School Improvement Framework – Assessment Literacy Standards Crosswalk

Strand	Standard	School Indicator	District Characteristic	Audience	Assessment Literacy Standard
Strand I: Teaching for Learning	Standard 3: Assessment	G. Assessment System	The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction	Teachers II. Knowledge 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
				Teachers II. Knowledge C	The definitions of and uses for different types of assessments: 1. Summative Assessment 2. Interim benchmark assessment Formative-assessment practices Criterion vs. norm referenced assessment interpretations
			District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas		
			Classroom assessments are designed to be developmentally appropriate	Teachers I. Disposition F	An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication
			Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards	Teachers II. Knowledge E	The differences between the types of assessment tools: 1. Achievement 2. Aptitude 3. Diagnostic 4. Screening
				Teachers III. Performance C	Use learning targets aligned to the standards and understood by students to guide instruction
			Instructional staff has access to assessment data on a continual basis	Teachers I. Disposition E	Assessment results should be used to make instructional decisions to improve student learning
			Assessments support the school's system of interventions	Teachers I. Disposition G	Good classroom assessment and quality instruction are intricately linked to each other
				Teachers II. Knowledge 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

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Strand I: Teaching for Learning	Standard 3: Assessment	G. Assessment System		Teachers II. Knowledge I	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
				Teachers III. Performance I	Self-assess their work and model this for students
		H. Shared Understanding	All instructional staff can communicate the appropriate purposes and uses of assessments	Teachers I. Knowledge B	
				Teachers I. Knowledge C	
				Teachers I. Knowledge D	
				Teachers III. Performance B	There are different purposes for student assessment: 1. Student improvement 2. Instructional program improvement 3. Student, teacher or system accountability 4. Program evaluation Prediction for future performance/achievement
			Assessments result are shared and discussed with instructional staff in a timely manner and useful format	Teachers I. Disposition H	Multiple measures can provide a more balanced picture of a student or a school
				Teachers II. Knowledge J	How to provide effective feedback from assessments suitable for different audiences: descriptive vs. evaluative
				Teachers III. Performance N	What assessment data validly reflects a teacher's effectiveness
			Reports of student data are communicated to students and families in a manner that they can understand	Teachers I. Disposition D	Students should be active partners in learning how to use assessment results to improve their learning

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Strand I: Teaching for Learning	Standard 3: Assessment	H. Shared Understanding		Teachers III. Performance 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
				Teachers III. Performance J	Provide timely, descriptive and actionable feedback to students based on assessment results
				Teachers III. Performance Q	Communicate effectively with students, parents, other teachers, administrators and community stakeholders about student learning
		I. Data Analysis and Decision-Making	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions	Teachers II. Knowledge L	Sound grading and reporting practices
				Teachers III. Performance L	Use grading practices that result in grades that are accurate, consistent, meaningful and supportive of learning
				Teachers III. Performance M	Use assessment results appropriately to modify instruction to improve student achievement
				Teachers III. Performance N	Collaboratively analyze data and use data to improve instruction
			Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs		

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Strand I: Teaching for Learning	Standard 3: Assessment	I. Data Analysis and Decision-Making	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice	Teachers I. Disposition E	Assessment results should be used to make instructional decisions to improve student learning
				Teachers III. Performance M	Use assessment results appropriately to modify instruction to improve student achievement
				Teachers III. Performance N	Collaboratively analyze data and use data to improve instruction
			Assessment data are used to place student, monitor progress and drive timely interventions	Teachers I. Disposition E	Assessment results should be used to make instructional decisions to improve student learning
				Teachers III. Performance I	Use assessment results to make appropriate instructional decisions for individual students and groups of students
		J. Student Involvement in the Assessment Process	Students understand the criteria and expectations for demonstrating their learning	Teachers I. Disposition A	Clear learning targets, understood by students, are necessary for learning and assessment
				Teachers I. Disposition D	Students should be active partners in learning how to use assessment results to improve their learning
				Teachers II. Knowledge G	How to unpack standards into clear learning targets and they are written in student-friendly language and that are used as a basis for the everyday curriculum
				Teachers II. Knowledge M	How to engage students in using their own assessment results for reflection and goal setting
				Teachers III. Performance C	Use learning targets aligned to the standards and understood by students to guide instruction
			Student receive descriptive feedback based on their performance, as well as guidance on how to improve	Teacher I. Disposition C	Effective feedback is critical to support learning
				Teacher I. Disposition D	Students should be active partners in learning how to us assessment results to improve their learning
				Teachers II. Knowledge M	How to engage students in using their own assessment results for reflection and goal setting

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Strand I: Teaching for Learning	Standard 3: Assessment	J. Student Involvement in the Assessment Process	*Student are taught how to self-assess and plan for improvement*	*Teacher* *I. Disposition D*	*Students should be active partners in learning how to use assessment results to improve their learning*
				Teachers *II. Knowledge M*	*How to engage students in using their own assessment results for reflection and goal setting*
				Teachers *III. Performance A*	*Self-assess their work to model this for students*
			Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance	*Teachers* *I. Disposition D*	*Students should be active partners in learning how to use assessment results to improve their learning*
				Teachers *II. Knowledge M*	*How to engage students in using their own assessment results for reflection and goal setting*
				Teachers *III. Performance A*	*Self-assess their work to model this for students*
				Teachers *III. Performance K*	*Support students use of assessment feedback to improve attitudes, aspirations, mindsets and achievement*