## F-3: Assessment Literacy for Busy Educators

## Presenters

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## Abstract

## This session will explore the key points and important aspect of Assessment Literacy as outlined in the book, Assessment Literacy for Busy Educators written by Dr. W. James Popham. Relevant and applicable information will help busy leaders enhance the assessment literacy skills of their constituents. MAC Resources, such as the MAC Reads 2019 resources and supplemental materials, will be highlighted/shared to support participants as they take the information back to their district/building/position to help build the Assessment Literacy knowledge and skills of others within their realm of influence.

## Being Assessment literate is essential in this era where important decisions are being made about students, educators, and educational systems based on the data collected from student assessments. The Michigan Assessment Consortium (MAC) has developed a comprehensive set of *Assessment Literacy Standards* that are organized around dispositions, knowledge, and performances. These Standards have been developed for students and their families, teachers, administrators, and policymakers and serve as the foundation from which the field comes to understand what assessment literacy means and the role and purpose of having comprehensive, balanced, and quality assessment systems.

## Presentation Summary

### The Michigan Assessment Consortium’s definition of assessment literacy is as follows:

* “Assessment literacy is the set of beliefs, knowledge and practices about assessment that lead a teacher, administrator, policymaker or student to use assessment to improve student learning and achievement.”

### Resources to support the session

* Assessment Literacy Standards, MAC
* Book: Assessment Literacy for Busy Educators, by W. James Popham ([Link](http://www.ascd.org/Publications/Books/Overview/Assessment-Literacy-for-Educators-in-a-Hurry.aspx))
	+ “The overriding purpose of this book is to help educators understand a handful of measurement concepts and procedures so they can apply them properly to make sound instructional decisions and improve the quality of education that their students receive.” W. James Popham
* ASCD Study Guide
* MAC Reads 2019 Video Conference Presentation
	+ **Important Terms to Understand** (Terms defined by Dr. Popham)
		- **Assessment Literacy**: Dr Popham uses his book to explain that *assessment literacy focuses on a small number of assessment related understandings that will reduce the number of and the magnitude of measurement-based mistakes in the world of education*.
		- **Validity:** *Validity represents the degree to which an evidence-based argument supports the accuracy of a test’s interpretations, for a proposed use of the test’s results.* Validity is the necessary precursor to all educational assessment.
		- **Reliability:** *Assessment reliability, the consistency in which a test measures what it says it measures*. Reliability is represented by three conceptually different kinds of evidence (i.e., test/retest, form reliability, and internal consistent reliability). Reliability should be reported for both test-taker groups and individual test-takers.
		- **Test Fairness:** *Two kinds of evidence should be gathered to document test fairness*, if practicable. Educators *must use judgmental evidence to detect bias and whenever available should also use any empirical evidence to ensure test fairness*.
		- **Score Reports:** These *reports need to be easy to read and interpreted based on the intended use of the assessment*.
		- **Formative Assessment:** *formative assessment is a planned process in which teachers and students use classroom assessments and learning tasks to support teaching and learning adjustments that can dramatically improve student learning*.
		- **Measuring Affect**: Measuring affect requires us to measure the s*tudents’ noncognitive dispositions such as their attitudes, interests, or values related to the learning/assessment task*.
* **Assessment Literacy Learning Points that support these key understandings include:**
	+ [What fundamental understandings are necessary for assessment literacy](https://www.michiganassessmentconsortium.org/wp-content/uploads/2018_Nov_FUNDAMENTAL_UNDERSTANDINGS_ASSESSMENT_LITERACY-3.pdf)?
	+ [What do we mean by Assessment Literacy](https://www.michiganassessmentconsortium.org/wp-content/uploads/4-Dec16-2016_Dec_ALN-LEARNING_POINT_LITERACY-2-1.pdf)
	+ [How might collaboration create a state of assessment Literacy](https://www.michiganassessmentconsortium.org/wp-content/uploads/10-Oct-2017_ALN-LearningPoint_How-Might-Collaboration-1.pdf)?
	+ [Start with purpose when choosing assessments](https://www.michiganassessmentconsortium.org/wp-content/uploads/2017_May_ChoosingAssessments.pdf).
	+ [Reliability and validity: How do these concepts influence accurate student assessment](https://www.michiganassessmentconsortium.org/wp-content/uploads/LP_RELIABILITY-VALIDITY.pdf)?
	+ [Criterion and Norm Referenced Score Reporting: What is the Difference](https://www.michiganassessmentconsortium.org/wp-content/uploads/LP_NORM-CRITERION.pdf)?
	+ [Proficiency and Growth: What’s the Difference](https://www.michiganassessmentconsortium.org/wp-content/uploads/2017_May_ProficiencyGrowth2-1.pdf)?
	+ [What do we mean by Formative Assessment](https://www.michiganassessmentconsortium.org/wp-content/uploads/Sept2017_LearningPoint_FormativeAssessment-1.pdf)?

## Resources for further exploration

If you have already started your journey down this path but feel that you need to learn more for yourself, make sure to check out the following opportunities:

* **Assessment Learning Institute**: August 4-6, 2020 (Flyer)
* **A**ssessment **L**earning **M**odules (ALM) (Level 1): Engage in one or more of the nine self-paced learning modules. These learning modules provide individuals or educational teams with key fundamental assessment knowledge to assist them along this important journey. These courses are housed on MVU and will result in certificates for module completion. ([Link](https://www.michiganassessmentconsortium.org/almodules/))
* Engage in **Level II Credentialing Courses** (Level 2). In this level, individuals can work towards either a Classroom Assessment Credential or System Assessment Credential. Assessment topics in these short courses require demonstration of proficiency, resulting in award of micro-credential for completion of course(s). (Contact the MAC for more information)

Michigan Assessment Consortium: michiganassessmentconsortium.org