QUARTERLY BOARD MEETING AGENDA

March 6, 2025

Hotel AKA Alexandria
625 First Street
Alexandria, VA 22314
(703) 650-0200

Thursday, March 6: 8:00 am – 3:00 pm (EST)

8:00 – 8:10 am **Ballroom XL**	**Welcome and Remarks** **Approval of March 2025 Agenda** **Approval of November 2024 Minutes** *The Honorable Beverly E. Perdue, Chair*
8:10 – 8:30 am	**Executive Director's Remarks** *Lesley Muldoon, Executive Director*
8:30 – 8:35 am	**Break**
8:35 – 10:35 am	**NAEP Budget and Contracting Update and Discussion** **Assessment Schedule Discussion (CLOSED)** *Chris Chapman, Acting Commissioner, National Center for Education Statistics (NCES)* *Dan McGrath, Associate Commissioner of Assessment, NCES*
10:35 – 11:05 am	**Discussion on 2025 Slate of Governing Board Nominees (CLOSED)** *Reginald McGregor, Chair, Nominations Committee*
11:05 – 11:20 am	**Break**

11:20 am – 1:20 pm **A. Boardroom** **Space 1** **Space 2**	**Committee Meetings** *Assessment Development Committee* *Committee on Standards, Design and Methodology* *Reporting and Dissemination Committee*
1:20 – 1:35 pm	**Break**
1:35 – 1:50 pm	**Member Discussion**
1:50 – 2:20 pm	**Discussion and ACTION: Assessment Framework Development Policy** *Patrick Kelly, Chair, Assessment Development Committee*
2:20 – 2:30 pm	**ACTION: 2025 Slate of Governing Board Nominees** *Reginald McGregor*
2:30 – 3:00 pm	**Discussion of AI in Large-Scale Assessment** *Ron Reynolds, Chair, Ad Hoc Committee on AI*

National Assessment Governing Board
Meeting of November 14–15, 2024
The Royal Sonesta
20 Massachusetts Avenue, NW
Washington, DC
& Virtual

Official Summary of Quarterly Governing Board Meeting

Complete Transcript Available

Participant List

National Assessment Governing Board Members Present
Beverly Perdue, Chair
Martin West, Vice Chair (11/15)
Lisa Ashe
Shari Camhi
Michelle Cantú-Wilson
Tyler Cramer
Christine Cunningham
Jhone Ebert
Danielle Gonzales
Angélica Infante-Green
Patrick Kelly (11/14)
Anna King
Suzanne Lane
Scott Marion (11/15)
Reginald McGregor
Michael Pope
Julia Rafal-Baer
Ron Reynolds
Guillermo Solano-Flores
Jared Solomon
Darien Spann
Jane Swift
Dilhani Uswatte
Mark White
Matthew Soldner, Ex Officio

National Assessment Governing Board Members Absent
Nardi Routten

National Assessment Governing Board Staff
Lesley Muldoon, Executive Director
Elizabeth Schneider, Deputy Executive Director
Rebecca Dvorak
Stephaan Harris
Donnetta Kennedy
Laura LoGerfo
Tessa Regis
Sharyn Rosenberg
Angela Scott
Vanessa Tesoriero
Josh Warzecha
Anthony White

National Center for Education Statistics
Peggy Carr, Commissioner
Daniel McGrath, Associate Commissioner
Tammie Adams
Magdalen Beiting-Parrish
Gina Broxterman
Samantha Burg
Jing Chen
Brian Cramer
James Deaton
Enis Dogan
Veda Edwards
Patricia Etienne
Eunice Greer
Dana Kelly
Shawn Kline
Tina Love
Gabrielle Merken
Nadia McLaughlin
Emmanuel Sikali
Ebony Walton
Yan Wang
Bill Ward

American Institutes for Research
Markus Broer
Christina Davis
Kim Gattis
Cadelle Hemphill
Christy Talbot
Jenna Tracy
Young Yee Kim

Council of the Great City Schools
Akisha Osei Sarfo

CRP, Inc.
Monica Duda
Renee Palmer
Edward Wofford

U.S. Department of Education
Cindy Marten, Deputy Secretary
Carter Volz
Angela Woodard

Educational Testing Service (ETS)
Debby Almonte
Terran Brown
Jay Campbell
Peter Ciemins
Amy Drescher
Kadriye Ercikan
Robert Finnegan
Helena Jia
Daniel McCaffrey
Ranu Palta-Upreti
Rupal Patel
Hilary Persky
Shannon Richards
Jennifer Schilke
Andy Weiss
Sarah Wood

The Hatcher Group
Jenny Beard
Sophia Handel
Nma Okafor
Nandini Singh
Mallory Werthamer

Lerner Communications
Michelle Lerner
Ashley Zanchelli
Nancy Zuckerbrod

Management Strategies
Micajah Anderson
Brandon Dart
Rachel Koether
Zachary Rosensteel

Manhattan Strategy Group (MSG)
Imer Arnautovic
Courtney Leigh Beisel
Marquita Brown
Charlie Butler
Melissa Cristler
David Hoff
Monica Johnson
Adrian Larbi-Cherif
Joanne Lim
Ariadne Manikas
Ying Zhang

Pearson
Scott Becker
Paula Rios
Pat Stearns
Llana Williams
Ed Wolfe

Westat

Lauren Byrne
Marcie Hickman
Jacquie Hogan
Tom Krenzke
Kavemuii Murangi
Jason Nicholas
Lisa Rodriguez
Desrene Sesay
Leslie Wallace

Other Attendees/Speakers
Kim Ackerman, Texas Education Agency
Vickie Baker, West Virginia Department of Education
Myra Best, Digilearn
Jackie Branco, Rhode Island Department of Education
Andrea Faulkner, North Carolina Department of Public Construction
Ashley Frame, New Hampshire Department of Education
Beth Laduca, Oregon Department of Education
Regina Lewis, Maine Department of Education
Brian Lloyd, Michigan Department of Education
Raina Moulian, Alaska Department of Education and Early Development
Shantel Niederstadt, Montana Office of Public Construction
Renee Savoie, Connecticut State Department of Education
Julie Williams, California Department of Education
Michael Walker, Human Resources Research Organization

The National Assessment Governing Board Quarterly Meeting convened open sessions on November 14, 2024.

Session Summaries – Day 1

Welcome and Remarks, Approval of November 2024 Agenda, Approval of August 2024 Minutes

Patrick Kelly opened the National Assessment Governing Board's (the Governing Board) quarterly meeting at 9:45 a.m. EST by announcing the Honorable Beverly Perdue, Chair, could not attend the meeting in person and would participate virtually. Perdue, joining virtually, shared her excitement about welcoming two new colleagues—Danielle Gonzales and Jared Solomon—and four other colleagues being reappointed to a second term—Suzanne Lane, Julia Rafal-Baer, Mark White, and Ron Reynolds. She

reminded members about the Governing Board's non-partisan design. She encouraged members to ask questions and engage actively in the conversation throughout the meeting.

Perdue requested a motion to approve the August 2024 meeting minutes. Suzanne Lane moved to approve the minutes. Tyler Cramer seconded the motion, which received unanimous approval. Later, Perdue asked the Board to approve the meeting agenda. Dilhani Uswatte made the motion, which Shari Camhi seconded. The Board approved the agenda unanimously.

Kelly introduced U.S. Deputy Secretary of Education Cindy Marten to the meeting. The Deputy Secretary swore in the new and reappointed Governing Board members on behalf of Secretary of Education Cardona. Perdue thanked Deputy Secretary Marten for participating in the meeting and for her partnership.

In her remarks, Marten reflected on her time as a classroom teacher for 17 years in a challenging neighborhood of San Diego. Marten believes assessments are crucial for driving educational change and thinks summative and formal assessments can help teachers understand what children need and when they need it. People need to be responsible with data and develop data literacy to make strong decisions and raise educational standards.

Deputy Secretary Marten explained that when she served as superintendent in San Diego, there was debate about whether to continue participating in the NAEP Trial Urban District Assessment (TUDA) program. She supported participation in NAEP because stories found in NAEP data can identify important trends over time and provide feedback to see if investments in education are working. The Governing Board plays a valuable role in helping people understand assessment results and the performance of educational systems, which is crucial for individual students. Marten then thanked the Board members for their service. Perdue thanked Marten for her remarks.

After the Deputy Secretary departed, Kelly and Perdue invited the new and reappointed members to offer introductory remarks. All of them expressed that it is an honor to serve the nation by serving on the Board before explaining their unique roles on the Board.

Gonzales introduced herself as the local school board member representative. She is the school board president for Albuquerque Public Schools, which enrolls 70,000 students and participates in TUDA. She has four school-aged children and attended the same public school her children now attend.

Solomon is a state legislator who represents District 18 in the Maryland House of Delegates where he serves on the Appropriations Committee and as the Deputy Speaker pro tem. He has two small children and started his career as a high school social studies teacher in Baltimore. He later worked for DC Public Schools and has worked on Capitol Hill in education policy.

Lane is a testing and measurement expert. As an educational measurement professor, she used NAEP in her teaching, research, and in service. Lane also participated in panels on achievement levels that have guided the work of the Board's Committee on Standards, Design and Methodology (COSDAM) and the technical advisory committee when the Grade 12 NAEP math assessment was revised. Lane looks forward to her second term on the Board as the chair of COSDAM.

Rafal-Baer is the general public representative and the newly named chair of the Reporting and Dissemination Committee. Rafal-Baer reflected on how she joined the Board during the revision of the NAEP reading assessment framework, which helped her understand how the Governing Board's work strengthens teaching and learning while improving schools. She looks forward to working with the Governing Board members in a collaborative way to ensure NAEP remains relevant and powerful and directly connected to the needs of students and families in the country.

Reynolds is the non-public school administrator representative. He observed that all four members appointed to the Governing Board in 2020 were reappointed to a second term and that all of them were reappointed by Secretaries of Education who hail from both political parties. He then shared three hopes. First, the Governing Board's work is too important to be trusted to the political patronage system. Second, America looks more like the Governing Board in a figurative sense where mutual trust and respect are foundational, harnessing diversity to identify and advance the common good. Third, Reynolds hopes his service in the coming term will be worthy of the achievements and examples set by those who came before him.

White introduced himself as a state legislator representative and newly appointed vice chair of the Reporting and Dissemination Committee. White just completed his 15th year in the Tennessee General Assembly and was reelected to a ninth term in early November. His experiences as an elected official demonstrate to him the turnover in these positions, which presents a challenge to the Governing Board. White noted the challenge in upholding accountability and testing despite political changes.
Kelly noted the introductions captured the culture of this board. He explained that members have the ability to learn, show mutual respect, bring diverse perspectives, and be equally heard at the table. He then invited Perdue to share her opening remarks.

Perdue said she is thrilled about the reappointment of board members, whose commitment to the Board does so much to improve student outcomes. Sharing NAEP data to ignite academic progress across the country is essential to create a strong workforce.

Perdue thanked the Governing Board and National Center for Education Statistics (NCES) staff for their efforts. She praised the leadership of NCES Commissioner Peggy Carr, Governing Board Executive Director Lesley Muldoon, and NCES Associate Commissioner Dan McGrath. Both staffs focus together on the Governing Board's commitment to innovation, communication, and transparency.

Perdue encouraged the Board to consider whether the NAEP Long-Term Trend assessment still measures what it intended. The Assessment Development Committee is pioneering a new process to update assessment frameworks through more frequent changes and a more formal monitoring process, which will allow incremental changes. Smaller changes can be implemented more expediently and cost-effectively.

To close out the session, Kelly asked each Governing Board member to introduce themselves, their role on the board, and their hometown.

Executive Director's Remarks

Kelly then introduced Muldoon to share her Governing Board Executive Director remarks.

Muldoon reminded members about what transpired at the August 2024 Quarterly Board Meeting to share progress and provide context for the November meeting's discussion. Muldoon highlighted Board staff's proactive outreach and engagement with new state leaders to prepare for the release of the 2024 Nation's Report Card. In addition, since the adoption of the Strategic Vision at the August meeting, staff have developed work plans, building the backbone of a monitoring tool to track and report real time progress towards key milestones in the strategic vision.

Muldoon previewed sessions on the November agenda. The ad hoc committee on AI incorporated feedback from previous meetings to draft an initial set of policy guidelines for discussion at this meeting. Feedback from that session will refine the draft policy in anticipation of Governing Board review and action in March 2025. Muldoon reviewed the rest of the agenda items, highlighting actions and milestones.

Following this overview, Muldoon noted various transitions within the Governing Board and its work. She thanked and congratulated the newly appointed members for participating in New Member Orientation prior to the board meeting. She shared her excitement for the diverse perspectives Board members bring and encouraged active engagement of every voice in the larger group and in committee meetings.

Muldoon noted there were new members to the Governing Board's Executive Committee—Michelle Cantú-Wilson as the new Vice Chair of COSDAM and Mark White as the new Vice Chair of the Reporting and Dissemination Committee. She announced Marty West as the new Governing Board Vice Chair and explained his absence due to his participation at the National Governors Association (NGA) meeting for new governors. NGA invited the Governing Board to help new governors understand the importance of the Nation's Report Card and support their readiness for the release after they are sworn in.

Muldoon remarked that there are 30 new state chiefs and 19 new governors, adding that West being at the NGA meeting is an important part of the work. She thanked the Governing Board's state chief representatives— Angélica Infante-Green and Jhone Ebert—for discussing the upcoming NAEP release at the Council of Chief State School Officers' (CCSSO) Annual Policy Forum.

Muldoon also noted the upcoming changes in Congress and the federal government, reiterating the Governing Board's role to protect NAEP as the objective, nonpartisan gold standard of assessment to tell stories of American student achievement over time and in context. The Governing Board will work to ensure new leadership understands NAEP's value and importance. Muldoon encouraged Board members to join for another Hill visit day to build relationships with elected officials.

Muldoon noted the work completed over the previous years to improve financial reporting and communications with the Governing Board. She said it is important to have a sense of how decisions and priorities are implemented through contracts and resource allocations. She thanked the Governing Board's executive officer, Vanessa Tesoriero, for her work to modernize the Governing Board's systems, e.g., re-coding the accounting system, creating an organizational health dashboard, and collecting other data. This enhanced budget execution will better align board priorities with available resources. She closed her remarks by thanking the Governing Board staff for their work to execute the November meeting. Kelly then opened the floor for questions.

Rafal-Baer emphasized that the day to visit the Hill is important and may require more time. She challenged the Governing Board to think about how to communicate with

officials about NAEP. Members should help states understand how to use NAEP and provide examples from different states to make policy decisions. Rafal-Baer expressed concerns about fiscal responsibility and balancing the importance of NAEP with being cost effective.

Michael Pope asked with the upcoming Republican majority if the idea of changing back to odd years is viable. The assessment may be at risk of politicization if it continues to be released in federal election years. Muldoon said NGA and the Council of Chief State School Officers (CCSSO) support this shift. Solomon asked if a new resolution needs to be submitted on this matter or if they can send the same document again since Congress will be new in early January. Solomon cautioned that there will be so many new legislators across the country in 2025, there might be an opportunity to collaborate with the National Council of State Legislators (NCSL). This would help further disseminate information through their orientations. Muldoon replied that this was a good suggestion.

Kelly then called for final questions for Muldoon. Hearing none, he indicated the meeting would go on break until 11:15 a.m. The meeting went off the record at 11:03 a.m. and resumed at 11:21 a.m.

NCES Commissioner Update

Kelly introduced Carr to share the NCES Commissioner Update. First, Carr congratulated the new Governing Board members, then started her update with a discussion of the NAEP Long-Term Trend administration (age 13). By the end of November, NCES will have assessed 16,000 students in 480 schools. She noted for the first time, they have encountered 13-year-old students who are not familiar with completing bubbles on standardized test forms. She shared participation rates are on track with targets. The Long-Term Trend administration will continue with age 9 from January to February 2025 and age 17 in May 2025. NCES will host its annual Design Summit in early January. During this meeting, NCES will spend a full day determining what item blocks will look like, the sampling, all the studies required for the next assessment, and what data collections will happen and when.

Carr shared the upcoming NAEP release schedule as well. NAEP Mathematics and Reading in Grades 4 and 8 will be released in January/February; NAEP Mathematics and Reading in Grade 12 will be released in June/July; and NAEP Science in Grade 8 will be released in August/September. Embargoed briefings will be presented to the Governing Board members prior to each release.

Carr then turned to the Statistical Policy Directive (SPD) 15 from the Office of Management and Budget. This policy directive shifts the federal government's collection of race/ethnicity data from a two-part question to a single question. NCES is working on a Dear Colleague letter to its stakeholders to help clarify confusion or uncertainty related to SPD 15.

Carr said NCES was encouraged by a National Academies of Science, Engineering and Medicine (NASEM) report published in 2022 about the future of the Center. She said the report had many bold recommendations for NCES that they have embraced, including establishing a nimble, ongoing consulting body to review NCES work, methodology, and study design. This group offers insight into prioritizing NCES's 60 data collections.

Trust regulations for evidence-based policymaking were recently announced for statistical agencies and cover four major responsibilities of statistical agencies: (1) produce and disseminate relevant and timely statistical information; (2) conduct credible and accurate statistical activities; (3) carry out objective statistical activities; and (4) protect the confidentiality of respondents and ensure exclusive statistical use of their responses. These new regulations will protect NCES's budget within the Department of Education and give the federal statistical agency more autonomy and priority, e.g., clear branding, policies and procedures to ensure the quality of data collected, greater control over budget requests, and collaboration with the Institute of Education Sciences (IES) for shared resources such as information technology and human resources.

Carr spent the remainder of her time discussing recent and upcoming NCES activities. First, she presented findings from the recent release of the National Household Education Survey (NHES) related to the decline in public school enrollment and slight increase in private school enrollment. The findings from this survey also indicated a significant rise in homeschooling.

Carr discussed releases of international assessments, starting with the International Computer and Information Literacy Study (ICILS), which measures 8th graders' computer and information literacy and computational thinking. The United States ranked 17th out of 33 education systems in computer and information literacy, performing similarly to the ICILS average but below many peer countries. In computational thinking, the United States ranked 15th out of 23, again trailing behind many peer nations.

The Trends in International Math and Science Study (TIMSS) will release results about 4th and 8th graders' skills in math and science on December 4. PIAAC, which assesses adult competencies in literacy, numeracy, and problem-solving, will be released in early December as well. These assessments illuminate cross-national differences in

fundamental skills important to economic success. Carr highlighted the need for continuous evaluation of these assessments to ensure they remain relevant.

Carr then shared data from the School Pulse Panel Survey, which collects data from K-12 schools every 30 days. Just before the 2024 election, the survey asked schools about special programming related to the election, e.g., two-thirds of high schools helped students register to vote, though in the northeast, that percentage was higher (77%).

Finally, Carr explained recent analyses combining student demographics and school locations with data from other sources, such as the National Oceanic and Atmospheric Administration, to show the impact of hurricanes on schools from Florida to North Carolina.

Carr invited questions. Lane asked if the sampling is consistent in assessments that compare countries and if there is verification that the sampling is representative of the population. Carr indicated there are rules and standards for sampling, as well as response rate guidelines. There are also requirements around how translation is done to ensure participating countries are measuring the same construct.

Rafal-Baer asked for clarification on the homeschooling data, confirming the number is now double what it was prior to the pandemic. Carr confirmed that. Rafal-Baer raised concerns about the relevance of ICILS in the context of the evolving AI landscape. She questioned whether there are discussions about updating the study and if surveys include questions on digital literacy and computational thinking for 8th graders. Carr responded that other countries are teaching computational thinking, which might explain why the United States did not perform as well. ICILS will be updated in 2028 to include an AI module, and countries can influence the content of these assessments. McGrath emphasized that computer and information literacy, which involves consuming and using information via computers, is not being frequently taught in the United States. Carr added that U.S. students are more likely to learn research skills in school compared to other countries, but less so for safety and other risks. Rafal-Baer highlighted the importance of integrating AI literacy with digital literacy and learning from other countries' approaches. Carr mentioned that the IEA, which coordinates these international assessments, plans to engage states in future assessments.

Uswatte discussed the challenge of finding qualified math and science teachers in her new school district. Her district is considering using virtual teachers with classroom aides as a solution, which is becoming more common in urban areas. Carr confirmed such use of virtual teaching for full classes.

Darien Spann noted that teachers hesitate to engage in political discussions due to the current climate. He also inquired about the participation of 17-year-olds in the Long-Term Trend. Carr explained that participation is lower for 17-year-olds and 12th graders, and they have kept the testing window consistent to maintain trend integrity.

White asked for resources to support their new computer literacy course amid teacher shortages. Carr emphasized the importance of teaching digital skills in schools, as students perform better when these skills are taught formally.

Camhi highlighted the increasing demands on schools and the teacher crisis. She cautioned against interpreting data as a failure of public schools without considering the broader context. Carr acknowledged these points and mentioned ongoing efforts to gather more comprehensive data.

Pope echoed concerns about teacher efficacy in using technology, noting that many teachers have reverted to analog methods post-COVID. He stressed the need for professional development to help teachers integrate technology effectively, as students will mirror the teaching they receive. He shared that his own classroom is predominantly digital, unlike many others.

Kelly found the slide about weather fascinating and suggested examining school closures when looking at NAEP results. He shared a personal story about his nephew in Boone, NC, who missed five weeks of school due to storm-related closures. Kelly noted that chronic absenteeism data can be unclear due to how absences are recorded, but school closures provide concrete data. Linking school closures to long-term trend data could offer new insights into the impact of chronic absenteeism.

The meeting then went off the record for a closed working session at 12:15 p.m.

<u>NAEP Budget and Contracting Update (Closed Session)</u>
The Governing Board convened in closed session from 12:30–2:00 p.m. EST to receive an update from NCES on the status of the NAEP budget and contracts. The session was closed to the public due to the confidential nature of budgets and contracts, as stated under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C.

<u>Discussion of Assessment Framework Development Policy</u>

The open sessions resumed at 2:15 p.m. EST. Kelly spoke as the chair of the Assessment Development Committee (ADC) and discussed the committee's work over

the past year or two to update the framework development policy. The goal of the session was to discuss proposed updates to the policy statement, gather feedback, and make necessary revisions before a Board action in March 2025.

Kelly explained that the Governing Board's authority includes developing assessment frameworks and test specifications. These frameworks are not standards or curriculum frameworks but a guide of what will be assessed and how student knowledge and skills will be measured. The current process for updating NAEP frameworks is extensive, involving significant time, effort, and cost. The last major revisions to the policy were made in March 2022, incorporating lessons from previous updates to the math and reading frameworks; the current policy was successfully implemented with the most recent update to the NAEP Science Framework.

The current policy requires reviewing frameworks every 10 years to determine if updates are needed, but it does not clearly differentiate between minor and major updates. This can lead to frameworks becoming outdated and impacting the validity and usability of assessment data. The proposed new process aims to allow ongoing monitoring and more frequent evaluations to determine whether any changes are needed, and to allow for the possibility that minor changes could be implemented using an expedited process. This approach seeks to maintain frameworks' relevance and effectiveness.

Key aspects of the proposed revisions to the policy include:

1. **Ongoing Monitoring**: Establishing a process for regular communication with experts in each NAEP subject area to understand important developments in the field that may have short-term or long-term implications for NAEP frameworks. Ongoing monitoring would be carried out through content advisory groups for each subject area (math, science, reading/writing, history/civics) consisting of 10 content and policy experts. These groups would meet at least annually, either virtually or in person.
2. **Minor Updates**: Articulating a process for carrying out minor updates to be made without the full extensive process. Minor updates would have no or minimal impact to the construct and most assessment items. These updates would not be anticipated to impact trend lines and could be completed by the content advisory group in less than six months. An example of a minor update is catching up with changes that were already implemented, such as updating the framework to reflect the transition from bubbling to digital.

The content advisory groups would replace the current Steering Panels, providing recommendations and overseeing pre-work for updates. They also would have the capacity to carry out minor updates, with the Board retaining final approval. This new approach aims to maintain the robustness of the process while allowing for more flexibility and efficiency in making necessary updates.

Kelly then highlighted the distinction between minor, moderate, and major updates, providing examples and clarifications for each.

Minor updates are smaller changes that are not anticipated to impact trend lines and can be implemented quickly. Examples include updating references to reflect current practices, removing outdated elements, or making minor content adjustments.

The process for conducting moderate and major updates is essentially the same (except for possibly the number of meetings required) and involves convening a Development Panel and implementing many of the current processes. Moderate updates would keep a significant portion of the current framework and assessment but might require several existing items to be discontinued and/or new items to be created. Maintaining trend lines may be an explicit goal of moderate updates and the policy indicates that trend lines are a top priority especially for the reading and math frameworks due to their long-standing historical data. Major updates involve significant changes that may lead to a break in trend lines, such as when the Board agreed during the recent science framework update that it was more important to reflect substantial changes in the field than maintain trend.

Kelly clarified that the intention is not to make continuous small changes to frameworks, and that NCES needs to provide input on the expected operational impact of any changes that are under serious consideration by the Board. In addition, it will not necessarily be possible to avoid large changes by conducting a series of smaller changes. For example, a major update would be needed to the NAEP Writing Framework if the Board wants to reflect the impact of AI on the writing process because this would be a significant change to the construct of writing achievement. Kelly noted that the policy document contains high level principles, and that a procedures manual (to be developed next year) would describe implementation details.

The proposed changes aim to keep frameworks aligned with current practices, increase efficiency, and potentially reduce costs. However, there are cautions, such as the need to evaluate recommendations for frequent minor changes and the need for careful management of advisory groups to avoid overburdening Board staff and members.

Finally, Kelly described a decision tree for determining whether or not a proposed framework update can be considered “minor” under the revised policy. He explained that answers to the following questions would all need to be negative for a minor update: (1) Is there a substantive change to the construct; (2) Will the changes impact more than a small proportion of assessment items; (3) Will it take longer than about 6 months (or two Board meetings) to update the framework; and (4) Are the changes likely to be of considerable importance to stakeholders? He emphasized that the process for minor updates is not intended to circumvent the more comprehensive process unless warranted by these conditions.

Kelly noted that Board action on the revised policy is anticipated at the March 2025 Board meeting; he then invited feedback from the Board to ensure the policy reflects the entire Governing Board's views.

Lane congratulated the team on their work to define minor, moderate, and major changes in the framework update process. She raised a question about the definition of minor updates, noting that the document states there should be no direct impact on the assessment, but the examples given involved changes to items. She suggested considering the impact on the test blueprint rather than individual items to better gauge the effect on the construct. Lane also questioned the feasibility of convening content advisory groups annually. She suggested a biennial schedule might be more practical. Kelly clarified that minor updates could involve little to no change in items and agreed to ensure that the document's language reflects this. He appreciated Lane's feedback and noted that the rotation of advisory group members would be managed by the ADC.

Guillermo Solano-Flores took the opportunity to raise a related but distinct concern about the precision of item specifications, noting that item writers often interpret these specifications idiosyncratically, leading to inconsistencies. He suggested that assessment specification documents should address how guidelines are operationalized to reduce variability in item interpretation. Solano-Flores also emphasized the importance of controlling the complexity and amount of language used in test items to minimize measurement error. His research found that the amount of text in test items did not vary across grades. Solano-Flores recommended that assessment specifications include guidelines for the number of words per item to ensure consistency and reduce language complexity, which is often overlooked.

Rafal-Baer expressed concerns about the proposed framework update process, particularly what she perceived as a lack of emphasis on maintaining trend lines. She worries about the subjectiveness of categorizing updates as minor, moderate, or major, which could be manipulated to avoid engaging in the full process. Rafal-Baer also

highlighted the importance of public engagement, which might diminish with frequent updates, and questioned the necessity and practicality of the proposed policy changes given the significant time and effort required. She indicated that more information is needed on how the policy is intended to be operationalized.

Kelly clarified that maintaining trend is a priority in both the current and proposed revised policy; he read from the policy language that states, “For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances.” He also noted that minor updates should not be used to bypass the full development process. Rafal-Baer stated her concern about the subjectiveness of categorizing updates and the potential for frequent moderate updates in particular to undermine public engagement and transparency.

Reynolds congratulated the team on their work but expressed concerns about the policy language stating that frameworks should “reflect” an appropriate balance of current curricula. He argued that this could imply valuing all curricula equally, which might not be desirable, especially with certain controversial topics. He suggested that the policy should indicate that frameworks should "consider" current curricula instead of “reflect” such curricula.

Cramer suggested periodic reviews to ensure minor updates do not cumulatively affect trends and asked about the Executive Committee's role in the process. Kelly confirmed that the Board would still review and approve all updates, ensuring transparency and accountability.

Kelly then thanked the Governing Board members for their comments and feedback.

Day 1 of the National Assessment Governing Board Quarterly Meeting went off record at 3:19 p.m. EST.

The National Assessment Governing Board Quarterly Meeting convened open sessions on November 15, 2024.

Session Summaries – Day 2

<u>Annual Ethics Briefing (Closed Session)</u>
The Governing Board convened in closed session from 8:00–9:00 a.m. EST to receive the required annual ethics briefing. Marcella Goodridge-Keiller of the Department of Education’s Office of the General Counsel led the Board’s annual ethics briefing and

fielded specific questions from the Board members about any possible issues related to federal government ethics. This session was closed to anyone not on the Board, except for Lesley Muldoon, the Board's Executive Director, Elizabeth Schneider, Deputy Executive Director, and Vanessa Tesoriero, Executive Officer.

Briefing on Results of 2024 NAEP Reading and Mathematics Assessments (Closed Session)

The Governing Board convened in closed session from 9:10–10:40 a.m. EST to receive a briefing on the 2024 Nation's Report Card. Ebony Walton and Grady Wilburn of NCES briefed the Board members and staff on the unreleased results of the 2024 Nation's Report Card in reading and in mathematics for grades 4 and 8. These embargoed data are not public yet, so the session was closed to the public due to the confidential and secure nature of the unreleased data, as stated under the provisions of exemption 9(B) of §552b(c) of Title 5 U.S.C.

Discussion and ACTION: Release Plan for the 2024 Nation's Report Card: Reading and Mathematics, Grades 4 and 8

West began the open session of Day 2 of the Quarterly Board Meeting at 10:54 a.m. EST. He shared the purpose of the session is to present, review, and approve the proposed plan to release NAEP results in early 2025. He invited Rafal-Baer to present the plan as the new chair of the Reporting and Dissemination Committee.

Rafal-Baer discussed the plan for releasing the 2024 NAEP results, emphasizing a shift from a single-day event to a more extended-release period. The Reporting and Dissemination Committee, along with the Board's communications team and NCES, developed the plan, which was unanimously approved in committee with a minor change to the second central message presented in the Board materials. She noted the change to that message as "the assessment results highlight states and districts for lessons learned," eliminating the suggestion of causality in the original version.

The plan includes pre-release activities such as drafting and disseminating briefs on using NAEP, meeting with stakeholders, developing op-eds and blog posts, sending state and district communication directors to NAEP data workshops, and providing media training to current Board members and alums to ensure they know key talking points. Rafal-Baer noted that much of this work is already underway.

On release day, otherwise known as NAEP Day, Carr may be featured on morning shows and will participate in a town hall focused on the NAEP data and statistics. The Board will facilitate the creation of a bipartisan panel discussion on policy implications with governors or state chiefs that will be hosted by an organization advocating for

states in education. Rafal-Baer said it is important the Governing Board think about how people are telling their stories within their own context using NAEP data, and ensure they know how to use these data and help their stakeholders understand the findings.

Rafal-Baer indicated planned post-release activities reflect a shift in how the committee approaches the release. This strategy allows for continued engagement with different types of audiences and organizations, each with different stories to tell. For example, talking with stakeholders about rural districts or with multilingual students and students with disabilities. Rafal-Baer emphasized podcasts in the dissemination strategy, so that podcast hosts know the top-line messaging from the data. The Board should aim for more widespread dissemination.

West praised the broader scope and modern approach of the new NAEP release plan, which adapts to current media trends. He then requested feedback and questions from the Governing Board members. Cantú-Wilson asked if media guides and talking points would be provided, and Rafal-Baer confirmed they would be included in the training.

Scott Marion supported the approach and emphasized the importance of engaging education chiefs early. Solano-Flores suggested addressing public misconceptions about NAEP, and Carr confirmed they have resources to tackle these issues.

Ebert mentioned ongoing efforts to share information with new education chiefs in-person at CCSSO and through online sessions using support materials provided by the Governing Board. Lisa Ashe recommended engaging content-specific national organizations, and Cantú-Wilson highlighted the importance of considering workforce implications. Solomon suggested creating materials for Spanish-language reporters and ensuring data are accessible in multiple languages. Rafal-Baer confirmed this as a priority.

West then requested a motion to approve the release plan. Cramer moved to approve the release plan and Ashe seconded the motion, which passed unanimously.

The meeting went off the record at 11:15 a.m. and resumed at 11:45 a.m.

Committee Reports

West reconvened the meeting and recognized Tessa Regis, the Governing Board's management, and program analyst, for 25 years of service to the U.S. Department of Education. In recognition of this milestone, West and other colleagues honored her contributions with a standing ovation and a small token of appreciation. Regis's

contributions have left an indelible mark on the board, and she is celebrated for her unwavering commitment and service.

West then turned to committee reports.

Lane presented on behalf of the Executive Committee, which discussed two topics in their closed session—the agenda for the March Quarterly Board Meeting and the implementation of the strategic vision. Topics for the March meeting include action on the assessment development framework policy and ethical use of AI policy, as well as discussion on the long-term trend assessment. Other possible topics include international assessment results and how these programs are currently using AI, the potential assessment schedule implications of the new NAEP contracts, and engagement with CCSSO and TUDA taskforces about the changing context of education in their areas.

Muldoon also provided an update on the staff's efforts to support committees in implementing the board's new strategic vision. She highlighted a set of priorities that the executive committee will lead, including building demand for participation in voluntary assessments and state participation in 12th grade reading and math assessments. These assessments are typically administered at the national level every four years but are scheduled for state-level administration in 2028–2029. They also discussed the need to build demand for state-level participation in civics, U.S. history, and science assessments, which are scheduled for 8th grade in 2030–2031. Lastly, they discussed a proof of concept for a NAEP profile of a graduate using existing NAEP data, such as results from the high school transcript survey. They considered how this NAEP profile could complement state-level profiles, as many states are developing their own profiles of high school graduates. Lane invited feedback and mentioned that a survey would be available after the meeting for additional input.

Cunningham reported on the recent ADC meeting, which included a closed session presentation from Bill Ward of NCES on secure items from the NAEP U.S. history and civics assessments. This was to help members understand the current assessments, particularly since the 8th-grade assessments transitioned to a digital platform in 2018, while the 4th and 12th-grade assessments have not been updated from paper yet. Kelly also provided the committee with an update on the social studies content advisory group, which is a proof-of-concept group established to provide feedback on the NAEP U.S. history and civics frameworks.

The group has had initial meetings, with more substantive meetings planned for December and January. The committee also discussed feedback from the plenary

session on the proposed framework policy update, including potentially changing the requirement for content advisory groups to convene “no less frequently than every two years” instead of annually. Staff will follow up with Board members to better understand and address specific concerns. Sharyn Rosenberg noted that the March 2025 full board agenda would include a session on considerations related to the NAEP Long-Term Trend assessment, particularly the challenge of creating new items without clear documentation of what the current assessment measures.

Lane briefly discussed the COSDAM committee meeting. They covered a bridge study on comparability between Chromebooks and Surface Pro devices presented by NCES and ETS. They also heard a presentation on a dress rehearsal study for automated scoring in reading. They discussed the achievement level validity report that will be finalized by the end of the year and the interpretive guide being developed in the Reporting and Dissemination Committee.

Reginald McGregor reported on the Nominations Committee, welcoming new members Ashe and Kelly. The committee is in its peak season, with 70 applications for three board seats. They will review applications and present finalists in March. The committee also will coordinate with the National Governors Association for the two additional, gubernatorial seats.

Rafal-Baer provided an update on the Reporting and Dissemination Committee focusing on transparency in partnerships, activities related to multilingual learners and special populations, and collaboration with the AI subcommittee. They discussed updates to the NAEP release plan which surfaced Thursday and the new SES index, as well as potential new briefs to support NAEP releases.

Working Lunch: Discussion of AI and NAEP Ethical Use Policy

West introduced Reynolds as the chair of the ad hoc committee on AI to lead the next session. The purpose was to gather feedback on the draft policy for responsible and ethical use of AI within the NAEP program. Reynolds began by expressing gratitude to the committee members, Vice Chair Lane, and the NAGB staff for their hard work and dedication to this committee.

Reynolds noted the session was a working session with no board action required. The purpose was to invite board member input to move towards adopting a policy guidance document regarding harnessing of AI in ethical and responsible ways that preserve and promote NAEP as the gold standard in large-scale assessments.

He provided an overview of the Board's engagement on AI, noting concerns raised by Board members in early 2023 regarding the need to attend to AI and its potential impacts on NAEP. To address these concerns, the Board held its first learning session with presentations from Kristen Dicerbo of Khan Academy, Emmanual Sikhali from NCES, Susan Lottridge from Cambium Assessment, and Matthias von Davier from TIMSS and PIRLS in August 2023. Each Board meeting since that time has included an AI session, and in May 2024 the Board's Ad Hoc Committee on AI was established. Initially, the committee was thought to be timeline-limited and expected to complete its work within a year. However, it now appears that the committee's existence will be more open-ended and ad hoc, extending beyond the initial 12-month period.

The committee's deliverables include developing and finalizing a high-level policy guidance document for AI use for NAEP. While the Board has not developed a list of current and potential use-cases of AI yet, Reynolds said this guidance can help consider policy for using AI tools while minimizing or eliminating unwanted side effects. After receiving input, the committee will revise the document and present it to the board in March for action. Ongoing monitoring and evaluation of AI applications in the NAEP program will be necessary.

Reynolds said the committee intends to formalize relationships with external AI experts, securing expertise cautiously and deliberately. They aim to identify experts who understand the technical nature of AI and appreciate the NAEP context, ensuring technology is harnessed appropriately and effectively while minimizing risks. He said the Governing Board is the appropriate body to adopt a responsible use of AI policy and monitor its application in the NAEP context. The aim is to strengthen quality, utility, and efficiency while protecting privacy and safeguarding against bias.

Reynolds explained how the committee reached this point through a robust review of departmental guidance, consultations with experts, and participation in conferences and webinars. Staff, led by Rebecca Dvorak, drafted a document which was revised based on input from key NCES staff, as well as Alina von Davier and Rebecca Findley, both of whom previously shared their expertise at Quarterly Board Meetings. The revised working document is included in the board packet and will be reviewed by the committee before board action in March.

Reynolds next summarized four key discussion questions to gather input from the Board. The Ad Hoc Committee on AI discussed these questions at an earlier meeting, and a streamlined version was shared with the board.

West inquired about the first two considerations included in the draft policy, the second seems to be about building capacity in relation to the first consideration, which is focused on the AI use purpose. He noted building capacity is a more general goal aimed to make decisions about specific use cases. Reynolds confirmed that West was interpreting the distinctions correctly.

Marion added that the Board should not consider AI efforts to be "one and done." Rather, they should attempt to stay ahead of the curve to the extent they can, or at least not get crushed by it.

Lane recognized the need to proceed slowly because of the importance of NAEP, but research should be encouraged. She mentioned that innovative ideas might take longer to implement.

Reynolds explained that the committee's deliberations have been a balancing act. They feel a sense of urgency but also appreciate the advantages of not being early adopters of AI technologies. They want to move forward expeditiously without making mistakes that would endanger NAEP's status. He noted that it is impossible to create an exhaustive body of declarative statements, but the committee would like to encourage research and development to identify specific AI use cases for NAEP.

Cantú-Wilson expressed excitement about the definition and clarity around generative AI included in the materials and noted the potential for generative AI to generate new content from existing and historical data. She emphasized the importance of data storytelling and how generative AI may help present data in a more inclusive way.

Cramer asked about the prioritization of operationally using AI. He noted potential internal uses, including for nominations to target people who would be great nominees for serving on the Governing Board. Externally, he saw potential use for contractor oversight, requiring contractors to adhere to the policies when using AI. Reynolds stated that the next steps involve mapping out potential AI use-cases, and how various applications of AI fall within the purview of their standing committees, including nominations.

Cramer emphasized that the policy needs to be comprehensive enough to apply internally and to contractors. Reynolds agreed, stating that the policy should be encompassing enough for both cases. He stressed the importance of ensuring that instruments used for NAEP are free of bias to the extent they can determine.

Reynolds then moved to the second discussion question, asking if Board members agreed with the level of detail provided. West directed a question to NCES, asking about their conversations with potential contractors over the next five years and the opportunities to incorporate AI in ways it has not been used before. He wondered if the principles laid out would be helpful in making specific, granular decisions. Carr responded that NCES has been involved throughout the process and their input has been taken into consideration. She confirmed that they were comfortable but acknowledged that it is a fluid process with room for improvement.

Marion discussed the level of generality and specificity, noting that since AI is evolving so fast, they need to consider the need for ongoing updates to the policy. He suggested starting with a general approach and revisiting it in a year.

Lane noted that the ideas echo what others are doing in assessment, including those who have presented to the Governing Board. She emphasized that the field is evolving and changing, which may require frequent reviews and/or revisions.

Reynolds reminded everyone that enforcement authority rests with the U.S. Department of Education, which has a Chief AI Officer to guide appropriate use within the department. The Governing Board cannot create policies that do not adhere to department guidelines. They need to fashion policies within those constraints while tweaking and honing them to help perform their stewardship of NAEP more effectively.

Gonzales suggested strengthening the statement on bias sensitivity and fairness. She highlighted the importance of understanding human biases and the biases within generative AI. She emphasized the need for representation from diverse groups and mentioned concerns about potential to misrepresent indigenous students. She asked if the statement on bias sensitivity could be stronger, specifically stating that NAEP will not use generative AI that perpetuates racial biases.

Reynolds agreed with strengthening the statement on bias. Solano-Flores elaborated on Gonzales's point, emphasizing the importance of representation not only of diverse individuals but also in the input fed into AI. He questioned whether these principles would be reflected in the call for proposals for contractors, ensuring that vendors know what they have to do, and align their proposals with the framework.

Carr supported keeping the messaging at the highest level of principle to allow for change. She noted that there is a contracting officer who examines Department of Education contracts, and that the Board should not assume that this policy will be part

of a contract. She emphasized keeping it at a high level so contractors can adhere to the principles.

Reynolds noted that the committee and NCES worked together in an exemplary manner. He mentioned that NCES is already moving forward in AI research and development preparing for practical applications of AI. He highlighted the importance of policy that addresses these uses effectively.

West expressed uncertainty about the scope of technologies addressed, noting that sometimes they discussed generative AI and sometimes general AI. He mentioned automated scoring is not generative AI but is important and suggested making sure the document clearly distinguishes between terms.

Dvorak agreed and noted that the current version includes both generative AI and traditional uses with significant impact, such as automated scoring. She concurred the need for clear definitions.

To consider specific AI use-cases, Reynolds discussed the development of a bot to respond to user questions and requests for information from the NAEP Data Explorer tool, noting the high risk of creating new information. Cramer emphasized the need to differentiate the audience for these applications. Reynolds agreed that this still needs to be mapped out and mentioned the importance of tackling monitoring and evaluation.

White requested that they incorporate AI information into every Board meeting. West agreed and suggested incorporating it into standing updates.

Muldoon noted that as the committee digs into the next steps, things will become clearer about the best opportunities for incorporating AI. She mentioned that as the Governing Board and staff become more adept, the thinking will be implemented into the committee's standing work. She highlighted the potential impact of AI on classrooms and the content students need to learn, suggesting that it may eventually impact framework updates.

Cramer warned about AI operating on information outside of the NAEP program's control, emphasizing the importance of linking and interoperability of datasets to help prevent misinformation. Reynolds underscored the need for human accountability at every stage. West acknowledged Cramer's point, and emphasized the importance of monitoring how NAEP is being interpreted by other users and attending to any problems that arise. He suggested using AI proactively to manage how others are using the information put out by NAEP.

Cunningham added that they should focus on harvesting the digital realm and correcting errors as they occur to ensure the digital record is accurate. Reynolds mentioned that Rafal-Baer provided an additional recommendation to consider emergency protocols for AI failures. He stressed the importance of having procedures and policies in place in the event of an error.

Carr noted the need to think about a framework for AI work. She mentioned some of the discussion seems to fit the definition of framework, though she was uncertain if this was a plan. She expressed an AI framework could highlight the different audiences and ways AI could be used internally and externally, including validation and liability. Reynolds acknowledged the difficulty in anticipating what tomorrow will bring and keeping up with the pace of change in the field. He noted that this imposes a real challenge if the Board were to decide to pursue a framework.

McGregor discussed industry applications of AI, questioning what AI governance exists to guide government employees and board members in using AI. He asked about using AI to assist with repetitive tasks, to make the workforce more effective, and to help select candidates for future Board members. Reynolds stated that these considerations are captured in the draft guidelines. He suggested proceeding with low-risk cases and only moving to high-risk cases when they are sure they can avoid compromising intellectual property.

Perdue concluded the session by commending the committee for their work. She noted that the committee had come further than she thought they would and expressed gratitude for their leadership in this topic area.

Member Discussion

West then transitioned to the open member discussion. Perdue thanked West and Kelly for their support in facilitating the meeting and acknowledged the committees and staff members' hard work.

Uswatte requested updates on new findings from the 4th and 8th-grade assessments at the next meeting and asked if stakeholders had been identified to provide feedback on the new release strategy. West confirmed ongoing analysis indicated they would find a way to ensure the analysis is disseminated to Governing Board members and discussed in future meetings. West said, based on his understanding, the release plan was developed in conversation with stakeholder groups. He is confident what was put before Governing Board members was a good faith effort on what will be most useful to

stakeholders. He stated the need to observe how this release goes and reflect upon what they learn to apply to future releases.

Muldoon reminded members to complete the meeting survey using a QR code provided.

Marion endorsed Uswatte's comments, suggesting regular updates on research findings and input into key policy questions from the Governing Board's meetings with various constituents. He also stated the need to learn about the ways NAEP is being used by various audiences.

Day 2 of the National Assessment Governing Board Quarterly Meeting went off record at 1:20 p.m. EST.

I certify the accuracy of these minutes.

Beverly E. Perdue

March 2, 2025

National Assessment Governing Board

Assessment Development Committee

Report of November 14, 2024

CLOSED SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Shari Camhi, Reginald McGregor, Jared Solomon, Dil Uswatte.

Assessment Development Committee Members Absent: Nardi Routten.

National Assessment Governing Board Staff: Sharyn Rosenberg, Josh Warzecha.

National Center for Education Statistics (NCES): Bill Ward.

Other attendees:

American Institutes for Research (AIR): Christina Davis; Educational Testing Service (ETS): Debby Almonte, Terran Brown, Andy Weiss; Manhattan Strategy Group (MSG): Ying Zhang; Westat: Lisa Rodriguez.

The Assessment Development Committee met in closed session on Thursday, November 14, from 3:30 – 4:20 pm (EST). This session was closed because it contained secure NAEP items that have not been released to the public. Chair Patrick Kelly called the meeting to order at 3:30 pm EST and welcomed new member Jared Solomon to ADC.

Overview of Current NAEP U.S. History and Civics Frameworks and Assessments

Kelly provided a brief overview of the current NAEP U.S. History and Civics Assessment Frameworks, noting that they were created in the mid to late 1990s. Minor updates, such as adding information about the events of September 11, 2001, were made to the U.S. History Framework in 2003 for the 2006 administration. The frameworks include all three NAEP grades, but only the grade 8 assessments have been administered after 2010; the assessments for grades 4 and 12 therefore have not yet been transitioned to the digital platform. The NAEP Assessment Schedule for 2030 includes U.S. History and Civics for grades 8 and 12 at the national level and grade 8 at the state level.

Bill Ward of NCES presented secure items from each assessment, spanning the range of components and item types from each framework. ADC members asked questions to better understand important features of the items.

OPEN SESSION

Assessment Development Committee (ADC) Members: Patrick Kelly (Chair), Christine Cunningham (Vice Chair), Lisa Ashe, Shari Camhi, Reginald McGregor, Jared Solomon, Dil Uswatte.

Assessment Development Committee Members Absent: Nardi Routten.

National Assessment Governing Board Staff: Sharyn Rosenberg, Josh Warzecha.

National Center for Education Statistics (NCES): Bill Ward.

Other attendees:

American Institutes for Research (AIR): Christina Davis; Educational Testing Service (ETS): Debby Almonte, Terran Brown, Andy Weiss; Manhattan Strategy Group (MSG): Ying Zhang; Westat: Lisa Rodriguez.

Initial Discussions of the Social Studies Content Advisory Group

The Assessment Development Committee met in open session on Thursday, November 14, from 4:20 – 5:15 pm (EST) to discuss some initial work of the Social Studies Content Advisory Group and other updates.

Kelly reminded ADC members that the Social Studies Content Advisory Group is intended to serve two purposes: (1) to pilot the concept of content advisory groups generally, in a limited way; and (2) to help synthesize the "pre-work" stage of the framework development process for the next planned updates to the 2030 NAEP U.S. History and Civics Assessment Frameworks, that is, the beginning phase of the work that precedes Board adoption of an official charge to framework panels.

Kelly reviewed the group members (on whom background information was also included in the advance materials) and noted that the first phase of the work was launched in late spring and concludes in January. This phase includes the following activities: (1) orientation to NAEP and the Board; (2) four half-day virtual meetings, held between August 2024 – January 2025; (3) periodic calls with Governing Board staff; (4) reading background materials; and (5) suggesting materials that should be considered and/or commissioned to inform potential framework updates.

Kelly noted that the goal of the first phase of this work is to inform a potential Board charge to framework panels for U.S. History and Civics. The Board charge typically includes a list of major issues and tensions for panels to grapple with and provides specific direction and/or constraints. The Board charge can be used to inform panelist

recruitment efforts to ensure diverse perspectives on the most important issues and tensions, and to determine the scope of the panel's work.

Kelly explained that the discussions thus far have included the following potential issues for consideration in a Board charge: (1) indicating the principles that should guide both frameworks; (2) conducting the work in a way that is non-partisan and focused on compromise and consensus; (3) balancing what is commonly taught with what is important for students to know; (4) updating terminology to be current and reflect consensus within the disciplines; (5) integrating content knowledge with skills/dispositions; (6) indicating the extent to which updates should be an exercise in "weeding and seeding"; (7) striking the right balance on the level of detail to include in the frameworks; (8) being more inclusive of American Indians and Tribal Nations; (9) more fully reflecting the diversity of the nation and the growth of the nation while keeping the overall volume of content manageable; (10) acknowledging the importance of information literacy; and (11) recognizing essential constraints of the work.

Kelly closed by noting that a detailed timeline for launching and conducting potential updates to these frameworks is still being worked out and may be impacted by several factors that are currently unknown: (1) the contractual timeline to continue work of the Social Studies Content Advisory Group beyond the end of phase 1 in January 2025; (2) the status of the Congressional waiver request to shift the NAEP Assessment Schedule by one year (i.e., whether the NAEP U.S. History and Civics assessments remain in 2030 or move to 2031); and (3) status of the NAEP budget and potential implications for administration of assessments in 2030 and beyond.

ADC members asked questions about the information presented, including the extent to which Civics and U.S. History are taught by grades 4 and 8; the Committee acknowledged that there is a lot of variation in whether and how certain content is covered in states and classrooms across the country (more so than in the other NAEP subjects). The Committee emphasized the importance of these subjects and the general interest in better understanding what students know and can do.

Updates and Open Discussion

Vice Chair Christine Cunningham led discussion of the final agenda item, beginning with a debrief from the plenary session that afternoon on proposed changes to the Assessment Framework Development Policy.

ADC members discussed the question that was raised about whether it was realistic to expect each content advisory group to meet yearly. Sharyn Rosenberg noted that preparing for a yearly "check in" should not generate a significant amount of work; the most time-consuming aspect of this work comes about once the Board has determined that a framework update is needed and begins the "pre-work" to that process. In addition, members clarified that the intended purpose of convening a content advisory group is to take stock of major or emerging developments in the field. Although information provided by content advisory groups may lead the Board to determine that a

framework update is needed, that is one potential next step rather than the primary focus of the meeting. Committee members did note that there may be certain times when it is less crucial for the content advisory group to meet (such as during the year immediately following a moderate/major framework update). One potential solution to allow more flexibility would be to indicate that content advisory groups should meet "no less often than every two years" rather than "at least once per year."

Committee members found the decision tree (for determining whether or not a framework update is minor) in the plenary presentation to be very helpful; this information could be incorporated into a procedures manual. They also noted that if the outcomes from multiple content advisory groups suggested that changes were needed to frameworks in the same year, the Board would need to prioritize which updates are most important if it is not feasible to change multiple frameworks at the same time. However, it is anticipated that most of the content advisory group meetings will result in no immediate changes to frameworks.

Finally, Cunningham asked Rosenberg to share a brief update about NAEP Long-Term Trend. Rosenberg noted that in response to the ADC discussion in August, a plenary session was being planned for the March Board meeting on the future of the NAEP Long-Term Trend Assessment. Board staff still plan to convene an ad hoc expert panel to discuss the feasibility of documenting what content is being assessed, but at the current time there is no contract in place to support this work.

The meeting adjourned at 5:15 pm EST.

I certify the accuracy of these minutes.

Patrick Kelly, Chair

December 16, 2024
Date

National Assessment Governing Board

Committee on Standards, Design and Methodology

Report of November 14, 2024

CLOSED SESSION

Committee on Standards, Design and Methodology (COSDAM) Members: Suzanne Lane (Chair), Michelle Cantu-Willson (Vice Chair), Jhone Ebert, Daniel Gonzalez, Michael Pope, Guillermo Solano-Flores.

National Assessment Governing Board Staff: Elizabeth Schneider (Deputy Director).

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Dan McGrath (Associate Commissioner), Maggie Beiting Parrish, Enis Dogan, Eunice Greer, Emmanuel Sikali,

Other attendees:

ETS: Amy Dresher, Helena Jia, Daniel McCaffrey; Management Strategies: Brandon Dart; Pearson: Scott Becker, Llana Williams, Ed Wolfe; Westat: Lauren Byrne, Tom Krenzke.

The Committee on Standards, Design and Methodology (COSDAM) met in closed session on Thursday, November 14, 2024. Chair Suzanne Lane (Chair) called the meeting to order at 3:30 pm EDT.

These were closed sessions because they included findings and presentations of items that have not been released to the public. Public disclosure of this confidential information would significantly impede implementation of the NAEP assessment program if conducted in open session. Such matters are protected by exemption 9(B) of the Government in the Sunshine Act, 5 U.S.C. § 552b.

To begin the meeting, Lane welcomed Michelle Cantu-Wilson as COSDAM's new Vice Chair, and Danielle Gonzalez as a new member of the committee.

Lane offered updates on key ongoing COSDAM activities. First, she noted that the NAEP Achievement Levels Validity Argument was in its final development stages and should be ready by the end of the year. This report is intended to synthesize existing validity evidence for the achievement levels and note appropriate and inappropriate uses and interpretations of them. Next, she reported that the Board's Reporting and Dissemination (R&D) Committee has been drafting an interpretive guide to address the goals R&D and COSDAM share regarding improved communications around NAEP Achievement Levels and statistical significance. The guide is intended to be ready in time for the release of 2024 NAEP Reading and Math data in early 2025.

Lane then introduced the two topics to be covered in the meeting. First, Enis Dogan of NCES and Helena Jia of ETS will present on a bridge study to examine the comparability between administering NAEP on a Chromebook and on a Surface Pro. She noted this session held two purposes as COSDAM members had expressed interest in learning more about bridge studies generally, and they would like to keep updated on progress as NCES transitions from Surface Pros to Chromebooks, with the ultimate plan for a device agnostic NAEP administration. Bridge studies are important for ensuring trend can be maintained as technology and/or methodologies change. Second, Eunice Greer of NCES and Edward Wolfe of Pearson will present findings from a recently conducted automated scoring dress rehearsal for constructed response items.

Lane introduced Dohan and Jia to present the first topic.

Chromebook Bridge Study Findings

Dogan began by offering background on the recently completed bridge study. Since moving towards digital administration, NAEP has been administered on NAEP-provided Surface Pros; Dogan noted that these devices are becoming outdated, and the program is looking to switch to Chromebooks to save money and to use devices with which students are more familiar.

Dogan then walked through the general purpose for conducting a bridge study. These studies examine comparability between two different modes of assessment administration, determine the impacts of planned changes on trend. and suggest possibilities for maintaining trend depending on comparability of results. Dogan described two potential ways to link data between administrations depending on bridge study findings – common item linking and common population linking. Preferably, common item linking is used to tie scores from one administration mode to another when findings are such that there is no meaningful difference between two administration modes. This method takes advantage of a set of common items used across administrations. If there are meaningful differences, the design is built to allow for common population linking. That is, the populations taking the assessment on each mode are overall equal, and therefore the assessments can be set to the same score scale.

Following this overview, Jia walked through findings for the bridge study, presenting statistics to illustrate the comparability between modes of administration. These findings are currently embargoed.

Upon opening the session for discussion, Michale Pope inquired about impacts of screen size and scrolling differences across devices. Jia indicated screen size and scrolling have both been considered, with attention to ensure similar assessment experiences across devices. Guillermo Solano-Flores asked whether data were collected to gather student preferences regarding device types. Jia noted data to

examine how students interact with the devices, to determine preferences between track pads and styluses, for example.

Automated Scoring – Dress Rehearsal Results

Next, Greer and Wolfe described an automated scoring dress rehearsal conducted to compare automated scoring of constructed response items for NAEP Reading at grades 4 and 8 to hand scoring. Greer began with a brief background of efforts leading up to this study, noting NCES has been investigating automated scoring for constructed response item types for more than 10 years.

Wolfe next presented on the study methodology and findings. He walked through the percentage of items eligible for automated scoring, and described how the automated model was trained. Wolfe next discussed different statistics examined to explore how automated scoring compared to hand scoring results – quadratic weighted kappa (QWK) and standard mean difference (SMD). Each of these offer a measure of the size of score differences, with established thresholds to identify potential issues. Wolfe then walked through the study findings, focused on QWK and SMD overall and for select subgroups. These findings were embargoed and not yet available to the public.

Solano-Flores asked about the number of student responses needed to train an AI model for automated scoring. Wolfe noted 3,000 to 4,000 responses are ideal. Lane inquired about whether stratified sampling was used to ensure a representative sample of students included in the training set. Wolfe noted simple random sampling was used to ensure demographic representation, and stratification used to ensure sufficient responses at each score point.

One of the appeals of automated scoring is the potential for time and cost savings. Peggy Carr (Commissioner of NCES) asked about the reduction in time Pearson anticipated based on these findings. Scott Becker of Pearson noted that one prompt can take between four hours for a simple prompt, to a week to hand score, so this could be a substantial time savings. Wolfe added that automated scoring has the potential to score 78 prompts in one day – though time would be needed to incorporate humans into the loop. He noted 70% of the NAEP items could potentially be scored in one day.

To address the fact that not all items qualified for automated scoring in this study, Lane cautioned against making changes to restrict item types to fit within what can be automatically scored. Though others agreed that NAEP should not restrict item types for the purpose of automated scoring, Wolfe noted that the items that are most difficult for automated scoring are generally those that are also most difficult for humans to score. Solano-Flores expressed that though automated scoring has its benefits, there will always be the need to include human scorers to some degree.

Dogan asked about how models have changed in the past five years. Wolfe expressed that transformer models have been incorporated since that time, and the models are

constantly changing as technology advances. He expected this will continue to be the case.

Elizabeth Schneider (Deputy Director) inquired about status of automated scoring in state assessment. Llana Williams of Pearson expressed that 80% of the states Pearson works with use automated scoring – states typically start out using automated scoring as a second scorer with hand scoring taking the lead. They eventually move towards automation for the first scorer as confidence in the models are established.

Lane thanked the presenters of both sessions. She concluded the meeting at 5:30 pm EDT.

_____

Suzanne Lane, Chair

02/06/2025
Date

National Assessment Governing Board

Executive Committee Meeting

Report of October 30, 2024

OPEN SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Anna King, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Daniel McGrath (Associate Commissioner for Assessment).

Other attendees: digiLEARN: Myra Best.

Welcome and Remarks, Overview of the November Quarterly Board Meeting Agenda

The Executive Committee met virtually (via Zoom) from 2:00 – 4:00 pm EDT. The session was called to order by Governor Beverly Perdue, Chair, at 2:03 pm. Perdue welcomed members to the meeting. Executive Director Lesley Muldoon reviewed the agenda for the November 14-15 Board meeting. She noted that all Board members would be asked to introduce themselves to the new Board members during the opening session since they would not have had a time to meet previously.

Executive Director Update

Muldoon reported on the status of FY25 appropriations for the Governing Board and the National Assessment of Educational Progress (NAEP), noting that the only thing that has changed since the last Board meeting is that Congress passed a Continuing Resolution through December 20. Until that time, the program is operating at FY24 levels with uncertainty about when the FY25 budget will be finalized. She noted preparation for FY26, specifically that a budget request had been submitted over the summer and that the Board is coordinating with NCES on the NAEP request. She

thanked Vanessa Tesoriero for help with making the case for the program and noted that in a new administration, we would likely need to submit a new budget request.

She reminded members of the new Finance Advisory Committee formed this summer for Board members to provide more input and oversight on the Governing Board budget. She reviewed the committee's membership and indicated that she could not discussion details of the most recent meeting since it included confidential contract and budget information. At a high level, she said they talked about the closeout of FY24, the strategy for carryover of funds into FY25, the FY25 spending plan including two contract recompetes and a new contract for frameworks. She noted that a new organizational health dashboard is under development to support long-range budgeting and contracting and to provide real-time information on these fronts. She described workforce planning priorities for the coming year, specifically that a second round is underway for hiring of an Education Policy Analyst, with hopes of bringing someone on in November or December. She also noted plans to hire an IT specialist, indicating that the Board has contract dollars to meet numerous cybersecurity requirements and that hiring a staff member rather than contracting this work out would save money and bring in-house additional technical expertise to support a range of IT demands.

She reminded Board members that Congress has still not acted on the request to return the administration of main NAEP to odd years by moving the 2026 assessments to 2027. She reported that the likely vehicle for this legislative fix is an appropriations bill and that based on what unfolds with the budget this calendar year, Board staff will work with congressional leaders on a strategy. She noted that if the shift is not made by spring of 2025, it will be too late to move the 2026 assessments to 2027. Tyler asked if NCES was onboard with move to 2027. It was noted that they are.

She previewed a topic on the agenda for the March meeting, discussion of the Long-Term Trend (LTT) assessment. She indicated that at its last meeting the Assessment Development Committee (ADC) talked briefly about the need for content documentation to assist NCES with future item development, noting that LTT predates the Board and has no content framework. She noted that the Board Chair and Vice Chair believe further discussion is needed on this topic and Vice Chair Marty West indicated that he looked forward to a longer, better discussion of this issue. Tyler Cramer expressed interest in whether there was a possibility of linking LTT with main NAEP. Dan McGrath noted it was unclear if that would be possible.

McGrath also noted that LTT is mandated by Congress and indicated the importance of determining what is feasible around content documentation and what it would cost to ensure that the assessment can continue to be administered.

Assessment Development Committee (ADC) Update

Perdue called on ADC Chair Patrick Kelly for an update on the committee's work. She noted what an enormous task it is to reimagine the framework development process and thanked him for his leadership. Kelly noted that the full Board will in November

discuss the proposed updates to the Assessment Framework Development policy. He noted that ADC has been discussing for the past couple of years how to monitor developments in a field on a more ongoing basis, as well as how to allow for the possibility of making minor changes to frameworks when warranted. He noted that the proposed policy update presents their recommendations on this front and incorporates some of the changes piloted successfully in the recent update of the science framework.

He also noted one of the major changes to the framework policy as being the use of Content Advisory Groups, standing groups in each NAEP subject area that would provide advice to the Board on what is happening in a field and on potential implications for NAEP frameworks. To pilot the concept of Content Advisory Groups, he noted that a broad group of 10 experts had been convened for initial virtual discussion of the NAEP U.S. History and Civics Frameworks, which are slated for update in 2030 or 2031. He indicated that the meetings had been very productive as both pre-work for updated frameworks as well as a proof of concept for Content Advisory Groups more generally.

CLOSED SESSION

Executive Committee Members: Beverly Perdue (Chair), Alice Peisch (Vice Chair), Tyler Cramer, Christine Cunningham, Patrick Kelly, Julia Rafal-Baer, Marty West.

National Assessment Governing Board Members: Lisa Ashe, Michelle Cantu-Wilson, Viola Garcia, Anna King, Scott Marion, Michael Pope, Ron Reynolds, Nardi Routten, Matthew Soldner, Mark White.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Donnetta Kennedy, Laura LoGerfo, Tessa Regis, Sharyn Rosenberg, Angela Scott, Vanessa Tesoriero, Josh Warzecha.

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Daniel McGrath (Associate Commissioner for Assessments).

Other attendees: digiLEARN: Myra Best.

NAEP Budget and Contracting Update

The Executive Committee met in closed session on May 4, 2023, from 2:50 p.m. to 4:00 p.m. Governor Beverly Perdue, Chair, presided over the meeting. She invited Peggy Carr, NCES Commissioner, and Dan McGrath, Associate Commissioner for Assessments, to provide updates on the contracting process underway for NAEP assessments to be administered between 2024 and 2029 and on the NAEP program budget.

These discussions were conducted in closed session because the disclosure of cost data would significantly impede implementation of contract awards. Therefore, this discussion is protected by exemption 9(B) of section 552b(C) of Title 5 U.S.C.

At 4:00 pm EDT, Chair Perdue adjourned the meeting.

I certify the accuracy of these minutes.

Beverly E. Perdue

_____ 2/8/2025

Beverly Perdue, Chair Date

National Assessment Governing Board

Executive Committee Meeting

Report of November 14, 2024

OPEN SESSION

Executive Committee Members: Michelle Cantú Wilson, Tyler Cramer, Christine Cunningham, Patrick Kelly, Suzanne Lane, Reginald McGregor, Julia Rafal-Baer, Mark White.

National Assessment Governing Board Members: Lisa Ashe, Shari Camhi, Angélica Infante-Green, Anna King, Ron Reynolds.

National Assessment Governing Board Staff: Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Becky Dvorak, Stephaan Harris, Laura LoGerfo, Sharyn Rosenberg, Josh Warzecha, Tony White.

National Center for Education Statistics (NCES): Peggy Carr (Commissioner), Daniel McGrath (Associate Commissioner for Assessments).

Other attendees: Manhattan Strategy Group: David Hoff; Westat: Lauren Byrne, Marcie Hickman, Tom Krenzke.

Welcome and Remarks

The Executive Committee met from 8:30-9:30 am EDT in Washington, D.C. In the absence of Governor Beverly Perdue (Chair), Suzanne Lane, Chair of the Committee on Standards, Design and Methodology, presided. Lane called the meeting to order at 8:32 am and welcomed members on behalf of Chair Perdue. She welcomed two new members to the Executive Committee, Michelle Cantú Wilson, Vice Chair of the Committee on Standards, Design and Methodology, and Mark White, Vice Chair of the Reporting and Dissemination Committee. She thanked them for their leadership.

Executive Director Update

Lane invited Executive Director Lesley Muldoon to provide an update on recent activities. Muldoon shared Perdue's regrets for not being able to attend and noted that Board Vice Chair Marty West is not at the committee meeting due to a presentation he is making today about NAEP at the National Governors Association's New Governors School. She thanked Lane for chairing the meeting.

Muldoon reported that nothing had officially changed on the status of Board budget and appropriations since the committee's meeting on October 30 and that it appears likely

that Congress will pass another Continuing Resolution (CR) past December 20 and wait until the new Congress convenes to adopt appropriations for FY25. There is no indication as yet as to what FY25 or FY26 funding targets would be.

If there is another CR, that provides another potential opportunity for Congress to postpone main NAEP from 2026 to 2027, as requested by the Board of Congress 18 months ago. With a new Administration coming in, Muldoon expects we will need to revise our FY26 budget request. She indicated staff would work with the Executive Committee and the Finance Advisory Committee to do so. Tyler Cramer asked if the budget narrative for the request can be shared with Board members. Lesley agreed.

Muldoon shared the topics tentatively planned for the March Board meeting and invited member feedback. Specifically, she shared that time would be spent discussing the Long-Term Trend (LTT) assessment, its value as well as operational considerations and challenges.

She also noted that the Board would consider policy on the use of artificial intelligence (AI) in the NAEP program. Julia Rafal-Baer indicated that she perceives faster movement on AI with international assessments and encouraged the Board to stay abreast of how its use is evolving in that context. She also suggested bringing in speakers across different contexts, entrepreneurs at the intersection of technology and learning, to share their perspectives.

Lane expressed interest in knowing what international assessments are doing vis-à-vis AI and asked if there had been any advances since May and whether NCES might brief the Board on this. McGrath noted that NCES is knowledgeable about the international landscape on AI, and that most are in a similar place operationally though PISA has an optional innovative domain every administrations.

Muldoon indicated that representatives from the Council of Chief State School Officers and the Council of Great City Schools would be in attendance at the March Board meeting to discuss the work of their respective task forces with the NAEP program. Cramer asked whether it was possible to bring new districts onboard to the Trial Urban District Assessment (TUDA) program and what the criteria were for participation. Muldoon noted there are funding limitations on the program. Dan McGrath indicated that there are a number of criteria, including a minimum population size and student enrollment large enough to support NAEP assessments in three subjects in each tested grade. Mark White asked why Shelby County, Tennessee did not participate in the program last time. Muldoon explained that they did not move forward with participating while between superintendents but that the Council of Great City Schools was in discussion with them about the possibility of resuming their participation. Lane requested that the criteria for TUDA participation be shared. Cramer asked that the number of districts eligible for participation be shared.

Rafal-Baer expressed interest in discussion about how state leaders are using NAEP results along with other data points to drive coherent strategies. She cited as an

example the work being done in Rhode Island around absenteeism. Cramer expressed interest in whether there is a way to control performance data for attendance and the length of time students had been enrolled in a district.

Patrick Kelly expressed concern about the changing construct of school and the growing subset of students not in traditional school settings and whose academic achievement we do not know about until they hit the workforce.

Kelly further stressed the importance of maintaining the gold standard in a system that values participation trophies. He noted that a priority for Strategic Vision implementation that might go beyond the scope of the March meeting is getting more states to participate in voluntary NAEP assessments. He noted changes at the state level in assessment and accountability, specifically with MCAS (MA) and the Regents exams (NY), and changes around scoring of AP exams. He said we shouldn't assume NAEP will continue to exist when large portions show limited appetite for anything that could expose shortcomings. Muldoon noted that this would be a good topic for an Executive Committee retreat, how to shepherd the Board in a time of changing context.

Reginald McGregor shared that in recent conversation with urban superintendents in the Midwest, he was hearing a lot about the impact of immigration and the housing crisis on student performance and on teacher retention. He noted that factors external to school are having a major impact in schools in large cities including TUDA districts. Michelle Cantú Wilson asked whether the Board should be highlighting these factors, noting a shortage in her community of science teachers. Cramer suggested there would be value in connecting NAEP data with data from the Department of Housing and Urban Development (HUD). Carr noted that NCES is in conversation with HUD about mapping their activities over NAEP data and indicated there is also interest in doing some geospatial mapping. Ron Reynolds noted the importance of telling the stories of student achievement over time and in context.

Strategic Vision Implementation

Muldoon reported that implementation of the Board's Strategic Vision 2030 is underway through the committees. She noted that a key priority for the Executive Committee would be building demand for voluntary state assessments, a topic she hoped could be briefly discussed at the March meeting. She noted that the Board's hiring of an Education Policy Analyst would be integral to this work, how important state data is in addition to national data and the interest in seeing if we could get a subset of states to participate in grade 12 reading and math assessments. She noted the possibility of developing a portrait of a graduate that would go beyond the NAEP data to incorporate data from the High School Transcript Study and other relevant NAEP data. She indicated that after initial conversation with NCES, the intention would be to develop a proof of concept. She noted that the current NAEP Assessment Schedule includes state level testing in grade 8 civics, science and U.S. history. She also noted that there are some states interested in a pilot for civics.

Rafal-Baer expressed enthusiasm about the idea of the profile of a graduate and noted she had been trying to get people excited about grade 12 assessments for a while. She noted a recent op ed about civics education written by Hanna Skandera, former Secretary of Education in New Mexico, and suggested it might be good to have her talk with the Executive Committee or Board about what she has come to realize about civics.

Lane noted the number of states that have developed profiles of a graduate and suggested we talk with them to ensure anything the Board would do would be complementary, rather than duplicative.

Angélica Infante-Green noted that many states are now requiring civics education and that she thought they would welcome an emphasis in this area by NAEP.

Kelly noted that even through the framework has not been updated in a while, the civics framework has stood the test of time pretty well, focusing on enduring concepts.

Christine Cunningham noted a recent national report on what is getting taught and what is not and that industry is very concerned about their inability to hire people with technical skills. It was noted that it would be important to work with the Chamber, Business Roundtable and industry to support state level participation in NAEP science assessment.

Kelly noted that if there was interest by Congress in funding a state pilot in civics, it would be nice if main NAEP were pushed back from 2026 to 2027 to allow for such a pilot then rather than waiting until 2031.

Lane adjourned the meeting adjourned at 9:30 a.m. EDT.

I certify the accuracy of these minutes.

_____ February 11, 2025

Suzanne Lane, Chair, Committee on Standards, Design and Methodology — Date

National Assessment Governing Board
Nominations Committee
Report of November 13, 2024

CLOSED SESSION

Nominations Committee Members: Reginald McGregor (Chair), Lisa Ashe, Tyler Cramer, Patrick Kelly, Suzanne Lane, Scott Marion.

Nominations Committee Members Absent: Nardi Routten, Ron Reynolds.

National Assessment Governing Board Staff: Stephaan Harris, Lesley Muldoon (Executive Director), Elizabeth Schneider (Deputy Executive Director), Tessa Regis.

Under the provisions of exemptions 2 and 6 of § 552b (c) of Title 5 U.S.C., the Nominations Committee met in closed session on Wednesday, November 13, 2024, from 4:30 to 5:30 p.m. (EST). Chair McGregor called the meeting to order at 4:30 pm (EST) to discuss the following agenda topics:

- Outreach activities and challenges
- Preview the 2025 nominees
- Discuss the ratings process and assignments
- Review rating system and timeline
- Update on rating guidance
- Confirm next steps

After welcoming members, McGregor introduced new Committee members Lisa Ashe and Patrick Kelly. He noted Nardi Routten's absence because of her recognition from the North Carolina Governor for being North Carolina Southeast Region Teacher of the Year. He also noted Ron Reynolds absence due to a delayed flight.

Stephaan Harris gave an update on the extensive outreach efforts undertaken to solicit a qualified and diverse applicant pool for the 2025 cycle. He said the campaign involved mass email and newsletter dissemination, including an updated website. He also discussed extensive outreach made to new diverse groups and individuals, including experts in the Artificial Intelligence (AI) space. There was also targeted individual outreach by staff with assistance from selects members and alumni, and promotion by partners on social media, newsletters, and blogs. Harris also discussed vast traditional social media outreach made, including a paid LinkedIn campaign, which brought significant visibility to the "Join the Board" page on the website as well as hundreds of shares among colleagues.

Harris also discussed challenges during the process including a slow response in categories, which required further individual outreach in the last few weeks to boost the number of applications.

Tyler Cramer said he foresees that in four to six years the Board should be able to load criteria into AI and come up with a list of candidates in open categories. Cramer also suggested that the Board should start working on that now, and added AI could be helpful reviewing applications.

McGregor reviewed the statistics of the 2025 campaign. He also reminded members that the Governors' positions are handled by the National Governor Association (NGA) directly with the Secretary's office. He noted there is one incumbent in the Testing and Measurement Expert category who will not rate in that respective category. For the Elementary School Principal, the seat is open because the member is no longer serving in the professional role required for Board membership. There is also an open seat in the General Public Representative category, as the current member will have completed a second term on the Board on September 30, 2025, and is not eligible for reappointment.

McGregor opened conversation for discussion on the rating process. He noted that there should be no more than six finalists in each category. All incumbents are included in finalists. Recommendations on the final slate of candidates will be presented to the Board for action in March 2025.

Tessa Regis outlined the timeline and deadlines for the current review cycle. The committee agreed that rating would be completed on later than Monday, January 13, 2025.

Elizabeth Schneider updated the committee on rating guidance. Schneider reviewed the principles previously approved by the Board, noting specifically that familiarity with NAEP should be considered. She also noted the practice of giving consideration to any recommendations from current or former board members.

McGregor noted that Governing Board staff would send out a poll to gauge member availability for the proposed meeting dates for subgroups and the full committee. Staff will work with members to meet all deadlines.

McGregor thanked the entire staff for their work. He thanked all members and adjourned the meeting at 5:30 p.m. EST.

I certify the accuracy of these minutes.

Reginald McGregor, Chair

January 30, 2025
Date

National Assessment Governing Board

Reporting and Dissemination Committee

Report of November 14, 2024

Reporting and Dissemination Committee (R&D) Members: Chair Julia Rafal-Baer, Vice Chair Mark White, Tyler Cramer, Angélica Infante-Green, Anna King, Ron Reynolds, Darein Spann.

National Assessment Governing Board Staff: Laura LoGerfo, Stephaan Harris, Lesley Muldoon.

National Center for Education Statistics (NCES) Staff: Gina Broxterman, Dan McGrath, Ebony Walton

Other attendees: AIR: Markus Broer, Cadelle Hemphill. Educational Testing Service (ETS): Robert Finnegan. HumRRO: Michael Walker. Lerner Communications: Michelle Lerner, Ashley Zanchelli, Nancy Zuckerbrod. Manhattan Strategy Group (MSG): David Hoff, Melissa Spade Cristler. Westat: Marcie Hickman, Kavemuii Murangi.

Reporting and Dissemination Committee Chair, Julia Rafal-Baer, called the committee meeting to order at 3:33 pm EST.

Welcome

Rafal-Baer began the meeting by sharing her priorities for the committee while chair. She encouraged all committee members to participate actively in the discussions and to ask questions. Rafal-Baer invited suggestions from each member to improve the committee's meetings and work.

Angélica Infante-Green requested more frequent updates about the committee's work and more opportunities to provide insights into the work. Darein Spann agreed. Anna King appreciated chances to share ideas and brainstorm, noting that email elicits feedback effectively. To King's suggestion for brainstorming, Vice Chair Mark White concurred and urged the committee to think beyond the proverbial box but within restrictions set by the federal government, e.g., the prohibition on TikTok. Tyler Cramer thanked Rafal-Baer for a thoughtful and provocative opener and inquired whether

committee members could develop an online dialogue through the members' site or other means.

Rafal-Baer thanked the committee members for these contributions then outlined her own priorities. First, the Strategic Communications plan aims to draw attention to the Nation's Report Card, so increasing visibility and expanding dissemination are of utmost importance to her. Her intentions focus on being thoughtful, strategic, and efficient in how the committee deploys the invaluable resources of this Board – the Board members themselves and their expertise – to promote NAEP. Rafal-Baer speculated about possible partners whom the Board can contact to achieve the strategic communications goals. She underscored the need to continue posting op-eds, pitching networks for stories about NAEP, and featuring Board members in all release plans. At the same time, Rafal-Baer stressed being transparent in collaborations the Board establishes, so that such relationships do not seem reserved for only known stakeholders or a privileged few.

Rafal-Baer noted that Board materials and outreach efforts should address more diverse audiences, such as Spanish translations and versions for persons with disabilities. Finally, Rafal-Baer, who also serves on the Board's Ad Hoc Committee on Artificial Intelligence (AI), stated her goal to collaborate with that committee to consider AI's potential impact on NAEP reporting and on the Board's and NAEP's web presence.

Strategic Communications Update

Laura LoGerfo, Assistant Director for Reporting and Analysis, updated the committee members on communications work since the last quarterly meeting. Work since August comprises the publication of two Powered by NAEP briefs—on chronic absenteeism and on the new index of socioeconomic status which will debut on the 2024 Nation's Report Card. In addition, LoGerfo shared news articles about NAEP as well as op-eds and presentations by Board staff and Board members.

LoGerfo previewed planned communications activities, which include presentations at the National Governors Association by Board Vice Chair Marty West, at the Education Commission of the States' winter meeting by Lesley Muldoon, and at the South by Southwest Education (SXSW EDU) conference in 2025. LoGerfo highlighted op-eds by Willie Solano-Flores and by Lesley Muldoon and posts by Board members Nardi Routten and Lisa Ashe. LoGerfo then invited questions and suggestions from the committee members.

Rafal-Baer offered guidance in preparing for SXSW EDU conference, noting the importance of attending dinners which feature thought leaders, the critical value of

partnering with organizations in attendance, and the essential need to create a strong video for the SXSW EDU presentation.

Cramer asked how the Board can amplify the upcoming release of results from the Trends in International Math and Science Study (TIMSS). He recommended that a guide to interpreting the TIMSS results could serve as a strong topic for a Powered by NAEP brief.

Infante-Green suggested that all the changes in the education landscape since COVID, e.g., the rise in chronic absenteeism, homeschooling's growth in popularity, shifts from public school to private school enrollment, should be discussed both at a plenary session during a board meeting and in a brief. Rafal-Baer responded by warning that the communications efforts should not center solely on COVID.

She then pivoted to requesting that LoGerfo present detailed information about the downloads, clicks, and other key social media metrics that each Powered by NAEP brief, as well as every article and every post generated by the Board, garners by month and by quarter. These metrics should be disaggregated by whether the engagement originated within the Board or from those external to NAEP and the Board. These analyses will uncover trends in stakeholders' responses to the Board's efforts and point to effective strategies.

Ron Reynolds asked if the committee could meet before the release to review and discuss the report card as well as potential messaging. LoGerfo replied that she had begun planning this meeting already. Cramer again underscored the importance of checking if the new socioeconomic index is interoperable with data from the Bureau of Labor Statistics, a task that can be undertaken only by NCES. LoGerfo concluded this session and introduced Ebony Walton of NCES to present updates to the 2024 Nation's Report Card.

Updates to the 2024 Nation's Report Card

Walton explained how the 2024 Nation's Report Card will appear different and include new features. The NAEP reporting team worked with ETS and Forum One, both NCES contractors, to conduct User Experience research through focus groups about the Nation's Report Card site. The NAEP site elicits a robust number of hits every week, but the NAEP team refuses to become complacent about its success and prioritizes continuous improvement.

From the user research, NCES understood that accessing the results required too many clicks and complicated site navigation. The reorganized website will simplify these access points. The new architecture will center on:

- National trends and student skills
    - Skills will no longer be relegated to the far right of the menu bar.
    - Trends will be reported for more than the two usual comparisons (first year of a framework to the current year; last year to the current year). Now, trends will be compared (a) last year (2022) to current year (2024); (b) pre-Covid (2019) to current year (2024); (c) first year of framework (1990/1992) to current year (2024).
- State and district trends
    - Visually appealing and clear maps will serve as the primary entry point for finding data on state and district score changes over time.
- Performance by student groups
    - These subgroup data at the national level always enjoyed prominence on the website, but given the importance of these data at the state and TUDA levels, those data also will be elevated to easier, greater visibility on the report card site.
- Opportunities in education
    - The Board always emphasizes the critical value of contextual data. The report card site now reflects this priority with a prominent page dedicated to student experience data.

In addition, the report card's data visualizations will present more sophisticated statistics than only averages for subgroups, showing in addition 25th and 75th percentiles at all levels of data for all subgroups. Score distributions will be available as well, showing trends in averages and the percent of students who score in 10-point intervals along a score distribution. The distribution for the new socioeconomic index will be presented similarly

Walton then turned to the new Opportunity to Learn Dashboard, which NCES will post at the same time as the 2024 Nation's Report Card. Data for the dashboard will derive from school administrator, teacher, and student contextual questionnaires. For information on absenteeism, one click on the website will generate differences in percentages of chronic absenteeism across student subgroups, including higher- and lower-performers. The dashboard will include such variables as access to academic supports and to social-emotional supports. Traditionally, such results are available only through analyses in the NAEP Data Explorer.

Rafal-Baer asked about the choice of the phrase social-emotional learning used on the report card. Walton explained that the report must use the exact phrasing of the item from the contextual questionnaire. The R&D Committee members provide input on the questions sufficiently early in the process to avert such language problems, but the time lag between questionnaire development and reporting is roughly three years. A word or phrase that may be popular at the development stage may be out of fashion by the reporting stage.

Cramer expressed hope that the dashboard will feature data on mobility. Infante-Green doubted the usefulness of relying on student self-reports for trustworthy data on absenteeism, suggesting instead to collect this information from school administrative records. Indeed, if NAEP data on absenteeism conflicts with state data, states will not trust NAEP, and it would be almost better not to present questionable student-reported data. Rafal-Baer shared concerns that the dashboard may not be ready for the public to view.

Cramer described how people outside of the Governing Board tend to ask him simple questions about NAEP, e.g., “How’s California doing?” Cramer inquired whether the report card or the dashboard will offer such straightforward answers. Walton demurred, emphasizing that such questions require answers best delivered by researchers external to NCES who need not heed the principles, rules, and prohibitions that govern federal statistical agencies.

Release Plan for 2024 NAEP Reading and Mathematics Results

After Walton concluded outlining changes to the 2024 Nation’s Report Card, LoGerfo briefly reviewed the proposed release plan for the results. The members had a chance to pore through the plan prior to the committee meeting, so this session could focus on discussion.

The plan, which will accompany these minutes, covers activities prior to the release, the release day itself, and activities to follow in the weeks after the release. For complete information, please see the plan which follows this report.

The release plan leverages widespread interest in the results and addresses diverse audiences at multiple levels of investment in understanding and using the results. First, the plan calls for a high-quality recording of Dr. Carr’s presenting and explaining the results, creating snippets that broadcast journalists can use on air and that can be packaged and distributed for social media platforms. This will be released at 12:01 a.m. on the day of release.

On “NAEP Day” (the name given to release day), at least one, if not all, major network morning shows should include a discussion of NAEP results. By noon on NAEP Day, attention then will shift to what can be understood and done with these data. In the early afternoon, the Governing Board will host a town hall (in-person and live-streamed) for the NCES Commissioner to share highlights from the results and answer questions with assessment directors, state education agency staff, curriculum specialists, and other power users of NAEP data. Finally, in the late afternoon, a state-focused organization will lead a bipartisan public event for state legislators, state education policymakers and district leaders to discuss results, potential impact on policy, and what the results mean for the academic recovery and accelerationefforts .

Mark White opened the conversation by asking what angle the Board’s staff and contractors (Lerner Communications) will use to pitch the morning shows. Rafal-Baer cited the persistent traction that the 2022 NAEP results continue to elicit in traditional and social media and noting that with federal funds ending and a new administration in power, the public should be invested in understanding the results. As such, the morning shows should be interested in presenting a story on the results. But Rafal-Baer assured the committee that release day events do not comprise the only focus of the communications strategy. Board members need to participate and disseminate the results as well.

Tyler Cramer sought more information on the state-focused conversation in the late afternoon, inquiring if staff had pursued a specific host organization yet. Cramer also pointed out a problem with the central messaging section of the release plan. Assessment results can indicate where to find lessons learned and best practices among states and districts. However, attributing educational outputs to states or districts may be too presumptuous given student mobility. Cramer requested that any hint of causality implied in the plan be eliminated. Rafal-Baer and the committee agreed; LoGerfo promised to revise the plan prior to the plenary session for Board approval the next day.

Infante-Green praised the plan, despite the challenge of evaluating the plan in the absence of data. Cramer and Reynolds echoed her accolades for the plan, deeming it well-thought out. Reynolds asked how the committee would judge the success of this new approach. Rafal-Baer answered that metrics from traditional and social media platforms serve as evaluative criteria, such as click rates, reach, stickiness, etc. If Board members or NCES staff guest star on podcasts, those podcasts will generate data reflecting popularity.

Rafal-Baer prompted the committee members to brainstorm other outlets for outreach. Anna King emphasized the need to focus on multi-lingual populations, i.e., translating materials into Spanish and other languages. Infante-Green suggested that artificial intelligence could run the translations; Ashley Zanchelli, the communications team's social media expert, added that most search engines offer translation services embedded within their browsers. Rafal-Baer urged Infante-Green to serve as an exemplar for translating results into Spanish: the Rhode Island Commissioner could be recorded explaining the results in Spanish, or appear on a podcast that does so, which then could be used as a model for others.

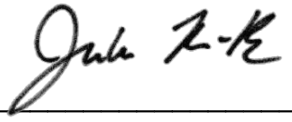
Mark White requested a template op-ed for a state newspaper, into which he and his fellow state legislators could stress the importance of NAEP generally and plug in their own state results. Rafal-Baer recommended presentations at state-specific professional development conferences next summer and supportive materials, such as a one-pager on NAEP.

Reynolds asked if it would be wise to contact state press in anticipation of state assessment results to remind them of NAEP's role as a common yardstick. Rafal-Baer offered an alternative approach, allowing states to decide if they want to use NAEP as a truth-teller. Infante-Green explained that discrepancies between NAEP results and state assessment results, such as increases on state assessments and decreases on NAEP, confuse the public and may provoke welcome or unwelcome questions about how strong state standards and assessments are. The committee members appreciated the insight into what may be variable reception to NAEP among states.

Rafal-Baer ended the discussion by reminding the committee members that they would learn the results the following day in a very closed, very secure embargoed plenary briefing but that the plan would be discussed in open session. Rafal-Baer requested a motion to approve the amended release plan, as per Cramer's proposed revision. Cramer made the motion, which Infante-Green seconded. The vote to send the amended release plan to the Board was unanimous among the committee members.

The meeting adjourned at 5:16 p.m. EST.

I hereby certify the accuracy of these minutes.



_____ 12/18/24_____

Julia Rafal-Baer, Chair Date

NATIONAL ASSESSMENT GOVERNING BOARD
RELEASE PLAN FOR THE
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The Nation's Report Card: 2024 Reading and Mathematics

The national, state, and urban district results of the 2024 National Assessment of Educational Progress (NAEP) Reading and Mathematics Report Card will be released to the public in Winter 2025 on a specific day to be announced.

GOALS

The goals of the Nation's Report Card release are: (1) to maximize the number of stakeholders who learn about the results and (2) to ensure that the results are interpreted and used appropriately.

The proposed release plan for the 2024 Nation's Report Card departs from tradition. In the past, the Governing Board hosted a live-streamed webcast of a data presentation by the Commissioner of the National Center for Education Statistics (NCES) at the National Press Club. At the 2022 release, fewer than 100 people attended this event in person, with just half those attendees external to the NAEP program. More than 1,000 people attended virtually, and several questions submitted in person and online were addressed by the Commissioner.

Considering this experience, given the goals for the release, led to the realization that a live event, which presents the results hours after the results appear in the media, fails to meet those twin purposes.

Thus, this year's plan introduces approaches to optimize the widespread dissemination of the results among diverse audiences, to maximize impact on primary users of NAEP data—such as state and district policymakers, and to help all stakeholders understand and use the uniquely valuable NAEP data. This upcoming release should garner as much attention as the 2022 release, in that stakeholders want to know how academic

recovery efforts have fared (although NAEP cannot be analyzed to evaluate a specific policy or program). The proposed plan addresses these interests directly.

ACTIVITIES BEFORE THE RELEASE

Activities planned and completed prior to the release are essential to prepare the field for the 2024 results. Governing Board staff have met—and will continue to meet—with organizations invested in the forthcoming NAEP results, including groups which represent state interests such as the Council of the Chief State School Officers, the National Governors Association, and the Education Commission of the States; those which support districts participating in NAEP, such as the Council of the Great City Schools; and those that represent other key stakeholders such as the Education Writers Association and the National PTA. These meetings ensure that audiences understand the complete picture of NAEP results, so they can accurately interpret and use NAEP 2024 results.

In addition, the Board will sponsor state and TUDA (Trial Urban District Assessment) communications directors' participation in NCES-led data workshops, which allow personnel in states and TUDAs to learn their results early, understand their data, and develop messaging and materials. Around the same time, the Board will host a media training for current and former Board members in anticipation of any interview requests.

The Board's overall Strategic Communications plan, which guides the Board's communications efforts year-round, incorporates the release. In the weeks prior to the release, Powered by NAEP briefs, which spotlight the value and use of NAEP, will be shared widely, as will the interpretive guide under development and other resources, such as the achievement levels guide. All will be posted on the Board's website and disseminated through social media.

Within the same timeframe, the Board and NCES will host embargoed briefings for various stakeholders, e.g., Congress, state, and district personnel. These will offer a comprehensive overview of the results to help ensure accurate reporting to the public and deeper understanding. One day immediately preceding the release, NCES will convene a conference call for media.

The Commissioner of the National Center for Education Statistics will release the report card at the NAEP website—http://nationsreportcard.gov—at 12:01am the day of the release event. The Governing Board press release, the full and abridged versions of the Reading and Mathematics Frameworks, and related materials will be posted on the Board's web site. The site will feature links to social networking sites and multimedia material related to the event.

RELEASE

The NAEP 2024 results will be released in early Winter 2025. The release date will be determined by the Chair of the Reporting and Dissemination Committee, in accordance with Governing Board policy, following acceptance of the final report card website.

The release plan leverages widespread interest in the results and addresses diverse audiences at multiple levels of investment in understanding and using the results. First, the plan calls for a high-quality recording of Dr. Carr presenting and explaining the results, creating snippets that broadcast journalists can use on air and that can be packaged and distributed for social media platforms. Second, because Dr. Carr and the NAEP team will not spend hours at the Press Club on "NAEP Day" (the name given to release day), at least one, if not all, major network morning shows should include a discussion of NAEP results.

By noon on NAEP Day, the objective, gold-standard statistics will have circulated widely among traditional and social media. Attention then will shift to what can be understood and done with these data.

In summary, on NAEP Day, the Governing Board and NCES will facilitate the following activities:

Activity	Audience	Timing	Responsibility
High-quality video recording of the data presentation, produced to anticipate clips and excerpts for dissemination via traditional and social media	All	12:01 am	NCES (with support from Governing Board)
Morning shows, e.g., GMA, The Today Show, CNN	General public, parents	Morning	NCES
Town hall – in-person and live-streamed – for the NCES Commissioner to present overview of results and answer questions about the data	Assessment directors, state education agency staff, curriculum specialists	Early afternoon	NCES and Governing Board

A state-focused organization to lead a bipartisan public event to discuss results, potential impact on policy, and what they mean for the academic recovery and acceleration efforts	State legislators, state education policymakers, district decision-makers	Late afternoon / Early evening	Introductory remarks by Board chair

This multi-prong approach ensures that NAEP Day is as widely inclusive as possible with the stakeholders most interested—at diverse depths of interest—in the results.

CENTRAL MESSAGES

Activities for the release will promote three primary messages, which may be shifted or supplemented once the Committee learns the results. However, three overall messages will remain the same. First, NAEP provides uniquely authoritative and objective data for the nation, for states, and for districts to measure the full scope of learning in the post-COVID era and to compare scores over time. Second, the assessment results highlight states and districts that can be examined for lessons learned. Third, NAEP data offer numerous insights into students' learning experiences during the pandemic—the contextual information gleaned from student, teacher, and school administrator questionnaires.

ACTIVITIES AFTER THE RELEASE

In the weeks after NAEP Day, the Governing Board plans a series of public discussions with diverse partners to delve deeply into specific results from NAEP 2024. For example, an event with UnidosUS may feature NCES staff highlighting and explaining NAEP results for English language learners (EL), accompanied by a discussion of what these results mean for EL education. Possible partners for these efforts include the Fordham Institute, Education Trust, the American Association of School Administrators (AASA), the National PTA, the National School Board Association. The discussions may occur by webinar, in person, on podcast, through social media channels, etc. None are planned yet, but staff are in contact with these organizations to begin next steps.

In addition, the Board's communications contractors will work with Board staff to coordinate additional post-release communications efforts that target communities and audiences with an interest in reading and mathematics and assessment in general. Video clips of the event will be promoted on social media. The goal of these activities is to highlight the value, utility, and relevance of NAEP to myriad stakeholders.

NAEP Budget and Contracting Update and Discussion; Assessment Schedule Discussion (CLOSED)

March 6, 2025

Goal

The goals of this session are: (1) to update the Board on the status of NAEP contracts and (2) to discuss implications for the assessment schedule.

Overview

Chris Chapman, Acting NCES Commissioner, and Dan McGrath, Associate Commissioner of Assessment, will present on the status of current NAEP contracts and recent changes made to them.

Chair Beverly Perdue and Vice Chair Marty West will lead a discussion about the implications for the assessment schedule, the setting of which is a statutorily required duty of the Governing Board.

National Assessment of Educational Progress
Schedule of Assessments
Approved November 16, 2023

Year	Subject	National Grades Assessed	State Grades Assessed	TUDA Grades Assessed
2024	Reading Mathematics Science Transcript Studies	4, 8, 12 4, 8, 12 8	4, 8 4, 8	4, 8 4, 8
2025	Long-term Trend	~		
2026	**READING** **MATHEMATICS** Civics U.S. History	4, 8 4, 8 8 8	4, 8 4, 8	4, 8 4, 8
2027				
2028	Reading Mathematics **SCIENCE** Transcript Studies	4, 8, 12 4, 8, 12 4, 8	4, 8, 12 4, 8, 12 8	4, 8 4, 8 8
2029	Long-term Trend	~		
2030	Reading Mathematics **CIVICS** **U.S. HISTORY**	4, 8 4, 8 8, 12 8, 12	4, 8 4, 8 8 8	4, 8 4, 8
2031				
2032	Reading Mathematics Science **WRITING** Transcript Studies	4, 8, 12 4, 8, 12 4, 8, 12 4, 8, 12	4, 8, 12 4, 8, 12 8	4, 8 4, 8 8
2033	Long-Term Trend	~		

NOTES:
~ LTT assessments sample students at ages 9, 13, and 17 and are conducted in reading and mathematics.
BOLD ALL CAPS subjects indicate the assessment year in which a new or updated framework is implemented, if needed.

ACTION: Assessment Framework Development Policy

March 6, 2025

Goals

The goals of this session are to: (1) describe edits to the Assessment Framework Development Policy intended to reflect a nimbler process for monitoring important developments in a content area and implementing minor updates to frameworks when necessary; (2) explain revisions made based on the November 2024 plenary discussion and follow up conversations with members; and (3) take action on the revised policy.

Overview

Developing and updating the assessment frameworks that determine what should be tested in each NAEP subject area is one of the Board's most important legislatively-mandated responsibilities, overseen by the Assessment Development Committee (ADC). The Board undertakes this work through a comprehensive, inclusive, deliberative process that includes many subject-matter experts and stakeholder groups and involves a lot of time, effort and cost. Over the past several years, the Board and ADC in particular have engaged in many discussions to continually improve the process by which NAEP frameworks are developed and updated over time.

In March 2022, the Board adopted an updated policy on Assessment Framework Development for NAEP to incorporate several improvements to the process. One important aspect of the framework update process that has been discussed by the Board but has not yet been incorporated is the idea of a nimbler process that could be used to monitor a field on an ongoing basis and implement smaller changes to frameworks when necessary.

The Board has typically waited ten years or more to consider whether changes to a NAEP assessment framework are needed. When so much time has lapsed since a framework was last updated, it is more likely that major changes will be needed. The March 2022 framework policy does include a brief reference to the possibility of making minor changes to frameworks but does not describe a process for doing so, and it has been very rare for the Board to make only minor changes to NAEP frameworks.

The Assessment Development Committee has had several discussions in recent years to determine how the policy could incorporate a nimbler process for updating NAEP frameworks. The proposed revisions to the current policy are included as attachments both in a clean document (with a few comments describing key changes) and a tracked changes document from the version that appeared in the November 2024 Board meeting materials (with a few comments describing important revisions based on the plenary discussion). A tracked changes document from the March 2022 version is available upon request. **If you have any concerns about the proposed policy document, please contact Sharyn Rosenberg in advance of the Board meeting.**

Background

In order to implement a nimbler process for updating assessment frameworks, two key changes to the current policy are needed: (1) a process for monitoring the fields in which NAEP assesses to follow current developments that could have implications for NAEP frameworks either in the short-term or long-term; and (2) a process for implementing minor updates to NAEP frameworks when the Board determines this is warranted.

To address the first requirement, the updated policy proposes the establishment of content advisory groups (CAGs) in each NAEP subject area, consisting of approximately 10 content and policy experts. The CAGs would be standing groups under the direction of the Governing Board and would include at least some members having previous experience with NAEP and (to the extent feasible) the Board's work in the subject area (e.g., previous framework panelists and/or ADC members). Each CAG would meet at least once every two years to discuss current developments in the field. The CAG discussion may sometimes surface issues for the Board to monitor either informally (e.g., staff attending conferences or events or setting up discussions with various stakeholders to learn more) or formally (e.g., commissioning a research study to gather more information that could inform future decisions about whether and how to update a framework). When the Board does decide to update a NAEP framework, the revised policy also addresses the specific involvement of the CAG in different types of framework updates.

To address the second requirement, the updated policy draws a clear distinction between the size of the update (minor or substantive) and includes a new principle describing how a minor update would be conducted (whereas the process for a substantive update would be very similar to the current process, with some small modifications). A minor update would be conducted by the content advisory group instead of convening a full Development Panel, and the abbreviated process would be expected to take no more than 6 months as compared to about 18 months currently.

It is anticipated that some substantive updates to frameworks will still be necessary in certain circumstances (such as when there is a large shift in a field that does not happen gradually), but the intention would be that most framework updates would be minor. It is important to note that the intended purpose of convening content advisory groups at least every two years is to engage in ongoing monitoring of a field to better understand emerging issues that may have implications for NAEP assessment frameworks, whether in the short-term or long-term. There is no expectation that each framework would be updated anywhere near as frequently as every 2 years and it is not practical to do so for either the Board or NCES. However, understanding emerging issues could help inform whether additional research or information should be gathered. It is anticipated that many of the Content Advisory Group meetings would result in no immediate action.

The following edits have been made to the policy based on the November 2024 plenary discussion:

- **The previous distinction between minor, moderate, and major changes has been replaced by a new distinction between minor and substantive changes**
    - The key changes to the March 2022 policy are intended to add a path for implementing minor framework changes using an expedited process. Both "moderate" and "major" framework changes would have used the same full process that is very similar to the current process for all framework updates. There is no need to differentiate between "moderate" and "major" changes for the purposes of determining which process to use; as is currently the case, the scope of framework changes reflected by substantive updates will be determined by the initial Board charge to the Framework Development Panel and repeated interactions between the Panel Leadership Team and the Board throughout the process.
    - Retaining an unnecessary distinction risks a lot of time and energy being spent on debating whether proposed changes are moderate versus major and could detract from the essential question of whether the full or expedited process is warranted.
- **More details have been added describing the necessary conditions for minor updates**
    - The policy now explicitly states that minor updates shall not be used for the purpose of circumventing the full process.
    - Information on the following necessary conditions for minor updates (described in the plenary session presentation) has been added to the policy statement: "The determination to proceed with a minor update is based on all the following assumptions: (1) there is not a substantive change to the construct; (2) the intended changes impact few or no assessment items; (3) the process will take no longer than 6 months; and (4) the changes are unlikely to be of significant interest to stakeholders."
- **The description of the ongoing CAG meetings has been revised to clarify that the intended purpose is for Board staff and members to remain current on important issues in the NAEP content areas**
    - The Board retains the authority for using information from the CAG meetings to trigger recommendations for when framework updates are needed. Outside experts will not continuously be asked to make a formal yes/no judgment on whether framework updates are necessary.
- **The minimum requirement for CAG meetings has been changed from at least once per year to at least once every 2 years**
    - Some CAGs may still meet yearly but the change allows for the possibility that it may not be necessary or advisable in all cases. For example, after a

framework with a substantive update is adopted by the Board, there is likely little need for a CAG to meet within 2 years.

- **Editorial changes were made at the request of Board members**
  - For example, the policy was revised to indicate that frameworks should "consider" rather than "reflect" current curricula and instruction (in direct response to a comment during the plenary discussion).
  - Other minor edits were made in response to written feedback received on the previous draft of the policy. Some of these edits are unrelated to the recent changes but improve the clarity of the document.

As a reminder, all edits to the policy made since the November 2024 plenary discussion are reflected in the attached tracked changes document.

Additional history

Interested Board members can consult previous ADC materials on this topic for additional background if desired:

Sharyn Rosenberg prepared a thought paper in response to a NASEM recommendation on a related topic that was discussed by ADC during the May 2022 Committee meeting.

Following that discussion, papers on this topic were commissioned from six consultants:

- Alicia Alonzo, former member of the NAEP Science Standing Committee, and the committee that recently updated the 2023 TIMSS Science Framework using a process similar to what was proposed for updating NAEP frameworks
- Jessica Baghian, former state leader in Louisiana
- Andrew Ho, former Governing Board member and Chair of the Committee on Standards, Design and Methodology (COSDAM)
- Carol Jago, former Governing Board member and ADC Chair
- Stanley Rabinowitz, psychometrician with extensive experience working on state assessments and the national exams in Australia
- Ada Woo, psychometrician with extensive experience working on certification exams

Independent of the papers commissioned by Board staff, Lorrie Shepard of the NAEP Validity Studies (NVS) Panel had been working on a comprehensive white paper on the same topic, published on the NVS website.

These papers were included in the November 2022 ADC materials and discussed by the Committee during that meeting. In January 2023, a virtual panel discussion took place with the seven paper authors; key takeaways from this meeting were discussed during the March 2023 ADC meeting and formal minutes were included in the May 2023 ADC materials. One of many outcomes from these discussions was the idea of reconceptualizing the original recommendation to use existing NAEP standing

committees (whose current scope is strictly to review NAEP items and are constituted under contract to the NCES item development contractor) as content advisory groups, new standing groups which would have (or acquire) expertise about NAEP frameworks in addition to the given content area.

During the May 2023 ADC meeting, Committee members discussed key changes that would need to be made to current policy and procedures in order to make it possible to implement smaller updates to NAEP assessment frameworks. The key takeaway from the May 2023 ADC discussion was to consider convening a Social Studies Content Advisory Group to serve as a proof of concept for content advisory groups, in a limited capacity, by focusing on the "pre-work" to the launch of the planned updates to the 2030 NAEP U.S. History and Civics Frameworks. The first phase of this work took place from June 2024 – January 2025.

During the May 2024 ADC meeting, Committee members provided initial input on the broader question of what policy revisions are necessary to enable an ongoing process for framework monitoring and the implementation of minor updates to frameworks.

During the August 2024 ADC meeting, Committee members reviewed and provided feedback on an initial draft of the revised policy and provided feedback to be incorporated into the version discussed by the full Board in November 2024.

Adopted: TBD

National Assessment Governing Board

Assessment Framework Development

Policy Statement

It is the policy of the National Assessment Governing Board to conduct a comprehensive, inclusive, and deliberative process to determine and update the content and format of all assessments under the National Assessment of Educational Progress (NAEP). The primary result of this process shall be an assessment framework (hereafter, "framework") with objectives to guide development of NAEP assessments for students in grades 4, 8, and 12 that are reflective of widely accepted professional standards to support reliable scores and valid interpretations and uses.

The Governing Board, through its Assessment Development Committee (ADC), shall monitor the framework development and update processes to ensure that the final Governing Board-adopted framework and specifications and their development processes comply with all principles and guidelines of the Governing Board Assessment Framework Development Policy.

Introduction

Since its creation by Congress in 1988, the Governing Board has been responsible for determining the content and format of all NAEP assessments. The Governing Board has carried out this important statutory responsibility by engaging a broad spectrum of stakeholders in developing recommendations for the knowledge and skills NAEP should assess in various grades and subject areas. From this comprehensive process, the Governing Board develops a framework to outline the content and format for each NAEP assessment at grades 4, 8, and 12. Development of a framework for a new assessment is guided by the schedule of NAEP assessments adopted by the Governing Board.

Under provisions of the National Assessment of Educational Progress Authorization Act of 2002 (P.L. 107-279), Congress authorized the Governing Board to continue its mandate for determining the content and format of assessments to support reliable scores and valid interpretations and uses based on widely accepted technical and professional standards for test

development and active participation of stakeholders. This mandate aligns with the purpose of NAEP, which is to provide fair and accurate measurement of student academic achievement.

Given this mandate, the Governing Board must ensure that the highest professional standards are employed in assessment framework development. The Governing Board Item Development Policy separately details principles and guidelines for NAEP assessment items, and the Governing Board has final authority on the appropriateness of all assessment items.

By law, NAEP assessments shall not evaluate personal beliefs or publicly disclose personally identifiable information, and NAEP assessment items shall be secular, neutral, and non-ideological and free from racial, cultural, gender, or regional bias.

NAEP framework development shall be informed by a broad, balanced, and inclusive set of factors. Frameworks shall consider current curricula and instruction, research regarding cognitive development and instruction, and the nation's future needs and desirable levels of achievement. This delicate balance between "what is" and "what should be" is at the core of the NAEP framework development process.

To develop new frameworks and implement substantive updates to existing frameworks when necessary, the Governing Board convenes stakeholders (via panels and broad outreach) to identify and/or provide feedback on the content and design for each NAEP assessment.

In this process, involved stakeholders shall include:

Teachers
Curriculum Specialists
Content Experts
Assessment Specialists
State Administrators
Local School Administrators
Policymakers
Business Representatives
Parents
Users of Assessment Data
Researchers and Technical Experts
Members of the public

This Policy complies with the National Assessment of Educational Progress Authorization Act of 2002 (P.L. 107-279) and the documents listed below which express widely accepted technical and professional standards for test development. These standards reflect the agreement of recognized experts in the measurement field, as well as the policy positions of major professional and technical associations concerned with educational testing. A procedures manual shall provide additional detail about how this Policy is implemented.

The Standards for Educational and Psychological Testing. (2014). Washington, DC: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Code of Fair Testing Practices in Education. (2004). Washington, DC: Joint Committee on Testing Practices.

National Center for Education Statistics (NCES) Statistical Standards. (2012).

Principles for Framework Development

Principle 1: Elements of Frameworks

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Principle 3: Development and Update Process for Minor Changes

Principle 4: Development and Update Process for Substantive Changes

Principle 5: Elements of Specifications

Principle 6: Role of the Governing Board

Guidelines for the Principles

Principle 1: Elements of Frameworks

The Governing Board is responsible for developing a framework for each NAEP assessment. The framework shall define the scope of the domain to be measured by delineating the knowledge and skills to be tested at each grade, the format of the NAEP assessment, the achievement level descriptions, and recommendations for subject-specific contextual variables.

Guidelines

a) The framework shall determine the scope of the construct (knowledge and skills) to be measured for each grade level in a NAEP assessment. The framework shall provide information to the public and test developers on three key aspects of the assessment:
   - *What* is to be measured, including definitions of the constructs being assessed and reported upon and descriptions of the purpose(s) of the assessment;
   - *How* that domain of content is most appropriately measured in a large-scale assessment, including the format requirements of the items and the assessment, the content and skills to be tested at each grade, sample items for each grade to be tested, the weighting of the item pool in terms of knowledge and skill dimensions, and any additional requirements for the assessment administration unique to a given subject area, such as provision of ancillary materials and uses of technology; and
   - *How much* of the content domain, in terms of knowledge and skills, should students know and be able to do at the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* levels in achievement level descriptions for each grade to be tested. The achievement level descriptions shall be based on the Governing Board's policy definitions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement and shall incorporate the knowledge and skill dimensions of the assessment at each grade.

b) The framework shall inform the development of subject-specific contextual questionnaires for students, teachers, and school administrators by identifying variables that may help contextualize the assessment results (See the Governing Board Policy on Collecting and Reporting Contextual Data).

c) The framework shall focus on important, measurable indicators of student achievement to inform the nation about what students know and are able to do without endorsing or advocating a particular instructional approach.

d) Content coverage in each subject and grade shall be broad, inclusive of content valued by stakeholders as important to measure, and reflect high aspirations for student achievement.

e) The framework shall use clear language, accessible to a wide range of interested stakeholders, and contain information about the nature and scope of the given assessment. Following Governing Board adoption, the framework shall be widely disseminated.

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Regular monitoring of the NAEP content areas shall be undertaken to keep the Board informed of current issues in the field. Research and other information from ongoing monitoring processes shall inform Board decisions regarding when framework updates are needed to continue valid and reliable measurement of the knowledge and skills reflected in evolving expectations of students.

Guidelines

a) A Content Advisory Group in each NAEP content area shall be convened at least once every two years to maintain knowledge of current issues in the field (e.g., changes in the states' or nation's educational systems or new research). Ongoing monitoring via Content Advisory Groups is intended to ensure that the Board is aware of issues that may ultimately have implications for relevant NAEP assessment frameworks. Each Content Advisory Group shall be comprised of approximately 10 content and policy experts with a diversity of backgrounds, expertise and perspectives relevant to the content area. Members shall serve on a rotating basis and a Chair and Vice Chair shall be selected by ADC to facilitate group discussions and communicate with the Governing Board and Framework Development Panels (when necessary).

b) When significant issues in a content area are identified as having potential implications for a NAEP assessment framework, a Content Advisory Group may recommend research studies and other relevant information to be collected and/or synthesized for further consideration by the ADC.

c) When information obtained from ongoing monitoring of a content area indicates that changes to a NAEP framework may be needed, the ADC will deliberate on whether and when to recommend that the Governing Board proceed with updates to that framework.

d) If a Content Advisory Group does not identify any issues in the content area with potential implications for a NAEP framework within 10 years of previous updates to a framework, the Governing Board will consider seeking public comment on whether any changes are needed.

e) With consideration of the policy and assessment issues in a content area, the Board shall develop a charge to articulate the need for an update to a framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP legislation), and any specific tensions to resolve in the development of framework recommendations.

f) The Board charge shall be informed by recommendations from the Content Advisory Group and (for substantive updates) from public comment sought at the beginning of the process.

g) The Board charge also should explicitly indicate whether framework updates are

intended to be minor or substantive. The determination of the scope of the recommended updates shall be made in consultation with NCES with consideration to the operational impact of the intended changes.

- *Minor updates* shall have no or minimal impact to the construct and most assessment items or should address necessary revisions to accurately reflect how the framework has been operationalized in the assessment. Minor updates may also include textual changes to the framework documents that have no direct impact on the assessments. Minor updates may be carried out directly by the Content Advisory Group with additional contributors if desirable *(see Principle 3).*

  Minor updates shall not be used for the purpose of circumventing the full process. The determination to proceed with a minor update is based on all the following assumptions: 1) there is not a substantive change to the construct; 2) the intended changes impact few or no assessment items; 3) the process will take no longer than 6 months; and 4) the changes are unlikely to be of significant interest to stakeholders.

- *Substantive updates* would be expected to impact more than a small number of assessment items. Substantive updates may require that several existing items be discontinued and/or new items be created, to reflect important changes in the content area that are still generally consistent with the current construct. Substantive updates could also require major changes to the construct and extensive changes to some or most elements of the current framework and assessment items. Substantive updates shall be carried out by convening a Development Panel *(see Principle 4).*

The full process shall be used for substantive updates, whereas minor updates shall be carried out using an expedited process. Minor updates may be conducted as often as necessary but it is anticipated that substantive updates would not be undertaken more than once every 10 years for a given framework in the absence of exceptional circumstances.

h) The Board charge for substantive updates shall explicitly articulate whether maintaining trends with assessment results from the previous framework should be prioritized above other factors, recognizing that the initial judgment is evaluative and the ultimate determination will be made based on empirical analyses. For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances. It is assumed that minor updates should not pose threats to current trendlines, whereas maintaining trendlines may or may not be a realistic priority for substantive updates. The number and nature of the changes for substantive updates will directly impact the likelihood of maintaining trendlines; articulating whether or not this is a primary goal upfront via the Board charge will encourage prioritization of necessary changes.

i) All frameworks and specification documents shall be subject to full Board approval for both minor and substantive updates.

Principle 3: Development and Update Process for Minor Changes

The Governing Board shall carry out minor updates to frameworks in an expedited manner while ensuring that the stakeholders listed in the Introduction section are engaged and informed of any minor impacts to the resulting assessments.

Guidelines

a) Minor updates to a recommended framework and recommended assessment and item specifications (if necessary depending on the changes) shall be executed through a Content Advisory Group. The Governing Board will determine whether it is necessary to augment the Content Advisory Group with additional members, if specific expertise or viewpoints are needed to carry out the Board charge.

b) The specific nature of the minor updates will determine the timeline and number of meetings necessary to prepare recommendations but it is anticipated that the full process for conducting minor updates would be completed in no more than 6 months.

c) External experts will be consulted throughout the revision process as appropriate.

d) Outreach shall be undertaken to ensure that stakeholders understand any minor impacts to the assessments resulting from minor changes to frameworks. Outreach efforts shall directly engage all stakeholder groups identified in the Introduction section. The timing and form of the outreach will be determined by the specific nature of the intended updates.

Principle 4: Development and Update Process for Substantive Changes

The Governing Board shall carry out substantive updates to frameworks through a comprehensive, inclusive, and deliberative process that involves active participation of stakeholders listed in the Introduction section.

Guidelines

a) Framework development and update processes shall be executed primarily via a Development Panel. This process shall result in two documents for Board consideration: a recommended framework and recommended assessment and item specifications.

- *The Framework Development Panel* shall develop drafts of the two project documents and engage in the detailed deliberations about how issues outlined in the Board charge and guidance from the Content Advisory Group should be reflected in a recommended framework. Fifteen percent of this panel (3 members) shall be current classroom teachers in the subject areas under consideration. Educators shall be drawn from schools across the nation, including individuals who work with students from high-poverty and low-performing schools, as well as public and private schools. This panel may include up to 20 members, with additional members as needed.

b) The scope and size of a framework development project shall determine the size of the Development Panel and the number of panel meetings needed. A framework update project may require a smaller panel and fewer meetings if a smaller scope is anticipated for recommended revisions.

c) A nominations process shall be used to seek broad input on recommendations for well-qualified individuals who represent a range of demographic characteristics, stakeholder groups, and perspectives on the key issues identified in the Board charge to the panel.

d) From the pool of nominees, the Board will select those with the most outstanding content and education credentials to represent multiple perspectives on the key issues identified in the Board charge to the panel. The ADC shall review panelist nomination materials and recommend a slate of panelists, which shall be subject to Executive Committee approval.

e) To ensure continuity of the process, ADC will carefully consider applications from individuals who have served on the Content Advisory Group, with the goal of having at approximately 2-4 individuals serve on both groups.

f) The Development Panel shall be led by a Panel Leadership Team consisting of three to four panelists who reflect a variety of roles, experiences, and viewpoints in the content area. The Panel Leadership Team shall be selected by ADC to facilitate Development Panel discussions and serve as panel representatives to the Governing Board.

g) The process that the Development Panel employs to develop recommendations for new or updated frameworks shall be comprehensive in approach and conducted in an environment that is open, balanced, and even-handed. The Development Panel shall consider all viewpoints and debate all pertinent issues in formulating consensus recommendations on the content and design of a NAEP assessment, including findings from research. Reference materials shall represent multiple views.

h) For each new or updated framework, protocols shall be established to support panel deliberations and to develop a unified proposal for the content and design of the assessment. Written summaries of all hearings, forums, surveys, and panel meetings shall be made available in a timely manner to inform Board deliberations.

i) The Development Panel shall consider a wide variety of resources during deliberations, including but not limited to relevant research, trends in state and local content standards and assessments, use of previous NAEP results, curriculum guides, widely accepted professional standards, scientific research, other types of research studies in the literature, key reports having significant national and international interest, international content standards and assessments, other assessment instruments in the content area, and prior NAEP frameworks, if available.

j) A Technical Advisory Committee of technical assessment experts shall be convened to uphold the highest technical standards for development of the NAEP framework and specifications. As a resource to the framework panels, these experts shall respond to

technical issues raised during panel deliberations.

k) An Educator Advisory Committee shall be convened to include additional practitioners in the framework development process. As a resource to the framework panels, these practitioners shall provide meaningful consultation on issues raised during panel deliberations that need input from those in the field teaching the subjects being assessed.

l) The Content Advisory Group in the relevant content area shall be convened to provide feedback to the Development Panel throughout the process, including: initial guidance on how to implement the Board charge, review of draft documents prior to public comment, and ongoing feedback on the development and finalization of framework documents.

m) Public comment shall be sought from a broad array of stakeholders and interested members of the public to reflect multiple perspectives on the draft framework recommendations that have been developed. Outreach efforts should directly engage all stakeholder groups identified in the Introduction section.

n) If the Development Panel or the Board cannot reach consensus on key issues in the framework, the Board may decide to seek further stakeholder input such as through additional public comment and/or independent reviews by content experts on a framework that has been significantly revised following an earlier public comment period. The Board shall determine whether and how any further revisions to a framework shall be made.

Principle 5: Elements of Specifications

The specifications document shall be developed for use by the National Center for Education Statistics (NCES) as the blueprint for constructing the NAEP assessment and items.

Guidelines

a) The assessment and item specifications shall be based on widely accepted professional testing standards. The specifications shall also be consistent with Governing Board policies regarding NAEP design, such as groupings of items, test administration conditions, and accommodations for students with disabilities and English learners. (See the Governing Board Policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners). The specifications shall be reviewed by technical assessment experts involved in the process, prior to submission to the Governing Board.

b) The primary audience for the specifications, or assessment blueprint, shall be NCES and the contractor(s) responsible for developing the assessment.

c) The specifications shall evolve from the framework and shall be written in sufficient detail so that item writers can develop high-quality items based on the framework objectives for grades 4, 8, and 12, where applicable. The specifications shall include, but not be limited to detailed descriptions of:

- the knowledge and skill dimensions, including the weighting of those dimensions in the pool of items at each grade;
- types of items;
- guidelines for stimulus material;
- types of response formats;
- scoring procedures;
- achievement level descriptions;
- administration conditions;
- ancillary or additional materials, if any;
- considerations for special populations;
- sample items, including a substantial number and range of sample items with scoring guidelines for each grade level; and
- any unique requirements for the given assessment.

d) Special studies, if any, to be recommended in support of the framework shall be described in the specifications. This description shall provide an overview of the purpose and rationale for the study.

Principle 6: Role of the Governing Board

The Governing Board, through its ADC, shall monitor all framework development and updates. The result of this process shall be recommendations for Governing Board action in the form of two key documents: the framework and assessment and item specifications.

Guidelines

a) The ADC shall be responsible for monitoring framework development and updates that result in recommendations to the Governing Board on the content and format of each NAEP assessment. The ADC will provide direction to the Content Advisory Groups and Development Panels, via Governing Board staff. This guidance shall ensure compliance with the NAEP law, Governing Board policies, Department of Education and government-wide regulations, and requirements of the contract(s) used to implement the framework project.

b) In initiating a substantive framework update, the Governing Board shall balance needs for stable reporting of student achievement trends against other Board priorities and requirements. Regarding when and how an adopted framework update will be implemented, the Board may consider the NAEP Assessment Schedule, cost and technical issues, and research and innovations to support possibilities for continuous trend reporting.

c) When the Board decides to launch a framework update, the ADC shall develop a charge for the update, and the charge shall be subject to full Board approval.

d) The ADC shall review candidates for the Content Advisory Group and develop a recommended slate of advisors, and the recommendations shall be subject to Executive Committee approval.

e) For substantive updates, the ADC shall review panelist nomination materials and develop a recommended slate of panelists, and the panelist recommendations shall be subject to Executive Committee approval.

f) The ADC shall receive regular reports on the progress of framework development.

g) The full Board shall receive periodic updates about how the Board charge is being implemented and any additional policy considerations that arise during the development process, including from public comment.

h) At the conclusion of the framework development or update process, the Governing Board shall take final action on the recommended framework and specifications. The Governing Board shall make the final decision on the content and format of NAEP assessments. In addition to the panel recommendations, the Board may take into account other pertinent considerations about the scope of what should be assessed, such as the broader policy context of assessment in the content area under consideration.

i) Following adoption by the Governing Board, the final framework and specifications shall be provided to NCES. These documents, which include the achievement level descriptions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* and recommendations for contextual variables in the content area, are provided to NCES to guide development of NAEP assessment items and questionnaires.

Tracked Changes from November 2024 Plenary Discussion Draft

Adopted: TBD

National Assessment Governing Board

Assessment Framework Development

Policy Statement

It is the policy of the National Assessment Governing Board to conduct a comprehensive, inclusive, and deliberative process to determine and update the content and format of all assessments under the National Assessment of Educational Progress (NAEP). The primary result of this process shall be an assessment framework (hereafter, "framework") with objectives to guide development of NAEP assessments for students in grades 4, 8, and 12 that are ~~valid, reliable, and~~ reflective of widely accepted professional standards to support reliable scores and valid interpretations and uses.

The Governing Board, through its Assessment Development Committee (ADC), shall monitor the framework development and update processes to ensure that the final Governing Board-adopted framework and specifications and their development processes comply with all principles and guidelines of the Governing Board Assessment Framework Development Policy.

Introduction

Since its creation by Congress in 1988, the Governing Board has been responsible for determining the content and format of all NAEP assessments. The Governing Board has carried out this important statutory responsibility by engaging a broad spectrum of stakeholders in developing recommendations for the knowledge and skills NAEP should assess in various grades and subject areas. From this comprehensive process, the Governing Board develops a framework to outline the content and format for each NAEP assessment at grades 4, 8, and 12. Development of a framework for a new assessment is guided by the schedule of NAEP assessments adopted by the Governing Board.

Under provisions of the National Assessment of Educational Progress Authorization Act of 2002 (P.L. 107-279), Congress authorized the Governing Board to continue its mandate for determining the content and format of ~~valid and reliable~~ assessments to support reliable scores and valid interpretations and uses based on widely accepted technical and professional

standards for test development and active participation of stakeholders. This mandate aligns with the purpose of NAEP, which is to provide fair and accurate measurement of student academic achievement.

Given this mandate, the Governing Board must ensure that the highest professional standards are employed in assessment framework development. The Governing Board Item Development Policy separately details principles and guidelines for NAEP assessment items, and the Governing Board has final authority on the appropriateness of all assessment items.

By law, NAEP assessments shall not evaluate personal beliefs or publicly disclose personally identifiable information, and NAEP assessment items shall be secular, neutral, and non-ideological and free from racial, cultural, gender, or regional bias.

NAEP framework development shall be informed by a broad, balanced, and inclusive set of factors. Frameworks shall ~~reflect an appropriate balance of~~consider current curricula and instruction, research regarding cognitive development and instruction, and the nation's future needs and desirable levels of achievement. This delicate balance between "what is" and "what should be" is at the core of the NAEP framework development process.

To develop ~~the recommended framework for Board adoption~~new frameworks and implement substantive updates to existing frameworks when necessary, the Governing Board convenes stakeholders (via panels and broad outreach) to identify and/or provide feedback on the content and design for each NAEP assessment.

In this process, involved stakeholders shall include:

Teachers	Policymakers
Curriculum Specialists	Business Representatives
Content Experts	Parents
Assessment Specialists	Users of Assessment Data
State Administrators	Researchers and Technical Experts
Local School Administrators	Members of the public

This Policy complies with the National Assessment of Educational Progress Authorization Act of 2002 (P.L. 107-279) and the documents listed below which express widely accepted technical and professional standards for test development. These standards reflect the agreement of recognized experts in the measurement field, as well as the policy positions of major professional and technical associations concerned with educational testing. A procedures manual shall provide additional detail about how this Policy is implemented.

The Standards for Educational and Psychological Testing. (2014). Washington, DC: American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Code of Fair Testing Practices in Education. (2004). Washington, DC: Joint Committee on Testing Practices.

National Center for Education Statistics (NCES) Statistical Standards. (2012).

Principles for Framework Development

~~Principle 1: Elements of Frameworks~~

~~Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates~~

~~Principle 3: Development and Update Process for Minor Changes~~

~~Principle 4: Development and Update Process for Moderate and Major Changes~~

~~Principle 5: Elements of Specifications~~

~~Principle 6: Role of the Governing Board~~

Principle 1: Elements of Frameworks

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Principle 3: Development and Update Process for Minor Changes

Principle 4: Development and Update Process for Substantive Changes

Principle 5: Elements of Specifications

Principle 6: Role of the Governing Board

Guidelines for the Principles

Principle 1: Elements of Frameworks

The Governing Board is responsible for developing a framework for each NAEP assessment. The framework shall define the scope of the domain to be measured by delineating the knowledge and skills to be tested at each grade, the format of the NAEP assessment, the achievement level descriptions, and recommendations for subject-specific contextual variables.

Guidelines

a) The framework shall determine the ~~extent of the domain and the~~ scope of the construct (knowledge and skills) to be measured for each grade level in a NAEP assessment. The framework shall provide information to the public and test developers on three key aspects of the assessment:

- *What* is to be measured, including definitions of the constructs being assessed and reported upon and descriptions of the purpose(s) of the assessment;
- *How* that domain of content is most appropriately measured in a large-scale assessment, including the format requirements of the items and the assessment, the content and skills to be tested at each grade, sample items for each grade to be tested, the weighting of the item pool in terms of ~~content~~knowledge and ~~cognitive process~~skill dimensions, and any additional requirements for the assessment administration unique to a given subject area, such as provision of ancillary materials and uses of technology; and
- *How much* of the content domain, in terms of knowledge and skills, should students know and be able to do at the *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* levels in achievement level descriptions for each grade to be tested. The achievement level descriptions shall be based on the Governing Board's policy definitions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* achievement and shall incorporate the ~~content~~knowledge and ~~process~~skill dimensions of the assessment at each grade.

b) The framework shall inform the development of subject-specific contextual questionnaires for students, teachers, and school administrators by identifying variables that may help contextualize the assessment results (See the Governing Board Policy on Collecting and Reporting Contextual Data).

c) The framework shall focus on important, measurable indicators of student achievement to inform the nation about what students know and are able to do without endorsing or advocating a particular instructional approach.

d) Content coverage in each subject and grade shall be broad, inclusive of content valued by stakeholders as important to measure, and reflect high aspirations for student achievement.

e) The framework shall use clear language, accessible to ~~educators and to~~a wide range of interested stakeholders, and contain information about the nature and scope of the given assessment. Following Governing Board adoption, the framework shall be widely disseminated.

Principle 2: Framework Monitoring Process and Initial Decision to Proceed with Framework Updates

Regular monitoring of the NAEP ~~subject~~content areas shall be undertaken to keep the Board informed of current issues in the field. Research and ~~implications for NAEP assessment frameworks~~ other information from ongoing monitoring processes shall inform ~~whether~~Board decisions regarding when framework updates are needed to continue valid and reliable measurement of the ~~content~~knowledge and ~~cognitive processes~~ skills reflected in evolving expectations of students.

Guidelines

a) A Content Advisory Group in each NAEP ~~subject~~content area shall be convened at least once ~~per year~~ every two years to ~~reflect on~~maintain knowledge of current issues in the field (e.g., changes in the states' or nation's educational systems or new research~~) and potential implications (if any)~~). Ongoing monitoring via Content Advisory Groups is intended to ensure that the Board is aware of issues that may ultimately have implications for relevant NAEP assessment frameworks. Each Content Advisory Group shall be comprised of approximately 10 content and policy experts with a diversity of backgrounds, expertise and perspectives relevant to the ~~subject~~content area. Members shall serve on a rotating basis and a Chair and Vice Chair shall be selected by ADC to facilitate group discussions and communicate with the Governing Board and Framework Development Panels (when necessary).

b) When significant issues in a ~~field~~content area are identified as having potential implications for a NAEP assessment framework, a Content Advisory Group may recommend research studies and other relevant information to be collected and/or synthesized for further consideration by the ADC.

c) When information obtained from ongoing monitoring of a ~~Content Advisory Group recommends~~content area indicates that changes to a NAEP framework ~~are~~may be needed, the ADC will deliberate on whether and when to recommend that the Governing Board proceed with updates to that framework.

d) If a Content Advisory Group does not identify any issues in the ~~field~~content area with potential implications for a NAEP framework within 10 years of previous updates to a framework, the Governing Board will consider seeking public comment on whether any changes are needed.

e) With consideration of the policy and assessment issues in a content area, the Board shall develop a charge to articulate the need for an update to a framework and to specify policy guidance, constraints (including but not limited to those imposed by the NAEP

Commented [A1]: This text was edited to clarify that the intended purpose of ongoing monitoring is to "remain current" in the fields assessed by NAEP and that the Board retains authority for using that information to trigger when updates are needed (versus continuously asking outside experts to make a yes/no judgment about the necessity of framework updates).

Commented [A2]: This was changed to "at least once every two years" following Board discussion. The CAG can meet yearly in certain instances but it may not be necessary in all cases.

legislation), and any specific tensions to resolve in the development of framework recommendations.

f) The Board charge shall be informed by recommendations from the Content Advisory Group and (for ~~moderate and major~~substantive updates) from ~~seeking~~ public comment ~~upfront~~sought at the beginning of the process.

g) The Board charge also should explicitly indicate whether framework updates are intended to be minor~~, moderate,~~ or ~~major~~substantive. The determination of the scope of the recommended updates shall be made in consultation with NCES with consideration to the operational impact of the intended changes.

- *Minor updates* shall have no or minimal impact to the construct and most assessment items or should address necessary revisions to accurately reflect how the framework has been operationalized in the assessment. Minor updates may also include textual changes to the framework documents that have no direct impact on the assessments. Minor updates may be carried out directly by the Content Advisory Group with additional contributors if desirable *(see Principle 3).*

  ~~*Moderate*~~

  Minor updates shall ~~keep constant~~ not be used for the purpose of circumventing the full process. The determination to proceed with a minor update is based on all the following assumptions: 1) there is not a substantive change to the construct; 2) the intended changes impact few or no assessment items; 3) the process will take no longer than 6 months; and 4) the changes are unlikely to be of significant ~~portion of the current framework and assessments but may~~ interest to stakeholders.

- ~~*Substantive updates*~~ would be expected to impact more than a small number of assessment items. Substantive updates may require that several existing items be discontinued and/or new items be created, ~~such as~~ to reflect important changes in the ~~field~~content area that are still generally consistent with the current construct. ~~Moderate~~Substantive updates ~~shall be carried out by convening a Development Panel *(see Principle 4).*~~
- ~~*Major updates* may retain some aspects of~~could also require major changes to the ~~current framework~~construct and ~~assessments but will likely require~~ extensive changes to some or most elements of the current framework and assessment items. ~~An intentional substantive change to the construct shall be classified as a major update.~~ ~~Major~~Substantive updates shall be carried out by convening a Development Panel *(see Principle 4).*

The full process shall be used for substantive updates, whereas minor updates shall be carried out using an expedited process. Minor updates may be conducted as often as necessary but it is anticipated that substantive updates would not be undertaken more than once every 10 years for a given framework in the absence of exceptional circumstances.

Commented [A3]: After much consideration, the distinction between moderate and major updates has been removed. "Substantive updates" are our current status quo. The purpose of making any distinction upfront is to determine what process to use, and the process would be the same for moderate and major updates. It is the Board charge that determines the scope/magnitude within a substantive update (same as status quo). The distinction was removed to avoid future unnecessary debate associated with making a distinction between moderate and major updates.

Commented [A4]: This text (based on the flow chart in the November plenary presentation) has been added for clarification.

Commented [A5]: This text has been added for clarification

h) The Board charge for substantive updates shall explicitly articulate whether maintaining trends with assessment results from the previous framework should be prioritized above other factors, recognizing that the initial judgment is evaluative and the ultimate determination will be made based on empirical ~~data~~analyses. For NAEP Reading and Mathematics in particular, maintaining trends is expected to be highly prioritized in framework updates in the absence of exceptional circumstances. It is assumed that minor updates should not pose ~~significant~~ threats to current trendlines, whereas maintaining trendlines ~~would~~may or may not ~~likely~~ be a realistic priority for ~~major~~substantive updates. The number and nature of the changes for ~~moderate~~substantive updates will directly impact the likelihood of maintaining trendlines; articulating whether or not this is a primary goal upfront via the Board charge will encourage prioritization of necessary changes.

i) All frameworks and specification documents shall be subject to full Board approval ~~regardless of the scope of the changes~~for both minor and substantive updates.

Principle 3: Development and Update Process for Minor Changes

The Governing Board shall carry out minor updates to frameworks in an expedited manner while ensuring that the stakeholders listed in the Introduction section are engaged and informed of any minor impacts to the resulting assessments.

Guidelines

a) Minor updates to a recommended framework and recommended assessment and item specifications (if necessary depending on the changes) shall be executed through a Content Advisory Group. The Governing Board will determine whether it is necessary to augment the Content Advisory Group with ~~a few~~ additional members, if specific expertise or viewpoints are needed to carry out the Board charge.

b) The specific nature of the minor updates will determine the timeline and number of meetings necessary to prepare recommendations but it is anticipated that the full process for conducting minor updates would be completed in no more than 6 months.

c) External experts will be consulted throughout the revision process as appropriate.

d) Outreach shall be undertaken to ensure that stakeholders understand any minor impacts to the assessments resulting from minor changes to frameworks. Outreach efforts shall directly engage all stakeholder groups identified in the Introduction section. The timing and form of the outreach will be determined by the specific nature of the intended updates.

Principle 4: Development and Update Process for ~~Moderate and Major~~Substantive Changes

The Governing Board shall carry out ~~moderate and major~~substantive updates to frameworks through a comprehensive, inclusive, and deliberative process that involves

active participation of stakeholders listed in the Introduction section.

Guidelines

a) Framework development and update processes shall be executed primarily via a Development Panel. This process shall result in two documents for Board consideration: a recommended framework and recommended assessment and item specifications.

- *The Framework Development Panel* shall develop drafts of the two project documents and engage in the detailed deliberations about how issues outlined in the Board charge and guidance from the Content Advisory Group should be reflected in a recommended framework. Fifteen percent of this panel (3 members) shall be current classroom teachers in the subject areas under consideration. Educators shall be drawn from schools across the nation, including individuals who work with students from high-poverty and low-performing schools, as well as public and private schools. This panel may include up to 20 members, with additional members as needed.

b) The scope and size of a framework development project shall determine the size of the Development Panel and the number of panel meetings needed. A framework update project may require a smaller panel and fewer meetings if a smaller scope is anticipated for recommended revisions. ~~Moderate updates are expected to require fewer meetings than major updates.~~

c) A nominations process shall be used to seek broad input on recommendations for well-qualified individuals who represent a range of demographic characteristics, stakeholder groups, and perspectives on the key issues identified in the Board charge to the panel.

d) From the pool of nominees, the Board will select those with the most outstanding content and education credentials to represent multiple perspectives on the key issues identified in the Board charge to the panel. The ADC shall review panelist nomination materials and recommend a slate of panelists, which shall be subject to Executive Committee approval.

e) To ensure continuity of the process, ADC will carefully consider applications from individuals who have served on the Content Advisory Group, with the goal of having at approximately 2-4 individuals serve on both groups.

f) The Development Panel shall be led by a Panel Leadership Team consisting of three to four panelists who reflect a variety of roles, experiences, and viewpoints in the ~~subject~~content area. The Panel Leadership Team shall be selected by ADC to facilitate Development Panel discussions and serve as panel representatives to the Governing Board.

g) The process that the Development Panel employs to develop recommendations for new or updated frameworks shall be comprehensive in approach and conducted in an environment that is open, balanced, and even-handed. The Development Panel shall consider all viewpoints and debate all pertinent issues in formulating consensus recommendations on the content and design of a NAEP assessment, including findings from research. Reference materials shall represent multiple views.

h) For each new or updated framework, protocols shall be established to support panel deliberations and to develop a unified proposal for the content and design of the assessment. Written summaries of all hearings, forums, surveys, and panel meetings shall be made available in a timely manner to inform Board deliberations.

i) The Development Panel shall consider a wide variety of resources during deliberations, including but not limited to relevant research, trends in state and local content standards and assessments, use of previous NAEP results, curriculum guides, widely accepted professional standards, scientific research, other types of research studies in the literature, key reports having significant national and international interest, international content standards and assessments, other assessment instruments in the content area, and prior NAEP frameworks, if available.

j) A Technical Advisory Committee of technical assessment experts shall be convened to uphold the highest technical standards for development of the NAEP framework and specifications. As a resource to the framework panels, these experts shall respond to technical issues raised during panel deliberations.

k) An Educator Advisory Committee shall be convened to include additional practitioners in the framework development process. As a resource to the framework panels, these practitioners shall provide meaningful consultation on issues raised during panel deliberations that need input from those in the field teaching the subjects being assessed.

l) The Content Advisory Group in the relevant ~~subject~~content area shall be convened to provide feedback to the Development Panel throughout the process, including: initial guidance on how to implement the Board charge, review of draft documents prior to public comment~~;~~, and ongoing feedback on the development and finalization of framework documents.

m) Public comment shall be sought from a broad array of stakeholders and interested members of the public to reflect multiple perspectives on the draft framework recommendations that have been developed. Outreach efforts should directly engage all stakeholder groups identified in the Introduction section.

n) If the Development Panel or the Board cannot reach consensus on key issues in the framework, the Board may decide to seek further stakeholder input such as through additional public comment and/or independent reviews by content experts on a framework that has been significantly revised following an earlier public comment period. The Board shall determine whether and how any further revisions to a framework shall be made.

Principle 5: Elements of Specifications

The specifications document shall be developed for use by the National Center for Education Statistics (NCES) as the blueprint for constructing the NAEP assessment and

items.

Guidelines

a) The assessment and item specifications shall be based on widely accepted professional testing standards. The specifications shall also be consistent with Governing Board policies regarding NAEP design, such as groupings of items, test administration conditions, and accommodations for students with disabilities and English ~~language~~ learners. (See the Governing Board Policy on NAEP Testing and Reporting on Students with Disabilities and English Language Learners). The specifications shall be reviewed by technical assessment experts involved in the process, prior to submission to the Governing Board.

b) The primary audience for the specifications, or assessment blueprint, shall be NCES and the contractor(s) responsible for developing the assessment ~~and the test questions~~.

c) The specifications shall evolve from the framework and shall be written in sufficient detail so that item writers can develop high-quality ~~questions~~items based on the framework objectives for grades 4, 8, and 12, where applicable. The specifications shall include, but not be limited to detailed descriptions of:
   - the ~~content~~knowledge and ~~process~~skill dimensions, including the weighting of those dimensions in the pool of ~~questions~~items at each grade;
   - types of items;
   - guidelines for stimulus material;
   - types of response formats;
   - scoring procedures;
   - achievement level descriptions;
   - administration conditions;
   - ancillary or additional materials, if any;
   - considerations for special populations;
   - sample items, including a substantial number and range of sample items with scoring guidelines for each grade level; and
   - any unique requirements for the given assessment.

d) Special studies, if any, to be recommended in support of the framework shall be described in the specifications. This description shall provide an overview of the purpose and rationale for the study.

Principle 6: Role of the Governing Board

The Governing Board, through its ADC, shall monitor all framework development and updates. The result of this process shall be recommendations for Governing Board action in the form of two key documents: the framework and assessment and item specifications.

Guidelines

a) The ADC shall be responsible for monitoring framework development and updates that

result in recommendations to the Governing Board on the content and format of each NAEP assessment. The ADC will provide direction to the Content Advisory Groups and Development ~~Panel~~Panels, via Governing Board staff. This guidance shall ensure compliance with the NAEP law, Governing Board policies, Department of Education and government-wide regulations, and requirements of the contract(s) used to implement the framework project.

b) In initiating a substantive framework update, the Governing Board shall balance needs for stable reporting of student achievement trends against other Board priorities and requirements. Regarding when and how an adopted framework update will be implemented, the Board may consider the NAEP Assessment Schedule, cost and technical issues, and research and innovations to support possibilities for continuous trend reporting.

c) When the Board decides to launch a ~~minor or moderate/major~~ framework update, the ADC shall develop a charge for the update, and the charge shall be subject to full Board approval.

d) The ADC shall review candidates for the Content Advisory Group and develop a recommended slate of advisors, and the recommendations shall be subject to Executive Committee approval.

e) For ~~moderate and major~~substantive updates, the ADC shall review panelist nomination materials and develop a recommended slate of panelists, and the panelist recommendations shall be subject to Executive Committee approval.

f) The ADC shall receive regular reports on the progress of framework development.

g) The full Board shall receive periodic updates about how the Board charge is being implemented and any additional policy considerations that arise during the development process, including from public comment.

h) At the conclusion of the framework development or update process, the Governing Board shall take final action on the recommended framework and specifications. The Governing Board shall make the final decision on the content and format of NAEP assessments. In addition to the panel recommendations, the Board may take into account other pertinent considerations ~~on~~about the ~~domain and~~ scope of what should be assessed, such as the broader policy context of assessment in the ~~subject~~content area under consideration.

i) Following adoption by the Governing Board, the final framework and specifications shall be provided to NCES. These documents, which include the achievement level descriptions for *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced* and recommendations for contextual variables in the ~~subject~~content area, are provided to NCES to guide development of NAEP ~~test questions~~assessment items and questionnaires.

Discussion of AI Landscape in Large-Scale Assessment

March 6, 2025

Goal

The purpose of this session is to provide members with an opportunity to discuss the status of AI use in international and state assessment systems, and to consider how these uses may result in faster, cheaper, and/or better assessment systems. A summary of AI usage in these settings is described below. Board members will be invited to comment on these uses, and to share any additional uses of AI they are aware of that have the potential to lead to faster, cheaper and better large-scale assessment.

Background

AI and International Educational Assessments

The Governing Board has received past presentations from staff with the Trends in International Mathematics and Science Study (TIMSS), and the Programme for International Student Assessment (PISA). Board staff have confirmed that the information received from these sessions is up to date.

TIMMS and PIRLS: The Board learned of ongoing activities for TIMSS and PIRLS in August 2023. These programs have begun to use and explore automated scoring of open-ended responses and automated item generation. The AI supports human scoring of open-ended graphical and written responses and human item writing by drafting items using generative language models and image generators.

For those interested in findings from automated scoring studies for TIMSS, see a recent publication in Science Direct by Jung, Tyak, and von Davier (2025), Towards the implementation of automated scoring in international large-scale assessments: Scalability and quality control.

PISA: As shared with the Board in November 2024, the 2025 PISA assessment will emphasize AI literacy, focusing on cognitive, emotional, and social skills to assess, analyze, evaluate, create, reflect, and engage with online media. Students will use tools like tailored browsers, email, chat applications, and social media to simulate real-world tasks, such as compiling information or evaluating chatbot responses.

In 2025, analytics using AI will be used to investigate learning strategies by analyzing students' processes on PISA. Students will analyze data, conduct experiments, and develop computational artifacts, while the assessment evaluates their persistence, motivation, task engagement, self-reflection, and progress monitoring. Tasks will be open-ended, challenging, and cater to a range of abilities, focusing on the process rather than just correct answers. Post assessment analysis will refine the assessment process based on student reflections on their motivation and feelings about the tasks.

A pilot study of these uses of AI in PISA was conducted in March 2022, and a larger pilot held in five countries in 2023. Additional studies are planned for 2025 and 2026, and if successful, will go operational after.

AI in State-level Assessments

As reported by TeachAI, 26 State Departments of Education have published guidance for using AI in educational settings. These guidance documents primarily focus on teaching and learning and when assessment is described, the focus is primarily on formative assessment (i.e., classroom assessment designed to provide ongoing information about student learning). These guidance documents do not focus on large-scale summative state assessments (e.g., the state assessments used for federal and state accountability). These guidance documents illustrate states are approaching AI with optimism, but also caution. North Carolina's guidance cautions that generative AI should only be used in formative assessment, noting that "Large Language Models and other generative AI tools are new technology and not completely reliable, therefore should not be used to assign letter or number grades to student work."

Though states may be cautious about using LLMs and generative AI for large scale assessment, they have been exploring the use of AI for scoring of constructed response items for some time. A 2013 report presents that the Smarter Balanced assessment consortium began studying automated scoring of constructed response items for more than a decade ago (note that individual states administering Smarter Balanced assessments conduct scoring independently using their own selected processes). States across the country are in various stages of exploring and implementing AI for this purpose.

Texas used automated scoring operationally for the first time in 2024 for constructed response items on their State of Texas Assessments of Academic Readiness (STAAR®). They made this change to allow more constructed response items without increasing the costs and time required to do hand scoring. In April 2024, the Texas Tribune reported that use of automated scoring reduced the number of human scorers required from 6,000 to fewer than 2,000, and saved the state more than $15 million. Human scorers were involved for responses in which the AI program had low confidence.

Beyond automated scoring, an interesting and novel potential use of AI in large scale assessment comes from the Hawaii State Department of Education which issued an

RFP in 2023 that was awarded in 2024 to explore use of AI to enhance efficiency of the assessment development by generating and using virtual students, teachers, and community members in the test development process. If successful, AI could reduce the burden on students and teachers by limiting or eliminating the need for participation in pilot and field testing activities, and reducing the number of teachers and community members required to ensure fair and reliable outcomes.

Definitions

The *Removing Barriers To American Leadership In Artificial Intelligence* Executive Order issued by the White House on January 23, 2025, defines *artificial intelligence* as follows:

> The term *"artificial intelligence"* means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments. Artificial intelligence systems use machine and human-based inputs to-
>
> (A) perceive real and virtual environments;
>
> (B) abstract such perceptions into models through analysis in an automated manner; and
>
> (C) use model inference to formulate options for information or action.

Further, *generative AI* is defined by IBM[1] as:

> The term "*generative AI*" means AI that can create original content—such as text, images, video, audio or software code—in response to a user's prompt or request.

[1] What is Generative AI? | IBM

ASSESSMENT DEVELOPMENT COMMITTEE AGENDA

Thursday, March 6, 2025
11:20 am – 1:20 pm EST
A. Boardroom

11:20 am – 12:20 pm	**Findings from 2024 NAEP Reading and Mathematics Pilot Assessments (CLOSED)** *Dana Kelly, NCES*	Attachment A
12:20 – 1:20 pm	**Review of Subject-Specific Contextual Variables for 2028 NAEP Reading, Mathematics, and Science Assessments** *Patrick Kelly, Chair* *Christine Cunningham, Vice Chair*	*Link to review platform sent separately*
Information Item	**Item Review Schedule**	Attachment B

Institute of Education Sciences

550 12th Street SW
Washington, DC 20202
Office: 202 123 4567

Update on the NAEP Mathematics and Reading Assessments (Closed Session)

At the August 2022, November 2022, and March 2023 meetings of the Assessment Development Committee (ADC), the National Center for Education Statistics (NCES) provided updates on the development of mathematics and reading items for the 2026 grades 4 and 8 assessments. These updates focused on efforts to implement the 2026 NAEP Mathematics and Reading Assessment Frameworks, including the development of new items aligned towards these frameworks and easier items to better measure students at the lower end of the scale score distribution.

The March 2025 session will continue these discussions by presenting a summary of the 2024 pilot testing results for new items developed for the 2026 NAEP Mathematics and Reading Frameworks. Results shared will include item performance metrics from the pilot testing and shifts in the difficulty of the item pool at grades 4 and 8. NCES will conclude the session with a summary of lessons learned for future item development and framework implementation.

IES Institute of Education Sciences

550 12th Street SW
Washington, DC 20202
Office: 202 123 4567

Assessment Development Committee
Item Review Schedule
January – December 2025
As of February 14, 2025

Review Package to Board	Board Comments to NCES	Survey/ Cognitive	Review Task	Approx. Number Items	Status
2/19/2025	3/14/2025	Survey	Science (4 & 8)* *2028 Operational (2027 Pilot)* *Pre-Cog Lab*	61	
2/19/2025	3/14/2025	Survey	Reading (12 & 4 FRIP**) *2028 Operational (2026 Pilot)*	65	
2/19/2025	3/14/2025	Survey	Mathematics (12) *2028 Operational (2026 Pilot)*	58	
2/21/2025	3/14/2025	Survey	Reading (4 & 8)* *2026 Operational*	Flagged Items Only (16)	
2/21/2025	3/14/2025	Survey	Mathematics (4 & 8)* *2026 Operational*	Flagged Items Only (19)	
4/30/2025	5/23/2025	Cognitive	Reading (4, 8, & 12) *2028 Operational (2026 Pilot)*	6 DI blocks 12-13 SBTs (150-165 items)	
4/30/2025	5/23/2025	Cognitive	Mathematics (4 & 8) *2026 Operational*	Flagged Items Only (10-15 DI)	
5/19/2025 *Off-cycle*	6/12/2025 *Off-cycle*	Cognitive	Mathematics (4, 8, & 12) *2028 Operational (2026 Pilot)*	333 DI 5 SBTs	
9/24/2025 *Off-cycle*	10/16/2025 *Off-cycle*	Cognitive	Mathematics (4 & 8) *2030 Operational (2028 Pilot)* *Concept Sketches*	3 Concept Sketches	
11/4/2025	11/28/2025	Cognitive	Reading (4 & 8) *2030 Operational (2028 Pilot)* *Passages & Concept Sketches*	15-20 Concept Sketches/ Passage sets	

**Cross-grade items are included and counted once.*
***Foundational Reading Instructional Practices*

COMMITTEE ON STANDARDS, DESIGN AND METHODOLOGY
AGENDA

March 6, 2025
11:20 am – 1:20pm EST
Space 1

11:20 am – 11:30 pm	**Welcome and Updates** *Suzanne Lane, Chair*	
11:30 am – 12:30 pm	**Progress Towards Enhanced Item Distribution (CLOSED)** *Enis Dogan, NCES*	Attachment A
12:30 – 1:20 pm	**Discussion of 2025 COSDAM Priorities – Achievement Levels and Practical Significance** *Suzanne Lane* *Michelle Cantú-Wilson, Vice Chair* *Rebecca Dvorak, Assistant Director for Psychometrics*	Attachment B

Progress Towards Enhanced Item Distribution

Closed Session, COSDAM Meeting
March 6, 2025

Goal

The purpose of this session is for staff from the National Center for Education Statistics (NCES) to provide the Committee on Standards, Design and Methodology (COSDAM) with updates on 2024 pilot studies examining efforts to increase the number of items at the low end of the performance scale.

Overview

Enis Dogan of NCES will provide a presentation highlighting the distributions of item difficulty for sets of items piloted for 2026 operational use for reading and mathematics at grades 4 and 8. COSDAM members are welcome to ask clarification questions, and to discuss implications towards shared goals to enhance information at the low end of the achievement scale.

Background

In recent years, COSDAM members have discussed issues related to students performing at the low end of the NAEP achievement scales – particularly those performing below the *NAEP Basic* achievement level. Discussions have focused on (a) the fact that a high percentage of students perform at below *NAEP Basic* on NAEP, (b) the difficulty in defining what students performing below *NAEP Basic* know and can do – rather, NAEP only provides information on what they do not know, and (c) concerns with the test-taking experience for low-performing students who may see few items they can correctly respond to.

Background materials prepared for the March 2022 and May 2022 COSDAM meetings describe past discussions about the lack of information at the low end of the NAEP achievement scale. At the conclusion of these discussions, the majority of COSDAM members expressed their continued support for the Governing Board's achievement level policy to maintain the three achievement levels, and that the priority should be to develop more items at the low end of the achievement scale. This priority has been shared by the Assessment Development Committee, and incorporated into their most recent NAEP Framework updates, and by NCES staff, who have worked with their item development contractors to increase the number of items at the low end of the scale in preparation for the 2026 operational assessments.

Discussion of 2025 COSDAM Priorities – Achievement Levels and Practical Significance

COSDAM Meeting
March 6, 2025

Goal

The purpose of this session is for COSDAM members to discuss committee priorities for 2025, related to the National Assessment Governing Board's legislative responsibilities regarding NAEP Achievement Levels and NAEP methodology, and to gather committee member input on the approach to achieve them.

Overview

Suzanne Lane, Chair of COSDAM, will provide a brief overview of recent activities and discussions related to the NAEP Achievement Levels and current methodology priorities for COSDAM. COSDAM members are asked to review the background information included in this document, and to consider the following questions:

1. Given our legislative responsibilities regarding achievement levels, and the tasks outlined in the Achievement Levels Work Plan, which of these efforts should be prioritized regarding the achievement levels? (e.g., internal validations, communications?)
    a. Which of these priorities can be accomplished by staff without the need for contractor support?
2. If we were to create a one-pager with a research focus to help stakeholders understand statistical and practical significance at a general level, what would you recommend including?
    a. What stakeholder types might be interested in this information, and what considerations need to be made to ensure it is understandable to them?
    b. What research and tools might we link to (e.g., effect size calculators, Matthew Kraft's research on effect size interpretations for education)?

Background

NAEP Achievement Levels

The Governing Board is legislatively responsible for developing and maintaining the NAEP Achievement Levels. These duties are outlined on page 4 of the document prepared for the May 2024 quarterly Board meeting, Legislative Roles and Responsibilities for the National Assessment of Educational Progress (NAEP). The Governing Board defines three official achievement levels for NAEP: *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*. These levels are defined for each content area

and grade assessed in the NAEP Assessment Frameworks by achievement level descriptions (ALDs). Information about the policies, procedures, and proper interpretations of the NAEP Achievement Levels can be found on the Governing Board's website.

COSDAM is the committee within the Board with primary responsibility for the achievement levels. Achievement levels are set during a standard setting process in which groups of educators and others knowledgeable of the content come together and review the descriptions of each level and the assessment content and determine what minimum score is required to achieve each level. These minimum scores are called cut scores. Developing new cut scores generally occurs less frequently for NAEP compared to state assessments in part because of the Board's priority to maintain trend; maintaining the cut scores allows comparison of student performance across administration years. In addition to development, COSDAM is tasked with ensuring the achievement levels remain valid and meaningful over time.

In 2017, the National Academies of Sciences, Engineering, and Medicine (NASEM) conducted an independent evaluation of the NAEP Achievement Levels, and offered recommendations to strengthen support of the levels through collection of new validity evidence, to synthesize available evidence, and to communicate the meaning of achievement levels to a wide audience. In response, the Governing Board adopted the Achievement Levels Work Plan in 2020, identifying tasks to address the recommendations. Some of the key activities conducted to date include:

- Enhancing internal validity evidence by conducting achievement level description (ALD) review studies to examine the alignment between the content included on the NAEP assessments for NAEP Reading and Math all grades, and for U.S. History, Civics, and Science at grade 8. The study findings indicated high alignment between what the NAEP Frameworks claim students know and can do, and how they performed on the assessments. These studies also resulted in detailed descriptions of what students performing at each achievement level likely know and can do, referred to as Reporting ALDs.
- A Linking Studies Working Group, comprised of COSDAM and Research and Dissemination (R&D) committee members, was convened for just over a year in 2022 and 2023 to address linking NAEP to external measures. The working group resulted in the Board's Resolution to Encourage Prioritization of NAEP Linking Studies. This resolution acknowledged linking studies offers valuable insights into understanding NAEP and its achievement levels, and sought collaboration with NCES to prioritize future linking studies, and to disseminate information and datasets from existing and future studies, to enhance understanding of NAEP data as it relates to external sources.
- The Governing Board has taken efforts to enhance the communications regarding proper interpretations of the NAEP Achievement Levels. For example, the Board published documents intended to facilitate interpretability of NAEP Achievement Levels for the 2022 NAEP Reading and Math and the 2022 NAEP U.S. History and Civics releases. The Governing Board also adopted The

Intended Meaning of NAEP Results in 2020 to help communicate interpretations of NAEP, including the achievement levels.
- Another major milestone activity was the completion of the NAEP Achievement Levels Validity Argument. This report synthesizes available achievement level validity evidence – procedural, internal, and external – and provides information on appropriate and inappropriate interpretations of the levels based on the available evidence.

Developing and maintaining valid achievement levels is an ongoing effort; the following activities may need to be completed in the coming years to ensure achievement levels remain valid. COSDAM should consider how best to accomplish specific activities, including which activities can be accomplished fully at the staff level with committee guidance and which would require contractor assistance in the future. The following activities have been identified as priorities related to achievement levels:

- Board policy calls for updated Reporting ALDs every three administrations or following use of a new framework; math and reading are to be assessed from a new framework in 2026.
- A new NAEP Science Framework was recently adopted with significant changes compared to the prior framework. The Governing Board will need to work with NCES to identify if trends can be maintained, or if new cut scores will need to be developed for the 2028 administration.
- COSDAM, in collaboration with the R&D committee, may want to consider how to continue to improve communications around the achievement levels so they are useful and accessible to a wide audience.
- COSDAM may want to consider new opportunities to learn from linking to external data to understand how performance at each NAEP Achievement Level corresponds to outcomes on external academic and life outcome measures.

Practical Significance

COSDAM members have noted limitations in describing NAEP score differences using statistical significance only. Statistical significance is highly impacted by sample size. National sample sizes incorporating all student groups tend to be very large, and so even a one-point difference will likely be identified as significant, whereas for comparisons using smaller samples, a difference of two- or three-points, or even more, may be required before it is deemed statistically significant. This is because larger samples create greater confidence that an observed difference represents a true difference in the population of all students for which that sample represents. Statistical significance does not indicate whether a detected difference should be interpreted as small, moderate, or large.

COSDAM members discussed the potential of including effect sizes to help aid in the interpretations of NAEP score differences in August 2023. Members looking to understand what effect sizes are should review the relevant August 2023 materials. At a high level, computing effect sizes for NAEP could provide a way to measure the size of

a difference between two scores. While COSDAM members have expressed interest in the past in having effect sizes included in NAEP reporting, the R&D committee and NCES staff have cautioned that they are difficult for non-researchers to understand. COSDAM members have acknowledged that if this data were to be included, we would need to provide some guidance regarding how to interpret them in the context of NAEP.

In May of 2024, COSDAM and the R&D committee held a joint meeting to discuss developing an interpretive guide to help aid in the interpretation of NAEP scores. The group identified the following topics for inclusion: (1) magnitude - bringing meaning to the size of score differences; (2) issues of statistical significance - helping distinguish between a difference which does not achieve statistical significance and a finding of no difference; (3) achievement levels - linking levels to skills and knowledge; (4) highlighting purposes of NAEP relative to state assessments and where the two intersect; and (5) perhaps providing sample sizes and standard deviations so specific audiences can calculate effect sizes.

Since this meeting, R&D committee members and staff have worked with communications contractors to best relay this information; it was determined that digging into statistical significance and practical significance as described at the joint meeting was more technical than average stakeholders would likely use, and so was not included as a priority for inclusion with the 2024 release. In addition, the achievement levels information is already current using the communications documents developed for the 2022 releases. However, COSDAM may want to lead efforts to develop a tool for researchers or other stakeholders who may be interested in understanding statistical significance and effect sizes.

REPORTING & DISSEMINATION COMMITTEE AGENDA

March 6, 2025
11:20 am – 1:20 pm EST
Space 2

11:20 – 11:30 am	**Welcome and Overview** *Julia Rafal-Baer, Chair*	
11:30 am – 12:15 pm	**Review of Core Contextual Questionnaire Items** *James Deaton, National Center for Education Statistics* *Laura LoGerfo, Assistant Director for Reporting and Analysis*	*Attachment A*
12:15 – 1:20 pm	**Comms Update & Debrief of 2024 NAEP Release** *Michelle Lerner, Lerner Communications* *Laura LoGerfo*	*Attachment B*

Review of Core Contextual Questionnaire Items

March 6, 2025

Goal

The goal of this session is to fulfill the Reporting and Dissemination Committee's responsibility to review and approve survey items on the NAEP core contextual questionnaire.

Overview

Jamie Deaton, who leads NAEP survey work for the National Center for Education Statistics (NCES), will describe the development and review process briefly – both generally and at this specific stage. Committee members then will view the electronic review package together, asking any questions and providing feedback on the items, which Laura LoGerfo, the Board's Assistant Director for Reporting and Analysis, will compile and send to NCES for their response. Note that Committee members already have received access to the electronic review package and may view the items on their own time prior to the committee meeting.

Background

The National Assessment of Educational Progress (NAEP) collects contextual questionnaire data from students, teachers, and school administrators to meet the reporting requirements of federal legislation and to provide a context for the reporting of student performance on NAEP. Each contextual questionnaire includes questions that are included on all surveys, independent of the subject being assessed (referred to as "Core") and questions about the subject area being assessed, such as Reading or Mathematics (referred to as "Subject-Specific"). The Reporting and Dissemination Committee reviews the Core items.

As required by Congress, the contextual variables must be "directly related to the appraisal of academic achievement." In addition, the Governing Board set the following priorities for gathering contextual data:

1. Mandated reporting categories (e.g., race/ethnicity, gender, socioeconomic status);
2. Clearly related to academic achievement or to the fair presentation of achievement results; and
3. Based on previous research

The Governing Board also set limits on the time it takes for participants to complete the questionnaire. The allocated time for students is 15 minutes total. For teachers and school administrators, the expected total time needed to complete the Core and one subject-specific questionnaire is 30 minutes.

Communications Update and Debrief of 2024 NAEP Release

March 6, 2025

Goals

The goals of this session are for Reporting and Dissemination Committee members to (1) learn how the plan they and the Board approved for releasing the 2024 NAEP results in reading and mathematics for grades 4 and 8 was executed and received; and (2) determine lessons learned and best practices from this release to apply to upcoming releases for Grade 12 reading and mathematics as well as Grade 8 science.

Overview

Laura LoGerfo, Assistant Director for Reporting and Analysis, along with Michelle Lerner, the lead communications contractor for the Governing Board, will present data about the effectiveness of NAEP Day preparations and efforts.

The session will include a presentation summarizing highlights from the debrief report and allow ample time for questions and discussion. The complete debrief report follows below.

Introduction

The Governing Board planned an ambitious strategic communications plan for the 2024 Nation's Report Card release. In some instances, the Board succeeded in achieving the goals, including:

1. Preparing for the release across multiple workstreams, including new ones;
2. Receiving strong, broad coverage in media where the Governing Board was directly quoted and/or influential; and
3. Placing strong op-eds and arranging for a robust agenda of NAEP Day and post-release events.

At the same time, The Nation's Report Card was released in a tough media cycle, including a devastating plane crash that rightfully pushed NAEP off headlines and canceled booked TV appearances. Regardless of media cycles, the strategy is focused on the yearlong drumbeat of outreach to ensure stakeholders know what NAEP says and facilitate the use of NAEP in their work.

Goals

The Governing Board had four major goals in releasing the 2024 Nation's Report Card:

- **Ensure the greatest number of Americans** know the topline Nation's Report Card results and broadly understand how the nation and their communities are performing;
- **Elicit broad and accurate media coverage** of the 2024 Nation's Report Card results, nationally, at the state level, and locally;
- **Amplify NCES as a federal statistical agency** sharing the gold-standard, objective results of record; and
- **Empower stakeholders** to understand and use the key findings in the days, weeks, and months following the release.

Release Activities

The Governing Board shifted away from the traditional approach to a NAEP release (i.e., presentation and panel discussion at the National Press Club), with mixed success:

- **Video**: The focus of NAEP day shifted, so Dr. Carr, the NCES commissioner, presented the findings via video. This facilitated sharing of the results and created slices of videos that could be shared with TV news and embedded in presentations. For numerous reasons, however, the video was shown only at the town hall event.
- **Morning news shows**: A bipartisan pair of governors on the morning news would have fulfilled the goal to draw attention to the results among the general public. Governor Polis (D - CO) agreed to participate, and several Republican

governors expressed interest. Given the news that day, only Governor Polis appeared on the PBS Newshour .

- **High-profile op-eds**: The communications team prepared several op-eds for pitching on release day from Marty West, Mark White and Jared Solomon, Angélica Infante-Green, Danielle Gonzales, Anna King, and Lisa Ashe. The team also prepared an op-ed from Julia Rafal-Baer for Forbes, which was published a few weeks after the NAEP release. All but one op-ed was placed.
- **Editorial boards and columnists:** NCES does not grant embargoed access to opinion or editorial writers, but given their impact and readership, the Governing Board did proactive outreach to opinion writers, scheduling time on release day to walk through the results, including with *The New York Times*' Jessica Grose, *The Chicago Tribune*'s Hilary Gowens, and *The New York Times*' Nick Kristoff (which was cancelled ultimately due to competing news).
- **NAEP Day Townhall:** Shifting away from the usual release approach, the Governing Board hosted a Town Hall to focus on understanding the data. Moderated by NPR's Cory Turner, who was masterful at moderating the conversation, and featuring Dr. Carr and Marty West, this event was successful. The event featured 58 in-person attendees and 1,023 virtual attendees.
- **Policy Event**: After the Town Hall, CCSSO, the Council of the Great City Schools, and the National Governors Association hosted a policy-focused event about implications of the NAEP results. The event included opening remarks by Dr. Carr and Marty West and contributions to a panel by Angélica Infante-Green.

Press and Op-eds

Drafting and pitching press and op-eds proved very successful. In partnership with NCES, Board staff led an Education Writers Association (EWA) webinar on what to look for in the results and worked to get many Board members interviews with key media. The following are select media clips from the results:

Select media hits from 2024 NAEP release

Media articles highlighted in blue include quotes or background information due to the Governing Board's outreach

National Press:

- AP: US Students fall Further Behind in Reading, Make Little Progress in Math (Marty West, Lesley Muldoon)
- ABC: New data highlights 'achievement gap' for students in the US (Patrick Kelly)
- ABC Good Morning America: A Look at the Nation's Report Card
- NBC: Nightly News
- PBS: Newshour
- AP: Test scores show schools further behind in reading, math (Marty West)

- Bloomberg: US Students' Reading Scores Drop to Worst in More Than 20 Years (Marty West and Lesley Muldoon)
- NPR: Students are still struggling since the pandemic hit, Nation's Report Card reveals (Lisa Ashe)
- WSJ: American Kids Are Getting Even Worse at Reading (Mark White)
- The Hill: Nation's Report Card shows further declines in reading, slight improvement in math (Lesley Muldoon)
- Austin American Statesman: Austin, US students see decline in reading test scores: NAEP test data (Lesley Muldoon)
- Newsweek: Map Reveals States with the Worst Reading and Math Scores (Marty West, Scott Marion)
- NPR: A Deep Dive on U.S. Reading and Math Scores, And What to Do About Them
- Newsweek: Teachers Pleas for Help from Parents and Kids Fall Behind in Reading
- Politico:
- Rural Radio Network: New data highlights 'achievement gap' for students in the US (Patrick Kelly)

State and Local Press:

- Chicago Tribune: Editorial: The joy of reading and the Illinois crisis stealing it away
- Boston Globe: 'The challenge is real': Nation's Report Card test shows little to no pandemic recovery in Mass. schools (Gov. Jane Swift and Marty West)
- WGBH: Massachusetts student test scores take top spot | GBH - WGBH (Marty West)
- WBUR: Mass. leads in reading and math scores, but still lags pre-pandemic levels (Marty West)
- Tampa Free Press: U.S. Students' Reading Scores Continue To Decline, Widening Achievement Gaps (Gov. Bev Perdue, Marty West)
- News and Observer: Nation's Report Card results are in and they're 'not good.' How are NC students doing? (Lesley Muldoon)
- Commercial Appeal: NAEP results: TN students buck grim national trends, but Memphis opts out of assessment (Mark White)
- Arkansas Democrat Gazette: 2024 Nation's Report Card: Arkansas scores unchanged for reading, math (Marty West)
- Detroit News: Michigan drops in national reading ranking, improves in 4th grade math (Gov. Bev Perdue, Marty West)
- The Advocate: How Louisiana achieved 'historic progress' in reading, outranking other states on national test (Scott Marion)

- KY ABC affiliate: US children fall further behind in reading, make little improvement in math on national exam (Marty West)
- CBS Local News: Governor, Education Commissioner Kick off Math Matters Initiative.
- AL.com: Alabama Students are Improving in Reading and Math, What's next?
- Charlotte Observer: NC saw an increase in 2024 math scores, new data show. This state policy could be why
- San Diego Fox affiliate: San Diego Unified Students Outscored Districts in most Large Cities.
- Axios: Louisiana's Math and Reading Scores among the nation's most improved.
- The Coloradoan: Colorado students outperforming national average but still behind pre-pandemic levels
- Milwaukee Journal Sentinel: What to know about Wisconsin's change in state test scores and the GOP push to restore previous benchmarks
- Arkansas Democrat Gazette: Arkansas' education chief says students' scores started decline before pandemic
- Oklahoma Watch: Stuck at the Bottom: Oklahoma Reading and Math Scores Stagnate
- Pittsburgh Post-Gazette: U.S. children fall further behind in reading (Marty West, Lesley Muldoon)
- Oregon Public Broadcasting: Nearly 5 years after schools closed, the nation gets a new report card (Lisa Ashe)

Trade publications:

- Education Week: Big Cities See Bright Spots on NAEP, But Worry About Keeping Up Interventions Education Week (Marty West)
- Education Week: Reading Scores Fall to New Low on NAEP, Fueled by Declines for Struggling Students (Lisa Ashe and Lesley Muldoon)
- Ed Week Market Brief: 4 Takeaways for Education Companies From the Underwhelming NAEP Scores (Patrick Kelly)
- The 74: New NAEP Scores Dash Hope of Post-COVID Learning Recovery (Gov. Jane Swift and Julia Rafal-Baer)
- K-12 Dive: Reading, math continue slide in 2024 NAEP results (Lesley Muldoon)
- Chalkbeat: NAEP: Reading scores fall as low-performing students' struggles intensify (Marty West and Lesley Muldoon)
- Hechinger Report: A dismal report card in math and reading (Scott Marion and Marty West)
- K-12 Dive: What Does NAEP Show for Special Ed Students?
- Education Week: The Reasons Behind the Poor NAEP Scores According to Teachers.

- Education Next: Hard Lessons from the New NAEP Results

Podcasts:

- EdNext podcast with Marty West: Link here.
- AEI podcast with Marty West: Link here.
- PDK International podcast with Patrick Kelly booked, with date TBD.

Op-eds

Published:

- Mark White and Jared Solomon: Don't Let Partisan Politics Stop Us from Helping Children Excel in School/Governing Magazine
- Marty West: What the Nation's Report Card says about Massachusetts/The Boston Globe
- Angélica Infante-Green: Don't Blame 'Science of Reading' for Low Scores/Education Week
- Danielle Gonzales: New Dismal NAEP Scores Should Be a Wakeup Call for District School Board Members/The 74
- Julia Rafal-Baer: The Latest Nation's Report Card is Bleak, but Business Leaders can Help/Forbes
- Anna King: Let's Remove Barriers to Student Success and Lift up Things Promoting Progress/One Voice Blog

Pending Placement:

- Lisa Ashe: Nation's Report Card Can Serve as Roadmap for What to do Next in Math (Submitted to Kappan)

Digital: Social Media, Emails, and Website

Email blasts

As part of the release, the Board sent several emails to the newsletter list, which received high open and click rates. Each of the three emails around the release significantly outperformed the 2024 average open rate (13.2%) and click rate (1.7%).

January 22 - One week out email with Town Hall registration (11,091)

- **Subject**: What will the 2024 NAEP results show?
- **Opens**: 2,742 (24.7%) | **Clicks**: 400 (3.6%)

January 29 - Day of Release (10,724)

- **Subject**: 10 Takeaways from the Just Released 2024 NAEP Results
- **Opens**: 2,008 (18.2%) | **Clicks**: 518 (4.8%)

February 3 - Reading Scores and event (1,747)

- **Subject**: How to READ the latest NAEP reading scores.
- **Opens**: 1,650 (15.4%) | **Clicks** 156 (1.5%)

Website

To prepare for the 2024 Nation's Report Card, the communications team redesigned information on nagb.gov's math and reading pages, adding interactive graphs that showed trendlines by state and jurisdictions. For NAEP Day, the Board posted a Top 10 Takeaways blog to capture a snapshot of the topline results along with the press release and other resources related to NAEP 2024.

Pages related to the NAEP release and the nagb.gov home page received a total of **9,351 pageviews**.

Data for January 29 - February 3

NAEP-Related Pages	Pageviews	Total Users
Top 10 Takeaways Blog	3,107	2,861
2024 Nation's Report Card Page	2,290	2,019
Press Release	1,916	1,771
NAEP Reading Page	804	631
Homepage	699	550
NAEP Math Page	535	409
Grand Total	**9,351**	**8,241**

The following section highlights social media activity (including an increase in LinkedIn engagement). Nearly a third (31%) of website traffic in those first few days came from LinkedIn (808 sessions).

Social Media

Data for January 29-February 3 (compared to previous week)

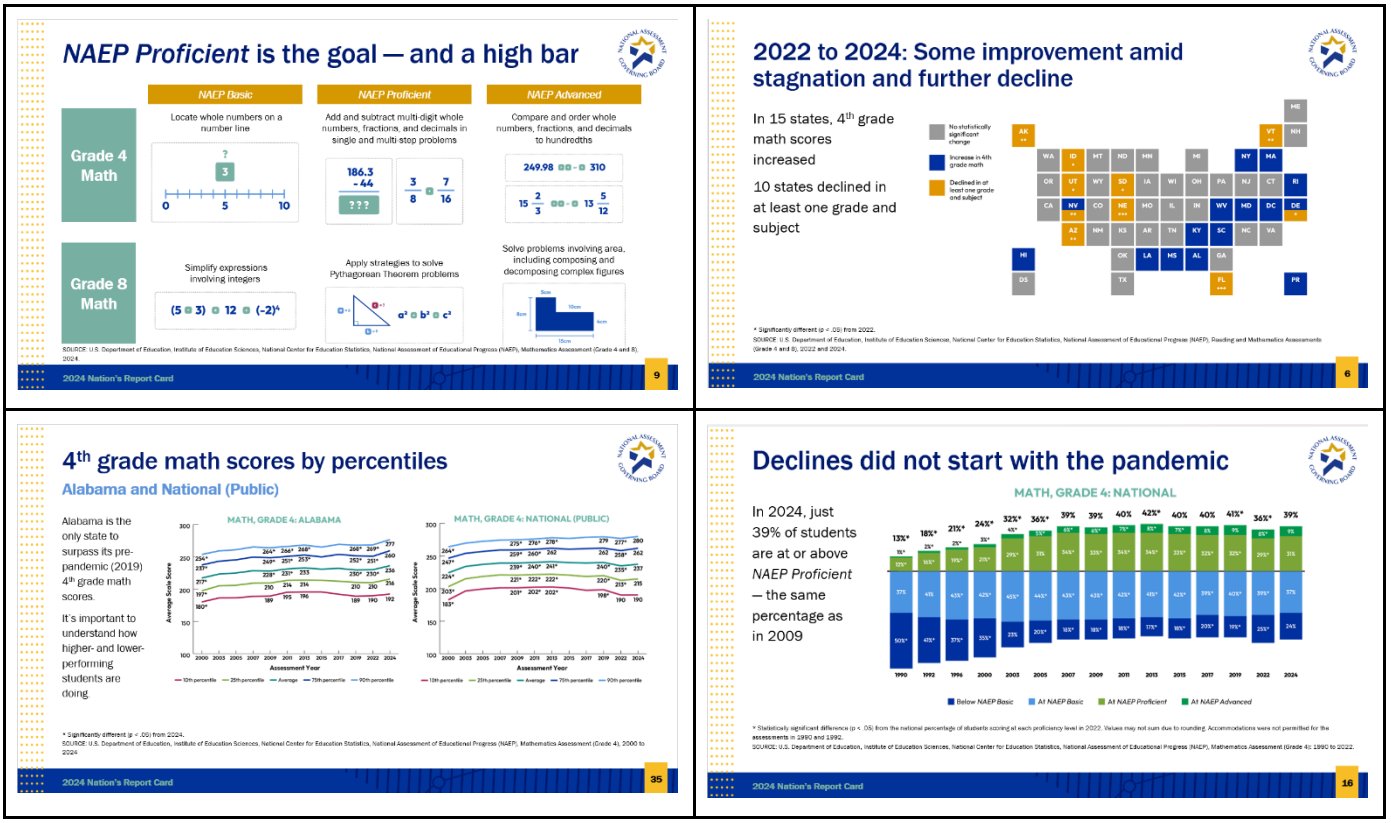
Total Governing Board Account Impressions: 9,406 • Linkedin: 3,551 (+243%) • Twitter: 4,830 (+73%) • Facebook: 1,025 (+185%)	**Total Governing Board Account Engagements:** 326 • Linkedin: 79 (+227%) • Twitter: 196 (+214%) • Facebook: 51 (+220%)

Top Posts from Governing Board and Partners here.

Events

Immediately prior to NAEP Day, the Governing Board added graphic design to the Lerner Communications team. Working with designer Alli Wachtel beginning in late January, staff developed a new template for slides and tailored slides for presentations. Wachtel's support will continue through March 31, and the team is building out additional slides for future presentations.

Sample slides of the new look:



The release strategy suggested a six-week sprint of post-release events, which was met with eager participation among partner organizations. Ultimately, given the rapid changes happening federally, the Board hosted two of the events, one on reading (285 attendees tuned into the event) and one on high- and low-performing students However, Board members and staff participated in nearly 20 events total:

Governing Board members and staff have presented at the following events:
Events highlighted in blue originated from the Governing Board

Organization	Event	Board Member(s) and Staff
Governing Board	NAEP Day Townhall event	Mary West
Council of the Great City Schools, CCSSO, and NGA	2024 Nation's Report Card: Reflecting on the Results	Marty West, Angélica Infante-Green
Collaborative for Student Success	2024 Nation's Report Card: Focus on Math	Julia Rafal-Baer, Laura LoGerfo
Governing Board (and Johns Hopkins School of Education)	The Nation's Report Card Reading Panel	Carey Wright, Carol Jago, Laura LoGerfo
U.S. Chamber of Commerce	2024 Nation's Report Card Briefing	Julia Rafal-Baer, Reginald McGregor, Lesley Muldoon
Education Commission of the States	2024 Nation's Report Card: A "How To" Guide for States	Lesley Muldoon, Mark White
National Council of State Legislators	2024 Nation's Report Card Briefing	Marty West
AEI/CERN	2024 Nation's Report Card Discussion	Laura LoGerfo
Accelerate	2025 State of High-Dosage Tutoring Convening	Lesley Muldoon
WhiteBoard Advisors	2024 Nation's Report Card Briefing	Jane Swift, Lesley Muldoon
PIE Network	2024 Nation's Report Card Briefing	Patrick Kelly
Walton Family Foundation Education	2024 Nation's Report Card: Overview, Implications	Julia Rafal-Baer
National Math Improvement Project/Whiteboard Advisors	NAEP Math Trends and Algebra Concepts	Laura LoGerfo
Education First	National Forum on the Future of Assessment and Accountability	Lesley Muldoon
Grantmakers for Education	2024 Nation's Report Card Briefing	Julia Rafal-Baer, Laura LoGerfo

SXSW EDU	Great Expectations: Why High Standards Are Key to Success'	Angélica Infante-Green, Carey Wright
Governing Board (and Fordham Institute and EdTrust)	High- and Low-Performers	Laura LoGerfo

Assets and Links

- 2024 Nation's Report Card Release Strategy