

## Student-led Assessment Continuum

At least FOUR of the six design principles must be at least “mostly evident” in order for an assessment experience to be considered “student-led”. ALL of the equity elements must be evident.

Student-Led Assessment Design Principle	Fully Actualized	Mostly Evident	Somewhat Evident
<b>Voice and choice is demonstrated in the assessment experience and products</b>	<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 can determine alternate assessment task pathways and products independently.</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 can suggest alternate assessment task pathways and products with guidance</p>	<p>Students are actively completing assessment tasks provided to them in a set sequence.</p>
<b>Assessment process and products are meaningful to the student</b>	<p>Students demonstrate a transfer of their assessment experience(s) to their interests and future goals.</p>	<p>Students articulate how the assessment process and product are meaningful and related to their interests.</p>	<p>Students articulate how the assessment process and product are meaningful, as described by the task provided to them.</p>
<b>Students set goals, chart their growth, and share their learning/growth.</b>	<p>Students chart their learning and skill development proactively as part of the assessment experience.</p> <p>Students share their growth with stakeholders as part of the larger assessment reporting process.</p>	<p>Students can articulate their learning and growth on the assessment when provided with assessment data from his or her teacher.</p>	<p>Students receive grades on assessments that demonstrate learning and gaps in learning.</p>

<p><b>Feedback occurs throughout the process</b></p>	<p>Students actively seek feedback in the process from individuals they identify to have useful input.</p> <p>Feedback provided throughout the process from multiple sources.</p> <p>Feedback is used to inform learning throughout the process</p>	<p>Feedback occurs more than once, so that students can revise and reconsider their path of learning.</p> <p>Feedback is provided from the teacher and at least one other source.</p>	<p>Feedback is provided at least once, at any point in the process.</p> <p>Feedback is provided only from the teacher.</p>
<p><b>Students self-assess and reflect</b></p>	<p>Student reflection and self-assessment is valued as an assessment measure.</p> <p>Students self-assess and reflect throughout the process.</p> <p>Students share their self-assessment and reflections with others beyond the teacher.</p>	<p>Student reflection and self-assessment may be required as part of the assessment grade.</p> <p>Students self-assess and reflect throughout the process.</p> <p>Students share their self-assessment and reflections with the teacher.</p>	<p>Students self-assess and reflect at the end of the process.</p>

**Equity:**  
Student-led assessments are:

- equally rigorous
- made available to ALL students
- accessible to ALL students
- attainable by ALL students