

Assessment Literacy: State and National Definitions and Resources

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Michigan Assessment Consortium and National Task Force on Assessment Education for Teachers

- ▶ **MAC** An assessment literate individual is one who understands how student assessment can enable them to better carry out their role in education, believes that assessment can improve teaching and learning, and puts into place activities and behaviors to act on these beliefs.
- ▶ **NTF** One becomes **assessment literate** by mastering basic principles of sound assessment practice, coming to believe strongly in their consistent, high-quality application in order to meet the diverse needs of all students, and acting assertively based on those values.

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First, *think*.
Second, *believe*.
Third, *dream*.
And finally, *dare*.
Walt Disney

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Brookhart 2011



- I. Teachers should understand learning in the content area they teach.
- II. Teachers should be able to articulate clear learning intentions that are congruent with both the content and depth of thinking implied by standards and curriculum goals, in such a way that they are attainable and assessable.
- III. Teachers should have a repertoire of strategies for communicating to students what achievement of a learning intention looks like.
- IV. Teachers should understand the purposes and uses of the range of available assessment options and be skilled in using them.
- V. Teachers should have the skills to analyze classroom questions, test items and performance assessment tasks to ascertain the specific knowledge and thinking skills required for students to do them.
- VI. Teachers should have the skills to provide effective, useful feedback on student work.
- VII. Teachers should be able to construct scoring schemes that quantify student performance on classroom assessments into useful information for decisions about students, classrooms, schools, and districts. These decisions should lead to improved student learning, growth, or development.
- VIII. Teachers should be able to administer external assessments and interpret their results for decisions about students, classrooms, schools, and districts.
- IX. Teachers should be able to articulate their interpretations of assessment results and their reasoning about the educational decisions based on assessment results to the educational populations they serve (student and his/her family, class, school, community) .
- X. Teachers should be able to help students use assessment information to make sound educational decisions.
- XI. Teachers should understand and carry out their legal and ethical responsibilities in assessment as they conduct their work.

A New Path for Oregon 2015

- ▶ Assessment literacy is the ability to **understand the assessment process** in order to best meet the needs of students. It is also the method of **gathering accurate and unbiased information about student learning and using the assessment cycle and its results effectively to improve student learning and success.**



Definitions Have a Lot in Common

- ▶ **Don't get too hung up on the wordsmithing!**
- ▶ All these definitions have plenty of important things to say about what assessment literate people need to KNOW and DO



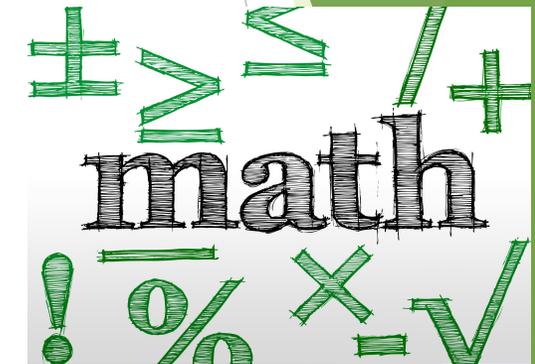
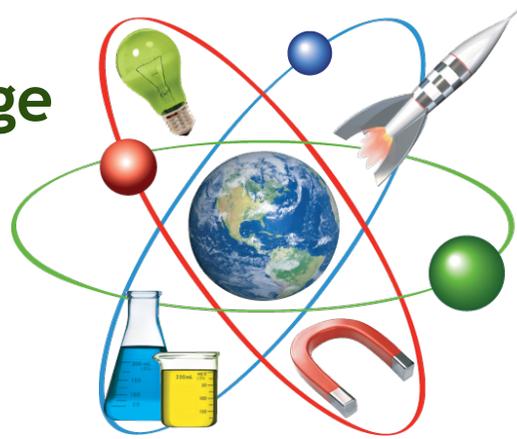
Next Generation of Assessment Literacy Work

- ▶ Increased attention to beliefs

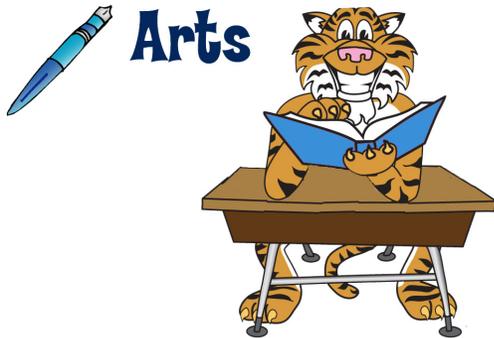
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Next Generation of Assessment Literacy Work

- ▶ Deeper content knowledge



Language
Arts



Next Generation of Assessment Literacy Work

- ▶ **Increased opportunities and resources for developing AL**
- ▶ Our handout is great, but it's not enough
 - ▶ Books
 - ▶ Journal articles
 - ▶ Videos
 - ▶ Websites
- ▶ Modules are great, but they will not get people to “mastery”
- ▶ Teacher and administrator pre-service education/preparation/certification
- ▶ Teacher and administrator in-service professional development
- ▶ Lots of practice on the job
- ▶ Lots of feedback on the practice

Next Generation of Assessment Literacy Work

- ▶ Increase in the number of people taking advantage of those opportunities, and improvement in their reasons for doing so



Next Generation of Assessment Literacy Work

- ▶ **Policies that value and support assessment literacy**
- ▶ Including but not limited to
 - ▶ Sound state-wide student assessment policies and balanced student assessment systems
 - ▶ State and district teacher assessment policies that model sound assessment practice
 - ▶ District and school assessment climates that focus on describing learning and prescribing next steps for learning – for both students and educators – as opposed to focusing on scoring and judging
 - ▶ District and school grading policies that focus on describing learning at a point in time and recognize/support the formative assessment practices that lead there

For More Information

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