

# **DESIGN CONSIDERATIONS FOR BUILDING OUT (NCLB) STATE ASSESSMENT SYSTEMS**

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# PRESENTATION SET OF QUESTIONS

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- 1. What changes has NCLB brought to statewide assessment programs?**
- 2. What are the consequences of these changes?**  
**intended and unintended**  
**positive and negative**
- 3. What should states be thinking about now that attention has shifted from building the NCLB accountability plan?**

# MEETING NCLB REPORTING REQUIREMENTS

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**The NCLB requirement that state assessment results be returned prior to the beginning of the following school year has had a significant effect on state assessment programs:**

- **Time of testing**
  - earlier in the spring
  - fall testing
- **Item formats**
  - fewer C/R items
  - NRT driven
- **Reporting errors**
  - “fear factor”
  - review of all q/c procedures
- **Lobby for change**

# VERTICAL VS. PSEUDO-VERTICAL SCALES

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- **NCLB does not require vertical scales**
- **Are the necessities for building a vertical scale worth the outcome?**
- **May be able to still obtain vertical-scale type information without a formal vertical scale *if* certain design and development options are implemented:**

**Developmental alignment of content standards—grade-to-grade breadth and depth**

**Test blueprints fully reflective of content alignment**

**Standard setting concurrently and coherently across grades**

**Value state's performance levels/labels**

# STANDARD SETTING

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- **Grade by grade vs. Interpolation: Is there a “gold standard?”**
  - public confidence
  - extensive resources
  - multiple methods
  - validity studies
- **Is the 10 – 90% range a standards phenomenon?**
  - populations, programs
  - accountability system
  - Why is your state where it is—intended or unintended?

# ALIGNMENT ISSUES

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- **Items to standards**
- **Items to assessments**
- **Items to external referents (e.g., national standards)**
- **Assessments to external referents (e.g., NAEP, NRTs)**
- **Augmented NRTs**

# INCLUSION ISSUES

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- **95% rule**
- **Special Education students**
  - alternate assessment eligibility**
  - universal design: is it truly universally favorable?**
- **ELL students**
- **What about “advanced” students?**

# RELATED ACCOUNTABILITY ISSUES

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- **Values**

  - do your assessment and accountability systems align?

  - are you assessing coherently?

- **State / Local accountability systems**

  - dual vs. side by side

  - additional indicators

    - increase technical quality of decisions

    - reward different types of achievement (growth, participation)

    - present vs. future ready

- **Are the “right” schools identified?**