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Assessment and the New BC Curriculum: An Exploration

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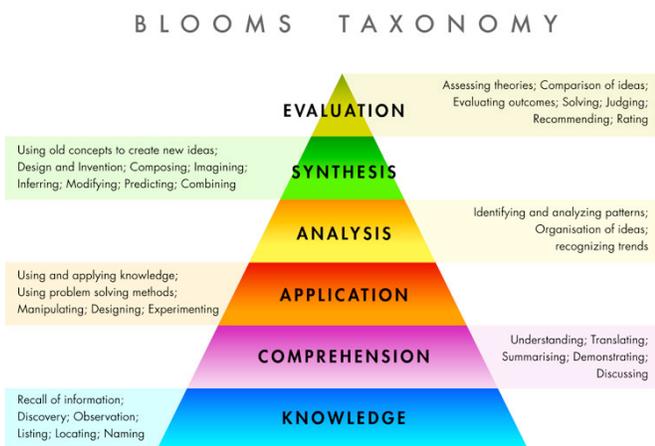
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Learning Progressions vs Progressions of Quality

- **Learning Progression:** *An instructional sequence that leads students through the taxonomy of learning; primarily focused on the formative purpose and when students are ready for an increase in complexity.*
- **Progression of Quality:** *A scale that describes the simple to sophisticated demonstrations of the intended learning outcome or goal; primarily focused on the summative purpose and the verification that learning has occurred (and to what degree).*

“A **learning progression** is a model of successfully more sophisticated ways of thinking about a topic typically demonstrated by children as they learn, from naïve to expert.”

—National Research Council (2007)



“Learning progressions can provide teachers with a **blueprint for instruction & assessment** because they represent a goal for summative assessment, indicate a sequence of activities for instruction, and can inform the design of formative assessment processes that provide indicators of students’ understanding. The value of learning progressions for CA lies in the information they provide about **what to assess and when to assess it.**”

—Heidi Andrade (2013)

Pause & Ponder

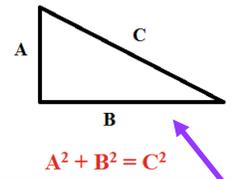
- (1) Does the distinction between a *learning progression* and a *progression of quality* square with your viewpoint and typical routines?
- (2) How have you utilized preassessment (vs a pre-test) to find the *just right* spot from which to begin instruction.
- (3) Do you recognize a place you may have conflated a learning progression with a progression of quality.

Developing Learning Progressions

Assessment Accuracy:

- WHY? (Formative vs Summative purpose)
- WHAT? (Learning goals at the appropriate cognitive complexity)
- HOW? (Eliciting evidence in the most effective & efficient way)

Progression as Criteria?



$A^2 + B^2 = C^2$

TEST

Section (A) $\sqrt{25}$ 9^2

24

25

Section (B)



$6^2 + 8^2 = x^2$
 $36 + 64 = x^2$
 $100 = x^2$
 $\sqrt{100} = \sqrt{x^2}$
 $x = 10$



$12^2 + y^2 = 13^2$
 $144 + y^2 = 169$
 $y^2 = 25$
 $\sqrt{y^2} = \sqrt{25}$
 $y = 5$

35

50

70%

Assessment Methods

	Advantage	Challenge
Performance Assessment	<ul style="list-style-type: none"> • The assessment of outcomes that fit neither SR or CR. • The enriched learning experience during production. 	<ul style="list-style-type: none"> • Accurate scoring inferences, especially with atypical demonstrations. • Authenticity can be artificial.
Constructed Response	<ul style="list-style-type: none"> • The <i>depth</i> and <i>detail</i> within the emerging evidence. • The wide-variety of specific formats; asynchronous. 	<ul style="list-style-type: none"> • The <i>time</i> it takes for students to produce and for teachers to consume. • Reassessment more labour-intensive.
Selected Response	<ul style="list-style-type: none"> • The <i>breadth</i> of what can be assessed. • Quick <i>reaction</i> to emerging evidence. 	<ul style="list-style-type: none"> • The limited <i>depth</i> or <i>detail</i> within the emerging evidence. • The <i>volume</i> of what must be assessed.

Pause and Ponder

(1) What is your current process for developing your unit plans (learning progressions)? How do you make the progression transparent and/or how do you bring students inside this process?

(2) How do you currently decide which assessment methods are most appropriate? Are there any places where you might find some misalignment?

Developing Success Criteria

Build a Rubric?

- “Is this demonstration *scalable*?”
- YES: Build a rubric focused on a progression of *quality*.
- NO (Binary): Build a rubric focused on the level of *consistency*.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Why Rubrics?

- Teachers must be clear on what to look for in student demonstrations.
- Students must be clear on what to look for in their (or others’) demonstrations.

“The biggest mistake teachers make when they use rubrics with performance assessment is that they focus on the task, the product, and *not* the learning outcome or proficiency the task is supposed to get students to demonstrate.”

-Susan Brookhart, (2013)

Holistic Critical Thinking Scoring Rubric

Level	Holistic Description
Advancing	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> • Accurately interprets evidence, statements, graphics, questions, etc. • Identifies the salient arguments (reasons and claims) pro and con. • Thoughtfully analyzes and evaluates major alternative points of view. • Draws warranted, judicious, non-fallacious conclusions. • Justifies key results and procedures, explains assumptions and reasons. • Fair-mindedly follows where evidence and reasons lead
Achieving	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> • Accurately interprets evidence, statements, graphics, questions, etc. • Identifies relevant arguments (reasons and claims) pro and con. • Offers analyses and evaluations of obvious alternative points of view. • Draws warranted, non-fallacious conclusions. • Justifies some results or procedures, explains reasons. • Fair-mindedly follows where evidence and reasons lead.
Developing	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> • Misinterprets evidence, statements, graphics, questions, etc. • Fails to identify strong, relevant counter-arguments. • Ignores or superficially evaluates obvious alternative points of view. • Draws unwarranted or fallacious conclusions. • Justifies few results or procedures, seldom explains reasons. • Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
Initiating	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> • Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. • Fails to identify or hastily dismisses strong, relevant counter-arguments. • Ignores or superficially evaluates obvious alternative points of view. • Argues using fallacious or irrelevant reasons, and unwarranted claims. • Does not justify results or procedures, nor explain reasons. • Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. • Exhibits close-mindedness or hostility to reason.

Sourced and adapted from: Insight Assessment

Critical Thinking Dispositions Rubric

	Rarely	Sometimes	Usually	Consistently
I ask questions to further my understanding of the challenge at hand.				
I consider the strengths and limits of all sides of an argument.				
I use criteria to evaluate the credibility of the information I gather.				
I draw conclusions that are logical and measured.				
I can recognize bias in other people's positions				
I can adapt and adjust my position when new information emerges.				
I am open and honest about my own potential biases.				

Source: Erkens, Schimmer, & Vagle (2019)

Communication Rubric

Aspect	Initiating	Developing	Achieving	Advancing
Focus	The focus of the message is stated but not supported, OR the ideas are loosely coupled without a key focus.	The focus of the message is stated and key points are used to clarify the focus, but the key points are either insufficient in number or weak in strengthening the core message.	The message is purposeful and focused. All supporting details serve to further enhance the core message.	The message is purposeful and focused. All supporting details, gestures, and paralanguage (pitch, tone, rate) are engaged to further illuminate and punctuate the core message.
Discipline Specific Message	Message addresses a related issue within the discipline but does not follow the discipline's protocols for organization, content, presentation, formatting, and stylistic choices OR the disciplines protocols are followed but the message is not essential to the discipline.	Message addresses an important issue within the discipline but the message is developed using some of the discipline's protocols for organization, content, presentation, formatting, and stylistic choices. OR, all the protocols are followed, but the quality/accuracy of the application is low.	Message addresses essential issues within the discipline and the message is executed using the discipline's protocols for organization, content, presentation, formatting, and stylistic choices.	Message addresses a core concern within the discipline and offers a fresh or innovative stance worthy of consideration or further exploration by the discipline. The message is executed adhering to the discipline's protocols for organization, content, presentation, formatting, and stylistic choices.
Language	Communication is interrupted by noticeable errors (grammar, inaccurate use of industry terms and/or choppy transitions). Language impedes a natural cadence.	Language use offers minimal errors in grammar, industry terms and/or transitions. The cadence interrupts but does not overpower the natural cadence. Message.	Language use is error free: It follows grammar rules, uses industry terms accurately, and employs academic transitions to support a logical sequence and natural cadence.	Language use is error free in all aspects. The cadence is enhanced as the messenger overtly plays with language in a manner that further enhances the message (rhyming, using metaphors, organizing around acronyms, creating new terms, etc).
Text Reference Enhancements	The messenger demonstrates limited industry knowledge by using few (or no) direct quotes and paraphrases. OR, references may dominate the message. Sources used might be suspect within the industry. References are included but not accurately cited.	The messenger demonstrates a beginning understanding of industry knowledge by paraphrasing or referencing relevant source(s) within the industry. References support but do not dominate the message. All references are cited, but there may be errors in the citations.	The messenger skillfully demonstrates industry knowledge by including direct quotes and paraphrases from relevant and credible sources within the industry. References support but do not dominate the message. All references are accurately cited.	The messenger skillfully demonstrates industry knowledge by synthesizing and analyzing direct quotes and paraphrases from relevant and credible sources within the industry. References are linked in an insightful manner that supports but does not dominate the message. All references are accurately cited.

<p>Digital and Hard Copy Enhancements</p> <p>(back channel chat applications, videos, podcasts, audio recorded interviews, charts, graphs, models, illustrations, photos, drawings, etc.)</p> <p><i>* if applicable or as appropriate</i></p>	<p>Resources are employed but may not be directly supportive or may hijack the message. Resources may be inappropriate or do little to add interest or clarification for the audience. The application is intrusive, redirecting attention from the message to focus on the use of the enhancement.</p>	<p>Some of the supporting resources enhance the message but more or better resources may have offered further clarification or generated more interest. Resources are appropriate, but the integration may be clunky enough to distract the audience for brief periods of time.</p>	<p>Supporting resources are used to enhance but not hijack the message. Resources are appropriate, and integrated seamlessly to improve communication, adding interest or clarification to support audience understanding.</p>	<p>Supporting and appropriate resources are used professionally and/or mediums are integrated in powerful or innovative ways that amplify interest and deepen understanding.</p>
<p>Audience</p>	<p>The messenger delivers to but barely interacts with audience. The messenger may be aware of member needs and interests, but is not aware of or responsive to audience cues. As a result, the audience's learning is marginalized by the communication barrier.</p>	<p>The messenger interacts with audience in a manner that demonstrates a partial awareness of member needs and interests, but is only somewhat aware of or responsive to audience feedback or nonverbal cues. The audience learns something interesting or new but it does not advance the members' knowledge, skills, or perceptions forward within the industry.</p>	<p>The messenger interacts with audience in a manner that 1) demonstrates awareness of member needs and interests, 2) is responsive to audience feedback or nonverbal cues, and 3) moves the audience's knowledge, skills, or perceptions forward within the industry. The messenger disperses attention equally across all audience members.</p>	<p>The messenger is highly engaged and interactive, inviting audience members to incorporate their needs and interests into the conversation and then adapts accordingly to feedback and cues in order to ensure the audience's knowledge, skills, or perceptions advance within the industry or even advance <i>the</i> industry.</p>

Source: Erkens, Schimmer, & Vagle (2019): Patterned after the Lake Washington Institute of Technology Communication Rubric. Retrieved May 29, 2018 from <https://www.lwtech.edu/about/instruction/outcomes-assessment/docs/lwtech-global-outcomes-communications-rubric.pdf>

Pause and Ponder

- (1) How do you balance being clear/transparent with success criteria while creating opportunities for students to demonstrate “beyond” or “outside the box?”
- (2) Since last time, have you made any adjustments to how you create success criteria? What is your favourite (and most effective) way to connect students to the success criteria in advance of any demonstrations of learning?
- (3) What is your favourite (and most effective) way to connect students to the success criteria in advance of any demonstrations of learning?

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