

National Assessment Governing Board

Meeting of August 3–4, 2018

Washington, DC

OFFICIAL SUMMARY OF GOVERNING BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

John Engler, Chair

Tonya Matthews, Vice Chair

Dana Boyd

Alberto Carvalho (Thursday only)

Gregory Cizek

Tyler Cramer

Frank Fernandes

Rebecca Gagnon

James Geringer

Andrew Ho

Carol Jago

Terry Mazany

Dale Nowlin

Joseph O’Keefe, S.J.

Alice Peisch

Fielding Rolston

Linda Rosen

Cary Sneider

Chasidy White

Joe Willhoft

Mark Schneider (ex-officio)

Governing Board Members Absent

Shannon Garrison

Jeanette Nuñez

Beverly Perdue

Ken Wagner

National Assessment Governing Board Staff

William (Bill) Bushaw, Executive Director
Lisa Stooksberry, Deputy Executive Director
Michelle Blair
Lily Clark
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Tessa Regis
Sharyn Rosenberg
Angela Scott
Anthony White

National Center for Education Statistics (NCES)

Halima Adenegan
Samantha Burg
Peggy Carr
Katherine Gora Combs
James Deaton
Enis Dogan
Patricia Etienne
Elvira Germino-Hausken
Eunice Greer
Shawn Kline
Daniel McGrath
Nadia McLaughlin
Michael Moles
Holly Spurlock
William (Bill) Tirre
Ebony Walton Chester
William (Bill) Ward
Grady Wilburn
James Lynn Woodworth

American Institutes for Research (AIR)

Markus Broer
Ummugal Bezirhan
Emma Cohen
Mary Ann Fox

Kim Gattis
Cadelle Hemphill
Juanita Hicks
Juliet Holmes
Glenn Hui
Hyun Joo Jung
Young Yee Kim
Youngjun Lee
Xinyu Ni
Jasmine Park
Fran Stancavage
Kyle Stickle
Youmi Suk
Seyfullah Tingir
Jizhi Zhang
Mingqin Zhang

CRP, Inc.

Shamai Carter
Monica Duda
Arnold Goldstein
Subin Hona
Carolyn Rudd
Edward Wofford

Educational Testing Service (ETS)

Christiana Akande
Rashida Asika
Jhan Berry
Jonas Bertling
Jay Campbell
Ropa Denga
Gloria Dion
Amy Dresher
Kadriye Ercikan
Ashley Hazelwood
Yue Jia
John Mazzeo
Rafael Quintana

Luis Saldivia
Lisa Ward
Karen Wixson
Andy Weiss

Fulcrum IT

Saira Brenner
Anderson Davis
Scott Ferguson
Kevin Price

Hager Sharp

David Hoff
Joanne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Sunny Becker
Monica Gribben
Thanos Patelis
Anne Woods

Optimal Solutions Group

Rukayat Akinbiyi
Brian Cramer
Nana Dompok

Pearson

Cathy White
Llana Williams

The Hatcher Group

Ann Bradley
Robert Johnston
Zoey Lichtenheld
Devin Simpson

Westat

Chris Averett

Greg Binzer
Lisa Rodriguez
Keith Rust

Other Attendees

Marilyn Binkley, M.R. Binkley Associates
Rolf Blank, STEM K-12 Research
Fen Chou, Council of Chief State School Officers (CCSSO)
Andrew Kolstad, P20 Strategies, LLC

Call to Order

The August 3, 2018, session of the National Assessment Governing Board meeting was called to order by Acting Chair Tonya Matthews at 8:36 a.m.

Opening Remarks

Chair John Engler thanked Acting Chair Tonya Matthews for filling in so effectively in his absence.

Lynn Woodworth, Commissioner of the National Center for Education Statistics (NCES), introduced several student interns who worked with NCES this summer. Most of these interns are doctoral students who worked at NCES or who supported the National Assessment of Educational Progress (NAEP) while working at the American Institutes for Research (AIR) or at Educational Testing Service (ETS). The Commissioner encouraged Board members to peruse the interns' posters on display in the lobby to learn about their work with NAEP and their professional interests. The following interns introduced themselves, noting the name of the university they attend and the organization they worked with during their summer internship:

- Katherine Gora Combs, University of North Carolina at Chapel Hill; NCES intern
- Rafael Quintana; University of Pittsburgh; ETS intern
- Christiana Akande; University of Florida; ETS intern
- Ropa Denga; Rensselaer Polytechnic Institute; ETS intern
- Xinyu Ni; Teachers College, Columbia University; AIR intern
- Glenn Hui; George Mason University; AIR intern
- Hyun Joo Jung; University of Massachusetts, Amherst; AIR intern
- Youngjun Lee; Michigan State University; AIR intern
- Youmi Suk; University of Wisconsin-Madison; AIR intern
- Emma Cohen, Indiana University, Bloomington, AIR intern

- Ummugal Bezirhan; Teachers College, Columbia University; AIR intern
- Seyfullah Tingir; Florida State University; AIR intern
- Mingqin Zhang; University of Iowa; AIR intern
- Juanita Hicks; University of North Carolina, Greensboro; AIR intern
- Ashley Hazelwood; University of North Texas; ETS intern
- Rashida Asika; Auburn University; ETS intern

Ms. Matthews welcomed Donnetta Kennedy, a new Governing Board staff member, and she congratulated Board member Carol Jago on the upcoming release of her new book, *Why and How Reading is in Crisis*.

Ms. Matthews requested a motion for approval of the August 2018 agenda. Fielding Rolston moved for approval. The motion was seconded by Rebecca Gagnon and passed unanimously.

Ms. Matthews requested a motion for approval of the May 2018 minutes. Rebecca Gagnon moved the motion for approval and Joe Willhoft seconded the motion; the motion passed unanimously.

Ms. Matthews shared a cartoon that depicted a teacher showing some rudimentary arithmetic to students. One student asks: “Do we need this even if we are not going to college?” Ms. Matthews explained that, while this example is funny and obvious, it is the question the Board will contemplate during this meeting when discussing the work of the Ad Hoc Committee on Postsecondary Preparedness.

Annual Report on Progress Implementing the Strategic Vision

Bill Bushaw provided his final report to the Board before retiring as Executive Director. He heralded three items as critical to the current success of the NAEP program. First, he stated the decision, years ago, to transition from paper-and-pencil to a digitally-based assessment (DBA) was a game changer and acknowledged the work of Associate Commissioner Peggy Carr and the NCES team. Second, he acknowledged the improvement of The Nation’s Report Card website with each release of NAEP results. Finally, he lauded former Governing Board Chair Terry Mazany for convincing Congress to allocate additional funds to enable NAEP’s successful transition to DBA among other improvements.

Mr. Bushaw then provided the second annual progress report on the Board’s accomplishments in implementing the Strategic Vision over the last year. The Strategic Vision helps organize the Governing Board’s work, confirms intentionality, promotes advance planning, and supports accountability. Mr. Bushaw acknowledged the work of Mr. Mazany (Committee Chair, Ad Hoc

Committee on Postsecondary Preparedness) and Lily Clark (Assistant Director of Policy and Research) for establishing the Ad Hoc Committee on Postsecondary Preparedness and making substantial progress on towards Strategic Vision (SV) #10. He thanked Peggy Carr for her August 2, 2018 presentation to the Postsecondary Preparedness Committee on the potential operationalization of some postsecondary indicators under discussion.

Mr. Bushaw expressed confidence that a revised assessment schedule will be proposed by March 2019, based on substantial research and extensive discussion by the Board (SV #9). He commended the Board for creating a path forward on NAEP Long-Term Trend (SV #7). He reminded the group that the international symposium held nearly a year ago (SV #8) had a large in-person turnout and was the first time a Board meeting was webcast. He identified two take-aways from that symposium: (1) NAEP's acknowledged leadership in using a representative sample model, and (2) how other assessments leverage contextual variables to learn more from test results. He noted that contextual variables (SV #6) continue to be refined, with additional research underway. The upcoming update to the NAEP Mathematics Framework will provide an opportunity to develop contextual variables further. In addition, in response to the evaluation conducted by the National Academies of Sciences, Engineering, and Medicine, changes to the achievement level policy are under development, which will ensure that achievement level descriptions (ALDs) are aligned with the frameworks (SV #5).

Executive Director Bushaw characterized the remaining four priorities as informing the public about The Nation's Report Card and the wealth of information it provides. He pointed out that sustained dissemination (SV #4) is largely based in social media. He encouraged Board members to spread the word about NAEP data through their Twitter accounts.

Mr. Bushaw then identified several ways in which NAEP resources have been expanded (SV #3), including more than 20 presentations by Board members and staff in the last 12 months, more videos produced and in the queue for dissemination via social media accounts, and increased Twitter activity. The April 10th NAEP Day yielded the largest in-person and web participation ever for an initial release of NAEP results. He described the goal to connect NAEP to other data (SV #2) as a "sleeper with a great deal of potential," noting that connections with international assessments and the work on postsecondary preparedness will be relevant. He concluded by reporting that partnerships have been strengthened (SV #1), as evidenced by more than 60 in-person meetings in the past 12 months with leaders of partner associations and others. He remarked that if the Board asks for a meeting, the invitation is accepted right away.

Tonya Matthews expressed appreciation that the Strategic Vision does not simply sit on a shelf, but rather it is discussed at every meeting. The annual report reminds the Board of overall progress.

Committee Meeting Previews

To allow for greater understanding across the Board about what issues committees are addressing, committee chairs shared previews of the topics their committees were discussing that morning:

- Cary Sneider, Vice Chair of the Assessment Development Committee (ADC), reported there are three ADC members leaving the Board. Topics on their agenda include both macro issues that look at the frameworks as a whole and micro issues that drill down into individual items. On the macro level, the ADC has received briefings and conducted discussions on the NAEP assessments in preparation for the upcoming mathematics framework project. Similar sessions are planned for the NAEP Civics, Geography, and U.S. History assessments. At the micro level, ETS and AIR have presented on how NAEP items are developed. The committee will conduct eight different item reviews across NAEP Reading, Writing, Mathematics, and Science assessments. Finally, ADC members will review the Strategic Vision to determine what has been accomplished this year and what remains to be done.
- Andrew Ho, Chair of the Committee on Standards, Design and Methodology (COSDAM), described three topics. First, in response to a recommendation from the National Academies of Sciences, Engineering, and Medicine's evaluation of the NAEP achievement levels, COSDAM members will discuss how to align frameworks, item pools, achievement level descriptors, and cut scores, all of which is fundamental to the validity of inferences about student achievement. Second, the committee will work toward defining the intended uses of NAEP. Third, COSDAM will receive a closed session briefing from NCES and ETS on the status of the 2017 NAEP Writing assessments.
- Rebecca Gagnon, Chair of the Reporting and Dissemination Committee (R&D), explained that this committee will discuss contextual variables, Long-Term Trend, the Strategic Vision, and a charter school data report.

Recess for Break

The August 3, 2018, Governing Board meeting recessed at 9:11 a.m. for a break, followed by committee meetings.

Meeting Reconvened: CLOSED SESSION

The August 3, 2018, Governing Board meeting reconvened at 12:15 p.m. in closed session for a working lunch.

WORKING LUNCH: Budget Implications of the Board's Priorities for Extending the NAEP Assessment Schedule (SV #9)

Executive Director Bill Bushaw and NCES Associate Commissioner Peggy Carr presented budget information and its impact on extending the NAEP Assessment Schedule.

Mr. Bushaw provided an overview of the Board's efforts in pursuit of its Strategic Vision priority to, "Develop new approaches to measure the complex skills required for transition to postsecondary education and career," which resulted in the Board's recently adopted resolution on policy priorities of utility, frequency, and efficiency. The Board will use these priorities to guide amendments to the NAEP Assessment Schedule. He noted that at the May Board meeting members requested cost estimates for implementing these priorities to inform their deliberations about the future NAEP Assessment Schedule.

Ms. Carr presented the Board with budget estimates for extending the NAEP Assessment Schedule to 2030 in accordance with the Board's priorities. She identified cost drivers for the various potential activities, noting increased costs to implement more state and TUDA level assessments and to coordinate the administration of certain assessments for greater efficiency. She also noted the program's need to continue its investments in bridge studies, leasing digital devices, and further studies on the feasibility of using school devices.

Board members engaged in discussion with Ms. Carr regarding the assumptions underlying the budget estimates, noting the potential policy and operational decisions which may have further cost implications for the future NAEP Assessment Schedule.

Meeting Reconvened: Open Session

Discussion: Mathematics Framework Update (SV #5)

Cary Sneider recounted the May 2018 Board briefing on the degree of overlap between the NAEP Mathematics Framework and state mathematics standards. He stated that the goal of the discussion was to provide more information on the Assessment Development Committee's recommendation to update the framework.

Mr. Sneider reviewed the congressional mandate for the Governing Board to determine the content and format of NAEP assessments and provided an overview of the Framework Development Policy, which was revised by the Governing Board in March 2018. The 2018 policy retains the Board's commitment to framework development and update processes that are comprehensive, inclusive, and reflective of professional standards and exemplary research, balancing current educational reforms and future needs for economic competitiveness.

Mr. Sneider summarized the ADC's review of the NAEP Mathematics Framework. As outlined in the Framework Development Policy, the periodic review of a framework begins with an ADC deliberation based on relevant analysis and expert commentary. For mathematics, external expert commentary and analysis was provided across six white papers, and a Board-commissioned comparison study also provided context on how NAEP Mathematics Framework objectives compared with mathematics standards across all 50 states, the District of Columbia, and the Department of Defense Education Activity schools. The experts provided a wealth of knowledge across a diverse range of perspectives, representing educators, state representatives, and researchers, as well as several curricular experts who drafted the current framework. Situating the NAEP Mathematics Framework review in the larger process, Mr. Sneider stated that each framework review culminates in a recommendation from the ADC about whether substantive updates are needed. If an update is required, the ADC recommendation is crafted as a charge for the educators, researchers, and other stakeholders that will be convened as the Visioning Panel. Half of this Panel continues on in subsequent meetings as the Framework Development Panel, using Visioning Panel recommendations and producing a responsive draft framework along with test specifications and suggested contextual variables to assist in interpreting assessment results. After public comment, Board review, and Board adoption, these drafts are finalized and shared with NCES to begin assessment development.

In reviewing the NAEP Mathematics Framework, the ADC has concluded:

- There has not been a reconceptualization of how mathematics is defined since the current framework was drafted in 2001, based on discussion with the external experts. Further, NAEP Mathematics Framework continues to address the majority of what states emphasize in mathematics.
- There are opportunities to reflect new research and to continue NAEP's leadership in rigor and innovation.
- NAEP Mathematics trends are highly valued. To maximize NAEP's value to the nation, these trends should be maintained, if possible.

Therefore, the ADC has recommended that the NAEP Mathematics Framework be updated and a Visioning Panel be convened. Overall, Mr. Sneider asserted that the framework should advance the affordances of digitally based assessment and anticipate future content shifts, both large and small. He noted that the draft charge to the Visioning Panel stresses the importance of balancing

the nation's future needs and desired levels of achievement with curriculum reforms and research. Further, consideration will be given to the public's interest in stable reporting trends in a curriculum-neutral assessment.

Mr. Sneider invited questions. Tonya Matthews asked about the anticipated timeline for the framework update, and Mr. Sneider replied that the ADC anticipates a draft of all three documents will be available by August 2019. Chair John Engler commented on the importance of NAEP informing constituents about student achievement, as opposed to using the assessment to influence the curricula, assessments, or institutional practice of states.

Given the Board's interest in maintaining trends, Greg Cizek requested that framework update decision points be well-documented to assist the Board in understanding the overall framework update draft and the rationales for recommended revisions.

Joe Willhoft asked for clarification regarding present and past state mathematics standards, and how changes were summarized in the Board-commissioned analysis of state mathematics standards conducted by the American Institutes for Research (AIR). He asserted that the Common Core State Standards (CCSS) resulted in dramatic shifts in scope and sequence, while prioritizing content areas with a focus on coherence, depth, and intentional scaffolding of concepts across grade levels. Mr. Willhoft was not certain that the AIR study findings captured these nuances and requested to review the report. Linda Rosen supported Mr. Willhoft's concerns regarding the report findings and highlighted that the guidance and facilitators supporting the Visioning Panel are central to the framework update process. The detailed report lists the mathematics topics covered in grade 8 versus grade 4. Mr. Sneider agreed to make the report available when it is final. This information along with other resources will support the framework panel in determining what is most important for NAEP to assess at the fourth, eighth, and twelfth grades.

Andrew Ho supported the ADC's recommendation and applauded the Committee's leadership in engaging the Board in framework deliberations. Mr. Ho stressed the importance of the stable independent reporting of student achievement that NAEP provides, particularly in the midst of frequent changes in educational strategies. Associate Commissioner Peggy Carr encouraged the Board to use data from recent NAEP Mathematics Assessment results to augment deliberations about how to address these issues.

Mr. Sneider directed attention to the draft charge to the Visioning Panel for the NAEP Mathematics Framework Update, scheduled for vote in Saturday's concluding Board meeting sessions.

Overview: Ad Hoc Committee on Measures of Postsecondary Preparedness' Draft Recommendations (SV #10)

Terry Mazany provided a summary of the Ad Hoc Committee's activities to date, which led to a presentation of draft recommendations for full Board discussion. The Ad Hoc Committee believes (1) that there is a compelling national interest to go beyond traditional measures of college preparation, to include other postsecondary pathways; (2) in addition to academic knowledge, there are cross-cutting cognitive skills that all high school graduates should possess; and (3) there is no satisfactory existing measure of postsecondary preparedness. Given these values and beliefs, Mr. Mazany presented draft recommendations for the Governing Board to discuss:

- (1) create a new NAEP framework that identifies the comprehensive set of knowledge and skills necessary to indicate postsecondary preparedness for any pathway after high school, and
- (2) commit, to the extent possible given its statutory authority and what is technically defensible, to measure and report on postsecondary preparedness of students in grade 12 by using *one or more* of the following approaches:
 - a) align existing NAEP assessments with postsecondary preparedness indicators,
 - b) enhance and elevate NAEP's contextual variables,
 - c) develop a new NAEP postsecondary preparedness assessment,
 - d) create a new NAEP report card using extant NAEP measures, and/or
 - e) serve as a clearinghouse of postsecondary preparedness indicators using NAEP and external data sources.

In relation to part (a) of the draft recommendation above, Mr. Mazany invited Ms. Carr to briefly present a proposed conceptual framework for measuring constructs of postsecondary preparedness which she had presented in the Ad Hoc Committee's meeting the previous day. The conceptual framework includes four constructs: (a) academic skills, (b) literacies, (c) cross-cutting cognitive skills, and (d) intra- and inter-personal skills. Ms. Carr explained the types of skills within each construct. NAEP assessments measure academic skills such as reading, mathematics, science, and writing. Literacies are the application of knowledge, skills, and abilities to the real world. These include numeracy, prose and document, information communication technology, financial, and civic engagement literacies. Cross-cutting cognitive skills apply across fields and include problem solving, creativity, critical thinking, and executive functioning. Intra- and inter-personal skills, related to the growth and development of a person and how they learn, include communication, collaboration, perseverance, and self-esteem.

Ms. Carr highlighted the limited extent that NAEP currently measures such skills. She also identified the potential for NAEP to measure more of these skills pending future research and

development, and the opportunities to utilize data from other NCES and international data sources. Ms. Carr acknowledged that a lot of work would be needed to set cut-points and demonstrate validity of the postsecondary constructs.

Mr. Mazany suggested Ms. Carr make the full presentation available to the Board following the meeting, such as by conducting a webinar, for the benefit of the Board members who were not able to attend the full presentation of the conceptual framework of postsecondary constructs and measures at the Ad Hoc Committee meeting on Thursday, August 2, 2018.

In relation to part (b) of the draft recommendation above, Mr. Mazany mentioned the rich source of information available from NAEP's contextual variables. Using existing assessments, contextual variables, and perhaps unique assessments, NAEP could develop a clearinghouse of postsecondary preparedness data to expand the value and utility of NAEP.

To prepare for the small group discussions, Mr. Mazany asked Board members to consider three questions:

- (1) What is missing from the potential recommendations?
- (2) What are the opportunities and risks of pursuing the potential recommendations? and
- (3) What guidance do you have for the Ad Hoc Committee as it develops final recommendations?

Chair Engler reflected on the futurist panel discussion summarized in the meeting materials and the speed of our fast-paced society juxtaposed against the generally slower pace of NAEP. Mr. Mazany stated that participants in all of the Ad Hoc Committee's panels (industry, higher education, and futurist) asked for the Governing Board to take a leadership role in reporting on postsecondary preparedness. He acknowledged the traditional timeline from developing a framework to assessing students is much slower than what is occurring in the world of work and higher education.

Mark Schneider stated that a system of indicators means that NAEP does not have to assess all of the constructs. There are other assessments, such as the Programme for the International Assessment of Adult Competencies (PIAAC), that can be used to supplement indicators assessed by NAEP. He also noted there is real-time labor market information about high-demand skills, in some cases by region. He suggested considering using these types of information in the clearinghouse with skills data and reporting them together.

Tonya Matthews reminded the Board of the two potential recommendations: (a) develop a postsecondary framework and (b) identify postsecondary measures. She also asked members to consider the speed and timing of the potential next steps in their small group discussions.

Recess for Break

The August 3, 2018, Governing Board meeting recessed at 2:44 p.m. for a break, followed by small group discussions.

Takeaways from Small Group Discussions: Ad Hoc Committee on Measures of Postsecondary Preparedness' Draft Recommendations (SV #10)

The August 3, 2018, Governing Board meeting reconvened at 4:31 p.m. to report out on the small group discussions.

Carol Jago reported that Group A was supportive and enthusiastic about the postsecondary preparedness work. They recommended the Board develop a conceptual framework, and expressed a desire not to create a new assessment framework at this stage. The group noted that it was not necessary to do a conceptual framework to accomplish some of the activities in draft recommendation #2. They suggested focusing on existing measures and reporting on postsecondary preparedness without incurring a large expense and investing a significant amount of time.

Chasidy White summarized the wide variety of topics from the Group B discussion. Her group was generally supportive of the draft recommendations, but identified additional areas that they recommend be included such as: considering results in grade levels before grade 12 so the data could be more actionable and ensuring that the work include non-academic indicators of preparedness for life (such as civic-mindedness). They stated the Governing Board needs to clarify what it means to have a comprehensive measure of postsecondary preparedness, noting that it would be challenging to integrate academic and non-academic constructs in a single framework. They supported the development a conceptual framework, but not an assessment framework. The group also noted the usefulness of the High School Transcript Study. They expressed concern with the low participation rate of states in grade 12 state level NAEP, noting that the Governing Board must entice states to participate in a new postsecondary preparedness initiative without overpromising.

Dale Nowlin indicated that members of Group C were divided in their opinions about the value of NAEP exploring new indicators of postsecondary preparedness; however, the group had consensus that NAEP should not develop a new assessment. They noted a need for an operational definition of preparedness. Most participants agreed with using data from NAEP and other sources to report on postsecondary preparedness.

Presentation to Executive Director Bill Bushaw

Terry Mazany provided an overview of Bill Bushaw's tenure as Executive Director of the Governing Board. He commended Mr. Bushaw on his leadership, particularly the volume of work accomplished in the three years he served in the position. Mr. Mazany commended Mr. Bushaw's efforts to build strategic partnerships, develop the Board's Strategic Vision, and work closely with NCES to garner congressional support for NAEP. On behalf of the Board, Mr. Mazany presented Mr. Bushaw with a keepsake copy of the Strategic Vision signed by Governing Board members.

Recess

The August 3, 2018, Governing Board meeting recessed at 4:56 p.m.

Meeting Convened: OPEN SESSION

The Governing Board meeting convened in open session at 8:48 a.m. on August 4, 2018.

Tonya Matthews reported that the Board continues to search for an Executive Director. She requested a motion to accept the recommendation from the Search Committee to delegate the duties of the Executive Director on an interim basis to Lisa Stooksberry, Deputy Executive Director, during the continued search. Jim Geringer moved the motion which was followed by a second from Linda Rosen. The motion was unanimously approved.

NAEP Assessment Schedule: Focus on Social Studies (SV #9)

Sharyn Rosenberg of the Governing Board staff began by reminding Board members that one of the Board's legislative responsibilities is to select the subjects to be assessed by NAEP. Existing policy states the assessment schedule should project at least 10 years into the future. The current schedule extends to 2024 (six years away) and some assessments can take five years to develop, so there is an operational need to update the assessment schedule in the near future. The Strategic Vision includes a goal to set policy priorities for the assessment schedule, and the Board has approved priorities of utility, frequency, and efficiency.

Ms. Rosenberg noted that there have been several Board discussions working towards a revised assessment schedule. Although there is general agreement and support for maximizing state and Trial Urban District Assessment (TUDA) data for Mathematics, Reading, Science, and Writing, there is less consensus moving forward regarding U.S. History, Civics, Geography, and Economics, sometimes referred to collectively as social studies. One important consideration is

how the social studies assessment schedule can maximize the impact of NAEP in the most efficient manner. It is not feasible for all subjects to be tested at all grades using the same state-level sample sizes as Reading and Math. Ms. Rosenberg stated that although U.S. History, Civics, and Geography are usually administered together, there is no collective NAEP social studies framework. The NAEP Economics Framework covers grade 12 only. Additionally, the U.S. History, Civics, and Geography assessments are usually administered in four-year cycles; however, because of budget cuts, they have only been administered at grade 8 during recent administrations. Economics has only been administered twice, with the most recent assessment given in 2012; it is not scheduled again until 2022.

Ms. Rosenberg presented six potential approaches to the assessment of social studies. She noted the approaches are not mutually exclusive; the Board is not limited to a single approach.

The first approach is the most drastic, removing social studies from future assessments after 2022. This approach would incur the least burden and cost, but it would also provide the least value. It would reduce the breadth of NAEP; there are no alternative data sources on national performance in these areas. Ms. Rosenberg noted that there are some key constituencies that value the social studies assessments, and that several Senate appropriations bills have included language encouraging or requiring the Board to maintain these assessments at least as often as the current schedule indicates.

The second approach continues with the current schedule and maintains separate frameworks and assessments every four years at the national level. It is a balance of depth of core subject information (Reading, Mathematics, Writing, and Science) and breadth in other areas. A related issue supported by this approach is that there may not be a lot of states interested in participating at the state level for most of these subjects and grades anyway. States have expressed the most interest and enthusiasm for the NAEP Reading, Mathematics, Writing, and Science assessments. It would be helpful to conduct additional outreach to determine the extent to which states would be interested in data for the U.S. History, Civics, and/or Geography assessments.

The third approach reduces the subject load for all three grades, with the possibility that only certain subjects would be assessed at a specified grade. While the past couple of administrations for U.S. History, Civics, and Geography have occurred at grade 8 only due to budgetary constraints, it is not explicitly determined that these subjects will no longer be tested at the other grades, which would be the primary change. Ms. Rosenberg noted the large hiatus in administration of the grade 4 and grade 12 assessments may pose a threat to maintaining trend. Based on the Board's recent discussions about the relevance of Civics to postsecondary preparedness, eliminating the Civics assessment at grade 12 may not support the Board's conversations related to preparedness.

The fourth approach suggests retiring the separate frameworks and drafting a new consolidated social studies framework that includes assessment of U.S. History, Civics, Geography, and Economics in less depth. Data for each subject also would be reported separately, but the primary emphasis would be on overall NAEP Social Studies scores and achievement levels. Reports would not have subscale data within each subject. One concern with this approach is that Economics is currently assessed only at grade 12. Additionally, it is not clear how meaningful, useful, or actionable the results would be for an overall NAEP Social Studies construct.

The fifth approach, referred to as coordinated administrations with thin content, would maintain separate frameworks that would provide distinct information and guidance about each subject, but there would be less depth in the coverage of content than is provided with the current frameworks. Consequently, reports would not contain subscale information, and the frameworks would require only enough items be developed to report an overall score for each area. The administration of these assessments could be spiraled together, so that each student receives blocks from two assessments. This approach might maintain trends and achievement levels and it could provide information about relationships across subjects (for example, information about how performance in U.S. History is related to performance in Civics); however, this approach would likely present some design and operational challenges.

The sixth approach is known as state administration with thin samples. Frameworks would remain separate for each subject area. This approach would require much smaller and more modest state-level samples than are used for Reading and Mathematics that would allow overall results at the state level but only for certain student groups. This approach would provide a compromise between national-only and the full state and TUDA results; however, it may not garner excitement by the states to participate, especially since there would be no subgroup data.

Ms. Rosenberg asked Board members to consider the following key points when making a decision: (a) How important is it to have separate scores and achievement levels for each subject area? (b) How important is it to keep the existing national trend lines for these subject areas? (c) Would states volunteer to participate and how would they use the results? (d) How important is it to have assessments at all three grades for each of the subjects?

Eunice Greer of NCES presented an infographic that showed the operational burden for each approach. Burden was defined as cost in dollars; time and effort for schools, including set-up, testing and breakdown time, and disruption of the normal operations of the day; workload for the NAEP test administrators; and necessary sample size. Ms. Greer explained that the graphic icons illustrating burden are relative and not on an interval scale. The second approach, which is the

status quo, contained icons with middle values. The other approaches had icons that varied (more or less) from the second option, depending on dollars, time, or sample size.

The first approach, removing social studies from testing, is projected to be the least costly, but it would result in loss of information about what students know and can do in Civics, U.S. History, Geography, and Economics. It also would end all of those trend lines.

The second, a national-only approach, is the current “middle of the road” model. The icons for the other approaches indicate the relative costs in comparison with this one.

The third approach is a scaled back version of the second approach. The Board may elect to assess different subjects at different grades. There is risk of not being able to continue trends for assessments that have not been administered in a long time, but this could be mitigated by conducting linking studies. At the national level, this approach is less costly than the second approach but it would be more expensive if implemented at the state level.

The fourth approach involves a consolidated framework with a single assessment. Financial costs are associated with developing the framework, items, and administration tools. Like the second approach, the administration is less costly at the national level (even with the initial startup costs) but costlier with state level administration. There is also a diminished amount of information.

The fifth approach is a trimmed-down version of the content currently assessed, so fewer items would be needed, which would result in fewer school sessions, test administrators, and students. Consequently, it would be less costly in terms of test production and reporting but costs would be higher for state level administration.

The sixth approach is the most robust and assesses frameworks separately with smaller state-level samples. It is the costliest, requiring an increase in the sample size of students, testing sessions, and administrator time.

Ms. Greer concluded by noting that what she provided was a coarse relative sense of how costs would go up and down depending on how the Board decides to proceed. She noted that costs are based on money, time, operational space, labor, and the number of participants needed. In general, gathering more information results in higher costs.

Board members noted that the presentation was very helpful for raising considerations related to the tradeoffs of costs and benefits for different potential approaches. Several Board members noted that a consolidated social studies framework that results in an overall social studies score and achievement levels may be too broad to be meaningful, helpful, or actionable. There was

some support for separate assessments and trends in Civics and U.S. History to be maintained (even if the administrations are coordinated to produce results about interrelationships) and possibly prioritized over Geography and Economics. Father Joe O’Keefe also noted that U.S. History and Civics resonate with the private school community.

Several Board members noted the complexity of this decision, which should include considerations of curricular relevance, opportunity costs, tradeoffs across subject areas in addition to within a particular area, measuring the whole person, and relevance to the Board’s work on preparedness for postsecondary endeavors. Linda Rosen suggested that the Board is trying to solve two problems: 1) how can we give assessments more regularly, and 2) how do we provide data that is actionable?

Several Board members raised considerations related to the grain size of reporting data for states and subscales in these subjects. Cary Sneider noted that it would be worthwhile to try out a state assessment even if states have not indicated initial interest in obtaining these data, because it is possible that states will become more interested once they see how other states use the data. Mr. Willhoft questioned whether state level data would be helpful if it is not fine-grained enough to allow for drilling down into student populations. Peggy Carr noted that the current subscales and themes have rarely if ever been feasible to report on, so it may be advisable to give up on trying to report subscales in order to save money.

Greg Cizek noted that no single option was acceptable but that some compromises were needed. Chasidy White expressed disappointment with all of the proposed approaches and argued that now is the time to increase the Board’s commitment to these subjects in comparison with the current schedule.

Ms. Matthews concluded the discussion with a summary of the themes heard during discussions: (a) there are different kinds of tradeoffs with each approach, including financial impact, utility, and measurement of the whole child; (b) there is a higher burden of the need for relevance for non-mandated assessments; (c) the conversations about Social Studies versus U.S. History, Civics, Geography, and Economics have some parallels with early Science, Technology, Engineering, and Mathematics (STEM) talks. She concluded by reminding the Board to keep utility, frequency, and efficiency at the forefront of all decisions.

**Additional Reflections: Ad Hoc Committee on Measures of Postsecondary Preparedness’
Draft Recommendations (SV #10)**

Terry Mazany recapped the Ad Hoc Committee session of August 2, 2018, and the small group discussions of August 3, 2018. He lauded the richness of the discussions and described the

dramatic social, economic, and technological changes that have occurred since NAEP was created, giving reason for the Board to consider the new role for NAEP to inform the ongoing national conversation of postsecondary preparedness. He mentioned discussions of the importance of being a good citizen. He pointed out a clear definition of “preparedness for what?” is needed. A narrow focus on job preparation could lead to outcomes of limited value with no meaning or relevance. Mr. Mazany concluded with a list of four general takeaways from the Board’s deliberations: (a) expand the view of preparedness; (b) identify measures before developing a conceptual framework, with an emphasis on use of existing measures; (c) perform a gap analysis to identify indicators without readily available measures; and (d) build a conceptual understanding of a broad definition of preparedness.

Frank Fernandes asked for clarification on preparedness for being the best American or global citizen. Board members debated a national versus global perspective. Peggy Carr described similar debates among countries on the PISA Governing Board about what it means to be a global citizen. She observed that in those discussions the US declined to participate in any measures of global citizenship definition. She also remarked on the deliberations resulting in NAEP assessing U.S. History, not World History. Several members expressed concern with the growing ambition of NAEP’s role if citizenship becomes a part of preparedness. They reminded members to consider what is actionable.

Committee Reports

Acting Chair Matthews asked the committee leadership to report on their meeting outcomes. The committee reports were accepted unanimously by the Board and are appended to these minutes.

Executive Committee

Action: Election of Vice Chair

Chasidy White introduced the nomination of Ms. Matthews for the role of Board Vice Chair for the following year. Rebecca Gagnon moved the motion, Jim Geringer seconded, and it was unanimously approved.

Assessment Development Committee

Action: Charge to Mathematics Framework Panels

Cary Sneider reported that the ADC unanimously approved to move forward for Board approval a charge to a Visioning Panel to develop detailed recommendations for updated mathematics framework, specifications, and subject-specific variables in accordance with the Governing Board Framework Development Policy. The charge was moved for a vote by Dale Nowlin, seconded by Rebecca Gagnon, and unanimously approved by Board members in attendance.

Recess for Break

The August 4, 2018, Governing Board meeting recessed at 10:58 a.m. for a break. The meeting reconvened at 11:06 a.m.

Discussion: NAEP Achievement Levels Setting Policy

Andrew Ho described work that COSDAM has been engaged in over the past two years to update the 1995 policy on developing achievement levels for NAEP, including research, expert input, and committee discussions. Mr. Ho noted that the major changes are to incorporate: (a) advances in standard setting, (b) periodic review and maintenance of achievement levels and achievement level descriptions (ALDs), and (c) interpretation and use of achievement levels.

To address these issues, COSDAM proposes clarifying edits to the definitions of NAEP achievement levels, adding NAEP in front of each label (i.e., NAEP Proficient would replace Proficient) and removing references to grade to avoid confusion with grade-level performance. Mr. Ho noted that these clarifying edits are not intended to change the substantive meaning of Proficient, which would have a ripple effect through all NAEP assessments.

Mr. Ho described the six principles of the proposed revised policy: 1) Elements of achievement levels; 2) Development of achievement level recommendations; 3) Validation and reporting of achievement level results; 4) Periodic review of achievement levels; 5) Stakeholder input; and 6) Role of the Governing Board. He highlighted a few major changes from the current policy. In addition to achievement level descriptions (ALDs) detailing what students *should* know and *should* be able to do, the draft policy revision requires development of reporting ALDs based on empirical data to describe what students *do* know and *can* do. To address issues identified by the National Academies of Sciences, Engineering, and Medicine in their evaluation of NAEP achievement levels, the draft policy states that an interpretive guide shall accompany NAEP reports. Finally, the draft policy revision clarifies the timeline for conducting periodic reviews of achievement levels.

Mr. Ho invited discussion on the draft document, which will be revised based on Board member feedback. The draft policy revision will be submitted for public comment in September 2018. Then, Board members will discuss the public comments on a conference call in October 2018. Board action is anticipated to occur at the November 2018 Board meeting.

Members discussed how the proposed revisions to the policy lay the groundwork for addressing some of the recommendations from the recent evaluation of the NAEP achievement levels conducted by the National Academies of Sciences, Engineering, and Medicine. Peggy Carr noted

that the policy does appear responsive to the evaluation but stated that there are other recommendations from the evaluation (beyond the policy revision) to be addressed and considered by the Commissioner when the time comes again to evaluate the trial status of the achievement levels. Mr. Ho noted that the policy revision is only a subset of the Board's efforts to address the recommendations from the evaluation, and that COSDAM is working on increasing the validity of uses and interpretations of NAEP results to address some of the other recommendations.

Board members engaged in some discussion about the development of interpretative guides for the NAEP achievement levels, including the intended audiences and potential roles of COSDAM and the Reporting and Dissemination Committees. This is a subset of a larger conversation about intended uses of NAEP results more generally, which the two committees will continue to discuss.

Remarks from Outgoing Board Members and Executive Director

Three Board members will complete their term on September 30, 2018, and the Executive Director retired as of August 4, 2018. The Executive Director applauded all the work around the assessment schedule and stated its importance moving forward. He reiterated NAEP's impact at grades 4 and 8 in reading and mathematics and hoped to see a similar impact at grade 12. He thanked the Board for his reception and gifts.

The outgoing Governing Board members offered final remarks on their tenure with the Board. Frank Fernandes thanked the Board and wished them well in the future. Chasidy White indicated that serving on the Board was the highlight of her teaching career and thanked Board members for their contributions. She highlighted the need for a Board member with a specific background in disability and noted that Board members' work should always focus on students. Cary Sneider praised outgoing member Shannon Garrison's accomplishments and several Board members added their accolades. Since Ms. Garrison was not in attendance, a prerecorded video of her thanking the Board and saying goodbye was shown to the group.

Meeting Adjourned

The August 4, 2018, session of the meeting adjourned at 12:01 p.m.

I certify to the accuracy of the minutes.



Tonya Matthews, Vice Chair

October 22, 2018

Date

National Assessment Governing Board

Executive Committee

Report of Thursday, August 2, 2018

Executive Committee Members: John Engler (Chair), Tonya Matthews (Vice Chair), Rebecca Gagnon, Terry Mazany, Joseph O’Keefe Fielding Rolston, Cary Sneider, Joseph Willhoft.

Executive Committee Members Absent: Shannon Garrison, Andrew Ho.

Other Board Members: Alberto Carvalho, Dana Boyd, Tyler Cramer, Carol Jago, Dale Nowlin, Alice Peisch, Linda Rosen, Chasidy White, Mark Schneider (ex-officio).

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Tony White.

NCES Staff: Lynn Woodworth (Commissioner), Peggy Carr (Associate Commissioner), Pat Etienne, Elvira Germino Hausken, Mike Moles, Holly Spurlock.

US Department of Education Staff: Hillary Tabor.

Other Attendees: ETS: Jonas Bertling, Jay Campbell, Gloria Dion, Kadriye Ercikan, Fran Stancavage, Karen Wixson. Hager Sharp: David Hoff. Hatcher Group: Ann Bradley, Zoe Lichtenheld, Robert Jonston. Optimal Solutions: Brian Cramer. Pearson: Cathy White, Llana Williams. P20 Strategies: Andrew Kolstad. Westat: Chris Averett, Lisa Rodriguez.

1. Welcome and Agenda Overview

Vice Chair Tonya Matthews called the meeting to order at 5:00 p.m. She welcomed Chair Engler to the meeting, and invited him to make remarks. He commended Vice Chair Matthews for doing a tremendous job on facilitating the Executive Committee and Governing Board quarterly meetings in his stead.

2. ACTION: Nomination for Board Vice Chair for the Term October 1, 2018 – September 30, 2019

Chasidy White explained that as an outgoing Board member she was asked to poll the Board to determine the nominee for Vice Chair. Ms. White communicated with each Board member and was pleased to announce the Board’s unanimous support for Tonya Matthews to continue to serve as Vice Chair for the next one-year term. She complimented the Vice Chair’s contributions to the Board and commitment to improving education for children.

ACTION: Cary Sneider motioned for the Executive Committee to vote to recommend Tonya Matthews as the nominee for Vice Chair for the term October 1, 2018 – September 30, 2019, for the full Board’s consideration. The motion was seconded by Joseph O’Keefe and passed unanimously by the Committee.

Vice Chair Matthews thanked the Committee for the nomination, noting that she looked forward to continuing to serve in this role.

3. CLOSED: NAEP Assessment Schedule and Budget Briefing


The Executive Committee met in closed session from 5:15 to 6:00 p.m. The Executive Committee schedule and budget discussion was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of contract awards and negotiations for awards. Therefore this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

Mr. Bill Bushaw presented the Executive Committee with a brief overview of NAEP’s appropriations status. As Congress is debating the fiscal year (FY) 2019 appropriations funding levels, the Senate bill would provide NAEP with an additional \$2 million in FY 2019 to provide NCES with the funds to conduct the Long-Term Trend (LTT) assessment earlier than the next scheduled administration in 2024. Mr. Bushaw noted that while the Senate bill language currently states that LTT should be next administered in 2020, it was expected that the final Senate bill language would be modified to state LTT should be administered by 2021 as that is the earliest feasible year to transadapt LTT to a digital-based assessment.

Peggy Carr, Associate Commissioner, briefed the Executive Committee on the actual and estimated costs for the NAEP Assessment Schedule. The presentation identified the assumptions used to project future costs, including the budgetary impacts of NAEP continuing to provide the technology for the digital-based assessments. The Executive Committee engaged in discussion with Ms. Carr about the potential technical solutions which could provide cost savings.

Vice Chair Matthews adjourned the Executive Committee meeting at 6:00 p.m.

I certify the accuracy of these minutes.



Tonya Matthews, Vice Chair

October 22, 2018

Date

National Assessment Governing Board
Ad Hoc Committee on Measures of Postsecondary Preparedness
Report of Thursday, August 2, 2018

Ad Hoc Committee Members: Terry Mazany (Chair), Alberto Carvalho, Carol Jago, Tonya Matthews, Dale Nowlin, Alice Peisch, Fielding Rolston, Linda Rosen, Chasidy White.

Ad Hoc Committee Member Absent: Jim Geringer, Bev Perdue, Ken Wagner.

Other Board Members: Tyler Cramer, Mark Schneider (ex-officio).

Governing Board Staff: Bill Bushaw (Executive Director), Lisa Stooksberry (Deputy Executive Director), Michelle Blair, Lily Clark, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg.

NCES Staff: Lynn Woodworth (Commissioner), Peggy Carr (Associate Commissioner), Samantha Burg, Enis Dogan, Pat Etienne, Elvira Germino Hausken, Nadia McLaughlin, Holly Spurlock, Bill Tirre.

Other Attendees: AIR: Mary Ann Fox. ETS: Jonas Bertling, Jay Campbell, Gloria Dion, Amy Dresher, Kadriye Ercikan, Robert Finnigan, Lisa Ward. Fulcrum: Kevin Price. Hager Sharp: David Hoff. Hatcher Group: Robert Jonston. HumRRO: Sunny Becker, Emily Dickinson, Monica Gribben, Thanos Patelis. Pearson: Cathy White, Llana Williams. P20 Strategies: Andrew Kolstad, Jennifer Presley. Westat: Chris Averett, Greg Binzer, Lisa Rodriguez.

1. Welcome and Overview of Committee's Charge

The meeting of the Ad Hoc Committee on Measures of Postsecondary Preparedness was called to order at 1:30 p.m. Chair Mazany began the meeting by reviewing the charge to the Ad Hoc Committee, including the requirement to report recommendations to the Board by November 2018. He provided an overview of the work conducted so far, including numerous expert panels and research papers, and thanked the Governing Board's contractor, HumRRO, for their role in those efforts.

Chair Mazany highlighted the draft content for the committee's recommendations and report. He called attention to the beliefs and values statements that were drafted to reflect the committee's deliberations to date and asked for the committee's feedback. Linda Rosen observed that the list read more like a resolution statement, and suggested that some of the items may not be necessary to state. The committee affirmed its belief that work on an inclusive measure of postsecondary preparedness is not being done within states and NAEP has a leading role to play.

2. Reflections on the Futurist Expert Panel Meeting

The committee discussed the expert panel of futurists which was held on June 28 in San Francisco and referenced the summary of the panel discussion and presentation slides that were included in the meeting materials. The panelists were:

- **Randy Bennett**, Norman G. Frederickson Chair in Assessment Innovation in the Research & Development Divisions, Educational Testing Service
- **Karen Cator**, President and CEO of Digital Promise
- **David Conley**, President, EdImagine
- **Alana Dunagan**, Researcher for Higher Education, Clayton Christensen Institute
- **Devin Fidler**, Founder, Rethinkery Labs
- **Nancy Lue**, Co-Lead, Advanced Education Research & Development Fund

Chair Mazany suggested the following items as the key takeaways from the futurist panel:

1. *The future of learning will be increasingly personalized and adaptable, with greater access to “rock star” teachers/content; therefore students need agency*
2. *Future work will be disrupted by artificial intelligence, students must be taught skills that are “uniquely human” and enhance their work with technology*
3. *We will increasingly value learning in “smaller denominations”; certifications and badges will signal competence more than the prestige of BA degrees*

When asked about their concerns, all of the panelists cited the risk of increasing inequity; one panelist stated technology must “ameliorate not exacerbate” inequities in students’ opportunities. Costs of higher education and the disenfranchisement of the teaching force were also cited as risks to the future of education.

Tonya Matthews noted that with the opportunity for youth to personalize their education comes the risk of students choosing a narrow focus.

Alice Peisch observed that Clayton Christensen predicts technology will increasingly be used to teach complex concepts in more understandable ways, yet noted this was not discussed by the futurists.

Alberto Carvalho commented that the findings from the futurist panel generally reinforced what the committee already knew, and emphasized that youth must be prepared for democracy and citizenship, regardless of the expected economic and workforce shifts.

3. A NAEP Lens on Preparedness: Toward a System of Indicators

Peggy Carr, Associate Commissioner of NCES, began her presentation by heralding the Governing Board’s long-standing effort to measure and report academic preparedness for college, noting the difficulty the Board experienced in defining the measure and building evidence to support it. Measuring postsecondary preparedness, as the Board has broadly defined it, would involve indicators beyond the traditional academic assessment measures.

Ms. Carr presented a draft conceptual framework for NAEP postsecondary preparedness indicators, utilizing the following four categories:

- **Academic:** reading, mathematics, writing, science

- **Literacies:** numeracy, prose and document, information communication technology, financial, civic engagement
- **Crosscutting Cognitive:** problem-solving, creativity, critical thinking, executive functioning
- **Intra-Interpersonal skills:** communication (listening and speaking), collaboration, perseverance, self-efficacy

These categories and labels were malleable, and were offered as one potential way to organize a conceptual framework of postsecondary preparedness. Ms. Carr then provided an overview of the various large scale assessment data sources within NCES that could potentially inform these indicators, including NAEP operational assessments and survey data; links to international surveys such as the Programme for the International Assessment of Adult Competencies (PIAAC) and the Programme for International Student Assessment (PISA); and NAEP's Survey Assessment Innovations Laboratory (SAIL), which develops new types of NAEP items.

After providing examples of how certain indicators might be informed by the above sources, Ms. Carr presented a graphic to indicate the limited extent to which evidence currently exists for these various skills. Currently:

- Only the reading and mathematics academic indicators were considered to have sufficient evidence for operational use.
- The majority of the indicators have likely data sources, but their future use would be dependent on years of research to benchmark and validate the data before they could be operational. All four categories of the conceptual framework had at least one indicator with this status.
- Several of the indicators, particularly within the crosscutting cognitive category, were noted as having no current data sources and needing extensive work and time to develop valid measures. These included: creativity, critical thinking, executive functioning and communication.

Ms. Carr suggested that NAEP could build evidence for postsecondary preparedness indicators using the pilot testing blocks within NAEP's operational assessments, possibly as early as 2021 with the writing assessment. She stated her belief that it would be possible for NAEP to eventually report a dashboard to the public after years of scientifically-based research to support those claims.

In response to questions from committee members, Ms. Carr clarified the following:

- To utilize the international assessments, NAEP could integrate assessment blocks and tasks from PIAAC and PISA into the NAEP grade 12 tests.
- The skills and categories of potential indicators are overlapping, making it difficult to define and separate the measures accordingly.

The committee commended Ms. Carr for her thought-provoking and visual presentation.

Several committee members expressed concern that knowledge of civics and US History were not included in the academic strand of the conceptual framework. Conversely, the inclusion of “executive functioning” skills in the conceptual framework was flagged as sensitive and potentially beyond the scope of NAEP’s statutory authority.

Dale Nowlin reminded the committee of the low predictability of the NAEP academic preparedness measure, therefore presenting a concern that the Board may not be able to validate other less-traditional measures of postsecondary preparedness. He recalled futurist Devin Fidler’s remark that the most dramatic changes happen at the fringes of the organization; therefore, he suggested that the Governing Board consider bold actions on a smaller scale for NAEP.

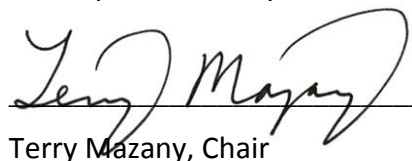
Chair Mazany commended Ms. Carr for accelerating the committee’s work by providing the NCES perspective on what could be possible and how it might be achieved.

4. Next Steps to Develop Recommendations and Report

Chair Mazany closed the meeting by noting that the full Board would be discussing the potential recommendations of the Ad Hoc Committee in plenary and small group discussions. The small group discussions will be facilitated by Carol Jago, Dale Nowlin, and Chasidy White to gather feedback and guidance from the Board to inform the committee’s final recommendations in November. Chair Mazany further noted the possibility of the Ad Hoc Committee needing to meet via telephone in advance of the November Board meeting.

Chair Mazany adjourned the meeting at 3:30 p.m.

I certify the accuracy of these minutes.



Terry Mazany, Chair

September 25, 2018 _____

Date

National Assessment Governing Board
Assessment Development Committee
Report of August 2-3, 2018

August 2, 2018

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, Chasidy White.

Governing Board Staff: Lisa Stooksberry, Michelle Blair, and Sharyn Rosenberg.

National Center for Education Statistics (NCES) Staff: James Woodworth (Commissioner), Elvira Germino-Hausken, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: AIR: Marilyn Binkley, Kim Gattis, Gabrielle Merken. ETS: Jeff Ackley, Jonas Bertling, Gloria Dion, Luis Saldiva, and Karen Wixson.

Welcome and Introductions

ADC Vice Chair Cary Sneider called the meeting to order at 9:05 a.m. and welcomed attendees.

Remarks from Outgoing Board Members

Mr. Sneider started the meeting by honoring the three outgoing ADC members: Frank Fernandes, Chasidy White, and ADC Chair Shannon Garrison. He invited their reflections.

In a pre-recorded video, Chair Shannon Garrison shared remarks in absentia, reflecting fondly on her experiences with ADC, as well as with each committee member and staff person. She noted their contributions, while expressing appreciation and encouragement. She commented that the Committee was fortunate to be engaged with NAEP at such an exciting crossroads, with the transition to digital-based assessment (DBA), the launch of the NAEP Technology and Engineering assessment, and more frequent framework reviews.

Chasidy White described the ADC's reviews of NAEP items as evidence of how the Committee keeps students as a foremost priority. She remarked on the role of the Governing Board and the significance of NAEP, and how she has enjoyed being a part of the Committee's debates and deliberations.

Frank Fernandes echoed the sentiments of Ms. Garrison and Ms. White, noting the extensive work involved in supporting NAEP as a Board member, and as an ADC member with the additional efforts in detailed reviews of NAEP items. Mr. Fernandes expressed appreciation for

each ADC member and staff person. He reminisced on the nature and the tone of the Committee’s deliberations – the consistency of the respect, responsibility, relationships, and resiliency embodied in all discussions, through agreements and disagreements.

Mr. Sneider thanked Ms. Garrison, Ms. White, and Mr. Fernandes for their leadership and direction.

Closed Session 9:37 a.m. – 12:05 p.m.

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, Chasidy White.

Governing Board Staff: Lisa Stooksberry, Michelle Blair, and Sharyn Rosenberg.

National Center for Education Statistics (NCES) Staff: James Woodworth (Commissioner), James Deaton, Elvira Germino-Hausken, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: AIR: Marilyn Binkley, Kim Gattis, Gabrielle Merken. ETS: Jeff Ackley, Jonas Bertling, Gloria Dion, Luis Saldiva, and Karen Wixson.

In accordance with the provisions of exception (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 2, 2018 from 9:37 p.m. to 12:05 p.m. to review secure NAEP test questions and item information in mathematics, reading, and writing. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Overview of NAEP Mathematics Item Pool (SV #5)

Kim Gattis of AIR and Gloria Dion of ETS provided overviews on NAEP item development. The overviews described the general and mathematics-specific procedures used by NCES and their contractors for building NAEP assessments based on each framework adopted by the Board.

Ms. Gattis summarized the general procedures, which include comparing any Board-adopted updates of a framework to the previous framework; analyzing the extent to which previous items relate to the new construct and how; preparing a plan to update the assessment design and item pool as needed; and finally executing the plan as the item development process.

According to Ms. Gattis, mathematics-specific item development procedures have been driven largely by three aspects of the NAEP Mathematics Framework: the large number of assessment objectives per grade; the content boundaries between topics that occur at multiple grades; and the levels of mathematical complexity, which represents the cognitive process dimension of the NAEP Mathematics Assessment. NAEP frameworks always address both the content and the cognitive process dimensions of each assessment. Ms. Gattis also noted the item development initiatives prompted by the transition to digital-based assessment, all geared toward taking advantage of the affordances of DBA.

Ms. Dion provided an in-depth look at how the mathematics item pool has evolved over time, as well as the strategies and the research and development that have helped NCES address the framework. Several studies have been geared toward refining how the NAEP Mathematics Assessment assesses cognitive complexity. In response to ADC questions, Ms. Dion and Ms. Gattis explained that difficulty and complexity are separate issues. Difficulty is empirically determined by how many students get an assessment item correct and often results from students' fluency with the knowledge and skills addressed in the item. Meanwhile, complexity is defined in the framework to describe the cognitive demands in what students are being asked to do in a task, i.e., the nature of the problem-solving involved.

Dale Nowlin asked how trend reporting factors into the item development process. Ms. Gattis and Ms. Dion explained that trend is at the forefront of all stages of NAEP assessment design. Frank Fernandes inquired about whether focusing on trend limits the assessment in terms of validity. Ms. Gattis clarified that despite gradual evolution in the content represented in NAEP items, the measurement goals in the framework remain as the central driver of assessment development. This focus along with rigorous documentation of clarifications and decisions for each assessment year contributes to consistency and validity.

Cary Sneider reflected on his experience with NAEP framework and item development before he joined the Governing Board. As the Board moves toward initiating the update process for the NAEP Mathematics Framework, he emphasized the importance of providing guidance to the Visioning Panel so that the members focus primarily on what is most important for students to know and be able to do. Guidance should help the Panel understand the types of possible NAEP assessment items and the number of objectives that can be feasibly assessed, as well as other supportive information in light of the papers and the comprehensive analysis of current mathematics standards used in the Committee's review of the framework.

Review of NAEP Cognitive Items: NAEP Mathematics, Reading, and Writing Assessments

The ADC met in closed session to review NAEP items across the following NAEP assessments:

- 2021 Reading, Grade 4 & 8: Pilot Scenario-Based Tasks (SBTs)
- 2019 Reading, Grade 12: Operational SBTs
- 2019 Reading, Grade 12: Operational Discrete Items
- 2019 Mathematics, Grade 12: Operational Discrete Items
- 2021 Writing, Grades 4 & 8: Pilot Tasks
- 2021 Writing, Grades 4 & 8: Pilot Survey Items

For all operational item packages, the Committee reviewed items it flagged for additional review at the pre-pilot stage. Overall, the ADC was impressed with the caliber of items and refinements

proposed. For the pilot packages, the Committee noted a few concerns to review once more after the items are piloted.

Under its delegated authority from the Board, the Committee approved the items with comments to NCES.

ACTION: The Assessment Development Committee approves NAEP items in reading, mathematics, and writing at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

Open Session Resumed, 12:05 p.m. – 12:30 p.m.

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, Chasidy White.

Governing Board Staff: Lisa Stooksberry, Michelle Blair, and Sharyn Rosenberg.

National Center for Education Statistics (NCES) Staff: James Woodworth (Commissioner), James Deaton, Elvira Germino-Hausken, Nadia McLaughlin, and Holly Spurlock.

Other Attendees: AIR: Marilyn Binkley, Kim Gattis, Gabrielle Merken. ETS: Jeff Ackley, Jonas Bertling, Gloria Dion, Luis Saldiva, and Karen Wixson.

Goals for Revision of the Governing Board Item Development and Review Policy (SV #5)

Mr. Sneider introduced discussion on the Governing Board's policy for NAEP item development and review. He welcomed Michelle Blair to provide context about the policy.

Ms. Blair noted the congressional mandates central to the ADC's work. As a committee, the ADC focuses on the Board's duties to develop assessment objectives and to exercise final authority over the appropriateness of all cognitive and non-cognitive assessment items. These are accomplished through frameworks and item reviews. Key outcomes of framework development efforts and item reviews are to improve the form, content, use, and reporting of results, while ensuring that assessment items are neutral and free from bias. These outcomes reflect additional Board duties. Finally, Ms. Blair explained that the ADC has several ways to conduct this work. The law mandates that the Board shall develop an item review process that includes active participation of stakeholders, seek technical advice from experts as appropriate, and delegate procedural functions to its staff.

Ms. Blair summarized that these mandates in the law prompted the Board to enact an Item Development and Review Policy, as part of overseeing NAEP. She also highlighted the critically important leadership from NCES in developing NAEP assessments and items.

The ADC discussed the anticipated audiences for this policy. Ms. Blair said the policy is written for transparency to all NAEP stakeholders. It also serves as a key resource for NCES, allowing assessment development to be consistent with Governing Board policy principles.

Mr. Sneider asked for initial thoughts from the Committee about the Board's policy goals for item review. While NCES engages an array of experts to conduct various reviews to address rigor, neutrality, and accessibility of NAEP assessments, the ADC discussed essential aspects of the Governing Board's review process as a policy oversight body.

The Committee emphasized the importance of having reviewers with collective expertise representing the subject-areas and grade-levels assessed on NAEP. Expertise for students with disabilities should also be incorporated. The Committee also discussed the information channels for ADC awareness of NAEP complaints by test-takers and others. This is an important perspective to bring to Board item reviews. Finally, Board reviews of items should be early enough in assessment development to allow for revisions of items, where they may be needed.

The session was adjourned at 12:31 p.m.

August 3, 2018

Closed Session 9:30 a.m. – 10:40 a.m.

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, Chasidy White.

Governing Board Staff: Lisa Stooksberry and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Elvira Germino-Hausken, Shawn Kline, Nadia McLaughlin, Holly Spurlock, and Bill Ward.

Other Attendees: AIR: Kim Gattis, Kyle Stickles. ETS: Jeff Ackley, Gloria Dion, Luis Saldiva, Andy Weiss, Karen Wixson. Fulcrum: Saira Brenner, Scott Ferguson. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Cathy White.

In accordance with the provisions of exception (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on August 2, 2018 from 9:30 a.m. to 10:40 a.m. to review secure NAEP test questions in science. This session included review and discussion of secure NAEP test items that have not yet been publicly released.

Review of NAEP Cognitive Items:

NAEP Science Assessments

The ADC met in closed session to review NAEP items across the following NAEP assessments:

- 2019 Science, Grades 4, 8, & 12: Operational Discrete Items
- 2019 Science, Grades 4, 8, & 12: Operational Interactive Computer Tasks (ICTs)

The Committee reviewed items it flagged at the pre-pilot stage for additional review. The ADC again commended NCES and their contractor colleagues for a stellar set of items, reflecting several improvements responsive to previous ADC comments. The Committee noted one follow-up question to be addressed before finalizing one of the discrete items.

Under its delegated authority from the Board, the Committee approved the items with comments to NCES.

ACTION: The Assessment Development Committee approves NAEP items in science at grades 4, 8, and 12 with changes to be communicated in writing to NCES.

NAEP Civics, Geography, and U.S. History Assessments: Overview (SV #5)

Mr. Sneider noted that the current NAEP Assessment Schedule calls for a Board decision about new frameworks for the 2022 Civics, Geography, and U.S. History assessments. He introduced longstanding NAEP assessment design leader Andy Weiss of ETS to brief the Committee on the current NAEP U.S. History, Civics, and Geography assessments.

Mr. Weiss prefaced his presentation by noting that based on the ongoing ETS engagement with an array of internal content experts and other experts across the field, there was no major concern about using the frameworks for the 2022 assessments. The content of each framework remains relevant, and the age of the frameworks has not raised any major validity concerns.

Today's classrooms are now encouraging multidisciplinary skills, which could support increasing the prominence of these skills in each framework. Economics concepts are also being introduced at elementary grades. New historical events are accumulating, and the content specificity of the contemporary period in the NAEP U.S. History Framework should be addressed. In addition, the framework should acknowledge more of the people involved in historical events to be comprehensive and inclusive, dovetailing with current instructional emphases across the country.

Despite these dated aspects of the frameworks, Mr. Weiss summarized that overall the essentials for each discipline are represented, supporting strong relevant assessment of each area. The current NAEP Civics Framework is broad and flexible. With advances in the internet, social media, and DBA, participatory skills in Civics are easier to address. Similarly, online and satellite maps have enhanced the items included in the NAEP Geography Assessment, facilitating measurement of geographic practices. Multimedia presentations of historical source material has also enriched the NAEP U.S. History assessment items.

Mr. Weiss showcased sample DBA items from each assessment, and noted that the sample items presented in each framework could be updated to showcase DBA as the mode of assessment.

DBA prompted ETS assessment developers to identify secondary reporting goals, which have helped to expand reporting possibilities, while continuing faithful renderings of each framework.

Based on the briefing, the Committee discussed whether the frameworks are in urgent need of revision or whether the assessments are maintaining relevance to today's students by reflecting the frameworks on a digital platform. The ADC concluded that the frameworks appear to support strong assessments, and the same frameworks can remain in place for the 2022 assessments on the current NAEP Assessment Schedule. However, experts in the three areas should be invited to critique the frameworks as recently done for the NAEP Reading and Mathematics frameworks to help the ADC determine whether future revisions are necessary, and whether Visioning Panels should be convened.

The ADC discussed how publication editions of the frameworks can be updated to provide a statement from the Governing Board about the transition to DBA and future directions. This publication update should also ensure that language and phrasing reflects contemporary conventions. These revisions would not affect item development, but would support better communication with stakeholders about the content of each assessment.

Open Session, Commenced 10:40 a.m.

Assessment Development Committee (ADC) Members: Cary Sneider (Vice Chair), Frank Fernandes, Carol Jago, Dale Nowlin, Chasidy White.

Governing Board Staff: Lisa Stooksberry and Michelle Blair.

National Center for Education Statistics (NCES) Staff: Elvira Germino-Hausken, Shawn Kline, Nadia McLaughlin, Holly Spurlock, and Bill Ward.

Other Attendees: AIR: Kim Gattis, Kyle Stickles. ETS: Jeff Ackley, Gloria Dion, Luis Saldiva, Andy Weiss, Karen Wixson. Fulcrum: Saira Brenner, Scott Ferguson. Optimal Solutions Group: Rukayat Akinbiyi. Pearson: Cathy White.

ADC Activities in the Strategic Vision

Mr. Sneider opened discussion on ADC activities in the Strategic Vision, and reviewed major accomplishments in the past year, including the Committee's Summer 2018 deliberations to finalize a recommendation regarding the NAEP Mathematics Framework. The ADC completed this milestone with the following motion from Frank Fernandes, which was seconded by Dale Nowlin and passed unanimously.

ACTION: The ADC approved the Charge to a Visioning Panel for the full board's consideration. The Charge reflects the ADC recommendation to convene a Visioning Panel to develop detailed recommendations for an updated framework, specifications, and subject-specific contextual variables for the NAEP Mathematics Assessment.

Mr. Sneider also noted that the Committee began using new item review procedures, forgoing post-pilot reviews of items that did not raise a concern during pre-pilot review. The ADC's simultaneous launch of the update process for the NAEP Mathematics Framework and the revision process for the Governing Board Item Development and Review Policy will open discussion on synergies between framework and item reviews.

Mr. Sneider asked for the Committee's reflections on other ADC activities in the Strategic Vision, namely, identifying opportunities for innovation based on assessment practices in other countries; increasing meaningful insights available from NAEP contextual variables; and identifying NAEP resources for educators.

The Committee noted how framework projects can address several Strategic Vision priorities concurrently and clarified issues for next steps.

The session was adjourned at 12:05 p.m.

I certify the accuracy of these minutes.



Cary Sneider, Vice Chair

September 18, 2018

Date

The National Assessment Governing Board Charge to the Visioning and Development Panels For the 2025 National Assessment of Educational Progress (NAEP) Mathematics Framework

Whereas, The Nation's Report Card—also known as the National Assessment of Educational Progress (NAEP)—is mandated by Congress to conduct national assessments and report data on student academic achievement and trends in public and private elementary schools and secondary schools, and is prohibited from using any assessment to “evaluate individual students or teachers” or “to establish, require, or influence the standards, assessments, curriculum, ... or instructional practices of states or local education agencies” ([Public Law 107-279](#));

Whereas, Congress specifically assigned the National Assessment Governing Board responsibilities to “develop assessment objectives consistent with the requirements of this [law] and test specifications that produce an assessment that is valid and reliable, and are based on relevant widely accepted professional standards”;

Whereas, the Governing Board’s [Strategic Vision](#) adopted in November 2016 established that the Board will, “develop new approaches to update NAEP subject area frameworks to support the Board's responsibility to measure evolving expectations for students, while maintaining rigorous methods that support reporting student achievement trends”;

Whereas, the Governing Board established in its [Framework Development Policy](#) that the Board shall conduct “a comprehensive, inclusive, and deliberative process” to determine and update the content and format of all NAEP assessments;

Whereas, in accordance with the Governing Board’s Framework Development Policy, the Board’s Assessment Development Committee conducted a review of the current NAEP Mathematics Framework, which included papers from leading mathematics educators and a comprehensive analysis of current mathematics standards in all 50 states, the District of Columbia, and the Department of Defense Education Activity;

Whereas, based on the review of the NAEP Mathematics Framework conducted by the Assessment Development Committee, the Committee concludes that much of the framework remains relevant, observes that digital platforms and new research encourage innovation in the content and format of future NAEP Mathematics Assessments, and recommends that the Board update the NAEP Mathematics Framework last updated in 2001 “to be informed by a broad, balanced, and inclusive set of factors” balancing “current curricula and instruction, research regarding cognitive development and instruction, and the nation’s future needs and desirable levels of achievement, ” in accordance with the Framework Development Policy;

Therefore,

- The National Assessment Governing Board staff, with appropriate contractor support and oversight by the Governing Board's Assessment Development Committee, shall conduct a framework update by establishing a Visioning Panel with a subset of members continuing as the Development Panel, in accordance with the Governing Board Framework Development Policy;
- All processes and procedures identified in the Governing Board Framework Development Policy shall be followed;
- The Visioning and Development Panels will recommend to the Board how best to balance necessary changes in the NAEP Mathematics Framework at grades 4, 8, and 12, with the Board's desire for stable reporting of student achievement trends and assessment of a broad range of knowledge and skills, so as to maximize the value of NAEP to the nation; and the Panels are also tasked with considering opportunities to extend the depth of measurement and reporting given the affordances of digital based assessment;
- The update process shall result in three documents: a recommended framework, assessment and item specifications, and recommendations for contextual variables that relate to student achievement in mathematics;
- At the conclusion of the NAEP Mathematics Framework update process, the National Assessment Governing Board shall review recommendations from the Visioning and Development Panels, and take final action on recommended updates to the mathematics framework, assessment specifications, and subject-specific contextual variables; and
- The framework update adopted by the Board will guide development of the 2025 NAEP Mathematics Assessment.

National Assessment Governing Board
Committee on Standards, Design and Methodology
Report of August 3, 2018

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Gregory Cizek, John Engler (Board Chair), Jim Geringer, Alice Peisch, and Linda Rosen.

Governing Board Staff: Lily Clark, Sharyn Rosenberg, and Lisa Stooksberry.

National Center for Education Statistics (NCES) Staff: Commissioner James Lynn Woodworth, Associate Commissioner Peggy Carr, Enis Dogan, Pat Etienne, Bill Tirre, and Ebony Walton.

Other Attendees: American Institutes for Research: Ummugu Bezirhon, Mary Ann Fox, Juanita Hicks, Glenn Hul, HyunJoo Jung, Young Yee Kim, Youngjun Lee, Xinyu Ni, Fran Stancavage, Seyfullah Tingir, and Youmi Suk. Council of Chief State School Officers: Fen Chou. Educational Testing Service: Amy Drescher, Yue (Helena) Jia, Kadriye Ercikan, and John Mazzeo. Fulcrum: Kevin Price. Hager Sharp: David Hoff and Joanne Lim. HumRRO: Sunny Becker and Thanos Patelis. Optimal Solutions Group: Brian Cramer. Pearson: Llana Williams. Westat: Chris Averett and Lisa Rodriguez.

Welcome and Review of Agenda

Chair Andrew Ho called the meeting to order at 9:30 a.m and noted that Bev Purdue and Ken Wagner were unable to attend this Board meeting. He welcomed Board Chair John Engler to the COSDAM discussion. Mr. Ho began by reviewing his three priorities as COSDAM Chair: protecting NAEP trends, increasing and exploring linkages with other international and longitudinal assessments, and deepening partnerships – especially with NCES. He reflected that these three priorities have been integrated into COSDAM’s ongoing work and that the committee’s current initiatives are now more fundamental validation endeavors (i.e., do we have the evidence for what we claim is true?).

Design Considerations for Studies to Review and Revise the NAEP Mathematics and Reading Achievement Level Descriptions (SV #5)

Assistant Director for Psychometrics Sharyn Rosenberg began a discussion about how to approach studies to review and revise the achievement level descriptions (ALDs) in mathematics and reading at grades 4, 8, and 12. This work responds to the first recommendation from the evaluation of NAEP achievement levels, conducted by the National Academies of

Sciences, Engineering, and Medicine. Ms. Rosenberg described high-level recommendations from a panel of standard setting experts that was convened in mid-July, shortly before the August Board meeting. The studies address the question, “to what extent are the ALDs used to set the cut scores aligned with ALDs that are developed from actual student performance on the assessment?”

The expert panel recommended that the Governing Board start by deciding on the intended users of the ALDs and then consult with those users about how the ALDs could be made more useful, for example in terms of granularity and format. They also suggested securing a contractor; developing a design document to describe the methodology and procedures; conducting a field trial or feasibility study; conducting pilot and operational studies; evaluating/vetting the ALDs; and communicating the results with the Nation’s Report Card starting with the release of the 2021 results.

COSDAM members agreed that these studies will be a substantial undertaking and suggested that we proceed cautiously but also expedite the process where possible. For example, instead of having panelists write new ALDs based on empirical data and then compare those to the existing ALDs, the studies could be set up to look at the extent to which the empirical data support the ALDs already being used. The committee recommended balancing the integrity of the process with the urgency to move forward with this work.

In terms of the intended users of the ALDs, COSDAM members acknowledged that there are many possible audiences and suggested further conversation with the Reporting and Dissemination Committee.

Uses of NAEP (SV #3)

COSDAM members discussed how to proceed with one of the committee’s Strategic Vision activities, developing a statement of appropriate and inappropriate uses of NAEP scores and achievement levels. This effort is intended to address the first standard in the *Standards for Educational and Psychological Testing* that requires intended interpretations and uses of test scores as a necessary precursor to validation. It is also intended to address one of the recommendations from the evaluation of NAEP achievement levels (Recommendation #5): to articulate the intended interpretations and uses of the achievement levels, collect validity evidence to support those interpretations and uses, and communicate information to users with clear guidance on substantiated and unsubstantiated interpretations.

Sharyn Rosenberg referred to a document distributed in advance of the meeting which contained an initial list of how NAEP scores and achievement levels have been used. This list was compiled by Governing Board staff based on their own experience, research that is currently underway as part of the Technical Support contract with the Human Resources Research Organization (HumRRO), and research conducted by the National Academies of Sciences, Engineering, and Medicine as part of its evaluation of NAEP achievement levels. The document contained both “primary uses” (e.g., comparing NAEP scale scores and/or achievement levels over time for the nation, states, TUDAs, and/or student groups) and

“secondary uses” (e.g., using NAEP results to influence decisions about funding for educational policies and programs).

COSDAM members agreed that the Governing Board’s role should be to assert intended uses but not try to be the arbiter of all possible uses. This is not an exercise in compliance, but rather an effort to provide a model of appropriate uses. NAEP is in a unique position because most tests are developed by organizations that are primary users of the data, but NAEP is used primarily by people and organizations who are not the developers of the assessment. The Governing Board and NCES cannot be responsible for all possible uses of NAEP, rather the goal of this activity is to make recommendations about general uses.

There was disagreement about the extent to which the statement of intended uses of NAEP should strive to be either bold or comprehensive. Some committee members argued that the statement should focus on a small number of consensus uses and interpretations that are clearly supported by the Governing Board and the NAEP legislation, in addition to articulating misinterpretations and misuses that are obviously unsubstantiated or logically and technically flawed.

Other committee members expressed a desire to be bold, stating that the ultimate purpose of NAEP should be to improve education in America. It is important to make sure that NAEP results are useful to states and TUDAs. If a state or TUDA is not happy with their NAEP results, how can the data help them figure out how to improve? Since education takes place at the state and local level, what are the most important ways that governors and educators can use NAEP to affect higher outcomes? That is, the most important question should be not how NAEP can be *used*, but rather how NAEP can be *useful*.

The discussion also noted that the authorizing legislation for NAEP was written in a very different time and context, when not all states administered assessments and those that did often used norm-referenced tests. At that time, NAEP provided for the first time a picture of how the nation was doing, albeit with clear restrictions on individual results and influencing curriculum. At the current time, there is interest in using NAEP at the state and local levels as an agent of change and improvement. This takes place through legislators and educators as the agents of change.

Mr. Ho closed the discussion by challenging the committee to consider how the Board can strategically partner with actors who can use NAEP as an agent of change in ways that Board and NCES cannot accomplish directly. He noted that his suggestion to stick with just a few straightforward and easily supportable notions for a statement of intended uses and interpretations is meant to describe the Board’s grasp, not to circumscribe its reach.

Closed Session 11:10 a.m. – 12:00 p.m.

COSDAM Members: Andrew Ho (Chair), Joe Willhoft (Vice Chair), Gregory Cizek, John Engler (Board Chair), Jim Geringer, Alice Peisch, and Linda Rosen.

Governing Board Staff: Sharyn Rosenberg and Lisa Stooksberry.

National Center for Education Statistics (NCES) Staff: Commissioner James Lynn Woodworth, Associate Commissioner Peggy Carr, Enis Dogan, Pat Etienne, Bill Tirre, and Ebony Walton.

Other Attendees: American Institutes for Research: Young Yee Kim and Fran Stancavage. Educational Testing Service: Amy Drescher, Yue (Helena) Jia, Kadriye Ercikan, and John Mazzeo. Fulcrum: Kevin Price. Hager Sharp: David Hoff and Joanne Lim. Optimal Solutions Group: Brian Cramer. Pearson: Llana Williams. Westat: Chris Averett and Lisa Rodriguez.

Briefing on the 2017 NAEP Writing Assessment

In closed session, Helena Jia of Educational Testing Service (ETS) and Associate Commissioner Peggy Carr of the National Center for Education Statistics (NCES) reported on the status of the 2017 NAEP Writing assessment. They addressed committee member questions and described potential next steps for the analysis and reporting of the 2017 NAEP Writing results.

Mr. Ho adjourned the meeting at 12:00 pm.

I certify the accuracy of these minutes.



Andrew Ho, Chair

September 6, 2018

Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of August 3, 2018

Reporting and Dissemination Committee Members: Rebecca Gagnon (Chair), Father Joseph O’Keefe (Vice Chair), Tyler Cramer, Tonya Matthews, Fielding Rolston

Governing Board Staff: Bill Bushaw, Stephaan Harris, Laura LoGerfo

National Center for Education Statistics (NCES) Staff: Jamie Deaton, Dan McGrath, Ebony Walton, Grady Wilburn

Other Attendees: AIR: Cadelle Hemphill; Council of Chief State School Officers: Rolf Blank; CRP, Inc.: Arnold Goldstein, Subhin Hona, Carolyn Rudd, Edward Wofford; Educational Testing Service: Jonas Bertling; Fulcrum: Anderson Davis, Kevin Price; Hager Sharp: David Hoff, Debra Silimeo; The Hatcher Group: Ann Bradley, Robert Johnston, Devin Simpson, Zoey Lichtenheld; Optimal Solutions Group: Brian Cramer; Westat: Chris Averett, Keith Rust

Chair Rebecca Gagnon called the Reporting and Dissemination (R&D) Committee meeting to order at 9:35 am.

Follow Up from Contextual Variables

The R&D Committee began with a discussion of NCES’ review of the R&D Committee’s feedback on the contextual variables proposed for the NAEP 2019 operational and 2021 pilot assessments. Members appreciated how NCES addressed R&D’s requests.

The committee also shared an interest in adding an item about school mobility to the student and school administrator core contextual questionnaires. Member Tyler Cramer explained that a question on student turnover from the previous school year could be asked of school administrators. Mr. Cramer also sought disaggregating the NAEP results by percentage of mobile students but acknowledged that the sample size would need to be increased to do so. Mr. Cramer hopes to determine the appropriate duration a student should be at a school before that district can be held accountable for his or her performance.

Board staffer Laura LoGerfo said it would be difficult to define what duration is appropriate but perhaps others can analyze that data to address the question. Member Tonya Matthews agreed on the merits of collecting that data but suggested examining how states with high mobility analyze similar data.

Considerations for Long-Term Trend

The committee discussed the task assigned to R&D by the entire Governing Board—rebranding the NAEP Long-Term Trend assessment. Committee members engaged in lively discussion about how stakeholders, media, and the general public may misinterpret what Long-Term Trend means.

Chair Gagnon said it is important to shape the communication and narrative around Long-Term Trend (LTT), which requires a complete understanding of what the actual assessment is. She added that many may assume that Long-Term Trend refers to the trend itself and not to the assessment, which, as Vice Chair Father Joe O’Keefe pointed out, includes some content that may be no longer relevant or useful to policymakers and stakeholders.

Ms. Matthews then suggested that the conversation focus on what it takes to make an assessment relevant. Whatever decision is made by the Governing Board about the future of Long-Term Trend, the Governing Board should consider first and foremost what audiences want from this assessment and what the assessment actually measures.

Vice Chair O’Keefe suggested the Governing Board launch a cross-committee task force to build the appropriate narrative around the next round of Long-Term Trend and to explain clearly what LTT results mean and do not mean. This proposal elicited enthusiastic support.

Charter School Data on NAEP

Ms. LoGerfo discussed the positive reception on social media to videos and graphics on rural states’ performance as well as to graphics featuring results from the NAEP Trial Urban District Assessment (TUDA). The artifacts were produced by CRP, Inc. which the Governing Board hired to produce easily comprehensible data products for dissemination on social media.

Arnie Goldstein, project director for the CRP, Inc. team, shared recent work on NAEP charter school data. Mr. Goldstein’s presentation included descriptions of public charter schools by school composition such as race/ethnicity and eligibility for the National School Lunch Program, as well as by governance and program emphasis. The presentation prompted questions about selection bias and what schools are included and excluded, such as private schools (excluded) and virtual charter schools (excluded).

Vice Chair O’Keefe recommended that the Governing Board examine virtual charter schools, if possible, since their enrollment is increasing, adding that the Governing Board’s work must include the types of educational approaches that now exist. He also suggested that graphics for release should not necessarily include data on other school types but make reference to them.

The vice chair also cautioned that descriptions which break down school type into “charter school” and “not a charter school” may confuse the general public if it is not clear that private schools are excluded. He also warned that the products for dissemination should avoid any hint

of causality, as numerous factors contribute to charter school performance. In response, the CRP, Inc. team acknowledged the need to add greater clarity to table descriptions.

The committee expressed interest in more analyses, specifically in disaggregating the charter school data by state, because charter school law varies so widely across states. Chair Gagnon also suggested disaggregation by performance in other subjects besides reading and math, such as science.

Strategic Vision: Retrospective and Anticipatory

In the final session, R&D members took stock of progress made in the Strategic Vision over the last year, focusing on the successful implementation of a savvy social media strategy. Board staffer Stephaan Harris presented examples of Twitter and Facebook posts from January to June 2018 that received significant stakeholder engagement.

The committee then commenced initial planning for upcoming releases — Technology and Engineering Literacy in Spring 2019, the social studies (civics, geography and U.S. history) in Summer 2019, and the 2nd NAEP Day (reading and mathematics) in Fall 2019. The committee unanimously suggested that the Governing Board should (1) include students in upcoming releases; and (2) explore opportunities to promote NAEP with other federal data sets.

Chair Gagnon added that the committee needs to return to a conversation with COSDAM about what NAEP Proficient means. The Board must distinguish clearly to the public what NAEP Proficient is and is not in conjunction with the releases.

Ms. Matthews suggested capitalizing on this year's successful NAEP release in 2019, by highlighting commonalities in performance and/or contextual data among specific states and TUDAs and discovering any commonalities across the different assessments to be released in 2019. To this end, improving researchers' and graduate students' access to NAEP data through the NAEP Data Explorer could facilitate such comparative analyses.

Committee members fondly remembered the Mega-States report that presented NAEP results from Florida, New York, Illinois, Texas, and California, which, combined, enroll 40% of students in the nation. Rather than proposing a standalone report, R&D members concurred with Tonya Matthews' idea that this type of work could exist on a smaller scale and "extend the release" by disseminating data on these states through social media. Expanding upon this idea, Fielding Rolston suggested that instead of focusing on regions, we examine commonalities among districts in different areas of the country.

At the conclusion of the meeting, the committee expressed interest in upcoming reports from NCES on technology access and familiarity and on the National Indian Education Study.

I certify the accuracy of these minutes.

A handwritten signature in black ink, appearing to read "Rebecca Gagnon", written in a cursive style. The signature is positioned above a horizontal line.

Rebecca Gagnon, Chair

September 17, 2018

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of August 4, 2018

Nominations Committee Members: Fielding Rolston (Chair), Jim Geringer, Andrew Ho, Tonya Matthews, Terry Mazany, Joseph O’Keefe, S.J., Cary Snider.

Board Member: Dana Boyd

Absent: Shannon Garrison

Board Staff: Bill Bushaw, Tessa Regis, Lisa Stooksberry.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board’s Nominations Committee met in closed session on August 4, 2018 from 7:30 a.m. to 8:15 a.m.

Nominations Committee chair, Fielding Rolston, called the meeting to order at 7:30 a.m. He acknowledged committee member Shannon Garrison, who was not able to attend her last Governing Board meeting, welcomed Nomination committee members, and Board member Dana Boyd who asked to observe to better understand the work of the Nominations Committee. Mr. Rolston then provided a preview of the agenda.

Lisa Stooksberry provided a status update on the 2018 candidates, which are expected to be announced in mid-to-late September. She informed the committee that the Secretary’s office has been in contact with staff, assuring them that the appointments are on schedule.

The committee discussed the vacancies for the 2019 nominations cycle, noting that there are eight open positions in the annual “call for nominations.” Three current members are ineligible for reappointment – Dale Nowlin, Fielding Rolston and Cary Snider, 12th grade teacher, state school board member, and curriculum specialist, respectively. Five current members – Alberto Cahlvano, Carol Jago, Ken Wagner, and Joe Willhoft are eligible for reappointment. Mr. Rolston reported that Joe Willhoft has asked to not be reappointed. There was consensus that Linda Rosen is eligible for reappointment, given that she brings expertise as business representative, even though she has retired. Her contribution to the board has been invaluable, and her expertise will be needed in the upcoming charge to the Mathematics Framework Visioning Panel. Governor Jim Geringer reminded the committee that the Board solicits applications for all open slots, including those who are incumbents.

For true vacancies, the committee discussed if there were any categories that require extra effort or time. For instance, the Chiefs category has been challenging recently. Committee members agreed that the search should be aggressive in the state school board member category. Andrew Ho said that it would be appropriate to have a state perspective for the testing and measurement

category, given that the other two seats in this area are currently held by academics. He suggested reaching out to CCSSO in this category also, given that they work closely with state assessment directors. Mr. Ho also raised the point that there has never been a female testing and measurement expert and he recommends the committee make gender diversity a priority in the review process. The Chair encouraged committee members to reach out to a diverse range of stakeholders, including former Board members and professional organizations, to solicit nominations and, ultimately, to expand representation on the Board.

Tonya Matthews asked about the 2022 class, given that it could also be a large set of vacancies. Staff will add 2022 to the term chart and provide copies at the November meeting.

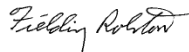
The campaign for nominations opens September 4, and closes October 31, 2018. Staff will be in touch with an outreach toolkit, which includes a one-pager and sample language for social media.

At its November meeting, the committee will review candidates and then begin the rating process.

Finally, following up from the May 2018 meeting, the committee discussed the draft nominations procedures manual. Staff will provide an updated version for final review at the November 2018 meeting.

Mr. Rolston thanked the committee members for their efforts and commended staff for facilitating the committee's work.

I certify the accuracy of these minutes.



Fielding Rolston, Chair

August 20, 2018

Date