



Informative Assessment

Karen Barton

VP, Learning Analytics

Discovery Education

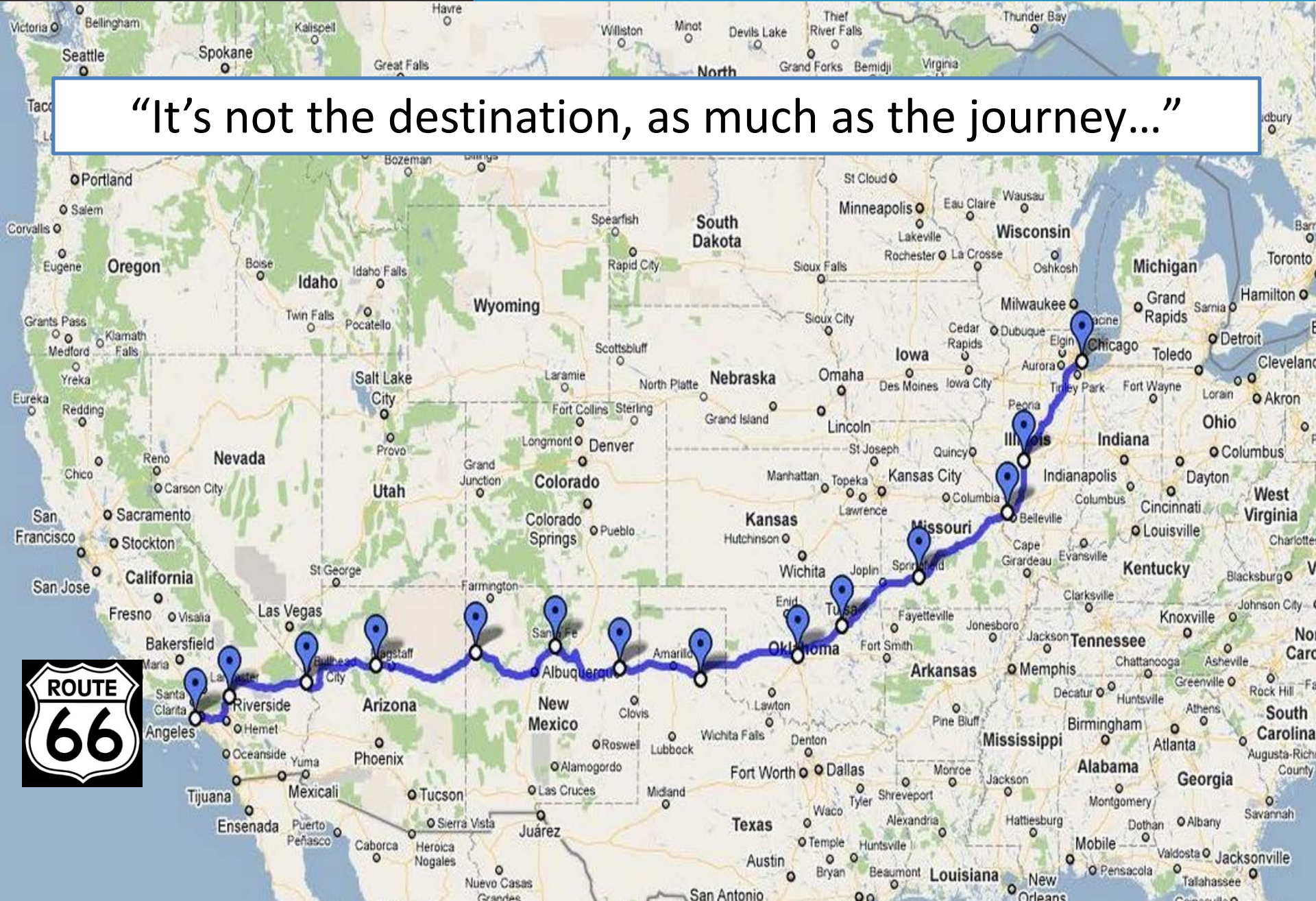
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Validity is Critical

Validity is the trustworthiness and usefulness of information.

- Consistency without validity is meaningless. You can be reliably wrong all day long.
- If the best model is not useful, it doesn't matter.
- Validity is a process, a journey, where evidence should be collected along the way.

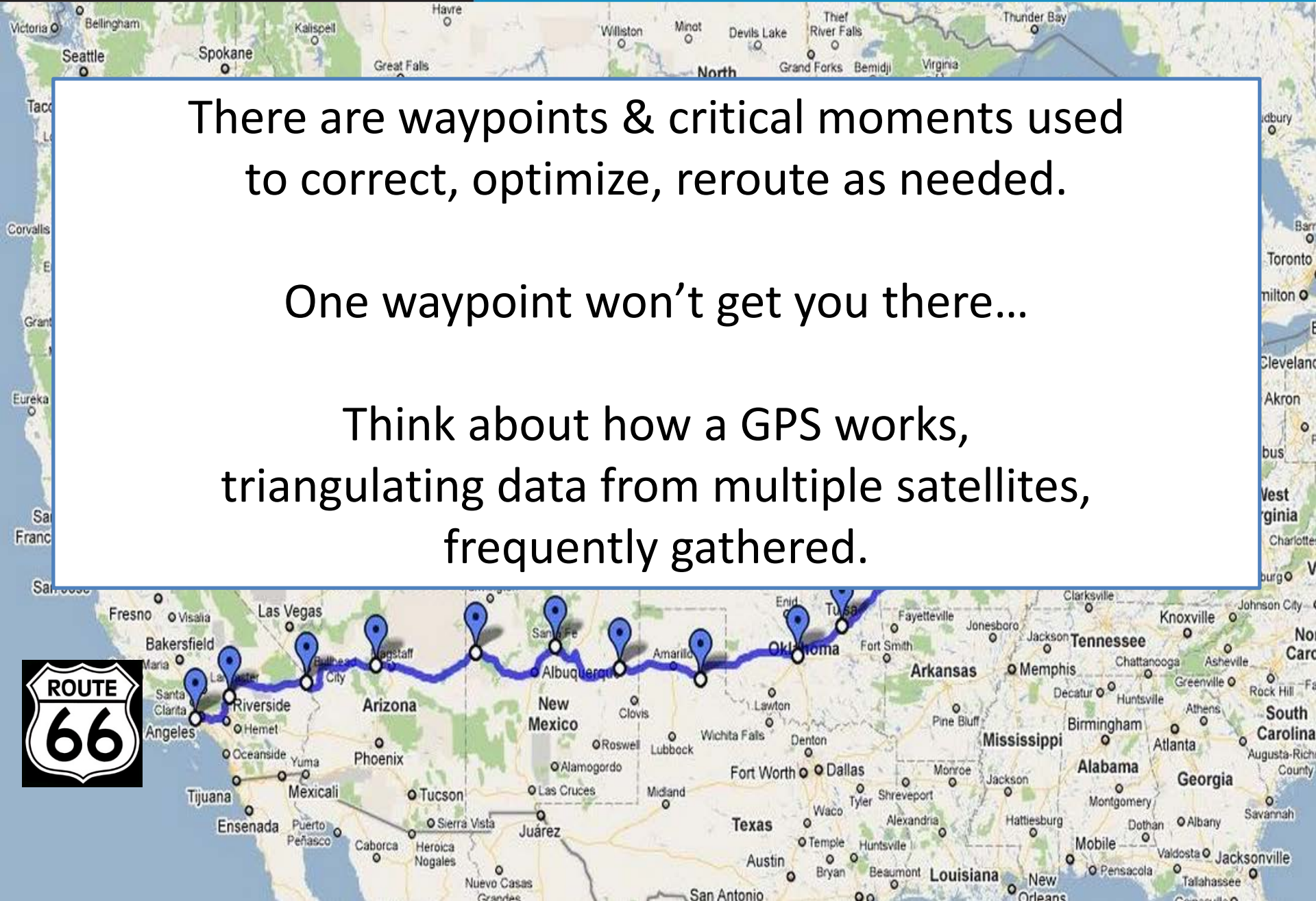
“It’s not the destination, as much as the journey..”



There are waypoints & critical moments used to correct, optimize, reroute as needed.

One waypoint won't get you there...

Think about how a GPS works, triangulating data from multiple satellites, frequently gathered.



Each waypoint may have a different purpose (intervals, adjustment to end goal, detours), but ultimately, the purpose is to reach the goal.

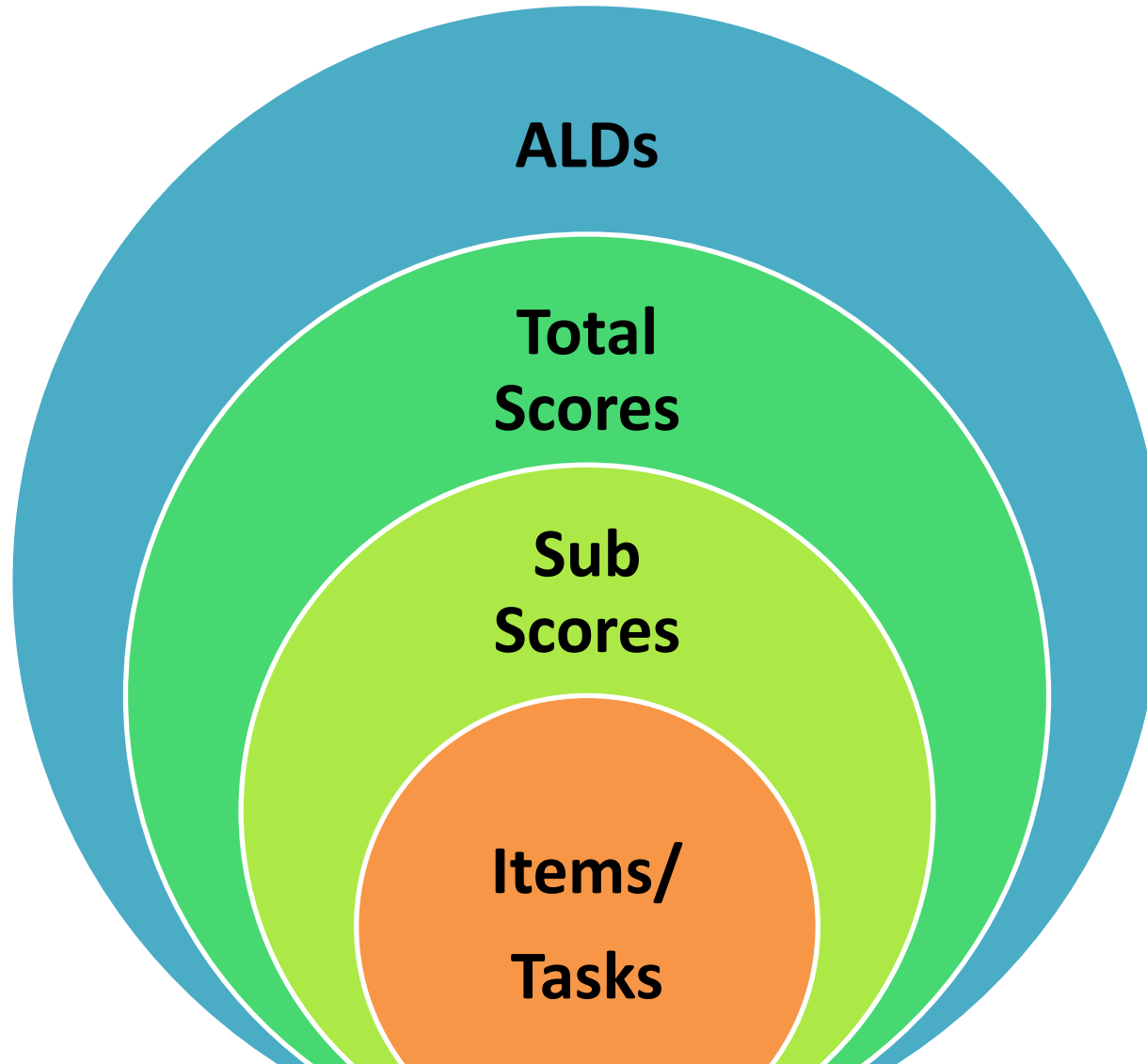
The route can be customized (no tolls, hwys only).

Different forms of assessment can provide varied and critical waypoints that collectively share the story of one's educational journey.



But if the satellite is off, or
the metadata about waypoint is wrong...





How are these meaningful to Teachers? To Students??

Instructionally Useful Waypoints Are:

- **Purposefully designed & aligned**
 - What is the purpose, goal, destination?
 - Does this fit on the map?
- **Evidence-based**
 - What is the observable, measureable data (OMD) that serves as the evidence for reaching destination?
- **Differentiating/discriminating**
 - Patterns of performance:
 - Misconceptions → *Remediation*
 - Can we take a side trip? *Enrichment*
 - *This requires accurate, evidence-based expectations and scoring models.*
- **Recommend Instructional Next Steps**
 - What is required to reach destination?

Zooming In



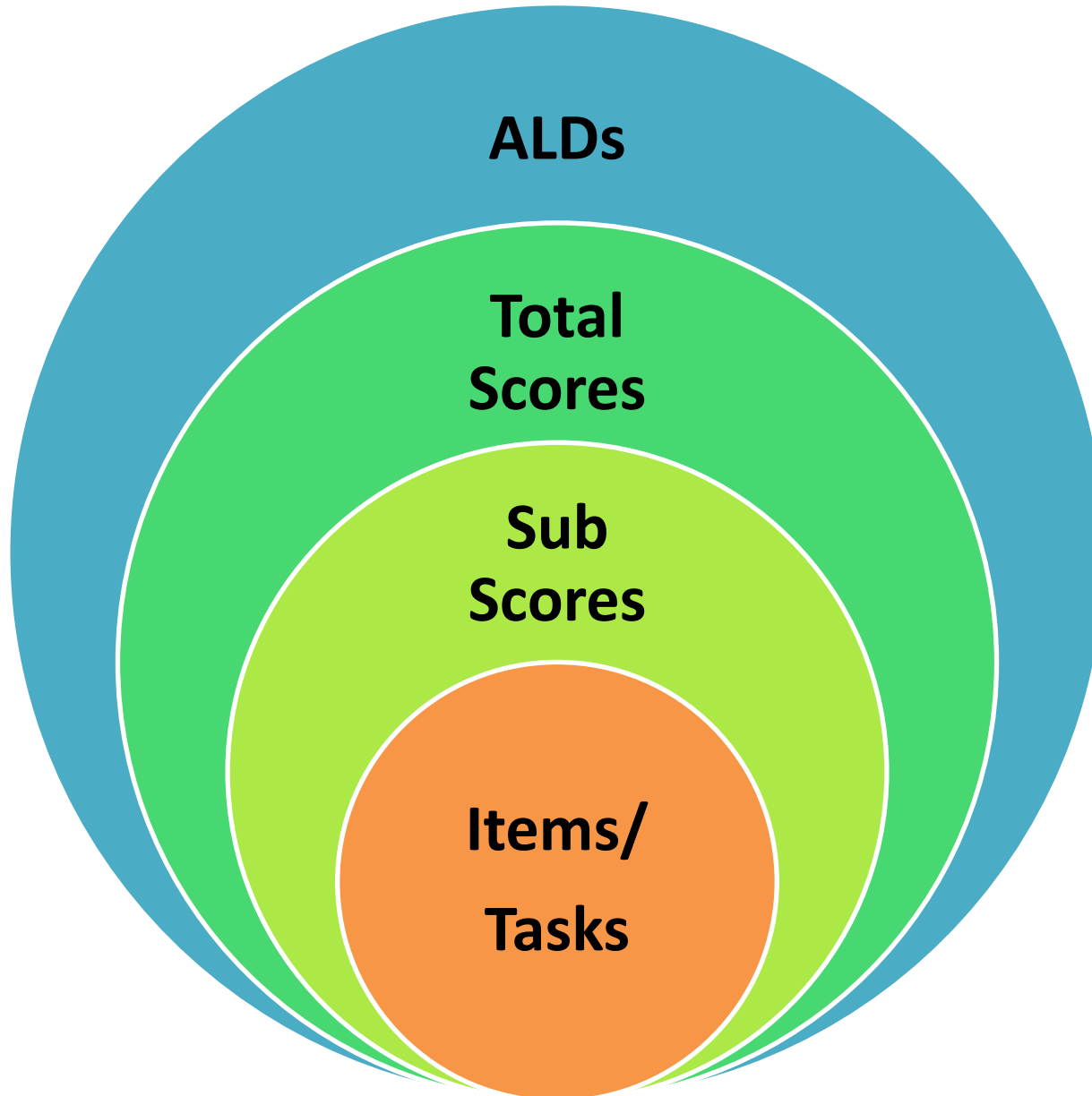
**Items/
Tasks**

Zooming In

- Purposefully designed & aligned
- Evidence-based
- Differentiating/discriminating
- Recommend Instructional Next Steps



**Assessment
Opportunities**



Effective Feedback

- During learning moment
- Specific*
- Related to goals*
- Digital – video, audio, computer*

**(Hattie & Timperley, 2007)*



**Assessment
Opportunities**

Teacher-Provided Feedback Challenges

- Asking for predesigned assessment opportunities
- Need information on common misconceptions
- Need help aligning feedback with next steps in instruction. (Heritage, 2008; Schneider & Gowan, 2013)
- In-the moment individualization not always reality
- Assessment literacy is low

Digital Opportunities & Challenges

- Item and task development with instruction in mind

**THESE ARE NOT EASILY
DONE WELL**

Instructional path? (starts, "way to go", not there yet...)

- Metadata tagging to each opportunity
- APIs to extract and track students as they interact with each opportunity

What's the story once you've arrived?
Learning Analytics...

...is the collection, measurement, and
analysis of data during learning to
understand, improve, and
optimize learning.



...if done well, can help tell the story of
the educational journey.

In the end, it's who's in the car...

(& the car, roads, gps ed)

The teacher is still the driver.

The student can help navigate.

It's up to us

to provide transparent, clear, trustworthy
and useful information

guided by and for teachers and for students, and
help them to use the information successfully.



Will we enjoy the ride?