

# Assessment for Learning Learning Progression

← Use this learning progression to self-assess your current knowledge and skills.

## Competency Statement #1: Teachers will demonstrate the ability to design, implement, respond to, and communicate the results of an intentional variety of valid assessments in order to gather compelling and sufficient evidence of learner mastery of relevant competencies.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

### Performance Indicators

These performance levels describe a progression of increasing capacity along a continuum.

### Performance Levels

#### INVESTING

#### DEVELOPING

#### LEADING

#### INNOVATING

Teachers will create and implement various assessment types in order to build upon/enhance their assessment for learning literacy.

Teachers will ensure that assessment tools are valid.

Teachers will strategically use formative assessment in support of a continuous cycle of student learning.

Teachers will develop instructional plans in alignment with chosen summative assessment types.

Teachers will communicate assessment results effectively.

- ☐ I can articulate the multiple purposes of assessment.
- ☐ I can articulate a variety of summative assessment types along the assessment continuum toward deeper learning.
- ☐ I can provide examples of a variety of summative assessment types that align to a given competency statement.

- ☐ I can validate assessments based on their direct alignment to the content, skills, and/or dispositions intended for measurement.
- ☐ I can ensure that items are free of bias/accessible to all learners (inclusive).
- ☐ I can create simple, clear, and legible instructions/procedures.

- ☐ I can provide a definition of formative assessment as well as a variety of examples.
- ☐ I can create formative assessments that align to the summative assessment that identifies misperceptions and/or levels of readiness in my individual learners.

- ☐ I can develop engaging lessons and activities that align to summative learning outcomes.

- ☐ I can effectively communicate where students are in their learning continuum.
- ☐ I can provide direct, clear feedback to learners on how to advance to the next level.

- ☐ I can explain how to best pair assessment types with a collection of competency statements and/or across a continuum of competencies in order to leverage student learning; I can speak to the reliability and quantity of my body of assessment.

- ☐ I can incorporate intended levels of cognitive demand/depth of knowledge in my assessment design to effectively measure a set of content, skills, and/or dispositions.

- ☐ I can effectively track results of formative assessment and swiftly act upon what is learned.

- ☐ Based on formative assessment results, I can reflect upon and accurately evaluate the effectiveness of my choice in lesson/activity design.

- ☐ I can introduce feedback loops that embed peer review and student self-assessment.

- ☐ I can demonstrate how my body of assessment supports and encourages development of central dispositions (growth mindset, metacognition, self-direction, etc.) and promotes ongoing learning.

- ☐ I can annotate student work samples collected from an assessment, citing performance level descriptors from the scoring rubric in order to show how student work demonstrates proficiency (anchor papers/exemplary responses/etc).

- ☐ I can design a tracking system such that my students can track their own progress and take ownership over their learning.

- ☐ Upon analysis of summative assessment results/student work, I can develop responsive, individualized plans in support of ongoing learning.

- ☐ I can design a communication system such that my students can track their own progress and take ownership over their learning.

- ☐ I can share my understanding of and experience with building valid assessment structures by showcasing positive examples from my work that provide evidence for improved student outcomes; I can use those examples to support other educators, the community, and the field at large.