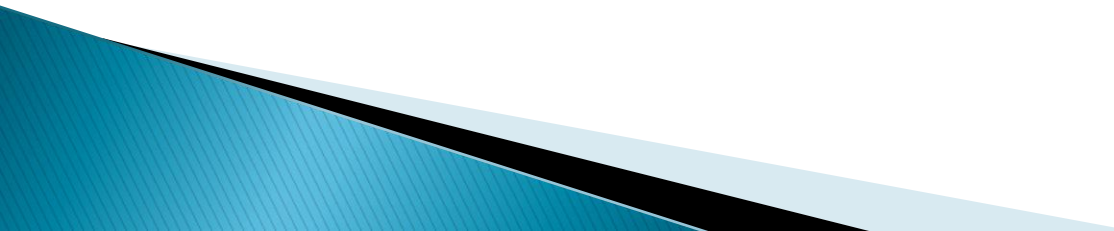


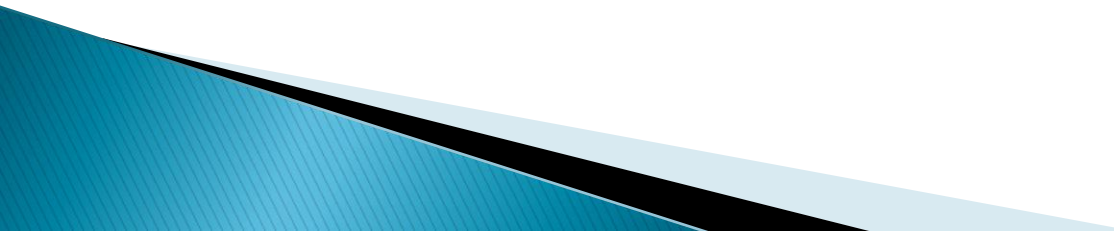
Where assessment fits : Assessing learning in the context of the curriculum and the classroom

CBSE-ACER INTERNATIONAL
CONFERENCE ON EDUCATION
January 25, 2011

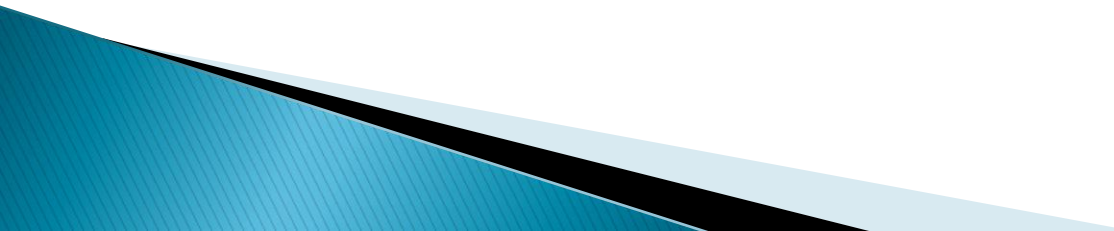
Since assessment is
about gathering and
analyzing data...



Let's start with a
little data gathering

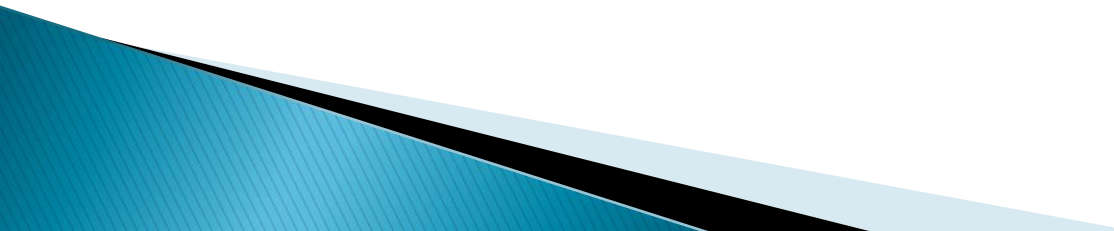


Please stand up if:
you work for an
organisation that
deals with education

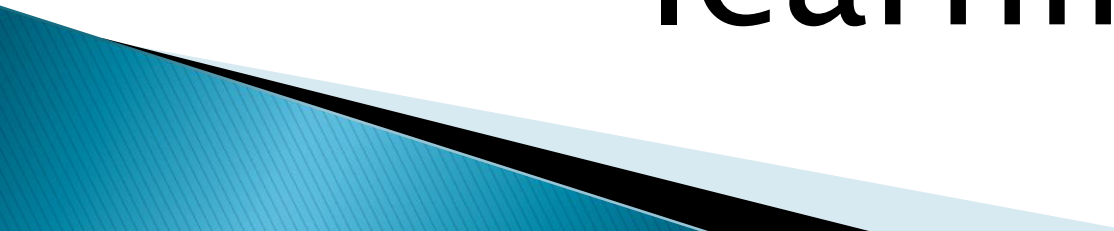


Please remain standing
if:

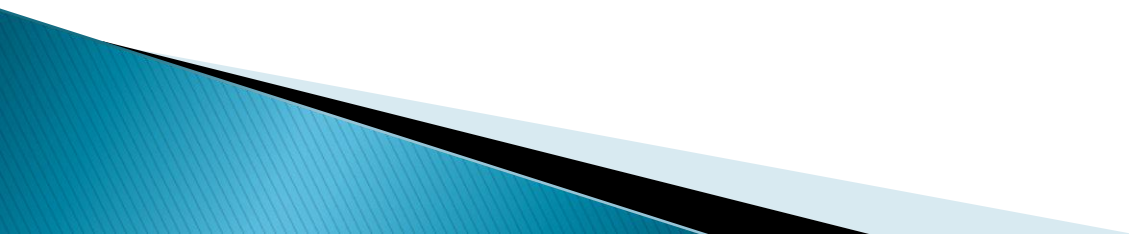
you believe the
fundamental purpose of
your organisation is to
improve learning for kids



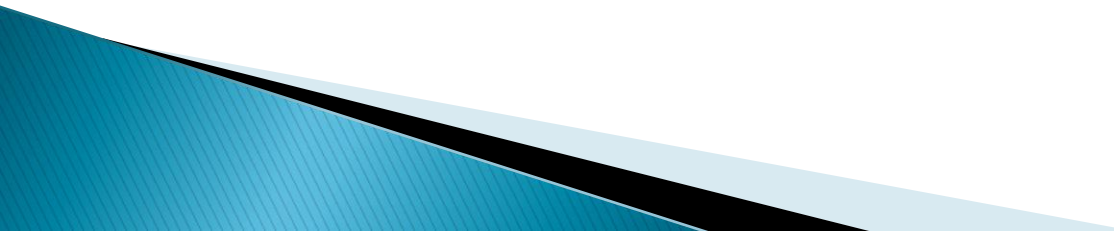
Please remain
standing if:
your organisation
has a clear and
common definition of
learning



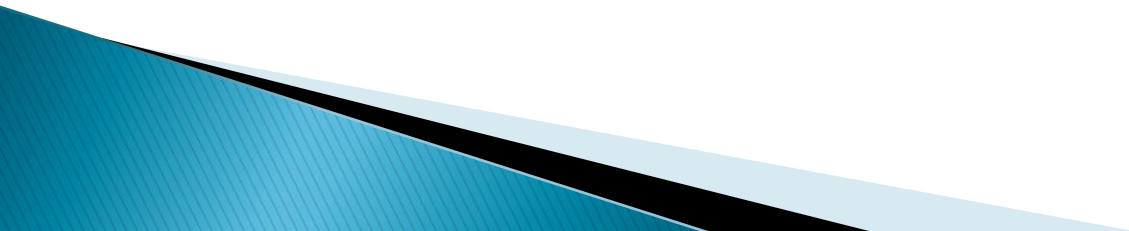
Is that a
problem?



So, are we learning
practitioners who
have yet to define
our practice?



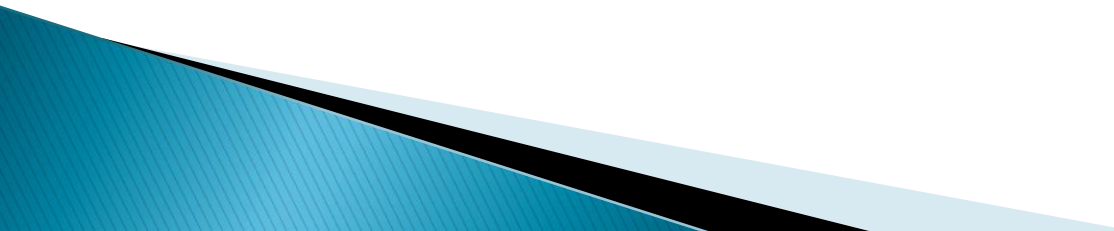
Maybe not



Here's another
question:

*Who are the real
practitioners of
learning?*

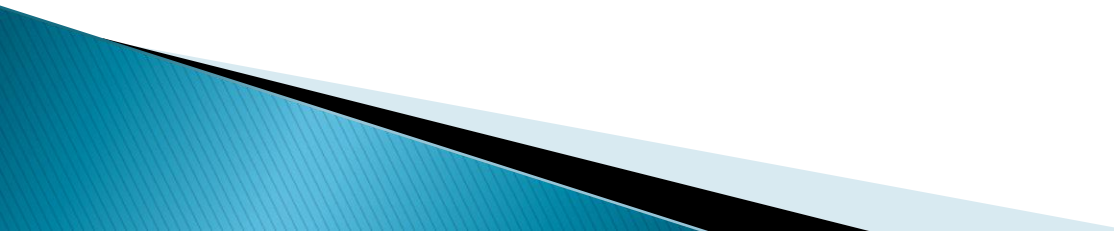
If so, have we
provided the tools
with which they can
practice their craft?



Time for some more
research



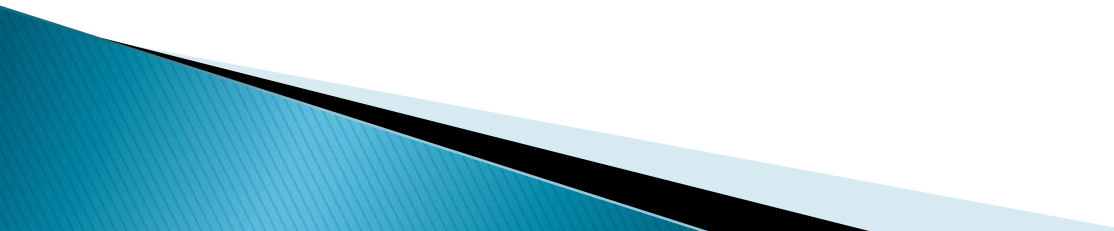
The BFL is alive and well

- ▶ How many of you believe you were explicitly taught how to learn in school?
 - ▶ How many believe your school explicitly and systematically teaches students how to learn?
- 

In my own school,
we spotted a BFL
lurking in our midst



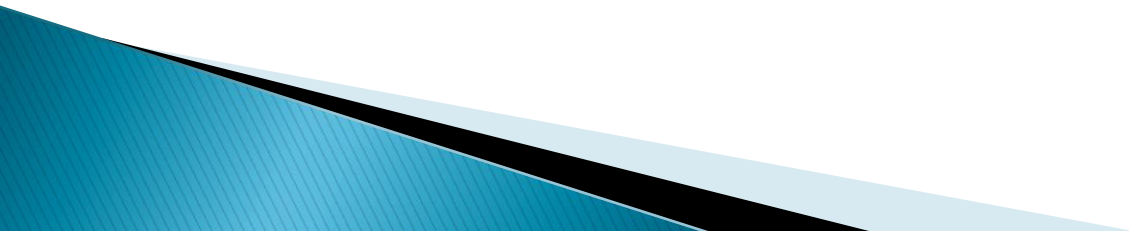
We identified the **Big Fat Lie** that “we teach students how to learn”



So what did we do
about that?



We set about
defining learning

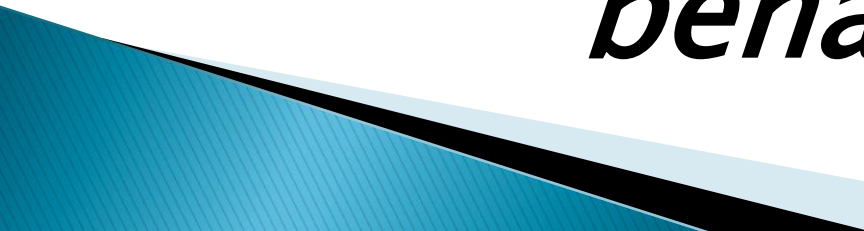


As we did so, we
had a few principles
in mind:

Simplicity,
Commonality,
Accountability



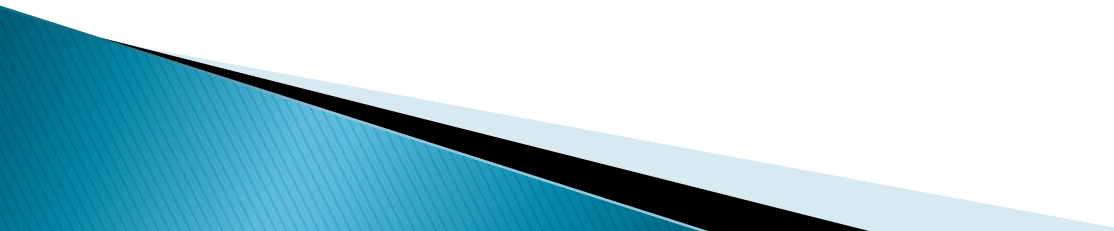
*Have a clear, simple
purpose that gives rise to
complex, intelligent,
behaviours, not
complicated **rules** and
regulations that give rise to
stupid, simplistic
behaviours.*



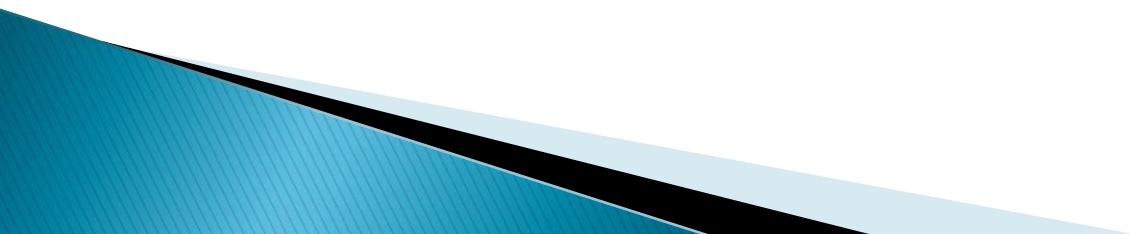
**Commonality:
Let's all do the
things we agree
on**



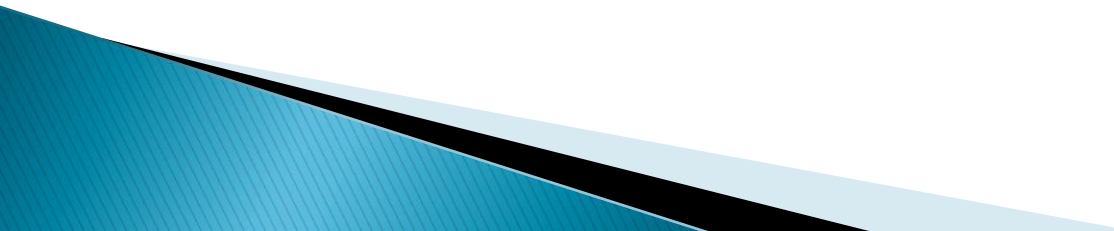
**Accountability:
Let's hold
ourselves
accountable for
the results**



So far, so good...
...but....



Be honest, where
would you rather
be right now?

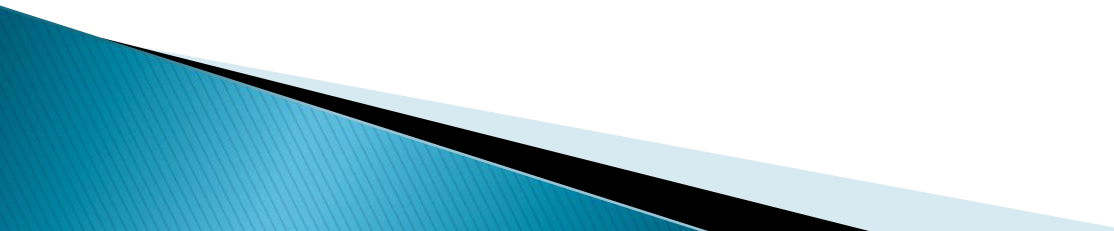




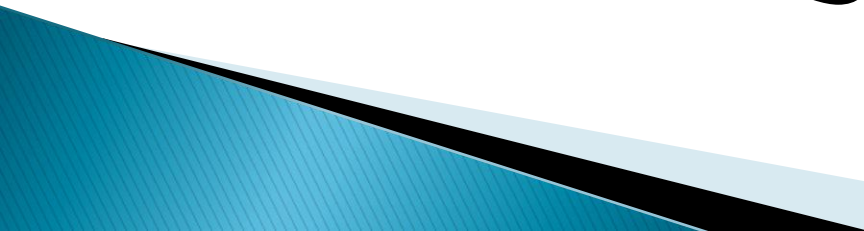




Apart from learning
(and Marta) this is
my passion

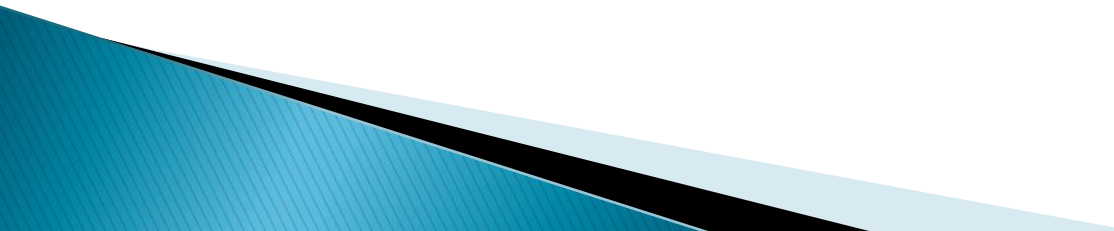


Turn to your elbow-
partner and talk for
2 minutes about
your passion, then
swap

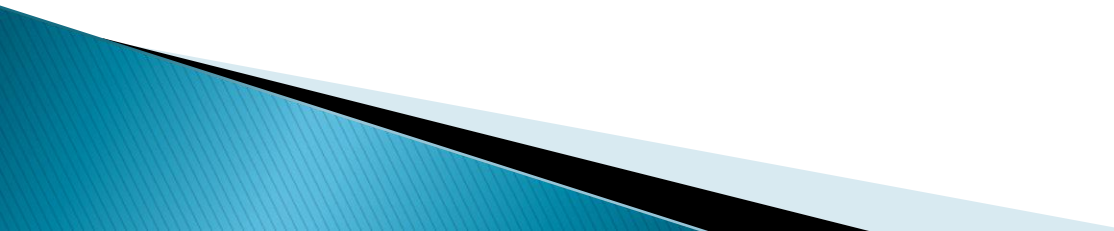


Now, how did
that feel?

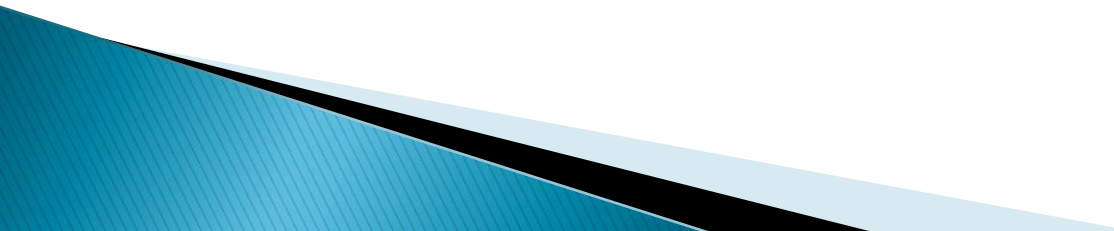
So, here's a clear
simple purpose that
gives rise to complex,
intelligent
behaviours.....




What if every class, in
our school, every day,
for every kid.....felt
that way?



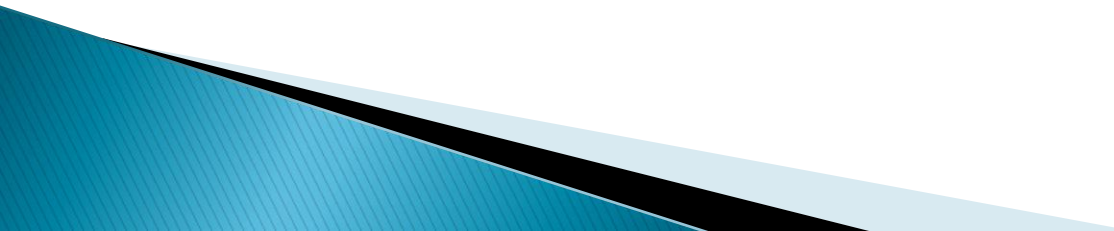
Let's go back to your
passion....can you live
with this leap?

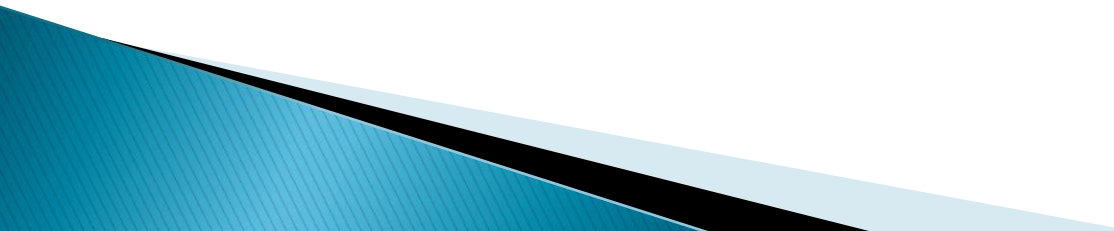


We're going to say
that the passion you
talked about is
something you
understand.

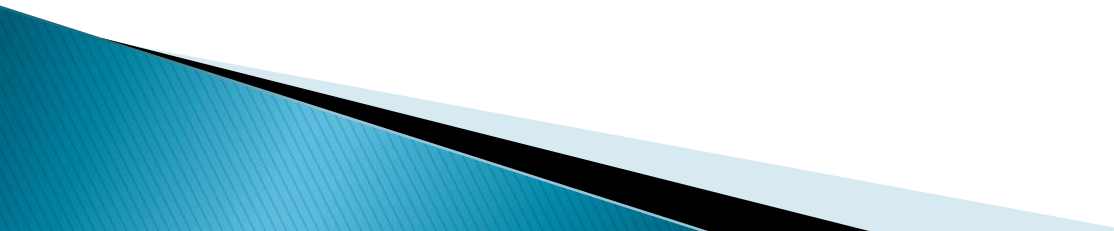


When we really
understand
something we can.....



- ▶ Explain
 - ▶ Interpret
 - ▶ Apply
 - ▶ Empathy
 - ▶ Perspective
 - ▶ Self-knowledge
- 


So where are we
going with all this?



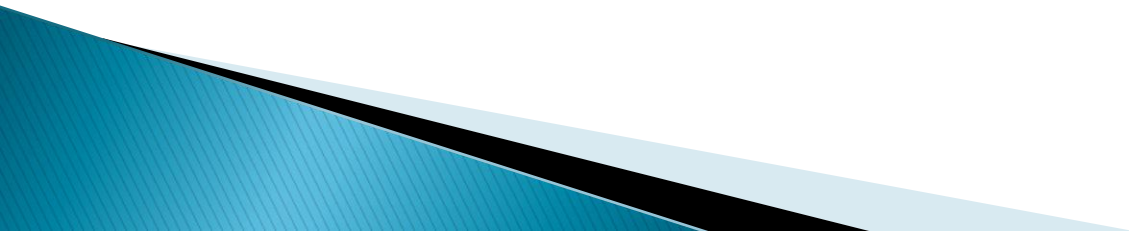


- ▶ **Learning from Jeff and Kapil**

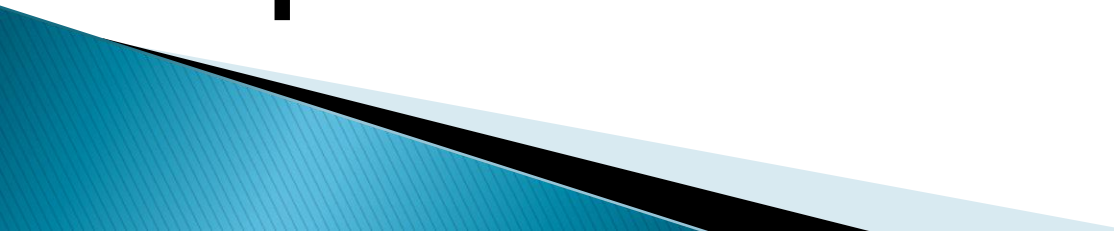
We're suggesting that
we need to define
learning and that the
highest/deepest form of
learning is conceptual
understanding



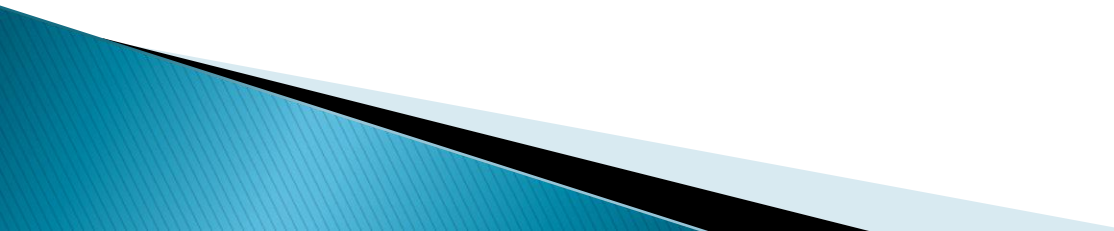
Why?



Because concepts are:

- ▶ The providers of purpose and connection
 - ▶ The domain of experts
- 


So, what is
learning? Here's
our **Temporary
Fixed Position.**



Learning is happening when students are:

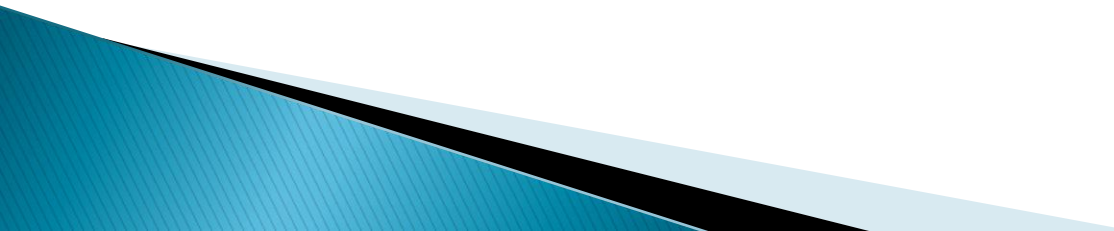
- ▶ connecting new understanding and its associated knowledge and skills to prior learning and to important concepts

OR

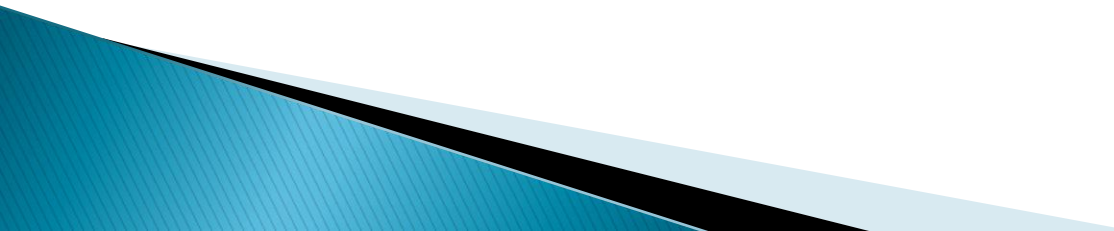
- ▶ testing their new understanding in different contexts to see when, where and how it applies.
- 

Again, so what?

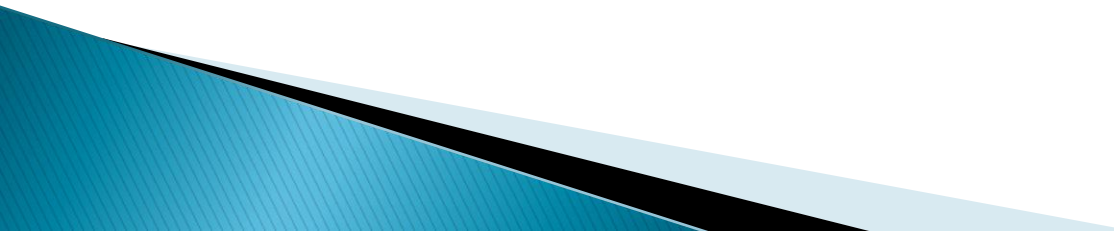
How does this
definition drive
curriculum and
classroom practice?

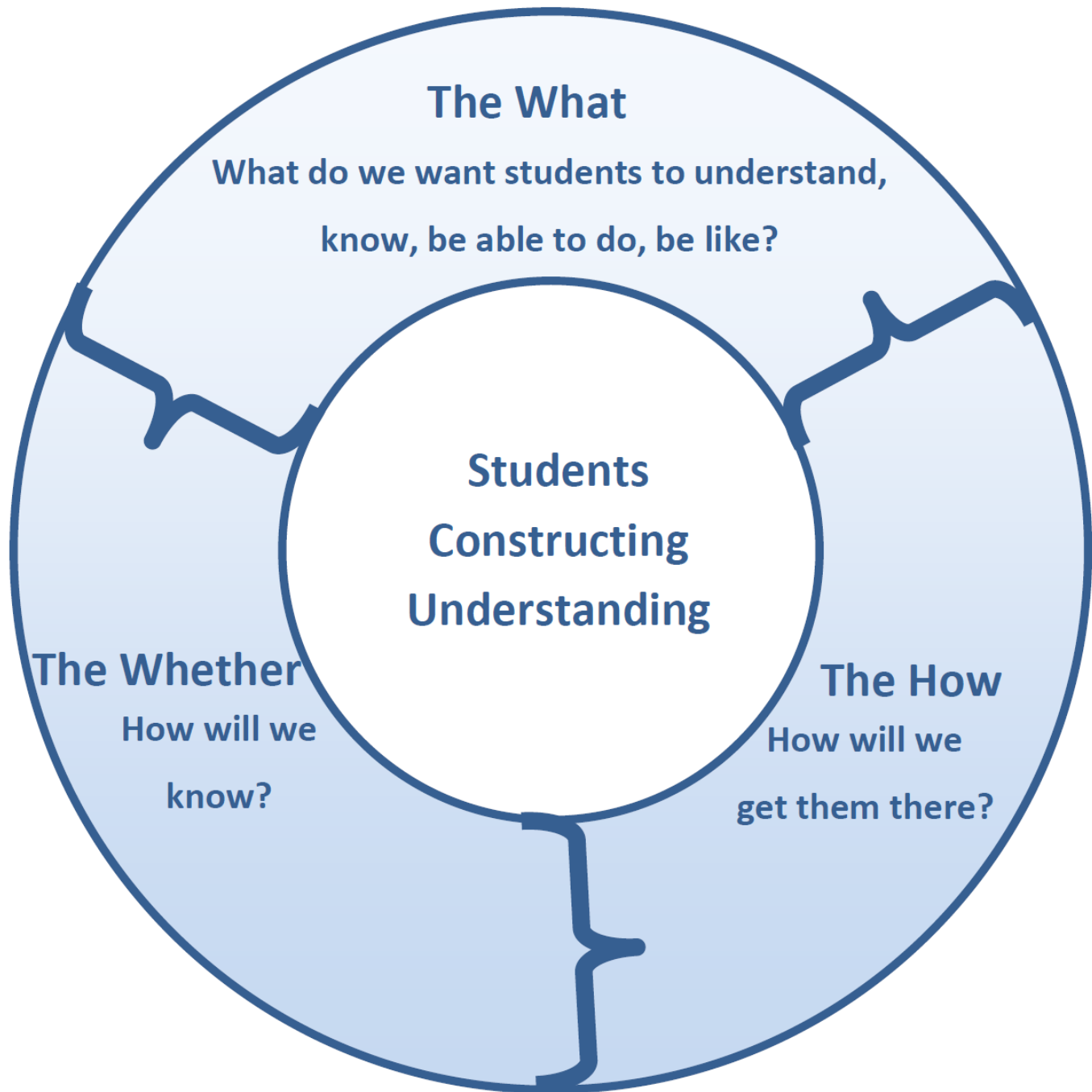


And, for the purpose
of today, how does it
drive assessment?




Let's begin to
answer that by
defining curriculum



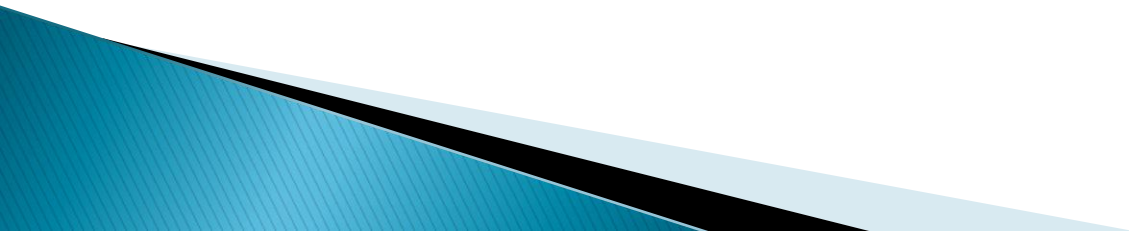


So, how does
learning drive
“the what”?

**We would propose
that “the what” must
include a set of
learning standards +
toolkits that teach
students how to
learn**



Why?



“When tasks are very complex for the student, the quality of the meta-cognitive skills rather than the intellectual ability is the main determinant of learning.”

Veenman, Prins and Elshout

A Cognitive Toolkit Comprising :

- Learning through **GUIDED INQUIRY**
- **LANGUAGE** for Learning
- Learning **RELATIONSHIPS**
- Learning for **INNOVATION**

And, in tackling these, a meta-cognitive toolkit.



Learning PURPOSE:

Where are we going?

I am clear about what I will be learning and why, about the ways I will be taught, and about "what good looks like" in terms of the school's assessment criteria and exemplars

CURRENT Learning:

Where are we now?

I need to identify my current perceptions, levels of understanding, knowledge and skills in the context for the school's assessment criteria before proceeding with the next steps.

This happens at various stages of the learning cycle.

Learning FEEDBACK:

How are we going?

I need to seek timely, communicative feedback on both progress and product, enabling me to improve both. Through this process of formative assessment and feedback I need to gather and use vital feedback that informs further directed learning.

STRATEGIC Learning

Learning GOALS:

Where to next?

Working within the context of the assessment criteria, I need to work to set appropriate goals and structured plans for achieving them.

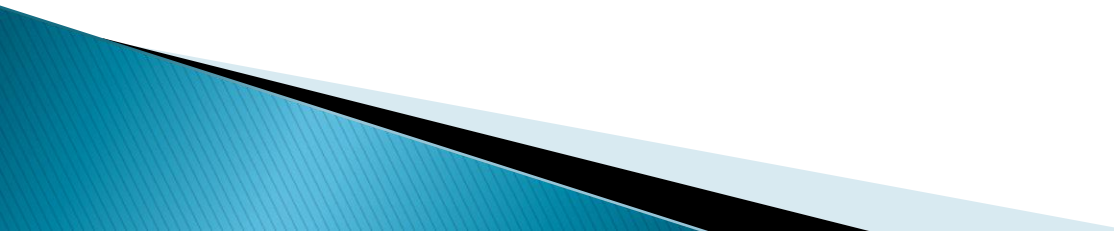
DIRECTED Learning:

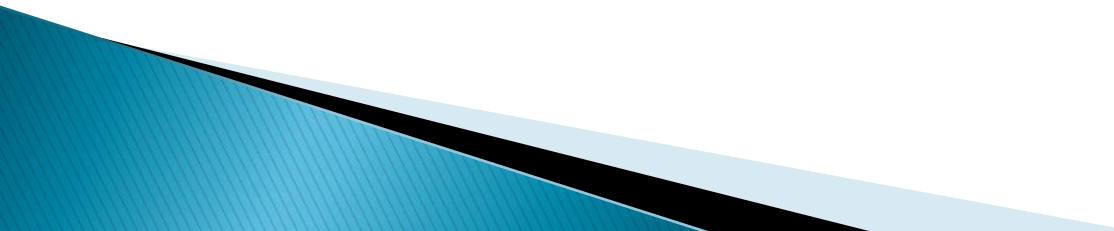
How will we get there?

I need to design learning strategies directly related to "closing my learning gap", enabling me to achieve my learning goals.

I need to repeat this process throughout the cycles of formative assessment and feedback.

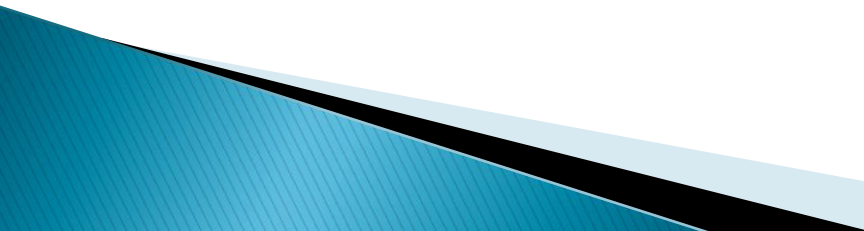
So, we have defined
learning and we've
provided learning
standards that include
strategic approaches to
assessment



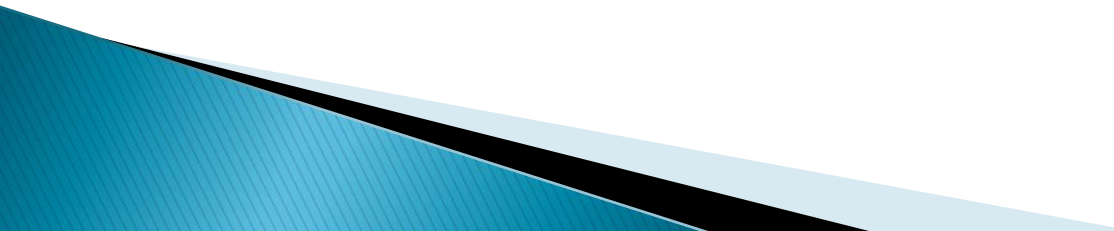
- ▶ **But what should kids be learning about?**
 - ▶ **1 500 kids, 70 nationalities:**
 - ▶ **‘Whose history do we teach’?**
- 

▶ **The Human Commonalities**

If that's how
learning shapes
“the **what**”, how
does it affect “the
how” ?



**If we know how we
want students to
learn, we know
how we want
teachers to teach**



**“It’s not what teachers
do that matters,
it’s what *some*
teachers do that
matters”**

John Hattie, Visible Learning



Beware the tar pits of:

- ▶ **Shared endarkenment**

- ▶ **Collective floundering**

- ▶ **Coblaboration**

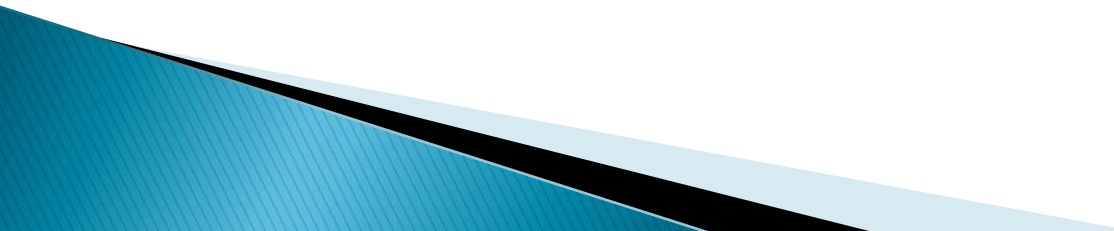


**“Everything works,
some things work
best”**

John Hattie, Visible Learning



So, here are the
teaching standards to
match the learning
standards



Learning PURPOSE:

Where are we going?

I need to ensure that all students are clear about what they will be learning and why, about the main teaching strategies to be employed, and about "what good looks like" in terms of the school's assessment criteria and exemplars

CURRENT Learning:

Where are we now?

I need to check students' current perceptions, levels of understanding, knowledge and skills in the context for the school's assessment criteria before proceeding with the next steps.

This happens at various stages of the learning cycle.

Learning FEEDBACK:

How are we going?

I need to provide timely, communicative feedback on both progress and product, designed to equip learners to improve both. Through this process of formative assessment and feedback I need to gather and use vital feedback that informs further directed learning/teaching.

STRATEGIC Teaching

Learning GOALS:

Where to next?

Working within the context of the assessment criteria, I need to work with learners to set appropriate goals and structured plans for achieving them.


DIRECTED Learning:

How will we get there?

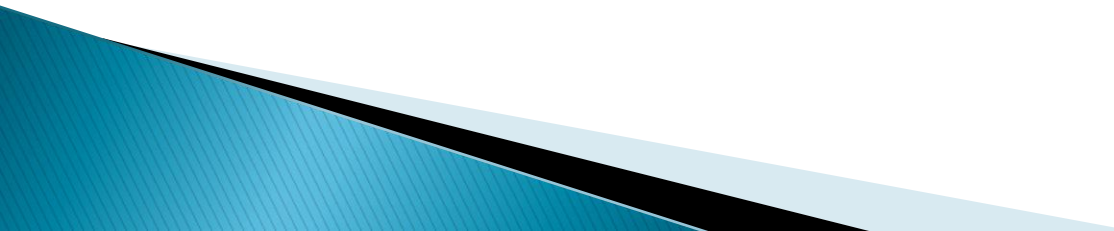
I need to design learning activities directly related to closing the gap between "current learning" and "learning goals", enabling students to achieve their learning plans.

I need to repeat this process throughout the cycles of formative assessment and feedback.

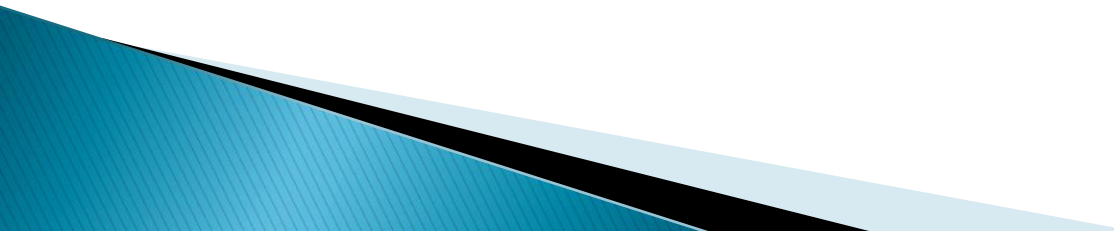
So, we have a
definition of learning
as conceptual shifts
driving “the what”
through learning
standards and “the
how” through teaching
standards



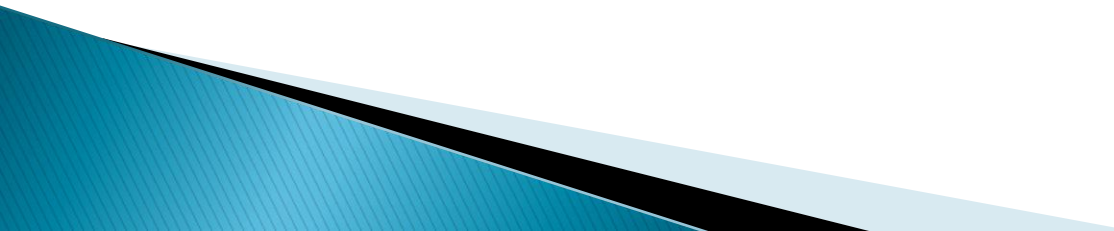
**But, how does this
learning definition
drive “the whether”?**



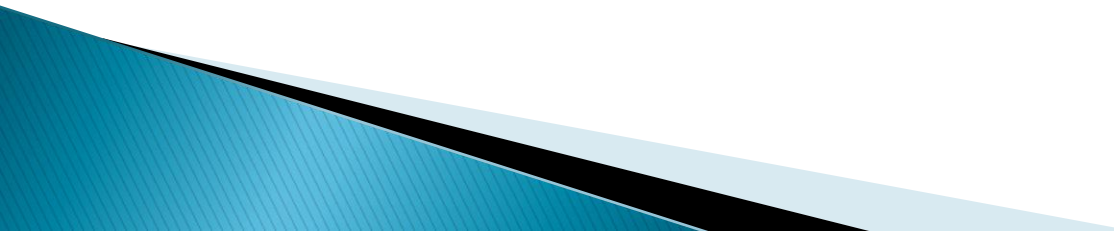
**Constant use formative
assessment and timely
descriptive **feedback**
based on the school's
assessment criteria**



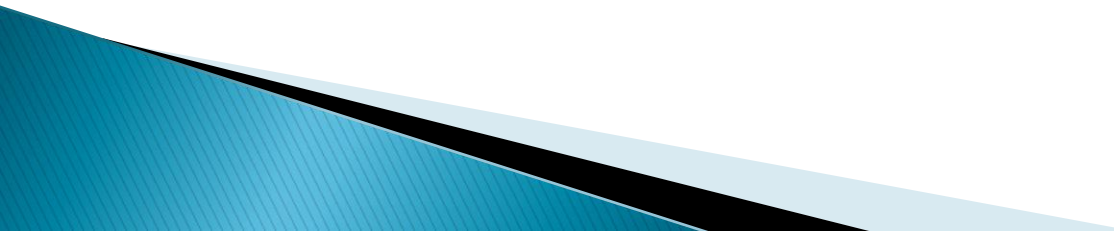
**Every standard has an
aligned rubric in kid -
accessible language so
they become expert
self-assessors**



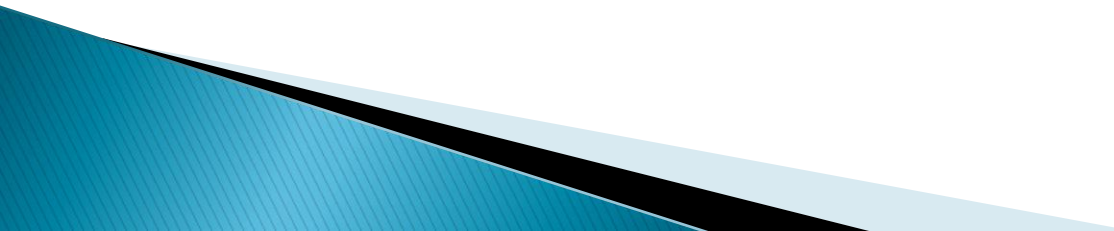
**All students are
taught how to use
the rubrics before
any new content is
taught**



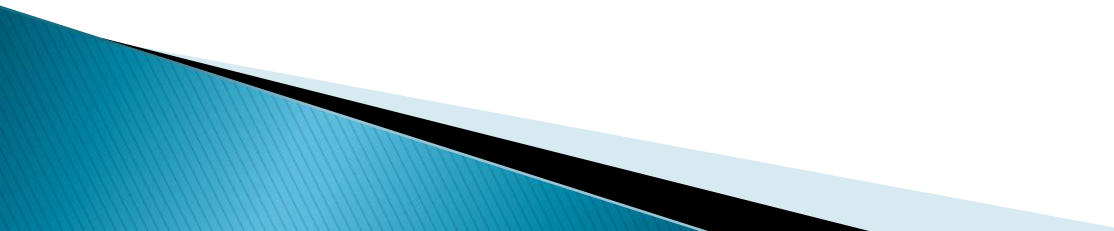
**Give them exemplars as
to “what good looks like”
and spend time practicing
assessing them using
rubrics**



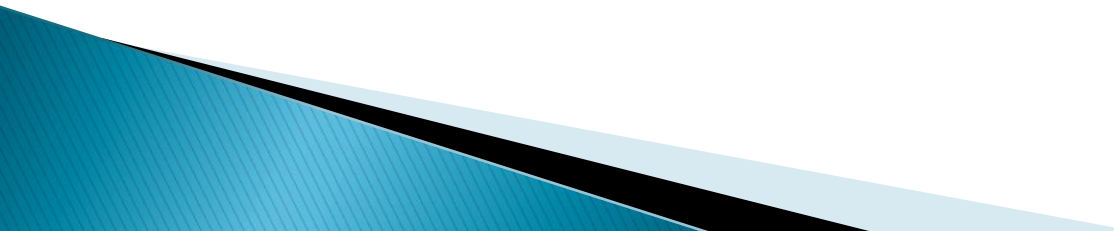
**students assess and
grade their own work
before handing it in for
the teacher's assessment**




**All teachers provide
timely descriptive
feedback while the
work is still in
progress... that's why
it's timely!**



**And all teachers are
in constant
substantive
conversations with
their students**



Simply, we need to:

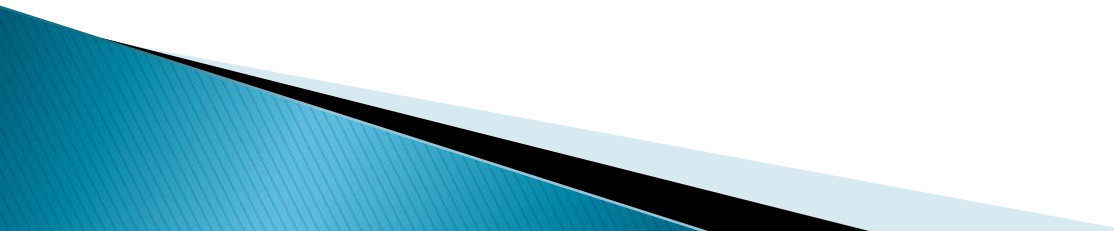
- ▶ Define learning as conceptual
 - ▶ Teach kids how to do it, explicitly
 - ▶ Shape our teaching to match
 - ▶ In that learning and teaching, focus most especially on formative assessment and feedback
- 

Commonality:

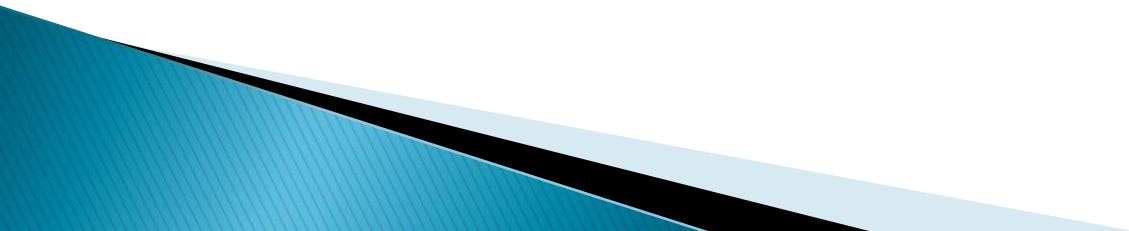
We all need to do it

Accountability:

We need to constantly analyze learning data and hold our students and ourselves responsible for the results



How do we know it
works?



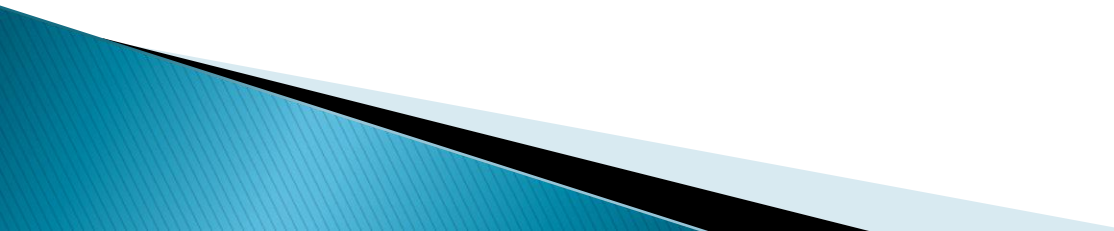
All the research indicates that improving learning through assessment depends on five, deceptively simple, key factors:

- ▶ the provision of effective feedback to pupils;
- ▶ the active involvement of pupils in their own learning;
- ▶ adjusting teaching to take account of the results of assessment;
- ▶ a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- ▶ the need for pupils to be able to assess themselves and understand how to improve.


Black, P. & Wiliam, D. 1999.

Assessment for Learning: Beyond the Black Box,

So to answer today's question: assessment fits everywhere, it is embedded in the curriculum and the classroom through learning and teaching standards that shape everything we do



The What



- Definition of Learning



- Concepts



- Standards



- Key Questions



- Unit Goals

The How



- Definition of Learning

- Learning Standards

- Teaching Standards

- Job Descriptions

- Professional Appraisal

- Professional Development

The Whether

- Definition of Learning

- Learning Standards / Content Standards

- Assessment Criteria / Rubrics / Exemplars

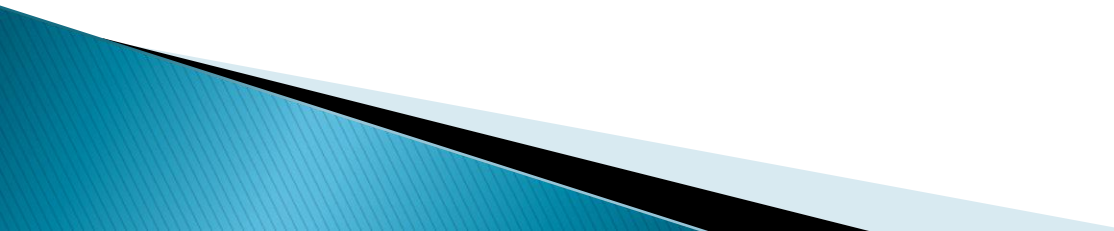
- Self Assessment

- "Grading" / Feedback

- Recording

- Reporting

These are driving the
Common Ground Curriculum
and Collaborative a new
global network of schools
dedicated to making learning
happen through coherent
systems of curriculum
instruction and assessment



That was a drink from
a fire hose on a
complex subject.
Thank you for your
patience..and beware
the BFL!

