

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of November 20, 2015

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Lucille Davy, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

Governing Board Staff: Sharyn Rosenberg, Michelle Blair, and Lily Clark.

NCES Staff: Samantha Burg, Jing Chen, Pat Etienne, Lauren Harrell, Dana Kelly, Brad Thayer, and Amy Yamashiro.

Other Attendees: AIR: George Bohrnstedt and Markus Broer. ETS: Amy Drescher, Steve Lazer, and Andreas Oranje. Hager Sharp: David Hoff. HumRRO: Laress Wise. NISS: Enis Dogan. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Steve Fitzpatrick. Westat: Keith Rust and Dianne Walsh.

1. Introductions and Review of Agenda

Chair Andrew Ho called the meeting to order at 10:00 a.m. and welcomed members and guests, including new COSDAM members Linda Rosen and Joe Willhoft. Mr. Ho noted three priorities for his tenure as COSDAM chair: maintaining trends; creating linkages with other assessments; and forging partnerships – in particular with NCES.

CLOSED SESSION 10:05 am – 12:10 pm

COSDAM Committee Members: Andrew Ho (Chair), Fielding Rolston (Vice Chair), Lucille Davy, James Geringer, Jim Popham, Linda Rosen, and Joe Willhoft.

Governing Board Staff: Sharyn Rosenberg, Michelle Blair, and Lily Clark.

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Dogan. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Kelly Burling and Steve Fitzpatrick (TEL ALS session only). Westat: Keith Rust and Dianne Walsh.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Committee on Standards, Design and Methodology met in closed session on November 20, 2015 from 10:05 am to 12:10 pm in order to review and discuss reports including secure data and results of research conducted to maintain trends with the transition to digital-based assessments and research conducted to set achievement levels cut scores for the National Assessment of Educational Progress in Technology and Engineering Literacy.

2. Update on Maintaining Trends with the Transition to Digital-Based Assessments (DBA)

In a closed session, Andreas Oranje of Educational Testing Service provided an update on plans and analyses related to maintaining trends with the transition to digital-based assessments in Reading and Mathematics. In 2015, the paper-based assessments in Reading and Mathematics were administered to approximately 2,200 students per state and used for reporting NAEP results. In addition, digital-based assessments were administered to approximately 10,000 students nationally as part of the DBA start-up process, for the purpose of conducting bridge studies (examining potential differences in student performance attributable to the mode of administration) and exploring how trends can be maintained. In 2017, digital-based assessments will be administered to approximately 2,200 students per state in Reading and Mathematics. In addition, paper-based assessments will be administered to approximately 500 students per state as part of additional bridge studies.

Mr. Oranje presented a framework for trend reporting under different potential outcomes of the bridge studies. The extent to which there are differences in student performance across modes (by state and/or by student group) will inform interpretation of trend results and necessary caveats. Mr. Oranje noted that external data (such as post-hoc cognitive labs, contextual questionnaire results, and state assessment practices) may help inform the interpretation of any potential differences in student performance.

Mr. Oranje presented embargoed analyses from initial comparisons between the 2015 paper-based Reading results at grades 4 and 8 and the digital-based Reading results at those grades. He noted that the Mathematics results have not yet been completed but should be available for the March 2016 COSDAM meeting.

COSDAM members discussed the preliminary results and potential implications for reporting in 2017 and 2019. One question raised was whether we might consider reporting an average of the results from paper-based assessments and digital-based assessments. Some members were concerned about whether such results would be actionable.

3. Resolution for Governing Board Approval of NAEP Technology and Engineering Literacy (TEL) Achievement Levels for Grade 8 (ACTION)

In a closed session, Mr. Ho began by noting that this is the twelfth time that the Governing Board is setting achievement levels since 1992. COSDAM has discussed the TEL achievement levels setting at every quarterly Board meeting since August 2014, just after the contract was awarded to Pearson. Most recently, COSDAM members participated in two webinars (on November 3rd and November 17th) to discuss the results from the operational achievement levels setting meeting that was held in San Antonio from September 28 – October 2, 2015.

Sharyn Rosenberg of the Governing Board staff provided a brief summary of the achievement level results and COSDAM webinar discussions. COSDAM members were comfortable with the decision reached during the webinar on November 17, 2015 and discussed how the COSDAM recommendation should be presented to the full Board. There were no comments on the exemplar item recommendations.

OPEN SESSION 12:10 – 12:30 pm

The COSDAM meeting was opened at 12:10 p.m. at which time Mr. Ho asked for a motion to approve the cut scores and exemplar items for reporting performance of 8th grade students on the 2014 National Assessment of Educational Progress for Technology and Engineering Literacy (TEL).

Jim Popham moved, and Fielding Rolston seconded, the following motion:

The Committee on Standards, Design, and Methodology approves the cut scores and exemplar items at each level for reporting the results of the NAEP TEL for grade 8 starting with the Nation's Report Card for 2014.

The Committee unanimously approved the motion, and will recommend approval to the full Board on Saturday, November 21, 2015.

4. NAEP Linking Studies

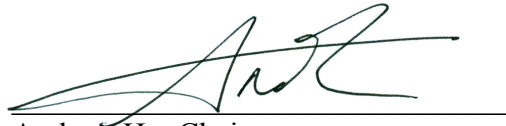
COSDAM members had a brief discussion about previous efforts to link NAEP to other assessments and data sources. There was discussion about NAEP and the Common Core State Standards, both in terms of whether the Board should consider revising the NAEP Mathematics Framework and whether linking studies with consortia assessments should be pursued.

George Bohrnstedt of the NAEP Validity Studies panel (NVS) noted that they have had preliminary discussions with CCSSO about conducting linking studies between NAEP and consortia assessments in a few states.

During future Board meetings, COSDAM will continue to discuss opportunities for linking studies.

Mr. Ho adjourned the COSDAM meeting at 12:30 p.m.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to be 'Andrew Ho', written over a horizontal line.

Andrew Ho, Chair

December 8, 2015
Date