NGLC MyWays

Introduction and Overview of the MyWays Student Success Series

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for Next Generation Learning Challenges

The MyWays™ Student Success Series

All reports in the series are available for download at myways.nextgenlearning.org/report.

Visual Summary

Introduction and Overview

Part A: Adolescence in an Age of Accelerations

Summarizes specific real-world realities and conditions confronting today's young people.

Report 1: **Opportunity, Work, and the Wayfinding Decade**

Report 2: **5 Roadblocks to Bootstrapping a Career**

Report 3: **5 Decisions in Navigating the Work/Learn Landscape**

Report 4: **5 Essentials in Building Social Capital**

Report 5: **Preparing Apprentice-Adults for Life after High School**

Part B: Broader, Deeper Competencies for Student Success

Provides a composite definition of student success in learning, work, and life.

Report 6: **Welcome to the MyWays Student Success Framework**

Report 7: **Habits of Success — for Learning, Work, and Well-being**

Report 8: **Creative Know How — for a Novel, Complex World**

Report 9: **Content Knowledge — for the Life Students Will Lead**

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Part C: Redesigning the Learning Experience for the MyWays Competencies

Brings the broader and deeper competencies of the MyWays Student Success Framework into educational practice.

Report 11: **Learning Design for Broader, Deeper Competencies**

Report 12: **Assessment Design for Broader, Deeper Competencies**

About this report

The ***Introduction and Overview of the MyWays Student Success Series*** describes the initiative to create a composite definition of student success in learning, work, and life, drawing on over 25 highly-regarded frameworks and the literature in the education, work, and human development fields.

In addition, the project's four "through-line" questions are described along with the reports that correspond to each: *WHY do students need broader, deeper competencies today? WHAT specific competencies are important to empower their success? HOW can students develop these competencies and HOW can we gauge their progress?*

The ***MyWays Student Success Series*** examines this through-line of questions for next generation learning and provides research and practice-based support to help school designers and educators to answer these questions. The series consists of 12 reports organized into three parts, plus a Visual Summary and Introduction and Overview.

The **primary researchers and authors** of the *MyWays Student Success Series* are Dave Lash, Principal at Dave Lash & Company, and Grace Belfiore, D.Phil., Principal Consultant at Belfiore Education Consulting.

MyWays is a project of Next Generation Learning Challenges, an initiative of the non-profit EDUCAUSE. MyWays is supported through a grant from the William and Flora Hewlett Foundation with additional support from the Bill & Melinda Gates Foundation, the Barr Foundation, and the Oak Foundation.

NEXT GENERATION LEARNING CHALLENGES

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Introduction and Overview

> *Tell me and I forget. Teach me and I remember. Involve me and I learn.*
>
> —Benjamin Franklin

The *MyWays Student Success Series* was created to serve communities of all types and grain-sizes — states, cities, towns, school districts, schools, classrooms — that are ready to reimagine themselves around this simple truth, as expressed here by Ben Franklin with his typical economy. Reimagining first how we more deeply and effectively involve young people in preparing for a world of change, and reimagining second how we deeply and effectively involve teachers, parents, advocates, employers, government officials, and funders in creating next generation learning systems that work for all students in an age of accelerating change.

Deep involvement means there are no shortcuts, no instant answers. Successes in building next generation learning systems spring from communities of educators doing close-in work with each other and students, and involving parents and allies to extend learning into the full community. Since our founding in 2010, Next Generation Learning Challenges (NGLC) has been supporting and fostering these collaborations. We all share a vision for truly capable high school graduates today: poised, accomplished "apprentice-adults" ready to make informed choices, and confident — with good reason — in their ability to learn what's needed in order to succeed. Making that vision come true for all students requires broad and deep community involvement.

The *MyWays Student Success Series* grew out of a growing volume of requests to NGLC from passionate, committed educators and school designers, who were looking not for instant answers but for resources to make their collaboration and system-building more efficient and effective — for both next generation learning organizations and students. After three years of effort, it's now time to bring this research and series of reports to the NGLC grantee community and the wider community of public education.

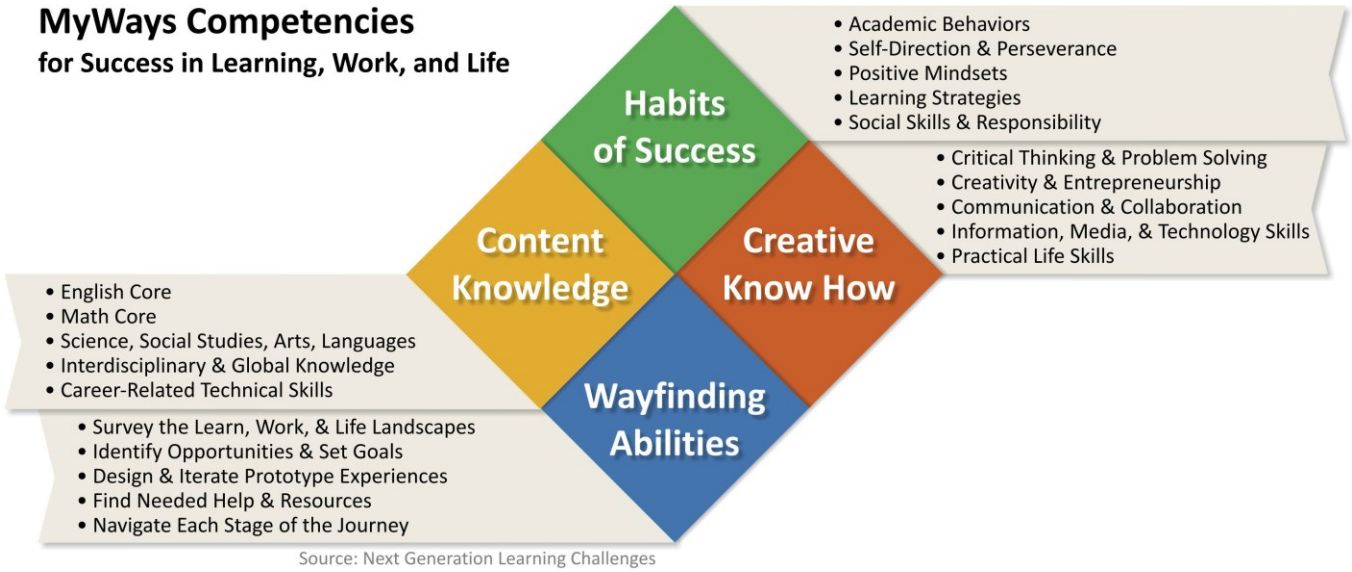
The MyWays Student Success Framework

The centerpiece of the series is the MyWays Student Success Framework (see Part B, Reports 6–10), which provides school designers, teachers, parents, and students a synthesis of 20 competencies that students need for success in learning, work, and life. It draws on research across the broad student success landscape to provide a distilled, composite framework applicable to all students, regardless of academic aptitude or socioeconomic circumstance, including those who must overcome the extraordinary challenges of intergenerational poverty and racial discrimination. It is designed to save busy professionals the time required to review the more than 25 major success frameworks and 200 studies which we have

distilled in these reports, and enable them to engage with their communities to adapt the framework to their own circumstances and context.

Students today are coming of age in an era of rapid change and disruption. That's an obvious statement, but how *profoundly* this dynamic is affecting students' lives and their prospects following high school graduation is not well or widely understood. Hence, the *MyWays Student Success Series* begins with the five reports comprising Part A, "Adolescence in an Age of Accelerations." The enormously complex challenges facing today's high school graduates will make you shudder — and should spell out for every educator and community leader the reasons why traditional school models and narrow definitions of student success are beyond inadequate; they border on malpractice, however well-intended they may be.

Accordingly, the student success framework and the very name "MyWays" both reflect a radical shift in the meaning of *readiness* — from proficiency in a common set of narrow academic competencies to a broader and deeper array of competencies, adjusted and tailored to individual interests and talents. The goal: ready each student for their journey through what we call *the wayfinding decade* of learning and working that follows high school. As the following graphic shows, this broader and deeper set of competencies is clustered into four domains: Habits of Success, Creative Know How, Content Knowledge, and Wayfinding Abilities. See Part B, "Broader, Deeper Competencies for Student Success" for more.



Source: Next Generation Learning Challenges

The MyWays competency domains in Part B are followed by the two reports of Part C, "Redesigning the Learning Experience for the MyWays Competencies." The MyWays team encourages educators to *resist the temptation* to turn to these reports first! The guidance in them has been shaped by what we have observed and learned among NGLC's national and regional school design grantees — and, just as much, by research uncovered and distilled in Parts A and B. Paraphrasing Diane Tavenner, founder and CEO of Summit Public Schools, an NGLC grantee: "Can school designers and reformers *please stop focusing so*

immediately on the school schedule?" If there's one thing we've learned after five years of next generation school design, it's that this work is too hard to sustain and achieve "the **How**" (Part C) without a strong basis in understanding "the **Why**" (Part A) and deeply committing to "the **What**" (Part B). We call this the MyWays Through-line and discuss it further below.

The MyWays Project

The *MyWays Student Success Series* is just one part of the multifaceted MyWays Project, which is designed to provide next generation educators with research, constructs, tools, and collaborative opportunities to transform toward next generation learning. This series of reports, together with other resources offered through the MyWays website, introduces readers to all aspects of the project available to assist educators and schools engaged in redesigning learning to offer thoughtful, meaningful growth experiences for today's K-12 students.

Next Generation Learning Challenges (NGLC) has been incubating MyWays since 2014 with the objective of balancing research and practice. Throughout the entire project, NGLC combines current research in fields such as education, youth development, labor economics, and equity with the perspectives, input, and lessons learned by the innovative educators and schools in the NGLC community. NGLC's founding premise, dating from 2010, is that it's the *educators* who must design, refine, and ultimately shape this next round of public school change in the United States. Everyone else — policymakers, parents, researchers, psychometricians, funders, providers, non-profit leaders — has an important role to play, but fundamentally as enablers and catalysts to help the practitioner-professionals in the field do their best work. With that in mind, NGLC initiated a MyWays Community of Practice to help educators build on what's been produced to date, and to create, curate, and communicate MyWays resources and their applications across the field.

MyWays is supported by an initial grant from the William and Flora Hewlett Foundation, with additional support from the Bill & Melinda Gates Foundation, the Barr Foundation, and the Oak Foundation.

A through-line of four essential questions for next generation learning

The MyWays Through-line reflects a central takeaway from NGLC's school design grantees: that the Why, the What, and the How of next generation learning must interconnect in ways not commonly found in public education as it is practiced today. They are deeply interdependent and lack of attention to any one of them can undercut and corrupt progress and achievement in the other two. (See the Diane Tavenner quote, above. This country's relentless current focus on the What of state standards and the How of tweaking traditional practice is mostly uninformed by the Why.)

Here is how the MyWays Through-line connects all parts of the project, including the concepts and constructs shown here:

	Through-line questions that MyWays is helping school designers and educators to answer:	Related MyWays concepts & constructs
1	***WHY* the urgency to change?** What are the **real-world conditions** that our students will need to address?	• 5-5-5 Realities • Opportunity engine • Work/learn landscape • MyWays Developmental Framework for Social Capital • Adolescent developmental tasks
2	***WHAT* does success look like** for students in a world of accelerating change? What competencies promote a broader, deeper definition of success?	• 20 competencies organized in four domains • Competence as the union of capability and agency • A personal profile displaying competencies in a holistic way
3	***HOW* can our learning experience design** help students develop the broader, deeper competencies?	• Field of Learning, linking thinking skills and authenticity of experience • Whole Learning (seven principles and junior versions) • Wider Learning Ecosystem • Levers for Capability and Agency

4	***HOW do we gauge student progress*** in developing these competencies? How can we measure our school's success beyond proficiency in math and ELA to embrace whole child development?	• Two Paradigm Shifts:
		  • Greater authenticity
		  • Multiple, varied measures
		• Five Assessment Strategies:
		  • Formative assessment
		  • Performance assessment
		  • Multiple measures
		  • Badges & micro-credentials
		  • Quality reviews

The MyWays Through-line directly confronts axioms of the No Child Left Behind era that have led to the narrowing of curricula, practice, and students' learning experiences in public schools. Under NCLB, the learning that psychometricians and policymakers felt could be assessed with any degree of accuracy — basically, absorption of content — became the de facto definition of student success. The MyWays Through-line (and the next generation schools developed by many NGLC grantees) begins in a different place, with an unblinking examination of the skills and dispositions that young people need to develop in order to thrive in the complex world they are inheriting. The design of learning experiences follows, and the primary role of assessment is to support and enable these richer, deeper forms of learning.

Rethinking "readiness"

Pioneers in next generation learning operate in an education reform environment that is ripe with multiple formulations of "college and career readiness," but lacks a unifying framework to support next generation practice and innovation. Furthermore, these varied formulations — which have profound influence over standards, curriculum and instruction, and assessment and accountability, as well as over school design — draw primarily on research from K-12 and higher education, and (to a lesser extent) career and technical education, while important evidence from economics, workplace and occupational analysis, youth development, human psychology, and brain science is underutilized or ignored.

Part A of this series, "Adolescence in an Age of Accelerations," summarizes real-world changes and conditions confronting today's young people. Their road will not be an easy one; yet, if they are well-prepared, they will find that this age of accelerations offers extraordinary opportunity. The MyWays competencies aim to describe what "well-prepared" looks like and, along with other parts of the project, to equip educators to re-examine and redesign the goals and learning paradigms of their schools.

The MyWays Student Success Framework was developed with four key considerations in mind:

Career bootstrapping	Equip students with a broader and deeper toolset to help them adapt and thrive in an ever-changing world; emphasize versatility, mastery, and life-long learning.
Equity and economic mobility	Provide an honest, unvarnished profile of the competencies needed to escape poverty, prejudice, and personal challenges — and to pursue the American Dream.
Whole-person development	Break out of the traditional K-12 academic box by expanding the focus to include behaviors and mindsets, intrapersonal and interpersonal skills, and individual interests and strengths.
Interoperability	Design the MyWays Student Success Framework as a rosetta stone for translating and cross-mapping student success frameworks from school to school and across the multidisciplinary research landscape.

This interoperability — that is, MyWays as rosetta stone — supports collaboration and innovation among educators in several ways:

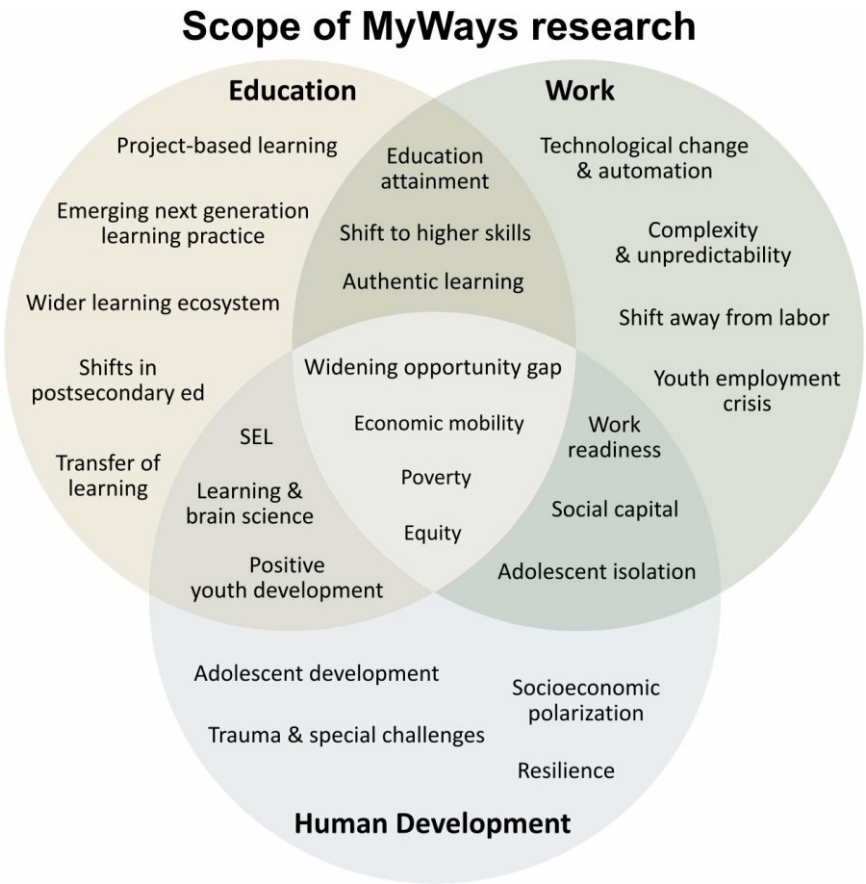
1. **Stakeholders** within a school community can use the MyWays domains and competencies as a lens and a common language for evaluating, refining, and prioritizing their own student success goals — and for fostering new partnerships and alliances throughout the community.
2. **Practitioners**, using MyWays as a translating and cross-mapping system, can more easily exchange information with colleagues, other schools, and youth-serving organizations; locate relevant student success research; and access learning and assessment resources.
3. **Providers and developers** can use MyWays (distributed with a freely accessible, Creative Commons license) to efficiently describe, classify, and share the learning research, tools, systems, and materials they create.
4. **Researchers, policymakers, and reformers** of all kinds — including, ultimately, students and their parents or caregivers — can use MyWays as a framework for engaging in work relating to any of the four essential through-line questions.

Foundations of the MyWays Student Success Framework

In Part B of this series, we describe the MyWays composite definition of student success in learning, work, and life. The MyWays approach draws on over 25 highly-regarded frameworks, including those created by EPIC and David Conley, the Partnership for 21st Century Learning, the Hewlett Deeper Learning initiative, and the Forum for Youth Investment. The details of these frameworks vary, from the six competencies in the Hewlett Deeper Learning model to the Search Institute's 40 developmental assets.

A list of key frameworks that influenced MyWays is provided on the following page, and a chart comparing MyWays to eight select frameworks appears on page 9.

In addition to analyzing dozens of competency frameworks, we conducted an extensive literature review to answer the first through-line question. (*Why the urgency to change? What are the real-world conditions that our students will need to address?*)



The review covered three broad categories, as illustrated in the Venn diagram above:

- **Education** – K-12, higher education, career technical education, and learning science.
- **Work** – Employment, economic and social trends, poverty, and the opportunity gap.
- **Human Development** – Brain science, trauma, adolescence, youth development, and social-emotional learning.

Many educators, schools, and districts may have already begun working with one or more of the frameworks we used to produce the MyWays framework. Our hope is that they use the MyWays framework to test, stretch, and refine their current success definition and to use the MyWays domains as a cross-framework translator, to heighten the collective power of all of this disparate work.

Select frameworks that helped inform the MyWays competencies

Education		
EPIC and David Conley	Four Keys to College and Career Readiness **	link
Council of Chief State School Officers, ILN	Knowledge, Skills, and Dispositions **	link
Hewlett Foundation	Deeper Learning Competencies **	link
Partnership for 21st Century Learning	P21 Framework for 21st Century Learning **	link
ConnectEd	College and Career Readiness Framework **	link
Center for Curriculum Redesign	Four-Dimensional Education Framework **	link
National Research Council	Education for Life and Work	link
Advance CTE	The Common Career Technical Core	link
Nellie Mae Foundation	Ready for College and Career?	link
KnowledgeWorks	Redefining Readiness – a New Foundation	link
ACT	Holistic Framework for Enhancing Education and Workplace Success	link
Human Development		
UChicago Consortium on School Research	Foundations of Young Adult Success **	link
UChicago Consortium on School Research	Teaching Adolescents to Become Learners **	link
Forum for Youth Investment	Preparing Youth to Thrive	link
Forum for Youth Investment	Ready by Design: Science (and Art) of Youth Readiness	link
CASEL	Core SEL Competencies	link
Search Institute	40 Developmental Assets for Adolescents	link
Character Lab	Character Growth Card	link
Transforming Education	Measuring MESH (Mindsets, Essential Skills, Habits)	link
The Young Foundation	Framework of Outcomes for Young People	link
Turnaround for Children	Building Blocks for Learning: A Framework for Comprehensive Student Development	link
Work		
National Career Development Association	National Career Development Guidelines **	link
U.S Department of Labor	Skills and Tasks for Jobs (SCANS 2000 report)	link
National Work Readiness Council	National Work Readiness Credential Profile	link
Nat. Network of Business & Industry Associations	Common Employability Skills	link
National Association of Colleges and Employers	Definition of Career Readiness and Competencies	link
Microsoft/Cisco/Intel (ATC21S)	Defining 21st Century Skills	link
U.S. Department of Education	Employability Skills Framework	link
Employment & Training Administration, USDOL	Building Blocks for Competency Models	link
OECD (Education 2030 Framework Project)	Global Competency for an Inclusive World	link

** See table on page 9

Deciding which competencies to include and how to cluster them

The two greatest differences among the many frameworks we considered were the scope of their focus (for example, focusing on 21st-century skills or behavioral skills) and how they clustered the competencies. Many of the most narrowly focused frameworks were particularly well researched and useful within their area of specialty. UChicago Consortium and the Forum for Youth Investment, for example, each contributed two outstanding frameworks on human development and internal resources.

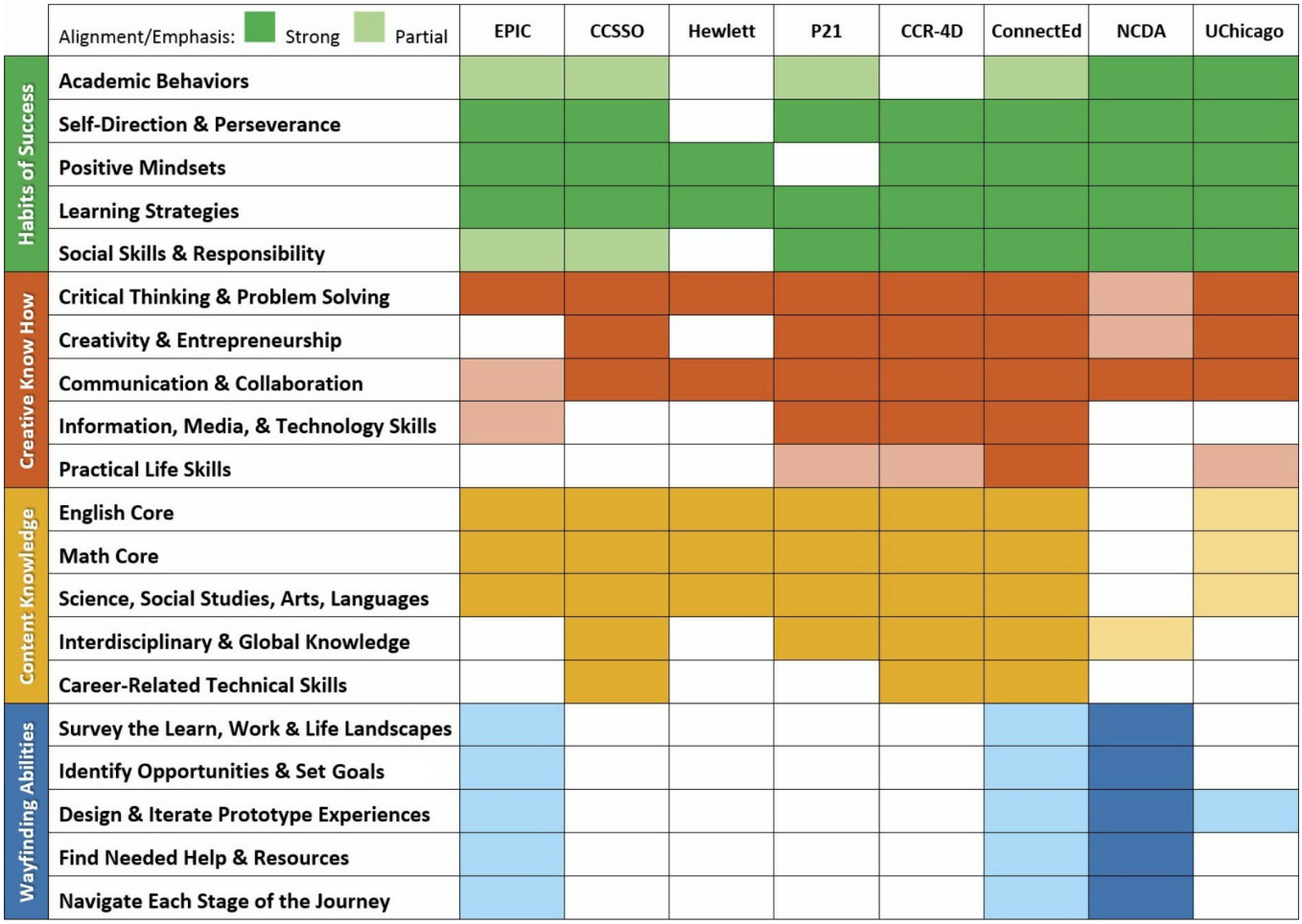
With respect to selecting competencies, we paired study of the existing models with reviewing the research on the real-world changes and conditions that today's students face. Candidly, we found this research deeply troubling. What Thomas Friedman calls the "age of accelerations" is creating two Americas, two economies, and two radically different outlooks for the future. Tragically, most young people are situated on the wrong side of this stark divide; this is especially true of low-income and minority students, who comprise more than half of all students in the United States. In Part A, we focus on summarizing the real-world changes and conditions that are most acutely impacting young people — factors we call the *5-5-5 Realities*.

The Darwinian nature of both the labor market and the postsecondary education landscape also informed our clustering of the MyWays competencies. MyWays follows the lead of the EPIC/David Conley and ConnectEd frameworks, with categories for students' content knowledge, cognitive skills (know how), internal resources, and ability to navigate transitions in learning, work, and life. As a result, students, parents, and teachers will find the four MyWays domains familiar and meaningful, even though we have expanded each domain's breadth and depth to meet the greater challenges this generation faces.

The MyWays framework, once again, was not developed to serve as a competitive entry in a crowded marketplace of ideas and research on 21st-century definitions of success for high school graduates. Its intent is to serve as more of a public square (or diamond), embracing and enabling a lively, never-ending exchange on the new north star: what skills and dispositions our students need to develop and how our public schools need to organize to help students develop them. We don't envision the growth of a whole network of MyWays-branded districts; we envision an expanding consensus around localized versions of the four MyWays domains and a deepening commitment to the Why-What-How through-line.

The table on the following page illustrates the correlation between the MyWays framework and eight of the most widely-recognized success definitions on which our framework is based.

How MyWays aligns with select frameworks



- **EPIC and David Conley**, Four Keys to College and Career Readiness.
- **Council of Chief State School Officers**, Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness.
- **Hewlett Foundation**, Deeper Learning Competencies.
- **Partnership for 21st Century Skills**, P21 Framework for 21st Century Learning.
- **Center for Curriculum Redesign**, Four-Dimensional Education.
- **ConnectEd**, College and Career Readiness Framework.
- **National Career Development Association**, National Career Development Guidelines.
- **University of Chicago Consortium on School Research**, (1) Foundations of Young Adult Success and (2) Teaching Adolescents to Become Learners.

Source: Next Generation Learning Challenges

As the table illustrates, there is strong agreement across this particular set of frameworks on the top three domains — Habits of Success, Creative Know How, and Content Knowledge (though perhaps less so on MyWays' real-world additions to content knowledge, including Career-Related Technical Skills for all and Practical Life Skills such as financial literacy). MyWays offers three contributions: distilling those three domains through the latest research on the changing world, learning science, and adolescent development; repositioning Habits of Success to lead the way; and lifting up Wayfinding Abilities as a skill set of equal importance to the others. See Report 10, *Wayfinding Abilities — for Destinations Unknown,* for more on this crucial area of youth development.

MyWays' broader and deeper competency set targets success in learning, work, and 21st-century life for today's students — a different and urgently needed goal for K-12 education. Traditionally, schools have measured a student's K-12 success in terms of good grades and test scores, the absence of behavioral incidents, a high school diploma, and (perhaps) a post-high school plan. The world is different today, and a broader definition of *success* takes on much greater import, as emphasized by Elliot Washor and Charles Mojkowski of Big Picture Learning; as they define it, success is

> … obtaining enjoyable and productive work with good prospects for growth, raising a family, contributing to the community, and figuring out how to navigate life's ups and downs. Indeed, navigating is an appropriate metaphor, since success is better thought of as a journey than a destination. Like happiness, success is an ever-emerging state that differs for each individual.[1]

Taking the MyWays framework for a test drive

Before turning to the real-world context for a broader and deeper competency set, we take three brief excursions here to help familiarize educators with the MyWays model.

Excursion 1: Unpacking a familiar task the MyWays way

Lee Giles III, CC-BY-NC-SA 2.0

Succeeding in work or life is analogous — albeit, on a much grander scale — to learning how to drive. Both involve journeys, and both engage all four MyWays domains. To drive, we need core **Content Knowledge** about the steering and braking systems, the headlights and wipers, tire pressure and fuel, and, of course, traffic laws and how to interpret highway signage and warnings. Such knowledge might be sufficient to successfully drive in an empty parking lot, but to drive in traffic amid countless other drivers with their own agendas? For that, we need **Creative Know How** to read the intent of other drivers; collaborate with them on speed, merging, and right of way; and problem-solve how to complete our journey safely and on time. To manage all this successfully, we need to first manage ourselves with **Habits of Success** that include being responsible and adaptable, staying focused and under control, and guiding our gradual improvement as a safe, confident driver. The final elements to reach our destination are the **Wayfinding Abilities** to assess maps and alternative routes; set goals and plot a course; obtain needed resources; and, finally, stay alert and adjust our route and plan as traffic and circumstances unfold.

On the highway of life, any moderately challenging project or journey involves broad, deep competencies in all four domains working in concert — and available to us as we need them. (For more on the virtues of *learning to drive* as an example of effective learning and assessment design, see Report 12, *Assessment Design for Broader, Deeper Competencies*, and visit the MyWays website.)

Excursion 2: Using MyWays to make visual comparisons

We have received positive, early responses to the MyWays Whole-Student Competency Plot — an idea we borrowed from the Lumina Foundation's Degree Qualification Profile. To enable educators to use the plot, we created two simple, publicly available tools in Excel that are easily customized and can be used to compare any two states, such as *student A vs. B*, *school A vs. B*, or, as in the example that follows, *today vs. future*. Two versions of the MyWays Whole-Student Competency Plot are available on the MyWays website, along with a more detailed explanation. Currently, the tool is conceptual, but some members of the NGLC community are interested in the rubrics and scoring protocols to make it empirically driven.

This plot illustrates a shortcoming that plays out almost every day in schools using the traditional, narrow academic metrics for student success. Tia (a fictionalized composite of two real students in the Boston area) is a complex learner whose natural gifts and competencies in Habits of Success and Creative Know How are neither recognized nor developed. Using a visual tool with a broader and deeper set of competencies enables Tia and her advocates to visualize her strengths and set goals for her future success.

Tia's competency profile today (black) and goals at graduation (purple)

Excursion 3: Visiting the MyWays website for resources, tools, and exercises

The MyWays website houses a growing library of resources organized around the four through-line questions. Resources will include:

- Tools for igniting discussion
- Slide decks for presentations
- Videos of practitioners
- Strategies from MyWays users
- Blogs and commentary
- The MyWays Community of Practice

myways.nextgenlearning.org

Getting the most out of this series

There are multiple ways to access this series' content. The basic structure follows the four MyWays Through-line questions, as described below. The MyWays Project will grow over time to provide many more forms of support to interested educators and communities. We welcome feedback and descriptions of how you are using the series; please send your thoughts to NGLC@educause.edu.

Through-line questions that MyWays is helping school designers and educators to answer:

1. ***WHY* the urgency to change?** What are the **real-world conditions** that our students will need to address?
2. ***WHAT* does success look like** for students in a world of accelerating change? What competencies promote a broader, deeper definition of success?
3. ***HOW* can our learning experience design** help students develop the broader, deeper competencies?
4. ***HOW* do we gauge student progress** in developing these competencies? How can we measure our school's success beyond proficiency in math and ELA to embrace whole child development?

Tips for a Quick Drive through the Reports

- Read the *Visual Summary* and this *Introduction and Overview*, and skim Reports 1, 6, 11, and 12.
- Explore the Key Takeaways at the end of Reports 2–5 and the Key Principles in Reports 7–10.
- Visit the MyWays website for additional information and materials.

The series contains three main sections.

PART A
Adolescence in an Age of Accelerations
Report 1 summarizes the growing opportunity gap in this country, the youth employment crisis, recent job skill trends, and the college-for-all debate. Report 2 examines the labor market and the *5 Roadblocks to Bootstrapping a Career*. Report 3 outlines trends in postsecondary education and the *5 Decisions in Navigating the Work/Learn Landscape*. Report 4 studies the opportunity gap and the *5 Essentials in Building Social Capital*. Finally, Report 5 outlines key adolescent developmental tasks in *Preparing Apprentice-Adults for Life after High School*.

PART B
Broader, Deeper Competencies for Student Success
Report 6 summarizes what success looks like in *Welcome to the MyWays Student Success Framework*. Reports 7–10 cover each of the MyWays domains, including why the domain and its competencies are important, key principles, the state of play in the field, resources, and essential one-page primers for each competency.

PART C
Redesigning the Learning Experience for the MyWays Competencies
This section discusses bringing broader and deeper competencies into educational practice, focusing on key constructs for learning design and assessment design. Report 11 examines learning design, including Whole Learning, the Wider Learning Ecosystem, and Levers for Capability and Agency. Report 12 looks at assessment design, including two needed paradigm shifts as well as five assessment strategies.

[1] Elliot Washor and Charles Mojkowski, *Leaving to Learn*, Heinemann, 2013, p. 53.