

The Domain of Assessment Literacy for Teachers and School Administrators

Standards	Teachers must be able to create/select and effectively use classroom assessments for a variety of purposes.		Teachers and administrators must be able to select and effectively interpret and use results from external interim and summative assessments designed for a variety of purposes.
Category of Measures	Formative	Classroom Summative	External Interim and Summative
<i>Types of Measures</i>	<ul style="list-style-type: none"> ▪ Formative assessment evidence gathering techniques 	<ul style="list-style-type: none"> ▪ Selected-response ▪ Constructed-response ▪ Performance tasks ▪ Portfolios 	<ul style="list-style-type: none"> ▪ District benchmark ▪ Diagnostic ▪ General achievement ▪ Adaptive ▪ State accountability
<i>Quality of Measures</i>	<ul style="list-style-type: none"> ▪ Unpacking standards ▪ Depth of knowledge ▪ Quality of evidence regarding learning targets 	<ul style="list-style-type: none"> ▪ Good and bad items/tasks ▪ Reliability and validity <ul style="list-style-type: none"> • Test length • Domain representation (See “Alignment”) 	<ul style="list-style-type: none"> ▪ Match to purpose ▪ Universal Design ▪ Item quality in banks and tests ▪ Item selection criteria ▪ Alignment <ul style="list-style-type: none"> • Categorical concurrence • Depth of knowledge • Range of knowledge • Balance of representation ▪ Technical characteristics (reliability, validity)
<i>Results and Their Use</i>	<ul style="list-style-type: none"> ▪ Quality and use of feedback ▪ Use of data to inform instruction 	<ul style="list-style-type: none"> ▪ Scores vs. grades ▪ Effective and detrimental grading practices 	<ul style="list-style-type: none"> ▪ Reporting statistics <ul style="list-style-type: none"> • Scaled scores • Percentile ranks • Performance levels ▪ Subgroup/subtest results ▪ “Growth” and longitudinal data ▪ Comparability issues