

From: [Strom, Matt](#)
To: [AZSBE Inbox](#)
Subject: Feasibility of Menu of Assessments
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To Whom It May Concern:

I would encourage you to look at the variety of resources provided by the likes of Andrew Ho, Dan McCaffery, Sean Reardon, etc. In particular looking at Ho's work on growth score dependence on cut score as well as different test types might be of significant use. If measuring growth continues to be of policy value then introducing multiple assessments will confound a problem for a metric already questioned for its stability across years. Reardon's work on the increasing social and educational inequality has interesting applications on the level of rigor that a "menu of assessments" would need to ensure such that a divide is not created across districts in terms of expectations.

For accountability, "equating" across multiple forms of an exam is possible, but complex, when anchor items, or testlets, are present. If different exams are given the assumptions increase. Equipercentile equating might be intriguing but score distributions on real test taken by real test takers are often irregular. Also, as Livingston stated, "Similarly, if you were to compare two different test takers taking the same test, one test-taker might know the answer to more of the questions on Form A than on Form B; the other might know the answers to more of the questions on Form B than on Form A. There is no possible score adjustment that will make Forms A and B equally difficult for these two test-takers. Equating cannot adjust scores correctly for every individual test-taker." Essentially, having multiple assessments provides a variety of problems statistically.

But, one has to ask whether these problems are any different than the current validity problems that we encounter with inferences based on a single test or single growth score.

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