

The background features several abstract, organic shapes in a gradient of purple and blue. A large, irregular shape is on the right side, and a smaller circle is positioned above the text. The text is in a bold, black, sans-serif font.

Modernizing Assessment to Humanize Education

Thank You



Who am I?

Tyler Rablin (*@Mr_Rablin*)

Former HS ELA Teacher

Innovative Learning Coach

Hacking Student Motivation

EdTech & Assessment Consultant

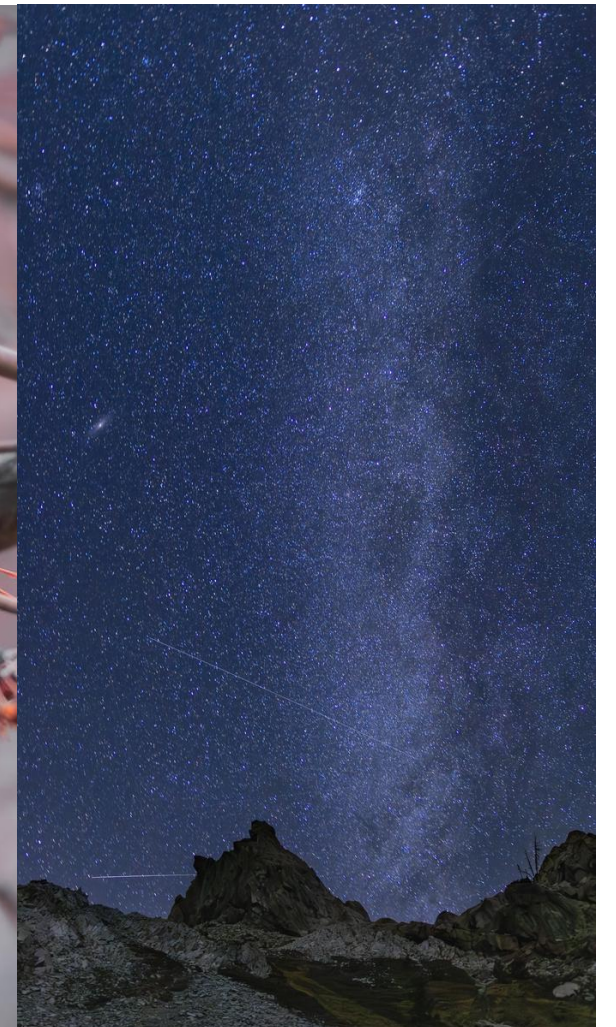
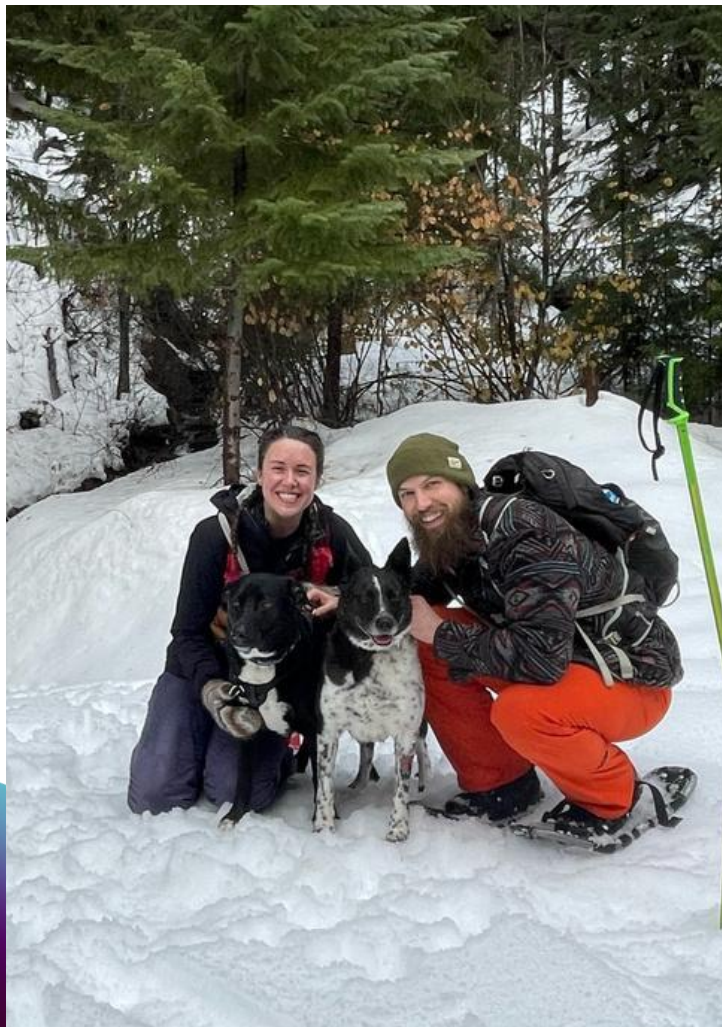
Who Am I Really?

Husband &
Dog Dad

Hiker &
Camper

Wildlife
Photographer

Educator





In every interaction,
we have the choice
to approach it as
transactional or
human-centered.

Transactional Education



↑
Teacher
Plans
Content

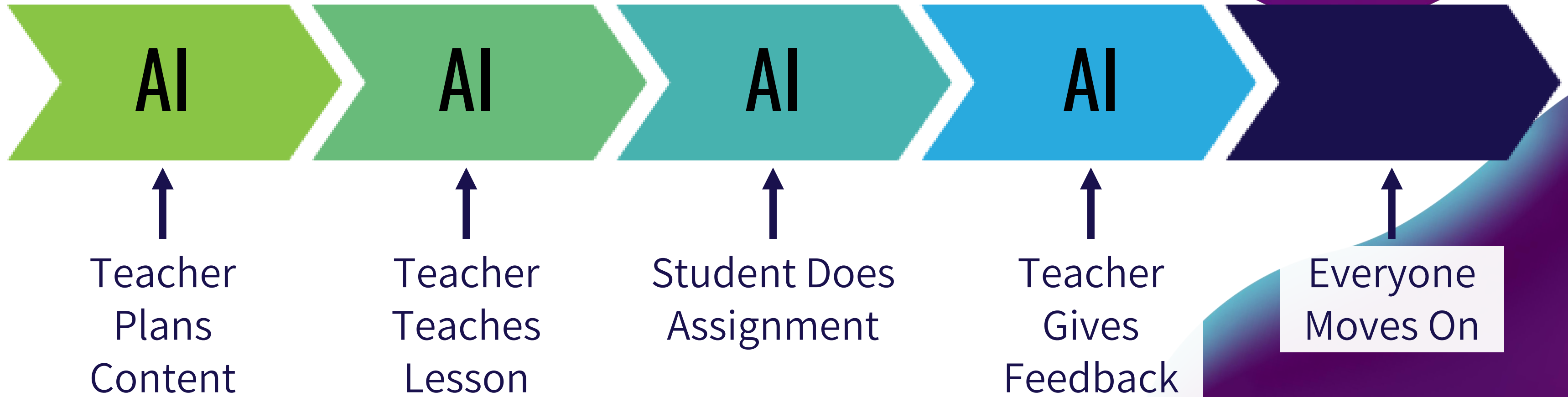
↑
Teacher
Teaches
Lesson

↑
Student Does
Assignment

↑
Teacher
Gives
Feedback

↑
Everyone
Moves On

Transactional Education



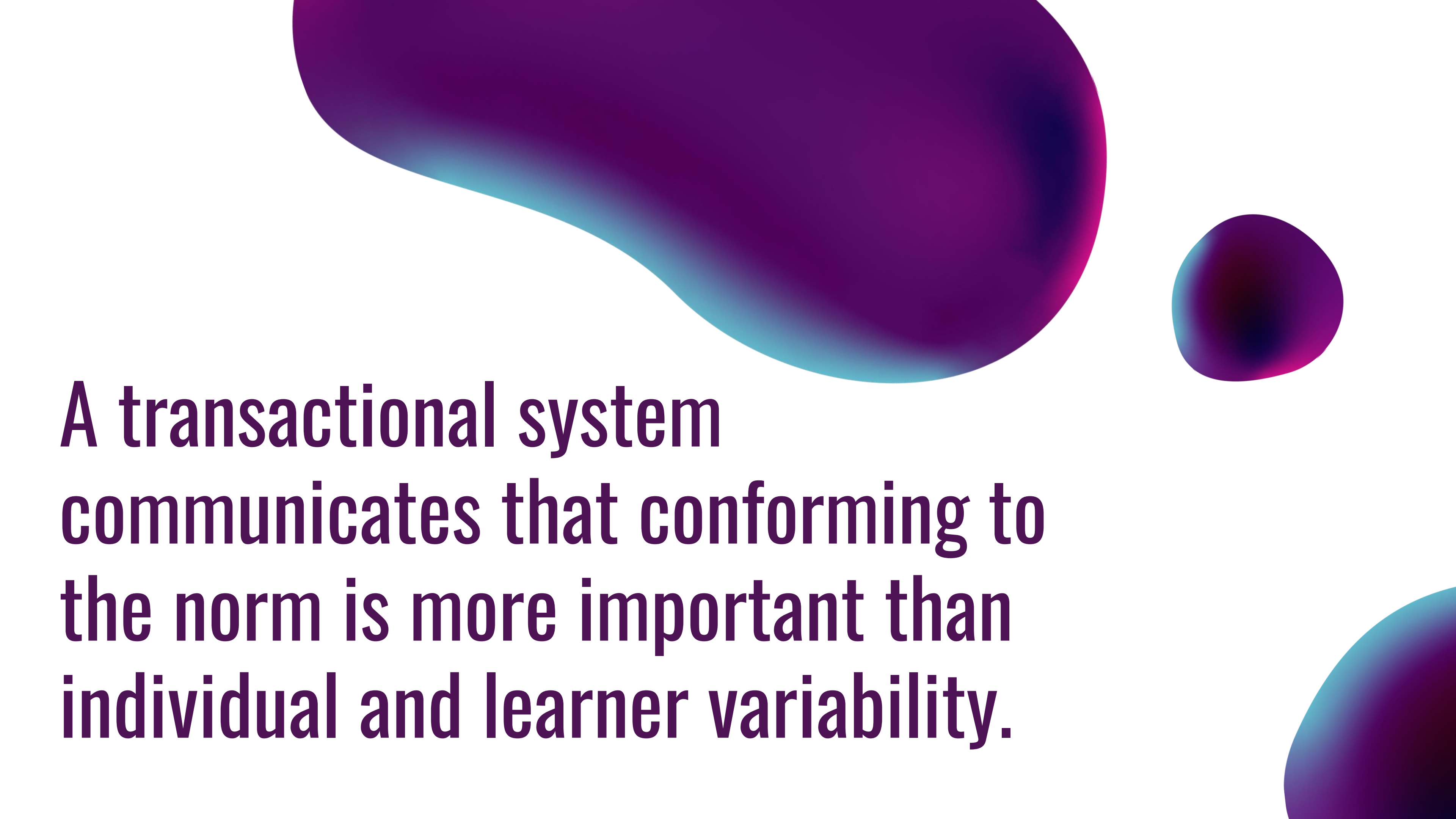


My Fear With AI

It isn't that kids will use it.

It's that kids will be able to use it to do whatever they want...

...but they won't know what matters to them, what's worth working for, or what their own worth is.

The background features several large, overlapping, abstract shapes in shades of purple and blue. One large shape is at the top left, another smaller one is to its right, and a third is at the bottom right. The text is centered in the lower half of the image.

**A transactional system
communicates that conforming to
the norm is more important than
individual and learner variability.**

The background features a dark purple gradient with several large, soft-edged, organic shapes in shades of purple and blue. A large, semi-transparent circle is centered behind the text.

**What does a humanized approach
look like?**

Story Time





J [redacted]


You're friends on Facebook

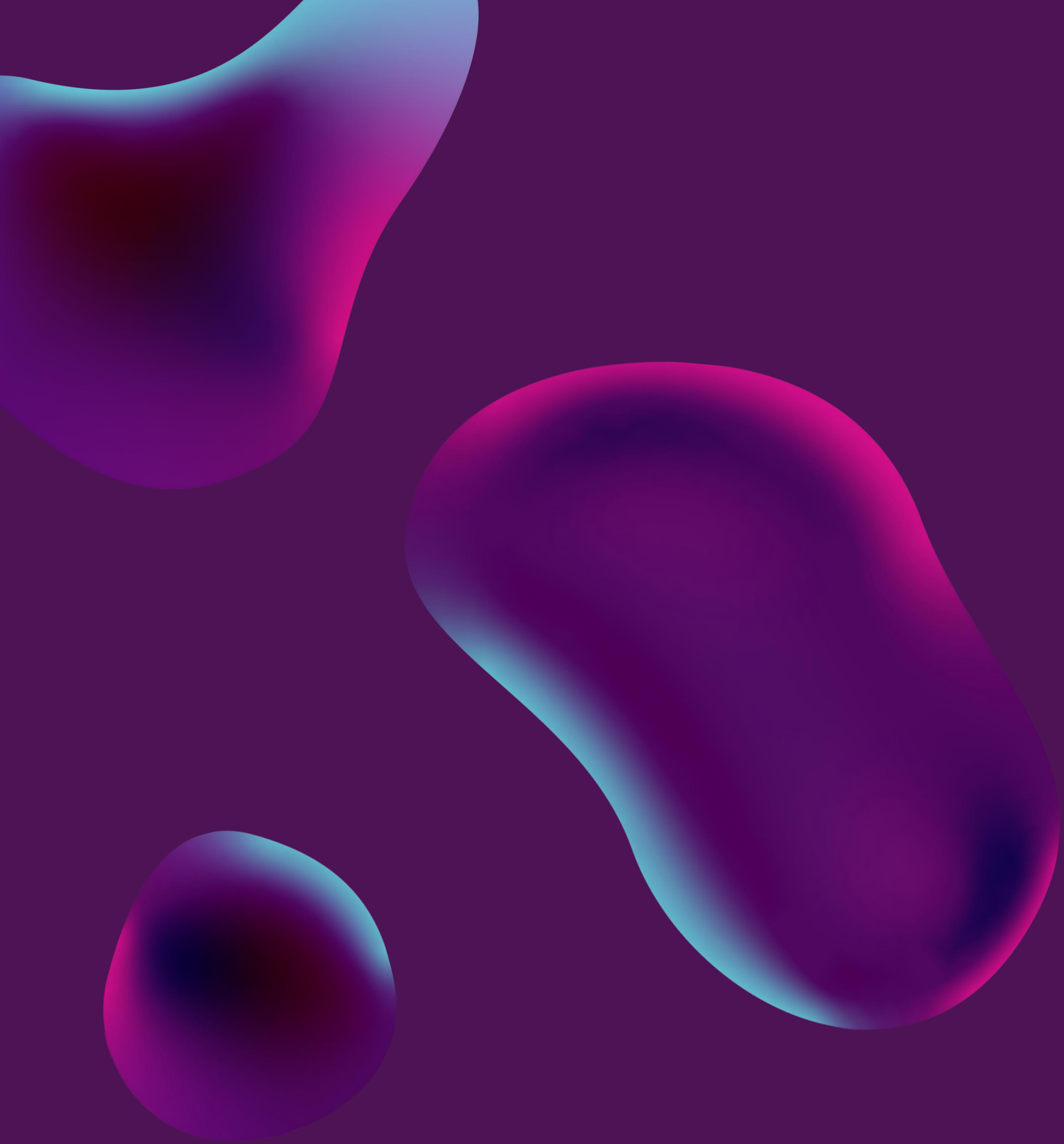
9/13/17, 1:37 PM



Hi Mr. Rablin. I am writing a book, er another one, and I was wondering if you still have the overview template you gave us for 11th grade english. I havent ever found one as great and helpful.

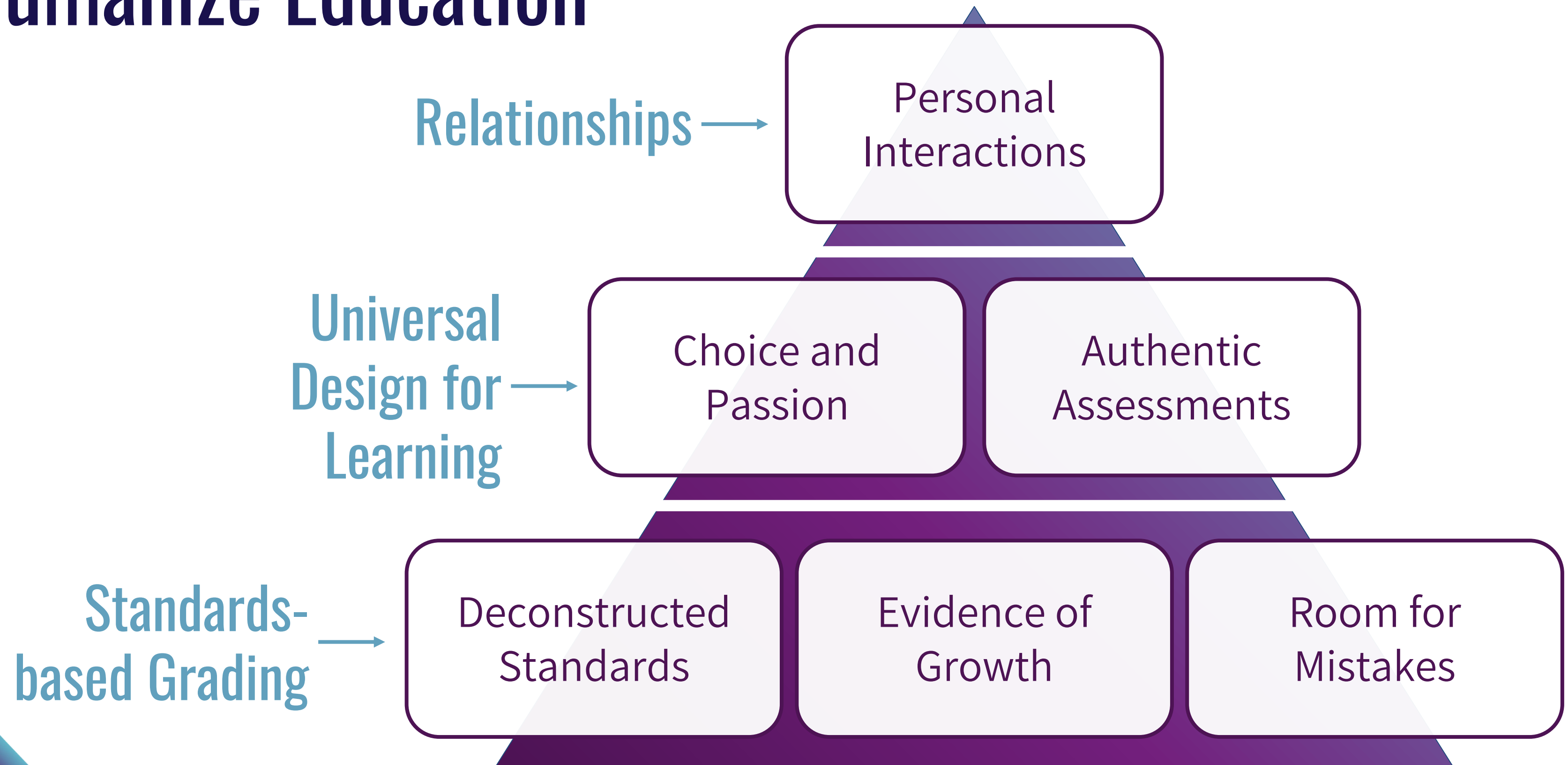
**We humanize education
when we allow students
to show up as their
complete self.**

The background features a dark purple gradient with several large, organic, glowing shapes in shades of blue and magenta. A smaller, similar glowing sphere is positioned to the right of the text.



**This was just
dumb luck.**

Modernized Assessment Practices That Humanize Education



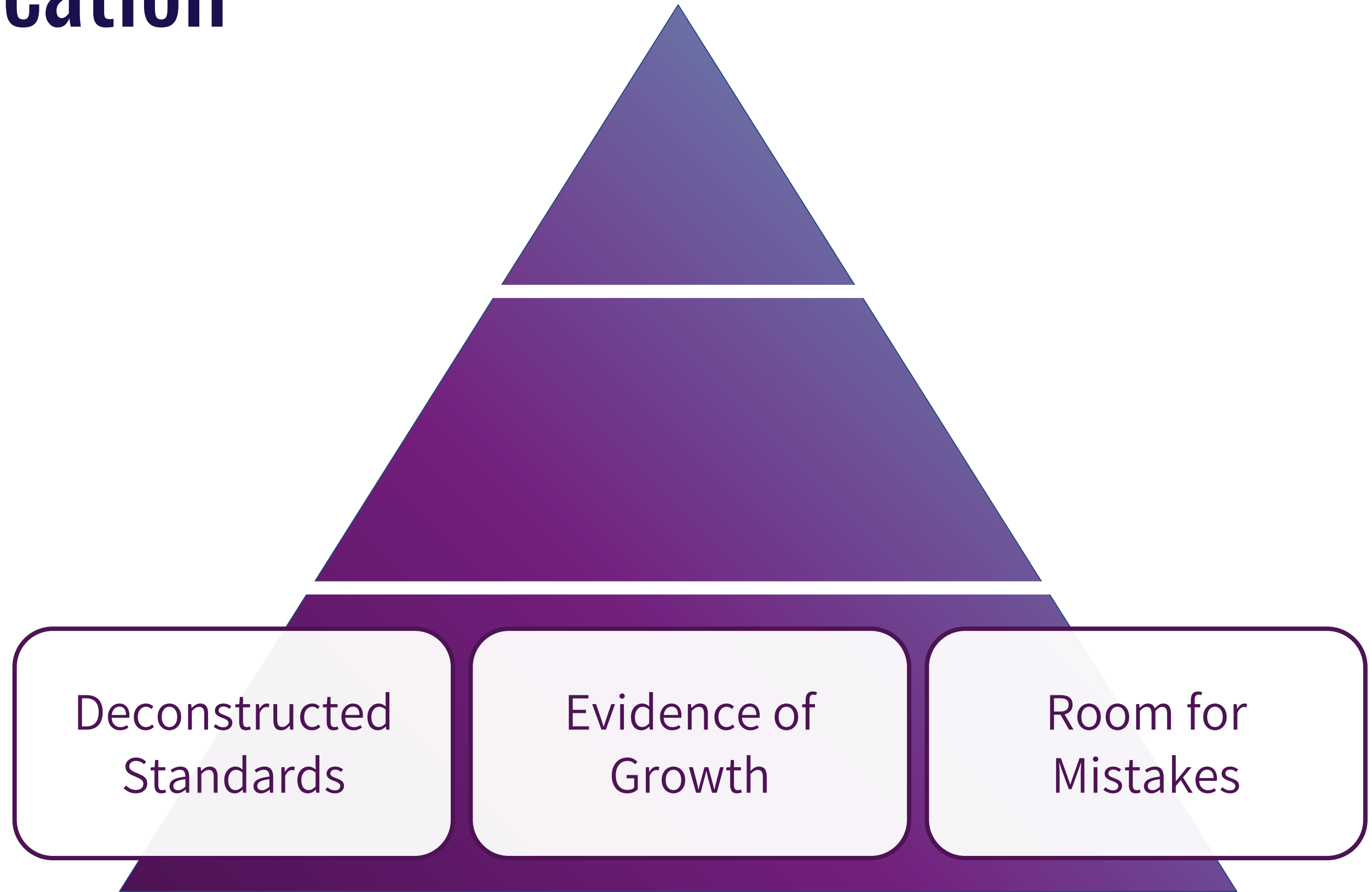
Modernized Assessment Practices That Humanize Education

Standards-based Grading →

Deconstructed Standards

Evidence of Growth

Room for Mistakes



SPLASH MOUNTAIN

Disneyland

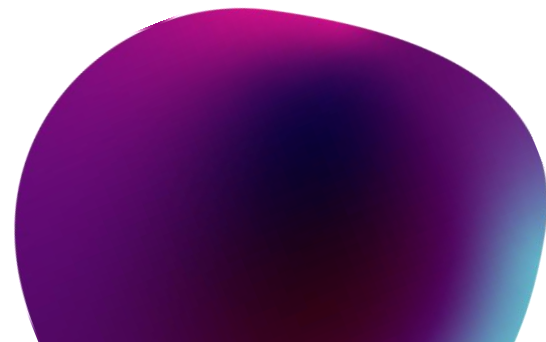








If our assessment practices are still task-focused and not standards-focused, we aren't ready for the future.





Product vs. Process

Product

Romeo and Juliet Essay

Process

Analyze how a theme develops over the course of a text



**Our brains are wired to
pursue the most efficient
route to the goal.**



Our Grade Books

Communicate Our Goals

Romeo and
Juliet Essay

vs

Analyze How a
Theme Develops

**Standards-based Grading
Isn't a Finish Line.**

It's a Starting Line.

Standards-based Grading

- Student voice and choice
- Emphasis on growth
- Learning conferences
- Metacognition and reflection



Modernized Assessment Practices That Humanize Education

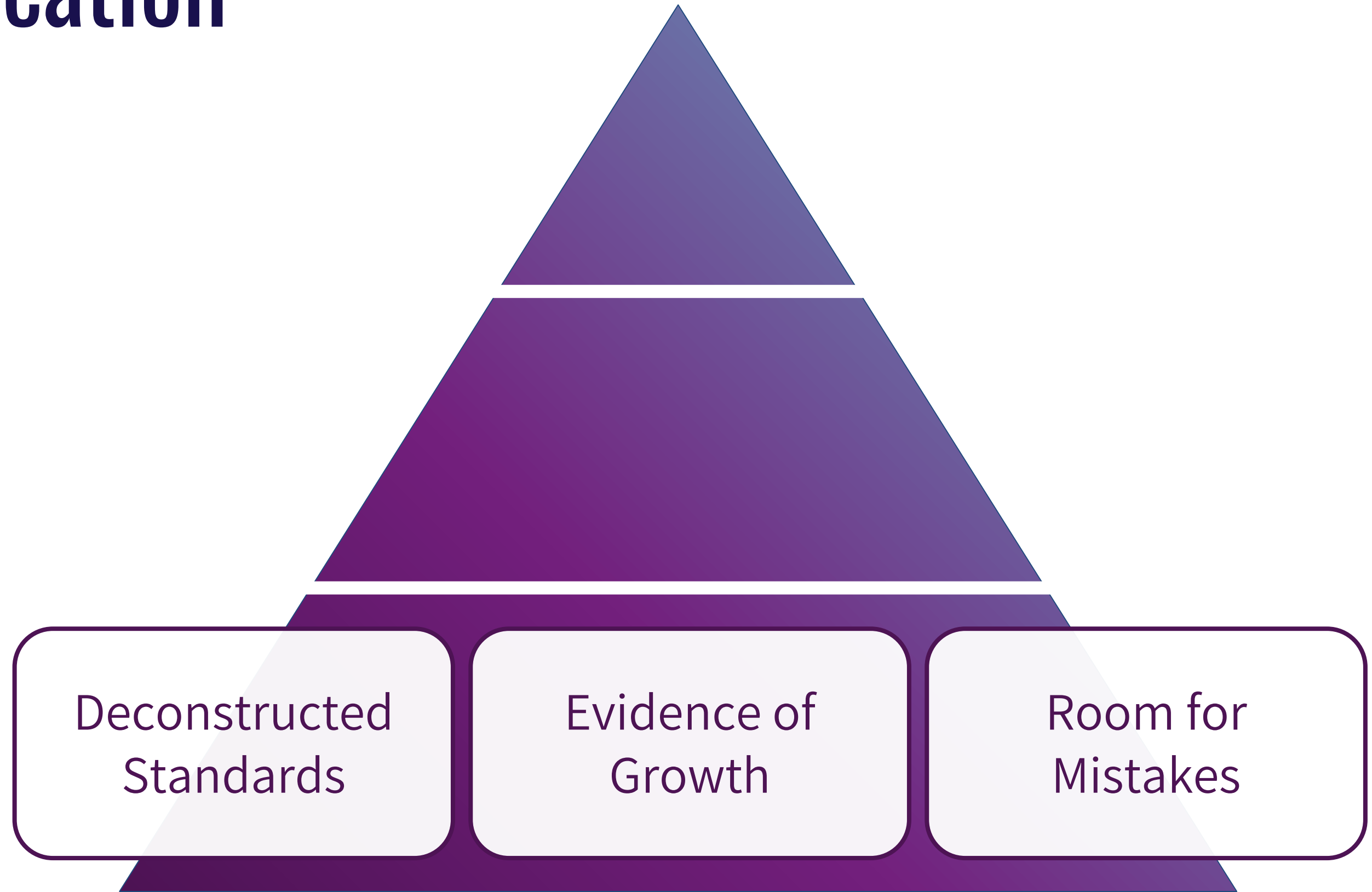
Standards-based Grading



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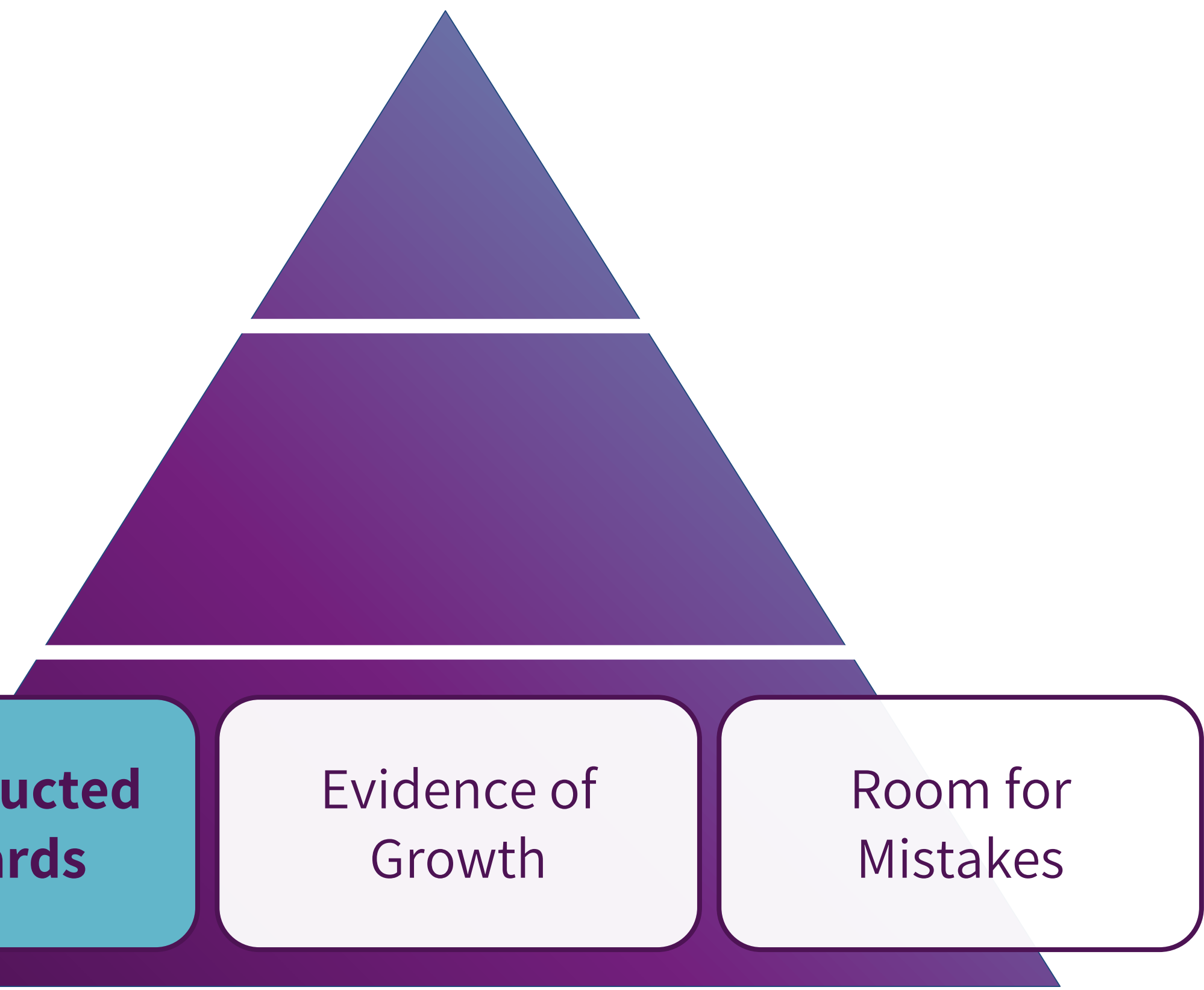
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The Standard



CCSS.ELA.RL.9-10.3

Do they know what analysis is and how to engage in it?

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

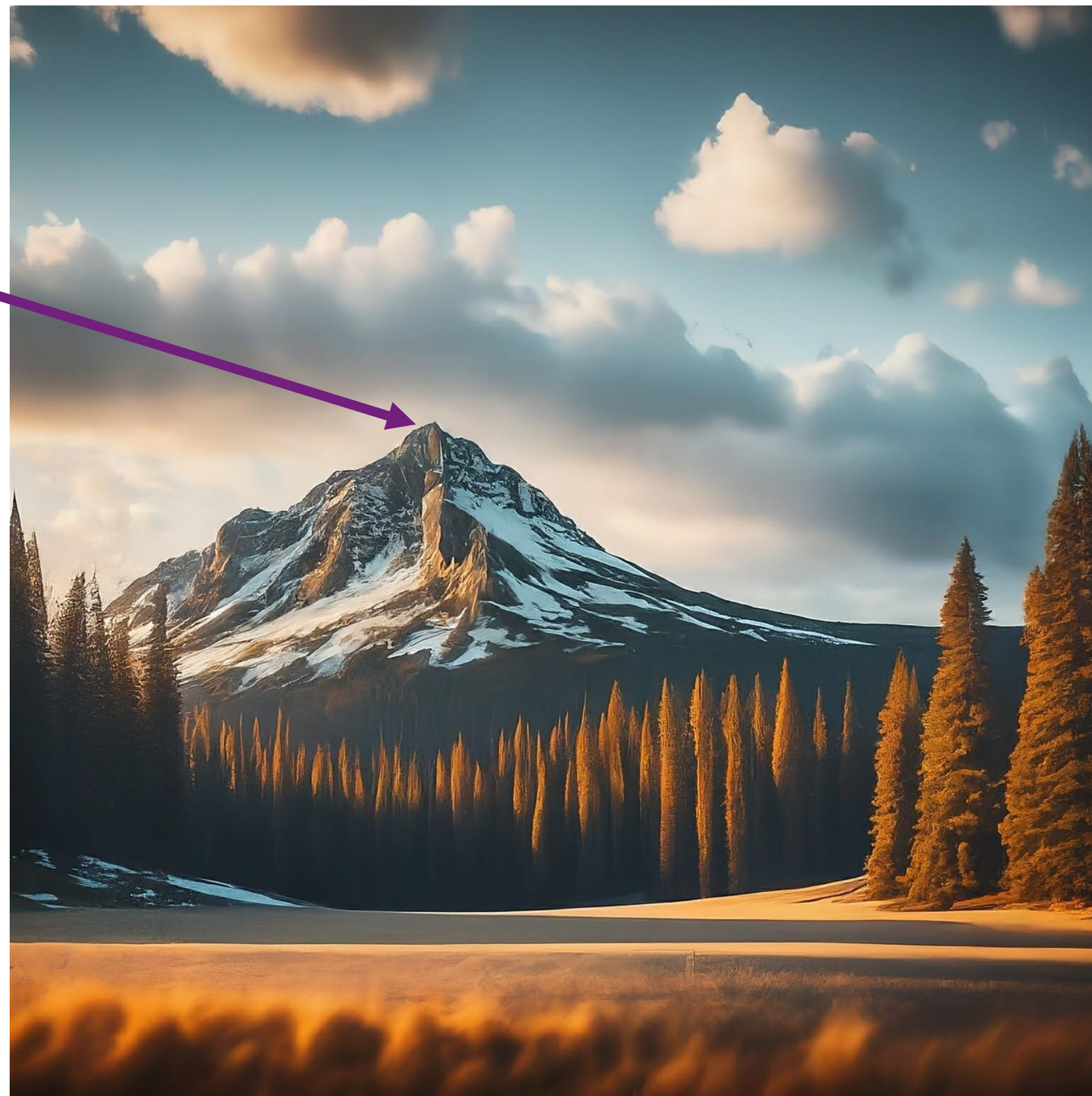
Do they understand static versus dynamic characters?
Round versus flat?

Do they know plot structure and development?

Do they know how to identify themes in a text?

Do they understand methods of characterization?

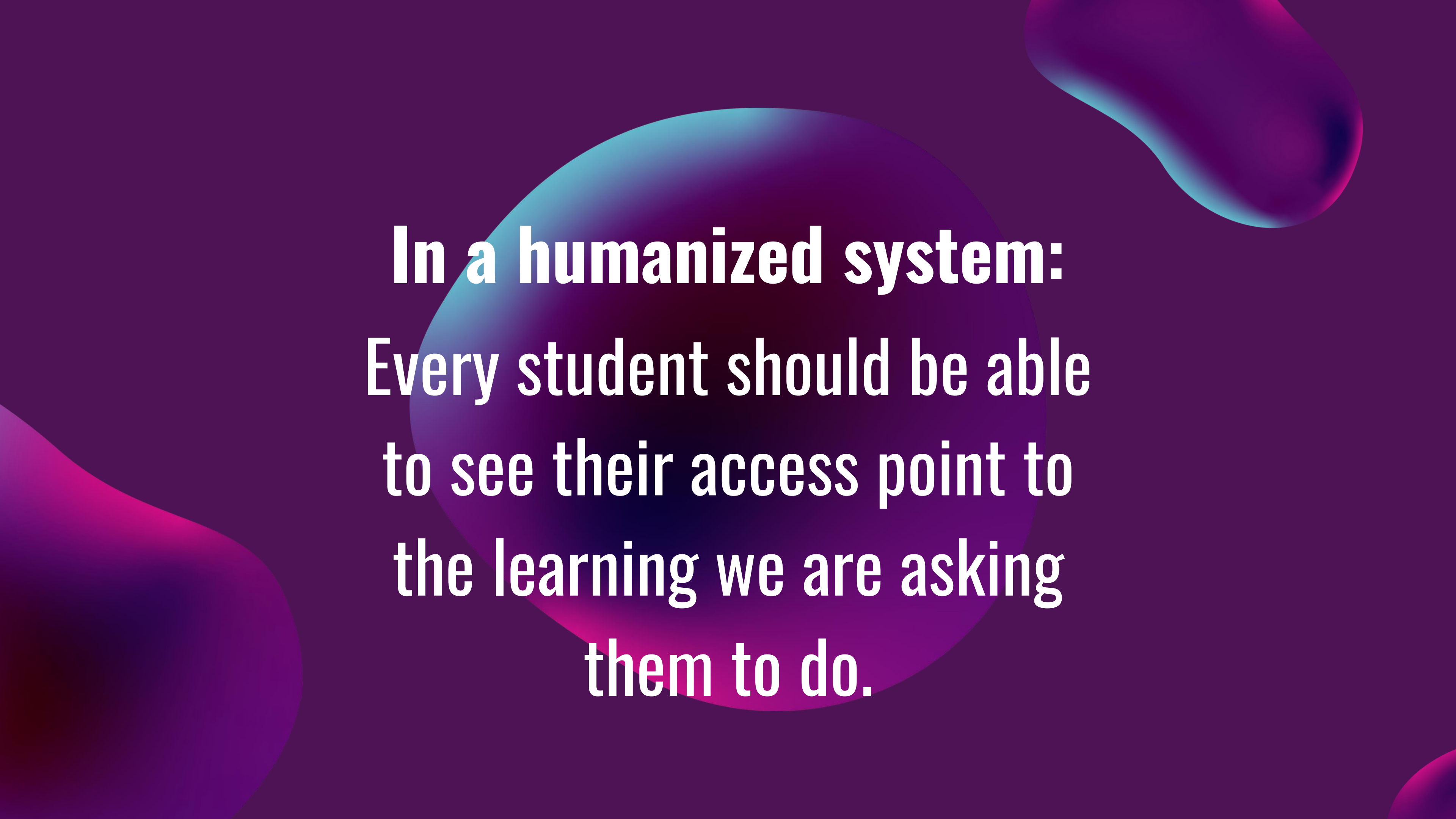
The Standard



Learning Progressions

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|--|---|--|--|---|
| I can define <u>protagonist</u> , <u>antagonist</u> , <u>conflict</u> , and <u>plot</u> structure. | I can <u>identify protagonists</u> , <u>antagonists</u> , and <u>conflict</u> in a literary text. | I can explain various <u>methods of characterization</u> in a literary text. | I can explain <u>how a character connects to a major theme</u> in a literary text. | I can explain how a character develops a theme, including analyzing how they <u>interact with other characters</u> and <u>symbols</u> to develop a complex message. |



In a humanized system:
Every student should be able
to see their access point to
the learning we are asking
them to do.

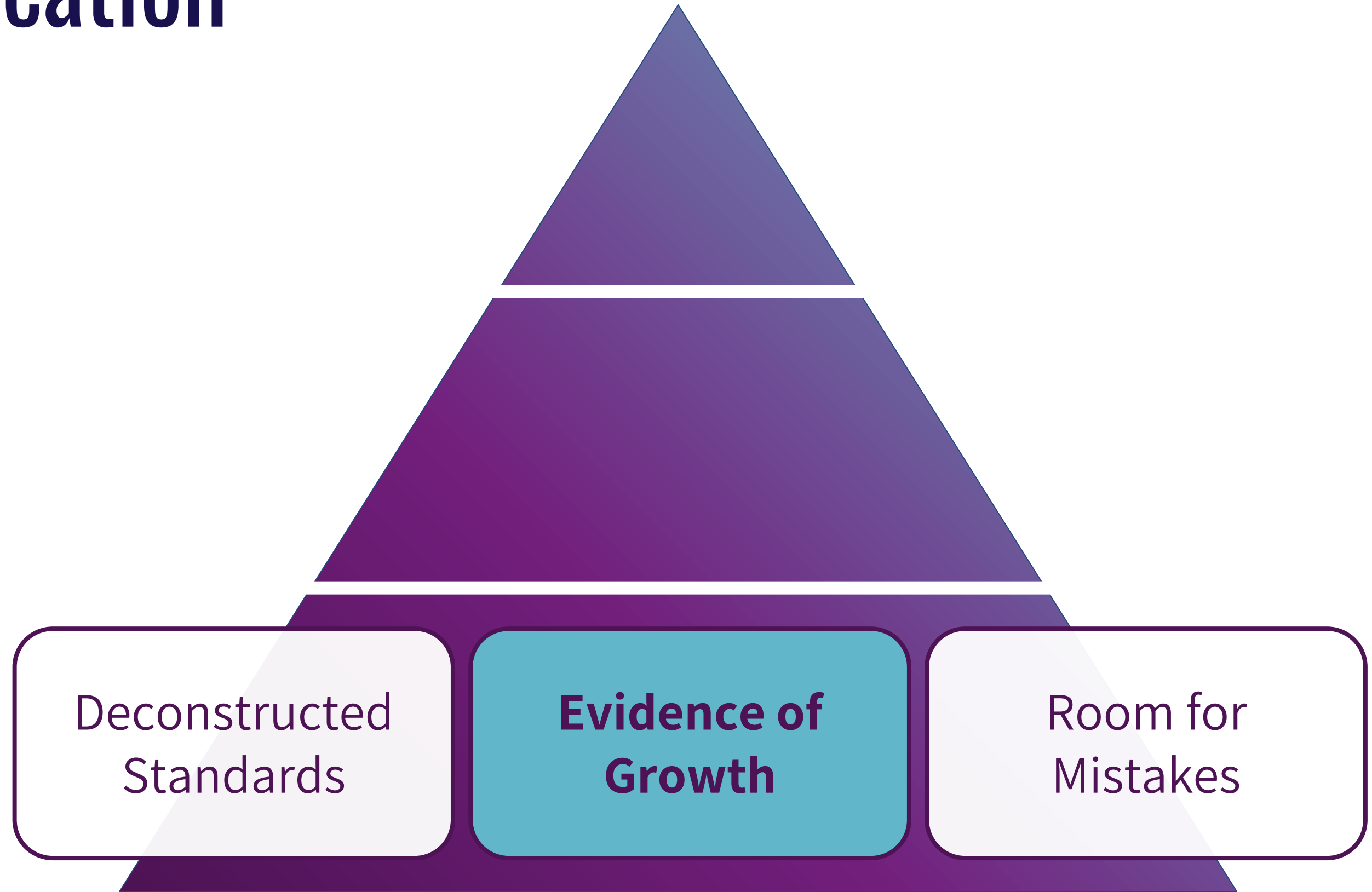
Modernized Assessment Practices That Humanize Education

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Self-efficacy

0.93

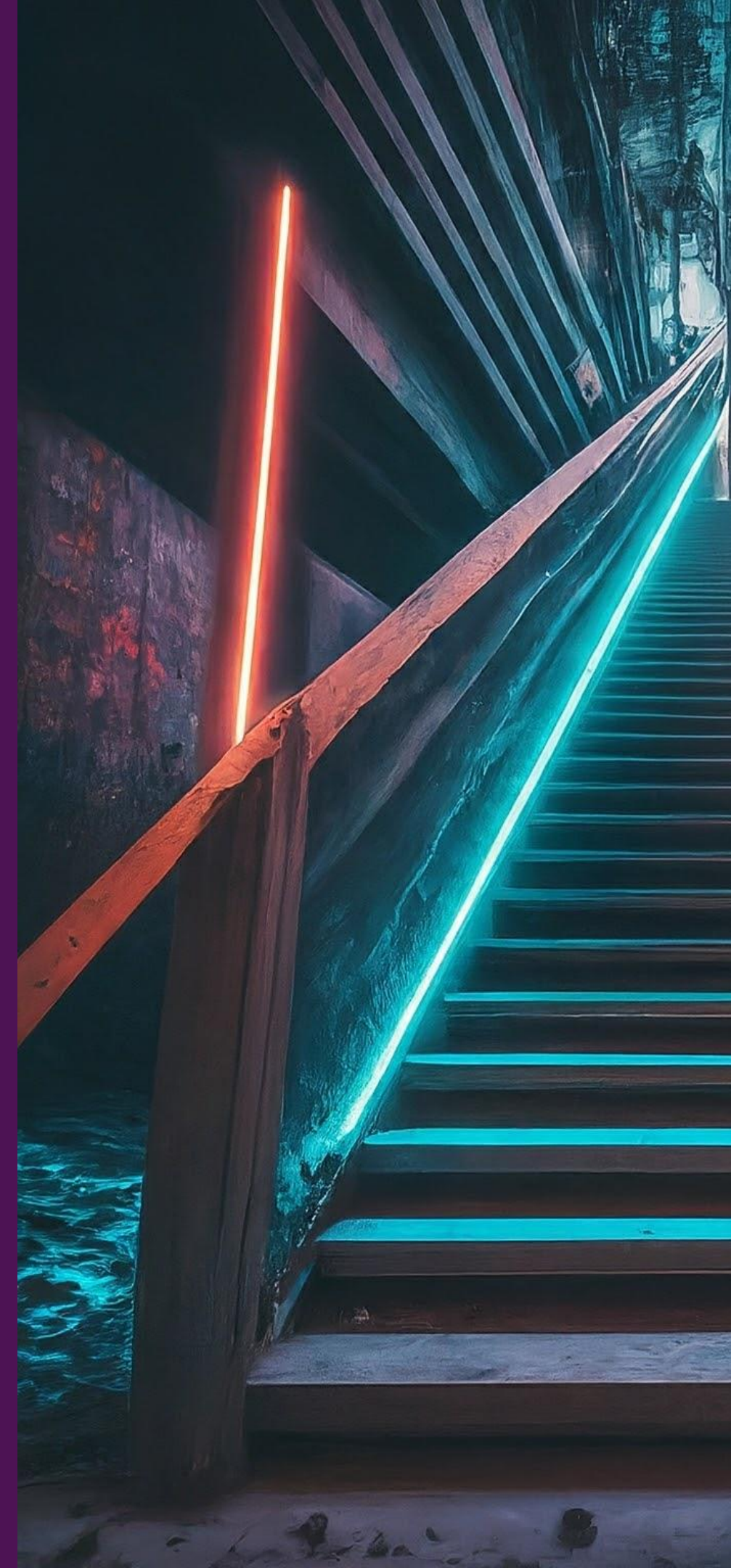
The belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully

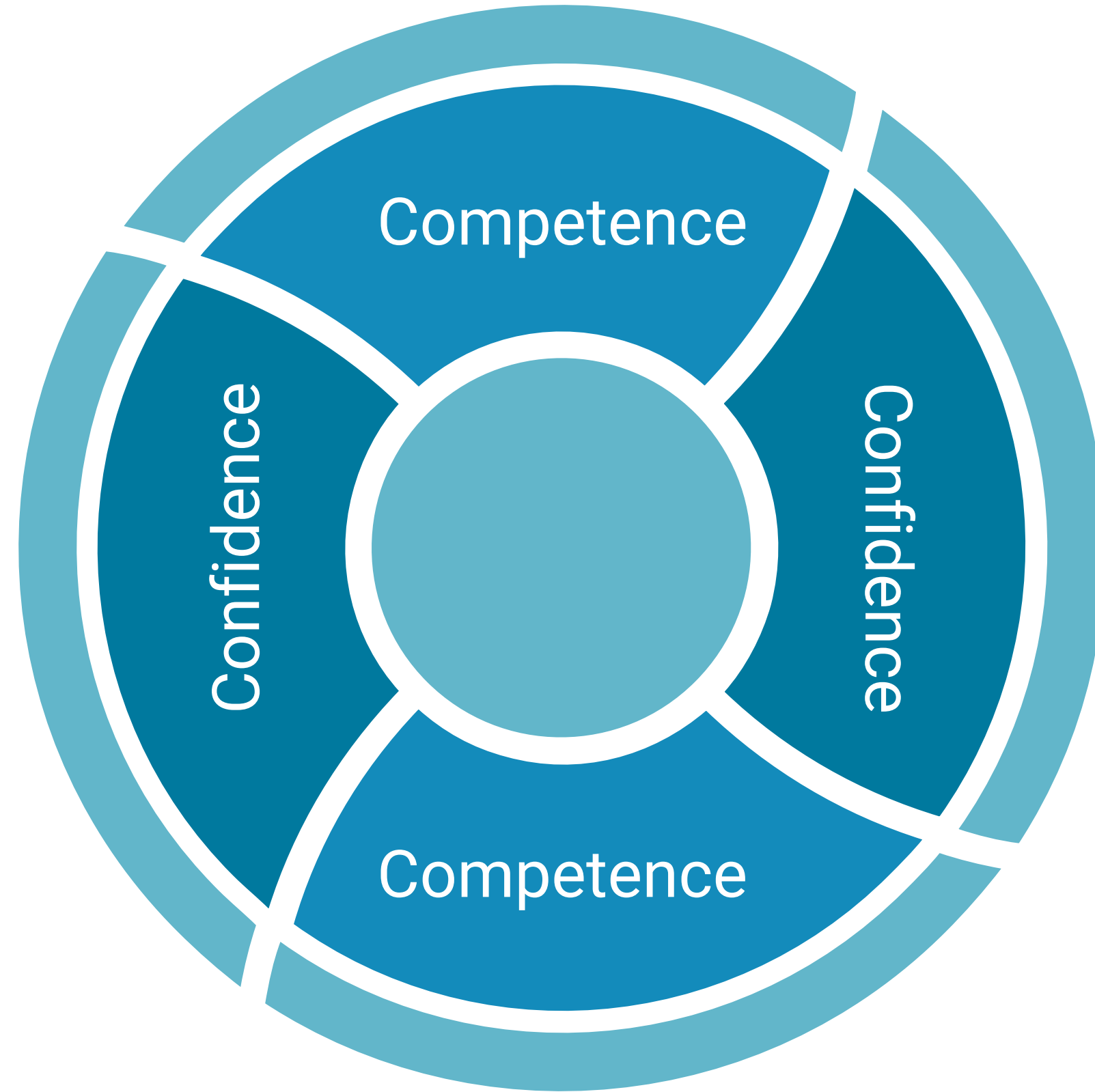
Confidence ≠ Self-efficacy

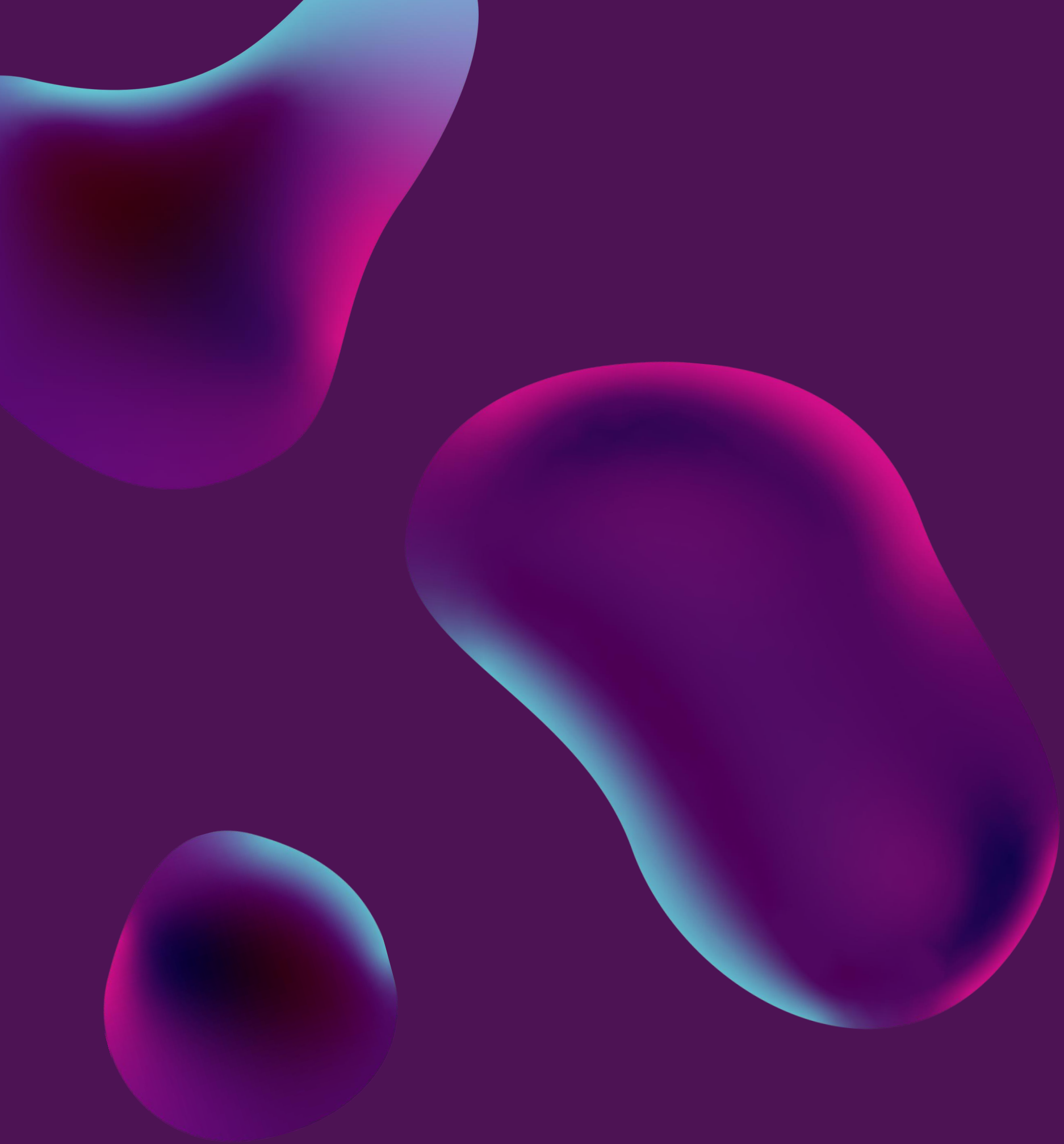
How do we build self-efficacy?

Enactive self-mastery

- Achieved when someone experiences success at a step or portion of a task
- Convinces them they can be successful later







But how?

Example

I can write complete and varied sentences.



F.

| 0 Points | 1 Point | 2 Points | 3 Points | 4 Points |
|--------------------------------|---------|----------|----------|------------------------------|
| <p><i>You Suck At This</i></p> | | | | <p><i>You're Awesome</i></p> |

Scaffolded Assessment Process

| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|---|--|---|
| I can define subject, verb, independent clause, and dependent clause. | I can identify subjects, verbs, independent clauses, and dependent clauses in a sentence. | I can write simple sentences with one independent clause. | I can write compound sentences with two independent clauses. | I can write complex sentences made up of independent and dependent clauses. |


Formative Assessments


Writing Memo

| Sentence Type | Example #1 | Example #2 |
|--|------------|------------|
| Simple Sentence (One independent clause) | | |
| Compound Sentence (Two independent clauses) | | |
| Complex Sentence (A combination of independent and dependent clauses) | | |

6/12/18

Dear, Mr. Rablin

I want to thank you for being a great teacher and for making the school year awesome. Mr. Rablin I want to thank for giving me hope that I could become a good writer. I have never been a good writer since I was little I have always been having a hard time in writing.

I had lost all hope in become a good writer until now that you have shown me that I could become a good writer. I want to thank you for teaching me in a way I could understand and pushing me to become good at writing.

Sincerely, Francisco

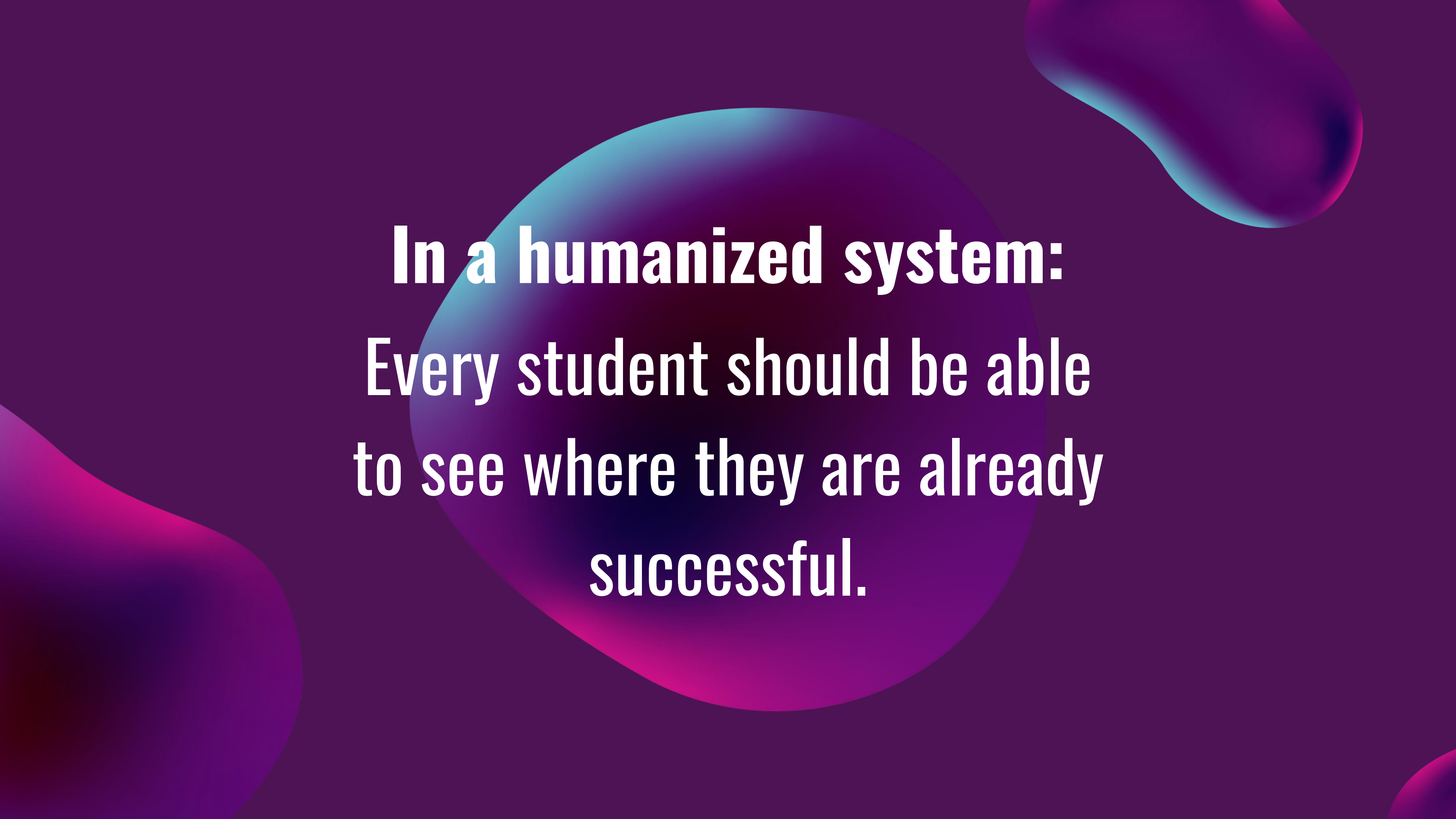
p.s. Have a great summer Mr. Rablin.

p.s.s. As a token of my gratitude I wanted to give you this tie. Because I know you like ties. lol.

Rewriting the Narrative

Francisco and the Tie

“I had lost all hope in [becoming] a good writer until now that you have shown me that I could become a good writer.”



**In a humanized system:
Every student should be able
to see where they are already
successful.**

Modernized Assessment Practices That Humanize Education

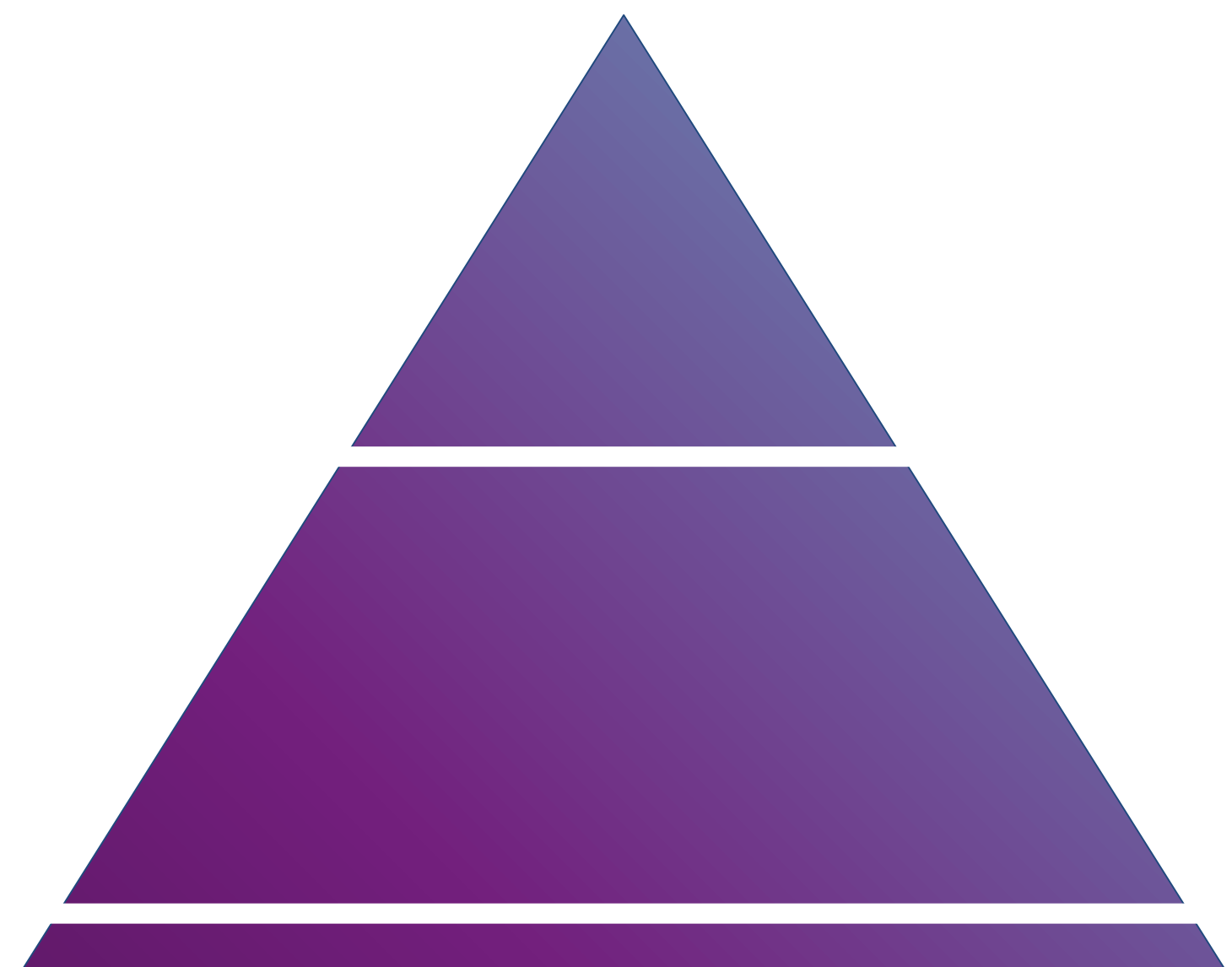
Standards-based Grading



Deconstructed Standards

Evidence of Growth

Room for Mistakes






~~Grit~~

~~Resilience~~

If we have **no evidence** that success is even possible, **grit** and **resilience** are illogical.



If we want students to develop grit and resilience, it's our responsibility to provide them with evidence that success is possible.

Discussion

What grades should the students receive?

| | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 | Attempt 6 | Attempt 7 | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Student A | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 88% |
| Student B | 1 | 1 | 2 | 3 | 4 | 5 | 5 | 60% |
| Student C | 2 | 3 | 0 | 0 | 4 | 5 | 5 | 54% |

The background features several abstract, organic shapes in a gradient of purple and blue. A large, irregular shape is at the top, a smaller circle is to its right, and a partial shape is at the bottom right.

**My one wish:
stop averaging scores over time.**



Alternative?

Recent

Consistent

Convincing

Revision

What grades should the students receive?

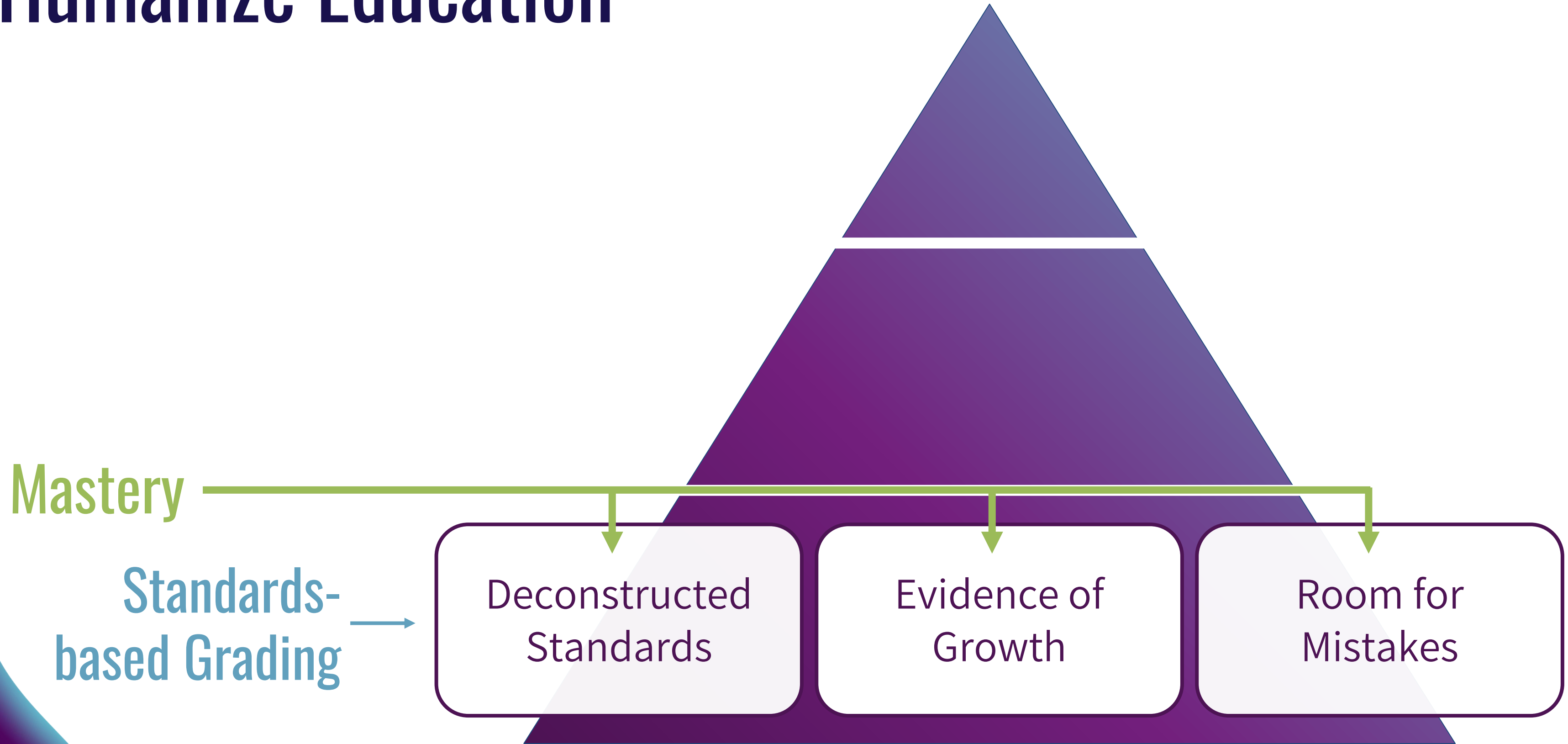
| | Attempt 1 | Attempt 2 | Attempt 3 | Attempt 4 | Attempt 5 | Attempt 6 | Attempt 7 | |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| Student A | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5/5 |
| Student B | 1 | 1 | 2 | 3 | 4 | 5 | 5 | 5/5? |
| Student C | 2 | 3 | 0 | 0 | 4 | 5 | 5 | 5/5? |

The background features several abstract, organic shapes in shades of purple and blue. A large, rounded shape is in the top left, another large one in the top right, a wide, wavy shape in the bottom left, and a smaller, rounded shape in the bottom right. The text is centered in the white space between these shapes.

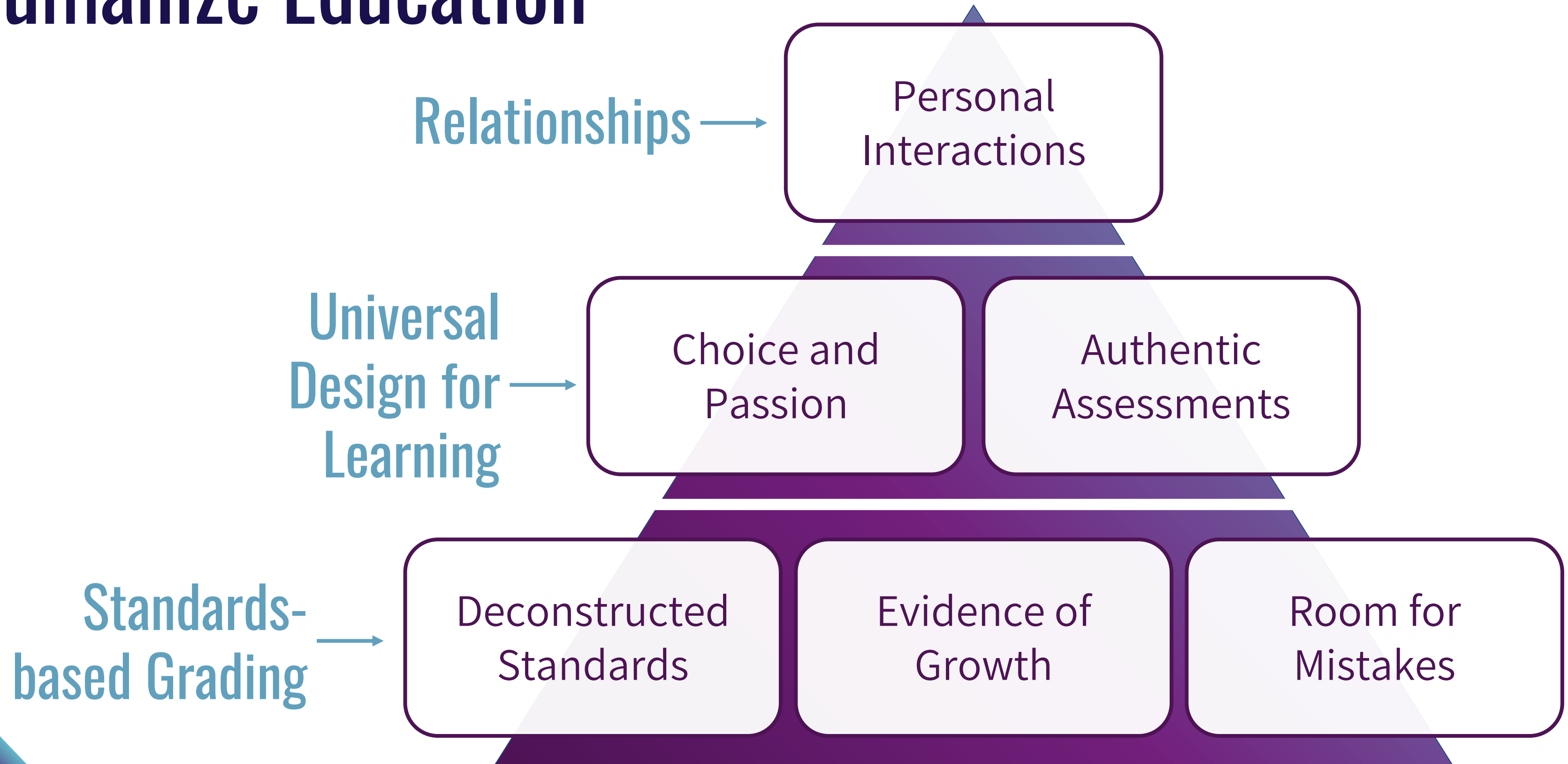
Daniel, a Badge, and a Shot at Success

**In a humanized system:
Every student is afforded
room to make mistakes, grow,
and still be successful.**

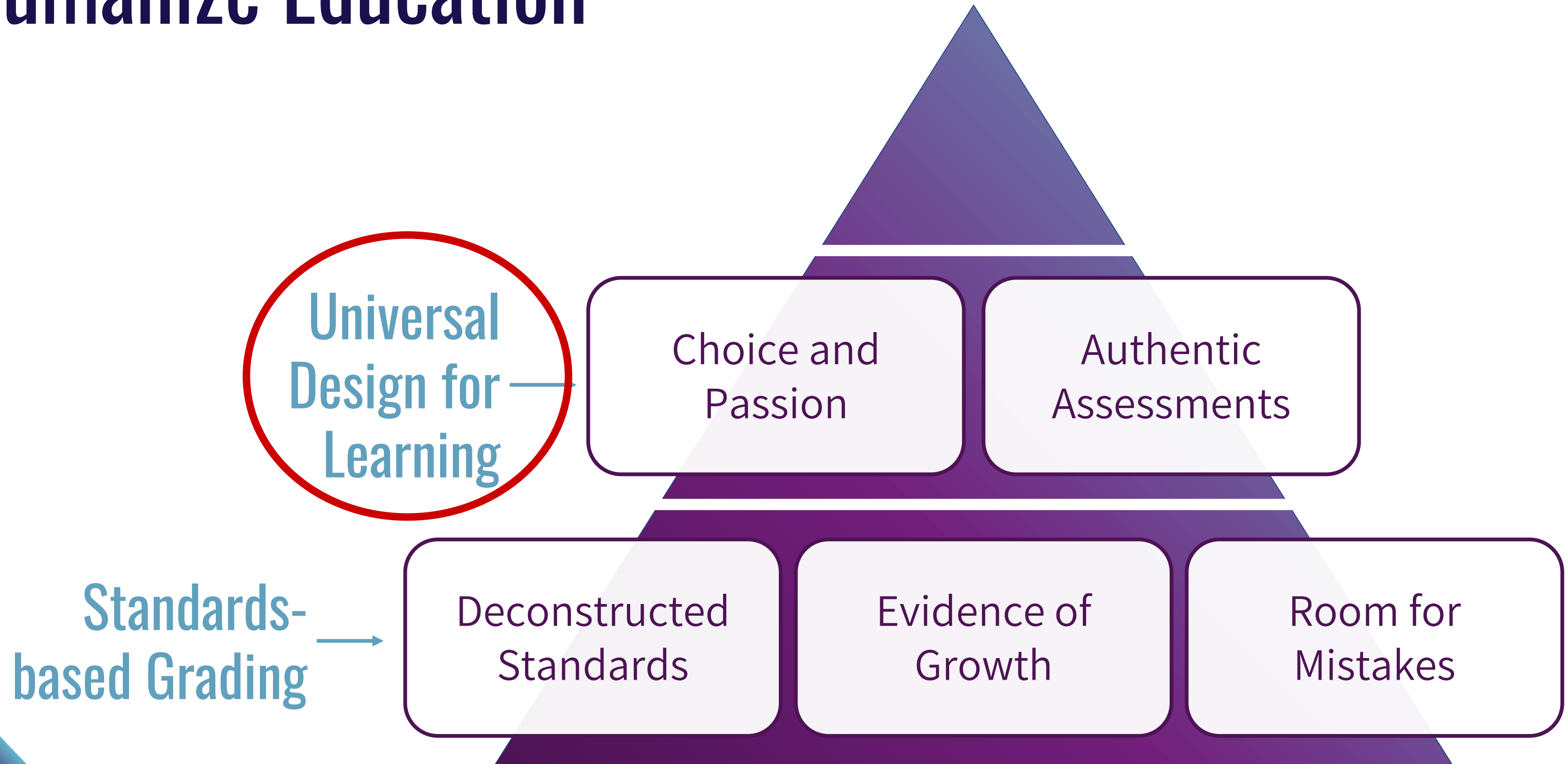
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Firm Goals, Flexible Means

Engagement

Optimize
challenges and
goals

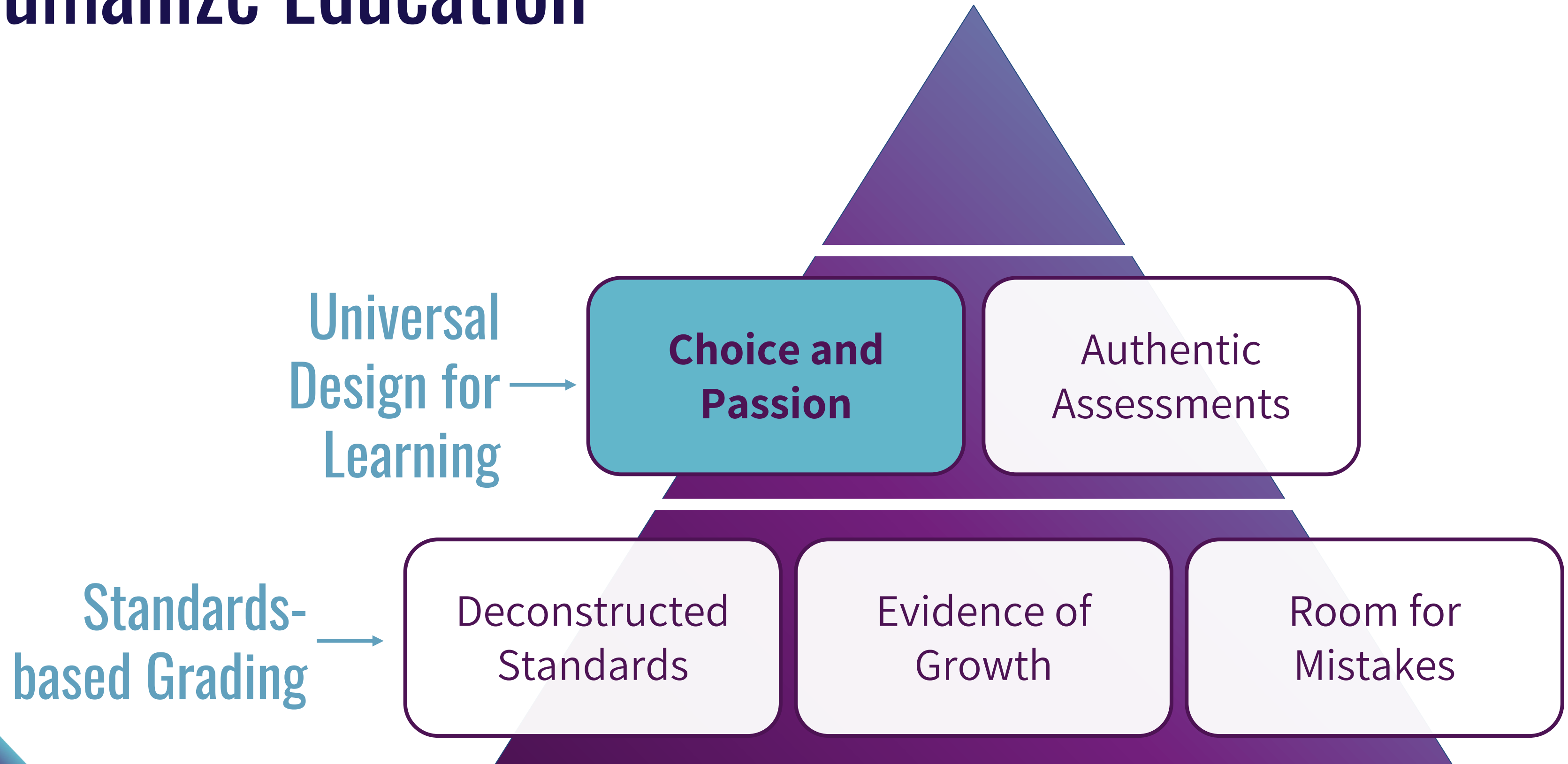
Representation

Optimize access to
information

Action/Expressio

n
Optimize
demonstrations of
knowledge

Modernized Assessment Practices That Humanize Education





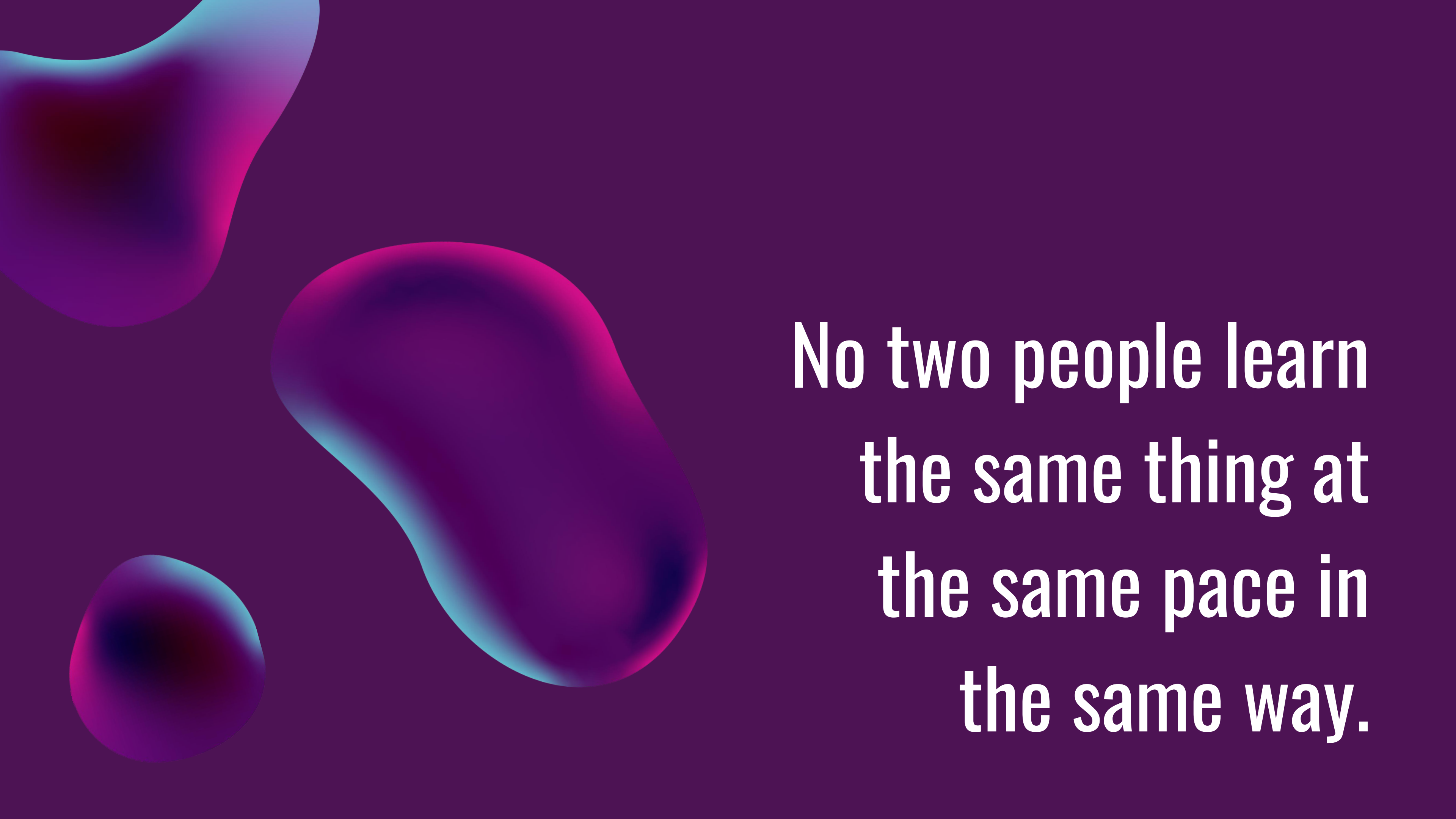


Key Avenues for Choice



Product

Process

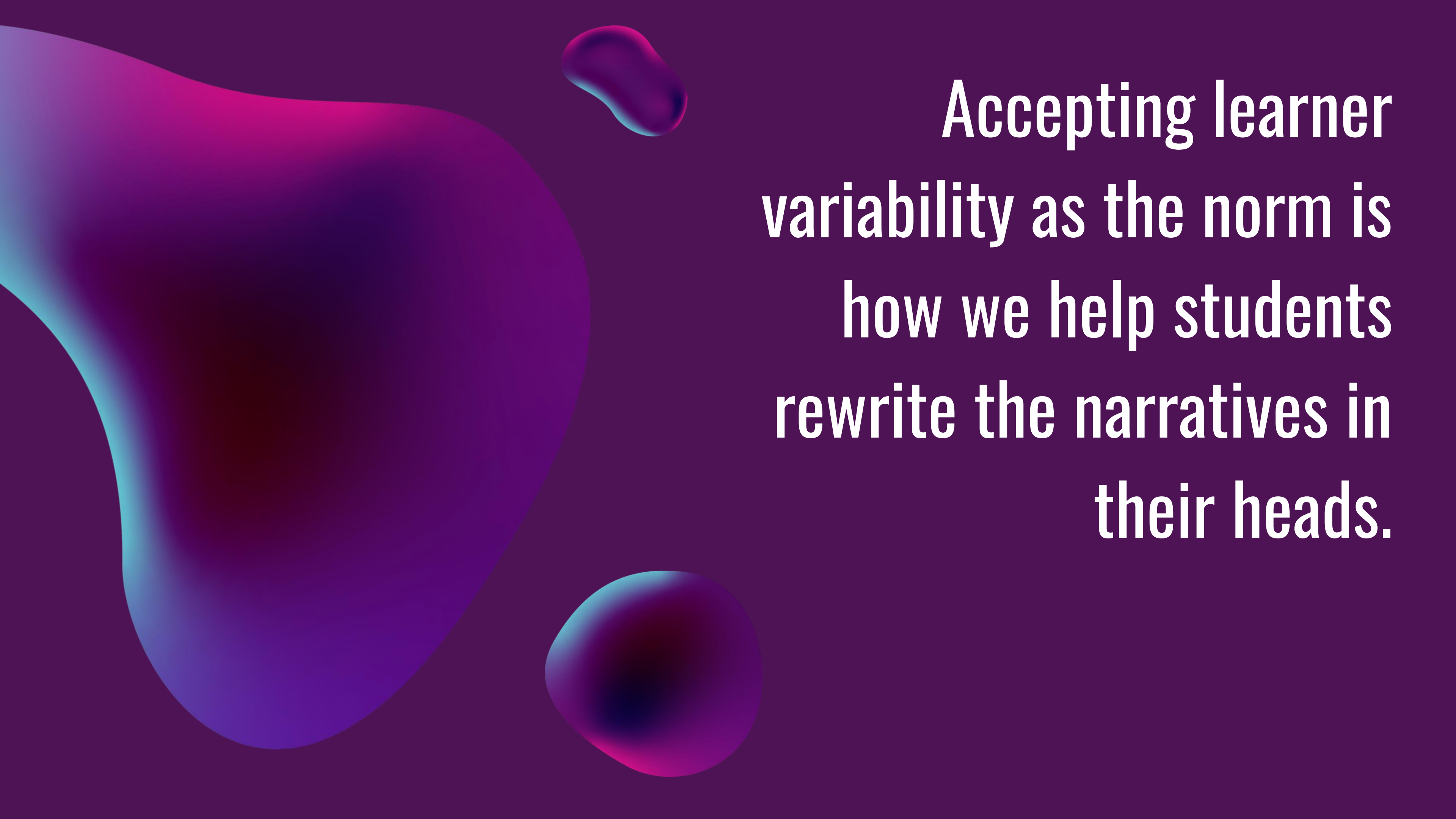


**No two people learn
the same thing at
the same pace in
the same way.**

Learning Progressions

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

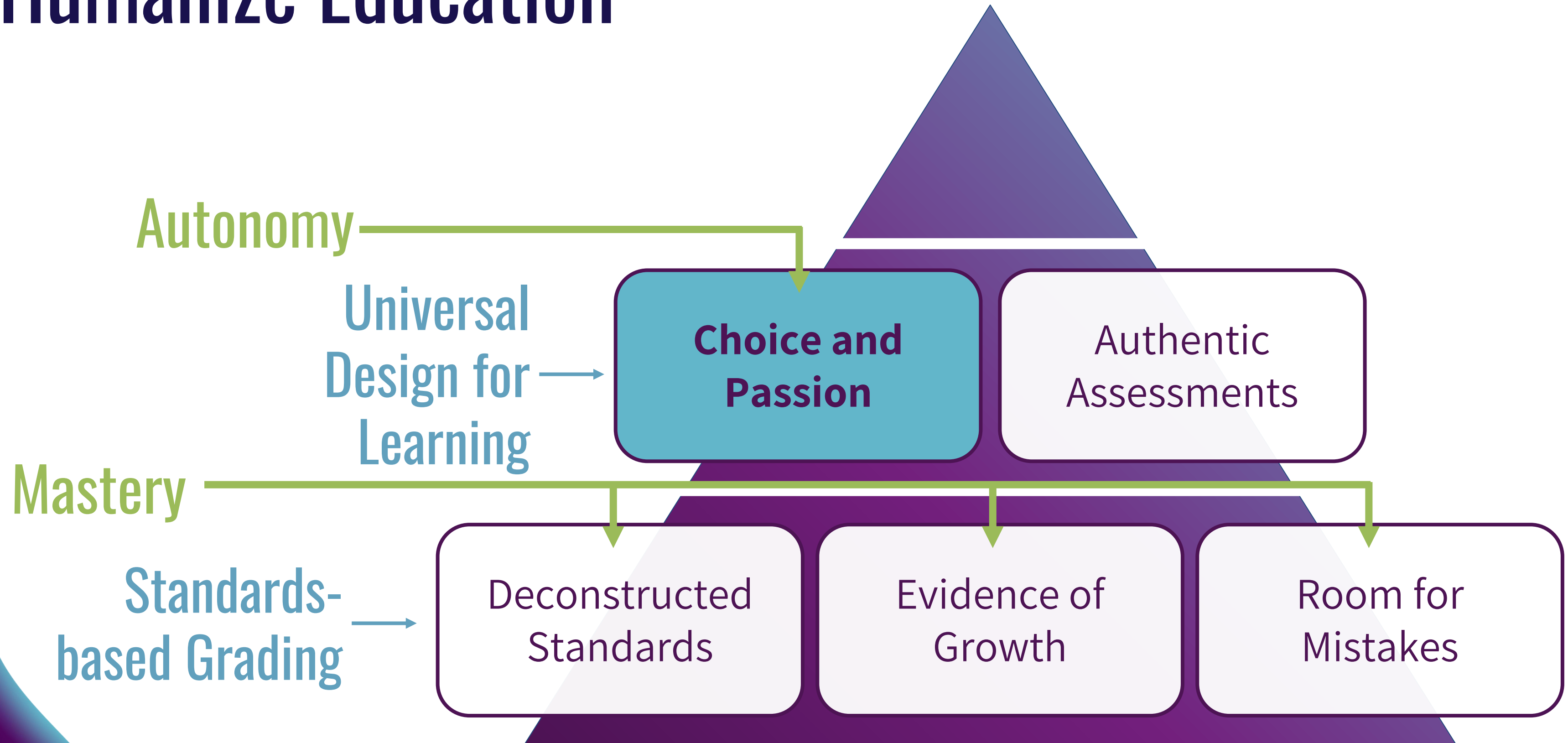
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The background is a dark purple gradient. On the left side, there is a large, flowing, organic shape in shades of purple and blue. In the upper center, there is a smaller, bean-shaped object. In the lower center, there is a circular sphere. The text is positioned on the right side of the image.

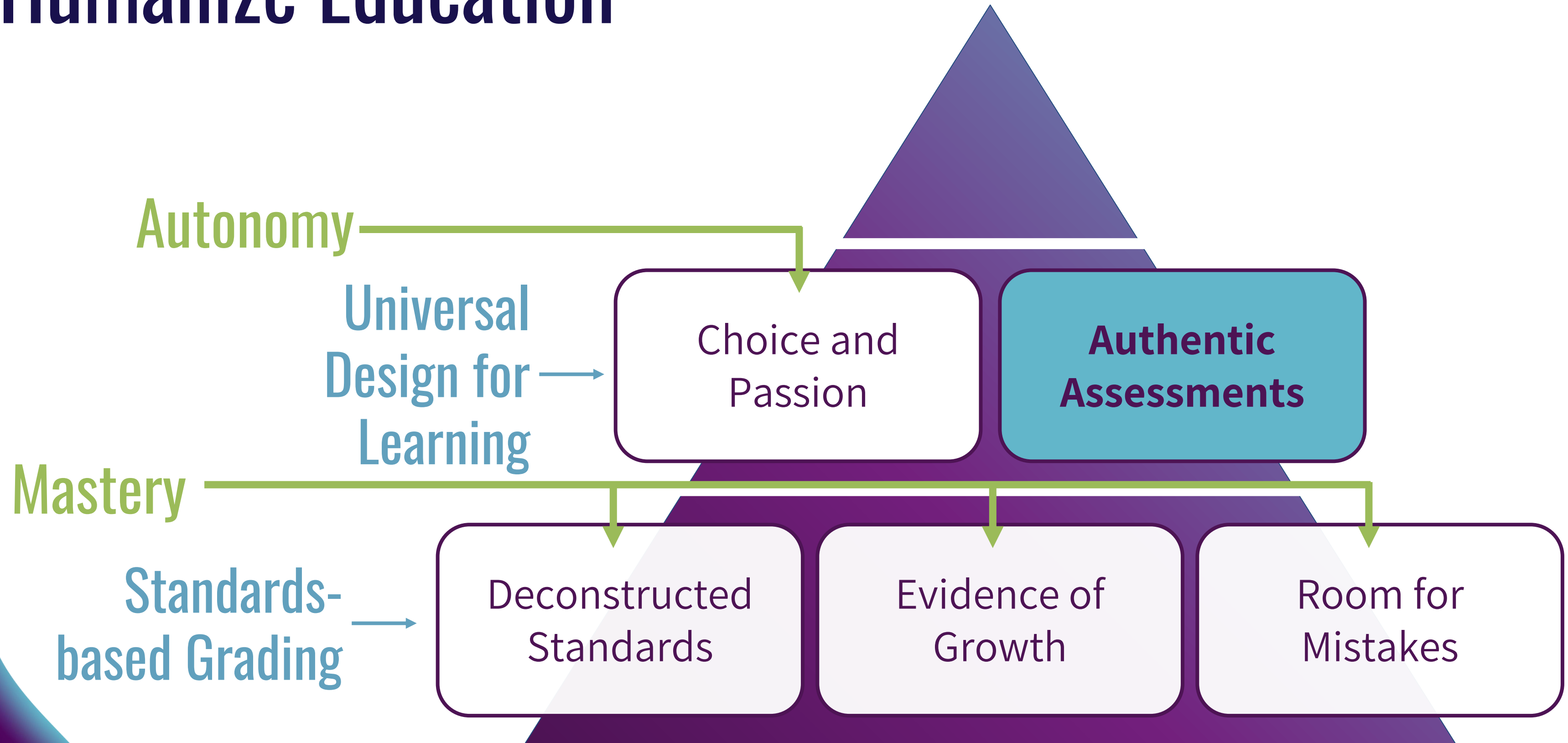
**Accepting learner
variability as the norm is
how we help students
rewrite the narratives in
their heads.**

**In a humanized system:
Every student knows that
learner variability is the norm
and can act on that.**

Modernized Assessment Practices That Humanize Education



Modernized Assessment Practices That Humanize Education



The background features a dark purple gradient with several organic, glowing shapes in shades of blue and purple. A prominent, large, irregular shape is on the right side, and a smaller sphere is positioned in the upper left quadrant.

Thomas, an Essay, and an Audience



Would you rather...

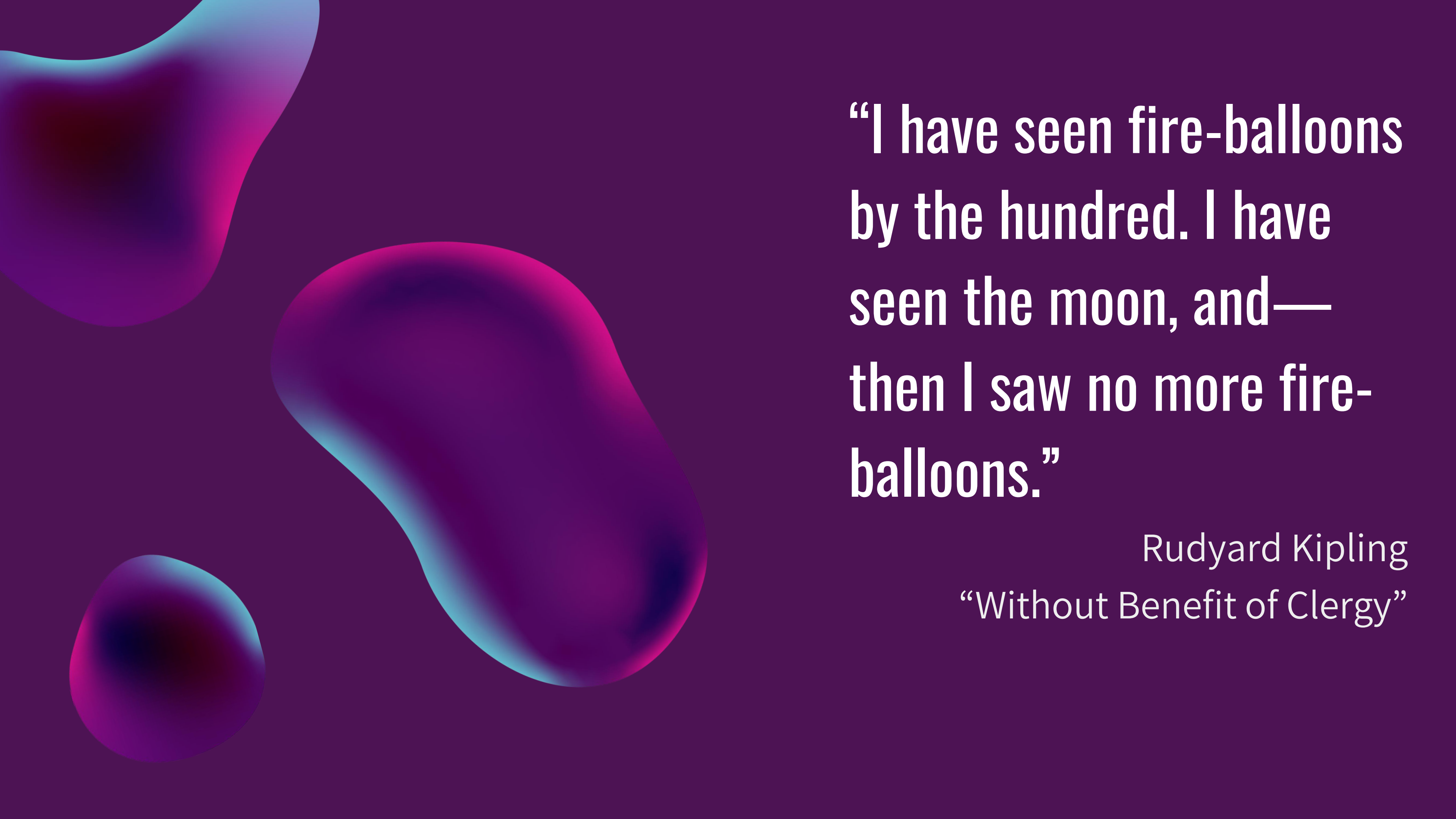
01

Spend 60 minutes
doing something a
teacher will see?

02

Spend 5 minutes
making something
1,000 people will
see?

**The drive for social media engagement
is driven by a desire to have an impact
and make your mark.**

The background features several large, overlapping, organic shapes in shades of purple, magenta, and blue. These shapes are soft and blurred, creating a dreamlike, ethereal atmosphere. The colors transition from deep purple to bright blue, with some areas appearing more saturated than others. The overall effect is a sense of depth and movement, as if the shapes are floating or flowing in a dark space.


**“I have seen fire-balloons
by the hundred. I have
seen the moon, and—
then I saw no more fire-
balloons.”**

Rudyard Kipling
“Without Benefit of Clergy”

We can help students
see their power by given
them opportunities for...

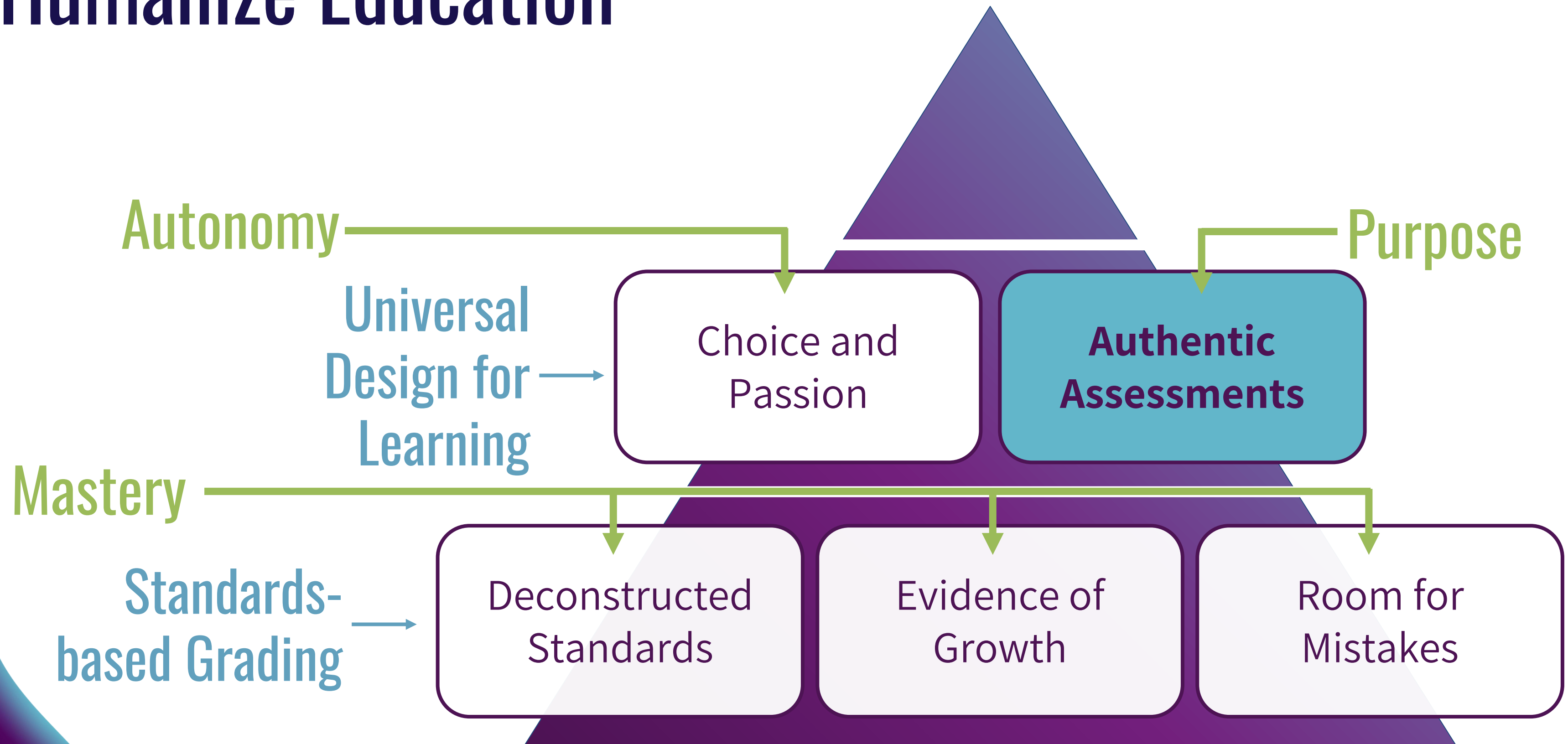
Impact

Audience

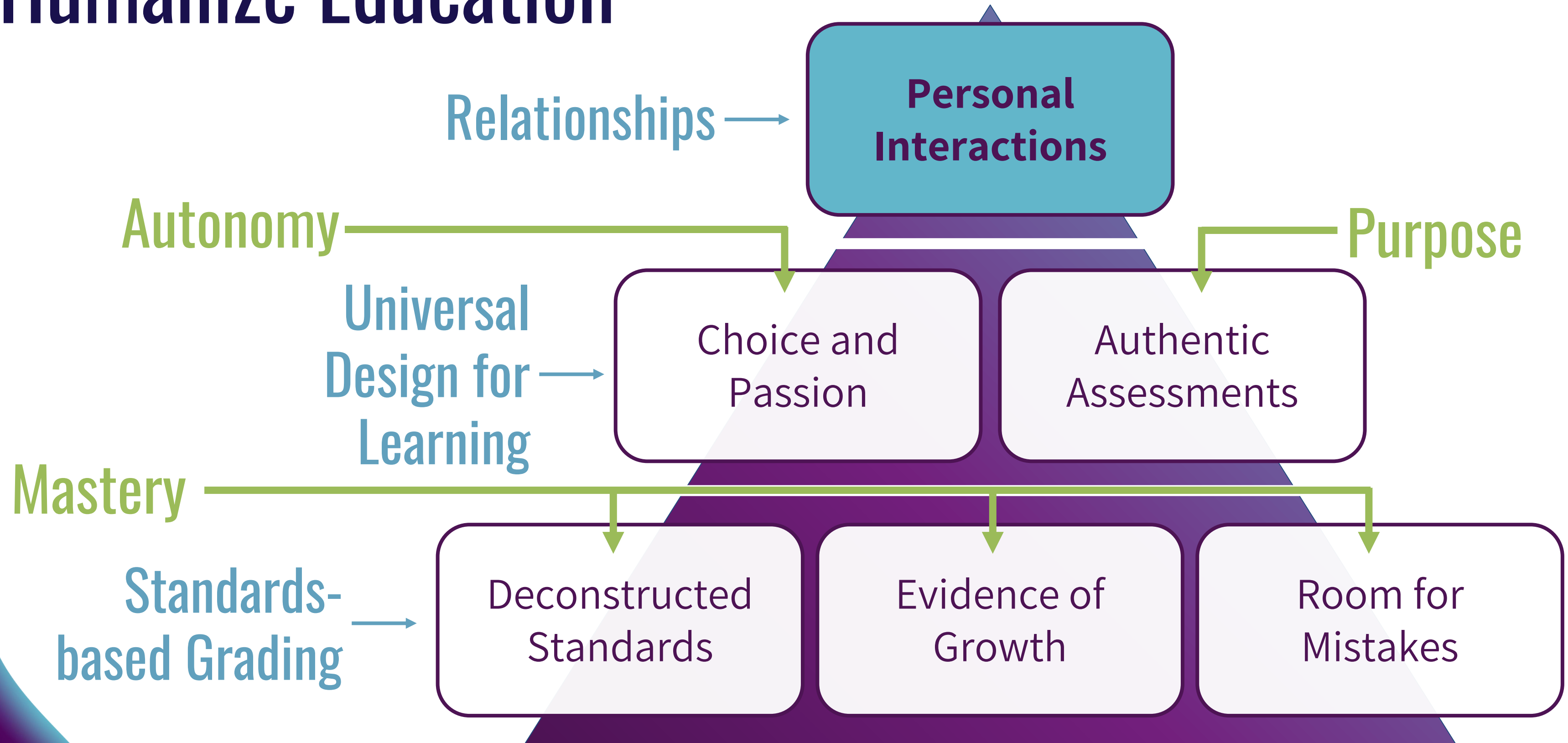


**In a humanized system:
Every student has an
opportunity to recognize that
they can make a difference.**

Modernized Assessment Practices That Humanize Education



Modernized Assessment Practices That Humanize Education

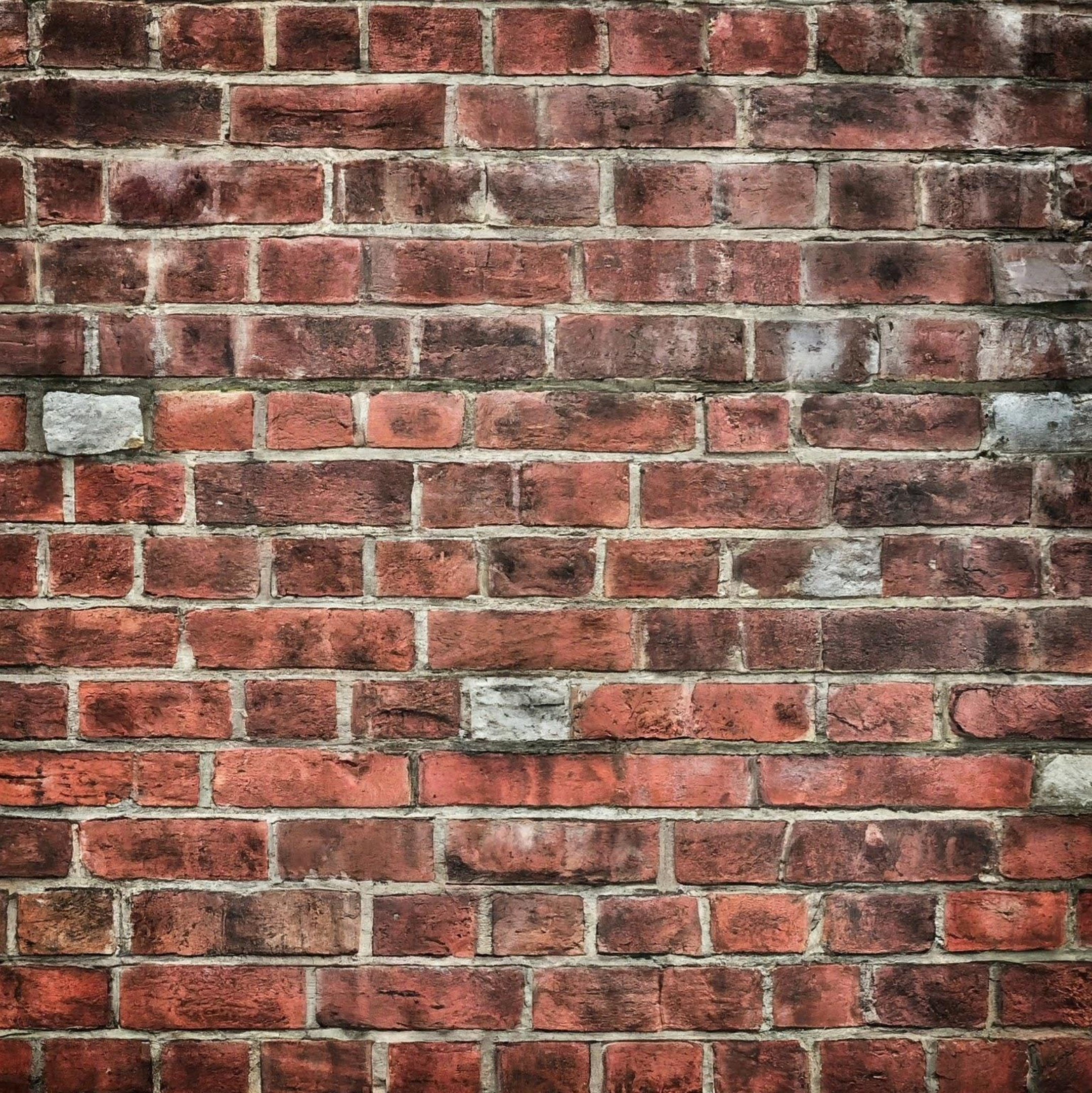


Learning Conferences

Feedback

**Relational
Trust**

Assessment



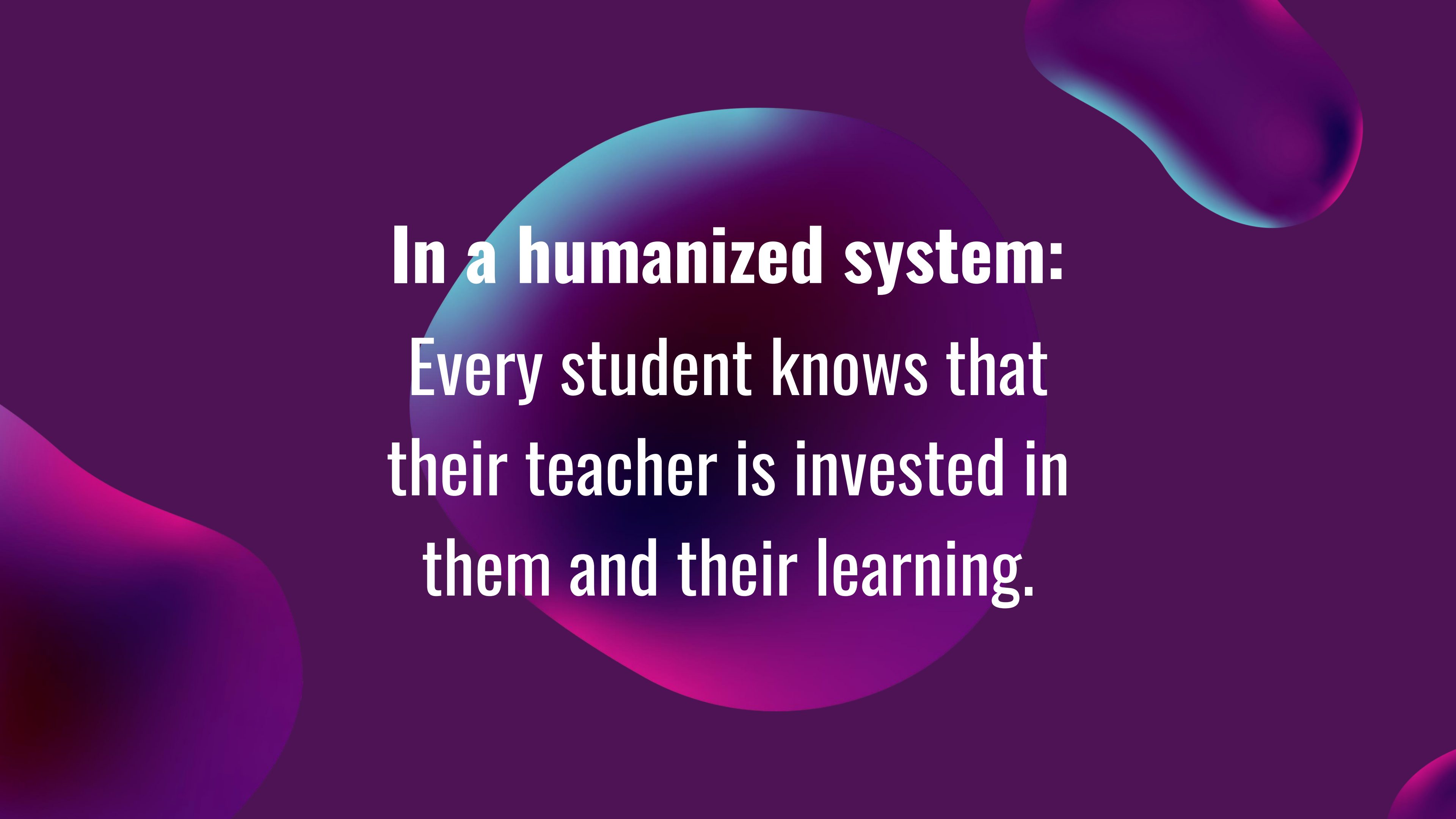
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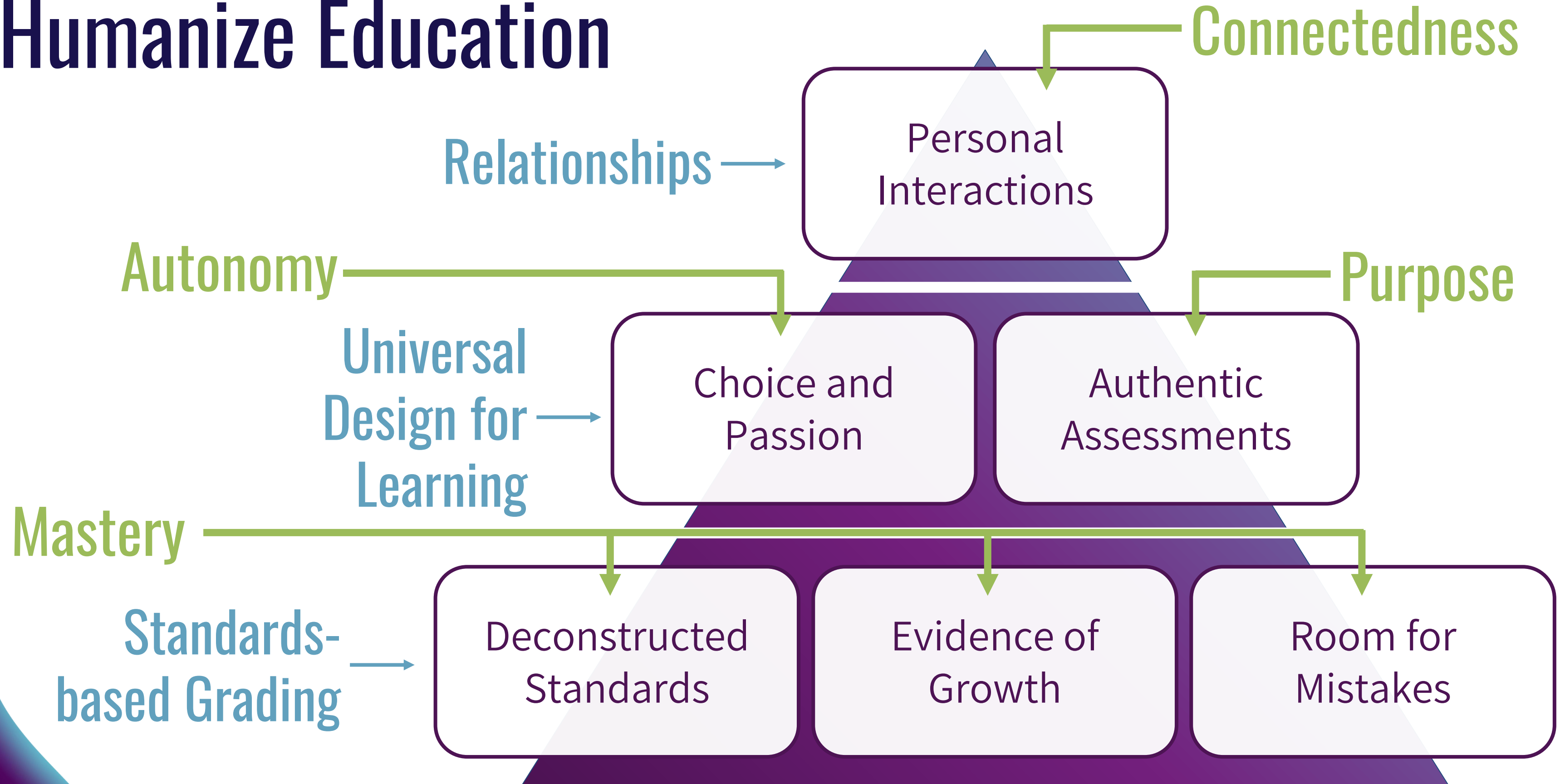
The background features several large, overlapping, organic shapes in shades of purple, magenta, and blue. These shapes are soft-edged and create a layered, abstract composition. The central text is white and stands out against the darker purple background.

**Learning conferences are the key in
humanizing our assessment practices.**

The background features several large, overlapping, organic shapes in shades of purple, magenta, and blue. The shapes are soft-edged and have a slight gradient, creating a modern, artistic feel. The text is centered within the largest, most prominent shape.

In a humanized system:
Every student knows that
their teacher is invested in
them and their learning.

Modernized Assessment Practices That Humanize Education



The background features several abstract, organic shapes in shades of purple and blue. A large, irregular shape is at the top, a smaller circle is to its right, and a partial shape is at the bottom right.

What is your reason to move?

The background features three large, overlapping, organic shapes in shades of purple and blue. The top-left shape is a large, rounded form with a gradient from light blue to dark purple. The middle shape is a large, elongated, bean-like form with a similar gradient. The bottom-left shape is a smaller, more rounded form, also with a gradient. The text is positioned on the right side of the image.

**An Exceptional
Student and a
Failing Grade**



How do grades
make you feel?

“Pressured”



**How do grades
make you feel?**

“Not good cause everytime I look
at them I get discouraged.”




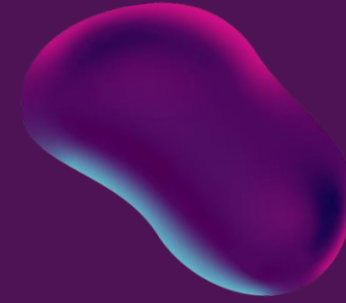
**How do grades
make you feel?**

“I honestly don't like grades. When you don't have good grades people will think you're unintelligent but you could be a gifted person.”



**How do grades
make you feel?**

“Bad, they stress me out to the point where idk what to do.”



How do grades make you feel?

“I have a love hate relationship with grades because I like seeing that I have all A's but at the same time even when you have a perfect 4.0 you are not happy. I don't think getting good grades should make you so stressed and hate yourself. I don't grades are everything in school. I don't know why teachers think that's all we should worry about. I don't think teachers see how that affects a students mental health.”



**How do grades
make you feel?**

“Dumb”



What really matters?

- 1** How are we providing **clarity** and the **possibility of mastery** for all our students?
- 2** How are we creating space for elements of **autonomy** to honor **learner variability**?
- 3** How are we providing students experience of **purpose** to **empower** them to make a difference?
- 4** How are we embedding **relational elements** in our assessment practices to facilitate **connectedness**?

Contact:

Website: tylerrablin.com

X: @Mr_Rablin

Book: *Hacking Student*

Motivation
Thank You

