

Virginia Student-Led Assessment Networked Improvement Community

Contents

Overview	3
Student-led Assessment Continuum	5
Improvement Packages	8
Assessment Practices	8
Instructional Practices	8
Culture	9
Professional Development	9

Overview

With the support of the Assessment for Learning Project, EdLeader21 partnered with Fairfax County Public Schools to create a cross-district Networked Improvement Community (NIC) across Virginia focused on student-led assessment for deeper learning. A NIC creates the “purposeful collective action needed to solve complex problems” (Bryk, Gomez & Grunow, 2011). The Virginia Student-Led Assessment NIC includes teams from 12 EdLeader21 member districts in Virginia.

This toolkit represents the work our NIC has collaborated around over the past 3 years and showcases ideas and resources that were tested in a wide variety of educational settings. We hope you will enjoy exploring this toolkit and that you will find a way to use the ideas contained within to empower your educators and students to rethink assessment!

About the Virginia Student-led Assessment NIC:

What problem are we trying to solve?

Students are not leading their own assessment for learning.

Our current AIM statement:

Our VA Student-led Assessment NIC aims to have 10,000 students across 12 districts engage in a student-led assessment experience by June 2019.

Student-Led Assessment

Student-led assessment involves students as stakeholders in their learning process. This means that students need opportunities for meaningful learning and they need to reflect on that learning. They also need feedback from their teachers and peers, so they can set goals for their future learning and ultimately measure their growth toward both mastery of academic content and Profile of a Virginia Graduate attributes.

During our work as a NIC, we have developed the following draft design principles as important to include as part of student-led assessment experiences:

1. Voice and choice demonstrated in the assessment experience and products
2. Assessment task and products are meaningful to the student
3. Students set goals, self-assess and reflect on their learning/growth.

4. Feedback occurs throughout the process
5. Equity: These opportunities are accessible to ALL students

While each of the twelve districts within the NIC worked to implement steps toward the goal of student-led learning that align with their current assessment approaches, some ideas included:

- Developing a student-curated portfolio system and Capstone assessments.
- Implementing rubrics that allow students to self-assess their growth toward Portrait of a Graduate attributes.
- Providing opportunities for students to present their work during “exhibitions of learning” where they share their work with the community.

Participating Districts

- Albemarle County Public Schools
- Chesterfield County Public Schools
- Cumberland County Public Schools
- Fairfax County Public Schools
- Frederick County Public Schools
- Harrisonburg City Public Schools
- Henry County Public Schools
- Loudoun County Public Schools
- Louisa County Public Schools
- Roanoke County Public Schools
- Shenandoah County Public Schools
- Virginia Beach City Public Schools

Student-led Assessment Continuum

As we began our work in 2016, it was important to define the unique characteristics or design principles of student-led assessment (SLA). Because our goal was to increase student agency in as many different assessment experiences as possible, we had to look at both formative and summative assessment experiences, as well as the instructional moves teachers make along the way. During this exploration we collaboratively developed and refined an SLA continuum that illustrates what the design principles look like when present or evident in assessment experiences. We have used this continuum as a basis for creating improvement packages (see page 8) as well as a tool for measuring progress towards our aim of 10,000 students.

Equity Design Principle

We believe that ALL students should have access to student-led assessment opportunities and support throughout the process to meet their individual goals and learning outcomes. It is important to apply an equity lens when making decisions about which students in your system have access to student-led assessments. Below are reflection questions that can help activate your equity lens.

- Are students furthest from opportunity given access to student-led assessment experiences?
- Do assessment experiences honor student cultures, backgrounds, ability levels and identities?
- How can we ensure that we have invited multiple perspectives and a diversity of voices at different points in the SLA implementation process?

Design Principle	Fully Evident	Mostly Evident	Somewhat Evident
Voice and choice demonstrated in the assessment experience and products	<p>Students sequence their own assessment tasks and complete the tasks independently in an order that they plan.</p> <p>Students have flexibility in the way they complete the assessment tasks.</p>	<p>Students complete assessment tasks in an order that they plan, based on the assessment task provided to them.</p> <p>Students have some flexibility in the way they complete the assessment tasks.</p>	<p>Students complete assessment tasks in a set sequence provided to them.</p> <p>Students have limited flexibility in the way they complete the assessment tasks.</p>

	Students independently determine alternate assessment task pathways and products.	Students are encouraged to suggest alternate assessment task pathways and/or products with guidance.	Students can request alternate assessment task pathways and/or products with approval.
Assessment task and products are purposeful and meaningful to the student	Students demonstrate a transfer of their assessment experience(s) to their interests and future aspirations.	Students articulate how the assessment process and products are related to their interests.	Students articulate how the task is meaningful to them, as defined by the task.
	Students articulate and provide evidence of the purpose of the assessment and how it meaningfully connects to aspects of their identity.	Students articulate the purpose of the assessment and how it is personally meaningful to them.	Students articulate the purpose of the assessment, as defined by the task.
Students set goals, self-assess and reflect on their learning/growth.	Students set goals and/or name personal learning targets that they hope to develop through the assessment experience.	Students set goals that they hope to develop through the assessment experience as they relate to the task-defined intended learning outcomes.	Students set goals that relate to accomplishing the assessment tasks.
	Students self-reflect on their learning and growth independently throughout the assessment experience.	Students chart and self-reflect on their learning and growth on the assessment when directed.	Students self-assess and reflect at the end of the assessment process.
	Student self-reflection on growth is shared with stakeholders as part of the assessment reporting process and valued as an assessment measure.	Student self-reflection on growth is shared with stakeholders and may be required as part of the assessment measure.	Student self-reflection on growth is shared with the teacher and is required but not part of the assessment measure.

Feedback occurs throughout the process	Students actively seek feedback during the assessment experience from individuals they identify to have useful input.	Students seek feedback during the assessment experience from individuals they identify to have useful input.	Students seek feedback during the assessment experience from individuals identified / provided for them.
	Feedback is provided throughout the process from multiple sources in addition to the teacher.	Feedback is provided throughout the process from the teacher and at least one other source.	Feedback is provided only from the teacher.
	Feedback is integrated into the assessment process to inform learning experiences throughout the process.	Feedback may be integrated into the assessment process to inform learning experiences throughout the process.	Feedback is provided at least once, at any point in the process.
	All students receive feedback and personalized scaffolding throughout the assessment process.	All students receive feedback and personalized scaffolding throughout the assessment process.	All students receive feedback and personalized scaffolding throughout the assessment process.

Improvement Packages

Over the lifespan of the NIC, we have worked collaboratively to identify primary drivers or parts of the systems that we believe are levers that will lead to improvements in student-led assessments. Improvement packages included below were developed from the primary drivers and provide a step-by-step guide for testing changes that have the potential to make improvements in student-led assessment.

Assessment Practices

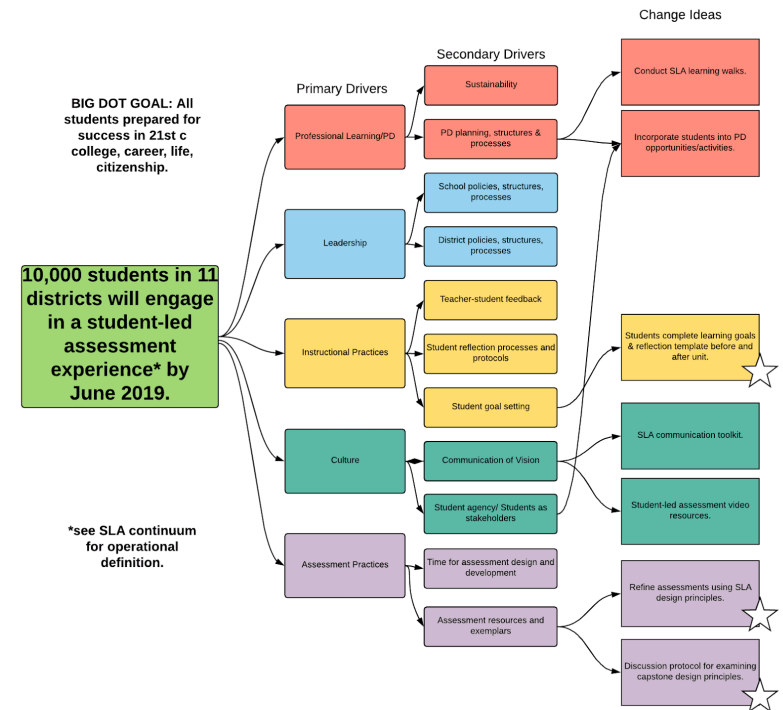
Review and modify existing assessments - This improvement package leads educators through a process of examining and then modifying existing assessments to be “student-led” according to the VA NIC student-led assessment principles. [View improvement package >>](#)

Examining capstone design principles - This improvement package leads schools and districts through a process to study Capstone assessments and their viability to replace or enhance current assessment practices. [View improvement package >>](#)

Instructional Practices

Student-developed learning goals tied to learning targets – In this improvement package, students take the state or district standards, which are written for school administrators and teachers, and write them in their own words, create goals for their learning, then reflect on their acquisition of the learning targets after instruction. Teacher will provide feedback on learning goals during instruction. [View improvement package >>](#)

Understanding and self-assessing communication - Students will explore and develop an understanding of one of the 5Cs - communication. Students will identify examples of when the competency is demonstrated or observed both in and out of school followed by small group sharing. Finally, students will self-assess their level of communication skills. [View improvement package >>](#)



Culture

School student-led assessment reflection and readiness meeting - In this improvement package, a school leader will guide a team through a process of reflection on current state of assessment work, identify student-led assessment design principles to prioritize and determine next steps. [View improvement package >>](#)

Professional Development

Student-led assessment 101 module - This improvement package is an introductory session to introduce participants to SLA. It would ideally be followed up by additional sessions that would build on that knowledge and provide opportunities to reflect on their application of the ideas. [View improvement package >>](#)