



## Session 9 (Part 2)

# Conference Reflections: Taking Stock and Looking Ahead

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>



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)" with the subtitle "Consequential Uses of Assessment: Taking Stock and Looking Ahead" and the dates "September 26-27, 2024 Portsmouth, New Hampshire". Below this, there are four image-based navigation buttons: "About RILS" (with a photo of the Center for Assessment building), "Agenda and Resources" (with a photo of a person writing on a notepad), "Presenters" (with a photo of a group of people), and "Location" (with a photo of a building at night).



# Part 2: Center Close-out

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# Consequential Uses of Assessment: Taking Stock and Looking Ahead

## *Closing Reflections*

Chris Domaleski

National Center for the Improvement of Educational Assessment

*Reidy Interactive Lecture Series*

*Portsmouth, NH*

September 26-27, 2024

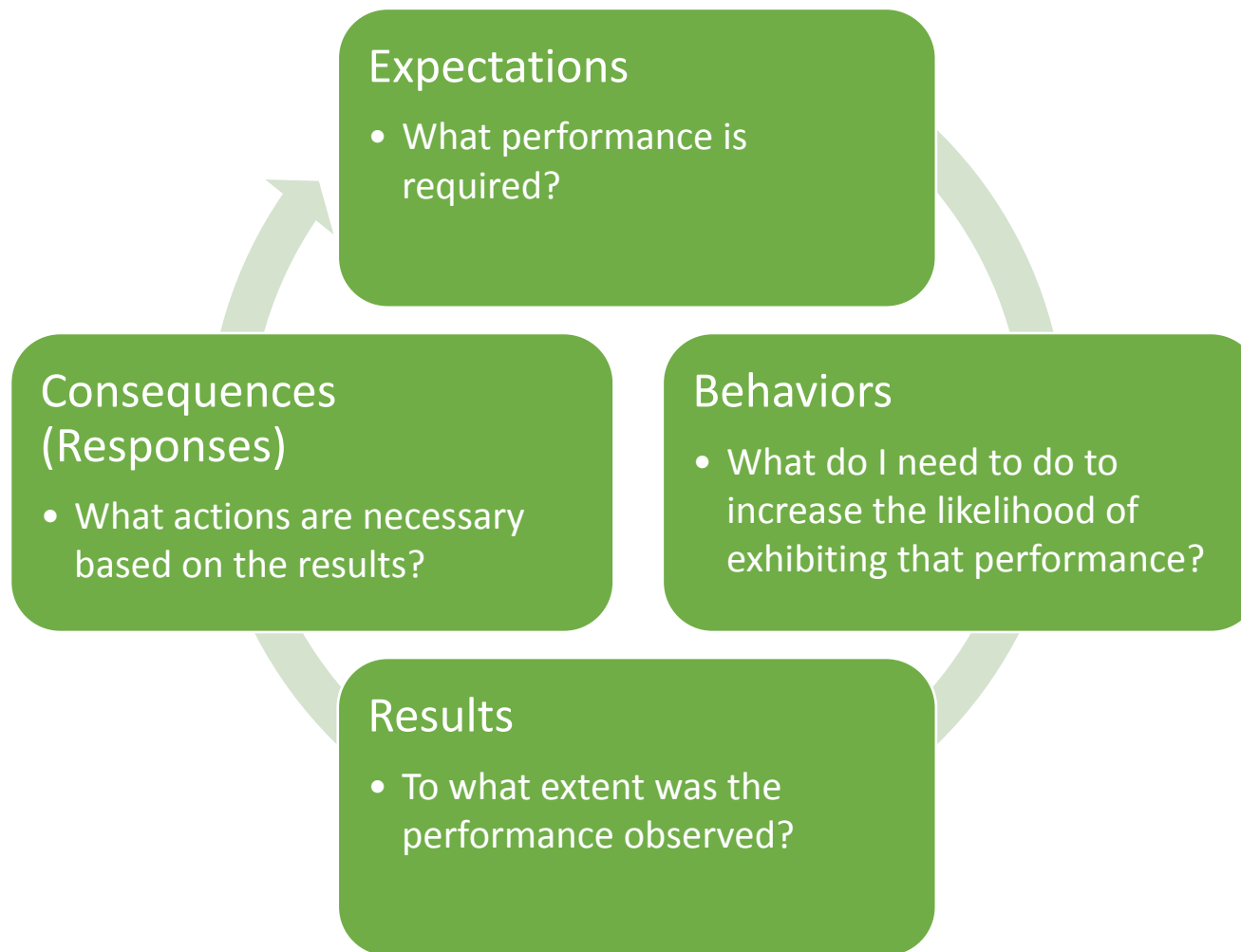


# Foundations

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- Consequences are a reality (if an assessment is inconsequential what are we even doing?)
- Consequences are multi-faceted
  - experienced by individuals, groups, and systems
  - expressed as direct or indirect
  - shaped by conditions and context
- Important to consider how people, policies, and systems *respond* to test scores (Andrew Ho)

# What influences impact?



# Let's get back on the road!



## Expectations

- Safety, efficiency, comfort?

## Behaviors

- Follow signs and signals
- Operate appropriately

## Results

- Dashboard
- External enforcement?

## Consequences

- Good/bad experience (e.g., crash)
- Traffic violation

Consequences inform future expectations and the cycle continues

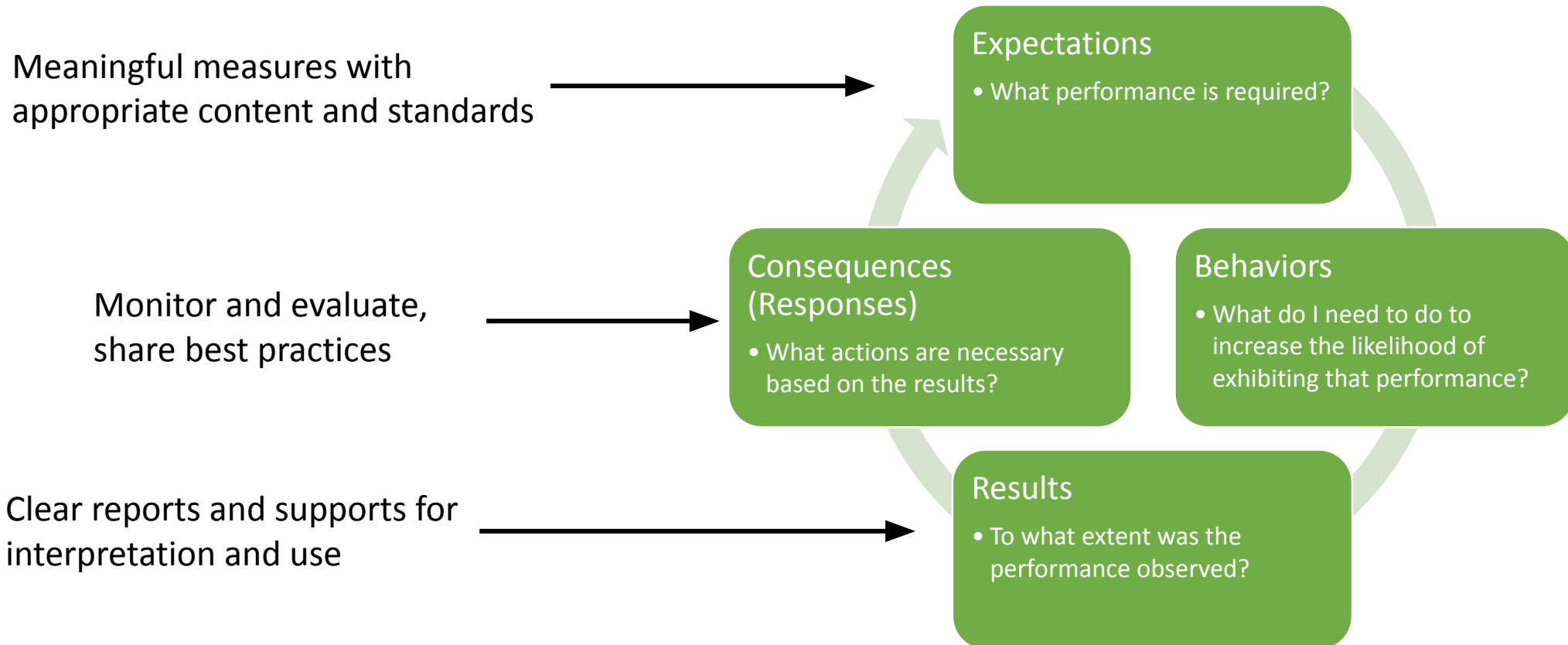
# Actors, Influence, and Impact

Component	Student	Educators	Building/ District Leaders	Policy Makers
Expectations	Meet performance standards	Help students meet performance standards	Set specific near-term performance expectations	Set high level, long-term performance expectations
Behaviors	Engage in learning opportunities; Demonstrate performance	Provide learning opportunities	Provide support and conditions for learning	Provide resources
Results	Feedback from assessments (ISR)	Individual and group performance	Group performance (school accountability), research monitoring, evaluation Research and evaluation	
Consequences (External)	Course credit, promotion, diploma, admissions etc.	Evaluations, enhanced or diminished professional credibility, career opportunities		



# Measurement Professionals

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# Principles



Beware of oversimplification

There is rarely a single, clear, unfirm, sustainable, and scalable path forward  
Technical quality is necessary but not sufficient



Remember this is a human enterprise

We must center students and involve a broad range of constituents  
Seek opportunities for collaboration (e.g., policymakers and practitioners)



Greater stakes require greater evidence of defensibility (e.g., multiple measures, proof of concept)



Build in reciprocity

Investments in resources, conditions, and supports must accompany performance expectations



Address unintended direct and indirect consequences; many are predictable



Monitor, evaluate, and refine

# Thank you!

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- Contributors and participants
- Center colleagues
- My terrific co-pilot for RILS – André
- Special thanks

# The best of the **Center**, all in one place.

Sign up for regular email updates.





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