

2. Guidelines

Allalouf, A. (2007). An NCME instructional module on quality control procedures in the scoring, equating, and reporting of test scores. *Educational Measurement: Issues and Practice*, 26(1), 36-46.

There is significant potential for error in long production processes that consist of sequential stages, each of which is heavily dependent on the previous stage, such as the SER (Scoring, Equating, and Reporting) process. Quality control procedures are required in order to monitor this process and to reduce the number of mistakes to a minimum. In the context of this module, quality control is a formal systematic process designed to ensure that expected quality standards are achieved during scoring, equating, and reporting of test scores. The module divides the SER process into 11 steps. For each step, possible mistakes that might occur are listed, followed by examples and quality control procedures for avoiding, detecting, or dealing with these mistakes. Most of the listed quality control procedures are also relevant for Internet-delivered and scored testing. Lessons from other industries are also discussed. The motto of this module is: There is a reason for every mistake. If you can identify the mistake, you can identify the reason it happened and prevent it from recurring. [Author's abstract]

Aschbacher, P. R., & Herman, J. L. (1991). *Guidelines for effective score reporting* (CSE Technical Report 326). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

The paper examines the practice in state reporting of assessment results based on 1984 and 1989 reviews from over 30 states, and to provide guidelines for effective reporting, derived from the literature on cognitive psychology, communication, and information representation and decision-making, along with illustrations of exemplary practice. Both content and format concerns are addressed. [Authors' abstract]

Goodman, D. P., & Hambleton, R. K. (2004). Student test score reports and interpretive guides: Review of current practices and suggestions for future research. *Applied Measurement in Education*, 17(2), 145-220.

A critical, but often neglected, component of any large-scale assessment program is the reporting of test results. In the past decade, a body of evidence has been compiled that raises concerns over the ways in which these results are reported to and understood by their intended audiences. In this study, current approaches for reporting student-level results on large-scale assessment were investigated. Recent student test score reports and interpretive guides from 11 states, three U.S. commercial testing companies, and two Canadian provinces were reviewed. On the basis of past score-reporting research, testing standards, and the requirements of the *No Child Left Behind Act of 2001*, a number of promising and potentially problematic features of these reports and guides are identified, and

recommendations are offered to help enhance future score-reporting designs and to inform future research in this important area. [Authors' abstract]

Forte Fast, E., Blank, R. K., Potts, A., & Williams, A. (2002). *A guide to effective accountability reporting*. Washington, DC: Council of Chief State School Officers. Retrieved March 31, 2009, from <http://www.ccsso.org/content/pdfs/GEAR.pdf>

A Guide to Effective Accountability Reporting is intended to serve as a resource for the staffs of state education agencies (SEAs) and local education agencies (LEAs) who are responsible for producing state, district, or school report cards of the type required under many state or district accountability systems as well as under NCLB. This guide is not intended to provide an academic discussion of the nature of indicators and indicator systems, nor is it meant to cover the broad territory of accountability issues. It is meant to provide a resource for agencies, and to spur the thought of practitioners, as accountability reporting systems are tooled to meet the requirements of NCLB. [Authors' abstract]

Mills, C. N., & Hambleton, R. K. (1980, April). *Guidelines for reporting criterion-referenced test score information*. Paper presented at the meeting of the American Educational Research Association, Boston, MA.

General guidelines exist for reporting and interpreting test scores, but there are short comings in the available technology, especially when applied to criterion-referenced tests. Concerns that have been expressed in the educational measurement literature address the uses of test scores, the manner of reporting scores, limited testing knowledge among users, presentation of results to parents and students, and use of computer technology to report test scores. Several activities must occur before high quality test score reports can be prepared. These activities include the specification of information needs, building a testing program consistent with needs, identification of audiences and their levels of testing knowledge, proper test selection, and proper test construction. A rating system which can be used in designing or evaluating criterion-referenced test score reporting systems is presented, based on a logical analysis of criterion-referenced tests; current uses of the tests; and information needs of parents and students, building administrators, and district administrators. This rating system is organized around seven major categories of concern: information about objectives, information at the item level, information at the objective level, information at the subtest level, subject summaries, specialized services, and general services. [Authors' abstract]

National Education Goals Panel (NEGP). (1998). *Talking about tests: An idea book for state leaders*. Washington, DC: US Government Printing Office. Retrieved July 23, 2007, from <http://govinfo.library.unt.edu/negp/REPORTS/98talking.PDF>

Clear communication with parents about educational reform issues and the implementation of standards is essential. This publication presents ideas for state leaders on how better to inform parents about statewide assessments and how to report the results of these assessments to parents so that the results are more meaningful. The first section provides the perspectives of a parent and a policymaker when confronted with a new statewide test for the first time. The second section makes five strategic and four content recommendations and gives examples of how to make parents more aware of new tests, their purposes, and the changes they may bring. Section 3 gives some ideas on how to report testing results to parents. In the fourth section, five organizations that are committed to better communication with parents are described. Their structures, the coalitions they have built, and the products they produce to communicate with parents are described. Section 5 contains suggestions from the states with the best success in communicating with parents. This "Idea Book" also contains a series of "Close-ups" that provide stories from states on a variety of issues related to statewide testing, including reporting scores, evaluating communication tools, helping teachers with communication, and negotiating with the test provider. The appendices contain some annotated score reports, a set of resources to assist states in communicating with parents, and acknowledgments. [Author's abstract]

Ryan, J. M. (2006). Practices, issues, and trends in student test score reporting. In S. M. Downing & T. M. Haladyna (Eds.), *Handbook of test development* (pp. 677-710). Mahwah, NJ: Lawrence Erlbaum Associates.

Ysseldyke, J., & Nelson, J. R. (2002). Reporting results of student performance on large-scale assessments. In G. Tindal & T. M. Haladyna (Eds.), *Large-scale assessment programs for all students* (pp. 467-480). Mahwah, NJ: Lawrence Erlbaum Associates.

Identifies the characteristics of good state assessment and accountability reports on the scores of student performance on large-scale assessments, including the performance of students with disabilities. First, the authors consider what state and district reports should look like with specific consideration to issues of content. The authors describe ways in which these reports should be formatted and review the research on what the reports actually look like. A brief section is included on the actual results that state report on the performance, participation, and progress of students with disabilities. It is argued that reports should be clear, comprehensive, comparative, concise, and include confidentiality and cautionary statements. The authors also stress that the reports should be readable, responsive to audience needs, and well-organized. The chapter concludes by raising cautions about factors that lead to misinterpretation of data on trends in gaps between the performance of students with and without disabilities. [Authors' abstract]