

Assessment Literacy for Principals

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: <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collaborates with leaders to establish criteria for the selection of a leadership team to include representatives from: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

This rubric has been adapted from the Learning Forward [Innovation Configuration Map](#).

Novice Reduction for Gap Closure



Assessment Literacy for Principals

<ul style="list-style-type: none">Funds the development or purchase of assessments and professional learning to support the implementation of assessment literacy.				
--	--	--	--	--

Assessment Literacy for Principals

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.

Assessment Literacy for Principals

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 	<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 	<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.

This rubric has been adapted from the Learning Forward [Innovation Configuration Map](#).

Assessment Literacy for Principals

<p>reflection by providing prompts that include analysis of student performance and student perception results.</p>	<p>reflection to include analysis of student performance.</p>			
<p>General Assessment Literacy Resources</p>				
<p>DuFour, R. & Marzano, R. (2011). <i>Leaders of learning: How district, school, and classroom leaders improve student achievement</i>. Bloomington, IN: Solution Tree Press.</p> <p>Heritage, M. (2010). <i>Formative assessment and next-generation assessment systems: Are we losing an opportunity?</i> Washington, DC: Council of Chief State School Officers.</p> <p>Heritage, M. (2011, Spring). Formative assessment: An enabler of learning. <i>Better: Evidenced-based Education</i>, 18-19. Available at http://www.cse.ucla.edu/products/misc/bettermagazineheritage.pdf</p> <p>Herman, J.L., Osmundson, E., & Dietel, R. (2010). <i>Benchmark assessment for improved learning</i> (Assessment and Accountability Comprehensive Center report). Los Angeles, CA: The Regents of the University of California. Available at http://www.cse.ucla.edu/products/policy/r2_benchmark_report_herman.pdf</p> <p>Kentucky Department of Education. (2011). <i>Leadership network</i>. Available at http://www.education.ky.gov/curriculum/leadnet/Pages/default.aspx</p> <p>Kentucky Department of Education. (2015) <i>PGES Student Growth</i> http://education.ky.gov/teachers/pges/tpges/pages/tpges-student-growth-page.aspx</p> <ul style="list-style-type: none"> * 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 <p>Marsh, J.A., Pane, J.F., & Hamilton, L.S. (2006). <i>Making sense of data-driven decision making into education: Evidence from recent RAND research</i> (No. OP170). Santa Monica, CA: RAND Corporation.</p> <p>McManus, S. (2008). <i>Attributes of effective formative assessment</i>. Washington, CD: Council of Chief State School Officers. Available at http://www.ccsso.org/Documents/2008/Attributes_of_effective_2008.pdf</p> <p>Odden, A.R. (n.d.) <i>CPRE's school finance research: Fifteen years of findings</i>. Madison, WI: Center for Policy Research in Education, University of Wisconsin. Available at http://cpre.wceruw.org/publications/Summing%20Up%202015%20Years%20of%20School%20Finance%20Research%20Jan%202011-1.pdf</p>				

Assessment Literacy for Principals

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*. Available at <http://www.schoolfundingmatters.org/content/Evidencebased.aspx>

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. Available at <http://www.achieve.org/files/TheRoleofInterimAssessments.pdf>

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.