



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

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# Assessments that:

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



# 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
  - What they are
  - Can be set to our standards
  - How we would use them
  - The move-on-when-ready system
  - Aligned with the “Common Core” standards



# High School: Getting Started

- A performance-based, continuous improvement system
  - Motivating to students
  - Focused on student learning
  - Cost neutral (with 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: What Comes Next

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



# High School: What Comes Next

- Advance the state-of-the-art in instructional technology
  - Simulations
  - Dynamic models
  - Expert Systems
  - Access to webs of information/interactive assistance
  - Education, assessment and certification anywhere, anytime



# A K-8 Assessment System

- Low stakes and high stakes assessment in top-performing countries *vs.*
  - High stakes only for high school students
  - 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

- 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



# On Accountability

- Proposed system can provide all of the same kind of data that is provided by the NCLB system, but not at every grade level or for every teacher
- Can be used to hold schools accountable, but not individual teachers, at K-8
- Should be supplemented by an inspection system