



Session 4

Exploring Consequences through Illustrative Vignettes

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

Access RILS Resources at:

<https://sites.google.com/nciaea.org/rils2024>

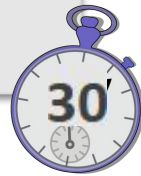


The screenshot shows the homepage for the Reidy Interactive Learning Series (RILS) 2024. The header includes the RILS 2024 logo and navigation links for Home, About, Agenda, Location, and Presenters. The main content area features the title "The Reidy Interactive Learning Series (RILS)" and the subtitle "Consequential Uses of Assessment: Taking Stock and Looking Ahead". The event dates and location are listed as "September 26-27, 2024 Portsmouth, New Hampshire". Below this, there are four image-based links: "About RILS" (showing the Center for Assessment building), "Agenda and Resources" (showing hands writing on a notepad), "Presenters" (showing a group of people in a meeting), and "Location" (showing a building at night).



Overview

**Vignette
Teasers**



**Table
Explorations**



**Lightning
Round**



Vignette Topics

1. School accountability
2. Generative artificial intelligence
3. 21st-century competencies
4. Grading approaches
5. Diploma eligibility

Vignette Leaders



Vignette 1
School Accountability



Vignette 2
21st-century Competencies



Vignette 3
Generative AI

+



Vignette 4
Grading Approaches



Vignette 5
Diploma Eligibility

Part 1 - Vignette Teasers



Session 4

Vignette Teasers

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Vignette 1: Large Scale Assessment in School Accountability

Framing

- **Critics** of the current ESSA-inspired system contend that state assessments are too influential in contemporary school accountability systems. They may argue that state assessment leads to unintended negative consequences such as narrowing the curriculum, overshadowing other important attributes of school quality, introducing bias, and contributing to a deficit narrative.
- **Supporters** of state assessment point to the important role that state assessment plays in providing trustworthy signals of academic performance and helping reveal priorities for deploying financial and strategic support.

The Discussion

- School accountability systems designed to comply with ESSA must include large-scale assessment results:
 - Proficiency from state assessments in ELA and mathematics
 - English language proficiency
- Discuss the unintended negative consequences as well as potential benefits to including large-scale summative assessments in school accountability systems.
- Consider this from the perspective of different educational actors (teacher, school/district leader, state education leader).

Key Questions

- What strategies can different actors take to mitigate unintended negative consequences?
 - E.g., How can other indicators complement state assessments to provide a holistic view of school performance?
- What strategies can different actors take to ensure potential benefits are realized?
- Can these strategies be implemented within current constraints (e.g., ESSA)? What barriers may need to be addressed?

Objective

Identify strategies different educational actors can take to address unintended negative consequences and realize the benefits of including large scale summative assessments in accountability.

Activity

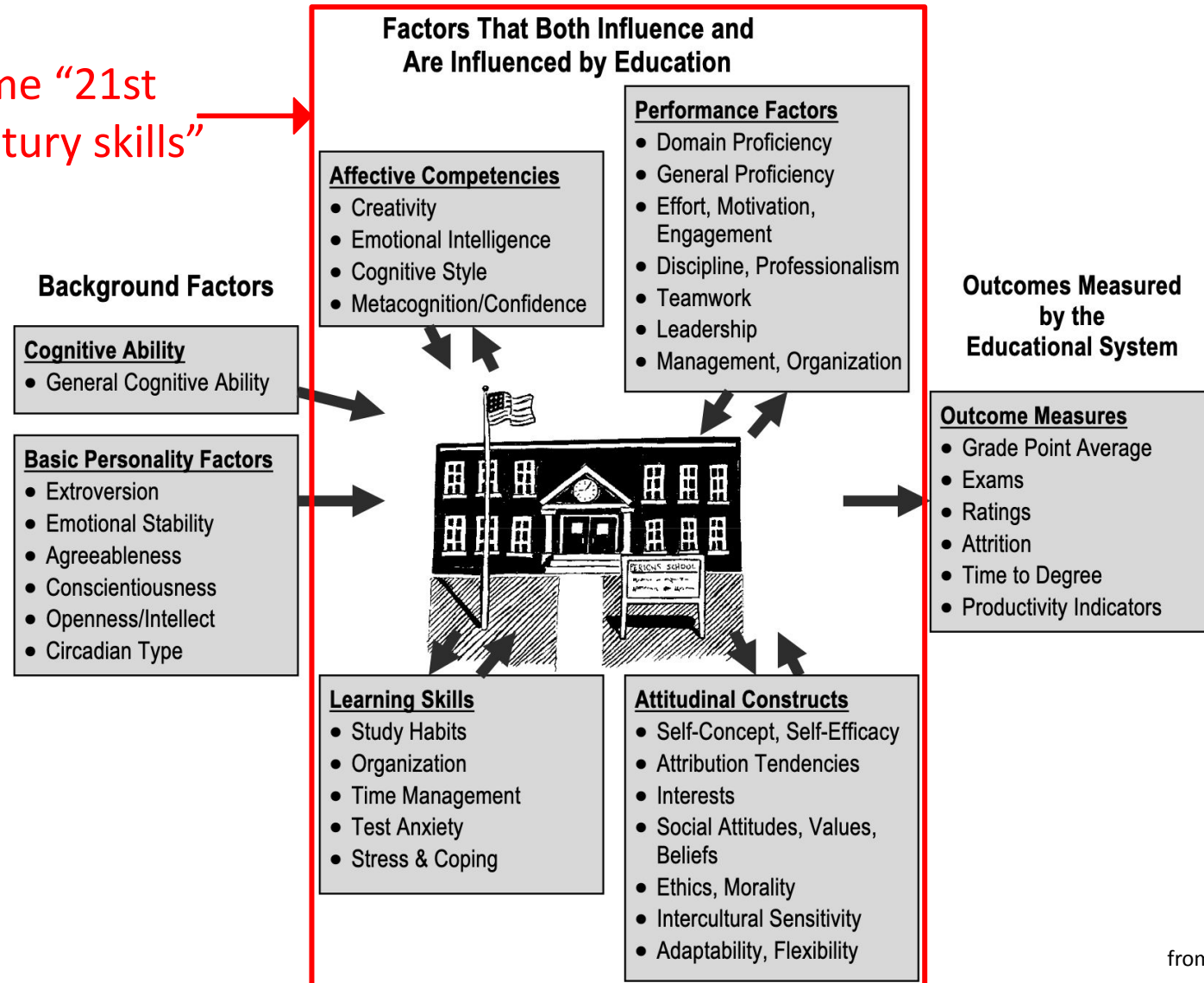
Please visit the following link:

1. At each table, please consider the key questions as you think about each of the actors in the tables (students, families, educators, administrators, etc.).
2. Review the example benefits and consequences of using assessment in accountability systems.
 - a. Feel free to revise, remove, or add examples
 - b. We will work through the tables to identify strategies to either enact potential benefits or mitigate any negative consequences

Vignette 2: How can we evaluate and improve the consequences of using measures of “21st Century Skills” in K-12 education?

A context for whole person assessment in education includes 21st century skills

Some “21st century skills”



Did you know...?

- Some 21st century skills predict success in college, the military, and post-college earnings as well or better as academic test scores
- All 21st century skills can be learned and taught, at least to some degree, even aspects of some “personality traits”
- 21st century skills are frequently assessed in a wide range of settings
 - Schools’ grading and treatment of students often reflect assessment of students’ 21st century skills
 - Employers highly value many 21st century skills, and often make explicit efforts to evaluate them
 - Advances have been made over the past 10 years in ways to assess 21st century skills reliably, validly, and fairly

In our small group, participants will share ideas about:



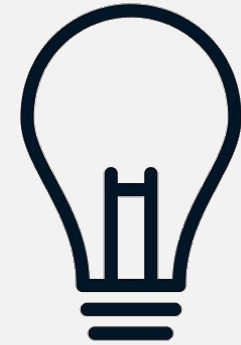
Use

Use cases for
assessment of 21st
century skills



Consequences

Identifying evidence of
Benefits & Risks



Strategies

Maximizing Benefits
& Minimizing Risk

Example Use Cases

- 1** State or district requires students to demonstrate acceptable “portrait of a graduate” skills to graduate from high school
- 2** District/school builds into curriculum intentional instruction, use, and assessment to help develop students’ 21st century skills (e.g., small group collaborative problem-solving and communications work)
- 3** District/school sponsors assessments of specific 21st century skills for individual students to identify assets, and uses to inform counseling regarding student interests and course/career planning

Objective: By end of small group session, we will have had a great time working together to:

Create guidance/principles for district, state, organization leaders for using measures of 21st Century Skills

- Consider specific use case(s)
- Identify benefits/drawbacks, intended and unintended
- Review what evidence is available, needed to support claims regarding consequences
- Describe strategies for successful implementation

Join us!

Vignette #3: How do we maximize the positive consequences and minimize the negative ones of generative AI in K-12 assessment (i.e. Benefits and Risks)?

GenAI in Assessment

GenAI is transforming everyday life, including the way we work and learn.

In educational assessment, example uses of GenAI include

- creating content for items
- automated generation of feedback based on student responses
- automated design of performance-based tasks

These applications offer promise and pose risks.

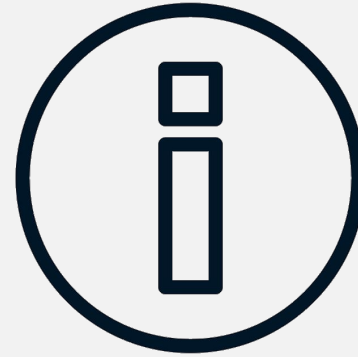
How do we thread the needle?

We are hoping that participants will share ideas around:



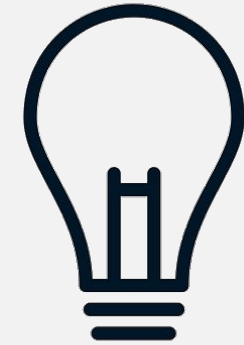
Use

Use Cases for GenAI



Consequences

Identifying Benefits &
Risks



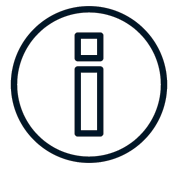
Strategies

Maximizing Benefits
& Minimizing Risk

Use case: AI generated items



Use Case: Use GenAI to generate initial text for items to reduce item writing time.



Possible Negative Consequence: GenAI generates some items that contain errors that require deep content expertise to detect.

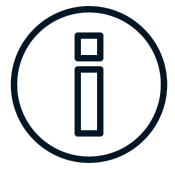


Strategy: Where in the item development process would you focus intervention?

Use case: AI authored passages



Use Case: Use GenAI to author passages for ELA tests, avoiding the cost and difficulty of licensing.



Possible Negative Consequence: GenAI generates content that draws verbatim from a proprietary source, which is discovered after the test is administered.

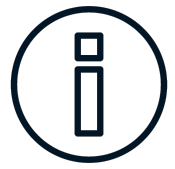


Strategy: What do you think?

Use case: AI-generated feedback to students



Use Case: Middle school students have access to a private tutor-bot that provides on-demand feedback on their writing.



Possible Positive Consequence: Students exercise independence and agency over their learning (valuable 21st Century skills) and improve their writing.



Strategy: What principles, policies, and practices can maximize this benefit?

Objectives

- Discuss **specific** use cases, consequences and strategies,

THEN

- Generate **general** policies, practices, or principles for maximizing benefits and minimizing risks that cover these use cases.



Vignette #4: How can district and school leaders help improve grading practices?

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search ID: jdin70

"Ah, Miss Brimsley, I ask you: Which one of us has truly failed?"

Framing

- Course grades are the primary means by which students receive summative information on their performance. These grades - and, more broadly, course credit - are consequential for students.
- How can we improve the underlying design of school grading and minimize negative consequences?
- Consider this question from the perspective of a **district or school leader**.
- This includes **reflections on current practices and policies**, and how alternate approaches can be leveraged to separate feedback processes (at a time when students can respond to it) from grading so that there is more trustworthy awarding of course credit.

Considerations

- Traditional grading systems in K-12 education are the primary methods for documenting and communicating student achievement and progress to students, parents, other teachers etc.
- They are summative evaluations of performance and, in some grades, carry strong consequences.
- Current grading practices are often criticized for being inequitable and motivating the wrong behaviors.

Key Questions

1. What are the most significant consequences of the current grading system, and for whom?
2. What are the technical, policy, and practice barriers that contribute to these consequences?
3. How can these technical, policy, and practice barriers be overcome?
4. What features and characteristics should be prioritized in a local assessment system to support better grading approaches?
5. What evidence should be collected to evaluate grading policy changes effectively and capture their impact on individuals?

Objective

Create guidance / principles for district or school leaders to improve school grading and credit-earning policies.

Vignette #5: What approaches are advisable for using assessment results as a criterion for diploma eligibility?

Framing

- Adopt the role of a **state advisory board member** tasked with determining how state tests in ELA and math should inform decisions about diploma eligibility.
- Assume the state legislature has passed a law requiring that these tests must have some influence, but are open to recommendations about how the policy will be implemented and evaluated.
- This requires you to specify the recommended use and the evidence that is required to support this use.
- For purposes of this conversation, a “diploma” is the standard diploma for high school graduation (in contrast to alternatives such as GEDs or endorsements).

Considerations

- At least nine states – down from more than half in 2002 – require using results from large scale assessment as a criterion for diploma eligibility (i.e. “exit exams”).
- These policies may be motivated by a desire to:
 - Ensure graduates are well-prepared for postsecondary success
 - Ensure that high school exit reflects minimal levels of academic competency
 - Compel low-achieving students to reach higher levels of academic achievement
- However, critics point to the negative consequences of these policies:
 - Increasing the drop-out rate
 - Narrowing the curriculum
 - Disproportionate impact upon demographic student groups

Key Questions

- What are suitable roles for state assessments in determining diploma eligibility? What is the supporting evidence?
- What are the most critical risks associated with using state assessments for this purpose?
- How might these risks change if the **design** of the assessment is modified in specific ways?
- How might these risks change if the **use** of the assessment is modified?
- How can policy and/or practice mitigate unintended negative consequences?

Objective

Create guidance / principles for state leaders for setting and implementing policy on the use of state assessments for diploma eligibility.



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Vignette Teasers

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Part 2 - Table Explorations

No matter what your table, keep in mind...

- Who **benefits** most from a particular approach and who is **most adversely affected**?
- How do we **determine the impacts** of different strategies or approaches?
- How can we promote decision-making that produces **desired outcomes** while minimizing **unintended consequences**?

Specific framings will be presented to you at your tables by the facilitators

Choose Your Own Adventure

Select a **topic** that you would like to explore in the next hour using the **poll below**.
There is a **cap of 20 people per topic** to keep the roundtables **reasonably balanced**.



<https://tinyurl.com/mdczeefb>





<https://tinyurl.com/mw5zpt7f>

Vignette 1
School Accountability



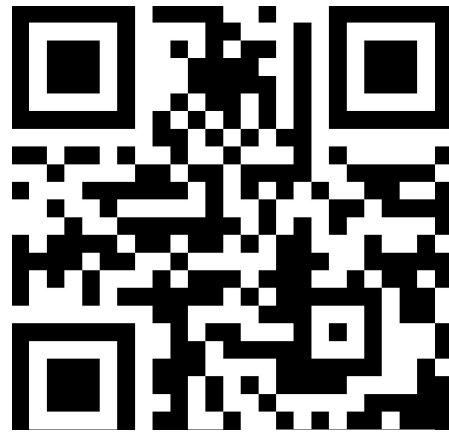
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Vignette 2
21st-century Competencies



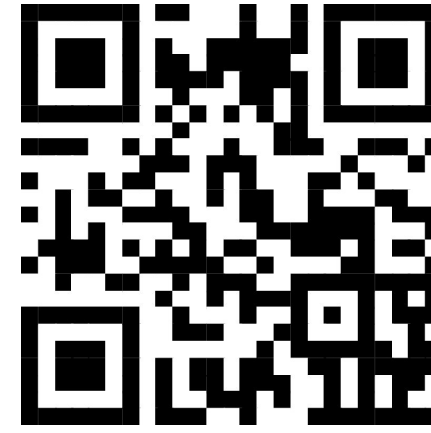
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Vignette 3
Generative AI



<https://tinyurl.com/2v8cpsef>

Vignette 4
Grading Approaches



<https://tinyurl.com/asz6a722>

Vignette 5
Diploma Eligibility

Part 3 - Lightning Round



In no more than **20 seconds**, please share a **new discovery** that you had during your exploration of your topic!





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