



*Expanding the
Testing Paradigm
in a Digital Age*

Three Kinds of Expansion

- ***constructivist comprehension***
to augment factual comprehension
- ***project/portfolio assessment***
to augment testing
- ***digital literacy***
to augment print literacy

Three Sites of Research and Practice

- *early childhood education*
New Zealand and The United States
- *secondary education*
The United States
- *higher education*
The People's Republic of China

Early Childhood Education in New Zealand and the United States

*standardized testing
versus
constructivist testing*

Structural Features of the Testing Paradigm

- a single time frame of specified duration
- prescribed tasks presented in stable form
- individual responses relatively independent of external resources
- evaluation of individual responses based on an established scheme

Standardized Test Item

Primary Education in New Zealand

Maori Version

Here is a little story about a dog and what happened when he was helped by a pukeko.



One day when a dog was having dinner, a sharp bone stuck in his throat. Not long after his meal, he began to feel a great pain. He spent a long time trying to get the bone out, but he could not.

At last he went to a *pukeko* and said, “If you take this bone out of my throat I will give you a reward for your work.” So the silly *pukeko* put his long neck into the dog’s mouth and pulled out the bone. Then he asked for his reward.

The dog said, “You already have your reward. You should thank me for not biting off your head while it was down my throat.”

5. This story is **mostly** about a

(A) dog finding a bone.

(B) dog with a sore stomach.

(C) *pukeko*’s reward.

(D) foolish *pukeko*.

11-year-old Latina Girl Explaining her Choice

- » Why did you choose (D)?
- » Because he put his neck inside the dog's mouth and that's nasty and that's *foolish*.
- » Why is it foolish?
- » Because a normal person—or whatever it is—wouldn't actually put his mouth or his head or anything else into the dog's mouth.
- » Okay.
- » 'Cause it could be a trap.
- » What kind of trap?
- » He puts his head into the dog's mouth and the dog just bites it off.

11-year-old Latino Boy Responding to the Test Item Without the Picture

- » What do you think a *pukeko* is?
- » Like a little creature with a long neck like a round head with a strong jaw. It reminds me of a baby giraffe, like only 5 inches, that big (he demonstrates).

11-year-old Latina Girl Extending the Story

Constructivist Test Item

Progress Profile

Alternative Assessment Model

Developed at Columbia University

Progress Profile

constructivist testing

portfolio assessment

- schoolwork
- homework

Hausa Version: Passage

One day a fox was eating a chicken when a sharp bone got stuck in his throat. As he began to call for help, he said, “I’ll give a reward to anyone who can get this bone out of my throat.”

A stork came walking along and said, “I’ll help you get that bone out.” So the stork stuck his head in the fox’s mouth and pulled it out.

The fox then turned around and started to walk away. The stork was surprised and so he asked, “Where’s my reward?”

The fox answered, “Here’s your reward: you stuck your head in a fox’s mouth and you’re still alive.”

Hausa Version: Tasks

- Retelling*** Can you tell me what you just read?
- Factual*** Why did the fox need the stork's help?
What did the stork do to help the fox?
- Inferential*** Why was the stork able to help the fox?
Did the stork get a real reward? Please explain.
- Hoistic*** Write an ending to this story in which the stork gets something that (s)he thinks is a real reward.
- Experiential*** Describe an experience in which you were disappointed by a reward that you received.







11-year-old African American Boy Retelling the Story

The fox was eating a chicken and he started choking and yelling, “Help! Help! I’ll give you a reward.” And a stork came and helped him.

The fox didn’t give him a reward and...um...the stork yelled, “Where’s my reward?”

The fox said, “You’re just lucky to be alive. I didn’t bite your head off.”

Evaluating the Retelling

	yes/no	Comments
STORY STYLE		
Performance		dramatic dialogue
Summary		
STORY ELEMENTS		
fox gets bone stuck in throat		lots of animation
stork gets bone out		
fox doesn't give reward		
stork asks for reward		
fox explains what reward is		

11-year-old African American Boy Extending the Story

That is not fair. I did you a favor and I don't get anything. The stork left. A couple of days later the fox got a bone stuck in his throat. He went back to the stork and asked for help. The stork said, "No." The fox begged and begged so the stork said, "If you give me my reward before I do anything, then I will do it." The fox gave him a reward and he got the bone out of his throat.

Rubric

Content	accuracy sufficient support
Clarity	overall structure clear statements
Critical/Creative Thinking	relevant connections authentic voice

Kindergarten Book Project



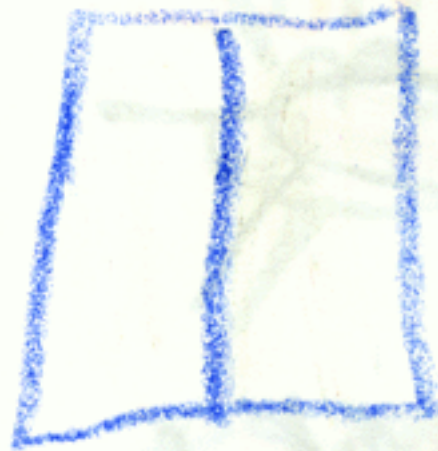
—5-year-old African American girl



I have two rabbits.



They are chewing
the wood.



They are running back
and forth.

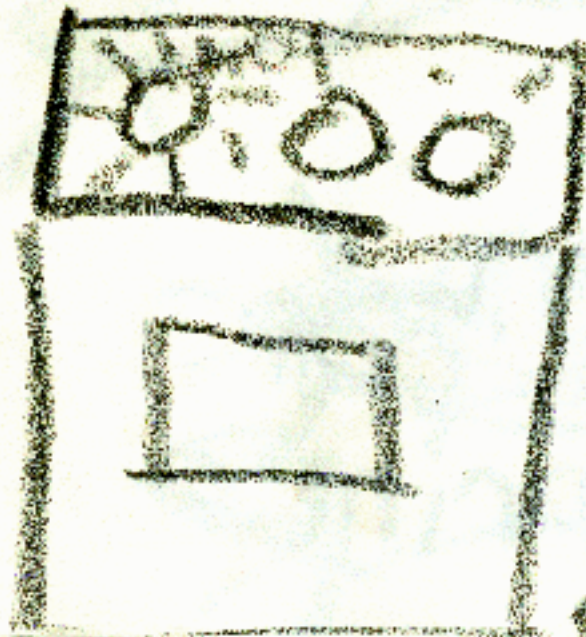
Prince



Princess



There is a girl rabbit
and a boy rabbit.



They love to play
behind the washer and
dryer.



The girl rabbit bit
the boy rabbit.



The girl rabbit is
going to have babies.





Grandma says they



are chewing the
house apart.

E
M
MEAD, TASHA
MY RABBITS

DATE	RECOVERER'S NAME	BOX NUMBER
	Jodie	
	Michelle	
	Richard	

E
M
MEAD, TASHA
MY RABBITS

Tasha

*A Mother's Entry
in a Child's Notebook*

Darryl did real excellent with this book. He read it to me, his big sister, and two little brothers. He knew about all the words. And at the same time, he learned two new words, *else* and *hugs*. He's doing wonderful.

Darryl read this book to his grandma. She says he read the words real good at the end. He liked that the cars be moving real slow because they were fat.

Progress Profile
Alternative Assessment Model

- Discontinued under Bush educational policy
No Child Left Behind
- To be reinstated under Obama?

Secondary Education in the United States

- *constructivist testing*
- *project assessment*
- *digital literacy*

Pacesetter Program Testing Component

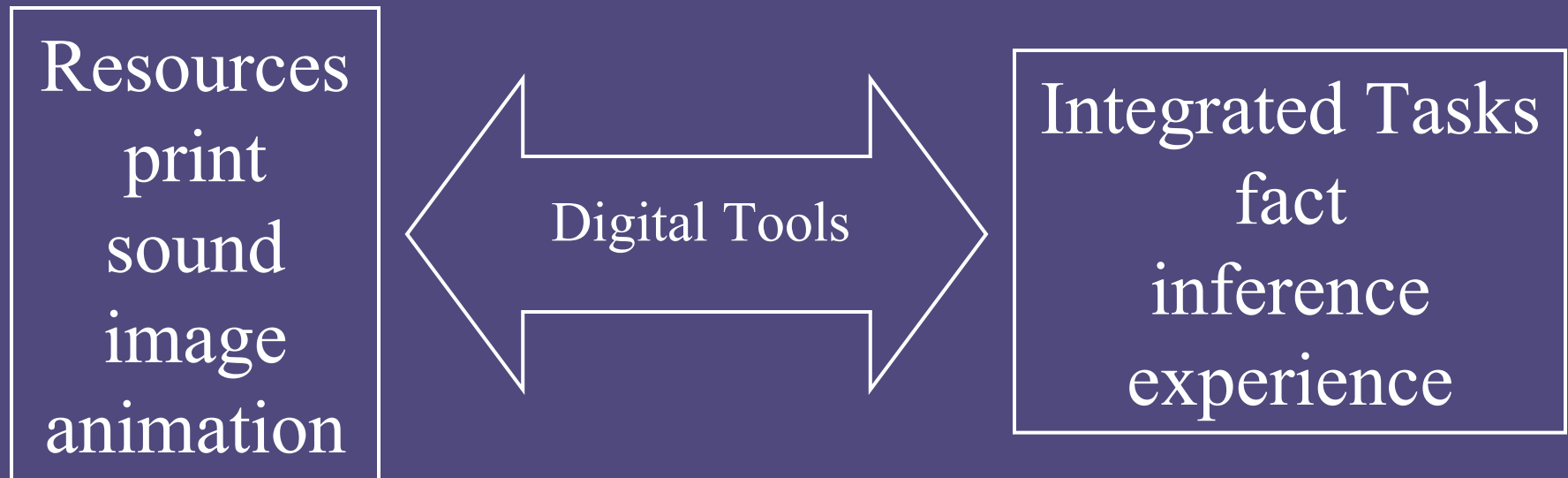
College-preparatory program for
culturally diverse high school students

English Language Arts

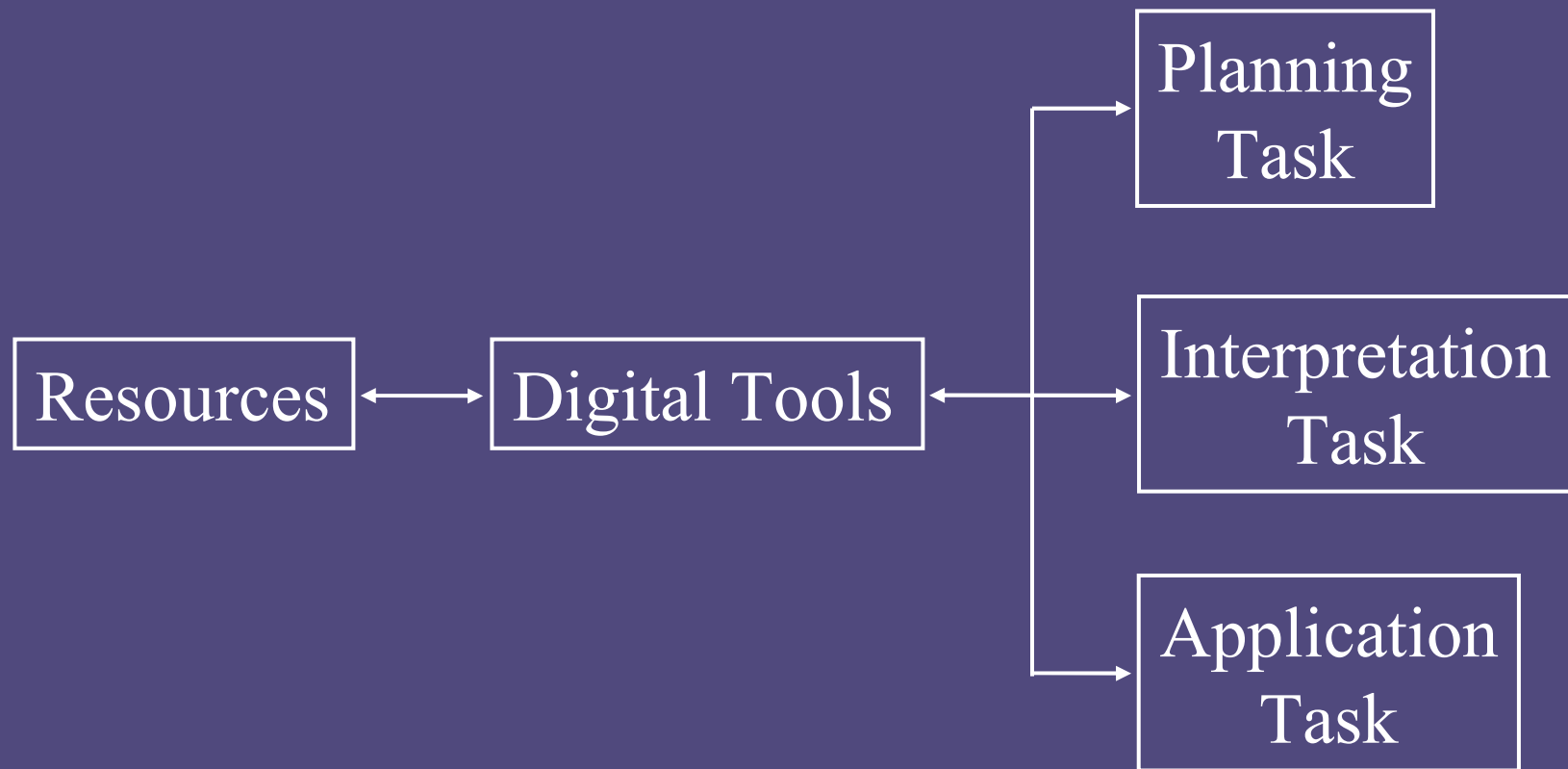
literature film media

Sponsored by the College Board

Pacesetter Model: Grounded Constructivism



Grounded Constructivism



Sample Literature Task

A Public Speech

Ain't I a Woman?
Sojourner Truth



“You need not be afraid to give us our rights for fear we will take too much, for we can’t take more than our pint’ll hold.”

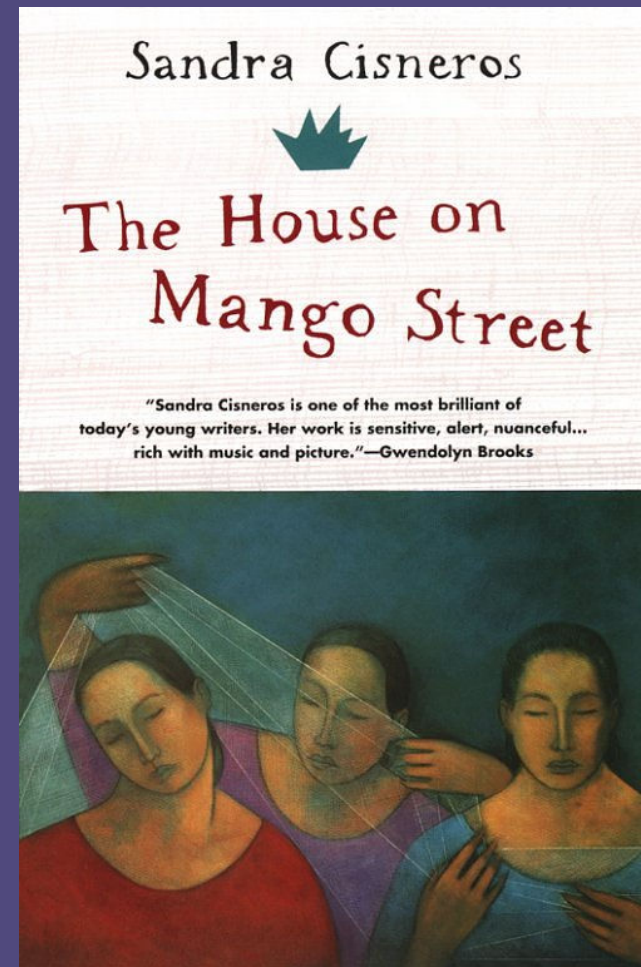
Sojourner Truth
(Isabella Baumfree)
1797 – 1883

Sample Literature Task

Fiction

*The House on Mango
Street*

Sandra Cisneros



Sample Film Task

*Do the Right
Thing*
Spike Lee



Sample Film Task

The Joy Luck Club

Amy Tan



Sample Media Task
PBS Essay

*The Browning
of America*
Richard Rodriguez



Sample Media Task

Fox News Report

Cartoon Network's
Ban
of Speedy
Gonzalez



Sample Literature Task

Poetry

Legacy 2
Leroy
Quintana



Evaluation

Feedback	comprehensive interactive pedagogical
Pacesetter Performance Levels	accomplished promising developing beginning

[see handout for a sample]

Process Log

Digital Data On Writing Process	previewi ng drafting revising
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[see handout for a sample]

Major Benefits of Digital Assessment For the Pacesetter Program

Students	diverse media digital tools integrated tasks
Evaluators	legible responses process data digital archives