

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes *Selecting Appropriate Assessments 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 school. | Disp - D | Disp - D | Disp - D | |
| A more 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 | Know - B | Know - B | Know - B | Know - B |
| The definitions of and uses for different types of assessment, 1) Summative assessment, 2) Interim benchmark assessment, 3) Formative-assessment practices | Know - C | Know - C | Know - C | Know - C |
| The different types of assessment methods best matched to learning targets: 1. Selected response: Multiple choice, True-False, Matching 2. Constructed response: Short or extended Written Response | Know - E | Know - E | | |

| | | | | |
|--|----------|-----------|-----------|--|
| 3. Performance: Written response, presentations or products | | | | |
| 4. Personal communication: Observation and interview | | | | |
| How to develop or select high quality assessments | Know - G | Know - G | | |
| What assessment accommodations are available and when to use them with students with disabilities and English Language Learners | Know - K | | | |
| Select and use various assessment methods appropriate to assessment purposes and learning targets. | Perf - B | | | |
| Provide time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in selecting, creating, and developing assessment | | Perf – B2 | Perf – B2 | |

