

COMPREHENSIVE ASSESSMENT SYSTEMS

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Presentation at Reidy Interactive Lecture Series

October 5 - 6, 2006

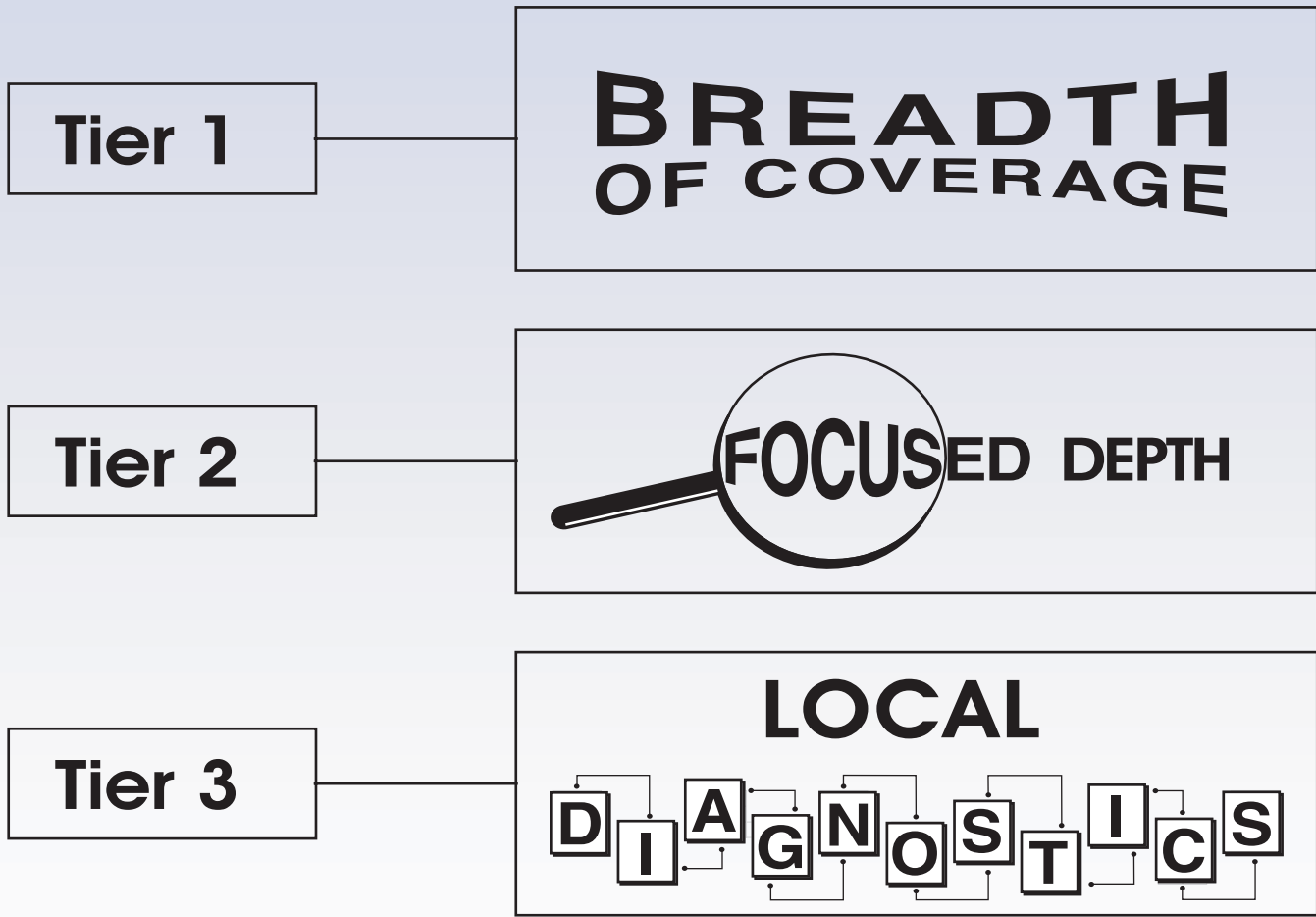
GUIDING QUESTIONS

- 1. What system of assessments is needed to improve teaching and learning (and provide accountability)?**
- 2. How can assessments be developed to satisfy the differing needs of the various levels (federal, state, local) of the education community?**

SYSTEM OF ASSESSMENTS: PRINCIPLES

- **Accountability vs. Instruction (diagnostic)**
 - **how much time are you willing to spend?**
 - **how much money are you willing to spend?**
 - **technical adequacy: how good is enough?**
- **Federal vs. State vs. Local**
 - **differentiated roles**
 - **resources**
 - **different types of accountability**
- **Multiple Formats: multiple choice, constructed response, performance assessments**

TIERED STATE ASSESSMENT SYSTEM



SYSTEM OF ASSESSMENTS: COMPONENTS

- **Primary Tool: Basic/Higher Order Skills CRTs**
 - maximally aligned to state standards
 - mix of comprehensive and survey
 - testing time (month and hours) and burden
- **Federal: NCLB Snapshot (primarily m/c)**
- **State: accountability and instruction (mix of m/c, c/r, and some performance tasks)**
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- **Local: Formative and Diagnostic Assessments with state, local, and private items/tasks**

STRATEGIES FOR QUALITY FORMATIVE ITEMS

- **Contractor developed**
- **Commercial products**
- **State Clearinghouse**
- **Need for quality standards and Q/C function
(state, local)**
- **Software for test development, administration,
scoring, reporting, record keeping
(and instructional interventions)**

OPTIMIZING AMOUNT OF TESTING

- **Prioritization: important vs. “less important”**
- **Reconceptualization: “power” standards**
- **Differentiation: federal vs. state vs. local**
- **No silver bullets but technology creates opportunities**