The Next Generation of Testing

Common Core Standards, Smarter-Balanced, PARCC, and the Nationwide Testing Movement

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Next Generation Testing Smarter Balanced Nationwide

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Next Generation Testing Smarter Balanced Nationwide:

   The Next Generation of Testing Hong Jiao,Robert W. Lissitz,2015-11-01 The Race To The Top RTTP federal education policy fostered a new generation of state tests This policy advocated adopting common core standards which set a higher level of learning targets for students in the US K 12 education These standards are intended to assess higher order thinking skills and prepare students ready for college and career In the meantime they are aligned with those for international assessments which keep US students abreast of their international peers Furthermore the new generation of state tests requires the use of technology enhanced items to align student assessments with student learning environment Computer technology is indispensable to accomplish this goal Computer based tests related to common core standards are different from previous state computer based tests in two important aspects one is that the current version requires accurate assessment of students along all ability levels and the other is that it promotes the use of an efficient test delivery system essentially the use of computerized adaptive assessment in K 12 state testing programs In addition to providing summative information about student learning the new common core tests add formative assessment component in the whole assessment system to provide timely feedback to students and teachers during the process of student learning and teacher instruction As with its predecessor the new assessment policy also holds teachers and schools accountable for student learning With the requirements by the new federal education policy states formed two consortia Partnership for Assessment of Readiness for College and Careers PARCC and Smarter Balanced Assessment Consortium SBAC to develop assessments in alignment with the new common core standards This book is based on the presentations made at the Thirteenth Annual Maryland Assessment Research Center s Conference on The Next Generation of Testing Common Core Standards Smarter Balanced PARCC and the Nationwide Testing Movement Experts from the consortia and nationwide overviewed the intention history and the current status of this nationwide testing movement Item development test design and transition from old state tests to the new consortia tests are discussed Test scoring and reporting are specially highlighted in the book The challenges related to standard setting for the new test especially in the CAT environment and linking performance standards from state tests with consortium tests were explored The issues of utilizing the consortium test results to evaluate students college and career readiness is another topic addressed in the book The last chapters address the critical issue of validity in the new generation of state testing programs Overall this book presents the latest status of the development of the two consortium assessment systems It addresses the most challenging issues related to the next generation of state testing programs including development of innovative items assessing higher order thinking skills scoring of such items standard setting and linkage with the old state specific standards and validity issues This edited book provides a very good source of information related to the consortium tests based on the common core standards   **Test Fairness in the New Generation of Large?Scale Assessment** Hong Jiao,Robert W. Lissitz,2017-06-01 The new generation of tests is faced with new

challenges In the K 12 setting the new learning targets are intended to assess higher order thinking skills and prepare students to be ready for college and career and to keep American students competitive with their international peers In addition the new generation of state tests requires the use of technology in item delivery and embedding assessment in real world authentic situations It further requires accurate assessment of students at all ability levels One of the most important questions is how to maintain test fairness in the new assessments with technology innovative items and technology delivered tests In the traditional testing programs such as licensure and certification tests and college admission tests test fairness has constantly been a key psychometric issue in test development and this continues to be the case with the national testing programs As test fairness needs to be addressed throughout the whole process of test development experts from state admission and licensure tests will address test fairness challenges in the new generation assessment The book chapters clarify misconceptions of test fairness including the use of admission test results in cohort comparison the use of international assessment results in trend evaluation whether standardization and fairness necessarily mean uniformity when test takers have different cultural backgrounds and whether standardization can insure fairness More technically chapters also address issues related to how compromised items and test fairness are related to classification decisions how accessibility in item development and accommodation could be mingled with technology how to assess special populations with dyslexia using Blinder Oaxaca Decomposition for differential item functioning detection and differential feature functioning in automated scoring Overall this book addresses test fairness issues in state assessment college admission testing international assessment and licensure tests Fairness is discussed in the context of culture and special populations Further fairness related to performance assessment and automated scoring is a focus as well This book provides a very good source of information related to test fairness issues in test development in the new generation of assessment where technology is highly involved   **The Wiley Handbook of Cognition and Assessment** Andre A. Rupp,Jacqueline P. Leighton,2016-11-21 This state of the art resource brings together the most innovative scholars and thinkers in the field of testing to capture the changing conceptual methodological and applied landscape of cognitively grounded educational assessments Offers a methodologically rigorous review of cognitive and learning sciences models for testing purposes as well as the latest statistical and technological know how for designing scoring and interpreting results Written by an international team of contributors at the cutting edge of cognitive psychology and educational measurement under the editorship of a research director at the Educational Testing Service and an esteemed professor of educational psychology at the University of Alberta as well as supported by an expert advisory board Covers conceptual frameworks modern methodologies and applied topics in a style and at a level of technical detail that will appeal to a wide range of readers from both applied and scientific backgrounds Considers emerging topics in cognitively grounded assessment including applications of emerging socio cognitive models cognitive models for human and automated scoring and various innovative virtual performance

assessments **Validation of Score Meaning for the Next Generation of Assessments** Kadriye Ercikan,James W. Pellegrino,2017-03-27 Despite developments in research and practice on using examinee response process data in assessment design the use of such data in test validation is rare Validation of Score Meaning in the Next Generation of Assessments Using Response Processes highlights the importance of validity evidence based on response processes and provides guidance to measurement researchers and practitioners in creating and using such evidence as a regular part of the assessment validation process Response processes refer to approaches and behaviors of examinees when they interpret assessment situations and formulate and generate solutions as revealed through verbalizations eye movements response times or computer clicks Such response process data can provide information about the extent to which items and tasks engage examinees in the intended ways With contributions from the top researchers in the field of assessment this volume includes chapters that focus on methodological issues and on applications across multiple contexts of assessment interpretation and use In Part I of this book contributors discuss the framing of validity as an evidence based argument for the interpretation of the meaning of test scores the specifics of different methods of response process data collection and analysis and the use of response process data relative to issues of validation as highlighted in the joint standards on testing In Part II chapter authors offer examples that illustrate the use of response process data in assessment validation These cases are provided specifically to address issues related to the analysis and interpretation of performance on assessments of complex cognition assessments designed to inform classroom learning and instruction and assessments intended for students with varying cultural and linguistic backgrounds The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license

Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources Frank Goldhammer,Ronny Scherer,Samuel Greiff,2020-02-20 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin org about contact *Handbook of Test Development* Suzanne Lane,Mark R. Raymond,Thomas M. Haladyna,2015-10-08 The second edition of the Handbook of Test Development provides graduate students and professionals with an up to date research oriented guide to the latest developments in the field Including thirty two chapters by well known scholars and practitioners it is divided into five sections covering the foundations of test development content definition item development test design and form assembly and the processes of test administration documentation and evaluation Keenly aware of developments in the field since the publication of the first

edition including changes in technology the evolution of psychometric theory and the increased demands for effective tests via educational policy the editors of this edition include new chapters on assessing noncognitive skills measuring growth and learning progressions automated item generation and test assembly and computerized scoring of constructed responses The volume also includes expanded coverage of performance testing validity fairness and numerous other topics Edited by Suzanne Lane Mark R Raymond and Thomas M Haladyna The Handbook of Test Development 2nd edition is based on the revised Standards for Educational and Psychological Testing and is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups **Meeting the Challenges to Measurement in an Era of Accountability** Henry Braun,2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license **Validity** Gregory J. Cizek,2020-02-25 Validity is a clear substantive introduction to the two most fundamental aspects of defensible testing practice understanding test score meaning and justifying test score use Driven by evidence based and consensus grounded measurement theory principles and terminology this book addresses the most common questions of applied validation the quality of test information and the usefulness of test results Concise yet comprehensive this volume s integrated framework is ideal for graduate courses on assessment testing psychometrics and research methods as well as for credentialing organizations licensure and certification entities education agencies and test publishers **Technology Enhanced Innovative Assessment** Hong Jiao,Robert W. Lissitz,2017-11-01 Assessment innovation tied to technology is greatly needed in a wide variety of assessment applications This book adopts an interdisciplinary perspective to learn from advances in

developing technology enhanced innovative assessments from multiple fields The book chapters address the development of virtual assessments including game based assessment simulation based assessment and narrative based assessment as well as how simulation and game based assessments serve both formative and summative purposes Further chapters address the critical challenge of integrating assessment directly into the learning process so that teacher effectiveness and student learning can be enhanced Two chapters specifically address the psychometric challenges related to innovative items One chapter talks about evaluating the psychometric properties of innovative items while the other chapter presents a new psychometric model for calibrating innovative items embedded in multiple contexts In addition validity issues are addressed related to technology enhanced innovative assessment It is hoped that the book provides readers with rich and useful information about the development of several types of virtual assessments from multiple perspectives The authors include experts from industry where innovative items have been used for many years and experts from research institutes and universities who have done pioneering work related to developing innovative items with formative applications to facilitate learning In addition expert advice has been provided on validating such work *Machine Learning, Natural Language Processing, and Psychometrics* Hong Jiao,Robert W. Lissitz,2024-04-01 With the exponential increase of digital assessment different types of data in addition to item responses become available in the measurement process One of the salient features in digital assessment is that process data can be easily collected This non conventional structured or unstructured data source may bring new perspectives to better understand the assessment products or accuracy and the process how an item product was attained The analysis of the conventional and non conventional assessment data calls for more methodology other than the latent trait modeling Natural language processing NLP methods and machine learning algorithms have been successfully applied in automated scoring It has been explored in providing diagnostic feedback to test takers in writing assessment Recently machine learning algorithms have been explored for cheating detection and cognitive diagnosis When the measurement field promote the use of assessment data to provide feedback to improve teaching and learning it is the right time to explore new methodology and explore the value added from other data sources This book presents the use cases of machine learning and NLP in improving the assessment theory and practices in high stakes summative assessment learning and instruction More specifically experts from the field addressed the topics related to automated item generations automated scoring automated feedback in writing explainability of automated scoring equating cheating and alarming response detection adaptive testing and applications in science assessment This book demonstrates the utility of machine learning and NLP in assessment design and psychometric analysis Enhancing Effective Instruction and Learning Using Assessment Data Hong Jiao,Robert W. Lissitz,2022-01-01 This book introduces theories and practices for using assessment data to enhance learning and instruction Topics include reshaping the homework review process iterative learning engineering learning progressions learning maps score report designing the use of psychosocial data and the combination of

adaptive testing and adaptive learning In addition studies proposing new methods and strategies technical details about the collection and maintenance of process data and examples illustrating proposed methods and software are included Chapters 1 4 6 8 and 9 discuss how to make valid interpretations of results and achieve more efficient instructions from various sources of data Chapters 3 and 7 propose and evaluate new methods to promote students learning by using evidence based iterative learning engineering and supporting the teachers use of assessment data respectively Chapter 2 provides technical details on the collection storage and security protection of process data Chapter 5 introduces software for automating some aspects of developmental education and the use of predictive modeling Chapter 10 describes the barriers to using psychosocial data for formative assessment purposes Chapter 11 describes a conceptual framework for adaptive learning and testing and gives an example of a functional learning and assessment system In summary the book includes comprehensive perspectives of the recent development and challenges of using test data for formative assessment purposes The chapters provide innovative theoretical frameworks new perspectives on the use of data with technology and how to build new methods based on existing theories This book is a useful resource to researchers who are interested in using data and technology to inform decision making facilitate instructional utility and achieve better learning outcomes *Washback Research in Language Assessment* David Allen,2025-08-13 Washback is understood as the effect tests have on teaching and learning with positive washback producing intended outcomes and negative washback generating unintended effects By surveying the latest developments in the field and charting future directions this collection offers a comprehensive treatment of research on washback in the field of language assessment The book contains chapters exploring fundamental aspects of washback including the impact by design approach theoretical models validity frameworks research designs and methods Additional chapters examine washback across various assessment contexts covering migration related proficiency tests formative and standards based assessments multilingual and professional language assessments and the role of technology including computer based testing and AI The book also surveys washback research in primary secondary and higher mainstream education and shadow education with a focus on English learning in Asian contexts This book will be of interest to scholars and stakeholders in language testing and assessment educational measurement and applied linguistics The Routledge Handbook of Second Language Acquisition and Language Testing Paula Winke,Tineke Brunfaut,2020-12-27 This Handbook with 45 chapters written by the world s leading scholars in second language acquisition SLA and language testing dives into the important interface between SLA and language testing shared ground where researchers seek to measure second language performance to better understand how people learn their second languages The Handbook also reviews how to best measure and evaluate the second language L2 learners personal characteristics backgrounds and learning contexts to better understand their L2 learning trajectories Taking a transdisciplinary approach to research the book builds upon recent theorizing and measurement principles from the fields of applied linguistics cognitive science psychology psycholinguistics

psychometrics educational measurement and social psychology The Handbook is divided into six key sections 1 Assessment concepts for SLA researchers 2 Building instruments for SLA research 3 Measuring individual differences 4 Measuring language development 5 Testing specific populations and 6 Measurement principles for SLA researchers **Promoting the Educational Success of Children and Youth Learning English** National Academies of Sciences, Engineering, and Medicine,Health and Medicine Division,Division of Behavioral and Social Sciences and Education,Board on Science Education,Board on Children, Youth, and Families,Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research,2017-09-25 Educating dual language learners DLLs and English learners ELs effectively is a national challenge with consequences both for individuals and for American society Despite their linguistic cognitive and social potential many ELs who account for more than 9 percent of enrollment in grades K 12 in U S schools are struggling to meet the requirements for academic success and their prospects for success in postsecondary education and in the workforce are jeopardized as a result Promoting the Educational Success of Children and Youth Learning English Promising Futures examines how evidence based on research relevant to the development of DLLs ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes This report makes recommendations for policy practice and research and data collection focused on addressing the challenges in caring for and educating DLLs ELs from birth to grade 12 **Key Competences and New Literacies** Maria Dobryakova,Isak Froumin,Kirill Barannikov,Gemma Moss,Igor Remorenko,Jarkko Hautamäki,2023-08-22 This edited book is a unique comprehensive discussion of 21st century skills in education in a comparative perspective It presents investigation on how eight very different countries China Canada England Finland Poland South Korea the USA and Russia have attempted to integrate key competences and new literacies into their curricula and balance them with the acquisition of disciplinary knowledge Bringing together psychological sociological pedagogical approaches the book also explores theoretical underpinnings of 21st century skills and offers a scalable solution to align multiple competency and literacy frameworks The book provides a conceptual framework for curriculum reform and transformation of school practice designed to ensure that every school graduate thrives in our technologically and culturally changing world By providing eight empirical portraits of competence driven curriculum reform this book is great resource to educational researchers and policy makers Die ökonomische Kompetenz von Schüler*innen der Sekundarstufe I Fabio Fortunati,2024-11-27 Dieses Buch thematisiert die Erhebung der konomischen Kompetenz von Sch ler innen der Sekundarstufe I und verfolgt dabei drei Forschungsziele 1 die Konzeption und Modellierung der konomischen Dom ne 2 die modellbasierte Entwicklung eines Testinstruments zur Messung konomischer Kompetenz und 3 wie unterschiedliche Evidenzquellen bezogen auf die Curriculum Instruction Assessment Triad die Validit t der Testwertinterpretation in der konomischen Dom ne sicherstellen k nnen Das entwickelte Testinstrument TBA EL wurde anhand des Evidence centered Designs entwickelt und stellt einen psychologischen

Leistungstest dar der ber ein m glichst authentisches computergest tztes Design das Konstrukt der konomischen Kompetenz operationalisiert Die Befunde der Analyse weisen auf ein zweidimensionales Modell konomischer Kompetenz mit einer Differenzierung in einer sprachlich argumentativen und einen mathematisch analytischen Zugang zu konomischen Inhalten hin Dar ber hinaus l sst sich ber schwierigkeitsgenerierende Merkmale ein fachdidaktisch interpretierbares Kompetenzniveaumodell entwickeln Ebenfalls lassen sich schulformspezifische Unterschiede in der Instruktionssensitivit t des Testinstruments feststellen Die Befunde weisen eine hohe Anschlussf higkeit sowohl an die wirtschaftsp dagogische als auch die konomisch allgemeinbildende Forschung auf und adressieren ein zentrales Desiderat **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation** Bruce B. Frey,2018-01-29 In an era of curricular changes experiments and high stakes testing educational measurement and evaluation are more important than ever In addition to expected entries covering the basics of traditional theories and methods The SAGE Encyclopedia of Educational Research Measurement and Evaluation also covers important sociopolitical issues and trends influencing the future of that research and practice Textbooks handbooks monographs and other publications focus on various aspects of educational research measurement and evaluation but to date there exists no major reference guide for students new to the field This comprehensive work fills that gap covering traditional areas while pointing the way to future developments Key Features Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in electronic and or print formats Although organized A to Z front matter includes a Reader s Guide grouping entries thematically to help students interested in a specific aspect of education research measurement and evaluation to more easily locate directly related entries Back matter includes a Chronology of the development of the field a Resource Guide to classic books journals and associations and a detailed Index Entries conclude with Further Readings and cross references to related entries The Index Reader s Guide themes and cross references combine to provide a robust search and browse in the electronic version **Challenging Standards** Jonathan A. Supovitz,James Spillane,2015-06-03 The Common Core State Standards are at the center of the latest firestorm in American education reform But this is not the nation s first torrid experience with standards implementation In Challenging Standards Jonathan Supovitz and James Spillane bring together the collective knowledge of top education researchers who have both experienced and investigated education reform challenges in the past Combining both evidence based research and applied knowledge the contributors share with educational leaders their accrued wisdom about implementing standards in classrooms and systems building capacity through relationships and navigating the fractious political terrain Each section of the book contains a set of facilitative questions that will help leadership teams book clubs and professional learning communities connect the chapters to their work The Technology-Ready School Administrator: Standards-Based Performance Clinton Born,2013 The Technology Ready School Administrator 2nd ed is an excellent resource for school leaders who understand that schools can run efficiently and cost effectively with various

administrative technological tools but are not sure where to begin Students of all ages in P 12 programming are wired for technology and this resource provides the tools to create a culture where administrators and staff encourage students to learn using technology in a responsible manner Furthermore Dr Born presents numerous technology related court cases and legal hearings to inspire thought provoking discussions on how to effectively and legally manage difficult situations including the issue of cyberbullying Gretchen Combs Adjunct Professor Muskingum University Pre school special education teacher

Learning to Love Assessment Sherah Betts Carr,Anaya L. Bryson,2017-07-07 Learning to Love Assessment Unraveling Complexities and Providing Solutions provides educators and stakeholders with two very critical components of the current assessment dialogue One is to understand the historical and legislative components and perceptions that have created the current climate of school accountability measures The second is to deconstruct these complexities and offer concrete solutions for making classroom assessment an enjoyable productive and student owned endeavor The bulk of this book focuses on solutions It offers concrete techniques for educators at all levels to cultivate and implement effective classroom assessment strategies Over 50 unique strategies for formative student peer and self assessment data dialogues technological tools and PBL3 problem project and performance based assessments are detailed A special feature of the book includes access to a companion web site that contains links and handouts that coordinate with the various classroom assessment strategies In addition each chapter contains reflective pre and post reading questions so the book can be effectively used to supplement professional learning or educational courses

Next Generation Testing Smarter Balanced Nationwide Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has are more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such may be the essence of the book **Next Generation Testing Smarter Balanced Nationwide**, a literary masterpiece that delves deep to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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Next Generation Testing Smarter Balanced Nationwide Introduction

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