

Bridging Two Worlds: The Role of Assessment Literacy for Supporting Balanced Assessment Systems

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Reidy Interactive Lecture Series
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A Flipped Presentation

- We are going to participate in a flipped presentation today.
 - Group Activity
 - Key Definition
 - Three Central Arguments
 - Discussion/Q & A
- My goal for today is to facilitate meaningful discussion (and perhaps debate!) about assessment literacy for balanced assessment systems.
 - Please read our paper for more details and context.

Choose Your Own Adventure

1. A teacher is planning a unit on Fractions for Gr 4 Math. He is trying to figure out how to assess student mastery before, during, and after instruction.
2. An Assistant Superintendent just received a handful of brochures in the mail trying to sell interim/benchmark assessments and other assessment products. She is trying to figure out if her district should buy one of the interim/benchmark assessments.
3. State policymakers are considering changing the state assessment system and creating an RFP for a new test vendor. They are unsure of the implications of this decision or how to go about making this decision.

You can “choose your own adventure” and go with others who want to discuss the same issue. Choose a note-taker who will share out at the end.

- What advice would you give this teacher, school leader, or state policymaker?
- What assessment literacy concepts did you draw on and apply to this situation (if you aren't sure, take a guess)?
- What questions about assessment literacy surfaced in your group conversation?

Share Out

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Key Definition

Assessment Literacy

*The knowledge and skills associated with **designing**, **selecting**, **interpreting**, and **using** high-quality assessments to improve student learning and to serve other important educational and policy purposes.*

Argument #1

The general lack of assessment literacy among the multiple stakeholders and users of assessment information is one of the most significant barriers to the implementation of balanced assessment systems.



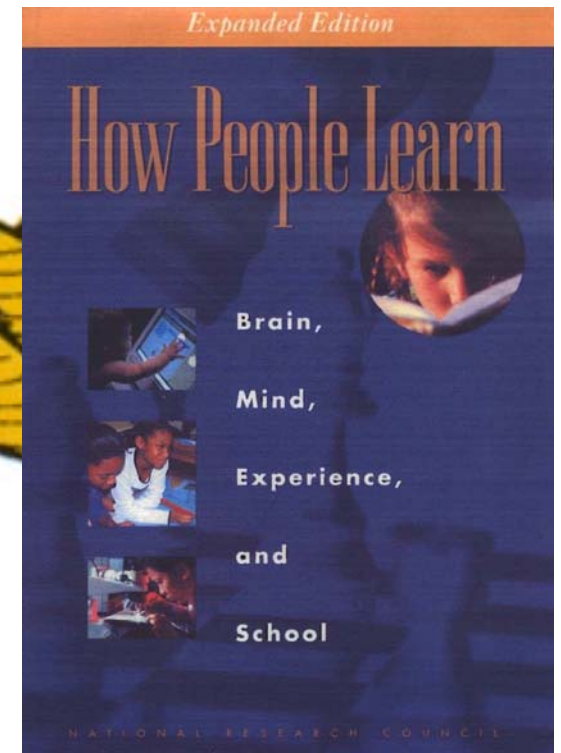
Argument #2

Assessment literacy is not conceived broadly enough. We should be talking about learning literacy as well.

Curriculum

Instruction

Assessment



Argument #3

Given the call for assessment literacy is now new and there appears to be only limited growth in educators' assessments literacy, it likely means we have been going about this in unproductive and perhaps misguided ways.

- If this were easy, we wouldn't be talking about this.
- In our paper, we humbly offer suggestions for beginning to address the challenges related to assessment literacy for educators, school and district leaders, and state policy leaders.



Assessment Literacy Suggestions

- Educators
- School and District Leaders
- State Policymakers

There is not enough time to review the suggestions we provide in the paper about critical assessment and learning literacy skills for each group, but I outlined our thoughts on the back side of your handout. We can discuss any of these in more detail, as desired.

Discussion/Q & A



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