

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes Using Assessment Data Well				
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	
When assessment is done correctly, the resulting data can be used to make educational decisions.	Disp - C	Disp - C	Disp - C	
Multiple measures can provide a more balanced picture of a student or a school.	Disp - D	Disp - D	Disp - D	
Assessment results should be used to make instructional decisions to improve student learning.	Disp - F	Disp - F	Disp - F	
Assessments closer to the classroom usually have a greater impact on improving student achievement.				Disp - C
Important decisions about schools, educators or students should be made on the basis of accurate and multiple sources of data.				Disp - E
Good classroom assessment and quality instruction are intricately linked to each other.	Disp - K	Disp - L	Disp - K	
A balanced assessment system consists of both of the following: <ol style="list-style-type: none"> 1. Different users have different assessment purposes 2. Different assessment purposes may require different assessment methods. 	Know - A	Know - A	Know - A	Know - A

Select and use various assessment methods appropriate to assessment purposes and learning targets.	Perf - B			
Use assessment data within appropriate, ethical, and legal guidelines.	Perf - F	Perf - L	Perf - A	
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 groups of students.	Perf - M	Perf - C	Perf - C	
Clearly explain how to analyze and use assessment results.	Perf - B2	Perf - C3	Perf - C3	
Use multiple sources of data over time to identify trends.	Perf - O	Perf - G	Perf - G	
Using assessment data over time to reflect on the effectiveness of teachers' instructional strategies.		Perf - H		
Use assessment results to reflect on their own effectiveness.	Perf - E2			
Using assessment results, including subgroup performance, to influence the school's curriculum and instructional programs.		Perf - F2	Perf - F2	
Collaboratively analyzing data and use to improve instruction.	Perf - N			
Assisting teachers in collaboratively analyzing and using data in a professional learning community.		Perf - E2	Perf - E2	
Communicate effectively with students, parents/ guardians, other teachers, administrators and community stakeholders about student learning.	Perf - Q	Perf - J	Perf - J	