

## Appendix E.1 • Student Inquiry Guide: Authentic Assessment

An inquiry guide that can be used alongside the Learning Progressions to support the assessment of student learning

Student:	
Assessment Process/Questions	Your Notes, Reflections, and Evidence
<p><b>Authentic Mixed-Method Assessment (AMMA) Aims</b></p> <p>Who is this student—what are his or her individual and family backgrounds, interests, and goals? What makes him or her who he or she is?</p> <p>What are the student’s current levels of learning? Where is he or she in relation to curriculum content? Where is he or she on the Learning Progressions?</p> <p>What does the student need to learn next?</p> <p><b>Depth and Diversity of Assessment</b></p> <p>What assessment evidence (quantitative and qualitative) are you using to capture the above information?</p> <p>Is gathered assessment evidence enough to fully inform the measurement of student progress on the Learning Progressions?</p> <p>Where are there evidence gaps?</p> <p><b>Implementation and Evidence Tracking</b></p> <p>Working closely with the Learning Progressions, what is each individual assessment telling you about levels of learning?</p> <p>What assessments (e.g., conversations, tests, assignments, activities, observations) are providing what evidence of learning? What assessments are developing what outcomes?</p> <p>How are you ensuring real-time tracking of student progress and performance to inform the measurement and direction of learning mid-implementation?</p> <p>Are formative self-, peer-, and teacher-assessment processes embedded throughout the implementation process?</p> <p>How are you responding to <i>evidenced needs</i> and <i>evidence gaps</i> mid-implementation?</p> <p><b>Assessment Partners</b></p> <p>How are the student and other learning partners engaged as active partners throughout the assessment process?</p> <p>How does the student’s engagement in each aspect of the inquiry inform and progress his or her levels of learning?</p>	

*Source:* The Learner First, 2018

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