



Assessment Literacy Continuum			
Dispositions	Not Yet	In Process	Established
Understanding of Assessment Literacy	<input type="checkbox"/> Not many ($\leq 25\%$) educators in the building are proficient in their understanding and use of assessment	<input type="checkbox"/> Some ($\geq 50\%$) of the educators in the building are proficient in their understanding and use of assessment	<input type="checkbox"/> All (100%) of educators in the building are proficient in their understanding and use of assessment
Purpose of Assessments	<input type="checkbox"/> Not many ($\leq 25\%$) assessment practices balance different purposes for different users and uses appropriate assessment methods to measure different learning targets	<input type="checkbox"/> Some ($\geq 50\%$) assessment practices balance different purposes for different users and uses appropriate assessment methods to measure different learning targets	<input type="checkbox"/> All (100%) assessment practices balance different purposes for different users and uses appropriate assessment methods to measure different learning targets
School-Wide Utilization of Assessment Data	<input type="checkbox"/> Not many ($\leq 25\%$) time and resources are dedicated to a) select or develop assessments, b) administer assessments, c) use assessment results appropriately to support student learning	<input type="checkbox"/> Some ($\geq 50\%$) time and resources are dedicated to a) select or develop assessments, b) administer assessments, c) use assessment results appropriately to support student learning	<input type="checkbox"/> All (100%) time and resources are dedicated to a) select or develop assessments, b) administer assessments, c) use assessment results appropriately to support student learning
	<input type="checkbox"/> Not many ($\leq 25\%$) assessment data (e.g., normative, criterion-referenced, classroom, anecdotal) are used to make educational decisions	<input type="checkbox"/> Some ($\geq 50\%$) assessment data (e.g., normative, criterion-referenced, classroom, anecdotal) are used to make educational decisions	<input type="checkbox"/> All (100%) assessment data (e.g., normative, criterion-referenced, classroom, anecdotal) are used to make educational decisions
	<input type="checkbox"/> Not many ($\leq 25\%$) of educators utilize multiple measures to provide a more balanced picture of a student	<input type="checkbox"/> Some ($\geq 50\%$) of educators utilize multiple measures to provide a more balanced picture of a student	<input type="checkbox"/> All (100%) of educators utilize multiple measures to provide a more balanced picture of a student
	<input type="checkbox"/> Not many ($\leq 25\%$) assessments utilized in the building are designed or leveraged to measure progress on teaching and learning	<input type="checkbox"/> Some ($\geq 50\%$) assessments utilized in the building are designed or leveraged to measure progress on teaching and learning	<input type="checkbox"/> All (100%) assessments utilized in the building are designed or leveraged to measure progress on teaching and learning
	<input type="checkbox"/> Not many ($\leq 25\%$) of assessment results are used to make decisions that impact learning	<input type="checkbox"/> Some ($\geq 50\%$) of assessment results are used to make decisions that impact learning	<input type="checkbox"/> All (100%) of assessment results are used to make decisions that impact learning



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Dispositions	Not Yet	In Process	Established
Classroom Utilization of Assessment Practices	<input type="checkbox"/> Not many ($\leq 25\%$) of educators in the building believe that quality classroom assessments and quality instruction are intricately linked to each other	<input type="checkbox"/> Some ($\geq 50\%$) of educators in the building believe that quality classroom assessments and quality instruction are intricately linked to each other	<input type="checkbox"/> All (100%) of educators in the building believe that quality classroom assessments and quality instruction are intricately linked to each other
	<input type="checkbox"/> Not many ($\leq 25\%$) of educators demonstrate the use of appropriate, high-quality assessment practices in the classroom	<input type="checkbox"/> Some ($\geq 50\%$) of educators demonstrate the use of appropriate, high-quality assessment practices in the classroom	<input type="checkbox"/> All (100%) of educators demonstrate the use of appropriate, high-quality assessment practices in the classroom
	<input type="checkbox"/> Not many ($\leq 25\%$) of educators utilize clear learning targets that are <u>understood by students</u> for use in improving learning	<input type="checkbox"/> Some ($\geq 50\%$) of educators utilize clear learning targets that are <u>understood by students</u> for use in improving learning	<input type="checkbox"/> All (100%) of educators utilize clear learning targets that are <u>understood by students</u> for use in improving learning <input type="checkbox"/>
	<input type="checkbox"/> Not many ($\leq 25\%$) of educators use effective feedback <u>directed to students</u> to support on-going learning	<input type="checkbox"/> Some ($\geq 50\%$) of educators use effective feedback <u>directed to students</u> to support on-going learning	<input type="checkbox"/> All (100%) of educators use effective feedback <u>directed to students</u> to support on-going learning
	<input type="checkbox"/> Not many ($\leq 25\%$) of classrooms demonstrate students as <u>active partners</u> in their learning and assessment	<input type="checkbox"/> Some ($\geq 50\%$) of classrooms demonstrate students as <u>active partners</u> in their learning and assessment	<input type="checkbox"/> All (100%) of classrooms demonstrate students as <u>active partners</u> in their learning and assessment
	<input type="checkbox"/> Not many ($\leq 25\%$) of educators perform grading as an exercise in professional judgement, not just as a numerical mechanical exercise	<input type="checkbox"/> Some ($\geq 50\%$) of educators perform grading as an exercise in professional judgement, not just as a numerical mechanical exercise	<input type="checkbox"/> All (100%) of educators perform grading as an exercise in professional judgement, not just as a numerical mechanical exercise

Adapted from MAC Assessment Literacy Standards (2020)