

Reflections on Positioning Diagnostic Classification Modeling in Classroom Assessment

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Annotate our slides
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Cognitive Diagnostic Models (CDMs)

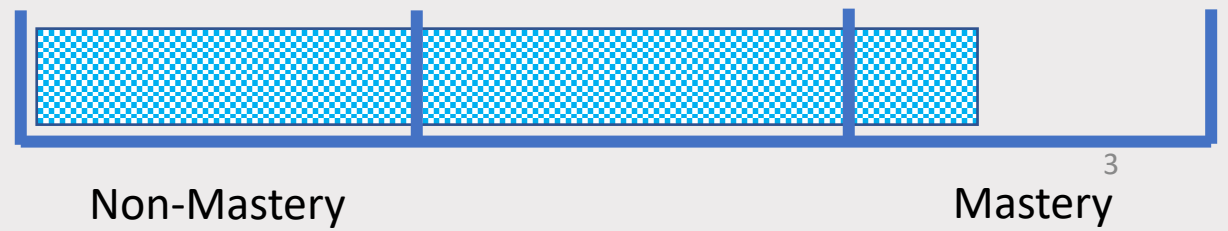
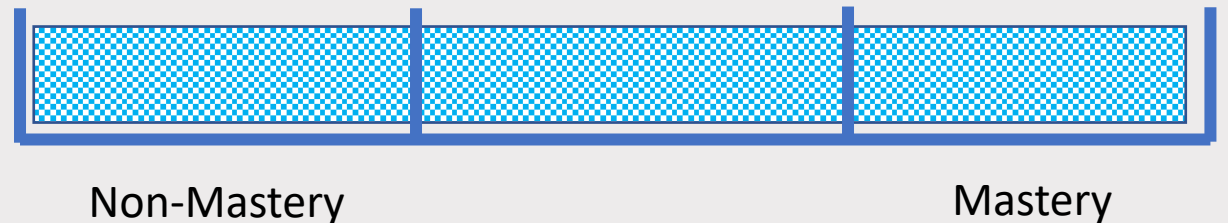
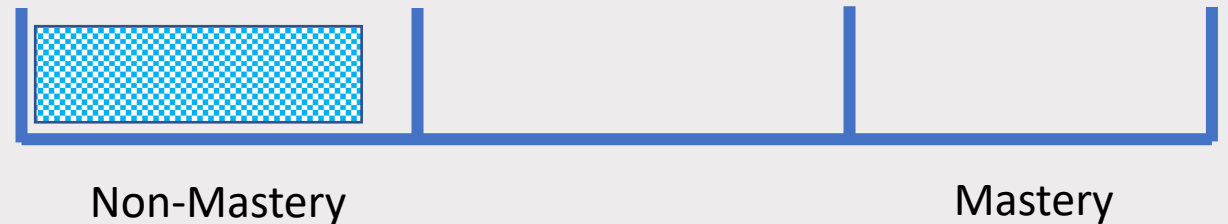
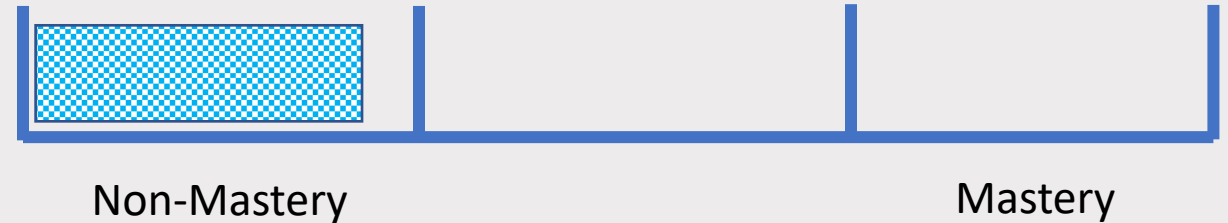
How do you solve this problem?

$$2\frac{8}{6} + 3\frac{10}{6}$$

1. Convert the first mixed number to a fraction
2. Convert the second mixed number to a fraction
3. Add the two numerators
4. Simplify fraction to simplest term

Cognitive Diagnostic Models (CDMs)

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Formative and Classroom Potential of Cognitive Diagnostic Assessments (CDAs)

- Formative assessment is most effective where the proximity of the assessment feedback is close to the instructional context (Hickey & Pellegrino, 2005; Shepard, Penuel, & Pellegrino, 2018)
- Fine-grain attribute classifications in CDMs are well suited to formative assessment.

QUESTIONS

1. How can CDM classifications fit into the existing classroom assessment system in a way that does not distort instructional or assessment practices?
2. How do we maintain focus on quality of learning when CDM classifications report discrete classifications?
3. How can CDM classifications provide more guidance to students on next steps and encourage student self-regulation as Shepard, Penuel, and Pellegrino (2018) suggest?

How can CDM classifications fit into the existing classroom assessment system in a way that does not distort instructional or assessment practices?

Tensions

- CDAs typically developed by non-teachers (e.g., test developers, psychometricians)
- CDMs are a large-sample model
- Outcomes need to be useful by a teacher without adding more work

How do we maintain focus on quality of learning when CDM classifications report discrete classifications?

Tensions

- CDM classifications do not present a holistic view of the student.
- CDM classifications do not typically include descriptive features.
- Implicit assumptions of learning that may not align with classroom contexts.

How can CDM classifications provide more guidance to students on next steps and encourage student self-regulation as Shepard, Penuel, and Pellegrino (2018) suggest?

Tensions

- CDAs provide granular reporting of student competencies, but little direction on what students should do next.
- Feedback is a highly emotional interactive process, CDA proficiency levels may result in affective impacts.

- Identify reliable and valid diagnostic classification methods for small sample use.
- CDAs need to provide more detailed, granular feedback that is actionable for students and teachers.
- CDM classifications should be accompanied by detailed contextualization of the meaning of the classifications.

Identify reliable and valid diagnostic classification methods for small sample use

A handful of empirical demonstrations of CDMs have been conducted with small samples (N=96-144)

Research examining the possibilities of non-parametric diagnostic classification, neural network estimation, Bayesian estimation, and other CDMs should be conducted

CDAs need to provide more detailed, granular feedback that is actionable for students and teachers

Empirical CDM Attributes:

Numbers, variables, geometry, statistics, representation

Vocabulary, syntax, extracting explicit information

Classroom assessments need attributes more like:

Combine like terms, multiply by least common denominator, isolate the unknown, multiply or divide by the coefficient before the unknown

CDM classifications should be accompanied by detailed contextualization of the meaning of the classifications

What can I understand, interpret or analyze in authentic <i>informational</i> texts?		
PERFORMANCE INDICATORS		
NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	<i>I can</i> identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	<i>I can</i> identify the topic and some isolated facts from simple sentences in informational texts.
EXAMPLES: Written		
NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can...</i> (customize with specific content). <i>I can</i> identify some locations or stores by their signs. <i>I can</i> match a word or character in a headline to a supporting visual. <i>I can</i> recognize some names of cities on a map. <i>I can</i> identify labeled aisles in a store. <i>I can</i> recognize the labels on a recycling bin.	<i>I can...</i> (customize with specific content). <i>I can</i> identify nutritional categories on food labels. <i>I can</i> identify items on a shopping list. <i>I can</i> identify names of classes and their locations on a class schedule. <i>I can</i> identify my departure and arrival times from a transportation schedule. <i>I can</i> understand what information is provided on a student ID card. <i>I can</i> understand subject-specific terms on a word wall.	<i>I can...</i> (customize with specific content). <i>I can</i> follow directions in a Scavenger Hunt game <i>I can</i> understand a variety of simple messages on greeting cards. <i>I can</i> select a movie based on a short description. <i>I can</i> understand someone's profile on a social media site. <i>I can</i> understand some facts about the weather especially when weather symbols are used.

Thank You

If you have any questions or want to connect with us, contact us at

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