

FLO FRIDAY - **Alternative Assessments:** **Negotiating Standards**

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Learning. Doing. Leading.

Since time immemorial, the səliłwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

Alternative Assessment: Negotiating Standards

FLO Friday - February 18, 2022

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Zoom Poll

How many Friday FLO Sessions have you attended?

- ★ This is my first
- ★ 1-3
- ★ 4-6
- ★ I've lost count!


Assumptions

1. Traditionally-administered Multiple Choice Tests  Alternatives

TYPE IN CHAT

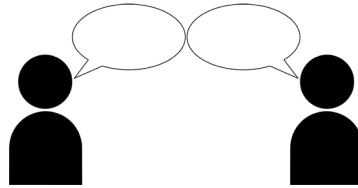
Authentic/alternative assessments are
great, but...

Assumptions

1. Traditionally-administered Multiple Choice Tests  Alternatives
2. Standards are a Killjoy

Agenda

Premise - Illustration - Engagement (x3)

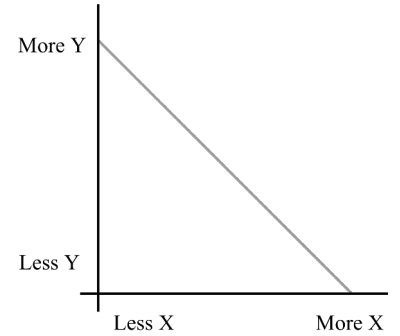


3 Premises

1. As validity increases, reliability decreases.
 1. Good evaluative judgment requires tacit knowledge, which is gained through experience. Help students get there!
 1. Even for experts, marking alternative assessments is fraught. Collaborate to calibrate.
-

1.


As validity increases, reliability decreases.





STOP AND THINK

Write down an authentic/alternative assessment task or tool that you've used, but struggled to evaluate.



2.

Good evaluative judgement requires tacit knowledge, which is gained through experience. We need to help students develop this as they learn.



Exceptional	Skilled	Proficient	Developing	Inadequate
<u>Convincing</u> argument that is <u>effectively</u> supported with resources.	<u>Strong</u> argument that is <u>mostly</u> supported with resources.	<u>Good</u> argument that is supported with resources.	<u>Weak</u> argument that <u>needs</u> <u>more</u> support.	<u>Poor</u> argument with <u>no</u> support.





BREAKOUT ROOMS #1

How can you take an authentic/alternative assessment and build exemplars and student conversations into the process?



3.

Even for experts, marking
alternative assessments is
fraught.

Collaborate to calibrate.



5 reasons to mark with others


- Less second-guessing
- Learn from one another
- Iterate assessments
- Accountability
- It's fun





BREAKOUT ROOMS #2

How might you improve the reliability of your assessment through collaboration and calibration?



3 Premises

1. As validity increases, reliability decreases.
 1. Good evaluative judgment requires tacit knowledge, which is gained through experience. Help students get there!
 1. Even for experts, marking alternative assessments is fraught. Collaborate to calibrate.
-

If this, now what?

TYPE IN CHAT

What are you going to do to improve the reliability and impact of at least one authentic/alternative assessment?

Thank you everyone!



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