What’s Next in K-12 ASSESSMENT?
Anthony Rebora
Managing editor, Education Week Teacher

Follow Anthony on Twitter: @a_rebora
What’s Next in K-12 Assessment?

Expert Presenters:

Randy Bennett, Norman O. Frederiksen Chair in Assessment Innovation, ETS; director, Cognitively-Based Assessment of, for, and as Learning initiative (CBAL)

Daniel T. Hickey, associate professor and program director of learning sciences, Indiana University; co-editor, *New Frontiers in Formative Assessment*

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The Future of Assessment in Schools: What is and isn’t Likely to Change

Randy Bennett
Educational Testing Service
Princeton, NJ 08541
rbennett@ets.org

Presentation as part of the Education Week webinar, “What's Next in K-12 Assessment?”, October 20, 2014

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What *isn’t* Likely to Change

- The need to improve US education
- The need to address achievement gaps
- The need for high-quality assessment
The Need to Improve US Education

• General consensus
  – Other developed nations are advancing more quickly educationally than we are
  – Those nations compete with us:
    • In creating global products and services
    • For the jobs associated with that creation
  – Education is critical to preparing students for college, the jobs being generated by a global economy, and citizenship
The Need to Address Achievement Gaps

• General consensus
  – Large achievement gaps exist between student groups defined on the basis of social class, race/ethnicity, first language, and disability status
  – Lower school achievement is associated with reduced life chances
    • Graduation rate
    • Employment rate
    • Earnings
    • Health outcomes
The Need for High-Quality Assessment

• Provides the information for:
  – Understanding and improving the condition of the education system
  – Contributing to evaluating accomplishment for the individual actors who compose that system
  – Planning and adjusting instruction
What is Likely to Change

- The relationships among assessment, teaching, and learning
- What gets measured
- The types of tasks used
- How assessments are delivered, scored, reported, and acted upon
The Relationships Among Assessment, Teaching, and Learning

• Use advances in the learning sciences, measurement, and technology to (separately):
  – Make *assessment* an integral part of teaching and learning
  – Make *learning and teaching* an integral part of consequential testing
Making Assessment an Integral Part of Teaching and Learning

• The essence of formative assessment
  – For the teacher:
    • Organizing learning experiences so that students become acculturated to the practices of the disciplinary community
    • Observing behavior and its byproducts so as to make inferences about what students know and can do in order to adjust instruction
  – For the student:
    • Developing the identity, values, and epistemology of the disciplinary community
    • Internalizing standards and criteria for what constitutes quality work, and developing self-regulatory problem-solving processes
Formative Assessment

• The teacher as implementer, manager, and model for the student, of the “formative-assessment process”
  – Fashioning a classroom learning community in which:
    • The teacher engages in on-the-fly questioning and feedback, as well as provides commentary on student work products
    • Students engage in self- and peer assessment

• This conceptualization demands high levels of domain knowledge, pedagogical skill, assessment expertise, and time
Technology as Partner

- General tools for creating, delivering and giving feedback on classroom assignments
- Educational games, simulations, and collaborative environments
- Practice and feedback systems
- Intelligent tutoring systems
Key Ideas

• Tied to the local classroom context
  – Teacher decides which tools to use, when to employ them, and how to integrate them and the curricular elements they might include

• Assessment may go beyond evaluating the final result to include aspects of the problem-solving process

• Assessment is generally embedded within the tool
  – Extent to which the tool interprets results and adjusts instruction varies widely
Why Separate Consequential Testing from Classroom Formative Assessment?

- Separation allows teaching and learning to occur in a protected space, suited to experimentation and risk taking
- Student performance data coming from classroom learning activities are not comparable across classes, schools, or districts
  - Local control: Every classroom is different in the learning activities undertaken (digital or not)
    - Difficulty of tasks posed
    - Breadth and depth of standards covered
    - Problem types and formats
- The recording of every teaching and learning transaction, and its use for high-stakes purposes, raises potential privacy concerns
Making *Learning and Teaching* an Integral Part of Consequential Testing

- We can create tests that teach *if* they:
  - Present real-world problems students are likely to care about
  - Build on the learning sciences to model good instructional and learning practice
  - Offer a learning experience in and of themselves
Making Learning an Integral Part of Consequential Testing

• Tests that become “learning challenges”
  – Ask students to engage in valued practices
  – Include simulations, game elements, and adaptivity
  – Include multiple accessibility features
    • Alternative presentation and response modes
  – Give (limited) formative feedback
  – Be calibrated, common exercises that everyone takes
  – Be identified as consequential
Should the United States ban advertising to children?

Your local newspaper has been running a series of articles about whether or not the United States should ban advertisements intended for children under the age of twelve. Many people have become very interested in the issue, and several have written letters to the editor about it.

Your school has asked students to research this issue and then write essays expressing their own views. The best essays will be sent to the newspaper for possible publication.
Analyzing Arguments

- This is my argument!
- Hmm... Does it have clear claims?
- Valid reasons?
- Relevant evidence?
Summarization

Check out my checklist!

My Checklist

- Brief
- Accurate
- Main idea
- My own words
Summary

• We will continue to need high-quality assessment if we’re to get the information required to improve education and address achievement gaps
  – True at the system as well as the classroom levels
• Make assessment a more integral part of teaching and learning
• (Separately) Make learning and teaching an integral part of consequential testing
Summary

• Make assessment, teaching, and learning work together \textit{without}:
  – De-skilling the teacher by reducing him or her to a data manager
  – Losing the social nature of learning by handing off too much of instruction to technology
  – Sacrificing the quality of information needed by the diverse actors that compose the education system
Further Reading


The Future of Assessment in Schools: What is and isn’t Likely to Change

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Participatory Learning and Assessment

Daniel Hickey
Learning Sciences Program
Indiana University

CRLT
Center for Research on Learning & Technology
Indiana University | School of Education
Samuel Messick

John Frederiksen

Drew Gitomer

Bob Mislevy
WHAT WILL HAPPEN TO EDUCATION?
WHAT MIGHT HAPPEN TO LEARNING?

Openly Credentialed

Mozilla OpenBadges

Connected Learning Research Network

More Connected
WHAT WILL HAPPEN TO ASSESSMENT?

More Pressure

STOP

Help put an end to Common Core

More Politics

Smarter Balanced Assessment Consortium

PARCC

Grading the Teachers

TEAPARTY.ORG
WHAT SHOULD HAPPEN?

INDIANA UNIVERSITY
High School
discover quality distance education
Productive Disciplinary Engagement

• **Disciplinary Engagement**
  – Contributions are disciplinary & on-task
  – Significant emotional/personal engagement

• **Productive Disciplinary Engagement**
  – Raises new disciplinary questions
  – Confusion is recognized and clarified
  – Arguments become more sophisticated
PDE Design Principles

**Problematize Content**
- From learner’s perspective
- Open up issues that experts see as closed

**Give Students Authority**
- Avoid “known answer” questions
- Position students as stakeholders

**Establish Disciplinary Accountability**
- Defend positions
- Be responsive and respectful

**Provide Relevant Resources**
- Include time and information
- Provide easy contextualized access
Participatory Learning and Assessment
DESIGN PRINCIPLES

Let contexts give meaning to knowledge tools

Reward disciplinary engagement

Grade artifacts through reflections

Assess individual understanding prudently

Measure aggregated achievement discreetly
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Let contexts give meaning to knowledge **tools**

- Problematize disciplinary knowledge.
  - Rank relevance of resources & ideas in meaningful contexts

- Have learners define contexts
  - Own experience, interests, & aspirations
Lesson 1: Introduction to Narrative Writing

CCSS W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Briefly: Tell a story that readers enjoy reading including a beginning, middle, and end. Points along the way of your story should keep the story flowing.

Getting started... Narrative is just another way to say "story-telling," and people do it all the time. Talking with friends, writing letters, or just telling your folks what happened while you were out today are all narrative. Other examples of narrative would include history, the daily news, TV dramas, movies, and even children's fairy tales. Humans are great storytellers and love a great story. We communicate our culture to our children through stories and morality plays. Without narrative, life would be pretty boring. The important part about a good narrative is making sure the story is an interesting one, and putting all the parts together so that the story flows from point to point toward the climax of the story. A good narrative leaves the reader wanting more.
Part One—Evaluate and Rank Resources:
Go to the following sites and read/watch the information/examples on narrative writing. Rank their relevance to you on you wikifolio. Find and share other relevant resources if you wish.

1. **Summarize each resource:** In two or three sentences, explain what this resource tells you.

2. **Evaluate each resource:** Consider for whom it is intended and what its goals seem to be. How effective is it at accomplishing those goals for that audience?

3. **Rank each resource:** How useful will this resource be for *you* as you work on the next assignment? Please explain briefly why you ranked each one as you did.
DAMON’S EVALUATING NARRATIVE RESOURCES

Purdue OWL Website: This site goes into a decent amount of detail telling the reader about how a narrative essay is written. It goes on saying that this type of writing are often anecdotal, experiential, and personal. It allows the one who is writing them to express themselves in creative and most of the time quite ways.

Evaluation: This resource is good in describing to the reader key points in how a narrative essay is written. Telling the reader such things as, If written as a story, the essay should include all the parts of a story, when would a narrative essay not be written as a story, the essay should have a purpose, the essay should be written from a clear point of view, use clear and concise language throughout the essay, the use of the first person pronoun ‘I’ is welcomed, and finally as always, be organized. Overall this resource tells the reader in a very detailed way how to correctly write a narrative essay.

Ranking: I give this a 1 because it goes into some decent detail about the learning how to write a narrative essay, going into further detail about telling all parts of a narrative story to the reader.

A Narrative Essay Video: This video resources is telling the watcher
Purdue OWL: Essay Writing- Rank 1

Summary: This resource is an informational guide on the things you should include in your narrative essay. It gives you several tips on what people will be looking for in your essay and uses understandable language to convey it's information to you. This resource is easy to read and understand. It's a little short, but its full of information.

Evaluation: I've used OWL as a resource before, so this resource was easy for me to read and understand. I feel that this resource would be useful for anyone who chooses to read it; adults could read it and have no problem with understanding it and so could younger children. I like this resource because it uses plain and simple language to show you what it's talking about and it appears to be written by a person, not a computer or machine, if that makes any sense.

Rank: I chose rank 1 for this resource because I found it to be the most informational and useful. As I said, I've used the Purdue OWL before and have been able to understand it easily, I found that to be true with this page of the website too. As with the other resources, I found this one to be short, but this one had more information in it than the other two did and that's why I ranked it as 1.
Part Two: Choosing a Topic for a Personal Narrative

Call this section of your Wiki “Topics.”

First: Think of five particularly important events in your life. For example, a big move for your family, an injury or setback, a challenge, a victory or other key event.

Second: Briefly describe your events. What happened? Who was involved? When did this happen? Where? How did it shape you into the person you are today or how did it change your views on a subject?

Third: Support your topic. It's not good enough for a narrative to just list the event. You also need to explain why it was so important. After each event you think of, explain what made it such an important one in your life. List your reasons in a logical order.

Fourth: Choose the topic that you think you would like to write about. Explain why you have chosen it.
Head Injury around the age of five p.s. not a fun time

One particularly important event happened when I was around the age of five. I don't remember too much from that night except that my mother was making something in the microwave, and I being young wasn't looking where I was going. I was asking why she had a stack of clay plates hanging from the wall, and I was slowly approaching them while walking backwards, and I backed into them and knocked them off the wall and they hit me on my head. All I really remember after that is a very warm sensation all across my head which I assume was blood and being in a lot of pain. After this happened my mother sat me down on a stool chair and put a wash rag on my head to stop the bleeding. After this she immediately drove me to the hospital. When we got there the bleeding had slowed down a lot compared to what it was when it first began, we almost immediately got into a room where a doctor saw me in a few minutes. When he looked at the wound he saw it was nothing severe, it just looked bad due to the fact that you bleed a lot when you are injured on the scalp. He left the room and came back a few minutes later with a staple gun and proceeded to staple the wound shut. I only felt a dull pain when this was happening. After that my mother got the release papers signed and we left right after that, still have a 1-inch scar across the left side of my scalp. I think about that injury a lot for some reason, I don't really know why I guess it's because it was traumatic.

Major Move to South Dakota: Only a few months ago my mother decided that it was best to move to where I currently reside, Sioux Falls, South Dakota. Nothing really prompted the move so it came as somewhat of a surprise when she said that we were moving, the 12-hour drive was not as fun as I thought it would be. We arrived at the hotel we stayed at for about 4 days at about 1:15 a.m. I was quite tired when we arrived after that long drive. After the 4 days were over and we moved into a nice apartment with 2 pools, one indoor and one outdoor, also there is a jacuzzi and a sauna very nice. So other than that there really isn't to much else. Well this happened recently and I did not like it at all, also having to leave all my friends behind so I am not a happy person most of the time.

Knee Injury being to frustrated can be a very bad thing

Another injury was during football practice. I was a wide receiver, and I was running my routes (the path wide receivers run during a play) and I was not catching anything at all, and I was getting frustrated. One such route I was running and the ball went right through my hands and I jumped up and slammed my feet back into the ground. And thus I hyper flexed my left knee. That means I bent it too far back and that it's self didn't hurt, what hurt was when I tried to put my full weight on it now that hurt a lot. That was a particularly embarrassing injury that I had which was not funny. I picked this one because it's one of the few football injuries that had happen to me so it was memorable.
The topic I would most like to write about is the head injury I sustained. I wish to write about this because it is one of the most major events in my life that I can remember. Therefore it is easy to remember and easy to give all the necessary details, so that it makes sense and people are able to follow along and completely understand what I am writing.
Coming in 4th in the state dance championships. This past May, my family and I traveled to PA, so I could dance in regional championships. I'll explain how regional champs work briefly. The U.S. is split into 5 regions, East, South East, Midwest, North West and South West. Every year, each region holds a championship and the top three winners of those championships go to the National championship. It's a big deal! I competed in the regionals in 2012 and came in 4th, so I tried again this year and I came in 5th. My family and dance teachers were there and I danced as hard as I could, but in the end it wasn't enough. This made me feel weak and useless, but because of that day I learned so many things that I have been able to apply to my life inside and outside of dancing.

This event is important to me because 1. It taught me that no matter what happens you can't let losing get to you; you can't let it mess with your mind. It happens and it's probably going to happen again. So don't be a baby about it. 2. I learned that even though I didn't place as well as I would have liked, I didn't have to be ashamed of it because my teachers and my family were still proud of my accomplishments. 3. It also made me realize that truly great dancing cannot be measured by the amount of medals you win or how far you travel, great dancing can only be measured by how much you love to dance. True love for dancing is having the pipes singing in your ears every day and loving it, and loving each second of hard work. And I learned, on that day, that by those standards, I have always been a champion dancer.

Watching the Vancouver Olympics in 2010: When the Olympic Games came on in 2010, my family and I watched them every single night with dinner. It was then that I learned that I want to be an Olympic athlete and that I will do whatever it takes to get there. Watching the athletes inspired me to be something greater than myself. This event has propelled me into the sport of speed skating and has made me stronger, physically and emotionally as a person.

This event is important to me because 1. When I saw the Olympics in 2010, I was a twelve-year-old girl going through that awkward stage in life that no one likes going through. I didn't know who I was or what I was going to do with myself, but as soon as I saw the Olympics, it gave me purpose and helped me realize that stage in my life. 2. It gave me hope that there was more to life than being like everyone else. 3. It showed me that there are other people out there who are great and all of them started out just like me. I had always felt like in order to be special you have to be born special. The Olympics showed me that I was wrong and that no matter what I can be something great.

Passing part of my dance teachers' test: In order to become a Highland dance teacher, you have to take and pass a teachers' test, just as a normal school teacher would. This past April I took a test that is a stepping stone to becoming a dance teacher. I passed with honors (the highest level) and made my teachers and parents very proud. I am one of the only dancers at my studio who has taken this test. Taking this test has taught me the importance of studying and doing anything to get my mind to it and having me more confidence in my dancing.

This event is important to me because 1. I had to study for the test, and as a homeschooled, I don't do too much studying. I've never been very good at it. I studied for weeks for the dance test and in the end it paid off because I passed. It showed me that I actually can study and learn things even though I thought I couldn't. 2. It has helped me gain confidence in my dancing. Knowing the technical aspects of dancing are very important and taking the test helped me learn them and opened my eyes to the technical aspects of all things. 3. Getting the test has helped me realize that I can become anything that I want to. I put my mind to something and I can accomplish it and do it well. I never thought I was able to do that before and taking the test proved me wrong.

Having pneumonia when I was 4: When I was four years old I was rushed to the E.R. because I couldn't breathe. We found out that I was sick with pneumonia. I was in the step down unit from ICU for five days with a pulse of 80. (Pulse ox is the amount of oxygen that is in your blood). A regular pulse ox is somewhere around 97/100. Having pneumonia left me with a RAD (reactive airway disease) condition with symptoms similar to asthma. Over the years I've struggled with wheezing and breathing because of the pneumonia.

Sometimes it is scary to be unable to breathe, but having this condition has helped me learn my limits, just as my wrist has. It's also made me more aware of my surroundings. I cannot control myself in situations where I know I will struggle to breathe. It's not a fun thing to deal with, but it has helped me make me more aware.

This event is important to me because 1. As I mentioned above, this event has helped me learn my limits. 2. It has helped me accomplish my goals. 3. It has taught me how to be strong and brave. Being 4 and in a great big hospital with doctors and being a machine is pretty scary. I had to learn how to be brave and not get scared and be calm when the doctors did things I didn't want them to do. I had to be strong and get better for my family and I had to be strong when I saw how scared my parents were for me. This is something that I've definitely carried with me through the years and I know I'll never let that go.

Tearing ligaments and cartilage in my wrist: When I was 12, I fell on my right wrist and it was my body weight. The doctor told me it was dislocated and put me in a cast for two weeks. Two weeks later when I was fourteen I hit a wall with a volleyball and broke my finger. When my finger broke it hurt my wrist again. After seeing nine doctors over the period of a year and a half, I've finally gotten it back that I tore a piece of cartilage called the TFCC and a ligament between my two arm bones. We are going to get it fixed soon. Having this happen to me has been a set back in many ways. It's kept me from playing ball sports with my friends and along with being annoying, it has caused me lots of pain. Also, it has been frustrating to not know what's wrong with me.

This event is important to me because it has taught me restraint. I don't like eating pizza and I don't like stepping down from a challenge. Having this injury has taught me that I cannot do everything I want to and I need to learn how to give up on things.
I think the topic I'd most like to write about is the injury I've sustained to my wrist. There are a lot of aspects about it that I think are really interesting and there were so many different opinions from each doctor that I think it would make an interesting story. There are a lot of other things I like about my other topics, but I think that this topic is probably the most interesting and diverse one that I have.
Part Two: Writing Dialogue

Call this section “Writing Dialogue”

In the previous assignment, you wrote introductions for your personal narrative. Now that you have begun to set up the problem and situation for your narrative, **practice writing some dialogue between two of the characters.** Keep in mind that this exchange might not occur immediately after the introduction you have already written. Don’t be bound by the order of your story—not right now. Think about the most important conversation or exchange that will occur in your narrative, and write it.

**Be sure to follow the guidelines for writing dialogue that you read about in the resources above!**
Reward disciplinary engagement

• Support engagement so it can be rewarded
  – Work in the open and encourage “lurking”
  – Embed advanced content in interactions
  – Informal evaluation only—NO GRADES OR REQUIRED POSTS

• Foster gentle conversations about context

• Find effective incentives for engagement
  – Public recognition is often enough
Wikifolios Welcome

Student Wikifolios

Welcome! These are your wikifolios. You will put all of your assignments in your wikifolio.
Part Three: Collaborating with your classmates.

Go to the discussion forum for this activity and paste your dialogue exchange into the forum.

Then respond to at least two of your classmates. In your comments, consider how well the writer has followed the rules and conventions of writing dialogue. If the writer needs to make changes in the formatting, spacing, or punctuation in order to follow the rules of dialogue, let them know how to make those changes. If the speech doesn’t sound fluid and natural, let them know how to make it sound more fluid and natural. Dialogue is difficult to write, so work together to make all of your dialogue stronger!
Courtney Gaylord
Oct 10, 2013

Hi [name],

I'm curious about why so many of the topics on your list are injuries...and not even necessarily your own! There is no question that an injury CAN be a really important and narrative-worthy experience in your life. But it's important to keep in mind that in order to be "narrative-worthy" you need to focus on an experience that really taught you something and changed you in some way. You say that you think about the head injury a lot, but you haven't explained what made it important in your life. Your move to SD certainly sounds as though it might produce a narrative that is more reflective and interesting than any of these injuries. If you don't want to write about that, you might want to check out this resource. It has fifty different suggestions for personal narrative topics. Maybe one of these will strike your fancy...

http://grammar.about.com/od/developingessays/a/tornarrative07.htm

Reply

 oct, 2013

Yes, I agree with you that injuries can be very frustrating especially when they seem like things that shouldn't have happened. Things like being elbowed in the face and hyper extending your knee seem like things that probably could have been avoided and it's frustrating that things like that happen. Trust me, I'm experienced in that field.

But I am wondering, I know you chose the event of the plates crashing on your head because you say it was the most memorable for you, but I was wondering, what are the other factors that made that event important in your life? For instance, I chose my wrist injury because it has changed me as a person. Did your injury change you, do you think? Or did you just chose it simply because it was something you remember vividly?

Reply

I can relate to you because I also had a head injury at a very young age. They are definitely not fun at all. I think injuries can be major setbacks sometimes, but if you look at it in a positive perspective, they make you realize to be grateful for what you have in life.
But it's important to keep in mind that in order to be "narrative-worthy" you need to focus on an experience that really taught you something and changed you in some way. You say that you think about the head injury a lot, but you haven't explained what made it important in your life. Your move to SD certainly sounds as though it might produce a narrative that is more reflective and interesting than any of these injuries.

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Grade artifacts through reflections

• Wikifolios generate *lots* of text and comments

• Grading artifacts undermines participation
  – “Is *this* what you want?????”

• Grade *reflections* on engaged participation.
  – *Consequential* (consequences of new knowledge)
  – *Critical* (suitability of context for learning this)
  – *Collaborative* (what you learned from others)
Lesson 3: Narrative Techniques

Due Oct 12, 2013 by 11:59pm Points 10

CCSS W.10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Briefly, this standard requires that you learn to write conversations, pace the speed of events, write descriptively and develop characters as you write.

What this means... Narrative can be about any person or any character. Children's stories frequently have animal characters who interact in speech. Most novels tell stories involving fictitious human beings who carry the story to its conclusion through their interactions and their conversations. As a result, writers of narrative need to learn to write dialogue between characters to add interest, develop the characters, and move the story along. As readers, we are eavesdroppers or observers of their lives through their conversations. As they interact and learn from one another, they grow and mature. As readers we get to know more and more about them and their characters develop before our eyes.

Part One: Evaluating Resource: Please review the following resources before ranking their relevance on your wikifolio.

Part Two: Writing Dialogue
Call this section “Writing Dialogue”
In the previous assignment, you wrote introductions for your personal narrative. Now that you have begun to set up the problem and situation for your narrative, practice writing some dialogue between two of the
Part Four: Reflecting

Create a new section and label it “Reflection.”

Consequential: What are the consequences of using the topic you chose to learn about writing dialogue? How will your topic shape your understanding of using dialogue to develop your characters and pace your writing?

Critical: Do you think your topic is ideal for learning to write dialogue? If you were starting this assignment over, would you choose a different topic in order to learn this skill? Please explain.

Collaborative: Which of your classmates’ dialogue taught you the most about how to write dialogue? Please give the names of at least two classmates and explain what you learned from each.
1. Well I find the consequences to be that it is more interesting. What I mean by this is that it was easier, and much more fun to write about a topic that I personally chose for myself. I believe that my topic will help me to understand the importance of making a dialogue not only interesting, but also making it more personal, instead of just a outsider looking in and telling others what they are saying. However I don't believe that this topics dialogue will help me develop my characters, due to the fact of it being a very short amount of time in my life. But I will have to learn how to pace myself when it comes to my writing because of this being such a short amount of time in my life, therefore I will have to draw out all the details that I can remember.

2. I don't believe that my topic personally is best for learning about dialogue. I say this because there is not very much talking going on during this moment in my life. No I would not chose a different topic because I very rarely semi-enjoy or enjoy writing, and so due to this fact I would not chose a different topic.

3. I would have to say dialogue taught me the most about dialogue. I believe this because her dialogue is well worded and easy to understand, as well as follow. Therefore these are the reasons I believe dialogue to be the best. I learned from dialogue that it helps to be well worded. More so I learned from that I need to be a bit more well worded, as well as make it easy to understand for others than just myself.
1... I believe that my topic will help me to understand the importance of making a dialogue not only interesting, but also making it more personal, instead of just an outsider looking in and telling others what they are saying. I will have to learn how to pace myself when it comes to my writing because of this being such a short amount of time in my life, therefore I will have to draw out all the details that I can remember. I also learned from this that I need to be a bit more well worded, as well as make it easy to understand for others than just myself.
2. I don't believe that my topic personally is best for learning about dialogue. I say this because there is not very much talking going on during this moment in my life. **No I would not chose a different topic because I very rarely semi-enjoy or enjoy writing,** and so due to this fact I would not chose a different topic.
3. I would have to say Kelly's dialogue taught me the most about dialogue. I believe this because her dialogue is well worded and easy to understand, as well as follow. Therefore these are the reasons I believe Kelly's dialogue to be the best. I learned form Cathy's dialogue that it helps to be well worded. More so I learned form Steve that I need to be a bit more well worded, as well as make it easy to understand for others than just myself.
Consequential Reflection: I think the topic I chose is one that will be a little more difficult to use dialogue in. Since it's such a long story, and I will have to abridge it a lot, I feel that it will be hard for me to add as much dialogue as I would like. Because of this, I feel like it will make it a little harder to learn about dialogue. Dialogue is one of my favorite tools to use when writing though, so I feel that maybe even though my topic will make it hard to write it, I will still learn a lot about it because it is something that I enjoy reading and writing. I think it's really fun to shape characters using dialogue, I feel that it really give you a look into their life because you can tell a lot about a person by the way they speak. The only thing I'm really concerned about when it comes to learning about using dialogue to develop my characters is the fact that throughout the story I will be one of the only characters developing. I don't know any of the doctors well enough in real life to develop their emotions in the story. Also, doctors are not really supposed to be emotional over patient's injuries, they are there to help and fix things, so that is another reason I won't really be able to develop the doctors in my story. However, I have learned a lot about myself in the process of getting my wrist fixed, so I look forward to sharing with everyone the ways that I've changed in the past two years through the dialogue that I will use in my writing. As I've said before, since my story is so long, it will be hard to pace it just right. Some parts may be faster than others, but I'm not too awful worried about the pace. I've told this story many times, so I think I'll be able to get through it and make it make sense.

Critical Reflection: I feel that my topic is a pretty good one for learning about dialogue. As I mentioned above, I feel that there will be a lot of dialogue that I'll have to cut out in order to make this essay short enough. That aside, I feel that my topic has lots of opportunity for learning about dialogue. If I were to start this assignment over again I think I'd probably still pick the same topic. Really, I'd like to be able to write about all of my topics because I really just like sharing my experiences with people. When it comes to learning about dialogue I think that this topic was probably the best choice for me. I was only four when I had pneumonia, so I don't remember much dialogue from that time. Watching the Olympics really didn't involve that much dialogue because it was just me watching TV. Taking my dance test involved dialogue, but not normal dialogue, it was just me repeating the definition of the steps to the tester, which isn't very fun to read if you don't understand it. Coming in 5th at regionals had dialogue, but it was more internal dialogue than external. When I got off stage that day there weren't many words, just hugs and silent understanding of my disappointment. So, no, I don't think I'd chose a different topic. I still think the one I've chosen is the best one for learning about dialogue and looking back, I'm happy I didn't chose one of the others because it would have been very hard to learn dialogue from it.

Collaborative Reflection: I really like [redacted] dialogue. His was very short and simple and easy to understand. I could feel the excitement of the moment coming out of the computer and hitting me. I've had those moments and I know how special they are, and I liked to see that he was open to sharing that moment with us. His simplicity is something that I really liked. I have a tendency to overdo things, and reading [redacted] dialogue showed me how so much emotion can be captured in just a few sentences and that things don't have to be overly complicated. [redacted] dialogue taught me some of the same thing as [redacted]. Her's was very simple as well, and I liked that about it. Also I liked the way she didn't give much away about the story in her dialogue. In my dialogue I mentioned an MRI, I mentioned many doctor visits, mine was really long, and so forth. She created a really big moment without giving the rest of the story away or hinting at what was to come. I really liked that about her dialogue because it made me want to read more of it and get sucked into her story. I feel like the contrast between her style and mine is something I can learn a lot from.
Consequential Reflection: I think the topic I chose is one that will be a little more difficult to use dialogue in. Since it's such a long story, and I will have to abridge it a lot, I feel that it will be hard for me to add as much dialogue as I would like.... I will be one of the only characters developing. I don't know any of the doctors well enough in real life to develop their emotions in the story.
Collaborative Reflection: I really like Steve's dialogue. His was very short and simple and easy to understand. I could feel the excitement of the moment coming out of the computer and hitting me....His simplicity is something that I really liked. I have a tendency to overdo things, and reading Sam's dialogue showed me how so much emotion can be captured in just a few sentences and that things don't have to be overly complicated.
Assess understanding prudently

• Use formal classroom assessments primarily to evaluate curriculum
  – Curriculum-oriented assessments
  – Use “known answer” questions
• Timed-limited essays and performance assessments
• Assess transfer to new contexts
  – Minimize review time
Narrative Formal Assessment

Due Oct 27, 2013 at 11:59pm  Points 30  Questions 1
Available Oct 24, 2013 at 12am - Nov 3, 2013 at 11:59pm 11 days  Time Limit 90 Minutes

Instructions

Narrative Assessment

You have 90 minutes to complete this assessment. When you exit the quiz, you will not be able to re-enter it, so begin the assignment when you know you have at least 60-90 minutes to complete it.

This assignment evaluates your ability to demonstrate the skills outlined in the following Common Core standards:

W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.10.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Now that you have completed the process of writing a narrative piece, it is time to assess your skills.

1. Choose an event or series of events that responds to the following prompt: *Describe an event that helped you grow up.*

2. On your own, plan your narrative essay that tells the story of that event or those events.

3. Using a word processing program such as Microsoft Word, draft your narrative. You may review past lessons within this module to make sure that you have a well-developed narrative. Your narrative must include each of the following:
   - An engaging introduction that makes the problem or situation clear to the reader.
   - At least two well-developed characters
   - At least one correctly formatted and punctuated dialogue exchange
   - A logical organization in which events build on one another to create a sense of momentum
   - Precise, imaginative use of language
   - A conclusion that offers insight and reflection

4. Copy and paste your completed, revised, polished narrative into the answer box. Be sure to re-read and revise your essay before you submit it. Feel free to run it through TurnItIn.com, Wordle, and/or grammarly.com to help you decide on revisions.
Measure achievement discreetly

• Standards-oriented tests
  – Measure gains, compare instruction, document improvement
  – Reward prior engagement

• Analyze your tests

• Protect test security
  – No item level feedback

• Randomly selected timed items
  – Proctor or use unsearchable items
New Work/Next Steps

• 2014 PD workshop and additional courses
  – Teachers in World History, Biology, & Pre-Calculus
• Commenting directly on artifacts in Canvas
• Open digital badges for modules and course
• Automated ranking system for IUHS
  – Worked great in the Assessment BOOC
  – Supports Participatory Learning Analytics
• Support self-paced learners
Post Script from Courtney

October 17, 2014

My current English 10 is blowing my mind. The students are on fire. So fun to see what can happen when I have enough students to generate energy. They are so deeply engaged, and the questions they are asking one another (using the commenting function)...wow. If you had more time, I'd say you should look there. :)

An on-demand archive of this webinar will be available at
www.edweek.org/go/webinar in less than 24 hrs.
What’s Next in K-12 Assessment?

Required Reading from *Education Week*:

**Spotlight on Changing State of Assessment**
Good teaching and quality assessments go hand-in-hand to support students in the classroom. In this Spotlight discover how formative assessments support teaching and learning, see how testing is changing in the common-core era, and examine key factors needed to build high-quality assessments.