



Next Generation Accountability Systems

Eva L. Baker

Director

National Center for Research on Evaluation, Standards, & Student Testing

Graduate School of Education & Information Studies
University of California, Los Angeles

Reidy Interactive Lecture Series

Portsmouth, NH

October 2, 2009

Next Generation Accountability Systems

- Orientation to Accountability
- Demands different vision
- Relies deeply on measures rather than “data”
- Not incremental view

Accountability Criteria and Principles

- Distributed
- Parsimonious
- Balanced
- Trustworthy
- Fair
- Learning-focused
- Adaptable
- Changeable

Mismatched Practices, Methods, & Inferences

- Assumes an identifiable, narrow and stable set of responsible parties (school level)
- Treats schools as fixed entities when many are subject to turbulence
- Excludes important functions, e.g., personnel selection and training (district)
- Underestimates student independence & agency
- Presumes knowledge to improve learning is distributed
- Uneven standards
- Few systems are subjected to even partial evaluation

Litany continued: Mismatched Practices, Methods, & Inferences

- Uses inadequate measures, inappropriate psychometrics, and poor standards of performance
- Makes untenable interpretations of cohorts
- Longitudinal “growth” depends on fixed conceptions of outcomes
- Constrains focus to content or archival records rather than the integration of learning
- Emphasizes subgroup differences
- Measures are treated as fungible

Assessment & Measurement

...Miles to Go...

Notional goals for assessment systems

- Trustworthy communication of relevant results
- Inferences appropriate for purposes:
- Learning, accountability, improvement, public
- Assessment is valuable & motivating
- Methods connected to academic and applied realities
- Participatory
- Multiple points of entry

Assessment & Measurement

More Miles

Notable shortcomings

- Lacking rich and deep content
- Appropriate cognitive demands
- Linguistic characteristics
- Relevance to standards
- Continuity
- Transparent
- Appropriate tasks
- Purposively sampled
- Fair
- Methodology to assure quality

Context and Constraints

- International competition and acceleration
- Economic peril and potential
- Age of rapid change—21st Century roller coaster
- Distributed responsibility for complex tasks
- Technology and individual choice
- Mix and mash

Educational Context

- Diminished middle class support for urban schools
- Teaching as a profession
- University preparation for teaching
- Growing diversity
- Increased drop out
- Finances

Constraints on Accountability Vision

- Burden for improvement not to be borne exclusively by accountability system
- Choices of levers, controls, or opportunities or combination
- Cost
- Risk assessment and abatement
- Leadership

Vision of Accountability Criteria

Balanced

- Who participates
- What counts as evidence
- How obtained and valued
- External / internal loci
- Fixed / changing system
- Common / choice elements

Accountability Criteria

- Flexible
- Changeable without punishment
- Wholly owned by all participants

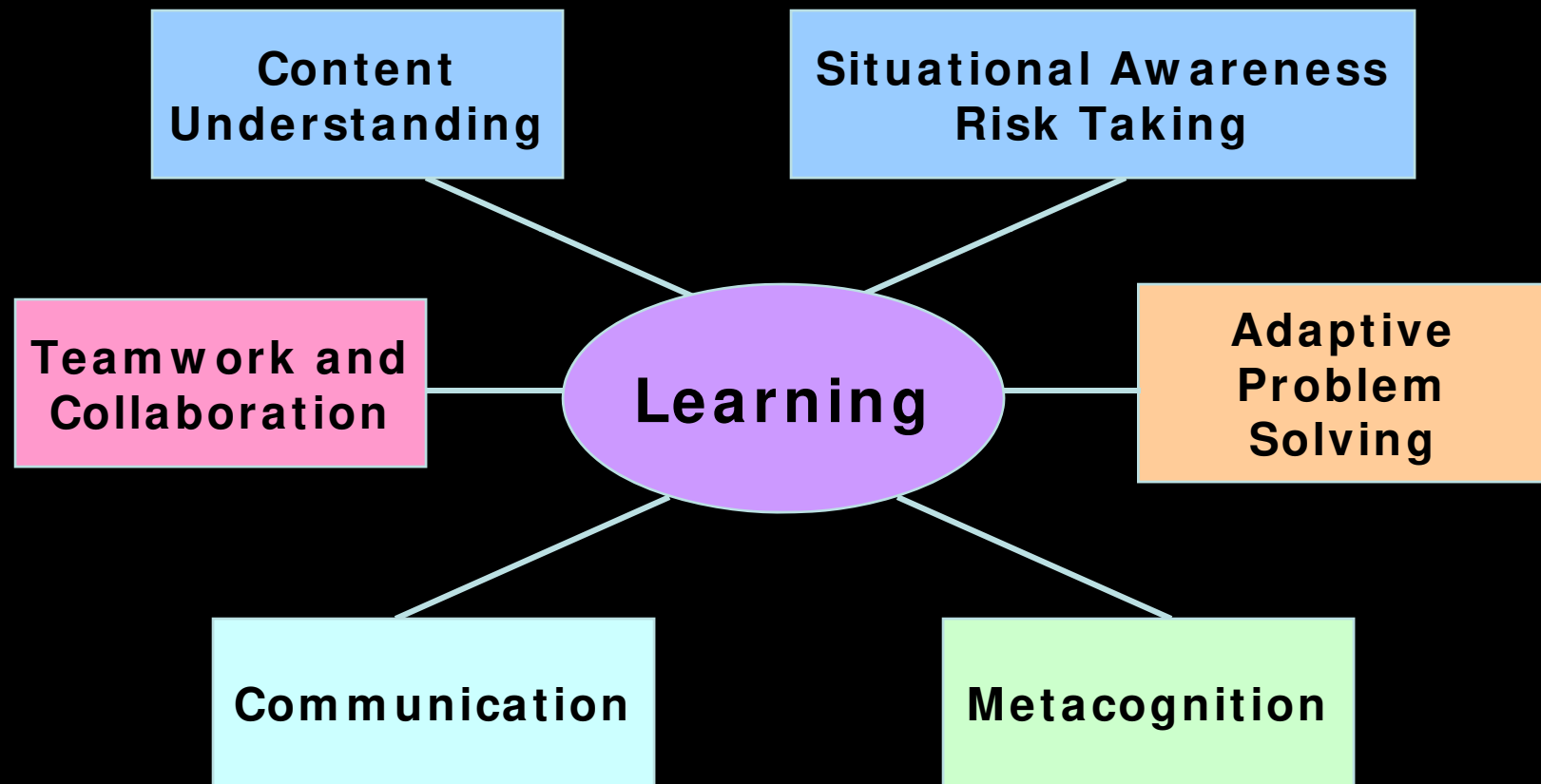
Accountability Measures and Indicators

- Embedded in content and situations
- Teachable
- 21st Century cognitive skills
- Meaning (declarative, procedural, systemic knowledge)
- Transfer
- Situational awareness
- Risk taking

21st Century Skills

- Adaptive problem solving
- Fluent procedural learning
- Sophisticated search
- Communication
- Teamwork
- Metacognition

CRESST Focused Reform



Measures

- Need scalable, intermediate measures rather than inductive inferences
 - *For classroom practice*
 - *Student learning and motivation*
 - *Seamless data collection and synthesis for quick feedback*
- Included in disciplinary, multidisciplinary academic or situational settings
 - *Evidence of instructional sensitivity*
 - *Psychometrics follow not lead requirements*

A Big Idea

Accountability needs to
monitor and support the
learning of individuals



Implications for Learning and Instruction

- Individual, partially planned student sequences rather than post hoc trajectories from groups
- Close up monitoring of progress
- Same for teachers
- New kind of teaching with a range of different supports
- Honoring and enabling choice by secondary school students of outcomes and connected proficiency measures

Benefits

Motivation to be part of system

- Engagement of the person rather than as cog in the data provision machine
- Differential preparation without tracking; myriad of possibilities
- Students and teachers deeper participants in their own learning
- Opening the school to other sources of expertise and engagement

Work Ahead

Find balance between common and unique paths and outcomes

- Legitimate “qualifications” including the arts and performance, career and academics, foundational and applied situations
- Mitigate costs by using technological frames (reusable) for design administration, scoring of outcomes
- Maintain sufficient structure in schools for guidance needed for emerging adults
- Phasing may draw credibility and interest, e.g., health science or environmental fields as first places



Structural Readjustments

- Accountability for kids
- Accountability for systems, including teacher preparation and selection
- Rethinking optimal mobility for educators
- Accountability for schools as structure
- Portability of intentions, progress and outcomes

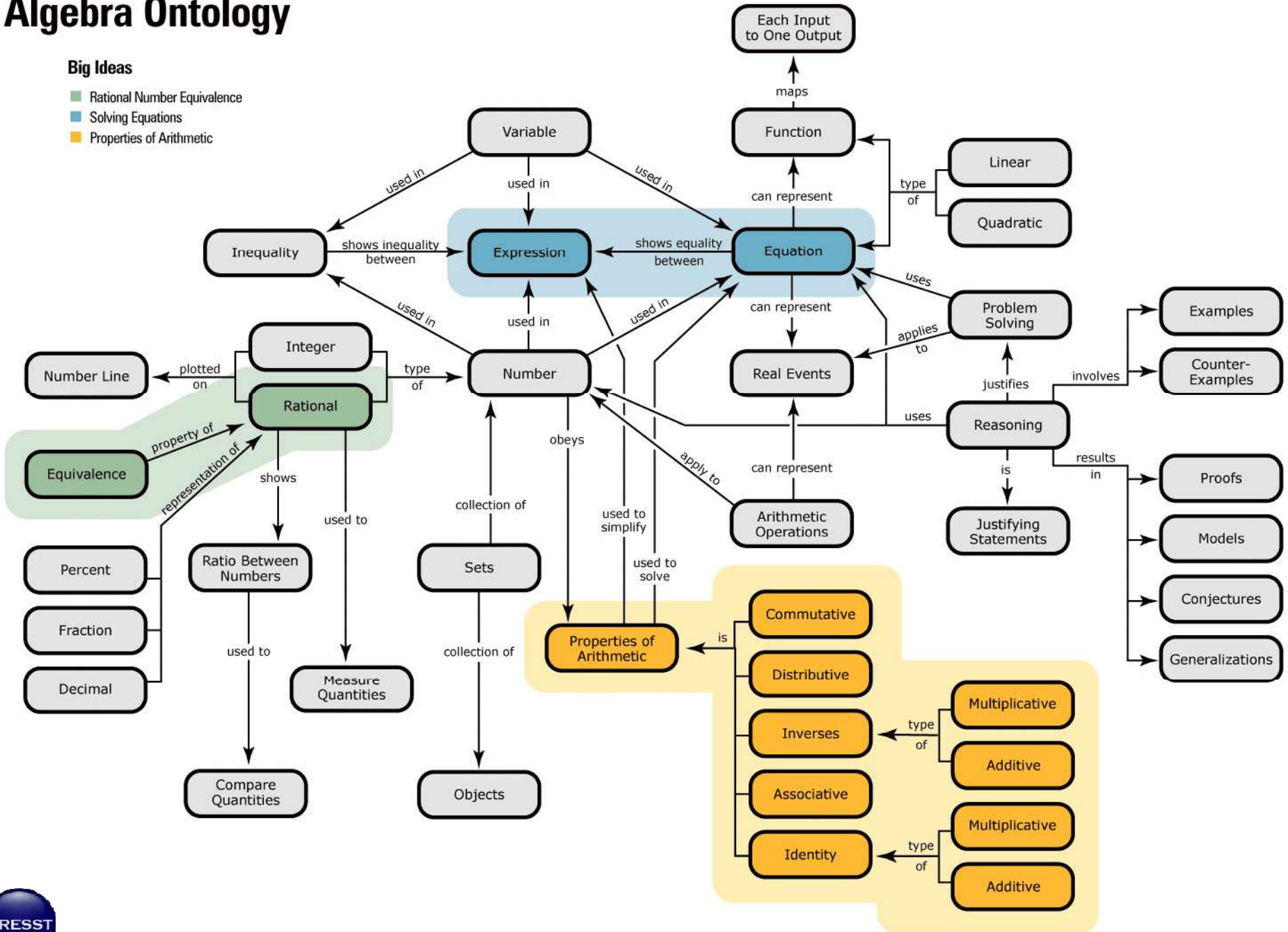
Technical Requirements (partial list)

- Accountability needs rebalancing
- Opening up so that learning will continue to open up in school instead of only outside
- Measures and individual choice and responsibility
- Now, for there is no good reason not

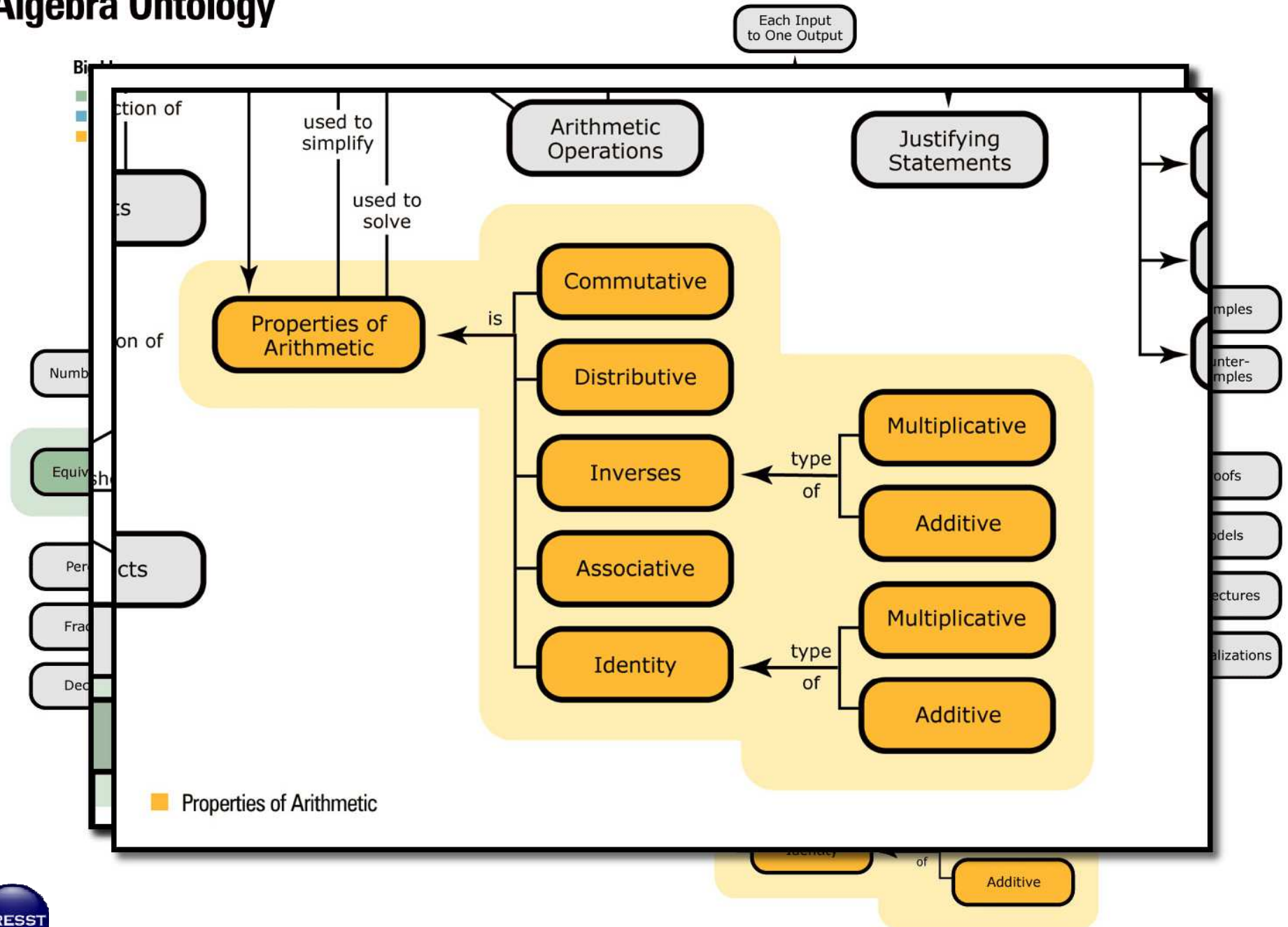
Algebra Ontology

Big Ideas

- Rational Number Equivalence
- Solving Equations
- Properties of Arithmetic



Algebra Ontology



Policy and Political Will

- Rationale (drop out competitiveness teacher attention and improvement)
- Integrate the use of technology
- Opening doors to community deep participation
- Maintaining records of real progress of individuals
- Privacy
- Once again leadership

Now or Never

- Costs too great to falter
- Cannot subordinate ideas to constraints
- Change or roll over constraints

Summary

- Accountability needs rebalancing
- Opening up so that learning will continue to open up in school instead of only outside
- Measures and individual choice and responsibility
- Now, for there is no good reason not

<http://www.cse.ucla.edu>



Eva L. Baker

voice 310.206.1530

fax 310.267.0152

email baker@cse.ucla.edu

