



SEMINÁRIO INTERNACIONAL DE AVALIAÇÃO DA EDUCAÇÃO BÁSICA

O PAPEL DOS SISTEMAS DE AVALIAÇÃO
NA ORIENTAÇÃO DA APRENDIZAGEM

**Educational Testing Service
Advancing Quality & Equity in Education
Through Fair and Valid Assessment**

Catherine M. Millett, ETS

Organização:

consed
Conselho Nacional de Secretários de Educação

Parceiro realizador:

Instituto
**Ayrton
Senna**
Educação do futuro,
agora.



Parceiros:


**INSTITUTO
UNIBANCO**
35 anos

Itaú Social

My Goals for Our Time Together

1. ETS at a Glance
2. Our Approach to Making Good Tests – Evidence Center Design
3. ETS Fairness Standards
4. ETS's Policy Evaluation and Research Center (PERC)

ETS

at a Glance



ETS's Guiding Principle: Supporting Opportunities for All Learners

Our founders – Harvard President James Conant and ETS's first leader, Henry Chauncey – envisioned an organization devoted to educational research and assessment, making fundamental contributions to the progress of education in the United States.

They believed a single organization devoted to research and testing could significantly advance education in the United States by expanding educational opportunity to include all learners, not just those with the resources and connections to pursue higher education.



The World's Largest Private Educational Assessment and Research Organization

The American Council on Education, the Carnegie Foundation for the Advancement of Teaching and the College Entrance Examination Board contributed testing programs, assets and employees to form Educational Testing Service (ETS) in 1947.



Today, our nonprofit organization develops, administers and scores more than 50 million tests annually in more than 180 countries at over 9,000 locations worldwide.

Our Expertise and Our Team

We have four broad areas of expertise:

- Research
- Assessment Development
- Test Administration
- Test Scoring

Our world-class team includes:

- More than 3,200 employees worldwide
- More than 880 with advanced degrees
- Experts in education policy, research, test development, psychometrics, statistical analysis, linguistics and global assessment



Worldwide Reach

ETS products and services are available to institutions, businesses, organizations and governments in 180 countries around the world.

ETS U.S. Presence:

- New Jersey (HQ)
- California
- Florida
- Kansas
- New York
- Puerto Rico
- Texas
- Washington, D.C.



ETS Global Offices:

- Canada
- The Netherlands
- France
- Poland
- Jordan
- Turkey
- China
- South Korea

Our Mission: Advancing Quality and Equity in Education Worldwide

We accomplish our mission by:

- Producing fair, valid and reliable assessments
- Measuring knowledge and skills
- Promoting learning and educational performance
- Supporting education and professional development
- Conducting world-class educational research and providing related services



ETS Serves Teachers, Employers, Policymakers and Learners at All Levels

- K–12 Education
- Higher Education
- Workforce Readiness
- English Language Learning
- Global Programs and Services



K-12 Education

ETS develops programs and services for U.S.-based K–12 educators, stakeholders and parents, including custom assessment programs that help measure student learning and the content knowledge and teaching skills of teachers.

- **Large-scale customized assessments**
- **National Assessment of Educational Progress**
- **Assessments of Common Core State Standards**
- **High school equivalency tests**
- **College placement programs**
- **Teacher certification/licensure tests**



Offerings Include:

State Assessment Programs

HiSET® exam

The *Praxis*® tests

Praxis™ Performance
Assessment for Teachers

The ParaPro assessment

ProEthica® assessment

The School Leadership Series

Higher Education

ETS has developed a research-based academic assessments and higher education services to provide decision-critical and comparative data that can contribute to the success of students and institutions.

- **Graduate-level admissions tests**
- **Measures of student learning outcomes**
- **Global database of test-takers**



Offerings include:

GRE® General Test

GRE® Subject Tests

HEIghten® Outcomes
Assessments

ETS® Proficiency Profile

ETS® Major Field Tests

SuccessNavigator® Assessment

English Language Learning

ETS has developed research-based English Language Learning (ELL) products and services to encourage learning, assess progress and measure proficiency.

- **Assessments for the academic setting**
- **Assessments for the workforce**
- **Skill-building and test-preparation tools**
- **Technology-based blended learning solutions**
- **Integrated professional development, assessment and certification for English teachers**



Offerings include:

TOEFL® Family of Products

TOEIC® Family of Products

EDUSOFT Learning Solutions

ELTeach™

Criterion® Online Writing
Evaluation Service

Workplace Assessments

ETS is exploring ways to help companies identify employees with the skills needed to succeed. Our workforce readiness and 21st-century skills initiative focuses on four major areas of study:

- **21st-century skills development and use in higher education**
- **Global workforce readiness constructs for credentialing**
- **New measures and methods in global workforce readiness assessments**
- **The impact of policy on global workforce readiness**



Offerings include:

WorkFORCE® Assessment
for Job Fit

WorkFORCE® Assessment
for Cognitive Ability

WorkFORCE® Assessment
for Career Development

Evidence Centered Design and Test Development Processes



Evidence-centered Design (ECD)

- Program of research and application that has been used at ETS since the late 1990s
- Emphasizes a coherent framework for designing, producing, and delivering educational assessments

The ECD Approach

- **Who** is being measured?
- What **knowledge, skills, or abilities** do you want to measure?
- What **claims do you want** to make about someone who gets a high score vs. someone who gets a low score?
- What kinds of **evidence** would you need to make those claims with confidence?
- What kinds of **tasks** would allow examinees to give you the evidence you want, given the limits of your testing environment?

ECD Approach: First Phase

What are we testing?

- Determine the domain using published standards, curriculum analyses, etc.

Why do we want to test it?

- Create rationales linked to the overall validity argument.

Use this information to define your claims:

- What do we want to assert about a test-taker at a given score level?

ECD Approach: Second Phase

- **What evidence** would give us the confidence to make a given claim?
- **How much** evidence is needed?
- **How many different kinds** of evidence?
- What would be a **good balance** between evidence of complex skills and evidence of component skills?

ECD Approach: Third Phase

- What **tasks** could be designed to gather the needed evidence?
- What will be the **overall design of the assessment**?
- What kind of **data collection efforts** are needed to test the design?

Task Design: Understanding Limitations

- Can you design tasks that are:
 - **reasonable given constraints** such as time, cost, scoring capacity, reporting time?
 - sure to **elicit the behaviors and evidence** you want to make claims about?
- If not, you must go back and reassess your claims.

Benefits of the ECD Approach

- Makes explicit all aspects of the validity argument throughout the test design process
- Transparency is a realistic goal
- The design documentation:
 - helps you write test preparation materials and create structure and text for diagnostic feedback to test-takers
 - helps standardize and support communications about the test's purpose

ETS Standards for Quality & Fairness



Fairness

Committed to Fairness and Equity in Testing

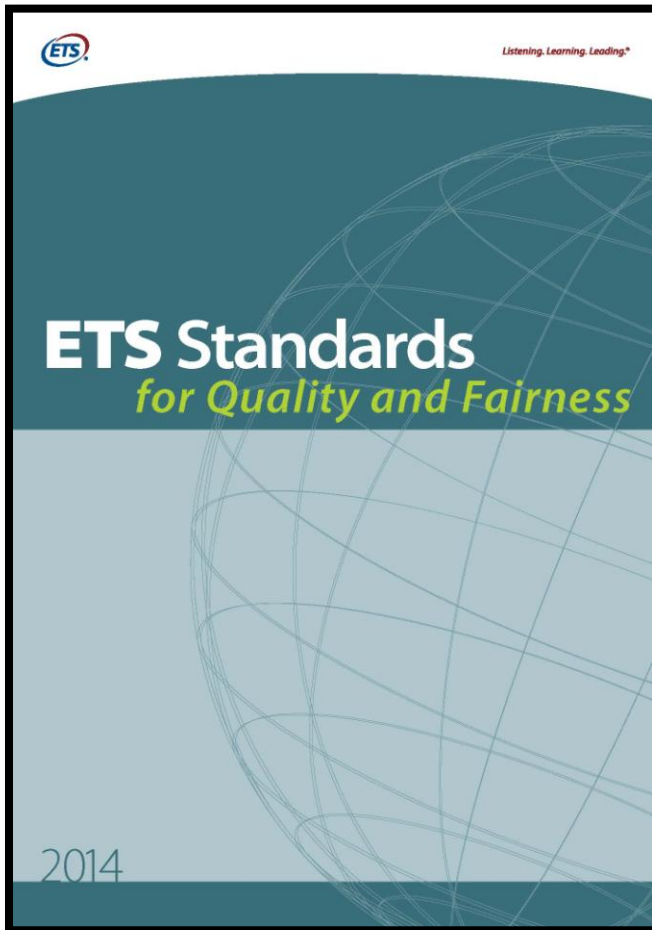
ETS is committed to ensuring that our tests and other products are of the highest quality and as free of bias as possible.

All of our products and services – including individual test questions, assessments, instructional materials and publications – are formally evaluated during development to ensure that they:

- Are not offensive or controversial
- Do not reinforce stereotypical views of any group
- Are free of racial, ethnic, gender, socioeconomic and other forms of bias
- Are free of content believed to be inappropriate or derogatory toward any group

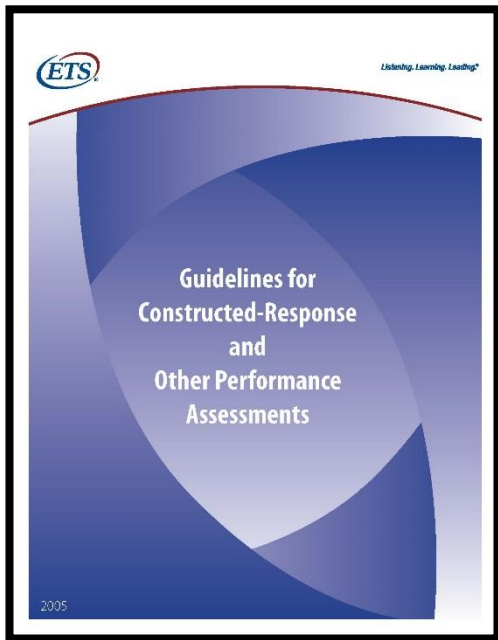
Formal Review Process and Guidelines

The **ETS Office of Professional Standards Compliance** performs audits of all ETS tests.



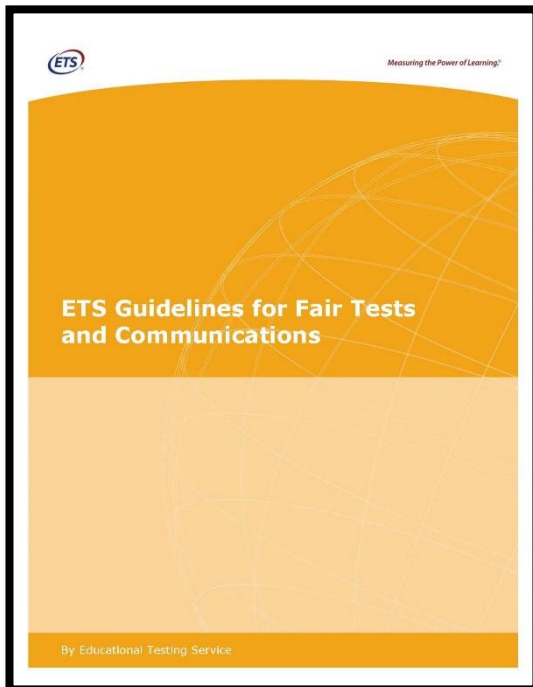
Fairness review also promotes a general awareness of responsiveness to the:

- cultural diversity of the United States
- diversity of background, cultural traditions and viewpoints found in both U.S. and international test-taking populations
- changing roles and attitudes toward groups in U.S. society
- contributions of various groups (including ethnic and minority groups, individuals with disabilities and women) to the history and culture of the United States and the achievements within these groups
- role of language in setting and changing attitudes toward various groups

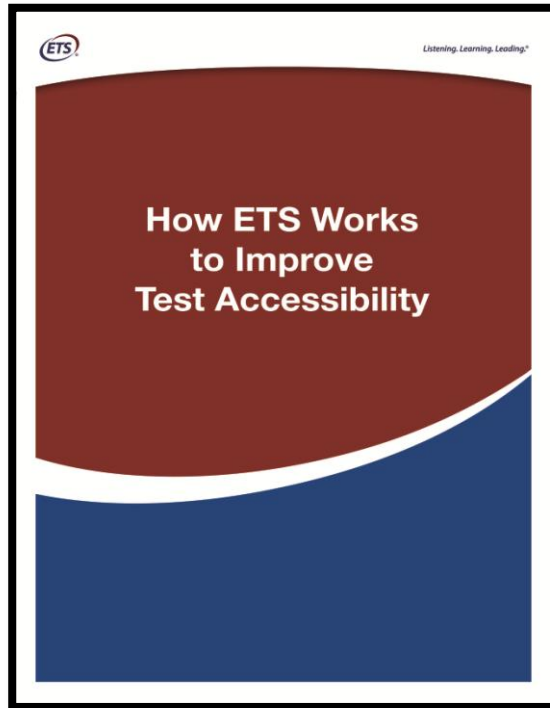


Constructed-response Guidelines are designed to assist staff in accumulating validity evidence for developing and scoring constructed-response and other performance assessments.

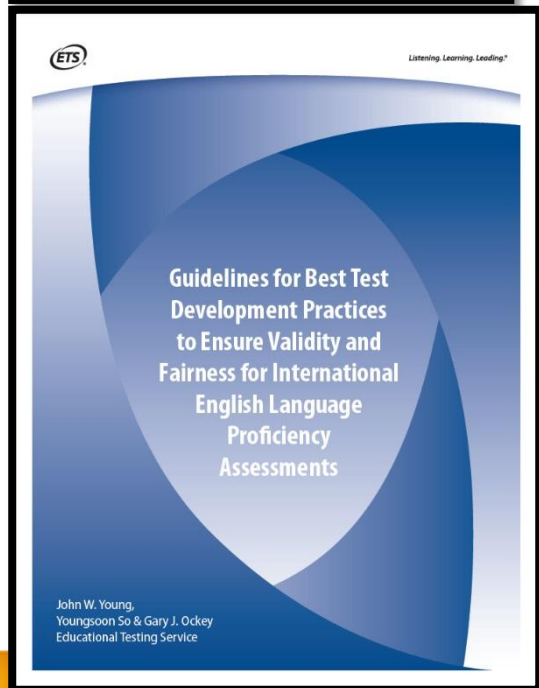
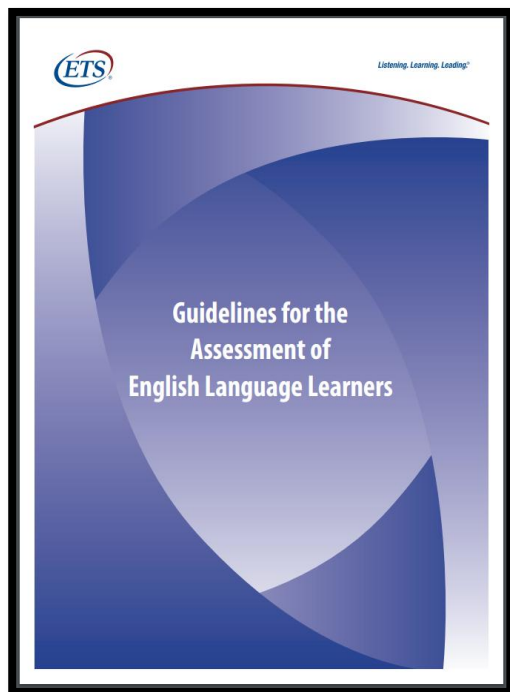
They supplement the *ETS Standards for Quality and Fairness* by identifying standards that relate specifically to performance assessments and by offering guidance in interpreting and meeting those standards.



ETS Guidelines for Fair Tests and Communication identifies aspects of test questions that might hinder people in various groups from performing at optimal levels and helps enhance the overall effectiveness of communications. Fairness reviews are conducted by specially trained reviewers.

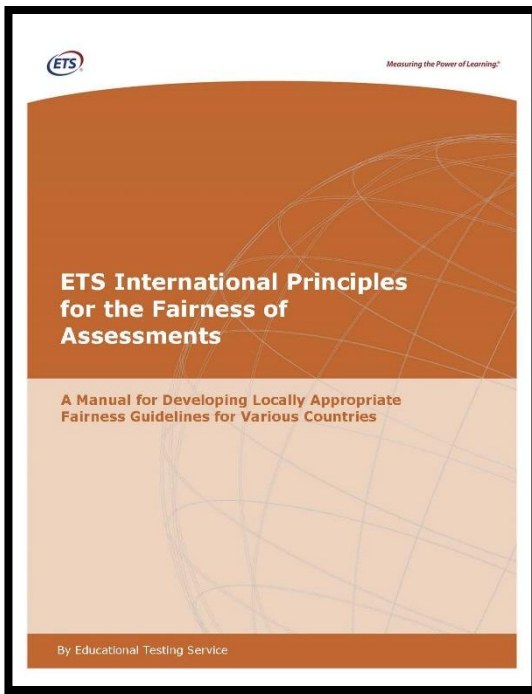


How ETS Works to Improve Test Accessibility describes to various stakeholders the work done at ETS to enhance the accessibility of our assessments and related products. It provides practical guidance about how, given their constructs, assessments can be made as accessible as possible to most test takers, including those with disabilities who do not need alternate test formats (ATFs). The document also describes how questions and assessments can be made more amenable to adaptation as ATFs

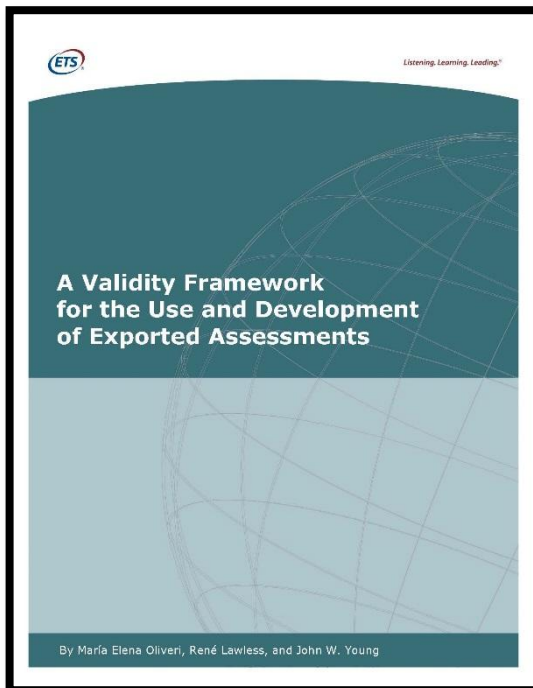


Guidelines for the Assessment of English Language Learners was designed for test developers, testing program administrators, psychometricians and educational agencies. These guidelines were developed to ensure that assessments are fair and valid for English language learners. They focus on large-scale content area assessments administered in the United States to students in grades K–12. Many of these approaches can also be applied to other populations and assessments.

Guidelines for Best Test Development Practices to Ensure Validity and Fairness for International English Language Proficiency Assessments highlights issues relevant to the assessment of English in an international setting. It focuses on and recommends best practices for development of English language profession assessment taken by international test-taker populations.



The *ETS International Principles for Fairness Review of Assessments* was written to ensure that tests created under the guidance of ETS for a country outside the United States are fair and appropriate for test takers within the country.



A Validity Framework for the Use and Development of Exported Assessments presents a framework that outlines the key considerations relevant to the fair development and use of exported assessments. Exported assessments are developed in one country and are used in countries with a population that differs from the one for which the assessment was developed.

Policy Evaluation & Research Center



PERC's Mission

Conduct and disseminate research that promotes quality and equity in education by addressing gaps in access, achievement and attainment between advantaged and disadvantaged populations.

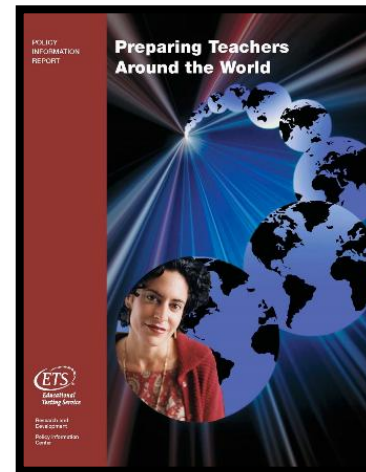
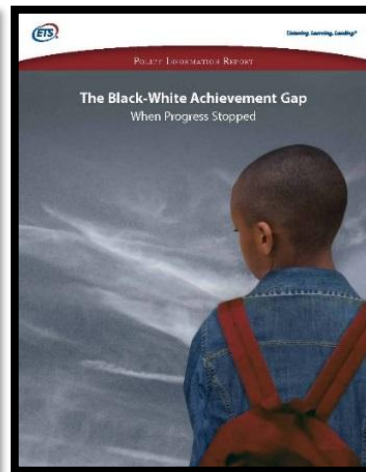
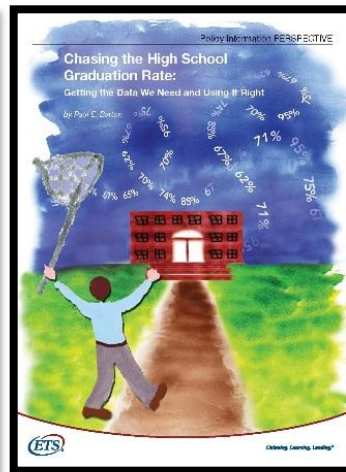
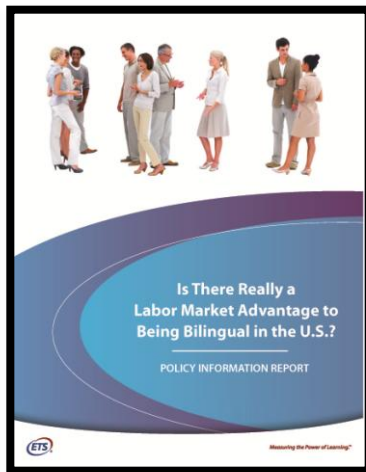
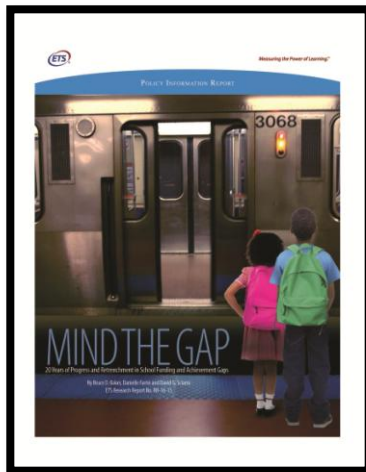
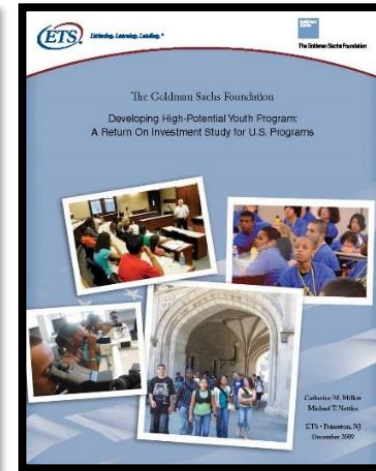
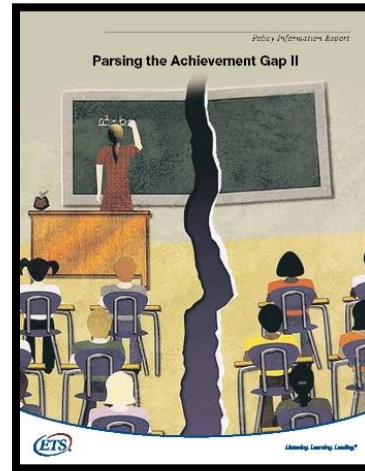
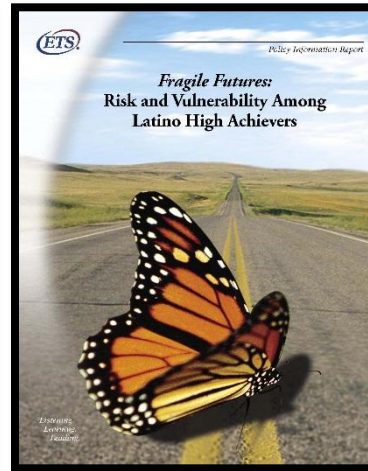
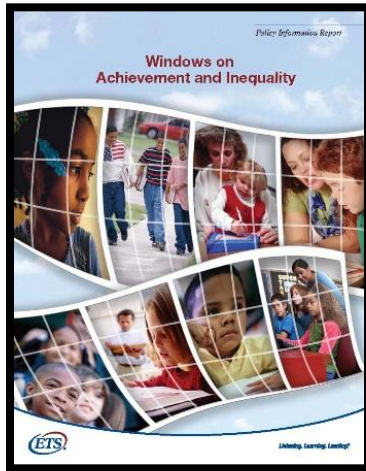
Our Approach

Examine group differences in educational performance and outcomes

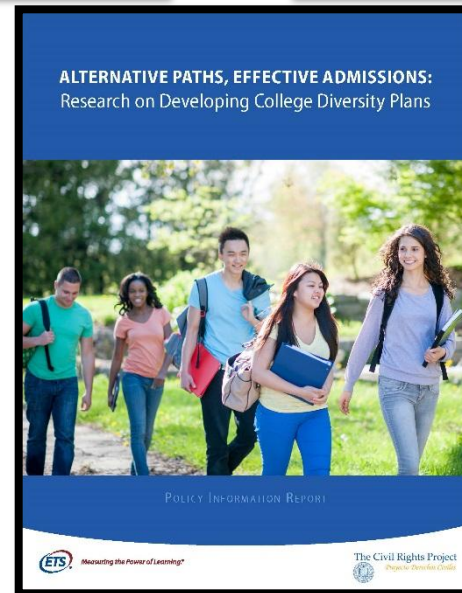
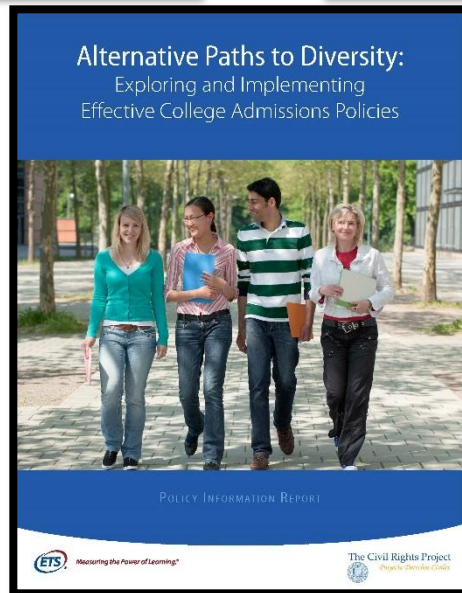
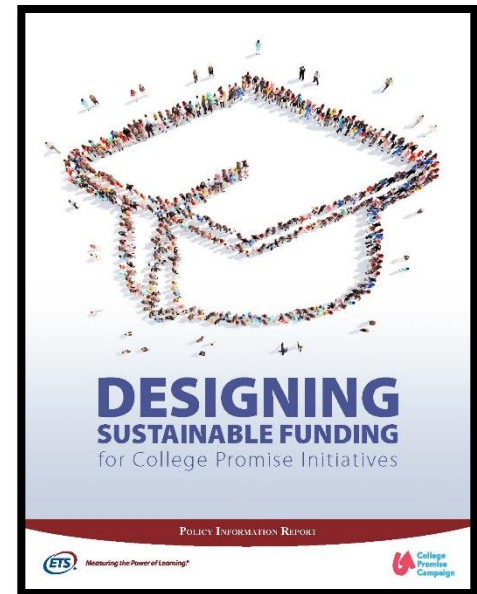
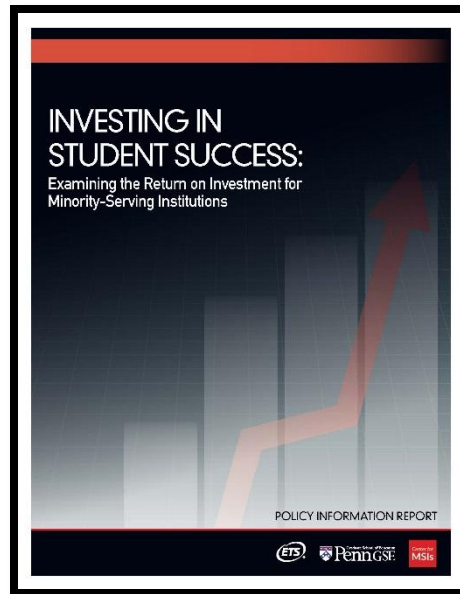
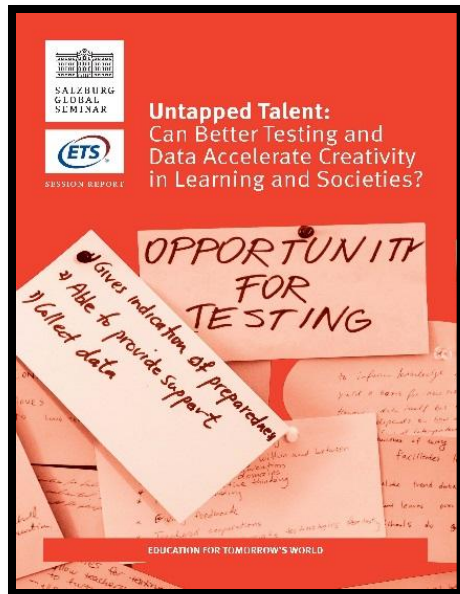
Conduct research on plausible interventions aimed at producing positive outcomes

Collaborate with a broad spectrum of stakeholders toward producing new sustainable models for increasing opportunity in education

PIC Reports (selected)



New or Forthcoming Reports



Carrying on ETS' Legacy Through Research



James Conant Bryant,
President of Harvard University

1933

“Harvard admission was being based largely on ability to pay. If a student could not afford to attend prep school, that student was not going to do well on the College Boards, and wasn’t coming to Harvard.”

“Wanted to increase economic and regional diversity.”



Henry Chauncey
ETS's First President

1947 – ETS Chartered by New York State Regents

“It is our ardent hope and confident expectation that the new organization will make important contributions to American education through developing and making available tests of the highest standards, by sponsoring distinguished research both on existing tests and on unexplored test areas, and by providing effective advisory services ... to schools and colleges.”

GO College:

Funded by Investing in Innovation Fund (i3) grant from US Department of Education Program conducted by the Council for Opportunity in Education (COE)

GO College Cohort 2015 Going to College

GO College Student, Class of 2015

GO College has been very successful. Now, some of us are ready to go. The first time I really heard my friends talk about it, was that I really don't want to go to college. I really appreciate the fact that we are not alone. It is possible to make a college education work.

The goal is to get the 2015 GO College Cohort 2015 high school graduates ready to be on campus and over 1000 students, the work supports students in going to college over 1000 days ago. While it is not only an effort of time and money, it is possible to make a college education work.

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Does Not Need Remediation upon Entering College

GO College students achieved a career and college score of 72.44 or higher (25 or above) on the SAT (SAT or ACT) or a Reading score of 38 or higher (38 or above) on the ACT.

Composite SAT	ACT Composite	SAT (SAT or ACT)
144 or higher	28 or higher	38 or higher

251 GO College high school graduates had gaps and had scores that:

90% GO College high school graduates met the criteria for not needing remediation upon entering college.

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GO College COLLEGE & Career Readiness

President Obama Signes to College & Career Readiness (CCR)

President Obama signed the College & Career Readiness (CCR) Act on July 20, 2011. The act requires that all states align their standards and assessments to prepare students for college and career.

The President's Executive Order on College & Career Readiness will impact the college and career readiness standards. The college community and the state will work together to align their standards and assessments to prepare students for college and career.

Students' CCR scores will be used to determine if they are ready for college. The CCR scores will be used to determine if they are ready for college. The CCR scores will be used to determine if they are ready for college.

What does it mean to be College & Career Ready (CCR)?

According to the CCR, a student is College & Career Ready if they have the knowledge and skills to succeed in college and career.

Determining CCR Status - All states use a GPA and a Test Score. College-ready students will have a GPA of 3.0 or higher and a Test Score of 25 or higher.

Composite SAT	ACT Composite	Test Score
144 or higher	28 or higher	38 or higher

The Class of 2015 for the GO College High School (CO)

Academy	Path Course	Enrollment	College Score	Both	Missing Score
158	167	148	208	154	163

GO College BY THE NUMBERS August 2012-September 2013

2	School District	High Schools	6
18	Classes	College Access Partners (CAP)	5
16	Student/Teacher Mentors	Team Mentors to East City	6
598	Learning Experience Mentors	Community Partners	19
36	Parent and Family Members	Collaborative Events	67
41	College Trips	College Visited	30
43	High School Parents	STEM Events	37
6	Financial Aid Workshops	Student Math Events	8
4	Summer Bridge Programs for New Students	Summer Workshops	38
15	Professional Development Events	Graduation and Celebrations	6
14	Broadened GO College Events	Pieces of Meals Coverage	12

Going to College: Reflections and Insights of the Class of 2015

GO College Parents and Students

Catherine M. Millett and Stephanie R. Saunders
Educational Testing Service, Princeton, NJ
July 2015

GO College COLLEGE ASPIRATIONS

How do you decide when an opportunity is a chance to participate in one? How do you decide when an opportunity is a chance to participate in one? How do you decide when an opportunity is a chance to participate in one?

GO College has a unique focus on helping students explore the options for where they want to go to college. The goal is to get the 2015 GO College Cohort 2015 high school graduates ready to be on campus and over 1000 students, the work supports students in going to college over 1000 days ago.

The path to college is not always a straight line. Some students may need to take a detour. Some students may need to take a detour. Some students may need to take a detour.

Completion high school is VERY IMPORTANT to almost all students.

FACT THINGS MOST

Students who complete high school are more likely to be successful in college. The more students who complete high school, the more likely they are to be successful in college.

Almost all GO College students indicate the value of successfully completing high school.

95%

DIAGRAM: A circular diagram showing the percentage of students who complete high school. The diagram is divided into segments representing different groups of students.

GO College TRANSITIONING TO HIGH SCHOOL ARE STUDENTS READY?

The transition from middle school to high school is a critical time for students to establish or continue patterns of academic achievement. Research shows that high school and career readiness skills and habits and realistic expectations that will support a smooth transition from middle school to high school. Others will have work to do to get ready.

GO College provides a summer bridge program for students before they start their freshman year of high school. The program is designed to help students transition from middle school to high school. The program is designed to help students transition from middle school to high school.

ATTITUDES

Many students say they like school and like to learn. They report thinking of themselves as being good at school and almost all students say they believe that their parents expect them to go to high school, a positive attitude in a great first step to success.

- 90% indicate they like school
- 90% indicate they like to learn
- 90% indicate they like school

ATTITUDES and ACTION are important.

Students say they need help getting ready to go to high school. They need help getting ready to go to high school. They need help getting ready to go to high school.

MOST STUDENTS SAY THAT IF THEY WANT TO LEARN SOMETHING THEY CAN

95%

DIAGRAM: A circular diagram showing the percentage of students who believe they can learn something if they want to. The diagram is divided into segments representing different groups of students.

GO College Community Profiles: Erie, PA and Louisville, KY

Catherine M. Millett, Stephanie R. Saunders & Charlyene C. Pincney
ETS, Princeton, NJ
July, 2015

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GO College A Model for Increasing College Access and Success for All Students at a High School

(October 2010 to September 2015)

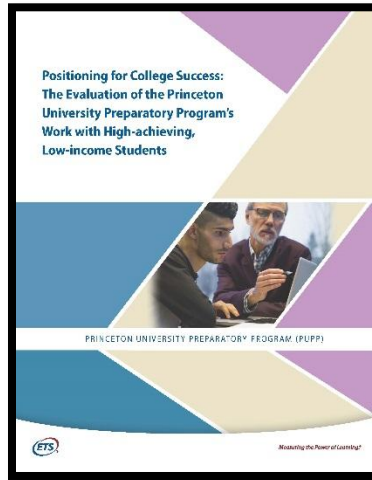
The ETS Evaluation

Catherine M. Millett - ETS
Nikki McWhorter - Educational Leadership and Research
Julie Berry Collins - University of California, San Diego
Stephanie R. Saunders - ETS
February 2016

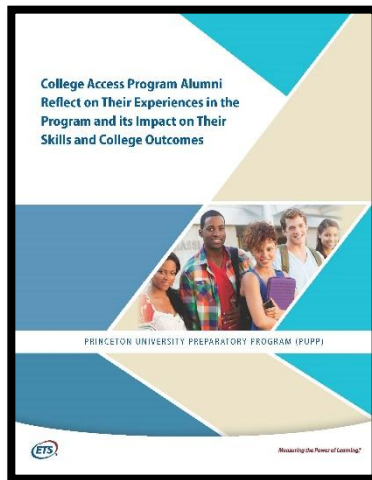
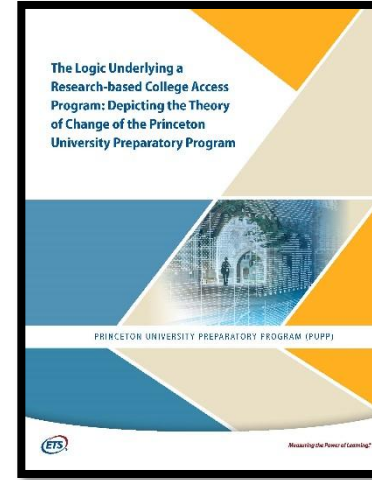
Measuring the Power of Learning.

Princeton University Preparatory Program (PUPP)

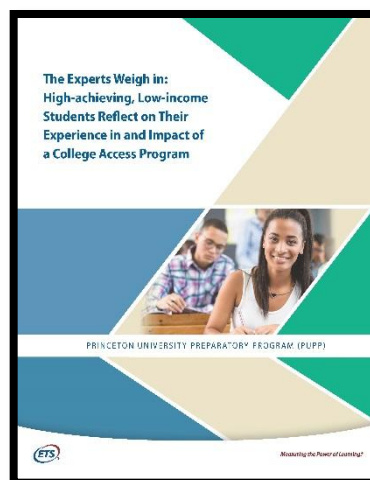
Mixed Methods Evaluation Report



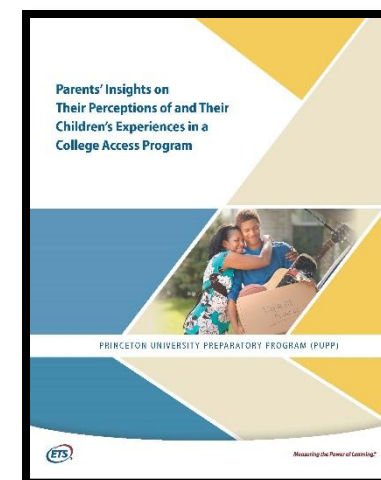
Logic Model Report



Alumni Study

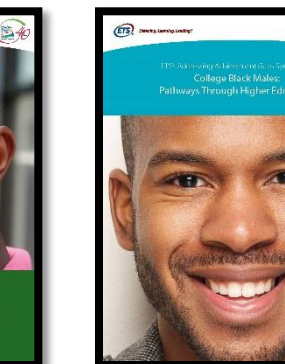
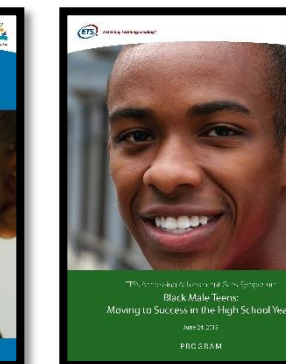
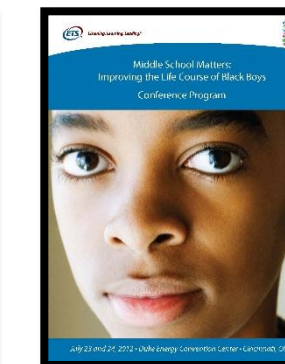
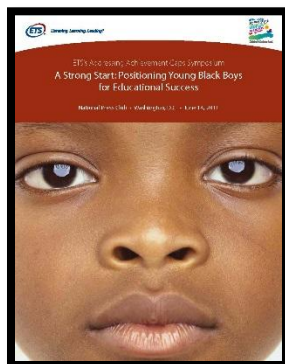
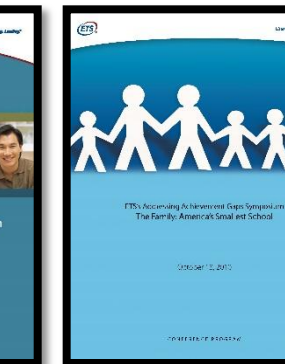
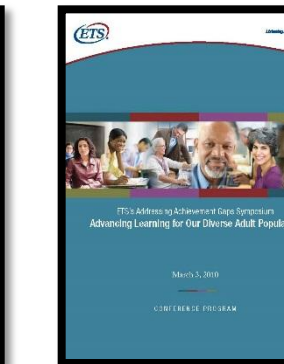
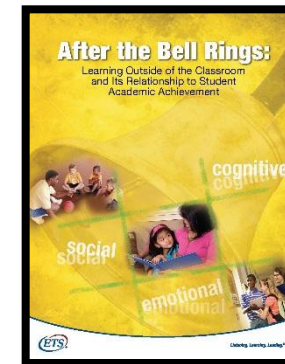
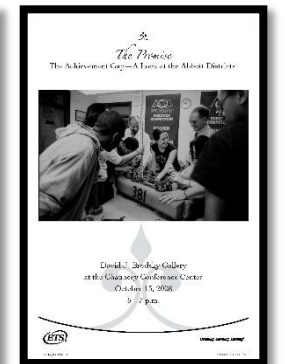
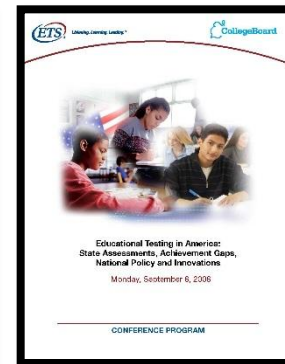
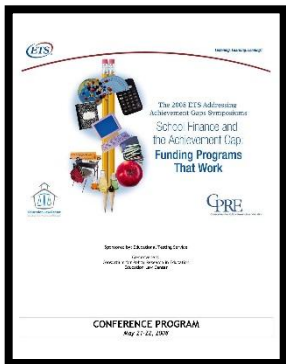
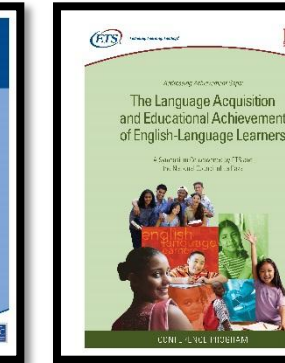
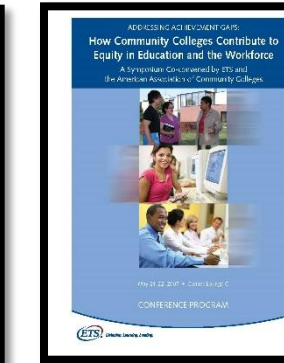
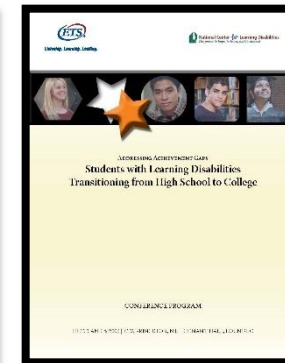
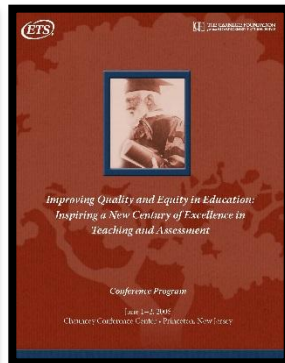
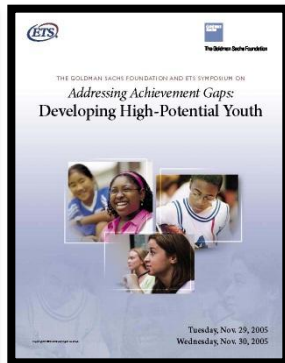
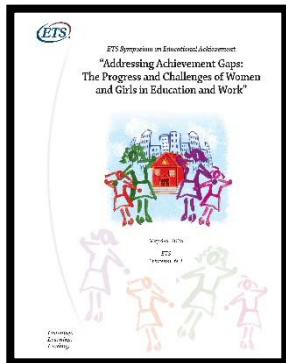


Scholar Report

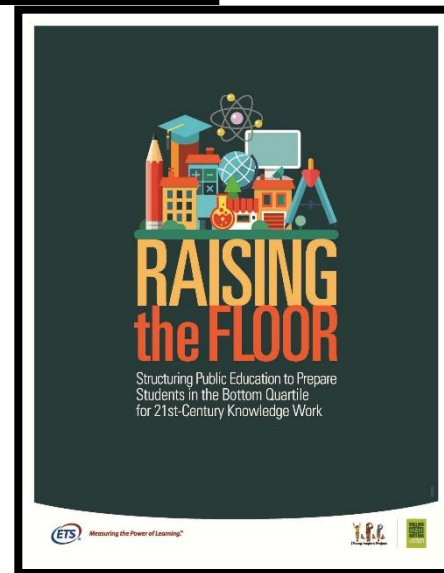
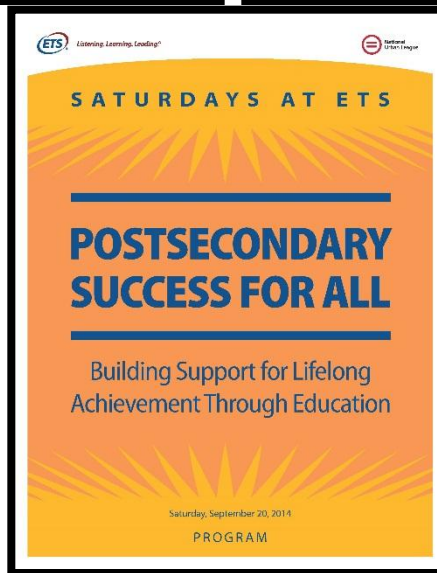
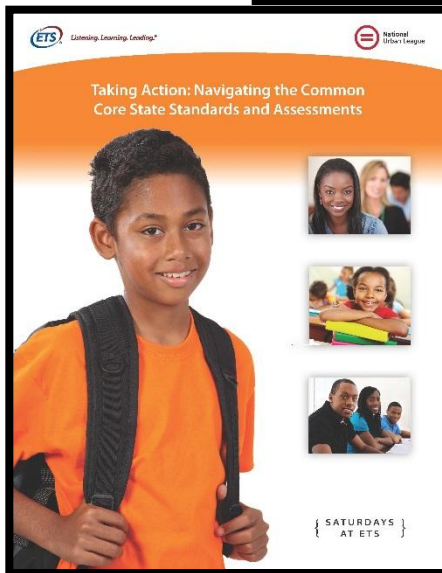
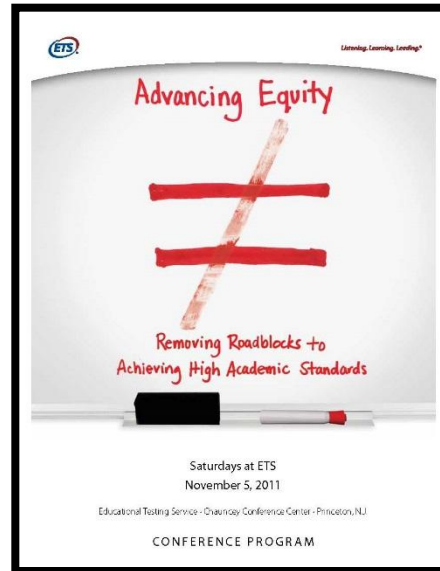
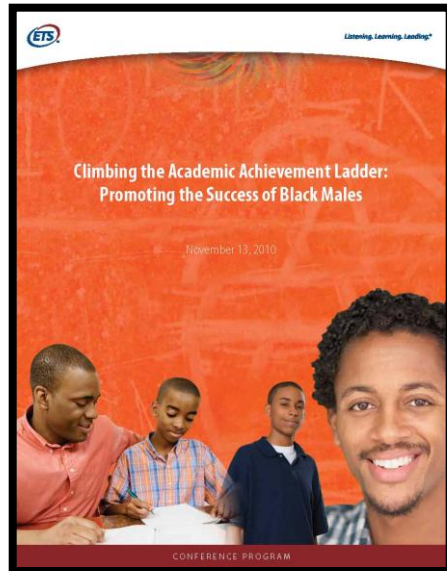


Parent Report

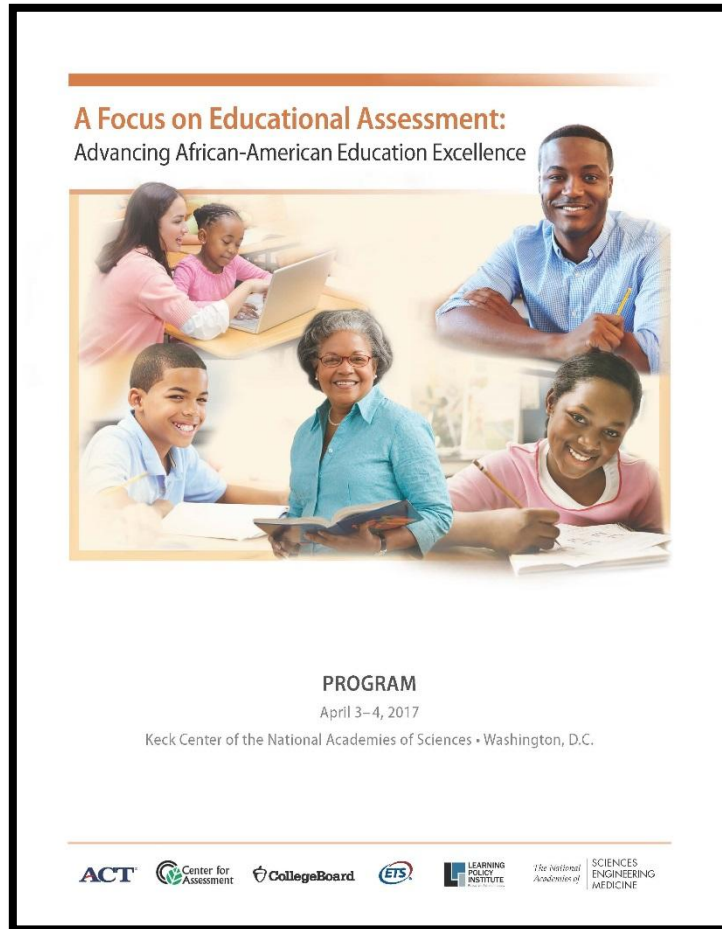
Addressing Achievement Gaps Symposiums



Saturdays at ETS Symposiums



Focus on Educational Assessment: Advancing African-American Education Excellence



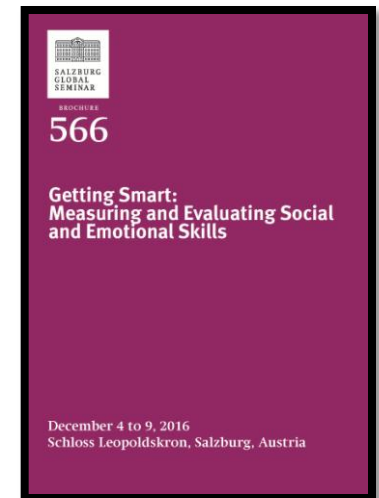
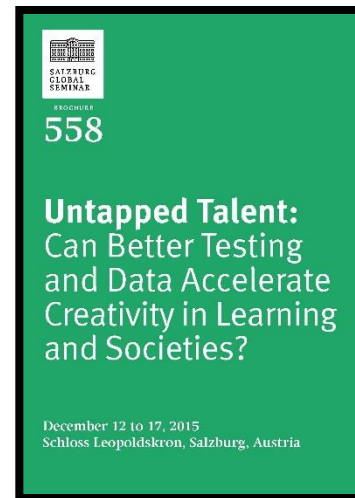
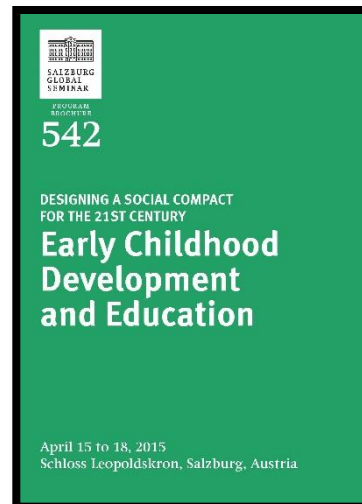
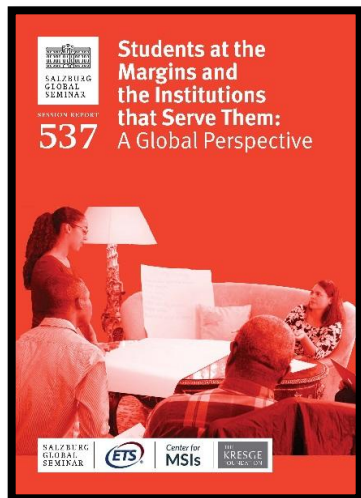
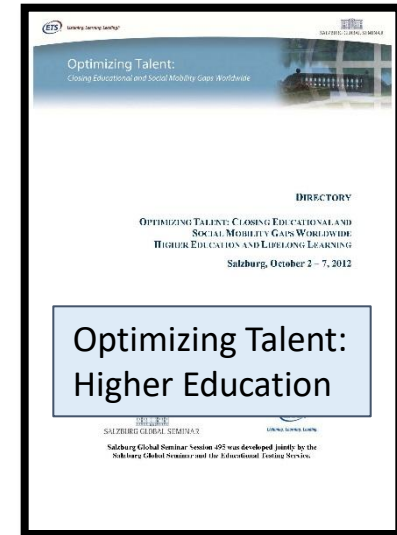
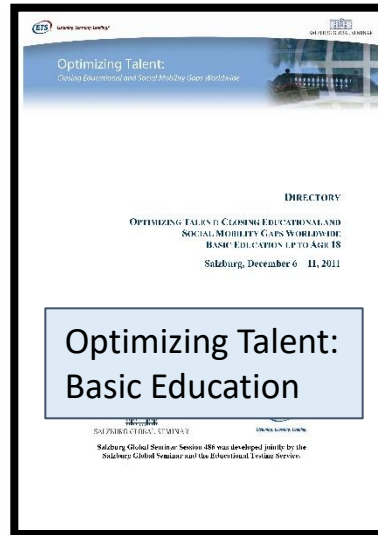
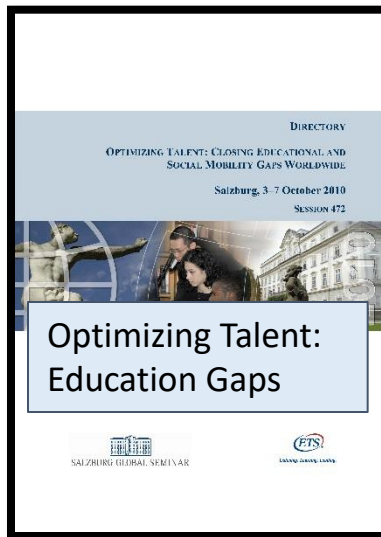
Co-convened with

- ACT[®]
- Center for Assessment
- College Board[®]
- Learning Policy Institute
- National Academies of Sciences, Engineering and Medicine

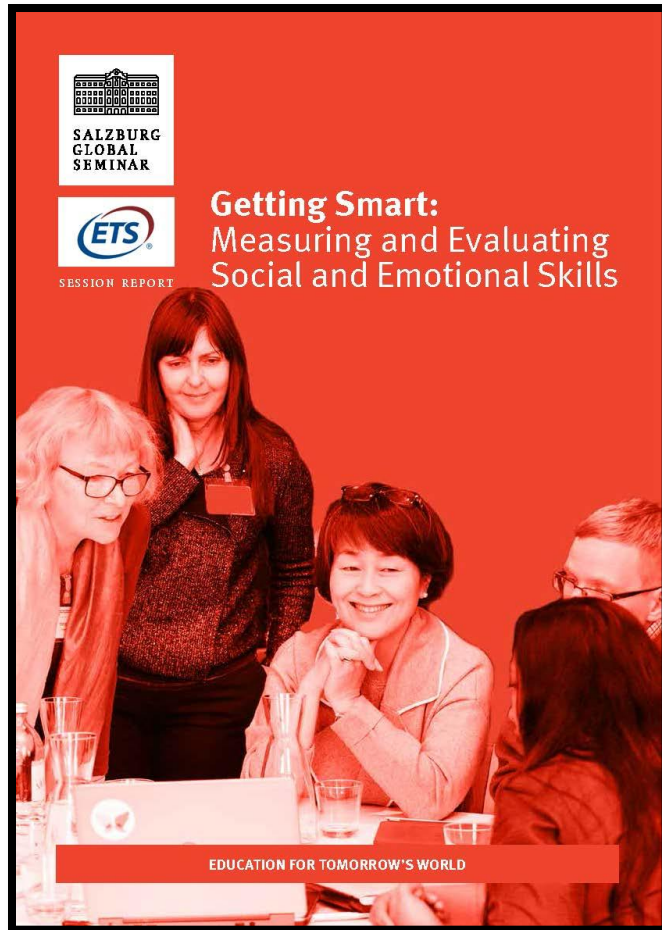
Over 135 participants

ETS Policy Notes will be produced

ETS and Salzburg Global Seminars (SGS)



Getting Smart: Measuring Social and Emotional Skills: Global Conversations



Tentative Dates

Chile – November 14-15, 2017

Inter-American Development Bank

Jordan – February 27-28, 2018

Princeton – June 6-8, 2018

Salzburg – December 2-7, 2018

Session 586 - December 12-17, 2017



Springboard for Talent: Language Learning and Integration in a Globalized World

- 40-50 scholars, policy makers and practitioners
- Salzburg Statement will be produced
- ETS/SGS report will produced

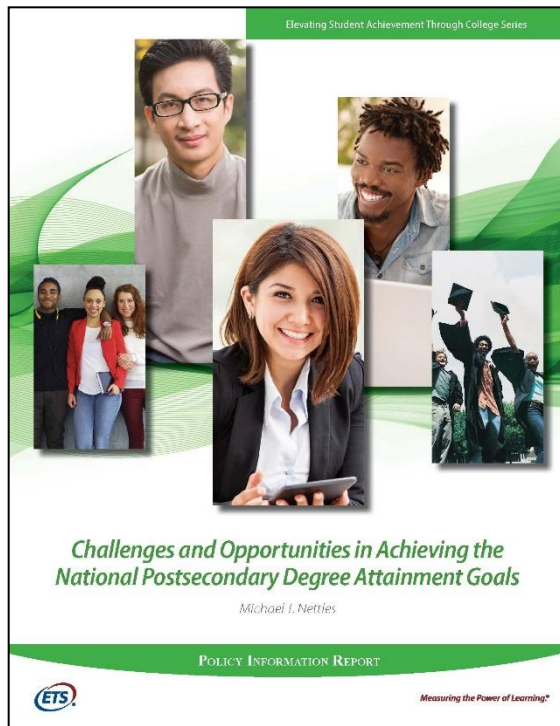


Measuring the Power of Learning.®

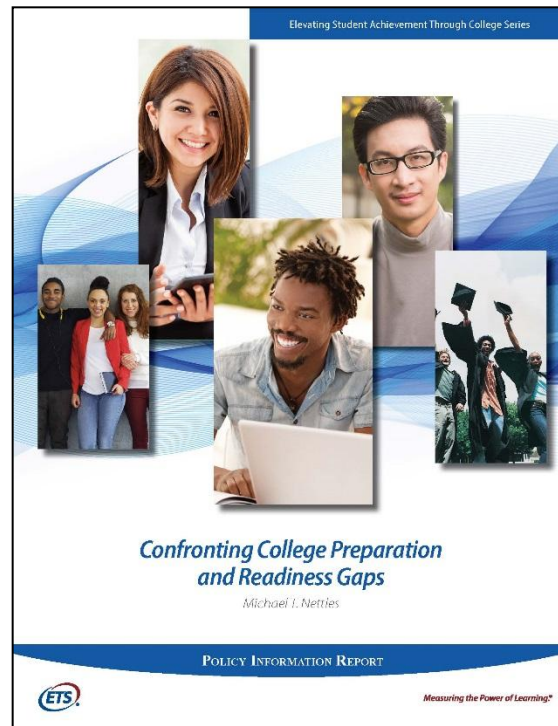
10 Critical Education Issues PERC is Addressing

1. The growing education gaps in the population
2. The need for innovative models of equity and quality in Pre-K to 12 education
3. The need for sustainable funding models for student access to higher education
4. The interrelation of health and education outcomes
5. Educational opportunities for immigrants, migrants and refugees
6. The growing number of not enrolled, employed or trained (NEET) young adults
7. The professionalization of the Pre-K-12 teaching workforce
8. The diversification of graduate and professional education and workforce
9. The advancement of equity in educational testing
10. Race differences in performance on standardized tests

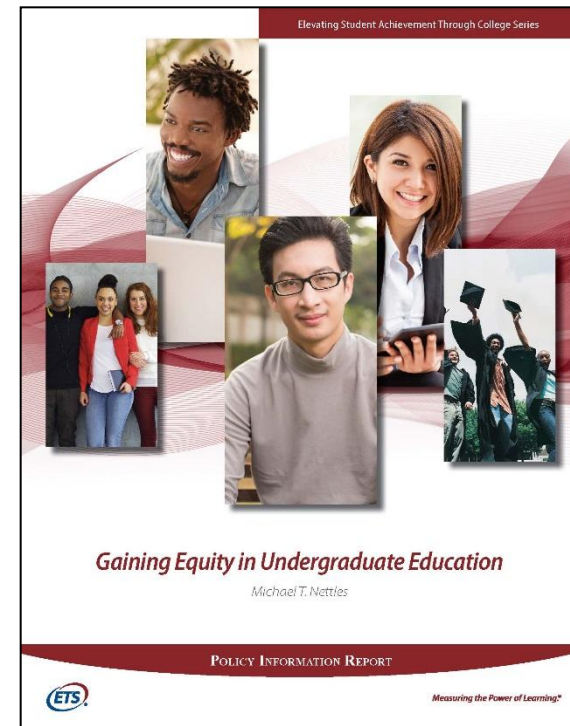
National College Degree Attainment Goals President Obama (2020) & Lumina Foundation (2025)



Part I



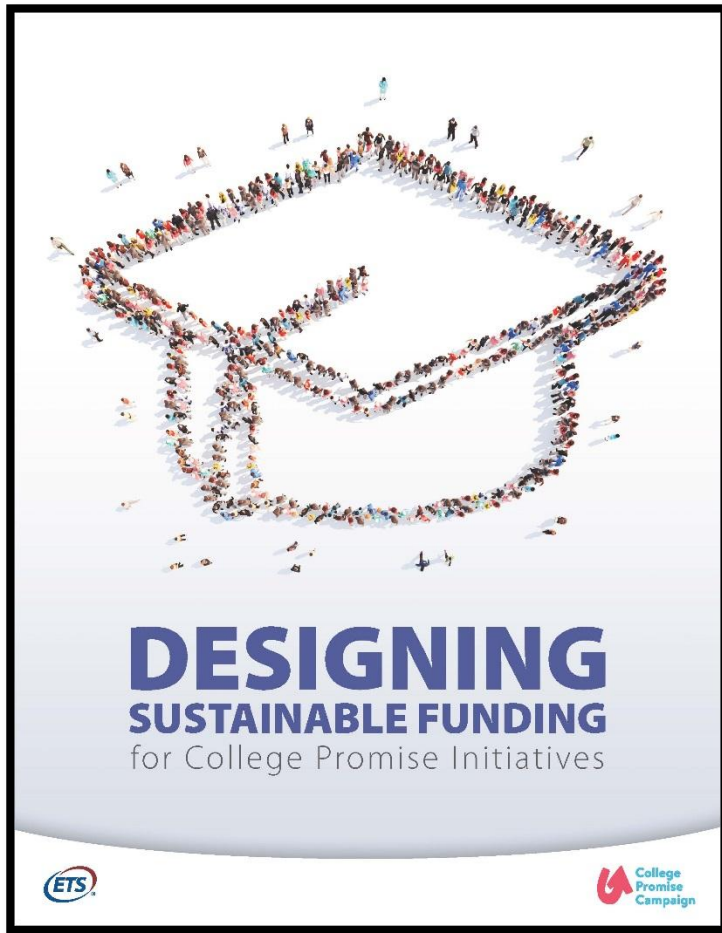
Part II



Part III

Michael Nettles projected many groups will not meet the goals by 2065

Designing Sustainable Funding for College Promise Initiatives (Paying for college education)

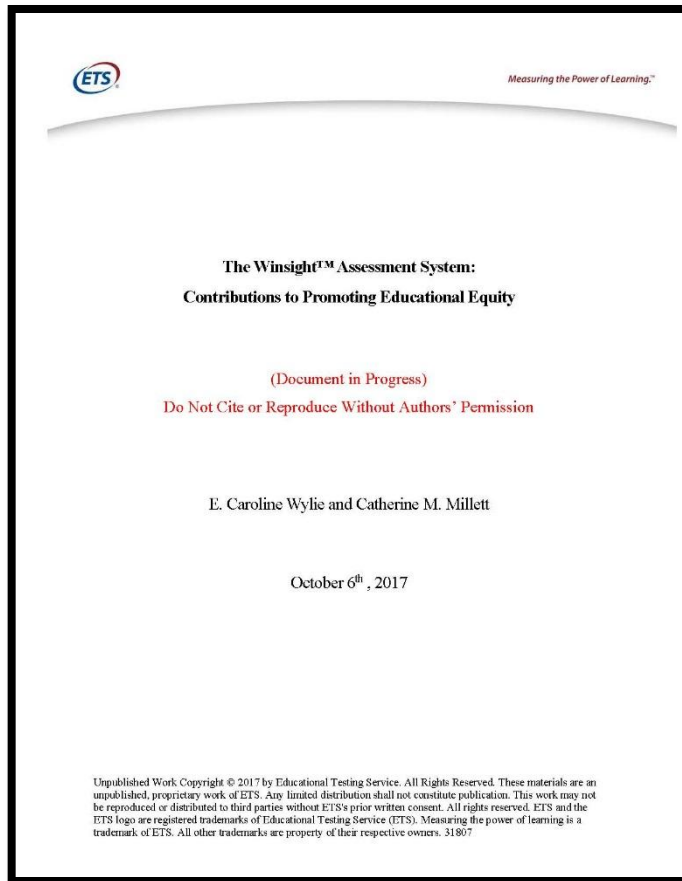


Michael Nettles, Martha Kanter, Walt MacDonald

97 people participated in the 1.5 day meeting
June 2-3, 2016

66 people attended the report release event
at the National Press Club on October 4, 2017

Winsight™ Assessment System: Thinking About Equity at the Start



Winsight™ Assessment System

A new, unified K–12 system built to inform teaching and learning

Comprehensive, fully integrated, flexible and interactive set of tools for grades 3–8 and high school.

Committee on Equity in Student and Teacher Assessments

“Position ETS to be first in assessment and first in equity”

Policy Evaluation & Research Center

https://www.ets.org/achievement_gap

<https://www.ets.org/research/perc/pic>