

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

“It is important to balance tests with other sources of evidence and to encourage students to do real-world tasks that go beyond what can be measured with multiple-choice questions.”

~ Prof. Linda Darling-Hammond

In order to increase Marion County graduation rates, citizens need to realize that *it is neither necessary nor desirable to establish high standards by using a test.*

The negative consequences of the single-test approach are:

- reduced graduation rates--especially for Black and Latino students, English language learners and students with disabilities;
- incentives to push out low-scoring students;
- narrowing the curriculum to focus on what is tested, while neglecting higher order thinking skills.

Use of a wide range of evidence of learning can ensure the teaching and assessment of a wider variety of skills, provide more useful information to teachers, counter the narrowing of the curriculum, and establish a fairer basis for decision-making.

*Multiple Measures Approaches to High School Graduation* Brief version

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

*Multiple Measures Approaches to High School Graduation* Full report

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