National Assessment Governing Board

Meeting of November 30 – December 1, 2012

Washington, DC

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Susan Pimentel, Vice Chair
Andrés Alonso
Lou Fabrizio
Anitere Flores
Alan Friedman
Rebecca Gagnon
Shannon Garrison
Doris Hicks
Andrew Ho
Terry Holliday
Brent Houston
Hector Ibarra
Thomas Luna
Terry Mazany
Tonya Miles
Dale Nowlin
Joseph O'Keefe
James Popham
Fielding Rolston
Cary Sneider
Blair Taylor

John Easton (ex-officio)

National Assessment Governing Board Members Absent

Leticia Van de Putte

National Assessment Governing Board Staff

Cornelia Orr, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Dora Drumgold
Lawrence Feinberg
Ray Fields
Stephaan Harris
Munira Mwalimu
Tessa Regis
Angela Scott

National Center for Education Statistics (NCES) Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Gina Broxterman
Janis Brown
Samantha Burg
Jing Chen
Jamie Deaton
Pat Etienne
Angela Glymph
Arnold Goldstein
Eunice Greer
Elvira Germino Hausken
Dana Kelly
Andy Kolstad
Kashka Kubzdela
Dan McGrath
Taslima Rahman
Emmanuel Sikali
Holly Spurlock
Bill Tirre
Suzanne Triplett
Ebony Walton
Bill Ward
Gray Wilburn
Bobbi Woods

American Institutes for Research (AIR) Staff

Kim Gattis
Cadelle Hemphill
Teresa Neidorf
Gary Phillips
Sharyn Rosenberg
Fran Stancavage

CRP, Inc.

Shamai Carter
Sondra Gaines
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS) Staff

Jay Campbell
Amy Dresher
Andy Latham
Steve Lazer
Andreas Oranje
Greg Vafis

Fulcrum IT

Saira Brenner
Jud Cole
Scott Ferguson
Teagan O'Bar
Lori Rokus
Michael Scharf

Hager Sharp

Jo Anne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Lauress Wise
Steve Sellman
Sheila Schultz

Pearson Educational Measurement

Connie Smith
Brad Thayer

Reingold

Amy Buckley
Valerie Marrapodi

Westat

Chris Averett
Shep Roey
Keith Rust
Dianne Walsh

Widmeyer Communications

Neby Ejigu

Attending Speakers

Deborah Sigman, Council of Chief State School Officers (CCSSO)/NAGB Policy Task Force Vice Chair and Deputy Superintendent, California Department of Education
Marcella Goodridge-Keiller, Office of the General Counsel

Others/Attendees

Bob Franklin
Heather Koons, MetaMetrics
Mark Partridge, Optimal Solutions Group
Robin Marion, Optimal Solutions Group
John Melnicki, Harbor Lane Associates
Larry Snowhite, McGraw-Hill Education
Kirsten Taylor, CCSSO
Terry Vendlinski, SRI
Lisa Ward

Call to Order

The November 30, 2012, session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:32 a.m.

Approval of the Agenda and the August 2012 Board Meeting Minutes

Chairman David Driscoll reviewed the December 2012 Board agenda and requested a motion for approval. Susan Pimentel moved for Board approval. The motion was seconded by Shannon Garrison and passed unanimously.

Mr. Driscoll noted that the August 2012 Board meeting minutes were circulated to members for review. He requested a motion for approval of the minutes. A motion was made by Lou Fabrizio to approve the August 2012 Board meeting minutes. The motion was seconded by Alan Friedman and passed unanimously.

Remarks from New Board Members

Chairman Driscoll welcomed new Board members and asked each member to provide remarks.

Rebecca Gagnon stated that she is from Minneapolis, Minnesota and currently serves on the Minneapolis School Board. She is the mother of three children who attend public schools in Minneapolis. Ms. Gagnon remarked that the inequality in the Minneapolis school system sparked her interest and passion for education policy in Minneapolis. Ms. Gagnon stated that the city's highest achieving and lowest achieving schools are located within two miles of each other. She also noted that the state has a very large achievement gap. Ms. Gagnon said she looks forward to engaging in discussions on policy issues at the national level.

Terry Mazany stated that he is President and CEO of the Chicago Community Trust, a 98 year-old community foundation with assets of $1.8 billion dollars, of which a substantial amount is invested in improving public education in Metropolitan Chicago. Mr. Mazany noted that former Mayor of Chicago, Richard Daley, asked him to provide leadership as interim CEO of Chicago Public Schools after Mayor Daley announced that he would not seek reelection as mayor. The Chicago Community Trust supported the appointment as part of its civic responsibility to the city. Mr. Mazany served on the Chicago Public Schools strategic planning committee when Secretary Arne Duncan led that school system. Mr. Mazany noted that his other experience includes working as Associate Superintendent for Curriculum and Instruction for Oakland Public Schools, as well as working with Detroit Public Schools and the California Leadership Academy. Mr. Mazany closed by saying he welcomes the opportunity to contribute to the vital work of the Governing Board.

Andrew Ho reported that he is an Assistant Professor at Harvard University Graduate School of Education and that he has been involved with NAEP for many years. His doctoral dissertation advisor at Stanford University was former Board member, Edward Haertel. Mr. Ho explained that his dissertation examined state test score trends in comparison to NAEP trends. Mr. Ho also received an IES grant to conduct secondary analysis of NAEP data. He added that his general interest lies in accountability metrics. He recently participated on a panel and series of discussions on the Future of NAEP for NCES. Mr. Ho stated that he looks forward to his work on the Board and taking NAEP into the future.

Joseph O'Keefe stated that he is a Professor at the Lynch School of Education at Boston College and he represents the private school community on the Board. Father O'Keefe stated that he started work at Boston College in 1991 and has served as dean and a faculty member. His current projects include research on faith based schools in the U.S. and their involvement with underserved populations. Father O'Keefe indicated he has also served on numerous boards, and that he is delighted to work with the Governing Board.

Mr. Driscoll announced that Anitere Flores was reappointed by Secretary Duncan to serve a second term on the Board in the category of Republican state legislator.

Executive Director's Report

Cornelia Orr, Executive Director of the Governing Board, reported on the following activities:

- The Executive Committee held its annual planning meeting on September 6, 2012 in Baltimore, Maryland.

- The 2011 NAEP Computer Based Writing release event was held on September 14, 2012. Governing Board Vice Chair Susan Pimentel, along with NAEP Writing Framework panelists Beverly Chin and Arthur Applebee participated in the release.

- A K-12 Science Assessment Workshop sponsored by the National Academies was held on September 16, 2012. Peggy Carr and Alan Friedman made presentations on the Governing Board's work on Technology and Engineering Literacy (TEL) Assessment, Science Interactive Computer Tasks (ICTs), and Hands-on Tasks (HOTs).

- Nominations to serve on the Governing Board closed on October 12, 2012 for terms beginning on October 1, 2013. A record number of nominations were submitted this year. The 2013 Board nominations are in four categories: elementary school principal, testing and measurement expert, Democratic state legislator, and two general public representatives.

- The joint meeting of the Council of Chief State School Officers (CCSSO) and NAGB Policy Task Force and the NAEP Business Policy Task Force was rescheduled from October 29, 2012 to January 8, 2013 due to super storm Sandy. The Task Forces will provide input on various issues including preparedness, NAEP background information, the TEL assessment, and other topics. Their recommendations will be shared with the Board at the next quarterly meeting.

- The new Board Member Orientation was held on November 9, 2012 in Washington, DC. Rebecca Gagnon, Andrew Ho, Terry Mazany, and Joseph O'Keefe attended the one-day meeting, which included their swearing-in ceremony with Secretary Duncan. New members also received information on various Board policy issues and operations.

- Plans for the NAEP Parent Summit are underway. Governing Board staff is working with a producer to recruit and screen speakers and panelists for the one day event to take place in Washington, DC in the spring. The final date for the Summit will be announced soon.

- A presentation she made on 12th Grade Preparedness Research to the Education Information Management Advisory Consortium (EIMAC) Assessment Task Force. She also met with Department of Defense policy staff to discuss the Board's preparedness research work related to job training.

- Calls were made to states regarding Longitudinal Data Systems for preparedness work in 2013.

- The PARCC and Smarter Balanced Assessment Consortia have issued policy definitions about college and career readiness. The PARCC definition centers on what it means to be "successful," while the Smarter Balanced consortium defines knowledge and skill sets necessary to be ready for college.

- A NAEP Preparedness Symposium is scheduled to be held in Charleston, West Virginia on December 6, 2012.

- The NAEP Reading Vocabulary Report will be released on December 6, 2012. Board member Brent Houston and former Board member Francie Alexander will participate in the release. They will be joined by Margaret McKeown, a leading researcher in vocabulary assessment and instruction. Ms. McKeown has been involved in the Board's Reading Framework development and the NAEP reading committee.

Ms. Orr reported on the following Board operational items:

- Work is continuing on negotiating data sharing agreements with states for the 2013 preparedness research studies;
- Lease renegotiations are underway for a ten-year office lease of the Board staff offices at the current location on North Capitol Street N.W., Washington DC;
- Interviews are underway to fill the two vacant positions for Board staff– Assistant Director of Psychometrics and Contract Specialist;
- Planned procurements for 2013 include contract awards for the Board's communication needs and for the website work;
- The FY 2013 budget submission is on hold as we are operating under a continuing resolution, based on 2012 budget allocations. If the proposed budget passes, there may be a five to eight percent reduction in funding.

Chairman's Report

Chairman Driscoll remarked that the Board's work is becoming increasingly challenging. In addition to ongoing work and special initiatives, it is imperative for the Board to make a

difference for the nation's students and to have a major impact in closing the achievement gap. Mr. Driscoll stated that the Governing Board is at an interesting turning point in public education, which represents a great opportunity for the Board. The top down approach to policy making needs to be matched with involvement by those who are affected at the state and local levels. There is a high level of interest by many who want to solve the current problems in education, but to achieve success, stakeholders will need to collaborate and work as partners. Mr. Driscoll urged the Board to consider how its work can help the entire country come together and turn things around for the nation's students.

Mr. Driscoll stated that he looks forward to bringing back the "NAEP 101" series to the Saturday morning Board meeting agenda to provide a basic knowledge of NAEP topics.

National Center for Education Statistics (NCES) Update

Jack Buckley, Commissioner NCES provided an update on the following NCES activities:

- The 2011 NAEP Writing Report Card was released in September 2012. The writing assessment is administered at the national level. It represents NAEP's first operational computer-based assessment to measure grade 8 and 12 students' ability to write on a computer using commonly available word processing tools.

- Results for the International Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading and Literacy Study (PIRLs) will be released on December 11, 2012. The PIRLS study assesses grade 4 reading and compares performance of students across the nation and one state (Florida) to 60 countries worldwide. The TIMSS study compares performance of U.S. students in grades 4 and 8 in mathematics and science to a broad set of international competitors.

- The 2013 reading and mathematics NAEP data collection will sample students in grades 4 and 8 at the national and state levels, and in 21 Trial Urban Districts. Reading and mathematics are also being assessed in grade 12 at the national level and in 13 states that volunteered to participate in the grade 12 pilot. There is a 6-month reporting period for the grades 4 and 8 results.

- The Early Childhood Longitudinal Study follows 19,000 kindergartners through 5th grade and measures academic, social and physical development. The fall second grade data collection ends soon, and preparations are being made for the spring second grade testing. Once those students enter the sixth grade, the Middle Grades Longitudinal Study will begin to assess a nationally representative cohort of 6th grade students in 2016-2017.

- The NAEP-TIMSS Linking Study is a new study to project grade 8 mathematics and science TIMSS scores for all 50 states and the District of Columbia. A highlights report will be released in spring 2013, and the technical report will be released in summer 2013.

- The Pilot for the Technology and Engineering Literacy (TEL) will be conducted in 2013 in preparation for the operational assessment in 2014. A nationally representative sample of 8th graders will participate in the TEL pilot and operational administration of this completely computer-based assessment.

- The Integrated Postsecondary Education Data System (IPEDS) is a mandatory annual data collection from every Title IV College or University. Improvements in the data collection will allow better measurement of distance education.

- The National Adult Training and Education Survey (NATES) is part of the Household Education Survey Program, an effort that aids in measuring the President's 2020 college completion goal of one year of postsecondary education for all Americans.

Institute of Education Sciences (IES) Update

John Easton, Director of the Institute of Education Sciences (IES) provided an update on IES work.

Mr. Easton reported that an IES sponsored symposium was held on August 9, 2012 on value-added measures (VAMs), and measuring teacher effectiveness. Mr. Easton noted that the field of research in this area has expanded over the last few years. IES decided to bring together a diverse group of experts to provide input on this topic from various perspectives, and to determine how to pursue the most reliable and unbiased measure of teacher effectiveness. Each expert submitted a two-page brief summarizing the author's views on the most important research developments in the last five years. The briefs, which are available on the IES website, were used to form the agenda and frame the day-long discussion.

Mr. Easton highlighted the new IES research program called "Partnerships and Collaborations Focused on Problems of Practice and Policy." The program will combine two current research programs: Evaluation of State and Local Programs and Polices, and the Research-Practitioner Partnerships in Education Research with a new topic, Continuous Improvement Research in Education. The program represents a different approach in research for IES by looking at how to make systems work as a whole instead of in isolation, and formulating interventions that drive improvement based on careful measurement and experience.

Recess for Committee Meetings

The first session of the November 30, 2012 Board meeting recessed for committee meetings from 9:28 a.m. until 12:30 p.m.

Meeting Reconvened

Closed Session

NAEP/TIMSS Linking Study and the Mathematics Curriculum Study

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on November 30, 2012 from 12:15 p.m. to 1:45 p.m. to receive two briefings from the National Center for Education Statistics. The first briefing was on the National Assessment of Educational Progress (NAEP) on the Mathematics Curriculum Study and the second briefing was on the Trends in International Math and Science Study (TIMSS) linking study.

Mathematics Curriculum Study

Peggy Carr, Associate Commissioner, and Jack Buckley provided a briefing on embargoed results from the Mathematics Curriculum Study.

Ms. Carr reported that the Mathematics Curriculum Study explored the content and challenge of high school algebra and geometry courses from the 2005 NAEP High School Transcript Study. The study involved a review of transcripts from 17,800 graduates from 550 high schools, using over 120 Algebra 1, geometry and integrated mathematics textbooks.

Results will be reported by topics, levels, and scores. Study methods involved analyses of textbooks, courses, and student data. Ms. Carr highlighted results by curriculum topics and course level—beginner, intermediate and rigorous. She pointed out the limitations of the study, noting that the analysis was based on only public high school graduates and did not include private school students. The students who had taken algebra in middle school rather than high school—about 20 percent of the population—could not be included in the study of the high school algebra curriculum.

NAEP/TIMSS Linking Study

Jack Buckley, Commissioner, National Center for Education Statistics (NCES) provided an embargoed briefing on preliminary results of the TIMSS Linking Study.

Mr. Buckley stated that the study goal was to project TIMSS math and science scores for the U.S. states that participated in the NAEP 2011 assessments, so that states can compare their students' performance to the TIMSS performance of students in the more than 60 countries that participate in TIMSS. TIMSS does not have an ongoing state component, and it would be too costly to have every state participate in TIMSS.

Mr. Buckley described the study design in linking NAEP and TIMSS, both of which were administered at the national level. TIMSS was administered not only nationally, but also in nine states. In addition, a set of braided booklets was administered in NAEP and TIMSS testing windows at the national level. Mr. Buckley described the sample sizes for the study. He then highlighted the methodology for the analysis which used three approaches—calibration, statistical projection and statistical moderation. Study results were provided as projected 2011 mathematics and science average scores for nine states.

The study will provide an explanatory analysis of differences. Mr. Buckley highlighted the 2011 accommodation and exclusion rates for NAEP Math and Science and TIMSS mathematics and science. He also summarized the estimated scores using various adjustments for factors such as differences in accommodations and in racial/ethnic distributions between NAEP and TIMSS.

Mr. Buckley reported that the Highlights Report will be released in spring 2013 and the Technical Report will be released in summer 2013.

Open Session

The third session of November 30, 2012 Board meeting convened in open session at 2:08 p.m.

Annual Briefing from the Council of Chief State School Officers (CCSSO) and Governing Board Policy Task Force

Deborah Sigman, Vice Chair of the CCSSO Policy Task Force and Deputy Superintendent of Public Instruction for the California Department of Education, provided an update on the work of the Task Force.

Ms. Sigman stated that the role of the CCSSO Policy Task Force is to provide state input, feedback, and recommendations to the Governing Board on NAEP policy areas and issues. She added that the Task Force is composed of 12 state education agency leaders representing chiefs, deputy superintendents, state assessment directors, and public information officers. The diversity of the Task Force lends itself to lively and engaged discussions and differing perspectives on NAEP issues. The Task Force meets twice yearly in-person, and by Web-Ex four times per year. Task Force members also participate in various outreach activities.

Ms. Sigman highlighted the topics discussed over the past year and highlighted the following Task Force recommendations:

- **Grade 12 NAEP Preparedness Initiative** - The Governing Board should proceed with the release of the report on NAEP Preparedness. The Board is encouraged to be careful with the timing of the release, and make sure there is a solid communications strategy in place.

- **NAEP Background Questions** - the target audience for information from background questions and the intended uses of background questions should inform future directions for questionnaires.

- **Board Initiatives on Raising Achievement and Closing Gaps** - provide in-depth focus reports with objective analysis of topic areas that relate directly to NAEP achievement.

- **NAEP Schedule of Assessments** - focus on assessments where there is a great need and where NAEP can take the lead in innovative assessment design. Consider the type of data states are seeking and how NAEP can help provide that information.

Chairman Driscoll thanked Ms. Sigman for the Task Force's involvement and challenged the group to offer ways in which they can expand their role going forward, and provide input on issues that confront the Board.

Demonstration of Online Grade 12 Preparedness Technical Report and Plans for Future Research Studies

Cornelia Orr and Mary Crovo, Governing Board Executive Director and Deputy Executive Director, respectively, reported on the status of the online NAEP 12th Grade Academic Preparedness Technical Report and plans for future research studies.

Ms. Orr stated that NAEP is uniquely positioned to report on academic preparedness because it is the only test at 12th grade that includes a nationally representative sample, and NAEP legislation mandates the Board constantly focus on improving the form and use of NAEP.

Ms. Orr reported that the Governing Board has been working on the 12th grade preparedness initiative for a decade. The research agenda is rigorous, comprehensive, and methodical. Much of the work that is currently under review is preceded by work on revised frameworks and advice from a technical committee on the kinds of studies the Board should undertake. She added that the purpose of the research is to determine whether it is feasible to use grade 12 NAEP as a national and state indicator of academic preparedness. The Board does not presume that college and career readiness are the same thing.

Ms. Orr stated that over 30 interrelated studies were conducted in five research areas. The study types include the following:
1) Content Comparison
2) Statistical Relationships
3) Judgmental Standard Setting
4) Survey of Postsecondary Institutions, and
5) Benchmarking.

The collective information from the studies will contribute to informing the validity of the research on NAEP 12th grade preparedness. Ms. Orr reported that eleven states volunteered to participate to

learn how their students performed on 12th grade NAEP. Participating states include Arkansas, Connecticut, Florida, Idaho, Illinois, Iowa, Massachusetts, New Hampshire, New Jersey, South Dakota and West Virginia.

Ms. Orr shared findings of the reading and mathematics academic preparedness research studies on NAEP-SAT linking. She reported that after reviewing the research and examining the best options for reporting, it was decided that the Board would release an online technical report. A website has been developed to release all of the technical reports. The website provides an overview of the Governing Board's work, describes the five study categories, contains an overview and summary of the findings in each category, and provides links to the final reports.

Mary Crovo demonstrated the features and navigation tools of the online Preparedness Technical Report. She explained that the website is primarily for the educational research and measurement community, state assessment staff, and others related to the Common Core Assessment Consortia. Ms. Crovo noted that the audience will expand going forward in 2013.

Ms. Crovo thanked Board members, NCES, and Widmeyer Communications staff who contributed to the preparation of the technical report and the website's development.

Board members shared comments on the web content and provided suggestions for improving the layout and usefulness of the site.

Ms. Orr discussed the following plans for data collection in 2013:

- Repeat the national linking studies with SAT and ACT
- Involve two more states – Tennessee and Michigan
- Conduct more longitudinal research
- Review course requirements for college
- Review the grade 12 Reading and Mathematics Frameworks for career relevance
- Conduct content alignment studies with Compass
- Pursue job training research
- Examine the trajectory for academic preparedness – grade 8 NAEP linkages to the ACT Explore exam using state longitudinal data

Ms. Orr stated that the overall conclusion of the Board's research is that it has been rigorous, comprehensive, methodically sound, and well documented. She added that the Board is cautiously optimistic about using NAEP to report on preparedness of 12th graders, but more evidence and state data are needed. The research suggests that NAEP content may not be well aligned with job training requirements.

Meeting Recess and Reconvened

The November 30, 2012 Board meeting recessed at 3:30 p.m. and reconvened at 3:49 p.m.

Annual Ethics Briefing for Governing Board Members

Marcella Goodridge-Keiller, of the Department of Education Office of the General Counsel, provided the annual ethics briefing to Governing Board members.

Ms. Goodridge-Keiller highlighted key sections from the *Ethics Primer* included in the Board briefing book. She asked Board members to review the material which summarizes ethics guidance for members. Ms. Goodridge-Keiller stated that Board members are classified as "special government employees" because they do not serve more than 130 days in a given year. Ethics rules and regulations apply to Board members in a limited manner due to their appointment terms.

Ms. Goodridge-Keiller highlighted rules pertaining to the federal conflict of interest statute and the standards of ethical conduct. Topics covered included fundraising, acceptance of gifts, lobbying congress, misuse of position, political activities, teaching and writing activities, speaking engagements, and interaction with foreign governments.

Following the presentation, Ms. Goodridge-Keiller answered questions from Board members. She concluded her presentation by encouraging members to contact her should they have questions or concerns on ethics related issues.

Meeting Recess

The November 30, 2012 Board meeting concluded at 4:18 p.m.

Meeting Reconvened

The December 1, 2012 Board meeting convened at 8:30 a.m.

Closed Session

Demonstration of Computer-Based Tasks for NAEP Technology and Engineering Literacy (TEL) Grade 8

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on December 1, 2012 from 8:30 a.m. to 10:00 a.m. to receive a demonstration of computer-based tasks and test materials for the NAEP 2014 Technology and Engineering Literacy (TEL) Assessment at grade 8. During this closed session, Board members were provided with specific test materials for review and discussion which are not available for release to the general public.

Board members Alan Friedman and Cary Sneider provided a briefing on the development of the 2014 NAEP Technology and Engineering Literacy (TEL) Framework. William Ward of NCES and Lonnie Smith of ETS provided a demonstration of secure computer-based tasks for NAEP TEL grade 8 assessment.

Mr. Friedman provided an overview of the project. He explained that in the last decade the Board decided that a new assessment on technology and engineering literacy was needed to assess students' understanding of technology and engineering in everyday life. There has been the assumption that science in the school curriculum meant science, technology, and engineering. Mr. Friedman stated that there is a crucial distinction between the two, and the public needs to understand these topics. Mr. Friedman stated that the assessment was designed to cover a broad range of applicable content to assess what students know and can do with technology. WestEd served as the project lead in organizing the framework development process. Input was received from professional organizations, teachers, researchers, business representatives, policymakers and others on how to define technology and what is important for students to know. Framework panel members included those who worked and taught engineering and technology, policy makers, and business leaders. Over 2,000 people were involved in providing input in the development process.

The 2014 NAEP TEL Framework broadly defines technological and engineering literacy as the capacity to use, understand, and evaluate technology, as well as to understand technological principles and strategies needed to develop solutions and achieve goals. This Framework guided the development of the TEL assessment and defines what students should know and be able to do in the areas of technology and engineering literacy.

Cary Sneider, Co-chair of the TEL Framework Planning Committee described the framework development and item specifications process. He reported that the TEL framework was completed in 2010. Mr. Sneider stated that the project challenges stemmed from two major perspectives: those who emphasize technology as computers, and those who are interested in a wide range of technologies. To address these viewpoints, the framework was designed to cover three content areas for the assessment:

1. Information and Communication Technology
2. Design and Systems
3. Understanding Technology in Society

Additionally, the framework specifies three practice areas that students are expected to demonstrate when responding to test questions:

1. Understanding Technological Principles
2. Developing Solutions and Achieving Goals
3. Communicating and Collaboration

William Ward, NCES TEL task leader, provided an overview of the assessment design noting that the Framework broadly defines technology and engineering literacy. Mr. Ward shared a video produced by NCES that communicates and defines the TEL assessment for the general public, parents and teachers. Results from the TEL 2014 assessment will include the following:

- Overall composite score for TEL and the three TEL content areas;
- Scores for each TEL practice area; and
- Indirect measures targeting problem-solving processes as well as outcomes that will be used for expanded reporting.

To achieve the reporting goals, the assessment will include discrete items, multiple choice, short constructed response, and new selected response types such as drag and drop. Scenario-based tasks that model real world situations will comprise 80 percent of the total testing time. The TEL computer-based assessment will offer innovative and interactive assessment tools that use a wide variety of audio, video, and animation to help convey information to students.

Lonnie Smith of ETS demonstrated secure TEL tasks from the three content areas which illustrated the assessment's ability to test student's understanding and application of principles in different contexts. Mr. Smith reported that the entire assessment will be delivered via computer.

Board members engaged in a question and answer session with panel members.

Meeting Recess and Reconvened

The December 1, 2012 meeting recessed at 10:05 a.m. and reconvened in open session at 10:20 a.m.

Board Discussion: Making a Difference Initiatives

Chairman Driscoll stated that during the last year, the Board has generated many ideas during its discussions on how it can make a difference for the nation's students. He pledged to develop tangible and measurable results within the next few months.

Mr. Driscoll remarked that the Board has done remarkable work over the years on assessments and that NAEP serves an important role. NAEP has continuously measured student achievement and provides trend data dating back to 1972. The two testing consortia are struggling with the issue of developing questions for the Common Core State Standards Assessments. He stated that the Board needs to publicize its work and showcase the important contributions NAEP can offer to various audiences. Mr. Driscoll added that NAEP background data provide significant information, and its expanded use should be explored as another avenue to make a difference.

Board members then discussed the making a difference initiatives. Shannon Garrison stated that in the two years that she has served as a member, she has noticed that the Board is making a difference. She said one of the greatest challenges the Board must address is planning more outreach to teachers and principals. Ms. Garrison added that the Board has many great resources, but increased efforts are needed to get information on NAEP to a wider audience.

Mr. Driscoll stated that the Board must harness its collective power and connections to make a difference. There is a great deal of information to share and the Board must work to develop effective strategies to communicate more broadly.

Ms. Pimentel stated that the Board should get a little more edgy in reporting NAEP results, particularly when the results are flat and gaps persist. She suggested the use of background questions to highlight other information. She added that the Board should take the lead on the

defining proficiency. It is important to the country, and NAEP's proficient level has been the standard for many state tests.

Mr. Mazany remarked that packaging a message for education reform leaders that emphasizes rigor and equity in opportunity could drive improvement in classroom instruction.

Andrew Ho suggested that the Board increase the use of social media tools to raise visibility and attract more attention to the Board's work and initiatives.

Jack Buckley reminded Board members that as they move forward in their work, they should think of NAEP as a mirror, and at the center it should still reflect the performance of America's children, which is the purpose of the program, that is, to be an accurate, valid, and reliable measurement tool.

Planning the 2013 Education Summit for Parent Leaders

Mr. Driscoll drew Board member's attention to the document shared with Board members by Ray Fields that captures feedback and suggestions for potential presenters, panelists, authors of papers, and ideas on issues for the Board to address at the Parent Summit. He encouraged Board members to submit comments and provide suggestions for summit participants. A final date for the Parent Summit will be announced soon.

Board member Fielding Rolston requested that Board staff share notes from the fall 2012 Executive Committee retreat on the discussion regarding important issues that the Board should consider over the next five to ten years.

Committee Reports and Board Actions

The Board received highlights of the discussions from the standing Committees. The following resolutions were adopted as action items:

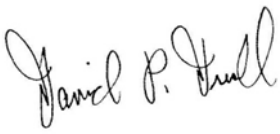
The Board delegated authority to the Executive Committee to take action on its behalf to make changes in the NAEP Schedule of Assessments for 2014 and beyond, if such decisions are required by budget actions and contract awards prior to the March 2013 Governing Board meeting.

The full text of the action items are provided in the full Committee reports appended to these minutes.

Meeting Adjourned

The December 1, 2012 session of the Board meeting adjourned at 11:21 a.m.

I certify the accuracy of these minutes.



_____ February 14, 2013

David P. Driscoll, Chairman Date

National Assessment Governing Board

Executive Committee

Report of May 17, 2012

Attendees: David Driscoll, Chair, Mary Frances Taymans, Vice Chair, David Alukonis, Lou Fabrizio, Alan Friedman, Susan Pimentel, Eileen Weiser. Other Board Members: Andrés A. Alonso, Shannon Garrison, Doris R. Hicks, Jim Popham, Fielding Rolston. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Susan Loomis, Stephaan Harris, Munira Mwalimu, Tessa Regis, Angela Scott. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Brenda Wolff, Holly Spurlock. ETS: Jay Campbell, John Mazzeo, Greg Vafis, Andres Oranje. HumRRO: Lauress Wise, Steve Sellman. Westat: Keith Rust, Dianne Walsh. Measured Progress: Luz Bay. AIR: Kim Gattis. Optimal Solutions Group: Mark Partridge, Erin Twamley. Fulcrum IT: Saira Brenner. Hager Sharp: Debra Silimeo, Lisa Jacques. Pearson: Brad Thayer. Vangent: Steve Gorman.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. He mentioned the Board members' visit earlier on May 17 to Fox Tech High School for Health and Law Professions. He expressed appreciation for the support of Governing Board member Leticia Van de Putte, the Board's San Antonio host who arranged the school visit, and for the inspiring work of the students and faculty at Fox Tech High School.

Nominations Process for Election of the Board Vice Chair

Chairman Driscoll said that the Secretary of Education appoints the Board Chair and the Governing Board elects its Vice Chair. The election of the Vice Chair occurs each August for the coming term—October 1 through the following September 30. David Alukonis has agreed to handle the process of identifying a nominee for Vice Chair and will be following up with Board members between the May and August 2012 meetings. Mr. Alukonis will present a candidate to the Executive Committee in August for nomination to and action by the full Board at the August 2012 meeting. Current Vice Chair Sr. Mary Frances Tayman is coming to the end of her second term on the Board on September 30, 2012 and, therefore, will not be eligible.

Planning for Governing Board 25th Anniversary

The Executive Committee had an initial discussion on planning for the Governing Board's 25th anniversary, which coincides with the December 2013 meeting. The 10th and 20th anniversary commemorations were opportunities to take stock of past work and consider the future of NAEP and the Governing Board. These involved commissioned papers and presentations. As an illustration, Executive Committee members were directed to the agenda for the 20th anniversary

at Attachment B of the Executive Committee tab. The 10th and 20th anniversary commemorations were planned, respectively, by committees composed of then-current and former Board members. The Executive Committee will propose a planning process for the 25th anniversary commemoration, probably at the August Board meeting.

2. Committee Issues and Challenges

Chair Driscoll invited the Chairs of the Board's standing committees to describe the issues and challenges their committees will be addressing at the May 2012 meeting.

Committee on Standards, Design and Methodology (COSDAM)

Lou Fabrizio, COSDAM Chair, said the Committee will address two main topics at the May 2012 meeting. The first topic, to be conducted in a joint session with the Reporting and Dissemination Committee, will be the reporting of the NAEP 12th grade preparedness research. The second topic is an action item for the full Governing Board at the May 2012 meeting—setting the achievement levels for the 2011 writing assessment.

Assessment Development Committee (ADC)

Alan Friedman, ADC Chair, said the Committee met in closed session on May 17, 2012 from noon to about 4:15 p.m. to begin the review of tasks for the 2014 Technology and Engineering Literacy (TEL) assessment at grade 8, which will continue in closed session on May 18. He said that the TEL tasks are elegant, engaging, and rigorous, and some have a touch of whimsy as well. In addition to continuing the review of TEL items on May 18, also in closed session will be a briefing on two special studies related to mathematics assessment: the Mathematics Computer-based Study (MCBS), designed to improve measurement accuracy, and the Knowledge and Skills Appropriate (KaSA) study, designed to improve the accuracy of measurement of low performing students. In open session, the Committee will discuss the report of the Expert Panel on Background Questions.

Reporting and Dissemination Committee (R & D)

Eileen Weiser, R &D Chair, noted the plan for a joint meeting with COSDAM to discuss plans for reporting the NAEP 12th grade preparedness research results. Two action items are planned: approval of the release plan for the NAEP 2011 Writing Report Card and of the 2013 NAEP core background questions for schools and the charter school supplement. In addition, the Committee will discuss the report of the Expert Panel on Background Questions; receive briefings on the release of the 2011 Science report and the projected schedule of NAEP reports; and discuss potential topics for focused NAEP reports.

Nominations Committee

David Alukonis, Chair of the Nominations Committee, said that the Secretary's office expressed appreciation for the high quality of the recommendations for the slates of candidates, approved by the Board in March 2012, for appointments to begin on October 1, 2012. Mr. Alukonis stated that the cycle for nominations for terms beginning October 1, 2013 is about to start. The five openings are in the following Board categories:

- General Public Representative (2)
- Elementary School Principal
- Testing and Measurement Specialist
- State Legislator (Democrat)

Mr. Alukonis noted that the terms of 4 of the 9 Nominations Committee members, including his, end on September 30, 2012. As a step to foster a smooth transition, he suggested that the Board Chair identify incoming Nominations Committee members in time for them to observe the August 2012 Nominations Committee meeting.

3. Updating Board Policy Statement: "Redesigning the National Assessment of Educational Progress"

Chairman Driscoll said that, with Common Core Standards and Assessments on the horizon, interest in international assessments, the Board's initiative to make a difference—especially with outreach to parents—underway, and Title I reauthorization looming in the future, NAEP and the Governing Board are in the midst of a perfect storm, perhaps a positive perfect storm. It is an opportune time for reviewing the Board's core policies, which were last updated in 1996. The Executive Committee members were directed to the policy document, found at Attachment C of the Executive Committee tab, entitled "Redesigning the National Assessment of Educational Progress."

This document contains a number of foundational Board policies, including, among others, the goal for 6-month reporting of NAEP results, identifying the general public as the audience for NAEP reports, and establishing a predictable, long-range, schedule for NAEP assessments to aid state planning for participation and planning for NAEP contracts and operations. These policies have served NAEP well, but were adopted before the era of No Child Left Behind, the linking of NAEP to international tests, the preparedness initiative, and common core standards. The Executive Committee began a discussion on a structure and process for proceeding and will provide an update at the August Board meeting.

4. Committee Discussion: NAEP and Common Core State Standards and Assessments

Executive Director Cornelia Orr provided background for the Committee discussion on NAEP and Common Core State Standards and Assessments, which was to be a prelude to the full Governing Board discussion on May 19. Ms. Orr said the National Assessment of Educational Progress has been instrumental in the development of the state-led Common Core State Standards Initiative. For example, the reports by the National Center for Education Statistics mapping state standards to the NAEP scale and in relation to achievement levels have demonstrated empirically the variability in state performance standards developed for state tests under the No Child Left Behind Act. The Council of Chief State School Officers and the National Governors Association carefully considered this information from NAEP in deciding to begin the Common Core State Standards Initiative. In addition, NAEP reading, writing and mathematics assessment frameworks were used in developing the Common Core State

Standards. As the Standards were being developed and as the two assessment consortia have proceeded with their work, there has been continuing communication with the Governing Board. Still, the question continues to be asked—What is the role of NAEP in an era of Common Core State Standards and Assessments?

Among the ideas expressed by Committee members were:

- NAEP will be a constant as the two assessment consortia and the non-participating states move forward.
- NAEP is complementary to the Common Core, for example, providing trends and covering subjects not covered by the Common Core State Standards and Assessments.
- NAEP is viewed as useful by the assessment consortia in setting their performance levels.
- The Governing Board should consider performing an alignment study between NAEP and the Common Core Assessments when they are prepared.

ACTION ITEM
5. Ad Hoc Committee Report on NAEP Parent Engagement

Chairman Driscoll recognized Board member Doris Hicks to present a resolution (attached) for Board adoption of the recommendations in the report of the Ad Hoc Committee on NAEP Parent Engagement. The Ad Hoc Committee report was presented at the March 2012 Board meeting. Ms. Hicks reviewed the content of the resolution. She then moved Executive Committee approval of her presenting the resolution for action by the full Board at the May 19, 2012 plenary session. The motion to present the resolution to the full Board was seconded and passed unanimously.

CLOSED SESSION

6. Personnel Matter

The Executive Committee met in closed session from 5:30 p.m. to 6:00 p.m. to discuss Governing Board staff performance evaluations.

This portion of the meeting was conducted in closed session because public discussion of this information would disclose information of a personal nature where disclosure would constitute an unwarranted invasion of personal privacy. As such, the discussions are protected by exemptions 2 and 6 of section 552b(c) of Title 5 of the United States Code.

I certify the accuracy of these minutes.

May 22, 2012

David P. Driscoll, Chair — Date

DRAFT RESOLUTION

Report of the Ad Hoc Committee on NAEP Parent Engagement

Whereas, the National Assessment Governing Board is implementing an initiative to make a difference in fostering the improvement of student achievement in the United States and of closing achievement gaps by race, ethnicity, and income levels using NAEP data and resources; and

Whereas, the National Assessment Governing Board established the Ad Hoc Committee on NAEP Parent Engagement in March 2011 to

> "present recommendations…the Governing Board and representatives of the NAEP program can take directly, and/or support the efforts of others to increase parent awareness about the urgency to improve the levels of student achievement in the U.S. and the urgency to reduce the size of achievement gaps by race, ethnicity, and income levels, using NAEP data and resources"; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement presented its recommendations to the National Assessment Governing Board on March 2, 2012; and

Whereas, the Ad Hoc Committee on NAEP Parent Engagement recommended that the National Assessment Governing Board

- Specify National, State, and Local Parent Leaders and Parent Organizations as the Target Audience
- Establish Relationships with Recognized Parent and Community-based Organizations
- Develop Presentations and Materials Targeted to Parents for Use by Governing Board Members and Others
- Develop Parent Pages on the Governing Board and NAEP Websites
- Conduct a Parent Education Summit in Late Summer/Early Fall 2012; and

Whereas, adoption of the Ad Hoc Committee recommendations will be valuable, feasible, and consistent with the Governing Board's authority to "develop guidelines for reporting and disseminating results" and "…improve the form, content, use, and reporting of [NAEP} results…"; and

Whereas, implementation of the Ad Hoc Committee recommendations will require staff and financial resources and oversight by one or more standing committees of the National Assessment Governing Board;

Therefore, the National Assessment Governing Board hereby

1. adopts the recommendations of the Ad Hoc Committee on NAEP Parent Engagement presented on March 2, 2012;

2. approves the use of appropriate staff and financial resources to implement the recommendations; and

3. authorizes the assignment of oversight of these activities to Governing Board standing committees.

National Assessment Governing Board

Assessment Development Committee

Report of May 17 - 18, 2012

May 17, 2012 Closed Session Noon – 4:00 p.m.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 17, 2012 from Noon to 4:00 p.m..

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; AIR – Kim Gattis; ETS – Greg Vafis, Lonnie Smith; HumRRO – Steve Sellman; Optimal Solutions – Mark Patridge, Erin Twamley; Fulcrum – Saira Brenner.

Review of Secure NAEP TEL Tasks and Items

The Assessment Development Committee (ADC) met in closed session to review 21 computer-based tasks and items for the NAEP Technology and Engineering Literacy (TEL) pilot test in 2013. The pilot test will be conducted in grade 8 in preparation for the 2014 national TEL assessment in that same grade.

Overall ADC members were extremely pleased with the TEL tasks and task-based items. The Committee spoke of the tasks as: "amazing," "very engaging," and "exceeding expectations." Members noted that the TEL Framework is very challenging and that National Center for Education Statistics (NCES) staff and NAEP contractors have done outstanding work to develop tasks that measure TEL content and practices. Many ADC members stated that they learned a great deal about technology and engineering from reviewing the tasks.

These engaging TEL tasks represent important advances in assessment, including development of dynamic computer-based scenarios and the ability to measure 21st Century Skills such as collaboration. Members also commented that the TEL tasks will be of great interest to the Common Core State assessment consortia in their development work related to computer-based assessments. Released TEL tasks and the assessment results will also be informative to subject area experts in science, engineering, and technology since the TEL content is highly related to the Next Generation Science Standards.

May 18, 2012 Closed Session 10:00 – 10:30 a.m.

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on May 18, 2012 from 10:00 a.m. to Noon.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Suzanne Triplett, Holly Spurlock; AIR – Kim Gattis, Fran Stancavage; ETS – Jay Campbell, Greg Vafis, Lonnie Smith, Hilary Persky, Gloria Dion; Optimal Solutions Erin Twamley; Fulcrum – Saira Brenner; Pearson – Brad Thayer

Continued Review of Secure NAEP TEL Tasks and Items

The Assessment Development Committee completed its discussion of the secure TEL materials. There were a number of comments to improve the TEL computer-based tasks and items. Committee members discussed ease of navigation, consistency in directions, and other task-specific changes. The Committee's comments will be communicated in writing to NCES for revisions to the tasks and items. The ADC will take action on the computer-based TEL tasks and items at their August 2012 meeting, prior to the 2013 TEL pilot test.

ADC members also provided feedback on the computer-based item review process for TEL, citing specific issues with certain TEL tasks. Some of the difficulties mentioned by ADC members related to reviewing the tasks on their various computers with different operating systems. NCES and NAEP contractors will work on these issues prior to the ADC TEL review at the August 2012 Board meeting. It was noted that NAEP will be bringing laptops into the sampled schools for the 2013 TEL pilot and 2014 operational assessment. Students will have common hardware and software to use for the assessment, which greatly facilitates the NAEP administration as was demonstrated in the 2011 NAEP computer-based writing assessment.

Briefing on the NAEP Mathematics Computer-Based Study (MCBS)

Gloria Dion of ETS provided a detailed briefing on the NAEP Mathematics Computer-Based Study or MCBS. The purpose of this study, conducted in 2012 at the eighth grade, was to investigate the feasibility of a two-stage computer adaptive test. Specifically the study was intended to increase the measurement precision at both the upper and lower portions of the achievement scale. Ms. Dion noted that the study was not designed to test out new math item types. Existing items from the NAEP Mathematics assessment were used, and the MCBS items represented a subset of the entire NAEP math item pool. Because of the study design, need for automated scoring, and computer-based administration Ms. Dion explained that some existing NAEP items were not able to be used for the special study. However, the distribution of MCBS items across the five

content areas was aligned with the percentages specified in the NAEP Mathematics Framework.

Ms. Dion explained both phases of the two-stage adaptive study design and provided a graphic depiction of the stage one routing items, which then determined the second stage set of items: easy, medium or hard depending on a student's performance on the initial routing set. Following the study description, Ms. Dion presented numerous charts and graphs showing performance on the items overall and by demographic subgroup. ADC members commented on the MCBS data showing increased measurement precision, particularly for students who tend to score at the lower end of the achievement scale. Members also were interested in how computer-adaptive testing may become part of the operational NAEP assessment in the near future.

Due to time constraints, the ADC decided to defer the Knowledge and Skills Appropriate Study (KaSA) presentation to their August 2012 meeting.

May 18, 2012 Open Session Noon – 12:30 p.m.

Attendees: ADC – Alan Friedman (Chair), Susan Pimentel (Vice Chair), Shannon Garrison, Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Cary Sneider; Governing Board Staff – Mary Crovo; AIR – Kim Gattis, Fran Stancavage; ETS – Jay Campbell, Greg Vafis, Gloria Dion; Pearson – Brad Thayer

Discussion of Expert Panel Report on NAEP Background Variables

In open session the ADC discussed the extensive feedback received on the recent report of the Expert Panel on NAEP Background Variables. The Board had convened this panel and commissioned a report to examine ways to increase the use of NAEP background variables and to recommend changes in the background variables that are collected from students, teachers, and schools.

The expert panel presented its report to the Governing Board at their March 2012 meeting. Since that time, the report has been posted on the NAGB website for feedback. Additional outreach was initiated via online webinars and contacts with policymakers and testing experts to provide feedback on the major recommendations made by the expert panel.

ADC members commented on the large quantity and diverse nature of the feedback received on the report. A number of individuals expressed very strong views on the recommendations including which variables to collect, the amount of time for collecting student background variables, and other factors. The ADC consensus was to hold a teleconference meeting of the Committee prior to the August 2012 Board meeting to discuss the following issues:

1. How the Board Committees review the background variables
2. The time devoted to background variable collection, including the possibility of spiraling background questions among students to reduce the time required
3. Whether the Board should develop an expanded background variables framework
4. The types of studies conducted by the Board, NCES, or others using NAEP background variables.

ADC members will review the feedback again prior to the mid-summer teleconference, and also suggested a joint meeting of the ADC and the Reporting and Dissemination Committee at the August 2012 Board meeting.

I certify the accuracy of these minutes.

06/08/2012

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Alan Friedman, Chair Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

May 18, 2012

Joint Session of the Committee on Standards, Design and Methodology (COSDAM) and the Reporting and Dissemination Committee R&D)

COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.
R&D Attendees: Eileen Weiser (Chair), Tom Luna (Vice Chair), Andrés Alonso, David Alukonis, Anitere Flores, Sonny Perdue, and Mary Frances Taymans.
Governing Board Staff: Cornelia Orr, Susan Loomis, Larry Feinberg, Stephaan Harris, Ray Fields, and Michelle Blair.
Other Attendees: NCES: Brenda Wolff. AIR: Cadelle Hemphill. ETS: John Mazzeo. Andreas Oranje and Donnell Butler. HumRRO: Steve Sellman and Lauress Wise. Hager Sharp: Debra Silimeo and Lisa Jacques. MetaMetrics: Heather Koons. Optimal Solutions: Mark Partridge. Reingold: Amy Buckley and Valerie Marrapodi. San Antonio Express-News: Theresa Clift. Westat: Keith Rust and Dianne Walsh. Widmeyer: Jason Smith. West Virginia Department of Education (Policy Task Force Representative) Liza Cordiero.

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:10 a.m. and welcomed members and guests. Mr. Fabrizio stated that the joint committee session was for the purpose of discussing staff recommendations for reporting results of preparedness research studies that had been underway for over three years. While COSDAM has had updates at each meeting, the R&D Committee members have not had the opportunity for this level of detailed information. There will be a full briefing to the Board later in the day. Eileen Weiser, Chair of the Reporting and Dissemination Committee, had no additional remarks to add before the presentation of the report by Cornelia Orr, Executive Director of the Governing Board.

Ms. Orr noted that the briefing had been made available to members a few days in advance of the meeting. She had a Power Point presentation to show the key points, starting with questions that staff had identified as important questions about the research findings. Staff answers to the questions and the rationale, based on evidence from research findings, were presented for four sets of questions:

1. Can NAEP be used to inform the national discussion about the academic preparedness of U.S. students?
2. Will more than one preparedness reference point on each of the NAEP scales (reading and mathematics) be established?
3. What process was used to determine the recommended reference points and which findings to report?

4. What statements can be made about preparedness for job training?

Ms. Orr noted the following:

- Much more is known about preparedness for college course work than about preparedness for job training.
- The information about college preparedness is very general, referring to "typical" institutions and not to institutions that are differentiated according to admissions criteria.
- A reference point for the "just prepared" or "minimal academic preparedness" level has not yet been identified, but staff feel that the reference points recommended for "likely to succeed in the college freshman year" and "likely to need remediation" are supported.
  - The Board adopted a working definition of prepared to be the minimal level of academic preparedness required for placement in a credit-bearing college course of the sort that fulfills a general education requirement" or the "minimal level of academic preparedness required for entry in a job training program requiring at least three months of training but less than a bachelor's degree. (Other criteria were used to identify the specific occupations for research with the training programs.)
- Charts showing reference points were presented and information regarding each point was provided to explain any caveats regarding the data to be reported.

The recommendation is to report two reference points: (1) likely to be successful in freshman year in college and (2) likely to need remediation. These reference points are largely based on the statistical linking studies for NAEP with the SAT. The staff recommendation was to use the Proficient cut score for each subject as the reference point for preparedness for "college success." The Proficient cut score for mathematics grade 12 NAEP is associated with an 80% probability of scoring 500 on the mathematics SAT assessment, and the College Board has established 500 as the benchmark score having a .67 probability of earning a B- freshman year grade point average. For reading, for which there is a lower correlation between the NAEP and SAT, the probability of scoring 500 on the critical reading SAT assessment is .5 at the NAEP Proficient cut score.

Jim Popham asked about the implications of these recommendations for individuals—do they provide any indication for how to help students be prepared? He wondered what impact these data will have and suggested that the data would have a very short "shelf life" because interest in these results would be short lived. Ms. Orr noted that there is great interest in the question of what is prepared, and this research provides an answer. There will be other answers, and this will contribute to the national conversation in a positive way. For example, this information will be helpful to states that are setting cut scores for high school students to indicate academic preparedness for post-secondary activities.

Mr. Fabrizio noted that only 11 states participated in the grade 12 assessments, and only those states will have data regarding the preparedness of students, although the Proficient cut score for the nation is the grade 12 indicator of preparedness. For the 11 pilot states in 2009, these data will be very important.

Terry Holliday said that state policy issues are critical in Kentucky, but Kentucky does not assess at grade 12. Preparedness for college and the opportunity to attend are important issues in the

country, particularly for teachers and parents. He said that states that were not included in the grade 12 assessment will still make comparisons of their own data on student performance on the ACT and SAT to NAEP. Comparisons are the key for sates and these data will be very important as states move to the Common Core State Standards (CCSS). States currently have a large discrepancy between their own "proficient" level and the NAEP Proficient level. The CCSS levels will be much closer to NAEP.

John Easton noted that the controversy about NAEP achievement levels still simmers, although the NAEP achievement levels are designed, implemented, and reviewed fully and carefully. He wondered if the preparedness reference points were developed with the same scrutiny. Given concerns for the integrity of data reported, he recommended that the findings be subjected to external review before release.

Susan Loomis responded that the Technical Advisors had monitored the developments throughout the research process. She then named the technical advisors (Reckase, Campbell, Cohen, Bazemore, and Kolen), and identified the technical expertise of each in relation to this NAEP research for preparedness reporting. Each contract had technical guidance by COSDAM, the Contracting Officer's Representative (COR), and a principal investigator for the contractor; and the judgmental standard setting studies were under the technical guidance of a technical advisory committee with considerable expertise in standard setting, including service on the NAEP Technical Advisory Committee for Standard Setting (Haertel, Forsyth and Hambleton). Finally, experts in standard setting were brought in to observe the judgmental standard setting studies and provide additional technical guidance. The plan has been to vet the statements about preparedness and the evidence in support of those statements widely prior to reporting them. The technical community will be enlisted for this review, as well as a much wider audience of stakeholders.

Ms. Orr reported that the goal is not to set cut scores. Rather, the goal is to report research on academic preparedness. The percentage of higher education institutions that use the SAT for placement is too low for much assurance regarding the "needs remediation" cut score. But, the data from the national survey are very closely replicated by the data from Florida regarding the average NAEP score of students who were placed in remedial courses. The recommendations for discussion are about reporting findings—not about setting a preparedness cut score and not about policy on preparedness, per se.

Leticia van de Putte noted that it is extremely important for students to leave high school prepared for post-secondary activities. She stated that the data currently available on what students need to be prepared are irrefutable. The NAEP findings seem consistent with that information. The amount of training needed is huge; resources for K-12 and higher education have been reduced drastically. It is important for the Governing Board to emphasize that these are *findings* for preparedness and not a sort of "stamp of approval' from the Board regarding a specific score on NAEP that signals preparedness. More research is needed, but these data provide further confirmation of the need for more students to be better prepared. The results for NAEP look pretty similar to the picture for Texas. It is important that the reporting be worded carefully.

Mary Frances Taymans agreed that the language in the public release will be important, especially for the higher education community. We need to make sure that our language for reporting these data based on SAT score linkages can appropriately resonate with the higher education community given that a sizable portion of that community does not use the SAT or ACT to inform their admissions or placement decisions. The decisions for admission and for course placement in most institutions are based on more than a test score.

Andrés Alonso noted that the correlations for NAEP scores with SAT scores are different for reading and math, with a lower correlation for reading. That cannot be changed; it is what it is. But, using one probability for reading and one for mathematics seems to be aimed at using the Proficient cut score as the indicator for preparedness. It "feels" odd to do that—as if we are trying to find support for the Proficient cut score. Why look at 50% and 80% probabilities? What happens if we look at 65% or 75%--or any other way we might slice the data? What are the implications of changing the percentages on the results we have to report?

Mr. Fabrizio reminded the members that the overarching goal of this preparedness research work is to determine if 12th grade NAEP can be used for reporting preparedness of students for post-secondary activities in college or the workplace. The finding is that we can say something about preparedness, but that does not represent an endorsement of the Proficient cut score or any other score point on the NAEP scale.

David Alukonis stated that he was very concerned about the lack of data to report on career preparedness. This seems to indicate that career preparedness is a "dead end" issue for now. He wanted to know about next steps that would add information for reporting on career preparedness.

Ms. Weiser agreed with the concerns expressed by Mr. Alukonis regarding the lack of data for reporting on career preparedness, but she asked that Ms. Orr complete her presentation by moving to findings for reading next.

Ms. Orr reiterated that a 50% probability of scoring 500 on the SAT was chosen for representing "college success" as a point on the NAEP scale for reading. She explained that the decision was to be more conservative with reporting for reading, due to the lower correlation between SAT and NAEP reading scores. Staff recommended the 50% probability to reduce the likelihood of an under estimate of students prepared for college success and a corresponding over estimate of the need for remediation. The greater uncertainty in the relationship between NAEP and SAT leads to a greater difference in the scale scores for 50% and 80% probabilities.

Mr Popham address his next question to Ms. Weiser. He noted that Ms. Orr had referred to these as "staff recommendations," but he needed clarification regarding the purpose of the recommendations. It seemed a "funny game" to make recommendations to the Board about reference points while stating that the Board is not being asked to set standards.

Ms. Orr responded that COSDAM had asked staff to provide recommendations for preparedness research reporting. Staff had asked for COSDAM advice regarding the statements to make and their judgment regarding the extent to which findings provide compelling evidence in support of the statements. In response, COSDAM had asked staff to provide recommendations for their

review. This presentation of recommendations was developed in direct response to that request by COSDAM.
Mr. Alonso reiterated his concerns that using different probabilities to reference college preparedness for math and reading is problematic. It seems to elicit doubt and suspicion regarding the role of the Proficient cut score in reporting preparedness.

Ms. Orr agreed that this may seem that we are trying to support the Proficient cut score. She added that the Technical Advisors saw no problem with using different probabilities for reporting preparedness in math and reading.

Mr. Fabrizio reminded the group that the big question was "What can we say about preparedness?" and this report is presenting what we can say. We know full well that there is a need to do more research and to be able to say more about preparedness. He stated that he felt neither worried nor surprised to find that the level of preparedness for reading and math were different.

Ms. Orr then asked the members if there were any points that they would consider to be "show stoppers"—issues that would mean we should not report findings for the 2009 NAEP.

Mr. Fabrizio noted that while not a "show stopper," he was concerned about the plan to release the technical report a month later than the public report. He recommended that the two reports be released at the same time to provide the technical information that would be needed for the level of scrutiny that would ensue regarding the findings. It would be prudent to have the technical report available at the same time as the public report. (There was general agreement with this point.)

Jack Buckley urged the committees to think about two points. First, the Governing Board really needs to share the findings from the research on preparedness for job training programs. The difficulty of producing conclusive information on the job training preparedness is an important finding that needs to be shared with the research community. In addition, he recommended that more attention be given to describing and explaining the "indeterminate" region on the scale between "likely to need remediation" and "likely to succeed in college." People will think of these reference points as cut scores. The indeterminate zone is the zone of minimal academic preparedness that the Board aims to identify, and more needs to be said about that portion of the NAEP scale. There is implied approbation on the part of the Board regarding these findings. The Board guards zealously against error in NAEP achievement levels setting. So, the Board must make it very clear that the technical and public reports are being accepted by the Board but that the findings reported as reference points do not represent cut scores in the same sense as achievement levels cut scores.

Ms. Weiser noted that she is very interested in knowing more about the "soft skills" that NAEP cannot measure. And, she would like to know more about the actual role of algebra II as a pre-requisite for career preparedness. There is current controversy in the state of Michigan regarding this requirement for students in high school.

Mr. Alonso summarized his concerns by contrasting reporting *judgments* versus reporting *correlations*. If we are reporting judgments, then he feels that the Governing Board needs much

more deliberation on the issues. If we are reporting correlations only, then there is much less for the Board to discuss. It seems to him that the Board is reporting a judgment because of the recommendation to use different probabilities for reading and mathematics. This concerns him. It does not seem reasonable to report that more 12th graders are prepared for success in college based on their reading score than based on their math score.

Mr. Holliday affirmed the importance of soft skills to employers. He noted that Kentucky uses WorkKeys and industry certification data for career preparedness indicators. But, there are still no good measures of soft skills. He also noted that when he talked about the NAEP results to the other Chief State School Officers, not many seemed interested in having another measure of academic preparedness.

Anitere Flores stated that she did not know if we needed a new measure, but she did find it reassuring to note that the Florida data were consistent with the national data. The NAEP preparedness findings seemed to match reality and she thought it was positive to find such alignment of results.

Mr. Alukonis stated that he would send a report to Ms. Orr to be distributed to all members. The report is from the Federal Reserve Bank of Boston and it is relevant to the issues discussed today.

Mr. Fabrizio noted that the joint session had already lasted longer than scheduled, and he suggested that the joint session be adjourned so that the two committees could resume deliberations separately.

The joint meeting of COSDAM and the R&D Committee ended at 11:10 AM.

COSDAM Session
COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.
Governing Board Staff: Cornelia Orr, Susan Loomis, and Ray Fields
Other Attendees: ETS: Andreas Oranje. HumRRO: Lauress Wise. Measured Progress: Luz Bay. Senator Van de Puttee's Office: Amber Hausenfluck. Westat: Keith Rust.

Trial Urban District Assessment Policy: Ray Fields had prepared a document with suggested changes to the Trial Urban District Assessment (TUDA) policy for clarification of the eligibility criteria and procedures for applying for participation in the program. The recommendations were generally to add more detail to the procedures for districts to apply for participation to represent more accurately the actual procedures being followed. The modification to eligibility requirements adds two districts to the eligible list. Mr. Fields noted that these changes would not impact the assessments at all. And, he noted that the impact of adding districts, should the eligibility for participation be modified, would not impact actual participation until the 2015 NAEP assessment cycle.

John Eason thanked Mr. Fields for bringing this issue to the attention of the Governing Board. He asked about the provision for perpetual inclusion of districts, once they are eligible and opt to

participate in TUDA. What happens if the district enrollments drop to levels that do not support assessments in three subjects? Why is that an important criterion?
Mr. Fields noted that it is more cost efficient to be able to assess students in the three subjects that are administered in a single assessment cycle. Cornelia Orr explained that the booklets are packaged to be distributed to students in a classroom setting such that the three assessments are "spiraled" across students in the class. Having to package assessments differently and administer them differently requires more resources and more costs.

Susan Loomis noted that there was concern for maintaining flexibility when the policies were first developed by COSDAM. The committee wanted to assure that there be flexibility to avoid "expelling" districts due to short-term fluctuations in student enrollments or demographic composition. If the changes are long term, however, then perhaps some other action would be needed.

Mr. Fields noted that if long-term changes were the case, NCES would probably address the issue directly with the district. He also stated that the policy could be modified further to provide some specific rules regarding this potential. Leticia van de Putte stated that the eligibility requirements are quite clear and seem to cover the issue well. She recommended against further specificity regarding potential changes that would lead to ineligibility. Jim Popham agreed with that recommendation.

There was no need for action on the TUDA policy at this meeting. The proposed changes will be brought back to COSDAM and the Governing Board again at the August 2012 meeting for further consideration and action.

Future Topics for COSDAM
Mr. Fabrizio then asked COSDAM for recommendations regarding issues or topics that they would like to have presented for discussion at future meetings.

Mr. Popham again recommended that sensitivity to instruction on the part of the NAEP be an issue for COSDAM discussion.

Ms. van de Putte stated that she hoped the presentation to the Board (later in the day) on demographics and education would be of interest to everyone, and that related issues might be discussed by COSDAM in the future.

CLOSED SESSION 11:25 a.m. – 12:25 p.m.
COSDAM Attendees: Lou Fabrizio (Chair), John Q. Easton (*Ex officio* member of the Governing Board and Director of the Institute of Education Sciences), Terry Holliday, Jim Popham, Leticia Van de Putte, and Fielding Rolston.
Governing Board Staff: Susan Loomis
Other Attendees: AIR: George Bohrnstedt. ETS: Andreas Oranje. HumRRO: Lauress Wise. Measured Progress: Luz Bay. Westat: Keith Rust.

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 May 18, 2012 from

11:25 a.m. to 12:25 p.m. in order to review and discuss reports including secure data and results of research conducted to expand the measurement precision of NAEP and research conducted to set achievement levels cut scores for the National Assessment of Educational Progress in writing.

Studies to Expand NAEP Measurement Precision

Andreas Oranje of ETS provided a presentation on two research programs to expand NAEP measurement precision. First, he reported on the Mathematics Computer Based Study (MCBS) which is a multi-stage computer adaptive assessment of grade 8 mathematics. Next he reported on the Knowledge and Skills Appropriate (KASA) study that was developed to address the precision of measurement—especially at the lower ranges of the scale.

The MCBS used an experimental design. The results of the MCBS showed that there was no bias introduced in average scores and that measurement precision was generally increased from a minimum of 10% to over 30% at the individual level. Measurement error is generally lower with adaptive tests, especially at the higher and lower ends of the distribution tails. The adaptive test results in an overall better measure.

Mr. Oranje noted that the items used in this study were taken directly from current NAEP items and not designed for an adaptive test. The results of the study would likely have been even more positive had the items been developed specifically for the purpose.

Jim Popham asked about the number of items in the two stages and how that was determined. He asked for clarification on how the adaptive blocks were made to be representative of the framework. John Easton noted that this issue related not only to the content areas but to the representation of constructed response and multiple choice items.

Mr. Oranje responded that the content was proportionally represented across the blocks administered to individual students. However, in order to have immediate scoring of responses to the router blocks, it was necessary to have only multiple choice items included in that first stage of the adaptive testing. In the future, it will be necessary to use artificial intelligence scoring engines so that constructed response items can be included in the first stage/router blocks.

Leticia van de Putte noted that Texas had brought in gaming experts to advise the state on development of adaptive tests. The experts provided valuable information about the minimal number of items, time, and so forth that would be needed for reliable measures. Mr. Oranje confirmed that gaming expertise is an important part of the design of adaptive tests.

The multi-stage routing seemed to work well. Future research will need to focus on analysis of the student data to gather more information about engagement and performance in the adaptive setting. And, future research will focus on statistical targets, especially those related to performance at the lower end of the NAEP scale.

This discussion provided a perfect segue to the next research report on the KASA study, which was specifically designed to provide reliable measures of lower performance. For the KASA study, the distribution of item complexity was modified. The operational mathematics NAEP includes 25% high complexity, 50% medium complexity, and 25% low complexity items. For

KASA, there were no high complexity items, 30% medium complexity, and 70% low complexity.

Overall, the study results seemed positive. The KASA items yielded higher average performance and lower non-response rates for students; the data fit the scaling mode; and measurement precision was improved for students in the Puerto Rico sample.

Mr. Orange cautioned, however, that the results using KASA items need to be evaluated over time. Replication of the study in 2013 is recommended so that evaluation of data in comparison to 2011 results can be completed before 2011 results are reported.

The Committee was very impressed with the research and asked Mr. Oranje to provide more information about these research studies at a future meeting.

Achievement Levels for 2011 Writing NAEP at Grades 8 and 12

The Committee has been briefed at each meeting since the writing achievement levels setting contract was awarded to Measured Progress in September 2010. Luz Bay had provided a complete review of the results of studies at the March 2012 meeting, and she provided a brief review of the process and results to the Committee at this May 18, 2012 session. Committee members had an opportunity to ask questions in preparation for their action on the achievement levels for writing.

The closed session adjourned at 12:25 PM.

OPEN SESSION 12:25 – 12:30 PM
ACTION

The COSDAM meeting was opened at 12:25 p.m. at which time Mr. Fabrizio asked for a motion to approve the achievement levels cut scores, descriptions of each level, and exemplar performances for reporting the 2011 writing NAEP for grades 8 and 12.

Rolston Fielding moved, and Leticia van de Putte seconded, the following motion:

> The Committee on Standards, Design, and Methodology approves the achievement levels descriptions, cut scores and exemplar performance at each level for reporting the results of the writing NAEP for grades 8 and 12 starting with the Nation's Report Card for 2011.

The Committee unanimously approved the motion, and will recommend approval to the full Board on Saturday, May 19, 2012.

The May 2012 meeting of COSDAM was adjourned at 12:30 PM.

I certify the accuracy of this report.

Louis M. Fabrizio

6/11/2012

Lou Fabrizio, Chair

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of May 18, 2012

Attendees: Committee Members – Chair Eileen Weiser, Andres Alonso, David Alukonis, Anitere Flores, Tom Luna, Sonny Perdue, and Mary Frances Taymans,; Governing Board Staff – Executive Director Cornelia Orr, Larry Feinberg, and Stephaan Harris; NCES – Commissioner Jack Buckley, Associate Commissioner Peggy Carr, Arnold Goldstein, Holly Spurlock, and Brenda Wolff; CCSSO-NAGB Task Force – Lisa Cordeiro (WV); ETS – Donnell Butler and John Mazzeo; Reingold – Amy Buckley and Valerie Marrapoeli; HagerSharp – Lisa Jacques and Debra Silimeo; HUMRRO – Steve Sellman; AIR – Cadelle Hemphill; Westat – Dianne Walsh; Optimal Solutions – Mark Partridge; Widmeyer Communications – Jason Smith; Vangent – Steve Gorman; MetaMetrics – Heather Koons

1. Reporting on 12th Grade Preparedness

The Reporting and Dissemination Committee met jointly with the Committee on Standards, Design, and Methodology (COSDAM) to discuss staff recommendations for reference points on the NAEP scale for reporting the college and job training preparedness of 12th graders. A summary of the joint meeting is included in the COSDAM report.

2. Review of Recent NAEP Release: Science 2011

Stephaan Harris, of the Governing Board staff, summarized the May 10 webinar release NAEP 2011 Science Report Card. Panelists were Board member Hector Ibarra, NCES Commissioner Jack Buckley, and Siemens Foundation president Jennifer Harper-Taylor. About 215 people participated online, nearly double the in-person and webcast audience for the Science 2009 TUDA release.

Amy Buckley, of Reingold Communications, reported that there had been considerable coverage in both traditional and social media even though the report included results only for eighth grade and with only one previous data point, 2009. More than 40 stories appeared in more than 700 outlets nationwide. On the day of release there were 754 mentions in social media, the highest since the 2011 NAEP Math and Reading release. Fifty reporters signed up for embargoed access to the report; 25 reporters took part in the May 9 pre-release media call.

3. Projected Schedule for Future NAEP Reports

Arnold Goldstein, of the NCES staff, provided the Committee with a list of NAEP reports scheduled for 2012 release. They include the 2009 Science Hands-on Tasks (HOTs) and Interactive Computer Tasks (ICTs) and 2011 National Indian Education

Study in June; 2005 Math Course Content Analysis in June or July; 2011 Writing Report Card in August; 2011 Reading Vocabulary in September; Mega-States with 2011 data in October; and the Linking Study of Trends in Mathematics and Science (TIMSS) 2011 and NAEP Grade 8 Math and Science in December.

The Committee discussed releasing same-subject reports together even if they are for different years or topics, such as the NAEP Science 2011 and the HOTs/ICTs reports, to minimize the number of releases in busy years and to relate the findings for better public understanding. This will be considered for the future, including, for example, release of the TIMSS-NAEP linking study on the same day as the international TIMSS results.

Peggy Carr, of NCES, said the Mega-States report for the five most populous states will have 2011 data for reading and mathematics, but would not include science.

4. Release Plan for NAEP 2011 Writing Report Card

Stephaan Harris reviewed the release plan for the 2011 NAEP Writing Report Card scheduled for August 2012. It will be released via webinar with a Congressional briefing or mailing of the report in advance; embargoed access for media and CCSSO and NGA; and a post-release stakeholder event. The NAGB web site will have an interactive release page with statements, the press release, other explanatory materials, and audio/visual components.

ACTION: The Committee voted unanimously to recommend approval by the Governing Board of the release plan for the 2011 NAEP Writing Report Card, as appended in Attachment A to this report.

5. Follow-up on Expert Panel Report on NAEP Background Questions

The Governing Board convened an Expert Panel last fall to recommend improvements in the NAEP background questions and to make better use of existing questions in reports on education issues of interest to policy-makers and the public.

The panel was headed by Marshall (Mike) Smith, former U.S. Under Secretary of Education and former dean of the Stanford University School of Education. Smith presented the panel report, *NAEP Background Questions: An Underused National Resource*, at the Board meeting in New Orleans in March. Its key recommendation was that NAEP should make much greater use of background data in its reports, and should provide information on the context for achievement rather than only achievement results.

Staff solicited public comment on the report from interested individuals, education groups, and policy makers through e-mail notices and two national webinars. The briefing materials for the meeting include the 24 written comments received. The webinars elicited only limited participation and response. Comments were divided. They ranged from cautions on misusing NAEP to show causal relationships or the appearance

of giving PISA-like policy advice, to support for special NAEP reports on issues and topics of public interest. The responses have not been fully analyzed by staff.

Holly Spurlock reviewed the detailed written response from NCES. The center expressed support for many of the proposed technical changes to improve validity and reliability but cautioned against putting NAEP in the middle of policy disputes. NCES is also concerned that extending the time for student responses might decrease participation, and that splitting samples and rotating questions over time could reduce the amount of reportable data.

NCES staff said the student questionnaire planned for the new assessment of technology and engineering literacy (TEL) in 2014 contains a number of questions on activities outside of school that may contribute to student achievement. The Committee asked that these be analyzed as a possible model for background questions in other subjects.

The Committee also discussed the expert panel's recommendation that the Governing Board establish a new standing committee specifically for background questions and related issues instead of the current division of responsibilities between the Assessment Development Committee and the Reporting and Dissemination Committee. Members questioned how a new committee would fit into the Board's structure and workload, and whether members would have sufficient time and expertise for the work.

By early July, the Committee wishes to receive staff recommendations on which parts of the expert panel report should be accepted, modified, or rejected so that the Board may move ahead with action at its meeting in August 2013.

6. Focused NAEP Reports

The Committee discussed topics and plans for focused NAEP reports. These could center on background variables, such as school resources or learning outside-of-school, or achievement results for one particular group of schools or students with supporting background data. More than a dozen such reports were issued in the 1990s, but they have been curtailed in recent years. The Committee felt focused reports could provide a cost-effective way to increase the useful dissemination of the data NAEP already collects.

The Committee received a list from NCES of seven focused reports planned over the next two years, including three added since the March meeting. They include: gender gaps in different NAEP subjects across the curriculum (similar to the reports issued earlier on black-white achievement gaps and the gaps between white and Hispanic students); black male students; and an update of the 2003 private school report.

The staff will seek additional input on topics and priorities for focused NAEP reports. The Committee will discuss these issues and make recommendations to the Board in August.

7. Review of NAEP 2013 Core Background Questions for Schools and Charter School Supplement

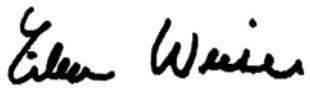
The Committee continued its two-year review of background questions for the 2013 National Assessment, including core questions for all schools in NAEP's national, state, and urban district samples and a supplement for charter schools. Student and teacher core background questions in the 2013 NAEP were approved at a teleconference on April 26, 2013; a memorandum on this review is included in the briefing materials. At this point, the only action the Committee can take is deletion of questions, not revision, because there is no time for needed field testing before the operational assessment.

The Committee recommended future revision of the question for students on household composition, adding grandmother to the choices presented of persons in the student's home and possibly dropping "legal guardian" for better student understanding. The Committee also asked for more clarity in future questions about the legal status of charter schools

.

After further discussion, the Committee voted unanimously to recommend Governing Board approval of all the proposed core background questions for schools and the charter school supplement for administration in the 2013 NAEP.

I certify the accuracy of these minutes.



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Eileen Weiser, Chair Date

Attachment A

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR
NAEP WRITING 2011 REPORT

The Nation's Report Card in Writing 2011

The Nation's Report Card in Writing 2011 will be released to the general public during August 2012. Following review and approval of the report's results, the release will be conducted as an online webinar. The release event will include a data presentation by the Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and a writer or writing educator. Full accompanying data will be posted on the Internet at the scheduled time of release.

This Report Card is the first National Assessment of Educational Progress (NAEP) assessment to be completely computer-based and presents results from a representative sample of about 24,100 8^{th} graders and 28,100 12^{th} graders at the national level. Results will be reported in terms of scale scores and percentages of students at or above newly-developed NAEP achievement levels. In addition to overall results for students nationwide, the report will include data for various demographic groups and public and private schools. Information about the new Writing Framework will be included, along with examples of questions and student responses. Because the framework and testing method have changed, no trend data will be available

DATE OF RELEASE

The release event for the media and the public will occur in August 2012. The exact date will be determined by the Chair of the Reporting and Dissemination Committee in accordance with Board policy, following acceptance of the final report.

EVENT FORMAT

- Introductions and opening statement by a member of the National Assessment Governing Board
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member and a writer or writing educator.
- Questions from members of the press and then the general audience
- Program will last approximately 60 minutes
- Event will be broadcast live over the Internet, and viewers will be able to submit questions electronically for panelists. An archived version of the webinar, with closed captioning, will be posted on the Governing Board website.

EMBARGOED ACTIVITIES BEFORE RELEASE

In the days preceding the release, the Governing Board and NCES will offer embargoed briefings or mailings to U.S. Congressional staff in Washington, DC. Representatives of governors, state education agencies, and appropriate media will have access to a special website with embargoed data after signing the Governing Board's embargo agreement.

REPORT RELEASE

The Commissioner of Education Statistics will publicly release the report at the NAEP website–http://nationsreportcard.gov–at the scheduled time of the release event. An online copy of the report, along with data tools, questions, and other resources, will be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, the Governing Board press release, publications and related materials will be posted on the Board's web site at www.nagb.org. The Board site will also feature links to social networking sites, key graphics, and audio and/or video material related to the event.

ACTIVITIES AFTER THE RELEASE

The Governing Board's communications contractor, Reingold-Ogilvy, will work with Board staff to coordinate an in-person or online event designed to extend the life of the NAEP Writing results by featuring current topics that would be of great interest and relevance to stakeholders. The event would be designed for organizations, officials, and individuals in the fields of education and policy who have an interest in student writing and assessment.

National Assessment Governing Board

Nominations Committee
(Closed Session)

Report of May 19, 2012

Attendees: David Alukonis (Chair), Alan Friedman, Doris Hicks, Hector Ibarra, Susan Pimentel, Mary Frances Taymans, Eileen Weiser; Board Staff – Mary Crovo, Cornelia Orr.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on May 19, 2012 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair, David Alukonis, called the meeting to order and reviewed the agenda.

Deputy Executive Director, Mary Crovo, reported that letters and resumes of finalists for five Board positions were delivered to the Secretary's senior staff in April 2012, following Board action at the March 2012 meeting. In addition, a letter was delivered from the National Governors Association on the organization's recommendation for the Governor (Republican) position. The six Board openings for terms beginning on October 1, 2012 are as follows:

1. General Public Representative
2. Local School Board Member
3. Non-Public School Administrator or Policymaker
4. State Legislator (Republican)
5. Testing and Measurement Expert
6. Governor (Republican)

It is anticipated that Secretary Duncan will make a public announcement of new Board members in late summer or early fall of 2012.

The Committee then discussed plans to seek nominations for terms beginning in October 2013. The process will begin in mid-August 2012. The five Board openings for next year are: testing and measurement expert, elementary school principal, state legislator (Democrat), and two general public representatives. Nominations Committee members recommended additional groups to add to the mailing list to increase outreach, particularly for the general public positions. The Committee also recommended that new members of the Nominations Committee be appointed in August 2012 to allow time for those individuals to become familiar with the nominations process early in the cycle, since four long-term Nominations Committee members will be leaving the Board at the end of September 2012.

I certify the accuracy of these minutes.

5/31/2012

David Alukonis, Chair — Date

National Assessment Governing Board

Partially Closed Session

Report of May 18, 2012

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on May 18, 2012 from 12:30 p.m. to 2:00 p.m. to receive a briefing on the following items:

- 2011 NAEP Writing Assessment
- Demonstration of Computer-Based Writing Assessment
- Writing Achievement Levels for Grades 8 and 12

2011 NAEP Writing Assessment

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Computer-Based Assessment.

Demonstration of Computer Based Writing Assessment

Ms. Holly Spurlock provided demonstration of the computer-based writing assessment. She described the three purposes of writing:

(1) To persuade the reader;
(2) To explain by expanding the reader's understanding; and
(3) To convey experience, real or imagined.

Ms. Spurlock described the design of the assessment and reported on the time allocations for assessment administration. She provided the distribution of the four types of prompts—text, visual, audio, and video, and highlighted the components of the writing assessment. Ms. Spurlock demonstrated a prompt via animation of a student experience. She described the various elements of the assessment administration.

Hilary Persky, ETS, provided a briefing on secure NAEP writing tasks and student responses. She noted that the tasks provided opportunities for writing to various audiences and took advantage of video and audio technology. Ms. Persky illustrated example questions and responses at Grade 8 (to persuade) and provided two examples at Grade 12 (to convey and to explain).

Board members engaged in a question and answer session on the briefing.

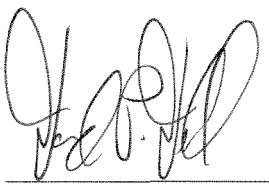
2011 NAEP Writing Achievement Levels at Grades 8 and 12

Lou Fabrizio, Chair, Committee on Standards, Design and Methodology, provided an overview of the 2011 NAEP Writing Achievement Levels and discussed the timeline which began in September 2010. He noted that the Board will be requested to take final action of the writing achievement levels at the Saturday, May 19, 2012 session of the Board meeting.

Susan Loomis, Governing Board staff provided an overview of the achievement level setting process at grades 8 and 12. She explained the various components of the ALS process and noted that for the first time, the process was totally computerized. This greatly increased the efficiency of the ALS process.

Ms. Luz Bay, Measured Progress demonstrated the software used by panelists in the achievement level setting process.

I certify the accuracy of these minutes.



David Driscoll, Chairman

5/19/12

Date