

ASCD ADOPTED POSITION ON HIGH-STAKES TESTING

Decision makers in education all need timely access to information from many sources. Judgments about student learning and education program success need to be informed by multiple measures. Using a single achievement test to sanction students, educators, schools, districts, states/provinces, or countries is an inappropriate use of assessment. ASCD supports the use of multiple measures in assessment systems that are

- Fair, balanced, and grounded in the art and science of learning and teaching;
- Reflective of curricular and developmental goals and representative of content that students have had an opportunity to learn;
- Used to inform and improve instruction;
- Designed to accommodate nonnative speakers and special needs students; and
- Valid, reliable, and supported by professional, scientific, and ethical standards designed to fairly assess the unique and diverse abilities and knowledge base of all students.

A state's assessment system must perform both an accountability function and an instructional improvement function.

Stay Informed about State Assessment Issues:

<http://oregon.ascd.org>

- Check key articles under Influence

<http://www.ascd.org>

<http://www.ode.state.or.us>

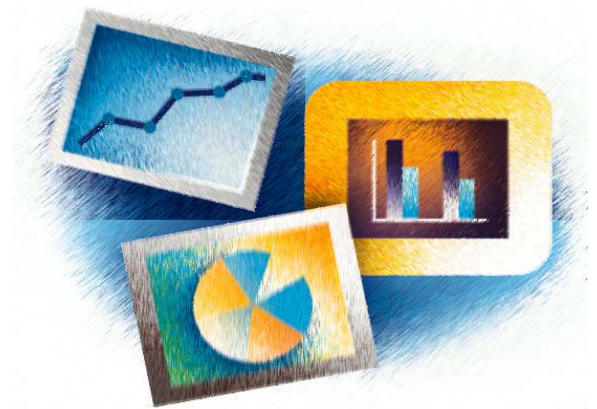
<http://www.leg.state.or.us>

- For more information concerning this document or Oregon ASCD please go to Contact section of Oregon ASCD website.



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STAKEHOLDERS' REPORT



An Ideal Assessment System

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What We Believe

STAKEHOLDERS in education – Students, parents, educators, community leaders and business leaders need to build and have access to the best possible state assessment system. A series of forums on the topic of statewide assessment were conducted by Oregon ASCD. Forums were held in Newport, Roseburg, Bend, and Hillsboro. Participants responded to the following three questions. Working in small groups, ideas were generated and prioritized. Highest priority responses have been synthesized into the following document. The intent is to inform policy makers as to the needs of Oregon educators and initiate assessment design for the future.

1. What is an ideal state assessment system?

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An ideal assessment system:

- Matches student level of achievement to tests taken.
- Must be linked to state standards reflecting what students have had the opportunity to learn.
- Informs educators by providing information about student learning needs.
- Monitors students' growth in learning over time.
- Provides timely, understandable, and usable data for all stakeholders.
- Measures efforts to close the achievement gap.

2. How would the ideal state assessment system improve learning?

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Learning would be improved by:

- Providing for efficient and effective allocation of funding resources directly related to student learning at the classroom, district, and state levels.
- Generating accurate and relevant data for every student.
- Allowing for multiple testing opportunities for measuring growth over time.
- Informing decision making for differentiated instruction and flexible grouping of students.
- Guiding professional development needed to support high quality teaching.

3. How do we create that ideal system?

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An ideal system is created by:

- Clarifying the purposes of the system.
- Involving all stakeholders in the development, evaluation, and modification of the system.
- Utilizing technology to administer, store, and access student and program data.
- Engaging educators, parents, and community in understanding quality assessment practices and appropriate use of data.
- Recognizing that state assessments are only one component of a comprehensive assessment system.