

Appendix F.1 • Professional Inquiry Guide: Authentic Assessment

An inquiry guide that can be used alongside the Capability Rubrics to support the assessment of professional learning

| Capability/Dimension: | |
|--|---------------------------------------|
| Assessment Process/Questions | Your Notes, Reflections, and Evidence |
| <p>Authentic Mixed-Method Assessment (AMMA) Aims</p> <p>Who are your students—what are their individual and family backgrounds, interests, and goals? What makes them who they are?</p> <p>What are students’ current levels of learning? Where are they in relation to curriculum content? Where are they on the Learning Progressions? What do they need in order to be successful?</p> <p>What are your current levels of learning? Where are you in relation to this capability/dimension? What do you need in order to be successful and for your learners to be successful?</p> <p>Where are there opportunities for improvement within this capability/dimension?</p> <p>Depth and Diversity of Assessment</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 progress on the Capability Rubric?</p> <p>Where are there evidence gaps?</p> <p>Implementation and Evidence Tracking</p> <p>Working closely with the Capability Rubric, what is each individual assessment telling you about levels of learning?</p> <p>What assessments (conversations, activities, observations, other relevant data, etc.) are providing what evidence of learning? What assessments are developing what capabilities?</p> <p>How are you ensuring real-time tracking of progress and performance to inform the measurement and direction of learning mid-implementation?</p> <p>Are formative self-, peer-, and other 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>Assessment Partners</p> <p>How are students and other learning partners engaged as active partners throughout the assessment process?</p> | |

Source: The Learner First, 2018

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