Assessment Literacy Self-Assessment for Teachers – Short Form

Michigan Assessment Consortium
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Introduction—These questions are designed to measure the level of assessment literacy of classroom teachers. 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_2017_screen-9.19.17.pdf

The goal in creating this self-assessment is to illustrate the range of assessment dispositions, knowledge, and performances that teachers 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.

Dispositions—These standards address what the MAC hopes that individual teachers who are assessment literate believe regarding assessment. Think about your beliefs about student assessment. Answer each of the following questions based on those beliefs.

I. Dispositions

True   False   1. Clear learning targets are necessary for developing high quality assessments as well as for providing high quality instruction.   (I-G)

2. 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.

3. Using multiple measures can provide a more accurate picture of student achievement. "Multiple measures" means which of the following?   (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.

Knowledge—These standards specify the particular vocabulary, processes and practices that teachers who are assessment literate understand. There are a number of things that teachers need to know about assessment. 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 the (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.

6. A norm-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.

7. 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.

8. 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.

9. 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

10. 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

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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.

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 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.

12. Indicate for each of the items below whether they are considered evaluative (E) or descriptive (D) feedback. (II-L)

____ Try harder next time
____ You maintained eye contact throughout your entire speech; now you might work on your enunciation.
____ You solved the equation; however, you need to include a written or visual explanation.
____ You made some simple mistakes on your timeline. Make sure that your time intervals are all the same length.
____ Your writing has definitely improved.
____ You made some errors on your graph. Go back and check the names of your title, x-axis, and y-axis.
____ 89% B+-- Good work

13. A colleague of yours is revising his grading system. He would like to include student effort as part of the grade but isn't sure how he should do this or even if he should. Which of the following would be the best advice to him? (II-N)

A. Student effort should never be included because effort isn't important.
B. Student effort should never be included because knowledge is what is important.
C. Student effort could be included but it should be separate grading category from content.
D. Student effort could be included but it shouldn't count for more than 10% of the grade.

III. **Performance**—These standards address the skills and competencies for which teachers who are assessment literate are proficient. These questions ask about how you as a teacher use student assessment. Think of this frame as you respond to these questions.

1. Match the following assessment tools with the proper method.   (III-B)

Column A	Column B
A. Formative	1. Example of student work
B. Summative	2. Using an assessment method so the student can identify their own learning
C. Interim	3. Using a student's overall score to test their comprehension
D. Diagnostic	4. Assessing to determine a specific skill problem.
E. Authentic Assessment	5. A pre-test to determine the student's initial skills

2. 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.

3. Which of the following is probably the least important aspect of a grading policy that results in accurate and consistent grades that are meaningful and supportive of student learning? (III-L)

A. The system employs multiple measures of student achievement
B. The grading system results in a percentage between 1% and 100%.

C. The grading system is clearly understood by the students
D. Learning targets and assessment methods are weighted in terms of relative importance within the system.

4. What is the best way for teachers to collaboratively analyze and use assessment data to improve student achievement? (III-N)
   A. Each teacher decide for herself or himself what he or she plans to do as a result of the data and then share it with the group.
   B. Have one teacher review all of the results and give the group a draft report that can used to guide the group's discussion.
   C. Look at the school's data together as a team, looking for trends and unexpected results, then analyzing individual classroom results together.
   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.

5. 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?

6. Modeled self-assessment with students. (III-A)

   None   1 time   2 times   3 times   4 or more times

7. Used learning progressions to guide instruction and assessment. (III-D)

   None   1 time   2 times   3 times   4 or more times

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

   None   1 time   2 times   3 times   4 or more times

9. Provided descriptive and actionable feedback that improved student achievement. (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   10. Use a variety of protocols to for looking at and scoring student work. (III-G)

Yes   No   11. Use assessment results to modify instruction and to improve student achievement? (III-M)

Yes   No   12. Use multiple sources of data to identify trends in learning?   (III-O)