




# TLAS

Teacher Leader Assessment Specialist  
Program of Study from MAC

## Candidate Profile: TLAS Program of Study

*The ideal candidate for the Teacher Leader Assessment Specialist (TLAS) program will enter the program with a set of beliefs, knowledge, and aspirations concerning balanced assessment systems, specifically in a school and/or classroom setting.*

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### **Beliefs: expected in all candidates**

- An effective assessment system must balance different purposes for different users and use varied methods of assessment (assessment for and assessment of learning) and communication tools.
- Good classroom assessment and quality instruction are intricately linked to each other.
- Assessment results should be used to make instructional decisions to improve student learning.
- Students can use instructionally sensitive assessment results to improve their learning.
- Students should be active partners in learning how to use assessment results to improve their learning.

### **Knowledge: candidates will have a knowledge base that includes some of the following, and an aspiration to acquire all of the following**

- That a balanced assessment system respects that different users have different assessment purposes, and different assessment purposes may require different assessment methods.
- The various purposes addressed by student assessment: student improvement; instructional program improvement; student, teacher, or system accountability; program evaluation; and prediction of future performance/achievement.
- The definitions of and uses for different types of assessment: summative assessment; interim benchmark assessment; formative assessment practices; and criterion vs. norm-referenced assessment interpretations.
- How to develop or select high quality assessments, addressing key factors: purpose for assessing; standards or learning targets to be assessed; methods appropriate to learning targets and assessment purpose(s); test plan/blueprint that ensure confident conclusions about achievement; item selection/construction and scoring tools; field testing; bias and distortion prevention; and decisions to purchase or develop locally.
- How to translate standards into clear learning targets that are written in student-friendly language.
- Assessment accommodations that are available and when to use them with students with disabilities and English language learners.
- The different ways to report results: normative interpretations and criterion-referenced interpretations.
- How to provide effective feedback from assessments suitable for different audiences: descriptive versus evaluative.
- Sound grading and reporting practices.
- Through completion of the TLAS program, a candidate will take the beliefs and knowledge they have and advance their understanding through the implementation of tasks and activities geared toward mastery of course competencies.