MEASURING WHAT MATTERS:
DESIGNING A NEW CREDENTIAL AND ASSESSMENT SYSTEM FROM SCRATCH
#dmlbadges

HASTAC (hastac.org)

If you were creating an assessment and credentialing system for learning from scratch, what would it look like? If we assume that digital badges are an alternative way to credential, what are they the alternative to--and why? Imagine an idealized version of the system you want to design. What does it fix, improve, build upon, revise, or retain? Would this new assessment system be a "fix" or a radical reshaping of existing models of assessment? What are the most prominent models of assessment in place today? What ideas, features, methods, mechanisms, and assumptions are embodied and embedded (and hidden) in current assessment systems? How many of these elements would you want to preserve in a digital badging system? Would the goals of this new system be the same as the old? Different? Additional? Does everyone in your institution value the same thing? What are those values? Unless we "see" the features of traditional assessment methods more clearly, it is hard to think about what would be involved in changing to something new. To get us past grousing or pie-in-the-sky imagining, let's think together about the kinds of questions we should be asking, based on the systems we have now and the possibilities for inventing something better. Below are some template questions to get us started on this thought experiment designed to inspire innovation. What are we missing? Please make additions, suggestions, comments.

Useful url's:
- Blog post about this project:

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Evolving, Collaborative Template of Open-Ended Questions

WHAT WE VALUE:

We value:
Our mission is:
Our mission remains the same/changes every year because:
We specialize in:
We pride ourselves on:
We value learners who have these skills, abilities, or qualities:
Our learners know that we value these skills, abilities, or qualities because:
Our learning content is designed to transfer these skills, abilities, or qualities by:
We know our learners have these skills, abilities, or qualities when they:
People who work with our learners recognize them for being:
Our organization is part of a network that we value because:
Our learners are networked to one another through:
Our learners are interested in and motivated by:
Our learners do their best when:

COMPARABLES

We compare ourselves to these X organizations (worldwide) that exist now because
We compare ourselves to X organizations (worldwide) that once existed
We do not believe any feature of our organization resembles any other because
We believe X feature of our organization is unique because

LEARNERS

Our ideal learners are:
We identify our ideal learners by word-of-mouth from:
We identify our ideal students by/not by test scores
We identify our ideal students by/not by GPA
We identify our ideal students by/not by an open competition
We identify our ideal students by
We contact our ideal students by
We advertise to our ideal students by

We recruit our key students by
We define diversity as
We ensure that diversity by
Our students are all in the age group of X to Y
Our pre-requisites for admission are:

PEDAGOGY

All/none/some of our classes are lectures
All/none/some of our classes are seminars
All/none/some of our classes include labs
All/none/some of our classes have experiential learning
All/none/some of our classes are online

ASSESSMENTS:

Our current assessment system is
There will/will not be assessment by humans (self, peers, experts/mentors, teachers)
There will/will not be assessment by computers
There will/will not be formative assessment
There will/will not be summative assessment
There will/will not be authentic assessment (assessment of real-world tasks)
There will/will not be rubrics
There will/will not be multiple-choice tests
There will/will not be
There will/will not be letter grades
Points will/will not be awarded
Assessment will/will not be binary (pass/fail)
Assessment will/will not align to internal standards
Assessment will/will not align to external standards
There will/will not be levels or tiers of assessment
Hard skills will be assessed
Soft skills will be assessed
Learners will/will not be involved in designing assessments

KNOWLEDGE

Our specialty is

We have courses in
We do not have courses, we have
Our courses take place in
You do not pass a course in a specific subject, content area, or skill until you
Our learning content is arranged by:
We have/do not have required courses in:
No, we do not organize knowledge by:
An example of how we organize knowledge in X is:

LEARNING MATERIALS

We have/do not have textbooks that are
Besides textbooks, we use
Different courses use different kinds of books and other learning materials such as

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COMMUNITY

Our relationship to the community that surrounds us is
Community members are part of our institution by

PROGRESS AND PATHWAYS

Classes are/are not graded
Attendance (physical, virtual) is/is not expected/required
You pass a class by
You fail a class by
There is no such thing as passing/failing a course because
We know when you have succeeded in our organization, when:
We recognize achievement by this assessment system:
We do not recognize achievement but assume peers will by this system:
We do not recognize achievement but assume our students will recognize it themselves by:
We acknowledge exceptional mastery by
We do not acknowledge one student as more exceptional than another
We have requirements for passing and they are
We ensure civil, creative behavior by students by

TEACHERS

We chose our teachers by
We do not have any teachers because
We use peer mentoring and peer teaching because
We support peer-to-peer learning by
We use/do not use MOOCs or other online classes instead of classroom teachers
We have/do not have flipped classrooms because
We have all full-time teachers, who have benefits and job security, because
All our teachers are contingent/adjunct faculty because
Some of our teachers are contingent/adjunct faculty because

GOVERNANCE

We ensure democratization of the organization through
Students govern by
Students and teachers govern together by
Change happens at our institution by
Innovation happens at our institution by
When there are strong, conflicting viewpoints, we resolve differences by

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ADMINISTRATION/LEADERSHIP

We do/do not have administrators because
 All of our administrators are current/former teachers
All of our administrators are current/future students
We have a team of professional administrators
We do not have administrators; we have leaders because
We do/do not have a professional non-teaching staff who design and manage technology

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FUTURE

Our learners go on to be
Our learners go on to professional schools in
Our learners go on to graduate schools in
When learners leave our organization, they are

BEYOND MODELS

We are using ideas generated from this exercise to make a real world intervention and innovation.

Our method for having real world impact is

Our communications plan for action is

Our networking plan for forming alliances with other change makers is