

HW 3.6 AVG The Alternative Assessment Movement



Think About

- Click on the link. It should take you to the videos for the assessment course select [session 5 The Alternative Assessment Movement and click on Heidi Andrae Goodrich](#). *If the link is broken go to <https://education.byu.edu/tell> click on the reesources tab. Scroll down to "in class videos" then select TELL 420 Assessment of Linguistically Diverse Students. Scroll down to session 5. Click on Heidi Andrae Goodrich then scroll up to the video screen.*
- Use the following link to download the [Active Viewing Guide: The Alternative Assessment Moving](#) and complete the bullet points that follow.
- As you watch the video in the Conceptual Outline use a highlighter to underline ideas you find interesting or want to

remember.

- In the meaning making column jot down your thinking or expansion on the ideas in the video.
- Bring a copy of the Active Viewing Guide with your notes to class.

Conceptual Outline Students often reveal to their teachers, if it isn't on the test they don't think they need to learn it.	Meaning Making On the test?
<p>Through our assessments we reveal to students what and whose knowledge is valued. Our view of learning is reflected in our assessment; therefore our teaching and assessment practices should mirror each other. We should ask if what we value is what we actually assess.</p>	<p>Valued knowledge?</p>
<p>Heidi Andrade Goodrich (Ohio University) Making thinking count is often neglected in classrooms. We forget to make what we value count. As Lauren Resnick says: "You get what you assess." If you want high level thinking, you have to make it count in your classroom. It has to appear on your formal and informal assessments. In my class, I teach students to ask questions, particularly the kind that open up subject matter and minds. After awhile students get into the habit. It is on all of my assessment. It is on my checklists and rubrics. I use it for their papers. It really counts in my classroom. In fact, you cannot do well in my class if you do not raise interesting puzzles and questions. My students become question machines. They're amazing.</p>	<p>Thinking counts?</p>
<p>Rebecca Williams (Brigham Young University) I don't like giving tests. I always have concerns about their accuracy. It's difficult for a teacher to write their own and yet those from textbooks aren't very helpful. But as I've learned about alternative and classroom assessment, I've become excited because I realize I do this anyway. Assessment is about learning and I know my students are learning.</p>	
<p>Alternative Assessments are:</p> <ul style="list-style-type: none">• Formal• Non-conventional• Ongoing• Learner-Centered	
<p>Annela Teemant (Brigham Young University) The alternative assessment movement grew out of changes and developments in what it means to learn. Originally, alternative assessments were offered as alternatives to traditional testing. Alternative assessments are formal, non-conventional ways for students to demonstrate learning. Because they are ongoing, they allow students to adjust their work and provide evidence of growth across time.</p>	<p>non-conventional?</p>

Teacher-Centered**Annela Teemant (Brigham Young University)**

Earlier approaches to education were teacher-centered. In this era of the "age of science," a transmission model of education dominated. The purpose of learning was getting correct answers. The aim was objectivity. The teacher was the knower, director, and authority. Students were dependent and uninvolved. Teacher-centered classrooms emphasized:

- Correctness
- Answers end process
- Aim of objectivity
- Prescribed curriculum
- Teacher as knower, director, authority
- Students dependent and uninvolved

Teacher-centered?
Answer-centered?

Transmission Model**Annela Teemant (Brigham Young University)**

Teachers responded to students as if they were empty buckets to be filled, relegating them to the role of observer and receiver. This view of learning created passive learners. Students received knowledge, they did not generate new knowledge or construct meaning for themselves. Retelling and memorizing large bodies of information was typical and valued. This was a transmission model of learning.

Education and empty buckets?

Heidi Andrade Goodrich (Ohio University)

Telling or retelling isn't a strong enough goal for education for two reasons:

1. Employers don't ask us to retell, so after 12th grade, it isn't valued in society.
 2. It doesn't involve the depth of processing that's required if you are going to apply, critique, create, wonder, solve problems.
- It's not enough to ask students to retell, because it's a low-level thinking skill that is not valued outside school.

Retelling valuable?

Annela Teemant (Brigham Young University)

While learners can be turned into students who are passive and uninvolved, it is not their nature.

Paul Ammon (University of California, Berkeley)

Child development teaches us that it is important teachers not think of their students as simply receptacles or receivers of transmitted knowledge. Instead children are creators and users of knowledge. Teachers need to find out how students are already thinking about things in order to move their thinking forward in more powerful ways.

Student Receptacles?

Heidi Andrade Goodrich (Ohio University)

We don't usually teach students how to develop and use high-level thinking skills, but we can. It is teachable. I can teach them how to think and how to learn and how to judge whether they're doing their best thinking and learning. "It's like teaching somebody to fish instead of giving them a fish. If we just hand over information all the time, we're giving them the fish. If we teach them how to think and learn and collect information and critique information, and analyze information, and apply information and knowledge and understanding, I think that's the finest thing that we can do for our students. We don't do enough of it yet."

Fishing and rethinking?

Conceptual Outline	Meaning Making
<p>Learner-Centered View of Teaching Focuses on:</p> <ul style="list-style-type: none"> •Meaning •Answers begin the process •Curriculum based in student needs •Teacher as co-learner, facilitator, manager •Students active, participating, center stage <p>This era is called the “age of the person,” and the view of learning is constructivist and learner-centered. It focuses on meaning. Answers begin the learning process rather than end it. The teacher focuses on what students need to know. The teacher is active as a co-learner, facilitator, and process manager. Students are active participators and active learners. They coordinate their own learning, so, they take center stage. Their thoughts, ideas, and perspectives are just as important as the content they are learning. Lev Vygotsky, the Russian educational psychologist, had this fact in mind when he brought together the social, the cultural, and the intellectual elements of learning in school to create the sociocultural theory of cognitive development.</p>	<p>Learner-centered? Thinking-centered?</p>
<p>Roland Tharp (University of California, Santa Cruz, Director of CREDE)</p> <p>Sociocultural theory tells us about interactions like teaching and community building. It helps us understand how classroom norms reflect values and how values emerge in teaching and learning. These great strengths are the reason why it is currently the dominant theory in educational research.</p>	<p>Sociocultural theory and our values?</p>
<p>Pauline Longberg (ESL Coordinator)</p> <p>In classrooms where all the students always sit in rows, I feel sad because I know there isn’t enough talking in that classroom. A classroom needs to be a place of activity where lots happens and students get to move around and interact with different people in different settings around all kinds of activities. Those are the classrooms where second language learners are able to participate more. They don’t learn as much when they sit at a desk with a piece of paper and pencil and stare into space because they don’t know what to do.</p>	<p>Talking to learn?</p>
<p>Annela Teemant (Brigham Young University)</p> <p>Because we are social beings we learn through conversation and interaction. Sociocultural theory acknowledges this fact. This makes it particularly valuable for guiding the education of second language learners.</p>	
<p>Jim Cummins (University of Toronto)</p> <p>There’s an explicit communication to them that their voices will be heard, that their prior knowledge matters in the classroom. That I, as a teacher, want to find out their experiences, and I’m inviting other children to share with each other, possibly from different cultural backgrounds, what they know. We’ve got a classroom where the learning is taking place in a way that’s affirming the identities and the background knowledge of all the participants there. And that’s empowering in a very important way because it communicates to students that they can participate and their voices will be heard. And this is exactly what we want—we call it academic engagement.</p>	<p>Hearing student voices?</p>
<p>Peggy Estrada (University of California, Santa Cruz)</p> <p>As the instructional leader the teacher must know what the academic goals are, understand that movement toward them is dependent on the child, but be able to provide assistance to move the child toward them. The teacher holds the subject matter knowledge and knows which concepts are critical for student learning. If the teacher doesn’t take the instructional leader role and make certain the student begins to connect to the content, the child won’t learn. As teacher, you won’t have done your job.</p>	<p>Teacher leaders?</p>
<p>Jay McTighe (Educational Consultant)</p> <p>Understanding has to be earned by students. They have to make meaning themselves. Our job, as teachers, is not just to tell them all we know and then hope they understand. We need to guide their intellectual exploration: using questions to stimulate thinking, providing experiences where they engage in the kind of thinking we want them to learn to do. Through these activities students construct meaning and develop understanding.</p>	<p>Earning understanding?</p>
<p>ESL Student</p> <p>In a debate, your opinion gets heard and you hear the opinions of other people. They say how they feel about stuff. Our teacher wants us to think, not just do the work. He wants us to think about what we’re learning, and not because we have to, but because we want to. When we get to talk about the subject, it gives us voice. It gives us a chance to say how we feel. The more we talk, the more we know the subject.</p>	

Conceptual Outline	Meaning Making
<p>Courtney Cazden (Harvard University)</p>	
<p>The nature of knowledge and the goal of schooling has changed from just learning facts to being able to think about and solve problems. More class time is spent talking about about processes of thinking, learning, and problem solving. Teachers ask, "How do you know that? How did you get your answer?" Teachers encourage students to talk and even argue about alternative solutions, asking them to make their evidence and thinking clear. It's not just individual learners talking with teachers, but a class-room or community of learners where there is talk among students as well as between them and the teacher.</p>	<p>Defending answers as learning?</p>
<p>Annela Teemant (Brigham Young University) Our new view of learning demands a different view of assessment. Alternative assessment is one of these new views. Grant Wiggins argues that educational reform calls for assessments that teach and are central to instruction. They improve student performance, not just audit it. They are called alternative assessments. Assessments •should teach •be central to instruction •improve student performance</p>	<p>Assessments teaching?</p>
<p>Alternative Assessment Types: Annela Teemant (Brigham Young University) They are ongoing, non-conventional ways to evaluate student learning. They are formal and criterion-based, provide students with feedback in the process, and allow students to adjust performance, but the final product is graded. We will look at four kinds: 1. Authentic, 2. Performance, 3. Portfolio, and 4. Problem-based or project assessments.</p>	<p>My types of assessment?</p>
<p>1. Authentic Assessment Jay McTighe (Educational Consultant) Authentic assessment, a term coined by Grant Wiggins, has become popular during the last decade. There is something fundamental in thinking of assessments as authentic. Their straightforward characteristic is that they involve students in using knowledge and skills in ways those knowledge and skills are used in the real world. Classroom example of students engaged in a debate. A group of students are presenting their views with evidence and rebutting the views of others.</p>	<p>Authentic assessment?</p>
<p>2. Performance Assessment Margo Gottlieb (Illinois Resource Center) There are many different forms of performance assessments. Some are more authentic than others. Some rely on a single activity. Some are multi-faceted. Some are based on tasks. Some are more extensive and use projects or themes. Some take 5 minutes; others take 4 years, as in a high school. Classroom example of an ESL student giving a report using a poster she made to provide support for her performance.</p>	<p>Performance assessment?</p>
<p>2. Performance Assessment Jay McTighe (Educational Consultant) In a physics class, that has been learning about force and motion, the teacher uses a performance assessment task at the end of the unit. Students are asked to design a new kind of swing set for a playground making certain through experiments that their swing set doesn't allow swingers to swing all the way around. They must consider the length of the swing, the mass, the height of release. To complete the task they have to show that they know how to use facts about force and motion and apply them in a new situation.</p>	

Conceptual Outline	Meaning Making
<p>3. Portfolios Types of Portfolios:</p> <ul style="list-style-type: none"> • Collections • Showcase • Assessment <p>Lorraine Valdez Pierce (George Mason University) Ten years ago portfolios were unusual, but today they are more common. A collections portfolio is a collection of everything the student has done in your class. Showcase has the students' best work. You're going to share it with other teachers, parents, or students. Maybe even have a portfolio night. The assessment portfolio interests me most because of its benefits to language learners and their teachers.</p> <p>Assessment Portfolio has:</p> <ul style="list-style-type: none"> • Specific purpose • Visible criteria • Self-assessment <p>Lorraine Valdez Pierce (George Mason University) The assessment portfolio has a specific purpose with visible criteria. Everything in the portfolio has evidence of how it is being evaluated including the standards and criteria by which it's being assessed. Finally and most importantly, it has a self-assessment component—a critical evaluation by the student of his or her own work. The teacher will teach the student these self-assessment skills. The assessment portfolio takes everyone working for a common goal.</p> <p>Classroom example with a teacher and two students discussing why the student included her mystery story in her portfolio.</p>	<p>Portfolios common?</p> <p>Portfolios?</p>
<p>4. Problem-Based Projects Heidi Andrade Goodrich (Ohio University) Projects are natural because we do them outside school. We plant gardens, plan family feasts or celebrations, and build forts. Even though projects may seem a little over-whelming, when you bring them inside school, students are motivated by them. In projects we can attend to high-level thinking skills, deep processing, teaching for understanding. Things direct instruction doesn't allow us to do.</p> <p>When teachers decide they are worth it and to try them, they ought to begin with a list of projects students can choose from which boosts motivation, because we all love a choice. This motivates students through the whole project.</p> <p>Classroom example of students from an 8th grade science class working out the problem of how to organize the gears on their cars in order to get them to climb hills most efficiently.</p> <p>Characteristics of Alternative Assessment:</p> <ul style="list-style-type: none"> • Holistic • Learner-centered • Performance-based • Process-oriented • Integrated • Multistage tasks <p>Annela Teemant (Brigham Young University) Alternative assessments value performance, demonstration, and the real-world application of knowledge. They are more holistic, student-centered, performance-based, process-oriented, and require students to use integrated skills in completing multistage tasks. The traditional tests we grew up with are still common in our schools and universities. They are central to the high stakes testing systems, and they value context-reduced performance, possession of academic skills, and possession of knowledge. However, we now understand learning better. As a result, we value different approaches to teaching. And the bottom line is, we need different assessment tools as well.</p>	<p>Natural? Motivational?</p> <p>Problem-based?</p> <p>Traditional test common? My definition of learning?</p>



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment