

The Policy Objectives and Design Features of Next Generation Assessment Systems

Results of the Pre-Conference Survey

March 9, 2010

This informal survey was developed as a tool to illuminate the differing priorities of various stakeholders in the educational system for their statewide assessment systems. The results shared herein are from a small sample of stakeholders who attended the National Conference on Next Generation Assessment Systems. The larger intention is that the next generation of assessment systems be designed with a clearly defined set of policy objectives that address the priority needs of the major stakeholder groups.

This survey is being made publicly available by the Center for K-12 Assessment & Performance Management. Please contact ndoorey@k12center.org for further assistance.



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1. What are the three most important questions these systems should answer at the student level?

<i>Answer Options</i>	Total % (n=140)	<i>State % (n=64)</i>	<i>District % (n=49)</i>	<i>Other % (n=27)</i>
What are the specific skills this student needs to work on next?	66%	64%	80%	48%
Is this student "on track" to be ready for college/career by the end of high school, as indicated by the standards?	58%	63%	41%	78%
Is this student "on track" to meet grade-level standards?	44%	42%	43%	52%
Is this student making a year's growth in a year's time?	36%	39%	35%	30%
Does this assessment system accurately reflect each student's optimal skill level (i.e., does it provide sufficient motivational elements to help ensure that all students try their hardest?)	33%	27%	37%	41%
What is a challenging but also achievable expectation for this student's improvement for this school year?	28%	33%	29%	15%
How does this student's rate of progress compare to his/her peers nationally?	14%	16%	10%	15%
Is this student making more than a year's growth in a year's time?	9%	6%	18%	0%
Is this student "on track" to exceed grade-level standards?	6%	5%	8%	7%
Other	4%	5%	2%	7%

2. What are the three most important questions these systems should answer at the classroom level?

<i>Answer Options</i>	Total % (n=139)	<i>State % (n=64)</i>	<i>District % (n=49)</i>	<i>Other % (n=26)</i>
Which students in this class are making unusually low growth and require focused attention/intervention?	62%	63%	61%	62%
Which teachers may require professional development or other intervention because all or a subgroup of their students are making inadequate gains?	49%	42%	59%	46%
Which teachers might share their practices with others because their students are making unusually strong gains in a given subject area, and/or with specific subgroups?	47%	39%	59%	46%
Are the students in this classroom "on track" to meet grade-level expectations?	45%	47%	45%	38%
Did the students in this classroom make typical or greater progress toward the standards?	27%	33%	22%	19%
Did the students in this classroom make a year's worth of progress in a year's time?	20%	25%	16%	15%
Which teacher preparation programs are yielding the highest percentages of beginning teachers whose students are making adequate yearly progress?	20%	23%	12%	27%
Did the students in this classroom make more than a year's worth of progress in a year's time?	7%	5%	8%	12%
Which students in this class are making unusually high growth and do not require focused attention/intervention?	6%	6%	8%	0%
Are the students in this classroom "on track" to exceed grade-level expectations?	4%	5%	2%	4%
Other	4%	6%	0%	8%



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3. What are the three most important questions these systems should answer at the school and district levels?

<i>Answer Options</i>	Total % (n=137)	<i>State % (n=64)</i>	<i>District % (n=49)</i>	<i>Other % (n=24)</i>
Which programs/approaches are resulting in improved student growth, and which are not yielding adequate results?	58%	48%	71%	58%
Are the students in this school/district "on track" to be ready for college/career by the end of high school, as indicated by the standards?	48%	50%	41%	58%
Is this school/district improving over time?	38%	41%	37%	75%
Which schools/districts are making unusually strong growth, such that they might share their practices with others?	38%	39%	43%	25%
Are the students in this school/district "on track" to meet grade-level standards?	31%	31%	24%	42%
Which schools/districts are making inadequate growth with all or a subgroup of their students, such that they might require focused attention/intervention?	29%	30%	24%	38%
What is a challenging but also achievable expectation for student improvement for this school /district for the next year?	23%	23%	27%	17%
Did the students in this school/district make a year's growth in a year's time?	18%	22%	14%	17%
Did the students in this school/district make more than a year's growth in a year's time?	7%	8%	8%	0%
Are the students in this school/district "on track" to exceed grade-level standards?	4%	5%	4%	0%
Other	1%	2%	2%	0%

4. What are the three most important questions these systems should answer at the state and national levels?

<i>Answer Options</i>	Total % (n=136)	<i>State % (n=64)</i>	<i>District % (n=48)</i>	<i>Other % (n=24)</i>
Which subject areas and major skills/concepts require greater focus in	71%	66%	81%	63%
How does each state's student performance compare to other states and to international peers?	54%	63%	48%	46%
Is the state's performance improving over time?	51%	58%	42%	50%
Is the state making unusually strong progress in closing achievement gaps, such that it might share its practices with others?	47%	45%	50%	46%
Is the state making inadequate growth with all or a subgroup of their students, such that it might require focused attention/intervention?	25%	20%	29%	29%
Are American students improving relative to their peers internationally?	21%	19%	21%	25%
Is the state making unusually strong growth overall, such that it might share its practices with others?	19%	20%	17%	21%
Other	3%	3%	2%	4%



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5. What are the most important design features of the next generation of assessment systems? Which key features should we strive to have in common across the possible multiple assessment consortia? Select up to five, and indicate whether each is essential for the summative assessments, formative assessments, or both.

<i>Answer Options</i>	<i>Total (n=131)</i>			<i>State (n=64)</i>			<i>District (n=49)</i>		
	Key	<i>Form</i>	<i>Summ</i>	Key	<i>Form</i>	<i>Summ</i>	Key	<i>Form</i>	<i>Summ</i>
1. Use of multiple item types as needed to ensure the assessment of the Common Core State Standards, and the complex skills they include.	54%	48%	43%	56%	45%	42%	55%	53%	49%
2. Rapid turn-around of results to students, teachers, schools and parents.	44%	32%	38%	42%	34%	39%	59%	39%	49%
3. Measurement of individual student growth, annually, for grades 3 – 8.	40%	36%	20%	36%	36%	20%	43%	35%	18%
4. Use of technology for delivery, range of skills assessed, and scoring, with paper forms as needed for accommodations.	38%	36%	30%	41%	39%	28%	31%	29%	27%
5. Use of assessment results to identify targeted and focused professional development for teachers.	38%	31%	27%	30%	23%	22%	51%	41%	39%
6. Collection of both standards-based data (e.g. percent proficient) and normative data (typical achievement and growth) for accountability purposes.	34%	31%	14%	25%	23%	13%	47%	39%	18%
7. Use of computer-adaptive testing, across multiple grade-levels, to increase individual score accuracy and reduce test length.	34%	27%	19%	53%	45%	30%	18%	12%	10%
8. Use of performance tasks that model quality instruction, such as presentations and science experiments, with local scoring by teachers.	34%	23%	31%	31%	14%	28%	29%	24%	24%
9. Use of “innovative” computer-based item types such as multi-step simulations and tasks.	27%	27%	21%	34%	38%	27%	14%	12%	12%
10. Measurement of individual student growth in ways that support the use of such data in determinations of teacher effectiveness.	26%	23%	14%	23%	20%	16%	31%	24%	12%
11. Use of teacher scoring, involving the majority of teachers, as a means to improve teacher knowledge and instruction.	23%	15%	23%	19%	11%	17%	24%	10%	22%
12. Inclusion of sufficient motivational elements in the design of the assessment to help ensure that all students try their hardest.	22%	20%	18%	17%	16%	13%	24%	22%	24%
13. International benchmarking of assessments.	20%	24%	5%	22%	28%	5%	8%	10%	2%
14. Use of extended response items such as essays, as a priority over the speed with which results can be reported.	14%	15%	11%	11%	13%	24%	12%	10%	12%
15. Reduction of the total investment in assessment systems.	7%	5%	4%	8%	6%	6%	8%	6%	2%