# Handbook for Assessment in the Service of Learning

Launch Kit

2025

# Media Advisory

## For Immediate Release

## Assessment Reimagined: A Three-Volume Blueprint for Assessment in the Service of Learning

*Handbook for Assessment in the Service of Learning Translates Research into Practical Solutions to Cultivate Skills and Support Human Flourishing*

The **Handbook for Assessment in the Service of Learning**, a new, free, and open three-volume resource, is advancing a new vision for assessment. This paradigm shift, known as '**assessment in the service of learning**,' was articulated by the Gordon Commission on the Future of Assessment in Education, chaired by Dr. Edmund W. Gordon, which argued that traditional testing must give way to new approaches that illuminate how learning happens and can be improved.

The Gordon Commission's foundational work set the stage for the Handbook for Assessment in the Service of Learning, which features nearly 90 leading voices from the sciences of measurement, learning, and improvement and edited by leading experts including, Series Editors Edmund W. Gordon, Stephen G. Sireci, Eleanor Armour-Thomas, Eva L. Baker, Howard T. Everson, and Eric M. Tucker.

In Gordon's words: "Let us embrace a vision of education where every learner is seen, supported, and challenged; where assessment is not a grim rite of ranking, but a continuous source of insight and improvement; where teaching, learning, and assessment form a holistic enterprise devoted to nurturing the growth of human potential."

At a moment when states, educators, and innovators are beginning to reimagine how schools measure success—and when technology and evolving policy bring new urgency—the Handbook presents blueprints for advancing assessment. "It positions assessment as an active partner in nurturing student learning, guiding instruction, and creating effective pathways for every learner," said Stephen G. Sireci.

"This Handbook is intended for a broad audience—from test developers and learning scientists, to classroom educators, policymakers, and system leaders," said Eric M. Tucker. "It's more than a reference; it's a map for everyone invested in transforming assessment from a snapshot of achievement into a force that helps learners learn, and helps schools create futures rich in possibility."

"The authors explore foundations, procedures, and proposed solutions to shift once again the use of assessment and testing to address the wide-ranging needs of learners, the various situations for learning, and evidence needed for its trustworthy use for learners," said Eva L. Baker.

This resource arrives as schools, districts, and states turn to technology such as artificial intelligence and data-driven practice to chart the future. It invites education leaders and policymakers to embrace assessment as a catalyst for meaningful, transformative learning.

Educators, developers, and decision-makers are encouraged to explore this visionary resource and help lead the evolution of assessment across education systems.

# Fact Sheet

A **new**, **free** and **open three-volume resource** offering a roadmap for this transformation towards assessment in the service of learning.

Builds **frameworks** and **tools** for learner-centered, efficacious systems **that offer empirical insights and practical methods**.

**Reimagines assessment as a catalyst** for learning that grounds in learning sciences and improvement science, presenting a vision for integrating assessment with teaching to support growth.

Showcases **real-world examples that** embed assessment within instruction — demonstrating how feedback-driven, technology-enhanced practices can **make assessment a force for meaningful learning.**

Intended for a broad audience, from test developers, assessment researchers, and learning scientists to educators, policy makers, and designers. It is a resource **for anyone interested in using assessment to help learners learn**.

**Published by University of Massachusetts Amherst Libraries at:**
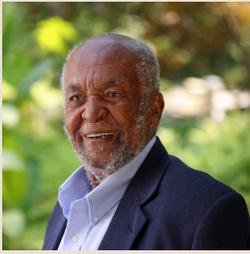Volume I: Foundations for Assessment in the Service of Learning
Volume II: Reconceptualizing Assessment to Improve Learning
Volume III: Examples of Assessment in the Service of Learning

**Individual Chapters Available for Free Download at:**
Assessment for Learning

# Series Editors

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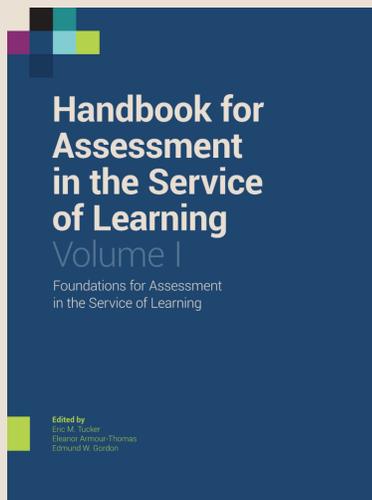The Study Group

**Study Group**

# Contributors & Cases

Contributions from nearly 90 leading experts including from the American Institutes for Research, Carnegie Foundation for the Advancement of Teaching, Center for Assessment, Center for Educational Assessment, UCLA-CRESST, ETS, Learning Policy Institute, MDRC, Northwestern, OECD, Stanford, University of Illinois, University of Kansas, University of Massachusetts Amherst, University of Melbourne, Yale University.
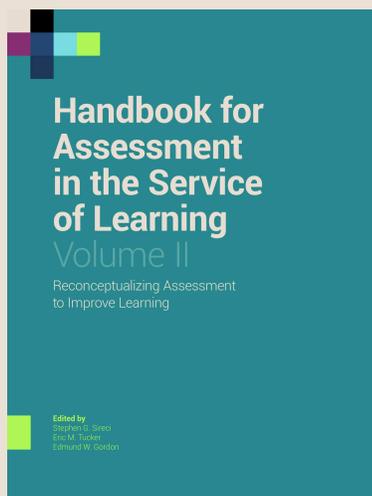
**UCLA | CRESST**    **Carnegie Foundation** for the Advancement of Teaching    **Khan Academy**    **OECD**

**Transcend**    **ROBLOX**    **New Meridian**    **ets**    **duolingo english test**

**PBS KIDS**    **Assessment for Good**    **ANet** ACHIEVEMENT NETWORK Learning. Together.    **College Board**    **AP** CollegeBoard Advanced Placement Program    **Center for Whole-Child Education** ASU Mary Lou Fulton Teachers College Arizona State University

**Age of Learning®**    **ʸL VISIBLE LEARNING**    **Reading Reimagined**    **i-Ready**    **XQ**

# About the Volumes

**Handbook for Assessment in the Service of Learning**
Volume I
Foundations for Assessment in the Service of Learning

Edited by
Eric M. Tucker
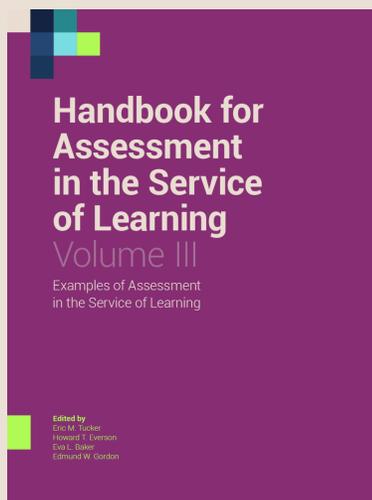Eleanor Armour-Thomas
Edmund W. Gordon

## Volume I: Foundations for Assessment in the Service of Learning

Volume I of the Handbook for Assessment in the Service of Learning offers a theoretical and research-grounded vision for transforming educational assessment into a catalyst for learning. Drawing on contemporary learning sciences, measurement theory, and improvement science, the volume is organized into three sections that offer principled design and conceptual frameworks for integrating assessment with teaching and learning; ground assessment in the social, cultural, and developmental nature of how people learn; and examine how emerging technologies like artificial intelligence might enrich balanced assessment practices while upholding technical requirements of validity: fairness, scientific soundness, utility and creditability.

**Handbook for Assessment in the Service of Learning**
Volume II
Reconceptualizing Assessment to Improve Learning

Edited by
Stephen G. Sireci
Eric M. Tucker
Edmund W. Gordon

## Volume II: Reconceptualizing Assessment to Improve Learning

Volume II of the Handbook for Assessment in the Service of Learning moves from foundational principles to the conceptual tools and methods needed to build assessment systems that actively improve, not just measure, learning. Volume II of this Handbook for Assessment in the Service of Learning provides blueprints and validation guidance to inform assessment systems that support learners— bridging Volume I's foundations to Volume III's examples.

**Handbook for Assessment in the Service of Learning**
Volume III
Examples of Assessment in the Service of Learning

Edited by
Eric M. Tucker
Howard T. Everson
Eva L. Baker
Edmund W. Gordon

## Volume III: Examples of Assessment in the Service of Learning

Volume III of the Handbook for Assessment in the Service of Learning bridges the gap between aspiration and application, by translating core design principles into practice through a collection of examples. This volume presents tangible "existence proofs" from a broad range of educational contexts—including digital learning platforms, PreK–12 classrooms, game-based learning environments, and skills-based credentialing programs. By showcasing assessments that are seamlessly integrated with learning and instruction, this volume advances the proposition that to assess is, fundamentally, to teach and to learn. It offers practical models and designs that embed assessment within instruction to cultivate skills and support meaningful learning.

# What Readers Are Saying

"The Handbook for Assessment in the Service of Learning offers theories, ideas, and practices focused on assessments as learning tools rather than performance checks."
Brenda A. Allen (President, Lincoln University)

"These volumes speak as a testimony to Dr. Gordon's deep intellectual impact on top scholars around research fields and disciplines...."
Ryan Baker (Professor of Artificial Intelligence and Education, Adelaide University)

"Portraying both learners and educators as actors in the multidimensional drama of learning, this series offers a comprehensive treatment of the mental frames we must bring to the endeavor, presents the latest thinking on the topic, and integrates assessment insights accumulated over decades."
John Behrens (Professor, University of Notre Dame)

"A watershed achievement in the reconceptualization of educational measurement."
Randy E. Bennett (ETS Research Institute)

"It reflects the charge Professor Gordon set for all of us, to make assessment a tool for equity, growth, and possibility."
Pamela Cantor, M.D. (CEO and Founder, The Human Potential L.A.B.)

"By embracing human variance and equity at its foundation, the volumes are full of practical examples of both measures in action and measurement processes that elevate design thinking and encourage iteration and evolution in the service of all learners."
Christina Cipriano (Associate Professor, Yale Child Study Center, Director, the Education Collaboratory at Yale)

"When teachers, school leaders, and parents and caregivers are armed with this information, the entire community can work together to support all students."
Jon Deane (CEO, GreatSchools)

"A treasure chest... Teachers will understand their students better, and students will understand and accelerate their learning."
John Q. Easton (Interim Executive Director, Institute for Policy Research, Northwestern University)

"The series is an essential new resource for researchers, students, and practitioners who are seeking a thoughtful approach to assessment in a wide range of education settings where the learning of all students is a primary goal."
Adam Gamoran (President, William T. Grant Foundation)

"...Reflects the depth of Professor Gordon's transformative scholarship and his lifelong commitment to helping all learners thrive."
L. Michael Golden (Vice Dean of Innovative Programs and Partnerships, University of Pennsylvania Graduate School of Education)

"...A Who's Who in the field of learning and assessment, and contains many pockets of Gordon's vision, infused with a generous spirit of inquiry, urgency, and hope."
Kenji Hakuta (Lee L. Jacks Professor, emeritus, Stanford University Graduate School of Education)

"Too often researchers have focused on the "assessment" part, not the process of learning. This book will start to fix this oversight."
Neil Heffernan (Co-founder, ASSISTments)

"The Handbook provides an evidence-based roadmap for how assessments can be used responsibly, not just as a measuring stick but a useful tool to inform instructional practice, improve pedagogy, and provide individualized supports to students."
Jessica Heppen (President & CEO, American Institutes for Research)

"...Assessment should not only enumerate intellective competence but enrich it; not just estimate, but empower; not just reveal, but reinvigorate..."
Andrew Ho (Charles William Eliot Professor of Education, Harvard Graduate School of Education)

# What Readers Are Saying

"...This landmark series offers a vital roadmap for educators and researchers committed to realizing assessment's highest purpose -- to support every learner's potential."
Margaret Honey (President & CEO, The Scratch Foundation)

"Assessment is the lynchpin on which the future of education turns.... It's critical that we learn from these examples in these volumes."
Michael Horn (Author, *Choosing College* & *Job Moves*)

"Transforming assessment begins with transforming how we think about it."
Kristen Huff (Vice President, Assessment and Research, Curriculum Associates)

"...Demonstrates how to create assessments that can lead to human flourishing, not just for a privileged few, but for all."
Lindsay Jones (CEO, CAST)

"These three volumes should be required reading in every measurement program in the country."
Neal Kingston (University Distinguished Professor, Educational Psychology, University of Kansas)

"Professor Gordon and some of the world's most distinguished educational thinkers and actors have given us an extraordinary gift... They've delivered a magnum opus, an unparalleled compendium of ideas and perspectives designed to catalyze educational opportunity at broad scale."
Timothy Knowles (President, Carnegie Foundation for the Advancement of Teaching)

"...Offering the tools, frameworks, and courage educators need to build more just and generative learning systems."
Michael Levine (Senior Adviser, Kapor Center)

"For those of us investing in breakthrough ideas for schools, this work is both compass and catalyst."
Frances Messano (CEO, NewSchools Venture Fund)

"...Poised to become one of the most influential and important collections of scholarship on the assessment for learning."
James L. Moore III (EHE Distinguished Professor of Urban Education, College of Education and Human Ecology, The Ohio State University)

"For educators who remain committed to serving all children regardless of their backgrounds, this book will be a tremendous resource, one you will turn to again and again for insights, guidance and inspiration."
Pedro Noguera (Dean, Rossier School of Education, University of Southern California)

"Professor Gordon's enduring legacy is a call to return assessment to its moral purpose: to serve learning and affirm human potential. His work taught the field that assessment should be in dynamic relationship with teaching and learning, facilitating a continuous cycle of insight and improvement."
Michelle Odemwingie (Chief Executive Officer, Achievement Network)

"Assessment is not the end of learning—it's the spark."
Maria Elena Oliveri (Research Associate Professor, Purdue University)

"The series is essential reading for those seeking a primer on contemporary developments in assessment, along with practical illustrations of what assessment can be when put in the service of learners and learning."
William Penuel (Distinguished Professor, University of Colorado Boulder)

"We are so grateful for Dr. Edmund Gordon's groundbreaking work, which has profoundly shaped the ways we approach educational equity and access today."
Earl Martin Phalen (Founder & CEO, George and Veronica Phalen Leadership Academies)

"...Immensely valuable for their conceptual, research-grounded, and practical roadmaps..."
Stephen Plank (Vice President – Research, Evaluation, Evidence & Data, The Annie E. Casey Foundation)

"These pages show how to carry it forward in ways that nurture curiosity, build competence, and keep human development at the center."
Shael Polakow-Suransky (President, Bank Street College of Education)

# What Readers Are Saying

"...These chapters invite us to see the power of assessment to celebrate students' knowledge, foster their growth, and serve as a tool for liberation."
Jennifer Randall (Founder of the Center for Measurement Justice and the Dunn Family Endowed Professor of Psychometrics and Test Development at the University of Michigan)

"...Timely, essential reading not only for educational purposes, but for all who value, explore, and promote human growth and potential."
David Rollock (Assistant Vice Provost, Office of the Vice Provost for Graduate Students and Postdoctoral Scholars, Purdue University)

"...Scientific and technological developments allow us to integrate the learning and the assessment processes much further and much smarter than in the early days, partly supported by advances in artificial intelligence."
Marten Roorda (Former CEO of ACT and Cito)

"In this latest series, Professor Gordon and some of the best and brightest chart a new course rooted in a deeper understanding of the Science of Learning and Development and the potential of new technologies to help achieve long held aspirations. Together, they are a gift and a roadmap we can ill afford to ignore."
Jim Shelton (Chief Executive Officer, Blue Meridian Partners)

"...Here we see profound rethinking of what assessment could be if used to elicit and nurture the development of learner capabilities."
Lorrie A. Shepard (Distinguished Professor and Dean Emerita of the School of Education, University of Colorado Boulder)

"Filled with insightful contributions from leading researchers in assessment and learning, it brings together groundbreaking work and practical insight."
Valerie Shute (Professor Emerita, Florida State University)

"...Provides a powerful vision for assessment that serves learning and learners, as well as giving us pragmatic tools and for charting a course for the future of learning our young people need and deserve."
Kim Smith (CEO and Founder, LearnerStudio)

"This Handbook series serves as an essential reminder that high-quality assessment grounded in research and empathy remains one of our most powerful tools for advancing equity and excellence in education."
Jane Swift (Former Massachusetts Governor, president of Education at Work)

"To truly unlock the potential of each individual, we must rethink assessment—not as a mere tool, but as an essential part of the cognitive journey itself. "
LaVerne Srinivasan, (Carnegie Corporation of New York)

"Together, the volumes offer a complete framework for educators seeking to align their assessment practices with effective teaching and student success."
Tom Vander Ark (CEO, Getting Smart)

"...Advances the charge of the Gordon Commission by putting forth a bold vision for assessment at the dawn of the AI era."
Ben Wallerstein (CEO and Co-Founder, Whiteboard Advisors)

"It should build their confidence, support their growth, and prepare them for what comes next."
Keeanna Warren (CEO, Purdue Polytechnic High Schools)

"This three volume series is not only comprehensive and rigorous, it is also eminently practical – with case examples and models that have real-world applicability."
Jeff Wetzler (Co-Founder, Transcend)

"All three volumes are a must read for anyone involved in teaching and learning within and outside the formal school context."
Carol Camp Yeakey (The Marshall S. Snow Professor of Arts & Sciences, School of Arts & Sciences; Professor of Public Health, School of Public Health, Washington University in St. Louis)