Assessment Knowledge and Skills

Assessment literate educators (state personnel, district administrators, site-level administrators, teachers, and school support personnel) have appropriate working knowledge of those assessment concepts and skills that are relevant to their professional responsibilities. The list below indicates three levels at which such knowledge and skills may be needed:

1. Basic knowledge *(What is it?)*

2. Basic application of knowledge/skill *(How do I do it?)*

3. Highly competent—or expert—application of knowledge/skill *(How do I teach others?)*

Use the chart below to consider the knowledge and skills needed by different stakeholders. Individuals can use the chart to self-assess their own capabilities. Districts and schools can use it to consider what knowledge and skills are needed at different levels and roles within their systems, how well current realities match these expectations, and what actions to take to remedy any gaps.

Skill Level Required: **N/A** Not Applicable   **1** Awareness   **2** Application   **3** Highly Competent

Knowing Fundamental Assessment Concepts	State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
1	Understand the purposes and uses of different types of externally-produced and teacher-made assessments (e.g., diagnostic, formative, interim, summative).							
2	Understand and apply the measurement principles of reliability, validity, and fairness/freedom from bias to evaluate assessments for specific purposes.							
3	Understand the difference between assessment scores and their appropriate interpretation and use.							
4	Recognize unethical, illegal, and inappropriate assessment methods, uses of assessment information, and test preparation strategies.							
5	Understand the rationale for your state's comprehensive assessment system.							

Knowing About Assessment Resources

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
6	Know the components your state assessment and accountability system.							
7	Know what resources are available to support your use of assessment.							
8	Know where to get answers to questions about assessments and data analysis and use.							

Developing and/or Selecting Summative Assessments

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
9	Understand and implement the steps of a systematic assessment development process, including item and task writing, rubric development, creating appropriate test forms, scoring and assuring quality.							
10	Evaluate assessment items and tasks (including those from item banks) and forms for accurate content, difficulty/developmental appropriateness, language clarity, fairness, and alignment to the content standards, based on content and cognitive rigor.							
11	Understand considerations in assessment development, administration, interpretation and use that apply to special populations (i.e., students with disabilities, English language learners).							
12	Develop and apply consistent scoring guidelines and procedures appropriate to the assessment target and intended use.							
13	Being able to use test development knowledge and knowledge of reliability, validity and fairness to select appropriate assessment tools.							

Implementing Classroom Assessment Practices

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
14	Clearly communicate learning expectations.							
15	Be transparent in assessment demands.							
16	Engage in reflective practice to improve effectiveness of instruction and curriculum (includes formative and summative data).							

Implementing Classroom Formative Assessment

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
17	Identify lesson learning goals (i.e., concepts and skills) that cumulatively will lead to achievement of individual standards.							
18	Identify success criteria (i.e., indicators of what constitutes successful performance of the learning goal) appropriate to the content and cognitive rigor of the goal.							
19	Identify appropriate instructional tasks aligned with success criteria that will elicit evidence of student learning during instruction.							
20	Interpret evidence skillfully, including identifying misconceptions and partially formed understandings, and respond effectively to meet students' immediate needs.							
21	Provide students with timely, targeted, specific, and descriptive feedback based on evidence that they can use to improve learning.							
22	Motivate students to take responsibility for their learning by engaging them in the assessment process through peer and self-assessment, including assisting them to acquire the skills of peer and self-assessment.							

Implementing Classroom Summative Assessment Practices

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
23	Understand the purpose of external assessments and use them appropriately for their intended purpose (e.g., developmental checklists, progress monitoring assessments).							
24	Develop and use classroom summative assessments for medium-term learning goals (e.g., end of lesson or unit or projects or culminating performances) consistent with Developing and/or *Selecting Summative Assessments* section (see items 9-13).							

Analyzing, Interpreting, and Using Data

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
25	Regularly use formative assessment processes to inform on-going teaching and learning and to support continuous improvement of instruction.							
26	Be able to interpret numerical data (e.g., types of scores, frequency distributions, shapes of distributions, measures of central tendency and dispersion, correlation coefficients, effect sizes, and standard errors of measurement).							
27	Be able to interpret descriptive, comparative, and correlation analyses.							
28	Understand growth, improvement, and value-added models and applications of these models to evaluating the progress of schools and districts.							
29	Design effective research questions to drive data analysis for improvement.							
30	Use multiple sources of data to support validity of findings.							
31	Use appropriate and multiple data displays to interpret findings and answer given research question.							
32	Organize, analyze, interpret, and use data to inform curriculum and program improvements.							
33	Organize, analyze, interpret, and use data to inform resource allocation, including prioritizing professional development.							

Communicating Assessment Results

		State Personnel	District Admins	Site-Level Admins	Teachers	School Support Personnel	Parents	Students
34	Communicate assessment results to relevant stakeholders (i.e., parents, teachers, school board, media, federal government).							
35	Know how to query the data management system to produce data analysis reports.							
36	Use multiple forms and modes of communicate to meet different stakeholders' information needs.							