

## **PUBLIC HEARING ON THE GORDON COMMISSION ON THE FUTURE OF ASSESSMENT IN EDUCATION**

### **Full description**

**Scheduled Time:** Saturday, April 14, 2012 from 4:05pm - 6:05pm

**Building/Room:** Vancouver Convention Center, Floor First Level - West Ballroom B

**Sponsor:** Presidential Session

**Co-sponsors:** NCME and AERA Division C - Learning and Instruction

**Participants:** Eva Baker, Ezekiel Dixon-Roman, Louis Gomez, Edmund W. Gordon, Andrew Ho, and Jim Pellegrino

**Duration:** 2 hours

Conceptions of what it means to educate and to be an educated person are changing. Our notions of and demands on practice in the teaching and learning enterprise are broadening and expanding, while the concern with accountability forces this dynamic and eclectic enterprise to constrict in the interest of meeting certain accountability criteria. Specifically, the privileging of accountability, prediction, and selection based on standardized and norm-based academic achievement tests is limiting creativity and flexibility in teaching and learning transactions at the very time when pedagogical and societal changes are demanding greater fluidity, more canonical inclusiveness, contextualist and perspectivist thought, and personalized pedagogical engagement directed by the learner. Assessment in education and pedagogical intervention are moving in opposite directions.

These are among the perceived problems that led to the creation of the Gordon Commission on the Future of Assessment in Education. We argue that changing conceptions of and practices in educational assessment are making obsolete many of the capabilities of traditional conceptions and practices in educational assessment. We believe that changes in the conceptions and practices of education are moving more rapidly than are those in educational assessment.

The Gordon Commission on the Future of Assessment in Education has been created to investigate and advise on the nature and use of educational testing in the 21st century. The Gordon Commission has as its mission:

- study the best of educational assessment policy, practice and technology;
- consider our best estimates of what education will become and what will be needed from educational measurement during the 21st century; and to
- generate recommendations on educational assessment design, instrumentation and practice that meet and/or exceed the demands and needs of education — present and predicted.

Scholars, policymakers, and practitioners who comprise the Commission are identifying critical issues concerning educational measurement, investigating those issues, and developing position and review papers that will inform the Commission's recommendations for policy and practice in educational measurement. We're focusing, in particular, on the development of frameworks that will best leverage educational measurement to inform and improve teaching and learning processes, as well as outcomes.

Through its commitment to influence the future of assessment in education, the Commission seeks to stimulate a national conversation on possible relationships between assessment and education. Toward that end, the Commission consults with a wide variety of experts ranging from consumers of tests and test results, to research and development scholars who produce tests and knowledge relevant to assessment, as well as policymakers who determine the broad importance and application of tests.

This session is a public hearing convened by the Gordon Commission on the Future of Assessment in Education to provide participants in the session with 1) the opportunity to interact with some members of the Gordon Commission on the Future of Assessment in Education; 2) to become familiar with the perspectives of its members; 3) to become oriented to the work of the Gordon Commission; and 4) to expose perspectives and viewpoints that participants choose to present to the Commission for consideration.

The Public Hearing will open with perspectives from the Gordon Commission presented by Edmund Gordon and James Pellegrino:

Conceptions of education are changing rapidly offering new practices and outcomes. Gordon will talk about the changing conceptions of education, changing practices, new ideas and emerging notions concerning education, and will speculate about possible future practice of education in the USA. Education is broadly conceived and its many possible expressions and settings are considered. Implications are drawn for possible demands on educational measurement.

The Gordon Commission is in the knowledge synthesis stage of its work which will be followed by deliberations to determine findings and recommendations. Pellegrino will provide an overview of the knowledge synthesis that is being developed around issues such as: the social context for educational testing; assessment as evidentiary argument; shifting epistemologies of measurement; pedagogically oriented assessment; human diversity and assessment in education; what it will mean to be an educated person in the mid twenty-first century; the differential functions of assessments; and assessment to inform and improve teaching and learning.

After the presentations the moderators and discussants, Eva Baker, Ezekiel Dixon-Roman, Louis Gomez and Andrew Ho, will entertain testimonies from the participants in the hearing. For this session participants are invited to submit and orally present briefs to the Gordon Commission 1) in support of issues and perspectives to which presenters are recommending that the Commission attend; 2) in support of specific recommendations presenters choose to make to the Commission concerning future developments in educational assessment and measurement; 3) in support of visions and future developments in education and related capacities of educational measurement that are relevant for the anticipated future developments in education. Preference will be given to the inclusion of briefs that speak to the long term future of education practice and measurement rather than to the short term 5 to 10 years out.

Participants who choose to present a brief to the Gordon Commission are asked to submit their statements to <http://www.gordoncommission.org/events.html>. Statements received in writing in advance will be given priority on the schedule on the speakers at the hearing. Participants who choose to speak without prior submission are invited to register at the hearing and present briefs in writing

immediately following their 3 minutes presentation. Time may be arranged for longer statements upon request but no statement will be provided with more than six minutes for oral presentation.