



**Educating** *for* **Good**

# ETHICAL ASSESSMENT: ASSESSMENT FOR GOOD

Ethical, Equitable, Justice Oriented Assessment (at any distance)

Provoked by Del Lago Academy  
Escondido County, CA

# WHADDA YA MEAN, “ETHICAL?”

**Ethics:** The consideration of **behaviors** that will embody or enact **good**.

# ETHICAL ASSESSMENT HELPS US ANSWER

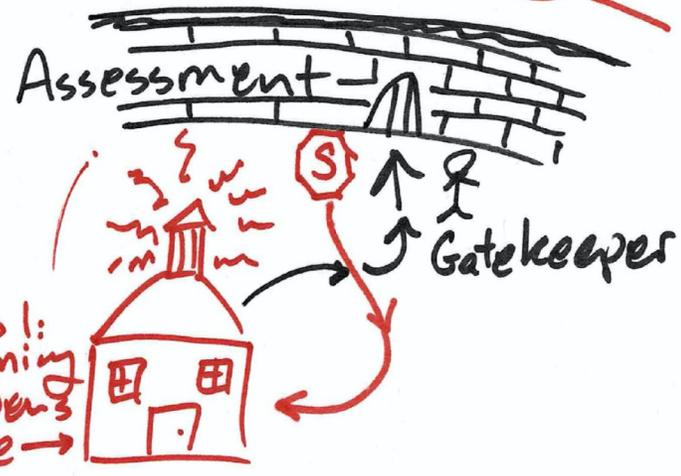
**How** do we know what students can do with the knowledge and skills they have?

# AN ETHICAL ASSESSMENT SYSTEM

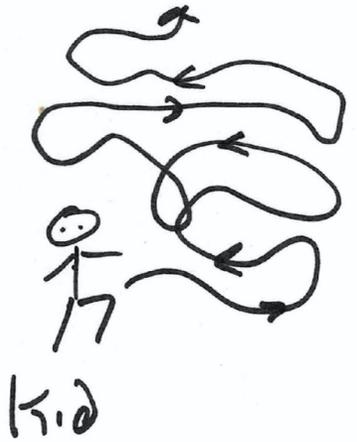
**How** will we gather, sort, analyze, report, and *use* that information about kids? How will we *use* that information to create policies and practices *for good*?



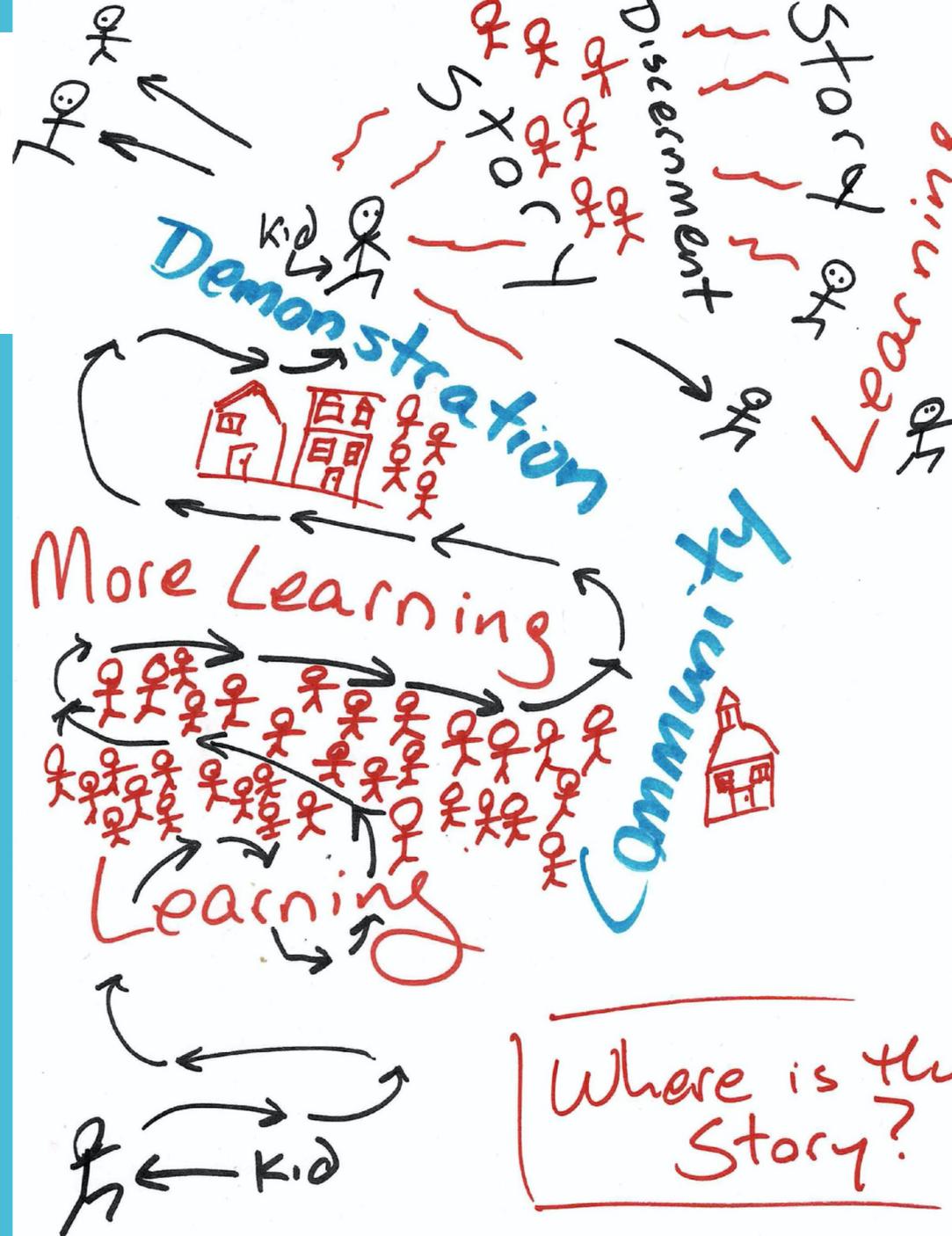
WHERE IS THE STORY?



School: Learning happens here →



Where is the Story?



Where is the Story?

# WHAT MAKES ETHICAL ASSESSMENT?

- ❖ It is truthful.
- ❖ It is aligned to the kid. (Right assessment in the right place and the right time for that kid.)
- ❖ It is kind. (Non-abusive. Non-extractive.)
- ❖ It is used for good.

# IT IS TRUTHFUL

- ❖ What the assessment and assessment system say about the kid are accurate reflections of their knowledge and skills.
- ❖ The assessment and assessment system offers enough information so that the picture of the kid are holistic and unbiased.
- ❖ The structures of the assessment and assessment system do not obscure salient information about the kid.
- ❖ No single assessment proves mastery in anything. Conclusions can only be drawn from a body of evidence.

# IT IS ALIGNED TO THE KID (RIGHT ASSESSMENT, RIGHT TIME, RIGHT KID)

- ❖ Assessments are given at a time that suits where the kid is, not where they should be.
- ❖ The form of the assessment is a conduit for information about the kids' learning, not a barrier.
- ❖ The assessment is genuinely engaging to the kid (possibly because they help in the design of the assessment).
- ❖ The assessment and assessment are designed and implemented in a way that is *for good* in the community.

# IT IS KIND (NON-ABUSIVE, NON-EXTRACTIVE, NON-GASLIGHTY)

- ❖ Assessments and assessment system are not punitive in the name of merit. (If being named valedictorian is an honor, then NOT being named valedictorian is a dishonor.)
- ❖ The only uses the assessment and assessment system are put to are *for the good* of the kids and the community.
- ❖ Assessment and assessment system don't over drive their results. They are epistemologically humble.
- ❖ Assessments and assessment systems never purport to tell what a kid is, or even what they *can do*. They tell what a kid *did*.

# WHAT MAKES ASSESSMENT FOR GOOD?

- ❖ Assessment must reinforce belonging.
- ❖ Assessment must counter systems of whiteness and privilege.
- ❖ Assessment must support activism (action) for good in the community and globally.
- ❖ Assessment must contribute to the joy and meaning of the individual and community.

# WHAT DOES IT LOOK LIKE? YOU WILL SEE ...

1. Many planned, protoled conversations between teachers about student work and assessment planning
2. Many informal conversations, too
3. Conspiracies between teachers and kids, and kids and kids, figuring out how you can know what a kid knows and is able to do
4. The act of assessment actually improves performance of the thing
5. Sustainability (not necessarily efficiency)

# WHAT DOES IT LOOK LIKE? YOU WILL SEE ...

6. Frequent involvement of the community (incl. other teachers, professionals, students, etc) in the assessment process. Walls between school and community are permeable
7. Assessments demonstrate learning in it's genuine context as much as possible
8. Play (“Play is authentic.”)
9. Freedom (“Freedom looks like joy,” Chris Emdin)

# WHAT DOES IT LOOK LIKE? YOU WILL SEE ...

10. Kids assessing themselves without you telling them they should, or how they should
11. Assessments that actually return something to the community
12. Assessments that return something to the kid that has value beyond the assessment
13. Reporting that tells the story of kid learning AND teacher learning about the kid

# WHAT DOES IT LOOK LIKE? YOU WILL SEE ...

14. Kids have awareness of the system within which they swim and press for justice and equity within that system
15. Subversion of white supremacist structures in the school and community
16. Transparency of process
17. Assessment that reflect in actuality the priorities expressed by the community
18. Unhackablility

# BREATHE

Here's a picture of Flora, when she was a puppy.

Questions? Comments?

