

National Assessment Governing Board

Partially Closed Session

Report of May 17, 2013

Under the provisions of exemption 9(B) of section 552b(C) of Title 5 U.S.C. the National Assessment Governing Board met in closed session on May 17, 2013 from 12:30 p.m. to 2:00p.m. to receive a briefing on the 2012 National Assessment of Educational Progress (NAEP) Long-Term Trend Assessments.

Peggy Carr, Associate Commissioner, National Center for Education Statistics, provided a briefing on Trends in Academic Progress in the NAEP Reading and Mathematics Assessments (Reading from 1971 to 2012 and Mathematics from 1973-2012).

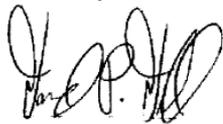
Ms. Carr pointed out key differences in the Long-Term Trend (LTT) Assessments and Main NAEP Assessments. She noted that LTT assessments are conducted at the national level in public and private schools, at ages 9, 13, and 17. Main NAEP assessments are conducted at national, state, and district levels. The Main NAEP assessments are conducted in public and private schools at grades 4, 8, and 12 and state assessments are administered in public schools at grades 4 and 8. The Trial Urban District Assessments are administered in public schools at grades 4 and 8.

Ms. Carr described key features of the 2012 Long-Term Trend Assessment. She noted that the LTT assessments focus on reading and mathematics. Over 26,000 public and private school students were assessed in each subject. The assessment was administered during the 2011-2012 school year with different testing windows—13-year-olds in the fall, 9-year-olds in the winter and 17-year-olds in the spring. Each student was allotted one hour testing time.

Ms. Carr provided highlights of the reading and mathematics LTT results by displaying trend lines. She highlighted results from prior NAEP LTT assessments with respect to shifting racial/ethnic demographics and changes in the proportions of 13 year-olds in a typical grade. Ms. Carr explained that score results are not reported by achievement levels but by anchor points.

Results were highlighted by race/ethnicity and gender and changes in scores from the first assessment years. Item maps will be used to show examples of what students know and can do. Ms. Carr provided an explanation on what the results mean by showing scale scores with descriptions of what the scores mean, and other data on score gaps. She then summarized the results in terms of score changes from the first assessment year (long-term) and score changes from 2008 (short-term) by subject and grade level. Ms. Carr reported that the projected release date for the LTT results is June 2013.

I certify the accuracy of these minutes.



5-20-13

David Driscoll, Chairman

Date