



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

II. MEASURES OF STUDENT PROGRESS

THE CASE FOR MULTIPLE MEASURES

Dan Fuller, Kevin Fitzgerald and Ji Sun Lee, *ASCD InfoBrief*, Winter 2008

Multiple measures of assessment can best be described as a variety of evaluations that measure the performance of students, schools, and school districts. Measures for assessing student achievement could include student grades, student portfolios and exhibitions, teacher evaluations, and student progress and growth. Examples of ways of assessing schools and school districts include student growth measures, advancement rates, attendance records, and graduation rates. Secondary indicators include SAT, advanced placement (AP), and other standardized test scores; number of AP courses offered; and student grades in AP courses.

PERFORMANCE COUNTS: ASSESSMENT SYSTEMS THAT SUPPORT HIGH-QUALITY LEARNING

Linda Darling-Hammond, CCSSO. July 2010

This paper describes what a student assessment system could look like if built from the principles and best practices found in current educational research and effective educational systems in the U.S. and high-achieving nations around the world. It seeks to illuminate and enrich the discussion around comprehensive systems of student assessment and to help lead the development of more effective ways to assess student learning.

STUDENT LEARNING OBJECTIVES DOCUMENTS

Austin Independent School District

These artifacts, from the AISD “Student Learning Objectives” project, are provided as one example of a thoughtful system for measuring student progress, using non-test-based measures. Student Learning Objectives are targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. The targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators. Under the AISD’s “Strategic Compensation Pilot,” teachers are eligible to receive financial incentives for meeting these goals.

**A MEASURED APPROACH: VALUE-ADDED MODELS ARE A PROMISING IMPROVEMENT,
BUT NO ONE MEASURE CAN EVALUATE TEACHER PERFORMANCE**

Daniel Koretz, *American Educator*, Fall 2008

The education policy community is abuzz with interest in value-added modeling as a way to estimate the effectiveness of schools and especially teachers—even those with very different students, in very different settings. Value-added approaches are widely believed to be superior to the common alternatives as a way of estimating the performance of schools and teachers. But just how well do value-added models serve this role? There is no doubt that value-added models are superior in some important ways, but they are no silver bullet. Value-added models provide important information, but that information is error-prone and has a number of other important limitations.

PROBLEMS WITH THE USE OF STUDENT TEST SCORES TO EVALUATE TEACHERS

Economic Policy Institute, et.al. August 2010

A distinguished panel of education and assessment experts, organized by EPI, concludes that student test scores are not reliable indicators of teacher effectiveness, even with the addition of value-added modeling (VAM). Though VAM methods have allowed for more sophisticated comparisons of teachers than were possible in the past, they are still inaccurate, so test scores should not dominate the information used by school officials in making high-stakes decisions about the evaluation, discipline and compensation of teachers.