**National Assessment Governing Board**

**Meeting of August 2-3, 2013**

**Baltimore, MD**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

## National Assessment Governing Board Members Attending

David Driscoll, Chair
Susan Pimentel, Vice Chair
Andrés Alonso
Lou Fabrizio
Anitere Flores
Alan Friedman
Rebecca Gagnon
Shannon Garrison
Doris Hicks
Terry Holliday
Brent Houston
Hector Ibarra
Tom Luna
Terry Mazany
Tonya Miles
Dale Nowlin
Joseph O'Keefe, S.J.
W. James Popham
B. Fielding Rolston
Cary Sneider
John Easton, Ex-Officio

## National Assessment Governing Board Members Not Attending

Andrew Ho
Leticia Van de Putte

## National Assessment Governing Board Staff

Cornelia Orr, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair

Dora Drumgold
Larry Feinberg
Ray Fields
Stephaan Harris
Munira Mwalimu
Tisha Phillips
Tessa Regis
Sharyn Rosenberg
Angela Scott

## Attending Speakers

James Deaton, National Center for Education Statistics (NCES)
Tisha Edwards, Interim CEO, Baltimore City Public Schools
Jeff Nellhaus, Director, PARCC Assessment Consortium
Joe Willhoft, Executive Director, Smarter Balanced Assessment Consortium

## National Center for Education Statistics Staff

Jack Buckley, Commissioner
Peggy Carr, Associate Commissioner
Patricia Etienne
Elvira Germino Hausken
Angela Glymph
Ebony Walton
Bill Ward
Grady Wilburn

## American Institutes for Research (AIR) Staff

Victor Bandeira de Mello
George Bohrnstedt
Brittany Cunningham
Kim Gattis
Cadelle Hemphill
Sami Kitmitto
Teresa Neidorf
Fran Stancavage
Young Ye Kim

## CRP, Inc.

Billy Austin
Shamai Carter
Sondra Gaines
Roger Morrell
Carolyn Rudd

Sheila Wise
Edward Wofford

**Educational Testing Service (ETS) Staff**

Jay Campbell
Shu-Kang Chen
Amy Dresher
Andrew Latham
Steve Lazer
Andreas Oranje
Greg Vafis
Lisa Ward

**Fulcrum IT**

Gregory Anderson
Saira Brenner
Jud Cole

**Hager Sharp**

Joanne Lim
Debra Silimeo
Lauren Werner

**Human Resources Research Organization (HumRRO)**

Sunny Becker
Sheila Schultz
Steve Sellman

**Optimal Solutions Group**

Sadaf Asrar
Yvette Clinton
Craig Streit

**Pearson Educational Measurement**

Connie Smith
Brad Thayer

**Reingold**

Amy Buckley
Valerie Marrapodi
Vipul Tripathi

**Westat**

Chris Averett
Keith Rust
Dianne Walsh

**Widmeyer Communications**

Jason Smith

**Other Attendees**

Ed Metz, U.S. Department of Education
Nathan Olson, Washington State Office of Superintendent of Public Instruction (representing the NAGB/Council of Chief State School Officers Policy Task Force)
Tanyelle Richardson, U.S. Department of Education
Pat Roschewski, Data Recognition Corporation
Sarah Sparks, Education Week

**Call to Order**

The August 2, 2013 session of the National Assessment Governing Board was called to order by Chairman Driscoll at 8:33 a.m.

**Welcome Remarks**

Mr. Driscoll announced that Lillian Lowery, Maryland State Superintendent of Schools was scheduled to address the Board, but could not attend due to flight delays. Tisha Edwards, Interim CEO of Baltimore City Public Schools, will provide welcome remarks this morning.

Board member Andrés Alonso welcomed Board members to Baltimore. Mr. Alonso provided a brief overview of the status of education in the state of Maryland. He noted that the Maryland education system has received national recognition for its reform efforts over the past few years. He credits the gains to an enormous effort by Maryland leaders to invest in education beginning in 2003.

Mr. Alonso remarked that a lawsuit initiated in Baltimore City led to the passing of legislation that changed the funding formula, which resulted in increased funding for Maryland schools. While many districts were adversely affected by the economic downturn and reduced budgets,

Maryland was able to implement standards-based reforms introduced a decade earlier. The expansion of early childhood education was a hallmark of the reform initiative.

Mr. Alonso reported that Maryland has raised educational standards and realized gains in test scores but achievement gaps still persist, particularly among low income students in impoverished areas such as Baltimore City. Counties across the state are experiencing similar challenges due to the shift in population demographics. Mr. Alonso remarked that the current discussion on education reform centers on the challenges of evaluation and transitioning to the new Common Core assessments.


## Welcome Remarks

Tisha Edwards, Interim CEO of Baltimore City Public Schools, provided an update on the status of education in the city.

Ms. Edwards said that her team is excited about the work that lies ahead for Baltimore City Public Schools. She commented that Andrés Alonso created a wonderful blueprint for achieving higher standards and setting higher expectations for the children in an urban community that has historically not done well.

Baltimore has adopted the Common Core State Standards and expects the transition to be challenging. Ms. Edwards stated that the Maryland State Assessment results showed a slight decline for the first time in many years. This further complicates the work because it shakes the public's confidence in embracing the new assessments when there are no indicators available that provide a benchmark of whether the state is moving in the right direction. These issues make it difficult to tell the story of student achievement while transitioning to align with new standards.

Ms. Edwards stated that raising the capacity of the city's teachers and school leaders to implement the Common Core State Standards is one of the biggest challenges faced by the city. She highlighted key factors that place the city in a good position to rapidly and effectively implement the standards:

1. Engaging leaders in early discussions of moving to a standards-based education and adopting the Common Core States Standards.
2. Using professional development days set aside on the regular academic calendar to bring educators together to create quality professional experiences over a three-year period.
3. Moving from a system of paying stipends for professional development to an alternative compensation model, which creates a willingness of teachers to give their time outside of the classroom.
4. The ability to assemble a high-caliber professional central office staff.

Board members engaged in a discussion following the presentation.

*The remarks of Ms. Edwards are presented as scheduled on the agenda; however, they were actually delivered after Ms. Orr's report because traffic delayed her arrival.*

## Approval of August 2013 Agenda and the May 2013 Board Meeting Minutes

Chairman David Driscoll reviewed the August 2-3, 2013 Board meeting agenda and requested a motion for approval. Joseph O'Keefe moved for Board approval. The motion was seconded by Terry Mazany and passed unanimously.

Mr. Driscoll noted that the May 2013 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 meeting minutes. The motion was seconded by Shannon Garrison and passed unanimously.

## Chairman's Report

## Mr. Driscoll provided the following updates:

- Blair Taylor has resigned his position on the Board due to increased responsibilities in his new role at Starbucks Corporation. A copy of his resignation letter was circulated to Board members.

- Secretary Arne Duncan issued a news release announcing members appointed to the Governing Board. Lucille Davy, former attorney, professor, Commissioner of Education in New Jersey and parent leader who currently works as a policy consultant in New Jersey has been appointed as a new general public member. Four incumbent members were reappointed to serve a second term—Doris Hicks, Tonya Miles, Jim Popham, and Leticia Van de Putte.

- The Board has received a letter from Michael Cohen, President of Achieve, raising issues about comparisons of NAEP writing, reading and mathematics and the Common Core State Standards. Mr. Driscoll has referred the letter to the Assessment Development Committee for review.

- The Board has received a letter from Malbert Smith, President of MetaMetrics, along with an article that will be published in an upcoming issue of Education Week. In the article, Mr. Smith highlights results from a Confidence in Public Institutions Gallup Poll survey that indicate a lack of confidence in our public education system. He noted that the public perception is not consistent with the reality of NAEP data which shows improved student performance. The article included charts with NAEP data on the Long Term Trend assessments in reading and mathematics, data for students receiving free and reduced priced lunch, dropout rates, and U.S. student performance on PIRLS and TIMSS. Mr. Driscoll remarked that this information shows why NAEP is an important measure of student performance and achievement. He added that the best way to combat the perception is to keep telling the truth.

- Mr. Driscoll thanked outgoing Board member Alan Friedman for his tremendous contribution to the Board's work during his two terms, particularly his work on the

Technology and Engineering Literacy Assessment (TEL), which will impact generations to come.

Mr. Driscoll indicated that next year will be critical for NAEP to remain the independent verifier of student achievement in the country. The two Common Core assessment consortia will set standards and their credibility may be questioned if results do not mirror NAEP findings. Many states are opting out of the Common Core State Assessment Consortia, but they have an obligation to set their own high standards.

Mr. Driscoll outlined his priorities for the last year of his term, which expires in August 2014:

1. Focus on setting higher standards;
2. Continue the parent engagement initiative;
3. Increase assessment literacy.

Mr. Driscoll added that the Board's work on 12th grade preparedness is a good step in the right direction and will provide another indicator of whether students are prepared for college or the workforce.

Mr. Driscoll announced that the Board's Parent Engagement Summit will be held in January 2014. Parent leaders will have an opportunity to become familiar with NAEP data and learn how to use NAEP tools to help raise student achievement in their communities.

## Executive Director's Report

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

- The Governing Board has filled two vacancies—Tisha Phillips joined the Board in March 2013 as a Contract Specialist and Sharyn Rosenberg was hired in July 2013 as Assistant Director for Psychometrics.

- The Governing Board is nearing completion of two contract procurements—one for website maintenance and enhancement, and the second for communication and dissemination services.

- Future procurements planned include data sharing agreements with states for preparedness research and a contract for setting achievement levels on the Technology and Engineering Literacy assessment.

- The *2012 NAEP Long Term Trend* report was released via webinar on June 27, 2013. The report attracted the largest participation of any webinar release. Board member Brent Houston served on the panel with Jack Buckley, NCES Commissioner, and Kati Haycock, President of the Education Trust.

- Chairman Driscoll issued a statement in June on tough budget decisions for NAEP. The decision to cut the budget for civics, geography and U.S. history in grades 4 and 12 received pushback in the press.

- A webinar was held on July 29 and 30 for Board members to explain how the NAEP budget works to prepare members for upcoming decisions on the NAEP schedule of assessments.

- The Board has been busy since the last quarterly meeting receiving input and feedback on the 12th grade preparedness research work. Outreach activities included:
  - 12th Grade Commission Symposium in Washington, DC on July 9;
  - CCSSO's Chiefs Summer Institute on July 21;
  - Desk side briefings with policy groups/principals, congressional staff, and the editorial staff at Education Week.

Upcoming NAEP Releases:

- *NAEP-TIMSS Linking Study* – The highlights report will be released in September. The technical report will follow in December 2013.

- *2013 Reading and Mathematics Grades 4 and 8* – The national and state data will be released in October 2013.

- *2013 Reading and Mathematics Grades 4 and 8* – Trial Urban District Assessment (TUDA) reports will be released in December 2013.

- *2013 Reading and Mathematics Grade 12* – national and state reports will be released in April 2014.

Ms. Orr provided an overview of the planned committee work at the August Board meeting.


**National Center for Education Statistics (NCES) Update**

Jack Buckley, NCES Commissioner, commented on the letter Malbert Smith sent to Chairman Driscoll. He stated that the letter speaks directly to recent changes NCES has made to the Condition of Education Report, an annual report of education indicators. Mr. Buckley stated that Dr. Smith highlights some of the difficulties in trying to produce indicators. He agreed that the point of the letter is to juxtapose declining public school confidence with long-term increases in performance, but it is important to understand the context of the charts.

Mr. Buckley provided an overview of the changes made to the Condition of Education Report and he outlined how indicators are determined. This topic was prompted by discussions that took place at the Board's Ad Hoc Background Information Committee meeting on Thursday. Alan Ginsburg presented some of his recent research with Mike Smith and others and advocated strongly that NAEP mine the contextual background or survey data for more indicators. Mr.

Buckley reported that he has met with Alan Ginsberg and Mike Smith and has had similar discussions, but wanted to put the discussions in a broader context.

Mr. Buckley stated that the first federal role in education dates back to 1867 when Henry Barnard was tasked with reporting the condition of education annually to Congress. He added that the role has been maintained throughout all subsequent legislation. Mr. Buckley compared the early reports to those of today. In 1875, reports were printed on paper and distributed. They were larger in volume with more indicators. Over the last several years NCES has worked to change the format and modernize the presentation of these indicators. In 2012, reports were available for the first time in a variety of electronic formats including e-book, on-demand printing, and via a mobile web site.

NCES released four spotlight reports produced as videos which focus on special topics. Future reports will be pared down with fewer indicators to include categories such as population characteristics, participation, elementary, secondary, and post-secondary and graduation and drop-out rates.

NCES is looking across high-quality data sources to determine what is important enough to be included as a primary indicator and identify data sources. Mr. Buckley said there are two new major sources that are very important—EdFacts and the Civil Rights Data collection. Both sources will provide interesting statistics and a better picture of where the nation's students stand. He added that NCES is very interested in looking to see if there are any data that are sufficiently reliable, stable and valid in NAEP's contextual questionnaires.


**Institute for Education Sciences (IES) Update**

John Easton, IES Director, provided a briefing on the Small Business Innovation Research Program, a government wide program in effect since 1982, though not widely known. Eleven federal agencies participate in the program and provide approximately $2 billion a year in funding to for-profit small businesses for research and development of innovative technological solutions that address national needs of students, schools and teachers to improve learning and efficiency. Funding includes research for infants and toddlers.

The research program provides two types of awards:
- Phase I: These are short term, 6 month awards up to $150,000 to determine feasibility of the proposed effort. A Fast Track Award is also available for those who submit a very promising proposal. The full award of $1 million is made at one time.
- Phase 2: Successful awardees of Phase I compete for awards up to $900,000.

Mr. Easton reported that since 2005, 19 awards have been made, and 13 of those have been commercially successful.

Mr. Easton shared a video demonstration of two awarded grants. He noted that research studies from these products have appeared in prestigious journals, and IES has received much positive feedback. Grantees are encouraged to continue their research and development and apply to IES for regular research grants, which are also funded by NSF, NIH, and private foundations.

Mr. Easton introduced the Research Center's Program Officer, Ed Metz, and provided the program URL for additional information and demonstration videos on the web.
http://ies.ed.gov/sbir/videos.asp

**Recess for Committee Meetings**

The August 2, 2013 session of the Board meeting recessed at 9:54 a.m. to permit the Board's standing committees to meet.

**Meeting Reconvened**

**Closed Session**

**Briefing and Discussion: 2013 NAEP Reading and Mathematics Results for Grades 4 and 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 August 2, 2013 from 12:45 p.m. to 1:45 p.m. to receive a briefing on the 2013 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Cards.

Peggy Carr, Associate Commissioner, NCES, provided an embargoed briefing on results from the NAEP 2013 Reading and Mathematics NAEP assessments. She noted that these results must be reported within six months of data collection. The assessments took place between January and March 2013.

Ms. Carr described key features of the Reading and Mathematics assessments. She reported that the assessments were administered to national samples of 377,000 4th graders and 342,000 8th graders. Results will be available for the nation, 50 states, the District of Columbia and the Department of Defense school system. Results from the Trial Urban District Assessments (TUDAs) will become available at a later date. Performance is reported in terms of average scale scores and achievement levels—Basic, Proficient, and Advanced.

Ms. Carr provided highlights of the reading and mathematics results for the nation and states. She described changes in scale scores from prior assessments and presented data by achievement levels. Ms. Carr depicted changes in average scores from the earliest assessment year and from 2011 to 2013, and provided highlights of score point changes, as well as changes in the achievement level results.

Ms. Carr described the NAEP quality control procedures that NCES and NAEP contractors implement prior to releasing the results. These include examination of factors such as population shifts, policy changes, and sampling to ensure data accuracy. Ms. Carr noted that these analyses are not yet complete.

**Open Session**

The August 2, 2013 meeting met in open session at 2:01 p.m.


**Report of the Ad Hoc Committee on NAEP Background Information**

Terry Holliday, Chair, Ad Hoc Committee on NAEP Background Questions reported that Susan Pimentel will present the Committee's final report.

Ms. Pimentel stated that the Committee's charge was to examine use of background information and make recommendations on: 1) how to make better use of existing NAEP background questions; and 2) propose additional policy-relevant topics and questions that would be of value to the public.

Ms. Pimentel noted that the Committee includes Board members Terry Holliday, Chair, Doris Hicks, Andrew Ho, Brent Houston, Dale Nowlin, Joseph O'Keefe, S.J., Susan Pimentel and Leticia Van de Putte. The Committee met five times during the past year to review the Board's current Background Information Framework, brainstorm ideas, and receive feedback from a panel of experts and NCES staff on how to make better use of NAEP's rich data.

Ms. Pimentel outlined the Committee's recommendations:

1. Replace the phrase "background questions" with "contextual questions";
2. Revise the language in certain sections of the Background Information Framework;
3. Conduct an annual review of the issues related to contextual information via a joint meeting between the Assessment Development and Reporting and Dissemination Committees, with input from members of the Committee on Standards, Design and Methodology.

Ms. Pimentel encouraged Board members to review the proposed revisions to the Background Information Framework in preparation for Board action at the December 2013 Board meeting.

Board members engaged in a question and answer session following Ms. Pimentel's report.


**Question and Answer Session with Representatives of the Common Core State Assessment Consortia**

Cornelia Orr moderated a question and answer session with Jeff Nellhaus, Director, Partnership for Assessment Readiness for College and Careers (PARCC) and Joe Willhoft, Executive Director, Smarter Balanced Assessment Consortium (SBAC).

**Partnership for Assessment of Readiness for College and Careers (PARCC)**

Jeff Nellhaus provided an overview of the PARCC assessment design, outlined the components of the assessment program, highlighted the accomplishments of the past year, and discussed what lies ahead for 2014-2015.

Mr. Nellhaus reported on the major components of the PARCC assessment which include the following:

(1) The summative component constitutes the performance based end-of-year assessment and the speaking and listening assessment. All are mandatory and will be used for accountability and other purposes. The speaking and listening assessment will be phased in over the next several years and will eventually become part of the summative assessment after further research and trials.

(2) The diagnostic assessment and the mid-year assessments are optional and designed for teachers and educators to use throughout the school year to inform curriculum adjustments or to tailor instruction for students as needs are identified.

(3) The performance based end-of-year assessments will be administered about three-quarters into the school year. The English language arts assessment is comprised of three large tasks—a research simulation, a literary analysis, and a narrative writing task. Results will be reported as both scale scores and as an overall score or performance level.

(4) The mathematics performance-based assessment is comprised primarily of extended mathematics tasks that draw on both standards for content in the Common Core State Standards, and standards for practice, with a focus on standards for modeling and reasoning. The assessment will focus on conceptual understanding, procedural understanding, fluency, and applications.

Mr. Nellhaus provided an update on PARCC activities and progress, and outlined plans for 2013-2014. In early 2014, PARCC will begin preparing schools for field tests that will be administered in spring 2014.  The performance-based assessment will be administered between March 24 and April 11, and the end-of-year assessment will be administered between May 5 and June 5. Final technology specifications will be released in summer 2014 and results of the first operational assessment will be available in winter 2014-2015.

The objective of the field test is to try out items.  Fourteen states and the District of Columbia have committed to participate in the field test which includes nearly 11 million students across grades 3 through 11. The sample size will be approximately 1.35 million students.  The sample design is similar to NAEP and calls for sampling schools and classrooms within schools. PARCC will conduct field testing in both computer and paper-based modes.

**Smarter Balanced Assessment Consortium (SBAC)**

Joe Willhoft provided an update on the progress of three SBAC components:

(1) The summative assessment will be administered in the last 12 weeks of the school year.
(2) Formative resources include a digital library to give teachers year-round access to resources on student learning, and professional development tools to become more skilled in creating classroom-based assessments.
(3) Interim assessments, which are optional for use in evaluating student progress.

Mr. Willhoft highlighted progress made on test design and development. Item development for the interim and summative items is being conducted simultaneously. After several rounds of reviews, the item pool is parsed into two separate pools. A secure pool is used for the summative assessments and the remaining items are released for use on the interim assessments. The goal is to inform teachers about expectations for the summative assessments and provide information on what SBAC is asking students to demonstrate.

Mr. Willhoft added that the summative assessments have two components: performance tasks, which are similar to the PARCC assessment design; and non-performance tasks, which are computer adaptive. SBAC's end-of-year summative items are computer-adaptive. This design affords the opportunity to assess a broader range of skills across the Common Core. It also aids in achieving a more precise score, which is particularly important for growth modeling of individual students or groups of students. The summative assessments allow a "retake opportunity" for situations where the testing environment or situation yields invalidity or an unfair score.

Mr. Willhoft provided an update on project activities and milestones:

- Pilot testing using the SBAC test administration platform was completed in spring 2013.
- A practice test was released in May 2013. Accessibility and accommodations policies were finalized at a SBAC governance meeting in September 2013. Negotiations with UCLA CRESST for sustainability were concluded in October 2013.
- From March to June 2014, field tests will be administered using a random sampling approach so that every student will experience the full test blueprint. The reporting system will be completed in spring 2014; preliminary standard setting will be undertaken in summer 2014 together with the final confidentiality and privacy policy. The formative and interim tools will be ready in Fall 2014.
- The assessment system will be deployed in September 2014.

Board members engaged in a question and answer session with Mr. Nellhaus and Mr. Willhoft on the following three topics—inclusion and accommodations policies, technology based assessments, and survey questions, as summarized below:

**Inclusion/Accommodations Policies**

Cornelia Orr asked whether a draft inclusion policy was available. Both Mr. Nellhaus and Willhoft indicated that draft inclusion policies were available on their websites. Mr. Willhoft noted that there is a slight boundary between accommodations and modifications. Some issues are challenging such as the read aloud, use of calculators, and scribing. SBAC is conducting further research and is considering various perspectives from multiple stakeholders.

Ms. Orr indicated that this is a very important issue to the Board because the Governing Board continues the no read aloud accommodation policy for the NAEP reading assessments.

Mr. Nellhaus reported that PARCC has published a manual that permits a read aloud accommodation. Ms. Orr noted that it is of interest to the Board to know how PARCC plans to

restrict the flow of students who use the read aloud provision, as well as tackle potential state-by-state differences.

Mr. Nellhaus responded that PARCC is fully aware that this issue may evolve over time. The policies are stated in the Accommodations Manual and are subject to revision. PARCC is carefully looking into some of the accommodations issues as part of the research related to the field tests. PARCC plans to implement very strict monitoring of the policy with clear guidelines, as well as professional development and training on who should receive the accommodation.

Susan Pimentel noted that the policy states that the read aloud accommodation is meant for a very small number of students, but it does not seem to limit it in any way. Ms. Pimentel then raised several specific concerns related to the read aloud policy. First, both students with IEPs and students with 504 plans are included in the policy, which is a very broad category of students. Second, the decision on allowable accommodations will be made by local IEP and 504 plan teams with little or no accountability. Third, it appears the accommodated student scores will then be folded into all the scores of the students who have actually read the test and responded to it. Ms. Pimentel's concern is that the high stakes nature of these tests may be an incentive for IEP and 504 teams to label large numbers of students as struggling readers. Ms. Pimentel also noted NAEP's history with different states having different exclusion rates as an issue about which the consortia must be forthright.

Mr. Nellhaus responded that PARCC intends to continue the research on this issue for better understanding, and use a quantitative approach to identify these students.

Mr. Willhoft agreed with Ms. Pimentel's accurate observation and noted that this would add complexity to the test. With regard to comparability, it is likely that SBAC will be similar to PARCC, expanding the read aloud for students with 504 plans, and decisions would be entirely IEP-driven. Additionally, the accommodation will be required to be a part of the student's day-to-day instructional modality.

Alan Friedman commented that he is glad the consortia has an assessment for listening and speaking because these are important skills. He questioned whether the move from a reading assessment with an accommodation to an assessment of a significantly different construct should still be called an accommodation. He asked whether those scores are included in the school, district and state scores, or whether there is an alternative assessment with segregated data. Mr. Nellhaus replied that there is a fine line between an accommodation and a modification.

Mr. Willhoft added that SBAC faces the same issue with their listening test for deaf and sight impaired students. Signing and reading braille is how they access speech. The target is a very small proportion of students who truly have a decoding disability and their access to text is through a verbal channel, not a visual channel. SBAC is leaning toward a solution in which this will not be an available accommodation in the early grades because there may not be sufficient evidence to diagnose this disability in the early years. The question is at which grade level it comes into play.

**Technology-Based Assessments: Progress on technology planning for implementation**

Mr. Willhoft stated that SBAC has determined that it is not feasible to administer computer-based assessments in every school across the country.  One of the first efforts of SBAC was to issue a joint contract with PARCC to develop a readiness tool for schools to assess their status. Many schools are currently administering assessments online and assume they are ready.  However, based on the results of a survey the consortia has determined that not all schools are ready to administer computer-based tests.  An accurate assessment of a school's readiness will be determined through pilot testing. Unlike NAEP, the consortia will not provide computers for each student, to save on costs.  SBAC is working through many inherent challenges and the best solutions may not be identified until implementation.

Mr. Nellhaus reported that PARCC is building a 21$^{st}$ century testing program but many schools have 20$^{th}$ century infrastructure.  The Common Core will create an incentive for schools to make the transition.  However, paper tests cost more than computer-based tests so there would be significant total cost savings if states move quickly to the computer-based tests. States realize they need to support schools and districts to build their computer capacity which may take up to four or five years.

Board member Rebecca Gagnon asked about the turnaround time for reporting results of the paper and computer based assessments to school districts, and asked the presenters to elaborate on bandwidth and internet capabilities.  Mr. Nellhaus stated that there will be a quick turnaround time with results for computer-based testing. In the first year, PARCC assessment results will be reported in the summer 2015.  The objective is to report results before the end of the school year, or within weeks of when the test is administered. Schools can use the Technology Readiness Inventory Tool to calculate the number of days needed for testing based on variables such as bandwidth, the number of computers, and the number of students. This actionable data allows schools the ability to plan their testing periods and build capacity.

Anitere Flores asked about the accuracy of the results if the testing cycle does not ensure a full year of instruction. The current debate is how important is it to get the results quickly versus ensuring that the students have actually been taught for a year or as close to a year as possible. She asked whether there is an option to move the mid-March test to April or later and she also asked how test security is handled.  Mr. Nellhaus responded that there is the possibility of using automated scoring for essays, and moving the date of the performance-based assessments.  The current schedule allows time to hand score those assessments and combine the results with the end-of-year assessments. Mr. Willhoft stated that SBAC believes that actual instruction makes a difference so they built a 12-week testing window based on what technology is available to deliver the test online.  As schools upgrade their technology, SBAC can shorten the window and move it closer to the end of the year. Security is less of a problem for SBAC because of the nature of the adaptive tests.  Every student is given a different test.  Mr. Nellhaus stated that PARCC will have multiple forms that will not stay "live" for long.

Tom Luna commented that states that have participated in both consortia have made it clear that there are really two things that have to happen—the new tests have to be better than the tests states currently have and the new tests have to be affordable. If states drop out and the number of

participating students decline, the price per pupil will increase. Mr. Luna noted that testing in Idaho has been computerized for 10 years for 100 percent of students, and testing is done near the end of the year. The window proposed by the consortia is problematic for Idaho. Since the tests are secure, can a state choose any portion of that 12-week window, or if they have the capacity, can the test be pushed to the end? He also asked when results would be available.

Mr. Willhoft indicated that a state may choose any portion of the 12-week window and reported that SBAC has not made a final decision regarding partial release of scores to ensure the results are not misleading. The hope is to maximize the amount of machine-scoring. The target turnaround for districts to report their results is two weeks after completion of testing.

**Survey Questions: Collection of contextual information on students, teachers, or administrators through your assessment consortia activities**

Mr. Willhoft stated that SBAC is moving very cautiously in this area, particularly on the student side. There is a predilection not to collect any more data than are readily available in the states student data systems, such as disability condition, or the level of English language proficiency. With regard to other background questions at the student level, the current privacy and confidentiality issues of concern, coupled with the fact that this is a multi-state consortium, makes it unlikely that individual states would trust a decision on controls to others. It will be necessary to collect background information on teachers and administrators related to what extent the Common Core has been infused into the school plans and district plans to effectively interpret the results.

Mr. Nellhaus stated that PARCC will collect some background information with regard to implementation of Common Core and the extent to which Common Core has been infused into the school and district plans on the teacher/administrator questionnaire. This information is needed to better interpret the results. Student questionnaires for the operational assessment have not been addressed at this time.

**Meeting Recess**

The third session of the August 2, 2013 Board meeting recessed at 3:51 p.m. and reconvened at 4:05 p.m.

**Board Policy Discussion: Interpreting NAEP Results using Preparedness Research Findings**

The session on using the grade 12 NAEP preparedness research findings was led by Lou Fabrizio, Chair, Committee on Standards, Design and Methodology (COSDAM), Ronnie Musgrove, Chair, NAEP 12th Grade Preparedness Commission, and Cornelia Orr, Executive Director.

Mr. Fabrizio reported that COSDAM has been diligently working to distill all of the research to develop a statement on academic preparedness. He noted that over 30 studies have been

completed as part of the Board's research and these studies are available on the Governing Board website. At the March 2013 Governing Board meeting, as a first step toward developing a formal validity argument, COSDAM and the full Board discussed a reporting proposal for interpreting NAEP proficient in light of the preparedness research findings.

These discussions continued at the May 2013 Board meeting, where the Board reviewed a draft formal validity argument in support of NAEP's statement on academic preparedness. At that meeting, COSDAM members requested feedback on the formal validity argument from two independent technical reviewers. Several Board members raised concerns about the language used in the academic preparedness statement and members suggested revisions to the statement. The refined statements were shared with the independent reviewers. Mr. Fabrizio noted that the prototype chapter included in the August 2013 Board briefing materials is intended to capture important elements for consideration in reporting the 12th grade results in terms of preparedness.

Mr. Fabrizio stated that the purpose of the August 2013 discussion was to review the revised statement prior to Board action on the motion. Mr. Fabrizio noted that in the COSDAM session that morning, members voted unanimously to support the revised statement. The full Board vote is scheduled for the Saturday morning Board session.

Ronnie Musgrove provided an overview on the work of the 12th Grade Commission. The purpose of the Commission was to receive feedback from local and state leaders and communicate the results and findings of the NAEP preparedness research. The Commission's work has been enhanced by the varied backgrounds of its members who include Greg Jones, former Governor John Engler, Michael Guerra, Nancy Kopp, Raymund Paredes and Eileen Weiser. Former Board Chairs Mark Musick and Darvin Winick served as advisors to the Commission.

The Commission held symposia on NAEP and 12th grade academic preparedness in seven cities across the country. The events provided a unique forum for over 600 leaders in K-12, higher education, civil rights, policy, and business to reflect publicly on the value of NAEP and provide feedback on the preparedness initiative. The Commission also had the opportunity to discuss research findings with members of the State Board of Education in Michigan at their regional Governor's Education Summit.

Mr. Musgrove outlined the major "take-aways" across the symposia:

- NAEP is widely supported.
- There is consistent support for the NAEP preparedness initiative across K-12, higher education, the business community, and the political spectrum.
- There is widespread concern and attention about the preparedness of 12th graders for college and job training among national and state leaders and policymakers.

The final Commission symposium was held in Washington, DC in August 2013 and featured two panels—NAEP and Academic Preparedness for College. Panelists who spoke on academic preparedness for college supported the Board's work. However, there was disagreement on using

the term "job training." Mr. Musgrove stated that this is a major point for consideration as the Board continues its work in this area.

In closing, Mr. Musgrove remarked that the Board is doing significant work to help our schools improve their delivery of education to our students, especially considering the costs of remedial courses and lost productivity.

Cornelia Orr reported on the desk side briefings by NAGB staff. including meetings with various policy organizations, congressional staff, and editorial staff from Education Week. Most recently, David Driscoll and Ray Fields met with the Council of Chief State School Officers (CCSSO) at their Summer Institute. The state chiefs found the congruence of data in reading and math very promising and were appreciative of the Board's work.

Ms. Orr highlighted comments and concerns expressed in the briefings. Generally there was positive feedback for moving forward on using research and data to talk about how well-prepared students are for their future, college, and job training. In general, groups were very impressed with the comprehensive scope of the preparedness research. There is a need for more information such as follow-up data from various states and information on other assessments.

A number of groups questioned whether NAEP scores actually reflect 12th grade students' actual achievement and whether these students are motivated to do well on NAEP. Some groups questioned whether the Board plans to revisit the NAEP achievement levels. Ms. Orr noted that COSDAM discussed this topic in their Friday Committee meeting. Groups also wanted more information on workforce preparedness in addition to information on curricula for job training programs.

Mr. Fabrizio thanked everyone involved for their contribution to this work and noted that if the Board decides to release the 12th grade preparedness results, they will need to provide some written information in the NAEP Report Card to accompany the release.

Board member Andrés Alonso expressed reservations about the proposed language in the report, noting that he was concerned about how the research would be interpreted in the field. He suggested that the Board simply present the evidence and emphasized the need to continue exploration of what the research means.

Jim Popham and Tonya Miles echoed the same concern, but noted that the use of the term "plausible" provided assurance on communicating caution in interpreting the results.

Cary Sneider indicated that SAT and ACT, which are tests for individuals, do not provide certainty that someone who scores within a certain range will succeed the first year in college. There is a probability argument that the person would succeed, which is why many colleges use the SAT and ACT as an admission requirement or one of many factors in considering admission. Similarly, NAEP is making a statement of how well we are preparing our students for college. It is an estimate in the same way that the SAT and ACT are estimates for individuals. Mr. Sneider noted that the wording in the preparedness statements could be clearer.

Jack Buckley commented that regardless of which particular words are chosen here, the newspaper headline the next day will be: "X Percent of Kids Are Not Academically Ready for College, According to Government Report." The Board needs to acknowledge that this will be the outcome of the report.

John Easton remarked that he has expressed similar reservations to COSDAM several times and he has decided that the appropriate caveats are needed in reporting the findings. The other question is how it will be interpreted broadly. Mr. Easton stated that he is comfortable with the way the preparedness statements are written.

Mr. Driscoll stated that the main concern is to report the results clearly. Many students get to college and need remediation because they graduate from high school thinking they are college ready. It would be a disservice after all of this research not to make a statement.

Tonya Miles commented that she appreciated the strategic and deliberative process to arrive at the conclusions as stated in the draft chapter. She stated that she too had concerns with the association with the ACT and SAT, but has worked through the research and analysis. She concluded by stating that the Board has a responsibility to report the outcome based on the numerous research studies.


**Meeting Adjourned**

The August 2, 2013 session of the Board meeting adjourned at 5:08 p.m.


**Meeting Reconvened**

The August 3, 2013 session of the Board meeting convened at 8:32 a.m.


**Inside NAEP:  How Survey Questions are Developed and Used**

Jamie Deaton, NCES provided an overview of how survey questions are developed and used. He indicated that whenever he uses the term "survey questions" throughout his presentation members should think of the newly proposed term "contextual questions" as discussed by the Board at Friday's session.

Mr. Deaton highlighted the following information.

The purpose of NAEP survey questions is to:
- Provide representative data on student achievement for the nation, states, and other jurisdictions;
- Monitor progress over time;
- Help define subgroups for which NCES wants to estimate student performance, play an important role in quality control, psychometrics, sampling, and weighting, and provide

information for education policy researchers and key stakeholders.

Mr. Deaton reviewed the main survey respondent groups and the kinds of information collected for each.
- Student survey - includes questions concerning race/ethnicity, home and family resources and parental education;
- School survey - includes demographic questions as well as ones that collect information regarding school services and student and teacher mobility;
- Teacher survey - has questions regarding their education and certification, as well as their experience and professional development.

Types of survey questions:
- Questions to ascertain the socioeconomic status of students, such as the educational level of their parents and items in the home;
- Policy-relevant questions that include student course-taking patterns and the educational background of teachers;
- Subject-specific questions such as the frequency of students' participation in science experiments.

Supplemental questions for special populations:
- Charter school questionnaire – this is given to all charter school principals in the NAEP sample; These questions focus on organization and school governance, curriculum and course offerings, and parental involvement;
- National Indian Education Study (NIES) – this includes questions concerning the integration of language and culture into the curriculum, tribal involvement with the schools, and the availability of resources.

Mr. Deaton then described the questionnaire development process by highlighting the survey components, factors taken into consideration when developing the questionnaires and the role of development experts and reviewers. Resources used when developing questions include the Board's Background Information Framework, NAEP subject area assessment frameworks, issues papers developed for each subject, and comparable questionnaires from other sources.

Mr. Deaton described the importance of the Office of Management and Budget (OMB) in the development of survey questions. OMB requires pretesting of all government survey questions and approval is needed for federal agencies that obtain factors and opinions calling for answers to identical questions and involve 10 or more persons. OMB approval is needed at three stages—prior to cognitive labs, six months prior to pilot testing, and six months prior to operational assessments. He also highlighted what OMB looks for in reviews in four main areas:

1) Do the questionnaires have practical utility, meaning do they help contextualize NAEP performance data?
2) Is the questionnaire duplicative within NAEP and across other federal data collection efforts?
3) Does the questionnaire meet a specific agency need?
4) Is the questionnaire least burdensome for respondents?

Mr. Deaton noted that the OMB process is unique to survey questionnaires, and does not require this same procedure for NCES cognitive items.

Mr. Deaton concluded the briefing by discussing the future of NAEP survey questions by elaborating on the following NAEP initiatives:

- Broadening the audience:  The NAEP Data Explorer has been a great asset for specialist users. NCES is currently developing a new web portal for a wider group of consumers.  The portal will be visually-engaging and easy to use.
- Increasing emphasis on web reporting:  The portal will also offer a platform to disseminate more questionnaire data, and the ability to customize data according to user interest.
- Transitioning to a technology based platform.
- Providing online only teacher and school questionnaires.

NCES is also examining how they can provide information to respondent groups such as real-time feedback to teachers and school administrators who fill out the questionnaire.


**Board Discussion Session**

**Reflections from Outgoing Board Member Alan Friedman**

Alan Friedman stated the he has served on numerous committees and other Boards for over 50 years but none compares to his experience on the Governing Board.  The Board is extraordinary with a unique and vitally important mission, an exceptional staff, and other dedicated professionals who support the work of the Board.

Mr. Friedman told the story about the great fire in Baltimore in 1904 to illustrate a lesson on standard setting. He drew parallels between National Institute of Standards and Technology (NIST), NAGB and NAEP. He stated that the Governing Board and NAEP assessments may be the gold standard for education, but they do not have regulatory power.

Mr. Friedman stated that all 50 states could use NAEP's measurements as calibrations for their own assessments, but states cannot be forced to do so. Like NIST, NAGB has been advancing the field of measurement in its own domain. The Board has always searched for better and more precise measurement of student achievement. He pointed to the Technology and Engineering Literacy assessment as an example of one of a long line of advances in the field of measurement and development of standards.

Mr. Friedman pointed out that there are some significant differences in the work of NAEP and NIST, and noted that NAEP has the harder job.  NIST defines time according to internal vibrations of a cesium atom which are identical and can be replaced. Students, on the other hand, are not identical. Their behavior changes every year, even every second.  NIST has a budget of over $1 billion to perform much simpler measurements, while NAEP is allotted just over $100 million.

Mr. Friedman stated that his work at NIST allowed him the opportunity to interview four staff members who won the Nobel Prize and they are no smarter than Peggy Carr, Mary Crovo, Cornelia Orr, Jack Buckley or David Driscoll. There are no Nobel Prizes given for excellence in education standards and measurement. Mr. Friedman commented that it may feel like NAEP standards and precision measurements take a long time to become appreciated, especially with calibrations for states, work being done by the two Common Core Assessment Consortia, and national debates and feedback. But the Board should not despair. He noted that NIST decided to check to see if states adopted the voluntary standards for fire hydrants that were developed after the 1904 great Baltimore fire, and found out that only 18 of the of 48 largest cities had implemented the standards, Baltimore included.

Mr. Friedman concluded his remarks by saying he has loved his work at NIST. But even as important as NIST is, NAEP is more important. Mr. Friedman concluded by stating that he will always treasure his 8 years of service as a Board member.


**Follow-up to Board's May 2013 Blue Sky Discussion**

Cornelia Orr noted that at the May 2013 Board meeting, members Jim Popham and Hector Ibarra shared proposals during the "Blue Sky Discussion" on ways to make a difference by focusing on improving student achievement and closing achievement gaps. Mr. Popham's presentation, "Understanding Education Assessment," focused on assessment literacy. Mr. Ibarra's presentation, "Outreach Proposals to School Systems," described ways to inform school leaders and increase their knowledge of NAEP. Following these presentations, Board members provided comment and feedback on the proposals. Following the May meeting, Board staff reviewed the meeting transcript and identified 26 separate ideas. There were many commonalties across these ideas. Board staff developed an aggregated list for consideration and discussion at the August 2013 Board meeting with the following key ideas:

- **Understanding Educational Assessment and Defining NAEP's Unique Role in the Assessment Landscape**
  *Explain different types of assessments; explain the role and importance of NAEP and develop an assessment literacy initiative for the general public.*

- **Assessing Affective Skills (AKA Work Readiness Skills, 21st Century Skills and Soft Skills)**
  *Measure important affective attributes; add affective skills survey questions to measure important determinants of academic success; make NAEP as relevant as the U.S. Census.*

- **Information for Educators about NAEP Data Resources**
  *Focus on increasing educators' knowledge and use of NAEP; create presentations for use in schools on how to use NAEP; increase NAEP website content for educators; increase outreach to principals and school systems; help teachers inform their classroom practice by using NAEP resources.*

During the discussion, Board members highlighted strengths and weaknesses of each set of ideas, suggested approaches and resources, and discussed the feasibility of implementing various strategies.

**Understanding Educational Assessment and Defining NAEP's Unique Role in the Assessment Landscape**

Mary Crovo, Deputy Executive Director, outlined the steps necessary for implementing the proposal for better understanding of NAEP and defining NAEP's unique role in the assessment landscape.

She suggested the following steps for implementation:
  (1) Form a working group of Board members to address the idea;
  (2) Review effective ways to use current technology to disseminate the message;
  (3) Pilot test some strategies and gather feedback, and collaborate with NCES;
  (4) Present a revised outreach plan for Board discussion, and begin implementation, perhaps as early as December 2013 or January 2014.

Board members provided individual feedback on the idea and there was general consensus on the need to take expedited action in implementing this idea.

**Assessing Affective Skills (AKA Work Readiness Skills, 21st Century Skills and Soft Skills)**

Ms. Orr stated there is no agreed-upon title for the collection of work readiness skills, 21st century skills and soft skills. The National Academy of Sciences recently conducted research on 21st century skills, which fall into three categories: Cognitive, Interpersonal and Intrapersonal skills.

Board members discussed this idea and provided suggestions on researchers who have worked in this area. The majority of member feedback on this idea was positive, although caution was noted based on the scope of the idea. Some members felt that the discussion moved too far away from the cognitive domain to intrapersonal and interpersonal skills, which is beyond NAEP's mandate.

**Information for Educators about NAEP Data Resources**

Ray Fields, Assistant Director of Policy and Research, stated that the idea of providing NAEP information and resources to educators was very strongly supported by all Board members during the May 2013 discussion. Two related suggestions were made by Father Joseph O'Keefe and Shannon Garrison. Father O'Keefe suggested working with pre-service teachers in schools of education. Ms. Garrison proposed an idea she has already implemented in her school—a presentation about NAEP for teachers.

Mr. Fields outlined steps to consider for implementing the idea of "information for educators:
  (1) Obtain a clear understanding of the customer by defining the target audience.
  (2) Examine what educators actually do with data.

(3) Review staff development programs that have used NAEP, and determine what teachers and principals need to know.

(4) Describe current NAEP resources and their potential value for educators.

Board members then provided suggestions for follow up. Generally all members supported this idea. Andres Alonso emphasized the need to follow up with school districts as they control the resources available for teachers and would therefore be a natural channel for dissemination.

Another suggestion was to explore the availability of external funding at a time of limited resources. The idea of reaching out to principals and teachers while they were in education schools was supported by members. Father O'Keefe suggested connecting with the audience within schools of education and socialize them into the profession in a way that includes NAEP. This would allow outreach to principals who are future superintendents, teachers who are future principals, and undergraduates and graduates who are future teachers. Ms. Pimentel supported the proposal and questioned whether it would be easy to gain access to the stakeholders within the education schools.  In her experience these groups are isolated so it may take some work to penetrate those circles. Father O'Keefe recommended approaching the Council of Academic Deans of Research Education Institutions, whose membership is comprised of the deans of all the major education schools in the U.S.  Materials that would be created could be used in professional development.

Terry Mazany suggested a design to achieve objectives as a five-year goal. To achieve that integration, a "big tent" model is needed. For example, convening a large number of groups across all three of these ideas would be a start, and having external funding partners with an interest in the success of the enterprise would make them a part of the solution.  However, within the NAEP footprint, we do not have a big enough tent to achieve objectives that go beyond our mission.

Tonya Miles applauded the proposal. She noted that parents, parent leaders and parent stakeholders cannot appreciate what NAEP could mean to them. Many educators and administrators are so focused on what is happening in their classroom or school that they lose sight of the big picture of student achievement in the United States.  The ideas discussed are long term and strategic and she hoped the Board gets the opportunity to work on implementing the ideas.

Mr. Driscoll thanked Board members for their input on the ideas. He added that it is clear that the Board needs to move forward on all three ideas and that this discussion has been very helpful.


**Policy Statement on the Conduct and Reporting of NAEP**

Mr. Friedman stated the draft Policy Statement on the Conduct and Reporting of NAEP was prepared by a subcommittee of the Executive Committee, which included Lou Fabrizio, Alan Friedman, and Shannon Garrison.  Ray Fields served as staff to the subcommittee.  Mr. Friedman noted that this new policy updates the Policy on Redesigning the National Assessment of Educational Progress, which was adopted by the Board in 1996.  The revised policy statement

was reviewed by the Executive Committee and the Committee voted unanimously to adopt the policy statement.

Mr. Friedman motioned for adoption of the revised Policy Statement for the National Assessment Governing Board (as appended to these minutes in the Executive Committee report). The motion was seconded by Susan Pimentel and passed unanimously.

Mr. Friedman thanked Board members for their timely input, and he commended Ray Fields for his excellent work on this effort.

**Meeting Recess**

The second session of the August 3, 2013 Board meeting recessed at 10:14 a.m. and reconvened at 10:31 a.m.

**Committee Reports and Board Actions**

The Chairs of the standing Committees summarized the discussions of their respective committees. The following actions were adopted:

- The General Policy on Conducting and Reporting National Assessment of Educational Progress, which updated and revised the Policy on Redesigning the National Assessment of Educational Progress adopted in 1996.

- Revisions to the NAEP Schedule of Assessments necessitated by budget shortfalls as follows:
  1. Postpone the 2015 High School Transcript Study; the 2015 state-level assessments at grade 12 in reading, mathematics, and science; and the 2016 Long-Term Trend Assessments in Reading and Mathematics at ages 9, 13 and 17.
  2. Conduct the 2015 NAEP Trial Urban District Assessment (TUDA) in reading and mathematics at grades 4 and 8.

- Nomination and election of Susan Pimentel to the office of Vice Chair of the Governing Board for the term of October 1, 2013 through September 30, 2014.

- Motion on Reporting 12th Grade Academic Preparedness for College, which denotes scores on 12th grade NAEP, providing plausible estimates of the percentage of students who possess the knowledge, skills, and abilities in reading and mathematics that would make them academically prepared for college.

- Parent Outreach Plan, aimed primarily at the engagement of parent leaders.

- Release plan for the 2013 NAEP Reading and Mathematics Report Cards, scheduled for October 2013. (Note: this release was delayed until November 2013 due to the government shutdown).

- Revisions to important components of two upcoming NAEP assessments: scenario-based tasks and discrete items for the 2014 Technology and Engineering Literacy (TEL) assessment at grade 8; and interactive computer task (ICT) beta builds and hands-on tasks (HOTs) for the 2015 Science assessment at grades 4, 8, and 12.

The action above was taken by the Assessment Development Committee under a standing delegation of authority from the full Board. Revisions have been provided in writing to NCES.
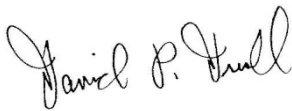
A number of other issues need follow-up by the Governing Board and NCES staff to include the following:

- The Assessment Development Committee (ADC) requested NCES and Governing Board staffs to work collaboratively on a release event for the grade 4 writing web report.

- ADC members supported moving toward "hybrid" hand-on tasks that use both computers and physical manipulatives, but emphasized that science equipment and materials must remain an important part of the NAEP Science assessment.

- The Reporting and Dissemination Committee requested that Governing Board and NCES staff members work together to initiate a report development process that facilitates early committee feedback in the preparation of NAEP reports.


**<u>Meeting Adjourned</u>**

The August 3, 2013 session of the Board meeting adjourned at 11:18 a.m.


I certify the accuracy of these minutes.



_____          <u>11/22/13</u>
David Driscoll, Chairman                         Date

# National Assessment Governing Board
## Executive Committee

## Report of August 1, 2013

Attendees: David Driscoll, Chair, Susan Pimentel, Vice Chair, Andrés Alonso, Lou Fabrizio, Alan Friedman, Shannon Garrison, Tonya Miles, Fielding Rolston. Other Board Members: Doris Hicks, Anitere Flores, Rebecca Gagnon, Terry Holliday, Brent Houston, Hector Ibarra, Terry Mazany, Dale Nowlin, Joseph O'Keefe, S.J., W. James Popham. NAGB Staff: Cornelia Orr, Mary Crovo, Ray Fields, Larry Feinberg, Stephaan Harris, Michelle Blair, Munira Mwalimu, Dora Drumgold, Tisha Phillips, Tessa Regis, Sharyn Rosenberg, Angela Scott. IES: John Q. Easton. NCES Staff: Jack Buckley, Peggy Carr, Drew Malizio, Arnold Goldstein, Michael Moles, Suzanne Triplett. ETS: Jay Campbell, Amy Dresher, Greg Vafis, Andres Oranje, Andy Latham. HumRRO: Steve Sellman. Westat: Dianne Walsh. AIR: George Bohrnstedt, Kim Gattis, Cadelle Hemphill, Sami Kitmitto, Victor Bandeira de Mello, Brittany Cunningham, Fran Stancavage. Reingold: Valerie Marrapodi. Pearson: Brad Thayer, Connie Smith. Fulcrum: Saira Brenner, Jud Cole, Gregory Anderson.

### 1. Call to Order
Chair David Driscoll called the meeting to order at 4:30 p.m.

### ACTION ITEM
### 2. Nomination of Vice Chair
While the Governing Board Chair is appointed by the U.S. Secretary of Education, the Vice Chair is elected annually by the Governing Board from among its current members. Because Governing Board terms begin each October 1, the Governing Board elects the Vice Chair annually at the quarterly Board meeting conducted the preceding August. The Executive Committee is responsible for nominating a candidate for consideration by the full Board. The nomination process is set in motion each year around the May Board meeting.

Following the May 16, 2013 Executive Committee meeting, Chairman Driscoll asked Alan Friedman to lead the process for nominating the Vice Chair for the one-year term beginning on October 1, 2013.

At the August 1, 2013 Executive Committee meeting, Mr. Friedman reported that he had polled the Executive Committee members. He said there was unanimous support to nominate Susan Pimentel, the current Vice Chair, for a second term. Mr. Friedman moved that the Executive Committee nominate Ms. Pimentel for consideration by the Governing Board as Vice Chair for the term October 1, 2013 through September 30, 2014. The motion was seconded and carried unanimously.

**Motion**

The Executive Committee hereby nominates Susan Pimentel for election by the National Assessment Governing Board to the office of Vice Chair for the term October 1, 2013 through September 30, 2014.

**3. Committee Issues and Challenges**

**Ad Hoc Committee on Background Information**
Susan Pimentel presented the report on behalf of Terry Holliday, Committee Chair. Ms. Pimentel said that the Ad Hoc Committee met for the final time on August 1, 2013. She said that the Committee will be presenting three recommendations to the Governing Board in plenary session on August 2, 2013. The three recommendations are:

- Revise the current NAEP Background Information Framework.
- Replace the terms "background information" and "background questions" with the terms "contextual information" and "contextual questions."
- Continue the current roles of the Assessment Development Committee and the Reporting and Dissemination Committee with respect to oversight and review of contextual information and contextual questions, with greater coordination across the committees, the involvement of the Committee on Standards, Design and Methodology, and an annual joint meeting.

**Assessment Development Committee (ADC)**
Alan Friedman, ADC Chair, said that following the May 2013 Board meeting, the Committee has had three teleconferences and three webinars to review science interactive computer tasks (ICTs) and Technology and Engineering (TEL) tasks. On August 1, 2013, the ADC met for nearly six hours to review TEL scenario-based tasks and discrete items. The Committee also reviewed science hands-on tasks (HOTs) and heard about a new plan for "hybrid HOTs." These tasks would include portions of the HOTs delivered by computer, such as presenting directions and video clips of scientific phenomena. Students would still have to engage in a hands-on experiment with materials provided by NAEP, as an important part of measuring scientific inquiry.

The August 2, 2013 Committee meeting will be entirely closed. The Committee will complete the review of science interactive computer tasks (ICTs) and then receive a briefing on preliminary results from the grade 8 TEL pilot that was conducted in early 2013.

The committee will receive a briefing from NCES on information from the 4th grade computer-based writing pilot conducted in 2012, the only such large-scale pilot of 4th graders' ability to write on a computer using commonly available word processing tools. This report of "lessons learned" and related information is scheduled to be released later in 2013 via the Internet.

**Committee on Standards, Design and Methodology (COSDAM)**
Lou Fabrizio, COSDAM Chair, provided a brief overview of the Committee agenda. Mr. Fabrizio said that a key issue before the COSDAM is on how to set achievement levels for the 2014 NAEP Technology and Engineering Literacy (TEL) assessment. Setting achievement levels on this type of assessment presents some unique challenges, since TEL is computer-based, uses an evidence-centered design model, and measures a new construct not explicitly taught in most schools. The

contract award for TEL achievement level-setting is planned for late 2013. In closed session, ETS staff will present data from the 2013 TEL field trial and plans for future analyses. These will help inform COSDAM's guidance to Board staff on the ALS procurement. The Committee also will be discussing the way forward in including academic preparedness for college in the report of the 2013 administration of the 12th grade assessments of reading and mathematics.

**Reporting and Dissemination Committee (R & D)**

Andrés Alonso, Chair, said the R&D Committee will look at several areas related to NAEP reporting, including Board input on the presentation and dissemination of results. The Committee will review the Board's policy to determine how members can have earlier input into NAEP reports. The Committee will also discuss potential changes in releasing NAEP data, the format for reports, and the content of several planned focused reports.

With respect to outreach to parents, the Committee will receive an update on plans for the Board's Education Summit for Parent Leaders, scheduled for January 2014. The Committee also will review a final Parent Outreach Plan, with approval by the full Board expected on August 3, 2013.

**Nominations Committee**

Tonya Miles, Chair of the Nominations Committee, provided updates on the 2013 and 2014 nominations processes. Ms. Miles said that the process is complete for Board appointments for terms beginning on October 1, 2013. The nominations process for 2014 will begin soon. The Committee will explore ways to increase outreach and generate more nominations, particularly from states that are under-represented in the nominee pool. The Committee will also work to expand the use of social media as part of the nominations outreach.

**4. Interpreting NAEP Results Using Preparedness Research Findings**

Lou Fabrizio said that the way forward on 12th grade academic preparedness for college will be discussed in detail at two points during the August 2013 Board meeting: first during the COSDAM meeting and then in plenary session with the full Board on August 2, 2013. Prior to the August Board meeting, COSDAM reviewed the updated validity argument, which used the re-framed inferences that had been suggested by Andrew Ho at the May 2013 Board meeting, and the independent technical reviews by prominent experts Greg Cizek and Mark Reckase. The Committee also reviewed a staff-prepared draft prototype chapter for reporting academic preparedness for college. The prototype chapter is to be used as a basis for text to be included in the 2013 grade 12 Report Card. The consensus of the Committee was support for the re-framed inferences and the general direction and contents of the prototype chapter. The version of the prototype chapter in the Board materials incorporates comments and edits from NCES.

The Committee will review a draft motion on the inferences for interpreting NAEP results in terms of academic preparedness for college to present for action by the Board on August 3, 2013. From 4:00-5:00 pm on August 2, 2013, the full Board will also engage in a discussion of these issues to prepare for consideration of the motion. The full Board discussion will include comments from Governor Ronnie Musgrove, Chair of the NAEP 12th Grade Preparedness Commission, on the Commission's activities. In particular, Governor Musgrove will provide feedback from a Commission symposium on the Nation's Report Card and 12th Grade Academic Preparedness conducted July 9, 2013 in Washington, DC. Executive Director

Cornelia Orr will provide an overview of feedback received from desk side briefings on the preparedness research staff provided to interested persons and organizations following the May 2013 Board meeting.

**ACTION ITEM**
**5. Draft Policy Statement on the Conduct and Reporting of NAEP**
Alan Friedman, Shannon Garrison, and Lou Fabrizio were appointed as members of a subcommittee to update the Board's 1996 policy statement "Redesigning the National Assessment of Educational Progress." Ms. Garrison said that the version of the policy statement in the Board materials incorporates all of the recommendations made by Board members at the May 2013 Board meeting and is now ready for action by the full Board. The Executive Committee approved the version of the policy statement in the Board materials for consideration by the full Board. This version is presented in MS Word "track changes" format to enable Board members to see the revisions made following the May 2013 Board meeting. After Board approval, a final version of the policy statement will be uploaded on the Governing Board website.

**Motion**

The Executive Committee recommends that the National Assessment Governing Board approve the draft Policy Statement on Conducting and Reporting the National Assessment of Educational Progress contained in the Board materials at the tab for the plenary session entitled Board Discussion Session, scheduled for 9:30 to 10:30 am on August 3, 2013.

**ACTION ITEM**
**6. NAEP Schedule of Assessments**
Ray Fields, Assistant Director for Policy and Research, said that the impact of the FY 2013 appropriations sequestration by Congress, together with the budget outlook for FY 2014 and beyond, indicates the need for changes to the currently approved NAEP schedule of assessments. Mr. Fields said that options for changes to the schedule will be presented by Cornelia Orr and NCES Associate Commissioner Peggy Carr in closed session starting at 5:15 pm on August 1, 2013. After the Executive Committee completes the closed session discussion, the Executive Committee will return to open session and take action on changes to the NAEP schedule of assessments to be presented for consideration by the full Board on August 3, 2013.

**CLOSED SESSION**

**NAEP Contracts, Budget, and Schedule for 2013 and Beyond**
The Executive Committee met in closed session from 5:15 p.m. to 6:15 p.m. Peggy Carr, NCES Associate Commissioner, discussed contractor costs and contract options under NAEP contracts for FY 2013 through FY 2017. The meeting was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the contract awards and is therefore protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.
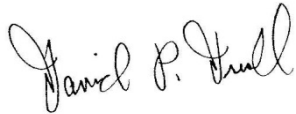
**OPEN SESSION**

Chairman Driscoll declared the meeting open at approximately 6:15 pm.  The Executive Committee approved the following motion for consideration by the full Board.

**Motion**

The Executive Committee recommends that the National Assessment Governing Board postpone the 2015 High School Transcript Study; the 2015 state-level assessments at grade 12 in reading, mathematics, and science; and the 2016 Long-Term Trend Assessments in reading and mathematics at ages 9, 13 and 17.

Further, the Executive Committee recommends that the NAEP Trial Urban District Assessment (TUDA) be conducted in 2015 in reading and mathematics at grades 4 and 8 and that the 21 urban districts that participated in TUDA in 2013 be invited to participate in 2015.


I certify the accuracy of these minutes.



_____          <u>11/21/2013</u>
David Driscoll, Chair                              Date

# General Policy: Conducting and Reporting
# The National Assessment of Educational Progress

**Prepared by**
**Executive Committee Subcommittee on Updating NAEP Policy:**
**Louis M. Fabrizio, Alan Friedman, and Shannon Garrison.**

**Staff: Ray Fields.**

# General Policy: Conducting and Reporting
# The National Assessment of Educational Progress

**Foreword**

*This policy is a guide for those responsible for the National Assessment of Educational Progress (NAEP)—the Nation's Report Card. These are the members and staff of the National Assessment Governing Board (NAGB), which oversees NAEP; the Commissioner and staff of the National Center for Education Statistics (NCES) responsible for NAEP operations; and the staff of the contractors that carry out NAEP.*

*NAEP performs an exceptional public service. It provides trusted information on the performance and progress of the nation's elementary and secondary schools and school children. Over the course of its history, a set of essential, enduring principles and values have become embodied in NAEP. These principles and values are set forth below.*

**Introduction**

Thomas Jefferson said "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." Horace Mann, the advocate for the Common School, said "Education…beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance-wheel of the social machinery." John F. Kennedy, paraphrasing H.G. Wells, said "…the course of civilization is a race between catastrophe and education. In a democracy such as ours, we must make sure that education wins the race."

The nation's leaders have long recognized education as a foundation for democracy. Education fosters capable civic participation; supports individual human development; promotes national, state, and individual economic well-being; and advances national security. Providing for the education of its citizens and monitoring their levels of achievement are key functions of states and the nation. NAEP was established for the latter function—to monitor student achievement.

**History and Evolution of the National Assessment of Educational Progress**

The first U.S. Department of Education was created by Congress in 1867. It was the early predecessor of NCES, established to "[collect] such statistics…as shall show the condition and progress of education in the several States and Territories, and [diffuse] such information…as shall aid the people of the United States in the establishment and maintenance of efficient school systems…." For more than 100 years, this Department and its successors provided information on the number of schools, school districts, student enrollment, revenues, expenditures, and the like, but collected no information on student achievement.

This began to change in 1963. U.S. Commissioner of Education Francis Keppel was testifying before the House Appropriations Committee on the FY 1964 budget for education. A committee member asked Keppel a simple question—"How well are U.S. students achieving?" Keppel was not able to answer the question because there was no source of information to answer it.

The question—important at any time—was raised in the context of the Cold War and concern about national security. What was then the Soviet Union had launched Sputnik by missile on October 4, 1957. This feat caused the nation's leaders to fear that the United States lacked sufficient scientific and engineering capability to compete and keep the country safe.

Keppel recognized the threat inherent in failing to know the levels of U.S. student achievement. It set him on a path that led to the creation of the National Assessment of Educational Progress and the conduct of the first assessment—in science—in 1969. Keppel began by forming a committee to design a national assessment. The committee was established late in 1963. It was funded in large part by the Carnegie Corporation and led by Ralph Tyler, the preeminent education researcher of his day.

Some leaders in school administration, curriculum, and the teaching force opposed the idea of a federal assessment of student achievement. They were concerned that a federal test would lead to federal intrusion in school curriculum and accountability, responsibilities of state and local education officials. This is a recurring theme in the evolution of NAEP: finding the right way to serve the national interest as a monitor of student achievement while honoring state and local authority over schools.

The proposed design addressed the opponents' concerns. The Education Commission of the States (ECS) would carry out the assessment with funding from the U.S. Office of Education. This put authority in a state-based organization and placed the federal role at arms-length from the assessment. Decisions about content and subjects to test would be made by ECS. There would be no student, school, district, or state-level results. Data would be reported for the nation and for regions of the country. Student samples would be age-based rather than grade-based. Together, these addressed concerns that the National Assessment would lead to a national curriculum and federal entanglement in school governance.

The education landscape has changed since the initial assessment in 1969. Accordingly, the National Assessment has evolved. Where there was some opposition in the beginning, NAEP has earned trust, is recognized for its quality, and is highly valued. Little known in the early years except by interested researchers, NAEP results have become widely used by policymakers and education leaders and are featured by the news media, with ever increasing awareness by the public, teachers, school administrators and others. The original design was an innovation responsive to the times. Since then, many responsive innovations have been made in NAEP's governance, the subjects assessed, item types, test procedures, and the use of information and communication technology. State level and grade-based reporting are now a regular part of NAEP.

Change in the education environment continues. Change and innovation in response to the needs of the time are hallmarks of NAEP. These are balanced against the imperative to maintain NAEP's independence as a stable measure for reporting achievement trends. Balancing competing goals is a continual challenge to NAEP, a tension that is the source of its continual creative evolution to better serve the American public.

2

# Policy Statement

**Purpose and Characteristics of the National Assessment of Educational Progress**
The National Assessment of Educational Progress is an independent monitor of student academic achievement in the United States at the elementary and secondary levels. It is a trusted, valid source of data on student achievement in public and private schools. It reports on achievement at specific points in time and trends in achievement over time.

Congressionally authorized and funded, NAEP is uniquely positioned to serve as an independent monitor of student achievement. As the Nation's Report Card, NAEP is uniquely obliged to maintain the public trust. This is achieved through a governance structure and assessment procedures that are transparent, involve stakeholders, and are subject to scrutiny by technical experts, policymakers, and the public. These mechanisms ensure the accuracy, timeliness, integrity and credibility of NAEP results. They provide for the validity of inferences made about the results. They keep NAEP free of ideology, inappropriate influences and special interests. They ensure the privacy and confidentiality of each individual respondent.

Each NAEP assessment is a complex project, with a five-to-six-year life cycle for new assessments. This includes about 18 months for developing a new framework, about one year for test development, one year for pilot testing, one year for the conduct of the assessment and scoring and analysis, and one year for achievement-level setting and reporting. Each step is conducted in a thoughtful, deliberate manner with input from hundreds of stakeholders and experts, requiring careful coordination among NAGB, NCES, and the many NAEP contractors and participants.

NAEP is a representative sample survey, using statistically sound means for drawing its samples. NAEP's approaches for gaining the voluntary participation of public and private schools are thoughtfully designed to accommodate the schools' needs and schedules. NAEP results are presented in a manner that assures fairness in comparisons of achievement and trends over time for all subgroups reported; for geographic units, such as the nation, states, and school districts; and for public and private schools.

NAEP covers a wide range of important subjects or topics. This includes reading, mathematics, science, writing, U.S. history, civics, geography, economics, foreign language, the arts, and technology and engineering literacy. NAEP uses matrix sampling to ensure breadth and depth of subject coverage while minimizing testing time for students.

Assessments are conducted at grades 4, 8, and 12. The 4th grade was selected as the point at which the foundations for further learning are expected to be in place (e.g., when "learning to read" becomes "reading to learn"). The 8th grade was selected because it is the typical transition point to high school. The 12th grade was selected because it is the end of the K-12 experience, the transition point for most students to postsecondary education, training, the military, the work force, and other adult pursuits. NAEP is unique as the only source of 12th grade results at the national and state levels. Assessments are also administered at ages 9, 13, and 17, in connection with the reading and mathematics assessments conducted at NAEP's founding (referred to as the Long-Term Trend assessments), and when appropriate for comparisons with international assessments.

3

NAEP reports results by gender, race/ethnicity, and socioeconomic status, and for students with disabilities and students who are English language learners.  NAEP was a pioneer in reporting data on education achievement disaggregated by student demographic subgroups.  The Nation's Report Card brings public attention to gaps in achievement between subgroups, where they exist, and to trends over time in the size of these gaps.

**Limitations: What the National Assessment of Educational Progress Is Not**
NAEP only provides group results; it does not produce results for individual students. Although NAEP collects information on student demographics and other characteristics, it does not collect information that is intrusive to individual students or families nor does it collect personally identifiable information on any respondent.

To enrich the reporting of NAEP results for each assessment, a limited amount of information is collected from students, teachers, and administrators about the context of teaching and learning.  This includes factors that may affect student achievement, such as educational policy, instructional activities and teacher preparation.  Reporting on these factors can help stimulate policy discussions by national, state, and local leaders, as well as the formation of hypotheses for further research.  However, data from the contextual information NAEP collects do not, by themselves, support conclusions about the impact of these factors on student outcomes nor about ways to improve education practice because those data are correlational and cannot establish causation.

Each NAEP assessment is developed through a national consensus process.  This process takes into account education practices, the results of education research, and changes in curricula.  However, NAEP is independent of any particular curriculum and does not promote specific ideas, ideologies, or teaching techniques.

**The Audiences for the National Assessment of Educational Progress**
The primary audience for NAEP results is the American public and their congressional representatives, including especially those in states and districts that receive their own NAEP results.  With this audience as the target, NAEP reports are written to be understandable, free of jargon, easy to use, and easy to access.  Assessment questions and samples of student work are included in NAEP reports when appropriate to illustrate the meaning of NAEP achievement levels and NAEP scores. Although written for a lay audience, NAEP reports do not trade accuracy for simplicity.

Another audience is made up of those who utilize NAEP resources—the national and state policymakers, educators, business community and parent leaders concerned with student achievement, curricula, testing, and standards.  NAEP data and related information (e.g., assessment frameworks and items) are available online to all users in forms designed to support their efforts to interpret NAEP results, improve education performance, and perform secondary analyses.

To be relevant and useful to these audiences, NAEP results must be timely.  Therefore, NAGB has set the goal of releasing initial NAEP student achievement results within six months of the completion of data collection for each assessment.

4

# Goals and Activities for Conducting and Reporting the National Assessment of Educational Progress

The National Assessment Governing Board hereby sets forth six goals for conducting and reporting the National Assessment of Educational Progress. The six goals and associated activities are described below.

**Goal 1: To serve as a consistent external, independent measure of student achievement by which results across education systems can be compared at points in time and over time.**

National, state, and local education leaders and policymakers—public and private—rely on NAEP data as an independent monitor of student achievement and as a way to compare performance across education systems. For NAEP to serve in this role, NAGB, in consultation with NCES and stakeholders, periodically establishes a dependable, publicly announced assessment schedule of at least ten years in scope. The schedule specifies the subject or topic (e.g., High School Transcript Study), grades, ages, assessment year, and sampling levels (e.g., national, state) for each assessment.

The NAEP schedule of assessments is the foundation for states' planning for participation in the assessments. It is the basis for NCES operational planning, annual budget requests, and contract statements of work. In making decisions about the NAEP schedule of assessments, NAGB includes the wide range of important subjects and topics to which students are exposed. NAGB also considers opportunities to conduct studies linking NAEP with international assessments.

As the NAEP authorizing legislation provides, assessments are conducted in reading and mathematics, and, as time and resources allow, in subjects such as science, writing, history, civics, geography, the arts, foreign language, economics, technology and engineering literacy and other areas, as determined by NAGB. The goal for the frequency of each subject area assessment is at least twice in ten years, to provide for reporting achievement trends.

In order to compare results across geographic jurisdictions, the samples drawn must be representative. For each assessment, the National Assessment program takes affirmative steps to achieve statistically sound levels of school and student participation and optimal levels of student engagement in the assessment, including steps to maximize the participation of students with disabilities and students who are English language learners.

NCES employs safeguards to protect the integrity of the National Assessment program, prevent misuse of data, and ensure the privacy of individual test takers. NAEP results are accompanied by clear statements about school and student participation rates; student engagement in the assessment, when feasible; and cautions, where appropriate, about interpreting achievement results.

5

**GOAL 2: To develop technically sound, relevant assessments designed to measure what students know and can do.**

NAEP assessment frameworks spell out how each subject area assessment will be put together. The frameworks are the foundation for what NAEP will assess and report. Assessment frameworks describe the knowledge and skills most important for NAEP to assess at each grade. They provide for the item types and appropriate mix that best represent such knowledge and skills (e.g., multiple-choice, constructed response, hands-on task, information and communication technology-based task or simulation, etc.). Test specifications provide detailed instructions to the test writers about the specific content to be tested at each grade, the item type for each test question, and how items will be scored.

The National Assessment Governing Board is responsible for developing assessment frameworks and specifications for NAEP. NAGB does this through a comprehensive, broadly inclusive process lasting about 18 months. It involves hundreds of teachers, curriculum experts, state and local testing officials, administrators, policymakers, practitioners in the content area (e.g., chemists for science, demographers for geography, etc.) and members of the public.

The framework development process helps determine what is important for NAEP to assess and how it should be measured. The frameworks also include preliminary achievement level descriptions (see Goal 3). The framework development process considers both current classroom teaching practices and important advances in each subject area. Where applicable, the curricula, performance standards, and student achievement in other nations are also considered.

NCES is responsible for developing items for each assessment that comprehensively measure the subject domain as defined by the assessment framework and specifications. NAGB is responsible for approving all items, including those for contextual information, before use in an assessment.

NCES regularly evaluates the extent to which the set of items for each assessment meets the framework requirements, assessment specifications, and achievement level descriptions.

To ensure that NAEP data fairly represent what students know and can do, the frameworks and specifications are subjected to wide public review before adoption, and the items developed are reviewed for relevance and quality by representatives from participating states.

For NAEP to measure trends in achievement accurately, the frameworks (and hence the assessments) must remain sufficiently stable. However, as new knowledge is gained in subject areas, the information and communication technology for testing advances, and curricula and teaching practices evolve, it is appropriate for NAGB to consider changing the assessment frameworks and items to ensure that they support valid inferences about student achievement. But if frameworks, specifications, and items change too abruptly or frequently, the ability to continue trend lines may be lost prematurely, costs go up, and reporting time may increase. For these reasons, NAGB generally maintains the stability of NAEP assessment frameworks and specifications for at least ten years. NCES assures that the pool of items developed for each subject provides a stable measure of achievement for at least the same ten year period. In

6

deciding to develop new assessment frameworks and specifications, or to make major alterations to approved frameworks and specifications, NAGB considers the impact on reporting trends.

Whenever feasible, technically defensible steps are taken to avoid breaking trend lines. In rare circumstances, such as where significant changes in curricula have occurred, NAGB may consider making changes to assessment frameworks and specifications before ten years have elapsed.

In developing new assessment frameworks and specifications, or in making major alterations to approved frameworks and specifications, NAGB, in consultation with NCES, estimates the cost of the resulting assessment. NAGB considers the effect of that cost on the overall priorities for the NAEP schedule of assessments.


**GOAL 3. To set and report achievement levels for NAEP results.**

In the 1988 re-authorization of NAEP, Congress made three major innovations. It provided for the first ever state-level assessments, created NAGB to oversee and set policy for NAEP, and authorized NAGB to set explicit performance standards, called achievement levels, for reporting NAEP results.

Previously, NAEP reporting focused primarily on average scores and whether they had changed since prior assessments. The average mathematics score of 4th graders may have gone up (or down) four points on a five-hundred-point scale. But there was no way of knowing whether the current and previous scores represented strong or weak performance and whether the amount of change should give cause for concern or celebration.

There had been attempts to give meaning to the NAEP scales through what were referred to as "performance levels." Starting at 250—the midpoint of the 0-500 scale—points were selected for reporting at 50-point intervals above and below. The cluster of skills that differentiated each major level were identified by the items that students were more likely to answer correctly at one level than students at lower levels. Descriptions of what students know and can do at each performance level were developed from the content of the respective item clusters. However, the performance levels still did not address whether achievement was "good enough."

NAGB approved the first policy statement on the use of achievement levels in May 1990. The policy called for the NAEP achievement levels to be denoted as "Basic," "Proficient," and "Advanced." Proficient, the central level, represents "competency over challenging subject matter," as demonstrated by how well students perform on NAEP. Basic denotes partial mastery and Advanced signifies superior performance on NAEP. Using achievement levels to report results and track change over time adds meaning to the score scale. Reporting by achievement levels helps readers judge whether performance is adequate and progress over time sufficient.

The NAEP achievement levels are developed through a thorough procedure with comprehensive technical documentation, involving expert judgment. For each achievement level-setting project, an explicit design document is developed. The design document describes the qualifications for the

7

individuals who will serve on the achievement level-setting panels and the specific process that will be conducted, including evaluation procedures and validity research. The panels' recommendations are subject to technical and public comment. Ultimately, while considering the panels' recommendations, the achievement levels are set by NAGB.

NAEP achievement levels are widely used by national, state, and local education leaders and policymakers. They contribute to NAEP's role as an independent external monitor of student achievement. The achievement levels provide a common reference by which state and local performance standards and results can be compared.

The NAEP achievement levels have been the subject of several independent evaluations. NAGB uses information from these evaluations, as well as from other experts, to improve and refine the procedures by which achievement levels are set. Although NAGB's standard-setting procedures may be among the most comprehensive and sophisticated used in education, NAGB continually improves the achievement level-setting and reporting process.

NAGB conducts continuing research to support the validity of inferences made in relation to NAEP achievement levels. Where the research indicates that there are limitations on the inferences that can be made in relation to NAEP achievement levels, these limitations are included in NAEP reports. Average scores, percentiles, and other relevant statistics are reported along with NAEP achievement levels to provide context and help foster appropriate interpretations of the results.


**GOAL 4. To bring attention to achievement gaps where they exist among demographic subgroups and the urgency of closing those achievement gaps.**

Because education is the cornerstone of a nation's strength, the existence of persistent achievement gaps between demographic subgroups in the U.S. is a threat ignored at our peril. The nation's founding documents and Constitution provide for equal opportunity and equal justice under law for all. Supreme Court decisions and federal legislation undergird these civil protections against discrimination, especially in the arena of public education.

For these reasons, NAEP monitors student achievement by gender, race/ethnicity, and socioeconomic status, and for students with disabilities and students who are English language learners. In order to address achievement gaps, it is necessary first to identify them.

NAEP reports highlight achievement gaps among the student demographic subgroups so that the public is made aware and officials with responsibility have information on which to take action. The members of NAGB, individually and collectively, carry out initiatives to convey the urgency of closing achievement gaps to the public. These initiatives include preparation of special NAEP reports focused on achievement gaps, presentations, symposia, and public statements made in connection with the release of NAEP results.

**GOAL 5. To disseminate timely NAEP reports and to make NAEP data and information useful and easily accessible to various audiences, including educators, policymakers, parent leaders and the public.**

Given the importance of NAEP results, their timely release is critical to their impact. The goal is to release initial NAEP student achievement results within six months of the completion of data collection for each assessment.

The information available from the National Assessment program is rich and varied. It includes:

- NAEP reports;
- assessment frameworks and specifications for the broad array of subjects included in NAEP;
- hundreds of released assessment items, including student data, exemplar student responses, and scoring guides;
- assessment results for the nation, public and private schools, states, and urban districts;
- achievement level results and descriptions; and
- contextual information collected from students, teachers, and school administrators.

This information is available on-line at no charge. Providing electronic versions of these materials makes them easily accessible and minimizes the need for printed copies.

NAGB and NCES continually evaluate audience needs and employ innovations in information and communication technology to improve access, usability, and usefulness of NAEP data and related resources. The aim is to optimize the potential of NAEP information to help states and others improve education achievement and close achievement gaps.

This includes procedures developed by NCES to facilitate the ability of states to link performance on NAEP with data in state longitudinal data bases. It also includes the option for states to use NAEP assessments planned for administration at the national level only. States can do this by assuming the costs and adhering to requirements that protect the integrity of the NAEP program. NAGB and NCES ensure that state decision makers receive timely notice of this option and that the cost to states is minimized.


**GOAL 6. To innovate in NAEP framework development, item development, test administration, data collection, test security, scoring, analysis and reporting.**

Innovation is at the heart of NAEP and has been since its inception. NAEP is recognized for its advances in large-scale assessment administration, item formats, data collection, test security, scoring, analysis, quality assurance, and reporting. NAEP has embraced information and communication technology as subject matter (e.g., in the Technology and Engineering Literacy Assessment), as a tool for conducting assessments (e.g., the Writing Assessment and the Science Assessment interactive computer tasks), and as a channel to disseminate NAEP information (e.g., the on-line data tools). NAEP continually seeks innovations to improve the timeliness of NAEP reporting; enhance the precision of NAEP data; expand the ways that NAEP measures students' knowledge and skills; reduce burden on schools and students; increase the efficiency of national and state sampling and test administration procedures; and minimize costs. Innovation is built into the NAEP *modus operandi* and this will continue into the future.

9

# National Assessment Governing Board

# Assessment Development Committee

## Report of August 1-2, 2013

**August 1, 2013**        **Closed Session**        **8:00 am – 1:45 pm**

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 August 1, 2013 from 8:00 a.m. to 1:45 p.m.

**Attendees:** ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Other Board Members – Rebecca Gagnon, Tonya Miles; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Elvira Germino Hausken, William Ward; AIR – Kim Gattis, Teresa Neidorf, Yan Wang; ETS – Jay Campbell, Greg Vafis, Shu-Kang Chen, Andrew Latham, Lonnie Smith; HumRRO – Steve Sellman; Fulcrum IT – Saira Brenner, Jud Cole, Gregory Anderson.

**Review of Technology and Engineering Literacy (TEL) Tasks and Discrete Items**
Lonnie Smith of ETS provided an overview of the NAEP Science TEL development process and timelines leading up to the 2014 operational TEL assessment in grade 8. The first portion of the meeting was spent reviewing the TEL computer-based scenarios and accompanying items. ADC members had seen these tasks during various stages of their development, and had provided numerous comments for improving the tasks and items. Committee members expressed their appreciation to NCES, ETS, and other NAEP contractors on the excellent set of TEL scenario-based tasks. The ADC had a few relatively minor changes to the tasks and items for clarity.

The second part of the August 1 closed session focused on the TEL discrete items. Committee members were pleased overall with the rigor and quality of the items. However, members had a number of changes related to language clarity, assessment targets measured, scoring rubrics, and clarity of the graphics.

**Review of Science Hands-on Tasks (HOTs)**
The third part of the meeting addressed the Science Hands-on Tasks (HOTs) being prepared for the 2015 operational assessment at grades 4, 8, and 12. ADC comments included clarification of directions, attention to language complexity, improvement to scoring rubrics, revision to some assessment targets addressed by the tasks, and other substantive changes to the HOTs. At this stage members reviewed written descriptions of the HOTs, without having the physical materials, which need to be considered before final approval.

Members also received a briefing on a proposal to move toward "hybrid" hands-on tasks where students would use both a computer and physical manipulatives. This hybrid model has several advantages, including reducing the reading load and task set-up time, since some directions and video demos could be presented to students on the computer. Students could also record data from their experiments in chart or graph form and answer the HOTs test questions on the computer.

ADC members supported the plan to transition to HOTs tasks that involve both a computer and hands-on equipment and materials. However, the Committee emphasized that hands-on tasks involving science equipment and materials must remain an important part of the NAEP Science assessment.


**August 2, 2013          Closed Session          10:00 am – 12:30 pm**

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 August 2, 2013 from 10:00 a.m. to 12:30 p.m.

**Attendees:** ADC – Alan Friedman (Chair), Shannon Garrison (Vice Chair), Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin, Susan Pimentel, Cary Sneider; Governing Board Staff – Mary Crovo; NCES – Suzanne Triplett, Elvira Germino Hausken, William Ward, Ebony Walton; AIR – Kim Gattis, Teresa Neidorf, Yan Wang; ETS – Jay Campbell, Greg Vafis, Shu-Kang Chen, Andrew Latham; Westat – Dianne Walsh; Pearson – Connie Smith; HumRRO – Steve Sellman, Sheila Schulz; Fulcrum IT – Saira Brenner, Jud Cole, Gregory Anderson; CRP – Edward Wofford; Hager Sharp – Lauren Werner.

**Review of Science Interactive Computer Tasks (ICTs)**
Andrew Latham of ETS provided an overview of the ICT development work at grades 4, 8, and 12. The Committee reviewed multiple short and extended ICTs at each grade level. Mr. Latham presented the "beta" versions of the tasks, which had previously been reviewed and commented on by the ADC when the tasks were in an outline and also an "alpha" format. Alpha and beta builds are the first- and second-draft versions of the rendered task, respectively.

The ADC was pleased overall with the topics, rigor, and relevance of the proposed tasks. They commented that the tasks will measure important content and practices in science and will be very engaging to students. Members also commented on the generally good match between the ICTs and the assessment targets from the NAEP Science Framework. A substantial number of comments were provided by the ADC on modifications to improve the tasks in terms of clarity, increasing the level of student engagement, providing a better match to the assessment targets for some items, and other factors.

**Update on 2013 Technology and Engineering Literacy (TEL) Pilot Test**
William Ward of NCES provided a status report on the TEL pilot test, which was administered to 16,000 eighth-grade students in both public and private schools. The sample size for the TEL pilot was larger than is typical for NAEP pilot tests, due to additional analyses planned to help prepare for the 2014 operational assessment.

Mr. Ward shared preliminary observations from the TEL pilot. TEL items can be scored using existing NAEP scoring procedures and the scoring reliability for TEL is similar to other NAEP subjects. TEL items yielded a range of responses and students demonstrated a wide range of ability on the constructed response items. ADC members were able to view a distribution of percent correct pilot results, subdivided by the three TEL areas: Technology and Society, Design and Systems, and Information and Communication Technology. Following this information, Mr. Ward presented some sample TEL scenario- based tasks and discrete items, along with sample student responses.

Finally, Mr. Ward presented a new TEL video that explores a TEL task in-depth. This task (the Wells task) was released on the NAEP website in June 2013 to illustrate the nature of the complex TEL tasks. This new video, scheduled for release in August 2013, explains what the task measures, what students are asked to do, and other features of the "Wells" task. In October 2013, additional TEL information is due to be released on the website including observations from the pilot test for this task and possible extended reporting scenarios.

ADC members commented that the TEL pilot information was extremely interesting, and Committee members were pleased that the pilot was successful. They requested a briefing at their December 2013 meeting on subsequent analyses from the pilot and plans for the 2014 operational assessment. The ADC also commended NCES for the work to release a TEL task and related information in advance of the 2014 assessment.


**Update on Reporting Grade 4 Computer-Based Writing Information**
Arnold Goldstein of NCES updated the ADC on progress since their May 2013 meeting on reporting information from the grade 4 computer-based Writing pilot. Based on the feedback provided by the ADC and other groups, NCES and its contractors have made a number of changes to the grade 4 writing report to be put on the NAEP web site.

Mr. Goldstein explained that the goal of the grade 4 Writing pilot report was to communicate what was learned in the development and implementation of the grade 4 assessment. He then provided the ADC with an overview of the various web pages developed for the grade 4 writing release.

Members were very complimentary of the format and content of the embargoed web pages. The ADC particularly liked the question and answer format used on the site, and the fact that a user can print a summary report from the website home page.

Committee members provided some specific feedback they felt was essential to incorporate to make the site more user-friendly. For example, the amount of text at the top of the home page should be reduced in length and the acronym, WCBA, should be

replaced with a more user-friendly term on subsequent slides. In addition, graphs should display score points on the y-axis starting with 1 at the bottom and progressing to 6 at the top. Similar bar charts should have lower values or categories near the bottom and higher values/categories near the top of the y-axis. On some of the horizontal bar charts, shading or lines should be added to separate subgroups such as gender or race/ethnicity, to more clearly display the large amount of data. Members noted that the stacked vertical bar charts were not easily understood. It is also important to explain to the user why there were four points in rubrics for the 20-minute prompts and 6 six points in the 30-minute prompt rubrics.

Mr. Goldstein thanked the ADC members for their helpful feedback and noted that the web-based report should be ready for release in December 2013. Members commented that the website will be a very important resource for educators, testing specialists, and policy makers since this is the first large-scale computer-based writing study ever conducted. The ADC recommended that NCES and Governing Board staff work collaboratively on a release event for the grade four writing web report.

**Open Session**
The ADC took the following three actions in open session, all of which were approved unanimously:
1. **ACTION:  The Assessment Development Committee approves the NAEP Science Interactive Computer Task (ICT) beta builds in grades 4, 8, and 12, with changes to be communicated in writing to the National Center for Education Statistics (NCES).**

2. **ACTION:  The Assessment Development Committee approves the NAEP Science Hands on Tasks (HOT) for grades 4, 8, and 12, with changes to be communicated in writing to NCES.**

3. **ACTION:  The Assessment Development Committee approves the NAEP Technology and Engineering Literacy (TEL) scenario-based tasks and discrete items at grade 8, with changes to be communicated in writing to NCES.**

**New Topic**
ADC Chair, Alan Friedman, noted that Chairman Driscoll recently received a letter from Michael Cohen of Achieve, stating some concerns with the NAEP Writing assessment. Chairman Driscoll assigned the letter to the ADC. Due to a very full agenda on August 1 and 2, the Committee will consider the letter via teleconference in the near future.

I certify the accuracy of these minutes.


Aug. 13, 2013

_____          _____
         Alan Friedman, Chair                                    Date

# National Assessment Governing Board

# Committee on Standards, Design and Methodology

## Report of August 2, 2013

**COSDAM Members:** Lou Fabrizio (Chair), Terry Holliday, Tonya Miles, Jim Popham, and Fielding Rolston (Vice Chair).

**Governing Board Staff:** Cornelia Orr, Ray Fields, Sharyn Rosenberg, and Michelle Blair.

**Other Attendees:** John Q. Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Commissioner Jack Buckley and Patricia Etienne. AIR: Victor Bandeira de Mello, George Bohrnstedt, Young Yee Kim, Sami Kitmitto, and Fran Stancavage. CRP: Carolyn Rudd. DRC: Pat Roschewski. Education Week: Sarah Sparks. ETS: Steve Lazer and Andreas Oranje. Fulcrum: Saira Brenner. Hager Sharp: Joanne Lim. HumRRO: Sunny Becker. The Hunt Institute: Lucille Davy. Westat: Keith Rust. Widmeyer: Jason Smith.

## Introductions and Welcome to Sharyn Rosenberg, the New Governing Board Assistant Director for Psychometrics

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:07 a.m. and welcomed members and guests. Committee members Andrew Ho and Leticia Van de Putte were unable to attend the meeting. Mr. Fabrizio introduced Sharyn Rosenberg, the new Governing Board Assistant Director for Psychometrics. Ms. Rosenberg gave some brief introductory remarks, noting that she attended several COSDAM meetings in her previous role as a NAEP contractor. She mentioned that former Board and COSDAM member Greg Cizek was not only her Ph.D. advisor, but that he first inspired her to pursue a degree in psychometrics.

## Committee Questions on Information Items

Mr. Fabrizio asked whether there were any questions on either of the information items: 1) the update on evaluation of the NAEP achievement levels procurement (Attachment D); or 2) the NAEP 12th grade academic research: Phase 2 research updates (Attachment E). The Committee confirmed that there were no questions.

## Interpreting NAEP Results Using Preparedness Research Findings (ACTION ITEM)

Mr. Fabrizio noted that COSDAM would be presenting a motion for full Board action on the inferences for interpreting NAEP results in terms of academic preparedness for college. He asked Governing Board staff Ray Fields to lead the discussion providing context for the motion.

Mr. Fields recognized the contributions of COSDAM, and in particular of Andrew Ho, who suggested a revision to the proposed inferences that were discussed by the full Board at the May 2013 meeting. Following the May 2013 meeting, the revised inferences suggested by Mr. Ho were reviewed by Michael Kane, advisor to the validity argument. Mr. Kane confirmed that the inferences were appropriate and considered them an important improvement.

In mid-July, COSDAM members engaged in email discussions to review the revised validity argument (a modification of the initial draft which was presented at the May 2013 meeting), reviews of the validity argument by independent technical experts Mark Reckase and Greg Cizek, and a staff-prepared prototype chapter for using NAEP as an indicator of academic preparedness in connection with the 2013 grade 12 results for reading and mathematics. Mr. Fields summarized these activities and invited the Committee to engage in additional discussion. In particular, Mr. Fields noted that the email exchanges had included Committee discussion on the use of "plausible" versus "reasonable," but that "plausible" was chosen because Mr. Ho expressed a preference for that term. Mr. Fields also reported that the validity argument and its accompanying external reviews would be finalized to include a table of contents, acknowledgment section, executive summary, and foreword, and that the independent reviews would be included as appendices.

Mr. Fields noted that Governing Board staff has been working with NCES since March 2013 to discuss options for reporting grade 12 results in terms of academic preparedness. With the parallels to the preparedness initiative, NCES had reminded Governing Board staff that the research and analyses related to inclusions and accommodations resulted in a chapter in the 2000 NAEP Reading Report Card about the reasons for pursuing a more inclusive NAEP, the research results, and the impact on score interpretations. The information in the draft prototype chapter on academic preparedness is intended as a concrete example of what might be included in the 2013 grade 12 NAEP Report Card and contains the following elements: the rationale for the Board's preparedness initiative, research results, policy context for preparedness, definition of preparedness, the proposed inferences, caveats, and limitations, and that this represents a transition in reporting. Mr. Fields noted that the prototype chapter provides context for the motion, but that the motion refers only to the inferences, not to the prototype chapter.

Jim Popham requested that the prototype chapter include several good examples of how the results are useful to the general public. He would like to see the grade 12 report address the questions, "Who cares?" and "So what?" when discussing academic preparedness. Real examples for the general public would be useful. Mr. Fields noted that Mr. Popham's previous suggestion at the May 2013 meeting had been incorporated into the current draft and that these questions would continue to be considered.

There was discussion about the use of "plausible" versus "reasonable." John Easton noted that "plausible" seems like a more statistical term, while "reasonable" seems to reflect rhetoric of argument. He also thought that "plausible" sounds like a probability term. Jim Popham stated that plausibility involves reason and is not just about numbers. Jack Buckley pointed out that "plausibility" comes from "worthy of applause." Cornelia Orr explained that "plausible" reflects the terminology used in the literature about validity arguments. The Committee was satisfied with this explanation of why "plausible" was chosen over "reasonable."

2

Mr. Fields asked whether the Committee had any other feedback to share on the prototype chapter. Mr. Fabrizio noted that the inferences in the prototype chapter should reflect the exact wording from the motion. Mr. Fields said that the prototype chapter would be changed to reflect the inferences as stated in the motion. Fielding Rolston asked about the timeline for the draft chapter; Mr. Fields clarified that the information would be incorporated into the Grade 12 NAEP Report Card, tentatively scheduled for release in March or April of 2014. Governing Board staff will work collaboratively with NCES on the information that will be incorporated into the main report or presented in a side publication. Tonya Miles noted that the prototype chapter was very comprehensive; she felt that it addressed the questions that others might have about the study conclusions.

Mr. Fabrizio raised the issue of choosing a scale score of 163 for mathematics, which is supported by the research but is lower than the Proficient cut score. Will this lead people to ask whether the cut score on grade 12 mathematics should be lowered?

Ms. Orr responded by discussing the desk side briefings on academic preparedness that she gave to policy leaders and organizations. She was asked whether the Board will lower the cut score for grade 12 mathematics, but this question assumes that the Proficient cut score is supposed to represent the college preparedness level, which it was not. More generally the briefings were quite positive; most people were impressed by the volume of research and expressed satisfaction in the content alignment of NAEP and SAT, even if NAEP is broader. Ms. Orr did receive requests for additional information, which varied by individuals and organizations. The comments received during the desk side briefings included an interest in including more longitudinal research with state partners in addition to Florida; a desire to know more about other exams linked to NAEP (such as the ACT) and especially placement exams; and the question of whether grade 12 students are motivated to try hard on NAEP.

In terms of student motivation, Ms. Orr noted that it is important to be aware of the tendency to question whether grade 12 results represent students' best efforts. Some people have a hard time believing that 12th-graders try hard on a test that does not count. On the other hand, TIMSS and PISA are at the secondary level and also do not count. Ms. Orr pointed out that there is some evidence that grade 12 students do take the test seriously, such as completion rates and completion of open-ended questions in particular. On the other hand, if an ERIC search was performed on the terms "NAEP" and "motivation," the search would likely yield studies that conclude students are not very motivated. Such a literature search would likely not turn up any evidence to indicate that students *are* motivated. Ms. Orr suggested that it is more important now than ever to make available the evidence that we do have to support the claim that students are motivated. Mr. Fields added that the research on NAEP and motivation that has been done and is often quoted has not been critiqued. Mr. Fields suggested that such research deserves to be critiqued; otherwise, the assertions made are left standing. One thing that has been discussed is that a literature review and critique of existing studies could be performed as part of the efforts on preparedness research.

The final topic that Ms. Orr reported from the desk side briefings was that people were really surprised by the lack of alignment and overlap between workforce training and the NAEP

reading and math assessments in the most recent studies that were performed. This was surprising to people given the rhetoric across the country of having the same standards and expectations for "college and career." This raises the question of what these results mean – should we not have the same high expectations for all students? The Board would say that all students should graduate high school prepared to pursue the path they choose, be it college or job training. Lastly, audiences wanted to know more about preparedness for the military, and people in career and technical education thought it would be helpful to know more about how the NAEP frameworks align with frameworks for career and technical education.

Mr. Popham asked whether there was going to be an effort to look at the appropriateness of the NAEP proficiency levels. He noted that the Smarter Balanced Assessment Consortium (SBAC) is formulating plans for setting performance standards. Several people think it is important to set the SBAC standards near the NAEP cut scores to ensure credibility. But one state representative from SBAC noted that if standards are set as high as NAEP to avoid political criticism, states may be in a position of having a standard that is too high to achieve for a long time. This caused Mr. Popham to wonder whether NAGB ever reexamines performance standards.

Mr. Fields responded that the NAEP legislation allows reconsideration of the performance standards. He also noted that it is very difficult to obtain external data for grades 4 and 8. There has been some work looking at NAEP achievement levels in relation to TIMSS (not performed by the Board), and this work has generally been confirming of the current performance standards for mathematics. Ms. Orr added that the state mapping studies could be used as disconfirming evidence to the NAEP achievement levels— but this begs the question of which performance standards are more appropriate.

Mr. Popham explained the source of his concern. If we assume that the NAEP achievement levels are a little too high, in the past this did not really matter too much. But now if the consortia adopt the same standards, and the tests are not instructionally facilitative or meaningfully diagnostic, it will be very tough to improve student performance on these assessments. If years go by with a consistent message of failure, this will not be helpful for American schooling. He asked Terry Holliday to provide his perspective on this issue.

Mr. Holliday explained that when Kentucky set performance standards a few years ago, technical advisors from colleges agreed on an academic preparedness cut score on the ACT. Then, the ACT EXPLORE data were taken all the way back to third grade, to set bands of proficiency levels benchmarked to that cut score. The inspiration for this approach came from Jack Buckley and his charts about confidence bands. Mr. Holliday feels that he can answer his many critics; NAEP Proficient falls within the band of state proficiency. Mr. Holliday suggested that SBAC and PARCC pay attention to the confidence bands; otherwise it will open the states to a lot of criticism, which will lead to pushback on NAEP. Mr. Holliday also noted that the grade 12 performance standards will only be relevant at the state level for the 13 states that participate in NAEP at the state level. Finally, Mr. Holliday noted that the Chief State School Officers were very receptive to the Board's academic preparedness work that was presented at their meeting in Wisconsin last week, but that they have not yet identified the implications of that work.

Mr. Rolston noted that Tennessee is very tied into the ACT – all students in Tennessee take the ACT, not only the students who intend to go to college. Having complete data on the ACT, along with grade 12 NAEP scores, will allow Tennessee to check some of these inferences about academic preparedness.

Mr. Popham asked whether the academic preparedness research results in reading are viewed as confirmatory evidence of the Proficient level. Mr. Fields responded, "So far," and added that Mr. Holliday and Mr. Rolston are supporting additional studies with their respective states, Kentucky and Tennessee, linking 2013 grade 8 NAEP scores (in both reading and math) to grade 8 ACT EXPLORE scores. The results of these studies will also help to inform this discussion for grade 8 performance standards.

Ms. Orr noted that we likely would not be having this conversation if the NAEP achievement levels had been numbered one through three rather than using the label of "Proficient." The initial achievement levels were clearly intended to be aspirational. Mr. Fields noted that the achievement levels came about during the same time as the National Education Goals were set in 1990, and that NAEP was intended to measure progress toward the goal for student achievement. Thus, the definition used in the National Education Goal for student achievement — "competency over challenging subject matter" — was embodied in the policy definition for the NAEP Proficient achievement level. This is clearly different from "performance at grade level." Mr. Fabrizio pointed out that the concern is with the states that use their current assessments to make promotion decisions. If standards are set really high and states continue to use these assessments to make promotion decisions, the public is not likely to accept 60 percent of students being retained in grades 3-8.

Mr. Buckley commented that COSDAM is a technical committee, but that this is really a policy discussion. The NAEP achievement levels are still in a trial status. Mr. Buckley would like to be able to resolve the trial status, but this is a difficult challenge. He added that NAEP was never intended to be a formative assessment even though the consortia assessments were conceptualized to provide more feedback. It is important to make this difference clear to policymakers.

Mr. Fabrizio presented the motion on the inferences to be included in the report of the 2013 grade 12 results. The motion was moved by Mr. Popham and seconded by Ms. Miles. There were no questions raised. COSDAM voted unanimously to pass the motion.

**ACTION: COSDAM recommends approval by the Governing Board of the Motion on Reporting 12th Grade Academic Preparedness for College, which includes the inferences to be incorporated into the 2013 Grade 12 NAEP Report Cards for Mathematics and Reading. The motion is appended as Attachment 1 to this report.**

**CLOSED SESSION 11:20 a.m. – 12:25 p.m.**
**COSDAM Members:** Lou Fabrizio (Chair), Terry Holliday, Tonya Miles, Jim Popham, and Fielding Rolston (Vice Chair).

**Governing Board Staff:** Cornelia Orr, Sharyn Rosenberg, and Michelle Blair.

**Other Attendees:** John Q. Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Commissioner Jack Buckley and Patricia Etienne. AIR: Victor Bandeira de Mello, George Bohrnstedt, Young Yee Kim, Sami Kitmitto, and Fran Stancavage. ETS: Steve Lazer and Andreas Oranje. Fulcrum: Saira Brenner. Hager Sharp: Joanne Lim. HumRRO: Sunny Becker. 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 August 2, 2013 from 11:20 a.m. – 12:25 p.m. in order to discuss information regarding analyses of the TEL field trial, including secure data.

## Discussion on Achievement Level Setting (ALS) on the 2014 NAEP Technology and Engineering Literacy (TEL) Assessment

Ms. Orr began the discussion on achievement level setting (ALS) for the 2014 NAEP Technology and Engineering Literacy (TEL) Assessment. She provided a summary of previous discussions related to this topic and noted that the TEL ALS poses some unique challenges due to being computer-based, using an evidence-centered design approach, and measuring a new construct that is not explicitly taught in most schools. Mr. Popham stated that the evidence-centered design process is great for assessment development, but he feels that it should not be incorporated into the standard setting process.

Andreas Oranje of ETS then provided a briefing on how the TEL achievement level setting (ALS) could be informed by current TEL data collections and analyses. His presentation addressed the following overarching questions:

1) Can we falsify (or fail to falsify) the hypothesis voiced by COSDAM members that TEL is a measure of general intelligence?
2) Is the TEL construct (either as a composite or a single scale) cohesive enough to warrant ALS?
3) Are there additional studies required to address these questions satisfactorily?

Mr. Oranje presented the currently available embargoed results from the TEL field trial and noted that there were some differences in the design and administration of the field trial and plans for the operational assessment in terms of timing, number of items, order of items, and spiraling of background questions. These differences are important when considering the use of field trial data for ALS pilot studies.

Mr. Oranje presented a schedule of completed and planned activities for the TEL field trial and the TEL operational administration. He noted that ETS had not yet examined correlations

6

between the assessment areas, but that this information was expected to be available by the December 2013 Board meeting. This presentation could also include performance patterns by subgroups. Results from the bi-factor model of the TEL field trial are expected to be available by the March 2014 Board meeting. For the TEL operational administration, results from the composite or univariate scale score distribution are expected to be available in August 2014, and results from the bi-factor model are expected to be available in October 2014.

Ms. Rosenberg asked for clarification on the schedule of analyses for the TEL operational administration. If composite or univariate scale scores are expected to be available in August 2014, and the bi-factor model results are expected to be available in October 2014, when will a decision be made about which model to use, and on what criteria will that decision be based? Mr. Oranje responded that this decision would likely be made a priori rather than on an empirical basis. It is safer to use the composite or univariate scale scores since this is the model that has been used in the past; the bi-factor model will likely be used to inform the extended reporting goals only.

Mr. Popham raised the concern of anticipatory validity. Given the assumption that most students have not received specific instruction in TEL, what kinds of factors will raise scores in the future? Mr. Fabrizio pointed out that the Assessment Development Committee has been having these conversations.

Two COSDAM members expressed concern about going forward with TEL, given that the budget constraints may undermine expansions in reporting preparedness. TEL is not a core area, but academic preparedness is heavily anticipated and needed in education at this time.


**OPEN SESSION: 12:25 p.m. – 12:30 p.m.**
(See list of attendees for the closed session. No additional attendees joined this session.)

**Other Issues or Questions**

In closing, Mr. Fabrizio invited COSDAM members to provide any additional comments or questions. Mr. Popham asked for an agenda item on instructional sensitivity. Mr. Easton noted that there is an IES grant on an assessment innovation for parsing out prior knowledge; COSDAM requested a briefing on this work. Mr. Holliday asked about the status of Dave Conley's report on course content analyses. Michelle Blair responded that the job training report has been released, but the work on colleges is ongoing. Content reviewers are examining course artifacts. A final report is expected by the March 2014 Board meeting.

I certify the accuracy of these minutes.


*Louis M. Fabrizio*                                            August 9, 2013

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Lou Fabrizio, Chair                                              Date

7

# Motion on Reporting 12th Grade Academic Preparedness for College

The Committee on Standards, Design and Methodology (COSDAM) recommended adoption of the motion below.

The National Assessment Governing Board approved the motion on August 3, 2013.

## Background

- COSDAM has responsibility for overseeing the Governing Board's program of research on 12th grade academic preparedness for college and job training.
- COSDAM has reviewed:
  - o the research results completed during 2010-2012,
  - o the staff-prepared validity argument developed in support of inferences proposed,
  - o the independent technical reviews of the validity argument, and
  - o a staff-prepared prototype intended to exemplify how the research on 12th grade academic preparedness for college would be reported.
- The inferences proposed in the motion below are intended as preliminary statements for reporting purposes and specifically not as performance standards for academic preparedness for college.
- Governing Board staff have worked and will continue to work collaboratively with staff of the National Center for Education Statistics to prepare the full explanatory text about the NAEP 12th grade academic preparedness initiative.
- The prototype document in the Board materials is a starting point for what may be said about the preparedness initiative in the report of the NAEP 12th grade reading and mathematics administered in 2013, with adjustments to the text and format to be made as needed.
- Further research to be conducted during 2013-2015 will be considered by COSDAM and the National Assessment Governing Board to make adjustments, as appropriate, to the statements in the motion below.

## Motion

The National Assessment Governing Board approves the following statements for use in the reporting of the NAEP 12th Grade Reading and Mathematics assessments administered in 2013.

**Reading:** Given the design, content, and characteristics of the NAEP 12th grade reading assessment, and the strength of relationships between NAEP scores and NAEP content to other relevant measures of college academic preparedness:

> **the percentage of students scoring at or above a score of 302 on Grade 12 NAEP in reading is a plausible estimate of the percentage of students who possess the knowledge, skills, and abilities in reading that would make them academically prepared for college.**

8

A score of 302 corresponds to the cut-score for the Proficient achievement level in 12th grade reading.

In 2013, XX% of 12th graders nationally scored at or above 302 in reading.

**Mathematics:** Given the design, content, and characteristics of the NAEP 12th grade mathematics assessment, and the strength of relationships between NAEP scores and NAEP content to other relevant measures of college academic preparedness,

> **the percentage of students scoring at or above a score of 163 on the Grade 12 NAEP scale in mathematics is a plausible estimate of the percentage of students who possess the knowledge, skills, and abilities in mathematics that would make them academically prepared for college.**

A score of 163 in mathematics is between the cut-scores for the Basic and Proficient achievement levels in 12th grade mathematics.

In 2013, XX% of 12th graders nationally scored at or above 163 in mathematics.

9

# National Assessment Governing Board

# Reporting and Dissemination Committee

## Report of August 2, 2013

**Attendees:** Committee Members—Chair Andrés Alonso, Vice Chair Tom Luna, Anitere Flores, Rebecca Gagnon, Terry Mazany, and Father Joseph O'Keefe; Governing Board Staff—Larry Feinberg, Stephaan Harris, and Tisha Phillips; NCES—Associate Commissioner Peggy Carr, Angela Glymph, Arnold Goldstein, and Grady Wilburn; AIR—Brittany Cunningham and Cadelle Hemphill; CRP—Bobby Austin, Sondra M. Gaines, Roger Morrell, Carolyn Rudd, and Sheila J. Wise; Department of Education—Tanyelle Richardson; ETS—Amy Dresher and Lisa Ward; Fulcrum—Gregory Anderson; HagerSharp—Debra Silimeo; HumRRO—Steve Sellman; Optimal Solutions Group—Yvette Clinton and Craig Streit; Reingold—Amy Buckley and Valerie Marrapodi; Transformative Education Solutions, LLC—Lucille Davy; Westat—Chris Averett.

1. **Review of Board Policy and Guidelines on Reporting, Release, and Dissemination of NAEP Results**

The Committee continued the ongoing discussion of how it can have earlier and high-level feedback on NAEP reports. Arnold Goldstein, of NCES staff, handed out a color chart that showed the typical schedule of some of the major NAEP report cards and elaborated on a significant constraint: the tight timeline and turnaround of the six-month reporting window that did not allow significant time for major revisions.

Chairman Alonso said this constraint should make members think of feedback in a different frame, a shift to the long-term nature to what is being reported and how to influence reports up to two years down the line. He added that the data currently presented in NAEP reports may not be presenting the whole story of what is going on in a district or state, using the example of FARM (free and reduced meal) African-American students in Baltimore, whose performance is currently not disaggregated in published reports, though the district can access that data on its own. The outcome might be that important elements of state or district performance, in the case of the TUDA districts, can be submerged in aggregate data in ways that distort the reality of performance. Committee member Rebecca Gagnon agreed saying that in Minneapolis, for example, scores of Somali students can be broken out from those of other African-American students in order to see subgroup performance.

Mr. Goldstein said NCES has tried to highlight interesting exceptions to the general patterns of results, such as African-American and Hispanic growth in certain subjects. He said that with future NAEP reporting becoming more web-based there would be more flexibility in data presentation. Larry Feinberg, of NAGB staff, said that could provide the opportunity for break-

out charts that feature data on such populations as FARM students. Chairman Alonso requested NAGB and NCES staff begin a working stream around suggestions that emerged to facilitate early Committee feedback in reporting. NCES Associate Commissioner Peggy Carr said that perhaps a first step would be the development of a prototype analysis the committee may want to explore for certain reports.

## 2. Possible New Formats for NAEP Reporting

To explain how NAEP reporting will change with the upcoming 2013 Mathematics and Reading Report Cards, Mr. Goldstein first showed a short video that illustrated a variety of online charts, graphics and tools that visitors can access via computer, tablets or smart phones. He then demonstrated a prototype of an update of the NAEP website, which will go into effect with the fall NAEP 2013 Reading and Math release. Mr. Goldstein said the new formatting calls for a much slimmer report that pushes people to look at data online that will be organized to have the results tell a story. Visitors will be able to quickly access charts, tables, and graphs of interest, and click on big-picture questions such as "Are Students Making Progress?" to get underlying data.

Even with improvements, members wanted to ensure a thoughtful strategy accompanies the new formats so people are informed about the changes, and that online tools make the experience as user-friendly and accessible as possible.

Vice Chair Luna voiced concern in making the race/ethnicity charts as displayed in the prototype more accessible and suggested the idea of a short video clip to explain and promote the overall changes. Member Terry Mazany suggested there be a strategy to evaluate the use and impact of the site, emphasizing that with so much competition of time online, there is a need to make sure visitors can navigate data quickly. Ms. Gagnon asked if NCES can look into making some of the online changes available on the current NAEP app. Chairman Alonso said there is a need for a very thoughtful strategy to inform people what is available with this format and what the changes mean.

Mr. Goldstein said NCES would address these concerns, citing that, for example, there will be explainer text for the race/ethnicity charts and other graphics. Stephaan Harris, of NAGB staff, said there will be a release strategy to promote the upcoming online and reporting changes with NAEP in advance.

The reporting formats discussion introduced the issue of the Board's inclusion policy, especially for students with disabilities (SD) and English language learners (ELL). Mr. Feinberg suggested more prominence can now be given to exclusion rates. However, Mr. Goldstein cautioned NCES is not totally comfortable with the full population estimate method in this regard. Dr. Carr added that while NCES is not intentionally ignoring the recommendations of the Board policy, there are issues of data quality and rigor to prevent some of the exclusion reporting as recommended in the policy. Chairman Alonso said the policy then must be revisited if there are technical issues that prevent it from being fully implemented.

2

### 3. Parent Outreach Activities

Mr. Harris and Amy Buckley from Reingold reviewed the parent outreach plan that took committee feedback over the last several meetings to craft strategies to expand outreach to parent leaders and find a variety of ways to inform them about NAEP. Areas of the plan include development of a parent leader toolkit and other materials; expansion of web presence and online engagement; and expansion of relationships with partners and publications. Nearly two dozen strategies include a NAEP 101 video and further development of the NAGB site's parent page. The potential timeline of the plan has strategies being executed over the course of a year.

Members including Sen. Anitere Flores emphasized expanding social media is an important aspect of the plan, while Vice Chair Luna suggested outreach should involve aggressive promotion to state education departments and leaders. Chairman Alonso suggested the social media outreach could involve promotion of background variables.

Ms. Gagnon said the plan should include making some materials in other languages besides English to reach ELL families. Mr. Mazany said material development in the plan should involve case studies to inject the voice of real parents. Mr. Harris added that Board staff and its communications contractor will consult with Board members on various stages of planning.

Mr. Mazany and Ms. Gagnon then updated the committee on plans for the upcoming parent summit, which is slated to be held in January 2014 in Washington, DC. The idea will be to have a full morning session with guest speakers to educate and inspire, with smaller afternoon breakout sessions on using NAEP tools and data to engage and act. Workshops are being developed by consultants: former Board members Amanda Avallone and Kathi King, along with Mr. Mazany, Ms. Gagnon and Board member Tonya Miles. Board members Doris Hicks, Dale Nowlin and Shannon Garrison are workshop advisors. The team will pilot the workshops and do reality testing to make sure everything is tailored to the audience of parent leaders.

**ACTION: The Committee approved the parent outreach plan and recommended full Board approval with two additions: preparation of materials in languages besides English and a parent voice in materials development. The outreach plan is appended as Attachment 1 to this report.**

### 4. Release Plan for NAEP 2013 Reading and Mathematics Report Cards

Mr. Harris reviewed a release plan for the 2013 NAEP Reading and Mathematics Report Card slated for release in October in the form of a webinar, with embargoed access to media, key Congressional staff, and senior officials with the Chief Council of State School Officers and the National Governors' Association.

Mr. Harris said that because both subjects will be released simultaneously, the plan includes two separate post-release events, likely a webinar – one tailored specifically for reading stakeholders,

and the other for math stakeholders.

**ACTION: The Committee approved the release plan for the NAEP 2013 Reading and Mathematics Report Cards and recommended that it be adopted by the Governing Board. The release plan is appended as Attachment 2 to this report.**

### 5. Plans for Focused NAEP Reports

The Governing Board's policy statement on the use of contextual data in NAEP reporting, adopted in August 2012, called for more focused reports on topics of special interest to be issued after the initial reporting of achievement results. The policy said the reports should not only assemble data on student achievement but also include a substantial amount of contextual data from the survey questionnaires administered to students, teachers, and school administrators.

Grady Wilburn, of NCES staff, presented an update on preparations for the report on Black male students, which was specifically provided for in the resolution. Mr. Wilburn said the report would focus on 8th grade and include data from the 2013 NAEP reading and mathematics assessments. It is planned for release in January 2014. An outline of the report will be shared with a range of experts to get reactions and advice. Mr. Wilburn said NCES may set up an advisory committee, as the Board policy envisioned, which would meet either online via WebEx or in-person. Chairman Alonso said releasing the Black male student report in January around the Martin Luther King holiday might increase interest in the NAEP parent summit, which is also planned for that time, and may add to the value of the summit's proceedings.

Mr. Wilburn said other topics for focused reports, to be issued during 2014, include charter schools, private schools, gender gaps, and Simpson's paradox, which explains how overall scores can remain unchanged even while the achievement of individual groups increases. All of the new reports will be primarily web-based, using interactive formats that NCES and its contractors are developing. Fairly brief paper versions could be produced for use at releases, conferences, and meetings.

In addition to the focused reports planned by NCES, Governing Board staff has followed up on the 2012 resolution by having four exploratory analysis reports prepared by consultants that make extensive use of NAEP background data:

- *Who Attends Charter Schools and How are Those Students Doing* by Naomi Chudowsky
- *Time for Learning (national report)* by Alan Ginsburg
- *Time for Learning: States and Districts* by Alan Ginsburg
- *Monitoring What Matters about Context and Instruction in Science Education* by Alan Friedman and Alan Ginsburg

The data analysis reports have been shared with the Ad Hoc Committee on NAEP Background Information and posted on the Governing Board web site.

4

## 6. Information Items

The briefing materials provided to the Committee included two information items: a review of the June 27 release of the NAEP long-term trends report and the projected release schedule for future NAEP reports. The highlights report on linking NAEP and TIMSS 2011 8th grade results in mathematics and science is scheduled for release during September 2013. The NAEP 2013 Report Cards for 4th and 8th grade Reading and Mathematics are scheduled for release in October 2013 for national and state results and in December 2013 for the Trial Urban District Assessment (TUDA). Reading and mathematics results for grade 12 are scheduled for release in April 2014.

I certify the accuracy of these minutes.

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Andrés Alonso, Chair

8-16-13
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Date

5

# PARENT OUTREACH PLAN

## GOALS

The Governing Board's parent engagement plan seeks to promote the important role the National Assessment of Educational Progress (NAEP) plays in assessing and improving education in America, and instill a concern among parent leaders for increasing the achievement of all children. Parent leader outreach efforts should clearly convey how the Board believes parent leaders can use NAEP, and inspire parent leaders to:

1. Learn about NAEP and the data and resources available.
2. Understand NAEP's applicability to their organization and mission.
3. Access and use NAEP tools to inform their work.
4. Inform and empower parents in their networks to learn about, understand, and use NAEP data and resources.
5. Have discussions and ask questions about improving student achievement and narrowing achievement gaps.

## AUDIENCE AND PRIORITY OUTREACH TARGETS

Parent leaders are defined as organizations and individuals whose work and interests involve education and parents, and who see the connection between system performance and the potential for impact on individual students.

The parent leader audience has been segmented into five subgroups: general education parent leaders; K-12 education parent leaders; minority and underrepresented population parent leaders; community parent leaders; and parent-focused media and online influencers.

Initial outreach efforts will focus on 50 priority parent leader groups across the parent leader subgroups. It will be important to create a targeted strategy for engaging these 50 groups with customized approaches, recognizing that they have varying levels of knowledge of NAEP.

Steps for selecting the parent leader target audience include:

- Reviewing the Board's current stakeholder database to make sure that relevant individuals and groups within the subgroups are included.
- Determining the 50 parent leader groups that will be the focus of initial efforts.

6

- Analyzing the 50 groups and leaders to identify how familiar they are with NAEP, what communications assets they have, and what channels and activities they use to communicate to their networks.
- Developing a relationship map that identifies connections of Board members, Board alumni, and other NAEP champions to the 50 groups.

OUTREACH STRATEGIES

Below are recommended strategies to engage the parent leader audience. This integrated approach uses traditional channels, such as in-person events and media relations, as well as outreach through new channels, including online media and social media.

## I. Develop a Parent Leader Toolkit and Supporting Materials

Relevant, user-friendly materials will be fundamental to the success of the outreach plan, especially materials that have greatest use and applicability across all parent leader audiences and allow parent leaders to speak knowledgeably about NAEP. These three items will be the primary components of the parent leader toolkit:

- **NAEP 101 video.** This will be an introductory video to NAEP. It has become clear through Board outreach events and meetings with education groups that most leaders in education and the community do not know enough about NAEP to allow them to connect their efforts with its data and resources.

  - **Examples of outcomes:** Parent leader groups embed the video on their websites for their audiences to see and use, or link to it on social media channels; parent leader groups show the video at their major education conferences

  - **Possible metrics:** Number of video views; number of video engagements (shares, comments); increase in traffic from YouTube to the website

- **Parent presentation.** A PowerPoint presentation has been used occasionally at Governing Board events and conferences. This important tool must be updated to include the Board's core messages for parent leaders and illustrate how NAEP materials can help parent leaders engage their networks and advance their goals.

  - **Examples of outcomes:** Parent leader groups use the presentation at conferences or events; parent leader group asks for a Governing Board member to give the presentation to its membership

  - **Possible metrics:** Number of presentation downloads; number of email (or other outreach) requests for the presentation; number of live presentations given

- **Parent leader discussion guide.** Complementing the NAEP 101 video and the presentation, the discussion guide will assist parent leaders in their conversations about improving student achievement for all children. Discussion points will support their efforts with policymakers

7

and administrators to understand how their school system or state compares with others nationwide, and to discuss what is being done to increase academic rigor and achievement for all students.

> **Examples of outcomes:** Parent leader groups host workshops with parents walking through how to use the discussion guide; parent leaders distribute the discussion guide to their local or state school administrations

> **Possible metrics:** Number of discussion guide downloads; number of email (or other outreach) requests for the discussion guide; number of printed guides or distribution outlets

- **Specialty Materials.** As the outreach effort grows, more materials will be developed to better demonstrate NAEP's relevance and usefulness for each parent leader audience. Materials will be customizable and/or downloadable as needed and include:

  - **State and district profiles.** These will be parent leader-friendly versions of the NAEP state and Trial Urban District Assessment district profiles, with a focus on achievement-level data and key background variable findings. They also will include brief explanations of what the data show, including trend lines.
  - **Data infographics.** NAEP data will be shaped into infographics that are visually appealing and engaging to parent leaders.
  - **Parent leader testimonials.** Stories from parent leaders who have used NAEP data as resources to address education issues will be made into a video or a PDF document for print distribution.
  - **Background variables one-pager.** This will include information on the wealth of background variables collected with each NAEP assessment, and how parent leaders can access and use these data in their work.
  - **Materials in languages other than English.**
  - **NAEP and the Common Core FAQ.** Most parent leaders may be more familiar with the Common Core State Standards initiative than with NAEP and have questions about the role of each. The NAEP 101 video may address this, but it will help to also address the differences in a frequently asked questions (FAQ) format available for parent leaders.

    > **Examples of outcomes:** Parent leader groups use materials at events or conferences; parent leaders distribute the materials to their local or state school administrations; parent leader groups share the materials on their websites and/or on social media channels

    > **Possible metrics:** Number of downloads of the materials; number of links back to the parent Web pages from the materials; number of printed materials or distribution outlets

**Parent leaders should be involved in the development of materials to ensure they are readily understandable and responsive to audience needs.**

8

**II. Expand Integrated Web Presence and Online Engagement with Parent Leaders**

Effective websites are a combination of strong content, strategic design, and online outreach. The outreach strategies will make the Governing Board's website a primary destination for parent leaders, who may also visit it through search engines, word of mouth, or other channels, and so it is critical that the Web pages are user-friendly and provide relevant materials. The easier it is for content to be consumed and shared, the more online reach and visibility the parent engagement effort will have. Steps to optimize the parent leader online presence include:

- **Prioritizing content on parent Web pages.** Revisit the design and structure of the parent pages to make them easy to use, conveying key information and reinforcing messages tailored for this audience.

  - ➢ **Examples of outcomes:** Increased traffic (and returning visitors) to parent Web pages; increased downloads of materials; Visitors sharing the Web page or specific pieces of content from the Web page to their network or posting on their social media sites

  - ➢ **Possible metrics:** Number of visitors to parent Web pages; time spent on Web pages; number of conversions on established Web pages goals or desired actions such as downloading materials, signing up for an event, or watching a video

- **Performing search engine optimization to capitalize on search terms parent leaders use.** Determine priority keywords the Governing Board can use to make its parent pages appear higher and more often in search engine results, and create or refine website content to help raise the website's ranking in search engine results.

  - ➢ **Examples of outcomes:** Increased traffic to parent Web pages; new visitors come to the website via search and then sign up for the latest NAEP release event; increased awareness of NAEP among new audiences unfamiliar with NAEP but searching for education information

  - ➢ **Possible metrics:** Number of parent Web page visitors; numbers of referrals to Web pages from search engines; shifts in Web pages' rankings on search engines over time

- **Sharing NAEP digital content with targeted parent leader groups.** Provide timely and relevant NAEP content to the 50 priority parent leader groups in a variety of formats, such as social media posts, a website paragraph, a newsletter blurb, infographics, or graphs from the state or district profiles.

  - ➢ **Examples of outcomes:** Speakers start tweeting about NAEP/data during a high-profile national education conference or summit; celebrity spokesperson for education sees tweets and starts re-tweeting to his or her audience

  - ➢ **Possible metrics:** Digital shares or engagements, including views for all video content; increase in traffic to the event Web page; increase in registrations

9

- **Initiating topics on discussion forums where parent leaders share best practices.** Provide content to parent-focused sites, and work with the site managers to promote topics, questions, or conversations on some of the many other popular parent sites.

    - ➢ **Examples of outcomes:** Portal hosts a banner advertisement or application that links through to the Governing Board or NAEP website; parent leader uses a conversation thread as fodder for his or her next presentation to his group

    - ➢ **Possible metrics:** Number of post views, replies, and quality of engagement of the thread; increased traffic back to the website; shared NAEP links and resources on the thread for users to click through

- **Expanding and promoting the NAEP Results app.** The NAEP Results app was published on the iTunes store in 2012, allowing mobile users to dive into NAEP data via mobile device. In addition to promoting the app, the Board should consider working with NCES to integrate content and functionality that is specifically tailored to parent leaders.

    - ➢ **Examples of outcomes:** Parent leader groups host a series of Web-based meetings each month to walk through different NAEP release results via the app; parent leaders use the app to walk school leadership through state-level data

    - ➢ **Possible metrics:** Number of app downloads; deeper analytic data such as total users, time spent on app, engagements, downloads, and other user actions

## III. Expand Thought Leadership through Partnerships, Events, and the Media

The Governing Board can raise awareness of NAEP and the Board's role in education through consistent efforts to engage key influencers. The Board has successfully established relationships with nationally recognized parent-focused organizations, including the National PTA, and can continue to use new and existing partnerships and publications to influence new audiences in a strategic way.

- **Speak at education-related conferences.** Representatives of the Board can present at gatherings such as conferences of parent, education, policy, business, and civil rights organizations.

    - ➢ **Examples of outcomes:** Conference participant asks to have Governing Board member speak at another upcoming conference; host organizations upload NAEP materials to their websites for others to download following the conference

    - ➢ **Possible metrics:** Number of conference participants; number of requests for additional materials; number of requests for additional speaking engagements; number of new relationships created with participants and organizations

10

- **Co-sponsor panels, forums, or workshops.** The Board can work with groups like Achieve or Council of the Great City Schools to host conversations about NAEP data releases and other NAEP efforts of interest to parent leaders.

  - ➤ **Examples of outcomes:** Parent leader group includes a panel on NAEP tools at its next conference to educate its network of parents; parent leader group uses the Governing Board panel as a springboard for developing a series of monthly sessions for parents on using NAEP data

  - ➤ **Possible metrics:** Number of total attendees; number of new attendees not in parent leader database; number of requests for follow-up

- **Develop editorial pieces for parent leaders, such as articles to appear in a newsletter or blog for parent leaders.** Engage parent leaders with regularly updated, timely communications that tie together the day's headlines about education with NAEP findings, with links back to the parent pages of the website.

  - ➤ **Examples of outcomes:** Parent leader group places the article in its monthly newsletter and causes a spike in the number of parent leaders registering for a report card release; a reader shares the newsletter item with several new parent leader contacts that follow up with the Board's email address; the content is shared over social media

  - ➤ **Possible metrics:** Number of articles or blogs placed; number of impressions; number of click-throughs to the website

- **Pitch parent-focused articles or newsletters to education journalists or publications.** Use the ongoing relationships the Board has developed with the media to distribute targeted, parent-focused messages and encourage them to publish, post, and share content tailored for the parent leader audience.

  - ➤ **Examples of outcomes:** Parent leader group shares an article with its organization, and then calls a meeting to discuss it at an upcoming education panel; webinar parent leader participant cites a media article as his or her source for the introduction to NAEP and the Board's work

  - ➤ **Possible metrics:** Number of articles placed; number of impressions; number of links back to the website

11

# NATIONAL ASSESSMENT GOVERNING BOARD
# RELEASE PLAN FOR THE
# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)
# IN MATHEMATICS AND READING

## *The Nation's Report Card: Mathematics and Reading 2013*

The 2013 NAEP Mathematics and Reading Report Cards will be released together to the general public during October 2013 in one event, as approved by the Board at the May 2013 meeting. Following a review and approval of the report's results, the release will be arranged 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 at least one additional panelist with a background in mathematics and/or reading education or assessment. Full accompanying data will be posted on the Internet at the scheduled time of release.

The 2013 NAEP Report Cards in mathematics and reading will present findings from a representative sample of about 320,000 4th-graders and 315,000 8th-graders nationwide. These samples included about 6,000 private school students at each grade, and the rest were public school students. About half the students took the math assessment, and half took the reading assessment. Results released will be for the nation and the states (including the District of Columbia and the Department of Defense Education Activity schools). Data will be presented for all students and by race/ethnicity, gender, type of school (public, all private, and Catholic) and eligibility for the National School Lunch Program. Contextual information (i.e., student, teacher, and school survey data) with findings of interest will also be reported.

## DATE AND LOCATION

The release event for the media and the public will occur in October 2013. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report.

12

**EVENT FORMAT**

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by at least one expert in the field of reading and mathematics assessment or education
- Questions from the webinar audience
- Program will last approximately 75-80 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 at www.nagb.org.

**EMBARGOED ACTIVITIES BEFORE RELEASE**

In the days preceding the release, the Governing Board and NCES will offer access to embargoed data via a special website to approved U.S. Congressional staff in Washington, DC; approved senior representatives of the National Governors Association and the Council of Chief State School Officers; and appropriate media as defined by the Governing Board's Embargo Policy. A conference call for journalists who signed embargo agreements will be held to give a brief overview of findings and data and to answer questions from the media.

**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 also be available at the time of release on the NAEP site. An interactive version of the release with panelists' statements, a Governing Board press release, subject frameworks, and related materials will be posted on the Board's web site at www.nagb.org. The site will also feature links to social networking sites and audio and/or video material related to the event.

**ACTIVITIES AFTER THE RELEASE**

The Governing Board's communications contractor will work with Board staff to coordinate two separate post-event webinars or other communications efforts—one targeted for the larger mathematics community, and one targeted for the larger reading community. The goal of these activities is to extend the life of the results and provide value and relevance to stakeholders with an interest in student achievement and assessment in these subject areas.

13

# National Assessment Governing Board

## Nominations Committee
## (Closed Session)

### Report of August 3, 2013

**Attendees:** Tonya Miles (Chair), Doris Hicks, Alan Friedman, Shannon Garrison, Brent Houston, Hector Ibarra, Susan Pimentel, Fielding Rolston, Cary Sneider; Board Staff – Mary Crovo.

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 August 3, 2013 from 7:30 a.m. to 8:15 a.m.

Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. Ms. Miles thanked the Committee members and Board staff for their excellent work during the 2013 nominations cycle. Ms. Miles noted that on August 1, 2013 Secretary Duncan publicly announced his appointments for Board terms beginning on October 1, 2013. Governing Board members who were reappointed for a second four-year term include:

- Doris Hicks – Elementary School Principal
- James Popham – Testing and Measurement Expert
- Leticia Van de Putte – State Legislator (Democrat)
- Tonya Miles – General Public Representative

The Secretary also appointed one new Board member, Lucille Davy, in the General Public Representative category. Ms. Davy is a senior advisor to The Hunt Institute and was the state superintendent of schools in New Jersey.

Ms. Miles then asked Mary Crovo to explain the process being recommended by staff to fill the vacancy created by Blair Taylor's resignation on July 30, 2013. Ms. Crovo said that staff are recommending the Board fill Mr. Taylor's business representative slot with a finalist from the 2013 nominee pool. Mr. Taylor's term was set to end on September 30, 2014. Filling this vacancy with a 2013 finalist would prevent the slot from remaining vacant for a full year. Ms. Crovo presented the resume of a general public finalist from the 2013 pool who is a business person. The Nominations Committee discussed the recommended process and the individual who was presented, and endorsed the plan to move forward to fill the business representative vacancy.

Staff also noted that the National Governors Association will soon submit two names to Secretary Duncan to fill the Republican and Democratic Governor vacancies on the Board.

For the 2014 cycle, the Board will soon issue its annual "call for nominations" for the following positions for Board terms beginning in October 2014:

- 4<sup>th</sup> Grade Teacher
- 8<sup>th</sup> Grade Teacher
- Secondary School Principal
- General Public Representative
- Chief State School Officer

The Committee reviewed the planned outreach strategies for the 2014 cycle, which include increased use of social media and enhanced web-based information. Members then discussed potential candidates who may be nominated for some of these positions. The Board's "call for nominations" will be issued in late August 2013, with nominations due in late October 2013.

I certify the accuracy of these minutes.

_____           Aug. 9, 2013

_____           _____

      Tonya Miles, Chair                                            Date

# National Assessment Governing Board

## Partially Closed Session

### Report of August 2, 2013

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 August 2, 2013 from 12:45 p.m. to 1:45 p.m. to receive a briefing on the 2013 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Cards.

Peggy Carr, Associate Commissioner, National Center for Education Statistics, provided an embargoed briefing on results from the NAEP 2013 Reading and Mathematics NAEP assessments. She noted that these results must be reported within six months of data collection. The assessments took place between January and March 2013.

Ms. Carr described key features of the Reading and Mathematics assessments. She reported that the assessments were administered to national samples of 377,000 4th graders and 342,000 8th graders. Results will be available for the nation, 50 states, the District of Columbia and the Department of Defense school system. Results from the Trial Urban District Assessments (TUDAs) will become available at a later date. Performance is reported in terms of average scale scores and achievement levels—Basic, Proficient, and Advanced.

Ms. Carr provided highlights of the Reading and Mathematics results for the nation and states. She described changes in scale scores from prior assessments and presented data by achievement levels. Ms. Carr depicted changes in average scores from the earliest assessment year and from 2011 to 2013, and she provided highlights of score point changes, as well as changes in the achievement level results.

Ms. Carr described the NAEP quality control procedures that NCES and NAEP contractors are currently engaged in conducting, prior to releasing the results. These analyses include examination of factors such as population shifts, policy changes, sampling, and measurement to ensure that the data are accurate. Ms. Carr noted that these analyses are not yet complete.

I certify the accuracy of these minutes.

8-2-13

_____          _____
David Driscoll, Chairman                        Date