

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 4, 1993 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Dr. Pamela R. Ashbacher, Project Director
UCLA Center for Research on Evaluation, Standards and
Student Testing

Others attending: See attached list

Dr. Pamela Ashbacher gave a presentation to the committee regarding assessment programs. (Attachment #1)
There is a basic concern about the instructional consequences of traditional testing. These include:

1. Narrows the curriculum, especially regarding critical thinking skills
2. Reduces teachers professional repertoire and self-confidence

There are many things expected from assessment. These include:

1. Communication of standards
2. Diagnose students
3. Motivate students, educators and parents to do their jobs better
4. Measure progress
5. Hold people accountable
6. Comparisons and selections for jobs and special programs
7. Drive school reform
8. Restore public confidence in our education system

Trends:

1. From basic skills toward higher order thinking
2. From no context to real life context
3. From timed multiple choice to open ended exams
4. From secret tests to those subject to the public criteria
5. From one shot to multiple tests
6. From boring to personalized education
7. From individual to group achievement
8. From normative to domain based data
9. From beat the test to coach to show teaching attitudes
10. From separate outside testing to a natural part of school
11. From product to process effort
12. From paper and pencil to performance tests

Families of Performance:

1. Explanation
2. Knowledge
3. Problem solving
4. Team interaction

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 4, 1993.

The Scoring Rubric (the way kids score on tests):

- * Overall content quality
- * Prior knowledge
- * Text based detail
- * Misconceptions
- * Argument

You must look at transient, environmental effects and resources available to determine if testing is equitable.

Check list for a good assessment program:

1. Balanced design: assessment methods suited to purpose
2. Worthy outcomes: comprehensive, transferable and meaningful to students
3. High quality content: represents full domain
4. Fair and unbiased
5. Take into account the opportunity to learn
6. Results reported in clear meaningful ways
7. Positive consequences for students, teachers classrooms and schools
8. Cost effective and feasible
9. Integrated with excellent, sustained professional development (teachers et al)

Assessment is not a magic wand but it is a potent tool. Teachers must understand how to teach well. There should be training provided on every level. Assessment may be the Trojan horse of education in that it makes of think of lots of different things that are part of the same quilt.

The floor was opened to questions.

Kansas's program is ambitious and comprehensive. Six to ten other states are also trying this. You can't have it all work perfectly and immediately. Details need to be worked out and the devil is in the details. As you change your program, monitor for outcomes and side effects.

Dr. Aschbacher addressed the committee as a result of the committee wanting an opinion from outside of Kansas. She was recommended by NCSL. Her time was paid for by OERI . Her travel and accommodations were paid for by the Legislature.

Regarding data gathering, she suggested to collect it selectively and then use it. Have a plan of what you want to measure. "If you want to fatten the hog, don't measure it to death".

Regarding measurement instruments and teachers, she felt that if we found people who aren't quality teachers, we should act on that data. Teachers should be made accountable. Organizational support is essential. We can not afford to squander our greatest natural resource - our children's minds.

The meeting was adjourned at 5:03 pm.

No meeting will be held February 8 due to a Senate and House Education Committees field trip to the New Stanley School in Kansas City, Kansas. The next meeting is scheduled for 3:30 pm, February 9, 1993, in Room 519-S.

GUEST LIST

COMMITTEE: House Education

DATE: 214193

[illegible]



National Center for Research on Evaluation, Standards, and Student Testing
UCLA Graduate School of Education
405 Hilgard Avenue
Los Angeles, California 90024-1522

HL
Attachment 1-1
2-4-93

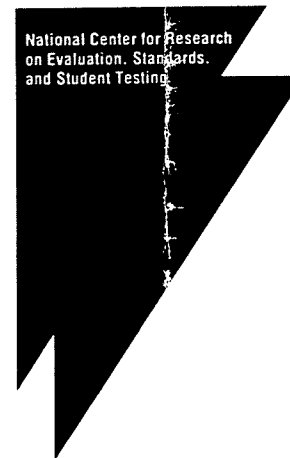


C · R · E · S · S · T

■ UCLA Center for the Study of Evaluation
in collaboration with:

- University of Colorado
- The RAND Corporation
- NORC, University of Chicago
- LRDC, University of Pittsburgh
- University of California, Santa Barbara
- University of Southern California

National Center for Research
on Evaluation, Standards,
and Student Testing



Biosketch

Pamela R. Aschbacher is a project director at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) and the Center for the Study of Evaluation at UCLA. Her work focuses on the design of alternative assessments for classroom and large-scale use and their impact on students, teachers, and the educational system. She is head of assessment and evaluation for the new Los Angeles Learning Centers, one of eleven innovative projects across the nation funded by the New American Schools Development Corporation. She also conducts evaluations of school reform projects such as *Humanitas*, an interdisciplinary program in the Los Angeles public schools.

Combining interests in school change and alternative assessment, she has been involved in helping teachers and others understand and develop alternatives to traditional tests. She has also been a frequent speaker to policy audiences on this topic. As Chair of the National Social Studies Assessment Consortium, she facilitates the collaboration of state curriculum and assessment specialists with researchers to develop new state assessments in social studies. She received her EdD from UCLA in 1977. Her book, *A Practical Guide to Alternative Assessment*, was recently published by the Association for Supervision and Curriculum Development.