

# ASSESSMENT DEVELOPMENT COMMITTEE AGENDA

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**November 14, 2024**  
**3:30 – 5:30 pm EST**  
**Jewel C**

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**3:30 – 4:20 pm**

**Overview of Current NAEP U.S.  
History and Civics Frameworks and  
Assessments (CLOSED)**

*Patrick Kelly, Chair*  
*Bill Ward, NCES*

Attachment A

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**4:20 – 5:10 pm**

**Initial Discussions of the Social  
Studies Content Advisory Group**

*Patrick Kelly*

Attachment B

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**5:10 – 5:30 pm**

**Updates and Open Discussion**

*Patrick Kelly*  
*Sharyn Rosenberg*

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# Update on Social Studies Content Advisory Group

November 14, 2024

## Goal

The goal of this session is to provide an update of key takeaways from the first two virtual meetings of the Social Studies Content Advisory Group, including issues to consider including in a potential Board charge to framework panels for updating the NAEP U.S. History and Civics Assessment Frameworks.

## Overview

Over the past several years, the Board has sought to make continuous improvements to the process of updating NAEP assessment frameworks. A revised policy for [Assessment Framework Development](#) was adopted in March 2022 and successfully implemented with the 2028 NAEP Science Assessment Framework.

The Assessment Development Committee has discussed the idea of using a standing group of subject matter experts, known as a content advisory group, to implement a nimbler process by monitoring the current state of research and practice in a field and potential implications for NAEP assessment frameworks.

Since the next NAEP frameworks scheduled to be updated are the 2030 NAEP U.S. History and Civics Assessment Frameworks, the Social Studies Content Advisory Group was created to serve as a proof of concept for potential changes to the framework development process generally. This group is intended to help synthesize current research and practice and make recommendations to inform the Board charges for the next two scheduled assessment framework updates in U.S. History and Civics.

The NAEP Social Studies Content Advisory Group consists of the following individuals:

**Paul Carrese**, Arizona State University; The Jack Miller Center

**Louise Dube**, iCivics

**LaGarrett King**, University of Buffalo, Center for K-12 Black History and Racial Literacy Education

**Peter Levine**, Tufts University

**Freda Lin**, YURI Education Project; National Council for History Education Board of Directors

**Connie López-Fink**, University School of Nashville; Gilder Lehrman Institute of American History

**Amber Northern**, Thomas B. Fordham Institute; Virginia State Board of Education

**Francis O'Malley**, University of Delaware; CCSSO Social Studies Collaborative

**Alex Red Corn**, The University of Kansas; Kansas Association for Native American Education

**Sharon Thorne-Green**, Katy Independent School District; National Council for Social Studies Board of Directors

Planned activities for this initial phase of the work include an orientation session and four half-day meetings. The orientation took place in mid-June and the first two half-day meetings took place in late August and mid-October. The remaining meetings have been scheduled for mid-December and mid-January.

## **Background**

During the last several Board meetings, the Assessment Development Committee (ADC) discussed the idea of reviewing NAEP assessment frameworks more regularly with the goal of making smaller changes on a more frequent basis. During the May 2023 ADC meeting, Sharyn Rosenberg noted that there is value in implementing a more systematic process for monitoring frameworks on a regular basis.

The work that precedes the official launch of a framework update has typically been done on an ad hoc basis; panels of experts are not convened until after the Board issues a formal charge and a contract is awarded. However, much of the initial work (e.g., research on how a NAEP framework compares to state standards, public comment on whether and how the current framework should be changed, consultant papers, panelist nomination process) could benefit from oversight by experts knowledgeable about a current NAEP framework and content and policy issues in a given subject. Content advisory groups could engage in a coherent and systematic process for monitoring changes to a field and potential implications for NAEP frameworks. These groups could help oversee and synthesize the “pre-work” that precedes an official framework launch and make initial recommendations to the Board about whether and how a framework should be updated.

ADC and Board leadership discussed and agreed to a staff proposal for convening a Social Studies Content Advisory Group beginning in spring 2024 to serve as a proof of concept and provide advice to Board members and staff on preparing for the next scheduled updates of the NAEP U.S. History and Civics Frameworks. This group will provide input on what information and research to gather to inform the framework updates and how to navigate content, policy, and other issues to inform the initial Board charge to framework panels for these subjects. Since the current Board policy is silent on how the pre-work is carried out, this will serve as an opportunity to try out a new approach for the initial stages of the work before fully committing to changing the policy to describe the role of content advisory groups.

The Social Studies Content Advisory Group includes ten consultants with expertise in United States history and/or civics, some of whom have previous experience working with NAEP frameworks and/or assessments in these subjects. Members represent a diverse range of policy and political perspectives, demographic characteristics, and experience at the elementary and secondary levels. Individuals were invited to participate in the Social Studies Content Advisory Group following review and discussion by the Assessment Development Committee and the Executive Committee.