

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes Developing a High Quality Balanced Assessment System Module

Standard	Teacher	Building Administrator	District Administrator	Policymaker
An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication	Disp – B	Disp – B	Disp – B	
Multiple measures can provide a more balanced picture of a student or a school	Disp – D	Disp – D	Disp – D	
A balanced assessment system is essential at the local school district level (using summative and interim assessments, as well as formative assessment practices).				Disp – B
A balanced assessment system consists of both of the following: 1. Different users have different assessment purposes and 2. Different assessment purposes may require different assessment methods	Know - A	Know - A	Know - A	Know – A
There are different purposes for student assessment: 1. Student improvement; 2. Instructional program improvement; 3. Student, teacher or system accountability; 4. Program evaluation; and 5. Prediction of future performance/achievement	Know - B	Know - B	Know - B	Know - B
The definitions of and uses for different types of assessments: 1. Summative assessment; 2. Interim benchmark assessment; 3. Formative-assessment practices; and 4. Criterion vs. norm-referenced assessment interpretations	Know - C	Know - C	Know - C	Know - C
There are different ways to report results: 1. Normative interpretations and 2. Criterion-referenced interpretations	Know – H	Know – H	Know – H	Know - E

Select and use various assessment methods appropriate to assessment purposes and learning targets.	Perf – B			
Providing time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in: 1. Using instructionally embedded formative assessment; 2. Administering assessments; 3. Scoring/Analyzing results; 4. Developing instructional plans based on results; 5. Developing school improvement plans based on results		Perf – B	Perf – B	
Assuring that each and every staff member is: 1. A confident, competent master themselves of the targets, and 2. Sufficiently assessment literate to assess their assigned targets, productively in both formative and summative ways.		Perf – C	Perf – D	Perf – D
Provide the necessary authorization and resources (time, money and staff) to create and implement quality balanced assessment systems.				Perf – A
Ensure that only high-quality assessments will be selected/developed and used.				Perf – B

