

Creating Sustainable and Scalable Approaches for Enhancing Educators' Assessment Literacy

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SESSION SUMMARY

Interest in and efforts addressing assessment literacy for education practitioners in the United States has ebbed and flowed over the years (e.g., Popham, 2011; Stiggins, 1991) but has become more and more critical. Assessment is an essential part of the educational ecosystem as it is how we collect data to make educational decisions, from education policy affecting an entire nation or state to teachers deciding whether additional educational support is needed for a particular student. Despite assessment's prevalence, understanding of which assessments to use, how and when to use them, and what decisions can be appropriately made based on their results is a difficult task. In order for K-12 assessment literacy efforts to have a lasting impact on classroom practices they need to work *with* educators to address the relevant and context-specific issues they are currently facing in their schools and classrooms (Xu & Brown, 2016) and have an explicit goal of building capacity and sustainability.

This organized session brings together diverse efforts of university researchers, non-profit organizations, and public education administration to present on building for capacity and sustainability when designing and implementing professional development on assessment literacy.

PRESENTATION SUMMARIES

Presentation 1: Assessment Literacy Leaders in Indiana (ALL IN)

Assessment Literacy Leaders in Indiana (ALLIN) is a pilot project at Indiana University aiming to improve educators' standardized assessment literacy. Presenters will discuss the assessment literacy standards and associated curriculum, which was partly based on survey results from over 1000 Indiana educators on their self-evaluated understanding of educational measurement and assessment concepts. The project is currently partnered with school corporations in Indiana to deliver professional development workshops and online modules. IU researchers will present their plan to tailor and refine the curriculum to best meet the needs of educators. Presenters will also discuss important insights for capacity building, sustainability, and for scaling up the curriculum and workshops for a wider distribution.

Presentation 2: Making Michigan the State of Assessment Literacy

Since 2013, the Michigan Assessment Consortium (MAC) has sought to improve student, family, educator, and policymaker assessment literacy by:

- Developing assessment literacy standards to guide assessment literacy development (<http://g.tinyurl.com/y9w2y43e>);
- Facilitating an Assessment Learning Network among Michigan's professional educational organizations and the Michigan Department of Education;
- Creating eight introductory *Assessment Learning Modules (ALMs)* to impart basic assessment understandings;
- Creating an assessment credentialing system of online learning modules micro-credentials leading to certification as a classroom assessment or system assessment specialist. MAC's goal is to have a classroom assessment specialist in every school (N = 4,000) and a system assessment specialist in every district (N = 850);
- Developing a cadre of assessment facilitators to promote the use the *ALMs* and support the certification processes.

The goal of these efforts is to promote assessment literacy among Michigan's students and families, educators, and policymakers, thus improving the quality and effectiveness of classroom and system assessments.

Presentation 3: Colorado Assessment Literacy Program

The Colorado Assessment Literacy Program offers tools and resources aimed at supporting educators' efforts to expand their understanding of the varied purposes and uses of assessment information and guiding instruction to improve student engagement and learning. The program includes resources that help to build capacity across districts in order to align and develop sustainable local assessment systems. Local assessment systems include classroom, district, and state assessments as well as formative assessment practices.

In addition, the program features supports that helps educators design, implement and use assessments effectively to guide and support instruction, and make important programmatic and resource decisions that benefit all students. Educators who complete the program have a better understanding of how to strategically use assessment information to improve instructional outcomes for all students.

Presentation 4: Assessment Literacy – Creating Cadres of Experts

Assessment systems cannot support teaching and learning if the assessments do not reflect a coherent vision of how students acquire knowledge and skills. Inadequate assessment literacy is a major barrier to the successful development and implementation of a curriculum focused assessment system. To improve literacy and increase local capacity, the Center for Assessment has employed assessment literacy models consistent with the expectations of Legitimate Peripheral Participation (Lave & Wenger, 1991) in which experts help novices master the strategies and skills associated with expertise through a gradual release of responsibility. This process is being employed in multiple states and districts including Pennsylvania and Polk County, FL, and emphasizes improving assessment literacy through professional development focused on refining curriculum, instruction and assessment in a manner that supports deeper learning.

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