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essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways

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that the targets of
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know and how well they know
it-as well as the methods
used to make inferences
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To that end they requested
that the facilitator create
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Our empirical work builds on principles of assessment design and validation espoused in *Knowing What Students Know: The Science and Design of Educational*

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Educational Assessment
In order to make (and show) progress, not only do you need to know students' starting points, students also need to know what they are aiming for. Success criteria, whether it is in

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the form of a target grade or exemplar, needs to be shared with and understood by pupils; like many others, our department puts target stickers in students' books, so there is no excuse for not knowing your target.

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*How do you know your
students are learning?*

Knowing our students is
fundamental to real
differentiation. Several of
the ideas that follow are
shared in my book (see

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footer below). I've offered six different ideas for getting to know our students, one for each of the first six weeks of school, but once you get past the first one, there's no magic to the order.

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*6 Strategies For Getting To
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Teachers' lack of confidence
in supporting students with
autism calls for a better
understanding of the
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teachers need to know
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Knowing your high school

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