



# Assessment Literacy: What does a board member need to know?



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# Session Overview

- What dispositions, knowledge, and responsibilities related to assessment are important for a school board member?
- How does The Center for Charter Schools use assessment?
- What resources and questions related to assessment are important for board members?



# Learning Targets

- I can define assessment literacy.
- I can provide reasons why assessment literacy is important.
- I can discuss the assessment context of my school, especially related to balanced assessment.



# What is **ASSESSMENT LITERACY**?



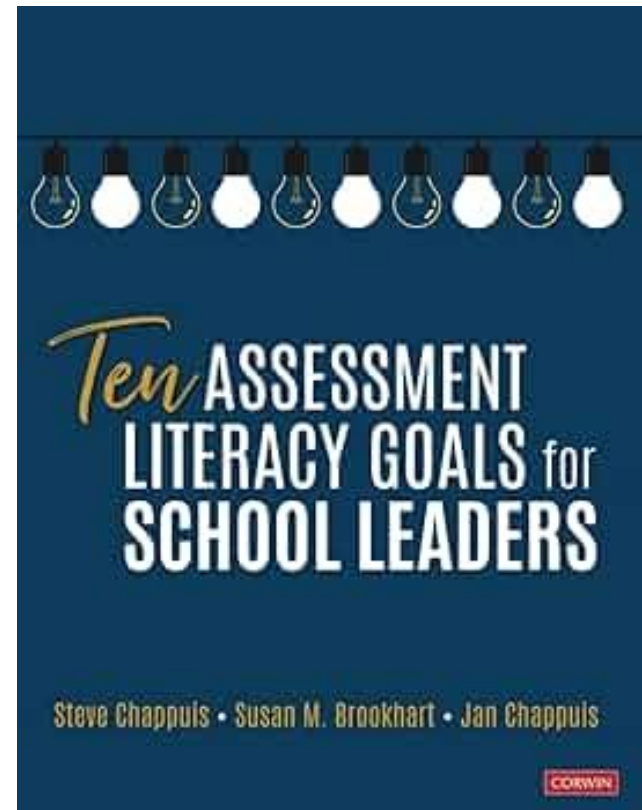
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The set of beliefs, knowledge, and practices about assessment that lead to the use of assessment to improve student learning and achievement.



Having the knowledge and skills needed to gather accurate information about student achievement and use the assessment process and its results to improve achievement.



# Why is **ASSESSMENT LITERACY** so important?





"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where—" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"—so long as I get *somewhere*," Alice added as an explanation.

"Oh, you're sure to do that," said the Cat, "if you only walk long enough."



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# What happens without assessment literacy?

- Poorly constructed assessments or assessment used for the wrong purpose mismeasure student learning and exacerbate inequity.
- Students are not given the information they need.
- Unsound assessment practices harm the learner and learning.



# Assessment Literacy Goals

1. Comprehensive and balanced assessment system.
2. Clear academic achievement goals.
3. Quality standard assessments.



# Assessment Literacy Goals

4. Effective communication about uses and results.
5. Analyze results accurately to improve curriculum and instruction.
6. Policies implemented on sound assessment use.





# Assessment Literacy Overview

From the Michigan Assessment Consortium (MAC)  
*Assessment Literacy Standards*



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# Dispositions

Policymakers who are assessment literate believe...



- Balanced assessment system (summative, interim & formative assessments) is essential at the school level.
- Assessments closer to the classroom = greater impact on student achievement
- Formal training in development and use of assessments is essential
- What assessments and multiple sources of data does your school use?



# Knowledge

Policymakers who are assessment literate know...





# Knowledge

- A balanced assessment system respects that:
  - Different users have different assessment purposes
  - Different purposes may require different assessment methods
- Different purposes include:
  - Student improvement (formative)
  - Instructional program improvement (MICIP)
  - Accountability systems
  - Program evaluation
  - Prediction of future performance



# Knowledge

- Different types of assessments:
  - Summative
  - Interim benchmark
  - Formative
- Student achievement can be measured in different ways; each with advantages and challenges. No measure is perfect.



# Knowledge

- Two ways to report results:
  - Norm referenced
  - Criterion referenced
- Technical standards to consider:
  - *Reliability* → Do the assessments produce replicable scores?
  - *Validity* → Is there evidence that supports the intended use of the assessment?



# Knowledge

- There is little evidence to suggest local, state, national and international summative assessments, in themselves, improve student learning.
- Use of assessments requires time to learn to select, develop, and administer assessments, as well as use the results appropriately. Does your school have this time?





# Performance

Policymakers who are assessment literate do the following...



# Performance

- Provide authorization and resources to implement a balanced assessment system
- Ensure only high-quality assessments will be selected or developed and used.
- Support activities to improve your assessment literacy and that of the staff.



# Performance (Responsibilities)

- Familiarize yourself with educational goals, measures and targets within the charter contract
- Ask questions related to educational goals
- Ensure mission of the school, strategic plans and funding all aligned to educational goals



# What would The Center for Charter Schools like you to know about assessments?



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# Get to Know Your School:

<https://www.mischooldata.org>

## Local Assessments



# Assessment for the Purpose of Evaluation



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# The Charter Contract: Educational Targets & Measures



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# Student Achievement vs. Student Growth

At least 50% of students will meet or surpass the current, spring, grade-level national norms on the NWEA Growth reading and math tests administered in the spring.

AND

The median of student growth percentile (MGP) reflecting fall-to-spring scaled score growth in reading and math on the NWEA Growth test will be  $\geq$  the 50<sup>th</sup> percentile.



# Student Achievement: Over Time

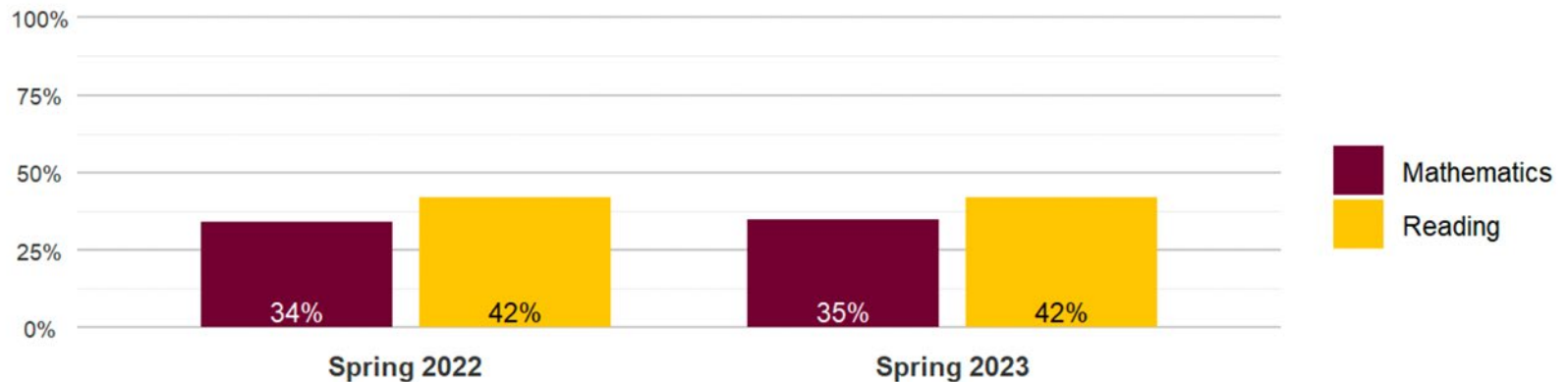
The percentage of students meeting or surpassing spring grade-level national norms over time will increase by at least 3% from the average of the three prior years.



# CMU Portfolio Results: NWEA

**Percent Meeting NWEA MAP Spring Achievement National Norms**  
All Students Grades 3 - 8 enrolled for at least one year

## School-Wide by Year





# Student Growth: Over Time

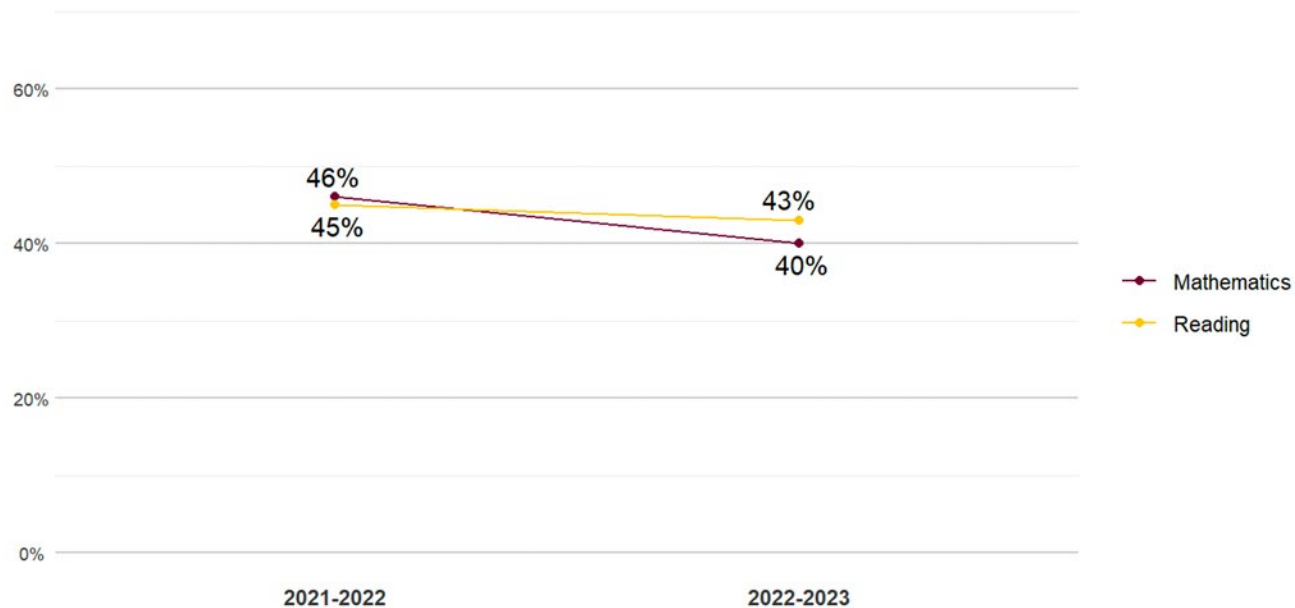
The percentage of students making at least one year's growth over time will increase by at least 3% compared to the average of the prior 3 years.



# CMU Portfolio Results: NWEA

## NWEA MAP Fall-to-Spring Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater  
All Students Grades 3 - 8



# Composite Resident District (CRD) & M-STEP/SAT

On state assessments (grades 3-7 M-STEP & 11<sup>th</sup> grade SAT), the contract states that the school shall outperform the composite of the districts that enrolled students would otherwise attend.



# Assessment for Learning: Not Just for Evaluation



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# Resources

<https://www.thecenterforcharters.org/assessments/>

<https://www.michiganassessmentconsortium.org/>



# Questions



**Dr. Christopher White**

**Director of Assessment and Evaluation  
The Center for Charter Schools at CMU**

[CWhite@TheCenterForCharters.org](mailto:CWhite@TheCenterForCharters.org)



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