

## Appendix C.7 • The CORE Approach

A description of the process of synthesizing evidence to determine valid and consistent ratings using measures of deeper learning

The CORE Approach: Synthesizing Evidence to Make an Overall Judgment		
<b>C</b>	Center of gravity	Start by looking at where the “center of gravity” is for the points of evidence within your gathered <i>performance picture</i> . Taken together, what does the evidence tell you?
<b>O</b>	Outlying ratings	Look for any extreme differences within the performance picture. Are there ratings or pieces of evidence that indicate progress to a point further than or not as far as the center of gravity? Look at the strength of your evidence to determine how “gravitational” these ratings or evidence points really are. How far in their direction should they pull the overall rating? Note that strengths in one aspect of learning or development don’t necessarily compensate for weaknesses in another.
<b>R</b>	Reflection and discussion	Step back and look at the overall picture of strengths and gaps for the measured element of deeper learning to come to an overall rating decision. Does this rating make sense and “add up,” given the complete picture of performance provided by gathered evidence? If evidence reveals significant variations in performance, why do these variations exist? Might someone else come to a different rating? If you have the opportunity to synthesize evidence with other learning partners, explore the reasons behind any varying perspectives and decisions and refine your rating as necessary based on your collective knowledge and understanding.
<b>E</b>	Explanation and feedback	Identify the most important information and evidence to share with your learning partners. Determine how to best explain the performance picture and the reasoning behind overall decisions. Discuss strengths as well as areas for improvement, what you need to work on next, and how you can work on it together.

*Source:* The Learner First, 2018; adapted from New Zealand Qualifications Authority (NZQA), n.d., p. 9

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