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Assessment and the New
BC Curriculum: An Exploration

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"The law of floatation was not discovered by the contemplating of the sinking of things."

<div align="right">-Thomas Troward</div>

"Unfortunately for getting anything done in organizations, one of the best ways of sounding smart is to be critical of others' ideas. The devastating intellectual put-down is sometimes part and parcel of the academic game."

<div align="right">-Jeffery Pfeffer & Robert I. Sutton (1999)
The Knowing-Doing Gap</div>

"Only pessimism sounds profound. Optimism sounds superficial."

<div align="right">-Teresa Amabile (1983)
Brilliant but Cruel</div>

The Tension between Assessment and Reporting

The Fractured Relationship between Instruction and Reporting:
- Curricular Competencies vs. Task-Types
- Rubrics vs. Percentages
- More recent evidence vs. All evidence.
- Learning vs. Time
- Accuracy vs. Leverage
- Quality vs. Completion

When they get to the *Real World*?

- **20%** of Canadian children live in poverty.

- **50%** of status First Nations live in poverty.

- **40%** of Indigenous children; **60%** of Indigenous children **on reserve** live in poverty.

- **33%** of all food bank users across Canada in 2016 were children.

- It is estimated that **10-20% of Canadian youth are affected by a mental illness or disorder** – the single most disabling group of disorders worldwide.
- Today, approximately **5% of male youth** and **12% of female youth**, age 12 to 19, have experienced a major depressive episode.
- The total number of 12-19 year old youth in Canada at risk for developing depression is a staggering **3.2 million**.
- In Canada, only **20%** of children who need mental health services receives them.

Source: Canada Without Poverty
(http://www.cwp-csp.ca/poverty/just-the-facts/)

Source: Canadian Mental Health Association
(https://cmha.ca/about-cmha/fast-facts-about-mental-illness)

"Current research shows that the parts of the brain responsible for **impulse control** (measured in the lateral prefrontal cortex) may not completely develop until **early adulthood**, while the parts of the brain that **boost sensation-seeking** (the ventral striatum and the orbitofrontal cortex) start growing **just after puberty** begins. Teenagers may cheat (or do drugs or drive too fast) partly because their sense of thrill outweighs their sense of risk."

-Weisinger & Pawliw-Fry, 2015

Validity and Reliability:

"Validity is in question when the **construct to be measured is not purely achievement** but rather some mix of achievement and nonachievement factors."

"Validity is in question when **grades mean different things** in different schools or subjects, in different teachers' classes, and for different types of students."

—Susan Brookhart (2013)

<u>Validity</u> refers to whether an assessment is **measuring what it is intended to measure …** and is related to a specific use of an assessment or the interpretation of the data.

<u>Reliability</u> refers to **how consistently** an assessment measures what it is intended to measure. If a test is reliable, the results should be repeatable.

-M. Heritage (2010)

The Case Against Percentage Grades (Guskey, 2013)

- **Logistics**: *How many levels can we distinguish? How many do we need?*

- **Accuracy**: *More categories require finite distinctions, increases subjectivity, diminishes reliability.*

- **Percentage correct:** *Assessments vary widely in their design & complexity that percentage correct isn't always a clear indicator; no distinction between the types of errors.*

- **Distortion of Zero**: *The percentage scale exacerbates the impact zeros have on clarity.*

Percentage Equivalent Table *(an Option)*:

Curricular Competency 1	Curricular Competency 2	Curricular Competency 3	Curricular Competency 4	Curricular Competency 5	Curricular Competency 6	Curricular Competency 7	Curricular Competency 8	Curricular Competency 9	Curricular Competency 10
2	3	4	3	3	2	4	3	3	2

Level	%	Level	%
4.00	**99**	2.25	71
3.75	95	**2.00**	**67**
3.50	**91**	1.75	63
3.25	87	**1.50**	**59**
3.00	**83**	1.25	55
2.75	79	**1.00**	**50**
2.50	**75**		

Four Types of Portfolios (Belgrad, 2013)

1. **Learning Portfolio**
    *   *Captures evidence of knowledge and skills to provide a holistic picture learning & achievement over time.*

2. **Developmental Portfolio**
    *   *Demonstrates the continuing growth and development as readers, writers, thinkers, etc.*

3. **Assessment Portfolio**
    *   *Captures evidence of the achievement of benchmarks or standards; how is criteria met and plan for improvement.*

4. **Showcase Portfolio**
    *   *Invites students to focus on, communicate, and celebrate individual achievements or talents*

Benefits of Portfolios (Belgrad, 2013)

1. **Reflection Process**
    (+) Improvements in student engagement in self-monitoring.
    (-) Research is significantly thin, so claims must not be overstated; empirical evidence could be helpful.

2. **Self-Assessment & Communication**
    (+) Create regular and predictable opportunities for students to connect successes and failures to specific factors.
    (-) Research is also thin. do portfolios and self-assessment affect goal-setting? Increased motivation & achievement?

"In order to ensure that next generation, 21st-century knowledge, dispositions, and abilities are included in K-12 curriculum and instruction, a holistic, systematic approach to collecting and reporting evidence of student achievement is needed."

-Susan Belgrad (2013)

Pause & Ponder

(1) In what ways have you already bridged the gap between using rubrics to articulate criteria and the need to produce percentage-based grades?

(2) Could you see yourself adopting (adapting) the percentage equivalent table for use in your classroom?

(3) Do any of the *fractured relationship* points resonate with you as something you might need to reconsider? Have you already reconciled one/some already?

(4) Have you (could you) see yourself adding some kind of portfolio system to supplement the existing reporting structures?

Self- & Peer Assessment

The Relationship of Competencies

*   IF the *curricular competencies* ARE the *core competencies* contextualized.

*   THEN, the *core competencies* ARE the *curricular competencies* synthesized.

Curricular Competencies	Core Competencies
• Instructional & assessment focal point for teachers. • Provides real and authentic opportunities for students to demonstrate proficiency. • Marking, grading, leveling, and/or reporting.	• Self-Assessment focal point for students. • Students draw upon the various examples from each subject to provide substance & authenticity to their self-assessment claims. • Non-graded; highlight dispositions & transferability.

Self-Assessment Prerequisites

- Clear learning goals & success criteria
- Clear interpretation of the criteria for accurate inferences.
- Culture where *being wrong publicly* is supported.
- Classroom culture with a norm of working together.
- Students who have some proficiency.
- _____

Potential Inaccuracies of self-assessment (Dunning, Heath, & Suls, 2004)

1. *A tendency for humans to be overly optimistic about their own abilities.*

2. *A tendency for humans to believe they are above average.*

3. *A tendency for humans to neglect crucial information.*

4. *A tendency for humans to have deficits in their information.*

Self-Regulation of Learning (Zimmerman & Schunk, 2011)

- Forethought Phase
    - *Task Analysis (Set goals and plans)*
    - *Self-Motivation Beliefs (Self-efficacy, interest, goal orientation, and outcome expectancies)*

- Performance Phase
    - *Self-Control (Using a various task, interest, and management strategies)*
    - *Self-Observation (metacognitive monitoring and self-recording)*

- Self-Reflection Phase
    - *Self-Judgment (self-evaluation and causal attribution)*
    - *Self-Reaction (affect, satisfaction, and potentially adaptive or defensive responses)*

"Peer assessment is generally an arrangement for classmates to consider the level, value, or worth of the products or outcomes of learning of their equal-status peers. However, it can also extend to learning behavior or social behavior and sometimes encompass both academic products and associated behavior."

-Keith J. Topping (2013)

Peer Assessment Options (Topping, 2013)
- Qualitative? Quantitative? Both?
- Single sample? Multiple? Varied?
- Balanced feedback? Only one (+/-)?
- Immediate action? Delayed?
- Individual? Pairs? Groups?
- Reciprocal? One-way? Group?
- Deliberate matching? Random?
- Same year? Different year?
- Same ability? Different ability?

Peer Assessment and Core Competencies

Peer assessment *can* (and often does) incorporate:
- Critical thinking
- Creative Thinking
- Collaboration
- Communication

Pause and Ponder

(1) How could you begin (or enhance) the connection between the curricular and core competencies in your classroom/subject domain? What successes and/or challenges do you anticipate?

(2) Of the four sources of inaccuracies for self-assessment, is there one (or more) that you typically see you students exhibiting? How have you tried to mitigate that potential inaccuracy?

(3) Given your current subject area(s) and instructional routines, which iteration of peer assessment has been most effective? Which iteration of peer assessment could you see yourself adding to your repertoire?

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