



# Putting the Context in Context-Driven Testing

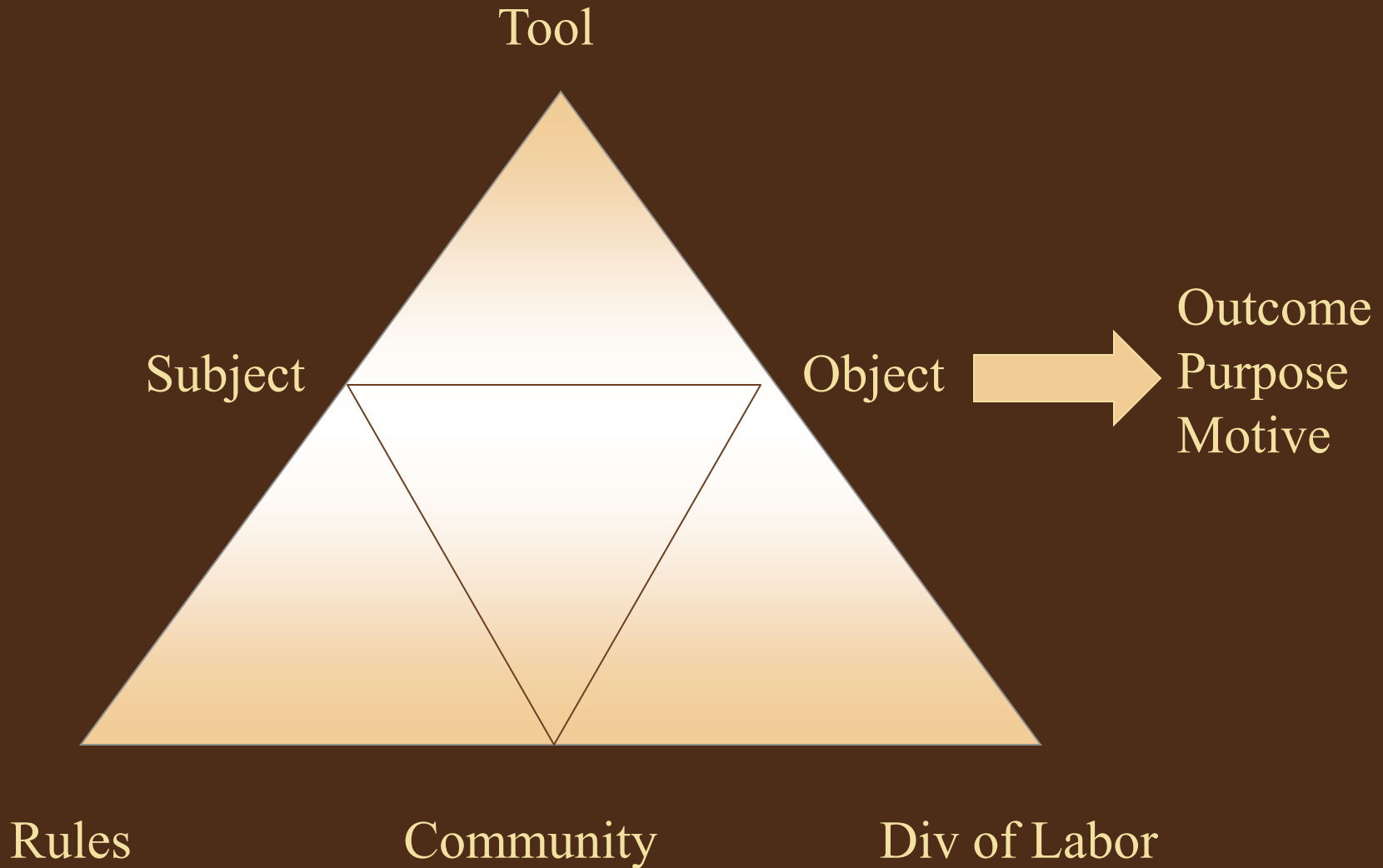
(An Application of Cultural  
Historical Activity Theory)

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Indiana State University

Cem Kaner  
Florida Institute of Technology



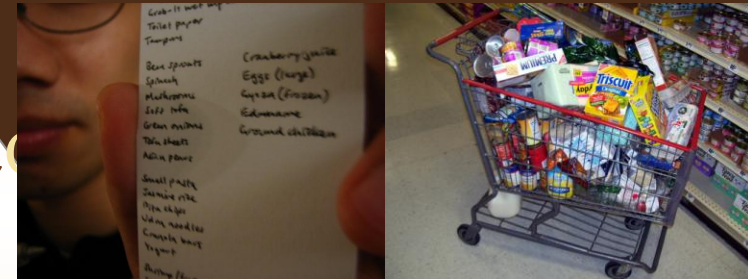
# CHAT Model







<div>  <h1>The Ultimate Grocery List!</h1> <p>Courtesy of <a href="http://www.grocerylists.org">www.grocerylists.org</a></p> </div>									
<b>Fresh vegetables</b> Asparagus Beans Broccoli Brussels sprouts Cabbage Carrots Cauliflower Celery Corn Cucumbers Eggplant Green beans Green peas Kale Lettuce Lima beans Mushrooms Okra Onions Peas Peppers Potatoes Pumpkin Radishes Spinach Squash Swiss chard Tomatoes Turnips Zucchini	<b>Seasonal vegetables</b> Artichokes Asparagus Beans Broccoli Brussels sprouts Cabbage Carrots Cauliflower Celery Corn Cucumbers Eggplant Green beans Green peas Kale Lettuce Lima beans Mushrooms Okra Onions Peas Peppers Potatoes Pumpkin Radishes Spinach Squash Swiss chard Tomatoes Turnips Zucchini	<b>Herbs</b> Basil Cilantro Dill Garlic Parsley Rosemary Sage Thyme	<b>Produce</b> Apples Apricots Avocados Bananas Blackberries Blueberries Broccoli Brussels sprouts Cabbage Carrots Cauliflower Celery Corn Cucumbers Eggplant Green beans Green peas Kale Lettuce Lima beans Mushrooms Okra Onions Peas Peppers Potatoes Pumpkin Radishes Spinach Squash Swiss chard Tomatoes Turnips Zucchini	<b>Meat</b> Beef Chicken Fish Pork Turkey Lamb	<b>Dairy</b> Butter Cheese Cream Eggs Milk Yogurt	<b>Grains</b> Barley Bulgur Couscous Farro Quinoa Rice Rye Speltz Triticale Wild rice	<b>Condiments</b> Ketchup Mustard Mayonnaise Soy sauce Vinegar Worcestershire sauce	<b>Snacks</b> Chips Crackers Nuts Seeds Trail mix	<b>Beverages</b> Coffee Tea Juice Soda Water
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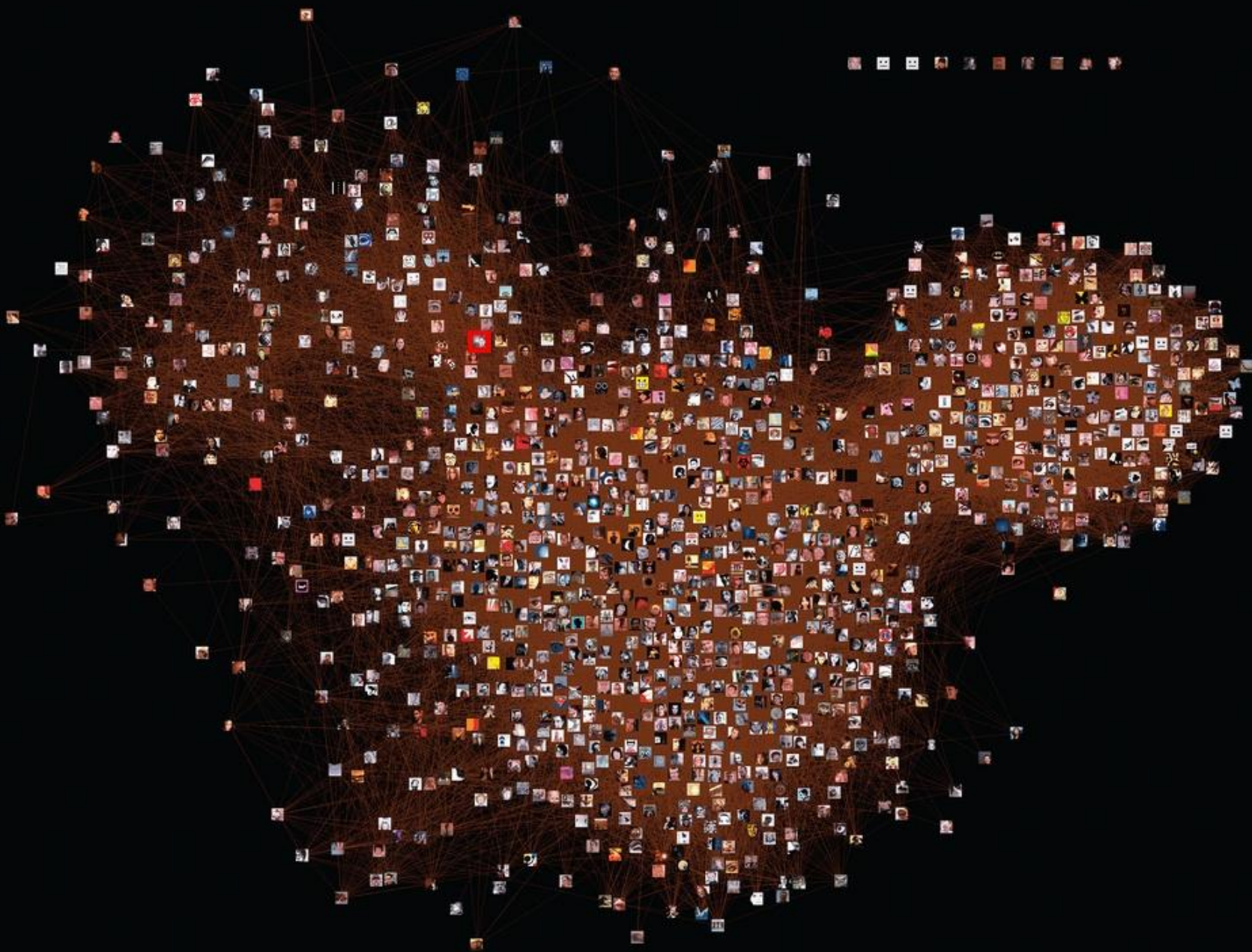
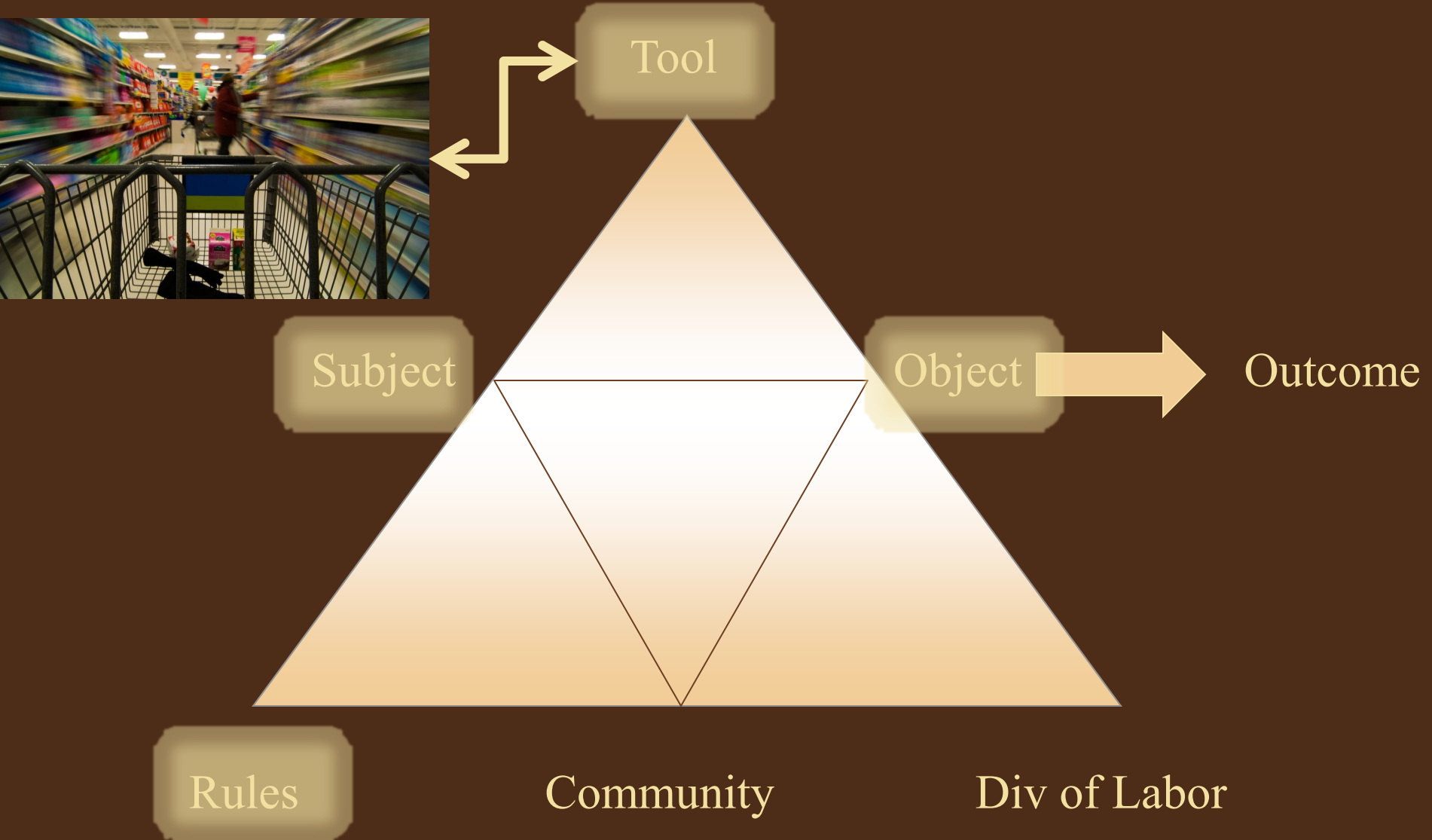


Figure 1: A large, dense network graph visualization with numerous nodes and edges, colored in various shades of red, orange, and blue.

# CHAT Model



## Div of Labor

## Object







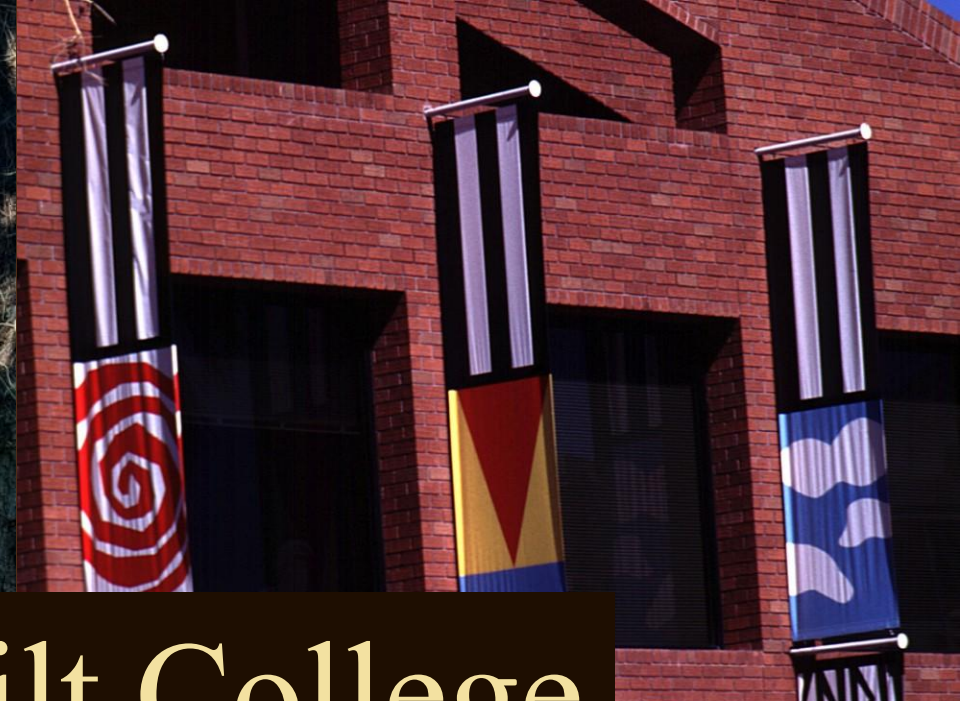
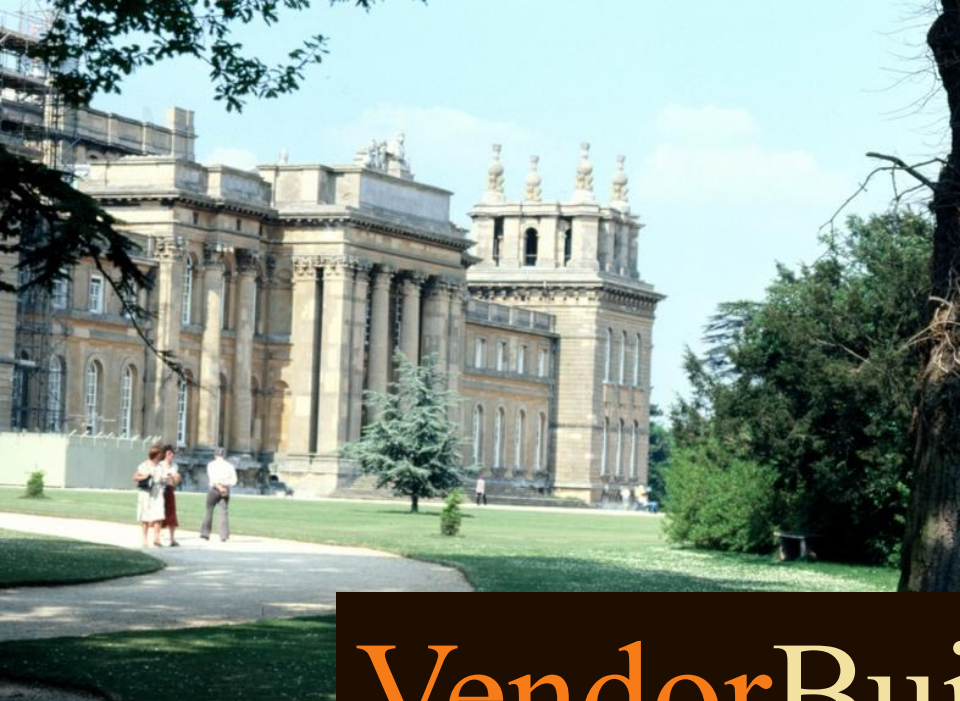
# Tensions

- Within one node of the CHAT model
- Between two different nodes
- Between old and new
- Between nearby activities

# Portfolio Case Study

- Investment portfolios
- Artist's portfolios
- Teaching portfolios





# VendorBuilt College







Exploring the student experience







## Notes about the students

- Very busy
- Use *MySpace* and *Facebook* for fun and for socializing
- See themselves as creative individuals
- Most are very proficient with word processing software




Materials > < previous next page > Copy | Print | More... show properties

## Fall 2005 Education Portfolio

### AP5: Diversity

#### Artifact and Rubric



Place the your case study from ESOL 315 as the artifact and rubric providing evidence of the AP of **DIVERSITY** in this section. You may upload, cut and paste, attach or scan your materials in. If the project was done in \_\_\_\_\_ you may also provide a link. Provide an introductory description of the artifact including its name, class in which it was generated, and semester the class was taken.

#### Reflection Piece

In this section, you will reflect on the artifact(s) that you have chosen to include in your portfolio to demonstrate your abilities in the area of **DIVERSITY**. You should present your reflection in a narrative form explaining how this artifact has affected you. Consider the following:

- What have you learned from doing this?
- What skills and knowledge have you taken from the processes leading to this artifact?
- What would you do differently if you could redo this artifact? Is there anything you would change?
- Are there any inherent weaknesses in this artifact?
- What did you find most useful about doing this artifact?
- How have you grown? How has this work contributed to or demonstrated evidence of growth?
- What can you apply from the completion of this artifact that may help you in future teaching situations?

When you write your reflection be sure to use the pre-service indicators as a guide to supporting your argument that this evidence or artifact does indeed reflect the Accomplished Practice. Use the language of the indicator and AP itself and either highlight it, underline it or bold it to indicate to the reader its source.

Your narrative can be livened up in a number of ways to make it more interesting: you can vary the size, the font, the color, the highlighting and the format of your overall piece to make it more readable and engaging. You can also include pictures of your materials, documents, and supporting items. these may be scanned, linked to, or copied into your document. You can also attach documents, pictures, files, or rubrics to your reflection: This will be the major way we will share information with individuals reviewing our portfolios.

#### Standards

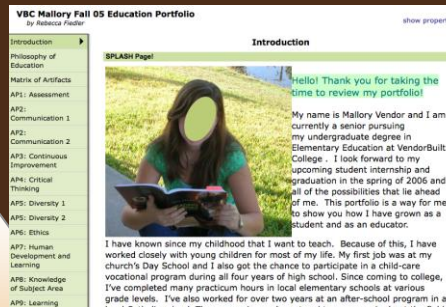
FEAP.2	ACCOMPLISHED PRACTICE #2: Communication
FEAP.2.2	STANDARD: Communication -- Uses effective communication techniques with students and all other stakeholders.
FEAP.4	ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.4.2	STANDARD: Critical-thinking -- Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.
FEAP.5	ACCOMPLISHED PRACTICE #5: Diversity
FEAP.5.1	EXPECTATION: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
FEAP.5.2	STANDARD: Diversity -- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.
INTASC.3.E	K: The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
INTASC.3.G	D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'

# Notes regarding VendorBuilt

- CommercialFolio use required
- Faculty provided a template
- Specific content requirements — archiving projects from courses
- Required a matrix of artifacts



# Community

[illegible]

Courses	Artifacts	AP 1	AP 2	AP 3	AP 4	AP 5	AP 6	AP 7	AP 8	AP 9	AP 10	AP 11	AP 12
EDU 406 (Curriculum)	Personal Orientation to Curriculum Paper			X	X							X	
EDU 357 (Behavior Management)	Behavior Management Plan		X							X			
EDU 203 (Tests/Measurements)	Test Construction Project	X									X		
EDU 324 (Instructional Design)	Multimedia Project		X										X
EDU 321 (General Methods)	Lesson Plan	X							X		X		
EDU 321 (General Methods)	Unit Plan								X		X		
ESL 315 (Cross Cultural Comm.)	Case Study Ethnography		X		X	X							
ESL 325 (Applied Linguistics)	Applied Linguistics Project					X			X			X	
ESE 209 Introduction to Exceptionality	Connections Project New and Scholarly Literature												
EDU 481 (Internship)	See Student Summative  Forms Folder												
EEC 209 (Intro to Exceptionality)	Case Study:							X	X				



Courses	Artifacts	AP-1	AP-2	AP-3	AP-4	AP-5	AP-6	AP-7	AP-8	AP-9	AP-10	AP-11	AP-12
EDU 406 (Correlation)	Personal Observation to Correlation Paper				X	X						X	
EDU 397 (Behavior Management)	Behavior Management Plan			X						X			
EDU 203 (Test Measurements)	Test Construction Project	X									X		
EDU 324 (Instructional Design)	Multimedia Project		X										X
EDU 321 (General Methods)	Lesson Plan	X							X		X		
EDU 321 (General Methods)	Unit Plan								X		X		
ESL 315 (Cross Cultural Comm.)	Case Study (Ethnography)		X		X	X							
ESL 325 (Applied Linguistics)	Applied Linguistics Project					X		X			X		
IEC 209 Introduction to Exceptionality	Case Study								X	X			
IEC 481 (Internship)	See Student Narrative Form Folder								X	X			
IEC 209 (Intro to Exceptionality)	Case Study								X	X			

To



## Object



## Outcome

# Community

## Div of Labor

[illegible]

[illegible]



# Tensions

- Within one node of the CHAT model
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# Applying CHAT to testing

- Introducing a new metric
- Introducing a new tool
- Persuasive descriptions of failure
- Gathering requirements
- Analyzing failing projects





Image by Zed Bee on Flickr.com

# Image Credits from Flickr

307/672

cereal at the iggle

Craziest Trader Joe's in the world

Day 47/365 - Dead Tree Graveyard

Domestic strife

Grocery List

Grocery Lists

Hanging the show, 4

hermitlabs

Katie making a list

None

P5109269.jpg

P6069812

Sarah\_Grad\_2009\_104\_5

Social Network Diagram of the Earlist [sic] Flickr Users

Teamwork (from below)

Thanksgiving Supplies

The Smallest Grocery List Ever

untitled

iPhone Grocery List

Fuschia Foot

juliekaffe

juicyrai

Kevin H

kbbbristol

mattack

BrittneyBush

\*keaggy.com

jspad

susiewrites

Motorito

Julie, Dave & Family

Julie, Dave & Family

nsaplayer

Quiplash!

Casey J

phil\_g

alykat

B Tal

Grocery Store IQ website