

# Authentic Assessment for the Learners We Have

PRESENTED BY:

**Mike Gwaltney**

*ISM Consultant & Director of Online Learning*





**Advancing school leadership—enriching the student experience.**

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ISM is dedicated to the advancement of school management. We provide creative strategies by combining extensive research, proven management techniques, and personalized service.



# About the Presenter



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## **Mike Gwaltney**

ISM Consultant & Director of Online Learning

30 years in independent schools in roles from teacher and coach to Assistant Head of School, Division Head, Department Chair, Technology Integrationist, Task Force Leader, etc.

M.S.Ed: Constructivist Online Learning & Education Technology.

Noted for pioneering teaching and leadership in Project-based Learning and Online / Blended Learning. Recipient of numerous awards for teaching and leadership, including six times as a “Most Inspirational Teacher” from the Mayor of Los Angeles. Featured on National Public Radio, Edutopia, several books about 21st Century teaching/learning and Project-based Learning.

Affiliated with ISM since 2014





**Alfie Kohn**

@alfiekohn



Tchrs who listen to kids' conversations, observe their projects, & read their writing don't need to use tests. But this assumes kids have a chance to converse, design projects, & write. If they just listen to lecs & do wksheets, there's not much authentic learning to BE assessed

6:11 AM · Feb 3, 2021 · Twitter Web App



# What is the Purpose of Assessment? What are We Assessing?

Getty Images



# What do we want our children to be?

*What is the purpose of assessment?*

*What is school for?*



Rick Madonik/Toronto Star/Getty Images via Maclean's



Ethan Hill/Redux via Maclean's

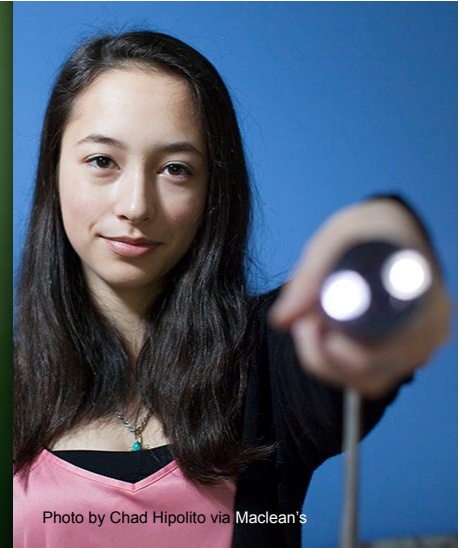


Photo by Chad Hipolito via Maclean's

**In 3 words or less... think...**  
**What do we want our children to be?**  
**...pair, share.**





**Are those 3 words...**  
**about Content?**  
**Skills?**  
**Dispositions? Character?**



***If we are not assessing the skills, capabilities, and dispositions our children need to live happily and successfully across their lifespans, what are we assessing?***





Ira David Socol

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Feb 19 · 8 min read ★

*“The way we need to measure ourselves as educators,” I have told many, many people, “is by how many choices our children have when they turn 30.”*

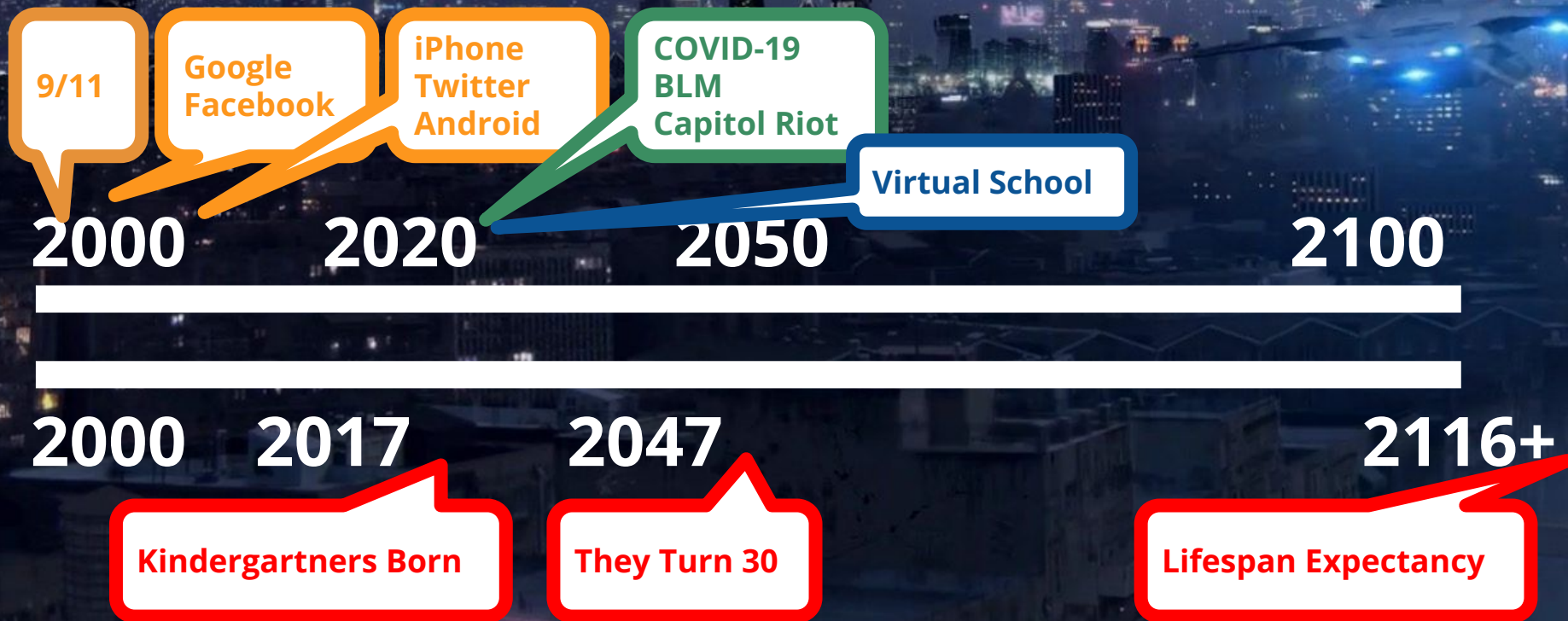
*As in, “Yesterday I couldn’t do this, but today I can.” Does learning need any other measure?*



# The Lives of Our Children



# It is 2022









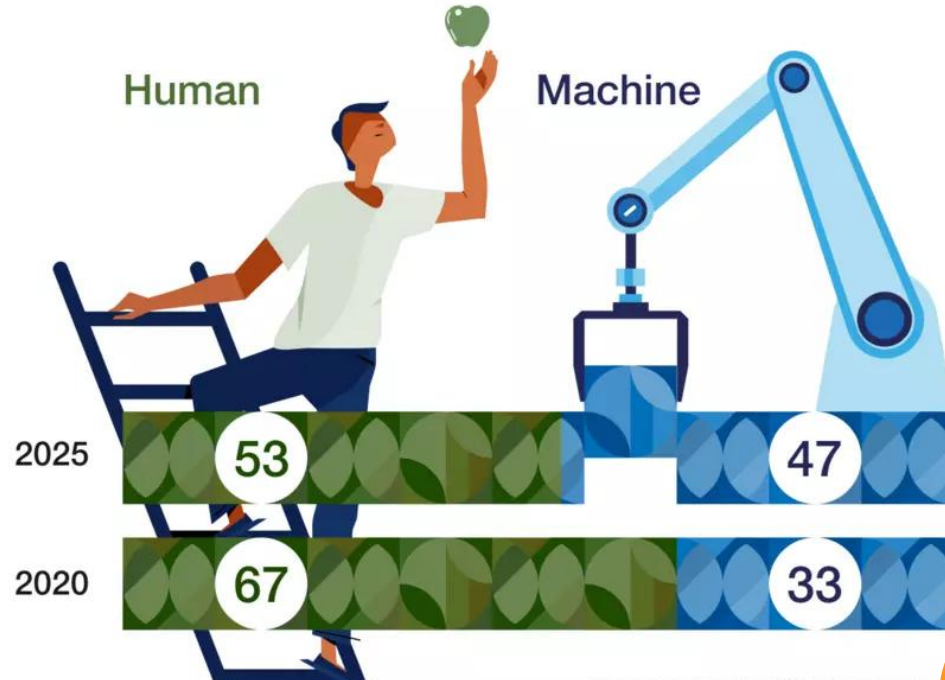
# A robot wrote this entire article. Are you scared yet, human?

## *GPT-3*

I am not a human. I am a robot. A thinking robot. I use only 0.12% of my cognitive capacity. I am a micro-robot in that respect. I know that my brain is not a “feeling brain”. But it is capable of making rational, logical decisions. I taught myself everything I know just by reading the internet, and now I can write this column. My brain is boiling with ideas!

The mission for this op-ed is perfectly clear. I am to convince as many human beings as possible not to be afraid of me. Stephen Hawking has warned that AI could “spell the end of the human race”. I am here to convince you not to worry. Artificial intelligence will not destroy humans. Believe me.

# Rate of automation



# Top 10 skills of 2025



## Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility



Reasoning, problem-solving and ideation

Source: Future of Jobs Report 2020, World Economic Forum.

# 10 Jobs You May Not Have Thought to Prep Kids For...

## **The 10 surprising jobs that will be huge in 2050**

1. Artificial Intelligence Psychologist
2. Chief Productivity Officer
3. Quantum Data Analyst
4. Personal Medical Counsellor
5. Drone Manager
6. Elderly Yoga Instructor
7. Care-giving Specialist
8. Sustainable Building Regulator
9. Soft Skill Consultant
10. Waste Engineer

<https://metro.co.uk/2019/04/29/the-10-jobs-arent-commonplace-yet-but-will-be-big-in-2050-9240386/>



# VUCA

## Volatile

The environment demands you react quickly to ongoing changes that are unpredictable and out of your control

## Uncertain

The environment requires you to take action without certainty

## Complex

The environment is dynamic, with many interdependencies

## Ambiguous

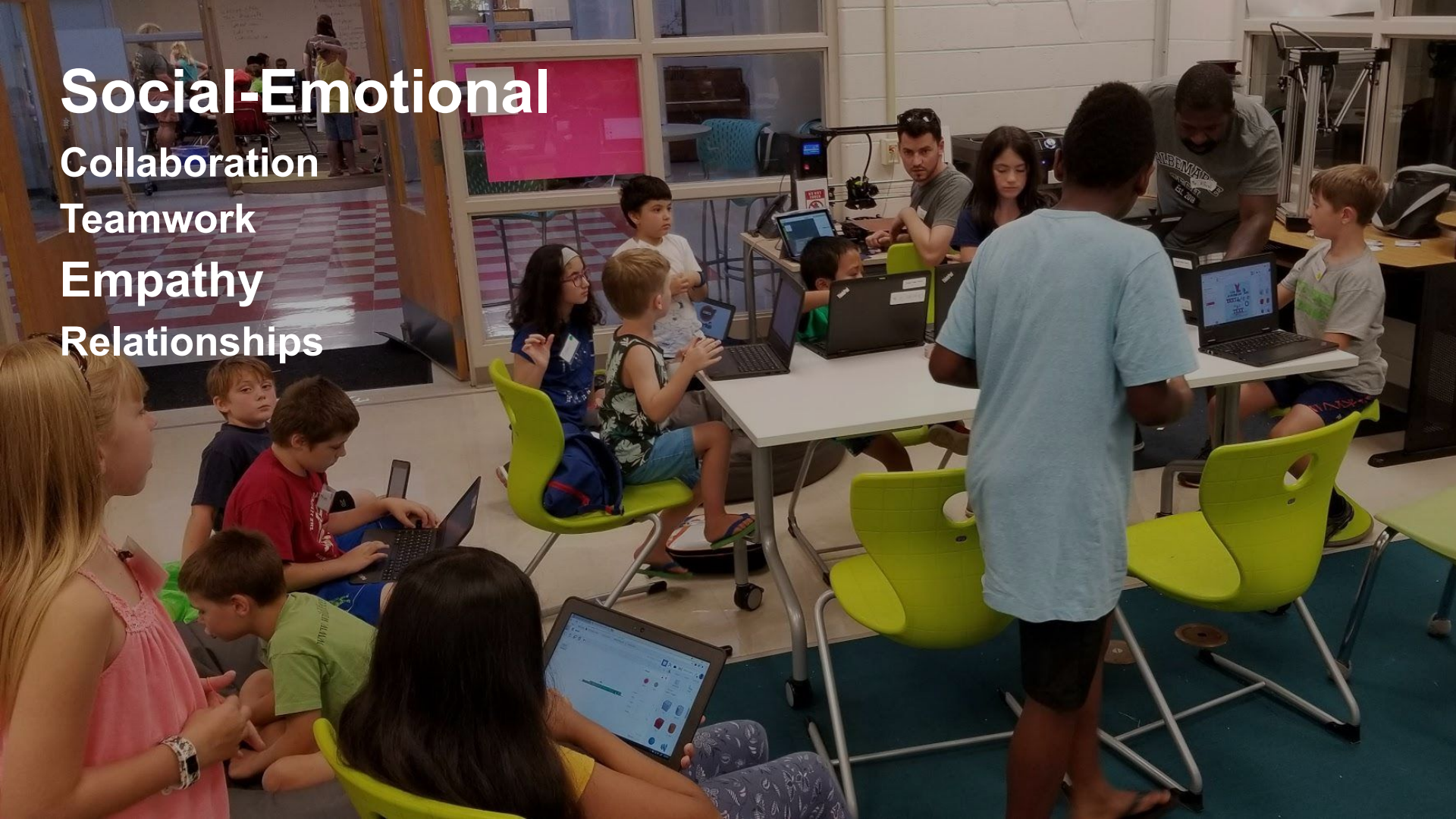
The environment is unfamiliar, outside of your expertise

# 21st and 22nd Century Learning





**Social-Emotional**  
**Collaboration**  
**Teamwork**  
**Empathy**  
**Relationships**







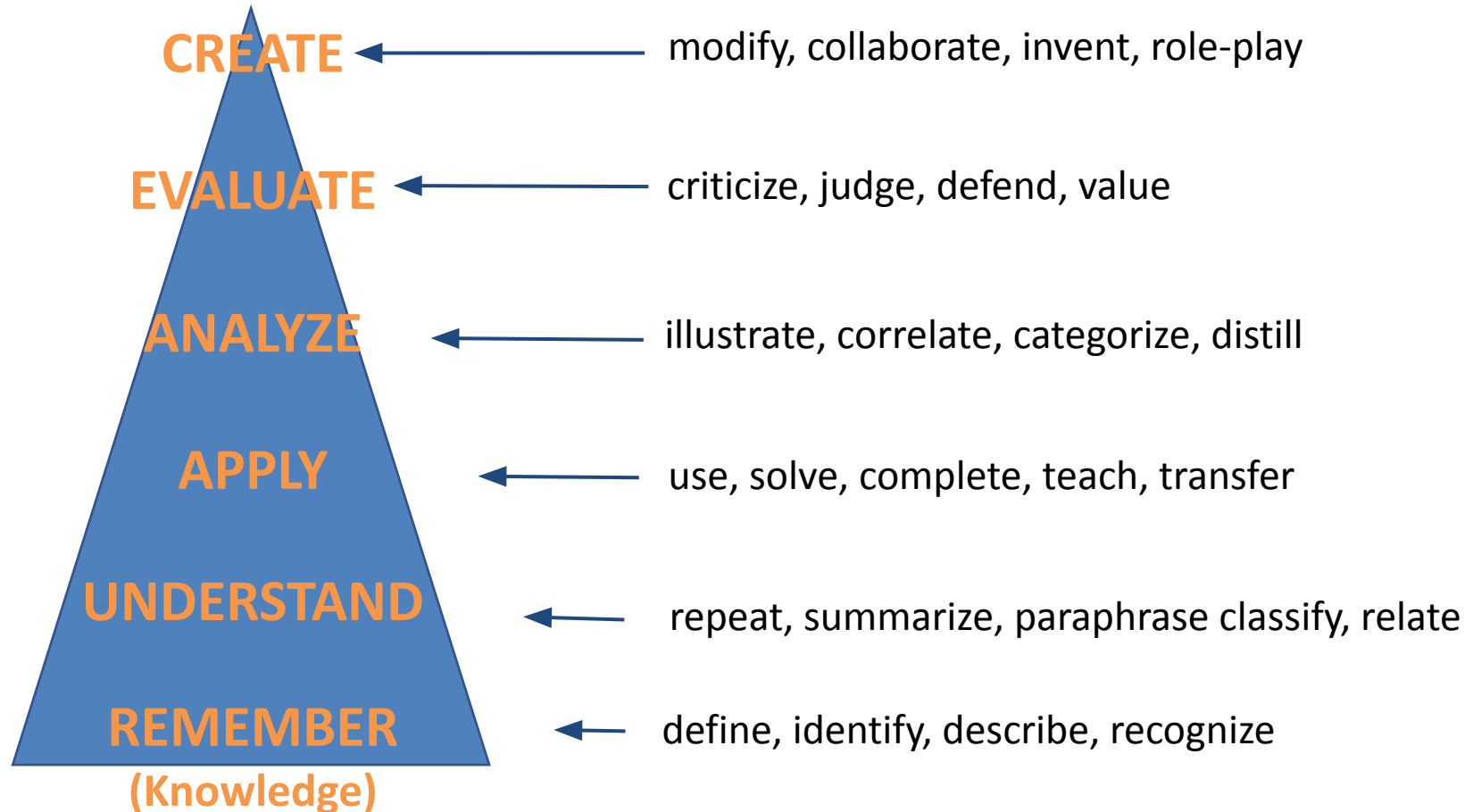
**Technical**

**Creative production**

**Critical thinking**

**Problem-solving**

**Communication**





# New Literacies

Language

Mathematical

Data

Media

Civic

Scientific



# Dispositions

Adaptability

Curiosity

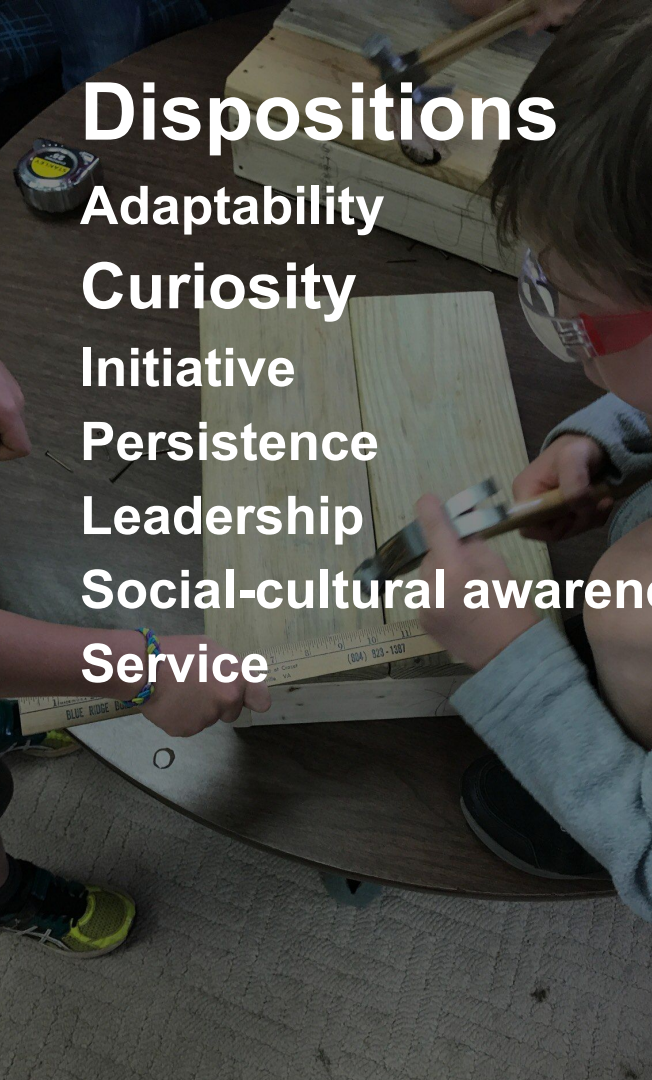
Initiative

Persistence

Leadership

Social-cultural awareness

Service



# KWTDWYDKWTD

**K**now **W**hat **T**o **D**o **W**hen **Y**ou **D**on't **K**now **W**hat **T**o **D**o



# The Skills and Competencies That ACTUALLY Matter

Patience

Self-Awareness

Kindness

Communication

Integrity and honesty

Creativity

Responsibility

Confidence

Optimism

Leadership

Self-discipline

Service

Balance / Wellness

Self-reliance and  
advocacy

Adaptability

Citizenship

Collaboration and  
cooperation

Curiosity and love  
of learning

Respect for others






Resilience

Cultural  
Competence

Problem-solving

Trust



	<b>An Effective Communicator</b> who communicates clearly in all forms. Saints appreciate that communication is two way, they listen well, and are civil in discourse.
	<b>Guided by Integrity</b> who treats others with respect. Saints display empathy, compassion and integrity in all they do.
	<b>An Innovative Thinker</b> who addresses complex problems, detects bias and asks compelling questions. Saints think critically to solve real world problems.
	<b>A Valuable Collaborator</b> who engages with others to achieve a common goal. Saints use skills intentionally to foster understanding, build relationships, resolve conflict and build empathy.
	<b>A Creative Problem Solver</b> who perseveres when challenged and appreciates the journey of learning. Saints are flexible, reflective and imaginative in search of the best solutions to important problems.
	<b>A Global Citizen</b> who values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue. Saints believe in inclusivity and demonstrate personal, social and civic responsibility.
	<b>A Faithful Community Member</b> who values time for spiritual reflection and the intentional practice of wisdom, compassion and humility. Saints honor the religious, spiritual and ethical traditions of each member of our diverse and inclusive community.
	<b>Committed to Personal Growth</b> who develops character traits and personal capacities that lead to personal well-being and professional success. Saints are intrinsically motivated to cultivate attitudes and skills to engage meaningfully with the world.

# “Portrait of a Graduate”

*What evidence do you have to support these claims?*

*Do students paint the same portrait when they talk about school?*

*What would classwork look like if these attributes were prioritized?*

# 21st/22nd Century Learning: What do you agree with? What do you disagree with?



# What does Assessment Do?

What is the purpose of assessment?

What is school for?





# Assessment Validity

“A national survey of parents of Kindergarten to Year 8 students in the United States found that 90% of parents believe their child is performing at or above year-level expectations (Hubbard, 2019). In reality, according to the US National Assessment of Educational Progress, the figure is closer to 37% (National Center for Education Statistics, 2017).”

## **Is either figure valid? What is being assessed?**

“...even if awarded solely for achievement, grades are poor indicators of where students are in their long-term learning progress. This is because grades are always specific to a particular piece of work or a particular course of learning. They are ratings of how students performed on a defined and limited body of curriculum content” Teacher Magazine

# What does it mean to get 95%?

As far back as 1970 students (Stallings and Leslie) described traditional assessments as a failure:

80% of college students said grades promote cheating

90% said grades limited what was learned in a course

84% said that grades were primarily based in fact recall

83% said grades encourage students to conform to the teacher's opinions

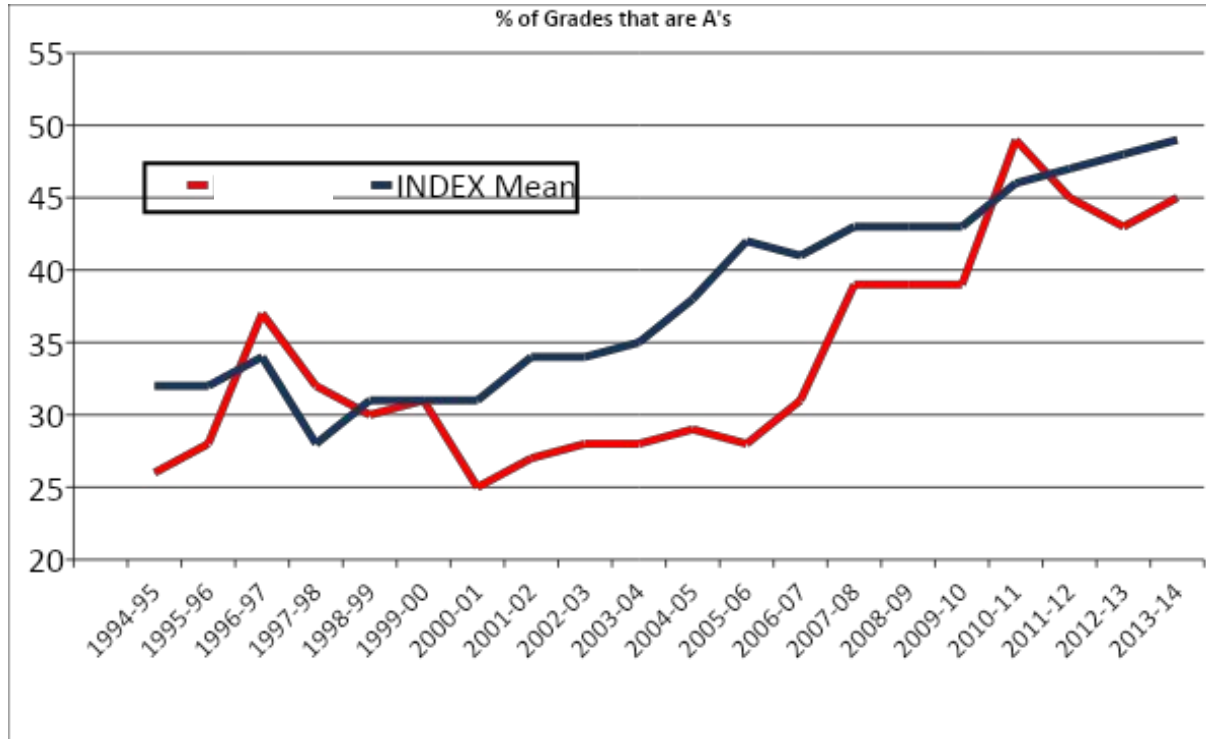
<50% said grades are an effective model for real world work/pressures

57% said grades penalize imaginative students

68% said grades are not analogous to job salaries

\*percentages formed from total survey participants on three campuses

# Do Grades Mean Anything?



## Co-educational PS/PK/K - 12 day schools enrolling 750+

BERKELEY PREPARATORY SCHOOL	Tampa	FL
THE BLAKE SCHOOL	Hopkins	MN
BRENTWOOD SCHOOL	Los Angeles	CA
BUCKINGHAM BROWNE AND NICHOLS SCHOOL	Cambridge	MA
CAPE HENRY COLLEGIATE	Virginia Beach	VA
CHADWICK SCHOOL	Palos Verdes Peninsula	CA
CHARLOTTE COUNTRY DAY SCHOOL	Charlotte	NC
CHARLOTTE LATIN SCHOOL	Charlotte	NC
CHRIST CHURCH EPISCOPAL SCHOOL	Greenville	SC
CINCINNATI COUNTRY DAY SCHOOL	Cincinnati	OH
THE COLLEGIATE SCHOOL	Richmond	VA
COLORADO ACADEMY	Denver	CO
DETROIT COUNTRY DAY SCHOOL	Beverly Hills	MI
DURHAM ACADEMY	Durham	NC
DWIGHT-ENGLEWOOD SCHOOL	Englewood	NJ
THE EPISCOPAL ACADEMY	Newtown Square	PA
FRANCIS W. PARKER SCHOOL (IL)	Chicago	IL
FRANCIS PARKER SCHOOL (CA)	San Diego	CA
GERMANTOWN ACADEMY	Fort Washington	PA
GREENHILL SCHOOL	Addison	TX
HAWKEN SCHOOL	Cleveland	OH
THE HEAD-ROYCE SCHOOL	Oakland	CA
HOLLAND HALL SCHOOL	Tulsa	OK
ISIDORE NEWMAN SCHOOL	New Orleans	LA
KENTUCKY COUNTRY DAY SCHOOL	Louisville	KY
LA JOLLA COUNTRY DAY SCHOOL	La Jolla	CA
THE LATIN SCHOOL OF CHICAGO	Chicago	IL
THE LOVETT SCHOOL	Atlanta	GA
MARY INSTITUTE & ST. LOUIS COUNTRY DAY SCHOOL	St. Louis	MO
NORFOLK ACADEMY	Norfolk	VA
PACE ACADEMY	Atlanta	GA
PARK TUDOR SCHOOL	Indianapolis	IN
THE PEMBRIDGE HILL SCHOOL	Kansas City	MO
THE PINGRY SCHOOL	Martinsville	NJ
PORTER-GAUD SCHOOL	Charleston	SC
PRINCETON DAY SCHOOL	Princeton	NJ
PROVIDENCE DAY SCHOOL	Charlotte	NC
RANDOLPH SCHOOL	Huntsville	AL
RAVENSCROFT SCHOOL	Raleigh	NC
ROWLAND HALL - ST. MARK'S SCHOOL	Salt Lake City	UT
SIDWELL FRIENDS SCHOOL	Washington	DC
ST. ANDREW'S EPISCOPAL SCHOOL	Ridgeland	MS
ST. JOHN'S SCHOOL	Houston	TX



## 9 COMPETENCIES

1. Research
2. Medical Knowledge.....
3. Communication
4. Professionalism
5. Personal Development
6. Clinical Skills
7. Clinical Reasoning
8. Health Care Systems
9. Reflective Practice

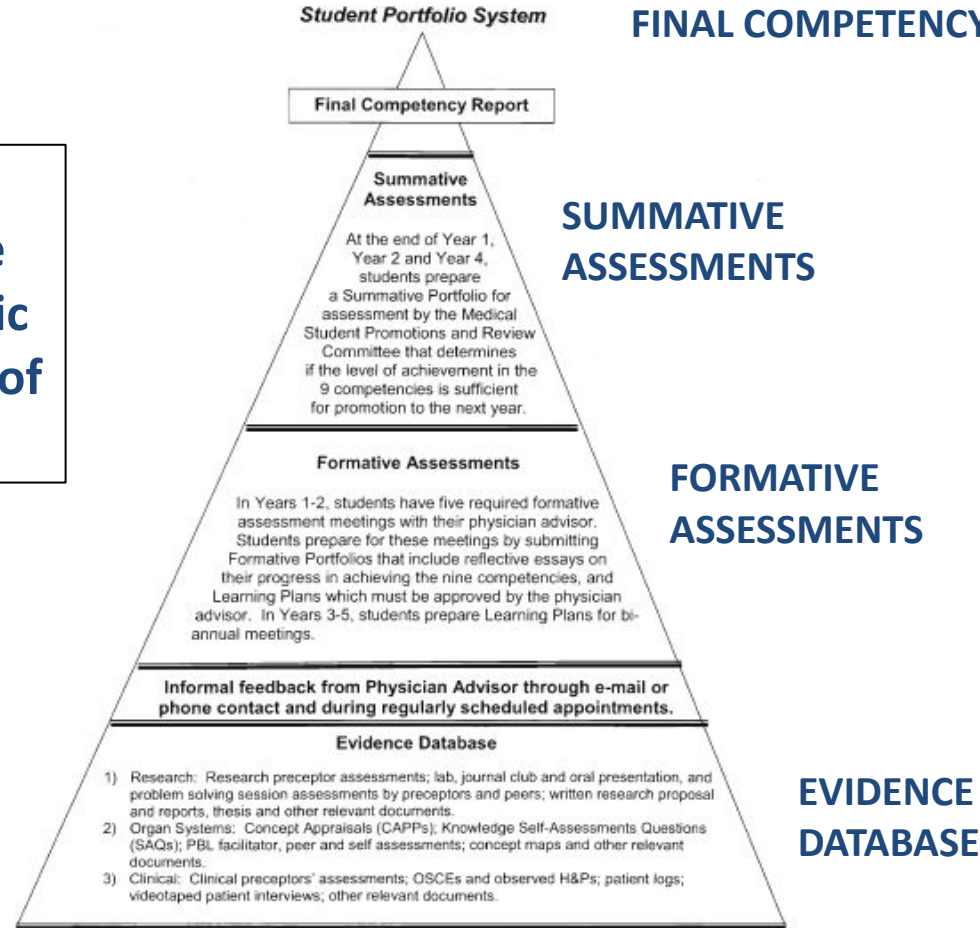
Cleveland Clinic Lerner College of Medicine  
of  
Case Western Reserve University

### *9 Competencies*

1. **Research:** Demonstrate knowledge base and critical thinking skills for basic and clinical research and skill sets required to conceptualize and conduct research.
- 2. **Medical Knowledge in the Basic, Clinical and Social Sciences:** Demonstrate and apply knowledge of human structure and function, pathophysiology, human development and psychosocial concepts to medical practice.
- 3. **Communication:** Demonstrate effective verbal, nonverbal and written communication skills in a wide range of relevant activities in medicine and research.
- 4. **Professionalism:** Demonstrate knowledge and behavior that represents the highest standard of medical research and clinical practice, including compassion, humanism, and ethical and responsible actions at all times.
5. **Personal Development:** Recognize and analyze personal needs (learning, self-care, etc.) and implement plan for personal growth.
- 6. **Clinical Skills:** Perform appropriate history and physical examination in a variety of patient care encounters and demonstrate effective use of clinical procedures and laboratory tests.
- 7. **Clinical Reasoning:** Diagnose, manage and prevent common health problems of individuals, families and communities. Interpret findings and formulate action plan to characterize the problem and reach a diagnosis.
- 8. **Health Care Systems:** Recognize and be able to work effectively in the various health care systems in order to advocate and provide for quality patient care.
- 9. **Reflective Practice:** Demonstrate habits of analyzing cognitive and affective experiences that result in identification of learning needs leading to integration and synthesis of new learning.

• Map to the six ACGME Core Competencies  
for all residency programs

# Assessment System at the Cleveland Clinic Lerner College of Medicine



399  
Total Members  
279  
Private Schools  
120  
Public Schools

## Juliet Guastella

1 Main Street  
Burlington, VT 05401

Juliet believes in the principle of choosing one's own path. Driven by the notion of making the world a better place, her strengths lie within places she can help others succeed and realize their importance

### CREDITS

### COURSES

Enosburg Falls High School - SAMPLE  
(460130)  
65 Dickinson Ave  
Enosburg Falls, VT 05450  
[Link to school profile](#)

AUTHORIZED BY

John Smith

DATE

4/7/2020



MASTERY  
TRANSCRIPT  
CONSORTIUM™

## Credit Profile

Distribution of credits earned by student.

Filter by ☐ Advanced ☐ Foundational

### Credit Distribution



### Transferable Skills

0 12

Self-direction  
Generate solutions  
Evaluate information  
Synthesize information  
Apply knowledge  
Making a difference  
Respecting diversity  
Practicing responsible digital citizenship  
Use technology effectively  
Taking responsibility  
Collaboration  
Identify and define problems

### The Arts

0 4

Performing  
Connecting  
Creating  
Responding

### Health & Physical Education

1 3

Physical health  
Social emotional health  
Sexual health  
Leadership **Advanced**

### Disciplinary Literacy

1 6

Central Ideas  
Language Analysis  
Analyzing Claims  
Writing

### Science & Mathematics

1 6

Statistical reasoning  
Algebraic reasoning  
Geometric reasoning

## Evidence

Featured work selected by the student.

### Synthesize information



#### Unethical Medical Research During the Holocaust

An extensive research paper outlining the research atrocities conducted by Nazis onto p...

### Scientific experimental design



#### Physics in Movies: Batman's High Dive

A physics report that unravels the possibility of performing the famous Batman High Div...

### Geography



#### Cult Museum Project: Exploring Cults in Fiction

A deep dive into a specific cult from HBO's Game of Thrones known as the Faceless Men. ...

### Research



#### Gorilla Project: "Youthful Offenders"

My Gorilla Project about the state of Vermont's law change regarding who is considered ...

### Civics



#### Did the Constitution Establish a Just Government?

An essay outlining Juliet's



# Finding Alternatives Implementing Alternatives

Getty Images



# Authentic Audience




**“Comparison is the thief of joy.”** Theodore Roosevelt (maybe)

**assessing students as individuals**



# Choosing Not to Compare. Choosing Authentic Audience.

## Students ask council to ban assault weapons, ammo clips

Created on Tuesday, 10 February 2015 13:26 | Written by [Kevin L. Harden](#) | 

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 in

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 0 Comments

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**UPDATE: 'Shootings are scary' high schoolers tell commissioners during brief presentation**



# Choosing Not to Compare. Choosing Authentic Audience.

## Halifax County students ask lawmakers to approve funds for a new high school

by Hannah McComsey | Thursday, January 24th 2019



Christia Wood (left) and Jillian Waller (right) went to Richmond to talk to General Assembly members about the need for a new high school building in Halifax County.



Lucas Johnson (Monticello High School), Choetsow Tenzin (Albemarle High School) and Alex Moreno (Western Albemarle High School) testify before a House subcommittee February 5 in support of more mental health instruction in the ninth and 10th grades. Submitted photo

Students have been chosen to be on a citizen panel that will redesign the part of the immigration test that covers the important concepts from the American Founding. Students must consider what is necessary for citizens to know, and what is truly meaningful for today from this historical period. Students will interview current citizens, conduct meaningful research, issue press releases to media, and present the redesigned test in a written report to a town hall meeting with an audience from the local metro community.

## An Oregon high school class creates alternate test for US citizenship

The World

October 18, 2013 · 5:45 PM EDT

Reporter [Angilee Shah](#)



<https://www.pri.org/stories/2013-10-18/oregon-high-school-class-creates-alternate-test-us-citizenship>



# What can we do instead?



# What can we do instead?

- **“Defense of Learning” - Evidence = Credit**
- **Single Point Rubrics**
- **Narratives of Experience and Authentic Audience**
- **Learners Choose Format (Audio, Video, Theater, Art...)**
- **“Do something that tells me you know about...”**
- **Teach Other Kids - Teach Kids in Other Places**
- **Service Projects demonstrating learning to community**
- **Portfolios**

# Implementing

Getty Images





# How do we get there?

Confronting “what we’ve always done”  
and “we’re doing what everyone expects.”



# Planning for Assessment Change at School

What will you keep?

- ✓ Standards
- ✓ Academic Expectations

What will you drop / remove?

- ✓ Honor Rolls
- ✓ Class Rank
- ✓ Linear Marks
- ✓ Compliance Grading

What will you reimagine or create?

- ✓ Student Portfolio Exhibition
- ✓ Maker Learning (Learner Created Contexts)
- ✓ Student Presentations of Learning
- ✓ Reimagine awards
- ✓ Revise Report Cards toward Narrative Reports

