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   Autore   Schwartz Daniel L.

   Titolo   Measuring what matters most : choice-based assessments for the
                        digital age / / Daniel L. Schwartz and Dylan Arena

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   Descrizione fisica   1 online resource (vi, 181 pages) : illustrations

   Collana   The John D. and Catherine T. MacArthur Foundation reports on digital
                        media and learning

   Disciplina   371.26

   Soggetti   Educational tests and measurements - Data processing
                        Decision making - Evaluation

   Lingua di pubblicazione   Inglese

   Formato   Materiale a stampa

   Livello bibliografico   Monografia

   Nota di contenuto   Beliefs about useful learning -- Enter technology -- Choice is the
                        central concern -- The isolation of knowledge -- Preparation for future
                        learning -- Choice-based assessments of learning -- Standards for
                        twenty-first-century century learning choices -- The tangle of
                        reliability and reification -- New approaches to assessment design -- A
                        research and development proposal -- Fairness and choice -- Final
                        summary.

   Sommario/riassunto   "If a fundamental goal of education is to prepare students to act
                        independently in the world -- in other words, to make good choices --
                        an ideal educational assessment would measure how well we are
                        preparing students to do so. Current assessments, however, focus
                        almost exclusively on how much knowledge students have accrued and
                        can retrieve. In Measuring What Matters Most, Daniel Schwartz and
                        Dylan Arena argue that choice should be the interpretive framework
                        within which learning assessments are organized. Digital technologies,
                        they suggest, make this possible; interactive assessments can evaluate
                        students in a context of choosing whether, what, how, and when to
                        learn. Schwartz and Arena view choice not as an instructional
                        ingredient to improve learning but as the outcome of learning. Because
                        assessments shape public perception about what is useful and valued

in education, choice-based assessments would provide a powerful lever in this reorientation in how people think about learning. Schwartz and Arena consider both theoretical and practical matters. They provide an anchoring example of a computerized, choice-based assessment, argue that knowledge-based assessments are a mismatch for our educational aims, offer concrete examples of choice-based assessments that reveal what knowledge-based assessments cannot, and analyze the practice of designing assessments. Because high variability leads to innovation, they suggest democratizing assessment design to generate as many instances as possible. Finally, they consider the most difficult aspect of assessment: fairness. Choice-based assessments, they argue, shed helpful light on fairness considerations." --Provided by Publisher.