

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes *Making Meaning from Student Assessments Module*

Standard	Teacher	Building Administrator	District Administrator	Policymaker
All educators must be proficient in their understanding and use of assessment.	Disp - A	Disp - A	Disp - A	
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	Disp - B
Assessment results should be used to make instructional decisions to improve student learning.	Disp - F			
Clear learning targets, understood by students, are necessary for learning and assessment.	Disp - G			
Effective feedback is critical to support learning.	Disp - H			
Students should be active partners in learning how to use assessment results to improve their learning	Disp - I	Disp - I	Disp - H&I	Disp - C
The definitions of and uses for different types of assessments: 1. Summative assessment 2. Interim benchmark assessment 3. Formative-assessment practices 4. Criterion vx. norm-referenced assessment interpretation	Know - C	Know - C	Know - C	Know - C
How to translate standards into clear learning targets that are written in student-friendly language and used as the basis for the everyday curriculum.	Know - J			
How to engage students in using their own assessment results for reflection and goal-setting.	Know - O			
Self-assess their work and model this for students.	Perf - A			
Use learning targets aligned to the standards and understood.	Perf - C			

Use learning progressions to guide instruction and assessment	Perf - D			
Use a variety of protocols for looking at and scoring student work.	Perf - G			
Accurately determine and communicate levels of proficiency	Perf - H			
Use assessment results to make appropriate instructional decisions for individual students and groups of students	Perf - I			
Provide timely, descriptive and actionable feedback to students	Perf - J			
Support student use of assessment feedback to improve attitudes, aspirations, mindsets and achievement.	Perf - K			
Use assessment results appropriately to modify instruction to improve student achievement.	Perf - M	Perf - H	Perf - G	Perf - C
Collaboratively analyze data and use data to improve instruction.	Perf - N	Perf - D	Perf - D -1	
Use multiple sources of data over time to identify trends in learning.	Perf - O			

