



Using Alternative Assessments in Vocational Education

Brian M. Stecher, Mikala L. Rahn, Allen Ruby, Martha Naomi Alt, Abby Robyn

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This volume covers a study of the utility of alternative (i.e., non-multiple choice) forms of student assessment for vocational education, the primary objective of which was to describe various alternative assessments currently available and offer criteria for choosing among them. Six operational programs were used as case studies; each employs one or more constructed-response measures, and together they represent a range of assessment options. Each was critically reviewed based on descriptive materials, research literature, interviews, and, in four cases, site visits. The evaluation focused on comparing the different assessments' quality (reliability, validity, fairness), feasibility (cost, time, complexity, credibility), and potential usefulness for vocational educators. Design and implementation issues important to any decisions about using alternative assessments were determined (e.g., the need to clarify the assessment's purpose), as well as related issues (e.g., the relative advantages of low versus high stakes, voluntary versus mandatory participation). Illustrations are given of how vocational educators can use this review as an aid in determining the usefulness of the alternatives for a particular situation.

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