

# Barriers to Successful Implementation of Balanced Assessment Systems

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RILS, September 2018



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# The Barriers



## Broad Category of Barriers

## Sources of Barriers

The influence of politics, policy, and political boundaries (hierarchy) on the decisions around assessments

- Power of politics
- Power of policy
- Power of hierarchy

The influence of commercialization and proliferation of assessments

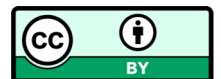
- Commercialization
- Proliferation

The lack of attention to curriculum and learning in the design of assessment systems

- Attention to curriculum
- Attention to learning

The lack of assessment literacy at multiple levels of the system

- Federal literacy
- State literacy
- District literacy
- School literacy
- Classroom literacy



# What of the Barriers?



- What is your experience?
- Are there additional broad categories of barriers you believe have caused difficulty with successful implementation?

[http://bit.ly/RILS\\_BARRIERS](http://bit.ly/RILS_BARRIERS)



# Dynamically Updating Results for Discussion



[http://bit.ly/RILS\\_barriers\\_results](http://bit.ly/RILS_barriers_results)



	Session A	Session B	Session C
Round 1	<p><b>The politics and policy of assessment system design</b></p> <p><i>Marion</i></p>	<p><b>Challenges of assessment literacy</b></p> <p><i>Evans</i></p>	<p><b>Commercialization, proliferation, incoherence</b></p> <p><i>Martineau</i></p>
Round 2	<p><b>Identifying specific uses and developing systems to match</b></p> <p><i>Dadey &amp; Martineau</i></p>	<p><b>Curriculum and balanced assessment systems</b></p> <p><i>Thompson</i></p>	<p><b>Challenges of assessment literacy</b></p> <p><i>Evans</i></p>
Round 3	<p><b>Modular Assessments in a Balanced Assessment System</b></p> <p><i>Dadey</i></p>	<p><b>The politics and policy of assessment system design</b></p> <p><i>Marion</i></p>	<p><b>Curriculum and Balanced Assessment Systems</b></p> <p><i>Thompson</i></p>