A response

to Technologies in Large-Scale Assessments: New Directions, Challenges, and Opportunities (Michal Beller, The National Authority for Measurement and Evaluation in Education, Israel)

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Multiple access points to change

- Curriculum and Resources
- Change
- Assessment and Reporting
- Teaching and Learning
Model of measurement to policy

Studies in Educational Evaluation (Griffin, 2007)

- **Measure**: Measurement of each specific skill. At this stage each student is assessed both diagnostically and formatively.
- **Generalise**: The measurement is generalised by linking empirically to a competency continuum for each skill.
- **Intervene**: The generalised interpretation from the competency continuum leads to an instructional intervention plan at each level and for subgroups.
- **Resource**: Intervention strategies are linked to the nature and range of resources needed to implement the interventions.
- **Policy**: Aggregating resource needs and intervention plan information informs the system to formulate policy.
Costs and benefits
Understanding the developmental progression

Balance at Prep-Grade 2

- Meaning
- "Foundation"
- Decoding
- Phonics
- Phonological awareness
- Fluency
- Vocabulary

Balance at Grade 3

- Meaning
- Decoding
- Fluency
- Vocabulary

Literacy Assessment Review (Care, Griffin & Crigan, 2011)
Issues for resolution

• Tension between assessment for policy and assessment for teaching
• Costs and benefits of technology focus and 21st century skills
• Assessment of skills against no known criteria
• The nature of the skills – higher order or process
• The knowledge of the skills
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