



Assessment Literacy Self-Assessment for Educators - Consolidated

Michigan Assessment Consortium

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Introduction—These questions are designed to measure the level of assessment literacy of classroom teachers, building administrators, and district administrators. The Michigan Assessment Consortium Assessment Resource Development Committee wrote these questions. These questions are a subset of those written for each group, 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 teachers and 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 in each question 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.

I. Dispositions—These standards address what the MAC hopes that educators should believe regarding assessment. Think about your beliefs about student assessment. Answer each of the following questions based on those beliefs. These are a subset of all of the Disposition questions.

- True False 1. Clear learning targets are necessary for developing high quality assessments as well as for providing high quality instruction. (I-A)
2. Using multiple measures can provide a more accurate picture of student achievement. “Multiple measures” means which of the following? (I-H)
- 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.

II. Knowledge—These standards specify the particular vocabulary, processes and practices that educators should understand. There are a number of things that teachers need to know about assessment. Answer these questions based on what you know about assessment. These are a subset of all of the Knowledge questions.

3. The first thing to do in designing a balanced assessment system is to identify the: (II-A1-2)
- A. purposes for assessment and match these to different assessment methods.
 - B. information needs of different users.
 - C. different summative tests to be used in the assessment system.
 - D. one assessment that meets all of the different assessment purposes.
4. 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.
5. 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.
6. A criterion-referenced interpretation of assessment results is a comparison of student assessment results to (II-C4; II-O2)
- 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.
7. A norm-referenced interpretation of assessment results is a comparison of student assessment results to (II-C4; II-O1)
- 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.

8. 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.
9. 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.
10. 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.
11. 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 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.

III. Performance—These standards address the skills and competencies for which educators must be proficient. These questions ask about how you use student assessment. Think of this frame as you respond to these questions. These are a subset of all of the Performance questions.

12. _____ should be aligned to standards and understood by students to guide instruction. (III-C)
- A. Learning targets
 - B. Assessment targets
 - C. Scaffolding
 - D. Units
13. The best reason for providing feedback to students is that it will (III-K)
- A. give students an accurate idea of who did best on the assessment.
 - B. tell students which students may best help them prepare for the next test.
 - C. motivate students to try harder and be better prepared for the next test.
 - D. help them prepare to tell their parents how they did on the test when they show it to their parents.

14. What is the best way for teachers to collaboratively analyze and use assessment data to improve student achievement? (III-N)
- A. Each teacher decides for himself or herself what he or she plans to do as a result of the data and then share it with the group.
 - B. Look at the school’s data together as a team, looking for trends and unexpected results, then analyzing individual classroom results together.
 - C. Have one teacher review all of the results and give the group a draft report that can used to guide the group’s discussion.
 - D. Select one or two classrooms that are typical of the school’s performance and determine individual student learning needs, and then generalize these to all classrooms in the school.
15. The minimum number of data points to establish reliable year-to-year trends in educational performance over time for a school or district is: (III-O)
- A. 1 year
 - B. 2 years
 - C. 3 years
 - D. 4 or more years

Frequency of Performance

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

16. Led or participated in meetings to interpret assessment results and create goals for school improvement. (III-F)

None 1 time 2 times 3 times 4 or more times

17. Used assessment results to make instructional decisions for individual or groups of students. (III-I)

None 1 time 2 times 3 times 4 or more times

18. Provided descriptive and actionable feedback that improved student achievement of individual or groups of students. (III-J)

None 1 time 2 times 3 times 4 or more times

In the past twelve months, have **you** collaborated with colleagues in your school to:

Yes No 19. Use assessment results to influence the school’s curricula and instructional program (III-J)

Yes No 20. Use multiple sources of data to identify trends in learning? (III-O)

ANSWER KEY

- I. Dispositions**
 - 1. True
 - 2. D
- II. Knowledge**
 - 3. B
 - 4. C
 - 5. C
 - 6. B
 - 7. D
 - 8. D
 - 9. C
 - 10. A
 - 11. E
- III. Performance**
 - 12. A
 - 13. C
 - 14. B
 - 15. C
 - 16. 3 or more times
 - 17. 4 or more times
 - 18. 4 or more times
 - 19. Yes
 - 20. Yes