

Multiple Pathways to Assessment Innovation: Diverse Approaches from Three States

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Part 1 - Nevada

K-3 Literacy Assessments



K-3 Literacy Assessments

Promises

- Early diagnosis, identification, and intervention
 - ▶ Address achievement gaps (in ELA and beyond) that typically manifest prior to grade 3
- Assessment literacy
 - ▶ Deliver informative and actionable data to educators to encourage valid uses of test scores
 - ▶ Keeping K-3 assessments out of the accountability system for now
 - ▶ Campbell's Law

Challenges

- Increased time spent on testing
- Making productive use of evidence of early achievement gaps

Part 2 - Louisiana

Combining English and Social Studies Assessments

English + Social Studies Assessments

Promises

- More authentic, connected, and contextualized assessments
 - ▶ Encourage educators and students to make connections across content areas
- Minimize construct-irrelevant factors
 - ▶ Ensure that students are responding to texts that they have had an opportunity to study

Challenges

- Multidimensionality
 - ▶ Can we reliably measure two things at once?
- Authenticity & context: Proceed with caution

Part 3 - Georgia

Innovative Assessment Pilot Program

Innovative Assessment Pilot Program

Promises

- The best of both worlds (summative & formative)
 - ▶ Summative assessments administered throughout the year may provide more timely information
- Broader, deeper, more timely content coverage
 - ▶ On-demand assessments may support comprehensive coverage of state standards

Challenges

- Time spent on testing
 - ▶ Will “through-course” assessments limit test prep or will they multiply testing time?
- Making productive use of early indicators that students are struggling

Discussion

Four questions for innovative systems

1. Is the innovation promoting balance or introducing redundancy?
2. Are the recommended uses clear, and are those recommendations followed?
3. Is the value added commensurate with the cost (in terms of dollars and testing time)?
4. What is the system's impact on achievement and achievement gaps?

