

A Research and Practice Agenda for Balanced Assessment Systems

Scott Marion, Center for Assessment

Reidy Interactive Lecture Series

Portsmouth, NH



September 27, 2018

A Research and Practice Agenda

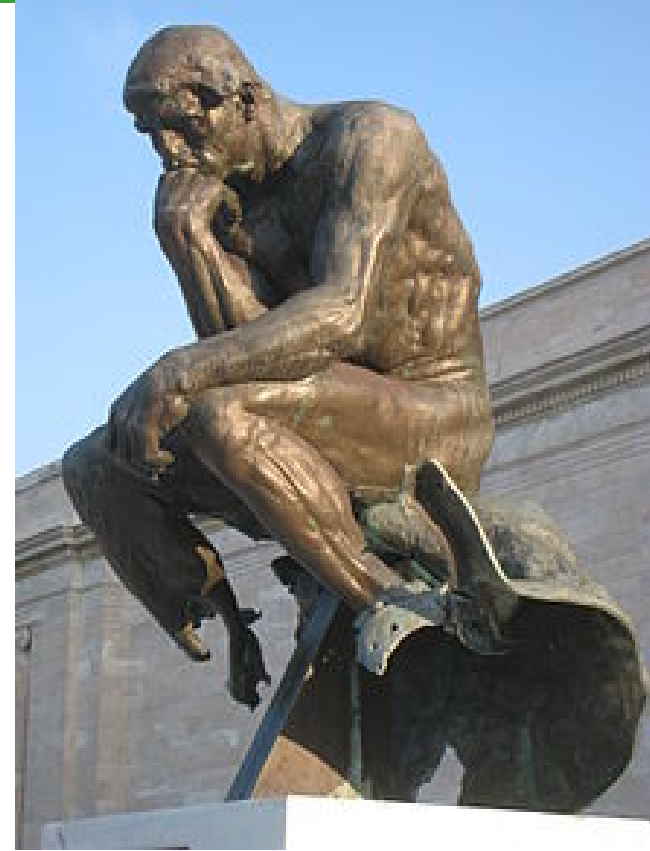
- The Center will spend the next year fleshing out a research and practice agenda focused on:
 - **Balanced assessment systems**
 - Small “a” accountability
 - Validation for system improvement
- We intend to partner with both academic researchers and practitioners in districts so these ideas can move 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



Policy

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

- <https://www.nciea.org/annual-conference/past-events/2018-reidy-interactive-lecture-series>

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