

Critical Limitations of Assessment

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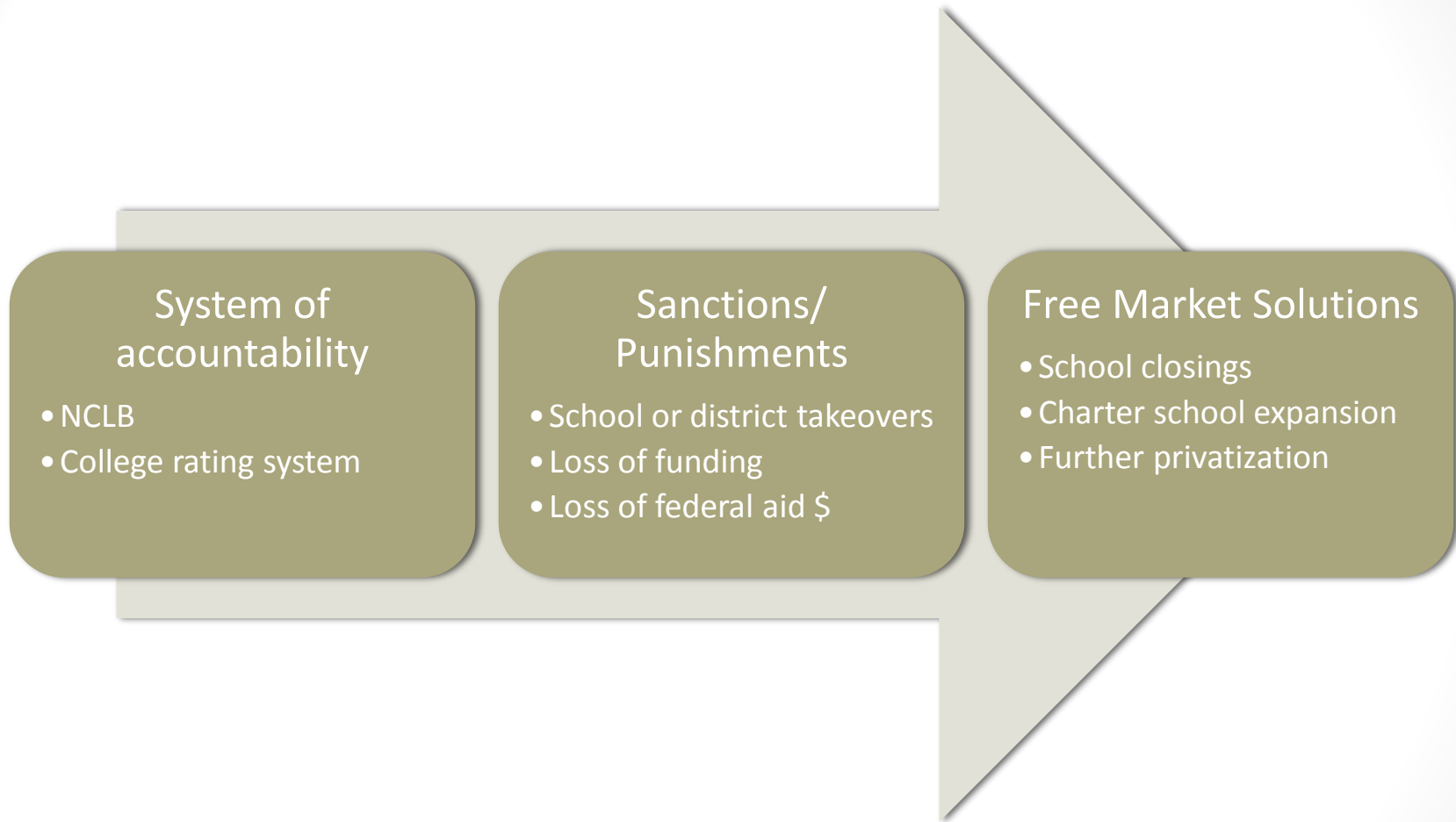
Overview

- 1) Assessment & Accountability in K-12 Public Education
- 2) Assessment & Accountability in Higher Education
- 3) Next steps for faculty

Assessment & Accountability in K-12 Public Education

- NCLB was built on incorrect assumptions.
- NCLB has failed.
- When testing is tied to accountability, what actually happens is bad.
- NCLB is the opposite of “positive accountability.”
- NLCB is a part of broader educational reform landscape or “project.”
- Accountability is integral to an education market.

Production Chain



Lipman (2012) argues that in this model, low-income children of color become the commodity to be bought and sold.

Assessment & Accountability in Higher Education

- Accrediting bodies love assessment.
- A college rating system is on the way.
- If funding is tied to ratings, what will happen will probably be bad.

Next Steps for Faculty

Recommendations for the accreditation process

- Faculty should be in control of determining what the outcomes are for courses, programs and degrees.
- Faculty should make review of program data meaningful.
- Faculty unions should establish the role of faculty in the accreditation process.
- Faculty unions should protect the anonymity of students and teachers.
- Faculty unions should defend sensible data usage.

Align faculty interests with student interests

References

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