

Traditional Assessments	Learning Story Approach
Medical model; deficit approach	Assets based approach to describing learning
Focus on skill development and limited academic outcomes	Focus on approaches or dispositions to learning
Measurement or checklist oriented	Emphasis on narrative storytelling to demonstrate how children make sense of experiences and construct knowledge
Often done out of context with no engagement of child or family	Involve child and family in revisiting, reflecting, setting goals
May be used to develop individual plans for children and may be misused as high stakes testing to reward or punish programs	Used to generate individual learning activities and becomes part of shared culture, history, literacy experiences of classroom
Records what was assessed rather than the whole process of learning and may not be culturally appropriate	Creates record of child-constructed knowledge and their approach to learning; creates links to the family and community for growing that knowledge
Myth of objectivity without recognizing inherent biases	Objectivity is found by bringing together multiple perspectives among teachers, family, and the community
Minimizes role of teacher in relationship to their role as facilitator of child's learning	Encourages teachers to make their thinking visible as they research out the meaning of the child's learning with colleagues and the family