

Multiple Measures Approaches to High School Graduation Executive Summary

Multiple Measures Approaches to High School Graduation provides an in-depth examination of 27 states currently using multiple measures assessments to determine student eligibility for high school graduation. Multiple measures assessments differ from single-test assessments in that they consider a variety of student work, which may include student academic records, research papers, portfolios, essays, capstone projects and oral exams. The report's key findings:

- States that use multiple measures assessments for graduation tend to have higher student test scores and higher graduation rates, and produce student who are better prepared for today's workforce and for higher education.
- Multiple measures approach allows for an in-depth, individualized assessment of the kinds of high-performance skills demanded by colleges, business, and employers.
- Problem-solving, research, writing, experimentation, leadership, collaboration, communication, presentation of ideas, and managing multiple and extensive project are among the essential indicators of college and work preparedness that cannot be assessed by a single standardized test with multiple choice items, but can be demonstrated through a multiple-measure approach, using a range of performance assessments.
- Multiple measures assessments also provide more comprehensive and timely diagnostic feedback on student achievement for teachers, who can use the results of ongoing assessments throughout the academic year to inform their planning and instruction.

The report concludes that for states and districts, a multiple measures approach to high school graduation offers a more balanced and informative platform for holding students and schools accountable, one that stimulates discussion not only about how to improve curriculum and instruction, but also how to monitor a student's individual growth and progress, improve preparedness for college, and build readiness for work in the future.



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