

Assessing Learners

Using the AASL Standards
to Measure Competency and Growth



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INTRODUCTION

Learner Assessment in the School Library

School librarians are teachers and instructional partners. In these roles, they are part of the educational team responsible for learner academic success. Assessment is a key component of teaching and learning in the school library. Assessment directs the instruction by educators and informs and improves learner understanding. The American Association of School Librarians (AASL) affirms the instructional role of school librarians (AASL 2020) and through the *National School Library Standards for Learners, School Librarians, and School Libraries* emphasizes their responsibility to prepare all learners for college, career, and life as essential to the profession (AASL 2018b, 12). For school librarians to fully embrace their role as educators in the school environment, measuring student achievement and ensuring appropriate instructional strategies through learner assessment is essential. Equally true of the school library as it is in all learning environments of the school, assessments must be developed that measure learning progress. In the school library, this measurement includes evidence of library and information skills:

- Critical thinking, problem solving, and metacognition
- Creativity and exploration of personal and academic pursuits
- Communication and collaboration
- Proficiency with information literacies
- Life skills and personal responsibility necessary for living in the world

Learner progress and growth in these areas naturally align with the mission of the school library and prepare all learners for future success.

Assessment Guided by the AASL Standards

The *National School Library Standards* use a competency-based approach to measure professional instruction and personalized learner growth within the school library. The AASL Standards are framed by four Domains—Think, Create, Share, and Grow—and their Competencies within six Shared Foundations—Inquire, Include, Collaborate, Curate, Explore, and Engage. This structure is presented in three integrated frameworks for learners, school librarians, and school libraries. The Competencies demonstrated

in the *AASL Standards Framework for Learners* offer an approach different from that of previous, objective-based standards. Not designed as curriculum, the learner Competencies of the integrated frameworks heavily focus on the learning process and align with the ideals of personalized learning that ground best practice in the school library.

The school librarian fills a unique position in the school building. The school librarian works with each learner in the school and is a teaching peer to each educator. Unlike most other resource educators, the school librarian must be familiar with all the curricula of the school. The school librarian supports the school-wide curriculum through the resources provided in the school library collection (print and digital) and through engagement of integrated instruction support. In these ways, the school librarian infuses the Competencies presented in the *AASL Standards Framework for Learners* into collaboratively planned, content-driven lessons.

Assessment Aligned with the Learning Domains

The four learning Domains that help organize the Competencies in the AASL Standards frameworks—Think, Create, Share, and Grow—acknowledge and address the different learning activities that may take place in the school library learning environment. Though often aligned with several learner Competencies, an integrated school library experience frequently meets the intent of one learning Domain over the others.

Lessons that align with the cognitive learning Domain *Think* employ the Competencies that require learners to think critically and gain knowledge. Lessons that align with the psychomotor learning Domain *Create* require a more constructivist approach to information. Here learners are tasked to draw conclusions, make informed decisions, apply knowledge in new ways, and create new meaning. Lessons that primarily align with the affective learning Domain *Share* allow learners to embrace opportunities to share and participate with others. Finally, lessons that align with the developmental learning Domain *Grow* demonstrate a commitment to fostering a growth mindset and support pursuits of personal growth (AASL 2018a, 15).

It is important that learners have an opportunity to participate within each of the learning Domains. These interactions help prepare learners for active engagement with information as well as with others in a learning community. Interactions through the various learning Domains help prepare K–12 learners for college, career, and community (AASL 2018a, 15–16).

Lessons Developed Across Shared Foundations

The Shared Foundations in the AASL Standards—Inquire, Include, Collaborate, Curate, Explore, and Engage—inform the library learning objectives of a lesson. The student-friendly language of the standards can help inform simple statements that explicitly dictate what a learner will know or be able to do at the end of a lesson or learning experience. Rarely does a lesson focus on the skills, knowledge, and understanding found in the Competencies of just one Shared Foundation. More frequently, a well-developed lesson will include Competencies from two or more Shared Foundations. Though each Shared Foundation *can* stand alone as an area of focus, when integrated, the six Shared Foundations help form growth experiences that engage learners in thoughtful, productive, and inclusive lessons (AASL 2018a, 44).

Further emphasis is given when also determining the learning Domain met by a lesson. The learning Domains allow learners to showcase their learning within the Shared Foundations and along different steps in the growth process.

Using This Book to Explore Learner Assessment

Assessment is a critical component of effective instruction. This book focuses on the use of assessment in the school library. Each of chapters 2–6 is dedicated to a type of assessment— diagnostic, formative, summative, self, and virtual. Within each chapter, a brief overview of the assessment type further defines and situates assessment practices in the school library setting. Each chapter then introduces and explores assessment models used in school library instruction. The assessments in this book can be used as stand-alone assessments, designed to measure learner growth and understanding at one point in time. They also may be used as part of a larger unit or series of instructional tasks.

“Assessment in Action” Scenarios



Scenario-based examples of assessment in action accompany many of the assessment tools and strategies described throughout the chapters. The In Action scenarios situate the assessments at various grade levels and in the context of integrated learner experiences that would occur in a school library setting. Learning scenarios and assessments are framed with the learner Competencies of the Shared Foundations, helping demonstrate the scope and sequence of the use of assessment tools in the school library.

Each scenario presents a part of a lesson or series of lessons aligned with at least one learner Competency, which guides the design of the assessment featured. Several scenarios include Competencies within multiple Shared Foundations to demonstrate the connected nature of these learning targets, but within one learning Domain to demonstrate focused learning tasks. Each assessment scenario describes construction of a school library lesson to include authentic tasks that build toward mastery. Learning tasks are evaluated with assessments aligned with the identified learner Competencies and school library objectives. Assessment tools or strategies introduced within the chapter are exemplified through these scenarios and described within the learning context of an integrated library lesson objective.

Integrated Instruction

Effective instruction in school libraries is rarely presented as a set of isolated skills. The most meaningful instruction in a school library integrates other content-area curricula and allows for collaboration with other teaching peers throughout the school. The Assessment in Action scenarios presented in this book reflect the Competencies from the *AASL Standards Framework for Learners* together with the following national content-area standards:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013)
- Common Core State Standards (CCSS) for English Language Arts (2010)
- ISTE Standards for Students (2016)
- Next Generation (NextGen) Science Standards (2013)

The inclusion of content-area standards throughout the book showcases authentic use of the assessments and connects learning taking place in the school library to learning elsewhere in the school building. Each scenario highlights integrated instruction, supporting content-area collaboration and revealing ways in which different strategies may be used or modified to meet a school librarian's need to assess learner progress within an integrated instructional unit developed with a collaborative teaching peer.

Assessment for Innovating Instruction

Although this book is independent from the material presented in the *AASL Standards* text, several components complement, support, or further describe the Competencies of the *AASL Standards Framework for Learners*. Like the *AASL Standards* themselves, the assessments in this book do not emphasize discrete skills that must be mastered

before progress can be made to the next set of content; assessment is rarely finite. Instead, types of assessments are presented as engaging opportunities, and these opportunities are showcased within specific integrated curricular scenarios. Each can be modified with additional rigor and resources to measure different kinds of learning and a variety of challenges across years and learning experiences. Competency-based education and the way assessment is informed through personalized instruction initiatives frame the discussion. Ideally, the ideas presented will be a beginning, inspiring new and innovative assessment ideas for your own learners and school library setting.

FOR REVIEW ONLY

Assessing Learner Process and Progress

Assessment in the school library is less product, or skill, oriented than in other areas of the educational curriculum and more focused on process. It is aligned with the informational, discovery, motivational, or innovative learning that is often the guiding tenet of learning in the school library. This approach requires a unique look at assessment tools and practices that are especially beneficial to the library learning environment. School librarians must shift the context of what assessment looks like and how it is implemented within the school library, allowing learners to develop critical-thinking and problem-solving skills and creativity, leading to mastery of their learning process.

The *AASL Standards Framework for Learners* and the learning Domains—Think, Create, Share, and Grow—mirror the different types of learning students do as they progress through information activities from kindergarten through high school. It is essential to plan for the assessment of this progression and for personalized learner development and growth in ways that feel authentic to their learning and their lives. This chapter considers the complex nature of assessing competency across developmental levels while scaffolding authentic tasks to encourage growth mindset.

A Shift from Traditional Assessment

Traditionally, assessment practices included lots of worksheets and educator-driven tests and assignments. Many occurred at the end of lessons that focused on skills taught in isolation, without much connection or relationship to authentic, real-world information tasks. These assessments measure discrete, objective facts rather than the process and progress learners make in understanding authentic information-seeking behaviors. Traditional assessments fell out of favor as teaching practices

turned away from isolated library skills and toward integrated library instruction. Most traditional assessments run counter to the personal growth and the progress of competency-based instruction that the *National School Library Standards* support. Some additional critiques contend that traditional assessments

- create a competitive learning culture,
- deemphasize progress,
- are rarely an accurate representation of learner ability, and
- do not foster risk taking.

Further, the language associated with “grading,” a common feature of traditional assessments, often has a negative connotation. Grading shuts down the learning process and does not celebrate individual learner success and progress. In many traditional assessments, the educator communicates to learners that they are *right* or *wrong*, rather than progressing in their understanding.

Additionally, because grades (in the numerical or traditional format of A, B, C) are often conflated with nonlearning elements, they rarely demonstrate or capture meaningful learner progress. A learner’s ability to read an assessment, read and respond to vocabulary that may or may not be associated with assessed content, or maintain attention to an assessment task are all examples of elements of learning that may be present on a traditional assessment and that do not measure the library learning objective. Further, rigor is frequently misunderstood by educators and presented as additional work, with some educators believing that lengthier assessments or assignments demonstrate additional skill or understanding. But rigor does not correlate to the amount of work. Assessments should be designed that appropriately scaffold demonstrated learning and measure the difficulty of the task or the intellectual challenge. Because of the assessment culture that emerged in schools, some educators lost sight of what was most important—measuring learning. Although traditional assessment practices are misguided, it may take a bit of deprogramming to see assessment through a different lens.

Assessment Without Grades

Measuring growth and progress is an important component of school library instruction. Unlike many educators, the school librarian typically does not assign a numeric grade and is not responsible for end-of-year standardized testing. Instead, the focus of assessment in the school library may take nontraditional forms such as identifying individual learner strengths and weaknesses in progression toward a skill or determined knowledge base; providing career-focused interests; developing information-seeking and research skills, problem-solving skills, and written or oral communication skills; and assessing transferable skills that learners may continue to develop for future endeavors.

Traditional grades rarely account for individual growth. For example, a gifted learner who does little work may receive the same letter grade as a struggling learner who has improved steadily throughout the course or a learner who started off strongly but performed poorly in the last quarter. In each of these scenarios, all three learners may end up with the same letter *grade*, but the effort taken to arrive there and the conversations that should have taken place between educator and learner would likely be very different. In the school library, without the requirement to assign grades, a focus on growth can be encouraged and enables the school librarian to give each learner feedback tailored to their specific progress, helping each learner grow toward future success.

Competency-Based Assessment

The *National School Library Standards* are conceptual standards. The developed Competencies of the AASL Standards are not curriculum and should not be defined or read as such. When planning lessons and assessments aligned with the standards, it is important to note that the AASL Standards were designed from a competency-based approach. Student learning outcomes developed from the standards should be skills or knowledge that can be assessed and measured.

From Outcomes to Competency-Based Performance Assessments

Previous sets of standards, across the educational landscape, have relied on an outcomes-based model. Outcomes-based education models focus on learners' mastery of knowledge or demonstration of use. Outcomes-based education derives from educational models that support allowing the time and instruction necessary for the majority of a given set of learners to master a skill. This approach is the product of traditional teaching models and K-12 school libraries that adhere to fixed schedules and rely on skills lessons taught in isolation, with limited or no collaboration with teaching peers. This antiquated model of school library instruction focuses on "just in case" instruction, teaching rote skills that learners *may* need if presented with an arbitrary task, rather than "just in time" authentic tasks taught when learners have a genuine need or desire for learning. Outcomes-based learning is further complicated in that assessing mastery can be challenging. It can be difficult to determine whether a learner has, in fact, mastered a skill. These challenges have gradually led to more competence-based approaches in instruction and assessment, including

- developing clear outcomes for each learning task,
- identifying how learners can demonstrate progress through actions and performance,

- developing flexible and personalized time frames based on learner needs, and
- allowing for fluid time frames that approach learning tasks when needed.

Performance-based assessments have gained popularity as demonstrations of knowledge in all K-12 environments. They are particularly aligned with the values of the school library. A strength of competency-based education is that it is highly focused on the learning progress and growth of the individual learner. When considering assessments for the school library, authentic, performance-based assessments focus more on what learners can *do* rather than how learners demonstrate knowledge.

Frequently performance assessments require learners to perform a task or create a product. This output is then evaluated in a formative manner during the progression of the task or at the end as a summative assessment using a developed set of criteria. These authentic performance assessments frequently mirror what might occur in a real-life situation that the learner would encounter, making the task particularly relevant. To be most effective, the assessment would have multiple right answers or be open ended to allow for maximum student choice and engagement.

Assessment in the school library conducted with a competency-based performance approach produces an increased student commitment to learning. This type of assessment doesn't look at all student work the same because every learner has the potential to begin and end in a different place. Assessments are an integral part of instruction and assist the school librarian in documenting learner progress. The instructional purpose and goal, frequently defined by a student learning objective for a lesson, help identify the most appropriate assessment tool.

A Competency-Based Approach to Mastery Learning

Learner assessment in the school library can also show that taking a risk and not succeeding does not mean learners are failing: it means they need to try another way. Many educators approach learning in terms of skills taught in discrete spans of time. Instead, competency-based learning and assessment can be thought of as an approach to mastery. We want learners to apply their understanding of skills in a progression from novice to proficient (often supported), then gradually remove these supports to achieve full independence and mastery.

The move to mastery learning is often compared to a skill like riding a bike. You begin with instruction and modeling—or an explanation of how the bike pedals and brakes work, a demonstration of the functions, and so on. The rider then progresses to having someone hold the bike while starting the ride or having training wheels on the bike, which is comparable to a novice level. The rider is learning and can complete the task but needs help and guidance. Once the rider can ride without training wheels or help, they have reached proficiency. They are able to ride for

a short distance but may need to recalibrate, stop, and adjust frequently on shorter trips. After they have been riding awhile and can ride for long distances or, most importantly, can ride different bikes, they have achieved mastery. The key is that the skill is transferable. You can take this pattern of progression and apply it to any type of learning.

Assessment Supporting Personalized Learning

“The goal of competency-based education is to support learners’ growth through personalized learning experiences” (AASL 2018b, 19). Competency-based education starts with the identification of a set of competencies—such as those identified in the *AASL Standards Framework for Learners*—and enables learners to develop mastery of each competency at their own personalized pace. In the case of the *National School Library Standards*, this mastery process happens over time with the assistance of the school librarian. It represents a break from previous models in which learning was presented in specific sets or grade bands, suggesting that all learners must master one skill or concept at a given age or grade level before they might be presented with the next set of content or progress to the next level of complexity on a skill. Personalized learning is foundational to the Inquiry process and to the support of reading, two of the key attributes of a well-developed and effective K–12 library program. Personalized learning allows learners to demonstrate progress and understanding of concepts and skills at an individual pace.

However, there are some misconceptions about personalized learning. Personalized learning does not mean that learners work by themselves or independently. It also does not mean that each learner is working on a different skill or task at one time. Personalized learning does focus on individual students and allows learners to become more engaged. It includes collaborative competencies whereby learners identify what interests them and how they best learn, as well as different people they can learn from, which may include peers and others in the community in addition to educators. Learners must have the skills and knowledge to be successful in any type of assessment that is used in a school library setting. This assessment may include consideration of background content knowledge prior to the lesson occurring with the school librarian.

The AASL Standards support this personal learning approach. Each of the learner Competencies presented in the *AASL Standards Framework for Learners* can be addressed at any point in a learner’s academic education, with no set or correct point of entry. School librarians establish learning expectations based on the Competencies, and learners are afforded the opportunity to express voice and choice in some components of what they learn. This approach leads to greater engagement with information as learners explore topics of relevance and interest.

The school library can be the ideal place for personalized learning. Not only are there abundant and various resources but there is also adaptable space and opportunity to develop the inquiry process. The same resource is not ideal for all learners. Some may need materials at different reading levels or in various formats, such as those with audio support or larger fonts, more-complex vocabulary, or material dedicated to different topics of interest. A quality collection that has been well curated can provide this type of personalized learning. Additionally, the availability of online resources ensures that learners have access to resources at their point of need and in the format that is most beneficial. The addition of makerspaces and alternative forms of resources further ensures that learners have access to the materials that will provide personalized opportunity for success. These resources also increase the opportunity for collaboration and iterative processes.

Fostering a Growth Mindset through Authentic Assessment

Carol Dweck's book *Mindset* (2006) introduced and brought an educational focus to the personalized learning that is infused into the *National School Library Standards*. Through this lens, assessment becomes a conversation between the school librarian and learner that facilitates an understanding of what the learner already knows, what the learner can do, and what needs further work. Even more importantly, this type of assessment directs the learner to understand how to make improvements and how to recognize when legitimate growth has occurred.

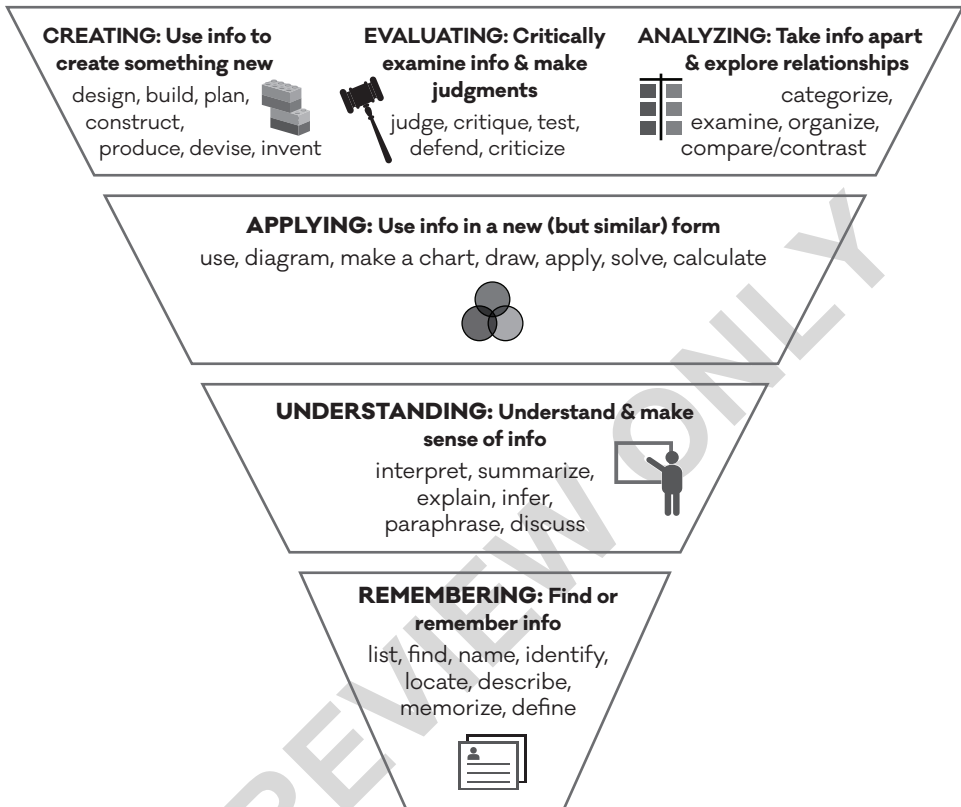
When considering assessment in the school library, it is critical to consider the shift from demonstrating arbitrary facts and isolated skills to monitoring authentic tasks encountered through the use of information. These authentic assessments (figure 1.1) assist learners to become effective and independent users of ideas and information.

Authentic assessment allows the school librarian to measure learner achievement of learning objectives and alter instruction as needed to better meet learning targets. To encourage creative thinking and personal growth, assessment in the school library focuses on opportunities to engage in a process of learning that allows learners to create their own responses, products, and synthesis of knowledge rather than select from answers that have already been determined. This approach increases the likelihood that information tasks replicate the types of challenges and opportunities that learners will face in the real world.

Feedback directing learner effort makes learning better. The goal for learners is to increase their independent skills from introduction to proficiency to final stages of mastery learning of knowledge, skills, and information tasks. Assessment offers opportunities to revise and progress toward mastery learning. For this

FIGURE 1.1

Revised Bloom's Taxonomy for authentic assessment

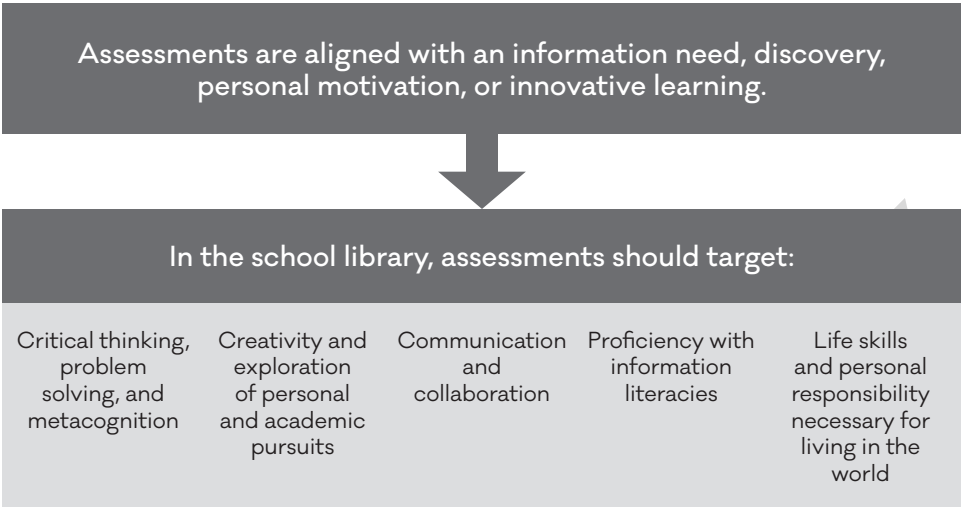


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reason, assessment in the school library often values engagement. When using a more competency-based approach, learners become more intrinsically motivated because the numeric grade, or external motivation, is removed. This approach aligns with authentic learning practices because learning activities typically don't prepare learners for tests; they prepare learners for life skills and interactions. When engagement and assessment in the school library are developed to measure authentic information needs, learners prepare to attack and solve problems using their knowledge and skills (figure 1.2).

Every learning experience should support progress toward the learner's achievement. The school librarian should consider deliberate ways to make all learning substantial and to connect content and library skills to what is relevant in the learner's life. Through these varied experiences and feedback, learners can practice essential skills that will propel them to mastery.

FIGURE 1.2
Authentic learning and assessments



Information skills are most meaningful when learned while addressing an authentic, real-world need for information. Effective school library lessons bring together opportunity for personal learner progress, feedback from the school librarian, and alignment with the AASL learner Competencies and include

- an identified school library objective or learning task that supports the AASL learner Competencies,
- detailed, authentic learning activities that engage all learners and provide for a positive learning environment,
- assessments aligned with the developed school library learning objectives, and
- suggestions to differentiate instruction and accommodate *all* learners.

Although the school librarian may co-assess with the content-area educator, school librarians typically focus more on *process* whereas the content educator may focus more on the final *product*.

Obstacles to Growth Assessment

One way to overcome outdated assessment practices is to revise teaching and learning practices. School library lessons that are most effective include real-world application of information-seeking practices and critical thinking and information use. School librarians no longer spend full periods lecturing: this is not an efficient use of class time if learners are to master content effectively. Employing effective collaboration

and technology integration is a better use of time and allows the school librarian to become more of a coach and a facilitator. Learners can more effectively practice skills and develop competencies by participating in hands-on learning tasks than by viewing slide deck presentations crammed with content.

A goal of assessment is to make these skills transferable, so the time you invest will pay huge dividends throughout the year as well as in encouraging lifelong learning. Time is always going to be a challenge, but many skills can be taught through the learning and assessment process. Providing effective feedback about learning and encouraging self-evaluation are two of the most important elements of assessment in a school library focused on process. Assessment embedded into instruction allows for active engagement and immediate redirection of understanding and aids in instructional practices.

Some educators believe authentic assessments are too subjective. Creative or process-driven assessments allow more learner voice in determining progress and work quality. However, there is seldom only one right way to do anything. Learners need opportunities to synthesize learning. This need should be encouraged in a way that is intuitive. All learning is subjective, and when only one chance or route for learning is offered, the possibility that every learner will achieve mastery is greatly limited.

Isolated Instruction

Instruction in the school library is most beneficial when planned collaboratively with teaching peers and integrated with other content curriculum. Skills taught without connection to a learning need are rarely transferable. Learning is most beneficial when situated in context. Assessment of personal growth can then be measured. Though co-teaching may be the “gold standard” for this collaboration, given scheduling and other environmental barriers, it is frequently not possible that both the school librarian and teaching peer can teach the same group of learners in the same space at the same time. Collaboration with others can still occur, and library content should be integrated with other skills and objectives to provide a meaningful learning experience. In collaborative, *integrated* instruction, it is still essential that more than content be assessed. The library components of each integrated lesson should be assessed for understanding and growth.

School library assessment in an integrated lesson may frequently be overlooked or misunderstood. Assessment requires a negotiation with collaborative partners. Frequently, only a final product or task is considered assessment. It is critical that all stages of the process are considered, evaluated, and subjected to feedback along the way. During collaborative meetings, participants should discuss who will be assessing specific skills and concepts and who will provide learner feedback. The types

and models of formative assessment that will be used should also be negotiated at this time. Both content standards and library learning competencies should be included when measuring progress toward meeting the goals of each. This consideration will ensure that learners have opportunities to calibrate their learning prior to submission of any final learning tasks.

Determination of Mastery

Assessing mastery of library skills is challenging. In designing assessments that align with your school library objectives, consider these questions:

- What should learners know or be able to do?
- What might indicate that learners have met the stated goal?
- What does appropriate progress on this task look like?

Key components of effective competency-based education are competencies that may be developed into measurable and transferable learning objectives that empower learners. These learning objectives should include active language and incorporate learner voice and choice in the learning and assessment processes. Learners should receive timely, differentiated feedback and support based on their learning progress and needs. Finally, learning outcomes should include knowledge application or creation, or both; learners should be provided the opportunity to demonstrate critical-thinking skills and ways to demonstrate the use of a skill in future applications.

Language That Is Not Learner-Friendly

Standards are written using lots of terms learners don't always readily understand. To help learners assess their progress and personal growth, it is important to put learner competencies into student-friendly language. One way to help learners know their strengths and discover what they don't know is to ask them to apply skills and knowledge to new situations without help. When they have reached mastery level, they can take learning from one situation and apply it appropriately to another without prompting.

This language learning process should be transparent. Even with young learners, school librarians can explain what the standards are and what role they will play in the learning experience. Learners can take part in drafting student-friendly language. When learners are more aware of the purpose for learning, they are more likely to be engaged in learning. Create student-friendly language as a class activity on chart paper or sentence strips and then transfer the results to anchor charts or "touch" assessment graphics for regular use. You can also create an evolving anchor display of the standards you address and then have learners refer to this chart when they are working or reflecting on their progress.

FIGURE 1.3
AASL Standards language for learners

SHARED FOUNDATION I. INQUIRE

A. THINK: Learners display curiosity and initiative by:



Standards Language	Student Language
1. <i>Formulating</i> questions about a personal interest or a <i>curricular</i> topic.	1. I can write questions that help me find information I am looking for (for school or my own interest).
2. <i>Recalling</i> prior and <i>background knowledge</i> as <i>context</i> for new meaning.	2. I build on information I already know when I learn something new.

The school librarian can model the process by drafting new language for Shared Foundation I, Inquire. This exercise helps learners unpack the standards and capture the essence in their own words. Read the first standard aloud, break it apart if needed, and rewrite the standard in simple language. Think aloud while you rewrite and then have learners participate in the process (figure 1.3). Once learners have a version written in student-friendly language, they are ready to deploy the standard in the learning process.

Invest in Learner Assessment and Process

Good assessment practices equally blend the roles of teaching, learning, and evaluating. The best instruction happens when learners are part of the learning and assessment process. Measurement of authentic skills boosts learner engagement and allows the learner to be more invested in the instruction and in the learning process. This investment not only allows learners to monitor their progress but also allows both the learner and school librarian to determine understanding and growth.

Assessment in the school library is not new, but it is continually evolving. As school librarians overcome outdated perceptions of their position and establish their role as educators who support student academic achievement, a greater focus is given to implementing assessment practices to measure learner growth and value learning as a process.

As you explore the assessment types and strategies presented in this book, let the principles of competency-based learning, personalization, growth mindset, and authentic assessment be your guide. You *can* break the mold of traditional assessment in your learning community and inspire your educator peers to develop learners who become masters of their own learning.

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