

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!

S

Self-Direction

Q
P
A

Quality
Performance
Assessment

Essential skills—Communication, Creativity, Collaboration, and Self-Direction—will naturally be a part of almost any Quality Performance Assessment task. Many performance tasks challenge students to communicate ideas, think originally, work in groups, or manage their own learning. If designed intentionally with essential skills in mind, a task can provide a rich opportunity to not only address, but also coach students in one or more of these skills while offering meaningful feedback.

This document offers some steps for successfully incorporating the essential skill of Self-Direction into your existing performance task.

Self-Direction

I can initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner.

Graduating seniors should be able to demonstrate that they can:

- Persevere in completing complex, challenging tasks.
- Use self-reflection to influence work and goals
- Engage stakeholders to gain support

1

Consider the task you have created. Does any part of the task require the students to **initiate and manage my learning through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner?** If so, skip to step 2.

Longer projects (e.g., portfolios, capstones, or exhibitions) lend themselves to the assessment of self-direction because of the multiple steps and facets involved, and the time on task required for these. Though perseverance is required by any student who encounters adversity, the assessment of perseverance is natural in lengthy, gateway performance assessments.

3

Adjust the directions of your performance task to specifically address the bulleted competencies chosen. Because self-direction is, by definition, an internal quality, you may have to create a subtask (such as check in meetings with the teacher) to get at the processes students use to marshal their efforts to solve problems and fulfill complex goals.

2

Now, look closely at the bulleted competencies of collaboration as outlined in white in the top right corner of this document. **Choose one or two of these** on which to focus the self-direction part of your task.

Remember that if you are going to assess the competency, **you will need to direct some instruction toward it, adjust your rubric, and be able to offer meaningful feedback** on your student's performance.

4

What evidence will you gather of student achievement and how will you provide feedback? For example, if you want students to **engage stakeholders to gain support** you may require them to put together a proposal for an internship or independent study that they will have to present to a judging panel. That proposal will be your evidence. If you want them to **persevere in completing complex, challenging tasks**, you can ask them to complete a complex task – a proof in Geometry, for example, or a Document Based Question in Social Studies – and then explain the process by which they worked through the difficulties, and why they made their decisions.

5

Add a row in your rubric for each of the self-direction competencies that you are addressing. Decide what evidence you will specifically be looking at to demonstrate mastery. How did putting the competency into practice effect the outcome of the product? Did the addition of a self-direction element improve the other facets of the work?

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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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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

Communication

Collaboration

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

Grit	Meets
<p>1. A commitment to improve one's performance in school</p> <hr/>	<p>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.</p> <hr/>
<p>2. A passionate dedication to achieve that goal.</p>	<p>I recognize the importance of long-term goals, as well as short-term goals.</p>



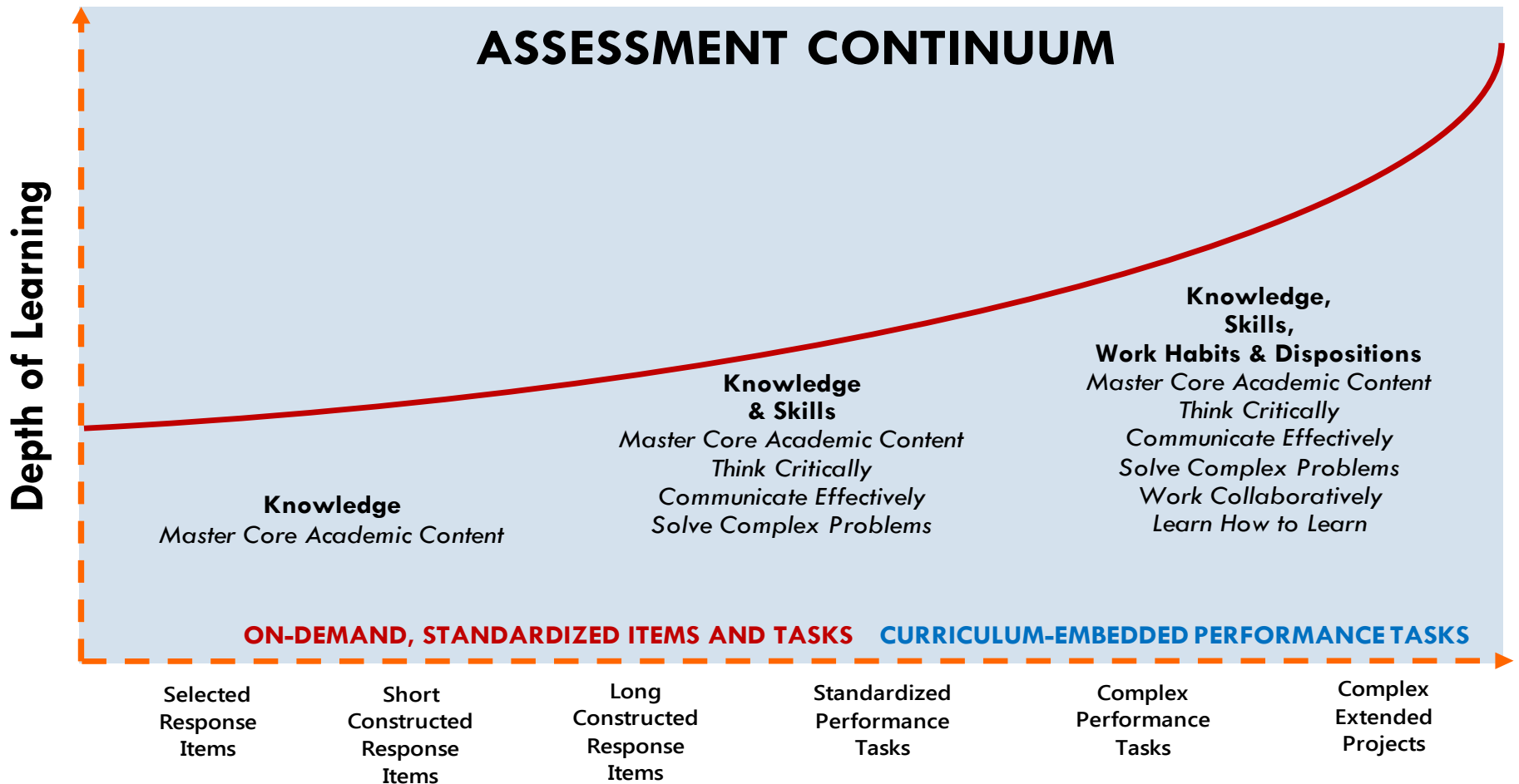
Questions?



Building Assessments

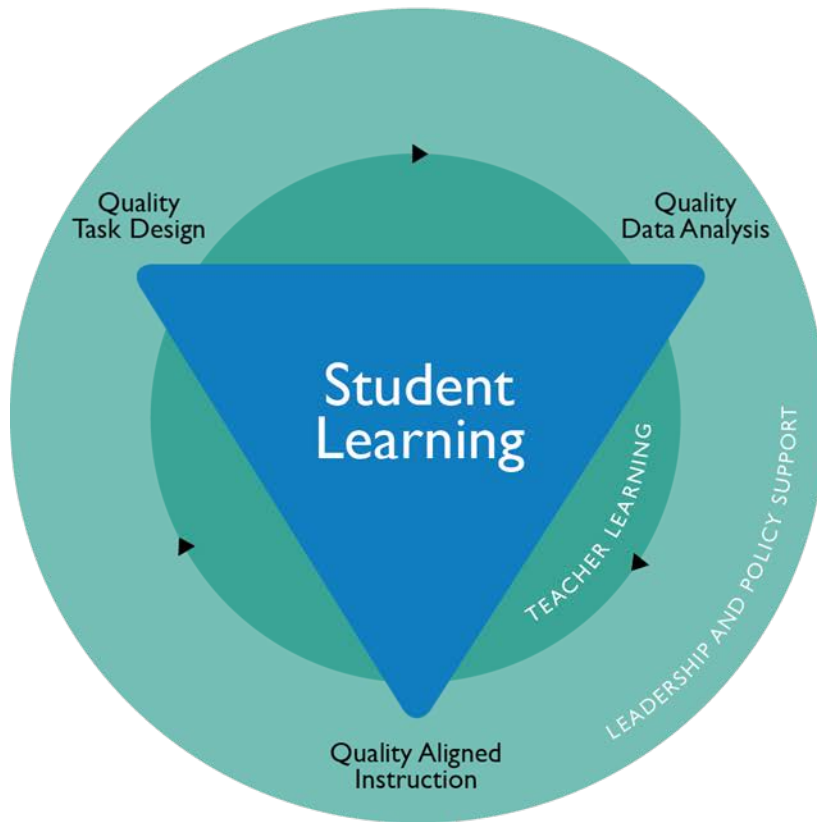
- Using the Quality Performance Assessment method to develop assessments of the Habits, Skills, and Dispositions that are of high technical quality.

Why Performance Assessment?



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  To

- Silence and isolation

- Communication and collaboration

-
- “Have to”

- “Get to,” with voice and choice

-
- Scoring is secret and external

- Transparent rubrics and required self-assessment

-
- Disconnected and Purposeless

- 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

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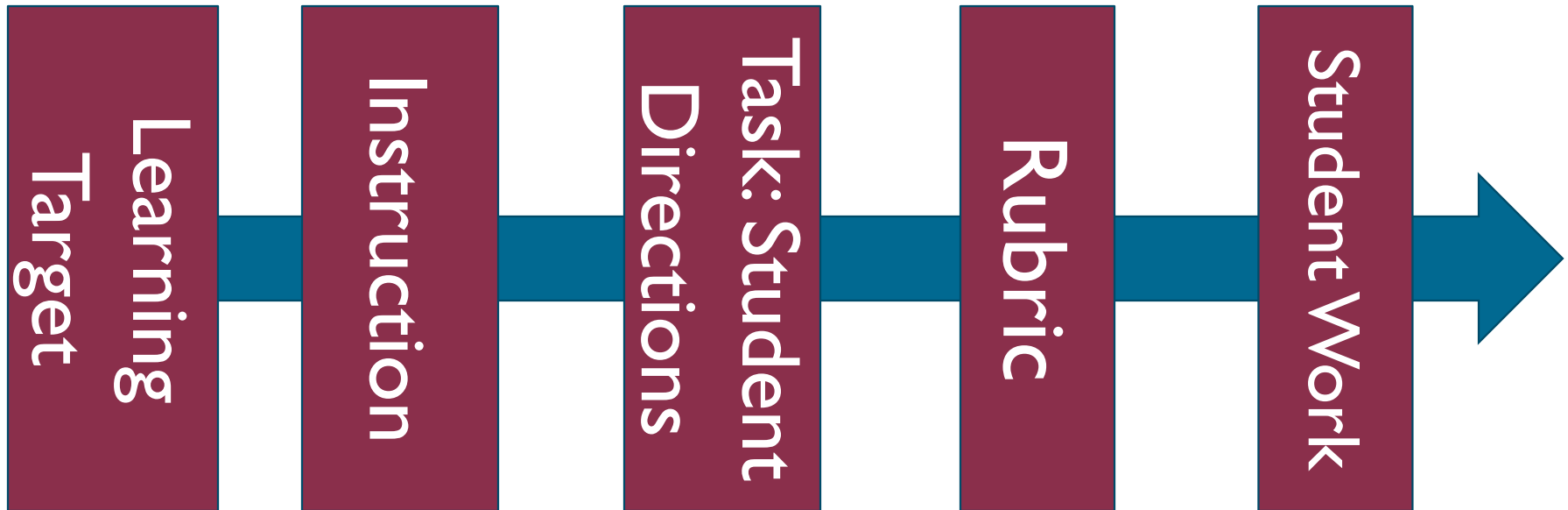


Building from the ground up

- 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.



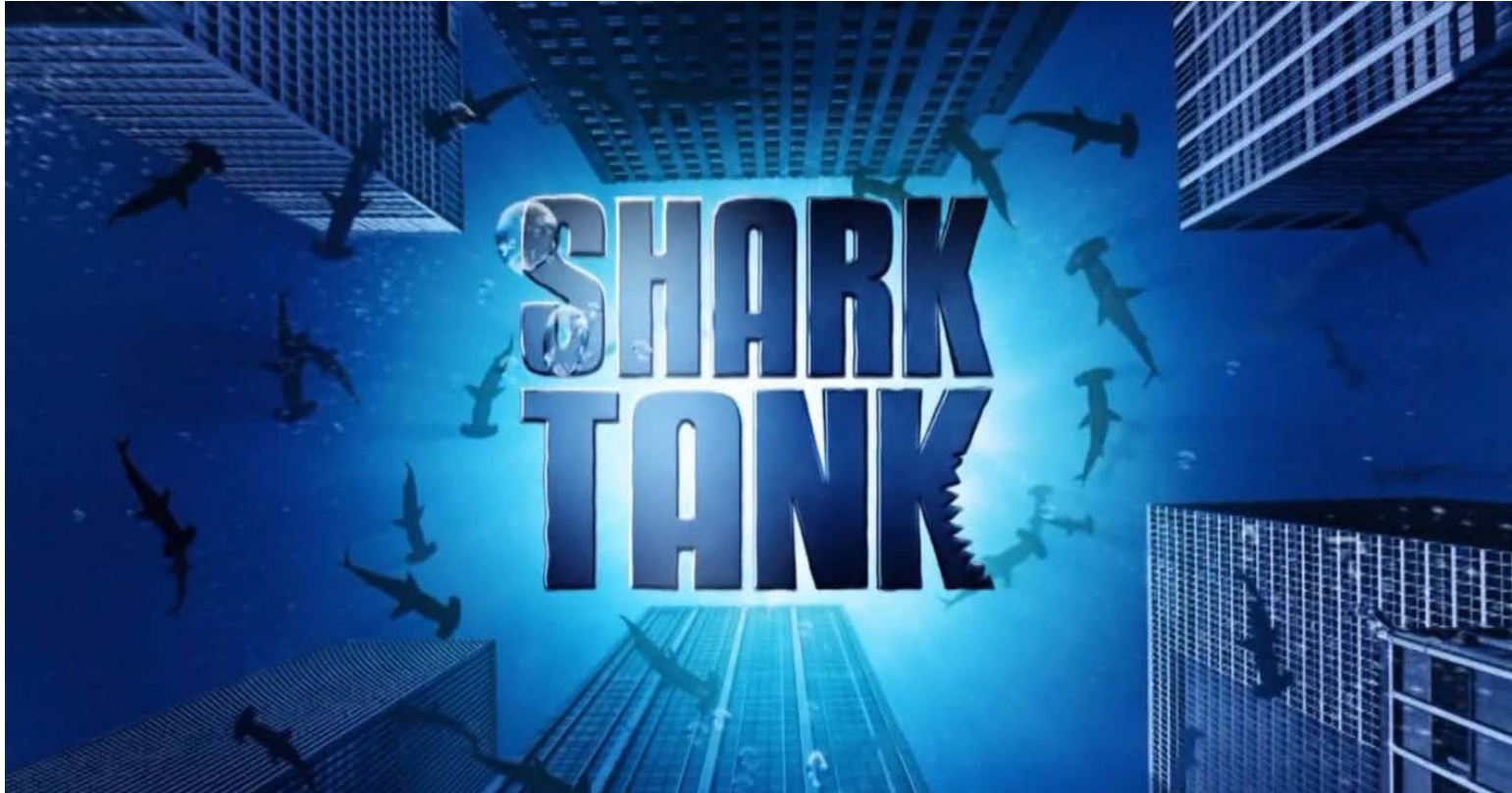
Alignment ...



... 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

1

- Collaboration
- Communication
- **Creativity**
- Self-direction



That's a little scary.

1

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

2

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

3

- 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!



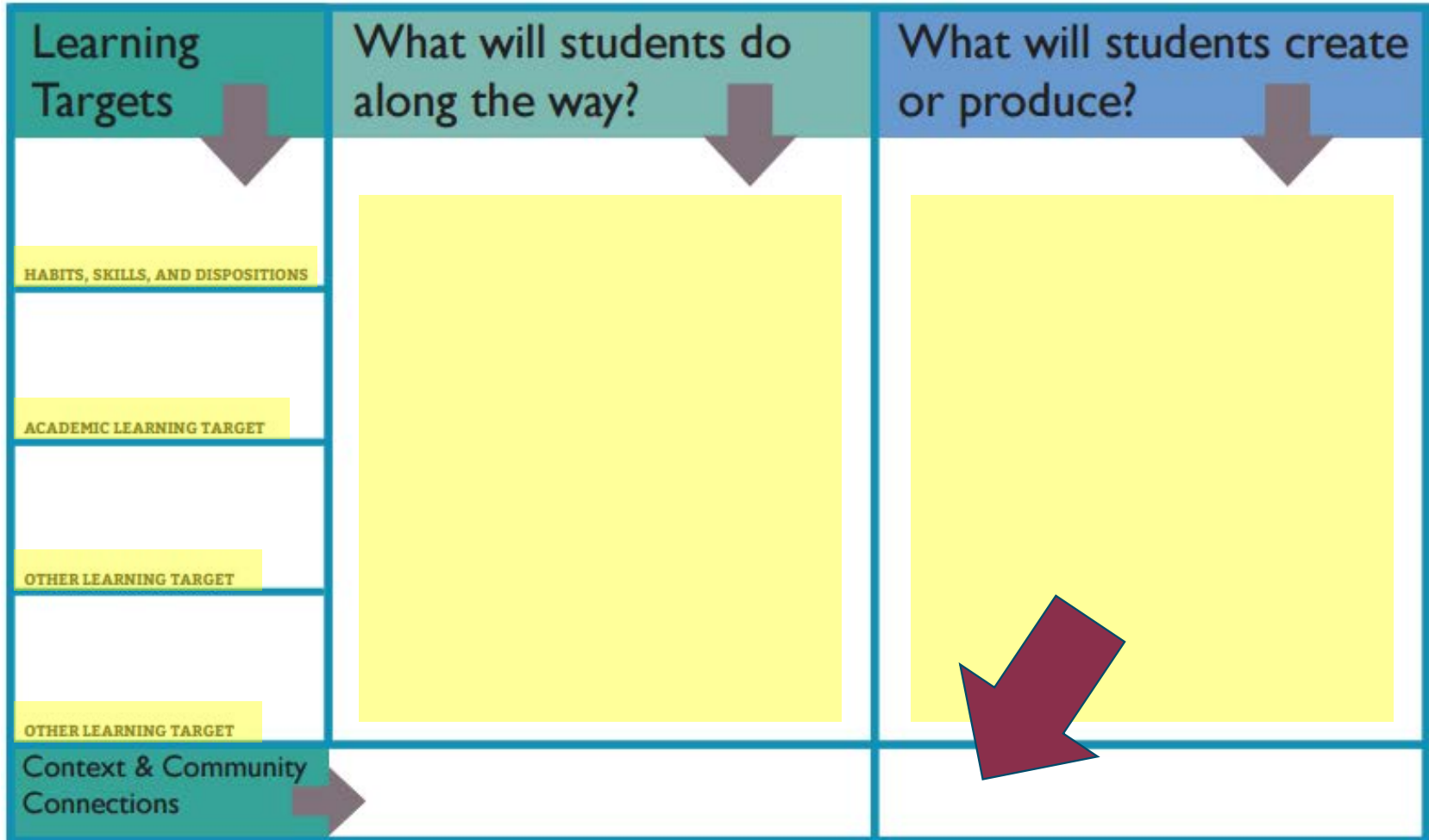
Impact on Instruction

4

- 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



Developing a Habits Rubric

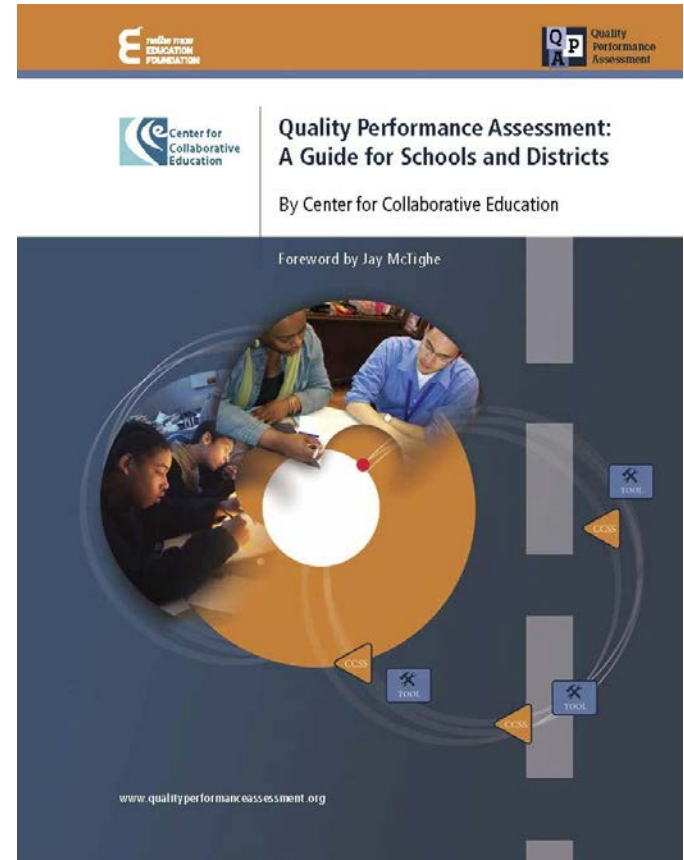
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Creativity	Meets
<p>1. Can create an unique product (i.e., good or service) informed by multiple perspectives</p> <hr/> <p>2. Use original and flexible thinking to communicate ideas</p>	<p>I have considered different perspectives (i.e., my group, my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



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.



QPA Summer Institute

Interactive professional development workshop
July 18-21 in Boston



Learn more and register at
www.cce.org/summerinstitute

- 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



Thank you!

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Quality Performance Assessment

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