

Assessment Reimagined

Tina Blythe & Mara Krechevsky



#PZ50th

Getting Started

Who are we?

(And what are we doing here?)

Session Goals

Looking back

synthesizing key features of PZ's work
in assessment over the last 50 years

Looking forward

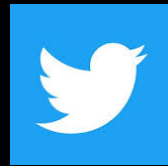
inviting a conversation that can
inform PZ's future work

What we're doing today

- Reflect on assessment
- Picture of Practice #1
- Shifts: The “When” and “What” of Assessment
- Picture of Practice #2
- Shifts: The “Who” and “How” of Assessment
- Reflect & Respond
- Closing

Share & Connect

#PZ50th



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“The need for accountability in American education has been the cornerstone for the standards-driven reform movement of the 1990s and continues to dominate our educational thought and practice.

We are in this moment . . . so deeply invested in the idea of psychometric and “scientific” justifications for our educational practices that we seem to have forgotten there could be any other justification paradigm.

Some days I wonder if the path we’re on . . . is just difficult and long...or truly impossible. We have invested so much money, time, infrastructure, and rhetoric in the idea of psychometric and “scientific” justifications that we seem to have forgotten there could be any other way to hold ourselves accountable.”

–Steve Seidel, 2008

Role Play!

- What would you say to the Steve of 2008 if he were here in the room with us today?

Picture of Practice "The City of Reggio"







Project Zero

Reggio Children

making learning visible
children as individual and group learners

Mara Krechevsky • Ben Mardell
Melissa Rivard • Daniel Wilson

Researchers from Project Zero at the Harvard Graduate School of Education

PreK-12

Visible Learners



PROMOTING **REGGIO-INSPIRED**
APPROACHES IN ALL SCHOOLS





The City of Reggio

The Boys' City



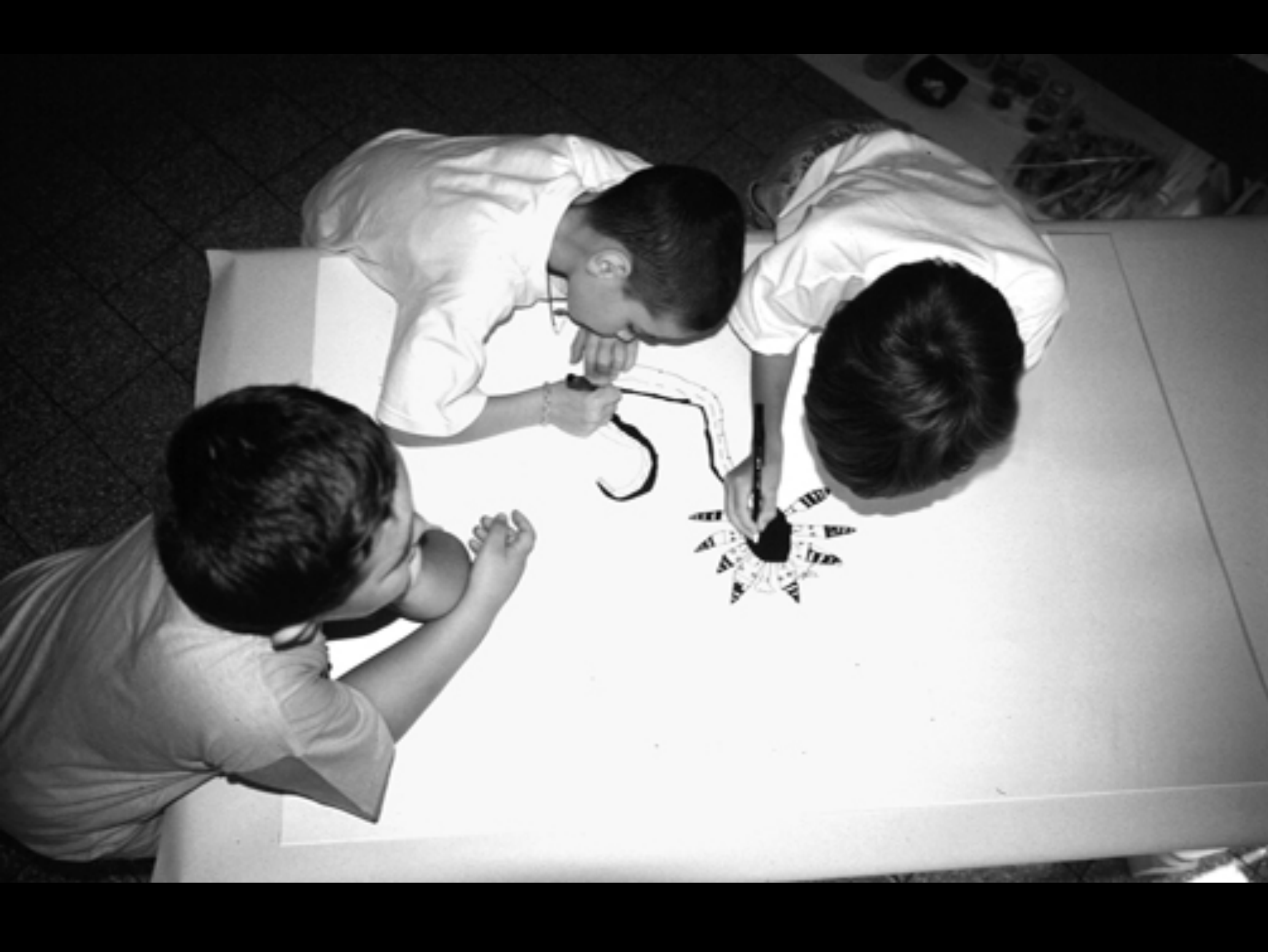


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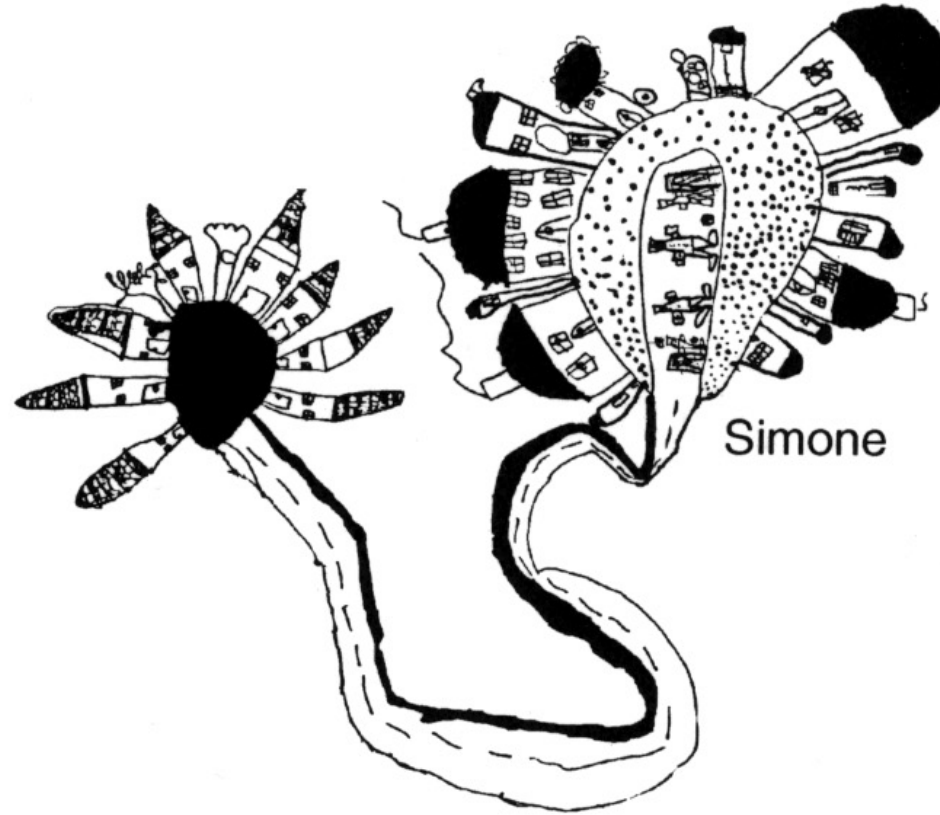
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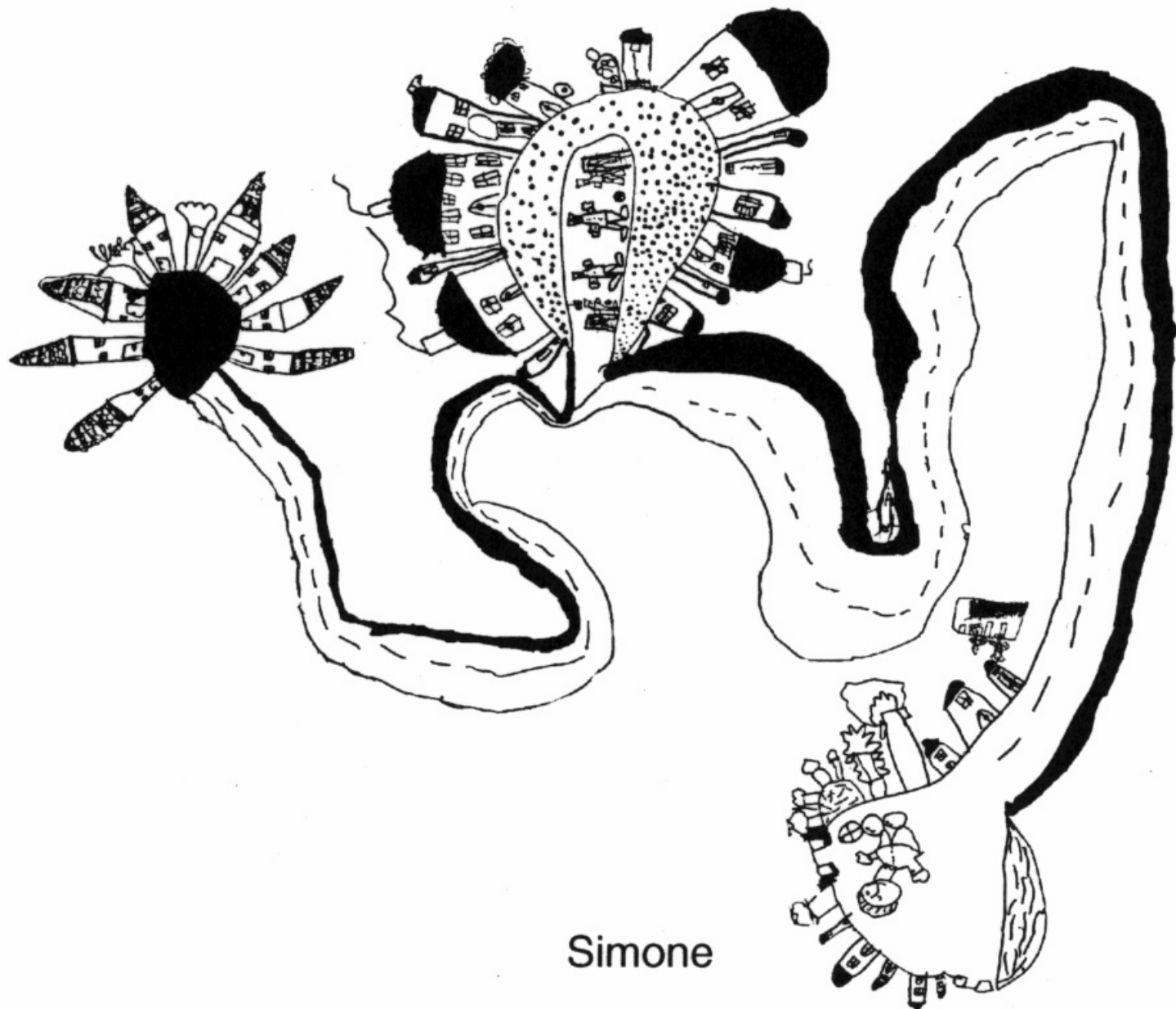


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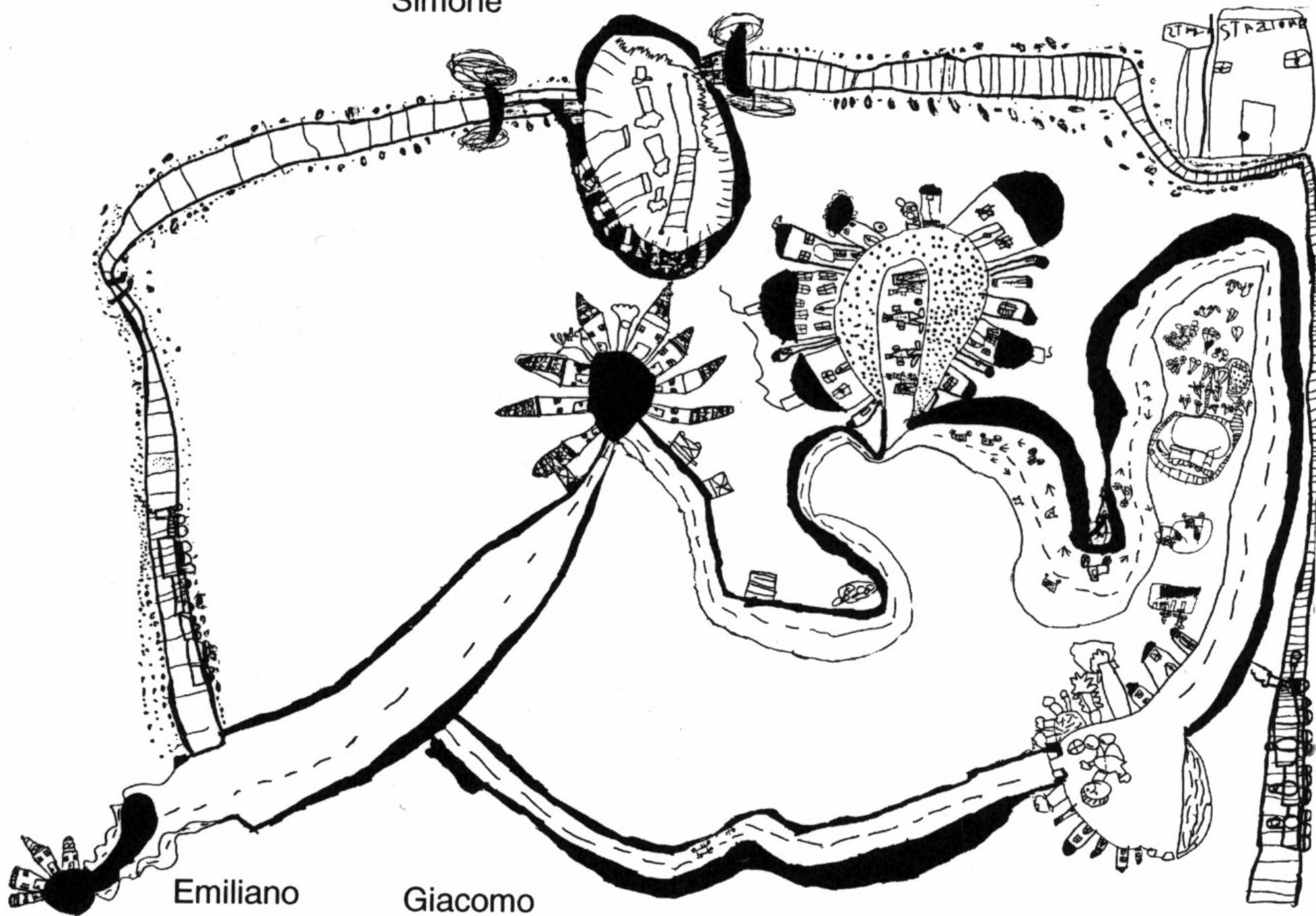


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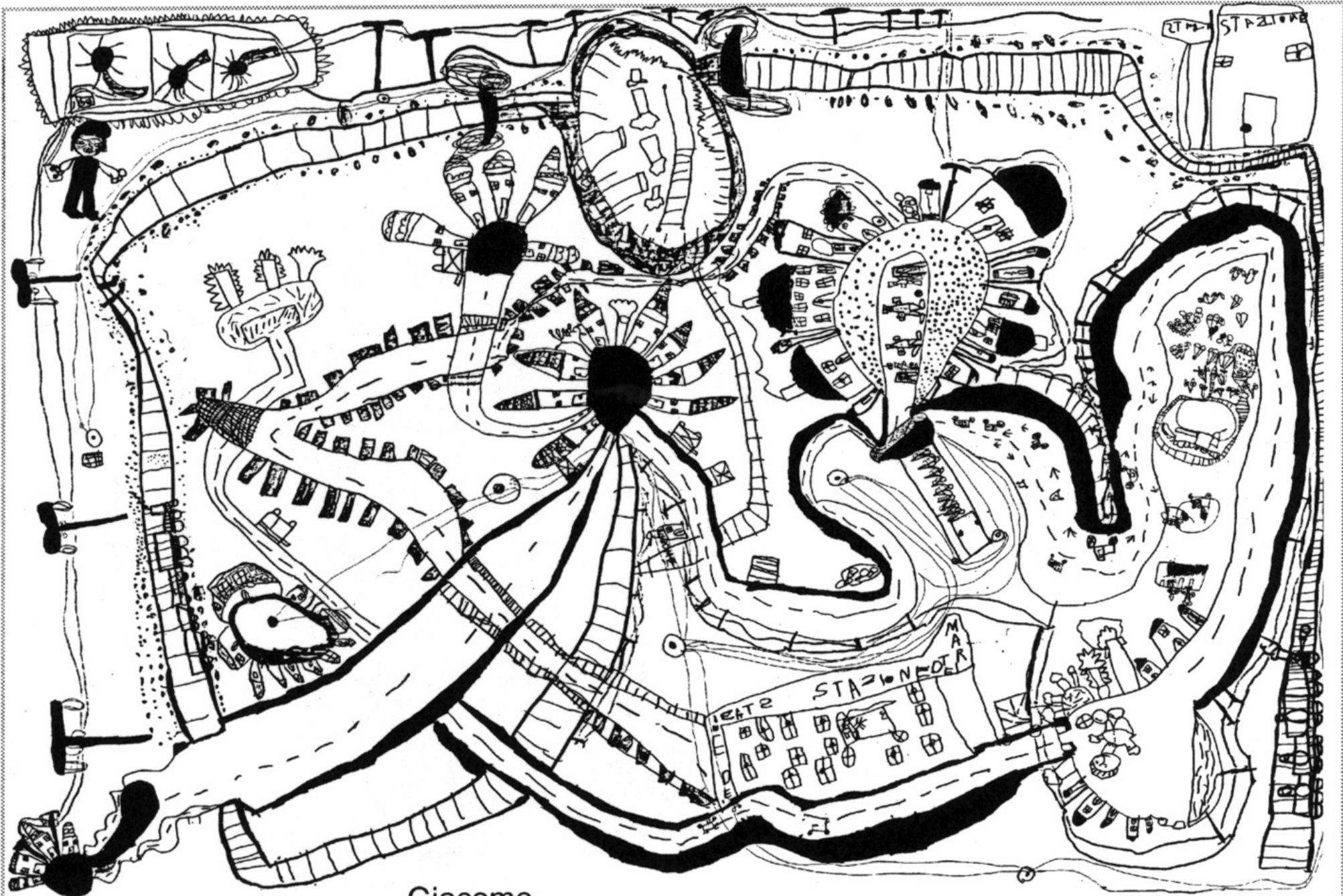


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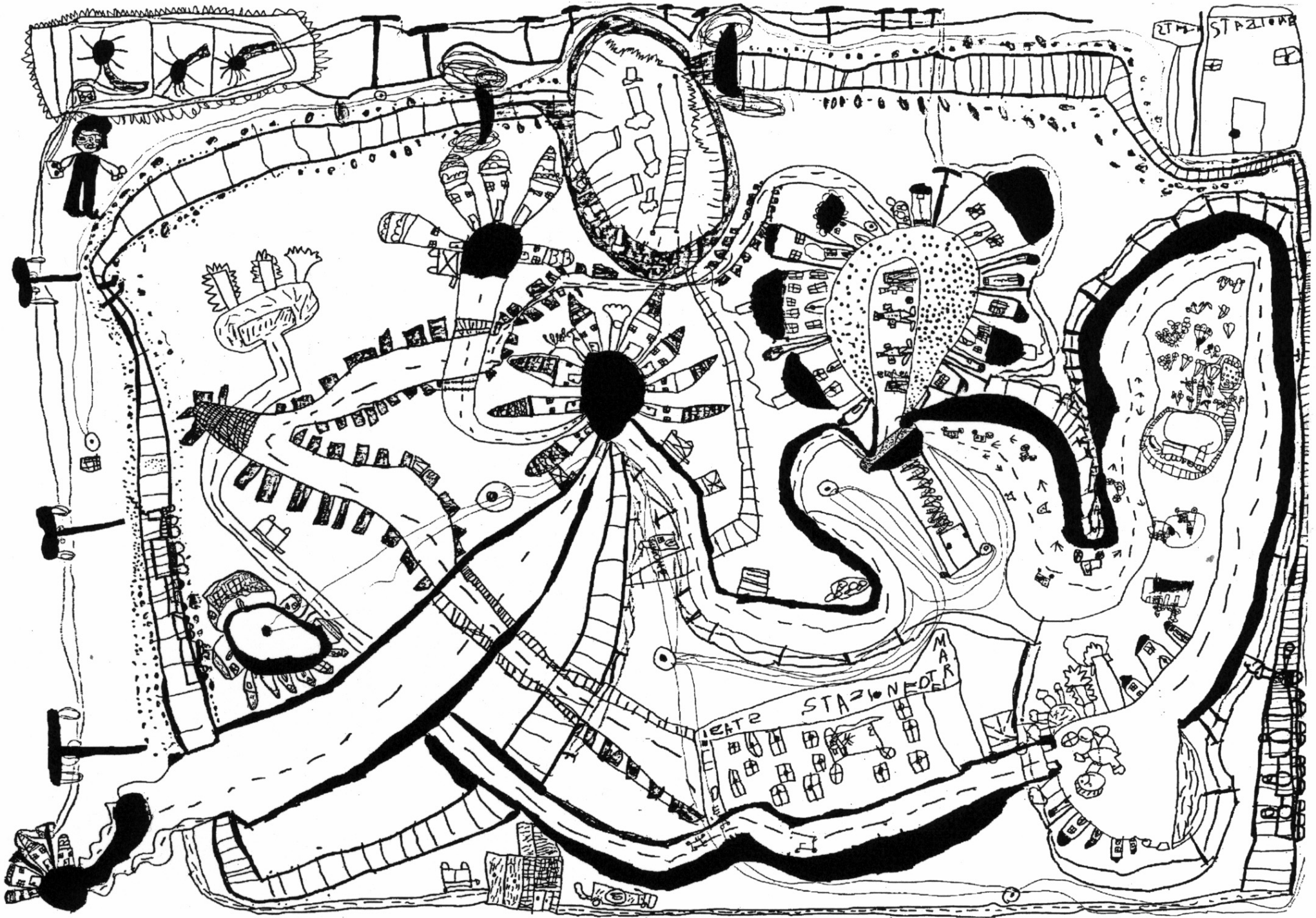


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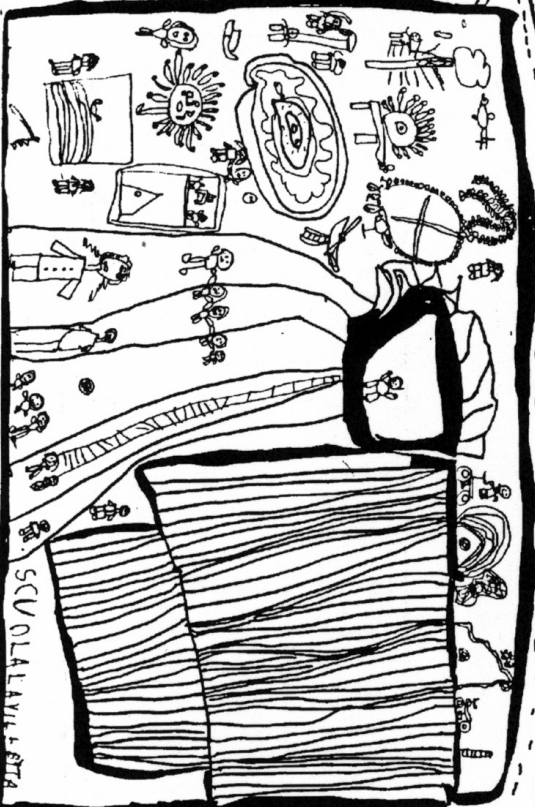
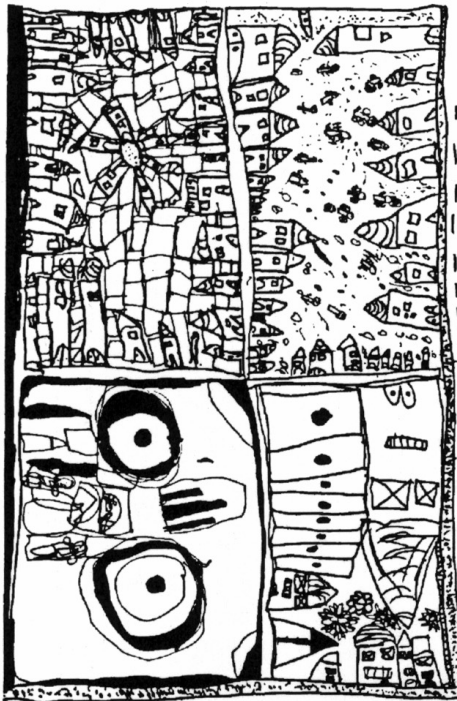
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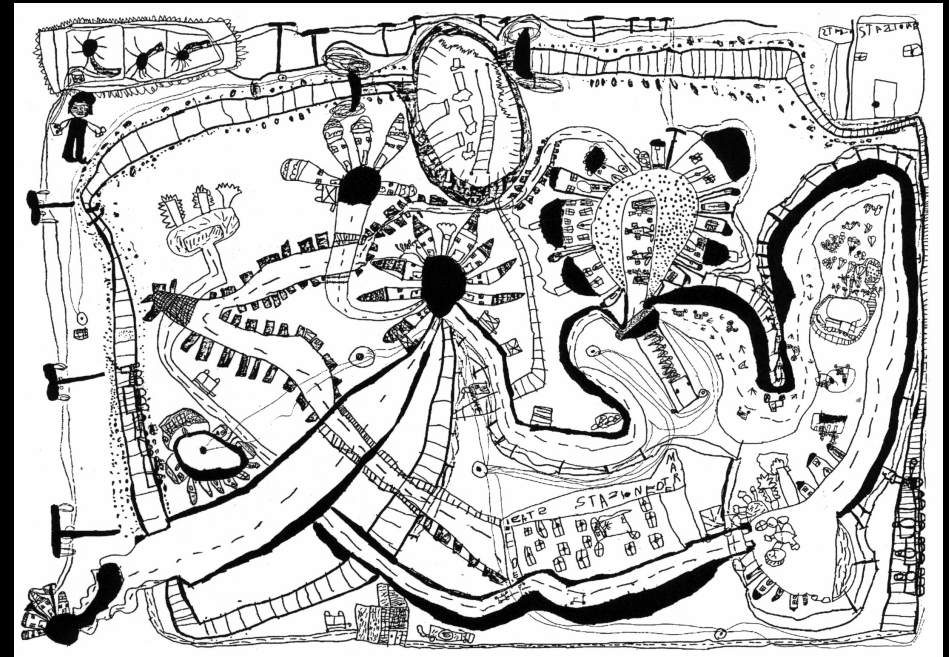






At your tables, discuss:

1. Drawing on your own experience and context, where do you see assessment taking place in this example?
2. What thoughts or questions does this mini-story trigger for you about how assessment might look different from the traditional view?



Shifts at the Heart of PZ's Assessment Work



The Why

Driven by what can be measured

Driven by the goals we think are most important

The What & When

Focused on final product/end of learning experience

Focused on process and product; integrated into learning experience

The Who

Done to teachers and students

Teachers and students as protagonists in the assessment process.

The How & Where

A one-on-one process, often decontextualized.

A collective & relationship-building process, contextualized.

The What

Assessment of a final product →

Assessment of process as well as product

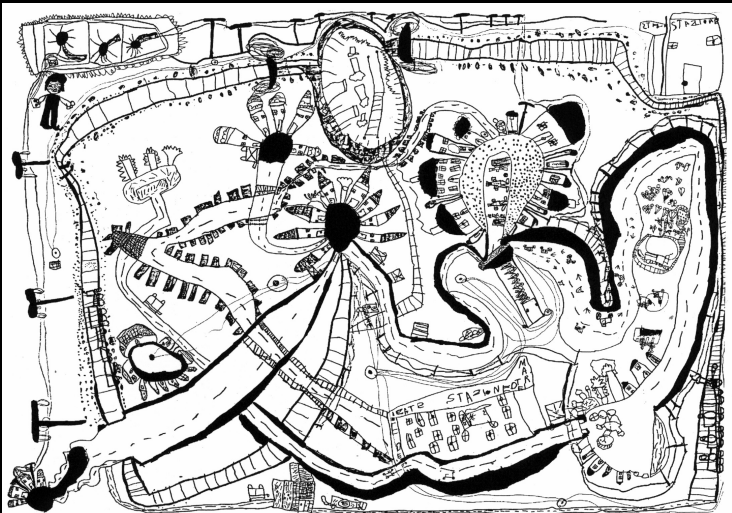
The When

Assessment at the end of the learning process →

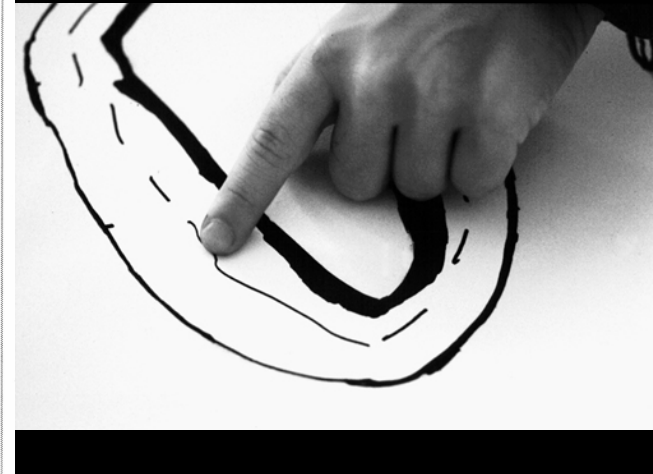
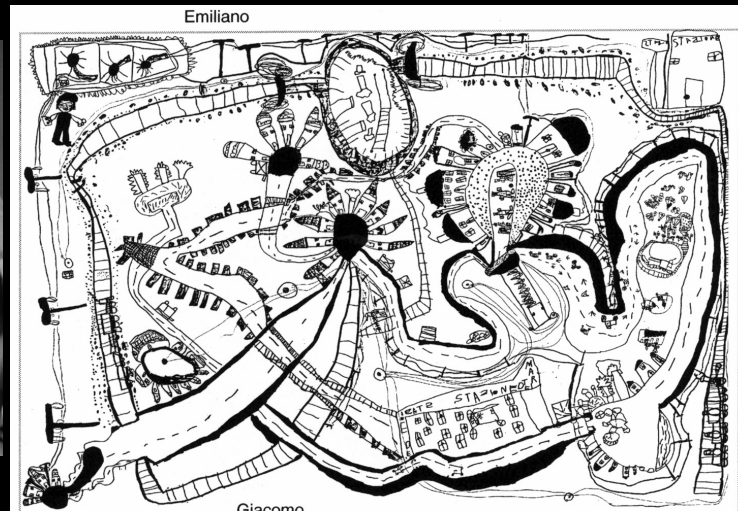
Assessment throughout learning process

We feel it is necessary, once again, to deny the assertion that learning, and how we learn, is a process that cannot be seen, that cannot be activated and observed, leaving the school with the sole task of eliciting learning and then verifying it after the fact. What we are interested in is precisely an attempt to see this process and to understand how the construction of doing, thinking, and knowing takes place and what sorts of influences or modifications can occur in these processes.

**Vea
Vecchi**



Documenting children's learning processes helps to make learning visible and shapes the learning that takes place.



Documentation is....

Definition of Documentation

The practice of **observing, recording, interpreting, and sharing** through different media the processes and products of learning **in order to deepen learning**

Documentation is...

- Visible listening
- Using the walls to advance learning
- A memory for the group
- Making children's work available for re-examination
- A political act

Visible Listening (5th grade, Benjamin Banneker Charter School)

"...density is crowdedness..."

Gianna 5/1

"The higher the density, the further to the bottom it goes. Ex. – the corn syrup has the highest density, so it landed all the way at the bottom. It's the complete opposite situation with the mineral oil. It stayed at the top."

Gianna 5/3/06



Gianna

Basically Mass, Volume, and Density is like a family.

Mass = Dad

Volume = Mom

makes

Density = Child

Gianna 6/1/06

Gianna (like me!) is still trying to understand causal relationships. She has made a comparison that helps her remember that density is the result of a relationship.

A political act

(Wickliffe Progressive Community School)



A political act (Kindergarten, Boston Public Schools)



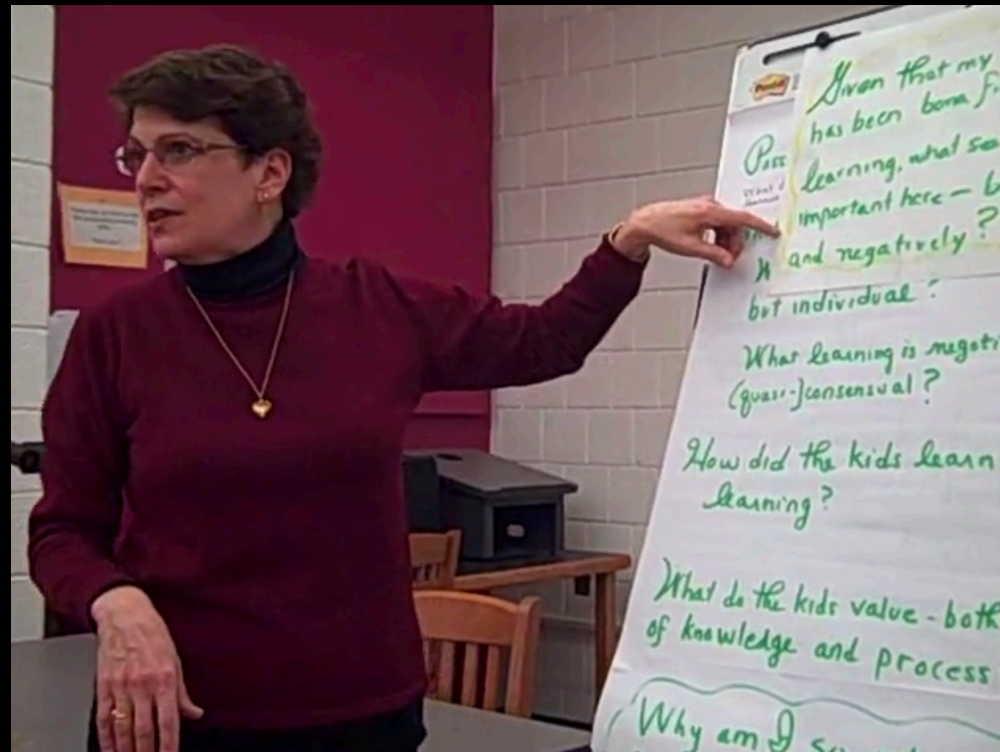
Students...

- listening to and learning from each other
- using their imaginations
- thinking critically and creatively
- developing a sense of esthetics and emotional understanding
- understanding what it means to be members of a democratic society

Picture of Practice "Grappling with Greatness"

Joan Soble

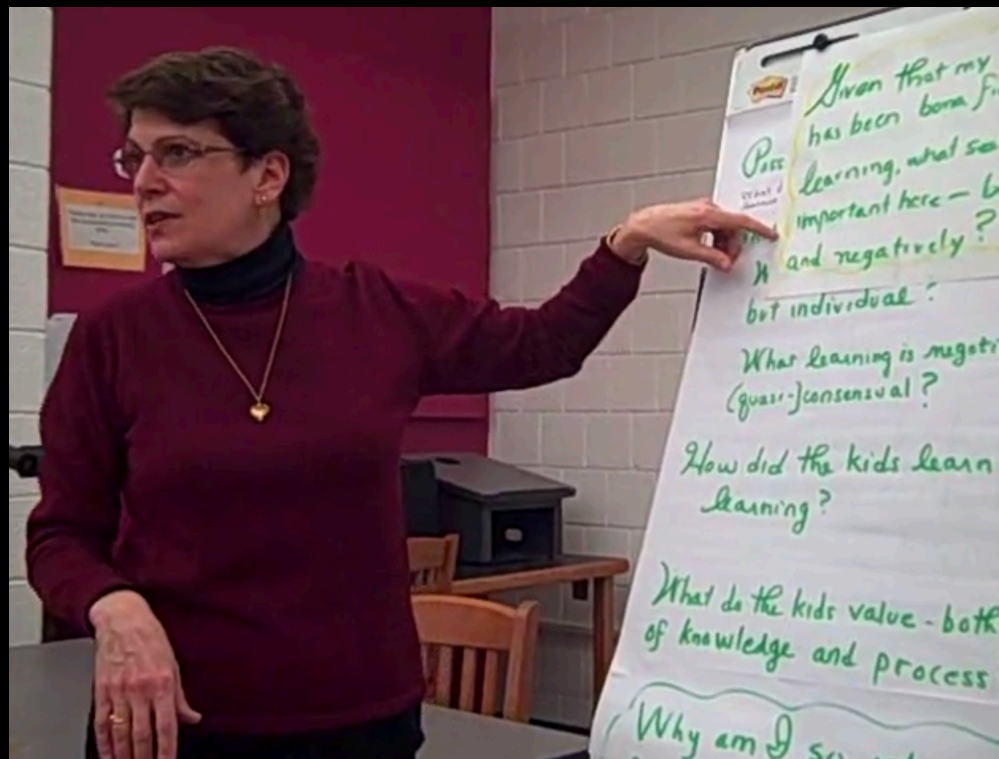
11th/12th Grade AP English (Literature) Teacher





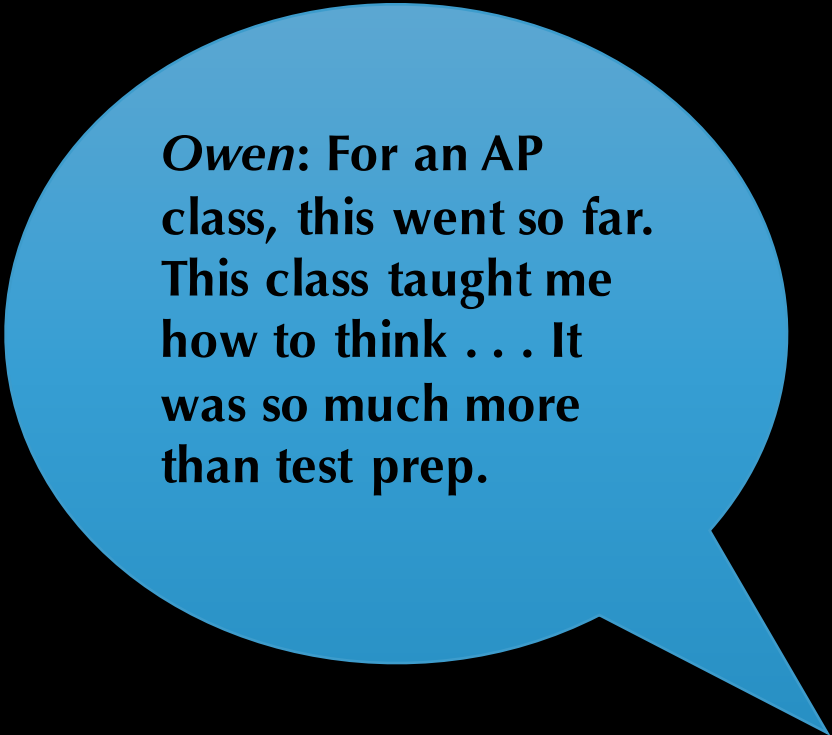


Joan shares work with colleagues



Joan's colleagues offer their responses to the student work.





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Owen: For an AP class, this went so far. This class taught me how to think . . . It was so much more than test prep.

Liam: Like someone said on the video, we really did come to care about greatness.

Thalia: I felt like I could have my opinion. I had to think about other people's opinions, but I could express my opinions and still keep them. . .

Violet: What also happens is that teachers want you to come to a common definition or a consensus about something, and since that's what the teacher wants, people's thinking gets lost.

Joan: “ . . . That’s what I had to learn from you guys. I started the term thinking we could come to some consensus about greatness.

The real goal was to have everyone really know what they thought, and what everyone else thought, and why—so everyone had to think about everyone else’s thinking before being sure about their own.

So even though we have no consensus, I feel very happy about where we ended up, because all of you really understood what each other thought and why.

The Why

Assessment driven by what we can measure numerically →

Assessment driven by the most important goals we hold for students, whether numbers capture them or not

The Who

Assessment done to teachers and students →

Teachers and students as protagonists in the assessment process

The How and Where

Assessment as a one-on-one activity
(teacher assesses student; principal
assesses teacher) →

**Assessment as a collective and
relationship-building process that
happens in context**

Reflect and discuss!