

**MEASURING UP for the
FUTURE: The STANDARDS
AND MEASUREMENTS OF
STUDENT ACHIEVEMENT**

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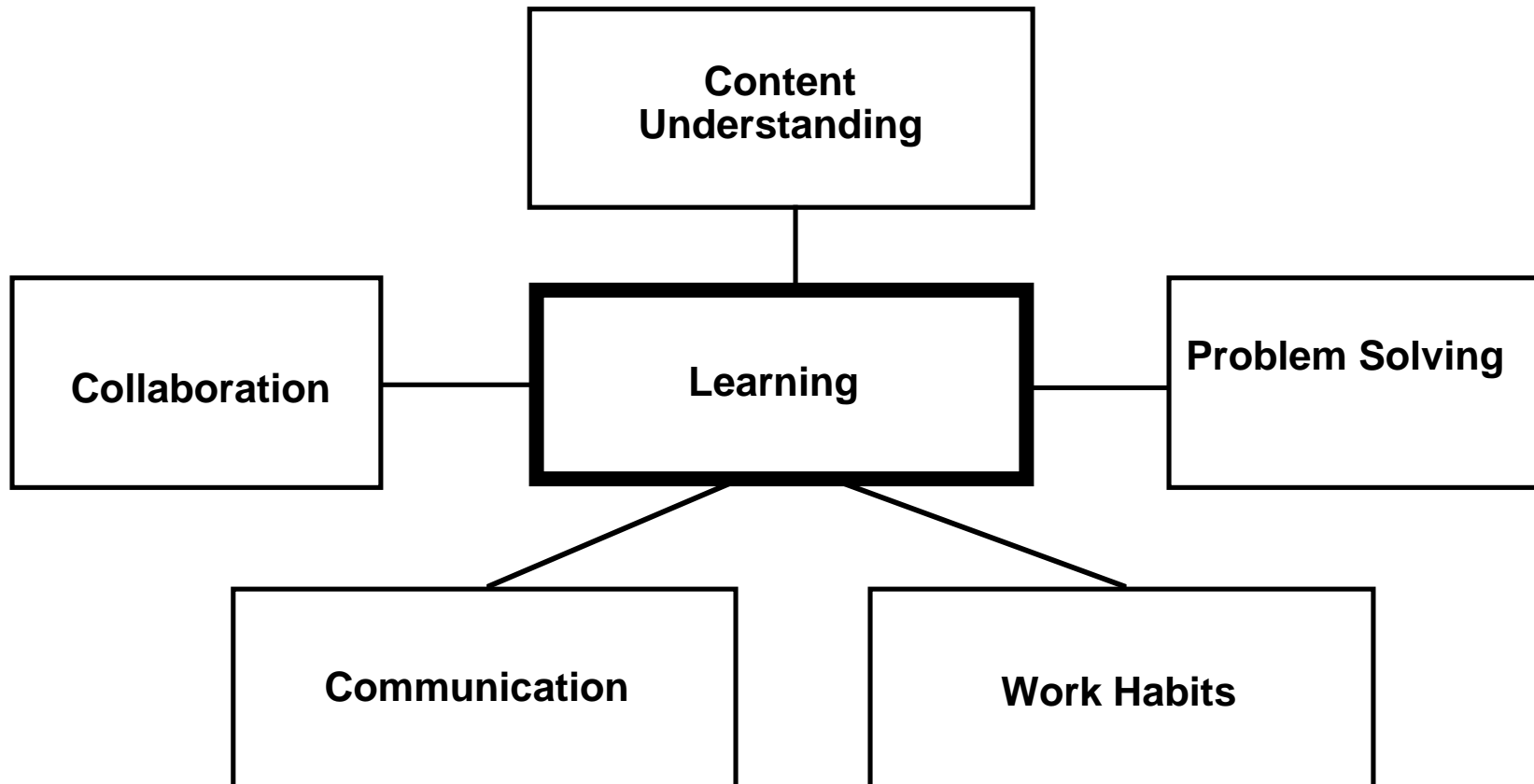
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LAUSD ASSESSMENT SYSTEM

- **Standards as Targets**
- **Multiple Types of Tests**
- **Learning Focused**
- **Research Based**

ASSESSMENT and INSTRUCTION MODELS (AIMS)



**EXAMPLES OF CONTENT
UNDERSTANDING**

Overthrow of the Monarchy Writing Prompt

Writing Assignment

Imagine you are in a class that has been studying Hawaiian history. One of your friends, who is a new student in the class, has missed all the classes. Recently, your class began studying the overthrow of monarchy. Your friend is very interested in this topic and asks you to explain everything that you have learned about it.

Write an essay explaining the most important ideas you want your friend to understand. Include what you have already learned in class about Hawaiian history and what you have learned from the texts you have just read. While you write, think about what Sanford Dole and Lili'uokalani said about the overthrow of the monarchy. Also think about what is shown in the other materials.

Your essay should be based on two major sources:

1. The general concepts and specific facts you know about Hawaiian history, and especially what you know about the period of the overthrow of the monarchy.
2. What you have learned from the readings, charts, and tables.

Your explanation will be scored for historical content and writing skills. Be sure to show the relationships among your ideas and facts. Write your essay on the lined pages in the answer folder. After you have finished writing, you may want to re-read your explanation and make corrections. If you need more pages, use notebook paper. Staple the paper to the answer booklet. Staple ONLY on the upper right corner.

REMEMBER:

When writing about history you should:	When writing an explanation you should:
<ul style="list-style-type: none">• show how much you know about the historical period• include relevant concepts and principles• use information you knew before you read the text• use information you learned from the text• develop an argument based on sound reasoning	<ul style="list-style-type: none">• be thoughtful• express your views• communicate clearly• organize your thoughts to show connections among ideas• use correct grammar, spelling, and punctuation

Overthrow of the Monarchy Liliuokalani Text

It is alleged that my proposed constitution was to make such changes as to give to the sovereign more power and that only subjects, in distinction from temporary residents, could exercise suffrage. In other words, that I was to restore some of the ancient rights of my people.

The right to grant a constitution to the nation has been, since the very first one was granted, a prerogative of the Hawaiian sovereigns. The constitution of 1840 was drawn at Lahaina by a council aided by missionary graduates, but promulgated by the king.

That of 1852 was drawn by Dr. Judd, John II, and Chief Justice Lee. In 1864 there was an attempt to hold a constitutional convention: but Kamehameha V dissolved the convention, and in a week's time gave the land a new constitution, under which the country was prosperously ruled for twenty-three years, or until it was overthrown by aliens determined to coerce my brother. Then followed their own draft of 1887, which also was never ratified by any assembly.

It will be seen that of all the rulers of the Hawaiian Islands for the last half-century, I was the only one who assented to a modification of the existing constitution on the expressed wishes of two-thirds of the popular vote, and of the entire population of native or half-native birth.

I have thus reviewed the position of my opponents in regard to the only public charges which they made against my administration; and the reader can judge if all or any of them justify revolt against authority, and the summoning of aid of a foreign vessel of war, as they outrageously stated at the time, -- "to protect American life and property!"

EXCERPTS from HAWAIIAN HISTORY PRIMARY SOURCE DOCUMENTS

LILIUOKALANI

For many years our sovereigns had welcomed the advice of American residents who had established industries on the islands. As they became wealthy, their greed and their love of power increased. Although settled among us, and drawing their wealth from resources, they were alien to us in their customs and ideas, and desired above all things to secure their own personal benefit.

Kalakaua valued the commercial and industrial prosperity of his kingdom highly. He sought honestly to secure it for every class of people, alien or native. Kalakaua's highest desire was to be a true sovereign, the chief servant of a happy, prosperous, and progressive people.

And now, without any provocation on the part of the king, having matured their plans in secret, the men of foreign birth rose one day *en masse*, called a public meeting, and forced the king to sign a constitution of their own preparation, a document which deprived [him] of all power and practically took away the franchise from the Hawaiian race.

EXCERPTS from HAWAIIAN HISTORY (Continued)

It may be asked, “Why did the king give them his signature?” I answer without hesitation, because he had discovered traitors among his most trusted friends and because the conspirators were ripe for revolution, and had taken measures to have him assassinated if he refused.

It has been known ever since that day as “The Bayonet Constitution,” and the name is well-chosen; for the cruel treatment received by the king from the military companies.
[text continues]

*From Hawaii's Story by Hawaii's Queen, Liliuokalani (Boston: Lee and Shepard Publishers, 1898).

Mini-Dictionary

sovereigns: rulers (such as kings and queens)

alien: unfamiliar, different; or a person of another race or nation

provocation: wrongdoing

en masse: together; as a large group

franchise: a right or privilege

SCORING RUBRIC

- **Overall Content Quality**
- **Principles**
- **Prior Knowledge (Facts and Events)**
- **Resource Use**
- **Composition**

HOW GOOD IS GOOD ENOUGH?

- **Setting Performance Standards Collaboratively**

CONTINUING ISSUES

- **Public Education**
- **Teacher Capacity Building**
- **Costs**
- **Useful Reports**

PRESENT

- **Automated Scoring of Complex Tasks**
- **Team Work, Leadership, Problem Solving, Search**

FUTURE

- **Automated Scoring of Essays**

CRESST CRITERIA (1990)

(Performance Standards and Assessments)

- **Quality Academic Content**
- **Transfer and Generalizability**
- **Instructionally Sensitive**
- **Fair**
- **Meaningful**
- **Practical**

CRESST CRITERIA for SYSTEM DEVELOPMENT

- **Occasion for Public Engagement**
- **Aligning Performance Standards to Content and Learning**
- **Focused**
- **Phased Implementation**
- **Teachable and Feasible**
- **Measures of System “Alignment”**
- **Renewable Assessments**
- **Coherence from Multiple Sources of Information**
- **Full Participation in Accountability**
- **Early Design of Reporting to Permit Appropriate Comparisons**

LEARNING

ASSESSMENT METHODS

Content Understanding

Prior Knowledge; Maps; Explanations

Problem Solving

**Prior Knowledge; Maps; Open-Ended
Solutions; Explanations**

Communication

**Prior Knowledge; Expression;
Conventions**