The Annual CRESST Conference

"What Works in Performance Assessment"

September 10-12, 1992
UCLA Sunset Village

In collaboration with—
American Federation of Teachers
National Education Association

Registration information starts on page 3
The field of educational assessment has been in a state of great ferment during the past two or three years. At the same time that revolutionary changes are being proposed, student achievement testing has continued as a leading growth industry, reflecting the seemingly insatiable demand for assessments of student achievement. The combination of continuing high demand and expectations for assessment, together with the variety of major efforts to change the ways in which students are assessed and the primary uses that are made of the results, make these exciting times for anyone interested in assessment. Expectations are high and there are plenty of challenges to go around.

The pressures for revolutionary changes in the nature of assessment have contributed to a renewed attention to the fundamental principles of educational measurement. Basic questions regarding assessment validity, as defined in the broadest terms, are being posed in new and more persistent ways. What makes for good assessment? How do we know whether an assessment is likely to contribute to improved instruction and learning or to better understanding of the quality of school? Although such questions are not really new, it seems clear that they have been given too little attention in the past.

In an effort to give greater saliency to such fundamental questions regarding assessment quality, the framework undergirding CRESST’s research programs articulates an expanded set of criteria for judging the validity of an assessment. Based on the trials and successes of assessment research and policy over the last decade, the criteria stress the importance of looking beyond the typical indices of validity, and focus attention also on the consequences and character of the assessments themselves. These criteria continue to be refined and modified through the course of CRESST research.

The consequences criterion is at the heart of many of the assessment reform efforts. Although leading validity theorists, such as Messick and Cronbach, have emphasized the need to attend to consequences in validation research, the consequences criterion is the least frequently investigated of the validity criteria. The consequences criterion is so often ignored, in part, because it goes beyond traditional views of validation research and, in part, because it is perhaps the most difficult of the criteria to evaluate. The true consequences of an assessment take time to become known. More importantly, painstaking research is required to defend conclusions that observed changes in instruction, in student achievement, or in other student outcomes are the result of an assessment program, or any other particular intervention, for that matter. In addition, as we have learned from research showing some of the unintended consequences of standardized tests in the past, the most important consequences are often ones that were not intended in the design of the program and may not even be readily anticipated.

Investigations of the consequences of new, performance-based assessments have been a central part of the CRESST research agenda from the start, and we expect that they will play an even bigger role during the next three years. CRESST researchers involved in this work include Pam Aschbacher, Bobbie Flexer, Maryl Gearhart, Joan Herman, Freddie Hiebert, Dan Koretz, Lorrie Shepard, and Mary Lee Smith. Although it is too early in the research program for definitive statements, we have already learned some useful lessons from this work. Studies exploring the consequences criterion, from our classroom and state-level assessment research, have found that many performance assessment formats make enormous demands of teachers, in both the logistics of administration and scoring. They also highlight the need to help teachers rethink teaching habits and reformulate their instructional goals and strategies. As others have noted, the training and professional interactions at scoring sessions provide good staff development opportunities, but follow-up and support are also needed.

Our studies of consequences underline the complex interrelationship between assessment and instruction. This relationship not only has important implications for improving learning but also greatly constrains the kind of validity inferences possible from new forms of assessment. We have found that students generally have little prior experience with the types of new assessments being proposed, a fact that limits inferences about the quality of our measures. The introduction of new content and new assessment formats will therefore require that our research investigate as well the instructional contexts in which assessment takes place. While consistent with the systemic conceptions of educational reform, attention to instruction represents an expanded requirement not normally included in traditional validation research in the past. We believe, however, that an

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The CRESST Conference
How will changes on the national assessment scene impact state and local assessment policies? How do we assure that alternative assessments are valid and fair to all students? What types of innovative assessments are being developed in mathematics, social studies, science, and other major topics? How can innovative assessment be used to improve instruction?

These are just a few of the major questions that will be addressed at this year’s annual CRESST conference. In plenary sessions, smaller panels, and in working groups, conference participants will discuss what we know and what we have yet to learn about alternative assessments.

When?
The CRESST Conference begins at 1:00 p.m. on Thursday, September 10, 1992. The final presentation will conclude almost 48 hours later, at 12:15 p.m., September 12. If your schedule allows, plan to stay for a fun CRESST tennis event that will immediately follow the conference on Saturday afternoon. *Indicate on the registration form if you want to play.*

Where?
A new conference center, Sunset Village, overlooking the beautiful UCLA campus, offers guests a convenient, relaxing environment for learning and discussion. The dormitory style rooms are conveniently located adjacent to the conference rooms and parking structure. (The rooms are not fancy but are comfortable and include private baths. Telephones are in the rooms but off-campus calls require a credit or phone card.) Your “on-site” registration fee includes rooms for two nights and all meals.

Why Attend?
CRESST and its partners lead the country in the research on alternative assessments. We have much to share about the design and scoring of performance assessment tasks, the methodology for their validation, and about approaches to calibration. We are exploring new models of collaboration and examining how alternative assessments work in practice.

Who Will Be There?
Join CRESST partners and their colleagues who have conducted extensive research with dozens of schools and school districts that are using alternative assessments. Special guest speakers include Dennie Palmer Wolf, Project PACE; Edmund Gordon, City University of New York; University of Pittsburgh Professor Robert Glaser; H.D. Hoover, University of Iowa; and many others. Speakers are listed on the tentative agenda, pages 4-5.

Is This “Just Another” Conference?
No. This will be a unique opportunity for researchers, practitioners and policymakers to build and share a dialogue in both formal and informal conference settings. Social activities are planned that will further enhance discussion and future collaboration among those interested in assessment.

More Information...
The $250 registration fee includes all meals, housing at the conference center, registration, barbecue, and reception. The fee for people not requiring housing is $75 and includes some meals, parking, registration, barbecue, and reception. We must receive your registration form complete with payment by September 2, 1992. Airplane reservation discounts are available by calling Marcia at the Baldwin Travel Agency, (310) 837-6119 or faxing her at (310) 837-7935.

A conference packet with full agenda will be available at the conference. Total conference attendance is limited to the first 300 registrants. Additional questions should be referred to Allan Breit or Ron Dietel at (310) 206-1532.
"WHAT WORKS IN PERFORMANCE ASSESSMENT"

The following agenda is tentative and additions or changes are possible.

THURSDAY, SEPTEMBER 10, 1992

11:00 a.m. - 5:00 p.m.  Conference Registration

1:00 p.m. - 1:45 p.m.  **How We Know When Assessment Works**
  Eva L. Baker and Robert L. Linn, CRESST Co-directors

2:00 p.m. - 3:30 p.m.  **Assessment Challenges: Changing Views of Learning, Instruction & Assessment**
  Learning and Assessment — Robert Glaser, University of Pittsburgh
  Nature of Diversity — Edmund Gordon, City University of New York
  Policymaker Beliefs — Lorraine McDonnell, University of California, Santa Barbara
  Teacher Needs — Charlotte Higuchi, Farmdale Elementary School, Los Angeles
  A Local Policymaker Response — Maxine Frost, Riverside (CA) Board of Education

3:45 p.m. - 5:00 p.m.  **Assessment and the Equity Challenge**
  Monty Neill, National Center for Fair and Open Testing
  Linda Winfield, CRESST/UCLA
  Norma Cantu, Mexican-American Legal Defense Fund
  Lily Wong Fillmore, University of California, Berkeley

5:00 p.m. - 6:00 p.m.  **Dialogue with CRESST: Opportunity for Questions & Answers** (Optional)

6:00 p.m. - 7:00 p.m.  CRESST Reception

7:00 p.m. - 10:00 p.m.  Barbecue & Dance

FRIDAY, SEPTEMBER 11, 1992

8:00 a.m. - Noon  Conference Registration

8:30 a.m. - 10:00 a.m.  **The Assessment Challenge: The National Scene**
  Michael Feuer, Office of Technology Assessment
  Andrew Hartman, Minority Education and Labor Congressional Committee
  Susan Wilhelm, Elementary, Secondary, and Vocational Education
  Congressional Committee

10:15 a.m. - 11:45 a.m.  **What We Know: Small Group Sessions**
  Performance Assessment in Mathematics — Tom Romberg, National Center on Mathematics
  Teaching and Learning; Suzanne Lane, Learning Research and Development Center
  Multidisciplinary Assessments — Pamela Aschbacher, CRESST; Daisy Vickers, North
  Carolina State Department of Education; Charles Jervis, Teacher, Auburn High School,
  Virginia
  Group Assessment — Richard Duran, University of California, Santa Barbara; Noreen Webb,
  UCLA
  Update on the National Assessment of Educational Progress — Roy Truby, National
  Assessment Governing Board; Ina Mullis, Educational Testing Service
  Service Delivery Standards — Leigh Burstein, UCLA; Hilda Borko, University of Colorado,
  Boulder
  Conative Aspects of Assessment — Richard Snow, Stanford University
FRIDAY, SEPTEMBER 11 (continued)

12:00 p.m. - 1:30 p.m. Lunch
Working groups from small group sessions to discuss important next steps to improving assessment

1:45 p.m. - 2:30 p.m. What Can Alternative Assessment Really Do for Us?
Dennis Palmer Wolf, Project PACE; H.D. Hoover, University of Iowa

2:30 p.m. - 4:00 p.m. What We Know: Technical Considerations
   Calibrating Performance Assessments — Robert L. Linn, CRESST/Colorado
   Moderation: Lessons From Performance Assessments in the United Kingdom — Desmond Nuttall, University of London
   Designing Validity Studies — Richard Shavelson, University of California, Santa Barbara

4:15 p.m. - 5:30 p.m. What We Know: Models for Collaborative Assessment Development
Daniel Resnick, Learning Research and Development Center
Lorrie Shepard, CRESST/Colorado
Daniel Koretz, CRESST/RAND Corporation
Thomas Payzant, San Diego City Schools

Friday Night
UCLA on Your Own
A variety of activities are available both on and off campus.

SATURDAY, SEPTEMBER 12

8:30 a.m. - 10:30 a.m. What We Know: Small Group Sessions
   Performance Assessment in Social Studies — David Niemi, CRESST/UCLA; Judith Torney-Purta, University of Maryland; Cris Gutierrez, Teacher, Jefferson High School
   Performance Assessment in Science — Gail Baxter, University of California, Santa Barbara; Darrell Bock, University of Chicago
   Performance Assessment in Literacy — Elfrieda Hiebert, University of Colorado; Beth Rogers, Charlottesville Schools, North Carolina
   Workforce Readiness — Harold F. O’Neil, Jr., University of Southern California; Edward Roeber, Council of Chief State School Officers
   Portfolio as Assessment — Maryl Gearhart, CRESST/UCLA; Paul LeMahieu, Pittsburgh Public Schools; Joan Herman, CRESST/UCLA; Willis Spencer, South Brunswick School District, New Jersey
   School Reform and Innovative Programs — Ruth Mitchell, Council for Basic Education; Dick Baker, Edmonton Public Schools; Elliott Asp, Littleton Public Schools; Kevin Kastner, Frederick County Schools, Maryland

10:30 a.m. - 11:30 a.m. Working Groups (built on smaller group sessions)

11:30 a.m. - 12:00 p.m. The Next Steps
Eva L. Baker and Robert L. Linn, CRESST Co-directors

1:00 p.m. - 3:00 p.m. CRESST Tennis Activity
For all skill levels (Sunset Canyon Recreation Center)
Registration Form

“What Works In Performance Assessment” September 10-12, 1992

On-Site: Includes housing at Sunset Village for 2 nights, all meals during conference, reception, barbecue, registration .................................................. $250

Off-Site: Includes parking, continental breakfast on Sept. 11 & 12, reception, barbecue, lunch on Sept. 11, registration .................................................. $75

Extra Night/s: $90 includes room and all meals. Please specify nights □ Wednesday □ Saturday .................................................. Extra night/s

If you are taking the Super Shuttle from LAX to the conference, tell them you want to go to the Sunset Village Conference Center at UCLA. The cost is approximately $18.00.

Name (please print)  .................................................. Title

Organization  .................................................. Address

City, state, zip  .................................................. Phone  .................................................. Fax

Make checks payable to University of California Regents and return to CRESST/UCLA, attention Allan Breit, Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1522. Registration is limited to the first 300 people. All registrations and checks must be received by September 2, 1992. Contact Marcia at the Baldwin Travel Agency, (310) 837-6199, for a special conference discount on airline tickets. Or Fax Marcia at (310) 837-7935. For other conference information, please call Allan Breit or Ron Dietel at (310) 206-1532.

My interest in attending the conference is:  ..................................................

□ I want to participate in the CRESST tennis activity on Saturday, September 12, 1:00 - 3:00 p.m.

On-site packages do not include parking. If you are an on-site registrant and renting or driving a car, stop at any UCLA parking kiosk and obtain a permit for Sunset Village. The cost is $5.00 per day.
CRESST Becomes Partner of "New American School"

The New American Schools Development Corporation (NASDC) recently announced that The Los Angeles Learning Centers will receive a major grant to design "a new generation" of American schools. With initial sites in Los Angeles County, The Los Angeles Learning Centers will serve approximately 3200 children from diverse cultural backgrounds. Members of the winning team include the Los Angeles Educational Partnership (LAEP), UCLA's Center for the Study of Evaluation (including CRESST), the Los Angeles Unified School District, and United Teachers of Los Angeles.

Over 700 proposals were received during the competition which began last fall, calling for new school designs that would "help all students meet world-class standards in at least five core subjects by the year 2000." Only 11 projects were selected, but each is intended to reach a wide number of schools.

"Our Center will design assessments of student performance and evaluate the process and impact of the design effort," according to CRESST Co-director Eva Baker. Each school will use achievement portfolios to assess student learning and have classes in ungraded class clusters of K-4, 5-8, and 9-12. The plan calls for a "moving diamond" of support for students that links each student with an older student, a teacher, and a parent or community volunteer.

The CRESST role will be implemented in two phases. During the first phase, CRESST will participate in the design team, draft assessment protocols for grades 4, 8, and 11, and design an electronic tracking technique for reporting and using results. A program evaluation design will be established at the same time. The second phase, from 1993-95, for both assessment and evaluation, will consist of data collection, data analysis, and revision of existing plans. One of the principal CRESST researchers will be Pamela Aschbacher who has considerable experience with other LAEP programs.

"Our challenge brought together the talent, energy and vision of many of the nation's most creative thinkers in education and business, along with community leaders and parents," said NASDC President and CEO Ann McLaughlin. "It united them in creating real plans to help students make a quantum leap in learning."

New Performance Assessment Handbook Available

CRESST Performance Assessment Models: Assessing Content Area Explanations: by Eva Baker, Pamela Aschbacher, David Niemi, and Edynn Sato—92 pages ($10.00)

This handbook presents a performance-based approach to assessing students' understanding of subject matter content. Based on years of research conducted by CRESST staff, the handbook offers:

- a concise model of alternative assessment for those who need to develop similar assessments of their own;
- successful examples of CRESST assessment materials;
- an effective scoring rubric for performance assessments applicable to a variety of topics;
- useful benchmark papers.

Inside the handbook you will find background information on our CRESST performance-based assessment, examples of assessments for secondary-level history and chemistry, and specifications for duplicating our technique with other topics and subject matter areas. Our rater training process, scoring techniques, and methods for reporting results are described in detail.

CRESST believes that this assessment will be useful for both large-scale applications and instructional improvement. Having used this assessment approach to research a number of technical issues in performance assessment, CRESST has evidence of the reliability, validity, and generalizability of its technique. Contact Kim Hurst at (310) 206-1532 to place your order.
Robert L. Linn to Receive 1992 Thorndike Award

In recognition of his career contributions to research and theory in educational psychology, CRESST Co-director and University of Colorado Professor Robert L. Linn will receive the 1992 Thorndike Award during this year's American Psychological Association (APA) convention. Linn joins a group of very distinguished previous winners, among them, B.F. Skinner, Anne Anastasi, and Lee Cronbach.

"Bob Linn is truly deserving of this important award," says CRESST Co-director Eva Baker. "He is one of the most caring and widely respected people in the education field, and a personal friend to all of us." Linn will receive the award in August at the APA convention in Washington, DC.

Earning his doctorate in educational psychology from the University of Illinois, Urbana in 1965, Professor Linn held a number of distinguished positions before becoming CRESST Co-director in 1985. Since 1987, Linn has been a professor of education at the University of Colorado, Boulder.

In addition to a vast multitude of publications, Linn has received several special honors during his career. He was named "Outstanding Teacher of the Year" in the Educational Psychology Department at the University of Illinois on three different occasions. In 1985, APA recognized Linn for his "Distinguished Contribution to the Theory and Practice of Psychological Measurement and Assessment." He received the Educational Testing Service Award for "Distinguished Service to Measurement" in 1989.

Everyone in the CRESST family congratulates Professor Linn for being named to receive the prestigious Thorndike Award.

Center for Research on Evaluation, Standards, and Student Testing
Eva L. Baker, Co-director
Robert L. Linn, Co-director
Joan L. Herman, Associate Director
Ronald Dietel, CRESST Line Editor

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To be placed on the CRESST Line mailing list please write to CRESST Line, UCLA Graduate School of Education, 405 Hilgard Ave., Los Angeles, CA 90024-1522.

CRESST W-A-V-E-S

AERA Correction
The following individuals were not acknowledged in the Spring 1992 CRESST Line issue for their contributions to CRESST partner presentations at AERA. Our apologies for not including them.

1.04, Portfolios: An Approach to the Assessment of Technology-Supported Composition—Andrea Whittaker, Far West Laboratory for Educational Research and Development.

14.02, Methodological and Policy Considerations in Setting Achievement Level on the National Assessment of Education Progress—Daniel Stufflebeam, Western Michigan University, Ronald Hambleton, University of Massachusetts.


45.28, Open Forum on a National Examination—George Madaus, Boston College.

57.05, Exchangeability of Science Performance Assessment Matter Domains—Gail P. Baxter, University of California, Santa Barbara.