From Selection and Use to Evaluation

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Evaluation of What?
Evaluation Depends on a Theory of Action

• Feedback loops are everywhere (assessment is an act of obtaining feedback)

• How much confidence should we be striving for along the design, development, and implementation of balanced assessment systems?

• How do we situate assessment in the larger system of education?

• Nested theories of action
Evaluation Depends on a Theory of Action

• Need to understand the logical chain that gets us from here to there (i.e., unpacking all of those theories)

- Ability to evaluate curriculum
- HQ instructional materials
- Content and pedagogical knowledge to deliver it
- The use of an assessment to diagnose any student knowledge
A Look Forward: A Possible Approach

• Leveraging evaluative practices to develop a cohesive argument
  • Not for the assessment. For the use.

• Validity for what purpose?
  • What is our intended purpose?
  • How does align with our intended use and the assessment’s best use?
  • Ultimately, what claim are we trying to make and under what conditions?

• Additional challenge: the purpose, intended use, or claim will vary depending on whose perspective we take
  • Can’t script every possible application or interpretation
A Look Forward: A Possible Approach

• Using a framework to approach evaluation systematically to check for
  • Alignment of use against a theory of action (i.e., vision for teaching, learning, and assessment)
  • Use as intended
  • Implementation fidelity
  • Lead to changes in behavior as expected

• We’re looking past (through?) the assessment in order to focus on how the assessment is situated in the system
Leveraging an evaluative framework

• Examining claims to confirm design through implementation

• Three possible components of making a validity argument
  • Identifying the outcome/claim
  • Identifying and collecting evidence in support of that claim
  • Evaluating evidence in support of using the assessment (i.e., sound implementation lead to sound diagnosis)
The Challenge is with Identifying the Claim

Dependent on (not exhaustive)

• On what claim do we focus (even limitedly tied to purpose)?
  • Instructional purpose
  • Evaluative purpose
  • Predictive purpose

• What audience is the focus of the claim?
• How do we use the assessment support that claim?
• Are we meaning to generalize (or not)?
The Challenge is Specifying the Claim

• Is it signal or is it noise?
  • Identifying the considerations that impeded/support the evaluation of our claim
  • Fidelity of implementation (e.g., curriculum quality, curriculum alignment, instructional delivery, content readiness)?
With an Eye Toward Evaluation

• We have asked a diverse group with various perspectives to speak to challenges and considerations for evaluation in using interim assessments

• Three groups
  • Experts
  • State Level Perspective
  • District Level Perspective
Our Panel

Facilitator
• Scott Marion (Center for Assessment),

Experts
• Marianne Perie (Measurement in Practice)
• Margaret Goertz (Consortium for Policy Research in Education, University of Pennsylvania)

State Representatives
• Charity Flores & Mary Williams (Indiana Department of Education),
• Craig Walker (Oklahoma Department of Education)

District Representatives
• Nick Meyer (Indianapolis Public Schools)
Panel Discussion