

# Assessment Challenges, Contradictions and Inequities: An Analysis of the Use of digital technology and OALCF Milestones

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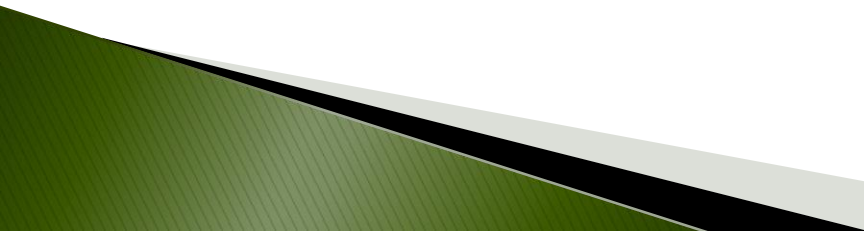
Matthias Sturm

2015


# What was the project about?



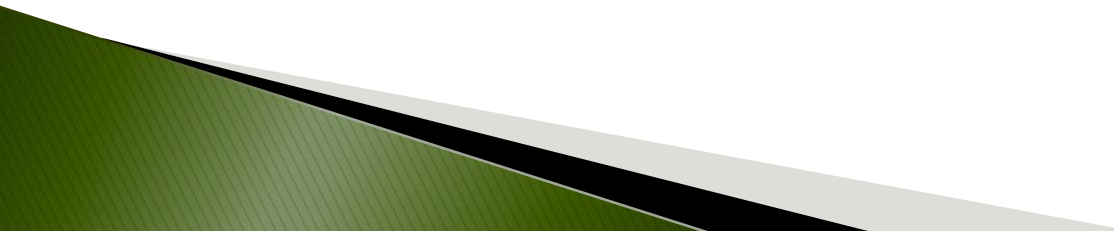
# Why was the project was done?

- ▶ Use Digital Technology Milestones are used far more than other Milestones
  - ▶ Three previous studies described challenges
  - ▶ The theory and methods could be a problem
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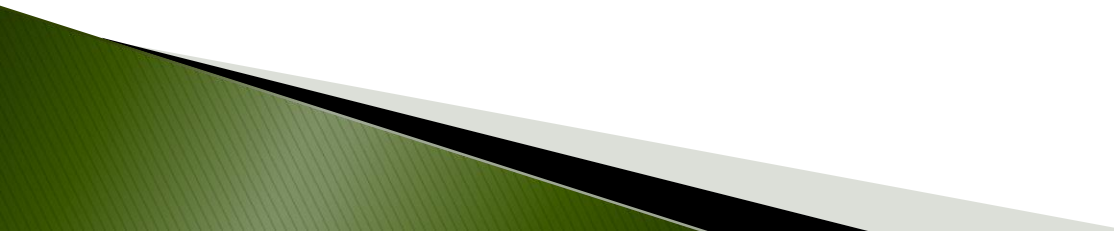
# Our research questions

1. Why are digital technology Milestones used more often?
  2. Why are other Milestones not as popular?
  3. How do assessors and instructors understand and use results?
  4. What practices do programs develop when using Milestones?
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# What did the research reveal?

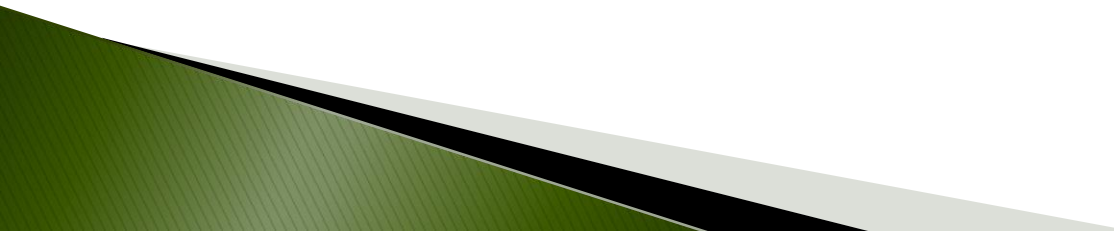
- ▶ Milestones introduce a series of challenges, contradictions and inequities
  - ▶ Programs are impacted in different ways
  - ▶ Programs also respond in different ways and have developed various strategies
- 

# How did we collect our data?

1. Analysed OALCF documents and Milestones
  2. Surveyed 181 assessors
  3. Interviewed 26 coordinators, assessors and practitioners from six programs across the province in all streams
  4. Analysed data from EOIS–CaMS
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# What are the challenges?

1. Milestone content
  2. Test questions
  3. Milestone administration guidelines
- 

# BUILDING DIRECTORY

102	Blackwell, Jean	Administration	945-5587
109	Dorchynski, Melville		
102	Singh, Michael		
105	Yee, Karen		
304	Mastroianni, Laura	English	945-5262
301	Ramirez, Jose		
302	Reid, Johanna		
302	Willis, Ken		
201	Johnson, Terri	Mathematics	945-5521
201	Nguyen, Ellen		
204	Solovyov, Boris		
103	Atkinson, Jerome	Science	945-5594
106	Garcia, Teresa		
103	Gupta, Raj		
101	Henry, Michelle		
104	Khan, Nishi		
103	Kozlov, Vlad		
104	Shuster, Samantha		
303	Borges, Claudio	Languages	945-5263

## Task B: Response Sheet

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the questions below by referring to the building directory. You do not need to write your answers in complete sentences.

7. Who works in room 301?

\_\_\_\_\_

8. What room number does Ms Nguyen work in?

\_\_\_\_\_

9. In which department does Teresa work?

\_\_\_\_\_

10. What is the telephone number of Johanna Reid's department?

\_\_\_\_\_

11. Which department(s) is located on the third floor?

\_\_\_\_\_

12. Who shares an office with Raj Gupta?

\_\_\_\_\_



# Why do the guidelines make the process challenging?

The guidelines disconnect learners and instructors from the assessment process before, during and after testing.

# What are the impacts of these challenges on Milestone use?

	Milestones Completed	
1	54 – Log into a user account	12%
2	55 – Search the Internet	6%
3	57 – Begin to manage learning	5%
		23%

# What are the impacts of these challenges on administration?

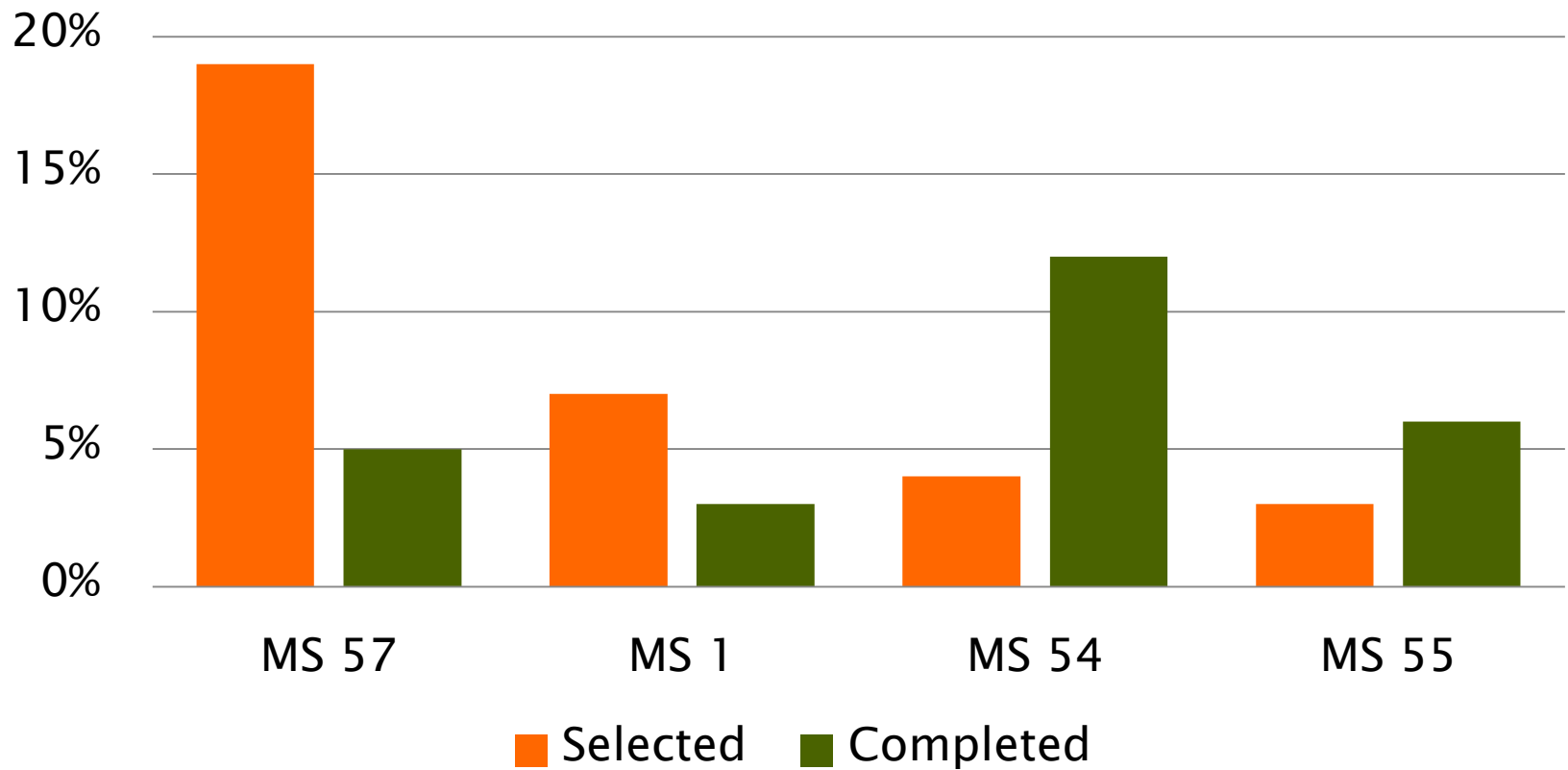
Some assessors told us how they ignore and modify administrative guidelines to protect their programs and learners.

# What are the impacts of these challenges on administration?

Assessors have developed various strategies

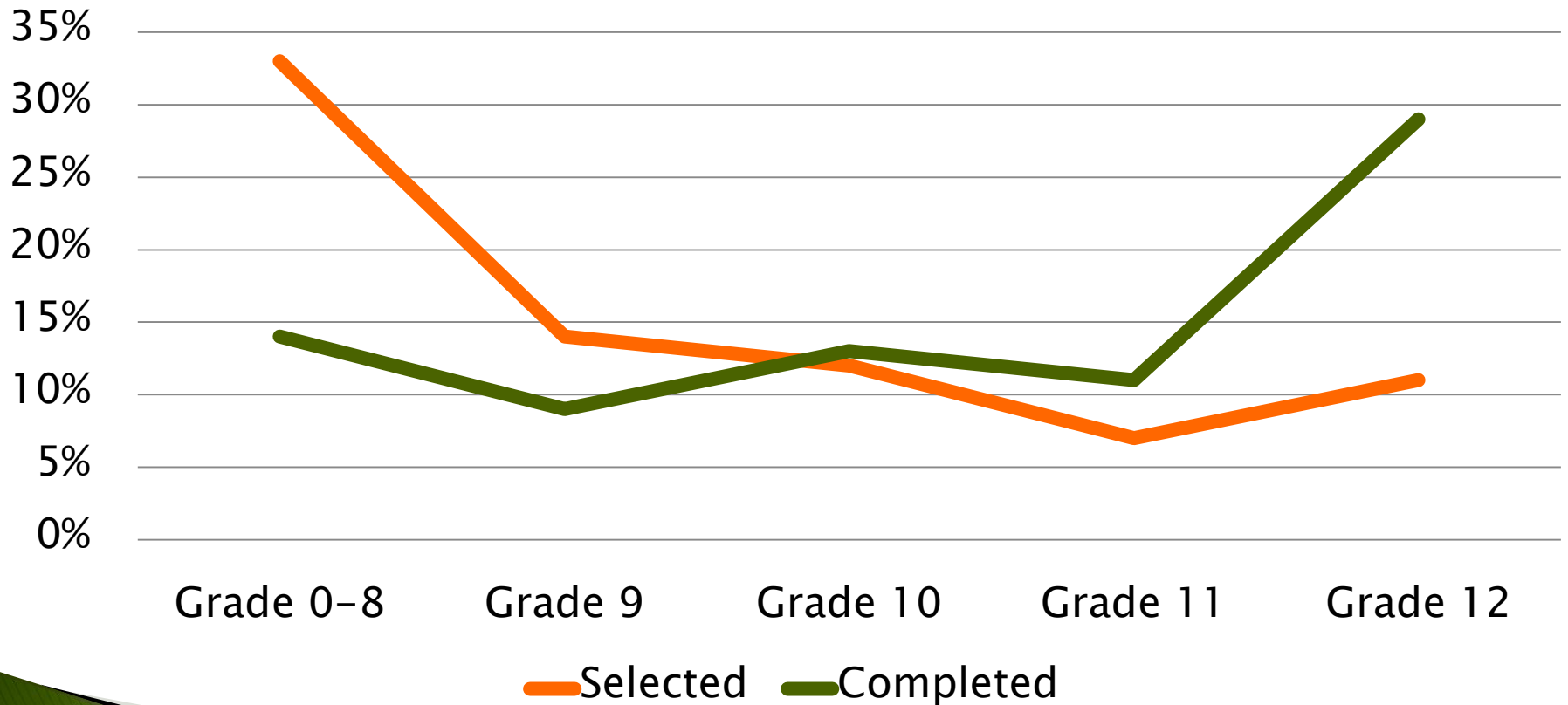
1. Reporting
  2. Teaching
  3. Assisting and supporting learners
- 

# Do all learners experience these impacts?



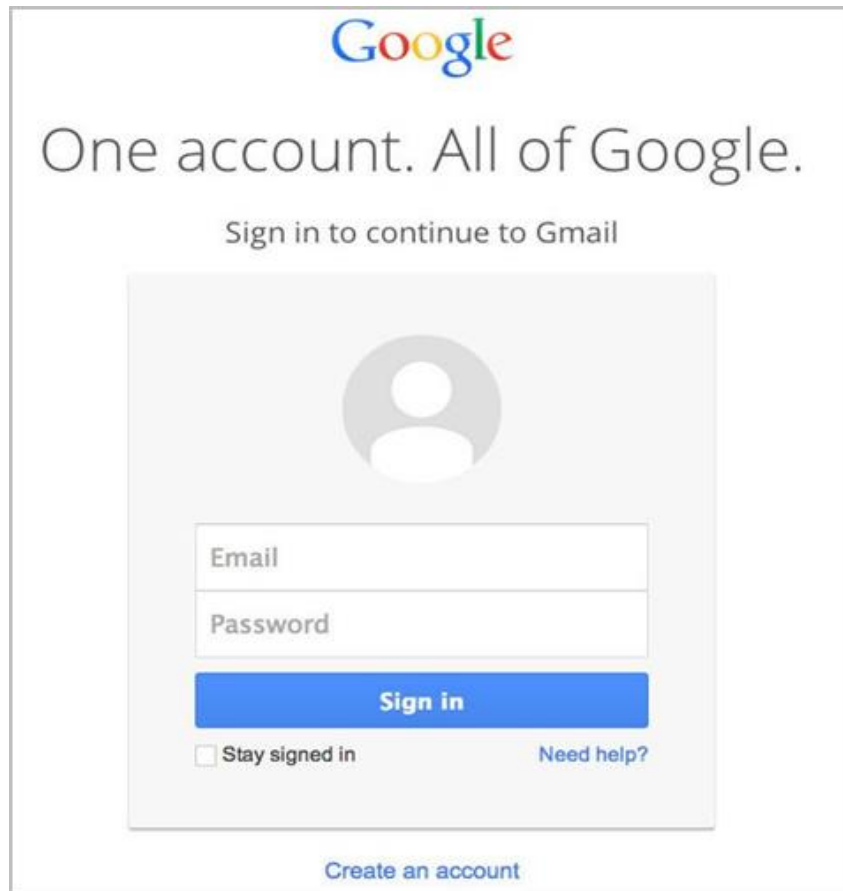
# Do all learners experience these impacts?

## Milestone 54





# Why digital technology milestones are different



The image shows a screenshot of the Google sign-in page for Gmail. At the top is the Google logo. Below it, the text reads "One account. All of Google." followed by "Sign in to continue to Gmail". There is a large grey circle representing a profile picture. Below that are two input fields: "Email" and "Password". A blue "Sign in" button is positioned below the password field. At the bottom left, there is a checkbox labeled "Stay signed in" and a link "Need help?". At the bottom center, there is a link "Create an account".

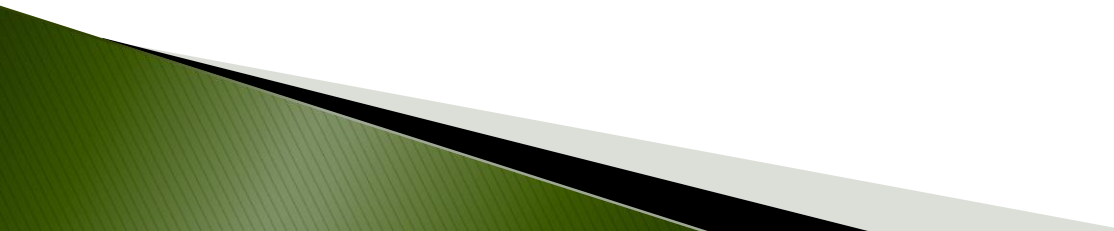
	Yes	No
Step 1		
Step 2		
Step 3		
Step 4		

Each checkmark in the "Yes" column receives one mark.

Success = at least 3 out of 4

Total: \_\_\_/4

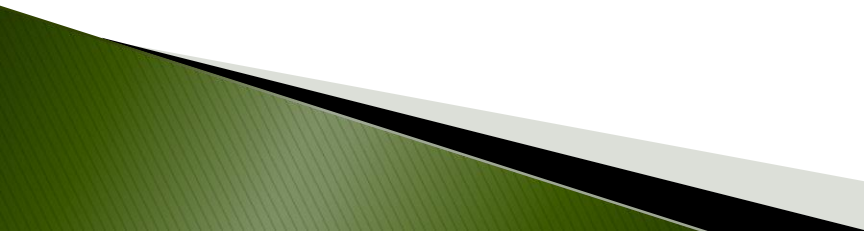
# What are the contradictions?

1. Results are primarily used to provide data rather than assess learning
  2. Too difficult, too easy
  3. High-stakes, low-stakes
- 

# What are the contradictions?

4. No alignments with other systems
5. Most commonly used Milestone results are useful for programs but do not provide objective and standardized results to MTCU

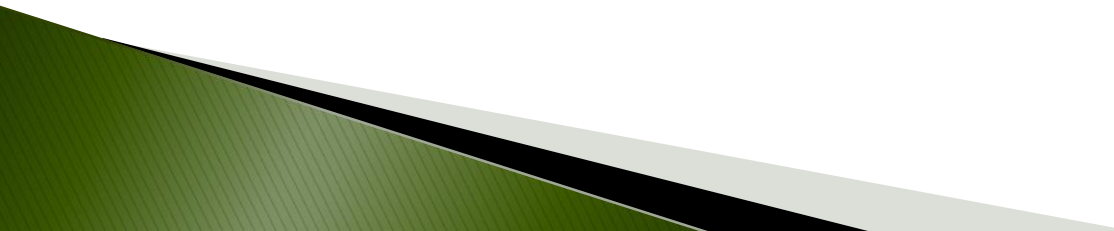
# A large program was able to do the following

- ▶ Work together
  - ▶ Hire extra admin. staff
  - ▶ Shift extra work to admin.
  - ▶ Embed Milestones into existing activities
  - ▶ Keep learning activities the same
  - ▶ Downplay the meaning and importance
  - ▶ Not spend time preparing learners
- 

# A small program had to do things differently




# What are the inequities?

1. Extra work and effort
  2. Unfair assessment
  3. Interfere with existing curriculum
  4. Disconnect LBS system from provincial education and training initiatives
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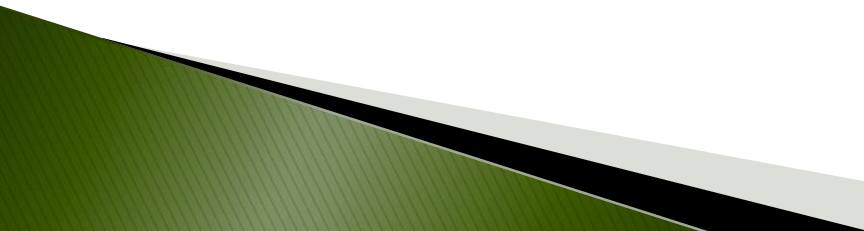


# What are the conclusions?

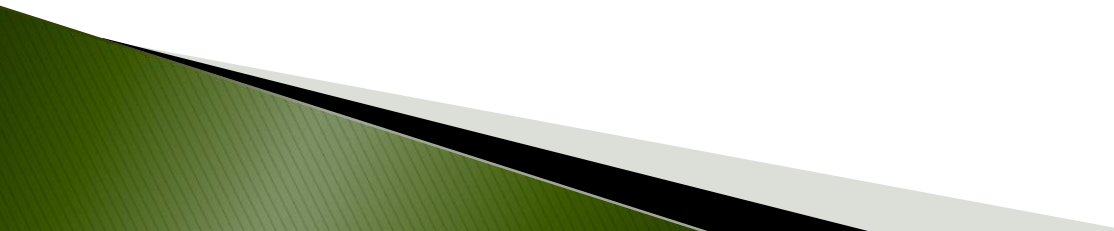
Millstones work counter to LBS objectives

- Compliance-centred not learner and learning-centred
  - Programs can't show actual progress and learner accomplishments
  - Undermines the aim to “ensure accountability to all stakeholders”
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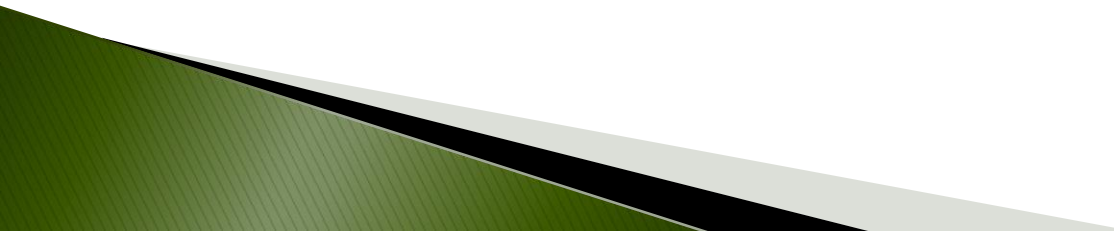
# What are the conclusions?

- Interfere with program aims to help learners transition
  - Are not appropriate for learners with the least amount of education and/or with disabilities
  - LBS programs are being held accountable for things they don't actually do
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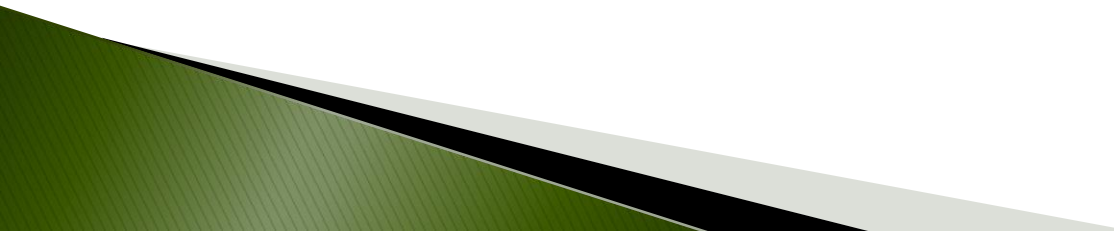
# Recommendations for MTCU

- ▶ Do not connect funding to results
  - ▶ Do not connect to international literacy testing methods and results
  - ▶ Review complex assessment system
- 

# Recommendations to MTCU

- ▶ Ensure appropriate, fair, consistent and meaningful assessment
  - ▶ Involve practitioners in a meaningful way in future re-design efforts
- 

# Recommendations for programs

- ▶ Explain your concerns to your ETC
  - ▶ Inform the practices of your own program
- 

# More information

- ❑ Research Overview — Assessment Challenges, Contradictions and Inequities: An analysis of the use of digital technology and OALCF Milestones
- ❑ Literacy and Basic Skills (LBS) Program Data
- ❑ Lessons Learned From Analysing the OALCF Use Digital Technology Milestones
- ❑ Practices Developed When Using the OALCF Milestones

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