From Selection and Use to Evaluation

Juan D'Brot

Erika Landl

The National Center for the Improvement of Educational Assessment

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Evaluation of What?

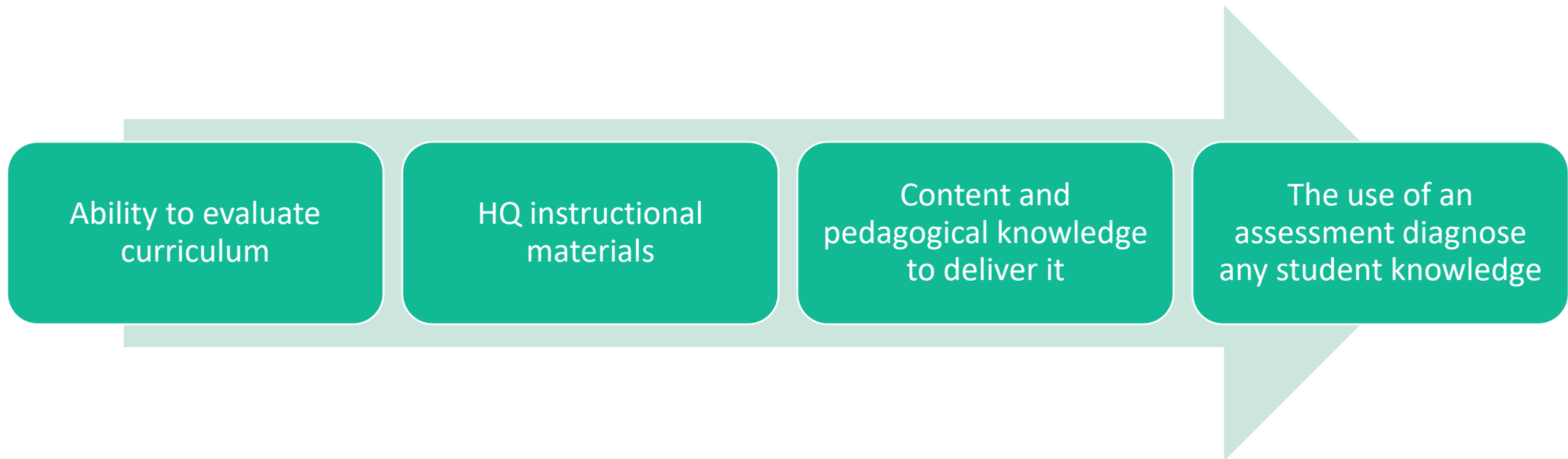# Evaluation Depends on a Theory of Action

- 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*

RUSSIAN DOLLS ARE JUST SO FULL OF THEMSELVES

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 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)

State the claim

Identify Evidence

Analyze evidence

Rinse and Repeat
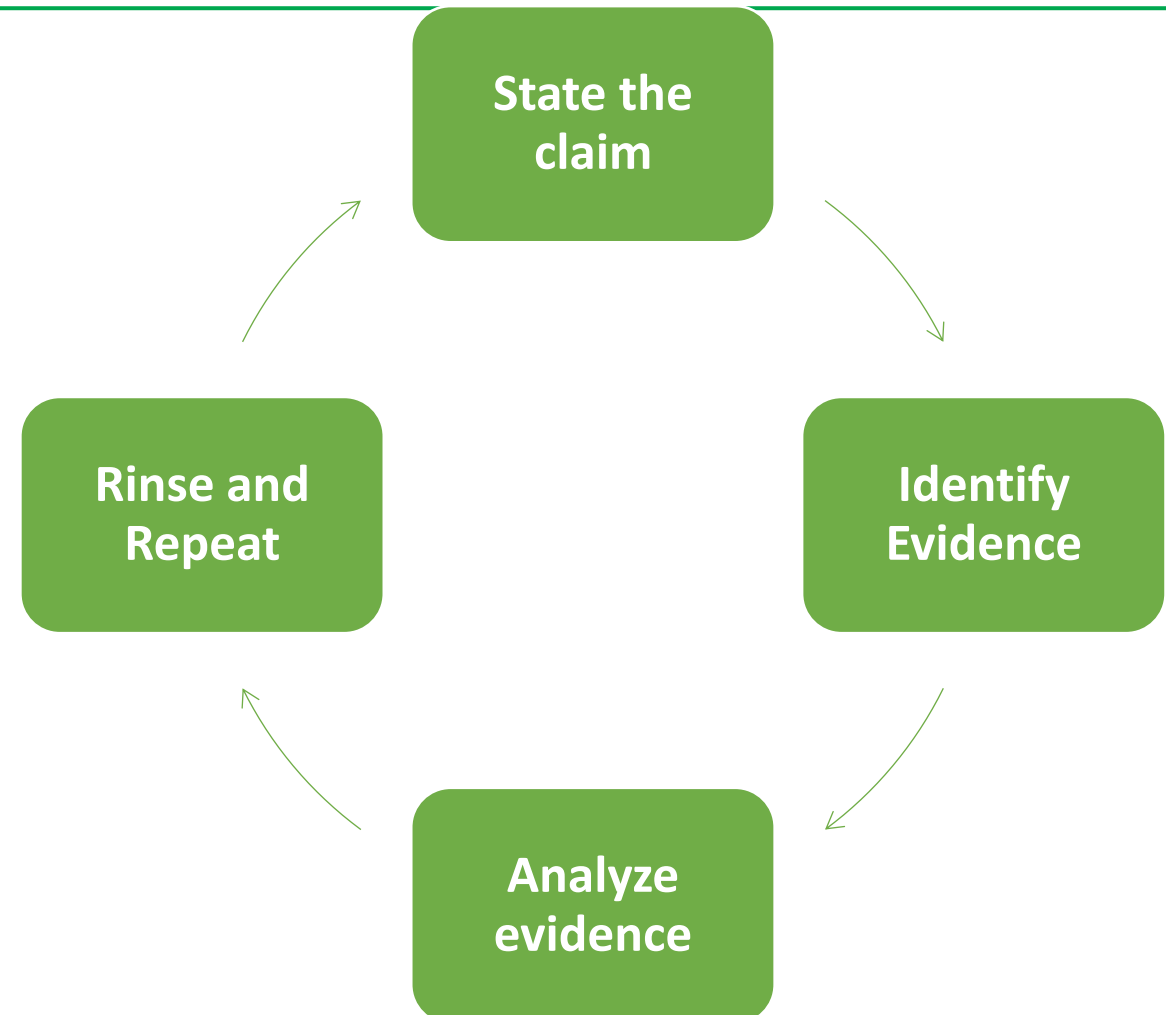
The Challenge is with Identifying the Claim

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)?
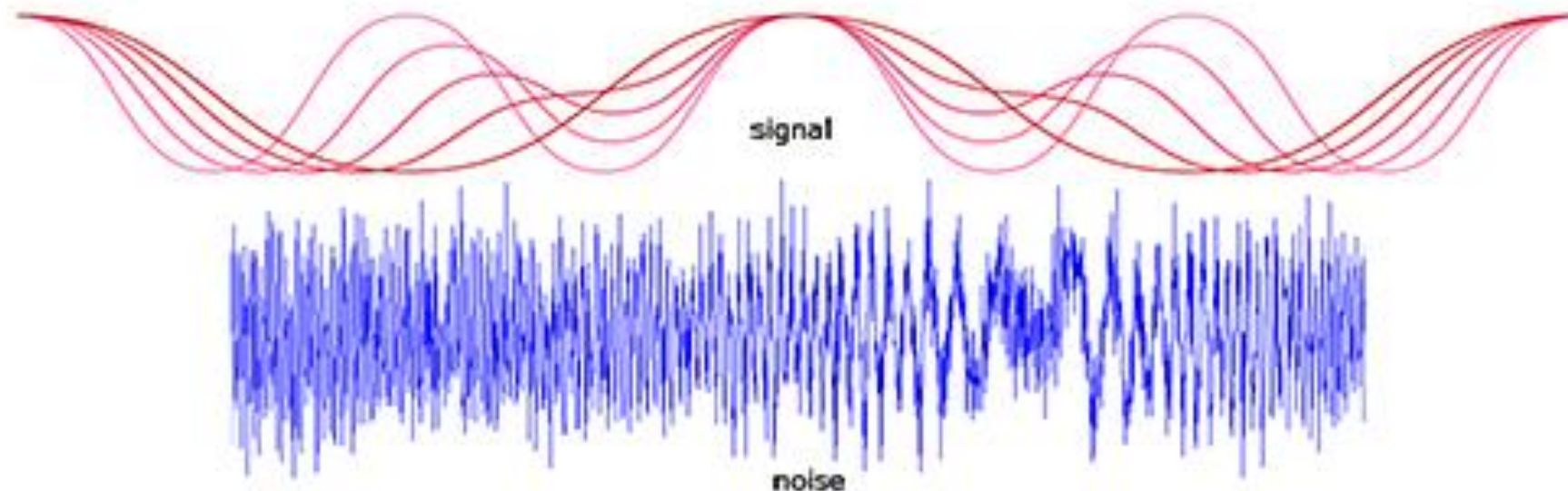
With an Eye Toward Evaluation

- 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