

Assessment Literacy: Concepts, Principles, Checklist, and Strategies: The TOOL

**Assessment Literacy Framework:
Concepts, Principles, and Checklist Questions**

CONCEPT 1: USEFUL FOR STAKEHOLDERS

<p>Principle: Educative Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.</p> <p>Checklist Questions: Feedback: Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders? Decisions: Does the assessment help me make instructional decisions that are beneficial for students?</p>		<p>Principle: Practical Assessment is practical when it is feasible and efficient within available resources.</p> <p>Checklist Questions: Feasibility: Is the assessment feasible for me, given my students, workload, and resources? Efficiency: Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?</p>
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CONCEPT 2: MEANINGFUL FOR PURPOSES

<p>Principle: Relevant Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</p> <p>Checklist Questions: Content: Is the assessment content important? Does it reflect professional standards for the discipline? Tasks: Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students' best work?</p>		<p>Principle: Accurate Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.</p> <p>Checklist Questions: Validity: Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function? Reliability: Are the assessment results consistent across tasks, time, and judgments?</p>
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CONCEPT 3: EQUITABLE FOR ALL STUDENTS

<p>Principle: Open Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.</p> <p>Checklist Questions: Participation: Is the assessment process open to participation by interested stakeholders, including my students? Disclosure: Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?</p>		<p>Principle: Appropriate Assessment is appropriate when it fairly accommodates students' sociocultural, linguistic, and developmental needs.</p> <p>Checklist Questions: Fairness: Is the assessment unbiased in terms of my students' languages and cultures? Does it contribute to equal outcomes for my students? Impact: Are the personal and social consequences of the assessment equitable for my students?</p>
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Texas Essential Knowledge and Skills

Concepts	Principles	Checklist	Assessment Strategies
Useful for Stakeholders	Educative: Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.	Feedback: Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders? Decisions: Does the assessment help me make instructional decisions that are beneficial for students?	Ask Worthy Questions: Ask only those questions for which students are accountable because they involve important learning purposes in meaningful ways. Structure to Support Performance: Pay attention to how the structure of the assessment inhibits or supports student performance. Consider simple to complex, concrete to abstract, familiar to unfamiliar, and situated to general.
	Practical: Assessment is practical when it is feasible and efficient within available resources.	Feasibility: Is the assessment feasible for me, given my students, workload, and resources? Efficiency: Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?	
Meaningful for Purposes	Relevant: Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.	Content: Is the assessment content important? Does it reflect professional standards for the discipline? Tasks: Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students' best work?	Use Variety: Use both formal and informal assessments, include a variety of task formats, and provide multiple opportunities for students to reveal what they know and can do.
	Accurate: Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.	Validity: Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function? Reliability: Are the assessment results consistent across tasks, time, and judgements?	
Equitable for all Students	Open: Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.	Participation: Is the assessment process open to participation by interested stakeholders, including my students? Disclosure: Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?	Modify for Clarity: Make the language and context of the assessment as simple and clear as possible.
	Appropriate: Assessment is appropriate when it fairly accommodates students' sociocultural, linguistic, and developmental needs.	Fairness: Is the assessment unbiased in terms of my students' language and cultures? Does it contribute to equal outcomes for my students? Impact: Are the personal and social consequences of the assessment equitable for my students?	

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