

MINDSETS THAT SUPPORT Measuring What Matters



- Instruction and evaluation focus on the skills that matter most for learners to thrive—not a historic canon of academic content.
- Assessment and its tools promote learning and growth (a mastery orientation) rather than grades and scores (a performance orientation).
- Evaluation is a shared responsibility, and growth measures and expectations should be made common and visible to all.
- Learning is variable, and point-in-time evaluation is misleading. Evidence is most powerful when collected over time, across contexts, and used to guide next steps.

From

To



Rubrics as grading tools



Rubrics as learning tools used throughout the process

Skill statements as posters or handouts



Skill statements embedded into teaching, practice, and feedback

Tasks driving the rubric



Competency skills driving the rubric

Teacher-centered interpretation



Shared interpretation by teachers and learners

Assessment snapshots



Evidence of growth over time

Subjective or isolated scoring



Calibrated, shared understanding of each skill level