



Assessment Literacy Self-Assessment for District Administrators – Short Form

Michigan Assessment Consortium

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Introduction—These questions are designed to measure the level of assessment literacy of district 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 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 following each question indicates the assessment literacy standard measured by each question.

It is anticipated that in the future, 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 on this document to roeber@msu.edu.

Dispositions—These standards address what the MAC hopes that the district administrator believes about assessment.

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

1. The “balance” in a balanced assessment system means which of the following? (I-NEW)
 - 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.
- True False 2. Clear learning targets are necessary for developing high quality assessments as well as for providing high quality instruction. (I-C)
- True False 3. Evaluative feedback can provide students with an accurate sense of their achievement, motivating all students to improve their work. (I-H)
- True False 4. High-quality unit tests can be developed quickly by typical classroom teachers. (I-K)
- True False 5. Good classroom instruction and good quality classroom assessments are closely tied to one another. (I-L)

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

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

1. What are the two most important characteristics of a balanced assessment system? (II-A1-2)
 - A. Purposes for assessment have been identified and matched to assessment methods.
 - B. The information needs of different users have been identified.
 - C. Different summative tests have been identified.
 - D. Different purposes have been identified and used to identify the one assessment that meets all of them.
 - E. Different assessment purposes have been identified and prioritized by the building administrator, since one assessment cannot meet all purposes.
2. Which of the following are typical purposes of educational assessment carried out by educators? Circle all that apply. (II-B1-5)
 - A. Student improvement
 - B. Instructional program improvement
 - C. Promotion
 - D. Student graduation
 - E. Teacher evaluation
 - F. Predicting future economic earnings
 - G. Predicting future social status
 - H. School accountability
 - I. Accreditation
 - J. Grading students
 - K. Predicting future academic performance
 - L. Predicting success in life
 - M. Academic competition among schools
 - N. Identifying winning/losing students

3. 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.

4. 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.

5. 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.

6. A norm-referenced interpretation of assessment results is a comparison of student assessment results to (II-C4; II-H1)
 - 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. 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.

8. What is the difference between an achievement test and an aptitude test? (II-D1-2)
 - A. An achievement test measures what students are capable of learning, while an aptitude test measures what they have learned.
 - B. An aptitude test measures what students are capable of learning, while an achievement test measures what they have learned.
 - C. No difference. Neither measures what students are capable of learning.
 - D. An aptitude test indicates the scores that students will get on an achievement test.

9. 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.

10. 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.

11. 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

12. 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.

True False 13. A high statistical correlation between two variables means that one variable *causes* the other. (II-F6)

14. 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.

15. What is the major advantage of the developing your own assessment? (II-G7)

- A. Measuring the skills you feel are most important to assess
- B. Making sure students do well on the assessment
- C. Guaranteeing that teachers teach the skills being assessed
- D. Saving time and money in your district's testing program

16. 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 district 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.

Promote a Culture of Appropriate Assessment Practice

1. In order for staff to learn more about implementing a balanced assessment system, which of the following would be necessary to develop their skills? Check all that apply. (III-C)

- A. Send a teacher to a half-day workshop on analyzing state assessment data
- B. Have teachers observe the use of formative assessment practices by other teachers
- C. Implement the use of commercially developed item banks
- D. Provide released time and training to implement a comprehensive assessment plan

Promote the Use of Assessment Data to Improve Student Learning

2. You are conducting a building principal staff meeting in which district assessment data is being compared with comparable district data in the region. The most effective way to begin is to: (III-B)
 - A. hand out the results and tell principals to look them over and determine areas that are the lowest
 - B. explain that this assessment data is part of a larger context of instructional improvement
 - C. indicate the consequences if test scores do not improve
 - D. explain how to convert assessment results to z-scores

3. What is the most effective way for a district administrator to interpret achievement results and create improvement goals with building administrators? (III-C)
 - A. Demand that principals improve instructional practices
 - B. Lead dialogues with principals in each of the content areas assessed
 - C. Tell principals what they need to improve
 - D. Publically announce the high and low performing schools in the district

4. A building principal asks for your help in analyzing state assessment data in her elementary school. She sees inconsistencies in the performance between the three fourth grade classes. What would you suggest as the most productive thing for the principal to do to help resolve this issue? (III-NEW)
 - 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 the 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 the teachers in making decisions about what gets taught when.

Frequency of Performance

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

5. Promoted your own assessment literacy (i.e., increased the understanding about the use of assessment) or that of any of your staff members. (IV-B)

None 1 time 2 times 3 times 4 or more times

6. Provided time to district staff to develop and/or implement assessment tools to improve the balance of the assessments used in the district’s assessment system. (IV-A)

None 1 time 2 times 3 times 4 or more times

7. Discussed with staff how to interpret assessment results and create goals for improvement. (IV-D(3))

None 1 time 2 times 3 times 4 or more times

8. Assisted building principals and teachers to collaboratively analyze and use data in a professional learning community. (IV-B(1))

None 1 time 2 times 3 times 4 or more times

9. Clearly communicate results to various constituents (e.g., district or building administrators or school board members) using a variety of communication methods. (IV-I)

None 1 time 2 times 3 times 4 or more times

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

Yes No 10. Use multiple sources of data to identify trends in learning? (IV-F)

ANSWER KEY

- III. Performance**
- 1. B/D
 - 2. B
 - 3. B
 - 4. A
 - 5. 2 times/ 3 times/ 4 or more times
 - 6. 2 times/ 3 times/ 4 or more times
 - 7. 2 times/ 3 times/ 4 or more times
 - 8. 2 times/ 3 times/ 4 or more times
 - 9. 2 times/ 3 times/ 4 or more times
 - 10. Yes

- II. Knowledge**
- 1. A/B
 - 2. A/B/E/H/J
 - 3. C
 - 4. C
 - 5. B
 - 6. D
 - 7. C
 - 8. D
 - 9. D
 - 10. C
 - 11. A
 - 12. C
 - 13. False
 - 14. E
 - 15. A
 - 16. A

- I. Dispositions**
- 1. A
 - 2. True
 - 3. False
 - 4. False
 - 5. True