

## ***Multiple Measures***

### **Expand what it means to be smart and provide the corresponding assessment alternatives: Intelligence, testing and the politics of one-size-fits-all**

“No student, teacher, or school’s performance should be determined using a single measure.”

~ ASCD Advocates for Multiple Measures

#### **Recommendation # 45** *Other: Local School Corporations*

School corporations and local schools should ensure that there are multiple forms of authentic, culturally responsive assessments (see e.g., NEA, AFDC, Wiggins) that go beyond current ISTEP testing, e.g., formative assessments, quarterly assessments, benchmarks, to measure student academic success and identify students at risk and in need of intervention.

<http://www.in.gov/legislative/igareports/agencyarchive/reports/DCS14.pdf> p. 43

The Indiana Department of Education and institutions of higher learning, using best national standards and current research, will develop policy to expand what it means to be intelligent beyond traditional definitions and offer the corresponding multiple measures, providing options for student success as it relates to gifted, regular education, and Special Ed students.

**Rationale** The diverse society in Indiana cannot afford to have a monolithic concept of intelligence. Single assessments are inadequate for measuring the full breadth of student learning.

The more Indiana public schools teach and assess students based on a broader set of abilities, the more diverse student achievement will be--expanding the range of those identified as being intelligent and competent.

We owe our next generation a broader, more relevant battery of tests designed to measure the many varieties of abilities that contribute to real world success. Multiple measures lead to the admission of applicants with a wider variety of skills, thus diversifying further the pool of talent available in society.

The challenge is to bring about legislation that enables the creation of a fluid system where difference is a “taken for granted” attribute of every child who enters a Hoosier classroom.

#### **Research**

*ASCD High School Reform Proposal: Multiple Measures.* (2008).

<http://www.ascd.org/public-policy/High-School-Reform/High-School-Reform-Summary.aspx>

ASCD November 2009 edition of *Educational Leadership*: Multiple Measures.

<http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/The-Many-Meanings-of-%C2%A3Multiple-Measures%C2%A3.aspx>

*ASCD Policy Points: Multiple Measures of Accountability* (2013)

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/policypoints/Multiple-Measures-of-Accountability.pdf>

Bluestein, J. (2001). How are you smart? In *Creating Emotionally Safe Schools*. Edison, NJ: Health Communications, Inc., p. 199-206.

<https://www.youtube.com/watch?v=X4oNOkiQ9u8>

Darling-Hammond, L., Rustique-Forrester, E. & Pecheone, R. (2005, April). *Multiple Measures Approaches to High School Graduation*. Stanford School Redesign Network.

[http://timeoutfromtesting.org/report\\_multiplemeasures.pdf](http://timeoutfromtesting.org/report_multiplemeasures.pdf)

<https://edpolicy.stanford.edu/sites/default/files/publications/multiple-measures-approaches-high-school-graduation.pdf>

Farrington, C. & Small, M. (2008). A New Model of Student Assessment for the 21st Century American. Youth Policy Forum.

<http://www.aypf.org/documents/ANewModelofStudentAssessmentforthe21stCentury.pdf>

Loflin, J. (2008). *A History of Democratic Education in American Public Schools*.

Recommendation 14, Democratize intelligence: Expand what it means to be smart and provide the corresponding assessment alternatives: Intelligence, testing, and the politics of one-size-fits-all, p. 76.

<http://learningalternatives.net/wp-content/uploads/2008/08/a-history-of-democratic-education-in-american-public-schools.pdf>

National Education Association. (2007). *Multiple Measures for Evaluating Teachers*

<http://www.nea.org/assets/docs/teacherevalguide2011.pdf>

Skromme, A. (1989). *The 7-Ability Plan: Memorization is Not Enough*. Moline, IL: The Self-Confidence Press.

Skromme, A. (1998). *The Cause and Cure of Dropouts: Seven Bell Curves for Each Student*. Moline, IL: The Self-Confidence Press.

<http://www.amazon.com/Cause-Cure-Dropouts-Arnold-Skromme/dp/0962350818>

Sternberg, R. (1997). What does it mean to be smart? *Educational Leadership*, 65(4), 2-24.

<http://www.ascd.org/publications/educational-leadership/mar97/vol54/num06/What-Does-It-Mean-to-Be-Smart%C2%A2.aspx>

<http://study.com/academy/lesson/sternbergs-triarchic-theory-of-intelligence.html>

Sternberg, R. (1997b) *Sternberg's Triarchic Abilities Tests: An alternative to Traditional assessment*.

## Resources

- Alternate Assessments for Students with Disabilities National Center for Education Outcomes  
<http://www.cehd.umn.edu/nceo/topicareas/alternateassessments/altassesstopic.htm>
- 40 Alternative Assessments. The teaching hub.  
<http://www.teachhub.com/40-alternative-assessments-learning>
- How Should We Measure Student Learning? 5 Keys to Comprehensive Assessment  
Stanford professor Linda Darling-Hammond shares how using well-crafted formative and performance assessments, setting meaningful goals, and giving students ownership over the process can powerfully affect teaching and learning.  
<http://www.edutopia.org/comprehensive-assessment-introduction>
- National Center for Alternative Assessments <http://www.naacpartners.org/>