

**National Assessment Governing Board**  
**Meeting of February 28 – March 1, 2014**  
**Washington, DC**

**OFFICIAL SUMMARY OF BOARD ACTIONS**

**Complete Transcript Available**

**National Assessment Governing Board Members Attending**

David Driscoll, Chair  
Andrés Alonso  
Lucille Davy  
Lou Fabrizio  
Anitere Flores  
Rebecca Gagnon  
Shannon Garrison  
Andrew Ho  
Terry Holliday  
Brent Houston  
Hector Ibarra  
Terry Mazany  
Tonya Miles  
Dale Nowlin  
Joseph O’Keefe, S.J.  
W. James Popham  
B. Fielding Rolston  
Cary Sneider  
Leticia Van de Putte  
John Easton, Ex-Officio

**National Assessment Governing Board Members Not Attending**

Doris Hicks  
Tom Luna  
Susan Pimentel, Vice Chair

**National Assessment Governing Board Staff**

Cornelia Orr, Executive Director  
Mary Crovo, Deputy Executive Director  
Michelle Blair  
Dora Drumgold  
Larry Feinberg  
Stephaan Harris  
Munira Mwalimu

Tisha Phillips  
Tessa Regis  
Sharyn Rosenberg  
Angela Scott

**Attending Speakers**

Eunice Greer, National Center for Education Statistics (NCES)  
Mark Musick, 25<sup>th</sup> Anniversary Planning Committee Member and Former Governing Board  
Chair  
Ruth Neild, Commissioner, National Center for Education Evaluation (NCEE)  
Lonnie Smith, Educational Testing Service (ETS)  
William Ward, National Center for Education Statistics (NCES)

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

Peggy Carr, Associate Commissioner  
Janis Brown  
Gina Broxterman  
Samantha Burg  
Jing Chen  
Jamie Deaton  
Elvira Germino Hausken  
Arnold Goldstein  
Dana Kelly  
Andy Kolstad  
Drew Malizio  
Michael Moles  
Stephen Provasnik  
Taslina Rahman  
Emmanuel Sikali  
Holly Spurlock  
Bill Tirre  
Ebony Walton Chester  
Bill Ward  
Grady Wilburn

**American Institutes for Research (AIR) Staff**

George Bohrnstedt  
Brittany Cunningham  
Kim Gattis  
Cadelle Hemphill  
Teresa Neidorf  
Fran Stancavage  
Young Yee Kim

**CRP, Inc.**

Shamai Carter  
Sondra Gaines  
Kathy Smoot

**Educational Testing Service (ETS) Staff**

Debby Almonte  
Jonas Bertling  
Jay Campbell  
Amy Dresher  
Longjuan Liang  
Rochelle Michel  
Rebecca Moran  
Andreas Oranje  
Greg Vafis  
Lisa Ward

**Fulcrum IT**

Saira Brenner  
Jud Cole  
Scott Ferguson

**Hager Sharp**

David Hoff  
Selam Maru  
Debra Silimeo  
Melissa Spade Cristler

**Human Resources Research Organization (HumRRO)**

Steve Sellman  
Lauress Wise

**Optimal Solutions Group**

Rukayat Akinbuji  
Yvette Clinton  
Stopo Josipovic

**Pearson Educational Measurement**

Connie Smith  
Brad Thayer

## **Reingold**

Amy Buckley  
Kevin Caldwell  
Valerie Marrapodi

## **Westat**

Chris Averett  
Lisa Rodriguez  
Keith Rust

## **Other Attendees**

Katie Carroll, Council of Chief State School Officers  
Alan Ginsburg, U.S. Department of Education (Retired)  
Lizzette Reynolds, Chief Deputy Commissioner, Texas Education Agency; NAGB/CCSSO Task Force Member

## **Call to Order**

The February 28, 2014 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:32 a.m.

## **Approval of the February-March 2014 Agenda and the December 2013 Board Meeting Minutes**

Chairman David Driscoll reviewed the March 2014 Board agenda and requested a motion for approval. Lou Fabrizio moved for Board approval. The motion was seconded by Fielding Rolston and passed unanimously.

Mr. Driscoll noted that the December 2013 Board meeting minutes were circulated to members for review. Lou Fabrizio moved for Board approval of the December 2013 Board meeting minutes. The motion was seconded by Anitere Flores and passed unanimously.

Mr. Driscoll thanked Fr. Joseph O'Keefe for arranging the school visit to Gonzaga College High School on February 27, 2014. Mr. Driscoll highlighted the school's long history in the Washington, DC community in educating young men in the Jesuit tradition. He commented that he and other Board members were impressed with the students' commitment to achieving academic excellence, and participation in various community service activities.

Mr. Driscoll thanked everyone who participated in the Governing Board's 25<sup>th</sup> Anniversary Symposium on February 26, 2014. He stated that the sessions provided an opportunity to reflect on the Board's past, present, and future roles. He found the most interesting and consistent theme throughout the Symposium was the importance of the Governing Board to remain true to its mission. He added that the Board has taken on many challenges where there was a need to take risks. In these times the Board was able to make significant progress in areas such as

achievement levels, state NAEP, and the Trial Urban District Assessment (TUDA). Mr. Driscoll stated that the Board can do more in the areas of preparedness, defining the meaning of proficiency, and career readiness.

Mr. Driscoll issued another challenge to the Board. Specifically, the Board needs to consider ways to tell the NAEP story in between NAEP releases, and work to call attention to NAEP results throughout the year. Currently, the release events are episodic and media stories focus mainly on overall results. Mr. Driscoll commented on a handout prepared by Ebony Walton of NCES, which outlines three roles the Board could play in extending NAEP's message and impact—as a contributor, convener, and collaborator.

### **Executive Director's Report**

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

- Parent Leader Summit – This event, held on January 13, 2014, provided an opportunity for stimulating discussions across a range of topics. The focus was on raising student achievement and closing achievement gaps. Ms. Orr stated that Board members Tonya Miles, Rebecca Gagnon and Terry Mazany, will provide more information about the Summit later in the Board meeting. Ms. Orr drew attention to a Parent Summit summary report under the Executive Committee tab in the Board briefing materials. The Summit attracted 250 participants via live-stream representing 44 states. Approximately 80 participants attended the in-person event, representing 10 states. Ms. Orr thanked the planning committee members, Board staff, and contractors for their work in designing the sessions and recruiting speakers.
- Larry Feinberg will retire on March 31, 2014. Larry joined the Governing Board staff in 1989 and has served as the Board's expert on reporting and analysis. Mr. Feinberg has recently supported the work of ad hoc committees that addressed topics on inclusion of students with disabilities and English language learners, and NAEP contextual variables. Prior to joining the Board staff, Larry was a long-time education reporter for *The Washington Post*.

Ms. Orr discussed the Board's ongoing work:

- Jacksonville, Florida (Duval County) will be included in the 2015 Trial Urban District Assessment (TUDA).
- Assessment Development Committee, Executive, Nominations, Reporting and Dissemination and Assessment Literacy, as well as with the NAGB/CCSSO Policy Task Force held interim committee meetings.

In the area of contracting/budgeting and procurement, Ms. Orr described these activities:

- The NAEP budget for 2014 has been approved and the development of a spending plan is underway.

- The Governing Board procurement is underway for development of achievement level descriptors for the Technology Engineering Literacy (TEL) assessment.
- Achievement level setting software and user manuals are being finalized under an older achievement levels contract, which is ending soon. The electronic standard setting tools include the Computer-aided Bookmarking (CAB) and Body of Work Technological Integration and Enhancements (BoWTIE). Both electronic tools will be made available to the public.

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

John Easton, Acting Commissioner for NCES, provided the following update:

- Changes in the NCES organizational structure have been made resulting in improved efficiencies within NCES as well as across the Education Department by consolidating a number of data collections. NCES now has three major divisions: 1) Assessment, 2) Sample Survey, and 3) Administrative. Prior to the reorganization, NAEP was the only program under the Assessment division. The international assessment program has been added to the Assessment division. NCES is now more focused on connections across functions instead of discrete topics. Cross-cutting teams were created to encourage work across divisions and every professional staff member is required to belong to at least one group which meets monthly.

Mr. Easton reported on the following new activities:

- **Postsecondary Institution Ratings System (PIRS)** – NCES will serve as technical advisor in the development of the PIRS system. The rating system will assess performance of institutions of higher education, serve as an accountability tool, and permit greater access to information for consumers.
- **School Climate Survey (SCLS)** – This program was previously located in the Office of Safe and Healthy Schools, NCES is working to create a voluntary, on-line survey that provides reliable data to help schools implement policies to improve school climate. Data on engagement, safety, and school environment will be collected.
- **Civil Rights Data Collection (CRDC)** – NCES will work with the Office of Civil Rights and its contractors to design and build a new data collection platform to increase the amount of automated electronic edits, improve data quality, improve the data provider experience, and reduce the volume of inbound calls to the Partner Support Center that supports the data collection.
- **Middle School Longitudinal Study** – Data collection for this longitudinal study of 6<sup>th</sup> to 8<sup>th</sup> grade students will begin in 2016-2017.
- **Schools and Staffing Survey (SASS)** – The survey will now assess teachers and principals biennially to produce national level estimates for core and rotating topical

components with space for “key topics” of interest. Field tests will be conducted in 2015-2016.

- **Improving Data on Education and Training for Work** – This is an initiative to address the Administration’s focus on postsecondary education to include colleges (two- and four-year institutions), certification programs, and credential attainment.
- **NCES Geo-Mapping** – NCES is looking to expand this application to include school boundaries to access data at the school district level.
- **Technology and Engineering Literacy (TEL)** – The assessment is currently being administered to a national sample of 8<sup>th</sup> graders. The data collection window was expanded due to inclement weather nationwide.

Mr. Easton encouraged the Board to visit the NCES website for more information on new publications and access to data.

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

Ruth Neild, Commissioner, National Center of Educational Evaluation and Regional Assistance, provided an overview of the *What Works Clearinghouse* (WWC).

Ms. Neild explained that the role of the WWC is to evaluate evidence presented in other studies on the effectiveness of interventions, programs, policies, and practices. WWC has a rigorous set of standards that assess the quality of evidence to ensure that appropriate causal conclusions are drawn from the studies. The main audiences of the WWC are researchers, policy makers, and practitioners. The WWC reviews and summarizes research results and, through its new online database, provides intervention reports, quick reviews, and educator’s practice guides.

Ms. Neild highlighted the features of the Clearinghouse services:

- **WWC Online Database** – contains over 10,000 studies with new studies constantly added. Studies from the Department of Education’s tiered evidence grant competition were recently added. Search features include grade level, outcome domains, and populations.
- **Intervention Reports** – include summaries of specific programs for use by researchers and policymakers.
- **Quick Reviews** – serve as a resource for surveys or studies that focus on recent research.
- **Educator’s Practice Guides** – provide recommendations for educators.

Ms. Neild reported that the WWC produces supplemental products and repackages previously released materials to provide a fresh look and to extend the life of the products. Resources include eBooks, downloads, news blasts, and webinars. Ms. Neild stated that the next step is to complete an overhaul of both the look and content of the WWC and Education Resources

Information Center (ERIC) to make materials and references more accessible to researchers and practitioners.

### **Discussion Led by Chairman Driscoll**

Mr. Driscoll asked Board members to comment on the issue of how the Board can become more effective. He stated that the 25<sup>th</sup> Anniversary Symposium provided an opportunity to discuss and reflect on the work of Francis Keppel, who advanced the idea of a national assessment. After a quarter of a century of progress, the Board can report on the progress of the nation's students, but the next questions to answer must be: is anyone paying attention? And, how can the Board move beyond policy makers and researchers to make NAEP data useful to the general public?

Board members engaged in a dialogue and shared the following comments.

Jim Popham stated that NAEP provides excellent data but there are no action implications. One of the reasons that the information has a short shelf life is that many people do not know what the steps to take after a NAEP report is released. Mr. Popham suggested the Board think of action implications to frame some of the work performed to answer the “so what” question.

Terry Mazany stated that the Board hosted two intensive efforts this winter—the Parent Leader Summit and the 25<sup>th</sup> Anniversary Symposium. These are not a part of the Governing Board's normal cycle of events. With that in mind the Board has to consider its resources, both financial and staffing, when deciding on new and different strategies and activities to undertake.

Andrew Ho commented that it would be helpful to consider what outcome variables would determine whether the Board is accomplishing its mission. Mr. Ho stated that NAEP is being cited more often in the news and in publications. He hopes that more can be done to advance NAEP's status in the research community.

Ms. Garrison stated that part of the problem is that state-level policy makers do not know what to do with the data once it is released. That makes it difficult to disseminate the information to the district and school level.

Mr. Popham stated that the Board's assessment literacy outreach has the potential to show people how to use NAEP data and resources. Many classroom teachers do not know how to access the information so an outreach effort can show how it trickles down.

Mr. Alonso stated that there is a tension between the Board's stated mission and the kinds of statements that can be made about NAEP data. The Board has recently engaged in relevant discussions but needs to plant a flag in terms of what is meant by “telling the truth,” which goes beyond just reporting on a set of numbers. This issue needs to be at the center of how the Board thinks about its mission going forward. Mr. Alonso cited three challenges:

- 1) Established patterns of reporting results over time;
- 2) Not being able to highlight various stories because of the value placed on established reporting patterns;



- 3) The struggle with accountability issues in discussions on academic achievement. The external world is mainly concerned with the things for which they are held accountable. The context of accountability for NAEP is something that we need to think through.

Joseph O’Keefe recommended engaging in follow-up activities to the Parent Leader Summit to determine if the training provided to parent leaders on how to access NAEP data made a difference. The follow-up is also an opportunity to determine what lessons the Board can learn from that summit. Feedback from participants could provide a rich source of information to help the Board think about how to work with parents in particular and the general public.

Hector Ibarra remarked that opportunities for the Board include: 1) sharing information on NAEP with professors in student teaching programs; 2) conducting outreach to military parents and their children; 3) informing legislators of the correlations between student achievement and participation in hands-on activities, team work, and projects outside the classroom.

Mr. Driscoll stated that a number of military parents who attended the Parent Summit talked about their experiences in different school systems across the country and abroad, and the importance of NAEP.

Leticia Van de Putte stated that the credibility and brand of the Nation’s Report Card is very strong, and is held in high esteem. Ms. Van de Putte suggested that instead of having researchers and legislators to deliver NAEP results, we should use students to tell the story. Parents become more engaged when they are the focal point. She also suggested reaching out to the business community to discuss how academic achievement is tied to per capita income and the local economy.

### **Recess for Committee Meetings**

The first session of the February 28, 2014 Board meeting recessed for committee meetings, which were held from 9:50 a.m. until 12:30 p.m.

### **Closed Session**

### **Briefing and Discussion: NAEP 2013 Grade 12 Reading and Mathematics Report**

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 February 28, 2014 from 12:30 p.m. to 1:30 p.m. to receive a briefing on the 2013 12<sup>th</sup> grade National Assessment of Educational Progress (NAEP) reading and mathematics results.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES) noted that the 2013 NAEP 12<sup>th</sup> grade assessments were administered from January to March 2013. Approximately 92,000 students were assessed nationally and 13 states volunteered to receive state-level results.

Ms. Carr highlighted state scores in reading and mathematics, noting changes observed from 1992 to 2013. Results are available for the nation and 13 volunteer states and are reported by average scale scores and achievement levels—Basic, Proficient, and Advanced.

Ms. Carr summarized changes in average scale scores for mathematics from 2005 to 2009 and for reading from 1992 to 2009. Highlights of the 2013 grade 12 results include:

- Scores by race, ethnicity and gender;
- Demographic makeup of pilot states;
- Percentages at or above achievement levels in the nation and states;
- State performance results and changes in student performance; and
- Score gaps by race/ethnicity.

Ms. Carr highlighted the indicators of academic preparedness and depicted the preliminary estimated percentage of academically prepared students in mathematics and reading. She pointed out the confidence intervals for the mathematics and reading indicators. Changes in the percentages of 12th graders enrolled in academic programs from 2009 to 2013 were also provided. Ms. Carr reported that 2013 NAEP results on the indicators of academic preparedness will be released in spring 2014, and will be made available on the NCES website.

Board members engaged in a question and answer session following the presentation.

### **Meeting Recessed and Reconvened**

The February 28, 2014 meeting of the National Assessment Governing Board recessed at 1:56 p.m. and reconvened at 2:06 p.m.

### **Open Session**

#### **Issues and Outlook: Discussion of the 25<sup>th</sup> Anniversary Symposium**

Mark Musick, 25<sup>th</sup> Anniversary Planning Committee member and former Board Chair, shared his comments on the themes of the Symposium. He also provided his perspective on the future of the Governing Board and NAEP.

Mr. Musick stated that the Board is moving in the right direction and is in a strong position in its current initiatives. He stated that the Board should remember that its guiding principle, as stated in the Symposium video, is to “safeguard NAEP as the gold standard,” and meet the “challenges and opportunities to ensure NAEP’s integrity as a trusted measure of student achievement.”

Mr. Musick outlined some common themes presented during the Symposium:

- Expand the reach and impact of NAEP.
- Maintain NAEP as the gold standard in assessment.
- Ensure the integrity of NAEP as the “truth teller.”
- Focus on the Board’s role as an independent body, which is responsible for reporting on student achievement.

- Stay true to the Board’s core mission, but look for ways to push the envelope on issues.
- Promote NAEP as a valuable tool in reporting academic achievement of the nation’s students.
- Make NAEP results more accessible to a wider audience.

Mr. Musick stated that the biggest challenges confronting the Governing Board are the ability to strike a balance between carrying out its mission and “pushing the envelope” by venturing into new areas which historically has proven to be successful.

He remarked that the “NAEP Goes to College” Symposium session ideas could pose a challenge as the Board advances the 12<sup>th</sup> grade preparedness initiative that is currently underway. However, it would be meaningful to create a link to address the issue of remedial college education, one of the biggest problems facing the country.

In addition, Mr. Musick noted that the Board is moving in the right direction with the use of technology in assessments and reporting. More needs to be done in the area of using technology to engage students and parents with NAEP.

In terms of NAEP’s primary audience, he stated that it is important to recognize that NAEP is for the public and it is important to not only report the data, but to ensure the public understands what the results mean and how to use them. NAEP has made tremendous progress over the years, but it is important to go beyond the results and ensure the information is disseminated to those who can use it and will have an impact.

Board members engaged in a question and answer session following Mr. Musick’s presentation.

### **Transition to NAEP Technology-Based Assessments**

Eunice Greer of NCES provided an update on the transition to NAEP technology-based assessments.

Ms. Greer remarked that students use various forms of technology in everyday activities, so it is appropriate for NAEP to administer Technology-Based Assessments (TBA) to accurately measure what students know and can do.

In 2008, 100 percent of public schools surveyed as part of the Department’s Fast Response Survey System, reported that they had some type of instructional computers in their buildings. Forty percent of our public school teachers report that they often use computers during instructional time. Seventy-two percent of schools report that they are using online student assessments.

Ms. Greer outlined the transition timeline and activities of the TBA over the next five years. Pilot testing will begin in 2016 and the first operational technology-based assessments in mathematics and reading will be administered in 2017.

Ms. Greer explained that a bridge study will be conducted in 2015 to allow for the conversion of paper and pencil test items to the technology-based environment. The bridge study will also help

determine the influence of technology on student responses. The key efforts during this period are to: 1) understand the impact of technology on performance; and 2) investigate and maintain trend lines to ensure that NAEP is able to report how student's learning changes over time.

Ms. Greer reported that there are three models to consider for reporting during the shift to TBAs:

1. Single trend line - most rigorous model that allows for no changes that will impact trend.
2. Overlapping track – strikes a balance between the current and new trend, while allowing for some innovation.
3. Clean break – prioritizes innovation with no attempt to maintain trend.

NCES expects to use the overlapping track model, which incorporates both existing NAEP items and new innovative items. These new items would gradually increase in number over several assessment cycles. The effort answers two questions:

- 1) What is the relationship of the results across the testing modes?
- 2) Can the differences be understood and explained?

Ms. Greer described the new testing process. She stated that the TBA and the paper and pencil assessments will not be administered in the same schools. TBA teams will administer the assessment on wireless tablets and each student will have the option of using a stylus, a keyboard, or a touchscreen. The tablets will be linked to the administrator's laptop which is also the server. At the end of the assessment, data will be wirelessly transferred to the administrator and then sent to one of two servers located in different parts of the country.

NCES has decided not to use existing technology (computers) in schools due to potential issues with network security. The quality and speed varies, which could potentially compromise the assessment. The burden on schools is also reduced by having NAEP equipment brought in for the assessment.

TBA will provide the following opportunities that do not currently exist with the paper and pencil assessments:

1. Dynamic test layouts and seamless access to tools
2. Flexibility for form design
3. Innovative question types
4. Seamless, invisible accommodations
5. Expanded use of automated scoring
6. Elaborated reporting of results
7. Alignment to 21<sup>st</sup> century skills

Ms. Greer discussed adaptive testing which is currently being studied as part of NAEP's work in the mathematics assessment, but has a longer implementations trajectory for other subjects. The two-stage assessment model uses a screener to determine which set of items students should complete in the second portion of the test. The implementation of this model will lead to: 1) improved testing experience; 2) reduction in "noise" in the data; and 3) enriched data by allowing students more time on test items that give better insight into what they know and can do.

Following the presentation, Board members engaged in a discussion on the models for monitoring the trend line during TBA.

### **Meeting Recess**

The February 28, 2014 session of the National Assessment Governing Board recessed at 3:38 p.m. and reconvened at 3:53 p.m.

### **NAEP Technology and Engineering Literacy (TEL) Assessment**

Cary Sneider, ADC Vice Chairman; William Ward, NCES; and Lonnie Smith, ETS provided an overview of the Technology and Engineering Literacy Assessment (TEL) assessment.

Lonnie Smith shared an example of scenario-based tasks that combine multiple measures of student ability allowing a rich context for the demonstration of TEL skills. They vary in length, approximately 10, 20 or 30 minutes long. They leverage a wide variety of audio, video, and 3-D animation to convey concepts and information to students. Discrete items ensure reliability through many independent measures. The discrete items also vary in length with one to three minutes of response time per item. They are also designed to be as engaging as the scenario-based tasks, but in a more constrained way.

The TEL test development process for the scenario-based tasks has four distinct testing activities 1) play testing at an early stage, 2) cognitive labs, 3) small scale tryouts, and 4) large scale tryouts.

The reporting goals for TEL are:

- An overall composite score for the assessment, plus scores for each of the three TEL content areas
- Scores for each of the three TEL practices, as well as, indirect measures targeting problem solving processes and outcomes

Items contribute to reporting goals via one content area, multiple content areas or the composite.

TEL utilizes universal design features which result in far fewer students that need separate accommodation sessions.

Mr. Smith highlighted the new reporting opportunities and the types of data collected – response data, observable data, timing data, and group performance data. Observable data are not scored but are used to inform test design.

Mr. Ward reviewed the findings of the 2013 TEL pilot test:

1. Most items survived the post-pilot review process, comparable to other NAEP subjects.
2. Responses can be scored reliably.
3. There is a good difficulty distribution in the item pool.
4. The 2014 assessment will be scalable, which will result in a composite TEL scale score, along with scale scores for each of the TEL content areas.

NCES is currently collecting data as part of the 2014 TEL administration. Scoring will begin in spring 2014. Data analysis will follow this summer and continue into the fall. The TEL published report will be available in spring 2015.

Mr. Sneider stated that recently the National Research Council (NRC) released a report commissioned by the National Science Foundation, on how to assess the Next Generation Science Standards (NGSS). The report notes that assessing the full breadth of the standards would require many items and a great deal of assessment time. For individual student assessments, the report recommends a combination of teacher-led performance assessments and an on-demand test. For monitoring implementation across states, the report recommends matrix sampling. Given that NAEP uses matrix sampling to assess student learning nationally and across states, the report suggested that NAEP could play this important role.

Whether or not this idea is feasible would depend on how closely the NAEP Frameworks for Science and TEL are aligned with the NGSS. NCES is in the process of awarding a contract to do a crosswalk comparison of the Next Generation Science Standards with both the NAEP Science and TEL assessments. Mr. Sneider shared the following quote from the NRC report with the Board. “The next revision of the NAEP Science Framework, which may be based on that crosswalk, may bring it into close realignment with the NGSS. Thus, the NAEP Science assessment might ultimately constitute an effective way to monitor the overall progress of science teaching and learning in America's classrooms in ways consistent with implementation of the NGSS.”

### **Meeting Recess**

The February 28, 2014 session of the National Assessment Governing Board meeting adjourned at 4:51 p.m.

### **Meeting Reconvened**

The March 1, 2014 meeting of the National Assessment Governing Board convened at 8:30 a.m.

### **Closed Session**

### **Nominations for Board Terms Beginning October 1, 2014**

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 March 1, 2014 from 8:30 a.m. to 8:45 a.m. to receive a briefing on the Governing Board's 2014 Nominations for Governing Board terms beginning October 1, 2014.

Ms. Tonya Miles, Chair, Nominations Committee, described the Governing Board's nominations process and timeline. She presented the list of finalists recommended by the Nominations Committee for terms beginning October 1, 2014 in each of the 5 categories:

1. 4th Grade Teacher
2. 8th Grade Teacher

3. Secondary School Principal
4. General Public Representative
5. Chief State School Officer

Ms. Miles highlighted the race and geographical location of the nominees by nominations category. She presented the recommendation of the Nominations Committee to approve the slate of finalists for submission to the Secretary of Education for review and appointment.

## **Open Session**

### **Action: Nominations for Board Terms Beginning October 1, 2014**

Board members took action to approve unanimously the final list of candidates recommended by the Nominations Committee.

## **Closed Session**

### **Budget Briefing**

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 March 1, 2014 from 8:50 a.m. to 9:37 a.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) budget and discuss information on upcoming decisions needed for the NAEP assessments.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided a briefing on the following topics:

- Budgeting principles
- NAEP assessment cycle
- FY 2014 funding and impact on anticipated funding flow
- Assessment schedule scenarios

The NAEP budgeting principles are to maintain NAEP's gold standard, implement the Governing Board's policies, maintain efficient design and methodology, invest in the future, ensure startup funds for the next contract cycle, and maintain a positive cash flow.

Ms. Carr provided details on the FY 2014 appropriation for NAEP and the Governing Board—\$132 million and \$8.2 million respectively for a total of \$140.2 million. She described the assessment cycle and the NAEP timeline for the assessments with respect to assessment year, item development, pilot testing, data collection, scoring and analysis, and reporting.

Decision milestones needed from the Governing Board and estimated cash flows with budget variables were discussed for FY 2013 through FY 2017. Ms. Carr highlighted what is included and what is not included in the 2013-2017 assessment cycle activities. Assessment schedule scenarios were discussed with respect to the number of subjects and grades tested.

Ms. Carr highlighted critical questions the Board needs to consider for 2014-2016 if NAEP has to be ready for 2018.

Board members engaged in a question and answer session following the presentation. Members agreed to discuss the budget and NAEP schedule at the May 2014 Board meeting.

### **Open Session**

#### **Meeting Reconvened**

The March 1, 2014 meeting of the National Assessment Governing Board reconvened in open session at 9:57 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 as indicated below:

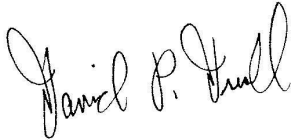
- Reporting and Dissemination Committee Action Item: Release Plans for NAEP Reports
  - 2012 Grade 4 Computer-Based Writing Assessment
  - 2013 Grade 12 Reading and Mathematics Report

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

#### **Meeting Adjourned**

The March 1, 2014 session of the Board meeting adjourned at 11:26 a.m.

I certify the accuracy of these minutes.



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David Driscoll, Chair

April 29, 2014  
Date



# National Assessment Governing Board

## Executive Committee

### Report of February 27, 2014

Attendees: David Driscoll, Chair, Lou Fabrizio, Shannon Garrison, Tonya Miles, Fielding Rolston, Cary Sneider. Other Board Members: Rebecca Gagnon, Andrew Ho, Brent Houston, Hector Ibarra, Joseph O'Keefe, S.J., NAGB Staff: Cornelia Orr, Mary Crovo, Larry Feinberg, Stephaan Harris, Michelle Blair, Munira Mwalimu, Sharyn Rosenberg. IES: John Q. Easton. NCES Staff: Peggy Carr, Elvie Germino Hausken, Arnold Goldstein, Andrew Kolstad, Andrew Malizio, Michael Moles. ETS: Jay Campbell, Amy Drescher, Longjuan Liang, Andreas Oranje, Greg Vafis. HumRRO: Laress Wise, Steve Sellman. AIR: Alka Aurora, Kim Gattis, Ruth Isaia, Fran Stancavage. Pearson: Brad Thayer, Connie R. Smith. Hager Sharp: David Hoff. Reingold: Amy Buckley. Fulcrum: Scott Ferguson, Saira Brenner. Optimal: Rukayat Akinbiyi. Westat: Chris Averett.

#### 1. Call to Order

Chair David Driscoll called the meeting to order at 4:30 p.m. Mr. Driscoll started the meeting by commenting on the Governing Board's 25th Anniversary Symposium held on February 26, 2014. He thanked the Board staff and participants for being instrumental in making this event a success, and he noted that the dialogue at the event prompted reflection in several areas, most notably in the area of reporting. Mr. Driscoll commented that the country is not getting enough mileage out of the results that NAEP releases. These results often capture the attention of the country for only a short while, without much emphasis on the deeper analyses and messages embedded in the results, some of which are negative and some of which are positive. He charged the Board to take on this communication and reporting challenge.

Executive Director Cornelia Orr then provided an overview of the agenda for the Friday full Board sessions, with a special emphasis on desired outcomes for these various sessions. She noted that the 25th Anniversary Symposium was intended to spark reflection throughout the Board meeting discussion sessions, including today's Executive Committee session. Several sessions relate to the NAEP Assessment Schedule, including the informational session on the NAEP Technology and Engineering Literacy (TEL) assessment and a closed session addressing the NAEP budget. These sessions will provide more information about the cost drivers in the NAEP assessment program.

#### 2. TUDA for 2015 – Status Report

Ms. Orr referred to the Executive Committee materials, which include a map showing the geographic location of current participants in the NAEP Trial Urban District Assessment (TUDA) program. Two of the districts eligible for NAEP TUDA volunteered to participate to

fill the available slot created by Milwaukee's decision to discontinue their participation. Of the two districts that volunteered, the Board voted to select Duval County (Jacksonville), Florida to fill the vacancy.

### **3. Committee Topics: Issues and Challenges**

#### **Assessment Development Committee (ADC)**

ADC Chair Shannon Garrison noted that at this meeting, the general session would include a presentation from NCES on the timeline, process, and issues related to a major milestone for NAEP: the transition to Technology Based Assessments (TBA). Current paper and pencil assessments in reading and mathematics are planned for transition to TBA by 2017. As National Center for Education Statistics (NCES) Associate Commissioner Peggy Carr noted at the December 2013 Executive Committee meeting, the TBA transition offers challenges for all of the Board's Committees. For ADC, the issues relate to frameworks and items. For the Committee on Standards, Design and Methodology (COSDAM), the issues relate to scaling and achievement levels, and for the Reporting and Dissemination Committee (R&D), the issues relate to reporting and communication. The ADC will discuss the policy issues related to TBA in reading and mathematics, with a focus on issues unique to these two subject areas. The TBA transition will be a major topic on Committee and Board agendas in the years ahead, and the ADC looks forward to reporting the outcomes of the Committee's initial discussion on this important topic.

#### **Committee on Standards, Design and Methodology (COSDAM)**

COSDAM Chair Lou Fabrizio began his remarks by noting, as had Shannon Garrison of the ADC, that one of the major issues facing the NAEP program over the next few years is the transition to Technology Based Assessments (TBA). A brief overview of plans for TBA was presented at the December 2013 Executive Committee meeting. A more comprehensive overview will be presented during the general session at this meeting. In addition, COSDAM will be briefed on one of the more technical aspects of the transition to TBA, the plans for two-stage adaptive testing in Mathematics and Science and potential implications for trend.

Mr. Fabrizio noted that COSDAM's agenda also includes a closed session briefing from NCES on grade 12 school and student participation rates and item response rates. There is a tendency for some people to question whether grade 12 students put forth their best effort on a low-stakes assessment, but the data collected by NCES for the 2009 assessment were encouraging. The presentation will include 2013 data, as well as data from previous years. Finally, Mr. Fabrizio stated that COSDAM will learn the results of the NAEP-PIRLS linking study, which was performed using 2011 NAEP and PIRLS results for grade 4 Reading. The Board approved a resolution in November 2009 to conduct this linking study, and the study design was presented to COSDAM in March 2011.

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

R&D Committee Vice Chair Terry Mazany noted several topics as the core focus for the work of R&D at this meeting. Many of these topics will affect the Committee's discussions on an ongoing basis for several years. First, the Committee will continue its discussion on how to have earlier and bigger-picture Board input in NAEP reports. At this meeting, the Committee

will tackle the 2014 Report Cards for Civics, Geography, and U.S. History and provide guidance on beneficial features to include for the general public, not just on the NAEP website but also in the NAEP release strategies. On this note, the R&D Committee held a conference call last week with Board staff and NCES to discuss the outline of the upcoming Black Male Report to be released in fall 2014. There were good discussions and sharing of ideas during the call. This represents the kind of input the Committee is hoping to have for future report development efforts. Second, R&D is reviewing and offering input into the draft of a new communications plan developed by Reingold, the Board's communications contractor. The plan lists various strategies under eight areas, and includes audience outreach groups, such as parents. The strategies, once approved, will shape the Board's outreach in regard to NAEP and its own initiatives.

Mr. Mazany remarked there were also two items that represent policy developments: First, NCES has plans for developing sets of core contextual questions (modules) for 2017. These plans capitalize on the prospect of technology-based assessments, which are expected to begin in 2017 for NAEP Mathematics and Reading. This represents an exciting opportunity for the Board to apply our recent policy statement on contextual data in NAEP reporting. Second, the Committee will continue discussion of the embargo policy in place for advanced media access to NAEP Report Cards, and how the Board may want to adjust the policy given the expansion of online and nontraditional media and more of those outlets requesting access.

Mr. Mazany concluded by noting action items for this meeting: (1) a release plan for NAEP Grade 12 Reading and Mathematics, which will feature some findings on NAEP and academic preparedness measures, and (2) a release plan for the computer-based Grade 4 NAEP Writing 2012 Pilot.

### **Nominations Committee**

Nominations Committee Chair Tonya Miles stated that this meeting marks the culmination of the Nominations Committee's intensive, year-long search and evaluation process. On Saturday morning, the Nominations Committee will present to the Board for action, a list of finalists for five positions, for terms beginning on October 1, 2014.

Those positions are:

- Chief state school officer
- Secondary school principal
- General public representative
- 4th grade teacher
- 8th grade teacher

There are incumbents in the 4th and 8th grade teacher slots. However, the other three positions have no incumbents.

The Committee believes it has narrowed the large pool of 2014 nominees to a set of top-notch finalists. In terms of "issues and challenges" for nominations, during the 25<sup>th</sup> anniversary evening events, it was noted that the Board's nominations process has been working well for a

number of years. Recent advances have included broader outreach through emails and social media, and enhancements to the nominations website (e.g., Board member audio testimonials).

As the Committee begins to think about the 2015 nominations cycle, the Board needs to expand ways to attract high-quality nominees. These individuals must be diverse, knowledgeable, and committed to the mission of the Board and NAEP. The Nominations Committee will be exploring new outreach strategies and working with Reingold to further enhance the 2015 nominations outreach. Ideas from other Board members are invited as the Committee begins the 2015 process in the months ahead.

#### **4. Feedback from January 2014 Education Summit for Parent Leaders**

Mr. Driscoll began this session by noting that there was a great deal for the Board to be proud of regarding this important event. Summit Planning Committee Members Tonya Miles and Terry Mazany provided a summary of feedback on the Summit, which was held on January 13, 2014. Mr. Mazany highlighted that parents were able to obtain hands-on experience with NAEP's web-based resources. Mr. Mazany noted the high quality of the program, the staff support, and the speakers. He also remarked on the strong attendance, which was primarily drawn from the local area, and substantive media coverage, which were largely due to the skillful coordination of Governing Board staff member Stephaan Harris and the staff at Reingold, communications contractor to the Board.

In terms of next steps, Mr. Mazany noted that it is not clear what actions were taken by participants. Hence, a more comprehensive strategy is needed in order for the Board to have a greater impact on parent leaders. Ms. Miles then stated the twin goals of the Summit, which were to convey the urgency of raising achievement and the urgency of closing student achievement gaps. Ms. Miles commented that the event set a wonderful stage for continued work in this area. Mr. Driscoll also remarked on the significance of the high level of participation from military families. He closed by noting the Secretary's gratitude for the Board's work, and reiterating thanks to staff, with special appreciation for the efforts of former Board staff member Ray Fields.

#### **5. Update: NAEP Budget for FY14 and NAEP Reauthorization**

Ms. Orr presented the updated budget figures for the NAEP program. Congress passed the fiscal year 2014 budget, which includes \$7 million more than the figures we were previously using for NAEP. Regarding the NAEP Reauthorization, there appears to be some recent activity, but a bill has not yet been presented.

#### **6. Policy Discussion: State NAEP in Civics, U.S. History, Geography**

Deputy Executive Director Mary Crovo provided an overview of the issues of conducting a NAEP state assessment in Civics, U.S. History, and Geography. She referred to the Executive Committee's materials, which presented relevant milestones. Over the years, there have been several passionate advocates for the need for state-level results in these subject areas. Given the recent calls from various stakeholders and the rationales they have presented, Ms. Crovo noted that now would be an appropriate time for the Board to consider the various benefits and

tradeoffs associated with adding a NAEP state assessment in Civics, U.S. History, and Geography for grades 8 and 12. In the Executive Committee’s discussion, Cary Schneider noted that the 25th Anniversary Symposium remarks addressed issues relevant to Civics and increasing assessment in this area.

**7. Future Topic Suggestions**

Mr. Schneider suggested that there be a discussion of a potential crosswalk between the NAEP Technology and Engineering Literacy (TEL) Framework and the Next Generation Science Standards. He stated that it is important to address the issue of the similarity between these two documents. Peggy Carr reported that this comparison was already underway via work being done by a NAEP contractor.

Mr. Driscoll adjourned the Executive Committee meeting at 5:15 p.m.

I certify the accuracy of these minutes.



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David P. Driscoll, Chair

3-25-14

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Date

# National Assessment Governing Board

## Assessment Development Committee

### Report of February 27-28, 2014

#### **CLOSED SESSION – February 27, 2014**

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 February 27, 2014 from 1:15 p.m. to 3:00 p.m. to review secure NAEP test questions.

**Attendees:** ADC – Shannon Garrison (Chair), Cary Sneider (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Elvira Germino Hausken; AIR – Kim Gattis, Ruth Isaia, Alka Arora; ETS – Gloria Dion, Greg Vafis, Rebecca Moran, Michael Friesenhahn.

The Assessment Development Committee (ADC) met to review operational 2015 NAEP reading and mathematics items at grades 4 and 8. These items had been reviewed previously by the ADC prior to pilot testing. Included in the confidential item review materials were student performance data from the 2014 pilot test.

ADC members had a thorough discussion of the reading and mathematics items. As a result of the review, several scoring guides were refined and other small edits were made to the scoring guides. ADC members commented on the very engaging reading passages for 4<sup>th</sup> and 8<sup>th</sup> graders. All items were approved in reading and mathematics.

In open session, the ADC unanimously approved the following motion:

**ACTION: The Assessment Development Committee approves the NAEP 2015 reading and mathematics operational items at grades 4 and 8, with minor revisions to the scoring criteria. These revisions will be communicated in writing to the National Center for Education Statistics on or before March 5, 2014.**

#### **OPEN SESSION – February 28, 2014**

**Attendees:** Shannon Garrison (Chair), Cary Sneider (Vice Chair), Brent Houston, Hector Ibarra, Dale Nowlin; Governing Board Staff – Mary Crovo; NCES – Elvira Germino Hausken, Dan McGrath, Dana Kelly, William Ward, Eunice Greer, Grady Wilburn, Peggy Carr, Holly Spurlock; AIR – Kim Gattis, Ruth Isaia, Alka Arora, Teresa Neidorf; Fran Stancavage; ETS – Jay Campbell, Gloria Dion, Lonnie Smith, Greg Vafis, Rebecca Moran, Michael Friesenhahn; Westat – Lisa Rodriguez; Fulcrum – Jud Cole, Scott Norton; Hager Sharp – Selam Maru; U.S. Department of Education – Jessica McKinney; Optimal Solutions Group – Stipo Josipovic

## Technology and Engineering Literacy (TEL) Assessment Update

William Ward of NCES began the briefing by describing the current TEL operational assessment. Between January and March 2014, the assessment is being administered to a nationally representative sample of 20,000 eighth grade students in a total of 800 public and private schools. TEL is a completely computer-administered assessment.

Mr. Ward provided a sample of anecdotal responses from students, teachers, and school principals. Overwhelmingly, the responses described students' excitement about the TEL scenario-based tasks and the connection to real-world activities. Teachers and school administrators commented on the high level of student engagement with the assessment and the innovative nature of the TEL tasks. ADC members noted that the school-level comments reinforced the importance of more focused NAEP outreach for school principals.

The next phase of the TEL update covered plans for web-based outreach efforts. The released Wells task has been on the NAEP website for some time, but additional materials are in development to provide more context and guidance for teachers, students, and others. Following Mr. Ward's presentation of draft web-based information, ADC members had a number of comments on the proposed website.

Overall, the ADC noted that the web pages were too text-heavy. The focus of the main page should be a large icon for the Wells task. The web "breadcrumbs" also need to be more visually appealing on the landing page. Perhaps the landing page could have different entry points depending on the audience. Students may want to go directly to the Wells task, while teachers may want to explore the assessment targets, performance data, scoring rubrics, or other information.

On other web pages, ADC members stated that the "donut-shaped" graphics page was too text-heavy and difficult to read. In displaying the horizontal bar chart of high and low performing groups, the high performing bar should be above the low performance bar. In the slide with the four percentages in four quadrants, a better explanation is needed to facilitate interpretation of the data. Throughout the web-based display, it is important to note that these data were obtained from the 2013 TEL pilot—not the 2014 operational assessment.

As noted in the previous ADC review of preliminary Wells task pages, the criterion of "efficiency" is not aligned with the TEL Framework targets for this task. The goal is for students to use evidence appropriately when working on a design and systems task. Another ADC member commented that "systematicity" was not a user-friendly label for the Wells task graphics. The task was designed to assess whether students think logically about the system in solving the Wells task problem. Another important skill in this task is troubleshooting.

ADC members recommended the Science Interactive Computer Tasks (ICTs) on the web as an excellent model for communicating information to broad audiences about scenario-based tasks. It was also noted that on some Mac computers, the current Wells task display had text appearing on top of the graphics, making the display difficult to read.

Members also agreed that the term "probe" should be dropped from references to the 2014 TEL administration. This term is misleading, since the national TEL sample of 20,000 eighth graders is larger than many NAEP national samples in other subjects.

In conclusion, ADC members thanked Mr. Ward for presenting the draft Wells task web pages. The Committee requested they be provided a staging site to review the next draft Wells website, so they can independently review and comment on the information. Following their independent reviews, the Committee could convene via webinar or conference call to share their results. Depending on the development timeline for the Wells task website, the ADC could conduct the review discussion at its May 16, 2014 meeting.

### **Transitioning to NAEP Technology Based Assessments (TBA) in Reading and Mathematics**

For this session, Eunice Greer of NCES provided a briefing on NAEP's transition to technology-based assessments in reading and mathematics. The goal is to complete this transition by 2017 via a comprehensive, carefully coordinated set of steps during the next several years.

Initially, NCES is working with its contractors to convert current NAEP paper and pencil questions to a technology-based platform. This will form the basis of a bridge study in 2015 between the paper/pencil administration and the TBA component. Following that step, new technology-based items will be developed that take full advantage of the computer delivery system to test more higher order skills.

The TBA transition process is intended to maintain existing trend results while beginning a staged introduction of innovative TBA items. Individual items may perform differently in paper-and-pencil assessments vs. the TBA administration. Bridge study analyses will evaluate the link between TBA results, paper-and-pencil results, and the established NAEP trend lines. These data will inform the selection of a pool of items, which will be supplemented in 2016 with new items to be piloted.

For the TBA delivery, a substantial amount of work went into exploring options for the hardware and software. Various groups were involved in meetings and teleconferences including technology and software vendors, state content and measurement experts, and other important constituents. The decision was to use tablets that NAEP would bring into the schools. Students also will be provided with a keyboard during the assessment.

Ms. Greer then presented subject-specific issues related to reading and mathematics item development in a TBA environment. For reading, NAEP is exploring how to present the reading passages on the screen, how to display the passage and items at the same time, and how students will be able to refer to sections of the passage to support answers to items. In mathematics, online calculators, measurement tools, and equation editors were among the most salient TBA issues being explored.

ADC members expressed a number of positive comments about the TBA transition plan. The Committee looks forward to continued engagement in the process as work moves ahead.

### **Results of the NAEP Read-Aloud Study**

Grady Wilburn of NCES provided a briefing on a study of various read aloud conditions. The principal investigator for the study was Jamal Abedi, of the University of California at Davis. NCES commissioned the study to examine the utility of read aloud on NAEP. Research questions included:



1. Does the read aloud help students with disabilities (SD) and English language learners (ELL)?
2. Does the read aloud help the non-target group (non-SD/ELL students)?
3. Does the accommodation help the target group more than it helps the non-target group?

The study also was intended to contribute to the research on the read-aloud provision.

Mr. Wilburn described the sample of students in 4<sup>th</sup> and 8<sup>th</sup> grade and the materials they were provided in the study. Students were randomly assigned to one of several experimental conditions: read aloud all (passage, directions, items); read aloud everything except the passage; and no read aloud. All groups of students (SD, ELL, and Non SD/ELL) received each treatment.

ADC members were presented with findings of the study in terms of 4<sup>th</sup> and 8<sup>th</sup> grade student performance in the various experimental conditions. Results showed that the read aloud was effective at grade 4, but had mixed results at grade 8. The read aloud was not shown to be valid across all conditions in grades 4 and 8.

The ADC engaged in a lengthy discussion of the study methodology, findings, and conclusions. First, the study labeled read aloud as an accommodation. However read aloud is a modification of the Board-adopted Reading Framework definition of reading comprehension. According to the Framework, the NAEP Reading Assessment requires students to read passages of text written in English and respond to questions about what they have read. The NAEP Assessment is a reading comprehension assessment; it is not an assessment of listening comprehension.

ADC members noted that variability due to the human reader was not accounted for in the study. This variable could have significantly influenced the results. There was also a question about the sample size and generalizability of the findings. Particularly in the Specific Learning Disability subgroup, there are many types of learning disabilities. It was not clear how these were represented in the subgroup of students in the study. Another question that was not addressed in the study was how the test administrators were instructed to respond to a student who wanted them to re-read a part of the text to support an answer. Many other concerns about this study were expressed by the ADC.

In terms of implications, members noted that reading aloud a reading comprehension test to students sends a message to teachers of struggling readers at the early elementary level. Many of those students can learn to read, but individual students may learn to master various reading skills at a different pace. It would be inappropriate for NAEP to signal that struggling readers not receive reading instruction in in the elementary grades. ADC members did acknowledge that a very small percentage of students do have disabilities that prevent them from reading written text.

ADC members thanked Mr. Wilburn for briefing the Committee on the study. The ADC found the study design and results interesting. However, the Committee reaffirmed that reading aloud reading passages on the NAEP Reading Assessment was not consistent with the construct being measured. The read aloud study did not support a change in the NAEP Reading Framework.

## **STEM Indicators Project**

ADC Vice Chair, Cary Sneider, briefly described an ongoing project involving the National Science Foundation (NSF), SRI, NCES, and others. The project is an effort supported by NSF to SRI to

support NSF's indicators of progress in STEM education. One goal of the project is to explore ways that NAEP contextual (survey) questions can provide useful information for K-12 STEM education. A meeting was held in January 2014 to bring together the project partners and staff from participating organizations. Mr. Sneider participated in the meeting, along with two Governing Board staff and several NCES staff. Next steps include examining future NAEP contextual questions in relation to STEM indicators. Mr. Sneider also noted that this work may have implications for the Reporting and Dissemination Committee's work on reporting education indicators.

I certify the accuracy of these minutes.



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Shannon Garrison, Chair

March 6, 2014

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Date

# National Assessment Governing Board

## Committee on Standards, Design and Methodology

### Report of February 28, 2014

**COSDAM Members:** Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, Andrew Ho, Terry Holliday, James Popham, and Leticia Van de Putte.

**Governing Board Staff:** Executive Director Cornelia Orr, Michelle Blair, Sharyn Rosenberg, and Munira Mwalimu.

**Other Attendees:** John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Janis Brown, Samantha Burg, Jing Chen, Andrew Kolstad, Drew Malizio, Taslima Rahman, and Bill Tirre. AIR: George Bohrnstedt, Young Yee Kim, and Gary Phillips. CCSSO: Katie Carroll. ETS: Longjuan Liang, Rochelle Michel, and Andreas Oranje. Hager Sharp: Lauren Werner. HumRRO: Laurie Wise. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Brad Thayer. Westat: Keith Rust.

#### **Introductions and Review of Agenda**

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the meeting to order at 10:05 a.m. and welcomed members and guests. Mr. Fabrizio noted that the agenda included presentations on plans for two-stage adaptive testing in mathematics and science, results from the NAEP-PIRLS linking study, and a closed session on participation and engagement data for the 2013 grade 12 mathematics and reading assessments.

#### **Plans for two-stage adaptive testing in NAEP Mathematics and Science**

Sharyn Rosenberg, the Governing Board Assistant Director for Psychometrics, began by noting that the transition to technology-based assessments (TBA) is one of the greatest opportunities and challenges facing the NAEP program. The 2011 Writing assessment was the first fully technology-based NAEP assessment, followed by the 2014 Technology and Engineering Literacy (TEL) assessment. For the Reading, Mathematics, and Science assessments, work is currently underway to transition the existing paper-based assessments to a technology platform, based on the existing assessment frameworks. Ms. Rosenberg noted that this presentation is likely to be the first of many discussions about the TBA transition in the coming years. She introduced the presenter, Andreas Oranje.

Andreas Oranje of Educational Testing Service (ETS) began with an overview of the current plans for NAEP to transition to TBA in Reading, Mathematics, and Science by 2017. In 2015, the paper-based assessments will continue to be administered and used for the reporting of

NAEP results. In addition, technology-based assessments will be administered as part of the TBA start-up process, for the purpose of conducting a mode study (examining potential differences in student performance attributable to the mode of administration) and exploring whether and how the trend can be maintained. The 2015 TBA start-up activities will be based on existing paper-based items that have been transferred to a technology platform. In 2016, pilot tests will be conducted using new TBA items that do not have current paper-based equivalents, such as scenario-based tasks.

Mr. Oranje described the following reasons behind the intention to eventually implement some form of adaptive testing: increasing measurement precision across the distribution, describing performance across the distribution, and improving the student experience by targeting items to a given student's performance. ETS has been receiving input on the transition to TBA and the use of adaptive testing from several expert groups, including the Design and Analysis Committee (DAC) and an additional TBA expert panel (Gage Kingsbury of the Kingsbury Center at NWEA, Hua-Hua Chang of University of Illinois at Urbana-Champaign, and Tim Davey of Educational Testing Service). Design considerations include the administration model (adaptive testing), type of adaptive testing (multi-stage), number of stages (most likely two, based on results from the 2011 Math Computer Based Study at grade 8), and number of levels (not yet determined). Additional considerations include how to implement adaptive testing in the context of scenario based tasks (i.e., *should the assessment be adaptive within a scenario-based task, between scenario-based tasks, or not at all for scenario-based tasks?*).

COSDAM members asked questions related to the general transition to TBA. First, Terry Holliday asked whether it is possible for NAEP to utilize the assessment items or technology platforms from the assessment consortia, given that they were developed using federal funds. Mr. Fabrizio requested that NCES explore the feasibility of this request and report back to COSDAM at a future meeting. There was also a question by Leticia Van de Putte about whether gaming principles would be used in assessment design; Mr. Oranje responded by providing some information about ongoing work in this area outside of the NAEP program.

Related to the use of adaptive testing, a question was raised by Mr. Holliday about whether the reported results will conclude that eighth-grade students in some states are performing at the average level of fourth-grade students in the nation. Ms. Rosenberg clarified that item development for the adaptive tests will adhere to the NAEP frameworks; for example, the grade 8 Mathematics assessment will contain a range of items from easy to difficult, but the content of all items will be based on that particular framework.

Andrew Ho expressed caution over moving too quickly with the transition to TBA, given the primary goal of maintaining the trend. One alternative is to proceed more slowly by first transitioning to TBA, then subsequently introducing multi-stage testing.

### **Results from NAEP-PIRLS linking study**

Mr. Fabrizio began by noting that the Board approved a resolution in November 2009 to plan for 2011 linking studies between NAEP and TIMSS (Trends in International Mathematics and

Science Study), and NAEP and PIRLS (Progress in International Reading Literacy Study). He noted that the Board had heard several presentations about the NAEP-TIMSS linking study, which was released last fall. He welcomed presenter Gary Phillips.

Gary Phillips of the American Institutes for Research (AIR) began by describing the similarities and differences between the 2011 NAEP-TIMSS linking study and the 2011 NAEP-PIRLS linking study. The 2011 NAEP-TIMSS linking study in grade 8 Mathematics and Science compared the use of three different methodologies: calibration, projection, and statistical moderation. The 2011 NAEP-PIRLS linking study in grade 4 Reading used only statistical moderation, a procedure which matches the NAEP and PIRLS means and standard deviations.

Mr. Phillips noted that the content and readability of NAEP and PIRLS is similar, but there are some differences between the two assessments in terms of sampling procedures, testing window, testing time, accommodations, and passage length. When comparing the NAEP standards (Basic, Proficient, Advanced) with the PIRLS standards (Low, Intermediate, High, Advanced), the study found that the NAEP benchmarks were higher than the corresponding PIRLS benchmarks. When expressed on the NAEP scale for grade 4 Reading, the NAEP Proficient achievement level corresponds to a score of 238, whereas the PIRLS High achievement level corresponds to a score of 217.

COSDAM members discussed the unintended implications of using the “Proficient” label in an educational landscape where “Proficient” is often interpreted to mean “on grade level.” The discussion included an acknowledgement that the NAEP achievement levels are still in a trial status, which may be resolved by the upcoming procurement to conduct an independent evaluation of the NAEP achievement levels. Mr. Holliday expressed a concern that the NAEP standards are too high compared to external benchmarks; Lucille Davy cautioned against chasing a low standard. Most of the discussion about the appropriateness of the NAEP standards was related to the “Proficient” label rather than the placement of the cut scores.

Mr. Phillips noted that the linking study was conducted at the national level only; the National Center for Education Statistics (NCES) decided not to estimate state PIRLS means or state PIRLS international benchmarks. Mr. Phillips explained the reason behind this decision, which was that the 2011 NAEP-TIMSS linking study illustrated the importance of the correlation between the two assessments for making accurate predictions. For the 2011 NAEP-PIRLS linking study, the correlation between NAEP and PIRLS was unknown because only one state, Florida, participated in both assessments at the state level. In Florida, the PIRLS-equivalent state mean (predicted from the state NAEP scores) was not significantly different from the actual PIRLS state mean, providing some validity evidence for the linking study results. Cornelia Orr, Executive Director of the Governing Board, noted that states could estimate their own PIRLS-equivalent state means using the linking equation from this study.

Mr. Fabrizio asked why the NAEP-PIRLS linking study did not offer states the opportunity to participate in state PIRLS, and when the next opportunities would occur for conducting linking studies with PIRLS and TIMSS. John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board, responded that the budget could not support state participation in PIRLS. Ms. Rosenberg noted that the NAEP and PIRLS administration windows

are not scheduled to align until 2021, but that NAEP and TIMSS are both scheduled to be administered in 2015. Drew Malizio of NCES added that there are plans to conduct a 2015 linking study between NAEP and TIMSS, using statistical moderation only.

**CLOSED SESSION 11:25 a.m. – 12:05 p.m.**

**COSDAM Members:** Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, Andrew Ho, Terry Holliday, James Popham, and Leticia Van de Putte.

**Governing Board Staff:** Executive Director Cornelia Orr, Michelle Blair, Sharyn Rosenberg, and Munira Mwalimu.

**Other Attendees:** John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Janis Brown, Samantha Burg, Andrew Kolstad, Drew Malizio, Taslima Rahman, and Bill Tirre. AIR: George Bohrnstedt and Young Yee Kim. ETS: Longjuan Liang, Rochelle Michel, and Andreas Oranje. Hager Sharp: Lauren Werner. HumRRO: Laurie Wise. Optimal Solutions Group: Rukayat Akinbiyi. 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 February 28, 2014 from 11:25 a.m. – 12:05 p.m. in order to discuss information regarding analyses of the 2013 grade 12 Mathematics and Reading assessments, including secure data.

**Participation and Engagement on the 2013 NAEP Grade 12 Mathematics and Reading Assessments**

Ms. Rosenberg introduced the session by noting that COSDAM has previously discussed the tendency for some people to question whether grade 12 results represent students' best efforts. There is research on NAEP and motivation that has been done and is often quoted but has not been critiqued. As part of the 2009 release of the grade 12 results, NCES did present some evidence that grade 12 students do take the test seriously, such as participation rates and completion of open-ended questions; these data are now available for the 2013 grade 12 Mathematics and Reading assessments. She introduced presenter Samantha Burg.

In closed session, Samantha Burg of NCES presented data on grade 12 school and student participation rates and item response rates. The presentation included trend data for grade 12 (from 1992 through 2013) and comparisons to grades 4 and 8. Mr. Ho asked whether the information about participation and engagement will be included in the grade 12 report. Ms. Burg responded that a "Focus on NAEP" publication about grade 12 participation and engagement will be released in conjunction with the 2013 NAEP grade 12 Report Card.

The presentation included information about the strategies that schools use to encourage students to put forth their best efforts on NAEP, such as: thanking students for participating in NAEP, having students and teachers urge students to participate, and holding an assembly or pep rally for NAEP.

**OPEN SESSION: 12:05 p.m. – 12:15 p.m.**

(See list of attendees for the closed session. No additional attendees joined this session.)

**Committee Questions on Information Items**

In closing, Mr. Fabrizio asked whether there were questions on any of the information items: 1) NAEP 12<sup>th</sup> Grade Academic Preparedness Research: Phase 2 Research Updates; 2) Update on TEL Achievement Levels Setting Procurement; 3) Update on Implementation of SD/ELL Exclusion Policy; or 4) Update on Evaluation of NAEP Achievement Levels Procurement.

Fielding Rolston asked about the status of the TEL achievement levels setting (ALS) procurement. Ms. Rosenberg responded that the TEL ALS will take place in two stages via separate procurements. First, the achievement levels descriptions (ALDs) for grade 8 must be finalized. A statement of objectives was developed, and a Request for Quotations was issued in early February; the contract is expected to be awarded by the first week in April. The final achievement levels descriptions will be presented to COSDAM and the full Board for approval at the July 31 – August 2, 2014 meeting. The second procurement is for the 2014 TEL achievement levels setting at grade 8. A pre-solicitation notice was posted in mid-February, and the Request for Proposals is expected to be issued in March.

Ms. Van de Putte asked about the status of implementing the SD/ELL exclusion policy. Ms. Rosenberg noted that the COSDAM and Reporting and Dissemination Committees had met in joint session during the December 2013 Board meeting to discuss the 2013 participation data for grades 4 and 8 Reading and Mathematics. Contrary to Board policy, NCES has continued to permit schools to exclude students whose IEPs called for accommodations that NAEP does not allow. The staffs of NAGB and NCES are considering proposals for potential revisions to the policy that would allow the spirit of the policy to be implemented in a manner that NCES considers technically sound; the intention is to hold a follow-up joint session during the May Board meeting.

Ms. Van de Putte responded that many Spanish-speaking students are not ready to be tested in English, and that some students continue to be taught and assessed in Spanish for several years. Ms. Orr noted that the December 2013 joint session focused primarily on the implementation of the policy for students with disabilities, but that the policy implications for English language learners should also be discussed.

I certify the accuracy of these minutes.

*Louis M. Fabrizio*

\_\_\_\_\_  
Lou Fabrizio, Chair

March 6, 2014

\_\_\_\_\_  
Date

# National Assessment Governing Board

## Reporting and Dissemination Committee

### Report of February 28, 2013

**Attendees:** Committee Members – Chairman Andres Alonso, Vice Chair Terry Mazany, Aniterre Flores, Rebecca Gagnon, Tonya Miles, and Father Joseph O’Keefe; Governing Board Staff – Larry Feinberg, Stephaan Harris, and Tisha Phillips; NCES – Gina Broxterman, James Deaton, Arnold Goldstein, Michael Moles, Stephen Provasnik, and Emmanuel Sikali; AIR – Brittany Cunningham and Cadelle Hamphill; ETS – Debby Almonte, Jonas Bertling, Amy Drescher and Lisa Ward; Pearson – Connie Smith; HagerSharp – Debra Silimeo, David Hoff and James Elias; Fulcrum Co. – Saira Brenner; Reingold – Amy Buckley, Erin Fenn, Sarah Johnson, and Valerie Marrapodi; Westat – Chris Averett; HumRRO – Steve Sellman; CRP – Shawnell Bailey and Jasmine Fletcher; Texas Education Agency – Lizzette Reynolds; Consultant – Alan Ginsburg; Former Board Member – Mark Musick

#### 1. Board Input into 2014 NAEP Reports: U.S. History, Civics, and Geography

The committee continued its discussion on having earlier, big-picture input into NAEP reports in order to provide a more meaningful role for the Governing Board in report development. Stephaan Harris, of the NAGB staff, said one method suggested by NCES and NAGB staff for achieving this goal would be a pre-data discussion of upcoming reports to get ideas from committee members on areas and topics that should be highlighted. Mr. Harris said the three 2014 NAEP social science reports—Geography, Civics, and U.S. History—were on the agenda as a starting point for this type of discussion. Mr. Harris added that this feedback endeavor was illustrated when the committee participated in a conference call with NAGB and NCES staff the previous week on an outline of the upcoming NAEP Black Male report. Members gave feedback on the outline, prepared by NCES, of the report to be released this fall.

Members discussed overall concerns and ideas for reports and release strategies, rather than specific reports. Committee Chair Andres Alonso said it would be important to see iterations of data earlier in the development of various reports as numbers trigger questions on report content and the messages to be communicated. Mr. Alonso said making linkages between contextual variables and achievement data should be an important part of NAEP reporting. Larry Feinberg, of the NAGB staff, suggested there could be secondary reports focusing on specific contextual variables of interest.

Vice Chair Terry Mazany said the 25<sup>th</sup> anniversary event underscored the idea that NAEP reports should be more impactful and innovative, which the current report structure does not necessarily achieve. He said the methods of feedback suggested by NAGB and NCES staff were not sufficient, and that conceptual framing is needed to elevate NAEP in a dense media landscape. He cited the example of the NAEP finding that average black student performance now equals that of



white students 20 years ago. Mr. Mazany said it is important to use such data to spark conversation and action.

Member Joseph O’Keefe said a lot much of the Board’s responsibility will be thinking about the “so what?” when it comes to NAEP, adding that the Board has to heighten interest in reports and battle public skepticism of government. Member Rebecca Gagnon said it is important to talk about progress as well as constructively on the negative. She added that the question becomes does NAEP reporting mask the real stories.

Member Tonya Miles said the Board could benefit from a crash course on how to report data to provoke stimulating discussion, instead of shutting down that discussion.

Chair Alonso recommended that over the next three months, members have conversations on individual reports, like its conference call on the outline of the upcoming NAEP Black Male report, and ascertain decision points where members can weigh in. He also proposed developing a hierarchal timeline on report feedback and release, and thinking about such things as linking to other publications that are telling a relevant story. Mr. Alonso said NCES should provide the Board with an outline of each upcoming report.

## **2. Contextual Questionnaire Modules**

Jamie Deaton, of NCES, and Jonas Bertling, of ETS, briefed the Committee on efforts underway to prepare groups of contextual questions called modules that can be summarized into indices on important factors related to academic achievement. This approach is consistent with Governing Board policy expressed in the resolution on NAEP background questions, adopted in August 2012, and in the *NAEP Contextual Information Framework* that was updated by the Board at its last meeting in December 2013. It also makes use of the approach recommended to the Board by consultants Marshall Smith and Alan Ginsburg in their report on using NAEP to produce key education indicators that was presented at the December meeting.

Mr. Deaton said having multiple questions on the same topic would create broader, more meaningful indicators than the single items on which NAEP has reported in the past. Aggregating questions into an index also would minimize the effect of the wording of any single question. He said modules and indices are widely used in reporting on contextual factors in international assessments, such as TIMSS and PISA, and on the Gallup student poll.

The following topics are under consideration for modules in the core contextual questionnaires to be used in all subjects:

- Socio-economic status (SES)—a composite of parent education, occupation, and income or wealth. The factor now used for poverty status, eligibility for free- or reduced-priced lunch, has become problematic because of program expansions, providing subsidized meals to all students in high-poverty schools and districts.
- School climate, which may include safety, discipline, absenteeism, and students' feelings toward their school.

- Grit, which may include perseverance and self-control. This factor might be measured through responses to vignettes and self-reported behavior in different situations.
- Need for cognition, which seeks to measure student curiosity and motivation to learn.
- Technology use, including access, familiarity, and interest in computers or other information technology equipment.

Other modules will be developed on subject-specific questionnaires. Data on out-of-school learning activities may be collected in both the core and subject-specific contextual questionnaires but no module focused on this topic is planned.

Mr. Deaton said considerable work has already been done on socio-economic status, including a study by an expert panel and additional questions on household composition and possessions in the home that were administered in 2013. He said there would be a special study of about 4,000 fourth-graders in 2015 comparing student responses on a supplemental NAEP questionnaire to data from their parents gathered through the Early Childhood Longitudinal Study, another NCES survey. A module for creating an SES index would probably be added to NAEP in 2017.

Mr. Deaton said a module on technology use probably would be administered in 2015 as part of preparations for the transition to computer-delivered assessments in reading and mathematics in 2017. A module on a third topic also may be added in 2017. Mr. Deaton said NCES believes the highest priority should be given to school climate but this may be a decision for the Governing Board.

Vice Chair Terry Mazany said it would be important to develop a framework showing the research evidence that supports the relationship to student achievement of any topic being considered. Mr. Alonso said there also should be a larger framework of topics associated with student achievement that the Board could use to judge any topic proposed in relation to what else could be reported.

Member Anitere Flores said creating the modules would be an important development for NAEP. But she cautioned that in dealing with non-cognitive factors it would be better to ask specific questions about behavior rather than attitudes, which are subject to exaggeration and to having respondents give the expected "right" answer.

Mr. Bertling said some of the questions used to create various indices in PISA might be used in NAEP. Alan Ginsburg, a Board consultant, said consideration should be given to creating indices on a broader range of topics, such as teacher quality and curriculum, as recommended in the report to the board he prepared with Marshall Smith.

Committee chair Alonso asked NCES to provide a timeline with decision points for Board and committee action. He said development of the modules should be a topic on the agenda of a committee teleconference before the next regular meeting in May. Holly Spurlock, of NCES, said

the committee would be able to review three iterations of specific modules and their questions: in late spring of this year before cognitive labs, next fall before piloting in 2015, and during 2016 before the operational assessments of 2017.

### **3. Release Plans for NAEP Reports: Grade 4 Computer-Based Writing and Grade 12 Reading and Mathematics**

Mr. Harris reviewed release plans for two upcoming reports: Grade 4 Writing Pilot 2012 and NAEP 2013 Grade 12 Reading and Mathematics Report Card, which will feature academic preparedness findings from the Board's research program. He said the plan for Grade 4 Writing involved a webinar release that would not be as high-profile as NAEP Report Card releases because the pilot had limited results on performance and focused on the use of the computer for writing by fourth graders and thus had a more specialized audience. Mr. Harris also reviewed the Grade 12 release plan, which also called for a webinar release that would feature a panelist with expertise in college preparedness and a post-release event.

Member Anitere Flores said the panel for the Grade 12 report should include a teacher, student, and a higher education representative. Ms. Gagnon thought the higher education community was important, especially in discussing the problem of remediation. Ms. Miles said using students would be a good focal point, especially to attract the attention of other students.

Chair Alonso said the release plan for grade 12 should be modified to be a live release event with a webcast. Vice Chair Mazany agreed with the proposal, saying that in the past there has not been a sense of the audience with webinars. Arnold Goldstein, NCES staff, voiced concern that a focus on the academic preparedness aspect of the report might diminish the reading and math results. Chair Alonso said that because the Board has spent so much time discussing results in the context of preparedness, we should align the release with that goal as there is enormous potential in that work.

Mr. Harris said the release of Grade 4 Writing may be delayed from March until April because of changes in production timelines. In turn, this might delay release of the Grade 12 Report Card until May. Also, extra time will be required to make the Grade 12 release an in-person event. In response to a question, Mr. Goldstein said an early May release of the Grade 12 Report Card would not cause problems for NCES.

**ACTION: The committee recommended Governing Board approval of the release plans as submitted by Board staff with two adjustments: (1) The Writing pilot report will be released in either March or April due to a change in report production timelines. (2) The Grade 12 Report Card will be released at an in-person event in April or early May. The release will be webcast live on the Internet. The release will include members of the higher education community and high school students and teachers. The revised release plans, as approved by the full Board, are appended in Attachments A and B to this report.**

#### **4. Communications Plan**

The committee discussed a communications plan prepared by Reingold, Inc., the Board's communications contractor. Mr. Harris said the plan was one of the tasks required in Reingold's new contract, issued in September 2013. It lays out a variety of communications and outreach strategies in eight focus areas:

- Report Card releases
- Audience prioritization and message development
- Content and materials development
- Stakeholder outreach
- Traditional media
- Website
- Social media
- Nominations

Chair Alonso said any plan would need a sense of prioritization, evaluation of strategies, and markers to measure effectiveness. He said it is most important for NAEP to be relevant in the conversations on how well students are achieving. He said the committee felt very comfortable and collaborative in developing ideas to achieve its communications goals.

Vice Chair Mazany said both resources and possible results must be considered, as well as evidence of impact and what effort would be required of NAGB and NCES staff.

Member O'Keefe said we seem to be expecting audiences to meet us but we need to meet them. He asked what kind of strategies would be most effective. Mr. Harris said the Board's outreach priorities, goals, and audiences should be decided upon first before particular strategies are developed. Members said the plan should establish a sequence of strategies, set markers to evaluate effectiveness, demonstrate the relevance of NAEP to various audiences, and show what things should matter from the data NAEP provides.

Chair Alonso recommended a conference call before the next regular committee meeting in May to consider a shorter, more focused plan to achieve communications goals. The plan should focus on extending the life of NAEP findings after the releases and on answering the "so what" and "why" questions people may have on whether NAEP should matter to them. The plan should concentrate on a few things to do well, rather than presenting many ideas that may only make a slight impact.

#### **5. Reporting on Puerto Rico NAEP**

Emmanuel Sikali, of NCES, reviewed efforts going back to 2003 to use NAEP to assess mathematics achievement in Puerto Rico at grades 4 and 8. Including Puerto Rico in NAEP is required under the No Child Left Behind Act of 2001 as a condition for the commonwealth to receive federal education aid. Since the language of instruction in Puerto Rico is Spanish, the

NAEP math assessment has been translated into that language; NAEP Reading is not given in Puerto Rico because the assessment has been defined by the Board as a test of reading in English.

Mr. Sikali said no scores were reported when NAEP Math was first given in Puerto Rico in 2003 because of the very high proportion of test questions omitted or answered incorrectly. After a new translation, very low scores were reported for 2005. However, when the assessment was repeated in 2007 the trend estimates were deemed unreliable because most Puerto Rico students tested at the low-end of the scale where there were not enough items to give stable scale-score results. Performance was reported for individual test questions but not on the NAEP scale.

No representative sample of Puerto Rico students was tested in 2009 but small cognitive labs were conducted to study in detail how students understand and answer particular questions. The translation was reviewed by Puerto Rico teachers and determined to be satisfactory. In 2011, a new set of test booklets was prepared, called KaSA, with items that match the content of the NAEP mathematics framework but are targeted at the low-end of the test score distribution. These were interspersed with regular test booklets both in Puerto Rico and in the national NAEP sample, providing a link to the NAEP scale. A high proportion of KaSA booklets were given in Puerto Rico, and the scaling of Puerto Rico results was deemed successful. However, the 2011 results were not publicly reported pending a replication of this arrangement in 2013.

Mr. Sikali said the assessment in Puerto Rico was successfully placed on the NAEP scale again in 2013 and that a reliable trend back to 2011 has been established.

Mr. Alonso expressed concern with communicating the nature of the NAEP assessment in Puerto Rico. He said he was concerned with the lack of clear input from other Governing Board committees about the technical components of using the special booklets and about what evidence of success meant in this case. Mr. Goldstein, of NCES, said the KaSA booklets were intended to give greater definition at the low-end of the performance distribution and thus permit NAEP to show more clearly any gains Puerto Rico students may make. Because regular test booklets and braided booklets (half regular and half KaSa) were also administered in Puerto Rico, students in its NAEP sample were exposed to the full range of test items. By allowing Puerto Rico results to be placed on the NAEP scale with a small margin of error, these arrangements permit meaningful comparisons with achievement in the mainland United States.

Mr. Sikali said NCES plans to release the Puerto Rico NAEP results for 2011 and 2013 in the summer or fall of this year. All reports and Internet presentations will be available in both English and Spanish. He said Puerto Rico would be part of the NAEP mathematics assessment in 2015 with the KaSA booklets and others used again as they had been in 2011 and 2013.

Mr. Alonso said the committee should be able to look at the questions and data in detail before a report on Puerto Rico is released to make sure the assessment was valid and consistent with the NAEP that is administered on the mainland of the United States. He said NAEP in Puerto would be discussed again at the committee's May meeting.

## 6. Embargo Guidelines for NAEP Reports

Because of insufficient time, consideration of possible clarifications in the embargo guidelines for NAEP reports was delayed until the May meeting of the Reporting and Dissemination Committee.

I certify the accuracy of these minutes.



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Andrés Alonso, Chair

March 19, 2014

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Date



**NATIONAL ASSESSMENT GOVERNING BOARD  
RELEASE PLAN FOR THE  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

***The Nation's Report Card:  
Grade 4 Computer-Based 2012 Pilot Assessment in Writing***

The computer-based Grade 4 NAEP Writing 2012 pilot will be released during March or April 2014 as an online webinar, following review and approval of the report's results by the Governing Board. The release event will include a data presentation by the Acting Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and an additional panelist with expertise in computer-based assessments and the field of writing. Full accompanying data will be posted on the Internet at the scheduled time of release.

Approximately 10,400 fourth-graders from 510 schools (420 public and 90 private) participated in the 2012 NAEP Writing computer-based pilot assessment. Their performance on writing tasks overall and for the three writing purposes (to persuade, convey and explain) will be summarized on a data website. Additionally, information from the 2011 usability study will be shared as the study informed how to design the NAEP computer-based writing assessment platform for elementary students. Data from the 60 fourth-grade participants across five states from this study will be displayed and will describe their computer experiences in school, at home and during the assessment.

This is the first-ever, large scale computer-based writing assessment of young students. The pilot findings and "lessons learned" will be particularly valuable as states and districts move toward computer-based testing in elementary school.

**DATE AND LOCATION**

The release event for the media and the public will occur in March or April 2014. 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.

## **EVENT FORMAT**

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Acting Commissioner of Education Statistics
- Comments by one Governing Board member
- Comments by at least one expert in the field of education and assessment matters in large city school districts
- Questions from the webinar audience
- Program will last approximately 75 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](http://www.nagb.org) along with other materials such as the press release and panelist statements.

## **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 Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. The interactive NAEP site will feature report data, a related usability study, and other resources. An interactive splash page with panelists' statements, a Governing Board press release, the NAEP Writing Framework, and related materials will be posted on the Board's web site at [www.nagb.org](http://www.nagb.org). The site will also feature links to social networking sites and audio and/or video material related to the event.





**NATIONAL ASSESSMENT GOVERNING BOARD  
RELEASE PLAN FOR THE  
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)**

***The Nation's Report Card:  
Grade 12 Reading and Mathematics 2013***

The Grade 12 NAEP 2013 Reading and Mathematics Report Card, with findings on academic preparedness, will be released during April or early May 2014 at an event that is webcast live for a national audience, following review and approval of the report's results by the Governing Board. The release event will include a data presentation by the Acting Commissioner of Education Statistics, with moderation and comments by at least one member of the National Assessment Governing Board and a panel consisting of a teacher, a student, and a representative of the higher education community. Full accompanying data will be posted on the Internet at the scheduled time of release.

The Grade 12 NAEP Report Card will present the performance results of nationally representative samples of 12th graders in public and private schools: 46,500 in mathematics, and 45,900 in reading. In addition, results for math and reading will be available for 13 states, 11 of which also participated in the 2009 pilot study. Student performance is reported in two ways – average scale scores and as the percentage of students at or above three NAEP achievement levels.

And new in 2013, the report will include preliminary results of the Governing Board's academic preparedness research program, which will show how NAEP can be an indicator of the academic preparedness of grade 12 students.

**DATE AND LOCATION**

The release event for the media and the public will occur in April or May 2014. 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.

## **EVENT FORMAT**

- Introductions and opening statement by a National Assessment Governing Board representative
- Data presentation by the Acting Commissioner of Education Statistics
- Comments by at least one Governing Board member
- Comments by a teacher, student, and member of the higher education community
- Questions from the audience
- Program will last approximately 75-90 minutes
- Event will be webcast live over the Internet. An archived version of the webinar, with closed captioning, will be posted on, or linked to from, the Governing Board website at [www.nagb.org](http://www.nagb.org) along with other materials such as the press release and panelist statements.

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## **REPORT RELEASE**

The Acting Commissioner of Education Statistics will publicly release the report at the NAEP website—<http://nationsreportcard.gov>—at the scheduled time of the release event. The interactive NAEP site will feature graphics, charts, videos, and a report summary, along with data tools, questions, and other resources. An interactive splash page 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](http://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, Reingold, will work with Board staff to coordinate a post-event communications effort to extend the life of the results and provide value and relevance to stakeholders with an interest in reading and mathematics achievement and grade 12 preparedness.

# National Assessment Governing Board

## Nominations Committee (Closed Session)

### Report of March 1, 2014

**Attendees:** Tonya Miles (Chair), Shannon Garrison, Brent Houston, Hector Ibarra, Joseph O’Keefe, S.J., Fielding Rolston, and 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 Nominations Committee met in closed session from 7:30 a.m. to 8:15 a.m.

Committee Chair Tonya Miles provided an overview of the agenda. Ms. Miles thanked Committee members for reviewing the large number of letters and resumes during the last several months. Ms. Miles expressed appreciation to Board staff for supporting the work of the Committee. Nominations Committee members then received a preview of the confidential Power Point presentation prepared for the closed Board session at 8:30 a.m. on March 1, 2014.

For Board terms beginning on October 1, 2014 there are openings in five categories:

1. General public representative
2. 4<sup>th</sup> Grade teacher
3. 8<sup>th</sup> Grade teacher
4. Secondary school principal
5. Chief state school officer

There are incumbents in the two teacher categories, but no incumbents in the other three.

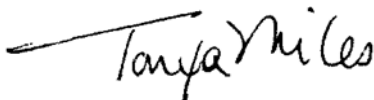
In late January, the Nominations Committee held a teleconference to discuss the large pool of nominees for this cycle and to recommend a slate of finalists for each category. This information will be provided to the full Board for action on March 1, 2014. Pending Board approval, the slate of finalists will be delivered to Secretary Arne Duncan in April 2014.

The Committee discussed the high quality and diversity of nominations received for 2014. Ms. Miles also reported on the status of three additional open positions: the two governor slots and the business representative slot. Finally, the Committee discussed the positive aspects of the 2014 Nominations cycle and offered recommendations for enhancements in 2015.

#### **OPEN SESSION ACTION:**

**The Nominations Committee recommends the slate of 2014 finalists to the Governing Board for approval at the March 1, 2014 meeting.**

I certify the accuracy of these minutes.



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Tonya Miles, Chair

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March 6, 2014

Date

# National Assessment Governing Board

## Partially Closed Session

### Report of February 28, 2014

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 February 28, 2014 from 12:30 p.m. to 1:30 p.m. to receive a briefing on the 2013 12<sup>th</sup> grade National Assessment of Educational Progress (NAEP) reading and mathematics results.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES) noted that the 2013 NAEP 12<sup>th</sup> grade assessments were administered from January to March 2013. Approximately 92,000 students were assessed nationally and 13 states volunteered to receive state-level results.

Ms. Carr highlighted state scores in reading and mathematics, noting changes observed from 1992 to 2013. Results are available for the nation and 13 volunteer states and are reported by average scale scores and achievement levels—Basic, Proficient, and Advanced.

Ms. Carr summarized changes in average scale scores for mathematics from 2005 to 2009 and for reading from 1992-2009. Highlights of the 2013 results include:

- Scores by race, ethnicity and gender;
- Demographic makeup of pilot states;
- Percentages at or above achievement levels in the nation and states;
- State performance results and changes in student performance; and
- Score gaps by race/ethnicity.

Ms. Carr highlighted the indicators of academic preparedness and depicted the preliminary estimated percentage of academically prepared students in mathematics and reading. She pointed out the confidence intervals for the mathematics and reading indicators. Changes in the percentages of 12th graders enrolled in academic programs from 2009-2013 were also provided.

Ms. Carr reported that 2013 NAEP results on the indicators of academic preparedness will be released in spring 2014, and be made available on the NCES website.

Board members engaged in a question and answer session following the presentation.

I certify the accuracy of these minutes.



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David Driscoll, Chairman

March 1, 2014

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Date

# **National Assessment Governing Board**

## **Partially Closed Session**

### **Report of March 1, 2014**

Under the provisions of exemption 2 and 6 of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on March 1, 2014 from 8:30 a.m. to 8:50 a.m. to receive a briefing on the Governing Board's 2014 Nominations for Governing Board terms beginning October 1, 2014.

Tonya Miles, Chair of the Nominations Committee, described the Governing Board's nominations process and timeline. She presented the list of finalists recommended by the Nominations Committee for terms beginning October 1, 2014 in each of the 5 categories:

1. 4th Grade Teacher
2. 8th Grade Teacher
3. Secondary School Principal
4. General Public Representative
5. Chief State School Officer

Ms. Miles highlighted key demographics of the finalists, which illustrated a diverse pool of individuals. She presented the recommendation of the Nominations Committee to approve the slate of finalists for submission to the Secretary of Education for review and appointment.

#### **Open Session:**

Board members took action to approve the final list of candidates recommended by the Nominations Committee.

#### **Closed Session:**

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 March 1, 2014 from 8:50 a.m. to 9:50 a.m. to receive a briefing on the National Assessment of Educational Progress (NAEP) budget and discuss information on upcoming decisions needed for the NAEP assessment schedule.

Peggy Carr, Associate Commissioner, National Center for Education Statistics (NCES), provided a briefing on the following topics:

- Budgeting principles
- NAEP assessment cycle
- FY 2014 funding and impact on anticipated funding flow
- Assessment schedule scenarios
- Time for decisions by the Governing Board

The NAEP budgeting principles are to maintain NAEP's gold standard, implement the Governing Board policies, maintain efficient design and methodology, invest in the future, ensure startup funds for next cycle, and maintain a positive cash flow.

Ms. Carr provided details on the FY 2014 appropriation for NAEP and the Governing Board—\$132 million and \$8.2 million respectively for a total of \$140.2 million. She described the assessment cycle and the NAEP timeline for the assessments with respect to assessment year, item development, pilot testing, data collection, scoring and analysis, and reporting.

Decision milestones needed from the Governing Board and estimated cash flows with budget variables were discussed for FY 2013 through FY 2017. Ms. Carr highlighted what is included and what is not included in the 2013-2017 assessment cycle activities. Assessment schedule scenarios were discussed with respect to the number of subjects and grades tested.

Ms. Carr highlighted critical questions the Board needs to consider for 2014-2016.

Board members engaged in a question and answer session following the presentation. Members agreed to discuss the budget and NAEP schedule at the May 2014 Board meeting.

I certify the accuracy of these minutes.



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David Driscoll, Chairman

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March 1, 2014

Date