Assessment for Learning Project
An Overview

The nation's promise is that all children will experience a motivating, challenging education that prepares them to succeed in postsecondary learning, work, and civic life. Though America's public education system is doing a better job of reaching every child, it is abundantly clear that we are not, at present, fulfilling the promise of equity and excellence for all.

Supported by a national group of partner organizations, including the Center for Innovation in Education (CIE) and Next Generation Learning Challenges (NGLC), the Assessment for Learning Project is a unique opportunity for American educators to **fundamentally rethink the core role that strategies and systems of assessment should play to advance student learning and to improve our K-12 education system as a whole**. Since the turn of the millennium, public education has been defined by an increasing emphasis through high stakes accountability on assessment *of* learning against a too-narrow definition of student progress. Today, most states have better, higher quality academic standards and summative assessments; these are essential, but not sufficient. To enable significantly better outcomes for all, we must work for the design and implementation of systems of assessments in which multiple forms of evidence are integral to the learning process: **assessment *for* learning**.

To address the significant need before us, we see an opportunity **to *catalyze new and scale existing innovations in assessment for learning design*, staked to richer/deeper definitions of student success, with two core goals:**

> **Goal One**: Advance our understanding of **assessment's essential roles in the learning process,** as learning models become more personalized, less cohort-restricted, more competency-based, and student-centered.

> **Goal Two**: Help to inform and develop crucial enablers such as a) models of assessment and accountability system design, b) models of educator capacity building, and/or c) use of technology tools, all to advance Goal One.

The initiative has released a Request for Learning (RFL) as an open call to interested applicants to further innovate within a community of practice and with access to financial resources and technical assistance supports. The initiative will support well-designed local efforts that have capacity to inform changes in assessment for learning at the level of practice and with implications for systems. Each successful applicant will need to be able to articulate a use case and *clear, testable hypotheses with corresponding evidence of learning* to substantiate their efforts and based on that learning, shed light on what scale could look like. Each grantee must be open to formative feedback and willing to consider refining and fine-tuning their work in consultation with the learning community.

We are looking for applicants that have already made a deep commitment to exploring assessment *for* learning and can demonstrate ample readiness to design, test, study, and refine innovations in practice with awareness of systems-level implications. If you are inspired by these ideas, we encourage you and your colleagues to seize this opportunity to further your efforts in fundamentally rethinking assessment *for* learning. To learn more, please visit: http://nextgenlearning.org/AssessmentForLearningProject.

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