COMPREHENSIVE ASSESSMENT SYSTEMS

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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

Tier 1

BREADTH OF COVERAGE

Tier 2

FOCUSED DEPTH

Tier 3

LOCAL DIAGNOSTICS
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)

- 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