

Assessment for Learning Project: *Rethinking Assessment for Deeper Learning*

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assessment *for* learning



project

HISTORY & CONTEXT

OVERVIEW

GOALS & VISION

INITIATIVE DESIGN

LEARNING AGENDA

LEARNING COMMUNITY

HISTORY & CONTEXT

Looking back and learning from the past 15 years...

- Traditional summative assessments measure only a **small percentage of what matters most.**
- Assessment is too often **isolated from instruction** and **conflated with accountability.**
- **Educators have not been prepared and empowered** to determine the most appropriate roles for assessment that support learning.

HISTORY & CONTEXT

A serendipitous sign of changing times:

ALP issued its Request for Learning last fall, with applications due the same day that President Obama signed into law the *Every Student Succeeds Act*, December 10, 2016.

ALP OVERVIEW

Grant-making and **field-building** initiative inviting educators to fundamentally rethink the roles that assessment should play to advance student learning and to improve the K-12 education system.

Led by **Center for Innovation in Education (CIE)** with **Next Generation Learning Challenges (NGLC)**, ALP partners believe that in order to **#rethinkassessment**, we must also rethink how we do the work of grant-making and field-building.

In short, ALP is “**leading with learning.**” Today we’ll tell you how, and what we’ve learned thus far.

GOALS & VISION

GOAL ONE

Advance our understanding of ***assessment's essential roles in the learning process***, as learning models become more personalized, less cohort-restricted, more competency-based, and student-centered.

GOAL TWO

Help inform and develop crucial enablers such as a) models of assessment and accountability system design, b) models of educator capacity building, and/or c) use of technology tools, all to advance Goal One.

GOALS & VISION

- Fund robust approaches to assessment for learning which are *locally effective* but also *nationally networked* and learning from one another.
- Support work that creates a productive dialogue between local assessment innovations and the policy contexts within which they live, *moving toward systemness*.

GOALS & VISION

- *Rebrand assessment* from a negative association with testing to a crucial, productive lynchpin in the process of supporting deep and personalized learning.
- Illustrate ways in which new approaches to *grant-making can create a movement* of innovative learners engaged in a national dialogue about learning.

INITIATIVE DESIGN: OUR CORE HYPOTHESES

**A FUNDING
PARTNERSHIP**

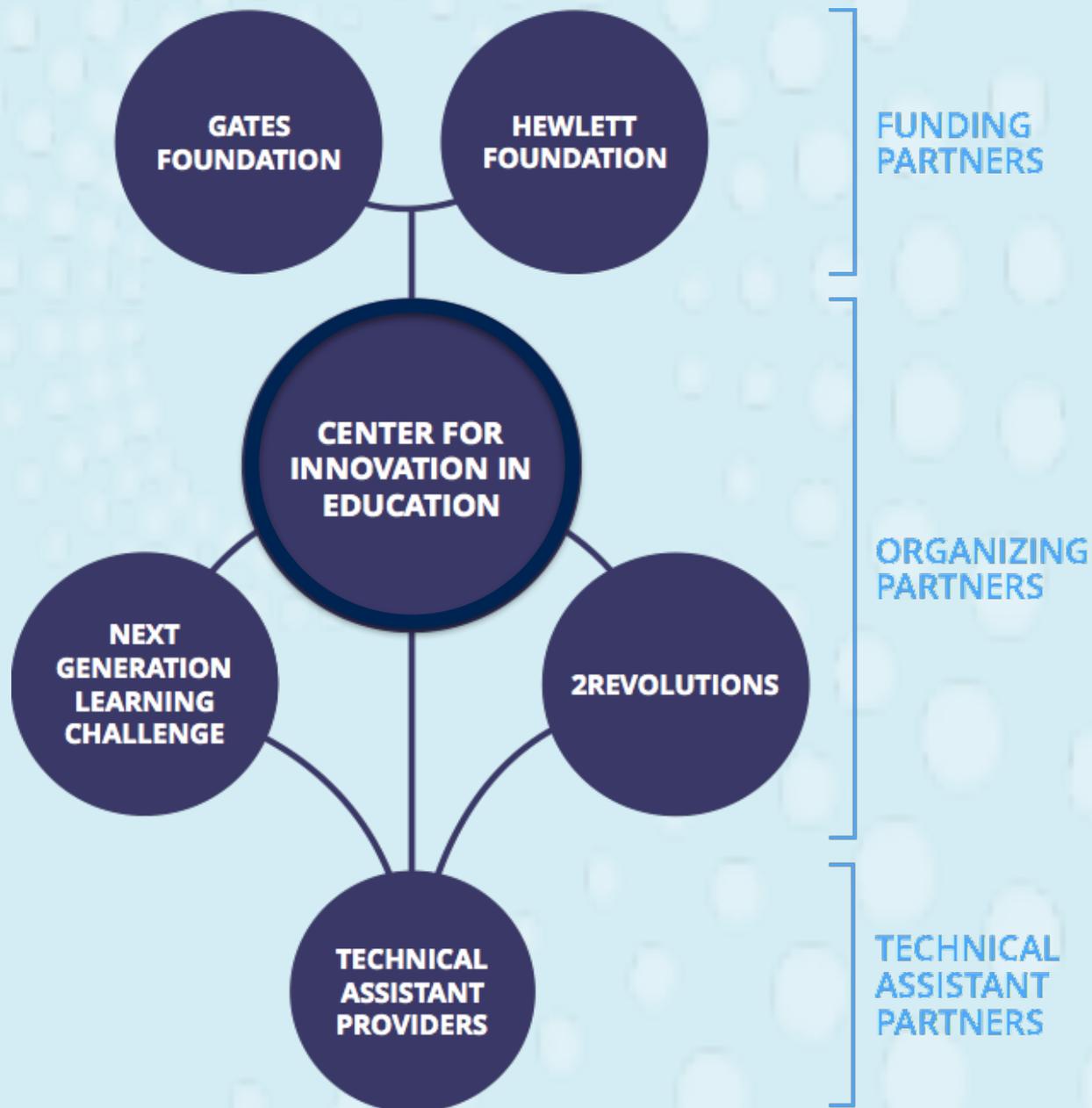
**A LEARNING
ORIENTATION**

**A LEARNING
COMMUNITY**

**FLEXIBLE,
FORMATIVE
SUPPORT**

**A TURN
TOWARDS
SYSTEMNESS**

**A FUNDING
PARTNERSHIP**





**A LEARNING
ORIENTATION**

LEARNING AGENDA

How can assessment support a *broader definition of student success*?

What assessment practices most effectively empower students *to own and advance their learning*?

How can we most effectively build *educator capacity* to gather, interpret, and use evidence of student learning to enhance instruction?

How does assessment for learning inform broader contexts of *accountability, policy, and system design*?

How can we *pursue equity* through assessment for learning?



Center for Collaborative Education

Colorado Education Initiative

Del Lago Academy

Fairfax County Public Schools

Hawai'i Department of Education

Henry County School District

Large Countywide & Urban District Consortium

Learning Policy Institute

New Hampshire Learning Initiative

Summit Public Schools

Two Rivers Public Charter School

West Ed



**A LEARNING
COMMUNITY**

Microcredentials for Performance Assessment

Learning Progressions and Commons Tasks

NGSS Science Badges

Student-led Assessment for Graduate Profile

HÅ Outcomes Assessment Frameworks

Making Feedback Meaningful

Networked Performance Assessment

Performance Assessment Learning Community

“No grades, no grades”

Practical Measures for Habits of Success

Assessing Transfer of Critical Skills from EL

Video Feedback for Teacher & Student Agency

DEL LAGO ACADEMY

The team is fully implementing competency-based assessment system, "Competency X," that scholars use to track and reflect on evidence of their competency with NGSS science and engineering practices. Digital badges that are validated by industry and college partners are assigned when scholars have met specific criteria for these practices in their digital portfolio.

Essential Questions:

- How do we develop competency based assessments that are formative in nature and promote reflective thinking on the part of the learner about how to improve?
- How do we give scholars more opportunities to succeed with skills required to be a competent scientist on performance based tasks?
- How can K-12 form partnerships with industry partners to develop meaningful assessment systems that can certify scholars as ready for internships and industry level work?

CENTER FOR COLLABORATIVE EDUCATION

The Hypothesis: IF we create a set of micro-credentials for performance assessment for learning, and recruit and train a cohort of teacher leaders from each participating school to attain the credentials, with the intent of leading faculties in building a school-wide performance assessment system, THEN we will

- Increase teacher knowledge and skills related to designing and implementing meaningful, complex performance assessments
- Improve teacher practice in integrating these assessments into their classroom practice
- Engage students in deeper and more personalized forms of learning
- Enable participating teachers and schools to be in a position to advocate and provide training for this work in their state.

HENRY COUNTY PUBLIC SCHOOLS

The Hypothesis: IF we develop effective feedback protocols, provide systematic professional development on them, and create calibration sessions, THEN we can transform teachers' and students' use of feedback across the district.

By connecting that process to a systematic method of collecting and analyzing data regarding the feedback received and how it was acted upon, we will positively impact student achievement and agency.

Students will gain a deeper understanding of their work, have greater ownership of the process of progress toward mastery, and grow in 21st century skills of communication, collaboration, critical thinking and creativity.

HAWAI'I DEPARTMENT OF EDUCATION

Belonging, Responsibility, Excellence, Aloha, Total Wellbeing, and Hawai'i (BREATH) or HĀ outcomes expand the definition of success to include whole child development, social and emotional learning skills as well as academic mindsets, and community readiness combined with college and career readiness.

The team is developing initial indicators of success and related assessment practices from a Hawaiian context by listening for mo'olelo (generative storytelling) allowing for an assessment model to emerge that is inclusive and represents actual experience and wisdom.

Armed with an understanding of these necessary protocols and conditions, schools, complex areas, districts, and the state can (re)design for optimal HA learning and teaching environments.



**FLEXIBLE,
FORMATIVE
SUPPORT**

In lieu of interim and final reports, grantees develop learning plans with milestones for self reflection, presentations of learning, and feedback from the ALP Learning Community.

Grantees identify areas of need and learning, requesting support through on-demand technical assistance through the provider pool.

Grantees are forming collaborative learning groups based on shared problems of practice, supported by ALP staff and TA providers.

**A TURN
TOWARDS
SYSTEMNESS**





**A TURN
TOWARDS
SYSTEMNESS**

- How can our current grantees integrate and scale these innovative assessment practices into balanced systems of assessment?
- How do we gather and share insights from the ALP grantees – individually and collectively – to inform the broader field?
- How do we engage, provide learning opportunities, and learn from others committed to rethinking assessment?
- How do we catalyze a movement without building an empire?



LOCATE YOUR WORK IN OUR LEARNING AGENDA

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