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Criteria for High-Quality Assessment

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“I am calling on our nation’s Governors and state education chiefs to develop standards and assessments that don’t simply measure whether students can fill in a bubble on a test, but whether they possess 21st century skills like problem-solving and critical thinking, entrepreneurship and creativity.”

—
President Barack Obama,
March 2009

Goal of Common Core State Standards

- Fewer
- Higher
- Deeper





“To be helpful in achieving the learning goals laid out in the Common Core, assessments must fully represent the competencies that the increasingly complex and changing world demands.... To do so, the tasks and activities in the assessments must be models worthy of the attention and energy of teachers and students.”

-- The Gordon Commission

Other Nations are Transforming Curriculum and Assessments

High Achievers Use:

- Open-ended essays and problems to be solved and explained
- Performance tasks that require students to design and conduct investigations, collect data, analyze and present findings in writing, orally, and with technology

New U.S. Assessments Should Tap Deeper Learning

SBAC 11th-Grade Task: Nuclear Power—Friend or Foe?

Classroom Activity: Using stimuli including a chart and photos, the teacher prepares students for Part 1 of the assessment by leading students in a discussion of the use of nuclear power. Through discussion:

- 1) Students share prior knowledge about nuclear power.
- 2) Students discuss the use and controversies involving nuclear power.

Part 1: Students complete research and pre-writing activities in which they:

- 1) Locate and take notes on a series of internet sources about the pros and cons of nuclear power in order to to brief a congresswoman.
- 2) Respond to two constructed-response questions that ask students to analyze and evaluate the credibility of the arguments in favor and in opposition to nuclear power.

Part 2: Students individually compose a full-length, argumentative report for their congressperson in which they use textual evidence to justify the position they take (pro or con) on whether a nuclear power plant should be built in their state.

New Assessments Should Tap Deeper Learning

PARCC Seventh-Grade Task: Evaluating Amelia Earhart's Life

Summary Essay: Using textual evidence from the *Biography of Amelia Earhart*, students write an essay to summarize and explain the challenges Amelia Earhart faced throughout her life.

Reading/Pre-Writing: After reading Earhart's *Final Resting Place Believed Found*, students:

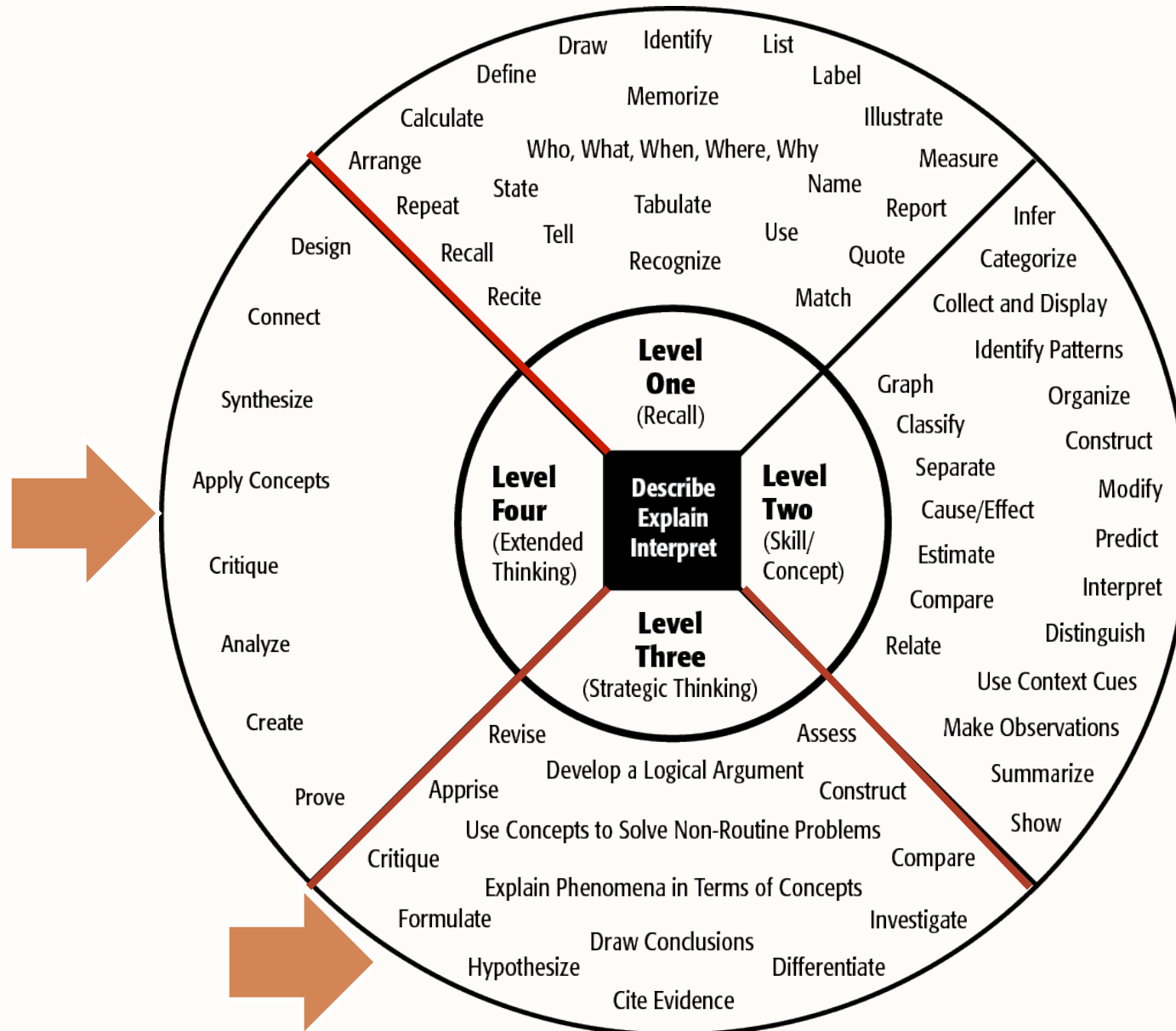
- 1) Use textual evidence to determine which one of three given claims about Earhart and her navigator, Noonan, is most relevant to the reading.
- 2) Select two facts from the text to support the claim selected.

Analytical Essay: Students:

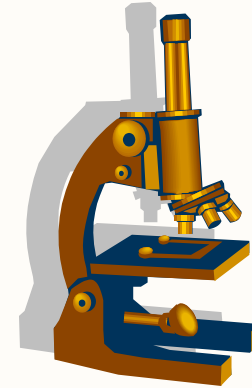
- 1) Read a third text called *Amelia Earhart's Life and Disappearance*.
- 2) Analyze the evidence presented in all three texts concerning Amelia Earhart's bravery.
- 3) Write an essay, using textual evidence, analyzing the strength of the arguments presented about Amelia Earhart's bravery in at least two of the texts.

5 CRITERIA FOR HIGH-QUALITY SYSTEMS OF ASSESSMENT

1. ASSESS HIGHER ORDER SKILLS



2. Assess Critical Abilities with High-Fidelity



- ✓ Research and analysis
- ✓ Experimentation and evaluation
- ✓ Written communication (reading, writing)
- ✓ Oral communication (speaking, listening)
- ✓ Use of technology
- ✓ Collaboration,
- ✓ Modeling, design, and problem solving



3. Be Internationally Benchmarked

- Rigorous content
- Productive tasks assessing 21st century skills
- High performance standards



4. Be Instructionally Sensitive and Educationally Valuable

- Underlying concepts should be teachable and learnable in school contexts
- Not depending on tricky interpretations that mostly reflect test-taking skills
- Not based on students' 'cultural capital' or outside-of-school experiences
- Assessments should engage students in instructionally valuable activities
- Results from the tests should provide instructionally useful information.



5. Be Valid, Reliable and Fair

- *Measure well* what they purport to measure
- *Accurately* evaluate students' abilities
- *Assess reliably* across contexts and scorers
- *Be unbiased*
- *Be accessible* to a diverse learners
- *Be used appropriately*
- *Support positive outcomes* for students and instruction.

New Systems of Assessment

- Should include locally implemented performance tasks as well as “on-demand” tests that are more sophisticated
- Should involve teachers in design, review, and scoring of both kinds of assessments
- Should provide information useful for developing curriculum and teaching
- Should be used for improvement, not punishment