



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

DOING ASSESSMENT RIGHT

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS
March 12-13, 2013

I. ACHIEVING A SENSIBLE APPROACH TO TESTING & ACCOUNTABILITY

Measuring Up: What Educational Testing Really Tells Us (Chapters 1-3)

Daniel Koretz, Harvard University Press, 2008

This great book provides a remarkably accessible overview of the complexities at the intersection of educational assessment and school policy. Although good tests can provide a lot of very valuable information about student learning, their limitations are often misunderstood or overlooked by policymakers and the press. As Koretz writes, “While the consequences of these misunderstandings may not seem as dire as planes falling from the sky, they are serious enough for children, for their teachers, and for the nation, which relies for its welfare on a well-educated citizenry.”

Fixing the Fixation on Testing

Randi Weingarten, *The Huffington Post*, February 12, 2012

“Proper accountability is extremely important. But current public school accountability mechanisms don't gauge good teaching or deep acquisition of knowledge.”

Findings from a National Survey of Teacher Perspectives on the Common Core

Editorial Projects in Education Research Center, February 2013

With new Common Core assessments on the horizon, how well-prepared do teachers feel to meet the new demands of teaching to the standards? According to this interesting, national (though unrepresentative) survey, not very. “While teachers' sense of readiness to teach the common core tracks with how much professional development they've had, the survey shows nearly three in 10 have not had any such training at all. Of the 70 percent who have, 41 percent have had four days or more. Three in 10 have had only one day or less. Thirty-one percent reported having had two to three days of professional development.”