

I have written previously in this space about the need to reimagine what is possible for New York's students. I have argued that many of our longstanding educational policies and practices have not proven successful for all students. I have also explained my sincere belief that all New York State students should have access to the process, opportunities and resources they need for school success; districts and schools must work to remove the predictability of students' success or failure based on race, gender, socio-economic status, language spoken, sexual orientation, zip code or social and cultural factors.

Additionally, I believe that, as New Yorkers, we share a common goal: ensuring that all students graduate from high school with meaningful academic and career options. Achieving this goal requires significant effort. For example, it requires all of us to evaluate our work through the lens of diversity, equity and inclusion. Research shows that successful DEI policies can lead to improved student achievement, which in turn can lead to better outcomes in other areas of their lives, including work, civic engagement and higher education.

Ensuring that our students graduate with genuine opportunities for success in life also requires that we recommit to foundational ideals and values of public education; make significant and sustained investments in teaching and learning; close the digital divide; better connect schools to their local communities; drive targeted resources to students with the greatest needs; and enhance professional capacity.

It also requires that we consider new possibilities for all students and apply everything we know about the science of learning and the art of teaching. Fortunately, we know much more about these things than we used to. For example, the research tells us that we must provide all students with more meaningful and deeper learning opportunities.

A recent report by the National Academy of Education called "Educating for civic reasoning and discourse" concluded that all students require a solid grounding in academic content and skills from across the traditional subject areas, including an understanding of how abstract concepts and modes of reasoning relate to real-world public problems. The report further states that all students must develop a number of key intellectual dispositions and habits of mind, including an eagerness to engage with complex ideas, assess the credibility of evidence, explore multiple points of view, sift through moral and ethical dilemmas, empathize with people from differing backgrounds, and appreciate the power of literature and the arts to teach about others' experiences and worldviews.

To meet the demands of a new possible for all students, our assessment strategy must:

- Provide them with rigorous and multiple ways to demonstrate that

they are learning and developing new knowledge, skills and dispositions throughout the entire learning process.

- Communicate
- evidenc-14..e 0 r3a1.5 (bour asrofessiono)1.2 (s)11.1 -16507 (r)-4 (e l)10.5 (e)-4.9 (a)-27.7 (r)-28.6 (n)-20.p9.7