

I'm a psychometrician & I'm doing the best I can

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History

- We developed alternate assessments with little or no psychometric guidance
- Several ‘models’ emerged based
 - A State’s priorities
 - Prior usage of a particular model
 - Beliefs about what was best for students

Traditional psychometrics didn't work

- Few kids
- Customized 'assessments' tailored to the individual
- Purpose of the assessments were not clear
 - Vagaries regarding what states were required to do
 - Different agendas push a particular program in one direction or the other

This needs to be technically sound.....

- Yeah, right!
- Lots of mental gymnastics to apply technical psychometric criteria to data that barely resembles test data
- Help!!!!

Thinking deep thoughts

- No common items
- No common kids
- Therefore, need to use common sense
- Technical documentation focused on 'test' development procedures, administration procedures, content validity, etc.
- No consistent framework within which to work

NHEAI

- It is within this context that the work for the grant was initiated
- Helped to frame out ways to think about some of the major issues
 - Not trying to ‘retro-fit’ traditional psychometrics
 - Finding different ways of addressing the same technical concerns

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- Double edged sword
 - Providing the framework is still not the same as filling in the details
- Putting together a technical report is hard work in the best of situations
 - For the general assessment, many similarities across programs, therefore consistency in the T.R. across programs
 - For the alt. assessments, many fewer similarities across programs.

NHEAI

- It's a start, but we still have a long way to go!