

# **Everyday Assessments and Their Relevance to Formal Assessments**

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## A set of linked statements: Truths and ...

- We hold these truths to be self-evident, that all men are created equal, ...
- I believe in ... a great ... principle of natural law ... which proves the *absolute right* of every human being ... to an education; and which, of course, proves the correlative duty of every government to see that the means of the education are provided for all. (Horace Mann 1846/1957: 63)

## ***Notes on Police Assessment of Moral Character***

If, in American society, it is the case that the inferences as to moral character which particular appearances may warrant is a matter of central concern, then: We expect that there are specialized methods for producing from the appearances persons present such inferences as to moral character as can warrant the propriety of particular treatments of the persons observed. (*Sacks [1965] 1972: 281*)

# Learning Lessons

(Mehan 1979)

Ongoing teacher's assessment  
of a child's reply to her  
prompt

Initiation	Reply	Evaluation
5:77 T: Now who knows what this one says (holds up new card)? This is the long word. Who knows what it says?	A: Cafeteria.	T: Cafeteria, Audrey, good for you.
5:82 T: What does it say over there?	Many: Cafeteria.	T: That's right.

The third example is from the Cafeteria Trays lesson, in which the teacher asked the students to decide the best procedure for cleaning up after lunch.

Initiation	Reply	Evaluation
7:21 T: Um, why do you think that would be better than each child carrying his own?	J: Cause that's ah, that's a job for them.	T: Yes, it would be a job.

## Le bras d'honneur

Student assessment of  
a teacher's prompt.

(Mullooly 2003, 2006)



## A good joke

Student assessment of  
another student's  
assessment of a  
teacher's prompt.

(Mullooly 2003, 2006)



# Communication, & the Significant Symbol

... the nature of meaning, ... , is found to be implicit in the structure of the social act, implicit in the relations among its three basic individual components: namely in the triadic relation of

- a gesture of one individual
- a response to that gesture by a second individual
- and completion of the given social act initiated by the gesture of the first individual.

(G. H. Mead 1934: 81)

# the dynamic interpretant

(Peirce: Letter to William James, CP 8.314, 1909)

..suppose I awake in the morning before my wife, and that afterwards she wakes up and inquires, "What sort of a day is it?" This is a sign, whose Object, as expressed, is the weather at that time, but whose Dynamical Object is the impression which I have presumably derived from peeping between the window-curtains. Whose Interpretant, as expressed, is the quality of the weather, but whose Dynamical Interpretant, is my answering her question. But beyond that, there is a third Interpretant. ... The Dynamical Interpretant is the actual effect that it has upon me, its interpreter. *But the Significance of it, the Ultimate, or Final, Interpretant is ... what effect its answer will have as to her plans for the ensuing day.* (my emphasis)



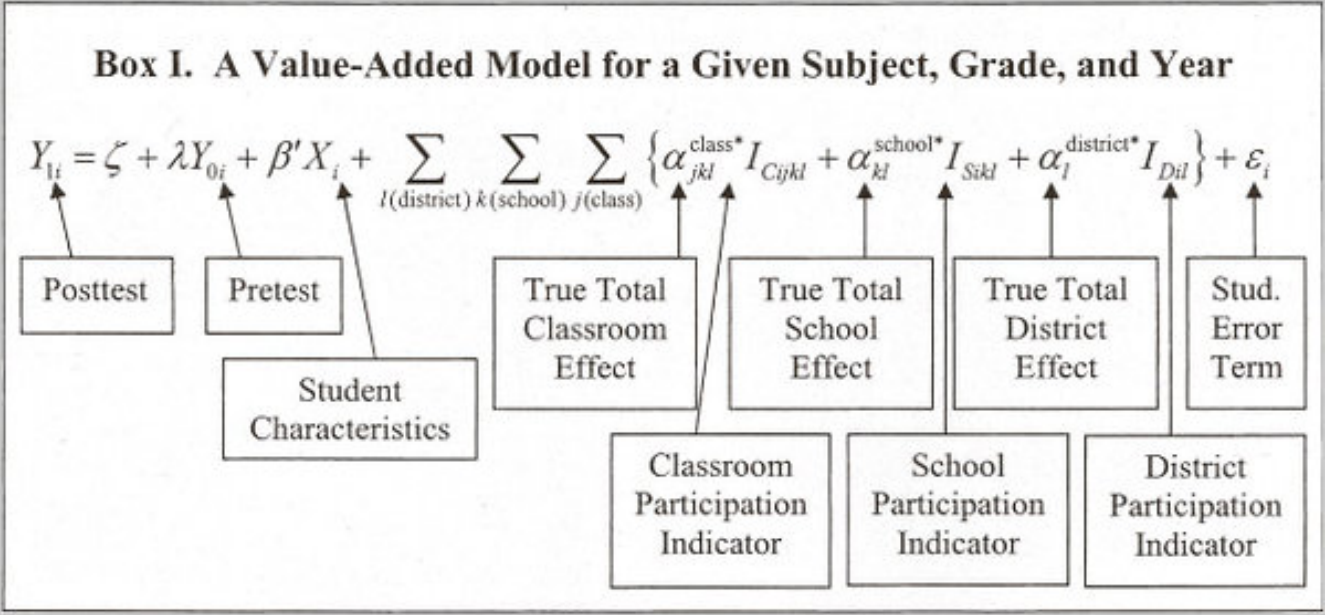
## ... and consequences (assessments, technically)

- To leave everything to nature was to negate the very idea of education... Any effective pursuit of the new educative ideal required the support of the state. The movement for the democratic idea inevitably became a movement for publicly conducted and administered schools. (John Dewey 1916/1944: 93)

And so, 100 years later, the democratic idea leads to:

- Five years ago, Congress and President Bush made a bold and historic promise. We pledged in the No Child Left Behind Act that the federal government would do all in its power to guarantee every child in America, regardless of race, economic background, language or disability, the opportunity to get a world-class education. (Edward M. Kennedy 2007)

Leading to, as the conversation progresses, and among many other things, such a thing as:



(Sacks' "specialized methods for producing from the appearances persons present such inferences as to moral character as can warrant the propriety of particular treatments of the persons observed"?)



Partially assessed, by some parents, as something to protest



<http://perdidostreetschool.blogspot.com/2013/08/photos-from-port-jefferson.html>

Protests like these were then assessed as “fascinating” --- by a top agent of the State:

U.S. Education Secretary Arne Duncan told a group of state schools superintendents (on November 8<sup>th</sup>) that he found it “fascinating” that some of the opposition to the Common Core State Standards has come from “white suburban moms who — all of a sudden — their child isn’t as brilliant as they thought they were, and their school isn’t quite as good as they thought they were.”

Not the end

Thank you