

## Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes

### Design and Deliver Assessment Literacy

<p><b>OPERATIONAL DEFINITION</b></p> <p><i>Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person’s responsibilities. Assessment literacy also consists of an individual’s understanding of the fundamental assessment concepts and procedures deemed likely to influence local educational decisions. In a comprehensive, balanced system, there are four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision making.</i></p>	<b>PROCESS</b>	<p><b>Establish a process (work) to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that standardized assessment results are used appropriately to propel student achievement.</li> <li>• Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</li> <li>• Create formative and summative assessments that are aligned to the standards.</li> <li>• Develop a progress monitoring system to monitor standards mastery for each student.</li> <li>• Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</li> <li>• Develop a tracking system for monitoring of student achievement progress by learning target and by standard.</li> <li>• Ensure that all assessments evolve from high-quality content standards.</li> <li>• Ensure that all assessments produce accurate evidence.</li> <li>• Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).</li> </ul>
	<b>PRACTICE</b>	<p><b>Establish a practice (worker) to:</b></p> <ul style="list-style-type: none"> <li>• Construct student-friendly learning targets.</li> <li>• Monitor and evaluate the validity of assessments, standards, and learning targets.</li> <li>• Control bias in assessment creation and delivery.</li> <li>• Evaluate student clarity of the vision of the intended learning.</li> <li>• Identify learning target types.</li> <li>• Create intentional opportunities for students to receive and offer effective feedback during learning.</li> <li>• Implement student participation in self-assessment and goal setting.</li> <li>• Use assessments to help students assess and adjust their own learning.</li> <li>• Use classroom assessments to inform teacher’s instructional decisions.</li> <li>• Use assessment evidence to certify student competency or program effectiveness.</li> <li>• Use summative evidence to inform what comes next for individual students and groups of students.</li> <li>• Determine if learning targets are clear to teachers.</li> <li>• Determine if learning targets are clear to students.</li> <li>• Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</li> <li>• Identify which assessment methods are the best match for each learning target.</li> <li>• Evaluate the quality of test items, test tasks, and scoring rubrics.</li> <li>• Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</li> </ul>

	<b>CONDITION</b>	<p><b><u>Establish a condition (workplace) to:</u></b></p> <ul style="list-style-type: none"><li>• Increase collaboration in deconstructing standards and developing congruent learning targets.</li><li>• Ensure that grades effectively and accurately communicate student achievement.</li><li>• Ensure that all users of assessment data use information to benefit student learning.</li><li>• Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</li><li>• Determine if formative assessment results function as effective feedback to students and teachers.</li></ul>
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