

WHAT MAKES A HIGH-QUALITY ASSESSMENT?

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WHAT IS EDUCATIONAL ASSESSMENT?

- Process of gathering data about what students know and can do
- Summative assessments measure to what degree students have learned what they were expected to learn in a target domain
- Test questions can be thought of as a series of probes to locate students on an achievement continuum



Criterion-referenced vs norm-referenced interpretations

WHAT MAKES A HIGH-QUALITY EDUCATIONAL ASSESSMENT?

- A high quality assessment allows **valid** inferences about student knowledge and skills
 - I. **Validity:** Measures what is purported
 - II. **Reliability:** Test scores are precise
 - III. **Alignment:** Test content adequately covers domain in its depth and breadth
 - IV. **Fairness:** Success on test depends on degree of mastery of domain and not on irrelevant factors
- High quality assessments also support instruction by:
 - I. Communicating expectations
 - II. Providing timely and informative score reports

I. VALIDITY AND RELIABILITY

Student somewhere between
here and here



Low achievement

High achievement

- Each question provides information about how to locate the student's ability on this continuum
- These questions are outside the range of challenge and provide little information about how to locate a fourth-grader on this continuum:
 - $1 + 1 = ?$
 - $\iint_{-3}^{\infty} x^2 \sqrt{1/y} dx dy = ?$
- The number, nature, and quality of such questions relate to degree of accuracy in locating the student on this continuum
- An assessment that accurately measures what it intends is both **valid** (construct validity) and **reliable** (precise)

II. FAIRNESS



- Does test content enable **ALL** students to demonstrate what they know and can do, regardless of linguistic, communicative, cognitive, cultural, physical or other characteristics?
- Answer depends on:
 - Clear definition of target domain
 - Adoption and use of universal design principles
 - Simple, clear, and intuitive instructions and procedures
 - Maximum readability and comprehensibility
 - Maximum legibility
 - Proper accommodations when needed

III. ALIGNMENT



- Assessment frameworks define the domain
- Blueprints are created to ensure adequate domain coverage and avoid
 - Construct underrepresentation
 - Imbalance in construct representation
- Testing student with material that is completely below or completely above their grade level is not appropriate

SUPPORTING QUALITY OF INSTRUCTION



- Assessments can support instruction by means of:
 - Communicating expectations because what gets assessed gets taught
 - Providing timely and informative score reports