

"...this practice is the biggest breakthrough in communicating about student achievement in the last century. When students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have positive story to tell and tell it well can be immensely motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of poor achievement can also drive them to productive work."

Rich Stiggins, Phi Delta Kappan, November 1999.



NATIONAL ASSOCIATION
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PRINCIPALS

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Please note the date of this article in Phi Delta Kappan. It is November 1999. For the past 20 years schools have known the important fact that a sense of personal responsibility can drive students to productive work. In 2002 I attended the North Central Association now Advanc-Ed workshop in Chicago. Over two thousand educators from the North Central Schools were in attendance to hear Rick Stiggins give his address on the importance of using grading techniques (Assessment for Learning) as part of the educational landscape. These educators all stood for an ovation that lasted some minutes at the end of the address. It is time to think about what we have done to make the dream a reality. Are we using methods that instill in the student a sense of self-determination, self-advocacy, grades that reflect knowledge, and focusing on their future through the information they already have however disorganized. **ASK** is an outgrowth of this desire to help students know themselves better. Through the five steps of **ASK**-Knowing, Connecting, Selecting, Investing and making the next transition which we call GO, students will experience the opportunity to tell their story. This is exactly what Rick Stiggins expressed 20 years ago. Please join us in this adventure.

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