

National Assessment Governing Board Committee on Standards, Design and Methodology

Friday, May 17, 2019
10:30 am – 12:30 pm

AGENDA

10:30 – 11:30 am Joint Meeting with the Assessment Development
Committee: Special Studies on NAEP Mathematics
(Closed Session)

Andrew Ho, COSDAM Chair
Carol Jago, ADC Chair
Bill Tirre, National Center for Education Statistics

11:30 am – 12:20 pm Draft Statement on the Purpose of NAEP (SV #3)

Andrew Ho

*See
attachment
sent under
separate cover*

12:20 – 12:30 pm Information Items

Update on the Achievement Levels Working Group Attachment A

Update on Implementing the Strategic Vision (SV #2-10) Attachment B

Developing a Comprehensive Plan to Implement the Governing Board's Response to the 2016 Evaluation of NAEP Achievement Levels

Background

During the March 2019 Board meeting, Governing Board Chair Beverly Perdue established an Achievement Levels Working Group. The intended outcome of the Working Group is to develop a comprehensive plan (including a list of activities for the Governing Board to pursue in conjunction with the National Center for Education Statistics) to fully respond to the [National Academies of Sciences, Engineering, and Medicine \(NAS\) evaluation of NAEP achievement levels](#). The Board issued an initial response to the evaluation in December 2016 and adopted a revised policy on [Developing Student Achievement Levels for NAEP](#) in November 2018. The next step is to provide more detail about how each recommendation from the evaluation will be addressed (using guidance from the revised policy statement, where appropriate), including priorities and timelines for accomplishing this large body of work.

The working group will develop a comprehensive plan that includes proposed actions for the seven recommendations of the NAS evaluation:

1. Evaluating the alignment of NAEP achievement level descriptions (ALDs)
2. Determining whether the trial status of the NAEP achievement levels can be removed
3. Establishing regular recurring reviews of the ALDs
4. Exploring relationships between NAEP achievement levels and external measures
5. Appropriately interpreting and using NAEP achievement levels
6. Articulating accurate inferences that can be made from achievement levels and from scale scores
7. Establishing a regular cycle for considering desirability of conducting a new standard setting

The Achievement Levels Working Group is comprised of the following members:

Chair: Gregory Cizek
Father Joe O'Keefe
Fielding Rolston
Linda Rosen
Joe Willhoft

(Primary staff: Sharyn Rosenberg, Assistant Director for Psychometrics)

Periodic meetings will occur in person and via conference calls. Governing Board staff will provide support for organizing and tracking the activities of the Working Group. Other resources will be needed and included as appropriate, especially the involvement of NCES staff. The culminating activity of the Working Group is a comprehensive plan for full Board action; the goal is to present the plan for Board action at the March 2020 Board meeting. The implementation of the Board's work as outlined in the adopted plan will occur primarily under the direction of COSDAM, with the involvement of other committees as appropriate (e.g., R&D for issues related to the communication of the achievement levels).

May 2019 Update

On March 22, Gregory Cizek and Sharyn Rosenberg met in Chapel Hill, NC to discuss a proposed approach to the Working Group activities. They reviewed each recommendation from the evaluation and developed a preliminary approach for grouping the recommendations for discussion purposes. They also discussed some preliminary ideas for addressing each recommendation to present to the Working Group for discussion.

On April 22, the Working Group held a teleconference to discuss how to approach the work and to inform the agenda for an upcoming in-person meeting.

Due to scheduling conflicts, the Working Group is unable to meet during the upcoming May Board meeting. Instead, they will convene in Washington, DC (at the Governing Board office) on May 3.

Strategic Vision Activities Led by COSDAM

During the November 2016 Board meeting, a [Strategic Vision](#) was formally adopted to guide the Board’s work over the next several years. For each activity led by COSDAM, information is provided below to describe the current status and recent work, planned next steps, and the ultimate desired outcomes. Please note that many of the Strategic Vision activities require collaboration across committees and with NCES, but the specific opportunities for collaboration are not explicitly referenced in the table below. In addition, the activities that include contributions from COSDAM but are primarily assigned to another standing committee (e.g., framework update processes) or ad hoc committee (i.e., exploring new approaches to postsecondary preparedness) also have not been included below.

The Governing Board’s Assistant Director for Psychometrics, Sharyn Rosenberg, will answer any questions that COSDAM members have about ongoing or planned activities.

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV #2: Increase opportunities to connect NAEP to administrative data and state, national, and international student assessments</p> <p><i>Incorporate ongoing linking studies to external measures of current and future achievement in order to evaluate the NAEP scale and add meaning to the NAEP achievement levels in reporting. Consider how additional work could be pursued across multiple subject areas, grades, national and international assessments, and longitudinal outcomes</i></p>	<p>Ongoing linking studies include: national NAEP-ACT linking study; longitudinal studies at grade 12 in MA, MI, TN; longitudinal studies at grade 8 in NC, TN; NAEP-TIMSS linking study; NAEP-HSLS linking study; NAEP Validity Studies (NVS) studies</p> <p>Informational update on current studies was provided in the March 2018 COSDAM materials</p> <p>Results from the national NAEP-ACT linking study were presented to COSDAM at the March 2019 Board meeting; the report is being finalized</p>	<p>Complete ongoing studies</p> <p>Decide what new studies to take on</p> <p>Decide how to use and report existing and future results</p> <p>Complete additional studies</p>	<p>NAEP scale scores and achievement levels may be reported and are better understood in terms of how they relate to other important indicators of interest (i.e., other assessments and milestones)</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV #3: Expand the availability, utility, and use of NAEP resources, in part by creating new resources to inform education policy and practice</p> <p><i>Research when and how NAEP results are currently used (both appropriately and inappropriately) by researchers, think tanks, and local, state and national education leaders, policymakers, business leaders, and others, with the intent to support the appropriate use of NAEP results (COSDAM with R&D and ADC)</i></p> <p><i>Develop a statement of the intended and unintended uses of NAEP data using an anticipated NAEP Validity Studies Panel (NVS) paper and the Governing Board’s research as a resource (COSDAM with NCES)</i></p> <p><i>Disseminate information on technical best practices and NAEP methodologies, such as training item writers and setting achievement levels</i></p>	<p>Ina Mullis of the NVS panel spoke with COSDAM at the March 2017 Board meeting and is working on a white paper about the history and uses of NAEP</p> <p>During the August 2018 Board meeting, COSDAM discussed how to use information from an ongoing study to inform a policy statement on intended and appropriate uses of NAEP</p> <p>At the upcoming Board meeting, COSDAM will discuss a draft statement on intended uses of NAEP</p> <p>This idea was generated during the August 2017 COSDAM discussion of the Strategic Vision activities</p>	<p>Full Board discussion of statement on intended uses of NAEP</p> <p>NCES produces documentation of validity evidence for intended uses of NAEP scale scores</p> <p>Governing Board produces documentation of validity evidence for intended uses of NAEP achievement levels</p> <p>(Some of the above work will be incorporated into the plan under development by the Achievement Levels Working Group)</p> <p>Work with NCES and R&D to refine list of technical topics for dissemination efforts</p>	<p>Board adopts formal statement or policy about intended uses of NAEP. The goal is to increase appropriate uses and decrease inappropriate uses (in conjunction with dissemination activities to promote awareness of the policy statement)</p> <p>Stakeholders benefit from NAEP technical expertise</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV# 5: 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</p> <p><i>Consider new approaches to creating and updating the achievement level descriptors and update the Board policy on achievement levels</i></p>	<p>Input for the policy revision was provided through a panel of standard setting experts, a literature review on considerations for creating and updating achievement level descriptors (ALDs), and a technical memo on developing a validity argument for the NAEP achievement levels (early 2018)</p> <p>COSDAM discussed the policy revision during the May and March 2018 Board meetings</p> <p>Full Board discussed the draft revised policy during the August 2018 Board meeting</p> <p>Public comment was sought from August 30 – October 15, 2018; Board calls to discuss the comments took place in October</p> <p>The revised policy was unanimously adopted during the November 2018 Board meeting</p> <p>The Achievement Levels Working Group was formed in March 2019 to develop a comprehensive plan for responding to the evaluation</p>	<p>Board staff and COSDAM will work on implementing the revised policy on NAEP achievement level setting, including reviewing and updating achievement level descriptions</p>	<p>Board has updated policy on achievement levels that meets current best practices in standard setting and is useful for guiding the Board’s achievement levels setting work</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV# 7: Research policy and technical implications related to the future of NAEP Long-Term Trend assessments in reading and mathematics</p> <p><i>Support development and publication of multiple papers exploring policy and technical issues related to NAEP Long-Term Trend. In addition to the papers, support symposia to engage researchers and policymakers to provide stakeholder input into the Board's recommendation</i></p>	<p>White papers commissioned, symposium held (March 2017), and follow-up event held at American Educational Research Association (AERA) conference (April 2017)</p> <p>Several Board discussions took place during 2017 and 2018</p> <p>The NAEP budget in Fiscal Year 2019 was increased by \$2 million with the goal of moving up the next administration of LTT</p> <p>Following discussion at the November 2018 Board meeting, Chair Bev Perdue sent a response to Congress indicating that the Board would add a paper-based 2020 LTT administration to the NAEP Assessment Schedule</p>	<p>Board action on the NAEP Assessment Schedule, to include administration of the Long-Term Trend Assessments</p> <p>NCES will present design considerations for LTT bridge studies at a future Board meeting</p>	<p>Determine whether changes to the NAEP LTT schedule, design and administration are needed (led by Executive Committee and NCES)</p>
<p>SV# 9: Develop policy approaches to revise the NAEP assessment subjects and schedule based on the nation's evolving needs, the Board's priorities, and NAEP funding</p> <p><i>Pending outcomes of stakeholder input (ADC activity), evaluate the technical implications of combining assessments, including the impact on scaling and trends</i></p>	<p>COSDAM presentation and discussion on initial considerations for combining assessments</p> <p>During the past 2 years, there have been several full Board presentations and discussions on the NAEP Assessment Schedule</p> <p>Action on the Assessment Schedule scheduled for this Board meeting</p>		<p>Determine whether new assessment schedule should include any consolidated frameworks or coordinated administrations</p>

Strategic Vision Activity	Current Status and Recent Work	Planned Next Steps	Desired Outcome
<p>SV# 10: Develop new approaches to measure the complex skills required for transition to postsecondary education and career</p> <p><i>Continue research to gather validity evidence for using 12th grade NAEP reading and math results to estimate the percentage of grade 12 students academically prepared for college</i></p>	<p>Several studies are ongoing (see activities under SV# 2)</p> <p>During the November 2018 Board meeting, the Board took action to explore the creation of a postsecondary preparedness dashboard</p>	<p>Decide whether additional research should be pursued at grade 8 to learn more about the percentage of students “on track” to being academically prepared for college by the end of high school or whether additional research should be conducted with more recent administrations of NAEP and other tests</p> <p>Decide whether Board should make stronger statement and/or set “benchmarks” rather than using “plausible estimates”</p>	<p>Statements about using NAEP as an indicator of academic preparedness for college continue to be defensible and to have appropriate validity evidence</p>