

RILS' Multiple Measures: A personal response

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Comments at the Reidy Interactive Lecture Series

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What do I expect of RILS & myself?

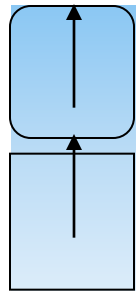
From Kathleen's presentation *21st Century Skills*:

- Consumer – How well did I learn?
- Producer – What will I use to help me in my work to help others?
- Social Capital – Is the (capacity of the) group (field) getting better?
- Four “thought challenges” I’m interested in working on

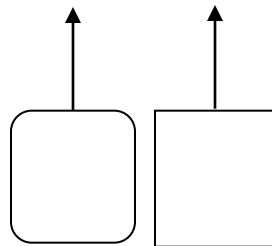
Purposes & Functions of Multiple Measures

- Gary – assessments & reporting
- Kathleen – construct-centered design & 21st Century Skills
- Charlie – measurement purposes
- Peg – school & other purposes/uses x units
- Brian – assessment & accountability purposes
 - More accurate information improves signal
 - More complete information aligns better with goals
 - More robust information reduces corruption
 - More sensitive targeting heightens responsiveness

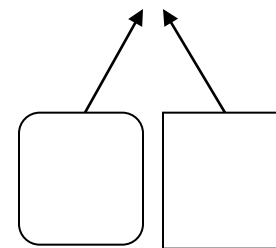
Assessment Purposes for Multiple Measures (Validity & Reliability)



Measures of different ranges/discrimination of the same thing



Different measures of different things

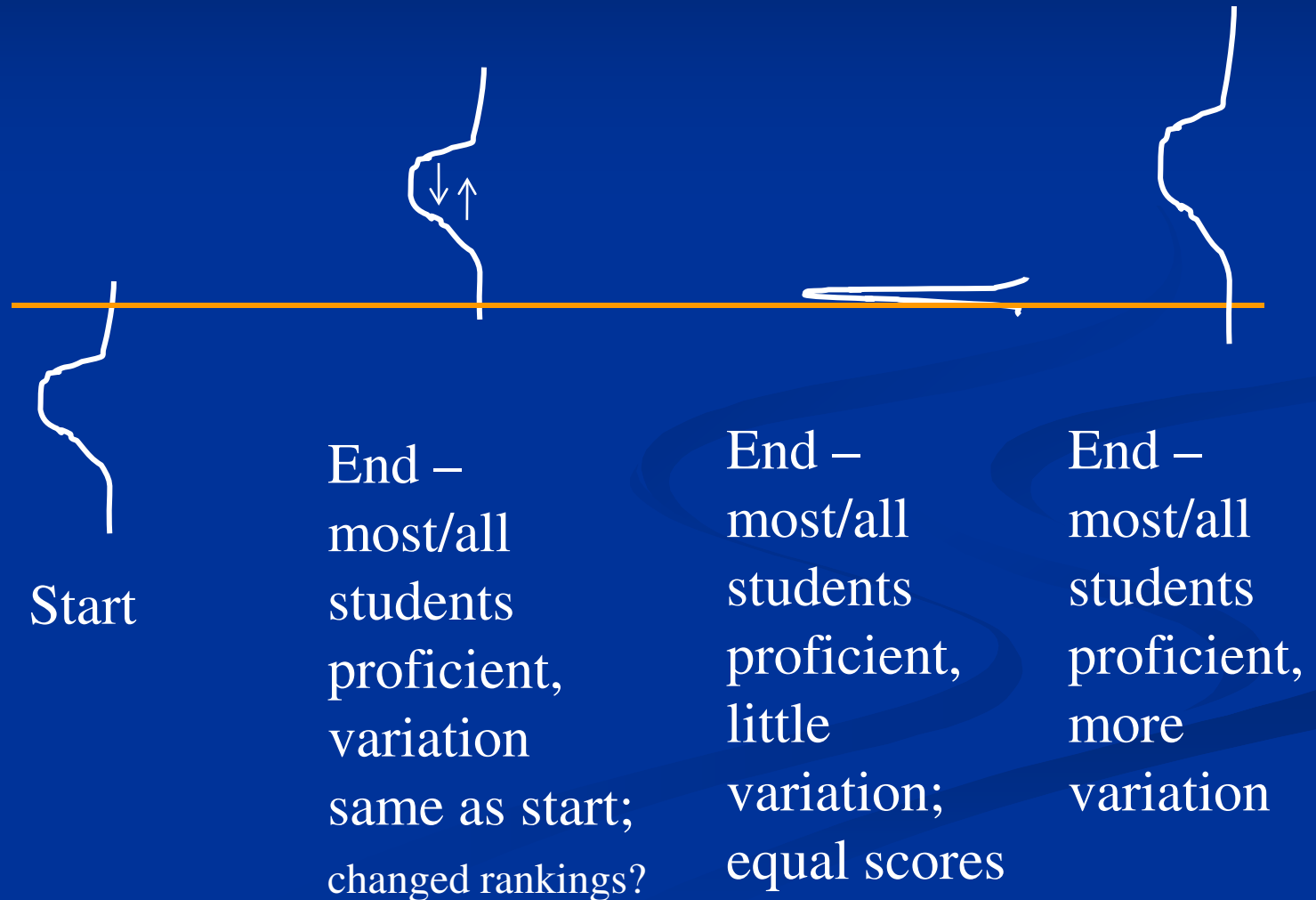


Different measures of the same thing

School Accountability Goal Structures & Incentives

- Single criterion (“100% students proficient” on reading and math)
- Or “All students college- and career-ready” on ELA, math, and science”
- Where should school place its resources?
(Answer: students below the bar should get the resources needed to get them above the bar)

What is desired distributions of student scores – for schools; students in classroom?



Thought challenge 1

- State and federal school accountability systems to date have focused largely on *equity* – a single (minimum) outcome.
- What would a different formulation of *equity* and *excellence* (?) goals look like?
 - Different, (equally valued) outcomes

School Quality Description vs. Accountability Change

- Accountability conceived as an *incentive system* to change behavior – and so focuses on what needs to be changed that would not change as quickly
 - KY & basketball... narrowing/focusing
- Description of school quality / performance
- Henry Braun's *systemic validity*

Thought challenge 2

- What conceptual tools can we develop that will help make more systematic our development and evaluation (for improvement) of validity choices in accountability contexts
 - For complex systems with multiple purposes, multiple goals, multiple measures
 - Such as: alignment methodologies, standard-setting methods, Kane-type validation efforts

Measures for External vs. Internal Use

- What is useful?
 - Signal
 - Feedback
 - Credibility & Defensibility
- Theory of Action – what leads to improvement?
Who are key responsible agent?
- Useful to agents: “Theory” – process →
process/intermediate measures

Thought challenge 3

- What could be design of more comprehensive and coherent assessment and accountability systems?
 - Incorporate more specified theory of action & evaluation to improve
 - Formative and summative systems
 - Relations of accountability systems for student, school, teacher, administrator, teacher-development institutions, etc.

Thought challenge 4

- What conditions would make a significant change in capacity for improvement?
 - Common content standards and common performance standards
 - Market forces for school/teacher supply
 - Leadership (principal) development
 - Reform of higher ed's teacher training models
 - Curriculum

Thought challenge 5

- What should be my priority, if/since I can't do it all?
- With external forces being what they are, is it worth it or are we tilting at windmills?

Look forward to next year's RILS!

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