

National Assessment Governing Board

Meeting of August 1-2, 2014

Washington, DC

OFFICIAL SUMMARY OF BOARD ACTIONS

Complete Transcript Available

National Assessment Governing Board Members Present

David Driscoll, Chairman
Andrés Alonso
Lucille Davy
Lou Fabrizio
Rebecca Gagnon
Shannon Garrison
James Geringer
Doris Hicks
Andrew Ho
Terry Holliday
Brent Houston
Hector Ibarra
Tom Luna
Terry Mazany
Tonya Miles
Ronnie Musgrove
Dale Nowlin
Joseph O'Keefe
James Popham
Fielding Rolston
Cary Sneider
John Easton (ex-officio)

National Assessment Governing Board Members Absent

Susan Pimentel, Vice Chair
Anitere Flores
Leticia Van de Putte

National Assessment Governing Board Staff

Cornelia Orr, Executive Director
Mary Crovo, Deputy Executive Director
Michelle Blair
Lily Clark

Dora Drumgold
Stephaan Harris
Munira Mwalimu
Tessa Regis
Sharyn Rosenberg
Angela Scott

National Center for Education Statistics (NCES) Staff

Peggy Carr, Associate Commissioner
Gina Broxterman
Samantha Burg
Jing Chen
Ebony Walton Chester
Jamie Deaton
Patricia Etienne
Arnold Goldstein
Elvira Germino Hausken
Eunice Greer
Dana Kelly
Drew Malizio
Dan McGrath
Taslima Rahman
Emmanuel Sikali
Holly Spurlock
Bill Ward
Grady Wilburn

American Institutes for Research (AIR) Staff

George Bohrnstedt
Markus Broer
Kim Gattis
Cadelle Hemphill
Sam Kitmitto
Burhan Ogut
Fran Stancavage
Young Yee Kim

Council of Chief State School Officers (CCSSO)

Katie Carroll
Fen Chou
Pete Goldschmidt, New Mexico Public Education Department and NAGB/CCSSO Policy Task Force
Representative
Scott Norton

CRP, Inc.

Shamai Carter
Sondra Gaines
Carolyn Rudd
Kathy Smoot
Edward Wofford

Educational Testing Service (ETS) Staff

Debby Almonte
Nicole Beaulieu
Jonas Bertling
Jay Campbell
Steve Lazer
Rebecca Moran
Andreas Oranje
Kathleen Scalise
Greg Vafis
Lisa Ward

Fulcrum IT

Scott Ferguson
Kevin Price

Hager Sharp

Melissa Spade Cristler
Joanne Lim
Debra Silimeo

Human Resources Research Organization (HumRRO)

Sheila Schultz
Steve Sellman
Laurens Wise

Optimal Solutions

Rukayat Akinbiyi
Yvette Clinton

Pearson Educational Measurement

Tracey Hembry
Paul Nichols

Connie Smith
Brad Thayer

Reingold

Amy Buckley
Erin Fenn
Erin Johnson
Valerie Marrapodi

Westat

Chris Averett
Keith Rust
Dianne Walsh

Widmeyer Communications

Jason Smith

Attending Speakers

Michael Cohen, President, Achieve
Lesley Muldoon, Chief of Staff, Partnership for Assessment of Readiness for College and Careers (PARCC)
Joe Willhoft, Executive Director, Smarter Balanced Assessment Consortium (SBAC)

Others/Attendees

Malbert Smith, MetaMetrics
Amy Yamashiro, Arlington Public Schools
Seth Zweifler, Politico

Call to Order

The August 1, 2014 session of the National Assessment Governing Board was called to order by Chairman David Driscoll at 8:33 a.m.

Approval of August 2014 Agenda and the May 2014 Board Meeting Minutes

Chairman Driscoll reviewed the August 2014 agenda and requested a motion for approval. Fielding Rolston moved for Board approval. The motion was seconded by Brent Houston and passed unanimously.

Mr. Driscoll noted that the May 2014 Board minutes were circulated to members for review. Lou Fabrizio moved for Board approval of the meeting minutes. The motion was seconded by Shannon Garrison and passed unanimously.

Opening Remarks

Mr. Driscoll introduced Mike Cohen, President of Achieve, who had requested an opportunity to address the Board on the topic of academic preparedness and the assessment of writing.

Mr. Cohen stated that reading and math assessments are necessary indicators of academic preparedness, but that writing is fundamentally important as well. He referenced studies that indicate about one-third of students nationally must take developmental courses in writing when they enter college. Mr. Cohen stated that the NAEP writing assessment could provide an important benchmark and external validation for states and policymakers. However, he stated that the NAEP Writing assessment should be revised. The assessment should require students to read complex text and draw upon evidence from one or more sources in developing their written responses on the assessment. This is consistent with the definition of writing in the Common Core State Standards. Mr. Cohen also urged the Board to include writing more frequently on the NAEP schedule of assessments and to add results from a revised writing assessment when reporting on academic preparedness of twelfth graders.

Mr. Cohen commended the Governing Board for leading the charge on assessment. The Board has inspired advances in policies around standards and graduation requirements. Many states have moved quite far in making college- and career-readiness a mission of the K-to-12 system. Mr. Cohen stated that he understands the technical, political and budget challenges the Board faces. However, he suggested that the Board move forward quickly to revise the NAEP writing assessment.

Executive Director's Report

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

- The Board hosted a Facebook Chat on June 12, 2014. Former Governors James Geringer and Ronnie Musgrove led the discussion to explore how our nation can encourage academic preparedness among high school seniors. Other panelists included Mel Riddle, Associate Director of High School Services at the National Association of Secondary Principals (NASSP), and Andresse St. Rose, senior researcher at the American Association of University Women (AAUW).
- The Council of Chief State School Officers/NAGB Policy Task Force met on June 13, 2014.
- The National Conference on Student Assessment sponsored by CCSSO was convened on June 25-27, 2014. Lucille Davy, David Driscoll, Lou Fabrizio, Jim Popham and Cornelia Orr participated in a session designed to gather feedback on the Board's Assessment Literacy initiative.
- On June 25, 2014, the Board convened a webinar to highlight findings from the first computer-based pilot test of fourth graders' writing achievement. Participants included Board member Shannon Garrison; Elyse Eidman-Aadahl, Executive Director of the National Writing Project; Karen Cator, President and CEO of Digital Technologies; and Ebony Walton Chester of the National Center for Education Statistics.
- Terry Holliday was named Policy Leader of the Year by the National Association of State Boards of Education (NASBE). Mr. Holliday was honored for his contributions to improve public education, and making Kentucky a national leader.

Governing Board staff participated in the following activities:

- Mary Crovo, Deputy Executive Director, represented the Board at the memorial service honoring former Board member, Alan Friedman, on June 14, 2014 at the New York Hall of Science. Mr. Friedman passed away suddenly in May of this year. Ms. Crovo presented remarks at the service, presented the Board’s resolution, and noted that Dr. Friedman had transformed the New York Hall of Science into one of the nation's premiere science centers. Ms. Crovo stated that the Noyce Foundation has donated \$500,000, along with additional matching funds, to establish the Alan Friedman Center for the Development of Young Scientists. Alan Friedman had a tremendous impact on the Board's work, particularly the innovative Technology and Engineering Literacy Assessment (TEL).
- The Board awarded a contract to Pearson for the 2014 grade 8 NAEP TEL Achievement Levels Setting Project.
- The Board will take action on the TEL Achievement Level Descriptions on August 2, 2014, which will be presented to the Board by the Committee on Standards, Design, and Methodology.
- The College Course Content analysis is completed and the research findings are posted on the Board’s website.
- New content alignment research is currently underway to compare NAEP with the ACT Explore exam.
- Data sharing agreements are in progress for additional preparedness studies.
- Lily Clark has been appointed to the Board staff as Assistant Director for Policy and Research.
- The Board is in the process of recruiting for two staff positions—Contract Specialist and Assistant Director for Reporting and Analysis.

Ms. Orr highlighted key topics for the Board meeting, as outlined on the agenda. She also summarized discussion and action items for the Saturday morning session.

Chairman’s Remarks

Mr. Driscoll raised the issue of budget reductions and the impact on the NAEP schedule of assessments. He stated that his concern, as discussed during the Executive Committee on Thursday, is that in an effort to balance the budget, adequate funding is needed to ensure that NAEP remains the “gold standard” in assessment by producing statistically sound results.

National Center for Education Statistics (NCES) Update

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

- NCES convened two conferences in late July– the National Forum on Education Statistics (NFES) and the D.C. Stats Conference. NFES was established by law in 1988 to bring state and local advice to federal statistical data collections. They work collaboratively to advise NCES and also produce a series of publications to highlight best practices in large-scale data collection.
- EdFacts is now under NCES. The reorganization allows for more efficient data collection, improved data quality, and reduces redundancy and burden.

- NCES staff worked with the “My Brother’s Keeper” Task Force to provide a report of recommendations and indicators to the President to support this White House initiative. My Brother's Keeper was launched in February 2014 to address the persistent gaps faced by boys and young men of color.

Institute for Education Sciences Update (IES)

Mr. Easton reported on the following activities at IES:

- A slate of candidates was recommended to the Secretary for the vacancy of Acting Commissioner of NCES. Mr. Easton noted that he will be leaving the Department of Education at the end of August to become a Distinguished Senior Fellow at the Spencer Foundation in Chicago. Spencer is the only private foundation in the United States exclusively devoted to education research.
- The National Center for Education Research (NCER) awarded 91 new grants totaling \$42 million dollars. The majority of the grants were made in NCES’ major research program, which covers early childhood, math and science, education technology, and other areas.
- Mr. Easton reported on new initiatives designed to increase the relevance and usability of education research among researchers and practitioners: 1) research alliances in Regional Education Laboratories; 2) continuous improvement research in education; and 3) a research and development center to study how practitioners use research.

Mr. Easton stated that he and his colleagues at IES have had many discussions over the years about research and its use to improve education practice and policy. It is not only important to use research to solve problems of practice, but to build a culture where researchers analyze and use evidence to define a starting point, monitor progress, and make continuous improvement along the way.

Mr. Easton responded to questions from Board members.

Recess for Committee Meetings

The first session of the August 1, 2014 Board meeting recessed for committee meetings, which were held from 9:33 a.m. until 12:50 p.m.

Meeting Reconvened: Closed Session

Embargoed Briefing and Discussion: NAEP Report on School Composition and the Black-White Achievement Gap

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 August 1, 2014 from 12:50 p.m. to 2:07 p.m. to receive a briefing on the NAEP Report on School Composition and the Black-White Achievement Gap.

Peggy Carr, Associate Commissioner, National Center for Education Statistics, provided a closed session briefing on preliminary results from the Achievement Gap Study. Ms. Carr noted the following rationale for conducting the study:

- Black-White achievement gaps persist in public schools;
- Concerns remain about growing re-segregation in schools;
- Research suggests the need to explore the relationship between the black-white achievement gaps and the density of black students in public schools.

She noted that density in the study refers to the percentage of black students in a school.

Ms. Carr highlighted contextual information to include the following:

- Percentage of public schools nationally by density category
- Each density category by student race
- Distribution of highest density schools by region

Two sets of analyses were conducted in the study:

- Examining the relationship between density and achievement and the black-white achievement gap
- Decomposing the achievement gap into between-school and within-school differences.

Ms. Carr summarized the study results by density and achievement for the 2011 NAEP grade 8 mathematics assessment depicting scale scores and density categories as follows:

- Density and achievement without controls
- Density and achievement controlling for student, teacher, and school characteristics
- Results for males and females

Ms. Carr provided a summary of results from the first analyses—differences between highest and lowest density schools in student achievement.

The second set of analyses involved three elements:

- Black-white achievement gap
- Decomposition of the gap
- Portion of the achievement gaps attributable to between and within school factors

Ms. Carr highlighted results for a few selected states and showed overall findings across the nation. She concluded her briefing by noting that the results are still being analyzed. The results have some take away messages on black-white achievement gap differences within schools and between schools that policy makers may find useful.

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

Meeting Reconvened: Open Session

The August 1, 2014 Board meeting reconvened at 2:07 p.m.

Session with Representatives of the Common Core State Assessment Consortia

Partnership for Assessment of Readiness for College and Careers (PARCC) Update

Lesley Muldoon, Chief of Staff, Partnership for Assessment of Readiness for College and Careers Consortium (PARCC) and Joe Willhoft, Executive Director, Smarter Balanced Assessment Consortium (SBAC) provided an update on the Common Core State Assessments and responded to questions from Board members.

Lesley Muldoon discussed the consortium's accessibility and accommodations policy for the operational assessments; the field test; standard-setting and achievement levels setting; and the school experience of administering the computer based testing.

Ms. Muldoon remarked that the PARCC Assessment System includes summative and non-summative components for grades 2-8 in both English language arts literacy and mathematics; and formative tools for teachers in kindergarten and first grade to use with their students in the classroom.

Ms. Muldoon reviewed the following highlights of the past year:

- Executed contract for Operational Assessment Administration across the consortia states
- Conducted field test of the summative assessments in 14 states and D.C.
- Launched development of formative assessments
- Released RFPs for Assessment Delivery System and Partnership Resource Center

The PARCC Assessment timeline and milestones for 2014 and 2015 will include:

- Preparation for operational testing next school year
- Field test processing and scoring
- Operational test administration beginning in February – June 2015
- Processing and scoring the results of the operational administration
- Setting performance standards summer 2015

Ms. Muldoon discussed the accessibility and accommodations features developed for the online computer-based system available to all students, students with disabilities, and English language learners. She also gave examples of the types of accommodations that are available for students with disabilities. Ms. Muldoon stated that participating states have developed many resources and supports to help teachers and administrators with implementation of the PARCC Assessment.

It was noted during the testing period that all devices worked equally well, but fewer interruptions were noted for students who used Firefox or Chrome rather than Internet Explorer.

A key technology feature that has been really useful to schools is proctor caching which addresses potential low bandwidth issues due to high levels of testing traffic. PARCC will work with Pearson, the technology vendor, on improvements to two key tech components for the assessment administration: 1) Pearson Access, the portal used to register students; and 2) Test feedback from test administrators and tech coordinators and make improvements into the operational phase.

Ms. Muldoon stated that there are many questions about the comparability of the mode of administration for students. Seventy-five percent of students tested were given the online field test, and twenty-five percent took the paper version. Two research studies were completed to ensure the results are comparable. Survey results will be available in fall 2014.

Another key component of the field test is the student and educator surveys which collect feedback on the testing experience, test administration, and program implementation. PARCC learned that the technology worked well, and social media was very useful for local test administrators, but the test administration manuals and instructions need to be improved. Results from all of the surveys will be released in a full report at the end of summer.

Ms. Muldoon reviewed the standard-setting and the research that is currently underway and will include research to inform cut scores conducted, reviewed, and evaluated (June 2014- January 2015), a Field trial of standard setting (May 2015), Standard setting panels to identify cut scores (Late July to late August 2015), and Governing Board and Advisory Committee on College Readiness (ACCR) consideration and vote on recommended cut scores (Mid-August 2015-September 2015)

PARCC is conducting two key studies over the course of the next school year.

- (1) Benchmarking study – to gather data from ACT, SAT, state and international assessment programs that measure college- and career-readiness.
- (2) Post-secondary judgment study – 300 faculty from across PARCC states who teach college level courses will look at the assessments and help determine how academically ready students are to enter their classrooms.

Ms. Muldoon commented that following the standard setting, PARCC will conduct a longitudinal study to validate that the college and career ready score on PARCC means a student is academically prepared for entry-level credit bearing college courses.

Smarter Balanced Assessment Consortium (SBAC) Update

Mr. Willhoft provided an update on the SBAC 2014 field test, accessibility, automated scoring, digital library, achievement level setting and sustainability, and highlighted innovations in each area. He stated SBAC has twenty three states participating in the consortium. Twenty-one are Governing states, one an advisory state, and one an affiliate member.

Mr. Willhoft outlined the three components of the assessment:

- Summative Assessments – available next Spring.
- Interim Assessments – available late Fall 2014
- Digital Library – available in Fall 2014

Mr. Willhoft provided an update on the following six assessment activities:

(1) 2014 Field Test

The field test was conducted at the end of March through mid-June. Over 19,000 items were field tested. Over 4 million students in approximately 16,500 schools took a complete ELA or Math test (or

both). It was the first online testing experience for four of the five states with full implementation. The system supported over 184,000 students in the testing environment simultaneously. ETS is currently performing data analysis of 10,000 math and English Language Arts (ELA) items.

(2) Accessibility

The two consortia collaborated and coordinated in the area of accessibility. The online testing environment shifts the focus from accommodations to accessibility for all students. The SBAC Assessment features student activated universal tools, adult activated designated supports, and accommodations for students with an IEP or 504 plan. The assessment is available in 10 languages with an English glossary that provides more access to testing than was previously available in the U.S. Practice and training tests have been available online since last May so that users can become familiar with the item types, performance tasks, features, and tools.

(3) Automated Scoring

SBAC completed a pilot test of 800 constructed-response items. All items were scored by two human raters. Twelve automated scoring approaches were used; including those provided by American Institutes of Research (AIR), CTB McGraw-Hill Education, Lightside, Measurement Inc., and five ASAP challenge winners. SBAC is currently working with CCSO and PARCC to expand its knowledge on how automated scoring works.

The current field test study includes approximately 1,000 constructed-response items – 67 essays, 683 ELA “short text” items and 238 “short text” Mathematics items. All items will be double human rated and disagreements will be resolved by a senior rater. A six point flag system was developed to test the scoring process. Successful automated scoring solutions will be passed onto member states to determine to what extent they will automate or use human scorers.

(4) Digital Library

The digital library is designed to help teachers improve their classroom-based assessment practices. The library contains over a 1,000 resources that are searchable by grade level, content, and topic. This feature will be available by subscription after field testing is completed on September 30.

(5) Achievement Level Setting

SBAC plans to conduct online panels with 30 educators and constituents from 22 states and will use crowd sourcing to inform the process. To engage a larger audience, the achievement level setting experience was opened up to 250,000 people. Results will be crowd sourced and broken down by sub-groups. In October, SBAC will convene in-person panels of 500 people from each state and grade level. Vertical articulation committee comprised of panelists from the in-person panels will review results across grade coherence, and recommend grade level performance standards. The Chief State School Officers will vote to recommend the achievement levels to be adopted by member states.

Sustainability

A separate Technical Advisory Committee will review the sustainability design. Measurement, Inc. will pilot activities in August 2014. States will send observers to the in-person events. An independent auditor will report back to the Chiefs, and legal audits will be conducted. SBAC will revisit the achievement levels in 2015 to align with the PARCC assessment.

SBAC plans to relocate to UCLA when the grant period is completed in December. A three month extension has been requested. Work is currently underway to secure a memorandum of understanding between the respective states and UCLA to administer the assessments. Some states have agreements with separate vendors.

Ms. Muldoon and Mr. Willhoft engaged in a question and answer session with Board members.

Meeting Recessed and Reconvened

The August 1, 2014 Board meeting recessed at 3:23 p.m. The Board reconvened in closed session at 3:40 p.m.

Closed Session

NAEP Schedule of Assessments: Discussion for Board Action

In accordance with 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 August 1, 2014 from 3:40 p.m. to 5:15 p.m. to discuss and take action on the NAEP Schedule of Assessments.

Chairman Driscoll noted that the full Board discussion on the NAEP Schedule of Assessments was important as decisions are needed based on anticipated reductions in the President's budget. Mr. Driscoll noted that the NAEP Assessment Schedule drives the budget and the work of NAGB and NCES staff, and NAEP contractors.

Cornelia Orr indicated that Board decisions on the NAEP schedule have to be decided upon before the budget is finalized, which makes the decision process challenging and difficult. Ms. Orr highlighted the parameters for the Board's decision making process. For example, the 2015 schedule cannot be adjusted because the sampling work is underway, sampled schools have already been notified, and materials are being packaged and shipped. Ms. Orr provided staff recommendations on the schedule as discussed at the Executive Committee meeting on July 31, 2014.

To provide context for the Board discussions, Ms. Carr, Associate Commissioner, NCES, highlighted the various subjects, timelines, milestones, and possible options for Board decisions on the schedule.

Board members engaged in discussion on the subjects to be assessed and cost implications of cuts to align with the President's budget. After lengthy discussions and motions proposed and withdrawn, the Board consensus was that additional budget information was necessary to make informed decisions before taking action on the NAEP Schedule of Assessments. A decision was made to request more detailed budget information, options, and implications at the next Board meeting, understanding that no new decisions would be made prior to the November 2014 Board meeting.

After lengthy discussions, and withdrawal of a motion that was made by Terry Holliday, Dale Nowlin presented a motion stating that no new NAEP expenditures can be made on developing assessments in subjects other than 4th and 8th grade reading and mathematics, until the Board has additional cost details for assessing the arts, technology and engineering literacy (TEL), geography, U.S. history, civics, and writing, and details on related implications. The motion was seconded by Rebecca Gagnon and passed unanimously.

Mr. Driscoll noted that the Executive Committee will discuss the budget details and NAEP schedule issues before presentation to the full Board for action. The Chairman stated that postponing the decision also provides the opportunity for public awareness that NAEP assessments and subjects are at risk, and stakeholder input was necessary prior to making decisions on the schedule.

The August 1, 2014 session of the Board meeting adjourned at 5:15 p.m.

Meeting Recessed

The August 1, 2014 Board meeting recessed at 5:15 p.m.

Meeting Reconvened

The August 2, 2014 Board meeting convened at 8:31 a.m.

Mr. Driscoll congratulated Andrew Ho on his recent appointment to full Professor of Education at Harvard's Graduate School of Education.

Mr. Driscoll stated that he will work with the NCES and NAGB staff on a budget summary to provide Board members with further details as they relate to decisions needed on the NAEP Schedule of Assessments. He added that while things are not critical, funding choices will impact the NAEP schedule. These are very critical decisions with significant impacts on the NAEP program. Mr. Driscoll stated that he will host a conference call with the full Board before his term expires on September 30, 2014 at which time he will make recommendations to the Board on the NAEP schedule and budget moving forward.

Inside NAEP: Expanding NAEP Scales to Improve Measurement

Rebecca Moran, ETS gave an “Inside NAEP” briefing on expanding NAEP scales to improve measurement, with a focus on the mathematics achievement of students in Puerto Rico. Ms. Moran stated that Puerto Rico participates in NAEP in mathematics at grades 4 and 8 but does not participate in the NAEP reading assessment. The rationale for not conducting the NAEP reading assessment in Puerto Rico is because NAEP assesses reading comprehension in English, and the language of instruction in Puerto Rico is Spanish.

Ms. Moran provided a brief recap of the challenges that NAEP encountered in reliably measuring and reporting student achievement in Puerto Rico. She reviewed the reporting goals and the timeline of assessment activities from 2003 to 2013.

Efforts were made over several years to explore the challenges in reporting Puerto Rico’s NAEP results. A critical turning point came in 2009, when the Board and NCES decided to temporarily stop administering NAEP in Puerto Rico. This hiatus allowed NCES to undertake a series of studies, obtain feedback from teachers, and conduct student cognitive labs to further explore the issues. Results indicated that students in Puerto Rico lacked the math knowledge and skills that most mainland U.S. students had learned by grades 4 and 8. Students in Puerto Rico either misinterpreted or were not able to answer the NAEP questions.

New items were developed that were accessible to the students in Puerto Rico and the first Knowledge and Skills Appropriate (KaSA) Study was successfully administered in 2011. The KaSA test items were used to expand the NAEP pool to include items that were easier than the NAEP operational items. The KaSA items are written to measure objectives in the NAEP Mathematics Framework; however some of the more demanding NAEP objectives cannot be measured by the KaSA items.

Ms. Moran noted that NAEP is able to measure more accurately in scale locations slightly above the national average, rather than in the upper- and lower-ends of the achievement distribution. More precision was needed across a wider range of achievement to report on students in Puerto Rico, who primarily scored in the lower ranges of the distribution.

Ms. Moran illustrated the grade 8 mathematics scale and depicted how well the assessment results were able to estimate student achievement for students in Puerto Rico. She noted that the assessment results showed a somewhat less precise measure of achievement, which varied across the scale or distribution range compared to the national distribution. To improve measurement of students across a range of achievement, it was necessary to: 1) enhance and expand the item pools to measure more precisely at the tails of the distribution; and 2) target items so that difficulty is matched to the students' level of achievement.

Ms. Moran provided examples of two spelling test forms to illustrate why there are limitations of using raw scores to assess performance, and especially in comparing performance on different test forms.

Combining the operational NAEP items and the KaSA study items improved NAEP's capacity to obtain a more reliable measure of what Puerto Rico's students know and can do. Students were able to respond to the NAEP items with fewer omissions resulting in a better opportunity to show what students know. A key point is that NAEP results in Puerto Rico were not inflated due to the addition of the KaSA items, because raw scores are not reported.

Ms. Moran concluded her presentation by summarizing the advantages of expanding NAEP scales to improve measurement. By enhancing the NAEP item pools and targeting items to provide more precise measurement across the achievement distribution, NAEP can meet its goals of measuring proficiency and progress on a common scale for a diverse set of jurisdictions and population groups. NAEP can more meaningfully describe the achievement of a wider range of students and attain this outcome while avoiding artificially inflating or deflating achievement scores.

Plans for NAEP Core Contextual Modules

Jonas Bertling, Educational Testing Service (ETS), provided an update on the new approach for reporting NAEP core contextual variables. He described the proposed changes to NAEP survey questions; the five core contextual modules; consistency with the research literature; and the analytic approach.

Mr. Bertling reported that the existing design for NAEP reports on student contextual variables is by focusing on single questions. The revised design will offer a more balanced approach by keeping single items where needed, with indices composed of multiple questions and certain single questions. However, the focus of reporting on topics related to student achievement will remain the same.

The shift in this approach aligns with the principles outlined in the Governing Board’s 2012 policy statement, “NAEP reporting should be enriched by greater use of contextual data derived from background or non-cognitive questions asked of students, teachers, and schools.” Mr. Bertling stated that a great effort was made to expand the measurement of non-cognitive factors in NAEP to provide more contextual information and additional outcomes that are important for policymakers, educators, and secondary researchers.

Mr. Bertling outlined how the proposed changes to NAEP survey questions relate to large scale assessments such as Progress in International Reading Literacy Study (PIRLS), Programme for International Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS). He outlined the differences in the grade groups and respondent groups. Survey questions on the PIRLS assessment use the matrix format. Both PISA and TIMSS use the agree-to-disagree scale. Reporting on PISA shows how countries compare on the contextual indices by sub-groups and provides trend analysis of changes over time. Items on TIMSS and PIRLS are aggregated into broader variables.

Mr. Bertling reported that no changes are suggested for the current length of the NAEP questionnaires, which are shorter than those in the international assessments, and which result in higher response rates for NAEP. However, more exploration of spiraling designs will be considered for contextual variables, to further expand the number of questions asked of students, teachers, and schools.

Mr. Bertling outlined several criteria used to select contextual variable modules:

- Does the construct have a clear relation to student achievement?
- Is the construct malleable, flexible, and actionable, rather than fixed or stable?
- Is the construct related to core questionnaires or subject-specific questionnaires?
- Has the construct been established and validated by research?

Mr. Bertling presented a schematic model to highlight key factors relevant to student achievement. He stated that for the 2017 NAEP core questionnaire development, five modules are being proposed: 1) Socio-Economic Status, 2) Technology, 3) School Climate, 4) Grit, and 5) Desire for Learning.

Mr. Bertling discussed the three frameworks used to guide the contextual module research:

(1) University of Chicago Consortium on Chicago School Research (Farrington): Describes academic performance as a function of academic behaviors, academic perseverance, and academic mindsets. Also included are learning strategies and social skills situated in the social- cultural context.

(2) Large Meta-Analysis on Non-Intellective Correlates of GPA (Richardson): focused on 42 non-cognitive factors and analyzed average correlations across all studies. The top 10 factors were selected for analysis based on their relevance and how they were captured in the modules. Five factors are captured in what they want to measure in the subject-specific questionnaires.

(3) Measuring 21st Century Skills (National Research Council and Rand Corporation): three factors are distinguished (cognitive, interpersonal, and intrapersonal)

An analytic approach to measure constructs will follow the same procedures that align with the NAEP approach for developing cognitive items. This will include looking at factor analyses to identify the

measurement structure of the questionnaires and determine how that aligns with content classifications. In addition, item analyses are conducted to evaluate item performance and scaling with Item Response Theory (IRT) calibration.

Mr. Bertling shared a preliminary set of ideas to illustrate the possibilities for subgroup analysis. Consideration is also being given to reporting indices on a continuous scale or possibly breaking them into more discrete categories.

In closing, Mr. Bertling shared a few highlights of findings based on preliminary research:

- 1) “Self-efficacy” and “opportunity to learn” factors correlate with achievement;
- 2) NAEP needs to establish measurement precision standards for contextual modules; and
- 3) “Self-efficacy at school” as well as “design and systems out of school” appear to be most promising for potential reporting in terms of the Technology and Engineering Literacy (TEL) modules.

Mr. Bertling answered questions from Board members.

Meeting Recess

The August 2, 2014 session of the National Assessment Governing Board recessed at 10:18 a.m. until at 10:35 a.m.

Remarks by Outgoing Board Members

Mr. Driscoll commented that there will be a major change in the composition of the Board by the end of the year. Outgoing Board members Brent Houston, Tom Luna, John Easton and David Driscoll remarked on their service to the Board.

Brent Houston said his appointment to the Board is one the best professional experiences of his 33 years in education. In 2008, he was asked by the superintendent to lead the middle school in his town. He was reluctant because he was happy as an elementary school principal. He and his elementary school team had realized significant gains in student academic performance. The first year at the middle school was difficult, but Mr. Houston realized that things happen for a reason. If he had not made the move to the middle school, he would not have fit the category to be nominated to the Board. Then last summer he was promoted to a new leadership position in his district. He could not imagine a music teacher from Shawnee, Oklahoma in 1981 would be Assistant Superintendent of schools in 2014. Mr. Houston said he is proud of his accomplishments, where he is from, and his affiliation with the Governing Board.

Hector Ibarra said as he reflects on his Board service, one of the most memorable moments is Alan Friedman’s presentation with the helicopter to highlight the importance of science and technology. Mr. Ibarra stated that throughout his teaching career, he believed in seeing the big picture and pushing the envelope. He feels very strongly about integrating science, technology, engineering and writing—all of the skills that are important to being a scientist. Mr. Ibarra said learning is more than watching a demonstration but being engaged in hands-on activities where students can exhibit creativity, intuitiveness, and curiosity. Mr. Ibarra concluded by saying he has learned a lot from his experience with the Board. He always looked forward to the Thursday evening sessions to share more in-depth conversations with fellow members. Of all of the boards he sits on, NAGB is by far the best.

Tom Luna thanked the Board for the experience. He commented that the Board has accomplished a great deal during his term. His service on the Board has enhanced his role as State Superintendent of Education and increased his understanding of the use of NAEP.

John Easton remarked that his service on the Board has been gratifying, and that he is proud to be a part of the NAEP family. He greatly admires the Board, its staff and contractors, and the exemplary leadership at NCES and their staff. The Board and NCES have struck a good balance, the push for more data use and relevance, and insistence on rigor, accuracy and integrity. NAEP is at a critical juncture with the rapid changes in student assessment. He is pleased to hear that the Board recognizes the need to focus on the core of NAEP—grades 4 and 8 reading and math, and state main NAEP. As the Board makes significant and necessary changes to the assessment program over the next several years, it cannot compromise the integrity of NAEP by overreaching or overextending.

Mr. Driscoll commented on his vision for the Governing Board’s future. He stated that the Board is operating in a volatile climate where many feel that matters in the country are getting out of control. He expressed his opinion that the Board’s work will become more prominent. He encouraged the Board to focus on telling the real story behind the data, extending media coverage of the results, and establishing partnerships with Congress and the administration. Mr. Driscoll stated that despite the challenges, NAEP is doing fine, and the Board will emerge stronger and more important than ever if we “stick to our knitting.”

Committee Reports and Board Actions

The Chairs of standing committees summarized the discussions of their respective committees and took action on:

- Election of Vice Chair
- TEL Achievement Level Descriptions
- Communications Plan

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

Meeting Adjourned

The August 2, 2014 meeting of the Board adjourned at 11:44 a.m.

I certify the accuracy of these minutes.



Signature

November 6, 2014

Date

National Assessment Governing Board

Executive Committee

Report of July 31, 2014

Executive Committee Members: David Driscoll, Chair, Andrés Alonso, Lou Fabrizio, Shannon Garrison, Terry Mazany, Tonya Miles, Fielding Rolston, Cary Sneider.

NAGB Staff: Cornelia Orr, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Tessa Regis, Sharyn Rosenberg.

Other Attendees:

Other Board Members: Lucille Davy, Rebecca Gagnon, Jim Geringer, Doris Hicks, Andrew Ho, Terry Holliday, Brent Houston, Hector Ibarra, James Popham. *IES Ex Officio Member:* John Q. Easton. *NCES Staff:* Peggy Carr, Arnold Goldstein, Eunice Greer, Drew Malizio, Dan McGrath, Michael Moles. *Other Attendees:* ED – OPEPD: Jagir Patel. ETS: Jay Campbell, Andreas Oranje, Greg Vafis, Lisa Ward. HumRRO: Steve Sellman. AIR: Kim Gattis, Cadelle Hemphill. Hager Sharp: David Hoff, Debra Silimeo. Reingold: Amy Buckley. Fulcrum: Kevin Price, Scott Ferguson. Pearson: Connie Smith. Arlington Public Schools: Amy Yamashiro.

1. Call to Order

Chair David Driscoll called the meeting to order at 4:34 p.m. Mr. Driscoll started the meeting by noting that annually the Board meetings held in August and November tend to be transition points for the Board, as some members attend their last meeting in August before they complete their terms, while other Board members attend their first meeting in November as they begin their terms. New Board member appointments are currently being finalized by the Secretary. However, for incumbent members seeking reappointment, the Secretary has notified the Board that Shannon Garrison will be reappointed in the category of Fourth Grade Teacher and Hector Ibarra will not be reappointed in the category of Eighth Grade Teacher. In addition, this is the last Board meeting for members David Driscoll, Brent Houston, and Tom Luna, as well as Ex officio member John Easton. There will be several opportunities for formal farewells during this meeting.

Mr. Driscoll shared that Board members Lou Fabrizio and Jim Popham led a session in June 2014 at the annual National Conference on Student Assessment held by the Council of Chief State School Officers. The session generated substantial input to support the efforts of the Assessment Literacy Work Group, chaired by Jim Popham. The Work Group is tasked with developing and finalizing a communications plan by May 2015.

Finally, Mr. Driscoll reminded the Executive Committee of a motion adopted by the Board at the May 2014 meeting, which requested that Chair Driscoll meet with Secretary Duncan to describe the Board's ongoing issues to facilitate a smooth leadership transition when a new Board Chair is appointed. Chair Driscoll met with the Secretary and presented several issues including increasing budget pressures on the NAEP assessment schedule and the new assessment literacy initiative. The Secretary expressed support for the assessment literacy work.

2. Nomination of Vice Chair

At the May 2014 Board meeting, Chair Driscoll designated Lou Fabrizio to lead the discussion and nomination process for the Vice Chair for 2014-2015. Mr. Fabrizio collected input and nominations from Board members individually. Mr. Fabrizio announced that the results of this process supported the nomination of the current Vice Chair, Susan Pimentel, to serve a third term. The following motion was unanimously adopted by the Committee:

The Executive Committee hereby nominates Susan Pimentel for election by the National Assessment Governing Board to the office of Vice Chair for the term October 1, 2014 through September 30, 2015.

3. Updates: NAGB Staffing, NAEP Budget, and NAEP Reauthorization

Cornelia Orr introduced the newest member of the Governing Board staff. Lily Clark is the new Assistant Director for Policy and Research. She has an extensive professional background in education policy, having previously worked with the U.S. Department of Education's Office of Planning, Evaluation, and Policy Development as a Senior Policy Advisor. One of her primary roles will be to support the work of the Executive Committee. There are two other staff vacancies for which the Governing Board has ongoing recruitment efforts: (1) Assistant Director for Reporting and Analysis; and (2) Contract Specialist. The contract position was recently advertised in USAJobs and resulted in approximately 250 applications.

Regarding the NAEP budget, Ms. Orr reported that for the fiscal year 2015 budget for NAEP, Secretary Duncan has testified on Capitol Hill, but no bills have been made public nor have any mark-ups been announced yet in either the House or Senate. The House passed a NAEP reauthorization bill immediately prior to the May Governing Board meeting, but it is unclear when the Senate will consider NAEP reauthorization. The Senate did not discuss NAEP reauthorization prior to the August 2014 recess. Governing Board staff will provide further updates on any Congressional action related to the budget or reauthorization at the November 2014 Board meeting.

4. Committee Topics: Issues and Challenges

Assessment Development Committee (ADC)

ADC Chair Shannon Garrison noted that earlier today, the ADC spent six hours in closed session reviewing paper and pencil NAEP science items at grades 4, 8, and 12, as well as the final versions of interactive computer tasks (ICTs) for the pilot of the NAEP science assessment. The ADC noted the high quality of the tasks and expressed appreciation to the NCES staff and contractors who have worked on these items and provided excellent revisions based on ADC feedback on earlier versions of the tasks. These tasks will be piloted in early 2015 on a new tablet platform, instead of the current laptop platform.

For the Friday ADC Committee session, Ms. Garrison noted that the major issue and challenge to be discussed is the transition of NAEP paper and pencil items to a technology-based platform. This transition presents new opportunities to measure other parts of the frameworks using some scenario-based tasks. The ADC will also receive updates on the 2014 NAEP

Technology and Engineering Literacy assessment and the comparison study on NAEP and the Next Generation Science Standards (NGSS). The Committee will also discuss the NAEP Writing Framework and new strategies for conducting future NAEP item reviews to better accommodate items being developed for technology-based platforms.

Committee on Standards, Design and Methodology (COSDAM)

COSDAM Chair Lou Fabrizio said that one of the major agenda items for COSDAM during the next year will be setting achievement levels on the NAEP Technology and Engineering Literacy (TEL) assessment, which was administered for the first time in 2014 at grade 8. During this meeting, there are two COSDAM agenda items related to the TEL achievement levels setting (ALS). First, the achievement levels descriptions (ALDs) need to be approved for use in the ALS process. During the May 2014 Board meeting, Sharyn Rosenberg presented an overview of the process used by contractor WestEd to develop the ALDs for Basic, Proficient, and Advanced. A draft of the ALDs was sent to COSDAM members in late June and discussed during a conference call in early July. COSDAM members requested a few revisions, which have been incorporated into the final ALDs. In the Friday Committee session, COSDAM will discuss the process of developing the ALDs, and then take action on the descriptions, followed by full Board action on Saturday morning. Second, achievement levels need to be set based on student performance relative to the ALDs. The contract for setting the achievement levels on the TEL assessment at grade 8 was awarded to NCS Pearson in early July, following a competitive procurement process. Paul Nichols, the TEL ALS project director from Pearson, will provide an introduction and overview to the achievement levels setting work, which is just beginning. COSDAM will continue to receive TEL ALS updates over the next year and will provide input at key milestones. The goal is for the Board to formally adopt achievement levels for the NAEP TEL grade 8 assessment during the May 2015 meeting.

Mr. Fabrizio also noted that the COSDAM and Reporting and Dissemination Committees will hold a joint session during this Board meeting to discuss a proposed edit to the 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners.

Reporting and Dissemination Committee (R & D)

R & D Chair Andrés Alonso noted that the Committee will spend more than half of its session providing feedback on core contextual questions, which includes those in the existing pool and also future questions for the 2017 NAEP assessments. The latter set of questions provides the opportunity for Committee members to provide input on the wording of the questions. This will ensure that important areas are covered and will provide valuable information to those who use NAEP data.

The Committee is working to finalize the Board's communications plan, which will be voted on by the full Board in the Saturday session of this Board meeting. The plan focuses particular attention on several important audiences: parents, teachers and administrators, and policymakers. The plan includes goals and strategies that not only inform audiences about NAEP, but also can lead to those audiences taking action. The plan should support more conversations with NAEP data. The communications plan also includes proposed metrics to monitor implementation.

Nominations Committee

Nominations Committee Chair Tonya Miles announced that the Committee's session will start with an update on the process for the 2014 finalists, in the following five categories:

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

The announcement of 2014 appointments is anticipated in late summer or early fall. These newly-appointed members will begin their Board service on October 1, 2014.

Ms. Miles noted that the Committee will discuss the process and outreach for the 2015 nominations cycle. For the 2015 cycle, there are eight anticipated Board member vacancies. The categories for which the Board is seeking nominations for terms beginning in 2015, some of which have incumbents who are eligible for reappointment, include:

- Curriculum specialist (2 positions; 1 incumbent)
- 12th grade teacher (incumbent)
- State school board member (incumbent)
- Chief state school officer (incumbent)
- Test and measurement expert
- Business representative
- Local school superintendent

The recruitment process begins in mid-August 2014. The Board will be soliciting nominations from more than 8,000 groups and individuals. Nominations will be due October 31, 2014.

5. Other Questions, Issues, and Announcements

Chair Driscoll noted that Michael Cohen, President of Achieve, will be visiting with the Board for a few minutes during the Friday morning session to present issues and recommendations he has identified regarding the NAEP Writing assessment. The Friday afternoon sessions include a briefing on the assessments being conducted by the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC).

CLOSED SESSION 5:00 pm – 5:30 pm

Executive Committee Members: David Driscoll, Chair, Andrés Alonso, Lou Fabrizio, Shannon Garrison, Terry Mazany, Tonya Miles, Fielding Rolston, Cary Sneider.

NAGB Staff: Cornelia Orr, Mary Crovo, Lily Clark, Michelle Blair, Stephaan Harris, Tessa Regis, Sharyn Rosenberg.

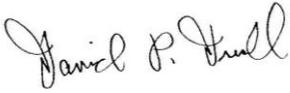
Other Attendees: *Other Board Members:* Lucille Davy, Rebecca Gagnon, Jim Geringer, Doris Hicks, Andrew Ho, Terry Holliday, Brent Houston, Hector Ibarra, James Popham. *IES Ex Officio Member:* John Q. Easton. *NCES Staff:* Peggy Carr, Arnold Goldstein, Eunice Greer, Drew Malizio, Dan McGrath, Michael Moles.

6. NAEP Schedule of Assessments and the NAEP Budget

The Executive Committee met in closed session from 5:05 p.m. to 5:24 p.m. Peggy Carr, NCES Associate Commissioner, discussed contractor costs and contract options under NAEP contracts for FY 2013 through FY 2017. The meeting was conducted in closed session because the disclosure of technical and cost data would significantly impede implementation of the 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. Driscoll adjourned the Executive Committee meeting at 5:24 p.m.

I certify the accuracy of these minutes.



David P. Driscoll, Chair

August 7, 2014

Date

National Assessment Governing Board Assessment Development Committee

Report of July 31-August 1, 2014

Closed Session – July 31, 2014

In accordance with the provisions of exemption (9)(B) of Section 552b(c) of Title 5 U.S.C., the Assessment Development Committee (ADC) met in closed session on July 31, 2014 from 8:30 a.m. to 3:00 p.m. to review secure NAEP test questions.

Attendees: ADC – Shannon Garrison (Chair), Cary Sneider (Vice Chair), Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin; Governing Board Staff – Mary Crovo, Michelle Blair; NCES – Eunice Greer, Elvira Germino Hausken; AIR – Kim Gattis, Sarah Guile, Chrysantha Rice, Teresa Neidorf; ETS – Greg Vafis, Kathleen Scalise, Rebecca Moran; HumRRO – Steve Sellman, Sheila Schulz; Fulcrum IT – Scott Ferguson, Kevin Price

The Assessment Development Committee (ADC) met in closed session to review Science operational test questions in grades 4, 8, and 12, followed by a review of Science interactive computer tasks (ICTs) for the 2015 pilot. ADC members commented on the high quality, engaging items and ICTs. Comments were made related to fine tuning the tasks, clarifying the Framework assessment targets measured by the tasks, and several corrections on test items.

Open Session – August 1, 2014

Attendees: Shannon Garrison (Chair), Cary Sneider (Vice Chair), Doris Hicks, Brent Houston, Hector Ibarra, Dale Nowlin; Governing Board Staff – Mary Crovo; NCES – Elvira Germino Hausken, William Ward, Holly Spurlock, Dana Kelly, James Deaton, Eunice Greer, Emmanuel Sikali, Taslima Rahman; AIR – Kim Gattis, Teresa Neidorf, Marcus Broer, Fran Stancavage; ETS – Jay Campbell, Greg Vafis, Rebecca Moran, Kathleen Scalise, Jonas Bertling; HumRRO – Sheila Shulz; Optimal Solutions Group – Roger Stanton; CRP – Ed Wofford; Pearson – Connie Smith; Fulcrum – Scott Ferguson, Kevin Price; CCSSO – Fen Chou

The ADC took action on the NAEP Science items and ICTs that were reviewed in closed session on July 31, 2014. The Committee unanimously approved the following motion:

ACTION: The Assessment Development Committee approves the NAEP 2015 Science operational test items in grades 4, 8, and 12, and the 2015 pilot Science interactive computer tasks at grades 4, 8, and 12 with revisions to the tasks, scoring criteria, and assessment targets. These revisions will be communicated in writing to the National Center for Education Statistics.

Discussion on NAEP Writing Assessment

The ADC discussed at length the comments made by Michael Cohen of Achieve at the August 1, 2014 Board plenary session. The ADC members expressed their understanding of Mr. Cohen's issues with the current NAEP Writing Framework and the importance of writing for college and career preparedness. The Committee requested a review of the NAEP Writing Framework and secure NAEP writing tasks at their November 2014 meeting. This will enable the ADC to be in a better position to recommend next steps related to Michael Cohen's concerns. ADC members also discussed the measurement challenge of testing reading and writing using an integrated approach, and problems associated with the possible confounding of these two constructs.

Technology and Engineering Literacy (TEL) Assessment Update

William Ward of NCES presented an update on the 2014 TEL assessment, which is now in the data analysis stage. It is anticipated that the analysis will be completed later in 2014, and a draft report would be prepared by spring 2014. Mr. Ward then described several options for release of TEL tasks and items, when the TEL Report Card is ready for publication. ADC members spent time discussing these options for releasing TEL tasks and discrete items. The Committee expressed a strong interest in ensuring that at least a small number of TEL tasks and items are released in conjunction with the report. Members also commented that the TEL Report Card should include the achievement levels, to ensure the report contains as much information as possible, instead of releasing the TEL Report Card in advance of Board action on the TEL levels. Cary Sneider recommended forming a cross-committee work group on TEL reporting as the issues relate to ADC, COSDAM, and R&D areas of responsibility.

Following this discussion, Jonas Bertling of ETS described some exciting data analyses on TEL contextual modules. This approach is consistent with the newly adopted Board policy on NAEP contextual questions. The TEL contextual question data look very promising and ADC agreed this information will be of great interest to everyone engaged in STEM instruction and practice. Results would be available by subgroups, including breakdowns by key demographic variables. This approach is consistent with innovative reporting strategies being implemented in the international assessments. Mr. Bertling noted that he will present some of this information to the full Board on August 1, during his session on NAEP contextual variable modules.

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

Eunice Greer of NCES presented information on the TBA transition. The 2017 TBA subjects include Reading and Mathematics, however other subject areas are scheduled for TBA administrations in the coming years. In this presentation, Ms. Greer focused on work to transition NAEP paper and pencil items to the tablet platform. This process is known as trans-adaptation.

Ms. Greer provided the timeline for the TBA transition, and the various development and pilot activities for both reading and mathematics. Bridge studies are being planned to help ensure that

NAEP trendlines are maintained. A major component of this presentation included details for trans-adaptation of multiple choice and constructed response items in reading and mathematics. The ADC saw some sample released items and learned how these paper and pencil items could be trans-adapted to the tablet platform. Issues of stimulus presentation and response mode options were discussed for each subject area. ADC members were impressed by the careful process for TBA transition to maximize the likelihood of reporting trends in these subject areas. The ADC commented that the tablet-based items were accessible, clear, and used important features of the tablet to interact with the items. Ms. Greer explained that an interactive tutorial will be part of the assessment, so that students become familiar with the how to answer the items using the tablet.

For reading, Ms. Greer showed how the original passages were being trans-adapted for the tablet, including the use of color graphics from the source document. The ADC noted that the use of color is also important in the mathematics assessment, as this is consistent with instructional materials used in the classroom.

Finally, Ms. Greer presented timelines and development activities for the transition of international assessments from a paper and pencil to a computer-based delivery system. She also noted that a transition from paper-based to computer-based delivery is occurring with all of the major international assessments in the coming years.

NAEP and the Next Generation Science Standards (NGSS): A Comparison Study

Teresa Neidorf of the American Institutes for Research (AIR) provided a status report on this study comparing NAEP frameworks and the NGSS. The NGSS is being compared to the three NAEP STEM-related frameworks: science, TEL, and mathematics (relevant aspects).

The NAEP/NGSS comparisons are being performed for both content similarity and practices alignment. Ms. Neidorf outlined the major goals of the comparison study, along with the specific research questions related to science, TEL, and mathematics. She then shared a sample content mapping table so the ADC could see the level of comparisons made between NAEP and the NGSS. The ADC heard about work completed to date, including an expert panel meeting that took place in mid-July 2014. The expert panel performed the content comparisons between the NAEP frameworks and the NGSS, after being trained in a webinar on the comparison study methodology. The panel's data are currently being analyzed and a report is due in December 2014. ADC requested an update on the study at its November 2014 meeting.

NAEP Item Review Schedule

With the transition to TBA, the ADC will need to revise its current item review process and timeline. Issues to consider involve the frequency of reviewing items from the same assessment, when in the life cycle of the TBA tasks the ADC will conduct its reviews, the overall development timeline, and other factors. Governing Board and NCES staff are discussing a revised review process that will enable the Committee to adhere to the congressionally mandated

responsibility the Board has for item review, while ensuring the review process is efficient and well adapted to the TBA environment. Staff will provide an update on this topic at the November 2014 ADC meeting.

I certify the accuracy of these minutes.



Shannon Garrison, Chair

August 7, 2014

Date

National Assessment Governing Board Committee on Standards, Design and Methodology

August 1, 2014

JOINT MEETING WITH REPORTING AND DISSEMINATION COMMITTEE

Attendees

COSDAM Members: Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and James Popham.

Reporting and Dissemination Committee Members: Chair Andrés Alonso, Vice Chair Terry Mazany, Anitere Flores, Rebecca Gagnon, Tom Luna, Tonya Miles, Ronnie Musgrove, and Father Joseph O’Keefe.

Governing Board Staff: Executive Director Cornelia Orr, Michelle Blair, Lily Clark, Stephaan Harris, and Sharyn Rosenberg.

Other Attendees: John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Associate Commissioner Peggy Carr, Gina Broxterman, Samantha Burg, Jing Chen, Patricia Etienne, Arnold Goldstein, Drew Malizio, Bill Tirre, Ebony Walton, Grady Wilburn. AIR: Sami Kitmitto, Cadelle Hemphill, and Young Yee Kim. CRP: Sondra Gaines and Edward Wofford. ETS: Debby Almonte, Jay Campbell, Steve Lazer, and Andreas Oranje. Hager Sharp: Melissa Spade Cristler, David Hoff, and Debra Silimeo. HumRRO: Steve Sellman and Laurie Wise. Metametrics: Malbert Smith. Optimal Solutions Group: Rukayat Akinbiyi and Yvette Clinton. Pearson: Paul Nichols and Brad Thayer. Reingold: Amy Buckley and Valerie Marrapodi. Westat: Chris Averett, Keith Rust, and Dianne Walsh. Arlington Public Schools: Amy Yamashiro. Council of Chief State School Officers (CCSSO): Katie Carroll and Scott Norton. New Mexico Department of Education and Governing Board/CCSSO Policy Task Force Member: Pete Goldschmidt.

NAEP Testing and Reporting on Students with Disabilities (ACTION ITEM)

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the joint meeting to order at 9:45 a.m. and welcomed members and guests. Mr. Fabrizio noted that the session would focus on a particular challenge associated with the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions in which students are tested on NAEP to promote sound reporting of comparisons and trends. The policy limits the grounds by which schools can exclude students to two categories—for SDs, only those with the most significant cognitive disabilities, and for ELLs, only those who have been in U.S. schools for less than one year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

The policy states, “Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures.” Under NAEP data analysis procedures, a weight class adjustment is used to account for students who refuse to take the assessment, but excluded students have no impact on estimated scores. Contrary to the Board policy, NCES has continued to permit schools to exclude students whose Individualized Education Programs (IEPs) call for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

For the benefit of the Reporting and Dissemination (R&D) Committee, Grady Wilburn of the National Center for Education Statistics (NCES) presented three alternative methods for adjusting scores for students who were excluded from NAEP, contrary to the Board policy. These options had originally been presented to COSDAM at the May 2014 Board meeting. The first method, “*Expanded*” *population estimates*, would improve upon the methodology of the full population estimates (FPEs) and incorporate additional data from NAEP teacher and school contextual questionnaires and from school records (e.g., state test scores for individual students). The second method, *Modified participation A*, would involve administering only the NAEP contextual questionnaire to excluded students and using that additional information to predict how the students would have performed on the cognitive items. The third method, *Modified participation B*, would involve administering the contextual questionnaire in the selected subject (i.e., Reading) in conjunction with an assessment in a different subject (e.g., Mathematics) and using both sources of information to predict how the students would have done on the Reading assessment.

R&D members agreed with COSDAM members that the spirit of the policy was working as intended, and that none of the proposed procedures were desirable. There was general consensus that NCES’ current practices on this particular aspect of the policy—encouraging schools to include more students in NAEP even when they receive accommodations on their state tests that are not allowed on NAEP, but still allowing schools to exclude such students if they insist—was acceptable.

The following motion was made by Rebecca Gagnon and seconded by Terry Holliday; all members voted in favor of the motion:

ACTION: The joint committees of COSDAM and R&D recommend approval to the Governing Board of a motion to change the fourth implementation for students with disabilities on page four of the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs) to the following:

The number of students who do not take the assessment because a particular accommodation is not allowed should be reported and minimized to the extent possible.

After the joint session adjourned, a suggestion was made to substitute “percentage” for “number” to be consistent with NCEs reporting practices; this substitution was incorporated into the motion that was subsequently approved by the full Board on Saturday morning. The final motion that was approved on Saturday morning included the following language:

The percentage of students who do not take the assessment because a particular accommodation is not allowed should be reported and minimized to the extent possible.

Andrés Alonso called for the joint committee to reconsider the requirement that English Language Learners (ELL) must be included in NAEP if they have been in U.S. schools for at least one year. Arnold Goldstein of NCEs noted that the accommodations policy was developed to be consistent with the No Child Left Behind (NCLB) federal legislation. Mr. Fabrizio suggested that a representative from the U.S. Department of Education be invited to address the joint committee about the origin of this requirement during the November 2014 Board meeting.

COSDAM MEETING

COSDAM Members: Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and James Popham.

Other Board Members: Chairman David Driscoll and Cary Sneider.

Governing Board Staff: Executive Director Cornelia Orr, Sharyn Rosenberg, Michelle Blair, and Lily Clark.

Other Attendees: John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCEs: Samantha Burg, Jing Chen, Patricia Etienne, Daniel McGrath, Drew Malizio, and Bill Tirre. AIR: George Bohrnstedt and Young Yee Kim. ETS: Steve Lazer and Andreas Oranje. Hager Sharp: Melissa Spade Cristler. HumRRO: Laurie Wise. Optimal Solutions Group: Yvette Clinton. Pearson: Tracey Hembry, Paul Nichols, and Brad Thayer. Westat: Dianne Walsh. WestEd: Mark Loveland and Edys Quellmalz. Arlington Public Schools: Amy Yamashiro. Council of Chief State School Officers: Katie Carroll. New Mexico Department of Education and Governing Board/CCSSO Policy Task Force Member: Pete Goldschmidt.

Introductions and Review of Agenda

Mr. Fabrizio welcomed everyone to the COSDAM meeting and noted that the agenda included an action item on the Technology and Engineering Literacy (TEL) achievement levels descriptions (ALDs), an introduction to the TEL achievement levels setting (ALS) contract, and a discussion about academic preparedness research. He also noted that this would be John Easton’s last meeting as the Director of the Institute of Education Sciences and ex officio member of the Governing Board. In September Mr. Easton will begin working at the Spencer Foundation in Chicago.

TEL Achievement Levels Descriptions (ACTION ITEM)

Mr. Fabrizio welcomed Cary Sneider who was invited to join the meeting for the discussion of the TEL achievement levels descriptions (ALDs) in the event that any questions arose about the TEL Framework. Mr. Fabrizio noted that Sharyn Rosenberg had given an overview of the TEL (ALDs) during the May 2014 COSDAM meeting. The draft TEL ALDs were distributed to COSDAM in late June and were discussed via conference call on July 3, 2014. COSDAM members had requested a few revisions during that conference call; the revisions were incorporated into the updated version that was sent to COSDAM in mid-July. Mr. Fabrizio introduced the presenter, Edys Quellmalz from WestEd, to discuss the process used to develop the TEL ALDs.

Ms. Quellmalz began with an overview of the project staff and TEL Framework. She described the process used to develop the TEL ALDs, which included: convening an expert panel to draft ALDs; seeking public comment and expert review of the ALDs; discussing the comments and reviews with the expert panel via teleconference; discussing the ALDs with COSDAM via teleconference; and incorporating COSDAM feedback into the final version that was included in the Board materials.

COSDAM members did not have any comments or questions on the TEL ALDs. The following motion was made by Jim Geringer, and seconded by Jim Popham; all members voted in favor of the motion. At the conclusion of the discussion, Mr. Fabrizio thanked Mr. Sneider for his attendance.

ACTION: COSDAM recommends approval to the Governing Board of the Technology and Engineering Literacy Achievement Levels Descriptions, as included in Attachment 1.

TEL Achievement Levels Setting (ALS) Contract

Ms. Rosenberg noted that the NAEP legislation specifies that the Governing Board is responsible for developing achievement levels for each subject area and grade tested by NAEP. In 1995, the Board adopted a policy on Developing Student Performance Levels for the National Assessment of Educational Progress; this policy is used to guide procurements on NAEP achievement levels setting. Following a competitive procurement process, the TEL ALS contract was awarded to NCS Pearson (Pearson) in early July 2014. Ms. Rosenberg noted that Pearson is also the NAEP Alliance contractor for materials distribution, processing, and scoring, but that the TEL ALS work is completely separate from the NAEP Alliance work. Ms. Rosenberg introduced the presenter, TEL ALS project director Paul Nichols of Pearson.

Mr. Nichols provided an overview of the scope of work for the TEL ALS, which includes a planning document, design document, pilot study, operational achievement levels setting, and two types of final reports (process and technical). COSDAM will be briefed on several key project milestones, via both in-person Board meetings and webinars or conference calls. Mr. Nichols noted that the Technical Advisory Committee on Standard Setting (TACSS) includes several prominent experts in standard setting, including former COSDAM member Greg Cizek.

In addition, former Governing Board Assistant Director for Psychometrics Susan Loomis will serve as a consultant to Pearson on this project.

Mr. Nichols described the proposed standard setting procedure, whereby a Bookmark methodology will be linked with empirical external validity evidence that is provided to panelists after their cut score recommendations have been made.

Some COSDAM members expressed concerns about the potential subjectivity of achievement levels setting. A discussion ensued about the extent to which standard setting panelists may be apt to overstate their understanding of the process. Mr. Popham suggested that a “lemon item” be incorporated into the panelist evaluation process to measure positive response bias. Andrew Ho suggested that the standard error of the cut scores or panelist feedback could be compared to previous standard setting activities of more traditional subjects.

Following the discussion of the TEL ALS project, Mr. Holliday questioned the entire enterprise of TEL due to the costs and the construct that is being measured. He asked whether there is a practical process in schools that we are attempting to measure and improve with the TEL assessment. More than any other subject tested by NAEP, Mr. Holliday noted that TEL will be largely impacted by student opportunities outside of the classroom.

The Future of Academic Preparedness Research

Board Chairman David Driscoll addressed COSDAM about academic preparedness research; he urged the committee to “keep faith” with research that has been done on academic preparedness for college and also urged the Board to continue with research on job training. He also spoke about the importance of TEL.

Information Items

Mr. Fabrizio asked whether there were questions about any of the information items. Mr. Ho asked about the timeline for the white paper on the transition to technology based assessments. Bill Tirre of NCES responded that ETS had just delivered a draft to NCES but that it had not yet been reviewed. Ms. Rosenberg noted that the Board will be kept informed about the progress of this white paper. Mr. Ho also asked about the general costs associated with academic preparedness research; Cornelia Orr responded that this information could be shared with COSDAM during the next meeting.

Other Issues and Questions

Mr. Fabrizio asked whether there were any other issues or questions that COSDAM members wished to raise. Mr. Popham suggested a future discussion about the merits and potential for a study related to increasing the instructional sensitivity of NAEP. Ms. Orr noted that COSDAM might consider how frequently bridge studies are needed as the technology based assessments continually move to new platforms.

I certify the accuracy of these minutes.

Louis M. Fabrizio

Lou Fabrizio, Chair

August 12, 2014

Date

Final Technology and Engineering Literacy Achievement Levels Descriptions (Approved by the National Assessment Governing Board on August 2, 2014)

Basic: Eighth grade students performing at the *Basic* level should be able to use common tools and media to achieve specified goals and identify major impacts. They should demonstrate an understanding that humans can develop solutions by creating and using technologies. They should be able to identify major positive and negative effects that technology can have on the natural and designed world. Students should be able to use systematic engineering design processes to solve a simple problem that responsibly addresses a human need or want. Students should distinguish components in selected technological systems and recognize that technologies require maintenance. They should select common information and communications technology tools and media for specified purposes, tasks, and audiences. Students should be able to find and evaluate sources, organize and display data and other information to address simple research tasks, give appropriate acknowledgement for use of the work of others, and use feedback from team members (assessed virtually).

Proficient: Eighth grade students performing at the *Proficient* level should be able to understand the interactions among parts within systems, systematically develop solutions, and contribute to teams (assessed virtually) using common and specialized tools to achieve goals. They should be able to explain how technology and society influence each other by comparing the benefits and limitations of the technologies' impacts. Students should be able to analyze the interactions among components in technological systems and consider how the behavior of a single part affects the whole. They should be able to diagnose the cause of a simple technological problem. They should be able to use a variety of technologies and work with others using systematic engineering design processes in which they iteratively plan, analyze, generate, and communicate solutions. Students should be able to select and use an appropriate range of tools and media for a variety of purposes, tasks, and audiences. They should be able to contribute to work of team collaborators (assessed virtually) and provide constructive feedback. Students should be able to find, evaluate, organize, and display data and information to answer research questions, solve problems, and achieve goals, appropriately citing use of the ideas, words, and images of others.

Advanced: Eighth grade students performing at the *Advanced* level should be able to draw upon multiple tools and media to address complex problems and goals and demonstrate their understanding of the potential impacts on society. They should be able to explain the complex relationships between technologies and society and the potential implications of technological decisions on society and the natural world. Given criteria and constraints, students should be able to use systematic engineering design processes to plan, design, and use evidence to evaluate and refine multiple possible solutions to a need or problem and justify their solutions. Students should be able to explain the relationships among components in technological systems, anticipate maintenance issues, identify root causes, and repair faults. They should be able to use a variety of common and specialized information technologies to achieve goals, and to produce and communicate solutions to complex problems. Students should be able to integrate the use of multiple tools and media, evaluate and use data and information, communicate with a range of audiences, and accomplish complex tasks. They should be able to use and explain the ethical and appropriate methods for citing use of multimedia sources and the ideas and work of others. Students should be able to contribute to collaborative tasks on a team (assessed virtually) and organize, monitor, and refine team processes.

National Assessment Governing Board Reporting and Dissemination Committee Report of August 1, 2014

Reporting and Dissemination (R&D) Committee Attendees:

R&D Committee Members—Chair Andrés Alonso, Vice Chair Terry Mazany, Rebecca Gagnon, Tonya Miles, Gov. Ronnie Musgrove and Father Joseph O’Keefe.

Other Governing Board Members—Chair David Driscoll.

Governing Board Staff—Stephaan Harris.

Other Attendees—NCES: Gina Broxterman, Ebony Walton Chester, James Deaton, Arnold Goldstein, Emmanuel Sikali, Holly Spurlock, and Grady Wilburn. AIR: Cadelle Hemphill and Sami Kitmitto. CRP, Inc.: Sondra M. Gaines, Carolyn Rudd, and Edward Wofford. ETS: Debby Almonte, Nicole Beaulieu, and Jonas Bertling. HagerSharp: David Hoff and Debra Silimeo. HumRRO: Steve Sellman. Optimal Solutions Group: Rukayat Akinbiyi. Reingold: Amy Buckley and Valerie Marrapodi. Westat: Chris Averett.

Joint Committee on Standards, Design and Methodology Meeting (COSDAM) Attendees:

COSDAM Members—Chair Lou Fabrizio, Vice Chair Fielding Rolston, Lucille Davy, James Geringer, Andrew Ho, Terry Holliday, and James Popham.

Reporting and Dissemination Committee Members—Chair Andrés Alonso, Vice Chair Terry Mazany, Anitere Flores, Rebecca Gagnon, Tom Luna, Tonya Miles, Ronnie Musgrove, and Father Joseph O’Keefe.

Governing Board Staff—Executive Director Cornelia Orr, Michelle Blair, Lily Clark, Stephaan Harris, and Sharyn Rosenberg.

Other Attendees—John Easton, Director of the Institute of Education Sciences and ex officio member of the Governing Board. NCES: Associate Commissioner Peggy Carr, Gina Broxterman, Samantha Burg, Jing Chen, Patricia Etienne, Arnold Goldstein, Drew Malizio, Bill Tirre, Ebony Walton, Grady Wilburn. AIR: Sami Kitmitto, Cadelle Hemphill, and Young Yee Kim. CRP: Sondra Gaines and Edward Wofford. ETS: Debby Almonte, Jay Campbell, Steve Lazer, and Andreas Oranje. Hager Sharp: Melissa Spade Cristler, David Hoff, and Debra Silimeo. HumRRO: Steve Sellman and Laurie Wise. Metametrics: Malbert Smith. Optimal Solutions Group: Rukayat Akinbiyi and Yvette Clinton. Pearson: Paul Nichols and Brad Thayer. Reingold: Amy Buckley and Valerie Marrapodi. Westat: Chris Averett, Keith Rust, and Dianne Walsh. Arlington Public Schools: Amy Yamashiro. Council of Chief State School Officers (CCSSO): Katie Carroll and Scott Norton. New Mexico Department of Education and Governing Board/CCSSO Policy Task Force Member: Pete Goldschmidt.

1. NAEP Testing and Reporting on Students with Disabilities—Joint R&D-COSDAM Committee Meeting (ACTION ITEM)

Lou Fabrizio, Chair of the Committee on Standards, Design and Methodology (COSDAM), called the joint meeting to order at 9:45 a.m. and welcomed members and guests. Mr. Fabrizio noted that the session would focus on a particular challenge associated with the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs). The policy was intended to reduce exclusion rates and provide more consistency across jurisdictions in which students are tested on NAEP to promote sound reporting of comparisons and trends. The policy limits the grounds by which schools can exclude students to two categories—for SDs, only those with the most significant cognitive disabilities, and for ELLs, only those who have been in U.S. schools for less than one year. Although schools cannot limit student participation on any other grounds, individual participation in NAEP is voluntary by law and parents may withdraw their children for any reason.

The policy states, “Students refusing to take the assessment because a particular accommodation is not allowed should not be classified as exclusions but placed in the category of refusals under NAEP data analysis procedures.” Under NAEP data analysis procedures, a weight class adjustment is used to account for students who refuse to take the assessment, but excluded students have no impact on estimated scores. Contrary to the Board policy, NCES has continued to permit schools to exclude students whose Individualized Education Programs (IEPs) call for accommodations that NAEP does not allow. NCES asserts that it is technically incorrect to apply a weight class adjustment that combines students who did not participate due to receiving accommodations on their state tests that are not allowed on NAEP with students who refused for other reasons.

For the benefit of the Reporting and Dissemination (R&D) Committee, Grady Wilburn of the National Center for Education Statistics (NCES) presented three alternative methods for adjusting scores for students who were excluded from NAEP, contrary to the Board policy. These options had originally been presented to COSDAM at the May 2014 Board meeting. The first method, “*Expanded*” *population estimates*, would improve upon the methodology of the full population estimates (FPEs) and incorporate additional data from NAEP teacher and school contextual questionnaires and from school records (e.g., state test scores for individual students). The second method, *Modified participation A*, would involve administering only the NAEP contextual questionnaire to excluded students and using that additional information to predict how the students would have performed on the cognitive items. The third method, *Modified participation B*, would involve administering the contextual questionnaire in the selected subject (i.e., Reading) in conjunction with an assessment in a different subject (e.g., Mathematics) and using both sources of information to predict how the students would have done on the Reading assessment.

R&D members agreed with COSDAM members that the spirit of the policy was working as intended, and that none of the proposed procedures were desirable. There was general consensus that NCES’ current practices on this particular aspect of the policy—encouraging schools to

include more students in NAEP even when they receive accommodations on their state tests that are not allowed on NAEP, but still allowing schools to exclude such students if they insist—was acceptable.

The following motion was made by Rebecca Gagnon and seconded by Terry Holliday; all members voted in favor of the motion:

ACTION: The joint committees of COSDAM and R&D recommend approval to the Governing Board of a motion to change the fourth implementation for students with disabilities on page four of the March 2010 Board policy on NAEP Testing and Reporting on Students with Disabilities (SDs) and English Language Learners (ELLs) to the following:

The number of students who do not take the assessment because a particular accommodation is not allowed should be reported and minimized to the extent possible.

After the joint session adjourned, a suggestion was made to substitute “percentage” for “number” to be consistent with NCEs reporting practices; this substitution was incorporated into the motion that was subsequently approved by the full Board on Saturday morning. The final motion that was approved on Saturday morning included the following language:

The percentage of students who do not take the assessment because a particular accommodation is not allowed should be reported and minimized to the extent possible.

R&D Chair Andrés Alonso called for the joint committee to reconsider the requirement that English Language Learners (ELL) must be included in NAEP if they have been in U.S. schools for at least one year. Arnold Goldstein of NCEs noted that the accommodations policy was developed to be consistent with the No Child Left Behind (NCLB) federal legislation. Mr. Fabrizio suggested that a representative from the U.S. Department of Education be invited to address the joint committee about the origin of this requirement during the November 2014 Board meeting.

2. Communications Plan (ACTION ITEM)

The Committee discussed again the final draft of the communications plan, which Stephaan Harris, NAGB staff, and Amy Buckley, of Reingold, updated to reflect feedback from the Committee at the Board’s May 2014 meeting and a conference call held afterward. Feedback was also obtained from the chairs of the other Board Committees and NCEs. Mr. Harris said that the major updates from this feedback include designating three target audiences—parents, policymakers, and teachers and administrators—for outreach, laying out examples of what kind of actions key audiences can take with the plan, and building in collaboration with NCEs on various strategies and ensuring those do not duplicate efforts and resources already orchestrated by NCEs.

Several members complimented the plan as well laid-out and presenting specific ways to make NAEP data and resources actionable to audiences. Members also discussed aspects that should be considered as the plan is implemented.

Several members said future strategies should be mindful of the Board’s legal boundaries in not prescribing specific actions as it informs and educates audiences on NAEP. Chair Alonso said the plan should build in benchmarks for success, so the goals and strategies presented can be measured for their effectiveness in reaching target audiences. In response to this, Ms. Buckley said that once you identify what you want from your audiences, you can measure success.

Vice Chair Mazany said a role should be established for each board member as implementation is finalized. Committee member Sen. Anitere Flores said plan strategies should endeavor to show how NAEP is unique in the testing landscape.

ACTION: The Committee approved the communications plan and moved that it be considered for vote by the full Board.

3. Review of Core Contextual Questions for 2017 NAEP Administration

The Committee reviewed both current core contextual questions and draft items that will be administered as part of NAEP in 2017. The feedback will be taken by NCES and ETS at this meeting and be used as items are reviewed in cognitive labs later this summer. During the discussion, Committee members pointed out concerns they saw in current and draft items that fell into several categories. In brief, those included:

- **More Inclusive Family and Home Dynamics:** Committee members believed items overall needed to have wording that is much more inclusive in terms of home and family dynamics, so students don’t struggle as to how to respond if they are in nontraditional home situations—such as living with an adult who may not be a legal guardian or even a relative, or being temporarily homeless.
- **Positive Aspects of School Climate and Behavior:** Overall, members believed that many of the questions that tried to ascertain school climate and how students felt about school tilted far more to the negative than the positive, and believed a better balance was needed across those items. Additionally, members believed it was important for items to map those school behaviors associated with effectiveness.
- **Occupation Responses:** Members had concerns that some students, especially fourth-graders, may not understand enough about their parents’ jobs to answer items correctly. For example, if a child has a parent that is at home during the day, he or she may not understand the difference between that parent being a homemaker and that parent doing work for a company at home.
- **Technology Inclusion:** Items that ask about accessibility to technology both at home and in the classroom should be inclusive of the variety of tools available. For example,

questions that pertain to technology in the classroom shouldn't just ask about computers, but include devices like smart boards.

For the current item pool, Chair Alonso said that the item—"Do the following people live in your home?"—wasn't sufficiently inclusive as it only included biological, step, and foster parents, while Vice Chair Mazany adding that same-sex relationships and single parents with a live-in boyfriend or girlfriend are examples of household situations that need to be kept in mind. Committee member Gagnon said that in Minneapolis Public Schools, an estimated 18 percent of students were homeless or had high-mobility rates. Jonas Bertling, of ETS, pointed out that a similar item proposed for 2017 has many more options.

Chair Alonso said a current item that asked teachers if they hold a regular or standard certificate needs updating and seems stuck in a past era when certification was the premiere measure of qualification and ability. He said teachers can be knowledgeable and effective in a particular subject without formal certification. Vice Chair Mazany said in the phrasing of another current item—"Our curriculum is based on a particular moral philosophy or set of values, for example, African-centered education, character-based education, Eastern philosophy."—the word "moral" should be removed in the future as it is not correct in some instances. For example, African-centered education suggests a political, rather than a moral, underpinning.

For the draft items, Committee member Flores said that technology related items that deal with classroom technology should expressly mention smart boards, since that is a common classroom tool. She added that we should ensure inclusion of all types of technological tools in and out of school to which students might have access. Several members had concerns with a series of items that asked students if their mother worked and what she does at work. Committee member Miles said occupation questions wouldn't be an age-appropriate question for fourth graders, many of whom may be too young to really know what either or both parents do at work and what the parents' occupation is. Committee member Luna said he had a concern about being able to show the public the educational purpose and justification of collected occupational data, as it doesn't seem to be relevant to student performance like other contextual factors.

Citing draft items related to bullying, several members believed more items that attempted to ascertain school climate should reflect more positive attributes of school climate, such as encouraging teachers and other adults. Mr. Bertling said those items were representative of related research. Chair Alonso said that it is important to have a balance as there are limits to what can be learned from dysfunction. He added that it is important for items to map school behaviors associated with effectiveness. Committee member Miles thought many students, especially fourth-graders, didn't have the mindset to answer the following question: "Teachers in this school tell us that we cannot really change our ability, even if we try hard."

Members thought many questions posed to teachers that asked them to describe themselves—including "I encourage my students to take school seriously," "I believe all students can get good grades," and "I have high expectations of students"—were not very meaningful and could be removed because few teachers would say no, even if they agreed with that sentiment. Committee member O'Keefe suggested that items for students that ask questions about their teacher's attitude, work habits, etc., would be a better measure of this student-teacher dynamic.

Committee member O’Keefe also said draft items in this section that fall under the heading “In your teaching, to what extent can you do the following?” should be cast under a different heading that says, “What do you consider most important as a teacher?” He said this is a more effective measure of an educator’s priorities and abilities in the classroom.

A written summary of Committee comments, edits, and feedback will be sent to NCES following the meeting ahead of item review in cognitive labs later this year.

I certify the accuracy of these minutes.



Andrés Alonso, Chair

08-25-14

Date

National Assessment Governing Board

Nominations Committee (Closed Session)

Report of August 2, 2014

Attendees: Tonya Miles (Chair), Lucille Davy, Doris Hicks, Andrew Ho, Brent Houston, Joseph O'Keefe, S.J., Fielding Rolston, Cary Sneider; Board Staff – Mary Crovo.

In accordance with the provisions of exemptions 2 and 6 of Section 552b (c) of Title 5 U.S.C., the National Assessment Governing Board's Nominations Committee met in closed session on August 2, 2014 from 7:30 a.m. to 8:15 a.m.

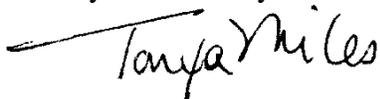
Nominations Committee Chair, Tonya Miles, called the meeting to order and reviewed the agenda. The Committee discussed the 2014 nominations cycle and the status of appointments. The Board is currently awaiting information from Secretary Duncan on the following Board positions, for terms that begin on October 1, 2014: chief state school officer, eighth grade teacher, secondary school principal, and general public representative

Then the Committee discussed the nominations process and outreach for the 2015 cycle. The Board will have eight positions open for 2015: curriculum specialist (2 positions), testing and measurement expert, 12th grade teacher, state board representative, business representative, local school superintendent, and chief state school officer.

For the annual "call for nominations" Board staff and contractors are working on a micro site on the Board's website, to solicit nominations and enable individuals to submit nominees for consideration by the Board. This micro site will go live in mid-August and nominations will be due on October 31.

New to the nominations micro site are three brief videos from current Board members on what it means to be a NAGB member. The Nominations Committee previewed the three videos and agreed that they were high quality, very informative, and will be useful in the nominations outreach. The overall outreach for 2015 will include more than 8,000 emails, expanded social media outreach, posting short information pieces in organization newsletters, and other strategies. The Nominations Committee was very complimentary of the expanded outreach for the 2015 nominations process.

I certify the accuracy of these minutes.



Tonya Miles, Chair

August 5, 2014

Date