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Assessment and the New BC Curriculum: An Exploration

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“When we confuse daily stressful situations for pressure moments, we react physically, mentally, and behaviorally in ways that are out of proportion to the circumstances. The danger lies in the fact that continually confusing stress for pressure habituates, and we lose the ability to think clearly. Misdiagnosing stress as pressure reduces our abilities needlessly.”

-Weisinger & Pawliw-Fry, 2015

The COTE of Armor (Weisinger & Pawliw-Fry, 2015)

- Confidence
- Optimism
- Tenacity
- Enthusiasm

Six Tenets & Critical Competencies (Erkens, Schimmer, & Vagle, 2019)

- Assessment purpose:
Still necessary to unpack/repack; still necessary to balance FA with SA.
- Assessment architecture:
Ensure that tasks are well designed to elicit authentic, sophisticated evidence of thinking.
- Accurate interpretation:
Accurate inferences and interpretations by the teacher will be necessary since performance assessment is likely to be prominent.
- Instructional agility:
Make ‘real-time’ maneuvers based on emerging results, evidence, or revelations; students as critical thinkers.
- Communication of results:
Feedback (and verification) of strengths and areas in need of strengthening as students develop the skill/will of the competencies.
- Student investment:
Student-driven, metacognitive experiences make it essential that students learn how to own & invest in their development.

“The accuracy of summative judgments depends on the quality of the assessments and the competence of the assessor.”

-Connie Moss (2013)

Pause & Ponder

What are **3** aspects of sound assessment that your district/school can immediately capitalize on?

What are 2 aspects of sound assessment that your district/school needs to be more consistent with.

What is **1** aspect of sound assessment that your district/school needs to give more attention to?

Pause and Ponder

- What steps have you already taken to repurpose content knowledge as a *means* to the competencies?
- What steps could you take to further repurpose content knowledge as a *means* to the competencies?

Performance Assessment

“Performance assessments are demonstrations of mastery that emulate the context or conditions in which the intended knowledge or skills are actually applied.”

-AERA, APA, & NCME, 1999

Why Performance Assessment (Linn, 1993)

1. Allow for demonstrations of important and meaningful learning targets that cannot be easily assessed with other formats.
2. They serve as exemplars of tasks that stimulate and enrich learning rather than just serve as indicators of learning.
3. They help shape sound instructional practices by modeling to teachers what is important to teach and to students what is important to learn.

| Intent (Lane, 2010) | Clarity (Mislevy, Steinberg, & Almond, 2003) |
|---|--|
| <ul style="list-style-type: none">• Generalization? Then adequate sampling across the domain or discipline is required.• Finite performance? Then more specific tasks & criteria are more appropriate.• Formative? Then a much narrower scope is more fitting. | <ul style="list-style-type: none">• We must be clear on both the content and the cognitive processes that are being assessed.• What performances will reveal a level of proficiency with that content and/or cognitive processes.• What tasks will most likely lead to those performances. |

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)

Analyzing and Interpreting Data Analytic Rubric

| | Initiating | Developing | Achieving | Advancing |
|------------------------------------|--|--|--|--|
| Gathering data | Rarely gathers an appropriate amount of evidence. | Sometimes gathers an appropriate amount of evidence. | Usually gathers an appropriate amount of evidence. | Consistently gathers an appropriate amount of evidence. |
| Organizing & Presenting data | There are significant omissions or inaccuracies that interfere with the overall understanding of what is presented. | There are often omissions or inaccuracies that interfere with the overall understanding of what is presented. | There may, at times, be some minor omissions or inaccuracies, but nothing that interferes with overall understanding. | Data is consistently well organized and presented in a logical way that makes it easy to understand. |
| Making sense of data | Recognizes only the most straightforward patterns and big ideas. | Recognizes some patterns and a few big ideas. | Recognizes important patterns and the crucial big ideas. | Recognizes insightful patterns and the inconspicuous big ideas. |
| Evaluating the quality of the data | Knows that critiquing the quality of evidence gathered is important, but rarely does it with any kind of precision; challenged to recognize why evidence lacks credibility. | Understands the importance of critiquing the quality of evidence gathered, but only does it under the most obvious circumstances; is able to explain why evidence lacks credibility when it's glaring. | Critiques the quality of evidence gathered to ensure accuracy, relevance, and validity; is often able to explain why evidence lacks credibility | Critiques the quality of evidence gathered to ensure accuracy, relevance, and validity; is able to thoroughly and consistently explain why evidence lacks credibility. |
| Deriving meaning from the data | Draws only the most obvious conclusions that are overly simplistic; some conclusions are inaccurate | Inferences and conclusions are somewhat accurate, but often vague. | Inferences and conclusions drawn from data are accurate, but sometimes narrow in focus. | Inferences and conclusions are accurate and comprehensive. |
| Making data-based decisions | Rarely justifies decisions or solutions with accurate and relevant information; few new insights are identified and the limits of most other possible decisions or outcomes are ignored. | Sometimes justifies decisions or solutions with accurate and relevant information; insights are narrow, and the limits of most other possible outcomes are superficially acknowledged. | Often justifies decisions or solutions with accurate and relevant information; explains new insights and recognizes the limits of most other possible decisions or outcomes. | Consistently justifies decisions or solutions with accurate and relevant information; thoroughly explains new insights and recognizes the limits of all other possible decisions outcomes. |

Source: Erkens, Schimmer, & Vagle (2019)

Analyzing and Interpreting Single-Point Rubric

| Specific aspects in need strengthening | Advancing | Specific aspects of strength |
|--|--|------------------------------|
| | Gathering data: Consistently gathers an appropriate amount of evidence. | |
| | Organizing & Presenting data: Data is consistently well organized and presented in a logical way that makes it easy to understand. | |
| | Making sense of data: Recognizes insightful patterns and the inconspicuous big ideas. | |
| | Evaluating the quality of the data: Critiques the quality of evidence gathered to ensure accuracy, relevance, and validity; is able to thoroughly and consistently explain why evidence lacks credibility. | |
| | Deriving meaning from the data: Inferences and conclusions are accurate and comprehensive. | |
| | Making data-based decisions: Consistently justifies decisions or solutions with accurate and relevant information; thoroughly explains new insights and recognizes the limits of all other possible decisions outcomes. | |

Source: Erkens, Schimmer, & Vagle (2019)

Pause and Ponder

What are some of the successes you've had with eliciting authentic, sophisticated evidence through performance assessments (i.e. PBL?)

What are some of the challenges you've faced with trying to elicit authentic, sophisticated evidence through performance assessments (i.e. PBL?)

Assessment Tenets Survey

| Expertise | | | | Essential Assessment: <i>Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom</i> | Implementation | | | |
|-----------|---|---|---|--|----------------|---|---|---|
| E | P | D | N | | C | U | S | R |
| | | | | <p>Assessment Purpose: Understanding our assessment purpose means we have clear picture of how we intend to use the emerging assessment results <i>before</i> the assessment. The formative purpose of assessment is about continual learning; the summative purpose is about the verification of learning. Though they serve a different purpose, formative and summative assessment can develop a seamless, mutually supportive relationship.</p> | | | | |
| | | | | <p>Assessment Architecture: Assessment is most effective when it is planned, purposeful, and intentionally sequenced in advance of instruction by all of those responsible for the delivery. Assessment Architecture is a blueprint that tightly sequences essential standards; teases out learning targets; identifies the assessments that reflect learning targets; and determines the use of assessments.</p> | | | | |
| | | | | <p>Accurate Interpretation: The interpretation of assessment results must be accurate, accessible, and reliable. This means the items and tasks in our assessments must accurately reflect the standards we are gathering information on. Essential to the accurate interpretation is clear criteria, aligned inferences of what the criteria represents, and the continual calibration to avoid inconsistencies or tangential influences.</p> | | | | |
| | | | | <p>Instructional Agility: Being <i>instructionally agile</i> means teachers have the capacity to use emerging evidence to make real-time modifications within the context of the expected learning. Whether at the classroom or school level, the true power of assessment comes when emerging results are used to determine what comes next in the learning.</p> | | | | |
| | | | | <p>Communication: The communication of assessment results must generate productive responses from learners and all stakeholders who support them. Whether through feedback or grades, the communication of proficiency must serve as a catalyst for continual learning.</p> | | | | |
| | | | | <p>Student Investment: There is a symbiotic relationship between assessment and self-regulation. When learners understand this, they are able to track their progress, reflect on what they are learning and where they need to go next.</p> | | | | |

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