NCES envisions the next decade as both vital to maintaining a quality assessment and a transition to the future. There are numerous environmental factors that will influence NAEP over the next decade, and beyond. Examples include:

- transition from a paper-and-pencil to technology-based assessment,
- the emerging interest in international comparisons for states and districts,
- advances in test development and new item types,
- advances in the cognitive sciences,
- development of measures of preparedness for post-secondary education and work,
- adoption of common content standards by most states that may or may not align with NAEP content frameworks,
- development of two separate multi-state-developed assessments based on the common core standards,
- inclusion of more contextual information in reports,
- growth of virtual schools and out-of-school and technology-based learning by students, and,
- budget reductions throughout the education and assessment enterprises.

In late 2010, NCES began a strategic planning process to provide guidance for making fundamental changes to the technical and operational components of NAEP. While the planning will be an integral part of the program over the next five years, the first phase is almost complete. Dr. Ed Haertel, former NAGB member, will summarize discussions from two culminating events wherein NCES received input from experts in a broad array of disciplines, and state and district policy, assessment, and curriculum areas.

Dr. Haertel is working with a panel of experts to prepare a draft report by March 31, 2012. A list of panel members is attached. Dr. Haertel's short bio appears on page 3 of this tab.

Panel Members

Edward Haertel, chair - Stanford University

Russell Beauregard - Intel

Jere Confrey - North Carolina State University

Louis Gomez - University of California, Los Angeles

Brian Gong - National Center for the Improvement of Educational Assessment

Andrew Ho - Harvard University

Paul Horwitz - Concord Consortium

Brian Junker - Carnegie Mellon University

Roy Pea - Stanford University

Bob Rothman - Alliance for Excellent Education

Lorrie Shepard - University of Colorado at Boulder

Edward Haertel

Edward Haertel is the Jacks Family Professor of Education at the Stanford University School of Education. His research and teaching focus on psychometrics and educational policy, especially test-based accountability and related policy uses of test data. Recent publications include *Uses and Misuses of Data for Educational Accountability and Improvement* (2005 NSSE Yearbook, with J.L. Herman), "Reliability" (in *Educational Measurement*, 4th ed., 2006), *Assessment, Equity, and Opportunity to Learn* (2008, co-edited with P. Moss, J. Gee, D. Pullin, and L. Young), "Value-Added Modeling of Teacher Effectiveness" (2010, with X. Newton, L. Darling-Hammond, and E. Thomas), and "The Effect of Ignoring Classroom-Level Variance in Estimating the Generalizability of School Mean Scores" (2011, with X. Wei).

Haertel has served on numerous state and national advisory committees related to educational testing, assessment, and evaluation. He chairs the Technical Advisory Committee concerned with California's school accountability system, chairs the National Research Council's Board on Testing and Assessment (BOTA), and from 2000 to 2003 chaired the Committee on Standards, Design, and Methodology of the National Assessment Governing Board.

Haertel is a Fellow of the American Psychological Association and of the American Educational Research Association. He is a past president of the National Council on Measurement in Education (NCME) and is currently Vice President of the National Academy of Education. Haertel is a recipient of the California Educational Research Association's Lifetime Achievement Award and of the NCME Award for Career Contributions to Educational Measurement.