



Perspectives on NAEP: Essential Leadership Roles in the Time of the Assessment Consortia

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**Panel: A Quarter Century of State NAEP – and Its Future in
the Time of the Common Core**

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Driving Advances in K-12 Assessment

Perspectives on NAEP*: Personal Reflections

- **A Long View**

- Change has been in the DNA of NAEP from its early years (1990's)
- Today NAEP faces **another dynamic moment** for rethinking and reengineering itself! Remember:
 - Alexander-James Panel Report to Assistant Secretary of Education, Checker Finn in 1987
 - CCSSO State Chiefs endorsement of “Trial State Assessment” option
 - Policy consensus on the adoption of NAEP as “the Nation’s Report Card”
 - Benchmarking individual state performances and trends against national, peer state, and international comparison

Perspectives on NAEP (continued)

- **An NCES Commissioner's View**

- NCES' **unique mission** is to collect and report on the condition of education in the U.S. and other countries – emphasis on the high quality and integrity of the data!

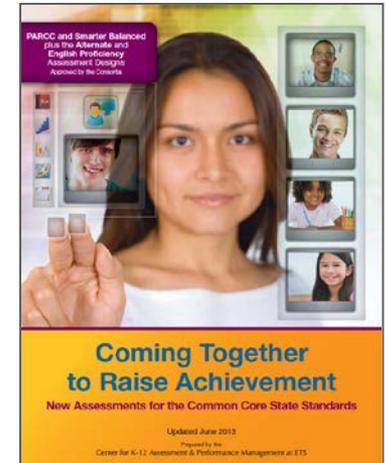
Remember:

- “Just the facts, ma’am” (Sergeant Joe Friday of Dragnet)
- But **the selection of topics to be studied** can be a precarious task, perhaps best left to a broad policy board (such as National Assessment Governing Board)

Perspectives on NAEP (continued)

- **A Current View**

- NAEP is now part of an **evolving national system of assessments**, and NAGB needs to clearly define NAEP's roles and "value added" contributions!
- The goal of NAEP has and should always be to foster "leading edge" R&D in K-12 assessment
- But the highly visible development work currently underway by six federally funded state assessment Consortia will also be forward-thinking and committed to K-12 assessment innovations. What does this mean for NAEP in the future?



Four Promising Areas for NAEP Leadership

- **Lead innovations** in assessment
- **Guide and confirm** the work of the Consortia
- **Ensure K-12 assessments measure “the right stuff”** in a rapidly changing world
- **Catalyze the marketplace** to enhance and propel greater innovations in the work of States and the Consortia

1. Lead Innovations in Assessment

- Support an “Innovations Laboratory” that will provide **timely and useful R&D** and, in particular:
 - Measurement of the CCSS and NGSS **new and complex constructs** that the States and Consortia are struggling to assess well
 - Use of important **new technologies** within complex performance items and tasks in useful and efficient ways

2. Guide and Confirm the Work of the Consortia

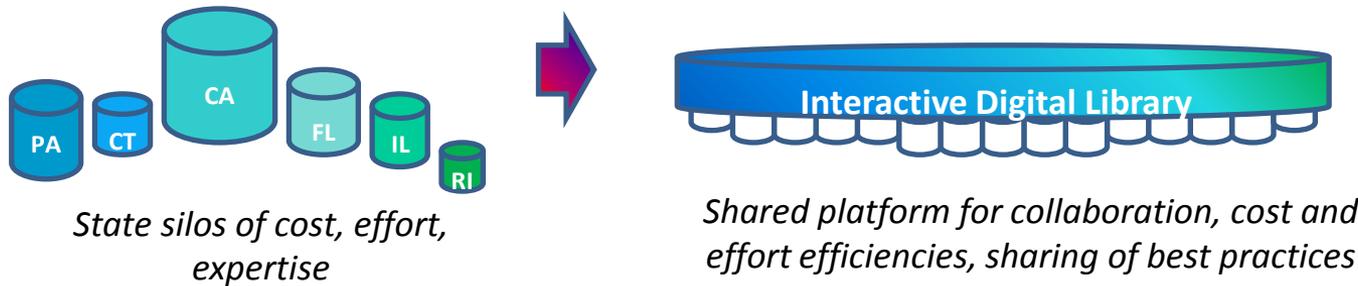
- **Guide:** Create processes for **sharing expert advice** between NAEP and the Consortia
- **Confirm:** Continue NAEP Reading, Mathematics and Science assessments to serve as:
 - Regular **external checks** on Consortia performances and trends
 - Alternate **comparability yardstick** across Consortia
 - **National benchmarks and trends**

3. Ensure K-12 Assessments Measure “the Right Stuff” in a Rapidly Changing World

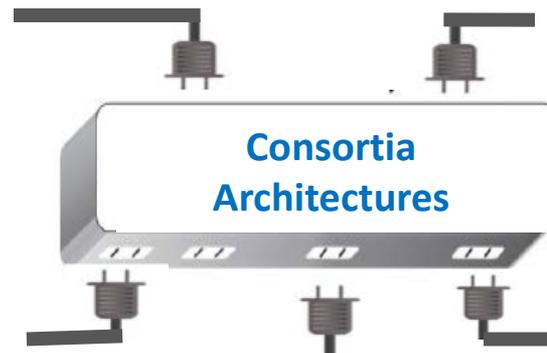
- **Identify** critical emerging K-12 skills and competencies, including technologies used when engaged in reading, mathematics and science, and **conduct** the needed R&D on learning progressions as possible guides for NAEP Frameworks
- **Formulate and share** recommendations for the modification of the CCSS and NGSS, as needed
- **Explore, evaluate and disseminate best practices** in measuring these “new” competencies

4. Catalyze the Marketplace to Enhance and Propel Greater Innovations

- **Actively leverage** the transformational opportunities created through the CCSS, NGSS and transition to digital...



- **...to stimulate** market investments in open source tools/resources to improve and expand Consortia architectures and tools



*We envisioned a new, more nimble
NAEP that can serve as the backbone
of an evolving assessment
infrastructure.*

– *The Future of NAEP* Expert Panel Members, 2012

Thank you.

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