A Research and Practice Agenda

• The Center will spend the next year fleshing out a research and practice agenda focused on:
  – Balanced assessment systems
  – Small “a” accountability
  – Validation for system improvement

• We intend to partner with both academic researchers and practitioners in districts so these ideas can move from research into practice
A Balanced Assessment System Agenda

• We are currently focusing on adding details to four big strands of work:
  – Conceptual
  – Practical
  – Research and evaluation
  – Policy
Conceptual Work

• Purposes and Uses
  – rarely are articulated in sufficient detail to guide design and interpretation

• The criteria
  – Coherence
  – Comprehensiveness
  – Continuity
  – Efficiency
  – Utility

Do these criteria conflict with one another? How do we bring them from 30,000 feet in for a landing?
Practical Work

Partnerships
- State and district partners to help develop exemplars
- Research-practice partnerships

Tools and Resources
- Tools cannot solve the challenges alone, but they can extend and support professional learning opportunities

Assessment literacy
- Can be the topic for the entire conference!
- We focus on the assessment literacy needs specific to balance assessment systems
- Multiple stakeholders and multiple layers of the system
Research and Evaluation

• We need research-practice partnerships for documenting proposed interventions so that others may learn.

• For example, we suggested in our paper that “loosely coupled” systems will improve the coherence and utility of the interim and summative components of the system.

• Such assertions must be supported by evidence, with plausible rival hypotheses while searching for potential unintended negative consequences.
Accountability policy can have a profound negative effect on the implementation of balanced systems of assessment.

Large-scale assessment policies can also have a considerable impact on balanced assessment systems. Instability in large-scale assessment programs and the size of the “footprint” of the state test are just two examples.
Conclusion

• We feel a desperate need to **improve the quality and usefulness of assessments**

• We do not see enough examples of such systems in practice to serve as models for others to emulate

• We want to look back after the next 20 years and see more progress than we have seen in the almost 20 years since the publication of *Knowing What Students Know*. 
The Panel

• **Lorrie Shepard**, Distinguished Professor, University of Colorado Boulder

• **Andy Middlestead**, Michigan Department of Education

• **Paul Freeman**, Guilford, CT School District

• The panelist had a chance to read our paper in advance. We will invite each of them to make a few comments and have some conversation among panelist before opening it up to the full group.
Read the full paper


Agenda

Thursday, September 27th

8:00  Breakfast
8:30  Welcome and Introduction to RILS at 20
      Scott Marion, Executive Director, Center for Assessment
8:50  Opening Address: What have we learned?
      Charlie DePascale, Senior Associate, Center for Assessment
9:10  Overview of Barriers to Assessment System Implementation and Introduction to
      Concurrent Sessions
      Joseph Martineau, Senior Associate, Center for Assessment
      A Tricky Balance: The Challenges and Opportunities of Balanced Systems of Assessment
9:25  Transition to Concurrent Session #1
9:30  Concurrent Session #1

A. The politics and policy of assessment system design
    Scott Marion, Executive Director, Center for Assessment