GOVERNING BOARD AND NAEP RESOURCES

Table of Resources and Links

Attached documents are listed with page numbers. Click on the active links below to access unattached documents.

Page No.

National Assessment Governing Board: Authority and Organization

NAEP Schedule of Assessments

General Web-based Resources

- [Home page of Governing Board web site](#)
- [Home page of the *Nation's Report Card* web site](#)
- [Materials for previous Board meetings](#)

Board Policies for NAEP

- [General Policy: Conducting and Reporting NAEP](#)
- [Framework Development](#)
- [Item Development and Review](#)
- [Developing Student Performance Levels for NAEP](#)
- [Reporting, Release, and Dissemination of NAEP Results](#)
    - [Guidelines for the Initial Release of *The Nation's Report Card*](#)
    - [Resolution on Reporting 12th Grade Academic Preparedness for College](#)
    - [Resolution on Reporting on Preparedness of 12th Grade Students](#)
- [Collection and Reporting of Background Data by NAEP](#)
- [NAEP Testing and Reporting on Students with Disabilities and English Language Learners](#)
- [Trial Urban District Assessment: Eligibility Criteria and Selection Procedures](#)
    - [List of Eligible TUDA Districts](#)
- [Resolution on Linking NAEP and International Assessments](#)

NAEP Assessment Design

Selected Board-commissioned research reports and papers (from most to least recent)

- Technical Report: NAEP 12th Grade Preparedness Research
- Technical Panel on 12th Grade Preparedness Research – Final Report
- The Future of 12th Grade NAEP: Report of the Ad Hoc Committee on Planning for NAEP 12th Grade Assessments in 2009
- Redesigning the National Assessment of Educational Progress

Previous "Inside NAEP" presentations

- Developing NAEP Frameworks: A Look Inside the Process
- Developing NAEP Test Questions
- Introduction to Validity

National Assessment Governing Board

Composition

The Board is non-partisan, with 26 members representing gender, geographic, and racial-ethnic diversity. Specific categories of members specified in the NAEP law:

- **Policymakers**: governors or former governors (2), state legislators (2), chief state school officers (2), local school district superintendent (1), state (1) and local (1) school board members, nonpublic school administrator or policymaker (1)

- **Educators**: classroom teachers (3), principals (2), curriculum specialists (2)

- **Public**: general public representatives (2), parents (2), business representative (1)

- **Technical experts**: testing and measurement experts (3)

The director of the Institute of Education Sciences serves as an ex-officio 26th member.

Responsibilities

The responsibilities of the Board are mandated by Congress, and include:

- Test Development

  - Select subject areas to assess

  - Develop assessment objectives and test specifications

  - Ensure all items are free from bias

  - Have final authority on appropriateness of all items

- Technical Methodology

  - Develop appropriate student achievement levels

  - Design the methodology of the assessment to ensure that assessment items are valid and reliable

- Reporting and Dissemination

  - Develop guidelines for reporting and disseminating results

  - Plan and execute the initial public release of NAEP reports

  - Take appropriate actions needed to improve the form, content, use, and reporting of results

National Assessment Governing Board Nominations

Annual Nominations Timeline
Early August – Annual call for Board nominations for terms beginning October 1 of the following year. Late October – Nominations due. November to February – Board reviews nominees. March – Board action on finalists. Late Spring to late Summer – Secretary reviews finalists. Early Fall – Secretary announces Board member appointments for terms beginning October 1. October 1 – Newly appointed Board members begin their terms.

Members and Categories by Term Expiration Date

2014	2015	2016	2017
David Driscoll* *General Public (Incl. Parents)*	**Andres Alonso*** *Local School Superintendent*	**Anitere Flores*** *State Legislator (Republican)*	**Lucille Davy** *General Public (Incl. Parents)*
Shannon Garrison *Fourth Grade Teacher*	**Louis Fabrizio*** *Testing & Measurement Expert*	**Rebecca Gagnon** *Local School Board Member*	**James Geringer** *Governor (Republican)*
Brent Houston* *Secondary School Principal*	**Terry Holliday** *Chief State School Officer*	**Andrew Ho** *Testing & Measurement Expert*	**Doris Hicks*** *Elementary School Principal*
Hector Ibarra *Eighth Grade Teacher*	**Dale Nowlin** *Twelfth Grade Teacher*	**Terry Mazany** *General Public Representative*	**Tonya Miles*** *General Public (Incl. Parents)*
Tom Luna* *Chief State School Officer*	**Fielding Rolston** *State School Board Member*	**Joseph O'Keefe** *Non-public School Administrator or Policymaker*	**Ronnie Musgrove*** *Governor (Democrat)*
	Susan Pimentel* *Curriculum Specialist*		**W. James Popham*** *Testing & Measurement Expert*
	Cary Sneider *Curriculum Specialist*		**Leticia Van de Putte*** *State Legislator (Democrat)*
	(Vacancy) *Business Representative*		

* Member currently serving 2nd term; not eligible for reappointment

** Member has taken/will be taking a new position; not eligible for reappointment

NATIONAL ASSESSMENT GOVERNING BOARD
CURRENT CONTRACTS

Board Committee & Activity	Area of Work	Contractor	Staff Member
Committee on Standards, Design and Methodology (COSDAM)	College Course Content Analysis – 12th grade preparedness research	Educational Policy Improvement Center (EPIC) (Year 2 of 2 Years)	Michelle Blair
	Evaluating Reading and Math Frameworks – 12th grade preparedness research	Human Resources Research Organization (HumRRO) (Year 2 of 2 Years)	Mary Crovo
	Content Alignment Studies: ACT Explore	Procurement in process	Michelle Blair
	Achievement Levels Descriptions	WestEd	Sharyn Rosenberg
	Achievement Levels Setting (TEL)	NCS Pearson Inc. (Year 1 of 15 months)	Sharyn Rosenberg
	Data Sharing Agreements	Via states and NAEP Alliance contractors ETS and Westat	Sharyn Rosenberg
Reporting and Dissemination Committee	Outreach and Dissemination	Reingold Inc. (Year 2 of 5 Years)	Stephaan Harris
	World Wide Web Services	Quotient (Year 2 of 5 Years)	Stephaan Harris Mary Crovo
	12th Grade Preparedness Reports	Widmeyer Communications (Year 4 of 5 Years)	Mary Crovo Michelle Blair
Executive Committee	Business Policy Task Force: Business Outreach	Noral Group	TBD
	NAGB/Council of Chief State School Officers: State Outreach	Council of Chief State School Officers	Mary Crovo Michelle Blair
NAGB Operations (not assigned to a Committee)	Support services	AFYA	Mary Crovo

Updated July 8, 2014

NAEP Schedule of Assessments – Approved August 3, 2013		
Year	**National**	**State**
2005	Reading **MATHEMATICS** Science High School Transcript Study	Reading (4, 8) **MATH (4, 8)** Science (4, 8)
2006	U.S. History Civics **ECONOMICS (12)**	
2007	Reading (4, 8) Mathematics (4, 8) Writing (8, 12)	Reading (4, 8) Math (4, 8) Writing (8)
2008	Arts (8) Long-term trend	
2009	**READING** Mathematics* **SCIENCE**** High School Transcript Study	**READING (4, 8, 12)** Math (4, 8, **12**) **SCIENCE (4, 8)**
2010	U.S. History Civics Geography	
2011	Reading (4, 8) Mathematics (4, 8) Science (8)****** **WRITING (8, 12)****	Reading (4, 8) Math (4, 8) Science (8)
2012	Economics (12) Long-term trend	
2013	Reading Mathematics	Reading (4, 8, 12) Math (4, 8, 12)
2014	U.S. History (8) Civics (8) Geography (8) **TECHNOLOGY AND ENGINEERING LITERACY (8) ****	
2015	Reading Mathematics Science**	Reading (4, 8) Math (4, 8) Science (4, 8)
2016	Arts (8)	
2017	Reading **Mathematics** Writing**	Reading (4, 8, 12) Math (4, 8, 12) Writing (4, 8, 12)

*New framework for grade 12 only.
**Assessments involving test administration by computer.
NOTES:
(1) Grades tested are 4, 8, and 12 unless otherwise indicated, except that long-term trend assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.
(2) Subjects in **BOLD ALL CAPS** indicate the year in which a new framework is implemented or assessment year for which the Board will decide whether a new or updated framework is needed.
(3) In 2009, 12th grade assessments in reading and mathematics at the state level were conducted as a pilot in 11 volunteering states (AR, CT, FL, IA, ID, IL, MA. NH, NJ, SD, WV). For 2013, 13 states agreed to participate (with MI and TN added).
(4) The Governing Board intends to conduct assessments at the 12th grade in World History and Foreign Language during the assessment period 2018-2022.

History of Changes to the NAEP Schedule of Assessments

Historical Schedule Changes
The major schedule changes adopted by the Board over the last 10 years are listed below:
1. Added grade 4 and 8 state-level reading and mathematics every two years. (No Child Left Behind; 2002) [Prior to NCLB state assessments at grades 4 and 8 were given every two years with reading and writing in one biennium and mathematics and science in the next. Therefore, these subjects and grade 12 in reading and mathematics were tested once every four years.]
2. Added the High School Transcript Study (HSTS) as a regularly scheduled study. (2005)
3. Scheduled U.S. history, civics and geography on a once every four years cycle. (2005)
4. Added Technology & Engineering Literacy (TEL) to the NAEP subjects assessed. (2005)
5. Added grade 12 state-level reading and mathematics for volunteer states with a periodicity of every four years. (2008)
6. Adjusted the periodicity of science to correspond to the periodicity of TIMSS for the purpose conducting international benchmarking studies in both mathematics and science. (2010)
7. Scheduled Writing as a technology based assessment, beginning with national data collections only and delaying fourth grade in order to complete a special study. (2010)

Other schedule changes and program adjustments due primarily to budget constraints and/or technical challenges have been considered in the development of the draft schedule:
- Postponing the state-level writing assessment.
- Postponing various other assessments/studies (World History, Foreign Language, HSTS, Long-Term Trend).
- Assessing fewer grade levels in non-required subject areas (U.S. history, civics, and geography; writing; TEL).
- Changing the sample size and reporting depth for states in reading and writing, referred to as focal and non-focal subject reporting.

Guiding Principles for Schedule Changes
Guiding principles that have been used to guide planned updates to the NAEP schedule of assessments include:
1. Follow the guidance in the NAEP Act (303(b)(2)),
2. Continue to cover a broad range of subject areas, and
3. Administer all assessments using technology beginning in 2017.

Guidance for the schedule is found in Title 303 Sec. 303(b)(2) which addresses the use of random sampling (A), testing in reading and mathematics at grades 4 and 8 once every two years (B), and testing in reading and mathematics at grade 12 at regularly scheduled intervals (at least as often as prior to NCLB (C).

After this initial guidance, Sec. 303(b)(2)(D) provides guidance for including other subjects in grades 4, 8, and 12 to the extent time and resources allow. It says, including assessments "… in regularly scheduled intervals in additional subject matter, including writing, science, history, geography, civics, economics, foreign languages, and arts, and the trend assessment described in subparagraph (F)."

Overview of NAEP Assessment Design

The content and format for each NAEP subject-area assessment is determined by a [NAEP assessment framework,](#) developed under the Governing Board's direction. General details about the structure of NAEP assessments include:

Long Test, Short Student Test Booklet

– Each student gets a small part of the test

– No individual student scores

Common Block Structures Across Subjects

– Items are within blocks, blocks are within booklets
Example:
At grade 4: Reading has 10 blocks and Math has 10 blocks

Test Question Types

– Multiple-choice

– Open-ended

– Computer-based tasks (Writing, Science, TEL)

Contextual Questions

– Student, teacher, administrator questionnaires

Student Booklet Block Design

While some NAEP assessments are conducted on a technology-based platform (TEL, Writing), for paper-based assessments NAEP uses a focused balanced incomplete block (BIB) or partially balanced incomplete block (pBIB) design to assign blocks or groups of cognitive items to student booklets. Because of the BIB and pBIB booklet designs and the way NAEP assigns booklets to students, NAEP can sample enough students to obtain precise results for each test question while generally consuming an average of about an hour and a half of each student's time.

The "focused" aspect of NAEP's booklet design requires that each student answer questions from only one subject area. The "BIB" or "pBIB" design ensures that students receive different interlocking sections of the assessment forms, enabling NAEP to check for any unusual interactions that may occur between different samples of students and different sets of assessment questions.

In a BIB design, the cognitive blocks are balanced; each cognitive block appears an equal number of times in every possible position. Each cognitive block is also paired with every other cognitive block in a test booklet exactly the same number of times. In a pBIB design, cognitive blocks may not appear an equal number of times in each position, or may not be paired with every other cognitive block an equal number of times. NAEP booklet design varies according to subject area (e.g., geography, mathematics, reading, science, U.S. history, writing).

Once the instrument developer has laid out the configuration of all blocks for each booklet in a *booklet map* shown here with the following column headings,

Booklet number	Cognitive block 1	Cognitive block 2	Contextual question directions	General student contextual questions	Subject-specific contextual questions
1					
2					
3					

the number of rows (booklet numbers) provides the booklet spiral design information needed for the bundling of the student booklets.

Source: http://nces.ed.gov/nationsreportcard/tdw/instruments/cog_blockdesign.aspx

NAEP Assessment Sample Design

Each assessment cycle, a sample of students in designated grades within both public and private schools throughout the United States (and sometimes specified territories and possessions) is selected for assessment. In addition, in state assessment years, of which 2007 is an example, the samples of public schools and their students in each state are large enough to support state-level estimates. In all cases, the selection process utilizes a probability sample design in which every school and student has a chance to be selected, and standard errors can be calculated for the derived estimates.

Public School Selection in State Assessment Years

The selection of a sample of public school students for state assessment involves a complex multistage sampling design with the following stages:

- Select public schools within the designated areas,
- Select students in the relevant grades within the designated schools, and
- Allocate selected students to assessment subjects.

The Common Core of Data (CCD) file, a comprehensive list of operating public schools in each jurisdiction that is compiled each school year by the National Center for Education Statistics (NCES), is used as the sampling frame for the selection of sample schools. The CCD also contains information about grades served, enrollment, and location of each school. In addition to the CCD list, a set of specially sampled jurisdictions is contacted to determine if there are any newly formed public schools that were not included in the lists used as sampling frames. Considerable effort is expended to increase the survey coverage by locating public schools not included in the most recent CCD file.

As part of the selection process, public schools are combined into groups known as strata on the basis of various school characteristics related to achievement. These characteristics include the physical location of the school, extent of minority enrollment, state-based achievement scores, and median income of the area in which the school is located. Stratification of public schools

occurs within each state. Grouping schools within strata by such selected characteristics provides a more ordered selection process with improved reliability of the assessment results.

On average, a sample of approximately 100 grade-eligible public schools is selected within each jurisdiction; within each school, about 60 students are selected for assessment. Both of these numbers may vary somewhat, depending on the number and enrollment size of the schools in a jurisdiction, and the scope of the assessment in the particular year. Students are sampled from a roster of individual names, not by whole classrooms. The total number of schools selected is a function of the number of grades to be assessed, the number of subjects to be assessed, and the number of states participating.

Private School Selection in State Assessment Years
In years in which state-level samples are drawn for public schools, private schools are classified by type (e.g., Roman Catholic, Lutheran, etc.), and are grouped for sampling by geography (Census region), degree of urbanization of location, and minority enrollment. About 700 private schools, on average, are included, with up to 60 students per school selected for assessment. These samples are not large enough to support state-level estimates for private schools. Thus, inferences for private schools are limited to the national level, even in years when public school assessments are state-specific.

A national sample of private schools in all grades is then drawn from a list compiled through the Private School Universe Survey (PSS), which is a mail survey of all U.S. private schools carried out biennially by the U.S. Census Bureau under contract to NCES. The PSS list is updated for new schools only for a sample of Roman Catholic dioceses.
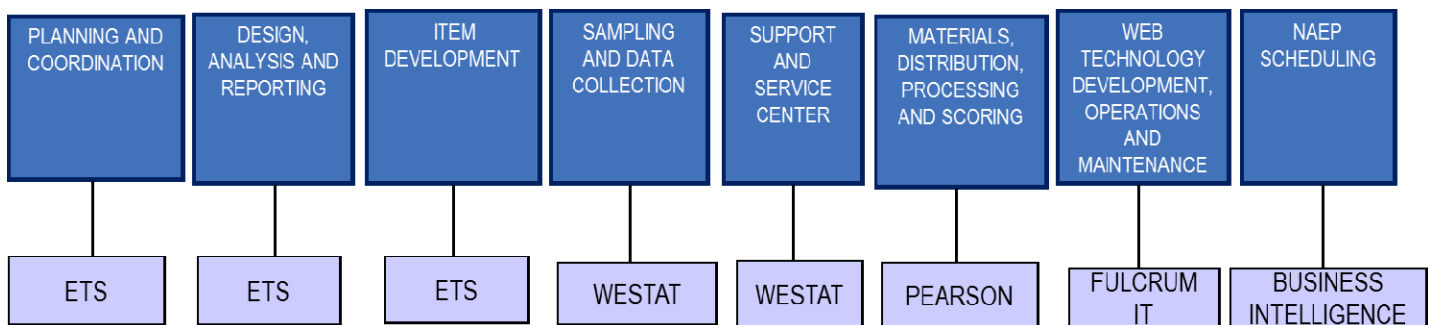
National-Only Assessment Years
In years when the NAEP samples are intended only to provide representation at the national level and not for each individual state, the public and private school selection process is somewhat different. Rather than selecting schools directly from lists of schools, the first stage of sampling involves selecting a sample of some 50 to 100 geographic primary sampling units (PSUs). Each PSU is composed of one or more counties. They vary in size considerably, and generally about 1,000 PSUs are created in total, from which a sample is selected. Within the set of selected PSUs, public and private school samples are selected using similar procedures to those described above for the direct sampling of schools from lists. The samples are clustered geographically, which results in a more efficient data collection process. The selection of PSUs is not necessary when the sample sizes are large in each state, as in state assessment years.

Source: http://nces.ed.gov/nationsreportcard/tdw/sample_design/default.aspx

NAEP Alliance Contractors

NAEP is conducted by the Assessment Division of NCES, which also works with a series of contractors. The following chart presents the structure of the collaboration between these contractors.

NAEP Alliance Contractors

PLANNING AND COORDINATION	DESIGN, ANALYSIS AND REPORTING	ITEM DEVELOPMENT	SAMPLING AND DATA COLLECTION	SUPPORT AND SERVICE CENTER	MATERIALS, DISTRIBUTION, PROCESSING AND SCORING	WEB TECHNOLOGY DEVELOPMENT, OPERATIONS AND MAINTENANCE	NAEP SCHEDULING
ETS	ETS	ETS	WESTAT	WESTAT	PEARSON	FULCRUM IT	BUSINESS INTELLIGENCE

To learn more about NAEP contractors in addition to the NAEP Alliance contractors, visit:
http://nces.ed.gov/nationsreportcard/contracts/history.aspx

Glossary of Acronyms and Other Terms

The following acronyms and terms are commonly used in the work of the National Assessment Governing Board.

AASA	American Association of School Administrators
ACT	Formerly American College Testing
ADC	Assessment Development Committee *(Board Committee responsible for test development on all NAEP subjects)*
AERA	American Educational Research Association
AFT	American Federation of Teachers
AIR	American Institutes for Research
ALDs	Achievement Level Descriptions
ALS	Achievement Levels Setting
ARRA	American Recovery and Reinvestment Act of 2009
AYP	Adequate Yearly Progress *(From the No Child Left Behind Act)*
BOTA	Board on Testing and Assessment, National Academy of Sciences
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CGCS	Council of the Great City Schools
COSDAM	Committee on Standards, Design and Methodology *(Board committee responsible for technical issues)*
CRESST	Center for Research on Evaluation, Standards, and Student Testing *(Research Center at UCLA)*
DAC	Design and Analysis Committee *(Advisory panel to ETS on technical issues in NAEP operations)*

ECS	Education Commission of the States *(First NAEP contractor and organization supporting state policy leaders)*
EIMAC	Education Information Management Advisory Consortium *(Advisory committee to CCSSO, mostly state testing directors)*
ELs or ELLs	English Learners or English Language Learner *(Pronounced "Ls"; formerly called Limited English Proficient or LEP)*
ELPA	English Language Proficiency Assessment *(Also ELPA21)*
EPIC	Education Policy Improvement Center
ESEA	Elementary and Secondary Education Act
ETS	Educational Testing Service
FAR	Federal Acquisition Regulations
GAO	Government Accountability Office
GPO	Government Printing Office
GSA	General Services Administration
HSTS	High School Transcript Study *(A special NAEP data collection)*
IEP	Individualized Education Plan *(A required document under the Individuals with Disabilities Education Act, which specifies learning objectives for an individual student found with a disability)*
IES	Institute of Education Sciences *(The Department of Education office in which NCES is located. The Director of IES is an ex-officio member of the Governing Board.)*

IRA	International Reading Association
IRT	Item Response Theory *(A theory for design, analysis, and scoring of tests)*
KaSA	Knowledge and Skills Appropriate *(A series of NAEP research studies to improve measurement precision)*
KSA	Knowledge, Skill, and/or Ability *(A statement describing a subset of academic content)*
LEP	Limited English Proficient *(Term formerly used for an English Language Learner)*
LTT	Long Term Trend Assessment *(Series of NAEP tests that began in the early 1970's)*
MST	Multi-stage Testing *(A testing format where subsets of test items are presented to students based on item difficulty and student performance)*
NAE	National Academy of Education
NAEP	National Assessment of Educational Progress *(Pronounced "nape")*
NAESP	National Association of Elementary School Principals
NAGB	National Assessment Governing Board *(Pronounced "nag bee")*
NAS	National Academy of Sciences
NASBE	National Association of State Boards of Education
NASSP	National Association of Secondary School Principals
The Nation's Report Card	Alternate reference for NAEP assessments

NCES	National Center for Education Statistics *(Project office for NAEP in the U.S. Department of Education and IES)*
NCLB	No Child Left Behind Act of 2001
NCME	National Council on Measurement in Education
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NEA	National Education Association
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NGSS	Next Generation Science Standards
NRC	National Research Council
NSBA	National School Boards Association
NSLP	National School Lunch Program
NVS	NAEP Validity Studies Panel
OGC	Office of the General Counsel *(in the U.S. Department of Education)*
OMB	Office of Management and Budget
PARCC	Partnership for Assessment of Readiness for College and Careers
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
POC	Principal Operating Components *(Divisions of the U.S. Department of Education)*
PTA	Parent Teacher Association

R&D	Reporting and Dissemination Committee *(Board Committee responsible for NAEP reporting issues)*
RFP	Request for Proposals
RP	Response probability *(probability of correct response on a test question)*
RTT	Race to the Top *(also referred to as RTTT)*
SBAC	SMARTER Balanced Assessment Consortium
SD	Students with Disabilities
SES	Socio-economic Status
TBA	Technology-based Assessment
TEL	Technology and Engineering Literacy *(A content area assessed by NAEP)*
The Department	United States Department of Education
The Secretary	Secretary of Education *(Honorable Arne Duncan during the Obama administration)*
TIMSS	Trends in International Mathematics and Science Study
TUDA	Trial Urban District Assessment *(NAEP component that measures students in large urban districts)*