

NCME 2025

Interrogating the Value of Classroom-external Assessment: A Foundational Discussion for the Field

NCME Classroom Assessment Committee,
State and Local Assessment Leaders SIGIMIE, and
Large-scale Assessment SIGIMIES



NCME 2025

Q1: How and under what conditions can students, teachers, and/or educational systems benefit from current classroom-external assessments? What is needed to increase benefits and reduce harms?

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Feedback/Purpose of Assessments

State Assessment

- Once a year, the end of the spring semester

Classroom assessment

- Weekly or twice per week or even more frequent

Commercial assessments

- 3-4 times per semester

They All Serve Different Purposes

To improve student learning

- Classroom > Commercial > State

Performance review for parent-teacher

- Commercial > Classroom > State

Annual Performance Report

- State > Commercial > Classroom

Assessment results Interpretation



How do teachers present the results of assessments to students and parents?



Do teachers have enough training and knowledge to interpret the results of assessments?



Where can teachers find support to ensure the interpretation is accurate?



Impact of interpretation and expectations?

Digital Based Assessments



Many state and large-scale assessments, including NAEP, have switched to computer- or tablet-based mode.

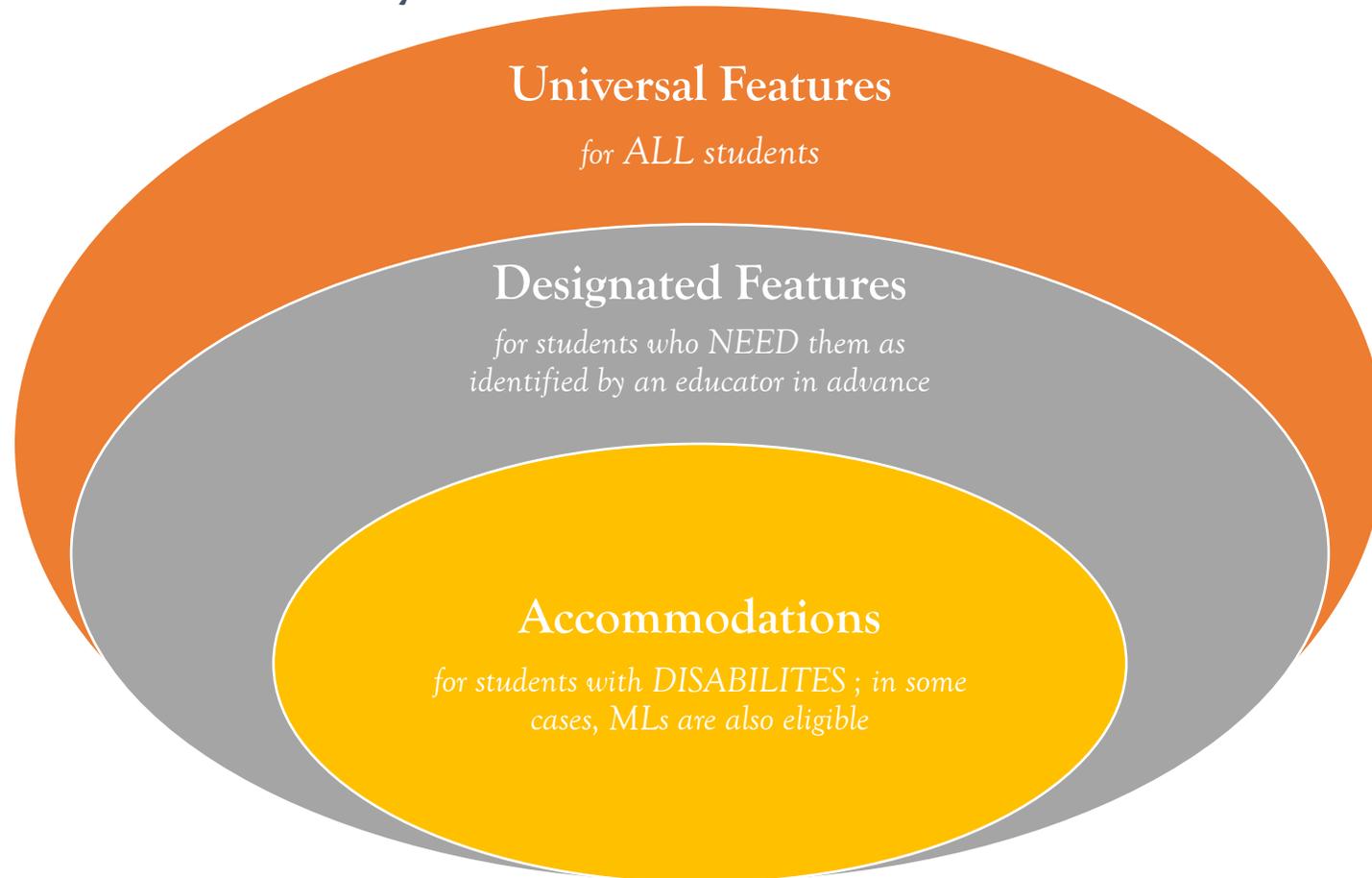


In many schools, students did not have time to access the system until a couple of weeks before the testing Windows of state/national assessments.



Accessibility features (zooming, highlighting, color theming, etc.) and Accommodations (e.g., speech-to-text, extended time).

Tiers of Accessibility



Why is it important to align accessibility supports in instruction and testing?

If you were king, what would you do to make **TESTING MORE BENEFICIAL?**

Guiding Questions

1. What are the pros and cons of using different types of assessments?
2. What do students gain from participating in various types of assessments?
3. How can we ensure that teachers deliver accurate information through different types of assessments?
4. How can we use information from different assessments and multiple resources to make optimal decisions about instructional planning or assigning the appropriate assessments to students?