Center for Assessment

Session 2
Consequences in Assessment: Mapping the Landscape

Reidy Interactive Learning Series (RILS) Conference
Portsmouth, NH, September 26-27, 2024
AC Marriott Hotel

Access RILS Resources at:

https://sites.google.com/nciea.org/rils2024

Simple Questions to Keep in Mind

- Who is affected by our assessment system choices?
- In what ways are they affected?
- How do we know this?

- How can we amplify positive, intended consequences?
- How can we address or eliminate negative, unintended consequences?
- How do we know what works?

- How do we build constituent trust in proposed solutions?
- How do we shift dominant narratives to make a difference?
- How do we include all the needed people in the work?

Overview

André A. Rupp

Chris Domaleski

Center for Assessment

Consequential Uses of Assessment: Humanistic and Systemic Perspectives

André A. Rupp, Senior Associate

Reidy Interactive Learning Series (RILS) Conference
Portsmouth, NH, September 26-27, 2024
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Contexts for Consequential Uses

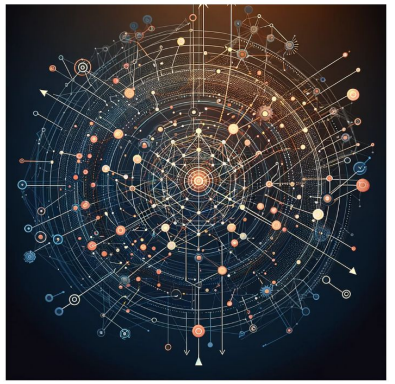
Familiar General Contexts for Consequential Assessment

Direct Focus on Individuals with Implications for Systems

Psychology:	Psychological evaluations
Healthcare:	Clinical assessments
Professionalization:	Certification and licensure
Employment:	Performance reviews
Arts and Entertainment:	Auditions and portfolios
Sports Management:	Athlete performance analytics
Finance:	Credit assessments

Focus on Systems with Implications for Individuals

Criminal Justice:	Forensic evidence analysis
Cybersecurity:	Professional training and audits
Hospitality and Tourism:	Business and service reviews
Environmental Science:	Impact assessments
Engineering:	Structural integrity assessments
Food Safety:	Food and restaurant assessments



Familiar Educational K-12 Contexts for Consequential Assessment

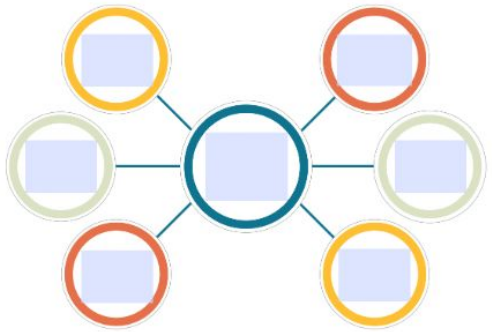
Assessment Types

1. College entrance examinations (e.g., SAT, ACT)
2. College-level course examinations (e.g., IB, AP)
3. Performance assessments in CTE courses
4. State assessments
5. Interim assessments (e.g., iReady, Star, MAP)
6. ELP assessments
7. Alternate assessments
8. High school exit exams
9. Psychoeducational/diagnostic assessments for IEP determination (e.g., WISC, WAIS, WJ)
10. Classroom assessments

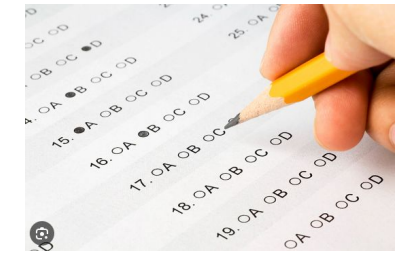
Assessment Uses

1. Promotion and retention
2. High school graduation
3. Specialized program entry (e.g., gifted and talented, honor classes, magnet schools)
4. General recognition of learning (e.g., grades, credits, badges)
5. Teacher evaluations
6. School accountability/ decisions about deploying resources
7. Monitoring and evaluation

Reminder: Assessment Reasoning



Concepts / Constructs



Actions / Performances

	Overall	Reading											
		Literature											
		ELA.5.R1							ELA.5.R2				
		Reading Comp Pretest	Reading Log 1	Ch. 12 - 14	Ch. 15 - 18	Ch. 12 - 18 Quiz	Reading Log 2	Chapter 18 Review	Reading Comp Pretest	Reading Log 1	Ch. 12 - 14	Chapter 18 Review	
		3/17	3/18	3/19	3/20	3/21	3/22	3/30	3/17	3/18	3/19	3/30	
Average:	2.91	1.33	1.93	1.93	2.27	2.8	3.07	3	2.94	1.67	2.14	2.29	3	2.7
Benson, Jeremy	4	1	2	3	3	4	4	4	4	4	4	4	4	4
Fitzgerald, Anna	2.49	1	1	1	1	1	3	2	1.91	2	2	3	2	2.4
Gibson, Kayla	2.6	1	2	2	2	2	3	3	2.79	1	2	2	3	2.7
Hamilton, Chris	3.07	1	⌕	2	2	3	3	3	3	2	⌕	2	3	2.7
Harrison, Alex	2.97	2	2	1	3	3	3	3	2.94	2	2	1	3	2.1
Hovey, Alex	2.94	1	2	2ⓘ	2	4	3	3	3.28	1	3	2ⓘ	3	2.9
Lilly, Nathan	2.98	2	1	🏛	3	3	3	3	3	2	2	🏛	3	2.7
McClain, Deja	2.51	1	1	1	1	1	3	3	2.25	1	2	2	3	2.7
Meiner, Jacob	2.71	2	3	2	2	3	3	3	2.87	1	1	2	3	2.5
[redacted]	2.67	1	3	1	2	4	3	3	3.18	2	2	1	3	2.1
[redacted]	2.97	1	2	2	3	3	3	3	3	1	1	2	3	2.5

Data / Scores

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Consequences - A Human-centered Concern

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3 States of Matter
SOLID
LIQUID
GAS


Good For Me!


Abbott Elementary
I'M GONNA TALK TO EVERY PARENT I SEE AND TELL THEM WHAT LEGENDARY IS UP TO.
WAIT, WE CAN HARDLY GET PARENTS TO COME TO THE OPEN HOUSE.
I'M GOOD AT CANVASSING, PEOPLE ALWAYS OPEN THE DOOR FOR ME BECAUSE THEY THINK I'M A LOST CHILD.


FRACTIONS

Guiding Axioms

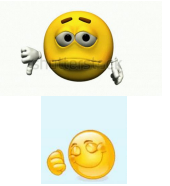
Consequential uses of assessment refer to situations in which the use of particular assessment instruments or assessment practices have **long-lasting effects on individuals or systems**.

Effects are **experienced by individuals either directly** - through immediate impacts of the assessment information use - **or indirectly** - through longer-term, trickle-down effects within their systems of use.

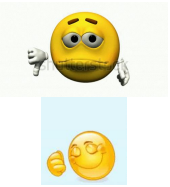
Consequences cannot be meaningfully characterized through simple classification schemes. To understand consequences one needs to **carefully consider various layers of context** and **systematically analyze diverse use cases** that reflect direct and indirect effects.

Examples: Important Direct Consequences

- **A student takes the SAT or ACT exam:**
  - ➢ but they perform poorly preventing them from accessing scholarships or financial aid
  - ➢ and they perform very strongly so that they get admitted to their first college of choice



- **A student is given a psychoeducational battery:**
  - ➢ but they are misdiagnosed and receive limited supports that are not helpful to them
  - ➢ and get a valuable differential diagnosis that eventually allows them to thrive



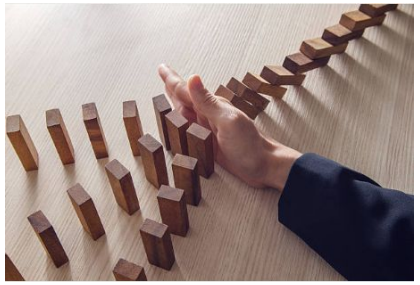
Examples: Important Indirect Consequences

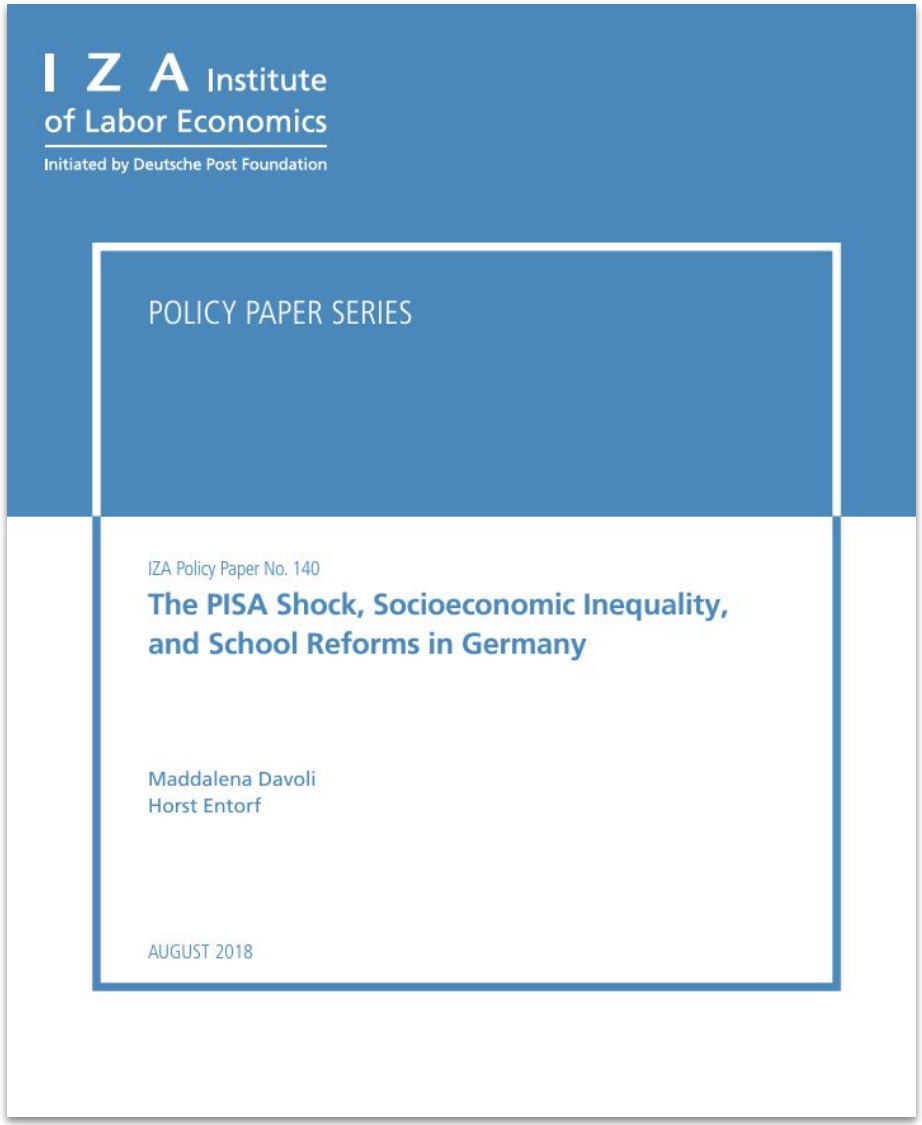
- **Performance expectations for standardized state assessments are increased:**
  - ➢ but the assessment is somewhat mismatched to the learning opportunities and educational supports for the students, which makes their attainment unlikely for many students and results in trends of underperformance

  - ➢ and the signals of higher expectation are taken by many district leaders as incentives to change educational practices to increase rigor, leading students to accelerate their learning and make up learning losses previously experienced

- **Defenses of learning are introduced as part of instructional innovation work:**
  - ➢ but learners with foundational literacy and numeracy challenges are left behind thus further reinforcing existing achievement gaps

  - ➢ and teachers change their educational practices to embrace deeper learning and personalized, student-centered learning leading to increased opportunities for students in local labor markets and college admission spaces





https://docs.iza.org/pp140.pdf

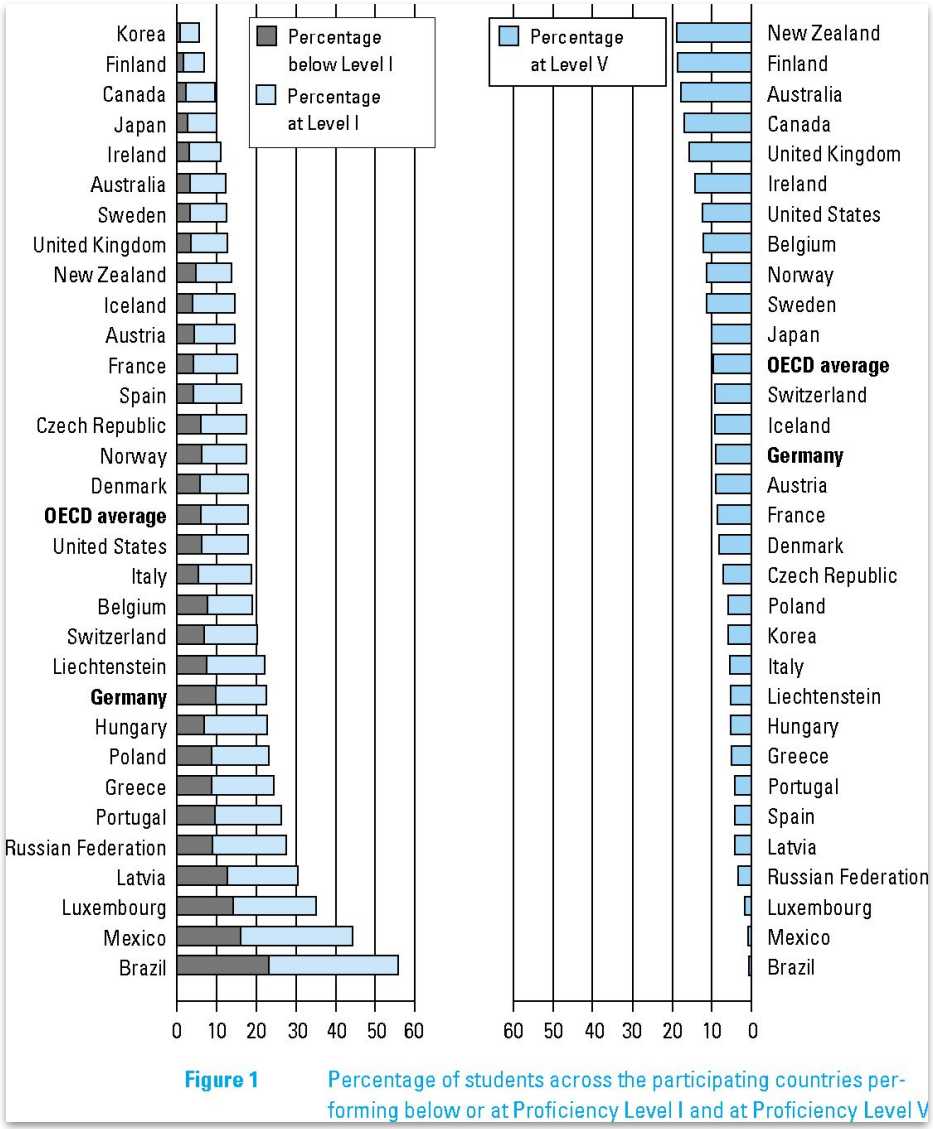


Figure 1 Percentage of students across the participating countries performing below or at Proficiency Level I and at Proficiency Level V

https://www.mpib-berlin.mpg.de/Pisa/PISA-2000_Overview.pdf

Context Considerations

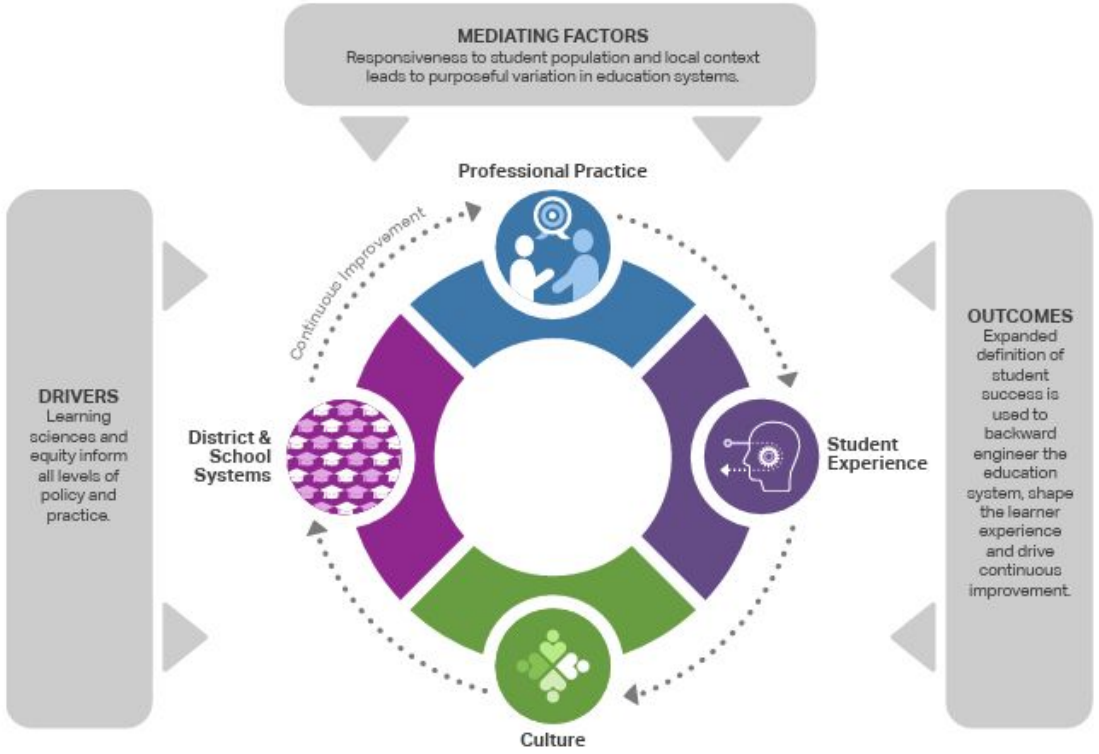
To properly think through the **ecosystem of consequences** of a particular **assessment or assessment system** one needs to consider, amongst other aspects:

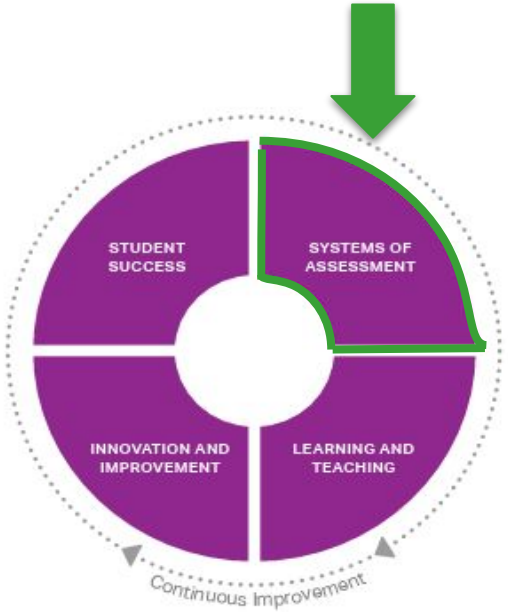
- policy context and other incentivizations for assessment use
- design and implementation of the assessment
- intended and actual uses of the assessment information
- surrounding cultures of assessment information use
- direct and indirect effects of assessment use or spheres of impact
- types of warrants and backing for supporting critical decisions

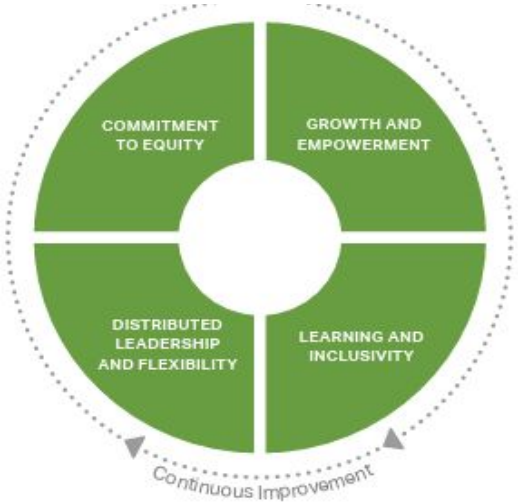
But also **sociocultural components** of the constituent processes:

- individuals engaged in critical analysis conversation
- mechanism by which these individuals are engaged
- purposes and nature of the critical analysis conversations
- ways in which insights are captured, highlighted, and synthesized

District Policies, Culture, and Practices Drive Consequences







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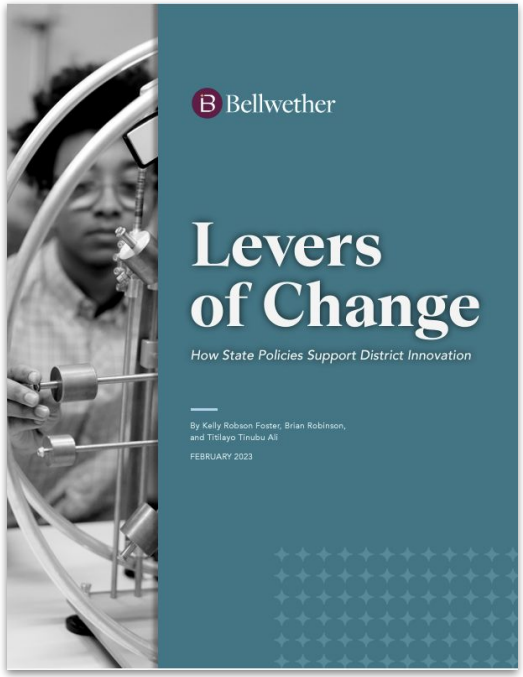
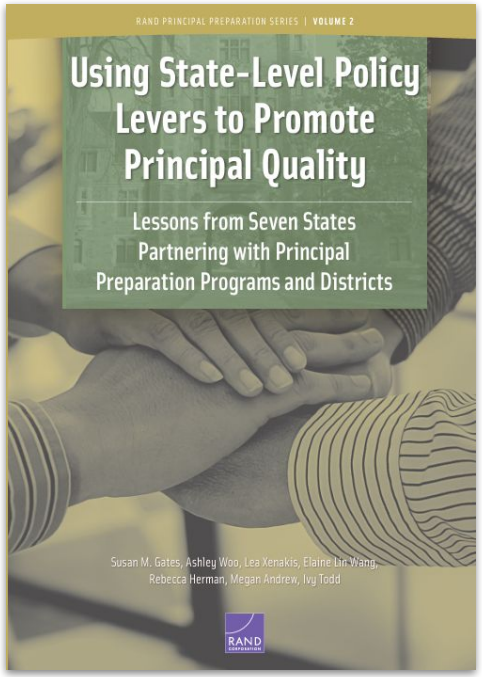
https://aurora-institute.org/wp-content/uploads/CompetencyWorks-Levers-and-Logic-Models.pdf

Importance of Cultures and Values

Policy Drives Consequences





Teacher Residencies

State and Federal Policy to Support Comprehensive Teacher Preparation

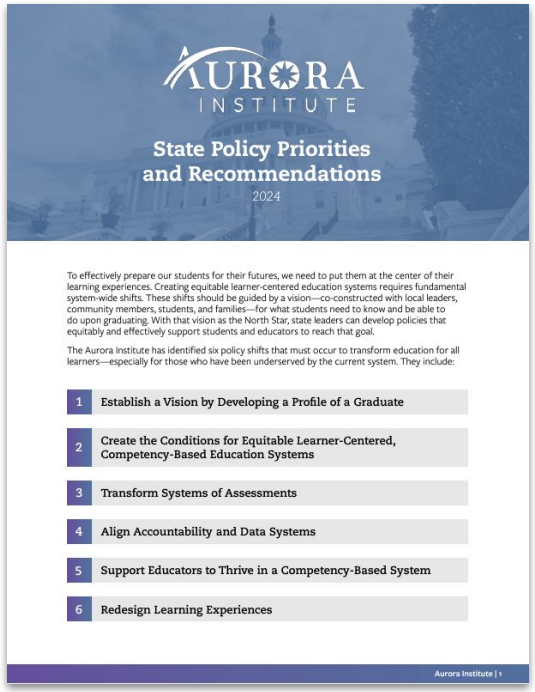
Ryan Saunders, Julie Fitz, Michael A. DiNapoli Jr., and Tara Kini

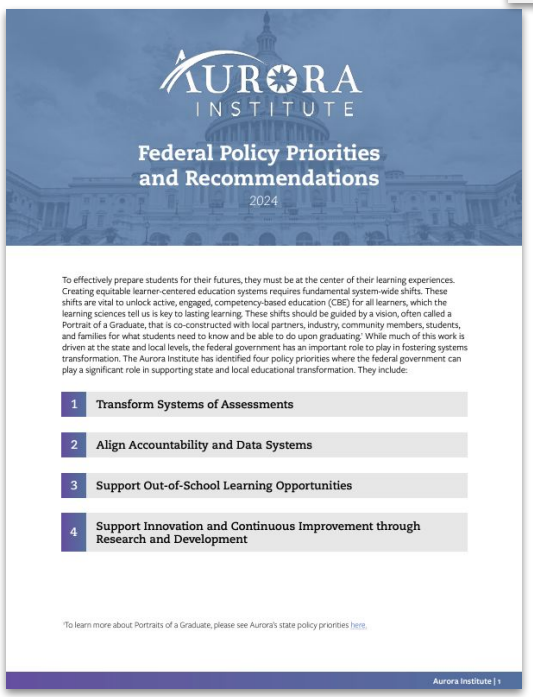
LEARNING POLICY INSTITUTE EdPrepLab

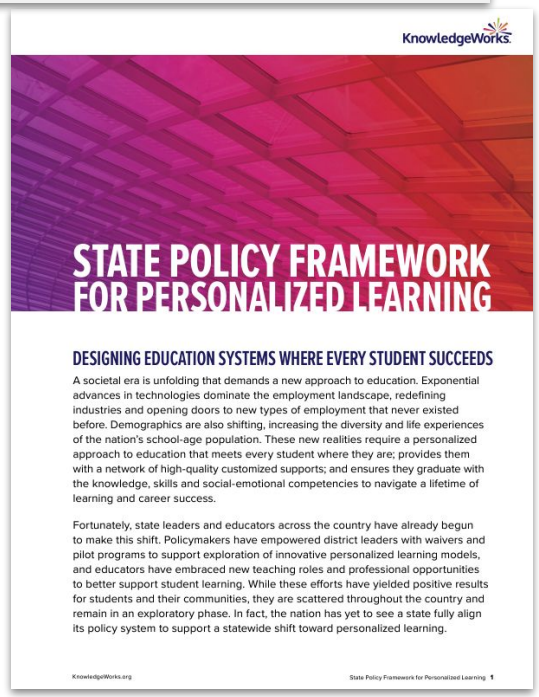
Companion Resources

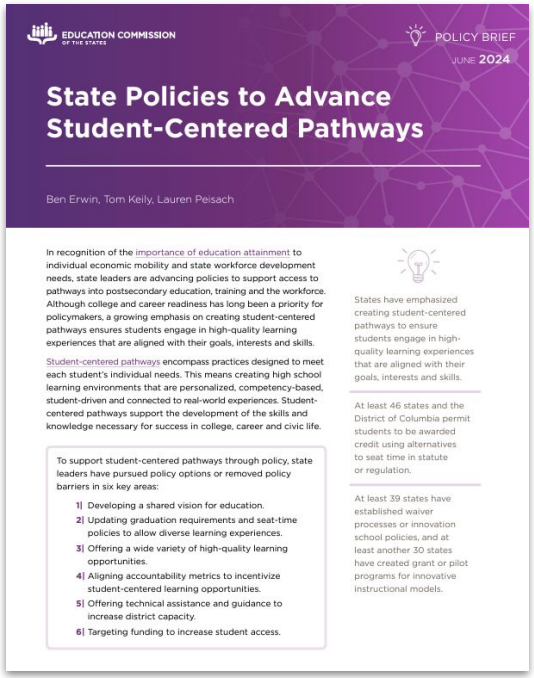
State-Specific Profiles
Customized summaries for individual states on what they are doing well and where they can improve

State Reading Policy Action Guide
A how-to on five key actions states can take with case studies demonstrating how to do it









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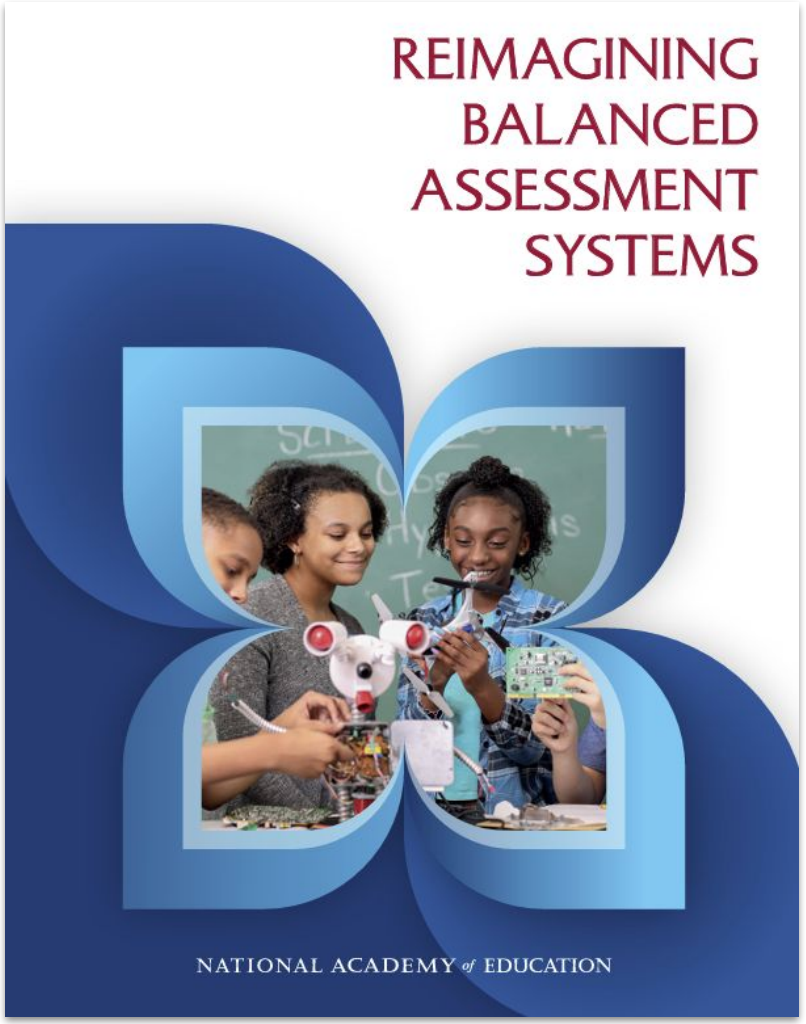

Connections: Spheres of Policy Influence

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Area of Influence	Federal	State	District	School	Classroom
State Assessments	Prescribes	Develops	Administers	Administers	Administers
Interim Assessments	Encourages	Guides	Selects	Implements	Implements
CCR Assessments	Encourages	Selects	Administers	Administers	Administers
High School Exit Exams	Encourages	Develops	Administers	Administers	Administers
ELP Assessments	Prescribes	Selects	Administers	Administers	Administers
Alternate Assessments	Prescribes	Selects	Administers	Administers	Administers
Psychoeducational Assessments	Encourages	Guides	Selects	Administers	Administers
Universal Screeners	Encourages	Guides	Selects	Administers	Administers
Curriculum-embedded Assessments	Encourages	Guides	Selects	Implements	Implements
Defenses of Learning/Capstones	Encourages	Guides	Develops	Shapes	Implements
Grades, Badges, and Course Credits	Encourages	Guides	Develops	Shapes	Implements
Formative Assessment Practices	Encourages	Guides	Develops	Shapes	Shapes

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Beware of Oversimplifications! Part 1!

The choice of universal screeners is typically governed at the **district level**, but state guidance and federal guidelines may also play roles:

1. **District Level**: Most decisions about which universal screeners to use are made by school districts. Districts select screeners based on their specific needs, resources, and goals, often guided by the input of educational professionals, such as curriculum specialists, school psychologists, and data teams. The choice may be influenced by factors like the screener's effectiveness, alignment with curriculum standards, ease of administration, and cost.

1. **State Level**: State education agencies may provide recommendations, guidelines, or approved lists of universal screeners that districts can choose from, particularly when screeners are part of a state initiative or grant-funded program. Some states may require the use of certain screeners as part of state-mandated assessment or intervention programs, particularly for early literacy or response to intervention (RTI) frameworks.

1. **Federal Level**: The federal government does not directly govern the choice of universal screeners. However, federal laws and funding initiatives, such as the Every Student Succeeds Act (ESSA) or Individuals with Disabilities Education Act (IDEA), may encourage the use of universal screening as part of broader accountability, early intervention, or special education identification processes. The specifics of which screeners to use are left to state and district discretion.

1. **Other Organizations**: Professional organizations, such as the National Center on Intensive Intervention (NCII) or the National Association of School Psychologists (NASP), may provide resources, best practices, and evaluations of universal screeners. These organizations help guide districts and states in selecting evidence-based, reliable, and valid screeners.

Connections: Student Concerns

Assessments \ Area of Impact	Learning Experience	Communicating Progress	Promotion / Retention	Graduation
State Assessments	Strong	Weak	Moderate	Weak
Interim-/Through-course Assessments	Moderate	Strong	Moderate	Weak
CCR Assessments	Moderate	Strong	Weak	Strong
High School Exit Exams	Moderate	Weak	None	Strong
ELP Assessments	Moderate	Strong	Weak	Weak
Alternate Assessments	Strong	Weak	Moderate	Weak
Psychoeducational Assessments	Strong	Moderate	Weak	Weak
Universal Screeners	Moderate	Moderate	Weak	Weak
Curriculum-embedded Assessments	Strong	Strong	Moderate	Weak
Defenses of Learning/Capstones	Strong	Strong	Moderate	Moderate
Grades, Badges, and Course Credits	Moderate	Strong	Moderate	Moderate
Formative Assessment Practices	Strong	Strong	Weak	Weak

Connections: Parental Concerns

Assessments \ Area of Impact	School Quality	Curricular Quality	Teacher Qualifications	Student Progress	PostSec Preparation	Individual Needs
State Assessments	Strong	Moderate	Moderate	Moderate	Moderate	Weak
Interim-/Through-course Assessments	Moderate	Strong	Strong	Strong	Moderate	Weak
CCR Assessments	Strong	Moderate	Moderate	Moderate	Strong	Weak
High School Exit Exams	Moderate	Weak	Weak	Moderate	Strong	Weak
ELP Assessments	Moderate	Weak	Weak	Strong	Moderate	Strong
Alternate Assessments	Moderate	Moderate	Moderate	Moderate	Moderate	Strong
Psychoeducational Assessments	Moderate	Weak	Weak	Moderate	Weak	Strong
Universal Screeners	Moderate	Moderate	Moderate	Strong	Weak	Weak
Curriculum-embedded Assessments	Moderate	Moderate	Moderate	Strong	Moderate	Moderate
Defenses of Learning/Capstones	Moderate	Strong	Strong	Strong	Strong	Strong
Grades, Badges, and Course Credits	Moderate	Moderate	Moderate	Strong	Moderate	Weak
Formative Assessment Practices	Strong	Moderate	Strong	Strong	Moderate	Moderate

Connections: District Leadership Concerns

Assessments \ Area of Impact	Federal Compliance/Alignment	School Monitoring & Improvement	Curriculum Materials and Implementation	Teacher Training and CoP Work
State Assessments	Strong	Moderate	Strong	Strong
Interim-/Through-course Assessments	Weak	Strong	Strong	Strong
CCR Assessments	Moderate	Moderate	Moderate	Moderate
High School Exit Exams	Moderate	Moderate	Strong	Strong
ELP Assessments	Strong	Strong	Weak	Moderate
Alternate Assessments	Strong	Moderate	Weak	Weak
Psychoeducational Assessments	Moderate	Weak	Weak	Weak
Universal Screeners	Weak	Moderate	Moderate	Moderate
Curriculum-embedded Assessments	Weak	Weak	Strong	Strong
Defenses of Learning/Capstones	Weak	Moderate	Strong	Strong
Grades, Badges, and Course Credits	Weak	Moderate	Moderate	Strong
Formative Assessment Practices	Weak	Weak	Strong	Strong

Beware of Oversimplifications! Part 2!

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Stakeholders to Engage

Students and Youth
- Alumni associations
- Student mentors
- Juvenile justice programs, youth court
- Youth groups or leadership programs, including faith-based youth groups (e.g. Boys & Girls Club)
- Youth-led initiatives or organizations
- Student subgroups and students with specific needs and assets (English learners, LGBTQ students, students with an IEP, opportunity youth, students of color)

Parents, Families, and Communities
- Family and community organizers
- Local parent/family advocacy groups
- Faith-based organizations
- Parents, guardians, and families, including those of students with disabilities, English learners, and other underrepresented students
- Indian Parent Advisory Groups
- Families and advocates for students in the foster system or youth experiencing homelessness

District-Level Educators
- Local union chapters
- Labor-management alliances
- District leadership
- LEA staff
- Charter Management Operators (CMOs)
- Alternative and transitional education providers

School-Level Educators
- Principals
- Charter teacher alliances
- Special education teachers
- English language/bilingual education teachers
- School personnel, including social/emotional support staff
- Classroom management groups, leaders, experts
- School employed physical and mental health providers (e.g. school psychologists, school counselors, school social workers)
- Alternative Education program leaders
- Homeless/foster care liaisons
- Out-of-school time program staff
- School resource officers

Elected Officials
- Mayors
- City/County Council members
- School boards
- Tribal Leaders
- Regional Offices of Education

Agencies and Governmental Bodies
- Representatives from Indian Tribes/First Nations, housing, health/human services
- Charter Management Operators (CMOs)
- Public service agencies
- Planning and development districts (e.g. metro planning organizations)
- Local workforce development boards
- Economic councils
- Chamber of Commerce
- Homeless shelters/providers
- Department of Health and Human Services (HHS)
- Foster care services
- Law enforcement

Advocacy Organizations
- Community-based organizations
- Early learning advocates
- Organizations representing school-based personnel
- Community coalitions focused on public education
- Disability advocates
- Homeless and foster care advocates

Civil/Human Rights Organizations
- Organizations that expressly support or advocate for underserved students
- Local affiliates (e.g. Urban League affiliates, NAACP) or alliances
- School-based support centers/providers
- Youth development organizations
- Fair housing organizations

Early Learning Leaders
- Head Start providers
- Community and faith-based preschool providers
- Center-based child care providers
- Home-based child care providers
- Local early childhood collaboratives
- Home visiting programs
- Title I, Part C providers for Migrant Youth
- IDEA, Part C Early Intervention providers for infants and toddlers
- SNAP and WIC providers

Philanthropy
- Local, state and national-level foundations or collaborative organizations with interest in school, district, or policy-based funding
- Community, corporate, and family foundations
- Local United Way
- Local or state universities

Higher Ed, Certification, Research
- Accreditation institutions for K-12 and higher education
- Teacher preparation and certification programs, including traditional and alternative programs, TFA, and teaching fellowships
- Students enrolled in teacher preparation programs
- Faculty teaching in teacher preparation programs
- Local and state university systems
- Childhood development experts
- Historically black colleges and universities
- Post-secondary minority institutions
- Community college systems
- Faculty in university education departments

Professional Leadership and Associations
- School business officials
- Principals and other school leaders
- Superintendents
- Management alliances
- Alternative teacher organizations (e.g. Educators for Excellence)

Physical and Mental Health Professionals
- Mental and physical health providers (e.g. clinics, teacher consultancies, trauma-informed)
- School counselors
- School nurses
- Psychologists and social workers
- Social and emotional learning (SEL) Leaders
- EL and LGBTQ organizations
- Racial Healing organizations
- Substance abuse treatment programs

Outside Organizations/Business Community
- Corporations, health and social service providers
- Local business organizations and private industry councils
- GED and workforce programs
- Greek systems, social or civil organizations
- Libraries
- Community centers
- First responders (e.g. fire department)

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https://static1.squarespace.com/static/55f70367e4b0974cf2b82009/t/60d4c753742d9264d45da417/1624557407543/6.Meaningful+Engagement+Under+Essa.pdf

Intersectionality

Intersectionality is a critical framework that provides us with the mindset and language for examining interconnections and interdependencies between social categories and systems.

SSM Popul Health. 2021 Jun; 14: 100798.
PMCID: PMC8095182
Published online 2021 Apr 16. doi: 10.1016/j.ssmph.2021.100798
PMID: 33997247

Intersectionality in quantitative research: A systematic review of its emergence and applications of theory and methods

Greta R. Bauer,[a,*] Siobhan M. Churchill,[a] Mayuri Mahendran,[a] Chantel Walwyn,[a] Daniel Lizotte,[a,b] and Alma Angelica Villa-Rueda[a,c]

Intersectionality Theory and Practice

Doyin Atewologun

Subject: Human Resource Management, Organizational Behavior, Research Methods, Social Issues
Online Publication Date: Aug 2018 DOI: 10.1093/acrefore/9780190224851.013.48

Re·Vision
The Centre for Art and Social Justice

Doing justice to intersectionality in research

Carla Rice
University of Guelph

Elisabeth Harrison
York University

May Friedman
Ryerson University

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Methodological Implications

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Methodological Implications

- New frameworks and disciplinary subspaces for inquiry
- Deeper considerations of issues of equity, fairness, bias, appropriateness, and the like
- Reorientation towards classroom assessment practices and assessment-for-learning mindsets
- Reevaluation of the kind of information that is considered “evidence”
- Expectations for the characteristics and compositions of bodies of evidence
- Adapted principles and practices for quantitative methods and empirical standards
- Reformulation of professional standards, handbooks, and other resources
- Differentiated communication efforts for the interpretations and uses of information
- More consistent considerations of assessment systems in broader contexts
- Increased involvement of people most proximate to the problem
- Expanded efforts to safeguard teams against blind spots

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Considering Consequences in Assessment: A Journey through Time

Chris Domaleski, Associate Director

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Let’s start with a little trip back in time….

Looking Back: Key Developments in Consequential Assessment

1905 - Early Intelligence Testing

1917 - Army Alpha Beta Tests

1959 - College Admission Testing

1983 - Standard Based Reform

2002 - Accountability Emphasis

Remember the Guiding Axioms

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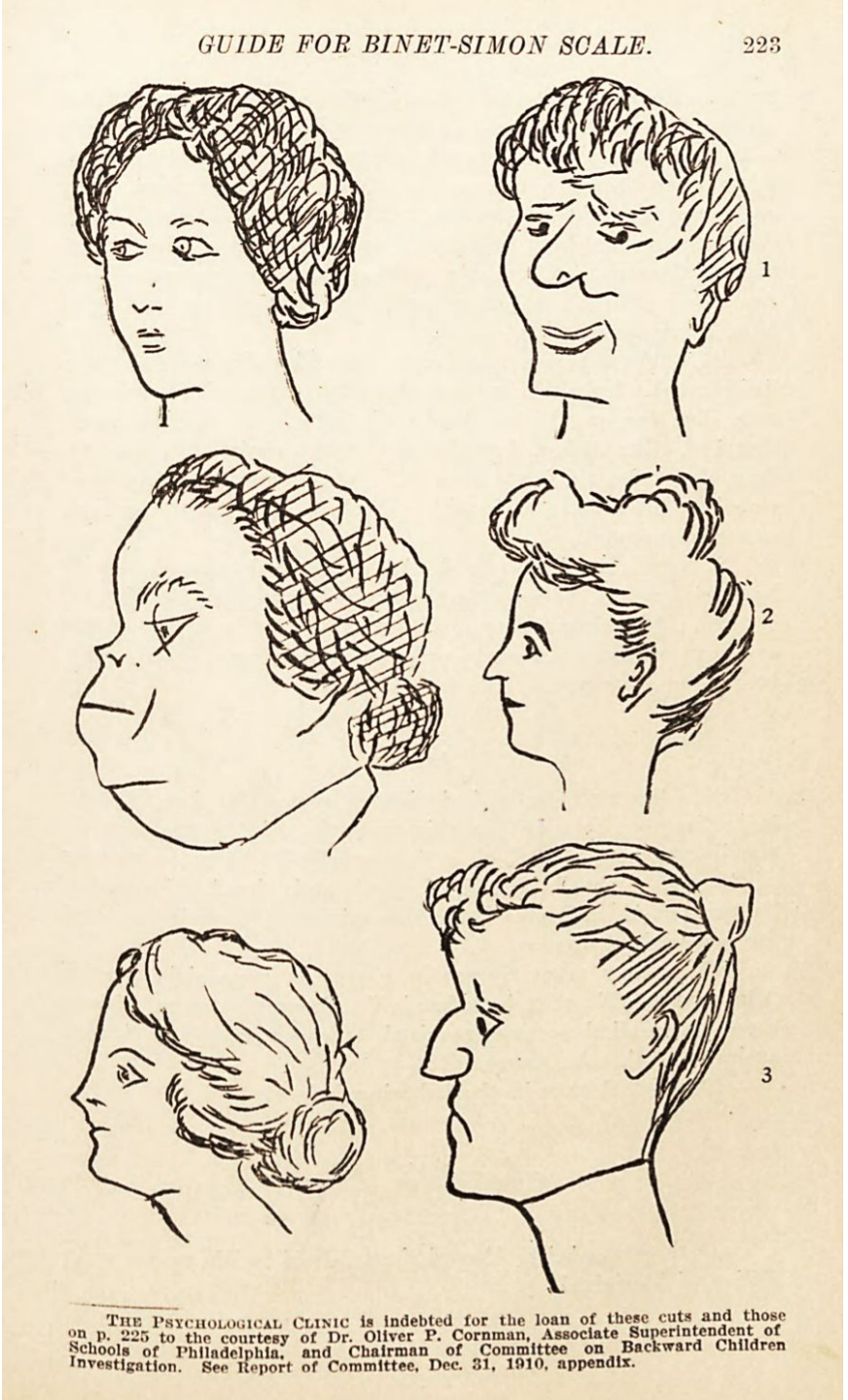
As we review each event let's consider them in the context of the axioms André introduced:

- What are the long-lasting effects on individuals or systems?
- Are the effects experienced by individuals directly or indirectly?
- How does context interact with direct and indirect effects?

Early “Intelligence” Testing

- Binet-Simon test developed in 1905 to distinguish students with ‘abnormal’ intelligence
- Later versions (1908 and 1911) gained more widespread use and introduced the concept of ‘mental age,’ which later became the basis for IQ.
- Stanford psychologist Lewis Terman adapted the test in 1916 which became the Stanford-Binet Intelligence Scale

Consequential Implications		
Long-lasting effects Established a foundation for the early growth in large-scale testing	**Direct/ Indirect Individual effects** Commonly used to place students into different academic tracks	**Contextual Implications** Provided a quantitative veneer to support views of ‘intelligence’ that supported those with power and privilege



GUIDE FOR BINET-SIMON SCALE. 223

1

2

3

THE PSYCHOLOGICAL CLINIC is indebted for the loan of these cuts and those on p. 225 to the courtesy of Dr. Oliver P. Cornman, Associate Superintendent of Schools of Philadelphia, and Chairman of Committee on Backward Children Investigation. See Report of Committee, Dec. 31, 1910, appendix.

Age 6

22. Show the pretty and ugly faces in pairs. "Which of these two faces is the prettier (or uglier)?" Or: "Which is the good looking one?" 1 2 3 All three must be correct. Both are pretty = —.

Age 12

59. "Here are a couple of questions that I want you to try to answer. Now listen. 'A girl who was walking in the woods in a park, saw something hanging from the branch of a tree that made her so much afraid that she ran to the nearest policeman, and told him what she had seen.' What do you think she saw? What was it?"

"'My neighbor has been having strange visitors. First came a doctor, then a lawyer, and then a preacher.' Why did these three go to his house, the one after the other? What happened there?" Both answers must be correct: (1) +: A body. A corpse. A man has hanged himself. (2) +: Some one is dying.

A Practical Guide for the Administration of the Binet-Simon Scale for Measuring Intelligence (1911). Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5147539/

Army Alpha Beta Tests

- Influenced by Binet's work, Robert Yerkes led the development of the Alpha and Beta tests in 1917 to evaluate recruits during World War I.
- The Alpha test was administered to literate, English speaking candidates; others were administered the Beta test.
- First major widespread, standardized testing in America – more than 1.5 million recruits assessed

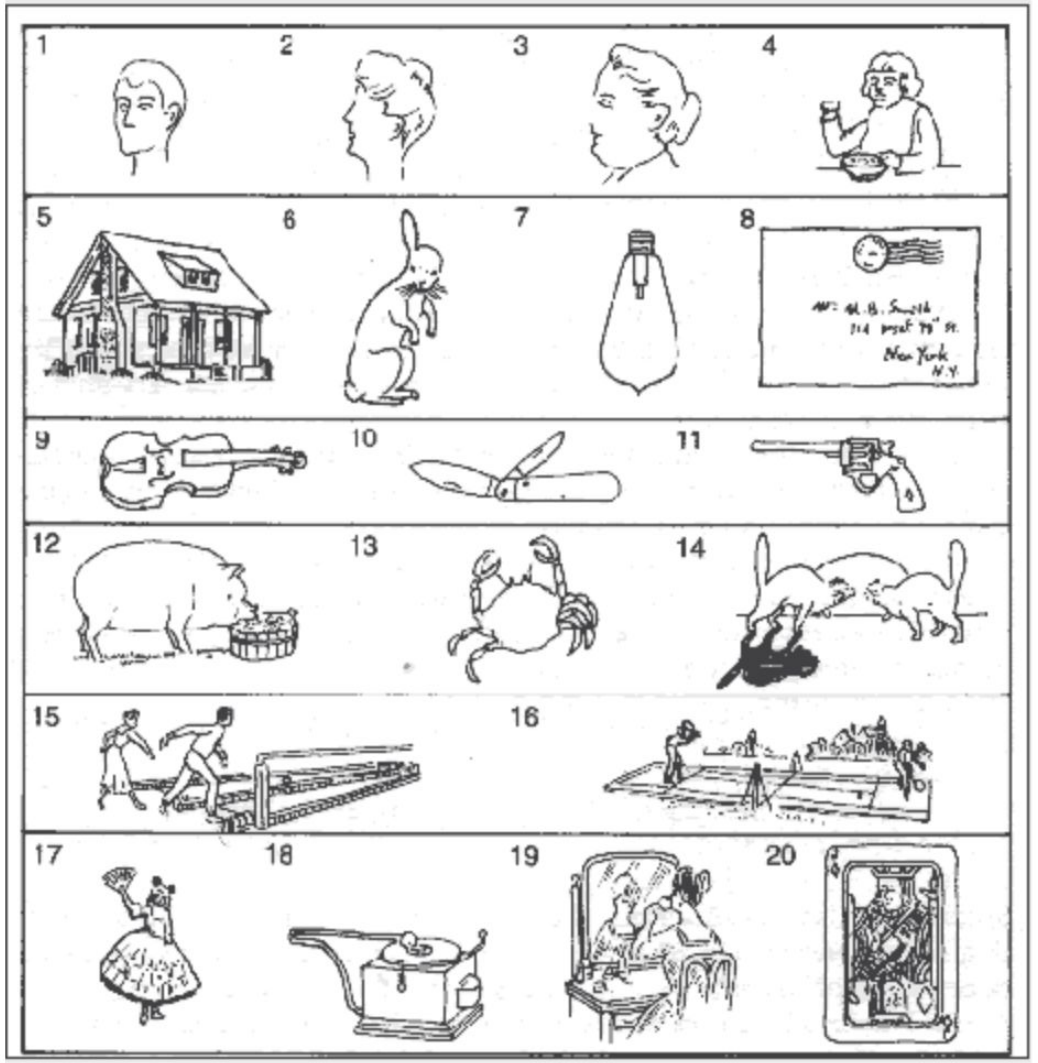
Consequential Implications		
Long-lasting effects Provided an operational template for further growth and adoption of large scale standardized testing	**Direct/ Indirect Individual effects** Stated uses: 1) classify men according to mental capacity 2) aid in segregating the mentally incompetent 3) assist in selecting competent men for responsible positions	**Contextual Implications** Stephen Gould (1996), "The summary statistics became an important social weapon for racists and eugenicists" *The Mismeasure of Man*

Alpha Test
Multiple Choice Item

Crisco is a: patent medicine, disinfectant, toothpaste, food product

Christy Mathewson is famous as a: writer, artist, baseball player, comedian

Beta Test - Picture Completion Task



College Admission Testing

- The College Board administered college entrance essays as early as 1901
- Influenced by IQ tests and the Army Alpha, the SAT was developed and first administered in 1926 and grew rapidly thereafter.
- The ACT, led by E.F. Lindquist at the University of Iowa, was first administered in 1959
- In 2023 approximately 1.9 and 1.3 million high school students took the SAT and ACT, respectively

Consequential Implications		
Long-lasting effects Widespread use for decades as a prominent criterion for post-secondary access	**Direct/ Indirect Individual effects** Influenced access to institutions of higher education, scholarship awards, placement decisions, and career opportunities	**Contextual Implications** Shapes decisions about k-12 curriculum and notions of school quality

Standards Based Reform

- Widely thought to have been influenced by the claims in *A Nation at Risk* (1983) that U.S. schools were failing to provide a quality education
- Promoted the adoption of clear, measurable academic expectations and assessments based on these standards
- Improving America's Schools Act (IASA) required grade level testing aligned to academic standards

Consequential Implications		
Long-lasting effects Proliferation of large-scale criterion-referenced testing with direct consequences for students and schools	**Direct/ Indirect Individual effects** Many states and districts adopted policies that tied test results to promotion, retention, and/or diploma eligibility	**Contextual Implications** Focus on academic proficiency especially tied to LSA results in ELA and mathematics. Foundations for school accountability emphasis.

Contemporary Accountability Emphasis

- No Child Left Behind (NCLB) expanded standardized testing requirements and formalized school accountability; provisions were sustained by the Every Student Succeeds Act (ESSA)
- Emphasis shifts to outcomes based accountability focused on college and career readiness
- Race to the Top (2010) and NCLB waivers (2011) introduced educator accountability influenced by assessment results, but this led to a backlash and largely subsided

Consequential Implications		
Long-lasting effects Supercharged large-scale criterion-referenced testing (annual grade level testing requirements). Important advancements in measuring academic growth.	**Direct/ Indirect Individual effects** Amplified emphasis on educator and school accountability. More resources devoted to accountability foci.	**Contextual Implications** Emphasized college and career readiness informed by LSA results in ELA and mathematics. More attention to assessment of special populations.

Back to the Future: Contemporary Consequences

Students

- Grade promotion
- Course credit
- Placement decisions (e.g., gifted programs)
- Graduation requirements
- College admissions
- Scholarship eligibility

Schools/ Districts

- Accountability ratings
- Public perception/ support
- Interventions / Loss of autonomy
- Allocation of resources

Taking Stock: Do the benefits outweigh the concerns?

Potential Benefits

- Sets clear and consistent standards
- Motivates performance
- Highlights disparities
- Guides resource allocation
- Informs improvement strategies
- Builds public trust/ transparency

Potential Concerns

- Narrows the curriculum
- Spurs test prep/ loss of instructional time
- Reduces morale
- Incurs opportunity costs
- Impedes innovation

But the research literature has settled this, right?

Let's examinee the literature for one question:

Did the testing and accountability requirements of No Child Left Behind improve student outcomes?

Surprise! The findings are mixed.

Positive Consequences

Academic progress for underserved students

Dee, T. S., & Jacob, B. A. (2011). The impact of No Child Left Behind on student achievement. *Journal of Policy Analysis and Management*, 30(3), 418-446.

Chudowsky, N., Chudowsky, V., & Kober, N. (2009). *State test score trends through 2007-08, Part 3: Are achievement gaps closing and is achievement rising for all?* Center on Education Policy.

Beneficial Resource Allocation

Reback, R., Rockoff, J., & Schwartz, H. L. (2014). Under pressure: Job security, resource allocation, and productivity in schools under No Child Left Behind. *American Economic Journal: Economic Policy*, 6(3), 207-241.

Cohen-Vogel, L., & Harrison, C. (2013). Leading with data: Evidence from the national center on scaling up effective schools. *Journal of Educational Administration, 51*(5), 611-639.

Negative Consequences

Uneven Progress and No Lasting Gains

Lee, J. (2006). Tracking achievement gaps and assessing the impact of NCLB on the gaps: An in-depth look into national and state reading and math outcome trends. *The Civil Rights Project at Harvard University*.

Warren, J. R., & Grodsky, E. (2009). Exit exams harm students who fail them—and don't benefit the ones who pass. *Education Week*.

Narrowing the Curriculum

Jennings, J. L., & Sohn, H. (2014). Measure for measure: How proficiency-based accountability systems affect inequality in academic achievement. *Sociology of Education, 87*(2), 125-141.

Ravitch, D. (2010). *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education.* Basic Books.

Summary

- There is a long history of large scale assessment practices with consequential implications
- There are direct and indirect effects that interact with context to produce meaningful and long-lasting impact
- There are numerous arguments for and against consequential use of assessment
- Research evidence is mixed

Like most research findings in education, there is rarely a single, clear, uniform, sustained, and scalable path forward.

It's a good thing we have a gathering of super smart professionals to figure this out. Let's discuss!

Center for Assessment

Considering Consequences in Assessment: A Journey through Time

Chris Domaleski, Associate Director

Reidy Interactive Learning Series (RILS) Conference

Portsmouth, NH, September 26-27, 2024

AC Marriott Hotel

Program Overview: Day 1

September 26, 2024		
ID	**Time**	**Session**
Br1	8:30	Breakfast
S1	9:00	General Welcome, Context, and Logistics for RILS
S2	9:10	Consequences in Assessment: Mapping the Landscape
S3.a	10:00	Consequential Uses of Assessment: A Friendly Debate [Part 1]
Br2	11:00	Break
S3.b	11:15	Consequential Uses of Assessment: A Friendly Debate [Part 2]
Br3	12:15	Lunch
S4	1:15	Exploring Consequences Through Illustrative Vignettes
Br4	2:45	Break
S5	3:00	Reaching Constituents to Understand and Mitigate Consequences
Adj1	4:30	Wrap-Up/ Adjourn Day 1
Rec	5:30	Evening reception at hotel

Center for Assessment

Session 2
Consequences in Assessment: Mapping the Landscape

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