

Learning to Assess: Establishing an Assessment Capacity Framework for Initial Teacher Education

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A study of teacher assessment education in Australia, Canada, England, and New Zealand



Preparing Assessment Capable Teachers: For what was, what is, and what is yet to come

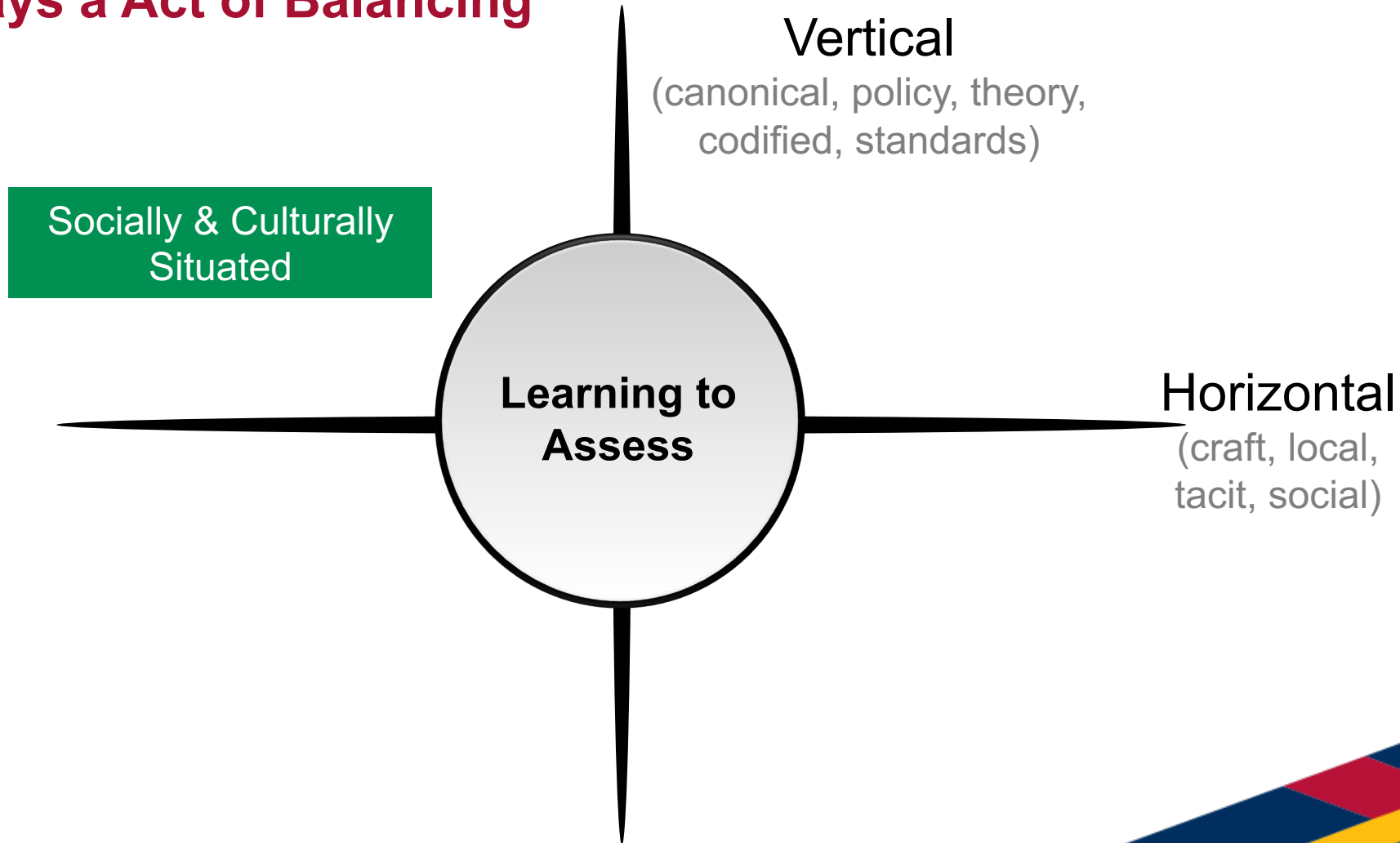




Why does this matter?

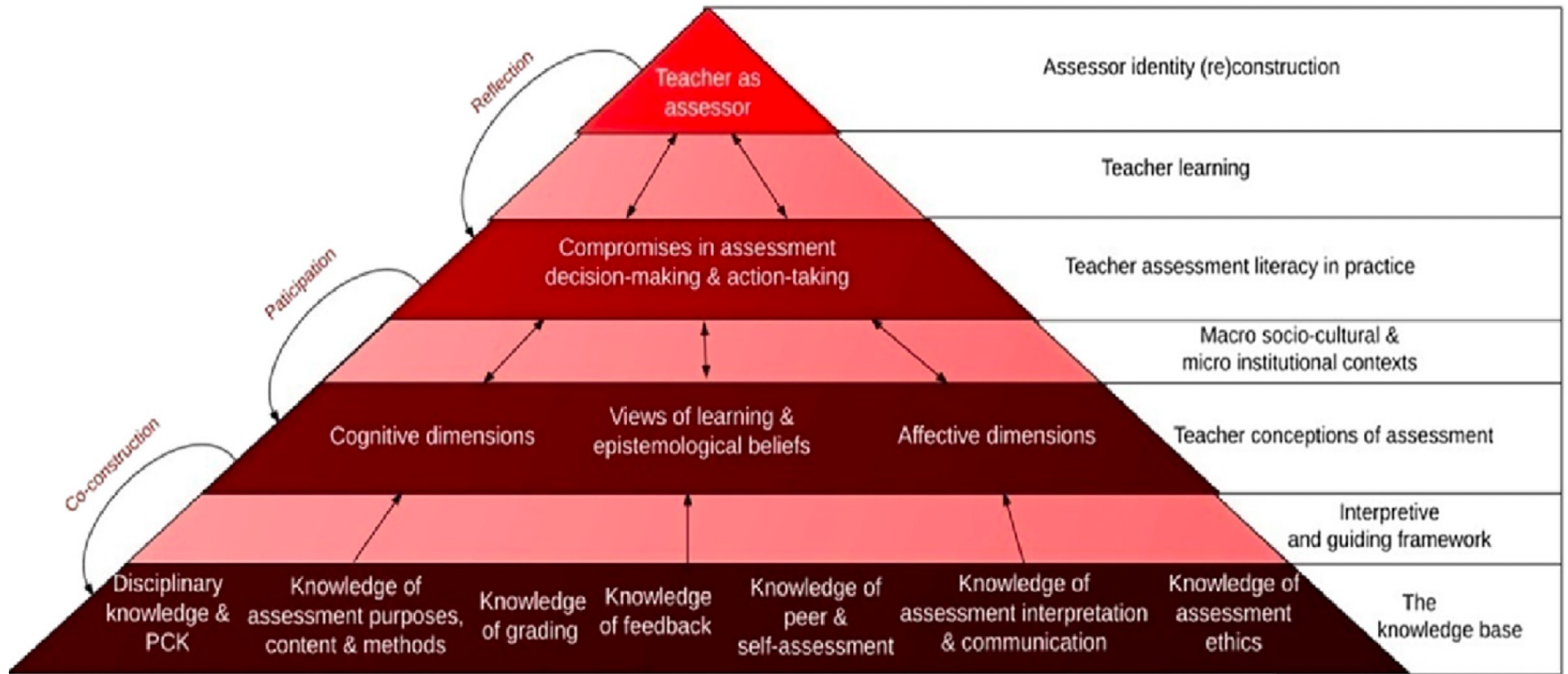
1. Assessment is both the object and instrument of reform
 - promises to improve learning
 - “publicly acceptable code for quality” (Broadfoot & Black, 2004)
2. The promises of an assessment-driven system – *in many cases* – have yet to be realized in terms of widespread achievement gains (Koretz, 2017; Stobart, 2008)
3. We continue to observe gaps between assessment literacy ‘standards’ and assessment ‘practice’ (Stiggins, 2010; Xu & Brown, 2016)

Learning to Assess: Always a Act of Balancing



(Bernstein, 1999; DeLuca et al., 2019)

Current Models for Assessment Literacy

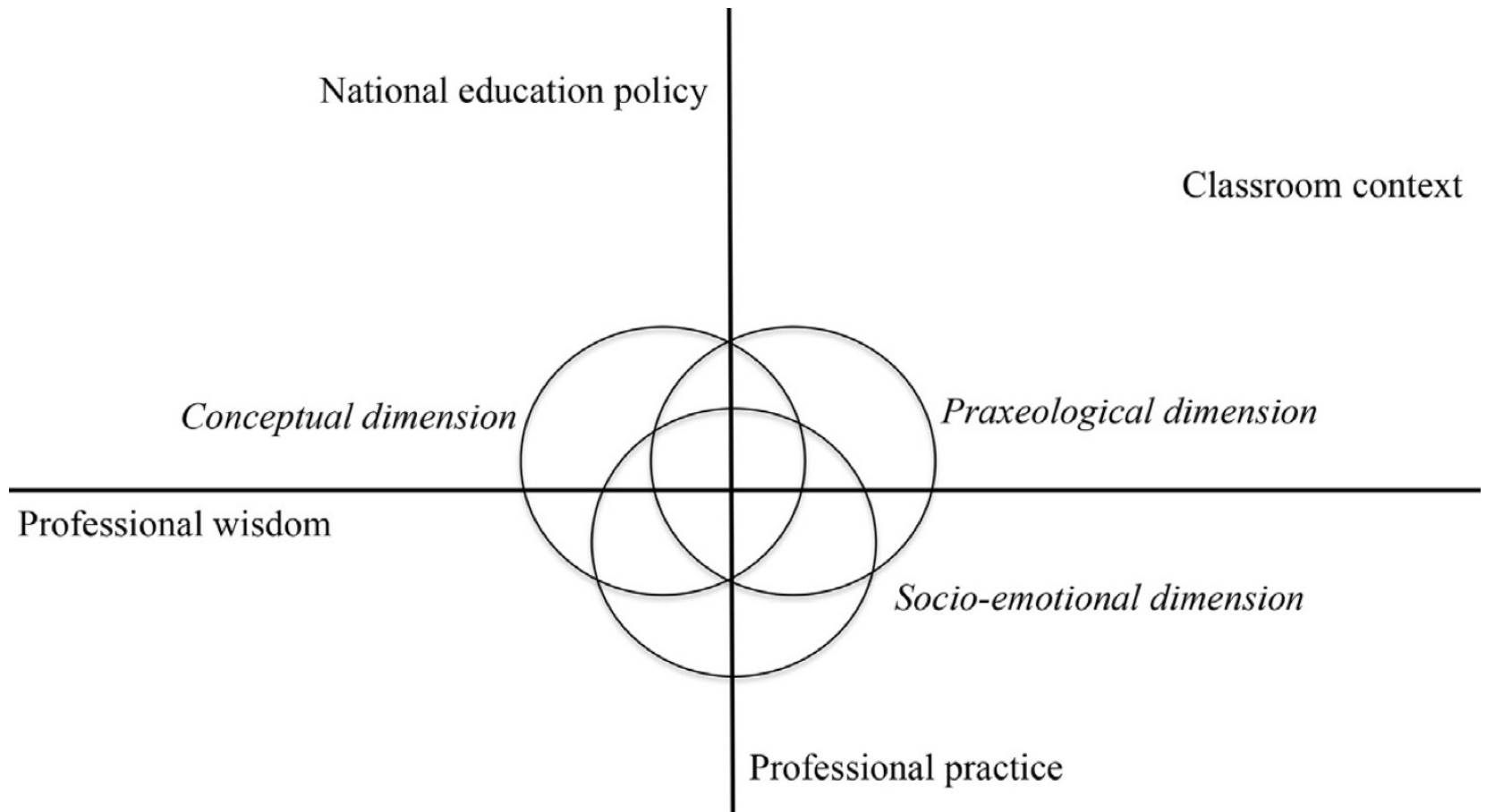


A conceptual framework of teacher assessment literacy in practice

(TALiP; Xu & Brown, 2016)

Current Models for Assessment Literacy

Three dimensional model of assessment literacy (Pastore & Andrade, 2019)



Current Models for Assessment Literacy

Assessment Identity

Looney et al., 2018






Our Study

Tracked teacher candidates' assessment learning throughout their ITE program in AUS, CAN, ENG, and NZ

- Digital reflection app (Going OK); collected 3000+ reflections
- Approaches to Classroom Assessment Inventory (ACAI) (n=489)
- Context policy review (DeLuca et al., 2019)

Goal: To develop a framework for teacher learning in assessment rooted in the realities of how teacher candidates learn to assess



Context Policy Review

ORIGINAL RESEARCH article

Front. Educ., 26 November 2019 | <https://doi.org/10.3389/feduc.2019.00132>



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Policies, Programs, and Practices: Exploring the Complex Dynamics of Assessment Education in Teacher Education Across Four Countries

3,954

TOTAL VIEWS



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There has been a global trend toward increased accountability and assessment in schools over the past several decades. Across policy and professional standards, teachers have been repeatedly



Going OK Reflection

I'm feeling very conflicted [about how to respond to a female student who has been absent with medically diagnosed anxiety and has not been able to contribute to a group assessment task] ... The scientist in me weighs heavily on the side of reliability. But the social justice side of me is desperate for equity particularly because science itself as a discipline is far from equitable (selects against women, minority groups, racial diversity)... I'm keen to see that change and wonder if I could contribute to that in my high school science classes. I've been thinking a lot about equity and providing flexibility/choice in my assessment tasks for students. (AUS preservice teacher)

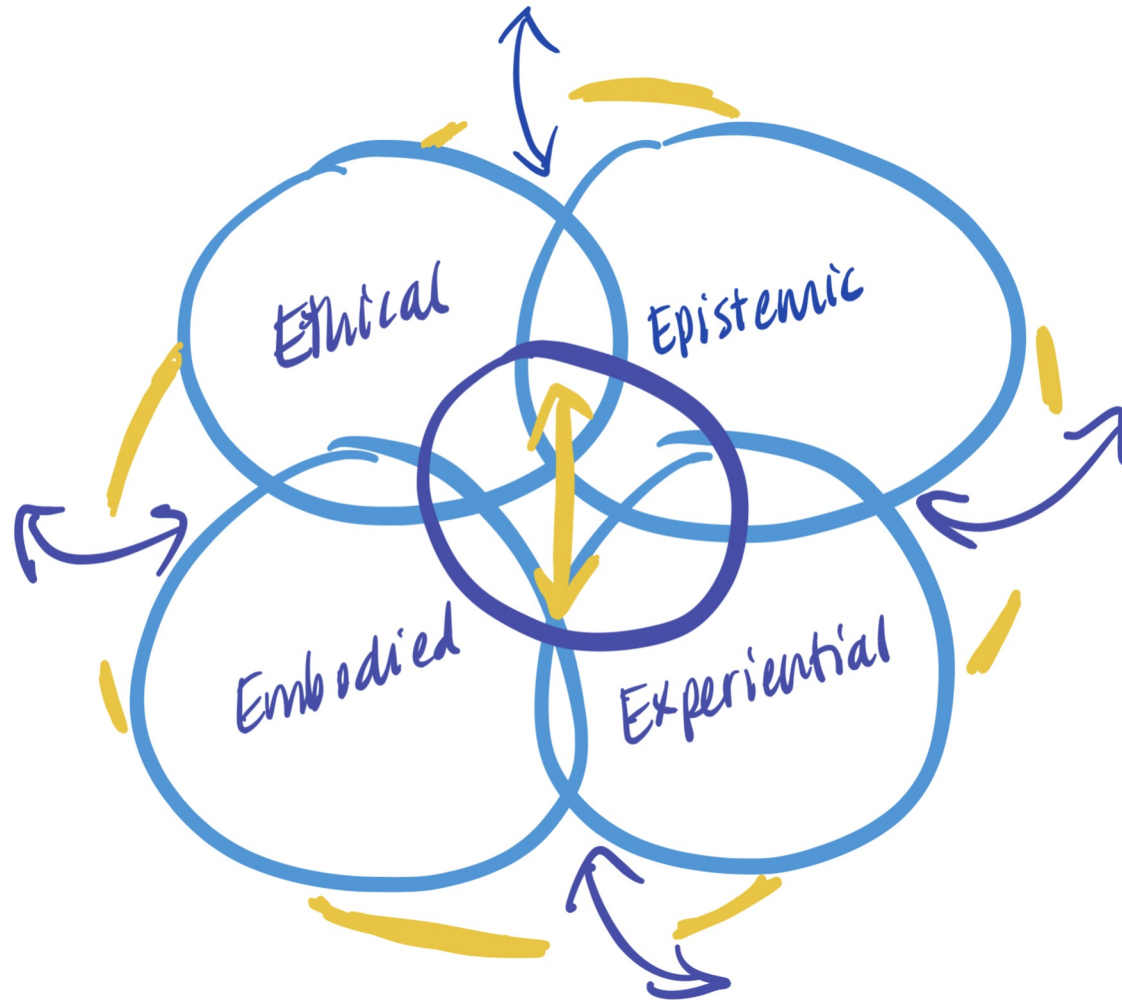
Going OK Reflection

- What are points of tension for teacher candidates as they learn to assess?
- What are points of learning (aha moments)?
- What are points of decision making?
- How do they describe their feelings towards assessment and learning to assess?

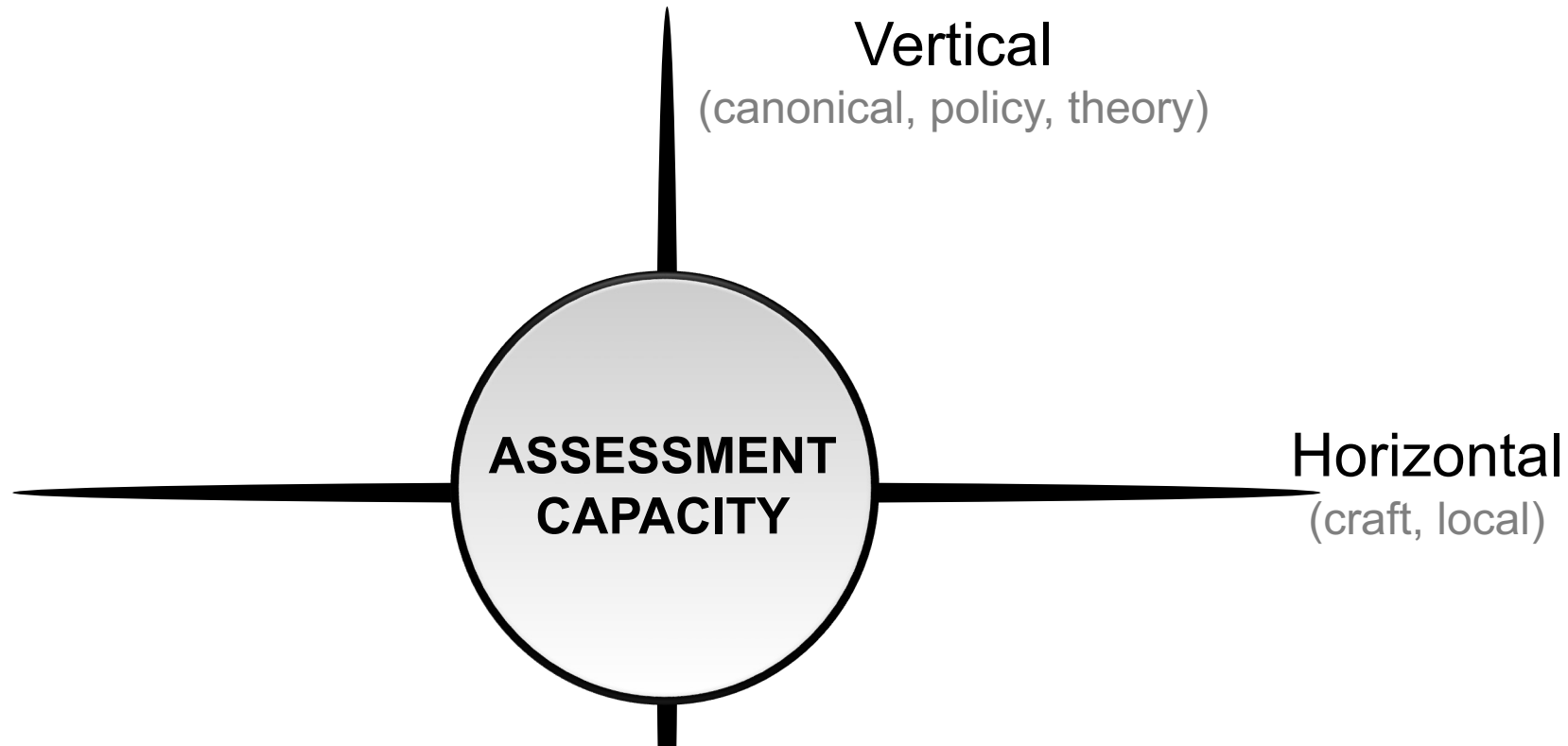
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Developing Our Framework

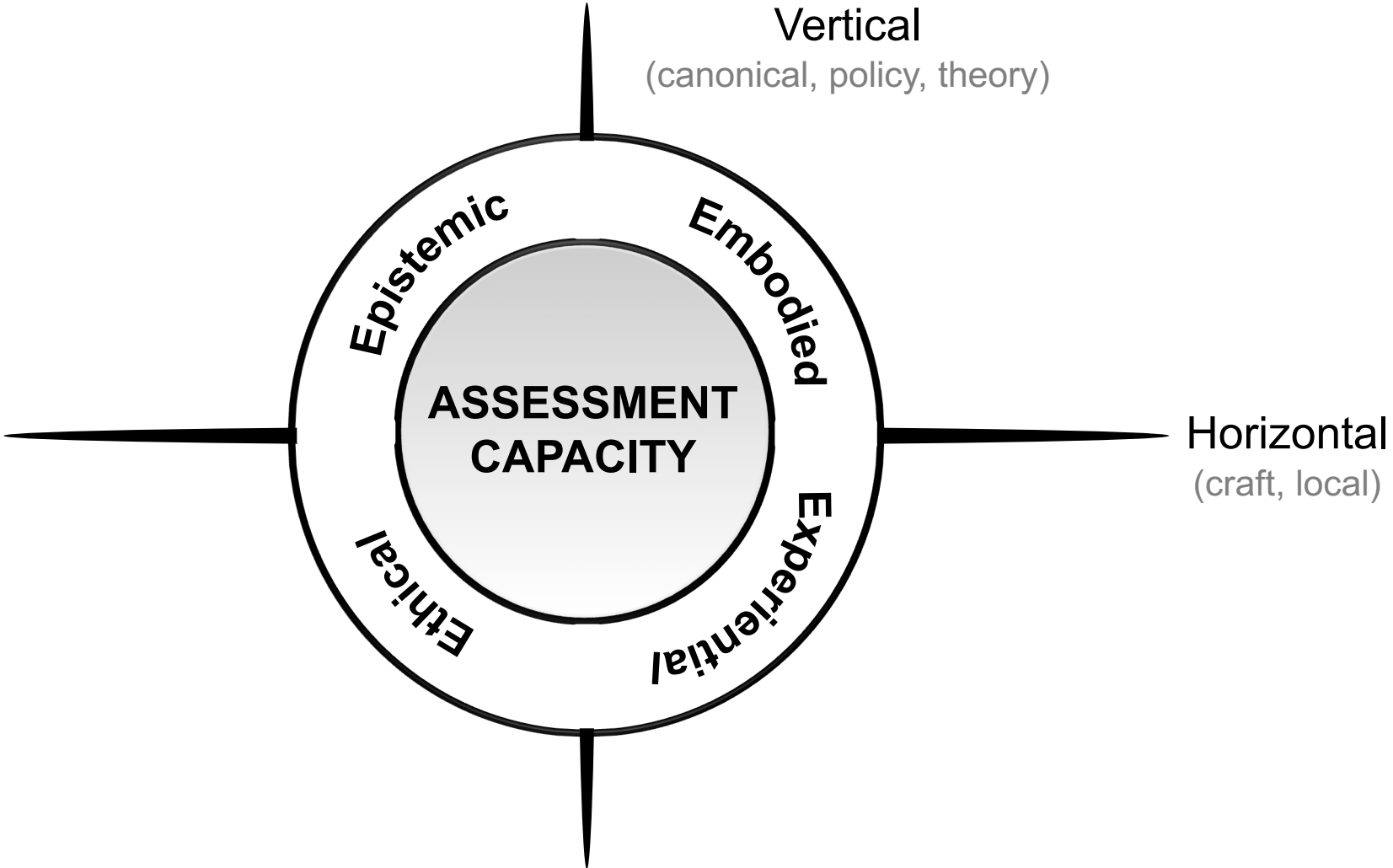


Assessment Capacity Framework



Assessment capacity is defined as a teacher's capacity to continually learn about their assessment practice—through relationships, reflection, reflexivity, collaboration, inquiry, and inventiveness—to imagine and explore new possibilities for assessment in schools.

Assessment Capacity Framework

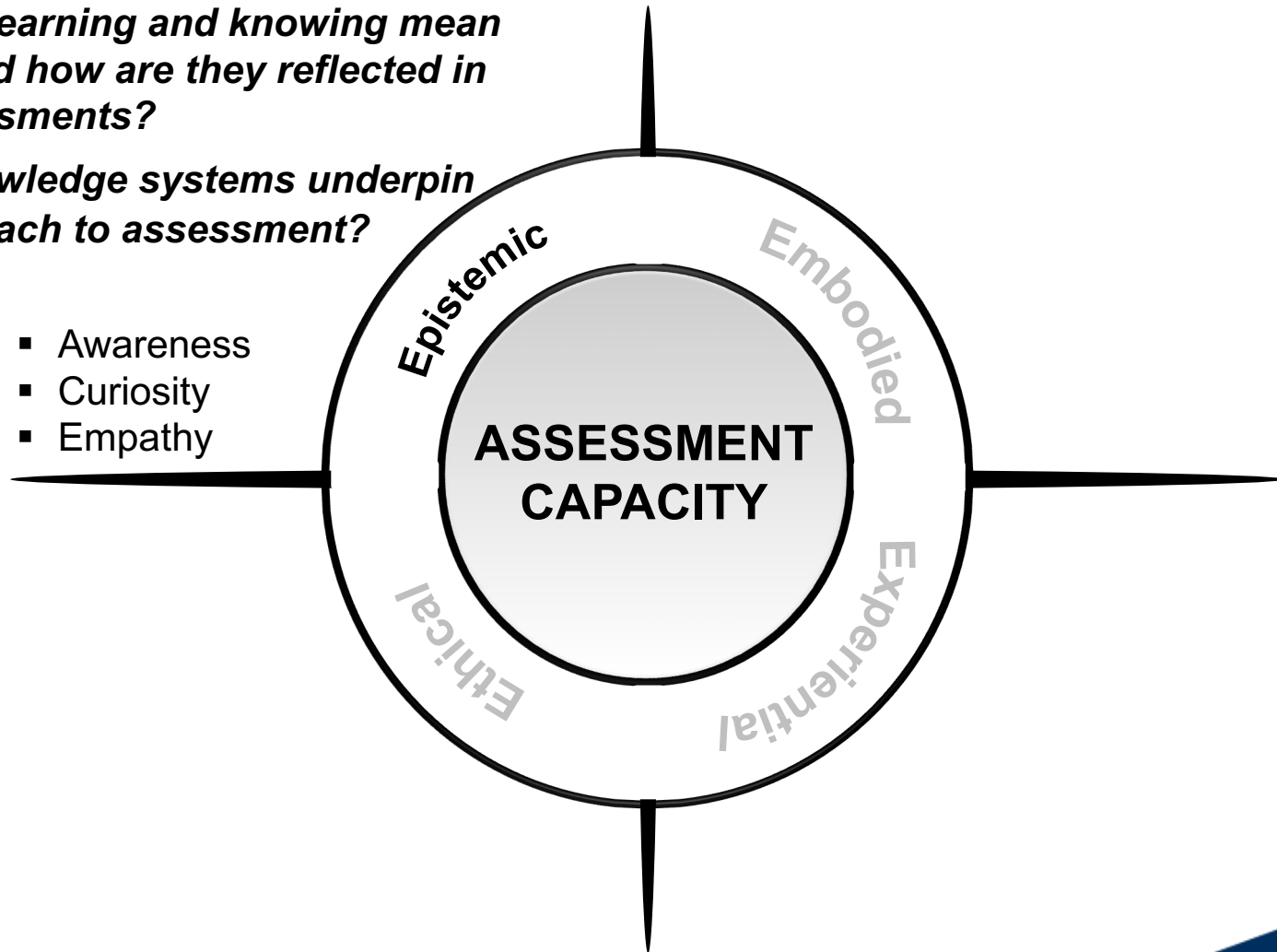


Assessment Capacity Framework

What do learning and knowing mean to me, and how are they reflected in my assessments?

What knowledge systems underpin my approach to assessment?

- Awareness
- Curiosity
- Empathy

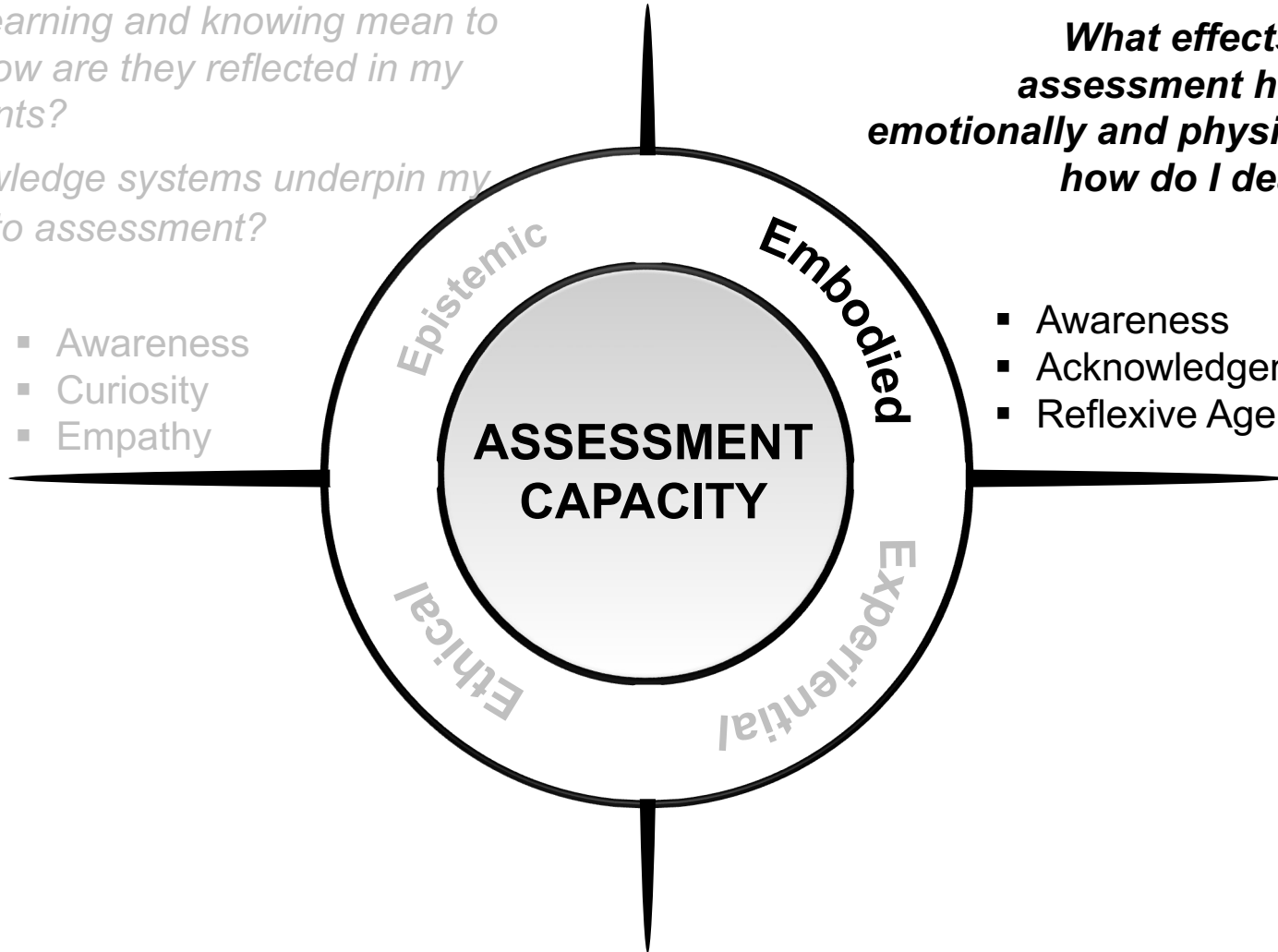


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- Awareness
- Acknowledgement
- Reflexive Agency & Action

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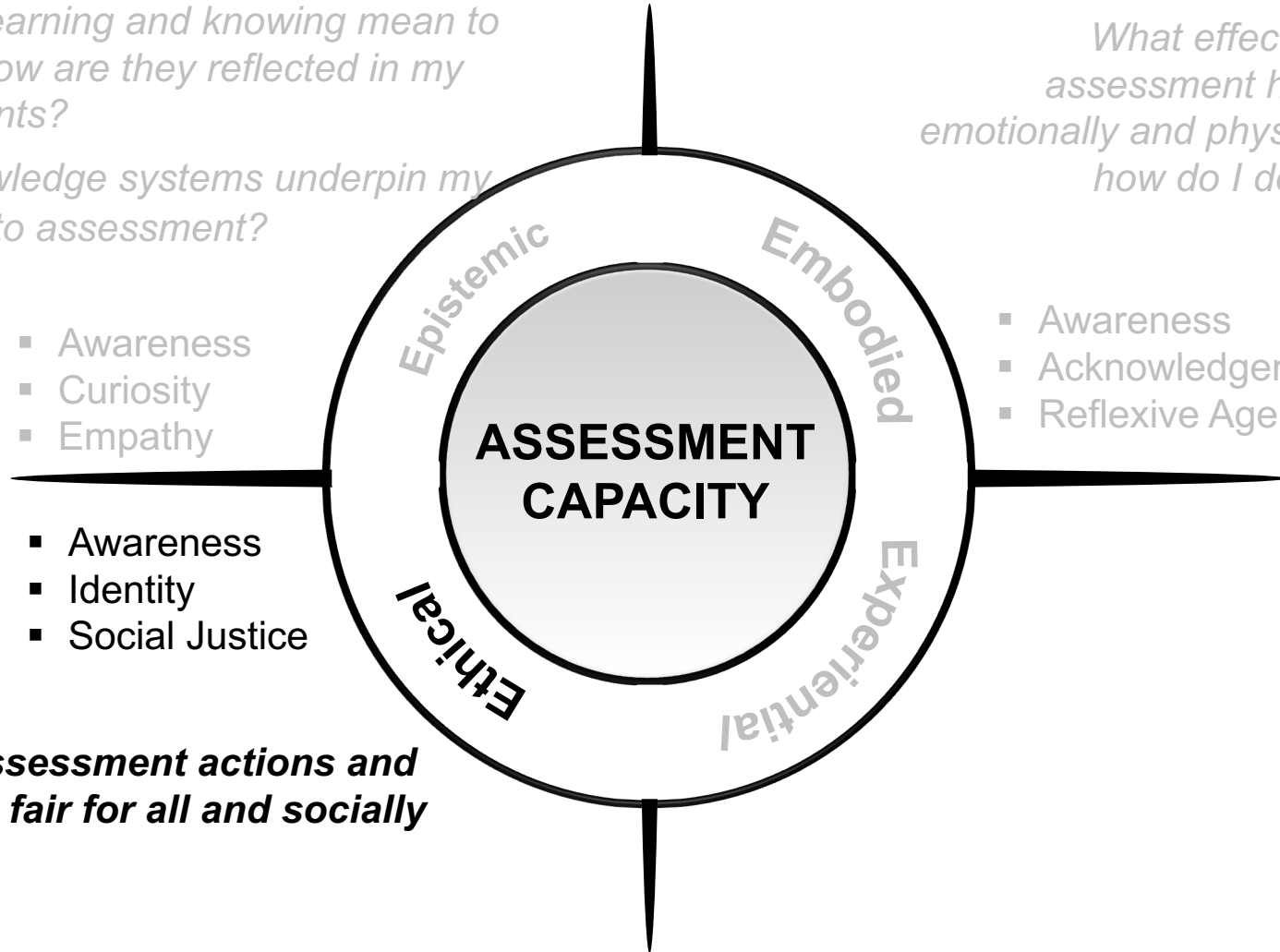
- Awareness
- Curiosity
- Empathy

- Awareness
- Identity
- Social Justice

Are my assessment actions and decisions fair for all and socially just?

What effects does the assessment have on me emotionally and physically, and how do I deal with it?

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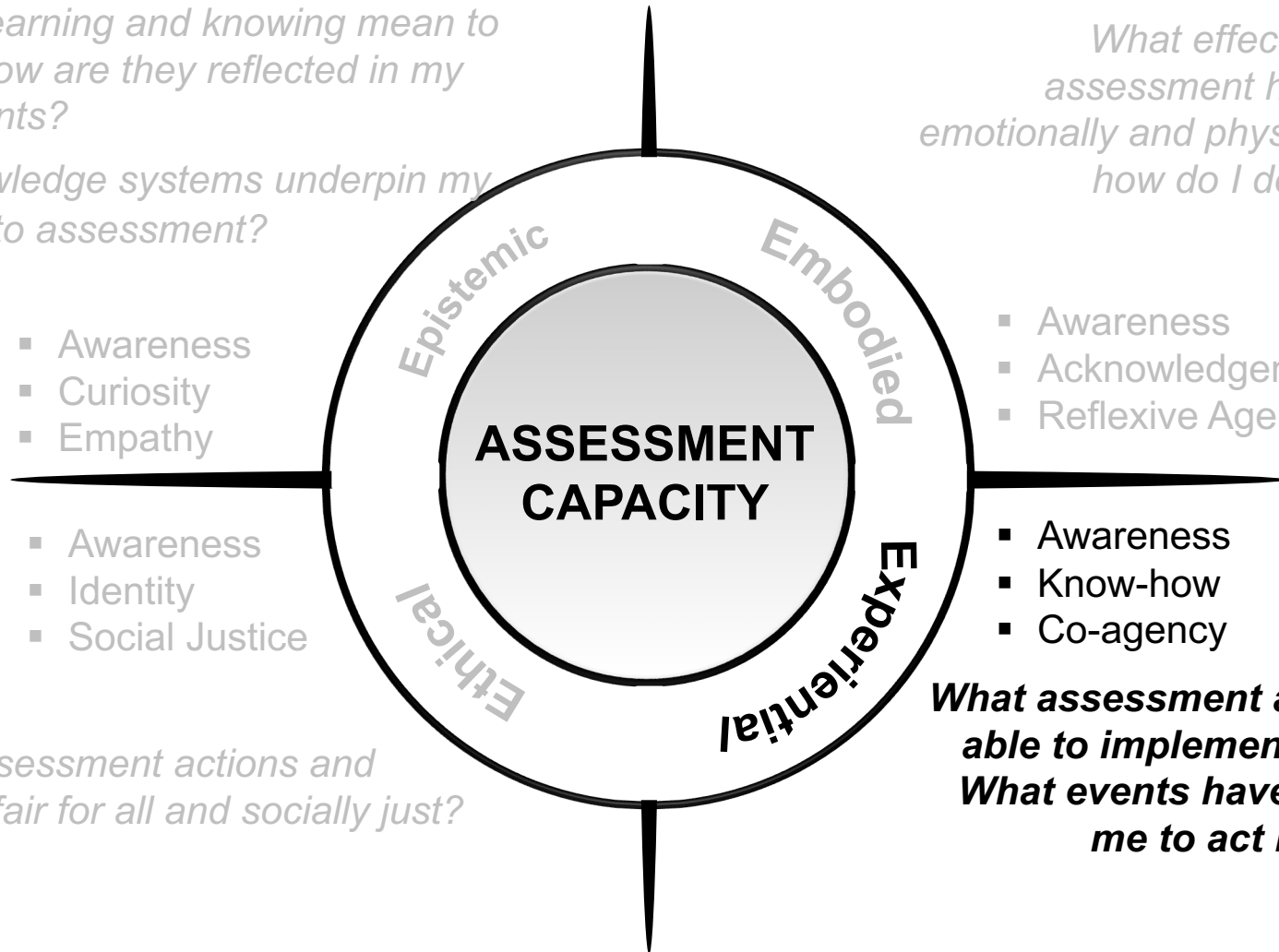
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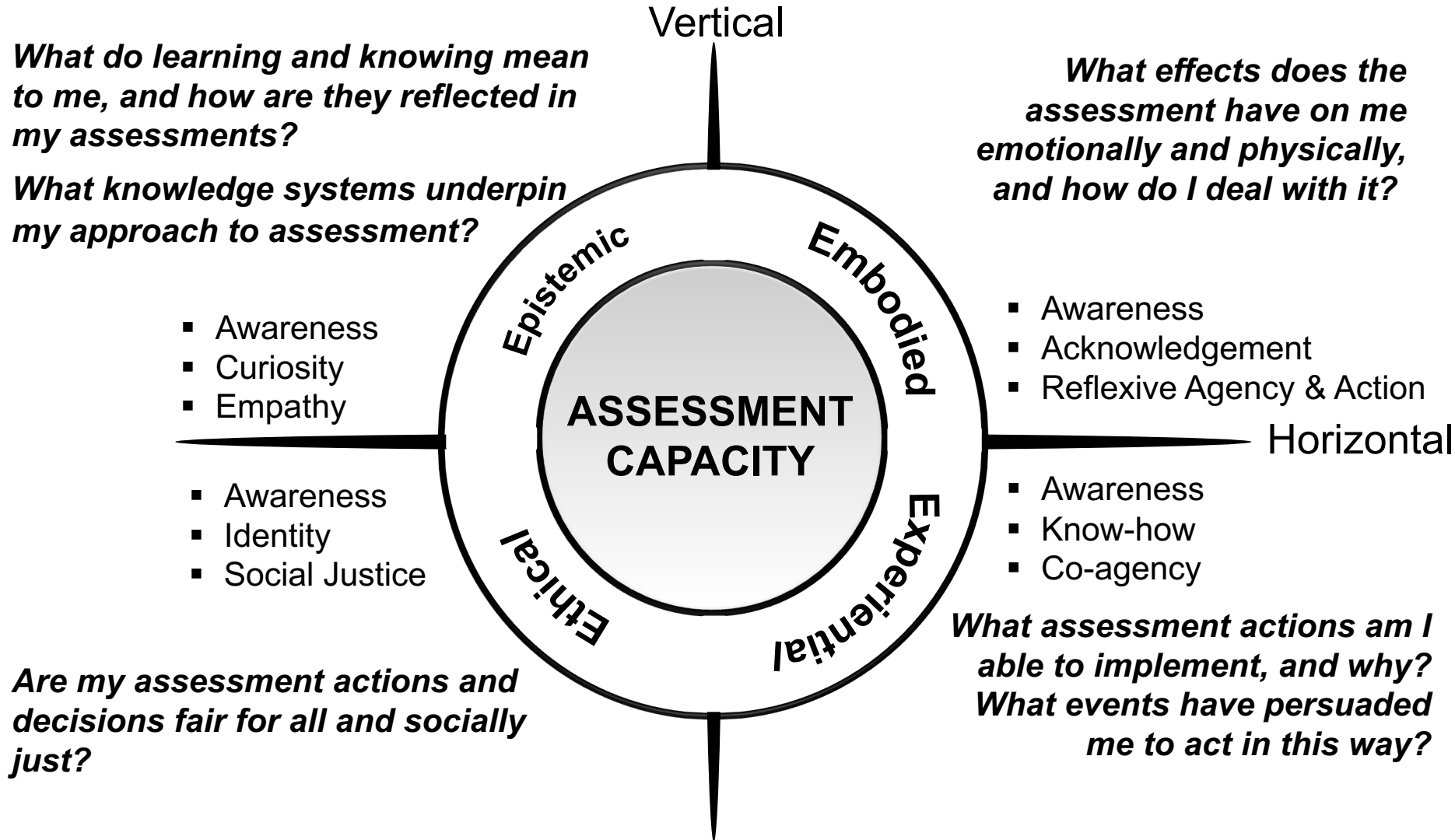
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***What assessment actions am I able to implement, and why?
What events have persuaded me to act in this way?***



Assessment Capacity Framework



A Guide for Teacher Candidate Learning & Reflection

What does learning and knowing mean to me, and how are they reflected in my assessments? What knowledge systems underpin my approach to assessment?

- What makes for effective assessment practice? How do these principles of assessment align with particular views of what knowledge is, how it is created, and how it can be assessed?
- What sources of evidence do teachers prioritise in their assessment practices, and how are they reflective of disciplinary expectations of knowledge and learning?
- How are different perspectives illuminating my own epistemic commitments, and what can I learn by approaching assessment differently?

What effects does the assessment have on me emotionally and physically, and how do I deal with it?

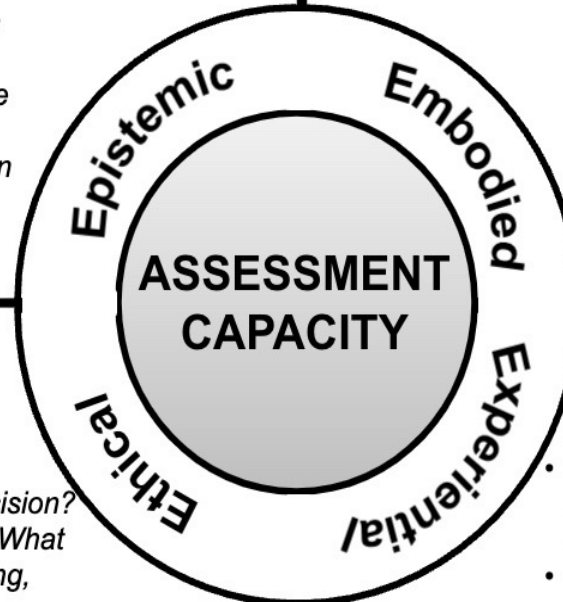
- What are the emotions that are associated with assessment, and what concerns or realisations do they point towards?
- How are the physical and digital materials of assessment impacting on the bodies engaged in assessment?
- What could make assessment more physically and emotionally authentic and accessible?
- What opportunities for reflexivity are there for making connections between situations, emotions, and opportunities for agentic action?

Are my assessment actions and decisions fair for all and socially just?

- Is this assessment decision fair, equitable, and socially just? What are individual and collective consequences for students resulting from this decision?
- Who am I as assessor, and who do I want to be? What is my positionality in relation to curriculum, teaching, assessment, and my students?
- How are all my students empowered and agentic in my assessment processes?
- How can I develop my capacity for social justice and the experience of joy in assessment?

What assessment actions am I able to implement, and why? What events have persuaded me to act in this way?

- What are my own assessment experiences (as a student and teacher), and how do they inform my assessment knowledge and preferences?
- What experiential assessment activities have I engaged in throughout preservice education, and how have they shifted my assessment approach?
- What are the constraints on my assessment practice as an educator? How can I overcome these constraints?





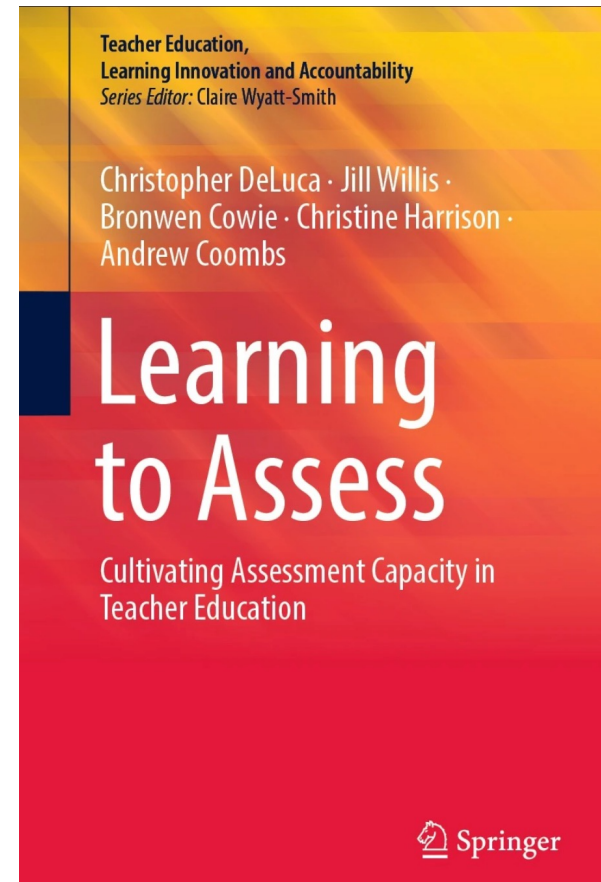
Learning to Assess:

Cultivating Assessment Capacity in Teacher Education

- *Think the Unthinkable* requires fostering teacher agency and capacity to think differently about assessment, a process which begins in teacher education programmes
- It is through the exploration of past, current, and everyday classroom practices that a new consciousness of assessment can emerge
- Our framework a guide to help teachers and teacher educators reflect on their assessment practices and provoke new ways of thinking and doing assessment in schools

Learning to Assess: Cultivating Assessment Capacity in Teacher Education

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Thank you!

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