



An Assessment System that Builds on the Best the World Has To Offer

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Assessments that:

- Advance student learning
- Are part of a highly integrated instructional system
- Are curriculum-based as well as standards-based
- Are fair, because students have had an opportunity to learn the material on which they are based
- Measure critical thinking, strong analysis, imagination, creativity
- Are based on the “Common Core” standards



And That:

- Are balanced—Can support instruction and provide summative information
- Don't trade validity for (spurious) reliability
- Can't be “test-prepped”
- Set standards the states can't fiddle with
- Motivate students to take tough courses and study hard in school
- Do not, in practice, narrow the curriculum
- Make reasonable accommodations for the disabled
- The country can afford



High School: Getting Started

- Start with the worlds best high performance instructional systems
 - Board examination systems—full programs, high quality syllabi, matching instructional materials, examinations derived from the syllabi, professional scoring, training for teachers who will teach the courses
 - Can be set to Common Core standards



High School: Getting Started

- The Move-On-When-Ready System
 - 3 Lower division board examination systems
 - 5 Upper division board examination systems
 - NCEE will set pass points for lower division exam system
 - Pass point will be set to level of literacy required to be successful in initial credit-bearing courses in 2-year and 4-year open admissions postsecondary education institutions
 - Students who pass at the end of their sophomore year in high school will get special diploma and be able to leave high school and enroll in open admissions college without having to take remedial courses



High School: Getting Started

- The Move-On-When-Ready System
 - Or may stay in high school to take upper division board examination program, designed to prepare the student for admission to a selective college
 - Students who do not pass the exams will get a customized program of study based on their high school's analysis of the subscores on their exams



High School: Getting Started

- A performance-based, continuous improvement system
 - Motivating to students
 - Focused on student learning
 - Cost neutral (even though it uses more expensive exams)
 - Increasing amounts of money for student and teacher support
 - It is all available now
- Truly College-Ready and Work-Ready



High School: The Buyer's Consortium

- Lower costs
- Providers, not states, will make the up-front investment in further development
- More providers will come in



High School: Technology Now

- Deliver curriculum resources for teachers
- Provide technical assistance and collegial help to teachers
- Deliver exams
- Capture student work in digital form
- Distribute student exam responses and other student work to human scorers
- Score exams directly
- Monitor accuracy of scorers
- Present and analyze student scores



High School: Technology in the Future

- Advance the state-of-the-art in instruction and assessment technology
 - Simulations
 - Dynamic models
 - Expert systems
 - Cost reduction
 - Speed of response



A K-8 Assessment System

- High stakes assessment in top-performing countries
 - High stakes for high school students, not teachers
 - Pitched at high level skills
 - Tied to curriculum
 - High quality assessments
- High stakes assessment in United States
 - High stakes for teachers, not for students
 - Not tied to curriculum
 - Low quality assessments



Proposed K-8 System

- Not offered by our consortium
- Grade span summative testing
 - Math and English literacy at K, end of 3rd, 5th, 8th
- Aligned with “Common Core” standards
- Set to natural learning progression
- Tied to sketched-in curriculum specs, including specifications of topics to be taught, year by year
- Lower proportion of multiple-choice, computer-scored items, more tasks requiring essay-type responses



Proposed K-8 System

- Secure, scored professionally
- But summative grades also based on extended assignments given by teachers during year
- Large bank of tasks and mini-tests for teachers to use to support instruction, keyed to learning progression



In Sum: Two Key Questions

- Why start from scratch when we can implement the world's best instructional systems much earlier and at much lower expense?
- Why not abandon our time-in-the-seat system and replace it with a performance-based diploma, to motivate our students to take tough courses and work hard in school?