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MULTIPLE INDICATORS OF ASSESSMENT:  
TOWARD A COLLABORATION OF TEACHING  
AND TESTING

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The session began with an explanation of my role as language arts consultant to the Maine Educational Assessment, a direct assessment of writing administered to all 4th, 8th, and 11th graders in the state. The objectives measured by the Maine Educational Assessment are as follows:

- I. The writer comprehends and manages the writing process.
  - A. The writer will demonstrate the ability to generate writing and apply strategies to refine that writing.
  - B. The writer will demonstrate the ability to organize and present information in such a way that the writing fulfills its purpose and makes sense to its intended audience.
- II. The writer makes an individual response.
  - A. The writer's voice is evident.
  - B. The writer will demonstrate interest and involvement with the task.
- III. The writer will aid the reader by conforming to the conventions of standard American English: punctuation, usage, capitalization, spelling, legibility, and format.

I then presented the Analytic Scoring Guide used to score the Maine tests. Papers are rated from 1-6 in each of six analytic traits—topic development, organization, details, sentences, wording, and mechanics; the guide, also, defines the criteria for each rating. Because papers get two readings, the raw scores range from 12-72. Next came an overview of objectives, scoring formats, and rhetorical modes tested in other

states, and a brief discussion of the implications of each.

I then shifted to a discussion of the limitations of such broad objectives in assessing programs with more specific objectives. Workshop participants suggested several areas which are usual components of curricula, but are not addressed in large scale testing. I presented three examples of my collaboration with teachers to assist them in testing their teaching. These examples included an analytic scoring guide, portfolio assessments, and a posttest to measure long term learning.

The process guidelines for designing assessments are as follows:

1. Understand the objectives of the large-scale test and add to them according to your own needs;
2. become familiar with the full range of testing formats and options;
3. determine objectives and select formats;
4. train testers, gather data;
5. publicize the objectives and the assessment.

Finally, I reviewed questions to consider during development:

1. To what degree will the assessment be content specific?
2. What modes will be tested?
3. How many modes will be tested?
4. Will all modes be scored the same way?
5. What would be the benefits/liabilities?
6. What should be the method: holistic, analytic, primary trait?
7. What combinations, modifications are possible?
8. Will the assessment provide individual student data? Program data? Both?
9. How much process writing will be retained?
10. What is the balance of multidraft to impromptu writing?
11. Is security an issue?
12. Do you want year-to-year comparisons?
13. Can you get them?