Correlation of InTASC and MAC Teacher Assessment Literacy Standards

InTASC Standards	MAC ALS Standards
PERFORMANCES	**PERFORMANCE**
6(a) The teacher balances the use of formative assessment and summative assessment as appropriate to support, verify, and document learning.	
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that distort assessment results.	III.C.Use learning targets aligned to the standards and understood by students to guide instruction. III.D. Use learning progressions to guide instruction and assessment.
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	III.H. Accurately determine and communicate levels of proficiency. III.M. Use assessment results appropriately to modify instruction to improve student achievement. III.N. Collaboratively analyze data and use data to improve instruction.
6(d) The teacher engages learners in understanding and identifying quality Work and provides them with effective descriptive feedback to guide their progress toward that work.	III.J. Provide timely, descriptive and actionable feedback to students based on assessment results. III.K. Support student use of assessment feedback to improve attitudes, aspirations, mindsets and achievement. III.Q. Communicate effectively with students, parents, other teachers, administrators and community stakeholders about student learning.
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	III.A. Self-assess their work and model this for students.
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	III.I. Use assessment results to make appropriate instructional decisions for individual students and groups of students. III.O. Use multiple sources of data over time to identify trends in learning.
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practices both to engage learners more fully and to assess and address learner needs.	
	III.B. Select and use various assessment methods appropriate to assessment purposes and learning targets.
	III.E. Implement the 5-step process for assessment development: 1. Plan 2. Develop 3. Review and Critique 4. Field test 5. Review and Revise
	III.G. Use a variety of protocols for looking at and scoring student work.
	III.P. Use data management systems to access and analyze data.
	III.R. Locate and appropriately use resources (local, state and national) to improve assessment literacy.
ESSENTIAL KNOWLEDGE	**KNOWLEDGE**
6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	II.C. The definitions of and uses for different types of assessments: 1. Summative assessment 2. Interim benchmark assessment 3. Formative-assessment practices 4. Criterion vs. norm referenced assessment interpretations
6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individuals differences, and to minimize sources of bias	II.A. A balanced assessment system consists of both of the following: 1. Different users have different assessment purposes. 2. Different assessment purposes may require different assessment methods. II.E. 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 3. Performance – Written, responses, presentations or products 4. Personal Communication such as observations and interviews

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.'	III.J. Provide timely, descriptive and actionable feedback to students based on assessment results. III.K. Support student use of assessment feedback to improve attitudes,
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	II.M. How to engage students in using their own assessment results for reflection and goal setting
6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	II.J. How to provide effective feedback from assessments suitable for different audiences: descriptive vs. evaluative
6(o) The teacher knows when and how to evaluate and report learner progress against standards.	II.L. Sound grading and reporting practices.'
6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	II.I.What assessment accommodations are available and when to use them with students with disabilities and English Language Learners.
	II.B. There are different purposes for student assessment: 1. Student improvement 2. Instructional program improvement 3. Student, teacher or system accountability 4. Program evaluation 5. Prediction for future performance/achievement
	II.D. The differences between the types of assessment tools: 1. Achievement 2. Aptitude 3. Diagnostic 4. Screening
	II.F. Non-technical understanding of statistical concepts associated with assessment: 1. Measures of central tendency 2. Measures of variability 3. Reliability 4. Validity, a characteristic of the use of the assessment not the assessment itself 5. Bias/sensitivity 6. Correlation versus causation
	II.G. How to unpack standards into clear learning targets and that are written in student-friendly language and that are used as the basis for the everyday curriculum.

	II.H. How to develop or select high quality assessments: 1. Determine the purpose for assessing 2. Determine the standards or learning targets to be assessed 3. Select the assessment methods appropriate to learning targets and assessment purpose(s) 4. Design a test plan or blueprint that will permit confident conclusions about achievement 5. Select or construct the necessary assessment items and scoring tools where needed 6. Field test the items in advance or review them before reporting the results 7. Improve the assessment through review and analysis to eliminate bias and distortion 8. Assessments can be purchased or developed locally; each approach has advantages and challenges
	II.N. What assessment data validly reflects a teacher's effectiveness
	II.O. There are differnt ways to report results: 1. Normative interpretations 2. Criterion-refernced interpretations 3. When each type of interpretation may be more
CRITICAL DISPOSITIONS	**DISPOSITIONS**
6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	1.D. Students should be active partners in learning how to use assessment results to improve their learning.
6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.	I.A. Clear learning targets, understood by students, are necessary for learning and assessment. I.B. Quality assessments are a critical attribute of effective teaching and learning. I.G. Good classroom assessment and quality instruciton are intricately linked to each other.
6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	I.C. Effective feedback is critical to support learning.
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	I.H. Multiple measures can provide a more balanced picture of a student or a school.

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6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	
6(v) The teacher is committed to ethical use of various assessments and assessment data to identify learners strengths and needs to promote learners growth.	I.E. Assessment results should be used to make instructional decisions to improve student learning. III.F. Use assessment data within appropriate, ethical and legal guidelines.
	I.F. An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication.
	I.I. Grading is an exercise in professional judgment, not just a numerical, mechanical exercise.