Professional Development Discussion Guide for the April 2011 issue

By Lois Brown Easton
Using this guide

This discussion guide is intended to assist *Kappan* readers who want to use articles in staff meetings or university classroom discussions.

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Hitting the Reset Button: Using Formative Assessment to Guide Instruction

By Debra J. Dirksen


OVERVIEW OF THE ARTICLE

Key Sentence: As teachers, we can give students a way to press the reset button by using formative assessment.

KEY POINTS

• One reason students may enjoy video games is that they can push a button to reset a game instead of ending it in failure.

• Teachers can provide reset buttons through a variety of formative assessments, including using summative assessments as formative assessments.

• The key to using formative assessments is what teachers do after gaining data from the assessments; they may:
  ° Reteach immediately;
  ° Rethink the next unit;
  ° Redesign the same unit for next year;
  ° Provide students an opportunity to defend wrong answers; or
  ° Have students revise their work according to feedback.

• Formative assessments include:
  ° Making simple observations;
  ° Asking questions;
  ° Watching what happens in a discussion; and
  ° Using “clickers” to record personal responses for a whole group.

• Teachers can also check thinking and understanding by:
  ° Having students collaborate in pair-and-share and jigsaw activities;
  ° Do “quick-writes”;
  ° Prepare weekly summaries;
  ° Complete or create graphic organizers (such as affinity maps);
  ° Make double-entry journal entries; and
  ° Use summative assessments as formative assessments by allowing students to revise their work.

FULL VALUE

W. James Popham focused his career on educational evaluation and measurement (norm-referenced and criterion-referenced, for example) and on accountability policies and practices (the effects of NCLB, for example). A one-time test developer, he was a professor at the University of California Los Angeles, retiring in June 1991.

In 1993, Popham described authentic performance assessments from the point of view of “prehistoric students” completing “a course such as Saber-toothed Tiger Hunting 101.”

In 2008, Popham published *Transformative Assessment*, in which he describes transformative assessments as
those that go beyond formative assessments because they require the teacher to change what he or she is doing based on data from students.

According to Popham, formative assessments were suggested by Paul Black and Dylan Wiliam in a 1998 article in Phi Delta Kappan. Popham distinguishes between summative and formative assessments, reviews the development of formative assessments, and defines and describes them as intentional, providing evidence, requiring adjustment in teaching and learning strategies. His descriptions are key because he shares his worry that variations on summative tests, used early in instruction, might not really be formative; that is, they might not help teachers help students learn better.

In clear and often amusing prose, Popham develops his ideas about educationally enriching formative assessments, those that transform instruction to effective instruction. He describes learning progressions, teachers’ instructional adjustments, students’ learning strategy adjustments, classroom climate shift, and schoolwide implementation.

REFERENCES


DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. To what extent do educators with whom you work use formative assessments?
2. To what extent do you agree with the author's premise that video games make “failure” acceptable to students?
3. The author makes a point about the pressures of time and how these might affect a teacher’s decision about using formative assessments. What do you think about her suggestions related to finding the time to use formative assessments?
4. In what ways can teachers use data from formative assessments to change their own instruction as well as change the tactics students use to learn?
5. What do you think about the author’s suggestion that students defend wrong answers or revise work and resubmit it?
6. How can the suggestions about formative assessment of students be applied to the learning experiences of educators?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1

The author suggests that time is a limiting factor in terms of teaching and learning. What if it weren't? What if time were boundless? What would you and your colleagues do to rethink teaching and learning?

Use a carousel process to brainstorm some educational changes that you would make if time for learning were flexible. Have the group divide into smaller groups of three and post on the walls or put on tables a piece of chart paper for each of the smaller groups. Equip each group with a different color marker. Have each group brainstorm on chart paper all of the possibilities related to having a flexible time (year, month, week, day, etc.) for learning.

After 10 minutes, stop the groups and have them rotate to another table. At their second table, instruct groups to read what is written and consider each idea. If they like the idea, have them write a plus. If they need more information or are uncertain about an idea, have them write a question mark. If they aren't sure an idea is good, have them write a minus. Tell them they can add to the chart and any item on it. After 10 minutes, have them rotate to a third chart and repeat the procedure. Have them continue this...
process until all members of the whole group have worked on all of the charts.

Then ask:

1. What is preventing us from making time for learning flexible?
2. How can we overcome those barriers?
3. What is one concrete thing we can do now to make learning time more flexible?

**Activity #2**

What aspects of formative assessments appeal to your head, heart, and hand? With your colleagues (or, perhaps, by yourself first), consider these categories.

- What will you think about based on this article and your work with colleagues?
- What did you love about this article? What meant a lot to you or affected you in a personal way? What do you want to carry with you?
- What will you do as a result of reading and discussing this article?

**APPLICATIONS**

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- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning-style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

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- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

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Curriculum Theory and Practice: What's Your Style?

By Donna L. Miller


OVERVIEW OF THE ARTICLE

Key Sentence: Noticing how we form decisions and giving a name to how we design curriculum may prompt some change in our teaching practice.

KEY POINTS

- People have a set of preferences — or style — that affects their behavior; similarly, educators have an approach to the development, teaching, and measurement of curriculum.
- “Four common schools of thought in the curriculum arena are the linear, holistic, laissez-faire, and critical theorist approaches.”
- Educators who think *linearly* prefer efficiency; the flow from objectives to appropriate learning experiences and evaluation; procedure, routine, and the best way to get the job done; scopes and sequences, bell schedules, etc.; but are unlikely to promote multiple or diverse ways of learning.
- Educators who think *holistically* believe “curriculum emerges from negotiations among the student, teacher, and environment”; honor diverse approaches to learning; and let student interests (cognitive, emotional, and creative) and curiosity drive the curriculum.
- Educators who take a *laissez-faire* approach to curriculum “maximize individual freedom. . . espouse no official curriculum,” urge students to follow their own learning goals, and are reluctant to violate students’ rights through time restraints or evaluation.
- Educators who take a *critical theory* approach to curriculum are interested in creating a learning environment in which students can address issues of social justice, equity, “cultural and historical relevance,” and “authentic caring” through posing problems and encouraging students to take multiple pathways to solutions.
- Of course, no educator is “so tidy, so pure, or so easily identified,” but, by identifying “personal curriculum style preferences” and “values and beliefs about teaching,” educators can address changes that may need to be made to benefit student learning.

FULL VALUE

The author mentions that the Myers-Briggs Type Indicator can help people “identify manifestations of perception and judgment, making cognitive behavior more understandable and useful.” She offers a survey that will help educators identify their approaches to curriculum.

Indeed, the Myers-Briggs Type Inventory® can help people understand themselves in terms of their work, careers, and professions; it can help people understand how they learn and teach, how they can work with others in a relationship, and how they can engage in personal growth. The MBTI® (or Myers-Briggs Type Inventory®) was created by Isabel Briggs Myers and her mother, Katharine Briggs, to show that “much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment” (http://myersbriggs.org).

One popular version of the MBTI® is True Colors®, in which four basic types are rendered as colors (blue, green, gold, orange). Jane Kise (2006, 2008, 2010) has applied the MBTI® to differentiation in terms of
teaching, coaching, and leadership. A popular opening activity for teams and groups, Four Corners (or Four Compass Points, see below) helps individuals identify their meeting preferences and learn to appreciate what they and others bring to a group process.

REFERENCES

DEEPEN YOUR THINKING
Choose one or more of these individual inquiry topics for thinking and writing.

1. Have you ever taken a personality inventory of any kind? To what extent do you think it was accurate in terms of your personality (cognitive and emotional features)?
2. What do you believe in or value most in terms of teaching and learning?
3. How would you describe your style or approach to teaching and learning (not necessarily using the author's categories)?
4. Before taking the author's survey, think about the extent to which your approach to teaching and learning matches each of the author's four styles: linear, holistic, laissez-faire, and critical theorist.
5. After taking the survey, what have you learned about your own style and to what extent do you agree with the results?
6. How would knowing your dominant style help you work with colleagues?
7. How would knowing your dominant style help you make some changes in curriculum, instruction, and assessment?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION
Activity #1: Four Corners/Four Compass Points
With colleagues, apply the concept of styles to how you work together using an activity called Four Corners (sometimes Four Compass Points). Put these four signs around the room (matching the signs with reality, as much as possible: West (structure), East (vision), South (people), North (action). Then have participants follow these directions:

• Think about your preferred learning and doing style.
• If you prefer to focus on the structure and organization of something, go to the WEST corner.
• If you prefer to focus on vision, go to the EAST corner.
• If you prefer to focus on people and caring for their needs, go to the SOUTH corner.
• If you prefer to focus on action, go to the NORTH corner.

Participants cannot equivocate by standing in the middle of the room or between any of the corners. Once they get settled in their corners, have them discuss the following. The facilitator should write their ideas on a piece of chart paper:

• How people with your preference benefit a group.
• How people with your preference challenge a group.
• A motto or saying that might represent your group; and
• The name of a famous person (live/dead, real/fictional) who exemplifies your preference.
When participants have finished this activity (about 10 minutes), have them share their ideas, one group at a time. (The action people might want to go first!)

Then, have participants count off to form mixed groups, with at least one from each preference in each group. The count-off never works out exactly, so be prepared to “run out” of people for one preference or another and either send the “extra” people in a preference to an already formed group or let them form groups without one or more preferences (a problem they might want to discuss).

Have the mixed groups introduce themselves according to their preferences and notice the distribution in their group (and the whole group). Have them discuss what they will need to do to “make up” for not having adequate representation of one or more meeting preferences.

Remind the whole group that 1) we are never wholly our preference; 2) we have all preferences and abilities within us; 3) when needed, we access other preferences or abilities; and 4) groups need all four preferences in order to succeed.

**Activity #2**

Have each participant take the survey individually. Compare results and discuss the implications of the preferred curriculum styles. Then, think about one or more districts or schools you know well. How would you characterize in general the style of curriculum in each district or school? What evidence do you have? To what extent are teaching and learning environments in those schools/districts beneficial to teachers and students?

**APPLICATIONS**

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A Dose of Writing Reality: Helping Students Become Better Writers

By Christine Love Thompson

PhI Delta Kappan 92, no. 7 (April 2011): 57-61.

OVERVIEW OF THE ARTICLE

Key Sentence: Proper methods, concepts, and strategies for teaching writing often elude most teachers, typically because they were never taught effective writing strategies.

KEY POINTS

- Many times teachers struggle to teach writing because “they were never taught effective writing strategies.”
- As a teacher, the author focused on the process of writing through prewriting activities that often asked students to create an outline through “sandwich” worksheets, for example, and editing/proofreading activities that required students to find and correct mechanical errors, which she often had to do for them.
- The author “confused good writing with students’ ‘good’ grammar — no errors in punctuation, spelling, etc.” and found that students did not transfer “editing a teacher-created sentence to editing their own work.”
- The author found the process “boring and tedious . . . sending the message that ideas are not as important as overall correctness.”
- When she downloaded writing samples from the state web site and looked at outstanding papers that had received above-average scores, she discovered that they might have had a few errors but were exciting to read.
- She determined that she would change her teaching so that the process focused on content and style, especially use of voice, with students “actively discussing the writing elements” with each other.
- The author cites research from 1981 to 2009 to support how she changed her approach to teaching writing.

FULL VALUE

In November 2004, the Writing Study Group of the NCTE (National Council of Teachers of English) Executive Committee published a position paper about writing. These principles about teaching and learning writing are featured in the paper:

- Everyone has the capacity to write, writing can be taught, and teachers can help students become better writers.
- People learn to write by writing.
- Writing is a process.
- Writing is a tool for thinking.
- Writing grows out of many different purposes.
- Conventions of finished and edited texts are important to readers and therefore to writers.
- Writing and reading are related.
• Writing has a complex relationship to talk.
• Literate practices are embedded in complicated social relationships.
• Composing occurs in different modalities and technologies.
• Assessment of writing involves complex, informed, human judgment.

To consider the author's major discomforts with writing — the tediousness of the process and the focus on correctness rather than content and style — look at what the NCTE says about both.

**PROCESS**

• The process of writing from the inside, that is, what they themselves as writers experience in a host of different writing situations.
• Multiple strategies for approaching a wide range of typical problems writers face during composing, including strategies for audience and task analysis, invention, revision, and editing.
• Multiple models of the writing process, the varied ways individuals approach similar tasks, and the ways that writing situations and genres inform processes.

**CORRECTNESS**

Every teacher has to resolve a tension between writing as generating and shaping ideas and writing as demonstrating expected surface conventions. On the one hand, it is important for writing to be as correct as possible and for students to be able to produce correct texts. On the other hand, achieving correctness is only one set of things writers must be able to do; a correct text empty of ideas or unsuited to its audience or purpose is not a good piece of writing. There is no formula for resolving this tension. Writing is both/and: both fluency and fitting conventions.

**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. How were you taught to write?
2. What’s most important to teach in writing? How do you think students should be helped to write?
3. To what extent are teachers in your own environment encouraged to share problems as well as successes with each other? To what extent can teachers admit to colleagues that they aren’t satisfied with student results?
4. What difference does an article make? Consider “the writing process” and “a writing process.”
5. In your experience, what prewriting strategies help students generate personal, exciting content? What do not?
6. In your experience, what revision strategies help students focus on content and style rather than mechanics?
7. What facilitates transfer from a teacher-created scenario to students’ own work?
8. How can other educators make the same kinds of discoveries the author of this article made . . . in writing or other subjects?

**EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION**

**Activity #1**

Work with colleagues to discuss this first draft of a 9th grader’s paper in response to this writing assignment:
Think of a place that is special to you. This place might be as big as a city, or as small as one corner of a room. Write a well-developed paragraph to describe this special place and include the reason it is special to you. Use as many lines as you need.

My Breathtaking Place

When a place is special to you, try knowing every detail of that place.
First of all, my breathtaking place is behind my garage. It is so quiet and you can just sit and look up to see the beautiful blue sky. The grass is green and there is an oak tree for shade when the sun is really bright. Every now and then I go to relax or get away from pressure from school and at home. If I were to move away from my house I’d miss my breathtaking place more than any object included in my house.

How would you work with the student as a “guide, as a facilitator, as a co-writer”? What aspects of a writing process would you focus on? What aspects of content and style? Mechanics and correctness?
Activity #2

With your colleagues, consider the following professional learning strategies. Which are most likely to help educators transform their practice, as the author of this article did? Which are used in your environment and to what effect?

<table>
<thead>
<tr>
<th>Professional Learning Strategy</th>
<th>Rating 1-10, With 1 Being Low and 10 Being High in Terms of Transforming Practice</th>
<th>Use and Effect in Your Own Environment</th>
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<tbody>
<tr>
<td>Presentation by experts</td>
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<td>Presentation with discussion and processing activities</td>
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<td>PowerPoint presentation</td>
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<td>Panel of experts</td>
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<td>Visiting other classrooms</td>
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<td>Having other educators visit own classroom</td>
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<td>Action research</td>
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<td>Collaborative assessment of student work</td>
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<td>Interviewing students</td>
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<td>Special activities in Professional Learning Communities</td>
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<td>Case studies</td>
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<td>Surveys</td>
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<td>Simulations/role plays</td>
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<td>Videotapes of classrooms in action</td>
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<td>Curriculum mapping</td>
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<td>Online learning</td>
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<td>Protocols (such as the tuning protocol)</td>
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Moving to Modern Assessments

By Grant Wiggins

*Phi Delta Kappan* 92, no. 7 (April 2011): 63.

**OVERVIEW OF THE ARTICLE**

**Key Sentences:** The goal of all schooling is transfer; the goal is not to get good at school and prove through assessment that you learned what was taught. On the contrary, in a truly modern assessment, the challenge is to look **forward**, not backward.

**KEY POINTS**

- Many educational innovations in 1986 have become common in 2011.
- The integrity of an innovation is important, especially in terms of how aspects of the innovation are implemented.
- Constructed-response items are “a long way from authentic tasks in realistic settings.”
- “The primary purpose of assessment in school should be to educate (and motivate) students about the real world of adult challenges.”
- What is most important to Wiggins is the “realism of the setting — audience, purpose, constraints, and opportunities.”
- Transfer from one setting to another, being “ready for future challenges in which they must transfer prior learning,” is the key to modern assessment.

**FULL VALUE**

Wiggins writes, “The challenge ahead is to safeguard the integrity of the idea.” Integrity or fidelity is a tricky aspect of the implementation of innovation in public schools. In a chapter called “We’ll Take the Parts That Work: The Role of Customization in Teacher-Led Change” in *Teaching and Learning in Public: Professional Development Through Shared Inquiry* (2009), Stephanie Sisk-Hilton takes on the challenge. She asks, “What accounts for success or failure in teacher professional development? Does ‘successful’ mean that teachers implement the model as its designers intended... or that participants are satisfied with the form and outcomes of the model?” She considers “the interplay between [a] group of teachers’ goals and the components of professional development” related to an innovation “that they chose to fully enact, reject, or use sporadically” (p. 72). What mutations are “lethal”? What mutations are necessary? (p. 73). What is failure?

Sisk-Hilton describes Quest Academy, which chose lesson study and a professional development process for implementing it, along the way making 13 decisions about the process. The important aspects of these decisions, she maintains, are “the context in which the decision was made; the... goals and operating assumptions; and the outcomes of the decision in terms of professional development” (2009: 75-76). After describing each decision in terms of these parameters, Sisk-Hilton concludes that, early in implementation, a model should be kept flexible “in order to prevent it from being rejected entirely” (99). As a model is implemented, educators need to revisit the model as they make “more complexly considered decisions” (98) in order to wander less from their original goals and the ways the model helped them achieve them (99).

**REFERENCES**

DEEPEN YOUR THINKING
Choose one or more of these individual inquiry topics for thinking and writing.

1. How far have educators come in assessment since you began your career in education?
2. To what extent have the performance or authentic assessments you’ve been involved with been true to Wiggins’ definition (more than constructed-response items)?
3. To what extent is a “psychometrically sound system” “necessary but not sufficient”?
4. What does the term “educative assessment” mean to you in terms of teacher practice? Student and school success?
5. How, besides “realism of the setting — audience, purpose, constraints, and opportunities” — might assessment items be authentic?
6. How can assessments be “adaptive to students’ strengths and weaknesses”?
7. To what extent is transfer a problem in current education settings? For adults as well as students?
8. What do you think of Wiggins’ statement that “the goal of all schooling is transfer”?
9. What would modern assessment look like to you?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1

Wiggins mentions some words and phrases that have become commonplace: *rubric, authentic assessment, performance tasks*.

Here are some others. Work with colleagues to name still more terms that were, perhaps, not as commonplace in 1989 as they are now. Then, consider the fidelity with which the ideas named by these words and phrases have been implemented. The following chart might help you.

<table>
<thead>
<tr>
<th>Terms and Phrases</th>
<th>Original Meaning</th>
<th>Fidelity in Terms of Implementation Today</th>
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<tbody>
<tr>
<td>Less is more</td>
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<td>Balanced literacy</td>
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<td>Achievement gap</td>
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<td>Action research</td>
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<td>Professional Learning Communities (PLCs)</td>
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<tr>
<td>Adequate yearly progress</td>
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<td>Advisory programs</td>
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<td>Data-based decision making</td>
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<td>Formative assessment</td>
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<td>Peer coaching</td>
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Activity #2

Mike Schmoker suggests that assessments be open-book, an extension of learning. “There is no reason such assessments couldn’t be conducted over two or more days, with access to books, readings, outlines,
and lecture notes — in an open book format. This is because such assessments don’t interrupt learning; the reading, review, and writing are rich educational experiences in and of themselves. Much more of our assessment should be conducted in this fashion” (2011: 182).

Schmoker continues, “If we’re smart, we will literally and repeatedly take students through the steps of how to prepare for truly ‘educative assessments’ (Wiggins 1998) by modeling and providing supervised practice exercises as we check their understanding and mastery of these moves so essential to success in college and careers” (2011: 182). Schmoker advocates giving assessments “before the unit or grading period — not at the end” (181).

With colleagues, discuss how Schmoker’s and Wiggins’ ideas are similar and different. Consider using a Venn diagram:

Then consider how these concepts regarding assessment might affect assessments in your own setting.

REFERENCE


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This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (from Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001):

• Identifying Similarities and Differences
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• Cues, Questions, and Advance Organizers

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A True Test: Toward More Authentic and Equitable Assessment

By Grant Wiggins

*Phi Delta Kappan* 92, no. 7 (April 2011): 81-93.

Originally published as “A True Test: Toward More Authentic and Equitable Assessment,” *Phi Delta Kappan* 70, no. 9 (May 1989): 703-713.

OVERVIEW OF THE ARTICLE

Key Sentence: We need to begin anew, from the premise that a testing program must address questions about the inevitable impact of tests (and scoring methods) on students and their learning.

KEY POINTS

- Changes in our concept of and practices related to testing are necessary in order to reform education policy and practice in general.
- Tests need to be worth teaching to, related to worthwhile intellectual standards and habits of mind, transparent (not “secure”), reference actual challenges in the “real world,” used for future learning, and the “heart and soul of the educational enterprise.”
- The problems of administering authentic tests, including scoring them, can be overcome; these problems have been overcome in a variety of places (Connecticut, Pittsburgh, Vermont, California, the United States using the National Assessment of Educational Progress [NAEP], Great Britain, Germany, Australia).
- “Objective” testing through multiple choice of some kind is not necessarily objective, does not ensure that students know what they’re being tested on, and advances inequity by assuming universality in understanding and knowledge.
- Testing practices are related to two other educational practices that need reform: the normal curve, including grading and scoring “on the curve,” and tracking.
- Authentic assessments can be described according to their structure and logistics of administration and scoring, intellectual design features, and fairness and equity features.

FULL VALUE

Googling “performance assessment” in February 2011 led to about 18.6 million results. Some were related to assessments outside education (employee assessments, for example), but most of the sites relate to education. Amazon.com yielded 2,439 publications, some related to finance (performance of stocks), employees, sports, and other performance endeavors, but many related to education.

If you had been able to use Google to do a search in 1970, you would have found few documents related to performance testing in education. A Googler would have discovered materials related to statistics, a film about “swinging London,” and information related to nuclear waste . . . but little on education, except how states and students performed on nationally normed tests.

The National Assessment of Educational Progress (NAEP) was introduced in 1969. Voluntary assessments for the states began in 1990 on a trial basis and became a permanent feature of NAEP every two years. In 2002, selected urban districts participated in the state-level assessments on a trial basis and continue to do so as the Trial Urban District Assessment.

Although it can be argued (and Wiggins does just that in his April 2011 introduction to this article) that constructed-response items are not authentic performance assessments, they do require “students to provide their own answers. Qualified and trained raters score constructed-response questions” (NCES 2010). In order to have the ability to score over 3 million constructed responses in a year, NAEP has developed a reliable and quick scoring process using scoring guides (NCES 2010).
REFERENCE

DEEPEN YOUR THINKING
Choose one or more of these individual inquiry topics for thinking and writing.

1. To what extent do you consider assessment — at any level — a problem?
2. What do you think are the most important purposes of testing: “What are tests meant to do?”
3. How do tests set standards as well as monitor them?
4. In what ways should “tests be central experiences in learning”?
5. How do currently popular formative and common assessments relate to what Wiggins calls “authentic” assessments?
6. What experiences have you had with authentic assessments, of the kind that Wiggins describes in the 1989 article?
7. In what ways are standardized, multiple-choice tests related to issues of equity?
8. How are the bell-shaped curve, grading on the curve, and tracking related to standardized testing?
9. To what extent do reforms in assessment enable reforms in other areas of education?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION
Activity #1
The words that precede assessment and test make a considerable difference. With colleagues, consider these phrases and their implications for practice (most of these are from the article).

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Implications</th>
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<tbody>
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<td>Authentic</td>
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<td>Equitable</td>
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<td>Standards-based</td>
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Activity #2

Wiggins argues that “the redesign of testing is thus linked to the restructuring of schools.” With colleagues, consider the effects of testing on all parts of the education system, using the web below.

EFFECTS OF TESTING

- On Students
- On Districts and States
- On Educators
- On Communities

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APPLICATIONS

This *Kappan Professional Development Guide* was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers’ Professional Development: A Principal's Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning-style variation
- Choice and self-direction

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Lois Brown Easton is a consultant, coach, and author with a particular interest in learning designs — for adults and for students.

She recently retired as director of professional development at Eagle Rock School and Professional Development Center, Estes Park, Colo. From 1992 to 1994, she was director of Re:Learning Systems at the Education Commission of the States (ECS). Re:Learning was a partnership between the Coalition of Essential Schools and ECS. Before that, she served in the Arizona Department of Education in a variety of positions: English/language arts coordinator, director of curriculum and instruction, and director of curriculum and assessment planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to education journals. She is currently co-president of the Colorado Staff Development Council.

She was editor and contributor to Powerful Designs for Professional Learning (NSDC, 2004 & 2008). Her other books include:

- The Other Side of Curriculum: Lessons from Learners (Heinemann, 2002);
- Engaging the Disengaged: How Schools Can Help Struggling Students Succeed (Corwin Press, 2008) — winner of the Educational Book of the Year Award from Kappa Delta Gamma in 2009;
- Protocols for Professional Learning (ASCD, 2009);
- PLCs by Design: Helping Schools Help Struggling Students (NSDC and Corwin Press, in press).

Easton lives and works in Colorado.