reports**

Vice Chair Tonya Matthews asked the committee leadership to report on their meeting outcomes. The committee reports were accepted unanimously by the Board and are appended to these minutes.

#### *Assessment Development Committee*

##### **Action: Charge to the NAEP Reading Framework Panels**

Ms. Jago noted that ADC had reviewed their recommendation for the NAEP Reading Framework, reflected as a draft Charge for convening a Visioning Panel to develop recommendations about the NAEP Reading Framework. However, a vote was not taken in Committee to approve the recommendation formally. Thus, Ms. Jago requested that ADC members vote to approve the ADC recommendation that the NAEP Reading Framework be updated in accordance with the Governing Board's Framework Development Policy. Mark Miller moved this motion; Cary Sneider seconded the motion. Committee members voted unanimously to approve the motion on the ADC recommendation.

Ms. Jago asked if there were comments or questions from other Board members. Andrew Ho recommended modifying the language in the NAEP Reading Framework document to make it more consistent with the Framework Development Policy. Specifically, his recommendation was to indicate that a Visioning Panel is being convened and, if this panel recommends major updates, then a Development Panel, which is a subset of the Visioning Panel, would continue the work.

In order to allow for edits to be made before a full Board vote, a motion was made by Ms. Gagnon to table the discussion. This was seconded by Mr. Sneider. Vice Chair Matthews

requested a vote resulting in a unanimous decision to suspend discussion until the edits to the Charge to the NAEP Reading Framework Visioning Panel were made.

Vice Chair Matthews brought the attention of the Board to the revised wording of the Charge to the NAEP Reading Framework Visioning Panel made by Governing Board staff showing the changes, i.e., the addition of the phrase “if necessary” regarding the convening of the Development Panel; and indications that the Visioning Panel will make initial recommendations for any changes with the Development Panel making additional recommendations to the Board if convened.

A motion was made by Mr. Willhoft to reopen discussion with a second by Ms. Gagnon. Members voted unanimously in favor.

Then, a motion was made by Ms. Gagnon for the ADC to accept the changes indicated in the Charge to the NAEP Reading Framework Visioning Panel. Mark Miller seconded the motion. A unanimous vote in favor was made.

### **Reporting of 2017 NAEP Writing Assessment (CLOSED SESSION)**

Under the provisions of exemption 9(B) of § 552b(c) of Title 5 of the United States Code, the Governing Board met in closed session from 10:45 a.m. to 11:45 a.m. to receive a briefing on dissemination plans for the 2017 NAEP Writing Assessment.

Taslina Rahman, Statistician at the National Center for Education Statistics, provided an overview of the reporting plans for the 2017 NAEP Writing Assessment. The first administration of the assessment under the NAEP Digital Based Writing Framework occurred in 2011 (grades 8 and 12), and the second administration occurred in 2017 (grades 4 and 8).

Ms. Rahman described the communications plan for the NAEP 2017 Writing Assessment with plans for communicating with target audiences and information to be included in the dissemination materials.

The Board asked questions and engaged in discussion about considerations for disseminating findings from the 2017 NAEP Writing Assessment.

The closed session adjourned at 11:45 a.m.

### **Remarks from the Executive Director**

The March 2, 2019, session of the meeting transitioned to an open session at 11:47 a.m.

Chair Perdue opened this session by thanking Lisa Stooksberry for her services as Acting Executive Director and introducing the newly-appointed Executive Director, Lesley Muldoon.

Ms. Muldoon began by expressing how thrilled she is to have been appointed Executive Director and to have the privilege of working with the Governing Board. She noted that she is offering her first remarks to the Board 44 days prior to her first official day on the job, which may be a record.

Ms. Muldoon indicated that her participation in this Board meeting has crystallized the incredible tradition of integrity and quality that has been evident to her for years in her work outside of NAEP. She commented on her excitement of the Postsecondary Dashboard work as an opportunity to highlight innovative thinking and to show how NAEP can shed light on American students' learning in a way that does not involve additional testing. She stated that the review and revision of NAEP frameworks is critical work that provides an opportunity to usher in the next generation of assessments. She also noted that there are several upcoming release events which will provide critical opportunities to communicate about the value of NAEP and its role in American education.

Ms. Muldoon recognized the important influence of the late Mitchell Chester, who was a Governing Board member in his role as Commissioner of Education in Massachusetts and also served as the Chair of the PARCC Governing Board during the first five years of that program. She described Mr. Chester as an incredible person and leader who taught her many things, including the role that assessment plays in helping state leaders shape their education systems and driving those systems towards providing equity and opportunity. Ms. Muldoon expressed her strong belief that assessments that are done well are a critical ingredient for a strong education system that can focus teachers, students, parents, policymakers, and the public on doing what is right for children.

Ms. Muldoon, as requested by Ms. Perdue in her introduction, offered some information about herself. She noted that her parents were both the first in their families to go to college, which showed her the power that education has to shape people's life outcomes. She described her experience growing up as a competitive swimmer, which taught her about hard work and perseverance. She noted that she is a long-term planner who feels strongly about goal-setting and commitment. Her work with her current group of colleagues for the past 11 years is an example of that commitment.

She expressed her commitment to helping the Board achieve the remainder of its current Strategic Vision and to plan towards building the next Strategic Vision. Ms. Muldoon stated that by the August Board meeting, she would like to have a full 360 degree view of how well the current plan is being implemented and where Board members would like to focus their attention and energy over the remainder of the existing Strategic Vision (through 2020). She also expressed a desire to lay out a process for building the next Strategic Vision so that the two plans can be complementary and help build towards the future of NAEP.

In terms of goals for her first hundred days in office, Ms. Muldoon talked about the immense importance of building relationships with staff, Board members, and other stakeholders, collaborators, and contractors. In addition to committing to spend time with staff and Board members, Ms. Muldoon expressed interest in meeting with: Peggy Carr and Lynn Woodworth, along with other staff from NCES; chief state school officers; governors; state legislatures; the Council of Great City Schools; Hill staff; Governing Board contractors; leaders of international assessments; and others in the Washington, D.C. policy community. Ms. Muldoon indicated that the Strategic Vision would be one focus of these conversations, and that she plans to report back at the August Board meeting about how the Board and other stakeholders feel about the current implementation of the Strategic Vision.

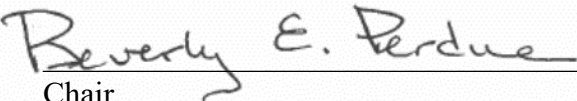
Ms. Muldoon committed to regular communications with Board members and staff. She expressed appreciation to Lisa Stooksberry for being so hospitable, collegial, and supportive over the few short weeks they have known each other. Ms. Muldoon ended her remarks by noting that NAEP is known for being the gold standard, and that this reputation has been built over decades of thoughtful work with partners at NCES. She stated that it is a tremendous responsibility for her to take on the role of Executive Director for the Governing Board, and that she could not be more honored and excited to get to work.

Ms. Muldoon's remarks were met with a standing ovation.

**Meeting Adjourned**

The March 2, 2019, session of the meeting adjourned at 12:04 p.m.

I certify to the accuracy of the minutes.

  
Chair

April 22, 2019  
Date



# **National Assessment Governing Board Executive Committee Report of Thursday, February 28, 2019**

**Executive Committee Members:** Beverly Perdue (Chair), Tonya Matthews (Vice Chair), Rebecca Gagnon, Andrew Ho, Carol Jago, Terry Mazany, Joseph O’Keefe, Fielding Rolston, Cary Sneider, Joseph Willhoft.

**Other Board Members:** Dana Boyd, Tyler Cramer, Paul Gasparini, Jim Geringer, Julia Keleher, Mark Miller, Dale Nowlin, Alice Peisch, Linda Rosen, Nardi Routen.

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

**NCES Staff:** Lynn Woodworth (Commissioner), Peggy Carr (Associate Commissioner), Jamie Deaton, Enis Dogan, Pat Etienne, Eunice Greer, Elvira Germino Hausken, Dan McGrath, Eddie Rivers, Holly Spurlock.

**US Department of Education Staff:** Judith Anderson.

## **1. Open Session: Welcome and Agenda Overview**

Chair Perdue called the Executive Committee meeting to order at 4:30 p.m.

## **2. Deputy Executive Director’s Remarks**

Deputy Executive Director Lisa Stooksberry provided the Executive Committee with an overview of the Governing Board staff’s recent activities. She highlighted the Mathematics Framework Panel meetings on January 9-10 and February 12-13, the CCSSO Task Force meeting on November 28, 2018, and the upcoming TUDA Task Force meeting on March 15, 2019. She noted the staff activities to prepare for this Board meeting and the upcoming release of the 2018 Technology and Engineering Literacy Report Card. Ms. Stooksberry also shared that former Executive Director Cornelia Orr is consulting with the Board on work in support of the Committee on Standards, Design and Methodology (COSDAM). She noted the ongoing collaboration with NCES, including a recent invitation for Sharyn Rosenberg to present at the NAEP Validity Studies (NVS) meeting.

Chair Perdue led the committee in offering their deep appreciation to Ms. Stooksberry for so effectively leading the Board’s staff during the Executive Director’s vacancy.

## **3. Closed Session: Enacted NAEP Assessment Schedule and Budget Briefing and Discussion**

The Executive Committee met in closed session from 4:45 to 5:55 p.m. to discuss the NAEP budget and schedule. This briefing was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of contract awards and

negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Associate Commissioner Peggy Carr provided the Executive Committee with updated cost estimates to implement the enacted NAEP Assessment Schedule through 2024, noting recommended changes to the schedule for technical and operational reasons. In addition, she noted that NCES is currently reviewing proposals for the next Alliance contracts that will impact the cost estimates.

The Executive Committee engaged in discussion and asked questions about the assumptions regarding device and framework bridges used in the budget estimate. The committee thanked Ms. Carr for providing the complicated information in such a clear way.

**4. ACTION: Long-Term Assessment Schedule**

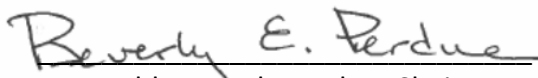
At 5:55 p.m., Chair Perdue reviewed the Governing Board’s discussion at its November 2018 meeting and its formal response to Congress on November 26, 2018 affirming the Board’s intent to conduct the Long-Term Trend assessment in 2020. This communication was required by the fiscal year 2019 appropriations act which provided a \$2 million increase for the NAEP program (\$151 million total) for October 1, 2018 – September 30, 2019 and directed the Board brief Congress on the “resources required to administer a long-term trend assessment by 2021.” Following this overview, Chair Perdue introduced the following action.

**ACTION: The Executive Committee recommends the National Assessment Governing Board amend the NAEP Assessment Schedule to conduct the Long-Term Trend assessment in 2020.**

The motion was made by Rebecca Gagnon, seconded by Joseph O’Keefe, and passed unanimously by the committee.

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

I certify the accuracy of these minutes.

  
Honorable Beverly Perdue, Chair

March 25, 2019  
Date



# National Assessment of Educational Progress

## Schedule of Assessments

Approved March 1, 2019

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

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

### NOTES:

\* Assessments not administered by computer.

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

~ Long-term Trend (LTT) assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.

Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Governing Board will decide whether a new or updated framework is needed.

# **National Assessment Governing Board**

## **Assessment Development Committee**

### **Report of February 28, 2019**

**Assessment Development Committee (ADC) Members:** Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, Nardi Routten.

**Governing Board Member:** Tyler Cramer.

**Governing Board Staff:** Michelle Blair.

**National Center for Education Statistics (NCES) Staff:** Enis Dogan, Eunice Greer, Elvira Germino-Hausken, Nadia McLaughlin, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Yan Wang, Kim Gattis, Gabrielle Merken. ETS: Debra Brockway, Emily Pooler, Luis Saldivia, Karen Wixson. HumRRO: Monica Gribben. Pearson: Stanley Rabinowitz, Cathy White.

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 February 28, 2019 from 10:00 a.m. to 1:30 p.m. to review secure NAEP test questions and item information in reading, and technology and engineering literacy. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

#### **Welcome and Introductions**

Chair Carol Jago called the meeting to order at 10:00 a.m., welcomed attendees, and noted that there is ample time devoted to item review to allow the Committee to find its preferred pacing.

After reviewing the agenda, Ms. Jago asked those attendees not permitted to attend the closed session to depart with the option to return for the open session at 1:30 p.m.

#### **Closed Session**

##### **Review of NAEP Reading and Technology and Engineering Literacy (TEL) Cognitive Items: Concept Sketches**

Ms. Jago welcomed Karen Wixson of ETS to demonstrate what students see for a particular scenario-based task (SBT) in reading, e.g., how avatars are used. Ms. Wixson described that

SBTs are purpose driven and showed how avatars support scaffolding of items, including the text and navigation features presented to students. The ADC then reviewed concept sketches for the 2023 NAEP Reading Assessment at grades 4, 8, and 12.

After the conclusion of the concept sketch reviews in reading, Cary Sneider provided an overview of how technology and engineering literacy was added as a NAEP assessment. Before the ADC reviewed concept sketches for the 2022 NAEP TEL Assessment at grade 12, William Ward of NCES demonstrated an SBT in TEL.

Overall, the ADC praised the thoughtfulness and rigor of the task concept sketches for both the NAEP Reading and TEL Assessments.

Under its delegated authority from the Board, the Committee approved most of the concept sketches with comments to NCES.

**ACTION: The Assessment Development Committee approves NAEP concept sketches in reading at grades 4, 8, and 12 and in technology and engineering literacy at grade 12 with changes to be communicated in writing to NCES.**

**Assessment Development Committee (ADC) Members:** Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, Nardi Routten.

**Governing Board Member:** Tyler Cramer.

**Governing Board Staff:** Michelle Blair.

**National Center for Education Statistics (NCES) Staff:** James Deaton, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Siobhan O’Muircheartaigh, Fran Stancavage, Yan Wang. ETS: Emily Pooler, Ryan Whorton. HumRRO: Monica Gribben. National Education Association: Thais Council. Pearson: Cathy White.

## **Open Session**

### **NAEP Contextual Questionnaires: Development Update**

The Committee transitioned to open session for contextual questionnaire updates and reviews. Ms. Jago welcomed James Deaton of NCES, who provided an overview of core and subject-specific NAEP questionnaires and how questionnaire results are eventually reported.

Paul Gasparini asked about how NCES confirms whether students understand the questions asked. Mr. Deaton explained that cognitive interviews are held regarding response options as

well as phrases in the questionnaire. This involves students at various grade levels because consistency in questions across all grades is desired, when possible.

Mr. Sneider praised NCES reporting innovations on contextual variables. He commented that the transition to indices is an important way to summarize the information from multiple questions simultaneously, rather than previous approaches to reporting one question at a time. Providing the list of questions under each index is also important so it is clear what is being summarized.

Julia Keleher asked how contextual questionnaire data are used. Ms. Jago and Mr. Sneider noted that the data are for the field to use and are critical to helping NAEP audiences and stakeholders to understand what NAEP scores mean.

Mr. Sneider suggested that the ADC play a leadership role in developing a toolkit of NAEP data presentations that educators can use.

### **Review of NAEP Reading, Mathematics, and Science Questionnaires: Existing Item Pool**

The Committee reviewed existing subject-specific questionnaires in preparation for the 2023 NAEP Reading, Mathematics, and Science assessments, and completed this review on Friday March 1, 2019.

During discussion of the Committee's item-specific comments, Paul Gasparini asked how the Board can work to ensure that contextual information is presented in a way that can inform the programmatic decisions of principals, for example.

Ms. Keleher asked if there was a set of principles to guide the questionnaire item revisions suggested by ADC and R&D in ways that make them actionable, reflecting the Board's expectations for how NAEP data should be used. These cross-subject principles would support ADC suggestions for revising, dropping, and adding questionnaire items and would enable the Board to support the field with needed information. The Committee agreed that this is important to pursue.

Holly Spurlock noted that NCES development of contextual questions is guided by identifying constructs that are most relevant to achievement and developing questions for each of these constructs. Michelle Blair noted that the NAEP Mathematics Framework Update project will provide suggestions related to the mathematics questionnaires.

Paul Gasparini expressed that contextual questionnaire information has the potential to be very helpful to the field if it is reported in a way that is useful to practitioners.

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

**ACTION: The Assessment Development Committee approves NAEP contextual questionnaire items in reading, mathematics, and science at grades 4, 8, and 12 with changes to be communicated in writing to NCES.**

**March 1, 2019**

**Assessment Development Committee (ADC) Members:** Carol Jago (Chair), Cary Sneider (Vice Chair), Dana Boyd, Paul Gasparini, Julia Keleher, Mark Miller, Dale Nowlin, Nardi Routten.

**Governing Board Staff:** Lisa Stooksberry, Michelle Blair, Lily Clark.

**National Center for Education Statistics (NCES) Staff:** James Deaton, Elvira Germino-Hausken, Nadia McLaughlin, Holly Spurlock, William Ward.

**Other Attendees:** AIR: Alka Arora, Kim Gattis, Fran Stancavage. CenterPoint Educational Solutions: Lesley Muldoon. ETS: Jay Campbell, Emily Pooler, Luis Saldivia, Ryan Whorton, Karen Wixson. HumRRO: Monica Gribben, Anne Woods. Optimal: Sarah Guile. WestEd: Ann Edwards, Anthony Latham, Mark Loveland.

#### **NAEP Mathematics Framework Update: Progress Update**

Ms. Jago invited Project Co-Director Mark Loveland and Mathematics Content Expert Ann Edwards to provide an update on the Mathematics Framework Update Project. Ms. Edwards provided an overview of the key issues being addressed by the Development Panel as they prepare the draft framework for Board review and elaborated on the Visioning Panel guidelines.

After a significant review of the research literature and conversations with teachers, the Panel has introduced five core practices as the most important and assessable. This includes a focus on what is particularly collaborative about mathematics and what is particularly mathematical about collaboration in mathematics. The Panel details how content areas and practices can be considered in conjunction to create items that show variations in cognitive demand, replacing the construct of cognitive complexity in the existing framework.

The Panel reviewed the content areas and the distribution of the assessment across the content areas and introduced mathematical literacy as an emphasis to be addressed throughout the assessment, defining it as the use and application of mathematics in everyday life. Leveraging current technologies and potential future technology, the Panel also used assessment design, including new item types and new response types to broaden the competencies assessed. The goal is to craft an assessment that is accessible and relevant to students' various contexts with more ways to identify what students know and are able to do.

As extensions of opportunities to learn and opportunities to demonstrate that learning on NAEP, the Panel has been developing recommendations on contextual variables to provide a more nuanced understanding of NAEP results and on assessment features that support accessibility.

Mr. Loveland announced that the outreach and public comment phase will begin after the draft framework is ready for review in mid-April. As an umbrella organization comprised of 17 member organizations, the Conference Board of the Mathematical Sciences (CBMS) is a key partner. At their May Board meeting, WestEd will launch the framework project's outreach, which will be largely virtual. Webinars and calls are being scheduled with other constituencies, along with email blasts, newsletters, and project website announcements. At the National Math Festival, WestEd will conduct focus groups with parents and students. There will also be additional internal reviews of the framework through the Technical Advisory Committee (TAC) and the Visioning Panel.

Panel chair Suzanne Wilson will present the draft framework at the May 2019 Governing Board quarterly meeting, after a webinar briefing with ADC shortly before the meeting. The assessment and item specifications are being developed on a slightly staggered timeline.

Ms. Jago asked how comments from the review and public comment phase will be handled. Mr. Loveland responded that after feedback is collected, they will be qualitatively coded and summarized and presented to the Development Panel for consideration.

Paul Gasparini asked if there is research regarding more authentic assessment of students, and whether students who currently do well in the more traditional assessments would continue to do well with the new item types proposed for the Mathematics Framework Update. Ms. Edwards speculated that more of this type of research is needed and noted that the NAEP Technology and Engineering Literacy (TEL) Assessment could reveal useful insights on this question.

Cary Sneider inquired about whether the redistribution of the assessment by content area is based on the comprehensive review of state standards, conducted by AIR. Ms. Edwards confirmed that the AIR report was a key resource supporting the Panel's discussions. Mr. Sneider affirmed the importance of assessing Science, Technology, Engineering, and Mathematics (STEM) fields, and enjoyed seeing how the Panel's ideas will complement existing NAEP assessments in Science and TEL. He suggested that the outreach phase of the project is not only to collect feedback, but also to alert the field about the effort. Regarding the ideas being considered by the Panel, Mr. Sneider appreciated the assessment of collaboration and the use of authentic problem settings. He then asked about how the Panel has given consideration to maintaining stable reporting of student achievement trends for NAEP Mathematics Assessments. Ms. Edwards responded that the Panel grappled extensively with how to consider trend as part of the development of framework recommendations and engaged



the TAC for several related questions. She said that the Development Panel itself does not have the ability to determine whether trend can be maintained.

Dale Nowlin elaborated that the Visioning Panel was unclear on its charge with regard to trend at the beginning of their meeting. The initial interpretation was that only minor changes would be allowed, rather than the full scope of what NAEP needs to be a resource in 2025 and beyond.

Michelle Blair acknowledged that the Charge challenged the Visioning Panel to propose a framework that weighs necessary changes with the possible disruption of continued reporting of student achievement trends. She explained that there will be rigorous bridge studies as part of the due diligence toward maintaining trend. Still, Ms. Blair noted that there is no a priori method to determine whether a particular change will threaten continued reporting of student achievement trends, and so the Panel's recommendations will represent changes deemed necessary to maximize NAEP's value to the nation. She stated that the ADC's wisdom will be essential in reviewing several aspects of the framework, particularly the percentages of the assessment allocated to new item types.

Mr. Nowlin asked if the framework could potentially be implemented incrementally. Ms. Blair noted that there is always a transition that must occur over time. The current policy supports exploratory research in this regard.

Mr. Sneider articulated that that the best products result from navigating tension between creative and conservative approaches. He asserted that the top priority is for the framework to capture the knowledge and skills important for students, and estimated that, based on the ideas that have been shared so far, this top priority has been addressed. Mr. Sneider asked about the controversial issues that arose in the Development Panel's deliberations.

Ms. Edwards summarized that mathematical literacy garnered much discussion because it could have been added as a whole new domain, which would have been a major structural change to the framework. Toward the end of deliberations, the Panel agreed that it should be presented as a cross-cutting theme. Another topic that took substantial discussion was exactly how to partition the practices for the NAEP framework, given the different ways the field has conceptualized mathematical practices. The resulting practices reflect those the panel considered the most important, those that were well-researched so they could be described with specificity, and those with empirical support as assessable constructs. Mr. Loveland added that there was also discussion regarding the importance of refining complexity as a construct versus replacing it with something entirely new to address the range of performance that items should elicit. Finally, Ms. Edwards described that the balance of the assessment warranted extended discussion. For example, the Panel considered how there could be sufficient items in the NAEP item pool to support the possibility of potentially reporting on the practices.

Mark Miller and Mr. Nowlin applauded the manageability of having five practices, and predicted they would be readily understood by teachers. Mr. Miller asked how this new approach to the cognitive process dimension of the assessment will address the different depths of knowledge that items should elicit. Ms. Edwards responded that the Panel has tackled this issue by carefully describing the levels of sophistication for assessing the practices; presenting sample items and noting how they can be modified to elicit more sophisticated understanding; articulating achievement levels that specify the content and practices expected for the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* levels; and providing a detailed table that further specifies what is meant by the practices in each of the five content areas (Number Properties and Operations; Measurement; Geometry; Data Analysis, Statistics, and Probability; and Algebra).

Mr. Gasparini expressed gratitude for the Panel's focus on opportunities to learn, because having this contextual information is important. He hoped that the eventual NAEP results will help educators have information about the effectiveness of instructional methods.

Ms. Jago thanked Mr. Loveland and Ms. Edwards for setting a clear path for the Visioning and Development Panels' work, and looked forward to upcoming briefings where the detailed draft will be presented.

### **Next Steps**

Ms. Jago noted that no ADC item review is anticipated for April and May 2019. Dana Boyd and Ms. Keleher affirmed the importance of conducting ADC item reviews in-person whenever possible.

Ms. Jago asked Ms. Blair to summarize plans for upcoming framework projects. Ms. Blair noted that the Board has set a priority to conduct more periodic reviews of frameworks to maintain the continued relevance of NAEP assessments. The Committee prioritized for the mathematics and reading framework reviews to be conducted first. The NAEP Mathematics item development lead time is longer, which is why the NAEP Mathematics Framework update project is the first framework update project underway. The NAEP Reading Framework project kickoff will begin with a Charge from the Governing Board – Board action is scheduled for Saturday March 2, 2019. Ms. Blair explained the factors that have contributed to the sequencing of framework projects include how recently the last framework update was conducted, staff capacity, timing of the next administration on the NAEP Assessment Schedule, and urgency of the update.

Ms. Blair noted that a concurrent framework review for U.S. History, Civics, and Geography will help determine which of the three assessment areas is in most urgent need of an update. So, after the initial project(s) is done for U.S. History, Civics, or Geography, the remaining NAEP

framework update projects, if needed, are scheduled to occur on staggered timelines based on next administration of the assessment.

Ms. Blair noted that the framework project timelines presented are subject to change based on discussion with NCES since development lead times are subject-specific; the most important information in the timeline is the proposed sequence of projects.

Mr. Sneider appreciated seeing a plan for future years. Ms. Jago noted that the Writing framework review should reveal several substantial lines of discussion, similar to the discussion of digital text during the NAEP Reading Framework review. Mr. Sneider anticipated that state science standards often encompass TEL content, and so the framework review could suggest new ways to structure how NAEP assesses these two areas.

Mr. Miller asked why U.S. History, Civics, and Geography are split across three assessments and reading and writing are also split across separate assessments. Ms. Jago responded that the separation of assessments reflects the structure of the communities in each discipline. Further, the law mandates that reading be separate. Full Board discussions are ongoing regarding whether subscales need to be reported for all assessments and how assessment areas are to be prioritized.

Ms. Jago directed Committee members to Attachment C regarding ADC's ongoing discussions and activities in the Strategic Vision. She asked the ADC whether there are other efficiencies NAEP should pursue.

Mr. Gasparini responded that we need to evaluate the benefits from each assessment as a primary question. He observed that content experts are passionate about their subject areas, and asserted NAEP should not add more assessments before the effectiveness of NAEP reporting is optimized. Mr. Sneider echoed that the familiarity of NAEP to graduate students needs to be improved.

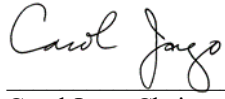
Ms. Boyd suggested more sharing of lessons learned between NAEP and state assessment programs. Ms. Blair noted that the routine outreach with NAEP partners provides many opportunities to explore how NAEP can be a stronger resource to states. Holly Spurlock noted the NAEP State Coordinators as one avenue for ongoing support for states.

Ms. Boyd suggested that state teachers of the year would also be effective outreach partners. Mr. Nowlin added that these types of state partners will be especially useful in communications around newly updated frameworks.

Ms. Jago concluded the meeting by thanking members of the committee, Governing Board staff, NCES staff and their contractors, and other attendees.

Ms. Jago adjourned the meeting at 12:20 pm.

I certify the accuracy of these minutes.



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Carol Jago, Chair

April 23, 2019  
Date

# **National Assessment Governing Board**

## **Committee on Standards, Design and Methodology**

### **Report of March 1, 2019**

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

**Governing Board Staff:** Sharyn Rosenberg.

**NCES Staff:** Commissioner James Lynn Woodworth, Associate Commissioner Peggy Carr, Samantha Burg, Jing Chen, Enis Dogan, Pat Etienne, and Bill Tirre.

**Other Attendees:** American Institutes for Research: Markus Broer, Jack Buckley, Young Yee Kim, and Fran Stancavage. Educational Testing Service: Helena Jia, John Mazzeo, and Rupal Patel. Hager Sharp: Joanne Lim. HumRRO: Thanos Patelis. Institute of Education Sciences: Mark Schneider, Director and ex-officio Governing Board member. Optimal Solutions Group: Brian Cramer. Pearson: Stanly Rabinowitz. Westat: Lisa Rodriguez and Keith Rust. WestEd: Augustus Mays. Other: Cornelia Orr (Governing Board Consultant).

#### **Welcome and Review of Agenda**

Chair Andrew Ho called the meeting to order at 10:20 a.m. and noted that Ken Wagner was unable to attend the Board meeting. Mr. Ho then reviewed the agenda.

#### **Next Steps for Developing a Statement on Intended Uses of NAEP (SV #3)**

Assistant Director for Psychometrics Sharyn Rosenberg provided a brief overview of the advance materials, noting that the Committee's interest in developing a statement on intended uses of NAEP came from a previous discussion about validation and the need for a comprehensive validity framework. Modern validity theory ties validity evidence to specific uses, but NAEP does not have an explicit listing of intended uses as is recommended by Standard 1.1 in the *Standards for Educational and Psychological Testing*. The NAEP legislation and existing Governing Board policy documents indicate a fairly modest purpose of NAEP, but the Strategic Vision calls for bold action to use NAEP in impactful ways. The staff-generated tables in the advance materials were an attempt to describe the more modest things that can be done by the Governing Board and NCES directly, versus more ambitious uses of NAEP data that may be carried out by other interested stakeholders.

COSDAM members found the background material to be helpful but noted that the document was missing a superordinate statement of purpose and intended interpretations, under which the potential uses were nested. The title of the policy document could be “The Purpose of NAEP” and a general statement might be that NAEP is designed to measure what U.S. students know and can do and how that changes over time, with respect to challenging material.

Committee members debated where the focus of the document should be between a conservative grasp and ambitious reach of NAEP uses. Some COSDAM members suggested that the use of NAEP to improve education be an aspirational goal, but that the Governing Board should not be held accountable for the extent to which this happens because it is not under the Board’s direct control. On the other hand, it is important for the Board to be more explicit about what is needed to facilitate the use of NAEP data by various stakeholders, such as by providing a “toolbox” to potential users for how NAEP data can inform their decision-making on education.

Committee members discussed the importance of having the document focus primarily on intended uses rather than misuses, while including both examples and non-examples. One suggestion was to include an appendix with additional information about misuses but not attempt to be exhaustive. In terms of specificity, other efforts such as the achievement levels interpretative guide might be a better place for providing additional details about appropriate and inappropriate uses of achievement levels.

Mr. Ho suggested that he and Vice Chair Joe Willhoft work with Sharyn Rosenberg to produce a “sacrificial draft” statement of purpose and intended uses for Committee discussion during the May COSDAM meeting.

### **NAEP-ACT Linking Study Report (SV #2, #10)**

Helena Jia of Educational Testing Service (ETS) provided an overview of the results from the 2013 NAEP-ACT linking study in reading and mathematics. The linking study is part of the Board’s decade-long effort to gather evidence about how performance on the NAEP reading and mathematics assessments at grade 12 can indicate academic preparedness for college. The results were similar to the 2009 NAEP-SAT linking study in reading and mathematics, which found that the preparedness benchmark was close to NAEP Proficient in reading but a little lower than NAEP Proficient in mathematics.

COSDAM members noted that the purpose of the NAEP and ACT assessments are different, and that it is important to be more explicit about these differences to clarify that conflicting results do not necessarily indicate that one assessment is right and the other is wrong. Linking studies such as this one should not be framed as a validation activity but rather as a way to provide context and meaning to NAEP results from comparisons with other familiar scales.

Andrew Ho requested equipercentile correspondence between NAEP and ACT scores on either scale. This answers the question, “What cut score on NAEP would lead to the same percentage of ‘passing’ students as the ACT?” Unlike the regression relationship, this relationship is symmetrical and will lead to the same ordering of cut scores on either scale.

NCES Commissioner Lynn Woodworth encouraged COSDAM members to articulate how the NAEP Proficient cut score for grade 12 mathematics is informative and reasonable given that it is different from the standards of other assessments.

**Closed Session 12:00 – 12:50 p.m.**

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

**Governing Board Staff:** Lily Clark, Sharyn Rosenberg and Lisa Stooksberry.

**NCES Staff:** Enis Dogan and Bill Tirre.

**Other Attendees:** American Institutes for Research: Jack Buckley, Young Yee Kim, and Fran Stancavage. CenterPoint Education Solutions: Lesley Muldoon. CRP: Arnold Goldstein. Educational Testing Service: Helena Jia, John Mazzeo, and Rupal Patel. Fulcrum: Anderson Davis and Scott Ferguson. Hager Sharp: Joanne Lim. Institute of Education Sciences: Mark Schneider, Director and ex-officio Governing Board member. Optimal Solutions Group: Brian Cramer. Westat: Lisa Rodriguez and Keith Rust.

**Design and Analysis of NAEP Writing Assessment**

In closed session, Enis Dogan of the National Center for Education Statistics (NCES) reviewed the 2017 NAEP Writing assessment results and discussed future plans for the assessment of NAEP Writing. COSDAM members supported the analysis plans put forth by NCES and noted that the administration of future NAEP Writing assessments should take into account the schedule of planned framework updates.

Mr. Ho adjourned the meeting at 12:50 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

March 22, 2019

Date

## National Assessment Governing Board

### Reporting and Dissemination Committee Meeting

#### Report of March 1, 2019

The chair of the Reporting and Dissemination Committee, Rebecca Gagnon, called the committee meeting to order at 10:20 am. Chair Gagnon provided an overview of the agenda, which included items reflecting collaborative efforts with other Governing Board committees.

Ms. Gagnon acknowledged that Governing Board member, Jeanette Nuñez, recently resigned from her seat on the Board. Ms. Nuñez was elected Lieutenant Governor of Florida, and her duties in that role prevent her from fulfilling Governing Board obligations. The Reporting and Dissemination Committee will miss Ms. Nuñez's thoughtful contributions to their discussions.

At 10:25 am, Ms. Gagnon closed the committee meeting, as announced in the Federal Register, to discuss the embargoed results of the 2018 National Assessment of Educational Progress in Technology and Engineering Literacy.

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#### **Closed Session Participants**

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Father Joseph O'Keefe (Vice Chair), Alberto Carvalho, Tyler Cramer, Tonya Matthews, Terry Mazany, and Fielding Rolston.

**National Assessment Governing Board Members:** Beverly Perdue

**National Assessment Governing Board Staff:** Stephaan Harris, Laura LoGerfo

**National Center for Education Statistics Staff:** Gina Broxterman, Eunice Greer, Dan McGrath, Ebony Walton, and Grady Wilburn

**Other Attendees:** American Institutes for Research (AIR): Cadelle Hemphill. CRP, Inc.: Arnold Goldstein. Educational Testing Service (ETS): Marc Berger, Robert Finnegan, and Lisa Ward. Forum One: Jenna Epstein and Timothy Shaw. Hager Sharp: David Hoff and Debra



Silimeo. The Hatcher Group: Ann Bradley and Robert Johnston. Optimal Solutions Group: Nicholas Linnen. Pearson: Cathy White. Westat: Greg Binzer.

Ebony Walton from the National Center for Education Statistics (NCES) guided the committee members through the online *Nation's Report Card* for Technology and Engineering Literacy (TEL). She spotlighted innovations in the reporting, such as charts that can be tailored to the viewer's interest on multiple dimensions and which can be easily shared through email and social media. The committee members worked through how the public will navigate the results and requested links to maps that explain what states comprise the four regions reported on the National Assessment of Educational Progress (e.g., south, midwest) and to definitions of school location, such as rural and town. The committee agreed that the highlights page provides stakeholders with quick and easy takeaway messages, which should facilitate more effective communication with media and stakeholders.

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### **Open Session Participants**

**Reporting and Dissemination Committee Members:** Rebecca Gagnon (Chair), Father Joseph O'Keefe (Vice Chair), Alberto Carvalho, Tyler Cramer, Tonya Matthews, Terry Mazany, and Fielding Rolston.

**National Assessment Governing Board Staff:** Lily Clark, Stephaan Harris, Laura LoGerfo, Angela Scott, Lisa Stooksberry

**National Center for Education Statistics Staff:** Gina Broxterman, Dan McGrath, and Ebony Walton.

**Other Attendees:** American Institutes for Research (AIR): Cadelle Hemphill. CRP, Inc.: Arnold Goldstein. Educational Testing Service (ETS): Robert Finnegan and Lisa Ward. Forum One: Jenna Epstein and Timothy Shaw. Hager Sharp: David Hoff and Debra Silimeo. The Hatcher Group: Ann Bradley and Robert Johnston. HumRRO: Anne Woods Optimal Solutions Group: Nicholas Linnen. Pearson: Cathy White. Westat: Greg Binzer. Other: Lesley Muldoon, Cornelia Orr

At 10:50 am, Chair Gagnon re-opened the meeting to discuss the multiple release events the Governing Board is hosting this year, including the TEL release at the end of April, the *Nation's*

*Report Card* in Reading and Mathematics this fall, as well as the release of results from the National Assessments of Educational Progress (NAEP) in U.S. History, Civics, and Geography.

Ms. Gagnon suggested trying out different resources, including flash cards on the subjects released. Reporting and Dissemination Committee Vice Chair, Father Joseph O’Keefe, recommended timing the release of the NAEP U.S. History, Civics, and Geography results to the election this fall, if possible.

The conversation focused on who among the Governing Board partners should convey messages the Board wants to disseminate from these initial releases. Committee members Tyler Cramer and Tonya Matthews suggested pursuing star power, especially from sectors other than the government, with Ms. Matthews adding that this should include experts who may not be mainstream but are well known in their field. Historically, the Governing Board invites these messengers to present at the release event. However, these stakeholders’ most powerful impact may be through activating their social media channels to support the releases. And Alberto Carvalho suggested the NAEP data is the real star, so outreach should reflect that reality.

#### Postsecondary Preparedness

The meeting then turned to the postsecondary preparedness work. At the November 2018 quarterly meeting, the Governing Board approved the final recommendations of the Ad Hoc Committee on Postsecondary Preparedness. This committee recommended utilizing existing measures within NAEP, NCES, and beyond to capture the various skills and abilities that constitute postsecondary preparedness. These measures then should be presented in an online dashboard.

To fulfill this recommendation, the Ad Hoc Committee encouraged the Governing Board and NCES to develop a dashboard prototype to ascertain if a Postsecondary Preparedness Dashboard is feasible and potentially valuable to stakeholders. The committee also urged the Governing Board to create a conceptual framework to describe the universal skills that represent postsecondary preparedness. The Ad Hoc Committee disbanded in November and passed the responsibilities for this work to the Reporting and Dissemination Committee.

In executing these responsibilities, the committee first reviewed the draft outline of the conceptual framework, as presented by Governing Board Assistant Director of Reporting and Analysis Laura LoGerfo. There was consensus that the outline seemed sufficiently comprehensive to warrant proceeding to the next step, which is an initial draft of the Conceptual Framework by the Governing Board’s contractor, HumRRO.

Attention shifted to the work already underway on the postsecondary preparedness dashboard, as presented by Eunice Greer of NCES and Robert Finnegan, Director of NAEP Reporting for ETS. Ms. Greer and Mr. Finnegan offered scenarios of hypothetical dashboard users to illustrate how typical stakeholders might use and navigate a dashboard. They also shared an example of an indicator dashboard to inspire functional designs. Committee members recommended taking a look at the Work Keys assessment as a guide and identifying specific examples that illustrate why data on postsecondary preparedness is important, e.g., determining the numbers of high school graduates prepared to fill workforce needs in 2020.

The presenters described the iterative development process for the dashboard. The conceptual framework will drive content to the dashboard, while the dashboard will be designed by NCES. Then, NCES staff, Board staff, Board members, and external stakeholders will provide feedback on what is missing from the dashboard and suggestions on how better to present the data. Versions of the dashboard will be shared to elicit feedback in order to enhance the presentation, modify the amount of support available, and more effectively help users interpret the data. The dashboard should offer data that provides critical context for understanding education and information stakeholders can use to improve education.

The committee delineated what purposes the dashboard will not serve, such as addressing purely academic preparedness, focusing on only a single indicator, or setting cut scores for preparedness. Instead, whatever data are presented should be perceived by the public and by stakeholders as elements the Board deems necessary to postsecondary preparedness. In May, the R&D Committee will discuss potential data sources and review a wireframe draft of the dashboard.

### Interpretative Guide

The last session focused on the Achievement Levels Interpretative Guide. The joint meeting with the Committee on Standards, Design and Methodology (COSDAM) in November provided recommendations on drafting a guide that is balanced, brief, clear, and honest. Staff fulfilled these recommendations and, inspired by Governing Board member Cary Sneider, illustrated the achievement levels by presenting in a matrix released items that match different achievement levels at different grades. The committee concluded that the next draft should make this visual more prominent, which should help a broad audience understand “this is what a child knows if she/he is *NAEP Proficient*.” The content of this matrix requires revision over the next several months, after which the committee will share an improved version with COSDAM.

The R&D Committee members appreciate the collaboration of NCES on this guide, especially given that the NCES Commissioner, by law, approves removing the “trial” status of the achievement levels, a requirement of which is that the levels are informative to the public.

Finally, the committee gave useful feedback on how to improve ‘virtual flash cards’ which will provide all Board members with consistent messaging and answers to FAQs about NAEP and the Governing Board.

The meeting concluded five minutes early at 12:40 pm.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Rebecca Gagnon", enclosed in a light gray rectangular box.

Rebecca Gagnon  
Chair

April 12, 2019

# National Assessment Governing Board

## Nominations Committee

### Closed Session Report

**March 2, 2019**

**Nominations Committee Members:** Fielding Rolston (Chair), Dana Boyd, Andrew Ho, Tonya Matthews, Terry Mazany, Joseph O’Keefe, S.J., Cary Sneider.

**Absent:** Jim Geringer

**Board Members:** Mark Miller, Nardi Routten

**Board Staff:** Donnetta Kennedy, Munira Mwalimu, Tessa Regis, Lisa Stooksberry.

**Other:** Lesley Muldoon

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the National Assessment Governing Board met in closed session on Saturday, March 2, 2019 from 7:30 a.m. to 8:10 a.m. to receive a briefing from Fielding Rolston, Chair of the Nominations Committee for Board terms that begin October 1, 2019.

Mr. Rolston welcomed members and guest Lesley Muldoon, who has been appointed to serve as the Governing Board’s next executive director beginning April 15, 2019. Mr. Rolston acknowledged committee member Jim Geringer’s absence, noting that he departed early due to inclement weather conditions. Mr. Rolston also acknowledged Board members Mark Miller and Nardi Routten who asked to observe the meeting to better understand the work of the Nominations Committee. Mr. Rolston provided a preview of the agenda.

Mr. Rolston reported that there are eight vacancies in the following categories for the 2019 cycle as detailed below:

- Business Representative
- Chief State School Officer
- Curriculum Specialist – two positions
- Grade 12 Teacher
- Local School Superintendent
- State Board of Education
- Testing and Measurement Expert

Mr. Rolston reviewed the 2019 nominations process and timeline, which began in summer 2018. The final slates of candidates will be submitted to the Secretary of Education in April 2019, once commitment letters are received from the finalists.

Mr. Rolston provided an overview of the finalists for terms that will begin on October 1, 2019. He described the nominations received by number of applicants, gender, race/ethnicity, and geographical representation.

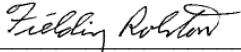
The Chair then shared a chart of Board members' terms and vacancies through 2022. He noted that the parent and general public categories need to be rebalanced as vacancies occur in order to more accurately reflect the intent of the representation, as defined in the legislation. Therefore, he recommended adjustments be made to future vacancies by year to clarify the qualifying criteria for the two categories. Board member Andrew Ho suggested Committee members agree with the recommendation and suggested moving the 2021 vacant slot for general public to 2020. Committee members concurred with this suggestion.

Mr. Rolston mentioned that there are two recent slots that are vacant. Governor Engler and Jeanette Nunez have both resigned from the Board. He proposed that the replacement of each slot be conducted in the 2020 cycle, noting however that it is subject to the Secretary of Education's discretion as to when to fill those vacancies.

Members discussed the nominations process and engaged in a question and answer session. Mr. Rolston asked for a motion to approve the Nomination Committee's recommendations on the final slate of candidates to be submitted to the Board. The motion was made by Cary Sneider, seconded by Fr. Joe O'Keefe, and approved unanimously.

The meeting adjourned at 8:10 a.m.

I certify the accuracy of these minutes.

  
\_\_\_\_\_  
Fielding, Ralston, Chair

March 7, 2019  
Date