

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

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Reidy Interactive Lecture Series

September 17, 2015

Boston, Massachusetts

Heard any news about testing lately?



John Oliver Explains Everything That's Wrong With Standardized Testing

The Huffington Post | By Ed Mazza



Posted: 05/04/2015 5:36 am EDT | Updated: 05/04/2015 5:59 am EDT



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

Assessment Systems

- 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?