

Assessment Literacy for Principals Interactive Diagnostic

Component 1: Develops a structure to oversee and implement assessment literacy.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Collaborates with educators to establish criteria for the selection of a leadership team to include representatives from: • School administrators, • Teacher leaders, • Postsecondary educators, and Community stakeholders, (i.e., business partners, parents). • Authorizes the leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the leadership team to identify and monitor monthly implementation benchmarks for assessment literacy. • Authorizes the leadership team to analyze benchmark results and create ongoing modifications in the scope of work required to meet staff's professional needs. • Funds the development or purchase of assessments and professional learning to support the implementation of assessment literacy. 	<ul style="list-style-type: none"> • Collaborates with leaders to establish criteria for the selection of a leadership team to include representatives from: • School administrators • Teacher leaders • Postsecondary educators • Authorizes the leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the leadership team to identify quarterly benchmarks implementation of assessment literacy. • Funds the purchase of assessments and professional learning to support implementation of assessment literacy. 	<ul style="list-style-type: none"> • Appoints representatives to the leadership team from: • School administrators • Teacher leaders • Assigns leadership team the task of defining the scope of work for full implementation of assessment literacy. • Assigns leadership team the task of setting semi-annual benchmarks of assessment literacy. • Funds the purchase of some assessments and professional learning to support implementation of assessment literacy. 	<ul style="list-style-type: none"> • Requires establishment of leadership teams that function independently • Requires school leadership team to develop work plans with annual benchmarks. • Provides no funding to support the implementation of assessment literacy 	<ul style="list-style-type: none"> • Fails to establish a leadership team. • Fails to create a plan to oversee or implement assessment literacy.

Component 2: Establish a common vocabulary related to assessment literacy.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Develops, in collaboration with leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Infuses all professional learning interactions and communications with common assessment literacy terminology. • Ensures that all school board and council members utilize common assessment terminology in work sessions, public meetings, and communications. 	<ul style="list-style-type: none"> • Develops, in collaboration with leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities. • Ensures that all school council members utilize common assessment terminology in work sessions, public meetings, and communications. 	<ul style="list-style-type: none"> • Develops a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities. 	<ul style="list-style-type: none"> • Expects leadership teams to develop a common terminology regarding assessment literacy without district input. 	<ul style="list-style-type: none"> • Fails to develop a common vocabulary regarding assessment literacy.

Component 3: Integrates the implementation of assessments through the curriculum.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Facilitates content work teams' development of standards-based, common interim assessments and units of study including planned common formative and summative assessment. • Supports funding and time for interim assessment. 	<ul style="list-style-type: none"> • Facilitates content work teams' development of common standards based interim assessments and units of study including planned common summative assessments. 	<ul style="list-style-type: none"> • Provides school wide interim assessments and facilitates the development of standards-based summative assessments. 	<ul style="list-style-type: none"> • Requires implementation of interim assessments without school support. 	<ul style="list-style-type: none"> • Provides neither oversight nor support for assessment implementation beyond the state assessment.

Component 4: Creates a systemic process of identifying, communicating, and supporting assessment literacy professional growth needs.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for leadership team to analyze PLC data to identify professional learning needs. • Analyzes the identified problems of practice. • Identifies and supports systemic needs across the school. 	<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs. • Analyzes the school-identified problems of practice. 	<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLCs) focused on the purpose, development, and analysis of assessments. • Requires leadership team to identify professional learning needs. 	<ul style="list-style-type: none"> • Requires school to implement professional learning communities (PLCs) that focus on the analysis of assessments. • Expects school leadership teams to identify professional learning needs. 	<ul style="list-style-type: none"> • Does not create a systemic process to support implementation of assessment literacy.

Component 5: Establishes data teams to utilize student performance data and teacher reflection to drive instruction.				
Level One	Level Two	Level Three	Level Four	Level Five
<ul style="list-style-type: none"> • Reviews <i>monthly</i> results of school analyses of student performance to identify instructional and assessment design needs. • Establishes the purpose and time for teacher reflection concerning necessary adjustments of assessments and instructional practice. • Guides teacher, school, and district administrator reflection by providing prompts that include analysis of student performance and student perception results. 	<ul style="list-style-type: none"> • Reviews <i>quarterly</i> results of school analyses of student performance to identify instructional and assessment design needs. • Establishes time for teacher reflection concerning necessary adjustments to assessments and instructional practice. • Designs teacher, school, and district administrator reflection to include analysis of student performance. 	<ul style="list-style-type: none"> • Reviews <i>semi-annual</i> results of school analyses of student performance to identify instructional and assessment design needs. • Requires teachers to reflect on necessary adjustments to assessments and instructional practice. • Designs teacher reflection to include analysis of student performance. 	<ul style="list-style-type: none"> • Reviews <i>annual</i> results of school analyses of student performance to determine instructional needs. • Assumes teacher will reflect on necessary adjustments to the instructional practice. • Expects teacher reflection will include analysis of student performance but does not monitor. 	<ul style="list-style-type: none"> • Does not establish systems for review or discussion of student work to determine instructional assessment needs.

General Assessment Literacy Resources

- DuFour, R. & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
- Heritage, M. (2010). *Formative assessment and next-generation assessment systems: Are we losing an opportunity?* Washington, DC: Council of Chief State School Officers.
- Heritage, M. (2011, spring). Formative assessment: An enabler of learning. [*Better: Evidenced-based Education*](#), 18-19.
- Herman, J.L., Osmundson, E., & Dietel, R. (2010). *Benchmark assessment for improved learning* (Assessment and Accountability Comprehensive Center report). Los Angeles, CA: [The Regents of the University of California](#).
- Kentucky Department of Education. (2011). [Leadership network](#).
- Kentucky Department of Education. (2015) [PGES Student Growth](#).
- [The Literacy Design Collaborative \(LDC\) and Student Growth](#): provides many resources to support teachers, administrators, and instructional coaches that are exploring how to use tools from the Literacy Design Collaborative (LDC) to measure and/or support Student Growth and the footer link [Assessment Literacy and Student Growth Goal Setting PowerPoint](#): This PowerPoint describes the assessment literacy practices that are not only embedded within the goal setting for student growth process, but also serves as a guide when thinking about the larger role assessments play in the teaching and learning cycle.
- Marsh, J.A., Pane, J.F., & Hamilton, L.S. (2006). *Making sense of data-driven decision making into education: Evidence from recent RAND research* (No. OP170). Santa Monica, CA: RAND Corporation.
- McManus, S. (2008). [Attributes of effective formative assessment](#). Washington, CD: Council of Chief State School Officers.
- Odden, A.R. (n.d.) [CPRE's school finance research: Fifteen years of findings](#). Madison, WI: Center for Policy Research in Education, University of Wisconsin.
- Odden, A.R., Archibald, S.J. (2009). *Doubling student achievement...and finding the resources to do it*. Thousand Oaks, CA: Corwin Press.
- Odden, A.R., & Picus, L. O. (n.d.) [Research in best practices can drive school funding. School funding matters](#).
- Perie, M. Marion, S., Gong, B., & Wurtzel, J. (2007). [The role of interim assessments in a comprehensive assessment system](#) [Policy brief]. Washington, DC: Achieve, The Aspen Institute, and the National Center for the Improvement of Educational Assessment.
- Porter, A.C. (2004). Curriculum assessment. In J.C. Green, G. Camill & P.B. Elmore (eds). *Complementary methods for research in education* (3rd ed.), Washington, DC: American Educational Research Association.