

# Neil Marshall & Angela Jones: Assessing Inquiry-Based Learning

## Do we need IBL? What are we seeing in NZ?

There is weak evidence and re-search around IBL currently.

The purpose of IBL is to drive engagement with learning and content

A shift away from 1 hour test structures. More variety in assessments and assessment patterns is becoming apparent

These new approaches try to achieve more engagement with content

Focus on the 3 C's of Learning:

- Critical Thinking
- Creativity
- Collaboration

## Emerging Assessment Techniques:

### Longitudinal Assessments

- Margaret Priestly
- Observational assessments

### Integrated Assessments

- Cross Curricular assessment

### Student Agency

- Students empowered to shape how they are assessed

### Project-based Learning

- Harvard University: Weekly IBL exercise booklet for assessment

## CHALLENGES & SOLUTIONS:

### Students:

Students freezing during traditional style assessments, focusing on memorising.

Personalised assessments promote agency and confidence in being assessed. Gives choices in what standards they are assessed on.

Combined assessments allow cross curricular assessment and a combination of practical and theoretical styles of assessment.

### NZQA:

NZQA don't see the learning and teaching process in action—don't know what is working and what support is needed

Currently collecting and collating data from across the country on how different schools are utilising and implementing IBL.

### Community:

How does IBL fit into unique community contexts and demands?

The hope following data collection and research is that close work alongside communities will allow assessment styles to remain innovative depending on community needs.

The goal is not to have another stringent framework that requires constant updating.

### Teachers:

How to start the change to innovative assessment?

The following process has emerged as most effective:

- Consider current data and context
- Shape goals for assessment based on this data
- Gain support from SLC
- Implement new assessment
- Review and adapt based on what new data and context is showing

Ensure there is a review and debrief of how assessment innovations went. Relate this to the outlined goals.

Don't revert back to old methods—data and context encouraged change for a reason. Be prepared to compromise your approach to form new methods of assessment.

Develop a portfolio of your assessment experiences.

Learn from the challenges you face.

How to manage ones workload when dealing worth personalised assessment?

Limit the amount of cross curricular applications as this can complicate assessment quickly.

As mentioned previously, an either/or approach may be beneficial rather than tailoring everything.

There are lots of different methods to create personalised assessments and to generally assess.

Ensure that the assessment has purpose and applicability to the student, school or community context it is aimed to take place in.

## Outcome Goals:

Don't lose sight of the underlying curriculum , goals and knowledge the assessment is targeting.

Assessments shaped upon learning outcomes

A holistic view of all achievement standards is maintained.