

From:
Ms Catherine Day

My submission relates to the impact of the NAPLAN assessment and reporting regime on

1. the educational experience and outcomes for Australian students and
2. the scope, innovation and quality of teaching practice.

Full-cohort standardised testing in an accountability environment has been in operation in both the USA and the UK for many years. Likewise for many years, there has been a growing base of research based evidence from both systems that find, far from improving standards of achievement, these tests have significant and far reaching negative effects on teaching and learning.

I urge the Senate Committee to refer to the following studies on the above:

Assessment Reform Group (1999) *Assessment for Learning: Beyond the black box*, University of Cambridge School of Education.

ARG (2002) *Testing, Motivation and Learning*, Cambridge.

ARG (2006) *The Role of Teachers in the Assessment of Learning*, Cambridge.

ARG (2008) *Changing Assessment Practice: process, principles and standards*, Cambridge.

Harlen W, Deakin Crick R (2002) A systematic review of the impact of summative assessment and tests on students' motivation for learning. In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Herman, JL., Baker, EL. & Linn, RL. (2006) "Assessment for accountability and learning", CRESST LINE, *Newsletter of the National Center for Research on Evaluation, Standards, and Student Testing*, Fall ed.

House of Commons 2008, Select Committee on Children, Schools and Families Third Report, United Kingdom Parliament, May.

Jennings, J. & Rentner, DS. (2006) "Ten big effects of the No Child Left Behind Act on public schools," *Phi Delta Kappan*, vol. 88, no. 2.

Koretz, D., Linn, L., Dunbar, SB. & Shepard, LA. (1991) "The effects of high-stakes testing on achievement: preliminary findings about generalisation across tests", paper presented at the annual meeting of the American Educational Research Association, Chicago.

Pelliegrino, J., Chudowsky, N. & Glaser, R. (2001) *Knowing What Students Know: The science and design of educational assessment*. National Academy Press, Washington, DC.

Shepard, LA. (2000) "The role of assessment in a learning culture", *Educational Researcher*, Feb.

Shepard, LA. (2008) "A brief history of accountability testing 1965-2007," in K Ryan & L Shepard, *The Future of Test-Based Educational Accountability*, Routledge, New York.

Stake, RE. (2007) "NAEP, Report Cards and Education; A Review Essay," *Education Review*, vol. 10, no. 1.

Wiliam, D (2008a) "International comparisons and sensitivity to instruction", *Assessment in Education: Principles, Policy and Practice*, vol. 15, no. 3, pp. 253-57.

Wiliam, D. (2008b) "What do you know when you know the test results? The meanings of educational assessments," keynote address at the Annual Conference of the International Association for Educational Assessment, Cambridge, Sep.

A summary of findings of the above research can be found in a Queensland Studies Authority Paper Student Assessment Regimes, *Getting the Balance Right for Australia*, 2010:

"The research evidence is unequivocal on the use of full-cohort standardised test results for accountability purposes: they cannot be used to measure the effectiveness of teaching in schools. Furthermore, practices in the UK and the USA of holding schools accountable for the test results of their students have resulted in impoverished educational outcomes for both countries, and counter-productive stress on students, teachers and school communities" (page 8).

It should be a great concern to the Federal Government that Australia has adopted an approach to education and education policy design based on a formula that has been discredited internationally.

As a state school Deputy Principal in close contact with the students and teachers who have to use the Naplan tests I can report that the rhetoric and tone of communication that emanate from the Minister of Education via senior officers of Education Queensland contain a clear high stakes agenda linked to the provision of not only continuing employment (of senior officers) but system funding. This sort of pressure is being filtered down to on to Principals, teachers and students in ways that are insidious and depleting. Examples of the resulting impoverished models of teaching and learning abound but a good example can be found in the many hours children have spent learning to write narratives over the past few years. Only a handful of adults will ever make a career out of writing narratives "yet we are producing a generation of children who will be expert at churning out this text type at the expense of the many other rich, powerful and multimodal texts that will actually form the basis of their lives and help them become active, informed and responsible citizens.

There is little evidence of a resulting tonic effect from full-cohort standardised testing but much evidence of a toxic effect.

Catherine Day