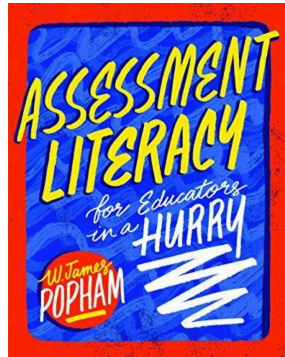


# MAC Reads Webinar 2019

September 26th



**Assessment Literacy for Educators in a HURRY**  
by W. James Popham EdD

# The MAC...



An education assessment-focused, non-profit organization.

A statewide consortium, governed by a volunteer board, serving our LEA's, ESEA's, education associations, SEA, and community.

**Mission...**of the MAC is to improve student learning and achievement through a system of coherent curriculum, balanced assessment and effective instruction. We do this by *collaboratively*...

- Promoting ***assessment knowledge & practice***
- Providing ***professional learning***
- Producing and sharing assessment ***tools and resources***

# The MAC Believes...



**Assessment Literacy** is essential for those making important decisions about students, educators, and educational systems based on student data. Yet, evidence shows that too few educators understand the fundamental concepts and procedures of educational testing, Even fewer policy-makers, students, and families understand the important role of assessment in helping all students achieve at high levels.

The MAC actively engages state and national leaders in exploring what it means to be assessment literate. We continuously develop resources to support assessment knowledge, dispositions, and performance among each education stakeholder group.

# 4th Annual MAC Reads Goal...



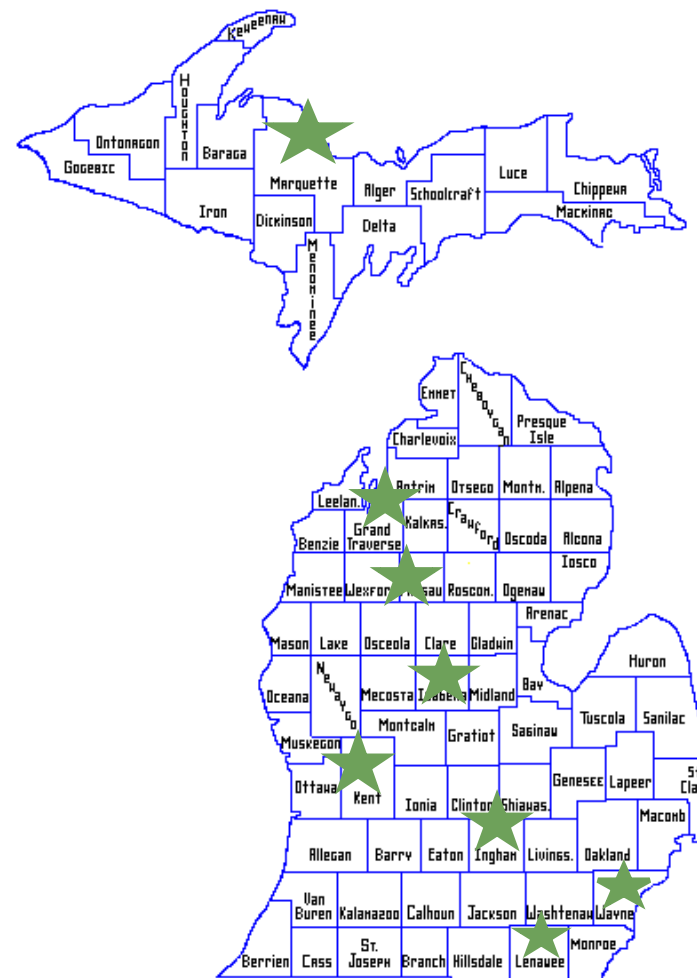
- Encouraging educators from around the state to read the same book and follow up with a live virtual conversation with the author.
- The goals of MAC Reads include:
  - To increase the sense of urgency around building assessment literacy across the state
  - To build common understanding and capacity
  - To build awareness of supporting materials that can help educators back in their local context

# Participants from around the State



Locations around the state include:

- Kent
- Lansing
- Mt. Pleasant
- Lenawee
- Marquette
- Traverse Bay Area
- Wexford/Missaukee
- Wayne



# How the webinar will work



- Dr. Popham will share information with us today to help each of us better understand six critical understandings outlined in his book.
- If you have any technical concerns please enter them in the chat box so that we can support you throughout the presentation.
- Please use the chat box and enter your question.
- The facilitator will share question(s) with the presenter at designated times.

# Assessment Literacy for Educators in a HURRY



“The overriding purpose of this book is to help educators understand a handful of measurement concepts and procedures so they can apply them properly to make sound instructional decisions and improve the quality of education that their students receive.”

Dr. W. James Popham

Book: Assessment Literacy for Educators in a Hurry

# Assessment Literacy: The What, the Why, and the How



A WEBINARIST'S CLAIM: "EXPANDING ASSESSMENT LITERACY IS THE MOST COST-EFFECTIVE WAY TO IMPROVE OUR SCHOOLS."

This claim is made because assessment-literate educators are likely to make fewer measurement-based mistakes than assessment-illiterate educators.

Such measurement mistakes come in two variations:

- Errors of commission
- Errors of omission

Both of these measurement-spawned mistakes can diminish the quality of children's schooling.



# Assessment Literacy: Definition of Assessment Literacy



## A Definition of Assessment Literacy:

Assessment literacy consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions.

# Assessment Literacy Understandings...



WHAT “FUNDAMENTAL ASSESSMENT CONCEPTS AND PROCEDURES” ARE APT TO INFLUENCE EDUCATIONAL DECISIONS?

- Answers from thoughtful people will often differ.
- In Jim’s opinion, it is better to advocate a small number of assessment-related understandings that are internalized *and used*, than to promote a plethora of superficially grasped understandings.
- Jim, then, in this instance, favors “*Less is More.*”
- In this, as in many similar instances, Jim is correct.

# FROM WHENCE COMETH THESE “FUNDAMENTAL ASSESSMENT CONCEPTS AND PROCEDURES?”



From *Standards for Educational and Psychological Testing* developed collaboratively by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014)—often referred to as “the Joint Standards” or, occasionally, as “Holy Writ.”

# Assessment Literacy's Key Understandings:



1. The Validity Understanding
2. The Reliability Understanding
3. The Fairness Understanding
4. The Score Report Understanding
5. The Formative Assessment Understanding
6. The Affective Assessment Understanding

# WHAT DOES IT MEAN TO “UNDERSTAND” A KEY ASSESSMENT CONCEPT OR PROCEDURE?



***An Understanding:*** The level of internalized comprehension necessary for someone to:

- (1) recognize a given understanding’s potential relevance to an upcoming educational decision and
- (2) be able to explain the essence of an assessment concept or procedure to a colleague.

# Today we will engage in...



A webinar wink at six fundamental assessment-related understandings.

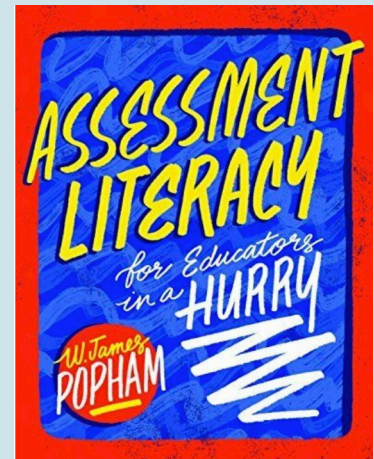
As identified in Jim's 2018 book by ASCD, *Assessment Literacy for Educators in a Hurry*, whose cover deliberately embodies the colors of a formidable warrior.

# Book: *Assessment Literacy for Educators in a Hurry*



“Get your own copy of this truly wondrous book; you will be fulfilled!”

W.W. (9/2019)



# Validity: The Overt in Search of the Covert



## **The Validity Understanding:**

Validity, the degree to which an evidence-based argument supports the accuracy of a test's interpretations for a proposed use of the test's results is the necessary precursor to all educational assessment.



# Reliability: Assessment's Righteous Rascal



## The Reliability Understanding:

Assessment reliability, the consistency with which a test measures whatever it measures, is represented by three conceptually different kinds of evidence, and it should be reported for both test-taker groups and individual test-takers.

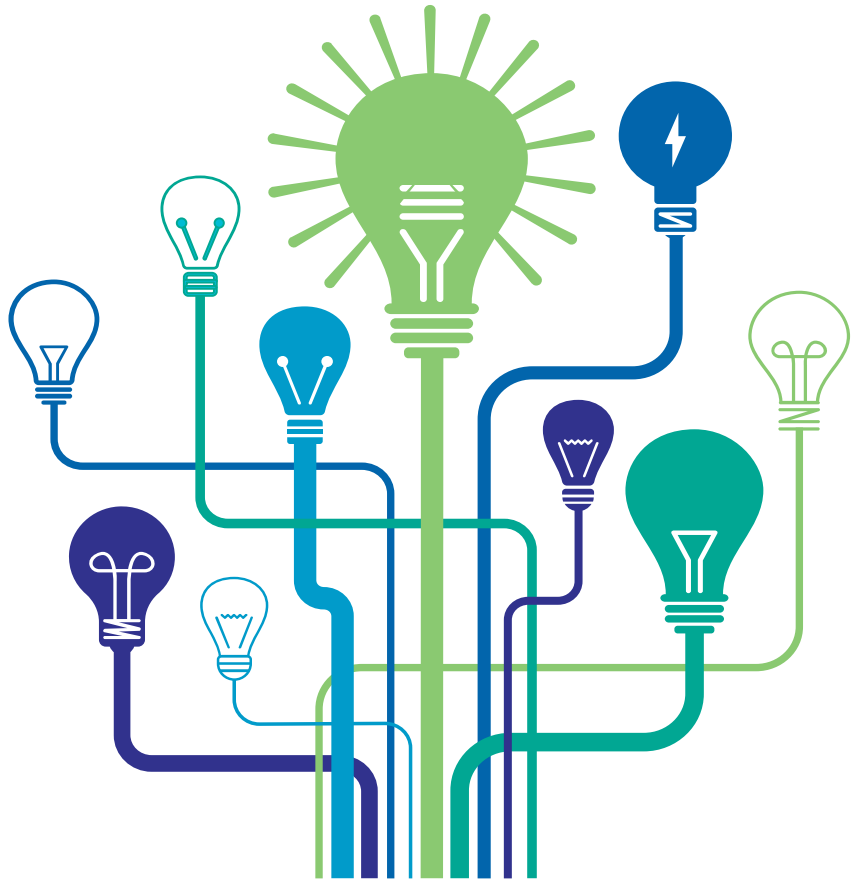
# Fairness in Testing: It's About Time!



## The Fairness Understanding:

Fairness in educational testing is as important as validity and reliability in the creation and evaluation of tests, and it must be carefully documented—when practicable—with *both* judgmental and empirical evidence.

# Q & A Time



## Questions:

- 1.
- 2.

# Score Reports: Information that Supports Action



## The Score Report Understanding:

Because inferences about students are based on test-takers' score reports, users must demand that results be easily interpreted in accord with the test's intended use.

# Formative Assessment: Ends-Means Magic



## **The Formative Assessment Understanding:**

Although currently underused, formative assessment is a remarkable, research-ratified process in which teachers and students use classroom assessments to make needed adjustments that can dramatically improve students' learning.

# Measuring Affect: Getting a Fix on Behavioral Change



## **The Affective Assessment Understanding:**

Because affective dispositions acquired in school can have a profound influence on students' success, both during and following school, students' affect should be assessed regularly, using anonymously completed self-report inventories.

## Summing Up the Webinar's Chief Message:

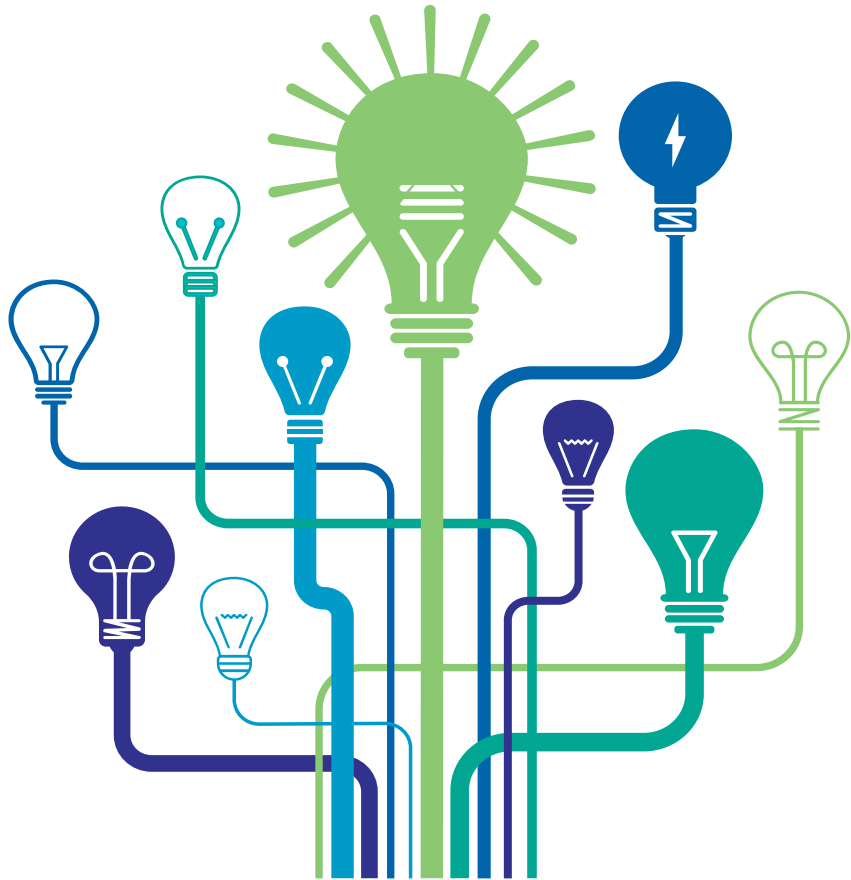


Increasing the assessment literacy of educators and other education-concerned clienteles represents the hands-down, most cost-effective way to improve our schools.

But the world is not breathlessly waiting to soak up truths about educational testing. Because promoting assessment literacy is far more difficult than recognized, we need to get cracking *and clever*.

Jim's e-mail address: [wpopham@ucla.edu](mailto:wpopham@ucla.edu)

# Q & A Time



- 1.
- 2.



# Webinar Location



- Once the webinar is finished and rendered, it will be uploaded to the MAC website and information will be communicated to each participant, via email.
- Until then, if you have any questions, please email us using the contact section of our website header.
- Don't forget to check out the other valuable resources on the MAC website.

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

# Where to find additional materials:



Visit the MAC Website ([Link](#)) for more resources to help you along your journey to support your colleagues in becoming more assessment literate

- Video snippets to the ALN series with Dr. Popham ([Link](#)) \*Look for video interview questions #1-9 from Dr. Popham
- ALN: Learning Points ([Link](#)) to use with your colleagues



### What fundamental understandings are necessary for assessment literacy?

Assessment expert W. James Popham has described six practical and action-oriented understandings that form the basis of assessment literacy. Internalizing these "high priority" understandings can equip educators to make sound assessment and instructional decisions and improve the quality of education their students receive.

This Learning Point summarizes Popham's six understandings of fundamental assessment concepts and procedures: validity, reliability, fairness, score reporting, formative assessment, and affective assessment.

**Validity**  
Validity, the degree to which an evidence-based argument supports the accuracy of a test's interpretations for a proposed use of the test's results, is the necessary precursor to all educational assessment.

There is no such thing as a "valid test"; rather validity describes the quality of the argument made about a test, built on evidence that the test will capture the kind of data it purports to capture and support the interpretations it is intended to support. Validity relies on our confidence—supported by evidence—in the accuracy of score-based inferences about test-takers and the test's utility in supporting the test's intended use.

Without validity, educational testing would have no point, no purpose, and no legitimate application.

"Unless based on, where it takes three strikes to get a batter out," Popham writes, "educational testing is a one-strike contest. If the test lies out on validity, it's not just out—the whole game is over."

**Reliability**  
Assessment reliability, the consistency with which a test measures whatever it measures, is represented by three conceptually different kinds of evidence, and it should be reported for both test-taker groups and individual test-takers.

Dr. Popham describes in his book three of the more important types of reliability:

- Test-retest reliability (also referred to as "test stability"): the consistency between the score a student would achieve during one test occasion with a score he or she would achieve on a second test occasion.
- Alternate-form reliability: the consistency with which alternate versions of a test measure student performance.
- Internal consistency reliability: the homogeneity of a test's items, or the degree to which a test's items are measuring the same skills or knowledge in the same way throughout the test.

Evidence must be supplied for both solo and group test takers. Reliability is one necessary condition for valid test-based interpretations.

**Fairness**  
Fairness describes the degree to which a test contains measures that are free of bias. Fairness—along with validity and reliability—forms the third element in a "big three" trio of concerns that must be considered when developing or evaluating educational tests. Educators seek two types of evidence to document test fairness (when practicable):

- Empirical analyses of the per-item performances of all subgroups taking a test is a powerful measure of fairness, but it comes with several constraints that make it infeasible for use in individual school districts, classrooms, grade-level teams, or departments.

**This Learning Point was adapted with permission from Assessment Literacy for Educators in a Hurry, (ASCD, 2018) by W. James Popham. Learn more about the book and the author at [www.ascd.org/publications/books/119009.aspx](http://www.ascd.org/publications/books/119009.aspx).**

November 2018 | This information is aligned with the Assessment Literacy Standards at [michiganassessmentconsortium.org](http://michiganassessmentconsortium.org)

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Interview Question 1 – James Popham- November 1, 2018

What assessment-related concepts and procedures do educators and others who care

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Interview Question 2 – James Popham- November 1, 2018

What do "assessment literate" individuals need to understand about test validity?

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Interview Question 3 – James Popham- November 1, 2018

What do "assessment literate" individuals need to understand about test reliability?

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Interview Question 4 – James Popham- November 1, 2018

What do "assessment literate" individuals need to understand about test fairness?

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Interview Question 5 – James Popham- November 1, 2018

What do "assessment literate" individuals need to understand about formative assessment?

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Interview Question 6 – James Popham- November 1, 2018

What do "assessment literate" individuals need to understand about score reporting?

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Interview Question 7 – James Popham- November 1, 2018

Interview Question 8 – James Popham- November 1, 2018

Interview Question 9 – James Popham- November 1, 2018

# Thank you for joining us for MAC Reads 2019



- A special thank you to Dr. W. James Popham for sharing his knowledge and ideas with us.
- Thank you to the organizers of the various “groups” who participated in reading the book and joining us today.

## Thank you!

# MAC Reads 2019

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Thank you for joining us!