

Unpacking College & Career Readiness Metrics: Do They “Level The Playing Field”? Or Create [More] Systemic Barriers to Educational Access?

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* Title indicated for identification purposes only. Views presented are not necessarily those of the NAACP or SJSU

From Violence Prevention / Health Promotion Lens

Power Imbalance

+Repeated harm → → → → →

From Violence Prevention / Health Promotion Lens

Power Imbalance

+Repeated harm → → → → →

*→ Direct, physical, verbal, (observable)
violence*

From Violence Prevention / Health Promotion Lens

Power Imbalance

+Repeated harm → → → → →

***→ Indirect, Invisible, Psychological
Systemic Racism, or "Systemic
Blind Spots"***

Voice?



Whose Voices are Heard? Whose Voices are Silenced?

Do we see “bystander” effect or “upstander” effect among those in positions of power?

“College & Career Readiness”
Standards and Assessments promote
critical thinking...”

(...just don't do critical thinking about the tests.)

“[Smarter Balanced] Results May Provoke Shock, Officials Urge Families to Stay Objective”

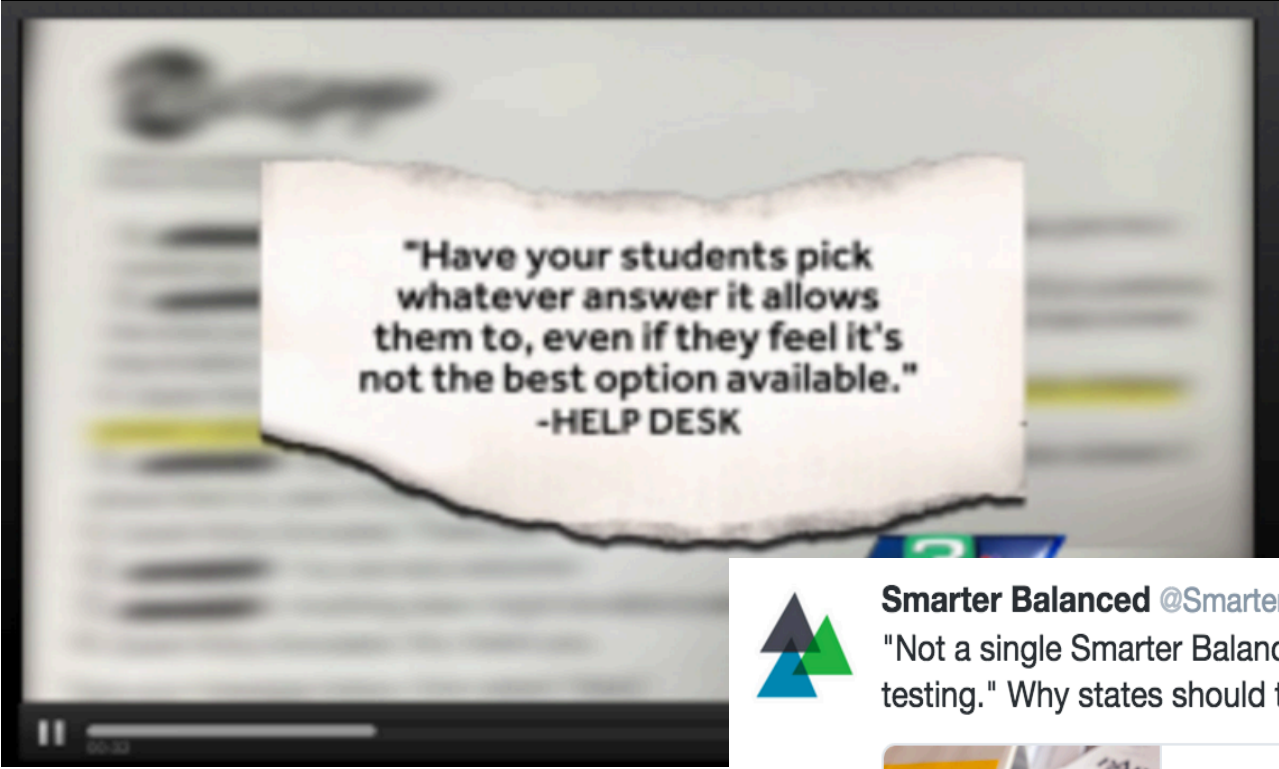
<http://jonathanpelto.com/2015/01/22/common-core-sbac-results-may-provoke-shock-officials-urge-families-stay-objective/>

Do The Tests Meet Basic Standards for Use? [No]

- Current Statewide “Standardized” Tests Fail to Meet Basic Standards for use (validity/reliability/fairness/security) [CAASPP aka SBAC]
- Extensive evidence of serious design flaws and technological barriers
 - 46,000 appeals reported in 2015 testing (“*Finding of Emergency*” Nov. 2015)
 - No formal response provided following 2015 invalidation report by SR Education
 - Designed with cut-scores pre-set to fail ~70% of students
 - Scores with (abnormally) high correlations (~.8-.9) to SES

<http://sco.lt/6sj22b> // <https://www.documentcloud.org/documents/3723760-EL-RECLASS-SB463-LinquantiLeto42817.html> // <http://sco.lt/8H8HKL> // <http://sco.lt/8P8Yvx> // <http://sco.lt/791rpB> // http://bit.ly/testing_testing

Do The Tests Meet Basic Standards for Use? [No]



"Have your students pick whatever answer it allows them to, even if they feel it's not the best option available."
-HELP DESK



Smarter Balanced @SmarterBalanced · Jul 11

"Not a single Smarter Balanced state reported any **technical** problems with testing." Why states should test together:



States Should Keep Working Together on Better St...

States should collaborate to develop tests with fewer glitches and lower costs.

usnews.com

From **46,000** tech/access-related appeals in 2015 to **zero** in 2016? --→

Evidence contradicts SBAC claims <http://sco.lt/6LNOZI>



The Smarter Balanced Common Core Mathematics Tests Are Fatally Flawed and Should Not Be Used

An In-Depth Critique by Steven Rasmussen, SR Education Associates, March 2015

This spring, tests developed by the Smarter Balanced Assessment Consortium will be administered to well over 10 million students in 17 states to determine their proficiency on the Common Core State Standards for Mathematics (CCSSM). This analysis of mathematics test questions posted online by Smarter Balanced reveals that, question after question, the tests:

- Violate the standards they are supposed to assess;
- Cannot be adequately answered by students with the technology they are required to use;
- Use confusing and hard-to-use interfaces; or
- Are to be graded in such a way that incorrect answers are identified as correct and correct answers as incorrect.

No tests that are so flawed should be given to anyone. Certainly, with stakes so high for students and their teachers, these Smarter Balanced tests should not be administered. The boycotts of these tests by parents and some school districts are justified. Responsible government bodies should withdraw the tests from use before they do damage. [Read the full report...](#)

Testing & Technology

“Asking students to display the exact results of division with fractions on a tiny number line marked only in whole units - whether it “snaps” or not - is like asking students to eat soup with a fork to determine whether [or not] they know how to eat.”

– S. Rasmussen

<http://mathedconsulting.com>

Testing & Technology

Students struggle to get past instructions on practice tests

Apr 8, 2015 | By Laurie Udesky | 2 Comments



PHOTO BY LAURIE UDESKY/EDSOURCE TODAY

3rd graders reviewing the Smarter Balanced practice test at Bay Shore Elementary School in Daly City

“...The instructions were too complicated for many of them to understand.

The practice test instructions included words such as “scan” and “sources” – words that were unfamiliar to the majority of her class at Bayshore Elementary School in Daly City.

But they were not the only students struggling with these elements of the practice test”

<http://edsource.org/2015/students-struggle-to-get-past-instructions-on-practice-tests/>

Testing & Technology

...“Three students who took the English and math practice test also found the instructions challenging. Ninth-grader _____, for example, _

she said. “I had to keep raising my hand and asking ‘how do you do this?’”

[Principal] gave students an hour to complete each subject area. But 11th-grader _____ said she could not decipher from the test instructions how many sections she had to complete, and she didn’t realize there were more sections until after finishing the first one.”

<http://edsources.org/2015/students-struggle-to-get-past-instructions-on-practice-tests/>



How New Tools Meant to Help Special Education Students Take "Smarter Balanced" Standardized Tests Actually Made It Harder // Los Angeles Times

From www.latimes.com - December 21, 2015 6:31 PM

By Laurie Udesky

"Last spring, Julia Kim's students with disabilities at Fairmount Elementary in San Francisco were ready to take a new standardized test. They were excited that it had been built especially for them.



In past years, students with visual perception disorders had test questions read out loud. This time, the students sat in front of their computers awaiting the new technology designed to help them complete the test on their own for the first time.

But as soon as the first question appeared, students complained that the print was too small.

The color contrast tool, which used a background to minimize visual distortions, had been developed for the **Common Core** test to make it easier for special education students to see. But in practice, the tool prevented the one student in Kim's class who used it from reading questions and marking answers. "I can't see it," he told Kim. It was too dark to read.

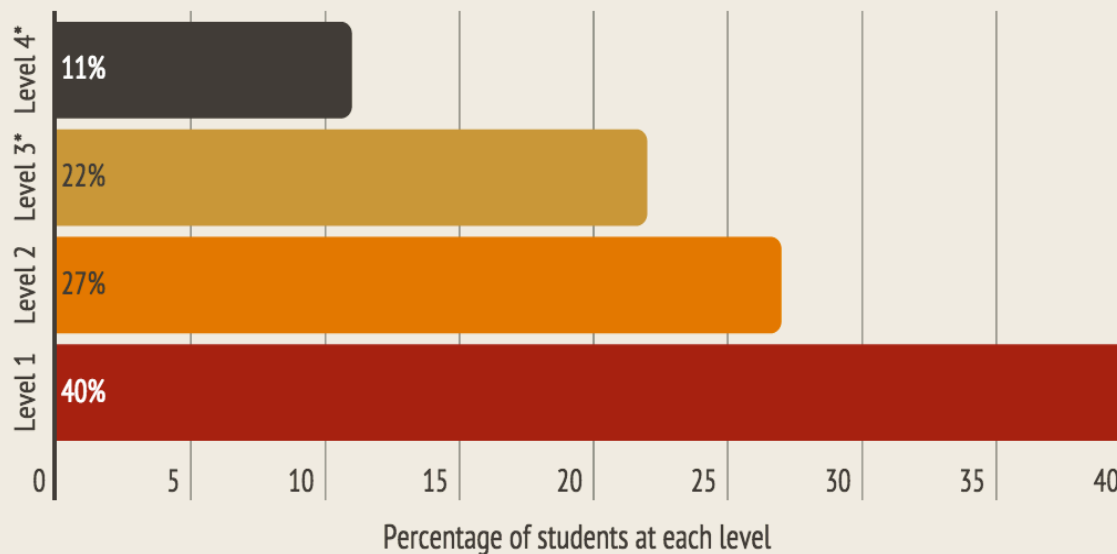
The Common Core tests, which are based on learning goals adopted in 43 states and the District of Columbia, offer many state-of-the-art technological tools to level the playing field for special education students. But Kim's students were not alone. School employees across California have reported glitches in the tests' enhancements for students with disabilities.

<http://www.latimes.com/local/education/standardized-testing/la-me-edu-how-new-tools-meant-to-help-special-education-students-take-standardized-tests-actually-made-them-ha-20151130-story.html>

“Projected Student Performance on SmarterBalanced Assessments”

Mathematics

Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8
 Grade ...



*Students who score at Level 3 or above are considered to have met grade-level expectations.

“The Smarter Balanced Assessment Consortium has approved cut scores for each achievement level of its test. Based on data from field-testing last spring, it released estimates of the proportions of students that will fall into each of the four levels in each grade level and subject.”

<http://www.edweek.org/ew/articles/2014/11/17/13sbac.h34.html>

“Projected Student Performance on SmarterBalanced Assessments”

Here are the projected results for this year’s SBAC test for 6th graders. [The information comes from the SBAC organization’s own report.]

Projected Common Core SBAC Results for 6th Graders

English/ Language Arts 6 th Grade	Percent failing to reach goal
All 6 th Graders	60% Fail Rate
African American 6 th Graders	75% Fail Rate
Latino 6 th Graders	74% Fail Rate
6 th Graders (Special Education)	90% Fail Rate
6 th Graders (English Language Learners)	95% Fail Rate

The Common Core SBAC test is designed to ensure failure because it is testing children at 2-3 grade levels above their present curriculum and because it requires significant computer skills just to get through the test.

<http://jonathanpelto.com/2015/03/28/no-the-common-core-sbac-test-not-like-a-blood-test/>

“Projected Student Performance on SmarterBalanced Assessments”

Projected Failure Rate for English Language Learners on English (ELA) Section

4th Grade ELL Students	90.2% WILL FAIL
6th Grade ELL Students	95.1% WILL FAIL
8th Grade ELL Students	95.2% WILL FAIL
11TH Grade ELL Students	94.3% WILL FAIL

Projected Failure Rate for English Language Learners on Math Section

4th Grade ELL Students	89.1% WILL FAIL
6th Grade ELL Students	94.8% WILL FAIL
8th Grade ELL Students	94.7% WILL FAIL
11TH Grade ELL Students	94.3% WILL FAIL

<http://jonathanpelto.com/2015/02/24/more-than-90-of-english-language-learners-projected-to-fail-common-core-sbac-test/>

“Factors that Influence Alcohol and Other Drug Use”

School Risk Factors

“There is an increased risk for adolescent drug abuse when a child receives low or failing grades in fourth, fifth, and sixth grades. Poor school performance increases the likelihood of an early start of substance use as well as subsequent use.

Academic failure can have many causes, including a lack of parental support, boredom, a learning disability, and a poor match between student and teacher. Whatever the cause, children who have poor performance are more likely to turn to drugs than are students who succeed in schools.”

(Telljohann et al., 2012, p. 340, Health Education: Elementary and Middle School Applications) <http://www.amazon.com/Health-Education-Elementary-Middle-Applications/dp/0073529680>

Immediate concerns that remain unaddressed

- “Standardization” ...with different devices? With “adaptive” framework?
Limits higher order questions depending on early responses
- Length of time/access varies with March to May testing window
- Privacy/Security of items/data on Wireless Networks
- Not all parents provided w/informed consent about options to opt out or ways data will be used.
- Reports from classrooms documenting “meltdowns” during administration
- School Climate Impacts
 - Accountability pressures and hypocrisy of “equity” narrative among promoters of high-stakes testing

Long Term concerns remain unaddressed

- First time ever State Department communicating directly to students/parents with language about future-oriented metrics (with zero predictive validity). *"On track" or not to "College/Career"*
- [Repeated] Psychological conditioning for failure of ~2/3 of students taking test. What are effects on 8, 9, 10 year olds' self-efficacy, engagement, and motivation?
- "Grit" narrative mismatch in climate of competition and test designed for failure. Dishonest advice given to youth to "try harder" when tests are broken.
- Despite insistence that tests "will not count", they are being used for placement in higher education settings and to legitimize punishment/closure of low-performing schools.
- Libraries in "Future Ready" initiatives are tossing books in exchange for technology and software. Will history be scrubbed and re-written by software developers?
- Test failures create instant market for privatization-based reforms, further fracturing school and community stability

Research Reports Document Impacts of High- Stakes Testing Pressures on Suspensions, Fights, and Offenses Reportable to Law Enforcement



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ACCOUNTABILITY PRESSURE AND NON-ACHIEVEMENT STUDENT BEHAVIORS

Author(s): John B. Holbein
Helen Ladd

In this paper we examine how failing to make adequate yearly progress under No Child Left Behind (NCLB), and the accountability pressure that ensues, affects various non-achievement student behaviors. Using administrative data from North Carolina and leveraging a discontinuity in the determination of school failure, we examine the causal impact of accountability pressure both on student behaviors that are incentivized by NCLB and on those that are not. We find evidence that, as NCLB intends, pressure encourages students to show up at school and to do so on time.

Accountability pressure also has the unintended effect, however, of increasing the number of student misbehaviors such as suspensions, fights, and offenses reportable to law enforcement. Further, this negative response is most pronounced among minorities and low performing students, who are the most likely to be left behind. iii

Published: Feb 2015

Resource:  [Working Paper 122](#)

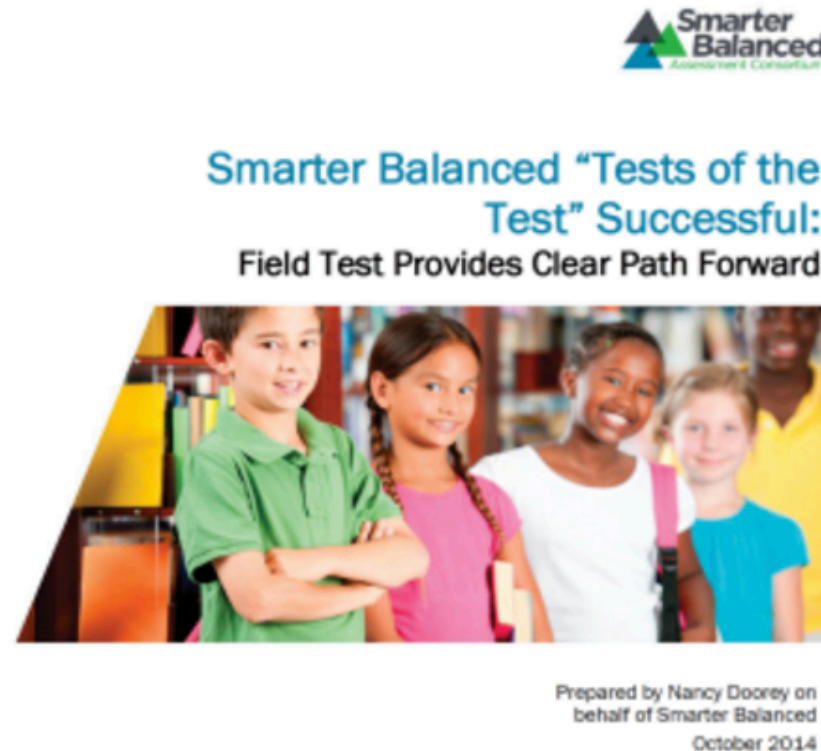
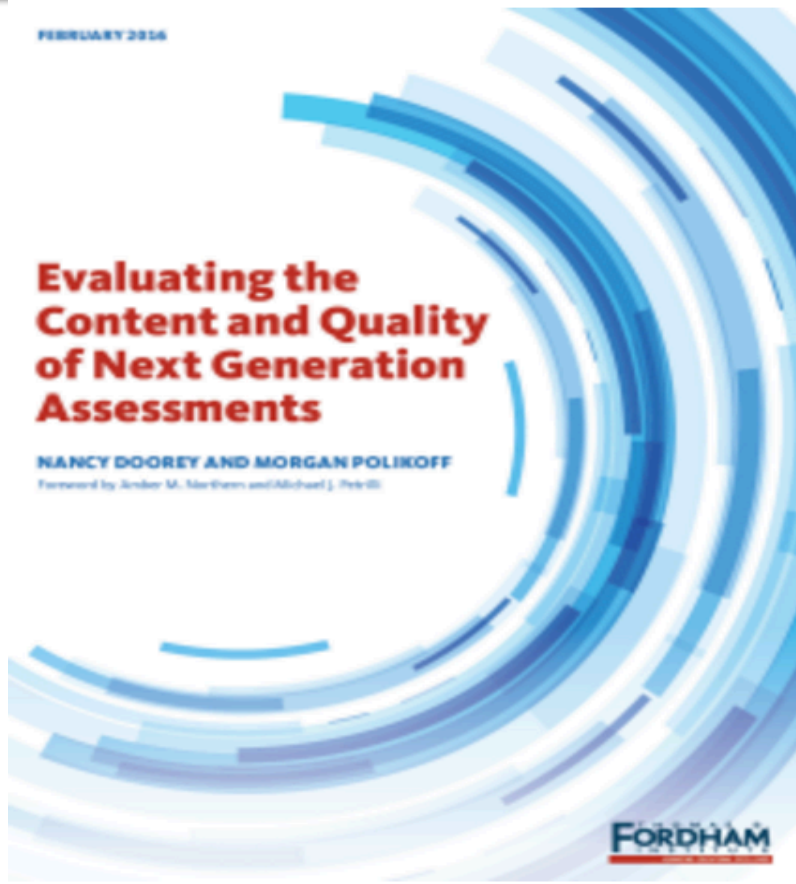
<http://www.caldercenter.org/publications/accountability-pressure-and-non-achievement-student-behaviors>

“Accountability pressure has the unintended effect... of increasing the number of student misbehaviors such as suspensions, fights, and offenses reportable to law enforcement. Further, this negative response is most pronounced among minorities and low performing students, who are most likely to be left behind.”

- Holbein & Ladd, (2015)

<http://www.caldercenter.org/publications/accountability-pressure-and-non-achievement-student-behaviors>

“Independent, External Evaluation” written by same author who worked for both SBAC and ETS?



Author of evaluation study is also author of SBAC greenlighting report AND “lead author of the widely used summary of the six multi-state assessment consortia, now in its fifth edition, **“Coming Together to Raise Achievement: New Assessments for the Common Core State Standards,”** produced by the **K-12 Center at ETS.” ETS holds \$240 Million contract to administer SBAC in CA**

For more...

Critical Questions about Computerized Assessments and Smarter Balanced Test Scores
<https://eduresearcher.com/2015/07/06/critical-questions-computerized-testing-sbac/>

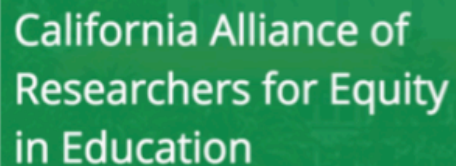
Open Letter to State Board of Education on Release of [False] Test Scores:
<https://eduresearcher.com/2015/07/06/critical-questions-computerized-testing-sbac/>

ESSA Testimony to Federal Government on SBAC, Informed Consent, and Educational Technology
<https://eduresearcher.com/2016/01/22/essa/>

Smarter Balanced / CAASPP Invalidation Report: <http://mathedconsulting.com>

Testing, Testing, 1,2,3,... http://bit.ly/testing_testing

100+ Education Researchers Signed Statement Calling for Moratorium on SBAC Tests

The logo consists of a green rectangular box with white text inside. The text reads "California Alliance of Researchers for Equity in Education".

California Alliance of
Researchers for Equity
in Education

Over 100 Education Researchers Sign Statement Calling for Moratorium on High-Stakes Testing, SBAC // California Alliance of Researchers for Equity in Education

The California Alliance of Researchers for Equity in Education recently released a research brief documenting concerns and recommendations related to the Common Core State Standards Assessments in California (also referred to as the CAASPP, California Assessment of Student Performance and Progress or “SBAC” which refers to the “Smarter Balanced” Assessment Consortium). A two-page synopsis as well...

March 16, 2016 in Advocacy, Civil Rights, Health, High Stakes Testing, Social Justice.

<https://eduresearcher.com/2016/03/16/sbac-moratorium/>

Back to the analytic lens from field of Violence/Bullying Prevention

Whose Voices are Heard?
Whose Voices are Silenced?

*What is the most common response to
information about barriers, flaws, and
evidence of invalid tests?*



THE 'I HEAR YOU BUT IM NOT LISTENING' FACE

memegenerator.net

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