



www.tomschimmer.com



tschimmer@live.ca

Reaffirming, Reworking, & Rethinking our Assessment Fundamentals for the 21st Century

Tom Schimmer



www.allthingsassessment.info



@TomSchimmer

THE BIG PICTURE

Means & Ends

(Switching Places)

Content

English
Social Studies
Math
Science

Competencies

Critical Thinking
Creativity
Collaboration
Communication

To what degree have the means & ends already switched places in your context?



**Assessment
True North**



Inaccurate **formative assessment** has the potential to misinform students about what comes next.



Inaccurate **summative assessment** has the potential to misinform others about levels of proficiency.

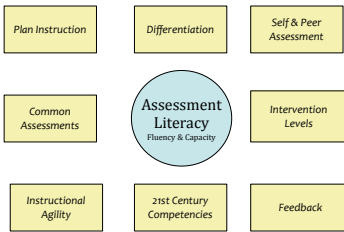
Expectations about the likelihood of eventual success determine the amount of effort people are willing to put in. Those who are convinced that they can be successful in carrying out the actions required for a successful outcome - who have the self-efficacy - are likely to try harder and persist longer when they face obstacles."

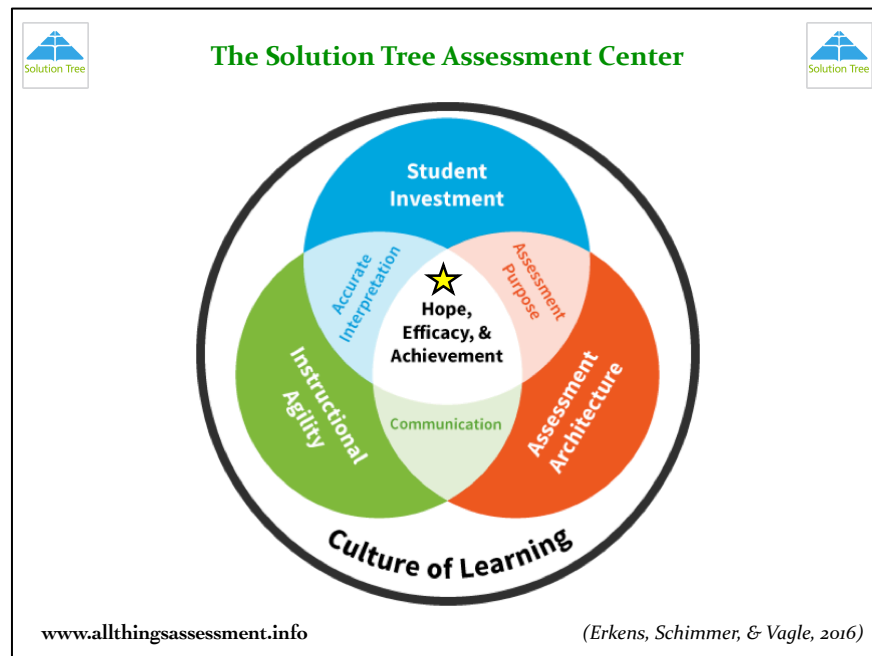
-Rosabeth Moss Kanter
Confidence, p. 5

REAFFIRMED ASSESSMENT FUNDAMENTALS

Assessment is the Hub

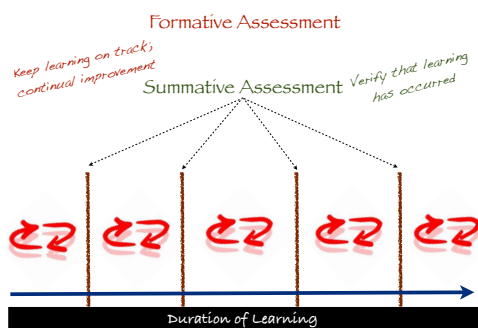
The most effective & efficient professional investment...





“The formative and summative purposes of assessment can be so intertwined that they are mutually supportive rather than conflicting. Unless this is done, formative assessment cannot achieve its full potential to improve learning.”

-Paul Black (2013)

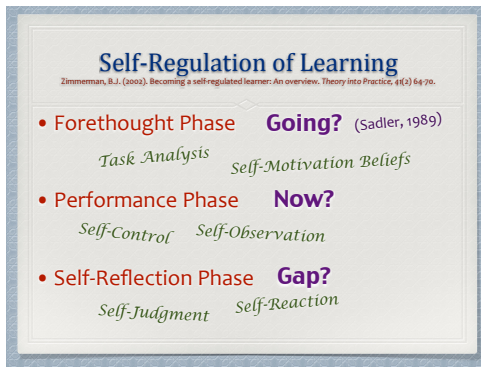


Five Questions about Feedback

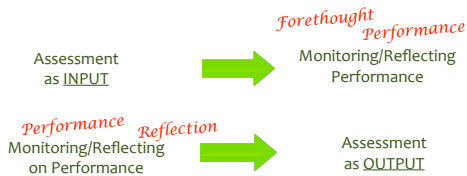
1. Does it elicit a *productive response*?
2. Does it identify *what's next*?
3. Is it *targeted* to the learner?
4. Is it *strength-based*?
5. Does it *cause thinking*?

How has assessment remained consistent despite the changes in emphasis?
How has assessment rightfully adjusted as a result of the changes in emphasis?

REWORKING ASSESSMENT FUNDAMENTALS



ASSESSMENT & SELF-REGULATION



It's not as clean as "IF/THEN"

Brookhart, S. (2015). *Classroom Assessment in the Context of Motivation Theory and Research*. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment* (pp. 312-325). Thousand Oaks, CA: Sage Publications.

Why Performance Assessment?

(Suzanne Lane, 2013)

1. They allow for the assessment of learning goals and targets **that don't fit** with selected or constructed response.
2. They are more than just indicators of learning; they **enrich & stimulate** the learning environment.
3. The shape teaching and learning **through modelling**; what's important to teach and what's important to learn.

Intent

(Lane, 2010)

- **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.

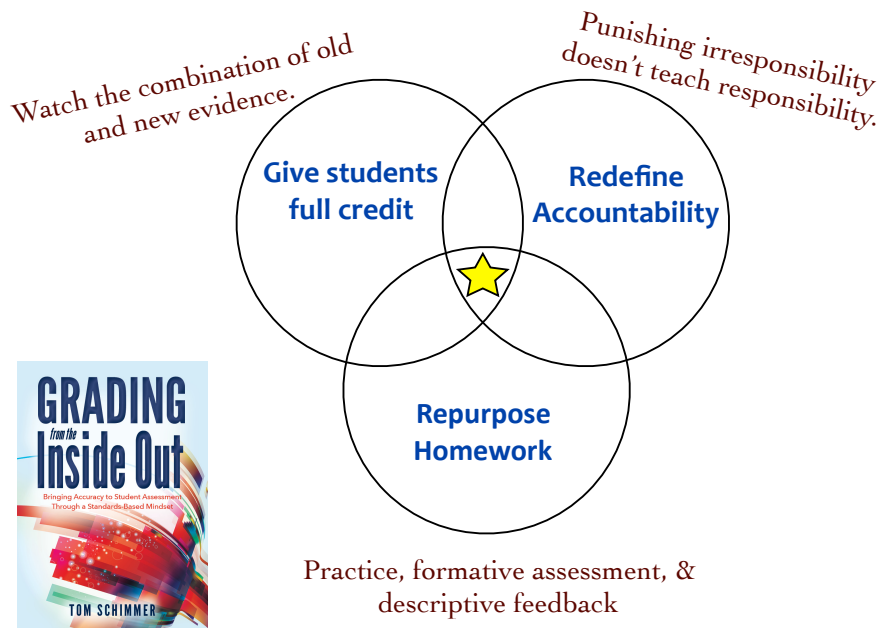
Clarity

(Mislevy, Steinberg, & Almond, 2003)

- 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.

RETHINKING ASSESSMENT FUNDAMENTALS

The Standards-Based Mindset



Critical Thinking

Teaching Critical Thinking

(Abrami et al., 2015)

- **Dialogue:** Learning through discussions.
 - Group discussions, whole class, debate, presentation, etc.
- **Authentic Instruction:** Learning through problems that engage & stimulate inquiry.
 - Hypothetical problems, case studies, simulations, games, role playing.
- **Mentoring:** Learning through one-to-one coaching, tutoring, modelling, or apprenticeship.
 - One-to-one mentorship, peer-led dyads, internship.

Critical Thinking Typology

(Ennis, 1989)

- **Generic:**
 - CT skills are the objective; no specific subject matter content.
- **Immersion:**
 - CT skills are not separate objectives; content is important.
- **Infusion:**
 - CT skills are separate objectives; content also important.
- **Mixed:**
 - CT skills taught as separate track within a specific content course

Creativity & Innovation

How could you assess creativity without stifling creativity?

“Now, of course, the naysayers are quick to say that you cannot measure creative thinking. This is silly. We can and do measure anything: critical and creative thinking, wine quality, doctors, meals, athletic potential, etc.”

-Grant Wiggins

Collaboration

“The fact is, you can’t improve collaboration until you’ve addressed the issue of conflict.”

“The disagreements sparked by differences in perspective, competencies, access to information, and strategic focus within a company actually generate much of the value that can come from collaboration across organizational boundaries”

-Jeff Weiss & Jonathan Hughes (2005)

Can you (do you?) authentically separate the individual contribution to a collective effort?

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