

Learning assessments and improved learning: notes for a research agenda

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Measurement and change

- If you do not measure it you cannot fix it.

However, not everything that can be counted counts, and not everything that counts can be counted

(W B Cameron)

and

No one has ever grown taller as a result of being measured

(S Murphy)

Cameron, William Bruce (1963) *Informal Sociology A Casual Introduction to Sociological Thinking*. Random House.
Murphy, Sharon (2001) "No one has ever grown taller as a result of being measured" Revisited: More. Educational Measurement Lessons for Canadians. In Portelli, J. and Solomon P. (Eds) (2001) **The Erosion of Democracy in education: From critique to possibility in education**. Calgary: Detselig Enterprises Ltd.



Translating data into action

- Data need to be “translatable” into the intended field of action
- For that to be the case, we need to take into account:
 - Who is the agent?
 - What are the sort of actions the agent can deploy?
 - Where?
 - What for?

The purpose and attributes of the assessment should match these elements



Assessments serve different purposes

- Need to clarify that to better inform decisions
- Need to document stances of good practices:
 - Alignment
 - Actual usage of assessment evidence
- Need to document not so good practices
 - Misalignment
 - Actual usage:
 - Correlation = importance
 - Correlation = causality
 - What worked there and then would work here and now

