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Educational Standards & Assessment • No. 151 • 12/04

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General

Baldwin, Doug. **A Guide to Standardized Writing Assessment**. *Educational Leadership*. Oct. 2004, Vol. 62 No. 2, p. 72. (4 pages)

The article describes the most common scoring method used in standardized writing assessment in the U.S., explains how technology is changing assessment and how educators can hone students' writing skills. Included is an overview of writing assessment, information on holistic scoring and examples from classrooms.

Beaver, William. **Can "*No Child Left Behind*" Work?** *American Secondary Education*, Vol. 32 No. 2, Spring 2004, p. 3. (15 pages)

This article identifies and discusses major implications of NCLB for secondary education. Included with considerations of the major provisions is a discussion of general testing issues and implications of testing upon curriculum and instruction.

Berube, Clair T. **Are Standards Preventing Good Teaching?** *Clearing House*, Jul/Aug. 2004, p. 264. (4 pages)

The article analyzes the effect of national standards on the quality of teaching in the U.S. and the effects of high-stakes testing on teacher practices and components of an accountability system. The author suggests that the solution to the testing dilemma is to improve and use critical-thinking tests.

Chudowsky, Naomi and James W. Pellegrino. **Large-Scale Assessments That Support Learning: What Will It Take?** *Theory Into Practice*, Winter 2003, Vol. 42, No. 1, p.75. (9 pages)

Examines the construct problem in large-scale achievement testing of students, and examines advances in the sciences of thinking and learning. The author believes that now is the opportunity for a significant leap forward in assessment practices. Alternative approaches to large-scale assessment are suggested.

Olson, Lynn. **Government Offers Guidance on Standards and Testing**. *Education Week*, 5/26/2004, Vol. 23, No. 38, p. 22. (2 pages)

"New guidelines released by the U.S. Dept. of Education outline what states must do to comply with the requirements on standards and testing under NCLB. The "Standards and Assessments Peer Review Guidance" will be used to review state testing systems for compliance with the law." A link to policy guidance is included.

Wenglinsky, Harold. **Facts or Critical Thinking Skills: What NAEP Results Say**. *Educational Leadership*, Sept. 2004, p. 32. (4 pages)

Compares the effectiveness of teaching for meaning and teaching basic skills using the data from the U.S. National Assessment of Educational Progress. Information on the "Trends in International Mathematics and Science Study" and the significance of basic skills and teaching for meaning are given.

Zwick, Rebecca. **Assessment Literacy: Do Educators Know How To Make Use of the New Avalanche of Standardized Test Data?** *National Crosstalk*, Fall 2004, Vol. 12, No. 4, p. 13. (5 pages)

The author maintains that most educators and administrators are ill-prepared to deal with the avalanche of data available from standardized testing, and therefore are unable to use the data to plan for school improvement.

Accommodations/Alternate/Alternative/ Optional Assessment

State and District-Wide Assessments and Students with Learning Disabilities: A Guide for States and School Districts. *Learning Disabilities Quarterly*, Spring 2004, Vol. 27, No. 2, p. 67. (10 pages)

The National Joint Committee on Learning Disabilities (NJCLD) is a national committee representing eleven organizations concerned about individuals with learning disabilities. The NJCLD considers and discusses contemporary issues in learning disabilities and develops and disseminates reports and statements related to these issues to influence policy and practice.

Bolt, Sara E. and Martha L. Thurlow. **Five of the Most Frequently Allowed Testing Accommodations in State Policy: Synthesis of Research**. *Remedial and Special Education*, May/June 2004, Vol. 25, No. 3, p. 141. (12 pages)

Accommodation decision-making is difficult. Five frequently allowed test accommodations (dictated response, large print, Braille, extended time, and sign language interpreter for instruction) were reviewed. Results indicate mixed support and nonsupport for these accommodations. Guidelines for effective decision-making and administration, and recommendations for future research are given.

Byrnes, MaryAnn. **Alternate Assessment FAQ's (and Answers)**. *Teaching Exceptional Children*. Jul/Aug 2004, Vol. 36, No. 6, p. 58. (6 pages)

Presents a question and answer advisory related to alternate assessment. Development of a grade level content standards and assessments, data collection procedures, and application of alternate assessment for students with disabilities are discussed.

Crawford, Linda, Robert Helwig and Gerald Tindal. **Writing Performance Assessments: How Important Is Extended Time?** *Journal of Learning Disabilities*, Mar/Apr 2004, Vol. 37, No. 2, p. 132. (11 pages)

Fifth and eighth graders' results on two writing assessments (30-minute and 3-day) were evaluated. Grade 5 students performed better on more lengthy assessments and LD students benefited the most. In Grade 8 no significant differences were noted. Implications related to statewide testing programs are discussed.

Hilliard, III, Asa G. and Alba A. Ortiz. **The Effects of the *No Child Left Behind Act* on Diverse Learners**. *Intervention in School and Clinic*, Nov. 2004, Vol. 40, No. 2, p. 96. (11 pages)

The article presents an interview. There is heightened interest in the achievement of diverse learners, in ensuring that administrators and teachers understand the implications of the law for racial and ethnic groups, and for limited-English proficient students. Hilliard thinks that the act is falling short because of assumptions based largely on academics, rather than practitioners - especially successful ones. Ortiz's greatest concerns are that accountability provisions have narrowly defined how students progress is measured, and assessment of outcomes is based on testing programs that have historically been shown to have limited validity or reliability for diverse populations and students with disabilities.

Johnson, Evelyn and Nancy Arnold. **Validating an Alternate Assessment**. *Remedial & Special Education*, Sep/Oct 2004, Vol. 25, No. 5, p. 266. (11 pages)

This study examined the validity of one state's alternate assessment portfolio system. The results indicate serious shortcomings in the evidence for content, response process, and structural validity. Options for improving the validity of the assessment system are provided, and the implications of the findings are discussed in the context of standards-based reform.

McKevitt, Brian C. and Stephen N. Elliott. **Effects and Perceived Consequences of Using Read-Aloud and Teacher-Recommended Testing Accommodations on a Reading Achievement Test**. *School Psychology Review*, 2003, Vol. 32, No. 4, p. 583. (18 pages)

"Overall, this study added evidence to support the popular view that reading aloud a reading test may have an invalidating effect on test scores. Implications of these findings are discussed, with particular attention to validity issues."

Shriner, James G. and Lizanne Destefano. **Participation and Accommodation in State Assessment: The Role of Individualized Education Programs**. *Journal of Exceptional Children*, Winter 2003, Vol. 69, No. 2, p. 147. (16 pages)

The individualized education program (IEP) is both an important process and a document in decision-making concerning students' participation and accommodation in assessment. Correlation between what was documented on the IEP and what happens on the day of testing is included.

Technology in Assessment

Ahn, June. Electronic Portfolios: **Blending Technology, Accountability & Assessment**. *T H E Journal*, Apr. 2004, Vol. 31, No. 9, p. 12. (3 pages)

The article outlines the stages in creating an e-portfolio project and considers the potential of e-portfolio as an alternative to standardized tests. Formulation of an e-portfolio system could allow inclusion of personal reflections and detailed feedback to enrich interaction between students and teachers.

Brown, Kevin and Robert Capp. **Better Data For Better Learning**. Leadership, Nov./Dec. 2003, Vol. 33, No. 2, p. 18. (3 pages)

The effective use of data for better learning of students in the U.S. is important. The author discusses assessment of standards in Rocklin Unified School District, details the four steps of assessment and the importance of making modifications on the content of the assessment. Technology can be used for the assessment process and for giving important information to assist in data-driven instruction.

Dougherty, Chrys. **How States Can Use Information Technology to Support School Improvement Under NCLB**. *White Paper presented at U.S. Department of Education Secretary's* ***No Child Left Behind*** *Leadership Summit*, March 2004. (7 pages)

"The *No Child Left Behind Act's* assessment and reporting provisions cast a spotlight on the value of information for school improvement. At the same time, the law's accountability provisions push schools and districts to accelerate the pace of improvement. This calls for policy leaders to shift the state education agency's primary mission from compliance monitoring to that of a State Education Information and Improvement Agency."

Ligon, Glynn D. **A Technology Framework to Support Accountability and Assessment: How States Can Evaluate Their Status for *No Child Left Behind***. *White Paper presented at U.S. Department of Education Secretary's* ***No Child Left Behind*** *Leadership Summit*, March 2004. (13 pages)

"How can local decision making about technology coexist with the requirements of a standardized state and national accountability system? The answer is adopting data and technology standards developed to enable interoperability.… being able to share data electronically across different software applications, different hardware configurations, and different operating systems."

Articles on the Internet

Do Graduation Tests Measure Up? A Closer Look at State High School Exit Exams. *Achieve, Inc.* 2004.

http://www.achieve.org/dstore.nsf/Lookup/TestGraduation-FinalReport/$file/TestGraduation-FinalReport.pdf (52 pages)

"After a detailed analysis of the mathematics and English language arts exams in Florida, Maryland, Massachusetts, New Jersey, Ohio and Texas, Achieve reached three conclusions. First, it is perfectly reasonable to expect high school graduates to pass these tests — they are not overly demanding. Second, these exams should be strengthened over time to better measure the knowledge and skills high school graduates need to succeed in the real world. Third, states should not rely exclusively on these tests to measure everything that matters in a young person's education. Over time, states will need to develop a more comprehensive set of measures beyond on-demand graduation tests."

Amrein, Audrey L. and David C. Berliner. **The Impact of High-Stakes Tests on Student Academic Performance: An Analysis of NAEP Results in States With High-Stakes Tests and ACT, SAT and AP Test Results in States With High-School Graduation Exams**. *Arizona State University*, Dec. 2002. (62 pages)

http://www.greatlakescenter.org/research.htm

A study of data from 28 states indicates there is little evidence to support the belief that high-stakes tests -- those with serious consequences such as student graduation -- improve student achievement. Rather, the study found that while student scores on these tests are increasing, student performance on other measures of achievement might be dropping.

Gayler, Keith, Naomi Chudowsky, Madlene Hamilton, Nancy Kober and Margery Yeager. **State High School Exit Exams: A Maturing Reform**. *Center on Education Policy*, August 2004. (259 pages)

http://www.cep-dc.org/highschoolexit/ExitExamAug2004/ExitExam2004.pdf

"The third in an annual series on exit exam policies, this report provides a goldmine of information on state exit exam policies, including such areas as (1) how exit exams are impacting curriculum, instruction, student achievement and student motivation; (2) initial and cumulative pass rates; (3) dropout rates; (4) the purposes and basic characteristics of exit exams; (5) alignment of exams to state standards; (6) scoring and reporting; (7) opportunity to learn, as well as options for struggling students and policies for English language learners and students with disabilities; (8) public and press responses to exit exams; (9) changes to exit exams; and (10) the links between exit exams and other policies such as No Child Left Behind, P-16 initiatives and high school reform efforts. The authors also offer recommendations, including that states augment their efforts to provide teacher and student supports and reconsider their options for English language learners."

Greene, Jay P., Marcus A. Winters and Greg Forster. **Testing High Stakes Tests: Can We Believe the Results of Accountability Tests?** *Manhattan Institute for Policy Research*, Civic Report No. 33, Feb 2003. (28 pages)

http://www.manhattan-institute.org/html/cr_33.htm

According to this report, high-stakes tests can accurately reflect student achievement and are not distorted by "teaching to the test" or other forms of manipulation. This study, however, also finds high-stakes tests are less effective in measuring a school's impact on student performance from year to year.

Mislevy, Robert J. **On the Structure of Educational Assessments**. *Center for the Study of Evaluation*, National Center for Research on Evaluation, Standards, and Student Testing. CSE Technical Report 597, May 2003. (69 pages)

http://www.cse.ucla.edu/reports/TR597.pdf

This paper describes a framework for assessment that highlights the interrelationships among substantive arguments, assessment designs and operational processes. This framework can be applied to analyzing existing assessments or designing new assessments.

Roeber, Edward D. **Assessment Models for No Child Left Behind**. *Education Commission of the States*, Issue Brief: Accountability. April 2003. (8 pages)

http://ecs.org/ecsmain.asp?page=/html/issue.asp?issueID=12

Passage of NCLB requires that, by the 2005-6 school year, states assess all students in mathematics and reading in grades 3-8 and once at the high school level. States have choices in how to design an assessment system that meets federal requirements. This paper suggests ways states might seek to comply with this federal law, while maintaining the types of conceptual and policy designs that match state purposes.

U.S. Department of Education. **Student Assessment: Standards & Assessment Resources**. 2004.

http://www.ed.gov/teachers/assess/resources/edpicks.jhtml?src=ln

The U.S. Department of Education lists a variety of web resources for teachers, administrators and parents, which cover a variety of topics relevant to No Child Left Behind Act. Included are "editor's picks".

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