

Assessments

Intro IDEA 20 Standardized testing: A measurement that perpetuates inequalities

Due to its roots in Eugenics (scientific racism) and based on a deficit model of humanity, *standardized testing is a political, not an educational concept*. Thus, mandating standardized testing must be respected as one of the most contentious of all educational acts. It must be seen through a critical lens to keep it from being used by the dominate American culture to rationalize and validate its self-proclaimed superiority. To critics of standardized testing, this type of assessment helps masquerade the self-serving *preconceived* notions of a low intellectual and academic capacity of non-dominate groups and minority groups as science.

IDEA 20 Standardized testing: A measurement that perpetuates inequalities

<http://vorcreatex.com/wp-content/uploads/2016/08/Standardized-testing-A-measurement-that-perpetuates-inequalities.pdf>

Intro IDEA 21 Multiple assessments: Options for students to show what they know, understand, and can do

“Would you rather have five ways to show what you know and can do, or just one?”

~ John Harris Loflin

The following is Recommendation #45 of the 2008 Indiana Commission on Disproportionality in Youth Services report: “School corporations and local schools should ensure that there are multiple forms of authentic, culturally responsive assessments 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.”

The diverse society in Indiana cannot afford to have a monolithic concept of intelligence. A single standardized test such as ISTEP or its replacement is 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.

IDEA 21 Multiple assessments: Options for students to show what they know, understand, and can do

<http://vorcreatex.com/wp-content/uploads/2016/08/Multiple-Assessments-Options-for-students-to-show-what-they-know-understand-and-can-do.pdf>

***Intro* IDEA 22 Formative assessment: Learning from successes and mistakes**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses, and target areas needing work
- help faculty recognize where students are struggling and address problems immediately

<https://www.teachingchannel.org/videos/formative-assessment-example-math-sbac>

Formative assessments are generally low stakes, which means that they have low or no political value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

IDEA 22 Formative assessment: Learning from successes and mistakes

<http://vorcreatex.com/wp-content/uploads/2016/08/Formative-Assessment-5-formative-assessment-tools-recommended-by-teacher-experts.pdf>

***Intro* IDEA 23 Multiple measures for high school graduation: Ensuring the teaching and assessment of a wider variety of skills so all* students graduate**

The No Child Left Behind standards movement believed it was necessary and desirable to establish high standards by using a test. This caused some states to reduce or abandon the broader and more viable performance-oriented assessments which evaluate higher order skills and provide more evidence of student reasoning and performance.

Using a single high stakes standardized test like ISTEP (or its replacement) avoids the more inclusive multiple measures of student performance approach which provides appropriate alternatives that allow all* students to demonstrate what they know and can do.

IDEA 23 Multiple measures for high school graduation: Ensuring the teaching and assessment of a wider variety of skills so all* students graduate

<http://vorcreatex.com/wp-content/uploads/2016/08/Multiple-measures-for-high-school-graduation-Ensuring-the-teaching-and-assessment-of-a-wider-variety-of-skills-so-all-students-graduate.pdf>