

National Assessment Governing Board Assessment Development Committee

**February 29 and March 2, 2012
AGENDA**

Wednesday, February 29, 2012		
9:00 am– 5:00 pm	<p>Closed Session: 9:00 am – 3:00 pm ACTION: Review of Secure NAEP Civics Items and Technology and Engineering Literacy (TEL) Task Outlines <i>Lonnie Smith, ETS</i></p> <p>Open Session: 3:00 – 5:00 pm ACTION: Review of NAEP Background Questions for U.S. History, Geography, and Civics <i>Committee Members</i></p>	<p>Secure material sent under separate cover</p> <p>Material sent under separate cover</p>
Friday, March 2, 2012		
9:45 – 9:50 am	<p>Welcome, Introductions, and Agenda Overview <i>Alan Friedman, ADC Chair</i></p>	
9:50 – 11:00 am	<p>ACTION: Review of NAEP Background Questions for Reading and Mathematics <i>Committee Members</i></p>	Material sent under separate cover
11:00 – 11:30 am	<p>Briefing on Hewlett Foundation Automated Student Essay Scoring Prize <i>Mark Shermis, University of Akron (via phone)</i></p>	Attachment A
11:30 am – 12:15 pm	<p>Closed Session Update on NAEP Mathematics Special Studies <i>Gloria Dion, ETS</i></p>	
Information Item	NAEP Item Review Schedule	Attachment B

Mark D. Shermis

Mark D. Shermis, Ph.D., is presently Professor and Dean in the College of Education at The University of Akron. He received his B.A. at the University of Kansas and was on active duty in the U.S. Navy for three years before entering graduate school. After finishing his master's and Ph.D. from the University of Michigan, Dr. Shermis worked for a computer firm and eventually entered academe. Dr. Shermis has played a leading role in bringing computerized adaptive testing to the World Wide Web, and for the last ten years has been involved in research on automated essay scoring. His early efforts resulted in the seminal book on the topic (Jill Burstein, Ph.D., co-editor), *Automated Essay Scoring: A Cross-Disciplinary Approach* published by Lawrence Erlbaum Associates, Inc.

Dr. Shermis' latest book, co-authored with Dr. Francis J. DiVesta and published in 2011 by Rowman & Littlefield, is entitled *Classroom Assessment in Action*, and has focus on performance assessments that teachers use in every day settings. He has numerous publications in such journals as *Educational and Psychological Measurement*, *Psychological Test Bulletin*, *Educational Measurement: Issues and Practice*, and *Journal of Psychoeducational Assessment*, to name a few. He was recently Chair of the American Psychological Association's Continuing Education Committee and takes an active role in professional governance. He is a licensed psychologist in the states of Florida, California, Indiana, and Ohio, and is a Fellow of the American Psychological Association (Division 5) and the American Educational Research Association. He is a consulting editor for the APA journal *Psychological Assessment*. Prior to coming to UA, Dr. Shermis served as Professor and Chair of the Department of Educational Psychology at the University of Florida and was Professor and Associate Dean for Research and Grants the Department of Educational and Psychological Studies at Florida International University.

Dr. Shermis serves as the subject matter expert in the Hewlett Foundation Assessment Prize competition for automated scoring.

Hewlett Foundation Essay Scoring Prize

In this session the Assessment Development Committee (ADC) will receive a briefing on the recently announced Hewlett Foundation prize for the automated scoring of student essays.

Each year NAEP administers a huge number of test items that are commonly known as “short” and “extended” constructed response questions. Student responses to these questions may be in the form of a sentence or two, an extended answer, an essay, or a graphic solution to a math or science problem with a written justification, among other types of responses. The NAEP constructed response questions measure an important range of knowledge and skills in multiple subject areas across all grades that NAEP assesses. In years when NAEP administers state and urban district assessments in reading and mathematics, the pool of student responses to be scored numbers in the millions. All of these responses are currently scored by trained raters employed by an NCES contractor.

Automated essay scoring software has been in development since the 1960’s. While a few large-scale testing programs use automated essay scoring (such as the Graduate Management Admission Test or GMAT), the practice is rarely used in the K-12 assessment arena.

The purpose of this session is to brief the ADC on the purpose, design, and status of the Hewlett Foundation essay scoring competition. Both of the Common Core assessment consortia (Smarter Balanced and PARCC) are collaborating on this project, which will likely have significant implications for their assessments. The outcome of the Hewlett competition will have an impact on the future of NAEP as well.

Dr. Mark Shermis of The University of Akron, who serves as the subject matter expert for the Hewlett project, will brief the ADC via phone at the Committee meeting on March 2, 2012. Briefing materials in this tab include a short bio for Dr. Shermis along with information about the purpose, design, and timelines for the competition.

**Assessment Development Committee
Item Review Schedule
September 2011 – August 2012
(Updated 2/3/12)**

Review Package to Board	Board Comments to NCES	Background/Cognitive	Review Task	Approx Number Items	Status
September 16	October 5	Cognitive	2015 Pilot Reading Passages	25 passages	✓
November 18	December 8	Cognitive	2014 Technology & Engineering Literacy (TEL) (8)	8 task sketches 5 task demos	✓
November 14	December 9	Background	2014 Technology & Engineering Literacy (TEL) (8)	60 items (275 with all subitems)	✓
November 18	January 3	Background	2013 Operational Mathematics (4, 8)	190 items (6 blocks)	✓
November 18	January 3	Background	2013 Operational Reading (4, 8)	230 items (6 blocks)	✓
February 10	March 8	Cognitive	2013 Operational Reading (4, 8)	60 items (6 blocks)	
February 10	March 8	Cognitive	2013 Operational Mathematics (4, 8)	90 items (6 blocks)	
February 16	March 8	Cognitive	2014 Pilot Civics (4, 8, 12)	300 items (16 blocks)	
February 29	March 8	Cognitive	2014 Technology & Engineering Literacy (TEL) (8)	10 task demos	
February 16	March 8	Background	2014 Pilots US History, Geography, & Civics (4,8,12); 2015 Pilots Mathematics & Reading (4,8)	1000 items (24 blocks)	
April 12	April 25	Background	2013 Operational Reading & Mathematics (12)	215 items (4 blocks)	
April 25	May 8	Background	2014 Technology & Engineering Literacy (TEL) (8)	<60 items (275 with all subitems)	

Review Package to Board	Board Comments to NCES	Background/ Cognitive	Review Task	Approx Number Items	Status
May 3	May 24	Cognitive	2015 Pilot Mathematics (4, 8)	200 items (12 blocks)	
May 3	May 24	Cognitive	2014 Pilot Geography (4, 8, 12)	225 items (blocks)	
May 3	May 24	Cognitive	2014 Pilot US History (4, 8, 12)	340 items (blocks)	
May 3	May 24	Cognitive	2014 Technology & Engineering Literacy (TEL) (8)	21 tasks (pre-clearance)	
July 5	July 25	Cognitive	2015 Pilot Reading (4, 8)	150 items (10 blocks)	
July 19	August 8	Cognitive	2013 Operational Mathematics (12)	54 items (4 blocks)	
July 19	August 8	Cognitive	2013 Operational Reading (12)	30 items (3 blocks)	
July 19	August 9	Cognitive	2014 Technology and Engineering Literacy (TEL) (8)	21 Tasks, 175 items	