

Evaluation of Kentucky Department of Education Key Core Work Processes

Design and Deliver Assessment Literacy

(How will we know they have learned it?)

OPERATIONAL DEFINITION: *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.*

GUIDING QUESTIONS FOR QUALITY PRACTICE

- How does leadership ensure the creation of a balanced assessment system?
- How are assessment results communicated to stakeholders?
- How do teachers design assessments (formative and summative) to ensure validity and congruence to the standards, learning intentions and success criteria?
- How do teachers and students utilize learning intentions, success criteria and feedback as tools to assess progress?
- How does leadership ensure the school’s grading system accurately reflects student learning of standards based content?

EVIDENCE OF PRACTICE BEING IN PLACE

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