



Assessment Literacy Self-Assessment for Building Administrators – Short Form

Michigan Assessment Consortium

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Introduction—These questions are designed to measure the level of assessment literacy of building administrators. The questions were created by the Michigan Assessment Consortium (MAC) and are based on the assessment literacy standards developed by the MAC:

http://michiganassessmentconsortium.org/sites/default/files/mac_AssessLitStds_mobile.pdf

The goal in creating this self-assessment is to illustrate the range of assessment dispositions, knowledge, and performances that building and district administrators should possess, with the hope that the standards and self-assessment will lead individuals to seek to learn more about assessment and use assessments more effectively. The MAC is developing strategies and resources to increase the assessment literacy of students and their parents, teachers, building administrators, district administrators, and local and state policymakers.

The code shown in parentheses indicates the assessment literacy standard measured by each question.

It is anticipated that in the future, only a subset of these questions will be used, with explanatory material related to each answer choice. These questions are still in draft form, so user feedback is welcome! Please send your suggestions and feedback to roeber@msu.edu.

Dispositions—These standards address what the MAC hopes that building administrator believe about assessment.

Introduction—Think about your beliefs about student assessment as you answer the following questions.

1. Which of the following is the most important characteristic of a balanced assessment system? (I-B)
 - A. Each type of assessment is given the same number of times during the school year.
 - B. School accountability assessments are given the highest priority in the assessment system.
 - C. Classroom assessments are given the highest priority in the assessment system.
 - D. The information needs of all users are considered equally important and are met.

2. The “balance” in a balanced assessment system means which of the following? (I-B)
 - A. Different purposes for assessment are appropriately accommodated through a variety of assessment methods.
 - B. Different summative assessments are used to meet the needs of the public and policymakers.
 - C. A variety of classroom assessments are used, making summative assessments unnecessary.
 - D. A variety of benchmark assessments are used, making classroom assessments unnecessary.

3. Using multiple measures can provide a more accurate picture of student achievement. Which of the following is the best example of “multiple measures?” (I-D)
 - A. A summative assessment used at the beginning and end of the school year.
 - B. Benchmark assessments used several times during the school year.
 - C. Classroom summative assessments given at the end of each unit of study.
 - D. Summative, benchmark, and classroom assessments, measuring the same standards.

True False 4. It takes time, training, and other resources to develop new high-quality assessments. (I-K)

Knowledge—These standards specify the particular vocabulary, processes and practices that building administrators should understand.

Introduction—Answer these questions based on what you know about assessment.

1. What is the definition of a “summative assessment?” (II-C1)
 - A. The total score on a test
 - B. Any test given at the end of the year
 - C. A test that summarizes student achievement over an extended period of time, such as a school year.
 - D. Any test given in the fall to determine what students need to learn.

2. An “interim” or “interim benchmark assessment” is an assessment that is given (II-C2)
 - A. once during one school year.
 - B. at the start of the school year to help determine what students have retained over the summer.
 - C. several times during the year, to determine student progress in learning.
 - D. once, at the end of the school year, to help determine students’ final grades.

3. What is the definition of “formative assessment strategies?” (II-C3)
 - A. Short tests given multiple times during the school year.
 - B. Sets of test items available in an item bank.
 - C. Activities used during instruction to determine whether students learned what they were just taught.
 - D. An assessment that is given at the end of each marking period for grading students.

4. A criterion-referenced interpretation of assessment results is a comparison of student assessment results to (II-C4; II-H2)
 - A. the performance of students in the following grade.
 - B. the performance standards which have been set.
 - C. the overall results, standard by standard.
 - D. other students in the state and the nation.

5. When is it best to use a criterion-referenced interpretation of student achievement information? (II-C4, II-H3)
 - A. When educators want to see if students are making enough progress to be ready for the next grade
 - B. To determine if students are on track to be college and career ready.
 - C. To determine if students have mastered the skills that they have been taught.
 - D. When educators want to see if their school is one of the top performing schools in the state.

6. When is it best to use selected-response items in a test? (II-E1)
 - A. When money is limited for the development of a new test.
 - B. When time is limited for the development of a new test.
 - C. To assess students on targets requiring students to demonstrate a performance.
 - D. To assess students on a large number of knowledge-recall targets.

7. When is it best to use constructed-response (written-response) items in a test? (II-E2)
 - A. When money is limited for the development of a new test.
 - B. When time is limited for the development of a new test.
 - C. To assess students on targets requiring students to demonstrate a performance.
 - D. To assess students on a large number of knowledge-recall targets.

8. Which of the following is the best definition of **reliability** as it pertains to assessment? (II-F3)
 - A. The extent to which the assessment results are stable
 - B. The extent to which assessment results are related to the standards assessed
 - C. The extent to which results predict future performance
 - D. The utility of a set of test results

9. Which of the following is the best definition of **validity** as it pertains to assessment? (II-F4)
 - A. A property of a test, showing whether the results can be trusted
 - B. A property of a test, showing whether the test results come from a high quality assessment
 - C. An indication of whether the test results support the claims made during the design of the assessment.
 - D. An indication of whether the test results are useful to all users in any circumstance.

10. The first step in developing a high quality assessment is to: (II-G1-6)
 - A. select or construct the necessary assessment items with scoring guides where needed
 - B. design a test plan or blueprint that will permit confident conclusions about achievement.
 - C. field test the items in advance or review them before reporting the results.
 - D. select the assessment methods appropriate to learning targets and assessment purpose(s).
 - E. determine the standards or learning targets to be assessed.

11. What is the major challenge inherent in developing your own assessment? (II-G7)
- A. The time and money needed to develop a high quality assessment.
 - B. The fit of the assessment to the set of skills being measured.
 - C. The use of the high quality assessments after they have been constructed.
 - D. To make sure students do well on the assessment.

Performance—These standards address the skills and competencies for which building administrators must be proficient.

Introduction—These questions ask about how you as a building administrator facilitate your own professional learning and that of your staff about student assessment. Think of this frame as you respond to these questions.

1. Your school district is interested in developing learning progressions for student learning in all grades and subjects. Which of the following would be most effective in developing and implementing the use of these learning progressions? Check all that apply. (III-C)
- A. Conduct a series of interactive workshops on how the use of assessment data from learning progressions can improve student learning.
 - B. Present the learning progressions at the first staff meeting of the year and tell teachers to use them for lesson planning.
 - C. Meet with teacher leaders in your school and ask volunteers to pilot the use of the learning progressions.
 - D. Use professional learning communities in your school to review the progressions and develop strategies for incorporating them in their unit planning.
2. A building principal, when examining state assessment data in her elementary school, sees inconsistencies in the performance between the three fourth grade classes. What would be the most productive thing for the principal to do to help resolve this issue? (III-D)
- A. Conduct a curriculum survey of teachers in grade K-5. Look for inconsistencies among the skills taught at each grade level. Lead the teachers in making decisions about what gets taught when.
 - B. Conduct a curriculum survey of teachers in grade 4. Look for inconsistencies among the skills taught at grade 4. Lead those teachers in making decisions about what gets taught when.
 - C. Discuss inconsistencies among the skills taught at each grade level in grade K-5. Lead the teachers in making decisions about what gets taught when.
 - D. Discuss inconsistencies among the skills taught at grade 4. Lead those teachers in making decisions about what gets taught when.
3. A new principal in an elementary school finds that the teaching staff does not feel comfortable in their ability to interpret assessment data. The principal wants to address this issue by creating a professional learning community (PLC) around the use of assessment data. Which of the following strategies is *not* needed to effectively implement a PLC? (III-G)
- A. Time for the PLC to meet as a whole.
 - B. Time for the PLC to share their work with the entire staff.
 - C. An environment where data can be analyzed in a "value neutral" way.
 - D. Giving access to the MDE secure website to every member of the PLC.
4. A principal is interested in using assessment data to evaluate the effectiveness of the district's middle school mathematics curriculum in his school. He is not sure about what level of data should be used for this purpose. He has asked for your assistance. Which of the following would you suggest to him? (III-H)
- A. Because the curriculum is used for all students, assessment data that is based on all students is the appropriate level of aggregation to use for this purpose.

- B. Overall and sub-group analysis is appropriate for classroom level decisions, but curriculum decisions should be based on Michigan's Top to Bottom List ranking.
 - C. Only data based on the bottom 30% sub-group should be used because they are the lowest performing students and have the greatest needs for curriculum support.
 - D. Both overall and subgroup data should be looked at to help understand the curriculum needs of all students.
5. A building principal is interested in formally monitoring the learning trends in five areas in her school. She is planning on displaying this information prominently on a "data wall" in the school's main lobby. Which of the following is the best advice regarding what types of data to use for this purpose? (III-I)
- A. Only test data that is designed to show student growth (e.g., NWEA) should be used.
 - B. Test data from multiple assessments, given over time should be used.
 - C. Only test data from the district's benchmark assessments should be used.
 - D. Test data from the school's formative assessment practices should be used.
6. Jose has been a building principal for several years. Recently, Jose was told that he needed to use the state's annual student assessment results, as well as other student outcome measures to be chosen by the district, to evaluate the effectiveness of classroom teachers in his building.

What advice should Jose give to the district team charged with determining what measures should be used in teacher evaluation? What is the most effective way for a building administrator such as Jose to use assessment results to reflect on the effectiveness of teachers' instructional strategies? (III-J)

- A. Limit teacher evaluation to state assessment results only, since this is the only objective information available on teacher effectiveness.
 - B. Use state assessment results and the district's interim benchmark assessment data to evaluate teacher effectiveness.
 - C. Use classroom test scores with the state assessment results, because together they portray teacher effectiveness more completely.
 - D. Use state assessment results, interim benchmark test results, and classroom assessments, because together they portray teacher effectiveness more comprehensively.
7. Chris is a middle school principal of a school that has been chronically low performing. While not identified for state assistance, this school has also not performed as well as it should. Despite this, the faculty of the school is not that aware of the performance of their students, nor examined the data carefully. Chris would like to change this.

What is the most effective way for a building administrator such as Chris to use a data management system to analyze achievement information? (III-M)

- A. Tell the teachers that they each need to obtain a password and PIN, and spend time looking at the results.
- B. Download the information on student performance for the school and by class and student, and assemble these into teacher packets.
- C. Print off the school summary reports and state summary reports from the current year and the four previous years.
- D. Print off the school summaries from similar schools in the district and the ISD, urging teachers to do better than these schools in future state assessments.

Frequency of Performance

In the past twelve months, how many times have **you** carried out each of the following activities?

8. Led dialogues with staff in interpreting assessment results and creating goals for school improvement. (III-F)

None 1 time 2 times 3 times 4 or more times

9. Assisted teachers in collaboratively analyzing and using data in a professional learning community. (III-G)

None 1 time 2 times 3 times 4 or more times

10. Used data management systems to access and analyze assessment data. (III-M)

None 1 time 2 times 3 times 4 or more times

In the past twelve months, have **you** led your school to:

Yes No 11. Use multiple sources of data to identify trends in learning? (III-G)

Yes No 12. Use assessment data to reflect on the effectiveness of teachers' instructional strategies? (III-H)

Yes No 13. Use a data management system to access and analyze assessment results (I-K)

ANSWER KEY

- I. Dispositions
 - 1. D
 - 2. A
 - 3. D
 - 4. True
- II. Knowledge
 - 1. C
 - 2. C
 - 3. C
 - 4. B
 - 5. C
 - 6. D
 - 7. C
 - 8. A
 - 9. C
 - 10. E
 - 11. A
- III. Performance
 - 1. D
 - 2. A
 - 3. D
 - 4. D
 - 5. B
 - 6. D
 - 7. B
 - 8. 2 times/ 3 times/ 4 or more times
 - 9. 2 times/ 3 times/ 4 or more times
 - 10. 2 times/ 3 times/ 4 or more times
 - 11. Yes
 - 12. Yes
 - 13. Yes