

Committee on Standards, Design and Methodology

November 15, 2019

Hemingway 1&2



AGENDA

9:45 – 10:30 am	Welcome and Introductions Review of COSDAM Priorities and Activities Next Steps for Strategic Vision Activities (SV #2-10) <i>Andrew Ho, COSDAM Chair</i> <i>Sharyn Rosenberg, Assistant Director for Psychometrics</i>	<i>Attachment A</i> <i>Attachment B</i>
10:30 – 11:45 am	Plans for Design of 2021 NAEP (SV #9) (Closed Session) <i>Enis Dogan, National Center for Education Statistics</i>	<i>See document sent under separate cover</i>

Review of COSDAM Priorities and Activities

The Committee on Standards, Design and Methodology (COSDAM) “shall be responsible for recommending to the Board policies related to all technical aspects of NAEP, for developing the achievement levels, and for recommending to the Board the achievement levels for adoption for each grade and subject in the National Assessment. The areas this committee shall address include but are not limited to:

- (1) technical issues dealing with NAEP assessments;
- (2) overall issues related to the design, methodology, and structure of NAEP assessments;
- (3) maintaining the integrity of trend lines while encouraging reasonable experimentation and trials of new approaches;
- (4) maximizing utility of NAEP data;
- (5) receiving and reviewing NAEP evaluation and validity studies; and
- (6) developing a process for review of the technical quality of the assessment.”

(By-laws of the National Assessment Governing Board, amended 11/20/2010)

During the upcoming November 2019 COSDAM meeting, Chair Andrew Ho will lead a discussion on the Committee’s responsibilities, recent activities, and upcoming priorities.

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 NCES, 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.

During the upcoming November 2019 COSDAM meeting, the Committee will discuss priorities for the remaining activities.

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
SV #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments <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>	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 Informational update on current studies was provided in the March 2018 COSDAM materials Results from the national NAEP-ACT linking study were presented to COSDAM at the March 2019 Board meeting; the report is being finalized This topic is part of the Achievement Levels Work Plan under discussion	Complete ongoing studies Decide what new studies to take on Decide how to use and report existing and future results Complete additional studies	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)

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&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 August 2018 Board meeting, COSDAM discussed how to use information from an ongoing study to inform a policy statement on intended and appropriate uses of NAEP</p> <p>During the March 2019 and May 2019 Board meetings (and via email), COSDAM discussed drafts of a statement on the intended meaning of NAEP (statement will be discussed in plenary session at the upcoming November 2019 Board meeting)</p> <p>This idea was generated during the August 2017 COSDAM discussion of the Strategic Vision activities</p>	<p>Full Board adoption of statement on intended meaning of NAEP</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>(Some of the above work will be incorporated into the plan under development by the Achievement Levels Working Group)</p> <p>Work with NCES and R&D to refine list of technical topics for dissemination efforts</p>	<p>Board adopts formal statement about intended meaning of NAEP. The goal is to increase appropriate uses and decrease inappropriate uses.</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, with a full Board discussion during the August 2018 Board meeting</p> <p>Public comment was sought from August 30 – October 15, 2018; Board calls to discuss the comments took place in October</p> <p>The revised policy was unanimously adopted during the November 2018 Board meeting</p> <p>The Achievement Levels Working Group was formed in March 2019 to develop a comprehensive plan for responding to the evaluation</p>	<p>Board staff and COSDAM will work on implementing the revised policy on NAEP achievement level setting, including reviewing and updating achievement level descriptions</p> <p>COSDAM and R&D will discuss preliminary ideas from Achievement Levels Working Group during the upcoming August Board meeting</p> <p>Full Board discussion of comprehensive plan will take place in November 2019, with action planned for March 2020</p> <p>Work on Achievement Levels Procedures Manual underway, with COSDAM approval planned for Spring 2020</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>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<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 (March 2017), and follow-up event held at American Educational Research Association (AERA) conference (April 2017)</p> <p>Several Board discussions took place during 2017 and 2018</p> <p>The NAEP budget in Fiscal Year 2019 was increased by \$2 million with the goal of moving up the next administration of LTT</p> <p>Following discussion at the November 2018 Board meeting, Chair Bev Perdue sent a response to Congress indicating that the Board would add a paper-based 2020 LTT administration to the NAEP Assessment Schedule</p> <p>The Board took action on a NAEP Assessment Schedule during the May 2019 Board meeting, to include administration of the Long-Term Trend Assessments</p>	<p>NCES will present design considerations for LTT bridge studies at a future Board meeting (to inform the 2024 NAEP LTT)</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>During the past 2 years, there have been several full Board presentations and discussions on the NAEP Assessment Schedule</p> <p>Action on the NAEP Assessment Schedule took place during the May 2019 Board meeting</p>	<p>The planned design change in 2021 is based on coordination of two subjects; implications for analysis and reporting will be discussed with the Board as the design is implemented</p> <p>Revision of the 2027 NAEP Science Framework may consider whether Technology and Engineering Literacy should be consolidated with Science (white papers may be commissioned on this topic)</p>	<p>Determine whether NAEP 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 12th 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>During the November 2018 Board meeting, the Board took action to explore the creation of a postsecondary preparedness dashboard; the current status of this work is being discussed by the full Board at the upcoming November 2019 Board meeting</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>