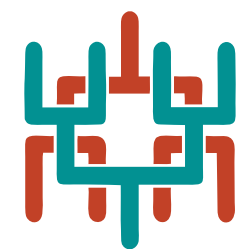


Integral assessment: More than one pathway?

Theo L. Dawson, Ph.D.



Thesis

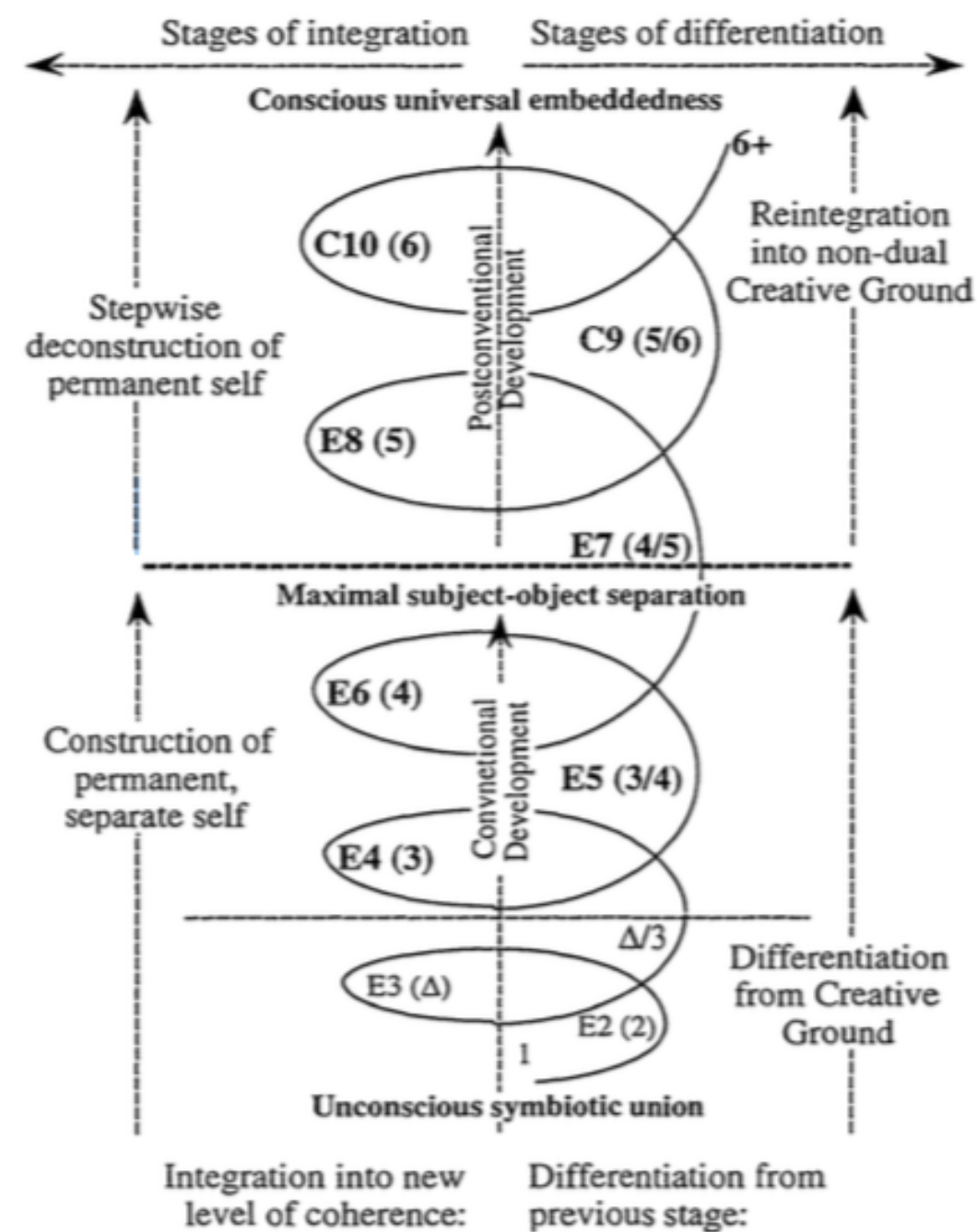
- ▶ We have compatible models of learning and development
- ▶ These models emphasize the importance of creating learning environments or learning opportunities that focus on the development of the whole person.
- ▶ All of us are trying to build assessments that support this kind of learning and development.
- ▶ However, our approaches to achieving this goal represent different approaches to assessment, each of which has strengths and weaknesses.



Compatible learning models

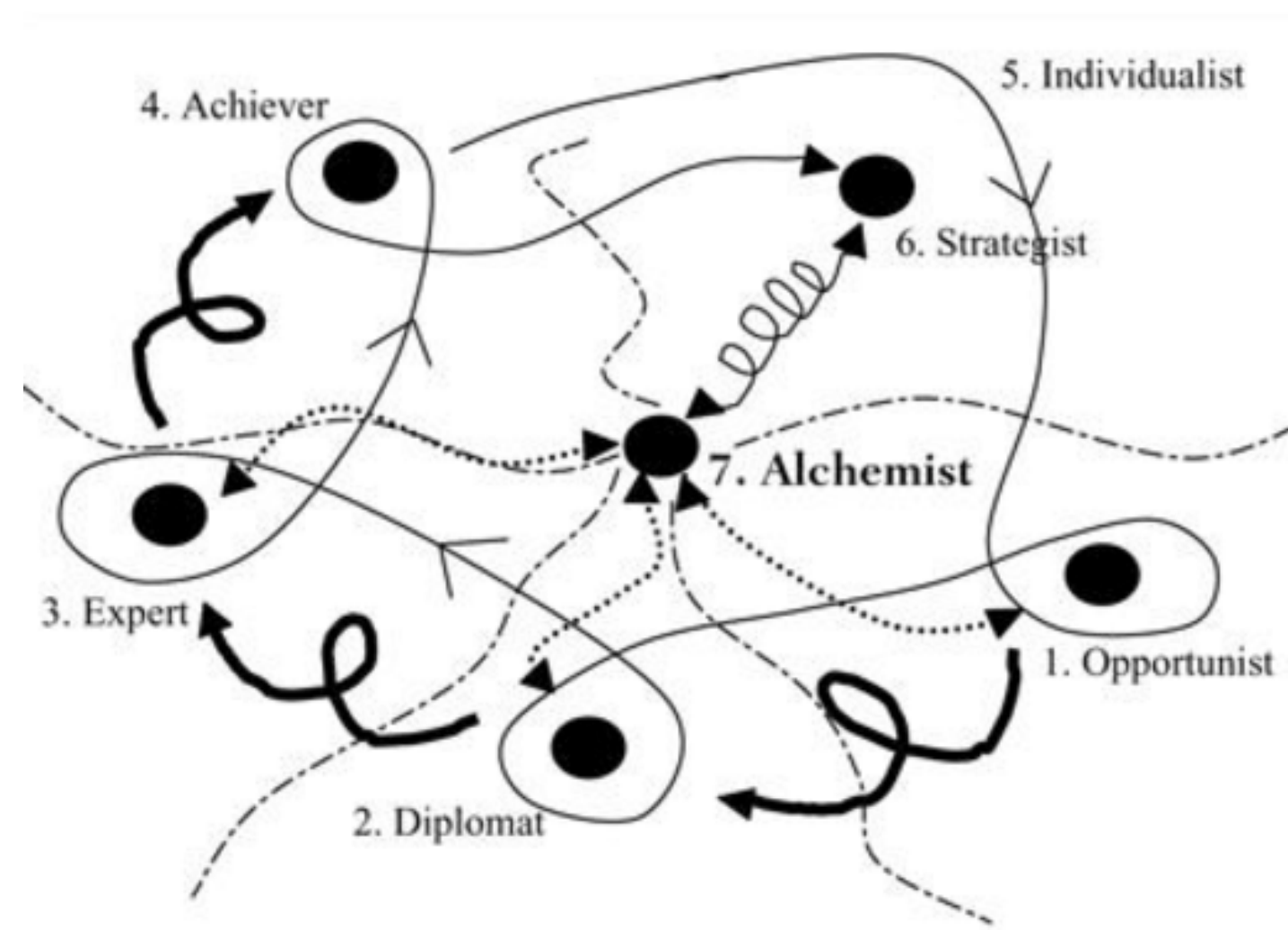
Spiral of development

(Cook-Greuter, 1999, pp. 202)



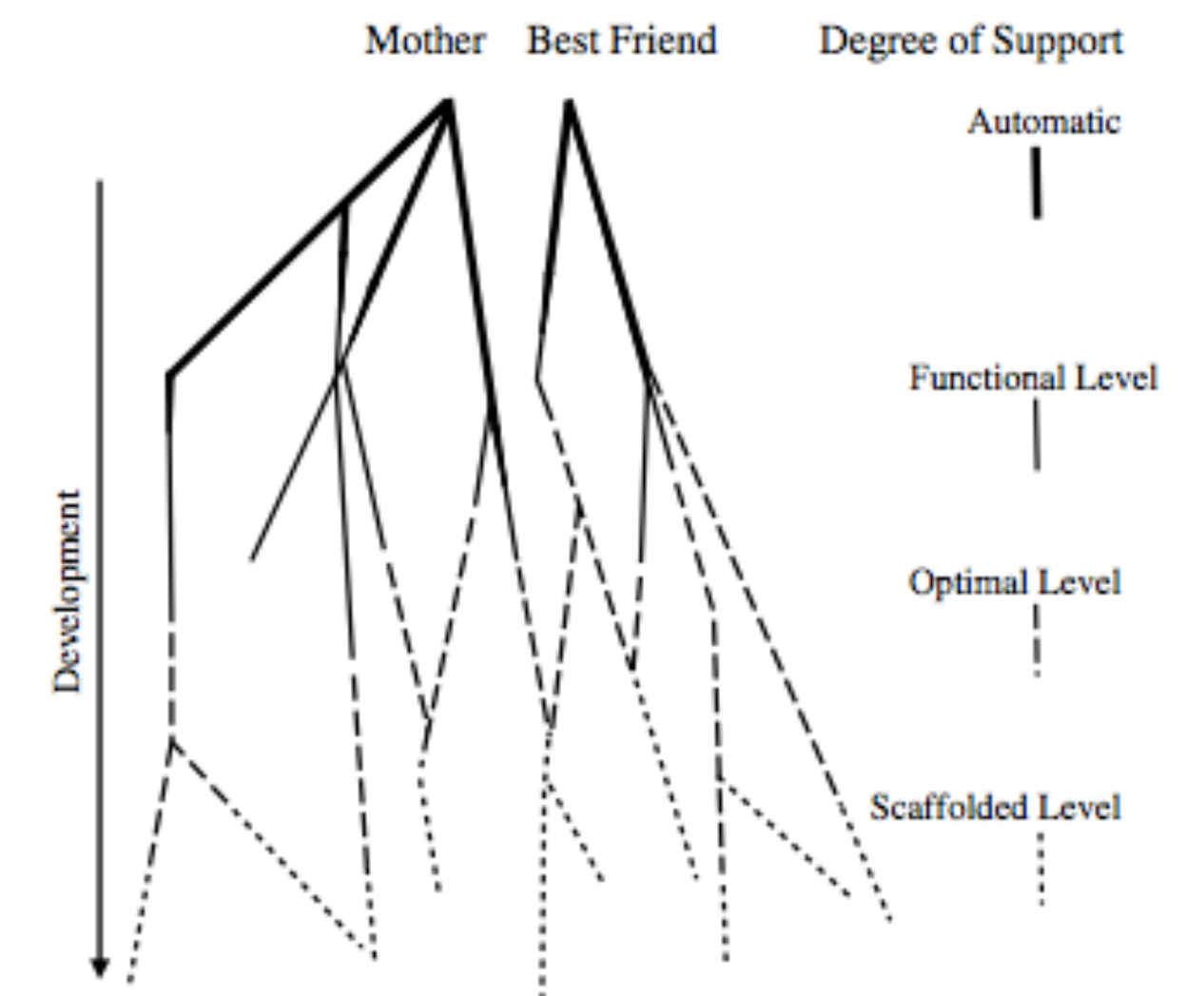
Dynamics of Action-Logics

(Torbert, 1999, pp. 80)



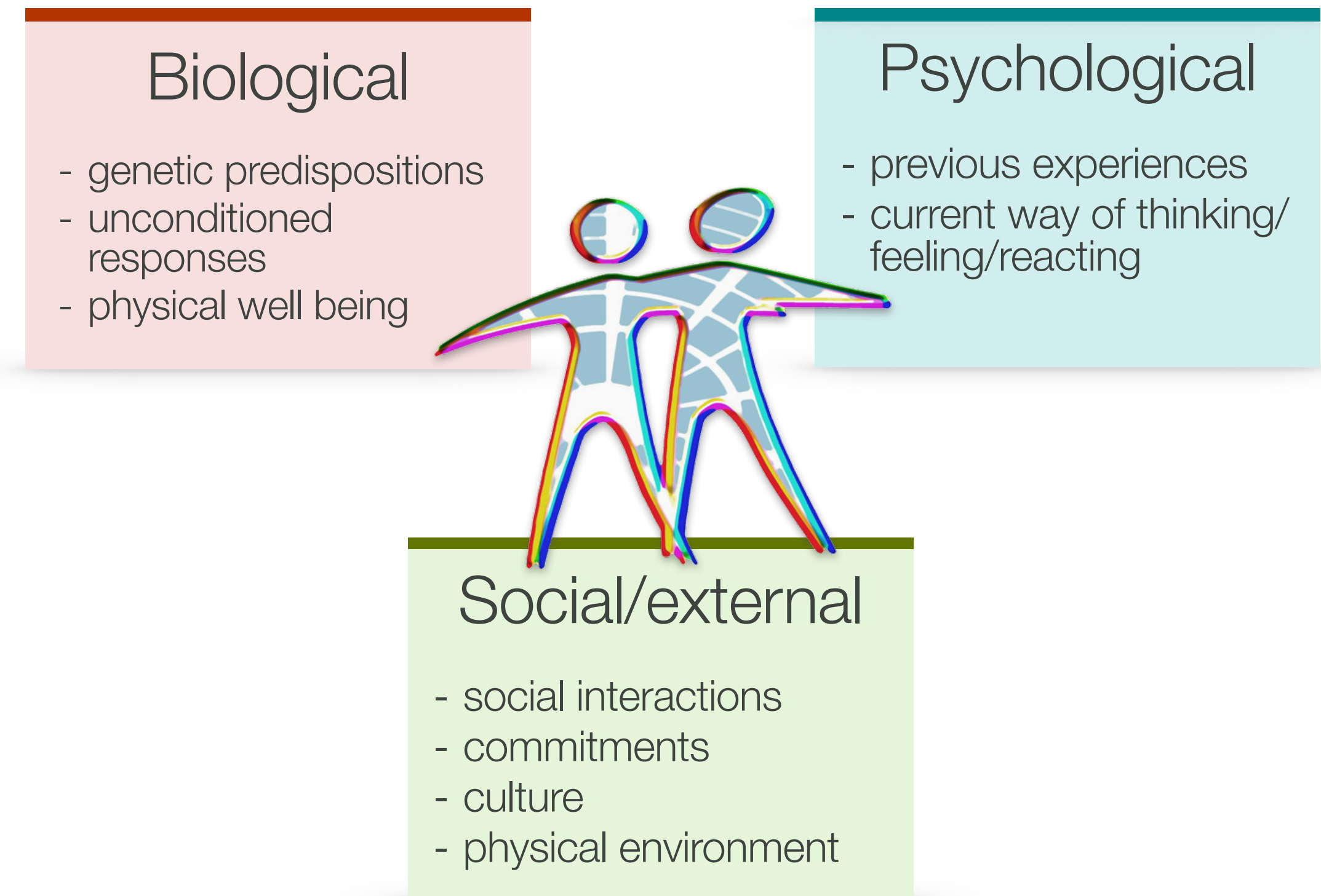
Dynamic web

(Fischer & Bidell, 2006, pp. 331)



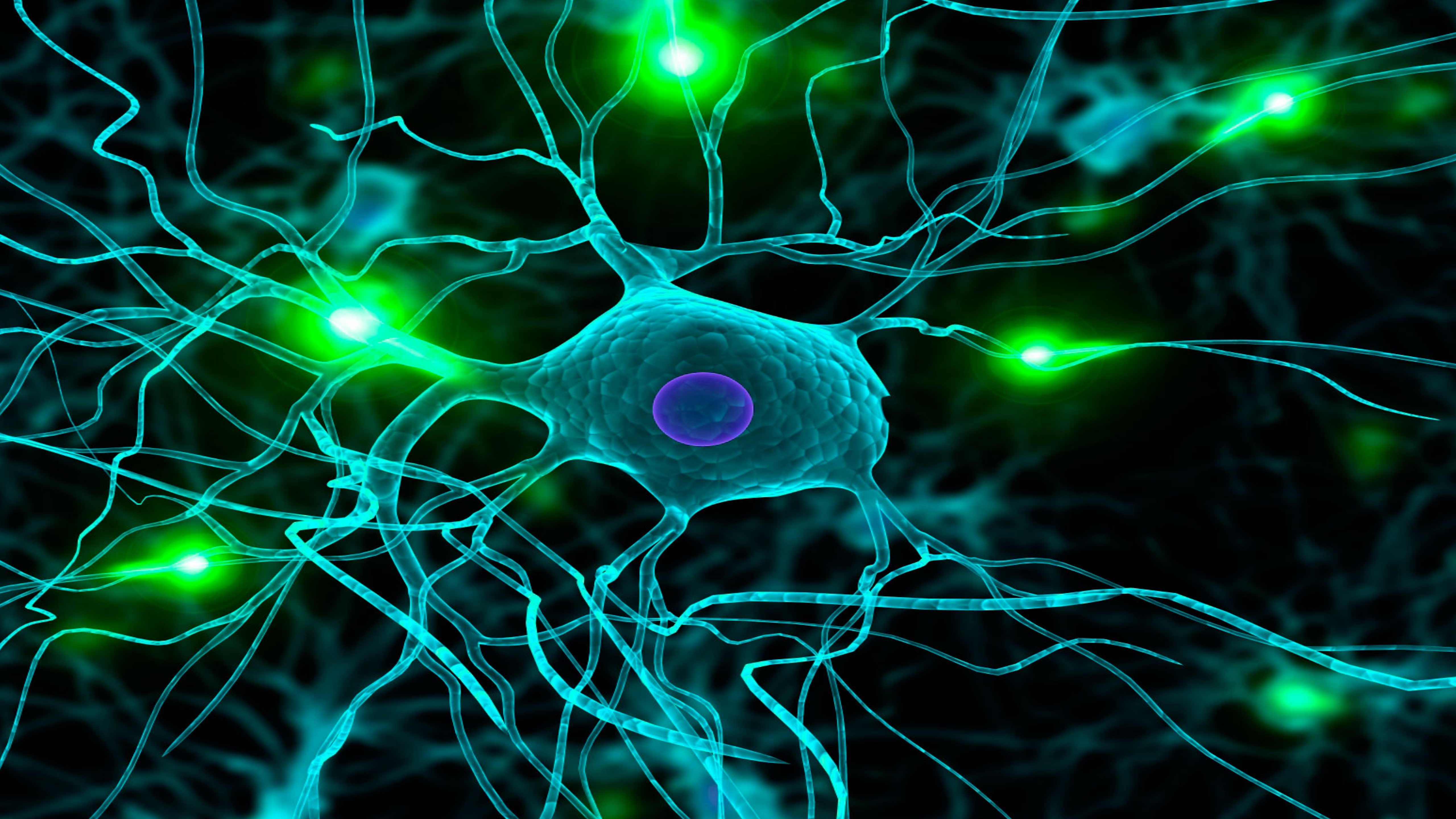
The learner as a biopsychosocial being

- ▶ This term was originally coined to combat the medicalization of mental illness (Grenker, Engel)
- ▶ In educational circles, we use it to emphasize that learning and development always involve the whole person and their context.
- ▶ This has implications for how we create learning environments and do assessment.



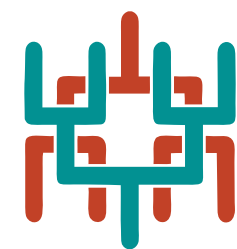








The biggest differences lie in our
approaches to assessment



Are we measuring the same thing?

- ▶ To an extent.
- ▶ Maybe more than we can see from this small sample and preliminary analyses.
- ▶ The explanation for what we can't yet see may lie in our different approaches to measurement.



Key distinctions

Holism & multiplism

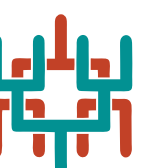
- ▶ SCT
 - holistic
 - like high stakes assessments of broad areas, such as science or literacy
- ▶ Lectical Assessments
 - multiplistic
 - like systems modeling, in which several different measurements are taken independently, then woven into a more complex story.

Content & structure

- ▶ SCT
 - both content and structure play a role in determining the final score.
 - a holistic score “sums up” both kinds of observations
- ▶ Lectical Assessments
 - rigorously distinguish between content and structure

Test vs. testing system

- ▶ SCT
 - a single assessment of ego development
- ▶ Lectical Assessment
 - an advanced assessment development technology



Holism vs. multiplism

Approach	Weaknesses	Strengths
<ul style="list-style-type: none">▶ SCT (holistic)<ul style="list-style-type: none">- one score simultaneously represents hierarchical complexity, wisdom, perspectival skills, etc.▶ Lectical Assessments (multiplistic)<ul style="list-style-type: none">- the developmental dimension —hierarchical complexity— is the first measured (present in all Lectical Assessments)- other metrics are used to examine other dimensions	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- a person can score at a particular level with any mixture of the targeted constructs and there is no empirical way to examine the differential impact or role of each dimension▶ Lectical Assessments<ul style="list-style-type: none">- it takes multiple measurements to build a story	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- the assessment can be completed within one hour▶ Lectical Assessments<ul style="list-style-type: none">- parsing out the developmental dimension helps us to understand the individual contribution of each measured dimension



Content & structure

Approach	Strengths	Weaknesses
<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- both content and structure contribute to developmental scores▶ Lectical Assessments: multiplistic<ul style="list-style-type: none">- the core structural dimension—hierarchical complexity—is measured independently- other dimensions are also measured independently	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- honors the interdependence of content and structure▶ Lectical Assessments<ul style="list-style-type: none">- parsing out the structural—hierarchical complexity—component<ul style="list-style-type: none">- helps us to understand the individual contribution of each measured dimension- makes it possible to model how different dimensions relate to one another within and across individuals	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- conflates content and structure- we cannot ask how they are related without circular reasoning (e.g., “He is at this level because he says “X”. He says “X” because he is at this level.”)▶ Lectical Assessments:<ul style="list-style-type: none">- we’ll never finish telling the story about how content and structure relate to one another in any given domain

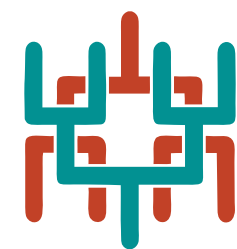


Test vs. testing system

Approach	Weaknesses	Strengths
<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- a “family” of sentence completion tests built to measure ego development▶ Lectical Assessments<ul style="list-style-type: none">- a technology for building developmental assessments	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- not a testing system- no updates to the technology for 40 years- scalable?▶ Lectical Assessments<ul style="list-style-type: none">- a relatively new and constantly evolving technology with a shorter track record	<ul style="list-style-type: none">▶ SCT<ul style="list-style-type: none">- a reliable instrument built with a respected technology▶ Lectical Assessments<ul style="list-style-type: none">- used to create developmental assessments, construct learning sequences, and build knowledge about learning and development- scalable



Discussion



To sum up

- ▶ The SCT and Lectical Assessments
 - share variance that we'd like to understand better in the interest of advancing human development as a field
 - are underpinned by similar models of learning and development
 - represent two quite different assessment development technologies
- ▶ I hope this exploration is the first among many!



Thank you

