

NEVADA NEXT GENERATION ASSESSMENT SYSTEM

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Legislative Committee on Education
November 17, 2009



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Meeting Date 111709	

Guiding Questions

- What trends in assessment reform should guide the next generation of assessments in Nevada?
- What is the potential impact of national common core standards on assessment reform in Nevada

Why now?

- National Common Core Standards
- Potential for Common Assessments
- ESEA reauthorization
- Growth and status
- Lessons learned
- Power of technology
- Need
- Federal Initiatives: \$ (ARRA, RTTT)

Next Generation

- Back to the future?
- Quantitative vs qualitative different?
- Forward is necessary because of technical advances and different policy context

Balance

- What are we balancing?
 - Cost
 - Constraints
 - Risk

System

- Indicators need to justify their inclusion
- Incremental validity
- Different components
 - Formative and summative
 - On demand and classroom embedded
 - Multiple choice, constructed response, performance tasks
- Differentiated roles for different levels

Differentiated Roles

- Differentiated roles for federal, state, district, school, teacher, student—affected by purpose, technical requirements, stakes, capacity, ability to affect change
- **Federal:** minimal (reading, math, proficiency—what is enough for all?)
- **State:** broad accountability based on history, conditions, initiatives, resources, values
- **Local:** focus on curriculum and instructional support

Barriers

- Real vs perceived:
 - Is it real or is it imagined?
 - Is it real or is it traditional?
 - Is it real or is it difficult?
 - Is it real or is it technical?
 - Is it real or is it expensive?

Values

- What do we value: for our students? For our schools? For our society?
- What is a well prepared: student, worker, citizen?
- Are we willing to fight and pay for our values?
- Do we really have a choice?

Next Steps

- Need **vision/values** statement
- Need complete **implementation plan** with goals, key dates, milestones, responsibilities
- Need **budget** to implement
- Need **evaluation plan** (formative and summative)
- Need to start **now!**