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Used appropriately, assessment can be a powerful tool to help both educators and their students know where students are now in their learning progression and determine where they need to go next. Decades of research have consistently identified formative assessment as one of the strongest strategies for improving student learning, and more recently, emphasizes its particular strength when the student is engaged as an active participant in the assessment process. With consistent, ongoing educator support and engaged students, assessment to inform student learning (assessment IRU learning) can provide individualized support to meet the needs of each learner.

As written in the Portland Public Schools Racial Educational Equity Policy:

> Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

A stated goal in the policy is for PPS to "remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement."

Assessment, as described in this document, is a key strategy to close the achievement gap and stands in contrast to punitive uses of testing that perpetuate it. As Chappuis and Stiggins (2005) wrote, "The results of a decade of research and development, help us understand how to use the classroom assessment process and its results to help students become confident learners. Strong achievement gains are within reach for all students, especially those who have experienced little success before."

Adhering to the guidelines and principles in this document will require a significant shift in practice as well as focused efforts to build systemic supports and tools that allow promising practices to expand.

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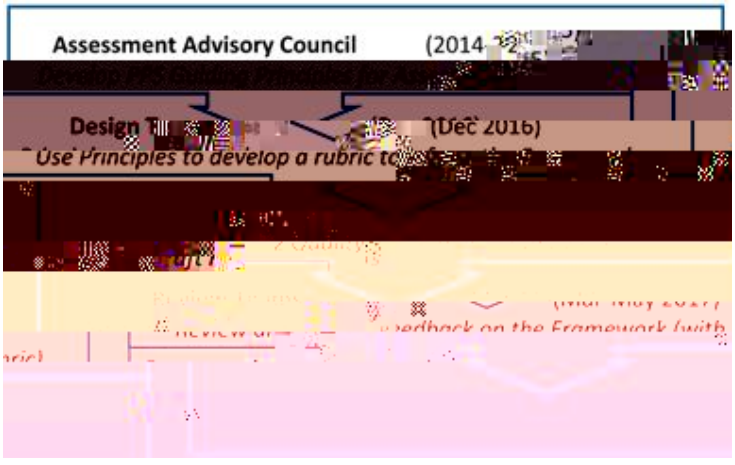
In 2014, recognizing the need to build a student-centered assessment system, PPS assembled the Assessment Advisory Council. The Council included a group of expert advisors, instructional leaders from across the district, and parents who developed the PPS Vision and Guiding Principles for Assessment. At the same time, the Oregon Education Investment Board, Oregon Education Association, & Oregon Department of Education led a comprehensive statewide effort to propose an "ideal" system of assessment for students, families, and educators. The proposed system closely aligns to the PPS Guiding Principles for Assessment and is



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In fall 2016, PPS launched an initiative to build on the PPS principles and create a balanced assessment system. A cross-functional team of district educators designed a rubric based on the principles to inform and evaluate the Framework. Then, a district-wide Framework Committee drafted the K-12 Quality Assessment Framework. The Committee included over 30 people, most of whom were school teachers and principals with additional representation from district leaders across departments and programs. Review Teams, consisting primarily of teachers and school administrators, used the rubric to evaluate and give both feedback and planning re

equitable outcomes for students based on instruction that more accurately meets student needs, as well as providing clear parameters and guidance from the district as to what constitutes effective assessment practices. Ultimately, a balanced assessment system creates a shared understanding among all educators (i.e. assessment literacy).

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Students	● To report on learning and communicate progress ● To motivate and encourage ● To know how students are doing and set goals for continuous improvement ● To build independence in learning, especially for our culturally and linguistically diverse students
Teachers	● To check for understanding ● To inform instruction ● To evaluate students, provide feedback, and assign grades ● To diagnose students' strengths and areas of need in learning
Parents	● To be i[redacted]ss towards learning ● To con[redacted]to support student learning in partnership, using a culturally respons[redacted]e lens
School Administrators & Bl n	

	● Promote metacognition and reflection ● Provide more culturally responsive and relevant learning experiences for students

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