Antidotes to Labelling Dynamic Assessment

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Research Title
Quality Dynamic Assessment: Using the Delphi Technique to identify The competencies for effective Dynamic Assessment.
EDUCATIONAL

Learning to learn / Assessment for Learning

Assessment without levels / Functional Assessment

PSYCHOLOGY

Positive Psychology
Solution focused approaches
Person-centred practice
Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for Learning should recognize the full range of achievements of all learners.

Assessment for learning should be used to enhance all learners’ opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

Assessment for learning should develop the capacity for self-assessment.

Assessment for learning promotes understanding of goals and criteria.

Assessment for learning fosters motivation.

Assessment for Learning should be regarded as a key professional skill for teachers.

Assessment for learning should be part of effective planning of teaching and learning.

Assessment for learning must focus on how students learn.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.

Assessment for learning should be seen as an important part of everyday classroom practice and underpin both teachers' and learners' understanding, dialogue and decision making.

Much of what teachers and learners do in classrooms can be described as assessment. This is tasks and questions, where learners demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and underpin both teachers' and learners' understanding, dialogue and decision making.

Assessment for learning should be recognised as central to classroom practice.

Assessment for learning should be regarded as a key professional skill for learners.

Assessment for Learning should take account of the importance of learner motivation.

Assessment that encourages learning fosters motivation by emphasizing progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be gained and maintained by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunities for self-direction.

Learners should receive constructive guidance about how to improve.

Learners need information and guidance in order to plan the next steps in their learning. Teachers should prompt the learner's strengths and advice on how to develop them, be clear and constructive about any weaknesses and how they might be addressed, provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.

For effective learning to take place, learners need to understand what it is they are trying to achieve and what it means to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress.

Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Assessment for Learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.

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Research-based principles of assessment for learning to guide classroom practice

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The Problem.....

Dynamic Assessment – how do we know we are doing it well?
Dynamic Assessment

- Interactive assessment
- Clinical Dynamic Assessment
- Structural Dynamic Assessment
- Learning Potential assessment
- Research Dynamic Assessment
- Dynamic Testing
- Functional Dynamic Assessment

Curriculum-based Dynamic Assessment
Definitions

• What is common to all approaches is a desire to offer an alternative to IQ tests + some form of intervention or teaching within the assessment process.

• What differs is the degree to which the examiner is aiming to “modify” cognitive functions and the focus on qualitative or quantitative ways of describing change.
Dynamic Testing
Learning Potential testing
Functional DA
Research DA

Curriculum based DA
Semi-structured DA
‘Mixed formats’

Dynamic Assessment
Clinical DA
Structural DA

Different formats of DA
Europe (Russia)
- Guthke – Learning Potential/Dynamic testing (Vygotsky)

USA
- Haywood / Lidz – Interactive assessment
- Tzuriel

Israel
- Feuerstein Dynamic assessment (Piaget/ Rey)
Which type of DA is used the most in the UK?

Literature research of UK EP journals: EPIP, ECP, BJEP.

28 journal articles since 1985 on different approaches

Screened for country of origin, methodology, type of DA, DA tests referred to

13 produced by UK based practitioners/researchers

9 = DA, 2 = DT, 2 = didn’t specify

9 = descriptive/opinion pieces, 2 = surveys, 1 = quasi-experimental study
DA in the UK

- 119 practitioners (Deutsch & Reynolds, 2000)
- 11% of 142 EPs using DA (Farrell & Woods, 2006)
...but how do we ensure quality in our practice?
CBT..............DA?
Roth and Pilling – CBT Competency Map 2007

Figure 2: The map of CBT competences for depression and anxiety disorders
The Delphi Technique

- Based on the premise that group opinion is more valid and reliable than individual opinion.

- A ‘multi-staged’ survey used to gain consensus of opinion from a panel of experts on an issue where consensus previously did not exist. (Keeney et al. 2011)
Defining ‘expertise’
• Authors published in UK EP journals.
• Written about Tzuriel or ‘RAD’

Number of ‘experts’
• More than 5
• 16 names
• 10 approached
• 7 initially agreed

Finding the ‘experts’
• 4 in the UK
• 2 in the USA
• 1 in Israel

Defining ‘consensus’
• 75% or more rating ‘essential’ or ‘totally essential’
The Delphi Panel cont...

- Additional ‘experts’ for Rounds 2 and 3.
- ‘Practitioner’ Panel of EPs.
- Recruited on EPNET.
- 18 initially recruited.
Round 1 - Results

- 5 replies received.
- 4 text excerpts identified.
- Content analysis using ‘Deductive content analysis’ (Elo & Kyngas).
- Used a web based tool – ‘Dedoose’ (www.dedoose.com) to assist with data coding.

- Lead to the generation of 123 competency statements, which were converted into a questionnaire for Rounds 2 and 3.
Round 2 and 3 Questionnaires

4 Sections:
• Section 1 – Qualifications and Training
• Section 2 – Knowledge
  • Knowledge of Psychological theories
  • Knowledge of Assessment practice
• Section 3 – Skills
  • General Assessment Skills
  • Skills in Mediation
• Section 4 – Personal Qualities
  • Intrapersonal Qualities
  • Interpersonal Qualities
• (Section 5 – ‘New Competencies’ added after Round 2)
### Round 2

<table>
<thead>
<tr>
<th>3.2 Skills in Mediation</th>
<th>Rating</th>
<th>Is this specific to DA only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 – Absolutely essential</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>2 – Essential</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>3 – Neither essential or not essential</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>4 – Not essential</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>5 – Totally inessential</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In order to be a competent DA practitioner the assessor should demonstrate the ability to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.16 Mediate a systematic approach to tasks where necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 20 responses received
- Analysed using measures of central tendency
- Mode ratings at 1+2 or 4+5
Round 3 – Results

3. ASSESSOR SKILLS – that are required to be a competent DA assessor
   3.1 General assessment Skills
   3.2 Skills in Mediation

<table>
<thead>
<tr>
<th>In order to be a competent DA practitioner the assessor should demonstrate the ability to:</th>
<th>PREVIOUS RATINGS</th>
<th>YOUR FINAL RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Ratings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1&amp;2</td>
<td>3</td>
</tr>
<tr>
<td>3.1.3 Observe the learner to gather information to inform assessment work</td>
<td>70%</td>
<td>25%</td>
</tr>
<tr>
<td>3.1.5 Generate hypotheses before assessment</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>3.1.10 Ensure the assessment process occurs over time</td>
<td>60%</td>
<td>30%</td>
</tr>
</tbody>
</table>

• 17 responses received
• Analysed using measures of central tendency
• Mode ratings at 1+2 or 4+5
## Results

<table>
<thead>
<tr>
<th>Competency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. competencies generated in Round 1</td>
<td>123</td>
</tr>
<tr>
<td>No. competencies added in Round 2</td>
<td>15</td>
</tr>
<tr>
<td>Competencies for which there was consensus that they were essential for DA</td>
<td>112 (23 specific to DA practice) (63 not specific) (26 no consensus)</td>
</tr>
<tr>
<td>Competencies for which there was consensus that they were not essential for DA</td>
<td>0</td>
</tr>
<tr>
<td>Competencies for which there was not overall consensus as to whether they were essential or not</td>
<td>26</td>
</tr>
</tbody>
</table>
## Results – Training and supervision

<table>
<thead>
<tr>
<th>Aspect of training</th>
<th>Result of rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Assessor Qualifications needed</td>
<td><strong>No consensus</strong></td>
</tr>
<tr>
<td></td>
<td>Trend towards graduate level of qualifications</td>
</tr>
<tr>
<td>Minimum number of days training needed</td>
<td><strong>No consensus</strong></td>
</tr>
<tr>
<td></td>
<td>Responses varied from 1 to more than 10.</td>
</tr>
<tr>
<td>Minimum number of supervised assessments</td>
<td><strong>No consensus</strong></td>
</tr>
<tr>
<td></td>
<td>Responses varied from 1 to 10</td>
</tr>
<tr>
<td>Minimum no. of hours of supervised DA practice</td>
<td><strong>10-50 hours</strong></td>
</tr>
</tbody>
</table>
Competencies Specific to DA practice - Knowledge

1. Mediated Learning Experience Theory (Feuerstein)
2. Structural Cognitive Modifiability Theory (Feuerstein)
3. Cognitive Map and Task Analysis (Feuerstein)
4. Tripartite Relationship – Task/learner/mediator (Feuerstein)
5. Work of Carol Lidz
6. Work of David Tzuriel
7. Different formats of DA
8. Dynamic Testing approaches
9. A range of DA tests
10. The psychometric properties of some tests
11. Cognitive processes required to complete DA tasks
12. How to judge the validity of different DA tests
13. When it is appropriate to use DA
Competencies Specific to DA practice - Skills

1. Select DA tasks relevant to assessment questions
2 & 3. Adjust the task to learner needs to promote success/
       Adjust the assessor input to enhance learner performance.
4. Identify when to remove ‘knowledge’ barriers through pre-
   teaching rules/skills/ knowledge.
5. Identify mediation needed to improve cognitive functioning
6. Ensure graduated amount of mediation is used.
7. Mediate a systematic approach to tasks
8. Provide ‘cognitive bridges’ to allow student to move from
   ‘perceptual’ to ‘conceptual’ understanding.
9. Profile learner modifiability
10. Analyse the type, stage and level of intensity of mediation
    used and compare across assessment tasks.
Level of training in relation to ratings

Frequency of ratings on items for which there was no overall consensus
Conclusions

• Generated a list of competency statements that can be developed into a competency framework.
• Level of expertise and type of DA practiced influenced ratings (analysed using Dreyfus (2004) ‘5 Stage Model of Adult Skill Acquisition’)
• Need to establish ERG to further develop competency list and agree training and ongoing practice development standards.
Contact me....

- If you are interested in participating in further work to develop this research into a competency framework or just have an interest in developing DA practice amongst EPs, please get in touch:

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References


References


