

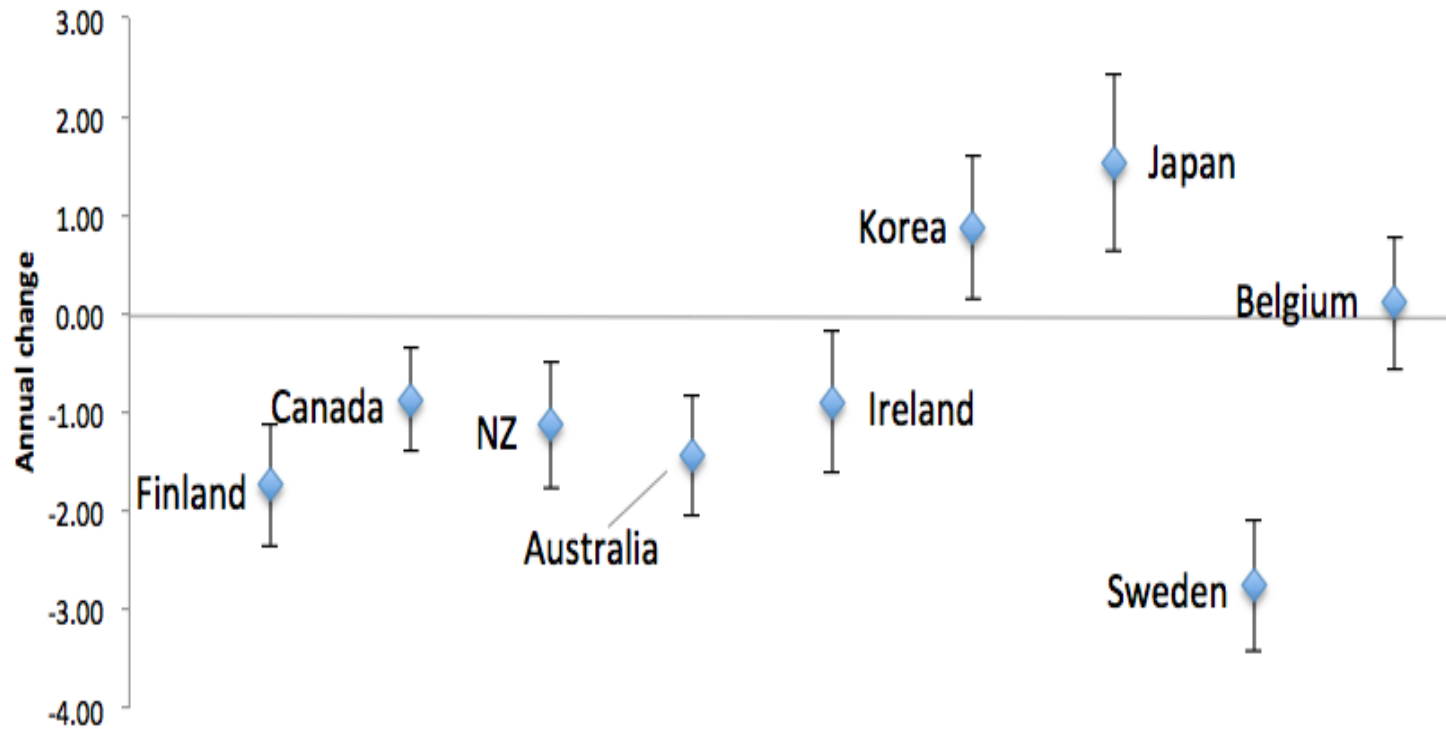
Next generation assessment

Peter W. Hill

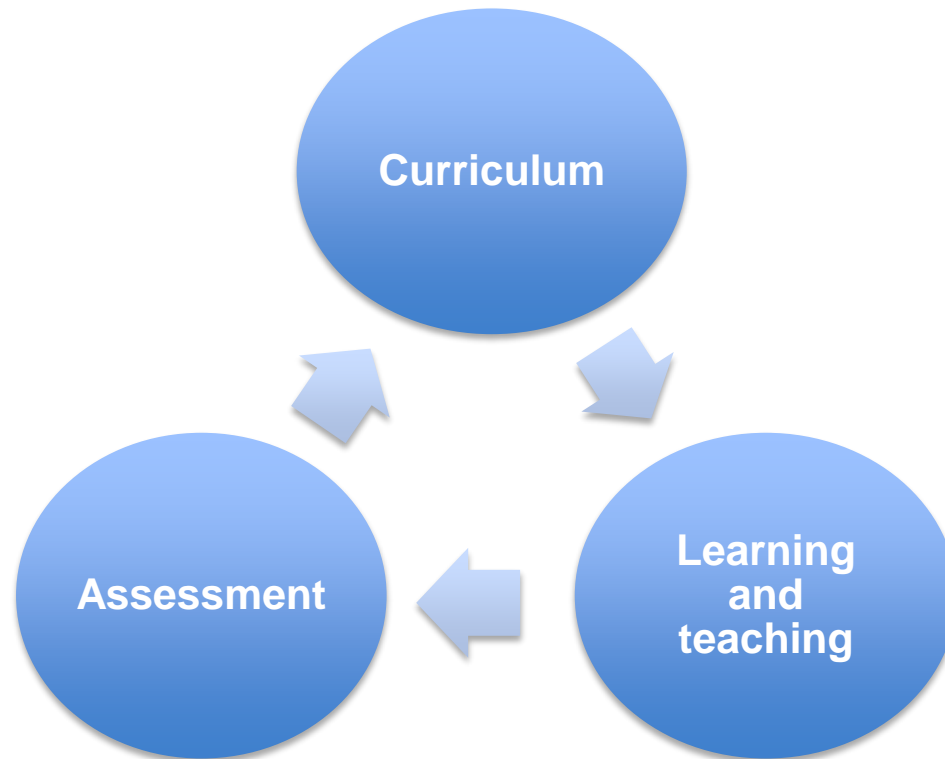


PISA: Top nations flat-lined

Reading

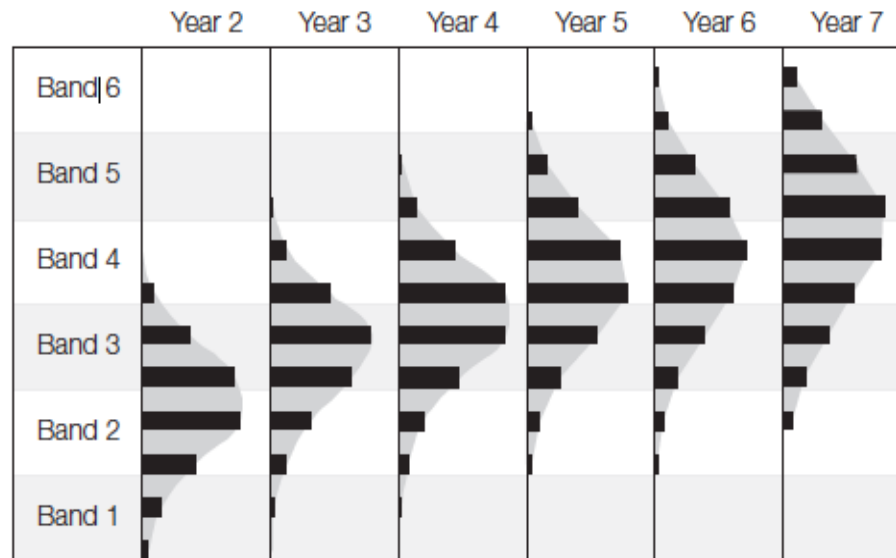


Three core processes



Assessment as the lagging factor

1. It has not kept up with new thinking regarding what is important for students to learn
2. It is not doing a good job at handling the wide range in student abilities



Assessment as the lagging factor

1. It has not kept up with new thinking regarding what is important for students to learn
2. It is not doing a good job at handling the wide range in student abilities
3. It is not providing us with the information we need to improve teaching and learning
4. It is often out of alignment with the other two elements of the core instructional triad



Standard assessment paradigm

- Top down and driven by system needs
- Light sampling of student performance
- Limited responses to 30-60 unrelated multiple choice or short response items, mostly involving low level cognitive processes
- All students of the same age cohort take the same test at the same time regardless of readiness
- Little feedback and too late
- Many key outcomes not assessed

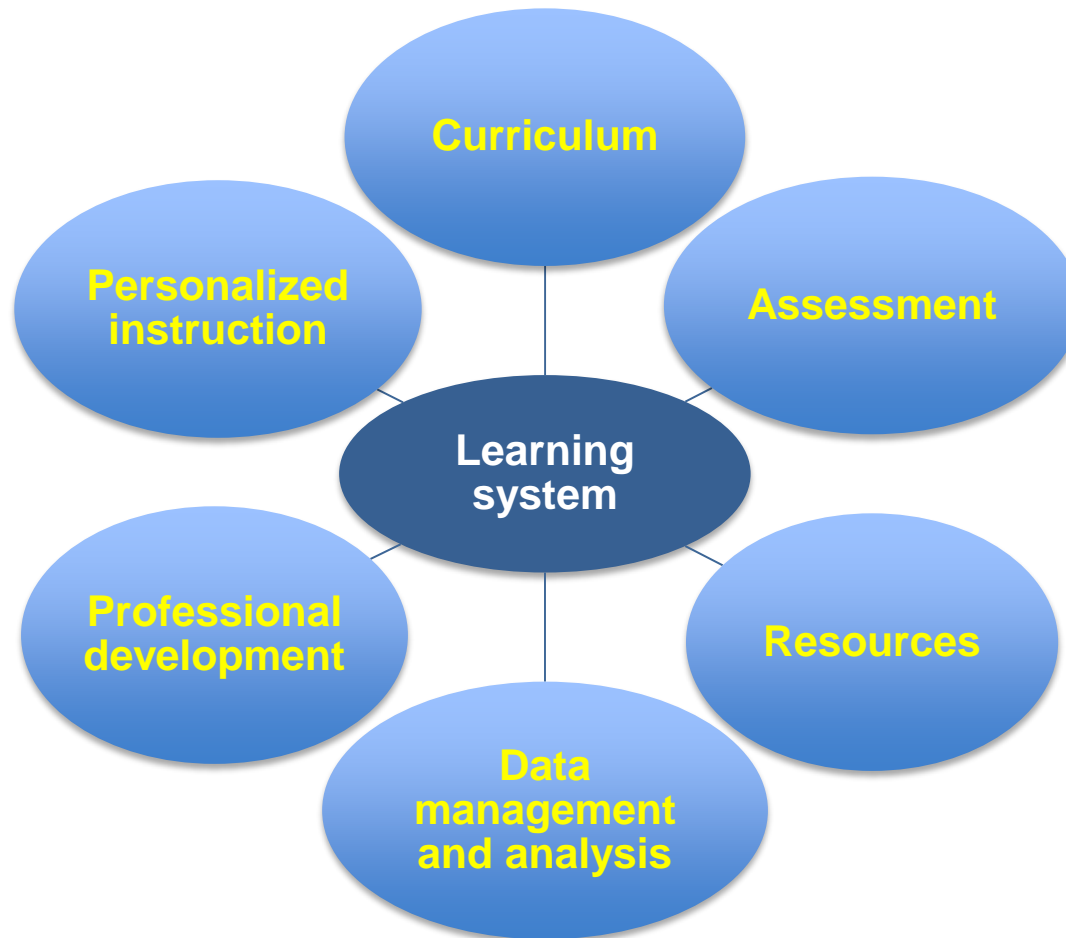


Assessment in the digital age

- Bottom up and driven by student learning needs
- Continuous monitoring of progress and status
- Personalized - adapted to student's ability
- Built into ongoing learning tasks
- Deep engagement, higher-order thinking skills and various intra- and inter-personal skills
- Instant, real-time feedback
- Rich information on multiple aspects of student performance
- A component of integrated learning systems

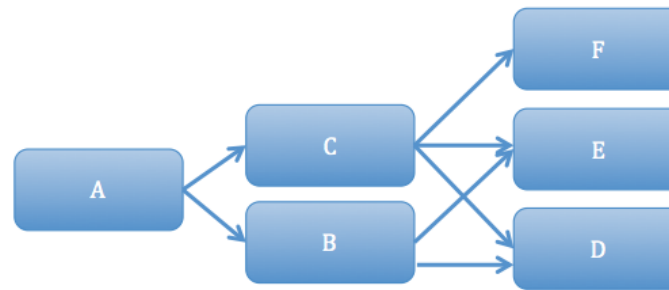


Next generation learning systems



Already happening....

- Onscreen assessment
- Adaptive testing



- Higher quality tests, but less testing
- Imaginative approaches to assessment at the school/classroom levels



Next steps

- Where are we now?
- Goal setting and next steps
- Dealing with infrastructure issues
- Establishing lighthouse/trial schools
- Seeking partners and collaborations
- Generate enthusiasm and sustain momentum

