Assessing Habits, Skills, and Dispositions for Student Learning: A Method

Center for Collaborative Education
Transforming schools for student success

April 13, 2016
Assessing Habits, Skills, and Dispositions for Student Learning: A Method

As you come into the webinar, please provide a response to the following questions in the questions box:

Why do Habits, Skills and Dispositions matter?
Why do they matter now?

Thank you and WELCOME!
Demographics

• 14 states

• Roles in:
  – State departments of education
  – School districts
  – Schools and classrooms
  – Higher Education
  – Non-profit organizations
  – For-profit organizations
Webinar Logistics

• Your microphone will be automatically muted.
• Throughout the webinar, please write your questions in question box.
• The webinar is being recorded to share with those who are interested but cannot attend today.
Webinar Materials

- If you have registered, then you already received a link to the packet of materials in an email. We will send the slide deck out to participants at the end of the webinar.
- If not, type your email into the question box and we will send them right now!
Today’s Agenda

• Welcome
• The Importance of Habits, Skills and Dispositions
• Building Assessments
• Questions and Answers
Presenters

- Michael Brownstein and Gary Chapin
  Senior Associates, Quality Performance Assessment
Center for Collaborative Education

Our Vision

• Equity and data are embedded in all conversations and practices,

• Teaching and learning are purposeful, challenging, and have value beyond school,

• Assessment demonstrates the competence of students in multiple ways, and

• Collaborative practices improve teaching and learning.
The Importance of Habits, Skills, and Dispositions
Habits, Skills and Dispositions – So What?

• Your responses
• More is being demanded of students than ever before
• College, career, and civic readiness is about so much more than academics
• Preparation for real-world situations and challenges
• It is important to be intentional and explicit about what students need to know and do
What are we talking about?

- Habits, Skills, and Dispositions
- 21st Century Skills
- Work Study Habits
- Non-cognitive Skills
- Soft Skills
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• Habits, Skills, and Dispositions
• 21st Century Skills
• Work Study Habits
• Non-cognitive Skills
• Soft Skills
Working Definition

• Habits, Skills and Dispositions are those qualities that—in addition to academic knowledge and skills—are necessary for success in college, career, and civic life. These include:

- Self-Direction
- Collaboration
- Communication
- Creativity
A Challenge…

• Develop valid and reliable assessments that intentionally measure habits, skills, and dispositions

… and an Opportunity

• Help educators and students learn how to demonstrate student attainment of habits, skills and dispositions
Unwrapping a Habit – “Grit”

Grit:
• Perseverance
• Self-management
• Conscientiousness
• Passion for achieving long-term goals

Context:
• How can this “habit” be explained to students regarding their classroom performance?
# Developing a Habits Rubric

<table>
<thead>
<tr>
<th>Grit</th>
<th>Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A commitment to improve one’s performance in school</td>
<td>I put strong effort into most of what I do, and see my setbacks as learning experiences and look for support when I need it.</td>
</tr>
<tr>
<td>2. A passionate dedication to achieve that goal.</td>
<td>I recognize the importance of long-term goals, as well as short-term goals.</td>
</tr>
</tbody>
</table>
Questions?
Building Assessments

• Using the Quality Performance Assessment method to develop assessments of the Habits, Skills, and Dispositions that are of high technical quality.
Why Performance Assessment?

ASSESSMENT CONTINUUM

Depth of Learning

Knowledge
Master Core Academic Content

Knowledge & Skills
Master Core Academic Content
Think Critically
Communicate Effectively
Solve Complex Problems

Knowledge, Skills, Work Habits & Dispositions
Master Core Academic Content
Think Critically
Communicate Effectively
Solve Complex Problems
Work Collaboratively
Learn How to Learn

ON-DEMAND, STANDARDIZED ITEMS AND TASKS
Selected Response Items
Short Constructed Response Items
Long Constructed Response Items
Standardized Performance Tasks
Complex Performance Tasks
Complex Extended Projects

CURRICULUM-EMBEDDED PERFORMANCE TASKS
Quality Performance Assessment

CCE’s Quality Performance Assessment Framework...

Results in high-quality performance tasks that...

- Are open-ended
- Show what a student knows (content) and can do (skills)
- Require application and transfer through a multi-step process
- Use rubrics with clear criteria
- Align to Learning Targets (standards)
- Result in original products, performances, or solutions.
A New Assessment Narrative

From

• Silence and isolation
• “Have to”
• Scoring is secret and external
• Disconnected and Purposeless

To

• Communication and collaboration
• “Get to,” with voice and choice
• Transparent rubrics and required self-assessment
• Engaged and Purposeful
How do you do that?

• Adapt an existing performance task to assess one or more of the habits.

• Start with one of the habits, expressed as a standard, and build an assessment from the ground up.
Adapting a Performance Task

- Four one pagers
  - Self-direction
  - Collaboration
  - Communication
  - Creativity
- Graphic Organizer
Building from the ground up

• Choose the habit, skill, or disposition.
• Look at the language of the habit and pick the indicators you want to focus on.
• Choose the academic competencies or standards.
Alignment …

… begins at the learning target (i.e., the competency or standard), and runs all the way through the student work
Example: Infusing Habits into Tasks
Shark Tank: The Task

- An interdisciplinary task
- “Using your knowledge of Chinese history, culture and current economic, political and climate, create a good or service for the marketplace in China.”
- To gain funding for your proposal, you will appear on Shark Tank and persuade the “sharks” to invest in your good or service.
- Time needed to complete tasks: 2 weeks
Existing “Shark Tank” Rubric

- Written Application: Idea Development and Supporting Evidence
- Oral Presentation: Persuasive Presentation and Oral Performance
- C3: Social studies standards
- Absent: Assessment of a Habit
Identify Habit to be Assessed

- Collaboration
- Communication
- Creativity
- Self-direction
That’s a little scary.

Assessing and instructing **creativity** may seem daunting, but….

You aren’t trying to:
- **Capture** everything
- **Prove** student mastery

You are simply gathering evidence.

Norman Rockwell understood “daunting”
Unwrapping Creativity

Definition: “I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.”

Outcomes: Graduating seniors will be able to demonstrate that they can:

• Think originally and independently
• Take risks
• Consider alternate perspectives
• Incorporate diverse resources
Impact on Student Directions

• Required: Tight alignment between student directions and rubric criteria to support student success.

• What’s in the task?

• What needs to be altered?

• Also, engagement!
Impact on Instruction

• If you are assessing this habit, then it is necessary to instruct this habit.
• The goal of the assessment—and instruction—is to encourage, support, and gather evidence of achievement of the habit.
• The indicators are described concretely in the rubric.
• Formative feedback throughout is essential.
# Important Questions

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>What will students do along the way?</th>
<th>What will students create or produce?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HABITS, SKILLS, AND DISPOSITIONS</td>
<td><img src="image1.png" alt="Empty cell" /></td>
<td><img src="image2.png" alt="Empty cell" /></td>
</tr>
<tr>
<td>ACADEMIC LEARNING TARGET</td>
<td><img src="image3.png" alt="Empty cell" /></td>
<td><img src="image4.png" alt="Empty cell" /></td>
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<tr>
<td>OTHER LEARNING TARGET</td>
<td><img src="image5.png" alt="Empty cell" /></td>
<td><img src="image6.png" alt="Empty cell" /></td>
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<tr>
<td>OTHER LEARNING TARGET</td>
<td><img src="image7.png" alt="Empty cell" /></td>
<td><img src="image8.png" alt="Empty cell" /></td>
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<tr>
<td>Context &amp; Community Connections</td>
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<td><img src="image10.png" alt="Empty cell" /></td>
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</table>
## Developing a Habits Rubric

<table>
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</thead>
<tbody>
<tr>
<td>1. Can create an unique product (i.e., good or service) informed by multiple perspectives</td>
<td>I have considered different perspectives (i.e., my group, my own) in describing my unique product and by making refinements to my product to meet the needs of customers.</td>
</tr>
<tr>
<td>2. Use original and flexible thinking to communicate ideas</td>
<td>I have empathized with a potential customer and written a thoughtful review of my product demonstrating the consideration of a different perspective.</td>
</tr>
</tbody>
</table>
Adapting a Performance Task

- Four one pagers
  - Self-direction
  - Collaboration
  - Communication
  - Creativity
- Graphic Organizer
- *Quality Performance Assessment: A Guide for Schools and Districts* (available from Amazon)
You’ve got some thinking to do.

• This is a method that will guide design and, in some ways, remove barriers to assessing the Habits, Skills, and Dispositions.
Questions?
QPA Summer Institute

*Interactive professional development workshop*

July 18-21 in Boston

- Skill development:
  - Learn the components of performance assessment
  - Analyze the technical quality of performance assessments
  - Design a performance assessment for 2016-17
  - Practice using norms and facilitating protocols

Learn more and register at www.cce.org/summerinstitute
Thank you!

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Quality Performance Assessment

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