# Re-engineering Assessment
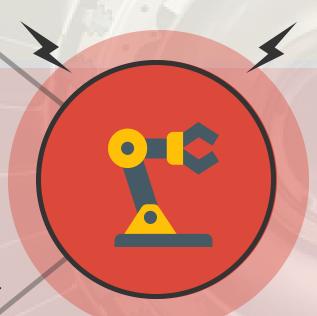
## Remove

First we studied different kinds of graduation requirements, course progressions and grading policies common in secondary schools. Then we removed as many design constraints as possible. We also removed single-year course structures, end-of-unit summative tests, midterms & finals.

## Decouple

We decoupled conceptual mastery and skill proficiency from end-of-unit timeframes. Assessing everything with a final test or project serves adult planners, not student learners. Our content and assessment systems run parallel to, but are not dependent upon, one another. This bolsters each individually while providing overall system flexibility.

## Synchronize

We build assessment criteria, performance tasks and surrounding instruction simultaneously. Not only for an individual unit or project, but across the entire program. This helps us keep the scope and difficulty of assessment tasks fairly matched to the instructional time spent in preparation, and to our stable set of competencies.

EduChange