DEVELOPING A LEARNING SYSTEM OR SYSTEM OF ASSESSMENTS

THAT REFLECT DEEPER LEARNING

Goal: *Ensure that your learning system or system of assessments reflects deeper learning competencies.*

To help create real momentum behind deeper learning efforts, states may want to consider putting in place a learning system or system of assessments that promotes continuous improvement at all levels, one where students master academic content and demonstrate their understanding in a variety of ways.

Promising policies include the following:

- Ensuring that high school graduation requirements call on students to demonstrate competencies through student-driven projects;
- Creating multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education that is aligned to and accounts for student postsecondary success; and
- Ensuring information at all levels not only include summative data that are reflected on retrospectively but also formative data, particularly more authentic, performance- based assessments of student learning that can be active on proactively.

Policy Implementation

Key components of high-quality policy implementation require policymakers to consider the following:[1]

1) **Timing of the policy**: Provides sufficient time for practitioners to transition to the new policy and ensure its success.
2) **Funding for the policy:** Provides practitioners sufficient funding or flexibility in the use of existing funds to implement the policy effectively, including meeting the needs of different student subgroups.
3) **Supporting state and local capacity in implementing the policy**:
   a) *Local Capacity*. Professional learning and support is aligned across the state to ensure practitioners are sufficiently trained to implement the policy in a way that meets the needs of *all* students.

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[1] Ace Parsi (May, 2015). Education Leaders Report. Deeper Learning: Polices for a 21st Century Education. Volume 1, No 1. National Association of State Boards of Education. Alexandria, VA.

b) *SEA Capacity*. State Department of Education staff members are effectively trained to administer the policy in a way that meets the needs of all students.

4) **Aligning other policies with the policy in question**: This includes policies such as measuring teacher effectiveness.

Kentucky may want to consider adopting policies that address the three areas below as a means of supporting a system of assessment and concomitantly use the four implementation components to guide implementation efforts to ensure Kentucky has a learning system that promotes continuous improvement at all levels.

Implementation Components for a System of Assessments[2]

Potential Policy/Action	Implementation Components to Address			
	Timing	Funding	Local Capacity	SEA Capacity
High school graduation requirements that provide students the ability to demonstrate deeper learning competencies				
Multiple-measure, holistic accountability systems that credit schools for providing students a well-rounded education aligned to and accountable for student postsecondary success				
A comprehensive system of assessments that drives toward continuous improvement across the education system, including both summative data that are reflected on retrospectively and formative data such as performance-based assessments that can be acted on proactively				
Insert Other Action:				

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[2] Ace Parsi (May, 2015). Education Leaders Report. Deeper Learning: Polices for a 21st Century Education. Volume 1, No 1. National Association of State Boards of Education. Alexandria, VA.