

QUARTERLY BOARD MEETING AGENDA

November 14-15, 2024



The Royal Sonesta
20 Massachusetts Avenue, N.W.
Washington, DC 20001
(202) 888-1850

Wednesday, Nov. 13: 4:30 – 5:30 pm (ET)

4:30 – 5:30 pm Jewel A	Nominations Committee Meeting (CLOSED)
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Thursday, Nov. 14: 9:45 am – 5:30 pm (ET)

8:30 – 9:30 am Jewel A	Executive Committee Meeting
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9:45 – 9:50 am Crown Ballroom	Welcome and Remarks Approval of November 2024 Agenda Approval of August 2024 Minutes <i>The Honorable Beverly E. Perdue, Chair</i>
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9:50 – 10:20 am	Deputy Secretary's Remarks and Administration of Oath of Office <i>The Honorable Cindy Marten, Deputy Secretary, U.S. Department of Education</i>
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10:20 – 10:45 am	New and Reappointed Member Remarks <i>Danielle Gonzales, Local School Board Member</i> <i>Jared Solomon, State Legislator – Democrat</i> <i>Suzanne Lane, Testing and Measurement Expert</i> <i>Julia Rafal-Baer, General Public Representative</i> <i>Ron Reynolds, Non-Public School Administrator</i> <i>Mark White, State Legislator – Republican</i>
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10:45 – 11:15 am	Introductions and Welcome from Board Members
11:15 – 11:45 am	Executive Director’s Remarks <i>Lesley Muldoon, Executive Director</i>
11:45 am – 12:15 pm	National Center for Education Statistics (NCES) Commissioner Update <i>Peggy Carr, Commissioner, NCES</i>
12:15 – 12:30 pm	Break
12:30 – 2:00 pm	WORKING LUNCH: NAEP Budget and Contracting Update (CLOSED) <i>Peggy Carr</i> <i>Dan McGrath, Associate Commissioner of Assessment, NCES</i>
2:00 – 2:15 pm	Break
2:15 – 3:15 pm	Discussion of Assessment Framework Development Policy <i>Patrick Kelly, Chair, Assessment Development Committee</i>
3:15 – 3:30 pm	Break
3:30 – 5:30 pm	Committee Meetings <i>Assessment Development Committee</i> <i>Committee on Standards, Design and Methodology</i> <i>Reporting and Dissemination Committee</i>

Friday, Nov. 15: 8:00 am – 2:00 pm (ET)

8:00 – 9:00 am
Crown Ballroom

Annual Ethics Briefing (CLOSED)

Marcella Goodridge-Keiller, Assistant General Counsel and Designated Agency Ethics Official, U.S. Department of Education

9:00 – 9:10 am

Break

9:10 am – 10:40 am

Briefing on Results of 2024 NAEP Reading and Mathematics Assessments (CLOSED)

Ebony Walton, Statistician, Assessment Division, NCES
Grady Wilburn, Statistician, Assessment Division, NCES

10:40 – 10:50 am

Break

10:50 – 11:35 am

Discussion and ACTION: Release Plan for the 2024 Nation's Report Card: Reading and Mathematics, Grades 4 and 8

Julia Rafal-Baer, Chair, Reporting and Dissemination Committee

11:35 – 11:45 am

Break

11:45 – 12:15 pm

Committee Reports

Marty West, Vice Chair, Executive Committee
Christine Cunningham, Vice Chair, Assessment Development Committee
Suzanne Lane, Chair, Committee on Standards, Design and Methodology
Reginald McGregor, Chair, Nominations Committee
Julia Rafal-Baer

12:15 – 1:30 pm

Working Lunch: Discussion of Artificial Intelligence (AI) and NAEP Ethical Use Policy

Ron Reynolds, Chair, Ad Hoc Committee on AI

1:30 – 2:00 pm

Member Discussion

National Assessment Governing Board

Meeting of August 8–9, 2024
The Colonnade Hotel
120 Huntington Avenue
Boston, MA 02116
& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Participant List

National Assessment Governing Board Members Present

Gov. Bev Perdue, *Chair*

Alice Peisch, *Vice Chair*

Lisa Ashe

Shari Camhi

Michelle Cantú -Wilson

Tyler Cramer

Christine Cunningham

Viola García

Angélica Infante-Green

Patrick Kelly

Anna King

Suzanne Lane

Scott Marion

Michael Pope

Julia Rafal-Baer

Ron Reynolds

Nardi Routten

Guillermo Solano-Flores

Darein Spann

Jane Swift

Dilhani Uswatte

Martin West

Mark White

Matthew Soldner, Ex-Officio

National Assessment Governing Board Members Absent 8/8 & 8/9

Jhone Ebert

Reginald McGregor

National Assessment Governing Board Staff

Lesley Muldoon, *Executive Director*

Elizabeth Schneider, *Deputy Executive Director*

Rebecca Dvorak

Stephaan Harris

Donnetta Kennedy

Laura LoGerfo

Tessa Regis

Sharyn Rosenberg

Angela Scott

Vanessa Tesoriero

Josh Warzecha

National Center for Education Statistics (NCES)

Peggy Carr, *Commissioner*

Tammie Adams

Gina Broxterman

Jing Chen

Brian Cramer

James Deaton

Enis Dogan

Veda Edwards

Patricia Etienne

Janel Gill

Dana Kelly

Shawn Kline

Tina Love

Lydia Malley

Daniel McGrath

Nadia McLaughlin

Gabrielle Merken

Emmanuel Sikali

Holly Spurlock

Ebony Walton

Yan Wang

American Institutes for Research (AIR)

Yifan Bai

Brittany Boyd

Markus Broer

Christina Davis

Kim Gattis

Cadelle Hemphill

Jenna Tracy

Kerry Vieth

Darrick Yee

Young Yee Kim

Council of the Great City Schools, CGCS

Brian Garcia
Akisha Osei Sarfo

CRP, Inc.

Monica Duda
Renee Palmer
Edward Wofford

Department of Education

Carter Volz
Angela Woodward

Educational Testing Service (ETS)

Debby Almonte
Terran Brown
Kadriye Ercikan
Robert Finnegan
Rupal Patel
Hilary Persky
Lisa Ward
Karen Wixson

The Hatcher Group

Jenny Beard
Sophia Handel
Nandini Singh
Mallory Werthamer

Lerner Communications

Michelle Lerner
Ashley Zanchelli
Nancy Zuckerbrod

Management Strategies

Micajah Anderson
Courtney Beisel
Brandon Dart
Rachel Koether
Zachary Rosensteel
Peter Sobich

Manhattan Strategy Group

Marquita Brown
Charlie Butler
Melissa Cristler
David Hoff
Adrian Larbi-Cherif
Joanne Lim
Ariadne Manikas
Lori Meyer

Cynae Punch Brown
Anne Reeder
Debra Silimeo
Ying Zhang

Pearson

Scott Becker
Paula Rios
Pat Stearns

Westat

Marcie Hickman
Tom Krenzke
Kavemuii Murangi
Lisa Rodriguez
Desrene Sesay

ASL Interpreters

Julia Barnes
Sean Hava
Kristen Wessels

Other Attendees/Speakers

Myra Best, digiLEARN
Jackie Branco, Rhode Island Department of Education
Edwin Crockett, Child Trends
Rebecca Finlay, Partnership on AI
Ashley Frame, New Hampshire Department of Education
Alison Gerrior, Massachusetts Department of Elementary and Secondary Education
Jamie Kasper, Education Commission of States
Andrew Kolstad, P20 Strategies LLC
Beth LaDuca, Oregon Department of Education
Regina Lewis, Maine Department of Education
Brian Lloyd, Michigan Department of Education
Rebecca Logan, Oklahoma Department of Education
David Mancuso, Mancuso Communication Strategies
Terry Mazany, Consultant
Jim McCann, Cambium Assessments
Hillary Michaels, Human Resources Research Organization
Naaz Modan, K-12 Dive
Raina Moulian, Alaska Department of Education and Early Development
Joan Perrow
Renee Savoie, Connecticut State Department of Education
Michael Slattery, HII Director
Alina von Davier, Duolingo
Michael Walker, Human Resources Research Organization

The National Assessment Governing Board Quarterly Meeting convened open sessions on August 8, 2024.

Session Summaries – Day 1

Welcome; Approval of August 2024 Agenda and May 2024 Minutes; ACTION: Nomination of Vice Chair for 2024–25

The Honorable Beverly Perdue, Chair, called the meeting to order at 1:04 p.m. EDT. She welcomed attendees to the Quarterly Meeting of the National Assessment Governing Board (Board or Governing Board) and thanked Vice Chair Alice Peisch, Jane Swift, and Martin West for hosting the meeting, which included that morning's presentation from Jobs for the Future. She felt energized from learning how Jobs for the Future thinks education and workforce systems can be transformed by leveraging technology in their Pathways to Prosperity initiative. Perdue explained that the information shared shows that although states and researchers are using National Assessment of Educational Progress (NAEP) results, inequity within our education systems persists, especially for children of color, children in poverty, and children from rural communities.

Perdue then stated the Governing Board's three goals for the meeting, all aimed at fulfilling the Board's congressional mandate: (1) adopt and implement the Strategic Vision, (2) revise and execute the Board's direction for the future, and (3) engage with stakeholders in using the Nation's Report Card. Perdue then highlighted four strategic priorities the Governing Board has undertaken since last November: culture, Board process, frameworks, and communications.

She acknowledged each member's thoughtful contributions and the Board's accomplishments over the past year, including the establishment of the Ad Hoc Committee on Artificial Intelligence (AI) and the creation of the Financial Advisory Committee to help the Governing Board understand their own finances and data.

Perdue next outlined where the Governing Board will focus from now through the next meeting in November. With the election in November, she emphasized the nonpartisan stance of the Board. She called upon members to send a united message to policymakers and decision-makers across the country about the direction our educational system must take to ensure the success of all students. Perdue highlighted the need for bold, clear messaging that articulates the value of NAEP, noting how improved communication efforts have laid the groundwork to motivate states to participate in voluntary state-level NAEP assessments.

Perdue requested a motion to approve the August 2024 meeting agenda. Peisch moved to approve the agenda, and Scott Marion seconded the motion, which passed unanimously. Perdue then requested a motion to approve the May 2024 meeting minutes. Peisch moved to approve the minutes. Marion seconded the motion, receiving unanimous approval.

Next, Perdue thanked Peisch for her service to the Governing Board, especially as vice chair, noting the insights, expertise, experience, calm, and wisdom she brought to the work. With Peisch's term ending, the Governing Board must select a new member to assume the vice chair role. Perdue introduced Marty West as the vice chair nominee based on the recommendation of the Executive Committee and the canvassing of all Board members. In formally nominating West, Peisch expressed her gratitude for serving in the position for the past four years. West is the academic dean of the Harvard Graduate School of Education and a member of the Massachusetts Board of Elementary and Secondary Education.

Peisch then requested a motion to approve West's nomination to serve as Vice Chair of the Governing Board. Mark White approved the motion, and Tyler Cramer seconded the motion, which passed unanimously.

Executive Director Update

Perdue introduced Executive Director Lesley Muldoon by thanking her and the Governing Board staff for their support over the past year, embracing new initiatives and creating pathways to the future. Muldoon thanked Perdue for her focus on innovation and efficiency and Peisch for her remarkable tenure as vice chair. She also expressed her excitement for working with West when he assumes the vice chair role in November.

Muldoon acknowledged the presence of three Governing Board chairs, both past and present, at the meeting. In addition to Perdue, David Driscoll served as chair from 2009–14 and led the Board through a period of significant change as states converged around college and career-ready expectations. Terry Mazany chaired the board from 2014–17, overseeing the transition from paper and pencil to digital assessments.

Muldoon praised the morning discussion moderated by Driscoll and featuring Massachusetts education leaders: Jim Peyser, former Massachusetts Secretary of Education (2015–22); Paul Reville, former Massachusetts Secretary of Education (2008–13); Mary Benson Skipper, Superintendent of Boston Public Schools; and Patrick Tutwiler, current Massachusetts Secretary of Education. The panelists discussed the state's history with NAEP and how assessment and accountability have evolved in the Bay State. Muldoon noted how apropos it was to discuss the Board's strategic vision in Massachusetts given the commonwealth's history of using NAEP. Massachusetts has exemplified how states can use assessment results to catalyze action and drive student progress.

Muldoon reminded members of the work accomplished at the May 2024 meeting. The May meeting included an in-depth discussion about the Strategic Vision draft, which resulted in an updated Strategic Vision for the members to take action on at this meeting. Between meetings, the staff combined ideas from individual meetings, committee meetings, and other brainstorming sessions to determine how to operationalize and implement the Strategic Vision. These ideas were included in the meeting materials to be discussed along with priorities for the Governing Board.

Muldoon shared that staff have worked on the “inform and engage” pillar of the strategic vision, noting they are in a critical moment preparing for the release of the 2024 Nation’s Report Card in early 2025. These results will provide the second data point since the pandemic from the only nationally representative assessment on students’ knowledge and skills. Staff are meeting with partner organizations, states, and districts to ensure stakeholders know when the results are coming out, are ready for the Report Card’s release, and know how to use the data effectively.

She noted the last Governing Board meeting included a valuable learning session on the legislative roles and responsibilities of the program, as well as on long-term trend (LTT). Muldoon previewed that this meeting would feature a learning session on research and development priorities for NAEP.

The Ad Hoc Committee on AI launched at the last meeting as well and has since convened twice—once to organize the committee and the second to hear from the Smarter Balanced Assessment Consortium, which is developing principles for the use of AI in student assessments. Representatives from Smarter Balanced were slated to present to the Board on Day 2 of this quarterly meeting in Boston. The AI committee’s work will explore what ethical and responsible use of AI could and should look like in NAEP.

Muldoon observed that a vast number of new state chief school officers and new governors have entered office since the last NAEP release in 2022. A priority moving forward is helping new leadership in states understand and use NAEP data and results. Additionally, state assessment results send mixed signals about how much academic recovery has occurred over the past two years. These results heighten anticipation for the NAEP release as it is the authoritative statement on student academic achievement and progress nationally. The Board and its staff must invest time and effort into outreach and support to stakeholders ahead of the Report Card’s release.

Finally, she introduced the newest member of the Governing Board’s staff—Josh Warzecha, who is a data scientist with experience in data visualization and who will support Board work in communications and operations. Muldoon shared there are two vacancies—a contracting officer, which would be filled soon, and an education policy analyst. She expected both positions to be filled by the November meeting.

There were no questions for Muldoon.

National Center for Education Statistics Commissioner Update

Commissioner Peggy Carr provided an update from NCES. Her first update focused on Statistical Policy Directive (SPD) 15, which changes how the federal government, including NCES, collects data for race and ethnicity. Currently, all government agencies collect data on race and ethnicity in a two-step process.

Respondents first must indicate if they identify as Hispanic. Then, the next question asks if they are Black, White, Asian, or American Indian. And, the first question leads, meaning if a person selects Hispanic/Latino and Black, they would be reported as Hispanic/Latino.

The update to SPD 15 for 2024 permits respondents to check all that apply, allowing for multiple designations. The Office of Management and Budget (OMB) offers options for agencies to implement this update. In Approach 1, agencies report out race/ethnicity alone or in combination of any of the newly-expanded seven categories for race. The challenge with this approach is that a respondent can identify in multiple categories, allowing for respondents to be counted twice, resulting in over 100 percent. Approach 2 allows a statistical agency to report the most frequent responses, which results in 100 percent. For Approach 3, anything is reported, whether alone or in any multiracial or multiethnic category. The challenge with this approach is that many respondents will end up in the multiracial/multiethnic category, and NCES will not be able to determine their race/ethnicity. OMB recommends if Approach 3 is used, it should be used with Approaches 1 or 2.

The U.S. Department of Education has not yet determined how to implement SPD 15 but is creating a plan to explore what data to report and how it should be reported. NCES's OMB desk officer is pushing NCES to collect data in the new version where a respondent can check all that apply. OMB requires new data collections to include both the current and updated versions of the question. NAEP respondents will receive either the 2024 version or the 1997 version randomly. Carr then shared questions NCES will be asking of field-test data, such as how long it takes to respond to the new format and if respondents are confused by the wording. NCES typically collects the data in two formats if available—through a school administrator form and a student form. This will help explore alignment with the new version of the question. In addition, teachers will complete still another type of race/ethnicity question, which asks for more detail, such as specific country of heritage, for example, Hispanic and Mexico.

Carr then turned to recent articles about the risks facing the nation's 13 federal statistical agencies, including a report released by the American Statistical Association and an article in Education Week. NCES is struggling in some of the metrics discussed in the reports, including budgets, autonomy, and staffing. Carr shared NCES is the third largest statistical agency in terms of budget, which has remained relatively stagnant since 2015, except for increases due to inflation. However, NCES employs a staff of 84, 25 to 30 of whom work on NAEP. Carr explained NCES relies heavily on contractors to perform its work with support from its expert staff.

The third update focused on data from the School Pulse Panel, which is taken every 30 days to give an idea of what is happening right now in K–12 schools. Principals have shared that in comparison to pre-pandemic times, more students have behavioral and social-emotional challenges, with earlier elementary grades showing more problems than older grades. The 2024 NAEP cohort missed normal pre-K opportunities, as reflected in a 6 percent drop in three- and four-year-olds enrolled in pre-K. Carr concluded with a chart showing increases in different types of tutoring and the use of multiple forms of tutoring. She said this begs the question of

what will happen to these programs when funding disappears.

Perdue then invited questions for Carr.

West asked about the SPD 15 bridge study, including how it will address the ability to report consistently on achievement gaps. Carr indicated the bridge study is the random assignment of 1997 and 2024 questions; equivalent characteristics will be seen in the two samples of students who respond to the different versions. She pointed to the Census doing something similar for the American Community Survey. NCES will determine if they can understand what these data would have looked like had they been collected in the same manner as previously. West confirmed this approach will allow NCES to check how the variable change may change participants' responses.

Michelle Cantu-Wilson asked when to expect data on the "pandemic babies." Carr indicated the data would be released in early 2024. She also mentioned NCES's Early Childhood Longitudinal Studies program, which has the same sample of cohort children, following them to grade 3.

Patrick Kelly asked what the percentage indicator for race/ethnicity means for trend data in terms of reporting subgroup performance. Carr indicated the goal is to evaluate it immediately so when they transfer over to the new format, NCES can determine the validity of the trend. NCES has until 2029 to implement the new question, so they have time to study how to apply the factors. She noted they may do another bridge study, and NCES will collaborate with all the federal statistical agencies collecting data from schools to see if they find similar results before determining NCES's final approach.

Dilhani Uswatte asked how race and ethnicity data are collected from fourth graders. Carr indicated they do a cross tabulation to compare if the student responded in the same way their school reported. One of the questions NCES will ask in the bridge study is how similar the cross tabs look with the new version.

White thanked Carr for the information on the School Pulse Panel data about teachers reporting they do not have time for tutoring activities. He said legislators want to pull back on assessments because teachers report not having sufficient time for instruction.

Marion requested the Governing Board committees be provided with additional details on the race/ethnicity methods from NCES and other agencies as they are being conducted rather than when they are completed.

Strategic Vision Discussion and ACTION

Perdue exclaimed that the Governing Board was near the finish line for its refreshed Strategic Vision, stating this would be the last public open session about it. Muldoon called for any final comments about the draft prior to taking action. Kelly thanked the staff for their work revising the draft to ensure it was clean, crisp, and responsive to feedback. Guillermo Solano-Flores suggested NAEP should make a stronger effort to collect information on opportunity to learn. Muldoon responded that his suggestion is included in the document capturing ideas for implementing the strategic vision, which will be discussed further by the Governing Board.

Perdue requested a motion to approve the Governing Board's Strategic Vision. Peisch moved to approve the 2030 Strategic Vision, and Marion seconded the motion, which passed unanimously.

Muldoon thanked Perdue for her leadership, the members for their engagement throughout the refresh process, and the staff for shepherding the process. She stated the importance of having a clear visionary statement to focus the work and to bring new momentum to the work. This update has laid the groundwork on shifts for strategic communications.

She pointed the Governing Board members to the ideas document mentioned previously, which lays out ideas that rose to the top as priorities during the strategic planning process. This document builds accountability by clarifying which committees have responsibility for discussing and moving forward the ideas the Governing Board chooses to pursue. The Executive Committee will oversee this process, as well as ensure tighter alignment between the Strategic Vision and budget forecasting.

Muldoon asked if there were any big ideas missing from the document that should be discussed during the meeting. Daniel McGrath stated he saw the ideas document as a great starting point but noted that some lines between the Governing Board and NCES appear a bit blurred while others have budget implications. Muldoon replied that staff categorized the ideas as already underway or needing further discussion, including with NCES. Perdue perceives it as a working document.

Day 1 of the National Assessment Governing Board Quarterly Meeting went off record at 2:24 p.m. EDT.

The National Assessment Governing Board Quarterly Meeting convened open sessions on August 9, 2024.

Session Summaries – Day 2

NAEP Budget and Contracting Update (CLOSED)

The Governing Board met in closed session from 9:00–9:54 a.m. EDT to hear updates from

NCES on the budget and contracting process for NAEP assessments to be administered between 2025 and 2030, followed by budget projections for the program. These discussions were conducted in closed session because the disclosure of cost data and budget information would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Carr and McGrath of NCES shared budget projections for FY 2025–FY 2030 under two scenarios: the current NAEP Assessment Schedule and a revised schedule should the program receive a waiver from Congress to delay the 2026 and subsequent assessments by one year. The funding flows included detailed budget assumptions and changes from previous discussions, including a recommendation not to transition the 2029 NAEP LTT assessments from paper to the digital platform (due to both budget and technical considerations).

Carr and McGrath also provided a brief update on the status of the NAEP contracting process. Requests for proposals are currently out in the field, with contracts expected to be awarded around November 1. The contract structure is based on a coalition of contracts that are bid stand-alone or as small teams rather than as one large alliance in previous cycles.

Board members expressed support for keeping the LTT assessments on paper but recommended additional discussion about the future of LTT. Board members asked questions and engaged in discussion about the information provided by NCES.

Briefing on NAEP State Mapping Study (CLOSED)

The Governing Board met in closed session from 10:06–11:20 a.m. EDT to learn about embargoed results from the NAEP State Mapping Study conducted with data from the 2022 reading and mathematics assessments. These discussions were conducted in closed session because the report has not yet been released to the public. Therefore, this discussion is protected by exemption 9(B) of the Government Sunshine Act, 5 U.S.C. 552b.

Brian Cramer of NCES shared results from the ninth report that has been developed to compare states' reading and mathematics proficiency standards at grades 4 and 8. He briefly described the background and methodology of the report, followed by results for each grade and subject. The 2022 results were compared with results from 2013 to show longer-term changes and 2019 to show shorter-term changes.

Following the presentation, Board members asked questions and engaged in discussion.

Board Learning Session: Research and Development Priorities for NAEP (CLOSED)

Dana Kelly of NCES presented on how the research and development process unfolds for the NAEP program and provided examples of such work. Because NCES is actively and fully engaged in reviewing contract offers to administer NAEP, this session was closed to ensure no potential bidder had any advantage of NAEP priorities and processes.

Working Lunch: Ethical Considerations for AI in Large-Scale Assessment

Peisch welcomed the members to the session and requested West introduce the session.

West framed the session as the latest in the series to inform the Governing Board about AI and its potential to be incorporated into NAEP in an efficient and ethical way. West repeated the Board's Ad Hoc Committee on AI has been meeting between quarterly meetings, chaired by Ron Reynolds. The task force will draft a policy on ethical and responsible use of AI for NAEP for review at the November quarterly meeting. West said it is important for the Governing Board to remember ethical considerations cut both ways; if there are opportunities to carry out their mandate in a more effective, more efficient, and more innovative way by incorporating these technologies, then indeed they have an ethical obligation to do that as they carry out their mission.

West introduced the panel joining the Governing Board as Rebecca Finlay, CEO of Partnership on AI; Alina von Davier, Chief of Assessment at Duolingo; and Michael Walker, Principal Scientist at HumRRO. Partnership on AI is an influential organization that has been working in partnership with leading tech firms in establishing ethical frameworks for the use of AI. He noted Finlay's work is in no way focused on or limited to the assessment industry. Von Davier is a psychometrician and researcher, and Duolingo has a large and growing assessment arm that has been innovative in incorporating AI technology. Finally, West shared that Walker is a psychometrician who has focused much of his career on equity considerations in large-scale assessments.

West asked Finlay to talk about general ethical considerations she believed all organizations and programs need to have in mind when incorporating AI. Finlay shared when developing guidance on AI, the Governing Board must clearly define AI. She mentioned older predictive AI such as Google Maps used very clear datasets. Over the last few years AI has moved to a more broadly generative AI—a large dataset that has been trained with a large language model to predict text, images, or videos but has not been curated in any way. An example of this is ChatGPT. These systems can be applied generally rather than to specified purposes. Finlay asked the Board to consider how to use AI systems in different ways and new approaches in socio-technical systems, as well as how they interact. Finlay stressed the need to consider the human-AI interaction as AI tools are implemented, noting sometimes humans can over-trust or under-trust technology, and it is important the two come together. She added that to use AI effectively, know what your question is and whether an AI model is the right approach, and ensure you document efforts for accountability purposes, including fairness, privacy, and other ethical considerations. Clear principles and processes, as well as a good governance structure.

West asked von Davier to share more about how Duolingo approached implementing AI responsibly. von Davier explained the Duolingo test as a high-stakes adaptive test delivered online that can get close to authentic experiences. Duolingo assesses over 100 languages,

along with music and math, and the online Duolingo English Test. Because AI is used throughout the assessment process, Duolingo launched standards for responsible AI use in 2022 and has revised it based on stakeholders' feedback. She talked about the convenience of the test, with individuals being able to take it at home, allowing for a less stressful environment. Duolingo created an ecosystem for their assessment that shows that different frameworks, such as their security framework, work together. They use AI to support adaptive administration and piloting of new items, as well as non-generative AI for scoring. AI is used as part of their security framework to check for plagiarism and impersonation. She said Duolingo keeps humans in the loop as part of their human-centered AI work, which includes validity. They are also committed to a smooth test-taking process to provide what user experience refers to as a "delightful test-taking experience."

West then invited Walker to speak on what it looks like to have a fair and equitable assessment in the era of AI. Walker confessed he is not an expert in AI but brings to the conversation the topics of equity and ethics in assessments. He posed the question that everyone should ask, "Who is being left out of the AI conversations?" Walker's recent work outlines five qualitatively distinct and interrelated divides associated with AI: (1) development of algorithms; (2) digital access; (3) representation; (4) interpretations; and (5) citizenship. Everyone should see themselves fairly represented in whatever models are developed using AI. Walker noted the importance of having a diverse group of individuals contributing every step of the way when incorporating AI tools, such as when it comes to algorithm development, the interpretations of the tools, and how they are evaluated. He noted the importance of considering how the tool is being used—and whether there are undesirable side effects for segments of the population that haven't been considered.

West encouraged von Davier to respond to Walker's remarks. She agreed with Walker and expanded on the point by urging users not to anthropomorphize AI because it's a tool at this point in time and has to be considered as any other tool used in psychometrics—not one overarching entity. Each application of AI is a project in itself with various stages of implementation and testing to ensure it meets the technological needs of its application. von Davier noted Duolingo has a large, global population of users, and sometimes a small pilot is not sufficient to identify all potential problems with AI tools. As issues are identified, they must be adjusted to work with the entire population of test takers, and this consumes a lot of time. Walker noted his appreciation for this approach as an example of responsible AI.

West asked Finlay about the problems of bias in the algorithms and if that limits the scope of problems AI can solve. She said these are socio-technical systems built on social data, and there should be a fundamental consideration when determining if the right data are present. Finlay stressed that the impacts of AI systems on people and societies must be understood. She encouraged knowing the process of learning, which should be considered when implementing AI—how to make sure there is ample diversity of perspectives in place so the system is creative, equitable, and inclusive? Finlay noted Partnership on AI will be releasing recommendations on this topic in the autumn of 2024.

As an example of getting the right people involved, Walker shared an overview of the Kaiapuni Assessment of Education Outcomes, a Hawaiian language accountability test. Previously, the state was using a mainstream accountability test for students who were in a fully emergent Hawaiian language education system and students were failing. Stakeholders collaborated to create a test that represented their knowledge, calling upon psychometricians, test developers, and teachers, as well as students, parents, and community elders. von Davier added this is an example of how to leverage stakeholders in identifying themes that should be on an assessment and then how to use AI to develop items as a way of scaling up the collaboration. She said NAEP will have different data that would need to be accounted for, designed for, and tested when AI is applied. In response to an inquiry by West, Walker showed how important AI is to contact those impacted more widely by the test in all the assessment processes.

West asked Finlay about mistakes she has seen organizations make when incorporating AI into their activities. She stated one of the biggest mistakes is assuming legacy datasets and not knowing where they or the components originated. Finlay shared an example in healthcare where needs of various communities were predicted using emergency room data. The models predicted the community who used healthcare the least was healthier than those who used it more, when in fact that was not the case. She said organizations must be both cautious and careful about deploying AI into high-risk settings like assessment models. Finlay recommended starting out with low-risk use of AI to begin to understand the technologies before scaling up to higher-risk uses, using a chatbot as one example. West noted that NAEP is investigating a chatbot now and expressed that the current approach NAEP is taking follows her advice.

West asked von Davier about Duolingo's revisions of their earlier framework on the ethical use of AI and what they learned. She said the revisions were minor, mainly changing vocabulary and clarifying concepts. She said her assessment background made her aware of things that could go wrong regardless of using an AI model or psychometrics. von Davier said organizations must be prepared to deal with unexpected outcomes from the tools, which may arise when using them in novel ways, and there is no replacement for critical thinking.

West then asked Governing Board members for their questions for the panelists.

Julia Rafal-Baer asked about key performance indicators the Governing Board should consider evaluating the effectiveness and fairness of AI systems and assessments. She also inquired about thoughts on research looking into empathy of AI models. Finlay responded that an evaluation should determine if the AI system is effectively driving better quality, fewer errors, and greater effectiveness than the current process. Currently, benchmarks are based on what a human can do. Regarding empathy, Finlay expressed that these are predictive systems that have sometimes been developed to sound empathetic, but they do not have empathy. von Davier said AI is not omnipresent, but rather another tool and should be treated as such in its implementation. She added that they have as much empathy as an Item Response Theory model. Walker agreed with von Davier and Finlay—he suggested thinking about it as another statistical model.

Reynolds asked how the Governing Board can assess if it is the right time to move forward on AI without taking excessive risk, noting the general conservative nature of the NAEP program. von Davier said NAEP could benefit from using AI for item generation, which would have the lowest risk. The Governing Board should list the pros and cons to using an AI tool and evaluate the probability of a con happening and what the impact of that con might be. She said automatic scoring would be riskier, so start small and build confidence before taking on larger challenges. She further suggested identifying risks with two-way doors so there is a way back if the innovation does not work out. Walker agreed to start small and on low-risk uses. He also advised to start working on exploring AI in the background and hone it there before launching. Finlay said to articulate a vision and know where the Governing Board wants to go in the long term when making these considerations.

Solano-Flores asked about addressing the characteristics of the cultural groups and risks of the “black box” in how it is constructed. von Davier said if you build your own system, it ensures the machine learning algorithms are not black boxes. She pointed to new tools and theoretical insights, such as the Shapley transparency coefficient, which helps identify the variables that contribute to a complex machine learning model and will tell which variables weigh more in making a particular prediction.

Cantu-Wilson asked for the panelists’ favorite ways of using large language models. von Davier responded saying that as a non-native speaker, she uses large language models as an editor when she writes and to help generate content.

Carr asked the panelists to ponder how AI could be used to help move forward with the new definitions for race/ethnicity under SPD 15 and how to check for bias in the new models. West acknowledged that this was not an easy question and invited the panelists to follow-up with advice if they have any thoughts.

West asked the panelists to share closing thoughts. von Davier advised the Governing Board to take a problem and its parts and see if AI can help solve the problem. Finlay said the Governing Board can model what ethical use of AI looks like through its role and reputation as a thoughtful and conservative body using AI to serve its mission. Walker commended the Governing Board for their careful consideration of how to approach AI. He noted that the more NAEP can collaborate with the constituents served in using AI tools, the more successful they will be.

Departing Members’ Farewell Remarks

West concluded the Governing Board Quarterly Meeting by introducing an opportunity for Governing Board members Viola Garcia and Peisch to share farewell remarks on the public record.

Garcia shared she was honored to have been a part of the Governing Board and is excited about what the future holds for its work. She said this group of people is in the right place at the right time for the needs of this country, and she appreciates everyone’s work. Garcia highlighted

the diversity of thought that is present on the Governing Board, with its deliberate nature presenting an opportunity to move forward and accept the challenges it faces. She indicated she will follow the Governing Board with great expectations and is watching the impact of its work on states and their efforts.

Garcia thanked the members for contributing so richly to her experience. She said so much of this work impacts a population of students that for many reasons has not been supported in the way that they should be. Garcia said she has hope and confidence that the Board will continue its efforts. She leaves enlightened to know that even as seats change, the work continues deliberately, intentionally, and with good faith and respect.

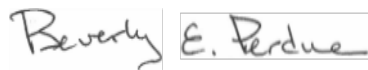
Peisch echoed Garcia's remarks and expressed how much she has gotten from being a part of the Governing Board. She has valued learning and hearing from differing perspectives and points of view through the group. Peisch expressed her appreciation for the leadership of the three chairs she has served under. Regardless of parties, she added, the best interest of students has always been the number one agenda. Peisch said none of this work could be done without the work and energy of the Governing Board staff, who were individually recognized. She also thanked NCES for sharing their knowledge and collaboration.

She highlighted the tension between urgency to address legitimate questions thoughtfully and well and the time some efforts take. She pointed to the mapping study as an example. It is very powerful to show the relevance of NAEP from 2022, but it is already outdated and therefore usefulness is limited. The assessment from last winter is not public almost a year after the fact. This inhibits NAEP's ability to maintain its relevance. This is a conflict members need to resolve because there are a lot of students whose futures are dependent on this data. Getting data out more quickly will improve their relevance and how that information is used to ultimately impact the students.

Peisch concluded by saying she looks forward to continuing to watch her fellow members as they continue the work and thanked everyone for coming to Boston.

Day 2 of the National Assessment Governing Board Quarterly Meeting went off record at 2:05 p.m. EDT.

I certify the accuracy of these minutes.



Beverly Perdue

9/30/2024

Date

National Assessment Governing Board
Assessment Development Committee
Report of August 8, 2024

CLOSED SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Shari Camhi, Viola Garcia, Nardi Routten, Dil Uswatte.

Assessment Development Committee Members Absent: Reginald McGregor.

National Assessment Governing Board Staff: Sharyn Rosenberg, Josh Warzecha.

National Center for Education Statistics (NCES): Dana Kelly.

Other attendees:

Educational Testing Service (ETS): Terran Brown; **Pearson:** Scott Becker.

Review of SBT Concept Sketches for 2028 NAEP Science Assessment at Grades 4 and 8

The Assessment Development Committee met in closed session on Thursday, August 8, from 2:45 – 3:20 pm (EDT). Chair Patrick Kelly called the meeting to order at 2:45 pm EDT. Kelly reminded ADC members that the secure review materials were posted on the NAEP item review platform in advance of the meeting. Comments were sent to Sharyn Rosenberg in advance for discussion at this meeting. ADC members engaged in discussion of the comments and concept sketches. ADC comments were submitted to NCES shortly after the meeting concluded.

OPEN SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Shari Camhi, Viola Garcia, Nardi Routten, Dil Uswatte.

Assessment Development Committee Members Absent: Reginald McGregor.

National Assessment Governing Board Staff: Sharyn Rosenberg, Elizabeth Schneider, Josh Warzecha.

National Center for Education Statistics (NCES): Dana Kelly.

Other attendees:

Educational Testing Service (ETS): Jeff Ackley, Terran Brown, Hillary Persky; Pearson: Scott Becker.

Proposed Changes to Assessment Framework Development Policy

The Assessment Development Committee met in open session on Thursday, August 8, from 3:20 – 5:15 pm (EDT). Kelly explained that the Committee had been discussing the need to update the assessment framework development policy for more than two years, to describe a more formal process for evaluating the potential need for framework changes on a more frequent basis (ongoing monitoring), and to articulate a process for making smaller changes to frameworks in a more expedited manner when warranted. He noted that following the ADC discussion in May, Rosenberg took the Committee's input and attempted to revise the current policy using "tracked changes."

Rosenberg began by providing some brief background. Under the current Board policy on assessment framework development, the Board generally waits 10 years to ask whether framework updates are needed. The default answer to this question is that major updates are needed; the policy includes a brief reference to minor updates but does not provide a definition or description of the process for such updates. The potential new process is to conduct ongoing monitoring of the field in each NAEP subject area and to consider on a more frequent basis whether additional information should be gathered and/or whether any minor or major updates should be considered.

Key aspects of a nimbler approach to framework updates include developing a process for evaluating the potential need for framework changes on a more frequent basis, and delineating an abbreviated process for implementing minor updates when the Board decides it is warranted. Rosenberg explained that the ongoing monitoring would be accomplished by convening content advisory groups in each NAEP subject area of 10 experts who meet at least once per year to take stock of current developments in the field and potential implications for the relevant NAEP framework(s). The content advisory groups would make initial recommendations to the Board; oversee and synthesize "pre-work" when the Board determines that updates are needed; carry out minor updates; and provide direction for moderate and major updates (replacing the role of the Steering Panel in the current policy).

Rosenberg described three potential purposes of minor framework updates. The first purpose would be to ensure the frameworks catch up to changes already implemented in the operational assessments (and ideally, to prevent such a situation in the future by implementing such changes to the frameworks before they are made to the assessments). An example of the first purpose is the transition from paper to digital assessments. The second purpose would be to remove or revise elements of new frameworks that were found to be infeasible when implementing the operational assessments (e.g., concept maps in the 2009 NAEP Science Framework). The third purpose would be adding, revising, or deleting something expected to impact only a

small proportion of items (e.g., removing a few math objectives at grade 4 that are no longer being taught in elementary school).

Rosenberg provided a few clarifications. She explained that engaging in ongoing monitoring of frameworks does not mean that the Board would be making a continuous stream of small changes to frameworks. When content advisory groups identify an important issue that could impact a NAEP framework, the next step could be to gather existing or new research to determine whether and how to proceed with a framework update. If the Board determines that an update is advisable in the near future, NCES would need to be consulted about the operational impact of a change under consideration (with acknowledgment that there is likely to be variation in the cost and time necessary to implement even minor changes). The Board may ultimately decide that a change recommended by a content advisory group is not advisable at that time.

Rosenberg pointed out that some additional discussion and clarification was needed in terms of the composition and function of content advisory groups, including: (1) how members should be selected; (2) term limits for members; and (3) leadership and facilitation of the group. She noted that some of these details may be more appropriate for a Procedures Manual than the policy document.

Rosenberg ended her presentation by suggesting the following next steps: (1) she will incorporate any edits from the ADC discussion into a revised draft of the policy statement; (2) she will seek additional feedback and input from NCES and some key stakeholder groups; (3) the full Board will hold an initial discussion of the proposed revised policy during the November quarterly Board meeting (with action tentatively planned for March 2025); and (4) she will begin drafting a Procedures Manual to align with the proposed updated policy.

Kelly moderated Committee discussion on the proposed revised policy. ADC members noted that they were pleased with how their previous discussions and input were incorporated into the draft document. Much of the discussion focused on the open questions regarding content advisory groups and balancing when to provide more detail in the policy statement versus identifying information that is more appropriate for a Procedures Manual.

In terms of the composition of content advisory groups, ADC members wondered if the policy should specify that each group include exactly 10 individuals or around 10 individuals to allow flexibility. They did not think it was necessary to require a formal nominations process for content advisory groups, particularly when membership is intended to be rotating; instead the policy could articulate criteria for selection such as geographical diversity and other important factors to balance. A concern was raised that it is too restrictive to require current educators at each of the NAEP grade levels for the content advisory groups because this would be three out of 10 positions. They suggested that content advisory groups include a Chair and Vice Chair (selected by ADC) who facilitate the meetings and other work of the group.

Other details about content advisory groups that would be most appropriate for a Procedures Manual include: (1) noting that members rotate off the group after approximately 3-5 years; (2) describing the need to onboard members at the beginning of the process, and/or efforts to include some individuals with previous experience working on the frameworks and/or with the Board, such as previous ADC members; and (3) indicating which types of content advisory group meetings should be virtual versus in person.

Other suggestions for the policy statement included the following items: (1) adding more details or examples to the policy describing minor updates; (2) placing an upper limit on the number of content advisory group members who can also serve on the Development Panel; and (3) requiring that all moderate or major updates begin by seeking public comment on the current framework prior to issuing a Board charge.

Update on Social Studies Content Advisory Group

Kelly reminded ADC members that the Social Studies Content Advisory Group is intended to serve two purposes: (1) to pilot the concept of content advisory groups generally, in a limited way; and (2) to help synthesize the “pre-work” stage of the framework development process for the next planned updates to the 2030 NAEP U.S. History and Civics Assessment Frameworks, that is, the beginning phase of the work that precedes Board adoption of an official charge to framework panels.

Rosenberg reviewed the group members (on whom background information was also included in the advance materials) and noted that orientation sessions were provided virtually in mid-June. The orientation covered the following topics: (1) general background on NAEP; (2) roles of the Governing Board and NCES; (3) the assessment framework development process; (4) an overview of the current NAEP U.S. History and Civics Assessment Frameworks; (5) sample items from current assessments; and (6) goals of the content advisory group. Staff from the Governing Board and NCES presented the information.

Rosenberg conducted individual conversations with each content advisory group member in mid- to late July. She briefly shared some of the general takeaways from those conversations, including: (1) some disconnects and lack of clarity between the information that is included in the frameworks, specification documents, and released items; (2) framing of the task as “weeding” out outdated content and “seeding” new content as opposed to writing new frameworks from scratch; (3) inconsistencies in coverage, scope, and sequence between state standards/assessments and NAEP, particularly at grade 4; (4) general agreement that the Educating for American Democracy Roadmap has bipartisan consensus and there are some important takeaways for NAEP; (5) the need to articulate implicit values that guide the work such as the importance of acknowledging multiple perspectives on contentious issues. She emphasized that this is certainly not an exhaustive list of issues discussed over approximately 10 hours of conversation.

Rosenberg proposed that the agendas for the first two meetings of the Content Advisory Group include the following topics: (1) introductions, goals, and norms for the group; (2) discussion of the state of the field in U.S. history and civics; (3) applicability of the Educating for American Democracy Roadmap; (4) priority recommendations for “weeding” and “seeding” the current frameworks; and (5) operational challenges of implementing the current frameworks (from NCES). She noted that Kelly would facilitate the meetings.

ADC members expressed interest, excitement, and support for the work and reiterated the importance of conducting the individual conversations with content advisory group members. They requested that Rosenberg continue to check in regularly with each member as the work proceeds given the complexities of the issues under consideration. The Committee was supportive of the proposed agenda items for the upcoming content advisory group meetings and noted that they looked forward to learning more during the November discussion.

Update on NAEP Long-Term Trend

Rosenberg provided a brief update on the NAEP Long-Term Trend (LTT) assessment. She reminded ADC members that NAEP assessment frameworks exist only for the main NAEP assessments, not LTT. The original LTT assessments pre-date the Governing Board by nearly 20 years and were based on objective booklets, which are much more general than typical NAEP assessment frameworks.

The Board has previously discussed the need to provide more structured content guidance for LTT but such work has never been completed. NCES recently informed Board staff that the need for such content documentation is becoming more pronounced in order to replace outdated items and ensure that they are similar to the underlying construct being measurement by the assessments.

Unlike the NAEP assessment frameworks for main NAEP that are forward-looking, the exercise of documenting content for LTT would be focused on retrofitting a “framework” to describe what has been measured based on existing assessments rather than setting forth a new vision for what should be assessed. The current assessment framework policy does not apply to this activity and it is not immediately clear how to best proceed with the needed content documentation (in terms of process and participants).

Rosenberg noted that Board staff are continuing to engage in discussion with NCES about what is necessary and feasible and will provide additional updates to ADC when a more concrete proposal is developed.

ADC members appreciated the update but raised some questions about the validity of LTT generally given the age of the assessments. They noted that it would be useful for the Board to have a future discussion about whether LTT still measures and reports information that is valuable to the public given the long trend lines for NAEP reading and mathematics.

Initial Discussion of Strategic Vision Activities for ADC

Cunningham noted that the final topic on the agenda was a brief discussion of the Strategic Vision ideas document. She noted that both issues under the purview of ADC (examining and managing risks to the sustainability of LTT and designing and implementing a nimbler process for framework development) had already been discussed earlier in the Committee meeting. She asked whether ADC members had feedback on ideas that were either included or missing from the Strategic Vision ideas document. No additional feedback was provided.

Kelly closed the meeting by noting that Viola Garcia's contributions to ADC will be especially missed. The meeting adjourned at 5:14 pm EDT.

I certify the accuracy of these minutes.



Patrick Kelly, Chair

September 13, 2024

Date

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of August 8, 2024

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Assessment Governing Board Staff: Elizabeth Schneider

National Center for Education Statistics (NCES): Peggy Carr

Other attendees:

HII: Mike Slattery, Westat: Tom Krenzke.

The Committee on Standards, Design and Methodology (COSDAM) met in open session on Thursday, August 8, 2024. Chair Suzanne Lane (Chair) called the meeting to order at 2:49 pm EDT.

Lane began the meeting with a thank you to committee Vice Chair Alice Peisch for her service on the Board and on COSDAM. Peisch had completed two terms on the Board, and this was her last meeting. Becky Dvorak (Assistant Director for Psychometrics) congratulated Lane on her reappointment to a second term.

Feedback on the NAEP Achievement Levels Validity Argument Second Draft

The purpose of the first session was to discuss the feedback to the first draft of the NAEP Achievement Levels Validity Argument and how it was incorporated into the second draft, and to gather input for finalizing the document. The validity argument had been under development by Anne Davidson of EdMetric, through the Board's technical services contract with Manhattan Strategies Group (MSG).

Lane began the discussion by introducing Davidson, attending the meeting virtually, who had been developing the argument based on a COSDAM outline and guidance since early in 2024. Davidson provided background on her experience and described prior work with achievement levels and validity. She expressed gratitude for the opportunity to work on this effort. Lane thanked Davidson for her good work on the validity argument.

Lane acknowledged MSG for providing logistical and editorial support and requested that staff joining virtually introduce themselves. Courtney Beisel and Anne Reeder from MSG were on the line and offered quick introductions.

Dvorak provided an overview of the feedback sought and obtained for the first draft of the validity argument. There were four categories of reviewers who offered feedback on the first draft:

- Three COSDAM members offered written feedback to the first draft report; most members had weighed in on the content during prior COSDAM meetings leading up to the draft.
- Two Board staff – Dvorak and Sharyn Rosenberg (Assistant Director for Assessment Development).
- National Center for Education Statistics (NCES) staff.
- Two external reviewers with expertise in achievement levels and assessment validity – Marianne Perie (Senior Research Director of Assessment and Accountability at WestEd), and Henry Braun (Professor of Education and Public Policy and Director of the Center for the Study of Testing, Evaluation and Education Policy at Boston College).

Dvorak walked through the prime areas of feedback received, and how these were addressed in the second draft report.

COSDAM members recommended an executive summary be added. In response, a draft executive summary was developed to summarize the technical document, and it also sought to address concerns from various reviewers about the need to be more direct about the validity argument purpose. Dvorak noted that the executive summary can provide information that is quick and easy to digest for those who are not measurement professionals.

Jane Swift inquired about the intended audience of the executive summary – if the hope is to reach an audience beyond researchers, who might that include? Swift also emphasized the helpfulness of identifying the questions and specific feedback sought from lay members of the committee when reviewing technical documents. Lane responded this might include those who use NAEP outside of the measurement community – for example, those in charge of interpreting and disseminating their state or district results. Guillermo Solano-Flores expressed the need to think about the writing style of the executive summary if the intent is not to be geared towards measurement professionals. Scott Marion added that the executive summary could explain why people should care about the NAEP Achievement Levels, and summarize supporting evidence to enhance trust in them. Alice Peisch agreed with Marion’s recommendation to focus on building trust. Marion offered to help with revising the executive summary based on these recommendations.

Dvorak noted receiving feedback to include a glossary of terms. This was done, and she welcomed COSDAM members to suggest additional terms to add if they see anything missing.

The third area of feedback presented was to enhance the background information and clarify the purpose. Dvorak noted that this was addressed in multiple points in the report – text was added to the body of the report and the executive summary to further clarify the purpose and additional background information was added to enhance clarity where requested.

Another area of feedback related to how external validity evidence was discussed. External evidence includes studies linking NAEP to external widely understood education

measures and outcomes. External validity evidence is different from internal validity evidence (e.g., linking achievement level assessment data back to the achievement level descriptions in the framework) in that the achievement levels are not intended to link exactly to them. Rather, linking to external measures is important for aiding interpretations and adding meaning. Some reviewers expressed more explanation was required to understand why these external measures were included in the report. Related to feedback questioning the inclusion of linking studies focused on scale scores instead of achievement levels, Dvorak requested COSDAM members weigh in on whether it was justified to include only studies linking NAEP to external measures when they explicitly focus on achievement levels. Lane recommended that because achievement levels are based on scale score cut-points that these linking studies are relevant. However, she understood the other side of the argument and recommended considering these studies as tangential evidence and grouping the studies between direct and indirect evidence.

The final area of feedback Dvorak addressed was that to enhance transparency regarding gaps in evidence, and limitations. Dvorak reported that this was addressed through revisions to more explicitly describe when studies have shown weaknesses, recognize that additional linking studies would be beneficial, acknowledgement that the validity evidence focuses only on the official NAEP Achievement Levels and does not address the range of performance below *NAEP Basic*. Finally, revisions included additional acknowledgement that validity work is never done.

Peisch noted frustration that the achievement levels are still considered trial status thirty years since the designation. She noted research into assessment achievement levels has progressed over that time, and NAEP has been instrumental in their use and development.

Peggy Carr (Commissioner of NCES) interjected that validity is huge, and that pulling together this information into one place is a good first step. Carr expressed the importance of face validity to help enhance generalizability of the achievement levels, noting additional evidence linking the levels to postsecondary outcomes would be important.

To conclude the session Dvorak welcomed COSDAM members to provide additional feedback via email following the meeting.

CLOSED SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Assessment Governing Board Staff: Elizabeth Schneider

National Center for Education Statistics (NCES): Peggy Carr, Dana Kelly

Update on Automated Scoring Activities

In closed session, Dana Kelly of NCES provided an update to ongoing automated scoring activities. She presented a timeline of NCES's recently completed activities beginning with developing an automated scoring comparison study for writing in 2018, through conducting an automated scoring dress rehearsal of 4th and 8th grade reading in 2024. She reported a fairness study is planned in the coming months to examine the potential for introduction of bias when using a large language model (LLM) for scoring.

Jane Swift inquired about whether the contractor would be evaluating their own work on automated scoring studies. Kelly clarified that NCES staff would be involved in reviewing and evaluating the work along the way.

Kelly thanked Solano-Flores for his input informing the bias and sensitivity study planned. Lane recommended NCES considered expanding the study to examine impacts of training the algorithm separately by student subgroup and compare the findings to the population overall. Solano-Flores recommended NCES include a group of raters with different backgrounds and experiences when comparing automated scores back to human-scoring. Kelly acknowledged there are many ways to examine these data and that they would take these ideas into consideration.

COSDAM members expressed interest in learning about the dress rehearsal study findings when available, and more about the planned fairness study once new NAEP operational contracts have been issued.

OPEN SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Alice Peisch (Vice Chair), Michelle Cantu-Willson, Scott Marion, Michael Pope, Guillermo Solano-Flores, Jane Swift.

National Assessment Governing Board Staff: Elizabeth Schneider

Legislative Roles and Ideas Document Discussion

COSDAM ended the meeting in open session with a discussion of the ideas captured in the Ideas Document developed to implement the newly-adopted Strategic Vision 2030. The ideas identified as being led by COSDAM were presented to guide the discussion.

Lane began the discussion noting the ideas related to COSDAM's role in methodology. To date, COSDAM has largely been reactive to plans well underway and the Ideas Document recommends reconsidering this approach based on a review of the Board's legislative roles and responsibilities, and to address specific priorities presented in the Strategic Vision 2030 (e.g., considering new methods for maintaining trend, and practical significance). She sought opinions on whether it would be beneficial to develop a small technical advisory committee to help think about these ideas. Marion noted NCES has a solid TAC advising on methodology and he didn't necessarily see the need for the Board to have its own. He suggested looking into whether COSDAM members can be participants in those meetings. Lane agreed that the NCES Design and Advisory Committee (DAC) was comprised of highly knowledgeable measurement professionals and researchers.

Solano-Flores stressed it is important to meet with NCES frequently before processes are too far along to offer meaningful input.

COSDAM members noted the importance of collaboration with NCES to identify an approach to address the Board’s methodological goals and to ensure information is presented early enough for COSDAM members to inform the process. Peisch recommended Lane have an informal meeting with Carr as a first step. She noted COSDAM can be a valuable thought partner to NCES in a world where technological changes are coming quickly. Solano-Flores added that the way technology is changing will require thinking about things in new ways never expected. Lane appreciated the suggestion for an informal meeting with Carr, and suggested Lesley Muldoon (Board Executive Director) also participate in the meeting.

Marion expressed that he would like to see COSDAM included as collaborators with the Research and Dissemination (R&D) Committee on efforts regarding communications of achievement levels and practical significance. Lane agreed and, related, requested an update on efforts towards developing an interpretive guide at the November COSDAM meeting.

Finally, Solano-Flores expressed interest in understanding more about NCES efforts around understanding students’ opportunity to learn. Pope expressed that this is important because if students are not taught the content they will not do well. Peisch acknowledged the challenge of such an effort – noting the importance of defining the measure in a meaningful way. Pope thought that the recent science framework update did a good job of defining what should be learned across the country.

Lane concluded the meeting noting the importance for collaboration with NCES on methodology and with R&D for communicating topics relevant to COSDAM.

The meeting concluded at 4:33pm EDT.



Suzanne Lane, Chair

09/24/2024
Date

National Assessment Governing Board

Executive Committee Meeting

Report of July 22, 2024

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Anna King, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

Other attendees: digiLEARN: Myra Best.

The Executive Committee met virtually (via Zoom) from 3:00 – 5:00 pm ET. The session was called to order by Governor Beverly Perdue, Chair, at 3:04 pm ET.

Perdue thanked members for taking time to participate in the meetings and thanked Alice Peisch for all the work she is doing to prepare for the August Board Meeting next month in Boston. Alice thanked Jane Swift, Marty West and Christine Cunningham for their contributions to planning for the upcoming meeting.

Lesley Muldoon outlined the agenda for the August Board Meeting.

She also provided an update on two hires, posted on the federal jobs site, noting that interviews would soon begin. She indicated that there had been interest in both positions and that the hope was to hire an education policy analyst by the time of the August meeting.

Muldoon noted that she had been in communication with the Secretary of Education's office and that they are on track to inform the Board before the August meeting about decisions related to reappointment of Board members whose terms are expiring. She indicated that she would let Perdue, Peisch and Nominations Chair Reginald McGregor, along with members seeking reappointment, know as soon as she has news.

She noted that NCES Commissioner Peggy Carr and Delegate Authority of Associate Commissioner Dan McGrath would later discuss the NAEP budget. But in regard to the Board's budget, she noted that in FY2024, the Board received an increase of \$500K. That same increase was included in the request for FY25. She noted that the House

has approved the FY25 Labor, HHS, Education and Related Agencies appropriation bill, including the Board's funding request and flat funding for NAEP. In a year with a lot of cuts, she noted that this stood out. She also noted that the Senate has not yet taken any formal action on the bill. Muldoon indicated that she remains hopeful that the Board's requested waiver to shift NAEP administration back to odd years from 2026 to 2027 will be approved before the year's end. She noted that the Board is currently working with three different appropriations years simultaneously with internal work having begun on FY26, in close consultation with NCES. She thanked Executive Officer Vanessa Tesoriero for her work to ensure that the Board and NCES are having the necessary conversations with Budget Service and communicating the need for fully funding the assessment schedule. Next steps are for the Department to send its request to OMB and then to see the President's budget released in early 2025.

Muldoon shared that at the request of Chair Perdue a Finance Advisory Committee had been recently formed. Through this committee, a small number of Board members will be more closely involved in the Board's budget development process and provide oversight on budgetary matters. She noted that the committee's first call was held in June and that the focus was to gather advice, counsel and approval for the FY25 budget request the Board submitted to the Department of Education. She noted that the committee would meet every couple of months to ensure that budget submissions reflect Board priorities, advise on acquisition plans (contracts), oversee independent financial audits to which the Board has committed every five years (the next one to get underway in 2025) and discuss any new priorities with a budgetary impact (such as AI). Membership on the committee includes the Board Chair and Vice Chair along with Anna King and Scott Marion. Muldoon thanked the committee members for serving in this capacity. She indicated that the charter for the group and the report from the first meeting would be shared with all Board members.

Muldoon then turned to the Board's strategic vision refresh process, reviewing the timeline for this process. She noted that during it, Board staff had conducted a review of the Board's legislative roles and responsibilities. In regard to the latter, she noted that Board committee leaders had been asked to begin conversations about the implications of the review for their committee's work. She asked for any final comments on the new draft strategic vision. She also noted a document the staff prepared to capture ideas that emerged from the strategic visioning process for its implementation, inviting feedback on it.

Perdue thanked Board members for engaging in the strategic visioning process over the past five months and thanked staff for their work. She noted her particular excitement about a vote being taken on the new vision and the work getting underway in committees to implement it. Tyler Cramer requested a key related to the color coding on the ideas document. Marty West asked whether the vote the Board would be taking at this meeting would be on the strategic vision only or also on the full set of ideas presented. Muldoon noted that the vote would only be on the vision and that the ideas

would continue to be discussed, prioritized and addressed through the committee process.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Anna King, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

Other attendees: digiLEARN: Myra Best; Partners Interpreting: Julia Barnes, Sean Hayes.

From 3:35 – 4:20 pm ET, the Executive Committee met in closed session for updates from and discussion with Peggy Carr, NCES Commissioner, and Dan McGrath, Delegated Authority of Associate Commissioner for NCES, about the NAEP program budget, the cost structure review of the NAEP program and related recommendations, and the process for the next five-year contracts for the NAEP program.

These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

At 4:20 pm ET Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.



Beverly Perdue, Chair

10/23/2024
Date

National Assessment Governing Board

Executive Committee Meeting

Report of August 7, 2024

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Angélica Infante-Green, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

Other attendees: digiLEARN: Myra Best.

The Executive Committee met virtually (via Zoom) from 4:00 – 5:00 pm ET. The session was called to order by Governor Beverly Perdue, Chair, at 4:00 pm ET.

Perdue welcomed members to the August meeting and to Boston, thanking Alice Peisch for hosting the meeting and for her extraordinary leadership and contributions to the Board over her eight years of Board membership.

Peisch thanked the Chair and noted that it had been her honor to serve with Perdue and with former Chair Haley Barbour. Peisch said that as her tenure on the Board comes to an end, so will her term as Vice Chair. She noted that the Executive Committee must first nominate a Vice Chair whom the full Board must consider and approve. She said it was her pleasure to nominate Marty West to serve as the Board's next Vice Chair, noting that he has distinguished himself for five years on the Board as an insightful and collaborative leader who deeply understands NAEP. She asked for a motion to nominate West as Vice Chair, which was seconded and unanimously approved.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Angélica Infante-Green, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

Other attendees: digiLEARN: Myra Best.

From 4:10 to 5:00 pm ET, the Executive Committee met in closed session for Muldoon to share an update on the Board's budget and for committee chairs to report out on the recent review of the Board's legislative roles and responsibilities and the implications of that review for their committees' work. This session was closed because it could have implications for Board contracts.

At 5:00 pm ET, Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.

Beverly E. Perdue

Beverly Perdue, Chair

10/23/2024

Date

National Assessment Governing Board

Nominations Committee

Report of July 30, 2024

Nominations Committee Members: Reginald McGregor (Chair), Tyler Cramer, Suzanne Lane, Scott Marion, Ron Reynolds and Nardi Routten.

Nominations Committee Member Absent: Alice Peisch.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Stephaan Harris, Tessa Regis.

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the Nominations Committee met in closed session on Tuesday, July 30, 2024, from 5:00 to 6:00 p.m. (EDT) to discuss ongoing work. Nominations Committee chair Reginald McGregor called the meeting to order at 5:00 pm, and welcomed Board members, also noting member Alice Peisch's absence. In her absence, he honored her for eight years of service to the Board. He then reviewed the agenda and reminded the committee that this meeting is a follow up from the previous meeting in May.

Agenda items were:

- Update: Staff Recommended Ratings Guidance
- Update: Nominations for Board Term Beginning October 1, 2024
- Update: Timeline and Outreach Strategy for 2024-2025 Campaign

Elizabeth Schneider, Deputy Director updated the committee on a suggested recommended guidance going forward for applications for two Board member categories – Local Superintendent and School Board Member. This language calls for consideration given to candidates in districts that are part of the Trial Urban District Assessment (TUDA).

McGregor noted that letters of support from current or past Board members are and should continue to be given strong consideration and member concurred on this guidance. Cramer suggested following up with candidates that have familiarity with NAEP and/or student assessment.

Viola Garcia agreed that it would be a good idea to add to the guidance the importance of considering recommendations from previous Board members; however, she had concerns about privileging applicants from TUDA districts noting that the majority of school districts are suburban, smaller, and rural school districts. She thought that such a change would narrow the pool. She also noted that there are large districts that are not in a TUDA district. Suzanne Lane, Nardi Routten and Scott Marion agreed with Garcia. Lane reported that a previous Assessment Development Committee (ADC) chair would not have been selected if a deep familiarity with NAEP was required. Lane continued that it would be nice to give special consideration to candidates from a TUDA district, if they are equally qualified as other candidates. Marion agreed with the general sentiment. Marion also suggested, if there is a tie breaker, the committee

should consider the deeper familiarity with NAEP because the committee would not want to exclude other candidates.

McGregor asked that staff refine the guidance and revisit it at the November meeting.

Lesley Muldoon reported that the Secretary's office expects to share with Board staff this week the names of new members to be appointed.

Stephaan Harris, Assistant Director of Communications, updated the committee on the 2024-2025 outreach campaign, which he unveiled at the committee's May meeting. In June, the "Join the Board" page launched to provide detailed information on the process, and it was promoted through mass e-mails and promotion in the July newsletter, reaching hundreds of stakeholders. He is currently putting together a targeted and diverse list of groups and individuals who can hopefully recommend qualified nominees. Harris added that the Board's contractor, Reingold is building the back-end on the portal. Staff will test the website to make sure everything works.

He continued that staff inworking with the Lerner team on the social content on all platforms, including quote cards, as well as gathering their input on the targeted outreach list. The "Join the Board" page will be updated when the campaign officially starts on Sept. 3 with nice visuals, short testimonials from members, and recent pictures, including those from the Board's trip to Boston. Harris added that the campaign will be promoted through mass e-mail dissemination and the Board's monthly newsletters.

McGregor concluded with next steps. He informed the committee that at the November meeting they will preview candidates in three of five open categories, noting that the National Governors' Association (NGA) works with the Secretary to appoint all gubernatorial vacancies. So, the committee will concentrate on three openings categories this fall. The five categories for 2025 are:

- Elementary School Principal, seat held by Dil Uswatte, who is ineligible for reappointment due to her new position.
- General Public Representative held by Tyler Cramer (Generalist) who will have completed two terms.
- Testing and Measurement Expert – seat held by Scott Marion.
- Governor (Democrat) – seat held by Beverly Perdue, who would have completed two terms.
- Governor (Republican) – seat held by Jane Swift.

He reminded members of the upcoming campaign which will run from September 3rd to November 1st and encouraged everyone to solicit applicants from a broader array of individuals and groups to ensure robust racial/ethnic, gender and geographic diversity on the Board.

The meeting was adjourned at 5:44 p.m.

I certify the accuracy of these minutes.



Reginald McGregor, Chair

September 17, 2024

Date

National Assessment Governing Board
Reporting and Dissemination Committee
Report of August 8, 2024

Reporting and Dissemination Committee (R&D) Members: Chair Marty West, Vice Chair Julia Rafal-Baer, Tyler Cramer, Angélica Infante-Green, Anna King, Ron Reynolds, Darein Spann, Mark White.

National Assessment Governing Board Staff: Laura LoGerfo, Stephaan Harris, Lesley Muldoon.

National Center for Education Statistics (NCES) Staff: Gina Broxterman, Brian Cramer, Dan McGrath, Emmanuel Sikali, Ebony Walton

Other attendees: Consulting: Terry Mazany. Educational Testing Service (ETS): Robert Finnegan. Lerner Communications: Michelle Lerner, Nancy Zuckerbrod. Management Strategies: Brandon Dart. Manhattan Strategy Group (MSG): David Hoff. Westat: Marcie Hickman, Kavemuii Murangi.

The Reporting and Dissemination Committee convened on August 8, 2024 at the Colonnade Hotel in Boston, Massachusetts. Chair Marty West called the meeting to order at 2:44 pm EDT.

Strategic Vision Discussion

West outlined the meeting’s agenda and invited LoGerfo to present activities from the Strategic Vision discussions that belong to the Reporting and Dissemination (R&D) Committee, specifically under the Inform and Engage pillar. LoGerfo asked the committee members to offer feedback on each activity and to establish priorities for implementation.

The first idea— “create practical use cases that illustrate uses of NAEP data for improvement”—elicited robust discussion on its potential usefulness. Infante-Green declared this proposal sensible but wondered whether these would be relevant if the intended audiences, such as state superintendents, governors, and state education agency (SEA) staff, do not know NAEP well. Governors focus on how their states rank on whatever scale; some know NAEP, but most do not. To help, Infante-Green

suggested producing a NAEP 101 video designed for SEAs that could include knowledge checks.

Committee Vice Chair Julia Rafal-Baer asked what use cases would inspire governors' policy advisors to turn to NAEP for information. Ron Reynolds replied by reminding the committee that the forthcoming state mapping study holds practical applications for states. Tyler Cramer resurfaced a suggestion from former R&D committee vice chair, Father Joseph O'Keefe: introduce NAEP case studies to graduate schools of education. Marty West noted that the Harvard Graduate School of Education uses teaching cases that include NAEP as context.

The second idea on the list reiterated the board's and the committee's priority to link NAEP data with other federal data. The committee affirmed its commitment to this priority, saluted the work of the Linking Studies Working Group, on which several R&D members served, and shifted to the next activity on the list.

The third implementation task—accelerate reporting of results from voluntary NAEP assessments—drew strong support but concerns about feasibility. NCES staff cautioned that any move to six-month reporting would require substantial investment of staff (e.g., doubling employees) and more funding. Such investment would compel sacrificing other priorities. In theory, committee members appreciated the greater value for NAEP, which might convince states to join for state-level NAEP Civics. But the resources required extend beyond where the committee felt comfortable recommending.

The fourth implementation activity proposed—review access to restricted data to facilitate secondary research—elicited robust conversation among the committee members. NCES staff explained that access to data rests not on the NAEP program, but on the NCES division, led by the chief statistician. Data can be released more quickly but again faster timelines translate to greater funding needs. NCES provided secondary researchers early access to embargoed NAEP data in 2022, which established a process to follow in the future. NCES staff clarified that external researchers who seek NAEP data, such as Tom Kane and Sean Reardon with the Education Recovery Scorecard, do not need restricted-use data. They simply want access to the data earlier than the public release date.

LoGerfo thanked the committee members for the robust discussion and promised to send an updated and reorganized list of the R&D implementation activities to the committee members by October.

SES Index Update (CLOSED)

The R&D Committee meeting transitioned into a closed session to allow Ebony Walton of NCES and Robert Finnegan of ETS to present and explain the new socioeconomic index. The new index is not public yet, and any analyses of the index involve 2022 data, not 2024 data. However, the index remains under development, and NCES cannot make public any analyses that eventually may conflict with the final index.

Congress requires NCES to collect and report data on student socioeconomic status. The new index emerged to counter a lack of precision and accuracy in the current measure of economic disadvantage, eligibility for the National School Lunch Program, which is taken from school records. When the Community Eligibility Program allowed schools to provide meals to all students in qualifying schools, families no longer submitted applications to the school. Schools still must gather data on economically disadvantaged students, but all states directly certify students for the lunch program, which eliminates the school as primary locus for the information.

Unlike National School Lunch Program eligibility, which is determined only by income or poverty status, socioeconomic status (SES) as a construct captures more than income. The “big 3” components of SES include family income, parent educational attainment, and parent occupational status. NAEP does not survey parents, and fourth- and eighth-graders cannot reliably report their parents’ occupational status, so this item cannot be included in the index.

Eighth-grade participants on NAEP do answer questions about their parents’ highest educational attainment, which will become part of the new SES index for eighth-graders (but not for fourth-graders, who again are unreliable reporters of their parents’ education). At both grades, the SES index also will comprise a question which participants have answered for decades: how many books are in your home? This has proved a strong, reliable signal of the metaphorical richness of students’ home learning environments, which is closely related to actual socioeconomic status. In sum, the NAEP SES Index on the 2024 Nation’s Report Card will include three variables at grade 4 and four variables at grades 8 and 12.

1. economic disadvantage, yes/no (the renamed eligibility for free or reduced price lunch)
2. percentage of economically disadvantaged students in school at grades 4, 8, 12
3. number of books in the home
4. highest level of parental education

Not all states permit NCES to administer the questionnaire to students, so NCES will explain how they handle these missing data in developing the index. Walton and

Finnegan showed preliminary analyses of the SES index with 2022 data, but those findings cannot be revealed here.

Walton confirmed that higher values on the index will connote higher SES, so the variable will make intuitive sense, and the new index will show greater variability than the binary school lunch eligibility flag, which will be better for modeling and analyses.

Ask NAEP (CLOSED)

Emmanuel Sikali of NCES presented his effort to bring an AI-based chatbot to life, then gave each committee member an opportunity to interact with the bot. “Ask NAEP” will not address any questions implying or inferring causality, e.g., why an achievement gap exists, since NAEP cannot answer that anyway. The tool also cannot delve into highly complex, multi-step questions or into very fine-grained data points yet and may never. However, members expressed interest in its capability.

This data tool is very much in early beta-testing stages and thus remains undisclosed to the public. Committee members expressed appreciation and enthusiasm for the work. Rafal-Baer shared that Emily Oster’s state data AI tool set parameters to allow only pre-vetted questions and answers. However, the tool does permit the option to ask anything so Oster’s team can review what is being asked and determine whether to develop additional responses.

Strategic Communications Update

The meeting reopened to discuss the proposed strategic communications plan for releasing the 2024 NAEP results in early 2025. LoGerfo started by updating the committee on essential communications activities in progress: (1) the latest Powered by NAEP brief on civics instruction; (2) presentations and op-eds about NAEP by Board members; and (3) an overhaul of the Governing Board’s website.

West pointed out that the State Mapping Study, which compares states’ percentages of proficient students from their state assessments to their states’ percentages by NAEP achievement levels, will be released this fall. Essentially, NCES uses the 2022 student-level NAEP data to place each state’s standard on the NAEP scale. West called this report the Rosetta Stone for NAEP and worthy of amplification, given its practical implications for states.

Conversation then turned to the proposed release strategy for the 2024 NAEP results. Infante-Green liked how the plan differentiates communications approaches by audiences. She stressed that any clips, visuals, videos must explain in plain English how to interpret the results and should highlight what questions users should ponder in

combing through the findings. Members supported recording Dr. Carr's presentation in advance of NAEP Day, noting if the video incorporates high production values and is easy to distribute, this could be widely shared. The message in all artifacts and conversations must be that education is a priority.

Several members suggested that governors can sound that call. A few observed that for some governors the release day itself can feel less than stellar, in that they must defend how their school systems fared on NAEP. Thus, focusing a release event around a panel of governors may pose challenges. Additionally, hosting a significant event on NAEP Day, when the public learns the results in their morning headlines represents an investment of resources and time to present data people already know.

However, an exciting NAEP Day event reflects the program's reputation as the gold standard in assessment and its unquestioned authority; there remains a need to signal that prestige and importance. An event that helps improve people's understanding of the results, with deeper discussions and broader implications from the findings, could be invaluable.

Rafal-Baer suggested collaborating with the National Governors Association to find a balanced panel of governors to discuss their use of NAEP. Board chair Perdue recommended inviting governors from states that do well and that do poorly to model how to tap the NAEP data as a policy lever for improvement. The panel participants need not agree on the paths forward, but should believe in the power of data. Working with governors on NAEP Day would require them to access data prior to the panel conversation, but their SEAs receive embargoed access and governors are briefed on their states' results.

LoGerfo expressed gratitude for the members' thoughts and reported that the communications team would reconvene after the meeting, incorporate these insights, and revise the strategy accordingly. The committee must approve the plan by the November 2024 quarterly board meeting so the Board can approve the release plan officially. West assured the committee that the strategy's development will be iterative, with draft, review, revise, and repeat as the next steps.

West thanked the committee and presenters and adjourned the meeting at 5:15 pm EDT.

I hereby certify the accuracy of these minutes.

Marty West
Chair

September 13, 2024
Date

Proposed Revisions to the Assessment Framework Development Policy

November 14, 2024

Goals

The goals of this session are to: (1) discuss proposed edits to the Assessment Framework Development Policy intended to reflect a nimbler process for monitoring important developments in a field and implementing minor updates to frameworks; and (2) determine whether there are additional edits or information needed to take action on the revised policy during the March 2025 Board meeting.

Overview

Developing and updating the assessment frameworks that determine what should be tested in each NAEP subject area is one of the Board's most important legislatively-mandated responsibilities, overseen by the Assessment Development Committee (ADC). The Board undertakes this work through a comprehensive, inclusive, deliberative process that includes many subject-matter experts and stakeholder groups and involves a lot of time, effort and cost. Over the past several years, the Board and ADC in particular have engaged in many discussions to continually improve the process by which NAEP frameworks are developed and updated over time.

In March 2022, the Board adopted an updated policy on [Assessment Framework Development](#) for NAEP to incorporate several improvements to the process. One important aspect of the framework update process that has been discussed by the Board but has not yet been incorporated is the idea of a nimbler process that could be used to monitor a field on an ongoing basis and implement smaller changes to frameworks when necessary.

The Board has typically waited ten years or more to consider whether changes to a NAEP assessment framework are needed. When so much time has lapsed since a framework was last updated, it is likely that major changes will be needed. The current framework policy does include a brief reference to the possibility of making minor changes to frameworks but does not describe a process for doing so, and it has been very rare for the Board to make only minor changes to NAEP frameworks.

The Assessment Development Committee has had several discussions over the past couple of years to determine how the policy could incorporate a nimbler process for updating NAEP frameworks. The proposed revisions to the current policy are included as attachments both in a clean document (with a few comments describing substantive changes) and a tracked changes document.

Background

In order to implement a nimbler process for updating assessment frameworks, two substantive changes to the current policy are needed: (1) a process for monitoring the fields in which NAEP assesses to follow current developments that could have implications for NAEP frameworks either in the short-term or long-term; and (2) a process for implementing minor updates to NAEP frameworks when the Board determines this is warranted.

To address the first requirement, the updated policy proposes the establishment of content advisory groups (CAGs) in each NAEP subject area, consisting of approximately 10 content and policy experts. The CAGs would be standing groups under the direction of the Governing Board and would include at least some members having previous experience with NAEP and (to the extent feasible) the Board's work in the subject area (e.g., previous framework panelists and/or ADC members). Each CAG would meet at least once per year to discuss current developments in the field that may have potential implications for the NAEP framework(s) in that area. The CAG discussion may sometimes surface issues for the Board to monitor either informally (e.g., staff attending conferences or events or setting up discussions with various stakeholders to learn more) or formally (e.g., commissioning a research study to gather more information that could inform future decisions about whether and how to update a framework). When the Board does decide to update a NAEP framework, the revised policy also addresses the specific involvement of the CAG in different types of framework updates.

To address the second requirement, the updated policy draws a clear distinction between the size of the update (minor, moderate, or major) and includes a new principle describing how a minor update would be conducted (whereas the process for a moderate or major update would be similar to the current process, with some small modifications). A minor update would be conducted by the content advisory group instead of convening a full Development Panel, and the abbreviated process would be expected to take no more than 6 months as compared to about 18 months currently.

It is anticipated that some moderate and major updates to frameworks will still be necessary in certain circumstances (such as when there is a large shift in a field that does not happen gradually), but the intention would be that at least some framework updates would be minor. It is important to note that the intended purpose of convening content advisory groups at least once per year is to engage in ongoing monitoring of a field to better understand emerging issues that may have implications for NAEP assessment frameworks, whether in the short-term or long-term. There is no expectation that frameworks would be updated anywhere near as frequently as every year and it is not practical to do so for either the Board or NCES. However, understanding emerging issues could help inform whether additional research or information should be gathered. It is anticipated that many of the Content Advisory Group meetings would result in no immediate action.

Interested Board members can consult previous ADC materials on this topic for additional background if desired:

Sharyn Rosenberg prepared a thought paper in response to a NASEM recommendation on a related topic that was discussed by ADC during the [May 2022 Committee meeting](#).

Following that discussion, papers on this topic were commissioned from six consultants:

- Alicia Alonzo, former member of the NAEP Science Standing Committee, and the committee that recently updated the 2023 TIMSS Science Framework using a process similar to what was proposed for updating NAEP frameworks
- Jessica Baghian, former state leader in Louisiana
- Andrew Ho, former Governing Board member and Chair of the Committee on Standards, Design and Methodology (COSDAM)
- Carol Jago, former Governing Board member and ADC Chair
- Stanley Rabinowitz, psychometrician with extensive experience working on state assessments and the national exams in Australia
- Ada Woo, psychometrician with extensive experience working on certification exams

Independent of the papers commissioned by Board staff, Lorrie Shepard of the NAEP Validity Studies (NVS) Panel had been working on a [comprehensive white paper](#) on the same topic, published on the NVS website.

These papers were included in the [November 2022 ADC materials](#) and discussed by the Committee during that meeting. In January 2023, a virtual panel discussion took place with the seven paper authors; key takeaways from this meeting were discussed during the [March 2023 ADC meeting](#) and formal minutes were included in the May 2023 ADC materials. One of many outcomes from these discussions was the idea of reconceptualizing the original recommendation to use existing NAEP standing committees (whose current scope is strictly to review NAEP items and are constituted under contract to the NCES item development contractor) as content advisory groups, new standing groups which would have (or acquire) expertise about NAEP frameworks in addition to the given content area.

During the [May 2023 ADC meeting](#), Committee members discussed key changes that would need to be made to current policy and procedures in order to make it possible to implement smaller updates to NAEP assessment frameworks. The key takeaway from the May 2023 ADC discussion was to consider convening a Social Studies Content Advisory Group to serve as a proof of concept for content advisory groups, in a limited capacity, by focusing on the “pre-work” to the launch of the planned updates to the 2030 NAEP U.S. History and Civics Frameworks. This group began meeting in June 2024.

During the [May 2024 ADC meeting](#), Committee members provided initial input on the broader question of what policy revisions are necessary to enable an ongoing process for framework monitoring and the implementation of minor updates to frameworks.



Adopted: TBD

National Assessment Governing Board

Assessment Framework Development

Policy Statement

It is the policy of the National Assessment Governing Board to conduct a comprehensive, inclusive, and deliberative process to determine and update the content and format of all assessments under the National Assessment of Educational Progress (NAEP). The primary result of this process shall be an assessment framework (hereafter, “framework”) with objectives to guide development of NAEP assessments for students in grades 4, 8, and 12 that are valid, reliable, and reflective of widely accepted professional standards.

The Governing Board, through its Assessment Development Committee (ADC), shall monitor the framework development and update processes to ensure that the final Governing Board-adopted framework and specifications and their development processes comply with all principles and guidelines of the Governing Board Assessment Framework Development Policy.

Introduction

Since its creation by Congress in 1988, the Governing Board has been responsible for determining the content and format of all NAEP assessments. The Governing Board has carried out this important statutory responsibility by engaging a broad spectrum of stakeholders in developing recommendations for the knowledge and skills NAEP should assess in various grades and subject areas. From this comprehensive process, the Governing Board develops a framework to outline the content and format for each NAEP assessment at grades 4, 8, and 12. Development of a framework for a new assessment is guided by the schedule of NAEP assessments adopted by the Governing Board.

Under provisions of the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)), Congress authorized the Governing Board to continue its mandate for determining the content and format of valid and reliable assessments based on widely accepted technical and professional standards for test development and active participation of stakeholders. This mandate aligns with the purpose of NAEP, which is to provide fair and

accurate measurement of student academic achievement.

Given this mandate, the Governing Board must ensure that the highest professional standards are employed in assessment framework development. The Governing Board Item Development Policy separately details principles and guidelines for NAEP assessment items, and the Governing Board has final authority on the appropriateness of all assessment items.

By law, NAEP assessments shall not evaluate personal beliefs or publicly disclose personally identifiable information, and NAEP assessment items shall be secular, neutral, and non-ideological and free from racial, cultural, gender, or regional bias.

NAEP framework development shall be informed by a broad, balanced, and inclusive set of factors. Frameworks shall reflect an appropriate balance of current curricula and instruction, research regarding cognitive development and instruction, and the nation’s future needs and desirable levels of achievement. This delicate balance between “what is” and “what should be” is at the core of the NAEP framework development process.

To develop the recommended framework for Board adoption, the Governing Board convenes stakeholders (via panels and broad outreach) to identify and/or provide feedback on the content and design for each NAEP assessment.

In this process, involved stakeholders shall include:

Teachers	Policymakers
Curriculum Specialists	Business Representatives
Content Experts	Parents
Assessment Specialists	Users of Assessment Data
State Administrators	Researchers and Technical Experts
Local School Administrators	Members of the public

This Policy complies with the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)) and the documents listed below which express widely accepted technical and professional standards for test development. These standards reflect the agreement of recognized experts in the field, as well as the policy positions of major professional and technical associations concerned with educational testing. A procedures manual shall provide additional detail about how this Policy is implemented.

The Standards for Educational and Psychological Testing. (2014). Washington, DC: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Code of Fair Testing Practices in Education. (2004). Washington, DC: Joint Committee on Testing Practices.

National Center for Education Statistics (NCES) Statistical Standards. (2012).

Principles for Framework Development

Principle 1: Elements of Frameworks

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Principle 3: Development and Update Process for Minor Changes

Principle 4: Development and Update Process for Moderate and Major Changes

Principle 5: Elements of Specifications

Principle 6: Role of the Governing Board

Guidelines for the Principles

Principle 1: Elements of Frameworks

The Governing Board is responsible for developing a framework for each NAEP assessment. The framework shall define the scope of the domain to be measured by delineating the knowledge and skills to be tested at each grade, the format of the NAEP assessment, the achievement level descriptions, and recommendations for subject-specific contextual variables.

Guidelines

- a) The framework shall determine the extent of the domain and the scope of the construct to be measured for each grade level in a NAEP assessment. The framework shall provide information to the public and test developers on three key aspects of the assessment:
 - *What* is to be measured, including definitions of the constructs being assessed and reported upon and descriptions of the purpose(s) of the assessment;
 - *How* that domain of content is most appropriately measured in a large-scale assessment, including the format requirements of the items and the assessment, the content and skills to be tested at each grade, sample items for each grade to be tested, the weighting of the item pool in terms of content and cognitive process dimensions, and any additional requirements for the assessment administration unique to a given subject area, such as provision of ancillary materials and uses of technology; and
 - *How much* of the content domain, in terms of knowledge and skills, should students know and be able to do at the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* levels in achievement level descriptions for each grade to be tested. The achievement level descriptions shall be based on the Governing Board's policy definitions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement and shall incorporate the content and process dimensions of the assessment at each grade.
- b) The framework shall inform the development of subject-specific contextual questionnaires for students, teachers, and school administrators by identifying variables that may help contextualize the assessment results (See the Governing Board Policy on Collecting and Reporting Contextual Data).
- c) The framework shall focus on important, measurable indicators of student achievement to inform the nation about what students know and are able to do without endorsing or advocating a particular instructional approach.
- d) Content coverage in each subject and grade shall be broad, inclusive of content valued by stakeholders as important to measure, and reflect high aspirations for student achievement.
- e) The framework shall use clear language, accessible to educators and to interested stakeholders, and contain information about the nature and scope of the given assessment. Following Governing Board adoption, the framework shall be widely disseminated.

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Regular monitoring of the NAEP subject areas and implications for NAEP assessment frameworks shall inform whether framework updates are needed to continue valid and reliable measurement of the content and cognitive processes reflected in evolving expectations of students.

Guidelines

- a) A Content Advisory Group in each NAEP subject area shall be convened at least once per year to reflect on current issues in the field (e.g., changes in the states' or nation's educational systems or new research) and potential implications (if any) for relevant NAEP assessment frameworks. Each Content Advisory Group shall be comprised of approximately 10 content and policy experts with a diversity of backgrounds, expertise and perspectives relevant to the subject area. Members shall serve on a rotating basis and a Chair and Vice Chair shall be selected by ADC to facilitate group discussions and communicate with the Governing Board and Framework Development Panels (when necessary).
- b) When significant issues in a field are identified as having potential implications for a NAEP assessment framework, a Content Advisory Group may recommend research studies and other relevant information to be collected and/or synthesized for further consideration by the ADC.
- c) When a Content Advisory Group recommends that changes to a NAEP framework are needed, the ADC will deliberate on whether and when to recommend that the Governing Board proceed with updates to that framework.
- d) If a Content Advisory Group does not identify any issues in the field with potential implications for a NAEP framework within 10 years of previous updates to a framework, the Governing Board will consider seeking public comment on whether any changes are needed.
- e) With consideration of the policy and assessment issues in a content area, the Board shall develop a charge to articulate the need for an update to a framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP legislation), and any specific tensions to resolve in the development of framework recommendations.
- f) The Board charge shall be informed by recommendations from the Content Advisory Group and (for moderate and major updates) from seeking public comment upfront.
- g) The Board charge also should explicitly indicate whether framework updates are intended to be minor, moderate, or major. The determination of the scope of the recommended updates shall be made in consultation with NCES with consideration to the operational impact of the intended changes.

Commented [A1]: This principle has substantive changes from the current policy. It is intended to describe the process for ongoing monitoring of NAEP content areas and how the Board will use information from this monitoring to decide how to proceed with framework updates.

Commented [A2]: These distinctions are new. For the purpose of determining how the update would be conducted, the most important consideration is whether the changes are minor or not. The process would be very similar for moderate and major updates.

- *Minor updates* shall have no or minimal impact to the construct and most assessment items or should address necessary revisions to accurately reflect how the framework has been operationalized in the assessment. Minor updates may also include textual changes to the framework documents that have no direct impact on the assessments. Minor updates may be carried out directly by the Content Advisory Group with additional contributors if desirable (*see Principle 3*).
 - *Moderate updates* shall keep constant a significant portion of the current framework and assessments but may require that several existing items be discontinued and/or new items be created, such as to reflect important changes in the field that are still generally consistent with the current construct. Moderate updates shall be carried out by convening a Development Panel (*see Principle 4*).
 - *Major updates* may retain some aspects of the current framework and assessments but will likely require extensive changes to some or most elements of the current framework and assessment items. An intentional substantive change to the construct shall be classified as a major update. Major updates shall be carried out by convening a Development Panel (*see Principle 4*).
- h) The Board charge shall explicitly articulate whether maintaining trends with assessment results from the previous framework should be prioritized above other factors, recognizing that the initial judgment is evaluative and the ultimate determination will be made based on empirical data. For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances. It is assumed that minor updates should not pose significant threats to current trendlines, whereas maintaining trendlines would not likely be a realistic priority for major updates. The number and nature of the changes for moderate updates will directly impact the likelihood of maintaining trendlines; articulating whether or not this is a primary goal upfront will encourage prioritization of necessary changes.
- i) All frameworks and specification documents shall be subject to full Board approval regardless of the scope of the changes.

Principle 3: Development and Update Process for Minor Changes

The Governing Board shall carry out minor updates to frameworks in an expedited manner while ensuring that the stakeholders listed in the Introduction section are engaged and informed of any minor impacts to the resulting assessments.

Guidelines

- a) Minor updates to a recommended framework and recommended assessment and item specifications (if necessary depending on the changes) shall be executed through a Content Advisory Group. The Governing Board will determine whether it is necessary to augment the Content Advisory Group with a few additional members, if specific expertise or viewpoints are needed to carry out the Board charge.

Commented [A3]: This principle is new. It is necessary to describe how minor updates would be conducted since this information is absent from the current policy.

- b) The specific nature of the minor updates will determine the timeline and number of meetings necessary to prepare recommendations but it is anticipated that the full process for conducting minor updates would be completed in no more than 6 months.
- c) External experts will be consulted throughout the revision process as appropriate.
- d) Outreach shall be undertaken to ensure that stakeholders understand any minor impacts to the assessments resulting from minor changes to frameworks. Outreach efforts shall directly engage all stakeholder groups identified in the Introduction section. The timing and form of the outreach will be determined by the specific nature of the intended updates.

Principle 4: Development and Update Process for Moderate and Major Changes

The Governing Board shall carry out moderate and major updates to frameworks through a comprehensive, inclusive, and deliberative process that involves active participation of stakeholders listed in the Introduction section.

Commented [A4]: This principle is similar to the current policy with a few exceptions, including an ongoing role for the Content Advisory Group that would replace the current function of the Steering Panel.

Guidelines

- a) Framework development and update processes shall be executed primarily via a Development Panel. This process shall result in two documents for Board consideration: a recommended framework and recommended assessment and item specifications.
 - *The Framework Development Panel* shall develop drafts of the two project documents and engage in the detailed deliberations about how issues outlined in the Board charge and guidance from the Content Advisory Group should be reflected in a recommended framework. Fifteen percent of this panel (3 members) shall be current classroom teachers in the subject areas under consideration. Educators shall be drawn from schools across the nation, including individuals who work with students from high-poverty and low-performing schools, as well as public and private schools. This panel may include up to 20 members, with additional members as needed.
- b) The scope and size of a framework development project shall determine the size of the Development Panel and the number of panel meetings needed. A framework update project may require a smaller panel and fewer meetings if a smaller scope is anticipated for recommended revisions. Moderate updates are expected to require fewer meetings than major updates.
- c) A nominations process shall be used to seek broad input on recommendations for well-qualified individuals who represent diverse demographic characteristics, stakeholder groups, and perspectives on the key issues identified in the Board charge to the panel.
- d) From the pool of nominees, the Board will select those with the most outstanding content and education credentials to represent multiple perspectives on the key issues identified in the Board charge to the panel. The ADC shall review panelist nomination materials and

recommend a slate of panelists, which shall be subject to Executive Committee approval.

- e) To ensure continuity of the process, ADC will carefully consider applications from individuals who have served on the Content Advisory Group, with the goal of having at approximately 2-4 individuals serve on both groups.
- f) The Development Panel shall be led by a Panel Leadership Team consisting of three to four panelists who reflect a variety of roles, experiences, and viewpoints in the subject area. The Panel Leadership Team shall facilitate Development Panel discussions and serve as panel representatives to the Governing Board.
- g) The process that the Development Panel employs to develop recommendations for new or updated frameworks shall be comprehensive in approach and conducted in an environment that is open, balanced, and even-handed. The Development Panel shall consider all viewpoints and debate all pertinent issues in formulating consensus recommendations on the content and design of a NAEP assessment, including findings from research. Reference materials shall represent multiple views.
- h) For each new or updated framework, protocols shall be established to support panel deliberations and to develop a unified proposal for the content and design of the assessment. Written summaries of all hearings, forums, surveys, and panel meetings shall be made available in a timely manner to inform Board deliberations.
- i) The Development Panel shall consider a wide variety of resources during deliberations, including but not limited to relevant research, trends in state and local standards and assessments, use of previous NAEP results, curriculum guides, widely accepted professional standards, scientific research, other types of research studies in the literature, key reports having significant national and international interest, international standards and assessments, other assessment instruments in the content area, and prior NAEP frameworks, if available.
- j) A Technical Advisory Committee of technical assessment experts shall be convened to uphold the highest technical standards for development of the NAEP framework and specifications. As a resource to the framework panels, these experts shall respond to technical issues raised during panel deliberations.
- k) An Educator Advisory Committee shall be convened to include additional practitioners in the framework development process. As a resource to the framework panels, these practitioners shall provide meaningful consultation on issues raised during panel deliberations that need input from those in the field teaching the subjects being assessed.
- l) The Content Advisory Group in the relevant subject area shall be convened to provide feedback to the Development Panel throughout the process, including: initial guidance on how to implement the Board charge, review of draft documents prior to public comment; and ongoing feedback on the development and finalization of framework documents.

Commented [A5]: This is new but unrelated to the other changes. The Science Framework Panel was led by a team rather than a Panel Chair and ADC felt this approach was successful and should be codified.

- m) Public comment shall be sought from a broad array of stakeholders and interested members of the public to reflect multiple perspectives on the draft framework recommendations that have been developed. Outreach efforts should directly engage all stakeholder groups identified in the Introduction section.
- n) If the Development Panel or the Board cannot reach consensus on key issues in the framework, the Board may decide to seek further stakeholder input such as through additional public comment and/or independent reviews by content experts on a framework that has been significantly revised following an earlier public comment period. The Board shall determine whether and how any further revisions to a framework shall be made.

Principle 5: Elements of Specifications

The specifications document shall be developed for use by the National Center for Education Statistics (NCES) as the blueprint for constructing the NAEP assessment and items.

Guidelines

- a) The assessment and item specifications shall be based on widely accepted professional testing standards. The specifications shall also be consistent with Governing Board policies regarding NAEP design, such as groupings of items, test administration conditions, and accommodations for students with disabilities and English language learners. (See the Governing Board [Policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#)). The specifications shall be reviewed by technical assessment experts involved in the process, prior to submission to the Governing Board.
- b) The primary audience for the specifications, or assessment blueprint, shall be NCES and the contractor(s) responsible for developing the assessment and the test questions.
- c) The specifications shall evolve from the framework and shall be written in sufficient detail so that item writers can develop high-quality questions based on the framework objectives for grades 4, 8, and 12, where applicable. The specifications shall include, but not be limited to detailed descriptions of:
- the content and process dimensions, including the weighting of those dimensions in the pool of questions at each grade;
 - types of items;
 - guidelines for stimulus material;
 - types of response formats;
 - scoring procedures;
 - achievement level descriptions;
 - administration conditions;
 - ancillary or additional materials, if any;
 - considerations for special populations;
 - sample items, including a substantial number and range of sample items with scoring guidelines for each grade level; and
 - any unique requirements for the given assessment.

- d) Special studies, if any, to be recommended in support of the framework shall be described in the specifications. This description shall provide an overview of the purpose and rationale for the study.

Principle 6: Role of the Governing Board

The Governing Board, through its ADC, shall monitor all framework development and updates. The result of this process shall be recommendations for Governing Board action in the form of two key documents: the framework and assessment and item specifications.

Guidelines

- a) The ADC shall be responsible for monitoring framework development and updates that result in recommendations to the Governing Board on the content and format of each NAEP assessment. The ADC will provide direction to the Development Panel, via Governing Board staff. This guidance shall ensure compliance with the NAEP law, Governing Board policies, Department of Education and government-wide regulations, and requirements of the contract(s) used to implement the framework project.
- b) In initiating a framework update, the Governing Board shall balance needs for stable reporting of student achievement trends against other Board priorities and requirements. Regarding when and how an adopted framework update will be implemented, the Board may consider the NAEP Assessment Schedule, cost and technical issues, and research and innovations to support possibilities for continuous trend reporting.
- c) When the Board decides to launch a minor or moderate/major framework update, the ADC shall develop a charge for the update, and the charge shall be subject to full Board approval.
- d) The ADC shall review candidates for the Content Advisory Group and develop a recommended slate of advisors, and the recommendations shall be subject to Executive Committee approval.
- e) For moderate and major updates, the ADC shall review panelist nomination materials and develop a recommended slate of panelists, and the panelist recommendations shall be subject to Executive Committee approval.
- f) The ADC shall receive regular reports on the progress of framework development.
- g) The full Board shall receive periodic updates about how the Board charge is being implemented and any additional policy considerations that arise during the development process, including from public comment.
- h) At the conclusion of the framework development or update process, the Governing Board shall take final action on the recommended framework and specifications. The Governing

Board shall make the final decision on the content and format of NAEP assessments. In addition to the panel recommendations, the Board may take into account other pertinent considerations on the domain and scope of what should be assessed, such as the broader policy context of assessment in the subject area under consideration.

- i) Following adoption by the Governing Board, the final framework and specifications shall be provided to NCES. These documents, which include the achievement level descriptions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* and recommendations for contextual variables in the subject area, are provided to NCES to guide development of NAEP test questions and questionnaires.



National Assessment Governing Board

Assessment Framework Development

Policy Statement

It is the policy of the National Assessment Governing Board to conduct a comprehensive, inclusive, and deliberative process to determine and update the content and format of all assessments under the National Assessment of Educational Progress (NAEP). The primary result of this process shall be an assessment framework (hereafter, “framework”) with objectives to guide development of NAEP assessments for students in grades 4, 8, and 12 that are valid, reliable, and reflective of widely accepted professional standards.

The Governing Board, through its Assessment Development Committee (ADC), shall monitor the framework development and update processes to ensure that the final Governing Board-adopted framework and specifications and their development processes comply with all principles and guidelines of the Governing Board Assessment Framework Development Policy.

Introduction

Since its creation by Congress in 1988, the Governing Board has been responsible for determining the content and format of all NAEP assessments. The Governing Board has carried out this important statutory responsibility by engaging a broad spectrum of stakeholders in developing recommendations for the knowledge and skills NAEP should assess in various grades and subject areas. From this comprehensive process, the Governing Board develops a framework to outline the content and format for each NAEP assessment at grades 4, 8, and 12. Development of a framework for a new assessment is guided by the schedule of NAEP assessments adopted by the Governing Board.

Under provisions of the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)), Congress authorized the Governing Board to continue its mandate for determining the content and format of valid and reliable assessments based on widely accepted technical and professional standards for test development and active participation of stakeholders. This mandate aligns with the purpose of NAEP, which is to provide fair and

accurate measurement of student academic achievement.

Given this mandate, the Governing Board must ensure that the highest professional standards of test development are employed in assessment framework development ~~to support the validity of educational inferences made using NAEP data~~. The Governing Board Item Development Policy separately details principles and guidelines for NAEP assessment items, and the Governing Board has final authority on the appropriateness of all assessment items.

By law, NAEP assessments shall not evaluate personal beliefs or publicly disclose personally identifiable information, and NAEP assessment items shall be secular, neutral, and non-ideological and free from racial, cultural, gender, or regional bias.

NAEP framework development shall be informed by a broad, balanced, and inclusive set of factors. Frameworks shall reflect an appropriate balance of current curricula and instruction, research regarding cognitive development and instruction, and the nation's future needs and desirable levels of achievement. This delicate balance between "what is" and "what should be" is at the core of the NAEP framework development process.

To develop the recommended framework for Board adoption, the Governing Board convenes stakeholders (via panels and broad outreach) to identify and/or provide feedback on the content and design for each NAEP assessment.

In this process, involved stakeholders shall include:

Teachers	Policymakers
Curriculum Specialists	Business Representatives
Content Experts	Parents
Assessment Specialists	Users of Assessment Data
State Administrators	Researchers and Technical Experts
Local School Administrators	Members of the public

This Policy complies with the National Assessment of Educational Progress Authorization Act of 2002 ([P.L. 107-279](#)) and the documents listed below which express widely accepted technical and professional standards for test development. These standards reflect the agreement of recognized experts in the field, as well as the policy positions of major professional and technical associations concerned with educational testing. A procedures manual shall provide additional detail about how this Policy is implemented.

The Standards for Educational and Psychological Testing. (2014). Washington, DC: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Code of Fair Testing Practices in Education. (2004). Washington, DC: Joint Committee on Testing Practices.

National Center for Education Statistics (NCES) Statistical Standards. (2012).

Principles for Framework Development

Principle 1: Elements of Frameworks

~~Principle 2: Development and Update Process~~

~~Principle 23: Periodic Framework Monitoring Process and Initial Decision to Proceed with Framework Updates Review~~

~~Principle 3: Development and Update Process for Minor Changes~~

~~Principle 4: Development and Update Process for Moderate and Major Changes~~

Principle ~~5~~4: Elements of Specifications

Principle ~~6~~5: Role of the Governing Board

Guidelines for the Principles

Principle 1: Elements of Frameworks

The Governing Board is responsible for developing a framework for each NAEP assessment. The framework shall define the scope of the domain to be measured by delineating the knowledge and skills to be tested at each grade, the format of the NAEP assessment, the achievement level descriptions, and recommendations for subject-specific contextual variables.

Guidelines

- a) The framework shall determine the extent of the domain and the scope of the construct to be measured for each grade level in a NAEP assessment. The framework shall provide information to the public and test developers on three key aspects of the assessment:
 - *What* is to be measured, including definitions of the constructs being assessed and reported upon and descriptions of the purpose(s) of the assessment;
 - *How* that domain of content is most appropriately measured in a large-scale assessment, including the format requirements of the items and the assessment, the content and skills to be tested at each grade, sample items for each grade to be tested, the weighting of the item pool in terms of content and cognitive process dimensions, and any additional requirements for the assessment administration unique to a given subject area, such as provision of ancillary materials and uses of technology; and
 - *How much* of the content domain, in terms of knowledge and skills, should students know and be able to do at the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* levels in achievement level descriptions for each grade to be tested. The achievement level descriptions shall be based on the Governing Board's policy definitions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement and shall incorporate the content and process dimensions of the assessment at each grade.
- b) The framework shall inform the development of subject-specific contextual questionnaires for students, teachers, and school administrators by identifying variables that may help contextualize the assessment results (See the Governing Board Policy on Collecting and Reporting Contextual Data).
- c) The framework shall focus on important, measurable indicators of student achievement to inform the nation about what students know and are able to do without endorsing or advocating a particular instructional approach.
- d) Content coverage in each subject and grade shall be broad, inclusive of content valued by ~~the public~~ stakeholders as important to measure, and reflect high aspirations for student achievement.
- ~~e) Frameworks shall be written to be clear and accessible to educators and the general public. The framework shall use clear language, accessible to educators and to the general~~

public interested stakeholders, and contain information about the nature and scope of the given assessment. Following Governing Board adoption, the framework shall be widely disseminated.

fe)

Principle 23: Periodic Framework Monitoring Process and Initial Decision to Proceed with Framework Updates Review

Regular monitoring of the NAEP subject areas and implications for NAEP assessment frameworks shall be considered to ~~Reviews of existing frameworks shall determine~~ inform whether framework updates are ~~is~~ needed to continue valid and reliable measurement of the content and cognitive processes reflected in evolving expectations of students.

Guidelines

- a) A Content Advisory Group in each NAEP subject area shall be convened at least once per year to reflect on current issues in the field (e.g., changes in the states' or nation's educational systems or new research) and potential implications (if any) for relevant NAEP assessment frameworks. Each Content Advisory Group shall be comprised of approximately 10 content and policy experts with a diversity of backgrounds, expertise and perspectives relevant to the subject area. Members shall serve on a rotating basis and a Chair and Vice Chair shall be selected by ADC to facilitate group discussions and communicate with the Governing Board and Framework Development Panels (as when necessary).
- b) When significant issues in a field are identified as having potential implications for a NAEP assessment framework, the Content Advisory Group may recommend research studies and other relevant information to be collected and/or synthesized for further consideration by the ADC.
- When a Content Advisory Group recommends that changes to a NAEP framework are needed, the ADC will deliberate on whether and when to recommend that the Governing Board proceed with updates to that framework.
- c)
- d) If a Content Advisory Group does not identify any issues in the field with potential implications for a NAEP framework within 10 years of previous updates to a framework, the Governing Board will consider seeking public comment on whether any changes are needed.
- e) With consideration of the policy and assessment issues in a content area, the Board shall develop a charge to articulate the need for an update to the framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP legislation), and any specific tensions to resolve in the development of framework recommendations. ~~The Board charge shall explicitly address whether maintaining trends with assessment results from the previous framework should be prioritized above other~~

~~factors. For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances.~~

e)

f) The Board charge shall be informed by recommendations from the Content Advisory Group and (for moderate and major updates) from seeking public comment upfront.

g) At least once every 10 years, the Governing Board, through its ADC, shall review the relevance of assessments and their underlying frameworks. In the review, the ADC shall solicit input from experts to determine if changes are warranted, making clear the potential risk to trends and assessment of educational progress posed by changing frameworks. ~~†The Board may decide based on the input that the framework does not require revision, or that the framework may require minor or substantive updates. To initiate updates, the ADC shall prepare a recommendation for full Board approval.~~The Board charge also should explicitly indicate whether framework updates are intended to be minor, moderate, or major. The determination of the scope of the recommended updates shall be made in consultation with NCES with consideration to the operational impact of the intended changes.

~~—Minor updates shall have no or minimal impact to the construct and most assessment items or should address necessary revisions to accurately reflect how the framework has been operationalized in the assessment. Minor updates may also include textual changes to the framework documents that have no direct impact on the assessments. It is assumed that minor updates should not pose significant threats to current trendlines.~~

- Minor updates may be carried out directly by the Content Advisory Group with additional contributors if desirable (see Principle 3).
- Moderate updates shall keep constant a significant portion of the current framework and assessments but may require that several existing items be discontinued and/or new items be created, such as to reflect important changes in the field that are still generally consistent with the current construct. ~~Moderate updates may include minor changes to the construct but would not be expected to~~ The extent to which maintaining trendlines is a primary goal for a moderate revision should be clearly articulated in the Board charge. Moderate updates shall be carried out by convening a Development Panel (see Principle 4).
- Major updates may retain some aspects of the current framework and assessments but will likely require extensive changes to some or most elements of the current framework and assessment items. An intentional substantive change to the construct shall be classified as a major update. ~~Maintaining trendlines would not likely be a realistic priority for major updates.~~ Major updates shall be carried out by convening a Development Panel (see Principle 4).

~~—The Board charge shall explicitly address~~articulate whether maintaining trends with assessment results from the previous framework should be prioritized above other factors, recognizing that the initial judgment is evaluative and the ultimate

determination will be made based on empirical data. For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances. It is assumed that minor updates should not pose significant threats to current trendlines, whereas maintaining trendlines would not likely be a realistic priority for major updates. The number and nature of the changes for moderate updates will directly impact the likelihood of maintaining trendlines; articulating whether or not this is a priority primary goal upfront will encourage prioritization of necessary changes. ~~extent to which~~

~~h)~~

~~b) All frameworks and specification documents shall be subject to full Board approval regardless of the scope of the changes. With consideration of the policy and assessment issues in the content area, the Board shall develop a charge to articulate the need for an update to the framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP legislation), and any specific tensions to resolve in the development of framework recommendations. The Board charge shall explicitly address whether maintaining trends with assessment results from the previous framework should be prioritized above other factors.~~

~~e) Within the 10-year period for an ADC review, major changes in the states' or nation's educational system may occur that relate to one or more NAEP frameworks. In this instance, the ADC will deliberate on whether such changes warrant an accelerated schedule of updates to a framework and may recommend that the Governing Board convene a Steering Panel to revise or replace the framework. Before framework panels are convened, special research and analysis may also be commissioned to inform the updates to be considered.~~

~~d)i)~~

- ~~• If the Board charge directs a Steering Panel to recommend framework updates, then a subset of Steering Panel members shall continue as the Development Panel to develop the draft framework and assessment and item specifications, in accordance with *Principle 2*. Regular reports will be provided to the ADC and the recommended framework update shall be subject to full Board approval.~~
- ~~• When a framework update is conducted, framework Steering and Development Panel recommendations shall describe the extent to which adjustments in the achievement level descriptions (see *1.a*) and contextual variables (see *1.b*) are needed. (See the Governing Board Policy on Achievement Levels and the Governing Board Policy on Collecting and Reporting Contextual Data for additional details.)~~

Principle 32: Development and Update Process for Minor Changes

The Governing Board shall carry out minor updates to frameworks in an efficient expedited manner while ensuring that the stakeholders listed in the Introduction section are engaged and informed of any minor impacts to the resulting assessments.

Guidelines

- a) Minor updates to a recommended framework and recommended assessment and item specifications (if necessary depending on the changes) shall be executed through a Content Advisory Group. The Governing Board will determine whether it is necessary to augment the Content Advisory Group with a few additional members, if specific expertise or viewpoints are needed to carry out the Board charge.
- b) The specific nature of the minor updates will determine the timeline and number of meetings necessary to prepare recommendations but it is anticipated that the full process for conducting minor updates would be completed in no more than 6 months.
- c) External experts will be consulted throughout the revision process as appropriate.
- a)d) Outreach shall be undertaken to ensure that stakeholders understand any minor impacts to the assessments resulting from minor changes to frameworks. Outreach efforts shall directly engage all stakeholder groups identified in the Introduction section. The timing and form of the outreach will be determined by the specific nature of the intended updates.

Principle 4: Development and Update Process for Moderate and Major Changes

The Governing Board shall carry out moderate and major updates to develop and update frameworks through a comprehensive, inclusive, and deliberative process that involves active participation of stakeholders listed in the Introduction section.

Guidelines

- ~~a) When the Board reviews a framework for potential updates (see *Principle 3*), Board deliberations shall begin by discussing major policy and assessment issues in the content area. Such issues may be identified through seeking and collecting public comment, as well as through engaging relevant content experts.~~
- ~~b) After considering policy and assessment issues in the content area, the Board shall develop a charge to articulate the need for an update to the framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP legislation), and any specific tensions to resolve in the development of framework recommendations. The Board charge shall explicitly address whether maintaining trends with assessment results from the previous framework should be prioritized above other factors.~~
- e)a) Framework development and update processes shall be executed primarily via ~~two~~ panels: a Steering Panel with a subset of members continuing as the a Development Panel. This process shall result in two documents for Board consideration: a recommended framework and recommended assessment and item specifications. ~~For each framework,~~
 - ~~• The Framework Steering Panel shall formulate high-level guidance about the state of~~

~~the field and how to implement the Board charge to inform the process. The major part of the Steering Panel work will be at the beginning to provide initial guidance for developing a recommended framework. The Steering Panel shall be comprised of the stakeholders referenced in the Introduction section. Twenty percent of this panel (6 members) shall be current classroom teachers in the subject areas under consideration. This panel may include up to 30 members with additional members as needed.~~

- ~~The Framework Development Panel~~ shall develop drafts of the two project documents and engage in the detailed deliberations about how issues outlined in the Board charge and ~~Steering Panel discussion~~ guidance from the Content Advisory Group should be reflected in a recommended framework. ~~As a subset of the Steering Panel, the Development Panel shall have a proportionally higher representation of content experts and educators, whose expertise collectively addresses all grade levels designated for the assessment under development.~~ Fifteen percent of this panel (3 members) shall be current classroom teachers in the subject areas under consideration. Educators shall be drawn from schools across the nation, including individuals who work with students from high-poverty and low-performing schools, as well as public and private schools. This panel may include up to 20 members, with additional members as needed.

~~d)b)~~ The scope and size of a framework development project shall determine the size of ~~framework panel~~ the Development Panel and the number of panel meetings needed. A framework update project may require a smaller panels and fewer meetings if a smaller scope is anticipated for recommended revisions. Moderate updates are expected to require fewer meetings than major updates.

~~e)c)~~ A nominations process shall be used to seek broad input on recommendations for well-qualified individuals who represent diverse demographic characteristics, stakeholder groups, and perspectives on the key issues identified in the Board charge to the panels.

~~d)~~ From the pool of nominees, the Board will select those with the most outstanding content and education credentials to represent multiple perspectives on the key issues identified in the Board charge to the panels. The ADC shall review panelist nomination materials and recommend a slate of panelists, which shall be subject to Executive Committee approval.

~~e)~~ To ensure continuity of the process, ADC will carefully consider applications from individuals who have served on the Content Advisory Group, with the goal of having at least two approximately 2-4 individuals serve on both groups.

~~f)~~ The Development Panel will shall be led by a Panel Leadership Team consisting of three to four panelists who reflect a variety of roles, experiences, and viewpoints in the subject area. The Panel Leadership Team shall facilitate Development Panel discussions and serve as panel representatives to the Governing Board.

~~g)~~ The process that the Development Ppanels employs to develop recommendations for new or updated frameworks shall be comprehensive in approach and conducted in an

environment that is open, balanced, and even-handed. The Development Panels shall consider all viewpoints and debate all pertinent issues in formulating consensus recommendations on the content and design of a NAEP assessment, including findings from research. Reference materials shall represent multiple views.

h) For each new or updated framework, protocols shall be established to support panel deliberations and to develop a unified proposal for the content and design of the assessment. Written summaries of all hearings, forums, surveys, and panel meetings ~~—~~ shall be made available in a timely manner to inform Board deliberations.

~~i)~~ The ~~framework panels~~ Development Panel shall consider a wide variety of resources during deliberations, including but not limited to relevant research, trends in state and local standards and assessments, use of previous NAEP results, curriculum guides, widely accepted professional standards, scientific research, other types of research studies in the literature, key reports having significant national and international interest, international standards and assessments, other assessment instruments in the content area, and prior NAEP frameworks, if available.

~~j)~~ A Technical Advisory Committee of technical assessment experts shall be convened to uphold the highest technical standards for development of the NAEP framework and specifications. As a resource to the framework panels, these ~~technical assessment~~ experts shall respond to technical issues raised during panel deliberations.

~~k)~~ An Educator Advisory Committee shall be convened to include additional practitioners in the framework development process. As a resource to the framework panels, these practitioners shall provide meaningful consultation on issues raised during panel deliberations that need input from those in the field teaching the subjects being assessed.

~~j)~~ The Content Advisory Group in the relevant subject area shall be convened to provide feedback to the Development Panel throughout the process, including: initial guidance on how to implement the Board charge, review of draft documents prior to public comment; and ongoing feedback on the development and finalization of framework documents.

~~k)~~ m) Public comment shall be sought from a broad array of stakeholders and interested members of the public to reflect multiple perspectives on the draft framework recommendations that have been developed. Outreach efforts should directly engage all stakeholder groups identified in the Introduction section.

~~l)~~ If the Development Panel or the Board cannot reach consensus on key issues in the framework, the Board may decide to seek further stakeholder input such as through additional public comment and/or independent reviews by content experts on a framework that has been significantly revised following an earlier public comment period. The Board shall determine whether and how any further revisions to a framework shall be made.

~~m)~~ _____

~~n)~~ The final framework and specifications documents are subject to full Board approval.

~~o)~~ n) _____

Principle **54**: Elements of Specifications

The specifications document shall be developed for use by the National Center for Education Statistics (NCES) as the blueprint for constructing the NAEP assessment and items.

Guidelines

- a) The assessment and item specifications shall ~~produce an assessment that is valid, reliable, and based on relevant widely accepted professional~~ be based on widely accepted technical professional testing standards. The specifications shall also be consistent with Governing Board policies regarding NAEP design, such as groupings of items, test administration conditions, and accommodations for students with disabilities and English language learners. (See the Governing Board [Policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#)). The specifications shall be reviewed by technical assessment experts involved in the process, prior to submission to the Governing Board.
- b) The primary audience for the specifications, or assessment blueprint, shall be NCES and the contractor(s) responsible for developing the assessment and the test questions.
- c) The specifications shall evolve from the framework and shall be written in sufficient detail so that item writers can develop high-quality questions based on the framework objectives for grades 4, 8, and 12, where applicable. The specifications shall include, but not be limited to detailed descriptions of:
 - the content and process dimensions, including the weighting of those dimensions in the pool of questions at each grade;
 - types of items;
 - guidelines for stimulus material;
 - types of response formats;
 - scoring procedures;
 - achievement level descriptions;
 - administration conditions;
 - ancillary or additional materials, if any;
 - considerations for special populations;
 - sample items, including a substantial number and range of sample items with scoring guidelines for each grade level; and
 - any unique requirements for the given assessment.
- d) Special studies, if any, to be recommended in support of the framework shall be described in the specifications. This description shall provide an overview of the purpose and rationale for the study.

Principle **65**: Role of the Governing Board

The Governing Board, through its ADC, shall monitor all framework development and updates. The result of this process shall be recommendations for Governing Board

action in the form of two key documents: the framework and assessment and item specifications.

Guidelines

- a) The ADC shall be responsible for monitoring framework development and updates that result in recommendations to the Governing Board on the content and format of each NAEP assessment. The ADC will provide direction to the ~~framework panels~~Development Panel, via Governing Board staff. This guidance shall ensure compliance with the NAEP law, Governing Board policies, Department of Education and government-wide regulations, and requirements of the contract(s) used to implement the framework project.
- b) In initiating a framework update, the Governing Board shall balance needs for stable reporting of student achievement trends against other Board priorities and requirements. Regarding when and how an adopted framework update will be implemented, the Board may consider the NAEP Assessment Schedule, cost and technical issues, and research and innovations to support possibilities for continuous trend reporting.
- c) When ~~the Board decides to launch a minor or moderate/major framework update a framework Steering Panel is to be convened~~, the ADC shall develop a charge for the ~~update panel~~, and the charge shall be subject to full Board approval ~~(See 2.b.)~~.
- d) The ADC shall review candidates for the Content Advisory Group and develop a recommended slate of advisors, and the recommendations shall be subject to Executive Committee approval.
- ~~e)~~e) For moderate and major updates, ~~t~~The ADC shall review panelist nomination materials and develop a recommended slate of panelists, and the panelist recommendations shall be subject to Executive Committee approval.
- ~~e)~~f) The ADC shall receive regular reports on the progress of framework development.
- ~~f)~~g) The full Board shall receive periodic updates about how the Board charge is being implemented and any additional policy considerations that arise during the development process, including from public comment.
- ~~g)~~h) At the conclusion of the framework development or update process, the Governing Board shall take final action on the recommended framework and specifications. The Governing Board shall make the final decision on the content and format of NAEP assessments. In addition to the panel recommendations, the Board may take into account other pertinent considerations on the domain and scope of what should be assessed, such as the broader policy context of assessment in the subject area under consideration.

[h\)i](#)) Following adoption by the Governing Board, the final framework and specifications shall be provided to NCES. These documents, which include the achievement level descriptions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* and recommendations for contextual variables in the subject area, are provided to NCES to guide development of NAEP test questions and questionnaires.

Discussion and ACTION: Release Plan for the 2024 Nation's Report Card: Reading and Mathematics, Grades 4 and 8

Goal

The purpose of this session is to share with Board members the proposed plan to release the 2024 Nation's Report Card in Reading and Mathematics for Grades 4 and 8. The Reporting and Dissemination Committee has developed, discussed, and revised this plan. This committee will have approved the plan by the time it reaches the Board on Friday, November 15 for discussion, possible revision, and approval by the full Board.

Overview

Julia Rafal-Baer, chair of the Reporting and Dissemination Committee, will present the release plan to the Board, as developed in concert with the National Center for Education Statistics and as approved by the R&D committee members. The plan will be sent to Board members under separate cover; any revisions made during the Reporting and Dissemination Committee meeting on November 14 will be explained by the Reporting and Dissemination Committee Chair during the presentation. Rafal-Baer will invite Board members to ask questions and suggest changes to the release plan. After this discussion, the Board will take a vote to approve the release plan. The release plan then will be executed by Board staff and contractors at the date and time agreed upon with the National Center for Education Statistics.

Background

Congress gave the National Assessment Governing Board the responsibility to plan and execute the initial release of results from the National Assessment of Educational Progress. Board staff and contractors collaborate with staff from the National Center for Education Statistics and their contractors to develop a plan that will release the results with optimal impact, widest dissemination, and the greatest utility to the most stakeholders.

Members of the Reporting and Dissemination Committee receive early access to viewing the report card site so as to provide feedback on the report in advance of the official release. Once Reporting and Dissemination Committee members and NCES staff iterate on any feedback, the committee approves the report card for official release.

Additionally, the Reporting and Dissemination Committee reviews the release plan, recommends revisions and changes, then approves and presents the final plan to the Board for approval. The Board then votes to amend and/or approve the release plan.

The plan for this release differs from past iterations, which have centered efforts on a two-hour release event. These events garner relatively small audiences beyond NAEP staff and occur after millions have read the results in the morning headlines. The new plan prioritizes what media and approaches will provide the best opportunities for the broadest impact. More details can be found in the release plan accompanying this session summary.

Discussion of Artificial Intelligence (AI) and NAEP Ethical Use Policy Considerations

Goal

The purpose of the November session is to gather input from the full Governing Board to inform the crafting of draft policy for the ethical and responsible use of artificial intelligence (AI) for the National Assessment of Educational Progress (NAEP) program. Board action on the policy guidance is expected in March 2025. The purpose of the policy is to acknowledge the Board's attention to the potential impacts of AI on the program, acknowledge the federal laws and regulations that will govern the use of AI in the program, articulate the Board's view of the responsible and ethical use of AI in the context of NAEP, and commit to the Board's responsible and ethical use of AI in carrying out its responsibility to maintain and enhance the relevance, quality, and utility of NAEP.

To prepare for this discussion, we recommend reviewing the draft policy considerations included following this document, and to consider the following questions:

1. Do you agree with the policy considerations included, how they are organized, and how they are defined?
2. Keeping in mind the governing structure of NAEP (with Board responsible for policy and NCES responsible for operations)¹, do you agree with the level of detail provided?
3. Are there any considerations that are missing yet important to guide the responsible and ethical use of generative AI in NAEP?
4. What additional information would the Board need to provide substantive feedback and direction to allow revision and action on this policy?

Overview

The National Assessment Governing Board convened an Ad Hoc Committee on Generative Artificial Intelligence (AI) in May of 2024. One of the key tasks for this committee is to offer recommendations to the Board on policy guidelines for the use of generative AI within the NAEP program to protect privacy and intellectual property, safeguard against bias, and promote ethical use of AI technologies. This policy is intended to be broad and applicable across NAEP processes; individual Board committees will address specific AI uses within existing policy over time, as needed.

The committee convened in late September of 2024 to offer recommendations on an initial set of considerations to include in Board policy. Seven of the ten Board Ad Hoc committee members, the Commissioner of NCES as ex-officio member, and the Associate Commissioner of NCES participated and offered feedback. Draft policy was

¹ Please refer to the [Legislative Roles and Responsibilities Analysis](#) produced in May 2024 for more details.

also reviewed by NCE staff and external AI experts Rebecca Finlay of Partnership on AI and Alina von Davier of Duolingo. Feedback was incorporated and discussed with Ad Hoc Committee on Generative AI leadership before finalizing the draft for full Board review.

At this November meeting, Ad Hoc Committee Chair Ron Reynolds will facilitate a discussion to gather Board input to inform crafting of policy in preparation for Board action in March of 2025.

Background Information

Traditional AI and Generative AI

We suggest use of the definition of artificial intelligence as defined by the U.S. Department of Education, Office of Educational Technology (2024), which is consistent with the White House Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence:

The term “artificial intelligence” means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments.

Further, the Executive Order defines generative AI as:

The class of AI models that emulate the structure and characteristics of input data in order to generate derived synthetic content. This can include images, videos, audio, text, and other digital content.

The intent of the Board policy is to focus on uses of generative AI, which is the focus of many recent technological advances (e.g., chatbots); though these considerations are also relevant for novel uses of traditional AI that involve significant changes to the program. To help define the types further, AI can include simple models, sometimes referred to as traditional AI, designed for specific purposes to make a prediction based on available data. These models follow exact rules and instructions created by human programmers (Nguyen, 2024). For example, the autocomplete function in an email program can be considered traditional AI that has been used prior to the recent AI boom (Zewe, 2023). Generative AI is a subset of AI that has seen rapid development in recent years. Generative AI involves systems trained on much larger datasets designed to create new and original content through learning of patterns and structures (Nguyen, 2024). Zewe (2023) notes that distinctions blur between generative AI and other types, and therefore distinguishes generative AI as a “machine-learning model that is trained to create new data, rather than making a prediction about a specific dataset.”

In conducting its responsibility to update NAEP assessment frameworks, the Board acknowledged the impact of generative AI in its recent decision to delay updating the NAEP Writing Assessment Framework until AI’s impact was clearer. It will continue to

take into account AI's impact on maintaining relevant assessment content and its other responsibilities.

As it has to date, the Board will also continue to engage with NCES to provide input as needed and stay abreast of its exploration of both traditional and generative AI tools for NAEP. Examples of use cases that NCES has already begun to explore include:

- Use of traditional AI for the automated scoring of constructed-response items for NAEP Reading and Mathematics.
- Use of generative AI for the development of a chatbot that would provide responses to questions posed by users through a search of publicly available NAEP data and documentation.
- Use of generative AI for assistance in identifying relevant passages or item themes to include on NAEP assessments.

Guiding Resources

In its exploration of AI, NCES coordinates with the Department of Education and other federal agencies to ensure its AI operations for the NAEP program are consistent with federal law, regulations, and guidance regarding ethical and responsible use of AI technologies. Guiding documents encourage government agencies to explore the use of AI to increase efficiencies, while being cognizant of limitations and risks. As the Board explores the impact of AI on conducting its responsibilities, as well as collaborating with NCES to provide input on their responsibilities, Board staff will keep current with relevant laws and regulations, and will engage with the Department of Education's designated Chief AI Officer, to ensure its compliance with federal and Department guidance.

It should also be noted that NCES, as part of the U.S. Department of Education and a federal statistical agency, must also follow Department and OMB requirements (including the recently released Trust Regulations to strengthen the U.S. federal statistical system's ability to produce accurate, objective and trustworthy information) in its statistical activities.

Federal Guidance:

[Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence | The White House](#)

Advancing Governance, Innovation, and Risk Management for Agency Use of Artificial Intelligence | [The White House](#)

[OMB Guidance Information](#)

Department of Education:

Website: [Artificial Intelligence - Office of Educational Technology](#)

[U.S. Department of Education Artificial Intelligence Guidance](#)

Reports:

[Designing for Education with Artificial Intelligence: An Essential Guide for Developers](#)

[Artificial Intelligence and the Future of Teaching and Learning \(ed.gov\)](#)

References

Nguyen, T. (accessed 2024, September 17). *Traditional AI vs Generative AI: Breaking Down the Basics*. Neurond. Da Nang City, Vietnam.

U.S. Department of Education, Office of Educational Technology. (2024). *Designing for Education with Artificial Intelligence: An Essential Guide for Developers*. Washington, D.C.

Zewe, A. (2023, November 9). *Explained: Generative AI*. MIT News | Massachusetts Institute of Technology. <https://news.mit.edu/2023/explained-generative-ai-1109>

Draft Policy Considerations for Inclusion in Board Policy on the Ethical and Responsible Use of AI for NAEP

Governing Board policy will assert the NAEP program’s dedication to the responsible and ethical use of artificial intelligence (AI) and communicate what this means to the Board. It will address the Governing Board’s goals of enhancing the relevance, utility, and efficiency of NAEP and maintaining NAEP as the “gold standard” assessment for student achievement in the United States as advances in AI tools change the technological and educational landscape. It will acknowledge the program’s adherence to all federal laws, regulations and guidance including that issued by the White House through the [Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence](#), and AI guidance issued by the Department of Education’s [Office of Educational Technology](#). The intent of the Board policy is to focus on uses of generative AI; though these considerations are also relevant for novel uses of traditional AI that involve significant changes to the program.

Consideration	Policy Guidance for NAEP
Identification of AI Use-Cases	
Purpose	The NAEP program will consider incorporating AI tools when it has potential to enhance the utility, quality, relevance, or efficiency to NAEP processes beyond what is possible through traditional methods.
Build Capacity	The NAEP program will encourage continuous learning about AI tools through research and development to inform future operations.
Prioritization for Operational Use	The NAEP program will prioritize operationalizing AI tools identified as low-risk to the program (e.g., processes that are well understood and/or that can be reverted back if unsuccessful), and will only move towards operationalization of higher-risk use of AI tools once low-risk tools have proven successful and mitigation strategies have been identified to ensure the tools can be applied effectively, without harming the quality of the assessment.
Human-Centered	
Stakeholder-Centered	The NAEP program will consider the needs and experiences of stakeholders, including students, educators, policymakers, journalists, and researchers, when incorporating AI tools.
Human Involvement	The NAEP program will include human oversight for regular monitoring when AI tools are used. Humans will conduct checks to ensure information generated through AI is valid and remains valid over time (e.g., as AI tools evolve, as the population of students shifts, as assessment frameworks are updated).

Bias, Sensitivity, and Fairness	The NAEP program will prioritize efforts to mitigate potential bias and fairness risks associated with AI tools, including through representation from diverse groups of individuals as AI tools are developed, used, and evaluated, and conducting statistical analyses when applicable, to ensure the introduction of AI tools are not biased towards subgroups of students.
Transparency and Building Trust	The NAEP program will be transparent about the use of AI tools, through documentation regarding when and why AI tools are being used in NAEP processes, and when human quality control checks of the tools are conducted. When generative AI is used, the developer will provide information to the NAEP program on the inputs and the processes in place to ensure accuracy, fairness, and other considerations are being addressed. The public will be informed when generative AI tools are used to generate scores or to assist in reporting. Transparency will adhere to the OMB Trust Regulation (Section 1321.6), and OMB Statistical Policy Directive #4 .
Privacy and Security	
Data Privacy	NAEP will ensure AI tools are designed and shared in a manner that protects the privacy of students, teachers, and schools according to federal laws and regulations, including the National Assessment of Educational Progress Authorization Act (Public Law 107-279 III, section 303), the Family Educational Rights and Privacy Act (FERPA) , the Evidence Act (Section 3572 in Title III), and OMB Trust Regulation (Section 1321.8).
Security of Intellectual Property	The NAEP program will only use AI tools that safeguard intellectual property (e.g., secure test items) that would put the program at risk if it were to be made public.
Evaluation	
Ongoing Monitoring	The Governing Board and NCES will build processes to monitor the use of AI tools in accordance with the considerations highlighted in this policy
Maintain Relevant Assessment Content	The National Assessment Governing Board will monitor the impacts of AI tools on classroom instruction and learning over time, and consider the impacts for the NAEP assessment frameworks, including the potential for updates to the frameworks when determined necessary.



ASSESSMENT DEVELOPMENT COMMITTEE AGENDA

November 14, 2024
3:30 – 5:30 pm EST
Jewel C

3:30 – 4:20 pm	Overview of Current NAEP U.S. History and Civics Frameworks and Assessments (CLOSED) <i>Patrick Kelly, Chair</i> <i>Bill Ward, NCES</i>	Attachment A
4:20 – 5:10 pm	Initial Discussions of the Social Studies Content Advisory Group <i>Patrick Kelly</i>	Attachment B
5:10 – 5:30 pm	Updates and Open Discussion <i>Patrick Kelly</i> <i>Sharyn Rosenberg</i>	

Overview of Current Frameworks and Assessments in NAEP U.S. History and Civics

November 14, 2024

Goal

The goal of this session is to provide background to ADC members on the current frameworks and assessments in NAEP U.S. History and Civics, in preparation for discussions about whether and how to update these frameworks.

Overview

According to the [NAEP Assessment Schedule](#), the Board plans to update the 2030 NAEP U.S. History and Civics Assessment Frameworks. The current [NAEP U.S. History Framework](#) was adopted by the Board in 1992 and implemented beginning in 1994; minor updates were adopted in 2003 and implemented in 2006. The current [NAEP Civics Framework](#) was adopted by the Board in 1996 and implemented beginning in 1998; no updates have been made since then. Both frameworks include content appropriate for assessments at grade 4, 8, and 12; additional details for operationalizing the frameworks are included in the Specifications for [U.S. History](#) and [Civics](#).

The NAEP U.S. History Framework includes three components: themes, periods, and ways of knowing and thinking. The themes are: (1) change and continuity in American democracy: ideas, institutions, events, key figures, and controversies; (2) the gathering and interactions of peoples, cultures, and ideas; (3) economic and technological changes and their relationship to society, ideas, and the environment; and (4) the changing role of America in the world. Within each of the eight time periods, the framework includes questions organized by theme. The cognitive dimension is represented by two ways of knowing and thinking: historical knowledge and perspective (approximately 30-40% of the assessment); and historical analysis and interpretation (approximately 60-70% of the assessment). The framework specifies that no more than 50 percent of the assessment should consist of selected-response items.

The NAEP Civics Framework includes three interrelated components: knowledge, intellectual and participatory skills, and civic dispositions. Civic knowledge is represented by five fundamental questions: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? (5) What are the roles of citizens in American democracy? The framework also refers to contexts in which civic knowledge is acquired, civic skills are employed, and civic dispositions are developed. The framework specifies that 60 percent of the assessment time should be on selected-response items.

The session is closed due to the inclusion of secure assessment items.

Update on Social Studies Content Advisory Group

November 14, 2024

Goal

The goal of this session is to provide an update of key takeaways from the first two virtual meetings of the Social Studies Content Advisory Group, including issues to consider including in a potential Board charge to framework panels for updating the NAEP U.S. History and Civics Assessment Frameworks.

Overview

Over the past several years, the Board has sought to make continuous improvements to the process of updating NAEP assessment frameworks. A revised policy for [Assessment Framework Development](#) was adopted in March 2022 and successfully implemented with the 2028 NAEP Science Assessment Framework.

The Assessment Development Committee has discussed the idea of using a standing group of subject matter experts, known as a content advisory group, to implement a nimbler process by monitoring the current state of research and practice in a field and potential implications for NAEP assessment frameworks.

Since the next NAEP frameworks scheduled to be updated are the 2030 NAEP U.S. History and Civics Assessment Frameworks, the Social Studies Content Advisory Group was created to serve as a proof of concept for potential changes to the framework development process generally. This group is intended to help synthesize current research and practice and make recommendations to inform the Board charges for the next two scheduled assessment framework updates in U.S. History and Civics.

The NAEP Social Studies Content Advisory Group consists of the following individuals:

Paul Carrese, Arizona State University; The Jack Miller Center

Louise Dube, iCivics

LaGarrett King, University of Buffalo, Center for K-12 Black History and Racial Literacy Education

Peter Levine, Tufts University

Freda Lin, YURI Education Project; National Council for History Education Board of Directors

Connie López-Fink, University School of Nashville; Gilder Lehrman Institute of American History

Amber Northern, Thomas B. Fordham Institute; Virginia State Board of Education

Francis O'Malley, University of Delaware; CCSSO Social Studies Collaborative

Alex Red Corn, The University of Kansas; Kansas Association for Native American Education

Sharon Thorne-Green, Katy Independent School District; National Council for Social Studies Board of Directors

Planned activities for this initial phase of the work include an orientation session and four half-day meetings. The orientation took place in mid-June and the first two half-day meetings took place in late August and mid-October. The remaining meetings have been scheduled for mid-December and mid-January.

Background

During the last several Board meetings, the Assessment Development Committee (ADC) discussed the idea of reviewing NAEP assessment frameworks more regularly with the goal of making smaller changes on a more frequent basis. During the May 2023 ADC meeting, Sharyn Rosenberg noted that there is value in implementing a more systematic process for monitoring frameworks on a regular basis.

The work that precedes the official launch of a framework update has typically been done on an ad hoc basis; panels of experts are not convened until after the Board issues a formal charge and a contract is awarded. However, much of the initial work (e.g., research on how a NAEP framework compares to state standards, public comment on whether and how the current framework should be changed, consultant papers, panelist nomination process) could benefit from oversight by experts knowledgeable about a current NAEP framework and content and policy issues in a given subject. Content advisory groups could engage in a coherent and systematic process for monitoring changes to a field and potential implications for NAEP frameworks. These groups could help oversee and synthesize the “pre-work” that precedes an official framework launch and make initial recommendations to the Board about whether and how a framework should be updated.

ADC and Board leadership discussed and agreed to a staff proposal for convening a Social Studies Content Advisory Group beginning in spring 2024 to serve as a proof of concept and provide advice to Board members and staff on preparing for the next scheduled updates of the NAEP U.S. History and Civics Frameworks. This group will provide input on what information and research to gather to inform the framework updates and how to navigate content, policy, and other issues to inform the initial Board charge to framework panels for these subjects. Since the current Board policy is silent on how the pre-work is carried out, this will serve as an opportunity to try out a new approach for the initial stages of the work before fully committing to changing the policy to describe the role of content advisory groups.

The Social Studies Content Advisory Group includes ten consultants with expertise in United States history and/or civics, some of whom have previous experience working with NAEP frameworks and/or assessments in these subjects. Members represent a diverse range of policy and political perspectives, demographic characteristics, and experience at the elementary and secondary levels. Individuals were invited to participate in the Social Studies Content Advisory Group following review and discussion by the Assessment Development Committee and the Executive Committee.

COMMITTEE ON STANDARDS, DESIGN AND METHODOLOGY AGENDA



November 14, 2024
3:30 – 5:30 pm EST
Jewel B

3:30 – 3:35 pm **Welcome and Updates**
Suzanne Lane, Chair

3:35 – 4:30 pm **Chromebook Bridge Study Findings (CLOSED)** Attachment A
Enis Dogan, NCES
Helena (Yue) Jia, Educational Testing Service

4:30 – 5:30 pm **Automated Scoring – Dress Rehearsal Results (CLOSED)** Attachment B
Eunice Greer, NCES
Ed Wolfe, Pearson

Chromebook Bridge Study Findings

Closed Session, COSDAM Meeting November 14, 2024

Goal

The purpose of this session is for Committee on Standards, Design and Methodology (COSDAM) to understand and discuss the findings of a 2024 National Assessment of Educational Progress (NAEP) bridge study (Grade 4 and 8, reading and mathematics), examining score comparability between NAEP-provided Chromebooks (CBs) and Microsoft Surface Pros (SPs). It addresses a request by COSDAM members at the August 2024 quarterly Board meeting to learn more about the bridge study process by focusing on a specific study to inform ongoing work.

Overview

NAEP's Design, Analysis and Reporting contractor will present findings from a bridge study to examine score comparability by administering NAEP on CBs vs SPs. Both study design and item- and scale score-level analyses will be presented. COSDAM will have the opportunity to ask questions and discuss implications.

Background

The National Center for Education Statistics (NCES) provides all equipment for students to take the NAEP assessment. Since going digital, NAEP has administered the assessment using SPs with a keyboard attachment and stylus for use with the touchscreen. As the devices age, NCES is moving towards use of CBs instead of SPs to reduce costs and facilitate transition to school-based devices in the future. A bridge study was conducted during the 2024 administration for reading and mathematics grades 4 and 8 by assigning students randomly to either a SP or a CB within each session in each school, with a 20:5 (SP:CB) ratio, to evaluate if any potential "device effect" exists.

Automated Scoring – Dress Rehearsal Results Closed Session, COSDAM Meeting November 14, 2024

Goal

The purpose of this session is for staff from the National Center for Education Statistics (NCES) to share with the Committee on Standards, Design and Methodology (COSDAM) the most recent results into the use of automated scoring, using artificial intelligence (AI), for constructed response items on the National Assessment of Educational Progress (NAEP).

Overview

Ed Wolfe, the Director of Automated Scoring (AS) for Pearson, Inc., and member of the contract staff on Pearson's NAEP contract, will provide an update on the recently completed Dress Rehearsal study. This study evaluated the use of Pearson's scoring engines to score constructed responses from Grades 4 and 8 on the 2024 NAEP Reading assessment under "real-time" conditions and timelines. This session will focus on the quality, accuracy, fairness, and timeliness of the scoring work. NCES plans call for full-scale implementation of AS for the scoring of NAEP Reading responses during the 2026 NAEP operational assessment. This study builds on a previous "shadow study" which evaluated the capability of contemporary scoring engines to score NAEP Reading while maintaining high standards of accuracy and fairness established by human scoring.

Background

COSDAM has received ongoing updates on automated scoring efforts undertaken by NCES over the past couple years, including:

- In May 2022, NCES presented on outcomes of a contest that examined the feasibility of using automated scoring for NAEP constructed response reading items. More information is available in [Attachment A of the May 2022 COSDAM materials](#).
- In November of 2023, NCES presented outcomes of the "shadow scoring" study examining the feasibility of using automated scoring for NAEP constructed response reading and math items. More information is available in [Attachment A of the August 2023 COSDAM materials](#).

At the November 2023 COSDAM meeting, COSDAM members offered recommendations for additional analyses to examine the equity of automated scoring processes as well as potential applications of AS results to inform item development. NCES is incorporating this feedback into new work.



EXECUTIVE COMMITTEE AGENDA

November 14, 2024
8:30 – 9:30 am EST
Jewel B

8:30 – 8:40 am **Welcome and Remarks**
The Honorable Beverly E. Perdue,
Chair
Lesley Muldoon, Executive
Director

8:40 – 8:55 am **Executive Director Update**
Lesley Muldoon

8:55 – 9:30 am **Strategic Vision Implementation**
Lesley Muldoon

9:30 am **Adjourn**
Beverly Perdue



NOMINATIONS COMMITTEE

Agenda

November 13, 2024

4:30 – 5:30 pm EST

Jewel A

CLOSED

4:30 – 4:35 pm	Welcome and Agenda Overview <i>Reginald McGregor, Chair</i>	
4:35 – 4:45 pm	Outreach Activities and Challenges <i>Reginald McGregor</i> <i>Stephaan Harris, Assistant Director, Communications</i>	
4:45 – 5:05 pm	Report on Applications Received for 2025 Cycle <i>Reginald McGregor</i>	Sent under separate cover
5:05 – 5:10 pm	Rating Process and Assignments <i>Reginald McGregor</i>	Sent under separate cover
5:10 – 5:15 pm	Online Rating System and Timeline <i>Tessa Regis, Nominations Liaison</i>	
5:15 – 5:25 pm	Update on Rating Guidance <i>Elizabeth Schneider, Deputy Executive Director</i>	Sent under separate cover
5:25 – 5:30 pm	Questions, Comments, and Next Steps <i>Reginald McGregor</i>	
Information Item	Nominations Committee Procedures Manual (Updated October 2022)	Sent under separate cover

REPORTING & DISSEMINATION COMMITTEE AGENDA



November 14, 2024

3:30 – 5:30 pm EST

Jewel A

3:30 – 3:45 pm **Welcome**

Julia Rafal-Baer, Chair

Mark White, Vice Chair

3:45 – 4:15 pm **Strategic Communications Update**

Laura LoGerfo, Assistant Director for Reporting and Analysis

4:15 – 4:45 pm **Updates to the 2024 Nation’s Report Card**

Ebony Walton, National Center for Education Statistics

4:45 – 5:30 pm **Release Plan for 2024 NAEP Reading and Mathematics Results**

Laura LoGerfo

*Sent under
separate
cover*
