Appendix E.2 • **Student Inquiry Guide: Authentic Measurement**

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

Student:		
Measurement Process/Questions	**Your Notes, Reflections, and Measurement**	
(Pre-Ratings) Measure and record the student's current levels of learning for the focus outcomes/dimensions. Drawing from gathered assessment evidence, what are this student's current levels of learning or progress? Which outcomes/dimensions will be most important to develop, track, and measure for this student? What assessment evidence are you using to determine this student's ratings? Does the evidence provide a complete picture of the student and his or her learning? How are you synthesizing assessment evidence to come to your rating decisions? Would another teacher arrive at the same ratings based on collected evidence? **Throughout the learning experience, use the assessment guide to record evidence of learning as it occurs.** Reflect on the following throughout implementation, and change accordingly: Are implemented assessments enough to fully inform the measurement of intended learning? **(Post-Ratings) Measure and record the student's current levels of learning to determine levels of progress and further learning opportunities.** Refer to the Pre-Ratings questions above. Has the student progressed in relation to focus outcomes or dimensions?		
What does this student's level of progress indicate about the effectiveness of the given assessment or set of assessments as a whole, along with the effectiveness of embedded practices? What are some of the experience's strengths, and where are there opportunities for improvement? Are there specific changes that can be made in your measurement and assessment practice to further deepen student outcomes?	**Pre-Ratings**	**Post-Ratings**

Source: The Learner First, 2018