
Committee on Standards, Design and Methodology

May 13, 2022

8:30 – 11:00 am ET



via Zoom

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Westin Crystal City – Crystal V

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AGENDA

8:30 – 8:45 am	Welcome and Updates <i>Suzanne Lane, Chair</i>	
8:45 – 9:30 pm	Briefing and Discussion: NAEP Innovations Plan <i>Suzanne Lane</i> <i>Carey Wright, Vice Chair</i>	Attachment A
9:30 – 11:00 am	Discussion: Approaches to Increase the Utility of NAEP at the Low-end of the Achievement Scale (CLOSED) <i>Suzanne Lane</i>	Attachment B

Approaches to Increase the Utility of NAEP at the Low-end of the Achievement Scale

In recent months, COSDAM has discussed limitations to information NAEP provides for students at the low-end of the achievement scale. The current NAEP assessments have limited items that map below the *NAEP Basic* achievement level, yet for some assessments approximately one-third of students have fallen below *NAEP Basic*. Some COSDAM members have expressed concern with this mismatch between the percentage of items and students falling at the low-end of the scale. Concerns include a) the inability of NAEP to describe what students at the low-end of the scale know and can do, and b) many assessed students may see no or few items they have a chance of responding to correctly, which may result in a negative testing experience.

One potential solution discussed has been to reconsider the Board's current [achievement levels policy](#) that intentionally excludes an official achievement level below *NAEP Basic*. COSDAM Chair, Suzanne Lane, presented various perspectives on a new achievement level during the March 2022 COSDAM meeting, and summarized how various state and international assessments address achievement levels at the low-end of the scale. This information is summarized in the [March 2022 COSDAM materials](#).

One outcome of the March 2022 COSDAM discussion was the desire by some members to better understand how stakeholders currently use NAEP data, and if and how they would benefit from a new achievement level to define students falling below *NAEP Basic*. Members specifically expressed the desire to understand the perspectives of state education policy makers and business leaders. In addition, some COSDAM members expressed they were mostly concerned with having additional items at the low end of the scale, regardless of whether this was accomplished with a new achievement level or otherwise¹. Finally, some members indicated it was important to consider the cost of any effort undertaken by the Board. The purpose of this May 2022 COSDAM session will be to a) hear Board members' perspectives based on their professional roles regarding the utility of NAEP achievement levels and if/how a level below *NAEP Basic* would be used, b) hear from NCES staff about item development, including the role achievement levels play, c) consider the costs of various efforts to increase information at the low-end of the scale, and d) ultimately, better define the problem and how best to solve it.

COSDAM members will participate in a guided discussion with the intent of better defining the problem, identifying desired outcomes, and generating next steps to achieve the outcomes.

The May 2022 session will be closed because cost information will be shared.

¹ As a reminder, NCES is currently working to increase the number of items at the low-end of the scale regardless of what decisions are made by COSDAM.

COSDAM Discussion of the NAEP Innovations Plan

During the March 2022 Board meeting, the Governing Board's Executive Director Lesley Muldoon and NCES Commissioner Peggy Carr presented innovations to reimagine NAEP for the future by increasing relevance, utility, and efficiency. As a follow-up, Muldoon and Carr will present a proposed NAEP Innovations Plan during a May Quarterly Board plenary session on May 12. At this time, they will describe a proposed plan for addressing NAEP Innovations in 2022, 2023 and beyond.

Some of the innovations addressed within the plan fall within COSDAMs purview, including topics that have been discussed during recent COSDAM meetings. For example, NCES described a recent competition to explore the feasibility of automated scoring for NAEP during the March COSDAM meeting; automated scoring is identified by the plan as a 2023 priority. Other innovations currently ongoing that fall within COSDAMs purview are part of the longer-term plan; this includes a two-subject design and adaptive testing. As these efforts progress, they will be designated as priorities in later years once studies are in progress to inform operational decisions. Information on the recent status of automated scoring, a two-subject design, and adaptive testing for NAEP is available with the [March 2022 COSDAM meeting materials](#).

The NAEP Innovations Plan is not intended to incorporate all activities to be conducted by the Board and NCES; for example, COSDAM will continue its work regarding achievement levels, and COSDAM and the Reporting and Dissemination committee will continue to collaborate to advance the utility of NAEP linking studies. Rather, the plan is intended to address specific innovations identified for re-imagining the future of NAEP.

The May COSDAM discussion of the NAEP Innovations Plan will be an opportunity for members to provide input on the priorities of the overall plan as a committee and to focus in on the activities falling within COSDAM's purview. The COSDAM chair and vice chair will generate questions to guide the discussion based on the outcome of the May Executive Committee meeting and Thursday's Board plenary session.