



“BALANCED” ASSESSMENT SYSTEMS: TRENDS IN OTHER STATES

INTRODUCTION

**Staff Presentation to
Legislative WASL Workgroup**

October 13, 2008

Olympia, WA

PREVIOUS DISCUSSION WITH DR. RICK STIGGINS

BALANCED ASSESSMENT SYSTEMS:

- Acknowledge a wide variety of decision makers
 - Who need access to different kinds of information
 - In different forms
 - At different times

With the objective of helping students learn

Assessment Manifesto: A Call for the Development of Balanced Assessment Systems. Rick Stiggins, Assessment Training Institute

PREVIOUS DISCUSSION WITH DR. RICK STIGGINS

Balancing the Assessment Needs of Decision Makers

Decision?	Who?	Helpful Info?	Type of Test?
What comes next in learning?	Students Teacher Parents	Continuous. Individual student progress on standards.	Continuous. Classroom-based Diagnostic.
Are standards mastered? Is the program working?	Teacher teams Principal Curriculum directors	Periodic. Summarize across classes. Which standards are mastered.	Interim. Benchmark. Common across classes.
Are enough students meeting standards?	School District Community State/Federal	Summarize across schools/districts. Percent mastering standard.	Annual accountability assessment. Reliable for purpose.

August 25 Presentation to Legislative WASL Workgroup.
Rick Stiggins, Assessment Training Institute

PREVIOUS DISCUSSION WITH DR. RICK STIGGINS

Ultimately, purpose and use determine assessment type.

A “balanced” system meets the needs of ALL users.

**So are any states doing this?
Who are they?
What are they up to?**

TODAY'S DISCUSSION

Dr. Brian Gong, Executive Director National Center for the Improvement of Educational Assessment ("Center for Assessment")

The Center:

- A non-profit consulting organization that helps states and others develop better systems and use student assessment data better.
- Mission is to contribute to improved student achievement through enhanced practices in educational assessment and accountability.

Dr. Gong:

- Co-founded the Center in 1998.
- Previously served as Associate Commissioner for Assessment in Kentucky and as a Research Scientist at ETS.
- Adjunct Faculty at Harvard School of Education.
- Currently authoring a policy paper for CCSSO on how to design a balanced assessment system.

TODAY'S DISCUSSION

Possible Questions:

- Are other states beginning to re-think their state assessment systems? Which ones? What are they doing?
- What are opportunities to make state assessment systems more comprehensive, balanced, and beneficial for student learning?
- How can formative and diagnostic assessments be added to a state assessment system?
- What policies or support can be provided at the state level (e.g., from state departments of education and/or state legislatures) to make assessment systems more comprehensive and balanced?