



# Assessment Literacy: The “What” and the “Why”



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# Learning Targets

I can define assessment literacy.

I can provide at least two reasons why assessment literacy is important.

I can discuss the assessment context of my school, especially related to balanced assessment and connecting assessments to standards.



# What is ASSESSMENT LITERACY?



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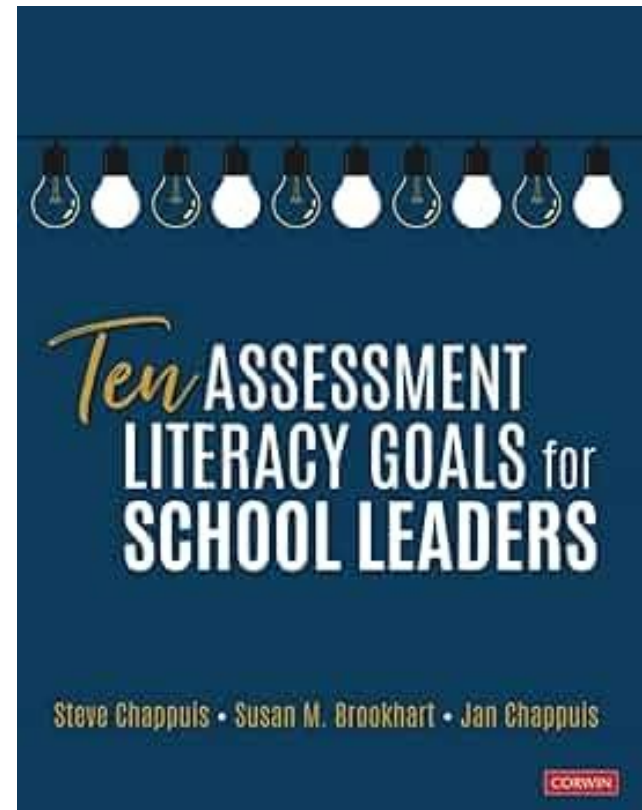


The set of beliefs, knowledge, and practices about assessment that lead to the use of assessment to improve student learning and achievement.



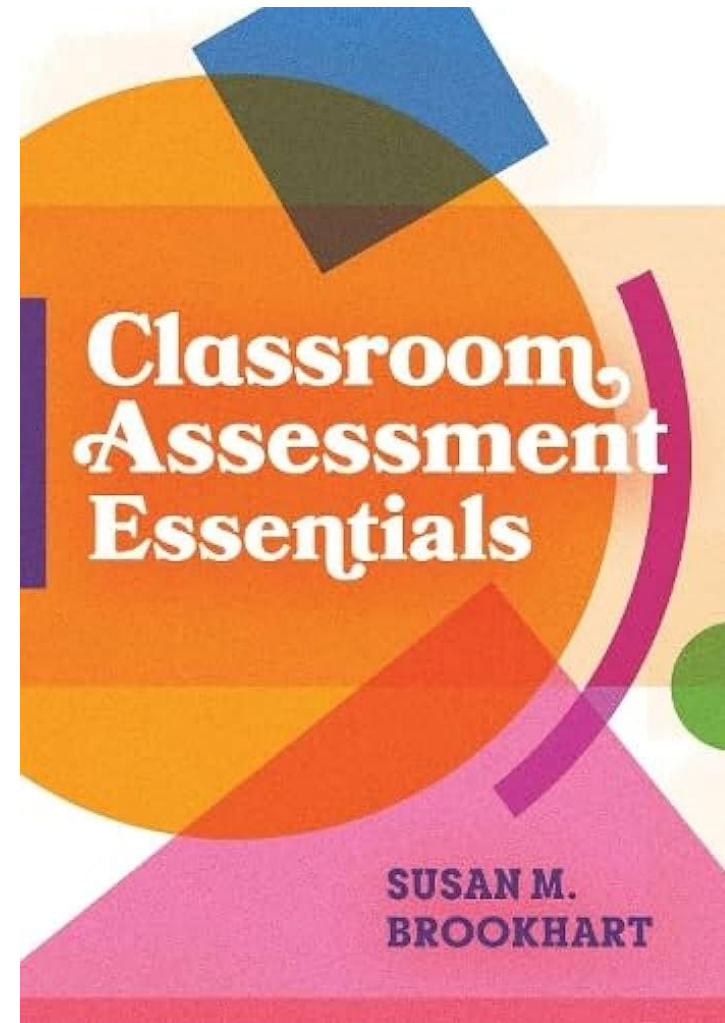
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Having the knowledge and skills needed to gather accurate information about student achievement and use the assessment process and its results to improve achievement.



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- How do you find out what's happening with students who are learning so you can continue that learning?
- How do students get a sense of where they are and where they need to go next?
- The answer to both questions is assessment.



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# Ten Assessment Literacy Goals

1. Comprehensive and balanced assessment system\*
2. Clear academic achievement goals\*
3. Quality standard assessments\*
4. Formative assessment process understood
5. Sound grading practices are used\*



# Ten Assessment Literacy Goals

6. Effective communication about uses and results.
7. Ethical and appropriate use of different types of assessment.
8. Professional learning offered
9. Analyze results accurately to improve curriculum and instruction
10. Policies implemented on sound assessment use





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



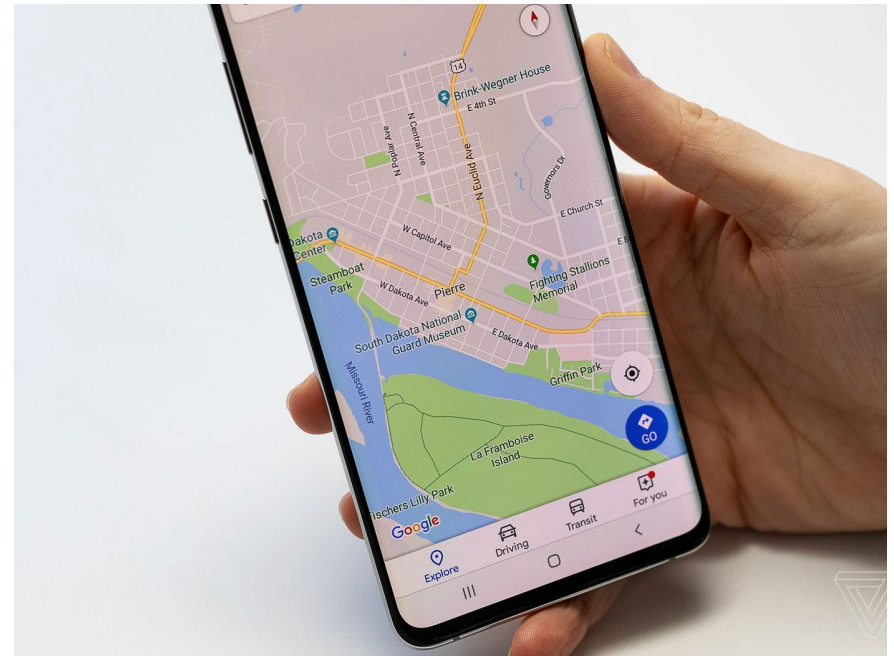
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# What happens without assessment literacy?

- 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 grading practices harm the learner and learning.
- Assessment is disjointed, isolated, and confusing.





# Structure of Next Sections

- Define key assessment literacy component. Share key words.
- Present content.
- Brainstorm prompts related to key assessment literacy component.



# Assessment Literacy Goal #1:

## What is a **BALANCED ASSESSMENT** system?



All leaders understand the attributes of a comprehensive and balanced assessment system that includes large-scale assessment, school- or district-level assessment, and classroom-level summative and formative assessment, ensuring multiple measures of all valued learning goals.



# Different Purposes for Assessment

- Student improvement
- Instructional program improvement
- Student, teacher, system accountability
- Program evaluation
- Prediction of future performance achievement





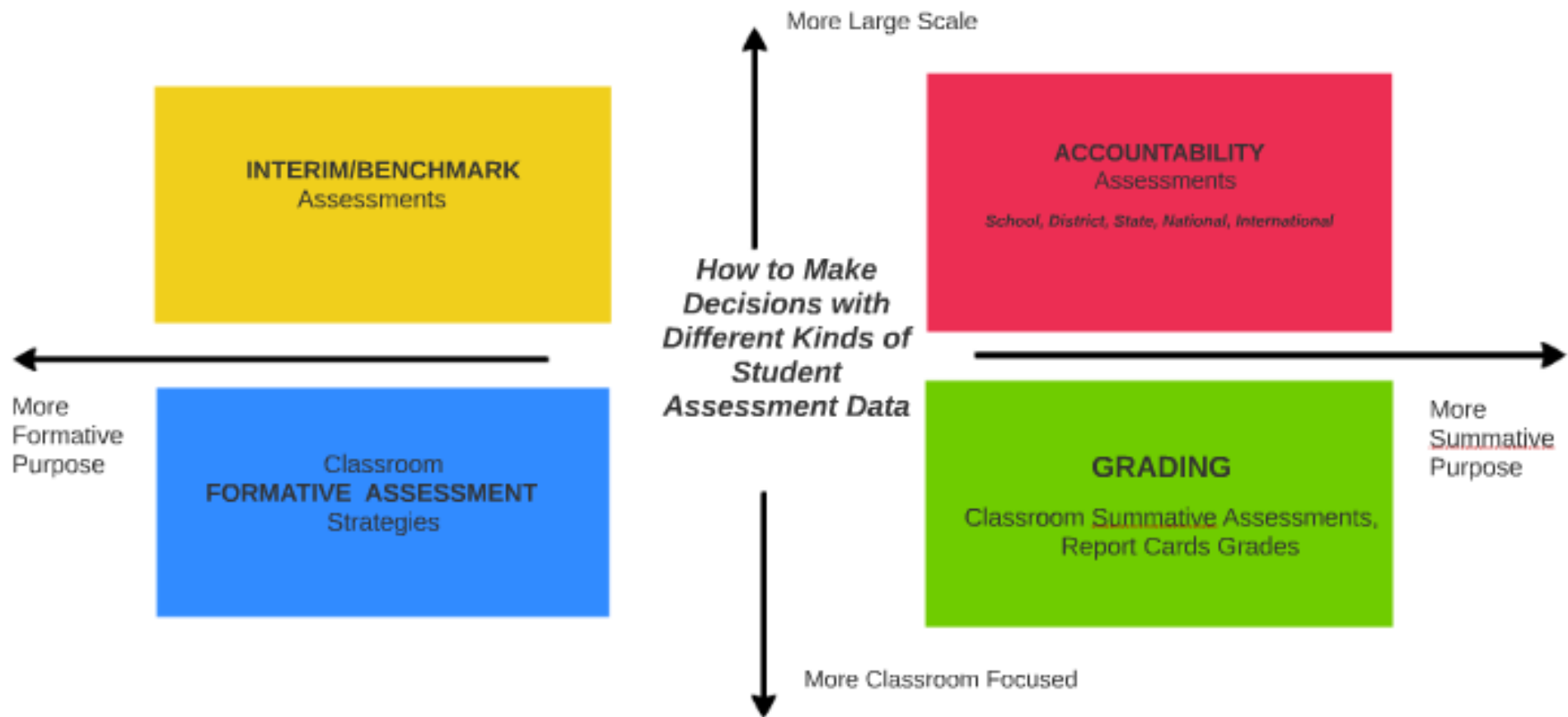
**Formative vs. Summative**

**Growth vs. Achievement**

**Criterion vs. Norm Referenced**



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**Think about your school.**

**What are some examples of each type of assessment?**

**How is each type used or not used?**



# **Assessment Literacy Goal #2:**

## **Assess What?**

### **Clear Standards and Academic Goals as a Prerequisite**





All leaders understand the necessity of clear academic learning goals, aligned classroom-level learning targets, and success criteria used by students and teachers, and their relationship to the development and use of sound assessments.



# Learning Targets & Success Criteria

- Learning Target- What is a student going to learn? Connected to standards. This is what is assessed.
- Performance of Understanding- Something a student will do, make, say or write that help with learning but also provide evidence of learning.
- Success Criteria- The “look-fors” and qualitative indicators of success.



	LEARNING TARGET	PERFORMANCE OF UNDERSTANDING	SUCCESS CRITERIA
Elementary	I can determine whether if I need to regroup when doing a subtraction problem.	Student completes a problem set with problems that need regrouping and others that do not.	Students use a subtraction rhyme: "More on the top, no need to stop. More on the floor, go next door."
Middle School	I can explain why an author uses flashback in a story.	Student read and analyze a narrative text that uses flashbacks.	<p>Can I find the shift in the story? Can I explain shift that cued the transition?</p> <p>Can I explain why the author chose a particular event to flashback to?</p>
High School	Today we will learn that all world maps are distorted in some way.	Student examining different world maps and identify the distortions.	Can I identify four types of distortion (size, shape, direction, distance)? Can I identify example on different world maps?



TYPE OF LEARNING GOAL	Selected Response	Constructed Response (extended response, short answer, show work)	Performance Assessment (use observation and judgement based on criteria)	Personal Communication (oral exams, asking questions, discussion)
Knowledge (facts, concepts, procedures)	Good	Strong	Partial	Strong
Reasoning (formulate an opinion or provide supporting evidence)	Good	Strong	Good	Strong
Performance Skill (demonstration or physical performance)	Partial	Poor	Strong	Partial
Product (written product, presentation, use of an artifact)	Poor	Poor	Strong	Poor





**Think about your school.**

**Are the assessments well matched to the learning goals they are intended to assess?**

**Are there any that are not good matches or not attached to learning goals?**



# **Assessment Literacy Goal #3:**

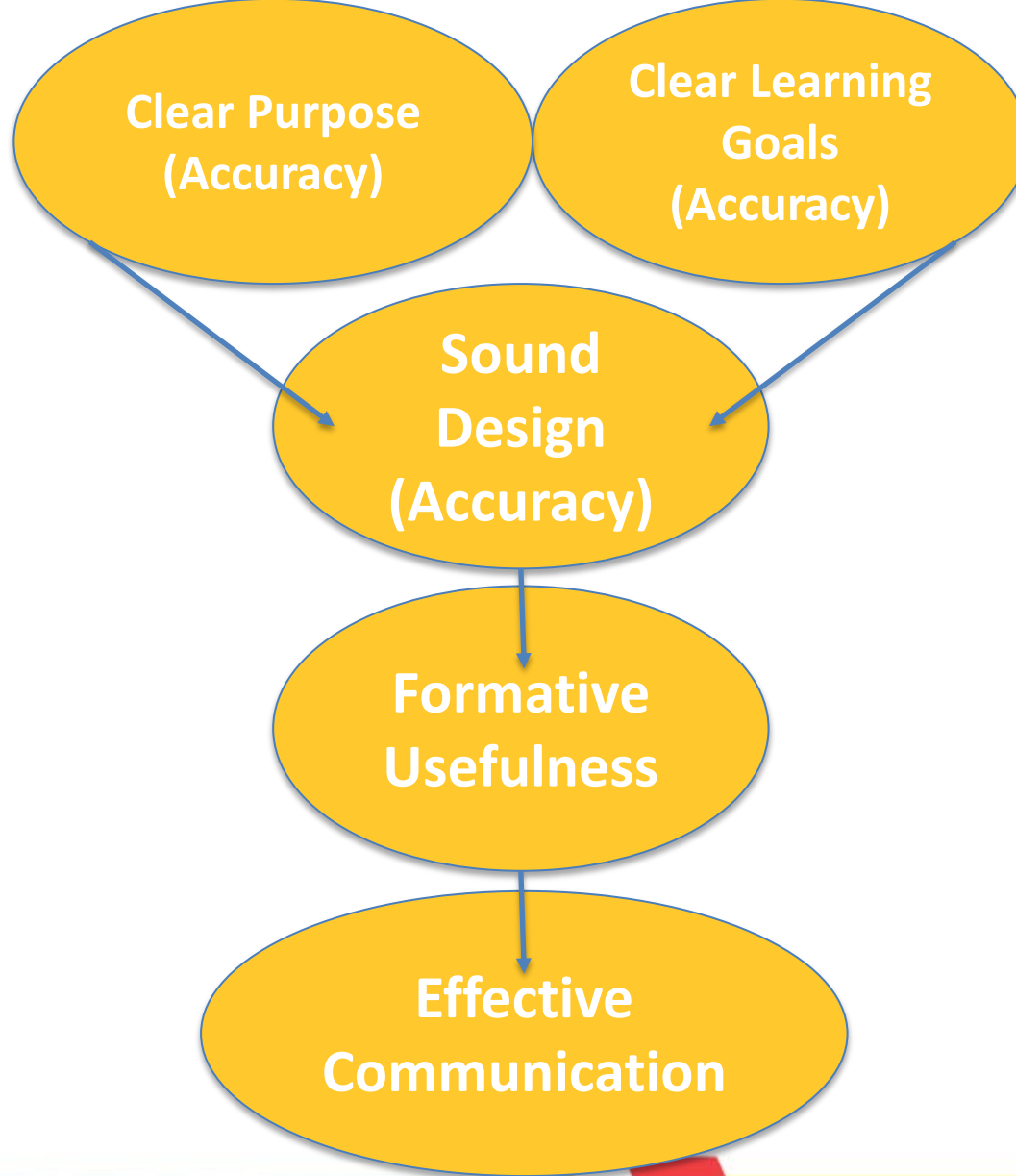
## **What makes a quality assessment?**



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All leaders understand the standards of quality for student assessment and ensure that these standards are met.





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**“Only when the five keys to assessment quality are part of the working knowledge of teachers and leaders will we have sound assessment systems in place.”**

**Select one key and think of a problem you have noticed due to lack of understanding. What is a compelling reason to attend to the requirement of that key?**



## **Assessment Literacy Goal #5:**

**Grading is feedback, therefore part of the assessment process.**





All leaders understand sound grading practices and work to ensure all students receive meaningful, accurate grades.



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# Grading Practices Need to...

- Report achievement of learning goals separate from behavior or progress toward achievement
- Start with learning goals
- Report current status
- Give formative feedback regarding learning goals
- Lead to accurate, meaningful communication





**Thoughts? Your beliefs? Any changes needed  
at the school level?**



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# What is one W.O.W. from today?

W.O.W. → What I 'W'alked 'O'ut 'W'ith



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