

Assessment Development Committee

August 5, 2022

8:30 – 10:30 am ET

Jessamine Room



AGENDA

8:30 – 9:00 am	Overview of Contract to Develop Recommendations for the 2028 NAEP Science Assessment Framework <i>Mark Loveland, WestEd Taunya Nesin, WestEd</i>	Attachment A
9:00 – 9:30 am	Update on Panelist Nominations for 2028 NAEP Science Assessment Framework (CLOSED) <i>Sharyn Rosenberg, Assistant Director for Assessment Development</i>	Materials Provided Separately
9:30 – 9:45 am	Item Review: Additional Reading Concept Sketch Materials (CLOSED) <i>Mark Miller, Vice Chair</i>	Materials Provided Separately
9:45 – 10:30 am	Update on Item Development for 2026 NAEP Reading and Mathematics Assessments at Grades 4 and 8 (CLOSED) <i>Holly Spurlock, NCES Nadia McLaughlin, NCES</i>	Attachment B

Overview of Contract to Develop Recommendations for the 2028 NAEP Science Assessment Framework

On July 6, 2022, the Governing Board awarded contract #91995922C0001 to WestEd (as a result of a competitive bidding process) to conduct an update of the NAEP Science Assessment Framework; the project kickoff meeting was held on July 12th. The contract includes an option for a framework update in one additional subject, to begin during the summer of 2023 (if exercised). Key WestEd staff include project director Steve Schneider, project co-director Mark Loveland, science content lead Taunya Nesin, and measurement lead Marianne Perie.

This project will be the first framework update conducted under the Board's revised policy for [Assessment Framework Development](#) that was adopted in March 2022. In accordance with that policy, the Board conducted an open call for panelist nominations between June 13 – July 15 with support from Widmeyer/Finn Partners, the Board's Science Framework Strategic Communications contractor. Extensive and targeted outreach was conducted to dozens of stakeholder groups and individuals representing education, policy, industry, assessment, research and other science-related areas. The recruitment resulted in more than 100 applications. Board policy specifies that the Steering Panel should include 30 members, of which 20 members continue as the Development Panel. The role of the Steering Panel is to formulate high-level guidance about the state of the field and how to implement the [Board charge](#); the role of the Development Panel is to develop drafts of the framework and specifications documents and engage in detailed deliberations about how issues outlined in the Board charge and Steering Panel discussion should be reflected in a recommended framework. The policy charges ADC with recommending a slate of panelists for approval by the Executive Committee. (Additional information about the status of evaluating panelist nomination materials will be shared during the closed session that follows).

In addition to evaluating panelist nomination materials to assemble Steering and Development Panels that maximize diverse perspectives across a range of important constituencies, issues and dimensions, immediate next steps related to project launch include: planning and finalizing the timeline for key milestones (including the first Steering Panel meeting this fall); producing a Design Document that describes plans for implementing each activity to be conducted under the contract; convening a Technical Advisory Committee to review the Design Document and provide ongoing technical advice; and assembling an Educator Advisory Committee to provide meaningful consultation on issues raised during panel deliberations that require input from practitioners.

During this introductory session, WestEd staff Mark Loveland and Taunya Nesin will provide an overview of planned activities and next steps.



Update on Item Development for the 2026 Reading and Mathematics Assessments for Grades 4 and 8

During the February 28, 2022, meeting of the Assessment Development Committee (ADC), Enis Dogan and Nadia McLaughlin of the National Center for Education Statistics (NCES) made a presentation titled “Item Difficulty in NAEP: Considerations for Assessment Development”. The presentation described the alignment between NAEP’s item difficulty and student ability distributions, presented NCES’s plans to operationalize the new mathematics and reading frameworks for the 2026 assessments, highlighted the tensions inherent in meeting framework targets and developing items accessible for lower-performing students, and outlined strategies for developing easier content. In this session, NCES will provide an update on its progress in developing new mathematics and reading items for grades 4 and 8 that are aligned new frameworks, including efforts to develop easier items, set in the larger context of the longer term, multi-year development timeline.

NCES will describe ongoing work to develop new mathematics items that meet framework targets, including items that assess “mathematical practices,” a new dimension of the 2026 NAEP Mathematics Framework. NCES will discuss and share examples of how item development is being informed by our current research, including recently completed studies focused on identifying and validating skills and objectives for each practice and understanding skill progressions. NCES will also describe and share examples of how we are working to improve the alignment between student ability and item difficulty by showing how research studies and other activities are informing the development of easier items.

In the final portion of the presentation, NCES will update the ADC on the reading item development team’s work to develop easier blocks that have been designed to measure readers in the lowest third of NAEP’s performance distribution. We will present a side-by-side comparison of a new, easier block and one of NAEP’s traditional blocks, describe their alignment to the new framework, and explain how development is being informed by NCES’s research. We will identify elements of the text, item content, and item type that have been designed to make them accessible to struggling readers.