Comprehensive and Coherent Assessment Systems: What problems are we trying to solve?

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Heard any news about testing lately?

John Oliver Explains Everything That's Wrong With Standardized Testing

The Huffington Post | By Ed Mazza

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What is the pushback about?

There is too much testing
Tests don’t measure what matters
Scores are meaningless
The consequences are unfair
One size doesn’t fit all
Other countries are outpacing U.S. students
What do we want from tests?

- Inform policy decisions
- Useful feedback to inform instruction
- Measure cognitively rich and relevant knowledge and skills
- Provide information about college, career readiness and on-track to readiness
- Supports personalized learning
- Compare performance at student and aggregate levels
- Timely (preferably, immediate) results
- Low cost
- Minimal testing time and operational burden
- Ready now
One Test Cannot Do It All

If we ask a test to be everything, it may not be very useful for anything.
• But more isn’t always better...

• Assessment systems have promise, but too often they are not designed to work together effectively and coherently

• Consider that one is unlikely to achieve their fitness goals by haphazard use of even the best equipment.

• A well-designed and coherent system is more efficient and effective
The Challenge

• What does it mean for a system to be comprehensive and coherent?

• How can we get useful information to support teaching and learning?

• How do we support multiple objectives, but avoid a system that is too burdensome?

• Are solutions feasible within current policy and operational constraints?