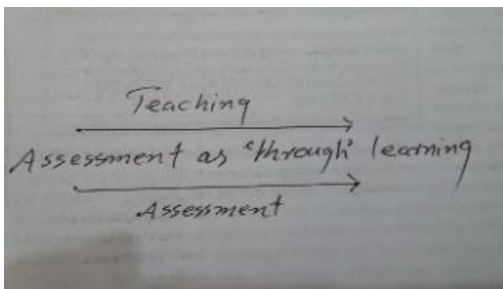


CHAPTER 5C: ENVISIONING POSSIBLY A TRANSFORMATIVE ASSESSMENT

I have discussed *assessment as 'of' and 'for' learning* experiences with informative and reformatory approaches to testing the learning of graduates in Chapter 5A and 5B respectively. Perhaps, such a narrowly conceived notion of assessment gives rise to an *inclusive-holistic approach to assessment* in order to transform learning



experiences. This approach seems embedded within the notions of more *comprehensive, developmental and authentic* ways to assessment that would not only take on board

the former tools of assessment (as 'of' and 'for' learning) but also embrace *multiple-integrated ways to Assessment as 'through' Learning* approaches. Given this background, in this chapter, I discuss *transformative assessment* practices by addressing the question- *How can transformative assessment be enabling for my learners to demonstrate their potential as creative future teachers?*

Self-assessment as Morphing

It may be any Sunday of September 2011. I was working on a comparative assessment as 'of' learning experiences of students (a summative assessment approach) embedded with informative assessment practices, and formative assessment approaches inspired by reformatory assessment, thereby giving rise to the question-

'...It is only a spiritually impoverished people who could mistake standardized examinations as measures of educational progress. It is a people bereft of meaning who could cast about for external representations of it' (Leonard & Willis, 2008, p.6)

What are the other possible ways to get a wider picture of assessment that would help my

learners to develop a comprehensive view of learning to face actual work related challenges in their lives?’ Thinking about other ways, I came with an idea of self-assessment approaches that can foster conditions for raising self-consciousness.

Reflecting on summative assessment that is confined to reproduction of information for grading purpose, and formative assessment initiatives such as ‘one pager reflective paper’ and group/peer assessment approaches to improve learning (see Chapter 5B), I began to think how to link these experiences with an approach that would enable learners to assess him/her-self along a the period of his/learning experiences. Perhaps, this ‘individual learning focused’ self-assessment approach can be basis for a liberating view of learning through assessment. It can lead learners to experience their learning through process of their own assessment.

Such practices can also help learners to experience a paradigm shift in their learning conditions by challenging their own views, beliefs and practices, and developing new perspectives. Given this theme as the basis, I came to realize that to involve learners in such a complex learning situation we need to have powerful images of our curriculum that would provide us the basis to create multiple conditions, and create opportunities for learners to learn unusually (Leonard & Willis, 2008). And to this end, I began to think about other than conventional teaching approaches which can be responsive to multiple images of curriculum to develop thinking beyond the limits of one possible right answer.

Arriving at this stage, I started imagining other than the images to reformative *curriculum as content or subject matter, learning outcomes and cultural reproduction.* Perhaps, a mixture of many images (informative, reformative and beyond) can be more responsive to our cultural context rather culturally detached ones. To this end, I was

thinking about the approaches of re/creation and innovation of content linking to and developing from-within *culture components* (festivals, events, ceremonies, rituals, traditions, and eventualities to name a few as sources of content- as a structural aspect of curriculum). In so doing, it would be a vision to the existing limited notions of a centralized content to a culturally empowering curriculum that would assist learners to make more powerful meaning of their lives while engaging with learning activities within the cultural contexts.

Building on this notion of multiple images of curriculum, I began to think how context specific and *culturally responsive pedagogies*⁷⁸ would better engage learners to reflect on their prior views, concepts, beliefs and assumptions and raise their consciousness to challenge taken for granted views and make meaning at their personal level rather than general universalist views (which are not culturally relevant). Whereas being aware of diverse cultures, and adopting a teaching approach, which is responsive to the needs of all learners is termed as *culturally responsive teaching* (Gay, 2013; Hramiak, 2015). Perhaps, thinking about such unconventional pedagogies can be dreams to engage learners with a liberating view through learning to experience. The more learners are put in challenging situations, and yet with more freedom and responsibility for their creative ideas, the more possibilities to expand their horizons of seeking alternative ways that can come into play.

⁷⁸ A teaching approach that values teaching as a prophetic profession and at the same time that inspires learners towards learning rather imposing stuff on learners like teaching as loading on and filling in the mind of learners. Culturally responsive pedagogies would be more appreciative for both teachers (as a sacred- valuable profession and linking their teaching with cultural events) and for learners as more attractive towards knowing that is very much cultural related to what they are used to in that culture and aware of the customs, rituals and ceremonies, to name a few.

And to this end, transformative teacher educators can better create such kind of learning situations- engagement of learners in critical-creative learning processes. Consequently, with such opportunities learners can be exposed not only to complex thinking processes to expend their learning but also would engage with approaches to assessing their own progressions over a period of time ‘through’ self-assessment approaches. This progressive nature of self-assessment can be termed as ‘developmental assessment’ that I will discuss later on.

However, to engage in such a developmental assessment we need to create an environment of such an active, cooperative and collaborative *learning through assessment*. To this end, we need to focus on *highly transformed*⁷⁹ human capital in schools, colleges and universities not only in academic spaces but also in administrative positions so as to act like supporters of teaching, learning and assessment practices to make the journey of learning as a morphing one.

My experience with limited freedom under reforms activities show that we need both academic and administrative staff in educational institutions who are critical, and yet creative towards their own ways of thinking, believing and performing so as to contribute to their own learning and meaningful learning of learners at all levels of educative practices. This very aspect of self-critical-creative view of learning to help self/others (in the process of being and becoming) needs to embrace an emancipatory interest of education rather than thinking bureaucratically, using power over and making superficial changes in teaching/learning and assessment practices which do not seem to help learners of the 21st century.

⁷⁹Professionals with lifelong active learning notions who as critically reflective practitioners challenge self/others’ practices, and creatively imagine new ways to improving learning situations

Arriving at this point of my inquiry, I start to reflect critically on my own practices with reformative assessment, and came to realize that there would be many opportunities for teacher educators like me to morph the whole educative process. For example I (and other teacher educators) can play a key role (depending on nature of creativity and critical view) while engaging learners in critical thinking practices. Such as enabling them to re/construct and create new ideas out of the given situations through encouraging independent, and imaginative ways to learning (Meece, 2003).

This reflection led me to think about my own background that seemed to be one of the hurdles on the way to morph such a diverse range of critical-creative learning opportunities to create for my learners. But critical reflection on self can help us (me and my fellow teacher educators) to seek alternative ways to improve self, and help learners in their learning. With this critical reflection on my own limitations with reformative assessment activities, of course, I came with many creative assessments for learning activities during implementation of reforms, and yet those initiatives appear to be insufficient and demand beyond that limited view of formative assessment. For example, one of the approaches would be *assessment as 'through' learning* that embrace all conventional assessment approaches coupled with contemporary ones, and crafting and integrating all within and beyond- a process that engages learners actively, and creatively with a critical lens on learning.

Key Features of Transformative Assessment Paradigm

Nov 2014

The Director of Assessment Wing

Dear Tanoly,

I hope everything at your end would be fine! After our long discussion on the problems and issues related to assessment in our meeting last week, I got an idea of integrated assessment approach within transformative assessment paradigm that I would like to share with you here in this letter. Tanoly, with this letter, I would like to seek your valuable inputs with your views on my ideas which I am going to share with you now.



Transformative Assessment as ‘Through’ Holistic Learning

Tanoly, my vision of and views on a transformative assessment as ‘for’ teaching/learning would be a kind of connective thread embedded within a process-based-learning outcome. I guess, an integrative and/or a holistic view of learning through assessment outcome can be seen not only in the form of end product but also through the whole process of engagement of learners.

Perhaps, to involve learners in such a process of learning we must have re/conceptualize the curriculum as ‘currere’ and pedagogies to critical-creative. In doing so, a process-based-learning outcome, in which learners can experience their active learning by doing things at their own level (e.g., learning through peer group assessment activities), which would serve the basis for a transformative assessment paradigm. Thus, interestingly the idea of currere for awakened citizens, and montage serves the purpose of such view of processed based learning outcome depending how teachers/teacher educators understand such an image of curriculum, and engage learners to experience active learning.

‘The relationship between the person being assessed and the other people and the activities in the environment are key features of the assessment.’ (Carr, 2006, p. 184).

Re/conceptualizing Currere as/for Awakened Citizens

Tanoly, let me explain first what is the metaphor of 'currere for awakened citizens', as Luitel (2009) explains that it is a curriculum that offers ways to interconnect the needs, demands and aspirations of learners (the young citizens) from time to time as a living document rather than a curriculum that is once written there and/or the reformative/imported one with fixed learning outcomes. Perhaps, this living image of curriculum seems having the capacity to connect the content with respective cultural components to empower learners to make better meaning of what they learn, what is the relation of that learning with their practical lives.

You know this connective thread is missing in both informative, and reformative forms of curriculum in our case as I, you and other colleagues have experienced. But the question is how to develop this connection in our educative practices, and what would be the approaches which can lead learners to experience a process based learning.

Perhaps, Pinar's (2004, 2012, 2015) view of currere as inside-out journey (e.g., writing autobiographies) to develop awaken citizens can be an approach to such kind of crises that we have been facing for a long time. My hope is that such a re/conceptualized metaphor/s of curriculum can better serve my notion of transformative teacher education and research practices in Pakistan that would be embedded in an ongoing process of lifelong learning philosophy-assessment as 'through' learning approach to learning continuously.

And to this end, we (I, you and other colleagues who are working with assessment related areas for the last many years) need to broaden the scope of curriculum with multiple images including the image of 'currere for awakened citizen' and montage

which can invite teachers, students and community to contribute for social transformation rather depending on a single colored image and/or an imported image with reformative curriculum which guide our assessment practices with narrow visions. Whereas the metaphor of currere for awakened citizens and montage can offer opportunities to experience the experiences of learners and meaning making of assessment practices. Perhaps, such kind of experiences on how to transform curriculum and pedagogies would be aspect of authentic assessment⁸⁰ (Tanner, 1997; Wiggins, 1998, 2011).

Re/conceptualizing Pedagogies as Critical-Creative Approaches

Tanoly, coming to second part, yet very critical stage of the whole educative process, let me discuss on the concept of re/conceptualizing the pedagogical aspect. As you know pedagogies are one of the five ecological dimensions of education from Eisner' (2005) view, which play a significant role in shaping the process of learning. But the question is how to come with innovative ways to teaching that foster transformative learning and transform our existing pedagogies from merely student center (Barman, 2013) to highly engaging with critical-creative ways to teaching/learning which would use multiple ways to connecting their knowledge with outside world.

As you know in present situation with reforms in teacher education where teacher educators seem immersed within their limited exposure to epistemic plurality (a constraint pluralism), and yet holding strong beliefs in objectivism (absolutism/universalism) as the hallmark of post/positivist agenda to 'knowledge/ing'. To me, this constraint pluralism does not seem to help us to be more critical-creative to embrace a

⁸⁰ It can be based on complex tasks, consequently, students can come with their own view of understanding the concepts with reference to their world. However, to judge their own learning they use rubric developed by both students and teachers to assess their learning based on some defined standards of rules (rubrics) in order to help them to perform beyond the limited level of acceptance.

transformative teacher education and research practice in our country context, and we need to come out of this crisis.

It seems a challenging task to capture their interest in such kind of innovative approaches to teaching, unless we would not offer them an opportunity to break the shelves in which they are living for decades. Do you think can we come with such kind of imaginative thought provoking approaches to teaching rather rely on simply add-on approaches like using CTs to improve practices?

However, thinking about critical-creative pedagogies, as for my experiences with this project are concerned, which cautions me that such approaches can enable us to expose learners to variety of learning opportunities, and yet highly demand imaginative, artistic, philosophical, and critical thinking by challenging the conventional ways of addressing problems and issues of teaching/learning (Meece, 2003). Tanoly, my view of critical-creative pedagogies are likely to offer insightful engagements for learners. Perhaps, such pedagogies which are embedded in critical thinking as well as artistic in their outlook can enable learners to construct new ideas/knowledge by challenging their own held assumption (old views) which could not help them to raise their consciousness.

Such an innovative way of teaching that can be responsive to our needs and aspiration (Gay, 2013) would better help us to assess transformative learning of learners, and that seems to be a dream for transformative teacher education for my country. Because, critical-creative pedagogies can creating conducive learning environment to assess learners with skills, knowledge and dispositions by exhibiting culturally acceptable behaviors that can lead them towards self-liberation (Hramiak, 2015; Saint-Hilaire, 2014). The assessment approaches which aim to know to what extent learners

became responsible, and wise citizens with values of humility for humanity, ecological consciousness and care for all and who can transform self/others to bring justice in society seem possible through such kind of re/conceptualized teaching practices.

Perhaps, the values of humility for humanity could be more true to self/beyond with sense of feelings of others and respect for their emotions and values. Similarly, the values of ecological consciousness and care for all (including self) seem to be developing awareness (as awakened citizen) in oneself about planetary life including biodiversity and nonliving things, and learning how to protect them and taking care of them. I guess, with these values one can be more aware of a holistic view of learning rather a limited packaged view of reformative agenda of learning outcomes (some specific objectives to achieve). I would really be interested to know how you think about these ideas and values, and why such values are necessary to nurture within our educative practices.

To sum up, Tanoly, my idea of re/conceptualizing existing pedagogies is to create an environment of learning that is embedded more within a 'process-based learning' (a learning that can occur during the involvement of learners in the whole process of teaching/learning and assessment- the processes enable learners to share their views with others, taking care of others' emotions, views, beliefs and ideas, learning to disagree with an agreeable manner etc.). If such thought provoking and inspiring ways of teaching, as we discussed above, as a fully student centered will become our common practices within classrooms, I believe it seems possible *to fuse the notions of self-assessment, peer assessment, and group assessment without excluding other active, cooperative and collaborative ways to assessment* to name a few, within the whole process of teaching/learning and assessment practices. Perhaps, such kind of innovative assessment

practices are embedded within the philosophy of authentic assessment with a holistic view, and you know these practices are missing in our present practices even after reformation of teacher education. Now you tell me how we can expect that reforms will help us to transform our practices of teacher education and research.

Re/conceptualizing Assessment as ‘Through’ Learning

Tanoly, let me explain yet another important dimension of transformative teacher education, the transformative assessment by re/conceptualizing assessment as ‘through’ learning. My view of the metaphor of assessment as ‘through’ learning is creating conditions for learners to engage in a process of learning with reflections in actions, and reflections for action without excluding reflections on action (Argyris & Schon, 1974, 1978; Punjwani, 2013). Perhaps, assessment as ‘through’ learning can provide a kind of super loop and/or triple loop learning opportunity, which can lead to experience transformative learning through such kind of engaging assessment practices. If learning situations in which learners are engaged can offer them opportunities to assess their own progress over a period of time by responding to the areas where they feel lacking/need improvement as a self-critical assessor, perhaps, that may lead them to raise consciousness about their own views on learning.

In such a situation the learners seem to be playing the role of a partner to the teacher who is providing ongoing feedbacks to improve learning. In such a process, both teacher and student seem to focus on areas for improvement, and strengthening the views which make a better sense for their lives. Arriving at this point of inquiry, I begin to realize that in this way the learner can construct his/her own meaning of learning experience that can be applied in any situation in the life. Perhaps, such kind of partnership

in *co-assessing learning* can be a tool to enhance capacity to reflect, and yet act on *problems and issues of inequity* at different levels in their own institutions, and in societies as agents of change to accomplish a morphing view of education (Caldwell & Spinks, 2007).

In our case, you know we usually do not reflect on whatever we know and do. So, it seems an area where I, you and other colleagues can put our efforts on how to develop a culture of critical reflections to assess 'through' learning. Tanoly, that is what my view of metaphor of assessment as 'through' learning is all about that can create conditions for learners by engaging them in a process-based development of learning using all possible ways and means to assessment approaches (holistically) that can enable learner/s to experience active learning to understand complexities of lifeworlds beyond the classroom level.

Assessment as process oriented learning. *Tanoly, let me explain what is this process-oriented-learning. It seems embedded within the concept of learning through engagement in a process to experience knowledge and skills, and develop attitudes and dispositions not in the form of end result of an assessment approach rather process based (Luitel & Taylor, 2008). To this end, we need a paradigm shift in our focus from traditional mode of assessment as an add-on activity as a single tool of assessment for promotion to upper grade level (that we can see in case of informative assessment as 'of' learning (see Chapter 5A)), and a reformative mode though little flexible interventions to involve learners into complex tasks to perform (as we can notice somehow in the case of reformative assessment (see Chapter 5B)), and finally to a transformative mode of assessment which include all forms of assessment as a holistic approach.*

This transformation mode seems offering multiple innovative ways to assessment where learner would be assessed based on *real life situational performance* (an assessment that makes sense to learners' real life cases which s/he can understand what that question/assessment task means rather answering a rote learning of text to reproduce in exams). Because with a single tool of assessment and/or a limited conventional ways to assessment it seems difficult to assess performance of a learner in terms of skills, knowledge and dispositions with culturally acceptable behaviors of the performer (Suskie, 2009). However, this seems to be a *complex mode of assessment* that highly demands skillful and competent teachers with notions of transformative learning who can create conditions for learners to experience such kind of learning tasks to assess.

Use of learning web as self-assessment. *Tanoly, perhaps, a genuine connection, a friendly relationship between teacher and students seems necessary to make educative processes inspiring, illuminating and thought provoking with critical feedback for powerful learning. I hope such kind of productive authentic engagements of teachers and students regarding teaching/learning and assessment practices can lead towards a learning web to create (Wiggins, 1998). A web where not only students and teachers, students with peers but also students with teachers, parents and broader community can develop connections to exchange constructive feedbacks to enhance their learning.*

I think the question of how to create such a learning web for learning to assess offers us a challenging task to think about variety of conventional as well as other imaginative spaces, which provide such kind of plate forms. For example, we can connected through academic spaces like research gate, and academia and general e-connections like emailing and other social media spaces like, twitter, skype and text

messaging, to name a few, in addition to all conventional ways to share problems and issues relating to topics under discussions to make better meaning of learning.

However, it depends upon the critical-creative mind of the teachers who would have to design such complex tasks for learning (Wiggins, 2011) that enable learners to connect him/her self, and assess their learning with the feedback that will exchange at multiple levels. I guess, to scale out the learning, it seems necessary to develop a culture of sharing the learning with other members in class and with teachers and receiving/exchanging another layer of feedback for experiencing powerful learning. Perhaps, such practices can enhance learning through multiple levels of feedbacks.

Authentic assessment as holistic endeavour. *Tanoly, the concept is an integrated view of assessment that seems not only uses results of assessment as ‘of’ learning and assessment as ‘for’ learning practices but also assessment as ‘through’*

‘Authentic assessment is a process of involving multiple forms of performance measurement reflecting student learning, achievement, motivation, and attitudes (Callison, 1998 in Luitel, 2003, p.1).

learning. My idea of this view is that there is no single tool of assessment (alone) that can guarantee a comprehensive view of students’ learning holistically, but an inclusive-holistic view can better serve such a purpose.

Perhaps, to integrate these three different views of assessment to draw a wider picture of learning needs productive risks (initiatives which are not tested ones). What I mean a productive risk is experimenting innovative and unconventional ways and means to assessment, which provide multiple opportunities for learners to come with imaginative ways of addressing problems and issues. And using such approaches in a culturally disempowering environment of teaching/learning and assessment practices seems challenging, and to this end, we need to create an environment that enables

learners/teachers to come with his/her own creative ideas to learning (Tanner, 1997; Wiggins, 1998).

And to embrace such kind of imaginative ideas on assessment to implement inside classrooms and outside we need to find multiple ways and means to gather evidence from multiple sources of students' performance holistically (Luitel, 2003), for example, reflective journals writing, student peer reviews, peer assessment, self-assessment, group assessment, group peer assessment, and e/portfolio assessment (Farooq, 2013), to name a few, which can lead to a holistic assessment as of and for learning as well as through learning. Tanoly, would you think are we (you, I and other colleagues) using such kind of holistic view of learning through variety of ways to assess students' learning? Perhaps, the answer would be 'No'.

Let me explain what I mean by this authentic holistic view of assessment more clearly. To me, this approach to assessment seems a process of learning and method of direct evidence collection through real life situation. For example, active involvement of students in performing tasks and assessing through (self-assessment, peer assessment, group assessment etc.) as well as my own strategies (as a teacher educator) through keen observation of students actions, attitudes and interactions with task, and colleagues through their discussions, dialogues and reflections to name a few, in order to facilitate students in their learning of the task they are engaged. Thus, to me, the process of assessment 'for' and 'through' learning with such kind of engagement of learners without excluding information from summative assessment make a better sense to assess a border view of learning (Tanner, 1997).

Tanoly, to me, a liberating view of education does not merely focusing on what students are learning rather it seems how they are learning, and to what extent they can apply their learning in real life situation with creativity, confidence, and accountability for their decisions as a responsible wise (and conscious) citizen.

'Authentic assessment presumes that students will produce something that reflects not a narrow, compartmentalized repetition of what was presented to them, but an integrated scholarship which connects their learning housed in other disciplines and which is presented in a setting consistent with that in which the learning is likely to be most useful in the future (Tanner, 1997, p. 14).

More importantly, such decisions of learners would address the questions- why and whom they are going to use that learning in the real life situations, and that kind of thinking can only lead them towards super loop learning cycles (Argyris & Schon, 1974, 1978; Punjwani, 2013). Moreover, it seems expecting me, you and other teacher educators to think about multiple ways of assessment through a diverse range of tools to experience powerful learning that can enable students to build strong connections, the relationships with self/beyond to make better sense of their learning.

To this end, we have to ask- Why should I use certain method of assessment? To what extent an assessment can contribute high order thinking? Who would face problems (slow learner, mediocre and/or fast learner) while encountering such kind of assessment and why? And how can we help them to face a holistic-inclusive view of assessment for their powerful learning to experience?

Developmental Assessment as a Learning Progression

Tanoly, you know our practices show that we are working on still deficit approach of assessment rather developmental. Perhaps, these two approaches to assessment are quite different. The earlier focuses on what students do not perform whereas the later focuses how learners grow over a period of time (Griffin et al., 2010). In my view, we need to focus on

'...an assessment device must be accompanied by change in teacher behavior and relevant changes in curriculum and resources. Where this combination of elements was brought to bear, targeted instruction gains were achieved. The combination led to changes in pedagogy. It was not assumed that teachers working in isolation would have the expertise or opportunity to design effective learning opportunities to move students along the Progression, even when they had identified a starting point for a student's learning' (Griffin et al., 2010, p.22).

the later one, and to this end, we have to reflect on what would be possible. For example, what the resources and approaches are required to enable learner to develop his/her skills, knowledge and dispositions to understand work related problems in the actual/real life situation on the job, in the society and at personal level to perform at highest level of learning with powerful meaning making.

Tanoly, in this regard I, you and other colleagues need to focus on evidence based teaching/learning. My view of evidence based teaching/learning may be a kind of active assessment that looks into building on case to case basis (prior knowledge of every learner) and linking to developmental level from Vygotskian perspective to 'scaffold learners to ensure powerful learning across all developmental levels' (Griffin, et al., 2010, p.2). If this element of development of learner is not ensured the purpose of teaching/learning and assessment makes no sense for learner rather that only serves mere purpose of deficit approach to assessment for promotion to next grade level.

To this end, there are many approaches of assessment that seem better serving the purpose of growth and development at all levels of teaching/learning and assessment.

For example portfolios are considered as powerful approaches of assessment for multiple purposes like self-assessment as one of the core elements of course-related portfolios- a tool that seems effective to get purposeful feedback on goals attainment. Similarly, the dossier-type portfolio would give information about results, and the reflective portfolio focuses specifically on process of feedback that is given, and the way self-evaluation is carried out etc. (Farooq, 2013).

Tanoly, I guess, this letter became very long as my purpose was just to share my ideas and seek your views on an integrated view of transformative assessment. But I have discussed many things about a transformative assessment that hopefully will help us in the field by sharing our ideas with each other, and exchanging feedbacks to strengthen the idea in order to apply in teacher education and research practices in the context of Pakistan. I would be highly thankful to you if you share your illuminating ideas and your critical reflections on my views. I will wait for your reply to continue our discussion on the transformative assessment practices in future. Until then...

Truly Yours

Sadruddin Qutoshi

Here, reflecting on a morphing view of assessment, I begin to think about a call to teacher educators to embrace an inclusive-holistic endeavour for learning to assess rather depending on conventional ways to assessment. Perhaps, thinking innovatively can lead to ask- why learning is more important than reproducing to pass exams. How we can engage learners in meaning making of their learning that would help them in their real life situations to handle confidently.

Closure

Arriving at this point of inquiry, it enables me to reflect on the key features of transformative assessment that seems a holistic endeavour to assessment as ‘through’ learning. Perhaps, it can be an effective approach with its inclusive-holistic and artistic nature. It is a process of learning (rather a product in the form of marks obtained) that enable learners to develop their capacity through critical self/others reflections on their learning at multiple levels of their educative endeavours.

The metaphor of assessment as ‘through’ learning uses the tenets of both conventional and contemporary approaches to assessment by integrating them into a process of meaning making innovatively that enable learners to experience learning as an active process of becoming well informed citizenry. Such learners would be capable of contributing to their society and beyond through the knowledge, skills and embodied values. In my view, a transformative assessment seems to be offering authentic sources of evidence in/directly to capture a wider view of learning. To this end, a transformative assessor can use assessment as ‘of’, ‘for’ and ‘through’ learning approaches within tested, artistic and imaginative paradigms of knowing to gather evidences on a broader view of learning that can make a better sense for learning to assess.