Appendix A.3 • Identifying and Measuring What's Important

Setting up a system of measurement rooted in learning-partner engagement and reliable, evidence-based practice

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Collaboratively identifying what success looks like for your learners	Learning partners haven't been engaged in the process of identifying and describing the learning outcomes that matter. The school or school system emphasizes what students know over who students are and what they can do, and there's a disconnect between "success in school" and "success in life."	There's a widespread understanding that standardized assessment doesn't provide a complete picture of who learners are and what contributes to real success. Some learning partners, often professionals working within the school or wider system, are engaged around developing a more comprehensive picture of success.	Learning partners within the school system are engaging parents, community members, and others around identifying and describing important learning outcomes. There's a shared commitment to supporting learners to lead successful lives of contribution, meaning, and fulfillment.	A wide range and diversity of learning partners, including learners, have identified and described the breadth of important outcomes. The school or school system is working to synthesize collected evidence and establish alignment among curriculum goals, existing frameworks and processes, and deeper learning outcomes.	Ongoing engagement provides a dynamic understanding of success that changes with learners and the world. Learners are central to the process, and they and other learning partners have a shared understanding of the outcomes that matter, why they're so important, how they align, and what it really means to achieve and sustain success.
Establishing clarity using deeper learning tools	Existing measures are summative and emphasize "what's easy to measure" over "what's actually important." These and other tools don't provide a shared language or understanding around deeper learning, how it develops, or the breadth of its outcomes.	There are measures in use that reflect learning partners' descriptions of success, and the language of deeper learning is starting to spread among learning partners. Informed measurement of deeper learning outcomes, capabilities, and practices is uncommon.	Learning partners are using the language of deeper learning tools to align existing structures and processes with deeper learning and to build their capacity to measure deeper learning outcomes and enablers. Identified gaps in measurement are filled with existing or newly developed tools.	There are tools for measuring *and* developing the range of deeper learning outcomes and enablers, and their use is both informed (assessment) and consistent (reliable). Learning partners know how to use and develop relevant tools, and there's a shared understanding of how to integrate the tools seamlessly and formatively.	The language and measurement of deeper learning are common among *all* learning partners. Learners measure their own progress in partnership with others, and there's system-wide clarity around deeper learning outcomes, enablers, and how to measure and develop them.

(Continued)

Dimension	Substantially off Track	Getting Started	Looking Promising	Well on Track	Geared for Success
Engaging in authentic assessment that fully informs the measurement of learning	Assessment is largely standardized, summative, quantitative, and confined to the classroom. Teachers assess learners based on a small number or narrow range of evidence points (assessments). Self-assessment and reflection are uncommon, and the gathering of meaningful, authentic evidence isn't an explicit focus at any level of the system.	Teachers consider a wider and more diverse range of evidence when measuring student learning. Learning partners at the school and wider-system levels have difficulty "seeing" evidence of deeper learning, designing assessments that facilitate it, and matching it to deeper learning measures.	Deeper learning experiences (assessments) and embedded self-assessment are increasingly common, providing learning partners with the vehicles for driving the gathering of meaningful evidence. Partners at all levels of the system are focusing on identifying what they need to inform the measurement of deeper learning outcomes and enablers.	Learning partners engage in mixed-method (quantitative and qualitative), formative assessment (AMMA) that clearly shows whether a given approach or practice is deepening outcomes. Assessment is happening inside and outside of school walls and with a range of partners to inform pictures of the system, its learners, and their strengths and needs.	Assessment is "what we do." All learning experiences inform the measurement of deeper learning, and learning partners draw from and synthesize a complete range of evidence when making decisions. Ongoing (pre-, mid- and post-) assessment ensures constant improvement, and all learning partners can design assessments to fill existing evidence gaps.
Moderating exemplars to ensure inter-rater reliability and to identify and spread best practices	The school or school system has not established exemplar moderation processes at any level. Practices that are making a difference for individual learners or classes aren't shared systemically or meaningfully, and the overall depth of practice school-wide or school system-wide is unmeasured. Measures of practice aren't reliable or consistent.	Moderation happens at the school level, but it involves a limited number and narrow range of learning partners. Partners are experiencing difficulties evidencing the learning that occurred and the practices that bring it to life, and there are still significant measurement discrepancies between moderators.	The moderation focus is shifting from the assessments themselves to the measurement of learning and practice, and learning partners are effectively evidencing authentic practice and deeper learning. Moderation discussions focus on identifying strengths and areas for improvement, applying what's learned, and building collective capacity.	Moderators always look to the evidence to make measurement decisions, and that shared focus is establishing inter-rater reliability. Moderation happens both within and between schools, and moderators are applying what they learn to their own practice post-moderation.	Moderation engages the range of learning partners and is common practice both within and between schools. Its outcomes determine professional learning focuses. Whatever deepens learners' outcomes is described, fully evidenced, shared, and celebrated. Measures of practice and learning are consistent and reliable.

Source: The Learner First, 2018