

Workshop 1: Item design for assessments involving collaboration

Peter F. Halpin

April 18, 2016

github.com/peterhalpin/BearShare



NEW YORK UNIVERSITY

Outline

Part 1: Wherefore assessments involving collaboration?

- ▶ Set up the current perspective: performance assessments
- ▶ Uses of collaboration in assessment contexts

Outline

Part 1: Wherefore assessments involving collaboration?

- ▶ Set up the current perspective: performance assessments
- ▶ Uses of collaboration in assessment contexts

Part 2: Item design for collaboration

- ▶ What's wrong with using “one-player” items for collaboration?
- ▶ Some examples of two-player items obtained from one-player items

Outline

Part 1: Wherefore assessments involving collaboration?

- ▶ Set up the current perspective: performance assessments
- ▶ Uses of collaboration in assessment contexts

Part 2: Item design for collaboration

- ▶ What's wrong with using “one-player” items for collaboration?
- ▶ Some examples of two-player items obtained from one-player items

Part 3: OpenEdx and CPSX for building your own collaborative assessments

- ▶ Git repo: `github.com/ybergner/cpsx.git`
- ▶ Live version: `collaborative-assessment.org`

Part 1: Why?

- ▶ 21st-century skills, non-cognitive skills, soft skills, hard-to-measure skills, social skills, ...
 - ▶ Theme: traditional educational tests target a relatively narrow set of constructs

Part 1: Why?

- ▶ 21st-century skills, non-cognitive skills, soft skills, hard-to-measure skills, social skills, ...
 - ▶ Theme: traditional educational tests target a relatively narrow set of constructs
- ▶ Analyses of US labour markets indicate that such skills are valued by employers (Burrus et al. 2013, Deming 2015)

Part 1: Why?

- ▶ 21st-century skills, non-cognitive skills, soft skills, hard-to-measure skills, social skills, ...
 - ▶ Theme: traditional educational tests target a relatively narrow set of constructs
- ▶ Analyses of US labour markets indicate that such skills are valued by employers (Burrus et al. 2013, Deming 2015)
- ▶ There is a salient demand for assessments of a broader range of student competencies

With apologies to Dr. Duckworth...

8- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 8 items. Be honest – there are no right or wrong answers!

1. New ideas and projects sometimes distract me from previous ones.*
 - ☐ Very much like me
 - ☐ Mostly like me
 - ☐ Somewhat like me
 - ☐ Not much like me
 - ☐ Not like me at all

2. Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.
 - ☐ Very much like me
 - ☐ Mostly like me
 - ☐ Somewhat like me
 - ☐ Not much like me
 - ☐ Not like me at all

3. I have been obsessed with a certain idea or project for a short time but later lost interest.*
 - ☐ Very much like me
 - ☐ Mostly like me
 - ☐ Somewhat like me
 - ☐ Not much like me
 - ☐ Not like me at all

Self-reports

- ▶ Self-report measures often do not require the respondent to exhibit the skills about which we wish to make inferences
 - Unsuitable for supporting consequential decisions in educational settings¹

¹cf. Duckworth, & Yeager (2015). Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44(4), 237-251.

Educational assessments

- ☺ Reliability and generalizability in traditional content domains

²

[www.wnyc.org/story/
new-york-city-students-make-modest-gains-state-tests-opt-out-numbers-triple/](http://www.wnyc.org/story/new-york-city-students-make-modest-gains-state-tests-opt-out-numbers-triple/)

Educational assessments

- ☺ Reliability and generalizability in traditional content domains
- ☹ Current psychometric models don't seem entirely appropriate to “next generation assessments”
 - ▶ e.g., IRT models don't use process data

Educational assessments

- ☹ Reliability and generalizability in traditional content domains
- ☹ Current psychometric models don't seem entirely appropriate to "next generation assessments"
 - ▶ e.g., IRT models don't use process data
- ☹ Collateral damage: teaching to the test, test anxiety, bubble-filling, ...
 - ▶ NY opt-out movement: 20% of students (parents) boycotted state test last year²

²

www.wnyc.org/story/new-york-city-students-make-modest-gains-state-tests-opt-out-numbers-triple/

Performance assessments³

A performance assessment (sometimes called a work sample when assessing job performance), as defined in this report, is an activity or set of activities that requires test takers, either individually or in groups, to generate products or performances in response to a complex, most often real-world task. These products and performances provide observable evidence bearing on test takers' knowledge, skills, and abilities—their competencies—in completing the assessment (e.g., Shavelson, 2013). Such assessments as science performance assessments, essays using informative documents, portfolios, computer simulations, projects, and demonstrations may be considered forms of performance assessment.

³Davey, Ferrara, Holland, Shavelson, Webb, & Wise (2015). Psychometric Considerations for the Next Generation of Performance Assessment. Princeton, NJ. p. 10

Collaboration as a modality of performance assessment

- ▶ Small group interactions are a highly-valued educational practice
 - ▶ The Jigsaw Classroom (Aronson et al. 1978; jigsaw.org)
 - ▶ Group-worthy tasks (Cohen et al. 1999)
- ▶ The use of information technology to support student collaboration is well established
 - ▶ CSCL (e.g., Hmelo-Silver et al. 2013)

Collaboration as a modality of performance assessment

- ▶ Small group interactions are a highly-valued educational practice
 - ▶ The Jigsaw Classroom (Aronson et al. 1978; jigsaw.org)
 - ▶ Group-worthy tasks (Cohen et al. 1999)
- ▶ The use of information technology to support student collaboration is well established
 - ▶ CSCL (e.g., Hmelo-Silver et al. 2013)
- ▶ The use of group work in assessment contexts has a relatively long-standing history
 - ▶ Webb 1995, 2014

Because the processes and outcomes of group collaboration may differ depending on whether the goal is individual learning or group productivity, it is important that the purpose of the assessment, the goal of group work, and the group processes supposed to contribute to those goals be specified clearly.

- 1 Purpose of the assessment
- 2 The goal of the group work
- 3 Processes of the group work

⁴ Group Collaboration in Assessment: Multiple Objectives, Processes, and Outcomes. *Educational Evaluation and Policy Analysis*, 17(2), p. 241

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

For tasks with a correct answer or single best solution, then, allowing the most competent individual or individuals to dominate the group may be the most efficient and effective strategy to maximize group productivity.

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

When the task is nonroutine, does not have well-specified procedures, and requires input from all group members, equal participation will be important for both individual learning and group productivity, making these goals complementary for all group members.

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Webb's three-part theory of collaboration in assessments

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

When the task is nonroutine, does not have well-specified procedures, and requires input from all group members, equal participation will be important for both individual learning and group productivity, making these goals complementary for all group members.

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Is this possible?

Purpose of assessment

1. Individual learning after collaboration
2. Group productivity
3. Students' ability to work together

Goals of group work

1. Individual learning
2. Group productivity

Group processes

1. Co-construction of ideas
2. Giving and receiving help
3. Conflict and cooperation
4. Equality of participation
5. Social loafing
6. Division of labour

Part 2: Item design

⁵ Organisation for Economic Co-operation and Development. (2013). PISA 2015 Draft Collaborative Problem Solving Framework. Retrieved from <http://www.oecd.org/pisa/pisaproducts/DraftPISA2015CollaborativeProblemSolvingFramework.pdf>

Part 2: Item design

- ▶ PISA 2015 CPS⁵
 - ▶ Various item types: jigsaw / information sharing; consensus building; negotiaon
 - ▶ Problems were interactive, but with simulated collaboration (deterministic computer agent)
 - ▶ Problems were not designed to assess content knowledge in a traditional domain – “below grade level”

⁵ Organisation for Economic Co-operation and Development. (2013). PISA 2015 Draft Collaborative Problem Solving Framework. Retrieved from <http://www.oecd.org/pisa/pisaproducts/DraftPISA2015CollaborativeProblemSolvingFramework.pdf>

Item design

- ▶ AT21CS⁶
 - ▶ 4 prototype tasks⁷ (3 similar to what I will discuss)
 - ▶ Problems were interactive, and with interactions between real students
 - ▶ Problems were designed for learning as well as assessment in target domains

⁶Griffin & Care (2015). Assessment and teaching of 21st century skills: Methods and approach

⁷http://www.atc21s.org/uploads/3/7/0/0/37007163/pd_module_3_nonadmin.pdf

Item design

- ▶ AT21CS⁶
 - ▶ 4 prototype tasks⁷ (3 similar to what I will discuss)
 - ▶ Problems were interactive, and with interactions between real students
 - ▶ Problems were designed for learning as well as assessment in target domains
- ▶ This doesn't really let YOU design tasks for collaboration

⁶Griffin & Care (2015). Assessment and teaching of 21st century skills: Methods and approach

⁷http://www.atc21s.org/uploads/3/7/0/0/37007163/pd_module_3_nonadmin.pdf

Item design

- ▶ DIY with CPSX⁸
 - ▶ Built on OpenEdx
 - ▶ Open source LMS, easy to set up (locally or AWS), active development
 - ▶ 40+ built-in problem types with automatic grading and adaptive hints⁹
 - ▶ Traditional (MC, NR); interactive; customizable (xml, JS)
 - ▶ CPSX allows for small group chat during problem solving
 - ▶ Currently in its infancy – e.g., no screen sharing / shared manipulables

⁸ <https://github.com/ybergner/cpsx.git>

⁹ <http://docs.edx.org>

Goals of the current approach

- 1 Make use of tech that's already available and free (speech and beer)
- 2 Tasks clearly anchored in an educational content domain
 - ▶ Specifically math
- 3 Navigate “minimal design” vs group-worthy tasks
 - ▶ Working from psychometric theory towards best practices in group work, rather than the other way around

Modifying “one-player” items

- ▶ How can a conventional mathematics test question be adapted to a collaborative context?
 - ▶ “Recipes” for creating collaborative tasks from existing assessment materials
- ▶ Not an ideal approach to designing group-worthy tasks
- ▶ However, retain the strengths of existing assessments
 - ▶ e.g., Calibrate the one-player version to “anchor” the domain difficulty of the two-player version

Standard items

- ▶ Change in the instructions while retaining the assessment materials
 - ▶ e.g., two students, one copy of a math test, evaluation depends only on what they record on the test form
- 😊 Minimal design
- 😞 Group-worthy tasks

Jigsaw / information sharing items

Current members: user1, user2 [Log out of chat](#)

Type your message...

[11:08:01] user1: I have 4 tokens: 1,2,6,7

[11:08:14] user2: How many tokens to you have?

[11:07:51] user2: like 17...

345

89

The chips shown above, as well as the chips shown to your collaboration partner, are placed in a sack and then mixed up. Mary draws one chip from the sack. What is the probability that Mary draws a chip with an even number?

Probability that Mary draws a chip with an even number =

Your answer has been submitted

Current members: user1, user2 [Log out of chat](#)

Type your message...

[11:08:01] user1: I have 4 tokens: 1,2,6,7

[11:08:14] user2: How many tokens to you have?

[11:07:51] user2: like 17...

12

67

The chips shown above, as well as the chips shown to your collaboration partner, are placed in a sack and then mixed up. Mary draws one chip from the sack. What is the probability that Mary draws a chip with an even number?

Probability that Mary draws a chip with an even number = ?

[SUBMIT](#)

Jigsaw / information sharing items

From a shipment of 500 batteries, a sample was selected at random and tested. If 2 batteries in the sample were found to be dead, how many dead batteries would be expected in the entire shipment?

Expected number of dead batteries= ?

Current members: user1, user2

Type your message...

[17:38:53] user1: What question are you on? did we answer the last one?

[17:38:56] user2: What about these batteries?

[17:39:40] user1: I have 4 tokens: 1,2,6,7

All rights reserved except where noted. EdX, Open edX and the edX and Open EdX logos are registered trademarks or

POWERED BY
OPENedX

From a shipment of batteries, a sample of 25 was selected at random and tested. If 2 batteries in the sample were found to be dead, how many dead batteries would be expected in the entire shipment?

Expected number of dead batteries = ?

Current members: user1, user2

Type your message...

[17:39:53] user1: What question are you on? did we answer the last one?

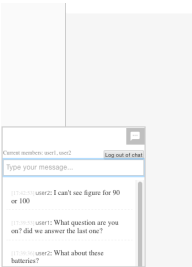
[17:39:56] user2: What about these batteries?

[17:40:40] user1: I have 4 tokens: 1,2,6,7

rights reserved except where noted. EdX, Open edX and the edX and Open EdX logos are registered trademarks or

POWERED BY
OPENedX

Jigsaw / information sharing items



Current members: user1, user2
Log out of chat

Type your message...

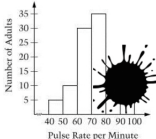
[17:42:27] user2: I can't see figure for 90 or 100

[17:43:03] user1: What question are you on? did we answer the last one?

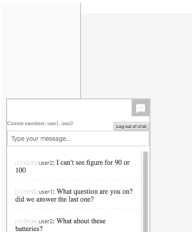
[17:43:36] user2: What about these batteries?

The following question refers to the data shown below, as well as the data shown to your collaboration partner. Your figure shows the pulse rate per minute of a group of 100 adults. For example, 5 adults have a pulse rate from 40-49 inclusive. However, some ink has been spilled on the figure.

RESULTS OF PULSE RATE SURVEY



What is the average pulse rate per minute for these 100 people?



Current members: user1, user2
Log out of chat

Type your message...

[17:42:27] user2: I can't see figure for 90 or 100

[17:43:03] user1: What question are you on? did we answer the last one?

[17:43:36] user2: What about these batteries?

The following question refers to the data shown below, as well as the data shown to your collaboration partner. Your table shows the pulse rate per minute of a group of 100 adults. For example, 5 adults have a pulse rate from 40-49 inclusive. However, some ink has been spilled on the table.

PULSE RATE PER MINUTE	NUMBER OF ADULTS
40-49	5
50-59	10
60-69	30
70-79	35
80-89	15
90-99	5

What is the average pulse rate per minute for these 100 people?

(NOTE: Use the midpoint of each interval to represent the pulse rate for the entire interval. For example, 55 would be used for the pulse rate of the people in the 50-59 group.)

Average pulse rate = ?

Jigsaw / information sharing items

Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:45:01] user1: There I have to solve my floor measurements and then yours

[17:45:01] user2: I can't see figure for 90 or 100

[17:46:01] user1: What question are you on?

You and your collaboration partner each wish to cover your attic floors with insulation. One roll of insulation will cover 64 square feet.

Your floor measures 20 feet by 42 feet.

How many rolls of insulation will you need to buy for yourself?

 ?

How many rolls of insulation will you need if you purchase enough for both you and your partner?

 ?

Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:47:00] user2: I need 22 square feet, how much do you need?

[17:47:51] user1: There I have to solve my floor measurements and then yours

[17:48:01] user2: I can't see figure for 90 or 100

You and your collaboration partner each wish to cover your attic floors with insulation. One roll of insulation will cover 64 square feet.

Your floor measures 25 feet by 35 feet.

How many rolls of insulation will you need to buy for yourself?

 ?

How many rolls of insulation will you need if you purchase enough for both you and your partner?

 ?

Hints / information requesting items

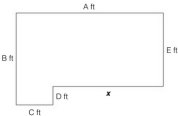
Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:47:00] user2: I need 22 square feet, how much do you need?

[17:47:05] user1: There I have to solve my floor measurements and then yours

[17:48:10] user2: I can't see figure for you, see 3.100.



The diagram is part of a scale drawing of a house. What is the length, in feet, of the side labeled x ?

You and your partner can each make ONE selection from the following list of hints. Use this information to provide your answer in the box below.

☐ Value of A

☐ Value of B

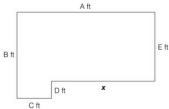
Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:50:00] user1: what is this horrible question asking us to do?!

[17:50:05] user2: cookies?!

[17:51:00] user1: are you a pythagorean theorem type guy, or do you prefer other trig inequalities



The diagram is part of a scale drawing of a house. What is the length, in feet, of the side labeled x ?

You and your partner can each make ONE selection from the following list of hints. Use this information to provide your answer in the box below.

☐ Value of A

☐ Value of B

☐ Value of C

Hints / information requesting items

Current members: user1, user2

Log out of chat


Type your message...

07/08/21 user2: well its C and A obvs

07/08/21 user2: I need 22 square feet, how much do you need?

07/08/21 user1: There I have to solve my floor measurements and then yours

The figure below represents a ladder leaning against the side of a building. The distance between the foot of the ladder and the ground level of the building is x feet, and the angle of elevation to the top of the building is a° . The ladder is y feet long and the angle between the top of the ladder and the building is b° . Use the figure to answer the following question.



Note: Figure not drawn to scale.

What is the height h of the building, to the nearest foot?

You and your partner can each make ONE selection from the following list of hints. Use this information to provide your answer in the box below.

☐ Value of x

☐ Value of y

Current members: user1, user2

Log out of chat


Type your message...

07/08/21 user1: are you a pythagoras theorem type guy, or do you prefer other trig inequalities

07/08/21 user2: well its C and A obvs

07/08/21 user2: I need 22 square feet, how much do you need?

The figure below represents a ladder leaning against the side of a building. The distance between the foot of the ladder and the ground level of the building is x feet, and the angle of elevation to the top of the building is a° . The ladder is y feet long and the angle between the top of the ladder and the building is b° . Use the figure to answer the following question.



Note: Figure not drawn to scale.

What is the height h of the building, to the nearest foot?

You and your partner can each make ONE selection from the following list of hints. Use this information to provide your answer in the box below.

☐ Value of x

☐ Value of y

Hints / information requesting items

Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:51:40] user1: are you a pythagorean theorem type guy, or do you prefer other trig inequalities

[17:50:11] user2: well its C and A obvvs

[17:47:30] user2: I need 22 square feet, how much do you need?

In a school fund-raiser, students in class A and class B sold boxes of cookies. What was the average number (arithmetic mean) of boxes of cookies sold by all students in both classes?

You and your partner may each make TWO selections from the following list of hints. Use this information to provide your answer in the box below.

☐ Average number of boxes of cookies sold in class A

☐ Total number of boxes of cookies sold in class A

☐ Average number of boxes of cookies sold in class B

☐ Total number of boxes of cookies sold in class B

☐ Total number of cookies per box

☐ Total number of students in class A

☐ Total number of students in class B

?

Current members: user1, user2 [Log out of chat](#)

Type your message...

[17:55:07] user2: cookies!

[17:51:40] user1: are you a pythagorean theorem type guy, or do you prefer other trig inequalities

[17:50:11] user2: well its C and A obvvs

In a school fund-raiser, students in class A and class B sold boxes of cookies. What was the average number (arithmetic mean) of boxes of cookies sold by all students in both classes?

You and your partner may each make TWO selections from the following list of hints. Use this information to provide your answer in the box below.

☐ Average number of boxes of cookies sold in class A

☐ Total number of boxes of cookies sold in class A

☐ Average number of boxes of cookies sold in class B

☐ Total number of boxes of cookies sold in class B

☐ Total number of cookies per box

☐ Total number of students in class A

☐ Total number of students in class B

?

Multiple answer / negotiation items

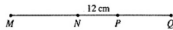
Current members: user1, user2 [Logout of chat](#)

Type your message...

[17:04:00] user1: what is this horrible question asking us to do?!

[17:03:47] user2: cookies!

[17:03:00] user1: are you a pythagorean theorem type guy, or do you prefer other trig inequalities



With your partner, choose lengths for the line segments MN and PQ such that the distance between the midpoint of MN and the midpoint of PQ is 30cm.

NOTE: Enter your Numerical Response in centimeters. MN is chosen by your collaboration partner.

$PQ =$?

[SUBMIT](#)

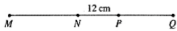
Current members: user1, user2 [Logout of chat](#)

Type your message...

[17:04:00] user1: what is this horrible question asking us to do?!

[17:03:47] user2: cookies!

[17:03:00] user1: are you a pythagorean theorem type guy, or do you prefer other trig inequalities



With your collaboration partner, choose lengths for the line segments MN and PQ such that the distance between the midpoint of MN and the midpoint of PQ is 30cm.

NOTE: Enter your Numerical Response in centimeters. PQ is chosen by your collaboration partner.

$MN =$?

[SUBMIT](#)

A note on process loss¹⁰

- ▶ Process loss as the discrepancy between potential and actual performance
 - ▶ $\text{Actual Productivity} = \text{Potential Productivity} - \text{Process Loss}$
- ▶ Two main sources: motivation and coordination, often treated as functions of group size
- ▶ For our two-player items, process loss due to coordination can be thought of as an item characteristic

¹⁰Steiner (1972) Group processes and productivity

A IRF modified for process loss

- ▶ Assume 2PL for one-player items i

$$\text{logit}(p_{ij}) = \alpha_i \theta_j + \beta_j$$

- ▶ Process loss for two-player version i' :

$$\text{logit}(p_{i'j}) = \alpha_i \theta_j + \beta_j + \gamma_{i'}$$

Viable designs for estimating process loss

- ▶ Independent samples or repeated measures with counterbalanced forms where:
 - ▶ An individual assessment serves as the calibration sample for item i
 - ▶ A collaborative assessment serves as the calibration sample for item i'
 - ▶ With $\sum_{i'} \gamma_{i'} = 0$ to identify $E[\theta_j]$ in the collaborative sample

Viable designs for estimating process loss

- ▶ Independent samples or repeated measures with counterbalanced forms where:
 - ▶ An individual assessment serves as the calibration sample for item i
 - ▶ A collaborative assessment serves as the calibration sample for item i'
 - ▶ With $\sum_{i'} \gamma_{i'} = 0$ to identify $E[\theta_j]$ in the collaborative sample
- ▶ But what is θ_j in the collaborative sample? More on that tomorrow!

OpenEdx / CPSX demo

- ▶ LMS (Students): `collaborative-assessment.org`
- ▶ CMS (Content developer): `collaborative-assessment.org:18010`
- ▶ Login credentials: For (i in 0 : 20)
 - ▶ email: `user10i@example.com`
 - ▶ password: `user10i`

Contact: peter.halpin@nyu.edu

Collaborators: Yoav Bergner, ETS; Jacqueline Gutman, NYU

Support: This research was funded by a postdoctoral fellowship from the Spencer Foundation and an Education Technology grant from NYU Steinhardt.

- Aronson, E., Blaney, N., Stephan, C., Sikes, J., Snapp, M. (1978). *The jigsaw classroom*. Beverly Hills, CA: Sage.
- Cohen, E. G., Lotan, R. A., Scarloss, B. A., & Arellano, A. R. (1999). Complex instruction: Equity in cooperative learning classrooms. *Theory Into Practice*, 38, 80-86.
- Davey, T., Ferrara, S., Holland, P. W., Shavelson, R. J., Webb, N. M., Wise, L. L. (2015). *Psychometric Considerations for the Next Generation of Performance Assessment*. Princeton, NJ.
- Deming, D. J. (2015). *The Growing Importance of Social Skills in the Labor Market*. National Bureau of Economic Research Working Paper Series, (21473).
- Griffin, P., Care, E. (2015). *Assessment and teaching of 21st century skills: Methods and approach*. New York: Springer.
- Hmelo-Silver, C. E., Chinn, C. A., Chan, C. K., & O'Donnell, A. M. (2013). *International handbook of collaborative learning*. New York: Taylor and Francis.
- Organisation for Economic Co-operation and Development. (2013). *PISA 2015 Draft Collaborative Problem Solving Framework*. Retrieved from <http://www.oecd.org/pisa/pisaproducts/DraftPISA2015CollaborativeProblemSolvingFramework.pdf>
- Webb, N. M. (1995). Group Collaboration in Assessment: Multiple Objectives, Processes, and Outcomes. *Educational Evaluation and Policy Analysis*, 17(2), 239-261.