

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

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

### CONCEPT 1: USEFUL FOR STAKEHOLDERS

<p><b>Principle: Educative</b></p> <p>Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.</p> <p><b>Checklist Questions:</b></p> <p><b>Feedback:</b> 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?</p> <p><b>Decisions:</b> Does the assessment help me make instructional decisions that are beneficial for students?</p>	 <p><b>Principle: Practical</b></p> <p>Assessment is practical when it is feasible and efficient within available resources.</p> <p><b>Checklist Questions:</b></p> <p><b>Feasibility:</b> Is the assessment feasible for me, given my students, workload, and resources?</p> <p><b>Efficiency:</b> 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><b>Principle: Relevant</b></p> <p>Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</p> <p><b>Checklist Questions:</b></p> <p><b>Content:</b> Is the assessment content important? Does it reflect professional standards for the discipline?</p> <p><b>Tasks:</b> Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students' best work?</p>	 <p><b>Principle: Accurate</b></p> <p>Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.</p> <p><b>Checklist Questions:</b></p> <p><b>Validity:</b> Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?</p> <p><b>Reliability:</b> Are the assessment results consistent across tasks, time, and judgments?</p>
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### CONCEPT 3: EQUITABLE FOR ALL STUDENTS

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

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

For a downloadable and printable copy click the following link: [Assessment Literacy Chart](#)



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